



Grade
10

Health and Physical Education Teachers' Guide 2015

(To be Implemented from 2105)



Health & Physical Education Unit
Department of Science
National Institute of Education
Sri Lanka
www.nie.lk



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Grade Ten

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Teacher's Guide

Grade 10 – 2015

First Print - 2015

National Institute of Education

ISBN

Health and Physical Education Unit

Department of Science

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Message from the Director General

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

The second phase of the curriculum cycle to be introduced to grades 6 and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed the syllabi for these grades making use of the research based outcomes and the suggestions made by different stakeholders.

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

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

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

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

Director General
National Institute of Education

Message from the Deputy Director General

Education from the past has been constantly changing and forging forward. In recent years, these changes have become quite rapid. The past two decades have witnessed a high surge in teaching methodologies 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. 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 a 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 forward socially as well as economically

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

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

Foreword

Teachers are leading personalities among those who render a great services for the progression of the society. Teachers guide the children to mould their characters.

The Educational Publications Department takes measures to print and publish these Teacher Instructional Manuals to facilitate the teachers to carry out the teaching process successfully in accordance with the new syllabi to be implemented with effect from 2015. I strongly believe that this Teacher Instructional Manual compiled by the National Institute of Education will provide the required guidance to create a fitting learning environment for the children to learn.

This venture will achieve its success on the effort made to utilize the experience acquired by using this Teacher Instructional Manual in the teaching learning process. I bestow my gratitude on all those who dedicated themselves for this national endeavor.

Tissa Hewavitana

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06.08.2014.

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Introduction

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

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

According to this the 13 competencies introduced through the syllabus of 2007 have been reduced to 10 competencies in the new syllabus. Similarly the removal of certain subject areas as well as the introduction of new subject areas have been effected based on the factors acquired when considering the content related to each competency. The periods allocated for them was made to ensure that an equal number of periods was provided for the two segments of Health and Physical Education. Further more a number of periods than was assigned for the subject in the previous syllabus has 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 in the child has been adopted in order to actualize the aims for the syllabus. Similarly, the role of the teacher needs to be transformed to that of a resource person under transformation role.

The present syllabus as well as the Teacher Instruction Manual will provide guidance to achieve the aims of the subject Health and Physical Education. By acting accordingly the chances the ability will be obtained to achieve the objectives it's your responsibility.

0.1 National goals

1. Based on the concept of respecting human values and understanding the differences between 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 for the conventions of social justice and a democratic life to promote for respect the human rights, awareness of responsibilities, concern for each other and affectionate relationships.
4. Promoting a sustainable life style based on the people's mental and physical well being and the concept of human values
5. Promoting positive feelings needed for a balanced personality with creative skills, initiative, critical thinking and responsibility
6. Through education, developing the 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 skills and attitudes based on justice, equality, mutual respect essential to achieve a respectable place in the international community.

National Education Commission Report (2003).

0.2 Basic Competencies

The competencies promoted through education mentioned below might 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 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 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 relationship, 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, the trees, forests, seas, water, air and life - plant, animal and human life.

Physical Environment:

Awareness, sensitivity and skills relating to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes 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 their potential and to enhance their capacity to contribute to economic development; to discover their vocational interests and aptitudes; to choose a job that suits their 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, ritual, practices in everyday living, selecting the most appropriate.

(vi.) Competencies in Play and Use of Leisure

Competencies that link up with emotions pleasure, joy, 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, 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 interdependent and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be aware of, sensitive to 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 in them 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 an emotional balance
- Working co operatively with peers
- Facing challenges encountered in life positively and successfully
- Achieving well being through respect for moral values
- Spending leisure effectively
- Making life effective and efficient.

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
1.0 Contributes to the building up of a healthy society.	1.1 Maintains the quality of life through the development of a good pattern of life.	<ul style="list-style-type: none"> • Concept of total health <ul style="list-style-type: none"> • Definition • Identifying the Qualities • Importance of Physical education for total health • Life patterns suitable to maintain total health. <ul style="list-style-type: none"> • Adopting healthy food habits • Active life style and exercising. • Minimizing mental stress. • Avoiding alcohol, drugs and smoking • Responsible accepted behaviour. • Challenges to current health conditions. <ul style="list-style-type: none"> • An extremely competitive life style. • Socio-economic conditions • Problems pertaining to education 	<ul style="list-style-type: none"> • States the features of total health • Explains the life patterns suitable to maintain total Health. • Exhibits readiness to maintain total health. • Explains current health challenges • Proposes measures to face the health challenges, successfully. 	05

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
		<ul style="list-style-type: none"> • Population density • Adverse effects of tourists the tourists trade. • Effects of media • External & internal migration. • Being displaced • Harmful sexual behaviour • Changes in the institution of the family • Problems in health services • Diseases • C War situations • Break down of good inter personal relationships. • Concept of the global village • Adverse effects of technology. • Facing challenges 		

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
3.0 Demonstrates correct posture to ensure a healthy life	3.1 Exhibits correct postures understanding the principles of Bio-mechanics.	<ul style="list-style-type: none"> • Basic Bio - mechanic principles of effect on posture. <ul style="list-style-type: none"> • Centre of gravity • Balance • Maintaining posture according to the principles of Bio-mechanics. <ul style="list-style-type: none"> • Static posture <ul style="list-style-type: none"> • Standing • Sitting • Lying • Maintaining balance and centre of gravity, its static postures during sports activities 	<ul style="list-style-type: none"> • Explains the effect of Basic – Bio mechanic principles on posture • maintains postures according to the principles of Bio – mechanics • Maintains posture effectively by following the basis of Bio- mechanics 	04
4.0 Spends leisure effectively through involvement in sports and out door activities.	4.1 Plays volleyball by spiking and blocking correctly	<ul style="list-style-type: none"> • Volley ball <ul style="list-style-type: none"> • Spiking • Blocking 	<ul style="list-style-type: none"> • Plays volleyball by spiking the ball correctly • Plays volleyball by blocking the ball correctly 	03

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	4.2 Enjoys volleyball conforming with the rules and regulations.	<ul style="list-style-type: none"> • Volley ball • Rules and regulations • Playing the game • Officiating 	<ul style="list-style-type: none"> • Gains pleasure through involvement in sports 	03
	4.3 Plays netball using correct skills and tactics	<ul style="list-style-type: none"> • Netball • Attacking • Defending • Shooting 	<ul style="list-style-type: none"> • Plays netball using the skills of attacking, defending and shooting 	02
	4.4 Enjoys netball conforming with the rules and regulations.	<ul style="list-style-type: none"> • Rules and regulations • Playing the game • Officiating 	<ul style="list-style-type: none"> • Follows rules and regulations • Gains, pleasure through involvement in sports 	03
	4.5 Plays football using correct skills	<ul style="list-style-type: none"> • Football • Kicking and stopping • Heading 	<ul style="list-style-type: none"> • kicks and heads correctly in football 	02
	4.6 Enjoys football conforming with the rules and regulations.	<ul style="list-style-type: none"> • Rules and regulations • playing the game • Officiating 	<ul style="list-style-type: none"> • Gains, pleasure through involvement in sports • Exhibits preparedness to officiate at netball, volleyball and Football 	03

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
5.0 Applies the specific abilities developed through athletics to the tasks of life.	4.7 Enjoys engaging in Out door activities.	<ul style="list-style-type: none"> • Out door Activities <ul style="list-style-type: none"> • Hiking • Techniques of jungle exploration • Planning • Use of the compass • Preparing road maps • Using constellations 	<ul style="list-style-type: none"> • Makes plans in groups for Hiking and jungle exploration • Uses sports and outdoor activities to spend leisure usefully • Gains pleasure through participating in outdoor activities • Exhibits ability to work as a group 	02
	5.1 Studies the events of athletics in detail.	<ul style="list-style-type: none"> • Introducing athletics • Classification of athletic events <ul style="list-style-type: none"> • Track and field • Race walking • Road race • Cross country race • Mountain running 	<ul style="list-style-type: none"> • Categorizes athletic events 	01
	5.2 Demonstrates correct Race walking skills.	<ul style="list-style-type: none"> • Race walking • Techniques • Rules and regulations 	<ul style="list-style-type: none"> • Exhibits ability of correct race walking 	01

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	5.3 Starts and finishes the race correctly.	<ul style="list-style-type: none"> • Starts <ul style="list-style-type: none"> • Standing start • Crouch start <ul style="list-style-type: none"> • Short start • Medium start • Elongated start • Finishing 	<ul style="list-style-type: none"> • Uses various starting methods to start track events. • Starts and finishes correctly 	01
	5.4 Develops the techniques further through correct running drills	<ul style="list-style-type: none"> • Running drills <ul style="list-style-type: none"> • Running drills <ul style="list-style-type: none"> • A • B • C 	<ul style="list-style-type: none"> • Uses running drills to improve running skills 	01
	5.5 Runs relay races exchanging the baton correctly	<ul style="list-style-type: none"> • Relay running <ul style="list-style-type: none"> • Baton changing <ul style="list-style-type: none"> • Mixed exchange • Rules and regulations 	<ul style="list-style-type: none"> • Exchanges baton conforming with rules and regulations in relay races 	02
	5.6 Studies the techniques of throwing and jumping events in detail	<ul style="list-style-type: none"> • Techniques <ul style="list-style-type: none"> • Long jump • High jump • Discus throw • Shot put • Javelin throw 	<ul style="list-style-type: none"> • Studies throwing and jumping events 	01

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	5.7 Jumps; long jump using hang technique.	<ul style="list-style-type: none"> • Long jump <ul style="list-style-type: none"> • Hang Technique <ul style="list-style-type: none"> • Approach run • Take off • Handling body in air. • Landing • Rules 	<ul style="list-style-type: none"> • Jumps long Jump correctly using hang technique • Follows rules and regulations 	02
	5.8 Jumps high jump using flop method	<ul style="list-style-type: none"> • High Jump <ul style="list-style-type: none"> • Flop method <ul style="list-style-type: none"> • approach run • Take off • Clearing ing the bar • Landing • Rules and regulations 	<ul style="list-style-type: none"> • Engages in the activities related to flop method of high jump • follows rules and regulations 	02
	5.9 Puts the shot correctly using linear method	<ul style="list-style-type: none"> • Throws <ul style="list-style-type: none"> • Shot put <ul style="list-style-type: none"> • Linear method <ul style="list-style-type: none"> • Preparation • Gliding • Power position • Release • Follow through • Rules and regulations 	<ul style="list-style-type: none"> • Puts the shot correctly using linear method • Follows rules and regulations 	01

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
xx 6.0 Lives socially conforming to the rules, regulations and ethics of sports.	5.10 Throws the discus correctly Using rotation method	<ul style="list-style-type: none"> • Throws • Discus <ul style="list-style-type: none"> • Preparation • Swinging • Rotation • Power position • Release • Follow through • Rules and regulations 	<ul style="list-style-type: none"> • Engages in activities related to throwing the Discus 	01
	6.1 Explores the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> • Introduction to the rules and regulations of sports. • Importance of the rules and regulations of sports. <ul style="list-style-type: none"> • Ethics of sports • Enthusiasm for sports • Dignity of sports • Development of personal qualities • Minimum accidents • Rights of athletes • Problem solving • Satisfaction • Fair play 	<ul style="list-style-type: none"> • Studies, rules and regulations • Describes the necessity of rules and regulations in sports 	02

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	6.2 Contributes to the organization of activities according to the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> • Evolution of Olympic games • Sports and use of drugs • Structure and function of a organization • Functions of school sports organization. • Annual physical Education programmes. <ul style="list-style-type: none"> • Inter house sports meet • Physical fitness programme • Other sports programmes • Sports / Physical Education Day • Assessment of athletes. • Health Education Programme <ul style="list-style-type: none"> • Health week 	<ul style="list-style-type: none"> • Investigates the evolution of Olympic games . • Gives critical suggestions on sports skills and use of drugs • Investigates the organizational structure and the functions of school sports • Provides an active contribution to the annual physical education Programmes in school • Identifies the physical education programmes that can be organized in school and provides ones contribution. 	03

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
7.0 Consumes suitable food for a healthy life.	7.1Fulfills food requirements by identifying the nutritional Problems of Sri Lanka	<ul style="list-style-type: none"> • Nutritional problems of Sri Lanka • Macro nutrient deficiency <ul style="list-style-type: none"> • Malnutrition <ul style="list-style-type: none"> • Under nutrition <ul style="list-style-type: none"> • Stunting • Wasting • Over nutrition <ul style="list-style-type: none"> • Over weight • Obesity • Micro nutrient deficiency <ul style="list-style-type: none"> • Iron deficiency • Iodine deficiency • Vitamin A deficiency • Calcium deficiency • Zinc deficiency • Influence of nutrition problems on well being. <ul style="list-style-type: none"> • Vicious circle of nutritional deficiency • Factors that influence on nutrition deficiency. <ul style="list-style-type: none"> • Food safety and wholesomeness • Age • Health condition 	<ul style="list-style-type: none"> • Lists nutrient deficiency diseases commonly found in Sri Lanka. • Explains the influence of nutrition problems on wellbeing. • Names the factors that influence nutrient deficiency • Exhibits preparedness to contribute to the minimization of Nutrition problems. • Appreciates indigenous food 	07

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
		<ul style="list-style-type: none"> • Environment • Other • Student contribution to the minimization of nutrition problems. • Developing the competencies relevant to nutrition. • Preparation of home garden relative to consumption of food. • Use of indigenous food. • Food culture of Sri Lanka • Preparation of recipes for different persons situations <ul style="list-style-type: none"> • Infant • Pregnant mothers • Nursing mothers • Patients • Vegetarians • Athletes 	<ul style="list-style-type: none"> • Prepares suitable recipes suitable for different occasions. 	

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
8.0 Adopts an efficient life style maintaining the wonders of the body.	8.1 Maintains the wonder of the system related to the healthy maintenance of the body.	<ul style="list-style-type: none"> • Systems that contribute to the maintenance of the body. <ul style="list-style-type: none"> • Digestive system • Respiratory system • Circulatory system • Excretory system • The wonders of the above systems. • Factors obstructing the wonders. • Reproductive system <ul style="list-style-type: none"> • Wonders of the reproductive system. • Factors obstructing the wonder of reproductive system. • Students contribution to the protection of the wonders. 	<ul style="list-style-type: none"> • Explains the wonders of the systems related to the existence of body • Exhibits preparedness to take action to protect the wonders of the systems for active wellbeing. 	06

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
9.0 Maintains fitness for wellbeing	9.1 Takes action to maintain fitness related to health 9.2 Exhibits Psycho-social wellbeing	<ul style="list-style-type: none"> • Fitness factors related to health <ul style="list-style-type: none"> • Cardio - muscular endurance • muscle endurance • muscle energy • Flexibility • Body composition • Emotional control <ul style="list-style-type: none"> • Good emotions • Bad emotions • Mental stress <ul style="list-style-type: none"> • Conditions that can cause stress <ul style="list-style-type: none"> • Bullying • Symptoms of mental stress <ul style="list-style-type: none"> • Physical symptoms • Mental symptoms • Behavioral changes • Adverse effects of mental stress • Release from mental stress • Activities and sports that develop mental qualities 	<ul style="list-style-type: none"> • Lists the physical fitness factors related to wellbeing • Prepares programmes to develop physical fitness factors related to wellbeing. Exhibits preparedness to develop fitness related to health. • Explains the importance of controlling bad emotions and improving good emotions • Indicates the reasons that cause mental stress • Takes action to avoid stress • Engages in suitable activities and sports to minimize stress • Acts with empathy • Exhibits communication skills. 	07

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
10.0 Leads a happy life successfully facing the challenges of day to day life	10.1 Identifies accidents and disasters and faces them successfully.	<ul style="list-style-type: none"> • Identifying challenging conditions. <ul style="list-style-type: none"> • Household accidents • Highway accidents • Natural disasters • Accidents through agro-chemicals • Accidents from animals • Occupational accidents • Sexual abuse • Influence of the challenging conditions on wellbeing. <ul style="list-style-type: none"> • Minimization • Prevention • First aid • Student contributions in facing disasters and accidents 	<ul style="list-style-type: none"> • Contributes to minimize accidents that could occur on the ground 	04

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	10.2 Acts to prevents the accidents for the well being	<ul style="list-style-type: none"> • Accidents that could occur in sports • External accidents <ul style="list-style-type: none"> • Cuts • Scratches • Bruise • Tearing • Piercing • Boils • Internal accidents <ul style="list-style-type: none"> • Accidents connected to muscles • Accidents connected to ligaments • Accidents connected to bones • Accidents connected to joints • Accidents connected to nerves and Organs 	<ul style="list-style-type: none"> • Explains the challenges that influence well being • Exhibits readiness to face challenges successfully • Exhibits preparednessto cope sith accidents and disasters. 	03

Grade 10 - Health and Physical Education - Syllabus

Competencies	Competency level	Subject Content	Learning Out comes	Period
	10.3 Provides first aid according to the situation	<ul style="list-style-type: none"> • Minimize the accidents <ul style="list-style-type: none"> • First Aid <ul style="list-style-type: none"> • Introduction • Principles of first aid <ul style="list-style-type: none"> • Sequence • Special occasions • Preparation of first aid box 	<ul style="list-style-type: none"> • Obtains experience to provide first-aid according to the principles of providing First-aid • Maintains a well equipped first aid box in the classroom 	04

SCHOOL POLICIES AND PROGRAMMES

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

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

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

It is the responsibility of the teachers teaching physical education to decide on the level at which the programmes above should be implemented according to the number of students and facilities available in the school.

For the conveniences of implementation it would be meaningful to get it organized well the participation of the other members of the staff and the student. By including the selected programmes in the annual plan of it organized with 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 subject to a continuous development for the actualization of the final aims. Similarly, students can be provided the opportunity to maintain their physical fitness and change their personality 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 subject content should be done by a single teacher with both practical as well as theoretical knowledge.

Learning Teaching Methodology

Introudction

In deciding on the teaching methodology relevant to this syllabus, attention should be paid to the planning of learning- teaching activities that facilitate the 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 his/her teaching task, should concentrate on formal and non formal means.

In both the aspects of learning and teaching described above the two main essential factors are teaching strategies and teaching techniques You, who are teachers 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 handled 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 related 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 in thinking, skills personal skills and social skills there is a need to emphasize that there should be some development in the learning- teaching methodology used.

In the implementation of this syllabus developed with a competency base, the teacher aspire to the role of a resource person who intervenes to bring the student to accomplish in 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. they are,

- Summoning students to the grounds
- Positioning students in class formation
- Health Inspection
- Warming up exercises
- Stretching 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 differ from the theoretical classroom teaching only in that the practical part is left out.

You will have only a span 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 the a class the normal period lasts 40 minutes

That the number of students in a class is 40

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

That our country does not enjoy a, 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 that both those parts have to be taught by the same teacher.

That, at the rate of 3 periods a week, this subject is assigned over 90 periods a year. By Circular No. 2006/9 you are assigned an extra period. Should more periods than this be required, additional periods can be used for this since it is possible to know the amount of time assigned for each period at the beginning of the school term, It is necessary that you organize your learning – teaching process accordingly, before the learning teaching activity and assemble the necessary material, All such materials is listed in this Teacher's Guide for your convenience.

- Now let us consider how the learning – teaching process is implemented according to the standard pattern
- Summoning students to the grounds
 - It is best that students go to the grounds in single file from the class
 - Placing students according to a class pattern.

- Position the students according to pattern created by you. It is best that this pattern is changed on different days.
- Inspection of students health
Inspection of student's hair, teeth, and clothes while inquiring about their health should be compulsorily done. While students who are not capable of getting involved in practical activities should be located in a 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 for stretching exercises, it's possible to provide students with exercises for every part of the body.
It is your responsibility to select suitable stretching exercises and involve your students in activities based on them
- Exercises for the development of physical fitness.
You can select physical fitness exercises as you wish. Here you should pay special attention to the selection of exercises that suit the activities you propose to implement that day.
- Conducting a 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 is necessary to convey some information to the students about the lesson to be implemented the next day.
- Dismissal
Implement a dismissal activity created by you and dismiss the class. In order to prevent monotony utilize different methods of dismissal. It is essential that safety is ensured when students are involved in practical activities

The subject content for certain activities have been provided as an annexe 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 equipment 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 10

It will be possible to obtain some of the permanent material here from other sections of the school. Alternate material that can be used in place of permanent equipment can be identified according to the activities involved. Nevertheless, 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 terms of the resources in the school, number of students in classes and the methodology used by the teacher.

Computer/multimedia

Overhead projector

Cassette player to play music on

Transparencies

A cassette recorded with music to 8 beats

Mattress

Cross bars for high jumps

Landing mattress

A take off board for long jumps

A shot - put - different weights

Discus different weights

Javelin of different weights

Strips of wood of the size of a javelin

Netball posts

Netballs

Volleyball nets

Hurdles

Relay batons

Badminton nets

Baseball (Elle) 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/tape measure
Weighing scales
Skipping ropes
Plastic cones
Rubber balls of various sizes
Foot balls
Starting blocks
Foot ball goal posts
Spherical stones of the size of a putt shot
Lime for marking
Burned engine oil or substitute material
Netball place names in two colours

Pictures or model diagram on CD's of

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

General Instructions on Planning the Learning – teaching Process

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

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

**First Term
Competency, Competency Levels and Periods**

Competency	Competency Level	Periods
1.0 Contributes to the building up of a healthy society.	1.1 Maintains the quality of life through the development of a good pattern of life.	05
2.0 Fulfills human needs for a healthy life.	2.1 Identifies the needs of early childhood and acts accordingly.	04
3.0 Demonstrates correct posture to ensure a healthy life.	3.1 Exhibits correct posture, understanding the principles of Bio-mechanics.	04
4.0 Spends leisure effectively through the involvement in sports and out door activities.	4.1 Plays volleyball by spiking and blocking correctly	03
5.0 Applies specific abilities developed through athletics to the tasks of life.	5.1 Studies the events of athletics in detail	01
	5.2 Demonstrates corret Race walking skills.	01
10.0 Leads a happy life facing the challenges of day to day life sucessfully.	10.1 Identifies accidents and disasters and faces them successfully.	04

Competency 01 - **Contributes to the Building up of a Healthy Society**

Competency Level 1.1 - Maintains the Quality of Life through the development of a good life Style

No. of Periods - 05

- Learning Outcomes**
- Defines the term complete Health
 - Delineates areas relevant to complete Health
 - Classifies the criteria given in terms of Areas.
 - Exhibits preparedness to a life style suitable to the maintenance of a complete Life style.
 - Shows the challenges to present day health and explains what should be done to overcome them.

Instructions for the preparation of learning teaching process:-

- Step 01**
- Recall the definition of 'Health' as per given by the World Health Organization according to prior knowledge.
'Health is a state of **complete physical, mental and social well-being** and **not merely the absence of disease or infirmity.**'
 - Confirm the following facts.
 - Explain that total health does not mean absence from diseases and disorders.
 - Pay attention to the physical, mental, social and spiritual development.
- Step 02**
- Group the students appropriately and provide opportunity to identify the characteristics of areas that have to be fulfilled in order to achieve total health in an individual.
 - Lead a discussion in relation to the facts given below.

Good health

	Physical	Mental	Social	Spiritual
Introduction	Physical well-being is free from disease, minimizing the behaviour that affects diseases and living with a good fitness.	Ability to live joyfully by identifying the capabilities and facing the challenges successfully in day to day life involved in an effective manner and doing good to the society.	Leading a life having good relations with others in the neighbourhood.	Acting with a proper understanding of the social status joyfully, knowing the purpose of living, maintaining good inter personal relations developing with the passage of time and experiences

	Physical	Mental	Social	Spiritual
Factors needed for well-being	<ul style="list-style-type: none"> • Clean air • Clean water • Sanitation and hygiene • Healthy food • Sports and exercise • Leisure and sleep 	<ul style="list-style-type: none"> • Being free from mental stress • Simple life style • Joy • Hobbies 	<ul style="list-style-type: none"> • Horizontal and vertical relations • Self understanding • Free from ego 	<ul style="list-style-type: none"> • Enjoying the environment • Following meditation methods • Involving in games • Counselling • Involving in aesthetic activities
Characteristics to identify well-being	<ul style="list-style-type: none"> • Proper nutrition levels • Proper waist size • Proper physical fitness • Ability to withstand diseases • Pleasant outlook • Activeness 	<ul style="list-style-type: none"> • Self understanding • Self esteem • Problem solving • Facing stress successfully • Critical • Emotional balance • Jubilant • Being happy • Self disciplined 	<ul style="list-style-type: none"> • Good interpersonal relations • Effective communication • Flexibility , empathy • Leadership • Following • Law abiding 	<ul style="list-style-type: none"> • Friendling • Be happy in others joyful situations • Helping others in desperate situations • Sharing joy and sadness

- Step 03**
- Explain the importance of physical education on total health as per given below.
 - Physical education activities contribute to the development of all four areas related to total health.
 - Activity of the body systems will be developed by engaging in various games and exercises.
 - Qualities like ability to make decisions, problem solving, discipline, ability to bear victory or defeat, patience will be developed while being engaged in various physical education activities.
 - Social skills like lawfulness, collaboration, leadership, decipleship will be developed while engaged in various physical education activities.
 - Ethical characteristics like respecting others, patience, distinguishing between good and bad will be enhanced by engaging in physical education activities.

- Step 04**
- Divide the students into four groups and advise them to list life styles that have to be followed in order to maintain total health.
- Group 01
- Proper food habits
 - Being active and taking exercises
- Group 02
- Maintaining proper body mass index
 - Sufficient sleep and leisure
- Group 03
- Simple lifestyle
 - Refrain from alcohol, drugs and cigarettes
- Group 04
- Refraining from tensions and controlling stress
 - Follow social rules and regulations
 - Advise the students to prepare a leaflet related to the topic to be distributed among school children.
 - Lead a discussion on the facts contained in the leaflet and annex 1.1.
 - Provide opportunity to distribute the prepared leaflet among students.
- Step 05**
- Group the students appropriately.
 - Advise the students to collect information on the challenges on the current health situation from media like newspapers and radio programmes.
 - Lead a discussion on the student findings and facts contained in annex 1.1.2.
 - Provide opportunity for the students to present solutions and suggestions on how to overcome the above mentioned challenges.
 - Lead a discussion to confirm the under mentioned information.
 - Should act to uplift the economic status.
 - Create employment opportunities.
 - Understanding of the laws related to media and technology.
 - Awareness of the tourism industry.
 - Need for development of life competencies and thereby skills on facing challenges could be developed.
 - Obtaining different experiences paves the way to get used to facing such situations in real life. Ex:- Participation in funerals prepare you to bear the demise of a close person to you.

- Awareness on the blood relationships and your family environment paves the way to minimize diseases like thalassemia and cancers.
- Being intelligent without arousing emotions leads to success in education and is may forward in life.(premature pregnancies, ruining your education, derison , cause for low birth weight)
- Understanding the youthfulness properly can minimize problems and it could be used to develop your abilities.
- Virtuous leadership gives rise to future opportunities.
- sufficient knowledge and competencies could be obtained by compulsory health education.
- Act accordingly by identifying elements of a model house with suitable facilities.
- Working towards uplifting the economy

Key concept Terms: Complete health, Physical Education

Quality Inputs : Bristol board, Paper advertisement, Tapes, Scales, Platignum pens and Other materials.

Instruction for Assessment and Evaluation:-

- Inquire in to the term complete health
- Inquire in to the criteria for the identification areas of complete Health.
- Inquire in to how physical Education is important to complete Health.
- Inquire in to the life styles that should be followed in the maintenance of complete Health.
- Inquire in to the present day challenges to health.
- Inquire in to the way actions have t o be taken to overcome challenges.

Annex 1.1

Information sheet

- Maintaining proper body mass index
 - Proper nutritional status of female youth prevents under weight births.
 - Leads to breaking the vicious cycle of malnutrition.
 - Absence of a proper body mass index causes a decrease in the quality of life.
 - Affects the ability to work and development of the nation.
 - Any person could learn of his health status
 - The risk of getting communicable diseases could be decreased by maintaining the status of the body from childhood.

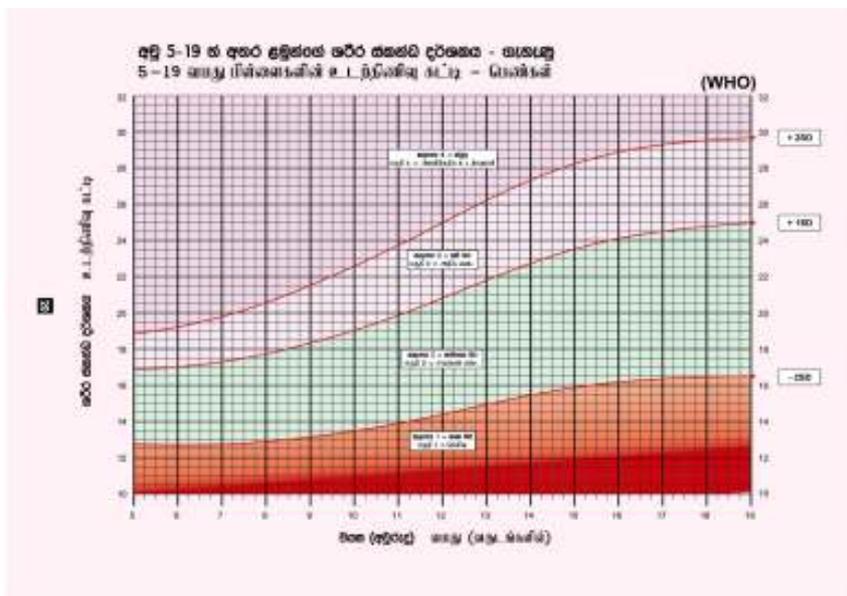
- Identifying the nutritional status through by body mass index
 - The body mass index of the children aged below 18 years should be identified by the chart according to their age, whereas the prevailing situation could be identified from the body mass index of adults over 18 years of age .

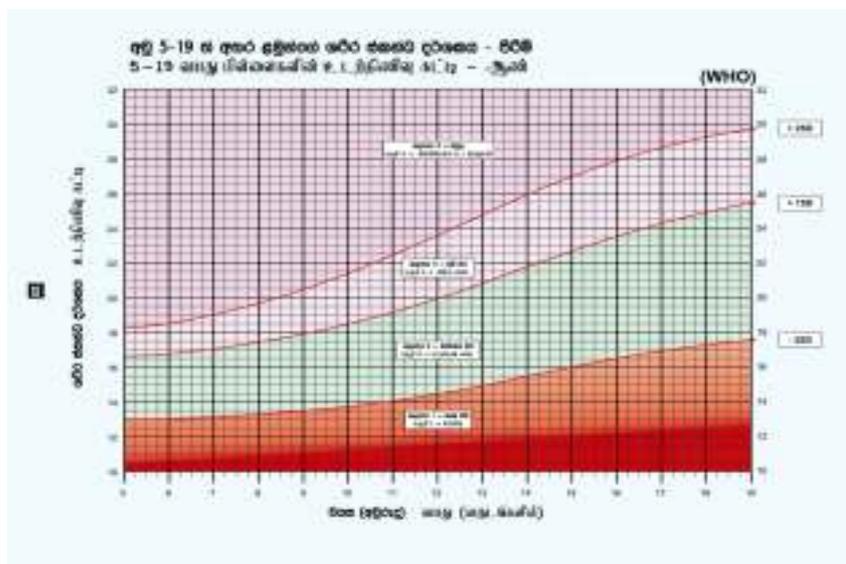
$$\text{Body mass index} = \frac{\text{weight(kilo grams)}}{\text{height}^2 \text{ (meters)}}$$

Ratio between waist measurement and height

Another measure to identify the proper nutritional status. Proper nutritional status is reflected by the answer being less than 0.5.

$$\text{Ratio waist/height} = \frac{\text{waist(cm)}}{\text{height (cm)}}$$





Proper food habits

- Taking food including all the nutritional components.
- Taking food in proper proportions and ensuring the required calories per day.
- Taking food at the proper time.
- Taking fresh food and add variety.
- Minimizing the intake of high fat, high sugar, high salty food.
- Taking three meals daily.
- Not skipping the breakfast.
- Not staying more than 10 hours without taking food.
- Leaving a gap of at least 2 hours between dinner and going to sleep.

