



Health and Physical Education



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

Grade 09

2021.10.25 to 2022.03.31

**Health and Physical Education Unit
Faculty Science and Technology
National Institute of Education
Sri Lanka
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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 summary for Grade 9 | | | | | |
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| Grade 08 | | | Grade 09 | | |
| Competency | Competency Level | Time (Periods) | Competency | Competency Level | Time (Periods) |
| 1.0 Contributes to the building up of a Healthy Society | 1.0 Contributes to minimize the social health problems | 03 | 1.0 Contributes to the building up of a healthy Society | 1.1 Contributes to minimize the social health problems | 03 |
| 4.0 Spends leisure effectively by engaging in sports and outdoor activities. | 4.1 Spends leisure time effectively by engaging in lead up games | 01 | 4.0 Spends leisure effectively by engaging in sports and outdoor activities. | 4.5 Engages in volleyball by using the skills correctly | 01 |
| | 4.2 Plays volleyball using over hand service and setting correctly | 01 | | 4.6 Engages in netball by using skills correctly | 01 |
| | 4.3 Plays Netball using throwing and catching skills correctly. | 01 | | 4.7 Engages in Football by using the skills correctly | 01 |
| | 4.4 Engages in | | | | |

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| | football games by executing the correct skills of heading | 01 | | | |
| 5.0 Utilizes the specific abilities developed through participation in athletics for the tasks of life | 5.1 Utilizes running for the tasks of life 5.2 Utilizes correct starting techniques in running | 01 01 | 5.0 Utilizes the specific abilities developed through participation in athletics for the tasks of life | 5.1 Engages in relay running by using correct the baton change 5.2 Uses hang technique correctly in the long jump. 5.4 Throws correctly using the power position | 02 01 01 |
| 6.0 Acts socially by conforming to the rules and ethics of sports | 6.1 Engages in sports activities by demonstrating qualities of sportsmanship | 01 | 6.0 Acts socially by conforming to the rules and ethics of sports | 6.1 Conforms to the ethics and social values by following rules and regulations. | 01 |
| 7.0 Consumes appropriate food for a healthy life | 7.1 Contributes to develop the nutrition status of the | 02 | 7.0 Consumes appropriate food for a healthy life | 7.1 Consumes food according to nutritional needs | 03 |

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| | family. 7.2 Preserves food while protecting the nutritive value of the food. | 01 | | | |
| 8.0 Conforms to an efficient life style while maintaining the wonder of the body. | 8.1 Leads a happy life maintaining the wonder of the reproductive system. | 01 | 8.0 Conforms to an efficient life style while maintaining the wonder of the body. | 8.1 Follows healthy habits to maintain the external appearance. | 01 |
| 9.0 Acts accordingly to maintain fitness for a healthy life. | 9.1 Acts to develop fitness related to health. | 03 | 9.0 Acts to maintain the fitness for a healthy life | 9.1 Acts to develop health related fitness factors, while concerning about them. | 02 |
| 10.0 Leads a happy life facing the obstacles in day to day life successfully | 10.1 Faces environmental challenges of daily life with confidence to lead a happy life. | 01 | 10.0 Leads a happy life facing the obstacles in day to day life successfully | 10.1 Acts with a responsibility on matters of sexuality and faces the related challenges successfully | 01 |

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| | 10.2 Provides necessary first aid for the accidents in day to day life | 02 | | 10.2 Recognizes the social challenges and faces with confidence. | 02 |
| Total | | 20 | | | 20 |

