CONTENTS

INTRODUCTION

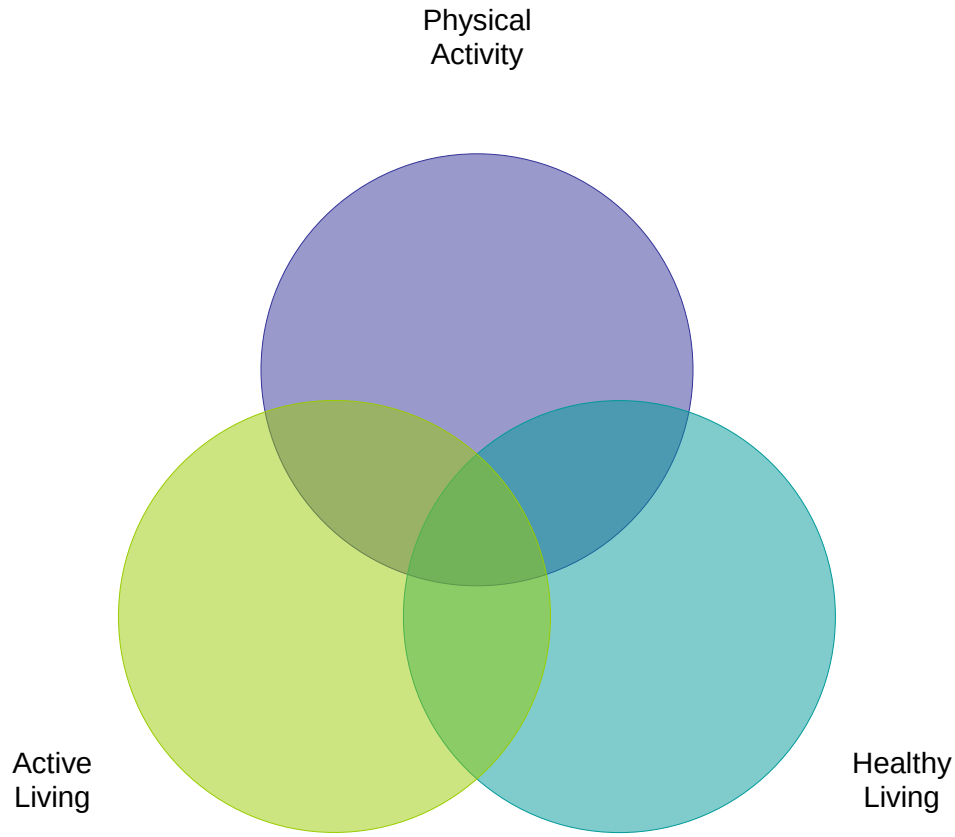
The Health and Physical Education provides students with knowledge, skills and behaviour to make them achieve and maintain their physical, mental, social and emotional health. Our nation's young people are, in large measure, inactive, unfit and increasingly overweight. Physical inactivity threatens to reverse the decades-long program in reducing deaths from diseases. Ultimately this has a devastating impact on our national health care. Enhancing efforts to promote participation in physical activity and sports among young people is a critical national priority. Physical activities and sports promote the potentional for active life through the development of motor skills of movement competence, health related physical fitness and sport education. It contributes to a sense of community and social interaction, which in turn are important components of improved well-being. It not only encompasses the individual level, but also takes into consideration a broader social ecological perspective. That is to make the individual understand his/her relationship to his/her family, community, culture and life stage. Understanding the determinants of physical activity becomes the cornerstone in setting policies, recommendations and guidelines that better enable individuals and communities to engage in physical activity as part of a healthier life style and helps to guide the development, implementation and evaluation of interventions.

Students' involvement in physical activity can take many forms ranging from individual, non competitive activity to competitive team games. Students progress from learning simple rules and procedures to enabling them to undertake a variety of roles such as umpire, coach, player, administrator and assuming responsibility for the organization of aspects of sporting competitions.

Through the provision of health knowledge, the domain of Health and Physical Education develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities.

This document presents students with knowledgeable prospects that will help them to make constructive conclusions about all aspects of their health and give them confidence to lead healthy, lively, energetic, dynamic and active lives.

