

## 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).

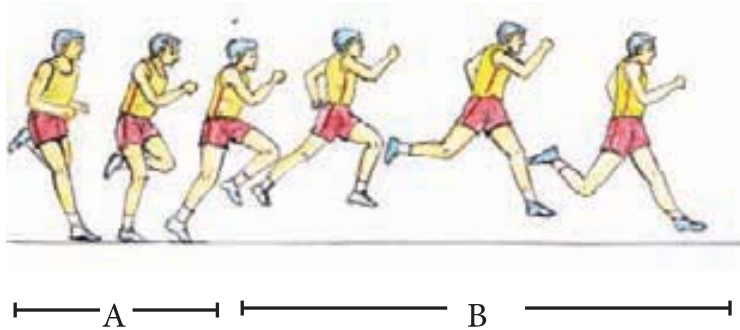


Figure 9.1

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.

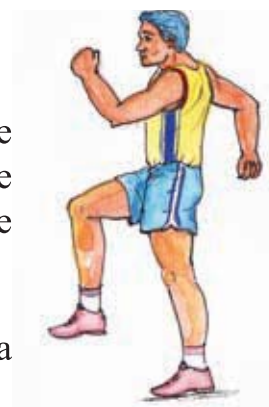


Figure 9.2

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  $90^{\circ}$  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.

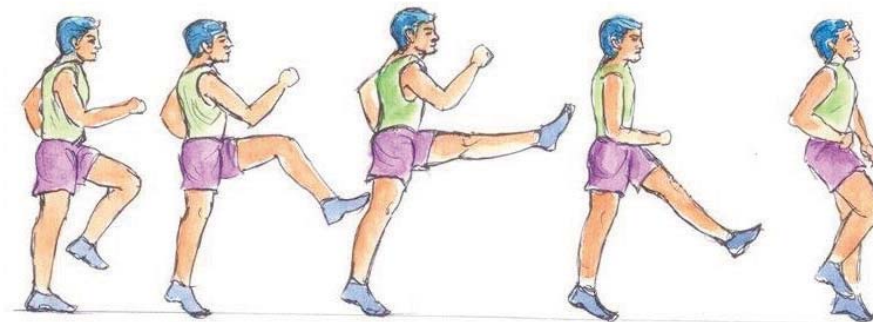


Figure 9.3

## 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.

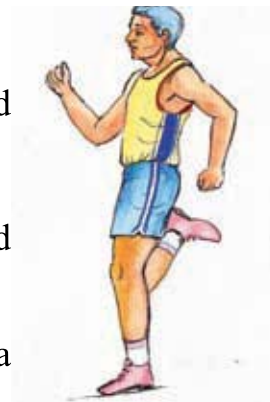


Figure 9.4

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.

