

HEALTH & PHYSICAL EDUCATION (Code No. : 506) **SECONDARY SCHOOL (Classes: IX-X)**

RATIONALE

Health and Physical education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. WHO defines health as a state of physical, mental and social well-being and not merely the absence of disease or infirmity. The aim of Health and Physical Education is to enable the student to attain such a state of health that, it becomes an education for the total human being.

In this respect, it is a truism to say that the practice of healthy living will serve as the foundation for physical education. It is envisaged that any effort to promote aesthetic values at the school level will include a natural esteem for physical well-being. The mastery of the body, its powers and qualities, requires knowledge, methodical training and exercise. The skills and capacities developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated. Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education. At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for the neuro muscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of health and physical education.

The objectives of Physical and Health Education are:

- to bring the overall awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status;
- to make the pupils physically, mentally and emotionally fit and to develop their personal and social qualities that will help them to be good human beings;
- to develop a scientific point of view regarding health and physical education;
- to identify personal, family and community health problems and acquire relevant scientific knowledge and information to prevent and control these problems to stay healthy;
- to take action individually and collectively to protect and promote (i) their own health (ii) health of their family members: and (iii) health of those around them in the community, seeking help when required from available community resources;
- to promote improved preventive and promotive self-care behaviour in the families and in the community;
- to develop awareness of HIV, AIDS and drug abuse in the community;
- to develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life;
- to develop awareness regarding transfer of fundamental processes to physical activities of one's choice.
- to develop interest in exercise, sports and games for self-satisfaction and making it a part of life;

- to enable an individual to enhance inner qualities - as self-mastery, discipline, courage, confidence and efficiency;
- to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community in a better way;
- to develop awareness of the importance of self-defense and self-dependence;
- to develop awareness of good posture so that one may strive to maintain a good posture; z to enable an individual to lead an enthusiastic and active life;
- to enable an individual to practice socially acceptable behavior patterns in an impressive manner.

Learning Outcomes

The syllabus in Physical and Health Education at this stage aims at realising the following:

(I) Learning outcomes in Physical Education :

- The learners develop organic fitness, formal sense organs and efficient organic systems.
- They cultivate habits of engaging in appropriate exercises so that immediate and future health needs will be met.
- They develop neuromuscular skills that promote the ability to perform work with ease and grace.
- They develop attitudes of cooperation, good sportsmanship and fair-play.
- They cultivate such traits of character as self-mastery, discipline, courage and confidence.
- They develop a sense of patriotism, self-sacrifice, self-reliance and a desire to serve.
- They prepare themselves for making a worthy use of leisure time by acquiring knowledge of sports for the purpose of participation or observing, appreciating and enjoying them.

Suggestive Activities:

- Dance
- Sports and Games (including training/coaching)
- Yoga
- Athletics
- Gymnastics
- Swimming
- Combative/ Material Arts

(II) Learning outcomes in Health Education

- The learners develop a scientific point of view of health and physical education.
- They identify personal, family and community health problems and are able to prevent and control these problems to stay healthy.

- They take action individually and collectively to protect and promote their own health, health of family and of the people around them in the community.
- They are always ready to promote improved preventive and promotive self-care behaviour in the family and in the community.

Suggestive Areas:

- Meaning and Nature of Health
- Environment and Health
- Major accidents, which can be fatal in rural and urban areas. First Aid.
- Nutrition.
- Health hazards of modernization: drug abuse, HIV and AIDS.
- Communicable and non-communicable diseases. Approved systems of medicine being practiced in our country.
- Importance of International Health. Physical Education activities are dependent upon the facilities available in and around the school. Therefore the teacher should develop programmes taking into consideration the facilities available in the school and in the community.

HEALTH EDUCATION CLASS - IX

- Meaning and nature of health, ecological concept of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, importance of health, meaning, purpose, principles and methods of health education; role of media in Health Education.
- Environmental conditions in villages, towns and slums in relation to the health status of people, waste disposal practices, measures to prevent pollution, compost pits, soakage pits, sanitary latrines, sources of safe drinking water, municipal water supply system, housing.
- Relationship of personal and environmental health practices with prevention of diseases and health promotion, cultural practices and health.
- Major accidents which cause deaths in rural and urban areas, factors responsible for accidents, general principles for prevention of common accidents, safety rules related to making fires, using stoves/cooking gas, using electricity, climbing stairs, crossing roads, boarding means of transport, cycling, swimming, playing, storing medicines and poisonous chemicals, practicing crafts, working in laboratories and using electrical and mechanical gadgets and machines, measures to remove accident hazards.
- First-aid measures for cuts, wounds, sprains, strains, continuous bleeding, fractures, bites and stings, drowning, fainting, shock, burns: Principles of first-aid, home nursing and skills in dealing with specific situations.
- Factors and conditions affecting nutritional status of an individual, nutritional needs of the body in terms of calories and nutrients, low-cost, locally available sources of food rich in these nutrients, nutritive values of commonly used foodstuff, balanced diet-its importance and requirements according to age, sex, occupation, pregnancy and geographical location, principles of diet planning, deficiency diseases and their prevention.

Physical Education Class - IX

Unit - I: Introduction to Physical Education

- Meaning and Concept of Physical Education
- Aims and Objectives of Physical Education
 - Physical Development
 - Mental Development
 - Social Development
 - Emotional Development
 - Neuro-Muscular Development
- Changing Trends in Physical Education

Unit - II: Physical Fitness

- Meaning and Concept
- Components of Physical Fitness
 - Speed
 - Strength
 - Endurance
 - Flexibility
 - Coordinative Ability
- Development of Physical Fitness through Games and Sports

Unit - III: Measurement of Growth

- Measurement of Height & Weight
 - Body Mass Index
- Body Composition (Lean Body Mass, Fat percentage)
- Formulas for 2 sites/3 sites
- Waist and Hip Ratio

Unit - IV: First Aid Measures

- Meaning and Concept
- Introduction to general Sports Injuries
 - Soft Tissue
 - Bone and Joint Dislocation
- PRICER and its Effects

Unit - V: Sociological Aspects of Physical Education

- Meaning and Concept of sports culture, society

- Role of Family, School in Sports Socialization
- Role of Society in Sports Socialization

Unit - VI: Physical Activity and Differently abled Children

- Physical Education Programmes for Physical Challenged
- Physical Education Programmes for Visually Impaired
- Physical Education Programmes for Dumb and Deaf

Unit - VII: Community Recreation

- Meaning and Concept of Recreation
- Recreational activities for different age groups
- Recreational activities for family.

Unit - VIII: Sports and Human Resources

- Role of Sports in creating fit citizens
- Fit citizen as an asset for the family, society and nation
- Fit citizen and productivity

Unit - IX: Adventure Sports

- Meaning and Objective
- Introduction to the concept of Camping and Tracking
- To organize Site, Materials required and safety measures

Practical

- Athletics:30/50 mtrs dash, Middle distance, Jumps
- Fitness Tests: Fitness test for class IX should be conducted on the basis of the AAPHER test and record should be maintained (50 Mtrs dash, Pull ups, Flexed arm hang, Sit up foe 1 min, Shuttle run 10×4 mtrs, Standing broad jump, 9/12 run and walk)
- Any two games: Students are required to play two games out of all the listed sports:
 - Volleyball
 - Football
 - Handball
 - Hockey
 - Basketball
 - Gymnastics
 - Kabaddi
 - Kho-Kho