

# **Health and Physical Education**

## **Teachers' Guide**

### **Grade 09**

**(implemented from 2018)**



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

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Teachers' Guide  
Grade 9– 2018  
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***Message from the Hon. Minister of Education***

***Message from the Director General ...***

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007 .

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara  
Director General  
National Institute of Education  
Maharagama

**Message of the Commissioner General of Educational Publications**

***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**

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### **Instructions to use the Teachers' Guide**

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.

Competency	Competency Level	Contents	Outcome	Time (Periods)
<p><b>1. contributes to the building up of a Healthy Society</b></p>	<p><b>1. contributes to minimize the social health problems</b></p>	<ul style="list-style-type: none"> <li>● Health promotion                             <ul style="list-style-type: none"> <li>● Concept of Social health promotion</li> <li>● Health problems in ones area                                     <ul style="list-style-type: none"> <li>● Air pollution</li> <li>● Water Pollution</li> <li>● Land Pollution</li> <li>● Sound Pollution</li> <li>● Communicable diseases</li> <li>● Smoking , alcohol ,drugs, accidents, delinquency abuse and violence</li> </ul> </li> <li>● Ones contribution towards health promotion in relevant area.                                     <ul style="list-style-type: none"> <li>● Essential approaches to health promotion                                             <ul style="list-style-type: none"> <li>● Health policies</li> <li>● Health friendly environment</li> <li>● Skill development</li> <li>● Community participation</li> <li>● Re organization of services</li> </ul> </li> </ul> </li> <li>● Advantages of health promotion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Explains the concept of social health promotion</li> <li>● Lists the health problems exist in your area</li> <li>● Describes the essential approaches for promoting health</li> <li>● Explains the advantages of health promotion</li> <li>● Contributes to promote health in ones living area</li> </ul>	<p>05</p>

Competency	Competency Level	Contents	Outcome	Time (Periods)
2. Fulfils human needs for a healthy life.	2.1 Builds up the personality for self actualization	<ul style="list-style-type: none"> <li>• Introduction of self actualization</li> <li>• Importance of self actualization</li> <li>• Approaches of self actualization</li> </ul>	<ul style="list-style-type: none"> <li>• Explains self actualization.</li> <li>• Expresses the importance of self actualization.</li> <li>• Works toward with the aim of self actualization.</li> </ul>	02
3. Exhibits correct postures for lead a healthy life	3.1 Maintains correct postures by concerning about the incorrect postures.	<ul style="list-style-type: none"> <li>• Factors/ conditions influencing on incorrect postures                             <ul style="list-style-type: none"> <li>• Congenital conditions</li> <li>• Environmental conditions</li> <li>• Chronic conditions</li> </ul> </li> <li>• Congenital and environmental conditions                             <ul style="list-style-type: none"> <li>• Kyphosis</li> <li>• Lordosis</li> <li>• Scolisios</li> <li>• Vertebral column abnormalities</li> <li>• Flat back</li> <li>• Bow legs</li> <li>• knock knees</li> </ul> </li> <li>• Methods for correcting incorrect postures</li> <li>• Places and services available for treatments</li> </ul>	<ul style="list-style-type: none"> <li>• Names the factors/conditions that influence on incorrect postures.</li> <li>• Describes incorrect postures</li> <li>• Acts to Correct the incorrect postures</li> <li>• Directs others to gain correct postures</li> </ul>	02

Competency	Competency Level	Contents	Outcome	Time (Periods)
4. Spends leisure effectively by engaging in sports and outdoor activities.	4.1 Classifies the organized sports and outdoor activities.	<ul style="list-style-type: none"> <li>• Classification of organized sports</li> <li>• Types of outdoor activities</li> <li>• Necessity of organized sports and outdoor activities               <ul style="list-style-type: none"> <li>• Physical needs</li> <li>• Mental needs</li> <li>• Social needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classifies organized sports</li> <li>• Classifies outdoor activities</li> <li>• Explains the necessity of organized sports and outdoor activities.</li> </ul>	01
	4.2 Applies knots and lashing appropriate to the situation when engaging in outdoor activities.	<ul style="list-style-type: none"> <li>• Knots</li> <li>• lashing</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knots and lashing appropriate to the situation</li> </ul>	03
	4.3 Cooks meals outdoor to use leisure effectively	<ul style="list-style-type: none"> <li>• Different types of ovens</li> <li>• Methods of outdoor Cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Creates the equipment which needs to cook outdoor</li> <li>• Creates the solves which needs to cook outdoor.</li> <li>• Occasionally cooks outdoor</li> </ul>	03
	4.4 Hold campfire for effective use of leisure	<ul style="list-style-type: none"> <li>• Hold campfires               <ul style="list-style-type: none"> <li>• Prepare the fires</li> <li>• Songs and dramas in camp fire</li> <li>• Advantages of camp fire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepares fires by using different methods.</li> <li>• Presents the songs and dramas in fire display.</li> <li>• Evaluate the benefits of fire display</li> </ul>	03

Competency	Competency Level	Contents	Outcome	Time (Periods)
	4.5 Engages in volleyball by using the skills correctly	<ul style="list-style-type: none"> <li>• Skills in volleyball                             <ul style="list-style-type: none"> <li>• Spiking</li> <li>• Defending</li> </ul> </li> <li>• Rules and regulations</li> <li>• Engaging in volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Involves correctly in spiking and defending</li> <li>• Satisfies by playing volleyball according to rules and regulations</li> </ul>	03
	4.7 Engages in Football by using the skills correctly	<ul style="list-style-type: none"> <li>• Skills in football                             <ul style="list-style-type: none"> <li>• Goal Keeping</li> <li>• Throwing</li> </ul> </li> <li>• Rules and regulations</li> <li>• Engaging in volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Involves correctly in goal keeping and throwing.</li> <li>• Satisfies in playing football according rules and regulations.</li> </ul>	03
5. Utilizes the specific abilities developed through participation in athletics for the tasks of life	5.1 Engages in relay running by using correct the baton change	<ul style="list-style-type: none"> <li>• Relay running                             <ul style="list-style-type: none"> <li>• Basic methods of baton pass</li> <li>• According to the baton receiving side                                     <ul style="list-style-type: none"> <li>• Outside</li> <li>• Inside</li> <li>• Mixed</li> </ul> </li> <li>• According the method of giving the baton                                     <ul style="list-style-type: none"> <li>• Over arm</li> <li>• Under arm</li> </ul> </li> <li>• According to the way of looking at the baton                                     <ul style="list-style-type: none"> <li>• Visual</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the basic methods in baton change</li> <li>• Expresses the rules and regulations in baton change.</li> <li>• Engages in relay running using the correct methods of baton change.</li> </ul>	03

Competency	Competency Level	Contents	Outcome	Time (Periods)
		<ul style="list-style-type: none"> <li>• Non visual</li> <li>• Methods of using basic skills in various events</li> <li>• Rules and regulation</li> </ul>		
	5.2 Uses hang technique correctly in the long jump.	<ul style="list-style-type: none"> <li>• Horizontal jumps                             <ul style="list-style-type: none"> <li>• Long jump</li> <li>• Hang technique</li> </ul> </li> <li>• Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the methods of horizontal jumps</li> <li>• Expresses the rules and regulations of long jump</li> <li>• Engages in long jump using hang technique correctly</li> </ul>	02
	5.3 Engages in the basic jumps of flop method.	<ul style="list-style-type: none"> <li>• Jumps                             <ul style="list-style-type: none"> <li>• High Jumps</li> <li>• Flop method</li> </ul> </li> <li>• Rules and Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the methods of vertical jumps</li> <li>• Expresses the rules and regulations of high jump.</li> <li>• Engages in the activities of flop method.</li> </ul>	02
	5.4 Throws correctly using the power position	<ul style="list-style-type: none"> <li>• Throws                             <ul style="list-style-type: none"> <li>• Throwing being in power position                                     <ul style="list-style-type: none"> <li>• Shot</li> <li>• Discus</li> <li>• Javelin</li> </ul> </li> </ul> </li> <li>• Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Throws the shot being in the power positions.</li> <li>• Throws the discuss being in power position</li> <li>• Throws the javelin being in power position.</li> <li>• Expresses the rules and regulations of throwing.</li> </ul>	02

Competency	Competency Level	Contents	Outcome	Time (Periods)
7. Consumes appropriate food for a healthy life	7.1 Consumes food according to nutritional needs	<ul style="list-style-type: none"> <li>• Nutritional needs                             <ul style="list-style-type: none"> <li>• Nutritional needs according to life cycle,</li> <li>• Femininity and masculinity                                     <ul style="list-style-type: none"> <li>• Infants</li> <li>• Children</li> <li>• Adolescents</li> <li>• Elders</li> <li>• Aged</li> </ul> </li> </ul> </li> <li>• Nutritional differences due to special requirements                             <ul style="list-style-type: none"> <li>• Pregnant mothers</li> <li>• Lactating mothers</li> <li>• Sportsmen</li> <li>• heavy workers</li> <li>• patients</li> <li>• vegetarians.</li> </ul> </li> <li>• Myths and misconceptions related to nutrition                             <ul style="list-style-type: none"> <li>• Provincial beliefs, habits and attitudes</li> <li>• Thinking logically about the advertisements on various mass media</li> </ul> </li> <li>• One's contribution in selecting nutritious food.</li> <li>• Communicator messages related to nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets rid of myths.</li> <li>• Responds to various. advertisements on mass media after thinking logically.</li> <li>• Communicates favorable messages related to nutrition.</li> <li>• Explains the differences of nutritional needs according to the feminity and masculinity.</li> <li>• Explains the nutritional differences due to special requirements.</li> <li>• Exhibits the readiness to consume the food upon the nutritional requirements.</li> </ul>	06

Competency	Competency Level	Contents	Outcome	Time (Periods)
8. Conforms to an efficient life style while maintaining the wonder of the body.	8.1 Follows healthy habits to maintain the external appearance.	<ul style="list-style-type: none"> <li>• Wonder of the parts of the body related to external appearance                             <ul style="list-style-type: none"> <li>• Skin, hair, nails teeth, eyes , ears, lips, fingers ,feet etc....</li> <li>• Health habits that protect wonder</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the wonder of the relevant to parts of the body related the external appearance.</li> <li>• Follows the health habits that protect wonder.</li> <li>• Gets rid of the behaviors that obstructs the wonder of the body related to external appearance.</li> </ul>	02
9. Acts to maintain the fitness for a healthy life.	9.1 Acts to develop health related fitness factors, while concerning about them.	<ul style="list-style-type: none"> <li>• Health related fitness tests                             <ul style="list-style-type: none"> <li>• Cardio vascular endurance 800m boys 600m girls</li> <li>• continuous running</li> <li>• Beet test</li> </ul> </li> <li>• Muscular endurance                             <ul style="list-style-type: none"> <li>• Sit ups Test</li> <li>• Pushups test</li> </ul> </li> <li>• Muscular strength                             <ul style="list-style-type: none"> <li>• Jump and Reach test</li> <li>• Standing long jump</li> <li>• Flexibility</li> <li>• Flexibility tests</li> <li>• Bending forward by sitting</li> <li>• Bending forward by standing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the health related fitness tests</li> <li>• Describes the steps that should be taken to maintain health related fitness in an optimum level.</li> </ul>	06

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Competency	Competency Level	Contents	Outcome	Time (Periods)
		<ul style="list-style-type: none"> <li>● Body composition                             <ul style="list-style-type: none"> <li>● Body Mass Index</li> </ul> </li> <li>● Steps should be taken to maintain the health related fitness in the optimum level.</li> </ul>		
	9.2 Acts to develop the psycho- social fitness factors by concerning the relevant factors.	<ul style="list-style-type: none"> <li>● Mental fitnesses                             <ul style="list-style-type: none"> <li>● Thinking abilities</li> <li>● Problem solving</li> <li>● Responsible decision making factors by stress reduction</li> <li>● Appreciative ability</li> </ul> </li> <li>● Activities to be applied to develop mental fitness.</li> </ul>	<ul style="list-style-type: none"> <li>● Takes action to develop the mental fitness</li> <li>● Helps others to develop the mental fitness.</li> </ul>	02
	10.2 Recognizes the social challenges and faces with confidence.	<ul style="list-style-type: none"> <li>● Future social challenges                             <ul style="list-style-type: none"> <li>● Food                                     <ul style="list-style-type: none"> <li>● Processed food</li> <li>● Junk Food</li> <li>● Fast Food</li> </ul> </li> <li>● Diseases                                     <ul style="list-style-type: none"> <li>● Communicable diseases (including HIV/ AIDS)</li> <li>● Non communicable diseases</li> </ul> </li> </ul> </li> <li>● Weather</li> <li>● Disasters</li> </ul>	<ul style="list-style-type: none"> <li>● Exhibits the preparation for facing future social challenges.</li> </ul>	04

<b>Competency</b>	<b>Competency Level</b>	<b>Contents</b>	<b>Outcome</b>	<b>Time (Periods)</b>
		<ul style="list-style-type: none"><li>• Culture</li><li>• Modern Technology</li><li>• Conflicts</li></ul>		

## 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/wearing)
    - Healthy school environment (Physical/ social)
    - Healthy School Canteens
    - Healthy food habits. (selection of food/ consumption habits)
    - School health services (Clinics/Immunization programmes)
    - Community health services (Prevention 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
    - 'Soukyadhana' 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 awarding/Tributes
  - **Physical Education Programme III**
    - School sports meets
      - Athletics, Volleyball, Netball, Foot ball and compulsory sports
      - Indoor games as well as non indoor games,

- Physical Exercises
- Inter house Games
  - Competitions
  - Festivals
- Physical Education Programme IV
  - Week end and Vacation programs
    - Outdoor camps
    - Mountain climbing
    - Hikes
    - Cycling tours
    - Jungle craft
    - Mariner's compass and map related hikes
- Physical Education programme V
  - Group activities
  - Cadetting (Girls/ Boys)
  - Scouting / (Girls/ Boys)

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 aspires 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
- Disperse

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 the 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 36

That this subject cannot be divided as ‘Health’ and ‘Physical Education’ and the 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 materials is listed in this teacher guide for your convenience.

- Now let us consider how the learning – teaching process in implemented according to the standard pattern
- **Summoning students to the grounds**  
It is best that students go to the grounds in single file form the class
- **Placing students according to a class pattern.**
  - Position the students according to pattern created by you. It is best that this pattern is changed on different days.
- **Inspection of students health**  
Inspection of student’s hair, teeth, and cloths while inquiring about their health should be compulsorily done. While student who are not capable of getting involved in practical activities should be located in suitable place they should be made to participate as support resources or judges whenever possible.
- **Warming up exercises**  
Although it is not possible to prescribe a fixed pattern to stretching exercises, it’s possible to provide students with exercises for every part of the body. It is your responsibility to select suitable stretching exercises and involve your students in activities based on them
- **Stretching Exercises**  
Though it is difficult to decide the certain pattern for this it is better to conduct the stretching exercise to all body parts. It is your duty to select the suitable stretching exercises.
- **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.
- **Disperse**  
Implement a dismissal activity created by you and disperse the class. In order to prevent monotony utilize different methods of disperse. 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 shot
- Lime for marking
- Burned engine oil or substitute material
- Netball bibs in two colours

### **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 beyond 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 always to provide feedback and feed forward during activities.
- Endeavor to implement all the parts normally contain in health and physical education lessons during practical activities.

**1<sup>st</sup> Term****Competencies, competency levels and periods**

<b>Competencies</b>	<b>Competency levels</b>	<b>Periods</b>
<b>1.0 Contributes to building up a healthy society</b>	1.1 Contributes to minimize the social health problems	05
<b>2.0 Fulfills the humans needs for a healthy life</b>	2.1 Builds up the personality for self-actualization	02
<b>3.0 Exhibits correct posture to spend a healthy life</b>	3.1 Maintains correct posture by concerning about incorrect postures	02
<b>4.0 Spends leisure effectively by engaging in organized sports and outdoor activities</b>	4.1 Classifies organized Sports and outdoor activities.	01
	4.5 Engages in Volleyball by using the skills correctly	03
	4.6 Engages in Netball by using the skills correctly.	03

**Competency 1.0 : Contributes to building up a healthy Society**

**Competency Level 1.1: Contributes to minimize the social health problems**

**No of periods : 05**

**Learning Outcome:**

- Describes the concept of social health promotion
- Lists out health problems in the area of the individual
- Give suggestions to minimize the causative factors for the identified health problems.
- Explains the way of using health accesses to succeed social health
- Lists out the advantages of health promotion.
- Expresses the way by which the individual can contribute in health promotion

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- **Present the incident in annexe 1.1.1 to the students.**
  - Inquire the students about the experiences that the main character in the incident had faced.
  - **Lead a discussion highlighting the following points.**
    - Environmental pollution is mentioned in the incident above.
    - Importance of the environment for the well-being of the society.
    - Main health problems in the environment are air, water, land, sound and industrial pollution.
    - Consuming alcohol and cigarettes is also a causative factor for the environmental pollution.
    - Environmental pollution causes the deterioration of health of a man.
- Step 02**
- Inquire the students about the persons who are responsible for the health problems identified in the above incident.
  - **Lead a discussion highlighting the following points**
    - Main reason for creating health problems is the careless activities of man.

- Apart from this natural phenomena like tsunami, floods and droughts are too influenced on social health.
- Man cannot live without the involvement of the environment.
- The breakdown of the balance in the nature influences on personal health.
- Deterioration of personal health causes the deterioration of social health and deterioration of social health causes the deterioration of personal health.
- Keeping up a good social health is a responsibility of every person.

- Step 03**
- Discuss the following information that is important to maintain a good social health.
  - **Society is a place or an environment where a person or more than one person lives or live**
    - People and places around us belong to the society.
    - People of various age groups, various occupations and various economic statuses can be seen in a same society.
    - Physical, mental and spiritual well-being is needed to live productively.

**Social health is the maintenance in the balance of the environment as well as the quantitative and qualitative of interpersonal relationships.**

- **Given below are the factors that influence in the maintenance of good social health.**
  - Activities of the man.
  - Sensitivity to the environment
  - Law abiding
- **Divide the students into two groups and give instructions to gather information relevant to the following topics.**
  - Quantitative and qualitative importance of maintaining interpersonal relationships

- Factors that influence on the equilibrium of the environment.
- Provide feedback and feed forward while engaging in the activities.
- **Lead a discussion highlighting the following while appreciating the students' findings.**
  - following advantages can be gained Due to maintaining quantitative interpersonal relationships
    - Ability to find more peer groups
    - Can share knowledge
    - Get rid of loneliness
    - Increases in relationships
    - Develop communication skills
    - Can get help when taking decisions.
    - More protection
  - following advantages can be gained Due to maintaining qualitative interpersonal relationships
    - Correct team relationship
    - Ethical development
    - Avoid from anti-social activities
    - Developing good thoughts
    - Persuading to do religious activities
    - Directing to do welfare activities
- Factors that affect on equilibrium in the environment.
  - Industrial revolution
  - Usage of machinery
  - Destruction of trees
  - Environmental pollution
  - Natural disasters (landslides, tsunami, floods)

- Step 04**
- **Inquire the students about health promotion based on their prior knowledge.**
  - Discuss that the “**health promotion is empowering individuals that have the ability to minimize the health problems of the individual as well as the community.**
  - Discuss that the social health promotion is **the ability of the individual in developing and controlling the social health status”**
  - Discuss with the students about the interruptions/ problems caused to social health promotion
  - Divide the students into four groups
  - Give instructions to gather information relevant to the problem assigned to the group, according to the following

<b>Group</b>	<b>Problem</b>	<b>Reasons</b>	<b>Suggestions for changing</b>
1	• Environmental pollution		
	• Communicable diseases		
2	• Water pollution		
	• Alcohol and cigarettes		
3	• Land pollution		
	• accidents		
4	• sound pollution		
	• Misconducts, abuse, violence		

chart.

- Give opportunity to present their findings
  - Conduct a review based on the information in annex 1.1.1 while appreciating them.
- Step 05**
- Recall the **essential five strategies** of health promotion while inquiring the prior knowledge of the students.
    - Health policies
    - Development of knowledge and skills
    - Health friendly environment
    - Community participation
    - Reorganization of health services

- Divide the students into five groups and assign the five strategies of health promotion to them.
- Give instruction to list out the steps that should be taken to promote health, relevant to the topic
- Provide feedback and feed forward while engaging in the activity
- Discuss the information included in the annexe 1.1.3 while appreciating the students' findings.
- Discuss that the above process activated in a small unit like a village and a town effects on the health promotion of the entire country/ society.

**Step 06 • Discuss the way by which an individual can contribute to the social health promotion based on the following points.**

- Should contribute to the identified health promotion programme in the village /Town
  - Conforming to policies
  - Contributing to provide and to gain knowledge and skills
  - Being a participant in building up a healthy environment.
  - Helping to provide health services
  - Contributing to provide community health work.
- Attention should be given to following strategies when promoting social health
  - Being selfless in place of selfishness
  - Taking group decisions in place of self-decisions
  - Being socialized in place of living alone
  - Health promotion is important in every person for health promotion in the entire society

**Step 07 • Inquire the students about the advantages of a health promoted society.**

- Discuss the following points while appreciating the answers of the students.
  - Building up an attractive environment
  - Minimal tendency of diseases like Dengue
  - Minimizing the fall of sunlight by planting trees.

- Formation of a pleasing environment
- Widening the social relationships
- Gaining economic advantages
- Minimizing the conflicts
- Decreasing the expenditure on health
- Building up of good interpersonal relationships
- Ability to take the maximal use of time productively
- Increasing the quantitative and qualitative nature of the life

**Basic term concepts:** • Air pollution, water pollution, land pollution, sound pollution, and social health promotion.

**Quality inputs :** • Information sheets and access sheet

#### **Instructions for the assessment and evaluation**

- Evaluate the define of social health promotion
- Evaluate the exploration of information about health problems in modern society.
- Evaluate the presentation of social health promotion according to the relevant approaches
- Evaluate explaining the advantages of social health promotion
- Evaluate the skills like team skills , leadership, time management and planning

**Annexe 1.1.1**

**Access sheet**

Sahani who was in a village school admitted to a school in the town to study for advanced level. She stayed in a house close to the school and came to school by bus. As usual she went to the bus stop after school for the bus. She saw scattered garbage which was dragged by dogs and three garbage bins for separate garbage materials. She thought how careless the people are and she watched how filthy water flows along the road from damaged drains disgustingly. When the school was over the road was congested with vehicles as well as with school children. At the same time the lorry loaded with garbage of the town joined the queue of vehicles. Sahani covered her nose with her handkerchief because of the bad smell emitted from the garbage lorry. Black smoke released from the vehicles was not second the black smoke released from the factory situated near the school. Sahani watched at her white uniform carefully. Restless drivers of the private buses were blowing the horns without stopping to asking for space in the road. This sound makes ears deaf. She thought how nice is the village environment was.

**Annexe 1.1.2**

**Information Sheet**

<b>Problem</b>	<b>Reasons</b>	<b>Changing Suggestions</b>
<p><b>Air pollution</b> Destruction of the balance in atmosphere by changing its composition is called air pollution</p>	<ul style="list-style-type: none"> <li>• Gases liberated by burning fuel like coal natural gas and by various gases liberated from the factories.</li> <li>• Toxic gases emitted from the supersonic air crafts and rockets</li> <li>• Chlorofluorocarbons (CFC) escaping form the refrigerators.</li> <li>• Smelly gases emitted from the heaps of garbage.</li> <li>• Destroying trees</li> <li>• Vehicle smoke</li> <li>• Smoking</li> <li>• Not observing rules and regulations</li> <li>• Burning of plastics.</li> </ul>	<ul style="list-style-type: none"> <li>• Making compost from degradable material in place of burning them</li> <li>• Recycling non degradable material</li> <li>• Using 3R (Reduce, Reuse Recycle) for garbage management.</li> <li>• Installation of flues in upper of the chimneys for escaping smoke in the factories</li> <li>• Using CFC free refrigerators.</li> <li>• Protesting against smoking</li> <li>• Proper activation of rules and regulations.</li> <li>• Proper disposal of garbage and making fertilizers from them.</li> </ul>

<b>Problem</b>	<b>Reasons</b>	<b>Changing Suggestions</b>
<p><b>water pollution</b> Becoming the water that is unsuitable to consume by adding substances or changing its composition is called water pollution</p>	<ul style="list-style-type: none"> <li>• Stagnation of water</li> <li>• Addition of waste to water (Addition of domestic waste factory waste to streams and rivers)</li> <li>• Addition of disease caused organisms</li> </ul>	<ul style="list-style-type: none"> <li>• Following 3R method in place of adding waste to water.</li> <li>• making proper drainage systems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Addition of toxic metals</li> <li>• Addition of pesticides</li> <li>• Addition of artificial inorganic substances</li> <li>• Destruction of forests in water catchment areas.</li> <li>• Cultivation that causes damage to sources of water.</li> <li>• Construction of tube wells.</li> <li>• Sand mining in rivers.</li> <li>• destruction of limestone's</li> <li>• washing animals/ vehicles</li> <li>• floods</li> </ul>	<ul style="list-style-type: none"> <li>• Using natural insecticides and pesticides in place of artificial ones.</li> <li>• Proper maintenance of streams and rivers.</li> <li>• Prevention of water logging</li> <li>• Popularize the agriculture</li> <li>• Popularize the pipe water distribution systems.</li> <li>• Stop the washing/ services near main water sources.</li> </ul>
<p><b>Land pollution</b> Becoming the land unsuitable for use by changing its natural condition is called land pollution</p>	<ul style="list-style-type: none"> <li>• Over usage of agrochemicals</li> <li>• Destruction of forests</li> <li>• using the land for irregular cultivation</li> <li>• Irregular constructions</li> <li>• Improper animal husbandry farms</li> <li>• Earth quakes tsunami, cyclones.</li> </ul>	<ul style="list-style-type: none"> <li>• Using organic fertilizer for cultivation</li> <li>• Using proper methods in animal husbandry</li> <li>• Using insecticides in a proper standard method</li> <li>• Growing trees methodically.</li> <li>• Proper construction of buildings</li> </ul>
<p><b>Sound pollution</b> Emission of sound in an unbearable intensity to human ear is called sound pollution</p>	<ul style="list-style-type: none"> <li>• Sound emitted from factories, vehicles, trains air crafts etc.,</li> <li>• Explosion of bombs</li> <li>• High intensity noise from loudspeakers</li> <li>• Using the radios with high sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Using methods to send noise of the factories to higher sky</li> <li>• Avoid fixing unwanted sound emitting instruments to vehicles.</li> </ul>

		<ul style="list-style-type: none"> <li>• Using loud speakers only in a need</li> <li>• Regulating the sound of radios according to the necessity</li> </ul>
<p><b>Communicable diseases</b> Causative agents which emitted from an infected person to another person by directly or indirectly and that person get caught to the disease due to that is called as communicable diseases.</p>	<ul style="list-style-type: none"> <li>• Not obtaining vaccinations properly.</li> <li>• Not following proper methods of waste management</li> <li>• Minimum hygienic health habits</li> <li>• Inadequate health facilities</li> <li>• waste and toxic gases released from factories</li> <li>• Insufficient space between houses</li> <li>• Unplanned constructions (factories near houses)</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing methods for garbage disposal and monitoring them</li> <li>• Starting "Suwa sahana" health centers.</li> <li>• Promoting personal hygienic habits.</li> <li>• providing high sanitary facilities in the places like school, house and common places.</li> <li>• Well planned building construction.</li> </ul>
<p><b>alcohol and cigarettes</b></p>	<ul style="list-style-type: none"> <li>• Media advertising and other advertisements</li> <li>• Not obeying to laws</li> <li>• lack of awareness</li> <li>• Not developing the competencies like making decisions and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibiting cigarette and alcohol selling near schools</li> <li>• Prohibiting the use of cigarettes and alcohol in common places and giving punishment.</li> <li>• Prohibiting the media advertising</li> <li>• Making arrangements or develop the competencies in students and community.</li> <li>• Promotion of providing correct information</li> </ul>
<p>accidents</p>	<ul style="list-style-type: none"> <li>• Not obeying correct methods</li> <li>• Not using safety instruments</li> <li>• Not cleaning the environment</li> <li>• Not obeying laws</li> <li>• unsafely places</li> <li>• carelessness and unawareness</li> </ul>	<ul style="list-style-type: none"> <li>• Wearing safety instruments should be a compulsory rule</li> <li>• Making arrangements for proper maintenance of the environment</li> <li>• Activation of laws and providing punishment.</li> <li>• Making awareness</li> <li>• Law abiding</li> </ul>

