



## **Health and Physical Education**



# **Implementation of the recovery plan to address the learning loss due to Covid 19 pandemic**

**Grade 10**

**2021.10.25 to 2022.03.31**

**Health and Physical Education Unit  
Faculty Science and Technology  
National Institute of Education  
Sri Lanka  
[www.nie.lk](http://www.nie.lk)**

## **Introduction**

The recovery plan for Health and Physical Education is introduced by considering the time allocated for Grades 6-11, as per the circular No. ED 01/12/06/15/01 issued by the Ministry of Education regarding the coverage Learning loss due to the COVID 19 pandemic. The work is planned as follows

This is a 100 day special programme that will be implemented from 25<sup>th</sup> October 2021 to 31<sup>st</sup> March 2022 to cover the learning loss resulted by Covid 19 pandemic during the years 2020 and 2021

The number of periods allocated in the recovery plan for each grade is decided considering the total number of periods allocated for Health and Physical Education. Hence the number of the periods will be 40 for 6-9 grades and 60 for 10-11 grades

All the 40 recommended Competency levels for Grade 06 have been selected from the same grade as per the syllabus. For the other grades, 50 periods are suggested from the competency levels relevant to the syllabus of the same grade and 50 periods of the syllabus relevant to the previous grade.

This plan will guide the teachers to conduct the teaching learning process successfully to achieve the objectives of the subject, Health and physical education.

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<b>Suggested Health and Physical Educaion syllabus summary for Grade 10</b>						
<b>Grade 9</b>			<b>Grade 10</b>			
<b>Competency</b>	<b>Competency Level</b>	<b>Time Period/s</b>	<b>Competency</b>	<b>Competency Level</b>	<b>Time Period/s</b>	
<b>4.0. Spends leisure effectively by engaging in sports and outdoor activities.</b>	4.5. Engages in volleyball by using the skills correctly	01	<b>1.0. Contributes to the building up of a Healthy Society</b>	1.1. Maintains the quality of life through the development of a good pattern of life.	03	
	4.6. Engages in netball by using skills correctly	01		<b>2.0. Fulfills human needs for a healthy life.</b>	2.1. Identifies the needs of early childhood and acts accordingly	02
	4.7. Engages in Football by using the skills correctly	01				
<b>5.0. Utilizes the specific abilities developed through participation in athletics for the tasks of life</b>	5.1. Engages in relay running by using correct the baton change	02	<b>3.0. Demonstrates correct posture to ensure a healthy life.</b>	3.1. Exhibits correct postures understanding the principles of Bio-mechanics.	02	
	5.2. Uses hang technique correctly in the long jump.	01		<b>4.0. Spends leisure effectively through the involvement in sports and outdoor activities</b>	4.1. Play volleyball by spiking and blocking correctly	02
	5.3. Engages in the basic jumps of flop method.	01	4.3. Plays netball using correct skills and tactics		01	
	5.4. Throws correctly using the power position	01	4.5. Plays football using correct skills		01	

<b>6.0. Acts socially by conforming to the rules and ethics of sports</b>	6.1.Conforms to the ethics and social values by following rules and regulations.	01	<b>5.0.Applies specific abilities developed through athletics to the tasks of life</b>	5.1. Studies the events of athletics in detail.	01
<b>7.0. Consumes appropriate food for a healthy life</b>	7.1.Consumes food according to nutritional needs	02		5.3. Starts and finishes the race correctly.  5.5. Runs relay races exchanging the baton correctly  5.7. Jumps; long jump using hang technique.	02   01
<b>8.0. Conforms to an efficient life style while maintaining the wonder of the body.</b>	8.1. Follows healthy habits to maintain the external appearance'	01	<b>6.0. Acts socially in conformity with rules, regulations and ethics of sports</b>	6.1. Explores the rules, regulations and ethics of sports.  6.2 Contributes to the organization of activities according to the rules, regulations and ethics of sports.	02  02
<b>9.0. Acts to maintain the fitness for a healthy life.</b>	9.1.Acts to develop health related fitness factors, while concerning about them  9.2 Acts to develop the psycho- social fitness factors by concerning the relevant factors	03  02	<b>7.0. Consumes food suitable for a Healthy life</b>	7.1. Fulfills food requirements by identifying the nutritional Problems of Sri Lanka	05