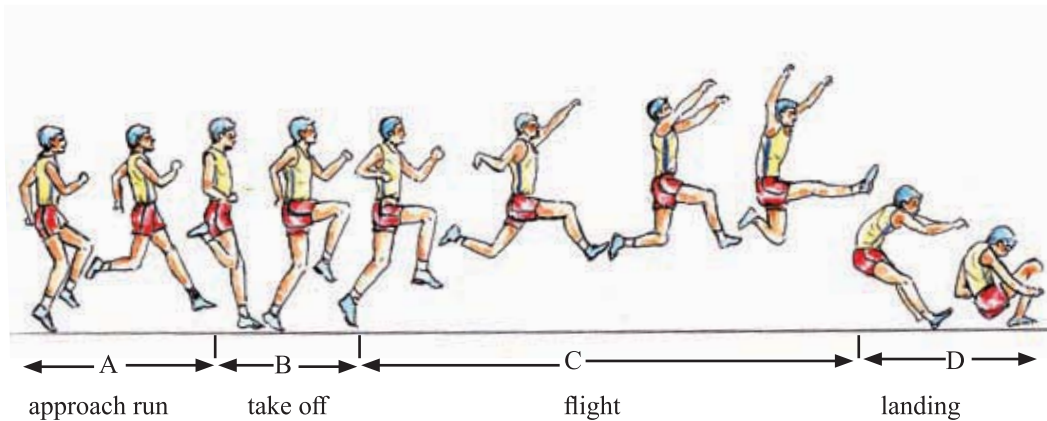


Figure 10.1- Sail technique of long jump

## 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.

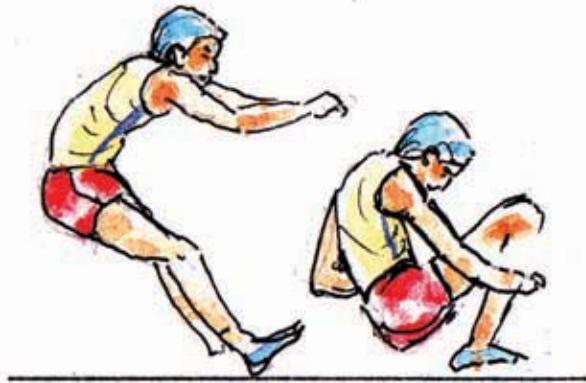


Figure 10.5 - Landing

### 五 步 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

- 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

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



Figure 10.8

- 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.

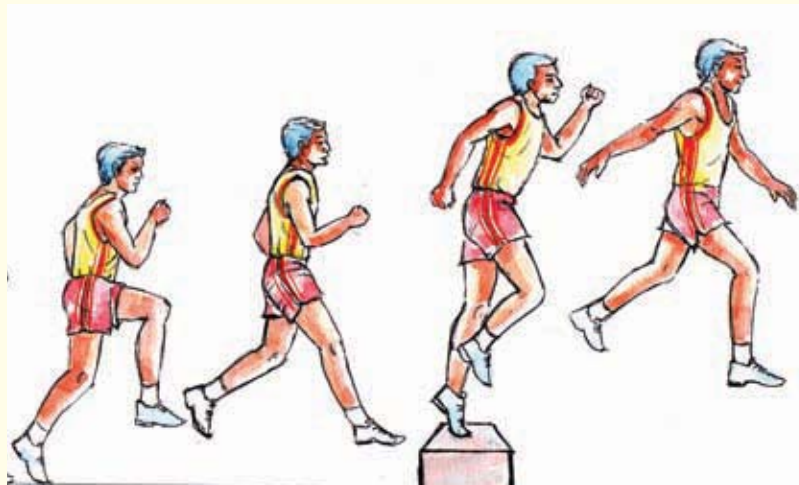


Figure 10.9

### 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

<p>A</p> <p>The first phase of a long jump technique</p> <p>A horizontal jump</p> <p>A long jump technique</p> <p>The final stage of a long jump</p> <p>A factor that determines the distance of a long jump</p>	<p>B</p> <p>Long jump</p> <p>Sail technique</p> <p>Landing</p> <p>Take –off speed</p> <p>Approach run</p>
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## 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.

