

HEALTH AND PHYSICAL EDUCATION

Teachers Instructional Manual

Grade 7

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Department of Science, Health and Physical Education
Faculty of Science and Technology
National Institute of Education

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ISBN -

Faculty of Science and Technology
Department of Science, Health and Physical Education
National Institute of Education

Printing:
Press
National Institute of Education
Mahagarama

Message of the Director General

The first curriculum revision for the new millennium is based on the elimination of the several problems obtaining in the present education system. The present curriculum reforms have been planned having identified the problems that youth face consequent to the weakening of their thinking abilities, social abilities as well as personal abilities and step by step investigation of factors leading to this situation, to overcome which, the necessary background was prepared.

Compared to the other countries in the Asian region, our country took the lead in education in earlier years. But most countries in this region have superseded Sri Lanka in education today. Some factors that influenced this deterioration are the action taken by educational institutions to continue to take action to confirm the known, learn that which had been decided on earlier, and reconstruct that which was, in the same form itself.

All these matters have been taken into consideration and the officers of the National Institute of Education have endeavoured to prepare the new curriculum on the basis of a distinct philosophy. The primary objective here is to change that which is known, explore that which is new and develop that which is necessary for tomorrow and build up a generation of students who can display their readiness for a successful future. But there is no need to reiterate, the need for a visible change in the teacher's role for the realization of this objective. In place of the obvious transactional teacher role presenting in our classrooms so far, the Sri Lankan school teacher will have to understand and conform to a student-centered, competency based and activity focused transformational role.

It is our firm belief that this Teacher Instruction Manual will serve you as an aid to become an effective teacher through the provision of numerous instructions that will help you adapt to the new situation. Through the study of these instructions you will be provided the opportunity of making your daily teaching as well as the evaluation task easy. There is no doubt that instructions for student exploration and other quality inputs will help facilitate the teacher's task. Similarly, the Teacher Instruction Manual will help convey to school principals valuable information they can use in time-tabling, sharing of limited resources and internal supervision.

My sincere thanks go to Dr. Mrs. I.L. Ginige, Assistant Director General (Curriculum Development) Science & Technology Faculty of National Institute of Education for her direct involvement in the preparation of this Teacher Instruction Manual that will serve an immense purpose in the task performed at school level by the section above and also teacher educationist involved in beginning or continuous teacher educational matters, in-service advisors as well as officers at various levels, involved in external supervision plus monitoring programmes.

Professor J.W. Wickramasinghe
Director General
National Institute of Education

Preface

The first curriculum reform for the millennium implemented with the aim of preparing a powerful basis for a new Sri Lanka anticipates a visible transformation of the teacher's role. The three main sections below are included in the Teachers Instruction Manual prepared with the objective of providing the teacher with the necessary support in this regard.

- Detailed Syllabus
- Activity Continuum that helps in the implementation of the syllabus
- Instruments for the extension of the learning teaching process.

Teachers have been provided the opportunity of understanding several basic matters that have been taken into consideration in the preparation of the curriculum for the detailed syllabus extending beyond subject topics and sub-topics. Competency levels that correspond to subject competency have been included in this section that commences with an introduction to the factors and subject aims that formed the basis of the new syllabus. One special features of this section is that, while the knowledge-base determined under competency level each student needs to develop has been introduced as the subject content the multiple learning and teaching methods employed in transmitting this section to the student has also been taken into consideration in determining the time frame with respect to each competency level.

The final part of the detailed syllabus presented under the heading "School Policy and Programs" needs to be studied very carefully and understood by every instructional leader. This section provides school managers a range of valuable instructions to assist them in the allocation for teaching, subject-teaching assigning functions to teachers, implementing co-curricular activities as well as supervision of the teacher's task. The second section of the Teacher Instruction Manual has been prepared with the objective of providing teachers with clear understanding of the proposed learning-teaching methodology. This section commences with the introduction of the methods of planning activities under competency-based education as well as the change in the teacher's role. Although the activity continuum necessary for the implementation of the curriculum has been introduced next, the implementation of the proposed activity in the very same manner is not expected of teachers. The teacher should endeavor to make use of his/her creative, as well as critical thinking abilities and adapt these activities in a manner that suits ones class, best. Although instructions have been provided on the constitution of groups in keeping with the facets of the problems subject to exploration, the teacher is expected to take an intelligent decision on the number of groups based on number of students in the class.

Time has been allocated for activities to ensure achievement of the relevant competency levels. Therefore, teachers may have to exceed the 40-minute period. While each activity has been provided adequate time for the actualization of each competency level, the teacher is expected to make use of single or double periods in the time table and breakdown these activities, as suitable in implementing them. For the success of the procedure it is essential that every time an activity commenced the previous day is carried over to the following day, that a brief summary of the part of the activity completed the previous day is presented to the class. Similarly, this decision will provide the school community with the opportunity of involving students in effective learning where teachers obtain leave of absence. The final item in this section is a list of quality inputs necessary for the maintenance of the quality of subject learning and teaching, when taken as a whole. As such, the teacher has a choice of ordering out the necessary learning-teaching materials in time and having them on hand.

Included in the third part of the teacher Instruction Manual under the title "Assessment and evaluation" are a number of important hints to ensure that the expected results of the exercise are realized.

This section has been so structured as to introduce matters related to the assessment and evaluation that should take place under each activity, extension of the learning and teaching that takes place based on activity groups and the nature of the questions that might be expected in general examinations. It must be pointed out that the primary responsibility of the teachers is to identify instances where assessment and evaluation can be implemented in the course of each activity and to carry out this task successfully on the basis of common criteria. The set of instruments prepared with a range of activities as the objective for the purpose of extending learning and teaching provide students with the opportunity of involvement in continuous learning outside the recommended classroom sessions. While it is the task of the teacher to regularly examine the learning students receive, based on these instruments, and encourage them, arriving at a correct decision regarding the final results of the activities and communicating that decision to the relevant parties is expected of the teacher. It is essential that a visible change takes place in general examinations for the success of the learning-teaching process. The National Institute of Education, with the assistance of the Sri Lanka Department of Examinations, has introduced several prototype questions for educational levels that terminate with these examinations. Since this change in examination question papers has been suggested in order to direct students to learn through practice and experience, instead of resorting to mechanical approaches like memorizing or answering model question papers, the education of school students and parents about this change should commence at the beginning itself.

All teachers should realize that various activities can be developed for the achievement of any particular competency level. Accordingly, they should be prepared for more successful teaching through the use of better approaches, exploration, as well as instruments for the extension of learning and teaching.

The present Teacher Instruction Manual will give teachers right throughout the country the courage to effect a visible change in the teacher's role and prevent their becoming inactive in the presence of new approaches. Similarly, we expect to award certificates and provide numerous development opportunities to teachers who go beyond the activities to involve themselves in the innovation of novel creations. What teachers have to do in order to become eligible to the awards is to improve these activities, using their creative thinking, and present them. Learning-teaching plans prepared in this manner outside the basic activity plan, should be forwarded to Assistant Director General (Curriculum Development), Science and Technology Faculty, National Institute of Education, Sri Lanka. Selection of those entitled to awards will be made subsequent to the study of these activities by the relevant subject committees.

We have endeavoured in this manner, to bring learning-teaching assessment and evaluation on to the same platform through new methodologies. According to this, teachers will be provided substantial latitude to meaningfully handle the learning-teaching process, school-based assessment, as well as assignment of home-work. It is our firm conviction that the school system of Sri Lanka will, make maximum use of this aid and depart from orthodox learning-teaching approaches to enhance the thinking abilities, social abilities as well as the individual abilities of the sons and daughters of the country.

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National Institute of Education,
Sri Lanka.

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INTRODUCTION

For your special attention

The student you encounter in Grade 7 has pursued a large number of subjects under the competency based method of education, throughout one whole year.

These students who had involved themselves in exploration quite actively and with immense enthusiasm may have planned to invest plenty of drive and interest in their education, this year also.

Every activity in the present Teachers Instructional Manual , provided to you to help you overcome all these challenges, is but an exemplar.

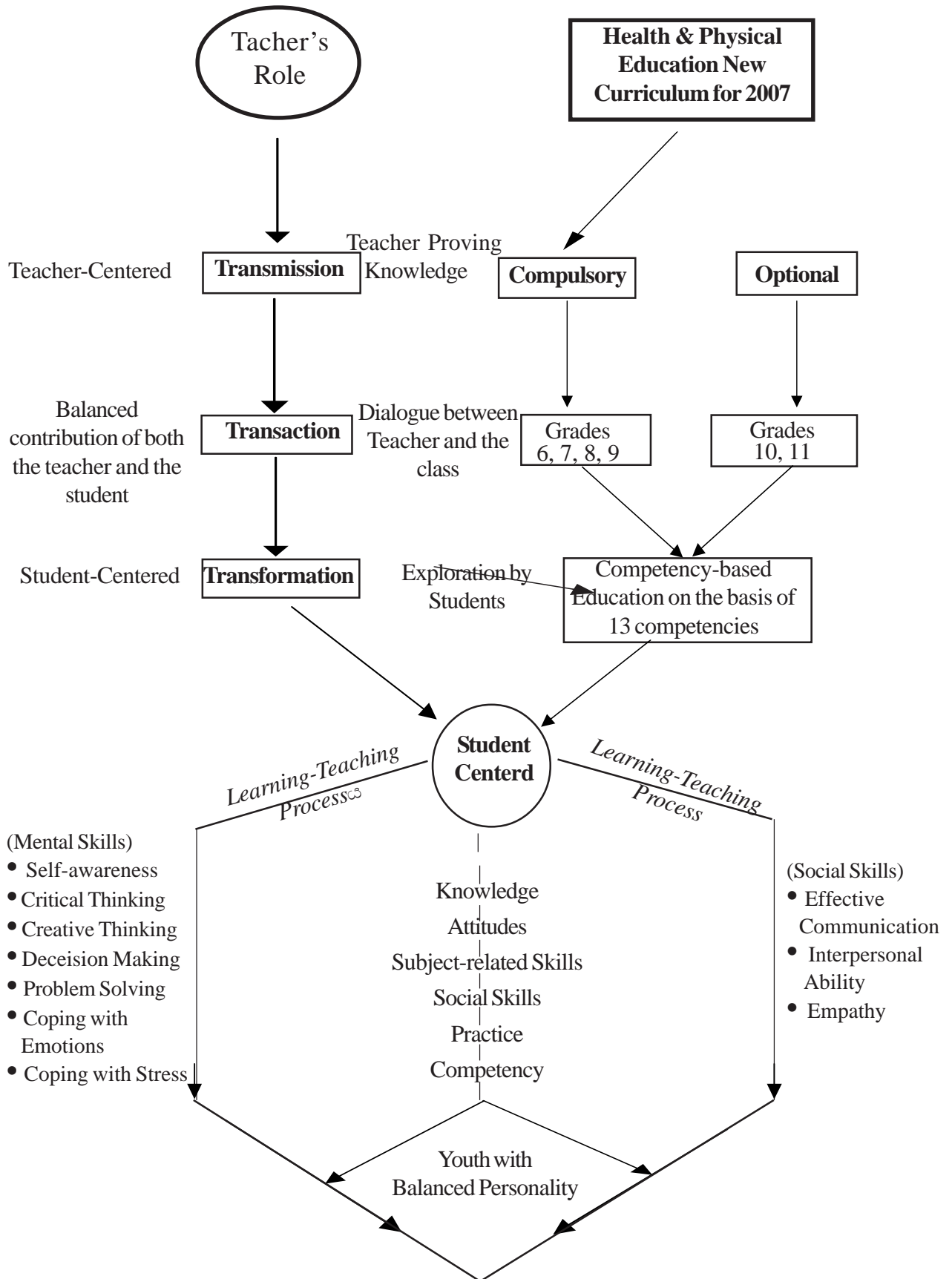
Please note that you will be making a great contribution to this national endeavour through the preparation of plans for new activities to promote the establishment of the competency related to the proposed subject content and the communication of same to us.

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Detailed Syllabus

INTRODUCTION



Aims of Health and Physical Education

The purpose of this subject is to pave the way for the 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 delight.
- Getting to know their needs.
- Safeguarding personal health.
- Developing their looks.
- Maintaining the motional 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 CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods
1.	Contributes to the building up of a Healthy Society.	1.1 Contributes to the maintenance of the Health of the Family.	<ul style="list-style-type: none"> • Concept of the Health of the Family. • Concept of a Healthy Environment. • Ones contribution as a member of the family/student for the maintenance of Health. • Introduction to the promotion of Health. 	03
2.	Fulfills Human Needs for a Healthy Life.	2.1 Leads a Healthy Life by satisfying the needs of Love and Security.	<ul style="list-style-type: none"> • Concept of Love and Security. • Individuals concerned with Love and Security. • Duties and Responsibilities of Individuals. • Ones Duties and Responsibilities in the satisfaction of the needs regarding Love and Security. 	03
3.	Performs day to day tasks effectively and attractively through the co-ordination of motor skills.	3.1 Exhibits ability to integrate leg movements and arm movements in order to perform day to day tasks effectively.	<ul style="list-style-type: none"> • Methods of improving co-ordination. <ul style="list-style-type: none"> • Activities of arm stretching along with the 7 types of rhythmic leg movement. 	02
		3.2 Exhibits ability to integrate jumps and rotation to carry out day to day tasks effectively.	<ul style="list-style-type: none"> • Activities that are performed by integrating jumps and rotation in various ways. 	02
		3.3 Exhibits ability to integrate movement to rhythm in order to perform day to day tasks attractively.	<ul style="list-style-type: none"> • Activities performed to the rhythm of music. • Arm stretching activities with the 7 types of leg movement to 8 beat music. 	02

COMPETENCIES, COMPETENCY LEVELS, SUBJECT CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods
4	4. Demonstrates correct postures to lead a Healthy Life.	4.1 Leads a Healthy Life demonstrating correct posture of sitting.	<ul style="list-style-type: none"> • Methods of improving the sitting postures. 	01
		4.2 Leads a Healthy Life demonstrating correct posture of walking.	<ul style="list-style-type: none"> • Methods of improving the walking posture. 	01
		4.3 Leads a Healthy Life demonstrating correct posture of lying prone.	<ul style="list-style-type: none"> • Methods of improving the lying prone posture. 	01
	5. Spends leisure effectively by involving in sports and outdoor activities.	5.1 Involves in folk games with and without equipment to derive pleasure.	<ul style="list-style-type: none"> • Folk games. <ul style="list-style-type: none"> • With/without equipment <ul style="list-style-type: none"> • Individual • Paired • Team 	02
		5.2 Carries out an investigative study of History of Volley ball.	<ul style="list-style-type: none"> • History of Volley ball <ul style="list-style-type: none"> • World History • History in Sri Lanka 	01
		5.3 Plays Volley ball for pleasure, displaying skills.	<ul style="list-style-type: none"> • Skills of Volley-ball <ul style="list-style-type: none"> • Under arm service 	03

COMPETENCIES, COMPETENCY LEVELS, SUBJECT CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods	
5	6.	Applies specific abilities developed through involvement in athletics for the tasks of life.	5.4 Carries out an investigative study of the History of Netball.	<ul style="list-style-type: none"> • History of Netball <ul style="list-style-type: none"> • World History • History in Sri Lanka 	01
			5.5 Plays Netball for pleasure, with correct foot-work.	<ul style="list-style-type: none"> • Skills of Netball <ul style="list-style-type: none"> • Skills in Footworks 	03
			5.6 Carries out an investigative study of the History of Football.	<ul style="list-style-type: none"> • History of Football <ul style="list-style-type: none"> • World History • History in Sri Lanka. 	01
			5.7 Plays Foot-ball for pleasure displaying skills.	<ul style="list-style-type: none"> • Skills in Football <ul style="list-style-type: none"> • Control of the Football. (ball controlling) (by various parts of the body). 	03
			6.1 Utilizes basic integrated skills of walking for tasks of life.	<ul style="list-style-type: none"> • Walking <ul style="list-style-type: none"> • Energetic walking 	02
			6.2 Utilizes basic integrated skills of running for tasks of life.	<ul style="list-style-type: none"> • Running <ul style="list-style-type: none"> • Basic running drills <ul style="list-style-type: none"> • Walking drills • Skipping drills • Running drills 	02
			6.3 Utilizes basic integrated skills of jumping for tasks of life.	<ul style="list-style-type: none"> • Jumping <ul style="list-style-type: none"> • On one foot. 	03

COMPETENCIES, COMPETENCY LEVELS, SUBJECT CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods
		6.4 Utilizes basic integrated skills of throwing for tasks of life.	<ul style="list-style-type: none"> • On both feet • Taking off on one foot and landing on both feet. • Jumping using implements. • Throwing. <ul style="list-style-type: none"> • Throwing implements of various weights in various directions. • Throwing the implements above, while running. • Throwing implements at a target 	02
7.	Acts socially in conformity to the rules, regulations and ethics of sports.	7.1 Displays respect for the law while involving in sports.	<ul style="list-style-type: none"> • Rules, regulation and social relations of sports. • The importance of conformity to rules, regulations and ethics. • Ones social contribution and the responsibility in relation to rules, regulations and ethics of sports. 	03
8.	Consumes suitable healthy food for a Healthy Life.	8.1 Maintains a good state of health by preparing nutritious food.	<ul style="list-style-type: none"> • What the constituents of nutritious food should be. • Nutrients that should be contain in a meal. • The food square. • The food Pyramid. • Preparation of a Healthy Meal. • The cultural value of food. • Ones contribution regarding nutritious food. • Home garden and School Garden. 	02

COMPETENCIES, COMPETENCY LEVELS, SUBJECT CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods
9.	Adapts an efficient life style maintaining the wonder of the body.	9.1 Leads an efficient life style maintaining the health of the systems.	<ul style="list-style-type: none"> • Wonder of the systems. • The importance of maintaining the wonder of the systems. • Obstacles that might be set to the wonder of the systems. • What should be done in order to maintain the wonder of the systems. 	03
10.	Maintains Physical, Mental and Social Fitness.	10.1 Prepares and implements programmes for the development of strength in order to maintain fitness. 10.2 Plans and implements programs that can help to develop the endurance in order to maintain fitness.	<ul style="list-style-type: none"> • Factors that influence Physical Fitness. • Training programmes that can be utilized to improve strength. • Minor Games that can be utilized to develop endurance 	03
11.	Faces challenges successfully for wellbeing.	11.1 Assists in the control of contagious diseases for the sake of wellbeing. 11.2 Takes action to prevent non-contagious diseases for the sake of wellbeing.	<ul style="list-style-type: none"> • Introduction to the contagious and non-contagious diseases. <ul style="list-style-type: none"> • Contagious diseases • How diseases are contracted • Importance and methods of preventing contagious diseases. • Ones contribution to the prevention of contagious disease. • Non contagious diseases. • Importance of preventing non-contagious diseases. • Ones contribution to the prevention of non-contagious diseases. 	03 03

COMPETENCIES, COMPETENCY LEVELS, SUBJECT CONTENTS AND NO. OF PERIODS

	Competency	Competency Level	Subject Content	No. of Periods
12.	Exhibits good interpersonal relationship for the sake of Social Health.	12.1 Develops interpersonal relations within family in order to maintain Emotional Balance.	<ul style="list-style-type: none"> • Maintenance of Emotional Balance in the Family. • Importance of management of Emotions in the Family. 	02
13.	Faces obstacles encountered in day to day life, successfully and leads a happy life.	13.1 Faces challenges encountered in daily life in the family and at school, with confidence.	<ul style="list-style-type: none"> • Challenges one has to face in the family and at school. • The necessity of facing with confidence. • Important points in facing successfully, those challenges one encounter in the family and at school. 	03

First Term
Competencies, Competency Levels and No. of Periods

Competency	Competency Level	No. of Periods
1. Contributes to the building up of a Healthy Society.	1.1 Contributes to the maintenance of the Health of the family.	03
2. Fulfills Human Needs for a Healthy Life.	2.1 Leads a Healthy Life by satisfying the needs of Love and Security.	03
3. Performs day to day tasks effectively and attractively through the co-ordination of motor skills.	3.1 Exhibits ability to integrate leg movements and arm movements in order to perform day to day tasks effectively.	02
	3.2 Exhibits ability to integrate jumps and rotation to carry out day to day tasks effectively.	02
	3.3 Exhibits ability to integrate movement to rhythm in order to perform day to day tasks attractively.	02
4. Demonstrates correct postures to lead a Healthy Life.	4.1 Leads a Healthy Life demonstrating correct posture of sitting.	01
	4.2 Leads a Healthy Life demonstrating correct posture of walking.	01
	4.3 Leads a Healthy Life demonstrating correct posture of lying prone.	01

School Policies and Programmes

The Health and Physical Education Curriculum has been so prepared as to ensure that its teaching is not entirely confined to the classroom. Various programmes are necessary in order to make the competencies expected of it more meaningful, enjoyable and effective. It is suggested that the programmes are implemented in the school with student leadership and participation.

- **Health Education Programmes**
 - **Health Education Programme I**
 - Examination of personal hygiene (Physical items/clothes)
 - Healthy School Environment (Physical/ Social)
 - Healthy food habits (selection of food/eating habits)
 - School Health Services (Clinics/Immunization)
 - Community Health Services (Eradication of epidemics/ superior nutrition methods.)
 - **Health Education Programme II**
 - Health promotion programmes
 - Health Day
 - Health Societies
 - Health/Fitness tests
 - **Health Education Programme III**
 - First Aid Services
 - St. Johns Ambulance Service
 - Saukyadana Projects
 - Red Cross Societies
- **Physical Education Programme**
 - **Physical Education Programme I**
 - Physical Fitness Programme (according to Circular No. 1995/18)
 - March-past training
 - Display training
 - Drill
 - Gymnastics
 - Aerobic exercises
 - **Physical Education Programme II**
 - Physical Fitness Promotion Programme
 - Physical Education day
 - Sports Clubs

- Award of Colours/Honours
- **Physical Education Programme III**
 - School Sports Meets
 - Athletics, Volley-ball, Net-ball/Foot ball and compulsory games.
 - Other games both indoor and outdoor
 - Physical Exercise
 - Inter house games
 - Class competitions
 - House Meets
- **Physical Education Programme IV**
 - Week-end and Vacation Programmes
 - Open Air Camps
 - Mountain climbing
 - Walks
 - Bicycle Tours
 - Jungle Craft
 - Walks with mariner's compass and maps
- **Physical Education Programme V**
 - Group Activities
 - Cadets
 - Boy Scouts/Girl Guides

It is the responsibility of the teacher in charge of Physical Education to implement all the activities above according to the size of school and facilities available to it.

To facilitate implementation, an arrangement, comprising other members of the staff and some pupils can be made. It will be possible to get the guidance of the principal and the use of the facilities in the school by having the programmes selected, included in the annual implementation plan of the school. Accordingly, capable pupils can be identified and developed through continuous training to actualize final goals. Similarly, inter-house competitions should be organized so as to give priority to the participation of a majority in competitions in sports. In this manner pupils can be encouraged in the maintenance of physical fitness and personality. As a result of all this, future generations will be afforded the opportunity of existence as a healthy society.

With regard to the learning-teaching activities of Health and Physical Education, it is important that a single teacher with good practical and theoretical knowledge should handle the teaching of the subject.

Learning - Teaching Methodology

Introduction

In deciding upon the learning teaching methodology relevant to the course, attention has been paid to the planning of learning-teaching activities so as to facilitate building up of student competencies based on exploration. In preparing for competency-based education, in this manner, an obvious change in the role of the teacher is expected.

The transmission role practiced in our classroom from way back and the more recently introduced transaction role is evident in the classroom even in the present day. When taking the deterioration of the thinking skills, personal skills and social skills of school leavers into consideration, it needs no effort to understand that there is a need for the development of the learning-teaching methodology and how it should be effected.

In the transmission role while the teacher is considered an individual who knows everything, his task has become that of considering the student as one who does not know anything and of transmitting knowledge to him. This learning-teaching process that takes the guise of lectures is restricted only to the flow of knowledge from the teacher to the student, does not make an adequate contribution either to the stimulation of student thinking or to the development of his personal and social skills.

The dialogue initiated by the teachers within the class is the initial stage of the transaction role apart from the ideas that flow from the teacher to the class and from the class to the teacher. These dialogues get gradually transformed into discussions as a result of the student-student interaction that takes place subsequently. The teacher is continuously involved in the task of questioning in order to take the student from the known to the unknown, from the simple to the complex and from the concrete to the abstract.

While, in competency-based education, student tasks occupy a powerful position, the teacher occupies the position of a resource person who mediates in order to provide every student in the class with at least the competency proximate to each relevant competency. For this purpose the basic functions the teacher is expected to perform include planning of a learning environment consisting of the materials and other facilities necessary for learning, close observation of how students learn, identification of student abilities and inabilities and the promotion of student learning through feed back and provision of feed forward as well as the preparation of instruments of assessment for the extension of learning beyond the classroom. The teacher's role based eventually upon the tasks above is called the transformation role.

The series of activities that can be used in the implementation of the descriptive curriculum introduced in the first part of this course guide, has been included in its second part. Each of these activities has been developed so as to contain a minimum of three steps. It is expected to get the student involved in the learning process through the first step of the activities. As such, this step is called the "Engagement" step. As an introduction to this step, the teacher assumes the Transaction role and engages in a dialogue with the students. Later, along with the transformation of this dialogue to a discussion the students engage in exploration and are provided the opportunity to recall the pre-knowledge related to the basic competency they should develop and to acquire a hint regarding

the future of the activity. The teacher possesses a host of strategies that can be used in these exchanges of ideas. Some of the devices at the disposal of the teacher for the exchange of these ideas are questioning/stimulants like pictures, newspaper advertisements and flash cards/use of puzzles or case studies/dialogues, role play, poems, songs and demonstrations, video tapes or audio tapes. In summary, the first step of the activities is implemented with the objective of actualizing the three objectives below.

- Winning over of the attention of the class.
- Providing the students with the opportunity for students recall of the necessary pre-knowledge.
- Introducing the elements of the explanation the students are expected to be directed to under the second step of the activity.

It is with the objective of providing the students with the opportunity of Exploration that the second step of the activity has been planned. Students base their exploration on a special leaflet prepared for the purpose. The teacher has to plan this explanation to enable the students to engage in co-operative learning through the exploration of various aspects of the problem, in groups. Some of the most important qualities of this step are involvement in the conscious group discussions and the use of the resource materials provided. As a result of involvement in group activities through a long period of time, student will acquire the ability to develop a number of skills like self-discipline, listening to others, working co-operatively with others, helping them, management of time, obtain creations of high quality, honesty etc. In directing students to exploration, while the teacher should avoid taking decisions regarding leadership, he should build up the background necessary to surface. Accordingly, the students will have the privilege of taking on leadership when opportune, based on hidden abilities.

During the 3rd step of the activity, every group will get the opportunity of presenting the results of its exploration for the enlightenment of the others. What the teacher has to do here is to encourage students to group presentations. It would be effective if students are directed so as to ensure that every member is given responsibility in the planning of the presentation. An important quality of this step, related to the explanation of student findings, is the creation of the opportunity for the voice of students to be heard in the classroom where, commonly the voice of the teacher had dominated.

After the explanation of findings in the third step of the activities, students should be directed to elaboration. Each group is given the opportunity to provide constructive suggestions on its findings first, and subsequently, members of other groups are given this opportunity. Anyway the final review is the responsibility of the teacher. The teacher is expected to touch on all the important points relevant to the students' exploration.

The main responsibility of the teacher in this learning teaching process is to monitor continuously, whether the classroom learning-teaching process is implemented successfully, as expected. While assessment and evaluation should be made use of for this purpose, the teacher is provided the

opportunity, through planned activities, in the learning teaching process itself. The teacher is given the opportunity for assessment while the students are involved in exploration during the second stage of the activity and for evaluation when the students are involved in explanation and expansion during the third stage. A detailed inquiry into assessment and evaluation will be provided later on in this document.

The teacher is provided direction on the transformation role by the learning-teaching methodology described so far. While priority is given to group exploration here, the teacher is also afforded the opportunity for transaction, discussion and short lectures. While there is room for transaction and discussion, the teacher may also give a short lecture, under review, in the final stage. In the development of the learning-teaching methodology related to this curriculum, the first to be introduced under the curriculum reforms for the new millennium, the attention paid to the important features relevant to the transmission as well as the transaction roles of the teacher, apart from the transformation role, is a special feature of this methodology.

PHYSICAL EDUCATION, PRACTICAL ACTIVITIES

For your information, a few points are given below that need to be considered in making use of this Competency-Based Teacher Instruction Manual provided by the National Institute of Education.

Common activities for each lesson in Physical Education have not been introduced in order to provide you with the opportunity to exercise your own creative skills.

There is a standard pattern to be followed in the learning-teaching process of Physical Education. i.e.

- Summoning students to the playground
- Class formation
- Health Inspection
- Warning up Activities
- Stretching Exercises
- Physical Fitness Exercises
- General 5E Learning Methodology
- A game for recreation
- Cool-down Exercises
- Necessary information on future lessons
- Dismissal of class

The theoretical teaching taking place in the classroom differs from the pattern followed in practical activities only in that the practical sections involved are dropped.

It might be that you are assigned a time span of only 30-40 minutes to achieve all this. The number of students in a class can vary. Nevertheless, the assumptions below were used as the basis for the purpose of generalization, in the syllabus writing process.

- That the average duration of a period in a class is 40 minutes.
- That the average number of pupils in a class is 40.
- The sports equipment available in most schools is limited as much, substitutes can be used for the purpose.
- This country does not enjoy a regular climatic pattern.
- The minimum number of periods that can be worked out in a single school term is 20.
- This subject cannot be separated as Health and Physical Education and that the same teacher has to teach both these sections.
- At the rate of two periods a week, the number of periods provided for this subject exceeds 60. Should you require additional periods for your activities, these excess periods can be utilized for the purpose.

Since you will be able to know the time range allocated for each of your periods, at the beginning of the day, you should organize your learning-teaching program accordingly.

It is essential that you assemble the quality inputs necessary, before the commencement of the learning-teaching process. This activity book will carry clear description of all such material so as to facilitate your task.

Now let us consider how your learning-teaching process is to be handed in terms of our standard pattern.

- **Summoning of Students to the Playground**

It is more appropriate that students follow the procedure if coming to the playground one behind the other in single file.

- **Positioning the Students in Class Formation**

Position the students in the class formation described in this book or in any such formation you think suitable. It is best that formation is varied on different days.

- **Health Examination of Students**

Examination of the hair, teeth, nails of students and inquiring after their health condition, should be carried out. While those students who are incapable of joining in practical activities should be

located in a suitable place, an effort should be made to involve them as assistants or judges wherever possible.

- **Warming up Exercises**

For this purpose, a number of activities have been included as annexure, to this book. You should implement one or two of these activities with your students so as to provide them with variety and some entertainment.

- **Stretching Exercises**

Although it is not possible to decide on a specific pattern for the provision of stretching exercises to students, it is appropriate that students are provided exercises that involve all parts of the body. It is your responsibility to select exercises suited to the activities relevant to the list of stretching exercises in this book, and implement same with your students.

- **Activities for the Development of Physical Fitness**

For this purpose also a list of suitable exercises has been provided in this book as an annexure. Similarly, they have been provided with relevant activities, in special instances. In instances where no such mention is made, the selection of exercises from the annexure will be a matter of your choice. In such instances your special attention should focus on the selection of exercises that suit the lesson you propose to implement that day.

- **Conducting a Game**

Every student shows a desire to play competitive games. Make use of this childhood mentality in the course of the learning-teaching activities in physical education and involve students in suitable entertaining activities in order to further establish the activities taught each day.

Special games that suit certain activities have been introduced. Where no such provision has been made you should be able to select a suitable game from the collection provided in this book and implement same.

- **Cooling Down**

A list of exercises suited for this purpose are given in this book. Select several and implement them. It is adequate if only about one minute is devoted for the purpose.

- **Informing about Future Lessons**

This opportunity can be made use of if it is found necessary to apprise the student on the lesson to be taught the next day.

- **Dismissal**

Dismiss the class after the implantation of one of the methods of dismissal described in this book or one such of your own creation. Use different methods of dismissal in order to avoid monotony.

QUALITY INPUTS

The inputs listed here are necessary for the activities in Health and Physical Education. Certain permanent equipment can be obtained from various sections of the school. Nevertheless, substitutes for some permanent equipment can be introduced in the activities. It is the task of the teacher to determine the volume of equipment in terms of the resources available in the school, the number of pupils in the class and the learning-teaching methods the teacher proposes to use.

- Overhead Projector
- Transparencies
- Flip-charts
- Cassette player to play music
- Music cassettes with music to beat 8
- Mattresses
- High-jump posts
- High-jump cross-bar
- Landing mattresses
- Take-off board for long-jump
- Putt-shot (different weights)
- Discus (different weights)
- Javelin (different weights)
- Netball posts
- Valleyball posts
- Valleyball nets
- Valleyball antenna
- Football nets
- Hurdles
- Relay battons
- Badminton racquets
- Badminton nets
- Badminton shuttle-cocks
- Elle bats
- Tape measures
- Stop watches
- Scales
- Skipping ropes
- Cane rings
- Plastic rings
- Rubber balls (various sizes)
- Tennis balls
- Netballs
- Volleyballs
- Footballs
- Bristol-boards
- Demy papers
- Pens
- Pencils
- Coloured pencils
- Marker pens
- Metre rods/foot rulers
- Pastel colours
- Scissors
- Wooden rods 7.5 cm long
- Poles
- Flag-staffs
- Name-boards
- Lime/sand/paddy husks/ sawdust

Pictures or Diagrams/ Charts/ Models or CDs

- Food triangle
- Food square
- Food pyramid
- Systems of the body
- Digestive system
- Respiratory system
- Circulatory system
- Reproductive system

Activity Continuum

Competency 1 : *Contributes to the building up of a healthy Society*

Competency Level 1.1: Contributes to the maintenance of the health of the family

Activity 1.1 : Let us step into a healthy life.

Time : 105 Minutes

Quality Inputs :

- Copies of poem or A bristol board displaying the poem in annexe 1.1.
- Three copies of instructions for group exploration in annexe 1.2.
- Demy sheets and marker pens.

Learning-Teaching Process :

Step 1.1.1 :

- Exhibit the poem to the class (or distribute the copies of the poem).
- Provide opportunity to read the poem quietly.
- Let the children recite the poem rhythmically.
- Conduct a discussion to highlight the following:

- This poem reveals the relationship that existed among members of ancient Sri Lanka.
- Our children received abundant love, care and protection from the elders.
- Spent an active life protecting the natural environment.
- A happy family existed due to the healthy bond that existed among the members of the family.

(15 Minutes)

Step 1.1.2 :

- Divide the class into three groups.
- Provide the groups with the instructions on group exploration and other inputs.
- Assign the task and involve groups in exploration.
- Prepare them for a whole group presentations.

(15 Minutes)

Step 1.1.3

- Get the students to present their findings to the whole group.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive ideas, suggestions of other groups.
- Review highlighting the following :

- Home becomes pleasant place to live in for all the members of the family if the physical environment is healthy.
- When adjusting the family physical environment.
 - Correct disposal of garbage.
 - Keeping the places of drinking water clean.
 - Concentrate an interior decor, landscaping, group flavoring plants and herbal plants.
 - Keep widely open the doors and windows to allow fresh air and light.
 - Keeping in order the furniture, personal belongings, equipment and books and stationery is very important in maintaining a healthy physical environment.
 - Building up interpersonal relationship among members of the family develops the psychosocial health in the family.
- The following factors influence to maintain good relationships.
 - Cooperation - to clean the house, arrange flower beds, water the plants, vegetable plots etc.
 - Help - the sick and aged adults at home etc.
 - Obey - parents, elders, in the family and among relatives.
 - Share - food, books and stationery etc.
- The following steps should be taken to maintain health in the family.
 - Consume nutritious food.
 - Concentrate on personal hygiene.
 - Destroy the obstacles in the environment that hinder the health in the family.
 - Build up an active life style.
 - Immunize at the prescribed period.
 - Spend leisure meaningfully.
- Student contribution to maintain health in the family should be
 - A facilitator (positive communicator) to carry information about health to the family.
 - Implement ways and means to create a healthy environment.

- Plan and implement effective measures to maintain health.
- Taking measures to improve and maintain personal health as well as the health of the others is considered as Health Promotion.
- The following steps should be taken to promote health in the family.
 - Plan out principles to develop the health in the family.
 - Create an environment to implement the principles.
 - Improve the skills of the family members.
 - Encourage all members for active participation.

(40 Minutes)

Criteria for Assessment and Evaluation :

- Describes the factors that influence family health.
- Accepts that the health of the society can be improved by promoting the health of the family.
- Plans health promoting programmes.
- Helps group members to develop competencies.
- Presents facts logically in a group.

