

CURRICULUM FOR  
**HEALTH AND PHYSICAL EDUCATION**  
Grade I-XII  
2015



**Directorate of Curriculum and Teacher Education (DCTE)**  
**Abbottabad, Khyber Pakhtunkhwa**

**Curriculum for  
Health and Physical Education  
Grade I – XII  
2015**



**Directorate of Curriculum and Teacher Education (DCTE),  
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The Health and Physical Education Curriculum Grades I-XII has been developed in collaboration with Right To Play. Right To Play provided Technical and financial support to the Directorate of Curriculum and Teachers Education, Abbottabad Khyber Pakhtunkhwa.

Right To Play is a global non-governmental organization that uses the transformative power of play and sports to educate and empower children. Organization engages more than 1 Million children on regular basis in structured play and sports activities for building essential life skills in 20 countries across the globe.

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# Preface

As a discipline Health and Physical Education are intrinsically linked to each other and together contribute significantly to the holistic child and youth development. Therefore, the curriculum for Health and Physical Education Grades I-XII is developed to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning Health and Physical Education and how students will make meaning of and apply them in their everyday life. It aims to provide students with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills within this learning area. Consequently, they will learn to maintain a lifelong interest to remain physically fit, healthy and active. With this intention, it is introduced as a compulsory subject in school from grades I to XII.

The Health and Physical Education Curriculum Grades I-XII is designed and developed on a Standard Based framework that includes competencies, standards, benchmarks and student learning outcomes. The content focuses on developing competencies in Healthy and Safe Living, Movement Skills and Fitness, Games skills and Strategies as well as development of Life skills and Appropriate Ethical Attributes. Life skills development such as cooperation, teamwork, fair play, responsibility etc. is central and integrated in all the key learning areas. The standards describe what students should know and be able to do as educational experience during their grades I-XII years of schooling. Ultimately, the standards expect to develop children and youth as citizens who are health literate and physically educated individuals who take responsibility of their own health and promote health and physical activity for others in the society as well. Each standard is further divided into benchmarks and student learning outcomes for the each developmental level. The document presents broad, overarching concepts and ideas as well as specific student learning outcomes for the development of instruction at the classroom level.

The Health and Physical Education Curriculum Grades I-XII also draws concepts from sciences and mathematics, and while learning through the program students get rich opportunities for applying, integrating and extending learning from these subject areas. For example, students make connections to and apply mathematical and science concepts while developing understanding of relationships between time, space and rhythm through engagement with a variety of movement skills and their combinations as well as learning about how body systems work together to produce energy and movement through activities that explores body responses to exercise and activity.

This document is presented as a reference for use by a range of stakeholders including: teachers, teacher educators, curriculum support material developers, curriculum reviewers and researchers etc. The Health and Physical Education Curriculum for Grades I-XII document is intended to be a "living" document, subject to periodic review and revision. Therefore, feedback for the improvement of the document will be appreciated.

# Section 1:

# Introduction

## 1.1: Overview

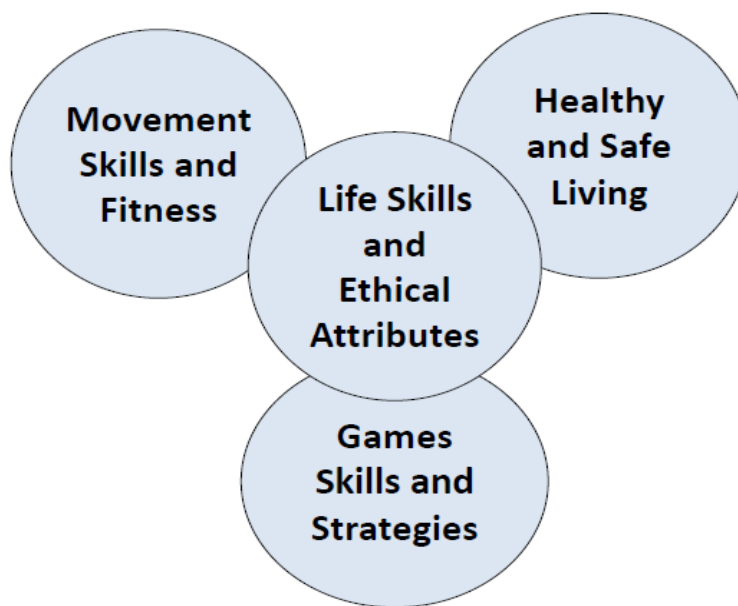
The Health and Physical Education Curriculum Grade I-XII is developed with an aim to provide a holistic educational program that can equip children with functional knowledge, skills, attitudes and interests to lead healthy, safe and active lives under varied circumstances and conditions. The Health and Physical Education Curriculum identifies four competencies, and four standards to establish the basic subject/content framework:

Competency 1: Healthy and Safe Living →→→ Standard 1

Competency 2: Movement Skills and Physical Fitness →→→ Standard 1

Competency 3: Games Strategies→→→ Standard 1

Competency 4: Life Skills and Ethical Attributes →→→ Standard 1



Healthy and Safe Living competency of the curriculum provides children with knowledge, skills and attitudes to enhance their own and others health, safety and wellbeing, while Movement Skills & Fitness and Games Skills and Strategies instill a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activities and sports. Through participation in sport and play, children become more confident, independent and self-reliant as well as learn about the importance of key values such as honesty, teamwork, fair play, respect for themselves and others, and adherence to rules. The acquisition of fundamental movement skills plays an important role in building up a good foundation for children's participation in various physical activities, games and sports.

Integral to Health and Physical Education Curriculum is development of Life Skills and Appropriate Ethical Attributes, and is embedded with all other three competencies. As students progress from grades I to XII they get opportunities to develop, practise and refine life skills and ethical attributes in integration with other components of the program. All thematic areas are equally important irrespective of the order they are listed in.

## 1.2 Process of Curriculum Development

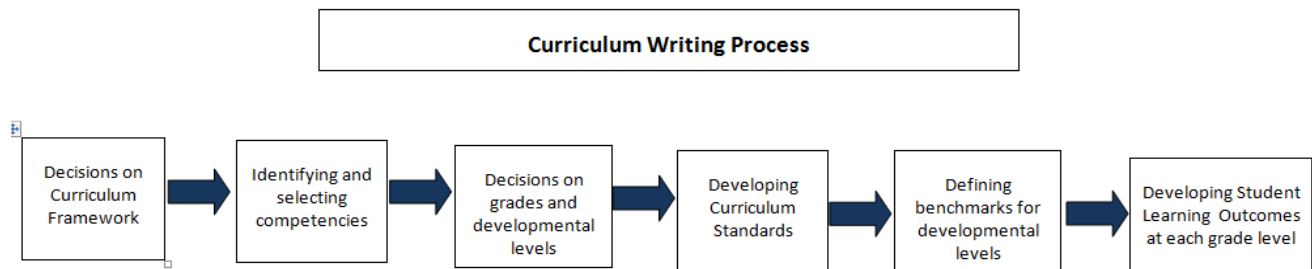
Through detailed deliberations with relevant stake holders including curriculum development experts, physical education teachers, teacher educators, and head teachers, major issues and gaps regarding this subject area were identified. The suggestions and recommendations from these stakeholders led the policy decision and process to develop Health and Physical Education School Curriculum Grades I to XII.

The process of Health and Physical Education curriculum development followed the following steps:

### Formation of Curriculum Development Team

As a first step the curriculum development team was formed, it included subject specialists and curriculum development experts.

### Curriculum writing Process



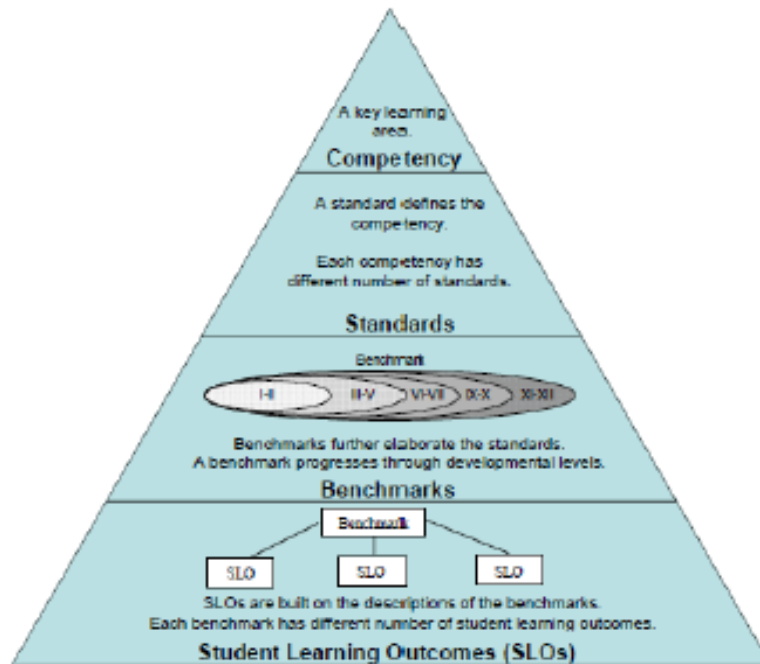
The Standard based curriculum frame work is decided for the Health and Physical Education Curriculum design and development. It comprises of the following components:

- Competencies
- Standards
- Five Developmental Levels
- Bench Marks
- Student Learning Outcomes (SLO)

Four competencies are identified to present the themes and content of the curriculum. Then standards for each competency are developed. Although education from grades I to XII forms an integral whole; however, for a description of performance, five developmental levels are identified. Then standards are unpacked to develop benchmarks for each developmental level. Finally, student learning outcomes are developed for each grade. Then, the draft is reviewed for content accuracy, appropriateness of the content to age and developmental levels as well as alignment of student learning outcomes for skills and concepts, within and across the grades (horizontal and vertical alignment).

# Section 2: Organization and Explanation of the Curriculum Framework Components

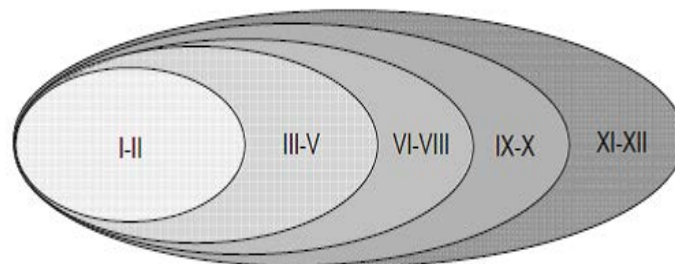
## 2.1: Curriculum Framework



**Competency:** A key learning area.

**Standards:** These define the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during **twelve years** of schooling.

**Developmental levels:** These describe the stages of age appropriate normal intellectual and physical skill level development. There are five developmental levels identified for the Health and Physical Education Curriculum





**Benchmarks:** The benchmarks further elaborate the standards, indicating what the students will accomplish at the end of the each developmental level in order to meet the standard.

In other words, each standard looks different for different grades. The benchmark describes these differences and identifies an age appropriate sequence of the concepts and skills for teaching these standards.

**Student Learning Outcomes (SLO):** SLOs represent what students are expected to do and know, as the result of participation in study program activities or educational experiences. These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades where each skill and concept is revisited, revised and reinforced.

## 2.2: Summary of Competencies and Standards

<b>C 1</b>	<b>Healthy and Safe Living</b>	<b>S 1</b>	All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances.
<b>C 2</b>	<b>Movement Skills and Physical Fitness</b>	<b>S 1</b>	All students demonstrate competency in selected movement skills required to perform a variety of physical activities and maintain physical fitness.
<b>C 3</b>	<b>Games Skills and Strategies</b>	<b>S 1</b>	All students demonstrate competency in techniques, strategies and rules of games and sports.
<b>C 4</b>	<b>Life Skills and Appropriate Ethical Attributes</b>	<b>S1</b>	All students demonstrate life skills and appropriate ethical attributes related to healthy and positive behavior for harmony and peaceful co-existence in the society.

## 2.3: Competencies, Standards and Benchmarks

### Competency 1: Healthy and Safe Living

**Standard 1:** All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances.

#### Benchmarks

	Grade I-II	Grade III-V	Grade VI-VIII	Grade IX-X	Grade XI-XII
<b>BM 1</b>	Recognize the importance of personal hygiene, sleep and rest for good health and demonstrate understanding of communicable diseases (i.e. Cough, Common Cold) their symptoms, causes and preventive measures.	Recognize the importance of maintaining dental health, and identify the symptoms, causes and ways to prevent Diarrhea, Malaria, and Typhoid.	Recognize the symptoms, causes and preventive measures of communicable diseases (i.e. jaundice, Hepatitis, Athlete's foot).	Demonstrate understanding of non-communicable diseases and identify symptoms, causes, and preventive measures of (obesity, diabetes, Asthma and Blood Pressure).	Describe symptoms, causes, and preventive measures of non-communicable diseases (i.e. Osteoporosis, Lung Cancer, Heart diseases).
<b>BM 2</b>	Recognize the skin, muscles and bones as well as describe their function.	Identify internal organs of the human body (Liver, Heart, Lungs, Brain, Spinal cord, Kidney, Stomach, and Intestine) and explain their basic function.	Explain the structure and function of muscular and skeletal systems.	Describe respiratory & circulatory systems and their basic function.	Explain circulatory and cardiovascular systems and effects of exercise on these body systems.

<b>BM 3</b>	Identify the need for food and fluid intake and recognize the daily food choices they make (healthy, Unhealthy).	Describe major food groups, their nutrients and recognize their importance for maintaining good health.	Describe balanced diet and its relationship to growth and development as well as maintaining good health.	Demonstrate understanding of health risks associated with food contamination, malnutrition and poor eating habits.	Demonstrate understanding of special dietary requirements of individuals with diabetes and Heart diseases.
<b>BM 4</b>	Recognize the importance of cleanliness of their surroundings and practice cleanliness of classrooms, schools and home.	Recognize the importance of healthy environment, describe pollution, its causes and impact on the environment.	Recognize effects of medicines and drugs, describe consequences and influencing factors of tobacco use in the society.	Recognize effects and consequences of using opium products and identify the influencing factors in the society which promote their use.	Recognize effects and consequences of using alcohol and doping as well as identify the influencing factors in the society which promote their use.
<b>BM 5</b>	Recognize potential safety risks and hazards in their home and school environment, related to their usual paths /routes to school and home and road safety rules.	Recognize and practice safety (road safety, injury prevention and first aid) for self and others.	Explain disaster and develop skills for risk reduction before, during and after the disaster. (hail storm and lightning, Earth quake and flash floods.	Explain disaster and develop rules for risk reduction before, during and after the disaster and emergency situations. (land sliding and road accidents)	Explain emergency situations and develop skills to take initiatives for risk reduction measures during the emergency situations i.e. bomb blast, and fire accident.
<b>BM 6</b>			Explain the ways to respond positively in conflict and crises situations.	Recognize the characteristics and types of bullying and its psychosocial consequences on others.	Demonstrate understanding of the psychosocial consequences of bullying and develop strategies to minimize and deal with bullying in school as well as differentiate between physical and verbal violence.

## Competency 2: Movement Skills and Physical Fitness

**Standard 1:** All students demonstrate competency in selected movement skills required to perform a variety of physical activities and maintain physical fitness.