This curriculum is based on three strands:



Rationale for Curriculum

Syllabi are being developed to meet the latest challenges of the present day. The Ministry of Education, Islamabad desired to review the National Curriculum for Health and Physical Education to make it more vital, relevant to the modern socio-economic, technical, professional and labor market needs of the country, and comparable with international standards. The present effort of developing the Health and Physical Education curriculum is a wide-ranging exercise which is based on:

- review meetings with the working teachers, and professors to get feedback and comments on existing curriculum.
- recognition of important areas of study
- identification of contents for communicating the impending areas.
- review of foreign curricula for comparison and guidelines
- developing curriculum areas in accordance with impending outline.
- preparation of comprehensive contents in the light of competencies to be developed.
- drafting of contents, learning outcomes and practicals.
- preparation of study and assessment scheme for implementing the curriculum
- build up constructive approach towards scientific knowledge.

Core of the Curriculum

The necessity to revise and update Health and Physical Education curriculum is based on the ambition of our Government, a Curriculum that can meet the challenges of the era of knowledge as well as prepare the younger generation into becoming active, responsible and innovative citizens of the world. Importance has been given to encourage process-investigating skills, analytical abilities and application of concepts, useful in real life situations.

The structure of the course outline is based on rational sequencing of the subject material. Keeping in mind the intellectual capacity of the students, the method of instruction would be one that stimulates curiosity, awareness and investigation.

The document covers a broad spectrum ranging from:

- importance of physical fitness, health, and well-being and the factors that contribute to them;
- appropriate choice of educational values and goals such as tolerance, understanding, excellence, and good health;
- appropriate use of tools and equipment
- effective time management

The aim of this exercise is to make students rich in knowledge, understanding and skills so that they can meet the future challenges of the technological and scientific world.

AIMS

AIMS

- to promote the concept of wholesome development through Physical Education Programmes
- to promote personal cleanliness and good health as an activity that is carried out in everyday life
- motivate students' curiosity and develop their interest in sports, hygiene, health and human body
- to enhance and update knowledge of sports
- to develop Leadership qualities in the students
- to develop students' interests in understanding of sports knowledge and processes of sports sciences that will form the basis of their future careers
- to develop life-management skills
- to identify social realities
- to develop healthy living, fundamental movement skills and active participation

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 Class 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:

- Grades 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 reflect understanding skills and lab work.

The Standards and the accompanying Benchmarks will assist in the development of the Student Learning Outcomes.

STANDARDS AND BENCHMARKS OF HEALTH AND PHYSICAL EDUCATION

STANDARDS

1. PHYSICAL ACTIVITY

Students who participate in physical activities are better able to understand the activity, its skills, techniques and rules. Regular practice of the activity brings perfection in performance.

Standard 1.1

Attain and refine skills that foster participation in physical activities.

Standard 1.2

Participate regularly in health- enhancing physical activities

2. HEALTHY LIVING

Students well versed in the study of science for healthy living are users of the same knowledge. They possess the ability to develop solution and remedies of health problems for healthy living.

Standard 2.1

Demonstrate and integrate knowledge, skills and strategies needed for healthy livings.

3. ACTIVE LIVING

Active living focuses on activities that enhance physical health and fitness. It is meant to provide opportunities to ones body according to individual energy level and physical strength.

Standard 3.1

Relate the relationship of physical activity to the health related fitness components and health benefits.

Standard 3.2

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

GRADE IX-X STANDARDS AND BENCHMARKS

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 Participate in individual and team activities

Standard 1.2 Participate regularly in health-enhancing physical activities.

Benchmarks

1. Practice the movement skills individually or with partners in small groups (scrim mage).
2. Engage in moderate to vigorous athletics and games activities.
3. Describe the physiological changes during various warm-up and warm-down, activities.

HEALTHY LIVING

Standard 2.1 Demonstrate and integrate knowledge, skills and strategies needed for healthy living.

Benchmarks

1. Inter relate components that make up a healthy living style.
2. Analyze causes and remedies of various sports injuries.
3. Relate that the avoidance of prohibited medicines and drugs enhance physical and mental abilities.
4. Use basic scientific knowledge to prevent and control the spread of infectious diseases.