Annexe 1.1.1

Slumber, slumber, dearest sweetest treasure
 Rocked so gently by thy mother's hand
 Soft repose and tranquil pleasure
 Soothe thee with the lulling cradle band

Slumber, slumber in sweet dreams reposing
 While protects thee thy fond mother's arm
 All her riches here enclosing
 Holds she in her clasp so true and warm.

Instructions for Group Exploration
Let us step into a Healthy Life

A study on ancient Sri Lanka reveals that family was an important unit in the society. It consisted of large number of members. They engaged in all their day to day activities like religious functions, National festivals, recreative activities, cultural activities, agricultural activities, cooperatively. As a result there existed a healthful environment among those families. Mentioned below are three important factors that influence the total health of family.

- Healthy environment
- Maintaining a psycho-social condition among family members.
- Healthy members
- Do a study on the factor which is assigned to your group.
- Discuss about that fact with the members of your group.
- Show how this fact assist to promote the health of your family.
- Plan out the ways and means to prepare a programme to promote the health of your family.
- Prepare a creative list based on the information gathered.
- While forming the list discuss the problems arisen among and find group members solutions.
- Prepare to present your findings to the entire class.

Competency 2 : *Fulfills human needs for Healthy Live*

Competency Level 2.1: Leads a healthy life by satisfying the need of love and protection.

Activity 2.1 : Let us protect, be protected and be healthy.

Time : 90 Minutes

Quality Inputs :

- Four copies of instructions for group exploration in annexe 2.1.1.
- Two card board boxes of size 30 ×30 cm.
- A small container with lots numbered 1 -6.
- Demy paper, scissors cellotape and gum.
- Marker pens, coloured pencils and pastels.

Learning-Teaching Process :

Step 2.1.1 :

- Let the students recall the people who loved and protected them from their childhood up to now.
- Question about those people.
- Guide them to note on the board about some of them.
- Conduct a discussion to highlight the following:

- As mentioned below there are so many who love and care about us.
 - Parents
 - Neighbours
 - Peer groups
 - Family members
 - Teacher and school community
 - People in the society
- The people who really love protect us.
- Love and protection are human needs.
- Those who really love does not expect anything in return.

(20 Minutes)

Step 2.1.2 :

- Divide the class into four small class.
- Provide the groups with instructions on group exploration and other inputs.
- Assign task and involve groups in exploration.
- Prepare them for a whole group presentation.

(40 Minutes)

Step 2.1.3 :

- Get the students to present their findings to the whole group.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of the other groups.

- Review highlighting the following

- There is mental satisfaction when subjected to love and protection
- Ways of expressing love vary at different age levels.
- The type of love differs according to the intimacy of individuals.
- Its possible to provide love and protection to others.
- Can build up a good relationship by fulfilling the duties and responsibilities.
- When fulfilling needs, every individual should pay attention to his/her duties and responsibilities.

(30 Minutes)

Criteria for Assessment and Evaluation :

- Names the people who really love.
- Accepts that love is a human need.
- Fulfills the duties and responsibilities during group work.
- Protect the various resources in the class.
- Maintain healthy relationship with the members of the group.

Annexe 2.1.1

Instructions to Group Exploration

Let us Project, be Protected and be Healthy

There are many people who love us. They protect and safeguard us. There are lot of duties and responsibilities from us to them as well from them to us. All these conditions should be fulfilled to improve healthy relationships and to lead a healthy life in the society.

The list below are two types of people who love and protect us and to whom we owe our duties and responsibilities.

Type I

- Parents
- Members of the family
- Neighbours

Type II

- Peer groups
- Teacher and the school
- Various people

- Concentrate and study on the type provided to you out of the two types.
- Group I collect information on what sort of and the extent of love and protection you would receive from the 3 types of people in type I. Group II from the 3 types of people in type II.
- Group 3 collect information on what sort of duties and responsibilities you are to do people in type I, and Group 4 to the people in type II.
- In the process of collecting information discuss the problems you have experienced among group members and find solutions to them.
 - Write the informations gathered by you on the demy paper given to your group.
 - Paste on the six sides of the box given to your group the six demy papers with the information of six people prepared by group I & II
 - Group 3 & 4 paste your six demy papers with the information about the six people in the two types you have gathered, on the six sides of the box given to you.
- Name the 6 sides of the box as follows
 - No. 1- Parents
 - No 2 - Members of the family
 - No 3 - Neighbours
 - No 4 - Peer groups
 - No 5 - Teacher and school community
 - No 6 - Various people
- Keep the boxes on the teacher's table.
- Take a lot No. from the box on the teachers table and inform the class the number you have taken.
- The two teams responsible, present it to class the information on explored.
- Continue to present the information explored till the lot Nos. are over.

Competency 3 : *Performs day to day tasks effectively and attractively through the coordination of motor skills.*

Competency Level 3.1 : Exhibits ability to integrate leg movements and arm movements in order to perform day today tasks effectively.

Activity 3.1 : Let us move hands and feet to rhyme and time.

Time : 90 Minutes

Quality Inputs :

- Seven copies of instructions for group exploration in annexe 3.1.1.
- Seven copies of information sheets in annexe 3.1.2
- Lead up game in annexe 3.1.3.
- Lime to mark the ground.

Learning-Teaching Process :

Step 3.1.1 :

- Guide the students to recall the hands and leg movement exercises they have seen.
- Provide opportunity to some students picked up at random to demonstrate the movements they have recalled.
- Conduct a discussion to highlight the following points.

- Its great fun engaging in hands and leg movement correctly.
- These activities are important for gymnastics and aerobic exercises.
- Physical fitness can be improved through hands and feet movement.
- Hand movement can be coordinated with foot movements.

(15 Minutes)

Step 3.1.2 :

- Divide the class into 4 small groups.
- Distribute the Instruction sheets and information sheets to the groups.
- Send the groups to the places assigned in the ground.
- Assign the task and engage them in exploration.
- Prepare the class for presentations.

(45 Minutes)

Step 3.1.3 :

- Get the students to present their findings to the whole group with demonstrations.
- Give the first opportunity for elaboration to the group that made the presentation.

- Get the constructive suggestions of the other groups.
- Correct the activities and involve the entire class in them.
- Involve the groups in lead up games.
- Review highlighting the following.

- The following leg movements can be well coordinated with arm stretching.
 - March
 - Jog
 - Skip
 - Knee lift
 - Kick
 - Lunge
 - Jumping Jack
- The above coordinated activities can be performed to rhythm.
- Can move to different direction while performing these activities.
- Can create display type activities with well coordinated hands and leg movements.
- Rhythm provides fun and enjoyment and make one mentally sound and peaceful.

(30 Minutes)

Criteria for Evaluation and Assessment

- Names activities that can be performed with arm stretching along with rhythmic foot movements.
- Performs rhythmical hands and leg movements.
- Accepts that there is fun and enjoyment when engaged in these rhythmical movements.
- Appreciates and assess the standards of the creative movements of other groups.
- Exhibits the ability to integrate activities.
- Uses effectively the ability of integration for the teaching and learning process.

Instruction to Team Exploration

Let us move our hands and feet to rhyme and time

A rhythm is born when an activity is performed to a rhyme and time. Most of the activities done in day to day life and the various movements that take place in nature are as a rhythmical exercises performed to music. Movements of the waves of the sea, rustle of leaves to the Wind. Rain, chirping of birds are a few examples.

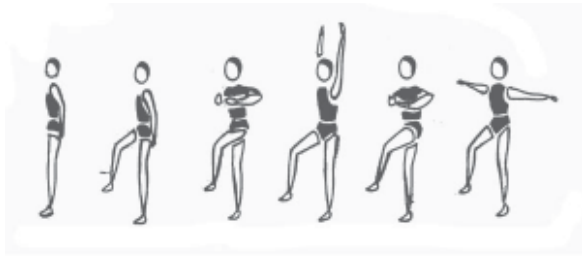
- Consider the opportunity your team will have when you perform the following 7 types of rhythmic leg movements with arm stretching.
 - March with arm stretching
 - Jog with arm stretching
 - Skip with arm stretching
 - Knee lift with arm stretching
 - Kick with arm stretching
 - Lunge with arm stretching
 - Jumping Jack with arm stretching

- Study the section your group is assigned in the information sheet.
- Get together and discuss in your group how you should exercise the assigned section.
- While creating an activity discuss the problems arisen and find solutions for them.
- Prepare to present your group performance to the whole class.

Information Sheet

Group 1

Instructions to construct activities

March with arm stretching

- Stand at attention.
- Alternatively reuse the left and right feet from the knees and mark time.
- Whilst marking time bend hands from the elbow to bring them towards the chest at count 1.
- At count 2 stretch hands up.
- At count 3 bring the hands as at count 1.
- At count 4 stretch hands sideways.

Group 02**Jog-Stretching Arms**

- Stand at attention.
- Bend legs backward from the knees while running on the spot at count 1 stretch arms to the right.
- Count 2 arms up.
- Count 3 arms to the left
- Count 4 arms down
- Repeat again to 4 counts and continue the exercise to rhythm whiles running on the spot to rhythm.

Group - 03

Skip with arms stretching



- Hands on hips start skipping to the beat stretch the left foot and the right hand forward simultaneously, next stretch the right foot and the left hand simultaneously.
- Continue the movement the rhythm to 1st 4 counts.
- Next 4 counts stretch leg but the hand stretch down.

Group - 04

Knee Lift Stretching Arms



- Stand with hands on hips.
- Skip whilst skipping to the beat raise the right knee up and the right hand up.
- Count 2 right knee down and right hand on the stomach.
- Count 3 lift the left knee and the left hand up.
- Count 4 hands and feet down.

Group 05

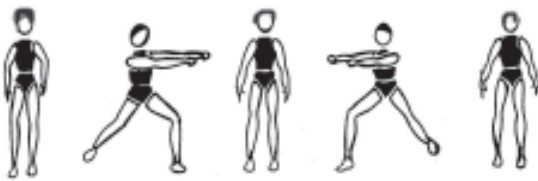
Kick with Arms Stretch



- Stand with hands on hips.
- While skipping stretch legs a Horizontaly in front without bending knees and stretch arms sideways and up and cross over the head.
- Stretching legs and stretching hands should happen simultaneously. to a set rhythm.

Group 06

Lunge with Arms Stretching



- Stand at attention

Count 1

- Jump to place the right foot in front and lunge the right leg with hands stretched in front.

Cont 2

- Jump to bring both hands and feet together.

Cont 3

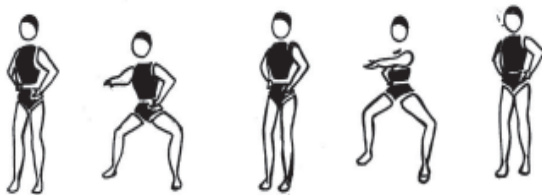
- Jump to place the left foot in front to lunge on to the left with hands stretched in front.

Cont 4

- Jump to attention

Group 07

Jumping Jack with arms stretching



- Stand hands on hips.

Beat 1

- Jump up bending knees land feet apart stretching one arm forward parallel to the ground.

Beat 2

- Jump back to the starting position.

Beat 3

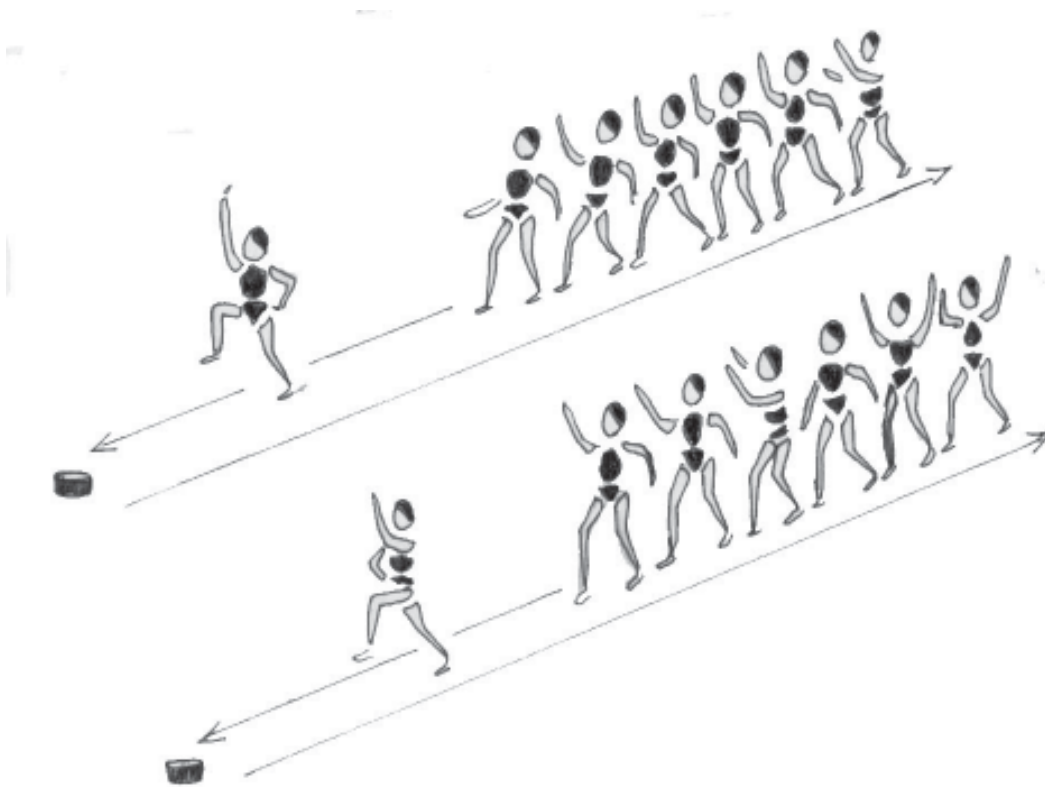
- Jump to beat 1 position stretching other arm

Beat 4

- Starting position.

Lead up game

- Divide the class into seven groups.
- Keep the seven groups in straight lines.
- Keep a mark at equal distance in front of every group.
- Instruct the 1st in every line to move to the command to the mark with the knee left and stretched hands and return with jumping jack into stretching hand touch the next in the line and get to the back of the line.
- Continue this activity till all the members in the group get the chance to do the activity.
- The team who completes a round 1st wins.



Competency 3 : *Performs day to day tasks effectively and attractively through the coordination of motor skills.*

Competency Level 3.2: Exhibits ability to integrate jumps and rotation to carry out day to day tasks effectively.

Activity 3.2 : Jump and rotate to rhythm.

Time : 90 Minutes

Quality Inputs :

- Seven copies of instructions for group exploration in annexe 3.2.1.
- 7 Copies of information sheets in annexe 3.2.2.

Learning Teaching Process :

Step 3.2.1 :

- Instruct the students to recall the jumps and rotations done in grade 6.
- Give opportunity to randomly selected students to demonstrate the same.
- Conduct a discussion to highlight the following.

- Can integrate a few movements.
- Can move to rhythm such integrated movements.
- Then integrated movements should have good flow from one to the other.

(15 Minutes)

Step 3.2.2 :

- Divide the class into seven groups.
- Provide the groups with instructions on group exploration.
- Allocate places to the groups.
- Assign task and involve groups in exploration.

(40 Minutes)

Step 3.2.3 :

- Get the groups to present their findings to the all groups.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of the other groups.
- Correct the activities and involve the entire class in them.
- Make them involve in leg movements with jumps, continuously to 8 beats rhythms.
- Make them involve in leg movements with rotation, continuously to 8 beats rhythms.

- Review highlighting the following.

- When combining movements there should be a harmonious combination from movement to movement.
- A good flow should be maintained to do it to rhythm.
- The more you combine movements you can create a beautiful movements patterns.
- By improving the rhythmic ability and move to rhythm, the daily activities in life could be done attractively and with less fatigue.

(35 Minutes)

Criteria for Evaluation and Assessment :

- Describes the jumping and relating activities.
- Accepts that various jumps and rotations are included in sports activities.
- Performs various jumps an rotations with foot movements.
- Exhibits readiness to avoid injuries.
- Performs activities gracefully and attractively.

Annexe 3.2.1

**Instructions to Group Exploration
Jump and rotate with rhythm**

We integrate various movements to rotate the daily chores easy. Similarly during sports activities you have experienced that performance is perfect and accurate when you integrate many movements and also that there should be flawless combination to maintain rhythm.

Pay attention to the movements patterns your group will experience through the following activities.

- March with Leap Jumps
March with Cart Wheels
- Jog with Tuck Jumps
Jog with a Full Turn Jump
- Knee Lift with Cat Leap Jump
Forward Roll) with Knee Lift
- Skip with Scissor Jump
Skip with Cart Wheel
- Kick with Star Jump
Forward Roll with Kick

- Lunge with Tuck Jump
Back Ward Roll with Laung
 - Jumping Jack with Tuck Jump
Jumping Jack with Jump Half Turn
- Read the section prescribed for your group in the information sheet.
 - Discuss your group how to perform the activities.
 - Practice a few times in your group.
 - Discuss the problems experienced in the activity and find solutions in group discussion.
 - Ensure safety when involving in activities.
 - Prepare to present your findings to the class.

Annexe 3.2.2

Information Sheet

Integrating jumps with leg movements

- Integrate the jumps and the leg movements given to you.
- Do the leg movement, for 6 beats and at 7 and 8 do the jumps.

Integrating leg movements with rotation

- Integrate the leg movements your group is assigned with rotations.
- Do leg movement for 6 beats and at the 7 and 8 beats do the rotations.
- When you are given rotations do the rotation for 2 beats for the rest beats do leg movements.

Group - 01

March with Leap Jump

Instruction to innovate activity

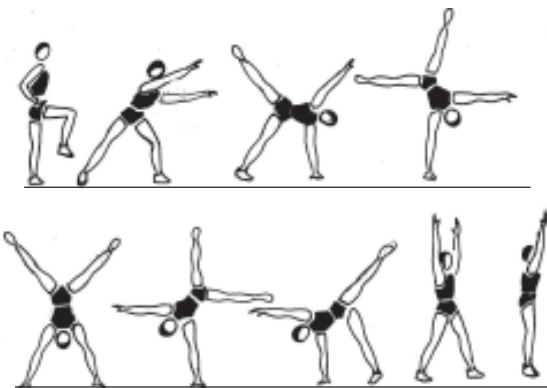


- Mark time and step forward with weak foot and jump stretching the strong foot forward and arms sideways and land.
- As the strong foot is grounded keep the weak foot in front of the strong foot to balance the body.

Group 02

March with Cart Wheel

Instruction to innovate activity

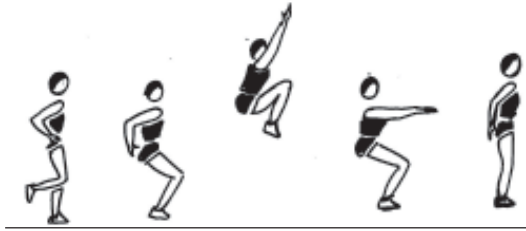


- Mark time stretch the easy foot forward.
- Shoot the other foot to space and place hand on the side of the former foot, on the ground.
- With the force of the foot shot to space turn the body sideways and place the other hand on the floor.
- As the body rotate sideways, put pressure on the hand placed on the floor last to reduce the speed of the wheel.
- Keep the easy foot on the ground and other foot in front of it.
- Come to the normal position.

Group 03

Jog with Tuck Jump

Instruction to innovate activity

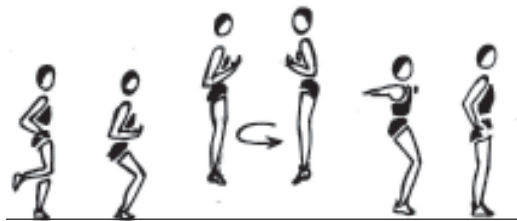


- Run on the spot bending the knees backward gather strength by putting the hands down and raising both hands jump up raising the knees up.
- Land while stretching the hands.

Group 04

Jog with Full Turn

Instruction to innovate activity



- Run on the spot bending the knees back take the hands down and jump up.
- As you take the feet off the ground, bring hands to the chest and trunk straight and do a full turn.
- After the turn as you land, bend knees while stretching the hands sideways to balance the body.
- Stand with hands stretched up.

Group 05

Knee lift with Cat Leap Jump

Instruction to innovate activity



- Hands on hips skip raising knees. Stretch hands take off from the weak foot raising the knee of the strong foot to land on the strong foot with the weak foot a little in front.

Group 06

Forward Roll with Knee Lift

Instruction to innovate activity



- Hands up - Stand
- Bend knees place palms on the ground.
- Stretch knees bend the elbow tuck the head in keep the shoulders on the ground.
- Bring the body over raising the bent feet.
- Keep the heels on the floor raise the body erect. Stretch hands forward.
- Hands on hips skip raising knees.
- Integrate the movement to make it one complete movement.

Group 07

Skip with Scissor Jump

Instruction to innovate activity



- Hands on hips skip stretch left leg and then the right.
- Bring the hands down keep the weak foot in front and take off stretching the strong foot in front without bending the knees and raise hands up.
- Ground the strong foot and stretch the weak foot without bending the knees.
- Ground the weak foot.

Group - 08

Skip with Cart Wheel

Instruction to innovate activity



- Skip with hands on hips.
- Raise hands up and stretch easy foot forward with bent knees.
- Shoot the other foot to the space and keep the palm of the hand on the side of the easy foot on the ground.
- With the speed of the foot shot up turn the trunk across and front and place other palm on the ground.
- When turning the trunk rotating press the palm grounded last to the ground to control the speed of wheeling.
- Ground the easy foot and keep the other foot in front.
- Come to normal position.

Group - 09

Kick with Star Jump

Instruction to innovate activity

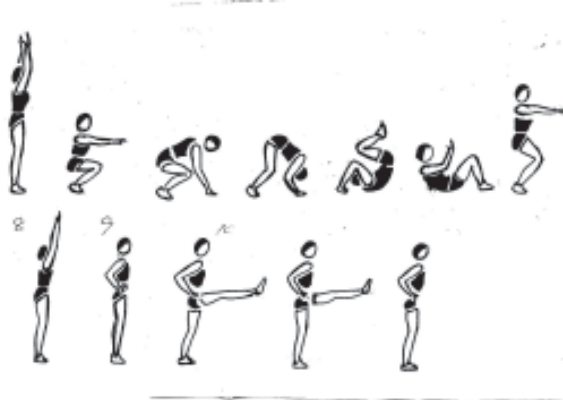


- Hands on hips skip raise legs alternately forward from hips with stiff knees bring hands down. Bend knees and take off from both feet and in the air stretch legs and hands sideways.
- Land with feet and hands together.

Group 10

Forward Roll with Kick

Instruction to innovate activity

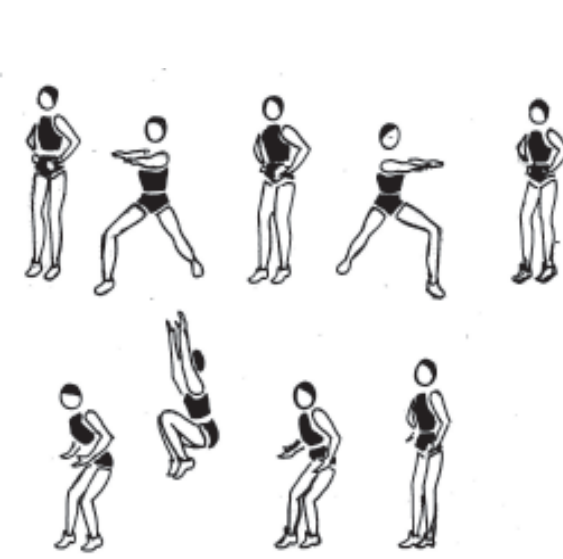


- Stand hands up. Bend knees keep palms on the floor.
- Stretch knees bend elbows tuck the head in keep the shoulder blades on the ground.
- Roll the body forward with curled body and bent knees.
- Sit on heels on the ground hands forward.
- Stand up hands on hips and skip raising legs forward from hips alternately.

Group - 11

Lunge with Tuck Jump

Instruction to innovate activity

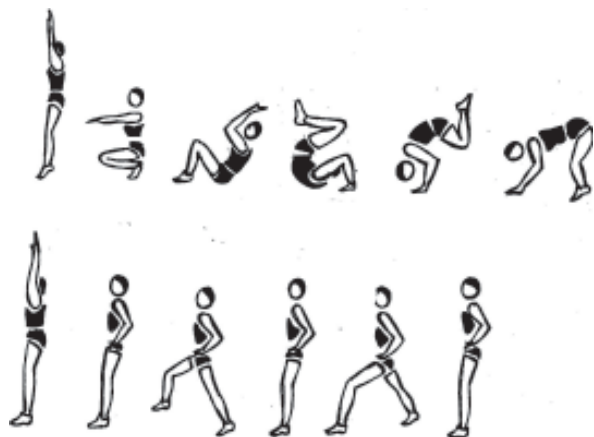


- Stand hands on hips.
- Jump to keep the right foot at 45° in front and left back along the diagonal line. Right foot is bent left knee straight.
- Jump up to come to normal position.
- Bring hands down and take off from both feet and bend knees in air.
- Stretch knees to land.

Group - 12

Backward Roll with Lunge

Instruction to innovate activity



- Stand with hands up.
- Sit on heels and stretch hands.
- Keep the body and hands in position and place buttocks on the ground.
- Bend elbows take them over the shoulder to place palms on the ground.
- Body weight on the hands and roll the trunk back.
- Press palms on the ground and raise the trunk and place feet on the ground.
- Raise knees to lift the body and jump and keep the right foot forward at an angle of 45° and the left foot in line with the right at an angle. Right knee bent and left knee straight.
- Jump up to the starting position.
- Repeat this activity using alternate feet.

Group - 13

Jumping Jacks with Tuck Jump

Instruction to innovate activity



- Stand hands on hips.
- Jump up stretch feet sideways bend knees and land with feet and finger tips at angle of 45°.
- Coming to starting position hands down bend knees.
- Jump up. Raise hands. Raise knees high in the air.
- Stretch knees to land.
- Do this continuously.

Group - 14

Jumping Jack with Jump half turn.

Instruction to innovate activity



- Hand on hips. Stand
- Jump up stretch leg sideways. Bend knees slightly and land.
- When landing feet and finger tips should be at an angle of 45° .
- When coming to starting position hands should be brought closer and jump up slightly bending the knees.
- Hands bent and close to the chest and do a half turn.
- Land with stretched hands.
- Come to starting position.

Competency 3 : *Performs day to day tasks affectively and attractively through the coordination of motor skills.*

Competency Level 3.3: Exhibits ability to integrate movement to rhythm in order to perform day to day tasks attractively.

Activity 3.3 : Let us enjoy rhythm.

Time : 90 Minutes

Quality Inputs :

- Two copies of instructions for group exploration in annexe 3.3.1.
- Two copies of information sheets in annexe 3.3.2.
- A cassette 8 beat (only if available)
- A cassette player.

Learning-Teaching Process :

Step 3.3.1 :

- Question students about a dance seen at a concert or a telecast in any other media.
- Question the condition of a dance if not performed to rhythm.
- Conduct a discussion to highlight the following:

- Music enlivenes man.
- Many physical movements can be performed to rhythm.
- The following activities are constructed with sports activities and music.
 - Sport aerobics
 - Rhythmic gymnastic

(15 Minutes)

Step 3.3.2 :

- Divide the class into two small groups.
- Provide the groups with instructions on group exploration.
- Send groups to play areas.
- Assign task and involve the small groups in exploration.
- Prepare them for a whole group presentation.

(40 Minutes)

Step 3.3.3 :

- Get the groups to present their findings to whole class.
- Provide the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of the other groups.
- Correct the activities and involve the entire class in them.
- Get the entire class to do the exercises continuously to music.

- Review highlighting the following

- The following can be achieved when these activities are done to music.
 - Build up rhythm.
 - Receives mental satisfaction
 - Become pleasant
 - Feel less tired
 - Lessens injuries

(35 Minutes)

Criteria for Assessment and Evaluation :

- Names the sports activities done to rhythm.
- Accepts that its easy when engaged in activities to rhythm.
- Engage in activities to rhythm.
- Involves in activities successfully by following the instructions.
- Involves in tasks effectively with less exertion.

Annexe 3.3.1

**Instructions for Exploration
Let us enjoy rhythm**

You have observed lot of activities done to music. Recall some of them. You have combined leg movements with arm stretching to rhythm. Consider the movement patterns your group will receive by the following activities :

- March with arm stretching
- Jog with arm stretching
- Knee lift with arm stretching
- Skip with arm stretching
- Kick with arm stretching
- Lunge with arm stretching
- Jumping jack with arm stretching

- Read the information given to your group.
- Discuss with your group how you would implement that section.
- Carry out these activities several times to music.

- Ensure the safety of you and your group.
- Discuss and solve the problems arisen while implementing the activities.
- Get ready to present your activity and findings to the entire group.

Annexe 3.3.2

Information Sheet

- Master the activities assigned separately to music.
- Integrate the foot and hand movements to perform continuously to music.

Competency 4 : *Demonstrates correct postures to lead a healthy life.*

Competency Level 4.1 : Leads a healthy life demonstrating correct postures of sitting.

Activity 4.1 : Let us sit correctly. Let us live healthy.

Time : 45 Minutes

Quality Inputs :

- Three copies of instructions for group exploration in annexe 4.1.1.
- Three information sheets in annexe 4.1.2.

Learning-Teaching Process :

Step 4.1.1 :

- Question students about various situations we get to sit in various ways.
- Conduct a discussion to highlight the following :
 - We sit in different positions in daily life.
 - This varies according to the place, task and facilities etc.

- Sitting position vary of the following situations.
 - At rest
 - Religious activity
 - Learning-teaching process
 - Games and sports
 - Functions and festivals
- At these situations the position of the trunk, limbs vary slightly.
- Its important to understand the specific positions of the body at each situation.

(08 Minutes)

Step 4.1.2 :

- Divide the class into three groups.
- Provide the groups with the instructions on group exploration and other inputs.
- Assign task and involve the groups in exploration.
- Prepare them for a whole group presentation

(20 Minutes)

Step 4.1.3 :

- Get the students to present their findings with demonstration.
- Give the first opportunity for elaboration to the group that make the presentation.
- Obtain the constructive suggestions of the other groups.
- Correct the activities and involve all the groups in them.

- Conduct a discussion to highlight the following:

- Sitting position vary at the following situations.
 - Sitting on a chair
 - Squat
 - Sit on heels
 - Sit with legs stretched
 - Sit on knees
 - Cross legged sit
- Physical comfort is assured if the positions are correct.
- Negative factor prevail through incorrect position.
 - Pain
 - Muscular injuries
 - Deformity in the spinal column
- Due to the following reasons correct sitting position is disturbed
 - Carelessness
 - Unsuitable clothing
 - Disturbed emotions
 - Unsuitable equipment
 - Unclean environment
 - Fatigue
- Maintaining correct posture brings the following results
 - Mental and Physical wellbeing
 - Lesser fatigue and tension
 - Possible to concentrate
 - Maintain balance
 - Well being of internal organs

(17 Minutes)

Criteria for Assessment and Evaluation :

- Describes various postures of sitting.
- Accepts that the use of correct posture results in the physical well being.
- Demonstrates correct posture of sitting.
- Demonstrates the ability to behave to suit the systems and situations.
- Displays self discipline.

Instructions to Group Exploration Sit Correctly - Live Healthy

We need to sit at various instances in our daily life. The way we sit differ from rest to special occasions. We are able to maintain physical and mental fitness through it.

- Consider the following sitting posture your group is given out of the following:
 - Sit on a chair and sit with stretched legs
 - Squat and sit on kneels
 - Sit on heels and cross legged sit.
- Read the section assigned to your group.
- Discuss with your group how to implement that section.
- Come to an agreement about the position of head, trunk, hand and feet.
- While formulating the list discuss the problems arisen and find solutions for them.
- Prepare report about the advantages of correct sittings and disadvantages of incorrect sittings.
- Get ready to present your activity and findings to the entire group.

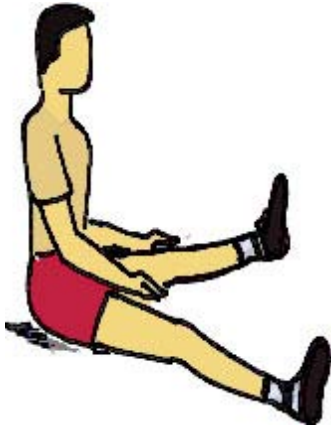
Information Sheet

- **Sitting on the Chair**



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

- **Sitting with Stretched Legs**



- Sit with legs stretched slightly apart.
- Head, trunk, hips on a vertical line.
- Hand on thighs.

- **Squat**



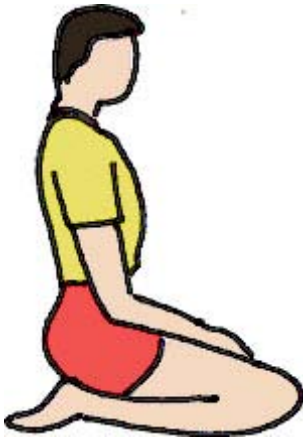
- Sit on the floor knees bent slightly apart.
- Feet flat on the floor
- Heels together
- Hands on the knees or holding the knees.

- **Sitting on Kneels**



- Kneel slightly apart on the floor.
- Feet together stretched back.
- Head, trunk and hips on a vertical line.
- Hands by the side.

- **Sitting on heels**



- Knees slightly apart and feet flat along the ground.
- Buttocks on the heels.
- Head trunk straight
- Hands on thighs

- **Cross Legged Sit**



- Bend knees and cross legs in front.
- Press knees and feet under the legs toes art.
- Head, shoulder, trunk on a vertical line.
- Hands and palms on the knees.

Competency 4 : *Demonstrates correct posture to lead a healthy life.*

Competency Level 4.2: Leads a healthy life demonstrating correct posture of walking.

Activity 4.2 : Proper walk secure health

Time : 60 Minutes

Quality Input :

- Five copies of instructions for exploration in annexe 4.2.1.
- Five copies of information sheets in annexe 4.2.2.

Learning-Teaching Process :

Step 4.2.1 :

- Instruct randomly chosen students to walk about in front of your class.

- Get the attention of the rest to the style of walking displayed.

- Let the whole class walk.

- Conduct a discussion to highlight the following:

- Walking is a natural movement.

- The style of walking differ according to the task, profession, place and dress.

- Walking is an athletic event.

- Correct walking brings pleasant appearance and confidence.

(10 Minutes)

Step 4.2.2 :

- Divide the class into five small groups.

- Distribute the instructions for exploration and other inputs to the groups.

- Assign the task and involve students in exploration.

- Prepare them for group presentations.

(30 Minutes)

Step 4.2.3 :

- Provide opportunity to present their findings along with demonstrations.

- Give the first opportunity for elaboration to the group that made the presentation.

- Get the constructive suggestions of the other groups.

- Correct the activities and involve the entire class in them.

- Review to highlight the following:

- Correct posture of walking should possess the following positions.
 - Body in correct natural posture of standing.
 - The toes should point in the direction of walking.
 - Steps should be equal distance.
 - Body weight gradually transferred from heels to toe.
 - Legs moved from the hips forward and rhythmically.
 - Hands relaxed and sway from the shoulder (pendule).
- The advantages of walking properly:
 - Less tired and avoid waste of energy.
 - Less physical discomfort.
 - Bones and muscles and joints are not taxed unnecessarily.
 - An attractive walk.
 - Avoid incorrect stepping and pacing.
 - Avoid deformity in the legs, hips and shoulders.
 - Balance the bones, muscles and joints.
 - Develop efficiency.
 - Reduce injuries.

(20 Minutes)

Criteria for Assessment and Evaluation :

- Describes the correct posture in walking.
- Accepts that correct walking provides physical comfort and appearance.
- Displays correct walking style.
- Acts according to the situations.
- Engages in activities with confidence.

Instructions for Group Exploration Proper Walk Secure Health

Observe a friend walking and the position of the head, trunk, hands and feet. A correct walker is identified as one who possesses a good body mechanism. You will understand how beautiful the style of walking of such a person.

- Concentrate on the activity assigned to your group out of the following list.
 - Walk on the pads of the feet.
 - Walk on heels
 - Walk stepping closely
 - Walk with long steps
 - Walk sideways
 - Walk backward
 - Walk diagonally
 - Walk along a straight line keeping the feet on either side of the line.
 - Walk on a line
 - Walk keeping equal distance of pacing

- Read the action in the information sheet assigned to your group.
- Discuss with your group how you are going to implement that section.
- Concentrate on the position of head, trunk, hands and feet and their movements when walking.
- Discuss and solve problems identified when constructing activities.
- Engage in the activities collectively.
- Record the advantages and disadvantages of correct and incorrect walking.
- Prepare to present the activities and findings to the whole class.

