

Health and Physical Education
Teacher's Guide
Grade 8 – 2017
First Print - 2017

National Institute of Education

ISBN

Health and Physical Education Unit
Department of Science
Faculty of Science and Technology



Health and Physical Education
Teachers' Guide
Grade Eight
2017

(implemented from 2017)

Health & Physical Education Unit
Department of Science
Faculty of Science and Technology
National Institute of Education
Sri Lanka

Web: www.nie.lk

Message from the Director General ...

The first phase of the new competency based curriculum, with an 8 year curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existing content based education system with the primary objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 7 and 11 starts from 2016. For this purpose, the National Institute of Education has introduced a rationalization process and developed the syllabi for these grades making use of the research based outcomes and the suggestions made by concerned stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in subject content and to reduce content over loading in the subjects to produce a more student friendly and implementable curriculum.

This new Teachers' Guide has been introduced to the teachers with the aim of providing them with the required guidance in the areas of lesson planning, teaching, carrying out activities, measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom. The new Teachers' Guides provide the teachers with the freedom to select quality inputs and additional activities to develop the competencies of the students. These Teachers' Guides are not loaded with the subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new Teachers' Guides simultaneously with the relevant textbooks prepared by Education Publications Department to make the Teachers' Guides more effective.

The basic objectives of the rationalized syllabi, the new Teachers' Guides and the newly developed textbooks are to bring about a shift from the teacher centered education system to a student centered system -a more activity based education system in order to develop the competencies and skills of the student body so as to enable the system to produce the required human resources for the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board, the Council of the National Institute of Education and all resource persons who have contributed immensely to develop these new Teachers' Guides.

***Director General
National Institute of Education***

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.

M.F.S.P. Jayawardhana
Deputy Director General
Faculty of Science and Technology
National Institute of Education

Guidance	- Academic Affairs Board-National Institute of Education
Consultancy and supervision	- Mr. M.F.S.P. Jayawardhana Deputy Director General – National Institute of Education
Subject Leadership	- Mr. Dhammika Kodituwakku - Unit Head Senior Lecturer – Health & Physical Education Unit
Resource Persons	
Dr. Mrs. A.Lokubalasooriya	- C.C.P. - Family Health. Bureau
Ms.Renuka Peris	- Director,Nutrition & Services,MOE
Mr. Rohana Karunaratna	- Director (Ret), Sports & Physical Education, MOE
Mr. K.U.D. Danawardana	- Vice President (Rtd), Pasdunrata , NCOE.
Mr. M.H.M.Milan	- Asst. Director of Education (Rtd)
Mr.P.L.S Samson	- ISA (Rtd)
Mr.Anura Abewikrama	- Assit. Director ,MOE
Mr.A.G.L.Jayarathna	- Lecturer, Nilvala, NCOE.
Mr. Mahesh Chandana Weerakoon-	ISA, Zonal Education Office, Colombo South
Mr. S.N. Wijesinghe	- ISA, Zonal Education Office, Dehiwala.
Mr.M.M.A.M.K.Munasinghe	- Asst Teacher, St. Francis M.V.Kelaniya
Mr.A.N.K.Ariyaratna	- Lecturer,NCOE,Uva
Mrs. V.P.Weerakkody	- Asst. Teacher, Dharmashoka V., Ambalangoda.
Mr .R.A.Roshan upashanta	- ISA,Zonal Education Office,Anuradhapura.
Mr.Chamminda Kitsiri Liyange	- Assit.Teacher,Sumana B.V. Rathnapura
Mrs.H.P.S.Liyanage	- Assit.Teacher,Wiharamahadevi B.V.Baddula
Mr. J. N. Prabhath Indika	- Asst Teacher, Mahinda Rajapaksha Vidyalaya Homagama.
Editing	- Mr.D.N.Kodithuwakku Senior Lecturer – National Institute of Education Senior Educationist-National Institute of Education
Language Editing	- Shriyani Thelasinghe - ISA (R)
Art	- Janaka Samaradivakara - ADE- Galewela ZEO.
Cover and Type setting	- Mrs. R. R. K. Pathirana - Technical Assitant-N.I.E
Supproting Staff	- Mrs.Padma Weerawardana -N.I.E - Mr.Mangala Welipitiya - N.I.E - Mr.Ranjit Dayawansa - N.I.E

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 to use the Teachers' Guide	vii
Syllabus	viii-xxiv
School Policy and Programme	xxvi-xxx
Quality inputs	xxxi-xxxii
General Instructions for planning the learning teaching process	1
First Term- competency, competency level and time period	2
Guidelines for first term	3-32
Second term competency, competency level and time period	33
Guidelines for the second term	34-61
Third Term- competency, competency level and time period	62
Guidelines for the third term	63-97

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.
Included here are the skills in using tools to shape and materials for living and learning.

(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.

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
I. Contributes to develop a healthy society.	1.1 Contributes to health promotion of the school.	<ul style="list-style-type: none"> • Health promotion concept • Health promotion strategies <ul style="list-style-type: none"> • Formulation of school health policies • Developing a healthy school environment. • Obtaining community participation • Develop individual skills <ul style="list-style-type: none"> • Re-organizing of Services • Using health promotion strategies in various areas <ul style="list-style-type: none"> • Introduction • School health promotion <ul style="list-style-type: none"> • Healthy policies <ul style="list-style-type: none"> • Introduction • Points to consider in developing policies • Implementation of policies • Monitoring and evaluation 	<ul style="list-style-type: none"> • Explains the health promotion concept. • Describes the health promotion strategies with examples. • Explains the school health promotion. • Conforms to the school health policies 	06

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
		<ul style="list-style-type: none"> • Developing a health favourable school environment • Physical environment <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Clean air • Clean land • Attractive arrangement • Cleanliness of the classroom • Sufficient toilets/urinals • Sports facilities • Healthy School Canteen • Security • Psycho-social environment <ul style="list-style-type: none"> • Introduction • Measures to be taken to develop a good psycho-social environment <ul style="list-style-type: none"> • Group activities • Listening • Counselling • Ensuring security • Developing an environment, free from violence, abuse, fights and corporal punishment.. • Free from favoritism 	<ul style="list-style-type: none"> • Itemizes the content of physical environment in a healthy school. • Contributes to maintain a good physical environment • Expresses the aspects of psycho-social environment in a healthy school. • Contributes to maintain a good physical environment 	

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
		<ul style="list-style-type: none"> • Presence of evaluation methods • Re-organization of Health Services <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Identifying the required health services. • Acting accordingly to obtain the services. • Ensuring that the services are obtained. • Community participation <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Programmes that are possible to be done by the community to the school. • Programmes that are possible to be done by the community to the school. • Individual skill development <ul style="list-style-type: none"> • Introduction • Skill development <ul style="list-style-type: none"> • providing opportunities • Responsibilities of the Students Health Society and the Health Promotion Committee in developing a health promoted school. 	<ul style="list-style-type: none"> • Explains the need of obtaining health services • Acts accordingly to re-organize health services. • Explains the responsibilities of students for health promotion. • Explains the student responsibility of health promotions • Demonstrates the preparedness in acting towards to develop healthy school. 	

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
2 Satisfies human needs to lead a healthy Life.	2.1 Satisfies the higher human needs to lead s a healthy life.	<ul style="list-style-type: none"> • Higher human needs. <ul style="list-style-type: none"> • Self-esteem • Factors that influence on self esteem. <ul style="list-style-type: none"> • Completeness of skills <ul style="list-style-type: none"> • Physical skills • Mental skills • Social skills • Aesthetic skills • Moral skills • Emotional skills • motivation • Acceptance • Approaches to the fulfillment of self-esteem. • Identification of abilities/weaknesses. • Identification of our responsibilities in that regard. • evaluation related to them <ul style="list-style-type: none"> • External • Internal 	<ul style="list-style-type: none"> • Acts accordingly to develop self-esteem. • Lists the factors that influence on self esteem • Acts to develop the self esteem of the individual. • Exhibits the self esteem • Acts accordingly with self understanding. 	02

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
<p>3 Demonstrates the correct postures to lead a healthy life.</p>	<p>3.1 Exhibits the correct postures in turning.</p>	<ul style="list-style-type: none"> • Methods of improving posture in turning. <ul style="list-style-type: none"> • Left turn • Right turn • About turn 	<ul style="list-style-type: none"> • Demonstrates correct posture in turning to the left. • Demonstrates correct posture in turning to the right. • Demonstrates correct posture in turning back. 	<p align="center">01</p>
	<p>3.2 Exhibits the correct postures in marching by correct movement patterns.</p>	<ul style="list-style-type: none"> • Methods and commands of improving posture in marching. <ul style="list-style-type: none"> • Forming a group and • Marking time and stopping • Marching and stopping • Marching while turning to the left. • Saluting while Marching • Commands 	<ul style="list-style-type: none"> • Execute the stance correctly. • Execute the march correctly. • Salutes correctly when marching • Execute the correct movement patterns in a march past. • Execute according to the commands. • Acts ethically. 	<p align="center">02</p>

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
4. Spends leisure time effectively by engaging in sports and outdoor activities.	4.1 Spends leisure time effectively by engaging in lead up games	<ul style="list-style-type: none"> • Introduction • Needs of lead up games <ul style="list-style-type: none"> • Physical need • Physiological need • Social need • Lead up game activities <ul style="list-style-type: none"> • With equipment • Without equipment 	<ul style="list-style-type: none"> • Explains the need of lead up games. • Enjoys while engaging in lead up games. 	01
	4.2 Plays volleyball using over hand service and setting correctly	<ul style="list-style-type: none"> • Skills in volleyball. <ul style="list-style-type: none"> • Over hand services • Setting • Training activities • Rules and regulations 	<ul style="list-style-type: none"> • Executes over hand passes and under hand pass correctly. • Acts according to the rules and regulations. • Enjoys while engaging in activities 	04
	4.3 Plays Netball using throwing and catching skills correctly.	<ul style="list-style-type: none"> • Methods of passing in netball • Pass with both hands <ul style="list-style-type: none"> • Chest Pass • Over head Pass • bounce pass • pass with one hand <ul style="list-style-type: none"> • Under arm Pass • Shoulder pass • Bounce Pass • high soulder pass 	<ul style="list-style-type: none"> • Executes passing and receiving the ball correctly. • Acts according to the rules and regulations. • enjoys while engaging in activities 	04

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Period
5. Utilizes the specific abilities developed through participation in athletics for the tasks of life.	4.4 Engages in football games by executing the correct skills of heading	<ul style="list-style-type: none"> • Training skills • Rules and regulations • Skills of football game <ul style="list-style-type: none"> • Hitting the ball <ul style="list-style-type: none"> • Hitting by head. • Training activities • Rules and regulations 	<ul style="list-style-type: none"> • Executes heading the ball activities correctly. • Acts according to the rules and regulations. 	04
	5.1 Utilizes running for the tasks of life	<ul style="list-style-type: none"> • Running. • Running Drills. <ul style="list-style-type: none"> • A • B • C • Starting methods of Running. <ul style="list-style-type: none"> • Standing start • Crouch start <ul style="list-style-type: none"> • Medium start • Training exercises 	<ul style="list-style-type: none"> • Demonstrates the running drills correctly. 	01
	5.2 Utilizes correct starting techniques in running	<ul style="list-style-type: none"> • Starting methods of Running. <ul style="list-style-type: none"> • Standing start • Crouch start <ul style="list-style-type: none"> • Medium start • Training exercises 	<ul style="list-style-type: none"> • Classifies starting methods of running • Explains the importance of starting methods of running. • Demonstrates the medium start correctly. 	02
	5.3 Utilizes long jumping for the tasks of life.	<ul style="list-style-type: none"> • Techniques of Long Jump • Sail technique <ul style="list-style-type: none"> • Approach run 5-7 strides • Take off. • Flight • Landing • Training exercises • Rules and regulations 	<ul style="list-style-type: none"> • Itemizes the stages of long jump. • Demonstrates the Sail style of long jump correctly. • Throwing Events 	01

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
	5.4 Utilizes throwing for the day to day situations	<ul style="list-style-type: none"> • Throwing Events <ul style="list-style-type: none"> • Shot • Discus • Javelin • Shot <ul style="list-style-type: none"> • Grip and retention • Bending arms, legs, trunk and stretching in throwing put shot forward. • Discus <ul style="list-style-type: none"> • Grip and swing • Standing Throw • Bending and using leg power in throwing. • Javelin. <ul style="list-style-type: none"> • Gripping (American grip) • Standing Throw • Placing one foot forward and throwing. • Throwing using alternative equipment • Rules and regulations 	<ul style="list-style-type: none"> • Acts according to rules and regulations. • Itemizes the events of throwing. • Grabs the shot put, disc and javelin correctly. • Execute standing throws for shot put, disc and javelin. • Acts according to rules and regulations. 	01

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
6. Acts in a socialized manner by adapting to ethics rules and regulations of sports.	6.1 Engages in sports activities by demonstrating qualities of sportsmanship.	<ul style="list-style-type: none"> • Evolution of sports rules. <ul style="list-style-type: none"> • Origin • Present status • competencies connected to sportsmanship. <ul style="list-style-type: none"> • Leadership • Followership • Team spirit • Inter-personal relationship • Acceptance of win and loses in a realistic manner • Fair competition • Conformity to Ethics of Sports. <ul style="list-style-type: none"> • Obeying to rules and regulations • Obeying to judgement • Obeying to coach/ teacher • Respecting to team members • Respecting to opponents • Respecting to spectators • Respecting to journalists • 	<ul style="list-style-type: none"> • Explains how the rules and regulations of sports are evolved. • Explains the competencies related to sportsmanship. • Acts on developing the competencies related to sportsmanship. • Explains the need of ethics in sports. • Acts accordingly for the development of ethics through sports. 	02

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
7. Utilizes suitable food for a healthy life.	7.1 Contributes to develop the nutrition status of the family.	<ul style="list-style-type: none"> • Nutritional requirements of the family <ul style="list-style-type: none"> • Facts to be considered in preparing food menus. • Serving food • Measures to upgrade the nutritional status according to economic status. • Obstacles to good nutritional status <ul style="list-style-type: none"> • At manufacture • In transport • In storage • While on sale • During preparation • During consumption • Facts to be considered in selecting food. <ul style="list-style-type: none"> • Contents • Taste • Colour • Odour • Freshness • External appearance • Nature of packing • Date of manufacture • Expiry date • Conformity to National Standards 	<ul style="list-style-type: none"> • Itemizes the nutritional needs of the family. • Prepares correct food menus. • Explains the measures to be followed in Serving food. • Itemizes the instances of obstacles to good nutritional status of food. • Explains the facts to be considered in selecting food. 	04

xx

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods	
8. Adapts to an efficient life style while maintaining the Wonder of the Body.	7.2	Preserves food while protecting the nutritive value of the food.	<ul style="list-style-type: none"> • Consumption of food so as to retain its nutritional qualities. • Methods of increasing the nutritional value. • Food preservation (methods of preservation) • Drying/Mixing with sugar/salting • Canning/Application of chemicals/Freezing/Pasteurization/ Putting under sand/Sterilization • Traditional cooking methods • Conveying messages related to nutrition to the family. <ul style="list-style-type: none"> • Preparation of nutritious short eats • Fulfilling daily wate needs 	<ul style="list-style-type: none"> • Demonstrates preparedness in selecting food correctly. • Explains methods to upgrade the nutritional status of food. • Explains the traditional methods of food preservation. • Explains the traditional methods of cooking. • Demonstrates the preparedness in conveying health messages to the family. 	02
	8.1	Leads a happy life maintaining the wonder of the reproductive system.	<ul style="list-style-type: none"> • Wonder of the reproductive system. • Importance of maintaining the wonder of the reproductive system. • Continuity of Life. <ul style="list-style-type: none"> • Menstrual cycle • Conception 	<ul style="list-style-type: none"> • Explains the wonder of the reproductive system. • Explains the factors affecting the 	03
	8.2	Leads an efficient life by preventing the obstacles caused to	<ul style="list-style-type: none"> • Obstacles to the of the reproductive system. 		

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
	<p>the wonder of the reproductive system</p>	<ul style="list-style-type: none"> • Misconducts and abuse • Adolescent pregnancies • Sexually transmitted diseases • One's responsibility for maintenance of the health of the reproductive system. <ul style="list-style-type: none"> • Correct Education • Healthy behaviour • Correct Social Values 	<p>reproductive system.</p> <ul style="list-style-type: none"> • Explains one's responsibility for the maintenance of the reproductive system. 	<p style="text-align: center;">03</p>

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level	Subject content	Learning outcomes	Periods
9.0. Acts accordingly to maintain fitness for a healthy life.	9.1 Acts to develop fitness related to health.	<ul style="list-style-type: none"> • Physical fitness factors <ul style="list-style-type: none"> • Fitness related to health. • Fitness related to skills. • Fitness factors related to health. <ul style="list-style-type: none"> • Cardio pulmanory edurance • Muscle Endurance • Muscles strength • Flexibility • Body composition • Fitness related to health. Development activities 	<ul style="list-style-type: none"> • Classifies bodily fitnesses. • Explains fitness factors related to health. • Engages in activities to maintain fitness factors related to health. 	04
	9.2 Builds up interpersonal relationships develops pscho - social skills	<ul style="list-style-type: none"> • Listening • Managing emotions • Socialization • Empathy • Team skills • Instances where emotions have to be controlled in school, society and playground. 	<ul style="list-style-type: none"> • Acts supportively within a group and the society. • Accepts the importance of victory and loss in competitive situations. • Acts accordingly to control emotions within a group and the society. • Acts with empathy in difficult situations of others. 	02

Grade 8 - Health & Physical Education Syllabus

Competency	Competency level		Learning outcomes	Periods
10.0 Leads a joyful life by facing challenges successfully.	10.1 Acts to prevent communicable diseases for the well being of life	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Communicable disease • Dengue • Malaria • Lepidoprosis • Causative factors for communicable diseases <ul style="list-style-type: none"> • Prevention • Own contribution 	<ul style="list-style-type: none"> • Lists the environmental challenges • Demonstrate preparedness to face environmental challenges successfully. 	03
	10.2 Faces environmental challenges of daily life with confidence to lead a happy life.	<ul style="list-style-type: none"> • Factors Important to face the challenges successfully <ul style="list-style-type: none"> • Identifying • Prevention • Controlling the situation • Minimizing damages • Changing • Security 	<ul style="list-style-type: none"> • Explains the importance of facing challenges successfully • Acts by identifying the differences in the society 	
	10.2 Provides correct necessary first aid for the accidents in day to day life	<ul style="list-style-type: none"> • A First aid for accidents 	<ul style="list-style-type: none"> • Demonstrate preparedness to provide first-aid in <i>instant</i> disasters. 	03

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
 - 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 accordingly, before the learning teaching activity you should necessarily assemble the necessary material, All such marerials is listed in this teacher ^{XXIX} guide for your convenience.

- 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 from 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

- o Reproductive system -Male
- o Reproductive system-Female

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 students to explore along several streams related 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.
- If quality inputs are not available when necessary, prepare substitute instruments.
- 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.
- Pay attention ways to provide feedback and feed forward during activities.
- Endeavor to implement all the parts normally contain in healthand physical education lessons during practical activities.