<b>Un favorable effects</b>		
<b>Air pollution</b>	<b>Water pollution</b>	<b>Land pollution</b>
<ul style="list-style-type: none"> <li>• Diseases associated with the respiratory system</li> <li>• Causing skin diseases</li> <li>• Causing cancers</li> </ul>	<ul style="list-style-type: none"> <li>• Diseases associated with digestive system</li> <li>• Causing diseases like cholera and dysentery.</li> <li>• Causing allergies rise in mosquito borne diseases</li> <li>• Causing skin diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing fly and mosquito populations</li> <li>• Decreasing the fertility of the soil.</li> <li>• Occurrence of unfavorable environmental conditions.</li> <li>• Land slides</li> </ul>
<b>Sound pollution</b>	<b>Communicable diseases</b>	<b>accidents</b>
<ul style="list-style-type: none"> <li>• Damages the stillness of the environment</li> <li>• Occurrence of unrest conditions</li> <li>• Causing hearing and vision defects.</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading epidemic diseases.</li> <li>• Decreases the quality of life</li> <li>• Minimizes the labour contribution</li> <li>• Production decreases</li> </ul>	<ul style="list-style-type: none"> <li>• Causing diseases</li> <li>• Causing fear</li> <li>• Creates problems associated with safety</li> <li>• Economical difficulties</li> <li>• Mental stress.</li> </ul>

**Annexe 1.1.3**

**Information sheet**

Ways by which health promotion strategies can be used for village/ town / society

<b>Field</b>	<b>Things can be done</b>
Health policies	<ul style="list-style-type: none"> <li>• Categorizing garbage in the houses/ School/ institute/ village and collecting them separately.</li> <li>• Using compost barrels</li> <li>• Making the use of rain water tanks compulsory in every house</li> <li>• Avoid from selling cigarettes</li> <li>• Organizing religious programmes in specific days of different religions.</li> <li>• Using only organic fertilizer for cultivation</li> <li>• Avoid from using asbestos as a roofing material</li> <li>• Organizing tree planting programmes</li> <li>• Protecting sources of water.</li> </ul>

Development of knowledge and skills related with health	<ul style="list-style-type: none"> <li>• Activating health promoting associations in the school/ village/ institute</li> <li>• Organizing monthly programmes for making awareness related with healthy existence.</li> <li>• Organizing training programmes for preparation of hygienic foods.</li> <li>• Introducing methods of exercising.</li> </ul>
Making a health friendly environment	<ul style="list-style-type: none"> <li>• Preparing places for playing, walking and exercising</li> <li>• Activating the methods of garbage recycling.</li> <li>• Organizing necessary methods for providing water and snitary facilities in individuals area.</li> <li>• Growing trees in a proper manner (shade can be obtained by growing large trees at the both sides the road)</li> <li>• Making proper drainage systems and sewage disposal.</li> <li>• Making sports facilities</li> <li>• Avoid using chemical fertilizer for agriculture.</li> </ul>
Community contribution	<ul style="list-style-type: none"> <li>• Organizing shramadana campaigns</li> <li>• Receiving help from various institutes.</li> <li>• Organizing health camps</li> <li>• Activating disease preventing programmes.</li> </ul>
Re organization of health services	<ul style="list-style-type: none"> <li>• Organizing monthly health clinics (collaboration with M.O.H office)</li> <li>• Organizing different days for collecting different types of garbage in collaboration with pradeshiya sabha</li> <li>• Providing awareness about adverse effects of smoking and using drugs and providing rehabilitation facilities with the help</li> <li>• Promoting healthy foods in restaurants/ food stalls in the area.</li> <li>• Opening vegetable stalls grown using organic fertilizer</li> <li>• Opening stalls for selling the vegetables produced in the area.</li> </ul>

**Competency Level 2.1 : Builds up the personality for self actualization**

**No of periods : 02**

**Learning Outcome:**

- Explains self actualization
- Expresses the importance of self actualization
- Acts making targets for self actualization

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- Present the following statement to the student
  - **Spending a satisfied correct consolatory life while providing a maximum service to the society from the creative skills possessed by us..**
    - **Discuss that this is the common expectation in all of us.**
    - Give the opportunity to present the future expectations of the students and show that all these expectations are contends in this common statement.
    - Introduce this as the **“self actualization”**
    - Present the list in annex 2.1.1 to the students
    - Lead a discussion with the students while select the qualities that should be given up and should be kept for approaching self actualization.
    - **Discuss further about the following information to show the importance of approaching self actualization**
      - Every person has specific talents
      - We are highlighted as skilled and efficient persons at all the instances where we act with these specific talents
      - Social reputation, self satisfaction and self esteem can be gained by being a skilled efficient person.
      - A country gins a good development, if all the skilled persons in various fields, serve the country with their skills and abilities.
      - If a satisfied person who provides the maximum service from his creative skills is with good attitudes and ethics he has reached self actualization.
      - Among thousands of persons who had reached self actualization religious leaders, Mahatma a Gandhi, Seated, Mother Theresa, Arthur C clark, Raveendranath Tagore, W.D. Amaradeva, Abram Linchon can be taken as examples.

- Step 02**
- **Organize an out door get together and present the creation in annexe 2.1.2 to the students.**
  - Conduct a discussion making the opportunity to inquire ideas, exploration and appreciation.
  - Provide each student with identical paper sheets and direct them to write a creative essay on me after another thirty years
    - The method by which abilities are managed productively.
    - Good qualities developed
    - Way you had faced challenges
    - The pleasure and satisfaction obtained
  - Collect all the sheets and make it as a book
  - Give the opportunity to the students to read and appreciate creations of other students.
  - **Discuss further on following points**
    - Satisfaction and pleasure can be gained by the productive management of abilities of a person to the life.
    - Satisfaction and pleasure is a foundation for self actualization
    - Ability to face the challenges successfully and being with good qualities are valuable characteristics of an exemplary citizen'
    - Self actualization should be gained to be an ideal person

**Basic term concepts:** • Self actualization

**Quality inputs:** • Annexe 2.1.1 and 2.1.2

**Instructions for the assessment and evaluation**

- Inquire the qualities of a person who has approached “self actualization”
- Evaluate the contribution of preparing the book as a team.
- Inquire the things can be done for the self actualization.

**Several Qualification of the people**

**Annexe 2.1.1**

- Providing the skills and abilities of a person for the well being of the society
- Satisfying from the resources available.
- Subjecting to reputation as a good, disciplined person
- Using others resources tactfully
- Engaging in various charity work for publicity
- Keeping close relationships with good people
- Respecting to others.
- Having extensive skills in the field learnt
- Suppleness, Philosophic and patient.

- Having honest straight policies
- consuming maximum comforts
- Having a fair occupation
- Living in a distress free environment.
- Arranging the life style in according to the income

**Annexe 2.1.2****A NOTE FROM ONE WHO HAS GAINED SELF ACTUALIZATION...**

My life is beautiful...peaceful...and meaningful.  
 Amidst great challenges,  
 I have completed over a half of life's journey.  
 But...  
 Nobody...at any time...could ever  
 Hurt me... misguide me...or lead me astray,  
 Because...  
 I always knew with absolute certainty  
 Even before entering my youth  
 Am I...  
 The abilities nature had gifted me with...  
 And the weaknesses I should strive to improve.  
 Thus I was able to achieve  
 A worthy, happy and satisfactory life.  
 I chose a service  
 Where my talents can be put to best use...  
 And therefore,  
 It was with great pleasure and contentment  
 That I served the mankind!  
 I viewed each day  
 As a new beginning...a new hope.  
 Very soon, I will retire from service...as a hero.  
 I effectively managed my lifestyle  
 To achieve all that I needed as a human being.  
 From time to time, I have to remind myself that I'm getting old,  
 Because I often tend to forget it.  
 My abilities are still sharp...still fresh.  
 For me,  
 Retirement is the dawn of a new and exciting phase in life!  
 My life is beautiful...peaceful...and meaningful.

**Competency 3.0 : Exhibits correct postures for lead a healthy life**

**Competency Level 3.1 : Maintains correct postures by concerning about incorrect postures**

**No of periods : 02**

**Learning Outcome:**

- Names the factors/conditions affect on incorrect postures
- Defines accurately the congenital, environmental and chronic conditions
- Explains the incorrect postures at birth and due to the environmental factors.
- Describes the different reasons affect on the incorrect postures.
- Engages in the activities to make correct the incorrect postures.
- Focuses on to form the correct postures.
- Makes the others aware on maintaining the correct postures.
- Directs in to the rehabilitation centers if incorrect postures exist.

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- Ask about the correct postures from the students using the previous knowledge.
  - **Discuss the following factors while appreciating the students' answers.**
    - Correct postures are monitoring the body accurately as doing day to day activities without discomfort and less of effort.
    - It is important to maintain the correct postures when walking, running, sitting, lifting, pulling, pushing and throwing activities.
  - **Advantages of maintaining the correct postures are as follows.**
    - Less expenditure of energy.
    - Ability to work by less of effort.
    - Maintain of fitness.
    - Proper appearance
    - Less of painful conditions
    - Minimum of injuries.
    - Being healthy
    - Improve of personality traits

- Step 02**
- **Ask from the students about the instances that use incorrect postures in day to day life**
  - Discuss the following factors while appreciating the students' answers.
    - Most people are using the incorrect postures like running, walking, sitting, and pulling in day to day activities.
  - **Show out that reasons for the incorrect postures are as follows.**
    - Congenital conditions
    - Environmental conditions
    - Explain that the long term negligence of abnormal congenital and environmental conditions regarding the incorrect postures may result in chronic conditions.
  - **Explain that congenital (hereditary) conditions are the abnormalities due to the genetical factors of father or mother or both generations.**
  - Examples
    - Abnormality of bones alias rickets due to the deficiency of vitamin D Insufficient intake of necessary nutrients at the stages of life.
  - **Explain that environmental conditions are the abnormalities due to the unsuitable clothes, equipment and the incorrect way of using equipment.**
  - Examples
    - Abnormality of bones due to the deficiency of vitamin D alias Rickets.
    - Abnormalities of bones and osteoporosis due to the deficiency of calcium and protein.
  - **Explain that chronic conditions are the abnormalities due to the get use of incorrect postures for a long time by concerning about the short time comfort.**
    - Examples
      - Abnormalities in the spinal cord due to the incorrect postures of sitting.
- Step 03**
- Name the following conditions which happens due to the reasons at birth and environment.
    - Kyphosis
    - Lordosis
    - Scoliosis
    - Stoop due to uneven shape of vertebral column
    - Flat back

- Bow legs
- Knock - knees
- Discuss about the above abnormalities and the minimizing activities of them, by using the information in annexe 3.1.1

**Step 04 • Educate the students by a discussion about the following factors which affect to the incorrect postures apart from the above identified special conditions.**

- Having an overloaded daily workout
- Inadequate rest
- Over nutrition under nutrition.
- Inadequate of exercises
- Inadequate
- Continuing of activities which give the more stress on some parts of the body
- Not keeping the appropriate weight according to age
- Inappropriate BMI
- Weaknesses of in eyes and ears and not getting the proper treatments.
- Not paying enough attention on the diseases at childhood.
- Abnormal growth of bones and muscles or lacked of growth according to the necessary level.
- Emotional imbalance
- Mental imbalance
- Inadequate sleep
- Unsuitable shoes and clothes
- Incorrect forming of basic postures
- Use of unsuitable goods and equipment.
- Misuse of the environment
- Respect to the of wrong views of others.
- Get used to the unsuitable equipment
- Getting fatigue unnecessarily
- Unawareness
- Carelessness
- Use of wrong medicines
- Not comprehending the personal differences.

- Step 05**
- **Discus about following steps to be taken to minimize the incorrect postures after identifying them.**
  - There are special centers for minimizing the abnormalities due to the congenital conditions and should take the treatments.
    - Directing to the hospitals
    - Follow the series of exercises given by them.
    - Minimize the carelessness and unnecessary fatigue
    - By Following the good habits and suitable food patterns the abnormalities occur due to environmental conditions.
    - Engage in the day to day activities as not forming the chronic conditions can be avoided.
    - Pay the kind attention to the people who suffered with above conditions.
  - Maintaining the correct basic postures at always.
  - Awareness about the orthopedic units exists in government hospitals.
  - Consult the sports medicine unit for the treatments of disorders in sport injuries and accidents.
  - Introduce about the sport medicine units which established in related to the Base hospitals.

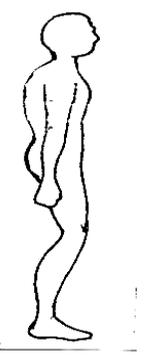
**Basic term concepts:**

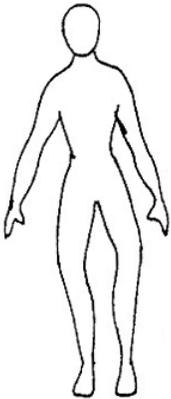
- |                         |                            |
|-------------------------|----------------------------|
| • Congenital conditions | • Environmental conditions |
| • Chronic conditions    | • kyphosis                 |
| • Lordosis              | • Scoliosis                |
| • Flat back             | • Bow legs                 |
| • knock - knees         |                            |

**Instructions for the assessment and evaluation**

- Ask the definition about / the congenital, environmental and chronic conditions
- Ask about the abnormalities under the above conditions separately.
- Let the chance to prepare an another list of factors which affects on incorrect postures.
- Ask about the actions to be taken to avoid the incorrect postures
- Evaluate the practical skills of functioning the exercises to the people who suffer with different abnormalities due to the incorrect postures.

Information Sheet		Annexe 3.1.1	
The defect	Abnormality exist	Figure	Action to be taken to minimize the abnormal conditions
Kyphosis	<ul style="list-style-type: none"> <li>Bending backwards of the upper part of the vertebral column in an unusual way.</li> <li>While the chest takes on a flat shape the head is pushed forward and shoulder blades protrude backwards</li> </ul>	 <p>Fig. 3.1.1</p>	<ul style="list-style-type: none"> <li>Maintaining correct postures</li> <li>Doing physical exercises to minimize the abnormal conditions.</li> <li>Mental courage/ motivation</li> <li>Doing muscle strengthening exercises in shoulder, chest and back.</li> </ul> <p><b>Exercise -01</b></p> <ol style="list-style-type: none"> <li>Stand at easy as holding the hands on the hip.</li> <li>Touch the chest by the chin as lowering the head slowly.</li> <li>Exact the head again as earlier.</li> <li>Push back the lifted head while looking the sky.</li> <li>Exact the head again and look forward.</li> </ol>
Lordosis	<ul style="list-style-type: none"> <li>Lower area of vertebral column convexes forward.</li> <li>Hip pushed backward</li> <li>A protruding belly is a prominent feature.</li> <li>Head leans forward and the back vertebrae are unusually curved.</li> </ul>	 <p>Fig 3.1.2</p>	<ul style="list-style-type: none"> <li>Maintaining correct postures.</li> <li>Doing activities to strengthen the stomach muscles and increase the elasticity of the muscles in lumber area.</li> </ul> <p><b>Exercise -01</b></p> <ol style="list-style-type: none"> <li>Lay down on an even surface and fold arms behind the head.</li> <li>Lift the chest towards the head by pressing the head and elbows to the ground.</li> <li>Again to the previous posture.</li> <li>Bend the lifted head towards the knees by immuring the heels and knees.</li> <li>Again to the previous posture.</li> </ol>

<p>Scoliosis</p>	<ul style="list-style-type: none"> <li>• Vertebral column is curved to one side (left or right) in here as a bow.</li> <li>• Curved shoulder is lower than to the other shoulder and the hip is raised on that side.</li> </ul>	 <p>Fig 3.1.3</p>	<ul style="list-style-type: none"> <li>• Maintaining correct postures.</li> <li>• Doing activities to get rid of the abnormality.</li> <li>• Should introduce the exercises which increase the flexibility of vertebral column when increasing the strength and the elasticity of muscles.</li> </ul> <p><b>Exercises -01</b></p> <ul style="list-style-type: none"> <li>• Following exercise is for a person whose left shoulder is raised and right shoulder is lowered.</li> <li>• Stand at ease.</li> <li>• Raise the right hand sideward and upward.</li> <li>• Bringing down the strained left hand sideward along the left leg.</li> </ul>
<p>Stoop due to uneven shape of vertebral column.</p>	<ul style="list-style-type: none"> <li>• Abnormal formation of the vertebral column and abnormal bending in the vertebral column.</li> <li>• Acquit from the congenital conditions, the abnormalities at the birth will affect this.</li> </ul>		<ul style="list-style-type: none"> <li>• Pregnant mothers</li> <li>• Having more nutrition's meals</li> <li>• Avoid from taking unnecessary medicines and careless when taking the medicines.</li> <li>• Correct awareness in the persons who engage with body building and weight lifting exercises.</li> </ul>
<p>Flat back</p>	<ul style="list-style-type: none"> <li>• Lack of natural curvature of lumber area in vertebral column.</li> <li>• This is common in childhood and the natural curvature is formed as the child grows.</li> <li>• This will obstruct on the normal physique of the girls when they attend the adolescence.</li> </ul>	 <p>Fig 3.1.4</p>	<ul style="list-style-type: none"> <li>• Maintaining correct postures.</li> <li>• Introduce the activities to strengthen the muscles in the stomach and the lumber area.</li> </ul> <p><b>Exercise -01</b></p> <ul style="list-style-type: none"> <li>• Lying upward on an even surface.</li> <li>• Tie the both hand fingers behind the neck and left the elbows towards the back part</li> <li>• Life the trunk part above the hip from the ground.</li> <li>• Back to the previous posture</li> </ul>

<p>Bow legs</p>	<ul style="list-style-type: none"> <li>• Legs are pushed to the sides at the knees.</li> <li>• Abnormal curvature at the middle of knees.</li> <li>• Walking takes an abnormal way of the persons who has these characteristics.</li> <li>• Congenital and under nutrition conditions, is Incorrect walking at childhood and incorrect postures are effect on these abnormalities.</li> </ul>	 <p style="text-align: center;"><b>Fig 3.1.5</b></p>	<ul style="list-style-type: none"> <li>• Maintaining correct postures</li> <li>• Engages in exercises.</li> </ul> <p><b>Exercises – 01</b></p> <ul style="list-style-type: none"> <li>• Walk forward in a linear way.</li> <li>• Stretch the legs forward as touching the heels.</li> <li>• Keep hands beside the body and move the legs in and out by keeping the "V" shape at the heels.</li> <li>• Taking medical advice.</li> </ul>
<p>Kick Knees</p>	<ul style="list-style-type: none"> <li>• Knees are abnormally curved inwards.</li> <li>• Knees are touched to each other</li> <li>• Lower parts to the knees are abnormally afar.</li> <li>• Congenital conditions, under nutrition, long term incorrect postures are affecting on this.</li> </ul>	 <p style="text-align: center;"><b>Fig 3.1.6</b></p>	<ul style="list-style-type: none"> <li>• Aware about the correct postures.</li> <li>• Introduce simple activities to avoid such conditions.</li> </ul> <p><b>Exercise - 01</b></p> <ul style="list-style-type: none"> <li>• Balance forward walk in a straight way.</li> <li>• Sit on the ground with stretched legs as touching the heels.</li> <li>• Tie the knees by a rubber tape as keeping the hands besides.</li> <li>• Stretch the knees to opposite sides with starting the low intensity.</li> </ul>



- Comprehends to the students that expectation of this is, to give the Education related to the natural environment and to engage in different outdoor activities by accepting the "student should derive out the nature."
- Instruct the students to line up the outdoor activities after grouping the students.
- Give the feedback and feed forward where necessary.
- Forward the information about outdoor Education in annexe 4.1.3 while appreciating the student's explorations.

**Step 04**

- **Group the students as suitable**
  - Guide the groups to explore the factors about the necessity of the organized games and the outdoor activities under the following topics.
    - Physical necessity
    - Mental necessity
    - Social necessity
  - Give the feedback and feed forward where necessary.
  - Give the chance to present the students' explorations.
  - Engage in a summarization using the annexe 4.1.4 while appreciating the students' explorations.

**Basic term concepts:**

- Outdoor education
- Outdoor activities
- Sport classification
- Effective leisure

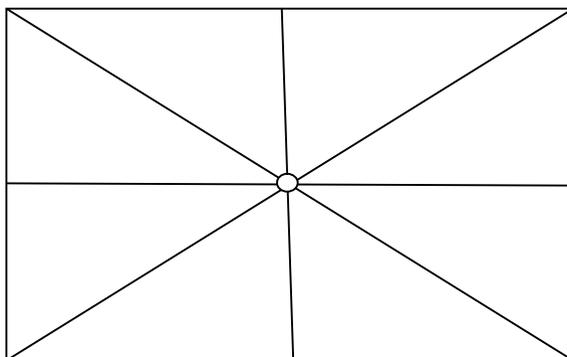
**Quality inputs**

- Access game in annexe 4.1.1
- Sport classification in annexe 4.1.2
- Outdoor education information in annexe 4.1.3
- Organized games and necessity of outdoor activities in annexe 4.1.4

**Instructions for the assessment and evaluation**

- Evaluate the presentation of organized games using a chart
- Evaluate the classification of outdoor activities
- Evaluate the explanation of physical, mental and social necessities in organized games and outdoor activities.
- Evaluate the work as a team, participation, and followership.

## Annexe 4.1.1

**Access game**

- Instruct the students to group as pairs
- Instruct them to draw a square in a paper as shown in the figure
- Instruct them make three small paper balls per each as same colour for one student.
- Ask that the student who arranges the 03 paper balls in to one straight line will win the game.

**Pattern of play**

- First, one student put a ball in a square. Then the other student will put a ball and instruct them to engage with the game alternatively.
- One player should move the balls as the other one cannot arrange the three balls in to a straight line
- Can arrange the three balls in to one straight line or can avoid the making of other's straight line by moving the balls.
- Ball movements should be along the drawn lines and cannot skip the marked place while moving.

## Annexe 4.1.2

**Organized games**

Athletics -	Track & Field, Road race, Race walking, Cross Country, Mountain Running.
Indoor games-	Volleyball, Netball, Basketball, Badminton, Table Tennis, Carrom, Chess, Dam, Billiard, Squash, Scrabble.
Games which use a bat –	Cricket, Elle, Hockey, Badminton, Tennis, Table Tennis, Golf, Baseball
Combat games	– Karate, Judo, Boxing, Wrestling, Wushu, Taekwondo, Kung Fu, Archery, and Fencing.
Winter games	- Snow dancing, Ski jumping, Ice hockey, Alpine skilling.
Aquatic games	Swimming, Rowing, Diving, Surfing, Boat race, Water polo, Water ballet, Fly board.
Air games	- Para jumps, Sky diving
Gymnastics	-Rhythmic gymnastics, Trampoline, Artistic Gymnastics, Aerobics
Other games	Cycling (Racing/ Mountain) Motor bike race, Motor car races, Horse racing
Games which use a ball	Volleyball, Netball, Football, Cricket, Basketball, Tennis, Rugby
Games without equipments -	Kabaddi, Koko.

## Annexe 4.1.3

**Necessities of organized games and outdoor activities.****Physical Necessities**

- Improvement of physical fitness
- Being healthy.
- Strengthening of bones and muscles.
- Improvement of neuro muscular coordination
- Effectiveness of respiratory system
- Effectiveness of circulatory system.
- Effectiveness of excretory system
- Burn of stored fat
- Proper physical appearance

- Minimize of getting accidents and distorters
- Not getting tired easily
- Adaptation to live in difficult conditions

**Psycho- Social Necessities**

- Focus to protect the nature.
- Sense the nature
- Identify the bond between the natural resources and the life
- Spend leisure effectively
- Having joy and happiness
- Having mental awakening
- Abide, cord get used to rules and regulations
- Get used to accept the win or lose in a same manner.
- Get used to work with cooperation
- Improvement of tolerant ability
- Get used to help each other
- Improvement of ethics
- Ability to control the stress
- Improvement of emotional balance
- Improvement of correct decisioning
- Improvement of creative thinking

Annexe 4.1.4

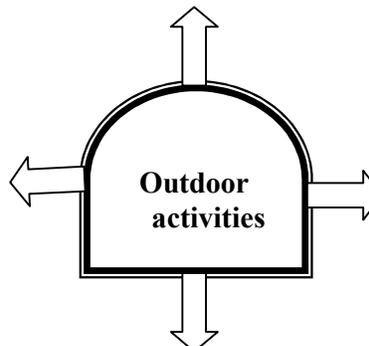
- Identify the animals
- Identify the food
- Weather forecasting
- Knowledge about the galaxy
- Find the directions
- Climb the trees
- Putting signs in the pat ways

**Nature and wild life**

**Camping Craft**

**Cook the meals outdoor**

- Identify the food
- Prepare the nutritious food recipes which can cook in outdoor camps
- Prepare the stoves
- Methods of food preservation



- Select the place for camping
- Make and remove the camp or cottage
- Environmental preservation
- Knots and lashings
- Camp fires
- Camp fire games.

**Explorations and fun games**

- Forest explorations
- Jungle explorations
- Cycling tours
- Swimming
- Rowing
- Fishing
- Use the compass

**Competency Level 4.5 : Engages in volleyball by using the skills correctly**

**No of periods : 03**

- Learning Outcome:**
- Do the attack and block accurately
  - Derives enjoyment through engaging in volleyball and according to the rules and regulations.
  - Works as team

**Instructions for the preparation of learning teaching process:-**

**Step 01 • Ask from the students about the instances that they played or watched a volleyball match.**

- Ask about the skills which used in the game
- Remember that there are six skills in volleyball and they are as follows.
  - Serving
  - Receiving
  - Setting
  - Attacking
  - Blocking
  - Court defending.
- (Service, Receiving and setting has learnt in previous grades)
- Ask about the two main skills which use to scoring a point and prevent the opponents' scoring an experienced volleyball+ team.
- Explain that those two skills are as follows and aim of this lesson is to go through these two skills
  - Attacking
  - Blocking

**Step 02 • Divide the students in four groups**

- Engage the students in the following access game.
- Arrange 04 places in the playground by keeping the several volleyballs.
- Use one place of them as a place with wall or parapet.
- Directing the four groups of students in to four places.
- Engage the students with particular activity of each place by using the following diagram.
- Engage the every team with each activity by changing the places.
- Give the feedback and feed forward as necessary.

