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INTRODUCTION

Health and Physical Education provides the foundation of all the principles necessary for different aspects of life. The focus of this subject is to provide a holistic concept of health. It aims at the physical, mental, emotional, social and spiritual development of an individual. It analyzes the influence of interactions among the individuals, the family, community and environment. Students carry out different activities which promote the maintenance of a healthy and active life, these activities comprise planning, acting and reflecting in order to develop the basic knowledge and understanding of attitudes, values and skills.

Health and Physical Education characterizes fundamental principles by which we function in every place in our daily life. It focuses on a holistic awareness of health. It recognizes the physical, mental, emotional, social, democratic and spiritual dimensions of health of the individual. It closely examines the impact of interactions between the individual, the family, community and environment. Students of grade VI-VIII pass through a stage of life where they need to understand the importance of health and physical education in everyday living.

Students plan, act and reflect in order to develop the essential knowledge and understanding, attitudes, values and skills, which promote health practices, physical activity and support the maintenance of a healthy and active life style.

Students build up confidence and self-esteem by participating and appreciating the skillful activities, games, sports and outdoor recreations.

The learning area aims to assist students to develop the knowledge, skills, attitude and motivation to make informed decisions and take actions that contribute to their personal well-being, and the well-being of society as a whole.

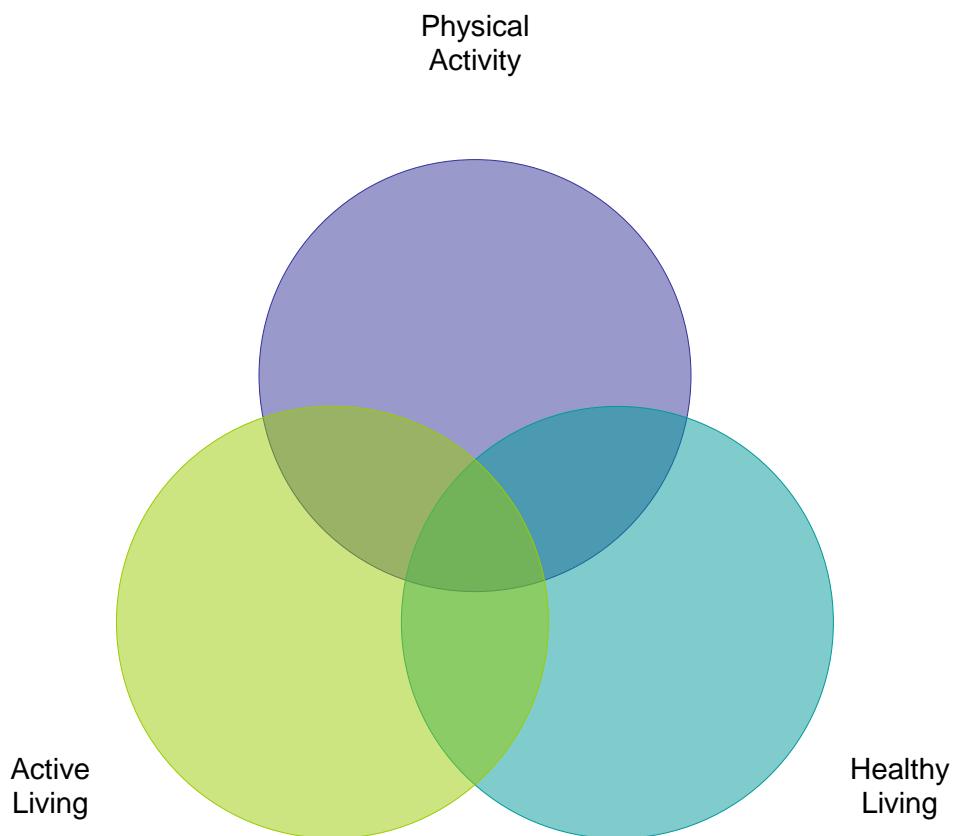
This document presents students with knowledgeable prospects that will help them to make constructive conclusions about all aspects of their health and give them

confidence to lead healthy, lively energetic, dynamic and active lives. The focus on positive, responsible, personal and social behaviour in physical activity settings encourages students to make safe and wise choices It also provides the potential for better quality of life for all students, now and in the future

It has become increasingly essential that educational syllabi should be revived periodically with the changing trends and the massive renovations being made in all spheres of activities.

Necessary modification should be made to keep up with the international standards. The practical use of latest techniques and scientific approach in the teaching methodology will broaden the vision and horizon of the students. The young and adaptable minds of the students can easily be adjusted to the stimulating changes in the syllabi.