ACTIVE LIVING

Standard 3.1 Relate the relationship of physical activity to the health related fitness components and healthy benefits.

Benchmarks

1. Correlate physical education and its relation with Islam.
2. Perform various co-curricular activities.
3. Asses the role of theories of game in daily life.
4. Justify the role of Audio-Visual Aids in sports.

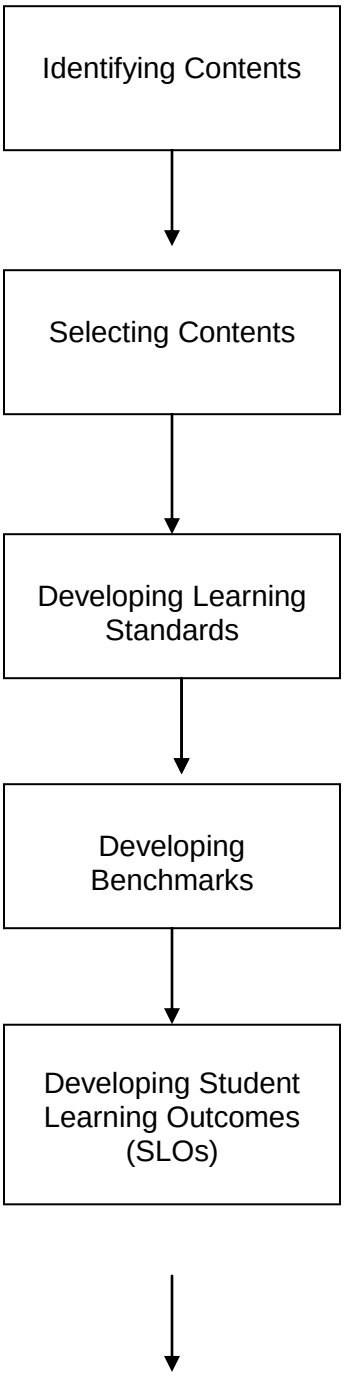
Standard 3.2 Demonstrate understanding and respect for individual differences (i.e. skill levels, academic levels, cultural levels)

