



Health and Physical Education

Grade

7

Teachers' Guide

2016

(To be Implemented from 2016)



Health & Physical Education Unit

Department of Science

National Institute of Education

Sri Lanka

www.nie.lk



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Message from the Deputy Director General

Education from the past has been constantly changing and forging forward. In recent years, these changes have become quite rapid. The Past two decades have witnessed a high surge in teaching methodologies as well as in the use of technological tools and in the field of knowledge creation.

Accordingly, the National Institute of Education is in the process of taking appropriate and timely steps with regard to the education reforms of 2015.

It is with immense pleasure that this Teachers' Guide where the new curriculum has been planned based on a thorough study of the changes that have taken place in the global context adopted in terms of local needs based on a student-centered learning-teaching approach, is presented to you teachers who serve as the pilots of the schools system.

An instructional manual of this nature is provided to you with the confidence that, you will be able to make a greater contribution using this.

There is no doubt whatsoever that this Teachers' Guide will provide substantial support in the classroom teaching-learning process at the same time. Furthermore the teacher will have a better control of the classroom with a constructive approach in selecting modern resource materials and following the guide lines given in this book.

I trust that through the careful study of this Teachers Guide provided to you, you will act with commitment in the generation of a greatly creative set of students capable of helping Sri Lanka move socially as well as economically forward.

This Teachers' Guide is the outcome of the expertise and unflagging commitment of a team of subject teachers and academics in the field Education.

While expressing my sincere appreciation for this task performed for the development of the education system, my heartfelt thanks go to all of you who contributed your knowledge and skills in making this document such a landmark in the field.

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Contents

	Page
Message of the Director General	iii
Message of the Deputy Director General	iv
Message of the Commissioner General - Educational Publications Department	
Syllabus Committee	v
Instruction	vii
Syllabus	xi- xxxii
General Instructions for planning the learning teaching process	1
First Term- competency, competency level and time period	2
Guidelines for first term	2-37
Second term competency, competency level and time period	38
Guidelines for the second term	39-65
Third Term- competency, competency level and time period	66
Guidelines for the third term	67-96

Introduction

The subject Health and Physical Education anticipates the provision of experiences necessary for children to lead a physically, mentally, socially and spiritually effective life through the inculcation of good habits necessary for living. Broadly, the aim here is to produce an active and healthy generation. The subject Health and Physical Education is implemented as a compulsory subject for grades 6 – 9 and as a basket subject for Grades 10 and 11 to achieve this goal.

A competency based syllabus was introduced in 2007 for this subject, that is as a part of general education. The syllabus has been revised and introduced in a more developed form. The revision of the syllabus implemented to date, is based on the information derived from research as well as the information elicited through interviews with doctors, subject experts, subject directors, in-service advisors, teachers and students.

According to this the 13 competencies introduced through the syllabus of 2007 have been reduced to 10 competencies in the new syllabus. Similarly the removal of certain subject areas as well as the introduction of new subject areas has been effected based on the experience and knowledge acquired when considering the content related to each competency. In allocating the periods allocated for them an effort was made to ensure that an equal number of periods was provided for the two segments of Health and Physical Education. Further more periods than were assigned for the subject in the previous syllabus have been provided in the present syllabus with respect to each competency.

Therefore a learning teaching approach with focus on student centered activities for the further development of competencies has been adopted in order to actualize the aims of the syllabus. Similarly, the role of the teacher needs to be transformed to that of a resource person under the transformation role.

The present syllabus as well as the Teachers" Guide will provide guidance to achieve the aims of the subject Health and Physical Education. By acting accordingly the opportunity and the ability will be obtained to achieve the objectives. Finally it's your responsibility.

0.1 National goals

1. Based on the concept of respecting human values and understanding the differences in the Sri Lankan multi-cultural society, building up the nation and confirming the identity of Sri Lanka by promoting national integrity, national unity, national coherence and peace
2. While responding to the challenges of the dynamic world, identifying and conserving the National heritage.
3. Creating an environment which comprises the conventions of social justice and democratic life to promote respect for human rights, being aware of one's and concerned for each other.
4. Promoting a sustainable life style based on people's mental and physical well being and the concept of human values
5. Promoting the positive feelings needed for a balanced personality with creative skills, initiative, critical thinking and sense of responsibility.
6. Through education, developing human resources, needed for the progress of the well being of an individual, the nation as well as the economic growth of Sri Lanka.
7. Preparing the people for the changes that occur in a rapidly changing world by adapting to it and controlling them; developing abilities and potential of people to face complex and unexpected occasions.
8. Sustaining the skills and attitudes based on justice, equality, mutual respect which is essential to achieve a respectable place in the international community.

National Education Commission Report (2003).

0.2 Basic Competencies

The competencies promoted through the education mentioned below will help to achieve the above mentioned National Goals.

(i) Competencies in Communication

This first set of competencies is made up of four subsets - Literacy, Numeracy, Graphics and information communication skills :

Literacy : Listening carefully, Speaking clearly, Reading for comprehension, writing clearly and accurately.

Numeracy : Using numbers to count, calculate, code and to measure, matter, space and time.

Graphics : Making sense of line and form, expressing and recording essential data, instructions and ideas with line, form, colour, two and three-dimensional configurations, graphic symbols and icons

ICT Competencies: Knowledge in the use of computers, and the ability to use the information communication skills at learning or work as well as in private life

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem-solving, critical and analytical thinking, team work, inter-personal relationships, discovering and exploring
- Values such as integrity, tolerance and respect for human dignity.
- Cognition

(iii.) Competencies relating to the Environment.

This is the second set of competencies related to the Social, Biological and Physical Environments.

Social Environment:	Awareness, sensitivity and skills linked to being a member of society, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.
Biological Environment:	Awareness, sensitivity and skills linked to the living world, man and the ecosystem, trees, forests, seas, water, air and life - plant, animal and human life.
Physical Environment:	Awareness, sensitivity and skills relating to space, energy, fuel, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion, media of communication and transport. <i>Included here are the skills in using tools to shape and materials for living and learning.</i>

(iv.) Competencies relating to Preparation for the world of work

Employment related skills to maximize one's potential and to enhance capacity to contribute to economic development; to discover vocational interests and aptitudes; to choose a job that suits abilities and; to engage in a rewarding and sustainable livelihood

(v.) Competencies relating to religion and ethics

This fourth set of competencies is laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals, practices in everyday living, selecting the most appropriate.

(vi.) Competencies in Play and Use of Leisure

Competencies that link up with pleasure, joy, emotions and such human motivations. These find expression in play, sports, athletics and leisure pursuits of many types. These also link up with such values as cooperation, team work, healthy competition in life and work. Here are included such activities as are involved in aesthetics, the arts, drama, literature, exploratory research and other creative modes in human living

(vii.) Competencies relating to ‘Learning to learn’.

These competencies flow directly from the nature of a rapidly changing, complex and interdependent and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be alert, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

Aims of Health and Physical Education .

The purpose of this subject is to pave the way for pupils to lead an active, healthy and happy life by developing a set of competencies that integrate relevant knowledge, attitudes, skills and mental and social abilities.

In this regard the pupils are provided direction in

- The study and protection of their body
- The acquisition of happiness and satisfaction
- Getting to know their needs
- Safeguarding personal health
- Developing their looks
- Maintaining the emotional balance
- Working co-operatively with peers
- Facing challenges encountered in life positively and successfully
- Achieving well-being through respect for moral values
- Spending leisure effectively
- Making life effective and efficient.

Competency	Competency level	Content	Outcome	Time (Periods)
1. contributes to the building up of a Healthy Society	1.1. Contributes to the promotion of Health in the family	<ul style="list-style-type: none"> • Concept of Health Promotion • Concept of Family Health promotion • Healthy family environment <ul style="list-style-type: none"> • Physical environment • Mental environment • Social environment • Physical environment <ul style="list-style-type: none"> • Access to clean air • Being free of sound pollution • Clean water facilities • Being free of the danger of accidents • Clean surroundings • Sanitation facilities • Adequate space • Consuming healthy food • Mental environment <ul style="list-style-type: none"> • Being free from fbullying • Being free of stress • Spending leisure effectively • Love security and attention • Social environment 	<ul style="list-style-type: none"> • Explains the concept of Family Health • Charts the characteristics of a healthy environment • Lists the characteristics of Physical Mental and Social environment. 	04

Competency	Competency level	Content	Outcome	Time (Periods)
		<ul style="list-style-type: none"> • Opportunities for education • working in groups • Interpersonal relationship • Duties and responsibilities • One's contribution as a member of a family for the building up of a healthy family environment. • Following a correct life style (establishing a suitable environment) (becoming a facilitator) • Spending leisure effectively • Carrying across the messages of health to the family. 	<ul style="list-style-type: none"> • Explains one's contribution to t maintaining a healthy environment. • Exhibits readiness to maintain a healthy environment. 	

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Competency	Competency level	Content	Outcome	Time (Periods)
2.0. Fulfils human needs for a healthy life	2.1 Leads a healthy life while enjoying the fulfillment of love and security	<ul style="list-style-type: none"> • Concept of love and security among human needs • People connected by love and security • Members of the family <ul style="list-style-type: none"> • Parents • Brothers/Sisters • Other members of the family • Streamlining the differences in the hopes, thoughts and desires of each other • External members <ul style="list-style-type: none"> • Neighbours • Relatives • Various institutions./people • Duties and responsibilities of one's self and others in the satisfaction of the needs of love and security 	<ul style="list-style-type: none"> • Explains what is meant by love and security • Lists the individuals connected with love and security. • Explains one's responsibilities and duties for the fulfillment of the needs of love and security 	02

Competency	Competency level	Content	Outcome	Time (Periods)
3.0 Demonstrates correct posture to ensure a healthy life.	3.1 Leads a healthy life exhibiting correct sitting posture	<ul style="list-style-type: none"> • Different sitting postures • Sitting in a chair <ul style="list-style-type: none"> • Sitting with legs stretched out • Squatting • Sitting on knees • Sitting on heels • Sitting on a seat • The relationship between sitting postures and life 	<ul style="list-style-type: none"> • Sits in different ways • Uses different types of sitting postures in daily life • Lists the advantages of correct sitting posture • Lists the disadvantages of incorrect sitting posture • Explains the factors affecting incorrect posture 	02
	3.2 Leads a healthy life exhibiting correct walking posture	<ul style="list-style-type: none"> • Methods of improving the walking posture • Different types of walking <ul style="list-style-type: none"> • Walking on toes • Walking with short steps • Walking with long steps • Walking sideways • Walking backwards 	<ul style="list-style-type: none"> • Involves in various activities related to walking • Uses various methods of walking postures in daily life 	02
	3.3 Leads a healthy life exhibiting correct lying posture	<ul style="list-style-type: none"> • Connection of different types of walking with life. • Methods of improving the lying posture <ul style="list-style-type: none"> • Various lying postures • Lying face up 	<ul style="list-style-type: none"> • Explains different lying postures • Uses various types of lying postures in daily life 	02

Competency	Competency level	Content	Outcome	Time (Periods)
		<ul style="list-style-type: none">• Lying face down• Lying to the left or right• Lying curled (squat)• The necessity for various lying pastures• The relationship between sitting postures and life		

Competency	Competency level	Content	Outcome	Time (Periods)
4.Spends leisure effectively through the involvement in sports and out- door activities	4.1. Derives enjoyment by engaging in rural games	<ul style="list-style-type: none"> • Folk games <ul style="list-style-type: none"> • Without and with equipment • Pairs/Groups • Engagement in the game 	<ul style="list-style-type: none"> • Gets involved in folk l games for pleasure 	02
	4.2. Derives enjoyment in volley ball through correct serving and receiving.	<ul style="list-style-type: none"> • Skills in volley ball <ul style="list-style-type: none"> • Under arm service • Under arm receiving • Training exercise 	<ul style="list-style-type: none"> • Gets involved in activities related to serving and receiving in volley ball • Derives enjoyment through participating in activities 	03
	4.3 Derives enjoyment in netball through maintaining foot movements correctly	<ul style="list-style-type: none"> • Skills in Netball <ul style="list-style-type: none"> • Foot work • Training exercise 	<ul style="list-style-type: none"> • Engages in activities related to foot work in Netball 	03
	4.4 Derives enjoyment in football by controlling the ball correctly	<ul style="list-style-type: none"> • Skills in Football <ul style="list-style-type: none"> • Kicking the ball <ul style="list-style-type: none"> • Kicking with the inside of the foot • Kicking with the front of the foot (instep) 	<ul style="list-style-type: none"> • Engages in activities related to kicking and controlling the ball in Football • Enjoys participation in activities 	03

Competency	Competency level	Content	Outcome	Time (Periods)
		<ul style="list-style-type: none">• Ball controlling• Stopping with the inside of the foot• Stopping with the surface of the foot• Stopping with the sole of the foot Training exercises		

Competency	Competency level	Content	Outcome	Time (Periods)
5. Applies specific abilities developed through athletics to the tasks of life	5.1. Utilizes basic integrated abilities of running for the day today activities	<ul style="list-style-type: none"> • Drills that can be used for running practices • Walking exercises • Skipping exercises • Running drills 	<ul style="list-style-type: none"> • Engages in activities to improve running skills • Utilizes running skills in day to day activities 	03
	5.2 Utilizes integrated abilities of jumping for the day to day activities	<ul style="list-style-type: none"> • Drills to improve Jumping skills on one foot <ul style="list-style-type: none"> • On both feet • Taking off on one foot and landing on both feet • Jumping over equipment 	<ul style="list-style-type: none"> • Engages in various jumping activities • Utilizes jumping skills in day to day activities 	02
	5.3 Utilizes the basic integrated abilities of throwing for the day to day activities	<ul style="list-style-type: none"> • Drills to improve throwing skills • Throwing equipment of different weights • Throwing in different directions • Throwing while running • Throwing at targets 	<ul style="list-style-type: none"> • Engages in various throwing activities • Utilizes throwing skills in day to day activities 	02

Competency	Competency level	Content	Outcome	Time (Periods)
6. Acts socially in conformity with rules, regulations and ethics of sports	6.1. Exhibits conformity with rules by participating in sports	<ul style="list-style-type: none"> • Rules and regulations of sports and social relationships • Importance of adherence to rules and ethics. <ul style="list-style-type: none"> • To one's own self • To one's family • To one's School • To society • One's social contribution and responsibility with regard to rules and regulations in sports and ethics. • Respecting Judgment <ul style="list-style-type: none"> • Conforming with rules and regulations • Encouraging others to conform to rules and regulations 	<ul style="list-style-type: none"> • Expresses the need for rules and regulations along with discipline • Accepts the necessity of respecting judgments and gives opinion in that regard • Exhibits preparedness to work conforming with rules and regulations 	02

Competency	Competency level	Content	Outcome	Time (Periods)
<p>7.0 Consumes food suitable for a Healthy life</p>	<p>7.1 Maintains good health through consuming nutritious food</p>	<ul style="list-style-type: none"> • What a meal should contain <ul style="list-style-type: none"> • Macro nutrients (main nutrients) <ul style="list-style-type: none"> • Carbohydrates • Fats and Lipids • Proteins • Micro nutrients. <ul style="list-style-type: none"> • Vitamins • Minerals • Water • Food Pyramid • Preparation of a Healthy meal • Identifying food that is not nutritious • The importance of the traditional diet • One's contribution to nutritious food • Home gardens and school gardens 	<ul style="list-style-type: none"> • Lists the nutrients that should be contained in a meal • Categorizes nutrients into macro and micro nutrients • Appreciates the traditional diet • Explains one's preference to nutritious food • Exhibits preparedness to consume nutritious food. 	<p>05</p>

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Competency	Competency level	Content	Outcome	Time (Periods)
<p>8.0 Adapts an efficient life style maintaining the uniqueness of one's body</p>	<p>8.1. Leads an efficient life maintaining the health of the systems</p>	<ul style="list-style-type: none"> • Wonder of the systems <ul style="list-style-type: none"> • Digestive system • Respiratory system • Circulatory system • Excretory system • Structure of the systems and their functions • Importance of maintaining the uniqueness of the systems • Obstacles to the wonder of the systems • The action to be taken to maintain the systems 	<ul style="list-style-type: none"> • Explains the functions of the digestive respiratory, circulatory and excretory systems • Explains the obstacles to the maintenance of the systems • Lists the action to be taken to maintain the systems 	<p>06</p>

Competency	Competency level	Content	Outcome	Time (Periods)
9.0 Takes action to maintain fitness to lead a healthy life	9.1. Explores the factors of physical fitness	<ul style="list-style-type: none"> • Fitness Factors <ul style="list-style-type: none"> • Endurance • Flexibility • Strength • Speed • Co-ordination 	<ul style="list-style-type: none"> • Explains the factors that influence physical fitness 	02
	9.2 Engages in routine activities to develop fitness	<ul style="list-style-type: none"> • Normal Activities <ul style="list-style-type: none"> • Running • Jumping • Throwing 	<ul style="list-style-type: none"> • Engages in physical fitness activities 	04
	9.3 Takes action to maintain physical fitness while being aware of the relevant factors	<ul style="list-style-type: none"> • Fitness tests <ul style="list-style-type: none"> • Endurance • Flexibility • Co ordination • Strength • Speed 	<ul style="list-style-type: none"> • Engages in physical fitness tests 	05

Competency	Competency level	Content	Outcome	Time (Periods)
	<p>9.4 Develops interpersonal relationships within the family while maintaining emotional balance</p>	<ul style="list-style-type: none"> • Maintaining emotional balance within the family • Attention to fulfillment of needs <ul style="list-style-type: none"> • Basic needs • Self esteem • Cordial interpersonal relationships • Working in groups • Equity • Coping with stress • Creation of opportunity • Mental and physical relief • Fairness • Importance of emotional management within the family <ul style="list-style-type: none"> • Taking correct decisions • Understanding others' ideas and emotions • Respecting the ideas of others • Results of good management practices <ul style="list-style-type: none"> • Peace • Happiness • Morality 	<ul style="list-style-type: none"> • Expresses the importance of maintaining emotional balance 	<p>03</p>

Competency	Competency level	Content	Outcome	Time (Periods)
10.0 Leads a happy life successfully facing the issues of daily life	10.1 Maintains reproductive health for one’s wellbeing	<ul style="list-style-type: none"> • Structure and functions of the reproductory system • Main changes during adolescence <ul style="list-style-type: none"> • Physical changes • Mental changes • Social changes • Facing these challenges successfully 	<ul style="list-style-type: none"> • Lists the changes that occur during adolescence • Explains the importance of preparedness to face the changes successfully • Explains the factors influencing reproductive health 	03
	10.2 Takes action to prevent non contagious diseases for the sake of wellbeing	<ul style="list-style-type: none"> • Understanding life as it is • Personal hygiene related to the reproductive system • Factors that affect reproductive health <ul style="list-style-type: none"> • Health behavior • Hormones • Introduction of communicable and non communicable diseases • Main Non- communicable diseases • Reasons for contagious diseases • Main Non – contagious diseases <ul style="list-style-type: none"> • Diabetes • Hypertension • Cancer 	<ul style="list-style-type: none"> • Obtains basic knowledge on the main non communicable diseases • Defines communicable and non-communicable diseases • Takes action to avert communicable and non-communicable diseases. 	03

Competency	Competency level	Content	Outcome	Time (Periods)
		<ul style="list-style-type: none"> • Paralysis (Strokes) • Heart diseases • Mental diseases • Other non- communicable diseases • Thallasaemia –a genetic disorder • Kidney diseases • Factors that influence non – communicable diseases • Factors that can be avoided • Life style diet/smoking/alcohol/physical activity • Factors that cannot be avoided • Genetic • Age • Importance of preventing non – communicable diseases • Social and economic influence • One’s contribution to the prevention of non communicable disease 		

SCHOOL POLICIES AND PROGRAMMES

The subject Health and Physical Education has been so planned as not to confine it purely to the classroom. Numerous programmes have been suggested in order to make the actualization of the expected competencies interesting, meaningful and effective. The following programmes that call for child leadership and participation can be implemented in the school.