This curriculum is based on three strands



Rationale for Curriculum Enhancement

Syllabi are being revised and upgraded 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 revising and updating 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 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 develop a sound mind in a sound body.
- 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 develop a balanced personality of child
- develop knowledge of Physical Education with special reference to healthy living.
- to build the capacity of the child to plan and work with available resources.
- to develop skills in planning, preparing and serving nation and humanity
- to strengthen a human being as basic Unit of Society.
- to provide the chance to develop the hidden abilities of child.

STANDARDS AND BENCHMARKS

In the 21st century, students will remain the most important natural resource to ensure 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 4 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 are presented fewer than two subheadings:

- Understanding
- Skills including field/gymnasium

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 market place. 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.

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-VI STANDARDS AND BENCHMARKS

STANDARD 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.

Benchmarks

1. Demonstrate combination of locomotor and manipulating skills in applied settings.
2. Understand track and field events according to their aptitude.

Standard 1.2

Participate regularly in health- enhancing physical activities

Benchmarks

- 1 Demonstrate and explain different types of small area games, indoor games, outdoor games and indigenous game

STANDARD 2 HEALTHY LIVING

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

Standard 2.1

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

Benchmarks

1. Demonstrate knowledge of healthy behaviors suitable for every day life.
2. Develop safety measure for the benefit of self and society.
3. Apply hygiene principles to develop hygienic environments.
4. Apply food science knowledge and develop good eating habits.

STANDARDS 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 the individual energy level and physical strength.

Standard 3.1

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

Benchmarks

1. Understand the scope of Physical Education in the modern era.
2. Explain the objectives of Physical Education to achieve active living styles.

Standard 3.2

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

Benchmarks

- 1 Practice and participate in physical activities and competitions irrespective of developmental skill levels in order to attain mastery

GRADE VII-VIII STANDARDS AND BENCHMARKS

PHYSICAL ACTIVITIES

STANDARD 1.1 Attain and refine skills that foster participation in physical activities.

Benchmarks

1. Demonstrate movement 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. Practice the movement skills individually or with partners in small groups (scrim mage).
2. Engage in moderate to vigorous athletics and games activities.

HEALTHY LIVING

STANDARD 2.1 Demonstrate and Integrate knowledge, skills and strategies needed for healthy living.

Benchmarks

1. Ability to perform various physical exercises.
2. Make healthy food choices for self and others in various conditions.
3. relate infectious diseases and infections to health and living style.
4. use appropriate postures with related activities
5. analyze different kinds of injuries and suggest appropriate remedies.
6. Adopt environmental sanitation in their immediate surroundings.

ACTIVE LIVING

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

Benchmarks

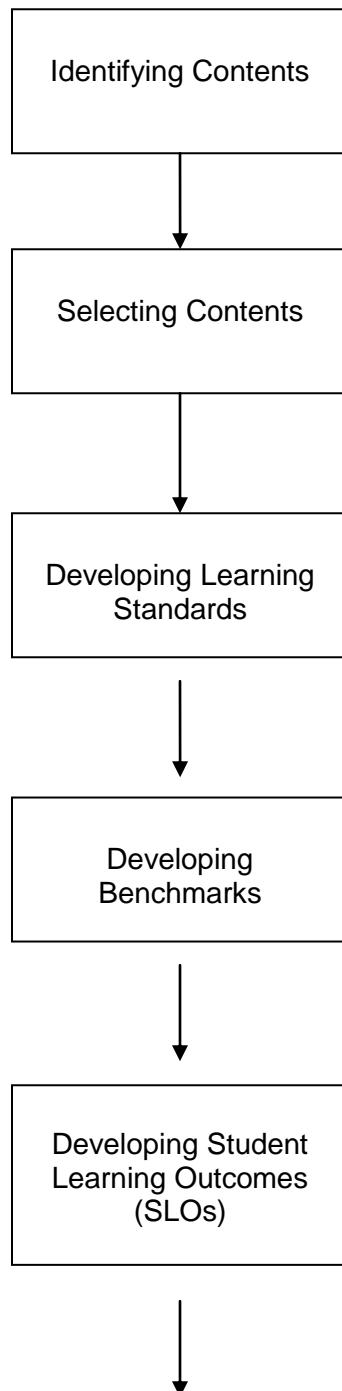
1. Understand the objectives and historical background and development of Physical Education.
2. Explore variety of non-conventional activities as recreation and its need in the fast-paced life of the 21st century.
3. Understand that personality development leads to productive and constructive life style.

