



Health and Physical Education in the National Curriculum

Key Stage 2 (Grade: 4, 5 and 6)



**NATIONAL
INSTITUTE OF
EDUCATION**

Health and Physical Education in the National Curriculum - Key Stage 2

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Foreword

May Almighty Allah bestow His blessings and mercy upon Muhammad, His messenger (PBUH), who personified his life as a curriculum throughout his life through the exemplary conduct and behaviours. May Almighty Allah also grant blessings and mercy upon his companions and household.

The year 1979 was an insightful year as the government of Maldives strategized to mainstream the primary school education. This led to the development of the first syllabi for grades 1 to 5 in the Maldives in 1980, following the revision of the syllabi in 1982. The crafting and implementation of the 1st National Curriculum for primary grades 1-5 was done in 1984. An effort was then made to revise the curriculum in 1997 and was completed by year 2000.

The 2nd revision of the 1st curriculum commenced in 2006, during which it was realised that enormous changes were needed to the curriculum. A decision for curriculum reform was made to address the needs and demands of the country, and bring rise to the development of the 2nd national curriculum framework.

The 2nd national curriculum is developed based on the changes that have taken place in the society, from practices of the past to the current needs, with a vision for a better tomorrow. It aims to build a knowledgeable future generation, highly skilled to cater the needs of the 21st century, with a focus on nurturing attitudes and values. The curriculum also intends to inculcate the main competencies outlined, such as practicing Islam. Other competencies include self-management, critical thinking, creative thinking, human relations, healthy life styles, sustainable practices and ICT literacy. The curriculum also intends to produce students who possess the 21st century skills, and are healthy both physically and also spiritually, to be responsible towards the progression of the Maldivian society.

Science plays a key role in our life. In an ever changing global world, the importance of science cannot be undermined. Science opens the minds of children and provides a rich context to develop critical thinking and make informed decisions.

Key Stage 1 Science is focused on enabling the student to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of, environment, science and technological issues.

Science teaching intends to cultivate humane and responsible attitudes and an appreciation of the world in accordance with Islamic principles and values.

The curriculum envisions the use of variety of teaching learning approaches where students are engaged in meaningful learning experiences.

I hereby take this opportunity to extend my sincere gratitude and heartfelt appreciation to each and every individual for the tireless effort, commitment and dedication in developing the National Curriculum Framework and this syllabus. I pray that the Almighty Allah bless them for their commitment and contribution.

Last but not least, it is my sincere hope that this syllabus be beneficial for the students and teachers in the Republic of Maldives.

Adam Shareef Umar
Minister of State for Education
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Introduction

Health and Physical Education Syllabus (H&PE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

The syllabus uses a structured approach aimed to achieve the vision of the National Curriculum Framework throughout the grades. The syllabus will motivate the child to learn and explore the process of growth and development of the body and become confident and competent to maintain its functions in harmony with the environment and to be responsible and productive individuals now and in future. The Health and Wellbeing Syllabus will build a solid foundation of knowledge and understanding of health dimensions required for healthy living and impart the essential skills required to protect and preserve the child's health and emotions in circumstance that are in his/her control or beyond his/her control. The syllabus also will inculcate values and attitudes to help create and maintain positive, healthy relationships and learn to appreciate other people in their lives. The moral and spiritual dimensions required for health and wellbeing in this fast changing world will be addressed in other key competencies.

H&PE promotes intrapersonal development by helping children to recognize, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/her own goals and to be able to manage his/her own behavior. H&WS enables the child to build a sense of self-efficacy which in turn can increase his/her sense of personal control, promote self-awareness and enable self-directed learning. H&PE particularly contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

H&PE can significantly contribute to interpersonal development by helping children to acquire a range of communication skills and to understand the ways in which they can show respect, care and consideration in their dealings with others. In school, children can learn how to develop and sustain relationships based on mutual respect and responsibility and can begin to understand the importance of trust and honesty in human interactions.

Children live in an age in which they are bombarded daily with information from a variety of sources. They are also under increasing commercial pressure where marketing techniques are employed widely to appeal to even the very youngest child. H&WS encourages children to become more discerning in their use of the media and to learn about and become aware of the techniques and strategies used in advertising and in the media in general.

As children progress through H&PE, they will encounter a wide range of issues. These will include substance abuse and misuse, relationships, sexuality, child abuse prevention, and resilience to peer pressure and in growing ages to the unwonted forces of the society. The H&PE is structured in such a way that these issues are not explored in isolation; rather the emphasis is on building a foundation of knowledge and understanding, skills, values and attitudes relevant to all these issues, with specific information provided where necessary.

For the purposes of this curriculum, health includes physical, mental, emotional and social wellbeing. The curriculum focuses on developing, reinforcing and refining the knowledge and skills of children on health and wellbeing as they progress from grade to grade. The depth and breadth of this knowledge and skills will be captured by:

- (a) Increasing the complexity of the knowledge and skills;
- (b) By increasing the specificity of the knowledge and skills; and
- (c) By increasing the diversity of contexts where the learning is applied.

Strands

The Syllabus is presented in four strands personality and social development, growth development and health awareness, health of individual and community and physical fitness. Out of these four strands, physical fitness strands aims to inculcate an active life throughout the life span with engagement in exercise and games which are needed for a healthy living. At the completion of the syllabus the child becomes a young person who is resilient has emotional strength and perseveres in the face of challenges and manifests courage, optimism, adaptability and resourcefulness.

Personality and Social Development

This strand consists of 3 sub strands: personal identity, my relationships and resilience. It is aimed to help the child recognize himself/herself as an individual surrounded by others, and learn how to cope in that environment. At the end of the learning period the child will be able to recognize how he/she is different from others and accepts himself/herself as a unique person. The child would recognize what his/her strengths and weaknesses are and how to develop them and make the maximum use of his capabilities. The child will be able to recognize relationships and build appropriate relationships. He/she will know and how to deal with others and survive in friendly as well as hostile environment.

Growth, Development and Health Awareness

This strand consists of 3 sub-strands: healthy body awareness, nutrition, common diseases and disorders.) This strand will help to prepare the child for bodily changes that occur in pre-adolescence and adolescence. The child will be able identify its external body parts, and changes that occur in the body due to growth. It will also help the child to recognize the differences between males and females. The child will also be able to recognize and deal with feelings of sexuality. The strand will also help the child to understand the relation between disease and health, and how the body develops diseases or disorders.

