



Health and Physical Education in the National Curriculum

Key stage 3 (Grade 7 & 8)



Health and Physical Education in the National Curriculum
National Institute of Education Department of Curriculum Development

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Health and Physical Education / KS 3 (MARCH 2016)

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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 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

Chapter No.	Strand	Sub Strand / Chapter
1	Growth, Development and Body Awareness	Healthy Body Awareness
2		Nutrition and Eating Disorders
3		Diseases
4		Alcohol, Drug and Substance Abuse
5	Personality and Social Development	Personal and Sexual Identity
6		Relationships and Peer Pressure
7		mental health and wellbeing
8	Health of individual and Communities	Personal hygiene and Dental care
9		Safety at home, school and community
10		First Aid
11		Health of Community and Environmental Health
12	Physical Fitness	Skill related fitness (Fundamental movement skills)
13		Educational gymnastics and Athletics
14		Health and Fitness management and Swimming

Health Education

Healthy Body Awareness

Grade 7	Grade 8
Relate how personal lifestyle habits and heredity influence growth and development.	Compare and contrast the impact of family history and personal health practices on personal growth and development.
Analyse the cross over from childhood to adolescence and the changes associated with it.	Investigate personal, physical and social changes that occur as they grow older and propose and apply practical strategies to manage these.

Nutrition and Eating Disorders

Grade 7	Grade 8
Identify and discuss issues relating to food and nutrition.	Understand the difference between natural foods and Genetically modified foods and the harm it can cause.
Learn how to make healthy food choices in order to obtain and maintain healthy growth.	Understand the different type of food practices/habits and apply decision making skills when making food choices in order to ensure one's health and wellbeing.
Understand that healthy food habits reflect in a healthy body.	Understand the relationship between food consumption, weight and exercise.

Diseases

Grade 7	Grade 8
Understand that contaminated food can result in food poisoning.	Identify and explore ways to keep food free from contamination.
Understand that early detection and treatment of diseases and health conditions impact one's health.	Connect causative factors, symptoms, treatment and preventive measures to their appropriate communicable disease.

Alcohol, Drug and Substance Abuse

Grade 7	Grade 8
Understand the effect of alcohol, tobacco and drug use on the body systems.	Analyse varying effects of the use, misuse and abuse of over the counter, prescription and illegal drugs have on different individuals.
Learn to build resistance and refusal skills (learn to say 'No')	Determine effective strategies to prevent and stop using alcohol, tobacco and other drugs.

Personal and Sexual Identity

Grade 7	Grade 8
Examine ways to respond effectively to successes, challenges and failures that strengthen personal identities and sense of self.	Shows positive self-esteem, builds character and learns to respect and accept diversity thereby strengthening personal identity.

Learns to accept their developing sexual identity as a part of puberty.	Understand that sexuality integrates many aspects of our lives like emotional, physical and interpersonal development of every person
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Relationships and Peer Pressure

Grade 7	Grade 8
Incorporate values which help in resolving conflicts in relationships with family kinfolk, friends, peers, teachers etc. (like negotiation, conflict resolution, problem solving)	Examines the changing nature of relationships and develops skills to manage a range of relationships that enhance their health and wellbeing.
Discusses the skills required to deal with peer pressure and maintain positive relationships.	Learn to distinguish between positive and negative peer influence.

Mental Health and wellbeing

Grade 7	Grade 8
Understands that being healthy includes having both a healthy mind and a healthy body.	Evaluate the influence of emotional responses and how it affects mental wellbeing.
Identifies sources which can help to stabilize the mind and ensure mental wellbeing.	Compare and contrast stress management strategies in order to ensure mental wellbeing.

Personal Hygiene and Dental Care

Grade 7	Grade 8
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Demonstrate good health and hygiene habits in order to ensure personal health and wellbeing.	Demonstrate the ability to make informed decisions relating to personal hygiene.
Identify ways to prevent tooth decay and maintain good oral health for healthy living.	Appreciate and understand the importance of oral health for healthy living.

Safety at Home, School and Community

Grade 7	Grade 8
Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal and collective safety.	Analyse and predict factors that may require the use of effective decision making strategies to ensure personal and collective safety.
Describes how to react and follow safety rules in situations pertaining to road safety, fire safety, water safety, internet safety and safety at public places.	Take preventive measures and follow safety instructions in situations pertaining to road safety, fire safety, water safety and safety at public places.

Simple First Aid

Grade 7	Grade 8
Explore emergency situations and how to carry out basic First Aid skills.	Explore emergency situations and how to deal with them with basic First Aid skills.