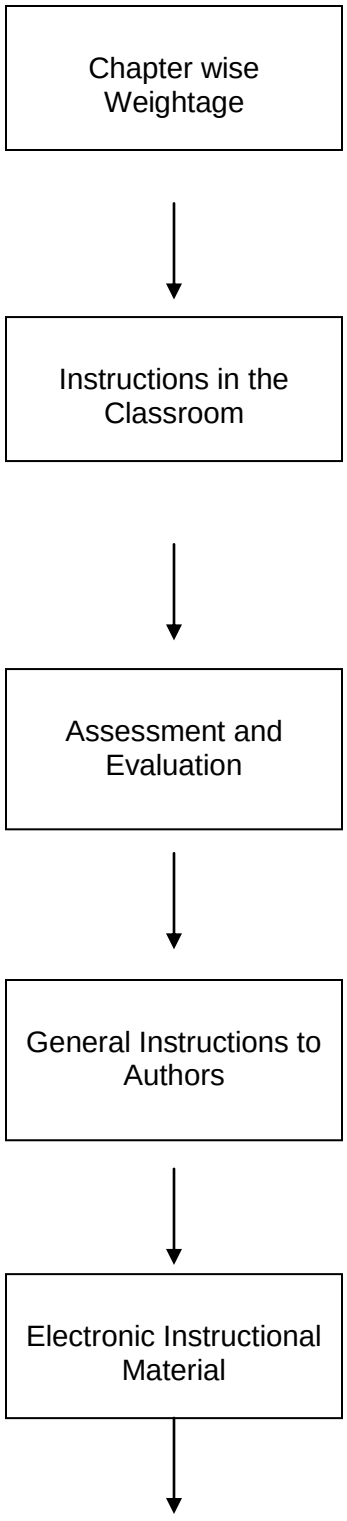
Benchmarks

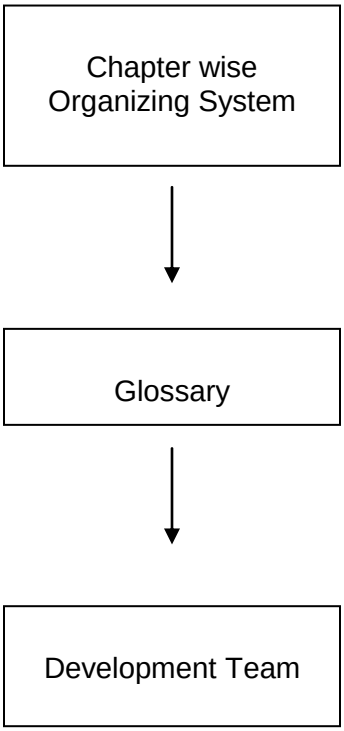
1 Select and participate in co-curricular activities for small groups.

2 Demonstrate responsible social behaviors with respect for differences in interacting.

Curriculum Development Process




Chapter wise Weightage
Instructions in the Classroom
Assessment and Evaluation
General Instructions to Authors
Electronic Instructional Material


Chapter wise
Organizing System
Glossary
Development Team

GRADE IX

TABLE OF CONTENTS GRADE IX

5.1.2 Diet

5.1.3 Fatigue and Rest

5.2 Effects of Environment on Health

5.3 Relationship between Physical Education and Health Education

Chapter 6 First Aid

6.1 Types of Sports Injuries

6.1.1 Muscular Injuries

6.1.2 Skeletal Injuries

6.2 Artificial Respiration

6.3 Bandages

Chapter 7 Narcotics

7.1 Effects of Narcotics

7.2 Types of Narcotics

7.2.1 Tobacco

7.2.2 Opium

7.2.3 Hashish/Churs

7.2.4 Heroin

7.3 Misuse of Drugs in Sports

Chapter 8 Infectious Diseases

8.1 Types of Infectious Diseases

8.1.1 Tuberculosis

8.1.2 Hepatitis

8.1.3 Aids

8.1.4 Cholera

LEARNING OUTCOMES FOR GRADES IX

CHAPTER 1 PHYSICAL EDUCATION

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
1.1 Definition of Physical Education and its importance	▪ Define Physical Education ▪ Compare the definitions of Physical Education by former and present philosophers ▪ Justify the importance of Physical Education as a learning discipline in modern era ▪ Justify that Islam encourages all sorts of sports
1.2 Relationship of Physical Education and Islam `	▪ Compare the relationship between Islam and Physical Education with reference to Islamic teachings and rituals.

CHAPTER 2 WARM-UP, WARM DOWN

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
2.1 Types of warm-up	▪ Define "Warm-up"
2.1.1 General warm up	▪ Describe general warm up exercises
2.1.2 Specific warm up	▪ Describe specific warm up exercises
2.2 Steps of warm-up	▪ Perform various warm-up exercises
2.2.1 Mild stretching (static)	▪ Define and demonstrate mild stretching
2.2.2 Cardio vascular respiratory (Part –I)	▪ Explain cardio vascular respiratory warm up exercises ▪ Practice cardiovascular respiratory warm up exercises for maximum heart rate between 110-120
2.2.3 Combination of activities	▪ Describe and practice different types of walking ▪ Describe and practice different types of running ▪ Describe and practice different types of skipping ▪ Describe and practice different types of jumping
2.2.4 Main stretching	▪ Define and demonstrate main stretching
2.2.5 Cardio vascular respiratory (Part –II)	▪ Practice cardio vascular respiratory warm up exercises for maximum heart rate between 130-140
2.2.6 Strengthening exercises	▪ Practice pulling and pushing exercises
	▪ Define warm down
2.3 Warm down exercises	▪ Practice slow running and walking with different sides of body bending ▪ Compare and contrast warm up and

	warm down exercises ▪ Interpret the need to warm up and warm down, before and after activities.