Obtaining proper sleep and rest

- Spending 6 - 8 hours for sleep and rest - (rest is needed for development and repair of parts that had undergone wear and tear)
- Taking a rest for a little while after involved in heavy work.
- Taking a rest in between rather than driving for long hours continuously.
- Lack of proper sleep and rest results in lethargy, lack of attention and anger.

Being active and engaging in exercise

- Engaging in outdoor activities rather than doing activities at one place.
- A child for at least 15 minutes and adults for 30 minutes should engage in physical exercise or outdoor activities.
- Day to day activities should be done efficiently.
- Engaging in various activities using the pyramid of activities.
- Non-communicable diseases could be avoided by being active.

Simple life style

- Needs which are beyond the basic needs act as a barrier to leading a simple life..
- Simple life style fosters mental health and stress should be avoided.
- It is important to identify attainable targets.
- Time should be managed properly.

Refrain from the use of drugs and cigarettes

- Affects the normal status.
- Affects non communicable diseases like diabetes and heart diseases.
- It may cause adverse effects on the economy and damage the social status.
- Have a proper understanding on the effects of media.
- Realising that these are not required for social status.

Prevention of stress

- Stress affects mental health.
- Affects non communicable diseases.
- Group activities, meditation, aesthetic activities lead to relief stress.
- Proper time management, planning the day to day activities lead to decreasing the stress.

Follow standard rules and regulations

- There is a social responsibility to follow the standard rules and regulations in day to day life.
- Those rules and regulations are to protect oneself and others and breaking those will cause harm to a lot of people.
- Follow rites and rituals.
- Postpone marriage till 18 years.
- Refrain from risky behaviour.
- Accidents could be prevented by following common rules and regulations.(crossing the road from a suitable position, wearing helmet in riding motor bicycles)
- Keep away from actions that are harmful to the society' Partaking of proper storing of food.

Annex 1.2**Information sheet**

Highly competitive life style

- Results of lack rest and sleep.
- stress.
- Waste of money

Socio-economic status

- Social accpetability.
- Use of unlawful acts will cause harm.
- Ways that will bring about a healthy change in the economy.

Problems related to education

- Needs to maintain goals
- Should manage time properly Necessity to match goals with ability
- Education mean not mere sucess in examinations.

Population density

- Affects social relations while giving rise to causing conflicts.
- Causes for the spread of diseases.
- Gives rise to housing problems.

Harmful effects of tourism

- Falling into bad behaviour
- harmful sexual behaviour
- Spread of various unsuitable fashions
- Deterioration of ethics

Effects of media

- Spread of wrong messages.
- More chance for imitation
- Less time devoted for education

Internal and external migration

- Changing schools from time to time.
- Effects of environmental factors.
- Problems in building social relations.

Displacements

- Inability to work properly.
- Break down in education
- Spread of diseases

harmful sexual behaviour

- Contracting sexually transmitted diseases.
- Unwanted pregnancies.
- Inability to face the society.
- Ruining the education

Changes in the institution of the family

- Loneliness and anxiety.
- Mental stress
- Break up in the family relations

Problems in health services

- Loss of facilities due to strikes.
- Having to travel long distances to obtain facilities.
- A lot of money being spent on medicines.

Diseases

- Affect the education/job
- Reduce the quality of life.
- Increase the risk of spreading.

War situations

- Causes mental stress
- Destroy resources
- Cause loss in stability in work

Breakdown of good inter personal relations

- Causes anxiety and unease
- Mental stress
- Risk of having conflicts

Concept of global village

- Diversity among cultures
- Differences in opinions
- Threats in obtaining power

Harmful effects of technology

- Spreading of various diseases.
- Changes occurring in life styles.
- Difficulties in the control of information.

Competency 02 : Fulfills Human Needs for a Healthy life

Competency Level 2.1 : Identifies the needs of early childhood and acts accordingly

No. of Periods : 03

- Learning Outcomes**
- Delineates the stages of Early Childhood
 - Explains needs in terms of each stage
 - Explains the importance of fulfillment of needs
 - Exhibits readiness to fulfill special needs in terms of stages

Instructions for the preparation of the Learning Teaching process:-

- Step 01**
- Provide opportunities for students to recall their childhood.
 - Inquire about their needs at that stage.
 - Inquire about the responses they made in the event that their needs were not fulfilled.
 - Lead a discussion to highlight the following points.
 - numerous needs following his birth.
 - Man has Basic needs which are important in each and every stage.
 - Needs change with age
 - Happiness is lost when needs cannot be fulfilled.
- Step 02**
- Divide the students into five groups.
 - Provide exploration sheets and information sheets to the groups.
 - Assign the tasks and engage the students in exploration.
 - Provide an opportunity for the students to present their findings.
 - Provide an opportunity for elaboration.
 - Lead a discussion to highlight the following points.
 - Stages of Early Child Care Development (ECCD) are as follows.
 - Pre-natal stage -
 - Neo-natal stage - 0 - 01 month
 - Infant stage - 0 - 01 year
 - Early childhood 01 year - 05 years
 - Post childhood 06 years - 10 years
 - Explain that there is no clearcut and definite classification of these stages.
 - Early childhood development spans from birth to 08 years.
 - The needs of these stages are given in annex 2.1.2
 - A healthy physical and psycho-social environment is developed by providing the needs of these stages.
 - A variety of problems will arise if the specific needs of each stage are not provided.

Key concept Terms: Prenatal stage, neonatal stage, infant stage, early childhood and Post childhood.

Quality Inputs : Figures of stages of early childhood.

Instructions for Assessment and Evaluation:-

- Inquire regarding understanding of Early Childhood.
- Direct the student to write an article to the news paper accordingly on what the needs are at that stage the importance of fulfilling such needs and the adverse results of notfulfilling these needs.
- Evaluate the readiness to fulfill the needs of different occasions.
- Evaluate the sensitivity on needs of different occasions.

Annex 2.1.1

Instructions for Exploration

- Stages of Early Child Care Development (ECCD) are as follows :
 - Prenatal stage -
 - Neonatal stage - 0 - 1 month
 - Infant stage - 0 - 01 year
 - Early childhood 01 year - 05 years
 - Post childhood 06 years - 10 years
- Focus your attention on the topic assigned to your group from the above.
- Collect information from the information sheet under the topics given below
 - Physical needs
 - Psycho-social needs
 - Importance of fulfilling needs
- Design a poster to present the information collected by the groups.
- Focus your attention on presenting it creatively..

Annex 2.1.2

Information sheet

- Prenatal stage
 - In this stage all the needs of the foetus are fulfilled by the mother. Therefore, the needs of the foetus are fulfilled through the needs of the the mothers being fulfilled.
 - Physical needs of the mother during pregnancy should be fulfilled as follows.
 - Provision of proper nutrition - Weight of the mother should increase by 10 kg - 12 kg during pregnancy. Nutritious food must be taken in order to achieve this. Weight of the child should also increase by 2.5 kg - 3 kg as well. Close attention should be paid in this regard.
 - Proper health services should be obtained regularly
 - make the family health officer aware and attend the clinics punctually.
 - attend to medical examinations
 - seek medical advice
 - Avoid contracting diseases
 - Abstain from alcohol and smoking
 - Psycho-social needs have to be fulfilled as follows.
 - maintaining healthy mental status
 - being happy
 - being cheerful
 - maintaining effective social relations
 - The Mother's physical as well as mental status during this stage affects the child. Therefore mothers should be kept happy. Prompt action should be taken to prevent unhealthy mental conditions such as sadness, pain, stress etc.
 - The importance of fulfilling needs during this stage is as follows.
 - About 50% of the nerve cells have been developed at the time of birth of a child.
 - As the foetus is developing rapidly during this stage, if the nutrition of mother is inadequate it will have the following repercussions on child;
 - decrease in physical development
 - incidence of under weight births
 - lack of immunity
 - mentally retardation
- It is also important for the mother to be protected from contacting diseases. Especially diseases like chicken pox, german measles, sexually trans mitted diseases. These may cause conditions such as;
 - still births
 - blindness in the new born
- Furthermore, the mother should abstain from consuming alcohol, smoking and abstain from inhaling harmful smoke.

- Neonatal stage
 - The Period of about four weeks after birth is called the neonatal stage.
 - Physical needs of a child at the neonatal stage are as follows;
 - Provision of proper nutrition - Mother should start breast feeding the child within half an hour of birth. All the nutrient components required by the child are included in the mothers' milk.
 - 18 - 20 hours of sleep is needed
 - Protection from extreme cold and heat
 - Help of others in all matters is necessary
 - Protection from accidents - choking, falls
 - Psycho-social needs are as follows;
 - Care/Safety/protection
 - Responsive relations
 - Fulfilling the needs of the child
 - Cuddling, caressing
 - Talking and smiling with the child
 - The child displays emotions during this stage by crying and various gestures and body language
 - Responding by identifying the signs and various postures presented by the child
 - Touching and caressing the child should be done
 - The development of the child in time to come will be ensured by fulfilling the above needs.
 - Importance of fulfilling needs during this stage
 - A considerable amount of free time is needed for the child who was safe inside the womb of the mother to get used to a strange environment.
 - Protection from cold and heat should be ensured as there is no proper fatty tissues developed at this stage.
 - Mother's milk contains the required amounts of nutrients for development and substances that affects the immunity as well. Especially, milk containing colostrum is secreted during the first few days after birth. Proteins in colostrum help to generate antibodies, develop immunity, together with the development and initiation of the activities of the alimentary canal. Therefore, mother's milk should be given in all instances as the child asks for during the first 6 months of after birth.
- Infant stage
 - The year after birth is called the infant stage.
 - The physical needs of a child at its infant stage are as follows;

- Provision of proper nutrition - Mother should breast feed the child during the first 6 months . Mother also should consume a healthy diet during this period.
- Provision of adequate health care
 - Cleanliness
 - Immunization
 - Health tests and clinical care
 - Treatment and care in the event of sickness conditions
 - Protecting from physical damage
- Psycho-social needs should be fulfilled as follows;
 - Acting as adults capable of establishing relations with the child
 - Adults who could understand and respond to the signals of the child
 - Provision of materials needed for a variety of 'senses' like seeing and hearing
 - Provision of opportunities to investigate the neighbouring world .
 - Provision of opportunities to play using a variety of materials.
 - Love, talking to the child, touching etc, are very important during this stage. The Mother as well as the others should act regarding these.
 - The Child presents emotions during this stage by crying, making various gestures, throwing various articles on the floor, etc. Close watch should be kept in this regard.
- Importance of fulfilling needs during this stage
 - About 75% of the brain development is completed by the first birthday of an infant.
 - Various disabilities could occur if the nutritional requirements are in short supply for the development of the body as well as bones and teeth.
 - Attending medical clinics to maintain natural development and provision of supplementary food after 6 months.
 - Strengthening the inter communication between nerve cells through responsive means and the development of new relations contribute to in brain development.
 - Providing love, affection, safety adequately to produce sensible individuals in future.
- Early childhood
 - Duration from 01 year to 05 years is called early childhood.
 - The Physical needs of a child of this stage are as follows;
 - Provision of adequate health care
 - Immunization
 - Treatment for diseases and care
 - Good health habits

- Provision of opportunities to play
 - Helping to do simple day to day activities
 - Imitating rules to make the child aware of discipline
- Psycho-social needs at this stage are as follows;
 - Development of acquisition of linguistic and thinking skills
 - Providing the opportunity to hold responsibility and make choices
 - Provide the opportunity for self-expression
 - Provide the opportunity to develop creativity
 - Further requirement of the needs of infancy
 - Maintaining responsive relations
- Child displays emotions during this stage by crying, remaining silent, seeking isolation dashing various articles on the floor, etc. Adults should respond in this regard.
- Importance of fulfilling needs during this stage
 - The brain and the nervous system are stimulated by the experiences related to communication.
 - Over 80% of the synapses are developed.
 - A stage in which the basis for adult life is being developed.
 - Provide learning opportunities as much as possible stimulate to age and prevent accidents by taking giving due care.
- Post childhood
 - The period from 6 years to 10 years is called post childhood.
 - Physical needs of a child in this stage are as follows;
 - Physical development remain almost stable.
 - The opportunity to be active must be supplied
 - Proper nutrition should be provided as growth is rapid.
 - The child is highly active during this stage, attention must be paid to rest and relaxation
- Psycho-social needs in this stage are as follows;
 - Development of critical thinking and ability to grasp complex concepts
 - Development of cognitive skills
 - Receiving appreciation and preference for leadership
 - Appreciate the concept of being a follower
 - Development of long lasting friendships
 - Need to imitate
 - Reflecting on moral behaviour

- Children in this stage present their emotions by crying, anger, scribbling, stubbornness, doing right the opposite of what you say etc. Adults should understand this and act accordingly.
- **The Importance of fulfilling needs during this stage**
- Providing opportunities to acquire skills to work together with peers
- Broadening of opportunities to develop good social relations outside home
- Being concerned about health and nutrition
- Listening to needs
- Providing of opportunities to ensure good relationships
- Excellent role model provided by the teacher

Competency 03 : **Demonstrates the correct Postures to ensure a Healthy Life**

Competency Level 3.1 : Exhibits correct postures with understanding of the principles of Biomechanics.

No. of Periods : 04

Learning Outcomes

- Describes the basis of bio mechanics that influence posture
- Explains the importance of maintaining balance
- Maintains balance in sports activities.

Instructions for the preparation of Learning Teaching process:-

Step 01

- Instructs students to stand for a while with their feet apart.
- Instruct students to stand with their feet together and lean forward.
- Instruct students to stand on one foot with arms spread out side ways and lean forward
- Inquire from the students about their experience regarding their state of balance at each situation.
- Lead a discussion highlighting the following
 - That one feels comfortable when standing with feet apart.
 - That one loses balance when standing with feet together and leaning forward.
 - That parts of the body have to be adjusted in order to stand on one foot with arms spread and lean forward, to maintain balance.

Step 02

- Lead a discussion highlighting the following related to the centre of gravity and balance as the aspects of bio-mechanics that influence the forward posture.
- That the point on which weight acts upon the human body or any object is the centre of gravity.
 - That the position of the centre of gravity varies according to the bodily posture of an individual. (Explain this based on chapter three of the class text.)
 - That the composite of all the forces acting on a body is zero when body is stationary or at equilibrium. That a body is at equilibrium if a force equal to the force brought to bear upon the centre of gravity, is brought to bear from the opposite direction.
 - That the factors below serve in the maintenance of the balance of the body.
 - Location of the centre of gravity being above support base.
 - The distance from the ground to centre of gravity being less.
 - The support base being very large.
 - Movement of limbs in the opposite direction

- Body tending towards an external force. (Explain using text)
- That maintenance of good balance is the quality of a correct posture.
- That accidents can be avoided through balanced movement and that there is effectiveness and efficiency in movements.

- Step 03**
- Present the situations below to the students.
 - When the National Flag is raised.
 - A learning-teaching in the classroom
 - Engagment in sports activities.
 - Going to bed at night.
 - Make random observations of the postures taken by participants during each situation and mark on the blackboard.
 - Lead a discussion so as to highlight the following
 - That one should sit properly during the learning-teaching situation in the classroom.
 - That when taking a breather, one can adopt various postures, sitting or lying at ease.
 - That various postures are adopted when involved in games and sports.
 - That, when sleeping, one adopts various postures for one's comfort.
 - That one should stand at attention when raise the national flag.
- Step 04**
- Group the students suitably.
 - Based on chapter III of the text, provide the topic below to the students and get them to study the/postures to be adopted in each situation and make a presentation.
 - Standing
 - Sitting
 - Lying down
 - Lead a discussion so as to highlight the following :
 - That postures can be classified as static and dynamic
 - That one's limbs should be positioned as described in the text, under each situation.
- Step 05**
- Group the students suitably and get them to list the advantages of adopting the correct posture.
 - Give students the opportunity to disclose their findings.
 - Lead a discussion so as to highlight the following
 - The body is at great ease.
 - One's complexion becomes pleasant.

- That the body can be employed more efficiently and effectively for various tasks.
- It is possible to exhibit maximum skills.
- Minimizes muscle fatigue
- Minimizes pain
- Develops self confidence, will power, and pride in one's own self.

- Step 06**
- The static posture situation in sports are
 - The start of a race in "On your mark", position
 - Positioning of arms in gymnastics
 - Follow through in putt shot.
 - An event of weight lifting
 - Discuss with the students about balance and centre of gravity in the situation above.

Key concept Terms:

- Posture, centre of gravity, balance

Quality Inputs :

- Diagrams showing centre of gravity and balance
- Diagrams showing static posture situations in sports
- Video clips
- Apart from these quality obtain inputs required to implement your activities.

Instructions for Assessment and Evaluation:-

- Inquire regarding student understanding of centre of gravity and balance.
- Ask for examples of static postures used in sports
- Inquire about the importance and advantages of taking static balance postures in sports activities.

Competency 4 : **Spends leisure gainfully engaged in sports and outdoor games**

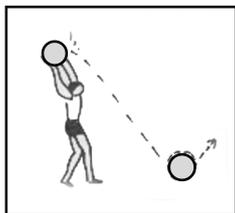
Competency Level 4.1: Plays Volleyball using attack and blocking correctly.

No. of Periods : 03

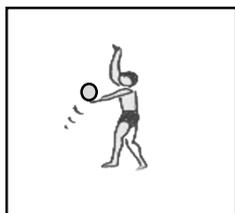
- Learning Outcomes**
- Plays volley ball with spiking correctly.
 - Plays volley ball with blocking correctly.
 - Acts in conformity with rules and regulations
 - Derives pleasure through involvement in sports activities

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Divide the students in the class into two groups.
 - Take the student to the playground, send the groups to the two sides of the court and let them play on their own for 05 minutes without any intervention from the teacher.
 - Inquire about the skills they employed while playing.
 - Remind them that there are 6 skills in volley ball and that they are as follows :
 - Service
 - Receiving
 - Setting
 - Attacking
 - Blocking
 - Court defending
 - Explain that by training one's skills correctly, one is capable of maintaining games and sports at a high level.



(Fig. 4.1.1)



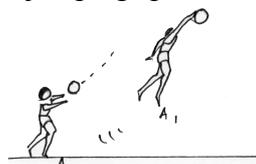
(Fig. 4.1.2)

Involve the students in the activities below to train in attack.

1. Holding the ball in both hands, twisting backwards, and dashing the ball on the ground with the body turned forward. (Fig. 4.1.1).
2. Holding the ball on the palm of one hand and striking it with the other hand so that it strikes the ground.
3. Stretching arm, raising it and striking the ball held by another, while moving forward.
4. Throwing the ball up using both hands and jumping up and striking it to hit the ground.

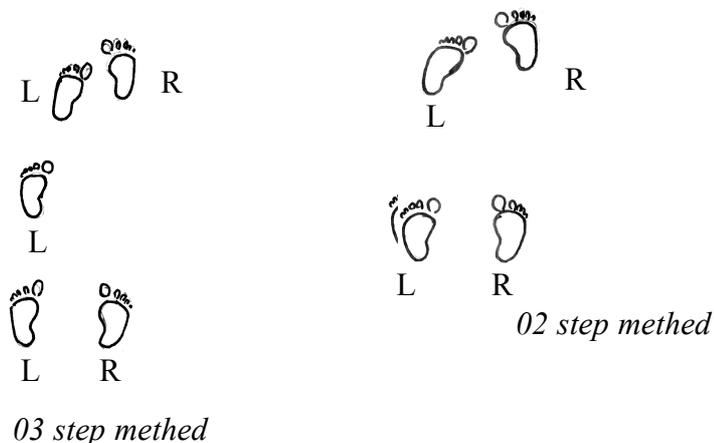


(Fig. 4.1.3)



(Fig. 4.1.4)

5. Practice without a ball where one places both feet together according to the 3 step method or the 2 step method for the approach to take off for the attack.



- **Pay attention to the following in attacking the ball**
 - In take off, the body should move down wards with knees bent arms stretched and upwards from behind.
 - The final step of the approach run should be long and speedy.
 - The arms should swing forward fast, with the body stretching, feet changing from heels to cushions take off upwards.
 - When airborne the body should be slightly bent backwards like a bow.
 - The striking hand should be bent at the elbow and as the head moves back the body should be twisted slightly backwards.
 - The free hand should be slightly bent at the elbow and maintained in front of the body.

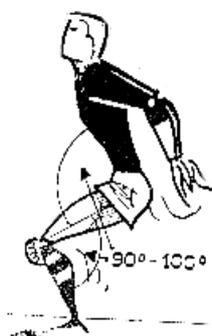


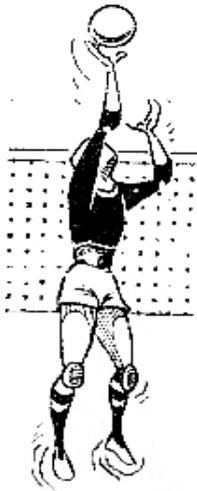
Fig 4.1.5

Final Step



Fig 4.1.6

Take off with the Final Step



(Fig. 4.1.7)

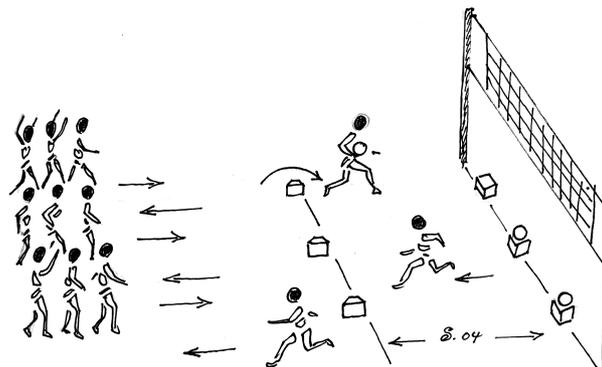
- As the body turns back, moves speedily forward; the hand striking the ball should be stretched upwards and forwards.(fig 4.1.7)
- As the ball is struck upwards the hand should be brought down quickly.
- As the body bends forward along with the attack , the striking hand must be brought down close to the body.
- When landing, the knees should bend and a body taken down to control weight.

6. Taking several steps and attacking the ball held close to the net by another. (Fig . 4.1.8)
7. Using the complete technique. the ball that has been raised directing it to the opposing team.



(Fig. 4.1.8)

- Involve the students in the minor game below in order to provide training in attacking in volley ball.



(Fig. 4.1.9)

- According to the illustration above the team should stand about 4 m. away facing the net spread out according to the number of players.
- As shown in the illustration place cardboard boxes of about 30 cm in front of each row.
- Close to the center line of the court place a rubber ball or tennis ball before each row.
- Give a similar ball to the player at the head of the row.
- Instruct the students that the first one on the row should, on the teacher's signal, do the starting run, leaping over the first obstacle, demonstrate the striking technique on the ball, exchange the ball in hand to the one on the ground.
- Instruct the students that after exchanging the ball it should be brought, handed over to the next student and the one who brought the ball should join the end of the row.

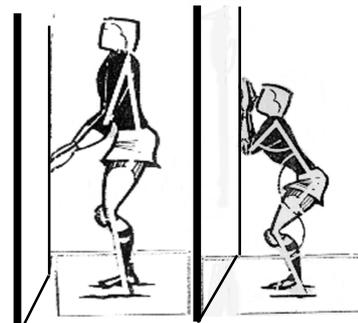
- The second player who receives the ball should repeat what the first player did and so on until all the players have taken part.
- The group to finish first are the winners.

Step 02

- Remember, once again the occasion where the group was divided into two and played.
- Lead a discussion by highlighting the following factors.
 - The opponent's ball should receive well to continue the game.
 - The opponents' ball can be blocked above the net before it comes to the own side.
 - Can minimize the opponents' challenges by better blocking.
 - Block can be done by one, two or three players.
 - The player should block only after the opponents' hit.
 - simulating blocking the ball, if the activity is done without a ball.
 - Get the players involved in the activities below for training in blocking.

Activity 01

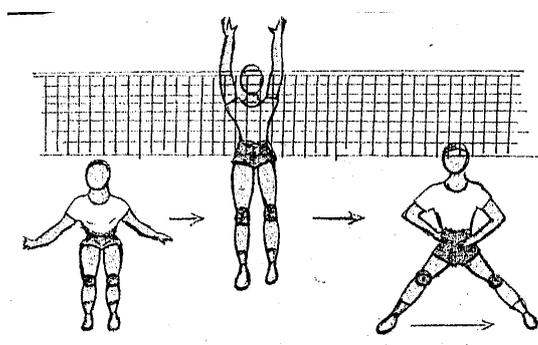
Arranging for the players to spring up and touch points marked on a blank wall. Instruct them to spring up without touching the wall. (Fig 4.1.9)



(Fig 4.1.9)

Activity 02

Standing close to the net and to jump up as if blocking and landing. Blocking in this manner, changing position and arriving back. (Fig 4.1.10)



(Fig 4.1.10)

- Pay attention to the following in blocking training
- Stand facing the net with feet planted at the same width as shoulders. (Fig 4.1.11)
- Bend arms at elbows, with hands a little above on either side of head, fingers spread and palms facing the net. (Fig 4.1.12)
- Bend knees, lower body, move downwards and spring upwards. (Fig 4.1.13)
- While airborne, bend body forwards at waist and arch backwards. (Fig 4.1.14)
- While moving upwards, move arms upwards close to the ears, direct shot to the opposing team and bend downwards at the wrists.



Fig. 4.1.11



Fig. 4.1.12

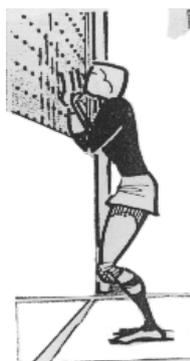


Fig. 4.1.13

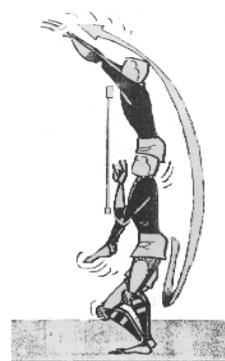


Fig. 4.1.14

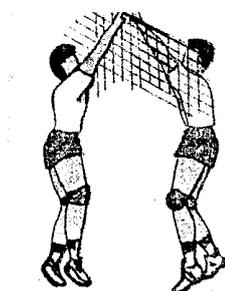


Fig 4.1.15

Activity 03.

Arranging in pairs at opposite sides of the net and at the signal of one arranging for the hands of the pair to strike each other over the net.

Fig 4.1.15

Activity 04.

Carrying out the activity above in 03 and moving to the right and left of the net.

Activity 05

Using the correct technique, springing up and touching a ball held close to and above the net. Fig 4.1.16

Activity 06

Springing up and touching the ball attack from close to the net. Fig 4.1.17

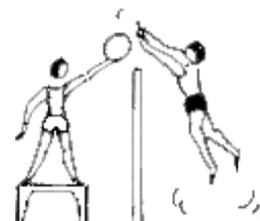


Fig 4.1.16

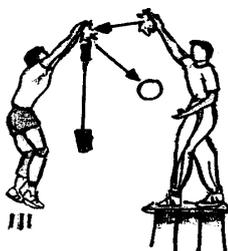


Fig 4.1.17

- Get the team involved in the minor game below to train in blocking the volley ball.
- Divide the class into two or more groups according to the number in the class.
- Arrange the team behind the attack line facing the net as in the diagram.

- Stand on a support holding the ball above the net on line with each row of the opposing team.
- Instruct them that, on the starting signal, the student at the head of the row should run to the net and touch the ball held over it.
- Instruct them that after touching the ball using the correct blocking technique the student should run back to one's row, tap the next student in the row and join its end.
- Name the row to complete the activity first as the winners.

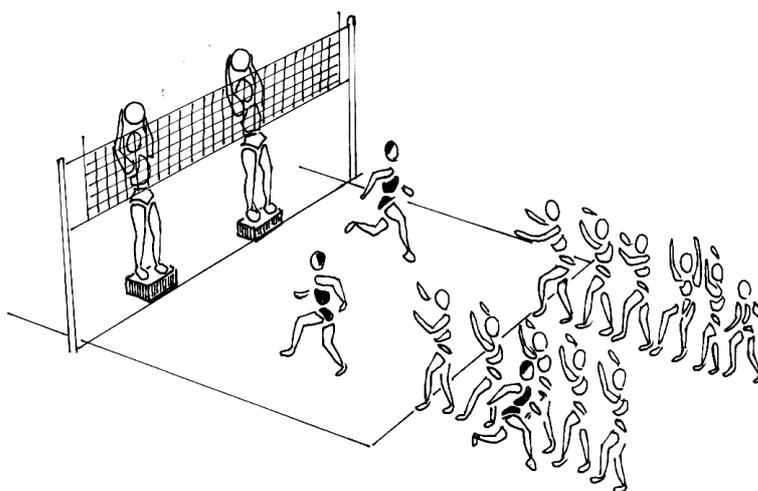


Fig. 4.1.18

Key concept Terms:

- Attack
- Blocking

Quality Inputs:

- Land suitable for a volley ball court
- Volley balls
- Diagrams showing techniques/Skills.

Instruction for Evaluation and Assessment:-

- Observe and evaluate students' attacking and blocking.
- Evaluate the correct implementation of attack and blocking.
- Evaluate functioning as a group.

Annex 4.1.1

Teacher Aid

Stages of attack in Volleyball

1. Start run - Approach run
2. Springing - Take off
3. Attacking
4. Landing

Common mistakes that can occur in attacking

1. Straight arm attack without bending elbow.
2. Dropping elbow-dropping elbow of arm raised upwards and attacking
3. Round housing/Twirling-moving attacking arm upwards from side and attacking.

Different ways of reaching the ball in blocking

1. Side step - parallel to net, method
2. Cross step - cross method
3. Running step - running method

Competency 5 : **Applies the specific abilities developed through athletics to the tasks of life.**

Competency Level 5.1: Studies the events of athletics in detail

No. of Periods - 01

Learning Outcomes

- Classifies Athletic events
- Provides examples of various events in athletics.