Information Sheet

- Walk on the pads of the foot



- Raise heels and walk on the toes.

- Walk on heels



- Raise the front part of the foot and walk on heels.

- Walk stepping closely



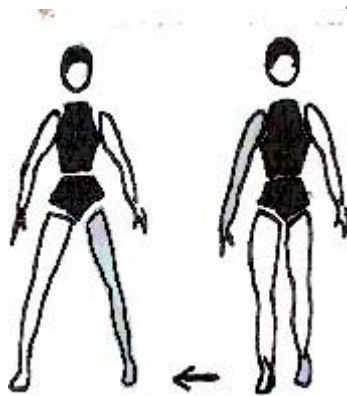
- Walk keeping the feet very closely.

- Walk with long steps



- Walk keeping the feet a little distance.

- Walk sideways



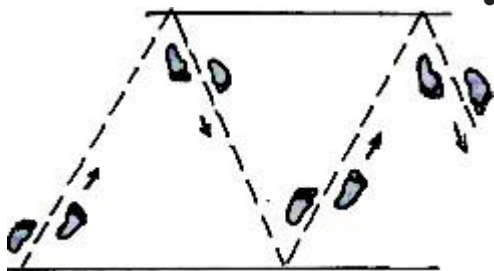
- Walk stepping to the left and then to the right.

- Walk back



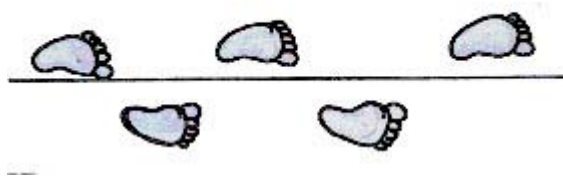
- Stand straight keep trunk straight and step back with medium pace.

- Diagonal walk

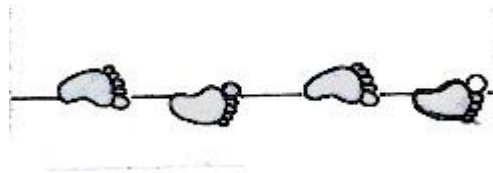


- Walk to an angle

- Walk stepping on either side of a straight line.



- Walk stepping on a straight line



- Walk with equal pacing



Competency 4 : Demonstrates Correct Posture to lead a Healthy Life

Competency Level : Leads a healthy life demonstrating correct posture of lying prone.

Activity 4.3 : Lying prone correctly. Makes life healthy.

Time : 60 Minutes

Quality Inputs :

- Four copies of instructions of exploration in annexe 4.3.1.
- Four copies of information sheets in annexe 4.3.2.

Learning-Teaching Process :

Step 4.3.1 :

- Question children about sitting position used when tired.
- Provide opportunity for some to demonstrate positions.
- Let the others observe the demonstration.
- Conduct a discussion to highlight the following:

- Lying prone is a natural static posture.
- Methods of lying prone vary according to instances, place, facilities in daily life.
- We use "lying prone" position during
 - a sleep
 - when sick
 - an accident
 - rest
- Use of correct posture gives physical and mental ease.

(10 Minutes)

Step 4.3.2 :

- Divide the class into four groups.
- Distribute the exploration instructions and other inputs to the groups.
- Assign task and involve groups in exploration.
- Prepare the entire groups for presentations.

(30 Minutes)

Step 4.3.3 :

- Get the students to present their findings with demonstrations.
- Give the first opportunity for elaboration to the groups that made the presentation.
- Get the constructive suggestions of other groups.
- Correct the activities and involve the entire class in them.

- Review to highlight the following:

- Lying could be done in various ways
 - Lying upward
 - Lying face down
 - Lying to the left and right (lateral)
 -
- Consider the following significant features of a correct lying position and its advantages.
 - Head, shoulders and hips on a vertical line (aligned)
 - Surface strong and flat
 - Undisturbed circulation and function of the organs and systems.
 - Muscles and joints relaxed.
 - Natural curves of the spines intact.
 - No wastage of energy and less fatigue.
- No physical discomfort
- Lessen aches and pains in the muscles, joints spine and feet.
- A good sleep resulting a physical and mental comfort.

(20 Minutes)

Criteria for Assessment and Evaluation :

- Names and describes the correct posture of lying prone.
- Accepts that correct posture of lying provides physical and mental comfort.
- Demonstrates correct postures of lying.
- Enjoys vividness
- Acts sensibly.

Instructions for Group Exploration

Correct Lying

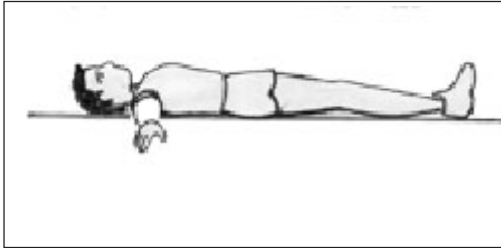
Lying down is not a hereditary (inherited) quality of only humans. It is a natural need of most living beings on earth.

It is an inherited common feature of all animals and differs according to the physical appearance. But some of the positions of lying down used by man brings physical and mental stress. Due to prolonged use of these incorrect positions, the outcome becomes a threat to health specifically at the latter stages of life. Therefore, maintaining correct posture will support physical and mental stability.

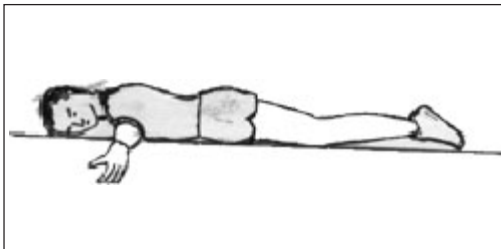
- Concentrate on the activity given to your group out of the following:
 - Lying face up
 - Lying face down
 - Lying to the left and right
 - Squat lying

- Read the section given to your group.
- Discuss with your group how to implement the activity assigned.
- Be conscious about the position of parts of the body.
- Practice the activity in your group several times.
- Discuss among group members and solve the problems identified during the activity.
- Present a report on the advantages and disadvantages experienced of a correct and incorrect posture.
- Get ready to present your findings and activities to the whole class.

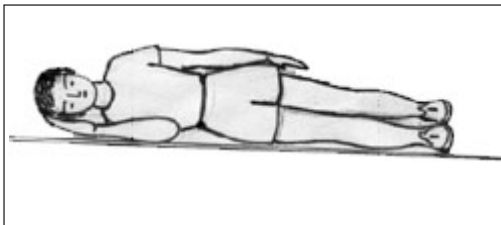
Information Sheet



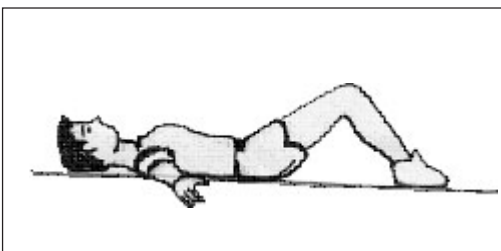
- **Lying face up**
 - Body head —————> toe on a straight line.
 - Hips and shoulder blades pressed to the ground.
 - Arms stretched well and relaxed.



- **Lying Face Down**
 - Body from head to toe on a straight line.
 - Chest stomach and knees pressed to the ground.
 - Head turned to the right or left but in alignment with the body.



- **Lying to the left or right**
 - Body from head to toe on a straight line.
 - If on the left the left hand and if on the right the right hand bent and the palm under the cheek.



- **Squat Lying**
 - Squat lying.
 - Bend knees feet flat on the ground slight apart about 10".
 - Hands stretched and relaxed.

Second Term
Competencies, Competency Levels and No. of Periods

Competency	Competency Levels	No. of Periods
5. Spends leisure effectively by involving in sports and outdoor activities.	5.1 Involves in folk games with and without equipment to derive pleasure.	02
	5.2 Carries out an investigative study of the History of Volleyball.	01
	5.3 Plays volleyball for pleasure displaying skills.	03
	5.4 Carries out an investigative study of the History of Netball.	01
	5.5 Plays Netball for pleasure with correct foot-work.	03
6. Applies specific abilities developed through involvement in athletics for tasks of life.	6.1 Utilizes basic integrated skills of walking for the tasks of life.	02
	6.2 Utilizes basic integrated skills of running the for tasks of life.	02
7. Acts socially in conformity to the rules, regulations and ethics of sports.	7.1 Displays respect for the law while involved in sports.	03
8. Consumes suitable healthy food for a Healthy Life.	8.1 Maintains a good state of health by preparing nutritious food.	02
12 Exhibits good interpersonal relations for the sake of Social Health.	12.1 Develops interpersonal relations within the family in order to maintain Emotional Balance.	02

***Activity Continuum
For
Second Term***

Competency 5 : *Spends leisure effectively by involving in sports and outdoor activities*

Competency Level 5.1 : Involves in folk games with and without equipment to derive pleasure.

Activity 5.1 : Let us play our games happily.

Time : 90 Minutes

Quality Input :

- A bristle board with the poem in annexe 5.1.1.
- Four copies of instructions for exploration in annexe 5.1.2.
- Four copies of information sheets of folk games.
- Game cards of "Nerenchi" and pawns sufficient for of the class.
- Game cards of "Pancha" with five sea shells (Kavadi) and 8 pawns of two colours 4 per side.

Learning-Teaching Process :

Step 5.1.1 :

- Draw the attention of the students to the Poem Bristle board
- Recite the poem with students.
- Conduct a discussion to highlight the following:
 - These are poems specially village lasses sang while going on the swing. $\frac{1}{8}$
 - During New year a swing is a national event.

- Swinging is common to males and females but mostly females participate.
- There are similar events during the New Year.
- "Pancha" "Nerenchi", "Olinda Keliya", "Eluwan Keliya", "Wala Kaju" are same of the games.
- These originated and lasted among the rural folks hence they are categorized as folk play.

(10 Minutes)

Step 5.1.2 :

- Divide the class into four groups.
- Direct them to the following games per group per game.
 - Nerenchi play
 - Pancha play (play with 5 tiny couch shells)
 - hiding hands
 - Eluwan Keliya
- Provide them with the information sheet with how to play the game.

- Distribute the instructions for exploration to the groups.
- Assign task and involve the small groups in exploration.

(50 Minutes)

Step 5.1.3

- :
- Get the groups to present their findings.
 - Give the first opportunity for elaboration to the group that made the presentation.
 - Get the constructive suggestions of the other groups.
 - Review highlighting the following:

- Folk games can be classified as with and without equipment and as well as single and double games.
- There is no definite division for folk games.
- Outdoor folk games, Indoor Folk games, Religious Folk games, Combat Folk games, Folk games with animals is an other way of categorizing.
- These are games both males and females can play equally.
- These games are very simple and easy to play and provides entertainment cause of dance and song.
- The equipments are limited and easily found.
- Most games are meant for groups.

(30 Minutes)

Criteria for Assessment and Evaluation

- Names the folk play and describe them.
- Accepts that folk songs retain National heredity and identify.
- Engages in folk play.
- Appreciates ancient things
- Receives entertainment through ancient things.

Poems of the Swing

Let us all join you and I
Golden swings - tied to swing
Swing to the air you and I
Let us sway on the golden swing

Stand on the steps - to tie the swing
Turn and twist - to tie the swing
Be looking at us - all around
Eight of you - at corners eight

Swing and swing - high and high
Rain and Rain - dam the drain
Run and Run - upto the sea
Swing and swing - golden swing

Eight of you - at corners eight
Two of you - stand at sides
Swing - swing - like swaying bats
Let us way - the golden swing

When the lasses - swing and swing
Do not forget to - frighten shawls
Hold tight - the creepers gold
Tighten the hair to swing and swing



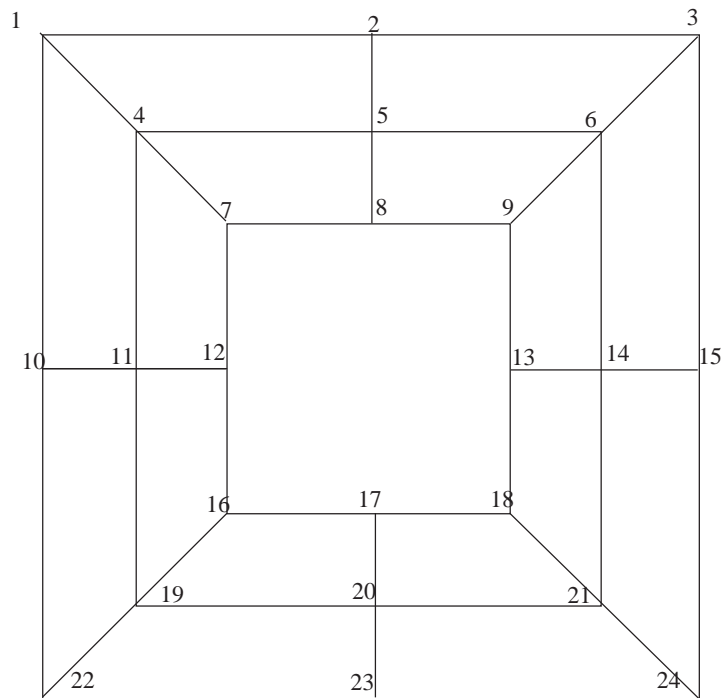
Instructions for Exploration

Let us play our games happily

Study the folk play you have received.

- Concentrate on the following points and play them in pairs or in groups.
 - No. of players
 - Equipment
 - Rules and regulations

- Discuss and solve the problems you experienced while being involved in the activity.
- Get ready to present the game to the group.

"Nerenchi"**Game Card**

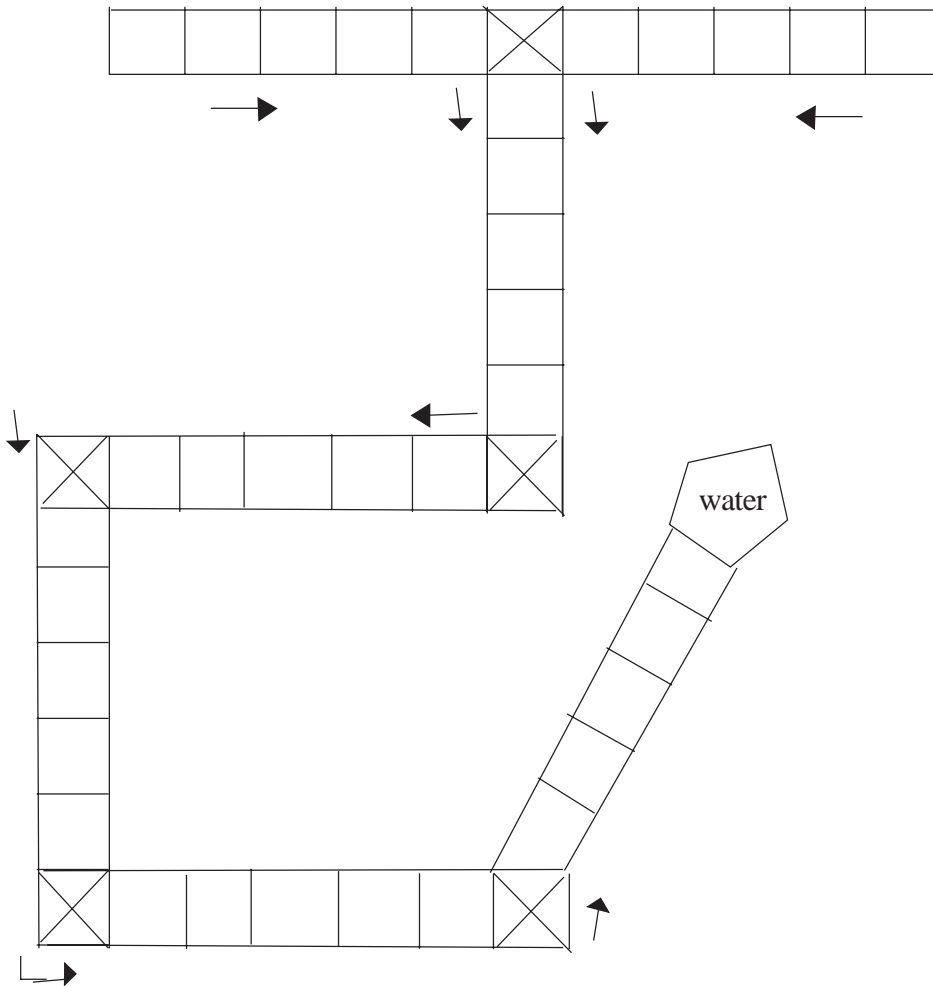
Only two can play this game. According to the (diagram) game card you could see there are 24 places for the pawn. There are 22 pawns with 11 per player. The 1st player is named Muththadiya and the other Piththadiya. The 1st player always places the pawns to get a point where as the 2nd player always aims at blocking the 1st player from scoring.

Nerenchi - a point scored

To obtain a point the pawns should be kept in a line vertically or horizontally or diagonally. For eg. in places like 4.5.6, 1.10.22, 1.4.7, & 2.5.8. The 1st player start keeping the pawn the second chance goes to the 2nd player. After placing the pawns alternately the pulling of pawns to another place can be done till one scores a point.

To draw pawns there's a rule. Pawns cannot be drawn on the diagonal lines eg. From 1 to 4 or 4 to 5. Pawns can be drawn along any other line from one place to nearest next place. If a point is scored the player can take the three pawns and a pawn of the opposite player and replace two of your own pawns. The player who collect the most no. of pawns win the game.

"The Five Play" Pancha



The Game Card

The words used

- Ondu - One
- Up - All shells upside
- Bokka - down - All shells down
- Aya - gain - The no of shells upside
- Balla - Dog - The pawn used for play
- Salu - Play - Qualify to play

How to play :

How to play and 5 shells. 8 pawns of two colour. Two teams with an equal number on either side. If one team does not have an equal number the odd one is called the odd (Hungu) The leader of the team with an odd can play twice. They Aya/gain is kept by the leaders. Put the shells in a coconut shell. Shake it and turn it down. When the shell is lifted the No. of shells up is the gain (In certain areas the couch shells are thrown out a turned down coconut shell). A player from each team take turns to play the shells. Aya/gain can start only to a player who gets a ondu/one which is called salu/play. That team from then onwards has the right to play and go on gaining. The other team keep on throwing shells till they get a ondu/one.

When a player gets a ondu/one he gets the chance of playing the shells a second time. Every time one gets a ondu/one a second chance is given.

Placing pawns

Pawns/dog are kept according to the gains or Aya received. Cannot keep the pawn on top of another. If one team gets exactly, a no of gains to the place the opposing pawn is they can remove the pawn and keep their own. This is called cutting. But one cannot cut a pawn at a cross cage. When the "gains" are 35 that team reaches the pond (the cage marked water). When all four pawn (dog) reach the pond they win.

Special Chances

- A second chance to play shells is given to one who gets a one (ondu) or down (Bokka).
- When one gets a down (Bokka) after a (ondu) one can keep the gain (Aya) with a pawn or another pawn.
- There's no value in up
- Can place pawns (Balla) after a (salu) the gains received before are not valid.
- The pawns cut are replayed from the beginning after a (salu) play.

Hiding Hands

No equipment two can play

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

The poem

1.

2.

"Eluwan Keliya"

Goat Play

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

The relevant folk song. (Here the 1st part is sung by the tiger).

Part I

I have come to eat the goat - You'll have to eat the dung
I have come to eat a hare - You'll have to eat the dung
I have come to eat a stag - You'll have to eat the dung
I have come to eat a deer - You'll have to eat the dung

What is this creeper - A hard creeper chain
What is this creeper - A tender chain
What is this creeper - A natural chain
What is this creeper - A soft chain

Jump over - Break your neck
Creep wider - Thorns willr prick
Whose chair - Bandara's
Whose bed - "
Whose rice - "
Whose trunk - "

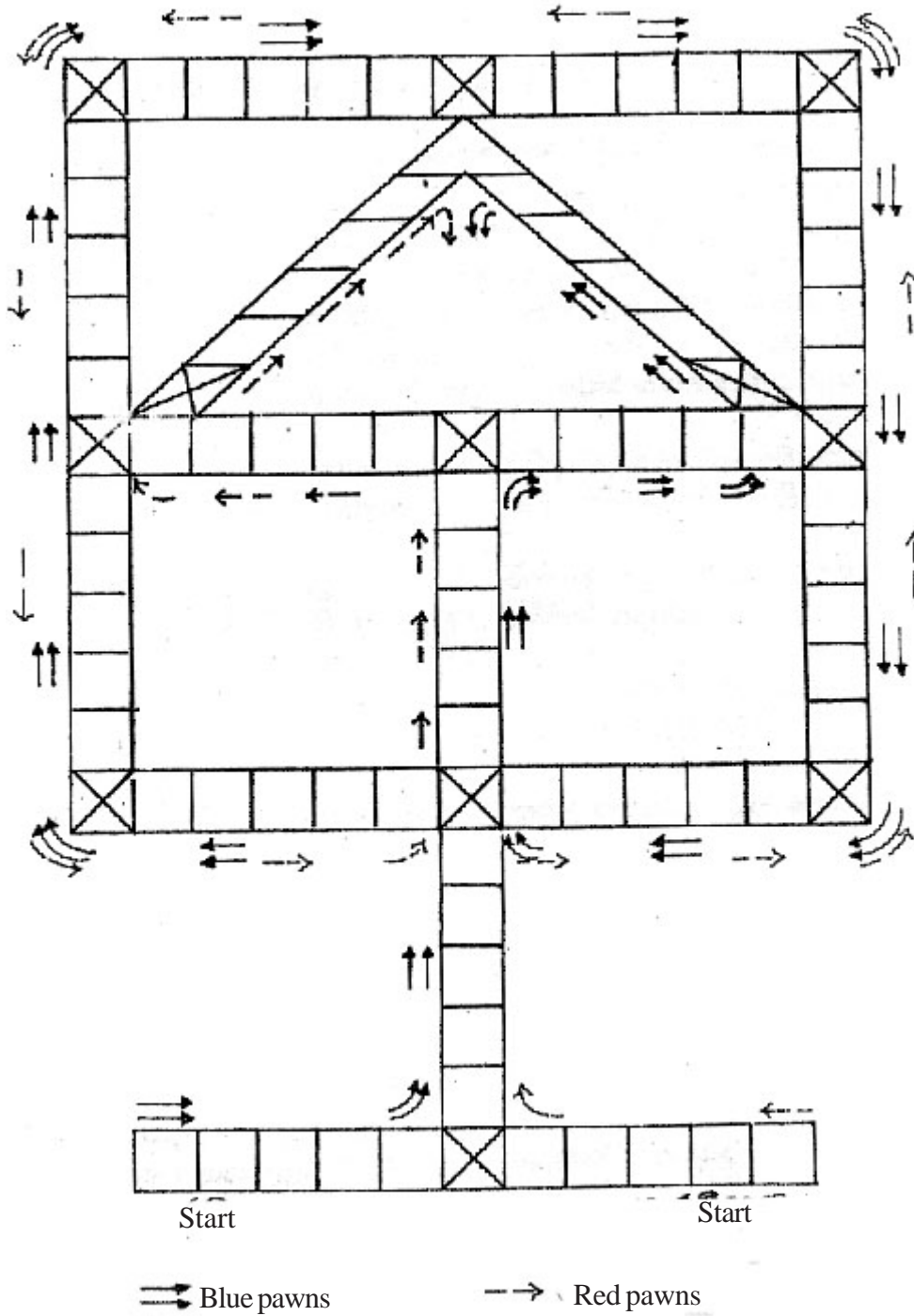
Cleaned the floor to get my goat
From where did you get my goat
Worked hard to get my goat
From where did you get my goat

Gave the broom - From where did you
Gave the father - From where did you
Gave the brother - From where did you
Gave the sun - From where did you
Gave the moon - From where did you

A Guide to the Teacher
A Few Folk Games

Twelve Play

- Equipment -
1. Disc
 2. 04 Pawns per team, 08 pawns for the two teams



The game start with 12 play. One team start from the right and the other from the left and follow the arrows. This 12 play consist of 79 squares. The two teams must have equal numbers. Keep the disc at the centre and start playing by throwing the shells taking turns one by one alternately. A "gain" is when the shell falls "up". A "play" is when its "one/ondu" or "five". When a player gets a ondu/one he gets the chance of throwing shells again cross (×) cages are houses. You cannot cut a pawn in a house and cannot jump over it. A cut pawn has to be replayed after salu/play. It has to begin from the start.

Olinda Keliya

This is a ladies game. The damsels dressed beautifully are form two teams and appoint a leader each. One team questions and the other reply. In the centre is a line and the teams on either side, as they sing their part they move their limbs to music. The rest follow the leader. With the end of the poem the dance too ends. Here are a few verses. (The original is in Sinhala. This is a translation. Sing to 4 beats)

Question - Where do you find olinda seed
Rep-Bengal is the place for Olinda seed

Question - Where do they grow the seed
Rep. - On our land they grow the seed

Question - .See it going up the tree
Rep. - Yes it is up the tree

Question - See the strings up the tree
Rep. - It's a slice up the tree

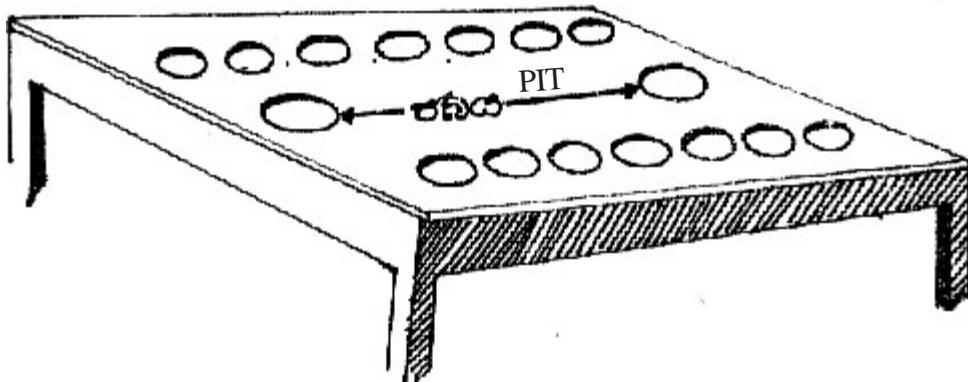
Question - Is it a slice up the tree
Rep. - Its a slice up the tree

Question - Is it double up the tree
Rep. - Its a double up the tree

Question - Is it triple up the tree
Rep. - Its a triple up the tree

Olinda Keliya

There's another game called Olinda Keliya or linda poruwa (stand) which is again very popular among ladies. this considered to be a game of God, Paththini had been the game princesses. Olinda seeds are used to play on a wooden stand with grooves to hold olinda seed. The Sinhalese princesses had used pearls instead and was called Pearl stand. There are 14 grooves cavities. The olinda seed used, to play this game is called India. Any two can play.



The grooves on your side is considered as your side. The "Jabaya" or pit on the right belongs to your side with 4 olinda seeds in each the 7 grooves are filled with 28 seeds. The other player too fill the grooves on her side. The first to move pick 4 seeds from any groove and one each to the grooves on to the right of the groove emptied. Then take the seeds from the next and fill the groove to the eight with one each. Then empty the next and fill the other cavities one each. As you go on till you get to an empty cavity. Then you empty all the seeds in the next cavity and put in the pit. This is called "eating" the cavity. The turn ends and the next get the chance to start from her end. Finally the player who has the most number of seeds is the looser.

Tossing Stones

Equipment 5 Stones

How to play

Before the start of the game the order of play should be decided. For this each participants take all five stones, throw it up and hold the back of the palm to collect as many as possible and throw up again and hold the palm to collect many as possible. The most number of stones thus held get the 1st turn to play and the next turn to the next and so forth.

The 1st player start the game by tossing the five stones to the floor and picking one stone and start picking up one by one throwing the 1st picked stone and collecting the rest one by one. Toss all the stones again this time and throw one stone up and collect two by two. Next toss again pick one stone and collect 1, 3 4 the time toss the stones pick one throw up & collect all four stones. If one succeeds without failing he gets 1 point again continue from the beginning till he fails. If he fails at some point. The next get the chance to play. The losers when they get the chance to play must start from the beginning.

Rules Regulations

1. At all times throw the stone up to collect the stone before the thrown stone falls on the ground and that too should be held by the player.
2. While picking the stones, if other stones are disturbed you loose your chance.
3. Picking stones should be done. 1st one each 2nd two each 3rd one and three, 4th all four.

Picking Coconuts

How to play

This is a boys game. All sit round and keep their fists one over the other. Select one as an elder called. "Muththa"/grand pa and the boys question him. All these are said to certain rhyme.

Grand pa shall we pluck coconuts.

Don't

Twisted the stem

Then pluck (Then all the boys let go the fists)

All the boys do the action of husking coconuts repeatedly saying "husking coconuts"

They break the coconuts doing the action of breaking saying breaking coconuts.

They scrape coconuts saying "scraping coconuts" and do the action.

They squeeze the coconuts saying "squeezing coconuts" about twice done the action and, then throw the used coconut saying "For the pigs"

All this is done to get coconut oil. After getting the milk telling the grand pa to "look after the pot of milk" they go for a bath.

After bathing they come back and start questioning the grand pa.

- | | | |
|------|---|--------------------------|
| Qu. | - | Where is the pot of milk |
| Rep. | - | dog drank |
| Qu. | - | Where is the dog |
| Rep. | - | fell into the well |

- Qu. - Where's the well
 Rep. - Filled it and grew Thampala
 Qu. - Where's Thampala
 Rep. - Bulls ate
 Qu. - Where are the bulls
 Rep. - Sold
 Qu. - Where's the money
 Rep. - bought pots
 Que - Where are the pots
 Rep. - Broke
 Que - Where are the pieces
 Rep. - Brushed teeth
 Que. - Where's the teeth
 Rep. - Muththa grins to show the teeth and makes the sound "E..E..E.. and chase behind the children to catch them and the one caught becomes Muththa.

(Cadju in the Pit) Wala Kaju

- Equipment - Coconut shell
 A circular flat stone
 Cadju nuts

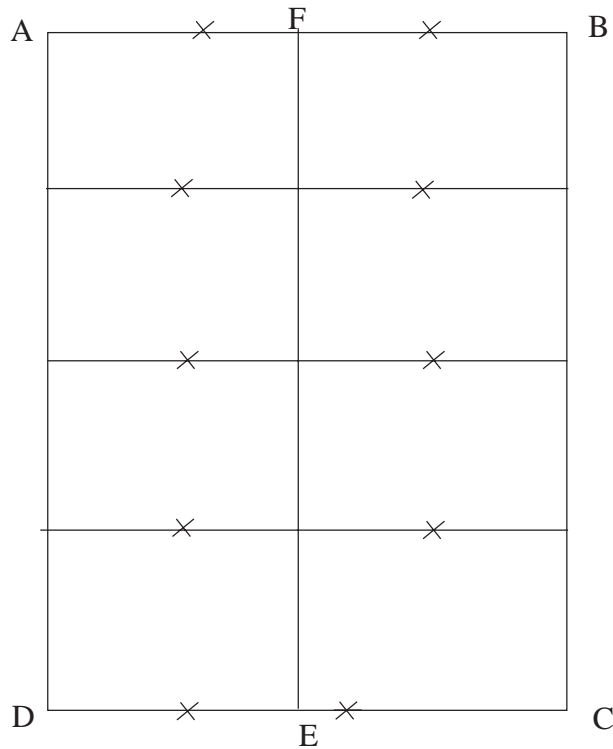
How to play

This is a rural game. Any number can participate. Play area has no specific measurements. The pit to put cadju nuts should be prepared to hold the nuts of the number participating. A coconut shell is fitted into the pit to prevent it from breaking. The playing order should be decided first.

Every player throw a nut from a distance of 12 - 15 feet from the pit. The nuts will land in and around the pit. The one who succeed to put into the pit is the 1st and according to the closeness of the nuts to the pit the order is decided . The 1st collects the nut from each and throw it to the pit. If all land on the pit he gets all the nuts. If all doesn't land in the pit he has to hit a nut shown by the others from the flat stone. When hitting if it hits the nut shown he gets the nut but if it hits the nut and another nut he loses. He loses his turn the second gets the chance. Thus players take their turns to play. The player who collects the most No. of nuts win

(Cage Jump) Thachchi

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



How to play

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

The places marked \times are the position of the defending players. Jumping team should be outside the DE line. The leader "Thachchi" will run along FE line calling Thachchi. Then the jumping team will enter the 1st cage. If thachchi hits at least one at this time the whole team gets defeated. Then exchange sides. Otherwise the players in the 1st cage position themselves with one foot in the 1st cage and the other on the second cage calling "Baththal". Thachchi cannot hit them when they are in this position. These jumpers can be hit only by those defending the cross lines. Thus the jumpers will escape the defenders cross cage to cage and even if one leaves the court through AB, has to come back the same way to the started end. But an outgoing player and an incoming player cannot meet in one cage. If they do its called "salt and sugar" they loose the game. If at least one comes back they score a point and get the chance to play again.

Hitting the Pillow

- Equipment -
1. A trunk
 2. Two pillows

Preparing the play area

Tie two poles as a fork and make two of those and fix it to the ground to hold a strong trunk of 7". Saw dust or sand should be put under this.

How to play

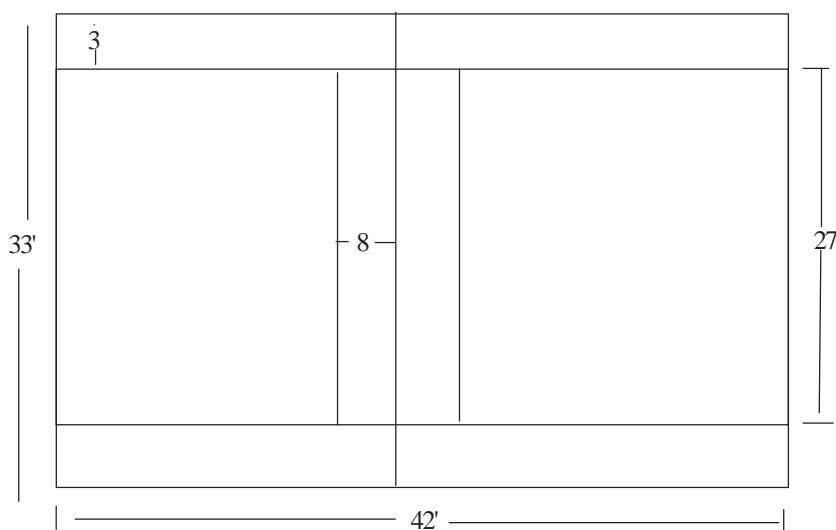
The players should be divided into two teams of equal number. First two players will compete. Two pillows of 2×1 , of which is filled with cotton should be given to the two players. The players sit on the trunk facing each other. The distance between them is about 3'. The hand holding the pillow in front and the other hand at the back with a signal the play begins. Each, one hit each other with the pillow and try to put the other down on no condition should the hand of the back be taken off nor hold the trunk. If a player take off the hand he loses. Likewise competition goes on to select the winner.

Chak Gudu

Play Area

A rectangle of $33' \times 42'$ is divided into two sections; on the length sides there is a strip of 3'. Two areas of $27' \times 21'$ leaving the 3' margin and in this square at the centre there is a strip 8' width.

See the diagram.

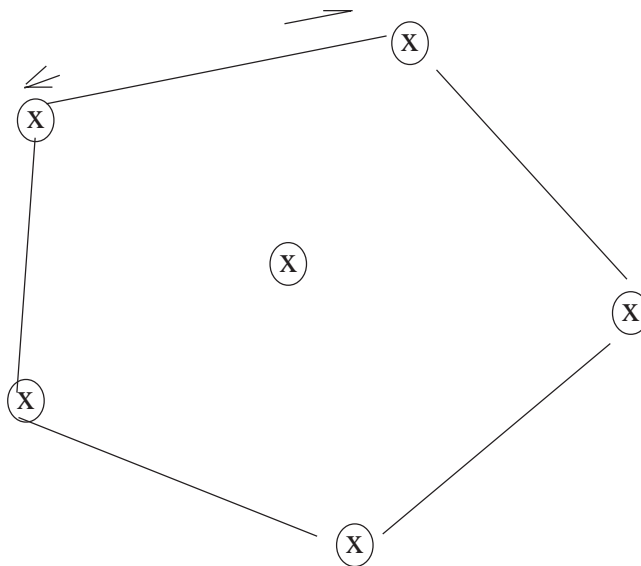


How to play

Divide the group into two and appoint a leader for each. One team should have at least 10 players. Players scatter themselves in these area of play. The side starting the game reach the opposing side to tap a player. When crossing the centre line he must start saying "Guru" continuously till he tap a player and cross back the centre line to reach his area. The opposing players may try to catch him and keep him in his area. If he comes back to his area dragging everybody, all those players are out of the game. The game continuous till one side looses all their players.