- Health Education Programmes
 - **Health Education programme I**
 - Inspection of personal hygiene. (Physical organs/ clothes/garments)
 - Healthy school environment (Physical/ social)
 - Canteens of healthy schools
 - Healthy food habits. (selection of food/ consumption habits)
 - School health services (Clinics/Immunization programmes)
 - Community health services (Presentation of epidemic diseases/ wholesome nourishment)
 - **Health Education Programme II**
 - Health promotion Programs
 - Health Day
 - Health Societies
 - Health/Fitness inspections
 - **Health Education Programme III**
 - First aid services
 - St John's Ambulance Services
 - Soukyadaí Services
 - Red cross Society
 - **Physical Education Programme**
 - Health Education Programme I
 - Physical fitness programmes (Education Circular 1995/18)
 - Mach past training
 - Display training
 - Drill
 - Gymnastics
 - Aerobics
 - **Physical Education Programme II**
 - Physical /Fitness promotion programs
 - Physical Education Day
 - Sports societies
 - Colours award
 - **Physical Education Programme III**
 - School sports meets
 - Athletics, Volleyball, Netball, Foot ball and Compulsory games.
 - Others Indoors as well outdoor games
 - Physical Exercises
 - Inter house Games
 - Competitions oFestivals

- Physical Education Programms IV
 - Week end and Vacation programs
 - Outdoor camps
 - Mountain climbing
 - Hikes
 - Cycling tours
 - Jungle craft
 - Mariner’s compass and map related hikes
 - Walks
- Physical Education programma V
 - Group activities
 - Cadetting
 - Scouting

It is the responsibility of the teachers teaching physical education to decide on the level of which the programmes above should be implemented according to the size and facilities available in the school. For the conveniences of implementation it would be meaning full to get the participation of the other members of the staff and the student council, by including the slected programmes in the annual plan of the school. It will be easy to make use of the resources of the school as well as the guidance of the school principal.

By implementing programmes according to a plan, it will be possible to involve students in activities right through the year. According to this, the talented students can be identified and involved in continuous developmental activities to the actualization of the final aims. Similarly, students can be provided the opportunity to maintain their physical fitness and incase their physical appeared by organizing inter house sports to ensure the participation of a majority of students. As a result of all this, the future generation will be provided with the opportunity of living in a healthy society.

In the implementation of the learning teaching process the teaching of the entire parts of the subject content should be done by a teacher with **both practical as well as theoretical knowledge**.

Learning Teaching Methodology

In deciding on the teaching methodology relevant to this syllabus, attention should be paid to the planning of learning- teaching activities that facilitate development of competencies in students based on activities.

Learning is the implementation of permanent behavioral changes in an individual. Teaching is the attempt made to bring about a permanent behavioral change in an individual. Similarly, the behavioral change brought about through learning can be through formal, non formal and informal means. Accordingly the teacher in ones teaching task, should concentrate on formal and non formal means.

In both the aspects learning and teaching described above the two main essential factors are teaching strategies and teaching techniques you, who are teacher in the system would have taught various subjects in various grades and have had various experiences but you would have experienced that you had never all subjects in all grades in the same way. As such every teacher would have some experience using different teaching methods.

Teaching techniques can be classified into several groups according to their usage. Methods of teaching vary in terms of their being individual teaching methods, group teaching methods and mass teaching methods. Out of these in the implementation of this syllabus lectures and discussion, exhibitions, brain storming, group teaching, simulation, project method assignments, role play, practical activities, various field trips, wall newspapers, explorations etc are learning teaching methods that can be used.

Whatever the teaching methodology you use more effective results can be realized through the incorporation and implementation of aspects of Engagement, Exploration, Elaboration, Assessment and Evaluation.

In teaching the practical and theoretical subject areas relived to this syllabus, it is necessary that attention is paid to more appropriate methods for the purpose. Similarly in the selection of the teaching methodology you use, attention needs to be paid to the nature of the lesson, aim of the lesson, nature of the students, grade level, resources, environmental factors etc.

Similarly, in the use of learning teaching methodologies the transmission role and the transaction role are still much in evidence. When considering the evidence, deterioration of thinking, skills personal skills and social skills there is a need to emphasize that there should be some development in the learning- teaching methodology used.

In the implementation of this syllabus developed with a competency base, the teacher aspire to the role of a resource person who intervenes to bring the student to accomplish is the preparation of an environment replete with material necessary for learning as well as other facilities, keeping close observation of how students learn, identification of student abilities and inabilities, provision of necessary feedback and feed forward to ensure the progress of student as well as carrying the

learning teaching task beyond the classroom. The teacher's role incorporating the above is the transformation role of the teacher.

While it will be possible to achieve the aims expected through this syllabus by acting in accordance with the above, it should also be kept in mind that this is your responsibility.

For Practical Activities in Physical Education

Several points to be kept in mind when studying this competency – based Teacher's Handbook provided to you by the National Institute of Education. Common activities with respect to each lesson in physical education have not been introduced in order to provide opportunities for your creative skills. In the learning –teaching process of physical Education there is a standard pattern that should be followed are,

- Summoning students to the grounds
- Positioning students in class formation
- Health Inspection
- Warming up exercises
- Stretching exercises
- such, material is listed in this hand book for your convenience.
- Now let us consider exercises
- Physical Fitness exercises
- Learning – teaching methodology
- Conducting a recreation game
- Cool down exercises
- Informing about future lessons
- Dismissal

These patterns followed in practical activities different from the theoretical classroom teaching only in that the practical part is left out.

You will be attended a time interval of 30-45 minutes in order to implement all this. In a class the number of students may also vary. Nevertheless in the process of developing this syllabus the following assumptions were made for the purpose of generalization

That in a class the normal period lasts 45 minutes

That in number of students in a class is 40

That in most schools, sports equipment are limited and that substitute equipment can be used.

That our country does not enjoy, regular weather pattern

That the minimum number of periods implemented a term is 3b

That this subject cannot be divided as 'Health' and "Physical Education" and that both those parts have to be taught by the same teacher.

That, at the rate of 3 periods a week, this subject is assigned over 90 periods a year. By Circular No. 2006/9 you are assigned an extra period, should more periods than this be required, additional periods can be used for this since it is possible to know the amount of time assigned for each period at the beginning of the school term, it is necessary that you organize your learning – teaching process

Now let us consider how the learning – teaching process is implemented according to the standard pattern

- Summoning students to the grounds

It is best that students go to the grounds in single file form the class

- Placing students according to a class pattern.
 - Position the students according to pattern created by you. It is best that this pattern is changed on different days.
- Inspection of students health

Inspection of student's hair, teeth, and cloths while inquiring about their health should be compulsorily done. While student who are not capable of getting involved in practical activities should be located in suitable place they should be made to participate as support resources or judges whenever possible.

- Warming up exercises

Although it is not possible to prescribe a fixed pattern to stretching exercises, it's possible to provide students with exercises for every part of the body. It is your responsibility to select suitable stretching exercises and involve your students in activities based on them

- Exercises for the development of physical fitness.

You can select physical fitness exercises as you wish. Here you should pay special attention to the selection of exercises that suit the activities you propose to implement that day.

- Conducting an recreation game.
- Every child exhibits a great desire to play competitive games for pleasure. Making use of this mentality of children involve them in appropriate, recreation games so as to confirm the activities taught day to today.

- Cool down exercises

Select several cooling down exercises, as suitable and implement them spend about one minute on this.

- Announcing about future lessons

Make use of this opportunity it is necessary convey some information to the students about the lesson to be implemented the next day.

- Dismissal

Implement a dismissal activity created by you and dismiss the class. In order to prevent monotony utilize different methods of dismissal. It is essential that safety is ensured when students are involved in practical activities

The subject content for certain activities have been provided as an annexed at the end of the activity, for the use of the teacher. Where necessary get the students to note down important points.

Quality Inputs

The Education of its children opens the path to the development of a country. As such a classroom environment replete with various equipments is essential for active education, in order, to produce an active student. Given below is a list of quality inputs necessary for Health and Physical Education for Grade 6

It will be possible to obtain some of the permanent material here from other sections of the school. Alternated material that can be used in place of permanent equipment can be identified according to the activities involved. Never the less, if permanent equipment can be introduced to the students, it would serve a most important purpose. Anyway it will be necessary for the teacher to decide on the volume of equipment in term of the resources in the school, number of students in classes and the methodology used by the teacher.

Computer

Overhead projector

Cassette player to play music on

Transparencies

A cassette recorded with music to beats

Matters

Cross bars for high jumps

Landing matters

A take off board for long jumps

A shot - put

Discus

Javelin of different weights

Strips of wood of the size of a javelin

Netball posts

Netballs

Volleyball nets

Hurdles

Relay batons

Badminton nets

Baseball (elk) bats

Stop watches

Lime, sand, chaff, sawdust

Medicine balls

Typing papers

Bristol boards

Demy papers

Pens/Pencils

Marker pens

Meter measures/foot rulers

Pastels

Scissors
Rods 1.2 m in length
Bandages
Triangular bandages
Strips of wood
Cotton wool
Carpets
Whistles
Measuring tapes/tapes measure
Weighing scales
Skipping ropes
Plastic cones
Rubber balls of various sizes
Fool balls
Starting blocks
Foot ball goal posts
Spherical stones of the size of a putt shot
Lime for marking
Burned engine oil or substitute material
Netball place names in two colours

Pictures or model diagram on CD's of

- The Food triangle
- The Food square
- The Food pyramid
- Different systems
 - o Digestive system
 - o Respiratory systems
 - o Circulatory system
 - o Reproductive system

General Instructions on Planning the Learning – teaching Process

General abilities important for the life of students are represented in the competencies and competency levels in the Health and Physical Education curriculum, Therefore the learning teaching process should be so planned as to develop these competencies for this purpose focus your attention on the instructions below.

- Always direct students to discover information outside the lecture method
- For this purpose direct student to explore along several factors that in relation to competencies
- Through this plan and implement activities for the development of thinking skills, social skills and personal skills in students.
- For this purpose always implement appropriate learning teaching methodologies with respect to each competency.
- In all activities utilize suitable methodologies for the involvement of the students
- Similarly, plan for the development of special abilities as well as general abilities at each competency level.
- When planning activities, be concerned the needs of one’s school, needs of the region as well as the needs of the country.
- Every time quality inputs are necessary, use substitute material. Where such inputs are not available.
- When planning activities study class texts, the teachers Instructions Manual used earlier and the handbooks on athletics, Netballs & Football as well as other manuals relevant to each grade.
- In the course of the activity, pay attention always to the provision of feedback and feed forward.
- In practical activities endeavor to implement all the parts that normally Health and Physical Education lesson contains.

First Term
Competency, Competency Level and Periods

Competency	Competency Level	Periods
1.1 Contributes for the building up of a Healthy Society	1.1. Contributes to promot Health in the family	04
2.0. Fulfils Human needs for a Healthy life	2.1 Leads a healthy life while enjoying love and security	02
4.Spends leisure effectively through involvement in sports and out door activities	4.1. Derives enjoyment engaging in folk games	02
	4.2. Derives enjoyment in volley ball through correct serving and receiving.	03
	4.3 Derives enjoyment in netball through mainpulating foot movements correctly	03
	4.4 Derives enjoyment in football by controlling the ball correctly	03

Competecny 01 : Contributes for the building up of a Healthy Society

Competency Level 1.1: Contributes to promote Health in the family

No of Periods : 04

- Learning outcome:**
- Explains the concept of family health.
 - Lists the aspects of a healthy environment.
 - Itemizes the physical, mental and social aspects of a healthy environment.
 - Explains one's contribution towards maintaining a healthy environment
 - Demonstrate preparedness to maintain a healthy environment.

Instructions for planning the teaching learning process :-

- Step 01**
- Recall the concept of health promotion again.
"Health promotion is the process of empowering an individual to increase control over, and to improve, social, economical and environmental factors that affect his health." (*Ottawa Charter*)
Discuss the ways in which individuals are empowered with abilities in this regard.
 - Guide the students to differentiate between the house and home by explaining the concept of family.

Home	House
<ul style="list-style-type: none"> • Place where parents and children live together. • Freedom to take decisions • Can act on their own. 	<ul style="list-style-type: none"> • Temporary residence. Ex:- hostel, Children's Home Elders' Home. • The established rules and regulations. to be obeyed • No freedom to take decisions.

- **Discuss the undermentioned factors that are important for in the health of the family.**
 - Place where much time is being spent.
 - Place where food patterns are found .
 - Place where health habits are initiated.
 - Place where free time is effectively spent.

- Step 02**
- **Discuss the importance of focussing special attention on developing a healthy family environment.**
 - Convince that attention should be focussed on three aspects physical environment, mental environment and social environment with regard to the family environment.
 - Physical environment- A pleasant environment that fulfils the needs such as protection from diseases, disorders and accidents, clean air, water, sanitary facilities.
 - Mental environment - An environment that enables one to lead a pleasant and joyful life while identifying one's abilities and facing the day to day challenges effectively.
 - Social environment - An environment that promotes equal access to all without discrimination where one could enjoy the sense of life and act in a group in which advice could be obtained when necessary .
- Step 03**
- Simply explain about the 5 areas of health promotion to the students.
 - Divide the class into 5 groups.
 - Assign the following 5 areas of health promotion of the family to the groups.
 - Health policies of the family
 - Development of competencies and knowledge about the health of the family
 - Establishment of a healthy environment
 - Obtaining the contribution of the community
 - Making the use of health services
 - Direct the students to organize action for the health promotion of their family according to the above topics.
 - Instruct them to the use creative methods in presentation. (drama/poetry/wiridu)
 - Compile the facts given in annex 1.1 together with the students presentations. and reaffirm the important facts
- Step 04**
- Divide the class into 3 groups.
 - Divide the areas of a healthy family environment (Physical/mental/social) into three groups.
 - Give instructions to list the requirements for good health in each and

every area, the action to be taken to improve it and the advantages/ disadvantages .

- Review the above facts with the aid of annex 1.1.2 together with the students' presentations.

Step 05

- Assign the five topics given below to 5 groups of students.
 - Student's responsibility as a member of the family.
 - Keeping to a healthy food routine.
 - Acting as a facilitator.
 - Spending free time effectively.
 - Conveying health messages to the family.
- Give instructions to collect information on how to act related to the above topics.
- Review the above facts with the aid of facts given in annex 1. 1.3 together with the students' presentations.

Step 06

- **Engage in a review highlighting the following points.**
- Better status of health could be achieved by family health promotion.
- Well-being of physical, mental and social environment should be maintained in this regard.
- Contributing to health promotion is the students' responsibility.
- Being a facilitator in health promotion.
- Conveying health messages to the family is important in this regard.
- Provide feed back and feed forward while engaging in activities.
- Use the first chapter of the text book for learning teaching process.
- Use only necessary points in teachers guideline when affirming information.

Basic term concepts : • Family health promotion, school health promotion.

Quality inputs : • Bristol board, marker pens and stationery

Instructions for assessment and evaluation :

- Inquire about the areas where attention should be focussed on developing a healthy family environment.
- Inquire about the importance of each and every item that is implemented.
- Inquire about student contribution in maintaining a healthy family environment. 5
- Inquire about the events that should be included in physically, mentally and socially healthy environment.

Annex 1.1.1

Area	Facts to be considered
<p>Health policies of the family (What is implemented with the agreement of all family members)</p>	<ul style="list-style-type: none"> • All the members of the family should be aware of the family health policy and they should agree on that. • Suitable environment should be created within the family in order to implement the policies. • Enforcing policies like the 3R (Reduce, Recycle, Reuse) for waste management and creating a suitable environment for it. • Agreement on following the methods of minimizing the use of polythene. • Agreement on the use of sugar and salt as per required amounts. Ex :- Use of a packet of 400 g salt for 20 days in a family of four. • Taking steps to serve natural fruit juices, tea, coffee or herbal drinks instead of carbonated beverages to visitors. • Careful management of water and electricity with a view to cutting down the expenditure on water and electricity bills. Ex:- Washing the clothes of two days in one go and pressing the clothes of all the members of the family at one go.
<p>Developing knowledge and competencies on family health (Skills needed to develop the health condition of the family)</p>	<ul style="list-style-type: none"> • Discussing the new health messages, knowledge and information obtained from the school/institute with the members of the family. • Devoting time to view/listen to programmes related to health/compulsory programmes. • Discovering the information on nutritional and health status of the family members. • Identifying and discussing healthy/unhealthy food patterns. • Maintaining a close relationship with Public Health Inspector (PHI)/Public Health Mother (PHM) and obtain information. • Acting as a group. • Removing unnecessary equipments tools and materials.
<p>Creating a healthy environment</p>	<ul style="list-style-type: none"> • Maintaining proper methods of disposing waste water. • Consuming suitable drinking water (boiled, filtered, water filter)

Area	Facts to be considered
<p>Obtaining the contribution of the community</p> <p>Reinforce health services (Obtaining help from the health services to uplift the health status of the family.)</p>	<ul style="list-style-type: none"> • Maintaining the cleanliness of toilets. • A place without weeds, where animal breeding is at minimum. • Cultivating vegetables and fruits. • Maintaining a beautiful home garden. • Ensuring and maintaining safety in roofing(renovations) • The need to contribute to the community and receive its cooperation. • Being aware of places like the temple, the church, the Grama Niladhari office, the hospital, the community health medical center, the post office, the schools in one's area and maintaining relationships. • Participating in and supporting common affairs of the village. • Maintaining good interpersonal relationships with neighbours and helping them in emergencies. • Sharing in joyful and sorrowful situations in your home with the neighbours. • Maintaining relationships with relatives. Participating in occasions of funerals/weddings and special events of close associates of the family and helping them. • If a member of the family is suffering from a communicable disease notify the PHI/PHM. • In the event of a pregnancy/child birth, obtain the services of the PHI without delay. • Provide support for the methods of resolving of health problems in the village. Ex:- A village free from dengue, A village free from cigarettes, A village free from Malaria, Village with clean drinking water. • Clarify the scientific accuracy of the health messages from the Medical Officer of Health of the area. • Obtaining immunizations at the proper time and taking steps to provide immunization for the family members at the proper time. Ex:- Polio • Subjecting for investigation to identify whether the risky factors of diseases are present in oneself or in family members.

1. Physical Environment**Annex 1.1.2**

Characteristics	Activities	Advantages/Disadvantages
<ul style="list-style-type: none"> • Availability of clean air 	<ul style="list-style-type: none"> • Maintaining the dwellings to ensure clean air. • Growing trees. • Avoid burning polythene. 	<ul style="list-style-type: none"> • Respiratory disorders minimized by ensuring clean air, a pleasing environment, contributing to minimize the effects on the ozone layer.
<ul style="list-style-type: none"> • Being free of sound pollution 	<ul style="list-style-type: none"> • Regulating the sound of TV and radio to be heard only by oneself/inmates of home. 	<ul style="list-style-type: none"> • Obtaining mental relaxation. • Minimize the disturbance to inmates of the home and neighbours. • Minimize frustration.
<ul style="list-style-type: none"> • Facility of clean drinking water. 	<ul style="list-style-type: none"> • Use boiled/filtered water. • Maintaining the water pipelines properly. • Using RO plant. 	<ul style="list-style-type: none"> • Prevention of water borne diseases, reducing the water bill, improving the quality of water, suitable pH value. (6.0-7.0)
<ul style="list-style-type: none"> • A clean environment. 	<ul style="list-style-type: none"> • Cleaning the garden at least once a week, removing unwanted branches of trees, maintaining the roof. • Removing unwanted objects inside and outside of the house, proper storage of goods. • Use of furniture and other appliances to beautify the home. 	<ul style="list-style-type: none"> • Prevent the breeding of animals like rats and snakes. • Minimize the risk of having dengue. • Prevention of causing accidents. • Obtaining mental relaxation. • Creation of a favourable environment. • Obtaining leisure and relaxation. • Saves money

Characteristics	Activities	Advantages/Disadvantages
<ul style="list-style-type: none"> • Availability of sanitary facilities. • Availability of sufficient space. • Obtain healthy and nutritious menu. 	<ul style="list-style-type: none"> • Having sufficient number of toilets. • Cleaning daily with germicides. • Maintenance of proper methods of waste disposal, - drains and waterways • Avoid from collecting unwanted items. • Take steps to remove unwanted items at least once in three months. • Avoid adding junk food in to the meals. • Reduce the intake of food containing a high percentage of oil, salt and sugar • Addition of green leaves, vegetables and fruits daily to the meals. • Consider about the nutritional requirements of the family members when preparing meals. Ex:- Adding foods of proteins and minerals for the growth of children. 	<ul style="list-style-type: none"> • Eradication of mosquito breeding grounds • Germ free environment. • Minimize infections of the excretory system,- worm diseases. • Pleasant environment. • Minimize accidents • Obtaining mental relaxation. • Minimize nutritional problems. (like wasting , iron deficiency) • Increased activity. • Physical growth • Enjoying meals.

2. Mental Environment

Characteristics	Activities	Advantages/Disadvantages
<ul style="list-style-type: none"> • Being free of violence • Spending leisure effectively 	<ul style="list-style-type: none"> • Allocating at least half an hour for friendly conversation among family members. (taking dinner together, talking about incidents at school, workplace inquiring about facts and reaching an understanding.) • Elimination of hurtful situations (abuse, punishments) • Directing to read books, • Establishing a small library at home, • Engaging in creative activities and providing guidance to them • Acting as a family, • Viewing and listening to selected TV/ radio programmes and discussing about them. • Allocating time to clean and maintain the neatness of the house with the cooperation of all the family members. • Allocating separate tasks to individual members of the family. 	<ul style="list-style-type: none"> • Being happy • Feeling happy at home • Being secure and safe • Strengthening the bonds among family members, • Increased knowledge-ability, • Development of competencies, • Improvement of creativity • Improvement of affection • Being happy, ensuring security.
<ul style="list-style-type: none"> • Love 	<ul style="list-style-type: none"> • Talking in a pleasing manner with each other, expressing affection, inquiring about needs, empathizing 	<ul style="list-style-type: none"> • Understanding that there is someone who is charitable, understanding and sympathetic.
<ul style="list-style-type: none"> • Security and protection 	<ul style="list-style-type: none"> • Paying attention on the leaving and arriving times of the family members. • Properly fixed doors and windows, providing help in issues at all the time, being charitable, understanding and sympathetic. 	<ul style="list-style-type: none"> • Ensure security. • Feeling someone is available to share ideas.

