

Health and Physical Education

Grade 08

Educational Publications Department



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First Print - 2016
Second Print - 2017
Third Print - 2018
Fourth Print - 2019

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ISBN 978-955-25-0140-1

Published by : The Educational Publications Department
Printed by : PrintXcel Private Limited
PO Box 7, Athurugiriya, 10150, Sri Lanka

The National Anthem of Sri Lanka

Sri Lanka Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Sundara siri barinee, surendi athi sobamana Lanka
Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
Apa hata sepa siri setha sadana jeewanaye matha
Piliganu mena apa bhakthi pooja Namō Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha
Oba we apa vidya
Obamaya apa sathya
Oba we apa shakthi
Apa hada thula bhakthi
Oba apa aloke
Apage anuprane
Oba apa jeevana we
Apa mukthiya oba we
Nava jeevana demine, nithina apa pubudukaran matha
Gnana veerya vadawamina regena yanu mana jaya bhoomi kara
Eka mavakage daru kela bevina
Yamu yamu vee nopama
Prema vada sema bheda durerada
Namō, Namō Matha
Apa Sri Lanka Namō Namō Namō Namō Matha

அபி வெலு එක මවකගෙ දරුවෝ
එක නිවසෙහි වෙසෙනා
එක පාටැති එක රුධිරය වේ
අප කය තුළ දුවනா

එබැවින් அபி வெலு සොයුරු සොයுරියෝ
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ආනන්ද සමරකෝන්

ஒரு தாய் மக்கள் நாமாவோம்
ஒன்றே நாம் வாழும் இல்லம்
நன்றே உடலில் ஓடும்
ஒன்றே நம் குருதி நிறம்

அதனால் சகோதரர் நாமாவோம்
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நலமே வாழ்தல் வேண்டுமன்றோ

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யான்று மழியாச் செல்வமன்றோ.

ஆனந்த சமரக்கோன்
கவிதையின் பெயர்ப்பு.



Being innovative, changing with right knowledge,
Be a light to the country as well as to the world.

Message from the Hon. Minister of Education

The past two decades have been significant in the world history due to changes that took place in technology. The present students face a lot of new challenges along with the rapid development of Information Technology, communication and other related fields. The manner of career opportunities are liable to change specifically in the near future. In such an environment, with a new technological and intellectual society, thousands of innovative career opportunities would be created. To win those challenges, it is the responsibility of Sri Lankan Government and myself, as the Minister of Education, to empower you all.

This book is a product of free education. Your aim must be to use this book properly and acquire the necessary knowledge out of it. The government in turn is able to provide free textbooks to you, as a result of the commitment and labour of your parents and elders.

Since we have understood that the education is crucial in deciding the future of a country, the government has taken steps to change curriculum to suit the rapid changes of the technological world. Hence, you have to dedicate yourselves to become productive citizens. I believe that the knowledge this book provides will suffice your aim.

It is your duty to give a proper value to the money spent by the government on your education. Also you should understand that education determines your future. Make sure that you reach the optimum social stratum through education.

I congratulate you to enjoy the benefits of free education and bloom as an honoured citizen who takes the name of Sri Lanka to the world.

Akila Viraj Kariyawasam
Minister of Education

Foreword

The educational objectives of the contemporary world are becoming more complex along with the economic, social, cultural and technological development. The learning and teaching process too is changing in relation to human experiences, technological differences, research and new indices. Therefore, it is required to produce the textbook by including subject related information according to the objectives in the syllabus in order to maintain the teaching process by organizing learning experiences that suit to the learner needs. The textbook is not merely a learning tool for the learner. It is a blessing that contributes to obtain a higher education along with a development of conduct and attitudes, to develop values and to obtain learning experiences.

The government in its realization of the concept of free education has offered you all the textbooks from grades 1-11. I would like to remind you that you should make the maximum use of these textbooks and protect them well. I sincerely hope that this textbook would assist you to obtain the expertise to become a virtuous citizen with a complete personality who would be a valuable asset to the country.

I would like to bestow my sincere thanks on the members of the editorial and writer boards as well as on the staff of the Educational Publications Department who have strived to offer this textbook to you.

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Message from the Editors

You, who are a lucky child of the nation who can contribute to the betterment of your society, are now going to study the subject “Health and Physical Education” which is introduced to pupils in Grade 6. Studying this subject will pave the way for you to live an active, healthy life full of happiness and pride.

If you have a healthy body, a clear mind and are always capable of interacting with others happily, you are spiritually strong. The aim of studying this subject is to develop in you a range of competencies which integrate the knowledge, attitudes, skills and social relationships required for achieving that purpose.

Identify your body to help maintain good health; adopt correct body postures to enhance your appearance. Be co-operative when working with your peers and face the challenges of life with courage. Spend your leisure effectively. Identify your needs and interests and maintain a balanced life. The knowledge you gain for achieving all these purposes will be complete only if you experience it practically. Therefore, go outdoors with your teacher specially to engage in activities related to sports. Adopt what you learn from this book in your day-to-day activities to better your life.

This book has been designed under the new syllabus that is to be effective from year 2015. The chapters in this textbook have been lined up following the sequence of teaching the lessons that has been recommended by the National Institute of Education. Therefore, you will get the opportunity in the class to learn these lessons in the same order. Use it with love and care. It contains additional information too, going beyond the syllabus. That has been included simply for the sake of enhancing your knowledge. Answer the questions given under "exercises" to make certain that you have correctly understood the facts taught through each lesson. Develop your skills by engaging in activities given under “activities” following the directions given by your teacher.

We wish with sincere love that this book will pave the way for you to explore knowledge on Health and Physical Education which will be important to you through out your life.

Board of Editors

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1

Let us improve our self esteem

We all have different needs. As we fulfil these needs, more needs arise. First aim of man is to fulfil his basic needs. Once these basic needs are met, we aim to fulfil secondary needs and then the higher needs.

We learnt in grade six and seven that basic human needs include food, water and air which are essential for life. Secondary needs include sense of security and love.

In this lesson we will discuss about self esteem, which is one of the higher needs, and about factors which affect our self esteem.

Self esteem

The following is a conversation between the Principal of a rural junior school and his Deputy Principal.

Principal: Mr. Sirimevan, I just had a telephone call from Mr. Priyantha, the teacher in charge of sports. He said "Nimal has won a gold medal in the 100 meters at the National Schools' Games".

Deputy Principal: Is that so? That is a great news. We feel very happy and proud.

Principal: Yes Mr. Sirimevan, this is a victory not only for us, it is a victory for our school, village and the area. We all feel very proud. Let us have a ceremony to welcome and felicitate Nimal. Let us invite his parents too.

Let us look at this dialogue. Nimal who won the 100m gold medal would be feeling elated. Self esteem is the person's own evaluation of his or her own worth. Self esteem should be an objective evaluation about ones ability and worth.

Let us look at another example. You receive a letter informing that you have won the first place in an art competition organised by a newspaper. You are requested to collect the certificate and prize. You would be very happy and elated and tell your family and friends about this achievement. The feeling of pride and positive evaluation about your self will improve your self esteem.



Activity

Read the dialogue regarding Nimal. List all the people who would have been happy about Nimal's achievements.

People have different skills and abilities. As described in our example Nimal is good at sports while another person may have aesthetic abilities. Our abilities contribute to the development of our self esteem. Achievements in sports will increase the self esteem in those who are good at sports while engaging in singing, dancing and art may improve the self esteem of others who are talented in those arts.



Figure 1.1- Different skills that would help to increase self esteem of a person

Because our abilities and achievements influence our self esteem, we must identify our abilities and try to improve on them.



Activity

List abilities of people and how these can contribute to improve self esteem.

Now compare your list with the following.

Table 1.1

Ability	Achievement
Sports abilities	Become a sportsman
Drawing	Become an artist
Dancing	Become a dancer
Music	Become a musician
Acting	Become an actor
Mathematics	Become a mathematician
Languages	Become a poet/ author
Creativity/ Innovativeness	Become a creator/ an inventor

Self esteem comes high in the hierarchy of human needs. To develop our self esteem, we need to identify our strengths and abilities. Your teachers will provide opportunities for each student to demonstrate and develop his or her special abilities and skills.

In addition, we can improve our self esteem by using our abilities to help others.

Other characteristics like honesty, kindness, patience, obeying rules, being disciplined will improve our social acceptance by making us more admired by people and therefore improve our self esteem.



Figure 1.2 - Helping others

Our achievements and other positive characteristics can improve the self esteem of others too. As we discussed previously, Nimal's family, friends, teachers, schoolmates and people in his area would have been all happy when he won the 100 meters gold medal.

When Susanthika Jayasinghe won the Olympic silver medal and when Sri Lanka won the world cup in cricket the whole country felt proud and happy regarding the achievements of our sportspersons.

Special abilities and characteristics which contribute to improve self esteem

We can develop our self esteem by developing our abilities and good characteristics.

Abilities

- Singing
- Playing an instrument
- Acting
- Dancing
- Computer literacy
- Literary abilities
- Sporting abilities
- Making handicrafts
- Engaging in agricultural activities
- Gardening
- Cooking
- Debating

Characteristics

- Leadership
- Organising skills
- Honesty
- Altruism
- Patience
- Modesty
- Obedience
- Following rules (Discipline)
- Cooperation
- Socialisation

Factors which have a positive impact on self-esteem

Whatever skills we possess, there are various factors that contribute in earning our self-esteem. They can be divided into two as internal factors and external factors.



Activity

Give examples for opportunities you got at school and at home which helped to boost your self-esteem.

Internal factors (which should be cultivated by us)

- Identifying your strengths and weaknesses – self-realization
- Self-confidence
- Having commitment and enthusiasm
- Identifying your duties and responsibilities and fulfilling them without fail

External factors

- Example and advice from parents and teachers.
- Recognition, guidance and appreciation by teachers, adults, parents, friends and well-wishers.
- Encouragement by way of awarding prizes and certificates.



Figure 1.3 - Encouraging by awarding

As the above mentioned factors contribute towards earning our self-esteem, you will understand that maintaining healthy social relationships is very important in achieving beneficial results from the skills we possess. Your skill in maintaining healthy relationships, too, helps fulfill the need for earning self-esteem which is a higher human need.

As we improve our self-esteem, we should also think of the self-esteem of others too. Further, we should make it a point not to do anything that could damage others' self esteem.

We can also make our contribution towards boosting the self-esteem of our younger brothers and younger sisters, friends and workers employed at school or in our house.

Factors which have a negative impact on self esteem

Social factors	Internal factors
Social rejection	Breaking social norms and morals
Negligence	Violating the law
Lack of appreciation	Negative feelings and behaviour
Being criticized	
Being ridiculed or bullied	
Being abused	



Figure 1.4 - Being abused

People with good self esteem contribute positively to the society. Those with high self esteem must be conscious of the self esteem of others and must not act in ways which will have a negative influence on the self esteem of others as well as of themselves.

Each person is unique. We have different characteristics and abilities. Therefore, we must appreciate the positive aspects of each person.

For example a doctor will cure patients while a farmer will provide food for people.

Engineers will provide the technical knowledge and technicians and skilled workers such as masons will help build bridges and buildings.

We must appreciate the good work done by all of them and treat everyone equally.

Summary

After fulfilling basic needs and secondary needs humans try to achieve higher needs. Self esteem is an important higher human need.

Developing and appreciation of our abilities and positive characteristics help improve our self esteem.

A person's physical, psychological and social skills contribute to positive self esteem.

External and internal factors influence our self esteem.

We must develop our skills and characteristics so that they contribute to our positive self esteem as well as the self esteem of others. Therefore, we must try to improve our self esteem and we must ensure that we don't harm the self esteem of others.



Exercise

1. What are our basic needs?
2. How do we categorise needs such as love and security?
3. Name few skills and abilities which contribute to positive self esteem
4. What are the external factors which influence our self esteem?
5. What are the internal factors which influence our self esteem?
6. How does a person with high self esteem contribute to society?

2

Let us march correctly

Recall how the squads of each house marched in the march-past of the inter-house sports meet of your school and also recall how the squads of the army, navy, air force and the police marched proudly at the Independence Day celebrations. In both these instances, the movements the members of the squads maintain are proper, regular and rhythmic and therefore wonderful. Similarly, you have also noticed that the movements the cadets of your school adopt when they hold their parades are interesting.

You remember that, when you were in Grades 6 and 7 you learnt about the benefits that can be gained by adopting correct postures. By now you have also learnt how to practise the basic postures like standing at attention, standing at ease and standing easy and also to maintain correct postures in your daily activities such as sitting, standing, walking and lying.

In this lesson you will get the opportunity to learn and practice the correct and proper movements that should be adopted when doing a march-past. You will understand about correct turning, marking time, marching forward, halting, saluting and also about forming a squad. We have explained all the activities contained in this lesson in detail, for you to be able to engage in them easily at the field.

Correct Turning

Turning can simply be defined as facing from one direction to another, using toes and heels while remaining at a fixed point.

There are various postures adopted in turning and you will learn the following in this lesson:

1. left turn
2. right turn
3. about turn

All these turns should be made rhythmically with regular, rhythmic movements performed within a definite time range. Further, keep in mind that, all these movements are made while remaining in attention position. Similarly, the teacher or the leader should command while being in attention position only.

Let us now briefly study the postures relevant to each turn.

1. Left turn

Left turn means turning 90° to the left from the direction you are currently facing. The left heel and the ball of the right foot are used for the left turn.

Practice the left turn according to the following steps:

- Stand at attention as shown in figure 2.1 and turn your body 90° to the left by rotating on your left heel and the ball of the right foot (figure 2.2).
- Then bend the right leg at the knee and lift it until the thigh becomes parallel to the ground and the foot lies dangling (figure 2.3).
- Finally slam down the right leg into the ground coming into attention position (figure 2.4).

While performing all these movements, the two hands should be held in tight along the sides of the body.



Figure 2.1
Attention position



Figure 2.2
Position after
moving 90° to the left



Figure 2.3
Position when the right
leg is raised



Figure 2.4
Position after turning
to the left



Activity

1. Get into groups of four. Take turns in becoming the leader who gives commands while the other three practice the left turn following the commands.
2. Get all the students in the class to stand at attention in a single line. Get them take turns in becoming the leader who gives commands while the others perform the left turn following the commands given.

2. Right turn

In the right turn, your body is turned 90° to the right from the direction you are facing. The right heel and the ball of the left foot are used for turning right.

Practice the right turn according to the following steps:

- Stand at attention as shown in figure 2.5 and turn your body 90° to the right by rotating on your right heel and the ball of the left foot (figure 2.6).

- Then bend the left leg at the knee and lift it until the thigh is parallel to the ground and the foot is dangling (figure 2.7).
- Finally slam down the left leg coming into attention position (figure 2.8).

During all these movements, the two hands should be held in tight along the sides of the body.



Figure 2.5
Attention position



Figure 2.6
Position after moving
90° to the right



Figure 2.7
Position when the
left leg is raised



Figure 2.8
Position after turning
to the right



Activity

1. Get into groups of four. One should become the leader who gives commands. The other three should practice the right turn following the commands given by the leader.
2. Divide the class into two groups. Appoint a leader for each group and when the leader gives commands, the others should perform the right turn following the commands.

3. About turn

About turn is to turn to the opposite direction from the direction you are facing. In the about turn, you turn 180° . Keep in mind that you should always turn clockwise when turning about.

- Stand at attention as shown in figure 2.9 and turn 180° to the right rotating on your right heel and the left ball (figure 2.10).
- When performing this movement, the legs should be kept locked at the knees and the hands should be kept in attention position.
- Then bend the left leg, which is now at the back, at the knee and lift it until the thigh is parallel to the ground (figure 2.11).
- Finally, slam the left leg, which is now lifted, on the ground close to the right leg coming into attention position (figure 2.12).



Figure 2.9
Attention position



Figure 2.10
Position after
moving 180°



Figure 2.11
Position when the
left leg is raised



Figure 2.12
Position after
completing the about turn



Activity

Get the class to form into small groups. Get one student to give the command for the "about-turn" and get the others to perform it. Get all to take turns in giving the command and others to practice the "about turn"

"Mark time"

Marking time too, is a rhythmic movement. Marking time is commenced after the command "mark time" is given while in attention position.

- First, bend the left leg at the knee and lift it up until the thigh is parallel to the ground and the foot is dangling.
- Now put the left foot by the right foot which is in attention position.
- As the left foot touches the ground, bend the right leg at the knee and lift it up until the thigh is parallel to the ground.
- Now put the right foot by the left foot which is in attention position. This should be done fast so that there is no interval between these steps.
- In this way, continue lifting the legs and putting the feet on the ground alternately according to the rhythm of the command.

When performing this too, the body should be kept straight and the two hands should be kept tightly along the sides of the body. The eyes should be focused straight ahead.



Figure 2.13 - Attention position



Figure 2.14 - A position while marking time

Halt from 'Mark time'

Halt is the movement executed by an individual or a squad after receiving the “halt” command while marking time. “Halt” command is given at the moment the right foot touches the ground.

- Raise the left leg according to the rhythm that has been maintained.
- Then bend the right leg at the knee and lift it so that the thigh is parallel to the ground and the foot is dangling with the toes pointed to the ground and then slam the foot on the ground close to the left foot which is at attention position.



Figure 2.15
Halt from 'mark time'



Figure 2.16
Attention position



Activity

1. Get into groups of three or into small groups. Get one student give the “mark time” and “halt” commands while the others practice marking time and halting, following the commands they receive.
2. Get all the students in the class to stand in a line and get one student to beat a drum or play some other instrument rhythmically so that others can mark time according to that rhythm.

Correct forward marching

Marching is a position where the movements of walking position are done according to a regular rhythm following a command. When marching as a squad, the legs and hands are moved according to the same rhythm.

There are two types of marching, namely:

1. quick march
2. slow march

When in the attention position, either individually or as a team, forward march is started at the command “forward ... march... left ... right ”



Figure 2.17
The position after receiving
the command “forward
march left..”



Figure 2.18
The position after the
command “right”

- As soon as the command “left” is received, take a step forward with the left leg so that the heel of the left foot lands first.
- Then come to the position where you stand on the toes of the left foot.
- At the same time swing forward the right arm which was at attention position bringing it parallel to the ground at shoulder level.
- Straighten the left arm which is in front and swing it backwards as far as possible (figure 2.17)

- When the command “right” is received, draw forward the right leg which is now at the back and take a step forward so that the heel lands first and then the toes.
- Swing forward the left arm which is behind until it reaches the shoulder level and is parallel to the ground.
- Straighten the right arm which is in front and swing it backwards as far as possible (figure 2.18)

In this way, forward march is done by continuously repeating these movements with the opposite legs and hands moving backwards and forwards alternately. When doing the forward march keep your body straight with your eyes and head facing forward. Usually 30-inch steps (from the back of the heel of the back foot to the tips of the toes of the front foot) are taken in forward march.

Halt from forward marching

Halt is a movement that is done rhythmically on receiving the “halt” command while marching. When the forward march is done, the “halt” command is received as the heel of the left foot touches the ground.

While maintaining the rhythm of the normal march, take a normal step with the right foot.

- Swing the arms back and forth as done in the normal march.
- Then take a short step forward with the left leg and while doing so, bring the two arms to the attention position.
- Lift the right leg forward bringing the thigh parallel to the ground and slam the right foot into the ground alongside the foot of the left leg which is at attention position. The attention position is taken when the halt is completed.



Activity

1. Get into groups of four. Three students should stand abreast and the other should stand in the front as shown in the figure. Get the student in the front to issue commands and the other three students to practice the forward march and halt.



2. Get into two groups. First, practice the forward march and halt from march following the commands of the leader. Then practise them according the rhythmic beat of a drum, a base drum or a similar instrument.

Forming a platoon for a march past

The final event of an inter-house sports meet is the march-past. This collective event is performed as a mark of honour that is extended to the chief guest and the other guests by each house and the school as a whole. It needs a lot of practice to display the rhythmic patterns of movements in a uniform way. Forming a platoon for the march-past should be done following the accepted procedure.

The maximum number of members in a platoon of a school march-past is 25 including the leader. A platoon is also called a squad. A platoon is formed with three files of eight each and eight ranks of three each.

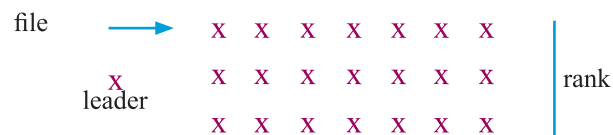


Figure 2.19

The steps that are followed in forming a march-past platoon and the nature of the commands that should be made are given in table 2.1. for your additional knowledge. Practice the following actions according to your teacher's guidance.

Table 2.1 – Steps to be followed in forming a march-past platoon

Step No.	Action	Command	How it is performed
1	Forming a single file.	“Squad,... fall in.” (The leader stands in front of the platoon and gives the command)	The 24 boys or the 24 girls in the squad (except for the leader) form a rank according to the height so that the tallest one is in the right and the shortest one in the left. (figure 2.20)
2	Counting from the right.	“Attention”	Coming to the correct attention position. (figure 2.20)
3	Forming two files	“Count from the right”	Starting from the rightmost one, the pupils call numbers from 1 to 24. They must remember their numbers and also whether the number is odd or even.
4	Forming two files	“Odd numbers take one step forward and even numbers take one step backward .. March..”	On receiving this command, all odd numbers (1,3,5, etc.) take one step forward with the left foot. Then their right leg is lifted until the thigh is parallel to the ground and the right foot is slammed into the ground close to the foot of the left leg which is at attention position.

Step No.	Action	Command	How it is performed
			Similarly, all even numbers (2,4,6, etc.) take a step back with their left foot. Then their right leg is lifted until the thigh is parallel to the ground and the right foot is slammed into the ground close to the left foot which is at attention position. (figure 2.21)
5	Turning left and turning right as ranks.	“Number one remains still... Front row to the right... back row to the left... ranks turn left and right..”	Student No.1 who is in the front rank should remain still and all the others in the front row should turn 90° to the right and all the students in the back row should turn 90° to the left as described above. (figure 2.22)
6	Forming three files	“To form three files March ...”	No.1 student in the front file remains still facing forward. All the others in the front file and the back file march forward one behind the other adopting the correct movements. The second student in the front file stands at a distance of one step behind the first one who remains still.

Step No.	Action	Command	How it is performed
			The third one stands behind the second. As the third one gives the command “up”, they turn left and face forward. By this stage, forming of the three-file squad has started. In this way, the other students move forward in the order they stand and take their positions behind the one in the front covering the three files. (figure 2.23)

After the squad of three files has been formed, the taller students stand in the front and at the back while the shorter ones stand in the middle (figure 2.24). Then the squad takes a 'V' shape.

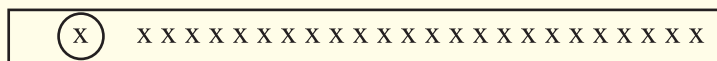


Figure 2.20 - Forming a single file



X X X X X X X X X X
X X X X X X X X X X

Figure 2.21 - Forming two files



X X X X X X X X X X
X X X X X X X X X X

Figure 2.22 - Turning left and turning right as ranks

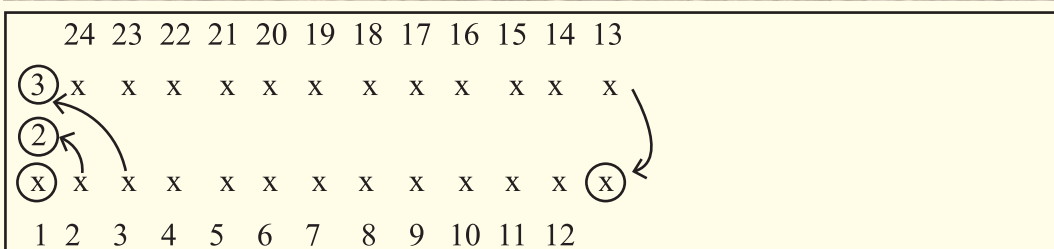


Figure 2.23 - Marching to form three files



3	6	9	12	15	18	21	24
2	5	8	11	14	17	20	23
1	4	7	10	13	16	19	22

Figure 2.24 - Forming three files

Identifying the directions of a squad of a march-past

It is important that you identify the directions of a squad in order to give commands and to make the correct movements on receiving commands when performing movements as a squad in a march-past. Therefore, let us learn the four main directions of a squad of a march-past.

1. Front :-The direction the squad is facing when falling in a single file at the time of forming of the squad.
Most often the leader of the squad is in the front.
2. Right :-When facing the front, the right hand side is the right.
3. Left :-When facing the front, the left hand side is the left.
4. Back :- The direction after turning 180° from the front.



Activity

Get into groups and take turns in appointing a leader. Give the commands correctly beginning from forming of a single file to forming of three files. Practice forming three files under the supervision of the teacher.

" Left curve" marching

If a squad or several ranks that are marching straight forward, continue marching forward curving to the left hand side, without making a direct turn, it is called curving to the left. A squad marching on a running track has to march curving to the left while passing the curved parts of the track.

The command “Left ... curve..” is given while the squad is in the normal marching position. On receiving this command, the squad does not change the rhythm of the march, but a rhythmic turn is made curving to the left hand side of the squad.