Health of Individual and community

This strand consists of 3 sub strands. They are environmental health, personal hygiene and safety. The strand is designed to impart knowledge that enables the child to take informed choices in relation to lifestyle issues such as healthy eating habits, rest and exercise, as well as substance abuse. It will help the child to identify and choose health and nutritious foods in order to build a solid foundation of healthy food habits. The child will also understand the role played by exercise and rest in maintaining health and reducing stress and help him/her to acquire healthy daily routines of activity and rest. The strand will also impart basic knowledge of medicines and harmful substances that affect health. It will also and enable the child acquire a fit and healthy body. In addition it also will create awareness of the environmental issues such as pollution that affect health, and how those issues are minimized and solved, as well as recognition of the responsibilities of individuals in safeguarding the environment.

The sub-strand on safety at school will help the child to become aware of potential threats at the school and on the way to the school, and how to cope with those threats. The sub strand on safety in the community helps the child to identify potentially dangerous situations and persons and how to seek help in those situations. The sub strand on emergencies and disaster preparedness imparts knowledge on how to respond to common emergencies.

Physical Fitness

This Strand has 4 sub strands. They are educational gymnastics, fundamental movement skills, health and skill related fitness, and swimming. This strand is designed as a balanced Games Activity programme comprising concepts and skills development are necessary to lay a strong foundation for participation in daily activities, intra-mural games and recreational pursuits. Developing proficiency in physical activities helps students to channel their desire for play into constructive outcomes. Through these movement experiences, they learn about their abilities and limitations. The GA program provides students with opportunities to engage in decision-making and problem-solving situations. Opportunities for interaction during PE lessons serve to develop in students' social qualities such as courtesy, sportsmanship, co-operation, teamwork, loyalty and consideration for others.

Rationale

Health and physical education is a subject which provides students with knowledge, skill, capacities, values and enthusiasm to maintain a healthy life style. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education. It's a core subject from primary till lower secondary.

The subject is designed to promote physical fitness, develop motor skills and to instill values. This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. Students will have opportunities to participate regularly in a variety of physical activities. They will develop age appropriate knowledge and skills for participating productively, safely, and responsibly in a range of physical activities. Hence student will develop the attitudes that enable them to attain and maintain a healthy lifestyle and value a healthy, active lifestyle.

What is Health & Wellbeing about?

Health and wellbeing is the learning area that provides students with knowledge, skills, capacities, values and enthusiasm to maintain healthy lifestyles, solve problems and make decisions that are directly related to personal health and wellbeing. This learning area is based on a broad notion of health that encompasses all aspects of an individual's wellbeing inclusive of social, mental, and physical.

Why study Health & Wellbeing?

The wide range of experiences offered through this learning area promotes the overall health of students. It enhances the potential for lifelong participation in physical activity and creates the awareness of nutritional needs and food choices for optimal health across the life span, provides experiences to improve the capacity to manage challenging circumstances and develop caring and respectful relationships. Additionally, students understand how their actions and decisions affect their health, fitness and personal wellbeing. As a result, students become well-informed, health literate individuals who are competent, confident and joyful.

How is Health & Wellbeing structured?

This learning area is built around three dimensions of health which focuses on what is important for students to know, understand, and be able to do in order to maintain a balanced life.

The three strands of the learning area are as follows.

Physical wellbeing

This strand focuses on factors that contribute to the effective functioning of the body and its systems. These include nutritional needs of the body, participation in physical activity, preventive health care, and physical safety, sexual and reproductive health.

Social wellbeing

This strand is about how people behave in relationships with others. It includes social skills that are necessary to build strong relationships and live in harmony. These include creating a sense of self-awareness, caring, empathy, compassion and feelings of belonging.

Mental and emotional wellbeing

This strand focuses on factors that influence mental and emotional wellbeing of a person and how to have a balanced life. These include the ability to use cognitive and emotional capabilities to understand and manage emotions and how to respond to the demands of everyday life in a constructive manner. There is also emphasis on discovering one's own capabilities and living a productive life amid the challenges of the modern world.

How does Health & Wellbeing contribute to the development of the key competencies?

Practising Islam

The knowledge, skills and attitudes learned through health and wellbeing enable students to make healthy food choices, conserve resources and understand the consequences of using substances such as alcohol. At the same time, health and wellbeing as a learning area encourages students to exercise in order to be strong and fit, which is strongly emphasised in Islam.

Understanding and managing self

This learning area enables students to manage themselves, develop self-awareness, set goals and define strategies to achieve and maintain personal health goals. As a result, students gain the ability to practice health enhancing behaviours to avoid and reduce health risks.

Thinking critically and creatively

Through this learning area students use their critical and creative thinking skills to decide which health products are most suitable to their needs before they make a choice. Students also use critical thinking skills to analyse, organise, compare, synthesise, evaluate and identify valid health information. They also evaluate the impact of culture, media and technology on personal health decisions and practices.

Relating to people

This learning area contributes to the development of healthy relationships. It encourages students to respect others' feelings and work collaboratively to achieve their goals. The skills developed through this learning area include effective communication skills, the ability to analyse conflict and to use healthy communication and resolution strategies to resolve conflict. Moreover, students understand how personal behaviour can impact the health of self and others.

Making meaning

Experiences provided through this learning area help students to analyse and understand community and environmental health issues based on valid and reliable information and become health literate and self-directed learners. They demonstrate the ability to access and evaluate health information, products, and services and develop the ability to convey information, beliefs, opinions and feelings by using verbal and non-verbal skills.

Living a healthy life

The experiences gained through this learning area help learners to live a balanced life by making healthy food choices, participating in regular physical activity, considering one's own and others safety, gaining an awareness of diseases and preventing health risks.

Using sustainable practices

This learning area promotes lifelong healthy and balanced living which is one of the important elements of sustainable development. As a result students protect and promote the health of themselves, their families and communities.

Using technology and the media

This learning area supports the use of technology to gain an understanding of various issues that are related to students' health and wellbeing. They are given opportunities to explore information in a number of forms to make informed choices about issues related to their health and wellbeing.

Assessing Health and Physical Education

Effective assessment ensures that teachers recognise what students know and can do and what the next step in their learning pathway is. Good assessment practice ensures that:

- Learning intentions are clear and their success criteria are written in student-friendly language, so that the students know what the learning will look like, feel like, and/or sound like;
- Students are involved in establishing the learning intentions and/or success criteria and know what the learning intentions and success criteria mean;
- Teachers should provide students feedback and feed-forward that is specific to the learning intentions throughout the unit of work
- A range of methods is used to gather evidence, for example, self-assessment, peer assessment, observational tools, learning logs, and student demonstrations of their learning.