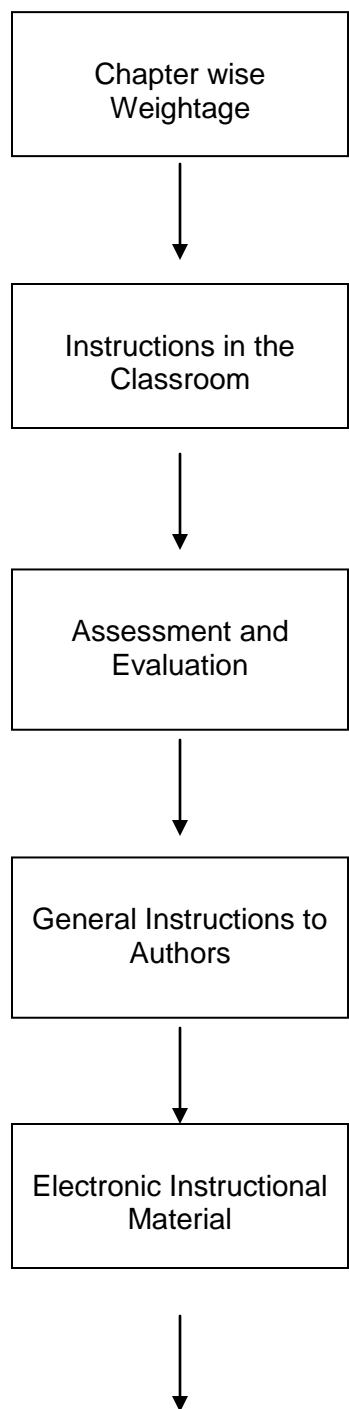
STANDARD 3.2 Demonstrate understanding and respect for individual differences (i.e. skill levels, academic levels, cultural levels

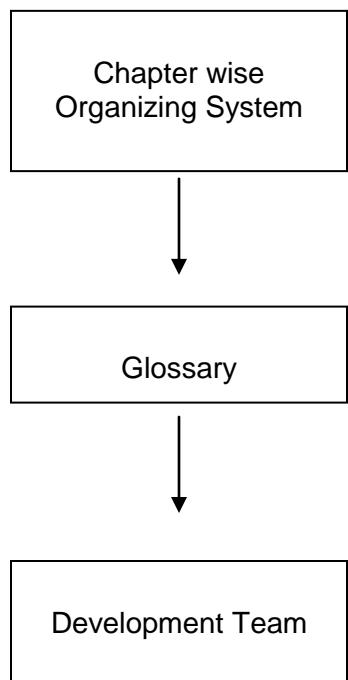
Benchmarks

1. Demonstrate sports skills to produce best possible results.
2. Understand why different individuals enjoy different recreational activities

Curriculum Development Process







GRADE VI

TABLE OF CONTENTS FOR GRADE VI

Chapter 1 Physical Education

1.1 Movement and Physical Development

Chapter 2 Health Education

2.1 Healthy Habits

Chapter 3 Safety Education

3.1 Benefits of Safety Education

3.2 Safety Measures in Sports

Chapter 4 Hygiene Education

4.1 Scope of Hygiene Education

Chapter 5 Food And Nutrition

5.1 Functions of Food

5.2 Healthy Eating Habits

Chapter 6 Educational Gymnastics

6.1 Basic Movements

6.1.1 Stretching

6.1.2 Twisting and Turning

6.1.3 Balancing

6.1.4 Swinging and Circling.

Chapter 7 Athletics

7.1 Historical background

7.2 Track Events

7.3 Field Events

Chapter 8 Games

8.1 Categories of Games

8.1.1 Small Area Games

8.1.2 Indoor games and Outdoor games

8.1.3 Indigenous games

LEARNING OUTCOMES FOR GRADE VI

CHAPTER 1 PHYSICAL EDUCATION

CONTENTS	LEARNING OUTCOMES
1.1 Movement and physical development	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define Physical Education▪ List the benefits of Physical Education▪ Describe the objectives of Physical Education▪ Justify the need for Physical Education and activities in today's sedentary life-style▪ Define movement▪ Discuss the role of movement for healthy growth and development.

CHAPTER 2 HEALTH EDUCATION

CONTENTS	LEARNING OUTCOMES
2.1 Healthy habits	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define Health and Health Education▪ Relate the connection between Health Education and Physical Education▪ List and practice healthy behaviors▪ Describe the effects of different emotions on physical health:<ul style="list-style-type: none">• happiness• sadness• excitement• anger

CHAPTER 3 SAFETY EDUCATION

CONTENTS	LEARNING OUTCOMES
3.1 Benefits of safety education	Students should be able to: <ul style="list-style-type: none">▪ Describe how the need for safety education relies on its benefits
3.2 Safety measures in sports	<ul style="list-style-type: none">▪ Apply the safety precautions and guidelines learned while practicing various physical activities▪ Identify and use appropriate safety equipment according to the activity been pursued▪ Demonstrate, practice and use proper postures to minimize possible injuries▪ Identify and describe strategies to deal with emergency situations related to different physical activities.

CHAPTER 4 HYGIENE EDUCATION

CONTENTS	LEARNING OUTCOMES
4.1 Scope of hygiene education	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ List and describe the objectives of Hygiene Education▪ Define Hygiene Education and list its benefits▪ State reasons for keeping their home, school and immediate environment clean▪ Relate personal health behaviors with individual well being▪ Give reasons to justify the importance of Hygiene Education in sports▪ Create awareness in their surroundings about the advantages of proper body hygiene.