### Benchmarks

	Grade I-II	Grade III-V	Grade VI-VIII	Grade IX-X	Grade XI-XII
<b>BM 1</b>	Demonstrate knowledge of movement skills concepts and principles related to body and space awareness that apply to the performance of physical activities.	Demonstrate knowledge of movement skills concepts related to body and space awareness, effort and relationships that apply to the performance of physical activities.	Demonstrate knowledge of biomechanical principles of force and motion that apply to the performance of variety of physical activities, educational gymnastics, games and sports.	Demonstrate knowledge of movement skills concepts and biomechanical principles (i.e. force, motion) that apply to the improvement of performance of variety of physical activities, educational gymnastics games and sports.	Demonstrate knowledge of movement skills concepts, biomechanical principles (force and motion) that apply to improve the performance of variety of physical activities, educational gymnastics games and sports.
<b>BM 2</b>	Perform the basic movement skills Locomotion, (running, hopping, jumping, Manipulation (throwing, catching, kicking) and Body management (static and dynamic balance) with progress to achieve maturity in these skills required to participate in variety of physical	Perform the basic movement skills locomotion (Gallop, Skipping, sprint run, Jumping) manipulation (throwing & catching, striking with hand and implement, kicking and dribbling) and body management skills (static and dynamic balance and dodging).	Perform combinations & variations of body management, locomotion and manipulation skills by applying biomechanical principles (e.g. application of force, absorption of force..) for accuracy in a variety of physical activities, educational gymnastics,	Demonstrate personal competency in applying selected movement skills and principles to a variety of physical activities, educational gymnastics games and sports.	Demonstrate personal competency in applying selected movement skills and principles in combinations and sequences to a variety of physical activities, educational gymnastics games and sports.

	activities.	games & sports.			
<b>BM 3</b>	Demonstrate the knowledge and understanding of basic concepts in relation to physical fitness and its benefits to maintain personal health and wellbeing.	Demonstrate the knowledge of health related components of physical fitness and benefits of physical fitness for maintaining personal health and wellbeing.	Demonstrate and apply the knowledge and understanding of components of physical fitness and its benefits to participate in variety of physical activities for maintaining personal health and wellbeing.	Demonstrate and apply the knowledge health related components of physical fitness and their importance for maintaining personal health and wellbeing.	Demonstrate and use the knowledge of health and skill related components of physical fitness.

### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of games and sports.

#### Benchmarks

	Grade I-II	Grade III-V	Grade VI-VIII	Grade IX-X	Grade XI-XII
<b>BM 1</b>	Participate in Play based developmental games, small area and local games to acquire basic techniques, rules and strategies.	Participate in Play based developmental games, small area and local game to acquire basic techniques, rules and strategies and demonstrate rules, techniques and strategies of Target, Striking ,field, Invasion/ territorial, and Net/wall games.	Demonstrate rules, techniques and strategies of Target, Striking, field, Invasion/ territorial, and Net/wall games.	Demonstrate rules, techniques and strategies of Target, Striking, field, Invasion/ territorial, and Net/wall games.	Demonstrate competency in rules, techniques and strategies of Target, Striking ,field, Invasion/ territorial, and Net/wall games.

**Competency 4: Life Skills and Appropriate Ethical Attributes**

**Standard 1:** All students demonstrate life skills and appropriate ethical attributes related to healthy and positive behavior for harmony and peaceful co-existence in the society.

**Benchmarks**

	<b>Grade I-II</b>	<b>Grade III-V</b>	<b>Grade VI-VII</b>	<b>Grade IX-X</b>	<b>Grade XI-XII</b>
<b>BM 1</b>	Recognize and practise Life Skills and Appropriate Ethical Attributes (e.g. Cooperation, respect, effective, communication, problem solving, team work, leadership, empathy, fair-play, self-respect, self-esteem, self-discipline, managing emotions, confidence, coping skills, hope and optimism etc. ) related to healthy and positive behavior for harmony and peaceful co-existence in the society.				



## Section 3: Health and Physical Education Curriculum Competencies, Standards, Benchmarks and Student Learning Outcomes

### 3.1: Competency 1 - Healthy and Safe Living

#### **3.3.1 Detail of the Competency 1**

Within the Healthy and Safe Living competency there are two major areas of focus:

Healthy Body and Healthy and Safe Environment, which are further, divided into subtopics across the grade levels (I to XII).

The concepts and learning activities in healthy body component will help students to acquire knowledge, skills and attitudes for maintaining their personal health and hygiene, awareness and prevention from common diseases as well as make healthy choices about the type of food they eat and understand that good nutrition is essential for developing and maintaining a healthy body. Moreover, they will also learn about importance of food and fluid intake for maintaining healthy bodies and names and functions of major body parts and systems.

#### **Healthy & Safe Environment**

Healthy and safe environment includes knowledge and practices for keeping and maintaining clean environment i.e. immediate environment (school and home) as well as environment at large (e.g. community etc.) and also encompasses concepts related to personal safety and safety for others, furthermore, awareness about safe use of medicines, substance use and abuse, traffic rules, road safety, conflict and bullying management for ensuring safety for self and others.

Disaster risk reduction is also included as a major component of Healthy & Safe Environment due to its relevance to the existing conditions and situations in the province (i.e. KP is vulnerable to natural disasters as well as conflict situations).

#### **3.1.2 Explanation of the standard**

**Standard 1: Students demonstrate knowledge and skills to stay healthy and safe and promote healthy and safe living under various circumstances.**

The purpose of this standard is to equip children with the basic functional knowledge and skills to enhance their own and others health, safety and wellbeing in varied and changing circumstances. The healthy living standard derives functional health knowledge from subject fields i.e. physiology, nutrition, environment, disaster risk reduction and psychology which prepares children to make safe and healthy choices in life and promote safe and healthy living under various conditions and circumstance.

### 3.1.3: Summary of Healthy and Safe Living Content Progression

	Developmental level 1		Developmental level 2			Developmental level 3			Developmental level 4		Developmental level 5	
Healthy Body	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
<b>Maintaining personal health and hygiene. Awareness and prevention of common diseases.</b>	-Personal hygiene -Sleeping habits	-Personal hygiene, -Sleeping habits -Flue, cold, cough	-Dental health -Diarrhea	- Dental health -Malaria	- Dental health -Malaria	Jaundice	Hepatitis B, C	TB Skin Disease	Obesity	Asthma	Osteoporosis	Lung Cancer
<b>Names of body organs, systems and their functions.</b>	Skin, bones, muscles		Stomach, Intestine, liver & Kidney	Brain and Spinal cord	Lungs , Heart	Bones, muscles	Skeletal system	Terms related to joint movement	Respiratory system	Circulatory System	respiration & its function	blood circulation
<b>Body posture and posture defects</b>						Correct posture	Defects of posture	Remedial exercise				
<b>Food and Fluid intake for healthy Bodies.</b>	Good food Fluid intake	Healthy & unhealthy food	Food choices & types of physical activities		Safe food & fluids	Food groups	Food chart	Benefits of food groups	Balance diet	Balance diet chart		
	Eating habits											
<b>Healthy &amp; safe Environment</b>												
<b>Maintaining healthy and safe environment Personal safety and safety for others.  (Substance use and abuse, traffic rules, disaster risk reduction, conflict management).</b>	Classroom cleanliness	School & public places cleanliness	Pollution			Effects & result of tobacco use	Preventive measure of tobacco use		Opium products	Preventive measures for substance use	Drug addiction	Preventive measures
			Types	Causes	Effects & prevention							
	Potential risks(paths, foods etc)	Traffic rules	Personal & others safety	Rules for injury prevention	Basic first aid	Earth quake	Flash floods	Land slides	Storms	Road Accidents	Bomb blast	Fire
					Conflict and crises management skills			Bullying	Specific skills to reduce bullying	Set norm to prevent bullying		

## Student Learning Outcomes Grades I and II

### Competency 1: Healthy and Safe living

**Standard 1:** All Students demonstrate knowledge and skills to stay healthy and safe and promote healthy and safe living under various circumstances.

**Benchmark 1:** Recognize the importance of personal hygiene, sleep and rest for good health and demonstrate understanding of communicable diseases (i.e. Cough, Common Cold) their symptoms, causes and preventive measures.

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"> <li>• Describe and practice personal hygiene habits (e.g. hand-washing, bathing, combing, keeping clothes clean, nails cutting, hair cut etc...).</li> <li>• Identify good rest and sleep habits.</li> <li>• Discuss sleep and rest routines of their family members &amp; friends.</li> <li>• Recognize the symptoms of common cold and cough.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the benefits of good sleep and rest habits for health.</li> <li>• Define germs and explain why the transmission of germs may be harmful for health.</li> <li>• Recognize the causes of common cold and cough.</li> <li>• Suggest preventive measures for the spread of common cold and cough.</li> </ul>

**Benchmark 2:** Recognize the skin, muscles and bones as well as describe their function.

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"><li>Identify skin, muscles, bones, and their function.</li></ul>	<ul style="list-style-type: none"><li>Identify and recognize the function of skin, muscles and bones in relation to physical activity/body movement.</li></ul>

**Benchmark 3:** Identify the need for food and fluid intake and recognize the daily food choices they make (healthy, Unhealthy)

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"><li>Identify the need and importance of food and fluid intake for human body.</li><li>Identify any five good eating habits and table manners.</li></ul>	<ul style="list-style-type: none"><li>Differentiate between healthy and unhealthy food and fluid choices.</li><li>Practice good eating habits and table manners in their daily lives.</li></ul>

**Benchmark 4:** Recognize the importance of cleanliness of their surroundings and practice cleanliness of classrooms, schools and home.

<b>Student Learning Outcomes</b>	
<b>Grade I</b>	<b>Grade II</b>
<ul style="list-style-type: none"> <li>Recognize the importance of cleanliness of the surroundings.</li> <li>Make and follow rules to keep classroom clean.</li> </ul>	<ul style="list-style-type: none"> <li>Children make rules to keep school clean.</li> <li>Recognize the importance of cleanliness at home and public places.</li> </ul>

**Benchmark 5:** Recognize potential safety risks and hazards in their home and school environment, related to their usual paths /routes to school and home and road safety rules.

<b>Student Learning Outcomes</b>	
<b>Grade I</b>	<b>Grade II</b>
<ul style="list-style-type: none"> <li>Identify safety hazards (e.g. risks of sharp things, electric wires, match box and fire etc) at home and school.</li> <li>Identify rules to keep themselves safe from hazards (e.g. risks of sharp things, electric wires, match box and fire etc) at home and school.</li> <li>Identify rules to stay safe while walking on the road and crossing the road.</li> </ul>	<ul style="list-style-type: none"> <li>Identify potential risks and hazards related to the paths/routes to school and home.</li> <li>Identify the strategies for preventing the risks related to paths/routes to school and home (risks of strangers, snakes, dogs, ditches, and bridges).</li> <li>Identify rules for personal safety while riding a bicycle, playing outside.</li> </ul>

## Student Learning Outcomes Grades III, IV and V

### Competency 1: Healthy and Safe Living

**Standard 1:** All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances

**Benchmark 1:** Recognize the importance of maintaining dental health, and identify the symptoms, causes and ways to prevent Diarrhea, Malaria, and Typhoid.

<b>Student Learning Outcomes</b>		
<b>Grade III</b>	<b>Grade IV</b>	<b>Grade V</b>
<ul style="list-style-type: none"> <li>• Describe the changes in teeth (i.e., shedding of primary teeth, eruption of permanent teeth) related to growth and development of teeth.</li> <li>• Identify daily dental hygiene practices (e.g., regular brushing, healthy food choices...) for care of primary and permanent teeth.</li> <li>• Define bacteria and explain how to protect from harmful bacteria.</li> <li>• Describe the symptoms of diarrhea.</li> <li>• Identify the causes of diarrhea.</li> <li>• Explain the preventive measures of diarrhea.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth.</li> <li>• Explain the 3 common types of dental problems (i.e. Cavity, plaque build-up...bleeding gums).</li> <li>• Describe the symptoms of malaria.</li> <li>• Identify the causes of malaria.</li> <li>• List the preventive measures of malaria.</li> <li>• Define virus and explain how to protect from virus infections.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and list personal dental care habits for the protection of teeth from common dental problems (i.e. Cavity, plaque build-up...bleeding gums).</li> <li>• Identify dental treatments (e.g. plaque cleaning, fillings, root canal, extractions...) for the common dental problems.</li> <li>• Describe how bacteria and viruses affect the body and impact health.</li> <li>• Describe the symptoms of Typhoid.</li> <li>• Identify the causes of Typhoid.</li> <li>• List the preventive measures of Typhoid.</li> </ul>

**Benchmark 2:** Identify internal organs of the human body (Liver, Heart, Lungs, Brain, Spinal cord, Kidney, Stomach, and Intestine) and explain their basic function.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>Identify brain and spinal cord and explain their basic function in the body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify stomach, Intestine, and kidneys and explain their basic function in the body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify lungs, heart, and liver, and explain their basic function in the body.</li> </ul>

**Benchmark 3:** Describe major food groups, their nutrients and recognize their importance for maintaining good health.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>Identify and describe food groups.</li> <li>Recognize the importance of fluid and water for maintaining good health.</li> <li>List any 5 healthy foods that you like to eat.</li> </ul>	<ul style="list-style-type: none"> <li>Define nutrients and list down nutrients as found in each food group.</li> <li>List any 5 healthy foods and describe why these are necessary for good health.</li> <li>Identify any 3 ways through which food and fluids becomes unsafe (i.e. contaminated, poisonous).</li> </ul>	<ul style="list-style-type: none"> <li>Define food calories.</li> <li>Classify and compare the food groups into high and low calorie foods.</li> <li>Identify types of food to prevent different physical deficiencies (i.e. anemia, weakness of bones, low energy level, and dehydration).</li> </ul>

**Benchmark 4:** Recognize the importance of healthy environment, describe pollution, its causes and impact on the environment

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>Define environment and explain its importance for us.</li> </ul>	<ul style="list-style-type: none"> <li>Define pollution and enlist any three types of pollution and how they affect the environment.</li> <li>Describe recycling.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and enlist the causes of any three types of pollution.</li> <li>Explain how reusing and recycling of things/products helps to protect the environment.</li> </ul>

**Benchmark 5:** Recognize and practice safety (road safety, injury prevention and first aid) for self and others.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>Describe characteristics of safe and unsafe places.</li> <li>Explain the meaning and importance of following the traffic signal lights.</li> </ul>	<ul style="list-style-type: none"> <li>Setup rules to practice personal safety and safety for others in classroom and school.</li> <li>List 5-6 road safety rules and prepare a poster.</li> <li>Describe the meaning and symbol of traffic road safety signs.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and practice basic first AID techniques (wash wounds, apply bandage, applying ice on strains and sprain) for minor injuries.</li> <li>Identify safety procedures when using public transportation and traveling in vehicles.</li> </ul>



## Student Learning Outcomes Grades VI, VII and VIII

### Competency 1: Healthy and Safe Living

**Standard 1:** All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances.

**Benchmark 1:** Recognize the symptoms, causes and preventive measures of communicable diseases (i.e. jaundice, Hepatitis, Athlete's foot).

