



Health and Physical Education Teachers' Guide

Grade Six

2015

(To be implemented from 2015)

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

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Message from the Director General

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

The second phase of the curriculum cycle to be introduced to grades 6 and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various 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 the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with 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 reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher 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. Past two decades have witnessed a high surge in teaching methodologies as well as in the use of technological tools and in the field of knowledge creation.

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

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

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

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

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

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

While expressing my sincere appreciation 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.

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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 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 researches 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 contents related to each competency. And the periods allocated for them an effort was made to ensure that an equal number of periods were provided for the two segments of Health and Physical Education. Further a more number of periods than were assigned for the subject in the previous syllabus have been provided in the present syllabus with respect to each competency.

Therefore a learning teaching approach with focus on student centered activities for the further development of competencies 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 of the aims of the subject Health and Physical Education. By acting accordingly the chances and the ability will be obtained to achieve the objectives. It's yours 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 of the conventions of social justice and the democratic life to promote the characteristics of respecting the human rights, being aware of the responsibilities, concerning each other with 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 the positive feelings needed for balanced personality with the qualities of creative skills, initiative, critical thinking and being responsible
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 potentialities of people to face the complex and unexpected occasions.
8. Sustaining the skills and attitudes based on justice, equality, mutual respect which is essential to achieve a respectable place in the international community.

National Education Commission Report (2003).

0.2 Basic Competencies

The competencies promoted through the education mentioned below 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 : Carefully listening, 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 on computers, and the ability to use the information communication skills at learning or work as well as in the private life

(ii.) Competencies relating to the Personality Development

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

(iii.) Competencies relating to the Environment.

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

Social Environment: Awareness, sensitivity and skills linked to being a member of society, social 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 for 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 laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals, practices in everyday living, selecting the most appropriate.

(vi.) Competencies in Play and Use of Leisure

Competencies that link up with pleasure, joy, emotions and such human motivations. These find expression in play, sports, athletics and leisure pursuit 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 and interdependent and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be aware of, sensitive and skilful in sustained attention, and be willing to persevere and attend to details that matter in a given situation.

Aims of Health and Physical Education .

The purpose of this subject is to pave the way for pupils to lead an active, healthy and happy life by developing a set of competencies 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 wonderful body
- The acquisition of happiness and satisfaction
- Getting to know their needs
- Safeguarding personal health
- Developing their looks
- Maintaining the emotional balance
- Working co-operatively with peers
- Facing challenges encountered in life positively and successfully
- Achieving well being through respect for moral values
- Spending leisure effectively
- making life effective and efficient.

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
1.0 Contributes to building up of a healthy society.	1.1 Takes action to maintain personal health	<ul style="list-style-type: none"> • Health Concepts <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Physical wellbeing • Mental wellbeing • Social wellbeing • Spritual wellbeing • Concept of Health Promotion • Qualities of proper physical wellbeing <ul style="list-style-type: none"> • Nutrient level • Correct level of waist • Body mass index (BMI) • Right proportion to Age • Physical fitness • Ability to resist diseases • Pleasant appearance • Activeness • Practices to be followed for physical wellbeing <ul style="list-style-type: none"> • Access to clean air • Water, Sanitation and Personal Hygine(WASH) • obaining healthy food • participation in Sports and Exercises • Obtaining adequate amount of rest and sleep • Living in a healthy environment 	<ul style="list-style-type: none"> • Explains the domains of Health concept • Lists the criteria of proper physical wellbeing. • Lists the correct practies to be followed for proper wellbeing. • Exhibits preparedness to follow correct practices. 	04

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
		<ul style="list-style-type: none"> • Qualities of mental welbeing <ul style="list-style-type: none"> • Taking correct decisions • Creativity • Being happily • Facing challanges successfully • Self respect • Self Understanding • Emotional balance • Critical thinking • Problem solving • Facing stress • Practices to be followed for mental welbeing. <ul style="list-style-type: none"> • Meditating • Participating in sports and games • Involving in recreational activities. • Time management • Obtaining counseling services • Simple life style • Qualities of social welbeing. <ul style="list-style-type: none"> • Cordial interpersonal relation-ship • Communitcation skills • Flexibility • Empathy • Leadership 	<ul style="list-style-type: none"> • Explains - the qualities of mental welbeing • Exhibits preparedness to follow correct practices for mental welbeing • Explains the qualities of social welbeing • Exhibits preparedness to follow correct practices for social welbeing 	

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
		<ul style="list-style-type: none"> • Followership • Work according to rules and regulations. • Practices to be followed for social wellbeing. <ul style="list-style-type: none"> • Working as a group • Patience and flexibility • Respecting others • Accepting • Understanding the differences in people • Qualities of spiritual wellbeing <ul style="list-style-type: none"> • Being religious • Respecting others • Showing kindness to others • Being thankful • Positive behaviour • Peace loving • Nature loving • Practices to be followed for spiritual wellbeing. <ul style="list-style-type: none"> • Participating in religious activities. • Respecting the social values • Enjoying the wonders of the nature 	<ul style="list-style-type: none"> • Explains the qualities of Spiritual wellbeing • Exhibits preparedness to follow correct practices for spiritual wellbeing • Categories the qualities of Physical, Mental, Social and Spiritual wellbeing. • Exhibits preparedness to take action for physical, and spiritual wellbeing 	

Grade 6 - Health and Physical Education - Syllabus

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
2.0 Fullfills human needs for a healthy life.	1.2 Conforms to a life style for further improvement of Psycho-social welbing.	<ul style="list-style-type: none"> • The skills to be developed for good behaviour <ul style="list-style-type: none"> • Self understanding • Empathy • Communication • Inter personal relationship • Emotional control • Cope up with stress • Critical thinking • Creative thinking • Taking decisions with responsibility • Problem solving 	<ul style="list-style-type: none"> • Identifies the life competencies needed for psycho- social welbeing separately • States the activities that can be done to develop life competencies 	02
	2.1 Conforms to a life style understanding the needs of human beings.	<ul style="list-style-type: none"> • Human needs <ul style="list-style-type: none"> • Basic Needs <ul style="list-style-type: none"> • Air • Water • Food • Other needs <ul style="list-style-type: none"> • Shelter • Clothing • Safety • Love • Education • Exercise • Rest • Sleep • Recreation 	<ul style="list-style-type: none"> • Explains basic needs • Exhibits the ability to fulfill other needs carefully. 	01

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
3.0 Demonstrates correct postures to ensure a healthy life.	2.2 Leads a healthy life balancing needs and desires.	<ul style="list-style-type: none"> • Difference between needs and desires. • Importance of fulfilling needs. • Factors to be considered while fulfilling the needs and desires. • Responsibilities and duties while fulfilling needs. • Social responsibilities 	<ul style="list-style-type: none"> • Explains the difference between needs and desires • Lists the responsibilities and duties while fulfilling needs 	01
	3.1 Displays the factors that effect on physical appearance.	<ul style="list-style-type: none"> • Factors that effect on physical appearance. • Personal hygiene <ul style="list-style-type: none"> • Cloths and wears • Nails, hair, teeth and other parts 	<ul style="list-style-type: none"> • Lists the practices to be followed to maintain personal hygiene 	01
	3.2 Maintains physical appearance by exhibiting correct posture.	<ul style="list-style-type: none"> • Maintaining correct posture <ul style="list-style-type: none"> • standing <ul style="list-style-type: none"> • Attention • Stand at ease • Stand ease 	<ul style="list-style-type: none"> • Exhibits correct posture • Explains the importance of correct posture to avoid inconveniences and diseases. 	02

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
4.0 Spends leisure effectively through the involvement in sports and out door activities.	3.3 Handles equipment correctly in daily life to lead a healthy life.	<ul style="list-style-type: none"> • Correct method of handling equipment in daily activities <ul style="list-style-type: none"> • Lifting weights • Lowering weights • Pushing equipment • Pulling equipment 	<ul style="list-style-type: none"> • Handles equipment correctly in daily l activities 	01
	4.1 Investigates sport activities	<ul style="list-style-type: none"> • Sports <ul style="list-style-type: none"> • Introduction • Categorising Sports • Need of Sports <ul style="list-style-type: none"> • Useful rest • Interpersonal relationship • Enjoyment and happiness • Fitness 	<ul style="list-style-type: none"> • Investigates sports activities 	01
	4.2 Participates in minor games to gain pleasure and satisfaction	<ul style="list-style-type: none"> • Minor games 	<ul style="list-style-type: none"> • Participates in minor games to gain pleasure and satisfaction 	01
	4.3 Gets involved in volleyball for pleasure and satisfacton.	<ul style="list-style-type: none"> • organized games <ul style="list-style-type: none"> • Volley ball <ul style="list-style-type: none"> • Introduction • Foot work • Familiarizing with equipment 	<ul style="list-style-type: none"> • Investigates about volley ball. • Familiarizes with equipment and foot work in volleyball 	03

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
5.0 Applies specific abilities developed through athletics to the task of life	4.4 Gets involved in netball for pleasure and satisfaction.	<ul style="list-style-type: none"> • Organized games • Net ball <ul style="list-style-type: none"> • Introduction • Foot work • Familiarizing with equipment 	<ul style="list-style-type: none"> • Investigates about netball • Famiciarizes with equipments and foot work in netball 	03
	4.5 Gets involved in Football for pleasure and satisfacton.	<ul style="list-style-type: none"> • Organized games • Foot ball <ul style="list-style-type: none"> • Introduction • Foot work • Familiarizing with equipment 	<ul style="list-style-type: none"> • Investigates about football • Famiciarizes with equipments and footwork in football 	03
	5.1 Utilizes correct walking style for the tasks of life	<ul style="list-style-type: none"> • Correct walking <ul style="list-style-type: none"> • Arm movement • Positioning the trunk • Keeping strides 	<ul style="list-style-type: none"> • Familiarizes with correct walking 	01
	5.2 Utilizes the basic abilities of running for the tasks of life.	<ul style="list-style-type: none"> • Correct running <ul style="list-style-type: none"> • Arm movement • Positioning the trunk • Functions of the legs 	<ul style="list-style-type: none"> • Familiarizes correct running • Acts accordingly by understanding the difference between walking and running 	02
	5.3 Utilizes the basic abilities of jumping for the tasks of life.	<ul style="list-style-type: none"> • Jumping <ul style="list-style-type: none"> • Take off and landing <ul style="list-style-type: none"> • With one leg • With both legs 	<ul style="list-style-type: none"> • Minimizes accidents by Jumping correctly. 	

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
6.0 Conforms socially to the rules and ethics of sports.	5.4 Utilizes the basic abilities of throwing for the tasks of life.	<ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> • Throwing to the front of the body • Throwing sideways of the body • Throwing over the body • Throwing substitute equipment <ul style="list-style-type: none"> • Soft balls • Bean bags • Tenniquoite rings • Other suitable objects 	<ul style="list-style-type: none"> • Familiarizes with correct throwing by the use of substitute equipment • Does works efficiently through the use of correct posture 	02
	6.1 Utilizes the qualities developed in sports to the tasks of life	<ul style="list-style-type: none"> • Rules regulations and ethics of sports <ul style="list-style-type: none"> • Importance of rules, regulations and ethics. <ul style="list-style-type: none"> • Enthusiastic participation • The dignity of sports • Development of personal qualities • Minimal accidents • Rights of the players • Problem solving • Genuine victory • Student's responsibilities <ul style="list-style-type: none"> • Respecting and following the rules, regulations and ethics • Taking the messages of rules regulations and ethics to the society 	<ul style="list-style-type: none"> • Participates in sports respecting rules and regulations • Utilizes sports qualities in daily life • Contributes to taking of messages of rules, regulations and ethics of sports to the community. 	01

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
7.0 Consumes suitable food for healthy life.	7.1 Identifies the need of healthy food and acts accordingly	<ul style="list-style-type: none"> • Concept of healthy food <ul style="list-style-type: none"> • Varieties • Fresh • Natural • Clean • Nutritious • Sufficient amount • Need of healthy food to ensure wellbeing <ul style="list-style-type: none"> • For systematic growth • To produce energy • To protect the body • Our ancient heritage regarding healthy food • One's contribution in the selection of healthy food • Problems of nutrition <ul style="list-style-type: none"> • Macro nutrients <ul style="list-style-type: none"> • Malnutrition • Under nutrition • Stunting • wasting • Under weight • Over nutrition <ul style="list-style-type: none"> • Over weight • Obesity 	<ul style="list-style-type: none"> • Investigates the concept of Healthy food • Explains the areas that should be considered while consuming healthy food • Explains the necessity of healthy food for wellbeing • Exhibits preparedness to consume Healthy food • Admires the impotrance of indigenous Food. • Categorizes nutrition problems • Exhibits preparedness for reolucing nutrition problems. 	05

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
8.0 Conforms to all efficient life style by maintaining wonder of the body	8.1 Maintains the wonder of the body for the efficient performance of daily tasks	<ul style="list-style-type: none"> • Micro nutrients <ul style="list-style-type: none"> • Iron deficiency • Iodine deficiency • Vitamin A deficiency • Calcium deficiency • Zinc Deficiency • That I have life • Wonderful information of the body <ul style="list-style-type: none"> • Happenings while running, Jumping and throwing 	<ul style="list-style-type: none"> • Conforms the existance of life through activities • Explains the changes that occur during activities • Exhibits preparedness to follow correct practices to maintain wonder of the body 	01
	8.2 Protects the wonders of the organs of the body for welbeing	<ul style="list-style-type: none"> • Eyes, ears, nose, tongue, skin, teeth, nails, and hair • Practiices to be followed to protect and maintain the wonders 	<ul style="list-style-type: none"> • Explains wonder full functions of the body • Exhibits preparedness to protect the wonder of the body 	02
	8.3 Leads an efficient life through the use of one's abilities	<ul style="list-style-type: none"> • Development of physical, mental and social qualities 	<ul style="list-style-type: none"> • Acts to develop physical, mental and social fitness 	01

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
<p>9.0 Take action to maintain physical fitness for a helathy life.</p>	<p>9.1 Studies physical fitness</p>	<ul style="list-style-type: none"> • Introduction of fitness <ul style="list-style-type: none"> • Physical fitness • Mental fitness • Social fitness • Importance of fitness <ul style="list-style-type: none"> • For good health • For efficiency • To socialize • For sports activities • Mental satisfaction • Personality development 	<ul style="list-style-type: none"> • Explains the importance of fitness 	<p>01</p>
	<p>9.2 Maintains physical fitness through rhythmical activities</p>	<ul style="list-style-type: none"> • Rhythm <ul style="list-style-type: none"> • Need • Activities 	<ul style="list-style-type: none"> • Encoruages in activities that are done to develop rhythm 	<p>01</p>
	<p>9.3 Tests physical fitness factors and takes action to maintain them</p>	<ul style="list-style-type: none"> • Physical fitness tests <ul style="list-style-type: none"> • Endurance • Flexbilty • Co-ordination • Strength • Speed 	<ul style="list-style-type: none"> • Measures fitness through paticipating in fitness tests 	<p>04</p>

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
	9.4 Maintains emotinal balance for the sake of psycho- social welbeing	<ul style="list-style-type: none"> • Factors that influence emotional balance <ul style="list-style-type: none"> • Situations • Ways of understanding the situations • Personality • Others behaviours • Importance of maintaining emotional balance <ul style="list-style-type: none"> • Welbeing of human being • Minimizing conflicts • Acceptance by others • Minimizing of problems • Not being aggressive • Controlling the feelings • Optimistic • Happiness • Methods of maintaining emotional balance <ul style="list-style-type: none"> • Realistic • Cordial interpersonal relationship • Strategies to control emotions • Spending leisure joyfully • Having a free mind • Being broad minded • Minimizing stress 	<ul style="list-style-type: none"> • Mentions the importance of emotional balance for welbeing • Exhibits preparedness to manage emotions • Mentions the straterges that should be followed in orded to manage emo- tional balance. 	02

Competencies	Competency Levels	Subject Content	Learning Out comes	periods
<p>10.0 Leads a happy life, successfully facing the challenges of day to day life</p>	<p>10.1 Provides priority to minimize diseases through health promotion.</p>	<ul style="list-style-type: none"> • Diseases <ul style="list-style-type: none"> • Communicable and non communicable diseases • Ways of spreading • Difficulties caused due to diseases • Curing diseases and methods of prevention <ul style="list-style-type: none"> • Personal hygiene • Correct life style • Environmental cleanliness • Immunization 	<ul style="list-style-type: none"> • Categorizes communicable and non- communicable diseases • Makes others aware on preventing diseases • Exhibits preparedness to avoid diseases 	<p>03</p>
	<p>10.2 Identifies and successfully faces challenges encountered in daily life.</p>	<ul style="list-style-type: none"> • Challenges that have to be faced in day to day life. <ul style="list-style-type: none"> • Accidents • Disasters • Abuse and misconducts • Expectations • Important competencies needed in order to face challenges successfully. <ul style="list-style-type: none"> • Awareness • Developing competencies • Self awareness • Empathy • Communication • Interpersonal relationship • Emotional control • Facing stress • Critical thinking • Crative thinking • Responsible decision making • Problem solving 	<ul style="list-style-type: none"> • Exhibits preparedness to face challenges successfully • Explains the strategies to face challenges successfully • Expresses the personal skills needed to face challenges success fully • Develops necessary competencies to face challenges sucess fully 	<p>03</p>

SCHOOL POLICIES AND PROGRAMMES

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

- Health Education Programmes
 - **Health Education programme I**
 - Inspection of personal hygiene. (Physical organs/ clothes/garments)
 - Healthy school environment (Physical/ social)
 - Canteens of healthy schools
 - Healthy food habits. (selection of food/ consumption habits)
 - School health services (Clinics/Immunization programmes)
 - Community health services (Presentation of epidemic diseases/ wholesome nourishment)
 - **Health Education Programme II**
 - Health promotion Programs
 - Health Day
 - Health Societies
 - Health/Fitness inspections
 - **Health Education Programme III**
 - First aid services
 - St John's Ambulance Services
 - Soukyadaí Services
 - Red cross Society
 - **Physical Education Programme**
 - Health Education Programme I
 - Physical fitness programmes (Education Circular 1995/18)
 - Mach past training
 - Display training
 - Drill
 - Gymnastics
 - Aerobics
 - **Physical Education Programme II**
 - Physical /Fitness promotion programs
 - Physical Education Day
 - Sports societies
 - Colours award
 - **Physical Education Programme III**
 - School sports meets
 - Athletics, Volleyball, Netball, Foot ball and Compulsory games.
 - Others Indoors as well outdoor games
 - Physical Exercises
 - Inter house Games
 - Competitions of 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 of which the programmes above should be implemented according to the size and facilities available in the school. For the conveniences of implementation it would be meaning full to get the participation of the other members of the staff and the student council, by including the slected programmes in the annual plan of the school. It will be easy to make use of the resources of the school as well as the guidance of the school principal.

