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INTRODUCTION

The Health and Physical Education curriculum has been designed to inculcate knowledge and experience in students, which will help them to comprehend their potential in life. The potentials summarized in this document focuses on the development of personal fitness, competence, expertise, approach and awareness that will help students deal with the variety of personal, social and professional demands in their lives. The prime focus of this curriculum is on helping students extend a commitment and a constructive attitude to enduring healthy active living and the ability to live enjoyable creative lives.

Healthy active living benefits both individuals and society in many ways; for example it increases efficiency, improves confidence, decreases absence, reduces health-care costs and increases personal satisfaction. Other benefits include an improved psychological well-being, physical capacity, sense of worth and the ability to handle stress. The expectations within this curriculum endorse healthy active living through the development of physical, social and personal skills. This practical and balanced approach will help students to move successfully beyond secondary school.

The Health and Physical Education curriculum also supports important educational values and goals such as tolerance, understanding, excellence and good health. These values are reinforced in other curriculum areas, as well as in society itself. Parents, schools, health-care agencies, peers, the business world and the media are all imperative partners in helping to promote these values in students. Working together, schools and communities can be powerful associates in inspiring students to accomplish their potential and lead safe and healthy lives. In the living skills component of these courses, students will learn and apply decision making, argument resolution and social skills. Issues inspected in the healthy living component include healthy growth, mental health, personal safety and injury prevention.

In the past man did different physical activities-such as search for food, defensive measures, improvement of skills- which laid the foundations of a better society. A healthy body was necessary for these competitions. Physically fit persons were honored greatly in the society. We know that man has always been striving to improve his health and strength.

In the modern age human labor has been replaced by machines and human life has more comforts but physical health is deteriorating. Due to this, man has less benefits of life than the past, which are the cause of weak natural physical qualities and the living standard, is being minimized. A man who is the victim of mental suffering cannot enjoy life properly. In developed countries, games are compulsory subject in the curriculum that is the reason why these nations are healthy and flourishing. They get better results after improving their physical health.

The Government of Pakistan is committed to bringing ‘Quality Assurance’ in the Education Sector. The Ministry of Education has taken the massive task of reviewing the National Curriculum for all the subjects across all grade levels which include the curriculum for Health and Physical Education. No nation can progress without attaining high standards in education, and it was a great challenge to achieve quality education by upgrading the curricula as well as utilizing maximum available resources. The government has taken important steps to revise the whole education system with the aim of teaching in accordance with international standards.

The National Curriculum Development Committee for Health and Physical Education for grades 11 and 12 was formed and comprised of a rich milieu of scholars, subject experts and teachers from all over the country. This working committee held a number of meetings, deliberated and reflected during and after the meetings in order to prepare and present a document in line with laid down objectives/policies, developing a vital and relevant curriculum to fulfill the modern socio-economic, technical and professional needs of the country.

This document is based on three broad categories of activities that connect all scientifically literate people:

- Knowing and using scientific knowledge
- Constructing new scientific knowledge
- Reflecting on scientific knowledge

The following strategy was adopted in designing/revising the curriculum:

- Identification of areas requiring improvement.
- Identification of standards for selected areas.
- Arriving at capacity profile, based on development of knowledge, skills and attitudes

- Study of foreign curricula for comparison and guidelines
- Preparation of detailed contents in the light of competencies to be developed.
- Drafting of contents, learning outcomes and practicals.
- Preparation of a scheme for implementing the curriculum

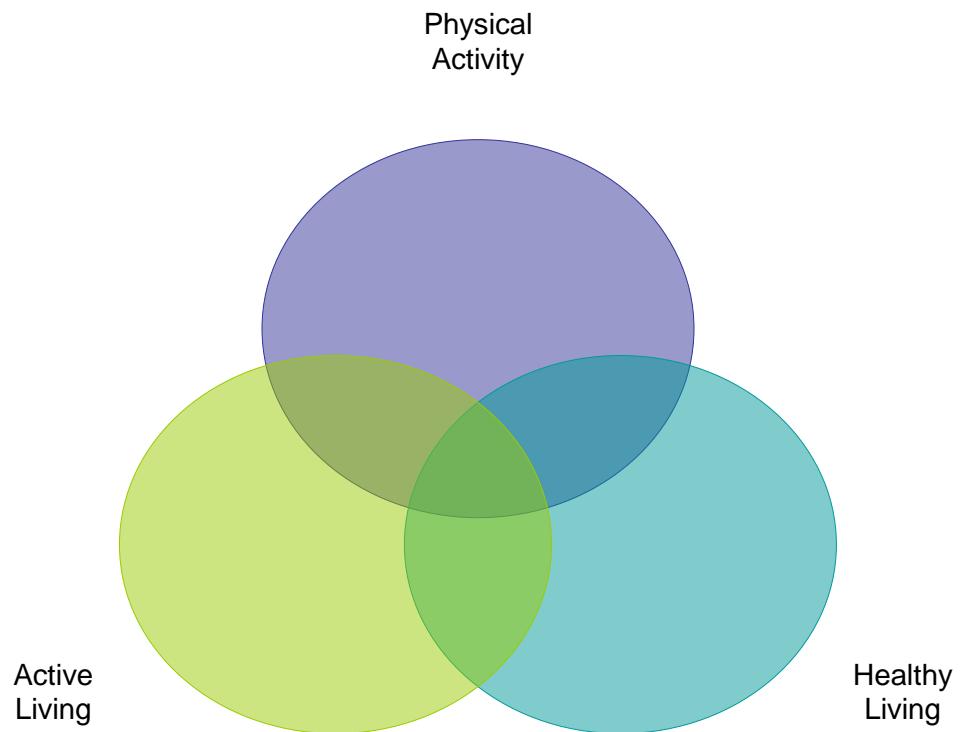
After studying the revised Health and Physical Education Curriculum, students will be well informed about the key concepts of Health and Physical Education. They will be:

- Able to think scientifically and use subject content knowledge to make decisions about health-related problems.
- An understanding of the importance of physical fitness, health and well-being and the factors that contribute to them
- A personal commitment to daily vigorous physical activity and positive health behavior.
- The skills and knowledge they require to participate in physical activities throughout their lives.
- Able to create new knowledge through reading, discussion and research
- Become familiar with the natural world and be respectful of its unity, diversity, frailty and interrelatedness.
- Able to critically analyze statements and debates that claim to have a scientific base

The formation of the course outline is based on logical sequence of the subject material keeping in mind the academic capacity of the students. The course structure is comparable to international standards and is prepared to provide self directed learning, critical thinking and using evidence based as a method of investigation in a way that inspires curiosity and absorption.

Keeping the practical needs of the teachers and school administrators in mind, **Student-Learning Outcomes** have been provided chapter wise. It is hoped that this revised curriculum will meet the challenges of the 21st century in grooming the younger generation into knowledgeable, self-motivated, responsible and creative citizens of this scientific world.

This curriculum is based on three strands



AIMS AND OBJECTIVES

- The revised Curriculum of Health and Physical Education provides broad view of the current knowledge, skills and behaviors to enable students to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health.
- Help students to learn how to participate in a wide variety of activities while developing the personal movement proficiency necessary to enjoy life fully.
- Develop the knowledge and skills related to lifelong participation in a variety of sport and recreational activities.
- Help students to develop a positive “sense of self” as well as effective decision making conflict resolution, communication and interpersonal skills.
- Examine physical, social, emotional and mental health and personal development across various stages of the life span.
- Minimize harm associated with particular situations or behaviors.
- Examine the promotion of health of individuals and the community through the use of specific strategies, services and products.

STANDARDS AND BENCHMARKS

In the 21st century, students will remain the most important natural resource to ensuring the continual improvement and ultimate progress of humankind. It is critical that all involved in education prepare students to meet the challenges of a constantly changing global society. It is time to call for a raising in the expectations of student learning.

Preparing students for success in the new millennium and beyond calls for increasing rigor and relevance in the curriculum. In adult roles, individuals are expected to work with others in a team setting, have an acquired knowledge base, be able to extend and refine knowledge, be able to construct new knowledge and applications and have a habit of self-assessing their assimilation of each dimension in their everyday decision making process.

