

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**TRACK EVENT PERFORMANCE SYLLABUS FOR ORDINARY SECONDARY  
EDUCATION VOCATIONAL STREAM FORM I-IV**

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## **Abbreviations and Acronyms**

CAD	Computer Aided Design
CBET	Competence Based Education and Training
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
CPR	Cardio Pulmonary Resuscitation
ICT	Information and Communication Technology
OUS	Occupation Unit Standard
WA	World Athletics
IAAF	International Amateur Athletic Federation

## **Definition of Key Terms**

**Assessment:** The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

**Circumstantial knowledge:** Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

**Competence:** The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

**Element:** A sub-unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

**Occupational Standards:** Specific requirements of competences people are expected to demonstrate in a particular occupational area, including knowledge and relevant attitudes. They also act as performance tool of assessment of the prescribed outcomes.

**Performance criteria:** An indication of the expected end results or outcome in form of evaluative statements.

**Standard:** A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

**Underpinning Knowledge:** This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

**Unit:** A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of

**Vocational Education and Training Authority**



CPA. Antony M. Kasore

**Director General**

## **1.0. Introduction**

Track event performance is one of the occupations taught in Ordinary Secondary Education Vocational Stream. Learning Track event performance has growing demand for athletics competition systems nationally and internationally. The athletics sector offers a significant opportunity for economic growth, health and wellness development, as well as social welfare development. In Track event performance occupation, students gain practical skills that enable them to perform shorts, middle- and long-distance races, cross-country races, maintain sports facilities and equipment, and organize and officiate various types of track events. This enhances national sport sector to reduce dependency on importing track event officials from other countries and contributed to the national self-reliance in athletics competitions and entertainment. Ultimately, this fosters economic development, creates jobs, promotes health and wellness development and supports sustainable development. An occupation is a specific work area or a group of related job roles that demand particular skills, knowledge, and competencies. It encompasses a structured professional activity within the labour market, marked by distinct tasks, responsibilities, and established standards of practice. In the context of track performance, an occupation refers to tasks performed within the athletic industry including short, middle- and long-distance races, cross-country races, organizing and officiating track event.

Upon completion of the program, students will possess both theoretical and practical knowledge of running, organizing and officiating various types of track events. They will be proficient in performing mechanics of various type of track events such as sprints, relay, hurdling, steeple chase, middle- and long-distance races as well as maintaining track event facility and equipment and implementing sustainable practices in sports industry while adhering to safety standards. Additionally, students will gain skills in business critical for managing athletics equipment enterprises, ensuring high standards of quality and innovation in sports industry.

Graduates of this occupation can find employment in the following sectors They may work in both Government and private sectors, including ministries as games tutor, training institutions as games coaches, recreational centers, and tourist centers. Employment opportunities also exists in self-employment, sports industry and in Non-Governmental Organizations (NGOs).

The Track Event Performance Syllabus is designed to guide the teaching and learning of track events at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning track events. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences.



## **2.0 Main Objectives of Education in Tanzania**

The main objectives of education in Tanzania are to enable every Tanzanian to

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language; develop life and work-related skills to increase efficiency in everyday life;
- (e) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (f) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (g) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

## **3.0 General Competencies for Ordinary Secondary Education Vocational Stream**

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream is to

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;

- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

#### **4.0 General Competences of the Occupation**

Upon completion of this occupation (Track event Performance), students are expected to have ability to

- (a) Demonstrate commitment to health and safety by implementing safety protocols, and ensuring a secure environment for all track event activities.
- (b) Demonstrate the mastery of performing appropriate exercise for improving physical fitness
- (c) Demonstrate the mastery of performing sprints by adhering to established rules and regulations
- (d) Demonstrate the mastery of running relays race skills and techniques by adhering to established rules and regulations
- (e) Demonstrate the mastery of hurdle race by adhering to established rules and regulations
- (f) Demonstrate the mastery of using information computer technology in improving track event performance
- (g) Demonstrate the mastery of running Steeple chase race by adhering to established rules and regulations
- (h) Demonstrate the mastery of running cross-country race by adhering to established rules and regulations
- (i) Demonstrate the mastery of running middle- and long-distance races by adhering to established rules and regulations
- (j) Use Information Communication Technology (ICT) in improving track event performance.

## 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

**Table 1** *Main and Specific Competences for Form I-IV*

Modules (Main Competence)	Units (Specific competences)
1.0 Maintaining health and safety in track events	1.1 Maintaining health and safety practices 1.2 Rendering first aid
2.0 Performing Exercises for improving physical fitness	2.1 Performing Exercises for improving health related physical fitness 2.2 Performing Exercises for improving performance related physical fitness
3.0 Performing sprints skills in accordance to rules	3.1 Performing sprints skills and techniques 3.2 Using rules in sprinting Events 3.3 observing moral values and ethics in sports
4.0 Performing relays skills in accordance to rules	4.1 Performing 4x100 m relay 4.2 Performing 4x400m relay race 4.3 Using Relay Rules 4.4 Using psychological skills in relays
5.0 Performing hurdling skills, and technique	5.1 Performing 100m hurdle skills and technique 5.2 Perform 110m hurdle skills and technique 5.3 Performing 400m hurdle skills and technique 5.4 Using hurdling rules and regulation
6.0 Performing Steeple chase race	6.1 Performing 3000m steeple chase race skills 6.2 Using steeplechase rules and regulation
7.0 Performing cross- country race	7.1 Performing cross-country race 7.2 Using cross-country race rules and regulation
8.0 Using ICT for improving track performance	8.1 Developing video analysis for track performance 8.2 Practicing Data analytic technique in track performance
9.0 Performing middle-distance skills and rules	9.1. Performing 800m race skills 9.2. Performing 1500m distance race skills 9.3. Using middle-distance rules and regulation
10.0 Performing Long-distance skills and rules	10.1. Performing 5,000m race skills 10.2. Performing 10,000m race skills 10.3. Using Long-distance rules and regulation

## 6.0 The Roles of Teachers, Students, and Parents in Teaching and Learning

Good relationships between a teacher, student, and parent or guardian are fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of track event performance.

### 6.1 The teacher

The teacher is expected to

- Help the student to learn and develop the intended competences in Track event performance
- Use teaching and learning approaches that will allow students with different needs

and abilities to

- (i) Develops the competences needed in the 21<sup>st</sup> Century; and
  - (ii) Actively participate in the teaching and learning process.
- (c) Use student-centered instructional strategies that make the student a center of learning which allows them to think, reflect, and search for information from various sources;
  - (d) Create a friendly teaching and learning environment;
  - (e) Prepare and improvise teaching and learning resources;
  - (f) Conduct formative assessment regularly by using tools and methods that assess theory and practice;
  - (g) Treat all the students according to their learning needs and abilities;
  - (h) Protect the student from the risky environment while he or she is at school;
  - (i) Keep track of the student's daily progress;
  - (j) Identify individual student's needs and provide the proper intervention;
  - (k) Involve parents/guardians and the society at large in the student's learning process; and
  - (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books, and other publications in online libraries.
- (c) Develop the intended competence in organizing and officiating various track event tournaments in school.

## **6.3 The parent/guardian**

The Parents/Guardian is expected to

- (a) Monitor the child's academic progress;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment that is conducive to learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which includes but is not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and

developing cognitive, affective, and psychomotor skills through learner-centered methods. Vocational teachers act as facilitators, incorporating both school-based teaching and project work supervision.

## 8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

## 9.0 Assessment

Assessment is important in teaching and learning about Track events performance. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but are not limited to demonstrations, discussions, presentations, oral questions, experiments, observations, practical assignments, and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination, and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

**Table 2** *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
<b>Total</b>	<b>60</b>	

## 10.0 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and

assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

### **11.0 Number of Periods**

The Track Event Performance Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

### **12.0 Teaching and Learning Contents**

The contents of the Syllabus are organized into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which are divided into (process assessment, products/service assessment, and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

## Form One

**Table 3** *Detailed contents for Form One*

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining health and safety in track events	1.1 Maintaining health and safety practices	(a) Maintaining personal hygiene in track events	<p><b>Brainstorming</b> Guide students to define personal hygiene</p> <p><b>Discussion</b> Guide the students to discuss the importance of personal hygiene, focusing on its benefits for health and track event performance. Encourage students to share their thoughts and experiences.</p> <p><b>Demonstration</b> Clearly show the proper hygiene practices such as washing hands, brushing teeth, foot care, hand and nail hygiene, and cleaning track shoes</p> <p><b>Practical Work</b> Guide students to use a checklist to self-assess their hygiene practices before,</p>	<ul style="list-style-type: none"> <li>• Select tools, equipment, and safety gears.</li> <li>• Observe the proper personal hygiene procedures</li> <li>• Design and set up sanitation station including hand washing areas, waste bins, and equipment storage</li> </ul>	Personal hygiene maintained as per standards	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the student should explain how maintain personal hygiene in track events</p> <p><b>Principles</b> The student should Explain the principles of personal hygiene, safety measures and general cleaning procedures</p> <p><b>Theories</b> The student should -</p> <ul style="list-style-type: none"> <li>• Define Personal hygiene</li> <li>• Mention Personal hygiene practices</li> <li>• Describe personal hygiene checklist</li> <li>• Explain the</li> </ul>	<p>The following tools, equipment and safety gears are to be available -</p> <ul style="list-style-type: none"> <li>• Nail cutters</li> <li>• Looking mirror</li> <li>• Comb</li> <li>• Cleaning Agents</li> <li>• Dust bins.</li> <li>• Mop</li> <li>• Gloves</li> <li>• Cleanliness equipment</li> <li>• Protective gears</li> </ul>	34

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			during, and after a track event  <b>Activity</b> Organize students to work in groups to design and set up sanitation stations including hand washing areas, waste bins, and equipment storage			importance of personal hygiene in track event performance <ul style="list-style-type: none"> <li>Adapting hygiene routines</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Hygiene practices, and adapting hygiene routines</li> <li>Safe handling of tools and equipment</li> <li>Waste disposal</li> </ul>		
		(b) Maintaining personal safety in track events	<b>Brainstorming</b> Guide students to define personal safety in track events  <b>Discussion</b> Guide the students to discuss the importance of personal safety focusing on its benefits for tracking event performance. Encourage students to share	<ul style="list-style-type: none"> <li>Select equipment for maintaining personal safety in track events</li> <li>Check for the functionality of safety equipment</li> <li>Design the steps for maintaining personal</li> </ul>	Personal safety maintained in track events as per safety standards	<b>Knowledge evidence</b> Detailed knowledge of  <b>Method used</b> the student should explain the preventative measures on safety <ul style="list-style-type: none"> <li>Dispose different types of wastes</li> </ul>	The following tools, equipment and safety gears are to be available - <ul style="list-style-type: none"> <li>Cleaning Agents</li> <li>Garbage and Dust bins</li> </ul>	34



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>their thoughts and experiences in maintaining personal safety</p> <p><b>Practical Work</b> Guide students to inspect track surfaces for hazards, ensure proper fit of running shoes, organize hydration breaks, and ensure clear pathways, proper warm-up and cool-down exercises</p> <p><b>Activity</b> Organize students into manageable groups and have them to organize tools, clean the Track, and check for the functionality of safety equipment</p>	<p>safety</p> <ul style="list-style-type: none"> <li>• Dispose different types of wastes</li> </ul>		<p><b>Principles</b> The student should explain principles of</p> <ul style="list-style-type: none"> <li>• Personal safety</li> </ul> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define personal safety</li> <li>• Explain the procedures of maintaining personal safety</li> <li>• Identify safety measures during track event performance</li> <li>• Describe the methods used to disposing different types of wastes</li> <li>• Importance of personal safety in track event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p>	<ul style="list-style-type: none"> <li>• Cleanliness equipment</li> <li>• Water bottle or hydration pack</li> <li>• Proper track event attires such as spike shoe, track shoes, running shorts</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• Risk assessment and mitigation</li> <li>• Emergency preparedness</li> <li>• Safe handling equipment applied in track event</li> </ul>		
		(c) Maintaining the safety of equipment used in track events	<p><b>Brainstorming</b> Guide students to define the safety of equipment in the Track events context</p> <p><b>Discussion</b> Assign small groups to specific tasks, such as inspecting equipment safety standards and cleanliness. Guide students to verify for quality and functionality of equipment</p> <p><b>Practical Work</b> Guide students to identify the proper use of the equipment in track event performance</p> <p><b>Activity</b> Organize students in pairs to check for</p>	<ul style="list-style-type: none"> <li>• Select relevant safety equipment</li> <li>• Identify principles of maintaining safety of equipment in track event s</li> <li>• Take precautions against proper use of equipment used in track events</li> <li>• Interpret different safety guidelines indicated in the equipment manual</li> </ul>	Safety of equipment maintained as per safety rules and regulations	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the student should explain how to maintain safety of equipment in track event</p> <p><b>Principles</b> The student should explain principles of using safe equipment in track event</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Explain safety of equipment</li> <li>• Describe principles applied in maintaining safety in track events</li> </ul>	<p>The following tools, equipment and safety gears are to be available -</p> <ul style="list-style-type: none"> <li>• Running shoes</li> <li>• Track spike</li> <li>• Moisture-wicking attire</li> <li>• Compression garment</li> <li>• Reflective gear</li> <li>• Starting blocks</li> <li>• Diary and pens</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			worn-out or damaged equipment before and after practice sessions or events  Organize students in pairs to check for proper use of equipment in track event as well as their proper storage			<ul style="list-style-type: none"> <li>Explain the importance of maintaining safety of equipment in track events</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about Standards compliance, safe running practices and usage of track-specific tools and protective gear		
		(d)		•				
		(e) Maintaining safety in track events facility	<b>Brainstorming</b> Guide students to define safety in Track event facility  <b>Discussion</b> Organize students into small groups and guide them to discuss safety roles such as <ul style="list-style-type: none"> <li>Regular inspection routines</li> <li>Identifying and reporting hazards (e.g., cracks, debris),</li> <li>The importance of</li> </ul>	<ul style="list-style-type: none"> <li>Identify the principles of maintaining safety of track event facility</li> <li>Inspects the track regularly and set the schedule</li> <li>Take precautions against the proper use of facilities used in track event</li> </ul>	Safety of facility maintained as per safety rules and regulations	<b>Knowledge evidence</b> <b>Detailed knowledge of</b> <b>Method used</b> the student should Explain how to maintain safety in track event <b>Principles</b> The student should explain the principles of regular inspection in track event	The following tools, equipment, and safety gear are to be available - <ul style="list-style-type: none"> <li>Paint or chalk</li> <li>Mops,</li> <li>Hoes</li> <li>Broom and Sweeper</li> <li>Tapes</li> <li>Compression</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>maintaining a smooth and safe running surface</p> <p><b>Practical Work</b> Guide students to play the role of an inspector to</p> <ul style="list-style-type: none"> <li>• identify hazards, like slippery surfaces or loose equipment</li> <li>• Assume the role of athletes, demonstrating how to avoid risks like cutting into others' lanes</li> <li>• Act as event manager, planning safety measures for a mock track event</li> </ul> <p><b>Activity</b> Organize students in small groups and assign them to organize and practice track event in school and then check and report the condition of track before and after the event session.</p>			<p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Explain safety concepts in track event facility</li> <li>• Describe inspection routines related to maintaining the safety in track event</li> <li>• Explain the importance of maintaining safety in track event facility</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Track surface conditions, crowd management, runners' health issues such as dehydration and sudden injuries during events and emergence response preparedness</p>	<p>garment</p> <ul style="list-style-type: none"> <li>• Diary and pens</li> <li>• Water bottles</li> </ul>	
	1.2 Rendering First Aid	(a) Handling injuries in sport	<p><b>Discussion and Brainstorming</b> Guide the students to define</p>	<ul style="list-style-type: none"> <li>• Prepare the first aid kit</li> </ul>	Injuries handled as per first aid provision	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the</p>	The following tools, equipment and safety gears	34

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>injury and discuss the common injuries that occur during track events (e.g., sprains, strains, fractures, and contusions) as well as their causes, symptoms, and consequences</p> <p><b>Demonstration</b> Demonstrates proper techniques for handling common sports injuries (such as sprains, strains, and fractures) and then guides students to use these techniques in handling the injuries in and outside the school</p> <p><b>Practical Work</b> Guide students to play the roles, such as athletes, medical responders, or coaches, and act out emergencies where injuries need to be handled</p> <p><b>Activity</b>  Divide the students into small groups to practice injury handling technique in track</p>	<ul style="list-style-type: none"> <li>• Carry out first aid to victim by following basic first aid techniques protocol</li> <li>• React correctly and safely when faced with a n emergency</li> <li>• Take necessary steps to save the victim</li> </ul>	protocol	<p>student should apply technique for handling common injuries that often occur during track event</p> <p><b>Principles</b> The student should explain the principles of handling common sport injuries and carrying first aid to victim</p> <p><b>Theories</b> The student should; explain</p> <ul style="list-style-type: none"> <li>• Describe first aid and its kit</li> <li>• Explain common sports injuries such as contusion, sprains, strains, and fractures</li> <li>• Explain causes, symptoms, and consequences of common sports injuries.</li> <li>• Identify technique and protocol for</li> </ul>	<p>are to be available -</p> <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Gloves</li> <li>• Posters</li> <li>• Charts</li> </ul>	

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			<p>event contexts. Provide props such as bandages, ice packs, splints, and other first aid materials for the hands-on practice</p> <p>In each group, one student act as the injured athlete, while another practice applying the first aid methods (R.I.C.E., splinting, cooling, etc.)</p> <p>As the groups practice, walk around to give them guidance and feedback</p>			<p>handling the common sports injuries</p> <p><b>Circumstantial knowledge</b> Detailed knowledge about Safety precautions while handling sport injury incidence</p>		
		(b) Performing Cardiopulmonary resuscitation	<p><b>Brainstorming</b> Guide students to define Cardiopulmonary resuscitation</p> <p><b>Role play</b> Guide students to simulate emergency scenarios where they must respond to a cardiac arrest situation. Assign them to perform CPR while interacting with others (e.g., calling for help, directing bystanders)</p>	<ul style="list-style-type: none"> <li>Observe the protocol for carrying artificial respiration</li> <li>Identify the steps to follow in responding to cardiac arrest situation.</li> <li>Mastered the necessary skills to perform CPR in an</li> </ul>	Cardiopulmonary resuscitation performed as per first aid protocol	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the student should Explain how to respond to cardiac arrest situation, carry cardio pulmonary resuscitation and emergency life support</p> <p><b>Principles</b> The student</p>	<p>The following tools, equipment and safety gears are to be available -</p> <ul style="list-style-type: none"> <li>First aid Kit</li> <li>CPR Instructional Materials</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<b>Practical Work</b> Guide students to properly perform artificial respiration  <b>Activity</b> Guide students to work in pairs or small groups to practice Cardio pulmonary resuscitation (CPR) and provide feedback to each other. Each participant takes turns performing CPR and acting as a victim, while peers offer suggestions for improvement.	emergency situation		should explain the principles of rescuing victim from cardiac arrest situation and cardio pulmonary resuscitation  <b>Theories</b> The student should <ul style="list-style-type: none"> <li>• Define cardiac arrest</li> <li>• Describe causes of cardiac arrest</li> <li>• Mention procedures for carrying Cardio pulmonary resuscitation.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about Safety precautions while performing cardiopulmonary resuscitation to a victim		
2.0 Performing Exercises for	2.1 Performin g	(a) Performing exercises for	<b>Brainstorming</b> Guide students to define	<ul style="list-style-type: none"> <li>• Select the appropriate equipment that fit</li> </ul>	Exercise for improving body	<b>Knowledge evidence</b> Detailed Knowledge	The following tools, safety	34

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				Process Assessment	Services Assessment	Knowledge Assessment		
improving physical fitness	Exercises for improving health related physical fitness	improving body composition	<p>physical fitness, and body compositing and highlighting the equipment needed in performing exercise for improving body composition</p> <p><b>Discussion</b> Assign small groups to</p> <ul style="list-style-type: none"> <li>Select equipment for performing exercises for improving body composition. The equipment includes exercise mat, jumping/skipping rope, medicine balls, free weight, bicycle and step bench</li> <li>Perform specific exercises, such as cycling, running, swimming, squat and push up at different time</li> </ul> <p><b>Practical Work</b> Guide students to at different time to perform various exercises such as running, cycling, swimming, squat and push up in order to improve body composition at different</p>	<p>exercises for improving body composition</p> <ul style="list-style-type: none"> <li>Maintain the appropriate schedule for performing exercise for improving body composition</li> </ul>	composition performed as per physical fitness standards	<p>of <b>Method used</b> The student should mention the methods used to performing various exercises for improving body composition</p> <p><b>Principles</b> The student should explain principles of improving body composition</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define physical fitness</li> <li>Explain body composition</li> <li>Describe exercises for improving body composition</li> <li>Describe technique and form for improving body composition (e.g. maintaining a straight back during</li> </ul>	<p>gears and equipment are to be available</p> <ul style="list-style-type: none"> <li>Exercise mat</li> <li>Skipping rope</li> <li>Medicine balls</li> <li>Free weight</li> <li>Bicycle and</li> <li>Step bench.</li> </ul>	



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			time  <b>Activity</b> Organize students into manageable groups to perform variety of exercises such as Running at various distance, cycling at variable speed, and perform squat and push up  As the students in each group practice, walk around and give them feedback on impact of each exercises performed			squats or deadlifts ensures that lower body muscles are activated correctly without straining the spine)  <b>Circumstantial knowledge</b> Detailed knowledge about Individual fitness level and nutrition and recovery		
		(b) Performing exercises for improving Flexibility	<b>Brainstorming and Discussion</b> Guide students to define flexibility and discuss its importance in maintaining the physical fitness of a runner. Share the experiences they possess about the application of flexibility.  <b>Practical Work</b> Guide students to select and perform the appropriate exercises needed for improving flexibility	• Observe the proper procedures for executing exercise for improving flexibility	Exercises for improving flexibility performed as per standard	<b>Knowledge evidence</b> Detailed Knowledge of <b>Method used</b> The student should explain the procedures for performing various exercises for improving flexibility  <b>Principles</b> The student should explain the role of exercises for improving flexibility	The following equipment are to be available - • Exercise mat • Skipping rope • Cones	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<b>Activity</b> Organize students into manageable groups to perform variety of stretching exercises such as Neck stretches, Shoulder stretch, Chest opener Triceps stretch, and Child's pose exercise. Ask them to follow the appropriate procedures for executing each of these exercise			<b>Theories</b> The student should <ul style="list-style-type: none"> <li>• Define Flexibility</li> <li>• Explain the importance of flexibility</li> <li>• Identify exercises for improving flexibility</li> <li>• Mention application of exercise for flexibility in track event</li> <li>• Explain correct stretching techniques</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about Individual flexibility level, and consideration of physical limitations of an individual		
		(c) Performing exercises for	<b>Brainstorming and Discussion</b> Guide students to define	<ul style="list-style-type: none"> <li>• Observe the proper procedures for</li> </ul>	Exercises for improving	<b>Knowledge evidence</b> Detailed Knowledge	The following equipment are to	35