Scope and Sequence

Healthy body awareness

Grade 4	Grade 5	Grade 6
Physical, social and emotional changes common to both sexes during puberty	Factors affecting growth	Hereditary and environmental factors involved in growth and development
Dealing with changes during puberty	Dealing with changes during puberty	
Personal body safety skills and decision making	Personal body safety skills and decision making	Personal body safety skills and decision making
Beliefs values about expressions of gender	Differences between the sexes on the basis of physiology	Cross over from childhood to adolescence and the associated physiological changes

Nutrition

Grade 4	Grade 5	Grade 6
Food and nutrition	Nutritional status of Maldivians	Factors that influence food selection
Balanced diet	Hygiene in food preparation	Ill effect of malnutrition on health
Food pyramid	Energy for physical activities	Nutritional needs for growth

Common diseases and disorders

Grade 4	Grade 5	Grade 6
Dimensions of health	Dimensions of health	Dimensions of health
Dangers of mosquito and insect bites	Dangers of mosquito and insect bites	Rights and responsibilities of consumers of health-related services and products
Non-communicable diseases / preventive measures.	Proper lifestyle in preventing diseases	Healthy behaviors

Personal identity

Grade 4	Grade 5	Grade 6
Positive self-esteem	Positive and negative influences of friends and family	Positive self concept

Relationship

Grade 4	Grade 5	Grade 6
Building and maintaining trust and confidence	Importance of belonging to a family	Changing nature of family relationships.
Building and maintaining positive relationships.	Individual differences and relationships	Standard of behavior in the community

Resilience

Grade 4	Grade 5	Grade 6
Bullying and its impact	Self-esteem	Managing conflict in relationship
People who can help one to enhance resilience.	Sensitivities of complaining	Peer pressure

Environmental health

Grade 4	Grade 5	Grade 6
How human behavior and technology affects environment	Environment protection groups	Impact of laws designed to promote healthy environment
Common food borne disease	Processing, packaging, distribution and storage of food	Risks of sunlight and ultra-violet radiation on the skin, eye and the immune system
Importance of water safety	Global warming	Pests

Personal hygiene

Grade 4	Grade 5	Grade 6
Personal hygiene and active living	Personal hygiene and active living	Personal hygiene and active living
Oral health for healthy living	Oral health for healthy living	Oral health for healthy living

Safety at home school and community

Grade 4	Grade 5	Grade 6
Emergency situations and how to deal with them	Safe and unsafe environments	Hazard in environment and strategies to deal with them

Fundamental movement skills

Grade 4	Grade 5	Grade 6
locomotor movement skills with agility and strength	locomotor movement skills with agility, speed and strength	Locomotor and manipulative skill for increased agility, speed and strength
Over arm throw	Throws preferred and non-preferred hand and for accurately	Throw an object with increased velocity and accuracy
Catche using one hand, preferred and non-preferred.	Catches objects of different sizes and shapes using different equipment	Catch an object with increased velocity and accuracy
Kicks with either foot to a target.	Kicks whilst passing to another person.	Variety of kicks for velocity and accuracy
Hits backhand	Step and strike a moving object	Step and strike a moving object showing controlled pattern

Educational gymnastic

Grade 4	Grade 5	Grade 6
Inverted static balances	Perform balance shapes	Perform balance shapes on beam or bench
Co-operative balances, counterbalance	Co-operative balances, counterbalance	Co-operative balances, counterbalance
Refine jump, land and balancing skill	Perform landing from an apparatus (e.g. beam / bench	Perform landing on Hands-falling forward and landing on hands-falling backwards
Mini cartwheel	Cartwheel	Perform cartwheels from or over object
Refines jumping and landing and balancing skills.	Bunny hop from beat board to soft vault jump and land	Runs to bench or beat board and lands on mat

Swimming

Grade 4	Grade 5	Grade 6
Fall in entry	Dive entry	Stride entry
Sculling feet first on the back	Rotation of body around vertical and horizontal axes	Backward and forward somersault in the water.
Sculling, floating or treading water	Survival sculling, floating or treading water.	Enter deep water using feet first entry

Swimming (Continued)

Survival strokes	Survival strokes	Survival strokes
Surface dive , swim underwater	Scull, float or tread water	Scull, float or tread water

Physical and health related fitness

Grade 4	Grade 5	Grade 6
Health related fitness components	Health related fitness components	Health related fitness component
Activity pyramid for health related fitness	FITT principles	Assessments to measure health related fitness
Skill related fitness components	Skill related fitness components	Skill related fitness components
Skill related fitness activities	Skill related fitness activities	Skill related fitness activities
Assessments to measure health related fitness	Assessments to measure health related fitness	Assessments to measure health related fitness

GRADE 4

Outcomes and Indicators

Strand: Growth Development and body awareness

Sub-strand: Healthy Body Awareness

Outcome	Indicators
GDB1.1 Identify and describe significant transition in growth and development and the different ways that people deal with them.	This is evident when the student: a. Identifies physical, social and emotional changes common to both sexes during puberty Collects information on their own growth (growth charts, samples of drawing, writings etc.) b. Discusses how to deal with changes such as those that may occur in friendships and in negotiating greater independence within the family. c. Describes the consequence of different rates of growth and development and considers ways people can respond effectively to these consequences. d. Identifies changes in roles and responsibilities marked by developmental transitions.

Outcome	Indicators
GDB1.2 Acquire personal body safety skills and decision making skills that can be used in times of crisis to promote safe living.	This is evident when the student: a. Recall grade three indicators. b. Explore appropriate responses to dangerous situations. c. Recognize that when abuse occurs it is not their fault. d. Gives examples of different types of abuse for example describes verbal, emotional, sexual, and substance abuse. e. Identify specific grown-up and adults and community resources to go for help.

Outcome	Indicators
GDB1.3 Explain how personal and community practices reflect different beliefs or values about expressions of gender.	This is evident when the student: a. Identifies differences in cultural beliefs about gender roles. b. Discuss community views and standards concerning appropriate and acceptable gender roles.

Sub-strand: Nutrition

Outcome	Indicators
GDB2.1 Identify and discuss issues relating to food and nutrition.	This is evident when the student: a. Makes a shopping list for food for particular meal and justifies it with reference to food pyramid. b. Plan and prepares foods suitable for sale in the canteen. c. Survey students, teacher and parent views about the food available in the school and prepares a report.
GDB2.2 Describes balanced diet and stresses the importance of eating a variety of foods in right proportions.	This is evident when the student: a. Put together a balanced meal by choosing foods from different food groups and explain which the largest and smallest group is and what this is trying to tell us. b. Explain the importance of water to a healthy body.
GDB2.3 Understands that a healthy meal represents the food pyramid with a combination of fruits, vegetables, grains and proteins.	This is evident when the student: a. Contributes to class discussion about the different levels of the food pyramid. b. Select food from the different levels of the food pyramid to make a healthy breakfast, meal.

Sub-strand: Common disease and disorders

Outcome	Indicators
GDB3.1 Identify and analyse images of health and how these influence personal and community health goals.	This is evident when the student: a. Compares his/her knowledge and understanding about health with that of other people (the aged, people with disabilities). b. Discuss the media construction of images of health and how this influences behavior (smoking, controlling weight, body shapes). c. Identifies the aspect of health that are not portrayed in the media.