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

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

Learning Teaching Methodology

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

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

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

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

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

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

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

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

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

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

For Practical Activities in Physical Education

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

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

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

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

That in a class the normal period lasts 45 minutes

That in number of students in a class is 40

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

That our country does not enjoy, regular weather pattern

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

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

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

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

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

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

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

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

You can select physical fitness exercises as you wish. Here you should pay special attention to the selection of exercises that suit the activities you propose to implement that day.
- Conducting an recreation game.
- Every child exhibits a great desire to play competitive games for pleasure. Making use of this mentality of children involve them in appropriate, recreation games so as to confirm the activities taught day to today.
- Cool down exercises

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

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

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

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

Quality Inputs

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

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

Computer

Overhead projector

Cassette player to play music on

Transparencies

A cassette recorded with music to beats

Matters

Cross bars for high jumps

Landing matters

A take off board for long jumps

A shot - put

Discus

Javelin of different weights

Strips of wood of the size of a javelin

Netball posts

Netballs

Volleyball nets

Hurdles

Relay batons

Badminton nets

Baseball (elk) bats

Stop watches

Lime, sand, chaff, sawdust

Medicine balls

Typing papers

Bristol boards

Demy papers

Pens/Pencils

Marker pens

Meter measures/foot rulers

Pastels

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

Pictures or model diagram on CD's of

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

General Instructions on Planning the Learning – teaching Process

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

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

First Term
Competency, Competency Level and Periods

Competency	Competency Level	Periods
1.0 Contributes to the building up of a healthy society.	1.1 Takes action to maintain personal health.	04
	1.2 Conforms to a life style for further improvement of Psycho-social wellbeing.	02
3.0 Demonstrates correct posture to ensure a healthy life.	3.1 Displays the factors that affect on physical appearance	02
	3.2 Maintains physical appearance well by exhibiting correct posture.	02
	3.3 Handles equipment correctly in daily life to lead a healthy life.	01
4.0 Spends leisure effectively through the involvement in sports and out door activities.	4.1 Carries out an ivnestigateive studey of sports activited.	01
	4.2 Participates in minor games to gain pleasure and satisfaction.	01

Competency 1.0	- Contributes to the building up a healthy Society
Competency Level 1.1	- Takes action to maintain personal Health
No. of Periods	- 04
Learning Outcomes	<ul style="list-style-type: none"> • Defines 'Health' correctly • Lists the qualities of physical wellbeing • Lists activities that should be followed for physical wellbeing. • Lists the qualities of mental, social and spiritual wellbeing. • Present the activities followed for mental, physical and spiritual wellbeing. • Measures height, weight and waist correctly • Defines 'promotion of health' • Identifies and describes actions to be taken for the promotion of health of the students in one's class • Exhibits readiness to maintain physical. mental, social and spiritual Wellbeing.

Instructions for preparation of learning teaching process :-

- Step 01 -**
- Provide students a piece of cardboard of the dimensions of 20cm x 10cm and advise them to write a definition for 'Health'.
 - Display all the cards on a board and explain the definition given by the WHO as given below.
 - 'Health is a state of **complete physical, mental and social well-being and not merely the absence of disease or infirmity.**'
 - Insist that special attention should be focussed on the words in bold-face of the above definition and confirm it giving reasons.
 - A person living free from disease and disabilities does not mean healthy.
 - All the aspects covering physical, mental social together with spiritual well-being should be taken into consideration with regard to health.
 - Healthy state cannot be determined by mere external appearance.
 - Personal factors as well as common or public factors also affect personal health.
 - Environmental health should also be considered for being healthy.

- Step 02 -**
- Divide the students into four groups.
 - Assign one theme given below to each group
 - Physical wellbeing
 - Mental wellbeing
 - Social wellbeing
 - Spiritual wellbeing

- Guide each group to collect information under the topics given below on each theme assigned to them.
 - Provide a definition for the theme
 - Characteristics used to identify the theme
 - Action taken to maintain the wellbeing of the theme
- Instruct them to use annex 1.1.1 and the first chapter of the text book to collect information.
- Guide them to compile all the information collected into a wall newspaper to be presented to the whole class.

Step 03 -

- Provide opportunity to present their wall newspapers to the whole class.
- Sum up while appreciating their presentations highlighting the characteristics for identification and action taken to maintain physical, mental, social and spiritual wellbeing using the presented facts and the information contained in annex 1.1.1.

Step 04 -

- Divide the students into four groups.
- Instruct the students to measure the height, weight and waist line measure of each member of the group. (This could be done inside the classroom, if there are resources available or otherwise ask them to take measurements at home.)
- Inform the students according to the information contained in annex 1.1.2.
- Guide them to tabulate the data acquired in the table given below. (table 1)

Name	Date of Birth	Age	Sex (G/B)	Height (c.m)	Weight (kg)	Waist (c.m)

(table - 1)

- Direct the students to identify their own level nutritional according to the BMI table given in annex 1.1.3.
- Provide opportunity to identify the appropriate weight according to their age, using annex 1.1.4
- Provide opportunity to identify the appropriate height according to their age, using annex 1.1.5.
- Give relevant guidance for the students according to the information contained in annex 1.1.6.
- Advise them to fill the table 2 using the data acquired.

Name	Height according to age (cm)	Weight according to height	Weight according to age		Waist according to height	
	Height (cm) phase	Phase	Weight (kg)	Phase	Waist (cm)	Suitable/unsuitable

Step 05 -

- Divide the students into four groups.
- Instruct students to streamline the course of action if they are deficient in height according to the age, BMI according to the age and waist according to height.
- Provide feedback and feed forward while the students are involved in the activity.
- Ask the students to present their findings at random.
- Sum up highlighting the following points.
 - In order to maintain the proper Body Mass Index (BMI) or (nutritional status)
 - obtaining healthy food and beverages (grains, yams, Vegetables, fruit, Milk products , meat fist, eggs, Oil, butter and cheese.)
 - engaging in outdoor activity for about an hour daily
 - refraining from consuming carbonated drinks and high sugar food
 - limiting high salty and oily foods and food that have high chillies content
 - limiting activities that involve sitting in one position for a long time (watching TV, using computers, etc,).
 - obtaining medical advice whenever necessary.
 - having adequate lesiure and sleep.

Step 06 -

- Exhibit the definition "for health" given by WHO.
- Explain according to the definition that maintaining physical, mental, social and spiritual wellbeing is ones own responsibility.
- Explain health promotion as given below.
 - Health promotion is empowering individuals to an extent who have the ability to uplift health status of that individual, families as well as in the community and to utilize the prevailing educational opportunities to the maximum benefit~
- Explain School Health promotion as per given below.
 - Insist that individuals or groups should act to develop their own health status.
 - Confirm that not only the knowledge of the individual or group invovled, but also the necessity of proper behaviour should also be followed in this connection.

Step 07 -

- Divide the students according to the need.
- Instruct students to streamline the course of action to be taken for the promotion of health of the students in one's class.
- Provide feedback and feed forward when the students are involved in the activity.
- Ask the students to present their findings at random.
- Sum up highlighting the following points.
 - Keeping the classroom clean and tidy
 - Ensure that classroom get light properly
 - Maintain the beauty of the classroom .
 - Organize speech and art competitions, mediation, cultural programmes, religious activities and debates.
 - Engage in outdoor sports activities for at least one hour daily
 - Consume healthy food and beverages .
 - Refrain from consuming artificial food and food that have a high content of oil, salt, and chillies.
 - Work collaboratively
- Introduce the 'WASH' concept as per given in annex 1.1.6. Indicate that this affects the hygiene.

Key concept Terms : Health, complete wellbeing, physical wellbeing, mental wellbeing, social wellbeing, spiritual wellbeing proper nutrition, correct physical measurements, health promotion, school health promotion.

Quality Inputs : Measuring tape, scales to measure weight, instruments required to measure height

Instruction for Assessment and Evaluation

- Evaluate correct definition of Health
- Evaluate identification of factors, that affect complete wellbeing
- Inquire based on the four factors changes that can be affected on complete wellbeing.
- Observe maintenance assessment leaflet on self assessment regarding proper nutrition
- Evaluate the activities being done to build health promotion classroom

Annex 1.1.1

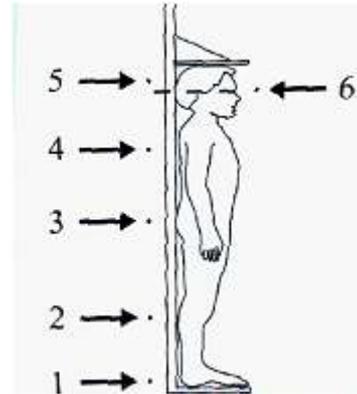
Phase	Definition	Characteristics	Good practices
Physical	Disense prevention and minimizing behaviours that tends to unhealthy state and maintaining fitness	<ul style="list-style-type: none"> - proper nutrinal level - proper phisical fitness - ability to withstand disease situations - pleasant appearance - being active 	<ul style="list-style-type: none"> - consuming clean air - consuming clean water - water health & selfclealiness (WASH) - consuming healthy food - maintaining cleanliness and hygine - engaging in sports and excercises - living in a healthy environment - proper relaxation and sleep
Mental	Identifying the capabilities and facing the day to day challenges succesfully while serving the society through leading a produc-tive and joyful life	<ul style="list-style-type: none"> - good decision making - problem solving - overcoming tension - analytical thinking - cheerfulness - happiness - self-actualization - creativity - emotional balance 	<ul style="list-style-type: none"> - playing - engaging in aesthetic activities - engaging in a hobby - simple lifestyle - time management - obtaining counselling - meditating
Social	Maintaining good rela-tions with people around us	<ul style="list-style-type: none"> - good interpersonal relationship. - respecting other ideas - flexibility - cooperativeness - productive commu-nication - leadership - follower - law abiding 	<ul style="list-style-type: none"> - working in a group - flexibility - respecting others - understanding the diversity of people - Patience
Spiritual	Realizing the value of leading a joyful life, while maintaining good inter personal relations, developing with experi-ence and time, with a good understanding of the proper position in the society	<ul style="list-style-type: none"> - virtuous - generosity - kindness - reflectiveness - peaceful - nature loving - living a religious life - respecting ethics 	<ul style="list-style-type: none"> - admiring the nature - engaging in art or music - acting collabratively - meditating - engaging in yoga excersices - engaging in sports - Respecting elders -engaging in religious activities.

Annex 1.1.2

Instructions for measuring height

Instruments -Measuring rule, measuring tape, foot rule/ strip of wood fixed to the wall

- Remove shoes.
- Prepare the top of head by removing hats, caps, head dresses and clips etc, in order to measure the top most point of head.
- Instruct the student to stand against the wall looking forward so that the heel, calf, thigh, mid area of the back and back of the head touching the vertical wall as given in the diagram below.
- Ask another person to place a foot ruler or a strip of wood horizontally touching the head as well as the measuring tape in order to read and record the height.
- Record the height in cm.



1. heel
2. calf
3. back
4. back of the head
5. the ruler on the head
6. Looking forward

Instructions for measuring Weight

Instruments -Weighing scale

- Remove shoes and all the contents in the pockets.
- Weighing should be done wearing soft clothes.
- Remove the jackets etc, over the school uniform.
- Make sure that the reading/indicator of the scale set at zero.
- If not set it at zero.
- Get on to the scale and stand upright. Put hands downwards besides the body and stay relaxed.
- Body should not be in contact with anything and look forward.
- Get another person to read the measurement of the scale.
- Record the weight in kilograms.

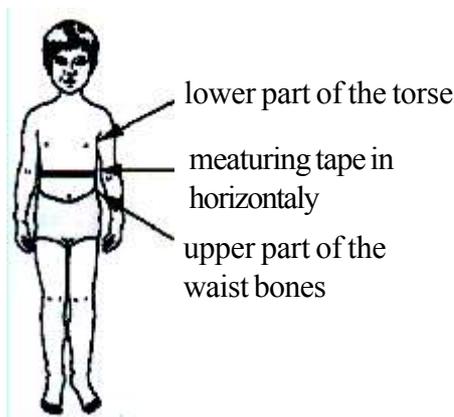


Annex 1.1.2

Instructions for measuring waist

Instruments -Measuring tape

Method - Measurements should be taken according to the given diagram.



Person should be stationed as given in the diagram in order to measure the waist accurately.

Mark the lowest point of the ribs and the highest point of the hip bone on the vertical line running down the arm pit and mark the mid point between them. Do this for the both sides of the body. Place the measuring tape in between these two points and take the measurements.

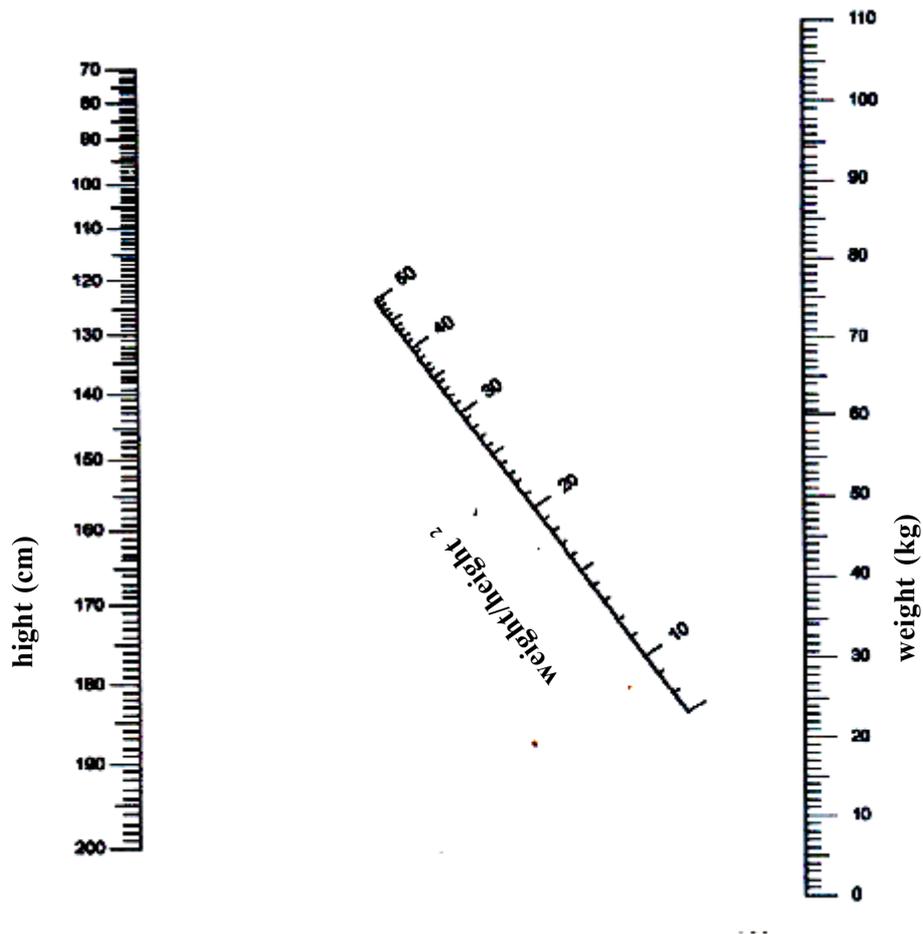
Waist size

The amount of fat deposited in the body could be estimated by measuring the waist. The maximum waist size according to the each and every age is given by the table. If the waist size exceeds that, action should be taken to decrease the waist size.

Age	Male(cm)	Female(cm)
4	55	50
5	56.5	50.5
6	57.5	57
7	59	59
8	60.5	60'5
9	63	62'5
10	65'5	64
11	68	66
12	71	68
13	73.5	69.5
14	76.5	71
15	79	72
16	81.5	73
17	84	73.5
18 above	90	80

$$\text{Proper weight} = \frac{\text{Height (cm)}}{\text{Waist (cm)}}$$

Annex 1.1.3



Nomogram - to find out BMI using heigh (cm) and weight (kg)

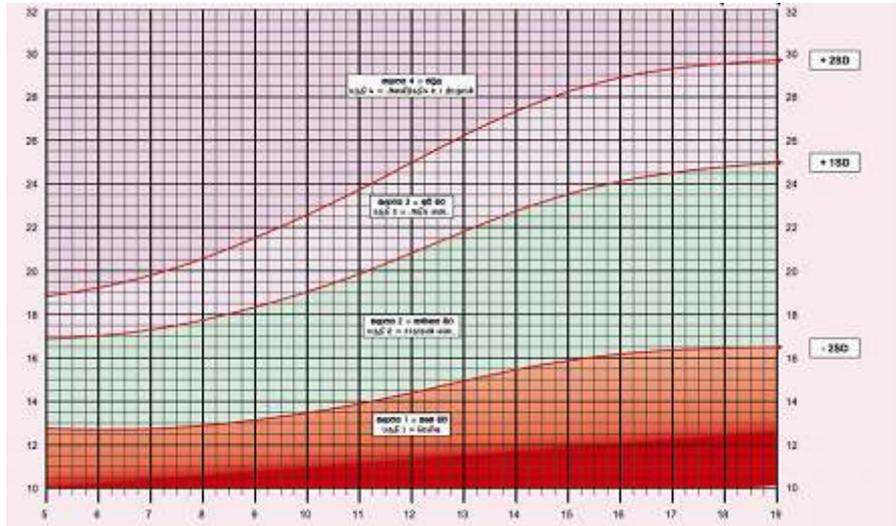
Instructions

1. Get student's height from left column
2. Get student's weight from right column
3. Using foot rule or a straight rod, connect those two points
4. The point where foot rule connects the middle column is BMI
5. Using MBI nutrition state can be deter mined by graph.