Health of Community and Environmental Health

Grade 7	Grade 8
Describe how the global environment is being changed by human behavior and technological development in ways that effect health.	Investigate the causes and effects of over consumption and pollution of natural resources and how to take better care of our air, land and water to ensure a healthy environment.

Recognizes the ill effects of improper waste disposal and how it can be managed to ensure cleanliness of the community.	Recognizes the ill effects of air pollution and how it can be managed to ensure a healthy community.
Recognizes the importance of water safety in the community and precautions against possible pollutants.	Recognizes how the environment can impact human health by natural disasters and why it is important to maintain a healthy ecosystem.

Physical Education

Fundamental movement skills

Grade 7	Grade 8
Perform locomotor and non-locomotor skills in a coordinated manner with agility and strength in order to incorporate movement concepts.	Understand movement concepts and display spatial awareness (space, direction, planes), body awareness (shapes, balance, flight, transfer of body weight), quality of movement (time, speed, force, flow) with body parts, objects and/or people.

Educational Gymnastics and Athletics

Grade 7	Grade 8
Explore different inverted static balances (e.g. shoulder stand, tripod stand, hand stand), cooperative balances, counterbalance, showing space and body awareness, and relationships.	Seeks to provide an understanding and appreciation of expressive movement and sequencing in order to emphasize affective, cognitive and psychomotor development.
Perform fundamental athletic movements pertaining to running (like sprints, distance running, relay etc), jumping and throwing (overarm, underarm, chest throw)	Demonstrate an understanding of the components of a range of physical activities (movement skills, game structure, rules and guidelines, conventions of fair play and etiquette) and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.

Swimming

Grade 7	Grade 8
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Perform basic swimming strokes, underwater skill and survival techniques.	Practice and refine recognized strokes like breaststroke, frontcrawl, backstroke and butterfly confidently and with ease.
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Health and Fitness management

Grade 7	Grade 8
Recognizes the difference between health-related components of personal fitness (cardio-respiratory endurance, flexibility etc.) and skill-related components (i.e balance, agility, power, time, speed, coordination) and devise ways to enhance both.	Understands the components of health-related fitness and assess their level (cardiorespiratory endurance, muscular strength, flexibility) and monitor changes in their physical fitness over time.
Identifying the activities they participate in regularly that maintain and improve cardiovascular endurance.	Matching health-related fitness components with an activity that develops them such as cardiovascular (aerobic) fitness and shuttle running, sit ups and core strength, stretching and flexibility.

KS3 Syllabus

GRADE 7

Strand: Growth Development and Body Awareness

Sub-strand: Healthy Body Awareness

Outcome GDB 1.1

Relate how personal lifestyle habits and heredity influence growth and development.

Indicators:

This is evident when the student can:

- a. Describe how personal habits contribute towards growth and development.
- b. Study and analyse experiences of individuals with regard to changes during puberty at different times with differing levels of intensity.
- c. Discuss genetic factors that influence growth and development (genetic, inheritance, diet, exercise).
- d. Identify different traits and whether the traits are inherited or acquired.

Outcome GDB 1.2

Indicators:

Analyse the cross over from childhood to adolescence and the changes associated with it.

This is evident when the student can:

- a. Accept the changes in their body due to puberty as natural and a positive sign.
- b. Understand emotions such as self-consciousness, shyness and frustration which are experienced by adolescents as natural and part of growing up.
- c. Investigate the effect of peers, family and community on one's identity and choices (for example, how peer group may influence the sense of dressing and behaviour).

Sub-strand: Nutrition and Eating Disorders

Outcome GDB 2.1

Identify and discuss issues relating to food and nutrition.

Indicators:

This is evident when the student can:

- a. Understand the dietary requirements of the human body and how it differs in various age groups and professions.
- b. Select food from the different levels of the food pyramid to design a healthy meal plan.

Outcome GDB 2.2

Learn how to make healthy food choices in order to obtain and maintain healthy growth.

Indicators:

This is evident when the student:

- a. Understand the different type of food practices/habits and apply decision making skills when making food choices in order to ensure one's health and wellbeing.
- b. Compare product labels to establish nutritional value and suggest ways to improve the same by choosing healthier options.

- c. Understand how advertising techniques are used to influence consumer decisions.
- d. Select food from the different levels of the food pyramid to design a healthy and balanced nutritional meal plan based on nutritional content, value, calories and cost.

Outcome GDB 2.3

Understand that healthy food habits reflect in a healthy body.