3. Social Environment

Characteristics	Activities	Advantages/Disadvantages
<ul style="list-style-type: none"> Maintaining favourable interpersonal relationships 	<ul style="list-style-type: none"> A communicative atmosphere in the family. Provide opportunity for all members to express their ideas, discuss issues. Notify the decisions of the family, going on pleasure trips, providing opportunities to build friendships and have an understanding about them, devoting time for neighbours/relatives, understanding the needs and emotions of others and thereby developing interpersonal relationships. 	<ul style="list-style-type: none"> Being free from loneliness, sharing joy/sorrow, being happy, obtaining support, advice and ideas from others, broadening experience.
<ul style="list-style-type: none"> Fulfilling duties and responsibilities 	<ul style="list-style-type: none"> Assign responsibilities to each and every member of the family, get the help of other parties to accomplish tasks, participate in weddings and funerals, caring for elders, joining hands in common activities. 	<ul style="list-style-type: none"> Obtaining experience, Understanding that worry/happiness is common Getting help from others, Not feeling lonely, Spending free time effectively.
<ul style="list-style-type: none"> Prevalence of spiritual environment 	<ul style="list-style-type: none"> Observing religious practices daily, Visiting places of religious interest Engaging in routine religious observances. Getting used to meditation/yoga Helping animals and people in distress. Engaging in acts of charity. 	<ul style="list-style-type: none"> Relaxing one's mind Reducing tension, Working with enthusiasm.
<ul style="list-style-type: none"> Acting as a group 	<ul style="list-style-type: none"> Engaging in Shramadana campaigns, various cleaning activities, joining hands in renovations, seeking out the good/bad, joy/sorrow of the family and joining hands in those activities. 	<ul style="list-style-type: none"> No feeling of loneliness, Economising Feeling the value of labour.

Special facts to be considered in the health promotion of the family

Area	Facts to be considered
<ul style="list-style-type: none"> • Responsibility of the child as a member of the family • Follow proper food patterns. • In facilitating 	<ul style="list-style-type: none"> • Accepting some of the family tasks and completing them. Ex:- Sweeping the garden, keeping one's room tidy and clean • Helping effectively in festive events. • Attending to studies as well as the work at home. • Providing contribution in strengthening relationships with parents, children, brothers, sisters, relatives and friends. • Acting to be generous without being selfish. • Society judges an individual not as a single person but as a family. • Should always tell the truth to the parents whatever the wrong doing. • Acting to minimize non communicable diseases by avoiding food with high fat sugar and salt. • Take a proper breakfast. • Help in the preparation of food at home and consume home made food and not the food from food outlets. • Pay attention on consuming the right food as it lends to physical development. (protein, minerals) • Increase the consumption of vegetables, green leaves, and fruits (at least 5 types per day) • Take care to fulfill the iron needs in the diet for the development of memory. • Sharing the new information learnt in school with family members. • Experimenting on novel methods of preparing food at home and implementing those. • Introducing family health promotion actions, explaining the need for maintaining family health, and supporting family health. • If there are problems with such information getting them clarified at school and bringing that information home.

Area	Facts to be considered
<ul style="list-style-type: none"> • Avoiding tobacco, alcohol and drugs • Spending one's free time effectively. • Conveying messages related to health to one's home. 	<ul style="list-style-type: none"> • Realising the harmful after effects of alcohol and drugs <ul style="list-style-type: none"> * the tendency to be subjected to non communicable diseases eg. heart diseases, high blood pressure, cancer, paralysis * sexual debility, wrinkling of skin, weak eye sight, looking older than one actually is, discolouration of teeth * mental disorders/distortions, subjected to humiliation * breakdown of family peace, giving rise to many disputes, quarrels * tendency for one's economy to decline • Learning to be creative <ul style="list-style-type: none"> * Engaging in hand work and creating innovative household effects * Attempting to write short stories , poetry • Engaging in activities related to recreation and entertainment <ul style="list-style-type: none"> * Literature/singing/playing music * Listening to music and songs • Realising that tension is reduced and energy is restored through such activities. • Engage in activities that reduces expenditure and increases income. <ul style="list-style-type: none"> * Home gardening, controlling household expenditure * Helping in colour washing the house. * Helping in household repairs * Provide support in making one's home beautiful • Helping in the household work Ex:- Buying groceries, shopping.... • Realising that this experience will stand in the future/when employed to achieve success • Sharing new information. • Correcting wrong conceptions • Providing an opportunity for the members of the family to learn new information through leaflets and books

Competency 02 : Fulfills Human needs for a healthy life

Competency Level 2.1: Leads a health life fulfilling the need of love and protection

No of Periods : 02

Learning outcome :

- Explains the terms love and protection.
- Lists the individuals related to affection and protection.
- Explains the duties and responsibilities of the individual on ensuring love and protection.

Instructions for the preparation of the Learning-Teaching Process :

Step 01

- Discuss with the students that love and protection are human needs since childhood.
- Discuss with the students that love is the quality of looking after, concerned for one's welfare, and security is ensuring the prevention of any (physical) hurt.
- Introduce the intimate groups involved in love and protection by a discussion with the students.
 - Parents
 - Neighbours
 - Teacher and the school community
 - Members of the family
 - Peer groups
 - Others

Step 02

- Divide the class into six groups.
- Assign to each of the six groups one item from the above related to the discussion on love and security.
- Instruct the groups to list the duties, love, security and responsibilities that they could expect from the assigned group according to the assigned topic.
- Instruct the groups to list the affection and protection together with the duties and responsibilities that should be provided to them in turn.
- Engage in a discussion highlighting the following facts.
 - There are differences among these social units in the way they think and the way they behave.
 - These mutual relationships give rise to differences in the receiving and providing of love and protection
 - There are differences in the expression of love, protection, duties and responsibilities according to age.
 - Mental satisfaction is achieved by receiving love and protection.
 - Love and protection should be given to the others as well.

- Good relations could be developed by fulfilling duties and responsibilities.
- All the individuals should focus their attention on duties and responsibilities when fulfilling their needs.
- Use the second lesson of the text book for learning-teaching process.
- Provide feed back and feed forward during the activities.

Basic term concepts :

- Human needs
- Affection and protection

Quality inputs :

- Flip Chart with relevant information

Instructions for the assessment and evaluation :-

- Inquire about the groups that provide us with love and protection.
- Inquire about the understanding of love and protection.
- Inquire about one's duties and responsibilities in retaining love and protection.
- Direct the students to prepare a wall newspaper on the situations that arise among various groups when duties and responsibilities are not duly fulfilled.

Competency 4.0 : Spends leisure effectively through involvement in sports and outdoor activities

Competency Level 4.1 : Derives enjoyment in engaging in folk games.

Number of periods : 02

Learning outcome :

- Lists out folk games.
- Explain the necessity of folk games.
- Derives enjoyment by engaging in folk games.

Instructions for the preparation of Learning-Teaching Process :

Step 01

- Recite the "onchili waram" of annexe 4.1.1 with students.
- Explain that "onchili waram" is sung while swinging.
- Show that the swinging is common to males and females, but mostly females participate in the game.
- Mention that there are many games which are special to the new year season.
- Show that "Pancha Demima" "Nernchi Adima", "Olinda keliya", "Eluwankeliya", "Walakaju geseema", "Kili thattu", "Kltipulla", "Vorotum", Kolum and playing rabana are some of them.
- Explain that the folk games are the sports activities originated within the culture for fun, leisure and enjoyment based on social, economical, religious and geogrophical factors.
- Show that most of these are a related with dancing, singing and playing.
- Explain the significance of folk games.

Step 02

- Engage the students in some selected games depicted in annexe 4.1.2
- Inform the students early, to make equipment needed for the above selected games

Step 03

- After the implementatin of the games, review highlighting the following facts.
 - Folk games can be played with or without equipment and in pairs or groups .
 - Folk games can be categorized as outdoor folk

games, indoor folk games, religious folk games (pora pol) and combat folk games (*angam pora*)

- Cooperation, pleasure and enjoyment can be gained by engaging in folk games.
- These can be played irrespective of gender or age.
- These games are very simple and easy to participate in.
- Some folk games are related with dancing, singing and playing.
- Provide feed back and feed forward while engaging in activities.

Key concept terms : • Folk games

Quality inputs • Relevant equipment for each game.
• 'Onchili varam' of annexe 4.1.1

Instructions for Assessment and Evaluation

- Ask the students to name some folk games.
- Ask the students about the meaning of the term 'folk game'.
- Ask students for the significance of folk games.
- Appreciate the skills like team work, leadership, fellowship and communication while playing the folk games.
- Instruct students to write a newspaper article on traditional folk games in their own area with the help of their elders.

Annexe 4.1.1

Onchili varama

*Mithuru menumba apa ekwa siyalla
Kathuru lesata benda ran onchilla
Nathara lamin guwane onchilla
mewara padimu api ran onchilla*

*Thutuwa udin sita benda onchilla
Pita pita peguwe ekkerakilla
Wata pita siti aya bala sitilla
Ata dena ata kona wadi weyalla*

The words used

Ondu - One

Sirimala- All shells up

Bokka -All shells down

Aya - The number of shells falling up

Balla - The pawn used for play

Salu - Qualifying to play

How to play :

5 shells

8 pawns(ballan) of two colours.of equal numbers

Two teams with an equal number on either side.

If one team has an odd number, the left out is called the odd (hungi) The leader of the team with an odd (hungi) can play twice. The aya(credit) is kept by the leaders. Put the shells in a coconut shell. Shake it and turn it inverted on the ground. When the shell is lifted the number of shells up is the credit (aya) (In certain areas the shells are thrown on to an inverted coconut shell). Players from the two teams play alternately by throwing the shells.

aya (credit) can be started only by a player who gets an ondu(one)-one or six. This qualifies the team to start the game;it is called salu(play). That team from then onwards has the right to play and go on gaining. The other team has to keep on throwing shells till they get an ondu (one) and qualify.

When a player gets an ondu(one) he gets another turn to play.

Placing pawns

Pawns should be moved foward along the path directed with arrows by counting the cages according to the *aya* received. Keeping the pawns one over the other is not allowed.

If one team gets exactly the number of gains to go right to the place of the pawn of the other team ,the pawn of the opponent team can be removed and the pawn of own team can be placed. This is called 'cutting.' But one cannot cut a pawn at a crossed cage. When the "gains" are 35 one pawn of that team reaches the pond (the cage marked water). When all four pawns (dogs) reach the pond they win.

Special Chances

- A second chance to play shells is given to one who gets one (*ondu*) or gets all shells down (*Bokka*).
- When one gets all down (*Bokka*) after an (*ondu*) one can keep the credit (*Aya*) with a pawn or another pawn.
- There's no value in the shells landing up
- The game starts for the team after qualifying, (*salu*) the gains received before that are not valid.
- Game is replayed after shells became *salu* gain at the starting point.

Hiding Hands

No equipments. Two can play

Two players keep their hands on the floor, palms down. One start to recite the poem and tap each hand for each word. The player tapping assumes that the tapping hand is on the floor. The hand that is tapped with the last word has to be taken off. Accordingly ,the first one to have both hands taken off is the winner.

The poem

1. Athuru mithuru daba divathure raja kapuru settiyo
Alutha gena manamalita hal pathak garala
Ehala getath bedala pahala getath bedala
Kukula kapa dora mulle, kikili kapa weta mulle
Athak ganing settiyo

2. Athure mithuru demithuru thuru padi kapuru settiyo
Thope aiyai mage aiyai galu gosin
Thal wallai pol wallai gena data assa bidan
Kapu data ahi weladan karapu data eka athak
Hanga gan koro.

"Eluwan Keliya"

Goat Play

For this game one player is chosen as a goat and another as a tiger. The rest of the students hold hands and form a circle. The tiger is outside the circle and the goat is in side the circle. The tiger goes round the circle singing, trying to break the ring of hands to reach the goat in side the circle. The children in the circle do not allow the tiger to break the hands. They must tighten the grip each time the tiger attempts to break the grip. If the tiger succeeds and catches the goat, the tiger wins. Then goat takes the turn of the tiger and another is given the chance to be the goat. The former tiger joins the circle. To make it more thrilling to the students when the tiger breaks open the circle let the goat escape by letting him go out the circle and do not let the tiger break open again to reach him

The relevant Folk songs

Eluwan kannai man awe - Elu beti kapan thundeere
 Sawun kannai man awe - Sa beti kapan thundeere
 Gonun kannai man awe - A beti kapan thundeere
 Muwan kannai man awe - A beti kapan thundeere

Me wela mokado - Damwela
 Me wela mokado - Kiriwela
 Me wela mokado - Kindawela
 Me wela mokado - Maduwela

Udin panin - Thalla kedei
 Yatin Ringan - Thimbol enei
 Me putu kage - Bandare
 Me enda kage - Bandare
 Me bath kage - Bandare
 Me kenda kage - Bandare

Ge goma gala gath mage eluwa
 Numbata koin de ma ge eluwa
 Daranuwa deela gath mage eluwa
 Numbata koin de ma ge eluwa

Ilapatha deela -Numbata koindo
 Appa deela -Numbata koindo
 Aiya deela -Numbata koindo
 Iragala deela -Numbata koindo
 Sandagala deela -Numbata koindo

(Cadju in the Pit) Playing Wala Kaju

Equipments - Coconut shell
A circular flat stone
Kaju nuts

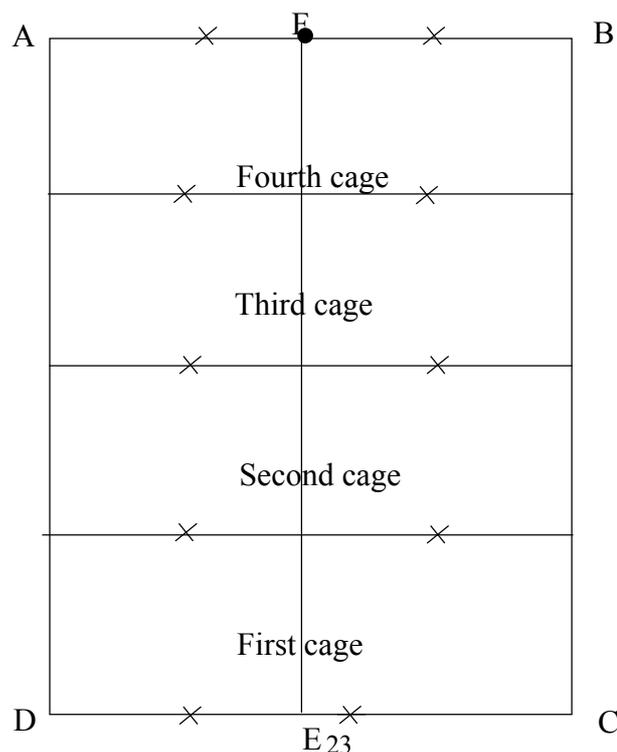
How to play

Any number can participate. The play area doesn't have standard length and breadth. A pit suitable to place the kaju of first no of players should be prepared. A coconut shell is fitted into the pit to prevent it from breaking. The playing order should be decided first.

For this every player throws a kaju nut into the pit by standing 12 - 15 feet away from the pit. The nuts will land in and around the pit. The one who succeeds in putting into the pit is the 1st and according to the closeness of the nuts to the pit the order is decided. The 1st collects all the nuts and throws them into the pit. If all land on the pit he gets all the nuts. If all do not land in the pit he has to hit a nut shown by the others with the flat stone. When hitting if it hits the nut shown he gets the nut but if it hits the nut and another nut he loses. He loses his turn, the second gets the chance. Thus players take their turns to play. The player who collects the maximum number of nuts is the winner.

(Cage Jump) Thachchi Peneema

Diagram below shows the play area. There is no definite length and breadth but its decided by the number of players participating. Generally for a team of 10, a play area of 60' × 24' is sufficient.



How to play

This game is very popular with children. There should be more than five. One team is the defending team and the other is the jumping team. The team defending should select one as "Thachchi". He is like the overall defender. He can move on A B, C D, AD, BC & FE lines. The others take charge of a cross line each.

The places marked × are the positions of the defending players. (●) Place indicates the starting place of the "thachchi". The jumping team should be outside the DC line. The leader "Thachchi" will run along the FE line calling "Thachchi". Then the jumping team will enter the 1st cage. If thachchi hits at least one at this time the whole team gets defeated. Then they exchange sides. Otherwise the players in the 1st cage position themselves with one foot in the 1st cage and the other on the second cage calling "Baththal". Thachchi cannot hit them when they are in this position. These jumpers can be hit only by those defending the cross lines. Thus the jumpers will escape the defenders crossing cage to cage and even if one leaves the court through AB, he has to come back the same way to the start. An outgoing player and an incoming player cannot meet in one cage. If they do it's called "salt and sugar" they lose the game. If at least one comes back they score a point and get the chance to play again.

Competency Level 4.2 : Derives enjoyment in volleyball through correct serving and receiving

Number of periods : 03

Learning outcome :

- Lists out the skills of volleyball.
- Explains the under arm receiving and under arm serving.
- Serves and receives the ball
- Does the serving and receiving accurately.
- Acts according to rules and regulations.
- Gets enjoyment through these activities.

Instructions for the preparation of Learning-Teaching Process :

Step 01 :

- Ask about the volleyball matches that students have watched.
- Inquire about the skills used in those matches.
- **Conduct a discussion to highlight the following.**
 - There are several skills in volleyball. They are,
 - Serving
 - Receiving
 - Setting
 - Spiking
 - Blocking
 - Court Defending
 - There are competitions for boys/girls in volleyball.
 - Anyone can play this game.
- * Explain that the serving is done to the signal, toss up, perform within 08 seconds, and should not be touched the line.

Step 02 :

- Divide the class into 2 groups and let them play volleyball for 05 minutes as they wish.
- Ask about the skills that both teams used at the beginning of the match.
- Explain that those skills were serving and receiving.
- Make them understand that serving can be done by both under arm and over arm methods. Under arm serving can be performed as follows:
 - **Under arm service**
 - This technique can be performed by identifying the 03 basic steps. (fig. 4.2.1)

- **The step before touching the ball.**
 - Stretch the free arm and put the ball on the palm.
 - Step forward the leg of that side.
 - Keep the hand which hits the ball little back of the body.
 - Send the body weight to the back leg.
 - Look forward aby keeping the body slightly forward.
- **The step of touching the ball.**
 - toss up the ball to an easy height.
 - Bring the back hand rapidly forward close to the body and hit the bottom of the ball.
- **The steps after touching the ball.**
 - Move forward the arm used to hit he ball.
 - Bring the back leg forward to balance the body.

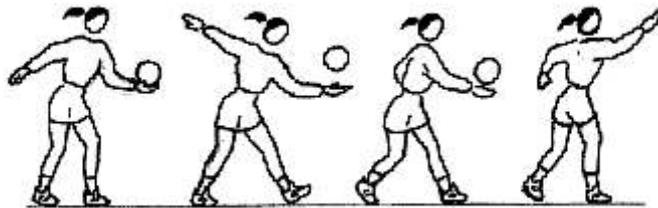


fig. 4.2.1

- **Activities to practise the under arm service**
 - Practise the correct technique without the ball.
 - Make two groups position in a queue keeping a distance about 5 metres between the two teams and serve the ball to the opposit player according to the correct technique.
 - After serving stand at the end of the own queue.