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Outcome

GDB3.2 Recognizes the dangers of mosquito and insect bites.

Indicators

This is evident when the student:

- a. List some diseases spread by mosquitoes and its consequences.
- b. Contributes to class discussion about protective measures taken for mosquitoes and threatening insects.
- c. Explains basic home treatment for mosquito and insect bites.

Outcome

GDB3.3 Identify non-communicable diseases prevalent in the Maldives.

Indicators

This is evident when the student:

- a. Define *non-communicable diseases* (e.g., asthma, heart disease, allergies, and diabetes).
- b. Explain the importance of *prevention* or early detection and treatment of diseases.
- c. Connect causative factors, symptoms, treatment and preventive measures to their appropriate non communicable disease

Strand: Personality and Social development

Sub-strand: Personal Identity

Outcome	Indicators
PSD1.1 Shows positive self-esteem and recognize the impact of self-esteem on behavior.	This is evident when the student: a. Contributes to class talk on influences of peers a. Discusses the impact of peer influence on their behavior. b. Exhibits self-confidence when attempting new tasks.

Sub-strand: Relationship

Outcome	Indicators
PSD2.1 Recognizes the importance of building / maintaining trust and confidence.	This is evident when the student: a. Identifies ways to strengthen trust within the family and with friends. b. Identify words of sympathy and empathy. c. Recall incidence of sharing of private problems and how family / friends offered help.
PSD2.2 Discusses ways and means to build and maintain positive relationships.	This is evident when the student: a. Identifies positive relationships such as those where moral support is offered and negative relationships such as those where statements and attitudes are hostile. b. Values relationships and makes efforts to service those relationships.

Sub-strand: Resilience

Outcome	Indicators
PSD3.1 Understands bullying behavior, its impact on the students bullied, and the prohibition and disciplinary action against it in the school rules.	This is evident when the student: a. Be aware of the penalties for bullying in school. b. Reports to the teachers and parents incidents of bullying in the school concerning oneself. c. Recognizes harassment and bullying, lists the different kinds of harassment (eg teasing, name calling).

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Outcome

PSD3.2 Identifies people who can help one to enhance resilience.

Indicators

This is evident when the student:

- a. Lists teachers, supervisors and parents as people who can help one to accomplish one's tasks better.
- b. Works cooperatively to complete work faster.

Strand: Health of individual and communities

Sub-strand: Environment Health

Outcome	Indicators
HIC1.1 Describe how the global environment is being changed by human behavior and technological development in ways that effect health.	This is evident when the student: a. Discusses how technology can influence the environment and thereby improve or damage health. b. Talks about the impact on people's health due to the changes in ozone layer. c. Describes how chemical use can change the ecosystem and influence health. d. Show concern on the effects of the consumption of energy and resource upon the living condition of people in different countries.
Outcome	Indicators
HIC1.2 Defines and describes common food borne diseases, the causes and preventive measures for them.	This is evident when the student: a. Define food poisoning. b. Contributes to class discussion about causes of food borne diseases and preventive measures that can be taken.
Outcome	Indicators
HIC1.3 Recognizes the importance of water safety in the community and precautions against possible pollutants.	This is evident when the student: a. List how rain water get contaminated (for e.g., bird dropping on the roof, chemical in the atmosphere, dust) b. Explain how the islands ground water lens gets contaminated (for e.g., septic tanks, too much pumping of water)

Sub-strand: Personal Hygiene

Outcome	Indicators
HIC2.1 Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.	This is evident when the student: a. Review personal hygiene practices, (e.g. take a daily bath to keep skin, hair, ears, hands, and nails clean, brush teeth in the morning, after meals, and before bedtime, wear clean clothes). b. Identifies cultural aspects of cleanliness and the importance of observing culture-led cleanliness. c. Pays attention to keeping one's home neat and clean.

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Outcome

HIC2.2 Appreciate and understand the importance of oral health for healthy living.

Indicators

This is evident when the student:

- a. Identify ways to protect teeth (avoid chewing pencils or similar objects, do not chew ice cubes, avoid using teeth as a tool, avoid eating areca nut, killi and supari).
- b. Explain the importance of preventing tooth decay.
- c. Describe the relationship between sugar, bacteria and acid production.

Sub-strand: Safety at home, school and community

Outcome

HIC3.1 Explore emergency situations and how to deal with them.

Indicators

This is evident when the student:

- a. Identifies what is and what is not an emergency (e.g., lost pencil or accident in the playground).
- b. With teacher's help design an information card that lists what to do in emergency (e.g., tell an adult, phone no, ambulance).
- c. Creates a web of a network of people to contact when in emergency.
- d. Roles play emergency services, providing accurate information and address.

Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome	Indicators
PF1.1 Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people.	This is evident when the student: a. Performs locomotor movement skills with agility and strength. b. Use overarm in game situation (e.g. cricket). c. Catches using one hand, preferred and non-preferred. d. Kicks with either foot to a target. e. Hits backhand. f. Exhibit complex skipping routines (e.g. shifting from forward to backward and crossing arms) using a short rope. g. Passes to a moving target from a stationary position (e.g. passes with hand, foot or equipment). h. Dribbles with preferred hand and foot whilst changing directions (e.g. basketball, football).

Sub-strand: Educational Gymnastics (Dominant Movement Patterns)

Outcome	Indicators
PF2.1 Perform without assistance the DMP's of educational gymnastics.	This is evident when the student: a. Explore different inverted static balances (e.g. shoulder stand, tripod stand, hand stand). b. Perform co-operative balances, counterbalance, showing space and body awareness, and relationships. c. Refine jump, land and balancing skill. d. Change weight bearing to different parts of the body, moving towards mini cartwheel. e. Refines jumping and landing and balancing skills.

Sub-strand: Swimming

Outcome	Indicators
PF2.1 Perform basic swimming strokes, underwater skill and survival techniques.	This is evident when the student: a. Perform a fall in entry. b. Demonstrate sculling feet first on the back.

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- c. Perform rotation of the body while keeping the face above the water.
- d. Continuously swim 50 meters with above water arm recovery.
- e. Continuously swim 25 meters with underwater arm recovery.
- f. Perform butterfly arm action for a distance of 5 meters
- g. Perform sculling, floating or treading water for 2 minutes.
- h. Swim slowly for 3 minutes using the actions which resemble three recognized survival strokes, changing after each minute to another stroke.
- i. Throw a buoy to a distance of 5 meters.
- j. Perform a surface dive, swim underwater and recover an object from depth equivalent to the child's height.