Annex 1.1.4

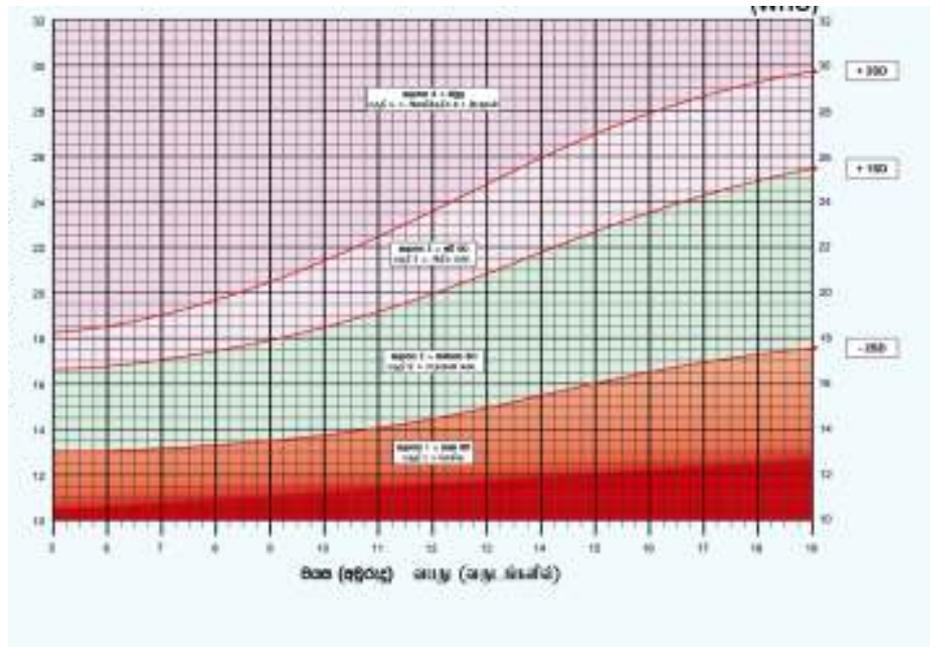
Calculating the body mass index using the table

The Body mass Index children age 5 - 10 - Female



Graph - 1

The Body mass Index children age 5 - 10 - Male

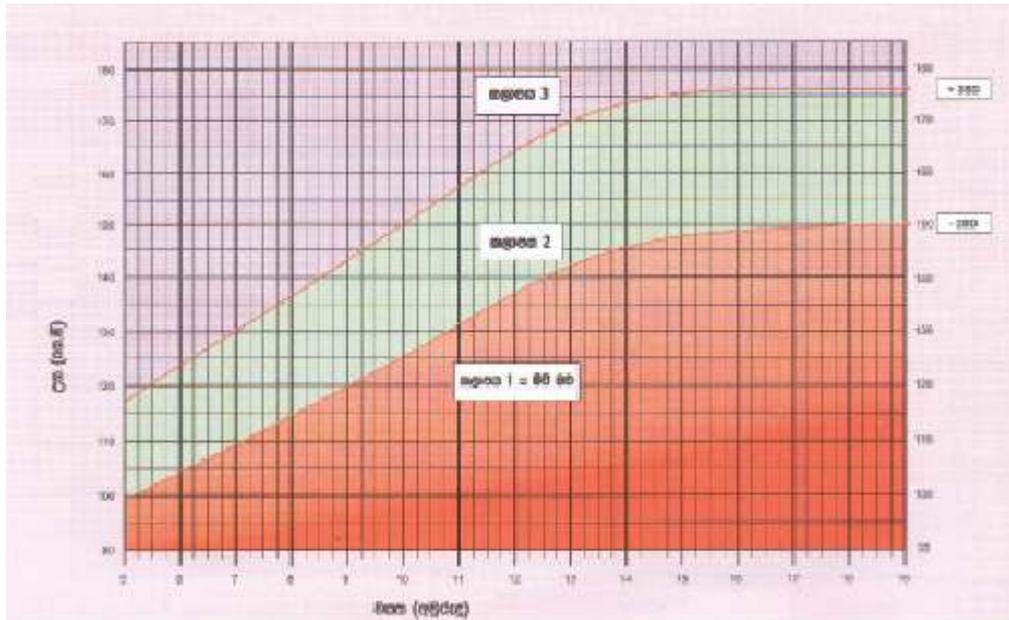


Graph - 2

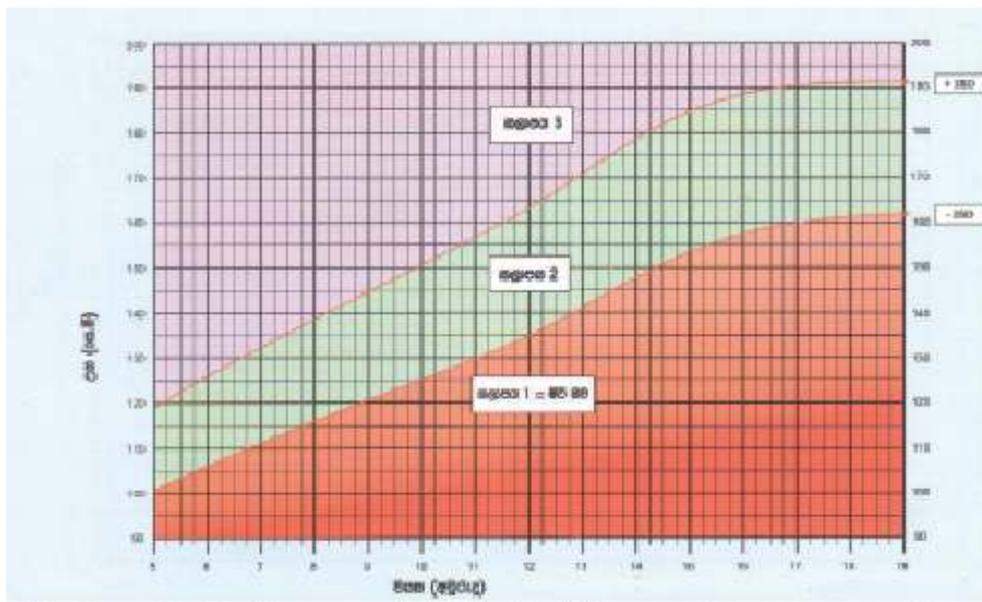
Annex 1.1.5

1. Calculatin the Height for appropriate age

The Height Index children age 5 - 10 - Female



The Height Index children age 5 - 10 - Male



graph - 4

Annex 1.1.6

Ratio between the height and the weight

Defining the measurements

Estimating the age - Age should be identified as years and months and not by a whole number. For example if the date of birth is 19th May 2002 the age as at January 2015 would be 2015 - 01 - 2002 - 05 = 12 years 08 months. This should not be taken as common value.

Height for appropriate age - Use the relevant chart and estimate the position and identify what is meant.

Phase	Colour	Meaning
Under -2SD	Orange	Stunted
- 2SD and + 2SD	Green	Proper height
Between -SD and + 1SD	Red	Excess height
Above+ 2SD		

Nutrition status -

Find the body mass index using height and weight of students under the age of 18.

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

Then use the chart that gives age against the nutrition status to identify the BMI value. Accordingly, there are charts for males and females it defines according to the phase.

Phase	Colour	Definition
Under -2SD	Orange	lean
Between-SD and + 1SD	Green	normal weight
Between+1SD and + 2SD	Light purple	over weight
above+ 2SD	Dark purple/Red	Obese

Phase	Colour	Definition
Under -2SD	Orange	lean
Between-SD and + 1SD	Green	normal weight
Between+1SD and + 2SD	Light purple	over weight
above+ 2SD	Dark purple/Red	Obese

Annex 1.1.6

Instructions for the teacher

Body mass index (BMI) is measured using height and weight. For the individuals over 18 years of age the BMI directly defines the nutritional status, as the height development have been completed by 18 years of age.

BMI value Asian measure	BMI value International measure	Meaning
below 18.5	below 18.5	Under weight
18.5-23	18.5 -25(24.9)	Healthy
23 -27	25 - 30	Over weight
above 27	above 30	Obesity

Nutritional status of persons under 18 years could be determined by matching the calculated BMI with the development chart.

Calculating the BMI on collected data (displaying the chart)

$$\text{Body Mass Index} = \frac{\text{Weight (kg)}}{\text{Height(m)}^2}$$

matching the values according to the chart

'WASH'

- Water - **W**A - Water - Existence of water resources
 - Water supply throughout the day
 - Quality of water
- Sanitation - **S** - Sanitation - Adequate toilets
 Good ventilation and lighting
 Compatible for all ages
 Cleanliness
 Pleasant
 Facilities for hygienic habits
 Availability of waste and sewage disposal methods
 Environmental friendliness

- Hygiene - **H** - Hygiene - Facilities for hygiene
 Sanitary material disposal facilities for adolescent females
 Ability to wash hands using soap
 Waste disposal methods
 Providing knowledge
 Opportunities available for practical applications

Competency Level 1.2	Conforms to a life style for further improvement of Psycho-social wellbeing
No. of Periods	- 02
Learning Outcomes-	<ul style="list-style-type: none"> • Identifies the Life Competencies seperately, that are necessary for Psychosocial Wellbeing. • States the activities that can be implemented for the development of life competencies • Involves in activities for the development of life competencies • Exhibits readiness for the use of life competencies in day to day life

Instructions for preparation of learning, teaching process -

Step 01

- Inquire students about how they act on incidents with a variety of challenges in day to day life.
- Provide such challenging situations to the students and ask them to present how they act in such situations through role play.

Step 02

- Explain that life competencies are needed in overcoming these challenges through their presentations.
- Explain the importance of the enhancement of life skills in developing psycho-social well-being.
- self-confidence, sympathy, communication, inter personal relations, controlling emotions, facing tension, analytical thinking, creative thinking, responsible decision making, problem solving .

Step 03

- Explain social wellbeing as follows
“Social wellbeing is that doing our work by creating good interpersonal connections with the people around us”
- Characteristics of social wellbeing
 - Working as term
 - Patience
 - Flexibility
 - Respecting others
 - Understanding individual differences.
- Actions needed to develop social wellbeing
 - High interpersonal connections
 - Useful communication
 - Empathy
 - Leadership
 - Follow ship
 - Obeying rules.

- Step 04** • Explain what spiritual well being is
Acting happily by making pleasant interpersonal connections and developing them with time and experience and realizing the position of one side in the society is spiritual wellbeing.
- Discusses how spiritual wellbeing could be developed
 - Appreciate nature
 - Engaging in aesthetic, activities such as drawing , singing
 - Working as group • Engaging in religious activities
 - Meditation • Responsibilities
 - Respecting elders
 - Discuss the charactereristic of social wellbeing
 - Receptiveness
 - Respecting elders
 - Faithfulness
 - Appreciating nature
 - Kindness
 - Optimistic
 - Respecting morals/ ethics
 - Explain the importance of building up of metal social and spiritual wellbient to imrove life competencies
 - For that
 - Self realization - Empathy
 - Communication - Interpersonal connection
 - Controlling emotions - Facing stress
 - Creative thinking - Taking decision with responsibility
 - Solving problems
 - Make them clear that in all stages and of life the importance of building up of late competencies
 - Explain the actions to taken to build up life competencies.

- Key concept Terms :** • Psychosocial wellbeing
• Life competencies (Life Skills)
- Quality Inputs :** • Cards containing various incidents
• Diagrams

Instruction for Assessment and Evaluation

- Inquire regarding Psychosocial Wellbeing.
- Inquire regarding the importance of building up Life Competencies
- Direct students to name Life Competencies
- Inquire about the activities that can be implemented for the development of Life Competencies
- Assess the skills of facing challenges while involved in activates.

Competency 3- Demonstrates correct Postures to lead a Healthy Life**Competency Level 3.1** Displays the factors that effect on Physical Appearance**No. of Periods** - 02

- Learning Outcomes**
- Explains personal hygiene
 - Exhibits preparedness to maintain Personal Hygiene

Instructions for preparation of learning teaching process :-

- Step 1**
- Give opportunity to students to observe pictures included in annexure 3.1.1
 - Inquire from students about the outward appearance of persons in those pictures.
 - Lead a discussion to highlight following points
 - Every person likes to maintain a pleasant appearance
 - Clothes should be worn properly and neatly to ensure the pleasant appearance of the person.
 - It is important to have correct postures for pleasant appearance
 - To maintain a pleasant appearance, like external factors, it is required to have skin, hair, nails and teeth cleaned.

- Step 2**
- Group students as appropriate
 - Make students engage in listing out processes to be followed to maintain skin, hair, nails and teeth cleaned.
 - Provide students with feedback and feed forward while engaged in activities.
 - Give opportunity to students randomly to present findings.
- Assure students' findings highlighting following facts
- Procedures to be followed to maintain skin healthily are as follows.
 - Skin should be cleaned daily.
 - Non toxic (skin friendly) soap and cream should be used to clean the skin.
 - The skin should be protected from burning heat of the sun and cold.
 - Suitable food and beverages should be taken to ensure the safety of the skin
- Following facts should be considered in maintaining hair healthily.
- Should clean daily with soap
 - Women should comb hair properly and maintain neatly
 - Boys should maintain their hair properly having hair cut short
 - Avoid using different kinds of cream which hampers the protection of hair

- Should use suitable food to enhance the growth of nail
Following facts should be considered in maintaining nails healthily.
- Nails should be cut short and kept clean.
- Avoid work which may cause damages to nails.
- Suitable food should be taken to ensure the growth and safety of nails

Following facts should be considered in maintaining oral health

- Teeth should be brushed properly twice a day daily.
- A suitable tooth brush and tooth paste should be used for brushing teeth.
- Avoid doing anything harmful to teeth.
- Should not partake any excessive warm or cold food
- The tooth brush should be renewed once a month
- Teeth should be get examined by a dentist once in three month.

In addition, always clothes should be kept clean.

- Clothe should be selected as appropriate to the occasion
- In school, school uniform (trouser, shirt, frock and under wears , neck tie, shoes, socks and badges should be used properly and neatly and clean.

Key concept Terms : Personal Hygiene

Quality Inputs : Pictures of students illustrating cleanliness, physical organs (hair, skin, nails, teeth)

Instruction for Evaluation and Assessment :-

- Inquire regarding understanding of personal hygiene.
- Inquire about actions to be taken for this purpose.
- Pay attention about maintaining them personally
- Observe the attention paid to the cleanliness of the school environment with respects to the cleanliness of the classroom
- Observe about the ability to work within a group.

Annex 3.1



Competency Level 3.2- **Maintains physical appearance well by exhibiting correct postures**

No. of Periods - 02

Learning Outcomes

- Exhibits correct postures
- Expresses views accepting that correct posture is essential in order to safeguard good health.

Instructions for Preparation of learning teaching process :-

Step 01 -

- Take students to the ground
- Inquire from students about the postures in connection with the day today activities

Lead a discussion to highlight following points

- We perform different postures in day today life.
- In here, we perform postures such as standing, sitting, sleeping, walking, running, jumping and throwing
- We get healthiness and pleasing appearance through performing postures correctly.

Step 2 -

Demonstrate and explain students the postures of **Attention**, **Stand at ease** and **At ease**

Instructions for the position of **Attention**.



Fig 3.2.1

- Heels together forming 'V' shape. Toes to the sideways at an angle of 20-30 degrees
- Keep the body straight sharing the body weight proportionally on two legs, , and not moving.
- Arms well by the side clung to the body, arms fisted(fingers bent from the first and the second knuckles)and thumb forward along the seam of the trouser.
- Look forward at eyes level. (Fig 3.2.1)

Instructions for the position of **Stand at ease**

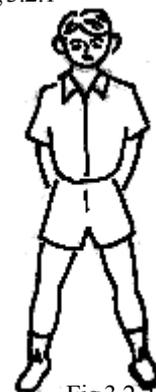


Fig 3.2.2

- Take feet away at the distance of the width of shoulders
- Arms backward placing right palm on the left palm and drag downwards
- The right thumb placed on the left thumb
- Look forward at eyes level. This posture is used when paying attention on a particular activity for some time.
- When transferring to attention position from the stand at ease position, the left foot by the side should be bent and raised parallel to the ground and brought to the right foot again.(see fig : 3.2.2)



fig 3.2.3

Instructions for the position of **at ease (Relaxed position)**

- As same as the position of stand at ease
- But, arms should be relaxed and raise up a little.
- When one who is at the position of at ease, wants to come to the stand at ease position what he/she should do is only to pull down the relaxed arms down at once.
- After introducing above activities, group the students and give them the opportunity to training.
- While engaged in activities, give them the feedback and feed forward.

Engage in a review highlighting following facts.

- Should come to attention position on the special occasions such as hoisting the national flag, reciting the national anthem and school anthem.
- To rest some time it is necessary to stand at ease.
- When listening to a special speech or lecture, it is necessary to stay **at ease**
- There is a possibility of developing the neuro muscular co-ordination when engaged in such activities.
- There is a possibility of enhancing the ability of maintaining correct postures.

Key concept Terms : Postures, standing to attention, stand at ease, stand easy.

Quality Inputs : Diagrams of various postures

Instruction for Evaluation and Assessment :-

- Inquire about standing situations and how they are implemented
- Observe how each posture is practically implemented
- pay attention on how others are given assistance during the activity
- Observe leadership and flowing ship qualities are followed

Competency Level 3.3 Handles equipment correctly to lead a healthy life.

No. of Periods - 01

- Learning Outcomes**
- Gives examples for the situations where heavy objects are lifted, lowered and pushed.
 - Exhibits correct ways of lifting, lowering and pushing heavy objects.
 - Takes care on safety during these situations

Instructions for lesson Planning :-

Step 01

- Submit the pictures included in annexure 3.1.1 to students.
- Inquire from students about the occasions that we engage in activities like lifting weight and equipments, lowering them, lifting them up and pushing them in day today life.
- Note down student responses on the blackboard

Lead a discussion to highlight following points

- We engage in activities like lifting weight and equipments, lowering them, lifting them up and pushing them in day today life.
- Above activities could be done individually and group wise as well.
- When engaged in above activities, the physical ability and the weight of the equipment impact on them.
- When engage in above activities, one's own safety and others' safety also should be considered.
- while lifting and lower in heavy objects, body should not be bent
- While lifting & lowering heavy object the objects should be kept close to the body
- While pushing and pulling legs should be kept extended
- While pushing & ruling, body should be bent forward & backward respectively.

Step 2 Make the students engage in following activities practically

- Lifting up or changing the position of a chair or a desk in the classroom
- To bring down a parcel of books or an equipment placed on a cupboard(individually and group wise)
- Pushing and pulling a table in the classroom(individually and group wise)
- As a group, lifting up of the teacher table and placing on the floor. (individually and group wise)
- Give feed forward & feed back during activities Use figures given for activities and books for learning & teaching.