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				Process Assessment	Services Assessment	Knowledge Assessment		
		improving Muscular endurance	<p>muscular, select the appropriate exercises and equipment needed for improving muscular endurance</p> <p><b>Practical Work</b> Guide students to perform various exercises for improving muscular endurance</p> <p><b>Activity</b>  Organize students into pairs and assign them various exercises, such as bodyweight squats, lunges, planks, push-ups, as well as circuit training and weight exercises. Emphasize the importance of proper techniques and procedures for executing each exercise</p>	executing exercise for improving muscular endurance	muscular endurance are performed as per standards	<p>of</p> <p><b>Method used</b> The student should explain various exercises for improving muscular endurance</p> <p><b>Principles</b> The student should explain principles of principles of improving muscular endurance</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define muscular endurance</li> <li>• Explain the importance of muscular endurance</li> <li>• Identify exercises for improving muscular endurance</li> <li>• Types of exercises in relation different muscles groups</li> </ul>	<p>be available -</p> <ul style="list-style-type: none"> <li>• Free weights</li> <li>• Hand grips</li> <li>• Bicycle</li> <li>• Resistance or stretch straps and</li> <li>• Medicine balls</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>Circumstantial knowledge</b> Detailed knowledge about Individual muscular endurance level and Nutrition and hydration		
		(d) Performing exercises for improving cardiovascular endurance	<b>Brainstorming</b> Guide students to define cardiovascular endurance and list the exercise for improving cardiovascular endurance  <b>Practical Work</b> Guide students to perform various exercises for improving cardiovascular endurance  <b>Activity</b> Organize students to line up side by side in two lines and assign them to perform the following exercise one after another at different time; <ul style="list-style-type: none"> <li>Running/Jogging</li> <li>Stair climbing,</li> </ul>	<ul style="list-style-type: none"> <li>Observe the time to which each runner execute exercise for improving cardiovascular endurance for long time without tiredness</li> </ul>	Exercises for improving cardiovascular endurance are performed as per fitness standards	<b>Knowledge evidence</b> Detailed Knowledge of  <b>Method used</b> The student should show the procedure for executing exercises for improving cardiovascular endurance  <b>Principles</b> The student should explain principles of improving cardiovascular endurance  <b>Theories</b> The student	The following equipment are to be available - <ul style="list-style-type: none"> <li>Running Shoes</li> <li>Stationary Bike or Outdoor Bicycle</li> <li>Treadmill</li> <li>Swimming Gear</li> <li>Heart Rate Monitor</li> <li>Fitness Tracker or Smart watch</li> <li>Aerobic Step</li> <li>Plyometric</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> <li>• Cycling</li> <li>• Swimming</li> <li>• Brisk Walking</li> <li>• Rope Skipping</li> </ul> <p>Guide students to record the length of time when performing the above exercises</p>			<p>should</p> <ul style="list-style-type: none"> <li>• Define cardiovascular endurance</li> <li>• Explain the importance of Cardiovascular endurance</li> <li>• Identify procedures/steps for executing exercises for improving cardiovascular endurance</li> <li>• Type of Cardiovascular exercises</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Individual fitness level and nutrition and hydration</p>	<p>Box</p> <ul style="list-style-type: none"> <li>• Speed Ladder</li> <li>• Cones</li> </ul>	
		(e) Performing exercises for improving Muscular	<p><b>Brainstorming and Discussion</b> Guide students to define muscular strength, select the appropriate exercises and</p>	<ul style="list-style-type: none"> <li>• Select the appropriate exercise for</li> </ul>	Exercises for improving muscular strength are	<p><b>Knowledge evidence</b> Detailed Knowledge of</p>	The following equipment are to be available -	34

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		strength	<p>equipment needed for improving muscular strength</p> <p><b>Practical Work</b> Guide students to perform various exercises for improving muscular strength</p> <p><b>Activity</b> Organize students in pairs and assign them to perform variety exercises such as bodyweight squats, lunges, planks, push-ups as well as circuit training and weight exercises</p> <p>Assign students to show the appropriate procedures for executing each of these exercises</p> <p>As the students in each group practice, walk around and give them feedback on impact of each exercise performed in improving muscular strength</p>	<p>improving muscular strength.</p> <ul style="list-style-type: none"> <li>Check that students are performing the exercises with proper form to maximize efficiency and minimize the risk of injury</li> </ul>	performed as per fitness standards.	<p><b>Method used</b> The student should explain the procedures for performing various exercises for improving muscular strength</p> <p><b>Principles</b> The student should explain principles of improving muscular strength</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define muscular strength</li> <li>Explain the importance of muscular strength</li> <li>Identify exercises for improving muscular strength</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Individual muscular</p>	<ul style="list-style-type: none"> <li>Dumbbells</li> <li>Barbells and Weight Plates</li> <li>Kettlebells</li> <li>Resistance Bands</li> <li>Pull-Up Bar</li> <li>Medicine Ball</li> <li>Plyometric Box</li> <li>Weight Vest</li> <li>Foam Roller</li> <li>Grip Strengtheners</li> <li>Bench</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						strength level and physical limitations of an individual		
	2.2 Performing Exercises for improving performance related physical fitness	(a) Performing exercises for improving balance	<p><b>Brainstorming</b> Guide students to define balance and its importance in improving performance related fitness</p> <p><b>Practical Work</b> Guide the students to perform exercises for improving balance</p> <p><b>Activity</b> Organize students into manageable groups to perform the following exercises lunge, single leg-deadlift, kick leg out to the side, back leg lifts and single leg squat</p> <p>Have them to follow the appropriate procedure for performing the above exercises</p> <p>As the students in each group practice, walk around and give them feedback on impact of each exercise performed in improving balance</p>	<ul style="list-style-type: none"> <li>Select the appropriate exercise for improving balance.</li> <li>Identify proper form of executing the exercises so as to maximize efficiency and minimize the risk of injury</li> </ul>	Exercises for improving balance are performed as per instruction and standards	<p><b>Knowledge evidence</b> Detailed Knowledge of</p> <p><b>Method used</b> The student should explain the procedures for performing various exercises for improving balance</p> <p><b>Principles</b> The student should explain the principles of executing exercises for improving balance</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define balance</li> <li>Explain importance of balance</li> <li>Identify types of exercises for improving balance</li> <li>Identify type of activity and equipment used</li> </ul>	<p>The following tools, equipment and safety gears, are to be available -</p> <ul style="list-style-type: none"> <li>Stability ball</li> <li>Balance board</li> <li>Balance beams</li> <li>Balance pillows and pads</li> <li>Foam roller</li> </ul>	34

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>Circumstantial knowledge</b> Detailed knowledge about Personal physical condition such as age and fitness level, surface type and space		
		(b) Performing exercises for improving agility	<p><b>Brainstorming</b> Guide students to define agility and its importance in improving performance related fitness</p> <p><b>Practical Work</b> Guide the students to perform exercises for improving agility</p> <p><b>Activity</b> Organize students into manageable groups to perform the following exercises.</p> <ul style="list-style-type: none"> <li>• Ickey shuffle</li> <li>• Ladder Drills that involve agility ladder for various footwork patterns such as High knees and Lateral quick</li> </ul>	<ul style="list-style-type: none"> <li>• Select the set of appropriate exercises for improving agility</li> <li>• Note that students are performing exercises in proper form to maximize efficiency and minimize the risk of injury</li> </ul>	Exercises for improving agility are Performed as per standards	<p><b>Knowledge evidence</b> Detailed Knowledge of</p> <p><b>Method used</b> The student should explain the procedures for performing various exercises for improving agility</p> <p><b>Principles</b> The student should explain the principles of executing exercise for improving agility</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Explain agility</li> <li>• Explain the importance of agility</li> </ul>	<p>The following tools and equipment are to be available -</p> <ul style="list-style-type: none"> <li>• Agility ladder</li> <li>• Agility sticks</li> <li>• Agility rings</li> <li>• Cones</li> <li>• Jumping rope</li> <li>• Medicine ball</li> <li>• Ankle resistance</li> <li>• Bands</li> <li>• Hurdles</li> </ul>	34



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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>steps</p> <ul style="list-style-type: none"> <li>• Cone drills that involve arranging cone various patterns (Zig-zag or and T-drill) and sprint shuffle or back pedal around them</li> <li>• Side-to-Side Hops</li> <li>• In-2-out</li> </ul> <p>Guide the student to observe the appropriate procedure for performing the above exercises</p> <p>As the students in each group practice, walk around and give them feedback on impact of each exercise performed in improving agility</p>			<ul style="list-style-type: none"> <li>• Explain types of exercises for improving agility</li> <li>• Identify procedures for performing exercises for improving agility</li> <li>• Explain Type of activity and equipment used</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Personal physical condition such as age and fitness level</p>		
		(c) Performing exercises for improving Coordination	<p><b>Brainstorming</b> Guide students to define Coordination and its importance in improving performance related fitness</p> <p><b>Practical Work</b></p>	<ul style="list-style-type: none"> <li>• Select the appropriate exercise for improving Coordination</li> </ul>	Exercises for improving coordination are performed as per standard	<p><b>Detailed Knowledge of Method used</b> The student should explain the procedures for performing various exercises for</p>	The following equipment are to be available -	35
						<ul style="list-style-type: none"> <li>• Agility Ladder</li> <li>• Cones</li> <li>• Balance Board</li> <li>• Jump Rope</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to perform exercises for improving Coordination</p> <p><b>Activity</b> Organize students into manageable groups to perform the following exercises at different time</p> <ul style="list-style-type: none"> <li>• The juggling/Balloon tossing</li> <li>• Skipping or jumping rope</li> <li>• Balance and agility drills</li> <li>• Catch ball and Clap</li> <li>• Toss ball with a Partner</li> </ul> <p>Guide the student to observe the appropriate procedure for performing the above exercises</p> <p>As the students in each group practice, walk around and give them feedback on impact of each exercise performed in improving coordination</p>	<ul style="list-style-type: none"> <li>• Check whether the individual is performing exercises in proper form to maximize efficiency and minimize the risk of injury</li> </ul>		<p>improving Coordination</p> <p><b>Principles</b> The student should explain the principles of exercises for improving Coordination</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define Coordination</li> <li>• Explain the importance of Coordination</li> <li>• Explain the types of exercises for improving Coordination</li> <li>• Describe the type of surface (e.g., smooth, uneven) and available space</li> <li>• Mention type of activity such as simple or complex</li> </ul>	<ul style="list-style-type: none"> <li>• Hula Hoop</li> <li>• Tennis Balls or Small Ball</li> </ul>	

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						<b>Circumstantial knowledge</b> Detailed knowledge about Personal physical fitness level such as muscular strength and flexibility		
		(d) Performing exercises for improving speed	<b>Brainstorming</b> Guide students to define speed and its importance in improving performance-related fitness  <b>Practical Work</b> Guide the students to perform exercises to improve speed  <b>Activity</b> Organize students into manageable groups to perform the following exercises such as sprinting, resistant training, tempo runs and lateral speed drills  Guide the student to observe the appropriate procedure for	<ul style="list-style-type: none"> <li>Select the appropriate exercise for improving Speed</li> <li>Identify the proper form of performing the exercise to improve speed</li> </ul>	Exercises for improving Speed are performed as per standards.	<b>Knowledge evidence</b> Detailed Knowledge of <b>Method used</b> The student should explain the procedures for performing various exercises for improving the Speed <b>Principles</b> The student should explain the principles of exercises for improving speed <b>Theories</b> The student should <ul style="list-style-type: none"> <li>Define of Speed</li> <li>Explain importance of</li> </ul>	The following equipment are to be available - <ul style="list-style-type: none"> <li>Speed ladder</li> <li>Medicine ball</li> <li>Resistant bands</li> <li>Skipping ropes</li> <li>Cones and disc markers</li> </ul>	35

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			performing the above exercises  As the students in each group practice, walk around and give them feedback on impact of each exercise performed in improving speed			speed <ul style="list-style-type: none"> <li>Identify types of exercises for improving Speed</li> <li>Describe type of surface such track, sand or grass</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about Footwear and training tools such as resistant bands and speed ladder		
		(e) Performing exercises for improving power	<b>Brainstorming</b> Guide students to define power and its importance in improving performance related fitness  <b>Practical Work</b> Guide the students to perform exercises for improving power  <b>Activity</b> Organize students into manageable groups to perform	<ul style="list-style-type: none"> <li>Select the appropriate exercises for improving Power</li> <li>Check the range of motion during exercises, ensuring it is appropriate for the movement and athlete's capability</li> </ul>	Exercises for improving power are performed	<b>Knowledge evidence</b> Detailed Knowledge of <b>Method used</b> The student should explain the procedures for performing various exercises for improving Power <b>Principles</b> The student should explain the principles of	The following equipment are to be available - <ul style="list-style-type: none"> <li>Medicine balls</li> <li>Resistance bands</li> <li>Free weights</li> <li>Skipping ropes</li> <li>Balance Boards</li> <li>Plyometric</li> </ul>	34

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>the following exercises such as medicine ball throws, jump squats, hurdle hops, snatch pulls and plyometric Push-Ups</p> <p>Guide the student to observe the appropriate procedure for performing the above exercises</p> <p>Collect feedback from the students on perceived exertion, fatigue, and any discomfort or pain during exercises</p>			<p>improving power</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define power</li> <li>• Explain the importance of power</li> <li>• Identify types of exercises for improving Power</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Individual factors such fitness level, injury history goals and needs, safety consideration and Progressive overload i.e. increase in level of exercise difficulty</p>	Boxes	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(f) Performing exercises for improving reaction time	<p><b>Brainstorming</b> Guide students to define reaction time and its importance in improving performance related fitness</p> <p><b>Practical Work</b> Guide the students to perform exercises for improving reaction time</p> <p><b>Activity</b> Organize students into manageable groups to perform the following exercises Ball drops, Catch and toss, Reaction ball drills and Table tennis</p> <p>Guide students to perform exercise for improving reaction time. For each exercise consider the factor of time, exercise intensity and context</p> <p>Collect feedback from the students about time, exercise intensity and context</p>	<ul style="list-style-type: none"> <li>• Select the appropriate exercise for improving reaction time</li> <li>• Check whether the individual is performing exercises with proper form to maximize efficiency and minimize the risk of injury</li> </ul>	Exercises for improving reaction time are performed	<p><b>Knowledge evidence</b> Detailed Knowledge of</p> <p><b>Method used</b> The student should explain the procedures for performing various exercises for improving reaction time</p> <p><b>Principles</b> The student should explain the principles of improving reaction time</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define reaction time exercises</li> <li>• Explain importance of reaction time exercises</li> <li>• Identify types exercises for improving reaction time</li> <li>• Explain types of</li> </ul>	<p>The following equipment are to be available -</p> <ul style="list-style-type: none"> <li>• Reaction balls</li> <li>• Rapid-fire football rebound boards</li> <li>• Ball deflection ramps</li> <li>• Rapid-fire handheld football rebounders</li> <li>• Jumbo football rebounder nets</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						surfaces used such as grass, sand and slippery <ul style="list-style-type: none"> <li>Explain type of stimuli such as visual and auditory stimuli</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about Individual differences in terms of fitness level.		
3.0 Performing sprints skills in accordance to rules	3.1 Performing sprints skills and techniques	(a) Practicing basic drills in sprinting	<b>Brainstorming</b> Guide students to define sprints, drill and discuss different type of drills  <b>Practical Work</b> Guide the students to execute various drills in sprinting  <b>Activity</b> Organize students into manageable groups and guide them to execute basic condition drills in sprinting. These	<ul style="list-style-type: none"> <li>Select the appropriate equipment relevant to each basic drills in sprinting</li> <li>Check for appropriate steps for executing each drill performed.</li> </ul>	Basic drills in sprinting are performed as per standards.	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to execute condition and sprints specific drills in sprinting  <b>Principles</b> The student should explain the principles of basic condition drills and sprints specific drills	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Track short</li> <li>Tape measure</li> <li>Cone/ markers</li> <li>Tennis ball</li> <li>Rope</li> <li>Bicycle</li> <li>Tire</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>includes high knee drill, ankle preparation drill, forward kick, butt kick, arm pumping exercise, low skipping, sitting arms action, run tall exercise, bound forward exercise, partner resistance drill, elastic band resistance drills, pull tire resistance drill</p> <p>For each exercise consider proper postures and form</p> <p>Arrange students into manageable groups and guide them to execute various specific sprints drills. These includes King/queen of sprint, Red and yellow game, Snatch the ball, treasure to collect, push-up start drill, swing and run, and start and finish</p> <p>As the students in each group practice, walk around and give them feedback on proper execution procedures/techniques for each</p>			<p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Explain different types of drills and their procedures</li> <li>• Explain the application of drills in improving sprinting event performance</li> <li>• Describe the purpose-Specific Drills</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Safety precautions while performing drills in sprinting</p>	<ul style="list-style-type: none"> <li>• Elastic band</li> <li>• Whistle</li> <li>• Field bibs</li> </ul>	



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			drill					
		(b) Practicing starting in sprints	<p><b>Brainstorming</b> Guide students to define Sprints and Crouch start and explain the characteristics of a good Crouch start</p> <p><b>Demonstration</b> Guide students to indicate the starting position for 100m, 200m and 400m sprints</p> <p><b>Practical Work</b> Guide students to perform start in sprints</p> <p><b>Activity</b> Guide students to place and adjust the starting block behind the starting line.</p> <p>Guide students to execute the Crouch start on starting block and without starting blocks while following starting commands 'on your mark, set</p>	<ul style="list-style-type: none"> <li>• Select appropriate starting block</li> <li>• Cross-check the proper placement of the starting block behind the starting line</li> <li>• Check the proper hand placement, body alignment, and balance when students executing Crouch start.</li> <li>• Identify different steps for executing starts in sprints</li> </ul>	Starting in sprints events are performed as per world athletics rules	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> Student should explain the procedure for executing crouch starts in 100m, 200m and 400m sprints</p> <p><b>Principles</b> The student should explain the principles of maintaining low body position at the start and gradually raising up and placing and adjusting the starting block</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define crouch start</li> <li>• Explain the procedures for</li> </ul>	<p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Running Shoes</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Storage space</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>and go’</p> <p>Student should maintain a low body position at the start (parallel to the ground) to generate power</p> <p>Check the proper hand placement, body alignment, and balance when students executing crouch start</p> <p>Each group should take turns practicing, with the teacher providing immediate feedback on body positioning</p>			<p>positioning and adjusting starting block</p> <ul style="list-style-type: none"> <li>• Explain the characteristics of good start</li> <li>• Explain starting command</li> <li>• Explain the type of surface (e.g., track, grass)</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Leg dominance and preferred push-off foot</li> <li>• Safety precautions in executing crouch start</li> <li>• Safe handling of starting block</li> </ul>		
		(c) Mastering the running of 100m, 200m and 400m sprints	<p><b>Brainstorming</b> Guide students to define 100 m, 200m and 400m sprints</p> <p><b>Demonstration</b> demonstrate proper steps for</p>	<ul style="list-style-type: none"> <li>• Check proper hand alignment, body leaning, strides length and frequency when executing various</li> </ul>	Run in 100m, 200m, and 400m sprints are performed as per standards sets.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to</p>	The following tools, equipment and safety gears are to be available	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>executing 100m, 200m and 400m sprints and then guides students executes various phases of sprints such as Drive acceleration, and maximum speed</p> <p><b>Practical Work</b> Guide the students to execute to 100m, 200m and 400m sprints</p> <p><b>Activity</b> Organize students into manageable groups and have them practice various phases 100m, 200m and 400m sprints at different sessions</p> <p>For each type of sprints execute drive, acceleration and maximum speed</p> <p>Guide student to observe the proper hand alignment, body leaning, strides length and frequency when executing various type of sprints</p> <p>Each group should take turns</p>	<p>type of sprints</p> <ul style="list-style-type: none"> <li>Observe the proper procedure for executing drive, acceleration, maximum speed in running 100m, 200m and 400m</li> </ul>		<p>execute drive, acceleration and maximum speed phases in each type of sprints</p> <p><b>Principles</b> The student should explain the principles of executing drive, acceleration and maximum speed phases in sprints</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define sprints</li> <li>Describe types of Sprints</li> <li>Explain the procedure and tactics for executing various phases of 100m, 200m and 400m sprints</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions</li> </ul>	<ul style="list-style-type: none"> <li>Stop watch</li> <li>Whistle</li> <li>Start gun or pistol</li> <li>Cones</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			practicing, with the teacher is providing immediate feedback on body positioning, strides length and frequency			while executing various phases on sprints and individual characteristic such as strength and power, flexibility <ul style="list-style-type: none"> <li>Track surface condition e.g. wet, dry, sandy or grass</li> </ul>		
		(d) Practicing finishing skills in sprints	<p><b>Brainstorming</b> Guide students to define finishing and their technical aspects in sprints</p> <p><b>Discussion</b> Organize students in small groups and guide them to discuss the importance lean forward during finish in sprints. Allow each student to share their experiences in finishing the sprints</p> <p><b>Practical Work</b> Guide the students to practice finish in sprints focusing on the upper body leaning forward and arms pushing back</p>	<p>Select the equipment required at finishing the sprints</p> <p>Check for appropriate the position of trunk and arms when crossing the finish line</p>	Finishing skills in sprints are performed as per world athletics guidelines	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to perform finish in sprints</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Forward lean at the finish</li> <li>Smooth transition between phases</li> </ul> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define finish skills</li> </ul>	<p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Flag (white and red)</li> <li>Stop Watch</li> <li>Finish line sensors</li> <li>Photo Finishing Camera</li> <li>Finish line sensors</li> <li>Tape Measure tape or markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Activity</b> Organize students into manageable small groups and guide them to practice finishing sprints through the following steps</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as should body leaning and powerful arms pushing back</p> <p>Then assign students to the same while jogging and the running. Put emphasis of maintaining forward lean and arm movement backward while increasing speed</p> <p>Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back</p> <p>Provide immediate feedback during each phase. Based on two key points forward lean, powerful and controlled arms movement</p>			<ul style="list-style-type: none"> <li>Explain procedure for executing the finish phase in sprints</li> <li>Describe the powerful and controlled arm movement</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about Speed endurance, Opponent proximity and finishing line awareness</p>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	3.2 Using rules in sprinting Events	(a) Describing rules in sprints	<p><b>Brainstorming</b> Guide students to describe the rules in sprints</p> <p><b>Practical Work</b> Guide the students to read the rules of sprints as indicated in world athletic rule manual</p> <p><b>Activity</b> Organize students in pairs and guide them to read and sort sprints rules from the world athletics rule book manual</p> <p>Afterward, guide the students in groups to discuss importance and application of rules in sprints event as consequence of rules violation</p>	<ul style="list-style-type: none"> <li>Sort the rules from the world athletics rule book</li> <li>Interpret the rules in sprints</li> <li>Describe the importance of rules in sprints events</li> <li>Portray the consequence of rules violation</li> <li>Observe the rules guiding the local and international events</li> <li>Read and apply rules and regulations in sprinting</li> <li>Identify various rules regarding sprinting events</li> </ul>	Rules are interpreted as per world athletics guidelines	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to apply different rules and regulation in sprints events</p> <p><b>Principles</b> The student should explain the principles of rules and regulations in sprints, including <i>lane discipline, Track dimension, starting block and commands, fault and obstruction</i></p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Explain concept of rules in sprints</li> <li>Explain the importance of rules in sprinting events</li> <li>Explain the consequence of rules violation in</li> </ul>	<p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Flag (white and red)</li> <li>Stop Watch</li> <li>Finish line sensors</li> <li>Photo Finishing Camera</li> <li>Finish line sensors</li> <li>Tape Measure tape or markers</li> </ul> <p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Running Shoes</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						sprints events  <b>Circumstantial knowledge</b> <b>Detailed knowledge about</b> Recognizing specific rules enforced at a particular event or level of competition and confidence, trustworthy and obedient	<ul style="list-style-type: none"> <li>• Stop watch</li> <li>• World Athletics rule book.</li> <li>• Clappers.</li> <li>• Whistle</li> </ul>	
		(b) Practicing the organizing and officiating of sprints events	<b>Brainstorming</b> Guide students to define organizing and officiating in sprinting events, emphasizing the roles and responsibilities of individuals involved  <b>Demonstration</b> Demonstrate the key factors to consider when organizing the sprint event. Then guide students to show the key officials and their roles and responsibility in sprint events  <b>Practical Work</b>	<ul style="list-style-type: none"> <li>• Interpret rules guiding sprints events.</li> <li>• Select appropriate equipment.</li> <li>• Organised sprinting events.</li> <li>• Officiate the sprinting event</li> </ul>	Organised and officiated the sprinting event as per world athletic standard	<b>Knowledge evidence</b> Detailed knowledge of  <b>Method used</b> The student should explain how to organize and officiate sprinting event  <b>Principles</b> The student should explain the principles of organising sprinting events, officiating sprinting events	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• World athletics rules and regulation book</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> </ul>	35

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to safely organise and officiate sprints events</p> <p><b>Activity</b> Divided students into small groups and guide them to plan a mock sprinting event such as 100m, 200m and 400m in school. They must create a detailed plan covering scheduling, registration, equipment setup, and safety protocols</p> <p>Then guide students to take on different officiating roles (starter, timekeeper, finish line judge) and practice these roles during a mock sprint event such as 100m, 200m and 400m</p> <p>After organizing a mock sprinting event, guide students to conduct a debrief session to evaluate what went well and identify areas for improvement</p>			<p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Explain the importance organising events as applied to track events</li> <li>• Describe Officiating sprinting events</li> <li>• Describe Officials and their roles in sprinting events</li> <li>• Explain the procedures of communication with Athletes and Coaches</li> <li>• Explain Timing and recording</li> <li>• Describe Communication protocol</li> <li>• Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>	<ul style="list-style-type: none"> <li>• Running Shoes</li> <li>• Stop watch.</li> <li>• Clappers</li> <li>• Pistol</li> <li>• Whistle</li> </ul>	