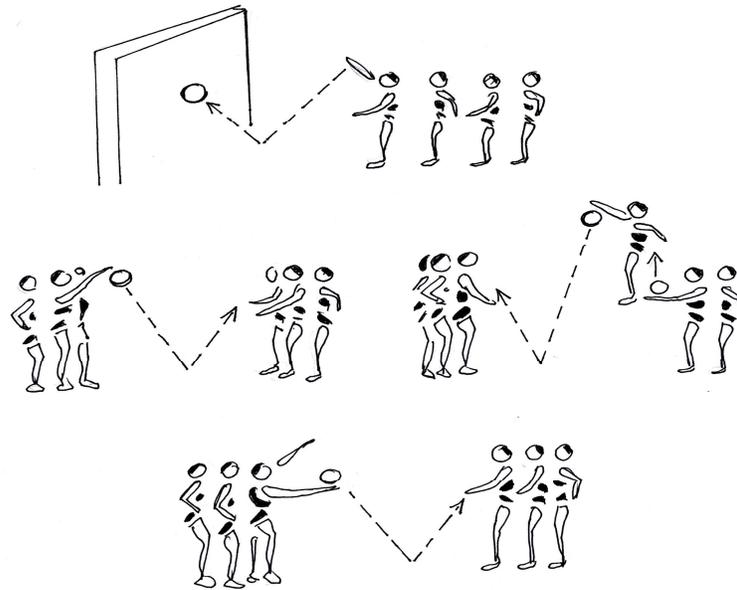


Fig 4.5.1

- Step 03**
- **Explain the attacking technique of volleyball as follows with using the demonstrations**
  - Body should bring down before the take off. (Fig 4.5.2)
  - Hands should stretch as they go upward through behind the body in there.( fig 4.5.2)
  - Hand should drive the forward with the taking off.
  - Body should bend backward as a bow/spring in air.
  - Attacking hand should be kept to the back over the head. ( 4.5.3)
  - Should attack to the top of the ball by the lifted hand while body comes rapidly to the forward. (4.5.4)
  - Body should be controlled by bending the knees when landing. (4.5.5)



Fig 4.5.2  
Ready to take off



Fig 4.5.3  
Taking off

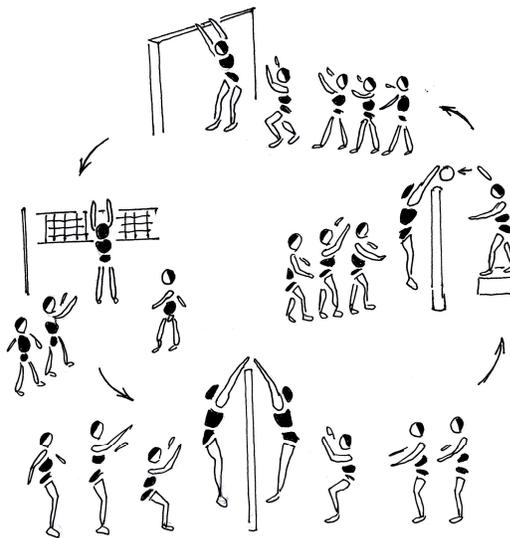


**fig.4.5.4**  
**Attacking**



**fig 4.5.5**  
**Landing**

- Step 04**
- Prepare a volleyball court with a net in a suitable height
  - Tossed up a ball above the top edge of the net and give the chance to attack the ball by standing near the net.
- Step 05**
- Engage the students in the following access game.
  - Arrange 04 places in the ground as shown in the following diagram.



**fig 4.5.6**

- Engage the groups in the particular activities which noted in the each place.
  - Change the teams and engage them in all 04 activities.
  - Give the feedback and feed forward where necessary.
- Step 06**
- **Explain the blocking technique of volleyball as follows with using the demonstrations.**

- Stand in feet apart to shoulder level by facing the net.(fig. 4.5.7)
- Keep hands besides of the hand by bending at elbows (fig4.5.8)
- Spread the fingers as palms focusing the net. (4.5.9)
- Bring down the body by using the knees and taking off (fig 4.5.8)
- Over the net focus the hands in to the opponent's court with the taking off (fig 4.5.9)

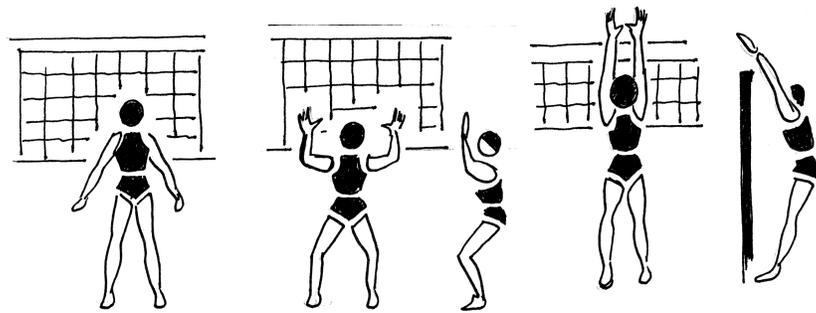


Fig 4.5.7

Fig 4.5.8

Fig 4.5.9

- Step 07**
- Prepare a volleyball court with a net in a suitable height
  - Give the chance to block the ball at over the top edge of the net by standing near the net. Send the ball from opposite side.
- Step 08**
- Divide the students into two groups.
  - Engage the students in to following minor game in order to practice the attack and block in volleyball.
  - Position the teams according to the following diagram.

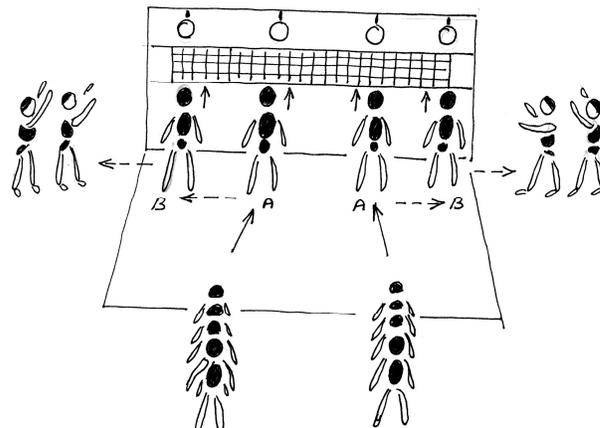


fig 4.5.10

- Hang 04 volleyballs in a rope/ supporter which tied tightly on the two volleyball posts.
- Give the following instructions.
  - Run to the place A and attack the ball with jump, then go to the place B and block the ball with jump.
  - Attack and block the ball correctly
  - Then to go and stand at side of the court.
- Introduce that the team who will finish the game first and accurately is become the winner.
- Let the chance to engage in the game for several times.

**Step 09**

- Divide the class into two or four groups as suitable.
- Conduct about 05 minutes volleyball matches among the teams.
- Use the students as the referees of the matches.
- Comprehense the rules and regulations of annexe 4.5.1 which regarding to attack and block during the match.
- Give feedback and feed forward where necessary

**Basic term concepts:**

- Attack
- Block

**Quality inputs**

- : • Suitable area for the game
- Volleyballs
  - Volleyball nets
  - Two whistles
  - Annexe 4.5.1
  - A Scissor or knife to cut the tin and a hammer.

**Instructions for the assessment and evaluation**

- Evaluate the exhibit of correct techniques
- Evaluate the explanation of rules and regulations regarding to attack and block.
- Evaluate the play in according to the rules and regulations.
- Evaluate the team work

## Annex 4.5.1

### Rules related to attack and block

#### Attack hit

- All actions which direct the ball towards the opponent, with the exception of service and block, are considered as attack hits.
- During an attack hit, tipping is permitted only if the ball cleanly hit, and not or thrown.

#### Faults of attacking hit

- A player hits the ball within the playing space of the opposing team.
- A player hits the ball “out”.
- A back-row player completes an attack hit from the front zone, if at the moment if the hit the ball is entirely higher than the top of the net.
- A player completes an attack hit on the opponent’s service, when the ball is in the front zone and entirely higher than the top of the net.
- A libero completes an attack hit if at the moment of the hit the ball is entirely higher than the top of the net.
- A player completes an attack hit from higher than the top of the net when the ball is coming from an overhead finger pass by a libero in his / her front zone.

#### Block

- Blocking is the action of player close to the net to intercept the ball coming from the opponent by reaching higher than the top of the net, regardless of the height of the ball contact. Only front row players are permitted to complete a block, but at the moment of the contact with the ball, a part of the body must be higher than the top of the net.

#### Blocking faults

- The blocker touches the ball in the OPPONENT’S space either before or simultaneously with the opponent’s attack hit.
- A back-row player or a libero completes a block or participates in a completed block.
- Blocking the opponent’s service.
- The ball is sent “out” off the block
- Blocking the ball in the opponent’s space from outside the antenna.
- A libero attempts an individual or collective block.

**Competency Level 4.6 : Engages in netball by using the skills correctly**

**No of periods : 03**

- Learning Outcome:**
- Do the attacking, defending and shooting accurately
  - Derives out the enjoyment through playing the netball according to the rules and regulations.
  - Works as team

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- **Ask from the students about the instances that they played or watched a netball match.**
  - Ask about the skills which used in the game
  - Remember that there are five skills in netball and they are as follows.
    - Ball controlling
    - Foot working
    - Attacking
    - Defending
    - Shooting
 (Ball control and foot work has learnt in previous grades)
  - Ask about the three main skills which use to bringing the ball to score a point, to prevent moving the opponents' ball and to score a point by a certain netball team.
  - Explain that those three skills are as follows and aim of this lesson is to go through these three skills
    - Attacking
    - Defending
    - Shooting
- Step 02**
- **Explain that should act as follows in the technique , of attacking.**
    - Get free from defending players.
    - Run by changing the directions.
    - Bring the ball to the shooting post
    - Receive the ball with stretched hands
  - **Engage the students in following activities without the ball to practice the attacking**
    - Do the following movements according to the signal while running on the spot.

- To left
- To right
- To forward
- To backward
- Give feedback and feed forward where necessary.

- Step 03**
- **Engage the students in following activities with the ball to practice the attacking.**
    - Divide the students in to four groups and place them as shown in the diagram.
    - Give a ball to each captain

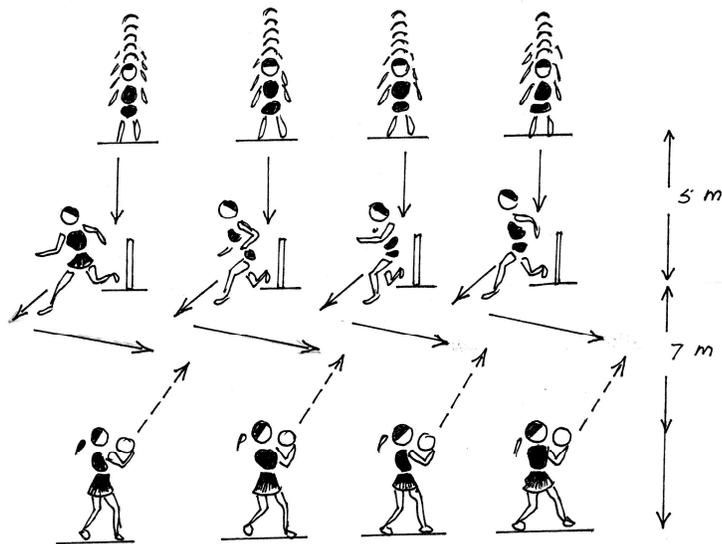


fig 4.6.1

- First student of the team will run forward from right side of the post and as just as he pass the post, take one step to right and run again to the left side.
- With that happens, the team captain throw the ball to the left side
- Then the running student receives the ball by stretching the hands to the left side and returns the ball to the captain and join as the last of the team
- After done the activity by the all members of the team, repeat the activity on the opposite direction too.
- Give the feedback and feed forward when necessary.

**Step 04** • **Explain that the defending can be done by as follows**

- In front from the player. (fig 4.6.2)
- Behind from the player (fig 4.6.3)
- Facing to the player (fig 4,6,4)
- Aside from the player (fig 4.6.5)



fig 4.6.2



f.fig.4.6.3

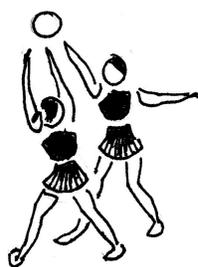


fig 4.6.4



fig. 4.6.5

- **Explain that defending player should act as follows assimilar to the moving of attacking player.**
  - To receive the ball (attacker's ball)
  - To defend the player (to avoid receiving the ball of attacker)
  - To defend the places (to avoid moving the attacker to an another place)
- **Explain that should concern about following facts when defending a player**
  - Receive the ball, get free or avoid by similarly moving as same as to the attacker
  - Obstruct away three feet from the landing foot which ball has received by the attacking player.
  - Obstruct with stretched arms following the throwing direction
  - Jump and receive the released ball if throw over

- Step 05**
- **Engage the students in following activity to practice the defending skill.**
  - Practice the defending skill without the ball by keeping the pair of students in front, behind, sideward, facing each other etc. by following the above instructions.
  - Divide the students in to four groups with appointing the leader and lineup them as shown in the diagram

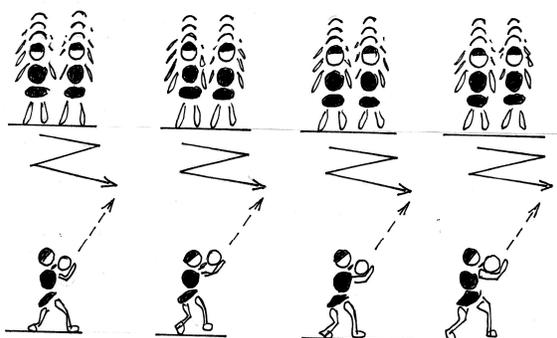


fig 4.6.6

- Name one line as defenders and the other line as attackers.
- The attacker should receive the ball which sent by the leader as moving to left, to right and again to left with pretending the defender.
- In here, The defender should try to receive the ball by be siding the attacker while obstructing the attacking player.
- Advise them to practice the defend as behind the attacker, in front of the attacker and facing the attacker.
- Engage them in activities as everyone get the chance
- Give the feedback and feed forward where necessary.

- Step 06**
- **Explain the shooting technique to the students follows with the demonstrations**
    - Stand erectly while keeping the ball on the palm of leading hand over the head.
    - Keep the free hand as a support to the ball
    - Focus the eyes on the shooting ring
    - Shoot the ball forward and upward with bringing upward the body by knees as it went down.
    - Releasing the ball should be done at the highest point of shooting position and fingers should focus to the shooting ring in follow through. (fig 4.2.7)

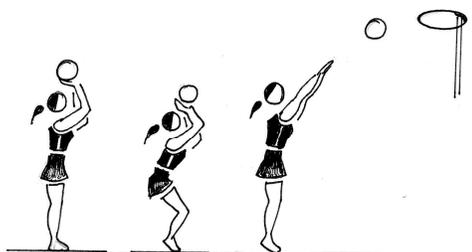
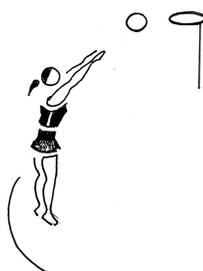


fig 4.6.7

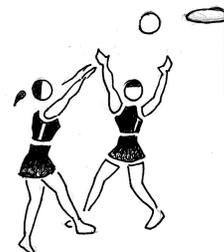
- **Engage the students in following activity to develop the shooting technique**
  - Shoot with using the correct technique by standing close to the shooting post. (fig 4.6.8)
  - Shoot from different places of shooting circle. (fig 4.6.9)
  - Shoot with a defender (fig 4.6.10)
- Give the feedback and feed forward where necessary.



fig 4.6.8



4.6.9



4.6.10

**Step 07**

- Give the chance to play about five minutes netball game after grouping the students as suitable.
- Give the chance to the students to umpire the matches.
- Stop the game and explain the rules and regulations (attack, defend, shoot) when foul occurred.
- Use the information of annexe 4.6.1 for that

**Basic term concepts:**

- Attack
- Shoot
- Defend

**Quality inputs :**

- Several netballs
- Shooting posts
- Players bibs
- Cones
- Whistles
- A stop watch
- Annexe 4.6.1

**Instructions for the assessment and evaluation**

- Evaluate the correct exhibit of techniques
- Evaluate the playing netball in according to the rules and regulations
- Evaluate the obedient in umpire decisions
- Evaluate the term work skill.

**Annex 4.6.1**

**Information Sheet**

**Not to do in Netball...**

- Obstruct the player who belongs the ball by keeping the distance less that 3 ft.
- Pushing, falling, hitting or crashing the opponent when defending and attacking.
- Falling to the opponent , jumping to the handed ball
- Holding the opponent by randomly or intentionally
- Above collisions within the shooting circle.
- Stretch the hands to obstruct the shoot by keeping the distance less than 3ft.
- Hit the ball by being closely.
- Put the hand or hands on the ball.
- Moving the shooting posts to obstruct the shoot.
- Pass the ball as not keeping the distance to mediate a third player.

**For the above infringements...**

- Offer a penalty pass to the opponents from the place where the foul happened.
- Offer a penalty pass or penalty shoot if within the shooting circle.

2<sup>nd</sup> Term

## Competencies, competency levels and periods

Competencies	Competency levels	Periods
<b>4.0 Spends leisure effectively by engaging in sports and outdoor activities</b>	4.7 Engages in football by using the skills correctly	03
<b>5.0 Utilizes the specific abilities developed through participation in athletics for the tasks of life</b>	5.1 Engages in relay running by using the correct baton change. 5.2 Uses hang technique correctly in long jump	03 02
<b>7.0 Consume suitable food for a healthy life</b>	7.1 Consumes food according to the nutritional needs	06
<b>8.0 Conforms to an efficient lifestyle while maintaining the wonder of the body.</b>	8.1 Follows healthy practices to maintain the external appearance.	02
<b>9.0 Acts to maintain the fitness for a healthy life.</b>	9.1 Acts to develop health related fitness factors, while concerning about them	05

**Competency Level 4.0:** Spends leisure effectively by engaging in sports and outdoor activities

**Competency Level 4.7 :** Engages in football by using the skills correctly

**No of periods :** 03

**Learning Outcome:**

- Do the goal keeping and throw in accurately.
- Derives enjoyment through engage in football by conforming to the rules and regulations
- Works as team

**Instructions for the preparation of learning, teaching process:-**

**Step 01** • **Ask from the students about the instances that they played or watched a Football match.**

- Let the chance to name the skills of football, which learnt at the pervious grades.
  - Controlling the ball
  - kicking the ball
  - stopping the ball
  - Heading the all
- Emphasize that the following skills are in the football as well.
  - Attacking
  - Defending
  - Throw-in
  - Goal keeping
- Ask about the skill which use to return the ball to the court, the ball that went away over the side lines of the court.
- Introduce as that skill is the throw-in skill

**Step 02** • **Explain the throw - in skill as follows.**

- Keeping the feet apart or one foot behind by facing the throwing direction
- Keeping the ball over and behind the head with both hands.
- Throw the ball by stretching the hands while bringing forward the trunk which took backward when throwing ( fig 4.7.1)

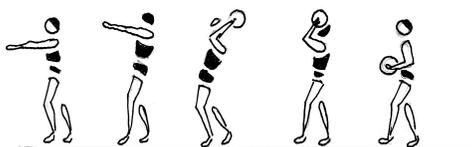


fig 4.7.1

- **Engage the students in following activities to practice the throw-in**
  - Divide the students into four groups and place them as two teams by facing the each other.
  - Do the throw –in as shown in the following figure.

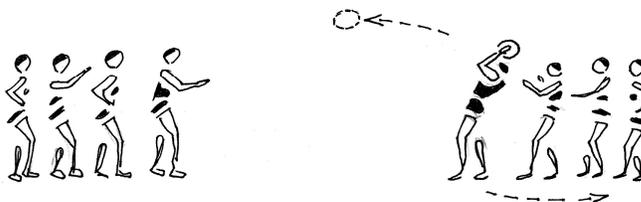


fig 4.7.2

- Advise them to throw the ball to the front player of the opposite team in accordance to the throw in technique.
  - Advise the player who does the throw to come and stay at the end of the row after the throw.
  - Advise the receiving player to repeat the above activity in according to the technique.
  - Engage the student's in the above activity for several times.
  - Give the feedback and feed forward where necessary.
  - **Explain that following actions to be followed when throw- in.**
    - Should stand by facing the court
    - Should be kept in contact with the ground with both feet as a away or touching the side line
    - Should not touch the court over the sideline
    - Should use the both hands to throw the ball
    - Should release the ball over the head as it comes from the behind
    - While releasing both feet should be in contact with the ground
- Step 03**
- **Explain the rules and regulations to be followed during the throw –in activities.**
  - Throw – in is a restart method of a match which happens after the ball went out of the court over the side lines
  - Throw – in will be offered when the ball passed the sideline by along the ground or in the air
  - Throw –in will be offered to the opponents of the player who touch the ball finally.

- The thrower can't touch the ball again until it touches by the other.
- As the ball enters into the court, it became an instance of play
- Cannot score a goal by a direct throw –in

- Step 04**
- **Ask from students about the technique which we use to avoid the ball that comes to the goal**
  - Evaluate students answers and discuss as it is goal keeping technique and it can be done according to various methods
    - Keep the ball which comes from the forward along the ground
    - Keep the ball which comes from the side along the ground
    - Keep the ball which comes at chest and waist level
    - Keep the ball which comes over the head.

- Step 05**
- **Demonstrate the preparation in goal keeping technique to the students as follows**
    - Stand on the goal line as securing the body balance by feet in shoulder level or as suitable.
    - Hands by the sides of the body over the shoulders, which bent at elbows while palms turn forward.
    - Bring down the body by bending the knees while focusing the trunk forward.
    - Stand on the balls of the feet as easy to move. (fig 4.7.3)

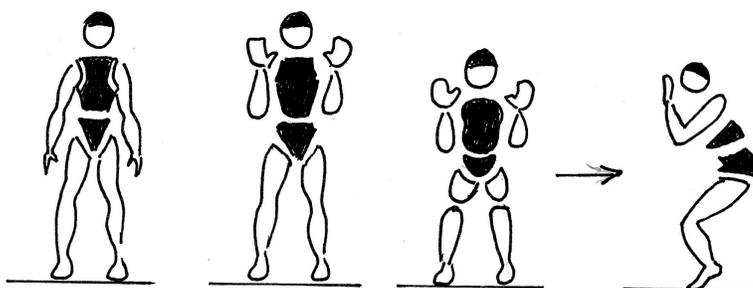
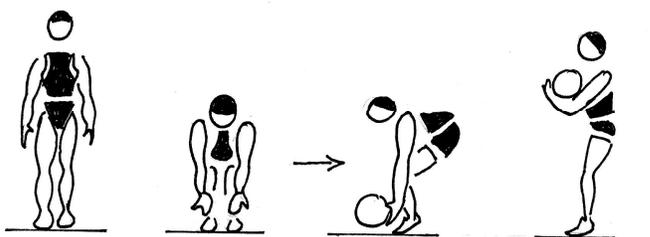


fig 4.7.3

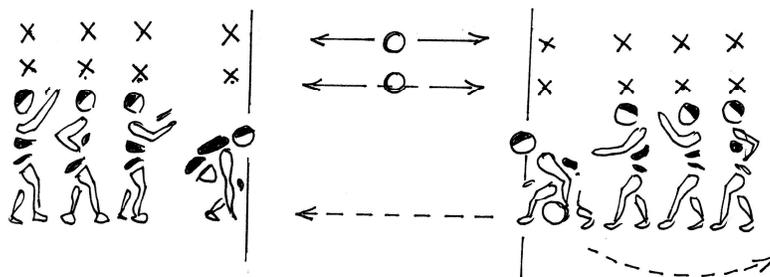
- Step 06**
- Group the students as suitable
  - Advise them to stand according to the correct technique
  - Advise to move the left, right, forward and backward accordingly.
  - Give the feedback and feed forward.

- Step 07**
- **Demonstrate the ball, keeping which comes along the ground as follows.**
    - Stand according to the correct technique
    - Walk to the direction of the ball and stand by facing towards the ball.
    - Close the legs and bring the trunk and hands down.
    - Keep focusing the eyes on the ball.
    - Catch the ball which touch the hands by sreaed fingers and forwarded palm.
    - Take the ball closer to the chest right after catching.
- (fig 4.7.4)



(fig 4.7.4)

- **Engage the students in the following activities to practice the ball keeping which comes along the ground.**
- Group the students as suitable and advise them to make per two lines by facing each other.
- Let the chance to practice technique without the ball at first.
- Give one ball to each team.
- Advise the one first student to throw the ball along the ground and other opposite first student to keep the ball with both hands with proper preparation.



(fig 4.7.5)

- Advise the kept student to throw back the ball along the ground to the other opposite student and add to the end of the own row.
- Give chance to all students, to throw and keep the ball accordingly.
- Give the feedback and feed forward where necessary.

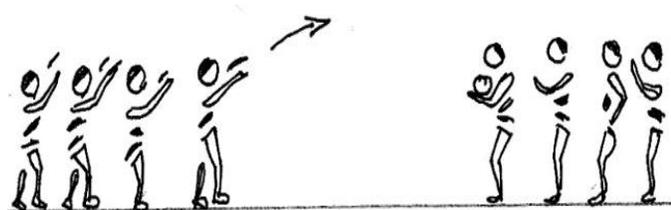
**Step 08** • **Demonstrate the ball keeping at chest level and waist level as follows.**

- Preparation according to the correct technique.
- Positioning by reaching the ball as it comes.
- Going down by knees
- Focusing the trunk forward as comes the ball.
- Receive the ball with spreaded fingers with little bending at elbows as the ball reach to the chest/ waist level.
- Keep focusing the eyes on the ball
- Bring the ball to the chest as quickly as it gets caught (fig 4.7.6)



(fig 4.7.6)

- **Engage the students in following activities to practice the ball, keeping at chest/ waist levels.**
- Group and line up the students as in step 07
- Engage them in technique without the ball first.
- Then give a one ball per two teams.
- Advise the front player and one team to throw the ball to the chest/ waist level of the front player in the opposite and he/she to keep the ball according to the correct technique.
- Advice to throw the ball again by the kept front line student as above and go to the end of the own line.



(fig 4.7.7)

- Let the chance to all students accordingly.
- Give the feedback and feed forward where necessary.

- Step 09**
- **Engage the students in following lead-up game to practice the throw in and the goal keeping in football**
  - Group the students as suitable
  - Mark the dimensions (ex 20m x 30m) in the ground as suitable.
  - Mark two goal lines at the two sides of the court.
  - Appoint two goal keepers for the two terms.
  - Call up two teams to the court and engage in the game football
  - Offer the throw in for the balls which go out of the court.
  - Change the goal keepers during the play'
  - Continuing the game while providing the comprehension about the infringements happens in play.
  - Give the victory to the team which scores more.

**Basic term concepts:** • Rules and regulations in football, Throw-in, Goal keeping

**Quality inputs :** • Several footballs, several cones, Line markings

**Instructions for the assessment and evaluation**

- Accurate exhibit of goal keeping technique
- Accurate exhibit of throw – in technique
- Acts according to the rules and regulations
- Confront the win/ loss successfully.

**Competency 5.0 :** Utilizes the specific abilities developed through participation in athletics for the tasks of life

**Competency Level 5.1 :** Engages in relay running by using the correct baton change.

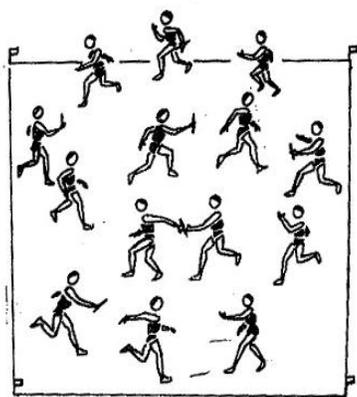
**No of periods :** 02

- Learning Outcome:**
- Explains the upsweep technique which gives the baton upward and down sweep technique which give the baton downward in baton change.
  - Describes the outside change, inside change, mixed change, visual method and Non visual method in baton change
  - Exhibits the baton changing methods accurately
  - Engages in relay running events by using the correct baton changing methods
  - Work by conforming the rules and regulations.

**Instructions for the preparation of learning, teaching process:-**

**Step 01** • Engage the students in following access game with regarded to the baton change. (fig 5.1.1)

- Mark a 30m x 30m Square in the ground.
- Spread out the students at large within the square.



(fig 5.1.1)

- Give each baton to some of them
- Instruct all students to jog within the space according to the signal given by the teacher.
- Advise them to change the batons freely among the students while they jogging.
- Advise them to not to hold the baton for a long time and keep changing again and again.
- Continue the jogging until give the second signal
- Engage for several minutes in this activity

**Step 02** • Engage in a discussion by highlighting the following factors about the relay running events that the students have participated or have watched.