Step 3

Engage in a review highlighting following facts

- Lifting heavy equipments, lowering, pushing and pulling them depend on one's ability, weight of the equipment and group ability.
- When engaged in above activities, the balance of the body, weight of the equipment and the safety also should be considered.
- In above activities, the place where those heavy equipments are kept, the nature of the place where the same are stored after moving should be considered.

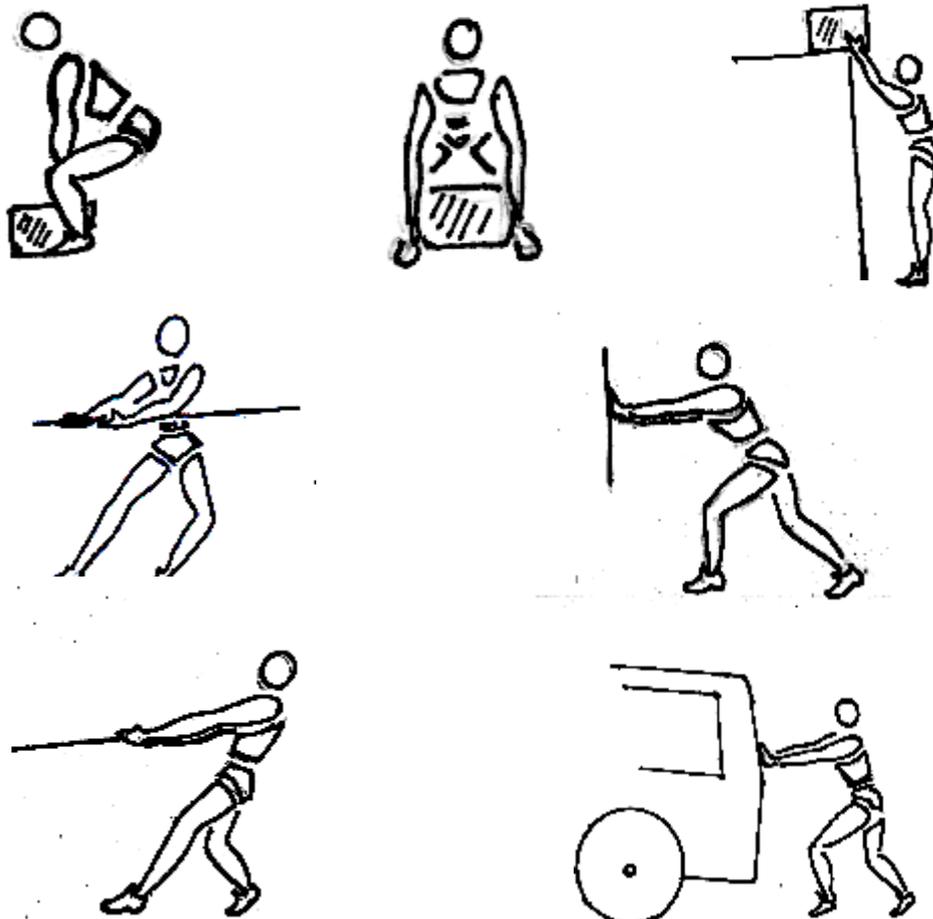
Key concept Terms : Balance

Quality Inputs :• Diagrams of lifting, lowering and pushing weights.

Instruction for Evaluation and Assessment :-

- Evaluate,correct posture during the students are engaged in activities or lifting, lowering and pushing heavy objects.
- Evaluate working in groups during activities
- Evaluate by monitoring the safty meassures taken during activities.

Annexe 3.3.1



Competency 4 : **Spends leisure effectively through the involvement in Sports and out door activities.**

Competency Level 4.1 : Studies sports activities

No. of Periods 01

- Learning Outcomes**
- Identifies sports activities
 - Classifies games
 - Buildup interpersonal relationship through sports activities
 - Carries out games activities for pleasure and entertainment
 - Involves oneself in sports activities for physical fitness

Preparation of learning teaching process :-

Step 1

- Make students engage in warming up game
 - inquire about the experience that students gained by that game
 - Ask students to suggest a name for that game
- Lead a discussion to highlight following points
- The monotonous nature of educational activities could be avoided through sport activities
 - Pleasure and entertainment could be gained from sport activities
 - The classification of sports could be done according to following sub topics
 - Minor games(with equipments- single, double, group
 - Minor games(without equipments- single, double, group
 - Subsidiary games
 - Organized games(non indoor)
 - Organized games(indoor)
 - Outdoor activities
 - Games for differently able children
 - winter games(ice games)
 - adventure games
 - Some of these games are confined only to particular groups e.g(games for differently able people, winter games
 - Double and team games develop inter personal relationships and if not, those games will be unsuccessful.
 - Sports impact on the development of physical fitness as well.

- Key concept Terms :**
- Effective leisure
 - Fitness
 - Interpersonal relationship

- Quality Inputs :**
- A note containing classifications of games and a suitable land for games/sports

Instruction for Evaluation and Assessment :-

- Inquire about the necessity of enrolment in sports/ games activities
- Inquire about the fitness factors that can be developed through games activities.

Annexure 4.1

Warming up game

Name of the game:- Vinoda Master(This name is not to given to students)

Number of students:- All the students in the class

How to perform the game;

Send one student out of the class and select one of the other students as **Vinoda Master**. Vinoda Master should command all the other students in the class to perform different activities. E.g When Vinoda Master touches his ear others also should touch their ears.

When he scratches his nose others should scratch their noses.

After starting the activities call the student who was out of the class and ask him/ her to find

Vinoda Master. Vinoda Master should give commands to others not enabling to find him.

(perform the game within 40 minutes as appropriate.)

If Vinoda master is found, he should be sent out of the class and somebody else `should be selected as Vinoda Master.

Competency 4 : **Spends leisure effectively through the involvement in Sports and out door activities.**

Competency Level 4.2 : Engages in minor games for Happiness and satisfaction

No. of Periods : 01

Learning Outcomes

- Engages in minor games with happiness and satisfaction
- creates minor game activities to suit the situation
- Exhibits attitudes and skills in order to acquire self discipline

Instructions for the preparation of learning teaching process :-

Step 1

- Inquire from students about the enjoyable games such as
- Kan kan Buru, Sin Sin Noru
- kopara kopara pipingngna
- katti Paneema
- Treading the Shadow
- Make students engage in warming up games
- Breaking the tail
- Treading the poison
- inquire about the experiences they gained from those games

Lead a discussion to highlight following points

- It is possible to change the rules of said games as required
- The space used for the games could be changed as we need
- The number of participants also could be changed
- Minor games are defined as the games created using available resources at the moment to satisfy the abilities and desires of children, between two, among each other or groups.

By engaging in minor games

- inborn physical abilities and emotional features of students could be indentified
- The development of motor abilities such as running, jumping, catching, rotating, turning, defending, chasing and avoiding will occur.
- The attitudes and skills leading to self discipline in relation to respecting rules and regulations, obeying teacher orders, respecting leadership and fellowship, working honestly and co-operatively will be developed.
- Students also can create this types of games.

Warming up games (Accessible games) 1

Breaking the tail

Number of students:- the whole class

Court:- Mark a rectangular land space (one side about 40 Feet) using lime powder/bran(rice husks) or wood powder

Equipments:- Provide each child with a one foot long piece of cloth or a cadjan leaf (coconut leaf)
Hang the same piece of cloth, handkerchief or cadjan leaf on the backside waist of each child. Each child should take efforts to safeguard his/her own tail and break others' tails as much as possible. If somebody lost self's own tail, he/she can break others' tails. Going out of the demarcated area is a foul. Touching and tussling with each other are prohibited. Start and end should be according to the whistle sound.

- The champions will be the students who safeguarded self's tail and broke maximum number of others' tails.
- Even though, self's tail is lost, those who broke maximum number of others' tails will be the runners up and 1 ,2 ,3 respectively.

Warming up games II **Poison**

Number of students:- According to the number of students in the class, divide them into groups consisting 3 ,4,or 5 students in each group.

Court:- Select a risk free flat land space

Equipments:- Get some rugs or leafy branches to indicate "poison"

Game:- Divide the class equally consisting 3 or 4 in one group. Instruct them to form a circle holding their hands. Keep the object which indicates "poison" in the middle of the circle. Make them to tread on the poison in the middle of the circle by pulling each others' hands according to the whistle sound given by the teacher. The child who trod on poison will be defeated. Again do the same thing continuously until the whistle sounds. Line up the students according to the number of times they trod on poison.

Key concept Terms :

- Minor games
- Self discipline

Quality Inputs :

- Lands suitable to play
- Material required to mark the play ground

Instruction for Evaluation and Assessment :-

- Inquire about the advantages of engaging in minor games
- Appreciate skills involving leadership, followership, self discipline while involving in sports.

Second term
Competency, Competency Level and Periods

Competency	Competency Level	Periods
2.0 Fullfills human needs for a healthy life.	2.1 Conforms to a life style understanding the needs of human being.	01
	2.2 Leeds a healthy life balancing needs and desires.	01
4.0 Spends leisure effectively through the involvement is sports and out door activities.	4.3 Gets involved in volleball for pleasure and satisfaction.	03
	4.4 Gets involved in netball for pleasure and satisfaction.	03
	4.5 Gets involved in Football for pleasure and satisfaction.	03
6.0 Conforms Socially to the rules and ethics of sports	6.1 Utilizes the qualities developed in sports to the tasks of life.	01
7.0 Consumes suitable Food healthy life.	7.1 Identifies the need of healthy food and acts accordingly.	05
9.0 Take for a action to maintain physical Fitness for a helathy life.	9.1 Carries out an investigative study of fitness	01
	9.2 Maintains Physical Fitness through Rhythmical activities	01
	9.3 Tests physical Fitness factors and take action to maintain them.	04

Competency 2 : **Fulfills human needs for a Healthy Life**

Competency Level 2.1 : Conforms to a life style understanding the needs of human being

No. of Periods 01

Learning Outcomes

- Highlights basic needs by inquiring about needs.
- Separates needs from desires
- Explains needs that vary in terms of the age of individuals

Instructions for the preparation of learning teaching process. :-

Step 01 :-

- Direct students to imagine their early days.
- Inquire about their needs at that time.
- Inquire about the reactions they made when those needs are not fulfilled.
- Lead a discussion highlighting following points.
 - There are various needs for the man from the day he was born to this world.
 - Basic needs are important at all the stages.
 - There is a change in the needs with the age.
 - Happiness being lost when the needs are not fulfilled.

Step 02 -

- Group the students as per required.
- Provide each group with sheets of instructions for exploration and other relevant information.
- Assign work and engage groups in activities.
- Prepare them for whole group presentations.

Step 03 -

- Ask the groups to present their findings.
- Sum up using the flip chart that include following points together with the points presented by the students.
- Factors mentioned below are essential for the well-being of life.
 - Clean air
 - Clean water
 - Balanced diet
- These are some of the basic needs
- Apart from these housing, clothes, security, love and affection, education, exercise, leisure, sleep and entertainment are also needed.
- These are called other needs or secondary needs.
- Basic needs as well as other needs have to be fulfilled.
- Other needs vary according to the individuals age.

Criteria for assessment and evaluation :-

- States that there is a variety of human needs.
- Explains that human needs could be classified as basic needs and secondary needs.
- Performs a creative presentation with the group members.
- Express sensitivity on others needs.
- Exhibits the preparedness in giving priority to essential matters.

Key concept Terms :

- Basic Needs
- Other needs/ secondary needs

Quality Inputs :

- A flip chart prepared containing needs and desires.

Instruction for evaluation and assessment :-

- Draw the attention of students regarding the separation of needs as basic needs and other needs based on the needs given
- Inquire about the importance of satisfying basic needs
- Evaluate the skills of working as group while they are involving in activities.
- Draw attention to skills relevant to the competency as well as general abilities.

*Annex 2.1.1***Instructions for exploration**

- All the members of the group get together and read the description about the happy family.
- Identify the members of Siriwardena family.
- List out the needs of family members.
- Prepare a list of needs according to the priority order.
- Get prepared to present the findings in a creatively.

*Annex 2.1.2***Happy family**

A number of little families lived in a village near the beach. Members of the Siriwardena family had the habit of walking along the beach in the evening to breath fresh air and for physical excercises. They did'nt forget to take a bottle of boiled , cooled water with them. Adults sit and talk after walking till they are tired. Saroja who was in grade 5 and Kamal in grade 6 play around in the beach during this time. Mom and dad of Siriwardena family return home late in the evening prepare the dinner. All the family members experience a great enjoyment having meals together. Saroja and Kamal engage in their studies after dinner. All the members of Siriwardena family have realized the need of a good nights sleep.

Nimal who is in grade 11 this year devotes a lot of time on study activities as he is sitting for the ordinary level examination this year. He expects to get a good job and a beautiful house. He is always concerned about the security of his brothers and sisters. He had a great desire to play previously, but now he devote a limited time for it. He wears neat and tidy dresses, but he does'nt request for expensive dresses as his parents are experiencing financial difficulties.

Saroja is the youngest in the family. She loves to being loved by her sisters and parents. All the members love her very much. Saroja prefers singing and watching TV.

Competency Level 2.2 : Leads a Healthy Life balancing Needs and Desires**No. of Periods** : 01

- Learning Outcomes**
- Separates needs from desires based on the information given
 - Exhibits readiness to utilize basic needs frugally.
 - Exhibits ability to fulfill needs while satisfying duties and responsibilities.

Instructions for learning teaching the process :-**Step 01 :-**

- Direct the students to identify their needs and wishes on the goods and implements that they use in day to day life.
- Introduce the points to be considered in accomplishing the needs to the students.
- Lead a discussion on the change in needs according to the individual.
 - Explain that there are alternative opportunities in fulfilling needs giving examples.
 - Introduce the obligations and responsibilities in fulfilling needs as the resources are scarce.

Step 02

- Perform the following activity considering the whole class as one group.
- Ask students to write a list of materials that they bought in shops
- Let them divide the materials into needs and desires.
- Discuss the facts that use need to focus on when fulfilling needs.

Step 03

- Summarize based on the following.
- Needs should be fulfilled without giving space to desires
- Need to act patiently when considering commercials
- Limited resources should be used controllably when fulfilling needs.
- Fulfilling needs should not cause harm to others
- Lead simple and fruitful life by controlling desires.

Key concept Terms : Needs, Desires**Quality Inputs** : A flip chart prepared including needs and desires, duties and responsibilities**Instruction for Evaluation and Assessment :-**

- Inquire about what should be taken into consideration when fulfilling needs
- Inquire about one's duties and responsibilities in using limited resources
- Appreciate preparedness for a simple life
- Appreciate skills of working within group and common skills when involving in activities.

Competency 4. : **S spends leisure effectively through the involvement in sports and out-door Activities.**

Competency Level 4.3 : **Plays volley ball for pleasure and satisfaction**

No. of Periods - 02

Learning Outcomes

- Investigates about valley ball
- Familiarize the equipment related to these games
- Familiarize foot movements related to each of these games
- Plays these games for entertainment with happiness
- Functions in accordance with related rules and regulations

Instructions for the preparation of teaching learning process :-

Step - 01

- Accompany students to the volleyball court.
- Give them the opportunity to play volleyball for 5 minutes after warming up exercises.
- Lead a discussion highlighting following facts
 - Volleyball is the National game in Sri Lanka.
 - This is a game played by two teams, including 6 in each team sending the ball to both sides over the net in a court which is divided into two right by a net.
 - By engaging in this game, happiness and joy satisfaction as well as the physical fitness will be developed.
 - To play volleyball, it is necessary to learn techniques correctly and get a proper training as well.

Step- 02

- Divide students in the class into several groups.
- Form lines as required
- Make students engage in following activities several times
 - Running forward slowly according to the command.
 - Running backward slowly according to the command.
 - Galloping to left side according to the command.
 - Galloping to right side according to the command.

Step- 03

- Group students into four groups or according to the number of available balls and provide them with volleyballs.
- For practicing ball handling, make students engaged in following activities as individual, pairs and groups.
- First, demonstrate each and every activity and later give them the opportunity to engage in activities
- Give opportunity to groups for training.
- Give feed forward and feed back while engaged in activities.

Activities could be done individually



- Throwing the ball up and catching



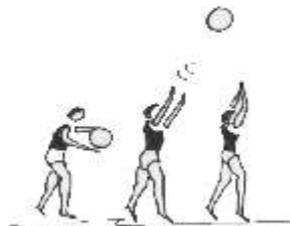
- Bouncing the ball and catching



- Changing the ball from hand to hand



- Dribbling the ball and going forward



- Throwing the ball up, clap and catching



- Rotating the ball around waist

Activities could be done in pairs



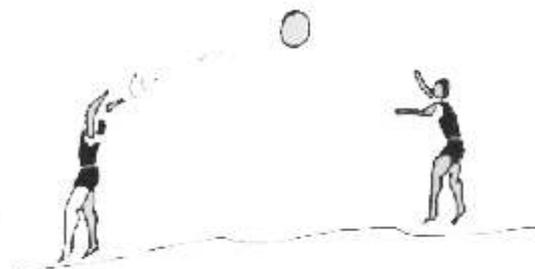
- Exchanging the ball above between two persons



- First player turned back and passing the ball over the head to other player



Rolling and passing the ball to other player



- First player turned back and passing the ball over the head to other player

- Step 04**
- **Make students engage in following activities to practise footwork and ball handling.**
 - Divide students into several groups
 - Mark a starting line in the court
 - Mark a finishing line at a distance of 15m from the starting line
 - Instruct students to stand behind the finishing line in a single file.
 - Instruct the first player of the line to start the competition according to starting signal.
 - Instruct to take the ball and run from the starting line and touch the finishing line and run back and give the ball to next player of the line and sit behind.
 - Like this, the activity has to be continued until the whole group has finished.
 - Make aware of students that the team which finishes the competition first will be the winners.
 - To judge completions get the assistance of other students who don't take part in activities. Motivate other students to encourage players.
 - Encourage the team won.
 - Lead a review highlighting following facts.
 - Ball handling is important for training correct techniques of volleyball.
 - Different activities could be created for ball handling
 - Through activities related to ball handling, happiness, joy and team spirit will be developed.
 - Inquire about the activities applied to ball handling and remind them to students. Appreciate the students who presented for this purpose.