CHAPTER 3 GAMES

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
3.1 Historical background	▪ Trace the origin and development of Volley Ball, Table Tennis and Cricket as international game
3.2 Volley Ball	▪ Draw and label a Volley Ball court ▪ List the rules of Volley Ball ▪ Practice the skills of Volley Ball
3.3 Table Tennis	▪ Draw and label a Table Tennis table ▪ List the rules of Table Tennis ▪ Practice skills of Table Tennis
3.4 Cricket	▪ Draw and label a sketch of Cricket field ▪ List the rules of Cricket ▪ Practice the skills of Cricket ▪ Participate in Volley Ball, Table Tennis and Cricket matches and competitions.

CHAPTER 4 ATHLETICS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
Introduction	▪ Define athletics ▪ Describe historical background and development of athletics at an international level ▪ Justify the importance of athletics
High Jump	▪ List the rules of High Jump ▪ Practice the skills of High Jump ▪ Draw and label a Discus sector
Discus	▪ List the rules of Discus ▪ Practice the skills of Discus
400 Meter Race	▪ Draw and label a 400m standard track ▪ List the rules of 400 meter race ▪ Practice the skills of 400 meter race
800 Meter Race	▪ List the rules of 800 meter race ▪ Practice the skills of 800 meter race. ▪ Participate in high jump, discus, 400m race and 800m race competition.

CHAPTER 5 HEALTH EDUCATION

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
5.1 Basic principles of health	▪ Define health education ▪ Discuss the significance of Health education as an academic discipline ▪ List and explain the principles of Health. ▪ Relate principles of health to the 21st century life style.
5.1.1 Exercise	▪ Create and follow a simple daily exercise schedule for physical fitness ▪ Highlight the benefits of exercises.
5.1.2 Diet	▪ Relate a balanced diet with healthy living. ▪ Describe the importance of regulating the quantity and frequency of food intake.
5.1.3 Fatigue and rest	▪ Compare fatigue and rest ▪ Compare physical and mental fatigue. ▪ Relate rest with the prevention and or recovery from physical and mental fatigue.
5.2 Effects of environment on health	▪ Describe the various environmental factors that could affect health. ▪ Identify the contributions of health education towards reversing trends and promoting healthy conditions of the environment.
5.3 Relationship between Physical Education and Health Education	▪ Compare and contrast Health Education and Physical Education.

	▪ Justify how Health and Physical Education lead to achieving a healthy and active life style.

CHAPTER 6 FIRST AID

CONTENTS	LEARNING OUTCOMES
	Students should be able to: ▪ Define first aid ▪ Justify the importance of, first aid in sports ▪ Describe the principles of first aid
6.1 Types of sports injuries. 6.1.1 Muscular injuries	▪ Classify and describe sports injuries. ▪ Describe and apply first aid techniques of muscular injury
6.1.2 Skeletal injuries	▪ Describe and apply first aid technique of skeletal injury
6.2 Artificial respiration	▪ Describe and apply the different methods of artificial respiration.
6.3 Bandages	▪ Use appropriately the different types of bandages for various muscular and skeletal injuries.

CHAPTER 7 NARCOTICS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
	▪ Define narcotics
7.1 Effects of narcotics	▪ Analyze the short and long term effects of the use of narcotics on health performance and social life
7.2 Types of narcotics	▪ List and classify the types of narcotics
7.2.1 Tobacco	▪ Describe the effects of tobacco on healthy body and sports performance
	▪ Identify resources for treatment of problems related to the use of tobacco
7.2.2 Opium	▪ Describe the effects of opium on healthy body and sports performance
	▪ Select and apply remedial measures for opium influence
7.2.3 Hashish/ Churs	▪ Describe the effects of hashish / churs on healthy body and sports performance
	▪ Select and apply remedial measures for hashish / churs influence
7.2.4 Heroin	▪ Describe the effects of heroin on human body and sports performance
	▪ Select and apply remedial measures for heroin influence
7.3 Misuse of drugs in sports	▪ Describe doping
	▪ List the prohibited drugs in sports.
	▪ Describe a need for drug testing of players prior to participation in the required activity.
	▪ Describe the consequences of testing positive for prohibited drugs in sports.