This curriculum document is built upon Standards, Benchmarks, and Learning Outcomes for the benefit of student growth and progress.

STANDARDS are what students should know and be able to do. Standards are broad descriptions of the knowledge and skills students should acquire in a subject area. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communication, reasoning, and investigating that characterize a subject area. Standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Standards are based on:

- **Higher Order Thinking:** instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining or arriving at conclusions that produce new meaning and understanding for them.
- **Deep Knowledge:** instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.
- **Substantive Conversation:** Students engage in extended conversational exchanges with the teacher and / or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.
- **Connections to the World Beyond the Grade room:** Students make connections between substantive knowledge and either public problems or personal experiences.

BENCHMARKS indicate what students should know and be able to do at various developmental levels. Our benchmarks are split into four developmental levels:

- Grade VI
- Grades VII-VIII
- Grades IX-X
- Grades XI-XII

LEARNING OUTCOMES indicate what students should know and be able to do for each topic in any subject area at the appropriate developmental level. The Learning Outcomes sum up the total expectations from the student. Within this document, the Learning Outcomes are presented fewer than three subheadings:

- Understanding
- Skills including field/Gymnasium
- Science, Technology and Society connections

The Standards and the accompanying Benchmarks will assist in the development of comprehensive curriculum, foster diversity in establishing high quality Learning Outcomes, and provide an accountability tool to individuals involved in the education marketplace. These provide a common denominator to determine how well students are performing and will assure that all students are measured on the same knowledge and skills using the same method of assessment.

STANDARD AND BENCHMARKS FOR GRADES XI-XII

STANDARD

1. PHYSICAL ACTIVITY

STANDARD 1.1 Attain and refine skills that foster participation in Physical Activities.

Benchmarks

- 1 Demonstrate movement exercises for agility, flexibility and balancing in an activity
- 2 Explain and demonstrate the participation in various individual and team activities to master basic fundamental of an event.
- 3 Participation in individual and team activities

STANDARD 1.2 Participate regularly in health enhancing Physical Activities.

Benchmarks

- 1 Engage in Moderate to vigorous gymnastic activities for agility, flexibility on regular basis.
- 2 Practice the movement skills individually or with partners in small groups (scrimmage).
- 3 Engage in moderate to vigorous athletics and games activities.

STANDARD

2 HEALTHY LIVING

STANDARD 2.1 Demonstrate and integrate knowledge skills and strategies needed for healthy living

Benchmarks

1. Perform various exercises and correlate their with diet fatigue and rest.
2. Analyze different kinds of injuries and suggest appropriate remedies.
3. Relate that avoidance of prohibited medicines and drugs enhance physical and mental abilities.
4. Recognize that healthy food choices along with exercise are essential for healthy life style and optimal performance in different sports
5. Understand the Anatomy and Physiology of human body, and describe respiratory system and circulatory system.

6. Ability to classify the different types of energy system in human body and analyze energy consumption rate according to age, sex, height, weight, weather, profession and activity.
7. Explain scientific components of physical fitness.

STANDARD**3 ACTIVE LIVING**

STANDARD 3.1 Relate the relationship of Physical Activities to the Health related fitness components and health benefits

Benchmarks

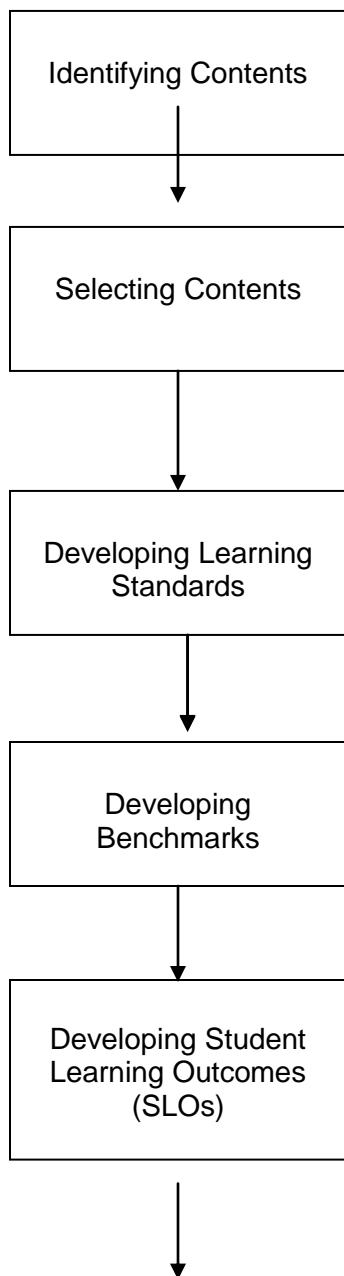
1. Ability to understand the relationship between Physical Education and Islam.
2. Participate in various types of recreational activities both mental and physical
3. Analyze carrier paths within health and physical education field through the different types of leadership.
4. Analyze the aptitude of a person in terms of qualities desired in sportsmen

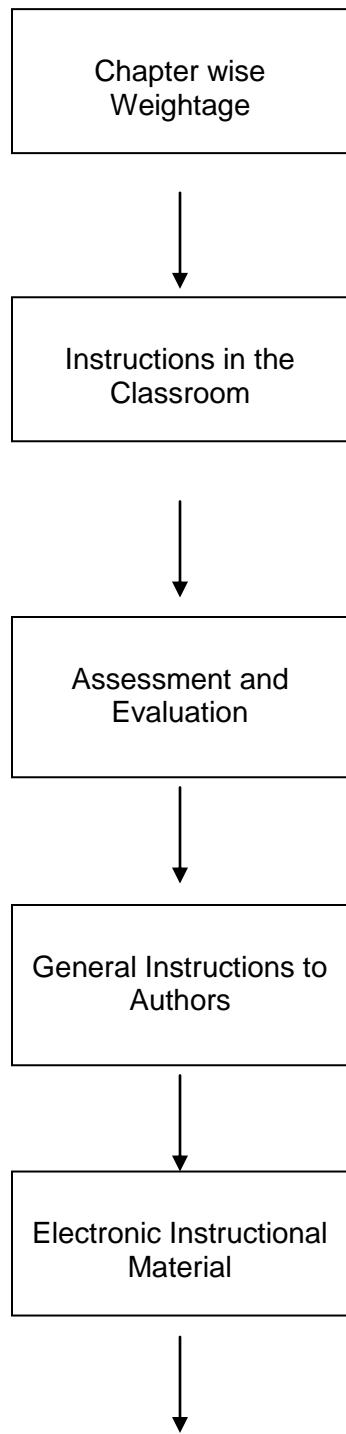
STANDARD 3.2 Demonstrate understanding and respect for individual differences (i.e. skill levels, academic levels cultural levels)

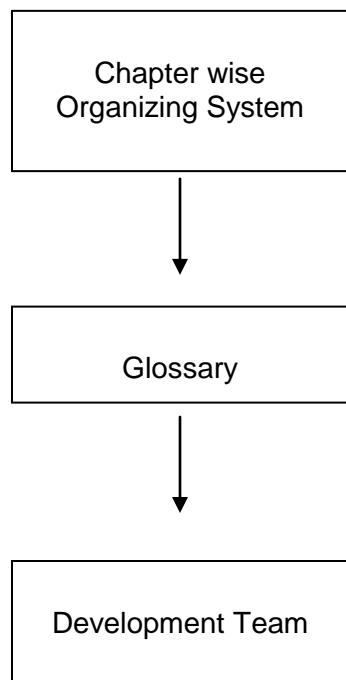
Benchmarks

1. Demonstrate skills to produce best possible results based on individual differences.
2. Ability to design and conduct different types of competition.
3. Apply scientific principles to assess the role of recreational activities in daily life.
4. Correlate the effects of Sports Psychology on sports performances by guidance and counseling.