Key concept Terms : National games

- Quality Inputs :**
- Suitable grounds to play
 - Volleyballs
 - Material necessary to mark the ground

Competency Level : 4.4 Plays Netball for pleasure and satisfaction

No. of Periods - 03

- Learning Outcomes**
- Investigates about netball
 - Familiarize the equipment related to these games
 - Familiarize foot movements related to each of these games
 - Plays these games for entertainment with happiness

Instructions for the preparation of teaching learning process :-

- Step 01**
- Accompany students to the Netball court.
 - Divide students into 2 groups
 - Instruct students to play netball within the court without considering demarcations
 - Make students engage in above activity for about 5 minutes.
 - Lead a discussion highlighting following facts
 - Netball means a game which is played and scored passing the ball among one's own team players and shooting through the ring of the goal post.
 - Netball is introduced as an organized game as it is played according to standard rules and regulations.
 - Netball is very popular among women but men also engaged in Netball
- Step 02**
- Make students engage in following activities for training foot work.
 - **Get them to do following activities running on the spot slowly and changing activities according to command**
 - Running forward slowly according to the command
 - Running backward slowly according to the command
 - Galloping to left side according to the command
 - Galloping to right side according to the command.
- Step 03**
- Make students engage in following activities for training ball handling.
 - Group students and give the opportunity to play training
 - Give feed forward and feed back while engaged in activities.
 - Deploy students as appropriate.

Activities could be done individually



- Catching the ball correctly. In any type of catching, fingers of hands should be spread out



- Changing the ball from hand



- Rolling the ball on the ground

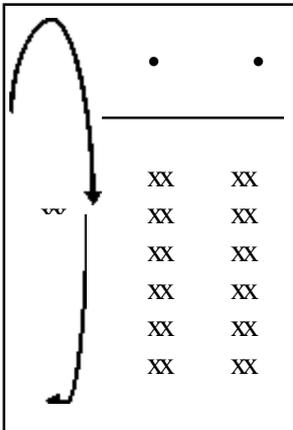


- Passing the ball through legs raising feet taking turns.



- Bouncing the ball and catching

Step 04



- Divide students into equal number groups
- Make them follow the following commands by giving a ball to each group.
- First one in the team running forward while throwing the ball up and catching and round the mark and hand the ball over to the others
- Make all the students to their activity
- The one finished should go behind this team
- The team which finishes first win.

Step 05

- **Activities could be done in pairs**



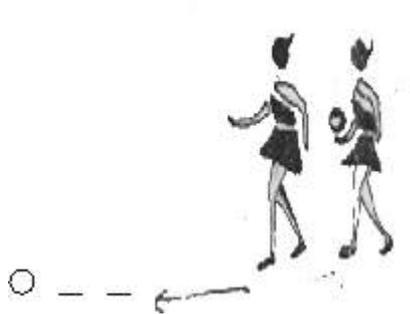
- Rolling the ball on the ground



- Bouncing the ball and catching



- Passing the ball over between two players

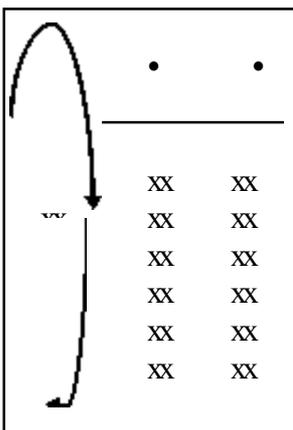


- In pairs sending the ball forward chasing and catching it



- Two players stand back to back and pass the ball to other player at waist level.
- This activity should be done to both left and right sides

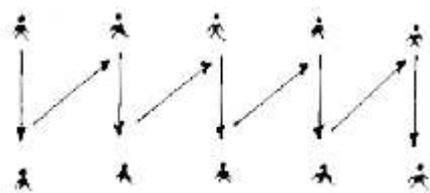
Step 06



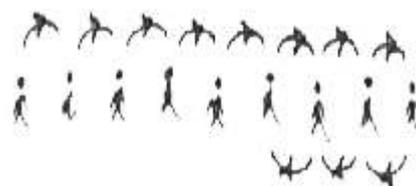
- Instruct students to engage in following minor game
- Group students in equal pairs
- Give a ball to each group and instruct to do following activity.
- First pair of students will run around marks indicated in front and change the ball according to command and give the ball to next pair of the group.
- Everybody in the group should engage in this activity
- The group which finishes first will be the winners

Step 07

- **Activities could be done as groups**
- As indicated in the figure, kneel down face to face and roll the ball on the ground in zig zag method.(figure 1)



(Figer 1)



(Figer 2)

- Stand facing front and as indicated in the figure, starting from the first end send the ball back over the head and repeat from the extreme end.(figure 2)



(Figure 3)

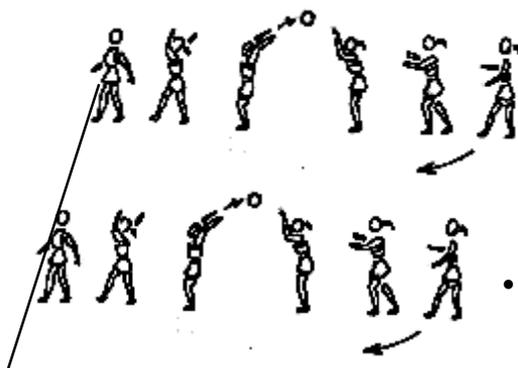
- Stand in line facing front and turn to the left and give the ball to next student. After the ball has reached the extreme end of the line, above turn again and turn to the right and pass the ball as did earlier.(figure 3)
- Stand around the circle facing front and send the ball to left-hand. Do it several times and in turn do the same activity to the right hand side as well.(figure 4)
- Standing in the above circle engage in the above activity galloping slowly to left.
- Get several balls and continue changing the ball being in the above circle itself.
- Instruct students to engage in following minor game



(Figure 3)

Step 08

- Deploy students in the following game



- Group students in equal numbers
- Deploy students in groups with a gap as shown in the figure
- Give the ball to first student of the group and instruct to pass the ball back over the head according to command.
- When the ball has reached the extreme end, the student at the extreme end should come in front and do the above same activity
- The group which finishes first will be the winners

- Key concept Terms :**
- Net ball
 - Familiarizing with ball

- Quality Inputs :**
- Suitable grounds to play
 - Netballs
 - Material necessary to mark the ground
 - Cones

Instruction for Evaluation and Assessment :-

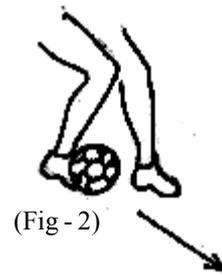
- Inquire about handling equipment and foot movements related to the relevant games
- Evaluate students skills while they are engaged in games
- Evaluate the skills for working as group
- Evaluate Familiarizing with ball

Competency Levels : 4.5 Plays Foot ball for pleasure and satisfaction**No. of Periods** - 03

- Learning Outcomes**
- Investigates about Foot tball
 - Familiarize the equipment related to these games
 - Familiarize foot movements related to each of these games
 - Plays these games for entertainment with happiness
 - Functions in accordance with related rules and regulations

Instructions for the preparation of teaching learning process :-

- Step01**
- Divide students into two groups
 - Make them engage in warming up exercises
 - Place cones at both goal lines
 - Instruct students to engage in a sport done by kicking the ball within a demarcated area
 - Make students engaged in the activity for 5 minutes.
 - **Lead a discussion highlighting following facts.**
 - The game which is played by two teams, kicking the ball and sending the ball to the goal area of the opposing team is known as football.(Soccer)
 - There are standard rules and regulations for football.(e.g;- The length and the width of the court, time duration and the ball etc.)
 - Men as well as women engage in football.
 - The most popular game in the world is football.
-
- Step 02**
- Get the students to do foot work practice of foot ball through following activities
 - Give feed forward and feed back while engaged in activities.
 - Running forward
 - Running backward
 - Galloping to sides
 - Running raising knees up
 - Running touching heels on buttocks bending feet back from knees
-
- Step 03**
- Get students to do foot ball handling of foot ball through following activities
 - First demonstrate activities
 - Next group students and give them the opportunity to practice
 - Taking the ball forward with instep (Fig - 1)
 - Taking the ball forward with out step (Fig - 2)



- Changing the ball in pairs
- In here, the ball sent by the first player should be stopped by the other' (Fig 3)
- Moving the ball here and there resting the ball between feet.(Fig .4)
- Group students and give the apportunity to play training.
- Give feed foreard and feed back while engaged in activities.



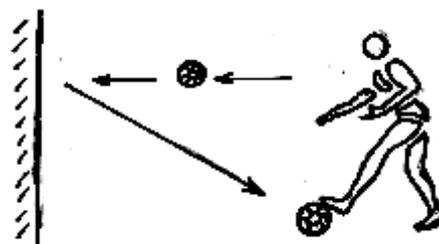
(Fig - 4)



(Fig - 3)



- Kicking the ball to hit a wall and stopping the ball coming back after hitting the wall.(Fig. 5)



(Fig - 5)

- **Make the students engage in following enjoyable game.**
- Place some cones in front of a marked line with a gap of 1m
- Divide students into 2groups
- Give a ball to each group
- Place cones in two lines and instruct students of each group to pass the ball according to zig zag method correctly. (Fig. 6)
- Pass the ball correctly through cones and give the ball to next student of the group
- Make all the students engage in this activity
- The team which finishes the activity first correctly will be the winners.



(fig - 6)

Step 05 - At the end of the activity, lead a review discussion highlighting following facts.

- By engaging in football, the physical fitness as well as the mental fitness will be developed.
- In playing football, the strength of the feet is essential.
- The team spirit will be developed
- Happiness could be gained by playing the game.

Key concepts : • Foot ball
• Familiarizing with ball

Quality Inputs : • Suitable grounds to play
• Foot balls
• Material necessary to mark the ground
• Cones

Instruction for Evaluation and Assessment :-

- Inquire from the students about the importance of playing games
- Inquire about handling equipment and foot movements related to the relevant games
- Evaluate students skills while they are engaged in games
- Evaluate the skills for working as group.

Competency 6.0 : **Conforms socially to the rules and ethics of sports**

Competency Level 6.1 : Utilizes the qualities developed in sports to the tasks of life

No. of Periods : 01

Learning Outcomes

- Explains the necessity of sports rules, regulation and ethics
- Exhibits readiness to conform to Sports rules, regulation and ethics
- Exhibits readiness to carry the message of sports rules, regulations and ethics to society.

Instructions for the preparation of learning teaching process :-

Step 01

- **Inquire from students about some rules and regulations relevant to following games.**
 - Volleyball
 - Trampling salt
 - Card games
 - Breaking seven stones
- Lead a discussion highlighting following facts
 - There are some games with and without standard rules and regulations.
 - In playing games which have standard rules and regulations, those rules and regulations should be followed.
 - Rules and regulations could be made as appropriate for the games without standard rules and regulations.
 - In any game, violating rules may be disadvantageous to the person or team.
 - Therefore, rules and regulations should be followed always.

Step 02

- **Divide students into groups appropriately**
- Give following three topics to groups
 - Sports rules and regulations and ethics
 - Importance of sports rules and regulations and ethics
 - What we can gain for social well being by following rules and regulations and ethics
- Give information sheets to students
- Instruct to prepare an article to a wall paper according to the topic given to the team.

Step 03

- Give opportunity to students for their presentations.
- Lead a discussion highlighting following facts
 - Sports rules and regulations and ethics are included in annexure 6.1.1
 - Importance of sports rules and regulations and ethics is mentioned in annexure 6.1.1
 - What we can gain for social well being by doing according to rules and regulations and ethics are included in annexure 6.1.1

Key concept terms : Rules, Regulations, Ethics

Quality Inputs : Annexure 6.1.1

Instruction for Evaluation and Assessment :-

- Inquire about and evaluate the necessity of sports rules, regulation and ethics
- Inquire about and evaluate the benefit to society through conformity to sports rules, regulations and ethic
- Evaluate, based on a sport conformity to sports rules & regulations while involved in a game/sport

1. Rules and regulations and ethics

- Rules mean the conditions imposed to control and ensure just for all.
- Regulations are also some kinds of conditions which could be imposed by organizers subject to rules.
- The method of playing is stated by rules and regulations.
- Ethics means that carrying out correct customs and manners, traditions and behaviours.(e.g: respect other players, respect spectators and judges.)
 - By violating rules and regulations,
 - Getting withdrawn from competition
 - Imposing a ban on sports
 - Getting involved in others insult
 - Being disregarded by friends
 - Getting into others' finding faults with.
 - Becoming a socially condemned person will occur.

2. Importance of sports rules and regulations and ethics.

- Protection of status and respect of sports
- Minimizing sports injuries
- Creating peace
- Fulfilling just for all
- Facilitating conflict resolution
- Getting strength to bear up win and loss equally.
- Development of friendship
- Becoming law abiding establishing equity and fairness
- Facilitating judgement of competitions.

3. What we can gain for social well being by following to sports rules and regulations and ethics.

- Getting used to carry out rules and regulations
- Producing law abiding citizens.
- Producing good leaders to the society.
- Ability to maintain cultural values.
- Getting used to appreciate others skills.
- Developing unity
- Helping others
- Constructing self confidence
- Contributing to development of the country.

Competency 7.0 : Consumes suitable Food for a Healthy Life

Competency Level 7.1 : Identifies the need of healthy food and acts accordingly

No. of Periods : 05

- Learning Outcomes**
- Identifies the nutrients of food
 - Explains how types of food should be utilized in order to obtain nutrient components
 - Describes the necessity of healthy food
 - Explains the concept of healthy food
 - Explains the value of indigenous local food
 - Exhibit readiness to identify problems of nutrition and minimize them
 - Interprets commercial advertisements correctly.

Instructions for the preparation of learning teaching process :-

Step 01

- Provide display boards on nutrition components to five students.
- Give a picture of one food category to each and every student.
- Instruct the students to decide on the major nutrient in the food category they have and to merge with the nutrition component.
- Direct the students to inquire about the appropriateness of the members gathered in their group.
- Instruct the students to direct students to the appropriate group giving proper justification.
- **Lead a discussion highlighting following points:-**
 - Carbohydrates are contained in food having starch and sugars.
 - Monocotyledonous grains are also included in the carbohydrate category .
 - Dicotyledonous lentils and many animal food are included in the protein category .
 - Oil containing food are included in the fat and lipid category .
 - Vegetables and fruits provide minerals and vitamins.
 - Divide the students into 5 groups and assign each group with one category of food and advice them to prepare a poster including the pictures of food materials.
 - Direct all the groups to display their posters in the class.

Step 02

- Show that food can be categorized into 6 types.
 - Cereals and yams
 - Vegetables

- Fruits
- Meat, fish, egg & seeds
- Milk and dairy products
- Food contained excessive oil and sugar.
- Fill in the table given below.

Food	Nutrient	Function
1. Cereals and yams 2. Vegetables 3. Fruits 4. Meat, fish, egg & seeds 5. Milk and dairy products 6. Food contained excessive oil and sugar.		

Step 03

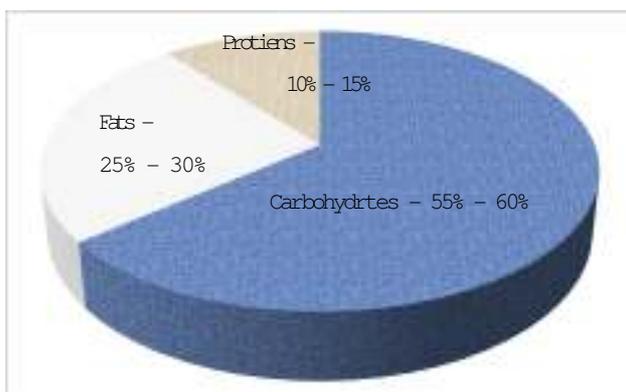
- Divide the class into four groups.
 - Distribute advertisements on food among the groups.
 - Direct students to collect information on the quality and safety of food.
 - Provide opportunity for the students to present the collected information at random.
 - Lead a discussion highlighting the following points.
 - Following points should be considered in consuming food.
 - Diversity - (diversity of colours and diversity of cooking methods)
 - Freshness - (novelty)
 - Natural - (free from harmful flavour components and colouring agents)
 - Cleanliness - (free from disease causing agents)
 - Nutritional value - (inclusive of all the nutrition components, non-destructive nature while cooking or processing)
 - Quantitative aspects - (amount to be consumed according to the age)
 - Selection of food according to the above standards is one's own responsibility.
 - Instruct the students to prepare a poster on the theme 'Let's consume healthy food'.
 - Display the posters in the class.

Step 04

- Lead a discussion with the students on the importance of healthy foods as per given below.
 - It leads to prevention of disease.
 - Capability of preventing non communicable diseases like diabetes, cancers, high blood pressure, strokes.
 - Ability to avoid food poisoning
 - Ability to save money.

Step 05

- Display the following pictures to the students.
 - A picture depicting a weight lifting sport
 - A picture of a child with malnutrition
 - A picture showing a person with ill health
- Lead a discussion with the students on the effect of food on the deviations that could be observed in the pictures.
- Lead a discussion highlighting following points.
 - **Energy is needed to engage in activities**
 - Carbohydrates and fats provide energy
 - **Food is needed to maintain the safety of the body**
 - Vitamins and minerals contained in the food help to maintain safety
 - **Proteins are needed for the development of the body**
 - Foods that have proteins contribute for body development
- Quantities of nutritional components that should be in a meal is given below.
 - Carbohydrates - 55% - 60%
 - Fats - 25% - 30%
 - Proteins - 10% - 15%



- Foods that provide the daily calorie requirements should be taken in excess and they are called macro nutrients.
- Vitamins and minerals that gives the protection are called micro nutrients.
- A, B, C, d, E, K, are vitamins and minerals such as calcium iron, iodine potassium, Zinc.
- Foods that are represented in the pyramid of foods should be included in appropriate quantities in the daily meals.

- Step 06**
- Discuss the nutritional problems arisen by macro and micro nutrients with students as per given below.