Suggested Health and Physical Educaion syllabus for Grade 09 (Essential competencies from grade 08)

| Competency | Competency Level | Contents | Outcome | Time (Periods) |
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| <p>1.0 Contributes to the building up of a Healthy Society</p> | <p>1.1 contributes to minimize the social health problems</p> | <ul style="list-style-type: none"> • Health promotion concept • Health promotion strategies <ul style="list-style-type: none"> • Formulation of school health policies • Developing a healthy school environment. • Obtaining community participation • Develop individual skills <ul style="list-style-type: none"> • Re-organizing of Services • Using health promotion strategies in various areas <ul style="list-style-type: none"> • Introduction • School health promotion <ul style="list-style-type: none"> • Healthy policies • Introduction • Points to consider in developing policies • Implementation of policies • Monitoring and evaluation • Developing a health favourable school environment • Physical environment <ul style="list-style-type: none"> • Introduction | <ul style="list-style-type: none"> • Explains the health promotion concept. • Describes the health promotion strategies with examples. • Explains the school health promotion. • Conforms to the school health policies • Itemizes the content of | <p align="center">02</p> |

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| | | <ul style="list-style-type: none"> • Clean air • Clean land • Attractive arrangement • Cleanliness of the classroom • Sufficient toilets/urinals • Sports facilities • Healthy School Canteen • Security • Psycho-social environment <ul style="list-style-type: none"> • Introduction • Measures to be taken to develop good psycho-social environment <ul style="list-style-type: none"> • Group activities • Listening • Counselling • Ensuring security • Developing an environment, free from violence, abuse, fights and corporal punishment. • Free from favoritism • Presence of evaluation methods • Re-organization of Health Services <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Identifying the required health services. • Acting accordingly to obtain the services. | <ul style="list-style-type: none"> physical environment in a healthy school. • Contributes to maintain a good physical environment • Expresses the aspects of psycho-social environment in a healthy school. • Acts accordingly to re- | |
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| | | <ul style="list-style-type: none"> • Ensuring that the services are obtained. • Community participation <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Programmes that are possible to be done by the community to the school. • Programmes that are possible to be done by the community to the school. | <p>organize health services.</p> <ul style="list-style-type: none"> • Explains the responsibilities of students for health promotion. • Demonstrates the preparedness in acting towards to develop healthy school. | |
| 4.0 Spends leisure effectively by engaging in sports and outdoor activities. | <p>4.1 Spends leisure time effectively by engaging in lead up games</p> <p>4.2 Plays volleyball using over hand service and setting correctly</p> | <ul style="list-style-type: none"> • Introduction • Needs of lead up games <ul style="list-style-type: none"> • Physical need • Physiological need • Social need • Lead up game activities <ul style="list-style-type: none"> • With equipment • Without equipment • Skills in volleyball. <ul style="list-style-type: none"> • Over hand services • Setting • Training activities • Rules and regulations | <ul style="list-style-type: none"> • Explains the need of lead up games. • Enjoys while engaging in lead up games. • Executes over hand pass and under hand pass correctly. • Acts according to the rules and regulations. • Enjoys while engaging in activities | <p>01</p> <p>01</p> |

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| | 4.3 Plays Netball using throwing and catching skills correctly. | <ul style="list-style-type: none"> • Methods of passing in netball • Pass with both hands <ul style="list-style-type: none"> • Chest Pass • Overhead Pass • bounce pass • Pass with one hand <ul style="list-style-type: none"> • Under arm Pass • Shoulder pass • Bounce Pass • high shoulder pass • Training activities • Rules and regulations | <ul style="list-style-type: none"> • Executes passing and receiving the ball correctly. • Acts according to the rules and regulations. • enjoys while engaging in activities | 01 |
| | 4.4 Engages in football games by executing the correct skills of heading | <ul style="list-style-type: none"> • Training skills • Rules and regulations • Skills of football game <ul style="list-style-type: none"> • Hitting the ball • Hitting by head. • Training activities • Rules and regulations | <ul style="list-style-type: none"> • Executes heading the ball activities correctly. • Acts according to the rules and regulations. | 01 |
| 5.0 Utilizes the specific abilities developed | 5.1 Utilizes running for the tasks of life | <ul style="list-style-type: none"> • Running. • Running Drills. <ul style="list-style-type: none"> • A • B • C | <ul style="list-style-type: none"> • Demonstrates the running drills correctly. | 01 |