When turning to the left in this manner, the file in the inner side takes short steps, the file in the middle takes steps a little longer than that, and the outermost file takes steps even longer showing a movement that is similar to the movement of a door that is being closed. (figure 2.25)



Figure 2.25 - "Left curve" marching



Activity

Practise marching forward curving to the left.

Compliments on the march

Compliments on the march is performed by a squad without halting in order to show the honour of the squad to the chief guest and the principal of the school who are standing on the saluting dais.

For this movement, the squad is given the command “Compliments on the march... Eyes right....”

While the squad is marching, the squad receives this command at a point when their left foot touches the ground in the front.

- On receiving the command, take a normal step with the right foot.
- As the next step is taken with the left foot, turn the head, which was facing front, 90° to the right while continuing marching.

When doing this the right marker should keep looking straight ahead while all the others in the squad should turn their heads 90° to the right looking with an angle of 45° upwards.

- As the saluting dais has been passed, a nominated student marching at the back gives the command “eyes ... front...” and the squad turns their heads forward.



Figure 2.26 - Compliment on the march



Activity

Form a march past squad with the participation of all the students the class. Get one student to give the command for others to practice and how to pay compliments on the march during a march past.

Summary

There are patterns in performing movements either individually or as a group according to the commands given. There are specific time durations and a rhythm for performing these movements and hence there is uniformity in such movements.

Moving the body from one direction to another remaining in the same place is called 'turning'. There are various turns such as left turn, right turn and about turn.

It is important that, all movements such as mark time, halt from mark time, marching, and halt from marching are performed correctly.

When forming a standard march past squad, there is an accepted, sequential pattern to follow and there is an accepted method of giving commands. There is a sequential order of the steps followed in forming a single file, standing at attention, counting from the right, forming two files, turning to the right and the left in files, and forming three files.

There are four directions of a march past squad namely, the front, left, right and the back. It is important to practice how to perform the forward march, left wheel, right wheel and how to perform paying compliments on the march.

Most often, these movements take the form of military drills. Therefore, the way we usually walk and other movements we make, too, can be performed methodically by practising these movements



Exercise

1. Name the three main turns you learnt in this lesson.
2. Perform those three movements correctly.
3. Perform "marking time" correctly.
4. Name in the correct order, the steps that are followed when forming a march-past squad.
5. Name the directions of a march-past squad using an illustration.
6. Perform correctly the movements made in paying compliments on the march.

3

Let us play volleyball

The popular 'ball game' volleyball can be played within a limited space incurring a very low cost. Volleyball is a popular game in Sri Lanka. Although a volleyball team is comprised of 12 players, only 6 players can play for a team at a time.

When you were in Grade 7, you learnt the skills of volleyball namely, service, receiving, setting, spiking, blocking and court defending. Not only that, you also learnt with practical lessons the under arm service and the under arm receiving under the skills of service and skills of receiving.

In this lesson, let us learn with practical exercises the over arm service, which is another technique of service and the volley pass, which is the most commonly used technique for setting the ball.

Basics of volleyball

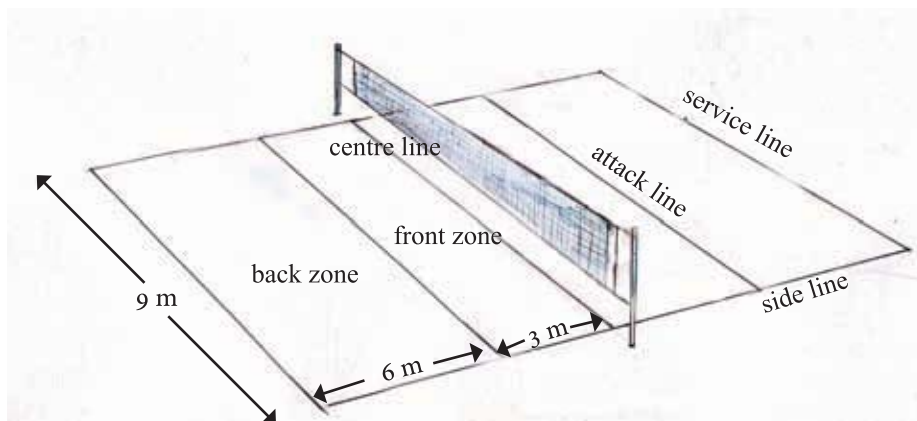


Figure 3.1 - Volleyball court

When you closely observe a game of volleyball being played, a rhythm that is particular to volleyball can be noticed:

- First, the ball is served by a team and it is received by their opponents;
- After receiving the ball by the opponents, it is passed by a player in the same side;
- On passing the ball, it is spiked by another player of the same side;
- As the ball is spiked, it is blocked by the players of the other side;
- After blocking the ball, it is passed by the players of the same side;
- Then, it is set by the players of that side; and
- It is then spiked and passed on to the other side.
- The two teams continue repeating the same activities.

It can be noticed that this rhythm is maintained until the ball has landed on the floor of the court giving a point to one side.

Over arm service



Activity

Take a volleyball and go to the volleyball court with a friend. Stand on one side of the court close to the net and ask the friend to stand on the other side of the court. Now serve the ball over the head to the other side. Move a little backwards so that the distance from the net is increased, and serve the ball. Continue practicing the service gradually increasing the distance from the net.

Overarm service technique

For easy understanding, the over arm service can be explained under several steps in the same way you learnt the under arm pass in grade 7.

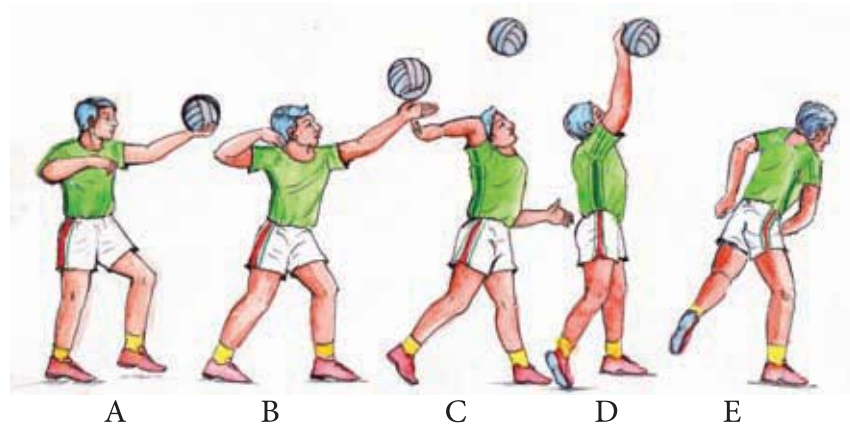
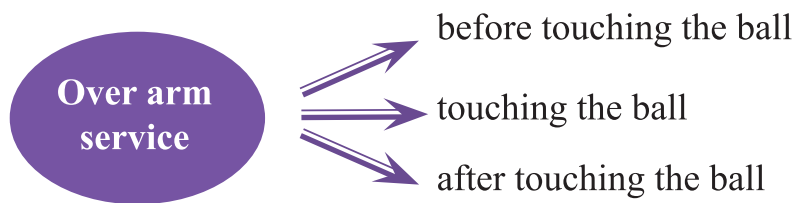


Figure 3.2 - Overarm Service

Before touching the ball

- Stand looking ahead.
- Stretch the non-dominant hand and keep the ball on the palm.
- Put the foot of the same side a little in front.
- Stand keeping the body weight on the back foot (Figure A).
- Slightly bend the striking hand at the elbow and keep that hand a little behind and above the head (Figure 3.2 B).

Touching the ball

- Toss the ball as convenient to you.
- Bring the striking hand swiftly forward and hit the ball with the palm.
- When hitting the ball the hand should be straightened.
(Figures 3.2 C,D)

After touching the ball

- After hitting the ball, bring the hand down from the front side of the body.
- Bring the back foot forward in order to maintain body balance. (Figure 3.2 E)

Practice performing each of these steps with the help of your teacher. In order to gain further understanding about these techniques, you can study the illustrations, too.

Identify the difference between the way you performed the over arm service freely and the way it is done according to the following technique. Accordingly, try adopting the proper technique when serving the ball.

Activities for practicing the over arm pass

1. Fix the volleyball net at height of about 5 feet above the ground.

Serve over the net following the correct technique (Figure 3.3).

Repeat the activity increasing the height gradually up to 8 feet.

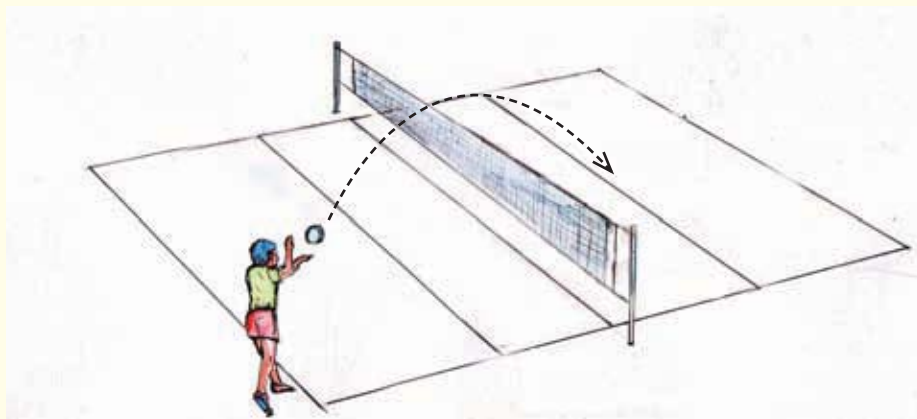


Figure 3.3

2. Take a volleyball and go in front of a wall.

Make several marks on the wall at a level of about 8 feet high above the ground level.

Stand about 5m away from the wall.

Now, hit the ball with your hand using the over arm technique so that the ball hits each of the marks (Figure 3.4).

Gradually increase the distance from the wall up to 10m and practice hitting the ball so that it touches each of the marks on the wall.

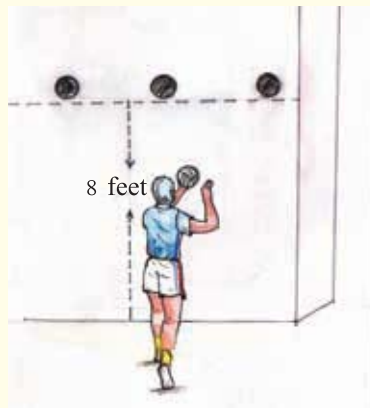


Figure 3.4

Identify the speed at which the ball hits at different distances from the wall and also identify which part of the hand should be used when hitting the ball at different distances.

Overarm setting (volley pass)

When playing volleyball, the ball should be set for spiking. For that, the two techniques, namely the dig pass and the volley pass are used. The dig pass technique is similar to the underarm receiving technique you learnt in Grade 7. The most convenient and reliable method of setting the ball is the 'volley pass'.

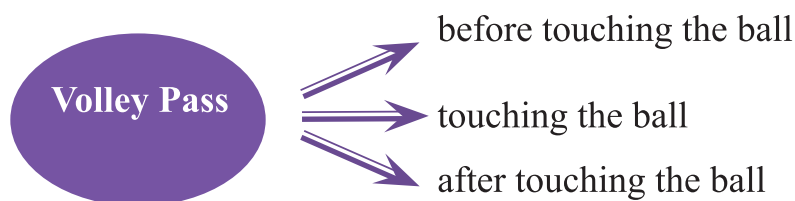


Activity

1. Bounce the ball and throw it up holding it by its bottom part using both hands. When it comes down, catch it at a level above the head and throw it up again without letting it fall down. Continue doing this for a long time. When holding the ball keep the palms turned towards the sky.
2. Get a friend to help you and practice catching and throwing the ball. Whenever you catch the ball, keep in mind to hold it from the bottom extending both hands. Continue doing this for a long time. When catching the ball keep the palms above the head turned towards the sky.

Volley Pass Technique

Volley pass technique can be studied under three stages.



Before touching the ball

- Stand with good balance with your legs apart, keeping a distance of shoulder width or slightly more between the two feet.
- Bend the knees slightly and lower the body a little
- Keep your body straight
- Keep the fingers freely forming a spherical shape that is large enough to hold the volleyball and keep the thumbs and forefingers of the two hands forming a triangular shape. Keep the wrist joints freely (figure 3.6).



Figure 3.5

- Hold the two hands thus arranged slightly above the forehead.
- Keep the eyes focused on the ball through the thumbs and the forefingers of the two hands.



Figure 3.6

Touching the ball

- Straighten the ankles, knees, hip, elbows and wrist joints and raise the body while directing the ball upwards using the tips of fingers.



Figure 3.7

After touching the ball

- Loosen up the two hands and extend them towards the direction of the ball.
- Straighten the legs and raise the body.
- Maintain body balance by placing one foot in front.

Practice performing each of these steps with the help of the teacher.



Figure 3.8

Activities for practicing the volley pass

1. Take volleyball or a similar ball, keep it on the ground and hold it by its top half with both hands and hit it against the floor.

As the ball bounces catch it by its top part and hit against the floor again. (Bounce the ball.)

Instead of catching the bouncing ball as described above, push it to your friend using both hands.

Continue doing this activity for a long time.

2. Take a volleyball and go closer to a wall.

Make some marks on the wall at a level of about 10 feet.

Stand at a distance of about 4-5 metres away from the wall and hit the ball against the marks on the wall.

Continue doing this for a long time.

Rules relating to service and passing the ball

- The ball should be served after receiving the signal for it.
- Service should be done within 8 seconds after the ball has been tossed.
- The server should not make contact the service line.
- A player should not rest the ball in the hand when passing the ball.
- The player should not catch and throw the ball.
- When passing the ball, it should not come into contact with the hand more than once (This rule is not considered for the first ball comes over the net).

Summary

Volleyball, which is the national game of Sri Lanka, can be played within a limited space incurring a low cost. We can observe a rhythm in volley ball and it requires the mastery of several skills to play this game.

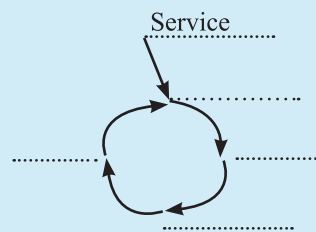
Out of the volleyball skills, the over arm service technique that is used to serve the ball can be explained under three stages – before touching the ball, touching the ball and after touching the ball.

Dig pass and volley pass are the two techniques of passing the ball. For easy understanding, the volley pass, too, can be studied under three stages; before touching stage, touching stage and after touching stage.

You must engage in various activities in order to practice these techniques.

Exercise

1. Show two activities that can be used to practice the volley pass.
2. Show what is done in each of the three steps of the overarm pass technique.
3. Fill in the blanks of the following figure which shows the rhythm of a volleyball game.



4

Let us play netball

Out of the organized games, netball can be introduced as a game that is very popular among girls and women. Playing net ball, within a small space for a certain time, with 14 players, without touching contacting playes, is the beauty of this game.

In Grade 7 you learnt netball skills, namely ball controlling, footwork, attacking, defending and shooting. You also gained practical experience in practising these skills in a netball court.

In this lesson you will learn how to hold, pass, throw and catch the ball correctly in ball control which is an important skill in netball and through that you can improve your skills related to various methods of ball passing.

Holding the ball correctly

You should learn how to hold the ball correctly with both hands when playing netball. For that, engage in the following activities at the playground.



Activity

Place the ball on the ground in front of you close to your feet. Stretch the fingers of both hands. Bring the two thumbs close together. Stretch the thumbs and the other fingers directing them forward and keep the two hands in a W shape (figure 4.1). With your hands in this shape, bend forward and hold the ball. Now raise your body holding the ball correctly. Practice doing this activity correctly.

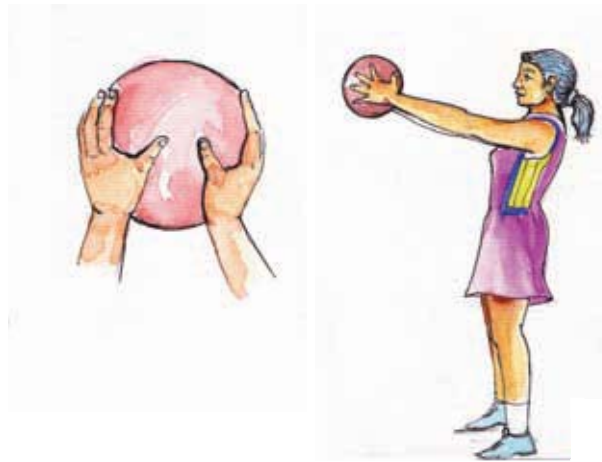


Figure 4.1- Holding the ball correctly

Passing the ball correctly (throwing)

Activity

Go to the playground with your friends and practice throwing and catching the ball freely. Practice throwing the ball with both hands and then with one hand.

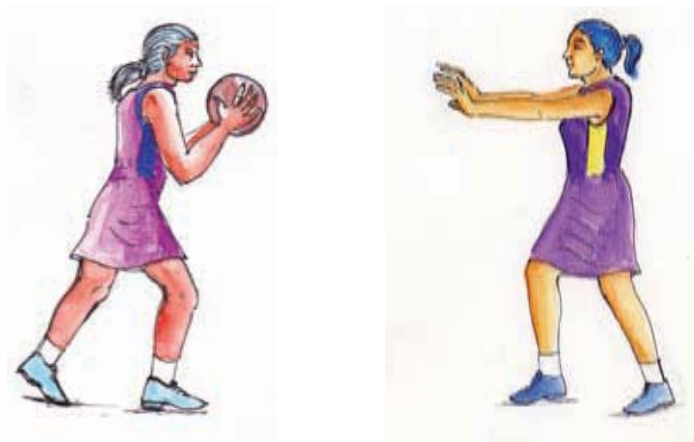


Figure 4.2 - Passing the ball correctly

Factors that should be taken into consideration when throwing the ball

You should take the following factors into consideration in order to maintain your body balance in all the ball passing methods you learn in this lesson.

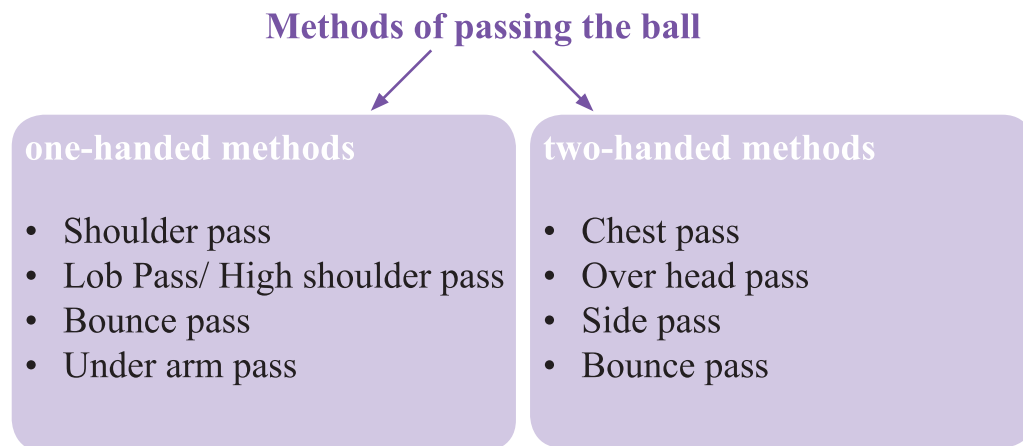
- When you begin to throw the ball, hold the ball with both hands or with one hand and place your strong foot a little behind.
- Shift the weight of your body on to the back foot.
- Keep your eyes on the direction to which you are going to throw the ball.
- If you use one handed techniques extend the free hand to the front freely.
- Now throw the ball forwards.
- When releasing the ball, shift the body weight from the back foot to the front foot and maintain body balance.

Factors that should be taken into consideration when catching the ball

- When catching the ball, place one foot forward and shift the body weight to the front foot.
- Extend the two hands towards the direction from which the ball is approaching.
- As you catch the ball with both hands, pull the ball towards your body and maintain your body balance by shifting the body weight to the back foot.
- It is very important to hold the ball correctly when receiving the ball.

Methods of passing the ball

In netball, passing of the ball can be done either with one hand or with both hands. Various ball passing methods have been developed based on the part of the hand in which the ball is held and on how the hands are used for passing the ball.



One-handed methods

Shoulder pass

This method is called the shoulder pass because the ball is held behind the shoulder. Follow the steps given below in order to practice the shoulder pass:

- Keep the hand holding the ball a little behind your shoulder.
- Release the ball from shoulder level.
- When passing and catching the ball that is passed to you in this manner, balance your body following the way described above.



Figure 4.3

2.High-shoulder pass / Lob pass

In this method, the ball moves along a curved path above the shoulder level between the passer and the receiver. Practice this pass in the playground following these techniques:

- Hold the ball with the powerful hand.
- Position the hand holding the ball a little behind the body and above shoulder level.
- Now pass the ball forward from above the shoulder level so that it takes a curved path.
- When passing and catching the ball, maintain your body balance as described above.

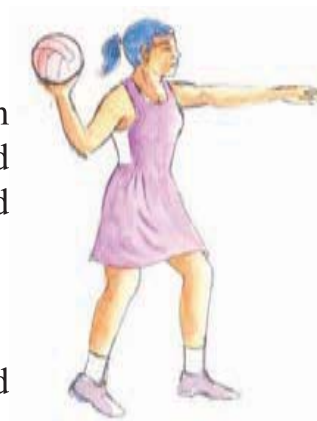


Figure 4.4

Activities to practise the shoulder pass and high shoulder pass

Divide into several groups.

Get each group to form a line.

Ask the leader of each group to stand about 5 metres in front of the line.

Ask the leader to pass the ball using the shoulder pass technique to the first member in the line.

The first member catches the ball, throws it back to the leader using the shoulder pass technique and runs to the back of the line and stands behind the last member in the line.

When you have finished practising the shoulder pass technique, practise the high shoulder pass technique, too, in the same manner.

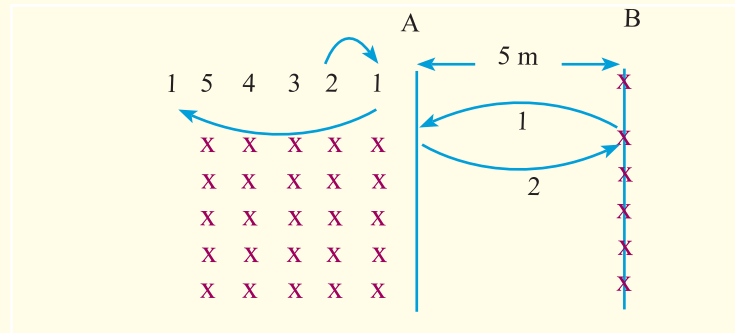


Figure 4.5

3. Bounce pass

In this method, the ball is passed to the receiver by way of bouncing the ball between the passer and the receiver.

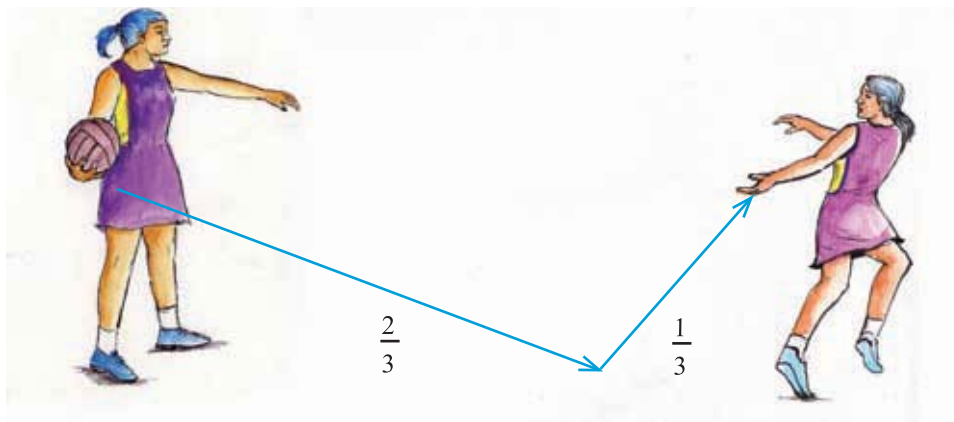


Figure 4.6

- Keep the hand holding the ball at waist level.
- Pass the ball to the receiver by bouncing it on the ground beyond an extent of about two thirds the distance between the passer and the receiver.

Activities to practise the bounce pass

Divide into several groups.

Get the groups to stand face to face with a gap of about 3 metres between each group as shown in the figure 4.7.

The first student of side A should pass the ball to the first student of side B using the bounce-pass technique and then runs to the back of the line and stands behind the last student.

The first student of side B catches the ball and passes it to the next student of side A and then runs to the back of the line and stands behind the last student.