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>• Differentiate between communicable and non-communicable diseases.</li> <li>• Describe the symptoms of jaundice.</li> <li>• Explain the causes of jaundice.</li> <li>• Identify preventive measures of jaundice.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the symptoms of Hepatitis B and C.</li> <li>• Explain the causes of Hepatitis B and C.</li> <li>• Identify preventive measures of Hepatitis B and C.</li> <li>• Discuss the importance of personal and dental hygiene habits/practices to prevent communicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the symptoms of Athlete's foot disease.</li> <li>• Identify the causes and preventive measures of Athlete's foot disease.</li> </ul>

**Benchmark 2:** Explain the structure and function of muscular and skeletal systems.

<b>Student Learning Outcomes</b>		
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>Identify the types of bones and describe their basic function in the human body.</li> <li>Define muscles, their types and describe their basic function in the human body.</li> <li>Differentiate between correct and incorrect body posture.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the structure of the skeletal system and its major parts (skull, trunk, upper-lower limbs etc.).</li> <li>Identify major joints in the body and their function.</li> <li>Identify different body posture defects</li> </ul>	<ul style="list-style-type: none"> <li>Explain how muscles and bones support each other for large and small movements in the human body.</li> <li>Identify the terminology of movements in free moveable joints. (Flexion, extension abduction, adduction, rotation).</li> <li>Identify different causes of body posture defects and their remedial exercises.</li> </ul>

**Benchmark 3:** Describe balanced diet and its relationship to growth and development as well as for maintaining good health.

<b>Student Learning Outcomes</b>		
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>Define balanced diet.</li> <li>Describe the importance of balanced diet necessary for physical growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key food nutrients and describe their function for growth and development.</li> <li>Prepare a balanced diet chart required for a growing age child.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the relationship between balanced diet and good health.</li> <li>Recognize that different individuals require different proportion of food groups in their diet.</li> <li>Prepare a balanced diet chart for an athlete.</li> </ul>

**Benchmark 4:** Recognize effects of medicines and drugs, describe consequences and influencing factors of tobacco use in society.

<b>Student Learning Outcomes</b>		
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>• Explain why medicines are used.</li> <li>• Explain that misuse of medicines can be harmful.</li> <li>• Identify rules for taking medicines at school or at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify harmful drugs and others substances.</li> <li>• Define addiction and explain the dangers of drug dependence and addiction.</li> <li>• Explain the effects and consequences of tobacco use on health.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the factors i.e. Peer pressure, advertising techniques and family that influence tobacco use.</li> <li>• Identify and list ways to prevent youth from using tobacco.</li> <li>• Create awareness about the effects and consequences of tobacco use (e.g. develop a poster, plan a campaign, awareness raising event, and a thematic days etc.).</li> </ul>

**Benchmark 5:** Explain disaster and develop skills for risk reduction before, during and after the disaster. (hail storm and lightning, Earth quake and flash floods )

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>Define hazard with example.</li> <li>Explain disaster and its types.</li> <li>Define and explain disaster risk, disaster risk reduction and preventive measures.</li> <li>Describe hail Storm and lightning.</li> <li>Demonstrate rules for safe behavior during the hail storm and lightning.</li> </ul>	<ul style="list-style-type: none"> <li>Describe earth quake and its cause.</li> <li>Identify which parts of Khyber Pakhtunkhwa are most at risk for earth quake</li> <li>Identify appropriate measure for risk reduction (e.g. maintaining an emergency kit, identify potential hazard in classroom and home etc.) related to earthquake.</li> <li>Demonstrate rules for safe behavior during and after the earth quake.</li> <li>Identify and practice first AID (2 types of bandage &amp; 2 types of stretcher).</li> </ul>	<ul style="list-style-type: none"> <li>Describe flash flood and its causes.</li> <li>Identify which parts of Khyber Pakhtunkhwa are most at risk for flash floods.</li> <li>Identify appropriate measures for risk reduction (e.g. plantation, forestation, maintenance and cleanliness of water channels, emergency kit, weather forecasting etc.) of flashfloods.</li> <li>Identify basic safety guidelines associated with flash floods (i.e. safe behavior during and after the flashflood).</li> <li>Identify and practice Principles of first AID (Dr.ABC, RICES).</li> </ul>

**Benchmark 6:** Explain the ways to respond positively in conflict and crises situations.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>Define and describe conflict with example.</li> <li>Explain how courtesy, and respect toward others reduce conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Describe conflict management.</li> <li>Explain the benefits of using nonviolent means/techniques to manage interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Define crises with example.</li> <li>Describe crisis management.</li> <li>Identify skills for crisis management.</li> </ul>

## Student Learning Outcomes Grades IX and X

### Competency 1: Healthy and Safe Living

**Standard 1:** All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances.

**Benchmark 1:** Demonstrate understanding of non-communicable diseases, and identify symptoms, causes and preventive measures of (i.e. obesity, diabetes, Asthma and blood pressure).

Student Learning Outcomes	
Grade IX	Grade X
<ul style="list-style-type: none"> <li>• Define obesity and its effects on health.</li> <li>• Describe the causes of obesity and suggest preventive measures.</li> <li>• Define diabetes and its symptoms.</li> <li>• Describe the causes of diabetes and suggest preventive measures of diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Asthma and its symptoms.</li> <li>• Describe the causes of Asthma and its effects on health.</li> <li>• Define blood pressure and its symptoms.</li> <li>• Describe the causes of blood pressure and its effects on health.</li> <li>• Identify preventive measures of Asthma, and blood pressure.</li> </ul>

**Benchmark 2:** Describe respiratory & circulatory systems and their basic function.

<b>Student Learning Outcomes</b>	
<b>Grade IX</b>	<b>Grade X</b>
<ul style="list-style-type: none"> <li>• Describe respiratory system and its function.</li> <li>• Observe and explain how exercise affects respiratory system.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe circulatory system and its function</li> <li>• Observe and explain how exercise affects circulatory system.</li> </ul>

**Benchmark 3:** Demonstrate understanding of health risks associated with food contamination, malnutrition and poor eating habits.

<b>Student Learning Outcomes</b>	
<b>Grade IX</b>	<b>Grade X</b>
<ul style="list-style-type: none"> <li>• Identify the health risks caused by food contamination.</li> <li>• Describe the relationship between poor eating habits and diseases i.e. Heart disease and high blood pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Define malnutrition and identify its effects on human body (e.g. Anemia, weakness of bones, low immunity etc.).</li> <li>• Describe the relationship between poor eating habits and diseases i.e. Diabetes and osteoporosis.</li> </ul>

**Benchmark 4:** Recognize effects and consequences of using opium products and identify the influencing factors in the society which promote their use.

<b>Student Learning Outcomes</b>	
<b>Grade IX</b>	<b>Grade X</b>
<ul style="list-style-type: none"> <li>• Explain the effects and consequences of using opium products on health.</li> <li>• Explain the factors i.e. Peer pressure and family that influence the use of opium products.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and list ways to prevent youth from using opium products.</li> <li>• Create awareness about the effects and consequences of using opium products (e.g. develop a poster, plan a campaign, awareness raising event, and a thematic days etc.).</li> </ul>

**Benchmark 5:** Explain disaster and develop rules for risk reduction before, during and after the disaster and emergency situations. (Land sliding and road accidents)

<b>Student Learning Outcomes</b>	
<b>Grade IX</b>	<b>Grade X</b>
<ul style="list-style-type: none"> <li>• Describe land slide and its causes.</li> <li>• Identify which parts of Khyber Pakhtunkhwa are most at risk for land slide.</li> <li>• Identify appropriate measures for risk reduction (e.g. plantation etc.) related to landslide.</li> <li>• Demonstrate rules for safe behavior during and after the land slide.</li> <li>• Identify and practice Principles of first AID (RICES).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify emergency situations (e.g. Fires, abductions, injuries, accident etc.).</li> <li>• Describe the major causes of road accidents.</li> <li>• Identify preventive measures for road accidents.</li> <li>• Demonstrate rules for safe behavior after the road accident.</li> <li>• Demonstrate first AID skills (RICES).</li> </ul>

**Benchmark 6:** Recognize the characteristics and types of bullying and its psychosocial consequences on others.

<b>Student Learning Outcomes</b>	
<b>Grade IX</b>	<b>Grade X</b>
<ul style="list-style-type: none"><li>• Define bullying and describe the different types of bullying (i.e. Rumors, name calling, public ridicule...).</li><li>• Explain psychosocial consequences (effects) of bullying on the person being bullied (e.g. depression, low self-esteem, inferiority complex, lower grades, disliking school, and absenteeism....).</li></ul>	<ul style="list-style-type: none"><li>• Identify skill (e.g. self-confidence, Communication, tolerance, managing emotions, understanding other, respecting others) to overcome the psychosocial effects of bullying.</li><li>• Identify strategies to avoid and deal with bullying.</li></ul>



## Student Learning Outcomes Grades XI and XII

### Competency 1: Healthy and Safe Living

**Standard 1:** All students demonstrate knowledge and skills to stay healthy and safe as well as promote healthy and safe living under various circumstances.

**Benchmark 1:** Describe symptoms, causes, and preventive measures of non-communicable diseases (i.e. Osteoporosis, Lung Cancer, Heart diseases).

Student Learning Outcomes	
Grade XI	Grade XII
<ul style="list-style-type: none"> <li>• Describe the symptoms and causes of Osteoporosis.</li> <li>• Describe the symptoms and causes of heart disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the symptoms and causes of Lung Cancer.</li> <li>• Describe the preventive measures for protection from heart disease.</li> </ul>

**Benchmark 2:** Explain circulatory and cardiovascular systems and effects of exercise on these body systems.

Student Learning Outcomes	
Grade XI	Grade XII
<ul style="list-style-type: none"> <li>• Explain respiration and its function during exercise.</li> <li>• Recognize relationship between respiratory and circulatory system.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain blood circulation and its types.</li> <li>• List the benefits of exercise on cardiovascular system.</li> </ul>

**Benchmark 3:** Demonstrate understanding of special dietary requirements of individuals with diabetes and heart diseases.

<b>Student Learning Outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Describe the dietary restrictions of a diabetic.</li> <li>• Prepare a diet plan for a diabetic patient.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the dietary restrictions of a heart patient.</li> <li>• Prepare a diet plan for a person with heart disease.</li> </ul>

**Benchmark 4:** Recognize effects and consequences of using alcohol and doping as well as identify the influencing factors in the society which promote their use.

<b>Student Learning outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Explain the effects and consequences of using alcohol on health and behavior.</li> <li>• Explain the internal and social factors that influence the use of alcohol.</li> <li>• Identify and list ways to prevent youth from using alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Define doping, reason and consequences of using doping by athletes/ players.</li> <li>• Create awareness about the effects and consequences of using alcohol and doping (e.g. develop a poster, plan a campaign, awareness raising event, and a thematic days etc.).</li> </ul>

**Benchmark 5:** Explain emergency situations and develop skills to take initiatives for risk reduction measures during the emergency situations i.e. bomb blast, and fire accident.

<b>Student Learning Outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Identify emergency situations (e.g. fires, abductions, injuries, accident)</li> <li>• Identify precautionary measures in relation to bomb blast for general public ( e.g. do not touch suspicious items, inform elders/police in case of observing suspicious person, action or item etc.).</li> <li>• Develop safety guidelines associated with the situation after a bomb blast.</li> <li>• Demonstrate first AID skills in an emergency situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe potential causes of accidental fires at home and school.</li> <li>• Demonstrate skills for safe behavior during (e.g. fire drill) and after the fire accident.</li> <li>• Prepare safety guidelines for fire prevention at home or school.</li> <li>• Demonstrate first AID skills in an emergency situation.</li> </ul>

**Benchmark 6:** Demonstrate understanding of the psychosocial consequences of bullying and develop strategies to minimize and deal with bullying in school as well as differentiate between physical and verbal violence.

<b>Student Learning Outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Develop rules and set norms to reduce /prevent bullying in school.</li> <li>• Design a campaign to create awareness about the consequences of bullying on psychosocial development of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the differences between physical and verbal violence.</li> <li>• Identify individual and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.</li> </ul>

### 3.2.1: Detail of the Competency 2

Fundamental movement skills are considered as the building blocks for movement. Children need these skills to participate successfully in all types of games, physical activities and sports.

Fundamental movement skills are categorized under three major areas:

- Body Management skills involve balancing the body in movement and static position e.g. balancing the body, rolling, bending etc.
- Locomotion/Travelling skills involve transporting the body in any direction from one point to another e.g. walking, running hopping etc.
- Manipulation skills are object control skills by using hands, feet and any other part of the body e.g. throwing, catching, kicking etc.

There are twelve fundamental movement skills presented in the Health and Physical Education Curriculum. These are:

Body Management	Locomotion /travelling	Manipulation
1-Static and dynamic balance 2-Dodging	3-Running (Sprint run) 4-Jumping 5-Hopping 6-Galloping 7-Skipping	8&9--Catching and Throwing 10-Kicking 11-Striking (with hand and implement) 12-Dribbling

These twelve skills are selected because together they represent a solid foundation for the development of specialized skills, enabling students to participate in a wide range of physical activities.

#### Importance of developing fundamental movement skills

The development of fundamental movement skills is an important step towards ensuring lifelong involvement in physical activity. Research shows that children who are competent in fundamental movement skills are more likely to enjoy sports and games as well as develop a lifelong commitment to physical activity.

#### Phases of Fundamental Skills development

Each movement skill is divided into 3 phases:

**Discovering phase:** where skill is introduced and the children explore the skill.

**Developing phase:** the skill is practiced for refinement and mastery.

**Consolidating phase:** children become proficient and can apply movement skills in combinations to other physical activities.

## Movement skills and Movement Concepts in the Health and Physical Education Curriculum

Movement Skills	Movement Skills Concepts				Biomechanical Principles
	Body awareness (what the body can do)	Space awareness (where the body moves)	Qualities/Effort (how the body moves)	Relationships (to whom and what the body relates)	
<b>Body Management:</b> 1. static and dynamic balance 2. dodging <b>Locomotion :</b> 3. Running (Sprint run) 4. Jumping 5. Hopping 6. Galloping 7. Skipping <b>Manipulation:</b> 8. Catching and Throwing 9. Kicking 10. Striking (with hand and implement) 11. Dribbling	Balancing on different <b>parts of the body</b> (e.g. one foot for a stork balance)	<b>Personal space</b> (immediate space around child) and <b>general space</b> (Total available space).	<b>Speed of moving</b> (e.g. fast, slow, sudden, sustained)	<b>To people</b> (e.g. mirroring, matching, shadowing, together, pairs or group)	Laws of motion and balance for body management skills
	Different <b>shapes</b> a body can make (e.g. stretched, curled, twisted, wide, narrow)	<b>Direction</b> (forwards, backwards, up, down) and pathways or patterns (e.g. circle, Zigzag) of moving. <b>Distance</b> Far, near	<b>Force</b> (effort) of moving (e.g. strong, light)	<b>To objects/equipment</b> (e.g. under, over, in, out, between, in front of, above, below)	Centre of gravity and laws of motion as they apply to locomotion
	<b>Transfer of weight</b> from one part of the body to another (e.g. walking)	<b>Levels or location of body or body parts</b> of moving (e.g. high, medium, low)	<b>Flow of moving</b> (e.g. free, bound)		Law of force and motion as it applies to throwing (sending) skills Absorption of force for catching( receiving) skills Laws of force in dribbling, striking and kicking skills.