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| through participation in athletics for the tasks of life | 5.2 Utilizes correct starting techniques in running | <ul style="list-style-type: none"> • Starting methods of Running. <ul style="list-style-type: none"> • Standing start • Crouch start <ul style="list-style-type: none"> • Medium start • Training exercises | <ul style="list-style-type: none"> • Classifies starting methods of running • Explains the importance of starting methods of running. • Demonstrates the medium start correctly. | 01 |
| | 5.4 Utilizes throwing for the day to day situations | <p>Throwing Events</p> <ul style="list-style-type: none"> • Shot • Discus • Javelin • Shot <ul style="list-style-type: none"> • Grip and retention • Bending arms, legs, trunk and stretching in throwing put shot forward. • Discus • Grip and swing • Standing Throw <ul style="list-style-type: none"> • Bending and using leg power in throwing. • Javelin. <ul style="list-style-type: none"> • Gripping (American grip) • Standing Throw <ul style="list-style-type: none"> • Placing one foot forward and throwing. • Throwing using alternative equipment • Rules and regulation | <ul style="list-style-type: none"> • Acts according to rules and regulations. • Itemizes the events of throwing. • Grabs the shot put, disc and javelin correctly. • Execute standing throws for shot put, disc and javelin. • Acts according to rules and regulations. | 01 |
| 6.0 Acts socially by conforming | 6.1 Engages in sports activities by demonstrating | <ul style="list-style-type: none"> • Evolution of sports rules. <ul style="list-style-type: none"> • Origin • Present status | <ul style="list-style-type: none"> • Explains how the rules and regulations of sports are evolved. | 01 |

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| <p>to the rules and ethics of sports</p> | <p>qualities of sportsmanship.</p> | <ul style="list-style-type: none"> • Competencies connected to sportsmanship. • Leadership • Followership • Team spirit • Inter-personal relationship <ul style="list-style-type: none"> • Acceptance of win and loses in a realistic manner • Fair competition • Conformity to Ethics of Sports. • Obeying to rules and regulations • Obeying to judgement • Obeying to coach/ teacher • Respecting to team members • Respecting to opponents • Respecting to spectators • Respecting to journalists | <ul style="list-style-type: none"> • Explains the competencies related to sportsmanship. • Acts on developing the competencies related to sportsmanship. • Explains the need of ethics in sports. • Acts accordingly for the development of ethics through sports. | |
| <p>7.0 Consumes appropriate food for a healthy life</p> | <p>7.1 Contributes to develop the nutrition status of the family.</p> | <ul style="list-style-type: none"> • Nutritional requirements of the family <ul style="list-style-type: none"> • Facts to be considered in preparing food menus. • Serving food • Measures to upgrade the nutritional status according to economic status. • Obstacles to good nutritional status <ul style="list-style-type: none"> • At manufacture • In transport • In storage • While on sale • During preparation • During consumption • Facts to be considered in selecting food. | <ul style="list-style-type: none"> • Itemizes the nutritional needs of the family. • Prepares correct food menus. • Explains the measures to be followed in Serving food. • Itemizes the instances of obstacles to good nutritional status of food. | <p>02</p> |