The Curriculum Development Process







GRADE XI

TABLE OF CONTENTS FOR GRADE XI

Chapter 1 Physical Education

- 1.1 Importance of Physical Education**
- 1.2 Objectives of Physical Education**
- 1.3 Relationship of Physical Education with Education**

Chapter 2 Competition systems in Sports

- 2.1 Types of Competition**
 - 2.1.1 League System**
 - 2.1.2 Knock out System**
 - 2.1.3 Combination System**

Chapter 3 Recreation

- 3.1 Introduction**
- 3.2 Importance of Recreation**
- 3.3 Recreational Activities**

Chapter 4 Systemization of Training

- 4.1 Principles of Training**
- 4.2 Methods of Training**
- 4.3 Phases of Training**

Chapter 5 Gymnastic

- 5.1 Historical background of Gymnastic**
- 5.2 Role of Gymnastics in Physical Education**
- 5.3 Gymnastic Activities**

Chapter 6 Games

- 6.1 Foot Ball**
- 6.2 Volley Ball**
- 6.3 Cricket**

Chapter 7 Athletics

- 7.1 100 meter race**
- 7.2 400 meter race**
- 7.3 Shot Put**

7.4 Long jump

Chapter 8 Health Education

8.1 Importance of Health Education

8.2 Relationship of Health Education with Physical Education

8.3 Wellness

Chapter 9 Human Body

9.1 Composition of Human Body

9.1.1 Muscles

9.1.2 Bones

9.1.3 Fats

9.2 Obesity

Chapter 10 Human Body and its Systems

10.1 Body Systems

10.1.1 Respiratory System

10.1.2 Circulatory System

Chapter 11 Food and Nutrition

11.1 Calories

11.2 Balance Diet

11.3 Role of Nutrition

LEARNING OUT COMES FOR GRADE XI

CHAPTER 1 PHYSICAL EDUCATION

CONTENTS	LEARNING OUTCOMES
1.1 Importance of Physical Education 1.2 Objectives of Physical Education 1.3 Relationship of Physical Education with Education	Students should be able to: <ul style="list-style-type: none">▪ Define Physical Education▪ Discuss the importance of Physical Education in daily life▪ Describe the objectives of Physical Education in modern age▪ Relate Physical Education as an integral part of Education.

CHAPTER 2 COMPETITION SYSTEMS IN SPORTS

Contents	Learning Outcomes
Types of competition	Students should be able to: <ul style="list-style-type: none">▪ List and describe the competition systems
League system	<ul style="list-style-type: none">▪ Describe league system▪ Design a fixture of league system
Knock out system	<ul style="list-style-type: none">▪ List and explain advantage and disadvantages of league system▪ Describe knock out system▪ Design a fixture of knock out system
Combination system/ Round Robin System	<ul style="list-style-type: none">▪ List and explain the advantages and disadvantages of knock out system▪ Describe combination system▪ Design a fixture of combination system▪ List and explain the advantages and disadvantages of combination system.

CHAPTER 3 RECREATION

CONTENTS	LEARNING OUTCOMES
Introduction	Students should be able to: <ul style="list-style-type: none">▪ Define recreation▪ Differentiate between recreation and work▪ Justify the importance of recreation in everyday life
Importance of recreation	<ul style="list-style-type: none">▪ Explain the impact of recreational activities on physical and social life
Recreational activities	<ul style="list-style-type: none">▪ List and describe the recreational activities▪ Choose and participate in at least three recreational activities on a regular basis.

CHAPTER 4 SYSTEMIZATION OF TRAINING

CONTENTS	LEARNING OUTCOMES
4.1 Principles of Training	Students should be able to: <ul style="list-style-type: none">▪ Define training▪ List and describe principles of training▪ List and describe the methods of training▪ Compare and practice:<ul style="list-style-type: none">• Duration method• Interval method• Repetition method• Competition method
4.2 Methods of Training	<ul style="list-style-type: none">▪ List and describe the phases of training▪ Compare and practice:<ul style="list-style-type: none">• Foundation phase• Build up phase• Follow up phase• High performance phase
4.3 Phases of Training	

CHAPTER 5 GYMNASTIC

CONTENTS	LEARNING OUTCOMES
5.1 Historical background of gymnastic 5.2 Role of gymnastic in Physical Education 5.3 Gymnastic activities	Students should be able to: <ul style="list-style-type: none">▪ Define gymnastic▪ Trace the historical background of gymnastic and its development as an international sport▪ Discuss the role of gymnastic in Physical Education▪ Classify the gymnastic activities▪ Define locomotion▪ List and describe the types of locomotion▪ Practice, forward role, backward role, dive role, headstand, and handstand▪ Demonstrate coordination exercises interpreting different types of locomotion.

CHAPTER 6 GAMES

CONTENTS	LEARNING OUTCOMES
6.1 Foot Ball	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Draw and label Foot Ball ground▪ List, describe and follow the rules of Foot Ball▪ List and describe the duties of Foot Ball officials▪ Practice the basic skills of Foot Ball
6.2 Volley Ball	<ul style="list-style-type: none">▪ Draw and label Volley Ball court▪ List, describe and follow the rules of Volley Ball▪ Practice the basic skills of Volley Ball▪ List and describe the duties of Volley Ball officials.
6.3 Cricket	<ul style="list-style-type: none">▪ Draw and label a Cricket ground▪ List, describe and follow the rules of Cricket▪ Practice the basic skills of Cricket▪ List and describe the duties of Cricket officials▪ Participate in Foot Ball, Volley Ball and Cricket matches and competitions.

CHAPTER 7 ATHLETICS

CONTENTS	LEARNING OUTCOMES
7.1 100 Meter Race.	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Identify the track for 100 meter race on a standard track▪ Practice the techniques of start and finish for 100 meter race▪ Describe the rules of 100 meter race▪ Practice the skills of 100-meter race
7.2 400 Meter Race.	<ul style="list-style-type: none">▪ Draw and label 400 meters standard track▪ Practice the techniques of start and finish for 400 meters race▪ Describe the rules of 400 meters race▪ Practice the skills of 400 meters race
7.3 Shot put	<ul style="list-style-type: none">▪ Draw and label the sketch of shot put sector▪ Describe the rules of shot put▪ Practice the various styles of shot put▪ Practice the skills of shot put
7.4 Long jump	<ul style="list-style-type: none">▪ Draw and label the standard pit for long jump▪ Practice the techniques of long jump▪ Describe the rules of long jump▪ Practice the skills of long jump▪ Participate in 100m race, 400m race, shot put and long jump competitions.

CHAPTER 8 HEALTH EDUCATION

CONTENTS	LEARNING OUTCOMES
8.1 Importance of Health Education 8.2 Relationship of Health Education with Physical Education 8.3 Wellness	Students should be able to: <ul style="list-style-type: none">▪ Define Health and Health Education▪ Discuss the importance of Health education▪ Relate Health Education with Physical Education▪ Define wellness▪ List and describe the factors affecting wellness▪ Demonstrate and justify the ability to make healthy choices that affect the quality of wellness in different situations.

CHAPTER 9 HUMAN BODY

CONTENTS	LEARNING OUTCOMES
9.1 Composition of human body 9.1.1 Muscles 9.1.2 Bones 9.1.3 Fats 9.2 Obesity	<p>Student should be able to:</p> <ul style="list-style-type: none">▪ List and describe the components of human body▪ Define muscle▪ List and describe types of muscles▪ Compare and contrast hypertrophy and atrophy▪ Identify the origin and insertion of major muscles▪ Define bone▪ List and describe the types of bones▪ Classify different types of joints▪ Describe the role of body fats as essential component of the human body▪ Compare essential fats and storage fats▪ Describe the methods of assessment of fats content in the human body<ul style="list-style-type: none">• Caliper measuring method• Water tub method▪ Define obesity▪ List and describe the causes of obesity.▪ Calculate lean body weight

CHAPTER 10 HUMAN BODY AND ITS SYSTEMS

CONTENTS	LEARNING OUTCOMES
10.1 Body Systems 10.1.1 Respiratory system 10.1.2 Circulatory system	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Differentiate between Anatomy and Physiology▪ Correlate cells, tissues, organs and systems▪ List and describe the various body systems▪ Define respiration▪ Describe the structure and functions of respiratory system▪ Describe the mechanism of respiration▪ Define circulation▪ Describe components of the circulatory system▪ Explain blood composition▪ Describe different types of blood circulation▪ Define blood pressure▪ Compare systolic and diastolic blood pressure▪ Measure accurately blood pressure using a sphygmomanometer and stethoscope▪ Measure accurately the pulse rate.