Nutrients	Nutritional problems
Macro nutrients	<ul style="list-style-type: none"> • Malnutrition <ul style="list-style-type: none"> • wasting • Stunting • Overnutrition <ul style="list-style-type: none"> • Overweight • Obesity
Micro nutrients	<ul style="list-style-type: none"> • Iron deficiency • Iodine deficiency • Vitamin A • Calcium deficiency

- stunted growth - decreased body weight according to the age
- severe muscle wasting - decreased body weight according to the height
- Over weight - Obesity - increased body weight according to the height
This leads to the onset of non-communicable diseases
- Although the daily requirement of micro nutrients are small, lack or absence may lead to disease conditions.
 - Iron deficiency - Anaemia
 - Iodine deficiency - decreased development of the body
 - Vitamin A deficiency - disorders in the vision and skin diseases
 - Calcium deficiency - Weakened development of teeth and bones

Step -07

- Group the students appropriately.
- Direct the students to streamline the healthy olden foods of Sri Lanka.
- Discuss the following points while student presentations.
 - Heritage of our olden foods are as follows.
 - Cookery was among the 64 types of art in ancient Sri Lanka.
 - Millet, horse gram, long bean, black green, sesam, green gram
 - Green leafy vegetables, fish like natural vegetables are preferred food stuffs.
 - Milk, dairy foods, fruits, fruit juices are also part of foods.
 - Mixed food are widely used. Ex:-
Seven item currey, pongal, lattu, porridiges, green gram rice, samparu, Biriyani, vegetable rice and foods of other region

Step -08

- Divide the class into a number of groups.
- Direct the students to collect information on how to contribute as a student in selecting healthy foods.
- Allow students to present their findings.

- Lead a discussion highlighting following points.
 - Recall the points to be considered in consuming food. (diversity, freshness etc,)
 - Apart from that highlight the following points.
 - Fruits and vegetables could be cultivated in the home garden to be consumed at home.
 - Refrain from wasting food
 - Health messages to be conveyed to home
 - Development of relations through all the family members taking the meals together

• Food	Points to considered
1. vegetables & fruits	
2. Meat, egg, fish	
3. cereals	
4. canned food	
5. water bottle	

- Step -09**
- Direct the students to design a serving of meal that include healthy food and beverages on the discussions made upto now.
 - Present a picture of a serving of a meal that you have prepared.
 - Sum up by leading a discussion on the other matters discussed relevant to the content of serving of a meal.

Key concept Terms : Nutrient components, nutritional problems, quality of food, nutritional deficiency, indigenous food, nutritional needs, macro nutrients, micro nutrients.

- Quality inputs :**
- Picture of a food serving/plate
 - Few advertisements on food
 - Five boards showing different components of food
 - Cards which include a variety of foods
 - Demy paper
 - Gum/cellotape/bristle boards
 - Pictures of a sportsman lifting weight/ malnourished child/ a person with a disease condition

Instruction for Evaluation and Assessment :-

- Investigate correct identification of nutritional components
- Investigate skills of proper association of nutritional components of types of food
- Inquire about the need for food
- Draw attention to the need to appreciate indigenous food types of olden days
- Investigate the correct interpretation of advertisements analytically
- Inquire about understanding of nutritional problems
- Inquire about the concept of healthy food
- Inquire about the contribution of students in the selection of healthy food.

Competency 9 : Takes action to maintain Fitness for a Healthy Life

Competency 9.1 : Carries out an investigative study of Fitness.

No. of Periods - 01

Learning Outcomes

- Explains the importance of fitness
- Engage in activities to maintain fitness

Instructions for the preparation on learning teaching process :-

Step 1

- Engage students in a rigorous sports activity for about 05 minutes.
- Inquire about the physical difficulties experienced during the sports activity.
- Show that certain individuals experienced more difficulties whereas others experienced much less difficulties.
- Explain the physical fitness as per given below.
- Physical fitness is the capacity to complete a physical activity properly and to the maximum level.
- Make aware the students that higher level of physical fitness is needed to lead a high quality of life.
- Briefly describe the factors that affect to upkeep higher level of physical fitness as per given below.
 - obtaining a healthy meal
 - ensure an adequate sleep
 - enjoy an sufficient leisure
 - engage in sports and exercise daily

Step 02

- Describe the mental fitness as a part of fitness as per given below.
Mental fitness is the ability to face the day to day challenges successfully and leading a productive and happy life.
- Explain that under mentioned activities could be used to develop mental fitness.
 - Engaging in aesthetic activities such as art, dance or music.
 - Engaging in yoga exercises
 - Engaging in meditation
 - Engaging in pastimes like chess or draughts
- Explain that individuals having mental fitness show under mentioned characteristics.
 - leading an enjoyable life
 - making accurate decisions
 - acting on high self esteem
 - accepts victory and defeat evenly
 - face the tension situations with confidence

Step 03

- Describe the social fitness as per given below.
Social fitness is the ability to develop high quality social relations in order to perform day to day activities up to a maximum level.
- Explain that individuals having social fitness perform as per given below.
 - work cooperatively
 - respect others
 - listen carefully
 - help others
 - law-abiding
 - flexible

Step 04

- Describe fitness according to the above discussion as per given below.
Capability to perform our activities successfully.
- Recall that fitness could be classified as per given below.
 - Physical fitness
 - Mental fitness
 - Social fitness
- Sports activities done individually, in pairs or in groups strongly contribute to the development of physical, mental and social fitness.
- Describe the importance of maintaining physical, mental and social fitness as per given below.
 - leads to a healthy life
 - develops efficiency
 - develops socialization
 - mental happiness
 - develops personality
 - develops sports skills

Key concept Terms :

- Fitness, efficiency, sociality effect of efficient working Performance.

Quality Inputs :

- Suitable ground to play
- Whistle.

Instruction for Evaluation and Assessment :-

- Inquire regarding aspects that should be present in fitness
- Inquire how improvement of the aspects effect personal life
- Evaluate the skill of students to work in a group during activities
- Pay attention to common abilities as well to skills relevant to competencies.

Competency 9.2 : Maintains Physical fitness through Rhythmic Activities

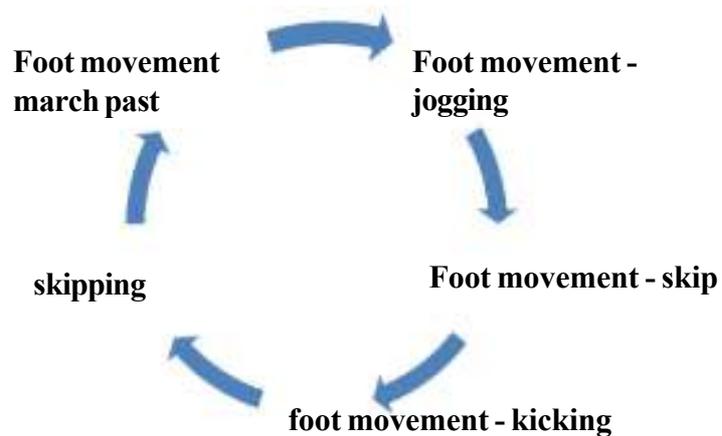
No. of Periods : 01

Learning Outcomes

- Defines Rhythm
- Presents views on the importance of maintaining rhythm in day to day activities
- Exhibits readiness to use rhythm in daily activities
- Involves in activities that can be implemented in order to develop rhythm

Instructions for the preparation of learning teaching process :-

- Step 01**
- Ask students to remind the occasion of morning physical fitness exercises.
 - Make them understand that some students engage in physical exercises beautifully and some others do not. them understand that some students engage in physical exercises beautifully and some others do not.
 - Rhythm means performing any activity systematically with a time gap.
 - Explain the following advantages of maintaining rhythm
 - Lead a discussion highlighting following facts.
 - Lessening physical fatigue
 - Utilizing a minimum strength
 - Ability to engage in activities much time.
 - Minimizing physical damages
 - Ability to make fascinating movements.
 - Developing neuro muscular co-ordination
 - Explain that rhythm could be developed by engaging in following activities
 - Engaging in physical fitness exercises.
 - Jumping skipping ropes
 - Engaging in ballet exercises
 - Point out that the reason for this is the change of their rhythm.
 - Engaging in exercises according to a musical rhythm.
 - Send students to all 5 places and engage in activities.
 - Discuss that we have to maintain rhythm in our daily activities as well as in sport activities in which we engage
- Step 02**
- Divide students into 5 groups
 - **Engaging in rhythmic jumping and rotating exercise.**
 - Get a musical instrument ready for playing
 - According to the following figure deploy students in 5 places and engage them in the relevant activity in the place.



- Send students to all 5 places and engage in activities.
- Discuss that we have to maintain rhythm in our daily activities as well as in sport activities in which we engage.
- Explain the advantages of rhythm.

Key concept Terms : • Rhythm, Ballet Exercises, Aerobic Exercises.

Quality Inputs :

- Suitable ground to play
- Skipping Ropes
- CD played
- Music CDs

Instruction for Evaluation and Assessment :-

- Inquire what rhythm means
- Inquire about the importance of maintaining rhythm
- Evaluate working to rhythm when involved in activities
- Evaluate skills of working as group and working in a group

Competency 9.3 : Tests Physical Fitness Factors and takes action to maintain them

No. of Periods : 04

- Learning Outcomes**
- Names fitness factors
 - Evaluates fitness while involving in fitness tests.

Instructions for the preparation of learning teaching process :-

- Step 1**
- Accompany students to the ground.
 - Give opportunity to few students to pickup a rubber or tennis ball placed on the ground without bending knees.
 - Give opportunity to few students to catchball a boul bouncing from a wall.
 - Explain that to perform above activities, the inner abilities of the body impact.
 - Explain the qualities of physical fitness by means of following chart

Strength	Ability to perform any activity against resistance	Eg.:- Lifting a weight.
Speed	Ability to perform any activity with less time.	Eg, Running 100m in less time.
Flexibility	Ability to move joints in greates distance	Eg- Guymnastic exercises
Endurance	Ability toto do an activity for long time with exercisese.	Eg- Running long distains early
Coordination	Ability to make movements with a proper neuro muscular co-ordination	Eg:- Throwing a ball up and catching

- The qualities of physical fitness are some characteristics that help our day to day activities and could be developed by the functions occuringwithin in the body.
- The qualities of physical fitness are as indicated below.
 - Strength • Speed • Flexibility
 - Endurance • Coordination
- Explain the qualities of physical fitness as indicated below.

- Step 2**
- Explain that maintaining qualities of physical fitness is important.
 - Describe that different tests could be conducted to measurte physical fitness factors.

- Conduct following tests according to the relevant instructions in the hand book issued by the Ministry of Education.
 - Endurance Test 600m/ 800m running test
 - Flexibility measuring test- bending down
 - Co-ordination measuring test- Co-ordinating activities.
 - Strength measuring test - Measuring of throwing skills, / Measuring of jumping high.
 - Speed measuring test- 50m running
- Instruct to keep records about each student.
- Lead an analytical discussion about these skills.

Step 3

- Instruct students to engage in following activities to develop fitness factors.
 - Jogging
 - Speed running
 - Drawing activities
 - Running on the beach
 - Playing any game: Eg Volleyball, Netball
 - Engaging in minor games
 - Riding bicycle
 - Jumping activities
 - Swimming
 - Jumping skipping ropes
- Instruct students to allocate at least an hour to engage in activities leading to develop fitness factors.
- Give feed forward and feedback while engaging in activities.
- For learning teaching process, use chapter 9 of the new text book used earlier.

Key concept terms : • Physical fitness • Strength • Speed • Flexibility
• Endurance • Coordination

Quality Inputs : • Suitable ground to play
• Rubber or Tennis balls
• Equipment for fitness tests (according to the fitness handbook)

Instruction for Evaluation and Assessment :-

- Inquire about physical fitness factors
- Inquire about activities that can be taken for the development of physical fitness factors
- Arrange for involvement in these activities and evaluate skill of working in the group
- Give attention to Subject skills relevant to the competencies as well as general abilities.

**Third Term
Competency, Competency Level and Periods**

Competency	Competency Level	Periods
5.0 Applies specific abilities developed through athletics to the task of life.	5.1 Utilizes correct walking for tasks of life	01
	5.2 Utilizes the basic abilities of running for tasks of life	01
	5.3 Utilizes the basic abilities of jumping for tasks of life.	01
	5.4 Utilizes the basic abilities of throwing for tasks of life.	02
8.0 Conforms to an efficient life style by maintaining wonder of the body	8.1 Maintains the wonder of the body for efficient performance of daily tasks	01
	8.2 Protects the wonders of the organs of the body for wellbeing	02
	8.3 Leads an efficient life through the use of one's abilities	01
9.0 Take action to maintain physical Fitness for a helathy life.	9.4 Maintains emotinal balance for the sake of psycho-social wellbeing.	02
10.0 Leads a happy life, sucessfully facing the challnges of day to day life.	10.1 Provides priority to minimize diseases through health promotion.	03
	10.2 Identifies and successfully faces the challenges encountered in daily life.	03

Competency 5 : Applies specific abilities developed through athletics to the task of life

Competency Level 5.1 : Utilizes correct walking for task of life

No. of Periods : 01

Learning Outcomes :

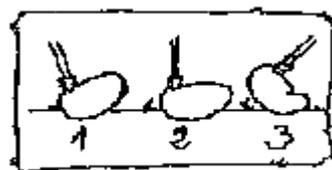
- Identifies that walking is a natural activity
- Accepts and express one's views that walking can be utilized to work effectively
- Exhibits correct walking

Instructions for the preparation of learning teaching process :-

- Step01 -**
- Let the students to be engaged in following activities relevant to free walking.
 - Instruct students to engage in a sport done by kicking the ball within a demarcated area.
 - As comfortable, walking here and there in the ground freely with relaxation
 - Walking alone on a zig zag way
 - Walking changing the direction from time to time.
 - Lead a discussion highlighting following facts.
 - Walking is a natural activity.
 - Walking is applied to move body from one place to another place.
 - Walking is applied to do day to day activities efficiently.
 - Walking is applied as an exercise to maintain the health soundly.
 - Walking competitions are held as an event of athletic meets.

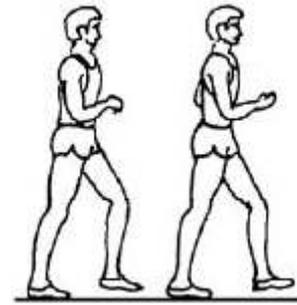
- Step.02**
- Let the students to be engaged in walking activities in following different ways.
 - Walking with long strides and short strides.
 - Walking slowly and speedily.

- Step 03**
- **Demonstrate features of a correct walking as indicated below.**
 - When walking **heel ball toe action** should occur.(figure 5.1.1)



(figure 5.1.1)

- First heel, second ball and third toe should touch the floor.
- Keep body and head straight and eyes focused forward. Shoulders to be relaxed and swing hands naturally. Toes to be pointed forward and stepping should be occurred rhythmically.(figure 5.1.2)



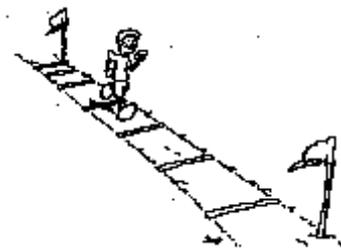
(figure 5.1.2)

Step 04: • To practice features of correct walking, group students and let them to be engaged in following activities.

- Walking forward in normal way increasing the speed little by little.
- Walking alone a line(figure 5.1.3)

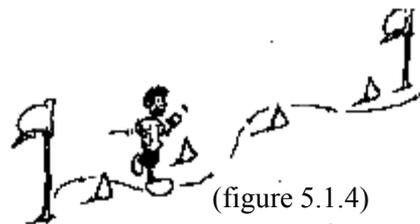


(figure 5.1.3)



(figure 5.1.4)

- Walking in between gaps marked on the ground.(figure 5.1.4)
- Walking on a line in different ways. (Figure 5.1.5)



(figure 5.1.4)

- Give feed forward and feed back while engaged in activities

Key concept Terms : Walking

Quality Inputs : • Material to mark the grounds

Instruction for Evaluation and Assessment :-

- Ask students to explain the qualities of correct walking
- Appreciate demonstration of correct walking
- Appreciate ability to work in a group.

Competency Level 5.2 : Utilizes basic abilities of running for tasks of life

No. of Periods : 02

Learning Outcomes

- Names instances where running is used in day to day life
- Explains the difference between walking and running
- Exhibits correct postures in running

Instructions for the preparation of learning teaching process :-

Step 01

- Inquire from students about different occasions that running is used in day to day life.
- Lead a discussion highlighting following facts.
- Running is a natural activity
- Running is used in day to day life on different occasions
- Running can be done as an exercise.
- There are running competitions with different distance

Step 02

- Demonstrate and explain the function of hands and feet in running as indicated below.

In short distance running, hands are swung forward and backward bending about 90 degrees from the elbow.

Front leg will bend down from the knee and raise up and the rear leg will bend down from the knee and raise back.

In long distance running movements of legs and hands should be less than indicated above.

Step 03

- Introduce the occasions of a running step as follows.

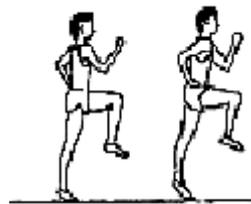


figure5.2.1

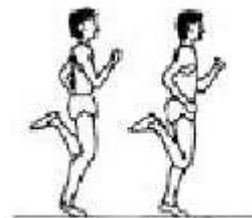


figure5.2.2

Step 04

- Let the students engage in following activities for training running

- Walking forward raising knees (figure5.2.1)
- Walking slowly as above
- Running forward slowly touching heels on buttocks.(figure 5.2.2)

Divide students into groups and give them opportunity to continue practice above activities. Go to groups and give them feedback and feed back.

- Lead a review discussion highlighting following facts.
 - In running both feet rest in air on one occasion.
 - There are different running competitions.
 - In running hands and legs should be in correct motion.
 - Satisfaction could be gained by engaging in running,.

Key concept Terms : Running

- Quality Inputs :**
- Material required to mark the grounds
 - Diagrams of correctly running postures

Instruction for Evaluation and Assessment :-

- Evaluate description of the movement of arms and feet in short distance running.
- Evaluate demonstration of correct posture in running
- Evaluate efficiency in work
- Evaluate ability to work in a group.

Competency Level 5.3 : Utilizes basic abilities of Jumping for tasks of life

No. of Periods : 01

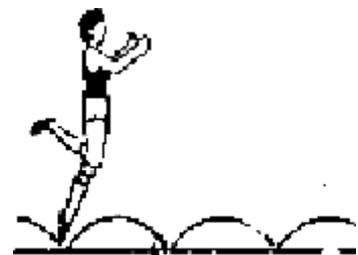
- Learning Outcomes**
- Recognizes that jumping is a natural activity
 - Names instances where running is used
 - Demonstrates correct posture in jumping and landing
 - Demonstrates views to the effect that accidents can be minimized through correct jumping and landing.