- Number of athletes is four in a team
- 100 x4, 200 x4, 400 x4, mixed medley relay ( 800x4, 1500x4) are the relay events.

- Baton should be made with wood, metal or any other rigid material in one piece.
- Baton change can be done as outside change, inside change, mixed change, visual method and non-visual method

**Step 03 • Explain to the students that there two basic methods of giving the baton to the receiver in baton change.**

- **Give the baton by focusing the upwards.**

The giver should give the baton from downward to upwards.(fig 5.1.2)

The receiver should receive the baton by stitching the hand to backward while it focuses down,(fig 5.1.3)



fig 5.1.2

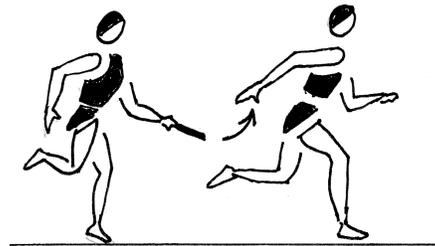
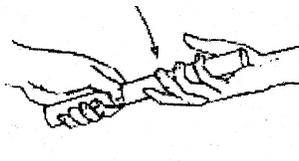


fig 5.1.2

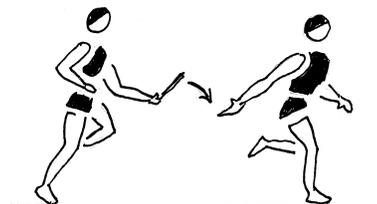
- **Give the baton by focusing the down ward**

The giver should give the baton from upward to downward (fig 5.1.3)

The receiver should receive the baton stretching the hand to backward while opening the palm up (fig 5.1.4)



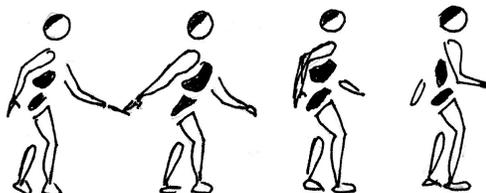
(fig 5.1.3)



(fig 5.1.3)

**Step 04 • Direct the students on following exercises to practice the upsweep technique of baton changing**

- Line up four students for each row as shown in the (fig 5.1.14)



(fig 5.1.4)

- Fourth student who stands at last will give the baton from his/her left hand to the right hand of the third student who stands in front of him/her according to the upsweep technique.
  - He/she will pass the baton to his/her left hand and continue the drill according to above.
  - The baton should be pass until the first student in according to this manner.
  - pass the baton at on the spot while walking slowing and while jogging
  - Give feedback and feed forward where necessary
- Step 05**
- Also, train the students to down sweep technique by using the model of the above activity
  - Give feedback and feed forward where necessary.
- Step 06**
- **Baton pass can be categorized according to the side of the body which receives the baton by the athlete.Explain them the students as follows.**
    - Inside pass**
      - The athlete receives the baton by his left hands is an inside pass. (It is comparatively inside hand to the running track)
    - Outside pass**
      - The athlete receives the baton from his right hand is an outside pass. (It is comparatively outside hand to the running track)
    - Mixed pass**
      - Alternatively use both inside and outside passes in a relay running is called as mixed change
- Step 07**
- **Group the students as per four and advise them to stand in behind one after another.**

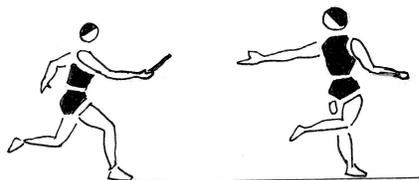
- Advise the fourth student to hand over the baton from his left hand to the right hand of the third student who stands in front to him.  
(Explain that this is an outside pass)
- Advise third student to give his right handed baton to the left hand of the second student who stands in front to him.  
(Explain that this is an inside pass)
- Advise the second student to give his left handed baton to the right hand of the first student of  
(Explain that this is an outside pass)
- Explain that doing both of these inside and outside passes are called as the mixed pass.
- Engage the students in to several times with this activity.
- Give feedback and feed forward where necessary.

**Step 08**

- **Explain the visual change and non-visual passes as follows**

**Visual Pass**

- Receive the baton while looking at the baton by receiving athlete is the visual pass.
- 400m x 4 and above relay events are using this method to change the baton  
(In here receiving athlete receives the baton by turning up the palm.)

**(fig 5.1.5)****Non visual Pass**

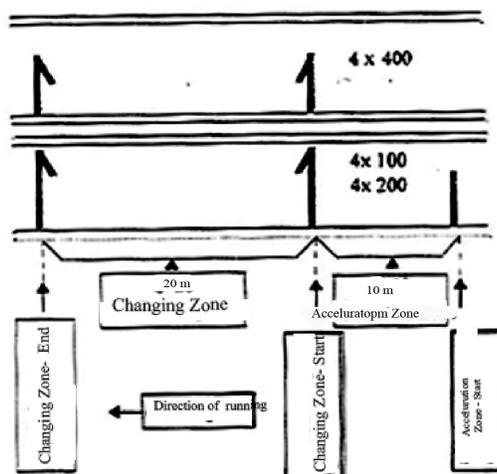
- Receive the baton while not looking at the baton by receiving athlete is the non-visual pass.
- Sprinting relay events like 100m x 4 and 200m x 4 are used this non visual pass.

**Step 09**

- **Explain the following rules and regulation to the students, which related to baton pass.**
  - The baton should be a smooth hollow tube.
  - The baton should be made of wood, metal or any other rigid material
  - The baton should be carried by hand throughout the race.

- If dropped, should be recovered by the athlete who dropped it
- Baton should be passed within the takeover zone.
- 

### Baton takeover zone



(fig 5.1.7)

#### Basic term concepts:

- Upsweep technique of passing the baton
- Down sweep technique of passing the baton
- Outside pass
- Inside pass
- Mixed pass
- Visual pass
- Non visual pass

#### Quality inputs :

- A Suitable area
- Several batons or substitutes
- Marking materials
- A whistle

#### Instructions for the assessment and evaluation

- Evaluate the explanation of baton passing methods.
- Evaluate the use of correct baton passing methods.
- Evaluate follow-up of rules and regulations related to relay running
- Evaluate the exhibit of teamwork skills.

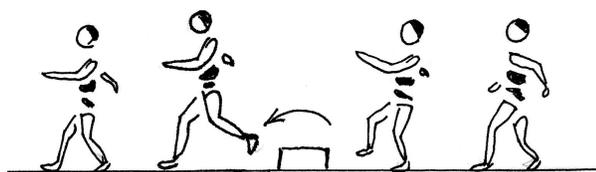
**Competency Level 5.2 : Uses hang technique correctly in long jump**

**No of periods** : 02

- Learning Outcome:**
- Names the long jump techniques.
  - Lists out the stages of long jump technique
  - Jumps accurately using the hang technique
  - Explains the rules and regulations of long jump

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- Engage the students in following access game
  - Jump up over a little obstacle by one foot, while walking slowly.(fig 5.2.1)



(fig 5.2.1)

- Jump up over a little obstacle by one foot while jogging forward (5.2.2)



fig(5.2.2)

- Jump up over and obstacle by one foot taking off at the marked place while jogging and land with both feet (5.2.3)



(fig 5.2.3)

- Step 02**
- **Lead a discussion by highlighting the following factors.**
  - Long jump is belongs to group of horizontal jumps in according to the classification of athletics.
  - The techniques differ from one to another according to the way of moving the body at flight phase/ stage.
  - There are three techniques of long jumping.
    - Sail technique
    - Hang technique
    - Hitch –kick technique
  - The aim of his event is to jump a long distance by taking off with one foot.
  - The long jump technique consists with following stages/ phases.
    - Approach run
    - Take off
    - Flight
    - Landing.

- Step 03**
- **Demonstrate the hang technique of long jump to the students as follows.**



fig 5.2.4

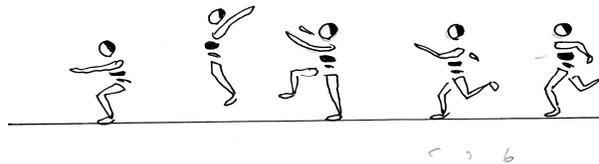
- Explain that this known as the hang technique due to the way of hands at flight stage/phase as trying to hang on something by hands.

- Step 04**
- **Engage the students in following activities to practice the hang technique of long jump.**
  - Take off like long jumping at the last step of approach run with strides and return into the same approach run again by repeating certain strides and take off with the last step. (fig 5.2.5)
  - This activity can be done according to 5,7,9 strides ect.



(fig5.2.5)

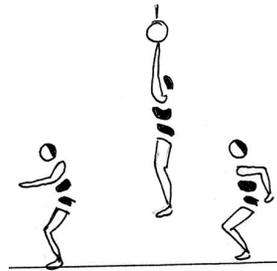
- Take off with one foot after the approach run of 5 or 9 strides. In here, take – off leg should be stretched completely while free leg rose up as shown in the figure.(fig 5.2.6)



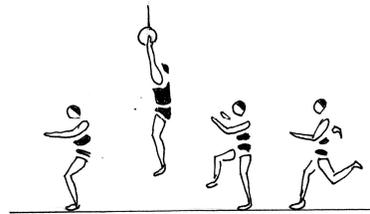
(fig5.2.6)

- Touch the hung supporter by both hands after the take off from on the spot and land on both feet (fig 5.2.7)

(fig5.2.7)

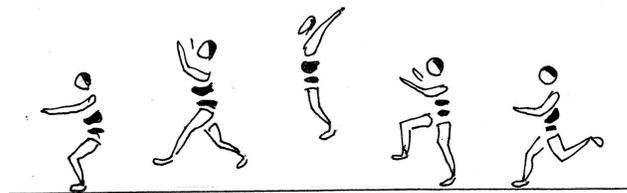


- Touch the hung supporter after the approach run of several strides as taking off from one foot at marked place and land on both feet. (Fig 5.2.8)



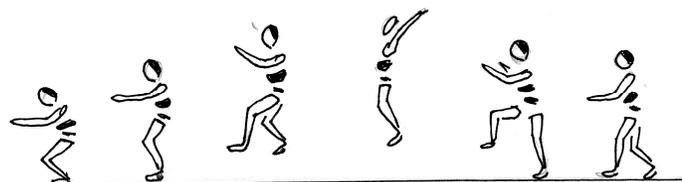
(fig5.2.8)

- Take off at marked place after an approach run of several strides and bring forward the takeoff leg while landing as land on both feet. (fig 5.2.9)



(fig5.2.9)

- Long jump according to the hang technique with seven or nine strides. (fig 5.2.10)



(fig5.2.10)

- Give feedback and feed forward where necessary.

- Step 05**
- **Aware about the following rules and regulations of long jump during the activities.**
  - Should not touch the ground beyond the take off line with any part of the body.
  - Should not touch the outside of the either ends of take off board.
  - Taking off should be from the one foot
  - Should not touch the border or ground outside the landing area closer to the take off line than the nearest break made in sand
  - Should not do any form of somersaulting while running up or in jumping

- Basic term concepts:**
- Hang technique
  - Landing
  - Approach run
  - Rules and regulations
  - Flight
  - Take off
  - Take off board

- Quality inputs:**
- A long jump area
  - Supportive equipment which can be hung
  - Figures of hang technique
  - Marking materials.

**Instructions for the assessment and evaluation**

- Ask the techniques of long jump.
- Ask about the stages/ phases of technique
- Ask about the rules and regulations
- Evaluate the correct exhibit of technique
- Evaluate the active participation.

**Competency 7.0 : Consumes suitable food for a healthy life**

**Competency Level 7.1: Consumes food according to nutritional needs**

**No of periods : 06**

- Learning Outcome:**
- Explains that nutritional needs vary according to the different stages of the life cycle.
  - Discusses the way by which nutritional needs vary according to the femininity and masculinity
  - Describes the nutritional needs in specific instances in the life cycle.
  - Gives ideas to get rid of myths
  - Exhibits the preparation for selecting nutritional foods
  - Communicates the good messages regarding nutrition
  - Responds with a correct definition to the various messages advertised by the media regarding nutrition

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- **Present the picture in annexe 7.1.1**
  - **Inquire the ideas of students' about the nutritional needs of different stages.**
  - Discuss the following points while appreciating the students. ideas.
    - There are different stages in the life cycle
    - Nutritional needs vary according the different stages.
    - Apart from that nutritional needs vary according to health condition, femininity and masculinity
    - Daily nutritional needs should be adjusted with meals
    - Main functions performed by food are supplying energy growth, regenerating tissues and protection.
    - Food is classified into a group considering the main nutrient contains in it.
    - Food pyramid is prepared, including amounts of six food types that should be consumed and it directs the method of daily food consumption.
    - A meal that contains all the nutrients in proper amounts is considered as a balanced diet
    - Taking two additional meals apart from main meals daily is suitable
    - Daily caloric needs should be fulfilled by these five meals.
    - Nutrition conditions in one stage of the life cycle influence on the health condition of other stages.

- Step 02**
- **Divide the students into five groups and assign following topics to them.**
    - Infant (from birth – 01 year)
    - Child (01 years – 09 years)
    - Adolescence( 10 years – 19 years)
    - Adult (20 years – 59 years)
    - Aged (over 60 years)
    - Instruct them to gather information about nutritional needs according to the particular stage, (instruct them to use the text book)
    - Provide feed forward and feedback while engaging in the activity.
    - Give the opportunity to the students to present their findings.
    - Conduct a review based on annexe 7.1.2
- Step 03**
- **Inquire the students about the persons with special nutritional needs**
  - Introduce the persons with special nutritional needs as follows while appreciating their answers.
    - Pregnant mothers
    - Lactating mothers
    - Sports men
    - Patients
    - Heavy workers
    - Vegetarians
  - Divide the students into six groups
  - Provide each group with one of above mentioned category of persons with special needs.
  - Instruct them to gather information about the nutritional needs of the category they received (instruct them to refer text books)
  - Provide feedback and feed forward while engaging in the activity.
  - Give the opportunity to present their findings.
  - Appreciate the creations and engage in a review based on the information in the annexe 7.1.3
- Step 04**
- Each student must be given a card (6” x 3”)
  - Advise them to write a myth related to nutrition on each card
  - Analyze them by giving a chance to present them by chance
  - Make a review through annexe 7.1.4

**Step 05**

- Group the students as suitable
- Give the two advertisements which are in annexe 7.1.5 to them
- Concentrate the students to analyze those advertisements
- Discuss media promotions related food
- Do a review how to have a correct understanding on media promotions regarding food through the annexe 7.1.6

**Step 06**

- Group the students as suitable
- Advise them to collect facts regarding how they should pay attention when selecting a nutritious food
- Give feedback and feed forward during the activity
- Do an analyze through the facts which are in annexe 7.1.7

**Basic term concepts:** • Life cycle, special nutrition needs, myths, nutrition messages

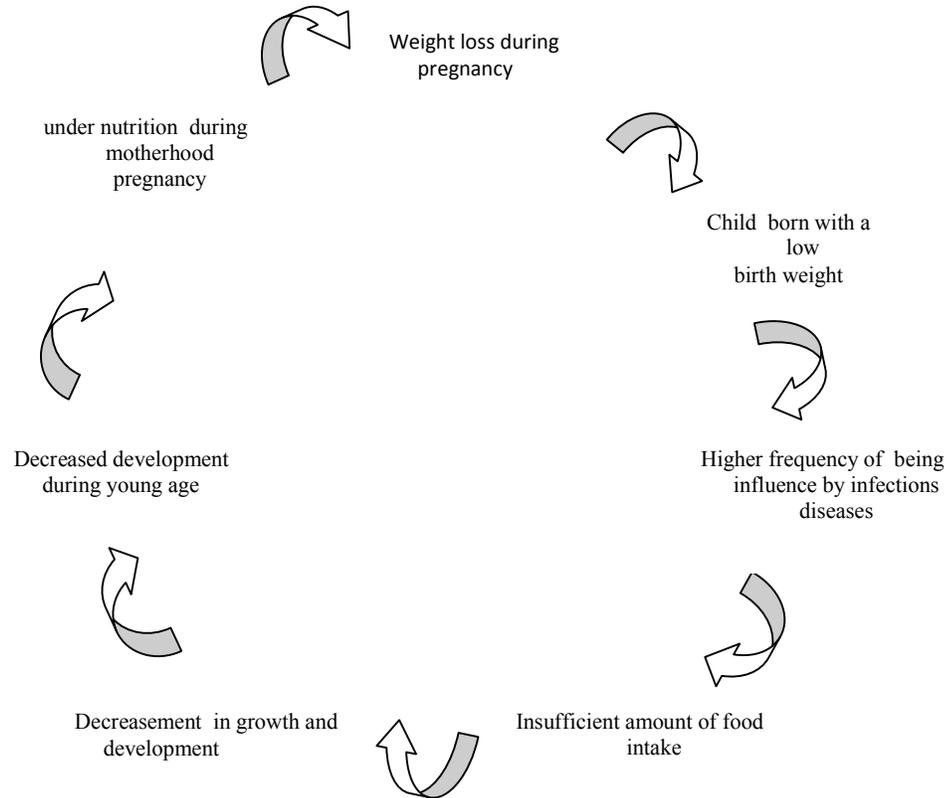
**Quality inputs :** • Bristol board, cards, marker pens, commercial advertisements

- Annex 7.1.1
- Annex 7.1.2
- Annex 7.1.3
- Annex 7.1.4
- Annex 7.1.5
- Annex 7.1.6
- Annex 7.1.7

**Instruction for assessment and evaluation**

- Evaluate the explanation of the variation of nutritional needs according the various stages of the life cycle.
- Evaluate the understanding about nutritional needs in special instances.
- Evaluate analyzing the myths, beliefs and attitudes regarding nutrition
- Evaluate the presentation of information that should be taken into consideration when selecting nutritional foods
- Evaluate the team skills, time management and communication skills

**Annex 7.1.1**



**Annex 7.1.2**

**Nutritional needs according to the life cycle**

**Nutritional needs in infancy**

- As the tissues in brain, bones and muscles grow rapidly in the first two years, it is very important to provide nutritional foods containing proteins, carbohydrates, lipids, calcium iron and vitamins.
- Only breast milk is provided for first 06 months
- All the nutrients received from breast milk.
- Although additional foods should be provided after 6 months. Breast feeding is suitable until 2 years.
- Additional foods that can be given
  - rice, green gram, cowpea, gram
  - green leaves
  - fish, meat, eggs
  - fruits
  - oil, butter , margarine
- Cleanliness is important in preparation and feeding soon after preparation is needed.

**Nutritional needs in childhood**

- Nutritional needs of boys and girls are equal to a certain extent.
- Nutritional needs vary according to the age, height, weight and activeness
- Proper nutritional needs should be fulfilled for a proper growth, secure health condition and to reduce the danger in malnutrition.
- As they consume a limited quantity of food for main meals two or three snacks should be provided.
- Healthy food pattern of this stage prevents causing non-communicable diseases like diabetes, cardiac problems and cancer in later stages.

**Nutritional needs in adolescence**

- Balanced nutrition is needed
- Nutritional needs vary according to height weight and activism
- As the height and weight increase rapidly more nutrition is needed.
- Excess proteins, iron, vitamins A, B12, C, D, are folic is needed due to growth
- Foods containing calcium should be given due to the rapid growth of bones.
- (milk, dairy products, green leaves, small fish)
- If the girls of pre adolescence are not provided with proper nutrition
  - Puberty gets late
  - Improper growth of the new born
  - Problems associated with bones arise in pregnancy and adult stage due to deficiency of calcium
- As anemia can be caused to girls due to the deficiency of iron as a result of menstruation, more foods rich in iron should be consumed (meat, fish, green leaves, legumes)
- The rate of metabolic activities of boys are higher than of the girls
- As boys are more active necessity of energy, iodine and vitamin A, B, C is greater.
- As adolescent boys have a greater lean body mass, (weight of the body without fat) they want more protein for the growth of muscles.
- Adolescents can be directed to avoid breakfast, consume instant food, cola drinks, consume liqueur and smoking So that
- consuming food rich in calories
- consuming nutritious foods can be limited.

So that,

- Obesity
- Micro nutrient deficiency can be occurred.

### **Nutritional needs in adulthood**

- Balanced nutrition is needed
- caloric need varies according to the work engaged
- More calcium and vitamin D should be consumed to prevent from bone weakening
- Necessary amount of proteins should be consumed for proper functioning of the immune system and repairing tissues.
- Foods that can be easily digested should be consumed
- Foods rich in fiber should be consumed
- Sugar, Salt, Oil rich food that causes diseases should be controlled.
- Foods with less caloric value should be consumed to prevent from obesity
- Foods should be taken according to medical advice for the diseases like diabetes, excess cholesterol and cardiac problems are present.

### **Nutritional needs in aged stage**

- Balanced nutrition is needed.
- Appetite decreases gradually.
- Limits the necessity of energy generating food and growth related food (due to less activities)
- Good food habits should be followed if diseases like diabetes, Cardiac problems, excess cholesterol are present
- More suitable to have food that are easily digested
- Foods rich in fiber should be consumed
- Disease causing food with sugar, salt, oil should be limited
- Foods with a low caloric value should be consumed to prevent from obesity.
- Foods should be taken according to medical advice if the diseases like diabetes, cholesterol, cardiac problems are present.

## Annexe 7.1.3

**Differences in nutrition according to specific instances****Special nutritional needs in pregnancy**

- An optimum nutrition should be maintained during pregnancy to prevent from nutrition deficiencies after confinement.
- Proper nutrition and more calories are needed for the growth of the embryo as well as for the proper body functioning of the mother. Daily calorie need is 2700. Foods should be taken to fulfill that.
- Main meals and extra foods with more nutritive value should be consumed to fulfill the extra nutritional needs.
- As more foliate is needed in the first few weeks of pregnancy foliate tablets should be taken daily by women when planning to get a child.
- Food may be not sufficient to fulfill the Iron and calcium need iron and calcium tablets should be taken from the maternity clinics.
- Calcium and iron tablets should not be talent together, Because calcium reduces the absorption of iron.
- Nutrients specially needed in the pregnancy and functions performed by them.
  - At least 8 – 10 glasses of water should be consumed daily
  - At least one glass of fresh milk should be consumed daily.
- Attention should be paid in gaining weight in pregnancy and it varies according to the BMI value.
- If the weight changes as follows attention should be paid
- BMI value below 18.5 , weight 12.5 – 18.5 kg
- between 18.5 -24.9, weight 11.5 kg – 16 kg
- between 25 – 29.9, weight 7.0 kg – 11.5 kg.
- over 30 weight 6.8 kg

**Special needs of a lactating mother**

- As the child is fed only with breast milk in the first 6 months the mother should have a proper nutrition.
- More carbohydrates should be consumed as the caloric need is greater than that of pregnancy. Daily calorie need is 3200 kilo calories.
- More calcium should be obtained, as breast milk produce about 850 ml a day is rich in calcium
- Extra meals should be taken to fulfill the caloric needs.
- Calcium and vitamins should be taken in proper quantities.
- Should not intake the food in excess amounts.

**Special nutritional needs of a patient**

- Providing suitable foods according to the medical advice
- Providing easily digesting food
- Providing suitable amounts of food in proper time
- Providing foods with less sugar, spice, Oil and chilies
- Providing liquid, semisolid, Solid food according to the necessity
- 

**Special nutritional needs of a vegetarian**

- As majority of plant foods do not consist of complete proteins with essential amino acids, to obtain complete proteins, protein rich foods like legumes together with grains should be consumed.
- Examples –  
Cowpea, gram, green gram, with rice
  - Milk rice with green gram
  - Consuming substitute foods like soya beans. Tofu can be added as a soya products.
  - Addition of dark green leaves, seeds, grains with bran to the meals, daily to fulfill the necessity of calcium, zinc and iron.
  - Addition of plant oil/oil containing seeds to the meals for obtaining amino acids Omega 3 and Omega 6 (almond, kottamba, cashew, ground nuts)
  - Addition of food with vitamin C to the meals to make the absorption of vitamin C easy in vegetarian foods
  - Vegetarians should obtain calcium and protein by consuming dairy foods daily. Dairy products like cheese, curd and yoghurt should be added to meals daily.
  - But for the children, it is not enough to take amino acids through vegetarian food items.
  - They should intake high quality animal protein for the growth.

**Annexe 7.1.4**

**Myths about nutrition**

- Expensive foods available in the market are always rich in nutritive value
- Proteins, amino acids, vitamins and minerals needed for the body can be obtained only from animal protein.
- Less nutrition is obtained from vegetarian food
- Consuming brinjal is not suitable for arthritis
- Eating meat and fish should be avoided in days of menstruation
- The baby should be fed by the milk after removing water like colorless liquid secreted from the breast at the beginning
- Large fruits are more nutritious
- Fruits like jambu (rose apple) jamanaran should not be given to small children
- Small fish are not nutritious
- Disease conditions like phlegm, bile, arthritis are caused by some foods.
- Green leaves should not be consumed for dinner.
- Pregnant mothers should not consume small fish
- Pregnant mothers should not drink warm water

Annexe 7.1.5

Healthy and Tasty  
*Drink Fresh Milk*

For an active life  
**Buns Sausages**

*Rich in nutrition*  
Rich in nutrition

**Eat Vegetables**

*Eat Fruits*

## Annexe 7.1.6

**Communication of messages regarding nutrition**

Correct clear understanding and analytical comprehension is needed about the messages given regarding nutrition. Messages given regarding food and nutrition by various media are not always correct. Acceptance at once and responding to these messages should be done after inquiring them. Given below are a few messages that should be made to make aware the others.

- Using garlic, cinnamon, ginger, goraka, curry leaves, turmeric as spices in place of artificial flavors.
- By minimizing the consumption of foods with high sugar, oil and salts can minimize the non-communicable diseases like diabetes and heart diseases.
- Addition of dairy product to the daily meals
- Drinking 1.5l – 2.l of water daily
- Avoiding junk food
- Not avoiding breakfast
- Using iodate salt and containing iodate salt in brown coloured bottles. keeping them in places where sunlight does not fall directly
- Consuming the foods with various natural colours daily (yellow/orange/white /green)
- Consuming the food with various tastes daily (bitter, sweet, sour, salt)
- Menu should be prepared according to the food pyramid that leads the daily food pattern
- The price of a food item does not give on idea about nutritive value. Being expensive does not show that the food item is nutritious
- Consuming foods that are prepared at home is more suitable
- Natural fruit beverages should be consumed in place of sweetened and carbonated beverages.
- Dried seeds should be immersed in water at least 6 hours before preparation
- More nutrition can be gained by cooking germinated seeds like green gram and cowpea
- Nutritive value increases by the addition of coconut, lime juice and Maldives fish to green leaves.
- Expensive or malred powder milk does not important to the growth of a child.
- More nutrition can be obtained by mixing a few food items. Example – Milk rice with green gram
- Simple traditional menu are rich in nutritive value. Example – Hathmaluwa.
-

**Annexe 7.1.6**

**Contribution of the individual in selecting nutritious food**

Selecting food considering about nutritive value

- When buying canned, bottled and packed food, proper reading of the label and understanding is essential
- Avoid from buying expired food
- Selecting natural foods as much as possible
- Not selecting wilted vegetables, green leaves and fruits
- Buying small fish in place of big fish and fish with red gills and bright eyes.
- Avoid buying smashed Canned food
- Minimizing the selection of processed , junk and instant foods
- Avoid from selecting the food items containing artificial flavors colorings dyes and preservatives
- Selecting local fresh vegetables and fruits is suitable
- Consuming parboiled rice and rice with bran (double polished rice is not suitable)
- Selecting fresh local vegetables and fruits (foods item that are produced in own area is more suitable)
- Selecting the foods which use according to the food pyramid to the food plate.
- Selecting the healthy food according to the colour index.