CHAPTER 8 INFECTIOUS DISEASES

CONTENTS	LEARNING OUTCOMES
8.1 Types of infectious diseases 8.1.1 Tuberculosis 8.1.2 Hepatitis 8.1.3 Aids 8.1.4 Cholera	Students should be able to: ▪ Define infectious diseases ▪ Classify the different types of infectious diseases. ▪ Describe the signs, symptoms, causes and preventive measures for • TB • Hepatitis • Aids • Cholera

PRACTICALS DESCRIPTION

Chapters	Practical Description	Equipment / Arrangements
Chapter 1 Physical Education	No practical	
Chapter 2 General Warm up Warm down	▪ perform different exercises for warm up. ▪ examine the heart beat and pulse rate after the cardio vascular Respiratory exercises)part -1)and (part- 2)	Stop watch, writing board
Chapter 3 Games	▪ make the drawings of; • cricket ground • volley ball court • table tennis table ▪ demonstrate the basic skills of cricket, volley ball and table tennis	cricket playing kit chart papers, geometry box, table for table tennis net, rackets, ball, poles, whistles volley ball, net, poles and lime
Chapter 4 Athletics	▪ make the drawings of : • discuss throw sector • 400 meter standard track ▪ practice basic skills for: • high jump • discus • 400 meter race • 800 meter race	chart papers, geometry boxes high jump apparatus, measuring tape, stop watch, discus

Chapter 5 **Health Education**	▪ plan and execute a daily exercise and rest program	chart and pencil
Chapter 6 **First Aid**	▪ muscular injuries ▪ apply the RICE formula ▪ skeletal Injuries ▪ Practice applying temporary bandages for bone injuries. ▪ artificial respiration ▪ practice procedure	first aid box
Chapter 7 **Narcotics**	▪ visits to rehabilitation centers	arrangements for visits
Chapter 8 **Infectious Diseases**	▪ make charts showing causes and its preventions of various diseases.	Charts and pencils

GRADE IX PERCENTAGE WEIGHTAGE CHAPTERWISE TIME ALLOCATION

GRADE IX

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Education	9	-	2	5%
Chapter 2: Warm up and Warm down	12	12	6	15%
Chapter 3: Games	12	24	7	20%
Chapter 4: Athletics	12	24	8	21%
Chapter 5: Health Education	11	-	4	7%
Chapter 6: First Aid	12	16	8	18%
Chapter 7: Narcotics	10	-	5	6%
Chapter 8: Infectious diseases	14	-	2	8%
Total:	**92**	**76**	**42**	**100%**

Total Periods = 210

Weightage = 100

GRADE X

TABLE OF CONTENTS FOR GRADE X

LEARNING OUTCOMES FOR GRADE X

CHAPTER 1 CO-CURRICULAR ACTIVITIES

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
1.1 Types of co-curricular Activities	▪ Compare curricular and co-curricular activities in educational Institutions. ▪ Highlight the advantages of co-curricular activities in educational process.
1.1.1 Scouting(for boys)	▪ Describe scouting as co-curricular activity ▪ Establish and participate outdoor activities that provide challenging and meaningful opportunities.
1.1.2 Girl guiding(for girls)	▪ Describe girl guiding as co-curricular ▪ Describe the various services provided by the boy scouts and girl guides at various levels. ▪ Evaluate the benefits of boy scouting, girl guiding on the psychological and social development of boys and girls.
1.1.3 Hiking	▪ Describe hiking ▪ Plan and participate in hiking activities to promote social, mental and physical needs of individuals
1.1.4 Study tour	▪ Describe study tour ▪ Identify existing facilities for study tours in the locality of the respective union council ▪ Collect relevant information by participating in study tours

1.1.5 Tutorial group.	▪ Define and discuss the term “tutorial group” ▪ Describe the benefits of tutorial groups

CHAPTER 2 PHILOSOPHY OF GAMES

CONTENTS	LEARNING OUTCOMES
2.1 Theories of games. 2.2 Importance of Games	Students should be able to: ▪ Interpret philosophy of games ▪ List and comment on the theories of games ▪ Justify with an appropriate example of inheritance theory ▪ Justify with an appropriate example of surplus energy theory ▪ Justify with an appropriate example of recreational theory. ▪ Discuss the importance of game in present era. ▪ Relate how participation in games contributes towards in healthy behaviors.