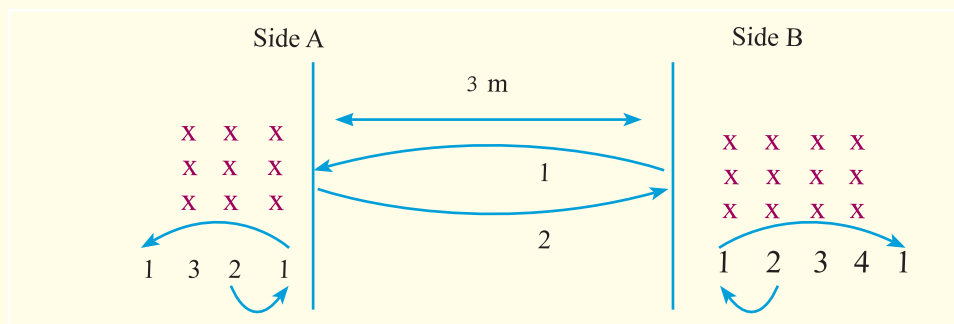


Figure 4.7

4. Under arm pass

In this method the ball is released below the knee level. The receiver should catch the ball at a level between the knee and the waist.

- Bend the legs at the knees and bend forwards lowering the body; hold the ball below the knee level.



Figure 4.8

- Now the hand that is directed downwards close to the body, should be pushed forward below the knee level while maintaining the body balance.
- Pass the ball aiming a level between the waist and the knee of the receiver.

Activities for practising the underarm pass

Divide the class into several groups.

Get all the groups stand in a semicircle as shown in the figure 4.9

Ask one student to come to the centre of the semi-circle.

The student in the center should throw the ball to each student standing on the semicircle using the underarm technique and students in the semicircle should catch the ball and throw it back to the student in the centre using underarm technique.

Continue doing this activity until all the students on the line have come to the centre.

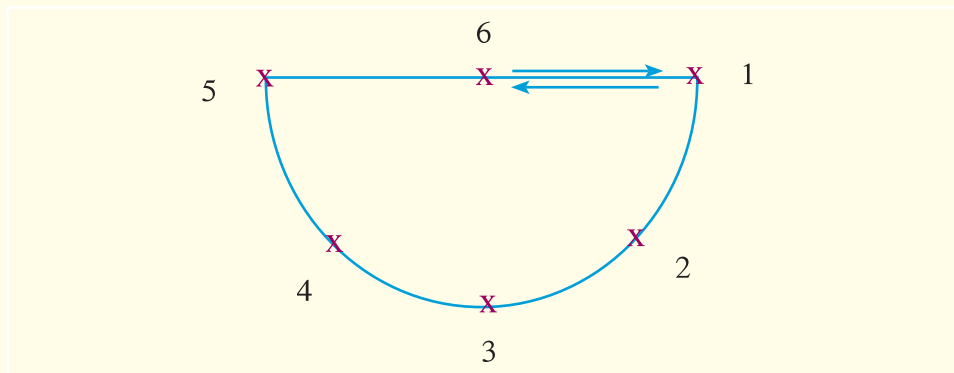


Figure 4.9

Two-handed ball pass methods

1. Chest pass

In the chest pass, the ball is held in front of and close to the chest. This method is used to pass the ball to a shorter distance.

- Hold the ball correctly with both hands and bring it close to the chest so that the elbows lie close to the body and directed downwards.
- While directing the hands forward, release the ball using the wrist and the fingers.
- Maintain the body balance.

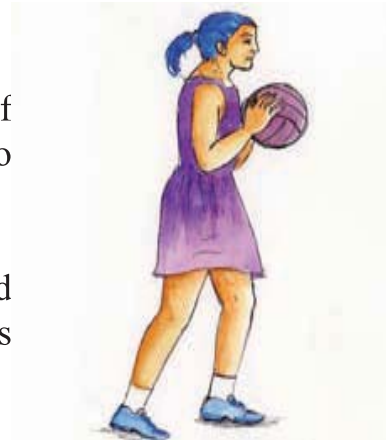


Figure 4.10

Activities to practice chest pass

Divide the class into several equal groups.

The groups should now stand in two rows with a gap of about three meters so that the students of the two rows face each other (figure 4.11).

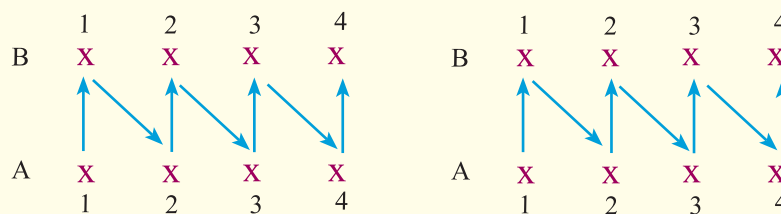


Figure 4.11

The first student standing in row 'A' passes the ball to the first student standing in row 'B' aiming the chest area.

The first student in row 'B' catches the ball and passes it to the second

student in row 'A'.

In this way, the ball is passed to each player of the team giving them the opportunity to practice catching and passing the ball.

2. Overhead pass

For executing the overhead pass, the ball should be held above the level of the head using both hands. The ball should then be released over the head level so that it moves in a curved path between the passer and the receiver.

- Hold the ball with both hands and extend the hands upwards over the head.
- Release the ball (using the wrists and fingers) so that it moves forwards in a curved path above head level.
- Maintain body balance by stretching your body forward.



Figure 4.12

3. Side pass

When executing the side pass, the ball is passed from a side of the body.

- Hold the ball with both hands and keep it at a side of your body at a height between the shoulder level and the waist level.
- Turn the body at the hip bringing the two hands slightly backward and, slightly leaning towards that side, pass the ball forward so that the receiver can catch the ball at waist level.
- Maintain your body balance.



Figure 4.13

Activities to practice the over head pass and the side pass

Divide the class into several equal groups.

Get each group stand in a semicircle (Figure 4:14).

Ask one student to come to the centre and pass the ball to the other members of the group using the overhead pass technique.

Do the same, to practice the side pass

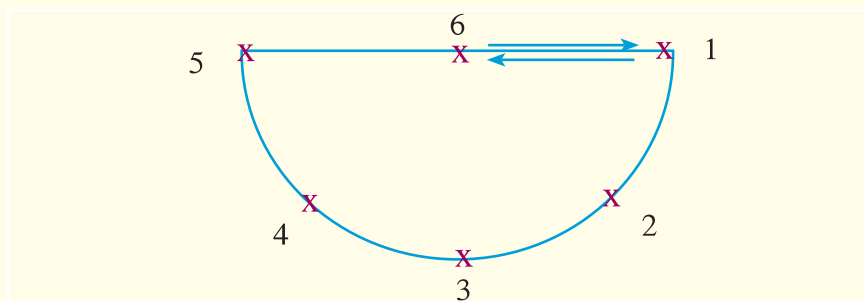


Figure 4.14

4. Bounce pass

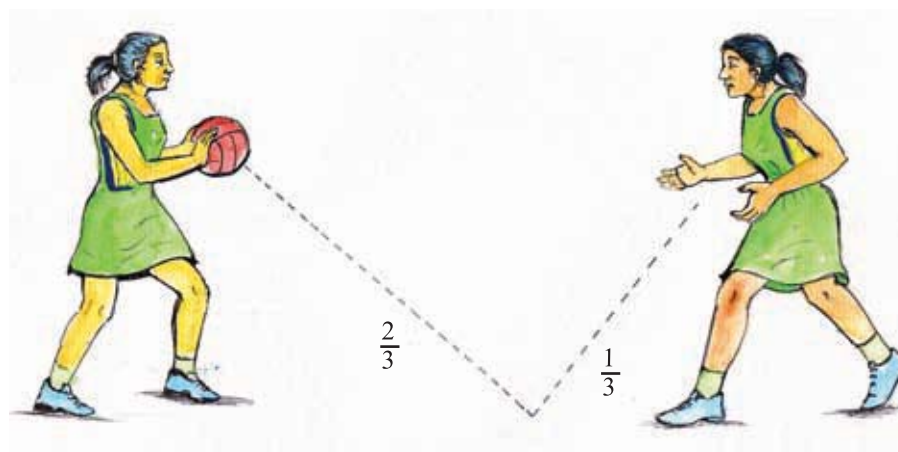


Figure 4.15

Bounce pass can be done either with one hand or with both hands. You have already learnt how to pass the ball using the bounce pass with one hand.

- Hold the ball with both hands and keep at waist level.
- Pass the ball by bouncing it on the ground at a point beyond an extent of two thirds the distance between the passer and the receiver.
- Pass the ball to the receiver so that the receiver can catch the ball by stretching the body well to the right or the left.

Activities to practise the bounce pass

Form two lines standing face to face in the playground.

Throw the ball using the bounce pass technique to your friend who is standing opposite you.

After the ball has been thrown, go to the back of the line and stand behind the last student.

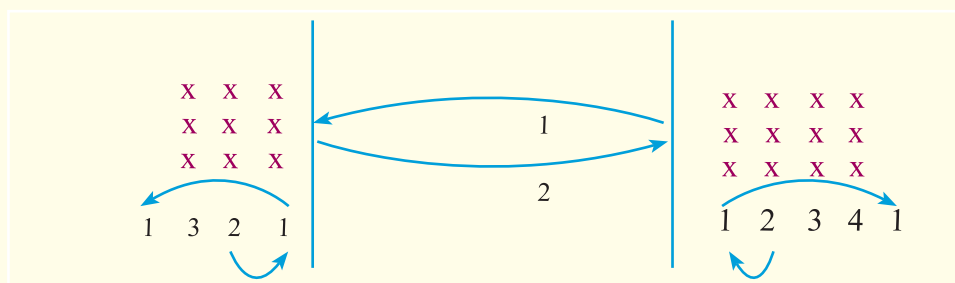


Figure 4.16

Summary

You should master the skills of passing, catching and holding the ball correctly in order to play netball well. The ball can be passed using one hand or both hands.

The methods namely the shoulder pass, high-shoulder pass, bounce pass and under arm pass can be used to pass the ball with one hand.

The methods namely the chest pass, overhead pass, side pass and bounce pass can be used to pass the ball using both hands.

When passing the ball using the above methods and when catching the ball, the correct techniques should be used and the body balance should be maintained. Further, you can also engage in various activities to practise these ball passing techniques.



Exercise

1. How many key methods of passing the ball are there in netball? Name those methods.
2. What are the factors that should be taken into consideration when passing the ball?
3. State the factors that should be taken into consideration when catching the ball.
4. Illustrate the correct way of holding the ball.
5. Demonstrate two of 'one handed passes' and 'two handed passes'.

5

Let us learn how to make the start in running

Running events that come under athletics are classified into three groups based on the distance, namely short distance, middle distance and long distance running. Taking a good start in running events is crucial for winning an event. A late start is most often the major cause for losing the event, particularly in sprints. The type of start that should be taken, also changes according to the distance. The crouched start is used for sprints while the standing start is used in medium-distance and long-distance races.

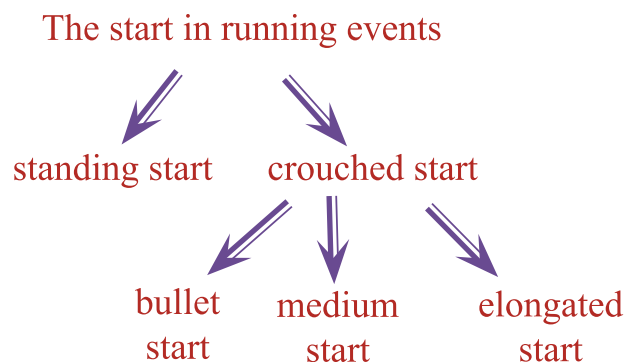
Recall what you learnt when you were in Grade 7 about how the hands and legs function while running correctly and also recall the exercises you did in order to practice running.

In this lesson we will learn the different methods of start taken in running and out of those methods, we will demonstrate the correct technique of standing start and the medium start of the crouched start.

Methods of start in running events

The start in running events can be classified into different methods as follows:

Diagram 5.1



For Free Distribution.

Standing start

Standing start is called so because, this start is taken being in a standing position. The standing start is used for medium-distance and long-distance races. Accordingly, the standing start should be used for all the races above 400 metres.

eg:

800 metres
1,500 metres
5,000 metres
10,000 metres

Two commands are given for the standing start.

1. on your marks
2. go (a signal or the sound of starting gun)

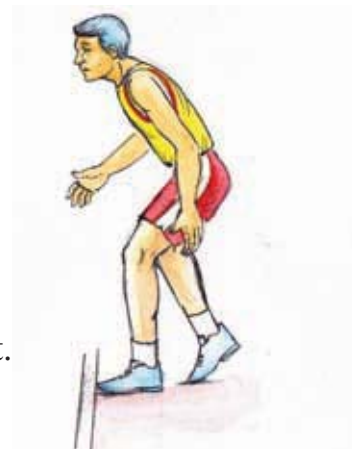


Figure 5.1 – The standing start

When taking the standing start, you should get ready as shown in the figure 5.1.

At ‘on your marks’ command

- The front foot is placed close to the starting line.
- The back foot is about shoulder width apart from the front foot.
- The weight of the body is on the front foot.
- The arm at the opposite side to the front leg, should be kept in the front and the other arm should be kept at the back.

At the ‘go’ command

- The leg at the back is brought forward and running is started.
- The body that is bent forward is now raised.

Crouched start

Crouched start is used for sprints.

It is compulsory that the crouched start is used upto and including 400-metres races

eg:

- 100 m
- 200 m
- 100 m X 4 relay race
- 400 m X 4 relay race
- 100 m hurdles
- 110 m hurdles
- 400 m hurdles.

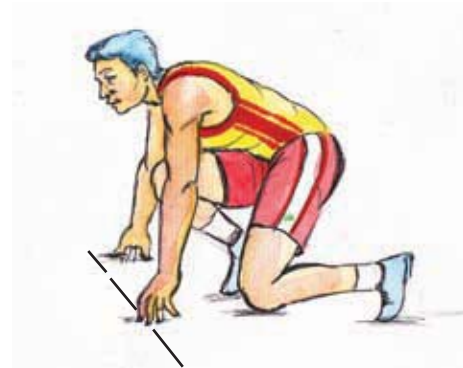


Figure 5.2– The crouched start

Three commands are given for the crouched start:

1. on your marks
2. get set
3. go (a signal or sound of starting gun)

In the crouched start, the way the legs are placed, changes according to the height of the runner. Accordingly, the crouched start is divided into three categories, namely the bullet start, medium start and the elongated start. Shown below is how the legs are placed in the medium start.

Medium start is taken being in a kneeling position.

The three phases in the medium start should be performed as follows:

At ‘on your marks’ command

- Strong leg should be kept as the front foot.
- The knee of the back leg should be placed about 3-4 inches away from the arch of the front foot.

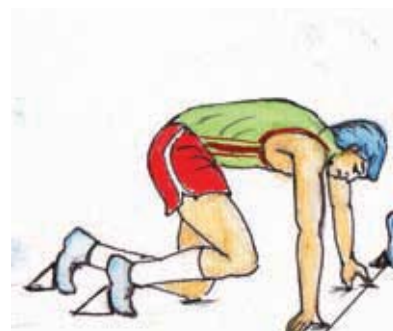


Figure 5.3

- The two hands should be placed on the ground closer to the starting line with the gap between two hands roughly equal to the shoulder width.
- The fingers should form an arch with the thumbs.

At the 'get set' command

- Both knees are raised.
- Hip should be raised to a position slightly above the level of the shoulders.
- Shoulders are brought slightly past the starting line.
- The weight of the body is on the two hands.



Figure 5.4

At the 'go' command

- As the sound of the starting gun (go command) is received, the body is pushed forward by pressing against the ground with the two feet.
- The two hands which were in contact with the ground are taken off and a short step is taken forward.
- The hand in the opposite side is brought forward.
- As the body is pushed forward, the hip and the legs are straightened.



Figure 5.5

In the medium start, the runner should immediately stand up at the signal given at the 'go' phase and running should be started.

Sprinters should practice how to perform this quickly.

Activities to practice moving forward quickly at the 'go' command and increasing of the running speed

1. Sit on the ground so that the two legs are stretched forward.

With the 'go' command stand up quickly and run a distance of about 10 meters.

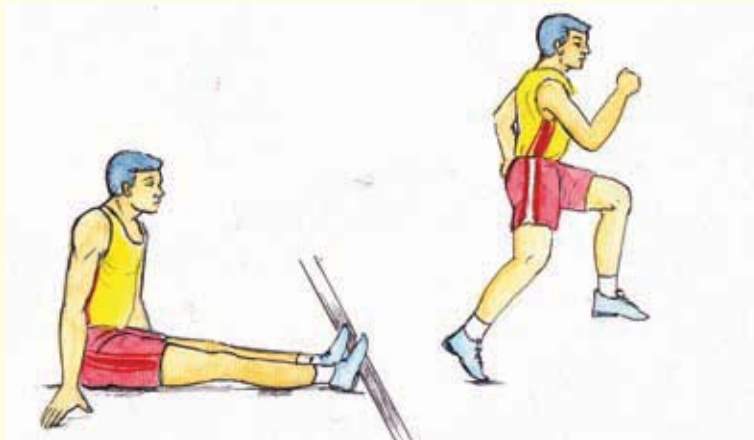


Figure 5.6

2. Lie on the ground facing upward.

As the command is received, stand up quickly and run about 10 metres.

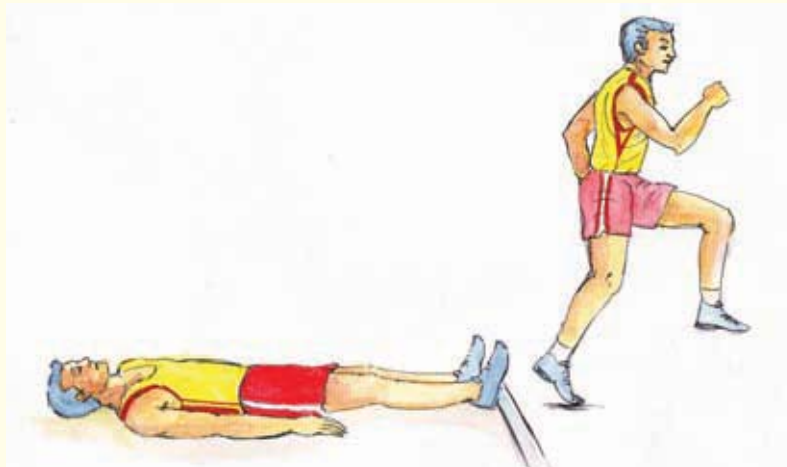


Figure 5.7

3. Be on the ground in a kneeling position so that the toes, the knees and the palms of the two hands are completely touching the ground.

As the command is received, stand up quickly and run about 10 metres.



Figure 5.8



Activity

According to the command, demonstrate standing start and medium start.

Summary

The start is a very important phase of running events. It is done according to two key methods, namely standing start and the crouched start

Two commands are given for the standing start which, is used only in races above 400 meters.

Three commands are given for the crouched start which, is used only in races up to 400 meters.

Crouched start is divided into three different forms, namely bullet start, medium start and elongated start. Out of these three methods, the medium start is the mostly used by many.

Exercise

1. Select the correct word from within brackets and fill in the blanks.
(standing start / 1500m / get set / two / three)
 - i. is used for medium-distance and long-distance races.
 - ii. command is not given in the standing start.
 - iii. The standing start is used in races.
 - iv. There are commands for the standing start.
 - v. There are ways of taking the crouched start.
2. Perform the way the medium start of the crouched start is taken.
3. Perform an activity that can be used to increase the reaction speed of the crouched start.

Let us make our school environment healthy

We spend most of our time with our family members. However, we spend a substantial amount of time in school too. About one fifth of the population of Sri Lanka are of school going age. The school can have a positive influence on our behaviour from childhood. Schools can also influence society. As students you can help to improve the health status of yourself, your family and the society.

In grade 7 we discussed about health promotion in your family and about developing of a healthy family environment.

In this lesson we will look at health promotion, strategies used in health promotion and how to develop a health promoting school.

How to identify a health promoting school

Nimali: Don't you think our school looks beautiful after our new principal came?

Kamala: Yes. It is very beautiful and clean. How did this change happen suddenly?

Nimali: The prefects, teachers and the principal, we all got together and prepared a plan. It succeeded because we all worked together. Now everyone comes to school by 7.00 a.m. Everybody brings a lunch box and a bottle of boiled and cooled water

Kamala: Yes. The parents also participate in the volunteer activities which our classes carry out

Nimali: Sir has helped us to organise different programmes such as concerts, sports meets which will show our talents. We won the “Productivity School” award because our school is very organised

Kamala: Yes, our teachers are also very happy and support us in all these activities. I don’t even feel the time passing by when I am in school

Nimali: Yes. I too feel that way. We all must contribute to develop the school

This is a conversation between two students of Senagama Vidyalaya. It describes many of the activities which are conducted in the school.



Figure 6.1 - Health promoted schools

A school that uses its full organisational capacity to promote the health of the school community including school children as well as staff is called a health promoting school.

Health promotion

We learnt about health promotion in Grade 7. Health promotion enables people to improve their health by controlling factors which influence health.

School health promotion

School health promotion help school children to promote the health of the school and the society they live in by helping them to influence and control factors which affect health.

You can contribute to health promotion through the Health Development Society and the Student Health Society in your school. This will help you to develop your personality as well as to improve your health.

Characteristics of a health promoting school

A school has a physical, psychological and social environment.

Physical environment

A school's physical environment consists of the class rooms, buildings, school garden, play ground, water supply and other physical features.

The physical environment of a healthy school should contain the following.

- Clean air
- Clean surroundings
- Attractiveness
- Clean class rooms
- Adequate and clean toilet facilities
- Clean, safe drinking water
- Adequate facilities for sports
- A clean and healthy canteen
- A safe environment

Clean air

Adequate distance between buildings is necessary to maintain proper ventilation. Growing trees in the school premises, opening doors and windows and not covering the ventilation holes in class rooms, laboratories, library, music room and auditoriums will provide clean air.



Figure 6.2 - Class rooms with ventilation

Clean surroundings

The classes can take turns to clean the play ground and other areas. The prefects can supervise the work. A health promotion school will have an efficient way of disposing garbage. Separate bins can be kept to collect garbage which degrade and do not degrade.

Degradable organic material can be used to make compost. Compost can be used in the cultivation of fruits, vegetables and herbs in the school garden. These cultivations can be maintained by different groups of students.

It is also important to maintain the drains and ensure that water does not collect in various places. You can get the help of the Health Promotion Committee and the Environmental Committee for these activities.



Figure 6.3 - Cultivations in the school garden

Attractiveness

The school and its environment must appear attractive. The entrance of the school, herbal garden, flower beds, sign board etc. must be designed to look attractive and informative.



Figure 6.4 - Attractive environment

Clean class rooms

A daily roster can be maintained to clean the class room. The teachers' table and chair, blackboard and the students' desks and chairs must be cleaned and arranged neatly. A dust bin must be kept to collect garbage. The broom and other cleaning equipment must be stored neatly.



Figure 6.5 - Clean class rooms

Adequate and clean toilet facilities

The required toilet facilities will depend on the number of students in the school. Separate toilets should be available for staff and students. There should be separate facilities for males, females and disabled people. There should be adequate water, privacy and facilities for disposal of sanitary towels. Students can monitor the availability of facilities. Everyone in school should ensure that toilets are used properly and cleanliness is maintained.

clean, safe drinking water

You need water to drink, wash hands and to use in the toilet. If drinking water is obtained from a well, a tank or a stream, the Public Health Inspector (PHI) should certify that the water is safe for use.



Figure 6.6 - Clean drinking water source at school

Adequate facilities for sports

A health promotion school should have adequate facilities for sports. Trees can be planted around the play ground to provide shade and

improve the appearance. Students should ensure proper use of sports equipment and pay attention to safety in the play ground and other sporting facilities. They should make maximum use of the time allocated for sports.



Figure 6.7 - Sports facilities

A clean and healthy canteen

A health promotion school should pay adequate attention to the school canteen. Canteen should have clean water for drinking and washing hands and facilities for garbage disposal. The canteen must maintain cleanliness. Food should not contain excess sugar, salt or fat. Nutritious food such as sweet potatoes, different types of grains and pulses should be available in the canteen. The Health Society can ensure that fast food and junk food are not available in the canteen. Food sold in the canteen should comply with the "School Canteen Circular". Students have a right to request to follow this circular by the canteen owner.

A Safe environment

A health promotion school should ensure the safety of the student. Students can be trained to act as traffic wardens outside the school. This will help reduce the risk of accidents. Students should also be trained to observe road rules.

If there are slopes in or around the school these areas should be secured with a fence. The slopes should be covered with vegetation to prevent soil erosion.

School should be inspected for dengue mosquito breeding places. The school and its' surroundings should be kept clean and any mosquito breeding places should be destroyed.

You must be vigilant to ensure that abuse does not take place in your school. If you suspect that such activity is occurring or feel unsafe you must tell your teachers about it.



Figure 6.8 - Safety in the school

You can contribute to make your school a safe place for you and others by being vigilant and educating others about possible dangers.

Psychological and social environment

A healthy psychological and social environment ensures that you maintain healthy and happy relationships with others. Skills such as being able to recognise ones abilities, being able to face challenges, effective communication and empathy are necessary to maintain a healthy psychological and social environment.

Following are some of the characteristics of a healthy psychological and social environment.