*Adapted from Laban' Movement Analysis Framework 1960*

## Physical Fitness

Physical Fitness competency area mainly focuses on providing basic knowledge and understanding of importance of physical activities and health and skill related physical fitness components.

### Health related components are:

Those specific factors that are related to how well the systems of body work

- **Cardiovascular Fitness:** The ability of the circulatory system (heart and blood vessels) to supply oxygen to working muscles during exercise.
- **Body Composition:** The relative percentage of body fat compared to lean body mass (muscle, bone, water, etc.)
- **Flexibility:** The range of movement possible at various joints.
- **Muscular strength:** The amount of force that can be produced by a single contraction of a muscle
- **Muscular endurance:** The ability of a muscle group to continue muscle movement over a length of time

**Skill Related Components:** Those aspects of fitness which form the basis for successful sport or activity participation.

- **Speed:** The ability to move quickly from one point to another in a straight line
- **Agility:** The ability of the body to change direction quickly
- **Balance:** The ability to maintain an upright posture while still or moving
- **Coordination:** Integration with hand and/or foot movements with the input of the senses.
- **Reaction Time:** Amount of time it takes to get moving.
- **Power:** The ability to do strength work at an explosive pace.

### 3.2.2: Explanation of Standard

**Standard 1: All Students demonstrate the competency in selected movement skills required to perform a variety of physical activities and maintain physical fitness.**

The purpose of this standard is the development of selected movement skills necessary for effective participation in physical activities. Developing of movement skills is an important factor for children in order to lead physically active and healthy lifestyles. Students are less likely to participate in physical activity if they have not learned the skills or experienced success in applying them. Within this standard, at primary grades levels ( I-V) the student will demonstrate competency in selected (12 )movement skills, knowledge of movement concepts and bio-mechanical principles with respect to different types of learning experiences. Various physical activities, developmental play, games and sports could serve as vehicles for achieving specific student learning outcomes related to movement skills. At the middle and secondary grade levels they apply the developed movement skills in educational gymnastics, games and sports. Moreover, children will develop understanding of health and skill related physical fitness components and importance of maintaining physical fitness for staying healthy.

### 3.3.3 Summary of Movement Skills Progression

Skill Category	Skill	Developmental level 1		Developmental level 2			Developmental level 3			Developmental level 4		Developmental level 5	
		Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
Body Management	Static and dynamic balance	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Dodging	Light Blue	Light Blue	Dark Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
Locomotion /travelling	Running (Sprint run)	Dark Blue	Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Jumping	Light Blue	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Hopping	Light Blue	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Galloping	Light Blue	Light Blue	Dark Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Skipping	Light Blue	Light Blue	Dark Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
Manipulation	Catching and Throwing	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Kicking	Dark Blue	Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Striking (with hand and implement).	Light Blue	Light Blue	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
	Dribbling	Light Blue	Light Blue	Dark Blue	Blue	Blue	Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue

Dark Blue	Focus on teaching and learning, with an emphasis on introduction and discovering of the skill
Blue	Developing through practice with an emphasis on the fine-tuning components
Light Blue	Benchmark of when most students demonstrate proficiency of the skill/consolidation
Light Blue	Consolidation and application of skills in sports, games, educational gymnastics and physical activities

3.2.4

Student Learning Outcomes  
Grades I and II

**Competency 2: Movement Skills and Physical Fitness**

**Standard 1:** All Students demonstrate the proficiency in selected movement skills required to perform a variety of physical activities & maintain fitness.

**Benchmark 1:** Demonstrate knowledge of movement skills concepts and principles related to **body and space awareness** that apply to the performance of physical activities.

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"> <li>Recognize names of different body parts (specifically while following instructions for physical activity e.g., bend your knees, hands on waist, balance on one foot...).</li> <li>Recognize terms describing different body shapes (i.e., curled, straight/stretched, narrow, wide).</li> </ul>	<ul style="list-style-type: none"> <li>Recognize terms describing different body shapes (i.e., twisted, symmetrical, asymmetrical).</li> </ul>
<ul style="list-style-type: none"> <li>Recognize the concept of “Personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness.</li> <li>Recognize the terms associated with moving in various directions (i.e. Left, right, forward, backward, up, down)</li> <li>Recognize the terms (i.e. near, far, in, out, over, under) in relation to equipment and objects around.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the terms associated with pathways (i.e. straight, curved, zigzag,) for locomotion.</li> <li>Differentiate among various directions (i.e. forward, backwards, sideways, clockwise and anti-clockwise) for locomotion.</li> <li>Recognize different levels (i.e., high, middle, low).</li> <li>Recognize the terms (i.e. around, though, on, off, above, below) in relation to equipment.</li> </ul>
<ul style="list-style-type: none"> <li>Describe that static balance is affected by the body position (e.g., bent knees, feet apart etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Describe that dynamic balance is affected by the amount of force (e.g. speed while moving).</li> </ul>



**Benchmark 2:** Perform the basic movement skills Locomotion, (running, hopping, jumping, Manipulation (throwing, catching, kicking) and Body management (static and dynamic balance) with progress to achieve maturity in these skills required to participate in variety of physical activities.

<b>Student Learning Outcomes</b>	
<b>Grade I</b>	<b>Grade II</b>
<ul style="list-style-type: none"> <li>• Demonstrates running safely (i.e. without bumping into others or falling) in different directions and at various speeds with in general space.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate running safely in relation to equipment and objects around (i.e. near, far, in, out, over, under).</li> <li>• Performs Jumping for distance and height in varying directions and levels (e.g. backwards, forward, from height, up etc...) alone and with others, in personal and general space.</li> <li>• Demonstrate hopping through different pathways, levels with equipment (e.g. ropes, hoops, cones, playing hopscotch...) and partners.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate throwing and catching a variety of objects with others. Demonstrate kicking a stationary and moving ball in different directions with others. Demonstrate bouncing/dribbling a ball in a stationary position.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate throwing and catching a variety of objects while moving around in different directions at different levels and speed.</li> <li>• Demonstrate kicking a stationary and moving ball in different directions and levels with changing speed and flow.</li> <li>• Demonstrate bouncing/dribbling a ball with varying speeds while moving in different directions.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate static balance by using different body positions (e.g. bent knees, feet apart, one foot etc...).</li> <li>• Demonstrate static balance by using different body shapes (i.e. curled, straight, narrow, wide).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate static balance in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body).</li> <li>• Demonstrate control in static balance while using different equipment (bean bag, board or a bench).</li> <li>• Demonstrate different ways to maintain static and dynamic balance (e.g. increase base of support by widening stance, lower center of gravity by bending knees, changing directions while moving etc.) in physical activities.</li> </ul>

**Benchmark 3:** Demonstrate the knowledge and understanding of basic concepts **in relation to physical fitness** and its **benefits** to maintain personal health and wellbeing.

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"><li>Identify and recognize different body parts in relation to fitness components (i.e. muscles, heart, lungs, bones, and joints).</li></ul>	<ul style="list-style-type: none"><li>Discuss that daily physical activity makes muscles, lungs, heart, bones, and joints stronger.</li></ul>
<ul style="list-style-type: none"><li>Recognize the importance of proper warm-up and cool down activities before and after the vigorous physical activities.</li></ul>	Recognize the importance of proper warm-up and cool down activities before and after the vigorous physical activities.

## Student Learning Outcomes Grades III, IV and V

### Competency 2: Movement Skills and Physical Fitness

**Standard 1:** All Students demonstrate the proficiency in selected movement skills required to perform a variety of physical activities and maintain

**Benchmark 1:** Demonstrate knowledge of movement skills concepts related to **body and space awareness, effort and relationships** that apply to the performance of physical activities.;

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>• Recognize body planes (i.e. Frontal, horizontal). Describe body actions push, pull, swing and rotation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the actions/movement of the muscles and joints (i.e. flexion &amp; extension, Abduction &amp; Adduction, outward &amp; inward rotation...).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the action/movement of the muscles and joints (i.e. flexion &amp; extension, Abduction &amp; Adduction, outward &amp; inward rotation...).</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize the terms associated with pathways, directions, and planes.</li> <li>• Recognize time and speed, force and flow as qualities of effort in movement.</li> <li>• Differentiate between slow and fast speeds (e.g., walking and running...) through movements in a variety of physical activities.</li> <li>• Explain the concepts of force and motion (e.g. absorption of force when receiving or throwing an object) in movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the elements of space awareness (i.e. levels, pathways, directions) in a variety of activities.</li> <li>• Differentiate between strong and light force through movements in a variety of physical activities.</li> <li>• Differentiate between free and bound flow through movements in a variety of physical activities.</li> <li>• Recognize concepts relating to force and motion (i.e., body alignment, application of force, addition of forces) in pulling and pushing physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the different qualities of effort in own and others movement while performing body management, locomotion and manipulation skills.</li> <li>• Describe biomechanical concepts for controlled movement in different balancing activities (e.g. lower center of gravity, increase base of support etc...).</li> </ul>

**Benchmark 2:** Perform the basic movement skills locomotion (galloping, skipping, sprint run, Jumping) manipulation (throwing & catching, striking with hand and implement, kicking and dribbling) and body management skills (static and dynamic balance and dogging).

<b>Student Learning Outcomes</b>		
<b>Grade III</b>	<b>Grade IV</b>	<b>Grade V</b>
<ul style="list-style-type: none"> <li>• Demonstrate static and dynamic balance with objects (e.g., bean bags, balls...) using different body parts (e.g., hands, shoulders, foot...) while moving alone and/or in partner activities.</li> <li>• Identify and correct errors in personal and others static balance skills.</li> <li>• Perform basic dodging skill with changing direction and speed while moving in general space.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate static and dynamic balance in physical activities with apparatus (e.g. bench, low beam, hanging on a rope etc.).</li> <li>• Practise basic dodging skill with changing direction and speed while moving in general space.</li> <li>• Recognize, and correct errors in personal and others static balance and dodging skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the main features of static and dynamic balance by showing different body shapes, applying mechanical principles and using a variety of equipment.</li> <li>• Demonstrate dodging skills with changing direction and speed while moving in general space in relationship to others in physical activities.</li> <li>• Compare the main characteristics of the dodging skills in self and others.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate running in different directions and pathways (straight, zigzag, circle etc.) with various speeds in general space.</li> <li>• Performs Jumping for distance and height in varying directions, pathways, body parts and levels (e.g. backwards, forward, from height, up etc...) alone and with others.</li> <li>• Demonstrate hopping at different heights and distances.</li> <li>• Demonstrate skipping through different pathways and levels alone and with others.</li> <li>• Demonstrate galloping with different</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate light and fast running with others in general space.</li> <li>• Practise jumping and landing at various distances and heights with objects (e.g. jumping over a rope or skipping a rope at different levels, jumping a long rope ...).</li> <li>• Demonstrate hopping at different heights and distances with varied speed and directions.</li> <li>• Demonstrate skipping with change of direction and speed alone or with others.</li> <li>• Identify and correct errors in personal and others locomotion skills (running, jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate light and fast running with changing speeds and directions.</li> <li>• Practise jumping at various distances and heights with obstacles alone and with others.</li> <li>• Demonstrate hopping at different heights and distances with varied speed and directions.</li> <li>• Demonstrate skipping with change of speed and direction alone or with others.</li> <li>• Demonstrate side galloping with different speed and direction.</li> <li>• Demonstrate and correct errors in self and</li> </ul>

speeds and changing directions.	hopping). <ul style="list-style-type: none"> <li>Identify and correct errors in self and others while performing galloping.</li> </ul>	others in basic locomotion skills (running, jumping, hopping, galloping, leaping, and skipping).
<ul style="list-style-type: none"> <li>Demonstrate Kicking and receiving a moving ball with control while moving with other players.</li> <li>Demonstrate dribbling and controlling a ball with feet.</li> <li>Demonstrate throwing and catching a variety of objects while moving around in different directions at different levels and speed with others.</li> <li>Demonstrate two-hand over arm pass (volleying) and underhand pass (serve) at different levels and directions.</li> <li>Perform basic striking skills with an implement (racquet, baseball bat etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate Kicking and receiving a moving ball with accuracy while moving with other players.</li> <li>Demonstrate dribbling and controlling a ball with feet while moving in different directions and speeds.</li> <li>Demonstrate under and over arm/hand throwing in different directions with others.</li> <li>Demonstrate two-hand over arm pass (volleying) and underhand pass (serve) and overhead pass at different levels and directions.</li> <li>Perform basic striking skills with an implement (racquet, baseball bat etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate Kicking with various angles to an open space and with accuracy in a modified football game.</li> <li>Demonstrate dribbling and controlling a ball with feet while moving in different directions and speeds.</li> <li>Demonstrate catching, passing and throwing a ball with accuracy at different levels, angles and at varying speed and directions in different games. Demonstrate striking with hands (volleying overhead, and serve) at different levels and directions.</li> <li>Perform basic striking skills with an implement (racquet, baseball bat, cricket bat etc.).</li> </ul>

**Benchmark 3:** Demonstrate the knowledge of health related components of physical fitness and benefits of physical fitness for maintaining personal health and wellbeing.

<b>Student Learning Outcomes</b>		
<b>Grade III</b>	<b>Grade IV</b>	<b>Grade V</b>
<ul style="list-style-type: none"> <li>Describe 4-5 benefits of physical fitness for maintaining health and wellbeing.</li> <li>Recognize that the body needs sustained vigorous physical activity (e.g., running, walking, skipping etc.) to improve the strength of the heart and lungs.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the five health related fitness components (i.e. Cardio respiratory/ cardio-vascular endurance, Muscular endurance muscular strength, flexibility and body composition).</li> <li>Demonstrate ways to determine heart rate (e.g., pulse point location and proper finger positions on wrist and neck...) before, while participating and after the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the five health related fitness components and give one example of appropriate activity for each component (e.g. skipping rope for cardio vascular endurance...).</li> <li>Monitor and record own heart rate counts before, during and after exercise and compare it with others.</li> <li>Identify at least 5-6 health benefits of physical fitness and develop a chart of his/her fitness plan.</li> </ul>
<ul style="list-style-type: none"> <li>Recognize the importance of warm up (e.g. Pulse raiser, stretching,) and cool down activities (pulse deceiver) before and after performing the physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of warm up (e.g. Pulse raiser, stretching,) and cool down activities (pulse deceiver) before and after performing the physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the importance of warm up (e.g. Pulse raiser, stretching,) and cool down activities (pulse deceiver) before and after performing the physical activities.</li> </ul>

## Student Learning Outcomes Grades VI, VII and VIII

### Competency 2: Movement Skills and Physical Fitness

**Standard 1:** All Students demonstrate the proficiency in selected movement skills required to perform a variety of physical activities and maintain fitness.

**Benchmark 1:** Demonstrate knowledge of biomechanical principles of force and motion that apply to the performance of variety of physical activities, games, educational gymnastics and sports.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in any 2 selected games, educational gymnastics activities or sports.</li> </ul>	<ul style="list-style-type: none"> <li>Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in any 2 selected games, educational gymnastics activities or sports.</li> </ul>	<ul style="list-style-type: none"> <li>Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in any 2 selected games, educational gymnastics activities or sports.</li> </ul>

**Benchmark 2:** Perform combinations and variations of body management, locomotion and manipulation skills by applying biomechanical principles (e.g., range of motion, application of force, absorption of force...) for accuracy in a variety of physical activities, games, gymnastics and sports.