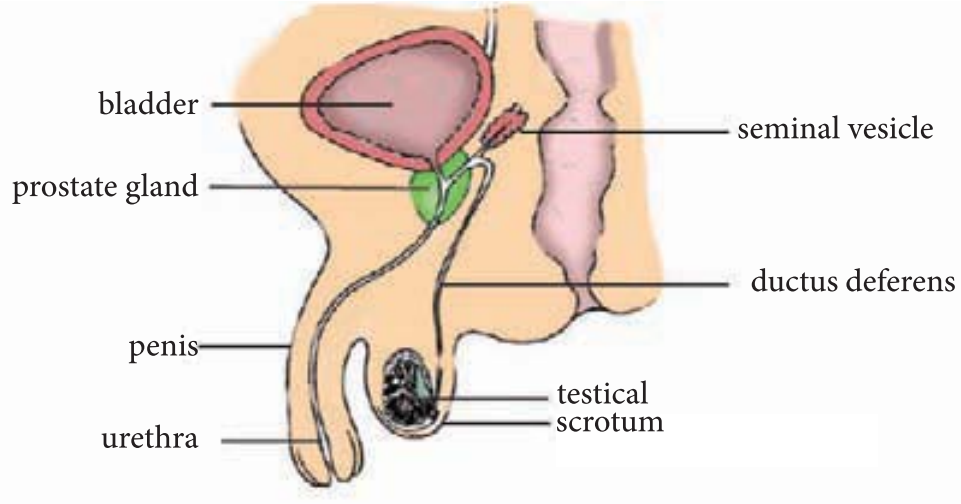


Figure 11.1-Male reproductive system

## 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.

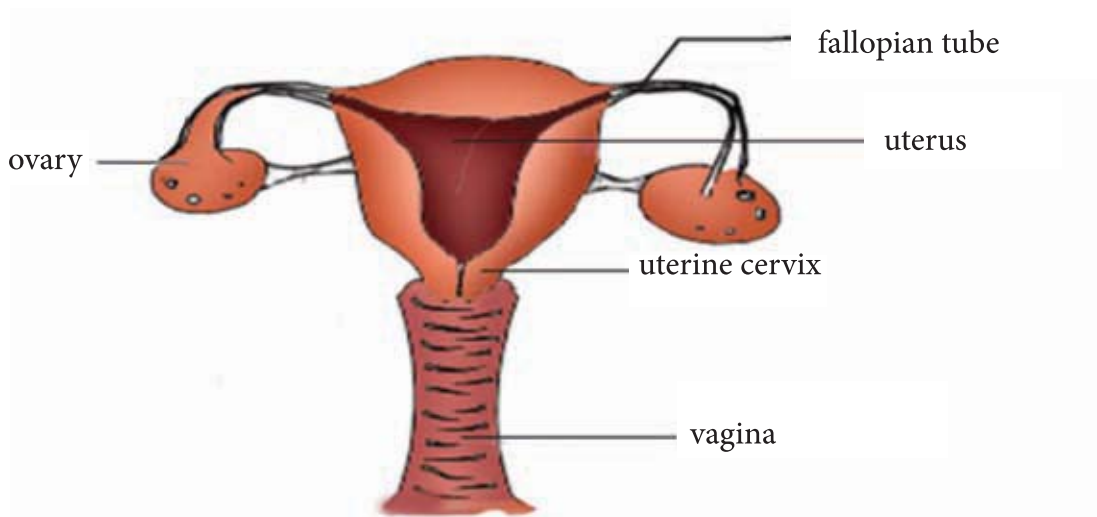


Figure 11.2-Female reproductive system

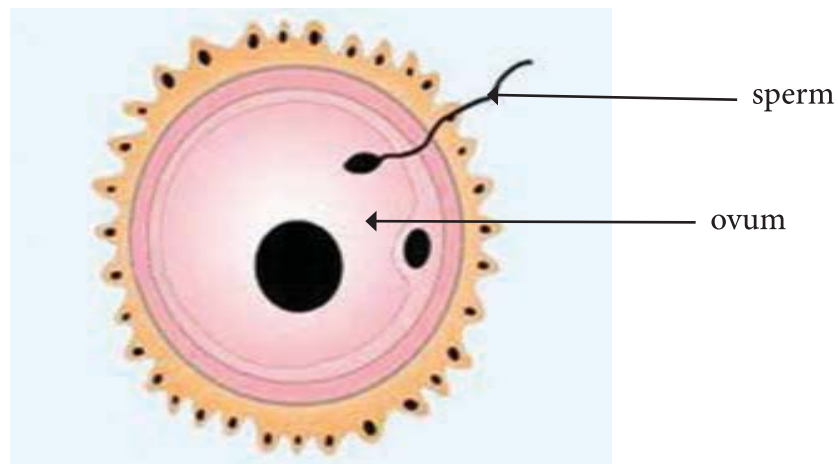
## The menstrual cycle

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 someone 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

Divide 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  $45^{\circ}$  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

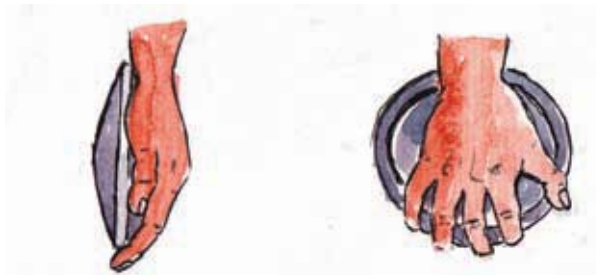


Figure 12.8

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.