1. Safety- An environment free of bullying, abuse, arguments, fights and physical punishment
2. Providing counselling services
3. Ensuring equal treatment for all
4. Opportunities for team work
5. Learning to appreciate others

Safety

We discussed previously about physical safety. In addition, the school should also provide psychological and social safety. The teachers are vigilant to ensure that you are not subjected to abuse while in school. The principal and the teachers provide love and care similar to what you receive from your parents or guardians. In return you have to ensure that you obey school rules and behave appropriately. Just as you have a right not to be abused by teachers or other students, you also have a responsibility not to subject others to abuse.



Figure 6.9 - Receiving Love and care from teachers

Providing counselling facilities

You will face stressful situations in life. Preparing for exams, studying, taking part in sports events, being bullied, problems with friends are some examples of stressful situations faced by students. Your school should have a counselling facility which enables students to discuss these issues. Those engaged in counselling services should be acceptable by students, ensure confidentiality of what is discussed and be available when needed.

If you or your friends have any problems you could discuss these with the teacher counsellor in your school.



Activity

Meet your counselling teacher. Discuss with the teacher about some of your friends who are not interested in their studies. Ask the teacher how you can help them.

Ensuring equal treatment for all

In a health promotion school, every student is considered special by the principal and the staff.

You should also treat all students equally. You should learn to love and respect all friends, teachers and other supporting staff in your school.

Opportunities for team work

Working in groups will help you develop many skills. Getting to know each other, listening to and respecting the ideas of others, expressing your own ideas are some of these. Working in a group helps you to identify the wishes, ideas, feelings and behaviours of different types of people. You also learn to be a leader and to respect the leadership of others.

Therefore participate in group work whenever the opportunity arises.



Figure 6.10 - Team work

Learning to appreciate others

Students have different types of abilities. We discussed in chapter one about the factors which influence our self esteem. The school provides opportunities for students to display their abilities and achievements in areas such as sports, dancing, music and oratory. The morning assembly, prize giving, concerts, sports meet and literary contests are some examples of opportunities to show your talent.

Prizes, trophies and certificates are awarded for special achievements. You should try with the help of your teachers to develop your talents.

You must also appreciate the success of others and follow their examples. Thank people when they help you and help others in return.

Activity

List out different activities already carried out to promote physical, mental and social health of your school. Give your proposals in addition.

Different Activities contribute towards the health promotion of school

We can carry out different activities in school to promote physical, mental and social health. In grade 7 we learnt five themes under which we could promote health in our families. We can adopt these five themes to promote health in the school too.

Themes for health promotion

1. Developing policies which promote health
2. Improving knowledge and skills
3. Creating a healthy environment
4. Getting help from the community
5. Reorganising and making optimum use of health services

Improving the knowledge regarding health is simply not adequate to promote health. Therefore, the above themes were introduced to make health promotion successful

Let us learn how we can use these themes to ensure that we consume healthy food in school.

1. Developing a policy of bringing only the healthy food to school
2. Determining nutritional status and identifying healthy food accordingly
3. Ensuring that the canteen serves only the healthy food
4. The vendors around the school agreeing to sell only the healthy food
5. Getting help of the Medical Officer of Health to monitor nutritional status and problems in nutrition

Now we will learn how to use these themes for school health promotion;

1. Developing policies which promote health

Policies are formulated by law or by the consensus of everyone concerned. We can adopt suitable policies which promote health in our schools. Students can contribute to develop and implement these policies.

Examples of health related policies

- Separate containers for collecting garbage as, polythene and other non-degradable material, degradable material, glass and paper
- Maintaining a clean and orderly canteen
- Providing clean safe water
- Conducting health camps
- Not bringing polythene to school
- Bringing only healthy food to the school
- Not consuming artificial (carbonated) drinks

You can develop and adopt healthy policies similar to ones mentioned above. Student Health Societies and Health Promotion Committee can help to develop such policies.



Figure 6.11 -Proper waste disposing



Figure 6.12 - School medical inspection

Activity

Break-up into groups of two and discuss other health policies you can develop in your school. Display a few of these policies in the school.

2. Improving knowledge and skills

You can help to improve health promotional activities in your school by developing the relevant knowledge and skills. We have learnt in grade 6 about life skills which are important for maintaining the health.

These life skills are given below:

1. Self-understanding and self-esteem
2. Decision making
3. Problem solving
4. Coping with stress
5. Critical thinking
6. Creative thinking
7. Emotional balance
8. Good interpersonal relationships
9. Productive communication
10. Empathy



Figure 6.13 - Using the Creative thinking skills

You can develop skills such as leadership skills, ability to work in a group and ability to work under the leadership of others. You can gain knowledge regarding health from books, teachers and other resources. All these can help health promotional activities in your school.



Activity

Get the help of your classmates to develop and implement a plan to improve the appearance of your school garden.

3. Creating a healthy environment

We learnt previously that the physical, psychological and social environment of school influences our health. The experiences we have in school have a significant impact on our future life too.

Therefore, it is important as students, to learn how to maintain a healthy physical, psychological and social environment in school.

4. Getting help from the community

The community can contribute a lot to improve the physical, mental and social health of the school. Parents, teachers, past pupils, those who live in the vicinity of the school and well wishers all have a role to play.

Good relationship with all these groups are essential.

The community can contribute to activities in the school and the school can contribute in return.

eg:

Contribution from community to the school

- Volunteer dengue control programmes
- Preventing the sale of alcohol, tobacco and other drugs in the vicinity of the school



Figure 6.14 - Shramadana campaigns

School contribution to the community

- Conducting an eye camp for parents
- Educating the community about child abuse



Activity

Tabulate the activities which your school and community can conduct to promote health.

Contribution from school to
community

Contribution from community to
School

5. Reorganising and making optimum use of health services

Health services are institutions, personnels and programmes which help to maintain and promote your health.

The following public services help to promote health in the school.

People

- Medical Officer of Health (MOH)
- Public Health Inspector (PHI)
- Public Health Midwife (PHM)
- Agriculture officer
- Environment officer
- Child protection officer

Institutions

- Office of the Medical Officer of Health
- Hospital
- Police
- Red Cross Society
- St. John's Ambulance Service
- "Saukyadana" Movement

Programmes

- School medical inspection
- School dental health service
- Immunization programme
- School sanitary inspection
- Programmes for Prevention of communicable and non-communicable diseases

The health service diagnoses and treats illnesses and disabilities. The student health record and the immunization record show the health services obtained by students.

Following are some of the facilities provided by the health services.

- Prevention of communicable and non-communicable diseases
- Providing immunization according to the recommended schedule
- Promoting dental health
- Identifying and treating visual defects
- Identifying nutritional deficiencies
- Health Education
- Educating about safety
- Identifying birth anomalies (congenital deformities)



Figure 6.15- Immunization



Activity

Fill in the following table

Institution	Service	Location	Relevant person
MOH office			
School dental health clinic			
Police			
Hospital			
Others			

How can you contribute towards the health promotion of your school

- Establishing a health promotion committee in your class
- Carrying out health promotional activities with the help of the committee
- Following existing rules and policies
- Forming new policies related to health promotion
- Abstaining from tobacco and alcohol and engaging in tobacco and alcohol prevention activities with the help of the principal and staff
- Convey health related messages to your family and to the community.



Activity

Evaluate the health status of your school using the school health indicators with the help of your teacher. Discuss how you can improve the health status of your school.

Summary

Health promotion is enabling people to improve their health by controlling factors which influence health.

Health promotion in the school contributes to a healthy society.

We need to have a healthy physical, psychological and social environment in school.

The five themes used in health promotion are, developing policies which promote health, improving knowledge and skills, creating a healthy environment, getting help from the community and reorganising and making optimum use of health services.

You also can contribute to health promotion in your school by focussing on these five themes.



Exercises

1. What is the meaning of health promotion school?
2. What are the themes of health promotion?
3. List some health policies which can be implemented in your school.
4. What skills do you need to promote health in your school?
5. As a student what are your responsibilities regarding the health promotion in your school?

Let us play lead-up games

There are various categories of games, namely athletics, organized games, minor games, lead-up games and recreational games. Lead-up games can be defined as sports activities that are designed to develop skills of major games. By engaging in lead-up games, we can gain a lot of happiness and enjoyment and it also helps develop our physical, mental and social fitness. Lead-up games can be designed according to our preference. However, they are more organized than minor games.

Do you remember spending your leisure time in grade 6 at school, gaining enjoyment while learning to play lead-up games. Further, when you were in grade 7 you learnt about folk games and you must also have played some of them.

This lesson will help you identify the need for lead-up games and gain knowledge about the special features of lead-up games. You can also learn about how fitness can be improved by playing lead-up games. You will further learn how your leisure can be spent happily and enjoyably by engaging in lead-up games with or without equipment.

Importance of lead-up games

Playing lead-up games is very important for you to directly acquire the skills you need for playing major games. Mastering those skills thoroughly part, by part following the correct techniques, will make you become an excellent player in the relevant game.

Further, playing lead-up games helps to improve the physical fitness that is required for playing major games as well as to perform your day to day activities.

Not only that, playing lead-up games also helps improve one's mental and social fitness, too.

Special features of lead-up games

- Rules of lead-up games are simple.
- These games can be played with or without equipment.
- Activities can be designed to suit the availability of space and facilities.
- They provide enjoyment combined with the experience of competitiveness.
- Activities can be designed according to preference.

How the physical, mental and social fitness is improved by playing lead-up games

Physical fitness

- Helps to build up endurance
- Acquires training in techniques of the major games
- Builds up fitness required for day-to-day activities

Mental fitness

- Provides enjoyment and pleasure
- Creates an interest towards taking part in major games
- Gives encouragement to design sports activities
- Develops ability to accept both victory and defeat in same spirit
- Builds up confidence required for facing competitions in major games
- Builds up self discipline

Social fitness

- Develops team spirit
- Develops the ability to be cooperate with others
- Helps to develop skills required for undertaking responsibility
- Develops leadership qualities
- Helps to learn how to respect the views of the others
- Develops interpersonal relationships
- Develops the ability to work following relevant rules
- Learns to be considerate about the safety of others

According to the use of equipment, lead-up games can be divided into two categories as follows:

1. Lead-up games played with equipment
2. Lead-up games played without equipment

Most of the major games are played using either one or more equipment. There are only a few games that are played without using any equipment. However, most of the lead-up games can be played without using any equipment.

Lead-up games that are played without equipment

Turning about and running

The major events related to this lead-up game are running events that come under athletics. Engaging in this activity helps to improve the skills required for taking a quick start.

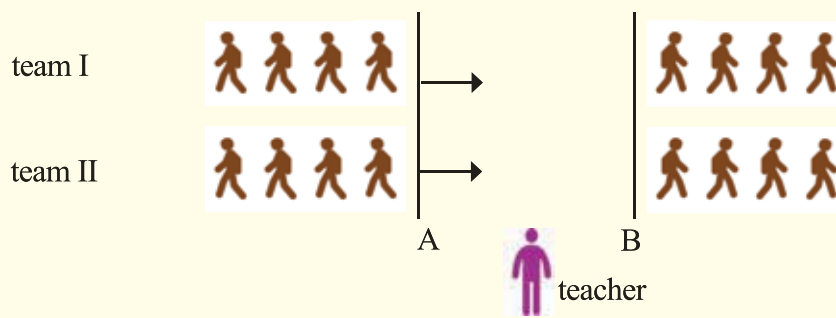


Figure 7.1

Each team should stand facing away from A and B lines, as shown in the figure 7.1.

On receiving the signal, the first student of line A turns about, runs to line B and touches the first of line B. Then he joins the end of line B.

Then the first of line B turns back and runs to line A, touches the next student of line A and he joins the end of line A.

This process is continued until all the students of each team have completed this activity.

The team to complete first becomes the winner.

Rules of the game

- The student standing on the line should not turn back and look at the student who is running.
- Student should start running only after he was touched.
- Running should be started from your line.



Activity

Get instructions from the teacher and engage in the lead-up game named 'creeping and running'.

Playing lead-up games with equipment

Serving the ball to a target

The major game related to this lead-up game is volleyball. Playing this lead-up game helps to develop the skill of serving.

Equipment needed - 2 volleyballs
2 posts each about 6 feet high
a net or a rope

For playing this lead-up game, the volleyball court or a similar area should be prepared as shown below:

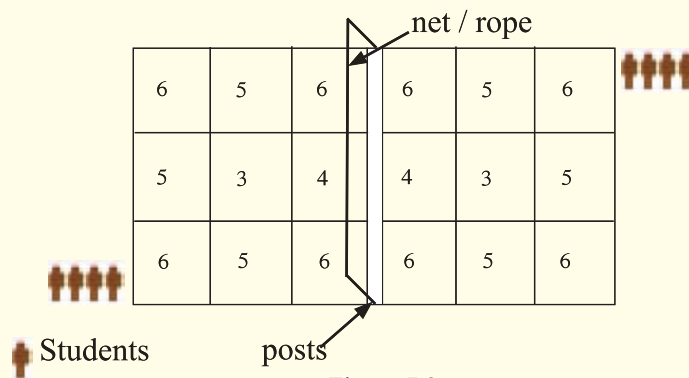


Figure 7.2

In this game, when a team serves the ball, that team wins points according to the number that is found on the part of the court on which the ball lands.

Rules of the game

- The ball should be served following the proper technique.
- When serving the ball the server should not step on the service line.
- The ball should pass over the net and land on the opposite side of the court.
- Each time the ball does not pass over the net or lands outside the court area, 5 points will be reduced from the total number of points scored by the relevant team.

After all team members have served the ball, the team that has scored more points becomes the winner.

Beat the ball

The major games related to this lead-up game are netball and running. Playing this game helps to develop skills related to chest pass and baton change.

Equipment needed - A netball
A baton

Divide the class into two teams of equal size and name them as A and B.

Team A should form a circle keeping a gap of about 2 metres between nearby members.

Team B should stand in a line outside the circle as shown in the figure. 7.3.

The leaders of the two teams should be standing close to each other.

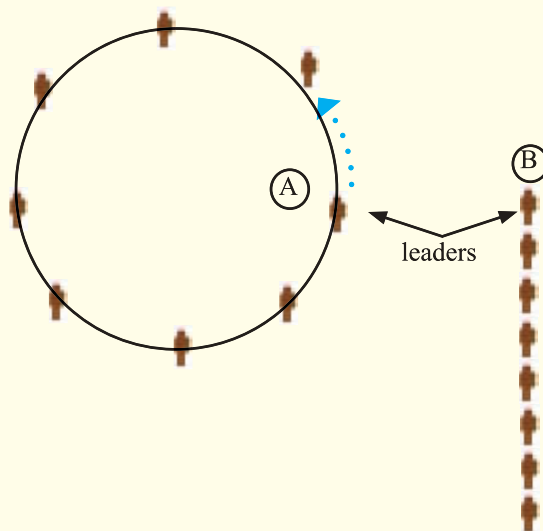


Figure 7.3

The leader of team A should take a netball while the leader of team B takes a baton.

On a signal, the leader of team A passes the netball following the correct technique to the next student as indicated by the dotted line.

At the same time, the leader of team B, with the baton carrying in his hand, should start running round outside the circle in the same direction the ball is being passed.

After completing the full round, the baton should be handed over to the next student who then starts running round the circle.

After handing over the baton, the student goes and stands at the end of B line.

In this way, team B should continue running until all the students in the team have completed running around the circle carrying the baton.

Meanwhile, when the leader of team A receives the ball after completing one round, his/her team gets one point.

The ball should be passed in this manner until all the students in team B have completed running around the circle. Team A collects one point for each round the ball is passed around the circle.

Now the two teams should change roles and the game should be repeated.

The team to score the most number of points becomes the winner.

Rules of the game

- Chest pass for the ball passing and under arm method for baton change should be used.
- Ball passing and baton change should be done according to the correct technique.
- Those standing in the circle should not disturb the students running around the circle.
- The ball should not be passed to a student by-passing another.

Kick ball

The major game related to this lead-up game is football. Playing this game helps to develop the skills needed for dribbling.

Equipment required - two footballs
two traffic cones

Divide the class into two groups of equal size so that the number of students in each group is an even number.

Draw two lines on the ground side by side and place the two cones at a distance of about 15m from the lines as shown in the figure 7.4.

The two teams should stand in pairs behind the two lines.

When standing in pairs, each pair should keep a gap of about 2 meters between each other.

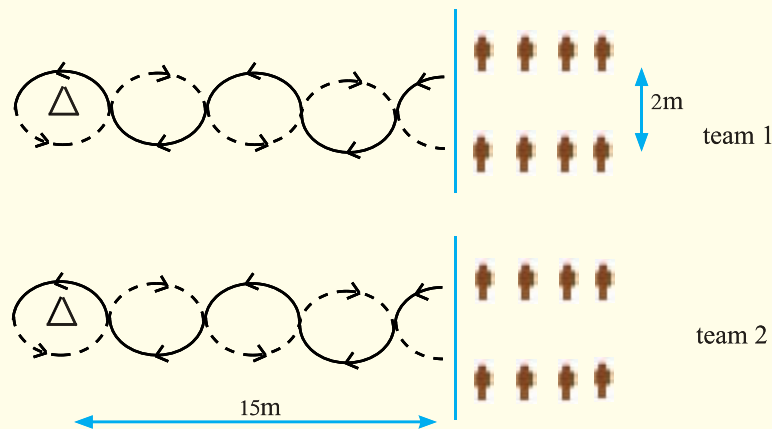


Figure 7.4

When the teacher gives a signal, the first pair in each team should start passing the ball to each other with their feet.

They should go round the cone dribbling the ball towards each other and return to their teams and then the second pair continues doing this activity.

This activity should be continued until all the pairs of a team have completed moving round the cone.

The team to complete this first becomes the winner.

Rules of the game

- Each pair should start the activity behind the line.
- The ball should be kicked with both the inside and the outside of the foot.
- Each pair should move round the cone while passing the ball to each other.

Summary

Lead-up games help to develop the skills required for major games in an enjoyable way.

Lead-up games can be designed so that they can be played with or without using equipment. The rules of lead-up games are simple. They can be prepared according to one's preference.

Playing lead-up games help to develop physical, mental and social fitness and it also helps to develop skills that are required for major games.



Exercise

1. Explain what lead-up games are.
2. Name two aspects each of physical, mental and social fitness that can be developed by engaging in playing lead-up games.
3. Select a skill of one of the major games and design a lead-up game for it.

Let us play football

Football is a very interesting and exciting game. In the past, playing football was limited to men only, but now it has become popular among women, too. In order to become a good football player, one should have a very high level of physical and mental fitness. There are many skills related to football, namely dribbling, kicking the ball, ball controlling, heading the ball, throw in, field defending and goal defending.

These skills were introduced to you when you were in grade 7 and by now you have learnt two skills – kicking the ball and ball controlling.

In this lesson let us learn about how heading the ball is done while remaining in standing position.

Composition of a football team

A football team consists of 15 players. For a game of football, there should be 11 players in a team and one of them plays as the goal keeper. The number of reserves that can substitute other players are three.

Heading the ball

Heading the ball is a very important skill in football. Heading can be done with the front part of the forehead. Heading should be done aiming the middle of the ball. If heading is not done very carefully using the proper technique, there is a risk of being injured.

By using the heading technique, the ball can be directed forward, to the left or to the right.

Different ways of heading the ball

1. Heading in a standing position

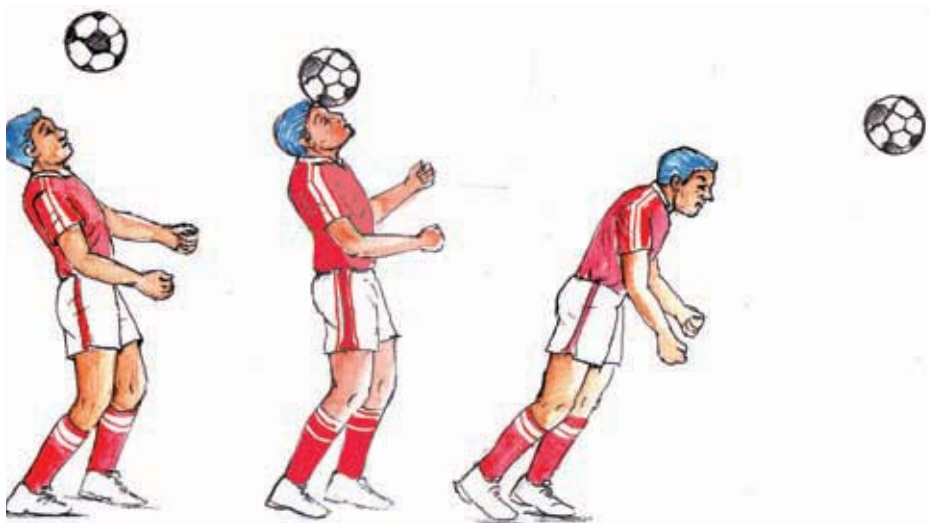


Figure 8.1

2. Heading with a jump

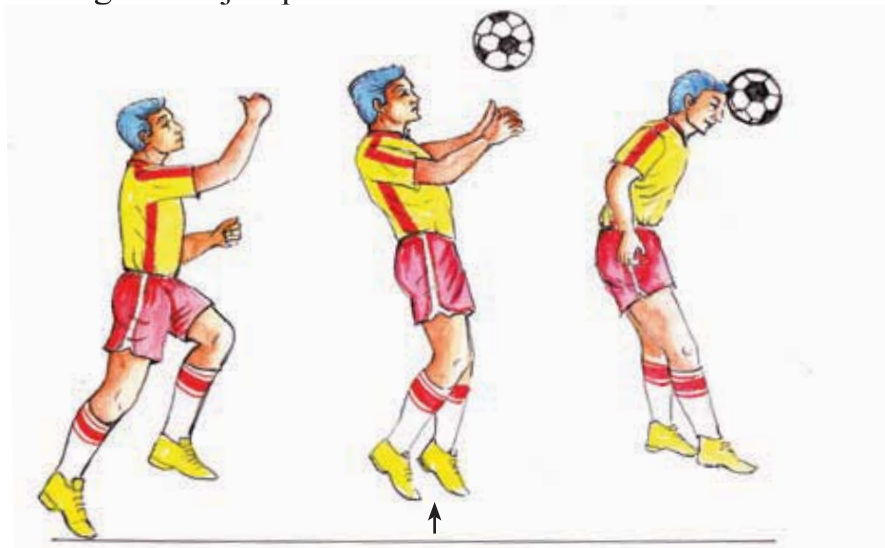


Figure 8.2

3. Heading with a dive



Figure 8.3

Heading the ball in a standing position

- When heading the ball from a standing position, eyes should be focused on the ball.
- The ball should be headed on the middle of the ball with the forehead.
- As the ball is headed, the body should be bent backwards like a bow and then should be straightened bringing the head forward.
- The two hands are positioned a little ahead of the shoulder level.
- Body balance should be maintained by placing the two feet apart a little more than shoulder width.



Figure 8.4

Activities for practising heading the ball

1. Take the ball in both hands and hold it before the forehead as shown in the figure and hit it with the forehead.

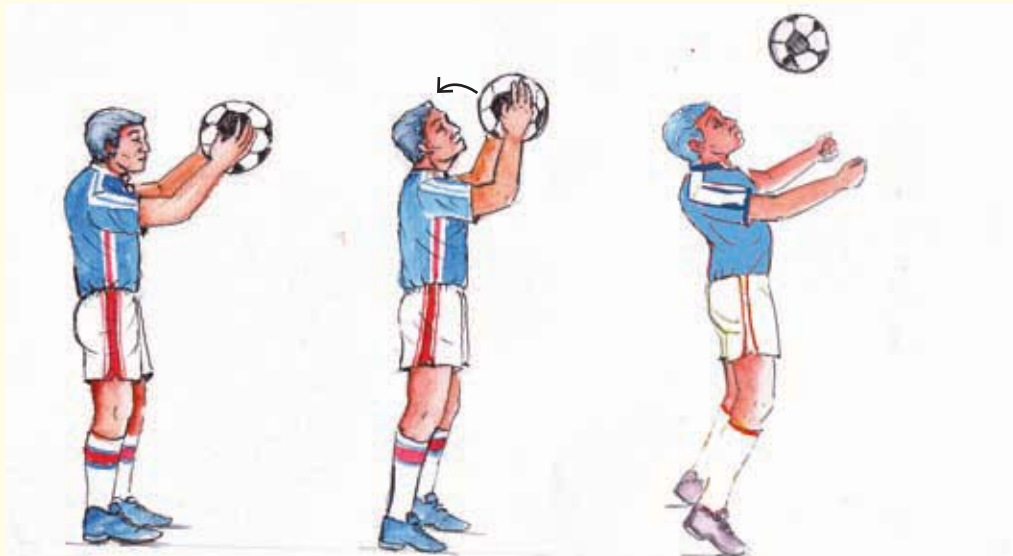


Figure 8.5

2. Toss the ball by yourself and as the ball comes down, head the ball adopting the correct technique.



Figure 8.6

3. Ask a friend to stand about five metres in front of you and to throw the ball above the level of the head.

As the ball approaches you, head it and return it to your friend.