<b>10.0. Leads a happy life facing the obstacles in day to day life successfully</b>	10.1. Acts with a responsibility on matters of sexuality and faces the related challenges successfully	01	<b>8.0. Adapts an efficient life style maintaining the uniqueness of one's body</b>	8.1. Maintains the wonder of the system related to the healthy maintenance of the body.	02
	10.2. Recognizes the social challenges and faces with confidence.	02	<b>9.0. Takes action to maintain fitness to lead a healthy life</b>	9.1. Takes action to maintain fitness related to health 9.2. Exhibits Psycho-social wellbeing	04 01
			<b>10.0. Leads a happy life successfully facing the issues of daily life</b>	10.1. Identifies accidents and disasters and faces them successfully 10.2. Acts to prevents the accidents for the well being 10.3.Provides first aid according to the situation	02 02 03
<b>Total</b>		<b>20</b>			<b>40</b>

**Suggested Health and Physical Educaion syllabus for Grade 10 (From Grade 9)**

Competency	Competency Level	Contents	Outcome	Time (Periods)
<b>4.0. Spends leisure effectively by engaging in sports and outdoor activities.</b>	4.5. Engages in volleyball by using the skills correctly	<ul style="list-style-type: none"> <li>• Skills in volleyball</li> <li>• Spiking</li> <li>• Defending</li> <li>• Rules and regulations</li> <li>• Engaging in volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Involves correctly in spiking and defending</li> <li>• Satisfies by playing volleyball according to rules and regulations</li> </ul>	01
	4.6. Engages in netball by using skills correctly	<ul style="list-style-type: none"> <li>• Skills in netball</li> <li>• Attacking</li> <li>• Defending</li> <li>• Throwing</li> <li>• Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Involves correctly in attacking, defending and shooting.</li> <li>• Satisfies by playing netball according to rules and regulations.</li> </ul>	01
	4.7. Engages in Football by using the skills correctly	<ul style="list-style-type: none"> <li>• Engaging in football</li> <li>• Skills in football                             <ul style="list-style-type: none"> <li>• Goal Keeping</li> <li>• Throwing</li> </ul> </li> <li>• Rules and regulations</li> <li>• Engaging in volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Involves correctly in goal keeping and throwing.</li> <li>• Satisfies in playing football according rules and regulations.</li> </ul>	01

<b>5.0. Utilizes the specific abilities developed through participation in athletics for the tasks of life</b>	5.1. Engages in relay running by using correct the baton change	<ul style="list-style-type: none"> <li>• Relay running             <ul style="list-style-type: none"> <li>• Basic methods of baton pass</li> <li>• According to the baton receiving side                 <ul style="list-style-type: none"> <li>• Outside</li> <li>• Inside</li> <li>• Mixed</li> </ul> </li> <li>• According the method of giving the baton                 <ul style="list-style-type: none"> <li>• Over arm</li> <li>• Under arm</li> </ul> </li> </ul> </li> <li>• According to the way of looking at the baton             <ul style="list-style-type: none"> <li>• Visual</li> <li>• Non visual</li> </ul> </li> <li>• Methods of using basic skills in various events</li> <li>• Rules and regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the basic methods in baton change</li> <li>• Expresses the rules and regulations in baton change.</li> <li>• Engages in relay running using the correct methods of baton change.</li> </ul>	02
	5.2. Uses hang technique correctly in the long jump.	<ul style="list-style-type: none"> <li>• Horizontal jumps             <ul style="list-style-type: none"> <li>• Long jump                 <ul style="list-style-type: none"> <li>• Hang technique</li> </ul> </li> <li>• Rules and regulations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes the methods of horizontal jumps</li> <li>• Expresses the rules and regulations of long jump</li> <li>• Engages in long jump using hang technique correctly</li> </ul>	01
	5.3. Engages in the basic jumps of flop method.	<ul style="list-style-type: none"> <li>• Jumps             <ul style="list-style-type: none"> <li>• High Jumps                 <ul style="list-style-type: none"> <li>• Flop method</li> </ul> </li> </ul> </li> <li>• Rules and Regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the methods of vertical jumps</li> <li>• Expresses the rules and regulations of high jump.</li> <li>• Engages in the activities of flop method.</li> </ul>	01