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>Circumstantial knowledge</b> Detailed knowledge about Safety and emergency preparedness, timing systems and accuracy, sprinters and fan behaviours, positioning of officials and Communication protocol		
	3.3 observing moral values and ethics in sports	(a) Maintaining moral values in Sprints	<b>Brainstorming</b> Guide students to define moral values and ethics in sports. Explain the importance of moral value in sports context  <b>Practical Work</b> Guide the students to maintain moral values and ethics in sports including track event.  <b>Activity</b>	<ul style="list-style-type: none"> <li>• Conceptualize moral values and ethics in sports</li> <li>• Recount the importance of moral values and ethics in sports</li> <li>• Identify the components of ethics and moral values in</li> </ul>	Moral values in sprints are maintained as per world athletics guidelines	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to maintain ethics and moral values in sports contexts  <b>Principles</b> The student should explain the	The following tool are to be available <ul style="list-style-type: none"> <li>• Codes of Ethics</li> </ul>	30

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize students into manageable groups and guide them to discuss key concepts such as fairness, integrity, respect, and responsibility. Then student should discuss real-life examples of ethical and unethical behavior in sports	sports		<p>principles of maintaining ethics and moral values in sports</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Identify ethical issues and moral values related to sports</li> <li>Establish the application of ethics and moral value components in sports</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Fairness and Integrity</li> <li>Performance-Enhancing Drugs</li> <li>Sportsmanship and Well-being</li> <li>Cheating and Match-Fixing</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Mastering running by observing moral values and ethics in sports	<p><b>Brainstorming</b> Guide students to explain the application of ethics and moral values in sports</p> <p><b>Practical Work</b> Guide the students to conduct running event by observe moral values and ethics in sports</p> <p><b>Activity</b> Divide students into small groups and provide each group with a scenario card depicting an ethical dilemma related to running</p> <p>Sample Scenarios</p> <p>i) <i>During a race, you notice a fellow runner cutting corners to gain an advantage.</i></p> <p>ii) <i>A teammate suggests using a banned substance to enhance performance in an upcoming marathon</i></p> <p>iii) <i>You observe a coach instructing an athlete to intentionally block</i></p>	<ul style="list-style-type: none"> <li>• Sorting element of moral values applied in sport events</li> <li>• Use moral value aspects such as fairness, accountability and respect in sports contexts</li> </ul>	Moral values and ethics are observed in track events.	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to</p> <ul style="list-style-type: none"> <li>• Apply moral values and ethics in sports events</li> </ul> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Identifying ethical dilemma in sports</li> </ul> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Identify different aspect of moral values end ethics</li> <li>• Explain applications moral values and ethics in sports event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge</p>	<p>The following tool are to be available</p> <ul style="list-style-type: none"> <li>• Codes of Ethics</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><i>competitors during a track event.</i></p> <p>iv) <i>A fellow runner is being excluded from group training sessions due to their slower pace.</i></p> <p>v) <i>You are offered sponsorship from a company known for unethical practices.</i></p> <p>Each group of students should predict and presents the ethical dilemma discovered from the scenario and the chose the possible resolution</p>			<p>about</p> <ul style="list-style-type: none"> <li>• Fairness and Integrity</li> <li>• Performance-Enhancing Drugs</li> <li>• Sportsmanship and Well-being</li> </ul>		

## Form Two

**Table 4:** Detailed contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing relays skills in accordance to rules	1.1 Performing 4x100 m relay	(a) Maintaining relay race facility and equipment	<p><b>Brainstorming</b> Guide students to define relay race, 4x100m relay and explain the dimension of relay facility and equipment</p> <p><b>Discussion</b> Guide students in groups to discuss the requirements for the maintenance of relay race facility and equipment</p> <p><b>Practical Work</b> Guide the students to design dimension of 4x100m relay track and equipment as well as to plan for maintenance of</p>	<ul style="list-style-type: none"> <li>Select appropriate equipment for used in relay race event</li> <li>Check appropriateness of the designed staggers, entry and exits signs in exchange zones for 4x100m relay on the track.</li> <li>Design and Create staggers for 4x100m relay in track</li> </ul>	Relay facility and equipment are maintained as per standards	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to design track suitable for relay race</p> <p><b>Principles</b> The student should explain the principle of designing staggers and exchange zones for 4x100m relay as well as maintaining 4x100m relay facility and equipment</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Explain the</li> </ul>	<p>The following tools, and equipment are to be available</p> <ul style="list-style-type: none"> <li>Maintenance Manual</li> <li>Drag Brushes and brooms</li> <li>Shovel and Spade</li> <li>Lubricants</li> <li>Hand Fork</li> <li>Gypsum/lime Powder</li> <li>Hand tools</li> <li>Garbage bins</li> <li>Relay Baton</li> <li>Starting block</li> <li>running attires</li> <li>Clappers</li> </ul>	6

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>the facility and equipment</p> <p><b>Activity</b> Organize students into manageable groups to design staggers and exchange zones for 4x100 relay on the track by focusing on dimension and signs</p> <p>As the students in each group practice, walk around to collect the challenges they face in creating staggers and guide them to eradicate such challenges</p> <p>Guide students to plan, organize and assess the maintenance of relay facility and its equipment in school context</p>	<ul style="list-style-type: none"> <li>Keep maintenance records</li> </ul>		<p>dimension of track</p> <ul style="list-style-type: none"> <li>Identify Measurement of staggers and exchange zones for 4x100m relay</li> <li>Explain the dimension of relay baton</li> <li>Describe the maintenance procedures for 4x100m facility and equipment</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety protocol</li> <li>Document and record keeping</li> <li>Regular inspection</li> </ul>	<ul style="list-style-type: none"> <li>Staring guns</li> <li>Flags</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						and preventive maintenance		
		(b) Practicing non visual baton exchange	<p><b>Brainstorm</b> Guide students to define non visual baton exchange</p> <p><b>Demonstration</b> Demonstrate the steps for executing non baton exchange in 4x100m relay race</p> <p><b>Practical Work</b> Guide the students to perform drills for improving performance of non-visual baton exchange in relay race</p> <p><b>Activity</b> Divide students into manageable groups, and assign them to execute</p>	<ul style="list-style-type: none"> <li>Select relay baton</li> <li>Practice non visual baton exchange drills by beginning at stationary position, then while walking, jogging and finally while running</li> <li>Check the proper placement of the baton</li> </ul>	Non-visual baton exchange performed as per World athletics guidelines	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to execute non visual baton exchange in 4x100m relay race</p> <p><b>Principles</b> The student should explain the principle of executing non-visual baton exchange</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Define non -visual baton exchange</li> <li>Explain Non visual baton exchange in</li> </ul>	<p>The following tools, safety gears and equipment are to be available</p> <ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>track attire</li> </ul>	25

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>non-visual baton exchange drills such as Stationary handoff drill, walking handoff drill, Jogging handoff and full sprint hand off. Focus should be on proper placement of baton, proper movement and signals</p> <p>As the students in each group practice these drills, walk around and give them feedback on proper placement of baton and runners positioning</p>			<p>4x100m relay race</p> <ul style="list-style-type: none"> <li>Identify steps for executing non-visual baton exchange</li> <li>Describe the drills for improving the non-visual baton exchange execution</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety measures involved in performing the drills for improving the non-visual baton exchange</li> <li>Precise Timing and</li> </ul>		



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				Process Assessment	Services Assessment	Knowledge Assessment		
						Coordination <ul style="list-style-type: none"> <li>• Verbal Cues and Communication</li> <li>• Hand Positioning and Baton Placement</li> </ul>		
		(c) Practicing Up-Sweep baton exchange	<b>Brainstorming</b> Guide students to define up-sweep baton exchange  <b>Demonstration</b> Demonstrate the steps for executing Up-Sweep baton exchange in 4x100m relay race  <b>Practical Work</b> Guide the students to perform drills for improving performance of up-sweep baton exchange in relay  <b>Activity</b>	<ul style="list-style-type: none"> <li>• Select relay baton</li> <li>• Check the hand position, and baton placement when executing upsweep baton exchange drills</li> </ul>	Up-sweep baton exchange performed as per world athletics guidelines	<b>Knowledge evidence</b> Detailed knowledge of  <b>Method used</b> The student should explain how to executing up-sweep baton exchange  <b>Principles</b> The student should explain the principle of Executing up-sweep baton exchange <b>Theories</b> The student should explain <ul style="list-style-type: none"> <li>• Define executing</li> </ul>	The following tools, safety gears and equipment are to be available <ul style="list-style-type: none"> <li>• Relay Baton</li> <li>• Training Cones or markers</li> <li>• Whistle</li> <li>• Running shoes</li> <li>• Track attire</li> </ul>	25

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide students to students to arrange themselves into manageable groups, standing in lines and assign them to execute up-sweep baton exchange drills such as Stationary up-sweep baton exchange drill, Walking and exchange baton drill, and blind up-sweep baton exchange drill. Focus should be on proper placement of baton, and verbal cues</p> <p>As the students in each group practice these drills, walk around and give them feedback on proper placement of baton and appropriate verbal cues.</p>			<p>up-sweep baton exchange</p> <ul style="list-style-type: none"> <li>Identify steps for executing Up-sweep baton exchange</li> <li>Describe drills for improving the execution of up-sweep exchange</li> </ul> <p><b>Circumstantial knowledge</b></p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety measures involved in performing the drills for improving up-sweep baton exchange</li> </ul>		
		(d) Practising down sweep	<p><b>Brainstorming</b></p> <p>Guide students to define</p>	<ul style="list-style-type: none"> <li>Select relay</li> </ul>	Down-sweep baton exchange	<p><b>Knowledge evidence</b></p> <p>Detailed knowledge of</p>	The following tools, safety gears	25

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		baton exchange	down-sweep baton exchange  <b>Demonstration</b> Demonstrate the steps for executing down-sweep baton exchange in 4x100m relay race  <b>Practical Work</b> Guide the students to perform drills for improving performance of down-sweep baton exchange in relay  <b>Activity</b> Distribute students into manageable groups, and assign them to execute down-sweep baton exchange drills such as Stationary down-sweep baton exchange drill, Walking down-sweep	baton <ul style="list-style-type: none"> <li>Check the hand position, and baton placement when executing upsweep baton exchange drills</li> </ul>	performed as per world athletics guidelines	<b>Method used</b> The student should explain how to execute down-sweep baton exchange in 4x100m relay race  <b>Principles</b> The student should explain the principle of executing down-sweep baton exchange in 4x100m relay race  <b>Theories</b> The student should <ul style="list-style-type: none"> <li>Explain down-sweep baton exchange concept</li> <li>Identify the steps for executing down-sweep baton exchange</li> <li>Describe the drills</li> </ul>	and equipment are to be available <ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>Track attire</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			baton exchange drill, and blind down-sweep baton exchange drill. Focus should be on proper placement of baton, and verbal cues  As the students in each group practice down-sweep, walk around and give them feedback on proper placement of baton, hand positioning and appropriate verbal cues.			for improving the execution of down-sweep exchange  <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Safety measures involved in performing the drills for improving up-sweep baton exchange</li> <li>Exchange zone awareness</li> <li>Controlled speed during baton handoff.</li> </ul>		
		(e) Practising inside baton exchange	<b>Brainstorming</b> Guide students to define inside baton exchange  <b>Demonstration</b>	<ul style="list-style-type: none"> <li>Select relay baton</li> <li>Check the correct inside</li> </ul>	Inside baton exchange performed as per relay standards	<b>Knowledge evidence</b> Detailed knowledge of  <b>Method used</b> The student should	The following tools, safety gears and equipment are to be available <ul style="list-style-type: none"> <li>Relay Baton</li> </ul>	25

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Demonstrate steps for executing baton exchange focusing on key mechanics such as hand positioning, timing, and communication between runners</p> <p><b>Practical Work</b> Guide the students to perform drills for improving performance of inside baton exchange in relay.</p> <p><b>Activity</b> Organize students into small groups and assign them to execute inside baton exchange drills such as Stationary inside baton exchange drill, Walking inside baton exchange drill, and full-speed relay simulation</p>	baton exchange mechanics such as key mechanics such as hand positioning, timing, and communication between runners		<p>explain how to execute inside baton exchange</p> <p><b>Principles</b> The student should explain the principle of executing inside baton exchange</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>Define executing inside baton exchange</li> <li>Identify steps for executing inside baton exchange</li> <li>Describe drills for improving the execution of inside baton exchange</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p>	<ul style="list-style-type: none"> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>Track attire</li> <li>First aid kit</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			drill.  Emphasis should be on hand positioning, focus and control, timing and communication between runners.			<ul style="list-style-type: none"> <li>Focus and Controlled speed during baton handoff</li> </ul>		
		(f) Practising outside baton exchange	<b>Brainstorming</b> Guide students to define outside baton exchange  <b>Demonstration</b> Demonstrate steps for executing baton exchange focusing on key mechanics such as hand positioning, timing, and communication between runners  <b>Practical Work</b> Guide the students to perform drills for improving performance	<ul style="list-style-type: none"> <li>Select relay baton</li> <li>Check the correct outside baton exchange mechanics such as key mechanics such as hand positioning, timing, and communication between runners</li> </ul>	Outside baton exchange performed as per relay race standards	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to execute outside baton exchange <b>Principles</b> The student should explain the principle of executing outside baton exchange <b>Theories</b> The student should <ul style="list-style-type: none"> <li>Define outside baton exchange</li> <li>Identify steps for executing outside baton exchange</li> </ul>	The following tools, safety gears and equipment are to be available <ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>Track attire</li> <li>First aid kit</li> </ul>	25

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>of outside baton exchange in relay</p> <p><b>Activity</b> Organize students into small groups and assign them to execute outside baton exchange drills such as Stationary outside baton exchange drill, Walking outside baton exchange drill, and full-speed relay simulation drill</p> <p>Students' emphasis should be on hand positioning, focus and control, timing and communication between runners</p>			<ul style="list-style-type: none"> <li>Describe drills for improving the execution of outside baton exchange</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Focus and Controlled speed during baton handoff</li> </ul>		
		(g) Practising Frankfurt / mixed baton exchange	<p><b>Brainstorming</b> Guide students to define Frankfurt/Mixed baton exchange</p>	<ul style="list-style-type: none"> <li>Select relay baton</li> <li>Check the</li> </ul>	Frankfurt baton exchange performed as per relay race	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should</p>	The following tools, safety gears and equipment are to be available	25

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			<p><b>Demonstration</b> Demonstrate steps for executing Frankfurt baton exchange focusing on key mechanics such as hand positioning, timing, and communication between runners</p> <p><b>Practical Work</b> Guide the students to perform drills for improving performance of Frankfurt baton exchange in relay race</p> <p><b>Activity</b> Organize students into groups of four members and assign them to execute Frankfurt baton exchange drills such as Stationary Frankfurt baton exchange drill,</p>	proper Frankfurt baton exchange mechanics such as key mechanics such as hand positioning, timing, and communication between runners	standards	<p>explain how to execute Frankfurt baton exchange properly</p> <p><b>Principles</b> The student should explain the principle of proper execution of Frankfurt baton exchange</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Define Frankfurt baton exchange in relay race</li> <li>Identify steps for executing Frankfurt baton exchange</li> <li>Describe drills for improving the execution of Frankfurt baton exchange</li> <li>Explain the</li> </ul>	<ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>Track attire</li> <li>First aid kit</li> </ul>	



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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Walking Frankfurt baton exchange drill, and full-speed relay simulation drill</p> <p>Students should put emphasis on hand positioning, focus and controlled speed, timing and communication between runners</p>			<p>importance of communication and timing</p> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Focus and Controlled speed during baton handoff</li> <li>Hand Positioning</li> <li>Exchange zone precision</li> </ul>		
		(h) Practising 4x100m relay	<p><b>Brainstorming</b> Guide students to define 4x100m relay race</p> <p><b>Demonstration</b> Demonstrate steps for executing 4x100m relay and then guide students run full 4x100 relay race</p>	<ul style="list-style-type: none"> <li>Check for proper gripping of the relay baton and good start and finish</li> <li>Check the proper running mechanics such as</li> </ul>	Run 4x100m relay race in accordance to world athletics rules	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to run 4x100m relay race</p> <p><b>Principles</b> The student should explain the</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stop watch</li> <li>Whistle</li> <li>Start gun or pistol</li> <li>Cones</li> <li>Running shoes</li> </ul>	25

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work</b> Guide the students to run full 4x100m relay race</p> <p><b>Activity</b> Organize students in pair to perform the gripping the baton and execute start phase in relay. Focus should be on proper gripping styles and start</p> <p>After that, arrange students into the teams containing four members each, assign them position on the track and then assign them to run 4x100m relay race</p> <p>Guide them to put emphasis on running mechanics including proper communication and timing, hand</p>	communication and timing, hand position and baton placement during baton exchange		<p>principles of running 4x100m relay race</p> <p><b>Theories</b> The student should</p> <ul style="list-style-type: none"> <li>• Define starting position</li> <li>• Explain the importance of positing runners</li> <li>• Identify baton handling rules</li> <li>• Describe runner order strategy</li> <li>• Describe curve running technique</li> <li>• Identify steps to follow in running 4x100relay race event,</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p>	<ul style="list-style-type: none"> <li>• Starting blocks</li> <li>• Track marking tape</li> <li>• First aid Kit</li> <li>• Water bottle</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>positioning and baton placement during baton exchange</p> <p>Provide the immediate feedback as each group take turns practicing and focus should be on correct relay running mechanics</p>			Safety precautions, track surface condition e.g., Wet, dry, sandy or grass Lane discipline and Team coordination		
	1.2 Performing 4x400m relay race	(a) Practising visual baton exchange in 4x400m relay	<p><b>Brainstorming</b> Guide students to define Visual baton exchange and identify its key features</p> <p><b>Demonstration</b> Demonstrate the steps for executing Visual baton exchange in 4x400m relay race</p> <p><b>Practical Work</b> Guide the students to perform drills for</p>	<ul style="list-style-type: none"> <li>Select relay baton</li> <li>Check hand position and baton placement in executing Visual baton exchange drills.</li> </ul>	Visual baton exchange performed as per world athletics guidelines	<p><b>Knowledge evidence</b></p> <p><b>Detailed knowledge of Method used</b> The student should explain how to</p> <ul style="list-style-type: none"> <li>Visual baton exchange</li> </ul> <p><b>Principles</b> The student should explain the principle of executing Visual baton exchange</p> <p><b>Theories</b> The student should explain</p>	<p>The following tools, safety gears and equipment are to be available</p> <ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>track attire</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>improving performance of Visual exchange in 4x400m relay</p> <p><b>Activity</b> Distribute students into manageable groups, and assign them to execute Visual baton exchange drills such as Stationary visual exchange, Walk-run visual exchange, relay simulation race as well as acceleration and deceleration Students should focus on proper hand positioning, placement of baton and signs</p>			<ul style="list-style-type: none"> <li>Identify steps for executing Visual baton exchange</li> <li>Describe drills for improving the execution of Visual baton exchange</li> <li>Identify steps for executing visual baton exchange</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety measures involved in performing the drills for improving the Visual baton exchange</li> <li>Precise Timing and Coordination</li> <li>Verbal Cues and</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
						Communication <ul style="list-style-type: none"> <li>Hand Positioning and Baton Placement</li> </ul>		
		(b) Practising push pass baton exchange technique	<b>Brainstorming</b> Guide students to define Push pass baton exchange technique and identify its key elements.  <b>Demonstration</b> Demonstrate the steps for executing Pass baton exchange technique in 4x400m relay race.  <b>Practical Work</b> Guide the students to perform drills for improving performance of Push pass baton exchange technique in 4x400m relay.  <b>Activity</b>	<ul style="list-style-type: none"> <li>Select relay baton and appropriate drills.</li> <li>Check hand position and baton placement in executing push pass baton exchange technique drills.</li> </ul>	Push pass baton exchange technique performed as per World athletics guidelines	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to execute push pass baton exchange technique properly <b>Principles</b> The student should explain the principle of executing push pass baton exchange technique  <b>Theories</b> The student should explain <ul style="list-style-type: none"> <li>Push pass baton exchange technique</li> <li>Steps for executing push pass baton exchange</li> </ul>	The following tools, and equipment are to be available <ul style="list-style-type: none"> <li>Relay Baton</li> <li>Training Cones or markers</li> <li>Whistle</li> <li>Running shoes</li> <li>Track attire</li> </ul>	20

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Organize students into manageable groups, and assign them to execute push pass baton exchange drills such as Stationary push pass, Walk-jog-rub push pass progression, and time exchange zone drills.</p> <p>Students should put emphasis on proper hand positioning, placement of baton and signals.</p>			<p>technique.</p> <ul style="list-style-type: none"> <li>Drills for improving the execution of push pass baton exchange.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety measures involved in performing the drills for improving the Push pass baton exchange technique</li> <li>Precise Timing and Coordination</li> <li>Verbal Cues and Communication</li> <li>Hand Positioning and Baton</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
						Placement		
		(c) Practising 4x400m relay race	<p><b>Brainstorm</b> Guide students to define 4x400m relay race</p> <p><b>Demonstration</b> Demonstrate steps for executing 4x400m relay and then guide students run full 4x400m relay.</p> <p><b>Practical Work</b> Guide the students to run full 4x400m relay race.</p> <p><b>Activity</b> Organize students in pair to perform the gripping the baton and execute start phase in relay. Focus should be on proper baton gripping styles and start of the 4x400m relay race.</p> <p>After that, arrange</p>	<ul style="list-style-type: none"> <li>Check for proper gripping of the relay baton and good start and finish.</li> <li>Check the proper running mechanics such as communication and timing, hand position and baton placement during baton exchange</li> </ul>	4x400m relay race performed in accordance to world athletics rules.	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to run 4x400m relay race.</p> <p><b>Principles</b> The Student should explain the principles of running 4x400m relay race.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Steps to follow in running 4x400m relay race event,</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety precautions</li> </ul>	<p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Stop watch</li> <li>Whistle</li> <li>Start gun or pistol</li> <li>Cones</li> <li>Running shoes</li> <li>Starting blocks</li> <li>Track marking tape</li> <li>First aid Kit</li> <li>Water bottle</li> </ul>	20

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>students into the teams containing four members each, allocate them position on the track and then instruct to run 4x400m relay.</p> <p>Students should put emphasis on running mechanics including communication and timing, hand position and baton placement during baton exchange.</p> <p>As the students in each relay group run, observe the proper mechanics of 4x400 relay race and give them feedback on proper relay mechanics such as proper placement of baton, hand positioning and appropriate verbal</p>			<ul style="list-style-type: none"> <li>Track surface condition e.g. Wet, dry, sandy or grass.</li> <li>Baton handling rules</li> <li>Team coordination</li> <li>Runner order strategy</li> <li>Curve running technique</li> </ul>		



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				Process Assessment	Services Assessment	Knowledge Assessment		
			cues.					
	1.3 Using Relay Rules	(a) Describing rules in relay	<p><b>Brainstorm</b> Guide students to define the rules as used in relay race</p> <p><b>Practical Work</b> Guide the students to read the rules of relay race as indicated in world athletic rule book.</p> <p><b>Activity</b> Organize students in pairs and guide them to read and sort relay rules from the world athletics rule book.</p> <p>Afterward, guide the students in groups to discuss importance of rules in relay race event as consequence of rules violation.</p>	<ul style="list-style-type: none"> <li>Sort the rules of relay race from the world athletics rule book</li> <li>Interpret the rules in relay race.</li> <li>Describe the importance of rules in relay race events</li> <li>Depict the consequence of rules violation</li> </ul>	Rules interpreted and used as per world athletics guidelines.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the student should explain how to apply different rules and regulation in relay events.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Rules and regulations in sprints, including <i>lane discipline, Track dimension, starting block and commands, fault and obstruction.</i></li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Concept of rules as applied in relay</li> </ul>	<p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Flag (white and red)</li> <li>Stop Watch</li> <li>Finish line sensors</li> <li>Photo Finishing Camera</li> <li>Finish line sensors</li> <li>Tape Measure tape or markers</li> </ul> <p>The following equipment are to be available</p> <ul style="list-style-type: none"> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting</li> </ul>	5

