



Health and Physical Education

Implementation of the recovery plan to address the learning loss due to Covid 19 pandemic

Grade 11

2021.10.25 to 2022.03.31

**Health and Physical Education Unit
Faculty Science and Technology
National Institute of Education
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Introduction

The recovery plan for Health and Physical Education is introduced by considering the time allocated for Grades 6-11, as per the circular No. ED 01/12/06/15/01 issued by the Ministry of Education regarding the coverage Learning loss due to the COVID 19 pandemic. The work is planned as follows

This is a 100 day special programme that will be implemented from 25th October 2021 to 31st March 2022 to cover the learning loss resulted by Covid 19 pandemic during the years 2020 and 2021

The number of periods allocated in the recovery plan for each grade is decided considering the total number of periods allocated for Health and Physical Education. Hence the number of the periods will be 40 for 6-9 grades and 60 for 10-11 grades

All the 40 recommended Competency levels for Grade 06 have been selected from the same grade as per the syllabus. For the other grades, 50 periods are suggested from the competency levels relevant to the syllabus of the same grade and 50 periods of the syllabus relevant to the previous grade.

This plan will guide the teachers to conduct the teaching learning process successfully to achieve the objectives of the subject, Health and physical education.

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Suggested Health and Physical Educaion syllabus summery for Grade 11

Grade 10			Grade 11		
Competency	Competency Level	Time Period/s	Competency	Competency Level	Time Period/s
5.0 Applies specific abilities developed through athletics to the tasks of life	5.3. Starts and finishes the race correctly.	02	1.0 Contributes to the building up of a Healthy Society	1.1. Contributes to the maintenance of the Quality of life while promoting health	03
	5.4 Develops the techniques further through correct running drills	01			
	5.6 Studies the techniques of throwing and jumping events in detail	01			
	5.8 Jumps high jump using flop method	01			
	5.9 Puts the shot correctly using linear method	01			
	5.10 Throws the discus correctly Using rotation method	01			

6.0 Acts socially in conformity with rules, regulations and ethics of sports	6.1 Explores the rules, regulations and ethics of sports. 6.2 Contributes to the organization of activities according to the rules, regulations and ethics of sports	02 02	2.0 Fulfills Human needs for a Healthy life	2.1 Fulfills the needs of post early childhood	02
7.0 Consumes food suitable for a Healthy life	7.1 Fulfills food requirements by identifying the nutritional Problems of Sri Lanka	05	3.0 Exhibits correct postures to lead a healthy life	3.1 Exhibits static and dynamic postures according to the principles of Biomechanics to ensure a healthy life	02
8.0 Adapts an efficient life style maintaining the uniqueness of one's body	8.1 Maintains the wonder of the system related to the healthy maintenance of the body.	04	4.0 Spends leisure effectively through the involvement in sports and outdoor activities	4.1. Enjoys playing volleyball 4.2 Enjoys playing Netball	02 02

				4.3 Enjoys playing Football	02
9.0 Takes action to maintain fitness to lead a healthy life	9.1 Takes action to maintain fitness related to health	04	5.0 Applies Specific Abilities developed Through athletics to the tasks of life	5.1. Conforms to rules and regulations in performing daily tasks	01
	9.2 Exhibits Psycho-social well being	01		5.2 Uses running for the effective performance of daily tasks	02
				5.5 Applies throwing when necessary for the efficient performance of daily tasks	01
10.0 Leads a happy life successfully facing the issues of daily life	10.2 Acts to prevent the accidents for the well being	02	6.0 Acts socially in conformity with the rules, regulations and ethics of sports	6.2 Acts Socially in the Management of School's inter house sports meet	02
	10.3.Provides first aid according to the situation	03			
			7.0 Consumes food suitable for a Healthy life	7.1 Consumes food safeguarding the nutritious values for a Healthy life	03
				7.2 Consumes healthy	02

				food for a healthy life	
			8.0 Adapts an efficient life style maintaining the wonders of the body	8.1. Maintains the wonder of the systems that assist directly in movements	02
			10.0 Leads a happy life successsfully facing the obstacles of day to day life	10.1 Acts towards wellbeing by identifying the challenges of adolescence	02
				10.2 Takes action to avoid sexually transmitted diseases	02
Total		30			30