(Tree to Tree) Gas Paneema

Play Area - The play area is posts planted in 10×15 m area or same trees with this distance The \times mark shows the places of posts.



How to play

To start the game one should be in the centre called "joker" and the rest are near posts. The joker hoots to start the game. The players near posts exchange posts and the joker try to catch one of them or run to an empty post. The player who loose the post become the joker. The player vacating a post must make it sure for he has another to occupy it and a post for himself too. The one who miss a post become the joker. Except the 1st joker the others when they become a joker a line is drawn on the forehead. At the time the play stop the player who has least No.of lines win.

(Bangle Play) - Mevara Keliya

Equipment - A bangle

How to play

This is a game played based on a story. "A lady lost a bangle". She does not know where it dropped. She tries to find the bangle and suspects that her friends have hidden it.

She searches

Two players keep the bangle on the floor and hide it under the right foot. The other friends stand around and answer the question. Questions are from the girl who lost it. She is outside the circle. Questions and answers are in lyric form. They recite while going round. (Please recite to a/ rhythm).

- Question - Did I loose my bangle when I was plucking fruits?
Answer - We swear on you and your children/that we didn't see your bangle.
- Question - Did I loose my bangle/when I was plucking jack?
Answer - We swear
- Question - Did I loose my bangle when I was collecting green gram?
Answer - We swear
- Question - Did I loose my bangle when I was digging saffron ?
Answer - We swear
- Question - Did I loose any bangle when I was scraping coconuts?
Answer - We swear
- Question - Did I loose my bangle when I was fetching fire wood?
Answer - We swear
- Question - Did I loose my bangle when I was having a bath?
Answer - We swear
- Question - Did I loose my bangle when I was digging yams?
Answer - We swear
- Question - Did I loose my bangle when I was with you?
Answer - We swear

As you finish this sentence one of in the circle shouts O.K. and reach to take the bangle. The two hiding the bangle stay still. The rest too attempt to take the bangle. The one who succeed win.

Competency 5 : *Spends leisure effectively by involving in sports and outdoor activities.*

Competency Level 5.2 : Carries out an investigative study of history of volleyball.

Activity 5.2 : "The story of volley ball"

Time : 45 Minutes

Quality Inputs :

- Four copies of instructions for exploration in annexe 5.5.1.
- Four copies of information sheets in annexe 5.5.2.
- Demy papers and Markers.

Learning-Teaching Process :

Step 5.5.1 :

- Display to the class an illustration of a game of volley ball.
- Inquire the children of what they know of the game illustrated.
- Conduct a discussion to highlight the following.

- A game between two teams played using Net and a ball.
- Attain entertainment in its maximum from such a game.
- Out of the games this is the most popular.
- This nails a long history.

(10 Minutes)

Step 5.5.2 :

- Divide the class into 4 groups.
- Provide the groups with the instructions on group exploration and other inputs.
- Inform that two groups get one theme.
- Assign the task and involve groups in exploration.
- Prepare the entire groups for a whole group presentation

(20 Minutes)

Step 5.5.3 :

- Get the groups to present their findings to the whole class.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of other groups.
- Review highlighting the following and the points in 5.5.2.

- There's an History for any game.
- This game originated in 1895 in America.
- William G Morgan is the originator.
- Originally it was named Mintonette.
- Professor Alfred T Holsted named it as "Volley ball".
- Originally a team consisted of 9 players.
- In 1941 a side had 6 players.
- At various instances the rules and regulations changed along with the play area and equipment.
- The game was introduced to Sri Lanka by Walter Camac in 1916.
- It became popular in Training Colleges and schools in Colombo.
- The world volley ball is controlled by International Volley ball Federation

(15 Minutes)

Criteria for Assessment and Evaluation :

- Describes the history of volley ball.
- Accepts that the game volley ball improved step by step.
- Constructs creative plans to show the history of volley ball.
- Works with others happily.
- Compares with the history of other games.
- Exhibits the ability to pick important informations.

Instructions for Exploration

Let us know the Story of Volley Ball

You know that volley ball is our national game. Volley ball is prominent among the popular games in the world. Mentioned below are two situations to investigate the history of volley ball

- World history of volley ball.
- Sri Lankan history of volley ball

- Concentrate on the themes given
- Read the information sheet on the theme.
- Collect the facts based on the theme considering the instructions provided collectively.
- Discuss and solve the problems you experienced when gathering information.
- List out in sequence the parts on the Demy paper.
- Prepare to present your findings and creations to the class.

Information Sheet

The following is an extract from the lecture presented by the former captain of Sri Lanka national volley ball team. He was invited to present the inaugural speech on the "game" at the conference. Organized by sports association of Kasyapa Vidyalaya, Kelegama. The theme of the conference was "moment of entertainment through history."

Let us study the history of volley ball by digging the past of volleyball, a very entertaining game. Its a game that can be played by both males and females and for all ages with limited equipment, expenses and play area William G Morgan the director of Young Christian Association in the city of Holyoke in Massachusetts in the United States of America founded this game in 1895. This game provide immense for fitness and can be played indoor as well as outdoor. The game was introduced to Sri Lanka by the sports director of the Young Mens Christian Association Robert Walter Camacan American in 1916 September 2007. The inaugural session was held at Price park Colombo to players and teachers trainees in Colombo and to students around Colombo. This became very popular as a result 85 volley ball clubs were formed within Colombo by the year 1922. It became very popular in Gampola too.

First it way played indoor with a inflated basket ball tube. The two teams on either, side sent the ball over a cord tied at a height of 6'.6". It interested the people so much that it became highly competitive that it took the form of a game in 1895. Morgan organized this game inside the hall of Springfield College as a exhibition match to the directors of the Young Men's Christian Association. In 1896 this game was named **MINTONETTEE**. After watching the match and listening to the description of Morgan, Professor Alfred T.Malsted considering the way the ball is sent over the net named it Volleyball. In 1952 the team of directors of the Volley-ball associate invited States of America to accept volleyball as one word. In 1957 volley ball was included into the list of Olympic games at the conference held at Sophia in Bulgaria. In 1964 at the Tokyo Olympics this game was open to males and females.

The recorded game of volley ball had been held between price park team and Hydepark team. Earlier the team consisted of 9 players and at various instances. The size of the court height of the net and the size of the volley ball and rules had changed. Government services volley ball association in 1926 and Ceylon Volley ball Association was formed 1930. All Ceylon Six a Side Volley ball Association was formed in 1941 Camal formed the City Volleyball League. In 1951 Sri Lanka Volleyball Association was formed. The inaugural meeting was held 1951 September 4th at the Y.M.C.A.Hall. Here they decided that instead of 9 players 6 players should play for a team, along with these change.

The administrative changes took place too. Sri Lanka Volleyball Federation came to be called Sri Lanka Volleyball controlling body. But it was changed again as Sri Lanka Volleyball Federation. By this time the Education Department had introduced Volleyball to schools and children were trained to compete in Sri Lanka National School games. All Island competition are being held in three age limits. At present the world volleyball game is controlled by Federation of International Volleyball (F.I.V.B.).

Competency 5 : *Spends leisure effectively by involving in sports and outdoor activities.*

Competency Level 5.3: Plays volleyball for pleasure displaying skills in service.

Activity 5.3 : Which ever way the ball comes receive it both hands.

Time : 90 Minutes

Quality Inputs :

- Three copies of Instructions for Group Exploration in annexe 5.3.
- Three copies of Information Sheets in annexe 5.3.2.
- Lead up game in annexe 5.3.3.
- Volleyball court with a volleyball and improvised equipment.

Learning-Teaching Process :

Step 5.3.1 :

- Question the students about the skills they learnt in grade 6 about the National game of Sri Lanka.

• Conduct a discussion to highlight the following:

- Volleyball is the national game of Sri Lanka.
- Both Male and Female can play this game.
- Volley ball is a combination of skills.

(10 Minutes)

Step 5.3.2 :

- Divide the class into 3 groups.
- Distribute the instructions on group exploration to the groups.
- Assign task and involve groups in exploration.
- Prepare the groups to present their findings.

(45 Minutes)

Step 5.3.3 :

- Get the groups to present their findings and creations to the whole class.
- Give the 1st opportunity for elaboration to the group that made the presentation.
- Get constructive suggestions from other groups.
- Correct the activities and involve entire class in them.
- Review to highlight the following:

- In volleyball underarm service and receiving is very important.
- Service can be done as underarm and over arm service
- The service should be done according to the way its mentioned in annexe 5.3.2.
- Must engage in activities to improve skills.
- Training skills is important to play the game successfully.
- The game provides fun and enjoyment as well as physical fitness.

(35 Minutes)

Criteria for Assessment and Evaluation :

- Describes step by step the under arm and over arm services.
- Accepts that accurate service and correct under arm receivings are important for the success in the game of volley ball.
- Does the service and receiving accurately.
- Display the ability to combine skills to make it a complete movement.
- Inhibits ability to engage in activities effectively.

Annexe 5.3.1

Instructions for Exploration

Which ever way the ball comes receive it with both hand.

The game of volleyball, the national game of Sri Lanka from 1991 consist of many basic skills. These can be mastered easily. To play the game beautifully one must learn three skills.

Below mentioned are some skills.

- Service - underarm service, over arm service, underarm receiving.
- Concentrate on the skill assigned to your group.
- Study that section in the information sheet.
- Discuss in your group how to implement it.
- Engage in the activity.
- Discuss and solve the problems experienced in implementing it.
- Prepare to present the findings to the whole class.

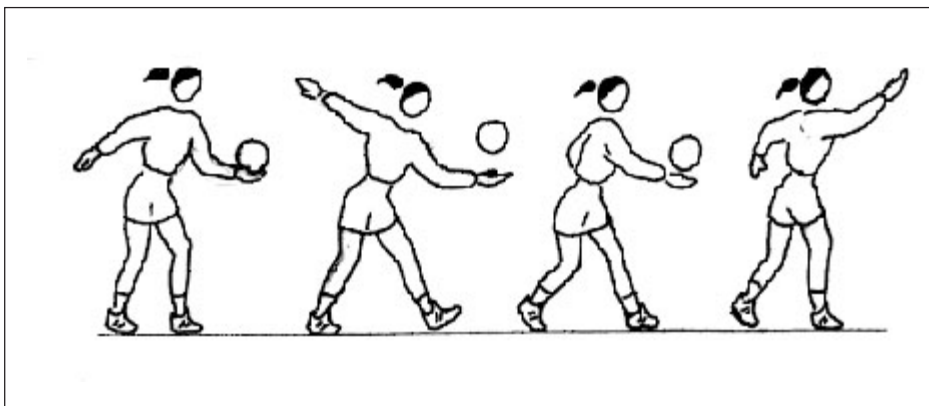
Information Sheet

Service is sending the ball from the service zone - area behind the back over the net to the opposing side to start play by the player at the right corner at the back row. The technique of service is very important. Types of service - Underarm service, over arm service.

Underarm Service - We can identify the techniques in action in 3 steps.

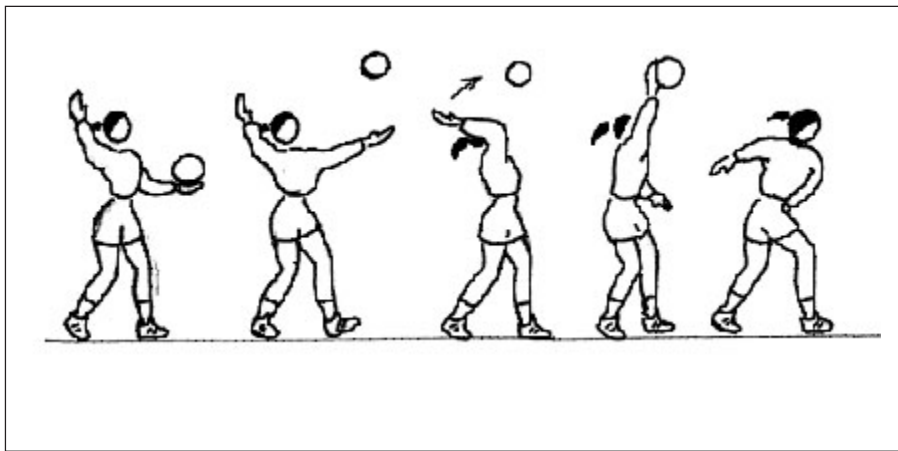
Before handling the ball

- Stretch the weak hand/unfamiliar hand (non dextral) and place the ball on the palm.
 - Keep the foot on the same side and little in front.
 - The strong hand (dextral) used to strike the ball at the back of the body.
 - The body weight on the back foot.
 - The body inclined forward and stand looking ahead when handling the ball.
 - Toss the ball up to a distance convenient to handle
 - Bring the strong hand from behind the body but close to the body forcefully to hit the bottom of the ball.
 - Keep the fist hitting the ball closed or like a spoon.
- After handling the ball
 - The hand after hitting moves forward
 - The back foot brought forward.



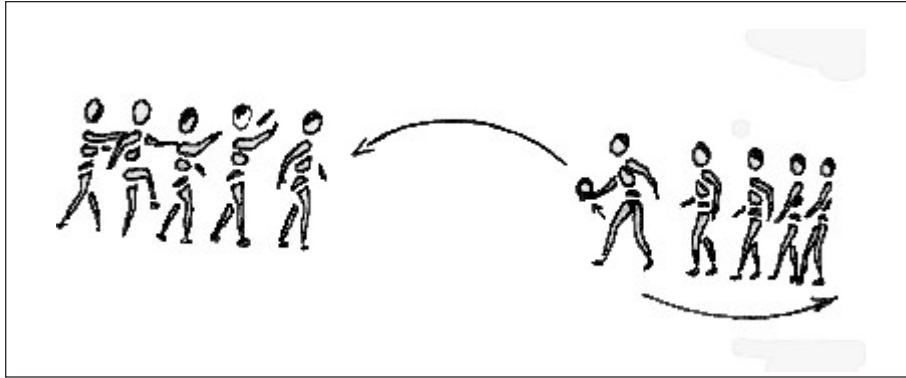
Over Arm Service

- Before handling the ball
 - Keep the ball on the weak hand
 - The foot on that side in front
 - The body weight on the back foot.
 - The strong striking hand bent and over the head
 - Look in front
- At the time of contact with the ball
 - Toss the ball to a convenient distance.
 - Bring the hand forcefully and hit the ball.
 - Hit the centre of the ball.
 - At the time of hitting the hand must be stretched.
- After contact with the ball
 - Bring the struck hand down close to the body.
 - Bring the back foot forward.

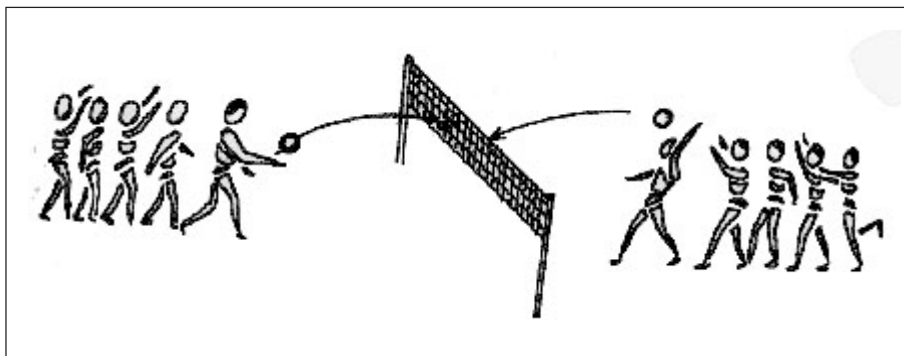


Activities to practice the over arm and under arm services

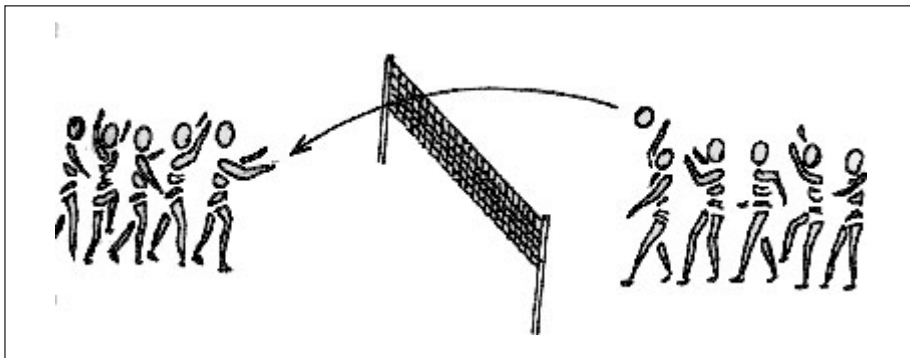
- First practice the action of service several times without the ball.
- In two groups stand a considerable distance away using the correct technique serve the first player.
- The receiver catches the ball and serve it to the next on line in the front line.



- Stand 5 m away from the net and serve the ball to the net using the correct technique.



- Stand 5 m away from the net using the correct technique serve over the net.

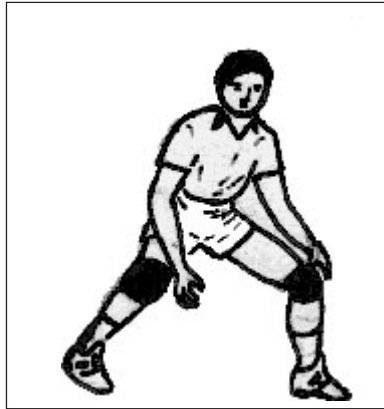


- Gradually increase the distance from the net as you serve over the net.
- Ultimately serve from the serving zone.

Under Arm Receive

This technique is used to receive the ball sent from the opposing side. This is a very important skill to play the game. This is explained in parts to make learning easier.

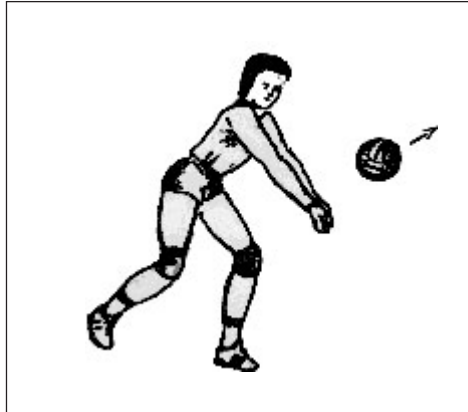
- **Before contact with the ball**
 - Feet perpendicular to shoulders or at an easy position.
 - Body weight equally distributed to both feet.
 - Slightly bent knees and the body inclined forward.
 - Hands by the side eyes on the ball.
 - Body relaxed.



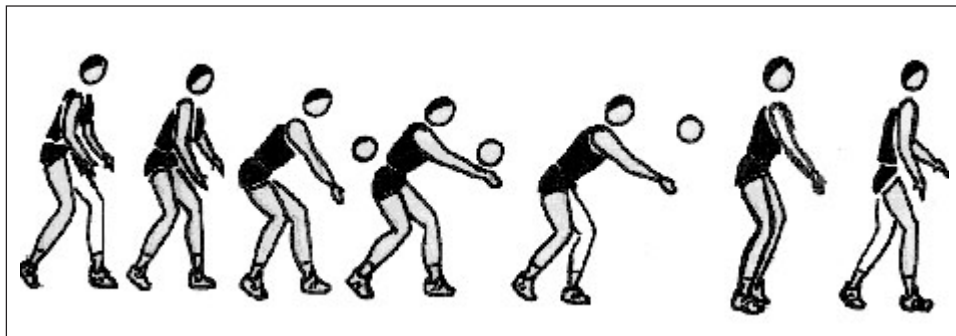
- **At the time of contact with the ball**
 - Arms close to each other stretched without bending from the elbows.
 - Muscles of the forearm should be prominent.



- The ball should touch the hand as you raise yourself.
- As the ball touches the arms the ball must be pushed forward with the wrists.
- Hands raised up and forward and should not go beyond the shoulders.

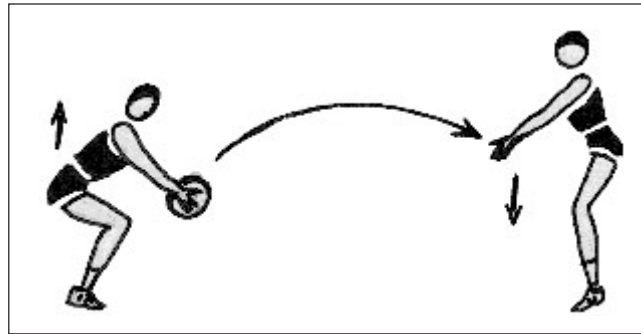


- **After contact with the ball**
 - After receiving the ball the hands dropped by the sides.
 - Control the body weight by bringing in front the strong foot.
 - Prepare for the next movement.

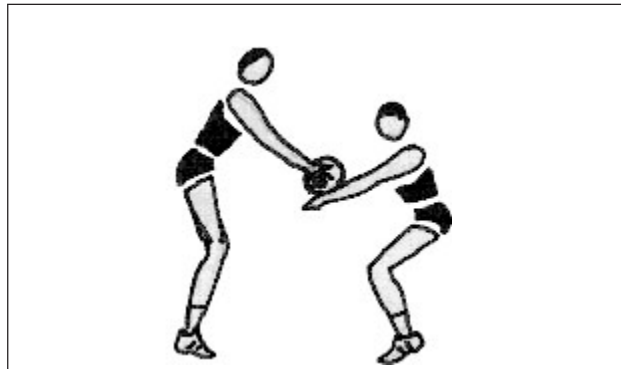


Activities to train under arm receiving

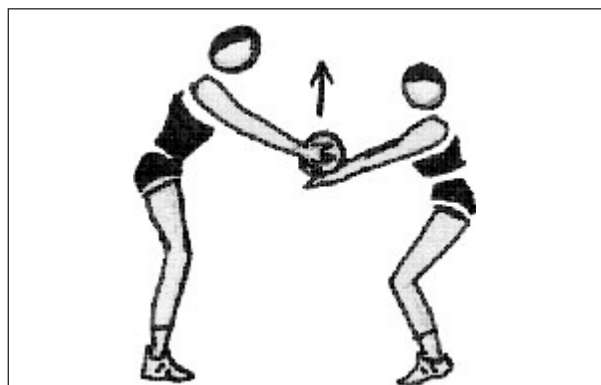
- Group into two. Follow the technique hold the ball with both hands raise yourself, stretch the hands to throw the ball to the player in front.
- The front player (knees bent) raise yourself up to receive the ball and as you receive go down.



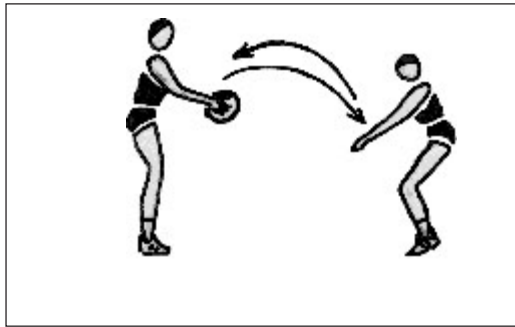
- Take the position of the technique to receive the player keep the ball on the arms and press it. The receiver raise himself as in striking the received ball. Repeat this several times.



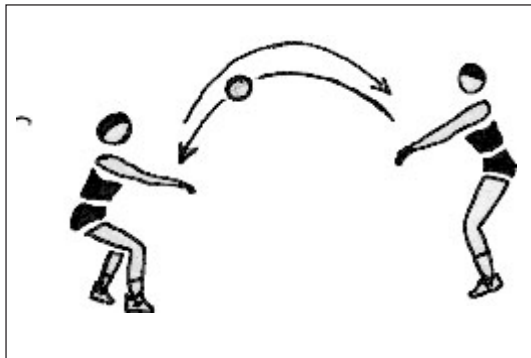
- Repeat the same movement but with the player pressing the ball releases it for the actual receiver to strike it.



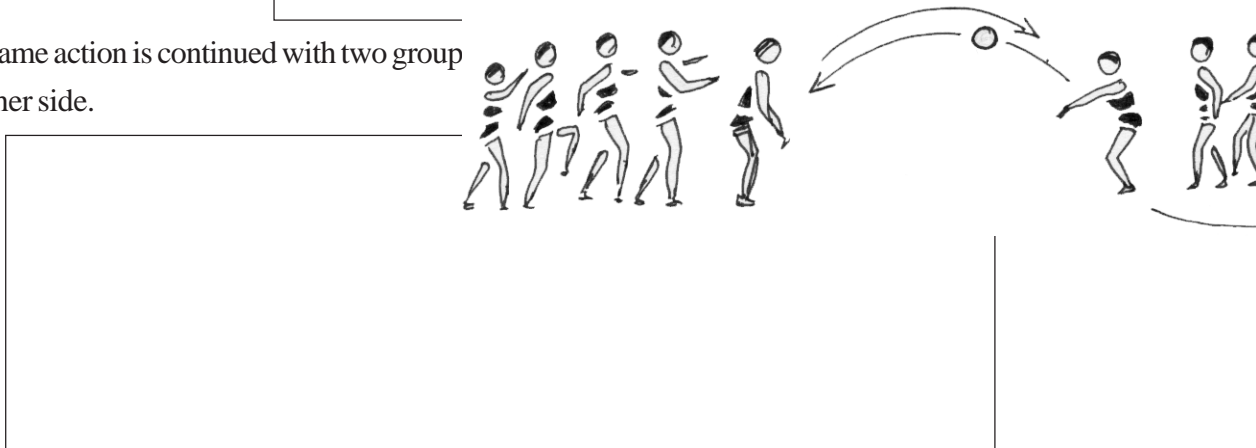
- The same movement is repeated with two players 5 m away from each other. The other player throw the ball and receiver receives and strikes the ball.



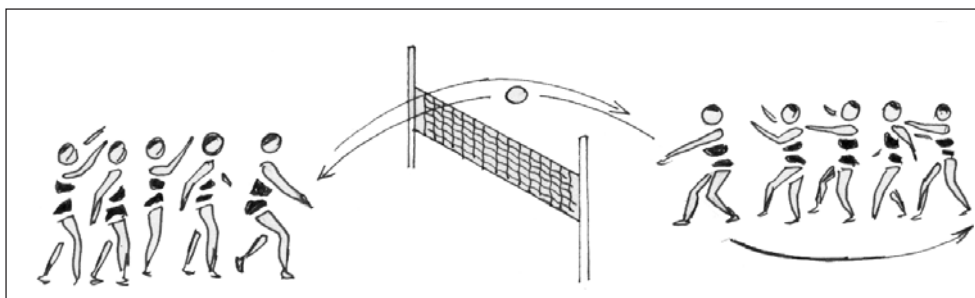
- The same action is repeated by both players receiving and striking.



- The same action is continued with two group to either side.

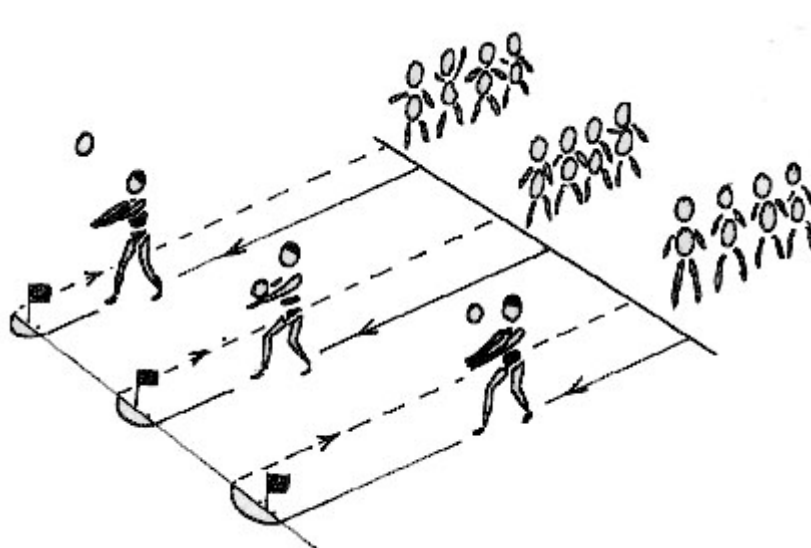


- The same action is advanced by using a net in between.



Lead up Game

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



Competency 5 : *Spends leisure effectively through involvement in sports and outdoor activities.*

Competency Level 5.4: Carries out an investigative study of the History of Netball.

Activity 5.4.1 : Let us find the "History of Netball".

Time : 45 Minutes

Quality Inputs :

- Two copies of Instruction to exploration in annexe 5.4.1.
- Two copies of information sheets in annexe 5.4.2.
- Demy paper and Marker pen.

Learning-Teaching Process :

Step 5.4.1 :

- Recall what you learnt about Net Ball in Grade 6.
- "What do you know about this game" pose this question to the students.
- Conduct a discussion to highlight the following:

- Netball is a game played in a limited area by two teams, where the players pass the ball among them to score a goal.
- To score a goal the ball should go over and through a goal ring.
- Much information is revealed about the History of Netball.
- Netball is a very popular game.

(10 Minutes)

Step 5.4.2 :

- Divide the class into two groups.
- Distribute the instructions for exploration and information sheets and other quality inputs to the groups.
- Assign the task to the groups a theme per group and involve student in exploration.
- Prepare the class for their group presentations.

(20 Minutes)

Step 5.4.3 :

- Get the groups present their findings to the class.
- Give the 1st opportunity for elaboration to the group that made the presentation.
- Get constructive suggestions from other groups.
- Correct the activities and involve others in the activity.

- Review to highlight the following:

- The game originated in 1891.
- The game was introduced by Professor Tolas an American in 1895 in England.
- The game was first played in 1897 in a green court divided into three with 9 players.
- Rules were composed in 1901.
- The England Netball association was formed in 1926.
- The game was introduced to the student of the High School Kandy by an English Lady Jenny Green.
- Gradually the game spread from Kandy to Colombo and Jaffna.
- The International Netball association was formed in 1960 with 8 nations participating.
- The first tournament was held in 1963.
- The world tournament is held in every four years.
- The Asian championships was won by Sri Lanka for the 1st time in 1990.
- The above facts can be confirmed by studying the contents in Annexe 5.7.2.

(20 Minutes)

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Criteria for Assessment and Evaluation

- Describes the History of Netball.
- Accepts that Netball is very popular.
- Prepare a chart to describe the history of Netball.
- Analyse critical thinking of the group.
- Fulfill the responsibilities of the group.

Instructions for Exploration

Let us find the History of Netball

Netball is a game popular among females. Though it was a ladies game originally it has become popular among men too. This can be played with a mixed team.

Concentrate on the theme given to your group.

- History of world Netball
- History of Sri Lankan Netball

- Study the information sheet.
- List out points to the theme given.
- Discuss and solve problems experienced.
- Use the dummy paper to list the points.
- Prepare to present the list to the class.

Information Sheet

- It's important to find out the history of Netball which is popular among the females.
- The game which started in 1891 in America was named Basketball. Originally the points were scored by shooting the ball to a basket fixed to a wall.
- Professor Tolus an American introduced this game to students of the Physical Education College in Medatopferberg of Hamersterdam in England in 1895.
- In 1897 the basket was taken off and introduced a goal post with a goal ring with 9 players. The game was played on a grass court. The court was divided into 3 equal parts.
- In 1901 since they understood the necessity of rules a set of rules were formed.
- The game became popular in England and was introduced to Sri Lanka by Jennie Green an English teacher
- In 1915 this became very popular in Australia and New Zealand.
- All England Netball association was formed in 1926.
- The first international game was held in 1938

- In 1960 the international Netball association was formed with 8 teams. The 1st match was played in 1963. Australia were champions at the tournament.
- International tournaments are held in every 4 years and Asian tournament in every 2 years.
- In 1921 Jennie Green introduced this to Sri Lanka. It was introduced to Girls High School in Kandy and the 1st match was played between High School and Hilwood College.
- It spread rapidly after it was introduced to Wembodi Girls School in Jaffna and Colombo Ladies College.
- Colombo Ladies Netball club was formed in this period.
- Sri Netball Association was formed in 1954.
- Tournaments are held in Sri Lanka in Inter Club, Inter Colleges, Inter Services, Govt. Services, Mercantile, Inter School and National Schools.
- For the first time in the history of Netball Sri Lanka won the Asian championship in 1990.
- Inter school championships are held as
 - Divitional Championship
 - Zonal Championship
 - Provincial Championship
 - National School (All Island)

Competency 5 : *Spend leisure effectively by involving in sports and outdoor activities.*

Competency Level 5.5: Plays Netball for pleasure with correct foot work.

Activity 5.5 : Let us learn correct foot work to win the game.

Time : 90 Minutes

Quality Inputs :

- Four copies of instructions to group exploration in annexe 5.5.1.
- A guide to teacher in annexe 5.5.2.
- Netball and other improvised balls.
- Whistle
- Cord
- Lime

Teaching- Learning Process :

Step 5.5.1 :

- Recall what you have learnt about handling the ball.
- Provide opportunity to the students to play using the Netballs.
- Conduct a discussion to highlight the following:

- It is important to use hands and feet correctly to play Netball properly.
- There are many activities to learn.
- Its fun and can enjoy by engaging in these activities.

(10 Minutes)

Step 5.5.2 :

- Divide the class into 4 groups.
- Distribute the exploration sheets to the groups.
- Send the groups to the places assigned for them in the play ground.
- Entrust the task and let them explore.
- Prepare the group for presentations.

(40 Minutes)

Step 5.5.3 :

- Give opportunity to the groups to present the findings with demonstration.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of other groups.

- Correct the activities and engage the groups in the activities.
- Review to highlight the following.

- Foot work is a basic skill in Netball.
- Body should be balanced when practicing foot work and landing.
- During practice learn to land at different directions.
- Various drills are useful to learn foot work and landing.
- To be a skilled Netball player the skills should be of high standard.
- With the use of points in annexe 5.5.2 the above factors can be realized.

(40 Minutes)

Criteria for Assessment and Evaluation

- Names the activities that are used to improve footwork.
- Accepts that to develop skills of Netball foot work and landing is important.
- Demonstrates designed skill drills to improve footwork and landing.
- Protect themselves by learning to land properly.
- Works in a group to achieve the objective.

Annexe 5.5.1

Instruction Sheet for Group Exploration

Let us learn foot work and win the game

- Net ball is a game that any age group can participate and enjoy.
- Foot work is necessary to maintain the speed of the game.
- Pay attention to the activities assigned to your group out of the activities mentioned below:
 - 2 Activities to move to various directions.
 - 2 Activities to land on both feet.
 - 2 Activities to land on one foot.
 - 2 Activities to pivot on the landed foot.
- Study the activity given to your group.
- Discuss in your group how to implement it.
- Engage in the activities many times.
- Discuss the problems arisen and find solutions.
- Get ready to present the activities and the findings.

Annexe 5.5.2

Information Sheet

Activities for foot work

1. Improve foot work step by step

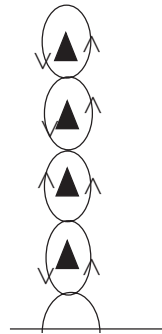
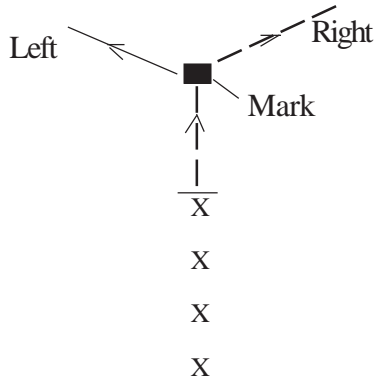
- Get the children to stand in a line.
- Run on the sport on toes and stop to signal.
- Skip with high knee and stop to signal.
- Run on the spot at the signal jump up and land.
- Hop on the strong foot and stop at the signal.
- Run slowly and stop at signal.
- Hop forward and stop at signal.
- Speed a short distance stop to signal run again.
- Run fast and run over a line marked.
- Run fast and run over lines marked.
- Run fast and touch the line and run back.

2. Activities to train to move to different directions

- Run forward, backward left and right non stop.
- Stand on the balls of the foot bend knees slightly and move left right and forward.
- Run fast and to the signal run to the left.
- Move jumping forward in a zig zag way.