First Term
Competencies, Competency levels and number of periods

Competencies	Competency levels	No of Periods
2.0 Fulfils human needs to lead a healthy life	2.1 Leads a healthy life fulfilling higher human needs.	02
3.0 Exhibits the correct postures to lead a healthy life.	3.1 Exhibits the correct postures in turning	01
	3.2 Exhibits correct posture in marching with correct movement patterns	02
4.0 Spends the leisure effectively by involving in sports and outdoor activities.	4.2 Engages in volley ball using over hand service and setting correctly.	04
	4.3 Engages in netball playing using the correct catching and throwing skills	04
5.0 Utilizes the special skills developed through athletics for the tasks of life	5.2 Utilizes the start appropriately for the tasks of life.	02

Competecny Level 2.1: Leads a healty life by fulfilling higher human needs.

No of Periods : 02

- Learning Outcome** :
- Explains self esteem
 - Lists the factors that influence on self esteem
 - Directs to develop self esteem
 - Works with self realization

Instructions for the preparation of learning teaching process

- Step 01**
- **Present the statement in annexe 2.1.1 to the students**
 - List the special individual skills on the board by discussing with the students
 - Direct the students to complete the following table using these information and the information contained in annexture 2.1.2

	Special individual skills	Persons that can be taken as examples
Physicl skills		Sportsmen
mental skills		Scientists
Social skills		Welfare officers
Aesthetic skills		Artists
Spiritual skills		Teachers
Emotional skills		Religious leaders

- **Discuss further under the following facts**
 - Everybody may has a lot of special skills
 - Quality of being worthy of honour of one self is called esteem
 - Self esteem of a person builds up through his skills and qualities
 - Various skillls and qualities of people in past and present bring an esteem to others as well.
Ex:- We Sri Lankans have an esteem because of our wonderful irrigation system in past.
 - We all gain an esteem when we get an international victory.
Ex:- Winning Olympic silver medal by Susanthika Jayasinhge, Winning the cricket world cup

- We must determine to obtain such victories taking such people as examples.
- The skills of every individual can be developed further
- Following steps can be taken to develop various skills
 - Providing opportunities to obtain more and more experience.
 - Motivating (rewards, appreciation)
 - Showing they are valued
 - Helping to develop innate abilities by identifying them.
 - Showing they are accepted.
- Self esteem is uplifted by improving the skills
- Being proud is not esteem because it has a nature of underestimation by others.
- When a person with esteem is humble also he is accepted by the society.

- Step 02:**
- Prepare an outdoor get together, Submit the story in annex 2.1.3 to the students and discuss the following facts based on it.
 - Different people have different skills.
 - Developing skills further by identifying them properly, a person can lead a satisfied and esteemed life.

- Step 03:**
- Give the opportunity to present an ability of each student.
 - Give the opportunity to another students to give ideas how to develop them productively for him as well as for the society.
 - Praise the students for presenting ideas humbly and appreciating others.
 - Explain that attempts should be taken to convert the disabilities possessed by an individual into abilities.

Key Concept terms : • Self esteem, motivation

Quality inputs : • Annex 2.1.1., 2.1.2 and 2.1.3

Instructions for Evaluation and assessment :-

- Direct for a brief introduction about self esteem
- Inquire about the factors that influence on self esteem
- Appreciate the contribution on the development of the self esteem of others
- Inquire about the things which can make the self esteem..

Annex 2.1.1

I also a unique person

There are duties which I can do for the society. sometimes I feel that I can do those better than majority of others. Others say that I am skillfull in such work. I obtain an immense happiness by doing such things. I have a great confidence about my abilities.

Annexe 2.1.2

Few of special individual skills

Singing, playing muscial instruments, dancing, paddyfield work, growing flowers, sewing, oratory, learning, sculpture, drawing repairing machinary, computer technolgy, cooking, meditation, sports, literature creations, making ornaments, working neat and tidy, organizing, leadership, carpentary, masonary, landscaping.

Annexe 2.1.3

There are six brothers and sisters in my fathers family. Mahappa (Father's elder brother) is a successful businessman. When he was a child, he told that he wanted to be a businessman He worked in the grocery shop with my seeya (grandfateher) hand in hand. But my bappa (father's younger brother) was unable to do the job he wanted. Although my aththmas(grand mother's) intention was to see bappa being a doctor but he couldn't be a doctor. But bappa wanted to be an engineer. Always he was with machines. When Piyadasa mama was working in the tea factory, bappa went to the factory after school and repaired all the faults in the machines. Recently he constructed a mini hydropower plant in the village.

My three Nanda (Aunts) are aesthetic teachers. Their performance in the school is really fascinating. Every ceremony turns graceful because of them.

My father is an agriculture officer. All the farmers in the village have a great respect on him. His service is essential to them . My father likes very much in cultivation He carries out experiments. about cultivating not only that he is the captain of the cricket team in the institute of agriculture. They won the trophy this year.

Competency : **Demonstrates the correct postures to lead a healthy life.**

Competency Level 3.1 : **Exhibits the correct postures in turning**

Competency Level 3.2 : **Exhibits the correct postures in marching with correct movement patterns**

No of Periods : **03**

Learning outcomes :

- Turns left correctly
- Turns right correctly
- Turns about correctly
- Do the movements rhythmically as an individually and as a group
- Do the mark time and halt drills as an individually and as a group
- Do the quick march and halt drill correctly
- Do the salutation correctly while mark time
- Get usee to fall in single line, double line and triple lines.
- Works into the command
- Gets the experience of working politely and disclipinary.
- Enjoys as an individually and as a group by engage in activities.

Instructions for the preparation of learning teaching process: :-

Step 01: - • **Engage the students in following activities which learnt in previous grades.**

- Attention position
- At ease position
- Easy position
- **Discuss about the following movements in a victory parade or a march past of sport meet.**
 - Left turn
 - Right turn
 - About turn
- Explain that every movement needs to do in rhythmic way.
- When do the turnings from on the spot, everyone should start with an attention position
- **Explain the things which needs to consider when doing the turning drills.**
- Keep hands steady
 - Keep the body straight
 - Look forward at the eye level
 - Keep straight the supportive leg straight

- Step 02:**
- **Describe the left turn drill as follows**
 - In here you have to turn 90 to your left side.
 - Demonstrate left turn drill to the students
 - Consider on the following facts there
 - Stay in attention position at the beginning (fig. 3.1.1)
 - As soon as the command is given, turn 90 by using the heel of left leg and the toe of right leg.(fig.3.1.2)
 - Move your right leg up till the thigh parallel with the ground (fig.3.1.3)
 - Land the lifted right leg near the left leg.(fig. 3.1.4)



fig. 3.1.1



fig. 3.1.2



fig.3.1.3



fig. 3.1.4

- It is easy to train the students according to the numbers at the beginning
 - No 1 – turn 90° left side
 - No 2 – lift the right leg up and land on the ground
(There is a small gap between no 1 and no 2)
- Train left turn to the students according to the teacher's command
 - Let the chance to the students for the practises as follows.
 - Divide the students in to groups and appoint the leaders.
 - Train the left turn to the students into the leaders command
 - Go to each group and make them correct if any faults.

- Step 03:**
- **Describe the right turn drill as follows**
 - In here you have to turn 90° to your right side.
 - Demonstrate right turn drill to the students
 - Consider on the following facts there
 - Stay in attention position at the beginning (fig. 3.1.5)
 - As soon as the command is given, turn 90 by using the heel of right leg and the toe of left leg.(fig. 3.1.6)

- Move your left leg up as the thigh parallel to the ground. (fig. 3.1.7)
- Land the lifted left leg rapidly near by the right leg. (fig. 3.1.8)



fig.3.1.5



fig.3.1.6



fig.3.1.7



fig.3.1.8

- It is easy to train the students according to the numbers at the beginning.
 - No 1 – turn 90 Right side
 - No 2 – move left leg up and land on the ground
(There is a small gap between no 1 and no 2)
- Train right turn to the students according to the teacher's command
 - Let the chance to students for the practises as follows.
 - Divide the students in to groups and appoint the leaders.
 - Train the students into the leaders command
 - Go to each group and make them correct if any faults.

Step 04 • **Describe the about turn drill as follows**

- In here you have to turn 180° from your right side.
- Demonstrate about turn drill to the students
- Pay the attention on the following fact there
 - Stay in attention position at the beginning (fig 3.1.9)
 - As soon as the command is given, turn 180 by using the heel of right leg and the toes of left leg. (fig.3.1.10)
 - Move your left leg up as the thigh parallel to the ground. (fig.3.1.11)
 - Land the lifted left leg rapidly near by the right leg. (fig.3.1.12)



Fig 3.1.9



Fig 3.10



Fig 3.1.11

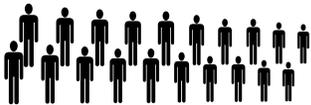
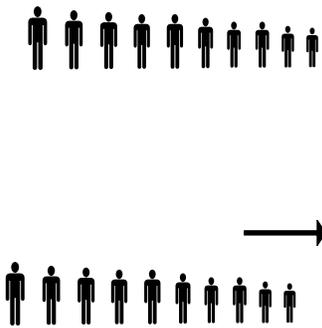


Fig 3.1.12

- It is easy to train students according to the numbers at the beginning.
 - No 1 – turn 180° right side
 - No 2 – move left leg up and land on the ground
(There is a small gap between no 1 and no 2)
- Train the about turn to the students on the teacher's command
 - Let the chance to students for the practises as follows.
 - Divide the students into groups and appoint the leaders.
 - Train the students into the leaders command
 - Go to each group and make them correct if any faults.

Step 05 : • **Prepare a squad for a march past with correct commands.**

- Explain the following facts regarding the march past
 - Explain there are 25 in a school march past squad including the leader
 - Explain there are 3 rows like first row, middle row, back row, and 8 Columns.
 - All the participants of the march past should do the drills by exhibiting the pride and grave.
 - Do the activities by following the steps mentaioned below before pre paring the march past. (command will be given by the leader in here)

Step no	Command	Procedure	Picture
01	Team/squad fall in single line	<ul style="list-style-type: none"> Prepare a single line according to the height Highest students from the right. 	
02	Count by the right	<ul style="list-style-type: none"> Start counting from one, the right marker(highest one) to 24 and need to remember whether the number is odd or even.(if number of students are different, use suitable way as all get the chance) 	
03	Odd numbers one step forward, and the even numbers one step backward	<ul style="list-style-type: none"> As soon as they got the command, odd numbers need to come 1 step forward and even numbers 1 step backward. 	
04	Right marker steady, front row right turn, back row left turn	<ul style="list-style-type: none"> Except the right marker the front row have to turn right and back row have to turn left 	

Step No.	Command	Procedure	Picture
05	Make triple line..... Quick march.....	<ul style="list-style-type: none"> • First row right marker steady. Others follow up. Second person need to go and stand a step behind the right marker • Third person need to stand an one step behind the second person. When 3rd person gives an “Up” command, the 2nd person and 3rd needs to turn front.(Then they are behind the right marker) • Then the 4th person need to march to the left side of the right marker and halt. 5th person need to go behind the 4th and halt and 6th needs to go behind the 5th and halt. <p>When the 6th person gives an "up" command, turn to the front. Make three lines as this way who are in two lines</p>	

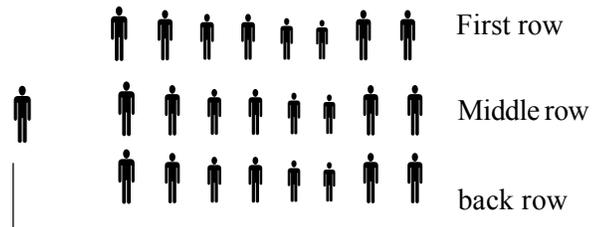
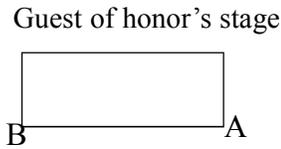
step 06

- **Explain the mark time drill with the demonstration as follows..**
- Mark time drill needs to start in an attention position and from your left leg.
- In here the both legs need to move up alternatively into the command.
- Thigh needs to parallel with the ground and toes need to point into the ground when moving the legs up.
- When keeping leg on the ground, you have to keep the toe first and the sole to next.

- When marktime, the trunk and the hands should be kept straight.
- While the mark time will get the command “halt” as your right leg touch the ground. After that as soon as you land your left leg on the ground, you have to move your right leg up and land again on the ground and stop the drill quickly
- Group the students as suitable and let them to practice the drill

- Step 07:**
- **Discuss about quick march and halt drills as follows**
 - Explain that marching is different from walking
 - Need to maintain the rhythm while marching
 - Expect to maintain a speed of 120 strides per minute
 - Maintain the same gap as without changing the short and long lines.
 - **Explain quick march and halt with the demonstrations as follows**
 - Will get the command while the mark time, as soon as your right leg touch the ground
 - Have to start the drill from left leg with a short step. (first heel touches the ground and gradually it comes to the toes.)
 - Arms should swing as, fully stretched without bending at elbows, fore arm until the shoulder level and back arm as much as possible to the upwards.
 - Should march as this by keeping arms and legs rhythmically.
 - Halt command gives to the right leg
 - After the command, take full strides from both left and right legs.
 - Then take one short step from left foot and lift the right leg as parallel to the ground and land near to the left leg.
 - Group the students and give the chance to practice the mark time halt drills.
 - Give the feed back and feed forward during in the activities.

- Step 08:**
- **Lead a discussion about the salutation while marching and left wheel marching with using following information and demonstrations.**
 - This is a salutation posture which salutes the honor while marching by without interrupting the mark time.
 - It is impotant to continue the march while saluting
 - Study the following figure before teaching this drill.



Squad leader who ready to salute with the flag

Squad leader will give the salutation command when he arrives the place no. A of the diagram.

In here, leader will continue his march while turning the head completely to the right side, flag pole keeps parallel to the ground and looking at the stage.

- Command gives to the right leg. Then, one complete left step and again as soon as keeping the right step and then the head should turn in to right side and look.
- At the end of the stage (place B) as last member of the back line gives the command to look forward and continue the mark time. Command gives to the right leg and as soon as the left leg touches the ground squad should look forward. Same time leader should raise up the flag.
- Train the salutation to the right and look forward by following the above activities which for mark time and halt.
- Give the feed back and feed forward during the activities.

Step 09

- **Lead a discussion by using the following information and demonstrations of quick march with left wheel.**
- March past in a sports meet marches anti clock wise.



The squad will maintain the position when left wheel by, inside(left) line with short strides, middle line with middle strides and outside(right) line with long strides.

Basic term concepts: • Squad, turn left, turn right, about turn, marching, mark time, left wheel, mark time salutation

Quality inputs: : • Flags for marching ,codes, flags with pole ,diagrams of marching squad,slaked lime

Instructions for assessment and evaluation:

- Evaluate the correct exhibit of turning postures as an individual and as a group.
- Evaluate the accurate making of triple line.
- Evaluate the ability of accurate commanding.
- Evaluate the accurate mark time, mark time salutation and halt .
- Evaluate the accurate left wheel.

Competency 4 : **Spends leisure effectively by engaging in sports and out door activities**

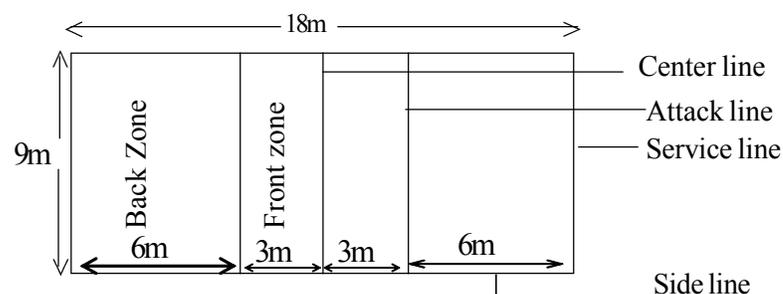
Competency level 4.2 : **Engage in Volleyball using over hand service and setting correctly**

Number of periods : **04**

- Learning outcome:**
- Explains how to perform the over hand service
 - Explains how to perform the over hand pass.
 - Engages the activities of over hand service and over handpass.
 - Exhibits the over hand service and over handpass accurately.
 - Acts according to the rules and regulations.
 - Derives the enjoyment through engage in activities.
 - Works as a team.

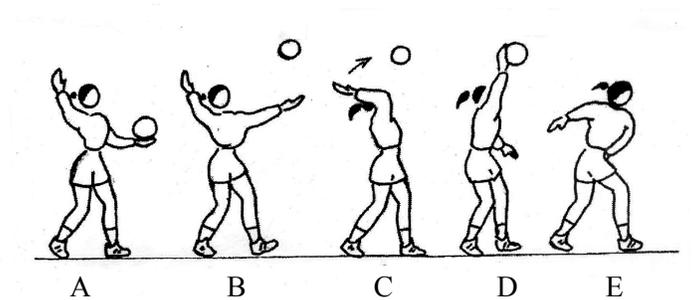
Instructions for the preparation of learning teaching process. :-

- Step 01:**
- **Let the students to play volleyball about 05 minutes after the warm up exercises.**
 - Ask about the rules and regulations of followings.
 - Number of players
 - Measurement of court
 - **Lead a discussion by highlighting the followings.**
 - Team consists 12 players and 06 players play once.
 - Length of the court is 18m and width is 9m.

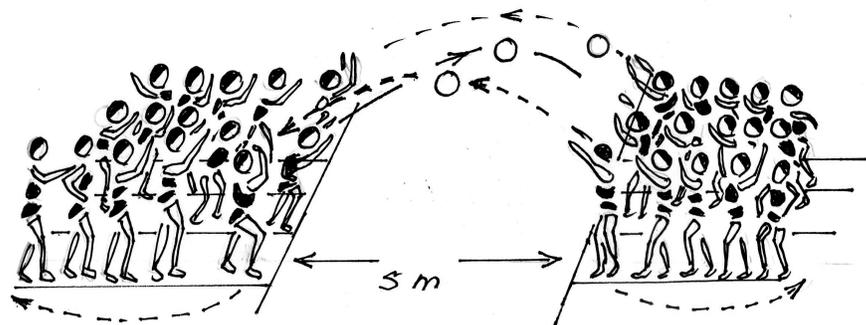


- Step 02:**
- Remind the under hand service which learnt at grade 07.
 - Demonstrate and teach them that the service also can be done as over hand method as follows.
 - Over hand service.