**Competency 8.0** : **Conforms to an efficient lifestyle while maintaining the wonder of the body.**

**Competency Level 8.1** : **Follows healthy practices to maintain the external appearance.**

**No of periods** : **03**

**Learning Outcome:**

- Explains the wonder of body parts related with external appearance,
- Follows the wonder protecting healthy practices.
- Avoid from the behaviors that obstructs the external appearance of the relevant body parts.

**Instructions for the preparation of learning teaching process :-**

**Step 01**

- **Exhibit the two pictures in annexe 8.1.1 to the students.**
- **Discuss that the external appearance of a person is good at one instance and not in the other.**
- **Note down the factors that influence on the pleasant external appearance while asking from the students.**
- Following body parts are important for a pleasant external appearance of a person.
  - Skin      • Ears              • Hair              • Lips   • Nails
  - Fingers   • Teeth              • Eyes

**Step 02**

- Divide the class into four groups Divide the body parts into four Groups as follows.  
Group No 01 – ears, eyes  
Group No 02 – lips, teeth  
Group No 03 – fingers, nails  
Group No 04 - skin, hair
- Guide the students to list out the wonders of the relevant body parts and the steps that should be followed to protect the wonder.
- Give the opportunity to present their findings.
- Give feedback and feed forward as needed
- Conduct a review based on annex 8.1.1

**Basic term concepts:**

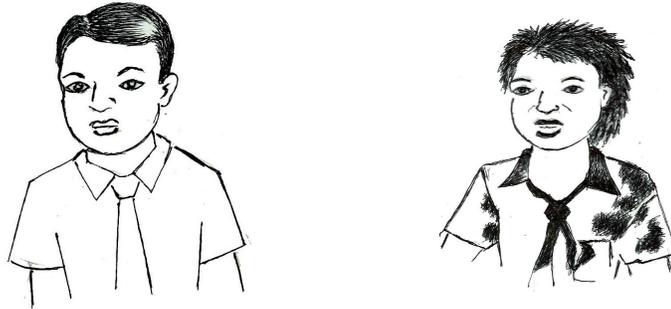
- Epidermis
- Dimensional vision
- Diphyodont
- Fine grip
- Power grip

- Quality inputs:**
- Two large pictures of the same person with a pleasant appearance and an unpleasant appearance

**Instructions for the assessment and evaluation**

- Inquire the wonderful conditions of skin, hair, ears, lips fingers and legs.
- Inquire the health practices that help to protect the wonder of the above mentioned body parts.
- Evaluate the team skills.

Annexe 8.1.1



Annexe 8.1.2

**Teacher's guideline**

- **Wonder of the skin**
  - Provides an external appearance to the body.
  - Protect the internal organs by external forces
  - Regulate the body temperature
  - Protects the skin by the outer epidermis
  - Synthesis of vitamin D using sunlight.
  - Responds to the external stimuli
  - Being rough at certain places of the skin
- **Healthy practices to protect the wonder of the skin.**
  - Consuming nutritious food
  - Drinking a sufficient amount of water
  - Keeping the skin clean
  - Protecting from sun rays with high intensity.
  - Protecting from the mechanic accidents.
  - Avoiding the application of unsuitable creams and ointments.
- **Wonder of hair**
  - Minimizes the damages to the head caused by accidents.
  - Generation of new hair in place of hair removing daily

- Being the hair above the skin lifeless.
- Continuous growth
- **Healthy practices to protect the wonder of hair.**
  - Consuming nutritious foods
  - keeping the hair clean
  - Covering the hair when walking in the hot sun.
  - Applying only a suitable herbal oil
  - Avoid using unsuitable artificial creams/ ointments.
- **Wonder of nails**
  - Giving protection to finger tips
  - Being the ends of the nails made with nonliving cells.
  - Continuous growth
- **Healthy practices to protect the wonder of nails**
  - Consuming nutritious foods
  - Keeping the nails trimmed short and clean
  - Avoid using artificial nail polish
  - Protecting from the accidents caused by nails.
  - Avoid from biting nails.
  - Not use as a tool
- **Wonders of teeth**
  - Occurrence of teeth at two times (diphyodont)
  - Presence of teeth adapted for chewing various types of food
  - Needed to pronounce letters
  - Providing protection to the tooth by the hard enamel.
  - Protecting the shape of the face.
- **Healthy practices to protect the wonder of teeth.**
  - Consuming nutritious foods
  - Keeping the teeth clean by brushing after meals.
  - Minimizing the consumption of sweet food and beverages
  - Using suitable tooth pastes and a suitable brush.

- Preventing from actions that cause damage to teeth ( Example Removing bottle caps using teeth)
- Avoid consuming too hot or cold foods and beverages.
- Examining teeth from a dental surgeon.
- Avoid from chewing betel and smoking.
- **Wonders of eyes**
  - Secreting tears to destroy germs that enter the eyes.
  - Minimizing the damages caused to the eye by instant closure of them.
  - Preventing the entrance of foreign substances to the eye by eyelids and eyebrows.
  - Obtaining a bid dimensional vision (ability to see the same range by both eyes) as the eyes are located in the front of the face.
- **Healthy practices to protect the wonder of the eyes**
  - Addition of foods that is rich with vitamin A in sufficient amounts to daily meals.
  - Preventing from the accidents that cause damage to the eyes.
  - Using ultra violet ray protected sunglasses.
- Minimizing the time with the computer and the television and keeping them at a suitable distance/ using protective instruments
  - Examining his eyes by an eye surgeon when needed
  - Washing the eye with clean water when a foreign substance enters the eye.
  - Avoid introducing any substance to the eye without medical advice.
  - Supplying sufficient rest to the eyes
  - Doing suitable eye exercises.
- **Wonders of the ears**
  - Ability to produce ear wax for the protection of the ears.
  - Being the ear drum located at the far end of the auditory canal
  - Having pinna for directing sound to the auditory canal
  - Presence of a thin tube connecting the middle ear and the mouth for equalizing the pressure of the middle ear with the atmospheric pressure.

- **Health practices to protect the wonder of the ear.**
  - Avoid removes ear wax from entering various things to the ear.
  - Avoid exposing to high sounds
  - Avoid using various instruments connected to ear unless there is a defect or disease (example ear phones)
  - Minimize the use of mobile phones
  - E.N.T surgeon when needed
- **Wonders of the lips**
  - Ability to prevent escaping food from the mouth while chewing
  - Helping to suck when taking liquid food
  - Help to talk and to make sounds.
  - For the beauty of the face and to show various emotions (example wonder anger) and to smile.
  - Being the skin of the lips smooth
- **Healthy practices of protecting the wonder of the lips**
  - Avoid taking too hot and too cold food
  - Avoid using lipsticks
  - Protecting from accidents that cause wounds
  - Consuming nutrias foods daily
  - Avoid chewing betel
  - Avoid smoking and consuming liquor
- **Wonders of the fingers.**
  - Ability to shake the thumb in any direction
  - Ability of power grip (using large muscles) and fine grip (using small muscles) from the fingers in the hand.
  - Ability to identify the fine touches due to of nerve ends in the finger tips.
  - Friction occurs due to having lines in fingers of hand and foot.
  - Supplying a protection due to having nails at the free end of the fingers.
  - The lines of the fingers differ from person to person.
- **Healthy practices to protect the wonder of the fingers.**
  - Protecting the fingers of the hand and foot from accidents.
  - Keeping the fingers clean.
  - Wearing gloves and boots when needed (Not suitable to using these for a long duration)

**Competency 9.0 : Acts to maintain the fitness for a life.**

**Competency Level 9.1 : Acts to develop health related Fitness factors, while concerning about them**

**No of periods : 06**

**Learning Outcome:**

- Name the factors of health related fitness.
- Explains the tests of health related fitness.
- Engages in the tests of health related fitness.
- Explains the actions to be taken to maintain the optimum level of health related fitness.
- Maintains the time management, communication, work in cooperation, team skills etc.

**Instructions for the preparation of learning teaching process :-**

**Step 01:**

- **Inquire about the health relate fitness using the previous knowledge of the students.**
- **Lead a discussion by highlighting the following factors.**
  - Health related fitness is a collection of factors while contribute to better maintenance of day to day health condition.
  - **Factors of health related fitness are as follows.**
  - Cardio respiratory endurance
  - Muscular endurance
  - Muscular strength
  - Flexibility
  - Body composition
  - Can identify the level of the above fitness factors in one self by engaging in tests.
  - It is important to identify the fitness level for the maintaining of proper level of factors and also further improvement

**Step 02:**

- **Engage the students in the following fitness tests.**
- Engage the students in the continuous running (boys 800m / girls 600m) or beep test as follows to measure the cardio respiratory in annexe 9.1.1
- Arrange the running track as suitable and engage the students in the activity( if going to do the continuous running test.)(boys 800m / girls 600m)

- Explain that run the relevant distance within shortest possible time along the running track is the method of this test. (boys 800m / girls 600m)
- Walking also can apply when there is any difficulty of running.
- Engage the girls and the boys separately in running.
- Line up the students at the starting line and start with the standing start according to the signal given.
- Record the running time of each student.
- Evaluate about the fitness levels of the students' according to the grids in annexe 9.1.6
- **Engage the students in the following activity according to the annexe 9.1.1 for the beep test.**
- Group the students in two teams as 'A' and 'B'.
- Name one assistant student from team 'B' for the each student of team 'A'
- Advise team 'B' to get ready to keep records of the relevant students from team 'A' while they line up at the starting line to start the test.
- Hold the team 'A' test by playing the beep voice disk.
- Check that whether team 'B' has recorded the test results accurately.
- Direct team 'A' to keep records and team 'B' to do the test as same as the above.
- Evaluate the results using the grid 9.1.1

**Step 03: Engage the students as follows in the tests of standing long jump or vertical jump in annexe 9.1.2 to measure the muscular strength**

- Engage the students in the activity as follows for the standing long jump test.
  - Demonstrate the students the way of jumping and the way of measuring the standing long jump test in annexe 9.1.2 and describe the way of recording the results.
  - Group the class into four and implement the 1<sup>st</sup> group to jump and the 2<sup>nd</sup> to measure and remain to keep the records.
  - Implement all the four in the test as above.
  - Evaluate the students' fitness levels by using the grid in annexe 9.1.6 after all completed the test.
- Engage the students in the activity as follows for the vertical jump test.**
- Demonstrate the students the way of jumping and the way of measuring the vertical jump test in annexe 9.1.2. and describe the way of recording the results.

- Do the test by grouping the students as same as the above and evaluate the students' fitness levels by using the grid in annexe 9.1.6

**Step 04: Engage the students in the Sit-ups test or Push-ups test in annexe 9.1.3 to measure the muscular endurance.**

**Sit-ups test**

- Demonstrate the student for the sit-ups test in annexe 9.1.3 and explain the way of counting repetitions, way of recording the results.
- Group the class in to three and implient the one group to do the sti-ups and the another to assist him and remain to record the results.
- Implement all three students in the test as above.
- Evaluate the students' fitness levels by using the grid in annexe 9.1.4 and 9.1.5 after all completed the test.

**Push-ups test**

- Demonstrate the push-ups test to the students in annexe 9.1.3 and explain the way of counting the repetitions and the way of recording the results.
- Do the test as same as the above method and evaluate about the students fitness levels by using the grid in annexe 9.1.4 and 9.1.5

**Step 05: Engage the students in the Sit and reach test or Stand and bend forward test in annexe 9.1.4 to measure the flexibility.**

**Sit and reach test**

- Demonstrate the sit and reach test in annexe 9.1.4 and explain the way of recording the results of the students.
- Group the class by three and implement one with the test, one to assist and the remain to record the results.
- Engage all three students in the test as above.
- Evaluate the students' fitness levels by using the grids in annexe 9.1.4 and 9.1.5

**Stand and bend forward test**

- Demonstrate the stand and bend forward test as in annexe 9.1.4 and explain the way of recording the results to the students.
- Do the test as same as the above and evaluate the students' fitness levels by using the grid in annexe 9.1.4 and 9.1.5.

**Step 06: Engage the students as follows in the BMI activity to measure the body composition.**

- Instruct the students in a previous day to measure their height and weight or engage the students to measure their height and weight on the same day.

- Instruct them to find out the Body Mass Index using the following formula.

$$\text{Body Mass Index} = \frac{\text{weight (kg)}}{\text{Height (m)} \times \text{Height(m)}}$$

- Instruct them to define the findings according to the instructions given by the annexe 9.1.5 and competency 1.1 in the grade 06 Teachers' guide.

#### Quality inputs:

- Result sheets for all tests
- Stop watches
- 800m boys and 600m girls running field
- Clapper or the whistle for the start
- A suitable arranged ground for 600m/800m run.
- Stop watches.

#### Beep test:

- Beep voice disk and player or
- As stop watch and a whistle
- An even ground which can make 20m
- 25m tape
- Ground markings

#### Standing long jump test:

- A long jump pit or other landing area
- A measuring tape

#### Vertical jump test:

- A measure scale connected to a wall
- Colour chalk

#### Sit – ups:

- Carpets to lay down
- Stop watches
- A whistle

#### Push - ups test:

- Stop watches
- A whistle

#### Sit and reach test:

- A box which connected a measure scale as in figure 9.1.11

#### Stand and bend forward test:

- A box which connected a measure scale as in figure 9.1.12

#### BMI test:

- Weighing scales
- Measuring scale which connected to a wall to measure the height.
- BMI analyzing chart

## Annexe 9.1.1

## Teachers' Guidelines

**Health related fitness tests.**

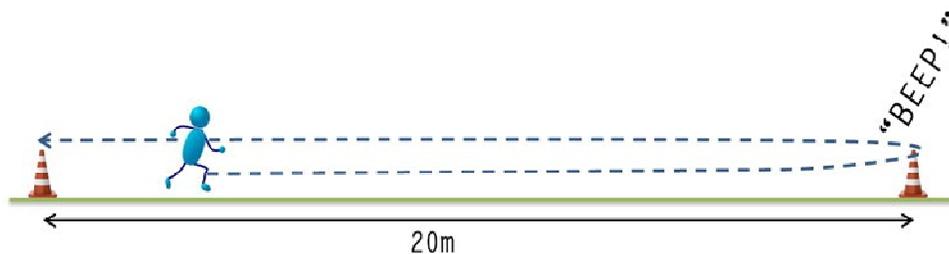
Cardio Respiratory endurance tests. Here are two measuring tests for this. They are,

1. Continuous running 800m boys / 600m girls.
2. Beep test

Select one test from the above according to the facilities available in the school.

**1. Continuous running test 800m boys / 600m girls.**

- Arrange a running track as suit to run 800m / 600m
- Group the students as suitable and line up them per one team at the starting line.
- Engage the students in the run to a signal using a standing start.
- On the stop watch with the starting.
- Record the time of each athlete after the end of the race.
- Evaluate upon the time by using the grids 9.1.4 and 9.1.5

**2. Beep test – measure the cardio respiratory endurance.**

(Fig 9.1.1)

This is a standard test which uses to measure the cardio respiratory endurance. Measure the maximum running distance of a person in according to the time table which increase gradually is the methodology of this. Run should be done according to a time table as 20 m forward. backward and again forward etc. It is necessary the beep voice tape here to run according to relevant speed table as given in the 9.1.1 grid.

- Running continuously between 20 m distance according to the recorded beep is the method of this test.
- Student stand behind the line by facing the other line starts the run according to the beep signal.
- Have to keep a slow run at the start as the gap among the beep signals.
- Student runs between the two lines by turning back according to the beep signals given. Should have to maintain a same speed during the first minute as it has the same time gap of beep signals.
- After about a minute (after 07 beep signals) a signal will be given to increase the running speed and time gap between two beep signals is decreasing here.
- After every minute a signal will be given to notice that the time gap is decreasing and the student should increase the running speed level according to that.

- If the student came to the front line before the beep signal, He should wait there until the beep signal to run back.
- If the student fails to reach the front line before the beep signal a warning will be given to the student and he should continuously run to the front line.
- Then he should run back and arrange the running speed with in coming two beep signals as suitable to the relevant speed level
- Should eliminate from the run if fails to reach the line (at last 2m close to the line) with in two beep signals after a warning.

Speed table which prepare for a beep test is given below (grid 9.1.1). It is easy to have a beep voice tape via the internet which is needed for the test.

It is very important to get a **fitness certificate** from a doctor for each student if hope to get engage in 1220m or above run.

Level	Shuttles	Shuttle Time (Seconds)	Runing Speed (kmpH)	Cumulative Distance (m)	Cumulative Time (Minutes)
1	7	9.00	8.0	140	1:03
2	8	8.00	9.5	300	2:2
3	8	7.58	10.0	460	3:08
4	9	7.20	10.5	640	4:12
5	9	6.86	11.0	820	5:14
6	10	6.55	11.5	1020	6:20
7	10	6.26	12.0	1220	7:22
8	11	6.00	12.5	1440	8:28
9	11	5.76	13.0	1660	9:31
10	11	5.54	13.5	1880	10:32
11	12	5.33	14.5	2120	11:36
12	12	5.14	14.5	2360	12:38
13	13	4.97	15.0	2620	13:43
14	13	4.80	15.5	2880	14:45

**Grid 9.1.1**

- Grid 9.1.2 uses for: The evaluation after the test
- Running distance is calculated by considering the number of the level and the shuttle.
- As an example, running result will be  $\frac{3}{4}$  if he completed the 4<sup>th</sup> shuttle of the 3<sup>rd</sup> level.

- Using the evaluation table, can decide the cardiorespiratory endurance of the student upon that result.

	Boys	Girls
Excellent	9/9>	8/8>
Good	8/10 -9/8	6/5 -7/5
Average	7/5 – 8/9	6/5 – 7/5
Satisfactory	6/2 -7/4	5/3 – 6/4
Weak	4/7 -6/1	3/4 -5/2

### Grid 9.1.2

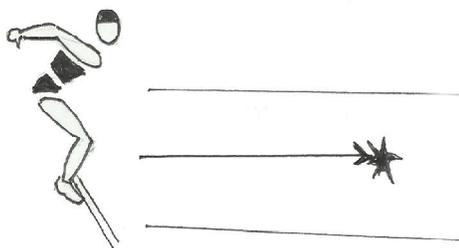
### Annexe 9.1.2

Among the several tests to be measured the muscular strength, two tests can be done according to the facilities available in Sri Lankan schools are given below.

- Standing long jump test
- Vertical jump test

Engage the students in a suitable test by considering the facilities available in your school.

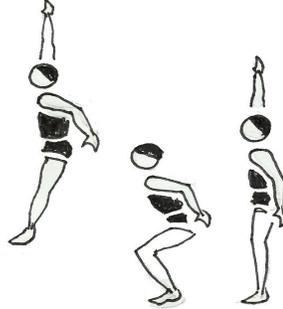
#### 1. Standing long jump test.



(fig 9.1.2)

- Student get ready by keeping the two feet close near the takeoff line as shown in the fig. 9.1.2.
- Jumps as far as possible by bending knees, swinging arms as a support for the forward push.
- Can use a long jump pit for the or a ground with grass. for the landing.
- Give two chances for each student and record the longest distance as the best performance.
- Can evaluate by using the grid 9.1.4 and 9.1.5 upon to the distance of the jump.

## 2. Vertical jump test.



(fig 9.1.3)

- Fix a measuring scale to a wall.
- Stand by closing the heels and one side of the body close to the measure scale as shown in figure 9.1.3
- Stretch the body as wide as to upward while keep contacting the ground with the feet and mark the highest point with a chalk.
- The jump up by bending the knees and swing the arms to mark a point with a chalk above the previous point
- Measure the difference between the two points in to the nearest centimeter by using the fixed scale on the wall.
- Give two chances for each student and record the biggest difference of each student as the best performance.
- Can evaluate using the grid 9.1.4. and 9.1.5. by considering the difference between the two marks.

Two tests to measure the muscular endurance are given below.

1. **Sit ups**
2. **Push ups**

Engage the students in a test out of the above.

**1. Sit up test.**

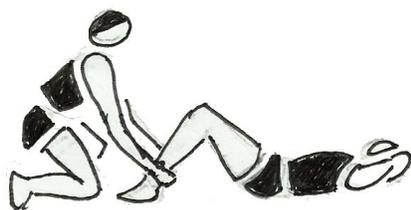


fig 9.1.4

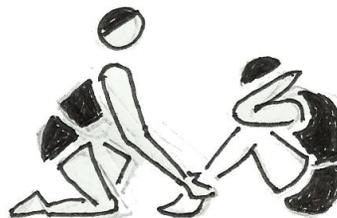
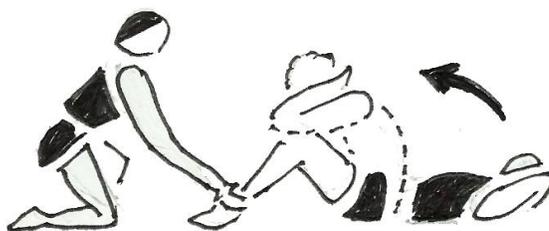


fig 9.1.5



(fig 9.1.6)

- Lying upwards and bend knees while bringing the heels towards the body as shown in the figure 9.1.4
- Keep the hands behind the head by interlacing the fingers.
- Take a support of another student to keep the feet stable on the ground.
- From the ready position to lift up the upper body as perpendicular to the ground and again back to the ready position is concerned as a repetition of sit ups as shown in the figure.
- Number of sit ups which completed within a minute is concerned as his performance.
- Evaluate using the grid 9.1.4 and 9.1.5 upon the number of sit ups performed.

**2. Push up test.**

- Ready position of the push-ups for the girls as follows.



fig 9.1.7



fig 9.1.8

- Ready position for the boys as focus

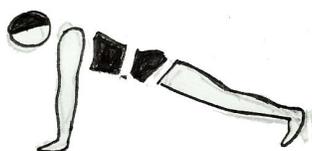


fig 9.1.9



- Stretch the hands from elbows as to make them erect, while both arms and the bowl of the feet on the ground as shown in the fig 9.1.9
- Focus the relaxed fingers forward, by maintaining the shoulder level width between the palms.
- Ready position of the push-ups for the girls is as follows.
- Stretch the hands from elbows as to make them erect, while both arms and the bowl of the feet on the ground as shown in the fig 9.1.7
- Focus the relaxed fingers forward, by maintaining the shoulder level width between the palms.
- Lift up the legs burbling
- Then bring down the body erectly until the chest touches the ground, while moving the body weight to the hands as shown in the fig 9.1.8. and 9.1.9.
- Again bring back to the starting position by keeping the body erectly while bearing the body weight with stretched hands.
- As bring down the body and again bring up the body is concern as one repetition in this activity.
- Calculate the number of repetition in this activity
- Calculate the number of repetitions within 30 seconds and evaluate using the grid 9.1.4 and 9.1.5

## Anexxe 9.1.4

Two tests to measure the flexibility are as follows

1. Sit and reach test
2. Stand and bend forward test

Engage the students in a test from above.

- **Sit and reach test**

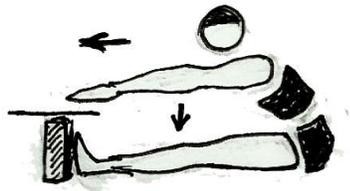


Fig 9.1.10

- Students sit on the ground and stretch forward the legs while fitting the feet on the box at forward.
  - Legs should be tightening to the ground as them not to bend at knees.
  - Student should stretch the arms as far as towards along the measure tape while palming towards the ground. He must stay at his maximum until the assistant counts 03.
  - Do the measure as considering “0” is the point where the feet touch the upper plane of the box.
  - Consider that the finger tips below from that point is “minus (-)” and the finger tips away point is “plus (+)”
  - Do the evaluation by using the grid 9.1.4. and 9.1.5 upon the measures.
- **Stand and bend forward test**



Fig 9.1.12

- Student stands on the box or bench while keeping 30cm gap between the two legs.
- Stretch the arms downwards as far as possible along the measuring tape while palming downwards the body.
- Stay at the maximum till the assistant counts 03.
- Measure by considering the upper plane of the box is '0'
- Consider that the finger tips which doesn't exceed and that point is "minus (-) and the finger tips exceed point is "plus" (+)
- Do the evaluation by using the grid 9.1.4. and 9.1.5 upon the measures

### Annexe 9.1.5

#### Measure the body composition.

- Though there are several tests to measure the body composition, we can use the , BMI test in accordance to the facilities available in schools
  - The way of measuring and calculating the BMI is described in the competency level 01 in grade 6 Health and Physical education Teachers' Guide.
  - According to that can do the BMI test again in this grade and the evaluation as well. Test evaluation grids.
- Height to waist ratio
- $$\text{Girth of waist ratio to height} = \frac{\text{Girth of waist (cm)}}{\text{Height (cm)}}$$
- If the result is below 0.5 according to the above calculation it says that the body composition is in a good level. Then it can be considered the collected fat percentage related to abdomen is unnecessarily not high.
  - If the result is above 0.5 according to the above calculation, it says that the collected fat percentage related to abdomen is high and it is tending to risk of non- communicable diseases.
  - So that should take proper nutrition and rest in order to maintain the proper height to waist ratio with the development of physical fitness.

Text Evaluation Sheet							
	800 m minute	cm	Jumped on	Sit ups	Push up	Sit and peach	Bend and reach
Excellent	2.40 or below	198 or about	44 or about	35 r about	38 or about	(+11) or about	(+13) or about
Good	2.41-2.50	191-197	38-43	25-34	29 -37	(+4)-(+10)	(+6)-(+12)
Average	2.51-3.10	184-190	31-37	19-24	20-28	(-6)-(+3)	(-4) –(+5)
Satisfactory	3.11-3.20	177-183	25-30	14-18	12-19	(-14)-(-7)	(-12)-(-5)
Weak	3.20 or below	176 or below	24 or below	13 or below	11 or below	(-14) or below	(-13) or below

Boys 9.1.5							
	600 m minute	Standing up	cm	Sit ups	Push up	Sit and peach	Bend and reach
Very good	2.45 or below	173 or about	40 or about	30 or about	21 or about	(+13) or about	(+15) or about
Good	2.46 -3.50	167-172	34-39	22-29	16-20	(+6)-(+12)	(+8)-(+14)
Average	3.06 -3.45	160-166	27-33	15-21	10-15	(-4)-(+15)	(-10) –(-3)
Satisfactory	3.46-4.05	154-159	21-26	9-14	5-9	(-12)-(-5)	(-10)-(-3)
Weak	4.06 or below	153 or below	20 or below	8 or below	4 or below	(-13) or below	(-11) or below

Girls 9.1.5

3<sup>rd</sup> Term

## Competencies, competency levels and periods

Competencies	Competency levels	Periods
<b>4.0 Spends leisure effectively by engaging in organized sports and outdoor activities</b>	4.2 Applies knots and lashings appropriate to the situation when engaging in outdoor activities.	03
	4.3 Hold compare for effective use of leisure	03
	4.4. Cooks meals outdoor to use leisure effectively	03
<b>5.0 Utilizes the specific abilities developed through participation in athletics for the tasks of life</b>	5.3 Uses plop technique correctly in the high jump.	02
	5.4 Throws correctly by using the power position	02
<b>6.0 Acts socially by conforming to the rules and ethics of sports</b>	6.1 Conform to the ethics and social values by following rules and regulations.	01
<b>9.0 Acts to maintain the fitness for a healthy life</b>	9.2 Improves the factors of psychosocial fitness while inquiring them	02
<b>10.0 Leads a happy life successfully facing the obstacles in day to day life</b>	10.1 Faces the challenges successfully while acting with sexuality in a responsible manner.	03
	10.2 Faces the social challenges with confidence by identifying them	04

**Competency 4.0** : **Spends leisure effectively by engaging in sports and outdoor activities**

**Competency Level 4.2** : **Applies knots and lashings appropriate to the situation when engaging in outdoor activities..**

**No of periods** : **03**

**Learning Outcome:**

- Explains the benefits of different knots
- Explains the benefits of different lashings
- Uses the knots and lashings appropriate to the situation

**Instructions for the preparation of learning teaching process:-**

- Step 01**
- Advise every student to bring a string about 1m.
    - Advise them to tie the ends of the string together as they know
    - Exhibit the students' creations and evaluate them
  - **Lead the discussion by highlighting the following factors.**
    - Have to use different knots in different situations.
    - Different types of lashings are necessary to keep together of two sticks or same objects.
    - Benefits are different of knots and lashings.
    - Introduce the benefits of knots and lashings to the students while demonstrating them as mentioned in annexe 4.2.1
      - Reef knot – In bandaging and tying together of two ropes.
      - Sheet Bend – To Bond the ropes with different thicknesses
      - Clove hitch – To tighten a rope to a stick, to the bucket hook, to tie the scaffoldings.
      - Bowline – To make a non – skid knot for life saving tasks.
      - Square lashing – To tightly tie the two sticks horizontally.
      - Sheer lashing – To tightly tie the two sticks parallel.
  - **Introduce the following factors that should be concerned when using the knots and lashings.**
    - A knot or lashing can loosen easily by not applying it accurately.
    - Accidents can be occurred due to the loosening or untying of a knot or lashing.
    - It is difficult to untie the knot or lashing easily when necessary as them not applied properly.
    - Accurate knot can afford a great weight even
    - Can do our tasks easily and quickly by applying the knots and lashings accurately.