	5.4. Throws correctly using the power position	<ul style="list-style-type: none"> <li>• Throws <ul style="list-style-type: none"> <li>• Throwing being in power position</li> <li>• Shot</li> <li>• Discus</li> <li>• Javelin</li> </ul> </li> <li>• Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Throws the shot being in the power positions.</li> <li>• Throws the discuss being in power position</li> <li>• Throws the javelin being in power position.</li> <li>• Expresses the rules and regulations of throwing.</li> </ul>	01
<b>6.0. Acts socially by conforming to the rules and ethics of sports</b>	6.1. Conforms to the ethics and social values by following rules and regulations.	<ul style="list-style-type: none"> <li>• Relationships between ethics and rules and regulations of sports.</li> <li>• Social values of rules, regulations and ethics of sports <ul style="list-style-type: none"> <li>• With team members</li> <li>• With opponents</li> <li>• With officials</li> <li>• As a spectator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the relationship between rules, regulations and ethics of sports'</li> <li>• Expresses the social value of rules, regulations and ethics of sports</li> <li>• Exhibits the preparedness of conforming to the rules regulations and ethics of sports.</li> </ul>	01
<b>7.0. Consumes appropriate food for a healthy life</b>	7.1. Consumes food according to nutritional needs	<ul style="list-style-type: none"> <li>• Nutritional needs <ul style="list-style-type: none"> <li>• Nutritional needs according to life cycle, <ul style="list-style-type: none"> <li>• Femininity and masculinity</li> <li>• Infants</li> <li>• Children</li> <li>• Adolescents</li> <li>• Elders</li> <li>• Aged</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the differences of nutritional needs according to the feminity and masculinity</li> <li>• Exhibits the readiness to consume the food upon the nutritional requirements.</li> </ul>	02

		<ul style="list-style-type: none"> <li>• Nutritional differences due to special requirements <ul style="list-style-type: none"> <li>• Pregnant mothers</li> <li>• Lactating mothers</li> <li>• Sportsmen</li> <li>• heavy workers</li> <li>• patients</li> <li>• vegetarians.</li> </ul> </li> <li>• Myths and misconceptions related to nutrition <ul style="list-style-type: none"> <li>• Provincial beliefs, habits and attitudes</li> <li>• Thinking logically about the advertisements on various mass media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gets rid of myths.</li> <li>• Responds to various advertisements on mass media after thinking logically.</li> </ul>	
<b>8.0. Conforms to an efficient life style while maintaining the wonder of the body.</b>	8.1. Follows healthy habits to maintain the external appearance'	<ul style="list-style-type: none"> <li>• Wonder of the parts of the body related to external appearance</li> <li>• Skin, hair, nails teeth, eyes, ears, lips, fingers, feet etc....</li> <li>• Health habits that protect wonder</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the wonder of the relevant to parts of the body related the external appearance.</li> <li>• Gets rid of the behaviors that obstructs the wonder of the body related to external appearance.</li> </ul>	01
<b>9.0. Acts to maintain the fitness for a healthy life.</b>	9.1. Acts to develop health related fitness factors, while concerning about them	<ul style="list-style-type: none"> <li>• Health related fitness tests</li> <li>• Cardio vascular endurance <ul style="list-style-type: none"> <li>• 800m boys 600m girls continuous running</li> <li>• Beep test</li> </ul> </li> <li>• Muscular endurance <ul style="list-style-type: none"> <li>• Sit ups Test</li> <li>• Pushups test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the health related fitness tests</li> </ul>	03