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				Process Assessment	Services Assessment	Knowledge Assessment		
						race. <ul style="list-style-type: none"> <li>The importance of rules in relay race events.</li> <li>The consequence of rules violation in relay race events.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Recognizing specific rules enforced at a particular event or level of competition</li> <li>Track and equipment condition.</li> </ul>	blocks <ul style="list-style-type: none"> <li>Running Shoes</li> <li>Stop watch</li> <li>World Athletics rule book.</li> <li>Clappers.</li> <li>Whistle</li> </ul>	
		(b) Practising relay races in accordance	<b>Brainstorm</b> Guide students to interpret rules in relay	<ul style="list-style-type: none"> <li>Select appropriate</li> </ul>	Relay races in accordance to rules are	<b>Knowledge evidence</b> Detailed knowledge of	The following tools, equipment and safety gears	25

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		with the rules	<p>race</p> <p><b>Demonstration</b> Demonstrate the proper application of relay rules such as how to exchange baton within designated zone, maintain lane discipline and follow key regulation.</p> <p><b>Practical Work</b> Guide the students to practices drills for running relay race in accordance to the rule.</p> <p><b>Activity</b> Organize students into small groups and guide them to run a relay race in school and abide to specific relay rules such as baton exchanges within the designated exchange</p>	<p>equipment.</p> <ul style="list-style-type: none"> <li>Interpret the rules in relation to relay segment</li> <li>Check compliance to rules in practicing various segment of the relay race.</li> </ul>	performed as per world athletic standards.	<p><b>Method used</b> The student should explain rules that control various segment of relay race.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Complying to relay race rules</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Various segment of relay race such as exchange zone, lane discipline</li> <li>Rule of relay race</li> <li>Application of relay race rules in competition context.</li> </ul>	<p>are to be available</p> <ul style="list-style-type: none"> <li>World athletics rules and regulation book.</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Running Shoes</li> <li>Stop watch .</li> <li>Clappers.</li> <li>Pistol.</li> <li>Whistle</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>zone, maintaining lane discipline, and ensuring proper baton handoff.</p> <p>During practice, stop the runners after a particular exchange or race segment and give them immediate feedback about rule compliance. The feedback should focus on specific regulations such exchange zone limits, lane violation or legal baton handoff.</p>			<p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Faults and penalties</li> <li>Dynamics of the race</li> <li>Runners' behaviours</li> </ul>		
		(c) Mastering the organizing and officiating of relay events	<p><b>Brainstorm</b> Guide students to define organizing and officiating in relay events, explain the roles and responsibilities of officials.</p> <p><b>Demonstration</b> Demonstrate the key</p>	<ul style="list-style-type: none"> <li>Select appropriate equipment.</li> <li>Organised the mock relay race event.</li> <li>Officiate the relay race</li> </ul>	Organised and officiated the relay event as per world athletic standard.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used:</b> The student should explain how to organize and officiate relay race event</p> <p><b>Principles</b> The student should explain the</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>World athletics rules and regulation book.</li> <li>Standard track</li> <li>Flag (white</li> </ul>	30

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>factors to consider when organizing the sprint event. Then guide students to show the key officials and their roles and responsibility in relay event.</p> <p><b>Practical Work</b> Guide the students to safely organise and officiate relay event.</p> <p><b>Activity</b> Organize students into small groups and guide them to plan a mock relay race event such as 4x100m or /and 4x400m relay at school level. For each event allow students to create a detailed plan covering scheduling, registration, equipment setup, and safety</p>	<p>event.</p> <ul style="list-style-type: none"> <li>Evaluate the organization and officiating of the mock relay race3 event.</li> </ul>		<p>principles of</p> <ul style="list-style-type: none"> <li>Organising relay race event.</li> <li>Officiating relay event.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Procedure for organising relay events.</li> <li>Officiating in relay race event.</li> <li>Officials and their roles in relay race event.</li> <li>Factors to consider in organizing and officiating the relay race</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety and emergency</li> </ul>	<p>and red)</p> <ul style="list-style-type: none"> <li>Starting blocks</li> <li>Running Shoes</li> <li>Stop watch.</li> <li>Clappers.</li> <li>Pistol.</li> <li>Whistle</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>protocols.</p> <p>Then guide students to take on different officiating roles (starter, timekeeper, finish line judge) and practice these roles during a mock relay race event.</p> <p>After organizing a mock relay race event, guide students to conduct a debrief session to evaluate what went well and identify areas for improvement.</p>			<p>preparedness</p> <ul style="list-style-type: none"> <li>• Faults and penalties</li> <li>• Runners and fan behaviours</li> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol</li> <li>• Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>		
	1.4 Using psychological skills in relays	(a) Demonstrating resilience	<p><b>Brainstorm</b></p> <p>Guide students to define resilience and its application in relay race</p>	<ul style="list-style-type: none"> <li>• Select the appropriate equipment relevant to each drills for</li> </ul>	Resilience demonstrated as per standards	<p><b>Knowledge evidence</b></p> <p>Detailed knowledge of <b>Method used</b></p> <p>The student should explain how to execute</p>	<p>The following equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Track short</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work</b> Guide the students to execute various drills for developing resilience in relay race</p> <p><b>Activity</b> Organize students into manageable groups and guide them to execute various resilience drills such as Interval training, Hill repeat, plyometric and Fartlek training.</p> <p>When practicing each drill students should focus on endurance.</p> <p>As the students in each group practice these drills, walk around and give them feedback on the use of proper execution technique for</p>	<p>improving the resilience</p> <ul style="list-style-type: none"> <li>• Check for appropriate steps for executing each drill.</li> </ul>		<p>drills for improving resilience.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Maintain the resilience</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Different types of drills and their procedures</li> <li>• Application of drills in improving resilience.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions while performing drills</li> </ul>	<ul style="list-style-type: none"> <li>• Cone/ markers</li> <li>• Whistle</li> <li>• Field bibs</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			each drill and its role of improving resilience.			<ul style="list-style-type: none"> <li>• Focus and concentration</li> <li>• Effective communication and shared responsibility</li> <li>• Handling pressure and overcoming mistakes</li> </ul>		
		(b) Demonstrating goal-setting	<b>Brainstorm</b> Guide students to define goal-setting and its importance in relay race context.  <b>Race Simulation</b> <ul style="list-style-type: none"> <li>• Organize practice races that mimic real race conditions, including the start, pacing, and strategic moves.</li> <li>• Allow students to set mini-goals for different segments of the race and present on visual board. Discuss with</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate equipment relevant to each drill for improving the goal-setting</li> <li>• Check for appropriate steps for executing each drill.</li> <li>• Check the clarity, relevance, and achievability of</li> </ul>	Goals are set in track events performance as per standards.	<b>Knowledge evidence</b> Detailed knowledge of  <b>Method used</b> The student should explain how to execute drills for improving goal-setting.  <b>Principles</b> The student should explain the principles of maintaining the goal-setting in relay race.  <b>Theories</b> The student	The following equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Track short</li> <li>• Cone/ markers</li> <li>• Whistle</li> <li>• Field bibs</li> </ul>	22



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>them whether their goals are specific, manageable, attainable, realistic and time bound.</p> <p><b>Practical Work</b> Guide the students to execute various drills for developing goal-setting in relay race</p> <p><b>Activity</b> Organize students into manageable groups and guide them to execute various goal-setting drills such as Timed Relay Exchange Drill, Time-Specific Passing Drill, Exchange Zone-Specific Passing Drill, seven step relay, and Crouch start.</p> <p>For each drill student</p>	the goals set by the students.		<p>should explain</p> <ul style="list-style-type: none"> <li>• Goal-setting concept</li> <li>• Different types of drills and their procedures</li> <li>• Application of drills in improving goal-setting in relay races.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions</li> <li>• Focus and concentration</li> <li>• Effective communication and shared responsibility</li> <li>• Handling pressure and overcoming mistakes</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>should focus on the process of setting, pursuing and achieving a specific goal.</p> <p>After student executed each drill, collect feedback from them about the application of drills in enhancing goal-setting process in relay races.</p>					
		(c) Demonstrating sportsmanship	<p><b>Brainstorm</b> Guide students to define sportsmanship and explain its importance in relay race</p> <p><b>Practical Work</b> Guide the students to execute various drills for developing sportsmanship in relay race.</p> <p><b>Activity</b> Organize students into</p>	<ul style="list-style-type: none"> <li>• Check for appropriate steps for executing each drill.</li> <li>• Check for the presence of sportsmanship element such as respect, fairness, empathy and graciousness.</li> </ul>	Sportsmanship demonstrated as per track performance standards.	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to execute drills for improving sportsmanship.</p> <p><b>Principles</b> The student should explain the principles of developing the sportsmanship behaviour in relay race.</p>	<p>The following equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Track short</li> <li>• Cone/Markers</li> <li>• Whistle</li> <li>• Bibs</li> <li>• Stopwatch</li> <li>• Relay batons</li> <li>• First aid markers</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>manageable groups and guide them to execute various sportsmanship drills such as human knot Exercise drill and team communication drill.</p> <p>For each drill student should focus on the process of developing respect, fairness, and empathy and graciousness toward opponents or team mate.</p> <p>After student executed each drill, collect feedback from them about application of developing sportsmanship behaviour in relay race.</p>			<p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Sportsmanship concept</li> <li>• Different types of drills and their procedures</li> <li>• Application of drills in developing sportsmanship in relay races.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions</li> <li>• Skill exchange practice</li> <li>• Team strategy discussion</li> <li>• Practice under pressure</li> <li>• Post –performance reflection and</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
						feedback.		
		(d) Practicing imagery	<p><b>Brainstorm</b> Guide students to define imagery and explain its importance.</p> <p><b>Practical Work</b> Guide the students to execute various drills for developing imagery.</p> <p><b>Activity</b> Organize students into manageable groups and guide them to execute various imagery drills such as visualization warm-up drill, mental baton exchange, relay race walkthrough, mirror visualization, and pressure visualization.</p> <p>When practicing this drills student should focus</p>	<ul style="list-style-type: none"> <li>select the appropriated drill for developing aggression skills.</li> <li>Check for appropriateness of the steps for executing drills for developing imagery skills</li> </ul>	Imagery demonstrated as per track performance.	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to execute drills for developing imagery skills.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Developing the imagery skills in relay race.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Imagery concept</li> <li>Different types of drills for developing imagery skills.</li> <li>Application of drills in developing</li> </ul>	<p>The following equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Track short</li> <li>Cone/ markers</li> <li>Whistle</li> <li>Bibs</li> <li>Stopwatch</li> <li>Relay batons</li> <li>First aid Kit</li> <li>Markers</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			on successfully completing a race, making a perfect pass, or performing a flawless routine. As students practicing these drills, walk around to give feedback to students about the impact of these drills in improving imagery in relay race context.			imagery skills. <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>• Safety precautions</li> <li>• Realism of imagined Scenarios</li> <li>• Individual differences</li> <li>• Types of imagery</li> </ul>		
		(e) Demonstrating motivation	<b>Brainstorm</b> Guide students to define motivation and explain its importance.  <b>Practical Work</b> Guide the students to execute fun and interactive relay activity.  <b>Activity</b> Organize students in manageable groups and	<ul style="list-style-type: none"> <li>• Check the whether fun and interactive relay activity developed motivational skills.</li> <li>• Test the ability to develop motivational skills in relay race event</li> </ul>	Motivation demonstrated as per standards.	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to develop motivational skills through fun and interactive relay activity.  <b>Principles</b> The student should explain the principles of	The following equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Track short</li> <li>• Cone/ markers</li> <li>• Whistle</li> <li>• Bibs</li> <li>• Stopwatch</li> <li>• Relay batons</li> <li>• First aid kit</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>allow them to run a fun and interactive relay activity focuses on setting goals, visualizing success, and understanding the roles of each member in the team."</p> <p>Allow each team of students to participate in fun relay where each leg focuses on a different motivational skill</p> <ul style="list-style-type: none"> <li>• <i>First leg Visualizing success while running.</i></li> <li>• <i>Second leg Setting a mini-goal (e.g., improving baton handoff).</i></li> <li>• <i>Third leg Encouraging their partner and</i></li> </ul>			<ul style="list-style-type: none"> <li>• Developing the motivation skills in relay race.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Motivation concept</li> <li>• Importance of motivation in relay race context.</li> <li>• Application of fun and interactive relay activity to develop motivational skills.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Handling team pressure and expectation</li> <li>• Setting personal goal</li> <li>• Understanding team dynamics</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><i>themselves.</i></p> <ul style="list-style-type: none"> <li><i>Fourth leg Reflecting on the experience and celebrating the small win of completing the race.</i></li> </ul> <p>After student executed fun relay activity, collect their reflection about the tenets of motivational skills.</p>			<ul style="list-style-type: none"> <li>Individual motivational drivers</li> </ul>		
		(f) Demonstrating aggression	<p><b>Brainstorm</b> Guide students to define aggression and explain its importance.</p> <p><b>Practical Work</b> Guide the students to execute controlled Aggression in relay race drill.</p> <p><b>Activity</b> Organize students to stay in five stations and assign</p>	<ul style="list-style-type: none"> <li>Check the whether fun and interactive relay developed aggression</li> <li>Test the ability to develop aggression skills in relay race event</li> </ul>	Aggression demonstrated as per standards	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to develop aggression skills through fun and interactive relay activity.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Developing the</li> </ul>	<p>The following equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Track short</li> <li>Cone/ markers</li> <li>Whistle</li> <li>Bibs</li> <li>Stopwatch</li> <li>Relay batons</li> <li>First aid markers</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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			<p>them the role of developing controlled aggression in specific relay component as follows</p> <p><i>Station 1 Aggressive baton exchange</i>  <i>Station 2 Explosive Sprint Start,</i>  <i>Station 3 Mid-Leg Sustained Aggression,</i>  <i>Station 4 Finishing Strong and</i>  <i>Station 5 Full Relay Simulation.</i></p> <p>Students rotates in each station, spending 6-8 minutes per station to perform the given role. Then collect their reflection about their performance and give them feedback on tenets of aggression skills.</p>			<p>aggression skills in relay race.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Aggression concept</li> <li>• Importance of aggression in relay race.</li> <li>• Application of fun and interactive relay activity to develop aggression skills.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Adapting aggression levels</li> <li>• Balancing aggression with control to avoid mistakes</li> </ul>		



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				Process Assessment	Services Assessment	Knowledge Assessment		

### Form Three

**Table 5** Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing hurdling skills, and technique	1.1 Performing 100m hurdle skills and technique	(a) Practicing approach in the 100m hurdle	<p><b>Brainstorm</b> Guide students to define 100m hurdle and mention standard hurdle measurement for women and men tell why these differences exist? (Physiological, historical). Introduce the concept of approaches in 100m hurdles, linking it to the phases of the race (start, acceleration, and hurdle clearance). Guide student to explain the characteristics of a good approach, such as rhythm, stride consistency, and maintaining balance.</p> <p><b>Practical Work</b> Guide students to perform start and accelerate to the first hurdle.</p>	<ul style="list-style-type: none"> <li>• Select appropriate hurdle in 100m event.</li> <li>• Identify different measurement of hurdles.</li> <li>• Identify characteristics of good approach</li> <li>• Observe safety regulations.</li> <li>• Store equipment.</li> <li>• Run 100m hurdle approach with a good technique.</li> </ul>	100m hurdle approach performed with a good technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain the steps and techniques involved in approaching the first hurdle in the 100m hurdles. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Maintain low body position at the start gradually raising.</li> <li>• Smooth transition from the start phase to hurdle approach.</li> <li>• Measurement of hurdles in 100m.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Characteristics of good approach.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Training aids</li> <li>• Storage space</li> </ul>	24

			<b>Activity</b> -Organize students into manageable groups and assign each group the task of practicing starts and acceleration toward the first hurdle and back. Student should maintain a low body position at the start (parallel to the ground) to generate power and gradually raising the body posture to maximize acceleration. -Set up markers to guide the distance to the first hurdle and emphasize a smooth transition from the start phase to hurdle approach. -Each group should take turns practicing, with the teacher providing immediate feedback on body positioning, stride length, and gradual acceleration. -Ensure proper spacing between groups for safety and encourage students to focus on technique rather than speed.			<ul style="list-style-type: none"> <li>Importance of body leaning during start</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Safety precautions in start and approaching first hurdle.</li> <li>Safe handling of hurdles and starting block.</li> </ul>		
		(b) Practicing 100m hurdle clearance	<b>Brainstorm</b> Guide students to define hurdle clearance and their technical aspects. Explain the technical aspects of hurdle clearance such as lead leg, trailing leg, body	<ul style="list-style-type: none"> <li>Select hurdles.</li> <li>Perform proper hurdle clearance in 100m</li> </ul>	Hurdle are cleared with the proper technique.	<b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 100m hurdle.	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Hurdles</li> <li>Standard track</li> </ul>	25

			<p>position and take-off and landing.</p> <p><b>Practical Work</b> Guide the students to clear the hurdles in 100m.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques of hurdle clearance. Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean). After students demonstrate mastery in walking, progress to jogging drills, maintaining focus on technique and rhythm. Introduce running over hurdles once they understand and apply all the procedures effectively. Encourage students to practice back and forth, gradually improving their timing, stride, and coordination. Provide immediate feedback during each phase and adjust hurdle height as needed for</p>	<p>hurdle</p> <ul style="list-style-type: none"> <li>• Observing sweeping motion upright with slight forward lean.</li> <li>• Observe safety during hurdle clearance phase.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store the hurdle in proper area.</li> </ul>		<p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Good hurdling technique</li> <li>• Body slightly leaning forward</li> <li>• Powerful arms movement one chest size and the other at back.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Knee drive and the extension of lead leg</li> <li>• Sweeping motion of trailing leg</li> <li>• Upright with slight forward lean.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in clearing the hurdles 100m hurdles.</li> <li>• Proper take-off and landing</li> <li>• Maximize speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Training aids</li> <li>• Storage space</li> </ul>	
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			safety. <b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.					
		c) Practicing running between hurdles.	<p><b>Brainstorm</b> Guide students to define running between the hurdle and their technical aspects such as high knee (knee drive and extension), trailing leg (sweeping motion) and upright body position</p> <p><b>Practical Work</b> Guide the students to run between the hurdles while placing emphasis on the lead leg, trailing leg and upright body position.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques of hurdle clearance. Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean). After students demonstrate mastery in walking, progress to jogging drills,</p>	<ul style="list-style-type: none"> <li>• Select appropriate hurdle.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg, body position, take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>	Running between the hurdle are performed with the better technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform running between the hurdle in 100m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Landing and recovery.</li> <li>• Establishing lead leg and trailing leg</li> <li>• Body posture upright with slightly lean forward</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The smooth transition from landing lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	25

			<p>maintaining focus on technique and rhythm. Introduce running over hurdles once they understand and apply all the procedures effectively. Encourage students to practice back and forth, gradually improving their timing, stride, and coordination. Provide immediate feedback during each phase and adjust hurdle height as needed for safety.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>			<p><b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions in finishing 100m hurdles.</li> <li>Execute a proper lean-cross the finish lines the torso leading</li> <li>Maximize speed.</li> </ul>		
		d) Practicing finish in 100 hurdle	<p><b>Brainstorm</b> Guide students to define finishing and their technical aspects. Discuss the why is it important to lean forward during the finish.</p> <p><b>Practical Work</b> Guide the students to practice finish in hurdles. Emphasize the upper body leaning forward and arms pushing back.</p> <p><b>Activity</b> Organize students into manageable groups and</p>	<ul style="list-style-type: none"> <li>Select equipment.</li> <li>Perform clearing the hurdles</li> <li>Observing lead leg, trailing leg body position and take-off and landing.</li> <li>Observe safety during hurdle</li> </ul>	Finishing in hurdle performed as per standards.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform finish in 100m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Forward lean at the finish.</li> <li>Powerful and controlled arm movement.</li> <li>Smooth transition between phases.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Hurdles</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> <li>Stop watch</li> </ul>	20

			<p>demonstrate finishing in hurdles 100m whilst facing you in semi-circle. Begin with walking drills over the finishing line and practice key technique in finishing such as should body leaning and powerful arms pushing back. After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed. Use cones or markers to indicate where students should start leaning toward the finish. Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish. Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back.</p> <p>Then provide immediate feedback during each phase. Based on two key points forward lean, powerful and controlled arms movement.</p>	<p>clearance.</p> <ul style="list-style-type: none"> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>		<p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring tape or markers</li> </ul>	
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			<b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.					
		e) Practicing 100m hurdles	<p><b>Brainstorm</b> Guide students to describe the complete sequence of the 100m hurdles, from the approach to clearing the hurdle and transitioning to the next stride. Encourage them to explain each phase of the race, including the start, hurdle clearance, running between hurdles, and the finish. Discuss the technical aspects of hurdle clearance, such as lead leg, trailing leg upright body position.</p> <p><b>Practical Work</b> Guide the students to run a complete sequence of 100m hurdles while placing emphasis on the lead leg, trailing leg and upright body position, running between the hurdles, and finishing.</p> <p><b>Activity</b> Organize students into manageable groups and run full length of 100m hurdles begin with walking drills over low hurdles to demonstrate the key</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position and take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Observe the running between the hurdles.</li> <li>• Observe lean forward and powerful arms back</li> <li>• Collect and clean the hurdles and other equipment.</li> </ul>	100m hurdles performed with better technique in each phase	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 100m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Approach to the first hurdle</li> <li>• Establishing lead leg and trailing leg</li> <li>• Hurdle clearance.</li> <li>• Body posture upright with slightly lean forward.</li> <li>• Running between the hurdles</li> <li>• Finishing with the torso crossline</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	28



			<p>techniques of hurdle clearance. Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean). After demonstrate masterly Use a maximum of 5 hurdles at standard distances (or adjusted for class ability).</p> <p>Guide student to perform a 50m-70m sprint with hurdles, focusing on speed and form</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p>Provide immediate feedback during each phase.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>	<ul style="list-style-type: none"> <li>Store hurdles.</li> </ul>		<p>hurdle clearance.</p> <ul style="list-style-type: none"> <li>Forward lean at the finish.</li> <li>Powerful and controlled arm movement.</li> <li>Smooth transition between phases.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions in hurdle clearance.</li> <li>Height of the hurdle should be based on the ability of the student.</li> </ul>		
	1.2 Perform 110m hurdle skills and technique	(a) Practicing approach in 110m hurdle	<p><b>Brainstorm</b></p> <p>Guide students to define 110m hurdles and its key phases in track performance. Explain the difference in 110m hurdles and 100m hurdles events (focusing on race length,</p>	<ul style="list-style-type: none"> <li>Select appropriate hurdle in 110m event.</li> <li>Identify different measureme</li> </ul>	110m hurdle approach performed.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b></p> <p>The student should explain the procedure involve in approaching first hurdle in 110m.</p> <p><b>Principles</b> The student</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Hurdles</li> <li>Standard track</li> </ul>	20

			<p>height and spacing). Guide student to explain the characteristics of a good approach, such as rhythm, stride consistency, and maintaining balance.</p> <p><b>Practical Work</b> Guide students to perform start and accelerate to the first hurdle.</p> <p><b>Activity</b> -Organize students into manageable groups and assign each group the task of practicing starts and acceleration toward the first hurdle and back. Student should maintain a low body position at the start (parallel to the ground) to generate power and gradually raising the body posture to maximize acceleration. -Set up markers to guide the distance to the first hurdle and emphasize a smooth transition from the start phase to hurdle approach. -Each group should take turns practicing, with the teacher providing immediate feedback on body positioning, stride length, and gradual acceleration.</p>	<p>nt of hurdles.</p> <ul style="list-style-type: none"> <li>• Identify characteristics of good approach</li> <li>• Observe safety regulations.</li> <li>• Store equipment.</li> </ul>		<p>should <b>explain the principles of</b></p> <ul style="list-style-type: none"> <li>• Maintain low body position at the start gradually raising.</li> <li>• Smooth transition from the start phase to hurdle approach.</li> <li>• Measurement of hurdles in 110m.</li> </ul> <p><b>Theories The student should explain</b></p> <ul style="list-style-type: none"> <li>• Characteristics of good approach.</li> <li>• Importance of body leaning during start</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in start and approaching first hurdle.</li> <li>• Safe handling of hurdles and starting block.</li> </ul>	<ul style="list-style-type: none"> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• </li> </ul>	
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			-Ensure proper spacing between groups for safety and encourage students to focus on technique rather than speed.					
		(b) Practicing hurdle clearance in 110m	<p><b>Brainstorm</b> Guide students to define hurdle clearance and their technical aspects. Explain the technical aspects of hurdle clearance such as lead leg, trailing leg, body position and take-off and landing.</p> <p><b>Practical Work</b> Guide the students to clear the hurdles in 110m.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques of hurdle clearance. Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean). After students demonstrate mastery in walking, progress to jogging drills, maintaining focus on technique and rhythm. Introduce running over</p>	<ul style="list-style-type: none"> <li>• Select hurdles.</li> <li>• Perform proper hurdle clearance in 110m hurdle</li> <li>• Observing sweeping motion upright with slight forward lean.</li> <li>• Observe safety during hurdle clearance phase.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store the hurdle in proper area.</li> </ul>	110m hurdle Clearance performed with the proper technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 110m hurdle.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Good hurdling technique</li> <li>• Body slightly leaning forward</li> <li>• Powerful arms movement one chest size and the other at back.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Knee drive and the extension of lead leg</li> <li>• Sweeping motion of trailing leg</li> <li>• Upright with slight forward lean.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in in clearing the</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	29