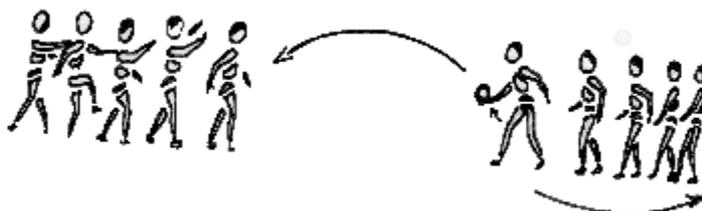
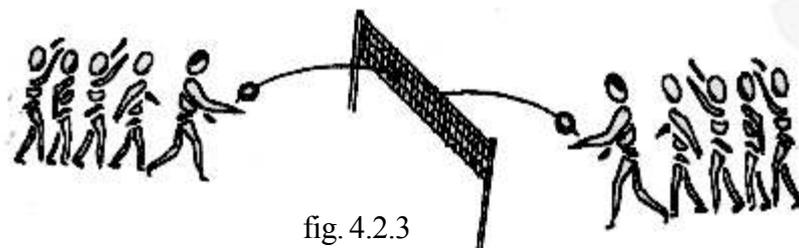
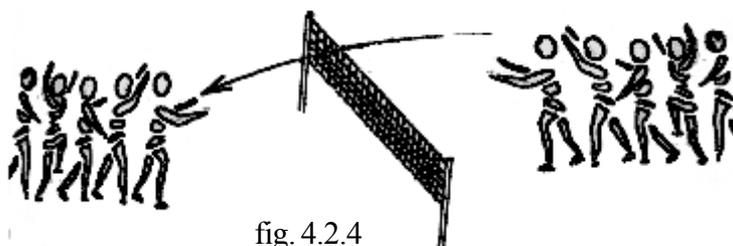


fig. 4.2.2

- Stand in front of the net keeping a gap of about 5 m from the net and serve as to hit on the net according to the correct technique. (fig. 4.2.3)



- After that stand both sides of the net keeping a gap of about 5m and serve correctly over the net. (Fig4.2.4)



- Instruct the students to serve over the net by reaching the serving line step by step.
- Finally Instruct the students to serve correctly within serving region. (Create the training activities as you wish.)

Step 03 : • The step before touching the ball.



- Keep the legs apart at the length between two shoulders or slightly different as comfortable to the player.
 - Keep the weight of the body as to divide equally to both legs.
 - Bend a little from the knees and keep the body forward.
 - Focus eyes on the ball and keep hands both sides of the body.
 - Relax the body. (fig.4.2.5)
- The step of touching the ball.**
- Keep the right palm on the left palm, with the hands together stretched completely without bending at the elbow.

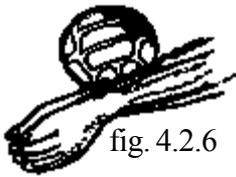


fig. 4.2.6

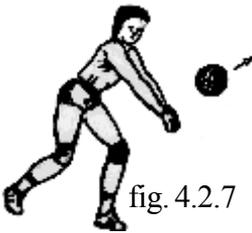


fig. 4.2.7

- Muscles of the lower arm should be potrudid well.
- Gradually lift up the body as the ball touches the hands.
 - Press the wrist forward when the ball touches the hands. (fig 4.2.6)
 - Lift the hands up and forward but not to exceed the shoulder level. (fig.4.2.7)

• **The step after touching the ball.**

- Send the hands beside the body, after hitting the ball.
- Bring the familiar leg forward to balance the body.
- Instantly get ready for the next activity or movement.

• **Activities to practise the under arm Receiving**

- Group students as pairs.
- Get a pair of students and ask one to lift up the body while handling the ball and finally throw up the ball to the partner.
- Instruct the other student to stand, stretch the hands, go down while toching the ball. (fig.4.2.8)



fig. 4.2.8

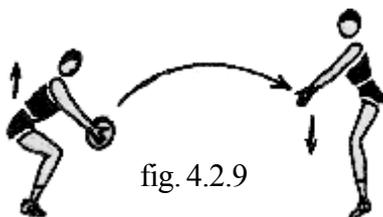


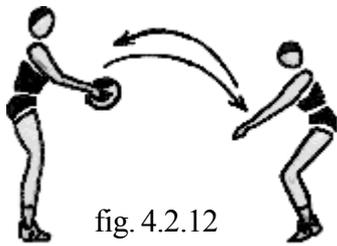
fig. 4.2.9



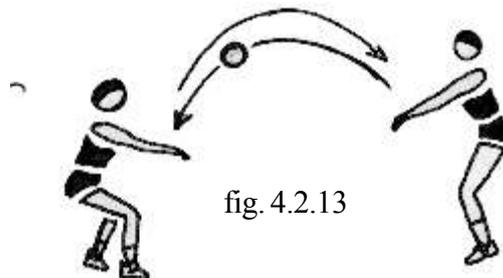
fig. 4.2.10

- While one player is ready according to the correct technique, the other should press the ball down on his hands. The one who is attacking should rise in attack. This exercise should be repeated. fig.4.2.9
- While continuing this exercise instruct the one who is rising with the ball to release the ball. Then the ball should go up. (fig.4.2.10)
- As one player is ready according to the correct technique, send the ball on the hands of another player who is ready at a distance of 5 metres.

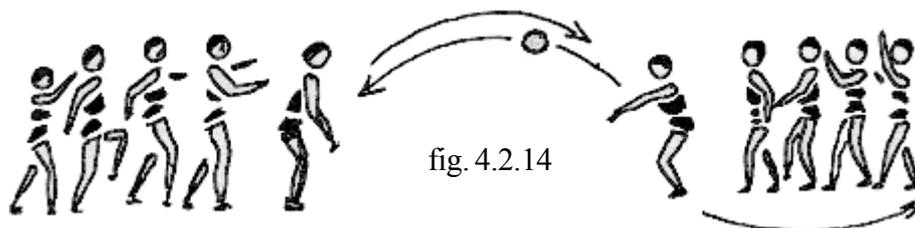




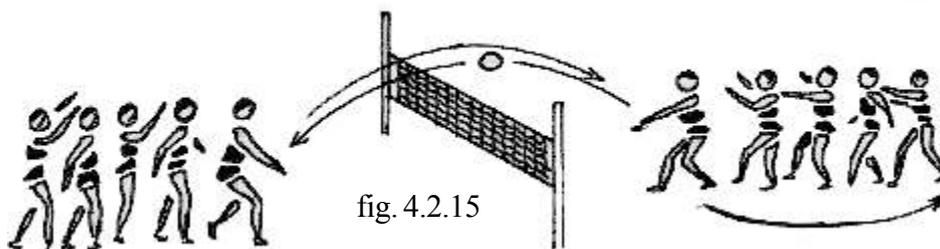
- Attact the ball correctly as to recive it to the player who sent the ball. (fig. 4.2.11)
- Instruct two players who have got ready following the correct techniques to exchange the ball using the correct under arm techniques.The movement is repeated with the two players. (fig 4.2.12)
- The same action is repeated by both players with the receiver sending the ball back. (fig 4.2.13)



- This action is continued with two groups in a line facing each other- as the ball is received it is sent back.The first in line sends the ball correctly to the first in the opposing line,and goes to the back of his line.This is continued till the first is back as the first. (Fig. 4.2.14)

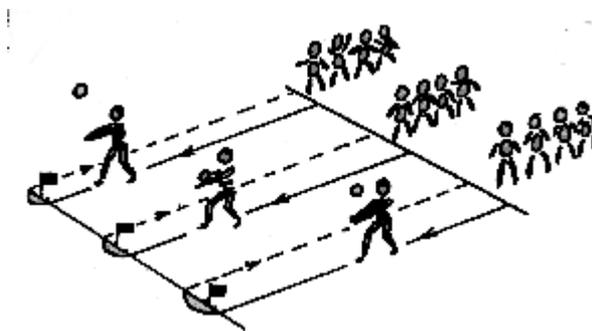


- **Practise the same with the net tied in a low level.**



Step 04

- Group the students.
- Mark a starting line and let the groups line up one behind the other, behind the starting line.
- Mark another line 5 m away from the starting line.
- The children should move forward up to the line in front tossing the ball up using the under arm technique and return the same way and hand the ball to the next to repeat.
- The players take their turns to do the activity.
- The team that finishes the activity first wins.

**Step 05**

- Review highlighting the following factors.
- Service and receiving are two important skills
- These skills are used to start the game
- These skills should be practised accurately
- Enjoyment and physical fitness are improved by engaging in the game, it gives unity too.

Instruction for assesment and Evaluation :

- Question on the skills of volley ball.
- Question on the correct way to handle under arm receiving and under arm service.
- Evaluate the students while engaged in under arm receiving and under arm service.
- Question on the advantages and disadvantages of correct serving.
- Evaluate the skill of working as a team.

Competency Level 4.3 : Derives enjoyment by correct foot work in net ball

Number of periods : 03

Learning out come :

- Lists out the skills of net ball
- Engages in activities to practise the foot work in net ball
- Expresses ideas accepting the importance of foot work to keep the balance in the game.
- Derives enjoyment by engaging in activities

Instructions for the Preparation of Learning Teaching Process : :

Step 01 :

- Give some netballs and let the students play as they wish
- **Lead a discussions by highlighting the following factors.**
- The game netball is a very popular among the ladies
- By engaging in the game netball, one can have physical fitness and enjoyment as well
- skills of this game are as follows
 - Ball control
 - Foot work
 - Attacking
 - Defending
 - Shooting

Step 02 :

- Explain the importance of foot work in netball.
- Engage the students in the following activities to practise footwork according to the commands.
 - Stand the students in a line
 - Run on the spot on toes and stop to signal.
 - Skip with high knee and stop to signal.
 - Run on the spot at the signal jump up and land.
 - Hop on the strong foot and stop at the signal.
 - Speed a short distance stop to signal run again.
 - Run fast and run over the marked line
 - Run fast and run over the lines marked.

Step 03 :

- **Engage students in following activities to train them to move different directions**
- Run forward, backward left and right without stopping according to the signal.

- Bend the knees slightly and stand on the balls of the foot and move left right and forward.
- Run fast to the forward run to left and right according to the signal.
- Move jumping forward in a zig zag way. (4.3.1)

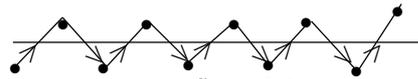


fig. 4.3.1

- Move in a straight line
- Running forward touching the mark and running left Repeat with the right. (4.3.2)
- Running between obstacles in a zig zag pattern (4.3.3)

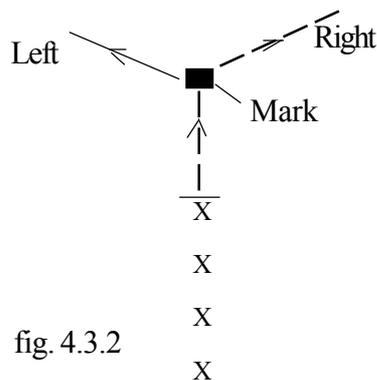


fig. 4.3.2

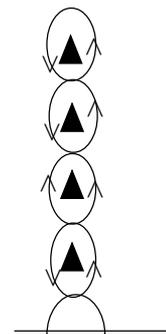


fig. 4.3.3

Step 04 : Engage the students in the following activities to give training in landing

- Land over the line on both feet.
- Running over the line taking off on one foot and landing on both.



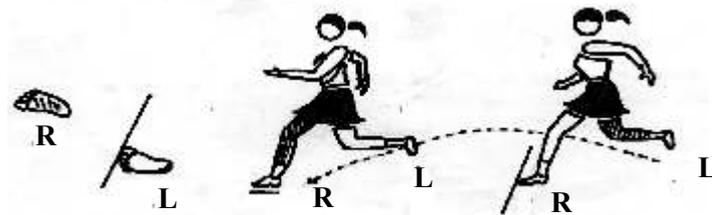
(fig 4.3.4)

- Running forward taking off on one foot over the line jumping over the line and landing on the other.(fig 4.3.5)



(fig 4.3.5)

- Practise the above drills - landing first on the strong foot and then taking off on the left/other foot and landing on the other. Continue from the right foot to the left and back. (fig 4.3.6)



(fig 4.3.6)

- First all activities mentioned below must be rehearsed without a ball, and then followed with the ball.
- Land on both feet keep one foot in front and throw.
 - Land on both feet.
 - Land on both feet jump on both feet and throw.
 - Land on one foot take a step with the other and throw.
 - Land on one foot ,pivot on that foot,take a step and throw.in any desired direction
- 1) Catch the ball on the spot,keep which ever foot on the ground,and lift heel,pivot on other foot in any (three) directions

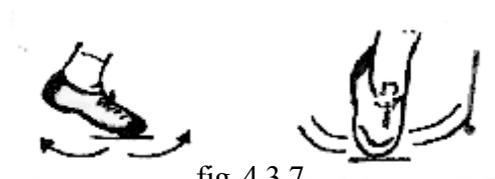
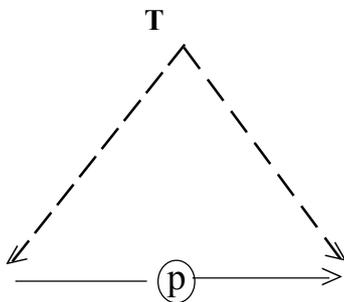


fig. 4.3.7

Step 05 : • **Engage in the following activities to practise the foot work in netball in pairs and in threes**

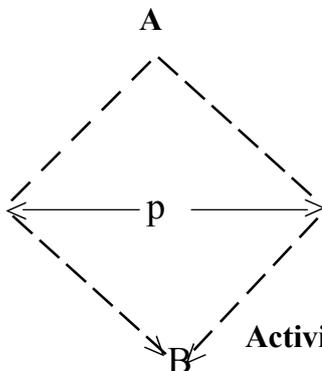
• **Activities possible in pairs**



the path of the ball — — — — —>
 the path of the player —————>

The player(P) runs to the left receives the ball turns forward,takes a step back and passes it back to the thrower.(T)

Next runs to the right receives the ball and returns it to the thrower. Changes position and repeats activity several times. Runs left receives the ball takes a step, passes it back to the thrower and runs to the right. Receives ball as previously and throws it back. Repeats this several times by changing places.



Activities to be done in threes

A passes the ball to the 'P' player running to the left. She receives the ball landing on one foot. Pivots on the same foot, turns to B steps on the other and passes ball to B. 'P' player runs to the right receives the ball sent by B. Repeats the movement as above and sends ball to A.

Step 06 : • **Lead a review highlighting the following factors after the activity**

- Foot work is a basic skill of netball
- Body balance should be kept whilst landing and during the foot work
- There are different activities to practice them.

Basic term concepts - • Landing

- Foot work

Quality Inputs :

- Several Netballs
- Suitable playground

Instructions for the assessment and evaluation

- Inquire about the skills in netball
- Evaluate the accuracy of foot work during the activities.
- Evaluate the team work
- Evaluate the adherence to rules and regulations.

Competency Level 4.4: Derives enjoyment in Football through controlling the ball correctly.

No of Periods : 03

Learning out come :

- Engages in the kicking activities in football
- Engages in the ball controlling activities in football
- Derives enjoyment by doing these activities.

Instructions for the preparation of Learning Teaching Process :

Step 01 :

- Recall what has been learnt about football in the previous lessons.
- Engage the students in an access game related to football.
- Lead a brief discussion on several of the skills in football as kicking and ball control.
- Instances,
 - Kicking the ball with the instep of the foot.
 - Kicking the ball with the top of the foot
 - Stopping the ball with instep of the foot
 - Stopping the ball with the sole of the foot
- Give opportunities to practice above skills practically.
- Use the given diagrams and explanations.

Step 02 :



fig. 4.4.1

- **Kick the ball with the instep of the foot**
- Hit with the hollow of the foot.
- Keep free leg a little away parallel to the ball
- Focus eyes on the ball
- Balance body weight on to the free leg and bring the action on to the ball.
- After the kick bring the active leg forward along with the ball.
- Kick slowly for short distance and hard for long distance.

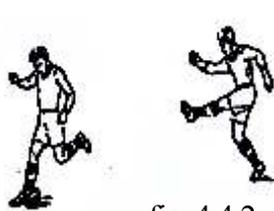
Step 03

fig. 4.4.2

: • **Kicking the ball with the surface of the foot**

- Hitting with the instep of the active foot
- Keeping the free leg a little away from and parallel to the ball
- Focussing eyes on the ball
- Kicking the ball sending the body weight to the free leg
- Keeping hands free and relaxed at the moment of kick.
- Following the kick bringing forward the active leg
- This kick can be used to hit the oncoming ball or the stopped ball.

**Step 04**

fig. 4.4.3

: • **Stopping the ball with the instep of the foot**

- Stopping the ball with the hollow of the foot
- Dragging back the active leg a little as it touches the ball
- Keeping the free leg stay near the ball
- Keeping head, knee and leg in a straight line most of the time
- Keeping the hands relaxed.

Step 05

fig. 4.4.4

: • **Stopping the ball with the top/surface of the foot**

- Stopping the ball coming from aloft.
- Dragging down the active foot a little, the moment it touches the ball to reduce the speed of the ball.
- Focussing the eyes on the ball
- Bringing body weight on to the free leg
- Relaxing the hands.
- Inclining the trunk slightly to the back

Step 06

fig. 4.4.5

: • **Stopping the ball with sole of the foot**

- Stopping the ball coming from ahead with the sole
- Keeping the free-foot bent at the knee
- Pressing the ball to some extent the moment it is touched
- Moving hands to maintain the body balance
- Stopping the ball ahead of the player.
- Engage the students in the above activities
- Divide the students in to two or four groups
- Give one ball each to the two teams.

- Engage the students in following activities
 1. kicking and stopping the ball with the inside of the foot
 2. kicking and stopping with the top of the foot
 3. kicking or stopping the ball with the sole of the foot
- Advise them to stop the ball first and then to kick it.
- Instruct the student who kicked the ball, to go and stand at the back of the row
- After the activity, mark a square of 10 x 10 and divide the students into two groups. Ask them to kick the ball with the top and sole of the foot, and stop the ball according to these techniques practised earlier. If the ball goes outside the marked square the game must be started again from that place.
- Lead a discussion by highlighting the following factors after the activity.
 - Kicking and stopping are two important skills.
 - The body should keep accurately when engaging in these activities.
 - different activities should be done for the practises.
 - Happiness and joyness can derive through engaging in games.

Basic term concepts - • Game skills, Techniques

Quality Inputs : • Suitable playground, Footballs, Cones, Lime power (substitutes)

Instructions for the assessment and evaluation

- Evaluate the demonstration of the skills of kicking
- Evaluate the skills of stopping the ball.

**Second Term
Competecny, Competency Level and Periods**

Competecny	Competency Level	Periods
3.0 Exhibits correct posture to ensure a healthy life.	3.1 Leads a healthy life exhibiting the correct posture of sitting.	02
	3.2 Leads a healthy life exhibiting the correct posture of walking.	
	3.3 Leads a healthy life exhibiting the correct posture of lying down.	
5.0 Applies specific abilities developed through athletics in tasks of life	5.1. Utilizes basic integrated abilities of running in tasks of life.	03
	5.2 Utilizes integrated abilities of jumping in tasks of life.	02
	5.3 Utilizes the basic integrated abilities of throwing for the tasks of life	02
9.0 Takes action to maintain fitness to lead a healthy life	9.1 Explores the factors of physical fitness.	01
	9.2 Develops fitness by engaging in normal activities.	04
	9.3 Takes action to maintain physical fitness by considering relevant factors.	05
	9.4 Develops interpersonal relationship within the family by maintaining emotional balance.	03

Competency 3.0 : Exhibits correct posture to ensure a healthy life.

Competency Level 3.1: Leads a healthy life exhibiting the correct posture of sitting.

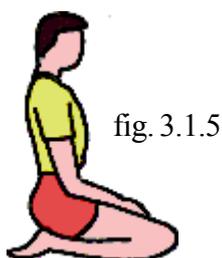
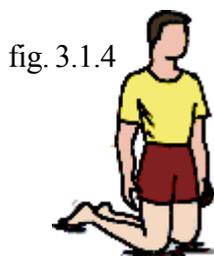
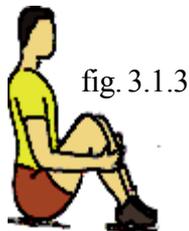
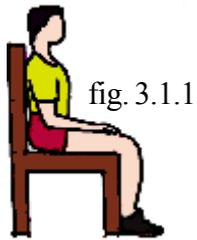
No of Periods : 02

Learning out come :

- List out the different sitting postures.
- Describes 'the correct sitting' on a chair
- Exhibits other sitting postures correctly
- Explains the importance of the practice of correct postures in sitting

Instructions for the preparation of Learning Teaching Process :

- Step 01 :**
- Ask the students about the different sitting postures according to different situations in the day to day activities. .
 - **Lead a discussions to highlight the following.**
 - We sit in different postures in daily life
 - These sitting postures vary from one another according to the place, the activity and the facilities available.
 - At relaxation
 - At religious functions
 - In the learning teaching process
 - At various games and exercises
 - At functions
 - Sitting postures are different as follows
 - Sitting on the chair
 - Sitting with legs stretched (sitting astride)
 - Squatting (squat sitting)
 - Sitting on knees
 - Sitting on heels
 - Sitting cross legged
 - There are slight differences in the position of the arms and legs in each of the above postures
 - It is important to have an understanding about the position of the body in each of these sitting positions
- Step 02 :**
- **Demonstrate the sitting postures as follows and engage the students in these postures practically.**



- **Sitting on the Chair 3.1.1**

- Head shoulders and hips on a vertical line.
- Back of the trunk straight along the back rest of the chair.
- Hands resting on the thighs.
- Knees relaxed and bent.
- Feet flat on the ground.
- Weight of the body on the buttocks.

- **Sitting with legs stretched 3.1.2,**

- Sitting with legs slightly apart stretched legs.
- Keeping head, trunk, hips in vertical line.
- Resting hands on leg thighs.