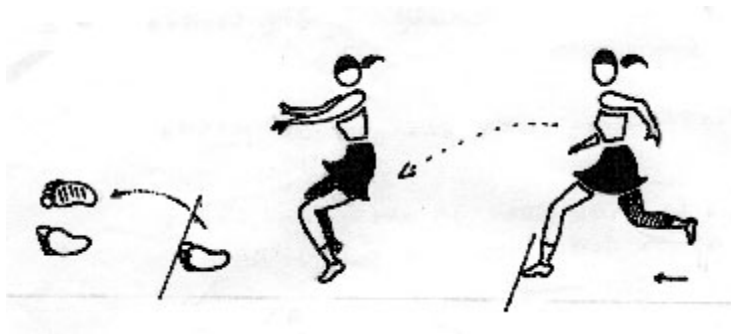


- Run forward touch the mark with the left repeat with the right.
- Run in between obstacles in a zig zag pattern

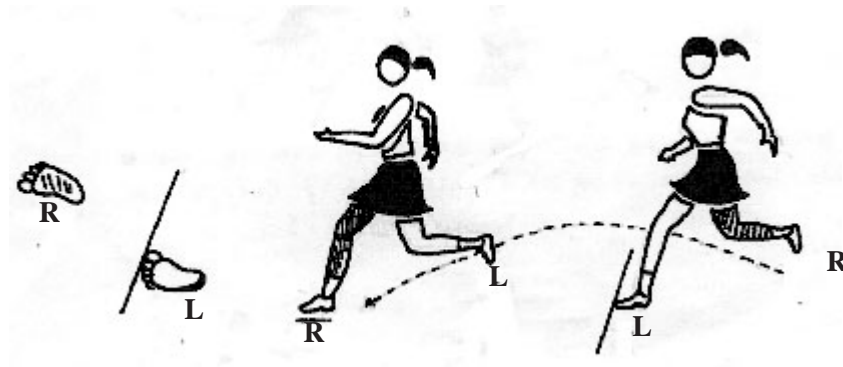


3. Landing Activity

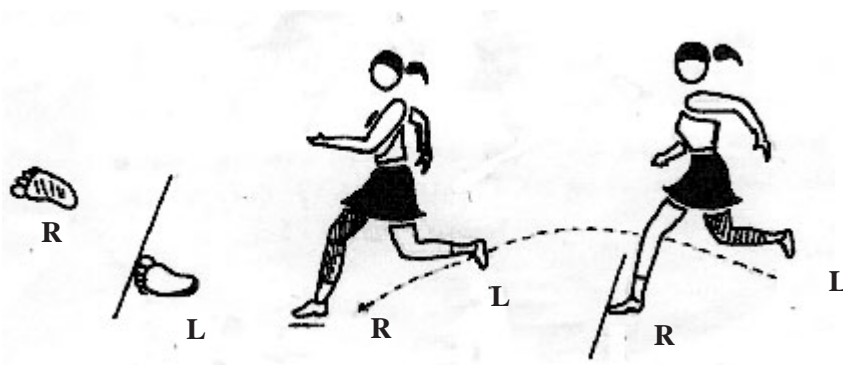
- Land over the line with both feet.
 1. Run over the line take off from one foot and land on both.



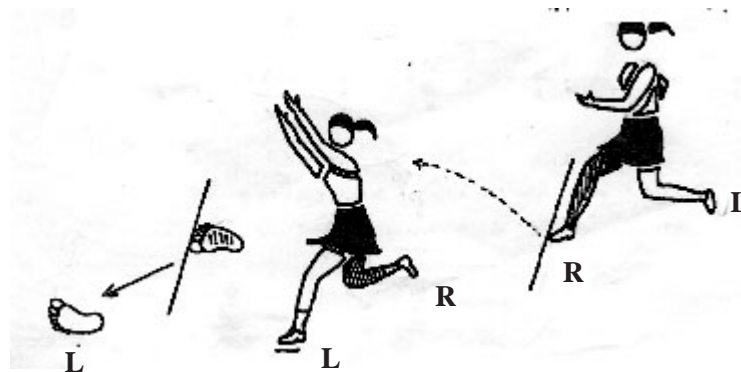
2. Run forward take off from one foot jump over the line and land on the other.



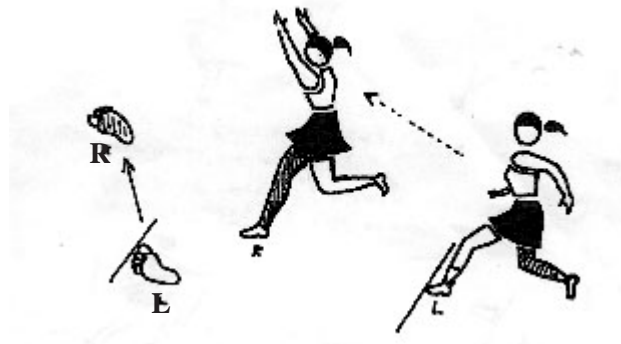
3. The above drills - practice first with the strong foot and then with the other
From the right to the left
From the left to the right.



4. Learn to jump forward - run straight and jump to the left. Take off from the right and jump to the left to land on the left foot. Take off from the left and jump to the right to land on the right.



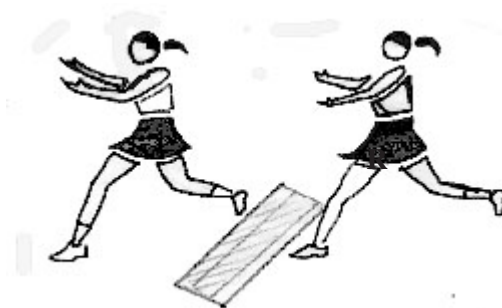
- Repeat 4 but mark the places of take off as well as the landing places.
Gradually increase the distance of landing places



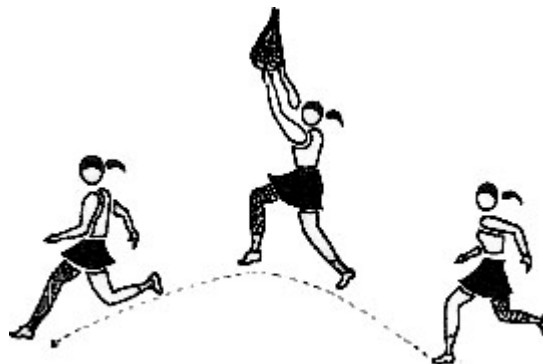
Eg. 1. - Run on an arc take off and land



Eg. 2 - Land on either foot right and left



Eg. 3 - Find a target to jump up. Jump up to touch the target.



Eg. 4 - Use a defender dodge her and go to the left or right take off and land.



- First train the above skills without the ball and then with the ball include the following skills.
 - Land on both feet keep one foot in front and throw.
 - Land on both feet take a step forward and throw.
 - Land on both feet take off from both feet and throw.
 - Land on one foot take a step from the other and throw.
 - Land on one foot and pivot on the same and throw to any direction.

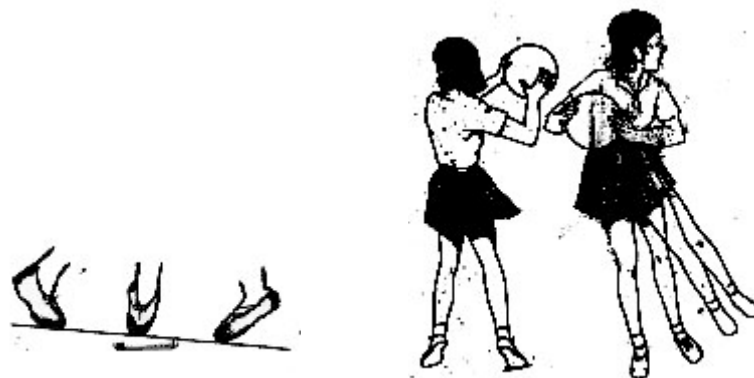
Activity 2

- Land on one foot and pivot on the same, land and take a step and throw.
 - 2.1 Stand and receive a pass choose either foot as the steady foot keep the other foot to any direction pivoting on the steady foot.
 - 2.2 Run forward take off from the left land on the right raise the heel of the landed foot and pivot on the ball of the foot.

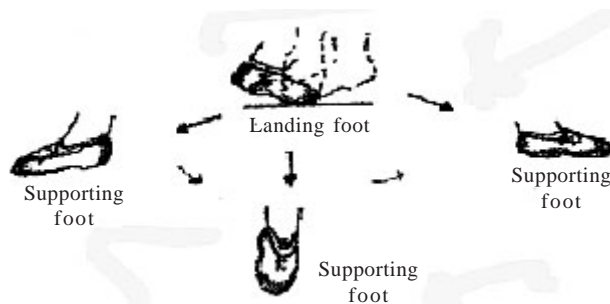


- 2.3 Repeat to land on the left and pivot on the left.

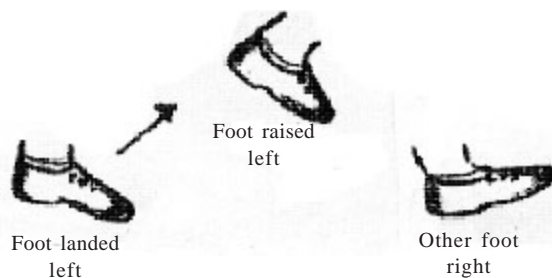
The weight of the body should on the pivoting foot with the knee bent - use the ball of the foot (the front part) to pivot using the other as a support and for direction.



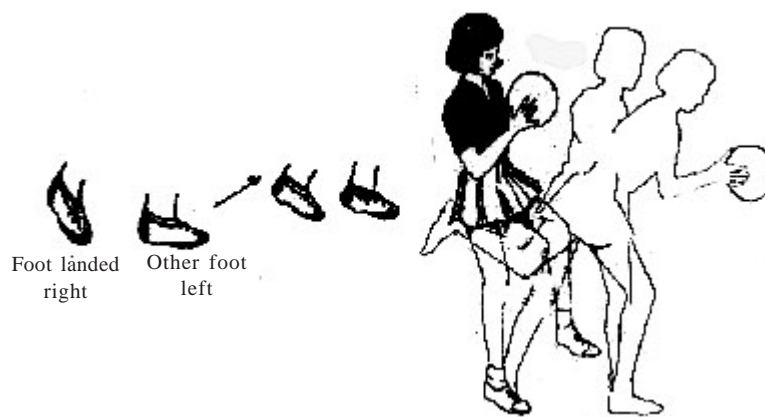
2.4 Land on both select either foot as steady foot and keep the other as a support to turn.



2.5 Keep the landing foot step on the other lift the landing foot and pass the ball.



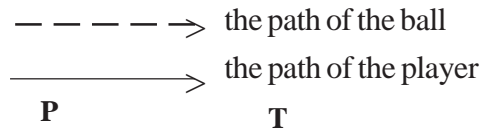
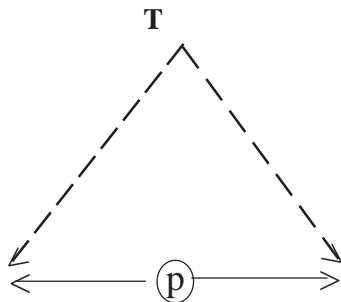
2.6 Jump up land on one jump on the other stepping forward take off to the air and pass the ball while in the air.



- Arrange the class for all to see when one is demonstrating the skill. Then the rest will learn watching the skill till they wait for their turn.
- Demonstrate the skill clearly.
- Practice the skill under teachers supervision.
- Its important to remember that when landing with one or both land on the padded part of the foot and knees flexed. Never land on a stiff foot.

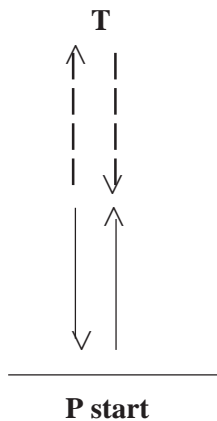
Activities

1. Activities in Twos



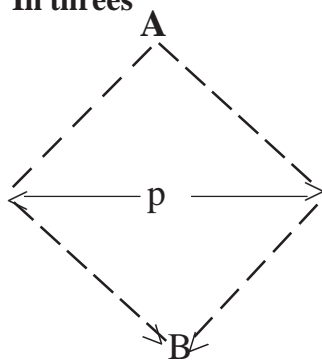
The player runs to the left receives the ball turn back and pass it back to the thrower.
 Next run to the right receives the ball turn back and pass it to the thrower.

2.



Run forward - receives the ball land on both feet take a step - pass it back to the thrower and run back to the original place. Repeat this several times.
 With variations - land on the left - step
 - land on the right - step

3. In threes



A passes the ball to the player running to the left. She receives the ball landing on one foot. Pivot on the same to turn to B step on the other and pass to B. Player runs to the right receives the ball landing on one and repeat the movement as above to the ball to A.

Competency 6 : *Applies specific abilities developed through involvement in athletics for tasks of the life.*

Competency Level 6.1 : Utilizes basic integrated skills of walking for tasks of life.

Activity 6.1.1 : To win the life - walk briskly

Time : 90 Minutes

Quality Inputs :

- Introductory sheet in annexe 6.1.1.
- Three copies of group exploration sheets in annexe 6.1.2.
- Recreational game in annexe 6.1.3.
- Three work areas with equipment in each.
 - 15 Flags of a height of 45 cm.
 - A few volleyballs, Footballs and Netballs.
 - Relay batons

Teaching Learning Process :

Step 6.1.1 :

- Provide opportunity to engage in activities in the introductory sheet.
- Question students about the differences noticed when engaged in the activities.
- Conduct a discussion to highlight the following.

- Walking is important in day to day activities.
- Practicing balanced walking, walking carrying a weight, walking to rhythm, walking over or around obstacle are essential for life.
- Walking races can be conducted in various ways.
- Walking for competition is fun.

(15 Minutes)

Step 6.1.2 :

- Divide the class into three groups.
- Send the small groups to working areas.
- Distribute the exploration sheets to the groups.
- Entrust the tasks to the groups and let them explore.
- Prepare the groups for a presentation.

(45 Minutes)

Step 6.1.3

- Provide opportunity to the groups to present the explored findings with demonstrations.
- Give the first opportunity to elaborate to the group that made the presentation.
- Get the constructive suggestions of other groups.
- Correct the activities and engage the group in the activities.
- Engage the groups in the recreational game in annexe 6.1.3.
- Review to highlight the following:

- A brisk walk helps to do the daily task efficiently and effectively.
- Get to walk briskly at various instances
- Walking can be used as an exercise for fitness.
- Various activities can be designed with brisk walking and competitive walking.
- Brisk walking can be done single, double or groups.
- Brisk walking can be done with or without equipment.
- The recreational games based on walking brings fun and satisfaction.

(30 Minutes)

Criteria for Evaluation and Assessment

- Names the instances where brisk walking is necessary.
- Accepts that brisk walking enables the perform daily tasks efficiently.
- Creates activities that depict competitive walking.
- Exhibits readiness to be active.
- Helps others to be active.

Introductory Sheet

- After the warning ups arrange the class to suit the following activities. Engage all the students in the activities.
- FirstActivity - Imagine that there is a trunk to cross the rivulet. Demonstrate how you would walk on the trunk without falling into the water.
- SecondActivity - Imagine that there are same hurdles in front of you to cross over. Demonstrate how you jump over and walk.
- ThirdActivity - Clap hands and walk to the rhythm of the clap.
- FourthActivity - Imitate a person walking to exercise.

Instructions to Group Exploration To Win Life - Walk Briskly

Walking briskly helps to perform the daily tasks efficiently. Besides taking part in competitive walking brings fun and enjoyment. Walking is also a good exercise.

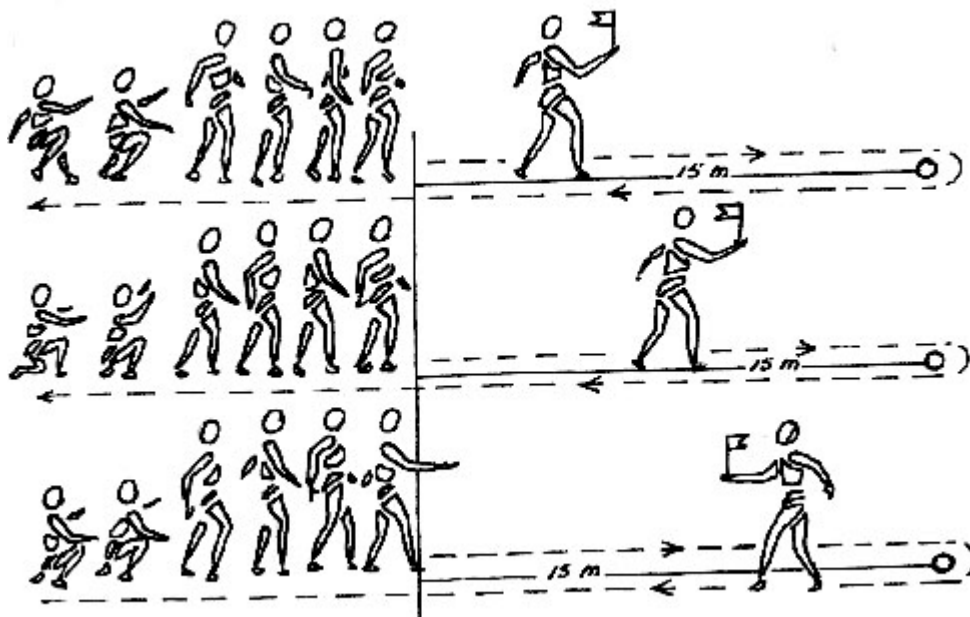
You can design and demonstrate many activities based on walking. You can design activities using equipment or without it to do individually, in twos or in groups. As equipment you can use flags, volley ball, net ball, foot ball batons or any improvised equipment.

The following activities are based on walking with equipment.

- Walk briskly using batons.
- Walk briskly using balls.
- Walk briskly using flags.
- Concentrate on the activity assigned to your group.
- Discuss in your group on how to design activities.
- Design the activities in groups.
- Find solutions to problems arisen when designing activities.
- All get together and practice the activity.
- Prepare to present your creation and findings to the class

Recreational Game

- Arrange the students as shown in the illustration.
- Mark the starting line in front.
- Keep a ball each 15 m away from the starting line.
- Give a small flag to the one in front of each line.
- .At the signal of the teacher the students with the flags start the competition by walking up to the ball and walk around back to the place hand over the flag to the second who is next ready to participate and join the back of this line.
- Do this activity till all the students get their turns.
- When every one has participated sit down.
- The team who complete the activity win.



Competency 6 : *Applies specific abilities developed through involvement in athletics for tasks of life.*

Competency Level 6.2: Utilizes basic integrated skills of running for tasks of life.

Activity 6.2 : Run to win

Time : 60 Minutes

Quality Inputs :

- Three copies of instructions to exploration in annexe 6.2.1.
- Three work areas for practical activities.

Teaching - Learning Process :

Step 6.2.1 :

- Select students at random and engage them in the following activities.
 - Slow running
 - Medium running
 - Running fast
- Get the other students to watch how the feet are working during these activities
- Conduct a discussion to highlight the following:

- In daily life there are many instances where you have to run in varies speeds.
- In running races and other athletic events we run in varied speeds.
- The position of the knee, the bending and stretching of the leg vary at various speeds.
- Learning the correct technique of running helps to use the minimum effort and maximum speed.
- To learn the technique we must engage in different forms of drills.

(05 Minutes)

Step 6.2.2 :

- Divide the class into three groups.
- Provide instruction for exploration sheets to the groups.
- Engage the groups in the task to explore.
- Prepare the groups to present their findings to wholeclass.

(30 Minutes)

Step 6.2.3

- Provide opportunity to groups to the present their findings.
- Provide the 1st opportunity for elaboration to the group that made the presentation.
- Get the other groups to present their constructive suggestions.
- Correct the activities and engage the whole group in the activities.
- Review to highlight the following:

- In the technique of running the foot that push the body forward get the force by bending it back and pressing it against the ground and pushing it forward.
- The foot so pushed in front is raised up till the thigh is parallel to the ground.
- After the parallel position the knee stretches and is brought back to grip the floor.
- To learn the correct technique the skills should be practiced part by part.
- Should engage in skill drills to master the techniques.

(25 Minutes)

Criteria for Assessment and Evaluation :

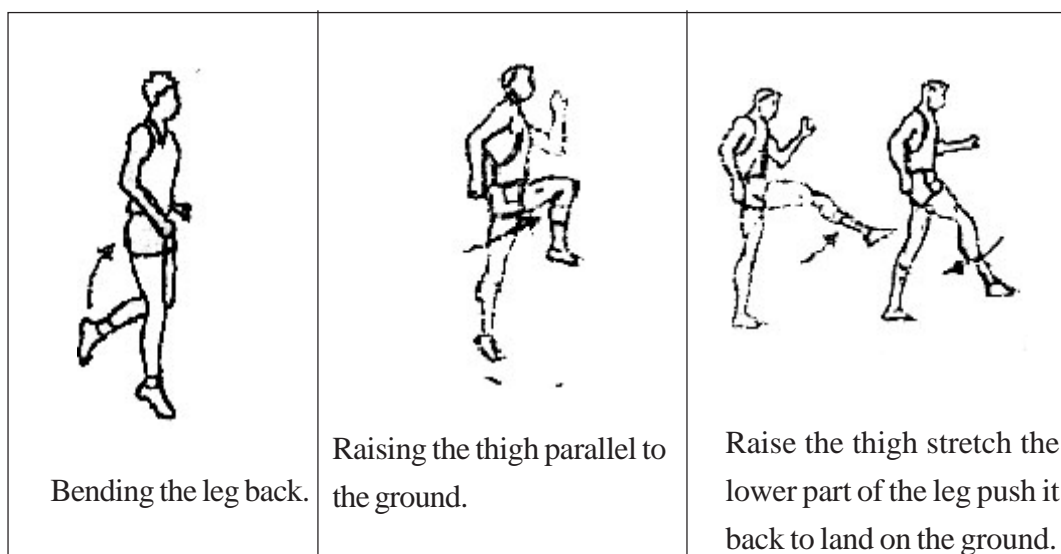
- Names the different stages of the technique.
- Accepts that to run properly learning the technique is necessary.
- Demonstrates the correct technique.
- Engages in day to day activities coordinating the hands and limbs properly.
- Controls the limbs and body efficiently.

Instructions for Group Exploration

Run to win

At, various instances in daily life, or in athletic events, or games we have to run at different speeds. Learning the technique enable us to display our special abilities and to engage in daily tasks in less time less effort and efficiently.

The following illustrations display 3 stages of the leg movements in the running technique.



The three activities mentioned below are based on the above movements.

- Walking
- Skipping
- Slowly Running
- Concentrate on the activity assigned to your group.
- Discuss with your group the way to do the activities assigned using the above three activities.
- Engage in the activities using the above three activities.
- Special concern about the position of hands trunk and feet in the movements.
- Discuss and find solutions to problems arising.
- Practice the skill several times.
- Prepare to present the demonstration and findings.

Competency 7 : *Acts socially in conformity to the rules, regulations and ethics of sports.*

Competency Level 7.1 : Displays respect for the law while involving in sports.

Activity 7.1. : Let us build up social values through the play field

Time : 105 Minutes

Quality Inputs :

- Copies of introductory activity in annexe 7.1.1.
- Three copies of instructions for exploration sheets in annexe 7.1.2.
- Demy paper and Markers.

Teaching - Learning process :

Step 7.1.1 :

- Present the case in 7.1.1 to the class.
- Get the students to express their views.
- Conduct a discussion to highlight the following:

- Even if you loose after a fair play respecting the rules and regulations, you will be respected and appreciated.
- Those who follow the socially accepted values, sports rules and regulations, increase friends, well wishers and faithful people.
- Practicing the qualities of sportsmanship from younger age leads to a happy future.

(10 Minutes)

Step 7.1.2 :

- Divide the class into three groups.
- Provide the groups with exploration sheets and other inputs.
- Involve them in the task and engage them in exploration.
- Prepare the groups for presentations.

(40 Minutes)

Step 7.1.3 :

- Provide opportunity to present their findings along with demonstrations.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get constructive ideas from other groups.
- Review highlighting the following points.

- You have to follow rules and regulations in any game.
- Hence one must know the rules and regulations of the game he participates.
- One who violates will be punished by removing the player from the competition ban him for a few years etc.
- Those who violate rules not only lose his place in the team or play but also lose his supporters and subject to insult.
- One must endeavour to build up the following qualities to be a honest player.
 - Determination
 - Will- power
 - Accept defeat or victory
 - Systematic training
 - Respect the other players, spectators, umpires.
 - Courteous, friendly, patient, control emotions, correct decisions
- Law-abiding player can have the following advantages.
 - Experiences to be a law-abiding citizen.
 - Accepted and respected by others.
 - Able to maintain the cultural values of the society and family.
 - Receive opportunity for leadership and accepted as well behaved students.
 - Succeed in obtaining personal glory
- Protect the law, traditions and ethics and contributes when necessary to friends and other students.
- Should learn to follow the law of the society, culture and common law of the country at younger age.
- Be conscious that we are watched with interest care by our parents, elders, friends, teacher, umpires and follow their experienced advice and guidance.
- We can help and guide others family members, peer groups to abide by the rules and regulations of sports as well as the law of the country.

(55 Minutes)

Criteria for Assessment and Evaluation :

- Expresses the importance of observing the rules and regulations and ethics.
- Accepts that those who respect the law are held high by the society.
- Demonstrates a game played to rules.
- Corrects those who play against the rules.
- Enjoys play.

Annexe 7.1.1

Introductory Activity

Karunananda represented Sri Lanka in the 10,000 metre race in 1964 at Tokyo Olympics. The winner of the race completed the race but Karunananda had a few more rounds to complete the race. When all the others completed their rounds Karunananda still had to run. With strong determination he completed the rounds alone. The competitors at first jeered him but when he continued to complete his distance and ran the final round all the spectators stood up and applauded with respect. After that for many years many countries invited him as the chief guest for various functions. News papers reported that Japan had included his name in a grade I text book with a statement to say "Have a will power like that of Karunananda".

Annexe 7.1.2

Instructions for Exploration

Let us build up social values through the play field

Do you remember that you contributed to design activities and games in grade 6. Similarly you must have enjoyed playing. Mentioned below are two types of fun games.

- Games with equipment
- Games without equipment
- Concentrate on the topic your group is given.
- Discuss with your group how to design a game on the topic with simple rules and regulations, to be played for 10 minutes.
- Get together to design the game.
- get together to play the game.
- Discuss with your group about the following facts.
 - Importance of getting accustomed to ethics and rules and regulations.
 - Qualities of a player.
 - Benefits of developing sportsmanship as students.
- Discuss the problems faced when creating games and find solutions.
- Prepare a report to present to the class.

Competency 8 : Consume suitable food for a Healthy Life

Competency Level 8.1: Maintain a healthy life consuming nutritious food.

Activity 8.1. : Let us select healthy food.

Duration : 90 Minutes

Quality Inputs :

- A large size illustration of the food triangle in annexe 8.1.1.
- Five copies of instructions for group exploration in annexe 8.1.2.
- A guide to the teacher in annexe 8.1.3.
- Demy paper and marker pens.

Teaching - Learning process :

Step 81.1 :

- Exhibit the illustration of the food triangle to the class.
- Question the students to recall what they have learnt in year 6 about food.
- Conduct a discussion to highlight the following

- The food triangle illustrates the types of food according to its function.
- The main functions of food are growth, strength and protection.
- Food for growth
 - Grow cells
 - Produce hormones
 - Secret enzymes
- Food for strength
 - Provide strength
 - Provide heat
- Protective food
 - Provide resistance to diseases (Bio mechanism)
 - Stimulates the growing process
 - Helps absorption of nutrients.
 - Act as an antioxidant.
- Needs nutrients in substantial quantities for a healthy life.

(10 Minutes)

Step 8.1.2 :

- Divide the class into five small groups.
- Provide the class with exploration sheets and other inputs.
- Assign task and involve the small groups in group exploration.
- Prepare them for a whole group presentation

(40 Minutes)

Step 8.1.3

- Get the groups to present their findings to the whole class.
- Provide the first opportunity for elaboration to the group that made the first presentation.
- Get the other groups to provide constructive suggestions.
- Review highlighting the following.

- Carbohydrates are in plenty in food like cereals, yams, jack fruit, and bread fruit.
- Animal food and pulses contain protein.
- Vitamins are in the Liver, fruits, greens, vegetables and cereal products.
- Minerals are found in leafy vegetables fruits and small fish.
- Fat containing foods are animal products and all foods contain water.
- Various nutritious food can be found in different areas.
- Function of nutrients
 - Carbohydrates - Provide strength and heat
 - Protein - growth of all cells. Secretes different enzymes.
 - Fat - helps absorption of some vitamins. As a source of energy. Controls temperature.
 - Vitamin - Protect the body enables to maintain some bio mechanisms and absorb certain nutrients.
 - Minerals - helps to protect the body and restore health.
- The food triangle can help selecting food with the necessary nutrients.
- The food square in annexe 8.1.3. show 3 types of food as energy giving food supplement, protein supplement, mineral salt and vitamin supplement and main food.
- The food pyramid helps to prepare a healthy diet to suit the age groups.
- The food pyramid in annexe 8.1.3 shows the quantity of food from different types of food for daily meals.
- Preparing of food should be done without destroying the nutritional value.
- Partaking meals is a happy moment in the family that strengthens the family bond.
- Student can contribute in the following ways to prepare a healthy diet.

- Help to grow vegetables and fruits in the home garden.
- Assist to grow model cultivations in the school.
- Assist and inform the family members about natural food such as fresh vegetables and fruits.
- Arrange awareness programmes to make them aware of consuming food without destroying the nutritional value.
- Find out the food that could be obtained from the area.

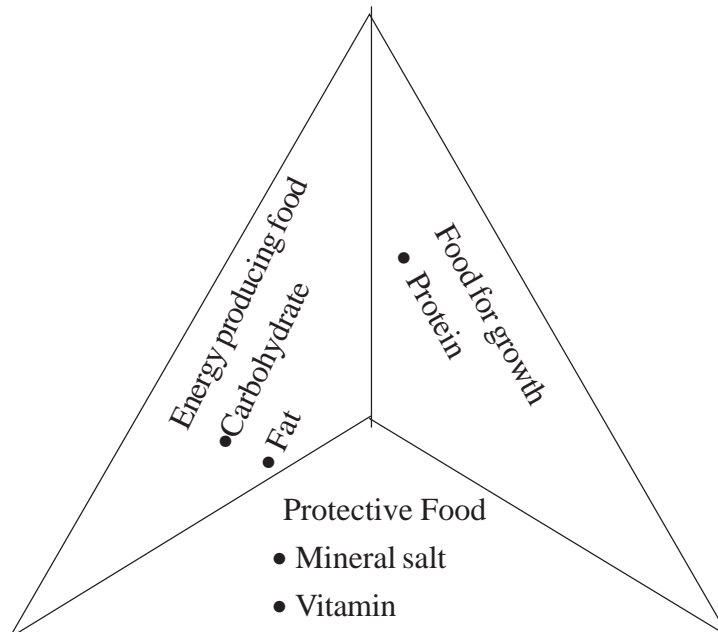
(40 Minutes)

Criteria for Assessment and Evaluation

- Names the nutrients in food.
- Accepts that health habits are important for a happy life.
- Classifys food according to quality and quantity.
- Exchanges ideas with others.
- Exhibits the readiness to work sparingly.

Annexe 8.1.1

Classification of Food according to Function



Instructions for Exploration

Let us select Healthy Food

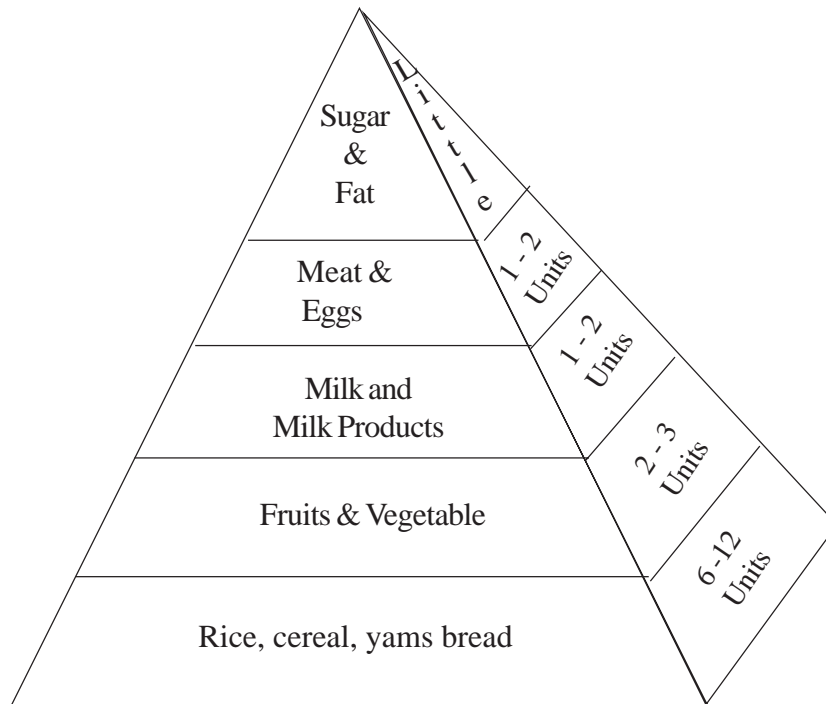
Recall the importance of good health habits for an efficient life you learnt in grade six. There are nutrients that support the growth and protection of the body.

- Carbohydrate
- Protein
- Fat
- Mineral Salts
- Vitamin
- Out of the above nutrients pay attention on the nutrient given to your group.
- Discuss with your group the benefits of this nutrient to the body.
- Prepare a list of food you find in your area which contain this nutrient in plenty.
- Discuss in your group the way the food could be prepared retaining the nutrient value.
- Present the team views about the correct quantity of food selected for a healthy life.
- Prepare a creative report based on the above information.
- Find solutions to problems experienced when creating the report.

A Guide to Teachers

Main Food	Energy giving supplement
Protein supplement	Vitamin and Mineral Salt supplement

Food Pyramid



Unit 1 = 50 gm

Competency 12 : *Exhibits good interpersonal relationship for the sake of Social Health*

Competency Level 12.1: Develops interpersonal relationship within family in order to maintain emotional balance.

Activity 12.1. : We at home are vary happy

Duration : 90 Minutes

Quality Inputs :

- A copy of instructions for dramatization in annexe 12.1.1.
- Four copies of instructions for group exploration in annexe 12.1.2.
- Demy paper and marker pens.

Teaching - Learning process :

Step 121.1 :

- Present the drama with the students trained earlier.
- Question the children the facts arisen through the demonstration.
- Conduct a discussion to highlight the following

- At home one could feel any sad due to many reasons.
- The elders guide the younger for the affection they have towards them.
- We often repeat as a result of not acting wisely at certain instances (specially hurting elders).
- The feelings like happiness, sadness fear sympathy are emotions.
- If we could balance these emotions we can be happy.

(15 Minutes)

Step 12.1.2 :

- Divide the class into 4 groups.
- Distribute the instruction sheet and other inputs to the groups.
- Assign the task and involve groups in exploration.
- Prepare the entire groups for presentations.

(40 Minutes)

Step 12.1.3 :

- Provide opportunity to present their findings along with demonstrations.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions from the other groups.

- Review highlighting the following.

- We are sad and unhappy when we do not get wants and needs like affection and education just like the basic needs like food and water.
- We feel sad when the interpersonal relationship drift away when the family members and friends leave us and when we miss their love and protection.
- We can control emotions through self-realization which means that we understand the weaknesses and abilities of us.
- Control of emotions enable to build up self esteem.
- We can control our emotions when we work on groups if we consider the following facts.
 - Appraise and observe equality.
 - Train to face stress and tension.
 - Participate in co-curricular activities like sports exploration activities camping.
- By balancing our emotions we achieve
 - Physical and mental satisfaction.
 - Protection and happiness in the family.
 - Develop in as the concept of "fair play".
 - It will create a well-behaved family.

(35 Minutes)

Criteria for Assessment and Evaluation :

- Names the emotions.
- Accepts that control of emotions brings happiness.
- Creates ways of controlling emotions.
- Tolerates criticism of groups.
- Helps the needy.

Dramatization

Create an incident to dramatize similar to this theme.

Asela is happy watching the television.

- Asela's sister - Mother see what brother is doing instead of doing his home work. He is watching T.V. Today also teacher scolded him for not doing his home work.
- Asela - Without sneaking you mind your own business. Everyday you are disturbing me when I'm watching T.V.
- Asela's Sister - O.K. I'll look after my things. I have enough school work to do. Don't disturb me.
- Asela - (He mutters to himself).
Sister must be angry with me.
I shouldn't have spoken to her like that. She defends me in school too.
She helps me in my mathematics. To whom shall I go now for help.

Instructions for Group Exploration Happy at Home

We feel happy, sad, angry and frightened due to many reasons we confront with in our daily life. These feelings are called emotions Mentioned below are Certain situations that such feelings occur.