Figure 8.7

4. Ask a friend to stand in front of you, at a distance of about 3 metres.

Head the ball between two of you.

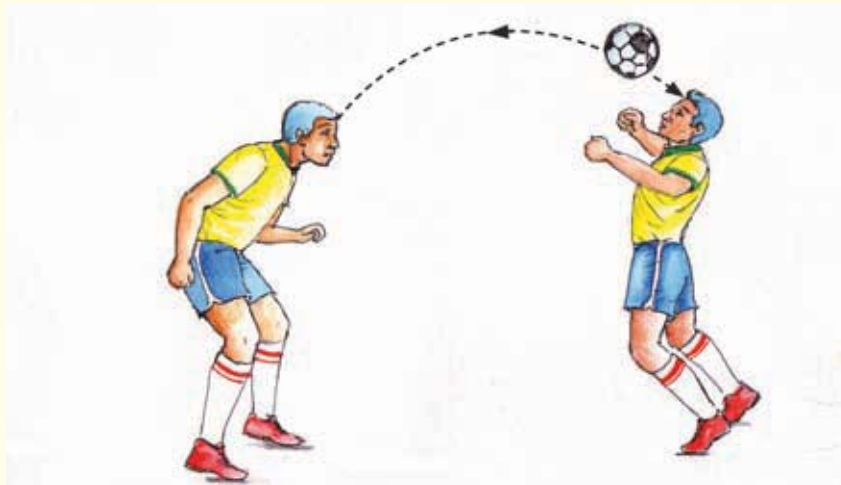


Figure 8.8

 Activity

Go to an open area with your teacher and engage in activities to practice heading the ball in a standing position.

Factors that should be taken into consideration when heading the ball in football

1. Eyes should be kept focused on the ball.
2. The ball should be headed in the middle.
3. Particular attention should be paid towards ensuring safety.

Summary

There are two methods of hitting the ball in foot ball namely, kicking the ball and heading the ball.

Heading the ball is done with the forehead and the ball is headed in the middle of the ball.

Heading the ball is done in three different ways - in a standing position, with a jump and with a dive.

When heading the ball special attention should be paid towards safety. These skills can be developed through engaging in various activities.

 Exercise

1. State the factors that should be taken into consideration when heading the ball in football.
2. What are the three methods of heading the ball in football?
3. Demonstrate heading in standing position.

9

Let us improve running exercises

You have seen that running events of varied distances are held at the inter-house athletics meet of your school. When participating in running events, some athletes run moving their hands and legs correctly while maintaining correct body posture, but some do not do so. It is only by engaging in exercises that one can run with correct technique.

Recollect the basic exercises you did to improve your running when you were in Grade 7 and also the way hands and legs should be moved correctly.

There are many exercises of varied form that are done to improve running and in this lesson you will learn some of them.

Importance of doing exercises to improve running

As running is a highly competitive event in athletics, it is very important that it is done following the correct technique. Engaging in exercises to improve running not only helps improve the techniques used in running, but also helps to increase running speed. It is very important to do such exercises particularly for those who do sprint events.

Exercises should be done to all parts of the body including hands and legs in order to develop the correct techniques used in running.

A step in running consists of two phases

1. Support phase

The phase in which the foot is in contact with the ground is called the support phase (9.1 A).

2. Flight phase

This is the phase in which the foot comes off the ground and moves upwards (9.1 B).

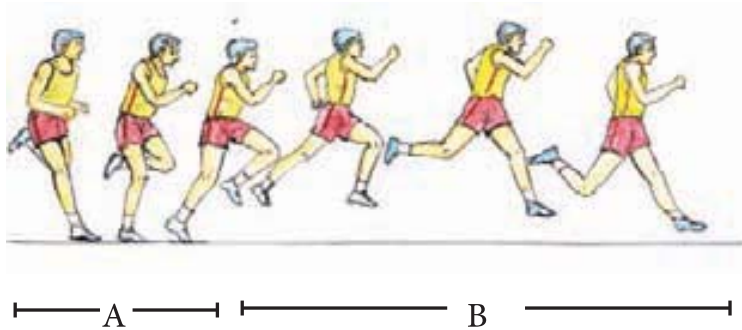


Figure 9.1

Engaging in running exercises helps to develop the activities that are related to these two phases.

Running exercises

Running drills have been introduced in various ways through a variety of sources. The following are some of the drills that have been designed in this manner.

Running Drill - A

While the sole of the supporting foot is in complete contact with the ground, the opposite leg bent at the knee and is lifted so that the thigh is parallel to the ground.

Arms are bent at the elbow and swung with a movement similar to that is made in running.

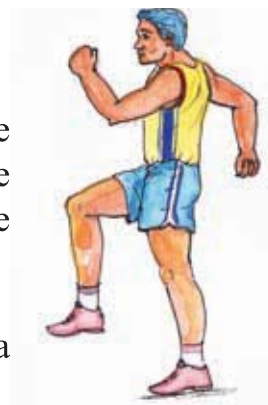


Figure 9.2

This drill can be done while marching, skipping or during slow running.

Running Drill - B

In this drill the supporting leg should be straightened well and the sole is in complete contact with the ground.

The opposite leg should be raised forward so that it is parallel to the ground and is bent at the knee forming a 90° angle.

Now straighten the knee and slam the foot onto the ground.

Arms are bent at the elbow and swung with a movement similar to that is made in running.

This drill can be done while walking, skipping or running slowly.

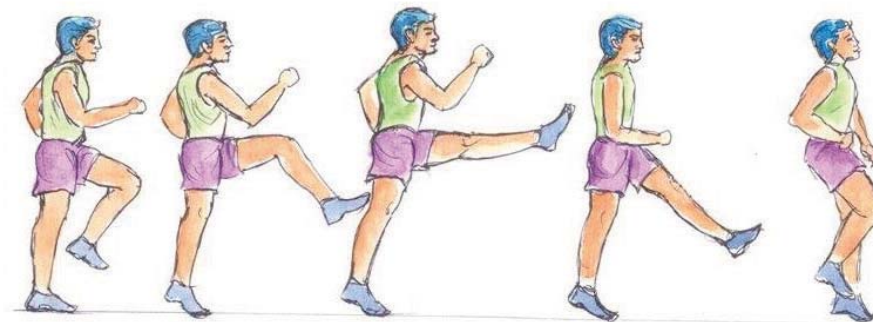


Figure 9.3

Running Drill - C

The supporting leg should be straightened well and the sole is in complete contact with the ground.

Bend the opposite leg at the knee and walk forward while hitting the buttocks with the heel.

Arms are bent at the elbow and swung with a movement similar to that is made in running.

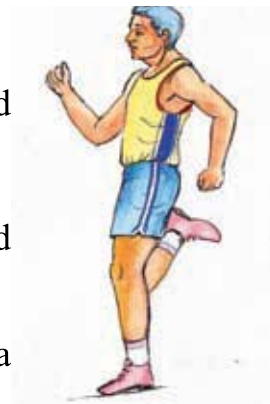


Figure 9.4

This drill, too, can be done while walking and while running slowly.



Activity

Go to the playground and practice doing the above drills, hanging the legs alternately, while remaining in the same place, while walking and running slowly.



Exercise

Demonstrate how the running drills A, B and C are practically performed. Tabulate them with illustrations.

Let us learn about jumping events in athletics

According to the classification of athletic events there are two types of jumping events, namely horizontal jumps and vertical jumps. There are two events coming under horizontal jumps, the long jump and the triple jump. There are three techniques of long jump. They are the Hang, the Sail and the Hitch-kick. The skills of jumping can be displayed to the maximum, through mustering of strength and momentum of legs by adopting the correct techniques.

You may remember that you engaged in various exercises to practise jumping events when you were in Grade 7.

In this lesson you will gain a thorough understanding about the sail technique of long jump.

Phases of long jump

Each of the three techniques of long jump you learnt above – the Hang, the Sail and the Hitch-kick—has four main phases as;

1. Approach run
2. Take off
3. Flight
4. Landing

The four phases of the sail technique of long jump are shown in figure 10.1.

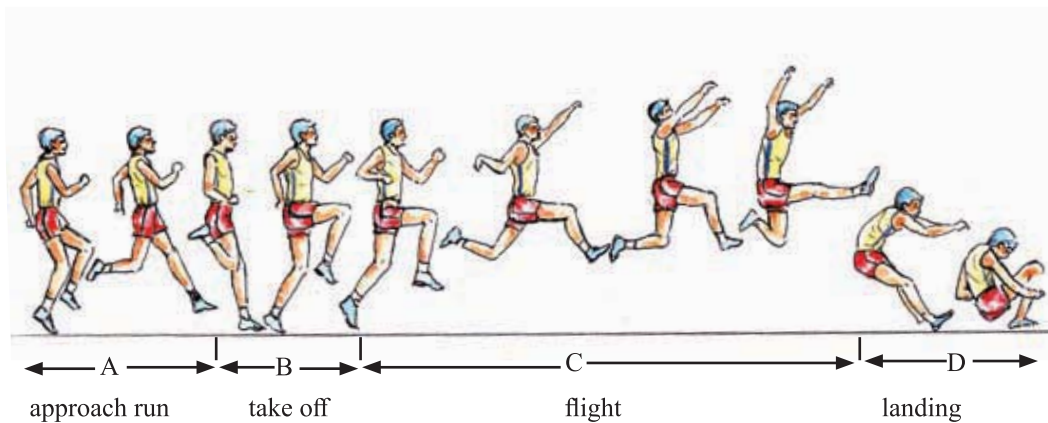


Figure 10.1- Sail technique of long jump

Approach run

The approach run is very important in long jump as the distance of the jump depends on the approach run. The take off speed can be increased by the approach run that is made with long steps taken with well-raised feet.



Figure 10.2 – Approach run

Take off

When taking off, the take-off leg should be well straightened on the take-off board and the free leg should be bent at the knee and the thigh should be parallel to the ground.



Figure 10.3 - Take off

Flight

After taking off, the body balance should be maintained during flight. Meanwhile, the jumper should also get prepared to make a proper landing. In the sail technique, the free leg is well straightened parallel to the ground. The take off leg, too, should be well straightened and should be kept aligned with the free leg. The two hands should be raised directing them forward.



Figure 10.4 - Flight

Landing

When landing, the two legs should be bent and the two hands that are kept in front should be brought backwards from the sides of the body. As the feet touch the ground, the body should be brought forward.

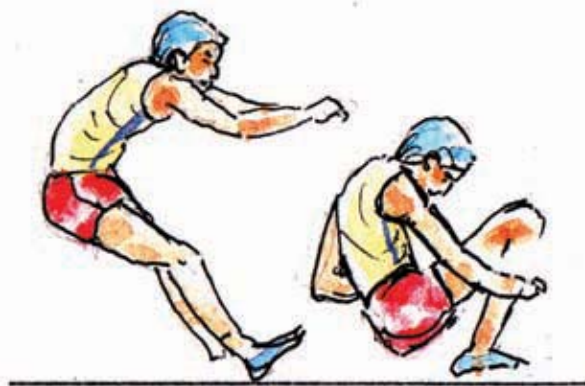


Figure 10.5 - Landing



Activity

Practise the sail technique of long jump described above. Follow the instructions of your teacher.

Long jump practice activities

1. Remain in one place and jump into the jumping pit taking off from both feet.



Figure 10.6

2. Hop towards the jumping area on the left leg and jump into the jumping pit. Now repeat this activity using the right leg.



Figure 10.7

3. Jump forward taking off with both feet and jump into the jumping pit.



Figure 10.8

4. Keep a wooden box about 15cm in height close to the jumping pit. Run forward taking either 5 or 7 steps and jump into the jumping pit after stepping on the wooden box.

In this jump, special attention should be paid to the take-off foot.

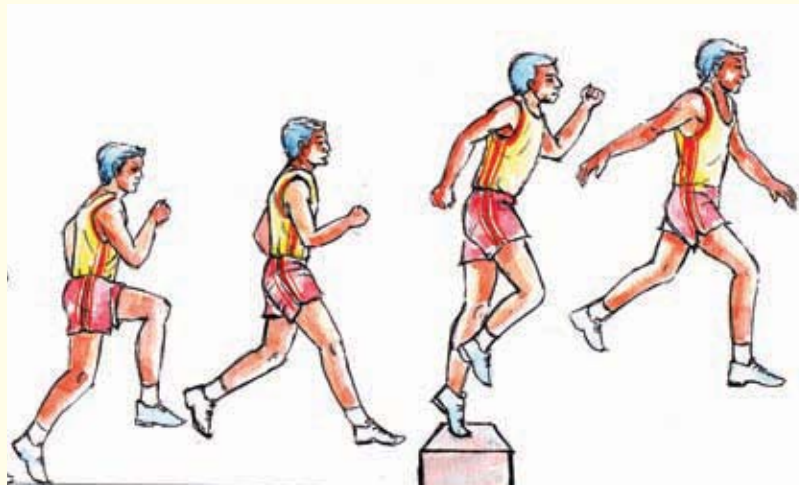


Figure 10.9

Summary

According to the classification of athletic events, long jump comes under horizontal jumps.

There are three techniques of long jump, namely the Hang, the Sail and the Hitch-kick.

Every technique has four main phases, namely approach run, take-off, flight and landing.

Skills of long jump can be developed by engaging in various activities related to long jump.



Exercise

Match A with B

A

The first phase of a long jump technique

A horizontal jump

A long jump technique

The final stage of a long jump

A factor that determines the distance of a long jump

B

Long jump

Sail technique

Landing

Take-off speed

Approach run

11

Let us safeguard reproductive health

All animals reproduce. The human reproductive systems function to ensure the survival of the species.

In grade 7 we learnt about the respiratory, cardiovascular and urinary systems. We also discussed the outline of the male and female reproductive systems, secondary sexual characteristics and challenges faced by adolescents.

In this lesson we will learn about the structure and function of the male and female reproductive systems.

Male reproductive system

The male reproductive system consists of two testes that lie in the scrotum, which produce sperms, the prostate gland which produces secretions, ductus deferens, seminal tubes and the penis. The male reproductive system is open to the exterior through the urinary tract.

In a boy, sperm production commences during adolescence. The sperm is the paternal cell which takes part in fertilization.

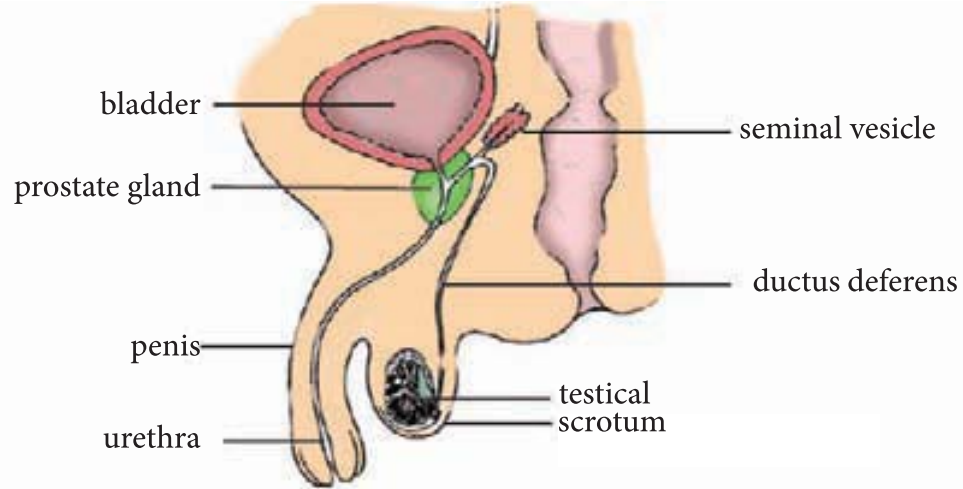


Figure 11.1-Male reproductive system

Female reproductive system

The female reproductive organs are situated in the pelvis. It consists of two ovaries, two fallopian tubes which open into the uterus, the uterus which is a muscular organ, the uterine cervix and the vagina.

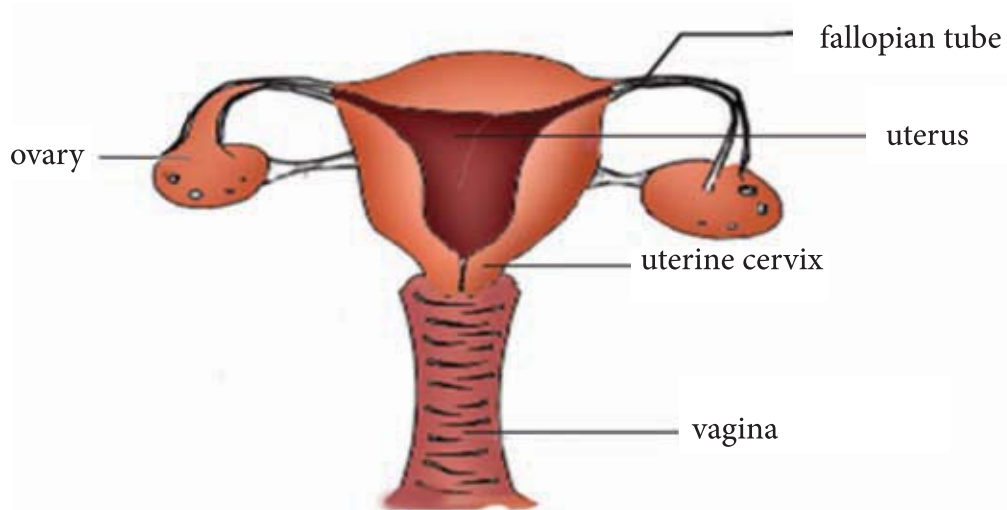


Figure 11.2-Female reproductive system

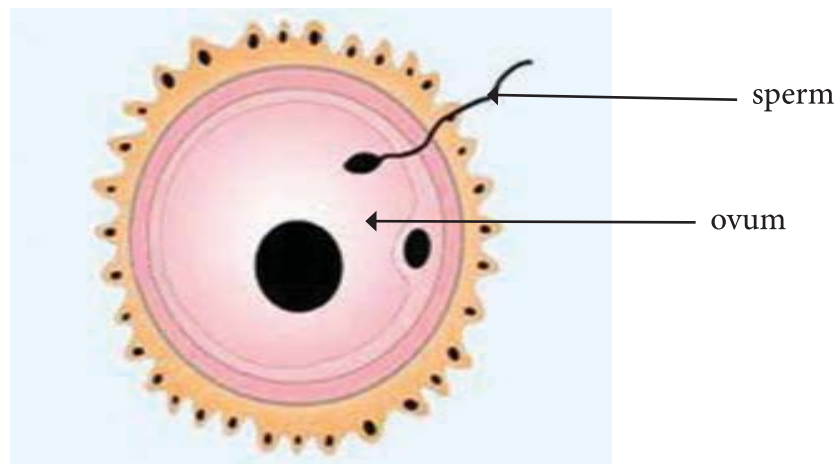
The menstrual cycle

The ovaries release ova after a girl attains menarche. This process is known as ovulation. The ovum enters the fallopian tube. The ovum is the maternal cell which takes part in fertilization. Ovulation is an automatic process. If the ovum is fertilized the uterine walls become thick enabling the fertilized ovum to implant in the uterine wall. If the ovum is not fertilized the uterine lining (endometrium) is shed about 14 days after ovulation. The remnants of the uterine lining and some blood is expelled through the vagina. This process known as menstruation, lasts about 2-6 days.

The term "menarche" is used to describe the onset of menstruation in a female. After attaining menarche, the ovaries will release an ovum every 28 days. Ovulation will occur alternatively from the left and right ovaries each month. This process (ovulation) which occurs once in every 28 days, is known as menstrual cycle. Sometimes this time period may vary from 25 days to 35 days. In a female, ovulation stops by the age of 45-55 years. This is known as menopause.

Fertilization

After ovulation, the ovum travels along the fallopian tube. The sperms in the seminal fluid, which enters the vagina during sexual intercourse, enter the uterus through the uterine cervix. The sperms travel through and fertilizes the ovum in the fallopian tube.



Figur 11.3-Fertilization

The fertilized ovum travels through the fallopian tube into the uterus. In the meantime changes take place in the uterine wall to facilitate the nutrition of the developing embryo.

The embryo is implanted in the inner lining of the uterine wall. The embryo gradually grows and develops into a foetus. The foetus receives nutrition and oxygen from the mother through the umbilical cord and it excretes waste products into mother's blood. The foetus develops in the mother's uterus for approximately 9 months.

Reproductive health

Reproductive health is the maintenance of physical, psychological and social health necessary for successful reproduction. It is our responsibility to maintain good reproductive health.

Barriers to reproductive health

1. Sexual harassment and abuse
2. Teenage pregnancies
3. Unplanned pregnancies
4. Sexually transmitted diseases

1. Sexual harassment and abuse

We will learn in detail about harassment and abuse in chapter 17. Sexual harassment and abuse have a negative impact on reproductive health.

Sexual harassment is defined as forcing a person to engage in a sexual activity which results in physical or mental distress.

Unwelcomed touching of the body, unwelcomed hugging and kissing, forceful engagement in sexual activity and sexual intercourse with a child less than 16 years of age with or without consent are examples of sexual abuse.

Forcing someone to appear in films, photographs and publications which depict sexual content or forcing some one to watch such contents are examples of sexual harassment.

A stranger or someone you know such as friends or relatives may try to influence you to engage in such activities. You must ensure your safety by refusing to participate in such activity even though the person may become displeased or annoyed with you.

Please keep in mind that people who are really kind to you and love you would never try to prey on you for activities such as these.



Activity

Devide into groups and discuss how you would ensure your safety in the following situations.

1. When you are alone at home
2. If you go out to a festival and can't find your parents in the crowd
3. Going home alone and in the dark, after school activities

Issues created due to sexual harassment and sexual abuse

- Unplanned pregnancies
- Contracting sexually transmitted diseases
- Mental trauma
- Disruption to education
- Social stigma

2. Teenage pregnancies

The adolescent body is still growing. The reproductive system is able to support a pregnancy safely after the age of 20 years. Psychological and social maturity required to bring up a child may take even longer. If a pregnancy occurs during teenage years the foetus will not receive

adequate nutrition because the mother requires nutrition for her growth as well. Therefore, the growth of both the mother and the foetus will be affected.

Teenage mothers can develop problems during child birth because their reproductive system is not developed adequately to support a pregnancy. The teenage mother does not have adequate psychological or social skills or financial support to take care of a baby. Social stigma may also result in stress. The girl's education too, will be disrupted.

Therefore, both males and females have to be old enough to be physically, psychologically and socially mature to become successful parents. Therefore, you must take adequate precautions to prevent sexual abuse. If you are subjected to sexual harassment or abuse inform an adult and seek appropriate medical advice.

3. Unplanned pregnancies

Giving birth frequently with inadequate gaps in between can affect the physical and mental health, as well as the nutritional status of the mother and child. Looking after a child requires economic and social readiness. Conception without planning can affect the well being of the family and may result in abortions, maternal ill health and even death.

4. Sexually transmitted disease

Sexually transmitted diseases are acquired through sexual activity. Gonorrhoea, syphilis, herpes simplex, genital warts and HIV/AIDS are examples of sexually transmitted diseases.

Negative impacts of sexually transmitted diseases

- Itching, pain, pus and other secretions, ulcers and warts of the genital organs
- Damage to the heart and nervous system including the brain
- Transmission of the sexually transmitted disease from an infected mother to the foetus which can result in abortions, still birth and deformities
- Transmission of infective agents from the infected mother to the foetus during child birth which can result in blindness in the child
- Psychological stress
- Social stigma
- Disruption to education



Eye diseases

Premature birth

Figur 11.4 - Negative impact on children due to STD

Factors which help maintain reproductive health

1. Adequate knowledge
2. Healthy behaviours
3. Following social norms

Adequate knowledge

Knowledge of the following will help to maintain good reproductive health.

- Structure of the reproductive system
- Function of the reproductive system
- Age- related changes in the reproductive system
- Nutritional requirements during adolescence, early adulthood and pregnancy
- Sexually transmitted diseases
- Healthy behaviours which help to maintain reproductive health
- Skills to protect against sexual harassment and abuse

Healthy behaviours

Following behaviours help maintain reproductive health.

- Maintaining personal cleanliness
- Using cotton underwear
- Not engaging in sexual activity before marriage
- Engaging in sexual activity only with your spouse
- Adequate treatment of diseases related to the reproductive system

Following the social norms

Sri Lanka has a long cultural heritage. These include social norms which help maintain reproductive health. Following are some examples of these social norms.

- Respecting and caring about members of the opposite sex
- Not using books, videos or films which contain pornographic material
- Recognising the importance of motherhood and fatherhood and maintaining the dignity of these roles
- Maintaining mutual understanding, trust, respect and love between husband and wife

Summary

The male and the female reproductive systems are designed for reproduction and to ensure the survival of the species.

The ovum from the mother is fertilized by the sperm from the father which, results in formation of a new life.

The fertilized ovum travels down the fallopian tube and implants in the lining of the uterus.

If no fertilization takes place, the uterine lining is shed through the vagina. This is known as menstruation. These changes in the female reproductive system are known as the menstrual cycle. The duration of the menstrual cycle is 28 days.