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Instruct students to prepare notes about the events they have seen in Inter-house or other sports competitions.
 - **Lead a discussion highlighting the following :**
 - That athletics have been built upon a number of competitive events based on natural activities like Walking, Running, Jumping and Throwing.
 - That competitive events related to athletics had been worked out even in eras before Christ.
 - That even in Olympics athletics is found attractive to a majority of the people.
- Step 02**
- Group students suitably. Instruct them to classify the events they had made notes of earlier, in terms of Running, Jumping and Throwing.
 - Provide students the opportunity to present a classification selected at random.
 - **Review the activity highlighting the following.**
 - According to the rules and regulations in the Manual of the International Association of Athletics Federation is a collection of events in the.
 - Track and Field
 - Road Running
 - Race Walking
 - Cross Country Running
 - Mountain Running events.
 - Accepted events according to the International Association of Athletics Federation .

Running Events

Short distance Fast running	100 m, 200 m, 100 m hurdles, 110 m hurdles 100 x 4 m, 200 x 4 m
Long distance Fast running	400 m, 400 m hurdles, 400 x 4
Short middle Distance running	800 m
Middle distance running	1500 m
Long Middle distance running	3000 m, 5000 m, steeple chase
Long distance running	10000 m

Field Events

Jumps	Horizontal Jumps	Long jump, Triple jump.
	Vertical Jumps	High, Pole vault
Throwing	Putt shot, Discuss, Javelin, Hammer	

Road Running Events

10 km, 15 km, 20 km semi marathon (21.0975 km) 25 km, 30 km, marathon (42.195 km) 100 km, relay road race

Race walking	Track -10000 m, 20000 m, 30000 m 50000 m Road - 10 km, 50 km
--------------	--------------------------------------------------------------------

Cross country running	4 km, 6 km, 8 km, 12 km
Mountain running	4 km, 8 km, 12 km

Combined Events

Pentathlon (Men) Events	In one day	Long Jump, Javeline 200 m, Discus, 1500m
Decathlon (Men) Events	1 day	100 m, Long Jump, Putt shot High Jump, 400 m
	2 day	110 m Hurdles, Discus, Pole Vault, Javelin, 1500 m
Septathlon (Women) Events	1 day	100 m hurdle, High Jump, Putt shot, 200 m
	2 day	Long Jump, Javelin, 800 m
Decathlon (Women) Events	1 day	100 m, Discuss, Pole vault, Javeline, 400 m
	2 day	100 m Hurdles, Long Jump Putt shot, High Jump, 1500 m

Key concept Terms: • Athletic sports events, classification

Quality Inputs : • A note containing classificaion of athletics
• Athletics

Instructions for Assessment and Evaluation:-

- Appreciate expression of views while classifying athletic events.
- Appreciate presentation of examples of each type.
- Appreciate preparation of a table classifying athletic events.

Competency Level 5.2- Demonstrates correct skills in the Race walking

No. of Periods - 01

- Learning Outcomes**
- Explains specific differences in movements related to walking and running .
 - Describes the order in which the foot touches the ground when walking
 - Expresses views to the effect that it is important to improve techniques for race walking.
 - Demonstrates race walking according to correct techniques.
 - Displays collective spirit when involved in activities.

Instructions for the Preparation of learning teaching process:-

- Step 1**
- Arrange the class to suit the activity.
 - **Involve the students in the activities below :**
 - Walking forward so that the heel touches the ground first and the weight of the body is transferred to the toes.
 - Walking speedily forward, placing feet as above.
 - Walking speedily forward, placing feet as above, swinging arms bent at the elbow.
 - **Lead a discussion highlighting the points below.**
 - That walking belongs to the group of natural movements.
 - That there is a difference between walking and running.
 - That in walking, there is an instance where one foot is constantly touching the ground, and that in running there is a situation of flight.
 - That walking can be effected competitively.
 - That there are walking events that are internationally accepted.

Step 02 • **Get the students involved in the activities below:**

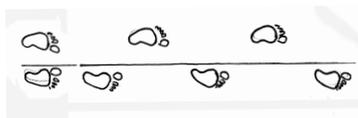


figure 5.2.1

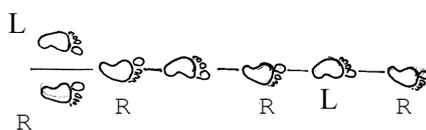


figure 5.2.2

1. As shown in the diagram walk placing feet on either side of a line 5 inches broad. figure 5.2.1
2. As shown in the diagram below, walk, placing foot on the 5 inch wide line figure. 5.2.2
3. Walking, as shown in the diagram, placing foot diagonally on the 5 inch wide line, swinging hip us and down. figure 5.2.3

In diagrams 1 and 3 the sole should be close to the line.



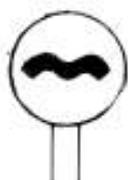
figure 5.2.3

Step 3 • Lead a discussion highlighting the points below:

That in walking races the action of feet arms and the hip should as below:

Leg movement	Arm Action	Hip Action
<ul style="list-style-type: none"> • Getting a powerful push from the rear leg. • Heel → Sole → toes touching ground in that order. • Placing foot lightly without a jump movement. 	<ul style="list-style-type: none"> • Placing shoulder at ease. • Placing elbow at a 90° angle. • Swinging arms naturally 	<ul style="list-style-type: none"> • Walking so as to move hips up and down as an alternate movement.

- There are two main rules and several other rules applicable to race walking
- The main rules are related to techniques
- That these two rules act as below
 1. In the process of walking the succeeding step should be taken so that one of the feet is always in contact with the ground.
 2. That, until the forward supporting foot comes to vertical position the knee of that leg should remain straight.
- Should there be the likelihood of the two rules above being violated, this should be pointed out to the athlete by the judge.
- That this is communicated to the athlete by displaying a yellow board.
- This yellow board is as below:



Lack of contact with the ground



Bent of knees

- If an athlete walks by violating either one or two rules, a red card will be sent to the chief judge by a judge.
- If the chief judge has 03 red cards on one athlete from 03 judges, the chief judge will eliminate the athlete from the race.
- That the competitor is removed from the competition by the chief judge displaying a Red Signal Board.
- That the eliminated competitor should immediately remove himself/herself from the racing track.

Key concept Terms : Race Walking

Quality Inputs : Video Clips/diagrams of walking and Race Walking

Instruction for Assessment and Evaluation:-

- Enthusiastic participation in the basic exercises of race walking.
- Display of correct techniques of race walking.
- Explanation of rules and regulations of race walking

- Appreciate working in conformity with rules and regulations.

Competency Level 10.1 Identifies Accidents and Disasters and faces them successfully

No. of Periods - 04

- Learning Outcomes**
- Describes challenges to wellbeing
 - Exhibits readiness to face challenges successfully
 - Functions with sensitivity to others

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Explain that most of the day to day activities seems to be challenges.
 - Provide pictures of disaster situations to the students.
 - Introduce the challenging situations with the following points;
 - domestic accidents
 - road accidents
 - natural disasters
 - accidents caused by animals
 - occupational accidents
 - sexual abuse
 - Show the main factors contributing to the above harmful situations through the following points.
 - lack of knowledge
 - carelessness
 - lawlessness
 - use of alcohol or drugs
 - unprotected environment
- Step 02**
- Lead a discussion on the above challenging situations by highlighting the following facts. Use information given in annex 10.1.1 in this regard.
 - nature of the accidents
 - measures to be taken in order to minimize or prevent accidents
 - first aid to be given in such emergency situations
- Step 03**
- Explain that students bear responsibility for minimizing or preventing most of the accidents and disasters.
 - Emphasize the responsibility of the students with the aid of the following points.
 - See that the students understand this guide well
 - Disseminate this knowledge among others
 - Act in accordance with the Existing rules and regulations
 - Follow the advice given by parents

Key concept Terms:-

- Act wisely in challenging situations
- Challenges/accidents/ disasters

Quality inputs :-

- Pictures of accidents and disasters

Instruction for Assessment and Evaluation:-

- Inquire about the challenges faced in day to day life
- Inquire about how one should act in such situations
- Inquire about how one should act in instance of sexual abuse or being induced for it.
- Inquire about the ways to minimize the effects of natural disasters
- Inquire about the methods one should adopt to minimize accidents.

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Domestic accidents	<ul style="list-style-type: none"> • External body - bruises, cuts, piercings, lacerations, boils • Internal body - muscle tears, stretches, twists, sprains, bone fractures • Burns - by fire, by chemicals • Poisonings - agrochemicals, insecticides, medicines • Food poisonings - eating spoilt or over expired food • Falls - slips, falling from a height, falling into trenches or wells • Electric shock • During the use of fire crackers • Throat being blocked by various seeds or buttons. • Lime or other substances packed in polythene • Faulty practices in giving first aid 	<ul style="list-style-type: none"> • Due care should be taken in the use of sharp tools/instruments • Accurate postures should be maintained in activities like lifting weights • Engage in exercises before starting activities • Prevent using unsafe kerosene lamps • Using properly set stoves and cookers • Storing insecticides, acids and medicines in protected places • Use insulated wire and plug points with proper covers • Avoid using medicines without medical advice • Avoid using medicines given to other persons • Keep the hot food or water in safe conditions • Be mindful when purchasing the packed materials and the date of expiry when buying food stuffs • Be mindful when food stuffs are packed in polythene • Don't leave little children isolated provide due care • Provide only the toys and play items suitable for the children • Protect children when they use fire works • Be mindful when working in heights • Obtain the services of trained person when in need of first aid and use accurate procedures in giving first aid 	<ul style="list-style-type: none"> • Applying ice on bleeding wounds - covering the wound, applying a bandage to cause mild pressure, keeping the wound in a slightly higher position, providing medical advice. • Burns -providing medical treatment • Various accidents caused to muscles PRICER method • Poisoning, throat and respiratory tract being blocked by various materials, • Seek medical advice immediately • Should get the services of a trained person in providing first aid

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Road accidents	<ul style="list-style-type: none"> • It was known that a road accident occurs in every 40 seconds in the world. • damages due to accidents. Pedestrians, drivers, cyclists, vehicles and properties to • Accidents caused by incompetent drivers • Accidents caused by incompetent pedestrians <ul style="list-style-type: none"> • colliding with vehicles • slipping and falling on the road • falling on to drains • Damage caused during accidents range from simple bruises to even death 	<ul style="list-style-type: none"> • Motivate students to obey road rules. • Abide by the safety instructions prescribed for pedestrians. • Avoid using the road for sports or other activities. • Use safety tools when riding the road. • Use safety helmets when using motor cycles. • Use pedestrian crossings when crossing the road. • Cross from a place where there is a clear view after carefully observing either side of the road where there are no pedestrian crossings. • Abstain from the use of alcohol and drugs when using the road. • Avoid dumping waste materials on the road. • Use a light when the road at night. 	<ul style="list-style-type: none"> • Identify the nature of the accident before giving first aid in the event of a road accident. • Order or the sequence • For the people who are at risk of life <ul style="list-style-type: none"> • To prevent the condition of those involved in the accident stop bleeding • To help one to get well • For those who are at risk to life, examine the respiratory tract, keep the patient in an easy posture, provide artificial respiration and send for medical treatment immediately. • Prevent excessive bleeding (by applying ice), cover the wound and place it in a higher position and send for medical treatment. • For those who need help to recover, remove any dirt if there by washing, place the patient in a still posture, tie the place where there is a fracture using slivers of and send for medical treatment.

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Natural accidents (disasters)	<ul style="list-style-type: none"> • Loss of life and damage to property caused by instant and long term changes in the natural world and improper human activities. Examples:- • Tsunami • Floods • Earth slips • Cyclones • Forest fires • Tornadoes • Volcanoes • Earthquakes • Water currents <p>Characteristic features to identify an earthslip</p> <ul style="list-style-type: none"> • Cracks and splits to be seen in sloping terrains • Sinking of earth surface • Gradual bending of trees from the base • Rocks being rolled down from higher elevations • Slipping of earth surface • Cracks and splits developing on walls from bottom to top • Emergence of springs of water with mud instantly • Drying up of pre-existent water springs <p>Tsunami A large ocean wave resulting from an underwater earthquake</p>	<ul style="list-style-type: none"> • Prevention of natural disasters is a difficult task. • But harmful conditions could be minimized by preparedness and by employing mitigation strategies. • Examples:- <p>Cyclones -</p> <ul style="list-style-type: none"> • Building houses with a strong roof • Connecting the roof to the walls • Removing trees near the houses <p>Floods</p> <ul style="list-style-type: none"> • Building drainage systems for excessive water to flow freely • Abstaining from building houses near low lying areas, beside rivers and sea • Building strong houses • Controlling soil erosion <p>Earthslips -</p> <ul style="list-style-type: none"> • Allowing the water to drain through contour plantations protecting the stability of the sloping terrain • Reforestation by planting trees and vines • Putting up barriers using concrete or mesh work <ul style="list-style-type: none"> • Set up canal systems to regulate the water flow • Identify the features of the environment which favour earthslips and move to safety 	<ul style="list-style-type: none"> • Injuries caused by natural disasters could range from simple bruises to even death similarly in other accidents. • First aid for the injuries mentioned above in the other instances are also applicable here. • It is important to be knowledgeable about the special competencies and methodologies needed to save lives and transportation of affected people to the hospitals. • Disaster management programmes should be implemented.

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Accidents caused by agrochemicals	<ul style="list-style-type: none"> • There are two types of accidents caused by chemicals used in agriculture • Accidents caused by faulty use • Accidents caused by consuming (poisoning) • Faulty use of chemical substances • Failure to follow safety measures • failure to apply the proper dosage of chemicals 	<ul style="list-style-type: none"> • Be attentive at all times • Moving to places of safety • Human activities should be done without causing damage to the natural world • In order to minimize the damage from this disaster; <ul style="list-style-type: none"> • Abstaining from living close to the sea shore • Be aware of the earthquakes occurring in the sea bed • Moving to places of safety as soon as one gets to know about the disaster • Making the people living near the sea shore immediately aware of disaster • Plan and organize tsunami disaster management programmes ahead of time making the general public aware of same. • Points to consider in using agro chemicals; • Use protective gloves, protective gear on nose and mouth, protective clothing etc, <ul style="list-style-type: none"> • Mixing and application of proper dosage according to the instructions. 	

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
	<ul style="list-style-type: none"> • Applying chemicals immediately prior to harvesting • Drinking agrochemicals • Drinking of poison may be due to physical and mental conditions. • Mostly youth, both males and females and middle aged persons as well aged individuals tend to do this. <p>Examples:-</p> <ul style="list-style-type: none"> • Disputed love affairs • Family disputes • Failures • Physical and mental disorders 	<ul style="list-style-type: none"> • Wind direction should be taken into consideration when spraying chemical substances. • Abstaining from consuming food during the application of chemical substances. • Storing under safe conditions. <p>consuming chemical substances</p> <ul style="list-style-type: none"> • Building awareness of the immense value of life <ul style="list-style-type: none"> • Giving advice on how to face problems. Example:- <ul style="list-style-type: none"> • Tension and stressful conditions during adolescence • Problems related to sex and love affairs • Caring for elders • Economic and social problems • Physical and mental disorders • Failure at examinations • Being subjected to brutality/violence 	<ul style="list-style-type: none"> • In the event of a poisoning; • Should clean the patient. <ul style="list-style-type: none"> • Should eliminate fear in the patient. • Should examine the type of poison and be well informed about it. • Should refer the patient to a doctor immediately. • Should develop competence in controlling mental stress. • Should provide training to be happy with what one has.. • Should provide counselling services to relieve the physical and mental problems among the children in schools. • Develop a peaceful and pleasant environment free of brutality and abuse within the school.

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Accidents caused by animals	<ul style="list-style-type: none"> • Poisoning due to snake bites • Bites and bruises caused by cats and dogs domestic or stray 	<ul style="list-style-type: none"> • In order to get protected (from snakes) while walking through forest areas and in the night; • Wearing protective shoes • Carrying a torch with you • Using a walking stick or a rod • Inwalking pushing the feet hard on the ground . • Selling the windows of houses high enough to prevent the entry of snakes • Examining pillows, mattresses, bed spreads etc, before use • Sleeping in safety • Cementing walls properly • In order to prevent accidents caused by animals like cats and dogs; <ul style="list-style-type: none"> • Vaccinating against rabies at the correct age for the dogs • Abstaining from letting stray dogs to wander around • Being alert about behaviour of such domestic animals • Ensuring that domesticated animals are kept away from small children • Cleaning such animals raise in the house 	<ul style="list-style-type: none"> • Snake bites <ul style="list-style-type: none"> • Identify the serpent • Wash the point of the sting with soap and running water • Keep the patient at rest • Keep the patient calm and free of fear • Remove rings and bangles • Give a pain killer to drink • Get medical advice as soon as possible • Cat and dog bites <ul style="list-style-type: none"> • Wash the place of the bite with soap and running water • Get medical advice as soon as possible

Type of accident	Nature and examples of accidents	Measures to be taken to minimize or prevent accidents	First aid or counselling
Occupational accidents	<ul style="list-style-type: none"> • Poisoning <ul style="list-style-type: none"> • Through the skin • Through the oral passage • Through the respiratory passage • Accidents caused during the use of machinery <ul style="list-style-type: none"> • Injuries to body organs 	<ul style="list-style-type: none"> • Providing facilities according to the regulations prescribed in the occupational protection act. • Storing of chemicals safely • Using protective gear and wear • Not washing containers of chemicals into reservoirs and abstaining from using them in domestic activities. • Being mindful in the use of machinery. • Using standardized apparatus and machinery • Emphasizing that the body belongs to you and that it is one's your duty to provide due protection to it. • Not allowing any act of embarrassment • Not receiving any gifts from unknown individuals • Preventing from going to unsuitable places • Not allowing unsuitable kissings and touchings • Staying away from dangerous environments which could lead to abuse • Seeking help from others in the event of an emergency • Objecting for the suggestions which you do not like • Avoid wearing clothes that provoke sudden desire in others and refrain from uttering such words • Not staying in isolation with adults other than the parents 	<ul style="list-style-type: none"> • Poisoning <ul style="list-style-type: none"> • Remove clothes that contain poison • If the poison is spilled onto your body wash with soap • Keep the patient calm and relieved from fear • Get medical treatment as soon as possible . • Act as you warned in other similar accidents • Travel under safe conditions <ul style="list-style-type: none"> • Be safe in instances where you stay alone at home • Inform about emergency situations and obtain treatment • Establish a suitable counselling service
Sexual harassments and abuses	<ul style="list-style-type: none"> • Acts of sexual insults/harassments/abuses are likely to occur from infant to old age. • unacceptable contact • unacceptable kissing • engaging in the abhorrent acts • acts which other people dislike • rape • homosexual acts • threatening • engaging in domestic labour • Physical harassment • deprivation of educational opportunities • provoking to use unsuitable books, video tapes 	<ul style="list-style-type: none"> • Not allowing any act of embarrassment • Not receiving any gifts from unknown individuals • Preventing from going to unsuitable places • Not allowing unsuitable kissings and touchings • Staying away from dangerous environments which could lead to abuse • Seeking help from others in the event of an emergency • Objecting for the suggestions which you do not like • Avoid wearing clothes that provoke sudden desire in others and refrain from uttering such words • Not staying in isolation with adults other than the parents 	<ul style="list-style-type: none"> • Travel under safe conditions <ul style="list-style-type: none"> • Be safe in instances where you stay alone at home • Inform about emergency situations and obtain treatment • Establish a suitable counselling service

Second Term
Competency, Competency Levels and Periods

Competency	Competency Level	Periods
4.0 Spends leisure time effectively by engaging in games and outdoor activities.	4.2 Plays and enjoys Volleyball conforming with rules and regulations.	03
	4.3 Plays Netball using correct skills and tactics.	03
	4.4 Plays and enjoys Netball conforming with rules and regulations.	03
	4.5 Plays Foot ball using correct skills.	03
	4.6 Plays and enjoys Foot ball conforming with rules and regulations.	03
	4.7 Enjoys being involved in outdoor activities.	02
	5.0 Utilizes specific abilities for day to day activities which are developed being engaged in athletics.	5.3 Implements the running start and finish correctly in running events.
5.4 Improves running techniques by practising correct drills.		01
5.5 Engages oneself in relay race changing the baton correctly.		02
5.6 Critically studies the techniques of throwing and jumping events.		01
5.7 Jumps long jump according to the correct hang method.		01
6.0 Acts socially by conforming with rules, regulations and ethics of sports.	6.1 Explores rules, regulations and Ethics of sports.	02
	6.2 Contributes to the organization of activities conforming to the rules, regulations and ethics of sports	02
7.0 consumes suitable food to lead a Healthy life.	7.1 Fulfils the food requirements by identifying the nutritional problems in Sri Lanka.	03
		07

Competency 4.0 : **Spends leisure time effectively by engaging in games and outdoor activities.**

Competency Level 4.2 : Plays and enjoys Volleyball by conforming with rules and regulations.

No. of Periods : 03

Learning Outcomes

- Works in conformity with rules and regulations
- Involves one self in sports and enjoys it.
- Exhibits readiness to work in conformity with rules and regulations in day to day life.
- Acquires the experience of refereeing volleyball.

Instructions for the preparation of Learning Teaching process:-

- Step 01:**
- Recall the Volleyball skills learnt in the previous lesson
 - There are a number of rules and regulations in volleyball as well as in other games.
 - Divide the class into six groups, according to the number of students in the class.
 - Prepare a knock out draw according to the number of groups.
 - Implement the competition according to the draw and provide the time as available.
 - The teacher referees the first competition.
 - Use correct hand signals.
 - If any violation occurs in rules and regulations, blow the whistle and stop the game. Indicate the fault and explain what the penalty for the fault is.
 - Describe the hand signals used in such situations.
 - Subject the Annex 4.2.1 in Teacher's Guide to discussion.
 - Explain the Volleyball rules and regulations in the Teacher's guide as practically as possible.
- Step 02:**
- Select several students who exhibit some ability at refereeing a Volleyball match.
 - Continue the competition draw by assigning the above selected students to referee the matches.
 - Intervene where necessary to solve the problems.
 - Provide opportunities chances for all students to referee matches if possible.

- Key concept Terms:**
- Organization of competitions
 - Fair play

- Quality Inputs :**
- Information sheet in Annex 4.2.1
 - A sports ground to conduct the competition and adequate sports equipments.

Instructions for Assessment and Evaluation:-

- Evaluate the skills while playing the game
- Evaluate the knowledge of rules & regulations while playing the game
- Evaluate the refereeing skills of students.
- Evaluate the team work.

Annex 4.2.1

**Teacher's Guide
A Few Rules and Regulations of Volleyball**

1. Team composition

- A team may include 12 players, one coach, two assistant coaches, one physio therapist and one doctor.
- Out of these 12 players one player should be the captain except the libero player.

2. Ball in play and not in play

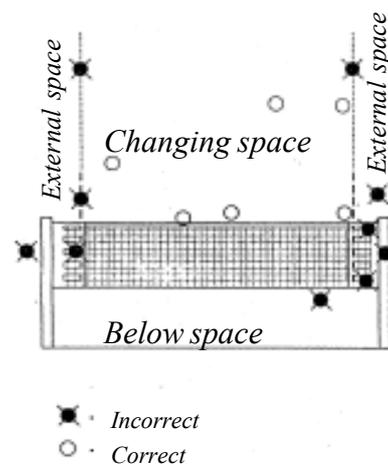
- With the permission of the first referee for the service, the time that hit the ball is considered as ball in play.
- If for some fault the referee blows his whistle, the ball should be stopped from being played.

3. Ball in the court

- The ball striking on the lines or within the border lines of the court.

4. The Ball out.

- The ball striking completely outside the border lines
- The ball touching the objects outside.
- The ball touching like net, antenna, posts or marking materials. away from side lines
- A part of the ball or the entire ball going outside across the vertical plane of the limits of the net.
- The entire ball going to the opposite side from below the net.



5. Ball in play

- whatever a contact makes with the ball is considered as an attack
- A player cannot hit the ball twice successively
- Two players or three players can strike the ball at the same time and such an attack is considered as two or three attacks.
- Unless in the instance of blocking, a team can hit the ball for a maximum of three times and send the ball to the opposing side.

6. Special characteristics of attack

- The ball can be touched by any part of the body.

7. The Ball striking the Net

- The ball striking the net as it moves across the net is not a fault.

8. Moving across the vertical plane of the Net

- While a player can extend towards the opposite side for the purpose of blocking one cannot touch the ball when the opponent is striking or before striking the ball
- While the hand of a player can be extended over the net towards the opposite side after the attack, the ball can be struck only on one's own side.

9. Moving to the opposing side below the net

- While it is not an offence for a player to move to the opposite side from under the net it should not obstruct the playing of the opposite team
- It is not a fault the foot (both feet) or hand (both hands) moves across the centre line of the vertical plane.

10 Touching the Net

- it is not an offence touch the net. except, in the instance of a player striking the ball or completing the gesture of striking the ball or is joining the game
- Once a player has struck the ball, he can touch the posts to which the net is attached or any other marking only if such action does not affect the game.
- It is not considered a fault if the net touches a player on the opposite side as result of the ball striking the net,

11. The Rule Regarding Service

- The back row player sending the ball from the service zone in order to commence the game is 'serving'

First Service

- In the first set and the deciding set(5th) the team winning the toss chooses the services receiving or side.
- In other rounds the team who did not get the service in the previous round gets the service.
- Points to be kept in score after the first service in a match
- If the team that made the service wins that point the player who made the earlier service should be given the service/chance again.
- Should the team receiving the service win that point the player should do one place change. The player on the front right place should move to the back right row and serve.

Things that should be done in serving.

- After throwing or releasing the ball with hand or hands it should be struck with the hand or part of the arm.
- Permission is to throw the ball up or release it is provided only once
- It is not an offence to bounce the ball several times on the ground change it from hand to hand.
- The serve should not touch either the border lines or the area outside the service zone when leaping up to serve.
- If a service is done before the referee's whistle that service is cancelled and another service is given.

Mistakes in service

- If the serve makes the following mistakes even if the opposing team is not in their order, the service will be given to them.
 - The service is made in incorrect order.
 - When the service is not made according to the conditions of serving

Rules regarding attacking

- Every action employed to send the ball to the opposing side except service and blocking is considered as an attack.
- While an attack the clear use of all five fingers to send the ball is acceptable; catching or throwing the ball is completely forbidden.

Limitations of attacking hit -

- Front player can perform a attacking hit to the ball when it is at any height and the ball should be in their own playing area.
- Back player can perform a attacking hit from the back zone to the ball when it is at any height

- But, back player should not touch or exceed the attack line when perform above attacking hit.
- Land to the front zone after the above attacking bit is not a fault.
- Back player can attack to the ball from the front zone if the ball is completely below the net when the ball is being attacked.

- **Mistakes of attacking hit -**
 - Attack to the opponents ball
 - Ball goes out after the attack
 - Back player attack to the ball from front zone and the ball is completely above the net when the ball is being attacked.
 - Send the servicing ball back to the opponent's court of once by a attacking hit from the front zone when the ball is completely above the net.
 - Libero player attack the ball when the ball is completely the net.
 - The player attack the ball which the ball set by the libero from the front zone as a volley pass.
- **Rule regarding the blocking -**
 - The players block the ball which comes above the net from the opponents is known as the block . Only front players can complete a block.
- **Touch the ball when blocking -**
 - The ball touches repeatedly on an one player or several players (quickly and continuously) is considered as a touch of an one posture.
- **Block in opponent's court -**
 - Players can send their hands or arms in to the opponent's side through above the net and attempt to block even though they can complete the block after the attacking hit of an opponent the block should not obstruct the opponents.

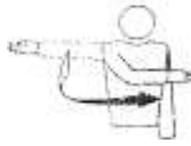
Attacking after Blocking

- The touching involved in blocking is not considered as attack and after blocking a team can strike the ball three times and send it to the opposing side
- The first hit after the blocking can be made by any player including the blocker.

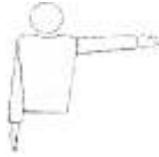
Mistakes of blocking

- Touch the ball when opponent is striking or before strike on their ball
- A back row player or the libero player cannot participate in the blocking
- Blocking the service coming from the opposing team is a fault.
- The ball going out of the court after blocking is a fault

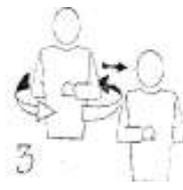
Official hand signals of Referees



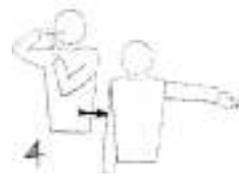
1. **Permission for Service**
Moving hand in the direction of service.



2. **Serving side** pointing hand in the direction of the serving term



3. **Change courts**
hands in front and behind round body



4. **Time out**
Making "T" with both hands and pointing to the requested team



5. **Substitution of players**
bending hands at elbow and rotating one hand around the other



6. **Warning for misconduct**
display the yellow card



7. **Penalty for misconduct**
Display the Red card



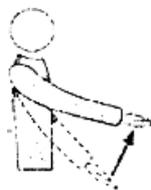
8. **Expulsion**
Display the Red and Yellow together



9. **Disqualification**
Display the red and yellow cards separately in both hands



10. End of the set or the match.
Opening fingers and crossing hands across chest



15. Ball in court
pointing fingers and arm downwards



12. Delay in serving.
Placing palms out wards with eight fingers spread out.



13. Mistakes in blocking or screening Moving palms



14. **Positional faults.**
faults in positioning or exchange of places
index finger rotate in a half circle.



11. Ball not being tossed when serving.
Turning palm upwards, stretching arm and raising hand part – way to shoulder level



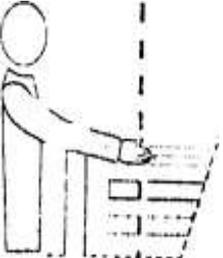
16. Ball out
Bending arms at elbow with palms opened up parallel to the shoulders



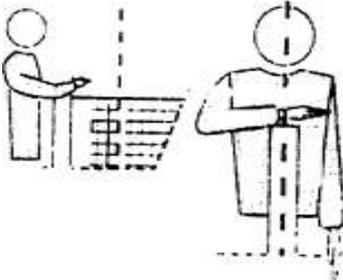
17. Catch Ball
opening palm bending arm elbow and raising arm slowly upwards.



18. Touching Twice
Opening palm forwards displaying two fingers and displaying.



19. Net touched by player or served ball fails to pass to the opponent through crossing space
Pointing to the net on the relevant side.



20. Reacjomg beyond the net
Place a hand above the net with the palm facing downwards.



Attack hit fault
Make a downward motion with the Fore arm with hand open



The server has trampled the line or stepped into the court or a player is out of court
Pointing to the center line or relevant line.



Double fault and replay
Raising both thumbs vertically.



Ball touched
Brushing with the palms of one hand the fingers of the other that are held vertically.



Warning/ delay penalty
Covering the wrist with a yellow card (warning) with a red card (penalty)

Line Judges' Official Flag Signals



Ball "in"
Point down with flag.



Ball "out"
Raise flag vertically.



Ball touched
Raise flag and touch the top with the palm of the free hand



Crossing space faults, ball touched an outside object or foot fault by any player during service
Waving flag over the head and pointing to the antenna or respective line



Judgement impossible
Raise and cross both arms and hands in front of the chest.