- No exercise books to do your school work because no finances due to father being very ill.
- Your best friend fall out because your sudden anger provoked you to abuse him.
- Your brother comes home to say that he has passed his 'O' level exam with distinctions.
- Your father found the person who put garbage into your garden.
- Study the case provided to your group.
- Discuss in your group under the following themes.
 - The feeling at such an instance
 - How do you control the feelings.
 - The benefit of controlling your feelings.
- Practice to dramatize the incident.
- Problems and solutions you experienced when creating the drama.
- Be ready to present your findings to whole class.

Third Term
Competencies, Competency Levels and No. of Periods

Competency	Competency Levels	No. of Periods
5. Spends leisure effectively through involvement in sports and out door activities.	5.6 Carries out an investigative study of the History of Foot ball.	01
	5.7 Plays football for pleasure displaying skills.	03
6. Applies specific abilities developed through involvement in athletics for tasks of life.	6.3 Utilizes basic integrated skills of jumping for tasks of life.	03
	6.4 Utilizes basic integrated skills of throwing for tasks of life.	02
9. Adapts an efficient life style maintaining the wonder of the body.	9.1 Leads an efficient life style maintaining the health of the systems.	03
10. Maintains Physical, Mental and Social Fitness.	10.1 Prepares and implements programmes for the development of strength and endurance in order to maintain fitness.	03
11. Faces challenges successfully for wellbeing.	11.1 Assists in the control of contagious diseases for the sake of well being.	03
	11.2 Takes action to prevent non-contagious diseases for the sake of wellbeing.	03
13. Faces obstacles encountered in day to day life, successfully, and leads a happy life.	13.1 Faces challenges encountered in daily life in the family and at school, with confidence.	03

*Activity Continuum
for
Third Term*

Competency 5 : *Spends leisure effectively by involving in sports and outdoor activities.*

Competency Level 5.6: Engage in a study survey about the History of foot-ball.

Activity 5.6 : Let us probe into the History of foot-ball.

Time : 45 Minutes

Quality Inputs :

- Four copies of group study survey information sheets in annexe 5.6.1.
- Four copies of information sheets in annexe 5.6.2.
- Demy paper and Marker pens.

Teaching - Learning Process :

Step 5.6.1 :

- Draw the attention of the students to what they have learnt about foot-ball in group 6..
- Highlight the information students know about the origin of football.
- Conduct a discussion to highlight the following:

- Competitions are held between two teams consisting of 11 players in each.
- Kicking a ball is a significant feature in this game.
- Foot-ball is played by many and is the most popular game in the world.
- It is included in the Olympic games.
- Women's foot-ball is also an Olympic game.
- Foot-ball is included in the Asian games.
- It is important to find out the history of a such a popular game.

(10 Minutes)

Step 5.6.2 :

- Divide the class into 4 groups.
- Distribute the groups with instructions for exploration information sheet and other inputs.
- Assign tasks and involve small groups in group exploration.
- Prepare them for a whole group presentation.

(20 Minutes)

Step 5.6.3

- Get the groups to present their findings to the whole group.
- Provide the 1st opportunity for elaboration to the group that made the first presentation.

- Origin of football is China.
- An accepted rules, regulations were formed in 1846 at the Cambridge University.
- The International Football confederation was formed in 21.05.1904 in Paris in France.
- In 1908 Football was declared an Olympic game.
- In 1996 women's football was declared an Olympic game.
- The Asian football Confederation was formed in 1954.
- The world football championship trophy was held in Uruguay in 1930.
- The game originated in Sri Lanka in 1879.
- The first school that started football was St. Patrick College in Jaffna.
- The History of foot-ball included in annexe 5.6.2. can be studies in 4 sections as world, Asian, Sri Lanka and Women.

(15 Minutes)

Criteria for Assessment and Evaluation :

- Describes the history of foot-ball.
- Enjoys exploring the study of the history of foot-ball.
- Prepares creative plans to display the History of foot-ball.
- Prepares to accept others views.
- Exhibits the ability to highlight information from reports.

Instruction to Group Exploration
Let us probe into the History of foot-ball

The most popular game in the world is foot-ball. About 25 million people play this game through out the globe. Out of which 4 million are women. Its a pleasant experience to find the history of such a game.

Mentioned below are 4 topics to study the history of foot-ball.

- The world history of football.
 - The history of football in the Asian region.
 - The history of football in Sri Lanka.
 - The history of women's football.
-
- Concentrate on the topic given to your group out of the above topics.
 - Study carefully the information sheet collectively.
 - Discuss with your group about the topic based on the topics given below and find information.
 - Origin of football.
 - The main body that controls the game.
 - The main competitions.
 - Other important incidents.
 - Prepare a chart to present the group findings to whole class.
 - Discuss the problems arisen during the search and find solutions.
 - Prepare to present the findings to the class.

Information Sheet

Vidura is a clever boy in the class. The students in the class call him "crazy foot-baller" because he loves football. He did not forget to enter in his foot-ball Notebook any information he hears or see about football. Though it was not in order it consisted of many informations about foot-ball.

The following informations were in his Notebook Literature reveals that this game was played during the reign of Emperor "Han" in China in 206 B.C. and the ball was made of animal leather. They kicked the ball to go through two goal posts made out of Bamboos. The game was played by kicking the ball. China is considered to be the place of origin of this game. These had been similar games with different names in other countries.

Japan	-	Kemare 5 th century A.D.
Chillie	-	Pilimatum 1500 B.C.
Italy	-	GLUOCO
	-	DEL CALCIO
	-	FIorentino
France	-	LA SOULE 11 th century
England-Wales	-	KNAPPAN

Historians possess arts showing women engaging in games similar to football during the reign of Emperor "Han".

Asian football federation was formed in 1954. 10 countries participated. The headquarters was Hongkong. From largest foot-ball ground according to the seating accommodation.

1. Salt Lake - (India - Calcutta)
2. Asteka - (Mexico - Mexico city)
3. Marakana - (Brazil - Rio de Janeiro)
4. Ashadi - (Iran - Teheran)

As the numbers, of participating countries are large. Six zonal confederations are formed to conduct the game.

01. Confederation Eudamericana de Futbol
Originated in 1916
Headquarters - Asuncian Paraguay.

02. Asian Football Confederation
Originated in 1954
Headquarters - Kawalalamput - Malaysia including Sri Lanka.
03. UEFA - Union of European Football Association
Originated in 1954
Headquarters - Neon - Switzerland
04. CAF - Confederation Africaine de Football
Originated in 1957
Headquarters - Cairo - Egypt
05. CONCACAF - North America, Central America - West Indies
Originated in 1961
Headquarters - New York - U.S.A.
06. Oceania Football Confeofederation
Originated in 1966
Headquarters - Auckland - New Zealand

- The first International Competition in Sri Lanka.
In 1933 December with India in Colombo N.C.C. grounds.
- The first school that started the game
In 1881 - St. Patrick College Jaffna.
- The first Inter District Competition conducted by Sri Lanka Football Association in 1950
- The First International Tournament in 1952 with Sri Lanka, Burma, India, Pakistan, called Colombo.
- The first victory - International - Colombo Cup tournament 24.12.1954 defeated Burma in Culcota, India.
- Bristol South Asian Cup - 02.04.1995 won the Championship held at Sugathadasa Stadium Colombo.
- FA Cup tournament - The first tournament in the world called "London FA" organized in 1863 by 12 sports clubs in London.
- Formulating of rules and regulations by the Cambridge University in 1840 supported the rapid spread of the game.

- The first football clubs in Asian
 - Mohan Bhagun - India - 1889
 - Shanghai - China - 1887
 - Hongkong - Hongkong - 1886
- Football was included in the first Asian games held in India in 1951.
- Origin of Asian Womens Football Championship in 1975.
- The first world cup women football championship was held in China in 1991 from 16th - 30th November the first victory was to America.
- English F.A. cup was the first organized world tournament started in 1872.
- English League Championship started in 1888 was the first world league tournament.
- Sri Lanka obtained the membership of FIFA in 1950 as 69th member state.
- Sri Lanka started football in 1879 and the Colombo Football club was formed in 1880. All the members were British.
- Women's football was included in the Olympics in 1996 for the first time at the Atlanta Olympics.
- The first world cup held in Asia was in 2002 in Japan and Korea.
- At present the strongest teams in Asia are Korea, India, Iran.
- World cup made out 18 K gold was designed by Sylvia Gasaniga height 76 cm, weight 4970gm.
- The most skilled women player in the world as Michelle Akers, born in 01.02.1966. The first international tournament she participated was held in 1985 and after the Sydney olympics in 2000 she retired.
- Ingrid Jhonson of Sweden was the first women to judge a world final match.
- Colombo Association Football league was formed, with the football clubs, in 04.04.1911 at Bristol Hotel, Colombo.
- The first organized match was played between Y.M.C.A. and police at Galle Face green and was conducted by Colombo football league in 1911.
- A committee was formed to control the football clubs on 30.08.1929 at the Grand Oriental Hotel (G.O.H.).
- This committee had formed the Ceylon Football Association at Galle Face Hotel on 03.04.1939.
- It was renamed football Federation of Sri Lanka in 1985.
- The Federation International De Football Association was formed on 21.05.1904 in St. Honor, in Paris, in France. Its known as FIFA.
- Originally there were 8 countries and the President of FIFA was A French named Robert Gurin.

- In 01.03.1921 Jules Rimet a French became president and continued for 33 years till 1954 which is a record.
- Football was included as an official game at the 4th Olympics held in London - England in 1908.
- The International Ladies Football Association was formed in 1957.
- The first Ladies football match was played according to accepted rules in 25th March 1985 at Crotch End in London in England.
- There are two football matches held in Asia.
 1. The Asian Cup conducted by A.F.C. Asian Football Confederation.
 2. Asian Games conducted by the Asian Olympic Committee.
- The greatest player of the 20th century is Mohamed Ali the Boxer and the Second is Pele the footballer.

Competency 5 : *Spends leisure effectively by involving in sports and outdoor activities.*

Competency Level 5.7: Plays football for pleasure displaying the skills of controlling the ball.

Activity 5.7 : Control the ball and stop when necessary.

Time : 90 Minutes

Quality Inputs :

- Introductory activity in annexe 5.7.1.
- Five copies of group exploration sheets in annexe 5.7.2.
- Five information sheets in annexe 5.7.3.
- Suitable material to mark squares.

Teaching - Learning Process :

Step 5.7.1 :

- Recall what have learnt in the previous lessons.
- Engage the students in the introductory activity.
- Conduct a discussion to highlight the following:

- Can stop and kick the ball from many sides of the foot.
- Stopping and kicking the ball should be done with a good concentration.
- Touching the ball is an offence.

(15 Minutes)

Step 5.7.2 :

- Divide the class into five groups.
- Provide the class with the exploration sheets and other inputs.
- Engage them in the task and involve the group to explore.
- Prepare them to present their findings to the class.

(45 Minutes)

Step 5.7.3 :

- Provide opportunity to present the group explorations.
- Give the first' opportunity for elaboration to the group that made the presentation.
- Get the other group to give their constructive suggestions.
- Engage the groups in the correct activities.
- Review highlighting the following.

- According to the points mentioned below and in annexe 5.7.3.
- Correct ball control is necessary to maintain the speed of the kick and accuracy.
- Foot, stomach, chest and head are used to control the ball.
- The heel, instep, outside instep, toes, thigh, lower part of limbs helps to control the ball.
- The players must get used to control the speed of the ball by **Rolling** and **Bouncing**.

(30 Minutes)

Criteria of Assessment and Evaluation :

- Names the areas of the foot used to control the ball.
- Accepts that using correct techniques of controlling the ball brings success in play.
- Demonstrates ways of controlling the ball.
- Controls something to achieve the expected results.
- Exhibits the readiness to act according to situations.

Annexe 5.7.1

Introductory Activity

- Prepare squares to suit the number of children.
- Provide balls to the groups in squares.
- Instruct the children to pass the ball within the square without sending it out.
- Do not allow children to touch the ball.

Instructions for Group Exploration
Control the Ball - Stop when necessary.

Football is not a game only for fitness but also to improve mental and social fitness by improving the ability to take correct decisions, determination build up friendship and understanding. This game has become very popular because it improves the qualities of appreciation, glory and financial gain.

Pay attention on the technique given to your team out of the techniques of ball controlling mentioned below.

- Controlling the ball with the toe of the foot.
 - Controlling the ball with the instep part of the limbs.
 - Controlling the ball with the thigh.
 - Controlling the ball with the instep of the foot.
 - Controlling the ball with the front top part of the foot.
-
- Concentrate on the technique given to your team on the information sheet.
 - Discuss with your group how to implement the skill.
 - Practice many times in your group.
 - Design a skill drill to improve the skill.
 - Discuss the problems arisen and find solutions through group discussion.
 - Get prepared to present the creation and findings to the whole class.

Information Sheet

Controlling the ball with the toe

- Body & Eyes : • Body directed towards the path of the ball.
 • Eyes at the ball.
- Hands : • By the side close to the body.
- Free Foot : • Bent from the knees.
- Active foot : • Raised from the hips.
 • Slightly bent knee.
 • The front part (toe arm) a little higher than the heel.
 • Body slightly inclined forward.
 • Control the ball a little away from the body.

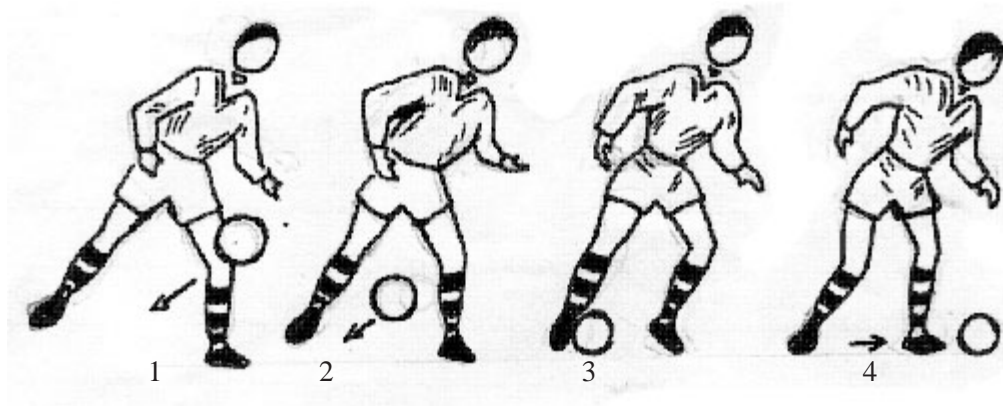
Controlling the ball with the instep of the foot

- Body and eyes : • Body directed towards the path of the ball.
 • Eyes at the ball.
- Hands : • Hands by the side close to the body.
- Free foot : • Bent from the knee.
- Active foot : • On the floor

Controlling the ball with the thigh

- Body and eyes : • Body directed towards the path of the ball.
 • Eyes at the ball.
- Hands : • By the side close to the body.
- Free foot : • Bent form the knee
- Active foot : • Bent and raised from the hips. When the ball touches the thigh lower the leg relaxing the muscles.

Controlling the ball from the inside of the foot



- Body and eyes : • Towards the direction of the path of the ball.
- Free foot : • Keep the foot 30 cm in front from where the ball should land.
- Active foot : • Slightly bent foot taken away from the hips kept at angle of 45° and control the ball from up or rolling on the ground.

Controlling the ball from the chest area

- Body and eyes : • Eyes at the ball body flat and balanced.
- Chest : • Raised and slightly arched back.
- Hips : • Slightly pushed forward.
- Feet : • As the ball touches the chest the knee and the lower part of one foot pushed forward, with the control of the ball knee straightenes hip pushed back the front foot taken towards the back foot.



Controlling the ball (coming parallel to the ground) from the chest area



Body and eyes : • Eyes at the ball
• Body directed towards the path of the ball.

Chest : • Just before the ball touches the chest take the stomach area back in let the ball touch the chest.

Foot : • Balance the weight on.

Controlling the ball from the upper part of the foot

Body and Eyes : • Directed to the path of the ball.

Free foot : • Slightly bent

Active foot : • Bent knee directed towards the ball as the ball touched the foot draw the foot back.



Competency 6 : *Applies the specific abilities developed through involvement in athletics for tasks of life.*

Competency Level 6.3: Utilizes basic integrated skills of jumping for tasks of life.

Activity 6.3 : Let us jump and land safely

Time : 120 Minutes

Quality Inputs :

- Introductory activities in annexe 6.3.1.
- Four copies of instructions for group explorations in annexe 6.3.2.
- Four play areas prepared with equipment as mentioned in the information sheet in annexe 6.3.3.
- Recreational games in annexe 6.3.4.
- A suitable material to mark the ground.
- A tape.

Teaching - Learning Process :

Step 6.3.1 :

- Engage the whole class in the introductory activity.
- Inquire students the instances we have to jump in our daily life.
- Conduct a discussion to highlight the following:

- Jumping is a natural activity similar to running, crawling, rolling, throwing.
- Can jump using various obstacles in the environment.
- Jumping and landing can be done in various ways.
- Jumping enables to avoid injuries in the daily life.

(15 Minutes)

Step 6.3.2 :

- Divide students into 4 groups.
- Distribute the exploration sheets to the groups.
- Direct the groups to the work areas.
- Assign tasks and involve students in exploration.
- Prepare the entire group to present the activities.

(45 Minutes)

Step 6.3.3 :

- Provide the opportunity to present their findings along with demonstration.
- Give the first opportunity for elaboration to the group that made the presentation.
- Get the constructive suggestions of the other groups.

- Correct the activities and involve the entire class in them.
- Engage the students in the activities in annexe 6.3.3.
- Involve the whole group in the recreation games.
- Review highlighting the following:

- Jumping and landing can be done with one foot and both feet.
- Its safe and easy to land on both feet than with one foot.
- There are three stages as take off, flight, and landing in a jump.
- When landing with both feet, land first with the balls of the foot, then the heels and then the knees bent and the body lowered down with upper body slightly forward.
- Jumps are used in various sports activities and athletic events.
- To jump for a distance or a height an approach run is necessary.
- For a successful jump a successful take off is necessary.
- In athletics, the height is measured in vertical jumps and distance is measured in horizontal jumps.
- Taking off with one foot is a must and a rule in jumps in athletics.

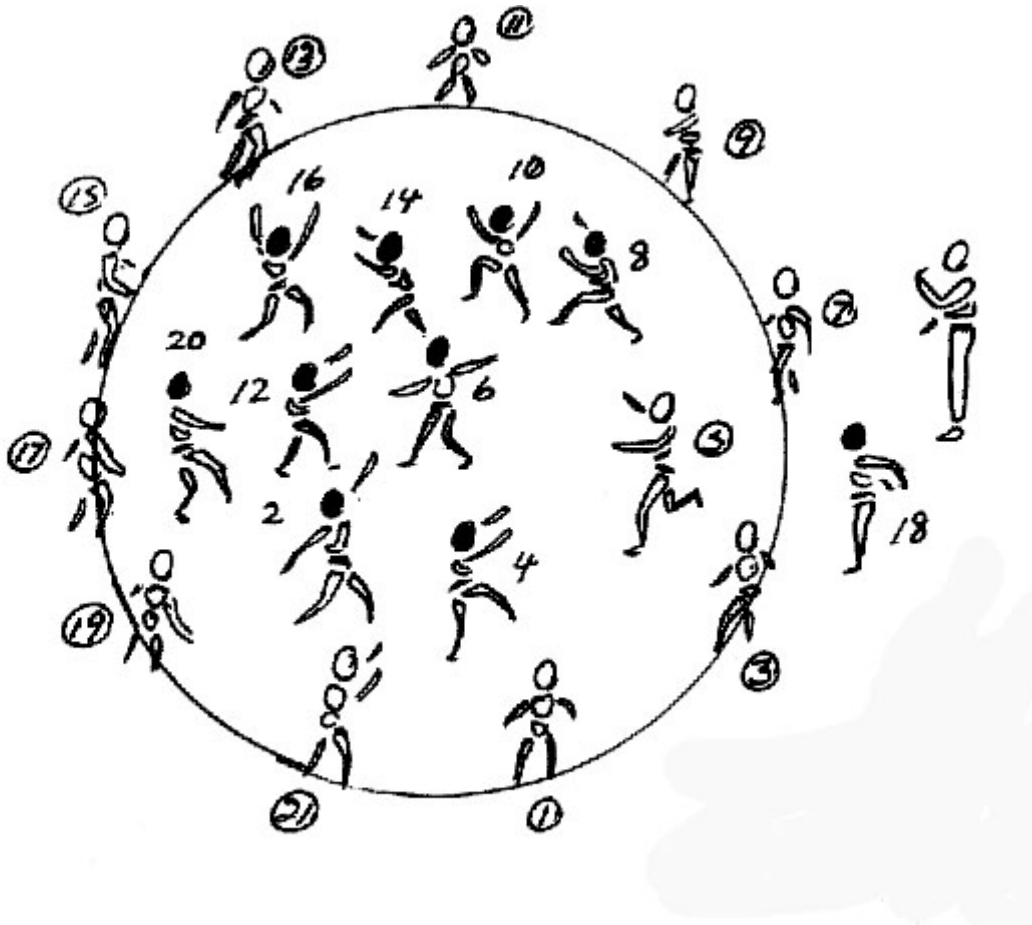
(40 Minutes)

Criteria for Assessment and Evaluation :

- Names the various ways of jumping.
- Accepts that to prevent injuries correct methods of jumping and landing is necessary.
- Displays landing with one foot and both feet.
- Overcomes obstacles.
- Responds to challenges successfully.

Introductory Activity

- Arrange the class in a circle and give each numbers beginning from one.
- Odd numbers on the circle and even numbers inside the circle.
- The teacher calls out an odd number and the child with that number hop into the circle to tag the children inside the circle.
- Children caught stand on the circle.
- Give one side 3 minutes to play. The team that tag the most number of players at the minimum time at the team who retains the most number of players win.



Instructions for Group Exploration
Let us jump and land safely

Jumps can be used in various tasks in the daily life. Jumping correctly and landing safely brings fun.

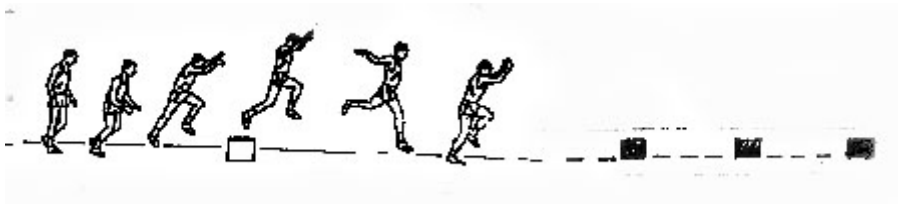
- Recall what you have learnt in grade 6 about correct jumping and landing.
- Pay attention to the activity assigned to your group out of the activities mentioned below :
 - Jump and land with one foot with equipment.
 - Jump and land with one foot without equipment.
 - Jump and land with both feet with equipment.
 - Jump and land with both feet without equipment.
- Go to the area assigned to your group.
- Read the section assigned in the information sheet.
- Discuss with the group how to implement the activity assigned.
- Carry out the activity collectively several times.
- Discuss the problems arising during the activity among group members and find the solutions.
- Please pay extra care about the safety when being engaged in the activity.
- Prepare the entire group to present the findings and the activities to whole class.

Information Sheet

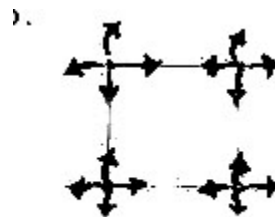
- Using the strong foot (dextral) hop thrice and land on both feet.



- Walk a few steps and jump over the obstacle taking off with one foot and land on one and continue walking and clearing four obstacles ahead.



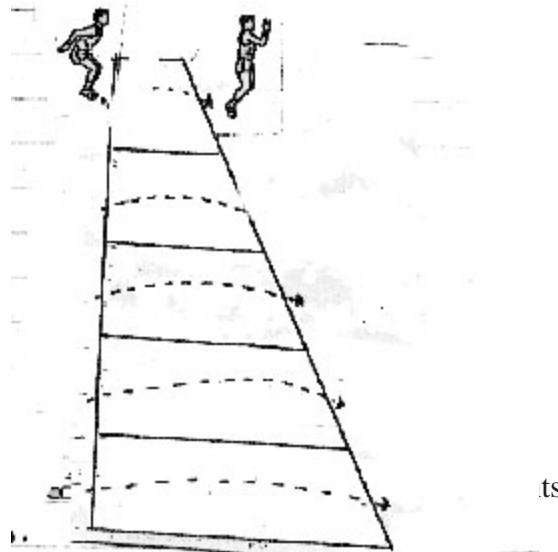
- Stand on a central position and jump and land forward, back, left, right with both feet. Jump in a square of about 3 m.



- Jump over obstacles of different height. The maximum height should be 50 m.

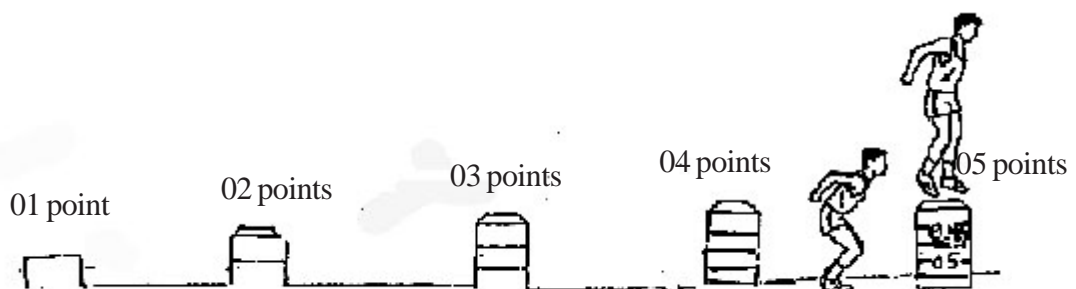


Game I - "Jump high and above - Land far far away"



- Prepare the ground to suit the achievement level of the students.
- Get the students to attempt at the lowest distance and proceed in order the increasing distances.
- Give each child marks according to the achievements and total up the team marks to decide on the winning team.
- Prepare two areas and get two teams to engage in activity simultaneously.

Game II - "Jump high and fly high"



- The height of the boxes, to suit the achievement level of the students.
- As in the previous game encourage the students to jump from a low height and land gradually increasing the height.
- Total up the marks of the team to decide the winning team.

Competency 6 : *Applies the specific abilities developed through involvement in athletics for tasks of life.*

Competency Level 6.4: Utilizes basic integrated skills of throwing for the tasks of life.

Activity 6.4 : Learn the art of throwing to move life tasks comfortable.

Time : 60 Minutes

Quality Inputs :

- Three copies of Instructions for exploration in annexe 6.4.1.
- Three work areas with the following equipment.
 - Rubber balls
 - Netballs
 - Poles of different lengths
 - Koits of different sizes
 - Card board boxes to use as target
 - Tyres
 - Lime to mark the ground

Teaching - Learning Process :

Step 6.4.1 :

- Question students about the various objects we use to throw for various purposes.
- Question about the events where throwing is done for competition.
- Question students about the size and various shapes of equipment used for throwing.
- Get some students to demonstrate how a Netball or a cricket ball is thrown.
- Conduct a discussion to highlight the following.

- We throw different equipments in sports and different objects in our daily life.
 - Objects of different size
 - Objects of different weight
 - Objects of different shapes
- The target vary according to the situation as distance, direction, and target.
- The posture when throwing vary according to the nature of the object and the objective of the throw.
- Can design activities different from each other.

(10 Minutes)

- Step 6.4.2** :
- Divide the class into three groups.
 - Provide the groups with instructions to explore.
 - Direct them to work areas.
 - Assign the tasks and get the groups to explore.
 - Prepare the groups to demonstrate their findings.
- (30 Minutes)

- Step 6.4.3** :
- Provide opportunity to present their findings to the whole class.
 - Provide the first opportunity for elaboration to the group that made the first presentation.
 - Get the other groups to give constructive suggestions.
 - Engage the whole group in the corrected activities.
 - Review to highlight the following.

- Improves the basic skills of throwing by engaging in various throwing activities.
- Basic skills are important to engage successfully in specific throws in various games.
- Different postures are used to throw different objects.
- To throw the javelin you have to do a run up.
- The other throws are done with in a circle.

(20 Minutes)

Criteria For Assessment and Evaluation

- Express various ways of throw.
- Accepts that throwing skills are necessary for life.
- Exhibits throwing various objects various way.
- Manipulate equipment safely.
- Explains through demonstrations.

Instruction for Group Exploration
Correct throwing - facilitates Convenience

Throwing is an activity we make use of on various occasion in day to day life. In various activities too we throw various objects that differ from each other in various ways. Therefore, improvement of the throwing ability is quite useful to us. We can improve our throwing ability through involvement in various throwing activities.

Below are several forms of throwing

- Coming, running and throwing at object for
- Throwing objects in different directions.
- Throwing an object at a given target (with a mark on the ground or object, as the target.)
- Out of the throwing forms above, concentrate on the form assigned to your group.
- Get together with your group and create there throwing activities that conform to that form.
- Get together with your group and create there throwing activities that conform to that form.
- In creating the activity, pay attention to the methods involving forward, throwing sideways and throwing overhead, that learned in Grade 6
- Discuss the problems you encountered when creating your activities and Involve solutions for same.
- Collectively, carry out the activities you created, several times.
- Get ready to present your creations and findings to the entire group.
- Pay attention to your own as well as the safety of others when involved in your activities.

Competency 9 : *Adapts to an efficient life style maintaining the wonder of the body.*

Competency Level 9.1: Leads an efficient life style maintaining the health of the systems.

Activity 9.1 : Protect the systems for an active life.

Time : 120 Minutes

Quality Inputs :

- Introductory activity in annexe 9.1.1.
- Six copies of instruction of exploration sheets in annexe 9.1.2.
- Six copies of information sheets in 9.1.3.
- A guide to the teacher in annexe 9.1.4..
- Six work places with equipment.
- Bristol board, marker pen, scissors gum, cello tape, deck.

Teaching - Learning Process :

Step 9.1.1 :

- Take the children to a shady place in the ground.
- Engage them in the introductory activity in annexe 9.1.1.
- Conduct a discussion to highlight the following points.

- The activities you did had
 - Slow running
 - Speed running
 - Stops
 - About turns
 - Jumps
 - Clappings
 - Talkings
 - Breathing in and out
- There are special structures to do all these movements .
- They are called systems.
- A system consist of organs performing various tasks.
- Though each organ has one specific function all together contributes to perform a common function.
- The body consist of many systems performing various tasks.
- Some of them are digestive system, respiratory system, circulatory system, muscular system, skeletal system.
- Each system has a specific fantastic function.

(20 Minutes)

- Step 9.1.2** :
- Divide the class into 6 small groups.
 - Provide the groups with exploration, information sheets and other inputs..
 - Direct the students to the six work places.
 - Prepare the entire group for presentation.
- (60 Minutes)

- Step 9.1.3** :
- Provide opportunity to present their findings with demonstrations.
 - Provide the first opportunity for elaboration to the group that made the presentation.
 - Get other groups to provide constructive suggestions.
 - Review highlighting the following and the points in annexe in 9.1.4.

- Can reveal the wonder of the body by the following points and the points in annexe 9.1.4.
- The incorporated function of the systems is itself a marvellous wonder.
- A weakness in one system affects the other systems.
- The wonderful function of the systems enables the proper function of the body.
- This wonderful function is obstructed due to many reasons.
- Many steps have to be taken to maintain the wonder of the body.

(40 Minutes)

Criteria for Assessment and Evaluation.

- Describes the wonder of the body.
- Accepts that by maintaining the wonder of the body leads to a healthy life.
- Protects the wonder of the body.
- Instructs others to maintain the health of the systems.
- Avoids obstructions to the systems.

INTRODUCTORY ACTIVITY

- Take the children out of the class room.
- Form a circle with the children.
- Let the children run round the circle to the signal of the teacher.
- As they run in the circle she calls words the children form groups according to the number of letters in the word.
- Those who fail to form a group and those left out remain inside the circle
- Use the following words for this activity:

Ex. - Mouth

Liver

Bones

Intestines

Kidney

Heart

Pharynx

Liver

Large intestine

Muscles

Lungs

Nerves

.

Instructions for Exploration

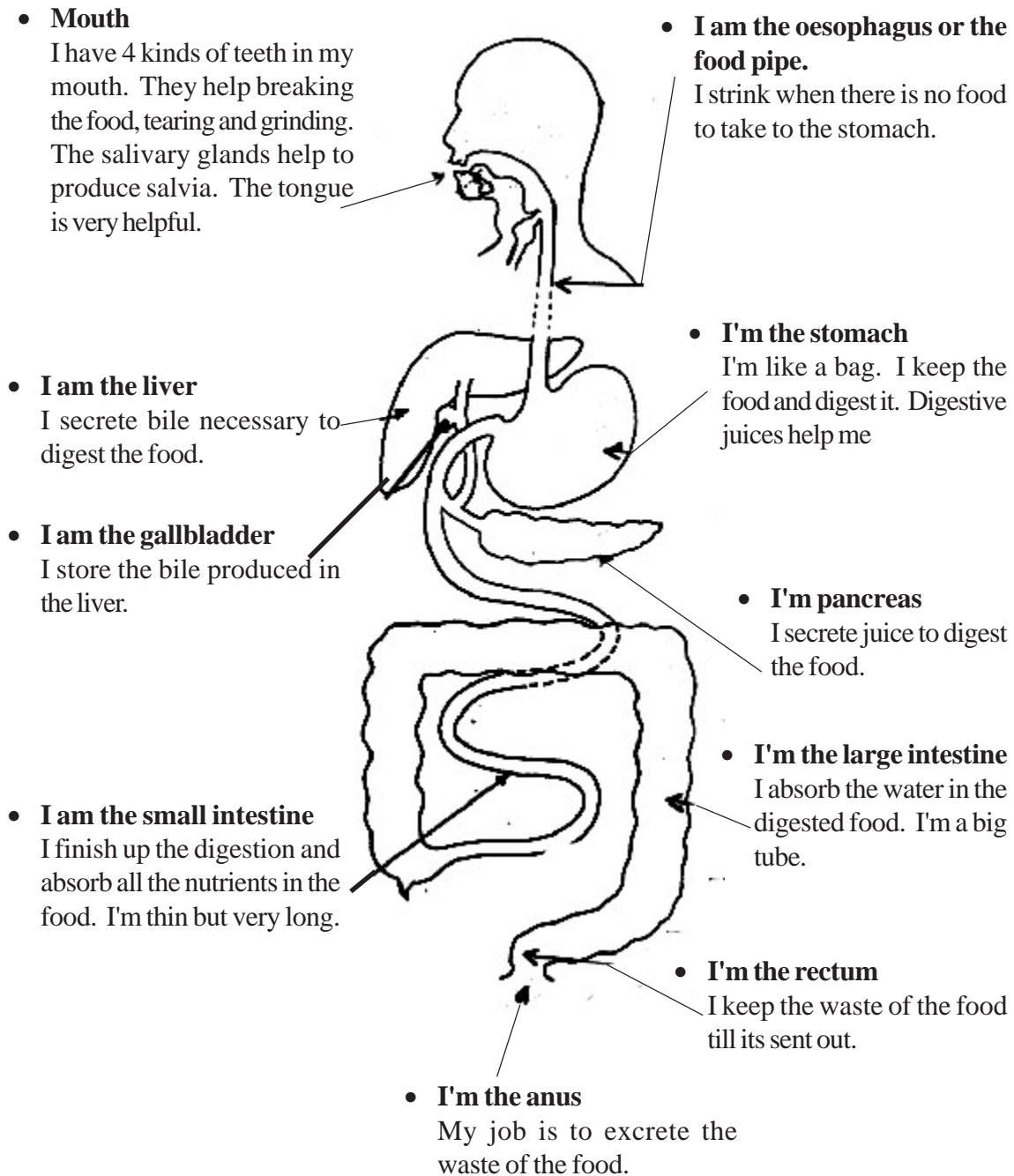
Protect the Systems for an Active Life

Isn't it a wonder that no one has been able so far to create a thing similar to the human body in an era where Science and Technology has developed immensely. Its because the human body is such a marvellous creation.

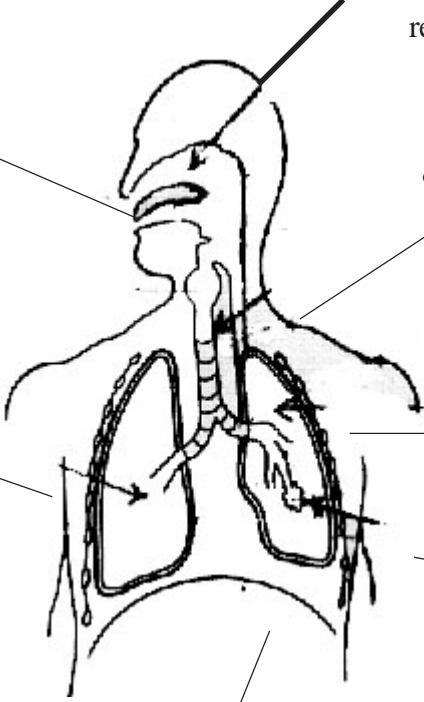
We know that the human body consist of many systems and they form varied tasks. They incoperate with each other.