Sexual harassment and abuse, teenage pregnancies, unplanned pregnancies and sexually transmitted diseases affect the reproductive health adversely.

Adequate knowledge, healthy behaviours and following the social norms help to maintain good reproductive health.



Exercise

1. What are the female and male cells which are involved in fertilization?
2. What is fertilization?
3. Explain how the menstrual cycle happens once in every 28 days.
4. What are the negative impacts of sexual harassment and abuse?
5. Write five healthy behaviors that help to maintain good reproductive health.
6. Why teenage pregnancies are bad?

Let us practise throwing events

We perform various throwing activities in our day-to-day life. Throwing is an activity that we naturally do. You must have seen that athletes engage in different types of throwing events in which they throw some equipment from the front, from sides or above the body. According to the classification of athletic events, there are four throwing events, namely shot put, discus throw, javelin throw and hammer throw. Out of these four events, hammer throw is not included in school athletic events.

You remember that when you were in Grade 7, you did various practice exercises which involved throwing equipment of varied weights in different directions at different targets.

In this lesson you will learn how to hold the shot put, the discus and the javelin correctly and also about activities that can be done to familiarize yourself with the equipment. Further, you will gain knowledge about throwing equipment from a standing position.

Precautions to be taken to prevent accidents during throwing events

Throwing equipment should never be used without supervision of a teacher. Even when equipment is thrown under the supervision of a teacher, particular care should be taken about the safety of the thrower as well as of the others.

1. It is compulsory that throwing be done under the supervision of a teacher.

2. Carrying equipment to the playground and taking them back from the playground should be done carefully.
Eg: When carrying the javelin it should be held in vertical position ahead of you.
3. When an equipment is thrown, nobody should be present in the front side of the thrower.
4. The thrower should throw the equipment only after the teacher has given the signal, and the equipment should be brought back only after it has landed.
5. Damaged equipment should not be used in throwing events. Such equipment can cause injuries such as cuts and bruises.
6. A location where students usually gather or move about should not be selected for throwing events.
7. Equipment should be stored properly thus preventing easy access to everybody.

Shot put

Skills of shot put can be displayed to the maximum by developing the strength, momentum and coordinations. Out of all throwing equipment, the shot put is the heaviest.

Holding of the shot put

When holding the shot put, it should be held with the base of the fingers so that it does not touch the palm. The thumb and the small finger should be kept as supports for holding the shout put while the other fingers should be kept slightly spread out (Figure 12.2).



Figure 12.1



Figure 12.2



Figure 12.3

The shot put that is held firmly in this manner should be placed under the jaw and in the neck below the ear. The elbow should be raised from the side of the body forming an angle of about 45° with the body. (Figure 12.3)

Simple activities to practise shot put

1. Hold the shot put correctly and stand keeping your legs slightly spread apart.

Throw the shot put forward after the teacher has given a signal.



Figure 12.4

2. Stand with your feet about shoulder width apart and hold the shot put properly in your hand.

Bend the legs at knees and lower your body.

Now, as you raise the body, release the shot put from your hand. In this position, the palm should be facing outside.



Figure 12.5

Throwing the shot put from a standing position

- The shot put should be held in hand properly.
- The feet should be kept about shoulder width apart.
- Bend the knees slightly and turn the upper body clockwise.
- Now, turn the upper body towards the front while the legs are straightened and release the shot put.



Figure 12.6

(Given above is a picture that shows how the shot put is thrown with the right hand.)



Activity

Make an alternative shot put with a piece of wood and practise throwing the shot put from standing position.

Throwing the discus

It is said that discus throw had been an event even in the first Olympic Games that were held in Athens in ancient Greek. Discus throw, too, is an event in which proper combination of strength, momentum and coordination are required as in shot put.

Holding the discus



Figure 12.7

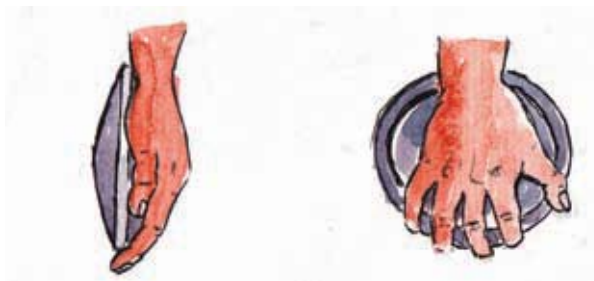


Figure 12.8

The discus is gripped well with the finger tips and the fingers are spread apart on the rim of the discus. The thumb lies freely on the face of the discus.

Simple activities to practise throwing the discus

1. Roll the discus along the ground releasing it with the index finger.

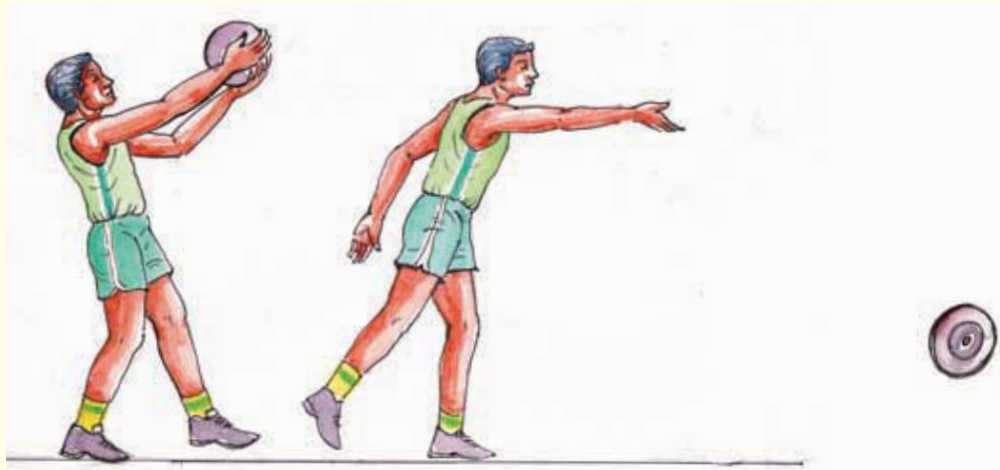


Figure 12.9

2. Keep the discus firmly gripped in your hand and rotate the arm in the shape of an eight (8)



Figure 12.10

3. Throw the discus forward from a side of the body releasing it with the index finger.



Figure 12.11

Throwing the discus from a standing position

Throwing the discus from a standing position can be done in the following two ways:

- (i) • When throwing with the right hand, the discus is released keeping the feet aligned with the shoulders.
- The body balance is maintained by placing the right foot in front.



Figure 12.12

- (ii).
- Stand with the left foot in the front.
 - Turn the body clockwise towards the back and release the discus to the front side while turning forward.
 - At the same time bring the right foot forward.



Figure 12.13



Activity

Make a discus with wood. Go to the playground with the teacher and engage in the activities described above.

Javelin throw

Out of all throwing equipment used in athletic events, javelin is the lightest. Therefore the javelin is the equipment that can be thrown over the longest distance. Javelin throw is an event that involves running.

Gripping the javelin

The following methods are used for gripping the javelin:

1. Gripping with the thumb and the index finger (Figure 12.15)
2. Gripping with the thumb and the middle finger (Figure 12.16)



Figure 12.14



Figure 12.15



Figure 12.16

Simple activities to practise javelin throw

1. Throw the javelin over a distance of about five metres.

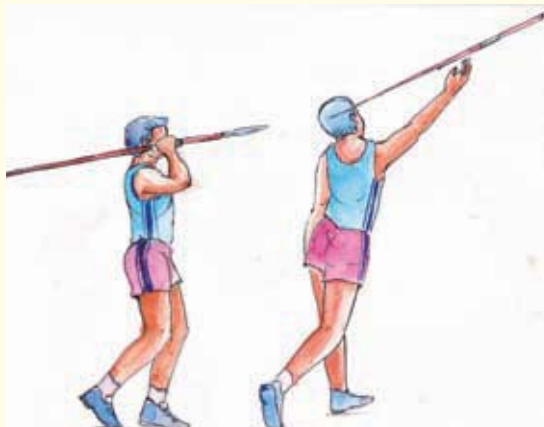


Figure 12.17

2. Throw the javelin at a target that has been placed in the front.



Figure 12.18

3. Hold the javelin with both hands. Bend the body backwards and throw the javelin very hard so that the point of the javelin hits the ground.



Figure 12.19

Throwing the javelin from a standing position

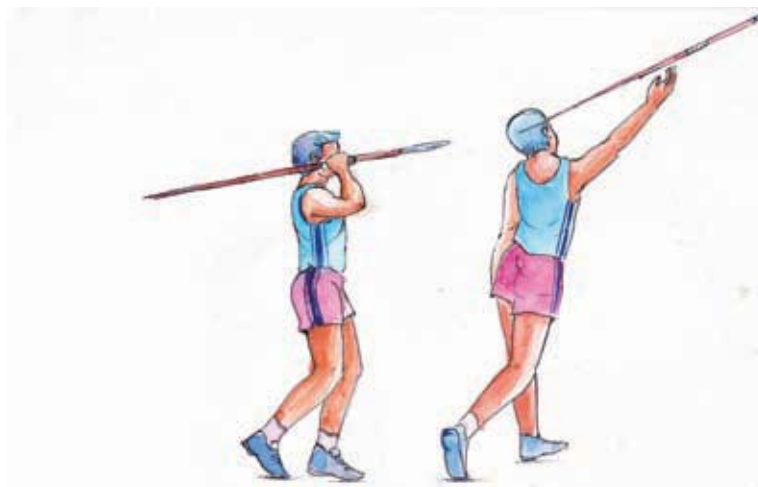


Figure 12.20

- The thrower should stand facing the throwing direction.
- When throwing the javelin with the right hand, the right foot should be kept at the back.
- As the javelin is released, the right foot should be brought forward.



Activity

Make an improvised javelin and practise throwing it from a standing position.

Summary

There are four throwing events according to the classification of athletic events. They are shot put, discus throw, javelin throw and hammer throw. Out of these four events, hammer throw is not included in school athletic events.

There are accepted ways of holding the shot put, discus and the javelin.

Throwing the shot put, the discus and the javelin can be done from a standing position.

These events can be practised by engaging in simple practice activities



Exercise

1. Name three throwing events that are held at school level.
2. List the equipment used in throwing events in the ascending order according to the weight of the equipment.
3. Show the way of holding the shot put, discus and javelin correctly.

Every sport has its rules and regulations and through these, a sense of morality and fairness could be achieved. Gaining recognition in society depends not solely on your personal skills but also on your ability to abide by the rules and regulations and the ethics of sports. Winning is not possible if you don't abide by the rules.

In previous grades you have learnt the rules, regulations and ethics of sport as well as the importance of abiding by them.

In this lesson you will learn more about sportsmanship skills and ethics of sports.

Rules and regulations of sports

Rules and regulations are very important to conduct any game smoothly and in good manner.

While rules are considered important in athletics and organized games, regulations are important in minor games and folk games. Rules and regulations protect both the integrity of sports as well as the safety of the players.

The origin and development of rules and regulations in sports

Sports were founded based on various human activities. Over time they developed around the needs of the rulers and became more competitive. However during these games accidents and deaths were prevalent, because they were not properly regulated. Thus the need for rules and regulations was clear.

According to historical records, sports that were played as part of religious rituals in Sparta and Athens during the Greek period, had rules and regulations. The most important of these was the Olympics which was first held in Athens, Greece in 776 B.C.



Figure 13.1 - Evidence for games played during ancient period

Along with the development of society and various discoveries and experiment, more rules evolved. Along with various changes in countries and the increase in competitiveness, sports became more organized. As new sporting skills were developed, new rules and regulations were introduced as well.

At present, there are international bodies governing organized sports. These bodies create and amend the rules to make them up to date. These

amendments are carried out by the national governing bodies for the relevant sport.

Some sports such as folk games and minor games are done more for pleasure and therefore have simple rules and regulations. Here teamwork, pleasure and relaxation are given priority over rules and regulations.



Activity

Prepare a list of the prevailing rules for the most popular sport in your school.

Sportsmanship skills

For a sportsman to have an ideal character, he/she should develop the following qualities.

Leadership

To lead a sports team one must have many qualities including patience, dedication, controlling emotions, team spirit and being cooperative. You must also have a good knowledge of the rules and regulations. As well, you should make correct and responsible decisions. You should also be able to identify the weaknesses of your team, take action to correct them and lead the team to victory or at least improve its' standard. You must treat all the members of the team equally and maintain the dignity and rights of the team. It is your duty to maintain the competitiveness and motivation of the team.

Followership

Working cooperatively under the leader to achieve the common goal is followership. Here, you will have to respect the leadership and cooperate in following instructions. You must also help the leader with taking correct decisions and fulfil your duty to the team.

Team spirit

You should take all decisions with team spirit and for the betterment of the team. You should work in cooperation with your team mates. You should also participate in all team activities with enthusiasm and dedication.



Figure 13.2 - Team spirit

Inter personal relationships

As a sportsman you will have to have good relationships with your team mates, coaches, referees and spectators. You will have to abide by their judgments. By developing this skill you will become able to understand different individuals in society too.



Figure 13.3 - Interpersonal relationships

Accepting victory and defeat

In sports, when one is victorious another faces defeat. Therefore, you must be able to accept both victory and defeat equally. You must not be overly triumphant or bully the opponents when you are victorious. When you are defeated, you must not let emotions such as anger or sorrow to overcome your composure.

Victory does not mean becoming first. It means keeping up your standards or improving them. You must learn to be content with this and not be sad by defeat but persevere to further develop your talents. Imagine you completed the 100m race in school with a timing of 13.5 seconds. At the zonal meet you did not win a position but completed the race in 13.1 seconds. You should persevere more as you have improved your skills.



Figure 13.4 - Accepting victory and defeat

Fair play

This is a basic principle to uphold the dignity of the sport. As a sportsman your primary goal should be to win through fair play and not at any cost. You should never cheat or match fix. Through fair play you will not cause mental or physical pain in your competitors. Further you will learn moral values.

Ethics in sport

Recall you learnt in grade 7 that, ethics in sports are the various good qualities, traditions and good habits needed to uphold the rules and regulations in sports.

An ethical sportsman earns the respect of all those he/she associates with. Through this, the society too develops good qualities and habits. Let us look at the ethics that sports people should follow.



Figure 13.5 - Ethics in sport

Following rules and regulations

During sports competitions those who abide by the rules and regulations are most praised. If the rules are broken the player could be disqualified from the competition and even banned from the sport. Therefore, you should always abide by the rules and regulations. Through this you will also become a law abiding citizen.

Respecting the judgments

Whatever sport you participate in, you should always respect the judges. You should value their services. You should accept any mistakes they point out calmly. If the referees have made any mistakes, the team should complain through the team leader following the proper procedure.

Respecting the opponents

The other players you compete against are your opponents. You should always be friendly with your competitors and never create any conflicts with them. You should be humble enough to appreciate their skill and be prepared to help them when they need. You should always remember that sports are done for entertainment, relaxation and social unity.



Figure 13.6 - Respecting the opponents

Respecting the spectators

Spectators, respect and appreciate players for both their skills and ethics. You have seen that spectators wish to speak to and get the autographs of their favourite players. It is good to accept this praise with humility and bring joy to the spectators. You should maintain a good relationship with your friends, parents and other spectators who cheer you.



Figure 13.7 - Respecting the spectators

Respecting the media

Player skills and information are displayed to sports enthusiasts through the media. However, the actions of the media can disrupt the activities of the players but, players should always maintain a good relationship with the media. You should always act intelligently and patiently and never cause them any harm.

Respecting teachers and coaches

Your coach or teacher will develop your talents and lead you to success. You should cooperate and listen to their advice. You should work with dedication so that they will not lose their enthusiasm. You should never ignore their decisions.



Figure 13.8 - Cooperate with teachers and coaches



Activity

Name a few sportsmen/women who became glorious by following rules, regulations and ethics

Advantages of following rules and regulations of sports

- Protecting the dignity of the sport
- Judging competitions will be easy
- Maintaining the peace
- Easy to solve problems
- You will have strength to accept victory and defeat equally
- Making friends
- Unity will develop



Figure 13.9 - Making friends

Summary

Sports originated through daily activities and rituals. As these developed, the need for rules and regulations was clear. Therefore, the importance of rules and regulations in sports is apparent.

As sports developed in the world, and as the nations became more competitive, new rules emerged.

There are international organizations which update the regulations for organized sports according to the needs.

Leadership, followership, team spirit, good interpersonal relationships and accepting victory and defeat equally are skills you should develop.

The ethics of sports include respecting the rules, judgements, teachers, coaches, opponents, team mates and spectators.



Exersice

1. What are the reasons to form rules and rugulations for sport?
2. Along with the sportsmanship what are the skills that would be developed?
3. What are the sports ethics a good sportsman aquires?
4. What are the benefits you gain when you abide by the rules, regulations and ethics of sports?

Let us preserve the nutritional value of food

Food is a basic human need. It has a great impact on a healthy lifestyle. If nutrients in the form of food are not taken in adequate amounts or taken in excess it could lead to malnutrition. Therefore, it is important for everyone to have a balanced diet.

You have learnt about nutrients, nutrition deficiencies, the food pyramid and the importance of having healthy food in previous grades.

In this lesson you will learn about the nutritional needs of the family, the barriers to proper nutrition, how to choose food, consumption and storage of food.

Nutritional needs of the family

Every member of the family needs a balanced diet. A balanced meal is one where the carbohydrates, proteins, lipids, vitamins and minerals are present in the necessary quantities as required by an individual.

The main functions of different food types are;

- * Food rich in carbohydrates, Lipids and protein- for energy
- * Food rich in Protein - for growth
- * Food rich in Vitamins and Minerals - for immunity

The need for each amount of nutrients depends on the age.

Creating a menu

When family meals are prepared each individual's needs must be met. Some points to be considered when creating a menu are as follows.

1. Age
2. Status of health
3. Gender
4. Level of physical activity
eg: sportsman / hard workers
5. Situations with special needs and developmental stages
eg: pregnancy
breastfeeding
illness
6. Preferences
7. Amount of food needed

Activity

What are the differences seen among your family members, which in turn create the differences in their nutritional needs?

You must prepare meals that fulfill these needs for breakfast, lunch, dinner and two snacks to be taken in between main meals.



Figure 14.1 - Foods for breakfast



Figure 14.2 - Foods for lunch



Figure 14.3 - Foods for dinner

Presentation of food

Offering the food prepared for consumption is known as presentation. The way used to present the prepared food is very important.

The place in which the food is presented should be clean, hygienic and free from pests such as flies.

Points to remember when presenting food

1. Appearance

Appearance is important in creating the appetite. You must try to maintain the natural colours and freshness when you prepare food. The appearance of a food may change if it is over cooked.

2. Appealing nature of food

Food can be made to look more appealing by having colour, smell and taste, the nature of the vessels of presentation and the nature of presentation. This can be done by including various colours, using different cooking methods, maximizing the taste and smell and by presenting it in an appetizing way.



Figure 14.4 - Presenting in different colours

3. The manner in which the food is presented

By presenting the food prepared, in individual bowls in an orderly manner becomes more appealing. By eating together the family becomes more united and understanding of each other.

The order of presentation differs according to the nature of the food and the situation.

eg:

- Drinks are placed on trays for presentation



Figure 14.5 - Placed on a tray

- The main meal is placed on the table -The table is laid differently according to the occasion



Figure 14.6 - Placed on the table

- Presenting food to an ailing person - Food should be presented in a manner that can be consumed easily by such a person and in a way it improves the appetite.



Figure 14.7- Presenting food to an ailing person

4. The hygienic nature of the food

Food prepared at home can be trusted to be clean. Some measures to ensure hygiene are;

- Covering food to protect it from pests
- Keeping serving dishes and cutlery clean
- Using appropriate vessels for food
eg: do not use metal vessels for acidic foods.

5. Personal hygiene

Wash hands before cooking and wear clean clothes.

6. Sufficient quantity of food

The amount of food prepared must be enough to fulfill the needs of the family. Food must not be prepared in excess as this leads to preserve the food for later use which, reduces the nutritional value and could cause diseases.

7. Table manners

The table must be set using the needed cutlery, plates, glasses etc. This could be done according to either the Eastern or Western traditions. Table manners must be observed.



Figure 14.8 - Table manners



Activity

Describe the table manners you have learnt in the subject Practical Technical Skills.

How to improve the nutritional state of your family

★ **Each family fulfills its nutritional needs using methods depending on its financial situation. To obtain the same nutrient there are expensive as well as inexpensive food. There are some food items that**

can be obtained free of charge.

eg:

- Large fish is more expensive than small fish but small fish have high amounts of calcium in the bones along with the proteins, therefore making them more nutritious.
- Imported fruits like apples and oranges are expensive and they also have preservatives added to them. Meanwhile, local fruits such as guava, pomegranate and avocado are inexpensive and can be obtained from the home garden. These are more nutritious.
- It is less expensive to grow green leaves in the home garden than to buy them, these will also be free of chemicals and therefore, fresh.
- Use fresh milk instead of more expensive milk powder.

★ **The method by which the food is prepared also helps improve its nutritional state.**

eg:

- Cooking many types of food together – hathmaluwa, uppuma, spinach and jak seeds, dhal and ‘sarana’, milk rice with green gram, vegetable salad
- Cooking many types of leaves together – a mixed mallung
- Adding lime, maldivian fish and coconut to green leaves

- Cooking vegetables ensuring the colour does not change
- Eating food raw whenever possible – carrots, ‘gotukola’

★ **Vegans must fulfil their nutritional needs through other ways**

eg:

- pulses mixed with grains
- nuts, seeds, mushrooms, tofu

★ **Preserving excess food for a time of need, while preserving their nutritional value as well**

eg:

- Jaadi
- Atu kos
- Jak seeds kept under the sand
- Pickled limes

★ **Maintaining a home garden. Through this, you can get fresh, clean, natural products as well as economic benefits.**

eg:

- grow vegetables in pots
- grow fruits
- grow leaves like ‘gotukola’

Instances where damage could occur to nutrient content of the food

The nutritional value of food can diminish during the stages from the production to the consumption. To minimize this, it is important to identify such situations.

1. Damages that occur during food production

This can occur both in the farm as well as in the factory.

Damage caused in the farm

- Using agro-chemicals excessively or when about to harvest.
- Damage caused by pests such as insects, birds, bandicoots, worms and squirrels.

Damage caused in the factory

- Using unauthorized flavorings, colorings and preservatives
- Using unclean raw materials
- Lack of personal hygiene among workers

2. Damages that occur during transportation

- Being squashed and scraped due to improper packing and unpacking
- Food being spoilt due to improper storage
eg: in dark, damp places
- Spoilage due to incorrect storage temperature
eg: yoghurt, curd, fish, meat
- Germs and dirt getting into the food due to poor packing



Figure 14.9 - Food transportation improperly packed

3. Damages that occur during storage

- Food spoilage due to storing carelessly without checking the expiry date.
- Attacks by pests such as mice, cockroaches and termites during storage
- Not storing at the correct temperature
eg: switching off refrigerators to save electricity.
- Not storing different foods separately
eg: storing meat, fish and ice-cream together
storing medicines or chemicals with food



Figure 14.10- Food storage

4. Damages that occur during preparation

- Using expired, spoilt food
- Cutting and then washing leaves, potatoes and vegetables thereby removing the nutrients
- Overcooking
- Reusing the same oil for repeated frying
- Using inappropriate vessels for cooking and storing
eg: using aluminium vessels for chutney
- Using wrong methods of cooking

- eg: manioc should be cooked in an open vessel without a lid
- Lack of personal hygiene among workers



Activity

Make a list of healthy habits to be followed when preparing food.

5. Damages that occur during consumption

- Using expired or spoiled food
- Using fast food and junk food
- Using food with chemicals added



Activity

Why should we avoid consuming fast food and junk food?

Factors to consider when selecting food

1. Date of manufacture, date of expiry, ingredients, following the standards
2. The nature of the package
3. Taste, smell, colour and appearance
4. Freshness

Many food change colour and give off odors when they are spoiled. When food contains chemicals or when food is expired we may be able to identify this by taste.

Colour also shows freshness. However, this colour can also be obtained by artificial means and therefore, You must be careful when choosing food.

Look for changes in the shape and colour as well as bruising, piercing and discolourations.

If the packaging is torn, broken, squashed or inflated the food is not safe for consumption.

Determine how nutritious the food is, by examining the date of expiry and manufacture, the ingredients and the standards reached (SLS, ISO).

Minimize the consumption of junk food and fast food as they are high in sugar and oil which provides energy but little of the other nutrients.



Activity

Fill the table using your experience about the unsuitable food in your home.

Type of food	Why it is unhealthy	Adverse consequences faced

Preservation of food by protecting its nutritional value

When there is an excess of food, it should be preserved, so that it could be used when there is a scarcity of food. The food must be stored in such a way that its nutritional value is preserved.