CHAPTER 11 FOOD AND NUTRITION

CONTENTS	LEARNING OUTCOMES
11.1 Calories	Students should be able to: <ul style="list-style-type: none">▪ Differentiate between nutrition and malnutrition▪ Define calorie▪ Calculate caloric intake of food consumption
11.2 Balanced diet	<ul style="list-style-type: none">▪ Define balanced diet▪ List and describe the characteristics of balanced diet▪ Create the balanced menu for a day in accordance with the six nutrients
11.3 Role of nutrition	<ul style="list-style-type: none">▪ Appraise the role of nutrition in physical and mental health▪ Interpret the role of nutrition during sports competition▪ List the basic functions of food▪ Assess the role of food as a source of energy▪ Correlate the consumption of healthy foods with prevention of diseases.

PRACTICAL DESCRIPTION

Chapters	Practical Description	Equipment / Arrangements
Chapter 1 Physical Education	No practical	
Chapter 2 Types of Competition in Sports	<ul style="list-style-type: none"> ▪ Making fixtures of different numbers of teams in various types of competitions 	Geometry box, charts etc
Chapter 3 Recreation	<ul style="list-style-type: none"> ▪ Participation in at least two indoor and two outdoor activities 	Arrangement for activities
Chapter 4 Systemization of Training	<ul style="list-style-type: none"> ▪ Practice the following training methods <ul style="list-style-type: none"> • Duration • Interval • Repetition • competition 	whistle, chart for pulse rate, stop watch, pen/pencil etc
Chapter 5 Gymnastic	<ul style="list-style-type: none"> ▪ Perform exercises with and without apparatus 	Spring board Mats
Chapter 6 Games	<p><u>Football</u></p> <ul style="list-style-type: none"> ▪ Practice kicking, stopping, heading, dribbling, throwing etc <p><u>Volley ball</u></p>	Football

	<ul style="list-style-type: none"> ▪ Practice smashing, digging, blocking, setting, rotation, service etc ▪ <u>Cricket</u> ▪ Practice bowling, batting, fielding etc 	Volley ball, net, pole whistle, lime etc Complete cricket playing kit
Chapter 7 Athletics	<ul style="list-style-type: none"> ▪ Participate 100 m & 400 m race, ▪ practice shot put and long jump 	Geometry box, charts, starting blocks, whistle, starting gun, measuring tape, stop board, take off board, lime, shot put etc
Chapter 8 Health Education	No practical	
Chapter 9 Composition of Human Body	<ul style="list-style-type: none"> ▪ Label charts of skeletal system and muscular system 	Charts, pencils etc
Chapter 10 Human Body and its systems	<ul style="list-style-type: none"> ▪ Measuring blood pressure 	Sphygmomanometer Stethoscope etc.
Chapter 11		

Food & Nutrition	<ul style="list-style-type: none">▪ Calculate caloric intake of food▪ Create a balanced menu for a day	Charts, pencils and geometry box etc.
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CHAPTER WISE TIME ALLOCATION

GRADE XI

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Education	10	-	5	4%
Chapter 2: Types of Competition in Sports	8	10	5	8%
Chapter 3: Recreation	10	-	5	5%
Chapter 4: Systemization of Training	8	18	10	12%
Chapter 5: Gymnastic	8	20	10	13%
Chapter 6: Games	12	20	8	18%
Chapter 7: Athletics	16	20	8	19%
Chapter 8: Health Education	6	-	2	3%
Chapter 9: Human Body	18	-	5	5%
Chapter 10: Human Body Systems	10	6	4	7%
Chapter 11: Food and Nutrition	10	4	4	6%
Total:	116	88	66	100%

GRADE XII

TABLE OF CONTENTS FOR GRADE XII

Chapter 1 Physical Fitness

- 1.1 Components of Physical Fitness.
 - 1.1.1 Strength
 - 1.1.2 Power
 - 1.1.3 Muscular Endurance
 - 1.1.4 Cardio Vascular Endurance
 - 1.1.5 Speed

Chapter 2 Movement Education

- 2.1 Significance of Movements Education
- 2.2 Types of Movement
 - 2.2.1 Basic Movement
 - 2.2.2 Derived Movements
- 2.3 Sequence of Movements.

Chapter 3 Leadership in Sports

- 3.1 Importance of Leadership
- 3.2 Types of Leadership
 - 3.2.1 Democratic Leadership
 - 3.2.2 Autocratic Leadership
 - 3.2.3 Laissez-faire Leadership
- 3.3 Qualities of a Good Leader

Chapter 4 Audio Visual Aids

- 4.1 Importance of Audio Visual Aids
- 4.2 Types of Audio Visual Aids
- 4.3 Role of Audio Visual Aids in Sports

Chapter 5 Sports Psychology

- 5.1 Psychology of Sports
- 5.2 Guidance and Counseling

Chapter 6 Games

- 6.1** Hockey
- 6.2** Basket Ball
- 6.3** Hand Ball
- 6.4** Badminton

Chapter 7 Athletics

- 7.1** 4 x 400 meter (Relay Race)
- 7.2** Javelin Throw
- 7.3** Triple Jump

Chapter 8 Energy System in Human Body

- 8.1** Types of Energy System
 - 8.1.1** Aerobic Energy System
 - 8.1.2** Anaerobic Energy System
- 8.2** Energy Consumption Rate

Chapter 9 Posture

- 9.1** Introduction
- 9.2** Somato Typing
- 9.3** Postural Defects and its Causes and Remedies

Chapter 10 Doping

- 10.1** Introduction
- 10.2** Stimulants
- 10.3** Anabolic Steroids
- 10.4** Beta Blockers

Chapter 11 First Aid

- 11.1** Introduction
- 11.2** Principles of First Aid
- 11.3** Qualities of First Aider
- 11.4** Types of Sport Injuries
 - 11.4.1** Muscular Injuries
 - 11.4.2** Skeletal Injuries
- 11.5** Artificial Respiration
- 11.6** Bandages

CHAPTER 1 PHYSICAL FITNESS

CONTENTS	LEARNING OUTCOMES
1.1 Component of physical fitness. 1.1.1 Strength 1.1.2 Power 1.1.3 Muscular Endurance 1.1.4 Cardio Vascular Endurance 1.1.5 Speed	Student should be able to: <ul style="list-style-type: none">▪ Define physical fitness▪ Explain the significance of physical fitness in sports▪ List and describe the components of physical fitness▪ Define strength▪ Practice exercises to develop strength▪ Define muscular power▪ Practice exercises to develop muscular power▪ Define muscular endurance▪ Plan and execute schedule of exercises to develop muscular endurance▪ Define cardio vascular endurance▪ Describe the exercises to enhance cardiovascular endurance▪ Define speed▪ Practice exercises to improve speed▪ Participate in building physical fitness activities on a regular basis.

CHAPTER 2 MOVEMENT EDUCATION

CONTENTS	LEARNING OUTCOMES
	Student should be able to:
2.1 Significance of Movement Education	<ul style="list-style-type: none">▪ Define movement and movement education▪ Explain movement education▪ Describe the significance of movement education
2.2 Types of Movements	<ul style="list-style-type: none">▪ List and describe the types of movements
2.2.1 Basic Movements	<ul style="list-style-type: none">▪ Define basic movements▪ List and describe the types of basic movements
2.2.2 Derived Movements	<ul style="list-style-type: none">▪ Define derived movements▪ List and describe the types of derived movements
2.3 Sequence of Movements	<ul style="list-style-type: none">▪ Describe sequence of movements▪ Describe sequence of stretching exercise▪ Describe sequence of jumping exercises▪ Participate in a sequence of integrated movement exercises.