- Step 02**
- **Prepare six places in the ground by putting the following goods on six places.**
    - Two parts of strings and information sheet about the reef knot.
    - A part of a rope a string and information sheet about the sheet bend
    - Astick, a string and an information sheet about the clove hitch
    - A little long string and an information sheet about the bowline
    - Two poles, a string and information sheet about the square lashing.
    - Two poles, a string and information sheet about the sheer lashing.
  - Divide the class into six groups
  - Direct groups to the prepared places for the groups
  - Advise them to apply the knots and lashings according to the information sheet.
  - Rotate the teams as each group to the each place.
  - Give the feedback and feed forward to each group.
  - Advise to practice further more on these knots and lashings as them necessary to day to day activities.

**Basic term concepts :** • knots, Lashings, Reef knot, Sheet bend, Clove Hitch , Bowline, Square lashing, Sheer lashing.

**Quality inputs :**

- 4 parts of strings about 1m
- 3 parts of strings about 1.5 m
- 5 sticks about the size of the broom pole in length of 1m
- Information sheets about applying the knots and lashings.

**Instruction for assessment and evaluation**

- Evaluate the naming of knots and lashings.
- Evaluate the demonstration of accurate applying of knots and lashings
- Evaluate the presentation of situations which use the knots and lashings in the life.
- Evaluate the team skills, leadership skills and fellowship skills.

Annexe 4.2.1

Information Sheet

**Reef Knot**

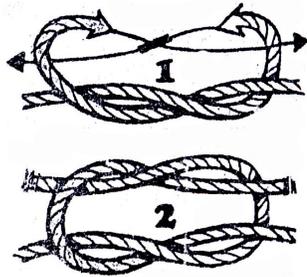


fig 4.2.1

Keep the ends of the two ropes in each hand. Place the rope in the left hand on the rope in the right hand. Now hold the rope end that has come to the right handside, with the right hand and take it under and over the rope. Next bend the rope in the left hand again and place it under the end of rope in the right hand. Now a loop is formed with rope end to the right. Now take the end of rope that has come to the right over the rope of the loop, send it inside and pull to the sides. Now the Reef knot has been created.

This knot can be used to tie together two ropes of equal size. It is also used when using asling. Main advantage of the knot is ability to tighten or loosen quickly. To tighten the knot, two ends on both sides are pulled, and to loosen the ends are pushed. Flat nature of the knot is an additional advantage.

**Sheet Bend :**

Used to join two different types of ropes. Make a loop at the end of one rope. Hold the loop in the left hand and take the end of the other rope in the right hand. Take the rope end in the right hand, under, over and round under the loop and under the same rope, pull the four ends to the sides to create the sheet bend.

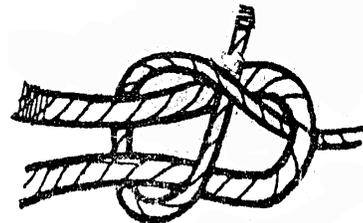


fig 4.2.2

This knot can be used to pull something tight. To tie a clothline, to tie a string to a cloth, this knot can be used.

**Bowling Knot**

This knot is important in life saving activities. This is how a loop is made without getting loose. The loop has to be made at the end of the rope with required size and insert the free end of the other rope in the loop. Take the end around the loop and insert again. Then tight. This knot is used to make a tight knot, to make cloth line or to tight a rope with a cloth.

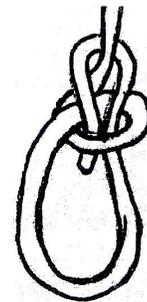


fig 4.2.3

**Clove Hitch**

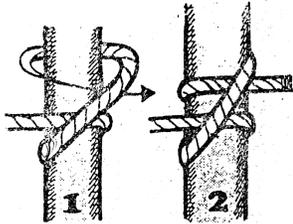


fig4.2.4

This knot can be used to tie a rope tightly to a stick. Non slip nature of the knot is of importance.

Select a vertical post. Hold the rope in both hands with about one foot width and the end of the rope in the right hand. (The width may vary depending on the diameter of the post.) Take the rope end in the right hand behind the post from right to left, taking it under the rope in left hand, turn it one round over the first turn as earlier. Lastly send it between the post and the start of the second turn and pull the ends to the sides. Clove hitch will be created.

**Square Lashing**

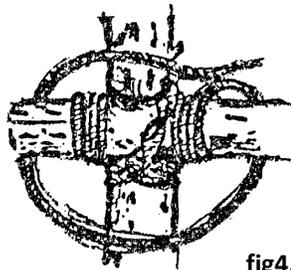


fig4.2.5

Can be considered as a lashing to join two logs together. Place the two logs crossed. Close to the crossing, tie the log behind with clove hitch. Lash the two logs tightly, as in the figure. Finish lashing with clove hitch.

**Sheet Lashing**

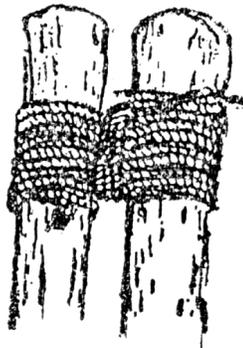


fig 4.2.6

Considered as a lashing to tie two logs as in the figure. Tie one log with clove hitch. Lash two logs lightly as in figure. Send several lashings between the logs to tighten the earlier lashing. Finish with clove hitch.

**Competency 4.0 : Spends leisure effectively by engaging in sports and outdoor activities**

**Competency Level 4.4 : Hold campfire for effective use of leisure**

**No of periods : 03**

- Learning Outcome:**
- Explains the necessity of preparing fires
  - Prepares the campfires into different methods
  - Presents the songs and dramas in fires
  - Organize and actuates the fire displays

**Instructions for the preparation of learning, teaching process :-**

- Step 01**
- **Introduce the following instances as the display events of fires while admiring the students' ideas.**
    - Night camps
    - Outdoor activities
    - Fun trips
    - Scout camps
  - Direct the students use the textbook and study about the various types of preparing fires in fire displays.
  - Describe that ways of preparing fires are as follows according to the annexe 4.3.1
    - Pyramid fire
    - A fire / Triangular fire
    - Rectangular fire
    - Reflector fire
  - **Discus about the benefits of fires as including the following factors**
    - To get light
    - To get rid of the cold/To get heat
    - To cook or roast meals
    - For protection (protect from animals and to chase away)
    - To use as a signal
    - To identify the happiness, enjoy, knowledge, creativity, abilities and disabilities.
  - **Following factors to be concerned when preparing the fires**
  - Get the permission from relevant authorities and the owners of the land.
  - Aware about the climatic conditions

- Inform the Surrounded community
- Collect the wood day before the fire
- Not to use the valuable woods
- Take action to remove the insects in the wood
- Not wearing the relax and hanging cloths when set the fire
- Being prepared with wet gunny, water buckets, and row leaf branches in case of emergency.
- Be responsible not to let the fire become large as unnecessary
- Completely extinguish and clean the fireplace at the end
- Be certified about the safety of self and others as well.

**Step 02 • Ask from the students about the songs and dramas which use in fire displays.**

- Give the chance to the students to sing such songs(can use the annex 4.3.2)
- **Explain that following skills and chances can be derived throughout the fire displays.**
  - Development of presenting skills
  - Development of creative skills
  - To refresh the day
  - To have the fun
  - To explore the own culture
  - To build up the unity
  - To summarize the workout of the day

**Step 03 • Divide the students into four groups. Give each team a board which mentioned about the each type of fire.**

- Instruct the each team to prepare the fire, according to the relevant topic
- Advise them to collect the following goods day before the fire.
  - 3 wide chump and wood pieces as required – To prepare the 'A' fire.
  - 5 wide chumps and wood pieces as required – To prepare the reflector fire
  - 4 wide chumps and wood pieces a required – To prepare the rectangular fire
  - Required amount of wood pieces for the pyramid fire.
- Brochures of song and drama plans which use in fire displays

**Step 04 • Direct the students into relevant 04 places on the day of fires and give the relevant information sheets.**

- Engage the students in the task.
- Evaluate the students by motivating while giving instructions where required.
- Give the chance to sing the songs and present the dramas after the fire
- Evaluate the creative skills
- Be responsible not to harm anyone by those creations
- Implement the students to sing patriotic songs all the time
- Guide the students to repeat these creations in leisure time.

**Basic term concepts :** • fire display ' A" fire, reflector fire, rectangular fire, Pyramid fire.

**Quality inputs :** • 18 wide chumps, wood pieces as required, 04 information sheets (including relevant fire descriptions)

#### **Instruction for assessment and evaluation**

- Describes the instances which use the fire displays.
- Creates the different shaped fires
- Presents the songs and dramas in fire display
- Utilizes the own experiences in day to day life.

#### **Annexe 4.3.1**

#### **Teachers' guide**

Its necessary to higher awareness about safety when holding the camp times. Maximum motivations, support and evaluate are necessary to courage the student' creations.

#### **How to make a Campfire**

- The area around the expected campfire should be cleaned first.
- If it's an area with grass it should be removed in sods.
- Around the campfire to be lit, an enclosure is constructed using large logs with an entrance to it.

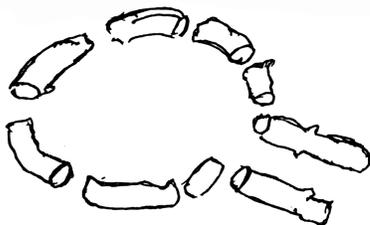


Fig 4.3.1

- Next several sticks should be laid on the ground as shown below. If the ground is wet, it's very essential.
- On these sticks, spread materials like saw dust, paddy husk, dry leaves or straw.
- Next, construct the type of expected campfire, when piling up the firewood, they should be placed not to touch one another.

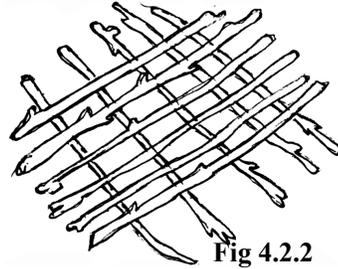


Fig 4.2.2

### Different types of campfire

(1) 'A' Fire:

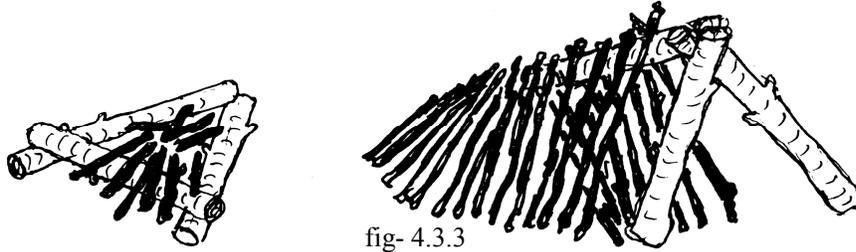


fig- 4.3.3

Placing three thick firewood logs horizontally or vertically as shown in the figure and by placing pieces of firewood on it 'A' shape fire can be constructed.

(2) Reflector Fire :

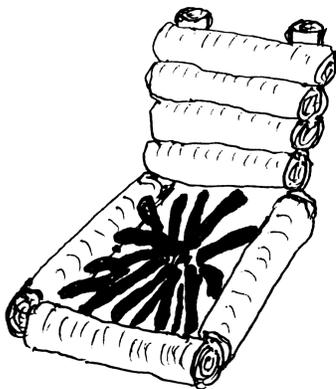


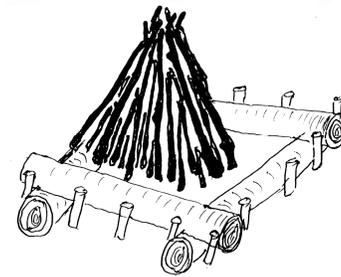
fig 4.3.4

Firewood logs are placed one above the other slanting to two vertically fixed logs. Three logs are placed rectangularly in front of it. Firewood is heaped up within it and this fire is created.

(3) **Rectangular Fire** Logs are arranged rectangular as in the figure. Firewood is spread within it and this fire is created.

fig 4.3.5

(4) Pyramid Fire



This fire is created by placing pieces of firewood crosswise one set over the other give a pyramid shape as shown in the figure. As it goes higher you should use smaller firewood.

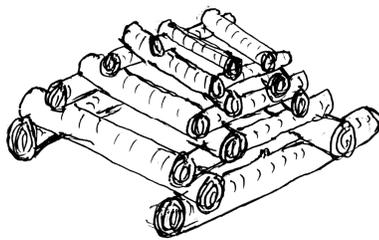


fig 4.3.6

**Campfire Display Songs**

Songs used in campfire are mostly with the scout movement. Songs to increase patriotism and other meaningful songs can also be used. Given below are several specific songs that can be used in campfire displays.

**Ging Gang GuliGuli**

Ging Gang GuliGuliGuliGuli Watch Watch

Ging Gang Go Ging Gang Go //

Hela ... HelaShela ... HelaShelaHelaHo ...

Shela wali shela wali Shela wali Shela wali

VombuckVombuckVombuckVombuck //

**Seeya bulath wita kotai**

Seeya bulath wita kotai – rasa katha kiyai

Rasa katha kiyai – bulath wita kotai.

Raja raja raja raja katha – gama gama gama gama katha

Raja katha gama katha danne seeyamai.

**Annexe 4.3.2**

**Allapan maalu**

Allapan maalu godaa dapan maalu //  
Modara welle maalu kannu rasai maalu  
Panam godai goda panama//

**Padimu padimu oruwa**

Padimu padimu oruwa pahala ganga dige  
Mihiri mihiri mihiri mihiri jeewithe

**Biththare**

Biththare sudumade – biththareka hamade  
Biththare sudumade kahamade  
Biththare kahamade biththare sudumade  
Kahamade sudumade pudumade//

**Api wemu eka mawakage daruwo**

Api wemu eka mawakage daruwo  
Eka niwase wesena  
Eka patathi eka rudiraya we  
Apa kaya thula thibena

Ebawin apa wemu soyuru soyuriyo  
Sirilaka thula weseena  
Jeewath wena api mema niwase  
Sondina sitina yuthu we

Samata meth karuna gunehi  
Weli samagi damini  
Ran mini muthu nowa eya meya sepatha  
Kisi kala noma dirana

Select suitable English songs for campfire and sing them.

**Competency 4.0** : **Spends leisure effectively by engaging in sports and outdoor activities**

**Competency Level 4.3** : **Cooks meals outdoor to use leisure effectively**

**No of periods** : **03**

**Learning Outcome:**

- Creates the equipment which needs to cook outdoor.
- Lists the goods which need to cook outdoors.
- Cooks outdoor
- Derives enjoyment through engage in cooking outdoor

**Instructions for the preparation of learning teaching process:-**

**Step 01** • **Ask from the students about the way of eating and way of making the food of ancient people.**

• **Lead a discussion to highlight the following factors.**

- The ancient man ate meat, fruits, and yams for their food
- They had raw food at the beginning
- Get used to cook the food after the invention of fire.
- Different types of hearths being used to cook.
- There are set of needs to cook outdoors
- A suitable place should select to cook outdoors
- Available resources should be used to cook the food, outdoor or in camping activities.

**Step 02** • **Divide the students into as suitable**

- Give the information sheets to the students.
- Prepare the following equipment by each group respectively.
  - Three stones stove
  - Ditch hole stove
  - Tin can stove
  - Unit stove
  - Flat rock boiler
  - Tennis racket boiler
  - Braving bread dough

**Step 03** • Let them to observe others, to find the errors or find the improving methods as changing teams.

- Prepare a list of meals which can cook outdoors by using these hearths

- Step 04**
- Discuss with the students about the importance of outdoor cooking and decide a suitable day (weekend or holiday) for that.
  - Cooking place, Types of food to be cooked, Hearths to be prepared, Goods to bring etc. are divided and appointed to the groups.
- Step 05**
- Enjoy with the students in cooking, outdoor and eat the meals, on a weekend.  
(Avoid the participation of parnets)

- Basic term concepts:**
- Three stone stove/ Carter's stove
  - Ditch hole stove
  - Tin can stove
  - Unit stove
  - Green stick stove
  - Flat rock stove
  - Tennis racket boiler
  - Baking bread dough.

- Quality inputs :**
- Three stones with same height
  - Several stones in different heights
  - A large flat rock or plate
  - A hoe
  - A tin
  - A Scissor or knife to cut the tin and a hammer.
  - Same height 03 sticks with a bracket
  - A long pole
  - A Sharp bracket
  - Cross stick
  - Cords or strings
  - Small Rots or three tins
  - A bracket and strings to make the tennis racket
  - Information sheet with the preparing method of each equipment

**Instruction for assessment and evaluation**

- Explains about the equipment that need to cook at outdoor.
- Creates the equipment that need to cook at outdoor.
- Lists out the food which can prepare at outdoor.
- Evaluate the cooking food outdoor.

## Annexe 4.4.1

## Information sheet

- Different types of stoves – Wood stove, Gas stove, Elective stove
- Different types of stoves which prepare with wood
  - Carter's stove/ three stone stove.
  - Ditch hole stove
  - Unit stove
  - Green Stick stove
  - Flat rock stove
  - Tin/canned stove

## 1. Cart man's Fire/Three Stone Fire

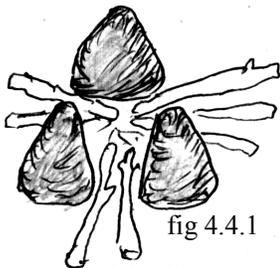


fig 4.4.1

Suitable for preparing food for many number of persons. Any type of food can be prepared. Can be made using bricks or stones. Having ability to construct according to the size of the container is an advantage. Ability to make easily is also a special advantage.

## 2. Ditch Hole Fire

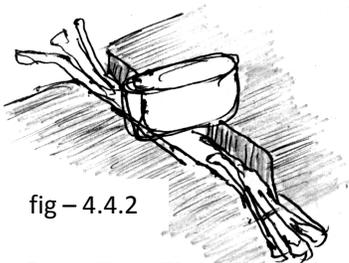


fig – 4.4.2

This fire place is constructed in such a way the pan can be placed on a ditch like hole cut on a flat ground. While it should be about 30 cm deep and the ends should be slopy, the width of the hole should be according to the size of the pan to be used. The specificity of this fireplace is that even several pans can be placed to cook at the same time.

## 3. Stone Row Fire Place

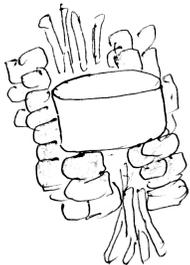


fig – 4.4.3

This is constructed using bricks or such material on a flat ground. Bricks are placed in parallel rows, suitable for the size of the pan and the firewood is inserted from the sides. Having ability to keep several pans and cook at the same time is an advantage.

**4. Unit Fire Place**

A strong stick 'Y' shaped at its end is fixed to the ground and the cooking pan is hung at the end of a stick placed across on it. While fire is built from a camp fire, for the fireplace, the method can also be used to roast food. It's suitable to prepare meals for a few persons. Raw sticks should be used in making the fire place.

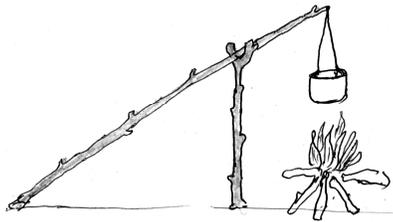


fig – 4.4.4

**5. Greenstick Fire**

Two 'Y' ended sticks, are fixed at the ends to the ground, to the same height. The cooking vessel is hung on the cross-stick/bar. Raw sticks should be used. Fire is provided by a campfire.

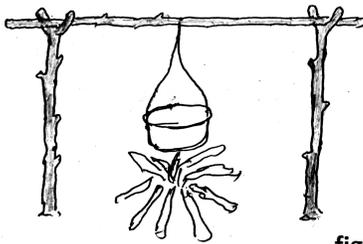


fig – 4.4.5

**6. Flat Rock Fireplaces**

A flat rock is placed on two, small rocks. Can be used to make 'rotis'.

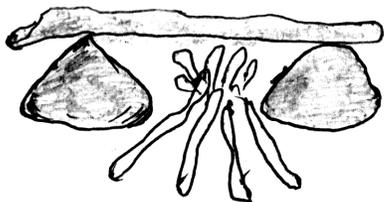


fig – 4.4.6

**Outdoor cooking**

We have to prepare food when at outdoor activities, outdoor camping or when we get abandon in an area without human beings. Should have to create different and also should follow different methodologies to prepare food due to the lack of facilities.

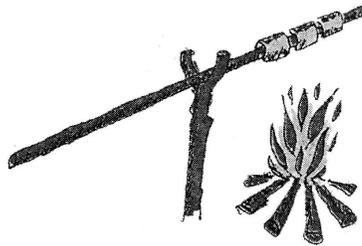
We should coverage to prepare the traditional food to drive out the experience and joy though there are many types of food in the market which can be prepared instantly and easily. Furthermore should be able to prepare the food without utensils.

Cooking without utensils is enjoyable is expect from the students , that's not harming to the environment and to prepare the equipment using the resources which exist in the environment, Be aware on use row sticks for stoves and use the sticks like tamarind, lime that doesn't harmful to the human to wrap/ apply the food.

Must be careful about the environment when is going to set the fire for cooking. Fires can be occurred due to the flames which flow away by the wind. So select the place far away from the buildings, jungle and opposite to the direction of wind. Gravels, sods and leaves should be removed from the place.

To find the direction of wind, the finger or hand gets cold from the direction of wind as rose up the wet finger or hand. Direction of wink can be fined also by flowing the cotton or a dead leaf.

**Roti making**



Prepare the pulp by mixing the flour, coconut, salt and water as required, wrap the mixture in a cleaned raw stick. Roast by using the unit stove. If not, roast in a flat rock stove as traditionally.

Fig 4.4.7

Potatoes and meats can be eaters after the barbecue.

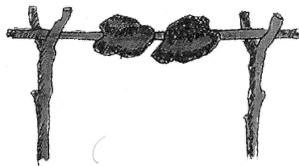


Fig 4.4.8

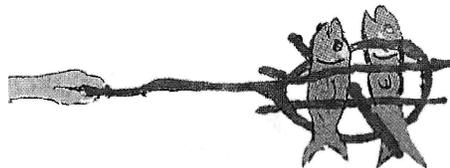


Fig 4.4.9

Can barbecue by using a green stick stove or using 'Y' shaped stick as above.

Fish can barbecue by binding in an equipment which made by using row sticks and strings.

This equipment which made by row sticks and strings is known as the Tennis racket boiler. Meat, fish, vegetables can be boiled by keeping on this equipment.

**Bread/ Biscuit making**

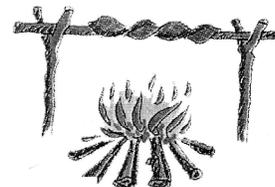


Fig- 4.4.10

### Cooking rice

Rice can be cooked by a Unit stove as putting the enough rice and water into the wide, row bamboo. Not suitable to cook for a group.

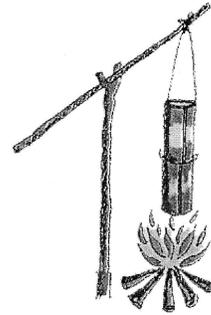


fig – 4.4.11

**Competency 5.0: Utilizes the specific abilities developed through participation in athletics for the tasks of life**

**Competency Level 5.3 : Uses Plop technique correctly in high jump.**

**No of periods : 02**

**Learning Outcome:**

- Explains the plop technique in high jump
- Engages in basic activities related to high jump
- Follows safety steps in high jump
- Conforms to the rules and regulations in high jump

**Instructions for the preparation of learning teaching process :-**

- Step 01 • Engage the students in following access game.**
- Slowly running forward while jumping to left and right over the low height obstacle (not dangerous like cardboard boxes) which keeps one away from another in a straight line.

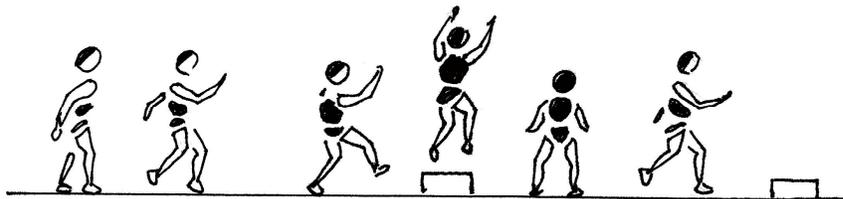
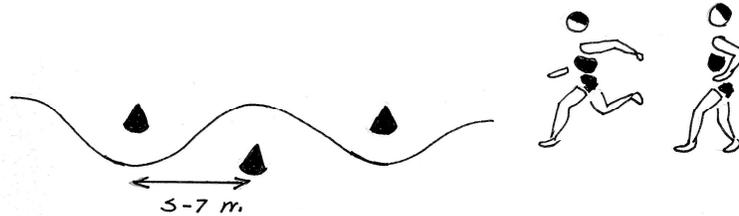


fig 5.3.1

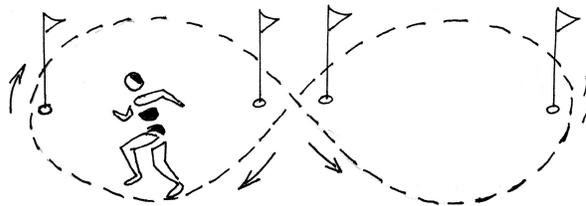
- **Lead a discussion by highlighting following factors.**
    - There are two group as horizontal jumps and vertical jumps of jumping events in athletics.
    - High jump is belonging to the vertical jumps group.
    - At present, plop method is mostly using among the different techniques in high jump.
    - Explain the following specifications while introducing the plop method using figures or video clips
    - Curve running
    - Jump by turning back to the cross bar.
  - Emphasize that should have to work with safety when engaging in high jump activities.
- Step 02 • Engage the students in following exercises which relevant to the approach run in plop method.**

- Run in curve way through the obstacles which keeps with an about 5- 7 meters (fig 5.3.2)

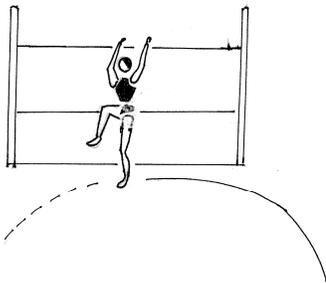


(fig 5.3.2)

- Mark the figure of 8 in the ground about the length of 16 meters and run in the way figure of eight (fig 5.3.3)
- Complete the one circle and increase the speed with the entering of the other circle and decrease the speed after the completion of half.