- Your group will have to present a drama depicting the wonderful function of the systems.
- Mentioned below are some of the systems and pay attention to the system assigned to your group.
 - Digestive system
 - Respiratory system
 - Circulatory system
 - Excretory system
 - Muscular system
 - Skeletal system
- Read the section pertaining to your group.
- Discuss in your group how to implement that section.
- Present a creation to dramatize the section based on the following.
 - The wonder
 - The importance of maintaining it.
 - The obstacles that hinder the wonderfull function.
 - What to do to maintain it.
- In your groups do the activity several times.
- Be prepared to present your findings to the class.
- Solve the problems arisen with in group discussion.

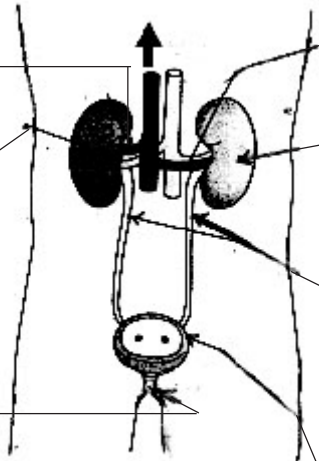
Information Sheet The Digestive System



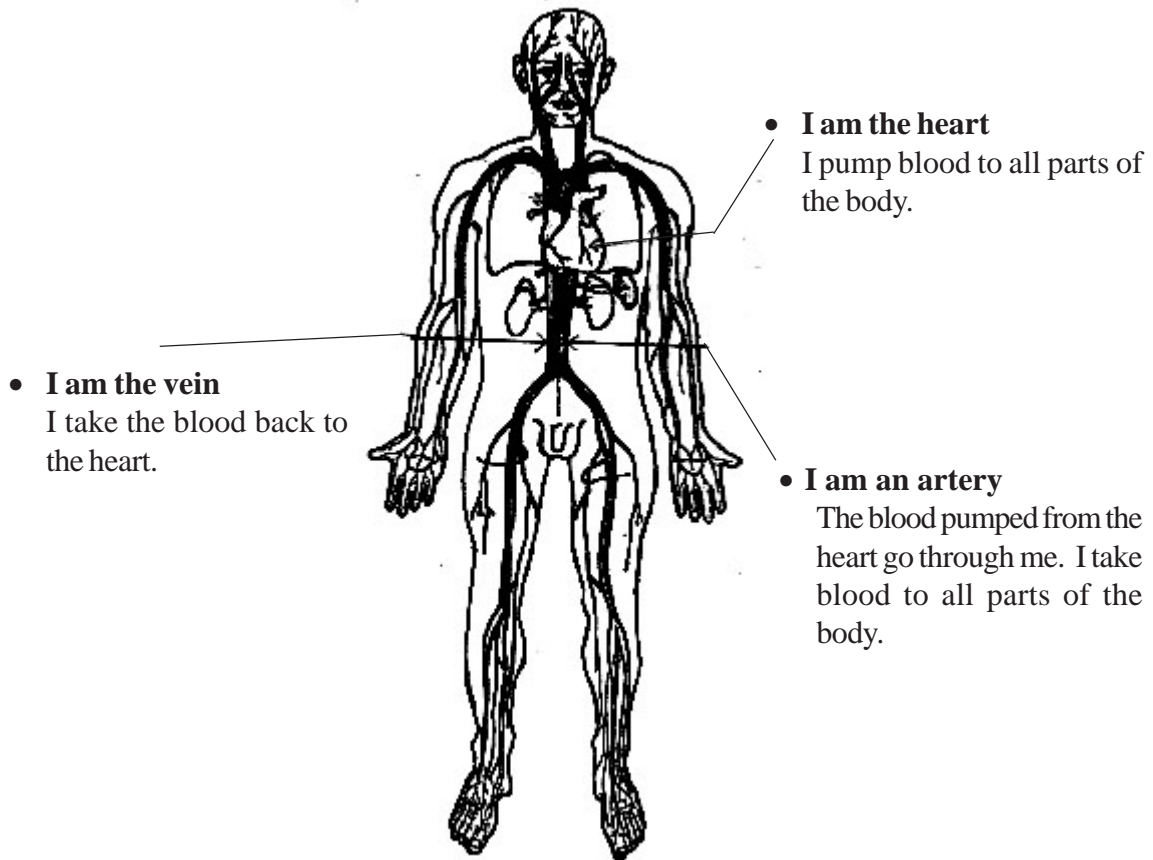
Respiratory System

- 
- **I'm the nasal cavity**
The air goes through me. I warm the air and filter and remove the dust particles.
 - **I'm the nose**
I take in the air into the body.
 - **I am the wind pipe or the trachea**
I get the air go through me to the lungs.
 - **I am the right lung.**
I help to exchange air.
 - **I am the left lung**
I do the exchange of air.
 - **I am an alveolus**
I am in a bunch. We give oxygen to the blood and take in the carbon dioxide to send it out.
 - **I'm the diaphragm** or the wall separating the chest and the stomach I help to give room to fill with air, in the lungs.

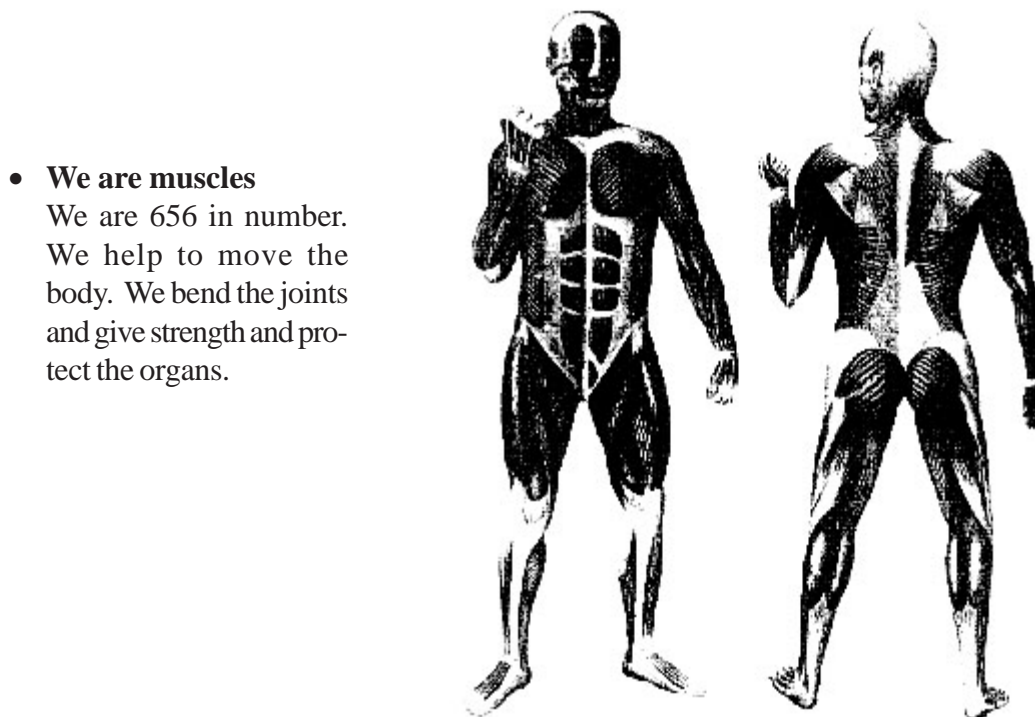
Excretory System

- 
- **I am the renal vein**
I take the blood after filtration of the waste.
 - **I'm the right kidney**
I too help to filter urine. I'm like a bean seed.
 - **I'm the renal artery**
I bring blood with waste to filter.
 - **I am the left kidney**
I filter the urine. I'm similar to a bean seed.
 - **We are ureters**
We take urine from the kidneys to the urinary bladder.
 - **I am the urethra**
I send out the urine out of the body when the bladder is full.
 - **I am the urinary bladder**
I collect the urine that come through the ureters.

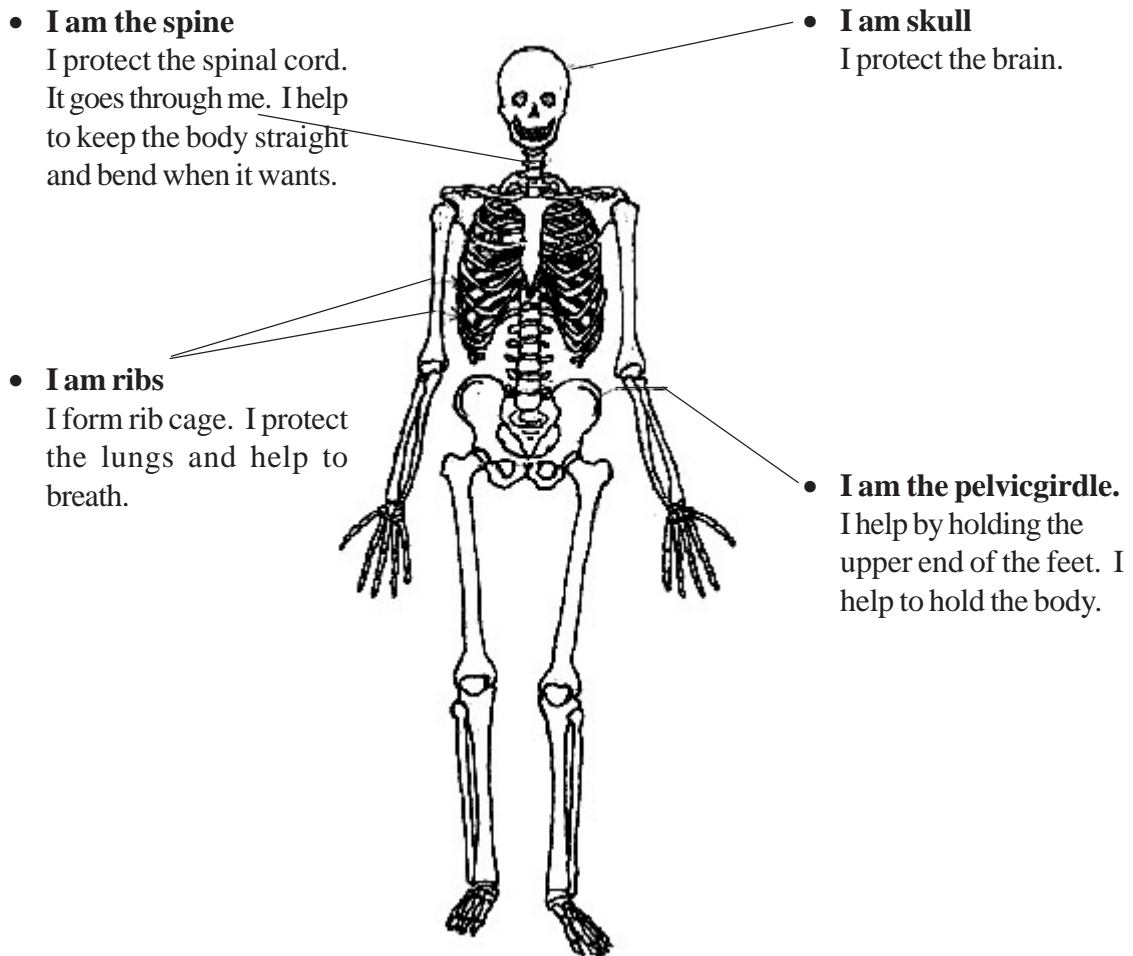
Circulatory System



Muscular System



Skeletal System



Guide Lines to the Teacher

The wonder of the body can be attributed to the following points.

- Solid condition of the food we consume break into particles, digest, absorb nutrition and finally be comes to semi liquid.
- The teeth can break even the very hard food by cutting, tearing and grinding.
- The tongue helps to mix and swallow the food.
- The taste buds in the tongue helps to identify the various tastes of the food.
- The food passes through the oesophagus (the food pipe) against the gravitational pull. Even when the person stands on his head the process of peristalsis movement continue as usual.
- The stomach a muscular bag expands when it get filled with food.
- Food does not enter the trachea because of the glottis.
- The salivary glands, stomach walls, liver and pancreas secrete digestive juices for digestion.
- Protein in the food is digested in the stomach but protein based walls of the stomach does not digest.
- The spineter or the closing of the stomach at both ends prevent food from going in to the stomach during churning.
- The villi in the thin and long small intestines absorbs the nutrients in the food.
- At the large intestine the water is absorbed from the digested food.
- The rectum controls the excreta from passing out of anus.
- The strength produced by the food can be used for activities in daily life and sports.

The wonder of the Respiratory System

The fact that nose is situated on the face minimise the waste entering through the nose.

- The nostrils are downward and not upward.
- The air that enters the nostrils are filtered by the cilia and the thin membrane and the blood vessels warm the air.
- Though all kinds of gases enters through the nostrils to the lungs it has the ability to refuse the unwanted gases and select oxygen.
- Takes the carbondioxide out of the body.
- The trachea is a tube consisting of "C" shaped cartilages.
- The foreign matter that enter the trachea is refused by way of cough.
- There are many alveolus to exchange air.
- To make easy exchange of air, the walls of alveoli and blood vessels are thin.
- The function of the intercostal muscles and diaphragm is important for respiration.
- The breathing speeds up after a strenuous exercises or activities or in fear or shock.

The wonder of the Circulatory System

- The heart has the power to pump blood to every living cell in the body through its long blood vessels.
- The muscles of the heart never get exhausted.
- The heart, because of its 4 compartments does not allow the oxygenated and deoxygenated air to get mixed up.
- The contraction of the heart is done by its own nerve impulses.
- The blood transport oxygen, carbondioxide, Enzymes, hormones, medicine waste to their particular places.
- It can stop blood flowing out of the body by clotting.
- The white cells can destroy germs that enter the body.
- The veins carry blood into the heart and arteries carry blood out of the heart.
- The veins can transport blood against the gravity.
- The heart functions faster to provide more oxygen during exercise, heavy work, fear, or shame.

The wonder of the Excretory System

- Each kidney has about ten lakhs of tubules that helps in the filtration of urine.
- The urinary bladder with walls elasticity stores up the urine.
- When urine is filtered the nutrients that are subjected to filtration are again absorbed in.
- The lesser the content of water in the body lesser the filtration of urine.

Wonder of the Muscular System

- To perform various tasks at various places in the body different kinds of muscles are formed.
- Easy to perform tasks due to the ability of contracting and relaxing of the muscles.
- Strong tendons Join muscles to bones.
- In movement the contribution of ligaments are essential because they hold the bones together.
- Able to constitute the nutrients in the food consumed and render it to provide strength when necessary.
- For the contraction and flexing of a muscle nerve impulses are necessary.
- Movement occur because muscles contract and flex.
- The facial to reveal the fine expressions like cry, laugh and show happiness, and sadness muscles contribute.

The wonder of the Skeletal System

- Provide protection to the brain by the skull which is thick and round.
- Provide protection to the eyes by having sockets in the skull.
- Range of movement is increased by the ball and socket joints in the limbs.
- A better grip by the phalanges at fingers.
- A specific ability of movement at wrist joints by the gliding action of bones.
- The pelvic girdle in females providing a basin like cavity for the womb to carry a child.
- Provide protection to heart and lungs by the rib cage.
- To hold the weight of the body the femur (thigh bone) is structured big and long and strong.
- Provide protection to joints by the cartilage between bones.
- The skeletal system so structured to protect, hold and move.
- A bone grow when it fractured.
- Red cells are produced in the marrow of bones.

Things that can be done to protect the wonder of the digestive system

- Take food at the correct time.
- Take food in proper quantity with proper nutrients.
- Take clean and natural food.
- Avoid food that coloured and mixed with prepared tasty substances for taste.
- Take fibrer contain (roughage) food and less with oil, salt and chillies.
- Take water and less artificial drinks.
- Drink sterilized water.
- Use shoes, slippers to avoid worm diseases and take worm treatment on doctors advice.
- Brush teeth twice a day specially after dinner with a proper tooth paste and a brush.
- Consult a dentist at least every 6 months.

- Chew the food well.
- Use toilet when necessity demands and make it a systematic routine.
- Use clean toilets.

Wonder of the respiratory system and things to be done to protect it

- Engage in exercise.
- Be away from unhealthy environment.
- Keep the home and environment clean.
- Cover mouth and nose (a mask) when it is necessary.
- Avoid smoking and educate about it.
- Contribute to minimize environmental pollution.
- Never attempt to insert things to clean the nose.
- Do not breath through the mouth.
- Be away from infections lung diseases. That's the best way to prevent from lung diseases.
- To escape tuberculosis obtain the B.C.G injection at the correct time.
- Avoid factors that cause hay fever and allergies.

Things to do to protect the circulatory system

- Engage in exercises.
- Obtain a balance diet suitable to the age.
- Plenty of Iron containing food.
- Avoid smoking and educate yourself about it.
- Free from mental tension.
- Control body weight.
- Minimize the use of oil and salt.
- Protect from hook worm.
- Obtain sufficient water
- Prevent possibilities of injuries that bleed too much.

To protect the excretory system

- Drink sufficient water.
- Drink sterilized water.
- Avoid artificial drinks.
- Avoid alcohol and know their effects on the body.
- Urinate when necessary.
- Keep the genital areas clean.
- Use clean underwear and clean them daily.
- Use cotton underwear and avoid nylon textured clothing.

To protect the wonder of the muscular system

- Engage in exercise.
- Maintain correct posture when running, walking, sitting weight lifting etc.
- Consume nutritious food.
- Rest when necessary
- Prevent accidents
- Take precautionary measures to protect the heart muscles.

To protect the wonder of the skeletal system

- Engage in exercises.
- Take food with plenty of calcium.
- Maintain Correct posture.
- Prevent accidents.

Competency 10 : *Maintains physical, mental and social fitness.*

Competency Level 10.1: Prepares and implements programmes for the development of strength in order to maintain fitness.

Activity 10.1 : Develop ability and be active

Time : 90 Minutes

Quality Inputs :

- Copy of annexe 10.1.1.
- A play area prepared according to annexe.
- Three copies of group exploration instructions in annexe 10.1.2.
- Work areas prepared including the following equipment.
- Netballs, volley balls.
- Balls of different weight.

Teaching - Learning Process :

Step 10.1.1 :

- Question about the minor games they have played before.
- Obtain ideas from them about the various activities in the minor games they have named.
- Engage the group in the game in the approach sheet.
- Conduct a discussion to highlight the following points.

- Creeping, jumping forward, jumping up are included in the activities of this game.
- Flexibility is the ability that helps to bend the limbs and parts of the body when creeping.
- Speed is the ability to run or do any other activity in shortest possible time.
- We need strength to jump forward and up.
- We need the ability of co-ordination to fulfill efficiently and accurately to perform various complex movements speedily.
- Endurance is needed to do an activity for a long time without feeling tired.
- Physical fitness qualities are speed, strength, flexibility, co-ordination and endurance.

(20 Minutes)

- Step 10.1.2** :
- Divide the class into three groups.
 - Distribute exploration instruction sheets to the groups.
 - Direct the groups to the work areas prepared in the ground.
 - Entrust the task and let the smaller groups to explore.
 - Prepare them to present their examples and explorations to the whole class.

(40 Minutes)

- Step 10.1.3** :
- Provide opportunity to the groups to present their findings.
 - Provide the first opportunity to elaborate for the group that made the presentation.
 - Get the constructive ideas of the other groups.
 - Correct the activities and engage the whole group in it.
 - Conduct a discussion highlighting the following points.

- We must improve our physical fitness to suit the daily tasks, to perform them well.
- It is essential to perform the various movements in sports.
- We can improve our physical fitness through various sports training programmes.
- We can improve our strength by engaging in physical activities that needs to use ones force against an outside force or weight.
- Endurance can be developed by engaging in activity for a long time.

(30 Minutes)

Criteria for Assessment and Evaluation

- Maintains ways to improve strength and endurance.
- Accepts that physical fitness is necessary to perform daily tasks effectively and efficiently.
- Engages in activities to develop physical fitness qualities.
- Does the needful to maintain physical fitness.
- Engages efficiently in movement activities.

Introductory Sheet
Recreational Game - Obstruction Running

- A group has ten players.
- Every child walks over the obstacles kept in front of them as illustrated below.
- Step 1 - Creep through a hoop.
Step 2 - Jump over a height of 25 - 30 cm.
Step 3 - Get onto the height of 60 cm and land with a star jump.
Step 4 - Jump on tip toe and jump to touch the bar or cord hanging up.
- Run back and touch the one in front of your line, get back of the line and squat.
- The second in turn do the same and run back.
- The first team that completes is appraised.

Instruction to Teacher

This game can be modified further obstructions can be changed.

Instructions for Group Exploration
Develop Skills - Be Active

From the time we wake up till we go to bed we engage in various activities. To engage in these activities physical fitness should be well developed.

An individual engaged in sports should develop his physical fitness to suit the sport. Endurance and strength are two factors of physical fitness. We can improve our strength and endurance through various activities.

- Mentioned below are same activities to develop strength and endurance.
 - Activities to improve strength and endurance of the hands and shoulders.
 - Activities to strengthen the feet.
 - Aerobic exercises to improve endurance.
- Out of the activities above
 - Concentrate on the activities assigned to your group.
 - Discuss with your group how to design them.
 - Design activities using the equipment in the work area.
 - Discuss the problems arisen during designing activities among group numbers and find the solutions..
 - Prepare to present the experienced problems to the whole class.
 - Ensure safety when engaged in activities.

Competency 11 : *Faces challenges successfully for the wellbeing.*

Competency Level 11.1: Assists in the controlling of contagious diseases for the sake of wellbeing.

Activity 11.1 : Free of disease to full of health

Time : 90 Minutes

Quality Inputs :

- Three copies of role play in annexe 11.1.1.
- Three copies of instructions to group exploration in annexe 11.1.2.
- Information sheet in annexe 11.1.3..
- Demy paper and 3 markers.

Teaching - Learning Process :

Step 11.1.1 :

- Get the volunteers to do the role play.
- Conduct a discussion to highlight the following points.

- Infectious diseases are diseases that spread from one diseased person to another.
- There are many infectious diseases.
- An agent is necessary for infection.
- Diseases are obstacles to the wellbeing.
- Diseases spread due to negligence.
- Increase of spread do occur due to incorrect attitude of the society.
- Infectious diseases are a threat to the entire country.
- Infections can be cured.

(15 Minutes)

Step 11.1.2 :

- Divide the class into three groups.
- Distribute the exploration sheets and the other inputs to the groups.
- Entrust the task and let the groups explore.
- Prepare the groups for presentation

(40 Minutes)

Step 11.1.3 :

- Get the groups to present findings to the entire class.
- Provide the first opportunity for elaboration to the group that made the first presentation.

- Get other groups to provide constructive suggestions.
- Review highlighting the following.

- According to the contents in annexe 11.1.3
 - There are many infectious diseases.
 - Bacteria, virus and amoeba cause various diseases.
 - Diseases spread through various sources like air, water, animals and food.
 - Its important to prevent the spread of diseases.
 - Spreading can be prevented by various methods.
 - To prevent the spread of these diseases, you as well as all others need to contribute.

(35 Minutes)

Criteria for Assessment and Evaluation :

- Names the infectious diseases and methods of infection.
- Accept that spread of infectious diseases can be minimized by observing health habits and getting know about infectious diseases.
- Plans out a life pattern that would help to prevent diseases.
- Exhibit the readiness to lead a healthy life.
- Analyse the information.

Annexe 11.1.1

Role Play

- | | | |
|--------|---|---|
| Malaka | - | I will not go to school from tomorrow. Jagath has told other children in the class that my father is having tuberculosis and I too must be infected with it. |
| Mother | - | Don't care for those things. Jagath must be quite ignorant about diseases. We all suffer from diseases some time or the other. A patient is insulted or mocked at by those who cannot think. Even our religion says that its good thing to help the sick. |
| Malaka | - | Why do we fall ill. Is it because we have sinned. |
| Mother | - | We fall ill because we don't follow the correct health habits. We are all |

aware of diseases so if we learn to observe health habits we also can be free of diseases.

Malaka - Actually Mother if we think of others can't we minimise the spread of disease to others.

Mother - Yes my son. We must always think of others. At the same time we must understand our duties, too.

Malaka - What is that mother?

Mother - Why my son we must learn all about infectious diseases and how to prevent them. Not only that we must exchange our knowledge with others for their benefit.

Malaka - Yes mother. I understand now.

Annexe 11.1.2

Instructions for Exploration Prevent Diseases - To Be Easy and Fine

We all like to be healthy and fine. Diseases disturb our happiness. Out of the many such diseases infectious diseases cast a big challenge on us. Hence let us try to live without infectious diseases.

- Mentioned below are the main methods of causing infection.
 - Diseases caused through air and water.
 - Diseases caused by food and animals.
 - Diseases caused by touch, infected blood and unprotective sexual relationship.
- Of the topics mentioned study the topic given to your group.
- Read the part in the information sheet pertaining to your topic.
- Get into your group and discuss about your topic.
- Collect information for a discussion of a learned group in television.
 - Examples for diseases and causative agents.
 - Symptoms of diseases
 - Methods of preventing
 - Contribution to prevent

- Train to conduct the discussion in a television programme.
- Discuss and find solutions for the problems arise during group work.
- Be prepared to present the discussion to the entire group.

Annexe 11.1.3

Information Sheet

- Diseases like Influenza, Tuberculosis, Sars, Chicken pox are air born.
- These diseases are infected by virus and bacteria.

Causative agent	Disease
Virus	Influenza, Chicken pox
Bacteria	Tuberculosis

- There are different symptoms for each of these diseases.
 - Influenza - Fever, Wet-nose, (running) body pain
 - Tuberculosis - Fever in the evenings, long lasting cough, abnormal loss of weight, flem.
 - Sars - Fever, cough, influenza, breathing difficulty.
 - Chicken Fox - High temperature, blisters, blister → puss → listers → black scar → scale drops after about a week.
 - Methods of preventing air bone diseases
 - Nutritious food
 - Use of a handkerchief (Influenza)
 - Isolate patients - (Chicken pox)
 - Get the necessary injections for immunity (T.B., Chicken pox)
 - Fresh air
- Diseases like diarrheea, cholera, typhoid are water-born.
- The causative agents are virus, bacteria and amaeba.

Causative agent	Disease
Bacteria	Diarrheea, typhoid, cholera, acute diarrheea
Virus	diarrheea
Amaeba	diarrheea

- Each disease has its special symptoms
 - diarrhoea - Vomit, stomach pain, loose motions
 - typhoid - Fever, stomach pain, loose motions
 - Cholera - Pain in the stomach, watery motions
 - Acute diarrhoea- Fever, stomach pain, diarrhoea with blood
- Ways and methods to prevent water-borne diseases
 - Awareness of the disease
 - Use of toilets
 - Drink boiled cooled water
 - Habit of consuming healthy food
 - Habitual passing out residue
 - Not pollute water resources
 - Wash hands with soap after using toilets and before meals
- Diseases like diarrhoea, Hepatitis A and typhoid are food-borne.
- Causative agents are virus and bacteria

Causative agent	Disease
Virus	Diarrhoea, Hepatitis A
Bacteria	Diarrhoea, typhoid
Amoeba	Diarrhoea

- Each disease has different symptoms
 - Diarrhoea - Vomiting, abdominal pain, loose motions
 - Hepatitis A - Fever, body becomes yellow, vomiting, yellow colour urine, less appetite.
 - Typhoid - Fever, abdominal pain, loose motions.
- Methods of preventing food-borne diseases
 - Cover the food
 - Heat the cooked food when re-using
 - Health habits
 - Apply methods used to prevent water-borne diseases.

- Dengue, Malaria, elephantitis, worm diseases, heptos phyrosis, Japanese encephalitis are diseases spread through animals.
- Virus, bacteria are causative agent.
- Mosquitoes are the causative agents for Dengue, Malaria, elephantitits, Japanese encephalitis.

Causative agent	Disease
Virus	Dengue (4 kinds) Japanese encephalitis
Bacteria	leptosphyrosis
Parasites	Malaria, (Plasmodium), philarea/(Elephantities) (worm), Philarea/ Elephantities (worm)

- **Symptoms of each disease :**
 - Dengue - high fever, body pain, seldom anaemic fever (bleeding)
 - Malaria - temperature to a patten, shivering
 - Phileria (Elephantities) - Fever, swelling of feet, enlarged glands
 - Worm diseases - abdominal pain, malnutrition, loss of apetite.
 - Leptosphyrosis - high temperature, muscular pain, red eyes, yellow eyes some times.
 - Japanese encephalitis - Fever, vomiting, headache, loss of memory.
- **Methods of preventing animal-born diseases**
 - Minimize the breeding places of mosquitoes in the area.
 - Do not allow water to get collected in empty cups, coconut shells, tyres etc. (Be aware of during monsoon rains).
 - Appropriate garbage disposal and management
 - Compost, imperishables destroyed
 - Clean gutters
 - Cover latrine pits
 - Adopt local methods to destroy mosquitoes and use methods to avoid mosquitoes bite.
 - Use gloves and boots if and when getting into gutters and pits with polluted water avoid areas where there is leptosphyrosis.
 - To prevent leptosphyrosis
 - Minimise the existence of pig sty.
 - Let stagnant water flow out.
 - Be cautions about the time of dengue mosquito bites between 7 - 10 a.m. and 3 - 6 p.m.

- Scabies, Herpes, Leprosy are diseases spread by touch.
- Parasites Fungi, Bacteria are causative agents
 - Scabies - Parasites
 - Herpes - Fungi
 - Leprosy - Bacteria
- Special symptoms
 - Scabies - webs, arm pits, leg pits scratchy and blisters in the places
kidneys will be infected.
 - Herpes - white patches on the skin.
 - Leprosy - unsensitive white patches.
- Methods of preventing
 - Cleanliness
 - Avoid using towels clothes of others
 - Clean underwear
 - Immediate medication
- H I V and Hepatitis B are diseases that spread through infected blood.
- Virus cause the infection
- Symptoms
 - H I V - Symptoms appear after many years.
 - Hepatitis B - Fever, yellowness, loss of appetite
- Prevention
 - Sterilized syringers and needles
 - Avoid unprotected sexual relationships
 - Transfusion of blood after testing
- H I V, gonoreah, syphillis through unprotected sexual relationships.
- H I V symptoms after many years but other diseases with in a short period
Eg. Gonoreah - Secretion from sexual organs
- burning sensation during urination
- Prevention
 - Avoid unprotected sexual relationship
 - Avoid infected blood with the above diseases

- Preventing infectious diseases will bring the following results
 - Build up a healthy life.
 - Achieve the happiness of the family as well as one's own
 - Avoid unnecessary expenses.
 - Use that money on an important purpose
 - Improve the economy of the country.
 - Build up a healthy and efficient nation.

- Your contribution to prevent infectious diseases
 - Possess an awareness
 - Adopt methods to prevent diseases.
 - Observe health habits.
 - Avoid environmental pollution.
 - Immunization
 - Impart your knowledge to others.

Competency 11 : *Faces challenges successfully for the well-being.*

Competency Level 11.2: Takes measures to prevent infectious diseases for the well-being.

Activity 11.2 : Prevent diseases and win your life.

Time : 90 Minutes

Quality Inputs :

- Introductory sheet of role play in annexe 11.2.1.
- Four copies of group exploration sheet in annexe 11.2.2.
- Four copies of information sheets in annexe 11.2.3..
- Demy papers and 3 markers.

Teaching - Learning Process :

Step 11.2.1 :

- Get two volunteers to present the role play.
- Question the children about the disease, father suffered.
- Ask the children about other such diseases they know.
- Conduct a discussion to highlight the following.

- We cannot attend to our daily tasks because of diseases.
- Diseases can be categorized as infectious and non infectious diseases.
- There are various factors that affect the cause diseases.
- There are many non-infectious diseases with various names.
- We can control these diseases to a certain extent.

(40 Minutes)

Step 11.2.2 :

- Divide the class into 4 groups.
- Provide the groups with group exploration instructions, Demy paper and marker pens.
- Entrust the task and engage the groups in the exploration.
- Prepare the whole group for presentation.

(45 Minutes)

Step 11.2.3 :

- Get the groups to present their findings to the whole class.
- Give the first opportunity for elaboration to the groups that made the presentations
- Get the other groups constructive suggestions.

- Review to highlight the following:

- Diabetes, high blood pressure, heart diseases, cancer, paralysis, epileptic fits are identified as non-infectious diseases.
- Various factors like the following are the cause of these diseases.
 - Heredity - family condition
 - Incorrect food habits
 - Lack of exercise
 - Mental tension
- According to the points mentioned in annexe 11.2.4 in the teachers instruction manual.
 - Various diseases possess various symptoms.
 - These diseases can be prevented or minimized by observing health habits.
 - Yours and others assistance is essential to prevent and minimize these diseases.

(35 Minutes)

Criteria for Assessment and Evaluation

- Names and describes non-infectious diseases.
- Accepts that non-infectious diseases can be prevented or minimized by observing health habits and correct behaviours.
- Prepares plans to build up a good life pattern.
- Exhibits the readiness to lead a healthy life.
- Takes measures to inform the public.

Role Play

- Son - Father, today we learnt about the heroes of our country in History. The teacher asked us to prepare a handout with their pictures and the descriptions of them. Those who prepare the handouts nicely will be given more than 80 marks. Father, I like to get more marks, help me will you, please.
- Father - Alright. What do you want me to do?
- Son - Papers with pictures are in book shops. I need a paper, coloured half sheets, and a set of platignum. Shall we go to town now and buy them.
- Father - My dear son, today I didn't go to work because I feel sick. We'll buy those things tomorrow.
- Son - Please father I must prepare the book and take it tomorrow.
- Father - O.k. O.k. then get ready. (Father and son get dressed and leave home. Half way father bend down complaining of a chest pain. Son gets panicked and start shouting for help). My father, my father, can some one help oh! please help? (shouting he holds the father).

Instruction Sheet for Group Exploration Prevent Diseases and Win Your Life

If someone in the family fall sick you feel unhappy and unable to attend our daily chores successfully. Hence we always try to be free of diseases. When someone is having an infectious disease, the rest take care not to get infected by it. But we become victims at times unexpectedly. More often non-infectious diseases can be avoided by observing a healthy life pattern. Hereditary factors too keep you away from diseases. Smoking will lead to cancer, heart ailments, Diabetes obesity too is a cause and that is due to lack of exercise. Mental stress cause high blood pressure, heart diseases and Epilepsy. Hereditary factors affect all of the above diseases as well as paralysis.

- Mentioned below four factors that affect non-infectious diseases
 - Diseases from generation to generation.
 - Diseases due to incorrect food and food style
 - Diseases due to inactive life
 - Diseases due to mental stress

- Concentrate on the topic given to you from the above four.
- Study the information sheet on annexe 11.2.3.
- In your groups, collect points to the given topic based on the following themes.
 - Names of non-infectious disease
 - Symptoms
 - Your suggestion to avoid them.
- Prepare a handout to inform the public about your ideas (use an A₄ sheet folded into 3 cross wise)
- Discuss the problems experienced and find solutions.
- Prepare to present the whole class your creations and findings.

Annexe 11.2.3

Information Sheet

Sudheera and Nipun are very close friends in grade nine. Sudheera is from a very rich family and Nipun is from an educated middle class family. Both of them are equally skilled in sports as well as in Education. Sudheera came to school in their own car driven by his father, who is a flourishing business man and is very fat. He worked in his air-conditioned office room from morning till evening. He is disappointed and disturbed with the problems of his workers and sometimes lose his temper and scold them. He relaxed in the evenings with his friends daily after work. By enjoying drinks and tastes (bites) which are all kinds of fried meat. He enjoyed smoking while chatting away with friends. Sudheera has learnt that food with fat is condusive to health and fresh fruits and vegetables provide necessary nourishment. But sudheera's father does not believe it. He thinks the processed food, canned food and other preparations with preservatives and drinks available in super markets are the best for its very easy to prepare, easy to purchase and save time. He is fond of these food because of its taste and colour.

Sudheera and Nipun meet daily at the sports grounds when they come for sports training. But all of a sudden Sudheera stopped coming for practices and later he found out that Sudheera's father is hospitalized. Nipun went to meet Sudheera with the school work he has missed.

Nipun - I heard that your father was admitted to Appolo hospital. What happened him.

Sudheera - Yes, Nipun. He was in the shop when he perspired heavily and fainted and fell. He had complained of a severe headache too. He has fractured a hand also.