Suggested Health and Physical Educaion syllabus for Grade 11 (From Grade 10)

Competency	Competency Level	Subject Content	Learning Outcomes	Period/s
5.0 Applies specific abilities developed through athletics to the tasks of life	5.3. Starts and finishes the race correctly.	<ul style="list-style-type: none"> • Starts <ul style="list-style-type: none"> • Standing start • Crouch start <ul style="list-style-type: none"> • Short start • Medium start • Elongated start • Finishing 	<ul style="list-style-type: none"> • Uses various starting methods to start track events. • Starts and finishes correctly 	02
	5.4 Develops the techniques further through correct running drills	<ul style="list-style-type: none"> • Running drills <ul style="list-style-type: none"> • Running drills <ul style="list-style-type: none"> • A • B • C 	<ul style="list-style-type: none"> • Exchanges baton conforming with rules and regulations in relay races 	01
	5.6 Studies the techniques of throwing and jumping events in detail	<ul style="list-style-type: none"> • Techniques <ul style="list-style-type: none"> • Long jump • High jump • Discus throw • Shot put • Javelin throw 	<ul style="list-style-type: none"> • Studies throwing and jumping events 	01
	5.8 Jumps high jump using flop method	<ul style="list-style-type: none"> • High Jump <ul style="list-style-type: none"> • Flop method <ul style="list-style-type: none"> • approach run • Take off • Clearing the bar • Landing • Rules and regulations 	<ul style="list-style-type: none"> • Engages in the activities related to flop method of high jump • Follows rules and regulations 	01

	5.9 Puts the shot correctly using linear method	<ul style="list-style-type: none"> • Throws <ul style="list-style-type: none"> • Shot put • Linear method • Preparation • Gliding • Power position • Release • Follow through • Rules and regulations 	<ul style="list-style-type: none"> • Puts the shot correctly using linear method • Follows rules and regulations 	01
	5.10 Throws the discus correctly Using rotation method	<ul style="list-style-type: none"> • Throws <ul style="list-style-type: none"> • Discus <ul style="list-style-type: none"> • Preparation • Swinging • Rotation • Power position • Release • Follow through • Rules and regulations 	<ul style="list-style-type: none"> • Engages in activities related to throwing the Discus 	01
6.0 Acts socially in conformity with rules, regulations and ethics of sports	6.1 Explores the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> • Introduction to the rules and regulations of sports. <ul style="list-style-type: none"> • Importance of the rules and regulations of sports. <ul style="list-style-type: none"> • Ethics of sports • Enthusiasm for sports • Dignity of sports • Development of personal qualities • Minimum accidents • Rights of athletes 	<ul style="list-style-type: none"> • Studies, rules and regulations • Describes the necessity of rules and regulations in sports 	02

	6.2 Contributes to the organization of activities according to the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> • Problem solving • Satisfaction • Fair play <ul style="list-style-type: none"> • Evolution of Olympic games • Sports and use of drugs • Structure and function of an organization • Functions of school sports organization. <ul style="list-style-type: none"> • Annual physical Education programmes. • Inter house sports meet • Physical fitness programme • Other sports programmes • Sports / Physical Education Day • Assessment of athletes. • Health Education Programme <ul style="list-style-type: none"> • Health week 	<ul style="list-style-type: none"> • Investigates the evolution of Olympic games. • Gives critical suggestions on sports skills and use of drugs • Investigates the organizational structure and the functions of school sports • Provides an active contribution to the annual physical education Programmes in school • Identifies the physical education programmes that can be organized in school and provides ones contribution. 	02
7.0 Consumes food suitable for a Healthy life	7.1 Fulfills food requirements by identifying the nutritional Problems of Sri Lanka	<ul style="list-style-type: none"> • Nutritional problems of Sri Lanka <ul style="list-style-type: none"> • Macro nutrient deficiency <ul style="list-style-type: none"> • Malnutrition • Under nutrition 	<ul style="list-style-type: none"> • Lists nutrient deficiency diseases commonly found in Sri Lanka. • Explains the influence of nutrition problems on wellbeing. 	05