Table 14.1

Preservation method	Food
1. Drying –Sunlight, in ovens, with fires	fish, vegetables, breadfruit jak , chillie, dry fish, bittergourd, manioc slices, lime(for pickles)
2 Adding sugar – adding warm sugar	fruits, jam, jaggery
3.Cooling – refrigerating	milk, fruits, vegetables, meat, fish, margarine, cheese, yoghurt, butter, cream
4. Salting – adding salt in powder or crystal form	lime pickle, mango, jaadi, ‘biling’, nelli
5.Canning – canning cooked or uncooked food	fish, fruits, milk, cooked vegetables, prepared meat, coconut, coconut milk
6. Dehydration – dehydrating using machines	powdered milk, powdered coconut milk
7. Adding chemicals	cordial, jam, chutney, sauce
8.Pasteurization and sterilization	fresh milk, sterilized milk
9.Burying under sand	lime, jak seeds, manioc
10.Smoking	meat, fish, jak, goraka
11.Adding vinegar	jak, pickles, brinjals fried, sauce
12.Cooking	‘malu ambulthiyal’, fried foods, brinjal’moju’
13.storing in bee’s honey	meat, fruits
14.Wrapping – wrapping in arecanut leaf (kolapotha) or banana leaves	juggery, fruits

Traditional eating habits

Our ancestors prepared food using methods that preserved or increased the nutritional value of food. They also grew their own food.

Some methods they used to increase the nutritional value of their food were,

1. Adding drumstick (murunga), pandan (rampe) or spinach leaves when cooking rice, manioc or breadfruit.
2. Making 'hathmaluwa' for all festivals and instances where high nutrition is needed.
3. Using "thambum curries" to resolve ailments of the digestive system such as loss of appetite and stomach pain.
4. Mixing different types of leaves to increase the nutritional value, such as mixed leaves 'mallung' and drumstick leaf 'mallung'
5. Using different types of vegetables to make soups and curries
6. Preparing 'hathmaluwa', 'pongal', 'sambaru' and 'biriyani'
7. Using spices such as curryleaves, cumin, coriander, ginger, turmeric, pepper and goraka which are beneficial to the digestive system.
8. Using par boiled rice.
9. Preparing various types of porridges such as salt porridge, herbal porridge, rice porridge and consuming it with jaggery
10. Mixing kurakkan with other grains and creating 'halape', 'thalape', 'aggala' and porridge
11. Making 'atu kos', 'weli kos', and dried jak fruit.
12. Making lime pickles, pickles and 'jaadi'



Activity

Make a booklet about the traditional methods of preparation of food by gathering information from your elders.

Nutritious snacks

Consume the following food items instead of fast food and junk food.

eg:

1. Fresh vegetable salad
2. Fresh fruit juice/ fruit salad
3. Curd/ yoghurt
4. Boiled green gram/ chickpeas/ peanuts



Figure 14.11 - Nutritious snacks

Using pure water

Using pure water is essential for a healthy life. Boil water above 100⁰ C for a while to purify it. If you are using "well water", get reports ensuring that the quality of the water is suitable for consumption.

Summary

The factors that should be considered when creating menus for a family are age, health status, gender, level of physical activity, special needs, preferences and amount of food needed.

Hygienic practices should be followed in the preparation and presentation of food. Factors impacting the presentation of food are the appearance, appealing nature of the food, the order of the presentation, the hygiene of the food, the personal hygiene of those preparing it, the sufficient quantity and good table manners.

Ways to protect the nutritional status of food are, selecting healthy food, using correct techniques for preparation, obtaining nutritious food from the home garden and proper methods of preservation.

Production, transportation, storage, preparation and consumption of food must be done correctly to maintain the nutritional value.

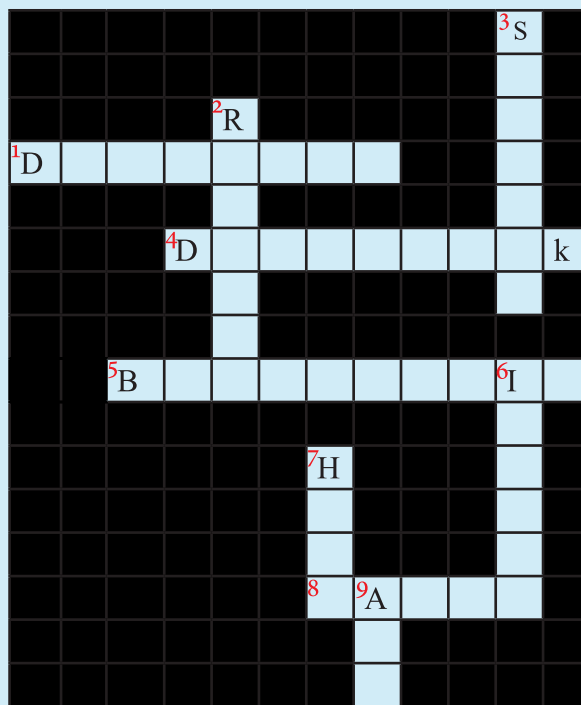
Observe the taste, colour, smell, appearance and freshness of the food, date of manufacture and expire, ingredients and the nature of the package when selecting healthy food.

There are many traditional methods as well as modern methods of food preservation.



Exersice

Fill in the crossword



Across

1. This disease is caused by over consumption of sugar.
4. The pods of this plant are curried and a mallung is made of the leaves in order to obtain vitamin C.
5. This is preserved by burying under sand.
8. An important factor in making food appealing to everyone.

Down

2. A more healthyer type of rice.
3. A feeling of fullness is felt in this oragan when food or water is consumed.
6. This mineral present in salt is important for the brain development of young children.
7. Using too much of this for cooking would make many nutrients to destroy.
9. A factor which determines the amount of food consumed by an individual.

Answers

Across - 1. Diabetes
Down - 2. Red rice

4. Drumstick
3. Stomach

5. Breadfruit
6. Iodine

8. Taste
7. Heat

9. Age

Let us develop health related fitness

You, who are to join the national workforce soon, must be healthy to do so. To be healthy, you must be physically, mentally and socially fit. Physical fitness is the ability to correctly perform bodily functions. This ability, or these qualities of being physically fit, are called physical fitness factors. There are two categories of these factors as skill related physical fitness factors and health related physical fitness factors. Both of these can be developed through various activities.

In grade 7 you learnt about five physical fitness factors, exercises to develop them and how to measure them.

In this lesson you will learn about health related physical fitness and how to develop it.

Physical fitness

We perform bodily functions every day. To perform these, we use various movements, which occur at various levels.

Some find these movements easy, while others find them more difficult. These differences occur due to the differences in physical fitness.

As we know, the skills we have to perform in above activities are called as physical fitness factors or physical fitness qualities. These qualities of physical fitness can be developed through various exercises and activities.

Health related physical fitness

Your body is created by many systems working together.

For example, imagine you are playing cricket and are running fast to catch the ball. As you run your heart rate and breathing increase. You breath faster to obtain the necessary oxygen. To distribute this oxygen around the body the heart beats faster.

Health related physical fitness factors are the factors that directly affect your health.

Health related physical fitness factors

1. Cardiovascular endurance
2. Muscular endurance
3. Muscular strength
4. Flexibility
5. Body composition

These factors help people to maintain good health.

Cardiovascular endurance

This is the endurance ability of the heart and lungs. Oxygen is essential for body functions. Carbon dioxide is created as a waste material. The respiratory system helps to obtain this oxygen and the blood circulatory system distributes it around the body. The carbon dioxide in the cells enters the blood stream and travels to the lungs where it is removed from the body through respiration. Therefore, both the respiratory system as well as the blood circulatory system are essential for this process.

Good cardiovascular endurance is the ability of the heart and respiratory system to function properly and provide more oxygen to the muscles.

Exercises to develop cardiovascular endurance

The heart rate will increase when activities are performed. If the heart rate does not increase, cardiovascular endurance will not improve however much daily activities are performed.

These exercises can be performed at home by walking fast and by performing everyday activities manually instead of using machines.

eg:

- Walking fast
- Riding bicycles
- Jogging
- Swimming
- Aerobics

You will be able to increase the efficiency of your heart and lungs through these exercises.



Figure 15.1- Cycling

Benefits of developing cardiovascular endurance

1. The ability to distribute and use of oxygen becomes efficient
2. The waste products of the body are quickly excreted
3. Can do more work without getting tired
4. Become better at sports
5. Become happy
6. Burn fat and control weight



Activity

Measure your heartbeat and breathing rate before and after running for 5 minutes.

Muscular endurance

The muscular system helps in all movements of the body. To continue these movements effectively, muscular endurance must be developed.

Muscular endurance is the ability of the muscles to work for a long time without getting fatigued.

Exercises to develop muscular endurance

These exercises should be performed for a long time or with many repetitions. Body weight or an external weight could be used for this.

eg:

- Mountain climbing
- Running on sand
- Climbing stairs
- Jumping exercise
- Using exercise machines (with weights)
- Playing football and badminton
- Gardening for a long time



Figure 15.2 - Playing football

Benefits of developing muscular endurance

1. Can work for a long time without exhaustion
2. Can work without being tired
3. Can be better at sports



Activity

Divide the class into 2 teams. One team forms a circle, the other team stays inside the circle. One person from the circle whilst hopping try to catch the people inside the circle. Those who get caught are out of the game. When the person hopping gets tired another person of his team becomes the catcher.

Muscular Strength

You have seen the muscles of weightlifters. Unlike our muscles theirs are well defined. They have a large amount of muscular strength. Short distance runners, those who participate in jumps and throws also need muscular strength. Those who lift weights in their occupation also have a large amount of muscular strength.

Muscular strength is the amount of energy that can be generated by the muscles in order to fulfil a task.

Exercises to develop muscular strength

As the muscles have to bear a large weight, these exercises should only be repeated a few times.

eg:

- Jumps
- Push - ups
- Half squat
- Perform weightlifting under professional supervision
- Use weightlifting machines
- Pushing heavy equipment, pulling water from the well, pushing a wheelbarrow with a load in it.

} These exercises are suitable after the age of 17 years



Figure 15.3-Push - ups



Figure 15.4-Half - squat

Benefits of developing muscular strength

1. Development of muscles and blood vessels
2. Blood supply to the muscles increases
3. Muscle activity increases
4. Muscles can generate more strength
5. A good figure due to well defined muscles
6. Development of sports skills



Activity

Face each other in pairs and keep your palms on the palms of your partner and push the hands forward and backwards. In here, same kind of foot (right or left) of each player should be placed in her/his front.

Flexibility

Observe a gymnast. Observe how the body bends at the joints. Flexibility is important to bend and stretch to maintain the postures in everyday life. If our body is less flexible our efficiency decreases. Flexibility is also important in sports.

Flexibility is the ability to move or stretch through the joints.

Exercises to develop flexibility

- Stretching exercises
- Gymnastics
- Yoga
- Swimming
- Dancing
- Reaching up or bending to get something, reaping paddy, pulling a weight



Figure 15.5 - Gymnastic

Benefits of developing flexibility

1. Minimize joint pains
2. Joints will be efficient
3. Correct posture
4. Balance
5. Develop sports skills
6. Activities can be done easily
7. Minimize injuries



Activity

Sit on the floor with your legs front stretched. Try to touch your toes with your hands bending your body.

Body Composition

Our body contains water, proteins, fat and minerals. The composition of the body can be divided into two main components.

1. Fat component
2. Components that is free of fat

Fat deposits are considered as the fat component stated above, and other components such as muscles, bones, skin and water, which do not contain fat are in the component which is free of fat

Body composition is the components which make up the body.

There are differences in the bodies of different persons according to height and weight. Obese individuals have larger layer of fat deposited under the skin while thinner bodies have little or no fat deposited under the skin.

Body composition must be in a correct ratio to maintain a good health. If body composition is maintained correctly, you feel healthier and physical fitness is improved. There is a direct link between the body composition and the athletic performance in athletes.

Factors to be followed to maintain a correct body composition

- Do regular exercises
- Have a balanced diet
- Eat less sugar, fat and salt
- Engage in exercises for 30 minutes per day.
eg: speed walking, jogging, aerobics, dancing
- Engage in household work briskly
- Do household activities manually with minimum use of mechanical equipment
- Do walking and use the stairs to go up and down whenever possible
- Get adequate rest and sleep
- Do not use narcotics



Figure 15.6 - Dancing



Figure 15.7 -Jogging

Benefits of having a good body composition

1. Can maintain the body mass index (BMI) at appropriate level
2. Due to a low amount of fat, easy to manoeuvre body and easy to engage in activities.
3. Prevent noncommunicable diseases
4. Body can function more efficiently and can engage in activities more efficiently
5. Joint mobility is effective and prone to less stress



Activity

Create a dance or rhythmic exercise routine to a song and perform it.

Summary

Health related physical fitness help us to have a healthy life.

The health related physical fitness factors are cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.

These can be developed through various activities such as exercises, sports and daily activities

Exercise

Fill the table

Factor	Definition	Exercises to develop the factor	Benefits of developing the factor
Cardiovascular endurance		1. 2.	1. 2.
Muscular endurance		1. 2.	1. 2.
Muscular strength		1. 2.	1. 2.
Flexibility		1. 2.	1. 2.
Body composition		1. 2.	1. 2.

Children spend most of their time either at home or in school. We need good physical and psycho-social skills to maintain good relationships with others. These physo-social skills are also known as life skills or life competencies which, help us face challenges successfully in our daily lives.

In grade 6 and 7 we learnt about life skills which promote mental and social well being. We also learnt how to maintain the emotional balance, factors which influence our emotions and the skills required to manage our emotions.

In this lesson, we will learn about effective communication, emotional balance and empathy which come under the ten basic life skills and also about team work and complying with social norms.

Life skills

Can you remember the last school sports meet? The whole school participated in it. A few students won medals/prizes but everyone enjoyed it. Teachers, students and parents all contributed to make it a success. What are the different life skills that are necessary to organise such an event efficiently and without conflict?

Effective communication

Effective communication is the ability to express one's ideas clearly and the ability to listen to others as well.



Figure 16.1 - Effective communication

Effective communication is an important element when working in a group. You need to make sure that people understand correctly what you communicate. When you do not agree with what others say, this has to be communicated in a manner which does not hurt the feelings of others. Problems must be resolved by peaceful discussion. We should need to be able to understand non verbal communication specially when people do not express their feelings directly.

Have you observed the way players in a team communicate with each other? Cricketers and volleyball players communicate with each other through signals. Sometimes players discuss strategy during the game. The captain listens to the opinion of all the players before arriving at a decision. All players in the team support the captain. If a player does not follow the team plan the team would find it hard to succeed.

Characteristics of a good communicator

- Listens to others
- Talks in a pleasant manner
- Expresses ideas clearly and pleasantly
- Able to understand the feelings of others through observing their non verbal communication

Activity

You have been requested to organise an art competition in your class. Think that you are appointed as the team leader. Prepare and deliver a short speech to get the help of others in organizing this competition. After all students have made their speeches discuss how to improve them.

Emotional balance

Emotions influence our behaviour and thinking. We experience pleasant emotions such as happiness and joy as well as unpleasant emotions such as anger and sadness. Managing emotions is identifying our emotions and responding to them appropriately. You have learnt this in previous grades as emotional balance.



Figure 16.2- Meditation for emotional balance



Activity

Record the emotions you will experience and the appropriate response for each of the following situations

Situation	Emotion	Response
eg: Coming last in a team sport	Sadness, disgrace	Congratulate the other team warmly. Analyse reasons for defeat and attempt to correct deficiencies
(i) Getting angry with a friend		
(ii) Teacher advising you about your negligence		
(iii) Your younger brother suddenly falls ill		
(iv) You perform very well at an exam and become first in the class		
(v) One of your classmates win an all-island competition		
(vi) Helping a person in need		
(vii) Your books are destroyed in a flood		

There are appropriate and inappropriate ways of responding to both positive and negative emotions. In grade 7 we learnt that the response to emotions depend on factors such as a person's age, personality, experiences and environment.

We experience different types of emotions in the class room or play ground. When we win we experience happiness or joy. When we lose we experience sadness, humiliation or anger. When we sustain an injury or have an accident we feel pain. Students who win track and field events at the sports meet will raise their hands in victory, cheer or carry

the house flag and run around the track and acknowledge those who cheered for them. Those who lose, look sad. Sadness is reflected by their body language, but they accept defeat graciously. The winner may sometimes respond by saying “you were a tough competitor”.

Laughing at those who lose, celebrating in a way which is a nuisance to others, consuming alcohol to celebrate, getting into arguments with your opponent or referee, throwing the bat or racket are inappropriate ways of responding.

Managing emotions help you to maintain good interpersonal relationships, develop the ability to cope with winning and losing and makes you a loveable person.

Empathy

Empathy is the ability to understand and share another person’s experiences and emotions and helping them to cope with it. Being able to identify and understand the emotions of a person who is in trouble or feeling sad and helping such persons are features of empathy. Empathy also enables us to share the happiness of others.



Figure 16.3 - Empathy

Seniru, Nirodha and Lochana went out to play during the interval. Seniru tripped and fell while running and knocked his head on a stone and started to bleed. He started crying in pain. His friends helped him to get up and wiped the dust off him. Nirodha asked him “Are you in lot of pain?” Lochana comforted Seniru by saying “Don’t be scared we will take you to the Saukyadana unit and keep some ice. That will reduce the pain.” After the comforting words of his friends Seniru felt less pain. All three went to the Saukyadana unit and Seniru obtained treatment. They returned to the classroom and looked happy.

If the two friends had panicked or got scared or if they laughed at Seniru he would have become more distressed. Because the friends understood the pain and distress Seniru was experiencing and helped him, their friendship became stronger.

You must have observed how friends respond to those who lose a match. Patting them on the back, praising their efforts, giving them something to drink, and helping them cope with the loss are examples of empathy. Empathy helps good social interactions.



Activity

One of your class mates is sad because his mother has gone overseas for employment. Describe how you will console him.

Apart from the above mentioned basic life skills, we also need to develop the following which contribute to psychological and social well being.

Comply with social norms

Adhering to social norms help us adapt to our social environment. Acceptable behaviour and rules vary according to the social situation. For example, the rules and behaviour in the school environment is different to what is expected of you at home. The acceptable behaviour depends on the differences in the social environments such as home, school, tuition class, play ground or bus. You should be able to adopt a behaviour appropriate to each of these situations. You need to maintain good behaviour and effective communication in each of these situations. When you are functioning in a group, it is important to maintain unity, share both victory and defeat and motivate others.



Figure 16.4 - Comply with social norms in the class room

Ruwangi passed the scholarship exam and entered a new school. She was very unhappy during the first week in school. She had to wear a new school uniform and follow many school rules. On days when she forgot to wear the house badge she was pulled up by the prefects. In her previous school she had to wear the house badge only at the school sports meet. The number of students in the class were also more. Although they were friendly no one wanted to play during the interval. During the second week Ruwangi became friends with Nethuli who was seated in the same row. Nethuli explained the school

rules regarding the uniform which was helpful to Ruwangi. Nethuli explained that most students participate in the activities of different societies during the interval. Nethuli took Ruwangi to a meeting of the Environment Society. Thereafter she decided to become a member of the Environment Society. She also became friends with several other students. Now she is very happy in school.

This is an example of how a student adapted to the new culture and rules in a different environment. If she did not adapt to the new school environment she would have become isolated.

Working in a team

All students do not take part in track and field events at the sports meet. However, each student contributes in different ways to the success of their house and the sports meet. Some students take part in the track and field events, others take part in the march past or the drill display. Others help to decorate the house tents, provide food or help organise the events. Everyone cheer for their houses. They are happy about victory and support each other in defeat. The success of the event depends on the contribution of everyone.



Figure 16.5 - Team work

Flexibility, discipline, listening to and respecting the opinions of others, working in harmony, effective communication, empathy, managing emotions and socially appropriate behaviours all help optimal functioning of a group.

The above skills are useful not only during the sports meet but also in our day to day activities in the class room. World famous people such as Martin Luther King Jr. and Mother Theresa as well as famous sportsmen all exhibit the above mentioned qualities. These skills developed in the class room and at play, will help you become a successful citizen in the future.

Summary

Life skills help you to face challenges in daily life

Effective communication, managing emotions, empathy, complying with social norms and team work will help you achieve success in life.

These skills are important when you are working in a group or interacting with others in society.



Exercise

1. What are the skills necessary to be an effective communicator?
2. Write down how you can cope with negative emotions (we discussed these in Grades 6 and 7).
3. Define empathy.
4. What skills will help you to comply with social norms?
5. What are the other life skills which help to work in a team?

Let us face environmental challenges successfully

We face many challenges in our daily lives. You may recall having faced challenges such as diseases, examinations, competitions, accidents and the challenges of adolescence. We learn about the various challenges faced by society through the media. If you do not face challenges successfully, you will be at risk of threats to your life and property. You may also develop mental and physical illness.

In previous grades, you have gathered a basic knowledge on the challenges such as diseases, accidents, disasters and abuse.

Through this lesson, you will gain an understanding of environmental challenges such as accidents, diseases, abuse, addiction to smoking, alcohol and illicit drugs as about well as about the skills needed to overcome these challenges.

Environmental challenges

Challenges you will have to face in your everyday environment are called 'Environmental Challenges'.



Activity

List the environmental challenges we face.

Check if the following are included in your list.

Diagram 17.1



Let us learn these environmental challenges one by one

Accidents

We see many accidents reported in the media. Accidents can happen to anyone at anytime. For example, they could occur at home, at school, in factories, in the playground, on roads, at work place, in mines, at construction sites and in other worksites.

The main reasons for accidents are carelessness and ignorance.

Activity

List the harmful situations that could arise due to accidents.



Figure 17.1 - Accidents

Harmful situations that arise due to accidents

- Cuts, bruises and scrapes
- Sprains and fractures
- Burns
- Concussions and loss of consciousness
- Falling ill
- Loss of life
- Mental stress
- Damage to property
- Air pollution
- Sound pollution
- Environmental pollution due to toxins, harmful chemicals and harmful radiation

You must be able to prevent, minimize or manage these harmful effects of accidents.

Steps to prevent accidents

- Gain knowledge and understanding regarding accidents
- Do not engage in risky activities
- Get help and advice from others when necessary
- Return things to their proper place after use
- Abide by the laws and rules
- Carry out safety measures

Measures that could minimize harmful effects of accidents

- Giving first aid
- Giving CPR (Cardio Pulmonary Resuscitation) when necessary
- Getting medical help as soon as possible
- Safeguard the area where the accident took place

Many accidents today are caused by people's impatience, ignorance and disregard for the law. To overcome these challenges there are few skills we must develop and these are listed at the end of the chapter.

Disasters

Disasters occur due to long or short term changes in the environment as well as due to human activities.

You have probably heard of the Tsunami which struck Sri Lanka on the 26th of December 2004. This disaster affected not only Sri Lanka but many other islands in the Indian Ocean.



Activity

Make a list of natural disasters.

Disasters we face

- Floods
- Droughts
- Landslides
- Tsunami
- Earthquakes
- Cyclones
- Volcanoes
- Forest fires and wildfires
- Lightning
- Collaps of buildings
- War
- Epidemics

Due to the floods and landslides in 2016 many people lost their lives, homes and the farmlands which were their sources of income. Disasters lead to mental stress, social unrest and illnesses as well as accidents can occur.



Figure 17.2 - Disasters

Harmful effects of disasters

- Bodily injury including bruises, scrapes, cuts, fractures, burns and other bodily harm
- Illnesses
- Concussions and loss of consciousness
- Electrocutation
- Loss of life
- Pollution
- Loss of homes and property

If people were more aware of changes in the environment, the harm caused by disasters could be minimized. For example, during the landslide in Meeriyabedda in Badulla, some of the inhabitants saw the cracks appearing on the ground on the hillside and understood what it meant, they were able to escape the disaster.

Methods to prevent or minimize the harmful effects of disasters

- Sufficient warning through different media of communication
- Abiding by the law
- Being prepared
- Creating social policies
- Identifying safe places in advance
- Not putting up illegal structures
- Stopping deforestation
- Being aware of environmental changes
- Working together as a team in emergencies

To successfully overcome disasters we must develop the skills needed to overcome challenges in general.

Activity

Explain how to face a disaster successfully.

Abuse

Causing one to engage in wrongful conduct is known as abuse.
eg: inducing others to indulge in the use of narcotic drugs, harassment, etc.

One can get coerced to engage in anti-social activities. This is known as coercion.

You have probably heard of child abuse in the media. Read the following examples to get an idea about child abuse.

- Tricking children
- Physically and mentally abusing children

- Humiliating children
- Child labour
- Using children for drug trafficking
- Inducing to view inappropriate images and films
- Sexual abuse



Figure 17.3 Child labour

Steps to prevent abuse and coercion

- If anyone tries to coerce you into performing anti-social acts, resist immediately
- Be conscious about those who try to induce you to perform anti-social acts
- Tell a responsible adult about any suspicious conduct
- Do not be alone in deserted places
- If you think that you are about to be sexually abused, shout for help and run to a safe place
- Always remember that your body is yours and therefore, do not let others touch your private parts
- Make sure that your behaviour, clothing and speech are decent
- Do not bring your friends home when there are no adults present
- Do not use the internet, social media and mobile phones without adult's consent

If a child is alone at school, a teacher should be present. If a child is alone at home, an adult should be present.