CHAPTER 5 FOOD AND NUTRITION

CONTENTS	LEARNING OUTCOMES
	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define and differentiate among:<ul style="list-style-type: none">• food• nutrition• calorie▪ List the functions of consuming healthy foods▪ Describe the role of food as a source of energy▪ Describe the role of food in preventing diseases▪ Describe the role of food in tissue building and healthy body maintenance▪ List and practice healthy eating habits.
5.1 Functions of food	
5.2 Healthy eating habits	

CHAPTER 6 EDUCATIONAL GYMNASTICS

CONTENTS	LEARNING OUTCOMES
6.1 Basic movements 6.1.1 Stretching 6.1.2 Twisting and turning 6.1.3 Balancing 6.1.4 Swinging and circling	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Compare and contrast gymnastics and educational gymnastics▪ Describe different educational gymnastic activities▪ Describe different stretching activities▪ Differentiate between static stretching and dynamic stretching▪ Demonstrate and continue to use different stretching exercises▪ Compare and contrast the twisting and turning activities▪ Demonstrate and continue to use different turning and twisting activities▪ Demonstrate and continue to use different balancing activities▪ Compare and contrast the swinging and circling▪ Demonstrate and continue to use different swinging and circling activities▪ Demonstrate integrated exercises involving at least three basic movements.

CHAPTER 7 ATHLETICS

CONTENTS	LEARNING OUTCOMES
7.1 Historical background	Students should be able to: <ul style="list-style-type: none">▪ Compare and contrast ancient and modern athletics▪ List ancient athletic events▪ Differentiate between track and field events▪ List different track events▪ List different field events▪ Sketch an athletic track and label track events.
7.2 Track events.	
7.3 Field events	

CHAPTER 8 GAMES

CONTENTS	LEARNING OUTCOMES
8.1 Categories of games 8.1.1 Small area games 8.1.2 Indoor games and Outdoor games 8.1.3 Indigenous games.	Students should be able to: <ul style="list-style-type: none">▪ Define game▪ Classify different types of games▪ List the small area games▪ Play small area games following the respective rules▪ Differentiate between indoor and outdoor games▪ Choose appropriate indoor and outdoor activities for physical development▪ Describe indigenous games▪ List and describe different indigenous games.

PRACTICALS

Chapters	Practical Description	Equipment / Arrangements
Chapter 1 Physical Education	No Practical	
Chapter 2 Health Education	No Practical	
Chapter 3 Safety Education	<ul style="list-style-type: none"> ▪ Visits a playground, kitchen and busy roads and suggest at least 4 safety measures for each. 	Arrangements for the visits
Chapter 4 Hygiene Education	<ul style="list-style-type: none"> ▪ Students keep a record of their hygiene activities for a month 	Recording charts
Chapter 5 Food & Nutrition	<ul style="list-style-type: none"> ▪ Keep a record of food consumption for a week and classify the foods into healthy and unhealthy categories 	Recording chart and a table
Chapter 6 Educational Gymnastics	<ul style="list-style-type: none"> ▪ Demonstrate the different movements (stretching, twisting, turning, balancing, swinging and circling). 	Mat, whistle ball, rope etc
Chapter 7 Athletics	<ul style="list-style-type: none"> ▪ Visit of athletic tracks ▪ Sketch and label an athletic track 	Arrangement for the visits charts, geometry box; rope
Chapter 8 Games	<ul style="list-style-type: none"> ▪ Demonstrate different indoor and outdoor games 	Facilities for Indoor and outdoor activities.

GRADE VII

TABLE OF CONTENTS FOR GRADE VII

Chapter 1 Physical Education

1.1 Objectives of Physical Education

Chapter 2 Environmental Sanitation

2.1 Air and its Constituents

2.2 Class room Sanitation

2.3 School Sanitation

2.4 Home Sanitation

Chapter 3 Food and Nutrition

3.1 Nutrients of Food

3.2 Energy Value of Food

3.3 Balanced Diet

Chapter 4 Common diseases

4.1 Kinds of Common Diseases

4.2 Symptoms Causes and Preventive Measures of Common Diseases

4.2.1 Chicken Pox

4.2.2 Measles

4.2.3 Tuberculosis

4.2.4 Polio

4.2.5 Malaria

4.2.6 Flue

Chapter 5 Posture

5.1 Correct and Incorrect Postural Positions

Chapter 6 Gymnastics

6.1 Gymnastic Activities without Apparatus

6.1.1 Forward Roll.

6.1.2 Backward Roll

6.1.3 Hand Stand with Support

6.1.4 Head Stand with Support

6.1.5 Bridge body

Chapter 7 Games

- 7.1** Football
- 7.2** Handball
- 7.3** Badminton

Chapter 8 Athletics

- 8.1** Sprints
- 8.2** Start
- 8.3** 100 meter Race
- 8.4** 200 meter Race

LEARNING OUTCOMES FOR GRADE VII

CHAPTER 1 PHYSICAL EDUCATION

CONTENTS	LEARNING OUTCOMES
1.1 Objectives of Physical Education	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define and explain Physical Education▪ Trace the development of Physical Education as a learning discipline▪ Define and describe the objectives of Physical Education.

