



# Health and Physical Education

Syllabus for covering of Essential Learning Areas

## Grade 11

First Term

(Till 2022.09 07)

Health and Physical Education Unit

Faculty of Science and Technology

National Institute of Education

Sri Lanka

nie.lk

## **Implementation of syllabus to cover essential learning areas**

### **Introduction**

The implementation of the health and physical education syllabus is planned as follows, taking into consideration the circular number E /09/12/ 06/ 05/ 01-2022 (sub1) of the Ministry of Education regarding the coverage of the school activities lost by the students due to the current crisis situation in Sri Lanka.

According to the said circular, the first school term will be operational till 2022.09.07. Twenty-six periods have been proposed in the health and physical education syllabus for grade 11. In relation to those periods, information has been revealed that about 75 percent of the syllabus has been covered during the period of school operation until 2022.07.02.

The essential learning skills related to the first term are included in the content which is about sixty percent (16 periods) of the introduced syllabus. For the first term, the in-school learning process is limited to three days only and the proposed syllabus should guide home based learning from subject content that cannot be implemented during school time. For that, you should combine different methods such as projects, assignments, survey, creations etc. with the subject content and present it to the students.

Through this, you will be guided to build the subject skills in children by achieving the objective of the health and physical education subject, which was hampered due to the lack of learning and teaching process during the time when the schools were closed. According to the existing situation, the learning and teaching process should be planned so that the physical, mental and social skills of the children are developed. Also, guidelines should be made to learn in a fun way so that the children have mental stimulation.

By doing so, you will be able to reach the objectives of the subject more successfully to the children and it will be your responsibility.

## Recovery Plan for Learning Loss – 2022

### Grade 11

(This plan is designed to sustain the teaching learning process for sixteen periods in the first term of Grade 11)

Competency	Competency level	Outcomes	Contents	Activity no. of teacher's guide	Lesson no. and name of the textbook	Time period
<b>Selected Learning Outcomes and Lessons from Grade 11 -Term One</b>						
<b>1.0 Contributes to the building up of a Healthy Society</b>	1.1. Contributes to the maintenance of the Quality of life while promoting health	<ul style="list-style-type: none"> <li>• Gives one's views while accepting the importance of taking action to promote health</li> <li>• Evaluates school health promotion according to the criteria</li> <li>• Takes action to implement health promotion in school</li> <li>• Exhibits preparedness to take action to improve personal health condition.</li> </ul>	<ul style="list-style-type: none"> <li>• The Concept of Health Promotion</li> <li>• Approaches to Health promotion (Areas/aspects)</li> <li>• Formulating policies relevant to Health and other areas</li>   <li>• Quality of life</li> <li>• Factors affecting quality of life</li> <li>• Criteria that can be used to evaluate personal health conditions.</li> </ul>	1.1	1. Let us build a healthy society <ul style="list-style-type: none"> <li>• Health promotion</li> <li>• Criteria to evaluate school health promotion</li>   <li>• Quality of life</li> </ul>	02
<b>2.0. Fulfills Human needs for a Healthy</b>	2.1 Fulfills the needs of post early childhood	<ul style="list-style-type: none"> <li>• Lists the stages of post – childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Main stages of post – early childhood</li> <li>• Adolescence ( 10 –</li> </ul>		2. Let us identify stages in life after childhood	01