CHAPTER 3 LEADERSHIP IN SPORTS

CONTENTS	LEARNING OUTCOMES
3.1 Importance of Leadership 3.2 Types of Leadership 3.2.1 Democratic Leadership 3.2.2 Autocratic Leadership 3.2.3 Laissez-faire Leadership 3.3 Qualities of a good Leader	Students should be able to: <ul style="list-style-type: none">▪ Define leadership▪ Discuss the importance of leadership in sports▪ List and describe the types of leadership▪ Explain democratic Leadership▪ Describe the advantages and disadvantages of democratic leadership▪ Explain autocratic leadership▪ Describe the advantages and disadvantages of autocratic leadership▪ Explain Laissez-faire leadership▪ Describe the advantages and disadvantages of Laissez-faire leadership▪ List the qualities of a good Leader▪ Assess professional qualities in a Leader▪ Compare and contrast democratic, autocratic and Laissez-faire leadership types.

CHAPTER 4 AUDIO VISUAL AIDS

CONTENTS	LEARNING OUTCOMES
Importance of Audio Visual Aids	Students should be able to: <ul style="list-style-type: none">▪ Describe Audio Visual Aids
Types of Audio Visual Aids	<ul style="list-style-type: none">▪ Discuss the importance of Audio Visual Aids
Role of Audio Visual Aids in Sports	<ul style="list-style-type: none">▪ Identify and describe the different types of Audio Visual Aids▪ Justify the Role of Audio Visual Aids in sports.▪ Evaluate how Audio Visual Aids can enhance the performance of a player.

CHAPTER 5 SPORTS PSYCHOLOGY

CONTENTS	LEARNING OUTCOMES
5.1 Psychology of Sports	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define sports psychology▪ Describe the influence of psychology on sports performance▪ Justify that imagery as a training tool helps create players with better performance▪ Justify that positive thoughts and motivation help to enhance sports performance▪ Correlate concentration and self confidence with performance▪ Discuss the significance of environment on sports performance
5.2 Counseling and Guidance	<ul style="list-style-type: none">▪ Compare counseling and guidance▪ Discuss the effects of counseling and guidance on the performance of a player▪ Appraise how guidance is helpful in controlling un-seen fear/anxiety.

CHAPTER 6 GAMES

CONTENTS	LEARNING OUTCOMES
6.1 Hockey	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Draw and label a Hockey ground▪ Describe the rules of Hockey▪ Practice the skills of Hockey▪ Describe the duties of officials in Hockey
6.2 Basket Ball	<ul style="list-style-type: none">▪ Draw and label a Basket Ball court▪ Describe the rules of Basket Ball▪ Practice the skills of Basket Ball▪ Describe the duties of officials of Basket Ball
6.3 Hand Ball	<ul style="list-style-type: none">▪ Draw and label a Hand Ball court▪ Describe the rules of Hand Ball▪ Practice the skills of Hand Ball▪ Describe the duties of officials of Hand Ball
6.4 Badminton	<ul style="list-style-type: none">▪ Draw and label a Badminton court▪ Describe the rules of Badminton▪ Practice the skills of Badminton▪ Describe the duties of officials of Badminton▪ Participate in Hockey, Basket Ball, Hand Ball and Badminton competition.

CHAPTER 7 ATHLETICS

CONTENTS	LEARNING OUTCOMES
7.1 4 x400 Meter (relay) race	Students should be able to: <ul style="list-style-type: none">▪ Describe the rules of 4 x 400 meter (relay race)▪ Practice the skills of 4 x 400m (relay race)
7.2 Javelin Throw	<ul style="list-style-type: none">▪ Describe the rules of Javelin throw▪ Practice the skills of Javelin throw
7.3 Triple Jump	<ul style="list-style-type: none">▪ Draw and label a sketch of jumping pit for Triple Jump▪ Describe the rules of Triple Jump▪ Practice the skills of triple jump▪ Participate in 4 x 400m relay race, javelin throw and triple Jump competitions.

CHAPTER 8 ENERGY SYSTEM IN HUMAN BODY

CONTENTS	LEARNING OUTCOMES
8.1 Types of Energy System 8.1.1 Aerobic Energy System 8.1.2 Anaerobic Energy System 8.2 Energy Consumption Rate	Students should be able to: <ul style="list-style-type: none">▪ Define energy system▪ Describe the different types of energy system▪ Explain aerobic energy system with examples▪ Explain anaerobic energy system with examples▪ Differentiate between aerobic and anaerobic activities▪ Define energy consumption▪ Determine energy consumption rate according to<ul style="list-style-type: none">• Age• Sex• Height• Weight• Weather• Profession• Activity▪ Create a chart related to above mentioned criteria▪ Participate in aerobic and anaerobic activities regularly.

CHAPTER 9 POSTURE

CONTENTS	LEARNING OUTCOMES
9.1 Introduction 9.2 Somato Typing 9.3 Postural Defects, its Causes and Remedies	Students should be able to: <ul style="list-style-type: none">▪ Define good posture▪ Describe different body types▪ Classify postural defects▪ List and describe the causes of postural defects▪ Apply remedial exercises according to the defect.

CHAPTER 10 DOPING

CONTENTS	LEARNING OUTCOMES
10.1 Introduction	Students should be able to: <ul style="list-style-type: none">▪ Describe the concept of doping in sports
10.2 Stimulants	<ul style="list-style-type: none">▪ List and classify prohibited drugs in sports▪ Define and give examples of stimulants▪ Describe effects of stimulants on sports performance
10.3 Anabolic Steroids	<ul style="list-style-type: none">▪ Define and give examples of anabolic steroids▪ Explain the effects of anabolic steroids on health▪ Describe effects of anabolic steroids on sports performance
10.4 Beta Blockers	<ul style="list-style-type: none">▪ Define and give examples of beta blockers▪ Explain effects of beta blockers on sports performance▪ Compare and contrast anabolic steroids stimulants, beta blockers and their effects.

CHAPTER 11 FIRST AID

CONTENTS	LEARNING OUTCOMES
11.1 Introduction	Students should be able to: <ul style="list-style-type: none">▪ Define first aid
11.2 Principles of First Aid	<ul style="list-style-type: none">▪ Assess the importance of first aid
11.3 Qualities of First Aider	<ul style="list-style-type: none">▪ Describe the principles of first aid
11.4 Types of sports Injuries	<ul style="list-style-type: none">▪ List and describe the qualities of a first aider
11.4.1 Muscular Injuries	<ul style="list-style-type: none">▪ Define injury
11.4.2 Skeletal Injuries	<ul style="list-style-type: none">▪ Classify the sports injuries.
11.5 Artificial Respiration	<ul style="list-style-type: none">▪ Define muscular injury
	<ul style="list-style-type: none">▪ Describe the first aid for different muscle injuries
	<ul style="list-style-type: none">▪ Define skeletal injury
	<ul style="list-style-type: none">▪ Describe the first aid for different skeletal injuries
11.6 Bandages	<ul style="list-style-type: none">▪ Define artificial respiration
	<ul style="list-style-type: none">▪ Describe and practice the different methods of artificial respiration
	<ul style="list-style-type: none">▪ Describe and demonstrate different methods of bandages for various muscular and skeletal injuries.