Indicators:

This is evident when the student can:

- a. Explain the difference between a healthy and an unhealthy body.
- b. Exhibit an understanding of malnutrition and its symptoms, causes and treatments.

Sub-strand: Common diseases and disorders

Outcome GDB 3.1

Identify and explore ways to keep food free from contamination.

Indicators:

This is evident when the student can:

- a. Understand that contaminated food can result in food poisoning.
- b. Explain the process of food contamination.
- c. Take precautions and inculcate hygiene practices to ensure that food is not contaminated.

- d. List causes and symptoms of common food-borne diseases.

Outcome GDB 3.2

Identify non-communicable diseases prevalent in the Maldives and take measures to prevent it.

Indicators:

This is evident when the student can:

- a. Understand that early detection and treatment of diseases and health conditions impact one's health.
- b. Communicate health needs to trusted adults and professionals in order to assist in the prevention, early detection and treatment of health problems.

- c. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents in Maldives.
- d. Connect causative factors, symptoms, treatment and preventive measures to their appropriate non communicable diseases.

Sub-strand: Alcohol, Drug and Substance Abuse

Outcome GDB 4.1

Describe the range of effects associated with using illicit drugs and intoxicating substances.

Indicators:

This is evident when the student can:

- a. Understand the effect of alcohol, tobacco and drug use on the body systems.
- b. Identify factors ; such as peer pressure , that influences teen alcohol/tobacco/drug use

- c. Read about school/local/state laws governing drug and alcohol use.

Outcome GDB 4.2

Determine effective strategies to prevent and stop using alcohol, tobacco and other drugs.

Indicators:

This is evident when the student can:

- a. Learn to build resistance and refusal skills (learn to say 'No')
- b. Use decision making strategies to make safe personal choices about the use of drugs such as alcohol, tobacco cannabis etc.
- c. Identify people and community resources that can provide support when dealing with situations involving substance abuse.
- d. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Strand: Personal and Social development

Sub-strand: Personal and Sexual Identity

Outcome PSD 1.1

Examine ways to respond effectively to successes, challenges and failures that strengthen personal identities and sense of self.

Indicators:

This is evident when the student can:

- a. Examine factors that support and contribute to personal achievement and success.
- b. Propose strategies to respond positively to difficulties like positive self-talk, optimistic thinking etc.

- c. Explain how meeting challenges and being successful at different activities can make you feel good about yourself and build confidence to try out new things.

Outcome PSD 1.2

Learns to accept their developing sexual identity as a part of puberty.

Indicators:

This is evident when the student can:

- a. Understand that sexuality integrates many aspects of our lives like emotional, physical and interpersonal development of every person
- b. Exhibit an understanding of their developing sexual identity and how new feelings like attraction are a part of growing up.

Sub-strand: Relationships and Peer Pressure

Outcome PSD 2.1

Examines different types of relationships and develops skills to establish and manage a range of relationships that enhance their health and wellbeing.

Indicators:

This is evident when the student can:

- a. Incorporate values which help in resolving conflicts in relationships with family kinfolk, friends, peers, teachers etc. (like negotiation, conflict resolution, problem solving)
- b. Acknowledge the need to balance time they commit to maintaining different relationships. (family/friends/social media)
- c. Identifies positive relationships as those where moral support is offered and negative relationships as those where statements and attitudes are hostile.

Outcome PSD 2.2

Discusses the skills required to deal with peer pressure and maintain positive relationships.

Indicators:

This is evident when the student can:

- a. Explore how a peer group can influence an individual's decision in a range of activities (consumption of alcohol or tobacco, dressing sense, values and attitudes)
- b. Develop and practice ways of saying 'No' as the first step in learning to deal with peer pressures.

Sub-strand: Mental Health and wellbeing

Outcome PSD 3.1

Understands that being healthy includes having both a healthy mind and a healthy body

Indicators:

This is evident when the student can:

- a. Understand the difference between mental health and mental illness.
- b. Practice behavior which contributes to his socially and mentally healthy persona like being confident, assertive and caring.
- c. List ways to deal with stress, cope with change and handle it in a positive manner.
- d. Analyse why some students may be cheerful while others may seem sad and how it could be related to their mental health.

Outcome PSD 3.2

Identifies sources which can help to stabilize the mind and ensure mental wellbeing.

Indicators:

This is evident when the student can:

- a. Learn to express ideas and opinions in ways that are sensitive and respectful in order to abstain from conflict and stress.
- b. Learn to listen to others, make decisions, solve problems, exhibit leadership skills etc.
- c. Identify people and community resources that can provide support when dealing with such situations.