CHAPTER.2 ENVIRONMENTAL SANITATION

CONTENTS	LEARNING OUTCOMES
Air and its constituents	Students should be able to: <ul style="list-style-type: none">▪ Relate environment and sanitation to healthy living▪ List the advantages of environmental sanitation▪ describe the constituents of air▪ Participate in classroom, school and home sanitation activities▪ Create awareness in their surroundings about the advantages of proper environmental sanitation.
2.2 Classroom sanitation	
2.3 School sanitation	
2.4 Home sanitation	

CHAPTER.3 FOOD AND NUTRITION

CONTENTS	LEARNING OUTCOMES
3.1 Nutrients of food	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ List and describe the functions of nutrients▪ Identify the sources of each nutrient▪ Predict the effects of deficiencies of each nutrient▪ Compare caloric value of different nutrients▪ Describe the nutrient composition of various foods<ul style="list-style-type: none">• fish, meat, chicken, milk, eggs, green vegetables and fruits, oils(ghee),sugar, pulses etc▪ Identify food sources high in fats, carbohydrates and protein contents
3.2 Energy value of food	<ul style="list-style-type: none">▪ Compare the energy values of different cooked foods
3.3 Balance diet	<ul style="list-style-type: none">▪ Differentiate between balanced and unbalanced diet▪ Discuss the importance of a balanced diet▪ Plan a balanced diet for a day.

CHAPTER.4 COMMON DISEASES

CONTENTS	LEARNING OUTCOMES
4.1 Kinds of common diseases	Students should be able to: <ul style="list-style-type: none">▪ Classify the common diseases▪ Define infectious diseases▪ Discuss the symptoms causes and prevent measures of infectious diseases in general
4.2 Symptoms, causes and preventive measures of common diseases. <ul style="list-style-type: none">4.2.1 Chicken Pox4.2.2 Measles4.2.3 Tuberculosis4.2.4 Polio4.2.5 Malaria4.2.6 Flue	<ul style="list-style-type: none">▪ Describe the causes of chicken pox▪ Identify the common signs and symptoms of chicken pox▪ List the preventive measures of chicken pox▪ Describe the causes of measles▪ Identify the common signs and symptoms of measles▪ List the preventive measures of measles▪ Describe the causes of tuberculosis▪ Identify the common signs and symptoms of tuberculosis▪ List the preventive measures of tuberculosis▪ Describe the causes of polio▪ Identify the common signs and symptoms of polio▪ List the preventive measures of polio▪ Describe the causes of malaria▪ Identify the common signs and symptoms of malaria▪ List the preventive measures of malaria▪ Describe the causes of flue▪ Identify the common signs and symptoms of flue

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ List the preventive measures of flue▪ List the precautions you would take while visiting a friend with an infectious diseases. |
|--|---|

CHAPTER 5 POSTURE

CONTENTS	LEARNING OUTCOMES
5.1 Correct and incorrect postural positions	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Differentiate between good and bad postures▪ Practice and use the correct walking position▪ Explain the benefits of a correct walking position▪ Practice and use the correct sitting position▪ Explain the benefits of a correct sitting position▪ Practice and use the correct standing position▪ Explain the benefits of a correct standing position▪ Practice and use the correct lying position▪ Explain the benefits of correct lying position▪ Practice and use the correct loading position▪ Explain the benefits of a correct loading position

CHAPTER 6 GYMNASTIC

CONTENTS	LEARNING OUTCOMES
6.1 Gymnastic activities without apparatus 6.1.1 Forward roll 6.1.2 Backward roll 6.1.3 Hand standing with support. 6.1.4 Head standing with support. 6.1.5 Bridge body	Students should be able to: <ul style="list-style-type: none">▪ Define gymnastic without apparatus▪ Identify gymnastic activities without apparatus▪ Perform and explain the basic steps of forward roll▪ Perform and explain the basic steps of backward roll▪ Demonstrate, describe, and state the basic steps of handstand▪ Demonstrate and describe the basic steps of headstand▪ Perform and describe the basic steps of bridge body.