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| | 7.2 Preserves food while protecting the nutritive value of the food. | <ul style="list-style-type: none"> • Contents • Taste • Colour • Odour • Freshness • External appearance • Nature of packing • Date of manufacture • Expiry date • Conformity to National Standards <ul style="list-style-type: none"> • Consumption of food so as to retain its nutritional qualities. <ul style="list-style-type: none"> • Methods of increasing the nutritional value. • Food preservation (methods of preservation) • Drying / Mixing with sugar/ salting • Canning/Application of chemicals/Freezing/Pasteurization/Putting under sand/Sterilization • Traditional cooking methods • Conveying messages related to nutrition to the family. <ul style="list-style-type: none"> • Preparation of nutritious short eats • Fulfilling daily water needs | <ul style="list-style-type: none"> • Explains the facts to be considered in selecting food. <ul style="list-style-type: none"> • Demonstrates preparedness in selecting food correctly. • Explains methods to upgrade the nutritional status of food. • Explains the traditional methods of food preservation. • Explains the traditional methods of cooking. • Demonstrates the preparedness in conveying health messages to the family. | 01 |
| 8.0 Conforms to an efficient life style | 8.1 Leads a happy life maintaining the wonder of the | <ul style="list-style-type: none"> • Wonder of the reproductive system. • Importance of maintaining the wonder of the reproductive system. | <ul style="list-style-type: none"> • Explains the wonder of the reproductive system. | 01 |

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| <p>while maintaining the wonder of the body.</p> | <p>reproductive system.</p> <p>8.2 Leads an efficient life by preventing the obstacles caused to wonder of the reproductive system</p> | <ul style="list-style-type: none"> • Continuity of Life. <ul style="list-style-type: none"> • Menstrual cycle • Conception • Misconducts and abuse <ul style="list-style-type: none"> • Adolescent pregnancies • Sexually transmitted diseases • One's responsibility for maintenance of the health of the reproductive system. <ul style="list-style-type: none"> • Correct Education • Healthy behaviour • Correct Social Values | <ul style="list-style-type: none"> • Explains the factors affecting the reproductive system. • Explains one's responsibility for the maintenance of the reproductive system. | <p>01</p> |
| <p>9.0 Acts accordingly to maintain fitness for a healthy life.</p> | <p>9.1 Acts to develop fitness related to health.</p> | <ul style="list-style-type: none"> • Physical fitness factors <ul style="list-style-type: none"> • Fitness related to health. • Fitness related to skills. • Fitness factors related to health. <ul style="list-style-type: none"> • Cardio pulmonary endurance • Muscle Endurance • Muscles strength • Flexibility • Body composition • Fitness related to health. <ul style="list-style-type: none"> Development activities | <ul style="list-style-type: none"> • Classifies bodily fitness. • Explains fitness factors related to health. • Engages in activities to maintain fitness factors related to health. | <p>02</p> |
| <p>10.0 Leads a happy life facing the obstacles in day to day life</p> | <p>10.1 Faces environmental challenges of daily life with confidence to lead a happy life.</p> | <ul style="list-style-type: none"> • Factors Important to face the challenges successfully <ul style="list-style-type: none"> • Identifying • Prevention • Controlling the situation • Minimizing damages | <ul style="list-style-type: none"> • Explains the importance of facing challenges successfully • Acts by identifying the differences in the society | <p>01</p> |

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| successfully | 10.2 Provides necessary first aid for the accidents in day to day life | <ul style="list-style-type: none"> • Changing • Security • Disaster Management • A First aid for accidents | <ul style="list-style-type: none"> • Demonstrate preparedness to provide first-aid in instant disasters. | 02 |
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Suggested Health and Physical Educaion syllabus for Grade 09

| Competency | Competency Level | Contents | Outcome | Time (Periods) |
|--|--|--|--|----------------|
| 1.0 Contributes to the building up of a healthy Society | 1.1 contributes to minimize the social health problems | <ul style="list-style-type: none"> ● Health promotion <ul style="list-style-type: none"> ● Concept of Social health promotion ● Health problems in one’s area <ul style="list-style-type: none"> ● Air pollution ● Water Pollution ● Land Pollution ● Sound Pollution ● Communicable diseases <ul style="list-style-type: none"> ● Smoking, alcohol, drugs, accidents, delinquency abuse and violence ● Ones contribution towards health promotion in relevant area. <ul style="list-style-type: none"> ● Essential approaches to health promotion <ul style="list-style-type: none"> ● Health policies ● Health friendly environment <ul style="list-style-type: none"> ● Skill development ● Community participation ● Re organization of services ● Advantages of health | <ul style="list-style-type: none"> ● Explains the concept of social health promotion ● Lists the health problems exist in your area ● Describes the essential approaches for promoting health ● Explains the advantages of health promotion ● Contributes to promote health in ones living area | 03 |