		<ul style="list-style-type: none"> • Stunting • Wasting • Over nutrition <ul style="list-style-type: none"> • Over weight • Obesity • Micro nutrient deficiency <ul style="list-style-type: none"> • Iron deficiency • Iodine deficiency • Vitamin A deficiency • Calcium deficiency • Zinc deficiency • Student contribution to the minimization of nutrition problems. <ul style="list-style-type: none"> • Developing the competencies relevant to nutrition. • Preparation of home garden relative to consumption of food. • Use of indigenous food. • Food culture of Sri Lanka • Preparation of recipes for different persons situations <ul style="list-style-type: none"> • Infant • Pregnant mothers • Nursing mothers • Patients • Vegetarians • Athletes • 	<ul style="list-style-type: none"> • Names the factors that influence nutrient deficiency • Exhibits preparedness to contribute to the minimization of nutrition problems. • Appreciates indigenous food • Prepares suitable recipes suitable for different occasions. 	
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<p>8.0 Adapts an efficient life style maintaining the uniqueness of one's body</p>	<p>8.1 Maintains the wonder of the system related to the healthy maintenance of the body.</p>	<ul style="list-style-type: none"> • Systems that contribute to the maintenance of the body. <ul style="list-style-type: none"> • Digestive system • Respiratory system • Circulatory system • Excretory system • The wonders of the above systems. • Factors obstructing the wonders. • Reproductive system <ul style="list-style-type: none"> • Wonders of the reproductive system. • Factors obstructing the wonder of reproductive system. • Students' contribution to the protection of the wonders. 	<ul style="list-style-type: none"> • Explains the wonders of the systems related to the existence of body • Exhibits preparedness to take action to protect the wonders of the systems for active wellbeing. 	<p>04</p>
<p>9.0 Takes action to maintain fitness to lead a healthy life</p>	<p>9.1 Takes action to maintain fitness related to health</p> <p>9.2 Exhibits Psycho-social wellbeing</p>	<ul style="list-style-type: none"> • Fitness factors related to health <ul style="list-style-type: none"> • Cardio - muscular endurance • Muscle endurance • Muscle energy • Flexibility • Body composition • Emotional control <ul style="list-style-type: none"> • Good emotions • Bad emotions • Mental stress 	<ul style="list-style-type: none"> • Lists the physical fitness factors related to wellbeing • Prepares programmes to develop physical fitness factors related to wellbeing. • Exhibits preparedness to develop fitness related to health. • Explains the importance of controlling bad emotions and improving good emotions • Indicates the reasons that cause mental stress 	<p>04</p> <p>01</p>

		<ul style="list-style-type: none"> • Conditions that can cause stress <ul style="list-style-type: none"> • Bullying • Symptoms of mental stress <ul style="list-style-type: none"> • Physical symptoms • Mental symptoms • Behavioral changes • Adverse effects of mental stress • Release from mental stress • Activities and sports that develop mental qualities 	<ul style="list-style-type: none"> • Takes action to avoid stress • Engages in suitable activities and sports to minimize stress • Acts with empathy • Exhibits communication skills. 	
10.0 Leads a happy life successfully facing the issues of daily life	10.2 Acts to prevent the accidents for the well being	<ul style="list-style-type: none"> • Accidents that could occur in sports <ul style="list-style-type: none"> • External accidents <ul style="list-style-type: none"> • Cuts • Scratches • Bruise • Tearing • Piercing • Boils • Internal accidents <ul style="list-style-type: none"> • Accidents connected to muscles • Accidents connected to ligaments • Accidents connected to bones • Accidents connected to joints • Accidents connected to nerves and Organs 	<ul style="list-style-type: none"> • Contributes to minimize accidents that could occur on the ground • Explains the challenges that influence well being • Exhibits readiness to face challenges successfully • Exhibits preparedness to cope up with accidents and disasters. 	02