- **Instance before touch the ball**
 - Stretch the free hand and keep the ball on it's palm.
 - Step forward the same leg.
 - Stand as the body weight sending to the back leg.
 - Bend the hitting hand at elbow and keep it back and above the head.
 - Look forward. (Fig 4.2.1. A)



- **Instance the ball being touched**
 - Toss up the ball as needed
 - Bring the hitting hand rapidly to the forward and hit to middle of the ball.
 - Hand should stretched when the ball is being hit. (Fig. 4.2.1. B, C, D)
- **Instance after touch the ball**
 - Bring down the hitting hand in front of the body.
 - Secure the body balance by stepping forward the back leg. (Fig. 4.2.1. E)
- **Engage the students in following activities to practice the over hand service.**
 - Do the over hand service according to the correct technique without the ball.
 - Do the over hand service according to the correct technique with the ball (fig 4.2.2)



(Fig.4.2.2)

- Divide in to groups on facing the net by away about 5m and serve to the net according to the correct technique. (pic. 4.2.3)

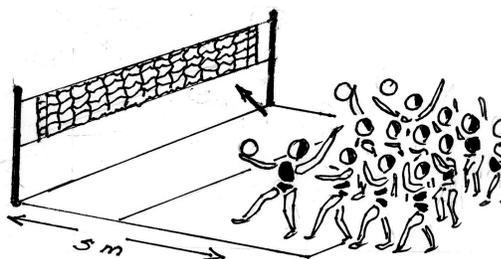


Fig 4.2.3

- Tie the net at a low height and serve above the net by away about from 5m (Fig.4.2.4)

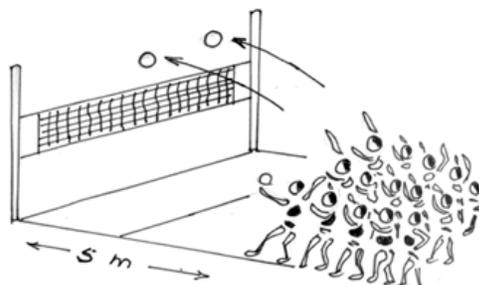


Fig. 4.2.4

- Gradually get close to the service line and serve above the net. (Fig. 4.2.5)

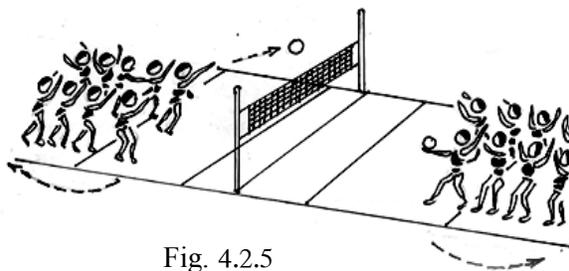


Fig. 4.2.5

- Finally, serve accurately from the service area.
- Step 04**
- **Group the students as suitable and engage in following minor game.**
 - Tie the net at a low height.
 - Stay the students at sides of the net.
 - Let the chance to perform the over hand service above the net.
 - Mark the score for an every accurate service.
 - Give the victory to those who scored high.
 - Give the feedback and feed forward during the activities.

- Step 05 :**
- Ask about the ball setting methods for the attack in volleyball.
 - Explain that both over hand and under hand methods can use for above.
 - Remind that under hand pass should done according to as how learnt in grade 07.
 - Explain the over hand pass with demonstrations as follows.
 - **Over hand pass**
 - A player pass the ball using his/her wrists and fingers is the simple definition of over hand pass. Coordination the joints of elbow, shoulder, hip, knee and ankle are important for this. This method is suitable to control the ball when passing for the attack.
- **Preparation for the pass**
 - Place under the ball.
 - Ready and get balance by keeping the foot in shoulder level / little wider in a linear way or step forwarding a one feet.
 - Brings down the body by bending the knees slightly.
 - Keep erect the trunk.
 - Make triangular shape by using first and index fingers of the hands while other fingers make the round shape that can easily catch the ball. Keep relax the wrist joints in here. Place the prepared hands little above the forehead. (Elbows of the hands should above and little wider than the shoulder level in here)
 - Focus the eyes to the ball through first and index fingers.
- (Fig 4.2.5 Fig 4.2.6)



Fig 4.2.5



Fig 4.2.6

- **Touch the ball**
 - Send the ball up using finger tips while lifting the body by stretching the ankle, knee, hip, shoulder, elbow and wrist joints. (Fig 4.2.7)
- **After touch the ball**
 - Stretch and relax the hands towards the direction of ball.
 - Move up the body by stretching the legs.
 - Secure the balance by keeping step forward. (Fig 4.2.8)



Fig 4.2.7



Fig 4.2.8

- Step 06 :**
- Engage the students in following activities to practice the over hand pass.
 - Hold the ball on the fingers accurately.. (Fig 4.2.9)
 - Bounce the ball using the fingers.(Fig 4.2.10)
 - Lift the ball up with accurate grip. (Fig4.2.11)



fig. 4.2.9



fig 4.2.10



fig 4.2.11

- Pass the ball for several times by over hand pass which toss up by own self. (Fig4.2.12)
- Pass the ball by over hand pass after the bounce which sent by the assistant (Fig4.2.13)



fig 4.2.12

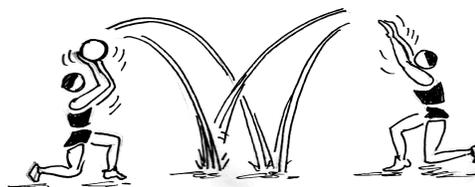


fig 4.2.13

- Return the ball to the assistant using the over hand pass. (Fig4.2.14)

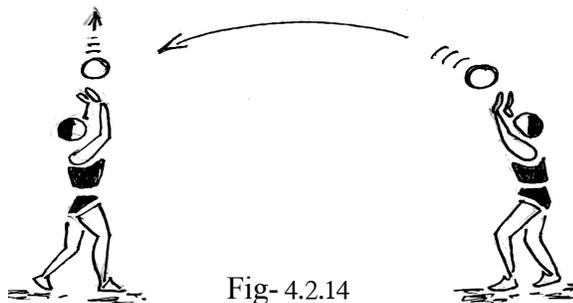


Fig- 4.2.14

- Give the feedbacks and feed forwards during the activities.

Step 07 :

- Engage the students in following Leap up game.
- Group the students as suitable and line up as follows.

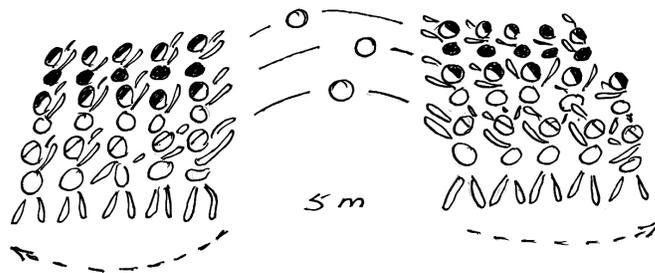


Fig- 4.2.15

- Front student of each row send the ball to the opposite player by using over hand pass and gather to the end of the row.
- Instruct them to continue the activity as rally.
- Offer the points upon the accuracy and select the winning team.

Step 08 :

- **Lead a discussion by highlighting the following factors.**
- Way of over hand service and over hand pass in volleyball
- Physical fitness, enjoyment, happiness and team spirit by engage in the game
- Remind the rules and regulations of serving which learnt in grade 07
- Remind the following rules and regulations of over hand passing as well,
 - The ball should not rest in the hand
 - Should not to catch and throw
 - Should not touch the hand more than once when passing

Basic term concepts : Over hand pass, Over hand service, Rally

Quality inputs: : • volleyballs / substitutional balls
 • Volleyball net
 • A playground
 • Markings

Instructions for the assessment and evaluation: :-

- Ask the performing way of over hand service.
- Ask the performing way of over hand pass.
- Ask the rules and regulations of serving and passing.
- Evaluate the accuracy of performing over hand service and over hand pass.
- Evaluate the work as a team.
- Evaluate the courageous participation.

Competencies 04 : Spends the leisure effectively by engaging in sports and outdoor activities.

Competency levels 4.3 : Engages in netball by using correct catching and throwing skills

Number of periods : 04

Learning out come :

- Says that catching and throwing the ball is a main skill in netball..
- Classifies the ball throwing as one hand and both hand.
- Exhibits the ball catching and throwing accurately.
- Acts according to the rules and regulations.
- Selects the correct throwing methods tactically upon the situation.
- Improves the cooperation, gregariousness, tolerance, unity and leadership qualities through engage in netball.

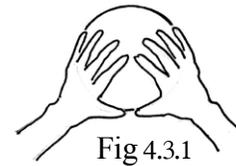
Instructions for the preparation of learning teaching process :-

Step 01:

- Group the students as suitable.
- Let the students to play netball about 05 minutes by using the skills which learnt in 6 – 7 grades.
- **Lead a discussion by highlighting the following factors with demonstrations**
 - There are two types of passing the ball in netball as,
 - Single hand pass
 - Double hand pass
- **Introduce there are different types of passing the ball under both of those.**
 - **Double hand pass**
 - Chest pass
 - Over head pass
 - Side pass
 - Bounce pass

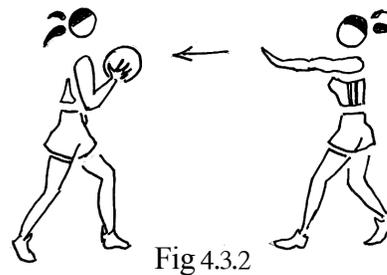
 - **Single hand pass**
 - Shoulder pass
 - pass/ high shoulder pass
 - Bounce pass
 - Under arm pass
- These different methods of passing should use according to the situation and distance between thrower and receiver, formation of opponent players also affects on this.

- Step 02:**
- Explain the followings with demonstrations for grip of the ball.
 - To catch the ball, fingers of the hands should expand efficiently as the first fingers should get little closer. (Fig 4.3.1)
 - Engage the students in those activities.

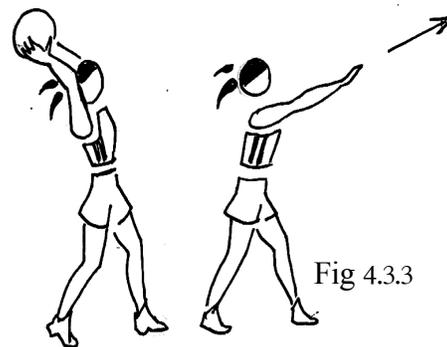


- Step 03:**
- **Explain the double hand passing with demonstrations as follows.**
 - **Cheset pass**

- Hold the ball close to the chest as first fingers towards the body from behind the ball and catching the ball by expanded fingers.
- Send the body weight to back leg as elbows towards the ground.
- Control the ball by fingers and wrists while pushing straight forward of hands as pass the ball.
- Change the body weight from back leg to front leg for secure the balance. (Fig 4.3.2)



- **Over head Pass**
- Hold the ball behind the head as it catching by expanded fingers.
- Weight to the back leg and keep front leg free when ready to pass the ball.
- Weight to the front leg as on the toes of the back leg at passing the ball. Use the wrists and pass the ball forward in rainbow shaped path.(Fig 4.3.3)



- **Side Pass**
- Hold the ball at the side between the shoulder and hip as it catching by expanded fingers.
- Place the legs in to shoulder level.
- Pass the ball parallel to the receiver's hip with slightly taking the hand back, Twisting the hip and changing the weight to the leg of the side, which hold the ball.

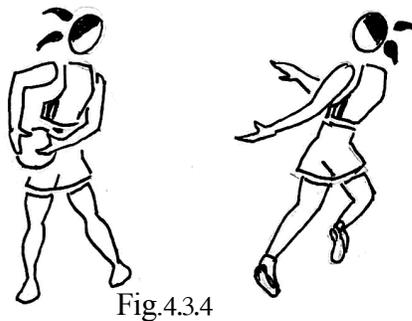


Fig.4.3.4

• **Bounce Pass**

- Hold the ball at waist level with standing easily by widen legs. Bounce the ball by hands which focused to the forward and downward as easy to catch to the receiver.
- Bounce the ball at 2/3 out of the distance between the thrower and receiver.
- Train to send the bounce pass at the right or left sides of the receiver as she could catch it by dragging to the sides.
- Change the body weight from the back leg to front leg to secure the balance. (Fig. 4.3.5)
- Engage the students in those activities

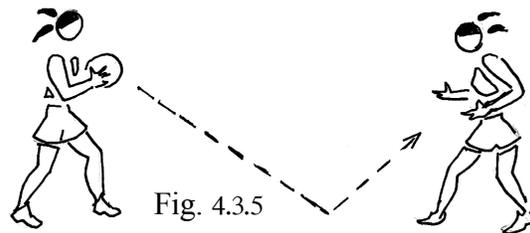


Fig. 4.3.5

Step 04 : • **Explain the single hand passing methods with demonstrations as follows.**

• **Shoulder Pass**

- The hand which held the ball, keep close and forward of the shoulder as send the body weight to the same leg.
- Focus the eyes on the direction which send the ball and outstretch the free hand in relax way.
- Send the ball at shoulder level with twisting the trunk. (Fig 4.3.6)
- Change the body weight to the front leg when passing.

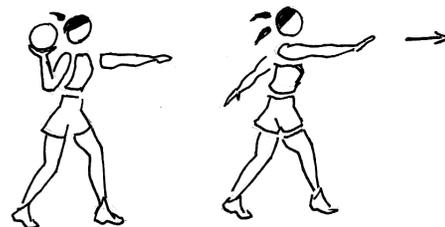


Fig 4.3.6

- **High Shoulder Pass/Lob Pass**

- The hand which held the ball, keep above and backward from the shoulder as send the body weight to the same leg.
- Focus the eyes on the direction which send the ball and outstretch the free hand in relax way.
- Send the ball above the sholder level and in a rainbow pathed way by twisting the trunk .
- Change the body weight to the front leg when throwing (4 3 7)

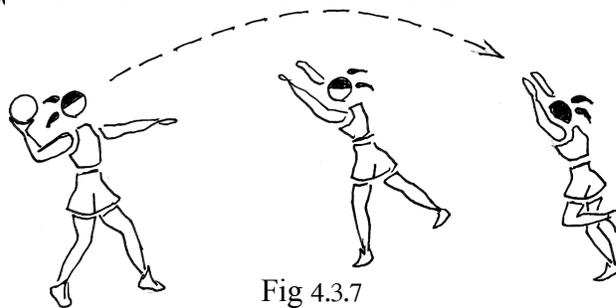


Fig 4.3.7

- **Bounce Pass**

- Hold the ball at the waist level by hands.
- Step back and send the body weight to the leg of bouncing hand's side.
- Change the body weight to the front leg when the ball is being passed.
- Stay the gap 2/3 out of the distance between the thrower and receiver. (pig. 4.3.8)

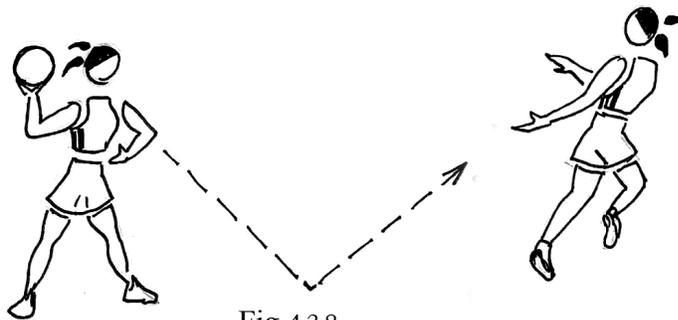
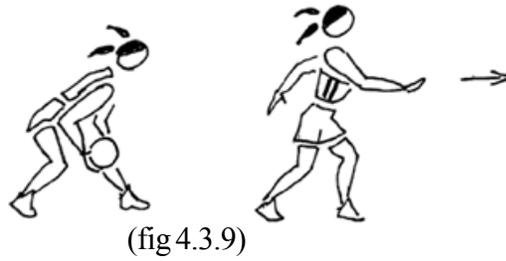


Fig 4.3.8

- **Under arm Pass**

- Hold the ball below the knee with litte backward of same leg while bending the leg at knee and bend the body forward'
- Send the body weight on to the back leg.
- Shift the body weight on to the front leg when throwing the ball by single hand.
- Throw the ball within the area between thigh and knee of the receiver. (Fig 4.3.9)
- Engage the students in those activities

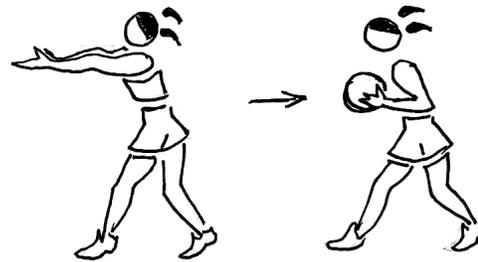


(fig 4.3.9)

Step 05 • Steps of catching the ball

catching the ball

- Explain the ball catching with demonstrations as follows
- Receiver should stretch the hands on direction of the ball and keep one foot forward.
- Drag the ball towards the own self when catching the ball and take back the front foot to secure the balance
- Let the chance to practise the several methods of ball throwing and catching with using the following activity or created activities (fig 4.3.10)
- Engage the studnets in those activities



(fig 4.3.10)

- Step 06 • Use the following activities to practise the above skills**
- **Create the suitable activities apart from these**

Activity 01

- Stand the students as shown in the figure and No. 1 player throw the ball to the player who is in the place "A"(Fig4.3.11)
- Then No. 1player run to the place "A"
- 'A' player throw the ball to the player No. 2 and run to the end of the team row
- Engage all students in the activity

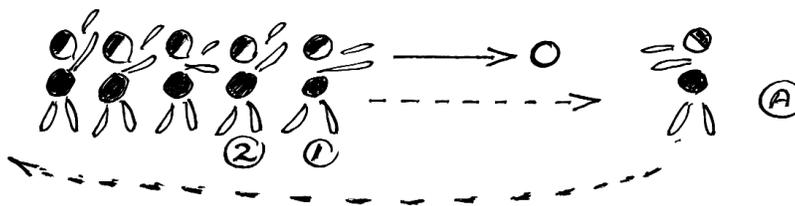


fig 4.3.11

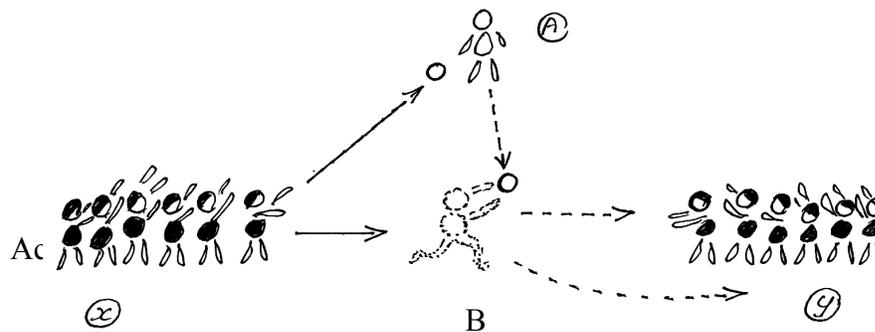


Fig 4.3.12

- Place the students groups as fig. 4.3.12
- Place one of them at position 'A'
- The first player of team "X" throw the ball to the "A" and run directly to the forward
- In there "A" player throw the ball to the place "B" to catch the ball by the player who is being running
- Catch that ball by the player who is being running and throw it to the first player of team "Y" and go to the last of team "Y"
- The first player of team "Y" throw the ball to the "A" and run directly to the forward.
- In there "A" player throw the ball to the place 'B' to catch the ball by the player who is being running
- Catch that ball by rthe player who is being running and throw it to the first player of trem "X" and go to the last of team "X"
- Let the chance to all students as above.

Step 07

- **Engage in Summerization by highlighting following factors**
 - Remind the way of doing ball throwing and catching in netball
 - Discuss about the rules and regulations of netball which learnt at grade 07
 - Explain that physical fitness, enjoy, happiness team spirit can derives out through the game
 - Explain the following rules and regulations regarding the ball catching and throwing.
 - Catch the ball as not obstructing the others.\
 - Not to catch the ball after bouncing by own self and after toss up by own self.
 - Hold the ball by hands as not exceeding the 03 seconds.
 - Not to throw the ball as over a third of the court
 - Not to kick the ball intentionally.

Basic term concepts: • Chest pass, Over head pass, Side pass, Bounce pass, Shoulder pass, Under hand pass.