<b>Student Learning Outcomes</b>		
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>• Demonstrate jumping at various distances and heights (long and high jumps) by using biomechanical principles.</li> <li>• Identify and correct errors in jumping at various distances and heights in self and others.</li> <li>• Demonstrate sprint run with in a calculated distance alone and with others.</li> <li>• Demonstrate dribbling and controlling a ball with feet with changing directions and speeds while moving and dodging others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate long and high jumps with in a varied calculated distance and heights.</li> <li>• Demonstrate sprint run with in a calculated distance alone and with others.</li> <li>• Demonstrate dribbling and controlling a ball with feet with changing directions and speeds while moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate long and high jumps with in a varied calculated distance and heights.</li> <li>• Demonstrate sprint run with in a calculated distance alone and with others.</li> <li>• Demonstrate dribbling and controlling a ball with feet with changing directions and speeds while moving.</li> </ul>



**Benchmark 3:** Demonstrate the knowledge of skill related components of physical fitness and identify problems associated with lack of physical fitness.

<b>Student Learning Outcomes</b>		
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>Identify the skills related fitness components (i.e. speed, agility, balance, stamina/power, reaction time, coordination) and their importance to physical activity/sport performance.</li> </ul>	<ul style="list-style-type: none"> <li>Select any three skill related fitness components and identify physical activities that are best suited to developing each of the skill-related fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a balanced fitness plan for self by considering the five health-related fitness components.</li> <li>Enlist problems associated with lack of physical fitness.</li> </ul>
<ul style="list-style-type: none"> <li>Identify and demonstrate 4-6 different types of warm up and cool down for upper and lower body/limbs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify 2-3 sports in which upper and lower limb warm up and cool down exercises are required.</li> <li>Demonstrate 3-4 upper and lower limbs warm up and cool down activities for selected sports.</li> </ul>	<ul style="list-style-type: none"> <li>Identify 3-4 sports in which upper and lower limb warm up and cool down exercises are required.</li> <li>Demonstrate 5-6 upper and lower limbs warm up and cool down activities for selected sports.</li> </ul>

## Student Learning Outcomes Grades IX and X

### Competency 2: Movement Skills and Physical Fitness

**Standard 1:** All Students demonstrate the proficiency in selected movement skills required to perform a variety of physical activities and maintain fitness.

**Benchmark 1:** Demonstrate knowledge of movement skills concepts and biomechanical principles (i.e. force, motion) that apply to the improvement of performance of variety of physical activities, games and sports.

Student Learning Outcomes	
Grade IX	Grade X
<ul style="list-style-type: none"><li>Select any 3 games/sports and describe movement skills concepts and biomechanical principles (i.e. laws of force &amp; motion) as applied to improve specific skills performance in these games.</li></ul>	<ul style="list-style-type: none"><li>Select any 3 games/sports and describe movement skills concepts biomechanical principles (i.e. laws of force &amp; motion) as applied to improve specific skills performance in these games.</li></ul>

**Benchmark 2:** Demonstrate personal competency in applying selected movement skills and principles to a variety of physical activities, games, gymnastics and sports.

Student Learning Outcomes	
Grade IX	Grade X
<ul style="list-style-type: none"> <li>Demonstrate the use of movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in games, gymnastics and sports. (e.g. Net ball, Badminton, Volleyball, Athletics-Track events).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in games, gymnastics and sports. (e.g. Net ball, Badminton, Volleyball, Athletics-Track events).</li> </ul>

**Benchmark 3:** Demonstrate and apply the knowledge health related components of physical fitness and their importance for maintaining personal health and wellbeing.

Student Learning Outcomes	
Grade IX	Grade X
<ul style="list-style-type: none"> <li>Develop and follow a balanced fitness plan for him/her by considering the health-related fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and follow a balanced fitness plan for him/her by considering the health-related fitness components and determine own performance level for health-related fitness components.</li> </ul>
<ul style="list-style-type: none"> <li>Design and perform 3 creative warm up and cool down activities (e.g. pulse raiser &amp; decrease, dynamic activities, isolated stretches) for any 2 games/sport.</li> </ul>	<ul style="list-style-type: none"> <li>Design and perform 3 creative warm up and cool down activities (e.g. pulse raiser &amp; decrease, dynamic activities, isolated stretches) for any 2 games/sport.</li> </ul>

## Student Learning Outcomes Grades XI and XII

### Competency 2: Movement Skills and Physical Fitness

**Standard 1:** All Students demonstrate the proficiency in selected movement skills required to perform a variety of physical activities and maintain fitness.

**Benchmark 1:** Demonstrate knowledge of movement skills concepts, biomechanical principles (force and motion) that apply to improve the performance of variety of physical activities, modified games and sports.

Student Learning Outcomes	
Grade XI	Grade XII
<ul style="list-style-type: none"> <li>• Apply movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in games, educational gymnastics and sports. (e.g. Net ball, Badminton, Volleyball, Athletics-Track events).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in educational gymnastics, games and sports.(e.g. Handball, Cricket, hockey, Athletics field events).</li> </ul>

**Benchmark 2:** Demonstrate personal competency in applying selected movement skills and principles in combinations and sequences to a variety of physical activities, educational gymnastics, games and sports.

<b>Student Learning Outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Demonstrate movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in games, educational gymnastics and sports. (e.g. Net ball, Badminton, Volleyball, Athletics-Track events).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate movement skills concepts and biomechanical principles of force and motion to improve own performance while using body management, locomotion and manipulative skills in combinations in games educational gymnastics and sports. (e.g. Net ball, Badminton, Volleyball, Athletics-Track events).</li> </ul>

**Benchmark 3:** Demonstrate and use the knowledge of health and skill related components of physical fitness.

<b>Student Learning Outcomes</b>	
<b>Grade XI</b>	<b>Grade XII</b>
<ul style="list-style-type: none"> <li>• Develop a balanced fitness plan for a sports person or athlete by considering the skill related fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and develop 2-4 physical activities to enhance the Neuro-muscular, and cardio-vascular fitness.</li> </ul>
<ul style="list-style-type: none"> <li>• Design and perform 2 warm ups and 2 cool down activities for any 2 major sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Design and perform 3 warm ups and 3 cool down activities for any 2 major sports.</li> </ul>

### 3.3.1 Detail of the Competency 3

Within this key learning area four categories of games are included:

#### Target and field events

These games and events emphasize accuracy and control. An object is thrown with a high degree of accuracy at a target in such games while modifying challenges by changing target size, distance and equipment, by using stationary or mobile targets and by having the players shoot while stationary or mobile. Target and field events can be played individually or in small teams. (e.g. Long jump, shot put throw, Sprint run etc.)

#### Net and wall games

These types of games involve moving and controlling an object and hitting it within a specified space. Players work to make it difficult for other players to gain possession of the object or to send it back to the wall or across the net. Small numbers of players are usually involved in net/wall games (E.g. Volley ball, Volley tennis, Badminton etc.).

#### Striking and fielding games

Striking/fielding-type games can involve running, striking, throwing, kicking and catching.

Runners hit, kick or throw an object then score runs by running to designated areas.

Fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out. Because of the many aspects of the game, strategy for striking/fielding games can be challenging (e.g. cricket, rounder etc.).

#### Invasion and territorial games

Invasion/territory-type games involve controlling an object, keeping it away from opponents and moving it into a scoring position to score on a target. Games can be modified to be simple running games or to use a specified skill (kicking, throwing) (e.g. Football, hockey etc.).

### 3.3.2: Explanation of the Standard

**Standard1: All students demonstrate competency in techniques, strategies and rules of selected developmental games and sports.**

The intent of this standard is development of competence in techniques, strategies and rules of developmental games, selected small area traditional games and sports. During primary and elementary grades i.e. 1 to 6 children mainly participate in developmental play and traditional small area games to master games skills, strategies, fair play and rules. Sport education commences from grade 7 and progresses to grade 12 by focusing skill development through participation in modified games and then providing children with authentic sport experience through developmentally appropriate sports events and competitions.

### 3.3.3 Summary of Games Skills Progression

Games Categories	Game	Developmental level 1		Developmental level 2			Developmental level 3			Developmental level 4		Developmental level 5	
		Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
<b>Developmental Small area and local games*</b>													
<b>Target and field Events</b>	Ring Ball												
	Tag Game (kho)												
	Dodge ball												
	Sprint Race 100,200,400 M												
	Discuss												
	Javelin												
	Long Jump												
	High Jump												
	Shot-put												
	Relay Race 4* 100, 4*400												
	Long Race 800M												
	Hammer												
	Triple Jump												
<b>Net and Wall Games</b>	Volley Tennis												
	Badminton												
	Volley Ball												
	Table Tennis												
<b>Striking/ fielding Games</b>	Rounder												
	Cricket												
	Baseball												
<b>Invasion/ Territorial Game</b>	Football												
	Net Ball												
	Basket ball												
	Hockey												
	Kabbadi												

	<b>Introduction of the game skills/sports</b>
	<b>Practice and develop the techniques, strategies and rules of the games and sports</b>
	<b>Benchmark of when most students demonstrate proficiency of the skill, techniques, strategies and rules of the games and sports</b>
	<b>*Developmental and small area games including tag games, play based activates and traditional games.</b>

## Student Learning Outcomes

### Grades I and II

#### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of selected developmental games and sports.

**Benchmark 1:** Participate in Play based developmental games, small area games and local games to acquire basic techniques, rules and strategies.

Student Learning Outcomes	
Grade I	Grade II
<ul style="list-style-type: none"> <li>• Participate in developmental activities (small area games e.g. Car Freeze, elephant ball, I am not alone, Hope, hope joy, Direction, catcher and releaser and local games e.g. Hide and seek, Skipping, Sack Race, Bin on head race)</li> <li>• Identify game learning, and follow rules of developmental activities (small area games and local games)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in developmental activities (small area games e.g. Body spelling, Freeze tag, Frozen Beanbag, The Zipper, color game, cats and mice, Call ball and local games e.g. Tug of Peace/war, Frisbee, Three leg race, Gulli Danda, )</li> <li>• Identify game learning, and follow rules of developmental activities (small area games and local games)</li> </ul>



## Student Learning Outcomes Grades III, IV and V

### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of selected developmental games and sports.

**Benchmark 1:** Participate in Play based developmental games, small area games and local games to acquire basic techniques, rules and strategies and demonstrate rules, techniques and strategies of Target, Striking ,field, Invasion/territorial, and Net/wall games.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> <li>• Recognize target and field games.</li> <li>• Identify and demonstrate rules, techniques and strategies of selected target and field games,(Ring ball, Tag games)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice rules, techniques and strategies of selected target and field games,(Ring ball, Tag games,).</li> <li>• Identify and demonstrate rules, techniques and strategies of selected target and field games, (dodge ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected target and field games, (Ring ball, Tag games, dodge ball).</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize Net and wall games</li> <li>• Identify and demonstrate rules, techniques and strategies of selected Net and wall games,(Volley Tennis)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rules, techniques and strategies of selected Net and wall games (Volley Tennis).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rules, techniques and strategies of selected Net and wall, (Volley Tennis)</li> <li>• Identify and demonstrate rules, techniques and strategies of selected Net and wall (Badminton)</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize striking and field games.</li> <li>• Identify and demonstrate rules, techniques and strategies of selected striking and field games (Rounder).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rules, techniques and strategies of selected striking and field games (Rounder,)</li> <li>• Identify and demonstrate rules, techniques and strategies of selected striking and field games (Cricket, baseball)</li> </ul>
<ul style="list-style-type: none"> <li>• Participate in Play based developmental games, small area and local game</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Play based developmental games, small area and local games</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Play based developmental games, small area games and local games</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize invasion and territorial games.</li> <li>• Identify and demonstrate rules, techniques and strategies of selected Invasion and territorial games (handball)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify rules and strategies in Invasion and territorial games (Football)</li> <li>• Demonstrate rules, techniques and strategies of selected Invasion and territorial games (handball)</li> </ul>

## Students Learning Outcomes Grades VI, VII and VIII

### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of selected developmental games and sports.

**Benchmark 1:** Demonstrate rules, techniques and strategies of Target, Striking, field, Invasion/ territorial, and Net/wall games.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>Identify and demonstrate rules, techniques and strategies of selected target and field games,(Sprint race 100m,)</li> </ul>	<ul style="list-style-type: none"> <li>Practise rules, techniques and strategies of selected target and field games,( Sprint race 100, 200 m,)</li> <li>Identify and demonstrate rules, techniques and strategies of selected target and field games,(Discus, Long jump, Javelin)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and demonstrate rules, techniques and strategies of selected target and field games,(High jump, Shot-put throw )</li> <li>Practise rules, techniques and strategies of selected target and field games,( Sprint race 100, 200, 400, Discus, Long jump, Javelin)</li> </ul>

<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected Net and wall ( badminton)</li> <li>• Demonstrate rules, techniques and strategies of selected Net and wall ,(volley tennis)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected Net and wall (badminton)</li> <li>• Identify and demonstrate rules, techniques and strategies of selected Net and wall (Volleyball and Table Tennis)</li> <li>• Demonstrate rules, techniques and strategies of selected Net and wall (volley tennis)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected Net and wall (Volley Tennis and Badminton)</li> <li>• Practise rules, techniques and strategies of selected Net and wall (Volleyball and Table Tennis)</li> </ul>
<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball,)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball,)</li> </ul>
<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected invasion and territorial games (Hand ball, football)</li> <li>• Identify and demonstrate rules, techniques and strategies of selected invasion and territorial games (Net ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Practise rules, techniques and strategies of selected invasion and territorial games (Hand ball, Net ball, football)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice rules, techniques and strategies of selected invasion and territorial games (Net ball)</li> <li>• Demonstrate rules, techniques and strategies of selected invasion and territorial games (Hand ball, football)</li> <li>• Identify and demonstrate rules, techniques and strategies of selected invasion and territorial games (Basketball, Hockey)</li> </ul>

# Student Learning Outcomes

## Grades IX and X

### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of selected developmental games and sports.

**Benchmark 1:** Demonstrate rules, techniques and strategies of Target, Striking, field, Invasion/ territorial, and Net/wall games.