(fig 5.3.3)



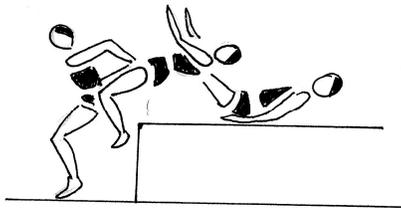
(fig 5.3.4)

- Taking off at the end of the running in a curve way. Raise up the thigh of the free leg as parallel to the ground with the taking off

- Give the feedback and feed forward where necessary.

- Step 03**
- **Engage the students in flowing activities to practice the takeoff in plop method.**

- Stand by two feet away to the mattress as turning back to the mattress.
- Jump upward, backward as tending the back of upper body on the matters by taking off from both feet. (Fig 5.3.5)



( Fig 5.3.5)



fig 5.3.6

- Engage in above activity as legs upward in the time of being landed (fig 5.3.6)

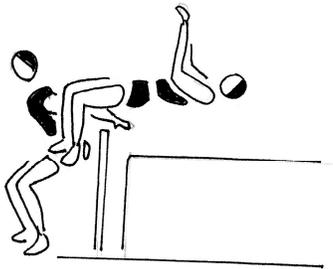
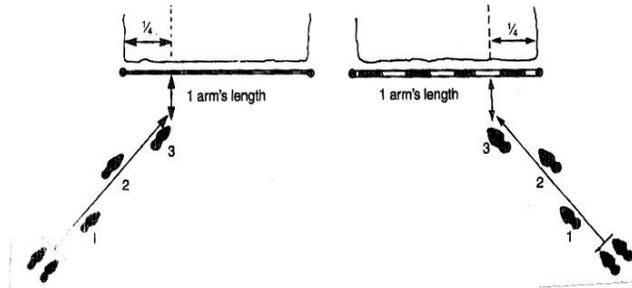


fig 5.3.7

- Engage in above activity by using the elastic tape or rubber tape as the cross bar (fig5.3.7)

- Land on the mattress over the rubber tape according to the plop method after the straight run of three step.
- It is Suitable to keep 35-40 angle between the cross bar and the running line also with keeping one arm interval between the cross bar and the take off point.(fig 5.3.8)



(fig 5.3.8)

- Give feed back and feed forward where necessary.

- Step 04**
- **Introduce the students to following rules and regulations relevant to high jump.**
  - Athlete will eliminate after 03 consecutive failures.
  - Athlete has the right to skip a certain height and compete to the next height . But the skipped height cannot be jump again.
  - Shall take off from one foot.
  - Failures,
    - The cross bar does not remain on the supports because of the action of the athlete while jumping.
  - Touches the ground including the landing area with any parts of the body before clearing the bar.

- Basic term concepts :**
- Vertical jumps
  - Horizontal jumps
  - Clear the cross bar
  - Take off
  - Approach run
  - Plop method

- Quality inputs :**
- Cardboard boxes, low height cones or suitable equipment
  - Landing mattress
  - Elastic/ Rubber tape and supporters

**Instructions for the assessment and evaluation**

- Ask about the jumping event classification of athletics
- Evaluate the accuracy of training activities.
- Ask the rules and regulations of high jump.
- Evaluate the work in safely.

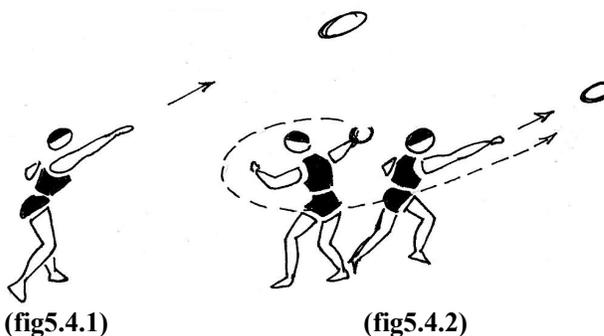
**Competency Level 5.4 : Throws correctly by using the power position****No of periods** : 02

- Learning Outcome:**
- Explains the power position in the events of shot put Discus throw and javelin throw.
  - Throws above equipment from the power position.
  - Throws the equipment far by using the correct posture.
  - Explains the rules and regulations relevant to throwing events.
  - Works in safely

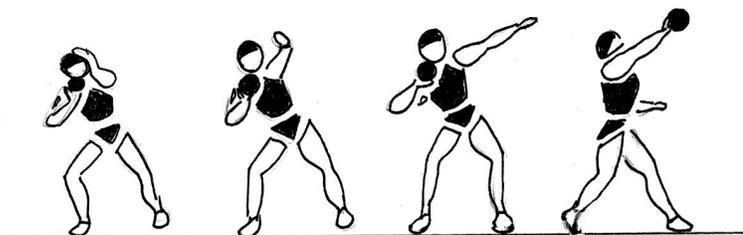
**Instructions for the preparation of learning teaching process :-**

**Step 01•** Remind the activities which learnt at previous grades regarding the grip and release of shot, discus and Javelin equipment.

- Step 02**
- Demonstrate by the students that a ring throwing away as far as possible from the following postures (fig 5.4.1, 5.4.2)
  - Advise the students to observe the distances of equipment which threw from each posture.

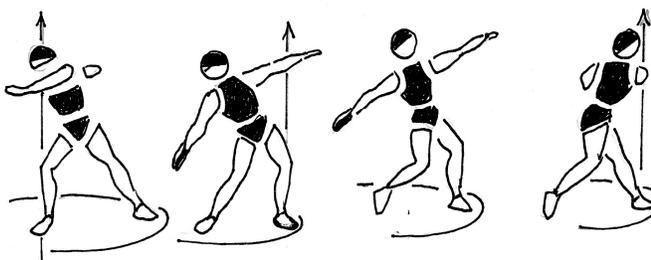


- Step 03**
- **Lead a discussion as highlighting the following factors.**
  - From the second posture, the ring can be thrown to more far than throwing from the first posture.
  - An equipment can be thrown to more far by giving more releasing speed
- Step 04**
- **Demonstrate the power position of shot-put in figure 5.4.3**
    - Exercise that activity to students without the equipment.
    - Engage the students in more practice with light optional equipment at first and then using the shot.
    - Give the feed back and feed forward where necessary.



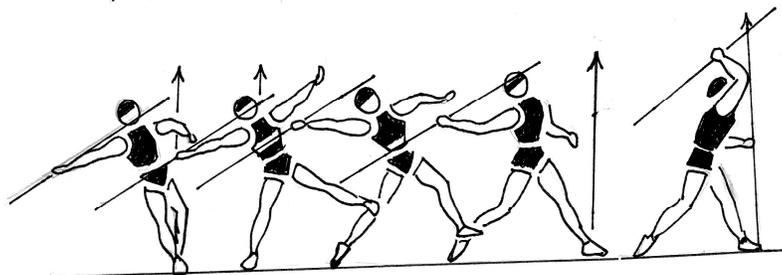
(fig 5.4.3)

- Step 05**
- **Demonstrate the power position of discus in fig 5.4.4**
    - Exercise that activity to students without the equipment.
    - Engage the students in more practice with light optional equipments at first and then using the discus
    - Give the feedback and feed forward where necessary



(fig5.4.4)

- Step 06**
- **Demonstrate the power position of javelin throw in fig 5.4.5**
    - Exercise that activity to students without the equipment.
    - Engage the students in more practice with light optional equipments at first and then using the Javelin
    - Give the feedback and feed forward where necessary



(fig 5.4.5)

- Step 07**
- **Lead a summarization by highlighting the following factors**
  - Introduce that the position before release of the equipment in throwing events is known as the power position.
  - More force and more speed will be added to the equipment when throwing from the power position.
  - Equipment can be thrown to a far distance by practicing the throwing techniques which exist in the power position.
- Step 08**
- **Briefly introduce the following rules and regulations regarding the throwing events in athletics**
  - The shot shall be put from the shoulder with one hand.
  - At the time an athlete takes a stance the shot shall not touch or be close to the neck or the chin.
  - The hand shall not be dropped below this position and shall not be taken behind the line of the shoulders.
  - Shot put and discus throw shall be thrown from a circle.
  - After the throw in the shot and the discus, the athlete shall exit from the back half of the circle. In javelin throw the athlete shall exit behind the marked line from the run way.
  - When landing, the shot, the discus and the head of the javelin should land within the sector lines.
  - Until the equipment has landed, the athlete should not get away from the circle in the shot put and the discus throw also from the run way in the javelin throw.

**Basic term concepts :** • Power position

- Quality inputs :**
- A suitable land area
  - Small shot or equivalent optional equipment
  - Small discus or equivalent optional equipment
  - Low weight javelins or equivalent optional equipment.

**Instructions for the assessment and evaluation**

- Ask the advantages of using the power position when throwing equipment and the reasons for those advantages.
- Evaluate the accurate exhibit of power position
- Ask the rules and regulations relevant to the throwing events.
- Evaluate the awareness on safety when engaging in activities.

**Annexe 5.4.1**

**Instructions to the teacher**

Be vigilant about the followings that should conform in throwing activities with the students and the students' conforming in those.

- Class formation should be in a secure way that confirms the safety of students.
- The throw should be done at once in according to the command
- All the throws should be done in to a same direction
- Bringing back of the equipment should be after the landing of all equipment
- Do not throw back the equipment to the team which thrown them.

- Competency 6.0** : **Acts socially by conforming to the rules and ethics of sports**
- Competency Level 6.1** : **Conform to the ethics and social values by following the rules and regulations.**
- No of periods** : **02**
- Learning Outcome:**
- Explains the connections between the sport regulations and the ethics.
  - Expresses the social values of sport regulations and the ethics.
  - Exhibits the readiness to adapting the sport regulations and the ethics

**Instructions for the preparation of learning teaching process:-**

**Step 01 • Present the following description to the students which about the great cyclist lance Armstrong and ask the students' ideas about that.**

- The American, Lance Armstrong was a national hero in the U.S.A as he won the 7 times Tour de France cycling competition. There were many parents has said many times to their children to be a hero like Lance Armstrong. Lance Armstrong was a famous character in the world as he was a hero in the mass media.

However, after proved by the medical tests Armstrong reveal to the media that he was using the doping medicines to rid out of the pain in his leg while he is competing. That statement spread like a wildfire in the world. Since the world hero Lance Armstrong became a black marked to the cycling field and his all championships were cancelled.

- **Lead a discussion by highlighting the following factors.**
- The victory which doesn't conform to the rules & regulations can be cancelled at any time.
- Victories are cavalier which done by fair play.
- Legel players are get injustice due to the people who work illegally for the victory.
- Illegal play is degradation to the school, society and the relevant game and the player.
- Can be a acceptable person in the society by respecting the laws and conforming the ethics.

- Step 02**
- **Present the following instances to the groups and ask them about the insular situations can happen due to not behaving in legally and politely on such situations**
    - Replace an elder player by forwarding the fake documents to compete due to the illness of a team mate.
    - Make an accident to a clever player in an opposite team and made him out from the court to confirm the victory.
    - Affront a team which poor in economy, not having proper cloths etc.
    - Spectators obstruct to the players by jesting and throwing the objects to them.
    - Abstinance the game by again sting the decision of umpire.
  - **Lead a discussion about the above incidents upon the following factors.**
    - Code of ethics which formed to well going of the sport is called as the rules and regulations.
    - Ethics are the good behavioral patterns which continuing to the wellbeing of the society.
    - Can occur the insular situations like disqualifying, banning of sports, affronting, neglecting, criticizing and fining due to the breaking of regulations and ethics.
  - As a spectator, must behave as to secure the dignity of all parties who engage in to the sport.
    - Avoid from jeering, degreasing and throwing objects to the players.
    - Though like or dislike Cheer and courage the all players, though like or dislike
    - Avoid using the from impolite and cruel words.
    - Do not make noise as it disturb to the game.
    - Known of that the administrations parties take actions against the people who act illegally.
    - Avoid the use of liquor, drugs and cigarettes in the play areas.
  - **According to this not only the rules and regulations and also should keep the ethics to improvement of the sport.**
- Step 03**
- **Divide the students in to four groups**
  - Advise to prepare a note about the ethics which should maintain with the following parties as a member of a sport team.
    - First group - with the own team mates.

- Second group – with the opponents
- Third group – with the officials
- Fourth group – with the spectators.
  
- Give the chance to present the students creations.
  - Lead a discussion by using the information in annexe 6.1.1 about the way of behave with the team mates, opponents officials, and the spectators.
- **Show out that the following social values build by work in according to the ethics, rules and regulations.**
  - Legalism
  - Complaisance
  - Good leadership and followership
  - Good interpersonal relationships
  - Correct decisioning
  - Control of emotions
  - Sympathy.
- Give the feed back and feed forward where necessary.

**Basic term concepts :** • Rule and regulations, ethics, Social values

**Quality inputs :** • News papers about the sportsmanship, Reports, Magazines

**Instructions for the assessment and evaluation**

- Evaluate the presentation on necessity of sports ethics, rules and regulations.
- Evaluate the presentations on way of working in legally and politely.
- Evaluate the conforming of ethics in team work/ when work as team.

**Annexe 6.1.1**

1. When work with the team mates in conform to the ethics rules and regulations
  - Avoid from criticize , ridicule, complain etc..
  - Courageous participation in team work.
  - Work with courage, dedicate, cooperation
  - Help to members.
  - Respect the coach
  - Flexible working
  - Tolerate other views
  
2. When work with the opponents in confirm to the ethics, rules and regulations
  - Not use the unsuitable and satirical terms
  - Not try to show out the infringements of the opponents
  - Evaluate and appreciate the specific skills
  - Avoid from bragging in victory and apologetic in defeat
  - Help to the opponents in accidents and injuries
  - Do not affront the mistakes and the low economy difficulties of opponents.
  - Help to avoid the mistakes of the opponents
  
3. When work with the officials in conform to the ethics, rules and regulations
  - Avoid direct questioning about the decisions of the officials.
  - If any protest, forward in a formal way
  - Not affronting the mistakes of the officials
  - Avoid argueing with the officials
  - Avoid debating with the officials
  - Respect the judgment
  
4. When work with the spectators in conform to the ethics, rules and regulations.
  - Do not response the jeers of the spectators
  - Evaluate the good responses of the spectators
  - Work friendly with the spectators
  - Do not get fight with the spectators
  - Do not get the unnecessary helps from the spectators.

- Competency 09** : **Acts to maintain the fitness for a life..**
- Competency Level 9.2** : **Improves the factors of psycho social fitness while inquiring them.**
- No of periods** : **03**
- Learning Outcome** : • Acts to improve the mental fitness  
• Helps others to improve the mental fitness.

**Instructions for the preparation of learning teaching process:-**

**Step 01:**

- Present the song “**Ira handa payana loke**” of Pandith Amaradeva in annexe 9.2.1
- If facilities are available , play the songs and let the students to appreciate it, while singing with them.
- **Conduct a discussion with the students based on the following points**
- Following messages are given to us by this song.
  - All the people have to bear comfort as well as sorrow.
  - Life is balanced due to this type of challenges.
  - These challenges make the life interesting.
  - There is a balance in nature as well.
- Facing any challenge intelligently and philosophically and applying those experiences productively to the life is essential to lead a successful life.
- The ability to face challenges in life intelligently and philosophically can be considered as the mental fitness.

**Step 02:**

- **Suggest the students to play a game using the thinking ability**
- Give the opportunity to write a maximum number of relevant facts within a minute in a paper by providing topics .
  - Uses taken by kerosene oil
  - Things that Can be done with a cut bamboo tree
- Give the victory to the student who wrote the maximum number of acceptable facts and let the students to present their facts to the class.
- **Discuss further based on following points.**
- Ability to handle thinking in various themes and angles is an essential skill to the life.
  - Ability to assemble lot of facts within a short period of time is a characteristic of intelligence.

- The ability of thinking should be improved to take decisions sometimes instantly and after broad judgment when facing day to day challenges in life.
- Thinking ability is a valuable mental fitness.

**Step 03: Organize an outdoor gathering and present the following incident to the class.**

- There is only one month for Akka's wedding ceremony who goes to reside in another country in a week after the marriage. We were unable to prepare for the wedding because everyone had to spend their money for the treatment of our father who got a heart attack. Now he is healed. Last month, Loku mama who is in abroad had sent money for the charges needed to take the wedding ceremony in a star hotel.
- Consider the students as the members of the family and inquire them, the steps that can be taken to keep a good wedding ceremony within the prevailing situation.
- Direct the students to suggest a plan for organizing this ceremony.
- **Discuss further on following points.**
  - We have to face unexpected problematical situations in day to day life.
  - Problems should be solved productively by considering the following points.
  - Being patience in the presence of a problem.
  - Thinking positively that the problem can be solved.
  - Predict problematical situations that can arise and being frequent vigilant.
  - Management of prevailing resources.
  - Giving the opportunity to other's ideas as well.
  - Being prepared to do certain sacrifices and to bear certain losses when fulfilling the aim.
  - Taking decisions for the wellbeing and to obtain a maximum pleasure to everyone.
  - Being pleased after solving the problem and using these experiences as models for such instances in future.
  - Ability to solve problems is a valuable mental fitness.

- Step 04:**
- **Present the annexe 9.2.2 to the students**
  - Discuss the way by which Prasanna acted with responsibility,
  - Direct the students to present instances where responsible decisions were taken by the individual or others in various occasions.

- Give the opportunity to share those experiences and to discuss the way of developing them in need.
- **Engage in a review highlighting the following points.**
  - At some instances we get the opportunity to take decisions on ourselves as well as others in the society and regarding some day to day work
  - Making correct decisions without ignoring such situations is a responsibility and a duty of us.
  - Being neglected making decisions by an authorized person, is harmful to the society.
  - We should be in presence of mind and well experienced to make responsible decisions.
  - Ability of making decisions with a responsibility is a valuable mental fitness.

**Step 05:** Give the opportunity to two students to present the dialog in the annexe 9.2.3

- Discuss about the value of Rohan's characteristics.
- "There is no profit from stress. But it gives only harm" Inquire the students' idea about this statement.
- Get the students to present the instances where various persons get stressed.
- Let the students to dance freely according to the song of Mr. C. T. Fernando in annexe 9.2.4 while singing and appreciating.
- **Discuss further on following points**
  - Being stressed is a weak personal characteristic.
  - Stress is a harmful situation to a person.
  - Lot of things can be done to avoid stress.
  - Ability to face stress successfully is a valuable mental fitness.

**Basic terms concepts:** Mental fitness

**Quality inputs:** Annexe 9.2.1, 9.2.2, 9.2.3 and 9.2.4 Songs play tracks, Audio players.

**Instructions for the assessment and evaluation.**

- Inquire the characteristics of a person with mental fitness.
- Evaluate the singing and appreciating the song.
- Evaluate naming the activities that can be done to induce mental fitness.
- Evaluate the team skills, presentation and creativity.

**Annexe 9.2.1**

Ira handa payana loke..... Alokaya athare  
Sapa duka samabara we  
Me jeevana kathare....// sapaduka samabara we.

Ukule lamade samabara usulana// gamiliya yana gamane  
Mudu Banda nalawena se  
Kanduweti ganga sagara eka se // polowata samabara we.  
Me jeevana kathare....// sapaduka samabara we.

Wediwana asha madalana wege // jeevana maga kelambe  
Ekama rasa musu we  
Maha madawagure wanavil mathuwe// Pium pipi sanahe  
Me jeevana kathare....// sapaduka samabara we.

Ira handa payana loke..... Alokaya athare  
Sapa duka samabara we  
Me jeevana kathare....// sapa duka samabara we.

Sung by :PandithAmaradeva  
Lyrics – Sri Chandrarahna Manawasingha

**Annexe 9.2.2**

Prasanna returned home after school and amma came home at the same time.  
“Did you come putha ?” I went to the house next door to see the little son who had fallen from a tree.  
“Why? what happened?”  
“No he had fallen from a branch of a mango tree when tying a swing.” “there’s only a small bump on his head.”  
“Oh, I’ll go and see.”  
Dhammi Nanda came near the fence with a smiling face when she saw Prasanna coming.  
“Why Nanda? What happened to chooti malli?”  
“No nothing serious. But he cried, may be because he was afraid after fallen.”  
Malli came and leaned against nanda. Prasanna looked at the tree.  
“ But nanda it is not good to wait without doing anything after falling from such a height” “We must go to the hospital.”  
“ If we miss the coconut lorry at 3.00 we can go to the town tomorrow morning.”

Nanda collected the paddy that was spread on a mat and got ready with a little anger. On the way chootimalli vomited and he was on prasanna's lap. And he was fast a sleep when going to the hospital. Chootimalli admitted to the intensive care unit immediately. "Oh you brought the child in the correct time, if delayed can't say what would happen. The doctor praised nanda.

### Annexe 9.2.3

Roshan– Why Chameera? Are you sick? And why are using such a amount of pills?  
Chameera – For gastritis.I feel afraid when I remember the exam next month. Then I get intolerable burning sensation in the stomach. Any way I get 'A' passes for every subject.

Roshan smiled while putting his hand around Chameera's neck.

Roshan – "Can't you get these 'A's without getting that burning sensation ,pills or the way you answer the questions?"

Chameera laughed when he heard what Roshan said.

Chameera – So gastritis is not caused purposely by me.

Roshan – "yes it is purposely caused. Shall I show you how to get "A" passes without getting gastritis for this exam? Chameera..You have converted the exam in to an unrest. It is called stress. You do not get a help from stress for the exam. Keep it in your mind. And prepare for the exam without getting stressed."

Chameera – "I can't understand how to do it"

Roshan – "While you are taking the maximum effort for the exam think like this."

I am preparing for the exam very well. I will accept any result that I get though I'll become unrest or not and ask the question from yourself. Do all the successful people had "A" passes from the exam?"

**But take the maximum effort for the examination.**

Next you do like this. Allocate a time to relax while studying. Read a story book during that time.....watch TV ...Walk outside...Play a game....Sing a song...Plant a tree...or Meditate

**But take the maximum effort for the examination.**

Chameera–"I feel a great relaxation when I listened to you. Do you act like this?"

Roshan – Oh, yes. Not only the exam, there will be so many problems arise in the life. But stress cannot conquer my mind.”

Chameera – “A speech of a person with a good personality”

#### **Annexe 9.2.4**

Avadiwanna Awadiwanna deepthimath dinaki udawela thienne..

Hithanawata wada sonduru vinodabara lokeka api jeewath wanne...

Susum helana kalata dukwela – Obath samaga kauda adanne..

Tikak sathutu wenna sanasila – Dahasak a lesa hithanne.

Balanu manavi kurulu kedelle – sathuta sapattha rasa ithireenne

Ehema indimu sitha sanasille – dukini miniskama labaganne

Eye wageda ada tikak subai – adata wada heta hoda wanne..

Duka sapa deka perali perali yai – Yana kalaya netha nawathinne

Sung by : C. T. Fernando

- Competency 10** : **Leads a happy life facing the obstacles in day to day life successfully.**
- Competency Level 10.1** : **Faces the challenges successfully while acting with sexuality in a responsible manner.**
- No of periods** : **04**
- Learning Outcome:**
- Explains the concept of human sexuality
  - Describes the responsible sexual behaviors.
  - Acts according to gender without any injustice to any party.
  - Explains the responsibility of a mother and father in pregnant stage and in bringing up a child

**Instructions for the preparation of learning teaching process :-**

- Step 01**
- **Present a picture of an infant that lays downwards**
  - **Conduct a discussion highlighting the following**
    - The infant in the picture can be identified as a girl or a boy only by the sex organ
    - That is the sex the infant obtained biologically.
    - Body features of a girl is formed to bear and to grow a child in the uterus and body features of a boy is formed to contribute for a child.
    - By the experiments it has confirmed that if a child is brought up by supplying equal types sources, instruments and learning opportunities both females and males can do any task in day to day life according to their biological body composition.
    - So that both males and females receive equal human rights legally as well
    - But since the birth the society has build u a culture to bring up them in different methods and to assign different responsibility

**Examples**

- Female clothes and male clothes Girls' toys and boys' toys
- Tasks that can/ cannot done by females and tasks that can/ cannot done by makes
- Position should be given to females in the family/ society and the position should be given to males in the family/ society.

- Behaviors should be possessed by females and behaviors should be possessed by males.
- Carets to be done by males & females.
- Responsibilities of males & females.
- Above mentioned condition, built up by the society is known as the **gender**
- Various riots had raised based on gender and statistics has proved the females are the victims of these conditions.
- So that the concept of gender is internationally refused today under the human rights.
- Human sexuality is the combination of sex and the gender

**Step 02**

- **Explain the following facts associated with sexuality**
- The system important to produce own kind is reproductive system.
- Through the sexuality a girl gets the role of the mother and a boy gets the role of the father.
- The physical mental , social well being and the security gained by getting a child after marriage is not gained by getting a child without a marriage.
- Harmful conditions like under mentioned, can be occurred when engaging in irresponsible sexual behaviors' without a marriage.
  - Down fall of education
  - Unexpected pregnancies
  - Mental down falls
  - Subjecting to sexual transmitted diseases
  - Breaking the family relation ships
  - Breaking the future expectations
- Responsible sex behaviors' are **the sex behaviors keeping after marriage that do not cause physical mental and social harm to boh parties or to one party.**

**Step 03**

- Inquire the students about the responsibilities assigned to females and males and list them in the board.
- **Lead a discussion highlighting the following points**
  - According to social conventions things like responsibilities, social work and roles assigned to females and males etc. are known as the gender.

- Recall the memories about the mother and father roles took part in the play houses in child hood. Behavioral patterns of females and males are taught by the society or learnt from the society.
- The responsibilities, work and roles assigned to females and males can be changed on the factors like economic situation, culture, religion and politics.

**Step 04** • **Given below are few situations that a family faces with two school going children.**

- Wife is warded at the hospital expecting a new baby.
- Husband leaves the country for a foreign job
- Mother goes to middle east as a house maid because the husband unemployed.
- Both wife and husband are not at home during day time in week days as they do jobs
- **Divide the students into four groups**
- Provide each situation to each groups
- Give instructions to record briefly how mother, father or both look after the children and hold responsibilities at each situation.
- Give opportunity for present their information's.
- Provide feed forward and feed back while activities
- **Conduct a review highlighting the following points**
  - Future expectations of a newly married couple are as follows
    - Leading an exemplary life by sharing sorrow and happiness mutually
    - Providing children to the society
    - Giving birth to children with a proper interval.
    - Bearing the responsibilities of the family cooperatively
    - A good relationship should be built up between husband and wife, parents and children while understanding the specific social and economic tasks assigned separately to them.
    - The love and security given to children from the develop as good citizens.
    - A pregnant mother should maintain physical, mental and emotional health to produce a healthy intelligent child

- Children will show on the harmful characteristics and easily get caught on sexual abuses when loose the love, protection, affection from the family.
- **There are lot of responsibilities and duties of a husband that should be fulfilled by a husband to the pregnant wife.**
  - Providing love and affection to the wife.
  - Providing necessary food and beverages
  - Providing necessary protection to the wife
  - Taking the wife to the clinics
  - Preparing the environment around the house suitable for a pregnant mother.
  - Directing the pregnant wife to religious activities to keep her with pleasure.
  - Avoid from smoking and consuming liquor
- **Responsibilities of a mother and father when bringing up children.**
  - Supplying sufficient nutrition.
  - Playing attention to develop physical, mental and spiritual health.
  - Providing love
  - When needed obtain help from the cares that can respond to the signals of the children by understanding them.
  - Making opportunities for expressing their ideas and creatively
  - Giving and opportunity for playing daily.
  - Protecting from dangers and providing opportunities to gain skills to face such instances.
  - Keeping a peaceful environment at home.
  - Encouraging and helping in school educational work.

