



Health and Physical Education

Syllabus for covering of Essential Learning Areas

Grade 11

Third Term

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, Twenty seven periods have been proposed in the health and physical education syllabus for grade 11 third school term..The essential learning skills related to the third term are included in the content which is about sixty percent (19 periods) of the introduced syllabus. For the third term, the in-school learning process is limited to three days only per week 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 19 periods in the third term of Grade 11)

Competency	Competency Level	Outcomes	Contents	Activity no. of teacher's guide	Lesson no. and name of the textbook	Time (period)
Selected Learning Outcomes and Lessons from Grade 11 - 3rd term						
5.0 Applies Specific abilities developed through athletics to the tasks of life	5.4. Applies jumping when necessary for the efficient performance of daily tasks	<ul style="list-style-type: none"> • Involves in activities related to triple jump • Follows rules and regulations 	<ul style="list-style-type: none"> • Triple jump <ul style="list-style-type: none"> • Approach run • Hop • Step • Jump • Training exercises 	5.4	12. Let us learn about jumping and throwing events in athletics	02
	5.5 Applies throwing when necessary for the efficient performance of daily tasks	<ul style="list-style-type: none"> • Involves in activities related to three steps Methods Javelin throw • Acts Conforming to rules and regulations • Acts Safely 	<ul style="list-style-type: none"> • Javelin throw • Three step method <ul style="list-style-type: none"> • Preparation • Approach run • Pulling javelin backwards • Cross Step • Power position • Release • Follow through 	5.5		02
8.0 Adapts an efficient life style maintaining	8.1. Maintains the wonder of the systems that assist	<ul style="list-style-type: none"> • Explains the structure and functions of muscular system 	<ul style="list-style-type: none"> • The systems that assist directly in movement and their wonders • Muscular system 	8.1	13. Let us understand the musculoskeletal system	06

<p>the wonders of the body</p>	<p>directly in movements</p>	<ul style="list-style-type: none"> • Explains the functions of the skeletal system • Explains the functions of the skeletal system as levers, with examples • Explains the functions of the Nervous system • Names the factors that obstruct the wonderful Functions of the systems that contributor of movement • Gives opinions while accepting the necessity of Protecting these systems 	<ul style="list-style-type: none"> • Contraction and relaxation • Fiber ratio and performance in sports activities • Skeletal system <ul style="list-style-type: none"> • Protective action and endurance action • Acting as levers • Nervous system <ul style="list-style-type: none"> • Motor and sensory actions • Reflex arc • Conditioning • Factors that obstruct the wonders • Protection of the wonder of systems • Wonder of providing energy for movement • Methods of energy supply <ul style="list-style-type: none"> • Anaerobic method • Aerobic Method • Wonderful participation of systems when exercising 			
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		<ul style="list-style-type: none"> • Explain the participation of muscular, skeletal and nervous systems when exercising 				
9.0 Takes action to maintain fitness for healthy life.	9.1. Takes actions to maintain fitness related motor skills	<ul style="list-style-type: none"> • Explains the methods of supplying energy for movements • Explains the functions of the muscular , skeletal and nervous systems during exercising • Makes plans for physical fitness programs • Engages is physical fitness programmes 	<ul style="list-style-type: none"> • Fitness programmes related to motor skills <ul style="list-style-type: none"> • Balance • Power • Agility • Coordination • Speed • Reaction speed 	9.1	15. Let us maintain good interpersonal relationships	03
	9.2 Maintains interpersonal relationship for the sake of psychosocial wellbeing	<ul style="list-style-type: none"> • Suggests ideas while accepting the importance of inter personal relationship 	<ul style="list-style-type: none"> • Interpersonal relationship <ul style="list-style-type: none"> • Groups related to the family • Peer groups • Other groups • Importance of inter personal relationship • Negative and positive influences of different 	9.2		01

		<ul style="list-style-type: none"> • Name the groups that affect interpersonal relationship • Gives opinions while accepting the necessity of acting with a responsibility when keeping interpersonal relationship 	<p>groups on interpersonal relationship</p> <ul style="list-style-type: none"> • Media • Peer groups • Others 			
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"> • 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 	<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 • Banned stimulant drugs • Harm that can result from banned stimulant drugs 	10.1	16. Let us identify the challenges in adolescence	03

	10.2 Takes action to avoid sexually transmitted diseases	<p>adolescence and act accordingly</p> <ul style="list-style-type: none"> • Explains the adverse effects of banned stimulant drugs • Identifies sexually transmitted diseases 	<ul style="list-style-type: none"> • Pregnancy in adolescence Complications caused to mother and child • Sexually transmitted diseases <ul style="list-style-type: none"> • General Symptoms • Prevention of infection • Prevention from sexually transmitted diseases <ul style="list-style-type: none"> • HIV/AIDS <ul style="list-style-type: none"> • Risk • Female • Male <ul style="list-style-type: none"> • Biologically • Economically • Culturally • Student contribution for the prevention of infection 	10.2	17. Let us prevent sexually transmitted diseases	02
Total						19