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| | | promotion | | |
| 4.0 Spends leisure effectively by engaging in sports and outdoor activities. | 4.5 Engages in volleyball by using the skills correctly | <ul style="list-style-type: none"> ● Skills in volleyball <ul style="list-style-type: none"> ● Spiking ● Defending ● Rules and regulations ● Engaging in volleyball | <ul style="list-style-type: none"> ● Involves correctly in spiking and defending ● Satisfies by playing volleyball according to rules and regulations | 01 |
| | 4.6 Engages in netball by using skills correctly | <ul style="list-style-type: none"> ● Skills in netball <ul style="list-style-type: none"> ● Attacking ● Defending ● Throwing ● Rules and regulations | <ul style="list-style-type: none"> ● Involves correctly in attacking, defending and shooting. ● Satisfies by playing netball according to rules and regulations. | 01 |
| | 4.7 Engages in Football by using the skills correctly | <ul style="list-style-type: none"> ● Engaging in football ● Skills in football <ul style="list-style-type: none"> ● Goal Keeping ● Throwing ● Rules and regulations ● Engaging in volleyball | <ul style="list-style-type: none"> ● Involves correctly in goal keeping and throwing. ● Satisfies in playing football according rules and regulations. | 01 |
| 5.0 Utilizes the specific abilities developed through participation in athletics for the tasks of life | 5.1 Engages in relay running by using correct the baton change | <ul style="list-style-type: none"> ● Relay running <ul style="list-style-type: none"> ● Basic methods of baton pass ● According to the baton receiving side <ul style="list-style-type: none"> ● Outside ● Inside ● Mixed ● According the method of giving the baton <ul style="list-style-type: none"> ● Over arm | <ul style="list-style-type: none"> ● Describes the basic methods in baton change ● Expresses the rules and regulations in baton change. ● Engages in relay running using the correct methods of baton change. | 02 |

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| | <p>5.2 Uses hang technique correctly in the long jump.</p> <p>5.4 Throws correctly using the power position</p> | <ul style="list-style-type: none"> • Under arm • According to the way of looking at the baton <ul style="list-style-type: none"> • Visual • Non-visual • Methods of using basic skills in various events • Rules and regulation • Horizontal jumps <ul style="list-style-type: none"> • Long jump <ul style="list-style-type: none"> • Hang technique • Rules and regulations • Throws <ul style="list-style-type: none"> • Throwing being in power position <ul style="list-style-type: none"> • Shot • Discus • Javelin • Rules and regulations | <p>Describes the methods of horizontal jumps</p> <ul style="list-style-type: none"> • Expresses the rules and regulations of long jump • Engages in long jump using hang technique correctly • Throws the shot being in the power positions. • Throws the discuss being in power position • Throws the javelin being in power position. • Expresses the rules and regulations of throwing. | <p>01</p> <p>01</p> |
| <p>6.0 Acts socially by conforming to the rules and ethics of sports</p> | <p>6.1 Conforms to the ethics and social values by following rules and regulations.</p> | <ul style="list-style-type: none"> • Relationships between ethics and rules and regulations of sports. • Social values of rules, regulations and ethics of sports <ul style="list-style-type: none"> • with team members | <ul style="list-style-type: none"> • Explains the relationship between rules, regulations and ethics of sports. • Expresses the social value of rules, regulations and ethics of sports | <p>01</p> |