Strand: Health of individual and communities

Sub-strand: Personal Hygiene and Dental Care

Outcome HIC 1.1

Demonstrate good health and hygiene habits in order to ensure personal health and wellbeing.

Indicators:

This is evident when the student can:

- 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. Identify puberty specific hygiene practices regarding the growth of acne, blackheads, body odour, genital hygiene etc.
- c. Understand the importance of washing hands and how it can prevent diseases and food contamination.

Outcome HIC 1.2

Identify ways to prevent tooth decay and maintain good oral health for healthy living.

Indicators:

This is evident when the student can:

- a. Understand the importance of taking good care of one's teeth and gums in order to prevent tooth decay.
- b. Identify ways to protect teeth.
- c. Describe the relationship between sugar, bacteria and acid production.

Sub-strand: Safety at home, school and community

Outcome HIC 2.1

Describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal and collective safety.

Indicators:

This is evident when the student can:

- a. Understand that it is everyone's responsibility to ensure safety by paying attention to dangers.
- b. Recognizes that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.
- c. Propose actions and protective behavior which can be implemented to protect their health and safety (wearing helmets, not taking risks in aquatic environment etc.)
- d. Demonstrate behaviors and apply procedures that maximize their safety and that of others.

Outcome HIC 2.2

Describes how to react and follow safety rules in situations pertaining to road safety, fire safety, water safety and safety at public places.

Indicators:

This is evident when the student can:

- a. Take preventive measures and follow safety instructions in situations pertaining to road safety, fire safety, water safety and safety at public places.
- b. Understands the importance of internet safety and talks about risks associated with giving personal information through internet.

Sub-strand: Emergency and First Aid

Outcome HIC 3.1

Indicators:

Explore emergency situations and how to carry out basic first aid skills.

This is evident when the student:

- a. Design an information card that lists what to do in emergency (e.g., tell an adult, phone no, ambulance).
- b. Explains appropriate procedures for responding to personal, school and community emergencies.
- c. Collaborating with peers to suggest strategies they could use in case of emergency.
- d. Demonstrate basic first aid skills.
- e. Creates a web of a network of people to go to when in emergency.

Sub-strand: Health of Community and Environmental Health

Outcome HIC 4.1

Describe how the global environment is being changed by human behavior and technological development in ways that effect health.

Indicators:

This is evident when the student can:

- a. Understand how substances in the environment ultimately get into the human body through inhalation, absorption and ingestion.
- b. Understand that it is everyone's responsibility to ensure the protection of the environment and take measures to ensure the same.
- c. Design a health promotion campaign aimed at improving environmental health in the light of it being changed by human behavior and technological development.

Outcome HIC 4.2

Indicators:

This is evident when the student can:

Recognizes the ill effects of improper waste disposal and how it can be managed to ensure cleanliness of the community.

- a. Understand that improper waste disposal has a negative impact on our health and the environment.
- b. Take preventive measures to ensure cleanliness of the community by exhibiting socially responsive behavior.

Outcome HIC 4.3

Recognizes the importance of water safety in the community and precautions against possible pollutants.

Indicators:

This is evident when the student can:

- a. Understand that water can be polluted due to various reasons (like oil spills, chemical wastes etc.) and that polluted water is harmful for health.
- b. Take preventive measures by exhibiting socially responsive behavior to ensure prevention of water pollution.

Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome PF1.1

Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people.

Indicators:

This is evident when the student can:

- a. Participate in sustained moderate physical activity with appropriate warm up and cool-down activities to the best of their ability for twenty minutes every day.
- b. Perform locomotor and non-locomotor skills in a coordinated manner with agility and strength in order to incorporate movement concepts..

- c. Practice locomotor fundamental skills like walking, running, jumping, sliding, hopping, leaping, skipping and galloping.
- d. Practice non-locomotor skills like bending, twisting, turning, balancing, pushing pulling, stretching and rocking.
- e. Practice manipulative skills like throwing, catching, dribbling, rolling, trapping, punting, kicking, volleying.
- f. Understand movement concepts and display spatial awareness (space, direction, planes), body awareness (shapes, balance, flight, transfer of body weight), quality of movement (time, speed, force, flow) with body parts, objects and/or people.

Sub-strand: Educational Gymnastics and Athletics

Outcome PF2.1

Seeks to provide an understanding and appreciation of expressive movement and sequencing in order to emphasize affective, cognitive and psychomotor development.