Harmful effects of abuse

- Mental distress
- Education is disrupted
- Being isolated in society
- Contracting sexually transmitted diseases
- Unwanted pregnancy
- Death and suicide

The life skills you have learnt in previous lessons will help you avoid being engaged in abuse as well as to face these situations successfully.

Activity

Write the steps you would take to ensure your safety if you were at home alone with no adults.

Narcotics

Narcotics include tobacco, alcohol and illicit drugs.

Narcotics is another challenge you have to face during adolescence. Due to physical and mental changes that occur during adolescence there is a desire to fit in with your peers.

Many youth are pressured into use narcotics due to associating with wrong peers. You should have the strength to be free of this yourself as well as to safeguard your friends from this threat. You should use your creativity to inculcate positive ideas within your peer group.

Whatever reasons the narcotic users bring to persuade, none are valid. They instead have a large number of negative consequences. Some examples for narcotics are Cocaine, Hashish, Ganja, Marijuana, Heroin, Alcohol, Cigarettes and Cigars.

Harmful effects of using narcotics

- Bodily functions are disrupted
- Mental disturbances
- Disfiguration
- Contracting diseases
- Impotency
- Weakness in the nervous system
- Decrease of life span and loss of life
- Financial difficulties
- Family problems
- Forced to engage in anti-social acts
- Lead to abuse and coercion
- Being isolated in society
- Conflicts arise

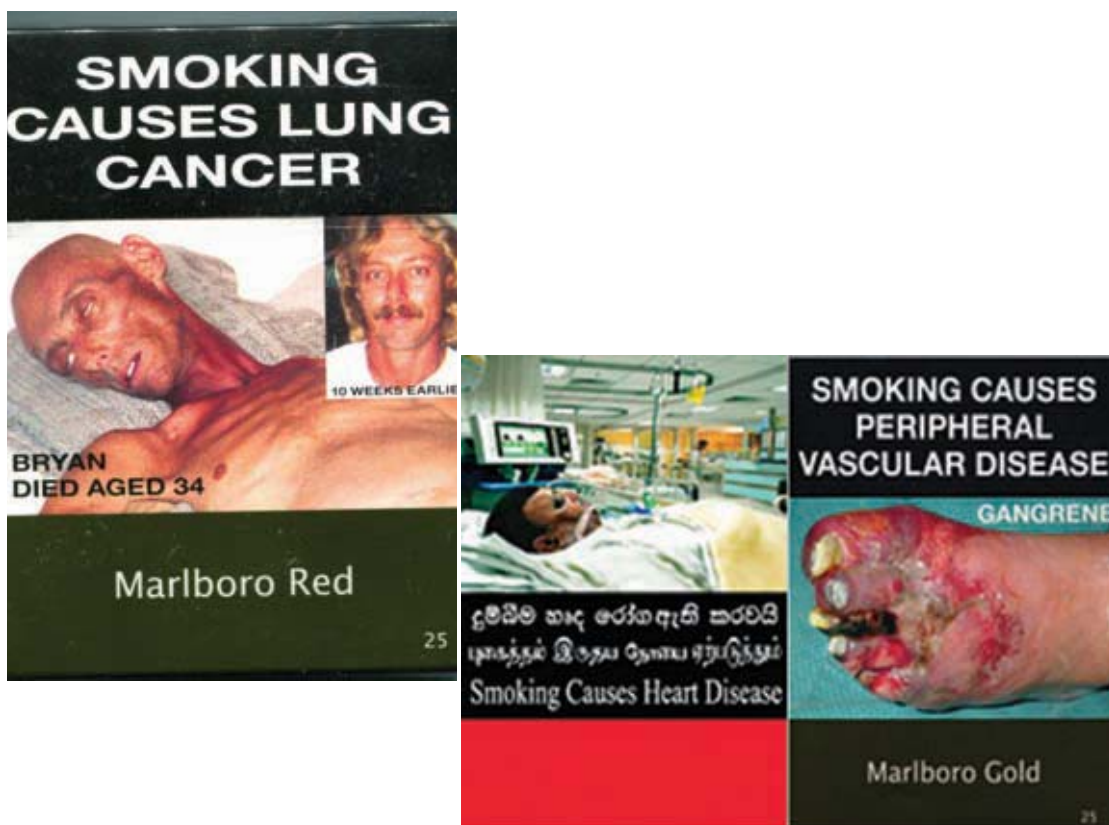


Figure 17.4 - Displaying harmful effects of smoking on cigarette packet cover



Activity

Describe how to minimize or avoid the above harmful situations.

Steps to prevent the use of narcotics and to prevent others from using them

- Being informed and warning/educating your friends and society
- Abiding by the law
- Cultivating good habits and character
- Think critically about the information available in the media
- Using your leisure wisely by engaging in sports and aesthetic activities
- Rehabilitating those addicted to narcotics
- Opposing the use of narcotics in public places

You can overcome the challenge posed by narcotics.

You as school children can easily overcome the challenge posed by narcotics, because of your knowledge about their ill effects. You have the ability to resist efforts by others to introduce you to narcotics.

You can also use your skills to help those addicted to narcotics to rehabilitate themselves.

Diseases

The two types of diseases are communicable and non-communicable diseases.

Communicable diseases

Diseases that spread from the diseased person to others are known as communicable diseases. Although some communicable diseases have been eradicated many are still prevalent.



Figure 17.5 - Chicken pox

Some examples of communicable diseases are, dengue, leptospirosis, cholera, measles, chicken pox, mumps, chickengunya, SARS virus and sexually transmitted diseases.

These diseases can be spread either directly or through vectors such as mosquitoes.

Of these diseases, dengue is prevalent among both adults and children. There are many programmes being carried out to eradicate dengue mosquito that spread the disease.

You should cooperate in the eradication of the breeding places of these mosquitoes.

The sexually transmitted disease HIV/AIDS is also a major threat, the decline of moral values in the society could be the main cause for its spread.

Non-communicable diseases

Some non-communicable diseases are diabetes, heart diseases, high blood pressure, cancer and neurological disorders. The main causes for these are, unhealthy eating habits and lifestyle. A larger portion of society suffers from non-communicable diseases.



Figure 17.6 - Heart diseases

Harmful effects of diseases

- Dysfunction of organs
- Becoming disabled
- Change in physical appearance
- Become less active
- Harm to life
- Financial problems
- Education is disrupted
- Mental stress

Steps to prevent or minimise the harmful effects of diseases

- Gain knowledge about diseases and share this knowledge
- Consume healthy food
- Drink clean water
- Do not use narcotics
- Maintain a healthy BMI
- Get proper exercise, sleep and relaxation
- Reduce stress
- Get appropriate vaccines
- Prevent methods through which diseases are transmitted
- Destroy the root causes of diseases
- Obtain medical advice regarding genetic diseases
- Carryout medical checkups regularly
- Obtain medical treatment at proper time when you are ill



Activity

Make a leaflet to inform your friends about the prevention of non-communicable diseases.

Skills needed to overcome environmental challenges

- Patience
- Knowledge, being law-abiding
- Taking correct decisions, solving problems intelligently
- Creative and critical thinking
- Necessary training
- Effective communication
- Good interpersonal relationships
- Ability to control emotions
- Self-awareness
- Self - confidence
- Good attitudes
- Good habits
- Being methodical
- Team spirit

Summary

Accidents, disasters, abuse, narcotics and diseases are the environmental challenges we face in everyday life.

The harmful effects of these are disability, disruption of education, contracting diseases, environmental pollution and social unrest.

To overcome these challenges, we need to develop the skills of self-awareness, self-confidence, making correct decisions, good interpersonal relationships, good habits, effective communication, creativity, correct attitudes, controlling of emotions and being law abiding.

We should also take steps to prevent and minimize the harms caused by these challenges.



Exercises

1. What are the reasons for environmental challenges?
2. What skills should you develop to face environmental challenges?
3. What steps could be taken to minimize the harm caused by an accident?
4. What are the causes of disasters?
5. What steps could be taken to prevent the harm caused by a disaster?
6. Name methods by which, you can avoid abuse.
7. Describe how you would face a situation where someone forces you to take narcotics.
8. What steps can be taken to avoid contracting non- communicable diseases?

Let us learn first aid for accidents faced in daily life

Accidents can happen to anyone, anywhere, at anytime. It is very important to be able to help a person in such a situation, by giving them first aid before medical help arrives. Through this, it is possible to prevent the death of the victim.

In the 17th lesson you learnt the harmful effects of accidents and disasters, steps to prevent or minimize their harmful effects and the skills needed to overcome them.

In this lesson you will learn the need for first aid, the basic principles of first aid, the qualities of a person delivering first aid and some instances where first aid should be administered.

What is first aid?



Activity

Unscramble the words to form the definition of first aid.

The primary help or aid, first aid, before, given, medical help, accident, is given, necessary, disasters, is known as, or, other emergency, occur, when

First aid is, the first help or aid given after an accident or disaster before the necessary medical help arrives.



Figure 18.1 - International symbol of first aid

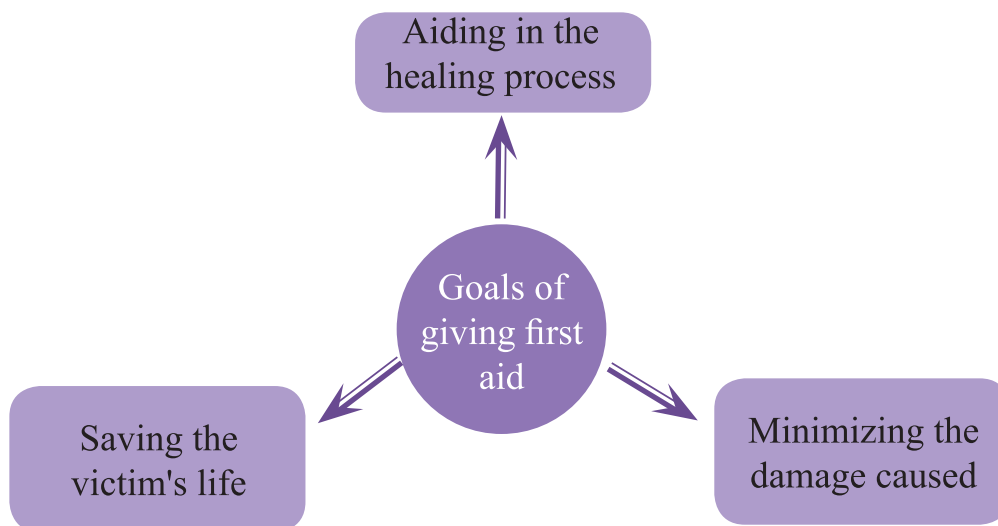


Activity

Make a list of instances where first aid is given.

Need for first aid

Diagram 18.1



Activity

Fill in the table for different instances that you identified in the previous activity

Instance	Harm that could occur	First aid
1		
2		
3		
4		
5		

Basic principles of first aid

A skilled first aider examines the patient and identifies the nature of the ailment.

The ABCDE method for basic life support is described below.

A - Airway

First, any blockages of the respiratory system must be identified and cleared. To do this, the victim's head and neck should be examined and if there is no injury, the head should be turned downward or to a side and the blockage should be removed. Some instances where the airway should be examined are listed below,

- Drowning
- Choking
- Fainting
- Falling from a height
- Any unconscious patient



Figure 18.2 - Examining the airway

B - Breathing

Check if breathing is occurring normally. To do this, keep the back of your hand near the nose, check if the chest rises and falls or keep your cheek near the patients nose and feel his breath on your cheek. If breathing does not occur provide artificial respiration. Some instances that specifically need to check for breathing are,

- Drowning
- Choking
- Fainting
- Falling from a height
- When burnt
- Electrocutation



Figure 18.3 - Checking the breathing

C -Circulation

Checking the patient's pulse is essential. This is done by placing the fingers on the inner wrist, side of the neck or foot and feeling the pulse. If circulation has stopped, use pressure or heart massage to reactivate the heart. Instances when the pulse should be checked are,

- Drowning
- Electrocutation
- After a fall from a height
- After being run over by a vehicle
- After a snake bite

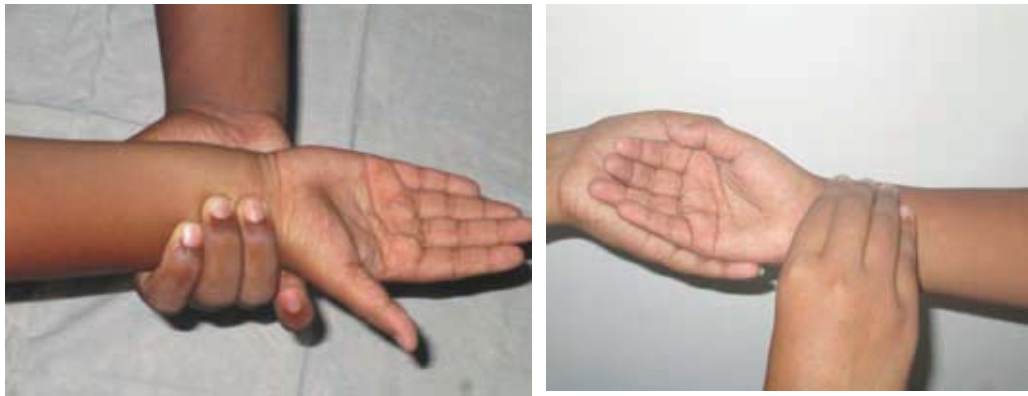


Figure 18.4 - Checking for pulse

D - Deformity

It is important to examine the patient and provide first aid accordingly. If a fracture has occurred or the spine is injured it is important to keep that area immobilized.

eg: neck – roll-up two pieces of cloth and keep them either side of the neck or use a collar if available (Figure 18.6)

spine – Keep the patient on a board

limbs – Tie to a wooden plank



Figure 18.5 - Tie to a wooden plank



Figure 18.6 - Making a collar by piece of cloth

E - Exposure, Environment

To examine the patient it is necessary to expose the injury, but it is important to do this without harming the patient. Examination should be done in a safe environment, if not the patient should be transported carefully to a safe environment.

If the patient can breathe, move him into the recovery (left - lateral) position.



Figure 18.7 - Recovery position

If he cannot breathe perform chest compression and artificial respiration.

Chest compressions

- For an infant place two or three fingers on the chest
- For a child or an adult place the hands on the chest
- Compress at least one third depth of the chest
100 times per minute.



Figure 18.8 - Chest compressions

Artificial respiration

- after 30 compressions open the patient's mouth, close the nose, and placing your mouth on his, breathe out until the chest rises.



Figure 18.9 - Artificial respiration

Perform this in the ratio of 30:2 until the patient responds.



Activity

With the guidance of the teacher, demonstrate chest compression in class.

Qualities of a person who provides first aid

Skill and knowledge about first aid	Leadership
Ability to act according to the situation	Making correct decisions
Calmness	Observant
Patience	Kindness and sympathy
Treating all equally	Should not have aversion to the patient
Bravery	Not unnecessarily embarrassed
	Being cautious of own safety

Points to consider when providing first aid

- When a person has fallen from a height, or something has struck his spine or if there is any reason to suspect that the spine could be damaged, the person should only be moved on a wooden plank. The patient should be moved onto the plank by rolling him as if rolling a log. This is the “log rolling method”. Failing to use this method could worsen the injury or cause blockage of the respiratory system.



Figure 18.10 - Log rolling method

- If there is a foreign object embedded in the patient, DO NOT remove it. This could cause internal damage or the patient could bleed to death.
- Do not give an unconscious patient any food or drink as they could cause the blockage of the respiratory system.
- Do not provide food or drink until medical help has been received, because it may need several hours fasting to give anaesthesia for surgery.
- If parts of the body have been dismembered wrap them in polythene and keep them on ice and take them to the doctor as soon as possible. eg: hands, fingers, feet (Figure 18.11)



Figure 18.11

Instances where first aid should be administered

1. Fainting

Fainting occurs due to lack of oxygen to the brain, the body then becomes lifeless. The patient should be made to lie down on the floor or on a bed. Loosen tight clothing. If a patient feels faintish instruct him/her to sit down and place the head between the legs. If the patient has been made to lie down, raise the legs above the head level, by this the oxygen and blood will flow to the brain. Move the patient to a place with more natural ventilation. After the patient regains consciousness give him glucose and some warm water.



Figure 18.12 - Position when the patient is faintish

2. Animal or snake bites

Calm the patient. Wash the site of the snake bite under cold, flowing water for 10-15 minutes. Minimize the movement of the area of the bite. Remove all tight items of clothing and other articles like rings and watches. It is important to identify the snake and take it to the doctor. Keep the site of the bite below the level of the head.

Do not try to suck the wound or to use tourniquet (a band tied above the bite).

3. Bee or wasp stings

Remove the patient from the environment. Calm the patient. Remove all rings, bracelets etc. Identify the area most affected. Remove any remaining stings or other parts using a blade or a fingernail. Use medicine like paracetamol for pain relief. If there are multiple stings seek medical help.

4. Electrocutation

Disconnect the electricity by switching off the fuse or main switch. If you cannot disconnect the electricity using these methods, do not touch the appliance using your hands, use a wooden broomstick or stick. Identify the situation using the ABCDE method.

If circulation is not functioning, give heart massage. If there is no respiration give artificial respiration. If there are burns, give the necessary first aid. Seek medical help.



Figure 18.13 - Removing the patient from the electricity supply

5. Burns

Burns can be caused by fires, chemicals and electricity. The way the fire is extinguished, depends on its source. Some methods are, covering it with a thick cloth, praying water on it and if the clothes are on fire, rolling the person on the floor.

After a burn remove the patient from the situation immediately and move him to a safe place. Hold the burns under cold running water for 10 minutes.

Remove all rings, bracelets and watches. If boiling water or chemicals have spilt on the clothes, cut them off the patient. If the clothes are stuck to any wounds, do not attempt to remove them. Calm the patient and seek medical help.



Figure 18.14 - Keep the burnt area under running water immediately

6. Injuries

There are many types of wounds such as burns, cuts, falls, scrapes and punctures. First, stop the blood flow using a cloth to apply pressure. Keep the wound above the level of the heart. Ice could be used if necessary. Seek medical help.



Figure 18.15 - After an injury, place the area elevated to a level above the heart

7. Chocking

Identify the item that could cause the blockage of the airway by opening the mouth and examining it. If the patient is an adult or a child bend the torso forward, open the mouth and hit him on the back. Alternatively, stand behind the patient and press the upper part of the torso using your clasped hands. In the case of a small child, turn the child's face to one side, holding the head downwards, keep the child bent over your knee with the lower chest resting on the knee and pat the back. If the object causing the blockage does not come out seek medical help immediately.



Figure 18.16
Method of removing
an object choking in an adult



Figure 18.17
Method of removing
an object choking in a child

8. Blockage of the nose

Tickle the nose to induce sneezing. If this is ineffective, do not insert anything into the nose, seek medical help immediately. Do not allow the patient to lie down as this could lead the object to enter the respiratory tract, instead arrange for him to sit or stand.

9. Drowning

You may have heard of many people, both adults and children lose their lives due to drowning. This is due to the difficulty in breathing caused by drowning.

Evaluate a victim of drowning using the ABCDE method. Use chest compressions and artificial respiration if necessary.



Activity

With the guidance of the teacher demonstrate giving first aid for following incidents

I fainting

II choking of an adult

Summary

The primary aid provided after an accident or disaster until the necessary medical aid arrives is known as first aid.

First aid helps prevent the situation from worsening , helps recovery and save the victims life.

The ABCDE method can be used to identify the situation before first aid is given.

It is always important to move the patient to a safe place and calm his fear, give firstaid and then seek medical help.

The skills of a person who provides first aid are skillfulness, knowledge, patience, kindness, bravery, observant, making correct decisions and acting according to the situation.



Exercise

1. What are the three goals of providing first aid?
2. Explain how the ABCDE method should be done in each step.
3. Write five qualities a person who provides first aid should have.
4. Mention one thing you should not do for a wound caused by a snake bite.
5. Mention necessary steps to be taken after rescuing a person from electrocution.
6. What needs to be done immediatly after a burn?

Glossary

approach run	அபிநீர்ண டாவனய	அணுகலோட்டம்
artificial respiration	காத்திம ஸ்விசனய	செயற்கைச் சுவாசம்
attacking line	புறார்க ரேவாவ	தாக்கற்கோடு
athletics	மலல க்ரிடா	மெய்வல்லுநர் விளையாட்டு
ball controlling	பன்த் பாலனய	பந்தைக் கட்டுப்படுத்தல்
ball of the foot	பாடி காவிவா	பாதச் சும்மாடு
body composition	ஸார்ரிக ஸண்டிகய	உடற்கொள்ளளவு
bounce pass	ஹைபா யுபும	சொட்டி அனுப்புதல்
cardio vascular fitness	சேரிமய டூரீமே னுகியாவ	இதயம்சார் தாங்குதிறன்
chest pass	பசுபவ கெடீன் யுபும	நெஞ்சுக்கு நேரான மாற்றம்
chest compression	பசு நைரபும	நெஞ்சை அழுத்தல்
crouched start	கூடி அரஹும	குறும் புறப்பாடு
creative thinking	கிரீமாதீரி வினனய	ஆக்கச் சிந்தனை
communicable disease	கெர்வன ரேர்மய	தொற்றும் நோய்
compliment	ஸமீமாத டுக்ரீம	மரியாதை
critical thinking	விவாரகீரி வினனய	சிறந்த சிந்தனை ஆற்றல்
date of expiry	கடீ ஓகூன் வீமே டினய	முடிவுத் திகதி
date of manufacture	கிஷ்பாடின டினய	உற்பத்தித் திகதி
dig pass /under arm setting	யபி அன் ல்ஸவீம	கீழ்க்கைமுறை ஒழுங்கமைத்தல்
empathy	ஸஹகமீபனய	பரிவுணர்வு
emotional balance	வினவீம ஸமலர்நாவ	மனவெழுச்சிச் சமநிலை
fair play	ஸாடார்க நர்மய	தியாகபூர்வமான விளையாட்டு
first - aid	புர்ப்மாதார்க	முதலுதவி
fast food	கஷ்ணிக அஹார்க	உடன் உணவு
field defending	பிரிய டுகீம	மைதானம் காத்தல்
flexibility	நமஸநாவ	நெகிழும் தன்மை
flight	பியாஸர்ய/ஓவந்மன வீம	பறத்தல் நிலை
followership	அநுஸமீகந்விய	பின்பற்றுதல்
foot work	பாடி னுர்வ	பாத அசைவு
goal keeping	டூல் டுகீம	பந்தைக் காத்தல்
gribbling	பன்த்ரவ பாடியென் டுமன யாம	சொட்டிச் செல்லல்
heading	பன்த்ரவ கிஸீன் பஹர் டீம	தலையாலடித்தல்
health promotion	ஸோஹ ப்ரவீர்டனய	சுகாதார மேம்பாடு
health related physical fitness	ஸோஹய அாதின ஸார்ரிக யேர்மஸநாவ	சுகாதார உடற்றுகைமை
junk food	கிஸர் அஹார்க	பொதி செய்யப்பட்ட உணவு
kicking	பன்த்ரவ பாடியென் பஹர் டீம	உதைத்தல்
lead up games	அநு க்ரிடா	வழி விளையாட்டு
life skills	கீவன கிபுணநா	வாழ்க்கைத்திறன்
lob pass/ high shoulder pass	ரூர்கிஸவ ஓகடீன் யுபும	தோளுக்கு மேலாக அனுப்புதல்
menstruation cycle	அார்கவ வகூய	மாதவிடாய்ச்
marking time	கடீ லுடீம	காலங்குறித்தல்
marching	மலனே யாம	அணியில் நடத்தல்
Medical Officer of Health	ஸோஹ வேட்ய கிரிடாரீ	சுகாதார வைத்திய அதிகாரி
minor games	ஸுல் க்ரிடா	சிறு விளையாட்டு
non- communicable disease	கெர் நாவன ரேர்மய	தொற்றாத நோய்
organized games	ஸவீவாதான்க க்ரிடா	ஒழுங்கமைக்கப்பட்ட விளையாட்டு
platoon	அவார பைபாலி கணீவியம	அணிநடைக் குழு

Lesson Sequence

Lesson in the text book	Competency level	No. of periods
1 st Term		
1. Let us improve our self esteem	2.1	2
2. Let us march correctly	3.1, 3.2	3
3. Let us play volleyball	4.2	4
4. Let us play netball	4.3	4
5. Let us learn about the start in running	5.2	2
2 nd Term		
6. Let us make our school environment healthy	1.1	6
7. Let us play lead-up games	4.1	1
8. Let us play football	4.4	4
9. Let us improve running exercises	5.1	1
10. Let us learn about jumping events	5.3	1
11. Let us safeguard reproductive health	8.1, 8.2	6
3 rd Term		
12. Let us practise throwing events	5.4	2
13. Let us develop sportsmanship	6.1	2
14. Let us preserve the nutritional value of food	7.1, 7.2	6
15. Let us develop health related fitness	9.1	4
16. Let us develop life skills	9.2	2
17. Let us face challenges successfully	10.1	3
18. Let us learn first aid for accidents faced in daily life	10.2	3