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| | | <ul style="list-style-type: none"> • with opponents • with officials • as a spectator | <ul style="list-style-type: none"> • Exhibits the preparedness of conforming to the rules, regulations and ethics of sports. | |
| 7.0 Consumes appropriate food for a healthy life | 7.1 Consumes food according to nutritional needs | <ul style="list-style-type: none"> • Nutritional needs <ul style="list-style-type: none"> • Nutritional needs according to life cycle, • Femininity and masculinity <ul style="list-style-type: none"> • Infants • Children • Adolescents • Elders • Aged • Nutritional differences due to special requirements <ul style="list-style-type: none"> • Pregnant mothers • Lactating mothers • Sportsmen • heavy workers • patients • vegetarians. • Myths and misconceptions related to nutrition <ul style="list-style-type: none"> • Provincial beliefs, habits and attitudes • Thinking logically about the advertisements on various mass media | <ul style="list-style-type: none"> • Gets rid of myths. • Responds to various advertisements on mass media after thinking logically. • Communicates favorable messages related to nutrition. • Explains the differences of nutritional needs according to the feminist and masculinity. • Explains the nutritional differences due to special requirements. • Exhibits the readiness to consume the food upon the nutritional requirements. | 03 |
| 8.0 Conforms to an efficient life style while | 8.1 Follows healthy habits to maintain the external appearance. | <ul style="list-style-type: none"> • Wonder of the parts of the body related to external appearance <ul style="list-style-type: none"> • Skin, hair, nails teeth, eyes, | <ul style="list-style-type: none"> • Explains the wonder of the relevant to parts of the body related the external appearance. | 01 |

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| maintaining the wonder of the body. | | ears, lips, fingers, feet etc.... <ul style="list-style-type: none"> ● Health habits that protect wonder | <ul style="list-style-type: none"> ● Follows the health habits that protect wonder. ● Gets rid of the behaviors that obstructs the wonder of the body related to external appearance. | |
| 9.0 Acts to maintain the fitness for a healthy life | 9.1 Acts to develop health related fitness factors, while concerning about them. | <ul style="list-style-type: none"> ● Health related fitness tests ● Cardio vascular endurance <ul style="list-style-type: none"> ● 800m boys, 600m girls continuous running ● Beep test ● Muscular endurance <ul style="list-style-type: none"> ● Sit ups Test ● Pushups test ● Muscular strength ● Jump and Reach test ● Standing long jump ● Flexibility <ul style="list-style-type: none"> ● Flexibility tests ● Bending forward by sitting ● Bending forward by standing ● Body composition <ul style="list-style-type: none"> ● Body Mass Index ● Steps should be taken to maintain the health-related fitness in the optimum level. | <ul style="list-style-type: none"> ● Introduces the health-related fitness tests ● Describes the steps that should be taken to maintain health related fitness in an optimum level. | 02 |
| 10.0 Leads a happy life facing the obstacles in day to day life | 10.1 Acts with a responsibility on matters of sexuality and faces the related challenges | <ul style="list-style-type: none"> ● Human sexuality ● Responsible sexual behaviors <ul style="list-style-type: none"> ● Marriage ● Cultural and Social significance | <ul style="list-style-type: none"> ● Explains the concept of human sexuality ● Describes about the responsible sexual behaviors ● Acts according to the gender | 01 |

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| <p>successfully</p> | <p>successfully</p> <p>10.2 Recognizes the social challenges and faces with confidence.</p> | <ul style="list-style-type: none"> ● Legal importance ● Gender ● Responsibility of a mother and father during pregnancy and in bringing up the children ● Future social challenges <ul style="list-style-type: none"> ● Food ● Processed food ● Junk Food ● Fast Food ● Diseases <ul style="list-style-type: none"> ● Communicable diseases (including HIV/ AIDS) ● Non-communicable diseases ● Weather ● Disasters ● Culture ● Modern Technology ● Conflicts | <ul style="list-style-type: none"> ● Describes the responsibility of the father and mother during pregnancy and in bringing up children. ● Exhibits the preparation for facing future social challenges. | <p>02</p> |
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