Sub-strand: Health and Skill related fitness

Outcome	Indicators
PF1.1 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	This is evident when the student: a. Points out benefits of physical activity for the heart, lungs, and muscles (for example understands skipping contributes to the prevention of heart disease). b. Distinguishes the health related components of fitness as they relate to Activity Pyramid (for example understands that lifestyle activities, such as jogging, should be done more frequently than sedentary activities which do not help to health related physical fitness). c. Understand how the FITT principle affects development of components of health-related fitness (for example understands the importance of playing active games frequently, with high intensity, contributes to heart health, as compared to sedentary activities such as playing video games for a long period of time). d. Understands how the components of health-related fitness and improved performance in a variety of activities are related (for example understands that a healthy level of muscular endurance would enable an individual to swim or bicycle for a long period of time).

- e. Identify proper technique for health related fitness assessment (for example assesses a student's performance effectively (uses a rubric for correct push-up)).

Outcome

PF1.2 Understands and applies the components of skill related fitness in order to improve performance.

Indicators

This is evident when the student:

- a. Relates components of skill-related fitness in a variety of physical activities (for example understands static balance, coordination, and power are developed) when performing yoga.
- b. Participate in moderate to vigorous age-appropriate activities that address each component of skill related fitness.

GRADE 5

Outcomes and Indicators

Strand: Growth Development and body awareness

Sub-strand: Health Body Awareness

Outcome	Indicators
GDB1.1 Inquire about factors affecting growth.	This is evident when the student: a. Begins to understand changes in growth are based on heredity, genetic and environmental factors. b. Discuss about boyhood or girlhood and that some aspects of growth changes in some while others do not.
GDB1.2 Acquire personal body safety skills and decision making skills that can be used in times of crisis to promote safe living.	This is evident when the student: a. Recall and discuss when to use personal body safety rules. b. Identify and discuss personal rights. c. Describes how to support a friend by seeking a trusted adult for help. d. Evaluate different risky scenarios. e. Discuss appropriate responses for risky situations for example when a friend offers a cigarette
GDB1.3 Understands differences between the sexes on the basis of physiology.	This is evident when the student: a. Appreciates the merits of the differences and expresses them in terms of roles they perform. b. Displays knowledge of the purpose behind the differences.

Sub-strand: Nutrition

Outcome	Indicators
GDB2.1 Identify and reflect upon strategies that address areas of concern related to current trends in the nutritional status of Maldivian.	This is evident when the student: a. Identifies the current nutritional status of Maldivian (e.g: talk about, junk foods, energy drinks, supari) b. Select a diet plan from a popular magazine and evaluate it according to its nutritional information. c. Identifies and examines food consumption trends in Maldives, and makes comparison with those in other countries.

Grade 5

Outcome

GDB2.2 Explain and demonstrate safe and hygienic methods of food preparation.

Indicators

This is evident when the student:

- Identifies the process of food contamination and spoilage.
- Hygienically and safely prepares and stores a snack for later use.
- Experiment in different ways to retard spoilage

Outcome

GDB2.3 Describes how the body turns food into energy and how the energy is consumed for physical activities.

Indicators

This is evident when the student:

- Differentiates between activities that consume more or less energy.
- Explains why vigorous sporting activities and heavy physical labour make one hungry faster.
- Explain how the body turns food into energy.

Sub-strand: Common disease and disorders

Outcome

GDB3.1 Identify the health concerns of young people and strategies that are designed to improve their health.

Indicators

This is evident when the student:

- Contributes to class discussion about emotional, physical, social and spiritual aspects of young peoples health.
- Identifies the health programs that targets young people and relates them to their health concerns.
- Compares the health concerns of young people with the concerns of the general public.
- Examines how individual and group behavior influences patterns of injury or death, for example substance abuse and road accidents.

Outcome

GDB3.2 Identify the rights and responsibilities of consumers of health-related services and products.

Indicators

This is evident when the student:

- Develops a list of people's responsibilities as health consumers.
- Make up a list of questions about a particular health concerns and suggest ways of asking a doctor about them.

- c. Identifies some steps involved in seeking to overcome difficulties encountered in using a health service or a product.

Outcome

GDB3.3 Understands the importance of proper lifestyle in preventing diseases.

Indicators

This is evident when the student:

- a. Identify disease causing germs and how the body fights infection (e.g., viruses, bacteria, fungi, protozoa).
- b. Identify common types of communicable and non-communicable diseases (acute & chronic).
- c. Recognize the importance of lifestyle in preventing these diseases.
- d. Determine cause and effect relationship between non communicable diseases (e.g., type 1 diabetes vs type 2 diabetes) and lifestyle behavior.

Strand: Personality and Social development

Sub-strand: Personal Identity

Outcome	Indicators
PSD1.1 Recognizes the positive and negative influences of friends and family.	This is evident when the student: a. Lists how family and friends can influence their thoughts and behavior. b. Distinguishes between positive and negative influences. c. Discusses ways to cope with negative influences.

Sub-strand: Relationship

Outcome	Indicators
PSD2.1 Values the importance of belonging to a family and acknowledges that families and homes can vary.	This is evident when the student: a. Discusses common bonds in a family and what belonging to a family means. b. Discusses differences between and among families and ways and means of building relationships across the divides. c. Discuss incidences of sharing help in the family.
PSD2.2 Exercises respect towards individual differences and enjoy and accept such differences.	This is evident when the student: a. Maintains relationships with a wide variety of characters and personalities. b. Enjoys the company of all classmates enjoy being accepted by them.

Sub-strand: Resilience

Outcome	Indicators
PSD3.1 Recognizes the importance of self-esteem to feel good about one self and identifies measures to boost self-esteem.	This is evident when the student: a. Discusses how low self-esteem can make one depressed, less productive, diffident and alienated from others as fear of rejection obstructs sociability. b. Makes "I" statements to raise self-esteem but is adamant on caring for others feelings.

Outcome	Indicators
PSD3.1 Comprehends complaining is sensitive and that graceful complaints can reduce damage to relationships.	This is evident when the student: a. Shows sensitivity to the choice of language when complaining. b. Advocates less assertiveness and aggressiveness and more politeness to achieve the goal of one's complaint.

Strand: Health of individual and communities

Sub-strand: Environmental Health

Outcome	Indicators
HIC1.1 Identify the methods environmental protection organisations use to promote a healthy environment.	This is evident when the student: a. Describe the work of governments and NGO's concerned with promoting a healthier environment. b. Investigates how environmental protection organisations apply pressure on governments to promote healthy environments for e.g., demonstrations, media c. Completes a case study of an environmental protection organization and its programs on environmental health.
HIC1.2 Describes the processing, packaging, distribution and storage of food.	This is evident when the student: a. Identifies a range of processed foods and investigates how they are prepared. b. Compares way that a food item can be packaged. c. Follow the path of particular food item from initial production to consumption.
HIC1.3 Describes how global warming causes rise in temperature and how homes can be kept cool.	This is evident when the student: a. Discusses community level measures such as tree planting to reduce global warming. b. List out some ways in which natural lightings and ventilations can be used in their homes. c. Recognizes the importance of ventilation for health.