Nipun - Why has he fainted all of a sudden was he without meals.

Sudheera - No. My father wants to eat well. Doctors have said that he is having pressure

and has to stop salt and fat immediately. This is the result of the food he ate. There's another problem now. When blood and urine was tested to operate the hand they have found that he has diabetic.

Nipun - I'm very sorry. My father told me once that pressure and diabetes are inherited diseases but can be avoided by being careful.

Sudheera - How ?

Nipun - If you exercise daily, take nutritious food, avoid drinking and smoking and be happy you can be free of diseases.

Sudheera - That means a good life pattern can avoid diseases. I can remember now the food he took. He ate all fatty foods and fried meat and starchy food. He seldom ate fruits and vegetables. Everyday he drank with his friends, smoked. No exercise at all. Apart from that he had problems in the shop and use to think a lot. All these must have affected his health. Our grandfather had diabetes so it must be after him. Our grandfather was thirsty and drank water very often. He urinated several times in the night. His eyesight was weak and we always feared that he might fall when ever he walked. It takes a long time for a wound to heal. He was fond of sweets but we didn't give him sweets. He became thin very fast. Very often he used to call me and say that his hand and feet are benumbed and asked me to massage.

Nipun - So your grandfather died of died of diabetics.

Sudheera - No, of chest pain. Doctors said if you have diabeties you are prone to heart diseases, kidney failure, and paralysis.

Nipun - Sudheera your father will have to be careful. My father has told that if your pressure is high you get paralysed. A part of the body get paralysed when brain cells are damaged. Paralysis may be hereditary too. Paralysis can be avoided if you exercise to reduce the fat content in the body and avoid Alcohol and smoking.

Sudheera - That is true. Doctors have told him to be careful because father's body is too heavy grandfather too had this chest pain and is stressed because of the problems in the shop. Here after if he gets a pain down the left hand, a chest pain, tired, sweating and faintish he is told to consult a doctor immediately.

Nipun - I'm frightened of these diseases of your family. Nalaka's father too died due to chest pain.

Sudheera - No, No, he died of cancer. Cancer can be in various places in the body. One of the reason for this is also hereditary. Cancer is caused by an unnatural growth of cells. Nalaka's father had another disease too. He was very upset since he lost his job. He had been smoking heavily thinking of all this. He was very thin and frail. His senses were weak and had no appetite for food at the time of his death.

- Nipun - When you said about his weak nerves it reminded me that epileptic fits are also due to weak nerves in the brain. Is it hereditary ? Malnutrition, mental stress also a cause for this. Isn't it ?
- Sudheera - My God! Its frightful to see when one with fits. You should see it. The body is stiff and start shaking. Phlegm and Froth comes out from the month. Its a pitiful sight.
- Nipun - It is true. To prevent this disease you have to be free from stress and take nutritious food and be according to the doctors instructions.
- Sudheera - Nipun, we can be free of these diseases because we exercise in the evenings not only that we do the morning exercises in school also.
- Nipun - That is true. Any way an important thing is to be aware of these diseases. Take great care of your father when he recovers bring him to the grand to play. He will feel fit as he gets some exercise to his body and he will be so happy and relaxed watching us play.
- Sudheera You are correct Nipun. Then he will be able to stop drinking with friends and sometimes one or two might come and chat with him there. My father might be able to advice them too. When he get used to natural food he will be fine.
- Nipun Then Sudheera I have been chatting for a long time. I brought you the missed lessons. Now don't be worry about your father's illness get back to your studies. He will be fine. Now there is medication to any disease. I'll see you.
- Sudheera - Thank you Nipun. You are a great help. Thank you so much.

Annexe 11.2.3

Smoking and Unhealthy Condition

- Possibilities of deaths due to heart problems are ten times greater among smokers.
- The tendency to get diabetes increase among smokers.
- Some of the cancers caused due to smoking are mouth cancer, trachea cancer, lunges cancer and cancer in the urinary bladder.
- Children are easily subjected to wheeze due to inactive smoking.
- Smoking is a main cause for sexual in compatibility.
- Winkles, discoloured lips teeth, and nails, unpleasant appearance and aged look are due to smoking.

A Guide to the Teacher

- Diabetes, high blood pressure, heart diseases, cancer, paralysis and epileptic fits are identified as non-infectious diseases.
- These diseases are caused due to hereditary factors, family conditions, incorrect food habits, lack of exercise and mental tension.
- The above mentioned diseases can be categorized as follows on the symptoms and preventive measures.
- There are two types of diabetes.
 1. **Type I - Diabetes** -Insulin dependent diabetes
 2. **Type II - Diabetes** -Non Insulin dependent diabetes

Factors causing diabetes

- Hereditary factors
- Life pattern
- Mental tension/ stress
- Obesity
- Minimize or lessen the production of Insulin.
- Diseased condition of liver and pancreas.

Symptoms

- Passing of excessive urine
- Thirst and dry lips
- Constant hunger
- Fatigue, lifeless and exhausted
- Numb hands and feet
- Less sensitivity
- Decrease of weight and frail body
- Delay in healing wounds
- Weak sight

Prevention

- Unable to prevent 100% but can control.
- Balanced diet with more vegetables and fruits.
- Avoid food containing wheat flour.
- And consume food with roughage (fibres).
- Sugar free food.
- Maintain weight to height
- Exercise daily
- Avoid stress

- The disease can be diagnosed by testing urine and blood. By neglecting and uncontrolling diabetics could lead to heart diseases, kidney diseases, paralysis, weak eye sight.
- Increase of insulin could cause sugar in the blood.
- You may meet such children. Taking special care about these children is the responsibility of all of us.
- They will show signs sweating, hunger, faintish.
- For a fainted child , two spoons of glucose to be given.
- After recovery a sweet drink and to be followed with a plantain sandwich or biscuits.

High blood pressure

Causes -

- hereditary factors
- as a symptom of another disease
- alcohol
- Use of antibiotics
- Mental stress

Symptoms -

- headache
- pass urine excessively
- heart beat
- chest pain
- sweating
- weak sight
- dizzy

Prevention -

- Health habits
 - Daily exercise
 - Less salt and fat in the diet
 - Avoid smoking and alcohol
 - Rest
- High blood pressure should be prevented for it leads to related diseases like paralysis, sight problems, heart problems, malfunction of kidneys.
 - It is best to consult a doctor often.

Cancer

Causes -

- hereditary
- abnormal growth of cells
- smoking
- chewing of beetle
- consumption of processed foods
- radiation
- pro longed wounds
- ultra violet rays

Symptoms

- Existence of hard node any where in the body.
- A change of voice or prolonged cough.
- Trailing body
- Change in the habit of passing urine or residue
- Prolonged indigestion or difficulty in swallowing.
- Very often symptoms change depending on the position of the cancer.

Prevention -

- Avoid smoking chewing beetle and processed and various tasted food.
- Avoid chances of exposing to radiation.
- Act according to medical advice
- Cancer can be named according to its position.
Eg. Mouth cancer, chest cancer, lung cancer, breast cancer, womb cancer, vagina cancer, testes cancer. Cancer can be cured if diagnosed early.

Heart Diseases. -

Cause

- Hereditary
- Life pattern
- Stress
- Obesity
- Thinness or blood clot in coronary arteries

Symptoms

- Chest pain in the centre
- Pain running down the left hand
- Sweating
- Faintish

Prevention -

- Reduce fatty foods
 - Rest
 - Mental health - meditation
 - Healthy life pattern
- There's a daily increase of untimely deaths. Condition can be identified through an E.C.G. test.

Epileptic fits

Causative Factors

- Heredity
- Weak nerves in the brain
- Mental stress
- Fatigue
- High temperature
- Use of certain drugs
- Alcohol
- Noise pollution

Symptoms

- Fit for a few minutes
- Stiff body
- Tight jaws
- Froth from the mouth
- Passing of urine and stools
- Unconscious

Prevention

- Nutritious diet
- Rest
- Avoid stress
- Medication under medical advice
- Such patients must avoid bathing in rivers, driving alone and working on high buildings.

Paralysis

Cause

- Heredity
- Damage to nerves in the brain
- Blood clots
- High blood pressure
- Increase of fat in the body
- Damage to blood vessels in the brain.

Symptoms

- A side of the body becomes lifeless.

Prevention

- Avoid fatty food
- Engage in exercises systematically.
- When the disease condition prevail for along time, care and medication should be done carefully.

Competency 13 : *Spends a happy life facing the daily obstacles successfully*

Competency Level 13.1: Faces challenges with confidence.

Activity 13.1 : Overcome challenges to live happily.

Duration : 120 Minutes

Quality Inputs :

- Four copies of group exploration sheets in annexe 13.1.1.
- Information sheet in annexe 13.1.2.
- A guide to teacher in annexe 13.1.3.
- Demy papers and marker pens.

Teaching - Learning Process :

Step 13.1.1 :

- Provide opportunity to recall the natural disasters Sri Lankans experienced.
- Question about the problems faced at such situations.
- Conduct a discussion to highlight the following.

- We get to face many problems in our daily life.
- These are identified as challenges.
- These challenges come to us at home environment and in the school.
- Challenges do occur due to man's actions, as well naturely.
- We should possess lot of competencies to overcome them.

(15 Minutes)

Step 13.1.2 :

- Divide the class into 4 small groups.
- Provide the groups with the instruction on group exploration.
- Distribute demy paper and Marker pens, among them.
- Assign the task and involve groups in exploration.
- Prepare the groups for presentation.

(55 Minutes)

Step 13.1.3 :

- Get the groups to present their findings to the whole class.
- Provide the first opportunity for elaboration to the group that made the first presentation
- Get other groups to provide constructive suggestions.

- Review highlighting the following

- Mentioned below are challenges faced in our daily life.
 - Accidents
 - Injuries
 - Abuse and exploitation
 - Expectations of others
- Unexpected disasters can be called accidents.
- Accidents bring disaster to our lives.
- Bomb blasts are also challenges we face in a war full country.
- Awareness can prevent accidents to a large extent.
- Tactics could prevent injuries.
- Disasters may occur due to sudden long term natural changes and unsuitable human actions.
- Identifying the natural disasters early can avoid and minimize loss of lives.
- Shameless disgusting hurtful acts causing mental physical and emotional stress can be named as abuse and exploitation.
- Correct decisions and cultivating effective communicative skills can avoid abuse and exploitation.
- Identify the expectation of other that spoil the freedom and adjust yourself to plan your life to achieve the aimed goals.
- To face challenges successfully
 - Correct knowledge
 - Identify challenges
 - Critical thinking
 - Creative thinking
 - Correct decisions
 - Active participation
 - Tactics and methods to avoid
 - Control emotions
- By facing challenges with confidence and awareness will enable to escape the conditions faced and minimize the damage done.

(50 Minutes)

Criteria For Evaluation and Assessment

- Names challenges of school children face with.
- Accepts that awareness in advance is important to overcome challenges.
- Prepares a questionnaire with answer.
- Displays readiness to face challenges successfully.
- Presents anything well planned.

Annexe 13.1.1

Instructions to Group Exploration

- You must get used to face challenges that you confront with in your daily life. You will have to face challenges any time in your and the family and school environment.

Some instances as examples for the following challenges, you will have to face in your daily life are mentioned in the information sheet.

- Accidents
- Injuries
- Abuse and exploitation
- Others expectations
- Study the information sheet carefully.
- Pay attention to the incidents related to the challenges provided to you in the information sheet.
- Discuss and a make a note of the abilities you should possess to overcome these challenges.
- Make a note of the steps you should take to avoid, evade or minimize the challenges you may confront with.
- Mention in the Demy paper the information you found about the topic given and the questions and answers prepared.
- Get together and prepare a quiz for 10 minutes.
- Discuss the problems arisen at the discussion.
- Be prepared to present the quiz to the class.

Information Sheet

The last few days Malli (younger brother) was worrying Nuwan.

"Come to fly kites please". "You are at home only during the holidays"

Every one heard this type of conversation (younger brother) Malli is very small. Still in grade five. When he goes to play he is not conscious about the surroundings. But Nuwan was very conscious.

He is a very intelligent boy. He has passed his scholarship exam and studying now in Grade 7 in a school in the city. He is very clever. When they go to play Nuwan is very cautious and alert and watchful about Malli. That particular day Nuwan had to accompany his father and came in the evening.

"Son, Malli is having fever. The whole day he was running about with a kite" Mother said. When Nuwan checked there was a difference in his face. Nuwan spoke to him lovingly but secret. Then his brother said,

"I climbed the roof and flew kites when mother went to aunts house". "I slipped out fell off from the kitchen roof. The head hit somewhere. I didn't tell my mother because she scolds me. I have a headache now".

Nuwan quickly responded with his father. Within 10 minutes brother was admitted to a base hospital. By then he was unconscious. Still he is in the intensive care unit.

What is an accident ?

Accident that is an unexpected harm.

Can't we prevent it ?

Why not?

Be concious, Be aware,

Most of these accidents will not happen.

In vain the cause for all these accidents is carelessness and negligence !

Sudden and long lasting changes of Nature ... Similarly mans short sighted activities are the cause for destructive conditions of the environment which is called disasters.

What a lot of experience do we have about Natural disasters?

Where we have not learnt a lesson still ?

We can minimize disasters by being factful.

Similarly if we identify the basic factors of disasters we can minimize the loss of lives.

Santhush's house was at the foot of Kurulugala mountain. Its a thick forest. Santhush does his home work every day with Shymalee nexr door. Both are in grade seven. The whole of last year people are cutting trees on this mountain forest.

"At this rate there will not be a forest very soon. This will be a desert. More than that the most dangerous thing is if earth slips occured. Out houses too will be buried". Santhush and Shymalee heard their parents say.

The rainy season started. Small pieces of rocks started to roll down. "Mother this is very dangerous. We must leave this house. Its a warning for us".

Daughter where can we go? You need not get scared for a rock or two"

But Santhush was complaining all the time cried and forced them..... Ultimately father decided to go to their uncle's house.

But Shymalee couldn't convince her parents. They are still at the foot of the mountain. He went to meet Shyamalee's father to his work place because it was still raining and he decided to take at least Shyamalee out of that house.

"Uncle can you send Shyamalee to our house for a few days. Now we don't have much studies". Shyamalee came to Santhush's house that Saturday. Sunday Susil brother came with a sad news.

"Your house and Shyamalee's house is buried with the earth slip you can see only earth there.

Rupa and Amala after their evening class started to go home in heavy shower. Both of them ran to Yaso grandma's verandah. Gunapala too came running there his way back home after work.

Gunapala spoke to them in a very affectionate manner. Rupa too spoke to him in a friendly manner. But Amala was thoughtful. "Sisters you've got wet ? Will it rain till dark". He took a handkerchief from his bag and gave them. Amala smelt somt thing which is unusual.

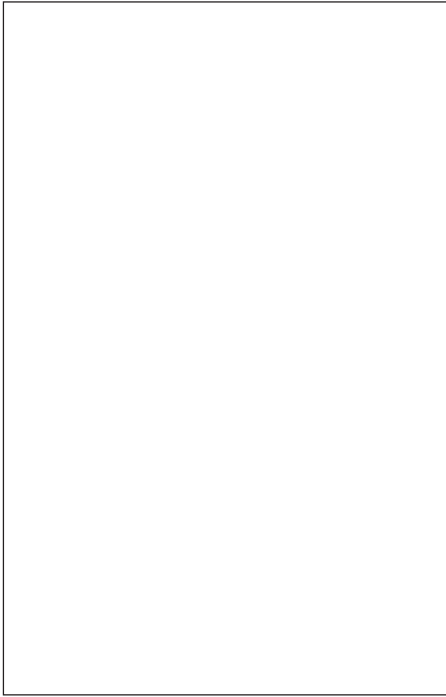
"No brother not necessary". But Rupa took the handkerchief "My how can you wipe yourself with all those books? come here".

Rupa obeyed him.

Amala suspicious thought for a while. No one in this world has the right to touch me. Why can't Rupa realize that? Amala thought. "Rupa lets go. Come look how many people walk on the road in the rain? We are already wet". "How can you go in this rain"?

Gunapala asked. "Rupa, are you not coming ?" Amala called harshly. Then Gunapala held Amala's hand to stop her. Amala brushed his hands off. She in the rain ran to Rupa's house. She boldly explained this to Rupa's father. Rupa's father set off immediately.

In the night Rupa's parents came to Amala's house. "Rupa was not there, she didn't come home either". The whole village was upset. The following day they found Rupa's Naked body by the brook. Gunapala had disappeared.



There, today too Prasanna is assaulted ? Shakthi went to the balcony to listen when he heard the lament of Prasanna. He saw Prasanna near the top crying with a heap of pots. Aunt knocked his head on the tap. Uncle kicked him. Shakthi couldn't bear to see this. Shakthi's parents were not at home. Whom to tell ? Shakthi came and sat in the hall. He cried.

Shakthi went to the balcony again. Prasanna was washing pots.

"Hai, Prasanna. What grade are you? "Seven".

"I'm also in grade seven". "But now I'm not going to school, I came here to work".

Both conversed softly. Shakthi came to the hall. Again the boy is washing. Shakthi ran again to the balcony. Prasanna was tied to the grill of the window.

"I must do something. Health and Physical Education teacher taught us that such people can be punished under children's rights act.

Shakthi turned the pages of the Health and Physical Education book.

"Ah! here the Department of Children's Rights". Shakthi went through the telephone index, found the Telephone number. Didn't delay even a minute. Complained about Prasanna.

45 Minutes passed. A white van stopped in the garden.

Shakthi ran to the balcony. Loud conversation. Visitors. Here comes that uncle and aunt handcuffed. One of the visitors untied Prasanna and took him to the van. Before getting in he turned back and waved at Shakthi. Shakthi too waved back.

Has the world the right to hurt us ?

Actually No !

We have the right to receive protection to be happy to receive a sound Education according to children's rights.

But inspite of these Laws children are harassed by elders. There are heartless people ?

Injuries	Accidents	Abuse & Exploitation	Others Expectations
<ul style="list-style-type: none"> • Explosions • Faint • Muscle tear • Sprain • External wounds • Dislocation • Animal bite • Drawing • Falling from a height • Road accidents • Poison • Burns <ul style="list-style-type: none"> • Hot water • Fire • Chemicals • Sport injuries 	<ul style="list-style-type: none"> • Flood • Sunami • Storm • Wild fire • Lightening • Earth slips • Earth quake • Drought • Tornado • Volcanoes • Ice mountain 	<ul style="list-style-type: none"> • Frighten • Unwanted touch • Obscene Literature • Smoking • Unsuitable association • Obscene language • Child labour • Deprive of Education • Unusual relationship • Obscene pictures magazines. 	<ul style="list-style-type: none"> • Parental expectations <ul style="list-style-type: none"> • Decide on a profession and encourage the child for it. • Passing exams • Extra classes • Not giving opportunity to extra curricular activities, sports. • School expectation <ul style="list-style-type: none"> • Result based on the formal curriculum. • Not organize co-curricular activities. • Teachers expectation • Political expectation • Financial expectation • Social expectation • Not allow the desires of the child.

- By training the children to face challenges with confidence
 - Avoid harmful situations.
 - Minimize such situations.
 - Escape such situations.
- Competencies to be achieved to face challenges successfully
 - Correct awareness of identifying challenges.
 - Ability to identify challenges early.
 - Get used to take sudden correct decisions.
 - Get used to take decisions co-operately.
 - Methods to avoid challenges.
 - Control of emotions.

- According to the law of the country committing and promoting abuse and exploitation is a crime.
- To avoid and escape abuse and exploitation
 - Be aware of different social standards.
 - Achieve the ability to understand others.
 - Obtain guidance and instructions only from parents, teachers and proper adults.
 - Do not enter into strange places.
 - Too much of faith can deceive one.
 - Refuse suspicious or unsuitable suggestions.
 - Do not remain in lonely places.
 - Inform and seek advice from adults of incidents and suggestions that complicate you.
 - Do not ever allow anything to happen against your wish.
- **Things you should know about disasters**
 Its difficult stop happening idisasters but can minimise the harm and deal with the consequences. For this you must be aware of situations.

Things to know

Sunami - This occur due to

- Earth quake
- Land slide
- erupting of a volcanoes
- Fall of meteoroids in the sea.

As a result of any of the above factors water will rise up and reach the shore.

- The dwellers along the coastline should know
 - How when and why the above conditions occur.
 - Where they should rush for safety.
 - How to inform the others.

Lightening

Thunder and lightening is caused by high plates of rain clouds developed in sky under moisture and unstable heat conditions.

- What should be done to prevent it
 - If you hear thunder please understand that you are in a place prone to lightening.
 - Immediately enter a building or a vehicle.
 - Do not stay in the open.
 - Do not stay on highland hills, places without trees and under tall solitary trees.
 - Remove electric connection from the circuit.

- In the open stay under short trees.
- Be away from barb wire fences.
- Be away from water and the sea shore.
- If in a boat duck down.

Landslides - Its the washing down of earth with the water flowing under. This is due to water finding its way down through the soil or clearing of land by people.

- Possibility of earthslips
 - Cracks, partition, depression, dent in places.
 - Gradual pushing of rocks and slanting of trees.
 - Cracks in walls of building.
 - Appearance of water spouts or oozing of water.
 - Drying up of water resources.
- To prevent
 - Cultivation to be done without levelling the ground but use the tier system according to the elevation of the land.
 - Prepare the surface for the water to drain of.
 - Places possible for earthslips to be grows with trees.
 - Construct retaining walls with rocks.

Earth Quake - Earth quakes occur with the instant release of energy build up with in limits because of the movement of plates on the core of the earth under the metal surface of the earth.

- The damage caused.
 - The damage felt to a few people and upper floor of houses.
 - Unidentified but damages caused to high buildings.
 - When every body feels the quake - movement of furniture - doors.
 - Weak constructions feel very much
 - Buildings damaged to the extent of collapsing.
 - Cracks on the earth.

.Floods

- Floods occur due to heavy showers and other causes.
 - Clearing of slopes
 - Removing sand from river beds
 - Illegal construction along the rivers.
 - Natural causes

- To avoid disasters
 - Avoid the areas under floods.
 - Not get into areas with rapid flow.
 - Avoid places where live wires and posts are fallen.
 - Avoid consuming water and food in these areas.
 - Boil water well before drinking.

Explosions - Under war conditions explosions are considered as injuries. It is very important under these conditions how to be away from probable places of explosion and how to minimise injuries during all explosion.

- Steps to be adopted
 - Be away and inform the authorities when identified an object or parcel without a possessor.
 - If there's no time to run away lie stretch face down and cover the ears.
 - Be alert about unknown or suspicious people wandering around.
 - Follow the methods adopted to avoid injuries.

First aid - Its the aid given first by a person who is competent for the task to console the patient and to, avoid further serious condition, minimise the seriousness, save his life, before taking him to a doctor.

Steps taken

- Recognize the nature of the accident.
- Identify the priorities and the order of the patients aid should be given.
- First to the patients in serious danger to their life.
- Those who could be saved from further serious condition.
- Bleeding - heavy bleeding
Assistance - mild injuries.

• Method of First Aid

- R.I.C.E. method in muscle injuries
 - R - REST
 - I - ICE
 - C - COMPRESSION
 - E - ELEVATION

- Electrocutation
 - Disconnect the supply
 - Prevent shock
 - Hospitalize while massaging

- Mild bleeding with minor injuries
 - Wash the cut with clean water.
 - Remove any dirt on the wound
 - Let it dry
 - Apply pressure if bleeding continue.
 - Send the patient to a doctor.

- Internal bleeding
 - Symptoms
 - Blood flow from natural out lets like nose, ears, urinary and residue tracts.
 - Immediately send the patient to a doctor.
- Faint
 - Sit with head ducked down between the legs.
 - Deep breathing
 - Fresh air

- Reptile bites - identifying the reptile is very important
 - Wash the place with water
 - Calm down the patient to prevent shock.
 - Rest
 - Pain killer if necessary
 - Medical assistance immediately.

- Dog and cat bite
 - Wash the area with soap and water.
 - Calm down the patient and send for medical assistance.

- Poison
 - Remove the clothes stained with poison.
 - Was the areas with soap and water.
 - Prevent shock and fear.
 - Send to doctor
 - Inform if the poison is known.

- Burn
 - Cover to not let germs get in.
 - Medical aid

- Sprain
 - Rest, ice right round the area.

- Fracture
 - Bridge of the nose
 - Control bleeding - sent for medical assistance.

Assessment and Evaluation

Introduction

Assessment and Evaluation can be identified as two interconnected programmes that can be conveniently implemented in the classroom in order to identify the levels of competence achieved by students so as to establish that the students have actualized the expected learning outcomes through the learning-teaching process. If the assessment is implemented properly. It is not difficult for all the students studying in the class to acquire a competency at least proximate to the relevant skill. On the other hand, what evaluation expects is to identify what the levels of competency the student have achieved are.

Teachers involved in assessment can provide their students with guidance of two types. This guidance is commonly called "feedback" and "feed forward". When the weaknesses and inabilities of students of students are discovered, it is the task of the teacher to provide feedback in order to overcome their learning difficulties and to provide feed forward to improve their skills when their abilities and strengths are discovered.

It is necessary that students find out as to which competencies in the course they have been able to actualize and the relevant levels for the success of the learning-teaching process. Accordingly, determination of the levels of competency students have achieved through the programme of evaluation and

The main responsibility of the teacher in this learning teaching process is to monitor continuously, whether the classroom learning-teaching process is implemented successfully, as expected. While assessment and evaluation should be made use of for this purpose, the teacher is provided the opportunity, through planned activities, in the learning teaching process itself. The teacher is given the opportunity for assessment while the students are involved in exploration during the second stage of the activity and for evaluation when the students are involved in explanation and expansion during the third stage. A detailed inquiry into assessment and evaluation will be provided later on in this document.

The teacher is provided direction on the transformation role by the learning-teaching methodology described so far. While priority is given to group exploration here, the teacher is also afforded the opportunity for transaction, discussion and short lectures. While there is room for transaction and discussion, the teacher may also give a short lecture, under review, in the final stage. In the development of the learning-teaching methodology related to this curriculum, the first to be introduced under the curriculum reforms for the new millennium, the attention paid to the important features relevant to the transmission as well as the transaction roles of the teacher, apart from the transformation role, is a special feature of this methodology.

The learning-teaching process can be broadened through the improvement of the evaluation programme. For this purpose the teacher has the opportunity of creating several evaluation situations through an activity continuum. The programme of assessment can be made meaningful by dividing the activity continuum to several activity clusters to facilitate identification of evaluation points. It is necessary that the evaluation instrument being used with respect to each activity is introduced to the students at the beginning of every activity cluster. It is also necessary in the selection of learning varieties, those activities where student motivation to learn are helped to blossom forth, is selected. Below is a list of the relevant activities.

- Concept maps
- Wall newspapers
- Quizzes
- Question and answer books
- Portfolios
- Exhibitions
- Debates
- Panel discussions
- Seminars
- Impromptu speeches
- Role-play
- Presentation of literature reviews
- Field books/nature diaries
- Practical tests

Instruments for the Extension of Learning - Teaching Activities

- 1.0 **Evaluation Stage** : Term 1 Instrument 01
- 2.0 **Competency Level Covered** : 1.1, 2.1.5.1 & 12.1 Competency levels.
- 3.0 **Subject Contents covered** : 1.1, 2.1, 5.1 & 12.1 Competency level for the subject content.
- 4.0 **Nature of the equipment** : A practical test to prepare a wall paper.
- 5.0 **Aims of the Instrument** :
 - Combine to life the following factors related to the well-being.
 - Develop good relationship in the family.
 - Evaluate and respect the ethics in the family.
 - Fulfill needs intelligently.
 - Maintain the balance of emotions

6.0 Instructions to the Teacher to Implement the Instrument :

Instrument I

- Group the class appropriately.
- Appoint 3 persons from each group as editors.
- Instruct to include creations once in two weeks till the end of the 1st term.
- Engage the groups to prepare poems, short stories, articles, drawings, posters and cartoons based on the following topics.
 - What we can do to maintain the happiness in the family.
 - Fulfill the needs without causing difficulties to the family.
 - Advantage of maintaining emotional balance.

Instruct to exchange the creations among the groups every two weeks.

- Build self esteem by appreciating the creations.

Instrument II

- Observe the following instructions for the practical test.
- Instruct the groups to prepare a list of folk games common to the area.
- Guide them to identify a game all can participate.

Engage each group to demonstrate the game.

- Where necessary provide the students a feed back and feed forward.
- When evaluating guide them to concentrate on sportsmanship ethics of sports and personality qualities.
- Discuss with students the progress of students based on the criteria.

Instructions to Students

Instrument No. 1 :

- Divide the group with the instructions of the teacher.
- Obtain a basic knowledge about the competencies to be evaluated.
- Get permission from the class teacher to make the wall paper to your class.
- Create poems, short stories, drawings, posters, articles and cartoons on the topics given.
 - What we can do to maintain the happiness in the family.
 - Fulfill the needs with out disturbing the members of the family.
 - Advantage of emotional balance.
- Get the Sinhala, Health & Physical Education teacher to guide you.
- Appoint 3 editors for each group to edit the creations.
- After the approval of the teachers edit the creations and include them to the paper.
- Its important to maintain the wall paper till the end of the term.
- Continue the paper till the end of the year with the guidance of the teacher.

Instrument No. II :

- Follow the instructions given for the practical test.
- Divide into groups with the instructions of the teacher.
- Prepare a list of folk games common to the area.
- Select a game all can participate.

- Prepare a report on the game under the following themes.
 - Name of the game
 - Rules and regulations
 - Equipment
 - Size of the court
 - How to conduct the game
- Take the opportunity to demonstrate the game.

7.0 Method of Evaluating

Criteria	Names of Children			
• Active participation in the activity.				
• Comprehending the factors related to the competency				
• Filling up the facts found (creatively and research display).				
• Practical demonstration ethics of sports, rules and regulations, respect ethics, activities, competitiveness, self disciplines, group feeling, co-operativeness, leadership, followership.				
• Personality and social abilities displayed.				

- A - Very good
 B - Good
 C - Fair
 D - Needs improvement

Instruments for the Extension of Learning - Teaching Activities

- 1.0 **Evaluation Period** : 2nd Term Equipment 01
- 2.0 **Competency Level Covered** : 5.2, 6.1, 6.2, and 8.1 Competency levels.
- 3.0 **Subject content covered** : 5.2, 6.1, 6.2 and 8.1 subject conduct of competency levels.
- 4.0 **Nature of the Tools** : Practical test poster.
- 5.0 **Aim** :
 - Encourage to identify natural nutritious food found in the area.
 - Correct demonstration of volley ball skills.
 - Use of correct technique in walking and running.

6.0 Instructions to use of tools

Tools 1

- Instructions to the Teacher** :
 - Inform the children at the beginning of the term the content area for evaluation.
 - Evaluation is done as a group activity.
 - Divide the class into four groups.
 - Select team leaders for each group.
 - Inform them that they have to prepare a poster do and practical activities.
 - Guide the children to identify as much as possible the important points.
 - Entrust the children to prepare a list of instructions to observe to prevent diseases.
 - Direct the children to present an effective useful hand out.
 - Find out their creative ability and provide a feedback and feed forward and guide them to progress.

Tool II

:

- Explain to the students that they are being tested on two qualities of fitness and two running drills.
- First fitness quality agility test
 - Get the students to stand against a wall to touch the back of the head shoulders, hip and heels.
 - Mark the height on the wall with the help of a foot ruler.

- Make them glide down along the wall keeping the places touching the wall.
- As they glide down ask them to stop gliding down the moment they tend to raise this heel.
- Mark the place of the level of the head now.
- Note in the book the difference between the first mark and the second mark.
- Second fitness quality - strength of feet
 - Mark a straight line.
 - Make each child stand behind the line one by one.
 - From the line get them to go down and do three frog jumps.
 - Measure the distance each child cover with three frog jumps.
 - Get the children to enter the mark allocated for their distance.
 - Guide the children to do activities to develop their agility.
 - With in the term get the children to do these activities once in three weeks and check their progress.
 - Get the children to do any two running drills after the fitness test.
 - Encourage the children to develop their skills to reach the target, provide a feed back and feed forward for their weak and strong skills.
 - Award marks according to the criteria and discuss their progress with them.

Instructions to Students

Tools I :

- Obtain a basic knowledge about the subject content by discussing with the teacher.
- Select group leaders from your group.
- In your groups find out the diseases that obstruct the function of the system.
- Prepare a list of instructions suitable to prevent the diseases.

- Prepare a hand out with instructions to maintain the wonder of the system.
- Seek guidance from the teacher as necessary.

Tool II

Practical Test :

- Practical Test consist of two sections.
 - Testing two fitness qualities.
 - Testing two running drills.
- Discuss with the teacher get a clear understanding about the tests.

First fitness test agility

- Stand against a wall with the head shoulders hips and heels touching the wall.
- Keep a foot ruler to touch the head and measure the height.
- Then glide against the wall letting the places in contact with the wall.
- The moment you tend to raise your heels when gliding stop and get a helper to measure the height.
- Find the distance the head glided down.

Second fitness quality

- Mark a straight line and stand behind it.
- Go down and do three frog jumps consecutively.
- Get a helper to measure the distance you covered from the starting line to the feet of the last frog jump.
- Ask the teacher the mark assigned for the distance.
- Record in your work book.
- Do two running drills.
- More mark for the accuracy.
- Get instructions from the teacher.

Marks for Fitness Qualities

Simple agility test

Glided Distance	Less than 13 cm	13 cm	14 cm	15-16 cm	17-18 cm	19-20 cm	21-22 cm	23-24 cm	25-27 cm	28cm & above
Marks for Gliding	01	02	03	04	05	06	07	08	09	10

Frog Jump

Distance Covered	4.75+	5.00+	5.25+	5.50+	5.75+	6.00+	6.25+	6.50+	6.75+	7.00
Marks	01	02	03	04	05	06	07	08	09	10

7.0 Evaluation Method

Criteria	Name of Students			
• Suitability of the competency displayed				
• Attractiveness & novelty of the creations.				
• Eagerness to improve the fitness level.				
• Display of correct technique				
• Ability to work in a group.				

- A - Very good
- B - Good
- C - Fair
- D - Needs improvement

Instruments for the Extension of Learning - Teaching Activities

- 1.0 **Evaluation Period** : 3rd Term, Tool 01
- 2.0 **Competency Level to be Evaluated** : 9.1, 10.1, and 11.1 Competency levels.
- 3.0 **Subject content covered** : 9.1, 10.1, and 11.1 subject conduct of competencies.
- 4.0 **Nature of the Tools** : Prepare a hand out and practical test.
- 5.0 **Aim** :
 - Develop skills to prevent diseases that obstruct the wonder of the systems.
 - Guide to maintain physical fitness.
- 6.0 **Instructions to Implement the Tools**

Tools 1

- Instructions to the Teacher** :
 - Give an introduction of the subject contents to be tested in the beginning of the term .
 - Make them aware that the test is conducted as a group activity.
 - Divide the class into small groups depending on the No. of students in the class.
 - Select team leaders for each group.
 - Assign a system for each group.
 - Instruct the groups to find diseases that obstruct the healthy function of the system.
 - Guide them to prepare a hand out highlighting food found in the area.
 - "Natural Food for a healthy life" Theme of the Poster. Get the children to prepare the poster.
 - Instruct them that the poster must highlight the food containing high nutrition.
 - Supervise and guide them to do it properly.
 - When necessary provide a feed back feed forward.

Tools II

- :
 - When grouping the children the abilities should balance.
 - Before a practical warm them up.
 - Give each child three opportunities to do the service in volley ball.
 - You can design a different activity to suit the aim.
 - Observe the correct technique.

- Discuss with the group the skills displayed in performing the activities.
- Provide opportunity demonstrate a walking and running skill.
- Be keen to direct the class to the expected target.
- During the activities evaluate each child and provide a feed back feed forward.
- Award marks according to the criteria and discuss with children their progress.

Instructions to Children

Tool I :

- Be aware of the subject content for the term.
- Remember that you have to prepare a poster and do a practical test.
- Be prepared by identifying food available in the area and make a list.
- Be ready to prepare a poster on the theme given.
- You have to highlight the food of high nutritious value.
- Seek advice from the teacher as often as possible.

Tool II :

- Get specific instructions from the teacher for the practical test.
- Remember that you have three chances to serve.
- Pay attention on the correct technique.
- You will be graded according to the way you demonstrated the skill to the technique.
- Demonstrate a skill for each in walking and running.

7.0 Method of Evaluating :

Criteria	Name			
• Correct information.				
• Creativity				
• Accurate service				
• Accurate skills				
• Group feeling				

- A - Very good
- B - Good
- C - Fair
- D - Needs improvement