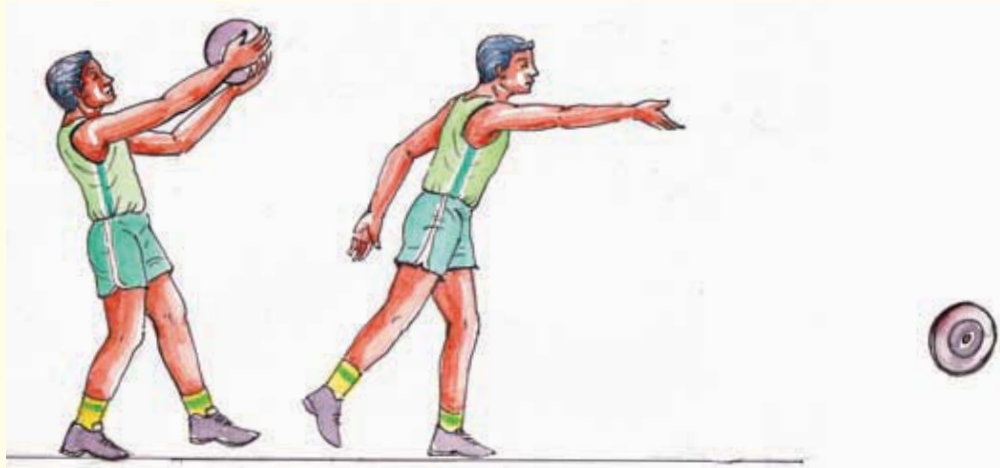


Figure 12.9

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:

- 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

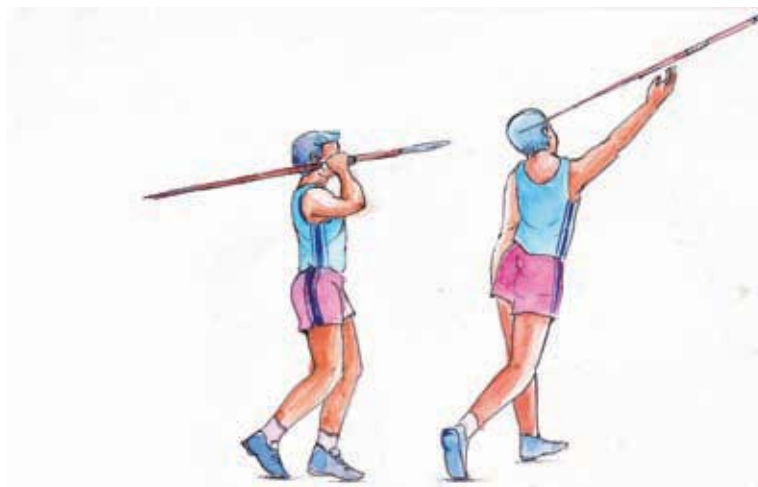


Figure 12.20

- 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.

## Let us develop sportsmanship

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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, maldiv 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 spoiled 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 100<sup>0</sup> 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.

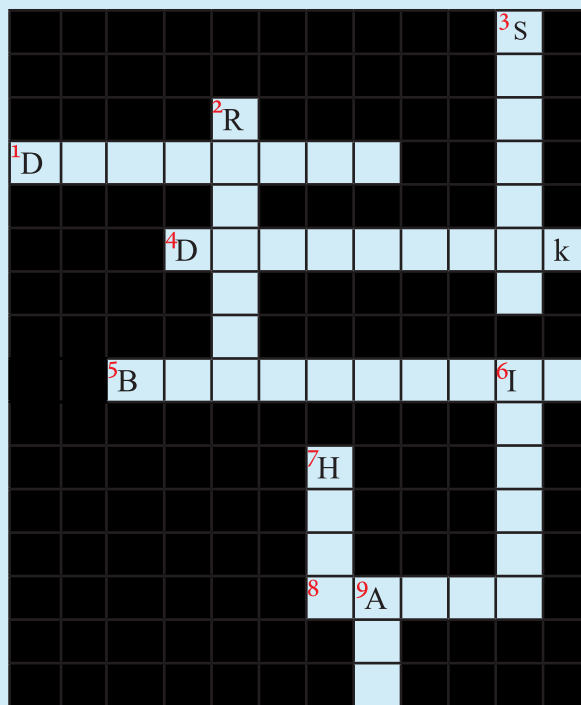
Observe the taste, colour, smell, appearance and freshness of the food, date of manufacture and expire, ingredients and the nature of the package when selecting healthy food.

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  
7. Heat  
8. Taste  
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

<b>Factor</b>	<b>Definition</b>	<b>Exercises to develop the factor</b>	<b>Benefits of developing the factor</b>
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.