Quality inputs: :

- Netballs / substitutional balls
- A play ground
- Ground markings

Instructions for the assessment and evaluation: -

- Evaluate the correct grip of the ball.
- Ask the double hand and single hand ball throwing methods
- Evaluate the accuracy of ball catching and throwing
- Evaluate the work as a team.
- Evaluate the courageous participation.
- Evaluate the work according to the rules and regulations.

Competency 5.0 : Utilizes special skills developed through athletics for tasks of life

Competency Level 5.2: Utilizes start appropriately for tasks of life.

No. of Periods : 02

Learning Outcome : • Describes the importance of running start methods

- Classifies the methods of running starts
- Names the commands of running starts
- Exhibits the accurate standing start
- Exhibits the accurate medium start

Instructions for the preparation of learning teaching process:

- Step 01**
- Show the video scenes or diagrams of running starts which uses in short and long distance running
 - **Discuss about the following factors with the students**
 - There should be a correct running start for an effective run
 - There are two types of running starts basically
 - Standing start for long distance running
 - Crouch start for short distance running
 - Medium start uses mostly though there are several types of crouch starts
 - **Standing start uses in middle and long distance running**
 - There are two commands in standing start
 - On your mark
 - Go/gun Sound

Fig 5.2.1

- Sole of the front foot close to the starting line and the other foot keeps back as about the shoulder width
 - Move the body weight to the front foot

- keep hands backward and forward as opposite to the positioning of legs (fig 5.2.1)
- **Crouch start uses in short distance running events**
 - There are three commands in crouch start
 - On your mark
 - Get set
 - Go/gun sound
- Crouch start is compulsory in short distance running (fig 5.2.2)

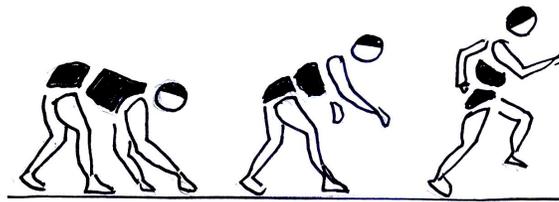


fig 5.2.2

Sep 02 :

- Engage the students in following activities to introduce the medium start method.
 - Touch the ground with three places of the body (fig 5.2.3)
 - Touch the ground with four places of the body (fig 5.2.4)

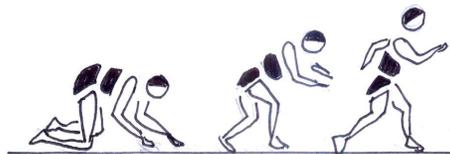


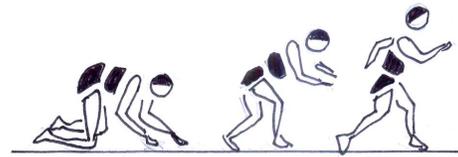
fig 5.2.3

fig 5.2.4

- Touch the ground with six places of the body (fig 5.2.5)
- Run forward in to about 10 m with the signal given.

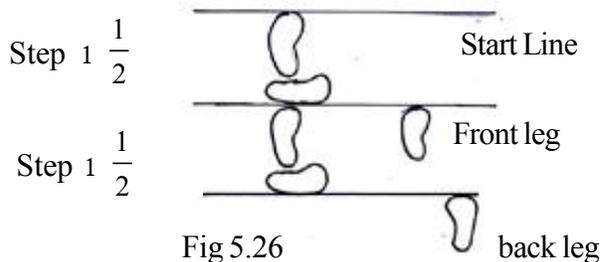


(fig 5.2.5)

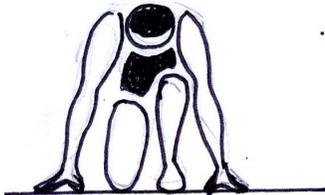
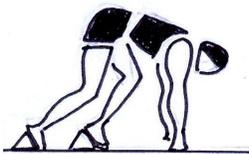
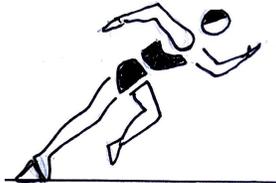


(fig 5.2.6)

- Step 03 : • Practice the way of getting steps from the starting line for crouch start as shown in fig 5.2.6



- Engage the students in crouch start through the following steps
 - On your mark
 - Set position
 - Signal/ gun sound

On your mark	Set position	Signal or clapper
<ul style="list-style-type: none"> Get the steps as shown in the fig 5.2.6 Use inept leg as your front foot Use leading leg as your back foot keep $\frac{3}{4}$ inches of gap between the back foot knee and of the front foot sole Fingers in arch shape as it parallel, close and little behind to the start line Look down as relax the muscles of the neck (Fig 5.2.7)  <p>(Fig 5.2.7)</p>	<ul style="list-style-type: none"> Lift up the hip area as push forward the shoulders over the start line Stop lifting the hip area when it 90^0 at the front foot knee angle and $110^0 - 120^0$ at back foot knee angle Toughly push the feet to the ground Pay your higher concentration to the signal (Fig 5.2.8)  <p>(Fig 5.2.8)</p>	<ul style="list-style-type: none"> Push the ground at once and put a short step in front to the start line by the back foot which coming forward and start the running. Run to the forward until it become a normal run while gradually increasing the stride length. (Fig 5.2.9)  <p>(Fig 5.2.9)</p>

Step 04

- **Engage the students in following activities to develop the reaction speed**
 - Lying upwards as shown in the fig 5.2.10 and run forward about 10m by quickly getting up with the signal given
 - Sitting cross- legged as shown in the fig 5.2.11 and run forward about 10m by quickly getting up with the signal given
 - Sitting as shown in the fig 5.2.12 and run forward about 10m by quickly getting up with the signal given
 - Sitting as shown in the fig 5.2.13 and run forward about 20m by quickly getting up with the signal given
 - Keep the set position as shown in the fig5.2.14 and back to again the set position after quickly getting up with the signal given
(Use the suitable activities to develop the reaction speed as you expect)

(Fig5.2.10)

(Fig5.2.11)



(Fig 5.2.12)



Fig 5.2.13

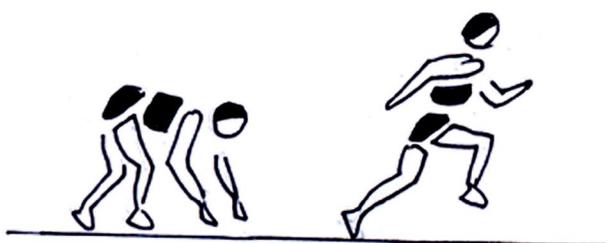


Fig 5.2.14

- Basic term concepts** :
- Standing start
 - Medium Start
 - Crouch Start
 - Reaction Speed

- Quality inputs** :
- Diagrams and video scenes of running sports

Instructions for the assessment and evaluation :-

- Inquire the comprehension about the methods and varieties of running starts
- Inquire the comprehension about the events which use the standing start and crouch start
- Evaluate the practical implementation of standing and crouch start.

Second Term
Competencies, Competency levels and number of periods

Competencies	Competency levels	No of Periods
1.0 Contributes to build up a healthy society	1.1 Contributes in School health promotion	05
4.0 Spends leisure effectively by engaging in sports and out door activities	4.1 Spends leisure effectively by engaging in minor games.	01
	4.4 Do the heading in football accurately	04
	5.1 Utilizes running for the tasks of life	
5.0 Utilizes the specific life skills developed through in athletics for the life task	5.3 Utilizes long jumping for the tasks of life	01
	5.4 Utilizes high jumping for day to day activities	01
	8.1 Leads a happy life by maintaining the wonder of the reproductive system	01
8.0 Conforms to an efficient life style by maintaining the wonder of the body well.	8.2 Lead an efficient life by preventing the obstacles caused to the wonder of the reproductive system	03
		03

Competency 01 : Contributes to the building up of a healthy society

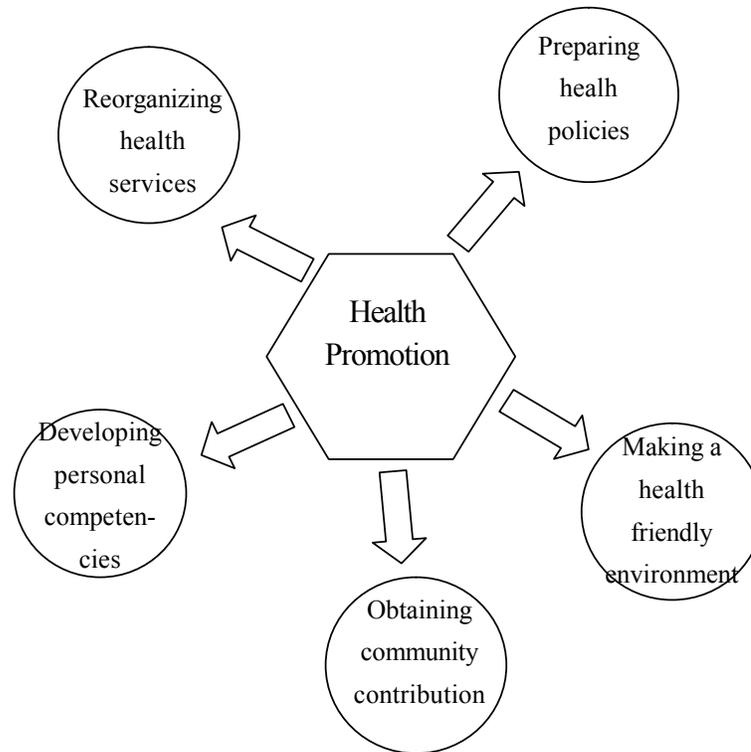
Competency Level 1.1: Contributes in school health promotion.

No of Periods : 05

- Learning outcome -**
- Explains the concept of health promotion and school health promotion.
 - Describes the strategies of health promotion with examples.
 - Builds up the health promotion policies relevant to the school
 - Engages in developing the physical and psycho social environmental events in a healthy school.
 - Directs to develop personal competencies
 - Engages in obtaining and providing community participation for school health promotion
 - Engages in obtaining the health services.
 - Explains the student responsibility in health promotion.
 - Exhibits the readiness of active participation for building up a healthy school.

Instruction for the preparation of learning teaching process.

- Step 01**
- **Inquire the students about the concept of health promotion, studied in grade 7.**
 - **Lead a discussion highlighting the following points.**
 - Health promotion is empowering the individual that have the ability to uplift the health status of that individual, school and the entire community
 - School health promotion is empowering the individuals that have the ability to uplift health status of that individual, individual's family and the community and to utilize the prevailing educational opportunities to gain maximum benefits.
- Step 02**
- **Introduce the following strategies of health promotion**



- Step 03**
- Explain that rules stated legally or by and act and implemented with the consent of all, are described as policies
 - Explain that Policies are prepared to solve existing problems
 - Explain the following as the facts that should be considered when building up policies.
 - Prevalence of a problem / necessity that influence specifically
 - Prevalence of an ability to solve / fulfill it.
 - Ability to identify that achieved the target.
 - Availability of benefits that can gain from it.
 - Explain the following as the methods that should be followed when preparing policies.
 - S - specific
 - M - measurable
 - A - Achievable
 - R- Realistic
 - T- Time targeted
 - Pay attention on following facts as well when building up and activating policies.
 - Making the partners aware
 - Identifying the methodology
 - Assigning responsibilities
 - Monitoring and evaluating

- Step 04**
- Divide the students into appropriate groups.
 - Direct the students to prepare policies for health promotion of the school by providing the following table

Problem	unfavorable instances	policies suggested	policies activated

- Give the opportunity for group presentations
- Identify a few policies from the presentations that should be given the priority and direct the students to prepare the plan to activate them.
- Give feed back and feed forward

- Step 05**
- **Discuss the necessity of building up a health friendly school environment on following topics.**
 - Physical environment – physical objects
 - Psychosocial environment – human resources
 - Necessity of good physical environment
 - Ability of preventing diseases.
 - Ability of minimizing accidents/hazards
 - Economical and easy maintenance.
 - Attractive arrangement
 - **Discuss about the following features that should be present in a good physical environment.**
 - Clean air – Abundance of areas with oxygen
 - Keeping doors and windows opened in laboratory/ classrooms for proper ventilation
 - Presence of trees in the surrounding
 - Having a proper space between buildings
 - Having a methods of maintenance
 - Clean land – Having methods for cleaning
 - Having proper methods to dispose garbage
 - Having methods for proper maintenance
 - Pleasant location
 - planning the land
 - Preparing the paths showing directions
 - Naming the places
 - Horticulture and floriculture
 - Making ponds

- Cleanliness of the class rooms
 - Cleanliness and having methods for cleaning
 - Having a proper arrangement
 - Availability of garbage bins and proper methods to dispose garbage.
- Toilet/urinal facilities
 - Availability of sufficient amount of toilets according to the number of students.
 - Having sufficient amount separately for both girls and boys
 - Availability of water facility
 - Suitable for youngsters/teenage girls
 - Availability of methods to dispose waste
 - Secure in privacy
 - Being environmental friendly
- Sports facilities
 - Having a play ground.
 - Having at least minimum number of sport ware
 - Having allocated time for group games
 - Having arrangements made to minimize dangers and hazards
 - Having shady trees around the ground.
- Healthy canteen
 - Being built in a suitable place.
 - Having sufficient space
 - Having water facility
 - Being the food and the premises health safe.
 - Being the food in proper quality and quantity
- Safety in school
 - Having a safely fence
 - Having a safe road to the school
 - (Vehicles/animals/natural disasters/ abuse)
 - Free of hazards occurred by roofs, buildings, trees, walls etc.

Step 06 • **Discuss the necessity of building up a favorable psychosocial environment based on following information**

- Defining the favorable psyco social environment.
The environment where a person can live happily by identifying own skills facing the day to day challenges successfully, keeping good relationships with others and by acting productively.

- The necessity and importance of a psycho social environment.
 - Identifying other persons.
 - Building up good inter personal relationships
 - Developing productive communication skills
 - Developing the skills of empathy

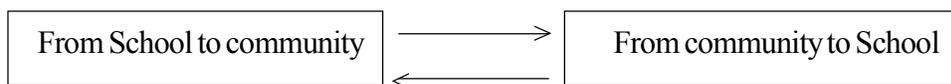
- Features that should be present in a good psychosocial environment.
 - Group activities
 - For recognizing each other
 - For listening to others and to express ideas
 - For identifying personal differences.
 - For widening own range.
- Listening to others ideas
 - Showing good responses
 - Protecting secrecy
 - Gaining experiences
- Counseling facilities
 - Having a separate place
 - Being faithful
 - Ability to discuss problems
 - Reputation
 - Ability to consult at any time when necessary
- Security
 - Free from dangers occurred by buildings
 - Free from dangers occurred by trees
 - Absence of pits and wells that can course hazards
 - Free from harmful animals and snakes
 - Free from opportunities for subjecting to abuse
 - Having a safe road from house to school
 - Having the protection of teachers
 - Free from violence
 - Free from personal bias
 - Availability of student evaluation methods

- Step 07**
- The importance of reorganizing the health services to school
 - Awareness of importance and necessity of health services
 - Identifying the prevailing health services
 - Necessity of obtaining these health services.
 - Identifying further health services that should be received
 - Divide the students into appropriate groups
 - Direct them to identify the health services that can be obtained to the school
 - If necessary provide the opportunity to study by visiting those places or to discuss with the officers by summoning them to school
 - Provide the following table to enter the information

Place	Services available at present	Further services that can be Obtained
M.O.H Office Hospitals Free dispensaries Others		

- Sum up highlighting the importance of health services based on the students findings.

- Step 08**
- Discuss the necessity of obtaining the community participation based on following information
 - All the human resources related to school is considered as school community.
 - Building up productive community relationships.
 - Obtaining the help from the community and providing help to the community



- Divide the students into groups as appropriate
- Direct them to record the programs in the following table that can be done to receive the participation of the community.

Programmers from can be done from community to school	Programmers can be done to from school to community

- Give the opportunity for group presentation
- Select a prime programme that can be applied to develop the school community relationships and direct to activate it.

Step 09

- Discuss about the personal skill development based on following information
 - A skill is the ability of doing day to day work efficiently and productively.
 - Explain that productivity of school health promotion can be uplifted through the development of skills
 - Introduce the activities that can be applied for the development of skills by a discussion with the students.
 - Examples –
 - Group games – cooperation, ability to accept victory as well as defeat, team spirit, decision making, physical fitness.....
 - Debates – analytical thinking, knowledge, reasoning, creativity.
 - Organizing a nutritional programme – organizing skills, leadership, followership, law abiding

Basic term concept

- Health promotion, school health promotion policies, physical environment, psyco social environment, counseling facilities. Secure, abuse, violence

Quality inputs

- School health promotion circular (2007/21)
- Teacher’s guidelines included in annex 1.1.1

Instructions for Assessment and Evaluation

- Get the students to evaluate the school according to the circular of 207/21 of Ministry of Education (School health promotion programme)
- Give instructions to identify the marks obtained to the school and the steps that can be taken for further development.
- Based on that, discuss the prime tasks that can be done relevant to the five areas applied for school health promotion.
- Evaluate the working as a team

Teacher's Guide line

Annex 1.1.1.

Policies	Activity	Activated status
1. Allocating 10 ft ² for each students.	1. Allocating space	10 square feet for one student
2. Keeping distance of 10 ^{ft} between every two buildings.	2. Ventilation and light	Suitable ventilation should be given according to the size of the building . Space between two buildings should be at least 10 feet. Methods should be followed to obtain light
3. Providing equipments suitable for the age	3. Desks and chairs	Provided with three types small – for 1 – 2 grades medium – For 3- 4 grads large – For grade b-
4. Providing text books & reading materials with relevant size of letters according to the age.	4. The size of the letters in	Grades 1, 2 - Font size 23- 20 books. Grades 3 – 4 - Font size 0- 16 Grades 5, 6 - Font size 14 Grade 8 - 13 - Font size 12
5. Providing clean water to drink	5. Supply of water	Every school should have suitable water for drinking If there are problems (PH Value 6-7)about the quality of water the samples can be checked from water supply Board by directing through P.H.I (free). Keeping the wells covered and making necessary steps to obtain water from the taps in place of drawing water from the well.
6. Providing toilet facilities according to number of children	6. Toilet facilities	Sufficient supply according the number of students (1 Per 50 Students)providing facilities separately for girls and boys. preparing suitable arrangements for menstrual needs of girls at adolescence. Availability of water facility. Availability of proper methods to dispose waste.(3R method)

<p>7. Conducting SMI (School Medical Inspection) annually for Gr. 1,4,7,10, in school</p>	<p>7. School medical tests</p>	<p>All the student at the schools below 200 students should be subjected to medical tests annually.</p> <p>In other schools students in grades 1.4.7 and 10 should be subjected medical tests annually.</p>
<p>8. Providing Dental Clinical facilities for children under 13 years.</p>	<p>8. Begining school dental clinics</p>	<p>Giving priority for the treatment for identified problems.- provided for the students who below 13 years of age</p>
<p>9. Supplaying vaccinations</p>	<p>9. Supplying D.T.and A.dt vaccinations Diphtheria and Tetanus Adult Diphtheria and Tetanus.</p>	<p>Grade 1-Diphtheria and Tetanus Grade 7-Adult Diphtheria and Tetanus.</p>
<p>10. Make children knowledgeable competent in Health Education.</p>	<p>10. Primary syllabus 11.Secondary syllabus</p>	<p>1-5 Though (ERA) Environmental Related Activaties.</p> <p>6 upwards – Health & Physical Education.</p> <p>10-11 Health and Physical Education as a optional subject</p>

Competency 4 : Spends leisure effectively by engaging in sports and out door activities

Competency level 4.1: Spends leisure effectively by engaging in lead up games.