	10.3.Provides first aid according to the situation	<ul style="list-style-type: none"> • Minimize the accidents <ul style="list-style-type: none"> • First Aid <ul style="list-style-type: none"> • Introduction • Principles of first aid <ul style="list-style-type: none"> • Sequence • Special occasions • Preparation of first aid box 	<ul style="list-style-type: none"> • Obtains experience to provide first-aid according to the principles of providing First-aid • Maintains a well-equipped first aid box in the classroom 	03
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Suggested Health and Physical Educaion syllabus for Grade 11

Competencies	Competency Level	Content	Outcomes	Time (periods)
1.0 Contributes to the building up of a Healthy Society	1.1 Contributes to the maintenance of the Quality of life while promoting health	<ul style="list-style-type: none"> •The Concept of Health Promotion • Approaches to Health promotion (Areas/aspects) <ul style="list-style-type: none"> • Formulating policies relevant to Health and other areas • Policies relevant to health and other areas • Building up a healthy environment • obtain Community participation • Developing Personal skills • Re-organization of Health service centres of health promotion <ul style="list-style-type: none"> • Health promoting Home • Health promoting school • Health promoting city • Health promoting services centre 	<ul style="list-style-type: none"> •Explains Health promotion • Lists the approaches of Health promotion •Explains the approaches of Health promotion with examples • Gives one's views while accepting the importance of taking action to promote health 	03
2.0 Fulfills Human needs for a Healthy life	2.1 Fulfills the needs of post early childhood	Main stages of post – early childhood <ul style="list-style-type: none"> • Adolescence (10 – 19) • Youth (20-39 years) • Middle age (40 -59 years) • Elderly age (From 60 years on wards) 	<ul style="list-style-type: none"> • Lists the stages of post – childhood 	02

		<ul style="list-style-type: none"> • Needs of adolescence <ul style="list-style-type: none"> • Physical needs • Mental needs • Social needs • Spiritual needs • Fulfilling the needs of adolescence <ul style="list-style-type: none"> • Means of fulfilling needs • Problems and challenges arising while fulfilling needs • Solutions for problems and challenges 	<ul style="list-style-type: none"> • Understands the needs of adolescence and acts accordingly • Suggests solution for the problems and challenges that arise while fulfilling needs. 	
3.0 Exhibits correct postures to lead a healthy life	3.1 Exhibits static and dynamic postures according to the principles of Biomechanics to ensure a healthy life	<ul style="list-style-type: none"> • Bio-mechanical principles that influence on posture <ul style="list-style-type: none"> • Inertia • Force • Direction of Force • Momentum 	<ul style="list-style-type: none"> • Explains the Bio mechanical principles of posture • Explains bio- mechanical principles that influence of physical activities. 	02
4.0 Spends leisure effectively through the involvement in sports and outdoor activities	4.1. Enjoys playing volleyball	<ul style="list-style-type: none"> • Organized games • Volley ball <ul style="list-style-type: none"> • Playing the game • Rules and regulations • Officiating and judging • Netball <ul style="list-style-type: none"> • Playing the game • Rules and regulations • Officiating and judging 	<ul style="list-style-type: none"> • Acts conforming to rules and regulations • Enjoys playing volley ball 	02
	4.2 Enjoys playing Netball	<ul style="list-style-type: none"> • Foot ball <ul style="list-style-type: none"> • Playing the game • Rules and regulations • Officiating the judging 	<ul style="list-style-type: none"> • Acts conforming to rules and regulations • enjoys playing Netball 	02
	4.3 Enjoys playing Football	<ul style="list-style-type: none"> • Foot ball <ul style="list-style-type: none"> • Playing the game • Rules and regulations • Officiating the judging 	<ul style="list-style-type: none"> • Acts conforming to rules and regulations • enjoys playing Foot ball 	02