CHAPTER 7 GAMES

CONTENTS	LEARNING OUTCOMES
7.1 Foot Ball	Students should be able to: <ul style="list-style-type: none">▪ Draw and label a Foot Ball ground▪ List the rules of Foot Ball▪ Practice and use the basic skills of Foot Ball
7.2 Handball	<ul style="list-style-type: none">▪ Draw and label a Handball court▪ List the rules of Handball▪ Practice and use the basic skills of Handball
7.3 Badminton	<ul style="list-style-type: none">▪ Draw and label a Badminton court▪ List the rules of Badminton▪ Practice and use the skills of Badminton.

CHAPTER 8 ATHLETICS

CONTENTS	LEARNING OUTCOMES
	Students should be able to:
8.1 Sprints	<ul style="list-style-type: none">▪ Define and describe sprints
8.2 Start	<ul style="list-style-type: none">▪ Describe start
8.3 100 Meter Race	<ul style="list-style-type: none">▪ Explain the phases of start▪ Describe the rules of 100-meter race
8.4 200 Meter Race	<ul style="list-style-type: none">▪ Practice and use the basic skills of 100-meter race▪ Describe the rules of 200-meter race▪ Practice and use the basic skills of 200-meter race.

PRACTICALS

Chapters	Practical Description	Equipment / Arrangements
Chapter 1 Physical Education	No Practical	
Chapter 2 Environmental sanitation	<ul style="list-style-type: none"> ▪ Assess sanitation measures at classrooms, school and home 	Dustbins, Flowers Make arrangements for the visits
Chapter 3 Food & Nutrition	<ul style="list-style-type: none"> ▪ Draw a food Pyramid on a chart paper. ▪ Make chart showing the nutrient composition of different foods for consumption under specific conditions 	Charts, Pencils etc
Chapter 4 Common Diseases	<ul style="list-style-type: none"> ▪ Visit to a hospital/clinic and report on sanitary conditions 	Make arrangements for the visit
Chapter 5 Posture	<ul style="list-style-type: none"> ▪ Practice the correct positions of : <ul style="list-style-type: none"> • Sitting • Standing • Lying • Walking • Loading. ▪ Correlate height and weight measurements for age appropriateness 	Make arrangement of tools for measuring height and weight. Mats

Chapter 6 Gymnastics	<ul style="list-style-type: none"> ▪ Practice the following events: <ul style="list-style-type: none"> • Forward Roll • Backward Roll • Hand Stand • Head Stand • Bridge Body 	Mats, whistle, etc.
Chapter -7 Games	<ul style="list-style-type: none"> ▪ Practice basic skills of: <ul style="list-style-type: none"> • Football • Handball • Badminton 	Whistle, white chalk for marking/Lime, foot ball, hand ball, badminton racket, Poles, badminton net, shuttle cock.
Chapter 8 Athletics	<ul style="list-style-type: none"> • Practice of different phases of start • Practice of skills of 100-meter race and 200-meter race. 	White chalk, starting gun, starting blocks, whistles.

GRADE VIII

TABLE OF CONTENTS FOR GRADE VIII

Chapter 1 Physical Education

- 1.1** Significance of Physical Education
- 1.2** Historical Background of Physical Education

Chapter 2 Recreation

- 2.1** Importance of Recreational Activities
- 2.2** Types of Recreation

Chapter 3 Personality Development

- 3.1** Components of Personality Development
 - 3.1.1** Discipline
 - 3.1.2** Honesty
 - 3.1.3** Punctuality
 - 3.1.4** Cooperation

Chapter 4 Food and Nutrition

- 4.1** Selection of Food Groups and their Proper Amounts
- 4.2** Healthy Dietary Practices
- 4.3** Role of Nutrition in Sports

Chapter 5 Gymnastic

- 5.1** Gymnastic with and without Apparatus
 - 5.1.1** Calisthenics
 - 5.1.2** Spring
 - 5.1.3** Dive Role
 - 5.1.4** Cart Wheel
 - 5.1.5** Summer Sault
 - 5.1.6** Bridge

Chapter 6 Posture

- 6.1** Types of Posture
- 6.2** Importance of Good Posture
- 6.3** Postural Defects
 - 6.3.1** Kyphosis

- 6.3.2** Lordosis
- 6.3.3** Kypho Lordosis
- 6.3.4** Scoliosis
- 6.3.5** Flat Feet

Chapter 7 Sport Injuries

- 7.1** Kinds of Injuries
 - 7.1.1** Muscle Strain
 - 7.1.2** Muscle Cramp
 - 7.1.3** Sprain
 - 7.1.4** Fracture
 - 7.1.5** Cuts and Wounds

Chapter 8 Athletics

- 8.1** Long jump
- 8.2** Shot Put

Chapter 9 Games

- 9.1** Hockey
- 9.2** Basketball
- 9.3** Netball
- 9.4** Wrestling

LEARNING OUT COMES FOR GRADE VIII

CHAPTER 1 PHYSICAL EDUCATION

CONTENTS	LEARNING OUTCOMES
1.1 Significance of Physical Education 1.2 Historical background of Physical Education	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Explain the significance of Physical Education▪ Explain the historical back ground of Physical Education with reference to Greece▪ Explain the historical back ground of Physical Education with reference to China▪ Differentiate between the Greek and Chinese influences on Physical Education.