	9.2 Acts to develop the psycho- social fitness factors by concerning the relevant factors.	<ul style="list-style-type: none"> <li>• Muscular strength <ul style="list-style-type: none"> <li>• Jump and Reach test</li> <li>• Standing long jump</li> </ul> </li> <li>• Flexibility</li> <li>• Flexibility tests <ul style="list-style-type: none"> <li>• Bending forward by sitting</li> <li>• Bending forward by standing</li> </ul> </li> <li>• Body composition <ul style="list-style-type: none"> <li>• Body Mass Index</li> </ul> </li> <li>• Steps should be taken to maintain the health related fitness in the optimum level.</li> <li>• Mental fitnesses <ul style="list-style-type: none"> <li>• Thinking abilities</li> <li>• Problem solving</li> <li>• Responsible decision making factors by stress reduction</li> <li>• Appreciative ability</li> </ul> </li> <li>• Activities to be applied to develop mental fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes action to develop the mental fitness</li> <li>• Helps others to develop the mental fitness.</li> </ul>	02
<b>10.0. Leads a happy life facing the obstacles in day to day life successfully</b>	10.1. Acts with a responsibility on matters of sexuality and faces the related challenges successfully	<ul style="list-style-type: none"> <li>• Human sexuality</li> <li>• Responsible sexual behaviors <ul style="list-style-type: none"> <li>• Marriage</li> <li>• Cultural and Social significance</li> <li>• Legal importance</li> <li>• Gender</li> </ul> </li> <li>• Responsibility of a mother and father during pregnancy and in bringing up the children</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the concept of human sexuality</li> <li>• Describes about the responsible sexual behaviors</li> <li>• Acts according to the gender</li> </ul>	01

	<p>10.2. Recognizes the social challenges and faces with confidence.</p>	<ul style="list-style-type: none"> <li>• Future social challenges <ul style="list-style-type: none"> <li>• Food <ul style="list-style-type: none"> <li>• Processed food</li> <li>• Junk Food</li> <li>• Fast Food</li> </ul> </li> <li>• Diseases <ul style="list-style-type: none"> <li>• Communicable diseases (including HIV/ AIDS)</li> <li>• Non communicable diseases</li> </ul> </li> <li>• Weather</li> <li>• Disasters</li> <li>• Culture</li> <li>• Modern Technology</li> <li>• Conflicts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits the preparation for facing future social challenges.</li> </ul>	<p>02</p>
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**Suggested Health and Physical Educaion syllabus for Grade 10**

Competency	Competency Level	Subject Content	Learning Outcomes	Period/s
<p><b>1.0. Contributes to the building up of a Healthy Society</b></p>	<p>1.1. Maintains the quality of life through the development of a good pattern of life.</p>	<ul style="list-style-type: none"> <li>• Concept of total health                             <ul style="list-style-type: none"> <li>• Definition</li> <li>• Identifying the Qualities</li> </ul> </li> <li>• Importance of Physical education for total health</li> <li>• Life patterns suitable to maintain total health.                             <ul style="list-style-type: none"> <li>• Adopting healthy food habits</li> <li>• Active life style and exercising.</li> <li>• Minimizing mental stress.</li> <li>• Avoiding alcohol, drugs and smoking</li> <li>• Responsible accepted behaviour.</li> </ul> </li> <li>• Challenges to current health conditions.                             <ul style="list-style-type: none"> <li>• An extremely competetive life style.</li> <li>• Socio-economic conditions</li> <li>• Problems pertaining to education</li> <li>• Population density</li> <li>• Adverse effects of tourists the tourists trade.</li> <li>• Effects of media</li> <li>• External &amp; internal migration.</li> <li>• Being displaced</li> <li>• Harmful sexual behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• States the features of total health</li> <li>• Explains the life patterns suitable to maintain total Health.</li> <li>• Exhibits readiness to maintain total health.</li>   <li>• Explains current health challenges</li> <li>• Proposes measures to face the health challenges, successfully.</li> </ul>	<p align="center">03</p>