- **Squat sitting 3.1.3**

- Sitting on the floor with slightly apart bent knees.
- Keeping the soles touched well with the floor
- Keeping the legs with heels together
- Keeping the hands on the knees or touching the knees with hands.

- **Sitting on Knees 3.1.4.**

- Keeping the knees slightly apart on the floor.
- Standing on the stretched back feet with the top of the feet touching the floor.
- Positioning the head, trunk and hips on a vertical line.
- Keeping the hands in the both sides of the body.

- **Sitting on heels 3.1.5**

- Keeping the slightly apart knees on the floor.
- Keeping the stretched back feet close as to touch the top of the feet with the ground.
- Sitting on the heels with buttocks .
- Keeping the head and trunk straight.
- Positioning hands on thighs

- **Sitting Cross Legged 3.1.6**

- Sitting on the ground with crossed legs after bending knees.
- Keeping the knees spread in both sides as to press them with the floor feet under the legs and toes out.
- Keeping head, shoulder, trunk on a vertical line.
- Positioning palms on the knees freely.
- Give the feedbacks and feed forwards during the activities.

Step 03

- Give the opportunity to the students to express the ideas about the advantages of correct postures and disadvantages of incorrect postures.
- **Lead a discussion to highlight the following facts.**
 - Positive benefits of correct posture.
 - Physical and mental comfort
 - Decrease of fatigue and muscle pain
 - Ability to pay attention
 - Maintaining the balance
 - Development of self esteem
 - Comfort to internal organs.
 - The following bad effects can occur due to incorrect sitting postures.
 - Pain
 - Muscle injuries
 - Deforms in vertebra
 - The following facts obstruct the sitting postures.
 - Carelessness
 - Unsuitable clothes
 - Emotional imbalance
 - Using unsuitable equipment
 - Unsuitable environment
 - Fatigue

Basic Term Concepts - • Sitting Cross legged ,Squatting

Quality Inputs : • Diagrams of correct sitting postures
• Suitable place to sit

Instructions for the assessment of evaluation

- Inquire the different sitting postures
- Inquire the correct sequence of sitting on the chair
- Evaluate the accuracy of performing the different sitting postures.
- Inquire the advantages of correct sitting postures and disadvantages of incorrect sitting postures.

Competency Level 3.2: Leads a healthy life exhibiting the correct posture of walking.**No of Periods** : 02

Learning out come :

- Describes the correct walking posture
- Exhibits the correct walking posture
- Exhibits the other different postures of walking
- Explains the importance of using correct posture of walking

Instructions for the preparation of Learning Teaching Process :

Step 01 :

- Ask the students about the different walking postures of different instances in day to day activities.
- Instruct some randomly selected students to walk here and there in the classroom.
- Direct the attention of the other students to the postures of the students who are walking.
- Engage the other students in the same activity.
- **Lead a discussion to highlight the following facts.**
 - Walking is a natural movement.
 - Postures of walking vary according to the activity and place.
 - Walking is used as an athletic event
 - Correct postures of walking improves one's appearance.

Step 02 :

- Demonstrate the walking postures as follows and engage the students in the activity



fig. 3.2.1

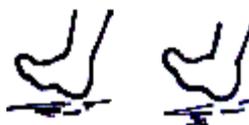


fig. 3.2.2



fig. 3.2.3

- Walking on toes.
 - Walking with heels raised touching the toes with the ground. (fig. 3.2.1)
- Walking on heels
 - Walking forward on heels without the toes touching the ground (fig. 3.2.2)
- Walking with short steps.
 - Walking forward by keeping close steps between feet. (fig. 3.2.3)
- Walking with long steps
 - Walking forward by keeping a rather distance between feet. (fig. 3.2.4)

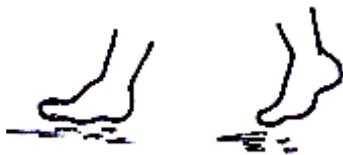


fig. 3.2.4

- Walking sideways
 - Walking by stepping to the left and then to the right while keeping the trunk straight. (fig. 3.2.5)

- Walking back
 - Stepping back while keeping the trunk straight. (fig. 3.2.6)



fig. 3.2.5

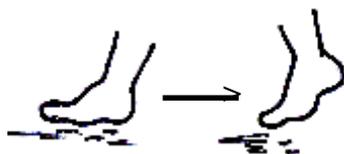


fig. 3.2.6

- Diagonal walk

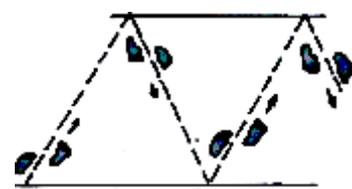


fig. 3.2.7

- Walking with steps on either side of a straight line.

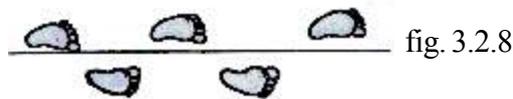
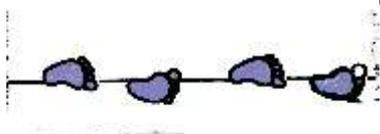


fig. 3.2.8

- Walking with steps on a straight line

fig. 3.2.9



- Walking at an equal pace

fig. 3.2.10



- **Lead a discussion to highlight the following facts related to correct walking.**

- In a walking with correct posture the parts of the body should be kept as follows.

- Being the body in a natural straight stand.
- Toes should be directed in the direction of walking.
- The length of the stride should be equal.

- In walking the weight of the body should be gradually transferd from the heel to the toes
- Moving the legs in a rythm to forward from the hip
- Hands should be relaxed, bent slightly at elbows and swinging lightly and rhythmically from the shoulders (This happens naturally)
- Engage the students in the activities of walking by getting them to keep an equal space between steps- concentrating on the above factors
- Give feed back and feed forward to the students while they arew engagingin the activity.

- Step 03** : •Give the opportunity to the students to express the advantages of correct walking postures and extend the discussion along with the following lines
- Correct walking posture gives the following advantages.
 - Less fatigue and less expenditure of energy
 - Minimizing physical discomfort
 - No unnecessary stress on bones and muscles.
 - Producing a smart appearance.
 - Avoid pacing errors.
 - Minimizing deformities in legs and other parts of the body
 - Achieving efficiency
 - Minimizing accidents.
 - Being able to maintain the balance of muscles and bones.

- Basic Term Concepts** - • Correct walking postures
- Natural movements

- Quality Inputs** : • Suitable area for practical activities
- Diagrams of various walking postures.

Instructions for the assessment of evaluation

- Ask Ask about the various types of walking
- Ask about the physical characteristics of correct walking
- Let me chance to exhibit the correct walking postures
- Let the chance to express the advantages of correct walking

Competency level 3.3 : Leads a healthy life exhibiting the correct posture of lying down.

No of Periods : 02

Learning out come :

- Lists the various postures of lying.
- Describes the correct lying postures
- Exhibits the correct lying postures
- Describes the advantages of using correct lying postures.

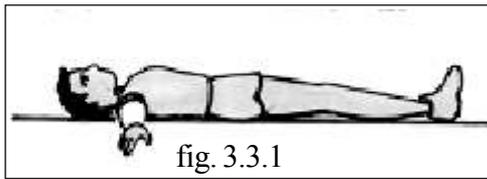
Instructions for the preparation of Learning Teaching Process :

Step 01 :

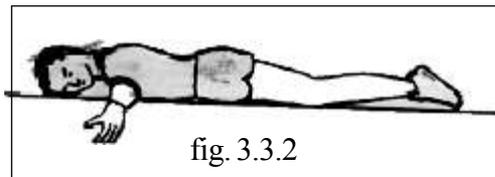
- Inquire the students for the various lying postures in different instances in day to day life
- Give the opportunity for some students to engage in such postures..
- Direct the other students to observe these activities.
- **Lead a discussion highlighting the following :**
 - Lying is a natural static posture
 - The manner of lying differs from one to another according to the situation, place and facilities available.
 - Lying is used in the following instances.
 - Sleeping
 - Situation of being sick
 - Situation of an accident
 - Resting time
 - Exercising
 - Acting
 - Meditating
 - Correct lying posture gives physical and mental comfort
 - Lying postures are different as follows
 - Lying face up
 - Lying face down
 - Lateral lying
 - Squat lying

Step 02 :

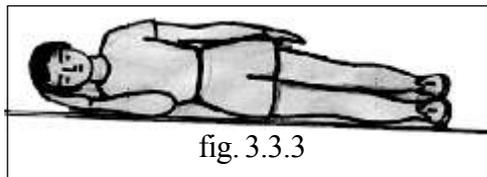
- **Demonstrate the lying postures as follows and engage the students in the exercise.**



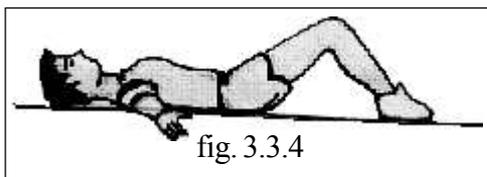
- **Lying face up (fig. 3.3.1)**
 - Keeping the body from head to toe in a straight line.
 - Keeping the hip and the back parallel to the floor.
 - Arms stretched out and relaxed.



- **Lying face down (fig. 3.3.2)**
 - Keeping body from head to toe in a straight line.
 - Keeping the chest stomach and knees parallel to the floor.
 - Head turned to the right or left comfortably in contact with the ground.



- **Lateral lying (fig. 3.3.3)**
 - Keeping body from head to toe in a straight line.
 - Keeping the right or left palm on the cheek according to the side of lying.



- **Squat lying (fig. 3.3.4)**
 - Bend knees keeping feet flat on the floor keeping a gap of about 10 inches between the legs.
 - Hands stretched and relaxed.

Step 03:

- **Lead a discussion highlighting the following facts related to correct lying during the activities as well as after the activities.**
 - Head, shoulder and hip being in straight-line
 - The surface used to lie should be even and strong
 - The posture should not obstruct the blood circulation and internal processes
 - Being in relaxation without causing pain or discomfort to the body.

- Maintain a posture that does not damage the natural curves of the vertebral column.
- Keeping the respiratory canal without causing any block.
- Keeping the left side of the chest where heart is located without subjecting to any pressure.
- Give the students the opportunity to express the advantages of correct lying postures and extend the discussion along with the following lines .
 - Less fatigue, not wasting energy minimum physical discomfort.
 - No unnecessary pressure on bones, muscles, respiratory and blood circulation systems.
 - Minimum defects in vertebral column, legs, feet and other organs
 - Physical and mental relaxation due to comfortable sleep.

- Basic Concept terms** -
- Correct lying posture
 - Lying face up
 - Lying face down
 - Lateral lying
 - Squat lying

- Quality Inputs** :
- A Suitable even surface for practical activities
 - Diagrams of various postures of correct lying

Instructions for the assessment and evaluation

- Inquir about various lying postures
- Inquir about the sequence that should be followed for lying postures
- Evaluate the accuracy of exhibiting various lying postures.
- Inquir about the advantages of using correct lying postures.

Competency 5.0 : Applies specific abilities developed through athletics in tasks of life

Competency level 5.1 : Utilizes basic integrated abilities of running in tasks of life.

No of Periods : 02

Learning out come :

- Explains the leg movements in running
- Exhibits running according to the correct technique
- Expresses ideas on accepting the importance of improving technique on running accurately and with speed.

Instructions for the preparation of Learning Teaching Process :

- Step 01 :**
- Get the students to be engaged several times in the following activities
 - Slow running
 - Medium running
 - Fast running
 - **Engage in a brief discussion with the students highlighting the following points.**
 - Running is done at different speeds in sports activities as well as in day to day activities.
 - According to the speed of running the bending and stretching of the knees and the legs vary
 - Demonstrate and explain the following instances of leg movement in correct running
 - Bending the leg back (fig. 5.1.1)
 - Raising the thighs parallel to the ground (fig. 5.1.2)
 - Raising the thigh, stretching the lower part of the leg forward and taking it back to land on the ground (fig. 5.1.3)
 - Engage the students in walking activities using the above three instances



fig. 5.1.1



fig. 5.1.2

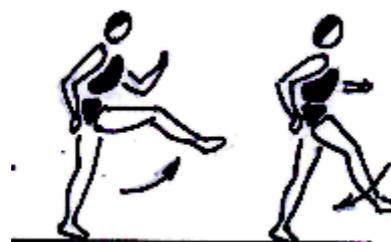


fig. 5.1.3

- Walking at intervals with a leg bent back
- Walking time to time with thigh raised parallel to the ground
- While walking stretching the leg forwards ,taking it back and landing on that foot.
- Engage the students in the above activities with skipping and running as well.
- Engage the students in suitable sub/minor game.
- Give feedback and feed forward during the activities.

Basic Term Concepts -

- Running speed
- Fast running techniques
- Skipping

Quality Inputs :

- Diagrams and videos of running techniques

Instructions for the assessment and evaluation

- Name the different stages of the running technique
- Exhibits correctly the accurate practice activities of running
- Evaluate the coordination of the body during activities.

Competency level 5.2 : Utilizes integrated abilities of jumping in tasks of life.

No of Periods : 02

Learning out come :

- Name the different ways of jumping and landing.
- Exhibit jumping and landing according to the correct techniques
- Describe the importance of using the correct technique in jumping

Instructions for the preparation of Learning Teaching Process :

- Step 01 :**
- Engage the students in an access game which includes jumps
Ex : catching the others, hopping on one foot
- Step 02 :**
- Conduct a brief discussion with the students mentioning the different ways of jumping and landing used in various games as well as in day to day activities
- Step 03 :**
- Demonstrate and explain the following drills related to the jumps.
 - Jumping and landing can be done with one leg or with both legs.
 - Landig with both legs is safer than landing on one leg.
 - Take off, flight and landing are three stages of jumping.
 - When landing, land first on the ball and then the heels touches the ground bending the knees and bringing the trunk little down. (This process minimizes the injuries and helps to maintain the balance.)
 - Provide feed back and feed forward while engaging in activities
 - Engage the students in a suitable minor game.
- Step 04 :**
- Engage the students in activities contained in the information sheet in annex 5.2.1
- Step 05 :**
- Engage in a brief discussion highlighting following facts.
 - Jumps are used in various athletic events and sport activities.

Basic Term Concepts -

- Landing
- Balance of the body

Quality Inputs :

- A suitable ground for practical activities
- Boxes and hurdles of different heights

Instructions for the Assessment and Evaluation

- Ask for the various types and situations of jumping and landing
- Evaluate the enthusiastic participation in jumping exercises
- Evaluate the accuracy of technique in jumping and landing

Annex 5.2.1

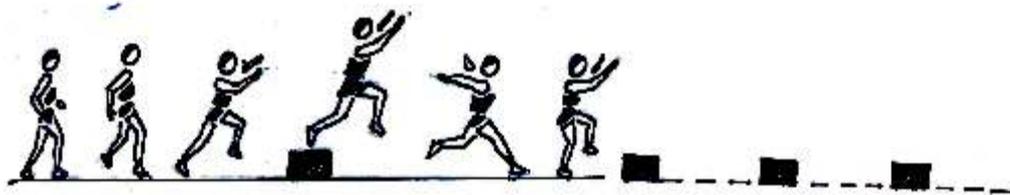
Information Sheet

Activity 01

1. Jump 03 steps forward by hopping the leading leg and by both feet. wave few steps jump 03 steps forward by the apposite leg and land by both feet.

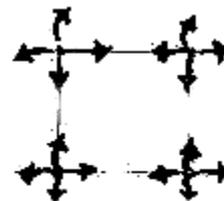


2. Walk few steps jump over the obstacle by on one foot land by both feet. Continue is is to jump over 04 obstruct and land.



3. Jump using two feet to foward back, left, right using two feet and land.

Jump from the corners of a square of 3m a side as above.



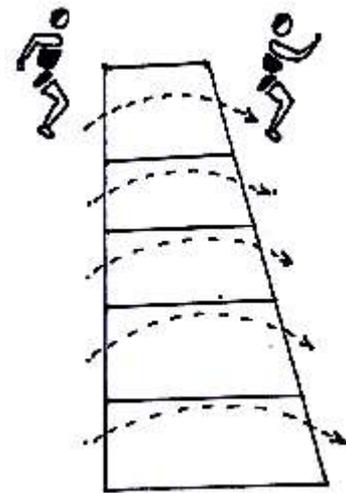
4. Jump and land over the obstacles with different heights (Maximum height of a hurdle is about 50.50m)



Activity 02

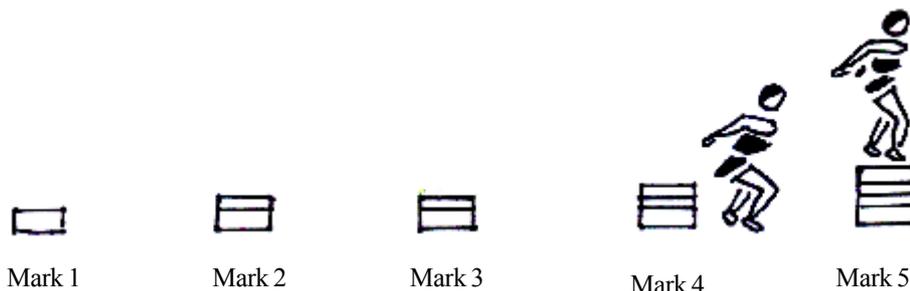
Fun game - let's go far by jumping longer and longer

- Prepare the ground as appropriate to the student's practical level
- Make jump each student from lower distance to longest distance as much as possible
- Give a certain score for the longest jump which performed by the each group member, and select the wining team
- Use two playing areas likely this and play two teams simultaneously
- Engage the other teams in supervision task.



Fun game - Let's go high by jumping up and up.

- Arrange the height of boxes in appropriate to the student's practicable level.
- Make jump each students from lowest to highest as we done as horizontal jumps
- Select the winning team upon the total score



Competency level 5.3 : Utilizes the basic integrated abilities of throwing for the tasks of life

No of Periods : 02

Learning out comes :

- Names various instances where throws are used in day to day life.
- Exhibits the correct technique of throws.
- Acts to minimize accidents occurred in throws.
- Expresses the ideas about the necessity of correct throwing techniques to get the expected results.

Instructions for the preparation of the Learning Teaching Process :

Step 01 :

- Engage the students in an access activity which includes throws
- conduct a short discussion with the students on the different throws used in different games and day to day life

Step 02 :

- Explain the following facts related to throws with demonstrations.
 - Various instruments are thrown in various activities of day to day life and in sports.
 - The aim of throwing can be varied tsuch as in a certain direction, far and at a target.
 - The frowing posture of the body varies according to the aim and the instrument.

Step 03 :

- Engage the students in activities in annexe 5.3.1 and activities created based on them.

Step 04 :

- Engage in a brief discussion highlightting following points.
 - Basic skills of throwing can be developed by engaging in various throwing activities.
 - Basic skills of throwing is important for the success of specific throwing events.
 - Different postures of throwing are used in different throwing events.
 - In javelin throw, throwing can be done while running forward.
 - In other throwings, throwing is done while remaining in a cerclewhile showing basic movements.

Basic Term Concepts -

- Throwing far, throwing in various directions, throwing to target

- Quality Inputs** :
- A suitable ground for the practical activities
 - Rubber, balls, Netballs, Volleyballs, Rings of various sizes, Pieces of wood in different lengths
 - Tyres, boxes that can be used as targets
 - Material for marking the ground

Instructions for assessment and evaluation

- Evaluate the enthusiastic and efficient participation in throwing activities
- Evaluate the ability of accurate manipulation of throwing instruments.
- Evaluate the accuracy in exhibiting throwing techniques
- Evaluate the concern for own safety and safety of others while engaging in activities.

Annex 5.3.1

Information Sheet

Activity 01.

- Throw the ball to the front player by sitting on the ground (fig 5.3.1)



fig 5.3.1

- Throw the ball to the front player by kneeling on the ground (fig 5.3.2)



fig 5.3.2

Activity 02

- Throw the ball to the front player by one hand (fig 5.3.3)



fig 5.3.3

Activity 03

- Throw the ball to the front player who is at the first in the row and run to stand at last of the row. (fig 5.3.4)

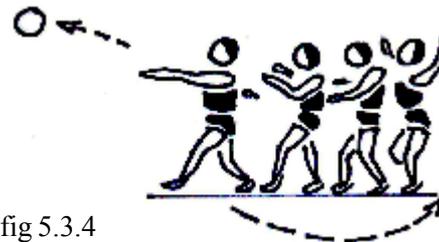
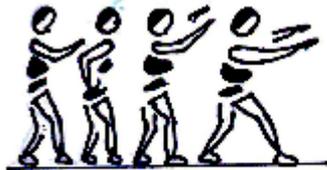


fig 5.3.4

Activity 04

- Throw the small ball over the head and throw the rim by side of the body to the target (fig 5.3.5)



fig 5.3.5

Activity 05

- Throw ball to the target which kept in high (fig 5.3.6)

fig 5.3.5



Activity 06

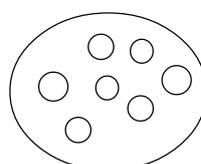
- Throw the rim to the target by side of the body where the target kept in high (fig 5.3.7)

fig 5.3.6



Activity 07

- Throw the rim in to the marked area. Give the points according to the where rim landed as shown in the figure



56



Competency 9.0 : **Takes action to maintain fitness to lead a healthy life**

Competency level 9.1 : **Reviews factors on physical fitness**

No of Periods : 01

Learning out come :

- Names the factors of physical fitness
- Describes the way by which fitness factors are affect in physical activities
- Expresses that physical fitness factors should be developed to do the activities successfully.