Number of periods: 01

Learning out come:

- Explains the need of lead up games.
- Derives the enjoyment through engaging in lead up activities.

Instructions for the preparation of learning teaching process.

Step 01: • Introduce the “lead up games” as follows.

- Lead up game is a created sport activity to improve the skills of a major game.
- Lead up game can create upon the preference.
- Physical, mental and social fitness can be developed through engaging in lead up games.
- Rules and regulations are simple.

Step 02;

- Discuss with the students about the physical, mental and social fitness which can be developed through engaging in minor games as follows.
- **Physical fitness**
 - Develop the fitness which is needed for the leadup games.
 - Develop the ability to engage in sports activities without getting tired easily.
 - get used to the techniques of major games easily
 - Improve the physical fitness which is needed for day to day activities.
- **Mental fitness**
 - Receiving Happiness and satisfaction
 - Build up the earnest and determination
 - Motivate to create new sport activities.
 - Build up the self-confidence which is needed to face the major games.
 - Get the experience on competitiveness and challenges.
 - Develop the ability of accepting the victory or defeat.
 - Self-discipline

- **Social fitness**
 - Develop the mutual cooperation, understanding and team spirit
 - Improve the leadership qualities.
 - Caring about the respect and safety of others.
 - Develop the inter personal relationships.
 - Conforming to rules and regulations.

Step 03 : • Engage the students in the the minor game in annexe 4.1.1 which includes equipments.

Step 04 : • Engage the students in the the minor game in annexe 4.2.2 which does not include equipements.

Step 05 : • Engage a summarization by higlighting following facts

- Lead up games can be done by using equipment or without using equipment
- Can be organized according to the situation.
- Can create the rules and regulations according to the necessity
- Can develop physical, mental and social fitness by engaging in leadup games.
- Skills of major games are developing through engage in leadup games.

Basic term concepts:

- Lead up games, Techniques, with equipment, without equipment

Quality inputs:

- Marked play ground
- Volleyballs or substitutional balls
- Cones
- A whistle

Instructions for the assessment and evaluation:

- Ask from the students how the following fitnesses occur due to the lead up games
 - Physical fitness
 - Mental fitness
 - Social fitness
- Evaluvate how studnets exhibit the above fitnesses while engaging in activities.

Annexe 4.1.1

Minor game activity 01

Minor game - Lets serve to the target

Game - Volleyball

Skill - Under arm service

Equipment - Several volleyballs

X X X X X
Students

6	4	4	6
5	2	2	5
6	4	4	6

X X X X X
Students

- Mark the volleyball court according to the facilities available
- Prepare the net in a height of 5 feet
- Number the court as shown in the figure.
- Divide the students in to two groups and engage in the sport activity as follows.
- Instruct them to serve using the correct technique with the teacher's command.
- Give the relevant score that belongs to landed place.
- Select the winning team.

Rules and regulations

- Give one chance to one player.
- Give extra chance for feedbacks and offer a half of score for them.
- Should follow the techniques and rules related to the service.

Annexe 4.1.2

Minor game activity 02

Minor game - Lets creep and run
 Game - Athletics
 Skill - Running start (acceleration)
 Equipment - Nil

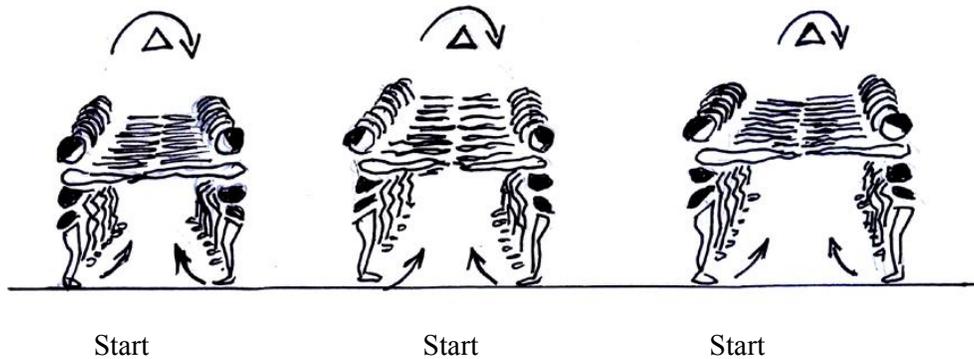
- Group the students as suitable and divide each group again in to two. Instruct them to stand by facing to each as shown in the figure with outstretched arms at shoulder level.

How to play

Instruct the first couple of students to run under the arms of own group with the command and stand at the end of the row with outstretched arms.

After finishing the run of first couple, Instruct the second couple of students to do the same. Instruct the others to repeat.

The game should continue in this manner and the team who finishes first in correct way will win the game.

**Rules and regulations**

1. Should start according to the command.
2. Students with stretched arms should not change the height of the arms.
3. Should not obstruct the runners.
4. Should do the couple run accurately.
5. The next couple should not start the run till the previous couple stand at the end of the row.
6. The team that finishes first and accurately, wins the game.

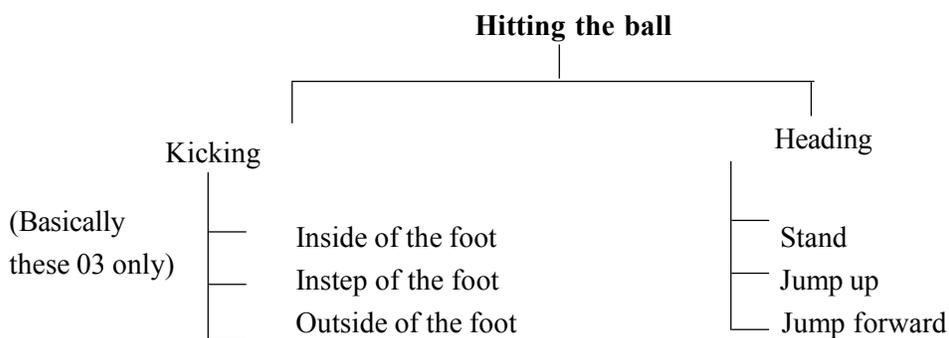
Competency level 4.4 : Engages in foot ball game by executing the correct skills of heading

Number of periods : 04

- Learning out come:**
- Describes the methods of heading the ball in football.
 - Engages in accurate heading activities.
 - Acts according to the rules and regulations.
 - Acts with unity in team spirit.
 - Acts safely
 - Derives the enjoyment through engaging in activities.

Instructions for the preparation of learning teaching process.

- Step 01:**
- **Ask the following questions related to football from the students.**
 - What is the most popular game in the world?
 - Which is considered as a most valuable 90 minutes in the world?
 - How many players are playing in a game?
 - How many standard reserve players are in a game?
 - **Lead a discussion by highlighting the following factors using students' answers as well.**
 - Football is the game that is played by highest number of countries in the world and has the highest number of spectators
 - 90 minutes of a football world cup final is considered as the most valuable 90 minutes in the world.
 - 15 players should be included in a football team and 11 players should play and one of them should be named as the goal keeper.
 - Number of reserve players that can be substituted is three
- Step 02:**
- Ask about the main methods of hitting the ball in football and explain them as follows.



- Remind that kicking and stopping methods has trained in grade 07
- **Explain the following facts that should be concerned when heading the ball.**
- The hitting should be done by forehead
- The hit should be exactly focussed on to the middle of the ball.
- Both eyes should be kept opened and focussed on the ball when hitting.
- The balance of the body should be maintained by keeping the legs little apart more than the shoulder lenth when heading the ball.
- The body should be bent back as a bow when both heading on the spot and jumping up.

Step 03

- **Engage the students in following activities to train the heading on the spot.**

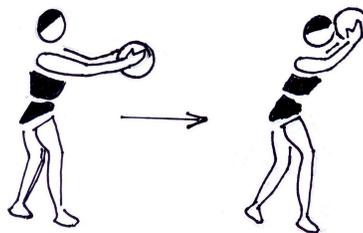
- Lined up students come one by one and touches the middle of the ball which is held by the teacher ,correctly with the forehead. (fig. 4.4.1)
- Student holds the ball and touches the middle of the ball



Fig 4.4. Forehead.

(fig. 4.4.2)

Fig 4.4.2



- Student tosses up the ball and hits middle of the ball correctly by the forehead. (f

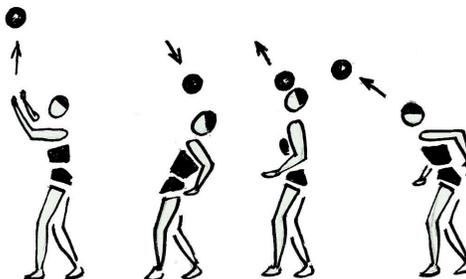


fig. 4.4.3

- Students head the ball and send to and keeping by another 2m distance as a group

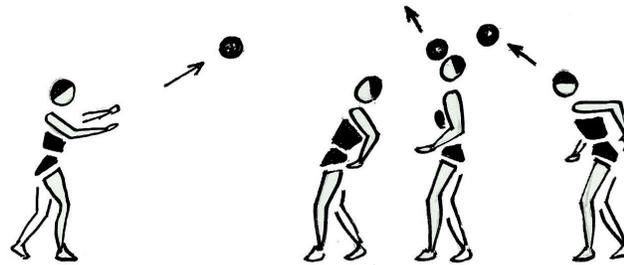


fig. 4.4.4

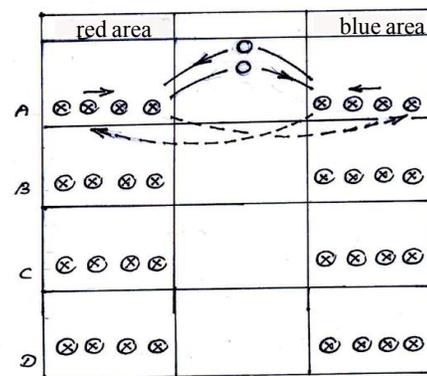
- Engage the students in the same activity by increasing the distance gradually.
- Give the feedback and feed forward while engaging in the activities.

Step 04:

- **Engage the students in the following lead up game.**
- Group and line up the

students as shown in the figure. (Fig 4.4.5)

- **Instruct them to do the game as follows.**
- The front players of the blue area should throw the ball over to the front players of the red area as able to head the ball and add to the end of own row.
- The players of red area head the ball as to send it the blue area players and add to the end of own row.
- Give the chance to both red and blue areas to throw the ball as well as the head the ball.
- Select the winning team by giving the points on accurate heading.



Step 05 :

- **Lead a discussion by highlighting the following factors.**
- Heading and kicking are two basic methods of hitting the ball in football.
- There are three methods of heading, as on the spot, jumping up and jumping forward.

- Heading should be done in a safe way.
- Physical, mental and social fitness are developed through engaging in this game.

Basic term concepts:

- Heading the ball
- Rules and regulations

Quality inputs:

- Few footballs

Instructions for the assessment and evaluation:

- Ask the order of actions should be followed when heading the ball.
- Evaluate the heading on the spot.
- Evaluate the work with team spirit.
- Evaluate the work according to the rules and regulations.
- Evaluate the work with enthusiasm.

Competency 5 : Utilized the specific abilities developed through participation in athletics for the tasks of life

Competency level 5.1 : Utilized running for the tasks of life.

Number of periods : 01

Learning out comes:

- Uses running drills for an effective run
- Exhibits the “running drills” accurately.
- Follows correct techniques in running.

Instructions for the preparation of learning teaching process.

Step 01:

- Engage the students in following access game.
 - Arrange the playground as shown in the figure.

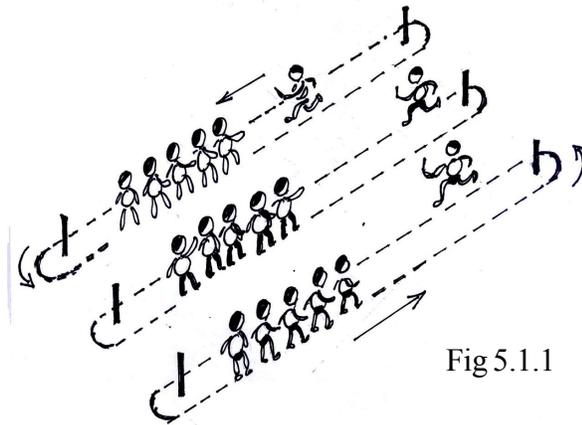


Fig 5.1.1

- Use cones or substitutionals for markings.
- Group the students as to get equal number of students in one group.
- Line up the students behind the starting line.
- Give a baton to each front player student of the group.
- **Instruct the students to engage in the game as follows.**
 - The first student in each row run forward to the command, walk around the cone, return to the own row, handover the baton to the front student and stand at the back of the row.
 - Implement the game competitively till every student get the chance.

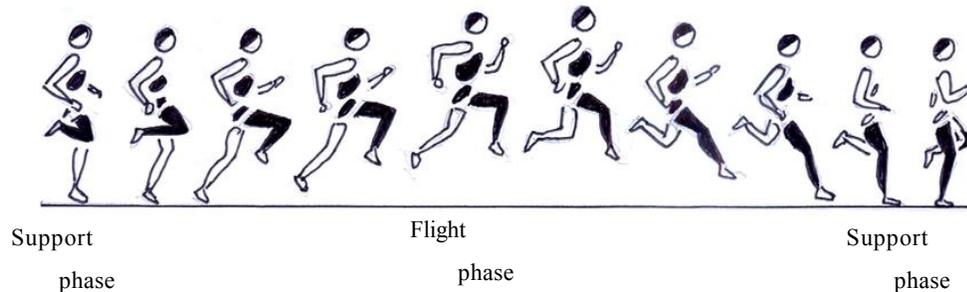
- Select and motivate the winning team.

Step 02:

- **Lead a discussion by highlighting the following factors**
- Running is used in various instances in day to day life.
Ex: Running for shelter to avoid the rain.
- “Running” is used competitively in athletics.
- Running events are kept in different distances.

Step 03:

- **Explain that there are two phases in a running stride.**
- Support phase – The instance where the foot is touched with the ground.
- Flight phase – The instance where the foot is released from the



- Activities of the support phase and flight phase can be developed through engaging in running drills.
- By this athlete can improve the running techniques and increase the running speed as well.
- Engaging in the running drills is very important for sprinting events.

Step 04 :

- **Engage the students in following running drills.**
- Introduce the following common running drills which are constructed using the all data from several sources.
- Running A
- Marching with lifting the knee up and forward.
- Thigh of the lifted leg should parallel to the ground and swing the arms in both ways keeping bent at 90° at elbow.
- Implement this as drill, first with marching, then with skipping and with slow running.

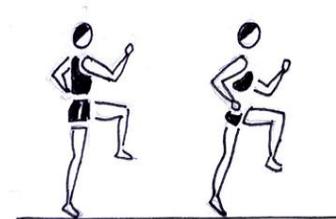


Fig 5.1.3

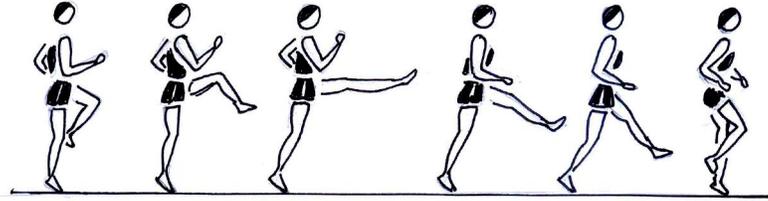


Fig 5.1.4

- Running B
- Lift the thigh as to be it parallel to the ground and outstretch the leg at knee to land as to hit the ground.
- Swing the hands in both ways keepong bent at 90° at the elbow.
- Implement this drill as first with walking, then with skipping and with slow running.
- Running C
 - Walk with hitting the buttocks by heel with the legs bent at knees.
 - Move the arms as earlier.
 - Implement this drill as first with walking and then with slow running.
- Demonstrate the above running drills first.
- Give the opportunity to the students for practising engaging.
- Give the feedback and feed forward while engaging in drills.



Fig 5.1.5

Basic term concepts:

- Running drills
- Support phase
- Flight phase

Quality inputs:

- Batons, Cones

Instructions for the assessment and evaluation:

- Evaluate the accurate engaging in running drills.(A, B, C)
- Inquire the need of running drills.
- Evaluate the engaging in running drills rhythmically.

Competency level 5.3: Utilizes long jumping for the tasks of life**Number of periods: 02**

- Learning out come:**
- Names the techniques of long jumping.
 - Lists out the stages of long jumping.
 - Exhibits the long jump techniques accurately.
 - Engages safely in long jumping activities.

Instructions for the preparation of learning teaching process.

- Step 01:**
- **Use the following fun game as a warming up activity .**
 - Select a suitable area in according to the number of students.
 - Engage the student in the game 'catch by hopping' about 05 minutes.
- Step 02:**
- **Lead a discussion by highlighting the following facts.**
 - Jumps in athletics can be divided as horizontal jumps and vertical jumps.
 - Long jump is a horizontal jumping event in athletics.
 - There are three techniques of long jumping as sail method, hang method and hitch kick method.
 - Should avoid the accidents when engaging in jumping activities.
- Step 03:**
- **Explain the sail technique with demonstrations which includes in annex 5.3.1.**
- Step 04:**
- Engage the students in following activities of annex 5.3.1 to train the sail technique of long jump.
 - Basic jumping exercises
 - Practising activities of sail technique
- Step 05:**
- **Lead a discussion by highlighting the following facts.**
 - Aim of a long jump is to jump to a maximum distance.
 - Can jump to a a maximum distance by applying the correct techniques.
 - Long jump technique consists 04 stages as approach run, take off, flight and landing.

- Basic term concepts:**
- Long jump techniques, Sail method, Hang method, Hitch kick method, Approach run, Take off, Flight, Landing

- Quality inputs:**
- A suitable long jump area with proper landing pit
 - Strong wooden box with 15cm in height

Instructions for the assessment and evaluation:

- Inquire about the techniques and stages of long jump.
- Evaluate the accurate exhibit of sail technique.
- Evaluate the enthusiastic and effective participation in jumping activities.

Annex 5.3.1

Information sheet

Sail technique of long jump

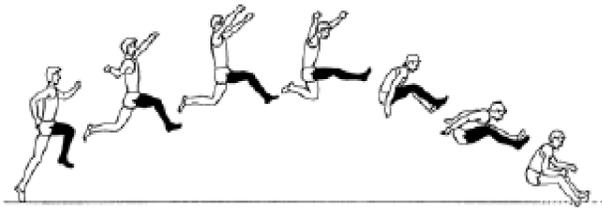


Fig. 5.3.1

- In jumping, keeping the same thigh level of free leg as it was at take-off and stretch the leg gradually to the forward in air.
- The trunk stays erect till more distance in the flight stage and it bends to forward when get close to the landing.
- The take-off leg is behind the body till more distance in the flight stage.
- Drag up and forward the take-off leg by bending at the knee when get close to the landing. In landing, both legs and hands are out stretched to the forward.