- Basic term concepts :**
- Human sexuality
    - Sex
    - gender
    - responsible sexual behaviors

- Quality inputs :**
- A picture of an infant that lies downwards

**Instruction for assessment and evaluation**

- Evaluate the correct definition of human sexuality, sex and gender
- Evaluate expressing ideas on avoiding irresponsible sexual behaviors.
- Inquire the way of acting to protect human rights while being in the gender

- Competency 10** : **Leads a happy life successfully facing the obstacles in day to day life**
- Competency Level 10.2** : **Faces the social challenges with confidence by identifying them**
- No of periods** : **04**
- Learning Outcome:**
- Names the future social challenges
  - Expresses the ideas about the food that can be a challenge to the life.
  - Explains the importance of disaster management.
  - Describes the steps can be followed to prevent diseases.
  - Explains the steps can be followed to secure the cultural items.
  - Expresses ideas about the necessity of acting to minimize the harms occurred by modern technology.
  - Acts to minimize conflicts
  - Exhibits the preparation to face the future challenges.

**Instructions for the preparation of learning teaching process :-**

- Step 01**
- **Obtain answers from few students to the following questions according to their personal interest.**
  - **Write the answers of the students in the board.**
    - What are the foods and beverages that you bring from home or from the canteen to have in school?
    - What are food items that you prefer to buy for dinner?
    - What are the food items that you buy when shopping or when going on a trip ?
  - **Discuss about the natural and artificially prepared food in the list of the students**
    - Foods free from preservatives, colorings flavors and other chemicals are the natural foods.
    - Consumption of natural foods are always favorable for health  
Make awareness to consume natural foods as much as possible
  - Discuss that artificial foods that are not natural can be classified into few groups
    - Processed food
    - Junk food
    - Instant food

- Step 02**
- **Divide the students into three groups provide a topic to each group and give the opportunity to gather following information.**
    - Explaining the group of food
    - Types of food belong to that group
    - Disadvantages of using them.
  - Provide feed forward and feed back while engaging in the activities.
  - Give the opportunity to present their findings.
  - Engage in a review based on annexe 10.2.1.
- Step 03**
- **Ask the students about the common diseases in the society at present.**
  - Point out the following as the factors that affect on causing diseases.
    - uncleanliness of the living environment.
    - Action of visible organisms and invisible organisms.
    - Incorrect life style
    - Industrial influence
    - Mental stress
    - Sexual misbehaviors
  - Show that diseases can be classified as communicable and non communicable diseases.
  - **Point out that communicable diseases are the diseases caused to an another person by entering the germs directly or indirectly released from an infected person.**
  - Agents of communicable diseases spread by various methods
  - By air • By water • By food • By animals • By contact • By sexual relationships.
  - Lead a discussion based on the annexe 10.2.2 by pointing out following diseases as examples for communicable diseases
  - Dengue, Malaria, Tuberculosis, Filariasis, Cholera, Dysentery
  - HIV/ AIDS, Gonorrhoea, Herpes, Sexual warts can be mentioned as sexual transmitted diseases
- Step 04**
- **Non communicable diseases do not transmit from a person to another person.**
  - Lead a discussion based on annexe 10.2.3 by pointing out following diseases as examples for non communicable diseases.

- Diabetes, Hypertension, Cancer, Cardiac diseases, Mental diseases, Renal diseases.
- Causative factor for majority of these diseases in incorrect life style
- Mental stress takes place due to variations of the social environment is also caused on as a non communicable diseases
- When communicable and noncommunicable diseases are caused, a person has to face various challenges as follows
  - Physical weakness and inconvenience
  - Obstacles to the function of internal systems
  - Difficulty to engage in day to day work due to physical and mental weakness
  - Disruption of education
  - Arising problematical situations in the professions
  - Arising problematical situations in the house
  - Down fall of the economy.

- Step 05**
- **Inquire the students about the common disasters caused by weather changes.**
  - Point out following as some unfavorable conditions raised by changes of weather and disasters
    - Earth quakes, Tsunami, Floods, Earth slips , Syclones, Lightning
  - Lead a discussion about disasters and weather changes based on the annexe 10.2.4
  - People have to face the following challenges due to disasters and weather changes.
    - loss of life, fractures and injuries, shocks, displacement, mental pressures, Loss of residence
  - Need of large amount of money for supplying aid and developing infrastructure facilities is also a challenge arises due to change of weather and disasters. Show out that this condition will affect highly in future than today.

- Step 06**
- **Inquire the ideas of the students about the various races living in Sri Lanka and their religions. If not exhibit the pictures of various races and obtain the details of their races and the religion.**
  - People of various races and religions live in Sri Lanka as well as in other countries. their languages, believes, traditions are different, They have their own cultures.

- Various problems arise when people of various races live in a same country and the same society . Increase of this situation is unavoidable within the social, economic and political environment.
  - Some people Being disrepute within the society due to the language.
  - Being the language a problem to fulfill various needs.
  - Arising conflicts when fulfilling religious activities
  - Being the language and the religion a problem in the admission to some schools
  - Using ethnical and various criteria when providing occupations and admitting to various institutions

**Step 07 • Modern technology can be mentioned as a social challenge as well.**

- Although day to day work of man can be done efficiently and easily, there are so many harmful effects of it.
  - computer, internet, mobile phones, television, radio
- Although many uses can be taken from these instruments, this has been a future social challenge because it is a pathway of misleading the younger generation.
- The results of the products of modern technology like
  - chemical weapons
  - atomic weapons
  - nuclear weapons are also challenges that have to face in future.

**Step 08 • people with various desires, interests and preferences live in our society. when living in a such social environment we have to face various challenges.**

- Within the family environment
  - between parents and children
  - between husband and wife
  - between children and children relationships are maintained
- Within external environment
  - between friends and friends
  - between employees and management
  - relationships are maintained conflict situations could arise on occasions where the ideas are incompatible.
- Conflict situations arise due to consumption of drugs, alcohol that make mental disorders.

- Conflicts occur when problems among races arise.
- Mind is the main reason for these conflicts.
- Because of these following unfavorable situations can occur.
  - loss of life, loss of property, injuries, handicapped situations, mental disorders, disruption in education, losing occupations
  - These situations can be mentioned a future social challenges

- Basic term concepts :**
- Prepared food, Junk food, Instant food
  - Communicable and non communicable diseases, weather change, Modern technology.

- Quality inputs :**
- Annexe 10.2.1, 10.2.1, 10.2.3, 10.2.4

**Instructions for the assessment and evaluation**

- Instruct the groups of students to prepare a booklet on future challenges and asses using the criteria given below
- Accuracy of facts
- Creativity
- Competencies relevant to working in the group
- Time management

**Annexe 10.2.1**

**Teachers' Guide**

Type of Food and their features	Harmful ingredients	Disadvantages of using	Types of food
<ul style="list-style-type: none"> <li>• Processed food</li> <li>• Types of food prepared under various technical methods for instant consumption</li> <li>• Can consume instantly</li> <li>• Less in nutritive value</li> <li>• Can be kept for a long time</li> <li>• Causes health</li> </ul>	<ul style="list-style-type: none"> <li>• flavors for preservation</li> <li>• colourings</li> <li>• Artificial flavors for the taste</li> <li>• fat, salt, Sugar are high</li> </ul>	<ul style="list-style-type: none"> <li>• Due to physical substances, colourings and artificial flavors                             <ul style="list-style-type: none"> <li>• toxicity</li> <li>• allergies</li> <li>• cancer</li> </ul> </li> <li>• Due to high fat/Salt/Sugar                             <ul style="list-style-type: none"> <li>• hypertension</li> <li>• diabetes</li> <li>• Obesity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Noodles</li> <li>• Sausages</li> <li>• Bacon</li> <li>• Prepared</li> <li>• Food with flour</li> <li>• Meat balls</li> </ul>

<p>problems</p> <ul style="list-style-type: none"> <li>• All the processed food are not unfavorable for health</li> <li>• Deep freeze vegetables, pasteurized milks, parboiled rice are some examples consumption of these foods are favorable.</li> </ul>		<ul style="list-style-type: none"> <li>• Due to less fiber and micro nutrients</li> <li>• constipation</li> <li>• nutrition deficiencies</li> <li>• inconvenience in alimentary canal</li> </ul>	
<ul style="list-style-type: none"> <li>• Junk food/fast food</li> <li>• Junk/fast food are packed/cooked food that supply excess energy by including excess sugar and fat.</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar</li> <li>• Salt</li> <li>• Fat</li> </ul>	<ul style="list-style-type: none"> <li>• Due to consumption of these foods                         <ul style="list-style-type: none"> <li>• Obesity</li> <li>• Diabetes</li> <li>• hypertension</li> <li>• increase the cholesterol level of the body</li> </ul> </li> <li>• Inconvenience occurred by the obesity.</li> <li>• Micro nutrient deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>• Fried potatoes chips and manioc chips</li> <li>• Desserts containing sugar</li> <li>• Toffee</li> <li>• Chocolate</li> <li>• Cutlet</li> <li>• Pastry</li> <li>• Pitza</li> </ul>

## Annexe 10.2.2

## Teachers' Guide

Disease	Symptoms of the disease	Method of prevention
Dengue	<ul style="list-style-type: none"> <li>• <b>Dengue fever</b></li> <li>• Fever more than two days along with following symptoms.               <ul style="list-style-type: none"> <li>• head ache</li> <li>• pain under eye</li> <li>• pain in the muscles and joints</li> <li>• Nausea and vomit</li> </ul> </li> <li>• appearance of red patches in the skin and bleeding conditions.</li> <li>• <b>Dengu</b> hemorrhage fever</li> <li>• Complications of the dengue fever.</li> <li>• Severe pain in the abdomen</li> <li>• Continuous vomiting</li> <li>• feeling sleepy</li> <li>• fidgety</li> <li>• feeling lifeless</li> <li>• giddiness and faint</li> <li>• bleeding               <ul style="list-style-type: none"> <li>• from the gums</li> <li>• from the nose</li> <li>• with urine</li> <li>• with vomit</li> <li>• with faeces</li> </ul> </li> <li>• Not eliminating urine for more than six hours or eliminating little volume of urine.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Steps that should be followed after causing the disease</b></li> <li>• Going to a hospital or meeting a qualified doctor without delay.</li> <li>• Consuming only paracetamol drugs to control fever.</li> <li>• wiping the body with a piece of warm wet cloth if the patient has high fever</li> <li>• free from hard work and keep relaxing</li> <li>• Consuming a light nutrition meal.</li> <li>• Drinking liquids in suitable amounts.</li> <li>• Avoiding the consumption of red and brown coloured food and beverages.</li> <li>• Being concerned about dengue hemorrhage fever</li> <li>• Steps that should be followed to avoid mosquito breeding</li> <li>• Clean the rain gutters frequently</li> <li>• Brush the water tanks barrels, vases and refrigerator plates to keep them clean</li> <li>• Cover water collection places wells, tanks with nets to avoid the entering mosquitoes.</li> </ul>

		<ul style="list-style-type: none"> <li>• strong disposed plastic vessels, glass vessels and bottles as not to collect water.</li> <li>• Examining daily the places where mosquito breeding can occur.</li> <li>• <b>Steps can be taken to avoid from dengue mosquito bites</b></li> <li>• Applying mosquito repellants (Ex:- citrus oil)</li> <li>• Wearing clothes as to cover hands and legs.</li> <li>• Using mosquito nets.</li> <li>• Fixing nets to doors and windows to prevent entering mosquitoes.</li> <li>• Avoid being in outside during the times that mosquito bites can take place.</li> </ul>
<p>Filaria</p>	<ul style="list-style-type: none"> <li>• <b>Symptoms at the beginning</b></li> <li>• fever</li> <li>• pain in the muscles</li> <li>• Painful red spots in the skin</li> <li>• Infection in the lymphatic vessels can be seen in red colour under the skin)</li> <li>• Swelling in lymphatic glands (mainly lymphatic glands in arm pit and groin)</li> <li>• Swelling and pain in the regions associated with infected organs(mainly arms, legs, joints, breast, testicles)</li> <li>• <b>Long term symptoms</b></li> <li>• swelling of breast and joints of arms, legs</li> </ul>	<ul style="list-style-type: none"> <li>• Destroying the mosquito breeding places.</li> <li>• Using the mosquito nets</li> <li>• Using mosquito repellants</li> <li>• Controlling mosquito larva</li> <li>• Doing blood tests (at night time)</li> <li>• Getting the group treatment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Forming elephant legs</li> <li>• Elephantiasis by changing the external appearance of tissues.</li> <li>• Enlargement of testicles in males due to filling tissue fluid (Hydrocoele)</li> </ul>	
Malaria	<ul style="list-style-type: none"> <li>• Causing fever after shivering and cold</li> <li>• Head ache</li> <li>• body pain</li> <li>• loosing appetite</li> <li>• vomiting</li> <li>• diarrhoea</li> </ul>	<ul style="list-style-type: none"> <li>• Destroying the mosquito breeding places.</li> <li>• Using mosquito nets</li> <li>• Using mosquito repellants</li> <li>• Introducing the species of fish like gappi to the breeding places with water that cannot be covered.</li> <li>• Taking the malaria prevention treatment when visiting to a country or a place where malaria exists.</li> </ul>
Typoid	<ul style="list-style-type: none"> <li>• fever</li> <li>• head ache</li> <li>• body pain</li> <li>• feeling lifeless</li> <li>• losing apatite</li> <li>• caught at the beginning</li> <li>• constipation / diarrhoea</li> </ul>	<ul style="list-style-type: none"> <li>• Drinking cooled water after boiling</li> <li>• Preventing the food being unclenned.</li> <li>• washing well the vegetables and fruits that consumes in raw state.</li> <li>• Preventing water and food from the house flies</li> <li>• Washing hands well with soap after going to the toilet.</li> <li>• Using sanitary toilets.</li> </ul>
Tuberculosis	<ul style="list-style-type: none"> <li>• Cough more than two weeks</li> <li>• Slight fever</li> <li>• Heavy sweating in the night</li> <li>• loss of weight</li> <li>• Tireout easily</li> <li>• Chest pain</li> <li>• Releasing out blood with phlegm</li> </ul>	<ul style="list-style-type: none"> <li>• Covering the mouth and the nose when coughing and sneezing.</li> <li>• Avoid from spitting here and there.</li> <li>• Preparing the house for well ventilation</li> <li>• Minimizing the frequent in</li> </ul>

		<p>populous places</p> <ul style="list-style-type: none"> <li>• Identifying the disease quickly</li> <li>• Following the total treatment properly.(BCG)</li> </ul>
Leptospirosis	<ul style="list-style-type: none"> <li>• Slight fever</li> <li>• Turning the body yellowish</li> <li>• Cold</li> <li>• Turning eyes red</li> <li>• Head ache</li> <li>• Muscle pain (associated with calf muscle and back)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid rat breeding</li> <li>• keeping the house and the vicinity clean.</li> <li>• Using safety clothes, gum boots and gloves when working in places liked home garden.</li> <li>• Cover hands and legs well to prevent penetrating water if there are wounds on them.</li> <li>• Drinking boiled cool water</li> <li>• Avoid walking in the places where has non flowing water</li> <li>• Make the water to flow</li> </ul>
Dysentery	<ul style="list-style-type: none"> <li>• fever</li> <li>• loss in appetite</li> <li>• weakness</li> <li>• diarrhea</li> <li>• diarrhea initially watery, subsequently contain blood and mucus.</li> <li>• abdominal pain</li> </ul>	<ul style="list-style-type: none"> <li>• wash hands well with soap and water after using the toilet.</li> <li>• Use the slippers for toilet.</li> <li>• Drink boiled cool water.</li> <li>• Avoid from preparing food and supplying water for others until totally cured</li> <li>• Proper disposal of garbage and facial matter.</li> <li>• Protect public water supplies from facial contamination.</li> <li>• Consumption of uncontaminated milk and milk products or pasteurized milk.</li> <li>• Avoid flies contact with food</li> </ul>

		<ul style="list-style-type: none"> <li>• Take precautions regarding food and water when travelling to the areas where inadequate sanitary facilities</li> <li>• Wash the hand properly before eat and cook the meals.</li> </ul>
AIDS	<ul style="list-style-type: none"> <li>• <b>Minor symptoms</b> <ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Limb pain</li> <li>• Various skin diseases</li> <li>• Cough</li> <li>• Severe sweating</li> <li>• Presence of thrush in the mouth</li> </ul> </li> <li>• <b>major symptoms</b> <ul style="list-style-type: none"> <li>• Loss of weight (weight loses about 10% within a month)</li> <li>• Fever more than one month</li> <li>• Diarrhea more than one month.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Avoid sexual relationships till marriage</li> <li>• Limit sexual relationships only to married partner</li> <li>• Maintain the strength and trust of the family unit.</li> <li>• Act identifying the dangerous situations in the society.</li> <li>• Avoid keeping unprotected sex relationships</li> <li>• Avoid using the syringers in common</li> </ul>

**Annexe 10.2.3**

Non communicable diseases		
Renal diseases	<ul style="list-style-type: none"> <li>• Swelling of the body</li> <li>• loss of memory</li> <li>• hypertension</li> <li>• loss of appetite</li> <li>• sleepless</li> <li>• severe fatigue</li> <li>• Scratching the body</li> <li>• difficulty in breathing</li> <li>• eliminating less amount of urine.</li> <li>• Panting</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid taking antibiotics and pain killers without medical advice.</li> <li>• Controlling the obesity, diabetes, hypertension</li> <li>• avoid smoking</li> <li>• Decrease the amount of salt in food</li> <li>• Minimize the chemical fertilizers</li> <li>• Use the pure water as required per the day</li> </ul>

<p>cancers</p>	<ul style="list-style-type: none"> <li>• Long term cough or change in voice or difficulty of swallow in the mouth</li> <li>• unhealing wound</li> <li>• Sudden change or growth of knot, spot or wart in the body.</li> <li>• Lump or hardening of the breast or somewhere else.</li> <li>• Change in the patterns of defecation and urination or passing blood with them'</li> <li>• thinning and losing weight of the body without any other reason</li> <li>• long term fever without any other reason</li> <li>• long term swelling of lymphatic nodes (Above symptoms can be appeared in other diseases apart from cancers.)</li> </ul>	<ul style="list-style-type: none"> <li>• Directing for a proper food pattern</li> <li>• Active life style</li> <li>• Avoid from unfavorable habits like smoking, drinking alcohol, keeping unsafely sexual relationships and chewing betel.</li> <li>• Keep environment clean (avoid the burn of garbage)</li> <li>• Do the PAP by famous who are over 35 years of age.</li> <li>• All the females over 20 years. should do the self breast test at least once a month</li> <li>• All the adult female should do self total test.</li> <li>• Direct for medical tests if there is a doubt about cancer</li> <li>• Direct to the tests if any blood relatives has the cancer.</li> <li>• Minimize which produced by chemical substances and fertilizers</li> </ul>
<p>Hypertension</p>	<ul style="list-style-type: none"> <li>• Headache</li> <li>• Giddiness</li> <li>• Nausea</li> <li>• breathing difficulties</li> <li>• sweating</li> <li>• sleepless</li> <li>• feeling the eyes covered with a net</li> <li>• fatigue</li> <li>• instant bleeding in the nose</li> <li>• chest pain occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Consuming a balanced diet</li> <li>• Minimizing the consumption of salt</li> <li>• Avoiding smoking and liquor</li> <li>• free from obesity</li> <li>• engaging in regular exercises</li> <li>• maintaining the mental well being.</li> <li>• Treating under medical advice</li> </ul>

	<ul style="list-style-type: none"> <li>• shallow breathing occurs</li> <li>• muscles tremble</li> <li>• gets paled</li> <li>• responses decrease</li> <li>• pain occurs</li> </ul>	
Diabetes	<ul style="list-style-type: none"> <li>• Necessity of always</li> <li>• Thirst, heavy head</li> <li>• dryness of mouth and lips</li> <li>• Numbness in the body and finger tips and feeling pricking</li> <li>• giddiness, tiredness, fatigue.</li> <li>• Not healing the wounds quickly</li> <li>• Getting lean within a short period</li> <li>• Scratching between the fingers (due to fungus)</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in suitable regular exercises</li> <li>• planning work as to reduce mental stress</li> <li>• Limiting the foods with sugar and wheat flour</li> <li>• Maintaining the proper BMI</li> <li>• Direct to the test if blood relative has the disease</li> <li>• Treat on medical advice.</li> <li>• If happens at pregnancy period aware about to avoid the rising of disease later</li> </ul>
Cardiac diseases	<ul style="list-style-type: none"> <li>• Difficulty in breathing</li> <li>• shallow breaths</li> <li>• getting paled</li> <li>• faintness</li> <li>• need of vomiting</li> <li>• high sweating</li> <li>• slight pain in the heart</li> <li>• pain/ discomfort in left hand, back of the left shoulder</li> <li>• jaw pain</li> </ul>	<ul style="list-style-type: none"> <li>• avoid using tobacco and alcohol</li> <li>• engaging in regular exercises</li> <li>• mental satisfactions</li> <li>• minimizing foods with lipids, sugar and salt</li> <li>• consuming a balanced diet.</li> <li>• Not skip the treatments as concerning the disease is gastritis.</li> </ul>
<p>Mental diseases</p> <ul style="list-style-type: none"> <li>• Depression</li> </ul> <p>Depression is the condition which last more than two weeks with disappointment and improper functioning of day to</p>	<ul style="list-style-type: none"> <li>• Symptoms at the beginning</li> <li>• Tiredness</li> <li>• Body pain</li> <li>• Headache</li> <li>• Lasting sadness</li> <li>• Discouragement</li> <li>• Loss of appetite and loss of</li> </ul>	<ul style="list-style-type: none"> <li>• Depression can be caused any person, any time with out any age level</li> <li>• It effects own self, family friends, society and the work place.</li> <li>• Dangerous situation of the depression is committing</li> </ul>

<p>day activities due to the neglecting the interest of normal routine.</p>	<p>weight</p> <ul style="list-style-type: none"> <li>• sleep lessens</li> <li>• Antipathy</li> </ul>	<p>to suicide. So that the other parties should be vigilant.</p> <ul style="list-style-type: none"> <li>• Express the feeling with trusted person.</li> <li>• Regular exercises</li> <li>• Consult a qualified counselor</li> <li>• keep continue the relationship with friends and family</li> <li>• Diving meditation</li> <li>• Not having the higher expectations</li> <li>• Get rid from the liquor and alcohol.</li> <li>• Positive thinking</li> <li>• Discuss with the family doctor</li> <li>• Tell with the educated person in feeling of suicideness.</li> <li>• Places that can obtain the services.</li> <li>• Places that can obtain the services.                         <ul style="list-style-type: none"> <li>• District hospital</li> <li>• General hospital</li> <li>• Teaching hospital</li> <li>• National institute of mental health</li> </ul> </li> <li>• Helping hotlines</li> <li>• Suwaseriya health education bureau</li> </ul>
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**Annex10.2.4**

**Unfavorable situations occur as a result of weather changes and disasters**

**Secure the health Condition during the disaster situations**

We should get to prevent, secure and face the health challenges during the disaster and unfavorable conditions due to the weather changes.

There are several health challenges to be faced during shush situations like wounds, sprains fractures, shock, electric shock drowning, burning, dysentery and fever etc., We should act to prevent the health chanenges from little bruise to the death.

for that,

- Having first aiding competency on different situations
- Using pure water
- Using pure, fresh food
- Using the clean cloths
- Prevent from the communicable diseases if spreading
- Get secure from the flies and mosquitoes
- Take proper treatments.

Disaster	Actions to be taken to present or safe
<p>Earthquakes</p> <ul style="list-style-type: none"> <li>• Earth quakes take place as a result of collision gliding or separating of the earth plates in the lithosphere which is made of hard solid material.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan the buildings to afford the earthquakes.</li> <li>• Implement the rules and regulations on building standards.</li> <li>• Comprehends about the emergency telephone numbers.</li> <li>• Early identification of security places in home and outside.</li> <li>• Go to a place without electrical connections, signal posts, trees, buildings, etc.</li> <li>• Disconnect the main switch of electric, gas, water.</li> <li>• Instant the pre warning system.</li> <li>• Aware the people about the pre disaster situations.</li> <li>• Work in according to apprised.</li> </ul>
<p>Tsunami</p> <ul style="list-style-type: none"> <li>• A tsunami is arrow of waves generated by a column of water. Vertical displacement of a column of water generates a Tsunami</li> </ul>	<p>To minimize the tsunami disaster,</p> <ul style="list-style-type: none"> <li>• Making of safe beaches.</li> <li>• Secure the trees near beaches, coral reefs and mangroves.</li> <li>• Early identification of quick access ways to land from the beach.</li> <li>• Implement the rules and regulations on the standards of buildings near beach and ground environment.</li> <li>• Install the pre warning system.</li> <li>• Comprehends the society about disaster management.</li> <li>• Work in according to apprised.</li> </ul>

<p>Tsunami takes place as a result of wrath quakes in the sea bed, falling meteors severs explosions in nuclear experiment.</p>	
<p>Floods</p> <ul style="list-style-type: none"> <li>• Flood is a harmful flow of water covering natural land area.</li> </ul>	<p>To prevents the flood,</p> <ul style="list-style-type: none"> <li>• Should not block the water streams, cumulate the polder.</li> <li>• Secure the reserved areas.</li> <li>• Limited the sanding and mining.</li> <li>• Maintain the water streams.</li> <li>• Should not mix the garbage in to water.</li> <li>• Prepare a proper system to water abatement.</li> <li>• Proper implementation of rules and regulations.</li> <li>• Well planned urban development.</li> <li>• Comprehends on act in accidention situations.</li> <li>• Aware on rain in rainy seasons.</li> <li>• Keep contacting with mass media.</li> <li>• Remove from the hence during accident situations.</li> <li>• Special aware about the children, aged and handicapped people.</li> <li>• Help others.</li> <li>• Work with unity.</li> </ul>
<p>Landslides</p> <ul style="list-style-type: none"> <li>• Landslides is a sliding down of a massive amount of soil, trees, rocks in a higher area towards down under gravitational force.</li> </ul>	<p>Avoid the irregular way of,</p> <ul style="list-style-type: none"> <li>• Soil mining</li> <li>• Quarrying</li> <li>• Sanding</li> <li>• Mining</li> <li>• Destroying forests</li> <li>• Building etc.</li> </ul> <p>To be safe,</p> <ul style="list-style-type: none"> <li>• Proper implementation of rules &amp; regulations.</li> <li>• Introducing building standards.</li> <li>• Early identifications of safe places.</li> <li>• Sensitivity on environment.</li> <li>• Awareness on the people who needed to be specially concerned.</li> <li>• Comprehends on emergency telephone numbers.</li> <li>• Development of attitudes.</li> <li>• Should follow the society as apprised.</li> </ul>

<p>Storms</p> <ul style="list-style-type: none"> <li>• Rapid flow of winds due to the disturbed situation of the atmosphere is called as storms.</li> </ul>	<p>Should aware about the followings to safe from storms,</p> <ul style="list-style-type: none"> <li>• Trees, posts, wires which dangerous to hansas.</li> <li>• Things can fan/ collide on people.</li> <li>• Children, aged and handicapped people.</li> <li>• Safe places outside the home.</li> <li>• Flood and tsunami situations.</li> </ul>
<p>Lighting</p> <ul style="list-style-type: none"> <li>• High voltage electric wave which happens in a cloud and it goes through the air. Mostly thunder sound will hear.</li> </ul>	<p>If in outside,</p> <ul style="list-style-type: none"> <li>• Away from the water, high places, even places, under the trees and avoid using the metal.</li> <li>• Make safe from a fully covered place. ( Building, Vehicle)</li> </ul>

### **Secure the health condition during the disaster situations.**

We should not to prevent and face the health challenges during the disasters and unfourable conditions due to the weather changes.

There are several health challenges to be faced during such situations like wounds, sprains, fractures, shocks, electric shock, drowning, burning, dysentery and fever etc. we should act to prevent the health changes from little bruise to the death.

For that,

- Having first aiding competency on different situations.
- Using pure water.
- Using fresh foods.
- Using the clean cloths.
- Prevent from the communicable diseases if spreading.
- Get secure from the flies and mosquitoes.
- Take proper treatments.