CHAPTER 3 EDUCATIONAL GYMNASTIC

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
3.1 Definition	▪ Define gymnastic ▪ Differentiate between gymnastic and educational gymnastic.
3.2 Historical background of educational gymnastic	▪ Trace the history of educational gymnastic.
3.3 Objectives of educational gymnastic	▪ List the objectives of educational gymnastics
Activities of educational gymnastic	
Agility	▪ Describe the concept of agility ▪ Practice agility exercises
Flexibility	▪ Describe the concept of flexibility ▪ Practice flexibility exercises
Balancing	▪ Explain the concept of balancing ▪ Practice balancing exercises. ▪ Compare dynamic and static balance
Co-ordination.	▪ Define co-ordination ▪ Demonstrate coordination exercises interpreting different body positions.

CHAPTER 4 GAMES

CONTENTS	LEARNING OUTCOMES
	Students should be able to;
Hockey	▪ Draw and label a sketch of Hockey ground ▪ Identify the players positions in playing field ▪ Describe the rules of Hockey ▪ Practice the skills of Hockey
Badminton	▪ Draw and label a sketch of Badminton court ▪ Describe the rules of Badminton ▪ Practice the skills of Badminton ▪ Participate in Hockey and Badminton matches competitions.

CHAPTER 5 ATHLETICS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
5.1 4x100 Meter Relay Race	▪ Discuss the importance of athletics. ▪ Illustrate the staggers of 4x100 meter (relay race) on standard track ▪ Describe the rules of 4x100 meter (relay race) ▪ Practice the basic skills of 4x100 meter (relay race)
5.2 Javelin throw	▪ Draw and label the layout of javelin sector ▪ Describe the rules of javelin throw ▪ Practice all skills required in javelin throw
5.3 1500 Meter Race	▪ Describe the rules of 1500 meter race ▪ Practice the basic skills of 1500-meter race. ▪ Participate in 4x100 m (relay race), javelin throw and 1500 m race competition.

CHAPTER 6 BODY SYSTEMS

CONTENTS	LEARNING OUTCOMES
	Students should be able to;
6.1 Muscular system	▪ List and describe the human body systems ▪ Describe muscular system ▪ Classify muscles ▪ Identify major muscles of the body ▪ Explain effects of exercise on muscular system.
6.2 Skeletal system	▪ Describe the skeletal system ▪ List the bones and joints in human body ▪ Explain the effects of exercise on skeletal system. ▪ Explain the importance of the muscular and skeletal systems in body movements.

CHAPTER 7 POSTURE

CONTENTS	LEARNING OUTCOMES
7.1 Postural defects and its causes and remedies	Students should be able to: ▪ Define good posture ▪ Explain the somato typing ▪ List and describe postural defects ▪ Describe the causes and remedial exercises of different postural defects

CHAPTER 8 DRINKS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
8.1 Water intake during exercise	▪ Define and give examples of sport drinks ▪ Justify the importance of water intake during practice and competitions ▪ Determine the reasons for fluctuation in the water intake based on weather and other environmental conditions during play.
8.2 Dehydration	▪ Describe the concept of dehydration ▪ Explain bad effects of dehydration in sports performance ▪ Identify the dangers of dehydration during hot and humid weather.

CHAPTER 9 AUDIO VISUAL AIDS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
9.1 Types of Audio Visual Aids 9.1.1 Audio Aids 9.1.2 Visual Aids	▪ Describe audio visual aids ▪ Discuss the importance of audio visual aids in physical education and sports. ▪ Identify the different types of audio aids in sports ▪ Discuss the importance of visual aids in sports
9.2 Role of Audio Visual Aids in Sports	▪ Describe the role of audio visual aids in coaching and training of sports.