Competency Level 4.3 - Plays Netball using correct skills and tactics**No. of Periods** - 03

- Learning Outcomes**
- Plays Netball by employing skills of attacking, defending and shooting
 - Enjoys playing the game

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Ask the students to recall a situation of a netball match.
 - Remind the students that the basic skills of netball are as follows.
 - Ball Controlling
 - Foot work
 - Attacking
 - Defending
 - Shooting
 - Explain that the above mentioned basic skills of netball could be classified in to three major parts.
 - Motor skills - Related to body control
 - Skills related to the ball - Related to ball control
 - Perceptual skills -Related to knowledge and feelings regarding ones own position of that of the other members of the team in the court with reference to space.
 - The skills above form the basis of attacking, defending and shooting in netball.

- Step 02**
- Engage the students in the activities given below to train in attacking, defending skills and strategies.
In netball, players should stay free to receive the ball by avoiding opponents and changing directions . By that, players can move easily to the goal posts with passing the ball.

Occasions to face by defending players.

1. Standing between self and the ball when going to receive the ball
2. Defender stands opposite facing one to obstruct one's forward movement.
3. Defender obstructing one's attention by facing and when you passes the ball.

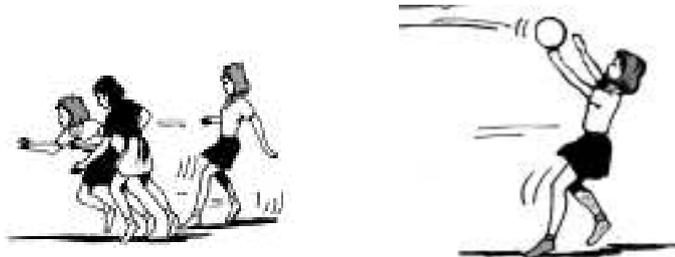
- Initiate attack by jumping from the side on a mark placed about 3 feet ahead of the attacking player.
- Ask the players to stand so as to maintain the balance of body. First take a step to a side and bend the body towards that side. Second take a step to the other side and bend the body towards that side. At the end take a step towards the direction of the first step and rush to get the ball. Train them to show the direction of the ball required by waving the hand.



- Direct the shoulder forward, without getting in to contact with the body of the player in front, move forward by turning, then get free and acquire the ball.



Feinting a forward move but stepping back in order to get free and get the ball.



Step 03 Defending

- The objective of the defenders is to restrict the opportunities and delay the chances of winning a goal by the opposing team. It is therefore necessary to instantly understand the play patterns of the opposing team and the ability to acquire the ball strategically



Defending a player by the side

- Stand beside the defender maintaining the balance of the body. Then act in accordance with the movements of the defender. Defender should point eyes towards the coming ball as well as the attacking opponent. Show that defence could be done in the above mentioned way.

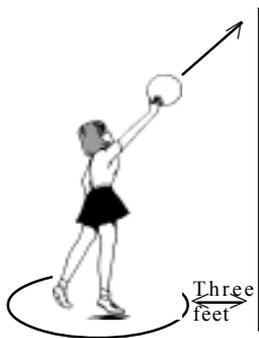
- Train them to
 - defend a player by being in front
 - defend a player by being behind
 - defend a player being face to face same as in the above mentioned way.



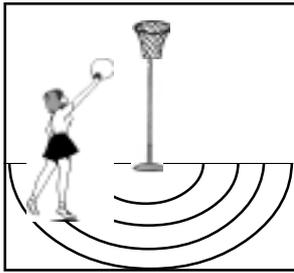
- Identify the landing foot of the player. Stand about 3 feet away from the landing foot, facing the ball. Train them to block by reaching out the hands according to the direction in which the ball is thrown. Familiarise them to jump up and grab the ball if the ball is thrown from above. Train them to defend the ball like wise several times.

Step 04

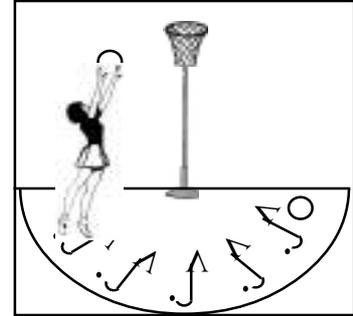
- Introduce the shooting action as given below.
- **Shooting technique**
 - Rest the ball on the fingers of the hand used for shooting.
 - Keep the other hand by a side of the ball as a support.
 - Place the ball over the head and in front of the forehead.
 - Start the shooting movements by lowering the body through a slight bend keeping the knees relaxed, while the body is in an erect position.
 - Shooting is completed as the bent knees are straightened and the hands are totally outstretched while the ball is released by a forward thrust of the wrist at the highest level of the shooting position.



- Engage the students in the activities given below to train in the skill of shooting.
 - Provide the opportunity for shooting to hit the ball using both hands to a point marked at about a height of 8/10 feet on a wall from a distance of 3 feet .
 - Shooting the ball to the point in the same manner while increasing the distance from the wall as well as moving to the right and left from the place where first ball was shot.
 - Shooting the ball using one hand in the same manner described as above.



- Shooting the ball to the point using one hand in the same manner while increasing the distance from the wall as well as moving to the right and left from the place where first ball was shot.
- Training to shoot from different positions in the goal ring.
- Training to shoot by entering the shooting circle at various points.
- Training to shoot by jumping up while keeping the free foot in front.
- Training to shoot with a defender



Step 05

- **Lead a discussion highlighting the following points.**
- The skills of attacking, defending and shooting are very important in netball.
- It is essential to have training on defending to prevent the ball being acquired by the opposing team.
- Three main aspects of defending are given below.
 1. defending the player
 2. defending the ball
 3. defending the position
- Players could move to exact positions instantly by having a proper training in attacking skills.
- It is important to operate hands and legs accurately in shooting.



Key concept Terms: • Attacking, Shooting, Defending, Techniques

Quality Inputs : • Ground suitable for the game and sports equipment.
• Cones or similar equipment

Instruction for Assessment and Evaluation:-

- Evaluate student skills of attacking, defending and shooting
- Inquire about the importance of these techniques in a Net ball match.

Competency Level 4.4 : **Plays and enjoys Netball by confirming with rules and regulations.**

No. of Periods **:** **03**

- Learning Outcomes**
- Works according to rules and regulations
 - Enjoys playing the game
 - Gets used to umpiring Netball matches.
 - Exhibits readiness to work in conformity with rules and regulations

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Remind the students briefly about the skills learnt in netball during the previous lesson.
 - There is a number of rules and regulations in Netball as well as in other games.
 - Show that these rules and regulations could be divided mainly according to the facts given below.
 - Rules related to the start of the game
 - Rules related to the areas of players
 - Rules related to the ball
 - Rules related to foot work
 - Rules related to scoring points
 - Rules related to obstructions
 - Rules related to contact with the body
 - State briefly the penalties given below for faults during the game.
 - Free pass
 - Penalty pass or shot
 - Throw - in
 - Toss - up
 - State briefly some points to be considered by umpires when judging a netball game.
 - Investigating the condition of the court before the commencement of the game.
 - Selection of the area where the game should be judged.
 - Paying attention to the hand signals to be used in judging.

- Step 02**
- Divide the class into groups of 7 students according to the number of students in the class.
 - Prepare a competition draw according to the number of teams using the knock out method.
 - Conduct netball competitions between each and every team providing a suitable time for each game.
 - Teacher should act as referee in the first game using proper hand signals.
 - Stop the game whenever a violation of law occurs.
 - Explain the violation of the rule and the penalty for it according to the information contained in the Teacher's Guide given in annex 4.4.1.
 - Provide an understanding on how to act as a referee and about the hand signals to be used in such situations.
 - Explain all the laws from No. 8 to 18 simply and practically.
 - Make the students aware on the laws that cannot be explained practically by using suitable methodologies.

- Step 03**
- Select a few students who have some degree of capability in umpiring a netball game.
 - Conduct the games successively using the knock out method.
 - Conduct a netball tournament and assign students to umpire the matches.
 - Contribute to resolving problems when required.
 - Provide opportunities for a greater number of students to umpire.
 - Give feed back and feed forward while engaged in activities.

- Key concept Terms:**
- Free pass
 - Throw in
 - Rules
 - Penalty pass or shot
 - Toss up

- Quality Inputs** : A sports grounds to conduct the competition and adequate sports equipment.
- Teachers Guide lines in Annex 4.4.1
 - Netballs
 - Stop watches
 - Whistles
 - Netball scoresheets
 - Shooting posts

Instructions for Assessment and Evaluation:-

- Evaluate the explanations on sanctions and penalties in the game
 - Evaluate the duty of abiding rules and respecting the judge
 - Evaluate the judging according to the rules and regulations .
 - Assess the time management in day to day activities.
- Evaluate obeying the rules.

Annexe 4.4.1

GUIDELINES TO THE TEACHER

- The Following rules and regulations are implemented in netball games. (the first part of the rules are included in Grade 9).
- The areas of players.
- The playing areas of players are shown in the diagrams given below



(GK) Goal Keeper



(GD) Goal Defence



(WD) Wing Defence



(C) Center



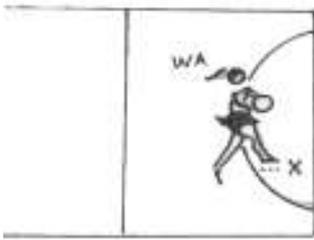
(WA) Wing Attack



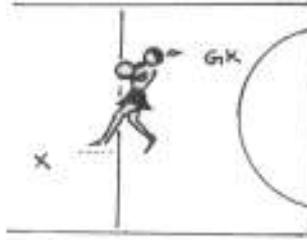
(GA) Goal Attack



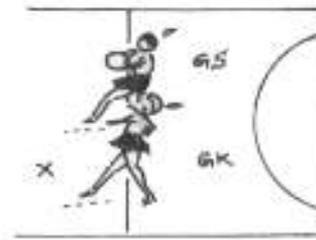
(GS) Goal Shooter



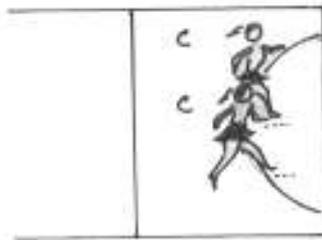
The Wing Attacker (WA) stepping into the shooting area amounts to moving into a prohibited area.



The Goal Keeper (GK) entering the center area amounts to moving to a prohibited area.



The players (GS - GK) of both teams entering the centre area at the same time amounts to moving to a prohibited area.

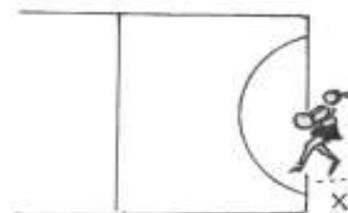
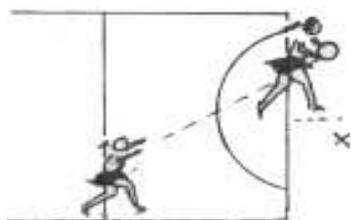


If two players of the two teams enter the prohibited area but do not touch the ball then the game is continued without a penalty.

Prohibited area

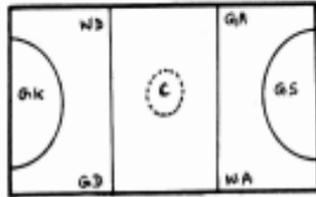
- One player entering a prohibited area.
A player moving from ones playing area to another with or without the ball in hand amounts to entering a prohibited area.
- Two players entering a prohibited area at the same time
 - If one player grabs the ball, a toss up will be made in the area where both of them can play.
 - If both players grab the ball simultaneously, then a toss-up will be made between them in the area where both of them can play. If a player who belongs to the goal area enters the middle area, a player from the opposing team enters the goal area that does not belong to her and one or both players touch the ball, a toss up of the ball between the two middle area players will take place.

Out of the Court

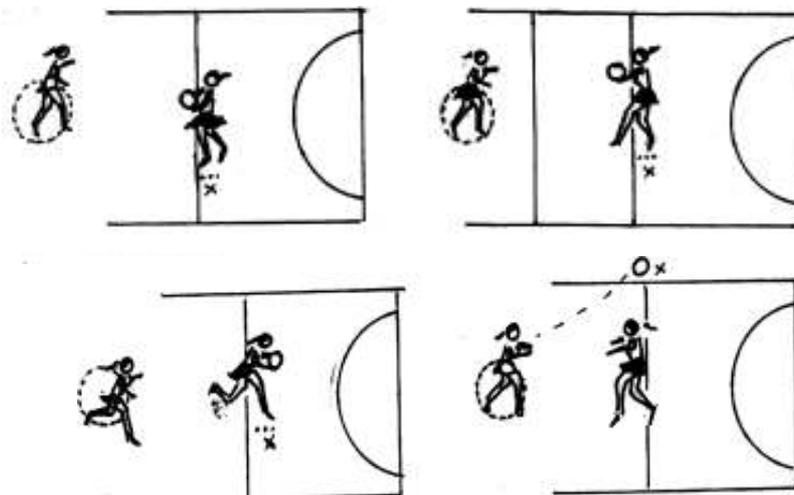


- A player who does not carry the ball can stand or move about outside the court. She should enter the court before the game starts and should not step outside the court.

Positions players should occupy at the start of the game.



- The center player with the ball in the centre should stand on both feet inside the circle.
 - The center player of the opposing team should remain in the center but is free to move about.
 - The other players should remain in their own thirds and they have the freedom to move about.
 - Until the sound of the starting whistle is heard, any other player cannot enter the middle area.
- Starting the Game**
- The pass made by the player in the centre at the beginning of a game at the sound of the whistle and the pass made from the center to restart a game are called centre pass.
 - The start of the game takes place by a pass which is done by the center players taking turns after scoring a point and after the time out is a center pass.
 - The game can be started and re started after each and every score as after time out by the players in the where taking alternate turn.



Incorrect instances of the Centre Pass

- If a player of the team that put the center pass receives the ball which was not touched in the centre area in the goal third, the opposing team gets a free pass in the goal area very close to the place where the ball crossed the line.
- If a player who lands on both feet has one foot completely on the goal area and the other completely on the middle area, she is considered to have got the ball in the goal area.
- If a player of the opposing team grabs the ball in the centre area or the goal area or touches it with her feet on either side of the cross line, the rule of advantage is applied.
- If, in a centre pass, the ball goes out of the side line of the centre area without anyone touching it, the opposing team gets a throw in from the place where the ball went out.

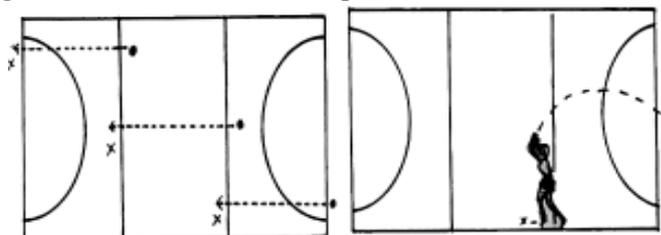
Ball in Play

- A player can hold the ball with a single hand or both.
- After striking the ball with the hand, the player can catch the ball or pass it directly to another player.
- The player who gets or grabs the ball should shoot it or play it within three seconds.



Short Pass

- When throw the ball, there should be a gap to another player to go in between the stretched hands of thrower and receiver.
- When throw in, there should be a space to mediate for an another player in between the stretched hands of thrower and receiver.
- Passing the ball over a third.
A pass as in the diagram below is considered a pass over a third.



- In a pass the ball cannot exceed a third of the court without being touched by a player in that area.

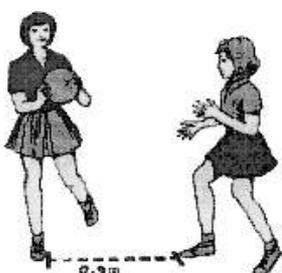
Foot Control

- After a player places one foot in the court and grabs the ball or after jumping up to get the ball lands on one foot :-
 - Can place the other foot on any side preferable, raise the landed foot and throw or shoot the ball before placing the foot on the ground again.
 - Has permission to place the other foot any number of times in any desirable direction and rotate on the landed foot.
 - Can shoot or throw the ball by raising the landed foot, skip to the other foot before either foot touches the ground..
 - Although the ball can be shot or thrown by placing the other foot on the ground and jumping up, this has to be done before either foot touches the ground.
- A player can place both feet on the ground and receive the ball or jump up and catch the ball and land on both feet. Afterwards :-
 - Shoot or throw the ball placing either foot in any preferred direction before placing the other raised foot on the ground again.
 - A player could jump using both feet and land on a preferred foot, but the throwing or shooting should be done before the landing of the foot.
 - A player could take a step on a preferred foot and jump up, but throwing or shooting should be done before landing on any foot.

Getting a Goal (Scoring a Point)

- The shooter or an attacker standing anywhere within the marked shooting area and sending the ball through the goal post ring by throwing or hitting it with the hand scores a point.

Obstructing



- Interference of the player with the ball from within a distance of less than 0.9 m (3 ft.) is obstruction.

Body Contact

- No player should willingly or accidentally, cause a physical collision with the player of the opposing team so as to hinder game.

General Rules (Award of Penalties)

- Penalties for faults in netball are given below.
 - Free pass
 - Penalty pass or Penalty Shot
 - Throw in
 - Toss up
- **Free Pass**

A Free Pass is awarded to the opposing team for mistakes made by the player with the ball inside the court. This pass can be made by any player of the opposing team who can play in the area where the mistake was made.

- **Penalty Pass or Penalty Shot**

When an obstruction or body collision occurs a Penalty Pass or Penalty Shot is awarded to the opposing team from where the offence took place. While the player who committed the offence should stand by the passer, she should not participate in any part of the game until the ball has left the hand of the passer.

- **Throw in**

When the ball goes outside the court a Throw In is awarded to the opposite side of the player who last touched the ball before it went out. The Throw in of the ball should be made within 3 seconds very close to the line at the point through which the referee says the ball crossed the line, taking care not to step on the line, when all the player are inside the court. The player can enter the court only after the ball has left her hand.

- **Toss Up**

A Toss Up of the ball is done between 2 players of both teams in instances where two players of opposing teams hold the ball at the same time, where two players commit an offence, and in an emergency when the game is stopped and it cannot be determined as to which team the ball belongs.



Instances where a free pass is awarded as a penalty, are as follows:-

- Offences regarding feet,
 - Sliding or dragging of foot by player with the ball.
 - Jumping on either foot.
 - Taking several steps
 - Jumping up on and landing on both feet without releasing the ball.

- Offences committed in controlling the ball.
 - Rolling the ball along ground
 - Throwing the ball up and catching it.
 - Passing the ball lying on the court or kneeling on it
 - Retaining the ball in hand over 3 seconds.
 - Once the ball is employed in the game, employing it once again in the game without another player touching it.
 - In instances of a Short Pass between two players.
 - Receiving a centre pass without touching the middle area and entering the middle area before (breaking) the whistle.
 - In instances of Off Side.
 - Passing the ball over a third.
 - Making use of the goal posts in getting the ball.

- Instances of the award of a Penalty Pass or penalty Shot are as follows:-
 - Penalty Pass
 - Obstructing by placing the foot less than 0.9 m (3 ft.) between the player who got the ball.
 - Colliding with body, pushing, tripping and toppling of opposing player when defending and attacking.
 - Crashing into, falling upon, obstructing with elbow, pushing the opponent with the ball.
 - Grabbling the opposing player accidentally or wilfully

 - Penalty Pass or Shot
 - Any of the clashes above within the shooting area.
 - Spreading of arms to obstruct a shoot, standing closer than 0.9 m (3 ft.).
 - Standing closer and striking the ball, placing one or both hands on the ball.
 - A defender shaking the goal post to obstruct a shoot.

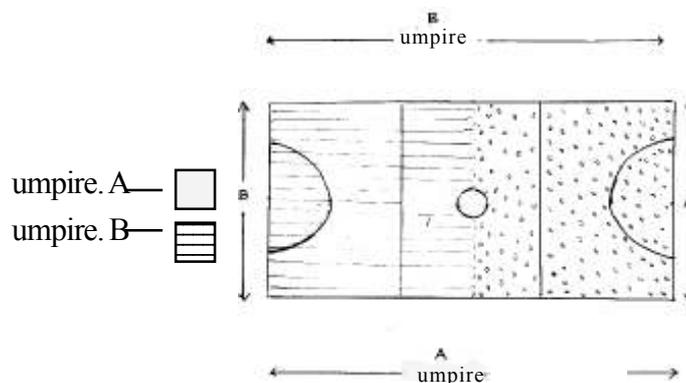
- Below are instances where Throw In is awarded as a penalty.
 - Ball touching the ground outside court.
 - Ball touching an individual or object outside court.
 - Ball being caught by a player in contact with the ground or object or individual outside the court.
 - The player in contact with the ball coming into contact with the ground outside court.

- Instances where a Toss Up between two is awarded as a penalty.



- The ball being grabbed by opposing players with both or single hand.
 - The ball being passed outside the court at once by both opposing team.
 - Two players from opposing teams entering a prohibited area and one of them getting or touching the ball and both of them grabbing the ball or touching it.
 - Two opposing players colliding bodily so as to obstruct the game.
 - The referees finding it difficult to determine who sent the ball out of court before it went out.
- Toss Up should be carried out in the court very close to the place where the fault occurred between the two players responsible for the error.

The two players should stand facing each other in their own goal area with hand hanging down and feet positioned according to ones wish. There should be a gap of 0.9 m (3 ft.) between the nearer foot of each player. They should not move till the whistle is blown.



- Use the hand signals given below to give a further description on the decisions in the process of umpiring.



• (Stepping)



• (Short pass)



• (Personal contact)



• (Held ball)



• (Direction of pass)



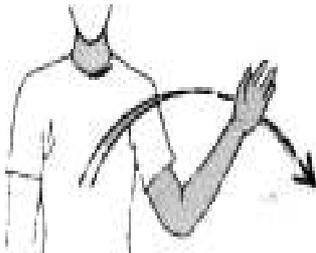
• (Toss up)



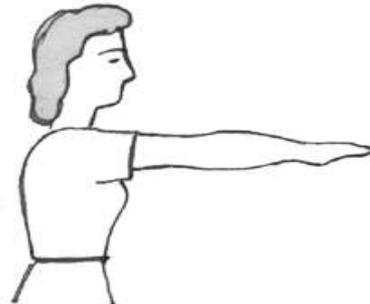
• (Time out)



• (Obstruction)



- (Over a third)
- (Off side)
- (Breaking in to the center third)



• (Advantage)

Competency Level 4.5 : Plays Foot ball using correct skills

No. of Periods : 02

- Learning Outcomes :**
- Plays Foot ball employing the skills of kicking and heading
 - Enjoys playing the game
 - Works in conformity with rules and regulations

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Take the students to the play ground. Engage them in the access game given in annex 4.5.1.
 - Lead a discussion highlighting following points.
 - There is a variety of skills related to football. They are,
 - Kicking and stoping
 - Heading
 - Dribbling the ball
 - Goal keeping
 - Throw in
 - It is important to develop these skills in the game.
 - Game of football brings enjoyment as well as fitness.
 - Introduce kicking and stopping skills in football to the students.

• **Kicking with the inside of the foot**

Position the head right above the ball.

Free foot : Place foot parallel to the ball 8 - 10 cm away with knees slightly bent.

Hands : Place hands on either side of body so as to give balance to the body.

Kicking foot : Turn the foot at the hip at an angle of 90° to the free foot, draw back at the knee and kick the middle of the ball with the inner side of the foot.(figure 4.5.1)



(figure 4.5.1)

• **Instep Kick**

Reaching the ball :

Run a few paces towards ball at an angle

Free foot : Place 8 - 10 cm from the ball.

Kicking foot : Use upper hump of foot behind toes to kick. (figure 4.5.2) Kick to the lower part of the ball rapidly by the foot that comes from the back with bent knee. Foot follows the ball as the follow through.



(figure 4.5.1)

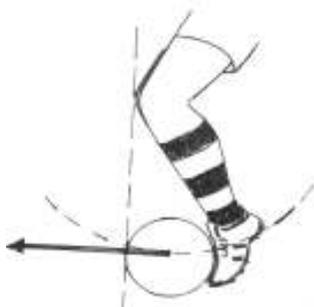
Kicking with the onstep**Head- right above the ball.****Free foot :** Place foot parallel to the ball 8 - 10 cm away with knees are slightly bent.**Hands :** Place hands on either side of body so as to give balance to the body.**Kicking foot :** Kick the center of the ball with onstep by straightening foot at ankle and bringing it forward at hip. (figure 4.5.3)

figure 4.5.3

Stopping the ball by keeping the foot on the ball

- This means stopping a ball coming from above or rolling on the ground by keeping the foot on it.
- Keep the sole of the foot on the ball rolling on the ground as it reaches the player.
- Locate the free foot just behind the ball.
- Head, knees and toes should be in a straight line.
- Press the ball slightly to the ground as the sole of the foot is kept on the ball. (figure 4.5.4)



figure 4.5.4

Stopping the ball using the inside of the foot

- This means stopping a ball coming slow or fast by using the inside of the foot.
- The ball is stopped after controlling the speed by the curved part of the foot as it approaches the player.
- The foot is drawn back a little as it collides with the ball. The foot is turned at an angle of 90° to the free foot from the hip and drawn back by the knee as the ball hits it.
- Free foot is kept parallel to the ball as it is being hit on the foot.
- hands are kept free. (figure 4.5.5)



figure 4.5.5

Stopping the ball using the top of the foot

- This means stopping a ball rolling on the ground or coming from above by using the top side of the foot.
- The ball is stopped as it reaches the player with the top of the foot bent by the knee.
- Free foot is kept parallel to or close to it.
- The foot is drawn back a little as the ball touches the top side of the foot thereby controlling the ball. (figure 4.5.6)



figure 4.5.6



figure 4.5.7

Standing in one place and heading

- The player's balance is very important when heading a ball.
- Heading of a ball should be with the forehead.
- The player should be positioned behind the ball.
- The body should arch backward like a bow and the ball should be headed.
- The body should be drawn in the direction the ball is moving at the moment.
- Eyes should be firmly focused on the ball. (figure 4.5.7)

- Step 02**
- Divide the students in to two groups as A and B. Advise the first student of group A to pass the ball with the inside of the foot to group B where the first student of group B to stops the ball with the sole.
 - Advise the student of group B who stopped the ball to pass it to group A using the inside of the foot and the student who passed the ball in group A to stop it using the sole.
 - Get all the students to do this.
 - Engage the students to pass the ball using out side of the foot and stoping as above.
 - Engage the students in passing the ball using top the of the foot and stoping in the same manner.
 - Place the students as described above for heading the ball. Ask the students of group A to throw the ball using both hands from above to the students of group B and advicse them to head the ball using the forehead without jumping.
 - After the completion of heading the ball by all the students of group B get students of group A to do the same activity.
 - Provide feed backs and feed forwards to the students are engaged in the activities.

Key concept Terms: • Techniques

Quality Inputs : • A sports grounds to conduct competition and a adequate sports equipment.

Instructions for Assessment and Evaluation:-

- Evaluate demonstrations in skills of kicking, heading and stopping with foot
- Evaluate applying these techniques while playing a game

Annex 4.5.1

Access game

- Group the students appropriately.
- Mark the 1 meter wide goal limits in play ground., about a 20 x 20 meters
- Start a Two Tap Game as per signal of the teacher.
- Inform them that one player could touch the ball only twice and in the third time it has to be passed on to another player.
- If some player touches the ball more than thrice, hand over the ball to the other team and start the game again through kicking the ball by a player in the other team.
- Inform them that the play should proceed on the sound of the whistle.
- Inform them that the heading the ball is possible whereas touching the ball by hand is prohibited.
- Inform them if the ball goes outside the play area, the play will commence by a kick given by a player from the other team.
- Inform them that pulling the players using hands, putting leg breaks, pushes, playing in a dangerous manner are offences and those players would be penalised accordingly.
- Provide opportunities for the students who are capable refereeing to act as judges of the game.

Competency Level 4.6 : Plays and enjoys Foot ball by conforming to rules and regulations.

No. of Periods : 03

- Learning Outcome**
- Exhibits readiness to umpire football matches
 - Enjoys playing the game football

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Remind briefly about the skills of football learnt during the previous lesson.
 - Explain that there is a lot of rules and regulations related to football. Use annex 4.6.2.
 - Group the students according to the available space in the play ground.
 - Decide the time duration for each game.
 - Prepare a competition draw according to the knock out method.
 - Engage the students in the games according to the draw.
 - Direct the students to perform warm up exercises before the start of the games.
 - Teacher should act as the referee in the first game using hand signals.
 - Use the information contained in annex 4.6.2 and 4.6.3 in judging the game.
 - Stop the game by a whistle at every instance of a breach of law during the game.
 - Explain the 'fouls' and the penalties given in such instances.
 - Demonstrate the official hand signals used in such instances.
 - Explain the laws of football as much as possible as given in the Teachers' Guidelines.
 - Give theoretical explanations in places where the laws could not be described practically.
- Step 02**
- Select a few students who could referee a football game.
 - Let them play in a tournament on the knock out system.
 - Assign the responsibility of refereeing to the selected students.
 - Advise them to use official hand signals.
 - Contribute to resolving problems by mediating when required.
 - Advise them to minimize injuries while playing.

Key concept Terms:

- Rules and regulations

Quality Inputs :

- Footballs
- Ground markings
- Goal posts or cones or similar material
- Whistle
- Stop watch
- Annexe 4.6.2 - 4.6.3

Instructions for Assessment and Evaluation:-

- Evaluate fair play and sportsmanship
- Discuss the knowledge of rules & regulations
- Assess the refereeing according to rules & regulations
- Assess functioning as a group.
- Discuss the necessity of of rules for fairplay

Annex 4.6.1**Guidelines for the Teacher****Some rules of football****1. Composition of the team**

- Maximum number of players is 11.
- One player should be the goal keeper from among 11 .
- Minimum number of players is 7.
- There may be 3 -7 reserve players.(according to the tournament)
- Coach, an assistant coach, a physiotherapist, a doctor are the officials that could be included in the team.
- 25 players could be included in the team in an international game.

2. Play the ball in the game

- A Coin is tossed between two teams by the judge at the start of a game.
- After that the team which gives the kick off at the start of the game is decided.
- Playing the ball in the game is done by one of the players kicking the ball at the center of the play ground where the ball moves beyond the mid line.
- The game is temporarily stopped at the blow of the whistle by the referee when the ball goes out of the ground.
- The kick off is done, after a goal is scored, at the start of the second half and at the beginning of extra time.

3. Ball

- Ball is spherical
- It should be made of leather or some other suitable material
- Circumference of the ball is 68 -70 cm. (27" - 28")
- Weight of the ball is 410 -450 g.(14 - 16 ounces)

Duration of play

- Two equal halves of 45 minutes in international games.
- Interval not exceeding 15 minutes.
- Normally two equal halves of 30 minutes in school games.