Sub-strand: Personal Hygiene

Outcome	Indicators
HIC2.1 Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.	This is evident when the student: a. Identifies sweat glands their functions and how to control body odour.

- b. Shows locations of sweat glands and explains why some people emit bad odour when they sweat
- c. Cleans well sweat gland areas during shower and shows preference for use of antiperspirants, colognes and perfumes.

Outcome

HIC2.2 Appreciate and understand the importance of oral health for healthy living.

Indicators

This is evident when the student:

- a. Recognize dental health as an important part of overall health (care of gums and teeth, proper diet use of sport guards).
- b. Talk about hazards of using tobacco products on oral health.
- c. Identify the risk of oral piercing on oral health.

Sub-strand: Safety at home, school and community

Outcome

HIC3.1 Identify safe and unsafe environments and explore rules, behavior and skills that will help them to remain safe.

Indicators

This is evident when the student:

- a. Discusses safe and unsafe places at home, at school, on the road and in aquatic environments.
- b. Identifies things needed to play and act safely (e.g. protective equipment, taking turns, using personal flotation devices).
- c. Labels on a map (e.g. the school grounds) the places felt to be unsafe and develops solutions to improve the safety of those areas.

Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome	Indicators
PF1.1 Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people.	This is evident when the student: a. Perform locomotor movement skills with agility, speed and strength. b. Throws using preferred and non-preferred hand accurately and for distance. c. Catches objects of different sizes and shapes using different equipment (e.g. gloves). d. Kicks whilst passing to another person. (e.g. football). e. Step towards and strike a moving object. f. Passes to a moving target whilst moving (e.g. netball, basketball). g. Dribbles using alternate hands and feet (e.g. football, basketball).

Sub-strand: Educational Gymnastics

Outcome	Indicators
PF1.1 Refine their DMP's of educational gymnastics.	This is evident when the student: a. Perform balance shapes (e.g. knee scale, lunge, arabesque, v-sit) b. Perform landing from an apparatus (e.g. beam / bench). c. Perform a sequence of cartwheel. d. Bunny hop from beat board to soft vault jump and land.

Sub-strand: Swimming

Outcome	Indicators
PF1.1 Demonstrate basic swimming ability, associated swimming strokes, and survival techniques.	This is evident when the student: a. Demonstrate a dive. b. Rotate the body about the vertical and horizontal axes with and without arm and leg action. c. Perform eggbeater kick. d. Swim butterfly for 10 meters demonstrating a recognizable stroke and using correct breathing technique. e. Perform survival sculling, floating or treading water for 4 minutes.

- f. Perform a feet first surface dive and swim under-water for a short distance.
- g. Swim slowly for 6 minutes using three survival strokes, changing after each minute from one stroke to another.
- h. Swim continuously:
 - 25 meter freestyle.
 - 25 meter survival backstroke or sidestroke.
 - 25 meter back crawl.

Sub-strand: Health and Skill related fitness

Outcome	Indicators
PF1.1 Understand and analyze the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	This is evident when the student: a. Identify lifetime activities that improves components of health related fitness (for example identifies that power walking contributes to cardiorespiratory endurance; rowing develops muscular endurance. b. Set goals based on the criteria from fitness assessment (for example set appropriate goal based on sit-and-reach score). c. Examines how FITT principle affects development of health related fitness (for example compare personal fitness score with exercise habit (frequency) to determine areas of focus). d. Incorporate FITT principles with health-related fitness using Activity Pyramid (for example explains flexibility recommendations for Activity Pyramid Level 3 are: • Frequency = 3-7days/week. • Intensity= stretch more than normal. • Time= how many times (or reps) each day. • Type=butterfly quadriceps stretch

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Outcome

PF1.2 Understands and analyze the components of skill related fitness in order to improve performance.

Indicators

This is evident when the student:

- a. Identifies activities which improve components of skill-related fitness (for example understands rowing, surfing, biking improves coordination, dynamic balance, and power).
- b. Participate in moderate to vigorous age-appropriate activities that address each component of skill-related fitness.

GRADE 6

Outcomes and Indicators

Strand: Growth Development and body awareness

Sub-strand: Healthy Body Awareness

Outcome	Indicators
GDB1.1 Identify hereditary and environmental factors involved in growth and development.	This is evident when the student: a. Describes human characteristics which are genetically determined. b. Discusses genetic and environmental factors that influence growth and development (genetic, inheritance, diet, exercise, maternal smoking). c. Describes a variety of environments (home, school, outdoors) can promise the social, emotional, spiritual and intellectual development of children.

Outcome	Indicators
GDB1.2 Acquire personal body safety skills and decision making skills that can be used in times of crisis to promote safe living.	This is evident when the student: a. Describes abusive and risky situations. b. Describes wanted and unwanted touching in different situations. c. Describes verbal and non-verbal cues to avoid risky situations. d. Talks about risks associated with giving personal information through internet.

Outcome	Indicators
GDB1.3 Comprehends the cross over from childhood to adolescence and the associated physiological changes.	This is evident when the student: a. Identify good and bad secrets. b. Identify specific people in the school to go for help. c. Exhibits self-confidence in the cross over to adolescence. d. Identifies physical signs of the onset of puberty

Sub-strand: Nutrition

Outcome	Indicators
GDB2.1 Analyse and evaluate the factors that influence food selection.	This is evident when the student: a. Discuss how changes in work practices and in family life have affected food consumption.

- b. Identifies sources of information on food and develops criteria for evaluating the credibility of the sources and reliability of the information.
- c. Develops, prepares and advertise a nutritious food that would appeal to a particular group of people.

Outcome

GDB2.2 Identify the ill effect of malnutrition on health.

Indicators

This is evident when the student:

- a. Compares and contrasts obese people with the skinny stressing proper body weight.
- b. Raises the issues of ill-health and equates it with poor diet during class discussions.

Outcome

GDB2.3 Identify major nutritional needs for growth activity.

Indicators

This is evident when the student:

- a. Identifies and explains the major nutrient requirements for groups at different stages of the life span.
- b. Discuss the relationship between physical activity, food intake and growth.
- c. Evaluates diets prepared for people with particular needs, for e.g.: sport specific diets, diets for people with diabetes.

Sub-strand: Common diseases and disorders

Outcome

GDB3.1 Develop a plan for a particular situation related to the health of individuals.

Indicators

This is evident when the student:

- a. Identifies possible future events requiring the use of health services and products (sport injury, birth of a baby, road accident).
- b. Makes recommendation about which services he/she is most likely to need and how best to use them.

Sub-strand: Common diseases and disorders

Outcome

GDB3.1 Explain how healthy behaviors enhance the body's basic lines of defense.