		<ul style="list-style-type: none"> <li>• Changes in the institution of the family</li> <li>• Problems in health services</li> <li>• Diseases</li> <li>• C War situations</li> <li>• Break down of good inter personal relationships.</li> <li>• Concept of the global village Adverse effects of technology.</li> <li>• Facing challenges</li> </ul>		
<b>2.0. Fulfills human needs for a healthy life.</b>	2.1. Identifies the needs of early childhood and acts accordingly	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Main stages of early childhood (ECCD) <ul style="list-style-type: none"> <li>• Prenatal stage</li> <li>• Neonatal stage - 0-1 (months)</li> <li>• Infant stage - 0-1 Years</li> <li>• Early childhood - 1-5 Years</li> <li>• Post Childhood - 6-10 Years</li> </ul> </li> <li>• Special needs at these stages and importance of fulfilling them <ul style="list-style-type: none"> <li>• Physical</li> <li>• Psycho-social</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lists the stages of early Childhood</li> <li>• Exhibits preparedness to fulfil the special needs of relevant stages</li> </ul>	02
<b>3.0. Demonstrates correct posture to ensure a healthy life.</b>	3.1. Exhibits correct postures understanding the principles of Bio-mechanics.	<ul style="list-style-type: none"> <li>• Basic Bio - mechanic principles of effect on posture. <ul style="list-style-type: none"> <li>• Centre of gravity</li> <li>• Balance</li> </ul> </li> <li>• Maintaining posture according to the principles of Bio-mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the effect of Basic – Bio mechanic principles on posture</li> </ul>	02

		<ul style="list-style-type: none"> <li>• Static posture</li> <li>• Standing</li> <li>• Sitting</li> <li>• Lying</li> <li>• Maintaining balance and centre of gravity, its static postures during sports activities</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains posture effectively by following the basis of Bio-mechanics</li> </ul>	
<b>4.0. Spends leisure effectively through the involvement in sports and out- door activities</b>	4.1. Plays volleyball by spiking and blocking correctly	<ul style="list-style-type: none"> <li>• Volley ball</li> <li>• Spiking</li> <li>• Blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Plays volleyball by spiking the ball correctly</li> <li>• Plays volleyball by blocking the ball correctly</li> </ul>	02
	4.3.Plays netball using correct skills and tactics	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Attacking</li> <li>• Defending</li> <li>• Shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Plays netball using the skills of attacking, defending and shooting</li> </ul>	01
	4.5.Plays football using correct skills	<ul style="list-style-type: none"> <li>• Football</li> <li>• Kicking and stopping</li> <li>• Heading</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks and heads correctly in football</li> </ul>	01
<b>5.0..Applies specific abilities developed through athletics to the tasks of life</b>	5.1. Studies the events of athletics in detail.	<ul style="list-style-type: none"> <li>• Introducing athletics</li> <li>• Classification of athletic events</li> <li>• Track and field</li> <li>• Race walking</li> <li>• Road race</li> <li>• Cross country race</li> <li>• Mountain running</li> </ul>	<ul style="list-style-type: none"> <li>• Classify of athletic events</li> </ul>	01

	5.3. Starts and finishes the race correctly.	<ul style="list-style-type: none"> <li>• Starts <ul style="list-style-type: none"> <li>• Standing start</li> <li>• Crouch start <ul style="list-style-type: none"> <li>• Short start</li> <li>• Medium start</li> <li>• Elongated start</li> </ul> </li> </ul> </li> <li>• Finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various starting methods to start track events.</li> <li>• Starts and finishes correctly</li> </ul>	02
	5.5. Runs relay races exchanging the baton correctly	<ul style="list-style-type: none"> <li>• Relay running <ul style="list-style-type: none"> <li>• Baton changing <ul style="list-style-type: none"> <li>• Mixed exchange</li> </ul> </li> </ul> </li> <li>• Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Exchanges baton conforming with rules and regulations in relay races</li> </ul>	02
	5.7. Jumps; long jump using hang technique.	<ul style="list-style-type: none"> <li>• Long jump <ul style="list-style-type: none"> <li>• Hang Technique <ul style="list-style-type: none"> <li>• Approach run</li> <li>• Take off</li> <li>• Handling body in air.</li> <li>• Landing</li> </ul> </li> </ul> </li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Jumps long Jump correctly using hang technique</li> <li>• Follows rules and regulations</li> </ul>	01
<b>6.0. Acts socially in conformity with rules, regulations and ethics of sports</b>	6.1. Explores the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> <li>• Introduction to the rules and regulations of sports.</li> <li>• Importance of the rules and regulations of sports. <ul style="list-style-type: none"> <li>• Ethics of sports</li> <li>• Enthusiasm for sports</li> <li>• Dignity of sports</li> <li>• Development of personal qualities</li> <li>• Minimum accidents</li> <li>• Rights of athletes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Studies, rules and regulations</li> <li>• Describes the necessity of rules and regulations in sports</li> </ul>	02