Student Learning Outcomes	
Grade IX	Grade X
<ul style="list-style-type: none"> <li>Practice rules, techniques and strategies of selected target &amp; field games ( High jump, Shot-put throw, Javelin)</li> <li>Demonstrate rules, techniques and strategies of selected target &amp; field games ( Sprint race 200, 400, Discus, Long jump)</li> <li>Identify &amp; demonstrate rules, techniques &amp; strategies of selected target &amp; field games,( Hammer throw, relay 4*100m, long race 800m, Triple jump)</li> <li>Draw sectors of Discus, shot-put with measurement</li> <li>Draw run way &amp; landing areas of long jump, high jump &amp; triple jump.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected target &amp; field games,( Relay race 4*400m, High jump, Shot-put throw, Javelin, Sprint race 200, 400, Discus, Long jump, relay 4*100m, long race 800m, Triple jump)</li> <li>Draw sectors of javelin with measurement</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected Net &amp; wall games ( badminton, Volleyball, table tennis)</li> <li>Draw courts of badminton &amp; volley ball with measurements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected Net and wall games ,( badminton, Volleyball, table tennis)</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball, )</li> <li>Draw grounds of rounder &amp; baseball with measurement</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball,)</li> <li>Draw grounds of Cricket with measurement</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected invasion &amp; territorial games (Football, Hockey, basketball, netball and handball )</li> <li>Identify rules, techniques &amp; strategies of selected Invasion &amp; territorial games (Kabbadi)</li> <li>Draw court of Netball and basket ball with measurements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate rules, techniques and strategies of selected invasion and territorial games (Football, Hockey, basketball, netball and handball, Kabbadi )</li> <li>Draw court of football, handball and hockey</li> </ul>

# Student Learning Outcomes

## Grades XI and XII

### Competency 3: Games Skills and Strategies

**Standard 1:** All students Demonstrate competency in techniques, strategies and rules of selected developmental games and sports.

**Benchmark 1:** Demonstrate competency in rules, techniques and strategies of Target, Striking, field, Invasion/ territorial, and Net/wall games.

Student Learning Outcomes	
Grade XI	Grade XII
<ul style="list-style-type: none"> <li>• Demonstrate competency rules, techniques and strategies of selected target and field games ( High jump, Shot-put throw, Javelin, Sprint race 100, 200, 400, Discus, Long jump,)</li> <li>• Demonstrate rules, techniques and strategies of selected target and field games,( relay 4*100m, long race 800m,1600m, Triple jump)</li> <li>• Draw tracks of 800m for races with measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency rules, techniques and strategies of selected target and field games,( Relay race 4*400m, High jump, Shot-put throw, Javelin, Sprint race 100, 200, 400, Discus, Long jump, relay 4*100m, long race 800m,1600m, Triple jump)</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency rules, techniques and strategies of selected Net and wall games ( badminton, Volleyball, table tennis)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected Net and wall games ,( badminton, Volleyball, table tennis)</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball, )</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected striking and field games (Rounder, cricket, baseball)</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected invasion and territorial games (Football, Hockey, basketball, netball and handball )</li> <li>• Demonstrate rules, techniques and strategies of selected Invasion and territorial games (Kabbadi).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate competency in rules, techniques and strategies of selected invasion and territorial games (Football, Hockey, basketball, netball and handball, Kabbadi).</li> </ul>

**3.4.1: Detail of the Competency 4**

Life skills and ethical attributes are abilities and characteristics for adaptive and positive behaviours which enable individuals to deal effectively with demands and challenges of everyday life and live in harmony with others.

**3.4.2: Explanation of the Standard**

The purpose of the standard is to develop knowledge and skill in this key learning area which helps children to develop positive sense of self, establish and maintain healthy relationships, develop critical thinking, make decisions and solve problems etc. Life Skills and Appropriate Ethical attributes are an important aspect of healthy, active and safe living and cannot be developed in isolation; they must be developed in integration with other key learning areas of the curriculum. The life skills and appropriate ethical attributes curriculum expectations are same for all grades. There is one standard and one benchmark. The context, development and application of learning these skills and attributes changes as the students develop and progress, from grade I to XII.

### **3.4.3 List of Life Skills**

**Definition:** Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. (World Health Organization)

#### **Learning to be: Personal Abilities**

##### **Skills for increasing internal Locus of Control**

- Self-esteem and confidence building skills
- Self-awareness skills including awareness of rights, influence, values, attitudes, strengths and weakness.
- Goal-setting skills
- Self-evaluation, self-assessment, and self-monitoring skills

##### **Skills for managing feeling**

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

##### **Skills for managing stress**

- Time management
- Positive thinking
- Relaxation techniques

#### **Learning to know: Cognitive abilities**

##### **Decision making and problem solving skills**

- Information-gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternatives solution to problems



- Skills of analysis regarding the influence of values and attitudes of self and others on motivation

### **Critical thinking skills**

- Analyzing peer and media influence
- Analyzing attitudes, values, social norms and beliefs and factor affecting these
- Identifying relevant information and information sources

### **Learning to live together: Interpersonal abilities**

#### **Interpersonal communication skills**

- Verbal and nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

#### **Negotiation and refusal skills**

- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

#### **Empathy**

- Abilities to listen to and understand other's needs and circumstances and express that understanding

#### **Cooperation and teamwork**

- Expressing respect for others' contribution and different styles
- Assessing one's own abilities and contributing to the group

#### **Advocacy skills**

- Skills of influence and persuasion
- Networking and motivation skill

## Student Learning Outcomes

### Grades I - XII

**Competency 4: Life skill and Appropriate Ethical Attributes**

**Standard 1:** All students demonstrate appropriate ethical attributes and life skills related to healthy and positive behavior for harmony and peaceful co-existence in the society.

**Benchmark 1:** Recognize and practise Life Skills and Ethical Attributes (i.e. Cooperation, respect, effective communication, problem solving, team work, leadership, empathy, fair-play, self-respect, self-esteem, self-discipline, managing emotions, confidence, coping skills, hope and optimism etc.) related to healthy and positive behavior for harmony and peaceful co-existence in the society.

**Note:** Physical education teachers will be trained to integrate ethical attributes and life skills as an essential component of the structured play and sports activities. Through participation in these structured play and sports activities children will get the opportunities to develop Life Skills and Ethical Attributes.

# Section 4: Teaching Methodology and Assessment

## 4.1 Overview

When planning and teaching for health and physical education, teachers should consider:

- a) The key thematic areas of learning.
- b) The student learning outcomes (SLOs) under each thematic area.
- c) The learning needs of their students, abilities and disabilities.
- d) Relevant attitudes, values, cultural and social context of the students as learning is inseparable from its social and cultural context.
- e) The development of ethical attributes and essential life skills and their integration in all key thematic areas of learning.

## 4.2 Teaching of Health Education Component

In the Healthy and Safe Living competency area students are expected to develop an understanding of the factors that contribute to good health and wellbeing, safety, a sense of personal responsibility for lifelong health, and a respect for their own health and safety in relation to others and the world around them. Healthy and Safe Living is presented in the curriculum as a holistic learning experience and students are therefore encouraged to make connections between various aspects of their well-being, including physical, cognitive, emotional and social aspects.

The organization of the Healthy and Safe Living competency provides an opportunity for learning about different health topics, which can be reinforced from different perspectives and with different focuses as students learn and progress. Students are encouraged to make connections between concepts in different content areas. If, for example, students learn about balanced diet and its benefits, they also learn to apply those concepts to identify relationship between poor eating habits and chronic diseases (i.e. hypertension, diabetes) as well as diet and physical activity.

The Healthy and Safe Living component should be taught by using child centered activity based learning and teaching approaches. Students must develop understanding of the healthy and safe living concepts, as well as get opportunities to apply these concepts to their everyday life.

Therefore, teachers should use instructional methodologies that discourage memorization and rote learning and focus more on application of the acquired knowledge and skills.

These methods may include:

- Experiential learning
- Play based learning
- Research and Project based
- Presentations
- Book reports

- Discussions
- Quizzes
- Inquiry based learning
- Role play

Moreover, it is important to understand that teachers have an important role to play in developing an awareness of healthy and safe living in students. They should help students to see how the concepts, skills and competencies are not learned and used only in school, but also to see them as essential skills they will use throughout their lifetime - as a family and community member as well.

### **4.3 Teaching of Physical Education Component**

In physical education, the focus is on movement (i.e. learning movement skills, fitness and participation in games and sports) and its contribution to the development of individuals as healthy, active and productive members of the society. Physical education component of the curriculum encourages students to engage in movement experiences that promote and support the development of physical wellbeing and life skills. It also fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society, while they learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values.

Moreover, by learning through and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to pleasure and joy and enhance their lives.

### **4.4 Teaching of Fundamental Movement Skills**

It is important to understand that children do not learn fundamental movement skills naturally as part of their normal growth and development; they need to be taught these skills and given opportunities to practise them. Each fundamental movement skill develops in a developmental progression. The major factors for the progression through the various stages of skill development are the biological readiness to learn the skill, the environmental factors that facilitate the skill development and the type of opportunities/tasks the individual uses to practice for the development of the skill.

Therefore, to gain proficiency in these skills children need to be provided with:

- Time allocation in the timetable for regular practise
- Developmentally appropriate activities and equipment
- Visual demonstrations of skills
- Proper instruction and feedback on the performance
- A variety of activities, with a focus on fun and challenge
- Encouragement
- A safe and positive learning environment.

Fundamental movement skills should be developed through activities focusing on learning the specific movement skills individually, in pairs and in small and large groups. As well as participation in structured play based learning activities.

#### **4.5 Phases of Fundamental Skills Development**

Each movement skill development is divided into 3 phases:

**Discovering Phase:** where skill is introduced and the children explore the skill.

**Developing Phase:** the skill is practiced for refinement and mastery.

**Consolidating Phase:** children become proficient and can apply skill in combinations to other physical activities.

It is important to understand that all children will not be at the same level, they will gain mastery in the movement skills according to their own developmental level, however, it is reasonable to assume that, given appropriate instruction, encouragement and the opportunity to learn and practise, children (boys and girls) can be equally proficient in all twelve fundamental movement skills by the end of primary schooling.

#### **4.6 Teaching of Fitness Component**

The physical fitness component focuses on development of knowledge and understanding of physical activity, physical fitness and its importance for wellness. The learning within this area emphasizes health-related fitness – the physical and physiological components of fitness that have a direct impact on health and well-being. Health-related components of fitness include cardio respiratory fitness, muscular strength, muscular endurance, and flexibility. Through experiential learning opportunities students should be given an understanding of the importance of regular physical activity and its relationship to developing and maintaining health-related fitness. Students should learn not only what to do to develop personal fitness but also why to do it and how to do it appropriately and effectively.

#### **4.7 Teaching of Games Skills and Strategies**

Games and sports strategies teaching and participation in the authentic sports is the main part of what goes on in the physical education curriculum.

The games and sports strategies should be taught by using a games sense approach.

##### **4.7.1 What is a game sense approach?**

The **games sense approach** is essentially a student-centered **approach**. It allows students to develop their own skills and understanding, while being actively involved in the **game**.

The games sense approach, in contrast to the \*traditional approach (more focus on skill development in isolation) emphasizes first learning what to do, then how to do it. Moreover, the games sense approach lets children discover what to do in the game by experiencing it. It is a guided discovery method of teaching that empowers children/players to solve the problems that arise in the game, which is a large part of the fun in learning.

In games sense approach the children are provided opportunities to participate in modified games/sports and skill development activities. Modified activities are modified versions of the sport. They are meant to be fun competitions between teams and include many of the same rules and strategies that are involved in the sport with only slight modifications. In modified games, players are often required to practice and use many different skills at the same time. The main reason to emphasize this approach is that modified sports/games are a good way to introduce children to sport in a safe and fun manner. The games sense approach, in time, helps to develop players having a practical knowledge of the sports and participation in sports helps children develop an understanding of what is going on around in the playing field in a certain sport and to develop the lifelong interest in sports. The games sense approach follows a four step process:

- a) Play a modified game.
- b) Help the players discover what they need to do in order to play the game successfully.
- c) Teach the skills of the game.
- d) Practice the skills in another game.

#### **4.7.2 Benefits of teaching through game sense approach:**

The game sense approach provides a number of benefits for students as well as teachers as compared to the traditional way of teaching sports:

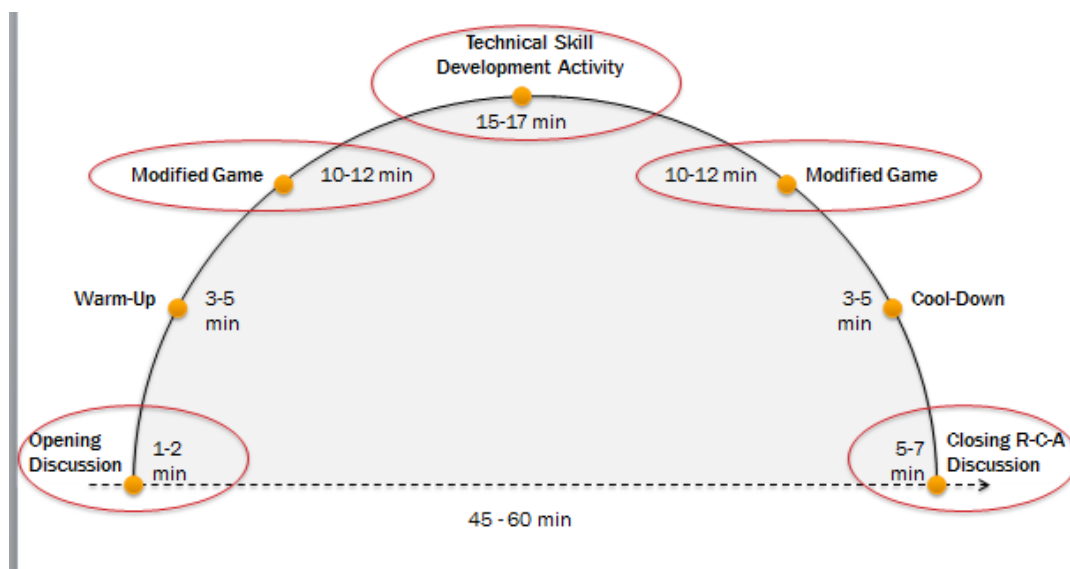
- A large number of students can participate in a game at one time
- Increased student motivation and improved student sports/games performance.
- Students have better understanding of the game in general.
- Students learn technical skills along with their use as a means to accomplish tactical problems.
- Increased time spent in game play provides a more enjoyable and motivational experience for students.
- The games sense approach enables students to see the link between the skill they practice and the application of those skills to game situations.
- Students learn to appreciate the value of skill practice, first through early game play and discussion, which demonstrates the need for skill practice and second through later game play, which allows the application and performance of the learned skills in the game.
- Learning the tactical components of one game can help students another tactically similar game.

### 4.7.3 Planning and teaching with games sense approach

The game sense approach represents a format for games teaching and presents the game lesson plan with the learner at its center in the problem solving situations presented by the game being taught.

- The session plan has these stages and rather than repetitive skill practice, a lesson begins with opening discussion, warm up and then game play.
- The game is played in a modified version rather than an actual full version. The modifications might include changes to rules that involve alternative to equipment, team size and playing area etc.
- Then, the skill practice followed by application of the skill in the game (which is played again) then cool down and closing discussion.
- The initial game sets up the problem to be solved and in doing so helps the students to see the need for particular skill and or movements as solutions to the problem and appreciate the value of practicing these skills.
- The game sets the problem; the skill practice solves the problem. The closing game is where the learner finds out the extent to which the solutions (skill or movement work to solve the problem during the game play).

The diagram below explains a games sense approach using a four-step process and the five major stages of the lesson plan:



#### 4.7.4 What are modified sports/games?

Modified sports/games are modified versions of the sports. They are meant to be fun competitions between teams and include many of the same rules and strategies that are involved in the sports with only slight modifications. In modified games, players are often required to practice and use many different skills at the same time.