PRACTICAL DESCRIPTION

Chapters	Practical Description	Equipment /Arrangements
Chapter 1 Physical Fitness	<ul style="list-style-type: none"> ▪ Practice various exercises for strength, power, endurance and speed build up 	<ul style="list-style-type: none"> ▪ Stopwatch, gym facility etc
Chapter 2 Movement Education	<ul style="list-style-type: none"> ▪ Demonstrate integrated sequence of different movement exercises 	<ul style="list-style-type: none"> ▪ Stop watch, whistle
Chapter 3 Leadership in Sports		
Chapter 4 Audio Visual Aids	<ul style="list-style-type: none"> ▪ Practice operating and utilizing various audio visual aids 	<ul style="list-style-type: none"> ▪ Audio Visual aids
Chapter 5 Sports Psychology		
Chapter 6 Games	<ul style="list-style-type: none"> ▪ Draw and label a hockey ground, basket ball court, hand ball court and badminton court ▪ Practice skills of hockey, basket ball, hand ball and badminton ▪ Participate in hockey, badminton, basket ball and hand ball competition 	<ul style="list-style-type: none"> ▪ Hockey complete playing kit ▪ Stop watch, whistle., Shuttle cocks, racket, net, poles, basket ball, hand ball, lime etc

Chapter 7 Athletics	<ul style="list-style-type: none"> ▪ Marking of track and staggers of 400 meter relay race, basic skills of start and changing the baton. ▪ Basic skills of triple jump ▪ Basic skills of javelin throw ▪ Participation in competition 	<ul style="list-style-type: none"> ▪ Charts, geometry box measuring tape, starting block, starting gun, baton, lime, take off board, etc
Chapter 8 Energy System in human body	<ul style="list-style-type: none"> ▪ Practice different types of aerobic and anaerobic activities 	<ul style="list-style-type: none"> ▪ Stopwatch, chart, pencils etc
Chapter 9 Posture	<ul style="list-style-type: none"> ▪ Demonstrate exercises for remedies of postural defects 	Posture charts, mats
Chapter 10 Doping		
Chapter 11 First Aid	<ul style="list-style-type: none"> ▪ Apply the RICE formula ▪ Practice various bandaging techniques ▪ Practice different artificial respiration procedures 	First aid box, ice bags

CHAPTER WISE TIME ALLOCATION

GRADE XII

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Fitness	14	10	8	10%
Chapter 2: Movement Education	7	6	5	6%
Chapter 3: Leadership in Sports	12	-	4	6%
Chapter 4: Audio-Visual Aids	8	8	4	7%
Chapter 5: Sports Psychology	6	2	2	4%
Chapter 6: Games	16	20	8	16%
Chapter 7: Athletics	6	20	8	16%
Chapter 8: Energy System in Human Body	10	-	5	5%
Chapter 9: Posture	16	16	4	13%
Chapter 10: Doping	10	-	5	6%
Chapter 11: First Aid	14	14	4	11%
Total:	101	96	57	100%

INSTRUCTIONS IN THE CLASS ROOM

Educationists have realized that the quality of education cannot be better than the quality of teaching. How to teach well requires on the part of the teachers the following to note:

1. Thorough grinding and mastery of the subject matter which he/she teaches.
2. Scholarly attitude towards teaching/learning in the class and on the campus of the school i.e. thoughtfully reflective personality.
3. Highly polished communication skills in writing, speaking, listening, demonstration and coaching.
4. Respectful of the methods of science and mindful of the nature of scientific knowledge
5. Practicing believer in the core values of science such as:
Longing to know, questioning everything, collecting data and looking for meaning in them, demand for verification, respect for logic, consideration of the premise and paradigm, consideration of the consequences.
6. Letting students express their understanding i.e. their version of what was taught in the class and why.
7. Giving more time to what students think and less time to what teachers think
8. Realizing that students construct their own knowledge and that this construction is greatly influenced by what the student already knows i.e. his/her prior knowledge. This implies that no student comes to the class room with empty head and that no information can be transferred intact from the head of the teacher to the head of the student.
9. There are various theories and models available which deal with understanding the process of learning. Teacher must base his practice of teaching on some theory and be able to explain or try to explain what works in the class room and why.
10. Teacher should realize that teaching is not just drilling information into the head of students nor is it just muddling through to teach as he was taught. It is a form of scholarship in which teachers are involved in action research. They look for new examples and non-examples. They sequence information in different ways and look for the best sequence. They diagnose the learning difficulties of students by looking into their prior knowledge where they search for misconceptions and knowledge gaps

11. They focus on the learning styles of individual students and recognize slow and fast learners.
12. Students watch their teachers and notice so many things about them and they talk about what they like or do not like. Teaching is close to show business and we can borrow much from the people in the show business.

TEACHING-LEARNING PROGRAM

The topics, or objectives within topics, can be taught in any order in keeping with the needs of teachers and students.

It will be clear that achievement of the educational objectives requires thoughtfully designed teaching situations. It is assumed that students will achieve the educational objectives by way of ongoing interplay between theoretical information and practical experience; it therefore follows that the teaching approaches and materials used should:

- represent health and physical education as part of the process of scientific inquiry (rather than a rhetoric of conclusions)
- use inquiry-based teaching strategies where possible.
- be student-centered, assisting students to derive their own concepts from evidence and providing practical opportunities to develop individual reasoning abilities and motor skills
- exemplify the concept from local scenario.
- when beginning a new area of study, provide very direct, concrete experience – through classroom, laboratory and field work – or the next best substitute when direct experience is not feasible.
- provide rewarding opportunities to apply scientific understanding and ways of thinking to problems, especially everyday ones.
- provide opportunities to refine ideas through dialogue with others, and work with them in ways that foster cooperative abilities.
- provide opportunities to develop skills of written and oral communications.
- use testing as a diagnostic as well as an achievement tool.

Teachers' Training and Refresher Courses

Effective and meaningful health and physical education can only be guaranteed if the teacher, the key pivot of change, is developed enough in contents as well as methodology. In-service trainings may help the teachers to become familiar with a variety of strategies for successful delivery of the curriculum.

The curriculum development and revision is a continuous process in all stages of education so is the process of updating the teacher education programs at pre-service as well as at in-service stages. If the teacher is not fully equipped and trained to handle the new curricula, the curriculum transaction would not be appropriate and consequently, the learning will be inadequate. Teachers' training needs the following actions:

- Pre-service teacher training institutions are strengthened and their curricula be revised to meet the demands of fast changing and developing world.
- In-service training should cover contents and methodologies. Content upgrading in health and physical education is an urgent need for effective teaching. Emphasis should specifically be laid on learner-centered and activity based approaches. Laboratory practices, classroom demonstrations, active participation by the students, and field interactions should become major components of in-service training programs. Workshops, seminars and extension lectures should be organized more frequently and regularly and particularly in summer vacation.
- Well-equipped resource centers should be established at the training institutions for a ready help to the needy teachers.

TEACHING STRATEGIES

A school is a social organization, embedded in a society where it is placed. It is required that the social institution prepares individuals for an active and constructive role in society. It thus becomes important that teaching and learning of health and physical education focus on developing healthy minds in healthy body, values, and acquiring knowledge, and skills, which are meaningful and applicable. It is imperative that teachers have a clear understanding of the teaching strategies.

Teachers need to ensure that whatever students learn prepares them not only to do well in examinations, but to successfully face the challenges of a global society, and develop their fitness and social consciousness to the extent that they become agents of social change. In order to achieve his objective teachers need to adopt innovative instructional strategies. The strategies should strengthen their power of reasoning and stimulate their active participation through different activities and exercises.

The following instructional practices can be utilized:

LECTURE

Lectures must be well-planned, problem orientated and accompanied by the use of appropriate diagrams, photos, graphics, charts etc. These can also be displayed on an overhead or multimedia projector if possible and wherever available.

Lectures should not be one sided. In order to make a lecture interactive and keep students engaged, the teacher should entertain student questions. The students should also be encouraged to ask questions which may be answered by the teacher or directed to other students inviting them to answer. This strategy is highly effective as students participate equally, practice skills, and individually demonstrate what they have learned from their partners.

DISCUSSION

Discussion is yet another important form of group interaction which yields a number of benefits to the students. It increases their knowledge of the topic and provides them with an opportunity to explore a variety of views which in turn helps them to examine their assumptions in the light of different perspectives. It also strengthens their skills and familiarizes them with the art of academic discourse. In planning a discussion, the teacher should review the material and choose such topics which build upon the contents the students have recently covered and allow

them enough room to come up with innovative ideas. It should not be merely a repetition of the facts they have learned from their books or the teacher's lecture. All students should be given equal opportunity to participate and contribute in the discussion and by putting probing questions such as "Why do you think so?" and "Can you elaborate further?" etc, they should be encouraged to come up with appropriate answers. All discussions should be summarized briefly and precisely, identifying the questions for further inquiry and discussion

COOPERATIVE LEARNING

This is one of the most important strategies in which students work together in small groups or pairs to maximize their own and each others' learning. Improved self-esteem, increased on-task time, increased high order thinking, better understanding of material, ability to work in collaboration with others and improved attitude towards school and teachers, are some of the more prominent benefits of cooperative learning. Besides it creates opportunities for students to use and master social skills necessary for living productive and satisfying lives.