			<p>hurdles once they understand and apply all the procedures effectively. Encourage students to practice back and forth, gradually improving their timing, stride, and coordination. Provide immediate feedback during each phase and adjust hurdle height as needed for safety.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>			<p>hurdles 110m hurdles.</p> <ul style="list-style-type: none"> <li>• Proper take-off and landing</li> <li>• Maximize speed.</li> </ul>		
		(c) Practicing run between hurdles	<p><b>Brainstorm</b> Guide students to define running between the hurdle and their technical aspects such as high knee (knee drive and extension), trailing leg (sweeping motion) and upright body position</p> <p><b>Practical Work</b> Guide the students to run between the hurdles while placing emphasis on the upright body position.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques</p>	<ul style="list-style-type: none"> <li>• Select appropriate hurdle.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg, body position, take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Collect and clean the</li> </ul>	Running between the hurdle performed with better technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform running between the hurdle in 110m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Landing and recovery.</li> <li>• Establishing lead leg and trailing leg</li> <li>• Body posture upright with slightly lean forward</li> </ul> <p><b>Theories</b> The student should explain</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	24

			<p>of hurdle clearance.</p> <p>Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean).</p> <p>After students demonstrate mastery in walking, progress to jogging drills, maintaining focus on technique and rhythm.</p> <p>Introduce running over hurdles once they understand and apply all the procedures effectively.</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p>Provide immediate feedback during each phase and adjust hurdle height as needed for safety.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>	<p>hurdles and other equipment</p> <ul style="list-style-type: none"> <li>• Store hurdles.</li> </ul>		<ul style="list-style-type: none"> <li>• The smooth transition from landing lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in finishing 100m hurdles.</li> <li>• Execute a proper lean-cross the finish lines the torso leading</li> <li>• Maximize speed.</li> </ul>		
		(d) Practicing finish in	<p><b>Brainstorm</b> Guide students to define</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> </ul>	Finishing in 110m	<p><b>Knowledge evidence</b> Detailed knowledge of</p>	The following tools, equipment	20

		hurdles	<p>finishing and their technical aspects. Discuss why is it important to lean forward during the finish.</p> <p><b>Practical Work</b> Guide the students to practice finish in hurdles. Emphasize the upper body leaning forward and arms pushing back.</p> <p><b>Activity</b> Organize students into manageable groups and demonstrate finishing in hurdles 100m whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as should body leaning and powerful arms pushing back.</p> <p>After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish.</p> <p>Introduce running once</p>	<ul style="list-style-type: none"> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position and take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>	hurdles performed.	<p><b>Method used</b> The student should explain how to perform finish in 100m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Forward lean at the finish.</li> <li>• Powerful and controlled arm movement.</li> <li>• Smooth transition between phases.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>	<p>and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish.</p> <p>Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back.</p> <p>Then provide immediate feedback during each phase. Based on two key points forward lean, powerful and controlled arms movement.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
		(e) Practicing 110m hurdles	<p><b>Brainstorm</b> Guide students to describe the complete sequence of the 110m hurdles, from the approach to clearing the hurdle and transitioning to the next stride.</p> <p>Encourage them to explain each phase of the race, including the start, hurdle clearance, running between hurdles, and the finish. Discuss the</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position and take-off and landing.</li> </ul>	110m hurdles performed with better technique in each phase	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> the student should explain how to perform hurdle clearance in 110m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Approach to the first hurdle</li> <li>• Establishing lead leg and trailing leg</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears</li> </ul>	29

			<p>technical aspects of hurdle clearance, such as lead leg, trailing leg upright body position.</p> <p><b>Practical Work</b> Guide the students to run a complete sequence of the 110m hurdles while placing emphasis on the lead leg, trailing leg and upright body position, running between the hurdles, and finishing.</p> <p><b>Activity</b> Organize students into manageable groups and run full length of 110m hurdles begin with walking drills over low hurdles to demonstrate the key techniques of hurdle clearance.</p> <p>Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean).</p> <p>Use a maximum of 5 hurdles at standard distances (or adjusted for class ability).</p> <p>Perform a 50m-70m sprint</p>	<ul style="list-style-type: none"> <li>• Observe safety during hurdle clearance.</li> <li>• Observe the running between the hurdles.</li> <li>• Observe lean forward and powerful arms back</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>		<ul style="list-style-type: none"> <li>• Hurdle clearance.</li> <li>• Body posture upright with slightly lean forward.</li> <li>• Running between the hurdles</li> <li>• Finishing with the torso crossline</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> <li>• Forward lean at the finish.</li> <li>• Powerful and controlled arm movement.</li> <li>• Smooth transition between phases.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>	<p>(Running Shoes)</p> <ul style="list-style-type: none"> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>with hurdles, focusing on speed and form</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
	2. Performing 400m hurdle skills and technique	(a) Practicing approach in the 400m hurdle	<p><b>Brainstorm</b> Guide students to define the 400m hurdle and describe its aspect such as endurance and rhythm challenges. Explain the difference that exist between 100m hurdle and 110m hurdle considering its <i>spacing, hurdle height, and pacing</i>. Guide student to explain the characteristics of a good approach, such as <i>rhythm, stride consistency, and maintaining balance</i>.</p> <p><b>Practical Work</b> Guide students to perform start and accelerate to the first hurdle</p> <p><b>Activity</b> -Organize students into manageable groups and assign each group the task</p>	<ul style="list-style-type: none"> <li>• Select appropriate hurdle in 400m event.</li> <li>• Identify different measurement of hurdles.</li> <li>• Identify characteristics of good approach</li> <li>• Observe safety regulations.</li> <li>• Store equipment.</li> <li>•</li> </ul>	400m hurdle approach performed with a good technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain the steps and techniques involved in approaching the first hurdle in the 400m hurdles. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Maintain low body position at the start gradually raising.</li> <li>• Smooth transition from the start phase to hurdle approach.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Characteristics of good approach.</li> <li>• Importance of</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	15

			<p>of practicing starts and acceleration toward the first hurdle and back. Student should maintain a low body position at the start (parallel to the ground) to generate power and gradually raising the body posture to maximize acceleration.</p> <p>-Set up markers to guide the distance to the first hurdle and emphasize a smooth transition from the start phase to hurdle approach.</p> <p>-Each group should take turns practicing, with the teacher providing immediate feedback on body positioning, stride length, and gradual acceleration.</p> <p>-Ensure proper spacing between groups for safety and encourage students to focus on technique rather than speed.</p>			<p>body leaning during start</p> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety precautions in start and approaching first hurdle.</li> <li>Safe handling of hurdles and starting block.</li> </ul>		
		(b) Practicing hurdle clearance in 400m	<p><b>Brainstorm</b> Guide students to define hurdle clearance and their technical aspects. Explain the technical aspects of hurdle clearance such as lead leg, trailing leg, body position and take-off and landing.</p>	<ul style="list-style-type: none"> <li>Select hurdles.</li> <li>Perform proper hurdle clearance in 400m hurdle</li> </ul>	400m hurdle clearance performed with the proper technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 400m hurdle. <b>Principles</b> The student should explain the</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Hurdles</li> <li>Standard track</li> <li>Flag (white</li> </ul>	35

			<p><b>Practical Work</b> Guide the students to clear the hurdles in 400m.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques of hurdle clearance.</p> <p>Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean).</p> <p>After students demonstrate mastery in walking, progress to jogging drills, maintaining focus on technique and rhythm. Introduce running over hurdles once they understand and apply all the procedures effectively.</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p>Provide immediate feedback during each</p>	<ul style="list-style-type: none"> <li>• Observing sweeping motion upright with slight forward lean.</li> <li>• Observe safety during hurdle clearance phase.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store the hurdle in proper area.</li> </ul>		<p>principles of</p> <ul style="list-style-type: none"> <li>• Good hurdling technique</li> <li>• Body slightly leaning forward</li> <li>• Powerful arms movement one chest size and the other at back.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Knee drive and the extension of lead leg</li> <li>• Sweeping motion of trailing leg</li> <li>• Upright with slight forward lean.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in clearing the hurdles 400m hurdles.</li> <li>• Proper take-off and landing</li> <li>• Maximize speed.</li> </ul>	<p>and red)</p> <ul style="list-style-type: none"> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>phase and adjust hurdle height as needed for safety.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
		(c) Practicing running between hurdles in 400m	<p><b>Brainstorm</b> Guide students to define running between the hurdle and their technical aspects such as high knee (knee drive and extension), trailing leg (sweeping motion) and upright body position.</p> <p><b>Practical Work</b> Guide the students to run between the hurdles while placing emphasis on the upright body position.</p> <p><b>Activity</b> Organize students into manageable groups and begin with walking drills over low hurdles to practice the key techniques of hurdle clearance.</p> <p>Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight</p>	<ul style="list-style-type: none"> <li>• Select appropriate hurdle.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg, body position, take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Collect, clean hurdles, other equipment</li> <li>• Store hurdles.</li> </ul>	Running between the hurdle performed with the better technique.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform running between the hurdle in 400m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Landing and recovery.</li> <li>• Establishing lead leg and trailing leg</li> <li>• Body posture upright with slightly lean forward</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The smooth transition from landing lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	22

			<p>forward lean).</p> <p>After students demonstrate mastery in walking, progress to jogging drills, maintaining focus on technique and rhythm.</p> <p>Introduce running over hurdles once they understand and apply all the procedures effectively.</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p>Provide immediate feedback during each phase and adjust hurdle height as needed for safety.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>			<p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in finishing 400m hurdles.</li> <li>• Execute a proper lean-cross the finish lines the torso leading</li> <li>• Maximize speed.</li> </ul>		
		(d) Practicing finishing in hurdle events	<p><b>Brainstorm</b> Guide students to define finishing and their technical aspects. Discuss why is it important to lean forward during the finish.</p> <p><b>Practical Work</b> Guide the students to practice finish in hurdles. Emphasize the upper body</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position</li> </ul>	Finishing in hurdles are performed with better technique.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to perform finish in 400m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Forward lean at the finish.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> </ul>	20

			<p>leaning forward and arms pushing back.</p> <p><b>Activity</b> Organize students into manageable groups and demonstrate finishing in hurdles 400m whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as body leaning and powerful arms pushing back.</p> <p>After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish.</p> <p>Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish.</p> <p>Encourage students to practice back and forth,</p>	<p>and take-off and landing.</p> <ul style="list-style-type: none"> <li>• Observe safety during hurdle clearance.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>		<ul style="list-style-type: none"> <li>• Powerful and controlled arm movement.</li> <li>• Smooth transition between phases.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>gradually improving their leaning forward, arms pushing back.</p> <p>Then provide immediate feedback during each phase. Based on two key points forward lean, powerful and controlled arms movement.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
		(e) Practicing 400m hurdling	<p><b>Brainstorm</b> Guide students to describe the complete sequence of the 400m hurdles, from the approach to clearing the hurdle and transitioning to the next stride. Encourage them to explain each phase of the race, including the start, hurdle clearance, running between hurdles, and the finish. Discuss the technical aspects of hurdle clearance, such as lead leg, trailing leg upright body position.</p> <p><b>Practical Work</b> Guide the students to run a complete sequence of the 400m hurdles while placing emphasis on the lead leg, trailing leg and upright body position,</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position and take-off and landing.</li> <li>• Observe safety during hurdle clearance.</li> <li>• Observe the running between the hurdles.</li> </ul>	400m hurdles performed with better technique in each phase	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 400m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Approach to the first hurdle</li> <li>• Establishing lead leg and trailing leg</li> <li>• Hurdle clearance.</li> <li>• Body posture upright with slightly lean forward.</li> <li>• Running between the hurdles</li> <li>• Finishing with the torso crossline</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	30

			<p>running between the hurdles, and finishing.</p> <p><b>Activity</b> Organize students into manageable groups and run full length of 400m hurdles begin with walking drills over low hurdles to demonstrate the key techniques of hurdle clearance.</p> <p>Emphasize proper execution of the lead leg (knee drive and extension), trail leg (sweeping motion), and body posture (upright with slight forward lean).</p> <p>Use a maximum of 5 hurdles at standard distances (or adjusted for class ability).</p> <p>Perform a 50m-70m sprint with hurdles, focusing on speed and form.</p> <p>Encourage students to practice back and forth, gradually improving their timing, stride, and coordination.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build</p>	<ul style="list-style-type: none"> <li>• Observe lean forward and powerful arms back</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>		<p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> <li>• Forward lean at the finish.</li> <li>• Powerful and controlled arm movement.</li> <li>• Smooth transition between phases.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>		
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			confidence.					
	3. Using hurdling rules and regulation	a) Describing rules in Hurdling	<p><b>Brainstorm</b> Guide students to describe the rules and understanding the regulation of the hurdling events</p> <p><b>Practical Work</b> Guide the students to follow the rules and regulation in hurdles events.</p> <p><b>Activity</b> Organize students into manageable groups and assign each group the task of reading and understanding the rules of hurdling events, such as the requirement to stay in your lane and avoid knocking down the hurdles.</p> <p>Afterward, guide the students to discuss these rules within their groups, ensuring they fully grasp the guidelines and can apply them in practice.</p>	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understanding the rules guiding hurdling events.</li> <li>• Follow the rules during practices and competition.</li> <li>• Observe the rules guiding the local and international events.</li> <li>• Read and apply rules and regulations in hurdling</li> <li>• Identify various rules regarding hurdling events</li> </ul>	Rules are being followed during hurdling events as per world athletics standards.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to apply different rules and regulation in hurdling events.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Rules and regulations in hurdling events, including <i>lane discipline, proper hurdle clearance, and the consequences of rule violations, such as disqualification or time penalties.</i></li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Concept of rules in hurdling events.</li> <li>• The function of rules in hurdling events.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Recognizing specific rules enforced at a</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• World Athletics rule book.</li> <li>• Clappers.</li> <li>• Pistol.</li> <li>• Hurdles</li> <li>• Whistle</li> <li>• Bibs</li> <li>• Traffic cones</li> <li>• Cross Bar</li> <li>• Flat cones</li> </ul>	5

						particular event or level of competition <ul style="list-style-type: none"> <li>Track and equipment condition</li> <li>Confidence, trustworthy and obedient.</li> <li>Safety precautions in hurdling events</li> </ul>		
		(b) Hurdling in accordance with the rules	<b>Brainstorm</b> Guide students to perform hurdling event in accordance with rules and regulation.  <b>Practical Work</b> Guide the students to follow the rules during hurdling events.  <b>Activity</b> Organize students into manageable groups to perform hurdling events, focusing on correct technique and adherence to rules and regulations.  Demonstrate key aspects, such as <i>lane discipline, proper hurdle clearance, and maintaining rhythm.</i> Allow students to practice while receiving continuous feedback on their	<ul style="list-style-type: none"> <li>Select the right shoes</li> <li>Observed the rules and regulation based on the meet type.</li> <li></li> </ul>	Hurdles are cleared in accordance to rules and regulations.	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain the rules guiding hurdles in track performance. <b>Principles</b> The student should explain the principles of <ul style="list-style-type: none"> <li>Hurdling while adherence with the rules.</li> </ul> <b>Theories</b> The student should explain <ul style="list-style-type: none"> <li>Importance of running while adhering to the rules.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Safety precautions in running and hurdle clearance.</li> <li>Safe handling of</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Hurdles</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> <li>Stop watch</li> <li>Measuring tape or markers</li> </ul>	27

			<p>execution.</p> <p>Encourage peer assessments to reinforce understanding and improvement.</p> <p>Provide corrective guidance for any rule violations or technical mistakes observed during practice.</p>			hurdles and equipment.		
		c) Organizing and officiate of hurdling events	<p><b>Brainstorm</b> Guide students to define organizing and officiating in hurdling events, emphasizing the roles and responsibilities involved. Begin by asking students to explain how hurdles are arranged for different races (<i>100m, 110m, and 400m</i>) and ensure they understand the rules governing these events.</p> <p><b>Practical Work</b> Guide the students to safely organise and officiate hurdling events.</p> <p><b>Activity</b> Organize students into manageable groups to foster teamwork.</p> <p>Introduce the activity by explaining that they will learn to organize and</p>	<ul style="list-style-type: none"> <li>• Interpret rules guiding hurdling events.</li> <li>• Select appropriate equipment.</li> <li>• Organised hurdling events.</li> <li>• Officiate hurdling event</li> <li>• Observe safety.</li> <li>• Clean hurdle, equipment and track.</li> <li>• Store equipment.</li> <li>•</li> </ul>	Organised and officiated hurdles event as per standard.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to trace faults in defective radio receiver. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Organising hurdling events.</li> <li>• Officiating hurdling events.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• organising events as applied to track events</li> <li>• Officiating hurdling events.</li> <li>• Officials and their roles in the hurdling events.</li> </ul> <p><b>Circumstantial knowledge</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• World athletics rules and regulation book.</li> <li>• Hurdles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>•</li> </ul>	40

			<p>officiate hurdling events, focusing on both technical setup and the roles of race officials.</p> <p>Guide each group to arrange hurdles for different races (<i>100m, 110m, and 400m</i>), emphasizing the correct distances between hurdles and their placement on the track.</p> <p>Explain how proper arrangement ensures a fair and accurate race, while arranging the hurdles, ensure students discuss and understand the rules governing hurdling events, such as staying in assigned lanes and clearing hurdles without excessive contact. Introduce the roles of key officials, including judges, starters, and timekeepers.</p> <p>Explain their responsibilities and how they contribute to the smooth running of the event.</p> <p>Assign students to officiating roles in a mock hurdling event, allowing them to apply their knowledge by organizing</p>			<p>Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in arranging the hurdle.</li> <li>• Safe handling of hurdles and equipment.</li> <li>• Fair officiating by adhering rules and regulation.</li> </ul>		
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			and managing the race.					
2.0 Performing Steeple chase race	2.1 Performing 3000m race skills	(a) Practicing starting 3000m steeplechase race	<b>Brainstorm</b> Guide students to define the 3000m steeplechase event, with a key focus on its unique obstacles. Emphasize the two water pits and 26 hurdles, which together make up a total of 28 obstacles that athletes must navigate throughout the race.  <b>Practical Work</b> Guide the students to practice starting in 3000m steeple chase events.  <b>Activity</b> Organize students into manageable groups to practice the start of the 3000m steeplechase. Guide them in positioning themselves according to their preferred racing style, ensuring proper body posture at the start body slightly leaned forward, weight evenly distribution for balance and stability. Emphasize the importance of strength and endurance in clearing obstacles efficiently as they transition from the start	<ul style="list-style-type: none"> <li>• Select obstacles.</li> <li>• Perform obstacle clearance in 3000m steeplechase</li> <li>• Observing sweeping motion upright with slight forward lean.</li> <li>• Observe safety during obstacle clearance phase.</li> <li>• Collect and clean the obstacles and remove water pit and other equipment.</li> <li>• Store the obstacles in proper area.</li> </ul>	Starting in 3000m steeplechase performed as per standard.	<b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform hurdle clearance in 400m hurdle. <b>Principles</b> The student should explain the principles of <ul style="list-style-type: none"> <li>• Proper posture</li> <li>• Body slightly leaning forward</li> <li>• Arms relaxed</li> <li>• Weight evenly distributed</li> </ul> <b>Theories</b> The student should explain <ul style="list-style-type: none"> <li>• Arms relaxed</li> <li>• Upright with slight forward lean.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>• Safety precautions in in starting 3000m.</li> <li>• Proper reaction to the pistol of clappers</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Pistol</li> <li>• Clappers</li> <li>• Flags white and red</li> <li>• Standard track</li> </ul>	20
		(b) Practicing approaching	<b>Brainstorm</b> Guide students to define	<ul style="list-style-type: none"> <li>• Select</li> </ul>	Approach first barrier	<b>Knowledge evidence</b> <b>Detailed knowledge of</b>	The following tools, equipment	45

		first barrier in the 3000m Steeplechase	<p>approaching first hurdle in 3000m steeple-chase. Explain the importance of upright body position.</p> <p><b>Practical Work</b> Guide the students to perform approach to the first barrier in 3000m steeple-chase.</p> <p><b>Activity</b> Organize students into manageable groups and introduce the practice session for the 3000m approach. Begin with a standing start, ensuring that students distribute their body weight evenly for balance and stability. Guide them to Assess the distance to the barrier early to adjust stride length, Maintain speed while approaching the barrier; avoid slowing down excessively. focus on running efficiently, emphasizing the importance of conserving energy as they clear obstacle.</p>	<p>appropriate obstacles in 3000m event.</p> <ul style="list-style-type: none"> <li>Identify different measurement of obstacles.</li> <li>Identify characteristics of good approach</li> <li>Observe safety regulations.</li> <li>Store equipment.</li> </ul>	performed with a good technique in 3000m steeplechase .	<p><b>Method used</b> The student should explain the steps and techniques involved in approaching the first obstacles in the 3000m steeplechase.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Maintain low body position at the start gradually raising.</li> <li>Smooth transition from the start phase to obstacle approach.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Characteristics of good approach.</li> <li>Importance of body leaning during start</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions in start and approaching first obstacle.</li> <li>Safe handling of obstacles and starting block.</li> </ul>	<p>and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Obstacles</li> <li>Water pit</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> <li>Stop watch</li> <li>Measuring tape or markers</li> </ul>	
		(c) Practicing barrier clearance in	<p><b>Brainstorm</b> Guide students to define barrier clearance and</p>	<ul style="list-style-type: none"> <li>Select hurdles.</li> </ul>	Barriers Clearance in 3000m	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b></p>	The following tools, equipment and safety gears	37

		3000m steeplechase.	<p>understand its technical aspects. Explain the key components involved, including the dominant leg (lead leg), non-dominant leg (trail leg), arm action, body position, as well as the mechanics of take-off and landing.</p> <p><b>Practical Work</b> Guide the students to clear the obstacles in 3000m steeple-chase.</p> <p><b>Activity</b> Organize students into manageable groups and start with walking drills over low obstacles to practice key techniques for obstacle clearance. Emphasize the proper execution of the dominant leg (lead leg) fully extending, the non-dominant leg (trail leg) following quickly, and maintaining an upright posture with a slight forward lean.</p> <p>Once students demonstrate proficiency in walking drills, progress to jogging over obstacles, ensuring they maintain focus on technique and rhythm.</p>	<ul style="list-style-type: none"> <li>• Perform proper hurdle clearance in 3000m obstacles</li> <li>• Observing sweeping motion upright with slight forward lean.</li> <li>• Observe safety during hurdle clearance phase.</li> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store the obstacle in proper area.</li> </ul>	steeplechase performed with the proper technique.	<p>The student should explain how to perform hurdle clearance in 3000m steeplechase.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Good clearance technique</li> <li>• Body slightly leaning forward</li> <li>• Powerful arms movement one chest size and the other at back.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Knee drive and the extension of lead leg</li> <li>• Sweeping motion of trailing leg</li> <li>• Upright with slight forward lean.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in clearing the hurdles 3000m obstacles.</li> <li>• Proper take-off and landing</li> <li>• Maximize speed</li> </ul>	<p>are to be available</p> <ul style="list-style-type: none"> <li>• Water pit</li> <li>• Obstacles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>After students successfully apply the techniques at a jogging pace, introduce running over obstacles, reinforcing all the procedures they have learned.</p> <p>Encourage repeated practice back and forth to gradually improve their timing, stride, and coordination.</p> <p>Then provide immediate feedback at each phase, and adjust the obstacle height as necessary to ensure safety and accommodate individual skill levels.</p>					
		(d) Practicing finishing in 3000m steeplechase race	<p><b>Brainstorm</b> Guide students to define finishing and their technical aspects. Discuss why is it important to lean forward during the finish.</p> <p><b>Practical Work</b> Guide the students to practice finish in hurdles. Emphasize the upper body leaning forward and arms pushing back.</p> <p><b>Activity</b> Organize students into manageable groups and demonstrate finishing in</p>	<ul style="list-style-type: none"> <li>• Select equipment.</li> <li>• Perform clearing the hurdles</li> <li>• Observing lead leg, trailing leg body position and take-off and landing.</li> <li>• Observe safety during</li> </ul>	Finishing in 3000m steeplechase are performed as per standard.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to perform finish in 400m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Forward lean at the finish.</li> <li>• Powerful and controlled arm movement.</li> <li>• Smooth transition between phases.</li> </ul> <p><b>Theories</b> The student</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Water pits</li> <li>• Obstacles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> </ul>	20