Instructions for the preparation of Learning Teaching Process :

- Step 01** :
- Remind the students about the tests done to measure physical fitness in grade 06
 - Make the students aware that each of those tests is used to measure one special physical fitness
 - Give the opportunity for the students to do a game and explain the physical fitness factors with the following examples
Ex:- If the selected game is foot ball,
 - speed is required to move quickly from one place to another with or without the ball.
 - strength is required to kick the ball far into the distance.
 - flexibility is required by the goal keeper to bend and extend his body toguard the goal.
 - coordination is very important to dribble the ball avoiding the other players.
 - endurance is required to play for a longtime without getting tired
 - Do the practical activities selecting a game suitable for the facilities in your school and make the students aware of physical fitness factors.
 - **Explain the advantages of developing physical fitness factors as follows.**
 - Improving the neuro-muscular coodination
 - Improving the efficient working ability with less fatigue
 - Increasing the activeness of joints
 - Obtaining a pleasent healthy appearance of the body
 - Increasing the quick responding ability in an emergency

- **Introduce the following activities that can be done in day to day life to develop physical fitness activities.**

- Fast walking
- Slow walking
- Swimming
- Cycling
- Skipping (with a rope)
- Engaging in team games
- Explain that activities should be done at least one hour of time to develop the fitness.
- Give the feedback and feed forward during activities.
- Refer the 9th chapter of the text book in the learning teaching process.

Basic Term Concepts - • Physical fitness factors

- Speed
- Strength
- Flexibility
- Coordination
- Endurance

Quality Inputs : • A suitable playground
• Balls and equipments as required

Instructions for the assessment of evaluation

- Evaluate the naming of the physical fitness factors.
- Check the ability of explaining the physical fitness factors important for a for a certain game or an activity.
- Inquire the advantages of developing physical fitness.
- Inquire about the activities that can be done to develop the fitness factors.

Competency level 9.2 : Engages in developing fitness through natural activities

No of Periods : 04

Learning out comes :

- Names the activities which can be used to develop physical fitness
- Explains the importance of engaging in activities for improving physical fitness
- Expresses the view that physical fitness should be developed in order to do the day to day activities successfully.

Instructions for the preparation of Learning Teaching Process :

Step 01 :

- Engage the students in a minor game which will develop several physical fitness qualities at the same time. – Ex : Netting fish
- Conduct a brief discussion with the students on how physical fitness can be improved by engaging in sports activities.
- Engage the students in the activities of running, jumping and throwing which can be used to develop each of the physical fitness qualities.

Ex:-

- Creeping from under a desk and running forward .
:Flexibility is important to do this.
- Landing on the ground exhibiting the star jump by standing on an equipment at a height of 60 cm. (For this activity coordination is important.)
- *Meeyo Meemo*(Ratts and Bulls) game. In this game speed is important to catch the opponent or avoid the opponent
- Jumping up and catching a difficult target. Strength of legs is important to do this
- Throwing a ball over the head to a certain target in the distance. Strength of hands is important to do this.
- Engage the students in above mentioned activities that help to improve the physical fitness.
- Give the feedback and feed forward during the activities.
- Refer to lesson 9 of text book in organizing the learning teaching process..

Basic Term Concepts - • Physical fitness qualities

Quality Inputs : • A Suitable ground for the practical activities
• A stop watch
• Balls
• cardboard boxes and hurdles
• Balls of the size of volleyballs

Instructions for the Assessment and Evaluation

- Inquire about the activities which help to develop each aspect of physical fitness.
- Examine the active participation in activities.
- Inquire about the physical fitness that develops mainly through a certain activity.
- Evaluate the active participation in activities.
- Evaluate the contribution on leadership, followship and cooperation.

Competency Level 9.3: Takes action to maintain physical fitness by considering relevant factors.

No of Periods : 05

Learning outcomes :

- Names the physical fitness factors and tests used to measure them.
- Expresses ideas on the importance of developing physical fitness

Instructions for the preparation of Learning Teaching Process :

Step 01 :

- Remind the students of the tests done in Grade 6 to measure physical fitness
 - Endurance test - 600m/800m run
 - Flexibility test - stretch down
 - Coordination test - coordination of activities/agility run
 - Strength test - throwing ability/jumping up ability/pushups/burp test
 - Speed test - 50m run
- Engage the students in those tests again
- Make use of the **Manual of Physical Fitness Tests** published by the Ministry of Education to organize the tests and evaluate the performances.
- Give feedback and feed forward during the tests.

Basic Term Concepts - • Physical fitness tests

Quality Inputs :

- A suitable ground for practical activities
- The Manual of Physical fitness
- A small ball
- A measuring tape
- A Stop watch

Instructions for the assessment and evaluation

- Inquire about the factors relevant for the tests.
- Evaluate the accurate engagement in tests.
- Evaluate the enthusiastic participation in the tests .
- Evaluate the leadership, followship and cooperation.

Competency Level 9.4 : Develops interpersonal relationship within the family by maintaining emotional balance.

No of Periods : 03

Learning outcomes :

- Names the emotions.
- Explains the necessity of maintaining the emotional balance.
- Develops the competencies related to maintaining the emotional balance.

Instructions for the preparation of Learning Teaching Process :

- Step 01** :
- Discuss about the emotions with the students follows Every thought set in the mind is not an emotion
 - Every thought set in the mind is not an emotion
 - Emotions are the thoughts with a shock or an agitation
 - Harmful results may occur due to emotions
Ex- Causing heart attacks due to over happiness, Fighting due to flame
 - Ability to control the emotions is excellent quality of the personality
 - Itemize the emotions on the board while discussing with the students.
Ex- Happiness, Joy, Anger, Jealousy, Exaltation
 - Give the several emotions to each group and guide the students to discuss about the reasons for them and responses on them.
 - Give the opportunity to present the information
 - **Engage in a brief discussion as to affirm the following factors.**
 - Creating emotions in daily life is to all of us.
 - Way of responding varies
 - Persons who respond quickly
 - Persons who do not respond no response
 - Persons who pretend as no response but respond later.
 - Following behavioral characteristics are shown by the persons who respond to the emotions.
Ex- shouting , crying, breaking, commodities, blaming, fighting, acclaiming, laughing.
 - Following two internal factors affect on the generation of emotions.
 - Instances which like own self

- Instances which dislike own self
- Responding to the emotions varies with the age
 - Crying and laughing at infant stage
 - Crying, expressing the reluctance, laughing and applauding at childhood.
 - Leaving, blaming, expressing reluctance, greeting and acclaiming at adolescence.
- The persons who get the experience of facing various emotions, acquire a strength to bear up and them.
- Being calm and tolerance are characteristics of intellectuals when facing emotions.

Step 02 :

- Engage the students in the game of 'Fruit salad' as given below.
 - Get the students to be seated in a circle.
 - Instruct them to count from 1 to 5
 - 1 – apple 2 – mango – 3- pineapple 4- papaya 5 – banana
 - Fruits should change their places when told by the leader
Ex- When called apple only they change their places. when called apple and banana both teams change their places.
 - After such several funs remove a chair
 - Assign the duty of commanding to those who lost their place
 - Remove two chairs after another several such turns.
- **Engage in a brief discussion as to affirm the following facts**
 - Inquire about the feelings of the student at the very same time when eliminated after losing the place
 - Inquire about the feelings of the two students at the very same time when eliminated together after losing their places.
 - Emphasize that here was an incident that which we dislike
 - Make them to understand the difference between the thoughts when facing a difficulty alone and with another person
 - Discuss about the contribution of the family members on pacifying one's emotions when living as a family in the society
 - Show that using resources available in a good management sharing sorrow and happiness, acting with balanced emotions are the responsibility of a family member.
- Sing the following song along with the students.
'Podi duwa ge sina relay, Podi puthu ge katha pelay, Piya birinda ge sene vilay, Mage niwana mage pelpathay.'

- Step 03** :
- Present the story in annex 9.4.1 to the students
(Distribute a copy for each group if can)
 - Give the opportunity to the groups to highlight the instances that the family in the story has satisfied the following needs.
 - Basic needs
 - Self esteem
 - Good interpersonal relationships
 - Team work
 - Equality
 - Stress management
 - Creating opportunities
 - Mental and Physical relation
 - Justice
 - Let the opportunity to present the information.
 - Explain that completion of the above mentioned needs in a family 'known as satisfaction of needs'.
 - Through the story show out the important points of maintaining the emotional balance when satisfying the needs of all family members,
 - Taking correct decisions
 - Understanding the various and thoughts of others
 - Respecting the views of others.
 - Explain the emotional balance to the students
 - Explain to the students that good management in a family makes the emotional balance and emotional balance makes the good management easy.
 - Highlight that a family with a good management has the peace happiness and the morality.

Basic Term Concepts - • Emotional balance

Quality Inputs : • Copies of the story in annex 9.4.1

Instructions for the assessment and evaluation

- Inquire the difference between normal thought and emotions
- Inquire what the emotional balance is
- Inquire the responsibilities of following family members when satisfying one's needs.
 - Mother
 - Father
 - Senior members
 - Brothers/Sisters

Annex 9.4.1**MY STORY**

When we were small my mother worked very hard to run the little tea shop in our front yard. My father's modest income alone couldn't meet our family's expenses.

But father pitched in to keep the tea shop whenever there was a holiday.

As we had to open the shop early in the morning, my mother and my elder sister would wake up at dawn to cook a hurriedly prepared meal of rice with one or two curries. I did whatever I could to help.

Earlier, my elder brother used to help out too but then he stopped helping. I was really angry at first but then father patted my head and said, "Don't feel bad, Aiya has to concentrate on his studies. . . he has exams coming up"

Later when he got a job, my brother built a lovely new tea shop for mother. He bought me a sparkling new bicycle for my birthday too!

It was with this bicycle that my little brother learnt to ride as well. He fell a lot and now the bicycle is full of scratches. But it makes me smile to hear his cries of delight when he's finally gotten the hang of it, because where else can he learn to ride one?

However, we were never hungry. Even though we didn't have a lot of money, my parents always encouraged us to go to school and study hard.

Those days it was my mother who did everything to give us a joyous New Year. She somehow managed to buy new clothes for all of us every New Year.

These days it's my elder sister who manages the shop most of the time. My mother gets tired and can't work as before. Since my sister is good at it, father says that he'll give the shop to her someday.

I really like computers. Since I do well at school always, my mother and sister have promised to buy me a computer soon.

This year my younger brother passed the scholarship exam with great results, but father was reluctant to send him to a new school. He said, "How can we send the little one to a school that far? We'll let him stay in this school and teach him well."

It was my elder brother and sister who made my father see that we cannot keep my little brother in the current school because at a new school he will have more resources and the opportunity to excel in higher studies. They emphasized how important it is to make the right decisions at times like this.

Anyway, my little brother himself always wanted to go to a bigger school. It's his dream to study well and become an engineer someday.

Third Term
Competency, Competency Level and Periods

Competency	Competency Level	Periods
6.0 Acts socially in conformity with rules, regulations and ethics of sports	6.1 Participates in sports clearly conforming to rules	02
7.0 Consumes suitable for a healthy life	7.1 Maintains good health consuming nutritious food	05
8.0 Adapts to an efficient life style maintaining the 'wonder' of the body	8.1. Leads an efficient life maintaining the health of one's physiological systems.	06
10.0 Leads a happy life facing successfully to the issues of daily life	10.1 Maintains reproductive health for one's wellbeing .	03
	10.2 Takes action to prevent non contagious diseases for one's wellbeing	03

Competency 6.0 : Acts socially in conformity with rules, regulations and ethics of sports

Competency level 6.1 : Participates in sports clearly conforming to rules

No of Periods : 02

Learning out comes :

- Explains the necessity of following rules and regulations and ethics in sports.
- Expresses that the decisions of judges should be accepted.
- Exhibits the preparedness of acting according to rules and regulations.

Instructions for the preparation of Learning Teaching Process :

- Step 01 :**
- Discuss what is meant by rules and regulations and ethics of sports with the students.
 - Series of conventions that are legalise to carry on a sport according to the correct methodology is considered as rules and regulations of sports.
 - Ethics are the behaviours that should be maintained for the wellbeing of the society.
- Step 02 :**
- Let the students to investigste the importance of following ethics relevant to sports under given topics.

to the individual/ (sportsman)/ family	to the school	to the society

- Give the opportunity to the students to present there findings.
- Lead a discussion based on the students findings and information in annex 6.1.1

- Step 02** :
- Let the students to engage in a musical chair competition under the supervision of the teacher by selection a judge from the students.
 - Direct the students to present their suggestions and complaints related to the competition.
 - Lead a discussions by the makley awareness among students strong about necessity of obeying the decisions of the judge when engage in a sport.
 - obeying the judgment
 - Acting according to rules and regulations
 - Persuding other to act according to rules and regulations

Basic Term Concepts - • Rules and regulations ,ethics ,judgment

Quality Inputs : • Flip chart with information sheets

Instructions for the assessment and evaluation

- Inquire about the importance of following rules and regulations and ethics of sports.
- Evaluate obeying the judgement

Annex 6.1.1

Information sheet

Given below are the importance of following rules and regulations and ethics by a certain sportsman.

1.To the individual(sportsmen)/Family

- Obtaining experiences to be a low abiding citizens.
- Ability to engage in the sports without any conflicts and discords.
- Subjecting to the respect of others.
- Ability to develop the qualities of leadership/followership.
- Developing the cooperation and friendship.
- Ability to accept the victory and defeat in a realistic manner.
- Not subjecting to ignorance of others.
- Generating an esteem about the own self/family.

2. To the School

- Protecting tac and honor and goodwill of the school.
- Ability to engage in the sport without any conflicts and discords.
- Creating opportunities to develop the quality of personality of all the students’.
- Developing the cooperation and friendship among schools’.
- Ability to accept victory and defeat in a realistic manner.
- Ability to obtain respectable enthusiasm for eatire school community.

3. To the society

- Creating a foundation to from law abiding citizens.
- Not creating any social conflicts and problems.
- Developing the cooperation and friendship of entire society.
- Opportunities to near up victory and loss in a fair manner.
- Protecting the peace of the society.
- Ability to obtain a respectable enthusiasm for the societaty.

Competency 07 : Consumes food suitable for a healthy life**Competency level 7.1 : Maintains good health consuming nutritious food****No. of Periods** - 05

- Learning outcomes :**
- Lists the nutrients that should be included in a meal
 - Names the macro nutrients and micro nutrients
 - Appreciates the rational foods
 - Explains one’s contribution in selecting nutritious food
 - Exhibits the preparedness of obtaining nutritious food

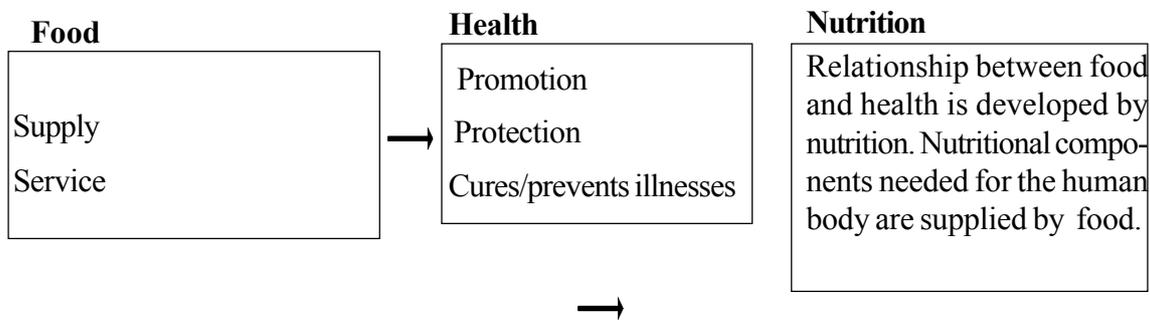
Instructions for the preparation of Learning Teaching Process :

- Step 01**
- Supply a balanced diet to the students in a selected day.
Ex – rice, sprat curry gotukola salad and yoghurt if possible (or use the food that students bring to eat in the interval)
 - Include the nutrients of food taken by students in the following table drawn in the board or in a flipchart.

Nutrient		Food rich with the nutrient
macro nutrients	carbohydrate	
	lipids	
	proteins	
micro nutrients	vitamins	
	minerals	
water		

- Discuss about the nature (balanced diet) of the diet taken by the students according to the nutrients included.
- Discuss the condition that occurs due to absence of proper nutrients in the diet (Use the annex 7.1.1 for the teacher)
- Let the students to identify nutrients by supplying various types of food.

- Step 02**
- Explain the importance of fibre and water as nutrients
Affirm the following facts.
 - Food with fibre
 - Change in the nature of fibre (Ex pieces of fruits and fruit juice)
 - Uses of food with fibre
 - Calculating the daily water need (weight/30)
 - Water should be taken according to that
- Step 03**
- Provide the following table to affirm the relationship among food, health and nutrition



Step 04 - Introduce the food Pyramid

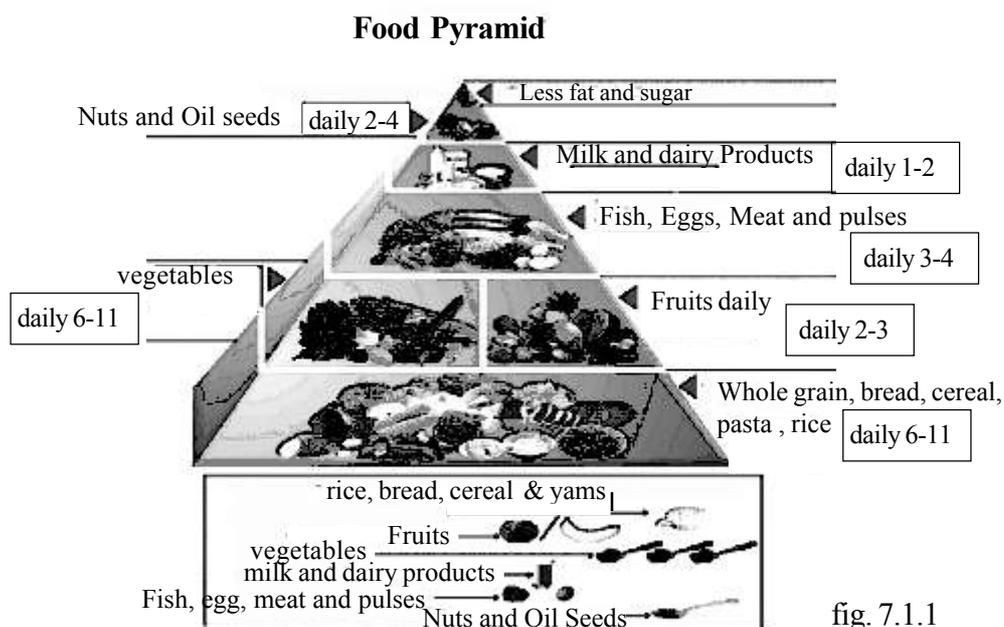


fig. 7.1.1



fig. 7.1.2

- discuss the importance of the food pyramid when fulfilling daily food needs.
- Affirm the following information about food pyramid
 - Make awareness to identify the quantities taken as spoon/ milligram/ milliliter
 - Divide the class into 4 groups and get the opportunity to prepare a food pyramid using pictures of food exhibit it and evaluate it.
 - There are three main meals as breakfast, lunch and dinner. In between them there may be two meals at 10.00am and 3.00 p.m
 - Instruct them to represent the main meals in a plate.
 - Figure 7.1.2 represents the way by which food contained in a food pyramid exists in a plate

Step 05

- Exhibit the annex 7.1.2 to the students
- Lead a discussion on following facts based on that
- Introducing unhealthy foods
- Importance of traditional food
- Own contribution about the nutritious food
- Home garden and school garden

Basic key concepts : • Nutritional components, Macronutrients, Micronutrients

Quality inputs : • Pictures of a food pyramid
• A table with the classification of nutritional components

Instructions for Assessment and Evaluation :-

- Inquire about the knowledge of nutritional components.
- Evaluate correct designing of food pyramid.
- Inquire the knowledge of obtaining food according to the daily needs.
- Inquire about the knowledge of unhealthy foods.
- Inquire about the appreciation of traditional foods.
- Evaluate the participation in team work.