CONDUCTING INTERACTIVE DEMONSTRATION

In-class demonstrations have been considered a very important part of teaching Health and Physical Education. Demonstrations can certainly make classes fun and entertaining, and can also stimulate students' interest and curiosity.

ROLE-PLAYING

Role-playing is a teaching strategy in which students learn by acting and observing, where some students act out a scenario in front of the class. Students learn the content being presented and also develop problem-solving, communication, initiative and social skills. As students examine their own and others' feelings, attitudes and perspectives they develop an understanding of themselves and others.

INQUIRY/INVESTIGATING

It is a process of framing questions, gathering information, analyzing it and drawing conclusions. An inquiry classroom is one where students take responsibility for their learning and are required to be active participants, searching for knowledge, thinking critically and solving problems. Inquiry develops students' knowledge of the topic of investigation inquiry, skills of questioning, hypothesizing, gathering, critical thinking and presentation. They are also disposed to engaging in inquiry, open-mindedness and continuing their learning.

Teaching Learning Approaches and Classroom Activities

- The teaching learning approaches should be student-centered. Teachers should enter into partnership with the students in the whole learning process. Each child's self-image as a learner should be well protected, especially when classroom discussions brings the socio-cultural values of the home and the community into high relief.
- Learning should be activity based wherever possible. Some SLOs explicitly require that students bring their own experience and informal researches to the classroom which they can share with others.
- Rote-learning of the concepts should not be encouraged. Teachers should try to develop questions requiring comprehension and higher order skills like application.
- The content has been elaborated in terms of specific learning objectives that will help to broaden student's conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular, care has been taken to recognize the modern life.
- Finally, SLOs encourage both teachers and students to concentrate on understanding and application rather than recall and rote learning. The sequence of the topics has been developed to facilitate a deeper and more coherent understanding.

Assessment and Evaluation

The rationale of assessment is to find out whether students have acquired the kind of skills, knowledge, and understanding that we set as goals of the curriculum. This purpose is traditionally achieved by conducting an examination at the end of the sessions called summative evaluation. Here teachers require students to express their understanding of what has been taught and the performance of students is measured using grade points. This form of assessment is convenient because it is easy to carry out in very little time. However, this form of assessment is a single snap shot and fails to provide opportunity to the student or the teacher to interact during the progression of the session. Thus the student has no opportunity to learn from mistakes. This gap can be filled by utilizing formative assessment, which is an ongoing process throughout the session where students' are not penalized for making mistakes

Assessment Procedures

- formative assessment should be used throughout the session and supplemented with the end of session summative evaluation.
- tasks that can help in formative assessment include
 - homework
 - quizzes
 - tests
 - group discussions
 - oral presentations
 - worksheets
 - Demonstration of Physical activities
 - online interactive activities
- feedback on students' work in all of the above tasks must be prompt, effective, and efficient.
- assessment should have questions setting that specifically help in finding out the following skills, knowledge and understanding according to Bloom's Taxonomy
 - **recall and retrieve** information related to the contents of the course.
Leading words for setting questions:
list, define, identify, label, tabulate, name, who, when, where, etc

- **comprehend** the information i.e. do they know what it means .
Leading words for setting questions:
interpret, predict, distinguish, differentiate, estimate, discuss, etc
- **apply** their knowledge i.e. do they know what is it good for
Leading words for setting questions:
demonstrate, show, solve, classify, illustrate, modify, change, discover, etc
- **analyze and synthesize** information i.e. taking things apart and putting things together. Leading words for setting questions:
Analyze: analyze, separate, explain, arrange, compare, infer, etc
Synthesize: combine, integrate, rearrange, create, formulate, design, etc
- **Evaluate information** i.e. weighing available options. Leading words for setting questions:
decide, measure, recommend, select, conclude, compare, summarize, etc
- measure the potential and ability of students to engage in critical thinking
- questions for the final paper should cover the entire range of the syllabus questions types should include MCQs, short answers, and essays.
- assessment should focus on students' strengths not just weaknesses
- assessment language should be simple, clear and unambiguous

Evaluation Strategy:

An external examination is recommended at the end of the course. This evaluation should measure all the domains of learning and through it, the attainment of the objectives can be measured. The Weightage of the different domains of learning is given below:

Learning Domains for Measurement	Weightage In Evaluation
<ul style="list-style-type: none"> ▪ Knowledge, Comprehension, Analysis, Evaluation, Synthesis, Application: 	70%
<ul style="list-style-type: none"> ▪ Skills ▪ Fitness <ul style="list-style-type: none"> • Physique(appearance) • Organic efficiency • Motor efficiency 	30%

Weighing of Assessment Objectives

Theory assessment: The theory examination is suggested to consist of a wide variety of questions. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the following range of abilities.

Knowledge and Understanding	60%
Higher Abilities (handling information, application and problem solving etc.)	40%

Practical Assessment

This is designed to test practical skills and presentations

Suggestions for Structuring Assessment and Evaluation Tools

More Emphasis should be on;	Less Emphasis should be on;
<ul style="list-style-type: none">▪ assessing what is most highly valued▪ assessing rich, well-structured knowledge▪ assessing to learn what students do understand▪ assessing achievement and opportunity to learn ▪ assessment pattern is subject to the requirement, policies, and procedures of the Examination Boards▪ question paper should be based on the curriculum not on a particular textbook▪ questions involving unfamiliar contexts or daily-life experiences may be set to assess candidates' problem-solving and higher-order processing skills. In answering such questions, sufficient information should be given for candidates to understand the situation or context. Candidates are expected to apply their knowledge and skills included in the syllabus to solve the problems	<ul style="list-style-type: none">▪ assessing what is easily measured▪ assessing discrete knowledge▪ assessing to learn what students do not know▪ assessing only achievement

GENERAL INSTRUCTIONS TO AUTHORS

The National Curricula should be a reflection of our national needs and goal. This requirement can be met only if the textbooks are written in accordance with this curriculum. This curriculum meets not only the broad aims and objectives but also achieves the precise requirements of the individual subjects. Keeping these points in view the authors should observe the following points, while writing the textbooks.

- The authors should adhere to the learning outcomes of each concept or chapter as mentioned with the contents in the curricula.
- The permanence of the concepts with the previous classes, their integration and rational growth should be ensured.
- Horizontal and vertical overlap of the concepts should be kept away from the main document
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke students to think.
- The details of the treatment of the concept should be properly classified into headings and subheadings.
- The language used should be simple, clear, straightforward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to remember, think, and apply what they have just learnt as well as to strengthen the learning of the idea and principle.
- The new progression and expansion in the subjects should be integrated where appropriate.
- The examples and applications should be from every day life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and helpful of the text

- Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- Review questions should be given at the end of each chapter requiring students to recall, think and apply what they have learnt in this chapter.
- This should start from simple questions increasing the density gradually and should test knowledge, understanding and skills of the students. The last few questions should give confidence to the student to apply the concepts studied in this chapter.

ELECTRONIC INSTRUCTIONAL MATERIAL:

Electronic instructional material is gaining popularity in the developed world. Educational technology providers are successfully marketing courseware with instructional management, assessment, individualized learning paths and professional development. Growing numbers of teachers have convenient and immediate access to entire libraries of instructional video correlated to curriculum. As far the educational scenario in Pakistan and other developing countries is concerned, lack of resources (particularly in schools) would hold back the evolution of electronic publishing in place of or along with printing.

It may be considered that a good ratio of the students of Secondary classes has access to computer technologies. They should be given chances of self learning (rather exploring the knowledge) and it can be made true by converting the data of the IX-X and XI-XII textbooks into electronic formats e.g. CD-ROMs. The CD-ROMs should be made available at the retail outlets. Where students don't have computers at schools/colleges or at homes, they may explore the CD-ROM at internet cafes.

