DELHI POLICE PUBLIC SCHOOL

CLASS XII

ANNUAL SYLLABUS

(PHYSICAL EDUCATION)

UNIT NO.	UNIT NAME	NO. OF DAYS	MONTH
UNIT 1	Management of Sporting Events	12	APRIL
UNIT 2	Children and Women in Sports	10	APRIL
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	9	MAY
UNIT 4	Physical Education & Sports for (CWSN)	9	MAY
UNIT 5	Sports & Nutrition	13	JULY
UNIT 6	Test and Measurement in Sports	13	JULY
UNIT 7	Physiology & Injuries in Sport	13	AUGUST
UNIT 8	Biomechanics and Sports	15	AUGUST+SEPTEMBER
UNIT 9	Psychology and Sports	16	SEPTEMBER
UNIT 10	Training in Sports	18	OCTOBER
PRACTICAL	**Practical**		
TOTAL		**128 DAYS**	

CLASS XII

COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1 **(APRIL)** 12 DAYS	**Management of Sporting Events** 1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments.	• To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of community

	4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance 5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)	tournaments • To teach them about the different types of community sports and their importance in our society.		
Unit 2 **(APRIL)** **10 DAYS**	**Children & Women in Sports** 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's	• To make students understand the exercise guidelines of WHO for different age groups • To make students aware of the common postural deformities • To make students aware of women's sports participation in India and about the special conditions of women.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and

	participation in Sports – Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction) 5. Female athlete triad (osteoporosis, amenorrhea, eating disorders.	• To make students understand menarche and menstrual dysfunction among women athletes. • To make them understand about female athlete triad.		menstrual dysfunction. * Express female athlete triad according to eating disorders.
Unit 3 (MAY) 9 DAYS	**Yoga as Preventive measure for Lifestyle Disease** 1. **Obesity:** Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana,	• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits.

	Ushtrasana, Suryabedhan pranayama. 2. **Diabetes:** Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana,Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana, Paschimottanasan-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati. 3. **Asthma:** Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana,			* Distinguish the contraindications associated with performing different asanas. * Outline the role of yogic management for various health benefits and preventive measures.

	Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma. 4. **Hypertension:** Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam. 5. **Back Pain and Arthritis:** Procedure, Benefits & Contraindications of			

	Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.			
Unit 4 (MAY) 9 DAYS	**Physical Education and Sports for CWSN (Children with Special Needs - Divyang)** 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics) 2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion	• To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Value the advantages of physical activities for children with special needs * Differentiate between methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities

	in sports, its need, and Implementation; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.	CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs.		* Strategies physical activities accessible for children with specialneeds
Unit 5 (JULY) 13 DAYS	**Sports & Nutrition** 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control – A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and	• To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet • To make them aware of eating for weight loss and the results of the pitfalls of dieting. • To understand food	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet * Identify the ways to maintain a healthy weight * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths

	Food Myths 5. Importance of Diet in Sports-Pre, During and Post competition Requirements	intolerance & food myths		
Unit 6 (JULY) 13 DAYS	**Test & Measurement in Sports** 1. Fitness Test – SAI Khelo India Fitness Test in school: Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).	• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones Senior Citizen Fitness Test.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock- port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test

	2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise. 3. Computing Basal Metabolic Rate (BMR) 4. Rikli & Jones - Senior Citizen Fitness Test • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance			

	5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn			
Unit 7 (AUGUST) 13 DAYS	**Physiology & Injuries in Sport** 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain & Strain;	• Understanding the physiological factors determining the • components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.

	Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)	Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid • Understanding the Management of Injuries		
Unit 8 (AUGUST + SEPTEMBER) 15 DAYS	**Biomechanics and Sports** 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports	• Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in • sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.
Unit 9 (SEPTEMBER)	**Psychology and Sports**	• To make students understand Personality &	▪ Lecture-based instruction,	**After completing the unit, the students will be able to:**

16 DAYS	1. Personality; its definition & types (Jung Classification & Big Five Theory) 2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggressions in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting	its classifications. • To make students understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports.	▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	* Classify different types of personality and their relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
Unit 10 (OCTOBER) 18 DAYS	**Training in Sports** 1. Concept of Talent Identification and Talent Development in Sports	• Making the students understand the concept of talent identification and methods in sports • Making the students	• Lecture-based instruction, • Technology-based learning, • Group learning, • Individual learning,	**After completing the unit, the students will be able to:** • understand the concept of talent identification and methods used for talent development in sports

	2. Introduction to Sports Training Cycle – Micro, Meso, Macro Cycle. 3. Types & Methods to Develop – Strength, Endurance, and Speed. 4. Types & Methods to Develop – Flexibility and Coordinative Ability. 5. Circuit Training - Introduction & its importance	Understand sports training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance	▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning	• Understand sports training and the different cycle used in the training process. • Understand different types & methods to develop - strength, endurance, and speed in sports training. • Understand different types & methods to develop – flexibility and coordinative ability. • Understand Circuit training and its importance.