#### 4.7.5 What are technical skill development activities?

Technical skill development activities often focus on 1–2 skills essential to the sports. These activities are drills or training movements that are organized in a way that allow students to practice a skill or strategy over and over again, for example dribbling in football.

#### 4.7.6 Advantage of using modified sports/games lesson plan

- The first modified activity teaches players to recognize and appreciate the need to develop a skill before they learn and practise it. Teachers can tell students why they need to learn something. However, when students are given the chance to participate in a modified activity, they are better equipped to recognize and identify where they need to improve themselves.
- Since children and youth like playing and interacting with each other, modified activities make practice sessions more enjoyable for them.
- The second modified activity gives players a chance to apply the skills and knowledge they gained during the technical skill development activity.
- Creating a similar activity environment in practice gives players an opportunity to take chances and use their newly acquired skills.
- Use of modified activities allows players to experience more developmentally appropriate versions of the sport that will allow players to focus on learning and not on winning.
- Modifies games/sports allow inclusion of more children with various abilities or disabilities.

#### 4.7.7 How to modify sports/games

Modifications made to sports to make them safer and more appropriate for children can include:

**The acronym (“STEP”) can be used to modify games/sports quickly and easily.**

When modifying games one can modify the:

- **Size of the playing surface** — for example, smaller football court to encourage more accurate passing
- **Tasks or rules of the activity** — for example, only allowed to use one or two touches with the ball before passing to teammates, only allowed to pass or shoot with the left foot
- **Equipment** — for example, play with two ball at the same time
- **People participating in the activity** — for example, a 1-on-1, 2-on-2 or 3-on-3 game in football to emphasize the focus on defending and attacking.



## 4.8 Development of the Life Skills and Appropriate Ethical Attributes

The Life Skills and Appropriate Ethical Attributes competency is closely linked and integrated into other competency areas mainly because students in school years are in a process of developing their sense of self, learning to interact positively with others, and learning to make connections with the broader world. It is important that during these formative years they acquire strategies for coping, adapting, and managing, for communicating and relating positively to others, and for thinking critically and creatively when making life choices and responding to the world around them.

The health and physical education program provides a unique opportunity for developing the ethical attributes and life skills that can help students gain a better understanding of who they are and make them connect positively and productively with others and the world around them. The life skills and appropriate ethical attributes can be directly integrated while teaching other components of the health and physical education curriculum. The life skills and appropriate ethical attributes are the same for all grades. There is a single overall standard and one benchmark and three groups of related expectations, one for each area of learning: Personal Abilities and Skills, Interpersonal Abilities and Skills, and Cognitive Abilities and Critical Thinking Skills. The context and application of the learning in this area changes as students develop and mature, from Grade 1 to Grade 12. For example, in grades 1 and 2 children learn to practise team work and cooperation in small and large group work and play activities, whereas in grades 11 and 12 they learn and apply team work and cooperation skills while playing sports and games in the field with teams. Moreover, as students learn and apply the principles of fair play – through concepts such as inclusion and respect for all – in a variety of settings and activities, they are developing an understanding of ethics. Students’ application of the life skills and appropriate ethical attributes must be assessed and evaluated as a part of their achievement of the overall expectations in each of the strands for every grade.

## 4.9 Assessment in Health and Physical Education

The goal of health and physical education is student learning, learning that is define able and measurable. Student learning cannot be assumed; it must be measured. Moreover, assessment of learning plays a very important role in achieving learning outcomes in a standard based curriculum framework. Therefore, a variety of methods are recommended to teachers for assessment and evaluation of health and physical Education competencies.

### 4.9.1 The different kinds of assessment methods

There are different kinds of assessment methods that are important to consider when planning for teaching practice.

- a) **Diagnostic assessment** is the assessment teachers do before instruction begins so that they can gather information about student’s readiness to learn new knowledge and skills. This information also helps teachers to plan the content they will teach.

Teacher can gather information for diagnostic assessment in the following ways:

- observing students' participation, attention and motivation
- engaging in discussions with students
- reviewing past school records
- giving quizzes

**b) Formative assessment** is the assessment teachers do on an on-going basis during instruction. It occurs regularly while students are still learning to practice and apply skills and related knowledge. This assessment informs the feedback teachers give to their students on how to improve their performance.

They can gather information for formative assessment in the following ways:

- observing students' participation, attention and motivation
- questioning students about the content of lessons
- checking assigned work and homework
- giving quizzes
- reflecting on their lessons

**c) Summative assessment** is the assessment teachers do to measure student learning at the end of instruction – at the end of a unit of study, semester, or school year. Summative assessment evaluates or judges the overall success of teaching and learning by assigning grades, place, and promotion.

Teachers can gather information for their summative assessment in the following ways:

- end of unit tests
- projects
- term papers
- final examinations
- Information forms
- Skill performance tasks

**d) Self-assessment** is the assessment that students do to assess themselves, their own learning, their strengths and weakness, and the way they are thinking, processing information and applying their learning. Self-assessment allows student to identify areas of confusion, areas for improvement and to develop their own strategies for growth, as they continue to develop their self-confidence.

## **4.10 Assessment specific to Physical Education**

### **4.10.1 Assessment of Fundamental movement skills, games and sports skills and strategies**

The movement skills assessment centers on the children's progress in movement skill development, their understanding of the performance of movement skills, movement concepts,

combinations of movement skills and their applications. Similarly the assessment of games and sports skills and strategies follows the same path.

As assessment of movement skills and games and sports skills and strategies require the assessment of the performance through observation therefore, it includes:

**Teacher observations:** Teachers should assess students' performance by observation of the critical elements (a standard criteria) being developed against each skill. This observation can be easily completed during skills development activities and then provide feedback for improvement.

**Peer observations:** Students can observe each other's performance considering critical elements for the development of a specific skill and provide feedback to each other.

Teachers should record their observations on a performance observation sheet/tool.

Moreover for assessing understanding of the concepts of movement skills and games and sports skills and strategies teachers can use brief **written tests** and **quizzes**.

# Section 5: Guidelines for the development of curriculum support material (text books, teacher guides etc.)

## 5.1 Purpose of the guidelines

The purpose of these guidelines is to provide ideas and tips regarding the process of design and development of curriculum support material (e.g. student text books, teacher books, teacher guides) in health and physical education. Moreover, to help develop an insight into writing relevant and contextually appropriate curriculum support material in alignment with the standard based curriculum framework, and the assessment and evaluation methods. These guidelines will also be useful in assessing the educational value of curriculum support materials.

## 5.2 Process of textbook development

As a process the textbook development involves at least five stages:

### a) Planning for the writing

Thorough planning is essential for the quality of writing material; therefore, maximum time should be spent on this stage. At this stage authors should:

- Carefully and thoroughly read the curriculum document to get familiarize with the competencies and standards for development of health and physical education during 12 years of schooling.
- Consider the number of periods (class hours) in an academic year allocated to the teaching of health and physical education.
- Review the benchmarks for the specific curriculum developmental level for which the textbooks are to be written.
- Review the student learning outcomes for each grade within the given curriculum developmental level.
- Select topics from the given thematic areas.
- Identify learning outcomes from the selected topics for each unit of the textbook.
- Decide the weightage to be given to different concepts and skills within each unit.
- Organize the key concepts and skills.
- Develop a page of table of contents.
- Research relevant material and books for reference.

### b) Materials writing

At this stage author should:

- Select the relevant text material to be used as a reference and provide reference details of the selected material.

- Develop the units as planned. These should include the student learning outcomes for teachers' reference, related text for knowledge and information, activities related to the concepts and skill development. Ensure that given knowledge, skills and activities are aligned with student learning outcomes provided in the curriculum.
- Include sufficient review exercises.
- Provide assessment questions as well as other assessment tools and suggestions to measure the progress in learning of concepts and performance based student learning outcomes.
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer.
- Use language which is simple and easy to understand.
- Provide glossary of the term at the end of the book.

### **c) Editing**

At stage, ensure

- Clarity of instructions, illustrations, captions etc.
- Format and layout of each unit.
- Mechanics of language, such as grammar and spelling.

### **d) Review (self and peer review)**

At this stage ensure:

- Accuracy and authenticity of knowledge, concepts and facts.
- Relevance to student learning outcomes.
- Appropriateness of the content to local teaching and learning context and environment.
- Variety and relevance of activities to student learning outcomes.
- Relevance and alignment of assessment and review activities / exercises to student learning outcomes.
- Accuracy of language.

### **e) Pilot testing and revision**

At this stage

- Plan the pilot testing by providing training to selected teacher for using the text book material effectively.
- Provide the text book to selected teachers for testing in the classrooms in variety of context. Revise the material in alignment with the feedback received from the teachers regarding the user friendliness and relevance of material in achieving student learning outcomes.

## **5.3 Teacher Guide Development**

Teacher guide serves to educate teachers and thus, could be seen as a means of helping teachers develop professionally. Therefore, it is recommended that all health and physical education textbooks should be accompanied by a teacher guide aimed at informing teachers as to best use it to facilitate student learning. For example, a teacher guide should provide detailed explanation

of key concepts, and methods to teach movement skills, familiarize with various assessment strategies as well as provide further examples that could be used to facilitate learning of movement skills.

Teacher guide should:

- Be user-friendly.
- Expand and develop teacher's repertoire of knowledge and skills.
- Help a teacher teach, and extend activities
- Familiarize teachers with various assessment strategies.
- Provide additional teaching-learning resources e.g. photocopy-able material that teachers can use in their classrooms.
- Contain information sources for teachers' ongoing professional development.
- Provide extended activities and shows how to conduct them by keeping contextual realities in view.

#### **5.4 Process of teachers' guide development**

A teacher guide framework should have the following components:

- a) Title
- b) Introduction
- c) Overview of SLOs
- d) Detailed instructions regarding methodology, learning activities, and assessment
- e) Procedures
- f) Further reading material.

##### **a) Planning**

- Consider Curriculum for Health and Physical Education Grades I-XII, 2015.
- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies are suitable for teaching knowledge and skills in each unit.
- Identify what extended activities students could do with teacher's help to develop target knowledge and skills.
- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information that teachers can use to develop their content and pedagogical knowledge, skills and assessment and evaluation of learning.
- Identify gaps in resources or strategies that will need to be developed or explained. Identify assessment strategies that require further explanation for effective use by the teachers.

##### **b) Writing**

Address the teacher(s).

- In introduction, give general philosophy of the Health and Physical Education Curriculum Grades I-XII.
- Give brief overview of structure of the textbook and various units; also include skill focus and main teaching points for each unit.

- State student learning outcomes for each unit.
- Write each unit sequence corresponding to textbook for ease of cross-referencing.
- Identify constraints and strengths of each strategy or activity, especially if these are likely to be new for teachers.
- Explain how to implement each instructional strategy, adding resources or sources of information, as needed.
- Explain each assessment strategy (strengths, weaknesses, procedures for implementation) and give examples of questions, tests, rubrics and checklists.
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed, and prepare brief for illustrator.
- Recommend additional reading material for teachers.

**c) Editing**

- Ensure guide is error-free (language used and other areas).
- Ensure that steps for each strategy / activity are easily understood.

**d) Piloting and revision**

- Ask teachers to use the guide for teaching the textbook.
- Revise according to feedback from teachers.

## **5.6 Checklist for textbook writers, teachers and reviewers**

The following questions can help in reviewing the quality of textbooks:

- Is the textbook material related to the goals of the curriculum?
- Is a teacher guide included?

**a) Layout**

- Is it attractive, appealing and user friendly?
- Is it colorful and affordable?
- Does it have adequate page size, line spacing, font size, title and sub- titles?
- Does it use consistent format throughout in language, content and activities?
- Does it have an introduction explaining how to use the textbook? Detailed content page? Glossary / vocabulary index / appendices?
- Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?
- Are there suggestions for further reading in the area? Websites for further information?

**b) Content**

- Is the content accurate, authentic and up to date?
- Is the content culturally and contextually relevant?
- Is the content relevant to the needs, age and level of understanding of the students?
- Is the content suitable for the skills it is supposed to develop?
- Is the language readable, understandable, and easy to follow? Appropriate for the students who will use it?

- Does the content provide sufficient health and physical education knowledge and practice through variety of activities?
- Does the textbook present issues from different perspectives?
- Does it avoid biases? i) religion ii) national origin iii) gender iv) occupation class vi) any other.

#### **c) Methodology**

- Do the activities / exercises encourage students to think, develop their skills, and be creative?
- Are activities suitable for the needs of the learner? Such that they ensure student participation in real life?
- Is a variety of formative and summative assessment strategies suggested?
- Do the text, questions and suggested activities stimulate interest that would lead to further study?
- Are their observation, self-assessment tools, rubrics and checklist for formative assessment of performance of skills in health and physical education?

#### **d) Review and revision**

- Is there a built-in review system?
- Is the review system sufficient to develop an awareness of what is learnt?
- Are the review activities effective to recall and check previous learning?
- Do the review exercises engage students to develop their creativity and engage them in higher order thinking?
- Is the review system adequate to prepare for terminal tests?
- Are there samples for tests and exams after a few units?
- Are their observation, self-assessment tools, rubrics and checklist for formative assessment of performance of skills in health and physical education?

## **5.5 Teacher Education and Training in Health and Physical Education**

The teachers and head teachers have a crucial role for the effective implementation of Health and Physical Education Curriculum Grades I-XII; therefore, it is important to prepare them through participation in focused professional learning and development opportunities. Essentially both pre-service and in-service teacher training programs should aim at familiarizing the teachers with the new curriculum, its underlying philosophy, principles, and related methodology and assessment procedures. Moreover, build their capacity for its implementation at school and classroom level in varied teaching and learning contexts in the country. The overall goal of teacher training programs should be to provide knowledge and skills related to content areas in Health and Physical Education Curriculum Grades I-XII.

The training programs should include conceptual knowledge in health and physical education content areas as well as background knowledge to teach the concepts effectively, child centered active learning approaches and methodologies, inclusion in health and physical education, development of life skills and appropriate ethical attributes among children and their integration with other competency areas, proficiency in movement skills and games and sports skills.



Additionally, use of assessment for learning, assessment as learning, and assessment of learning approaches; methods and ways to create healthy, safe, and caring social and physical environments to support learning and contribute to the positive cognitive, emotional, social, and physical development of students, maximizing student engagement and participation in learning process.