Instructions for the preparation of learning teaching process :-

- Step 01**
- Inquire from students about different occasions that jumping is used in day to day life.
 - Lead a discussion highlighting following facts
 - Jumping is a natural activity of human beings.
 - Running is used in day to day life on different occasions
 - Accidents occurred in jumping could be minimized by by maintaing proper physical postures.

- Step 02**
- Demonstrate the following activities explaining the measures to be followed in jumping and landing.
 - Maintaining the balance of the body when jumping with one leg and both legs.
 - Taking the body down by bending from knees when jumping with one leg and both legs.
 - Obtaining strength from legs and force from hands for taking off.
 - Landing on pads of feet, keeping hands by the sides of the body and maintaining the balance by bending the body down from knees.

- Step 03**
- Let students to be engaged in following activities
(Use 5-6 jumps for one jumping)
 - Jumping and landing from one leg.(figure 5.3.1)
 - Jumping from one leg, landing from other leg and and jumping again. .(figure 5.3.2)



Figur 5.3.1



(figure 5.3.2)



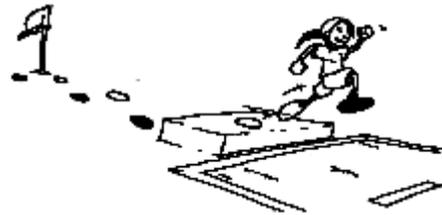
(figure 5.3.3)

- Jumping forward from both legs and landing fro both legs.(figure 5.3.3)
- Jumping with one leg and both legs over obstacles such as cardboard boxes and landing.
- Jumping onto targets (figure 5.3.4)



(figure 5.3.4)

- After a short run, jumping forward stepping on a slightly high box or any other marked space on the ground and landing. (figure 5.3.5)



(figure 5.3.5)

Step04

- Grpup students and give them the opportunity to practice above activities.
- Give feed forward and feed back while engaged in activities is into groups and provide to practise further
- Provide feedback and feed for ward while students are involved in the activity.

Key concept Terms :

- Natural activities
- Landing

Quality Inputs

- :
- Obstacles like cardboard boxes
 - Material to mark grounds
 - A long jump pit
 - Diagrams showing correct jumps and landing.

Instruction for Evaluation and Assessment :-

- Assess students according to the following criteria
- Exhibition of correct jumping
- Concern for one's body when jumping
- Skills of working with group.

Competency Level 5.4 : Utilizes basic abilities of throwing for tasks of life**No. of Periods:** 02

- Learning outcomes :-**
- Names the methods of thracess.
 - Lists the instances where throws are used.
 - Gets familiarised in throwing methods using alternate instruments
 - Pays attention in personal safety while throwing.

Instructions for the preparation of learning teaching process :-**Step01.**

- Lead a discussion highlighting following facts
- Different types of throwing are done in day to day life.
 - Postures may differ according to throwing equipments.
 - Make aware of students demonstrating the facts to be followed in throwing.
 - Throwing by the side of the body.
 - When throwing by the side of the body, stand keeping feet parallel to the shoulders.
- Hand should be stretched off the body and throw the equipment.
- After throwing, body balance should be maintained by keeping rear leg in front.
- Throwing in front of the body.
- When throwing in front of the body, stand keeping one foot by the side of the body or behind.
- Tge equipment should be grasped with single hand or both hands
- When throwing, the hand should be stretched and body balance has to be maintained by keeping one foot forward.
- When throwing the safety of self and others should be considered.

Step 02

- Explain the methods of throwing by doing.
- Throwing over the body.
- When throwing over the body, stand placing one foot behind.
- Get the equipment to backside from the body and throw over the head bending the hand from elbow.
- Soon after throwing the rear leg should be kept in front and maintain the body balance
- When throwing heavy equipment or any other thing to a distance, the body should be bent from knees and, go down, rise again and gain strength.

Step 3

- Let the students to be engaged in following activities
 - Throwing a small ball to a goal marked on the ground.(figure 5.4.1)
 - Throwing a small ball to a goal marked on a supporting stand.(figure 5.4.2)



Fig 5.4.1

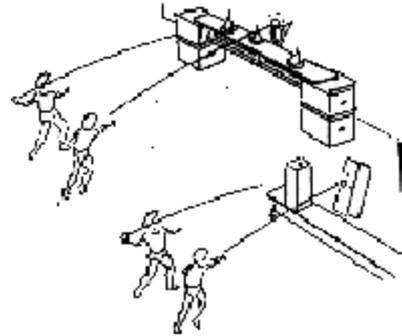


Fig 5.4.2

- Throwing a ball grasped by both hands to far. (figure 5.4.3.)



Fig 5.4.3



Fig 5.4.4

- Throwing a ring to far by the side of the body. (figure 5.4.4.)
- Throwing a ball to far keeping at chest level (figure 5.4.5.)
- Moreover, let the students to be engaged in different activities relevant to throwing such as throwing something to a goal marked on the ground, to distant limits marked in front and between two teams to both sides etc.
- Group students and give them the opportunity to practice above activity.
- Give feed forward and feed back while engaged in activities



Fig 5.4.5

Quality Inputs :

- Small balls, tyres , hoops
- Cardboard boxes to be used as targets
- Several balls of the size of volley balls
- Material to mark grounds
- Tene quit rings, bean bags.

Instruction for Evaluation and Assessment :-

- Inquire about the ways of throwing
- Evaluate throwing according to the correct posture.
- Evaluate concern for safety in throwing
- Evaluate ability to work in groups.

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

Competency Level 8.1 : Maintains the wonder of the body for efficient performance of daily life
8.2 : Protects the wonders of the organs of the body for wellbeing
8.3 : Leads an efficient life through the use of one's abilities

No. of Periods : 01

Learning Outcomes :

- Confirms existence of life based on activities
- Explains the changes taking place in the body while being involved in activities
- Exhibits readiness to conform to correct habits to maintain the wonder of the body

Instructions for the preparation of learning teaching process :-

- Step 01**
- Take all the students to the play ground.
 - Engage them in some warm up excercises.
 - Engage students in the activities mentioned below.
 - identify the sensation by holding the other side of the palm in front of nose
 - hold the other side of the palm above the ground and feel the sensation
 - sensation of pulse at the wrist or the base of the neck
 - sensation of pulse at the volleyball or netball post
 - identify the sensation by placing the ear on the left side of friends back chest
 - check whether the same sensation would feel by placing the ear on a wall of a building
 - Lead a discussion highlighting the following points.
 - When the back of the palm held in front of the nose - feel hot air
 - Wrist or the base of the neck - sensation of pulse
 - When the ear was placed on the left side of friends back chest - feel 'lubdub' sound
 - When the palm held above ground, volleyball or netball post non of the above sensations
 - Make aware the students that above mentioned sensations are special features of living things.
 - A lot of actions occur within the body of organisms and these are called biological processes.
 - show the difference between living and non living by the chart given below.

living	non living
1. consume food	1. do not consume food
2. respire	2. do not respire
3. growth occur	3. growth do not occur
4. reproduce	4. do not reproduce
5. excrete	5. do not excrete
6. move about	6. no movement

Step 02

- Engage the students in the starting game in annex 8.1.1 a number of times.
- Inquire the changes that occurred in the body after the game from the students.
- Explain the changes that occur in the body after physical exercise by the students' responses as well as the chart given below.

Action	Changes occur change	Reason for
1. respiration rate	increases	to obtain excess oxygen to circulate oxygen throughout the body burning of food in creases to generate energy to control the increase of temperature
2. heart beat rate	increases	
3. body temperature	increases	
4. sweating	increases	

- Explain that bodily changes accordingly when engaged in physical activities.
- Show that such bodily changes help to keep the body healthy and instruct students to engage in physical activities.

Step 03

- Ask students to close eyes and tell them not to open their eyes till they are asked to
- While students are closed their eyes teacher should do the following.
 - Clap the hands once the way every one can here.
 - Draw an animal picture on the board.
 - Let a fragrance spread over the class room.
- Ask students to name the animal drawn on the board without opening their eyes.
- Ask students about the sound they heard and the fragrance they smell while they closed their eyes.

- Lead a discussion, highlighting the following.
 - While eyes are closed nothing can be seen but taste and touch can be sensed.
 - These abilities are because of the special organs found in human
 - These special organs are known as sensory organs
 - Eye, ear, nose, skin tongue and skin are our sensory organs
 - Teeth, nails and hairs are closed related to the sensory organs.
 - It is necessary to protect sensory organs.

Step 04

- Divide the students into 8 groups
- Provide annexure 8.2
- Make them engage in work
- Prepares students to presents their findings.
- Provide opportunity for all groups to presents their findings.
- Elaborate and discuss the followings given in the teachers guide
 - Human body is made up of organs and systems
 - These systems and organs do wonders
 - These systems and organs are affected due to several reasons
 - These organs should be protected in orders to performs their functions effectively
 - Steps should be taken to protect eye, ears, nose, skin, tongue, teeth, nail and hair.

Step 05 -

- 8.3 : Leads an efficient life through the use of one's abilities
- Instruct the students to bring their growth record book on a previous day.
- Select a girl or a boy who could sing in the class before the day the discussions will be held.
- Provide opportunity for that student to sing a childhood song of his or her choice on that particular day.
- Appreciate the ability of singing of the student.
- Inquire about the other students in the class who can sing.
- Explain that these students can sing beautifully whereas some other students may have the ability to play musical instruments, art, dancing, speech and other sports activities.
- Inquire about those students and appreciate their abilities.
- Point out that each and every individual has some kind of talent and it is important to develop the ability.
- Instruct them to take the growth chart to their hands.
- Allow them to observe the way their weight increase have occurred since birth.

- Explain the gradual increase in body weight.
- Describe that certain other changes will also occur in aspects given below in the chart with the development of an individual.

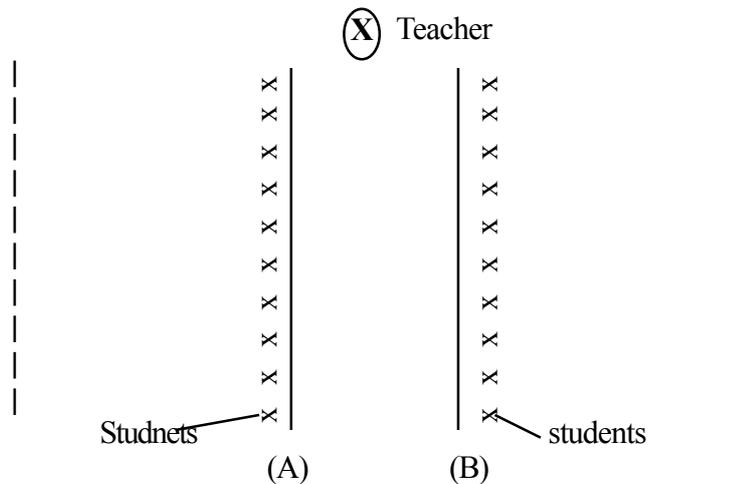
Physical development	Mental development	Social development
height weight size of the muscles energy running, jumping, throwing like physical activities	learning patient controlling anger memory controlling emotions	good behaviour pattern getting on with good friends talking pleasant words helping others

- Key concepts:**
- Biological actions
 - Physical activities

- Quality inputs :**
- For competency level 8.1
 - Starting game according to annex 8.1.1
 - For competency level 2
 - Exploration sheet according to annex 8.2.1
 - Teacher's guidelines according to annex 8.2.2.
 - A bottle of perfume /soap
 - Demy paper/ marker pens/ pastel/platignum
 - For competency level 8.3
 - Students' growth record books

Instructions for assessment and evaluation :

- List the characteristics of living beings.
- Make a list of changes in the body that occur while engaged in activities.
- Direct the students to maintain a record for daily physical activities. Check it monthly.

annex - 8.1.1

- Divide the class in to A groups
- Name one group as , dears' and the other as ' cows'
- Lace the two groups in the ground as shown in the picture
- When teacher says' dear' team belongs to deer. Should jump their side line and run and the team 'cow' should chase them.
- The ones who could not pass the line and captured by the 'cows' are to e converted to 'cows'
- When teacher says 'cow' team of cow should jump their line and run and the team' deer; should chase them.
- The 'cows which could not pass line and captured wile join as deer's in team deer.
- Repeat their for several time and announce the group with more number of students as winner.

*annex - 8.2.1***Instructions for group investigation**

- As all you know, more advanced characteristics and qualities when compared with other living organisms. Because of the special abilities of his body possess, he is able to do e active many thins among the organs found in his body. The following organs such as aye, ear, nose, tongue and skin and teeth and hair perform important functions.
- Focus you attention on the part of body given to you group from the above list
- Discuss the wonders of that post of the body and how to maintain its wonders
- Prepare to present the findings of wonders and maintain the wonders of the parts by either poster or letter or any other means.

annex - 8.2.2

Organ	Organ	Organ
Eye	<ul style="list-style-type: none"> • Located in front of the face • Able to close it doing some dangers. • Eye brows and eye lids • Tear is secreted 	<ul style="list-style-type: none"> • Limited use of TV and computers • Use sun glass to protect from harm full sunlight rays • Protecting eyes from accidents caused by machines. • Protect from preventing exposure to chemicals • Do not look of bright light • Voiding medicines prepared at homes • Avoid using colours to eye brows • Consulting eye suggesting o if necessary • Eat food, rich in vitamin A.
Ear	<ul style="list-style-type: none"> • External e are is located in a way to gather sound • Ear drum is located inside • Oily wax protects inner ear. 	<ul style="list-style-type: none"> • Avoid blasting sound • Avoid using ear pones • Avoid removing ear wax • Avoid using hair pin, safety pin and sharp objects insert dint ears. • Obtain consultation from ENT if necessary.
Nose	<ul style="list-style-type: none"> • Nostrils are facing downward . • Located on the upper part of face. • Able to sense smell. • Hairs and mucous preset pt prevent dust particles to enter into lungs and make the path wet respectively. • There are measures to warm the air passing through the nose. 	<ul style="list-style-type: none"> • Protect from accidents due to machines • Avoid using dusty areas • Coves nose and mouth when working in dusty environment. • Wearing protective gears when playing games such as cricket.
Tongue	<ul style="list-style-type: none"> • Able to sense taste • Help to speak • Taking past in mixing and swallowing food • Located in protective manners inside the mouth. • Unable to be wasted. 	<ul style="list-style-type: none"> • Brush the teeth twice daily and clean the tongue as well. • Avoid consuming too cold or too hot drinks.

Teeth	<ul style="list-style-type: none"> • Four types of teeth are present p perform various functions • Teeth grow tow stages in life • Necessary for pronunciation of wards properly 	<ul style="list-style-type: none"> • Brush attest twice a day. • Reduce consumption of sugary food. • Avoid too cold or to hot drink. • Avoid using of bottles • Eating calcium, rih food. • Consulting dental surgeon
Nail	<ul style="list-style-type: none"> • Located at the trip of fingers and protecting them • Made up of dead wills on the exterior • Grows continuously 	<ul style="list-style-type: none"> • Avoid applying artificial colours. • Eating nutritious food. • Cutting and marinating them short.
Hair (Head)	<ul style="list-style-type: none"> • Made up of deed calls on the exterior • Grouse daily • Located t on heal only. 	<ul style="list-style-type: none"> • Avoid tinting and applying gels. • Avoid ironing and curling during hair dressing. • Clear it daily • Use natural oil. • Eat nutritious food.
Skin	<ul style="list-style-type: none"> • Covers whole body. • Thickened at places where more friction as experienced • Eg – Palm of hand soul of foot • Fingers print various for everyone • Senses cold & hot • Able to be regenerated at the upper surface of skin. 	<ul style="list-style-type: none"> • Protecting skin form expose use to sunlight as much as possible. • Covering whole body whole working out door • Be cautious in had ling equipment • Avoid applying artificial pains and colour on skin • Avoid tattooing or body arts on skin • Easting nutritious food • Keep skin clean by taking battle daily and clear the skin • Drinking plenty of water.

Competency Level 9.4 : Maintains emotional balance for the sake of psychosocial wellbeing

No. of Periods : 02

- Learning Outcomes**
- Indicates the need for management of emotions for a successful life
 - Shows the methodologies that should be followed to maintain emotional balance
 - Exhibits readiness to maintain emotional balance

Instructions for the preparation of learning teaching process :-

- Step 01
- Write down the incidents given below in a bristle board or in the black board and display it to the students.
 - Incident 01 - Inability to join the educational trip organized to visit zoological gardens due to ill health.
 - Incident 02 - Glass container borrowed from the mother to prepare a fruit salad in school fell on the floor and broke.
 - Incident 03 - Teacher scolded and chased away from class as home work was not done.
 - Incident 04 - You were asked to deliver a speech in the morning assembly.
 - Incident 05 - A new set of clothes were presented on your birthday.
 - Incident 06 - Winning the trophy in a zonal volleyball tournament.
 - Inquire about the state of mind they feel if they face each and every incident mentioned above and record in the format given below.

Incident 01	Incident 02	Incident 03	Incident 04
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

- Lead a discussion highlighting the following points.
 - Incidents mentioned above are faced frequently in day to day life.
 - Sensations mentioned below will be felt when faced with such situations sadness, pain, joy, shy, anger, freight
 - These feelings are called emotions.
 - Some emotions are good whereas others are bad.

- It is essential to maintain emotional stability when an individual faces bad emotions all the time, as this may affect the physical, mental and social well-being.
- Importance of maintaining emotional stability, factors affecting emotional stability and methods of maintaining emotional stability are as follows.
- Must act to maintain emotional stability all the time.

• Importance of maintaining emotional stability	• Factors affecting emotional stability	• Methods of maintaining emotional stability
<ul style="list-style-type: none"> • well-being of individual • minimize conflicts • minimize violence • develop realations • ability to face life positively • develop peace and harmony • develop personality • develop unity in the family • bring about joy 	<ul style="list-style-type: none"> • truthful guidance • fulfillment of needs • free of pain and tensions • satisfaction • refrain from false beliefs 	<ul style="list-style-type: none"> • participating in religious programmes • meditation • listening to music • reading books • watching TV • growing plants/ flowers • engage in sports • enjoying scenic beauty

- Points to be considered to control emotions for longer term are given in the above table.
- Controlling emotions that arise instantly are difficult to control by the above methods. Explain that instant emotions could be controlled by the methods given below.
- Persuade to follow these methods.
 - counting from 1 to 10
 - pulling your hair instantly
 - pinching yourself
 - slapping on your face
- Control of emotional balance

Key concept Terms :

Instruction for Evaluation and Assessment :-

- Inquire about factors that cause emotions
- Inquire about situations where emotional balance collapses
- Inquire about the importance of controlling emotions and methods that can be used
- Evaluate student ability to work with group, while an activity is in progress
- Subject skills relevant to the competency as well as common abilities, to attention.