Component	Nutrient	Foods rich in nutrient	Specialities	
Macro Nutrients	Carbohydrate	Food with starch like rice, jak, yams, green gram, foods with suger like sweets, suger, suger cane	Energy is provided to the body. Suger and starch belong to the Carbohydrates. 55% - 60% from whole energy need is fulfilled by Carbohydrates.	
	Protein	Soya bean, green gram, dhal, eggs, dried fish, dairy food, liver, fish	Growth and repairing of tissue occur. 10% -15% of whole energy need should be taken from protien. Deficiency of protien leads to poor growth and subject to various diseases.	
	Fat	Coconut, sesame(<i>thala</i>), kottamba, animal food, margarine, butter	25% -30% from whole energy need is fulfilled by fats. Fats are deposited in the body and used when needed. Obstructions for the absorption of fat soluble vitamins like vitamin A, D, E and K occurs due to less consumption of fats.	
Micro Nutrients	Vitamins	Vitamin A	Specially yellow coloured fruits and vegetables like pumpkin and papaw, dark green foliage, egg yellow, dairy foods, meaty foods like liver	Impoportant for good vision, immunity, formation of blood, growth of bones and to protect from skin diseases.
		Vitamin B	Cereal, eggs, dried fish, dairy foods, meaty foods	Protect from diseases like pelagra anemea.
		Vitamin C	sour flavoured fruits like nelli, oranges, and green leaves, vegetables	Needed for growth of tissues and for immunity. Vitamin C absorbs well in the presence of iron. Conditions like quick fatigue, bleeding gums occurs and takes long time to heal wounds due to deficiency of Vitamin C.

Compo-	Nutrient	Foods rich in nutri-	Specialities	
Micro Nutrients	Vitamins	Vitamin D	Fish and fish liver oil, milk, eggs, meats (Vitamin D is produced naturally as the morning sunlight incident on the skin.)	Needed for the growth of bone and teeth. Deficiency leads to deformed bones. Could cause thirst, loss of appetite, deposition of calcium in kidneys and other organs in excessive quantities.
		Vitamin K	Animal liver, edible green foliage, vegetable oil	helps in clotting of blood. Cause excessive bleeding when deficient.
	Minerals	Iron	Dark green foliage and vegetables, soya, dhal, green gram, eggs, dried fish, dairy food, meaty food like liver	Important for the production of blood activeness, growth of nails and skin. Occur anemia, decrease of mental development and frequent tiredness when
		Calcium	Eggs, meat, small fish, dairy food, dark green foliage, gram	Production of energy, muscle and nerve activity, important in clotting of blood.
		Iodine	Sea fish, milk, iodized salt, vegetables and cereals	Important in growth of body and the development of nerve activity. Mental disorders, hearing and speech disorders occur due to deficiency.

Annex 7.1.2

Food harmful to health	Value of indigenous / traditional food	One's contribution towards nutritious food	Home garden and school garden
<ul style="list-style-type: none"> • Foods with high sugar, fat, and salt • Foods with artificial flavours and colours. • Foods prepared using chemicals • Foods with out SLS certification • Foods prepared using unsuitable preservatives • Unhygienically prepared food. 	<ul style="list-style-type: none"> • Food that could use natural flavours. Ex:- Different types- curries: spicy, roasted rice, salted, herbal • Instances and reasons for using these foods. • Methods that had been employed to prevent waste of food. Ex:- Salting, pickling, wrapping in areca nut leaves • Methods employed for increasing nutritional value. Ex -with 7 vegetables, mixed greens, greens 	<ul style="list-style-type: none"> • Not to be misled by advertisements but understand through correct analysis • Taking nutritious food at the correct time • Using traditional nutritious food rather than shortcuts • Reading what is on the packets of food on nutrients, flavouring additives used and taking only suitable food *Getting accustomed to taking nutritious food, home food • *Understanding level of nutrition, persevering to minimise the associated problems 	<ul style="list-style-type: none"> • Using organic fertilizer. • Growing Vegetables and fruit • Identifying methods of economical uses of space • Making use of 'natural'/ biological methods in pest control. Ex- growing daspathiya . • Planning and maintaining home gardens in an attractive way • Using waste water for agricultural purposes.

Competency 8.0 : Adapts to an efficient life style maintaining the health of the body

Competency Level 8.1 : Leads an efficient life-style maintaining the health of the systems

No of Periods : 06

- Learning outcome :**
- Explains the structure and functions of the digestive, respiratory, blood circulation and excretory systems.
 - Describes the obstacles caused to the wonder of the systems.
 - Lists the measures that should be taken in order to maintain the wonder of the systems.
 - Exhibits the preparedness for protecting the wonder of the systems.

Instructions for planning the teaching learning process :-

- Step 01**
- Make the students understand that the man shows a lot of physical movements like running, jumping, throwing, clapping, standing, breathing in, breathing out.
 - Show that the body possesses a specific creation to perform such movements.
 - Explain that the systems adjusted to do various functions help to perform above mentioned movements.
 - Explain that a system is made up of several organs.
 - Explain that the different organs in a system perform different functions.
 - Explain that though various functions are performed separately by the individual organs in a system, the system performs one common function.

Ex:- Digestive system → Digestion of food

Respiratory system → Respiration

- Show that there is a number of systems in the body performing different functions.
- Explain that systems of the body act coordinately with each other.
Ex:- the respiratory system and blood circulatory system, the nervous system and muscular system.
- Show that the digestive system, the respiratory system, the blood circulatory system and the excretory system are some of them.

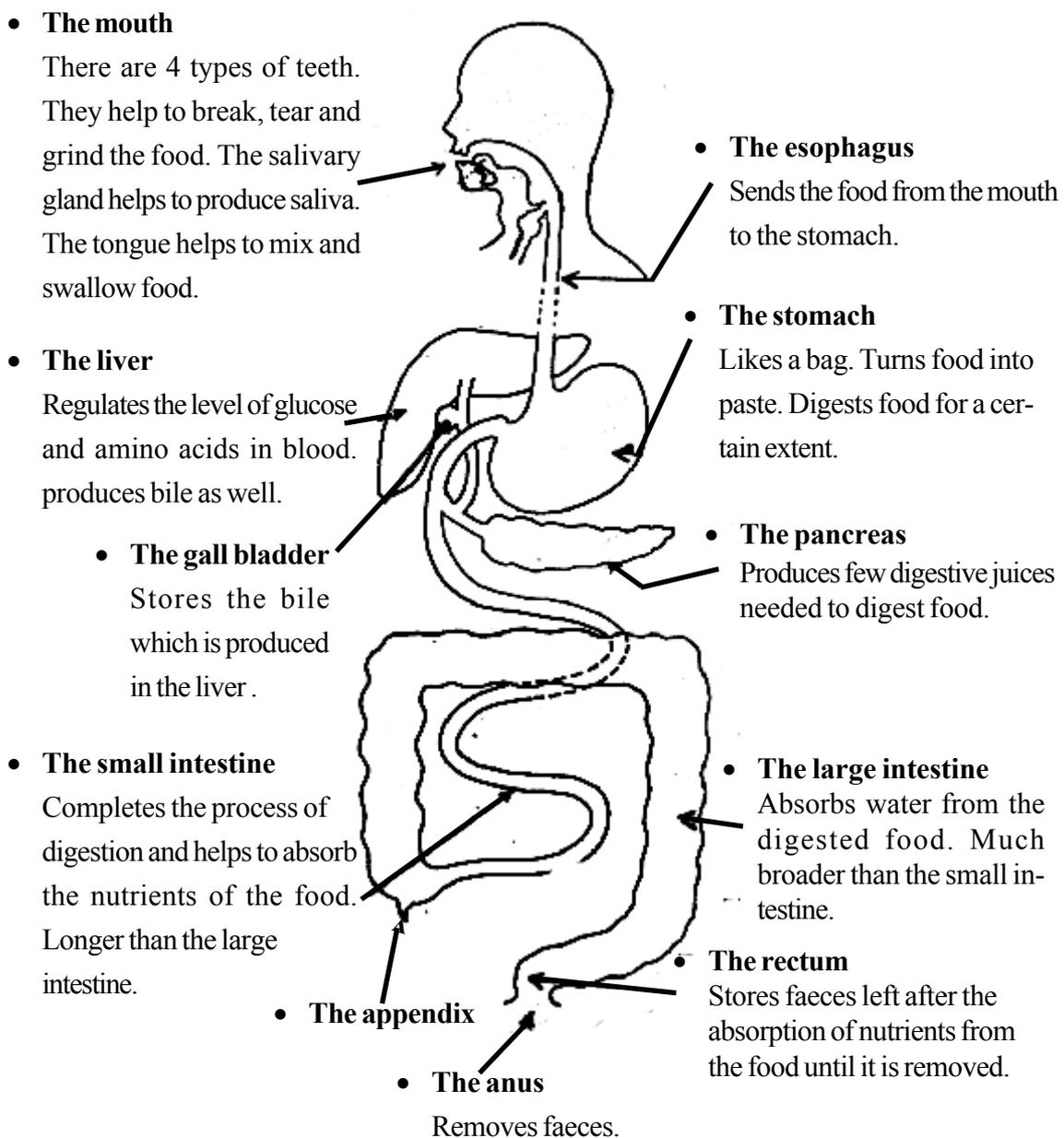
- Explain that the unique functions of these systems should be identified.
- Emphasis that the systems should be protected from the obstacles caused the wonder of them.
- Motivate to follow the measures that should be taken to protect these systems by explaining them.
- Use the following information to discuss about '**The wonder of the digetive systesm'**.
 - Solid food is being broken down into small fragments, digested, nutrients absorbed and finally becomes semi solid.
 - Teeth have the ability to break, chop, tear and grind even very hard food into small pieces.
 - The tongue helps in mixing and swallowing food.
 - The tongue has the ability to identify various tastes. (presence of taste buds in the tongue)
 - Possession of a muscular stomach is like a sack.
 - Avoid entering food into trachea.(due to possession of epiglottis.)
 - Production of digestive juices by organs like salivary glands, walls of the stomach, liver and pancreas.
 - Absorption of water in the food in the large intestine.
 - Ability to control defecation even when there is a need to do so.
 - Ability to use energy produced by food for day to day activities.

Measures to protect the wonder of the digestive system.

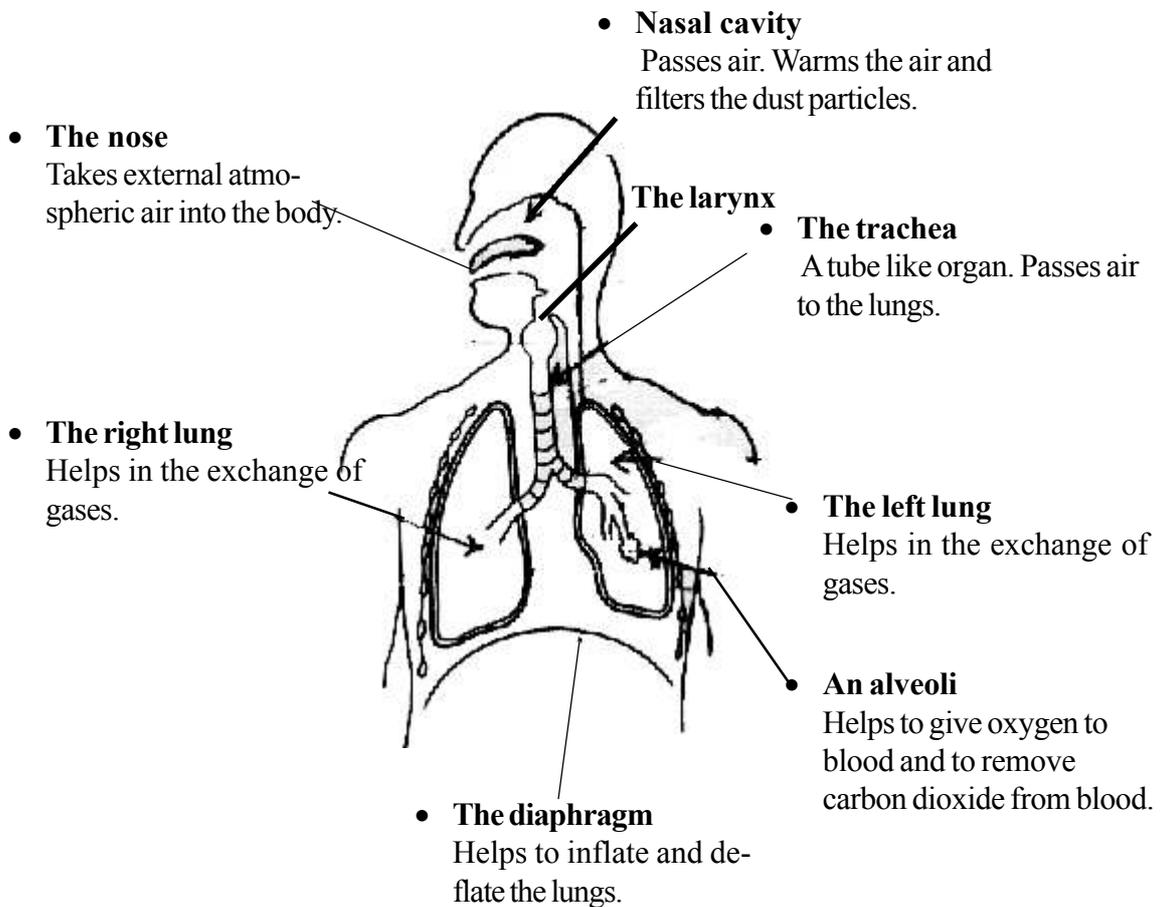
- Taking clean food with proper nutrition in proper quantity at proper times.
- Consuming natural foods avoiding artificial food and beverages.
Taking food in proper amounts with proper nutrient values.
- Adding fruits and vegetables to the meal in adequate amount.
- Consuming foods rich with fiber.
- Minimizing the use of oil, chillie and salt.
- Avoiding the consumption of food with artrificial flavours and pigments.
- Avoiding alcohol and tobacco.
- Avoid taking extremely hot or cold food.
- Drinking sufficient amounts of germ free water.

- Chewing food properly.
- Cleaning teeth with a suitable brush, using a suitable tooth paste at least after main meals.
- Examining teeth from a dental surgeon at least once in six months.
- Using shoes or slippers when walking outside. (to avoid causing worm diseases.)
- Getting used to defecate at a particular time of the day and using sanitary toilet when needed.

DIGESTIVE SYSTEM



RESPIRATORY SYSTEM



The wonder of the respiratory system.

- The nose being located on the face to minimize the entry of waste through the nose.
- Openings of the nose being directed downwards, not to upwards.
- Presence of cilia and mucous membranes inside the nasal cavity to clean the inhaled air and the presence of blood vessels to heat the air.
- Having an ability to absorb oxygen and to remove carbon dioxide.
- Having a natural mechanism of sneezing and coughing to expel the foreign bodies that enter the trachea.
- Providing more oxygen to the body by increasing the rate of breathing when engaging in a tiresome activity.(ex - exercises)

Steps that can be followed to protect the wonder of the respiratory system

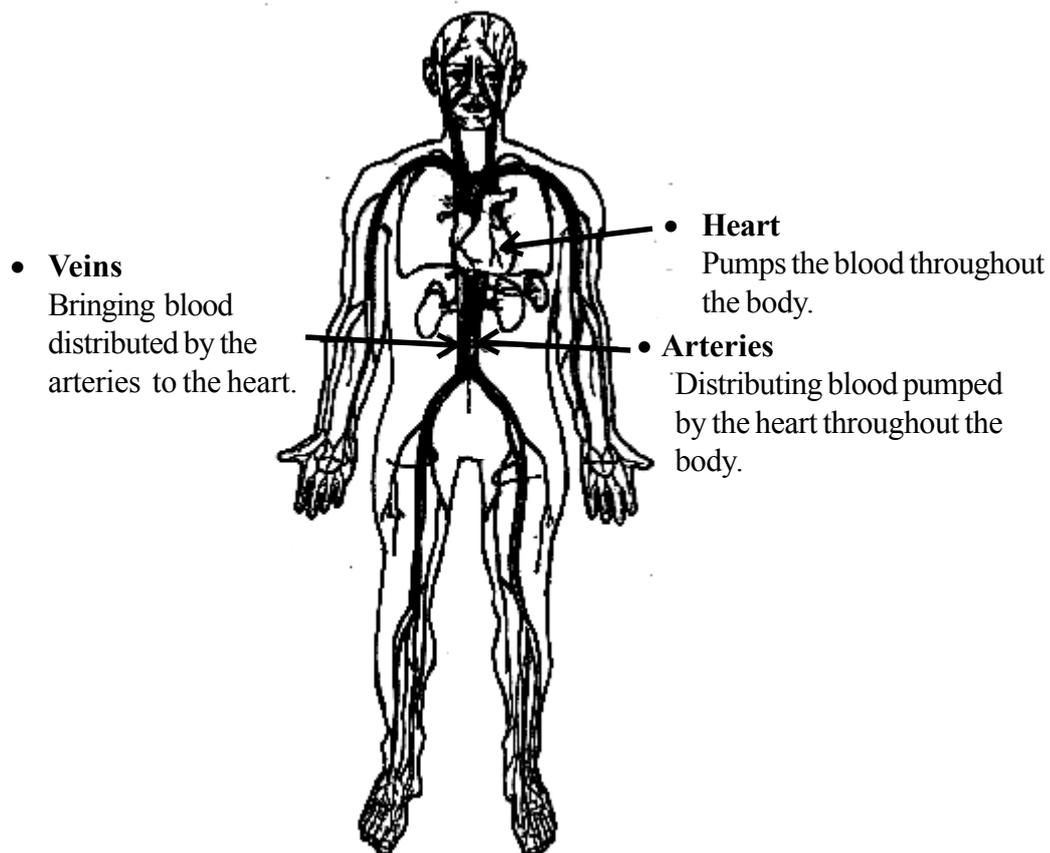
- Engaging in exercise.
- Contributing to minimize environmental pollution and keeping the environment clean avoiding dirty environment.
- Refraining from smoking , keeping away from where smoking is done and being aware of such.
- Avoiding inserting foreign substances to clean the nose.
- Avoid breathing from the mouth and using mouth masks when needed.
- Obtaining vaccinations at proper time to prevent from diseases like tuberculosis and keeping away from the patients who has infectious respiratory diseases.
- Keeping away from factors that cause catarrh and allergies.

The wonder of the blood circulatory system

- Ability of supplying a force to pump blood to all the organs of the body.(Heart acts as a pump)
- Cardiac muscles do not get fatigued.
- Possession of four chambers in the heart,and due to the presence of the atri-ventricular septum,the oxygenated and deoxygenated blood being prevented from mixing.
- Having the ability of transporting substances like oxygen, carbondioxide, enzymes, hormones, drugs and waste materials with blood.
- Having the ability of forming clot on a wound to prevent bleeding.
- Having the ability to kill germs that enter the body (by the white corpuscles in the blood).
- The presence of arteries to carry blood away from the heart and veins to carry blood towards the heart.
- Regulating the body temperature with the help of blood circulation.
- Increasing the rate of activation of the heart at the instances like exercising, excitement, frightening and strenuous work.

- **Measures to protect the wonder of the blood circulatory system of blood.**
 - Engaging in daily exercises.
 - Taking a balanced diet daily.
 - Taking in food rich with iron.
 - Refraining from smoking and being aware of the harmful effects.
 - Being free from mental stress.
 - Controlling the body weight.
 - Minimizing the use of oil, salt and suger.
 - Protecting from worm diseases.
 - Drinking sufficient amount of water.
 - Avoiding dangerous situations where bleeding can occur.

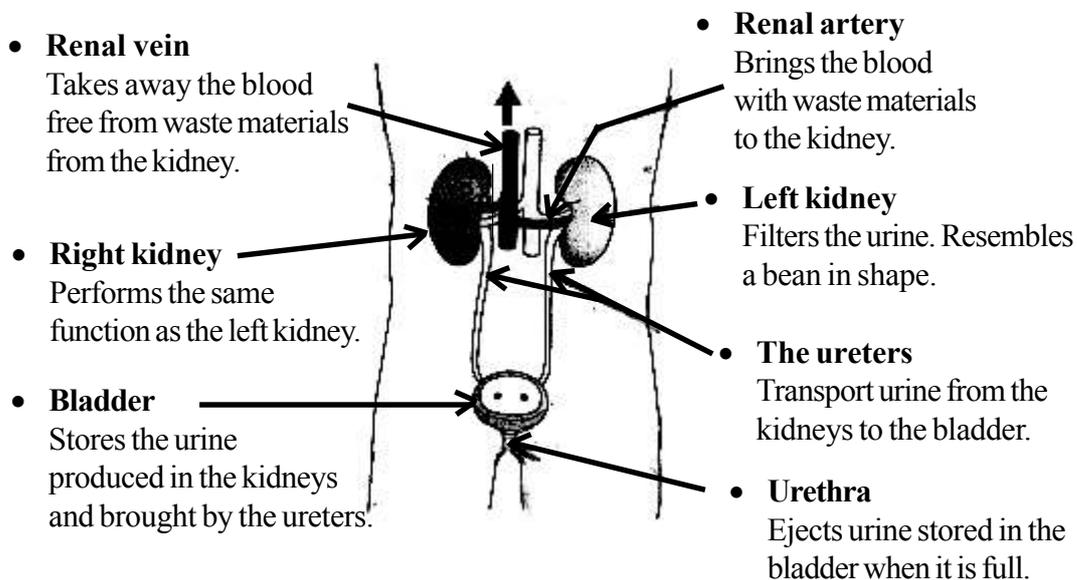
BLOOD CIRCULATORY SYSTEM



The wonder of the excretory system

- Possession of about one million nephrons in a kidney to filter urine.
- Possession a bladder with elastic walls to store urine.
- Decreasing the production of urine when water content of the body decreases.
- Increasing the production of urine when water content of the body increases.