		<p>hurdles 3000m steeplechase whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as body leaning and powerful arms pushing back.</p> <p>After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish.</p> <p>Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish.</p> <p>Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back.</p> <p>Then provide immediate feedback during each</p>	<p>hurdle clearance.</p> <ul style="list-style-type: none"> <li>• Collect and clean the hurdles and other equipment.</li> <li>• Store hurdles.</li> </ul>		<p>should explain</p> <ul style="list-style-type: none"> <li>• The lead leg, trailing leg and body posture during hurdle clearance.</li> <li>• Take-off and Landing after hurdle clearance.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in hurdle clearance.</li> <li>• Height of the hurdle should be based on the ability of the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop watch</li> <li>• Measuring tape or markers</li> </ul>	
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			<p>phase. Based on two key points forward lean, powerful and controlled arms movement.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
	2.1 Using steeplechase rules and regulation	(a) Describing rules in steeple chase races	<p><b>Brainstorm</b> Guide students to describe the rules and understanding the regulation of the steeplechase events</p> <p><b>Practical Work</b> Guide the students to follow the rules and regulation in steeplechase events.</p> <p><b>Activity</b> Organize students into manageable groups and assign each group the task of reading and understanding the rules of steeplechase events, such as the requirement to stay in your lane and avoid touching obstacles.</p> <p>Afterward, guide the students to discuss these rules within their groups, ensuring they fully grasp the guidelines and can</p>	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understand the rules guiding steeplechase events.</li> <li>• Follow the rules during practices and competition.</li> <li>• Observe the rules guiding the local and international events.</li> <li>• Read and apply rules and regulations in steeplechase</li> </ul>	Rules are being followed during steeplechase events as per standards.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to apply different rules and regulation in Steeplechase events.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Rules and regulations in hurdling events, including <i>lane discipline, proper hurdle clearance, and the consequences of rule violations, such as disqualification or time penalties.</i></li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Concept of rules in hurdling events.</li> <li>• The function of rules in hurdling</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Water pits</li> <li>• Obstacles</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Starting blocks</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Regional rule book</li> <li>• World athletics rule book.</li> </ul>	5

			apply them in practice.	<ul style="list-style-type: none"> <li>Identify various rules regarding steeplechase events</li> </ul>		<p>events.</p> <p><b>Circumstantial knowledge</b></p> <p><b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Recognizing specific rules enforced at a particular event or level of competition</li> <li>Track and equipment condition</li> <li>Confidence, trustworthy and obedient.</li> <li>Safety precautions in hurdling events</li> </ul>		
		(b) Running 3000m steeplechase race in accordance to rules	<p><b>Brainstorm</b></p> <p>Guide students to perform steeplechase event in accordance with rules and regulation.</p> <p><b>Practical Work</b></p> <p>Guide the students to follow the rules during steeplechase events.</p> <p><b>Activity</b></p> <p>Organize students into manageable groups to perform hurdling events, focusing on correct technique and adherence to rules and regulations.</p> <p>Demonstrate key aspects,</p>	<ul style="list-style-type: none"> <li>Select the right shoes</li> <li>Observed the rules and regulation based on the meet type.</li> </ul>	3000m steeplechase performed in accordance to rules and regulations.	<p><b>Knowledge evidence</b></p> <p><b>Detailed knowledge of Method used</b></p> <p>The student should explain the rules guiding steeplechase in track performance.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Steeplechase while adherence with the rules.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Importance of running while adhering to the rules.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Water pits</li> <li>Obstacles</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> <li>Stop watch</li> <li>Measuring</li> </ul>	30

			<p>such as <i>lane discipline, proper obstacle clearance, and maintaining rhythm.</i></p> <p>Allow students to practice while receiving continuous feedback on their execution. Encourage peer assessments to reinforce understanding and improvement.</p> <p>Provide corrective guidance for any rule violations or technical mistakes observed during practice.</p>			<p><b>Circumstantial knowledge</b></p> <p><b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions in running and hurdle clearance.</li> <li>Safe handling of steeplechase and equipment.</li> </ul>	<p>tape or markers</p> <ul style="list-style-type: none"> <li>Regional rule book</li> <li>World athletics rule book.</li> </ul>	
		(c) Practicing the organizing and officiating 3000m steeplechase race	<p><b>Brainstorm</b></p> <p>Guide students to define the concepts of organizing and officiating in steeplechase events, emphasizing the specific roles and responsibilities involved. Begin by engaging students in a discussion about how obstacles are arranged for the 3000m steeplechase, ensuring they understand the required layout and placement. Clarify the rules governing the event, including obstacle spacing, water jump specifications, and safety considerations.</p> <p><b>Practical Work</b></p> <p>Guide the students to</p>	<ul style="list-style-type: none"> <li>Interpret rules guiding steeplechase events.</li> <li>Select appropriate equipment.</li> <li>Organised steeplechase events.</li> <li>Officiate hurdling event</li> <li>Observe safety.</li> <li>Clean obstacles, and remove water from the pit.</li> </ul>	Organised and officiated steeplechase event as per standard.	<p><b>Knowledge evidence</b></p> <p><b>Detailed knowledge of Method used</b></p> <p>The student should explain how to trace faults in defective radio receiver.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Organising steeplechase events.</li> <li>Officiating steeplechase events.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>organising events as applied to track events</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>World athletics rules and regulation book.</li> <li>Obstacles</li> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> </ul>	40

			<p>safely organise and officiate hurdling events.</p> <p><b>Activity</b> Organize students into manageable groups to foster teamwork and collaboration. Begin by explaining that the focus will be on learning how to organize and officiate steeplechase events, emphasizing both technical setup and the roles of race officials.</p> <p>Guide each group in arranging obstacles for the 3000m steeplechase, ensuring the correct distances between obstacles and their proper placement on the track. Highlight how accurate arrangement contributes to a fair and well-conducted race.</p> <p>While setting up, encourage students to discuss and understand the rules governing steeplechase events, such as safely clearing obstacles and the water pit without unnecessary contact or interference.</p> <p>Introduce the roles of key officials, including judges,</p>	<ul style="list-style-type: none"> <li>• Store equipment.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Officiating steeplechase events.</li> <li>• Officials and their roles in the steeplechase events.</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Safety precautions in arranging the obstacles.</li> <li>• Safe handling of obstacles and equipment.</li> <li>• Fair officiating by adhering rules and regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Water pit</li> </ul>	
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			<p>starters, and timekeepers, and explain how their responsibilities ensure the smooth execution of the event.</p> <p>Finally, assign students to officiating roles in a mock steeplechase event. Allow them to apply their knowledge by organizing, managing, and officiating the race, reinforcing their understanding of the event and building practical skills.</p>					
2.0 Performing cross-country race	3.1 Performing cross country race	a) Practicing starts of Cross-country race	<p><b>Brainstorm</b> Guide students to define cross country <i>as a running event where athletes compete on natural terrains, such as grass or dirt, over open-air courses</i>. Discuss the starting procedures for this event and highlight important aspects to consider, including terrain variability, pacing, and environmental factors.</p> <p><b>Practical Work</b> Guide the students to perform starting in cross-country race.</p> <p><b>Activity</b> Organize students into</p>	<ul style="list-style-type: none"> <li>Start in cross-country.</li> <li>Select proper</li> <li>Run the whole course of cross-country</li> <li>Execute proper finishing.</li> </ul>	Starts in cross-country performed as per standard.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should perform start in cross-country. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Proper posture</li> <li>Body slightly leaning forward</li> <li>Arms relaxed</li> <li>Weight evenly distributed</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Arms relaxation</li> <li>Body leaning</li> </ul> <p><b>Circumstantial knowledge</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Flag post</li> <li>Terrain with various barriers whether made or natural</li> <li>Starting pistol</li> <li>Stopwatch</li> <li>GPS Watch</li> <li>Pen</li> <li>Papers</li> </ul>	20

			manageable groups and guide them to arrange themselves at the starting line for a cross-country race in a standing position. Ensure they are prepared to respond promptly to the teacher's command. Emphasize key mechanics at the starting line, such as maintaining a balanced posture, focused attention, and readiness for an efficient start. Begin with simple drills, such as walking to the starting line and back, to help students familiarize themselves with the process and practice proper alignment.			<b>Detailed knowledge about</b> <ul style="list-style-type: none"> <li>Follow the course race and run with Confidence.</li> <li>Safety precautions in running cross-country.</li> <li>Awareness of the terrain (flat, hilly, muddy, or uneven surfaces)</li> <li>Weather condition and in relation to course race</li> </ul>		
		(b) Running Cross-country race	<b>Brainstorm</b> Guide students to describe the cross-country course. Explain running mechanics in cross country.  <b>Practical Work</b> Guide the students to run cross country.  <b>Activity</b> Organize students into manageable groups and prepare a running course.  Begin with short-distance runs of 50m to 60m, guiding students to focus on key body mechanics,	<ul style="list-style-type: none"> <li>Run cross-country</li> <li>Execute proper mechanics in running cross country</li> <li>Run in different terrain</li> <li>Demonstrate resilience and strength</li> </ul>	Cross-country races are being run as per standard	<b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should to run cross country <b>Principles</b> The student should explain the principles of <ul style="list-style-type: none"> <li>Foot strike</li> <li>Upright posture</li> <li>Strength and endurance.</li> </ul> <b>Theories</b> The student should explain <ul style="list-style-type: none"> <li>Running course and obstacles.</li> <li>Proper arms actions</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Flag post</li> <li>Terrain with various barriers whether made or natural</li> <li>Starting pistol</li> <li>Stopwatch</li> <li>GPS Watch</li> <li>Pen</li> <li>Papers</li> </ul>	118

			<p>such as proper arm action, an upright posture, and high knee drive.</p> <p>Once students demonstrate mastery of these mechanics, develop a 5km course incorporating elements like muddy terrain and water obstacles to build endurance and strength.</p> <p>Conclude by designing and running a full cross-country course to provide students with a comprehensive experience.</p>			<ul style="list-style-type: none"> <li>• High knee drive</li> </ul> <p><b>Circumstantial knowledge</b></p> <p><b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Follow the course race and run with Confidence.</li> <li>• Safety precautions in running cross-country.</li> <li>• Awareness of the terrain (flat, hilly, muddy, or uneven surfaces)</li> <li>• Weather condition and in relation to course race</li> </ul>		
		(c) Practicing finishing in Cross country race	<p><b>Brainstorm</b> Guide students to define finishing and their technical aspects in cross-country. Discuss why is it important to lean forward during the finish.</p> <p><b>Practical Work</b> Guide the students to practice finish in cross country. Emphasize the upper body leaning forward and arms pushing back.</p> <p><b>Activity</b> Organize students into manageable groups and demonstrate finishing in</p>	<ul style="list-style-type: none"> <li>• Perform finishing in cross-country</li> <li>• Select equipment used running and finishing cross-country race</li> <li>• Execute lean body in cross-country race</li> <li>• Identify the drills for</li> </ul>	Finishing in cross-country is performed as per standard	<p><b>Knowledge evidence</b></p> <p><b>Detailed Knowledge of Method used</b> The student should explain the various mechanics and techniques used in finishing cross-country race</p> <p><b>Principles</b> The student should explain the key principles involved in finishing cross-country race</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Body mechanics in finishing cross-country</li> <li>• Concept of cross-</li> </ul>	<p>The following tools and equipment are to be available</p> <ul style="list-style-type: none"> <li>• Flag post</li> <li>• Terrain with various barriers whether made or natural</li> <li>• Starting pistol</li> <li>• Stopwatch</li> <li>• GPS Watch</li> <li>• Pen</li> <li>• Papers</li> </ul>	20



			<p>cross-country whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as body leaning and powerful arms pushing back.</p> <p>After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish.</p> <p>Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish.</p> <p>Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back.</p> <p><b>Feedback</b> Provide immediate feedback during each</p>	improving finish in cross-country		<p>country</p> <ul style="list-style-type: none"> <li>• Importance of cross-country</li> <li>• Procedure in preparing a cross-country course</li> </ul> <p><b>Circumstantial Knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Follow the course race and run with Confidence.</li> <li>• Safety precautions in running cross-country.</li> <li>• Awareness of the terrain (flat, hilly, muddy, or uneven surfaces)</li> <li>• Weather condition and in relation to course race</li> </ul>		
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			<p>phase. Based on two key points forward lean, powerful, controlled arms movement and strength and endurance.</p> <p><b>NB;</b> Emphasize repetition and variation to reinforce skills and build confidence.</p>					
	3.2 Using cross country race rules and regulation	(a) Describing rules in Cross country races	<p><b>Brainstorm</b> Guide students to describe the rules and understanding the regulation of the cross-country events</p> <p><b>Practical Work</b> Guide the students to follow the rules and regulation in cross-country events.</p> <p><b>Activity</b> Organize students into manageable groups and assign each group the task of reading and understanding the rules of cross- country events, such as the requirement to stay in the course. Afterward, guide the students to discuss these rules within their groups, ensuring they fully grasp the guidelines and can apply them in</p>	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understand ing the rules guiding cross-country events.</li> <li>• Follow the rules during practices and competitio n.</li> <li>• Observe the rules guiding the local and internation al events.</li> <li>• Read and apply rules and</li> </ul>	Rules are being followed during cross-country events as per standards.	<p><b>Detailed Knowledge of Method used</b></p> <p>The student should explain the different rules and regulations in cross country events.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Concept of rules in cross-country events.</li> <li>• The function of rules in in cross-country race.</li> </ul> <p><b>Circumstantial Knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>• Awareness about the rules and regulation of cross-country events.</li> <li>• Communication</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Tanzania Athletics rule book</li> <li>• World Athletics rule book</li> <li>• Whistle</li> <li>• Pistol</li> <li>• Clappers</li> </ul>	5

			practice.	<ul style="list-style-type: none"> <li>regulations in cross-country</li> <li>Identify various rules regarding steeple chase events</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>protocols</li> <li>Positioning of official</li> <li>Timing and recording</li> <li>Infractions including violation and interference.</li> <li>Decision making about protest and appeals</li> <li>Ensuring safety precaution during cross-country competition</li> <li>Recognizing specific rules enforced at a particular event or level of competition.</li> </ul>		
		(b) Running cross-country race in accordance to rules	<p><b>Brainstorm</b> Guide students to perform cross-country event in accordance with rules and regulation.</p> <p><b>Practical Work</b> Guide the students to follow the rules during cross-country events.</p> <p><b>Activity</b> Organize students into manageable groups to perform cross-country events, focusing on correct technique and adherence to</p>	<ul style="list-style-type: none"> <li>Interpret rules and manuals.</li> <li>Understand the rules guiding cross-country events.</li> <li>Follow the rules during practices and competition.</li> <li>Observe</li> </ul>	Cross-country conducted in accordance to rules and regulations.	<p><b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b></p> <p>The student should explain the different rules and regulations in cross country events.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Concept of rules in cross-country events.</li> <li>The function of rules in cross-country race.</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Tanzania Athletics rule book</li> <li>World Athletics rule book</li> <li>Whistle</li> <li>Pistol</li> <li>Clappers</li> </ul>	60

			<p>rules and regulations. Demonstrate key aspects, such as <i>proper running over terrain, and maintaining rhythm</i>. Allow students to practice while receiving continuous feedback on their execution. Encourage peer assessments to reinforce understanding and improvement. Provide corrective guidance for any rule violations or technical mistakes observed during practice.</p>	<p>the rules guiding the local and international events.</p> <ul style="list-style-type: none"> <li>• Read and apply rules and regulations in cross-country</li> <li>• Identify various rules regarding steeple chase events</li> </ul>		<p><b>Circumstantial Knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Awareness about the rules and regulation of cross-country events.</li> <li>• Communication protocols</li> <li>• Positioning of official</li> <li>• Timing and recording</li> <li>• Infractions including violation and interference.</li> <li>• Decision making about protest and appeals</li> <li>• Ensuring safety precaution during cross-country competition</li> </ul> <p>Recognizing specific rules enforced at a particular event or level of competition.</p>		
		d). Practicing the organizing and officiating cross-country events	<p><b>Brainstorm</b> Guide students to define the concepts of i). Organizing and ii). Officiating in middle-distance, emphasizing the specific roles and responsibilities involved.</p>	<ul style="list-style-type: none"> <li>• Interpret rules guiding distance events.</li> <li>• Select appropriate equipment.</li> </ul>	Organised and officiated middle distance event as per standard.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to organise and officiate cross-country running event.</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• World athletics rules and regulation</li> </ul>	92

			<p>Begin by engaging students in a discussion about how to create a cross country running course, ensuring they understand the required layout and placement.</p> <p>Clarify the rules governing the event, including water stations, barriers, course plan and specifications, i.e., how many barriers and safety considerations.</p> <p><b>Practical Work</b> Guide the students to safely organise and officiate cross-country running event.</p> <p><b>Activity</b> Organize students into manageable groups to organise and officiate cross-country events. Start by explaining the primary objective learning how to organize and officiate cross-country running event, focusing on technical setup and the roles of race officials.</p> <p>Guide student to create an event plan covering the following element such as set up, water stations,</p>	<ul style="list-style-type: none"> <li>• Organised distance running.</li> <li>• Officiate distance event</li> <li>• Observe safety.</li> <li>• Clean environment where the event conducted.</li> <li>• Store equipment.</li> </ul>		<p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Organising cross-country running events.</li> <li>• Officiating cross-country events.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Organising events as applied to track performance</li> <li>• Officiating cross-country events.</li> <li>• Officials and their roles in the cross-country events.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in arranging the course.</li> <li>• Safe handling of events and equipment.</li> <li>• Fair officiating by adhering rules and regulation.</li> </ul>	<p>book.</p> <ul style="list-style-type: none"> <li>• Flag (white and red)</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• Barriers such as muddy hill</li> </ul>	
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			<p>safety protocols, event schedule, human resources allocation including officials and volunteers and barriers arrangement.</p> <p>Assign students to take officiating roles and responsibilities such as meet manager, starter, timekeeper, and line judges. Students should practice their assigned roles.</p> <p>Event debriefing Guide student to conduct the debriefing session to evaluate the event on what went well and suggesting improvement.</p>					
3.0 Using ICT for improving track performance	3.1 Developing video analysis for track performance	(a) Developing principles of video analysis camera angles, frame rate, software options.	<p><b>Brainstorm</b> Guide the students to understand and explore the concept and principles of video analysis.</p> <p><b>Practical Work</b> Guide the students to develop principles of video analysis.</p> <p><b>Activity</b> Organize students into small, manageable groups to encourage effective participation and collaboration. Each group will explore key principles</p>	<ul style="list-style-type: none"> <li>• Collect and analyse track performance.</li> <li>• Identify technical errors in track performance</li> <li>• Correct the technical errors in track performance</li> </ul>	Principles of video analytics are developed based on requirements and track performance standards.	<p><b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b> The students should explain different methods of applying data analytic technique in track performance.</p> <p><b>Principles</b> The student should explain the principles involved in data analytics in track performance.</p> <p><b>Theories</b> The student should explain</p>	<p>The following tools and equipment are to be available</p> <ul style="list-style-type: none"> <li>• Computer set</li> <li>• Multimedia projector</li> <li>• Multimedia projector screen</li> <li>• External storage devices</li> <li>• Black or Colour Printer</li> <li>• Big screen</li> </ul>	52

			<p>of video analysis and their application in analyzing athletic performance.</p> <p>Distribute materials on principles of video analysis, such as <i>Camera angle Ensuring the angle captures the necessary details for analysis (e.g., side view for stride length). Frame rate Understanding the importance of high frame rates for capturing rapid movements accurately. Software options Introducing basic tools or software commonly used for video analysis.</i></p> <p>Encourage groups to discuss and explore how these principles impact the quality and effectiveness of video analysis. Provide sample video clips for each group to analyze, focusing on one or more of the principles provided.</p> <p>Have each group present their observations and insights, explaining how they applied the principles to their analysis.</p>	<ul style="list-style-type: none"> <li>Develop personalised training plans based on data.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>The process of collecting data in track performance</li> <li>The importance of Data analysis in Track performance</li> <li>The function of applying data analytics in track performance.</li> </ul> <p><b>Circumstantial Knowledge Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Ensuring backup systems are in place for sensitive data</li> <li>Adapting different methods based on the weather conditions.</li> <li>Confidentiality and Trustworthy and Security.</li> </ul> <p>Safety precautions in handling computer system.</p>	<ul style="list-style-type: none"> <li>Television</li> <li>Drones with Cameras</li> </ul>	
		(b) Analysing key aspects of track	<p><b>Brainstorm</b></p> <p>Guide the students to analyse key aspects of</p>	<ul style="list-style-type: none"> <li>Collect and analyse track</li> </ul>	Key aspects of track events are	<p><b>Knowledge evidence Detailed Knowledge of Method used</b></p>	The following tools and equipment are to	52

		events.	<p>track events. Explain the importance of these aspect in video analysis</p> <p><b>Practical Work</b> Guide the students to perform analysis of key aspects of track events.</p> <p><b>Activity</b> Divide the students into manageable groups and assign each group a specific video footage highlighting different key aspects of track performance like running mechanics, analysis. In their groups, students will identify and discuss the key aspects demonstrated in the footage. They will then explain the significance of each aspect in the context of video analysis and its role in improving athletic performance.</p>	<p>performance.</p> <ul style="list-style-type: none"> <li>Identify technical errors in track performance</li> <li>Correct the technical errors in track performance</li> <li>Develop personalised training plans based on data.</li> </ul>	analysed based on requirements and track performance standards.	<p>The student should explain different methods of applying data analytic technique in track performance.</p> <p><b>Principles</b> The student should explain the principles involved in data analytics in track performance.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>The process of collecting data in track performance</li> <li>The importance of Data analysis in Track performance</li> <li>The function of applying data analytics in track performance.</li> </ul> <p><b>Circumstantial Knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Confidentiality and Trustworthy and Security.</li> <li>Safety precautions in handling computer system.</li> <li>Ensuring backup systems are in place for sensitive</li> </ul>	<p>be available</p> <ul style="list-style-type: none"> <li>Computer set</li> <li>Multimedia projector</li> <li>Multimedia projector screen</li> <li>External storage devices</li> <li>Black or Colour Printer</li> <li>Big screen Television</li> <li>Drones with Cameras</li> </ul>	
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						data <ul style="list-style-type: none"> <li>Adapting different methods based on the weather conditions.</li> </ul>		
		(c) Creating and sharing video analysis reports.	<b>Brainstorm</b> Guide students in understanding the process of creating and sharing video analysis reports. Start by defining what a video analysis report entails and its purpose. Then, explain the key principles of writing an effective report, such as <i>clarity, accuracy, and organization</i> . Emphasize the importance of sharing the analysis with athletes, highlighting how it provides valuable feedback, enhances understanding of performance, and plays a critical role in improving their skills and techniques.	<ul style="list-style-type: none"> <li>Collect and analyse track performance.</li> <li>Identify technical errors in track performance.</li> <li>Correct the technical errors in track performance.</li> <li>Develop personalised training plans based on data.</li> <li></li> </ul>	Reports are created and shared as per standards.	<b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b> The student should explain different methods of applying data analytic technique in track performance.	The following tools and equipment are to be available <ul style="list-style-type: none"> <li>Computer set</li> <li>Multimedia projector</li> <li>Multimedia projector screen</li> <li>External storage devices</li> <li>Black or Colour Printer</li> <li>Big screen Television</li> <li>Drones with Cameras</li> </ul>	53