<p><b>life</b></p>		<ul style="list-style-type: none"> <li>• Understands the needs of adolescence and acts accordingly</li> </ul> <p>Suggests solution for the problems and challenges that arise while fulfilling needs</p> <ul style="list-style-type: none"> <li>• Lists the needs of youth</li> </ul> <ul style="list-style-type: none"> <li>• Suggests solutions for the problems and challenges arise while fulfilling needs.</li> </ul>	<p>19 years )</p> <ul style="list-style-type: none"> <li>• Youth (20-39 years)</li> <li>• Middle age (40 -59 years)</li> <li>• Elderly age (From 60 years on wards)</li> </ul> <ul style="list-style-type: none"> <li>• Needs of adolescence</li> <li>• Physical needs</li> <li>• Mental needs</li> <li>• Social needs</li> <li>• Spiritual needs</li> </ul> <ul style="list-style-type: none"> <li>• Fulfilling the needs of adolescence</li> <li>• • Means of fulfilling needs • Problems and challenges arising while fulfilling needs • Solutions for problems and challenges</li> </ul> <ul style="list-style-type: none"> <li>• Needs of youth</li> <li>• Physical needs</li> <li>• Mental needs</li> <li>• Social needs</li> <li>• Spiritual needs</li> </ul> <ul style="list-style-type: none"> <li>• Fulfilling the needs</li> </ul>		<ul style="list-style-type: none"> <li>• Different stages of life</li> <li>• Adolescence ( 10 – 19 years )</li> <li>• Youth (20-39 years)</li> </ul>	<p>01</p> <p>01</p> <p>01</p> <p>01</p>
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		<ul style="list-style-type: none"> <li>• Lists the needs of middle age and the elderly</li> <li>• Suggests solutions for the problems and challenges that arise while fulfilling needs</li> <li>• Explains ones contribution towards fulfilling the needs of elderly</li> <li>• Exhibits preparedness to fulfill the needs of elderly while accepting that it is another duty.</li> <li>• Explains the contribution of adolescence in fulfilling the needs of elderly.</li> </ul>	<p>of youth</p> <ul style="list-style-type: none"> <li>• Means of fulfilling needs</li> <li>• Problems and challenges arising while fulfilling needs</li> <li>• Solutions for problems and challenges</li> <li>• Needs of middle age and elderly <ul style="list-style-type: none"> <li>• Physical needs</li> <li>• Mental needs</li> <li>• Social needs</li> <li>• Spiritual needs</li> </ul> </li> <li>• Fulfilling the needs of middle age and elderly <ul style="list-style-type: none"> <li>• Means of fulfilling needs</li> <li>• Problems and challenges arising while fulfilling needs</li> <li>• Solutions for problems and challenges</li> <li>• Contributions of adolescence in fulfilling the needs of elderly</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Middle age (40 -59 years)</li> <li>• Elderly age (From 60 years on wards)</li> </ul>	<p>01</p> <p>01</p>
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<p><b>3.0 Exhibits correct postures to lead a healthy life</b></p>	<p>3.1 Exhibits static and dynamic postures according to the principles of Biomechanics to ensure a healthy life</p>	<ul style="list-style-type: none"> <li>• Explains the the Bio mechanical principles of posture</li> <li>• Explains bio-mechanical principles that influence of physical activities.</li> <li>• Explains the positions of the centre of gravity and balance in dynamic postures</li> <li>• Follows the principles of mechanical science in dynamic postures</li> </ul>	<ul style="list-style-type: none"> <li>• Bio-mechanical principles that influence on posture <ul style="list-style-type: none"> <li>• Inertia</li> <li>• Force</li> <li>• Direction of Force</li> <li>• Momentum</li> </ul> </li> <li>• Bio-mechanical principles influence on physical activities <ul style="list-style-type: none"> <li>• Dynamic posture <ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> </ul> </li> </ul> </li> </ul>	<p>3.1</p>	<p>3. Let us identify principles of biomechanics to maintain correct postures</p> <ul style="list-style-type: none"> <li>• Bio-mechanical principles that influence on posture</li> <li>• Influence of biomechanical principles on physical activities</li> </ul>	<p>02</p>
<p><b>4.0 Spends leisure effectively through the involvement in sports and outdoor activities</b></p>	<p>4.1. Enjoys playing volleyball 4.2 Enjoys playing Netball 4.3 Enjoys playing Football</p>	<ul style="list-style-type: none"> <li>• Acts conforming to rules and regulations</li> <li>• obtains wide knowledge on the nature of volleyball game</li> <li>• Acts conforming to rules and regulations</li> <li>• obtains wide knowledge on the nature of volleyball game</li> <li>• Acts conforming to rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Organized games <ul style="list-style-type: none"> <li>• Volley ball <ul style="list-style-type: none"> <li>• Playing the game</li> <li>• Rules and regulations</li> </ul> </li> <li>• Officiating and judging</li> </ul> </li> <li>• Netball <ul style="list-style-type: none"> <li>• Playing the game</li> <li>• Rules and regulations</li> <li>• Officiating and judging</li> </ul> </li> </ul>	<p>4.1</p>	<p>4. Let us play Volleyball</p> <p>5. Let us play Netball</p> <p>6. Let us play Football</p>	<p>02</p> <p>02</p> <p>02</p>

		<ul style="list-style-type: none"> <li>• obtains wide knowledge on the nature of volleyball game</li> </ul>	<ul style="list-style-type: none"> <li>• Foot ball</li> <li>• Playing the game</li> <li>• Rules and regulations</li> <li>• Officiating the judging</li> </ul>			
<b>Total</b>						<b>16</b>