Indicators:

This is evident when the student can:

- a. Perform simple individual sequences incorporating movement concepts and various forms of locomotion.
- b. Explore different inverted static balances (e.g. shoulder stand, tripod stand, hand stand), co-operative balances, counterbalance, showing space and body awareness, and relationships.

- c. Practice gymnastic actions like rolls (different directions, levels and ways to get in and out of rolls), different jumps, balances, shapes etc.
- d.

Outcome PF 2.2

Acquire the knowledge and skills to perform fundamental athletic movements and games.

Indicators:

This is evident when the student can:

- a. Perform fundamental athletic movements pertaining to running (like sprints, distance running, relay etc), jumping and throwing (overarm, underarm, chest throw)
- b. Explore and practice track events like sprints, relays, hurdles and distance running.
- c. Explore and practice field events like long jump, high jump, triple jump etc.
- d. Explore a range of territorial games like basketball, handball, soccer etc.
- e. Explore and practice Net/Wall games like badminton, tennis, volleyball etc.
- f. Explore and practice striking and fielding games like cricket, soft ball etc.

Sub-strand: Swimming

Outcome PF 3.1

Perform basic swimming strokes, underwater skill and survival techniques.

Indicators:

This is evident when the student:

- a. Understand the nuances of pool and water safety.
- b. Demonstrate confidence in water without buoyancy aids.

- c. Practice floating skills and atleast two recognized strokes.
- d. Understand water safety, e.g. personal water safety at home pools, beaches and river mouths.
- e. Understand basic water safety (causes of drowning accidents, dangers of open water, prevention of accidents)
- f. Practise life-saving techniques (motionless floating variations, treading water in different ways e.g. life-saving kick, straddle jump, standing dive, treading water)

Sub-strand: Health and Skill related fitness

Outcome PF 4.1

Understands the components of health-related fitness and assess their level (cardiorespiratory endurance, muscular strength, flexibility) and monitor changes in their physical fitness over time.

Indicators:

This is evident when the student:

- a. Recognizes the difference between health-related components of personal fitness (cardio-respiratory endurance, flexibility etc.) and skill-related components (i.e balance, agility, power, time, speed, coordination) and devise ways to enhance both.
- b. Points out benefits of physical activity for the heart, lungs, and muscles (for example understands skipping contributes to the prevention of heart disease).
- c. Compare how they feel, before, during and after a fitness task.
- d. Compare their personal results and physical activity participation over a period of time such as the beginning, middle and end of academic year.

- e. Ensure safety practices during physical activity.

Outcome PF 4.2

Participate in physical activities designed to develop particular aspects of health-related and skill-related fitness and discuss the impact regular participation in these activities can have on health and wellbeing.

Indicators:

This is evident when the student:

- a. Describing and demonstrating safe stretching activities which maintain and develop flexibility.
- b. Identifying the activities they participate in regularly that maintain and improve cardiovascular endurance.

KS3
GRADE 8

Strand: Growth Development and Body Awareness

Sub-strand: Healthy Body Awareness

Outcome GDB 1.1

Compare and contrast the impact of family history and personal health practices on personal growth and development.

Indicators:

This is evident when the student can:

- a. Describe how family history and personal health practices contribute towards growth and development.
- b. Understand the reproductive system of their sex.
- c. Exhibit an understanding of the menstrual cycle and sperm production.

Outcome GDB 1.2

Investigate personal, physical and social changes that occur as they grow older and propose and apply practical strategies to manage these.

Indicators:

This is evident when the student can:

- a. Understand his/her sexual identity and how it is a part of growth and development.
- b. Explore and understand how roles and responsibilities change (such as travelling to and from school, helping with household chores and the responsibility of caring for younger siblings), and apply strategies to manage these responsibilities along with their other commitments.
- c. Respect and accept change in others (such as friends, interests, appearance and behaviour), and evaluate how these changes make them feel.
- d. Recognise the dynamic nature of feelings towards others, and discuss how the way they feel may change over time.

Sub-strand: Nutrition and Eating Disorders

Outcome GDB 2.1

Identify and discuss issues relating to food and nutrition.

Indicators:

This is evident when the student can:

- c. Describe balanced diet and understand the importance of eating a variety of foods in right proportions.
- d. Understand the difference between natural foods and genetically modified foods and the harm it can cause.

Outcome GDB 2.2

Learn how to make healthy food choices in order to obtain and maintain healthy growth.