Indicators

This is evident when the student:

- a. Identify the body's lines of defense (e.g., skin hair in nasal passages, white blood cells).

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- b. Identify stages of disease progression (e.g., incubation).
- c. Identify behavior that prevent and reduces chances of illness (e.g., drinking plenty of water, immunizations, eating health food, sleep).

Strand: Personality and Social development

Sub-strand: Personal Identity

Outcome	Indicators
PSD1.1 Develops and maintains positive self-concept.	This is evident when the student: a. Identifies strengths and weakness and feels good about self. b. Identifies positive ways to react towards criticisms.

Sub-strand: Relationship

Outcome	Indicators
PSD2.1 Discusses the changing nature of family relationships.	This is evident when the student: a. Discusses changes occurring in family relationships and how to prevent the changes harming the harmony within the family. b. Exercises caution in matters that may harm the family unity.

Outcome	Indicators
PSD2.2 Describe standards of behaviour that are important to their community and to families and groups to which they belong.	This is evident when the student: a. Explain why there are rules about behavior and why these are different for different groups. b. Discuss how cultural and personal values and beliefs influence relationships.

Sub-strand: Resilience

Outcome	Indicators
PSD3.1 Understands the importance of preventing and managing conflicts in social and other relationships.	This is evident when the student: a. Advocates prevention of conflicts and managing them rather than trying to resolve them later. b. Avoids misunderstandings to avert conflicts. c. Stresses listening to both sides in a conflict.

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Outcome

Indicators

PSD3.2 Recognizes that peer pressure can make one vulnerable to smoking, staying up late, drug and substance abuse that require appropriate responses.

This is evident when the student:

- a. Shares with parents unacceptable pressure from friends or from the wider peer group.
- b. Shows how to get around the pressure such as by saying “no” or making the suggestion a joke.

Strand: Health of individual and communities

Sub-strand: Environmental Health

Outcome	Indicators
HIC1.1 Describe the impact of laws designed to promote healthy environment.	This is evident when the student: a. Identifies laws covering environmental protection (antipollution, species protection). b. Describes how occupational health and safety legislations seeks to provide worker with healthy workplaces. c. Investigates how laws and ordinances on the preparation and sale of food help to protect people's health.

Outcome	Indicators
HIC1.2 Recognizes the risks of sunlight and ultra-violet radiation on the skin, eye and the immune system.	This is evident when the student: a. Contribute to class discussion about the risk or sunlight and ultra violet radiation on the skin, eye and the immune systems. b. Evaluate measures taken by the school to protect students from the adverse effect of sunlight. c. Collects information from other subject areas about the adverse effect of sunlight and ultra violet radiation.

Sub-strand: Personal Hygiene

Outcome	Indicators
HIC2.1 Demonstrate the ability to make informed decisions for healthy living relating to personal hygiene and active living.	This is evident when the student: a. Discuss the importance of foot care as part of general cleanliness b. Identifies fungal and bacterial conditions, corns and warts. c. Cleans the shoes regularly and asks for daily socks change
Outcome	Indicators
HIC2.2 Appreciate and understand the importance of oral health for healthy living.	This is evident when the student: a. Identify ways to maintain proper dental health that will reduce the risk of tooth decay and gum disease. b. Identify diseases related to poor oral health

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Sub-strand: Safety at home, school and community

Outcome

HIC3.1 Identify different potential hazard in their environment and develop strategies to deal with them.

Indicators

This is evident when the student:

- a. Identifies and discusses signs/symbols that reflect danger (e.g. environmental hazards, water hazards, road signs).
- b. Identifies potential hazards in the school or home (e.g. electricity,).
- c. Develops strategies to use in situations of risk (e.g. fire)

Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome	Indicators
PF1.1 Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people.	This is evident when the student: a. Exhibits locomotor skill, manipulative skills in different games and sports (e.g. basketball, football, volleyball, softball).with increasing agility, speed and strength. b. Demonstrate refined manipulative movements skills in games and sports. c. Throw an object with increased velocity and accuracy. d. Catch an object with increased velocity and accuracy. e. Uses a variety of kicks with defenders and show increased velocity and accuracy. f. Step towards and strike a moving object showing controlled pattern. g. Uses feet to dribble with control and agility at a greater speed

Sub-strand: Educational Gymnastics (Dominant Movement Patterns)

Outcome	Indicators
PF2.1 Refine coordinated actions, developing self-awareness and skills that facilitate ongoing participation educational gymnastic.	This is evident when the student: a. Perform balance shapes on beam or bench (e.g. knee scale, lunge, arabesque, v-sit). b. Perform landing on Hands-falling forward and landing on hands-falling backwards. c. Perform cartwheels from or over object (e.g. bench, ball). d. Runs to bench or beat board and lands on mat.

Sub-strand: Swimming

Outcome	Indicators
PF1.1 Demonstrate confidence in swimming 50 meters, using a recognized swimming stroke.	This is evident when the student: a. Demonstrate a stride entry. b. Perform a backward and a forward somersault in the water.

- c. Swim continuously
 - 50 meter sidestroke
 - 50 meter back crawl
 - 50 meter breaststroke
 - 50 meter freestyle
- d. Swim butterfly for 15 meters using an efficient stroke and correct breathing technique.
- e. Enter deep water using feet first entry.
- f. Swim 50 meters quickly as if escaping from a dangerous situation.

Sub-strand: Health and Skill related fitness

Outcome	Indicators
PF1.1 Understands and applies the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	This is evident when the student: a. Explains components of health-related fitness as related to lifelong health (for example understands cardiorespiratory endurance is needed to climb stairs) b. Describes appropriate assessments to measure personal fitness in health-related components (for example recognizes a push up is a measure of muscular strength). c. Gives examples of activities promoting physical fitness in the components of health-related fitness (for example understands swimming promotes cardiorespiratory endurance) d. Describes FITT principle.
PF1.2 Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	This is evident when the student: a. Identifies the components of skill-related fitness. b. Identifies appropriate fitness assessments for components of skill-related fitness (for example understands that shuttle run can be used to assess agility). c. Take part in skill-related fitness assessments for goal setting (for example performs agility and balance assessments and sets personal goals). d. Infers self-progress for skill-related fitness assessments in a fitness plan (for example understands lower shuttle run times show improvement in agility).

Planning, Teaching and Assessment Examples

Strand: Physical Fitness

Sub-strand: Fundamental movement skills

Outcome:

PF1.1 Perform a range of fundamental movement skills using different body parts in response to stimuli, including equipment, words and signals.

Indicator:

- Throws overarm using preferred and non-preferred hand.
- Throws underarm for accuracy

Sub-strand: Health and skill related fitness

Outcome:

PF1.1 Begins to understand the components of health-related fitness and the basic vocabulary used in health related fitness.