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

Competency Level 10.1 : Provides Priority to minimize diseases through health promotion

No. of Periods : 03

- Learning Outcomes**
- Classifies communicable diseases and non-communicable diseases
 - Explains how diseases are contracted and methods of prevention
 - Educates others on prevention of diseases.
 - Exhibits readiness to take action for the prevention of diseases.

Instructions for the preparation of learning teaching process :-

- Step 01
- Sing the verse given in engagement sheet aloud to the class.
 - Inquire about the students' ideas arising out of verse.
 - Lead a discussion highlighting following points.
 - Various diseases could occur in day to day life.
 - Variety of factors affect the contacting diseases.
 - Happiness is lost when a disease is contacted.
 - Therefore, we should act in order to prevent diseases.
 - Ask the students to draw the table without the information contained in it and instruct to fill it with the information familiar to them.
 - Then discuss the contents of the table given below with the information that students presented.

communicable diseases	causative agent	non- communicable diseases	causative agent
common cold	viruses	diabetes	erroneous life styles genetical factors
measles	viruses	cancers	
chiken pox	viruses	heart diseases	
pneumonia	Bacteria /virus	high blood pressure	
malaria	Plamodium		
dengue	viruses		
AIDS	viruses		

- Step 02
- Divide the students as per required.
 - Direct the students to collect information on the following topics.
 - ways of spreading of communicable disease
 - harmful conditions arising out of the disease
 - Provide opportunity to present the collected information.
 - Lead a discussion highlighting following points.
 - Spread of communicable disease causing agents are done by the following methods.
 - Air, water, food and organisms like flies, mosquitoes etc,
 - Contact and other vectors

- Harmful conditions arising out of diseases are as follows.
 - inability for the father and mother to go for work
 - affects education
 - experience hardships
 - loss of happiness
 - weakening the economy
 - spreading of the disease to others

- Step 03** -
- Direct the students to prepare a creative hand bill on prevention of diseases on the following topics.
 - personal hygiene
 - accepted (correct) lifestyles
 - environmental cleanliness
 - Allow students to present their creations at random.
 - Lead a discussion highlighting following points.
 - Measures to be taken to protect personal hygiene.
 - Bathing and washing daily
 - washing hands using soap before and after meals
 - brushing teeth in the morning and after dinner
 - keeping head and nails clean
 - washing hands using soap after using the lavatory
 - using clean clothes
 - washing under wear daily
 - drink boiled and cooled water
 - consume healthy food and beverages
 - be happy at all times
 - have adequate leisure and sleep
 - engage in sports and exercise daily
 - refrain from alcohol, drugs and tobacco
 - Measures to be taken to proper lifestyle
 - follow proper nutrition habits
 - maintain proper body weight
 - prevent tension from maintaining emotional balance
 - have adequate leisure and sleep
 - active lifestyle and engaging in physical exercise
 - refrain from consuming alcohol and cigarettes

- For environment cleanliness
 - formal disposal of waste
 - keep the water resources clean
 - make arrangements to drain water in water logged areas
 - proper maintenance of toilets
 - formal disposal of bottle fragments and polythene
 - prevent collection of water in coconut shells, tyres, gutters, flower pots etc,
 - set up the garden clean and tidy
 - set up the school garden clean and tidy
 - set up the classroom clean and tidy
 - discuss the preventive methods and immunization procedures using annex 10.1.1

- Key concept Terms :**
- Infectious / communicable diseases
 - commnuicable diseases

- Quality inputs :**
- Handouts containing in formation on commnuicable and non-commnuicable diseases.
 - Non contagious diseases
 - Flip Chart

Instruction for Evaluation and Assessment :-

- Inquire regarding naming of commnuicable diseases and regarding vectors that spread them.
- Inquire as to how diseases are contracted
- Inquire regarding action that can be taken to protect oneself from infectious diseases
- Get the students tabulate personal behaviors that contribute to the incidence of non infectious diseases and action that can be taken to protect oneself against them.

anexture 10.1.1

Story told by grand father spreading disease lie nowhere before Body getting fat
 without doing work Diabetes affecting a lot
 Ready made and fast food are no useful and causing harms to body
 Restless life is making mind
 If disease goes. It will hide .

anexture 10.1.1

Age	Disease	Vaccination
04 Weeks	T.B.	B.C.G
End of 02 Months	Whooping Cough, Diphtheria, Tetanus, Polio, Hepatitis B	Tiple vaccine, Polio oral vaccine, Hepatitis B Vaccine (1 st course)
End of 04 Months	Whooping Cough, Diphtheria, Tetanus, Polio, Hepatitis B	Vaccines above (2 nd course)
End of 06 Months	Whooping Cough, Diphtheria, Tetanus, Polio, Hepatitis B	Vaccines above (3 rd course)
End of 09 Months	Measles	Measles Vaccine
Before completion of 2 years In 18 Months	Whooping Cough, Diphtheria, Tetanus, Polio	Relevant vaccines (4 th course)
At Pre-school Stage After completion of 3 years.	Measles, Rubella	Relevant vaccine
At School Age After completion of 5 years. At 10 years, 15 years	Polio Rubella	Relevant vaccine Relevant vaccine

Competency Level 10.2 : Identifies and Successfully faces the challenges encountered in daily life.

No. of Periods - 03

- Learning Outcomes**
- Names the challenges one encounters in daily life and describe them.
 - Exhibits strategies to face challenges successfully
 - Explains strategies to overcome challenges
 - Describes the personal skills necessary to face challenges
 - Exhibits readiness to overcome challenges

Instructions for the preparation of learning teaching process :

Step 01 - • Provide a few reports on accidents, disasters and abuses extracted from newspapers and lead a discussion highlighting following points.

- that various accidents occur in day to day life.
- there are various reasons for occurring accidents.
- tragedies occur due to various natural disasters.
- certain measures could be taken to avoid these tragedies.
- children are subjected to abuses.
- children face various problems due to abuses and there are measures to prevent such abuses.

- Step 02 -**
- Divide the class into two groups.
 - Provide opportunity for the students to read the information sheet in annex 10.2.1 and annex 10.1.2
 - Inform the students on a competition to be held and focus their attention on all the contents of annex 10.2.2.
 - As each and every student will be assigned with a challenge given in annex 10.2.1, ask them to draw their utmost attention on the information sheet.
 - Write down the challenges given in the information sheet(annex 10.2.1) in small pieces of paper. (Ex:- thunder strike, snake bites, poisoning...)
 - Roll these pieces of paper and put it into a box.
 - Call one student from each group at a time and ask to take one from the box.
 - Instruct the students to explain the conditions given below on the challenge.
 - Instance or the place where challenge occur
 - Aftermath caused due to the challenge
 - Measures to be taken to face the challenge successfully.
 - Award 10 marks for the students group who give correct answers.
 - If a student is unable to give the correct answer ask another student from the same group to answer and if it is correct award 05 marks.

- If any student of a particular group is unable to give the correct answer, then the chance will be given to the opposite group and if given the correct answer award 05 marks.
 - Conduct the competition so that all the students of both the groups participate.
 - At the end, the student group that get most marks will be declared as winners.
- Step 03 -**
- Lead a brief discussion on the experiences gained through participating in the competition.
 - Any individual has a risk of getting subjected to any kind of an accident at any particular time.
 - Challenges cause disturbances to upkeep the happiness of life
 - Challenges may lead to various unexpected damaging or destructive outcomes.
 - Skills for facing challenges successfully, should be developed
- Step 04 -**
- Divide the students into three groups and assign them to perform a role play on how to act in the face of challenges.
 - A student who participated in a marathon faints and falls at the end of the competition.
 - An accident occurred to a bus in which they are travelling while a group of students are on a pleasure trip.
 - A brother and a sister were rounded up by a group of robbers while they walking along a lonely path.
- Step 05 -**
- Instruct the students to use all the information gathered through the studies done up to now on challenges as well as the discussions held with the teacher .
 - Advise the students to show the way of facing the challenge successfully in designing the role play.
 - Provide opportunity to present the role play.
 - Elaborate on each and every role play at the end of the presentation.
 - Explain that undermentioned competencies are needed in order to achieve success on facing challenges.
 - Explain giving examples that how these competencies were employed during the role play.
 - understanding/awareness
 - development of competencies
 - self confidence
 - empathy
 - communication

- inter personal relations
- managing emotions
- coping tension
- analytical thinking
- creative thinking
- decision making with responsibility
- problem solving
- providing First Aid

Key concept : • Accidents, disasters, misbehavior and abuse, expectations

Quality inputs : • Pictures of accidental and disasters
 • News papers reports on accidents, disasters, misbehavior and abuse
 • A flipchart containing pictures of the damage they cause /how they can be prevented.

Instruction for Evaluation and Assessment :-

- Provide the students the opportunity to tabulate accidents, disasters, misbehavior and abuse and expectations while evaluating same.
- Divide the students into four groups and give them the opportunity to script short plays on accidents, disasters, misbehaviors and abuse
- In the presentation subject presentation of subject matter in a creative manner to appreciation
- Provide the students the opportunity to name the life skills students should build in order to face challenges of Life.

Annex 10.2.1

Information sheet
Articles written to newspapers

Transport has become very easy due to modern vehicles. But do you know that thousands of lives are lost due to road accidents? Passengers as well as the pedestrians are subjected to unfortunate loss of life. Damages like minor injuries, bone fractures or even blindness could happen due to collision of people with vehicles. Information on disabilities such as loss of limbs or even tragic deaths caused to people could also be seen in daily newspapers.

It is reported that incidents like poisoning, bites caused by dogs and other animals, snake bites, accidents that occur while engaged in sports activities are on the rise. Such sudden unexpected incidents are a huge challenge in front of us. It is therefore essential to provide a training to all the citizens on how to act in such challenging situations.

A lot of tragic incidents were reported from Sri Lanka as well as adjoining countries due to tsunami in the recent past years. You may remember the huge flooding in and around Ratnapura and southern province. A number of deaths were also reported due to drowning in flooded areas and earth slips. There were numerous occasions where people were subjected to disasters and hardships due to droughts. Tsunami waves of December 2004 caused a huge disaster to Sri Lanka and adjoining countries. Earthquakes that occurred in and around Kashmir resulted in nearly 40 000 deaths and hundreds of thousands were displaced shocked the whole world. Massive cyclones that hit America and Latin American countries during the first part of last quarter in 2005 were huge disasters that resulted in thousands of deaths and heavy losses to various resources. Scientists world over believe that this kind of sudden and long term changes in nature are caused by incorrect acts of human behaviour. This type of sudden disasters cannot be avoided even with the vast development of scientific knowledge. Even though, the losses due to disasters could be minimized by getting to know about such incidents before hand and taking necessary precautionary measures.

Do all the children like to be happy spending their childhood? But how many children could be there who have lost happiness in their lives due to various reasons? It had been revealed in a survey done recently, that a lot of children lack the opportunity of acquiring school education. It is reported that certain children are engaged in unsuitable jobs. It is known that they do not get sufficient food and clothing while they are employed during late hours of night. Investigations are underway on children who have subjected to assaults, harassments and distressing treatment by their employers. Certain unfortunate incidents of abductions and sexual assaults were also reported and stringent legal action were taken against the employers.

Child Protection Authority conducts special programmes to protect the children from incidents which causes physical, mental and social stress.

Information Sheet II

Challenges	Instance or Nature of occurrence	Consequence	What should be done to face successfully
Struck by Lightning	<ul style="list-style-type: none"> On days where there is heavy rainfall. <ul style="list-style-type: none"> Use of electric equipment. Walking in the open. When there is no rain. <ul style="list-style-type: none"> Use of electric equipment. Walking in the open. 	<ul style="list-style-type: none"> Loss of Life Damage to property Burning Shock 	<ul style="list-style-type: none"> In instances where there is rain avoid being near lightning conductors. Avoid using axes, knives etc. Avoid traveling in open vehicles. Avoid being in open places. Don't use the telephone. Don't stay in vacant lots. Install lightning protection systems in buildings.
Snake bite	<ul style="list-style-type: none"> In home garden School garden At night Twilight 	<ul style="list-style-type: none"> Danger to life/loss of life Unconsciousness 	<ul style="list-style-type: none"> When walking, wear boots, carry protective stick. Be informed Use torchlight at night Keep home garden clean.
Ingestion of poison	<ul style="list-style-type: none"> Laboratory Home Farm Factory 	<ul style="list-style-type: none"> Various ailments Fainting Loss of life 	<ul style="list-style-type: none"> Use protective measures in the use of agro-chemicals. Keep chemicals labeled in proper places.
Electrocution	<ul style="list-style-type: none"> Home School Factory Road 	<ul style="list-style-type: none"> Loss of life Abnormal function of nerves and muscles. 	<ul style="list-style-type: none"> Don't handle electrical equipment with wet hands. Use footwear when using electricity. Get electric circuit faults corrected expeditiously. Have home electric circuits secured. Be well informed about what you don't know when using electricity.
Highway Accidents	<ul style="list-style-type: none"> Travelling in vehicles. Walking Near rail-gates Riding motor bikes On yellow line 	<ul style="list-style-type: none"> Injury Fainting/Passing out Loss life 	<ul style="list-style-type: none"> Be aware of how you should walk on roads. Be aware of highway code adhere to them. Avoid drunken driving. Be aware of road signs and colour lights. Act accordingly. Look to your own protection.

Challenges	Instance or Nature of occurrence	Consequence	What should be done to face successfully
Accidents on playground	<ul style="list-style-type: none"> • Use of incorrect sports material. • Use of incorrect outfits and footwear. • Failure to conform to rules and regulation • When not warmed up. • Improper use of play ground. • When doing improper exercises. 	<ul style="list-style-type: none"> • Bonedamage • Muscle damage • Scratches • Abrasions • Dehydration • Fainting 	<ul style="list-style-type: none"> • Warm up well before activity. • Use correct techniques. • Use correct sports equipment • Wear proper outfits of footwear. • Consume necessary food and water.
Falling from a height	<ul style="list-style-type: none"> • At home • In school • From a tree • From a building • From a desk, chair etc. 	<ul style="list-style-type: none"> • Superficial injury • Damage to bones and muscles. • Loss of consciousness • Loss of life 	<ul style="list-style-type: none"> • Take care • Be aware of what you are doing.
Burns	<ul style="list-style-type: none"> • Hot water • Gas • Acid • Fire 	<ul style="list-style-type: none"> • Injury • Shock • Loss of life 	<ul style="list-style-type: none"> • Learn how it is used before using gas. • Learn how to use kerosene lamps correctly.
Drowning	<ul style="list-style-type: none"> • Rivers • Bunds • Streams • wells 	<ul style="list-style-type: none"> • Accidents • Shock • Loss of life 	<ul style="list-style-type: none"> • Take care when bathing in dangerous places. • See that the area around wells is protected.
Floods Drought Tsunami Cyclones Earthquakes Earthslips Volcanoes	<ul style="list-style-type: none"> • Any situation 	<ul style="list-style-type: none"> • Loss of life • Damage to housed property • Shock • Frustrating conditions • Various accidents 	<ul style="list-style-type: none"> • Environmental protection • Learning about disaster management and being active. • Take care • Learn about first aid and give correct first aid.
Inducement to use drugs. Inducement to smoke	<ul style="list-style-type: none"> • Among peers • In school environment • Association with older friends. 	<ul style="list-style-type: none"> • Being a long-standing habit. • Is antisocial • Indisposition • Being subject to inducement. 	<ul style="list-style-type: none"> • Take correct decisions. • Associate with peers who suit you. • Learn about the dangers of drugs and act accordingly. • Inculcate decent habits.

Information Sheet II

Challenges	Instance or Nature of occurrence	Consequence	What should be done to face successfully
Improper suggestions of neighbours	<ul style="list-style-type: none"> • When alone • In neighbouring home • In garden. • On road • Any other place 	<ul style="list-style-type: none"> • Being subject to abuse by stimulation through improper handling of person. • Give rise to embarrassing situation. 	<ul style="list-style-type: none"> • Be well informed. • Avoid being alone. • Learn to reject improper suggestions. • Avoid unnecessary friendly chatting. • Avoid receiving unnecessary gifts.
Household servants	<ul style="list-style-type: none"> • Employing those under 10 years of age. • In home environment. • In business places. 	<ul style="list-style-type: none"> • Torture • Failure to provide educational needs. • Loss of parental/ adult protection. • Frustrating conditions 	<ul style="list-style-type: none"> • Should you get to know of such a situation promptly inform Department of Probation and Child Protection or the nearest Police Station.
Failure at Examinations	<ul style="list-style-type: none"> • Scholarship Exams • G.C.E. (O/L) • G.C.E. (A/L) • Other examinations 	<ul style="list-style-type: none"> • Suicide • Disappointment evident • Falls ill 	<ul style="list-style-type: none"> • Should such a situation arise discuss with parents, a friend or teachers. • Direct child for counseling.
Undue scolding	<ul style="list-style-type: none"> • Parents • Teachers • Others • On various occasions 	<ul style="list-style-type: none"> • Frustration • Loss of effectiveness at day to-day tasks. 	<ul style="list-style-type: none"> • Be patient, show compassion and kindness. • Avoid problematic situations.
Unnecessary touching/ fondling	<ul style="list-style-type: none"> • At home • By relatives • In lonely environment. • At parties. 	<ul style="list-style-type: none"> • Touch • Cultivating unpleasant habits. • Perhaps subject to abuse. 	<ul style="list-style-type: none"> • Avoid associating with unsuitable individuals. • Stay away from unprotected environments.
Scaring	<ul style="list-style-type: none"> • Any instance 	<ul style="list-style-type: none"> • Giving rise to sexual misconduct. (sexual abuse) • Fomenting etc. 	<ul style="list-style-type: none"> • Stay away from unprotected environments. • Be sensitive to the environment.
Failure to provide opportunity for education	<ul style="list-style-type: none"> • Employment as domestic servants. • Involvement of one in employment. • Involvement in family affairs. 	<ul style="list-style-type: none"> • Produce citizens whose lives are unsuccessful. 	<ul style="list-style-type: none"> • Educate every individual. • Take legal steps.