	6.2. Contributes to the organization of activities according to the rules, regulations and ethics of sports.	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Satisfaction</li> <li>• Fair play</li> <li>• Evolution of Olympic games</li> <li>• Sports and use of drugs</li> <li>• Structure and function of a organization</li> <li>• Functions of school sports organization.</li> <li>• Annual physical Education programmes. <ul style="list-style-type: none"> <li>• Inter house sports meet</li> <li>• Physical fitness programme</li> <li>• Other sports programmes</li> <li>• Sports / Physical Education Day</li> <li>• Assessment of athletes.</li> </ul> </li> <li>• Health Education Programme <ul style="list-style-type: none"> <li>• Health week</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Investigates the evolution of Olympic games .</li> <li>• Gives critical suggestions on sports skills and use of drugs</li> <li>• Investigates the organizational structure and the functions of school sports</li> <li>• Provides an active contribution to the annual physical education Programmes in school</li> <li>• Identifies the physical education programmes that can be organized in school and provides ones contribution</li> </ul>	02
<b>7.0. Consumes food suitable for a Healthy life</b>	7.1. Fulfills food requirements by identifying the nutritional Problems of Sri Lanka	<ul style="list-style-type: none"> <li>• Nutritional problems of Sri Lanka</li> <li>• Macro nutrient deficiency</li> <li>• Malnutrition <ul style="list-style-type: none"> <li>• Under nutrition</li> <li>• Stunting</li> <li>• Wasting</li> </ul> </li> <li>• Over nutrition <ul style="list-style-type: none"> <li>• Over weight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lists nutrient deficiency diseases commonly found in Sri Lanka.</li> <li>• Explains the influence of nutrition problems on wellbeing.</li> <li>• Names the factors that influence nutrient deficiency</li> <li>• Exhibits preparedness to contribute to the minimization of nutrition problems.</li> </ul>	05

		<ul style="list-style-type: none"> <li>• Obesity</li> <li>• Micro nutrient deficiency <ul style="list-style-type: none"> <li>• Iron deficiency</li> <li>• Iodine deficiency</li> <li>• Vitamin A deficiency</li> <li>• Calcium deficiency</li> <li>• Zinc deficiency</li> </ul> </li> <li>• Student contribution to the minimization of nutrition problems. <ul style="list-style-type: none"> <li>• Developing the competencies relevant to nutrition.</li> <li>• Preparation of home garden relative to consumption of food.</li> </ul> </li> <li>• Use of indigenous food.</li> <li>• Food culture of Sri Lanka</li> <li>• Preparation of recipes for different persons situations <ul style="list-style-type: none"> <li>• Infant</li> <li>• Pregnant mothers</li> <li>• Nursing mothers</li> <li>• Patients</li> <li>• Vegetarians</li> <li>• Athletes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates indigenous food</li> <li>• Prepares suitable recipes suitable for different occasions.</li> </ul>	
<b>8.0. Adapts an efficient life style maintaining the uniqueness of one's body</b>	8.1. Maintains the wonder of the system related to the healthy maintenance of the	<ul style="list-style-type: none"> <li>• Systems that contribute to the maintenance of the body. <ul style="list-style-type: none"> <li>• Digestive system</li> <li>• Respiratory system</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the wonders of the systems related to the existence of body</li> <li>• Exhibits preparedness to take</li> </ul>	02