Basic jumping exercises

- Jump forward by both legs – Body should be stretched in the air (fig 5.3.2)
- Jump forward by both legs – Knees should be lifted up in the air (fig 5.3.3)

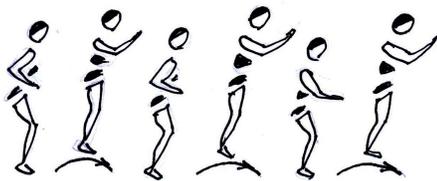


Fig. 5.3.2



Fig. 5.3.3

- Jump forward by one leg (fig 5.3.4)
- Jump forward with lifting up the knee of free leg when taking off. (fig 5.3.5)

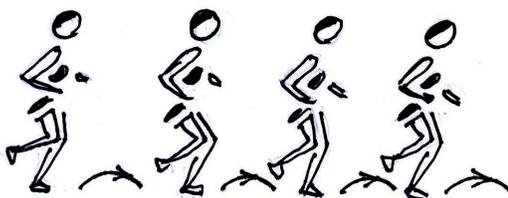


Fig. 5.3.4

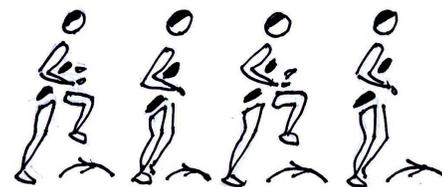


Fig. 5.3.5

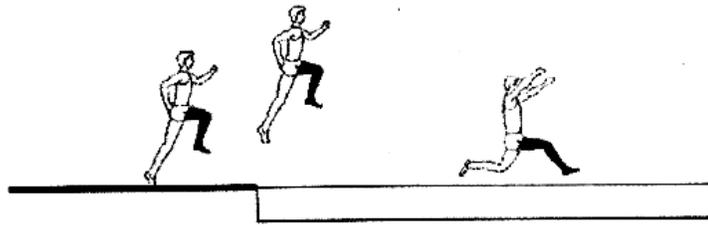
Practicing activities of sail technique

- Activity 01** After about 5-7 strides of approach run, keep the leg on a box about 15cm in height and jump. In here, fly while keeping the take-off posture and land as to take-off leg front. (fig 5.3.6)



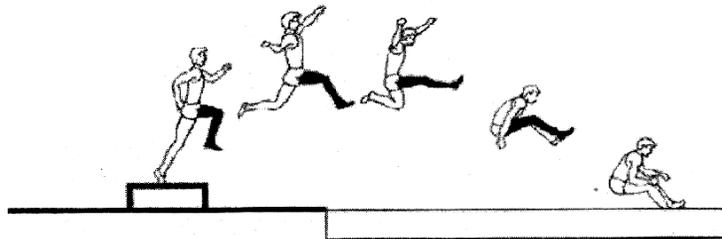
Activity 02

- Do the above activity with taking off from the ground (without box). (fig 5.3.7)



Activity 03

- After about 5-7 strides of approach run, keep the leg on a box about 15cm in height and jump. In here, fly while keeping the take-off posture and stretch the free leg gradually to the forward in the air. Bring up and forward the take-off leg when get close to the landing and land on the legs. (fig 5.3.8)



Activity 04

- Do the above activity 03 with taking off from the ground (without box). (fig 5.3.9)

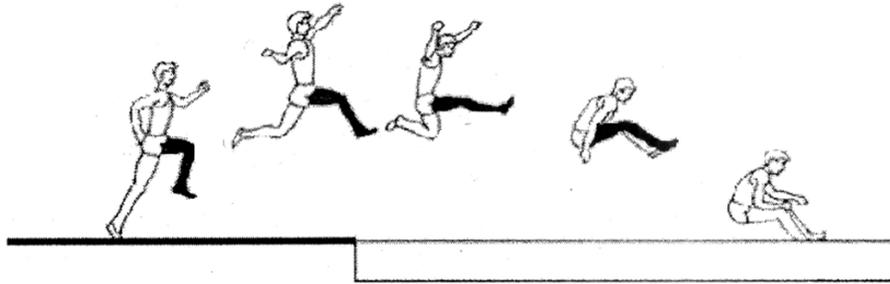


Fig 5.3.9

Activity 05

- Mark the starting point by run back through the running lane from the take-off board. (Within 20m-30m distance) Start the approach run from the marked point and jump according to the sail technique by taking off from the take-off board. (fig 5.3.10)
Starting point of the approach run should change as to suit to the correct placement of the take-off board of the take-off leg on the take off board.



Fig 5.3.10

Competency 8.0 : Conforms to an efficient life style maintaining the wonder of the body

Competency Level 8.1 - Spends a happy life maintaining the wonder of reproductive system.

8.2 - Spends an efficient life avoiding obstacles occurred to the reproductive system.

No of Periods - 06

- Learning outcome -**
- Describes the wonder of reproductive system
 - Explains the factors that obstructs the wonder of the reproductive system.
 - Explains about own responsibility in protecting the wonder of the reproductive system.
 - Acts by identifying the necessary steps that should be taken when facing obstacles to the wonder of reproductive system.

Instructions for the preparation of learning teaching process.

- Step 01**
- **Recall the facts about the reproductive system studied in grade 7**
 - Give a simple common introduction on reproductive systems using diagrams when necessary
 - The System which is organized to confirm the existence of a certain type of living being by producing its own kind, is the reproductive system.
 - Own contribution is very important to keep the reproductive system healthy and protectively.

- Step 02**
- **Introduce the wonder of male reproductive system based on following facts.**
 - Normally the process of sperm production begins at the age of 10- 14 years.
 - Testis produces testosterone hormone.
 - Sperms are produced throughout the life time.
 - Characteristics of father contain in sperms
 - Sperms have the ability to swim into the fallopian tubes across the vagina and uterus of female reproductive system.

- Step 03**
- **Explain the wonder of female reproductive system based on following themes.**
 - **Menstrual circle .**
 - Menstrual Circle begins with the attainment of puberty of a girl

- Normally after the puberty one ovum is released in every 28 days alternately by the pair of ovaries.
 - This process that takes place in a circular Manner is known as the menstrual circle.
 - Ovulation takes place involuntarily before 14 days to the menstruation.
 - The uterus specially prepares for an implantation
 - Menstruation is the removal of detached inner lining of uterus with blood if an implantation does not take place.
 - Attaining puberty is the first occurrence of this process
 - Normally this bleeding takes place for 2 – 6 days.
- **Conception (to conceive)**
 - The matured ovum travels through the fallopian tube after ovulation
The sperms that arrive through the vagina swim across the uterus to the fallopian tube.
Fusing a sperm with an ovum inside the fallopian tube is called fertilization
 - The Fertilized ovum arrives to the uterus and makes contact with the inner wall (endometrium) of the uterus.
 - This process is called implantation.
 - Implanted zygote grows inside the uterus connects with placenta by the umbilical cord and obtains necessary substances to the fetus like food, oxygen and drugs from mother.
 - Until birth the child grows safely in the uterus for about nine months
 - Birth takes place through the vagina.

Step 04

- **Introduce following three facts as the main Substables to the reproductive system**
 - Sexual misconducts and abuse
 - Adolescence pregnancy.
 - Sexual transmitted diseases
- **Sexual misconducts and abuse**
 - Provide few newspaper reports on sexual misconducts and abuse to the groups and give the opportunity to discuss the steps that can be taken to overcome such challenges.
 - Let me students for presentation

- Explain that victimizing a child to any sexual action or contributing in any method on such actions which obstructs the development of a child is called sexual abuse.
- Describe that exposing sex organs to children, persuading children to touch sex organs, releasing films, photographs and books which contain sexual acts using children are called sexual misconduct.
- Explain that following steps can be taken to protect from sexual misconduct and abuse.
 - Not allowing anyone to touch the body unnecessarily
 - If someone tries to touch the body, refuse it and go to a safe place as soon as possible or shout asking for help.
 - When there is no one to help leave the place tactfully .
 - If someone tries to do a sexual harassment inform it to a faithful person.
 - Acting carefully when responding to messages given by various persons who meet on the way.
 - Acting carefully about the persons who pay unnecessary attention and those who offer gifts and money.
 - Ignoring the persons who admire your appearance unnecessarily and those who always try to isolate with you.
 - Avoiding being alone in isolated places and going to such places.
 - Acting carefully at the instances like recruitment to jobs, charms(yantra, manthra, gurukam) musical shows and individual class.
 - Avoiding the misuse of modern technology like internet and mobile phones.

Step 05

- **Discuss that following physical mental and social problems can arise by facing sexual misconducts and abuse.**
 - Subjecting to mental depression
 - Occurrence of obstacles to education
 - Occurrence of unnecessary pregnancy
 - Causing sexual transmitted diseases.
 - Subjecting to indignity of the society
 - Subjecting to physical harms.
- **Explain that following unfavorable results occur due to the adolescence pregnancy.**

- Absence of Physical Preparation to face pregnancy.
 - Absence of mental preparation to be a mum
 - Presence of more complications during pregnancy and in confinement.
 - Facing to difficulties in supplying sufficient nutrition for the child and the individual as the individual is still in the stage of growing.
 - Subjecting to look down by the society
 - Disruption of education
 - Immediately inform that parents if any sexual abuse happened
- Step 06**
- **Explain sexually transmitted diseases as another obstacle for wonder of reproductive system**
 - Gonorrhoea, Syphilis Herpes Genital warts and HIV/ AIDS are few examples for sexually transmitted diseases.
 - Physical, mental and social problems arise as follows when subjecting to sexually transmitted diseases.
 - Subjecting to indignity of the society
 - Disruption of education
 - Facing to mental stress
 - Causing damages to heart, brain and nerves
 - Having opportunity for still births, unmaturing births and disabled birth due to germ infections to the embryo during pregnancy.
 - Occurrence of complications like wounds, pus flowing pain and scratching in sex organs
 - Causing blindness of the child due to contact of germs from mother to the child in the delivery.
 - Describe that symptoms of some sexually transmitted diseases do not expressed externally and there is a more probability to transmit to healthy persons from those with unexpressed symptoms.
- Step 07**
- **Based on the following topics discuss that the own contribution is very important to protect the wonder of the reproductive system.**
 - Correct awareness
 - Healthy behaviors
 - Social values
 - **Correct awareness**
 - Structure of the reproductive system
 - Function of the reproductive system
 - Changes occur in the reproductive system along with maturity

- Habits of protecting the health of reproductive system.
- Misconducts and abuse
- Unfavorable sexual behaviors
- Conception (to conceive)
- menstruation
- nutritional needs
- unnecessary pregnancies
- **Healthy behavior**
 - Being clean and maintaining the cleanliness of sex organs
 - Using cotton underwear in place of underwear made with artificial cloths.
 - Keeping underwear clean
 - Avoid directing to sexual experiments
 - Avoid engaging in sexual connections until marriage
 - Limiting sexual connections only with married partner.
 - Taking correct medical treatment to the diseases associated with reproductive system.
 - Consuming a healthy meals daily
- **Social Values**
 - Understanding the value of married life
 - Keeping the values like mutual understanding faith, love and respect between husband and wife
 - Understanding the value of maternity and paternity
 - Acting with brotherhood feeling to opposite sex.
 - Refusing indecent books, magazines, video films, compact discs etc.

Basic teram concept:- • Reproductive system, Menstruation, Conception, Sexually transmitted diseases, Sexual misconducts and abuse

Quality inputs – • Diagrams of reproductive systems.

Instructions for Assessment and evaluation

- Direct the students to prepare a booklet individually including the information given below
 - The structure and the function of reproductive system
 - Obstacles to the wonder of the reproductive system
 - Steps that can be taken to protect the reproductive system
 - Sexual misconducts, abuse and facing these challenges successfully.
- Evaluate the booklet based on criteria sufficiency and accuracy of information, presentation skills and creativity

Third Term
Competencies, competency levels and number of periods.

Competencies,	competency levels	number of periods.
05. Utilizes the specific abilities developed through participation in athletics for the tasks of the life	5.4 Utilizes throwing for the day to day situations	02
06. Acts in a socialized manner by adapting to ethics rules and regulations of sports.	6.1 Engages in sports activities demonstrating qualities of sportsman ship	02
07. Utilizes suitable food for a healthy life.	7.1 Contributes to develop the nutrition status of the family	04
	7.2 Preservers food while protecting the nutritive value of the food	02
09. Acts accordingly to maintain fitness for a healthy life	9.1 Acts to develop fitness related to health.	04
	9.2 Buildup interpersonal relationship develops psycho social skills	02
10. Leads a joy full by facing challenges successfully	10.1 Faces environmental challenges of daily life with confidence to lead a happy life	03
	10.2 Provides necessary first aid in accidents happen in day to day life.	03

Competency 5: Utilizes the specific abilities developed through participation in athletics for the tasks of the life

Competency level 5.4: Utilizes throwing for the day to day situations

Number of periods: 02

- Learning out comes:**
- Names the throwing events in athletics.
 - Exhibits the correct techniques of shot put.
 - Exhibits the correct techniques of discus throw.
 - Exhibits the correct techniques of javelin throw.
 - Acts to prevent the accidents when throwing.

Instructions for the preparation of learning teaching process.

- Step 01:**
- Engage the students in access game of annex 5.4.1 or any other suitable access game.
- Step 02:**
- **Lead a discussion by highlighting the following facts**
 - Shot put, discus throw and javelin throw are included in school sport programme.
 - There is an another throwing event as hammer throw though it is not included in the school sport programmes.
 - Throwing ability is not only important in athletics, it is important in different sports as well as in day to day life.
 - Should be careful about own self and others when engaging in throwing activities.
- Step 03:**
- Explain with demonstrations that releasing technique of the equipment in each throwing event is different such as about the head and side from the body etc.
- Step 04:**
- **Engage the students in following activities of information sheet in annex 5.4.2**
 - Gripping of the shot (fig 5.4.2)
 - Throwing the shot on the spot (fig 5.4.3, 5.4.4)
 - Gripping of the discus (fig 5.4.5)
 - Practising activities of rotating the discus (fig 5.4.6, 5.4.7)
 - Throwing the discus on the spot (fig 5.4.8, 5.4.9)
 - Gripping of the javelin (fig 5.4.10, 5.4.11)
 - Throwing the javelin on the spot (fig5.4.12, 5.4.13, 5.4.14)

Step 05:

- Lead a discussion by highlighting the following facts.
- Accurate grip of the equipments is important for a successful throw
- The equipment can be thrown to a more distance if the strength of the other parts of the body is used unless using the strength of the arm only.

Basic term concepts:

- Throwing events in athletics, shot , javelin, discus, gripping of the equipment throwing techniques.

Quality inputs:

- Small shots or equal optional equipment
- Small discuses or equal optional equipment
- Low weight javelins or equal optional equipment
- Lime powder or equal substance for ground markings
- A volleyball net or a cord

Instructions for the assessment and evaluation:

- Evaluate the enthusiastic and effective participation in throwing activities.
- Evaluate the ability of correct handling of throwing equipment.
- Evaluate the accuracy of exhibiting the throwing techniques.
- Evaluate the being carefulness about own self and others when engaging in throwing activities.

Annex 5.4.1

Access activity

In here, one team throw a ball to the other side over the net or cord as shown in the figure 5.4.1.

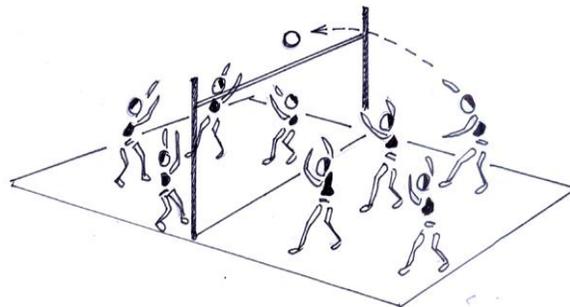


Fig. 5.4.1

Annex 5.4.2

Practising the throwing technique

- Grip of the shotput (Fig. 5.4.2)
- Shot should be gripped as to held well in the bottom edges (top edge of the palm) of the fingers. Slightly spread fingers should kept close to each other. Shot is kept in the clavicle in front of the neck under the chin. Elbow is lifted to the side making angle of about 45° with the body.



Fig 5.4.2

- Activities introduced here for a right hander . If left hander consider the opposite direction of these activities.

Throwing the shot on the spot – Activity 01 (fig 5.4.3)

- Stand with the shot keeping the legs apart at the shoulder length.
- Twist the body clockwise by bending the knees slightly.
- Throw the shot while stretching the legs and turning the bust forward.

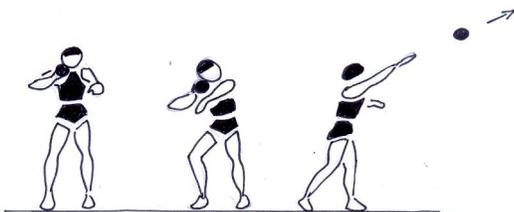


Fig 5.4.3

Throwing the shot on the spot – Activity 02 (fig 5.4.4)

- Stand with the shot keeping legs apart at the shoulder length.
- Twist the body clockwise by bending the knees slightly.
- Throw the shot while stretching the legs and turning the bust forward with taking the left leg forward.

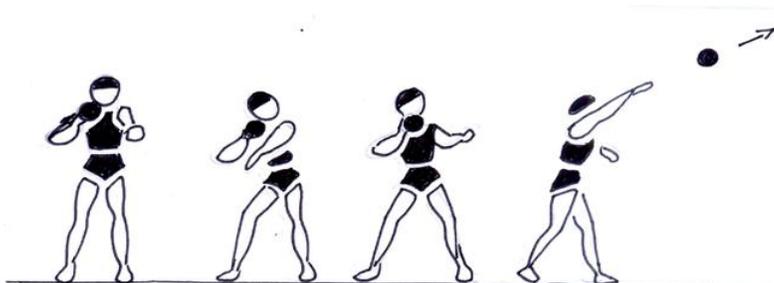


Fig 5.4.4

Gripping the discus (5.4.5)

Catches the discus by last segments of the fingers. Fingers have spread out along the rim of the discus. Thumb finger is freely kept on the discus.



Fig 5.4.5

Practicing activities of rotating the discus (fig 5.4.6, 5.4.7)

Roll the discus on the ground as to release from the index finger. (Fig 5.5.6)

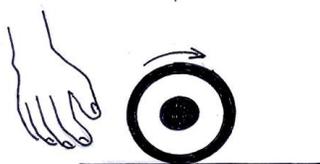


Fig 5.4.6

Release the discus to the air using as the above rotating method. (Fig 5.4.7)

fig 5.4.7



Throwing the discus on the spot

Release the discus by keeping the legs parallel. (Fig 5.4.8)

Fig 5.4.8



Release the discus by keeping the left leg forward. (Fig 5.4.9)

fig 5.4.9



Gripping of the javelin

Given below are the two standard methods of gripping the javelin

1. Grip by thumb and index finger. (fig 5.4.10)
2. Grip by thumb and middle finger. (fig 5.4.11)



Fig 5.4.10



fig 5.4.11

Throwing the javelin on the spot

- The Javelin which is dragged back over the head pointing the tip to the ground about 3-4 metres in front of the body, is thrown in a high speed as to strike on the ground (Fig 5.4.12)
- Drag the javelin over the head, bend the body slightly back and throw as in the previous activity but to a moderate for distance (fig. 5.4.13)
- Stand keeping the left leg forward as to be the distance between two legs about 60 - 90 cm with the dragged javelin over the head.