## Let us develop life skills

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

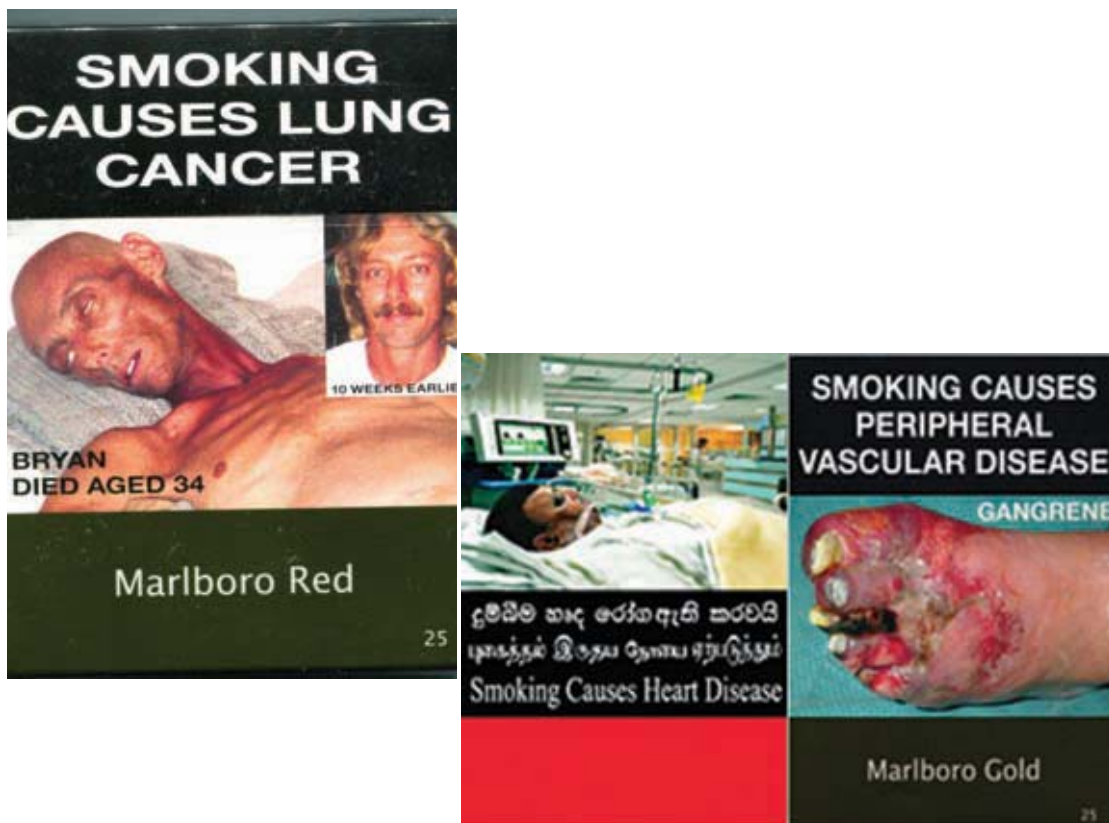


Figure 17.4 - Displaying harmful effects of smoking on cigarette packet cover

## 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

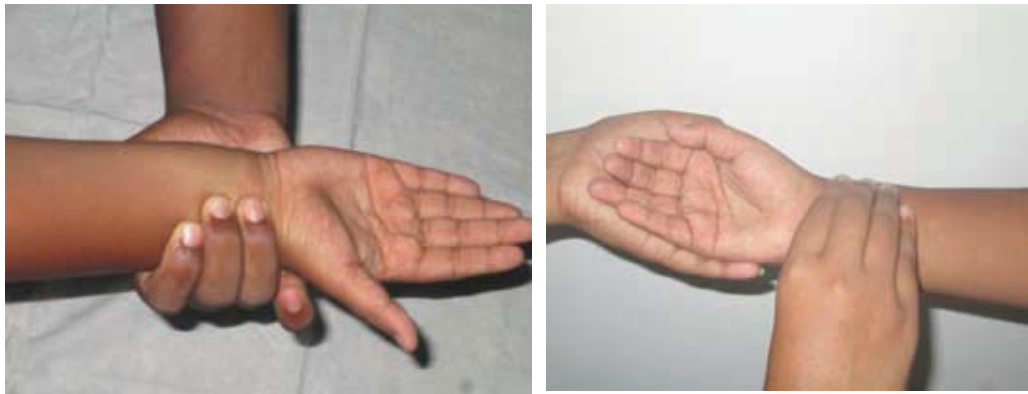


Figure 18.4 - Checking for pulse

### 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

Ability to act according  
to the situation

Calmness

Patience

Treating all equally

Bravery

Leadership

Making correct decisions

Observant

Kindness and sympathy

Should not have aversion to the  
patient

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	அவதீர்ண டாவனய	அணுகலோட்டம்
artificial respiration	காத்ரீல ஸீவனய	செயற்கைச் சுவாசம்
attacking line	புறார்க றீர்லாவ	தாக்கற்கோடு
athletics	மலல க்ரீடா	மெய்வல்லுநர் விளையாட்டு
ball controlling	பன்டு பாலனய	பந்தைக் கட்டுப்படுத்தல்
ball of the foot	பாடூ காவா	பாதச் சும்மாடு
body composition	ஓரீர்க ஃஸூகிய	உடற்கொள்ளவு
bounce pass	ஃபீபா யூவ்ரீ	சொட்டி அனுப்புதல்
cardio vascular fitness	சீரீலய டூரீமீ ஃகூகியாவ	இதயம்சார் தாங்குதிறன்
chest pass	பசூவல கைலீன் யூவ்ரீ	நெஞ்சுக்கு நேரான மாற்றம்
chest compression	பசூ நைர்பூ	நெஞ்சை அழுத்தல்
crouched start	கூடூ அரூரூ	குறும் புறப்பாடு
creative thinking	நீர்மாதீலீ வின்னய	ஆக்கச் சிந்தனை
communicable disease	ஃலீவன ரீரீய	தொற்றும் நோய்
compliment	ஃமீலான டூகீவீ	மரியாதை
critical thinking	வீலாரீலீ வின்னய	சிறந்த சிந்தனை ஆற்றல்
date of expiry	கலீ ஓகூன் வீமீ டீனய	முடிவுத் திகதி
date of manufacture	நிசீபாடீன டீனய	உற்பத்தித் திகதி
dig pass /under arm setting	யரீ அன் லீவீ	கீழ்க்கைமுறை ஒழுங்கமைத்தல்