Indicators:

This is evident when the student:

- a. Identify opportunities to make personal choices to enhance their own health, such as food choices when out with friends.
- b. Research and compare the cost of fresh foods and fast foods, their nutritional value and the monitor the sale of fresh food and fast food items in outlets in the local area to draw conclusions about influences on dietary choices.
- e. Explore a range of health decisions and analyse the factors that influence the choices they make (role of media and advertising, how accessibility and cost may influence their food choices)

Outcome GDB 2.3

Understand that healthy food habits reflect in a healthy body.

Indicators:

This is evident when the student can:

- a. Understand the relationship between food consumption, weight and exercise.
- b. Exhibit an understanding of the names, symptoms and causes of eating disorders.

Sub-strand: Diseases

Outcome GDB 3.1

Identify and explore ways to keep food free from contamination.

Indicators:

This is evident when the student:

- d. Take measures against the prevention of food spoilage
- e. Take measures against the prevention of food-borne diseases.

Outcome GDB 3.2

Identify communicable diseases prevalent in the Maldives and take measures to prevent it.

Indicators:

This is evident when the student can:

- e. Define communicable diseases and explain the importance of early detection and treatment of diseases.
- f. Connect causative factors, symptoms, treatment and preventive measures to their appropriate communicable disease.
- g. Differentiate between communicable and non-communicable diseases.
- h. Compare and contrast situations that require support from trusted adults or health individuals.

Sub-strand: Alcohol, Drug and Substance Abuse

Outcome GDB 4.1

Describe the range of effects associated with using illicit drugs and intoxicating substances.

Indicators:

This is evident when the student can:

- a. Analyse varying effects of the use, misuse and abuse of over the counter, prescription and illegal drugs have on different individuals.
- b. Examine how drugs/alcohol effect rational decisions and may lead to illness, injury, disease and risky health behaviors.
- c. Identify legal consequences of the use, sale and possession of illegal substances.

Outcome GDB 4.2

Determine effective strategies to prevent and stop using alcohol, tobacco and other drugs.

Indicators:

This is evident when the student can :

- a. Compare and contrast theories about addiction and dependency and provide recommendations that support a drug free life.
- b. Identify and analyse influences from peers and media promotions that impact choices regarding unhealthy behavior like smoking, drinking, dieting etc.
- c. Explain how preoccupation with body image or athletic performance can contribute to substance abuse (misuse of supplements, vitamins, diet pills, steroids).
- d. Determine situations where use of alcohol and drugs influence decision making and can place one at risk.
- e. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Strand: Personal and Social development

Sub-strand: Personal and Sexual Identity

Outcome PSD 1.1

Shows positive self-esteem, builds character and learns to respect and accept diversity thereby strengthening personal identity.

Indicators:

This is evident when the student can:

- a. Understand the need to build self-confidence and positive self-esteem.
- b. Learn to respect and accept individuals and their individual differences and similarities regardless of their gender, physical appearance, disability, ethnicity, socio-economic background, religion.
- c. Investigate groups and communities to which they belong and their influence on their identity.

- d. Identify ways of managing negative emotions in positive ways.
- e. Identify situations where there is need to stand up to pressure.

Sub-strand: Relationship and Peer Pressure

Outcome PSD 1.1

Examines the changing nature of relationships and develops skills to manage a range of relationships that enhance their health and wellbeing.

Indicators:

This is evident when the student can:

- a. Explore the characteristics of positive and respectful relationships.
- b. Discuss actions that can be taken if a relationship is not respectful.
- c. Understand how following online social protocols helps to enhance their relationships with others (like not sharing passwords, asking for permission to post a photo).
- d. Discuss the possible physical, social and emotional impact of adolescent decisions regarding sexual behavior.
- e. Investigate the changing nature of their family relationships and recognize why they may be experiencing increased tensions with parents.
- f. Recognize and respect the dynamic nature of feelings towards others and how relationships may change over time.

Outcome PSD 2.2

Discusses the skills required to deal with peer pressure and maintain positive relationships.

Indicators:

This is evident when the student can:

- d. Identify and discuss situations where emotional responses can be unpredictable and recognize that there is more than one way of looking at things.(sharing information about a friend can also be seen as gossiping)
- e. Learn to distinguish between positive and negative peer influence.
- f. Discuss way by which peer pressure can be resisted.

Sub-strand: Mental Health and wellbeing

Outcome PSD 3.1

Evaluate the influence of emotional responses and how it affects mental wellbeing.