THE EXCRETORY SYSTEM



Measures that can be taken to protect the wonder of the excretory system.

- Drinking sufficient amount of cooled water after boiling.
- Avoiding from artificial beverages.
- Avoiding from alcohol and being aware of the consequences of consuming alcohol.
- Urinating when a need arises.
- Protecting the cleanliness of sex organs.
- Using clean underwear and washing them daily.

- Using cotton under wear and avoiding under wear of artificial fabrics like nylon.

Basic key concepts : • Systems, organs, digestive system, respiratory system, circulatory system, excretory system

Quality inputs : • Large scale diagrams of digestive, respiratory, blood circulatory and excretory systems.
• Information about relevant systems and books.

Instructions for assessment and evaluation :-

- Provide the opportunity to name the organs contained in each and every system.
- Provide the opportunity to list the unique functions of each and every system.
- Inquire about the measures that should be taken in order to protect the systems.
- Give instructions to design books containing pictures and information on each and every system.

Competency 10.0 : Leads a happy life facing the obstacles found in day to day life.

Competency level 10.1: Maintains reproductive health for one's wellbeing

No. of Periods : 03

Learning outcome :

- Lists the changes that occur in the body during adolescence.
- Explains the need to face changes successfully.
- Explains the factors affecting reproductive health.
- Maintains healthy sexual behaviours.

Instructions for planning learning teaching process :-

- Step 01**
- Introduce reproductive health as given below.
 - Reproductive health can be described as physical health, mental support and an acceptable social status of an individual needed for producing offsprings where male and female reproductive systems contribute for the existence of the human race.
 - Describe the functions performed by reproductive system and the role of each and every organ as in the annex 10.1.1.
 - Direct the students to compile facts to cover the topics given below after dividing them to appropriate groups.
 - Primary and secondary sexual characteristics.
 - Changes that could be seen in age groups.
 - Lead a brief discussion highlighting the following points.
 - That 4 -5 year olds are curious about the the difference in their sex organs and tend to obtain information from elders.
 - That there is no difference between 4 -5 year old males and females except the sex organs.
 - That at the age of 10 - 11 the physical growth of girls is more than growyh of the boys,they also mature earlier than boys.
 - That girls withdraw playful behaviours earlier than the boys and tend to be reserved.
 - As they reach the adolescence the reproductive system activates.
 - Appearance of secondary sex characteristics begins at the start of adolescence.
 - Menarche in girls
 - Production of sperms in the testicles of boys

- Changes occur due to the effect of hormones.
 - Females - oestrogen and progesterone.
 - Males - testosterone.
- That the physical, mental and social changes occur due to the action of hormones.
- That by the age of 16 -18, the development of boys become faster than that of the girls.

Step 02

- Define the term 'adolescence'.
'This includes the duration between childhood and adolescence at the age 10 - 19 years. This period is also termed as transition period/period of turmoil/threshold to youth
- Changes that occur in adolescence could be identified as physical, mental and social where there are similarities as well as dissimilarities of them.
- Though these changes are natural, they need to be prepared to face them.
- Divide the class into three groups and assign them to compile facts about identifying physical/mental/social changes and ways to develop competencies to face these changes successfully.
- Provide opportunity for group presentations.
- Lead a brief discussion highlighting to affirm the facts in annexe 10.1.2

Step 03

- Affirm the importance of the hygiene of the reproductive system.
- Introduce measures should to be taken in this regard.
 - Bathing daily, washing the body, proper exercises, proper nutrition etc.
 - Discuss the myths/false beliefs about the reproductive system.
- Lead a discussion highlighting the following points.
 - Menstruation - All the girls do not attain at the same age. Nutritional status, genetic factors, environmental factors etc, influence on it.
 - Should understand that the menstrual cycle could be irregular in the first 2 - 3 years and should not be worried about that.
 - Bathing during the menstrual periods, leads to illness, is a myth. It is essential to keep the body clean during these days.

Explain that though the period of menstruation is considered 'unclean', there is no basis for that; the blood that is passed out in menstruation is one's own, and that there is no difference between the blood caused by a wound and this. If there is any difference at all it is due to the menstrual blood carrying the broken down lining of the uterus. It is a mythical belief that meat and fish should be avoided during the menstrual periods. It is essential to have high protein food as this is a developmental stage.

- There is also a belief that during this period one should not participate in sports.
 - Stress that even though there may be abdominal pain and back ache during this period, one should engage in daily sports activities.
 - Should use sanitary towels/clean pieces of cloth to absorb the discharged blood, should change as required and should not wear for long durations. It is important to wash the body properly and keep clean, otherwise the collected blood may emit a bad smell. These waste materials should be disposed of properly.
- Explain that the ejaculation of semen from the testicles occur during adolescence. If it occurs in sleep it may be due to erotic dreams. They are called wet dreams. .
 - There is a belief that the discharge of semen during sleep weakens the body/or ruin one's married life; it is a false belief.
 - ...that the foreskin of the penis should be kept well cleaned, that in a taut foreskin secretions get accumulated and growth of bacteria may cause infection and a bad smell.
 - Masturbation-Explain that both boys and girls are known to masturbate . Engaging in masturbation is not abnormal, nor is it harmful; like anything else if it is done frequently it will interfere with other activities. Reading books, listening to music, engaging in sports and other recreational activities may help to reduce its frequency.

Step 04

- Introduce the factors affecting the reproductive health.
- Divide the class into four groups and provide the factors to the groups.

Group 1 - Healthy behaviours

Group 2 - Peer influence

Group 3 - Harmful sexual behaviour, and sexually transmitted diseases.

Group 4 - Effect of hormones

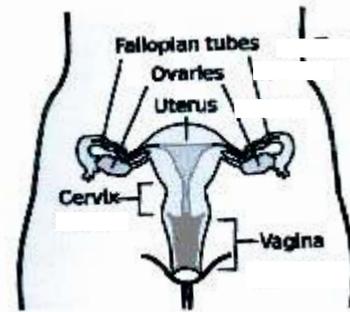
- Provide opportunity to gather facts on the above topics and to make presentations.
- Lead a brief discussion as to affirm the facts in annexe 10.1.3

Basic key concepts : • Adolescence, reproductive activity, sexually transmitted diseases.

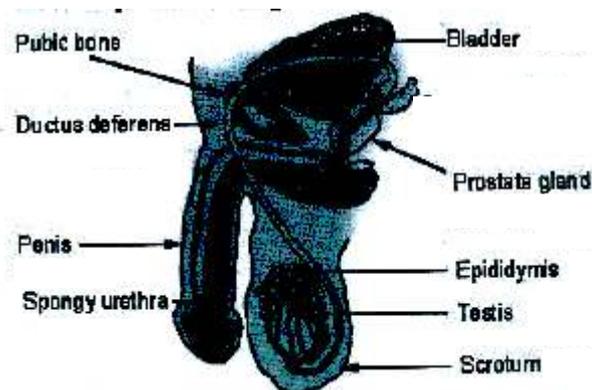
Quality inputs : • Charts, bristol board, stationery.
• Books containing information on relevant systems.

Instructions for assessment and evaluation :-

- Evaluate the accuracy drawing and labelling diagram.
- Draw and label the diagram of the reproductive systems.
- Inquire about the definition of the term reproductive health.
- Evaluate analysing how behaviour becomes important in reproductive health.
- Evaluate the need for commitment to responsible sexual behaviour.

Annex 10.1.1**Information Sheet****FEMALE REPRODUCTIVE SYSTEM - Lateral view
Structure and Function**

1. Ovary - Production of ova
2. Fallopian tube - Directs ova released from ovary to the uterus.
3. Uterus - Provides nutrition and protection to the fertilized ovum until the delivery of an infant.
4. Vagina - Passage leading sperms to the cervix, carrying the discharged mensrual blood birth of child.

**Male reproductive system - Structure and function**

1. Testicles - Production of sperms
2. Scrotum - Locating the testicles outside the body to maintain a low temperature .
3. Vas deferens - Transport of sperms/seminal fluid to seminal vesicles.
4. Penis - Helping to insert seminal fluid into the female reproductive system.
5. Seminal vesicles/prostrate glands - Secretion of sugary solution to nourish sperms and fluids to swim sperms.

Information Sheet

Annex 10.1.2

Changes in the adolescence

Area	Female	male
Physical	<ul style="list-style-type: none"> * Improved skin complexion * Increase in height and weight * Growth of breasts * Fullness of thighs * Growth of hair in armpits and genitals * Broadening of hips * Appearance pimples * Occurrence of vaginal secretions * Starting of menstrual periods/menstrual cycle 	<ul style="list-style-type: none"> * Increase in height and weight * Broadening of shoulders * Enlargement of genitals * Development of the size of thighs and arms * Growth of hair in chest, armpits and genitals * Protrusion of larynx * Enlargement of penis, scrotum and prostate glands * Discharge of semen * Voice roughness * Growth of hair on upper lip
Mental	<ul style="list-style-type: none"> * Development of logical thinking * Development of scientific thinking * Feels the pleasure of exploratory thinking * Development of creative thinking than earlier * Self consciousness in the presence of the opposite sex * Concerns about appearance * Generation of romantic emotions 	<ul style="list-style-type: none"> * Development of logical thinking * Development of scientific thinking * Feels the pleasure of exploratory thinking * Development of creative thinking than before * Preference for innovations * Concerns about appearance * Desire for new experimenting * Dislikes to follow orders of elders * Motivation towards opposing the prevailing conditions * Shows off- bravery
Social	<ul style="list-style-type: none"> * Enjoys associating the opposite sex * Prefers the company of peers * Inclines towards group activities * Displays strong preference for social work * Keen to be outstanding 	<ul style="list-style-type: none"> * Enjoys associating the opposite sex * Values leadership * Fights against injustice, unfairness. * Prefers the company of peers * Often rebels against common family decisions * Keen to be considered a member of the adult society * Displays strong preference for work for public

Competencies to be developed

Area	Male/Female
Physical	<ul style="list-style-type: none"> • Being knowledgeable about the reproductive system • Being knowledgeable about the menstrual cycle/ejaculation of semen • Identifying secondary sexual characteristics as natural changes • Awareness of nutritional requirements • Engaging in activities and sports for development • Being aware of consequences of harmful sexual behaviour
Mental	<ul style="list-style-type: none"> • Engaging in exploratory activities • Developing skills by exploring new things • Developing scientific thinking through simple 'detective' activities. • Getting interested in poetry, songs and essays • Obtaining the ability to abstain from smoking, taking drugs and accepting invitations to view pornographic books and films. • Understanding the 'message' in TV, radio press releases correctly • Driven to develop skills
Social	<ul style="list-style-type: none"> • Sharing one's joy and sorrow with others. • Getting used to act in another's sorrow and joy as if in one's own. • Expressing one's ideas freely on various matters in the society freely. • Studying together. • Engaging in games/group games • Getting interested in hobbies. • Holding responsibility in various societies in school. • Engaging in aesthetic activities. • Getting used to handle risks through engaging in scouting/cadeting. • Getting used to hold responsibilities individually. Ex:- Travelling in busses alone. • Engaging in new hobbies. • Obtaining membership of the youth societies in the village.

Information sheet**Annex 10.1.3****Healthy Behaviour**

- Nutrition
 - Fulfil the calory requirements and proper nutrition as this is a developing stage with a rapid growth.
 - Should fulfil calcicum and protien needs.
 - Proper nutrition helps to eliminate under weight of the female adolescent which leads to the birth of under weight babies and to break the vicious cycle of malnutrition. Iron deficiency affects memory power.
- Hygiene
 - Due care should be taken to keep clean as perspiration is high during menstrual periods, cleanliness should be insisted upon.
- Relaxation and exercise - Engage in at least one hour of exercise/outdoor games.
 - Relaxation helps to ease mental stress.
- Effects of companion
 - Attraction to peer groups/opposite sex is natural.
 - Decisions make during adolescence is more on emotions. Therefore seeking advice from an elderly person for a problem is more suitable than from a friend.
 - As the tendency towards risky behaviour is high in adolescence, effects of being induced into smoking/drugs may occur. Those should be refused.
 - It should be understood that decisions should not be taken on impulse and there is a risk in bathing in rivers ,the sea, riding cycles at high speed,the knowledge of the elders is required at such instances.
 - People who love do not cause any harm inducing others for improper acts bringing blame from the society as well as personal harm..
- harmful sexual behaviours
 - Age for marriage in Sri Lanka is 18 years.
 - ...that there should be abstinenece from sexual relationships till marraige.
 - ...that the temptation for sexual behaviour should be overcome till the proper time comes.
 - ..that the use of unwanted methods/appliances may lead to disastrous results.
 - ..that the uterus is not fully developed till 19 years to undergo a healthy pregnancy/delivery.
 - ...that unwanted pregnancies may cause harm to the child as well as the mother.
 - ..that maternity/fraternity are sacred and should be experienced as such .
 - ...that harmful sexual activities could cause sexually transmitted diseases. HIV /AIDS, siphyllis, gonorrhoea, herpes, genital warts, chlamydia are sexually transmitted diseases.
 - Exposure to such diseases brings a risk to one's life and marginalization from the society

- Hormones - Produced in various glands of the body but transported by blood not by ducts.
 - is a group of organic chemicals produced by the organism itself.
 - Pituitary, thyroid, adrenal, islets of Langerhans in pancreas, ovaries, testes produce hormones.
 - -The Production of estrogen and progesterone as female hormones and testosterone as male hormone for reproductive process is initiated during adolescence.
 - Physical, mental and social changes occur during this stage due to the action of +++reproductive hormones.

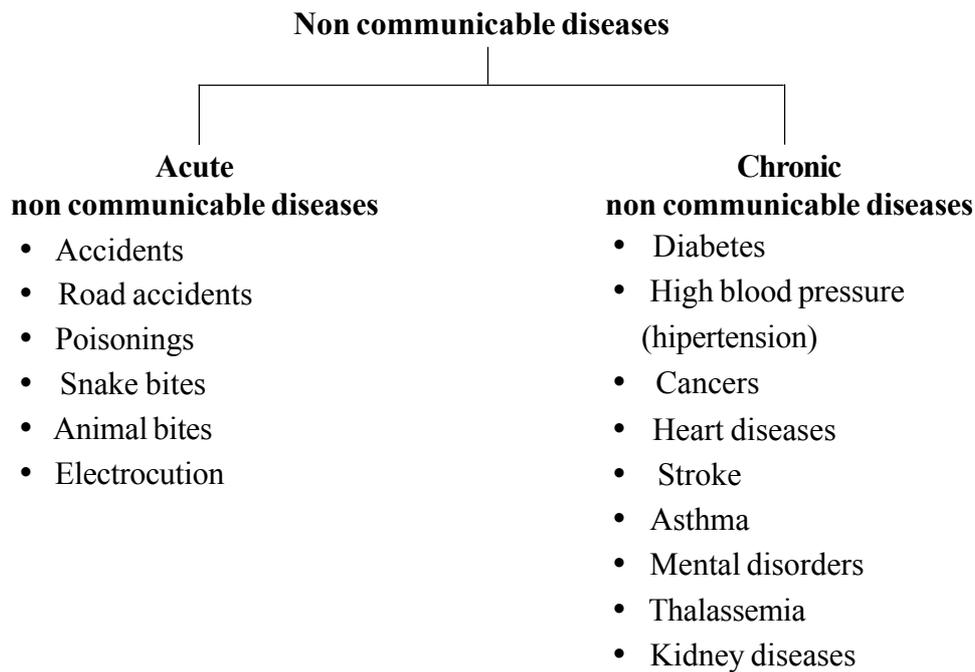
Competency level 10.2 : Takes action to prevent non - communicable diseases to maintain one's wellbeing

No of Periods : 03

- Learning outcome :**
- Defines communicable and non communicable diseases.
 - Lists the major non communicable diseases.
 - Describes the factors of risk that cause non communicable diseases.
 - Explains the importance of averting non communicable diseases.
 - Explains the need of a good lifestyle in the prevention of communicable and non communicable diseases.
 - Exhibits the preparedness of preventing non communicable diseases.

Instructions for the preparation for learning teaching process :-

- Step 01**
- Inquire the experiences of students about the patients who get treatment for illness and the condition of have about in house patients for illness and their condition of illness.
 - **Review highlighting the following points.**
 - Various persons suffer from various diseases.
 - Diseases can be classified as communicable and non communicable
 - Diseases caused by germs are called communicable diseases.
 - The diseases that are not caused by germs are called non communicable diseases.
 - Non communicable diseases could be classified as acute and chronic .
 - Many diseases can be prevented by following a good lifestyle.
- Step 02**
- Provide an opportunity for every student to state one disease.
 - Write the diseases on the board.
 - Tabulate them as communicable and non communicable diseases.
 - From the list highlight the common non communicable diseases.
 - Explain the classification of non communicable diseases as given given below.



- Step 03**
- Instruct the students to recall a close individual suffering from a non communicable disease.
 - Direct them to gather information about their lifestyle.
 - Get them to present their findings.
 - Explain that causative factors of non communicable diseases can be categorised as changeable and non changeable.

Changeable Factors	Non Changeable Factors
<ul style="list-style-type: none"> • Unhealthy food patterns • Not being engaged in physical exercises • Smoking • Using alcohol and drugs • Mental stress 	<ul style="list-style-type: none"> • Age • Gender • Genetic factors

- Step 04**
- Explain that some non curable diseases can be controlled by taking continuous correct treatment.
 - Instruct the students to record the difficulties that people in the house and the country face, when a family member suffers from a disease.

- Present the following facts using the information recorded by the students.
 - Economically,
 - A big expenditure is needed for long term medical consultation, drugs and tests.
 - Arising financial difficulties as a result.
 - Facing the dependants to difficulties due to death.
 - Increasing the health expenditure of the country due to such patients.
 - Reducing the work force of the country.
 - Mentally,
 - Subjecting the patient, other family members and society to mental stress
 - Socially,
 - Other duties and responsibilities of others at home gets neglected as much time and labour has to spent on taking care of the patient.
 - Arising problems at work places due to the difficulty of attending to work.

- Step 05**
- Provide an opportunity to present facts about the good practices that should be followed in order to prevent non communicable diseases.
 - Discuss the students' information together with the facts given below.
 - Obtaining a healthy meal
 - Consuming natural fresh food as much as possible.
 - Consuming less fat.
 - Minimizing the intake of artificial food.
 - Minimizing the intake of sweets.
 - Minimizing the intake of salt.
 - Consuming at least five vegetables - fruits a day.
 - Engaging in exercises daily.
 - Maintaining a weight appropriate to age and height.
 - Obtaining sufficient sleep and relaxation.
 - Staying away from factors that cause mental stress.
 - Refraining from smoking .
 - Refraining from taking alcohol.

- Step 06**
- lead a brief discussion about non communicable diseases highlighting the following facts.
 - The major non communicable diseases are diabetes, high blood pressure, cancer, heart disease and stroke, asthma, kidney disease, thalassemia, mental illnesses.
 - Although the causative factors of non communicable diseases like genetic factors, age and gender unchangeable, by maintaining a good life style, these diseases can be prevented.
 - Non communicable diseases lead to mental, physical and social difficulties.
 - It is essential to concern more on a good lifestyle if there is a history of non communicable diseases in the family.
 - Tests should be carried out for risk factors during school going age itself if there is a family history of non communicable diseases.
 - In non communicable diseases a majority of the people do not show symptoms .
 - Therefore tests should be carried out to identify non communicable diseases.
 - Health Ministry has provided facilities in this regard.
 - Normally symptoms arise due to the complications caused by the disease.

Basic key concepts : • Non communicable diseases

Quality inputs : • Books with information on the relevant diseases.

Instructions for exercises assessment and evaluation :-

- Inquire about the major non communicable diseases and other non communicable diseases.
- Inquire about the causative factors for non communicable diseases.
- Inquire for the behaviours to be followed to lead a good lifestyle.
- Instruct the students to design a leaflet on the prevention of non communicable diseases. Evaluate the accuracy of the content and the creativeness of the leaflet.