			<p>Guide them in structuring the report properly, including an introduction, main body, and conclusion. Provide a standardized template to ensure consistency and a common flow of information.</p> <p>Emphasize the importance of presenting information clearly and supporting their observations with evidence from the analysis.</p> <p>Encourage the use of appropriate technical terminology and remind students to consider their target audience, such as coaches or athletes, when drafting their reports.</p>			<ul style="list-style-type: none"> <li>Ensuring backup systems are in place for sensitive data</li> <li>Adapting different methods based on the weather conditions</li> <li>Confidentiality and Trustworthy and Security.</li> </ul> <p>Safety precautions in handling computer system.</p>		
	4.1 Practicing Data analytic technique in track performance	(a) Collecting and analysing track event performance data.	<p><b>Brainstorm</b> Guide the students to define data collection and analysis in track performance.</p> <p><b>Practical Work</b> Guide students through the process of collecting and analysing track performance data.</p> <p><b>Activity</b> Divide students into manageable groups based</p>	<ul style="list-style-type: none"> <li>Collect and analyse track performance.</li> <li>Identify technical errors in track performance.</li> <li>Correct the technical errors in</li> </ul>	Track events performance data are collected and analysed as per standards.	<p><b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b> The student should explain different methods of applying data analytic technique in track performance.</p> <p><b>Principles</b> The student should explain the principles involved in data analytics in track performance.</p>	<p>The following tools and equipment are to be available</p> <ul style="list-style-type: none"> <li>Computer set</li> <li>Multimedia projector</li> <li>Multimedia projector screen</li> <li>External storage devices</li> <li>Black or</li> </ul>	53

			<p>on the available resources and their level of expertise.</p> <p>Explain that they will collect data on running mechanics by observing and recording movements. Equip each group with a stopwatch, camera or other recording device and provide a brief demonstration on how to use it effectively. Allow groups to practice capturing footage of running mechanics, emphasizing key aspects like stride length, stride frequency arm movement, and posture.</p> <p>Guide the students to record and organize the collected data systematically (in tables or charts)</p> <p>Guide groups in analyzing the captured footage to identify important mechanics and patterns</p>	<p>track performance</p> <ul style="list-style-type: none"> <li>Develop personalised training plans based on data.</li> </ul>		<p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>The process of collecting data in track performance</li> <li>The importance of Data analysis in Track performance</li> <li>The function of applying data analytics in track performance.</li> </ul> <p><b>Circumstantial Knowledge</b></p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Ensuring backup systems are in place for sensitive data</li> <li>Adapting different methods based on the weather conditions.</li> <li>Confidentiality and Trustworthy and Security.</li> <li>Safety precautions in handling computer software.</li> </ul>	<p>Colour Printer</p> <ul style="list-style-type: none"> <li>Big screen Television</li> <li>Drones with Cameras</li> </ul>	
		b) Using video analysis to identify and correct technical	<p><b>Brainstorm</b> Guide students to define the technical errors in track performance and its role in improving performance.</p>	<ul style="list-style-type: none"> <li>Collect and analyse track performance</li> </ul>	Technical errors identified and analysed using video	<p><b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b> The students should explain different</p>	<p>The following tools and equipment are to be available</p> <ul style="list-style-type: none"> <li>Computer set</li> </ul>	52

		errors.	<p><b>Practical Work</b> Guide the students to use the video footage to identify and analyse technical errors.</p> <p><b>Activity</b> Organize students into manageable groups based on available resources and assign each group the task of analysing video footage of track performance.</p> <p>Explain that the goal is to identify and correct technical errors in running mechanics. Provide the video footage and guide students in observing key aspects of running mechanics, such as <i>posture, stride, arm movement, and foot placement</i>. Encourage each group to identify specific technical errors observed in the footage.</p> <p>Guide students in brainstorming and proposing solutions or corrective techniques for the errors identified.</p> <p>Have each group present their observations and</p>	<ul style="list-style-type: none"> <li>Identify technical errors in track performance</li> <li>Correct the technical errors in track performance</li> <li>Develop personalised training plans based on data.</li> </ul>	as per track performance standards.	<p>methods of applying data analytic techniques in track performance.</p> <p><b>Principles</b> The student should explain the principles involved in data analytics in track performance.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>The process of collecting data in track performance</li> <li>The importance of Data analysis in Track performance</li> <li>The function of applying data analytics in track performance.</li> </ul> <p><b>Circumstantial Knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Confidentiality and Trustworthy and Security.</li> <li>Safety precautions in handling computer system.</li> <li>Ensuring backup systems are in place for sensitive data</li> <li>Adapting different</li> </ul>	<ul style="list-style-type: none"> <li>Multimedia projector</li> <li>Multimedia projector screen</li> <li>External storage devices</li> <li>Black or Colour Printer</li> <li>Big screen Television</li> <li>Drones with Cameras</li> </ul>	
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			suggested corrections to the class for discussion and feedback.			methods based on the weather conditions		
		(c) Developing personalized training plans based on the data analytics	<p><b>Brainstorm</b> Guide students to define personalised training plan. Explain the importance of developing personalised training plans in track performance.</p> <p><b>Practical Work</b> Guide students to develop personalised training plans based on the data analytics.</p> <p><b>Activity</b> Organize students into manageable groups to ensure effective collaboration and resource utilization. Have each group review the analyzed data on athletes' mechanics to identify key strengths and areas for improvement.</p> <p>Guide students to define clear training goals based on the identified needs of the athletes.</p> <p>Facilitate the creation of a training plan that incorporates drills, exercises, and strategies tailored to improving the</p>	<ul style="list-style-type: none"> <li>Collect and analyse track performance.</li> <li>Identify technical errors in track performance</li> <li>Correct the technical errors in track performance</li> <li>Develop personalised training plans based on data.</li> </ul>	Personalised training plans are developed based on the analysed data.	<p><b>Knowledge evidence</b> <b>Detailed Knowledge of Method used</b> The student should explain different methods of applying data analytic technique in track performance. <b>Principles</b> The student should explain the principles involved in data analytics in track performance. <b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>The process of collecting data in track performance</li> <li>The importance of Data analysis in Track performance</li> <li>The function of applying data analytics in track performance.</li> </ul> <p><b>Circumstantial Knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Confidentiality and Trustworthy and Security.</li> <li>Safety precautions</li> </ul>	<p>The following tools and equipment are to be available</p> <ul style="list-style-type: none"> <li>Computer set</li> <li>Multimedia projector</li> <li>Multimedia projector screen</li> <li>External storage devices</li> <li>Black or Colour Printer</li> <li>Big screen Television</li> <li>Drones with Cameras</li> </ul>	52

			<p>specific running mechanics identified.</p> <p>Have each group present their training plan to the class, explaining the rationale behind their chosen exercises and strategies.</p> <p>Encourage peer and instructor feedback to refine the training plans for better alignment with the athletes' needs.</p>			<p>in handling computer system.</p> <ul style="list-style-type: none"> <li>• Ensuring backup systems are in place for sensitive data</li> <li>• Adapting different methods based on the weather conditions</li> </ul>		
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## Form Four

**Table 6** Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing middle-distance skills and rules	1.1 Performing 800m race skills	(a) Practicing starting 800m race	<p><b>Brainstorm</b> Guide students to define the 800m race as a middle-distance track event that combines elements of speed and endurance. Explain that it requires completing two laps of a standard 400m track, demanding both aerobic and anaerobic fitness.</p> <p><b>Discussion</b> Discuss the characteristics of the 800m race, such as its fast-paced nature, the importance of strategic pacing, and the need for a strong finish.</p> <p>Emphasize the balance between maintaining a controlled yet competitive pace in the first lap and accelerating in the second lap to secure a strong position.</p> <p>Highlight the role of mental</p>	<ul style="list-style-type: none"> <li>Select equipment used running 800m distance race</li> <li>Execute start in 800m distance race</li> <li>Demonstrate the steps for starting 800m race</li> <li>Identify the drills for improving start in 800m race performance</li> </ul>	Start in 800m race performed as per standards	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> the student should explain how to start in 800m race.</p> <p><b>Principles</b> The Starting principles of 800m race.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Concept of 800m distance race</li> <li>Stages of 800m distance races</li> <li>Drills required to improve athletes' performance in 800m distance race</li> <li>Management of equipment in 800m distance race</li> </ul> <p><b>Circumstantial</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starting of Gun</li> <li>Traffic cones</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and Markers</li> <li></li> </ul>	40

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>focus, efficient breathing, and proper running mechanics in successfully competing in this event.</p> <p><b>Practical Work</b> Guide students to practice starting in 800m. Explain that in middle distance athlete start in staggered position whilst standing.</p> <p><b>Activity</b> Organize students into manageable groups to practice the start of the 800m race, ensuring they understand the staggered starting positions used for this event.</p> <p>Guide them to position themselves according to their preferred racing style, whether using an upright start, while in the staggered lanes.</p> <p>Emphasize proper body posture at the start, including a slight forward lean, relaxed shoulders, and balanced</p>			<p><b>knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety matter related to 800m distance race</li> <li>• Running tactics in 800m distance race</li> <li>• Starting technique such as false start</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance.</li> </ul>		



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			weight distribution on both feet for stability and an efficient push-off.  Highlight the importance of maintaining focus, reacting promptly to the starter's signal, and transitioning smoothly from the staggered start to merge into the inside lane after the break line is reached.					
		(b) Mastering running 800m race	<p><b>Brainstorm</b> Guide students to define the 800m race as a middle-distance track event that combines elements of speed and endurance. Explain that it requires completing two laps of a standard 400m track, demanding both aerobic and anaerobic fitness.</p> <p><b>Practical Work</b> Guide student to master running 800m race.</p> <p><b>Activity</b> Organize students into manageable groups to master running the 800m event,</p>	<ul style="list-style-type: none"> <li>• Select equipment used running 800m distance race</li> <li>• Execute running in 800m distance race</li> <li>• Demonstrate the steps for running 800m distance race</li> <li>• Identify the drills for improving 800m distance race performance</li> </ul>	800m performed as per standards	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> the student should explain how to run in 800m race.</p> <p><b>Principles</b> The running principles of 800m race.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Concept of 800m distance race</li> <li>• Stages of 800m races</li> <li>• Drills required to improve athletes' performance in</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Whistles</li> <li>• First Aid Kit</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• Traffic cones</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> <li>•</li> </ul>	160

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>emphasizing proper pacing, technique, and endurance.</p> <p>Begin with a warm-up, such as light jogging or dynamic stretches, to prepare the body for activity.</p> <p>Introduce the activity by starting with jogging 100m to build confidence and focus on basic running form. Gradually increase the distance to 200m, encouraging students to maintain consistent pace and rhythm.</p> <p>Once they are comfortable, guide them to complete the full 400m lap at a moderate effort.</p> <p>Finally, progress to the full 800m distance, highlighting the importance of strategic pacing, especially during the second lap, and maintaining proper breathing throughout.</p> <p>Then, provide feedback and</p>			<p>800m distance race</p> <ul style="list-style-type: none"> <li>• Management of equipment in 800m distance race</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety matter related to 800m distance race</li> <li>• Running tactics in 800m distance race</li> <li>• Starting technique such as false start</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance.</li> </ul>	•	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			encourage peer observations to refine their technique and boost performance.					
		(c) Practicing finishing 800m distance race	<p><b>Brainstorm</b> Guide students to define 800m race and discuss its characteristics as endurance running done on the track</p> <p><b>Practical Work</b> Guide students to practice finishing in 800m.</p> <p><b>Activity</b> Organize students into manageable groups to perform finishing in 800m. Organise students into semi-circle.</p> <p>Guide student to begin with walking drills over the finishing line and practice key technique in finishing such as body leaning and powerful arms pushing back. After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while</p>	<ul style="list-style-type: none"> <li>Select equipment used running 800m distance race</li> <li>Execute body mechanics in finishing 800m distance race</li> <li>Execute Pacing strategies</li> <li>Understand Anaerobic and aerobic condition</li> <li>Demonstrate the steps for running 800m distance race</li> <li>Identify the drills for improving running in 800m.</li> </ul>	Finishing in 800m is performed as per standard.	<p><b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to finish in 800m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Running mechanics in 800m</li> <li>Pacing in 800m</li> <li>Finishing mechanics such as arm movement, torso leaning and chest forward.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Concept of 800m distance race</li> <li>Stages of 800m distance races</li> </ul>	<ul style="list-style-type: none"> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starting of Gun</li> <li>Traffic cones</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and</li> </ul>	40

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>increasing speed. Use cones or markers to indicate where students should start leaning toward the finish. Introduce running once they understand, focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish. In 800m Practice increasing pace in the last 100m of the race ("kicking"). Focus on proper running mechanics during the sprint finish such as arm action, stride, body posture Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back</p>			<ul style="list-style-type: none"> <li>Drills required to improve athletes' performance in 800m distance race</li> <li>Management of equipment in 800m distance race.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety matter related to 800m distance race</li> <li>Running tactics in 800m distance race</li> <li>Strides and leg mechanics</li> <li>aerobic and Anaerobic conditions</li> <li>Pacing strategies and its importance.</li> </ul>		
	1.2 Performing 1500m distance race skills	a) Practicing starting 1500m distance race	<p><b>Brainstorm</b> Guide students to define the 1500m events.it is the marquee middle-distance running event. Explain that</p>	<ul style="list-style-type: none"> <li>Select equipment used running 1500m race</li> <li>Execute start in</li> </ul>	Start in 1500m performed as per standard.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to start in 1500m.</p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stopwatches</li> </ul>	40

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>this event involves running three- and three-quarter laps on the standard track of 400m. Discuss that 1500m is a middle-distance running event that requires a huge amount of speed, strength and endurance. It also demands a balance of aerobic and anaerobic conditioning.</p> <p><b>Practical Work</b> Guide student to practice starting in 1500m race. Explain that Athletes start in a bunched standing position and can immediately break for the inside lane.</p> <p><b>Activity</b> Organize students into manageable groups, and guide student to position themselves in the most favourable lane, ideally at the front of the pack, but not too far ahead to avoid unnecessary energy expenditure. Explain that, 1500m usually</p>	<p>1500m race</p> <ul style="list-style-type: none"> <li>• Demonstrate the steps for running 1500m race</li> <li>• Execute finishing in 1500m race</li> <li>• Identify the drills for improving 1500m performance</li> </ul>		<p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Starting in 1500m</li> <li>• Mechanics of starting like body lean and weight distribution evenly.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Perform start in 1500m.</li> <li>• Concept of 1500m distance race</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions during start of the 1500m.</li> <li>• Safety matter related to 1500m distance race</li> <li>• Running tactics in 1500m distance race</li> <li>• Starting technique such as false start</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Finish Camera</li> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kits</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>having a standing start. Athletes should stand with one foot slightly forward for a balanced, ready position. Ensure that the knees are slightly bent, and the body is in a relaxed, slightly forward lean to propel energy into the race. Practice this by calling them back and forth until athletes are aware of the comfortable with their stance.</p>			<ul style="list-style-type: none"> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance</li> </ul>		
		(b) Mastering running 1500m race.	<p><b>Brainstorm</b> Guide students to define the 1500m race as a middle-distance track event that combines elements of speed and endurance. Explain that it requires completing three and three quarter of a standard 400m track, demanding both aerobic and anaerobic fitness.</p> <p><b>Practical Work</b> Guide student to master running 1500m race.</p> <p><b>Activity</b> Divide students into manageable groups to practice</p>	<ul style="list-style-type: none"> <li>• Select equipment used running 1500m race</li> <li>• Execute running in 1500m race</li> <li>• Demonstrate the steps for running 1500m race</li> <li>• Execute finishing in 1500m race</li> <li>• Identify the drills for improving</li> </ul>	1500m performed as per standard.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to start in 1500m. <b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Starting in 1500m</li> <li>• Mechanics of starting like body lean and weight evenly distributed.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Perform start in 1500m.</li> </ul>	<ul style="list-style-type: none"> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kit</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> </ul>	160

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>the 1500m event, focusing on pacing, technique, and endurance. Start with a warm-up that includes light jogging and dynamic stretches to prepare their bodies for the activity.</p> <p>Begin training by having students jog 100m to build confidence and practice basic running form.</p> <p>Gradually increase the distance to 200m, encouraging them to maintain a steady pace and consistent rhythm. Once comfortable, progress to 400m laps at a moderate effort, gradually building up to the full 1500m.</p> <p>Emphasize the importance of strategic pacing, particularly in the later stages of the race, and proper breathing to sustain performance.</p> <p>Then, provide ongoing feedback and encourage peer assessments to help students refine their technique and</p>	1500m performance		<ul style="list-style-type: none"> <li>• Concept of 1500m distance race</li> <li>• <b>Circumstantial knowledge</b> Detailed knowledge about</li> <li>• Safety precautions during start of the 1500m.</li> <li>• Safety matter related to 1500m distance race</li> <li>• Running tactics in 1500m distance race</li> <li>• Starting technique such as false start</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			improve their performance.					
		(c) Practicing finishing 1500m distance race	<p><b>Brainstorm</b> Guide students to define 1500m race and discuss its characteristics as endurance running done on the track</p> <p><b>Practical Work</b> Guide students to practice finishing in 1500m.</p> <p><b>Activity</b> Organize students into manageable groups. and demonstrate finishing in 1500m whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as <i>body leaning and powerful arms pushing back</i>.</p> <p>After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p>	<ul style="list-style-type: none"> <li>Select equipment used running 1500m race</li> <li>Execute finish in 1500m race</li> <li>Demonstrate the steps for finishing in 1500m race</li> <li>Execute finishing in 1500m race</li> <li>Identify the drills for improving 1500m performance</li> </ul>	Finishing in 1500m performed as per standard.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to start in 1500m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Starting in 1500m</li> <li>Mechanics of starting like body lean and weight distribution evenly.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Perform finishing in 1500m.</li> <li>Concept of 1500m distance race</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety precautions during start of the</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and Markers</li> </ul>	40



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Use cones or markers to indicate where students should start leaning toward the finish. Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish. In 1500m Practice increasing pace in the last 150m of the race ("kicking"). Focus on proper running mechanics during the sprint finish such as arm action, stride, body posture</p> <p>Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back</p>			<p>1500m.</p> <ul style="list-style-type: none"> <li>• Safety matter related to 1500m distance race</li> <li>• Running tactics in 1500m distance race</li> <li>• Starting technique such as false start</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance</li> </ul>		
	1.3 Using middle-distance rules and regulation	(a) Describing rules in middle-distance races	<p><b>Brainstorm</b> Guide students to describe the rules and understanding the regulation of the middle-distance events</p>	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understanding the rules guiding middle distance events.</li> </ul>	Rules interpreted and applied in middle distance races	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to</p> <ul style="list-style-type: none"> <li>• Manage safety in</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish</li> </ul>	5

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work</b> Guide the students to follow the rules and regulation in middle-distance events.</p> <p><b>Activity</b> Organize students into manageable groups and assign each group the task of reading and understanding the rules of middle-distance events, such as the requirement to stay in the inside lane. Afterward, guide the students to discuss these rules within their groups, ensuring they fully grasp the guidelines and can apply them in practice.</p>	<ul style="list-style-type: none"> <li>Follow the rules during practices and competition.</li> <li>Observe the rules guiding the local and international events.</li> <li>Read and apply rules and regulations in middle-distance running</li> <li>Identify various rules regarding middle-distance running.</li> </ul>		<p>running middle distance</p> <ul style="list-style-type: none"> <li>Handle infractions and infringement in middle distance race</li> <li>Practice proper timing and recording in middle distance running event</li> </ul> <p><b>Principles</b> The student should explain principle of</p> <ul style="list-style-type: none"> <li>officiating middle distance running event</li> <li>Maintaining the fairness and safety in middle-distance running event</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Rules and its importance in running middle distances</li> <li>Roles and responsibilities of officials in middle</li> </ul>	<p>Camera</p> <ul style="list-style-type: none"> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>distance race</p> <ul style="list-style-type: none"> <li>• Application of rules in middle distance running event.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Track condition</li> <li>• Weather conditions</li> <li>• Athletes' behaviour</li> <li>• Comprehensive understanding of rules, protocols</li> <li>• Fairness, safety, and smooth execution of the middle-distance running event.</li> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol</li> </ul>		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>		
		(b) Mastering running 800m in accordance to rules	<p><b>Brainstorm</b> Guide students to perform 800m event in accordance with rules and regulation.</p> <p><b>Practical Work</b> Guide the students to follow the rules during 800m events.</p> <p><b>Activity</b> Organize students into manageable groups to practice the 800m event, focusing on proper technique and adherence to rules and regulations.</p> <p>Begin by demonstrating key aspects, such as maintaining an even pace, effective breathing techniques, and proper running form.</p> <p>Highlight the importance of strategic pacing, particularly</p>	<ul style="list-style-type: none"> <li>Interpret rules and manuals.</li> <li>Understanding the rules guiding cross-country events.</li> <li>Follow the rules during practices and competition.</li> <li>Observe the rules guiding the local and international events.</li> <li>Read and apply rules and regulations in long distance running</li> <li>Identify various rules regarding long distance running.</li> </ul>	Rules interpreted and applied in 800m race	<p><b>Knowledge evidence</b> Detailed knowledge of</p> <p><b>Method used</b> The student should explain how to</p> <ul style="list-style-type: none"> <li>Manage safety in running 800m</li> <li>Handle infractions and infringement in 800m distance race</li> <li>Practice proper timing and recording in 800m running event</li> </ul> <p><b>Principles</b> The student should explain principle of</p> <ul style="list-style-type: none"> <li>officiating middle distance running event</li> <li>Maintaining the fairness and safety in middle-distance running event</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils</li> </ul>	88

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>in the second and final laps.</p> <p>Allow students to practice the event while providing continuous feedback on their execution.</p> <p>Encourage peer assessments to help reinforce understanding and promote improvement. Provide corrective guidance for any technical mistakes or rule violations observed during practice to ensure proper technique and fair competition.</p>			<p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Rules and its importance in running middle distances</li> <li>Roles and responsibilities of officials in middle distance race</li> <li>Application of rules in middle distance running event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Track condition</li> <li>Weather conditions</li> <li>Athletes' behaviour</li> <li>Comprehensive understanding of rules, protocols</li> <li>Fairness, safety, and smooth execution of the middle-distance</li> </ul>	and Markers	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						running event. <ul style="list-style-type: none"> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>		
		(c) Mastering running 1500m in accordance to rules.	<b>Brainstorm</b> Guide students to perform 1500m event in accordance with rules and regulation.  <b>Practical Work</b> Guide the students to follow the rules during 1500m events.  <b>Activity</b> Organize students into manageable groups to practice the 1500m event, focusing on proper technique and adherence to rules and regulations. Begin by demonstrating key aspects, such as maintaining	<ul style="list-style-type: none"> <li>• Interpret rules and regulation.</li> <li>• Understanding the rules guiding 1500m events.</li> <li>• Follow the rules during practices and competition.</li> <li>• Observe the rules guiding the local and international events.</li> <li>• Read and apply rules and regulations in</li> </ul>	Rules interpreted and applied in 1500m distance race	<b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to <ul style="list-style-type: none"> <li>• Manage safety in running middle distance</li> <li>• Handle infractions and infringement in middle distance race</li> <li>• Practice proper timing and recording in middle distance running event</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish Camera</li> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kit</li> <li>• Score Sheets or Clipboards</li> </ul>	88

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>an event pace, effective breathing techniques, and proper running form.</p> <p>Highlight the importance of strategic pacing, particularly in the middle and final laps.</p> <p>Allow students to practice the event while providing continuous feedback on their execution.</p> <p>Encourage peer assessments to help reinforce understanding and promote improvement.</p> <p>Provide corrective guidance for any technical mistakes or rule violations observed during practice to ensure proper technique and fair competition.</p>	<p>long distance running</p> <ul style="list-style-type: none"> <li>Identify various rules regarding long distance running.</li> </ul>		<p><b>Principles</b> The student should explain principle of</p> <ul style="list-style-type: none"> <li>officiating middle distance running event</li> <li>Maintaining the fairness and safety in middle-distance running event</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Rules and its importance in running middle distances</li> <li>Roles and responsibilities of officials in middle distance race</li> <li>Application of rules in middle distance running event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p>	<ul style="list-style-type: none"> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and Markers</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>Track condition</li> <li>Weather conditions</li> <li>Athletes' behaviour</li> <li>Comprehensive understanding of rules, protocols</li> <li>Fairness, safety, and smooth execution of the middle-distance running event.</li> <li>Positioning of officials</li> <li>Timing and recording</li> <li>Communication protocol Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>		
		d). Practicing the organizing and officiating of middle	<b>Brainstorm</b> Guide students to define the concepts of organizing and officiating in middle-distance, emphasizing the specific roles and responsibilities involved.	<ul style="list-style-type: none"> <li>Interpret rules guiding distance events.</li> <li>Select appropriate</li> </ul>	Organised and officiated middle distance event as per	<b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to organise and officiate middle-	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>World athletics rules and</li> </ul>	59