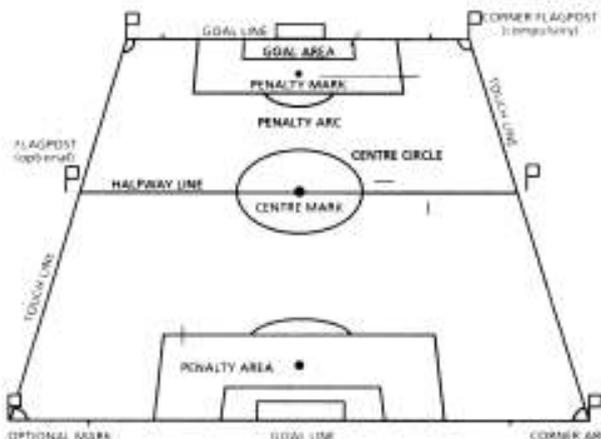
Football field

- The length of the field for international games 100 m minimum and 110 m maximum.
- The width of the field is 64 m minimum and 75 m maximum.
- Dimensions of the football field for games other than international games could be;
90 - 120 m in length (100 - 130 yards)
45 - 90 m in breadth (50 - 90 yards)

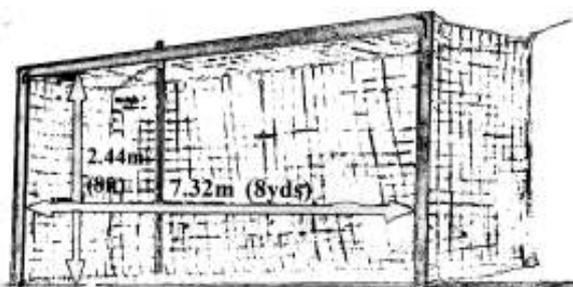
Laws of the Game

Law No; 1

Football field



Goals



Essential equipment that should be used by a football player

- Jersey with the number
- Shorts
- Stockings
- Shinguard
- Approved football boots

Instances reasons for the award of Direct Free kick

- Attempting or committing to kick an opponent player
- Attempting to cross or to crossing the leg
- Jumping on to an opponent player
- Invasive assault to an opponent player
- Attempting or assaulting
- Pushing an opponent player
- Holding an opponent player by his hand
- Spitting on an opponent player
- Touching the ball by hand
- Colliding with an opponent player before touching the ball

Penalty shot

- Penalty shot is awarded to the opposing team if any one of the above mentioned acts is committed inside the penalty area during the course of play.

Illegal Acts for which Indirect Free kick is awarded

- Touching the ball released by the goal keeper being touched by him before any other player touches it.
- The goal keeper obtaining a throw in ball by for their own side.
- Playing in a manner where injuries may occur.
- Obstructing an opponent's play.
- Obstructing the goal keeper from release the ball.
- Going to the prohibited area with the ball.

Other Offences

- Behaving the unsportsmanship manner
- Bad behaviour through word or deed
- Breaking the existing laws
- Delaying the restart of the game
- Not using the correct distance for free kick or defence kick
- Entering or reentering the field without the consent of the referee
- Intentionally leaving the field without permission

Instances for which a player is expelled from the game.

- Strong misbehaviour
- Harmful conduct
- Spitting on an opponent player or some other person
- Obtaining a goal using hands
- Insulting a player with insulting expressions and unacceptable filthy language
- Repeatedly committing unlawful acts.

Annex 4.6.3

Referee Signals



Indirect free kick



Advantage



Direct free kick



Caution



Sending off

Annex 4.6.4

Assistant Referee signals



Substitution



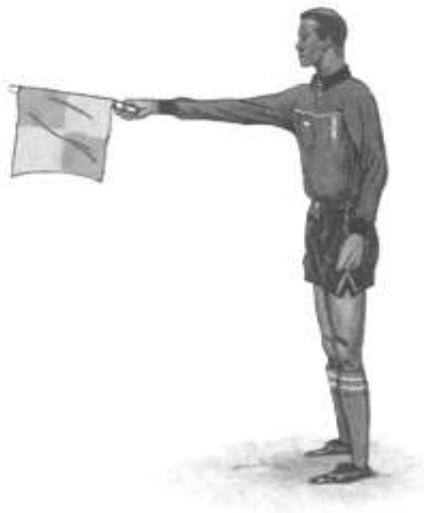
Offside



Throw-in



Offside on the near side of the field



Offside in the centre of the field



Offside on the far side of the field

Competency Level 4.7 : Enjoys being engaged in outdoor activities.

No. of Periods : 02

- Learning Outcomes**
- Enjoys engaging in outdoor activities.
 - Prepares plans for walks and forest explorations as groups
 - Evaluates the contribution of outdoor activities for spending leisure time effectively
 - Exhibits skills at team work

Instructions for the preparation of Learning Teaching process:-

Step 01 • Demonstrate some pictures related to walks to the students.

- May day marches
- Walks to raise funds for school
- Walks to raise public awareness
 - Let's prevent the breeding of dengue mosquitoes
 - Let's eradicate cigarettes/smoking/alcohol and drugs
 - Let's stop killing of animals
- Walks for recreation
- A picture of a forest exploration team
- Inquire from the students the outcomes and usefulness of outdoor activities.
- **Lead a discussion highlighting the following points.**
 - There is a variety of walks.
 - Walks for political needs, raising funds and public awareness are held in highly populated areas.
 - Walks for recreation are organized in places where one can enjoy one's self (rubber estates, tea estates, coconut estates, forested areas, etc.)
 - There are certain actions to be followed in organizing walks.
 - Deciding the route
 - Safety, enjoyment, ease
 - Places and persons from which permission could be obtained
 - Individual responsibilities and Institutes to be informed
 - Assigning responsibilities

- Step 02**
- Divide the class into four groups as A, B, C and D.
 - Advise the students to prepare lists on the topics given below.
- A. The route and the dates.**
- Deciding on the expected dates
 - Advantages of the route
 - Disadvantages of the route

- B. Places and persons from which permission could be obtained and individuals to be informed
- C. Materials to be taken
 - A back pack (bag) should be used to take necessary materials in order to keep the hands free.
- D. The way to assign the responsibilities
 - To bring the goods
 - Obtaining permission
 - Informing
 - Collect money if required

- Step 03**
- **Present the lists of each group to the class and make the necessary amendments.**
 - **Make an elaboration highlighting the following points.**
 - The walk should be organized in a formal manner.
 - There are special areas of concern in a forest exploration such as finding the way, safety, etc.
 - Drawing a sketch of the route makes it easy and safe
 - Standard symbols are there in preparing road maps and they have to be found and used.
 - Drawing and reading the sketches using a compass is easy.
 - There is a method of reading the altitude.
 - degrees to the north, degrees to the south
 - Ancient people used star patterns to find the way as they had an understanding about it.
 - Advise them bring the following things necessary for the next activity.
 - A road map containing the standard symbols used in road maps.
 - The way to find star patterns used by ancient people
 - Morning Star/ Evening star. Seven sisters, Great Bear, Little bear, Orion
 - Pathway finding techniques used by boy scouts.
 - Stationery needed to draw a sketch of the school garden
 - Compasses if available (not essential)

- Step 04**
- **Display a rough sketch of the inside of the school or a way to the school from a nearby place to the students.**
 - Discuss various symbols the used and places where to turn.
 - Discuss the standard road symbols and the signals used by the boy scouts.
 - Divide the class in to small groups. according to the number of compasses available in

- Direct the students to draw maps of various roads inside the school. (provide a definite time)
 - From the gate to the primary section,
 - From a definite point on the playground to the canteen,
 - From the Principal's office to the library. Likewise provide the paths according to the school setting.
- Lead a discussion on the maps drawn by the students.
- Correct the errors.

Step 05

- **Lead a discussion highlighting following points.**
 - It is easy to read the maps when symbols are used.
 - The path becomes clear and definite as the directions are indicated using the compass.
 - Star patterns had been used to find pathways in ancient times.

Key concept Terms:

- Compass
- Diagrams

Maps

Quality Inputs :

- Pictures of walks.
- Pictures of forest explorations
- A compass or more
- Pictures of star patterns
- A road map of the school or a map from some near by place to school
- List of symbols used in road maps

Instructions for Assessment and Evaluation:-

- Group the students as suitable and engage them in the activities below.
- Plan a walk including following details.
 - Aim/Date/Time
 - Route
 - Persons and Places from has to be got permission
 - Persons and Places which should be inform
 - Things to bring
 - How to allocate the responsibilities
- Select some places in the school and let students draw route maps of those.
 - From the main gate to the play ground
 - From there canteen to the main gate
- While students are engaged in the above activities, evaluate the subject knowledge, leadership, followership, team creating, creativeness, cooperation etc.

Competency 5.0 Utilizes specific abilities for day to day activities which are developed being engaged in athletics.

Competency Level 5.3 : Implements the running start and the finish correctly in running events.

No. of Periods : 01

- Learning Outcomes**
- Names the main starting methods
 - Names the varieties of the crouch start
 - Accepts that crouch start is suitable for starting the sprint event and gives views
 - Exhibits the medium start and standing start
 - Acts according to orders

Instructions for the preparation of Learning Teaching process:-

Step 01 • Engage the students in the activities given below in their order after the completion of the warm up exercises.

• Run about 20 meters forward on a signal given, keeping two places of the body touching the ground. (figure 5.3.1)

Fig. 5.3.1



Fig. 5.3.2

• Run about 20 meters forward, rising from the ground on a signal given, keeping three places of the body touching the ground. (figure 5.3.2)

• Run about 20 meters forward, rising from the ground on a signal given, keeping four places of the body touching the ground. (figure 5.3.3)



Fig.5.3.3

• Run about 20 meters forward, rising instantly on a signal given, while keeping six places of the body touching the ground. (figure 5.3.4)

• Run about 20 meters forward, rising instantly on a signal given, while keeping five places of the body touching the ground. (figure 5.3.5)



Fig. 5.3.4

• Discuss the following points with the students.

- The two methods of starting the run is given below.
- Standing start • Crouch start

• Commands for the upright posture are as follows.

• On your marks • Go

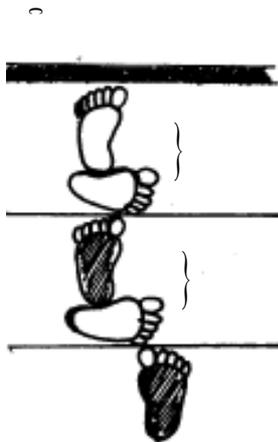
• Medium start is the widely used among the Crouch start .

• Crouch start is important in getting a speedy start.



Fig 5.3.5

- Step 02**
- Group the students appropriately.
 - Train the students on the medium start as given in the figure.(figure 5.3.6)
 - Action steps to be taken during the various stages of the crouch start are given below.



(figure 5.3.6)

- On your marks
 - Find the landing sites for the fore foot and the back foot according to the figure .
 - Place your strong foot as the front foot.
 - Stand keeping the toes of the back foot in a straight line to the heel of the fore foot 3 or 4 inches to a side.
 - Kneel down on the back foot.
 - Place the hands very close to the starter line at a space bit broader than that of the shoulders
 - Place the fingers in the hand as an arch on the ground.
 - Look down so as to relax the muscles of the neck.
- **Set Position**
 - Raise the hip so as to get the shoulders a bit beyond the starting line.
 - Stop the raising of the hip at the angle of the knee joint of the fore foot to be 90° and the angle of the back foot to be $110^{\circ} - 120^{\circ}$.
 - Direct the weight of the trunk to the straightened hands.
 - Keep the feet pressing to the ground.
 - Pay full attention to the next signal.
- **Go - Drive out**
 - Go forward by pressing the feet on the ground.
 - Make a short leap close to the starter line with the back foot moving.
 - Swing the hand opposite to the moving foot a bit faster than in a normal run.
 - Run forward until the steps become long enough to be equal as in a normal run.
 - Introduce the standing start practically to the students.

- Step 03**
- Explain the finish of the race as given below.
 - The technique of the finish
 - The finish of the race occurs as the torso of the player reaches the vertical plane running exactly on to the inner margin of the finishing line.
 - Torso means the trunk of the player excluding head, neck, hands and feet.

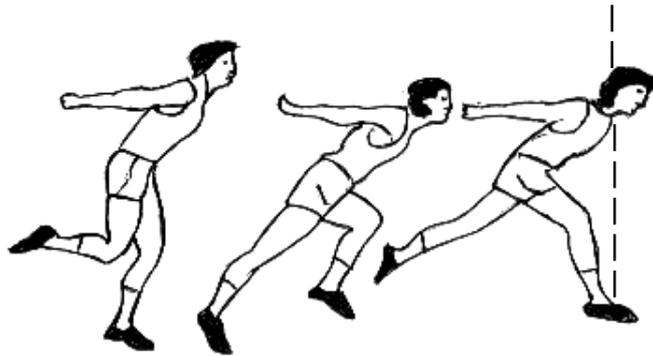


figure 5.3.7

- Provide feed back and feed forward when the students are engaged in the activities.
- Engage the students in a run of about 30 meters including the proper start and end.
- Discuss the following points with the students.
 - The start and the finish are equally important in a run.
 - The end is decided on the torso of the player reaching the vertical plane running exactly to the inner margin of the finishing line.

Key concept Terms : Standing start, Medium start, Torso, Crouch start

Quality Inputs : Diagrams of taking steps for medium start, Diagrams of finishing races

Instructions for Assessment and Evaluation:-

- Inquire into the understanding of the starting methods and their varieties
- Evaluate the practical implementation of the standing start.
- Evaluate the practical implementation of the medium start.
- Evaluate conformity to orders.

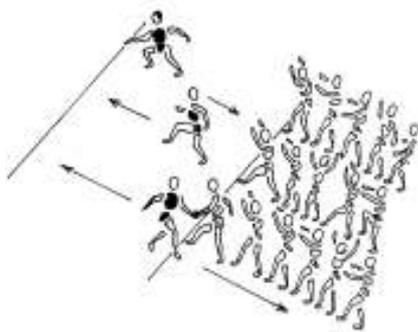
Competency Level 5.4 : Improves running techniques by practising correct drills.

No. of Periods : 01

- Learning Outcomes :**
- Declares with understanding that running drills contribute to the development of running skills.
 - Exhibits running drills correctly
 - Increases running speed through the use of correct techniques.

Instructions for the preparation of Learning Teaching process:

- Step 01**
- Engage the students in the entry activity given below.
 - Group the students and ask them to stand behind a



starter line. The first member of the group runs on a given signal to a mark made about 20 - 25 meters ahead and returns to touch the second member. The second member do the same as the first one. The activity comes to an end when all the members have completed running. (figure 5.4.1)

figure 5.4.1

- Step 02**
- Lead a discuss highlighting the following points.
 - There are running events for various distances in athletic meets.
 - Introduce the two parts as the 'Support Phase' and 'Flight Phase' in short distance running events.

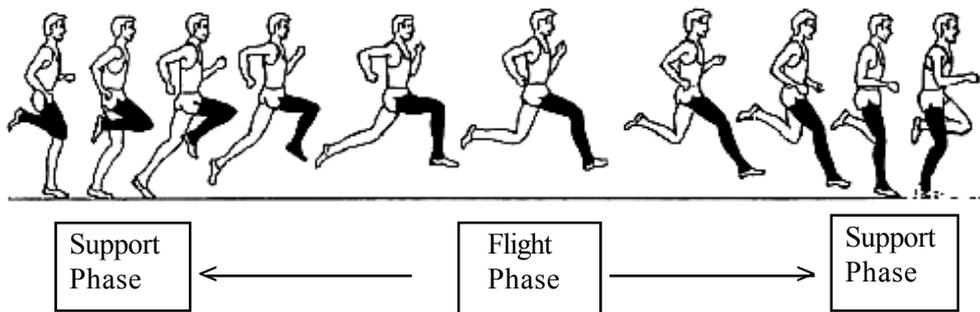


figure 5.4.2

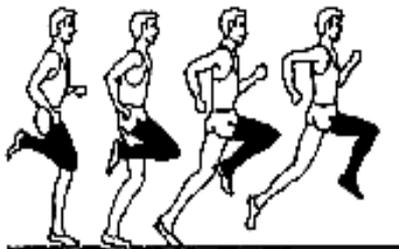
- Support Phase is the stage where the foot is touching the ground. Explain that a push from the ground to move forward could be obtained during this phase. (figure 5.4.2)

During the Support Phase

- first lands on the ball of the foot. (figure 5.4.2 -1)

- the support foot bends to a certain degree by the knee whereas the free foot bends at the knee and raises up from behind. (figure 5.4.2.2)
- The ankle, knee and the hip joints of the support foot are well straightened during the take off stage.
- The free foot is swung forward and backwards hard until the thigh comes to a horizontal position. (figure 5.4.2 -3)

The stage in which the player moves in the air without any relationship to the ground is described as the flight stage. In this stage the free foot of the runner is swung forward to land on the ground for the successive support stage.



①
figure 5.4.2

- Explain that at the flight stage the feet released from the ground move in the air without touching the ground. (figure 5.4.3)

During the flight stage,

The knee of the swung foot moves forward and up further. figure 5.4.3 -(1)

The support foot held in front bend at the knee and is raised up from behind. figure 5.4.3 -(2)

Hands swing forward and backwards freely.

The fore foot is pushed backwards and lands on the ground. figure 5.4.4 -(3)



figure 5.4.3

Step 03

- Lead a discussion by highlighting the following.
- The activity done during the support stage and the flight stage could be developed by engaging in running exercises. Running speed is increased the technique of the runner could also be developed by this.
- The actions during the flight stage are important to maintain an optimum level of the length of a stride.
- Short distance running technique could be further developed by engaging in running exercises.

Step 04



figure 5.4.4

- **Engage the students in the following activities.**
- Marching raising the knees forward and up. (figure 5.4.4) This activity could be called Running 'A' basic exercise. The fore foot should be swung forward and up so as to keep the level of the thigh parallel to the ground. Hands bent 90° at the elbows should swing forward and backward in a relaxed manner. The support foot should be pushed forward and up by the ball part of the sole in each step.

- Engage the students in the activity starting by with marching, then skipping and running slowly finally.
- Introduce the basic exercise Running 'B' walking by raising the knee forward and high, then straightening the foot and landing on the ground.(figure 5.4.5)

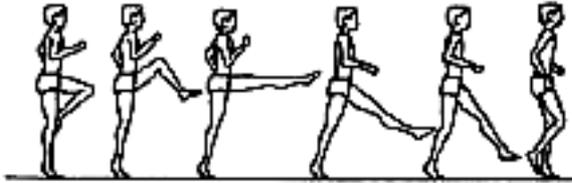


figure 5.4.5

The thigh of the fore foot should come to a level parallel to the ground and well straightened forward and landed on the ground so as to be pushed backwards. Movements of hands are same as above. In each step the ball in the sole of the support foot should push up and forward. Engage the students in the activity starting by marching, then skipping and running slowly finally.



figure 5.4.6

- Introduce the basic exercise Running 'C' walking by bending the foot backwards and hitting the heel. Try to touch the heel from behind the body. The hand movements are the same as above. Engage the students in the activity starting by walking, and running slowly. (figure 5.4.6)
- Demonstrate the above activities first.
- Provide opportunity for the students to train.
- Provide feed back and feed forward while students are engaged in the activities.
- Use the previous Teacher Instructional Manual and chapter 5 of the new text book for teaching the learning process.

Key concept Terms: • Running drills, • Support phase, • Flight phase

Instructions for Assessment and Evaluation:-

- Evaluate how running drills (A,B,C) are carried out correctly
- Inquires about the need for running drills
- Evaluate working rhythmically.

Competency Level 5.5: Runs early changing the baton correctly

No. of Periods : 02

- Learning Outcomes**
- Explains mixed baton change method
 - Demonstrates mixed charge method correctly
 - Exhibits readiness for effective baton change using the correct technique
 - Acts in accordance with rules and regulations

Instructions for the preparation of learning teaching process:

Step 01

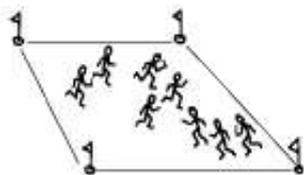
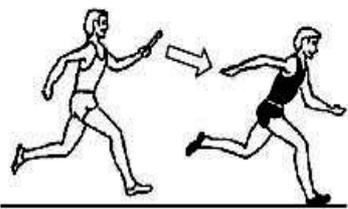


figure 5.5.1

- Direct the students to change batons running here and there as they wish in a square demarcated by signs on the ground. No such definite order or method for the baton changes are employed here.(figure 5.5.1)

Step 02



- Remind the students about the sighted, upsweep, down sweep, out side and inside methods that were used in baton change in the previous grades.
- Get four students, selected at random, to demonstrate the methods.
- Get them to change the baton while standing in a row, walking and running slow.
- Lead a discussion highlighting following points.

There are various methods of baton change in relay races.

Baton changes are classified according to the technique used in the baton change. The basis of this being the way that the baton is passed to the hands of out going athlete by the incoming athlete.

There are two major types of baton change on this basis.

1. Upsweep Technique (figure 5.5.2)
2. Downsweep Technique (figure 5.5.3)



figure 5.5.2

figure 5.5.3

- Baton changes could be classified again on the basis of the direction of the body in which the out going athlete grabs the baton.

1. Inside Pass
2. Outside Pass
3. Mixed Pass

In inside pass, the baton is accepted by the left hand (from inner hand relative to the track) of the out going athlete. Incoming athlete carries the baton in the right hand and runs more towards the left of the track.

- In the outside pass, the baton is accepted by the right hand (from outer hand relative to the track) of the out going athlete. Incoming athlete carries the baton in the left hand and runs more towards the right of the track.
- When athletes use these two types alternately in a relay game it is called the mixed change method.

Step 03

- **Engage the students in exercises related to baton change as given below.**
- Ask four students to stand in a row as in figure 5.5.4.

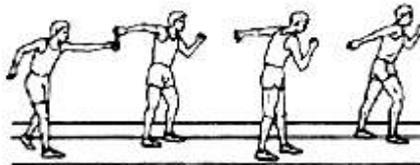


figure 5.5.4

- The fourth player standing last, hands over the baton from right hand to the left hand of the third player. Third player hands over the baton from left hand to the right hand of the player in front. Second player hands over the baton from right hand to the left hand of the first player in front.
- Get them to change the baton while standing, walking and running slow.
- Changing the baton between two while walking forward and then running one after the other. Inside pass as well as outside pass could be used from time to time.



figure 5.5.5



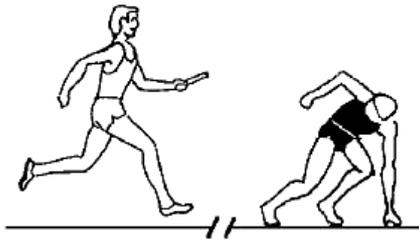


figure 5.5.6

- The out going athlete runs forward as the incoming athlete approaches to a pre-marked point on the ground. Changing baton as both the athletes running forward. Inside pass as well as outside pass could be used from time to time. (figure 5.5.6)

- Provide feed back and feed forward while students are engaged in the activities

Step 04

- Explain the rules of baton change as given below.

Baton change in a 100 x 4 relay - Mixed pass (figure 5.5.7)

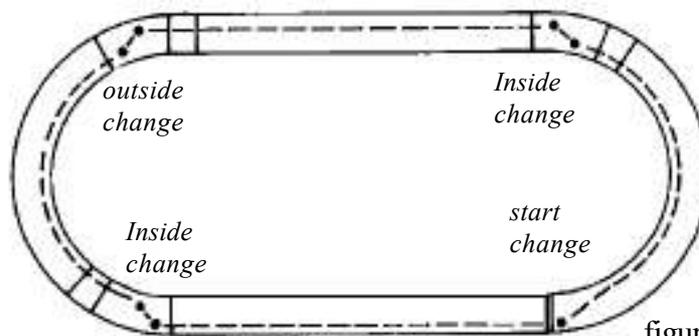


figure 5.5.7

- The first athlete approaches the second athlete, running in the inner half of the track with the baton in the right hand. (inner change)
- The second athlete approaches the third athlete, running in the outer half of the track with the baton in the left hand.
- The third athlete approaches the fourth athlete, running in the inner half of the track with the baton in the right hand. (inner change)
- Fourth athlete takes the baton in his left hand.

Some rules and regulations related to relays

1. The baton
 - Should be a smooth hollow tube
 - Should be made up of wood, metal or any other suitable material.
 - Should be 20 - 30 cm in length.
 - Outer diameter should be 4 cm.
 - Weight should not be less than 50 g.
2. The baton should be carried by hand at all times during a competition. If it is dropped, it should be picked by the person who had dropped it.
3. Baton exchange should be done within the exchange zone. (fig 5.5.8)

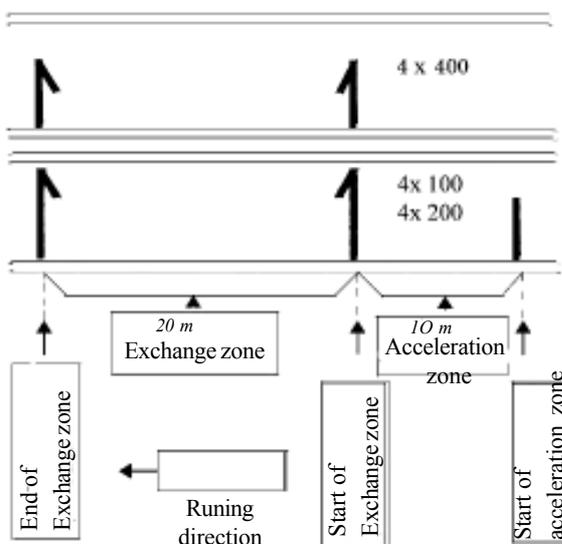


figure 5.5.8

- Step 05**
- Lead a discussion by highlighting the following facts.
 - For a correct baton exchange there should be proper understand among each other and good practise.
 - Can perform better erformances through them.

- Key concept Terms:**
- Inside change
 - Outside change
 - Mixed change
 - Visual change

- Quality Inputs:**
- Several batons
 - Material necessary to mark the ground

Instructions for Evaluation and Assessment:-

- Inquire from the students about the baton change methods
- Group students and subject mixed change to evaluation
- Inquire regarding rules and regulations
- When students are involved in activities, evaluate, conformity to rules and regulations working as a group etc.

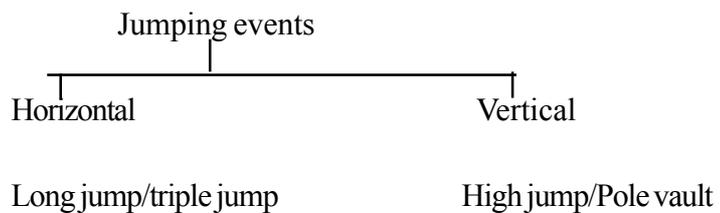
Competency Level 5.6: Critically studies the techniques throwing and jump events

No. of Periods : 01

- Learning Outcomes**
- Explains the techniques
 - Tabulates various techniques of jumping and throwing events.

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- **Remind the students about the classification of the events in athletics learnt up to now.**
 - Advise them to classify the jumping events as horizontal and vertical and to indicate the throwing events.
 - Provide opportunity to present student findings at random.
 - **Lead a discussion highlighting following points.**



- Throwing events
 - Discus throw
 - Javelin throw
 - Shot put
 - Hammer throw
- Hammer throw is implemented in a limited number of tournaments in Sri Lanka.

- Step 02**
- **Inquire about the techniques used by the players engaged in the above mentioned events by the students.**
 - **Engage in an elaboration with the aid of a flip chart containing the points given below.**
 - Technique is a methodology used to perform a particular activity productively and efficiently according to the accepted rules and regulations.
 - There are various techniques used for different events.
 - These techniques have changed over time.

- Long jump techniques are as follows;
 - Hang technique
 - Sail technique
 - Hitch kick technique
- Triple jump techniques
- High jump techniques are as follows;
 - Scissors Jump
 - Straddle Jump
 - Flop Jump
- Pole vault techniques
- Spin technique of discus throw
- Javelin throw techniques are as follows;
 - Three step method
 - Five step method
- Shot put techniques are as follows;
 - Linear method
 - Spin method
- Hammer throw technique
- Skills could be developed by using techniques.

Key concept Terms: • Techniques

Quality Inputs : • A note containing jump and throw events:

Instruction for Evaluation and Assessment:-

- Inquire about the definition of technique
- Direct students to prepare an overtime note containing all jumping and throwing events as well as the relevant techniques

Competency Level 5.7: Corrects High Jump according to the hang method

No. of Periods : 02

- Learning Outcomes**
- Describes the hang technique
 - Jumps a long distance using the correct technique
 - Functions in accordance with rules and regulations
 - Engages the activities related to the technique.

Instructions for the preparation of learning process:-

- Step 01**
- **Engage the students in the entry activities given below.**
 - Jumping three steps forward on one foot changing right and left from time to time and landing on both feet. figure 5.7.1.



figure 5.7.1

- Walking a few steps and jumping over obstacles using a single foot and landing on both feet. figure 5.7.2.



figure 5.7.2

- Jumping forward, and then to the right, and then to the back, and then to the left on both feet and landing. figure 5.7.3.

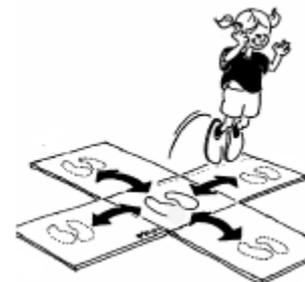


figure 5.7.3

- Step 02**
- **Lead a discussion highlighting the following points.**
 - Long jump is an event that belongs to the class of horizontal jumps in athletics.
 - The objective of the player is to increase the length of the jump, that is to jump to the farthest position.
 - The total activity of the long jump includes four stages; approach run, take off, flight and landing. figure 5.7.4

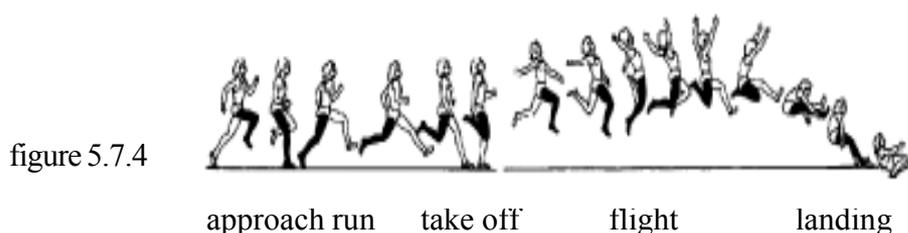


figure 5.7.4

approach run take off flight landing

- There are three techniques in long jump; namely Hang method, Sail method and Hitch kick method.
- These three methods differ from one another by the way the player manipulates the body during the flight.