PRACTICAL DESCRIPTION

Chapters	Practical Description	Equipment/Arrangements
Chapter 1 **Co-Curricular Activities**	▪ Participation in scouting, girls guiding, hiking. ▪ Participate in a study tour to nearest specific area (hospital, school, market historical place) ▪ weekly tutorial arrangements (debates, qirat drama, naat khawani, singing, poetry, drawing, etc.	▪ uniform for hiking accessories ▪ Arrangements for the visit to nearest place. ▪ Arrangements for tutorial practice.
Chapter 2 **Philosophy of Games**	No practical	
Chapter 3 **Educational Gymnastic**	▪ Practice agility exercises ▪ Practice flexibility exercises ▪ Practice balancing exercises ▪ Practice coordination exercises	
Chapter 4 **Games**	▪ Demonstrate basic skills of hockey and badminton	Hockey kit. netball, badminton, racket, net, shuttle cocks, etc.

Chapter 5 **Athletics**	▪ Practice the basic skills of 4x100 m race ▪ Practice basic skills of javelin throw ▪ 1500 meter Race ▪ Practice the skills of 1500 meter Race	javelin, measuring tapes, Baton, starting block , stopwatch, lime
Chapter 6 **Body Systems**	▪ Label various bones and muscles on diagram of the human body	Charts, geometric box, colored pencils etc
Chapter 7 **Posture**	▪ Practice correct body positions while sitting, standing, walking, lying, and bending. ▪ Practice exercises f or remedies of different postural defects.	Mattress, chairs, mat chalk
Chapter 8 **Drinks**	▪ Prepare a sample of high energy drink	
Chapter 9 **Audio Visual Aids**	▪ Use various audio visual aids related to different games and exercises	Arrangements of audio visual aids.

GRADE X PERCENTAGE WEIGHTAGE CHAPTERWISE TIME ALLOCATION

Class X

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Co-curricular activities	12	20	5	17%
Chapter 2: Philosophy of Games	12	-	2	7%
Chapter 3: Educational Gymnastic	12	12	3	13%
Chapter 4: Games	12	12	3	12%
Chapter 5: Athletic	12	12	3	12%
Chapter 6: Body system	16	-	6	11%
Chapter 7: Posture	12	16	3	16%
Chapter 8: Drinks	8	-	2	5%
Chapter 9: Audio-visual Aids	8	4	2	7%
Total:	**104**	**76**	**29**	**100%**

Total Periods = 209

Weightage = 100

INSTRUCTIONS IN THE CLASS ROOM

Health and Physical Educationists have realized that the quality of Health and Physical 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 of Health and Physical Education 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, playgrounds 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. They focus on the learning styles of individual students and recognize slow and fast learners.
11. 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 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 refine ideas through dialogue with others, and work with them in ways like to foster cooperative abilities.
- provide opportunities to develop skills of written and oral communications.
- use testing as a diagnostic as well as an achievement tool.

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 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 by 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 ask questions time to time. The students should also encourage asking 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 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 help 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 topic which builds upon the contents the students have recently covered and allows 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-esteemed, 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 then recall and rote learning. The sequence of the topics has been developed to facilitate a deeper and more coherent understanding.

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 training 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 ant their curricula be revised to met the demands of fast changing and developing world.
- In-service training should cover contents and methodologies. Content upgrading in health and physical education in an urgent need for effective teaching. Emphasis should specially be laid on learner-centered and activity based approaches. 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 vacations.
- Well-equipped resource centers should be established at the training institutions for a ready help to the needy teachers.

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 activity
    - 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 un-ambiguous

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
▪ Knowledge, Comprehension, Analysis, Evaluation, Synthesis, Application:	70%
▪ Skills ▪ Fitness • Physique(appearance)	30%

Organic efficiency
Motor efficiency

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
▪ assessing what is most highly valued	▪ assessing what is easily measured
▪ assessing rich, well-structured knowledge	▪ assessing discrete knowledge
▪ assessing to learn what students do understand	▪ assessing to learn what students do not know
▪ assessing achievement and opportunity to learn	▪ assessing only achievement

- 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 asses 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

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 interval to provoke the 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, straight forward, 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 café.

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, photograph and animation should be publish 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 soft ware 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;

1. Adding many more concepts than can be comfortably learnt in the given time frame
2. 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 IX and X respectively. These

expectations are reflected within the Standards and Benchmarks as well as the Aims 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 of 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. **b.** 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 details

- **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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