Indicators:

This is evident when the student can:

- e. Analyse how emotions influence decision making and may result in stress (losing your temper with a friend over a trivial mistake and how it can harm your relationship) affect your mental wellbeing.
- f. Identify common mental illnesses like depression, anxiety and panic disorders and determine methods to detect and treat them.
- g. Determine the effects that mental illnesses have on the overall wellbeing of people who are afflicted with them.

Outcome PSD 3.2

Identifies sources which can help to stabilize the mind and ensure mental wellbeing.

Indicators:

This is evident when the student can:

- d. Explore a range of scenarios young people may encounter in relation to mental health and wellbeing, and discuss realistic options and strategies for dealing with these situations.

- e. Compare and contrast stress management strategies in order to ensure mental wellbeing.
- f. Identify people and community resources that can provide support when dealing with such situations.

Strand: Health of individual and communities

Sub-strand: Personal Hygiene and Dental Care

Outcome HIC 1.1

Demonstrate the ability to make informed decisions relating to personal hygiene.

Indicators:

This is evident when the student can:

- d. Establish daily habits for caring for their bodies in order to improve health and prevent illnesses.
- e. List effective ways of protecting oneself by following good personal hygiene (like not coughing on others, throwing away items which have germs etc.)
- f. Identify cultural aspects of cleanliness and the importance of observing culture-led cleanliness.
- g. Pay attention to not only keeping themselves clean but also their home.

Outcome HIC 1.2

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

Indicators:

This is evident when the student can:

- d. Identify ways to protect teeth and alter his/her lifestyle to bring about the change.
- e. Describe dental terms like plaque, cavity etc.
- f. Understand that he/she should brush twice daily with a Fluoride toothpaste since it helps prevent cavities by strengthening and protecting tooth enamel.
- g. Identify nutritious foods which help in keeping their teeth and body healthy.

Sub-strand: Safety at home, school and community

Outcome HIC 2.1

Analyse and predict factors that may require the use of effective decision making strategies to ensure personal and collective safety.

Indicators:

This is evident when the student can:

- a. Predict potentially dangerous situations and make strategies and decisions to prevent any harm.
- b. Refrain from participating in activities that may cause harm to any individual, group or a thing and devise ways to prevent any sort of damage.
- c. Propose actions and protective behavior which can be implemented to protect their health and safety (wearing helmets, not taking risks in aquatic environment etc.)

Outcome HIC 2.2

Describes how to react and follow safety rules in situations pertaining to road safety, fire safety, water safety, internet safety and safety at public places.

Indicators:

This is evident when the student can:

- a. Take preventive measures and follow safety instructions in situations pertaining to road safety, fire safety, water safety and safety at public places.

- b. Recognizes instances of bullying and brainstorm ideas of what to do when met with a bully.
- c. Understands the importance of internet safety and discuss situations which may make them vulnerable online.(cyber bullying etc)

Sub-strand: Emergency and First Aid

Outcome HIC 3.1

Explore emergency situations and how to deal with them with basic First Aid skills.

Indicators:

This is evident when the student:

- a. Explains appropriate procedures for responding to personal, school and community emergencies.
- b. Collaborating with peers to suggest strategies they could use in case of emergency.
- c. Demonstrate basic first aid skills.
- d. Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment, treatment of bleeding wounds, burns, fractures etc.

Sub-strand: Environmental Health

Outcome HIC 4.1

Indicators:

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. Investigate the causes and effects of over consumption and pollution of natural resources and how to take better care of our air, land and water to ensure a healthy environment.
- b. Discusses how technology can influence the environment and thereby improve or damage health.
- c. Talks about the impact on people's health due to the changes in ozone layer.
- d. Describes how chemical use can change the ecosystem and influence health.

Outcome HIC 4.2

Recognizes the ill effects of air pollution and how it can be managed to ensure a healthy community.

Indicators:

This is evident when the student:

- a. Understand that air can be polluted due to various reasons (like smoke, carbon monoxide, chemical fumes etc.) and that polluted air is harmful for health.
- b. Take preventive measures by exhibiting socially responsive behavior to ensure prevention of air pollution.

Outcome HIC 4.3

Recognizes how the environment can impact human health by natural disasters and why it is important to maintain a healthy ecosystem.

Indicators:

This is evident when the student can:

- a. Understand that natural disasters occur because of geological factors and not caused directly by human activity.
- b. Explain the occurrence of natural disasters like flood, drought, earthquake, volcanic eruption, tsunami etc.
- c. Make a community risk and resource map which shows what risks exist in your

community and what resources you can use to protect yourself.