empathy	ஃபகமீபனய	பரிவுணர்வு
emotional balance	வின்னவீல ஃமலர்னாவ	மனவெழுச்சிச் சமநிலை
fair play	ஃடாரண நரீய	தியாகபூர்வமான விளையாட்டு
first - aid	பூர்மடாரய	முதலுதவி
fast food	கீசீக ஃபார	உடன் உணவு
field defending	பீரீய டூகீ	மைதானம் காத்தல்
flexibility	நாமாவ	நெகிழும் தன்மை
flight	பீயாஃரீய/ஓவன்னை வீ	பறத்தல் நிலை
followership	அனுலாமிகன்வய	பின்பற்றுதல்
foot work	பாடூ ஃரூரூ	பாத அசைவு
goal keeping	டூலீ டூகீ	பந்தைக் காத்தல்
gripping	பன்டூவ பாடூயன் டூனெ யாம	சொட்டிச் செல்லல்
heading	பன்டூவல கிஃன் பற டீ	தலையாலடித்தல்
health promotion	ஃலூவய பூவீரீடனய	சுகாதார மேம்பாடு
health related physical fitness	ஃலூவய அஃகூ ஓரீர்க யீரீயனாவ	சுகாதார உடற்றுகைமை
junk food	நிஃரூ ஃபார	பொதி செய்யப்பட்ட உணவு
kicking	பன்டூவல பாடூயன் பற டீ	உதைத்தல்
lead up games	அனு க்ரீடா	வழி விளையாட்டு
life skills	சீவன நிபூணனா	வாழ்க்கைத்திறன்
lob pass/ high shoulder pass	ரூகிஃபல ஓகூலீன் யூவ்ரீ	தோளுக்கு மேலாக அனுப்புதல்
menstruation cycle	ஃபர்வல வகூய	மாதவிடாய்ச்
marking time	கலீ ஃரூலீ	காலங்குறித்தல்
marching	மலனீ யாம	அணியில் நடத்தல்
Medical Officer of Health	ஃலூவய வெடீய நிரடாரீ	சுகாதார வைத்திய அதிகாரி
minor games	ஃபூலீ க்ரீடா	சிறு விளையாட்டு
non- communicable disease	ஃலீ நாவன ரீரீய	தொற்றாத நோய்
organized games	ஃவீடானாதீக க்ரீடா	ஒழுங்கமைக்கப்பட்ட விளையாட்டு
platoon	ஃபாலர் பைபாலீ கணீவாய	அணிநடைக் குழு



## Lesson Sequence

Lesson in the text book	Competency level	No. of periods
1 <sup>st</sup> 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 <sup>nd</sup> 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 <sup>rd</sup> 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