5.0 Applies Specific Abilities developed Through athletics to the tasks of life	5.1. Conforms to rules and regulations in performing daily tasks	Athletics <ul style="list-style-type: none"> • Rules and regulations 	<ul style="list-style-type: none"> • Explains the general rules of athletics 	01
	5.2 Uses running for the effective performance of daily tasks	<ul style="list-style-type: none"> • Running • Short distance running exercises • Start • Techniques 	<ul style="list-style-type: none"> • Runs short distance following the appropriate techniques • Engages in running exercises 	02
	5.5 Applies throwing when necessary for the efficient performance of daily tasks	<ul style="list-style-type: none"> • Long distance running • Start • Technique 	<ul style="list-style-type: none"> • Runs long distance following the appropriate techniques • Involves in activities related to three steps Methods Javelin throw 	01
6.0. Acts socially in conformity with the rules, regulations and ethics of sports	6.2 Acts Socially in the Management of Schools inter house sports meet	<ul style="list-style-type: none"> • Javelin throw <ul style="list-style-type: none"> • Three step method • Preparation • Approach run • Pulling javelin backwards • Cross Step • Power position • Release • Follow through • Training exercises • Rules and regulations 	<ul style="list-style-type: none"> • Assists in the organization of inter house games competitions according to the knock- out method 	02

	7.2 Consumes healthy food for a healthy life	<ul style="list-style-type: none"> • Selection of food fit for consumption <ul style="list-style-type: none"> • Natural food • Processed Food • Instant food • Facts to be considered while identifying food suitable for consumption <ul style="list-style-type: none"> • Composition of components • SLS Symbol • Date of expiry • Date of manufacture • Outward appearance • Smell • Nutritious value 	<ul style="list-style-type: none"> • Suggests opinions while accepting the need of selecting suitable food for consumption • Lists the facts to be considered when selecting food • Gives opinions while accepting that food should be selected with responsibility 	02
8.0. Adapts an efficient life style maintaining the wonders of the body	8.1. Maintains the wonder of the systems that assist directly in movements	<ul style="list-style-type: none"> •The systems that assist directly in movement and their wonders <ul style="list-style-type: none"> • Muscular system <ul style="list-style-type: none"> • Contraction and relaxation • Fiber ratio and performance in sports activities • Wonder of providing energy for movement <ul style="list-style-type: none"> • Methods of energy supply <ul style="list-style-type: none"> • Anaerobic method • Aerobic Method • Wonderful participation of systems when exercising 	<ul style="list-style-type: none"> •Explains the structure and function of muscular system •Explains the methods of supplying energy for movements • Explains the functions of the muscular , skeletal and nervous systems during exercising 	01

10.0 Leads a happy life successfully facing the obstacles of day to day life	10.1 Acts towards wellbeing by identifying the challenges of adolescence	<ul style="list-style-type: none"> • Adolescence • Changes in adolescence • <ul style="list-style-type: none"> • Physical changes • Mental changes • Social changes • Factors that influence these changes <ul style="list-style-type: none"> • Hormone activity • Social environment • Facing the challenges of adolescence successfully <ul style="list-style-type: none"> • Potential of youth • Employing potentials positively • Pregnancy in adolescence <ul style="list-style-type: none"> • Complications caused to mother and child • Rules related to pregnancy • Prevention from adolescent Pregnancy 	<ul style="list-style-type: none"> • Identifies and names the areas that change during adolescence • Understands the reasons for the changes in adolescence • Exhibits preparedness to face the challenges of adolescence successfully • Identifies the potentials of adolescence and act accordingly 	01
	10.2 Takes action to avoid sexually transmitted diseases	<ul style="list-style-type: none"> • Sexually transmitted diseases <ul style="list-style-type: none"> • Prevention of infection • Prevention from sexually transmitted diseases 	<ul style="list-style-type: none"> • Identifies sexually transmitted diseases • Names the organs of the body get affected by this disease • Accepts the importance of preventing sexually transmitted diseases and suggests opinions • Explains one's contribution on preventing sexually transmitted diseases. • Exhibits preparedness to take action to avoid sexually transmitted 	02

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