In Health and Physical Education diagrams are more important to convey the desired learning. Printed text books cannot tackle the diagrams that need 3-dimentional view for their understanding. Diagrams, photographs and animations should be published in electronic format i.e. CD-ROM that can be made an accessory item with the printed text book. Such a CD should also have installed software for students, assessment and evaluation in the form of tests and games.

CHAPTER ORGANIZING SYSTEM

Chapter Organizing system – It should be taken into account that a consistent numbering system leads the students through each chapter at a glance in the beginning to conceptual heading throughout and finally to the summary of key concepts at the end. Each chapter should be organized in the following pattern:

CHAPTER NAME

Outline:

Major Concepts:

- 1.1:.....
- 1.2:.....
- 1.3:.....

Introduction

1.1 MAJOR CONCEPT

(Depth of the topic should be kept with the teaching periods advised in the curriculum)

Tit Bits:

Subheading # 1.1.1

Subheading # 1.1.2

Critical
Thinking

Practical Activity:

EXERCISE:

The exercise should include;

- Multiple Choice Questions
- Short Questions
- Extensive Questions

(Questions should be made that can check learning outcomes in all the domains i.e. knowledge, comprehension, application, evaluation, synthesis and connection with technology and society.)

SALIENT FEATURES OF THE CURRICULUM

The curriculum is fully in harmony with the National Priorities and will provide an important momentum for achieving our vision for students.

Configuration with the restructured Schemes of Studies:

The Ministry of Education went through an arduous exercise for restructuring the National Schemes of Studies. The Curriculum Development Team; while designing the curriculum, selecting the syllabi contents, carving the learning outcomes (including practical skills) and suggesting the timeframes and evaluation strategies for the contents, maintained a concrete configuration with the restructured schemes of study.

The Focused Areas:

It has been focused that the curriculum provides to the students:

- Challenges and Enjoyment
- Breadth
- Progression
- Depth
- Personalization and Choice
- Coherence
- Relevance

Reduction in Load:

Since it was important that the quality of Health and Physical Education at the elementary, secondary and higher secondary level was not compromised in any way, the reduction in load from the syllabus required a very careful selection of topics to be taught. The Team chose to leave topics out if:

- **The question about why the student needs to study the topic at the particular stage could not be answered;**
- **The topic had no direct relevance to the student i.e. was not contextual;**
- **The content was repetitive across stages with no change in expected understanding, and**
- **Any topic was in isolation with no evident horizontal or vertical linkages.**

The need for a network of ideas and cross-linking between the areas being identified was deemed very important. While deciding on the chapters/topics and the depth of each topic for the elementary, secondary and higher secondary level, a holistic view of the syllabus across all stages from the primary to the higher secondary and beyond was taken. Reducing the use of too many technical terms and avoiding very large numbers of examples will also help to make the content a little lighter. The importance of careful selection of illustrations and their use to make the concepts more explicit was stressed; in Health and Physical Education, the quality of illustrations can make or mar any attempt at good textbooks/teaching.

The curriculum also takes up issues pertaining to environment, health and other ethical issues that arise with any interference of human beings in the natural processes, which have great relevance from the societal point of view.

Reasoning Vs Comprehension:

In secondary and higher secondary classes, abstraction and quantitative reasoning come to occupy a more central place than in the primary and elementary classes. We have to avoid the attempt to be comprehensive. A topic can be made comprehensive in two ways;

- Adding many more concepts than can be comfortably learnt in the given time frame
- Enumeration of things or types of things, even where there is no strong conceptual basis for classification

In the present revision, no attempt is made to be comprehensive. Unnecessary enumeration is avoided. The process by which factual knowledge can be acquired is more important than the facts themselves.

The New Health and Physical Education Curriculum;

Strengths

- has a concrete structure, and well sequenced yet offers flexibility and maintains the momentum over all years of high school Physical Education
- highlights the degree of students expectations by laying out baseline levels of achievement at the end of grade XI and XII respectively. These expectations are reflected within the Standards and Benchmarks as well as the Aims and Objectives sections of the document.
- Emphasizes Higher Order Thinking. Students are encouraged to think at higher levels for themselves, becoming independent of the teacher----a life-long learning skill.

- focuses on all the cognitive levels of the Revised Bloom's taxonomy. There is a conscious effort to shift from simply knowing, remembering, and understanding to the more complex applying analyzing, evaluating, and creating skills required for success in this 21st century world.
- makes positive connections among the contents taught, skills acquired, and a variety of real-life situational applications. The abstract begins to be more meaningful and students realize the “why” in their learning requirements.
- bridges the gaps between content knowledge and practical experiences by tying the two together. All practical activities are now connected to their respective topics and where there are none, it clearly states so.
- connects every topic to some previous learning experience and to future in-depth study of the same. Horizontal (within the year) and vertical (from year to year) progressions are highlighted through linkages for every topic. This makes it very clear as to where a topic is coming from and where it will heading.
- has done away with redundant and repetitive topics and this made room to accommodate more current and contemporary Health and Physical Education topics that affect the lives of students today and will do so in their future as well. provides flexibility to the teachers in terms of teaching time and preparation.
- allows students to experience the learning by doing Health and physical education and not just listening to it.
- focuses on providing “thinking”-----creative, critical, and analytical---opportunities to students and teachers.
- provides a chance to honestly compare the document with any similar document from around the globe.
- provides opportunities to explore Health and physical education.

Tremendous amounts of time, effort and energy have gone into the preparation of the document. Hours have been spent discussing, arguing and compromising on issues and topics as they arose. This document in your hands is the result of well thought out procedures and processes. Let our children begin to experience education in the truest sense of the term.

GLOSSARY

This glossary is intended to ensure that terms commonly used in the context of learning outcomes and assessment are appropriately interpreted so that no confusion what-so-ever arises in their use.

These words are listed below along with their contextual meaning.

We urge the users of these terms to strictly follow this glossary and associate meanings to the key words as given in this glossary.

- **Analyze**, to separate into parts or basic principles so as to determine the nature of the whole, examine methodically
- **Compare** requires candidates to provide both similarities and differences between things or concepts.
- **Create**, to produce through imaginative effort
- **Deduce/Predict** implies that candidates are not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question.
- **Describe** requires candidates to state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena. The amount of description intended should be interpreted in the light of the indicated mark value.
- **Discuss** requires candidates to give a critical account of the points involved in the topic.
- **Define (the term(s))** is intended literally. Only a formal statement or equivalent paraphrase, such as the defining equation with symbols identified, being required.
- **Estimate** implies a reasoned order of magnitude statement or calculation of the quantity concerned. Candidates should make such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise included in the question.
- **Explain** may imply reasoning or some reference to theory, depending on the context.

- **Justify**, to demonstrate or prove to be just right, or valid
- **List** requires a number of points with no elaboration. Where a given number of points are specified, this should not be exceeded.
- **Locate**, To determine or specify the position or limits of:
- **Outline**, A line marking the outer contours or boundaries of an object or a figure.
The shape of an object or a figure
- **Recommend** To praise or commend (one) to another as being worthy or desirable
- **Relate**, to bring into or link in logical or natural association.
- **Show** is used where a candidate is expected to derive a given result. It is important that the terms being used by candidates be stated explicitly and that all stages in the derivation are stated clearly.
- **Sketch**, when applied to graph work, implies that the shape and/or position of the curve need only be qualitatively correct. However, candidates should be aware that, depending on the context, some quantitative aspects may be looked for, e.g. passing through the origin, having an intercept, asymptote or discontinuity at a particular value. On a sketch graph, it is essential that candidates clearly indicate what is being plotted on each axis.
- **Sketch**, when applied to diagrams, implies that a simple, freehand drawing is acceptable; nevertheless, care should be taken over proportions and the clear exposition of important detail
- **State** implies a concise answer with little or no supporting argument, e.g. a numerical answer that can be obtained 'by inspection'.
- **Suggest** is used in two main contexts. It may either imply that there is no unique answer or that candidates are expected to apply their general knowledge to a 'novel' situation, one that formally may not be 'in the syllabi'.
- **What is meant by ...** normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted in the light of the indicated mark value.

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