Next lift the left leg moderately, keep it forward again and throw the javelin (fig 5.4.14)

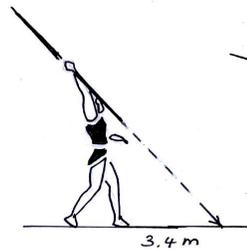


Fig 5.4.12

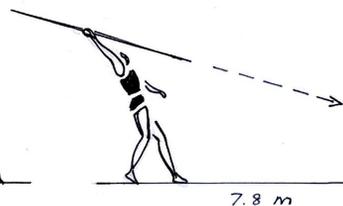


fig 5.4.13

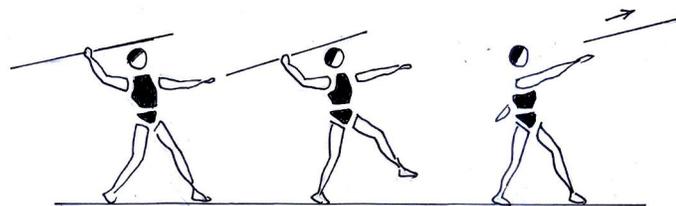


Fig 5.4.14

Competency 06: Acts in a socialized manner by adapting to ethics, rules and regulations of sports.

Competency level 6.1: Engages in sports activities demonstrating qualities of sportsmanship

Number of periods: 02

Learning outcomes:

- Explains the expansion of rules and regulations in sport.
- Explains the competencies in connected to sportsmanship.
- conforms to the ethics in sport.
- Develops the competencies through sport.

Instructions for the preparation of learning teaching process.

Step 01:

- Remind the ethics, rules and regulations of sport learnt in grade 06 and 07.

- **Lead a discussion by highlighting the following factors.**
 - The series of conventions implemented to conduct the game is known as the rules and regulations.
 - Ethics are the behavioural patterns which conduct to well-being of the game.
 - Rules and regulations and ethics are needed to fair play of the game.
 - Players should build up the competencies for this purpose.

Step 02:

- **Ask the students' views about following occasions.**
 - Hitting the ball at the wicket when a cricket player is batting
 - Landing the ball outside of the court in volleyball.
- **Lead a discussion by highlighting the following facts.**
 - Every game has rules and regulations.
 - The game is managed by them are changed from time to time.

Step 03:

- Group the students as suitable.
- Assign the following topics to the groups.
 - Evolution of the rules and regulations.
 - Competencies connected to sportsmanship
 - Prepare the students for creative presentation using the information sheets.
- Let the students for their presentations.
- Give the feedback and feed forward

- Step 04:**
- Engage in a summarization confirming the facts included in the information sheet.
- Step 05:**
- Select a suitable game / minor game / fun game.
 - Appoint the students as umpire, coaches, spectators, journalists etc. Appoint two teams for the game as well.
 - Engage them in the game for 10 minutes
 - Discuss the following topics in association with the game.
 - Respect the rules and regulations.
 - Respect the judgments.
 - Respect the coach/teacher.
 - Respect the team mates.
 - Respect the opponents.
 - Respect the spectators.
 - Respect the journalists.
 - Discuss the above facts with examples when needed.
 - Discuss the importance of using the ethics in sports, based on the information sheets.

Basic term concepts:

- Evolution and provenance of rules and regulations, Sportsmanship qualities, Ethics

Quality inputs:

- Use the quality inputs in according to the game

Instructions for the assessment and evaluation:

- Evaluate the explanation of ethics, rules and regulations.
- Inquire the expansion of rules and regulations in sport.
- Inquire the comprehension on competencies connected to the sportsmanship.
- Inquire the importance of using ethics in sport.
- Evaluate the work according to ethics.

Annex 6.1.1

Information sheet – Origin of the rules and regulations

Ancient man engaged in activities to fulfill the needs of daily life. Swimming, chasing animals, wrestling with animals, angling climbing trees, breaking beehives, jumping over water holes hanging in climbers are some of them.

They did various dances and sports to satisfy god while paying homage. These games created through day to day activities, were held as competitions for the recreation of the ruler. there were no rules and regulations for these games and most of them ended with the death or causing sever damage to the opponent. Later various rules and regulations has included to these games but there are no acceptable records.

According to the records, the religious festivals held at Athens and sports in Greek era were the sports festivals, conducted with rules and regulations. The festival held at Olympia in Athens in 776 B.C to pay homage to God Sues takes an important place and it is considered as the origin of present Olympic games. These competitions were limited for makes and they had to participate in the games without cloths (nude). It was a rule In the presence of new experiments and discoveries (1300 AS- 1500 AD) the rules and regulations were adjusted methodically. and correct techniques were originated as well During this era international sports.

Completions were held and people started to form sports societies as well.

At Present each sport is managed by international fedarations, Making rules and regulations and amendments are done by them. In each country this is done by them In each country this is done by relevant national sports organization sometimes organizers amend rules and regulations when organizing provincial competitions.

By getting used to obey the rules and regulation is sports a person gets used to be a law abiding citizen, It helps to develop the self confidence and the personality. All of these facts influence on the development of the country.

Sportsmanship qualities

Leadership

- Leading the own team
- Secure the rights of own team
- Secure the respect of the country
- Maintaining the competitiveness and courageous of the team
- Maintaining the relationship between coach and players
- Acting with solving the problems
- Taking intelligent and responsible decisions

Followership

- Playing dedicately and willingly under the captaincy
- Acting as a leader when necessary

Team spirit

- Giving Fullest contribution for the victory of team
- Keeping good relationships among the team mates
- workign as a team without being trying to highlight individually

Interpersonal relationships

- Working with the understanding of on personal differences
- Helping needy
- Avoid from the things like insulting others, ridiculing others and belittling others
- Respecting and listening to othus

Accepting the victory and defeat in a realistic manner

- Fair play unless not to win any how
- Appreciating talents of opponents
- Controlling the emotions like sorrow and happiness
- Protecting the dignity of sport

Conforming in to ethics of sport

- Protect the dignity of sport
- Protect the peace
- Easy to solve problems
- Gaining the strength to accept the victory and defeat in a realistic manner
- Develop the friendship
- Easy to judge the game
- Develop the unity
- Help others
- Ability to maintain the cultural values

Competency 7.0 : Consumes appropriate food for a healthy life**Competency Level 7.1- Consumes appropriate food for the nutrition of the family****7.2- Preserves food as to retain the nutritional value.****No of Periods - 05**

- Learning outcome -**
- Lists the nutritional needs of the family
 - Prepares correct menu.
 - Explains the methods that should be followed in Serving food.
 - Lists the obstacles caused to good nutrition
 - Explains the facts that should be taken into consideration when selecting food
 - Exhibits the preparedness in selecting correct food
 - Describes the methods used to uplift the nutritional value of food
 - Describes the methods of preserving food
 - Describes the oncesstral cooking methods
 - Exhibits the Preparedness of conveying the messages about the nutrition to the family

Instruction for the preparation of learning teaching process.

- Step 01**
- Discuss what is known as the family based on the previous knowledge
 - Direct the students to identify the nutritional needs of the family under following areas.
 - Provide each student two cards and give instructions to write one fact that should be considered each for in preparing menu and serving food.
 - Give the opportunity to exhibit the facts mentioned in the Cards
 - Lead a discussion based on the student's findings as to confirm the following facts.
 - When preparing menu to suit for nutritional needs.
 - Age of the family members (growth age)
 - Health conditions
 - Appetite (taste, texture)
 - Quantity
 - Sex
 - Caloric needs
 - When serving food

- Arrangement
- Appearance
- Being health habits
- Following hygienic habits
- Adequacy
- Table habits

- Step 02**
- Direct the students to present the methods with examples that can be applied to fulfill the nutritional needs with less expenditure.
 - Give the opportunity to present their findings
 - Provide feed back and feed forward
 - Sum up highlighting the facts given below
 - Expensive foods as well as cheap foods are available to obtain the same nutrient

Examples –

- Big fish are expensive while small fish are cheap but the nutrients obtained are same. Small fish are rich in minerals like calcium and it is economically advantageous.
- Imported fruits like apples, oranges are expensive while the indigenous fruits like nelli, guava, verail are cheap and rich in nutrients
- More nutritive value can be obtained through different types of food preparation

Examples –

- Cooking the green leaves collected from the vicinity
- more nutrition can be obtained by cooking after mixing fre types of food

Examples –

adding jak seeds to spinach

- Wastage can be minimized by preservation method
- Examples – Atukos, Weli kosata, Jadi, Lunudehi
- Home garden can be used for family nutritional needs

Examples –

- Growing vegetables in pots
- Growing green leaves
- Growing fruits

- Step 03**
- **Assign the following instances to the groups and give instructions to record the steps that can be taken to minimize the destruction of nutritional value during these instances**
 - During production
 - During transportation.
 - During Storage
 - During Selling
 - During consumption
 - Give the opportunity for group presentation
 - Confirm the students findings based on the information in 7.1.1

- Step 04**
- **Give instructions to write the facts that should be considered in selecting food and the reasons for them in the following table.**

Type of Food	Facts should be considered when selecting	Reasons
Grains Fish Canned fish Packets of fresh milk Vegetables/fruits Salt Bread Biscuit		

- Confirm the student’s findings based on following information
freshness, price and weight, taste, colour, odour external appearance, ingredients.
expiry, nature of the packing, accordance to national standards

- Step 05**
- Give opportunity to suggest the food preparation methods which help to increases the nutritive value
 - **Lead a discussion including following methods as well**
 - Preparing mixed meals (hathmaluwa, munkiribath vegetable salad)
 - Consuming in raw state (Gotukola, carrot)
 - Adding lime juice, maldive fish, coconut
 - Inquire about the food preservative methods
 - Forward the following methods by discussing with students.
 - Drying (atukos, chillies, dried fish, bitter gourd)
 - Adding sugar (nellidosi, jam)
 - Cooling (Milk, vegetables, fruits, fish)
 - Spray drying (milk powder)

- Adding salt (lime, mango,)
- Canning (fish, fruit, vegetables)
- Adding chemicals (cordial, jam)
- Pasteurizing (fresh milk)
- Sterilizing (fresh milk)
- Storing inside sand (lime, jack seed)
- Smoking (meat)
- Cooking (Fish ambulthial, fries)
- making pickles (polos)

Basic term concepts :-

- Nutritional needs of the family, Food serving, menu, Different methods of cooking, Economical methods)

Quality inputs –

- Types of food (packets, bottles, cans)
- Pigment chart
- Bristol board, marker pens, gumtape
- pictures of different serving methods

Instructions for the Assessment and evaluation

- Inquire about the facts that should pay attention when preparing and serving food.
- Inquire about the facts that should pay attention when buying food
- Inquire about the steps that could be taken to minimize the obstructive instances that influence on the nutritive value of food.
- Inquire the students about the contribution that can be provided in fulfilling the nutritional needs of the family
- Direct the students to prepare a booklet which includes the economical methods that can be taken to uplift the nutritive value of food and evaluate it.

Annex 7.1.1

Information Sheet**During Production**

- Avoid misusing chemical fertilizer
- Taking steps to minimize the influence of animals
(Ex – eaten by rats)
- Taking steps to maintain the composition of soil in optimum level
- Taking steps to avoid the destruction of harvest
- Minimizing the influence of micro organisms and insects
- Avoid applying unsuited insecticides at the near harvest.

During transportation

- Using suitable packing
- Proper managements of space
- Following method for availability proper ventilation and light
- Using careful methods in loading and unloading

During storage

- Store that able give proper ventilation and light
- Paying attention about the temperature
- Storing according to FIFO – LIFO method
(First in First out – Last in First out)
- Storing iodated salt in dark coloured bottles
- Taking steps to minimize the harm occurred by microorganisms and insects.
- Placing properly when selling
- Paying attention about food poisoning
(Eg; Not storing ice cream and meat together)
- Avoid keeping soap and food items together.
- Avoid using chemicals like formalin for preservation

During cooking and food processing

- Reducing the number of washing times of food items that contain water soluble nutrients
- Avoid peeling or cutting potatoes before boiling

- Immersing vegetables in water just after cutting to avoid the direct contact with oxygen and cooking while keeping the lid closed (ex – bitter melon (karawila))
- Avoid using iron and copper vessels for cooking
- Avoid putting sodium bicarbonate to trap attractive colours
- Protecting nutritive value of foods and saving fuel by using pressure cookers.
- Strong vegetables and fruits in low temperature
- Using iodated salt for foods
- Adding lime juice to food after cooking
- Avoid heating cooked food more than once
- Avoid over boiling
- Cutting vegetable just before cooking
- (Vitamins are destroyed when contacted with air)
- Washing vegetables before cutting
- (minimize the removal of water soluble vitamins)
- Consuming the vegetables without peeling off, as the nutrients contain in the skin of many vegetables. If needed remove a thin part of the peel.
- Avoid buying cut vegetables
- Using coconut oil for cooking in place of vegetable oil
- Avoid frying food in same oil again and again
- Soak pulses in water more than six hours before boiling
- Avoid using water used for soaking again and again

During consumption

- Consuming more fresh seasonal fruits and vegetables
- Consuming salads prepared with food items that are edible in raw state
- Paying more attention on steam parboiled rice as it is more nutritious than raw bran rice.
- not avoiding main meals
- Keeping a proper time duration between two main (At least four hours between two main meals and 2 hours between a main meal and a snack)
- Avoid having meals while watching television
- Having meals before 1 or 1 ½, hours before sleep
- Avoid having food over the limit
- Limiting the consumption of instant and junk food
- Addition of pulses with grains for the meals if the person is a vegetarian
- Drinking sufficient amount of water and avoid drinking more water while having meals.
- Adding at least five types of vegetables and fruits for meals in a day
- Engaging in exercises or sports at least ½ hour for adults and 1 hour for children
- Get rid of the life style of sitting most of the time

Competency 9.0 : Acts accordingly to maintain fitness for a healthy life

Competency Level 9.1 : Acts to develop fitness related to health.

No of Periods : 04

- Learning outcome:**
- Classifies the physical fitness
 - Explains the health related fitness factors
 - Describes the importance of maintaining the health related fitness.
 - Engages with the activities to maintain the health related fitness.

Instructions for the preparation of learning teaching process :

- Step 01**
- **Inquire from students about the physical skills which necessary for the day to day activities and notice them on the black board.**
 - **Lead a discussion by highlighting the following factors.**
 - Strength, speed, flexibility and endurance skills are necessary for the day to day activities.
 - Physical fitness is a group constellation of physical skills which can be helpful, which exists within us, which can be developed to better maintaining of day to day physical activities
 - These skills within the body are called as physical qualities (Physical fitness factors, fitness components)
 - Health related qualities and skill related qualities are two types of the physical qualities. Introduce them separately as follows.
 - Introduce the following health related qualities to the students
 - Cardio – vascular endurance
 - Muscular endurance
 - Muscular strength
 - flexibility
 - Body composition
 - These qualities directly contributes on better maintaining of one's health conditions.
 - Health related fitness factors can be developed by engaging in suitable physical activities.
- Step 02 :**
- Engage the students in following activities while explaining the health related fitness factors and the importance them.

Cardio vascular endurance

- Cardio vascular endurance is the ability to give a higher oxygen supply to the body tissues as activation of heart and lungs during the physical activities
- **Engage the students in the activities of developing this fitness**
 - Brisking or jogging more than 20 minutes
 - Engage in rhythmic exercises
 - Engage in aerobic exercises
 - Swimming
- **Introduce the following benefits which can derives out through the developing of this fitness quality.**
 - Ability to work more with less fating
 - Efficient transportation & utilization of oxygen
 - Increase the speed of metabolic actions (Bio chemical actions in the cell)
 - Loose the body weight by burning the excessive fat
 - Mental well being
 - Develop the skills of sports activities
- **Muscular strength**
- The force which can produce by a muscle or group of muscles is caused as muscular strength
- This fitness can be developed through engage in the exercises which give a weight on the muscle.
- **Engage the students in the following activities to develop this fitness.**
 - Jumping exercises
 - Phythmic jumps, ex – Jumping jack
 - Push ups, Sit ups, Half squats, Lifting legs by laying down
 - Exercises by machines
- **Introduce the following benefits which can derives out through the developing of this fitness**
 - Ability work more with less fatigue
 - Produce more force from muscles
 - Growth of the muscle and proper appearance
 - Ability work long time in heavy works
- **Muscular Endurance**

- Muscular endurance is the ability to keep on the long time movement in a muscle or muscle group by without getting tired.
- Muscular endurance can be developed by engage in the exercises which give a weight on the muscle with more repetitions.
- **Engage the students in the following activities with more repetitions to develop this fitness**
 - Different rhythmic jumps
 - Push – ups-, Half squat, Lifting legs by laying down
 - Mountain climbing, Beach running, steps running, circuit training
 - Machine exercises
- **Introduce the following benefits which can derives out through the developing of this fitness**
 - Increase the blood supply to the muscle
 - Improve the muscle functions
 - Improve the coordination
 - Expand the fatigue time
 - Ability to work more with less of fatigue
 - Decrease of injuries and improve the posture maintaining.
- **Flexibility**
 - Movement range of the joints are called as flexibility
 - Engage the following joint related activities to develop this fitness
 - Muscle stretching exercises
 - Yoga exercises
 - Gymnastics
 - **Discuss the following benefits which can derives out through the development of flexibility.**
 - Maximize the joint functioning
 - Decrease the joint disorders
 - Helps to maintain correct postures
 - Helps to keep the balance
- **Body composition**
 - way of the body has created is called as body composition. As the all together of mater, protein, minerals, fat etc., are created the body. Body composition has two main parts.

1. Fat composition
 2. Composition of non fatty parts.
- Fat composition is amount of the fatty tissues in the body.
 - Non fatty composition is the parts like muscles, bones, skin, water etc.,
 - Increase of fat is cause for the increase of communicable diseases
 - Therefore, should maintain a proper fat amount which suits to the non fatty parts to leas a better body composition.
 - Show that the following factors are important on proper maintaining of this fitness
 - Engage in activities which develop above fitness factors
 - Maintaining correct food patterns and correct nutrition
 - Adequate rest and sleep
 - **Benefits of maintaining proper body composition**
 - Feel comfortable due to decrease of fat percentage.
 - Being healthy
 - Being efficiency
 - Decrease of injuries
 - Decrease of communicable diseases
 - Proper appearance
 - Focus the students in to develop of these fitness factors
 - Give the feed backs and feed towards during the activities
 - Instruct them to engage in fitness development activities at home and in the school as well
 - Explain the necessity of maintaining the fitness as a life routine
 - Comprehension them that it is important to take medical advice before engage in activities.
- Basic term concepts :**
- Physical fitness, Health related fitness, Cardio vascular endurance, Muscular Strength, Muscular endurance, Flexibility, Body composition
- Quality Inputs :**
- Suitable area for, exercises, Different exercise equipments, marking materials
- Instructions for assessment and evaluation :**
- Inquire what the physical fitness it
 - Inquire about the comprehension on health related fitness factors
 - Evaluate the participation, courageness, accuracy while engage in the fitness developing activities
 - Inquire separately about the activities which can develop the each fitness factors

Competency Level 9.2 : Builds up a healthy life by developing psycho social skills.