Strand: Physical Fitness

Sub-strand: Fundamental Movement Skills

Outcome PF 1.1

Perform a broad range of fundamental movement skills and demonstrate how the body can move in relation to other objects and people.

Indicators:

This is evident when the student can:

- a. Participate in sustained moderate physical activity with appropriate warm up and cool-down activities to the best of their ability for twenty minutes every day.
- b. Perform a variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (dodge and fake in response to others, accelerate before taking off for a high/long jump)
- c. Understand movement concepts and display spatial awareness (space, direction, planes), body awareness (shapes, balance, flight, transfer of body weight), quality of movement (time, speed, force, flow) with body parts, objects and/or people
- d. Demonstrate an understanding of the phases of movement (i.e preparation, execution, follow through)

- e. Apply the understanding of movement to the refinement of skills as they participate in a variety of physical activities (bending knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing)
- f. Compare and contrast how various movement skills are affected by a change in force and motion (i.e weight transfer, power, speed and agility)
- g. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e skill practice) and applied settings (i.e games, sports and recreational activities)
- h. Detect, analyse and correct errors to refine movement skills.

Sub-strand: Educational Gymnastics and Athletics

Outcome PF 2.1

Seeks to provide an understanding and appreciation of expressive movement and sequencing in order to emphasize affective, cognitive and psychomotor development.

Indicators:

This is evident when the student:

- a. Perform an extended individual sequence of movements and balances with good form, and o rhythm incorporating various gymnastic actions.
- b. Change weight bearing to different parts of the body, moving towards mini cartwheel.
- c. Practice and refine gymnastic actions which deal with transfer of body weight like wheeling actions, kipping actions etc.
- d. Demonstrate control when transitioning between twists, rotations and leaps in an aerobic routine.

Outcome PF 2.2

Acquire the knowledge and skills to perform fundamental athletic movements.

Indicators:

This is evident when the student can:

- a. Demonstrate an understanding of the components of a range of physical activities (movement skills, game structure, rules and guidelines, conventions of fair play and etiquette) and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments.
- b. Perform fundamental athletic movements pertaining to running (like sprints, distance running, relay etc), jumping and throwing (overarm, underarm, chest throw)
- c. Learn skills like passing, receiving, marking, intercepting, tackling and challenging in athletic games.
- d. Learn how to react and respond to opponent's play and identify situational problems pertinent to the game.
- e. Devise strategies and refine decision making skills in order to win the game.
- f. Practice and refine a range of territorial, Net/Wall and striking and fielding games.

Sub-strand: Swimming

Outcome PF 3.1

Perform basic swimming strokes, underwater skill and survival techniques.

Indicators:

This is evident when the student:

- a. Learn the codes of hygiene, safety and courtesy while using swimming pools.
- b. Practice and refine recognized strokes like breaststroke, frontcrawl, backstroke and butterfly confidently and with ease.
- c. Learn to jump and dive into the water in different ways.

- d. Gain insight into water safety and life-saving techniques
- e. experience enjoyment during participation in "challenging" water activities with objects (diving through hoop, carrying ball/hoop while swimming, relays with balls, staying on top of a tube, pull a partner on tube while swimming, diving/swimming through hoops)

Sub-strand: Health and Skill related fitness

Outcome PF 4.1

Understands the components of health-related fitness and assess their level (cardiorespiratory endurance, muscular strength, flexibility) and monitor changes in their physical fitness over time.

Indicators:

This is evident when the student can:

- a. Develop and implement plans of action based on both their assessments of their health related components of fitness and their interest in order to achieve personal fitness goals (like improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster)
- b. 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).
- c. Develop, implement and revise a personal plan to meet short term health related fitness goal based on the F.I.T.T principle (by using personal assessment information, appropriate training principles, identifying challenges and sources of support, monitoring progress etc.)
- 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).

Outcome PF 4.2

Participate in physical activities designed to develop particular aspects of health-related and skill-related fitness and discuss the impact regular participation in these activities can have on health and wellbeing.

Indicators:

This is evident when the student:

- a. Matching health-related fitness components with an activity that develops them such as cardiovascular (aerobic) fitness and shuttle running, sit ups and core strength, stretching and flexibility.
- b. Constructing a circuit of appropriate activities for developing health-related fitness components of strength, cardiovascular endurance, muscular endurance and flexibility.
- c. Measuring heart rate and breathing rate to evaluate the intensity of a range of activities, and to determine the activities best suited to improving cardiovascular endurance.