Step 03

- Demonstrate the hang method of long jump to the students.



figure 5.7.5 Hang method of long jump

- **Engage the students in basic exercises related to the hang method of long jump to the students.**
- Take off so as to jump after a 3, 5, 7 or 9 stride approach run. After that run again to take off by a definite number of strides. (figure 5.7.6)



(figure 5.7.6)



(figure 5.7.7)

- Jumping forward continuously about three or four steps by taking off from one foot and landing on the other, the thigh of the free foot should be raised well enough at the take off. It is suitable to start jumping by standing in one place at the beginning and then running about two or three strides.(figure 5.7.7)
- Jumping in the same way but running a few strides in between jumping. (figure 5.7.8)



(figure 5.7.8)

- Run 5 - 9 strides slowly and takes off using a single foot and lands while keeping the raised front foot as it is. (figure 5.7.9)

(figure 5.7.9)



- Jumping in the same way but swinging the take off foot to the front as you are about to landing and land on both feet. (figure 5.7.10)

(figure 5.7.10)



- Run 5 - 9 strides slowly and takes off using a single foot. Then swings the straightened front free foot backwards so as to coincide with the take off foot. In the meantime bring the hands from behind and raise above the head and straighten the body well. As the body comes down swing the hands to the front and down wards. Landing by placing the take off foot to the front and the free foot to the back. (figure 5.7.11)



(figure 5.7.11)

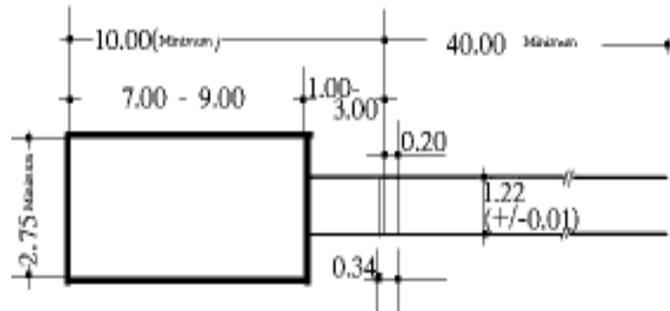
- Jump in the same way. But swing both legs to the front as you about to land and land using both feet. (figure 5.7.12)



(figure 5.7.12)

Step 04

- Introduce the rules and regulations of long jump.

Rules and regulations of long jump**Competition area of the long jump**

Instances where a jump is considered as a failure:-

- Touching the ground with any part of the body on a point beyond the take off line during the take off.
- Taking off by stepping on the sole out of the take off board.
- Touching the ground between the take off line and the landing area during a jump
- Using acrobatic methods during the run or the jump.
- Touching the ground with a part of the body of the area inside the nearest to the set up mark during landing.
- Leaving the landing area by touching the ground with a part of the body of the area inside the nearest to the set up mark.

Step 05

- Engage the students in the entire technique after finishing all the above activities.
- Provide feed back and feed forward while the students are engaged in the activities.
- Engage the students in a long jump competition while explaining the rules and regulations related to long jump.

Key concept Terms: • Hang method

Quality Inputs • A diagram showing the stages of the Hang method:

Instructions for Evaluation and Assessment:-

- Inquire about student understanding of long-jump techniques
- While students are involved in long-jump activities according to the hang method evaluate their correctness.
- Evaluate students when involved in the entire technique
- Evaluate the concentration for safety when involved in activities.

Competency Level 6.0 : Acts socially by conforming with rules, regulations and ethics of sports.

Competency Level 6.1 : Acts socially in conformity with the rules, Regulation and Ethics of sports

No. of Periods : 02

Learning Outcomes

- Investigates sports rules and regulations
- Explains the necessity of rules and regulations in sports activities
- Exhibits preparedness to act in accordance with sports rules and regulations.

Instructions for the preparation of learning teaching process:-

- Step 01**
- Inquire from the students about the games that are implemented in Sri Lanka at present and national and international control boards related to that games.
 - **Lead a discussion highlighting the following points.**
 - A large number of sports including athletics, volleyball, netball, football are implemented in Sri Lanka.
 - There are national and international control boards for all those games.
 - The expectation of sports during the early days was to have a healthy body and a joyful mind.
 - Development of the games including formulating new is are done by the control boards of the respective games.
 - National and international games are being organized by those institutes.
 - Organizing training programmes for players, coaches, referees and judges etc, as well as taking disciplinary action against indisciplined persons is also done by those institutes.

- Step 02**
- Divide the class into two groups.
 - Employ them to search for the following facts.
 - Need for the rules and regulations in games.
 - The effect of rules and regulations in games on the well-being of mankind.
 - Provide opportunity to present the findings of students to the class.

- **Make an elaboration highlighting the following points.**
- The statements which include the approved and disapproved matters in a game or competition could be considered as a law of the game.

Ex:- The number assigned to the player should be worn in the front of as well as the back of the shirt in an athletic meet. In high jump and pole vault only one number is permitted as such.

- The statement that gives directions on what should be done in a game is described as the regulations of the game.

Ex:- The notification issued by the organizing committee saying that competitors should be in the calling room 45 minutes prior to the start of a particular event.

- Ex:- The laws that have been imposed with such expectations are given below;
 - Ensure the safety of the players.
 - Protecting the rights of players
 - Ensure the safety of the judges.
 - Ensure the safety of the spectators and their enthusiasm.
 - Promoting the concept of 'fair play'.
 - To facilitate conflict resolution.
 - Protecting the excellence of the game.
- Explain that acting towards the achievement of the above expectations will develop the characteristics of any person thereby fostering the well-being of mankind.
- Instruct the students to collect information under the following topics as the next lesson is on Olympic Games.
 - Origin and evolution of Olympic Games.
 - Expectations of Olympic Games.

Key concept Terms: • Fair competition, Sports ethics.

Quality Inputs: • Leaflets of different occurrences showing the necessity of rules and regulations

Instructions for Evaluation and Assessment:-

- Direct students to prepare an article to the paper on the necessity of sports rules and regulations
- Evaluate its content, presentation, creativity etc.

Competency Level 6.2 : Contributes to the organization of activities according to sports rules, regulations and ethics.

No. of Periods : 03

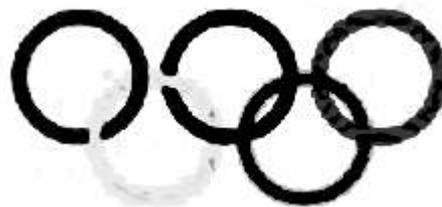
Learning Outcomes :

- Inquires about the expansion of Olympics.
- Expresses critical views on sports skills and use of drugs
- Investigates the sports organizational structure and functions of the school
- Provides an active contribution to the annual physical education program of the school.
- Identifies and contributes to health education programs that can be implemented in the school.

Instructions for the planning of learning teaching process:-

- Step 01**
- Inquire about the students' ideas on the games which are held at international level.
 - Explain the history of Olympic Games as given below.
 - **Lead a discussion highlighting the following points.**
 - Olympic Games is the major game festival in the world.
 - Commonwealth games, Asian games are also considered as major games.
 - Various tournaments are there in football, netball, volyball, cricket etc.
 - Ancient Olympic Age (776 BC - 394 AD)
 - It is believed that Olympic Games originated in 776 BC in honour of god Zeus.
 - Competitions were held near the olympic temple alongside the Alpheus river in Greece for one to five days.
 - Foot running, wrestling, javelin throw, archery were held., only for male competitors
 - Females were prohibited from even watching the games
 - All conflicts among the participating city-states were stopped until the games were finished and the winners gained universal honour.
 - Participation was considered to be divine while the winners were awarded a crown made up of olive leaves as a symbol.
 - Dark Olympic Age (394 AD - 1896 AD)
 - Olympic Games was abolished by the Roman emperor Theodosius.
 - Modern Olympic Age (1896 AD - to date)

- Olympic Games were restarted in Athens, Greece in 1896.
- Representatives from 12 countries with the participation of Pierre de Coubertin initiated the event.
- This was a festival of universal excellence and the achievement of the following objectives was expected by the games.
 - Global citizenship
 - International understanding
 - Well-being of mankind
 - International peace
 - High quality followership
 - participation is more meaningful than victory
- Olympic flag symbolises the non ethnic concept which enriches the goals of Olympic games.



- The five rings represent the five continents.
- At least one of the colours in the national flag of any country in the world is represented

Step 02

- Inquire the students' their ideas about the measures to be taken to develop skills in sports activities.
- Start discussion on the measures to be taken to develop skills in sports activities as given below.
 - Proper nutrition
 - Sleep and leisure
 - Formal training
 - Following sports ethics
 - Legitimate strategies
 - Participation
 - Ambition
- Explain the harmful nature of using medicines and stimulants as given below.
- Different strategies had been used to gain victory since the ancient Olympics.(types of mushrooms, animal honey, animal meats...)

- The idea that some how the game should be won paved the way to the use of stimulants as the games became commercialised after the second world war in 1943.
- The use of prohibited medicines and stimulants deteriorate the individuals physically and mentally in the long run.
 - Damages to blood circulatory system.
 - Liver disease/cancers/wounds.
 - Sexual disorders
 - Nervous disorders.
 - Loss of skills
 - Prohibition of games.
 - Loss of social acceptance
 - Wrong example
 - Harm to the integrity of the game

Step 03

- Discuss with the students with the aid of the the characteristic features that could be considered in an institute as an organization information sheet.
- Uncover the features that allows a school to be considered as an organized institute.
- Divide the students in to three groups and assign them the topics given below.
 - Hierarchy archy in the school organization
 - Physical education programmes implemented within the school organization
 - Health education programmes implemented within the school organization
- Give the information sheets to the students and direct them to explore the topic assigned to them.
- Advise them to design a poster for presentation.
- Lead a discussion highlighting following points.
 - School is an organization having a simple organizational structure.
 - Strategies to achieve the aims of the organization can be made successful as the school is a formal organization.
 - Health and physical education programmes that could be implemented in a school may vary according to the traditions of the school.

- But compulsory activities should be implemented.
- Opportunities to develop skills necessary to be a good citizen is achieved through these activities.

- Key concept Terms:**
- drugs & stimulants
 - organizational hierarchy
 - Usage of games

- Quality Inputs:**
- A graph of school organization structure

Instructions for Evaluation and Assessment:-

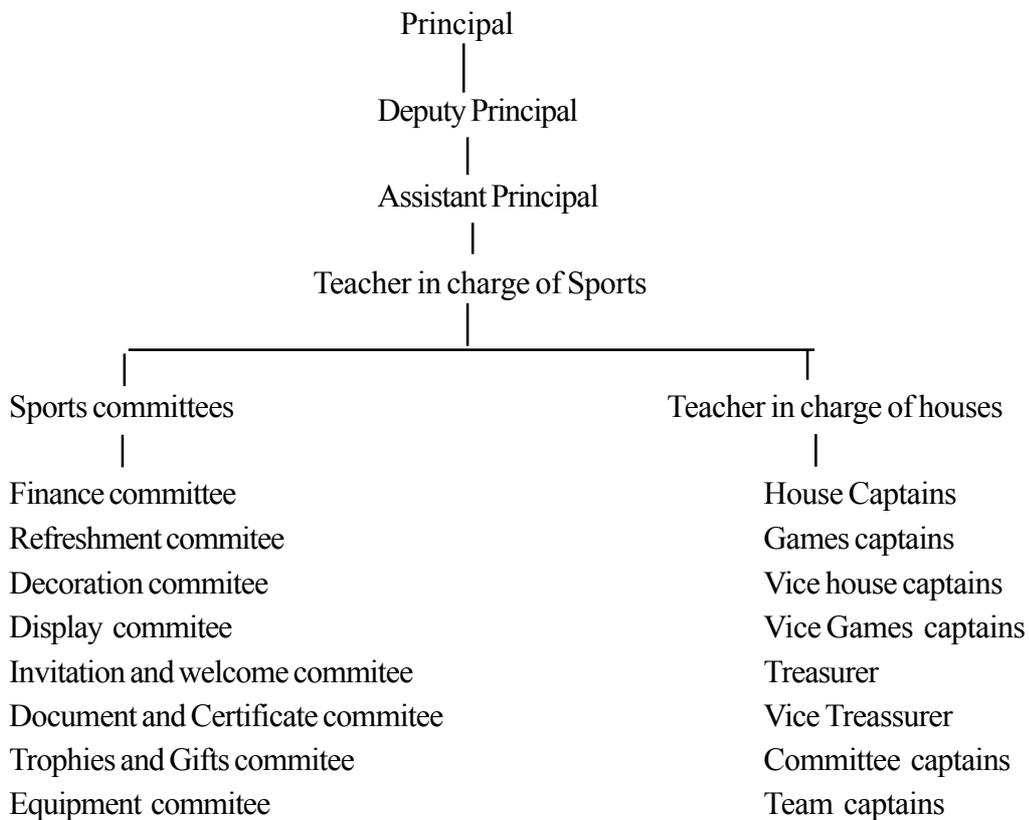
- Group students suitably and involved them in the two activities below
 - A physical education program
 - A health education program that can be implemented in the school
- Instruct students to prepare the organizational structure in the school in the implementation of this program
- Direct students to identify the aims of implementation.

Annex 6.2.1

Information Sheet

- A group of a variety of individuals working together to achieve identified objectives/ aims successfully could be described as an organization.
- There is a variety of organizations.
 - Profit oriented
 - Welfare oriented
 - Service oriented
- Organizations have special features as given below;
 - Presence of aims and objectives.
 - Strategies to achieve those objectives.
 - Presence of individuals to implement such strategies.
 - Evaluation of the work being done
- School could also be introduced as an organization.
 - Presence of aims and objectives.
 - Ex:- Vision and Mission.
 - Hierarchy of designations.
Ex:- Principal, Deputy principal, Class teacher, Prefects
 - There are duties assigned to them.
 - Presence of a formal evaluation process.
 - Organization according to sections.
Ex:- Primary, secondary, sports, societies
- Organizational structure may vary according to the culture of the school.

- School sports organizational structure is as follows;



- School sports organizational structure may vary according to the school organization.
- Health and physical education programmes that could be implemented in the school is part of a school culture.
A few health and physical education programmes
 - Inter house sports meet
 - Physical fitness programme
 - Other sports and other physical education programmes
 - Games/Physical education day
 - Festival to appreciate players
 - Health week
- Inter house sports meet
A programme held annually to evaluate the sports skills of the students. A few specific objectives of this organization;
 - Provide opportunity for every student to take part in games.
 - Development of leadership.
 - Development of the personality.
 - Development of team skills

- Focussing to lead a healthy life style
- Development of the ability to face challenges.
- Objectives of implementing a Physical fitness programme
 - Provide opportunities to attain a healthy life style.
 - Provide joy and pleasure in out door activities.
 - To maintain school health activities.
 - Identifying the sports skills of the students.
 - Promoting excellence in the educational performance.
 - Provide opportunities to develop inter personal relations.
- Other physical education programmes
 - Various sports tournaments - friendly competitions, invited competitions.
 - Sports training camps - Ex:- Athletics, major games.
 - Out door education camps - Ex:- Scouts, Cadets
 - Fitness examination programmes
- Sports physical education days
 - Ability to evaluate various skills of students.
 - Ability to develop students' knowledge.
 - Ability to develop students' nutritional status
 - Make the students aware of the effectivity of leisure.
- Festivals to evaluate the personality of sports persons
 - Ability to develop students' health.
 - Develop attitudes related to sports.
 - Enrich the school sports culture by various evaluation methods.
- Health education programmes that could be implemented in schools.
 - School health society -monthly meeting.
 - Special activities, guest lectures, discussions, dramas, films.
 - Daily health circles, general assembly of school.
 - Health related competitions. Ex:- Drama, Art.
 - Helping the medical examination in school.
 - Community health development programmes.
 - Maintaining a first aid center.
- Health education programmes could be implemented in schools as above. In addition, health week could be done as a special event. A health week could be implemented to carry out the above mentioned activities for special needs of the school.
- There is a variety in health and physical education programmes and the objectives may be different. Especially, the objectives and the activities may differ according to factors like the culture of the school, man

Competency 7.0 : **Consumes Food suitable for Healthy life**

Competency Level 7.1 : Identifies Nutrition Problems in Sri Lanka and fulfils food needs

No. of Periods : 07

- Learning Outcomes**
- Lists common nutritional deficiencies found in Srilanka
 - Explains the influence of nutritional problems to wellbeing
 - Names factors that influence nutrition deficiencies
 - Exhibits readiness to minimize nutrition problems.
 - Prepares menu to suit occasion
 - Appreciates the local food culture.

Instructions for the preparation of the Learning Teaching process:-

- Step 1**
- Show a picture of a child who is suffering from goitre or acute malnutrition.
 - Remind of macro nutrients and micro nutrients again. (carbohydrates, protiens and fats as macro nutrients and minerals and vitamins as micro nutrients)
 - Discuss rise of nutrition problems if the nutrients are not obtained in adequate quantities.
 - Explain by giving examples that the problem is named as surplus/ deficiency of the nutrient in concern.

Nutrient class	deficiency/surplus	condition	features
Macro nutrients	deficiency	under nutrition	dwarfing thin
	surplus	over nutrition	over weight - obese
Micro nutrients	deficiency	iron deficiency	anemia
		iodine deficiency	goiter
		Vitamin A deficiency	Night blindness
		Calcium deficiency	Osteoporosis Rickets

- Divide the class into three groups. Assign a nutrition problem given in the table below to each group.
- Provide opportunity to complete the table with the group.

Nutrition problem	Deficiency necessity	Affecting factors	Characteristics to find the deficiency symptoms	Effects on the maintenance on the individual	Measures to minimize the effects
1. under nutrition	1. dwarfing 2. thin				
2. over nutrition	1. over weight 2. obesity				
3. micro nutrient deficiency	1. iron deficiency 2. iodine deficiency 3. Vit-A deficiency 4. Calcium deficiency				

- Give feed back and feed forward when the students are engaged in the activity.
- Provide opportunity for the students to present their findings at random.
- Elaborate highlighting the following points.

Nutrition problem	Deficiency necessity	Affecting factors	Characteristics to find the deficiency	Effects on the maintenance of the individual	Measures to minimize the effects
1. under nutrition	1. dwarfing 2. thin	<p>Not consuming the major foods</p> <p>Not consuming the foods that provide energy</p> <p>Not consuming the meals at the proper time</p> <p>Skipping breakfast</p> <p>Not engaging in daily exercises</p> <p>Deficiency and low collecty of protiens</p>	<ul style="list-style-type: none"> • Lesser height according to age (lower than -2SD) • Lesser weight according to height (lower than -2SD) • Lesser weight according to the age 	<ul style="list-style-type: none"> • Hinder brain development • Vulnerable to infections • Reduced development (dwarfism or thin) • Hindrance to education • Increase in child mortality • Decrease in activeness and decrease in the time of effective engagement in work • Decreased life span • Occurrence of under weight births due to lesser nutrition in girls 	<ul style="list-style-type: none"> • Providing only mothers milk for 6 months and giving other foods together with mothers milk for 2 years. • Sufficient intake of food everyday (4-5 meals) • Daily intake of high energy food and nutritious balanced diet • Consume food at the proper time • Not skipping breakfast (fasting for not more than 12 hours) • Engage in daily exercises and spending the day actively • Be concerned about weight and height • Attending to treatments for infections

Nutrition problem	Deficiency necessity	Affecting factors	Characteristics to find the deficiency symptoms	Effects on the maintenance of the individual	Measures to minimize the effects
1. over nutrition	1. over weight 2. obesity	<ul style="list-style-type: none"> • heavy intake of fat and sugar containing food • over consumption of cool drinks and high sugar beverages • not having nutritious balanced meals • addiction to short eats • not doing excercises 	<ul style="list-style-type: none"> • increase in weight not suited for age • heavy increase in weight not suited for age 	<ul style="list-style-type: none"> • likely to get non communicable diseases such as diabetes, heart diseases • get nutritional problems • face social conflicts 	<ul style="list-style-type: none"> • lower the intake of food that contains high fat and sugar • limiting staple food or starch containing food • having fruits instead of high sugar beverages • daily intake of a balanced nutritious diet • including low calory vegetables and fruits (three portions) in the diet • engaging in at least one hour of out door sports daily • not taking supplementary food in addition to the main three meals
Micro nutrient deficiency	1. iron deficiency	<ul style="list-style-type: none"> • not having Food containing iron • iron absorption not done • wrong food habits 	<ul style="list-style-type: none"> • decrease in blood hemoglobin below 12 	<ul style="list-style-type: none"> • anemia • paleness • lack of memory power/ paying attention • lazyness • ocurrence of under weight births • reason for under weight births • become tired quickly 	<ul style="list-style-type: none"> • taking the iron tablets given to the children by the government properly • intake of additional iron sources in instances of high iron required periods such as during pregnancy • daily intake of excessive iron containing haem iron food (animal liver, meat, eggs, unpolished grains, green vegetables, beans, ground nuts)

Nutrition problem	Deficiency necessity	Affecting factors	Characteristics to find the deficiency symptoms	Effects on the maintenance of the individual	Measures to minimize the effects
	2. iodine deficiency	<ul style="list-style-type: none"> • not taking high iodine containing food • traditional factors in practise • problems in selecting foods • not taking calcium containing food • using food that interferes with calcium absorption 	<ul style="list-style-type: none"> • decrease in the production of thyroxine 		<ul style="list-style-type: none"> • not taking food that interfere with with iron absorption like coffee 45 minutes before and after the main meals • including non harmful foods that promote iron absorption Ex:- mixing lemon with leafy vegetables • high intake of food fortified with iron • using iodized salt, sea fish, sea weeds • refraining from intake of foods containing goitrogen frequently (cabbage, radish...like foods of family Brassica, manioc)

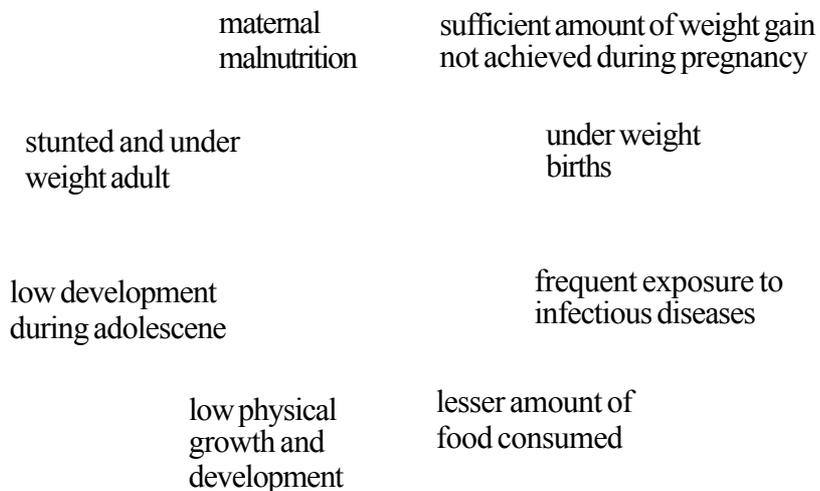
Step 2

- Advise the student groups to gather information on how to act with the supply of food for individuals who have above mentioned deficiencies according to the table given below.
- Give feed back and feed forward while the students are engaged in activities.
- Provide an opportunity to present their findings at random.

Problem Deficiency	Facts to be considered	Foods that are rich	Foods that are poor
stunted lean	<ul style="list-style-type: none"> • excessive intake of high energy foods • identifying body mass index/age appropriate height/weigbing monthly and acting to correct it 	<ul style="list-style-type: none"> • grains, yams/root vegetables, meats • foods rich in iron 	<ul style="list-style-type: none"> • junk food
over weight Obesity	<ul style="list-style-type: none"> • include low calory foods to the diet • not taking supplementary short meals 	<ul style="list-style-type: none"> • vegetables and fruits 	<ul style="list-style-type: none"> • sweet beverages, doughnuts, pastries, deep fried foods, yams
iron deficiency	<ul style="list-style-type: none"> • taking haem containing food excessively • minimizing the factors that interfere with iron absorption • taking iron tablets only on a doctors advice • taking fruits after meals • including dry fish and lime for green vegetables like Gotukola 	<ul style="list-style-type: none"> • mutton, beef, pork, and animal organs like liver, kidney • balaya, tuna, savalaya, dried sprats • dry fish, milk, chicken eggs, duck eggs, quail eggs like animal food • nivithi, kathurumurunga, gotukola, murunga, kankung • ulundu 	<ul style="list-style-type: none"> • not taking tea or coffee in between main meals
Vit. A deficiency	<ul style="list-style-type: none"> • include dark green, orange and yellow fruits and vegetables in to diet daily 	<ul style="list-style-type: none"> • mothers milk • fruits like mango, papaya, lavulu, oranges; vegetables like pumpkin, yellow sweat potatoes, tomatoes 	<ul style="list-style-type: none"> • should be taken daily but not in unsuitable scale

Problem Deficiency	Facts to be considered	Foods that are rich	Foods that are poor
Calcium deficiency	<ul style="list-style-type: none"> • mixing plant sources of Vit A together with fats increases Vit A absorption • taking calcium containing food daily 	<ul style="list-style-type: none"> • liver, milk, cheese, butter, fish oil, eggs like foods of animal origin • small sea fish, dried sprats, prawns, salaya, hurulla, kumbalawa, kaaralla, hendella, canned fish, soya, chick peas 	<ul style="list-style-type: none"> • not including tomatoes with dry fish • not taking calcium tablets with iron tablets (decreases iron absorption)

Step 3 • **Initiate a discussion with students on how it works in relation with the vicious cycle of nutritional deficiencies given below.**



Step 4 • **Divide the students' in to four groups and advise them to fill the format given below on the factors affecting nutritional problems.**

Factors affecting nutritional problems	Facts to be considered
<ul style="list-style-type: none"> • Food safety and balance • Age • Health status • Environment • Other 	

- Give feed backs and feed forwards when the students are engaged in the activities.
- Allow students to present their findings at random.

- **Elaborate highlighting the following facts.**

Food safety and balance

- Food safety is the assurance obtained where no harm or danger will occur from food when it is processed and consumed.
- There are three factors that interfere with food safety.
 - Biological factors - existence of microorganisms which are harmful in the food
 - Chemical factors - residual agro-chemicals in the vegetables that are not properly cleaned
 - Physical factors - sand or small stones contained in a plate of rice
- Food contamination is a major factor affecting the change of food safety.
 - A variety of factors affect food with awarnses
 - Animals like house flies, cockroaches, mice, birds
 - Dirty hands, dirty containers, improper cooking methodologies
 - Improper storage methods
- This condition could be changed by acting with awarenes.
 - washing both hands using soap before handling food
 - preparing food without dropping hair in to it
- Use tools to serve food.
 - keep the foods under cover
 - Avoid spitting in public places
- Refrain from consuming poisonous food.
 - Do not consume food that contain fungi. Some fungi produces poisonous chemicals like aflatoxin.
 - Do not eat green coloured potatoes. Potatoes become greenish due to the production of a toxic chemical called solanin when they are exposed to sunlight.
 - Do not put sour foods like pickles in aluminium containers. Acetic acid contained in vinegar dissolves the aluminium or iron. Do not eat over burnt food. Some bakery products, fried potato chips, coffee at high temperatures produce toxic substances.(acrylimide)
 - Do not fry foods using the same oil repeatedly as harmful chemicals are produced.
 - Do not consume expired food, food in bloated or damaged cans and containers with broken seals.
 - Do not eat food while has an unusual smell or taste.

Age

- Needs are different at different stages.
- Nutrition of the 2 years from pregnancy period is very important and it will last for the whole lifetime (1000 days from pregnancy)
- It is important to take energy less food at older age and should take vitamin B12, Calcium, vitamin D and protein rich food.
- Maintain the BMI and waist to hip ratio according to the age.

Health Condition

- Selecting the food are depends on the health condition and diseases of on individual
- Fruits and vegetables are important to build up the immunization.
- Consuming the food ar must adapt with the work out
- It is definite to take maon meals.
- Should decrease the food which difficult in digest that cooked with deep frying.

Environment

- Food get different due to environment
- Most appropriate food are the vegetables which growth in own environment where man live.
- Consider about the weather and climatically factors More amount of food are needed to the people who live in cold countries to produce temperature.
- There are physical differences between Europeans and Asians, according to the fact, food requirements also get different.

Step 06

- Divide the students in to three groups
- Distribute the 03 ways to the groups that how student can contribute to decrease on nutritional problems.
 - Competency development regarding nutrition
 - Home gardening which suit to the consumption of food
 - Use of traditional food
 - Advise them to collect the facts regarding the topic
 - Give the feedbacks and feed forwards during the activities.
 - Let the students to present their findings randomly.
 - **Lead a discussion by highlighting the following factors**
 - Competency development regarding nutrition
 - Ware without pretending to the advertisements.
 - Improve the knowledge regarding the awareness on nutrition
 - Get used to the correct food habits.

- Help the nutrition of the family
- Guide the school canteen
- Identify and maintain your health status. Measure the body mass index and nutritional status and analyse the data of your class.
- Use only nutritious food. Identify the null calorie foods and junk foods in the market and refrain from using them.
- Preparing the home garden related to food consumption
 - Economic gains obtained
 - Fresh fruits and vegetables could be obtained
 - Use of fruits and vegetables devoid of poisons
 - Leafy vegetables could be grown on pots or on railings (no problem of space)
 - Chillies and tomatoes add beauty as well
 - Vines of snake gourd could be grown on wooden structures where plants like okra could be grown at ground level
 - Compost pits could be utilised as a means of waste management is also beneficial (to obtain organic manure)
 - Rain water tanks could be used to water the plants

Use of local foods

- Local foods are high in nutrients (Jak, sweet bread, yams, sweet potatoes)
- Prices are not high
- Could be grown in home garden
- Devoid of poisons
- Natural foods

- Step 7**
- Group the students accordingly.
 - Advise them to collect information on the local food culture of Sri Lanka.
 - Inform that it should be presented as a booklet.
 - Provide feed back and feed forwards.
 - Provide opportunity for presentations.
 - Elaborate highlighting the following facts.
 - Local foods were given priority at all times.
 - Milk and dairy products were included in the meals.
 - Food substances were not mixed and was not allowed to go waste.
 - Appetite and the quality were improved by employing various methodologies in preparing food.
Ex:- Hathmaluwa, Mung kiribath, kalawam pala melluma
 - Waste of food had been prevented
Ex:- Atukos, dry fish, jaadi, weli kos eta

- A variety of food according to the religions and the traditions of different races.
Ex:- newum kiribath, canji, wade, pohol, laddu, buriyani, watalappan.

Step 8

- Divide the students into six groups.
- Assign the topics given below to each group.
 - infant
 - pregnant mothers
 - nursing mothers
 - patients
 - vegetarians
 - sports persons
- Advise them to collect information on the points to be considered in preparing food according to the stages of life they are assigned.
- Advise them to pay due attention to the topics given below when collecting information and preparing food menus.
 - Calory needs
 - Special nutritional needs
- Elaborate highlighting the following facts

Special stage	Needs
Infants between four months and 2 years	<ul style="list-style-type: none"> • Provide supplementary food in addition to mothers milk • As 80% of the brain development occurs within this period foods that are suited should be given.
Pre school stage	<ul style="list-style-type: none"> • Healthy food should be given at short intervals • It is important to provide all the nutrients as this is a highly active period.
Adolescence	<ul style="list-style-type: none"> • Give food according to the needed amount of calories. • Sufficient amounts of protein should be given as there is an increase in growth during this period. • Sufficient amounts of protein sholud be given as there is an increase in growth during this period. • Sufficient amounts of calcium, iron, iodine, Vit-A and Vit- B₁₂ containing foods should be given.
Pregnant mothers	<ul style="list-style-type: none"> • Sufficient amounts of protiens, carbohydrates, minerals including calcium, iron, iodine containing foods should be given.