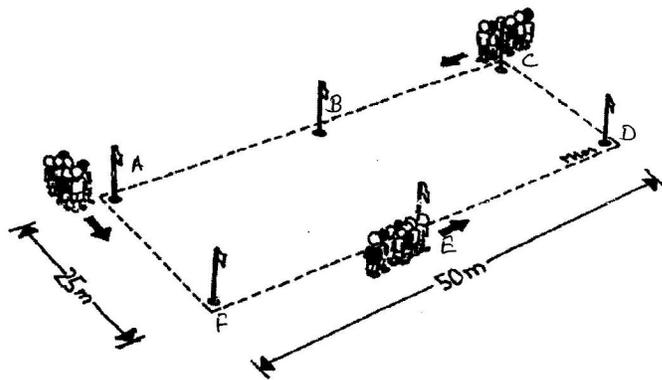
No. of Periods : 04

Learning outcome :

- Acts with co operation within a team and society
- Accepts victory and defeat in realistic manner.
- Works in a team and the society by controlling emotions.
- Acts with empathy when someone is in a difficulty.

Instructions for the preparation of learning teaching process :-

- Step 01**
- Engage the students in selected minor game or child athletic activity.
 - Endurance ability – relay running.
 - Prepare a 150m track as in the diagram given below. Fix flag posts in six places of the track. Divide the students into groups. Appoint a judge from the students for each group. Place the groups at the flag posts. All the groups start the race to the starting signal. Engage in a relay running exchanging a baton or a tennis ball. Selected the winners according to the number of rounds completed by each group with the given time. Get the help of the students for judging. Allocate the time 4 – 8 minutes as appropriate.



- Above mentioned child athletic activity is an example for based on endurance ability . The length of the track can be changed according to the facilities in your school.
- After the competition lead a discussion highlighting the following facts.
 - Emotional management – obtaining happiness fun and enjoyment of the competition, accepting victory and defeat, consoling the sorrow of defeat.

- Cooperation – Acting as a team, encouraging the members of the team by cheering
- Socialization – enjoying as a team, accepting the victory happily, encouraging the defeat, wishing the winners.
- Empathy Ignoring the tiredness happily, helping to the injured
- Expand the discussion considering the behaviors of psychosocial skills.

- Step 02**
- Engage the students as groups in a mini game of a major game (Volley ball, net ball, foot ball, throwball) by changing the rules and regulations and the size of the court according to the facilities of the school. Engage them in a game with less rules and regulations.
 - At the end of the competition lead a discussion highlighting the following psychosocial skills.
 - Co-operation and listening
 - management of emotions
 - Socialization
 - empathy
 - group skills
 - Identifying the instances where emotions should be controlled in the playground and school society and facing them successfully.

- Step 03**
- Lead a discussion in the classroom about the psychosocial skills by recalling the programmes and activities held in the School inter-house sports meet.
 - Consider about the different instances like athletic competitions, group competitions, march past, drill display and house construction.

Key concept term : • Psycho-social skill Endurance Emotions
• Empathic, Socialization

Quality inputs : • Baton, Tennis ball, Flag post

Instructions for evaluation and assessment :-

- Do the assessment and evaluation in order to fulfill the learning outcome regarding the activities of students during practical work.

Annex 9.1.1

Guideline to the teacher

- The favorable behaviors needed to face the day to day challenges productively are known as psycho social skills.
- Those are known as psycho social competencies, life skills, life competencies as well.
- W.H.O has introduced 10 psycho social skills as life competencies lot of behaviors should be developed through these competencies.
 - Self realization
 - Facing the emotions successfully
 - Facing the stress successfully
 - Empathy
 - Inter Personal relationships
 - Communicative skills
 - logical thinking
 - Problem solving
 - creative thinking
 - taking correct decisions
- Psycho social skills that are expected to develop through school society and play ground are given in the subject content.
 - Co-operation
 - management of emotions
 - socialization
 - empathy
 - group skills
 - Identifying instances where emotions should be controlled at the play ground or at the school society and facing them successfully.
- Productive communication, listening/ co operation
 - Listening to others ideas
 - Expressing own emotions/ ideas without hurting others.
 - friendly conversation
 - Understanding the gestures and nonverbal feelings of others.
 - Expressing own ideas clearly
 - Understanding the reasons responsible for the changes of the behaviors of others and acting accordingly.

- Management and controlling the emotions.
 - Emotions are the sudden responses that cause external and internal changes of the body due to a mental or physical situation. favorable emotions (joy, flexibility) unfavorable emotion (anger, sorrow, fear)
 - By making opportunity for favorable expression of emotions, good results can be obtained to the individual as well as to the society .
 - A few facts that influence on emotions are past experiences, personality, the way of understanding incidents, religious belief and customs and traditions.
 - Identifying the way of expressing ideas, engaging in productive activities without wasting time are some of the important facts to face emotions.
- Empathy
 - Helping others at he instances of difficulty thinking it as an own situation.
 - Avoid bullying the persons with weaknesses
 - Helping the needy.

Competency 10 : **Leads a happy life facing the day to day life obstacles successfully.**

Competency level 10. 1 : **Facing the environmental challenges of daily life with confidence.**

No of Periods : 03

Learning outcome :

- Lists the environmental challenges
- Tabulates the difficulties have to face in such instances
- Acts to develop the competencies needed to face the environmental challenges successfully
- Exhibits the preparedness for facing the environmental challenges successfully.

Instructions for the preparation for learning teaching process :-

- Step 01**
- Ask the students to bring the news paper reports consist of day to day challenges in life.
 - Discuss about the challenges in news papwer reports
 - Highlight the accidents that occur in such instances
 - **Lead a discussion explaining following facts**
 - Challenges that we have to face in our day to day life are known as environmental challenges.
 - Some of the examples are accidents, disasters, misconducts and a buse, alcohol and drug, cigarettes diseases
 - By facing to above mentioned challenges situations like loss of life loss of property, social problems economical problems can arise.
 - Competencies needed to prevent and to face challenges sucessfully, and to minimize the harm should be developed.
- Step 02**
- **Provide the challenges included in annexe to the groups.**
 - Direct the students to collect information related to following themes
 - Examples for these challenges
 - Harmful situations that can arise in such instances.
 - Steps that should be taken to minimize the harm or to prevent
- Step 03**
- Give the opportunity to present their findings.
 - Give instructions to keep notes to other groups while one group doing their presentation.

- Get other groups to propose constructive suggestions relevant to the topic
- Provide appropriate feed back and feed forward.

Step 04 • **Discuss that by developing the following competencies a person can face successfully to the challenges.**

- Correct behaviors
- Proper safety
- favorable thoughts
- Controlling emotions
- Team spirit
- Productive communication
- Developing the ability of understanding others.
- Inter personal relationship
- Correct understanding

Key concept term : • Environmental challenges

Quality inputs : • Information sheet at in annex 10.1.1.

Instructions for assessment and evaluation:

- Let the students to prepare reports for the wall paper about accidents, disasters, alcohol and drugs, cigarettes and and diseases under following topics.
 - The way of taking actions to minimize the harm at the instances of environmental challenges
 - Competencies that should be developed to overcome the above challenges
- Evaluate the wall paper under following facts.
 - content
 - Creativity
 - Presentation
 - team cooperation

Annex 10.1

Teachers guide line

Challenges and examples	Harmful situations arise	Things can be done to control, prevent or to minimize the harmful situation	Competency should be developed to overcome the challenges
<ul style="list-style-type: none"> • Accidents <ul style="list-style-type: none"> • at home • at the factories • at school • at the play ground • On the roads • at work place • at reservoirs • (Quarry, graphite mines, construction sites) 	<ul style="list-style-type: none"> • Lacerations • abrasions • Cuts • sprains • fractures • electrocution • drowning • animal bites • poisoning • knocking with vehicles • burns • food poisoning • falls from height • shocks • fainting • air pollution • Harmful radiation • Destroying ecosystems due to chemicals • Diseases 	<ul style="list-style-type: none"> • working with the awareness about accidents • Not engaging in risky events • Taking advice and help from others when needed. • Making the habit of keeping the instruments you use in the proper places. • Following rules and regulations • Following safety methods. 	<ul style="list-style-type: none"> • Tolerance • awareness • Law abiding • Taking correct decision • Problem Solving • Creative thinking • Correct realization • Correct training • Productive communication • Logical thinking • Self realization • Interpersonal relationships • empathy • controlling emotions • Stress management

Challenges and examples	Harmful situations arise	Things can be done to control or prevent or to minimize the harmful situation	Competencies should be developed to overcome the challenges
<ul style="list-style-type: none"> • Diseases <ul style="list-style-type: none"> • Infectious diseases <ul style="list-style-type: none"> • malaria • Dengue • Leptosporis (nee Una) • Cholera • measles and chicken pox • mumps • Chikungunya • Filaria • BARS • Birds Fever • Sexually transmitted diseases • • Non communicable Diseases <ul style="list-style-type: none"> • Coronary diseases • Diabetes • Hyper tension • Cancer • Nerve disorders 	<ul style="list-style-type: none"> • Orgain failiure • Various disabled conditions • Changing the appearance • Loss of life • Less activeness 	<ul style="list-style-type: none"> • Self awaeness about the diseases as well as making the society aware • Consuming prppoer food • Using clean drinking water • Reducing mental stress • Taking necessary immunization • Suitable exercises, adequate sleep and relaxation • Correct behavioral patterns of life • Taking treatment at the proper time 	<ul style="list-style-type: none"> • Awareness • Favourable life styles • Proper relaxation • Proper exercises • Proper medication • Productive communication • Inter personal relationships • Logical thinking

Challenges and examples	Harmful situations arise	Things can be done to control prevent or to minimize the harmful situation	Comperencies should be developed to over come the challenges
<ul style="list-style-type: none"> • Drugs, alcohol and cigarettes • Cocaine • hashish • Ganja • Kansa • Marijuana • Alcohol • Cigars • 	<ul style="list-style-type: none"> • failiures • Mental disorders • making the appear-ance ugly • Causing diseases • Reducing sex ability • Financial problems • Family problems • Persuding to miscon-ducts and abuse • Anti social actions • Refuse by the society • Arising conditions of riots • loss of life • nervous disorders 	<ul style="list-style-type: none"> • Making awareness of indiviual family and community • Following rules • Directing for rehabilitation programmes • Activating various programmes to spend the leisure productively • mental concentration • Making suggestions to prepare rules • making awareness of the people who imple-ment law and helping them • Building up social ploicies. • Using media for making awareness. 	<ul style="list-style-type: none"> • Self realizations • Self confidence • favourable attitudes • Taking correct decisions • Inter personal relationships • controlling emotions • creative thinking • productive communication • Understanding • following good habits • law abiding

Challenges and examples	Harmful situations arise	Things can be done to control or prevent or to minimize the harmful situation	Competencies should be developed to overcome the challenges
<ul style="list-style-type: none"> • Disasters <ul style="list-style-type: none"> • Floods • Droughts • Earth slips • Tsunami • Earth quakes • Cyclones • Volcanic eruptions • Bush fire and fire forests • Electrocutation • Collapsing buildings • war accidents • vehicle accidents • Riots • epidemics 	<ul style="list-style-type: none"> • abrasions, cuts • sprains • fractures • Electrocutation • Drowning in water • Animal bites • Poisoning • Burns • knocking with vehicles • Falling from height • shocks • fainting • Air pollution • Sound pollution • Mental stress • Social problems • getting buried • Diseases 	<ul style="list-style-type: none"> • Self awareness and the awareness of family and community • Following rules • Using mass media for awareness • Building up Social policies • Pre preparation • Identifying safety places • sustainable development • Refraining from illegal constructions • Proper maintenance 	<ul style="list-style-type: none"> • Self realization • Self confidence • Favourable attitudes • Taking correct decisions • Interpersonal relationships • controlling emotions • Creative thinking • Productive communication • Following good habits • Law abiding

Competency Level 10.2 : Provides necessary and correct first aid in accidents happens in day day life.

No of Periods : 03

- Learning out come :**
- Explains what is first aid
 - Explains the aims of providing first aid
 - Exhibits the qualities of a first aider
 - Acquires the preparedness of providing first aid.

Instructions for the preparation for learning teaching process :-

- Step 01**
- Give the opportunity to the students for presenting the event in annex 10.2.1 by a role play.
 - **Discuss the following facts based on that incident**
 - The aid given in an accident or illness according to accepted principles using materials at the vicinity with a well competency before providing medical treatment is known as first aid.
 - **Aims of providing first aid are as follows**
 - Saving a life of a person
 - Taking actions sure not to the condition of the patient being serve
 - Helping to gain the health
 - **Basic principles of providing first aid**
 - A - Air way
If the air way is blocked open it
 - B - Breathing
provide respiration if needed
 - C - Circulation
Inquire whether the blood circulation is activating
 - D - Deformity
Pay attention on the deform situations
 - E - Exposure, Environment
Expose the patient to examine if the environment is unsafe
take the patient to a safety place.
 - **Qualities of a first aider**
 - knowledge of first aid
 - self confidence
 - Ability to take quick and correct decisions

- Not being panic
- Leadership
- kindness, tolerance and activeness
- Being calm
- **Facts that should be considered in a to special attention when providing first aid.**
 - If there is a suspicion of a damage to vertebral column, lie down the patient on a plank and lift.
 - If something is pricked in the body, take the person to the doctor without removing the foreign body.
 - Not giving anything to drink or to eat when the patient is unconscious .
 - If a part of a body is separated, place the part in a clean polythene cover with ice and take to the doctor.
(Examples – a tooth/ a finger/ a limb)

- Step 02**
- Provide the following instances of accidents to the groups
 - faint
 - Animal bites and stings
 - Electrocutation
 - burns
 - Wounds
 - Give the opportunity to demonstrate the first aid that should be given in such instances.
 - Provide feed back and feed forward as in the information sheet 10.2.1 while the presentations going on.

Basic key concepts : • accidents, disasters, first aid

Quality inputs : • News paper reports, materials and instruments needed in providing first aid (examples cloth bandages, water, cotton)

Instruction for evaluation and assessment

- Inquire about the knowledge of first aid
- Inquire about the basic principles in providing first aid
- Inquire about the qualities that should be possessed by a first aider
- Evaluate the group skills and communicative skills.

Annex 10.2.1

Information Sheet

Fainting

- Fainting occurs due to reduction of blood supply to the brain
- Unconsciousness of a fainted person lasts for a small time duration. After a small time back to normal

Providing first aid – Person who feel faint

- Let the patient be seated
- Help to place his head between his knees
- Give instructions to breathe deeply
- Arrange the environment for good ventilation to the fainted person

Providing first aid – Person who fainted

- Lie down the person on the floor and lift the legs up
- If there are tight clothes around the neck loosen them
- Arrange the environment for good ventilation to the fainted person
 - Help to sit when the person is conscious
 - Give the warm water to drink.
 - By discussing with the patient, inquire whether any other accident had occurred

**Animal bites and stings**

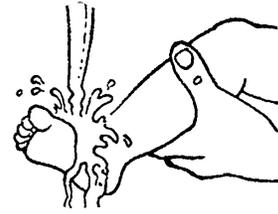
Animal bites and stings may be harmful. Due to this pain, infection shock and sometimes death can occur. Mostly the children are subjected to animal bites and stings. Such accidents are common in the people who engage in cultivation

First aid

When there is an animal bite or a sting, make confidence in the patient that he/she can be rescued. Tell the patient that

- you can give first aid
- the situation of the patient is not severe

- most of the snakes are non venomous
- suitable treatments are available
- shock can be minimized by consoling the patient
- Although the bite is small clean the place well with soap and flowing water. It minimizes the amount of entering venom to the patient and protects the first aider
- Cover the wounded place with a clean piece of cloth
- If possible report the type of animal when directing the patient to the doctor.
- **Things that should not be done when providing first aid to animal bites and stings**
 - The wound/ bitten place should not be sucked with the mouth (animal Venom can be entered to the first aider)
 - Tourniquet should not be applied (Due to tourniquet blood supply may stops)
- **When bitten by a dog/ cat/ Squire/rat**
 - Give the previous mentioned first aid to the wound
 - although the animal bite is a small scratch or wound, it is essential to direct the person to medical clinic
(there is a probability of causing rabies due to such animal bites)



First aid for snake bites

The bitten organ (Ex- hand, leg) should be kept motionless.

- Hand or leg can be kept motionless by wrapping loosely after keeping straight object like a piece of fire wook If reduces the speed of circulating venous throughout the body. It is suitable to lift the patient. without leffing hime to walk.
- Things like rings, bangles, threads tied in hands and tight cloths near the wound should be removed very quickly. (to prevent the uneasiness caused by the quick swelling at the place of snake bite)
- Paracetamol pills can be used to reduce pain Aspirin should not be given
- The person should be taken to hospital as soon as possible. (if possible show the snake to the doctor carefully for quick treatment)

Electrocution

- Electrocution causes shocks and burns.
- Electrocution can cause death.

Before providing first aid

- Disconnect the electricity supply
- Remove the person from the source of electricity
- (Otherwise first will be subjected to electrocution)
- If it is unable to disconnect electricity, the source of electricity should be removed from the person
(Push the source of electricity from the person with a dry stick, broom or rolled paper by standing on a bench or a log after wearing rubber slippers/ shoes)
- After removing the person from the source of electricity
 - Give a massage if there is a convulsion in the body
 - Provide a heart massage if the heart is not functioning
 - If the patient is in a shocked state console him/her and give first aid for burns if needed.

Burns

- Burns can be occurred by fire, hot water, steam, chemical and other hot materials.
- Not as small burns severe burns may cause rapid decrease in tissue fluid, infections and shocks. Such person should be directed to medical treatments quickly Otherwise the person may die.

First aid

- Remove the wounded person from the danger quickly
- Cool the burnt part quickly. Immerse the burnt part in water for about 10 minutes or until the pain stops. This can be done by pouring cold water on the effected part as well.
- Remove the things like bangles, wrist watches, tight clothes before the swelling starts.
- Remove the clothes that are wet with boiling water or chemicals by cutting them carefully. Be careful not to get harm to yourself
- Wash your hands. Protect yourself and others as well
- Cover the entire burnt part. If ones clothes and hair have caught fire you can do this at once.
- Extinguishing fire using water.
- If water is absent in the vicinity extinguish fire by wrapping the victim tightly with a thick blanket or a gunny bag.

If some one has severe burns

- Give first aid as mentioned above .
- Lie down the wounded person in a stretcher with a bed spread

- Cover the wounded person with a clean cloth or towel
- Give one mouthful of water to drink from time to time
- Direct for quick treatments.

Things - that should not be done when providing first aid to burns.

- Avoid removing any material that is attached to the burnt part.
- Avoid applying anything on the burns (Oils, butter, tooth paste)
- Avoid placing cotton directly on the burn.
- Avoid using sticky plasters to attach the dressing applied to the burn.
- Avoid pricking blisters occurred by the burns external wounds
 - Abrasions
 - Cuts
 - Lacerations
 - Punctures
- Abrasions:-
 - A shallow wound on the surface of the skin.
 - Cuts are the wounds that occur to the surface of the skin or to the interior or causing harms to the bleeding is based on the way of the cut some thing else
 - Lacerations
More harm can cause by a laceration of a smooth tissue than a cut bleeding occurs as well.
 - Puncture
Piercing the skin or a deep pierce with the things like pointed weapons, nails, ` thorns. External as well as internal bleeding can occur.

First aid

- First step is to be done is stopping bleeding occurred by the abrasion, cut, laceration or puncture.
- Apply pressure to the bleeding place.
- Let the patient to be seated/ lay soen keeping the wounded part in a higher place.
- Apply dressings and press on the dressings according to the wound
- Pressure cannot be applied to a wound occurred by a nail prick or a thorn prick. In such instances apply a pressure to the nearest place to the affected place.

Tetanus can be caused when any of above mentioned accident occurs. So that it is advisable to take necessary vaccinations.