CHAPTER 2 RECREATION

CONTENTS	LEARNING OUTCOMES
2.1 Importance of recreational activities	Students should be able to: <ul style="list-style-type: none">▪ Define recreation▪ Discuss the importance of recreational activities▪ Explain the positive effects of recreational activities on health▪ Discuss the types of recreations▪ List and describe different recreational activities▪ Indulge regularly in at least two recreational activities.
2.2 Types of recreation	

CHAPTER 3 PERSONALITY DEVELOPMENT

CONTENTS	LEARNING OUTCOMES
<p>3.1 Components of Personality development</p> <p>3.1.1 Discipline</p> <p>3.1.2 Honesty</p> <p>3.1.3 Punctuality</p> <p>3.1.4 Co-operation</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define personality▪ Describe how personality can develop through Physical Education and sports.▪ Define discipline▪ Relate how discipline can help character building▪ Define honesty▪ Explain why honesty is considered a virtue in society▪ Define punctuality▪ Explain how punctuality contribute to a productive life style▪ Define co-operation▪ Explain how co-operation leads to harmonious living▪ Demonstrate discipline, honesty, punctuality and co-operation in the classroom, at home and the society in general.

CHAPTER 4 FOOD AND NUTRITION

CONTENTS	LEARNING OUTCOMES
4.1 Selection of food groups and their proper amounts 4.2 Health dietary practices 4.2 Role of nutrition in sports	Students should be able to: <ul style="list-style-type: none">▪ Design food guide pyramids to show right selection and amounts of the different food groups▪ Describe healthy dietary habits▪ Explain the importance of healthy dietary practices▪ Relate healthy dietary habits to one's physical condition▪ Explain how food nutrients provide energy for successful participation in sports and games.

CHAPTER 5 GYMNASTIC

CONTENTS	LEARNING OUTCOMES
5.1 Gymnastic with and without apparatus 5.1.1 Calisthenics 5.1.2 Spring 5.1.3 Dive role 5.1.4 Cart wheel 5.1.5 Summer sault 5.1.6 Bridge	Students should be able to: <ul style="list-style-type: none">▪ Differentiate between gymnastics with and without apparatus▪ List gymnastic activities with and without apparatus▪ Demonstrate and explain the basic skills of<ul style="list-style-type: none">• Calisthenics• Spring• Dive role• Cart wheel• Summer Sault• Bridge▪ Demonstrate an integrated sequence involving at least three of the basic skills from above.

CHAPTER 6 POSTURE

CONTENTS	LEARNING OUTCOMES
<p>6.1 Types of posture</p> <p>6.2 Importance of good posture</p> <p>6.3 Postural defects</p> <p> 6.3.1 Kyphosis</p> <p> 6.3.2 Lordosis</p> <p> 6.3.3 Kypho Lordosis</p> <p> 6.3.4 Scoliosis</p> <p> 6.3.5 Flat feet</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">▪ Define posture▪ Compare and contrast the types of posture▪ Describe the importance of good posture▪ List and describe the postural defects▪ Define kyphosis and its causes▪ Demonstrate the remedial exercises of kyphosis▪ Define lordosis and list its causes▪ Demonstrate the remedial exercises of lordosis▪ Define kypho lordosis and list its causes▪ Demonstrate the remedial exercises of kypho lordosis▪ Define scoliosis and list its causes▪ Demonstrate the remedial exercises of scoliosis▪ Define flat feet and list its causes▪ Demonstrate the remedial exercises of flat feet.

CHAPTER 7 SPORTS INJURIES

CONTENTS	LEARNING OUTCOMES
7.1 Kinds of Injuries 7.1.1 Muscles strain 7.1.2 Muscles cramp 7.1.3 Sprain 7.1.4 Fracture 7.1.5 Cuts and wounds	Students should be able to: <ul style="list-style-type: none">▪ Describe sports injuries▪ Explain the effects of injuries on sports performance▪ Classify injuries▪ Define muscle strains and list its causes▪ List the precautions necessary to prevent muscle strains▪ Define muscle cramp and list its causes▪ List the precautions necessary to prevent muscle cramps▪ Define sprains and list its causes▪ List the precautions necessary to prevent sprains▪ Define fracture and list its causes▪ List the precautions necessary to prevent fractures▪ Define cuts and wounds and list their causes▪ List the precautions necessary to prevent cuts and wounds.