Third Term
Competency, Competency Level and Periods

Competency	Competency Level	Periods
5.0 Applies specific abilities developed through athletics to the task of life.	5.8 Jumps High jump Using straddle method	02
	5.9 Puts the shot correctly using Linear method	01
	5.10 Throws the discus correctly from power position	01
8.0 Conforms to all efficient life style by maintaining the wonder of the body	8.1 Maintains the wonder of the systems related to the healthy existence of the body.	06
9.0 Take action to maintain physical Fitness for a healthy life.	9.1 Takes action to maintain fitness for wellbeing	07
	9.2 Exhibits Psycho - social wellbeing.	03
10.0 Leads a healthy happy life, sucessfully facing the challanges of day to day life.	10.1 Takes action to avoid accidents for wellbeing.	03
	10.2 Provides first-aid according to the situation.	04

Competency Level 5.8: Jumps High jump Using flop method**No. of Periods** : 02

- Learning Outcomes**
- Explains the flop method of high jump
 - Engages in activities related to flop method
 - Jumps more high using correct technique
 - Acts according to rules and regulations

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- **Engage the students with access activity as follows.**
 - Jumps sideways beyond the obstacles kept in a straight line. distance three steps between obstacles is better at the beginning.

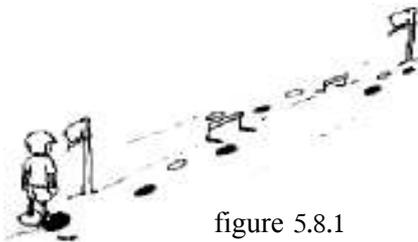
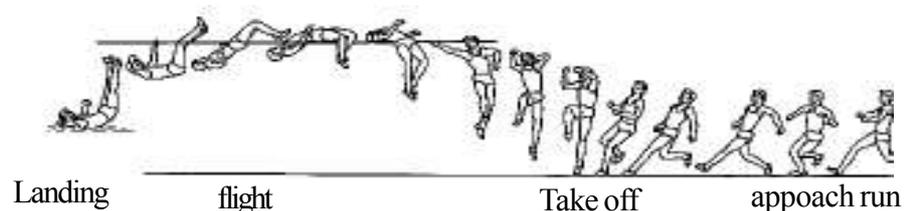


figure 5.8.1

- Step 02**
- **Discuss the following facts with the students.**
 - High jump belongs to vertical jumps in athletics.
 - Explain that various methods are used in high jumps
 - Emphasize that the aim of high jumpers is to jump a greater height
 - Describe that the technique of high jump comprises four stages (figure 5.8.2)
 - Explain that the high jump technique differs in how the athletes' body clears the cross bar at the flight phase

- Step 03**
- **Demonstrate the flop method to the students as follows.**

figure 5.8.2 : *High jump flop method*

- At the first part of the approach run, it run should be in a straight way (3-6 steps) the last steps in a curve way (4-5 steps).First part of approach is used to increase the speed of the athlete.In the curve run stage, the body slant towards the centre of the curve and the athlete gets ready for the take-off at the end of the curve run.

- The take off foot moves down word and backward with and lands on the ground at great speed. The sole of the take-off foot directed towards the landing area.Knee of the free leg rises up to the pallel level of the thigh.The body is in erect posture at the last moment of the take-off.
- In taking off raised hands cross the the cross bar and the body is taken to both side. The shoulders clearing the cross bar, the hip must be pushed up and the bend the body in to an arch.
- With the buttocks cleareing the cross bar the legs are brought brings towards the chest area.Lifts up the shoulders and head. Finally landing to the lands on the landing area with area the back of the trunk and shoulders.

Step 04

- Engage the students in the basic exercises of flop method.
- Run in curve among the obstacles placed at a distance about 5-7m. (figure 5.8.3)

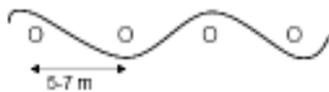


figure 5.8.3

Figure of eight (8) run. Increase the speed when entering the second circle and decrease the speed after half of the circle. (figure 5.8.4)

- Take off vertically after a curve run (figure 5.8.5)



figure 5.8.4

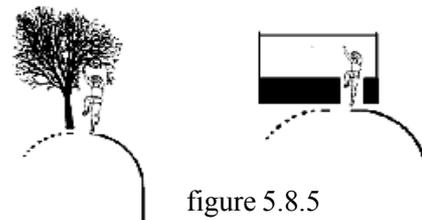


figure 5.8.5

- Jumps low height using scissors method. (figure 5.8.6)

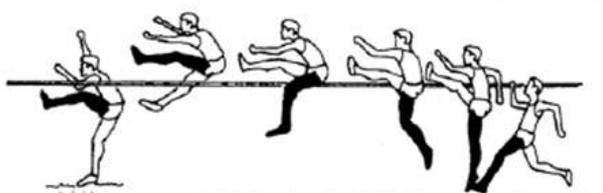


figure 5.8.6



figure 5.8.7

- Standing jumps with or without cross bar. (figure 5.8.7)
- Put the markings as indicated to practise the approach run. Use 6,8,10,12 steps for the approach run.(figure 5.8.8)



figure 5.8.8

- Give feedback and the feedforward during the activities.
- Jumps high jump using the complete technique after activities.

- Jumps high jump using flop technique with 4 -6 steps. (figure 5.8.9)
- Introduce the following rules and regulations of high jump and engage the students in a friendly high jump game.

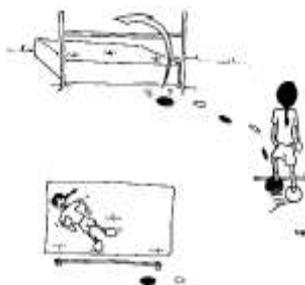


figure 5.8.9

- **Few rules and regulations of high jump**
 - Three consecutive failures will eliminate the athlete. (without tie breaking of a first place)
 - The athlete has the right to skip some height without jumping, but he/she can not rejump the that height again.
 - Shall take off on one foot.
 - **An athlete fails if,**
 - The bar does not remain on the supports because of the action of the athlete whilst jumping.
 - Touches the ground or landing area beyond the uprights with any part of the body, without first clearing the bar.

Key concept Terms: • Flop Method

Quality Inputs: • A diagram or video showing the stages of Flop method
• High jump equipments

Instructions for Evaluation and Assessment:-

- Inquire about the techniques of high jumps
- Inquire about the stages to which the high jump technique can be divided
- Evaluate the correctness of the techniques used by students in training
- Inquire about rules and regulations
- Provide concerned safety when involved in activities.

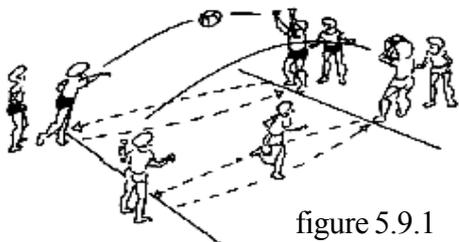
Competency Level 5.9: Throws the shot put correctly according to the linear method

No. of Periods : 01

- Learning Outcomes**
- Explains the linear method of shot put
 - Performs the activities correctly using techniques
 - Acts according to rules and regulations

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- **Engage the students with access activity as follows.**
 - Stand the students keeping some distance from each other. The student who stands as the first in line, throws the ball to the student who stands the first opposite line. After that the thrower runs and stand behind his own line. Instruct them to throw the ball with one hand. figure 5.9.1



- Step 02**
- **Lead a discussion highlighting the following factors.**
 - Put shot is one among four throwing events in athletics.
 - Linear technique and Rotation technique are the two techniques of shot put.
 - Remind the students about safety of oneself and others when doing activities
 - Inform the students' that the 5 stages of ready and stance, gliding back, power position, release, follow through are the stages of the linear technique.
 - Can throw to a more longer distance by using the technique.

- Step 03**
- Demonstrate the technique to the students as follows.

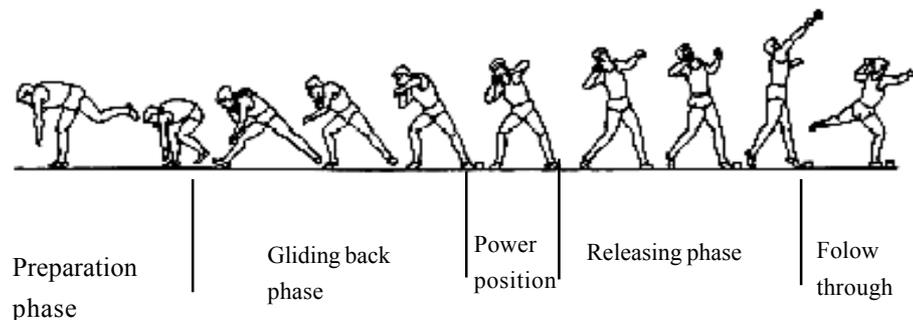


figure 5.9.2

Step 04

- Recall the following basic activities of throwing put shot which were learnt in grade 09. Demonstrate when needed.
- The grip (figure 5.9.3)
- Put shot handling activities.
 - Change the put shot from hand to hand in front of the body.
 - Change the put shot hand to hand around the body.
 - Bring the put shot upward and downward with one hand.
 - Throw the put short forward. (figure 5.9.4)
 - Throw from the power position (figure 5.9.5)

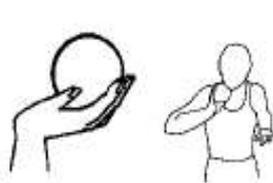


figure 5.9.3

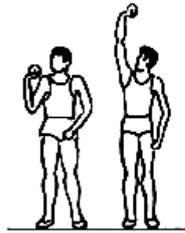


figure 5.9.4

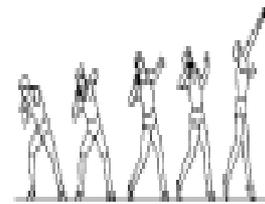


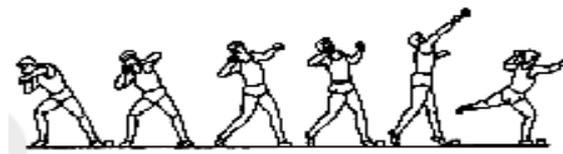
figure 5.9.5

- Throw from a power position (figure 5.9.6)



figure 5.9.6

- **Engage the students in the following activities which are related to the technique of training put shot**
 - Glide back several times with the correct grip of the put shot. Push back free leg, rapidly and straighten supportive leg on the heel and glide back in here.
 - Release the put shot after the glide back from power position. (figure 5.9.7)



figuer 5.9.7

- Placing the ready position
- Stand facing away from the to the throwing direction bend the body parallel to the ground and stretch free leg back. While bringing the free leg forward, bend supportive leg at the knee. figuer 5.9.7

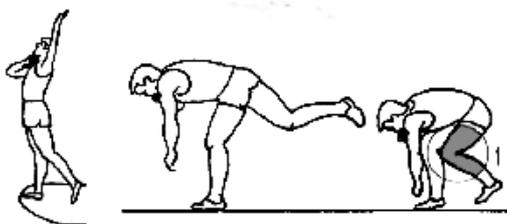


Figure 5.9.8

- Throw the put shot using the complete technique

Step 05

- After the above activities, let students do the training.
- Give feedback and feed forward during the activities
- Implement a friendly put shot competition and introduce the following rules and regulations.

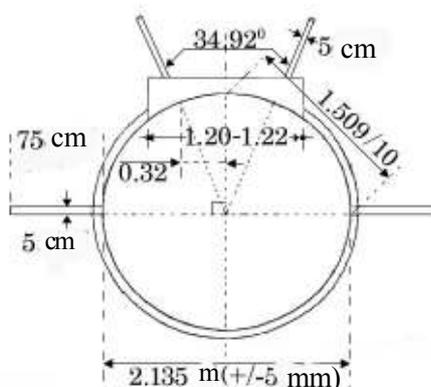
Some Rules and regulations of put shot

Figure 5.9.9 - Area of shot putt

- Should throw from shoulder with one hand
- At the first stance of the throw, the put shot should touch or be close to the neck or chin
- Athlete should not drop the hand down or take the put shot back beyond the shoulder line during the throwing process.

Key concept terms: • Linear technique

Quality inputs :

- A field of throwing put shot
- Several put shots
- Diagrams/ Video including the technique

Instructions for Evaluation and assessment

- Evaluate the implementing of activities regarding the linear technique
- Ask the importance of correct techniques
- Ask about rules and regulations
- Evaluate the careens on safety.

Competency Level 5.10 : Throws the discus accurately by rotation technique.

No of Periods : 01

Learning outcomes :

- Explains the rotation technique of disc
- Engages the activities related to the rotation technique of discus
- Throws a longer distance by using techniques.
- Acts according to the rules and regulations.

Instructions for the preparation of learning teaching process.

- Step 01**
- Engage the students in access activity as follows
 - Throwing a ring inside a flag post by standing near the marked line (figure 5.10.1)
 - Throwing a ring to given targets (cardboard boxes or other targets) by the sides of body . Students should be near the marked line (figure 5.10.2)

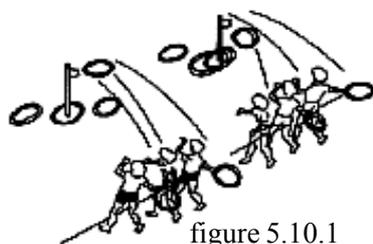


figure 5.10.1

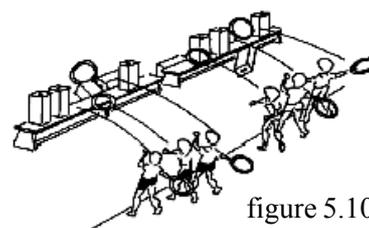


figure 5.10.2

- Step 02**
- **Lead a discussion highlighting the following factors**
 - Throwing discus is one of the throwing events among the four throwing events in athletics.
 - Rotation technique is used to throw the discus
 - There are five main stages as swing, rotation, power position, release, follow through, in the technique of the throwing discus
 - Power position is the beginning of the releasing position,
 - Can throw to a longer distance by using the technique
 - Should be aware of safety of own self and others during the training of discus throwing.
- Step 03**
- Remind the following basic activities related to the discus throwing learnt in grade 09
 - Discus handling activities
 - The grip of the discus (figure 5.10.3)
 - Rolling the discus by releasing from the index finger (figure 5.10.4)
 - Release the discus in to the air using the above method

- Release the discus or ring by keeping the left foot forward (figure 5.10.5)
- Throw the discus from power position (figure 5.10.6)



figure 5.10.3



figure 5.10.4



figure 5.10.5



figure 5.10.6

Step 04

- Engage the students in the following activities which related to the discus throw (figure 5.10.7)



figure 5.10.7

- Stand behind the circle facing the throwing direction and hold (catch) the discus behind the body.
- Step in to the circle on the left foot
- Rotate the body left wise on the left foot and land the right foot in the middle of the circle . Then make the power position.
- Throw the discus using the complete technique

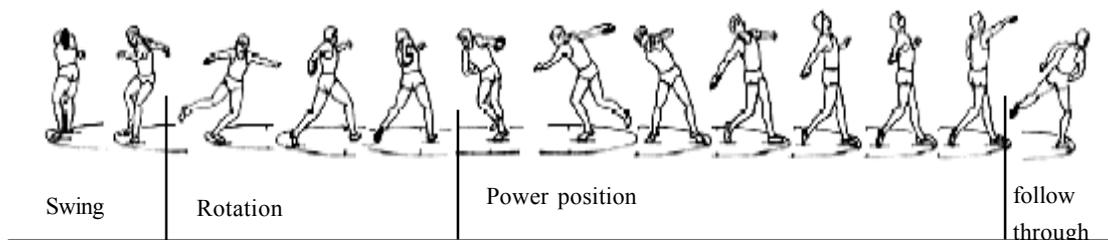


figure 5.10.8

- Step 05**
- After the above activities, give a chance to the students to practise.
 - Implement friendly competition while introducing the following rules and regulations.

Some Rules and regulations of Discus throw

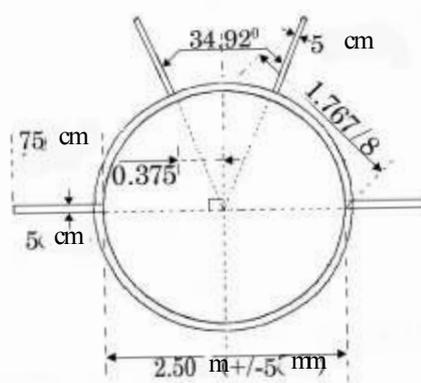


figure 5.10.9

- Hand gloves are not permitted for the grip
- Can touch with the hands a suitable substance (like powder) in hands for a better grip.
- The throw should be done by from inside the circle.
- The discus should land between the boundary lines of the landing area.
- The Exit should be done through the back half of the circle after a throw.

Key concept terms: • Rotation technique

Quality inputs :

- Discuses or similar equipment
- Playground

Instructions for Evaluation and assessment

- Ask for the the stages in the accurate throwing technique
- Evaluate the activities accurately
- Ask about the rules and regulations.

Competency Level 8.0 : Consumes foods suitable for a healthy life

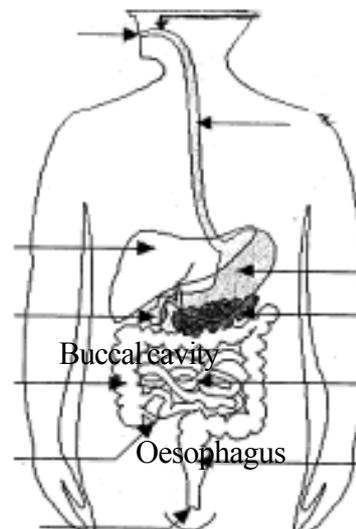
Competency Level 8.1 Maintains well the wonder of the systems related to the existence of the body

No. of Periods : 06

- Learning Outcomes :**
- Describes the wonder of the systems that contribute to the existence of the body.
 - Exhibits readiness to safeguard the wonders of the systems for an effective life.
 - Describes the factors that obstruct the wonder of the systems.

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Inquire the difficulties faced physically on a day at school if no breakfast has been taken
 - Discuss the difficulties given below that could arise in such an instance.
 - Yawning
 - Feeling sleepy
 - Dizziness or weakness
 - Inability to pay attention
 - Explain that the above are the result of the unavailability of the food.
 - Explain the exquisite senses and protect the delicacies and protect the exquisiteness in relation to food.



result of the
food.
senses and
protect the

Mouth

Buccal cavity

Oesophagus

Liver

Duodenum

Large intestine

Appendix

Anus

Stomach

Pancreas

Small intestine

Rectum

figure 8.1.1
128

Wonders in Digestive System	Diseases that interrupt the wonders	Things should be done to protect the wonders.
<ul style="list-style-type: none"> • Possession of teeth with different shapes to break and to grind food into pieces. • Secretion of saliva with mucus to facilitate swallowing and digesting food • Pushing food towards oesophagus by contracting the muscles in pharynx. • Possession of boneless tongue to identify the taste in food, to mix food and to facilitate swallowing. • Travelling of food into the stomach involuntarily due to the process of peristalsis. • Secretion of digestive juices with enzymes by the stomach. • Possession of pyloric sphincter to prevent entering the food in stomach to the oesophagus again. • There are mucous membranes inside the nose to trap the dust particles as well as to give warmth to the atmospheric air. • Action of mucus in gastric juice to prevent the damage done to stomach wall by the acid in gastric juice. • Addition of bile and pancreatic juice to the duodenum for further digestion of food • Possession of large amount of villi in the small intestine to increase the surface area of absorption of digested products • Absorption of water, minerals and vitamins at the large intestine. 	<ul style="list-style-type: none"> • Mumps • Gastritis • Bladder stones • Appendicitis • Worm diseases • Constipation • Haemorrhoids • Typhoid • Cholera • Hepatitis • Dysentery • Tooth decay • Periodontal disease 	<ul style="list-style-type: none"> • Brushing teeth twice a day • Washing mouth well after every meal. • Examining teeth at least once in six months by a dental surgeon • Drinking sufficient amount of water • Minimizing artificial food and beverages. • Getting accustomed to natural food and beverages. • Consuming sufficient amount of food at correct time • Consuming more food with fibre • Consuming fresh vegetables and fruits • Minimizing the consumption of oil, chilli and salt • Avoiding having from having very warm and cold food. • Removing faces when necessary. • Getting accustomed to a correct time for egestion of faeces. • Using sanitary toilets • Acting to avoid from worm diseases. • Consuming drugs for worms under medical advice.

- Step 02**
- **Discuss with the students the instances given below.**
 - It is difficult to be immersed in water for a very long duration.
 - It is also difficult to remain with nose and mouth closed for a long time.
 - It is difficult to remain a long time without taking a breath because oxygen gas is essential for the body.
 - The carbondioxide gas produced during the cellular respiration should also be eliminated from the body.
 - The system that enables the intake of oxygen required for the body and the release of carbondioxide from the body is called the respiratory system.
 - Explain the exquisiteness of the respiratory system, diseases and disorders that interfere with it, measures to be taken to protect the exquisiteness in relation to the table given below.
 - Use a diagram of the respiratory system as required.

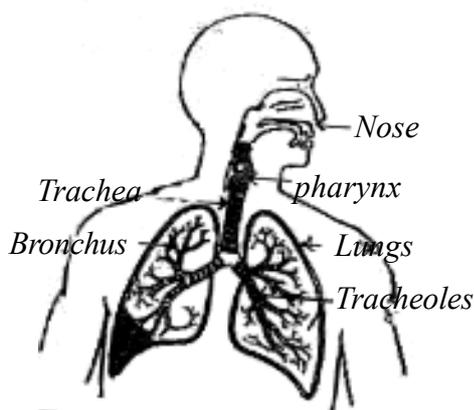


Figure 8.1.2

Exquisiteness of the respiratory system	Diseases and disorders that interfere with this exquisiteness	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • Presence of a nose in the middle of the face to take in oxygen from the external atmosphere, and release the carbondioxide produced within the body • There are mucous membranes inside the nose to trap the dust particles as well as to give warmth to the atmospheric air. 	<ul style="list-style-type: none"> • Common cold • Catarrh/runny nose • Diptheria • Asthma • Bronchitis • Pneumonia • Tuberculosis • Lung cancer 	<ul style="list-style-type: none"> • Refrain from smoking • Keep away from smoking environments • Engage in daily exercises • Use protective covering for nose and mouth when required • Keep the environment around the home clean • Act to minimize environmental pollution • Act to protect self from communicable respiratory diseases.

Exquisiteness of the respiratory system	Diseases and disorders that interfere with this exquisiteness	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • Presence of a muscular part called the epiglottis to prevent the food entering the trachea. • Presence of vocal cords in the larynx to enable to produce sounds. • Presence of capillaries around the alveoli to make the air exchange easy. • Ability to select only the oxygen from the air entering the lungs. • Ability to expel foreign material entering the trachea by coughing. • Activity of the autonomous nervous system to make the respiration more deep and at a higher rate when excessive oxygen is needed. • Presence of pleured fluid around the lungs to prevent friction during inhalation and exhalation. • Increase in the rate of respiration in instances of fright or excitement. 		<ul style="list-style-type: none"> • Tuberculosis patients taking proper meatment. • Obtaining the BCG vaccination at thr proper time to get protec tion from respiratory diseases like tuberculosis • People who have catarrh should keep away from the factors that promote allergies. • Do not respire through the mouth • Keep away from environments where there is dust and smoke.

Step 03

- Discuss the following facts with the students.
- Bleeding occurs when some place of the body gets wounded.
- There is always a blood supply for the places where there are living cells.
- The specific system in the body adapted to transport oxygen and other materials needed to maintain the living cells and the waste materials produced within those living cells is called the Circulatory system of blood
- The building units of it are heart, arteries, veins and capillaries.
- Explain the exquisiteness of the circulatory system, diseases and disorders that interfere with it, measures to be taken to protect this exquisiteness in relation to the table given below.
- Use a diagram of the respiratory system as required.

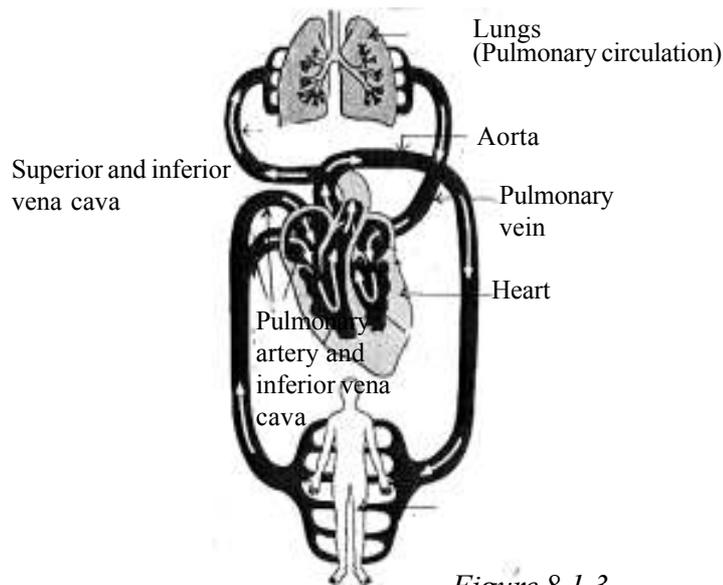


Figure 8.1.3

Exquisiteness of the circulatory system	Diseases and disorders that interfere with this exquisiteness	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • Blood circulatory system works autonomously without our control. • Contributes to maintain a constant body temperature. • Ability to clot and prevent further bleeding at an instance of bleeding. • Ability to transport blood from the heart to living cells situated at very far locations. • Heart muscles that comprise the heart have adapted in a manner that they will never become fatigued. • Presence of compartments in the heart to prevent oxygenated and deoxygenated blood. 	<ul style="list-style-type: none"> • High blood pressure • Heart attacks • Clogging of blood vessels by a blood clot.(Thrombosis and embolism) • Varicose veins - due to weakening of valves in the veins. • Weaknesses of heart valves. • Holes in the septa of atria and ventricles. • Deposition of cholesterol in arteries. • Disorders at birth 	<ul style="list-style-type: none"> • Engage in exercises daily. • Get used to an active life style. • Take a balanced diet. • Take food rich in iron. • Minimize taking food containing fat. • Use less salt for food. • Refrain from smoking. • Take necessary treatment for worm diseases. • Control the body weight. • Live without mental stress. • Use water as required. • Be careful not to meet with accidents which involves a lot of bleeding. • Keep away from X ray radiation as it interferes with the production of blood inside the marrow of the bones.

Exquisiteness of the circulatory system	Diseases the disorders that interfere with the exquisiteness	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • Ability to transport oxygen, carbodioxide, enzymes, hormones, medicines, waste materials. • Ability to kill the germs entering the body by white blood cells in the blood. • The activity of the heart increases in order to obtain more oxygen in instances fatigue doing exercises, fear tired, shy. 		

- Step 04**
- **Inquire about the special conditions that arise when engaged in sports activities for a longer duration.**
 - Explain that the changes could occur in the body in such situations as well as these mentioned below.
 - Increase in respiration rate
 - Increase in heart rate
 - Increase in body temperature
 - Perspiration.
 - Thirst
 - The call of thirst occurs to compensate for the heavy loss of water as sweat when engaged in heavy body exercises.
 - Show that the water content of the body should be kept constant in order to carry out the biological activities perfectly.
 - Urea, uric acid and salts are produced during the biological activities in the body and this waste should be removed from the body.
 - Show how to excretory system can be introduced as a system which has adapted to remove waste material, excess water control the remove of water in instances where water in the body is less is called the excretory system.

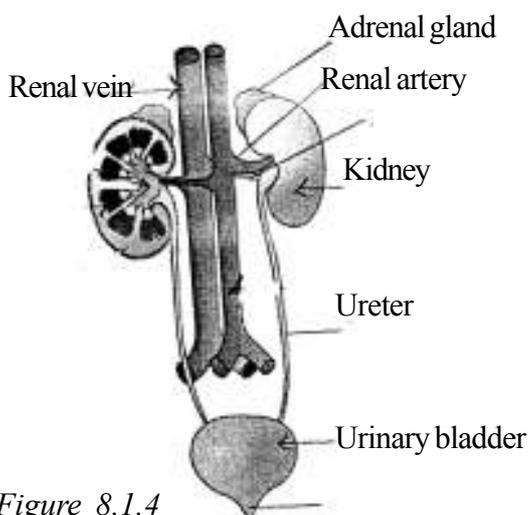


Figure 8.1.4

Exquisiteness of the excretory system	Diseases and disorders that interfere with this exquisiteness	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • There are about a million nephrons in a kidney to filter urine. • Ability to reabsorb the nutrients filtered with the urine. • Filtering process of urine is increased when the water content in the body is high and more urine is produced. • Filtering process of urine is decreased when the water content in the body is low and less urine is produced. • Presence of a bladder with an elastic wall to store urine. 	<ul style="list-style-type: none"> • Stones in the bladder • Stones in the kidneys • Tumors in the kidneys • Kidney infections (bacterial infections) • Kidney failure 	<ul style="list-style-type: none"> • Drink water as per required • Drink boiled, cooled water • Refrain from alcohol • Urinate when necessary. • Keep the genitals clean. • use clean underwear • Refrain from wearing underwear made by nylon like artificial fabrics. • Minimize drinking artificial drinks.

- Step 04**
- Explain the exquisiteness of the excretory system, diseases and disorders that interfere with it, measures to be taken to protect the exquisiteness in relation to the table given below.
 - The call of thirst occurs to compensate for the heavy loss of water as sweat to engaged in heavy body exercises.
 - Show that the water content of the body should be kept constant in order to carry out the biological activities perfectly.
 - Urea, uric acid and salts are produced during the biological activities in the body and this waste should be removed from the body.

- The system which has adapted to remove waste material, excess water and control the removal of water in instances where water in the body is less is called the excretory system.
- Explain the exquisiteness of the excretory system, diseases and disorders that interfere with it, measures to be taken to protect the exquisiteness in to the table given below.
- Use a diagram of the respiratory system as required.

