

**GRADE 10 PHYSICAL EDUCATION TERM 3 LESSON PLANS -
HUMMINGBIRD**

Grade 10 Physical Education LESSON PLAN: Week 1, Lesson 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
.....	Grade 10	Physical Education			

WEEK 1: LESSON 1

Strand:

Athletics

Sub Strand:

Middle Distance Races – Categories and Starting Techniques

Specific Learning Outcomes:

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

- Identify middle distance race categories (800m, 1500m) and describe the standing start technique used.
- Demonstrate the correct standing start position and take-off in middle distance races.
- Relate the controlled standing start in athletics to real-life situations such as smooth vehicular acceleration.

Key Inquiry Question(s):

- What is the importance of mastering the correct starting technique in middle distance races?

Core Competencies, Values, and PCIs:

Core Competencies	Values	PCIs
Critical thinking and problem-solving	Respect	Health and safety awareness
Communication and collaboration	Responsibility	Self-awareness

Learning Resources:

- Hummingbird Physical Education Learner's Book Pg. 142
- Marked running track / field
- Cones and markers
- Whistle or clappers
- Digital video clips of 800m and 1500m starts

Organization of Learning:

Introduction (5 minutes):

- Conduct a dynamic warm-up involving light jogging and lower limb stretches.
- Introduce middle distance race categories and explain why standing starts are used instead of starting blocks.

Lesson Development (25 minutes):

- **Step 1:** Demonstrate the standing start sequence: positioning behind the curved line, placing the dominant foot forward, leaning the body forward, bending elbows at 90 degrees, and exploding off the front foot upon the signal.
- **Step 2:** Guide learners in pairs to practice the standing start mechanics on command ("On your marks" followed by whistle/clapper sound).
- **Step 3:** Organize learners into small groups to simulate 800m staggered curve starts and 1500m curved line starts, observing foot placement and lane adherence.
- **Step 4:** Facilitate a brief discussion where learners compare the controlled acceleration of a runner to a matatu driver smoothly leaving a bus stop without wheel-spin or stalling.

Conclusion (10 minutes):

- Lead a brief cool-down walking session and static stretching.
- Ask oral review questions on foot placement and body lean during a standing start.

Extended Activities:

- Practice standing start take-offs at home or during leisure time, focusing on maintaining balance and explosive first three strides.

Teacher Self-Evaluation:

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