CHAPTER 8 ATHLETICS

CONTENTS	LEARNING OUTCOMES
8.1 Long jump	Students should be able to: <ul style="list-style-type: none">▪ Sketch and label a layout of a long jump pit▪ List and explain the rules of long jump▪ Practice and explain the basic skills of long jump
8.2 Shot put	<ul style="list-style-type: none">▪ Draw and label a shot put sector▪ List and explain the rules of shot put▪ Practice and explain the basic skills of shot put.

CHAPTER 9 GAMES

CONTENTS	LEARNING OUTCOMES
9.1 Hockey	Students should be able to: <ul style="list-style-type: none">▪ Draw and label a Hockey ground.▪ List and explain the rules of Hockey▪ Practice basic skills of Hockey
9.2 Basket Ball	<ul style="list-style-type: none">▪ Draw and label a Basket Ball court▪ List and explain the rules of Basket Ball▪ Practice the basic skills of Basket Ball
9.3 Net Ball (female)	<ul style="list-style-type: none">▪ Draw and label a netball court▪ List and explain the rules of Net Ball▪ Practice the basic skills of Net Ball
9.4 Wrestling (male)	<ul style="list-style-type: none">▪ List and explain the rules of Wrestling▪ Draw and label a Wrestling mat▪ Practice the basic skills of Wrestling

PRACTICALS

CHAPTERS	PRACTICAL DESCRIPTION	EQUIPMENT / ARRANGEMENTS
Chapter 1 Physical Education	No Practical	
Chapter 2 Recreation	<ul style="list-style-type: none"> ▪ Participate in and report at least one indoor and one outdoor activity 	Arrangements for indoor and outdoor activities.
Chapter 3 Personality Development	<ul style="list-style-type: none"> ▪ Students keep a record of their personality development activities for a marks 	Recording chart.
Chapter 4 Food & Nutrition	Keep a record of food consumption for a week and determine caloric intake	Chart, stationary items
Chapter 5 Gymnastic	<ul style="list-style-type: none"> ▪ Practice gymnastics with/without apparatus 	mat, pommel horse, bench, spring board etc
Chapter 6 Posture	<ul style="list-style-type: none"> ▪ Practice corrective exercises for different postural defects. 	Matress, Postural charts
Chapter 7 Sports injuries	<ul style="list-style-type: none"> ▪ Practice different first aid procedures for sports injuries 	First aid box
Chapter 8 Athletics	<ul style="list-style-type: none"> ▪ Practice different styles and steps of long jump ▪ Practice Shot Put 	Cross bar, mat. geometry box, charts, stop board, take off board, shot put, Lime

Chapter 9	<ul style="list-style-type: none"> ▪ Practice the basic skills, of Hockey, Net Ball, Wrestling and Basket Ball 	Whistle, charts, lime, Wrestling mat, Net Ball, Hockey, ball and Basket Ball
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CHAPTER WISE TIME ALLOCATION

GRADE VI

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Education	3	-	1	4%
Chapter 2: Health Education	3	-	1	4%
Chapter 3: Safety Education	3	6	3	11%
Chapter 4: Hygiene Education	3	3	3	9%
Chapter 5: Food and Nutrition	4	2	2	8%
Chapter 6: Educational Gymnastic	10	10	6	25%
Chapter 7: Athletics	4	4	4	12%
Chapter 8: Games	10	10	10	27%
Total:	40	35	30	100%

CHAPTER WISE TIME ALLOCATION

GRADE- VII

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Education	3	-	1	4%
Chapter 2: Environmental Sanitation	3	3	3	9%
Chapter 3: Food and nutrition	4	2	2	8%
Chapter 4: Infectious diseases	6	3	3	12%
Chapter 5: Posture	3	2	2	7%
Chapter 6: Games	6	18	3	27%
Chapter 7: Athletics	6	5	2	13%
Chapter 8: Gymnastic	5	15	5	20%
Total:	36	48	21	100%

CHAPTER WISE TIME ALLOCATION

GRADE VIII

Chapter	Teaching	Activity	Assessment	Weightage %
Chapter 1: Physical Education	7	-	2	7%
Chapter 2: Recreation	3	4	1	7%
Chapter 3: Personality Development	2	-	1	3%
Chapter 4: Food and nutrition	3	3	1	7%
Chapter 5: Gymnastic	6	12	5	22%
Chapter 6: Posture	5	3	2	10%
Chapter 7: Sports Injuries	5	5	2	12%
Chapter 8: Athletics	3	8	2	13%
Chapter 9: Games	5	12	3	19%
Total:	39	47	19	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. 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.

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:

1. Pre-service teacher training institutions are strengthened and their curricula be revised to met the demands of fast changing and developing world.
2. 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.
3. 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 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 time to time ask questions. 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-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 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 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 	30%

-
- 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;
<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 <ul style="list-style-type: none">▪ 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 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 VIII, X and XII respectively. These expectations are reflected within the Standards and Benchmarks as well as the Aims and Objects 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

- **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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