Indicator:

- Recognizes moderate vs. vigorous physical activity (for example changes in body signals during slow activities vs. fast activities)

Key competency

Perform successfully with a partner.

Resources:

A range of balls, beanbags, cones.

Warm up (7 minutes)

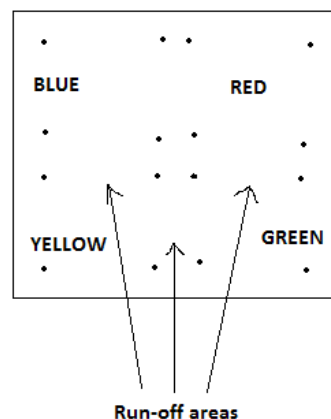
For warm up students will be instructed to play the “Stuck in the Mud” game.

Procedure

- Each child carrying a ball. When tagged stand still holding the ball. To be released must swap their ball with another child's.
- Ask the children if they enjoy playing games and being active. Talk to them about why it is good for them to be active and get out of breath. Talk about moderate vs. vigorous physical activity

Activity (30 minutes)

Divide the play area into 4 parts. Arrange appropriate run-off areas between each part. Make sure each part has the appropriate number of hoops, bean bags and balls that are easily accessible (keep to the same colours if possible).



Throw a beanbag into a hoop placed 5, 6 or 7 (depending on individual ability) paces away.	Emphasise aim and pace (strength). Allow students to explore the best flight pattern to achieve success. Teacher demonstrates good technique of throwing. • non-throwing arm to aim and counter-balance, • opposite foot to throwing hand to move forward during action, • follow through.
With a partner repeat the activity.	Encourage partners to co-operate in retrieving and feeding beanbag back. Encourage pupils to be aware and sensitive to others using their area.
With a partner select a large ball. Place 2 cones a stride apart, placed 5, 6 or 7 paces away. Send the ball to your partner. Partner to retrieve	Encourage a variety of ways of sending the ball, e.g. rolling, bouncing, kicking it between the cones. Show children how to retrieve and stop a ball using different parts of the body. Children have 4 or 5 goes each. How many points scored? Which partnership scored the most? Why?

Cool down (7 minutes)

Traffic Police Teacher non-verbally directs a variety of movements, including stretching and balancing.	Whole class activity. Remind children about why it is good for them to play and get out of breath. Talk to them about how running around causes changes to body e.g. breathing, temperature etc.
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Assessment:

By observation against learning outcomes and through discussion with children.

Glossary

Agility	Agility is the ability to change the direction of the body in an efficient and effective manner.
Aerobics	Literally means 'with oxygen'. This term is used to describe exercise intensity where muscles use oxygen to convert glucose and fat into energy.
Aquatics	Water-based activities. eg. learn to swim, swimming, canoeing, water sports and water safety.
Assertiveness	The ability to express yourself and your rights without violating the rights of others.
Balance	The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints).
Body composition	Used to describe the percentage of fat, bone and muscle in human bodies.
Bullying	A form of harassment involving intimidatory verbal or physical behaviour or emotional or psychological coercion.
Cardiovascular endurance	The ability of the body to sustain prolonged exercise over a relatively long period of time.
Control	To exercise restraint or direction over; dominate; command.
Conflict	Conflict can occur when people have opposing beliefs, ideas, resources, needs or goals.
Conflict resolution skill	The skills required to resolve a dispute or conflict. Successful conflict resolution can occur by listening to and providing opportunities to meet each side's needs so that each is satisfied with the outcome. eg. win/win approach, assertiveness, using 'I' statements or negotiation.
Cool down	Slowing down activity and stretching after physical activity to disperse toxins built up in muscle and reduce the possibility of any ill effects.
Cooperative physical activities	A behaviour demonstrated by individuals working together toward goals which can be shared.
Co-ordination	The ability to control the movement of the body in co-operation with the body's sensory functions e.g. catching a ball.

Coping strategies	Refers to specific efforts that people use to reduce or minimise stressful events.
Drug	A substance other than food which affects the structure or function of the body.
Flexibility	Flexibility, and suppleness all mean the range of limb movement around joints. In gymnastics and athletics pupils can explore using the full range of movement in a controlled and focused way. All children have different levels of flexibility and lessons should be differentiated to account for the range.
Fitness	A set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility; is determined by a combination of regular activity and genetically inherited ability.
Fitness testing	Measurements used to determine an individual's standards in fitness.
FITT principle	This summarises the basic principle of fitness training: frequency (how often), intensity (how hard), time (how long) and type (strength, endurance).
Fundamental motor skills	Movement abilities that improve with practice and are transferable to specific sports and other motor tasks. Eg. walking, running, striking and throwing.
Fundamental movement skills	In the context of this syllabus document this term is used interchangeably with fundamental motor skills.
Health	Health is a state of complete physical, mental and social wellbeing. It is not merely the absence of disease or infirmity and includes the ability to lead a socially and economically productive life.
Health related fitness	Involves those factors related to good health such as cardiovascular health, body composition, flexibility, muscular strength and endurance.
Manipulative skills	Skills developed through handling an object or apparatus.
Muscular endurance	The ability to exert force over an extended period.
Muscular power	The ability to exert force over a short period of time.
Muscular strength	The ability of muscles to exert force.
Non-preferred and preferred limb	Learning and practising skills with either side of the body.
Nutrients	Proteins, carbohydrates, fats, vitamins and minerals provided by food and necessary for growth and the maintenance of life.

Power	The ability to transfer body energy into force; also used in relationships contexts. eg. Coercion.
Physical activity	Simply means movement of the body that uses energy eg. walking, cycling, gardening or climbing stairs.
Relationships	The connections or bonds people have with each other.
Resilience	The ability to cope with life and bounce back when situations are challenging.
Responsibility	A sense of duty or social obligation, usually applied to civic rights and responsibilities.
Resting heart rate	The number of times the heart beats per minute while a person is at rest.
Risk	A situation involving potential danger or threat.
Rotation	Moving about one's own axis.
Self concept	The composite of ideas, feelings and attitudes that a person has about their own identity, worth, capabilities and limitations.
Skill related fitness	Factors that enhance performance in sport or motor skills. eg. agility, coordination, power, speed and balance.
Speed	The ability of the body to perform movement in a particular period of time.
Statics and balance	Held or still positions that are fundamental for all movement and provide the basis for locomotion. eg. handstand
Strength	The ability of a muscle or muscle group to overcome a resistance.
Survival skills	Skills used in aquatic environments to maximise survival such as survival sculling or treading water.
Target heart rate	The heart rate required to achieve a desired training effect.
Vigorous physical activity	Energetic activity/movement aimed to increase cardiovascular output.
Warm up	Processes to prepare the body for physical activity. eg. jog and stretch.