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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		distances events	<p>Begin by engaging students in a discussion about how water stations will be arranged for the middle-distance races, ensuring they understand the required layout and placement.</p> <p>Clarify the rules governing the event, including water stations, route plan and specifications, and safety considerations.</p> <p><b>Practical Work</b> Guide the students to safely organise and officiate middle-distance events.</p> <p><b>Activity</b> Organize students into manageable groups to organise and officiate middle distance events. Start by explaining the primary objective learning how to organize and officiate middle-distance events, focusing on technical setup and the roles of race officials. Guide student to create an</p>	<p>equipment.</p> <ul style="list-style-type: none"> <li>Organised distance running.</li> <li>Officiate distance event</li> <li>Observe safety.</li> <li>Clean environment where the event conducted.</li> <li>Store equipment.</li> </ul>	standard.	<p>distance event.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Organising middle-distance events.</li> <li>Officiating middle-distance events.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>organising events as applied to track performance</li> <li>Officiating long-distance events.</li> <li>Officials and their roles in the middle-distance events.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Safety precautions in arranging the course.</li> <li>Safe handling of</li> </ul>	<p>regulation book.</p> <ul style="list-style-type: none"> <li>Standard track</li> <li>Flag (white and red)</li> <li>Starting blocks</li> <li>Protective gears (Running Shoes)</li> <li>GPS watch</li> <li>Stop watch</li> <li>Measuring tape or markers</li> <li>Water pit</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>event plan covering such as set up, water stations, safety protocols, event schedule, human resources allocation including officials and volunteers.</p> <p>Assign students to take officiating roles and responsibilities such as starter timekeeper, and line judges. Students should practice their assigned roles.</p> <p>Event debriefing Guide student to conduct the debriefing session to evaluate the event on what went well and suggesting improvement.</p>			<p>events and equipment.</p> <ul style="list-style-type: none"> <li>Fair officiating by adhering rules and regulation.</li> </ul>		
2.0 Performing Long-distance skills and	2.1 Performing 5,000m race skills	(a) Practicing starting 5,000m race	<p><b>Brainstorm</b></p> <p>Guide students in understanding that the 5,000m is a long-distance race requiring an athlete to complete 12 and a half laps on a standard 400m track. Emphasize that this event demands resilience, endurance, and mental stability to successfully finish. Additionally, discuss the distinction between the</p>	<ul style="list-style-type: none"> <li>Select equipment used running 5,000m race</li> <li>Execute start in 5,000m race</li> <li>Demonstrate the body mechanics in starting 5,000m race</li> <li>Understand the difference in</li> </ul>	Start in 5,000m performed as per standard.	<p><b>Knowledge evidence</b></p> <p>Detailed knowledge of <b>Method used</b></p> <p>The student should explain how to start in 5,000m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Starting in 5,000m</li> <li>Mechanics of starting like body</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>5,000m track race and a 5km road race, highlighting key differences in environment and dynamics.</p> <p><b>Practical Work</b> Guide students to start in 5,000m events in track performance. Explain to student that this race will start while standing i.e., Standing start.</p> <p><b>Activity</b> Organize students into manageable groups to practice the start of the 5,000m. Guide them in positioning themselves according to their preferred racing style, ensuring proper body posture at the start body slightly leaned forward, weight evenly distribution for balance and stability. NB; Athlete will start once hear the pistol/clappers.</p>	<p>5,000m race and 5km</p> <ul style="list-style-type: none"> <li>Identify the drills for improving 5,000m performance</li> </ul>		<p>lean and weight distribution evenly.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Perform start in 5,000m.</li> <li>Concept of 5,000m distance race</li> </ul> <p><b>Circumstantial knowledge</b> <b>Detailed knowledge about</b></p> <ul style="list-style-type: none"> <li>Safety precautions during start of the 5,000m.</li> <li>Safety matter related to 5,000m distance race</li> <li>Running tactics in 5,000m distance race</li> <li>Starting technique such as false start</li> <li>Strides and leg mechanics</li> <li>aerobic and Anaerobic conditions</li> <li>Pacing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starting of Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						and its importance		
		b). Mastering running 5,000m race	<p><b>Brainstorm</b> Guide student to define the 5,000m race. Explain to student that it requires resilience and endurance to complete this race.</p> <p><b>Practical Work</b> Guide students to run 5,000m.</p> <p><b>Activity</b> Organize students into manageable groups and prepare a standard 400m track or a measured course. Begin with short-distance runs of 200m to 400m, guiding students to focus on key body mechanics, such as <i>proper arm action, maintaining an upright posture</i>, and <i>consistent pacing</i>. Gradually progress to longer intervals, such as 800m to 1,000m, to help students develop stamina and practice pacing strategies. Emphasize maintaining a steady rhythm and efficient stride throughout the race.</p>	<ul style="list-style-type: none"> <li>• Select equipment used running 5,000m race</li> <li>• Execute running mechanics in 5,000m race</li> <li>• Demonstrate the steps for running 5,000m race</li> <li>• Execute upright body posture in 5,000m race</li> <li>• Identify the drills for improving 5,000m performance</li> </ul>	5,000m performed as per standard.	<p><b>Knowledge evidence</b> Detailed knowledge of <b>Method used</b> The student should explain how to start in 5,000m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Starting in 5,000m</li> <li>• Mechanics of starting like body lean and weight evenly distributed.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Perform running mechanics in 5,000m.</li> <li>• Concept of 5,000m distance race</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions during running of</li> </ul>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish Camera</li> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kit</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> </ul>	80

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Once students demonstrate mastery of pacing and technique, simulate a 5,000m race by having them run multiple laps on the track, encouraging them to apply strategies such as energy conservation and a strong finish. Conclude the activity with a debrief to discuss their experience, areas for improvement, and the importance of mental focus in completing long-distance races.			the 5,000m. <ul style="list-style-type: none"> <li>• Safety matter related to 5,000m race</li> <li>• Running tactics in 5,000m distance race</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic conditions</li> <li>• Pacing strategies and its importance</li> </ul>		
		c). Practicing finishing 5,000m race	<b>Brainstorm</b> Guide students to define 5,000m race and discuss its characteristics as endurance running performed on the track  <b>Practical Work</b> Guide students to practice finishing in 5,000m.  <b>Activity</b> Organize students into manageable groups and	<ul style="list-style-type: none"> <li>• Select equipment used running 5,000m distance race</li> <li>• Execute start in 5,000m distance race</li> <li>• Demonstrate the steps for running 5,000m race</li> <li>• Identify the drills for</li> </ul>	Finishing in 5,000m performed as per standards.	<b>Knowledge evidence</b> <b>Detailed knowledge of Method used</b> The student should explain how to finish in 5,000m. <b>Principles</b> The student should explain the principles of <ul style="list-style-type: none"> <li>• Running mechanics in 5,000m</li> <li>• Pacing in 5,000m</li> <li>• Finishing</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish Camera</li> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>demonstrate finishing in 5,000m whilst facing you in semi-circle.</p> <p>Begin with walking drills over the finishing line and practice key technique in finishing such as body leaning and powerful arms pushing back. After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish. Introduce running once they understand focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish. In 5,000m Practice increasing pace in the last 400m of the race ("kicking").</p> <p>Focus on proper running mechanics during the sprint finish such as <i>arm action</i>,</p>	improving 5,000m performance		<p>mechanics such as arm movement, torso leaning and chest forward.</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Concept of 5,000m race</li> <li>• Stages of 5,000m races</li> <li>• Drills required to improve athletes' performance in 5,000m race</li> <li>• Management of equipment in 5,000m race.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety matter related to 5,000m distance race</li> <li>• Running tactics in 5,000m distance race</li> <li>• Strides and leg mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid Kit</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<i>stride, body posture</i> Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back			<ul style="list-style-type: none"> <li>aerobic and Anaerobic conditions</li> <li>Pacing strategies and their importance.</li> </ul>		
	2.2 Performing 10,000m race skills	a) Practicing starting 10,000 m race	<p><b>Brainstorming</b> Guide students to define the 10,000m race by discussing its characteristics as a long-distance track event. Explain that the 10,000m race is an endurance event requiring athletes to complete 25 laps on a standard 400m track. Highlight the importance of sustained pacing, aerobic capacity, and mental resilience in successfully competing in this event. Emphasize the role of strategy, including managing energy throughout the race and preparing for a strong finish in the final laps.</p> <p><b>Practical Work</b> Guide students to practice starting in 10,000m.</p>	<ul style="list-style-type: none"> <li>Select equipment used running 10,000m race</li> <li>Execute start in 10,000m race</li> <li>Demonstrate the steps for running 10,000m race</li> <li>Execute finishing in 10,000m race</li> </ul> <p>Identify the drills for improving 10,000m performance</p>	Start in 10,000m performed as per standard.	<p>Detailed knowledge of <b>Method used</b> The student should perform starting in 10,000m.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>Starting in 10,000m</li> <li>Body mechanics of starting such as body lean and weight distribution evenly.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Perform start in 10,000m.</li> <li>Concept of 10,000m distance race</li> </ul> <p><b>Circumstantial</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kits</li> <li>Score Sheets or Clipboards</li> <li>Starting of Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<b>Activity</b> Organize students into manageable groups to practice the start of the 10,000m. Guide them in positioning themselves according to their preferred racing style, ensuring proper body posture at the start body slightly leaned forward, weight evenly distribution for balance and stability.			<b>knowledge</b> Detailed knowledge about <ul style="list-style-type: none"> <li>Safety precautions during start of the 10,000m.</li> <li>Safety matter related to 10,000m distance race</li> <li>Running tactics in 10,000m distance race</li> <li>Starting technique such as false start</li> <li>Strides and leg mechanics</li> <li>aerobic and Anaerobic conditions</li> <li>Pacing strategies and their importance</li> </ul>	<ul style="list-style-type: none"> <li>Pens, Pencils and Markers</li> </ul>	
		b) Mastering running 10,000m race	<b>Brainstorming</b> Guide students to define running in a 10,000m race. Explain endurance and stamina as the key aspect of this race.	<ul style="list-style-type: none"> <li>Select equipment used running 10,000m race</li> <li>Execute running in 10,000m race</li> </ul>	10,000m is performed with proper technique and as per standards.	Detailed knowledge of <b>Method used</b> The student should explain how to start in 10,000m. <b>Principles</b> The student should explain the	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> </ul>	80



Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work</b> Guide students to run 10,000m race.</p> <p><b>Activity</b> Organize students into manageable groups and prepare a standard 400m track or a measured course. Begin with short-distance runs of 200m to 400m, guiding students to focus on key body mechanics, such as <i>proper arm action, maintaining an upright posture, and consistent pacing</i>. Gradually progress to longer intervals, such as 800m to 1,000m, to help students develop stamina and practice pacing strategies. Emphasize maintaining a steady rhythm and efficient stride throughout the race. Once students demonstrate mastery of pacing and technique, simulate a 10,000m race by having them run multiple laps on the track, encouraging them to apply strategies such as energy conservation and a strong</p>	<ul style="list-style-type: none"> <li>• Demonstrate the steps for running 10,000m race</li> <li>• Execute stride in 10,000m race</li> <li>• Identify the drills for improving 10,000m performance</li> <li>• Pacing technique.</li> </ul>		<p>principles of</p> <ul style="list-style-type: none"> <li>• Running in 10,000m</li> <li>• Effective body mechanics of running like stride frequency a stride length and upright body posture.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Perform running mechanics in 10,000m.</li> <li>• Concept of running 10,000m race</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions during running of the 10,000m.</li> <li>• Safety matter related to 10,000m distance race</li> <li>• Running tactics in 10,000m distance race</li> </ul>	<ul style="list-style-type: none"> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kits</li> <li>• Score Sheets or Clipboards</li> <li>• Starting of Gun</li> <li>• World Athletics rule books</li> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			finish. <b>Debrief</b> Conduct the debrief activity through discussing their experience, areas for improvement, and the importance of mental focus in completing long-distance races			<ul style="list-style-type: none"> <li>Strides and leg mechanics</li> <li>aerobic and Anaerobic conditions</li> <li>Pacing strategies and its importance</li> </ul>		
		c) Practicing finishing 10,000m race	<b>Brainstorming</b> Guide students to define finishing in 10,000m race and discuss its characteristics as endurance running done on the track.  <b>Practical Work</b> Guide students to perform finishing in 10,000m.  <b>Activity</b> Organize students into manageable groups. and demonstrate finishing in 10,000m whilst facing you in semi-circle. Begin with walking drills over the finishing line and practice key technique in finishing	<ul style="list-style-type: none"> <li>Select equipment used running 10,000m distance race</li> <li>Execute finishing in 10,000m distance race</li> <li>Demonstrate mechanics for finishing in 10,000m</li> <li>Identify the drills for improving finishing in 10,000m performance</li> </ul>	Finishing in 10,000m performed as per standard.	Detailed knowledge of  <b>Method used</b> The student should explain how to finish in 10,000m. <b>Principles</b> The student should explain the principles of <ul style="list-style-type: none"> <li>Maximize speed</li> <li>Effective body mechanics in 10,000m</li> <li>Pacing in 10,000m</li> <li>Finishing mechanics such as arm movement, torso leaning and chest forward.</li> </ul> <b>Theories</b> The student	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kits</li> <li>Score Sheets or Clipboards</li> <li>Starting of Gun</li> <li>World</li> </ul>	20

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>such as body leaning and powerful arms pushing back. After students demonstrate mastery in walking, use jogging drills, emphasize maintaining forward lean and arm movement while increasing speed.</p> <p>Use cones or markers to indicate where students should start leaning toward the finish.</p> <p>Once mastered, introduce running focus on integrating speed with technique, ensuring students maintain their lean and arm movement as they accelerate toward the finish. In 10,000m Practice increasing pace in the last 400m of the race ("kicking").</p> <p>Guide student to focus on proper running mechanics during the sprint finish such as arm action, stride, body posture</p>			<p>should explain</p> <ul style="list-style-type: none"> <li>• Concept of 10,000m distance race</li> <li>• Stages of 10,000m distance races</li> <li>• Drills required to improve athletes' performance in 1000m distance race</li> <li>• Management of equipment in 10,000m distance race.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety matter related to 10,000m distance race</li> <li>• Running tactics in 10,000m distance race</li> <li>• Strides and leg mechanics</li> <li>• aerobic and Anaerobic</li> </ul>	<p>Athletics rule books</p> <ul style="list-style-type: none"> <li>• Track event attire</li> <li>• Pens, Pencils and Markers</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Encourage students to practice back and forth, gradually improving their leaning forward, arms pushing back.			conditions <ul style="list-style-type: none"> <li>Pacing strategies and its importance.</li> </ul>		
	2.3. Using Long-distance rules and regulation	(a) Describing rules in long-distance races	<p><b>Brainstorming</b> Guide students to describe the rules and understanding the regulation of long-distance events</p> <p><b>Practical Work</b> Guide the students to follow the rules and regulations in long-distance events.</p> <p><b>Activity</b> Organize students into manageable groups and assign each group the task of reading and understanding the rules of long-distance events, such as the requirement to stay in the course. Afterward, guide the students to discuss these rules within their groups, ensuring they fully grasp the guidelines and can apply them in practice.</p>	<ul style="list-style-type: none"> <li>Interpret rules and manuals.</li> <li>Understanding the rules guiding long-distance events.</li> <li>Follow the rules during practices and competition.</li> <li>Observe the rules guiding the local and international events.</li> <li>Read and apply rules and regulations in long distance running</li> <li>Identify various rules regarding long distance running.</li> </ul>	Rules interpreted and applied in officiating long-distance races	Detailed knowledge of <b>Method used</b> The student should explain how to <ul style="list-style-type: none"> <li>Manage safety in running long-distance</li> <li>Handle infractions and infringement in middle distance race</li> <li>Practice proper timing and recording in long-distance running event</li> </ul> <b>Principles</b> The student should explain principle of <ul style="list-style-type: none"> <li>officiating endurance running event</li> <li>Maintaining the fairness and safety in long-distance</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>Stopwatches</li> <li>Photo Finish Camera</li> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kit</li> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils</li> </ul>	5

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>running event</p> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• Rules and its importance in running long-distances</li> <li>• Roles and responsibilities of officials in long-distance race</li> <li>• Application of rules in long-distance running event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Track condition</li> <li>• Weather conditions</li> <li>• Athletes' behaviour</li> <li>• Comprehensive understanding of rules, protocols</li> <li>• Fairness, safety, and smooth</li> </ul>	and Markers	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						execution of the long-distance running event. <ul style="list-style-type: none"> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol Decision making regarding protest and appeals as well as infractions and penalties</li> </ul>		
		(b) Mastering running 5,000m in accordance to rules	<b>Brainstorming</b> Guide students to perform 5,000m event in accordance with rules and regulation.  <b>Practical Work</b> Guide the students to follow the rules during 5,000m in accordance to rule.  <b>Activity</b> Organize students into manageable groups to practice 5,000m events, emphasizing correct technique and strict adherence to rules and	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understanding the rules guiding 5,000m events.</li> <li>• Follow the rules during practices and competition.</li> <li>• Observe the rules guiding the local and international events.</li> <li>• Read and apply</li> </ul>	5,000m performed in accordance to rules.	Detailed knowledge of <b>Method used</b> The student should explain how to <ul style="list-style-type: none"> <li>• Manage safety in running middle distance</li> <li>• Handle infractions and infringement in middle distance race</li> <li>• Practice proper timing and recording in long-distance running event</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish Camera</li> <li>• Wind gauge</li> <li>• Lane Marking paints or Tape</li> <li>• Tape Measure</li> <li>• Red and White Flags</li> <li>• Whistles</li> <li>• First Aid Kits</li> </ul>	25

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>regulations.</p> <p>Begin by demonstrating key aspects of the running, such as proper running technique on the track and maintaining a consistent rhythm throughout the race.</p> <p>Next, allow students to practice under your supervision, providing continuous feedback on their execution.</p> <p>Encourage peer assessments during the practice sessions to promote collaborative learning, reinforce understanding, and identify areas for improvement.</p> <p><b>Debrief</b> Provide corrective guidance for any observed rule violations or technical mistakes to ensure students develop both technical skills and a thorough understanding of the regulations governing the 5,000m event.</p>	<p>rules and regulations in long distance running</p> <ul style="list-style-type: none"> <li>Identify various rules regarding long distance running.</li> </ul>		<p><b>Principles</b> The student should explain principle of</p> <ul style="list-style-type: none"> <li>officiating long-distance running event</li> <li>Maintaining the fairness and safety in long-distance running event</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Rules and its importance in running long-distances</li> <li>Roles and responsibilities of officials in long-distance race</li> <li>Application of rules in long running event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>Track condition</li> <li>Weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and</li> </ul>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• Athletes' behaviour</li> <li>• Comprehensive understanding of rules, protocols</li> <li>• Fairness, safety, and smooth execution of the middle-distance running event.</li> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol Decision making regarding protest and appeals as well as infractions and penalties.</li> </ul>		
		(c) Mastering running 10,000m in accordance to rules	<b>Brainstorming</b> Guide students to perform 10,000m event in accordance with rules and regulation.  <b>Practical Work</b> Guide the students to perform	<ul style="list-style-type: none"> <li>• Interpret rules and manuals.</li> <li>• Understanding the rules guiding 10,000m events.</li> </ul>	10,000m performed in accordance to rules.	Detailed knowledge of <b>Method used</b> The student should explain how to <ul style="list-style-type: none"> <li>• Manage safety in running middle distance</li> </ul>	The following tools, equipment and safety gears are to be available <ul style="list-style-type: none"> <li>• Stopwatches</li> <li>• Photo Finish Camera</li> </ul>	30



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			<p>and follow the rules during 10,000m events.</p> <p><b>Activity</b> Organize students into manageable groups to practice the 10,000m event, focusing on proper running technique and adherence to rules and regulations. Begin by demonstrating key aspects, such as pacing strategies, maintaining consistent rhythm, and efficient running form. Allow students time to practice while providing continuous feedback on their execution. Encourage peer assessments to promote understanding and mutual improvement. Offer corrective guidance to address any rule violations or technical errors observed during practice.</p>	<ul style="list-style-type: none"> <li>Follow the rules during practices and competition.</li> <li>Observe the rules guiding the local and international events.</li> <li>Read and apply rules and regulations in long distance running</li> <li>Identify various rules regarding long distance running.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Handle infractions and infringement in long distance race</li> <li>Practice proper timing and recording in long distance running event</li> </ul> <p><b>Principles</b> The student should explain principle of</p> <ul style="list-style-type: none"> <li>Officiating long distance running event</li> <li>Maintaining the fairness and safety in long-distance running event</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>Rules and its importance in running long-distance running</li> <li>Roles and responsibilities of officials in middle</li> </ul>	<ul style="list-style-type: none"> <li>Wind gauge</li> <li>Lane Marking paints or Tape</li> <li>Tape Measure</li> <li>Red and White Flags</li> <li>Whistles</li> <li>First Aid Kits</li> <li>Score Sheets or Clipboards</li> <li>Starter Gun</li> <li>World Athletics rule books</li> <li>Track event attire</li> <li>Pens, Pencils and.</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>distance race</p> <ul style="list-style-type: none"> <li>• Application of rules in long distance running event</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Track condition</li> <li>• Weather conditions</li> <li>• Athletes' behaviour</li> <li>• Comprehensive understanding of rules, protocols</li> <li>• Fairness, safety, and smooth execution of the middle-distance running event.</li> <li>• Positioning of officials</li> <li>• Timing and recording</li> <li>• Communication protocol Decision making regarding</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
						protest and appeals as well as infractions and penalties		
		(d) Practicing the organizing and officiating long distances events	<p><b>Brainstorming</b> Guide students to define the concepts of organizing and officiating in long-distance, emphasizing the specific roles and responsibilities involved. Begin by engaging students in a discussion about how water stations will be arranged for the long-distance races, ensuring they understand the required layout and placement. Clarify the rules governing the event, including water stations, route plan and specifications, and safety considerations.</p> <p><b>Practical Work</b> Guide the students to safely organise and officiate long distance events.</p> <p><b>Activity</b> Organize students into manageable groups to</p>	<ul style="list-style-type: none"> <li>• Interpret rules guiding distance events.</li> <li>• Select appropriate equipment.</li> <li>• Organised distance running.</li> <li>• Officiate distance event</li> <li>• Observe safety.</li> <li>• Clean environment where the event conducted.</li> <li>• Store equipment.</li> </ul>	Organised and officiated long distance event as per standard.	<p><b>Detailed knowledge of Method used</b> The student should explain how to organise and officiate long distance event.</p> <p><b>Principles</b> The student should explain the principles of</p> <ul style="list-style-type: none"> <li>• Organising long distance events.</li> <li>• Officiating long-distance events.</li> </ul> <p><b>Theories</b> The student should explain</p> <ul style="list-style-type: none"> <li>• organising events as applied to track performance</li> <li>• Officiating long-distance events.</li> <li>• Officials and their roles in the long-distance events.</li> </ul> <p><b>Circumstantial knowledge</b></p>	<p>The following tools, equipment and safety gears are to be available</p> <ul style="list-style-type: none"> <li>• World athletics rules and regulation book.</li> <li>• Standard track</li> <li>• Flag (white and red)</li> <li>• Protective gears (Running Shoes)</li> <li>• GPS watch</li> <li>• Stop watch</li> <li>• Measuring tape or markers</li> <li>• </li> </ul>	60

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			<p>organise and officiate cross-country events. Start by explaining the primary objective learning how to organize and officiate long-distance running event, focusing on technical setup and the roles of race officials. Guide student to create an event plan covering the following element such as set up, water stations, safety protocols, event schedule, human resources allocation including officials and volunteers and barriers arrangement.</p> <p>Assign students to take officiating roles and responsibilities such as meet manager, starter, timekeeper, and line judges. Students should practice their assigned roles.</p> <p>Event debriefing Guide student to conduct the debriefing session to evaluate the event on what went well and suggesting improvement.</p>			<p>Detailed knowledge about</p> <ul style="list-style-type: none"> <li>• Safety precautions in arranging the course.</li> <li>• Safe handling of events and equipment.</li> <li>• Fair officiating by adhering rules and regulation.</li> </ul>		



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