**Source: Adapted from National Curriculum for English Language Grades I-XII 200**

## Glossary

<b>Abduction</b>	The movement of a limb or other part away from the midline of the body, or from another part.
<b>Absenteeism</b>	The practice of regularly staying away from work or school without good reason
<b>Adduction</b>	An amount of food, air, or another substance taken into the body
<b>Agility</b>	Lightness
<b>Anemia</b>	A condition marked by a deficiency of red blood cells or of hemoglobin in the blood, resulting in pallor and weariness.
<b>Asthma</b>	A respiratory condition marked by attacks of spasm in the bronchi of the lungs, causing difficulty in breathing. It is usually connected to allergic reaction or other forms of hypersensitivity
<b>Asymmetrical</b>	Something asymmetrical has two sides that don't match — it's uneven or out of whack. Asymmetrical things are irregular and crooked, and don't match up perfectly when folded in half
<b>Awareness raising</b>	Awareness raising is anything that involves people understanding, learning or doing something new; visioning the future; working out how to change something in their lives; or talking to someone else about what they've done – all are part of the process of raising awareness
<b>Bandage</b>	A strip of material used to bind a wound or to protect an injured part of the body
<b>Balanced diet</b>	A balanced diet is one that gives your body the nutrition it needs to function properly.
<b>Backwards</b>	Movement in the direction of one's back
<b>Benchmarks</b>	A standard or point of reference against which things may be compared.
<b>Body alignment</b>	Body alignment is the optimal placement of the body parts so that the bones are efficiently used, so the muscles have to do less work for the same effect.
<b>Body awareness</b>	Body awareness is the internal understanding of where the body is in space
<b>Body composition</b>	Body composition means the percentages of fat, bone, water and muscle in human bodies.
<b>Joint</b>	Joint is the part of the body where two or more bones meet to allow movement
<b>Bullying</b>	Use superior strength or influence to intimidate (someone), typically to force them to do something.
<b>Cardiovascular endurance</b>	Is the ability of the heart, lungs and blood vessels to deliver oxygen to your body tissues
<b>Calories</b>	A calorie is a unit of energy. In nutrition and everyday language, calories refer to energy consumption through eating and drinking and energy usage through physical activity
<b>Cavity</b>	A cavity is the space inside a tooth that remains once tooth decay is removed
<b>Cardiovascular system</b>	This is the part of the larger circulatory system, which circulates fluids throughout the body
<b>Center of gravity</b>	Is a point from which the weight of a body or system may be considered to act. In uniform gravity it is the same as the centre of mass
<b>Circulatory system</b>	the system that circulates blood and lymph through the body, consisting of the heart, blood vessels, blood, lymph, and the lymphatic vessels and glands

<b>Clockwise</b>	In a curve corresponding in direction to the typical forward movement of the hands of a clock
<b>Cool down</b>	Is an easy exercise that will allow the body to gradually transition to a resting or near-resting state
<b>Cooperation</b>	The action or process of working together to the same end
<b>Competency</b>	The ability to do something successfully or efficiently
<b>Communicable disease</b>	Is a disease that spread from one person to another or from an animal to a person The spread often happens via airborne viruses or bacteria, but also through blood or other bodily fluid
<b>Communication</b>	Is imparting or exchanging of information by speaking, writing, or using some other medium.
<b>Conflict</b>	Is a serious disagreement or argument, typically a protracted one
<b>Continuum</b>	Is a continuous sequence in which adjacent elements are not perceptibly different from each other, but the extremes are quite distinct
<b>Consequences</b>	Is a result or effect, typically one that is unwelcome or unpleasant
<b>Coping skills</b>	Are methods a person uses to deal with stressful situations
<b>Crises</b>	A time of intense difficulty or danger, or a time when a difficult or important decision must be made
<b>Curled</b>	Form or cause to form into a curved or spiral shape
<b>Dehydration</b>	Is a condition that occurs when the loss of body fluids, mostly water, exceeds the amount that is taken in, With dehydration, more water is moving out of our cells and bodies than what we take in through drinking.
<b>Depression</b>	Is the feelings of severe despondency and dejection
<b>Developmental game</b>	Is a game designed to teach humans about a specific subject and to teach them a Life skill
<b>Diabetes</b>	A disorder of the metabolism causing excessive thirst and the production of large amounts of urine
<b>Disaster</b>	A sudden accident or a natural catastrophe that causes great damage or loss of life
<b>Dodging skill</b>	Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. When dodging, knees are bent and the body shifts rapidly in a sideways direction
<b>Doping</b>	Is administer drugs to (a racehorse, greyhound, or athlete) in order to inhibit or enhance sporting performance
<b>DRABC</b>	Stands for Danger, Response, Airway, Breathing and Circulation.
<b>Dribbling</b>	Is (in soccer, hockey, and basketball) an act or instance of taking the ball forward with repeated slight touches or bounces
<b>Dynamic balance</b>	Is the branch of mechanics that is concerned with the effects of forces on the motion of a body or system of bodies, especially of forces that do not originate within the system itself, which is also called kinetics
<b>Earth quake</b>	Is a sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action
<b>Effective communication</b>	It takes place only when the listener clearly understands the message that the speaker Intended to send.
<b>Empathy</b>	Is the ability to understand and share the feelings of another
<b>Eruption</b>	Is an act or instance of erupting

<b>Extension</b>	Part that is added to something to enlarge or prolong it
<b>Extractions</b>	Is the action of extracting something, especially using effort or force
<b>Fair-play</b>	Is the respect for the rules or equal treatment of all concerned
<b>Flash floods</b>	A sudden local flood, typically due to heavy rain
<b>Fielding games</b>	The games played out door in big grounds and fields
<b>Fine- tuning</b>	Is to make small adjustments to (something) in order to achieve the best or a desired performance.
<b>Food contamination</b>	Refers to the presence in food of harmful chemicals and microorganisms which can cause consumer illness
<b>Food groups</b>	A food group is a collection of foods that share similar nutritional properties or biological classifications
<b>Flexion</b>	Is the action of bending or the condition of being bent, especially the bending of a limb or joint.
<b>Fluid</b>	Is a substance that has no fixed shape and yields easily to external pressure; a gas or (especially) a liquid
<b>Fitness components</b>	Is simply a way of identifying a certain part of a person's fitness – essentially it labeling a subset of changes that someone wants to occur as a component
<b>Galloping</b>	A gait of a horse, faster than a canter, in which all four feet are off the ground at the same time during each stride
<b>General space</b>	Is the area surrounding self-space, the space that is available for movement
<b>Hail storm</b>	Any thunderstorm which produces hail that reaches the ground is known as a hailstorm
<b>Harmony</b>	
<b>Heart rate</b>	Is the number of times a minute that our heart contracts or beats
<b>Hopping</b>	Is to move by jumping on one foot
<b>Horizontal</b>	Is parallel to the plane of the horizon; at right angles to the vertical.
<b>Inferiority complex</b>	Is an unrealistic feeling of general inadequacy caused by actual or supposed inferiority in one sphere, sometimes marked by aggressive behaviour in compensation
<b>Interpersonal conflict</b>	Occurs when a person or group of people frustrates or interferes with another person's efforts at achieving a goal
<b>Intestine</b>	Is the lower part of the alimentary canal from the end of the stomach to the anus
<b>Invasion &amp; territorial games</b>	Is the term used for any game where the aim is to attack an opponent's territory and score a goal or point
<b>Inward rotation</b>	Is rotation of body parts is referred to as internal or external, referring to rotation towards or away from the center of the body
<b>Land slide</b>	Is a collapse of a mass of earth or rock from a mountain or cliff
<b>Locomotion</b>	Is movement or the ability to move from one place to another
<b>Liver</b>	Is a large lobed glandular organ in the abdomen of vertebrates, involved in many metabolic processes
<b>Lower limbs</b>	The lower limb extends from the knee to the ankle
<b>Low immunity</b>	
<b>Low self-esteem</b>	A person with low self-esteem feels unworthy, incapable, and incompetent. In fact, because the person with low self-esteem feels so poorly about him or herself, these feelings may actually cause the person's continued low self-esteem.

<b>Lungs</b>	Is each of the pair of organs situated within the ribcage, consisting of elastic sacs with branching passages into which air is drawn, so that oxygen can pass into the blood and carbon dioxide be removed
<b>Manipulation</b>	Is the action of manipulating something in a skilful manner
<b>Malnutrition</b>	Is lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat
<b>Motion</b>	Is the action or process of moving or being moved
<b>Muscle</b>	Is a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body
<b>Name calling</b>	Is calling someone in abusive language or insults
<b>Narrow</b>	Is of small width in relation to length
<b>Net &amp; wall games</b>	It is either played by an individual player or in pairs. The game involves you hitting a ball or shuttlecock over the net, aim to score serious amount of points.
<b>Neuro-muscular</b>	Is Acetylcholine acts as a transmitter between motor nerves and the fibers of skeletal muscle at all neuromuscular junctions
<b>Non- communicable disease</b>	Is a medical condition or disease that is non-infectious or non-transmissible. NCDs can refer To chronic diseases which last for long periods of time and progress slowly.
<b>Nutrients</b>	Is a substance that provides nourishment essential for the maintenance of life and for growth
<b>Obesity</b>	Is the state of being grossly fat or overweight
<b>Absorption</b>	Is the process by which one thing absorbs or is absorbed by another
<b>Opium</b>	Is a reddish-brown heavy-scented addictive drug prepared from the juice of the opium poppy, used illicitly as a narcotic and occasionally in medicine as an analgesic
<b>Optimism</b>	Is hopefulness and confidence about the future or the success of something
<b>Osteoporosis</b>	Is a medical condition in which the bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes, or deficiency of calcium or vitamin D
<b>Peaceful co-existence</b>	Is living together in peace rather than in constant hostility
<b>Peer pressure</b>	Means to influence from members of one's peer group.
<b>Personal hygiene</b>	A routine of personal care that keeps you clean and healthy. It involves regular care of your hair, skin, face, teeth, ears, hands, nails, and feet
<b>Personal space</b>	Means the physical space immediately surrounding someone, into which encroachment can feel threatening or uncomfortable
<b>Physical activity</b>	Is anybody movement that works your muscles and requires more energy than resting
<b>Physical fitness</b>	Means a general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations
<b>Plaque</b>	Is a sticky deposit on teeth in which bacteria proliferate
<b>Poisonous</b>	Is a substance or plant that causing or capable of causing death or illness if taken into the body
<b>Problem solving</b>	Is the process of finding solutions to difficult or complex issues
<b>Psychosocial</b>	Is relating to the interrelation of social factors and individual thought and behaviour.
<b>Public ridicule</b>	Is the act of using words, gestures, images, or other products of expression to evoke laughter or contemptuous feeling regarding a person or thing publically
<b>Recycling</b>	Means to convert (waste) into reusable material

<b>Remedial exercises</b>	Means activities that are intended to improve a person's health when he is ill
<b>Respiratory system</b>	Is a series of organs responsible for taking in oxygen and expelling carbon dioxide
<b>RICES</b>	R.I.C.E. is an acronym for the most important elements Rest, Ice, Compression, and Elevation in first aid of many injuries
<b>Rotation</b>	Is the action of rotating about an axis or centre
<b>Rumors</b>	Means a currently circulating story or report of uncertain or doubtful truth
<b>Self-discipline</b>	Means the ability to control one's feelings and overcome one's weaknesses
<b>Self-confidence</b>	Means a feeling of trust in one's abilities, qualities, and judgment
<b>Self-esteem</b>	Means confidence in one's own worth or abilities; self-respect
<b>Self-respect</b>	Means the pride and confidence in oneself; a feeling that one is behaving with honor and dignity
<b>Skeletal system</b>	Is the framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs
<b>Skipping</b>	Is to move along lightly, stepping from one foot to the other with a hop or bounce
<b>Skull</b>	Is bone framework enclosing the brain of a vertebrate; the skeleton of a person's or animal's head
<b>Space awareness</b>	Is the ability to be aware of oneself in space
<b>Spinal cord</b>	Is the cylindrical bundle of nerve fibers and associated tissue which is enclosed in the spine and connects nearly all parts of the body to the brain, with which it forms the central nervous system
<b>Sprain</b>	Is a wrench or twist the ligaments of (an ankle, wrist, or other joint) violently so as to cause pain and swelling but not dislocation
<b>Sprint run</b>	Is the act of running over a short distance at (or near) top speed. It is used in many sports that incorporate running, typically as a way of quickly reaching a target or goal, or avoiding or catching an opponent
<b>Stamina</b>	Is the ability to sustain prolonged physical or mental effort
<b>Standard</b>	Is a level of quality or attainment
<b>Static Balance</b>	It occurs when the centre of gravity of an object is on the axis of rotation. The object can therefore remain stationary, with the axis horizontal, without the application of any braking force
<b>Stationary position</b>	Still/motionless position
<b>Straight</b>	Is extending or moving uniformly in one direction only; without a curve or bend
<b>Strategies</b>	Is a plan of action designed to achieve a long-term or overall aim
<b>Strains</b>	Means a force tending to pull or stretch something to an extreme or damaging degree
<b>Stretched</b>	Means straighten or extend one's body or a part of one's body to its full length, typically so as to tighten one's muscles or in order to reach something
<b>Striking &amp; fielding games</b>	Are games that involve one offensive team and one defensive team. The offensive (or striking) team has to hit an object into a designated area. The defensive (or fielding) team has to catch the object
<b>Symmetrical</b>	Made up of exactly similar parts facing each other or around an axis; showing symmetry
<b>Target games</b>	Are games in which a player either throws, slides, or strikes an object with the goal of having the object land closest too or in a designated target
<b>Techniques</b>	Means a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure
<b>Tolerance</b>	Means the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with

<b>Twisted</b>	Means forced out of its natural or proper shape; crumpled
<b>Upper Limbs</b>	Is the region in a person or animal extending from the deltoid region to the hand, including the arm and shoulder
<b>Warm-up</b>	Is a period or act of preparation for a match, performance, or exercise session, involving gentle exercise or practice
<b>Wellbeing</b>	Is the state of being comfortable, healthy, or happy
<b>Wounds</b>	Is an injury to living tissue caused by a cut, blow, or other impact, typically one in which the skin is cut or broken
<b>Zigzag</b>	Means a line or course having abrupt alternate right and left turns

# Acknowledgements

## Health and Physical Education Curriculum Framework Writing Team

Ms. Lalarukh Raffi	Education Specialist, Right To Play Pakistan (Lead Technical Expert for Curriculum Development)
Mr. Zulfiqar Khan	Senior Subject Specialist, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Ms. Nighat Seema	Assistant Director Physical Education, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Ms. Mazhar Danish	Subject Specialist, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Ms. Rehana Parveen	Assistant Director (Planning & Development, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Ms. Syeda Gul Bibi	Subject Specialist, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Mr. Abdul Jalil Khan	Program Coordinator North, Right To Play, Mansehra Project
Mr. Muhammad Wali	Project Officer, Right To Play , Mardan Project
Ms. Farzana Khan	Training Officer, Right To Play Pakistan
Mr. Muhammad Humayun Khan	Project Officer, Right To Play, Peshawar Project



Mr. Taimur Riaz	Director of Physical Education, Government High Secondary School Bandi Dhundun Abbottabad Khyber Pakhtunkhwa
Mr. Samiullah	Director of Physical Education, Government High Secondary School Nawan Shehar Abbottabad Khyber Pakhtunkhwa
Ms. Shabnum Jadoon	Director of Physical Education, Government Girls High Secondary School Dhamtour, Abbottabad Khyber Pakhtunkhwa

### **Health and Physical Education Curriculum Framework Advisory Team**

Mr. Bashir Hussain Shah	Director, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Mr. Muhammad Farooq	Deputy Director Training, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa
Mr. Hidayatullah	Subject Specialist, Directorate of Curriculum & Teachers Education Abbottabad Khyber Pakhtunkhwa

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### Note:

Right to play's Sports Specific modules, Play based learning material and Life Skills development packages were also consulted as a reference material.

Health and Physical Education Curriculum documents from other countries i.e. USA, Canada, Australia and India were consulted for guidance.

**WHEN CHILDREN PLAY, THE WORLD WINS**