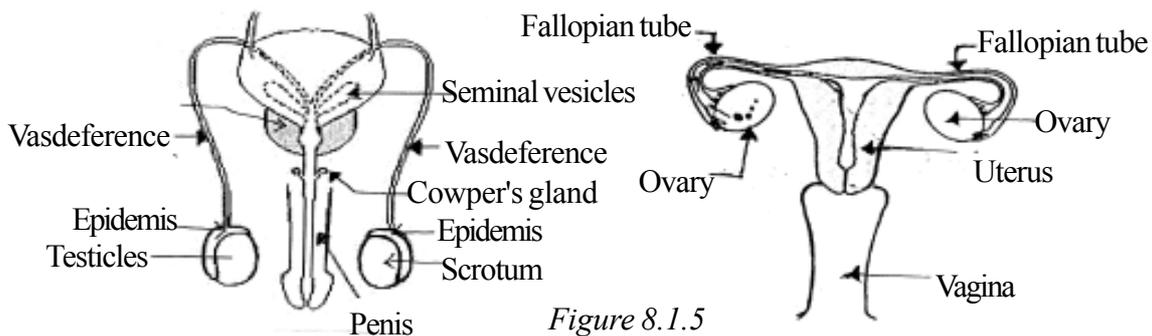


Figure 8.1.5

Exquisiteness of the female reproductive system	Exquisiteness of the male reproductive system
<ul style="list-style-type: none"> • Presence of about two million ova in the ovary in a girl at birth • Capability in becoming pregnant with the development of the body . • Ovum released from the ovary naturally enters the fallopian tube on attaining age. • Uterus gets prepared monthly to accept the ovum if fertilized. • Aqueous medium inside the uterus gives protection to the embryo. • Presence of the umbilical cord to supply nutrients, oxygen and medicines to the fetus and expel waste produced in the fetus. • All the genetical characteristics of the mother are included in the minute ovum which cannot even be seen with the naked eye. • Secretion of hormones oestrogen and progesteron by the ovaries to establish and maintain female characteristics • Uterus expands and provides space as the fetus grows.. 	<ul style="list-style-type: none"> • Scrotum lies inside the body of a boy at birth and it comes out of the body as development occurs. • Production of sperms inside the testicles begins on attaining age. • Production of sperms begins at about 12 - 14 years of age and it continues throughout life. • Secretion of testosterone by the scrotum to establish and maintain male reproductive characteristics. • Sperm cell which cannot be seen with the naked eye travels a long distance through the female reproductive system to fertilize an ovum. • All the genetical characteristics of the father are included in the sperm.

Diseases and disorders that interfere with the exquisiteness with the reproductive systems	Measures to protect the exquisiteness
<ul style="list-style-type: none"> • Syphilis which is infected by the bacterium <i>Treponema palidens</i>. • White discharge (itching of genital regions, foul smell) • Gonorrhoea which is infected by the bacterium <i>Gonococcus</i>. • Herpes simplex which is infected by the Herpes virus. • AIDS resulting from HIV infection. • Cancers in /cervix/ ovary/uterus, scrotum, • Genital warts • Candidiasis • Gonorrhoea 	<ul style="list-style-type: none"> • Keeping the genitalia clean. • Using clean underwears • getting medical advice • Using cotton underwear instead of nylon underwear • Avoiding unsafe sex • avoiding pre married sex • Maintaining sexual relationship with one partner • Taking treatment in the event of any sexual diseases • Daily bath or body wash

Key concept Terms: • Life functions, Physical functions

Quality Inputs : • Tabulated diagrams showing the digestive system, circulatory system, excretory system and reproductive system.

Instructions for Evaluation and Assessment:-

- Get the students separately to tabulate the beauty of the digestive system. The respiratory system, excretory system reproductive system, factors that obstruct the wonders and actions that can be taken to safeguard this wonder.
- Evaluate the accuracy of the table.

Competency Level 9.0 : Takes action to maintain Fitness for a Healthy Life.**Competency Level 9.1:** Takes action to maintain health related fitness**No. of Periods:** 07

- Learning Outcomes**
- Defines what physical fitness is
 - Delineates health related fitness and skill related fitness
 - Defines health related fitness.
 - Engages the developing activities of health related fitness.

Instructions for the preparation of learning teaching process:-

- Step 01**
- Understand that the main objective of this competency is to develop fitness factors related to health through engaging students in activities.
 - Physical fitness is a collection of in born abilities that could be developed with a view to maintain the daily physical activities in good form.
 - Distinguish between health related characteristics and talent related characteristics.
 - Health related fitness is a factor that has a direct contribution in maintaining a day to day good health in an individual.
 - Explain that health related characteristics (tolerance related to the heart, muscular energy, tolerance related to the muscles, flexibility, body composition) have a direct effect on the day to day health of any individual.
 - Engage students in practical activities by allocating separate periods (06 periods) to develop fitness factors related to health.

- Step 02** **Cardio - respiratory endurance.**
- Reveal that the ability to supply the required amount of oxygen for a certain work being done is the endurance related to the heart.
 - Engage students in some activities given below to develop this fitness.
 - brisk walk for more than 30 minutes
 - swimming
 - Cycling
 - slow running continuously for more than 30 minutes
 - engaging in aerobics
 - Introduce the benefits obtained by developing this fitness.
 - development of oxygen transport
 - ability to do more work with a minimum of effort
 - quick removal of waste produced during metabolism

- decrease in body weight due to the burning of fat
- onset of mental well being
- development of skills in sports activities

Muscular energy

- Reveal that muscular energy is the power which is generated by a particular muscle or a group of muscles to an external resistance.
- Describe that this fitness could be developed using the body weight as well as by exercises using external resistance
- Engage students in activities given below to develop this fitness.
 - various jumping activities
 - push-up activities
 - dips and situp activities
 - climbing mountains, running on the sea shore, riding a bicycle

Ex:-

- Activities that involve the body weight or weight of the parts of the body
- Engage students in activities using external resistance (using more weight and a less number of times)
- Introduce the benefits obtained by developing this fitness as per given below.
 - development of the ability to do strenuous work for a longer duration without being getting tired
 - development of the ability to do a bigger amount of work without being getting tired

Muscular endurance

- Reveal that the tolerance related to the muscles is the ability to maintain movement for a longer duration for a particular muscle or a group of muscles without being getting tired.
- Engage students in fitness exercises using body weight (pushup, sit up, chin up).
- In addition ask them to do jumping activities
- Engage students in fitness exercises using external resistance for a higher number of times.
- Introduce the benefits obtained by developing this fitness as given below.
 - development of muscles and blood vessels
 - increase in muscle activity
 - higher power generated by muscles
 - attain a good look for the body
 - development of coordination
 - development of posture
 - minimize accidents

Flexibility

- Reveal that the range of the action of the joints is called flexibility.
- Engage students in exercises given below related to various joints to develop this fitness.

Ex:-

- dynamic and static elastic exercises
- active and passive exercises
- yoga exercises, gymnastic activities, swimming, ballet activities

- Benefits obtained by flexibility development
 - maintenance of the action of joints to a maximum level
 - minimizing the disorders related to joints
 - helps to maintain balance
 - development of correct postures

Body composition

- Reveal that the body composition is the amount of fat content of an individual in relation to the weight of non fat tissues. It is the fat content in relation to the weight of water, blood, skin, muscles, bones etc, in the body.
- Show that the development of the above mentioned fitness factors as well as proper nutrition, sleep, leisure like factors are also important in order to maintain a proper body composition.
- Explain that the lower fat percentage makes the body comfortable.
- Benefits obtained by maintaining a proper body composition
 - being healthy
 - being efficient
 - minimizing the tendency to get disorders
 - minimizing the tendency to get non communicable diseases
 - attaining a good look for the body
- Direct the students to develop the above mentioned fitness factors.
- Provide feedback and feedforward when they are engaged in activities.
- Advise the students to engage in the above fitness development activities not only in the school, but also at home.
- Explain that they should engage in activities according to medical advice if there are health problems.
- Discuss the harmful effects of not developing fitness.
- Make use of the previous Teachers' Guide and the information contained in the new grade 9 textbook for the teaching learning process.

Key concept Terms : • Physical fitness , Health related fitness, Cardio- vascular fitness, flexibility, Muscular endurance, Body composition

Instructions for the Evaluation and Assessment :

- Inquire about the physical fitness
- Inquire about the health related fitness
- Evaluate the participation, courageousness and accuracy during the activities of health related fitness.
- Inquire the separate activities which can develop the each fitness factors
- Evaluate the leadership, obeying rules, followship and cooperation etc.

Competency Level 9.2 : Exhibits psychosocial wellbeing.

No. of Periods : 03

- Learning Outcomes**
- Describes the importance of controlling adverse emotions and the development of good emotions.
 - Gives reasons for mental stress
 - Takes actions to avoid stress
 - Carries out suitable activities and games to minimize mental stress.
 - Functions with empathy
 - Exhibits communicative skills.

Instructions for the preparation of learning teaching process:-

- Step 01**
- **Present the two incidents given in annex 9.2.1 to the students.**
 - Advise the students to listen carefully as if these incidents have occurred to them.
 - Inquire about the feelings they got for each of the incidents and ask them to write them on the chalk board.

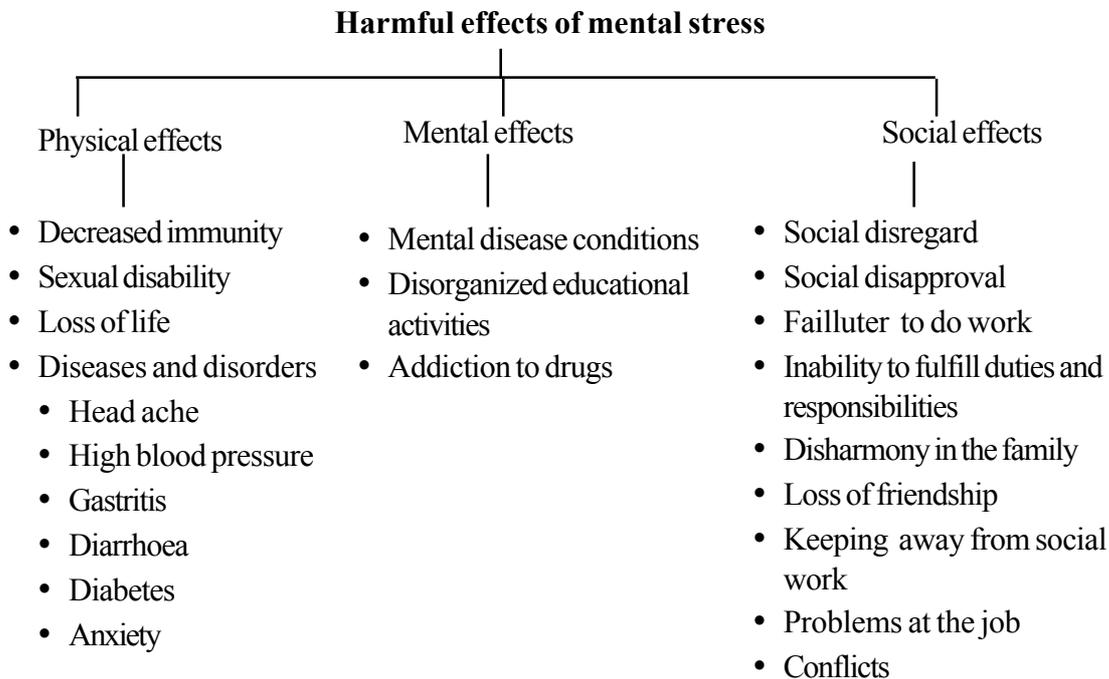
First incident	Second incident
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

- **Lead a discussion highlighting the following points.**
- Your normal thinking pattern would have been changed if you experienced these two incidents or similar ones.
- Various emotions will arise in our mind in such instances.
- Emotions are quick responses which cause changes in the activities inside and out side of the body.
- Some emotions are good whereas some are bad.
Ex:- Good emotions - pleasure, generosity, enjoyment
Ex:- Bad emotions - anger, sadness, fear, dislike
- Casues for the arousal of emotions are given as follows;
 - incidents
 - how the incident was understood
 - prior experiences and education
 - personality of the individual
 - religious beliefs and social standards.

- Mental stress would set in if one is faced with challenges and risks continuously.
- Causative factors for the onset of mental stress could be described as changes in the role, challenges which are hard to achieve, conflicts in inter personal relations, violence, losses, lack of time management.
- Characteristics of mental stress are as follows:-

Physical Characteristics	Mental Characteristics	Behavioural Characteristics
<ul style="list-style-type: none"> • Head ache • Stammering • Fatigue • Loss of appetite • Lack of sleep • Excessive sleep • Bed wetting • Increased frequency of urination • Increased respiratory rate • Reddening of face • Increased perspiration • Improper defecation • Fainting • Changes in the menstrual cycle • Risk of contracting non communicable diseases (diabetes, high blood pressure, heart diseases, mental illnesses) • Stomach ache 	<ul style="list-style-type: none"> • Being in fear always • Tendency to be repented all the time • Decrease in memory • Hopelessness • Sad • Pain • Shyness • Anger • Hatred • Resentment • Loss of attention 	<ul style="list-style-type: none"> • Unrestful • Boisterous • Overexcited • Chaotic • Displeasure • Flabbergasted • Astonished • Liking to be alone • Heavily engaged in other activities • Speechlessness • Talkative • Inefficient • Cannot work towards an objective.

- Harmful effects of mental stress are given below.



- Step 02**
- Present or demonstrate the incidents given in annex 9.2.2.
 - Record the students views on this incident on the chalk board according to the topics given below.
 - State the harmful effects caused to Achala, her mother and brother separately.
 - Suggest the ways and means to get relief from the mental stress that could be caused to them.
 - List out the competencies that should be developed in order to lead a life free from mental stress.
 - Lead a discussion with the aid of students' ideas as well as the facts given in the table below.
 - Show that a lot of activities in this nature could be designed.
 - Advise them to use the above activities in situations of mental stress.

Causes for mental stress	Measures to be taken to get free from mental stress	Competencies to be developed to get free from mental stress
<ul style="list-style-type: none"> • Highly competitive life style • Economic difficulties • Being subjected to violence • Physically disabling conditions • Problems at the job • Accidents • Natural disasters • Lacking time management • Isolation 	<ul style="list-style-type: none"> • Get used to a simple life style • Get used to leading a religious life • Discuss the problems with friends • Release your emotions • Get used to acts like meditation • Obtain proper and sufficient sleep • Obtain sufficient rest • Engage in games • Engage in hobbies • Engage in productive activities always. • Develop worthy life competencies • Working in groups • Obtaining counselling 	<ul style="list-style-type: none"> • Self-confidence • Creative thinking • Communication skills • Ability to resolve conflicts • Logical nature • Realistic nature • Taking accurate decisions • Maintain good inter personal relations • Managing emotions

Step 03

- Recall the activities on how to get free of mental stress as stated above.
- Show that engaging in sports activities is the most suitable among other activities given above in relieving mental stress instantaneously.
- Show that mental stress could be minimized by engaging in a group or individual sports activity.
- Explain that games like volleyball, cricket, etc., football, netball as well as the other minor games could be considered as examples for group games.
- Individual sports activities are;
 - Bouncing a ball on a wall and the catching done repeatedly.
 - Bouncing a rubber ball on the floor and catching, the ball
 - Catching a ball thrown up.
 - Putting the netball or a volleyball through a ring made up of any suitable material.
 - Hitting a tennis ball hung on a rope at about 2 feet from the ground using a cricket bat.
 - Hitting a ball continuously without dropping by changing the feet alternately using the top side of the feet.

- Skipping rope
- Show that a lot of such activities could be designed.
- Tell them to use such activities in the event of mental stress conditions.

Key concept Terms:

- Emotions,
- Mental stress

Instructions for Evaluation and Assessment:-

- Inquire what emotions are
- Inquire about mental stress
- Table the physical, mental and behavioral qualities of mental stress.
- Inquire about the reasons for the incidence of mental stress
- Inquire about what could be done to overcome mental stress
- Get the students to implement activities that can be practically implemented to overcome mental stress.

Annex 9.2.1

Entry activity

Incident 01 :-

You bought a ticket at the beginning of the journey, to travel a long distance on a C.T.B bus. Ticket examiners got on to the bus after some distance and began to check tickets. But by that time the ticket you bought had been misplaced by you. It was publicly stated that you had not bought a ticket and you are an offender. You were taken out of the bus by the ticket examiners in take of the humiliation in the presence of all the other passengers.

Incident 02 :-

You picked up a wallet near the gate while you were coming to school in the morning. You went to class and engaged in learning activities after handing over the wallet to the principal. By noon the principal called a meeting of all the students where the owner of the wallet was also present. Principal and the owner of the wallet briefed the gathering that there was a large sum of money in the wallet and the way you acted was of highest quality. After that you were highly praised by the teachers and the other students.

Annex 9.2.2

Sunandapura is a small village inhabited by farmers. Alcohol could be described as a factor for the pathetic situation in this under developed village which is surrounded by a beautiful ring of mountains. Males who were involved in farming during the day, have the habit of consuming alcohol in the evening. Achala's family is also a family living amidst the economic hardships in this village. Achala is a grade 10 student of Sunandapura Vidyalaya she got high marks at grade five scholarship but was unable to attend a public school in the town due to economic hardship. Her brother, also studying at grade 5 of this school, is clever and hardworking like Achala. Achala has to attend to the work at home as her mother cannot work hard as she is a heart patient. Achala also helps her brother in studies as well as all the other work related to him.

A grave problem is there in Achala's family for the last few months. That is her father who had not consumed alcohol before, has now become deeply addicted to alcohol. Achala's father who drinks alcohol with his friends in the evening, comes home by dusk and beats Achala, He uses her mother and her brother after scolding every one. filthy words banging pots and pans with food on the floor. acts like a devil even by tearing off and throwing away the books of Achala and her brother. Some days Achala, her mother and brother had to hide in the bushes the whole night long. Achala and her brother have no mental freedom to attend to their work at school. She is having difficulty to retain in her memory what was taught in the class as before. It is a common incident that Achala and her brother are being scolded by teachers for not doing home work given by the teachers and made to keep standing in the class.

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

Competency Level 10.2 : Takes action to prevent accidents for wellbeing

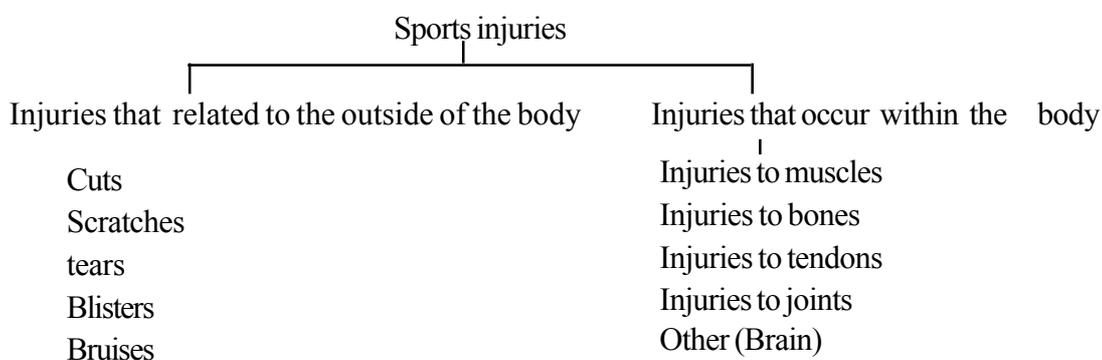
No. of Periods : 03

- Learning Outcomes**
- Classifies sports injuries
 - Explains that occurrence of accidents has an influence on a successful life style
 - Shows methodologies to be followed to prevent accidents
 - Exhibits readiness to carry out activities avoiding accidents

Instructions for the preparation of Learning Teaching process:-

- Step 01**
- Inquire from the students, ideas about the injuries that could happen during sports activities and the difficulties faced due to those injuries.
 - **Lead a discussion highlighting the following points.**
 - Scratches, cuts, bone fractures, sprains, injuries pulled muscles could happen in the play ground.
 - A painful situation as well as a decrease in efficiency arises when an injury occurs.
 - A mental draw back may also set in due to inability to take part in future games.
 - Sports injuries could be classified mainly as internal as well as external injuries.

- Step 02**
- Group the students appropriately.
 - Advise them to classify injuries occurring in the play ground as internal and external injuries.
 - provide opportunity for the students to present their findings at random.
 - Introduce the classification of injuries as given below.



- After discussing as above, discuss the first aid to be given for the external injuries and explain that first aid could be given as described below.

Cuts/tears

- Apply mild pressure to the bleeding wound.
- Keep the wound above the level of the heart.
- Keep ice and make the wound cold to stop bleeding.
- Apply bandage according to the wound.

Scratch

- Wash using an antiseptic

Blister

- Do not pierce the blister
- Obtain vaccination for tetanus if the wound is deep and vaccination for tetanus had not been received during the past five years.

Bruises

- PRICE treatment

Step 03

- Divide the students into four groups.
 - Assign the following topics to groups.
 - Injuries to muscles
 - Injuries to tendons
 - Injuries to joints
 - Injuries to bones
- Provide the information sheets to the groups and advise them to explore the nature of the injuries and the first aid to be given.
- Advise them to design a poster as their presentation.
- Provide opportunity for student presentations.
- **Lead a discussion highlighting the following points.**
 - Muscles, bones, joints and tendons are the sites where internal injuries could occur.
 - In addition injuries to the brain could also occur.
 - Explain the nature of the injuries and the first aid to be provided for those as given in annex 10.2.1.

Step 04

- Discuss with students the prevention of causes for the injuries mentioned upto now.
- Confirm that the causes for sports injuries are as given below.
- No formal pre-preparation
 - Improper use of tools and implements
 - Using substandard tools and playing fields.
 - Collisions between each other or external materials.

- Heavy fatigue
- Carelessness
- Low fitness
- Not following rules and regulations
- Use of unsuitable sports wear
- Measures to be taken to prevent or minimize the injury.
 - Follow rules and regulations at all times.
 - Obtain proper understanding of rules and regulations as well as activities.
 - Follow accepted order of acts.
 - Use protective gear as appropriate.
 - Engage in activities with care.
 - Wear suitable clothing and shoes.
 - Proper pre preparation
 - Maintain a healthy nutrition level.

Key Concept Terms : • Accidents, First aid

Quality Inputs : • A graph with classification of accidents , First aid equipments ,
Annexe 10.2.1

Instruction for Evaluation and Assessment:-

- Inquire about the accidents that could happen in the sports grounds
- Inquire about the impact that sports accidents could have on the sports life of the athlete.
- Inquire about the impact that sports accidents could have on the sports life of the athlete.
- Inquire about the firstaid provided in each type of accident situation
- Draw attention to subject skills related to competency as well as general abilities to attention.

Annex 10.2

Information Sheet

• **Injuries to bones**

Breaking or cracking a bone is described as a fracture of a bone. There are a different types of fractures. They are;

- Closed fractures - a crack or breakage of bones which cannot be seen from the out side.
- Open fractures - could be seen externally, bleeding occurs.
- Complex fractures - causing damage to muscles and other organs due to the breaking of bones.
- Compound fractures - bone being broken to a number of pieces.

Follow the methods given below to give first aid to the above mentioned injuries.

- Act to stop bleeding if it occurs
- Apply a bandage using sheets of a suitable material to prevent movement.
- Direct for medical treatment as soon as possible.

- **Injuries to tendons**

Tendons connect the bones together. Tearing, breaking or spiralling of a tendon leads to an injury. Sprains are caused by stretching a tendon around a joint. PRICE method is suitable to give first aid in this situation.

- **Injuries to joints**

Removal of a bone from the proper position in a joint is called a dislocation. Fingers, wrist, elbow, shoulder, lower jaw, ankle are the sites for these injuries.

Follow the method given below to give first aid to the above mentioned injuries.

- Keep the patient at rest.
- Keep the joint immobile
- Apply ice
- Direct for medical treatment

- **Injuries to muscles**

- Swelling of muscles - colliding with another player or sports equipment
- Tearing of muscles - muscle being stretched too much
- Pulled muscle - Severely pulled muscle
- Cramps - accumulation of lactic acid, heavy salt loss, water loss.

PRICE method is suitable to give first aid in this situation.

- Massage in the event of cramps, if the disorder is in the foot, pull or push the index finger while the foot is kept straight.
- Keep the joint unmoved.
- If the spinal cord is damaged, remove the patient carefully (keeping on a wooden plank)
- If a head injury occurs - keep under observation 8 - 10 hours after gaining consciousness.
- If bleeding wounds are present take necessary action to stop bleeding.
- If a tooth or a body organ is broken loose, cover it with a polythene bag and put it in a bag containing ice and take it with the patient to a hospital immediately.
- Direct for medical treatment.

- **PRICE method of giving first aid.**

- P Prevention of further injury
- R Rest, Relative rest (this means giving rest only to the place of the injury)
- I ICE - Should apply ice - 10 minutes per 2 hours for 72 hours.
- C Compression
- E Elevation

Competency Level 10.3: Provision of appropriate First Aid

No. of Periods : 04

Learning Outcomes :

- Explains the principles of providing first aid
- Acquires experiences in the provision of first Aid on the principles of First Aid
- Maintains a First Aid Box, complete with all materials in the class room

Instructions for the planning of learning teaching process:-

- Step 01**
- Select three student volunteers and assign them to present the drama given in the Entry Activity in annex 10.3.1
 - Lead a discussion highlighting the following points.
 - an accident occurred due to the above mentioned incident
 - accidents occur due to various reasons
 - help of others is needed for people who are injured due to accidents
 - helping in this kind of a situation is the responsibility of others
 - the first help which is given to an injured person in an accident is called first aid
- Step 02**
- Divide the class into three groups.
 - Provide the groups with instructions for exploration and other inputs.
 - Assign the task and engage the groups in exploration.
 - Prepare them for a whole class presentation.
- Step 03**
- Ask the groups to present their findings to the whole class.
 - Provide the members of the group presenting to make elaborations first.
 - Inquire about the developmental suggestions from the other groups.
 - Sum up by highlighting the following points.
 - the concept of first aid and the characteristics of a person who provides first aid are described according to the information sheet given in annex 10.3.3
 - principles of giving first aid and the proper first aid methods to be adopted in special instances are also included
 - a first aid box could be prepared for the classroom

Key concept Terms: • First Aid

Quality inputs:- • Ice, bandage

Instructions for Evaluation and Assessment:-

- Evaluate provision of First Aid for according to the PRICE method
- Evaluate a list of material prepared a First Aid and how the first aid box is maintained according to that list
- Get the students to prepare posters on prevention of accidents
- Evaluate working in group when students are involved in the activities.
- Evaluate skills of working
- general subject abilities as well as skill related to the competency, to attention.
- Draw attention to general subject abilities as well as skin related to the competency

*Annex 10.3.1***Entry Activity**

An individual throws the the skin of a banana on the road carelessly. One of the two persons passing by talking to each other, steps on to the banana skin slips and falls. The other person gets excited and shouts.

*Annex 10.3.2***Instructions for group exploration**

It is a great pleasure if we can help a group of people who face an accident. To save their lives a knowledge of first aid is essential in this regard.

Given below are some topics to obtain a basic knowledge to be a competent person in order to provide first aid.

- the concept of first aid and the characteristics of a person who provides first aid
- principles of giving first aid
 - sequence/order
 - special occasions
- design of a first aid box and the things to be included in it

Focus your attention on the topic given to your group.

- Read the information sheet carefully.
- Focus your attention to the section related to your topic.
- Lead a further discussion on that section with the members of your group.
- Prepare a suitable design for a wall newspaper with demy paper and marker pens.
- Get prepared for an innovative whole class presentation.

Annex 10.3.3

Information sheet

- **First Aid**

First aid is an aid given according to the accepted principles and with competence using the materials in the vicinity, in an accident or for an ailment before giving medical treatment.

- Characteristics of a person who provides first aid
 - an understanding about the first aid activities
 - ability to act according to the place and situation
 - ability to make quick decisions
 - self confidence
 - ability to keep the patient under control
 - leadership
 - not being troubled
 - ability to be patient
 - kindheartedness
 - not being disgusted
 - dynamic
- Basic aspects to be considered in giving first aid
- Objectives of giving first aid
 - saving lives
 - to prevent the condition being worsened
 - to help the patient to get well
- Basic principles of giving first aid(basic life assistance)
 - A- Airway - air passage - if the air passage is blocked open it
 - B - Breathing - give artificial respiration if needed
 - C - Circulation - blood circulation - check whether the blood circulation is active
 - D - Deformity - disorder - focus your attention on disorders
 - E - Exposure /Environment - expose - expose the patient for examination - if the environment is not safe take the patient to a safe place.
- Dizzy/faint -

Attainment of a semi conscious condition due to a decrease in oxygen containing blood to the brain temporarily.
- Symptoms
 - weak pulse
 - semi consciousness
 - paleness

- cold skin
 - perspiration
 - haziness and blurred
 - dizziness
- First aid
 - Advise the patient to lie down or sit down with the knees bent if he feels as if he is fainting.
 - Lay the patient down and keep the feet raised
 - Loosen the tight fitting clothes around the waist, neck and chest
 - Allow for fresh air around the patient. keep out the crowd. (fan)
 - Help the patient to sit up when he feels good.
- Shock -

It is a deadly condition arising due to the lack of oxygenated blood by the blood circulatory system to major organs such as brain, heart, lungs, liver, kidneys.
- Shock arises because of -
 - heavy blood loss (internal & external)
 - blood being getting trapped in the blood vessels (expansion of blood vessels)
 - decrease in body fluids (vomiting, diarrhoea, burns)
 - cardiac arrest
 - poisoning and damage to the spinal cord
 - extremely poisonous organisms entering the body
- Symptoms
 - Basic features -
 - paleness
 - cold and wet skin
 - increase in pulse rate
 - slight sweating
 - Secondary features -
 - tongue - becomes blue
 - vomiting or nausea
 - thirst
 - fast but weak respiration
 - fast but weak pulse
 - restlessness
 - difficult to respire, yawning
 - unconsciousness
 - First aid
 - Give first aid relate to the reason for the shock. (prevent hemorrhage, burns etc.)
 - Lay the patient down on a thick floor covering.

- Raise the feet if there are no fractures in the spine or legs.
- Loosen the tight clothes around neck, chest, waist.
- Cover the patient from neck to the feet with a thick blanket.
- Observe the patients' biological features. (level of consciousness, respiration, pulse) If he becomes unconscious keep open the respiratory passage. Act on priorities.

- Dehydration
About 60% of the total body weight is water. In a disease condition like diarrhoea, when water is lost about 5%-10% of the body weight, is described as dehydration. In sports, if the water loss is more than 3% of the body weight, is considered as dehydration.

- Effects of dehydration
 - blood volume decreases as the intercellular water is decreased
 - activity of the heart decreases
 - decrease in oxygen supply
 - ability to work decreases
 - hinder the control of body temperature
 - urine production decreases
 - kidneys become inactive

- First aid
 - keep the patient comfortable
 - Give jeevani, king coconut water, cunji made from fried raw rice as per needed for a diarrhoea patient.
 - Give a higher liquid volume than normal consumption.

- In case of a sports person
 - Call back from the sports activity and take to a cold and covered place.
 - Cool the body with water.
 - Give water or another drink if conscious.

- Reasons for dehydration during sports activities
 - temperature of the environment
 - humidity of the environment
 - time duration that was engaged in sport
 - engaged was engaged in the in sport
 - intensity of sport
 - clothes worn by the individual



- Facts to be considered in maintaining a first aid box
 - a symbol to identify the box
 - should be easy to open instantly
 - should have a number of compartments
 - should be easily to carry
 - contents of the box should be listed and pasted on the outside of the box
 - should be maintained in an orderly.

- Contents that should be included in a first aid box
 - bandages
 - scissors
 - plaster
 - cotton wool
 - table salt
 - clean cloth
 - jeevani
 - triangular bandages
 - pain killer lotions
 - paracetamol
 - forceps
 - glucose
 - flavin
 - surgical spirits
 - steel or wooden plates
 - gauze