	body.	<ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Excretory system</li> <li>• The wonders of the above systems.</li> <li>• Factors obstructing the wonders.</li> <li>• Students' contribution to the protection of the wonders</li> <li>• Reproductive system</li> <li>• Wonders of the reproductive system.</li> <li>• Factors obstructing the wonder of reproductive system.</li> <li>• Students' contribution to the protection of the wonders.</li> </ul>	action to protect the wonders of the systems for active wellbeing.	
<b>9.0. Takes action to maintain fitness to lead a healthy life</b>	9.1. Takes action to maintain fitness related to health	<ul style="list-style-type: none"> <li>• Fitness factors related to health <ul style="list-style-type: none"> <li>• Cardio - muscular endurance</li> <li>• Muscle endurance</li> <li>• Muscle energy</li> <li>• Flexibility</li> <li>• Body composition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lists the physical fitness factors related to wellbeing</li> <li>• Prepares programmes to develop physical fitness factors related to wellbeing.</li> <li>• Exhibits preparedness to develop fitness related to health.</li> </ul>	04
	9.2. Exhibits Psycho-social wellbeing	<ul style="list-style-type: none"> <li>• Emotional control <ul style="list-style-type: none"> <li>• Good emotions</li> <li>• Bad emotions</li> </ul> </li> <li>• Mental stress <ul style="list-style-type: none"> <li>• Conditions that can cause stress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of controlling bad emotions and improving good emotions</li> <li>• Indicates the reasons that cause mental stress</li> </ul>	01

		<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Symptoms of mental stress <ul style="list-style-type: none"> <li>• Physical symptoms</li> <li>• Mental symptoms</li> <li>• Behavioral changes</li> </ul> </li> <li>• Adverse effects of mental stress</li> <li>• Release from mental stress</li> <li>• Activities and sports that develop mental qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Takes action to avoid stress</li> <li>• Engages in suitable activities and sports to minimize stress</li> <li>• Acts with empathy</li> <li>• Exhibits communication skills.</li> </ul>	
<b>10.0. Leads a happy life successfully facing the issues of daily life</b>	<p>10.1. Identifies accidents and disasters and faces them successfully</p> <p>10.2. Acts to prevent the accidents for the well being</p>	<ul style="list-style-type: none"> <li>• Identifying challenging conditions. <ul style="list-style-type: none"> <li>• Household accidents</li> <li>• Highway accidents</li> <li>• Natural disasters</li> <li>• Accidents through agro chemicals</li> <li>• Accidents from animals</li> <li>• Occupational accidents</li> <li>• Sexual abuse</li> </ul> </li> <li>• Influence of the challenging conditions on wellbeing. <ul style="list-style-type: none"> <li>• Minimization</li> <li>• Prevention</li> <li>• First aid</li> </ul> </li> <li>• Student contributions in facing disasters and accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to minimize accidents that could occur on the ground</li> </ul>	<p>02</p> <p>02</p>

	<p>10.3.Provides first aid according to the situation</p>	<ul style="list-style-type: none"> <li>• Accidents that could occur in sports <ul style="list-style-type: none"> <li>• External accidents <ul style="list-style-type: none"> <li>• Cuts</li> <li>• Scratches</li> <li>• Bruise</li> <li>• Tearing</li> <li>• Piercing</li> <li>• Boils</li> </ul> </li> <li>• Internal accidents <ul style="list-style-type: none"> <li>•Accidents connected to muscles</li> <li>•Accidents connected to ligaments</li> <li>•Accidents connected to bones</li> <li>•Accidents connected to joints</li> <li>•Accidents connected to nerves and Organs</li> </ul> </li> </ul> </li> <li>• Minimize the accidents <ul style="list-style-type: none"> <li>• First Aid <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Principles of first aid</li> <li>• Sequence</li> <li>• Special occasions</li> </ul> </li> <li>• Preparation of first aid box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explains the challenges that influence well being</li> <li>• Exhibits readiness to face challenges successfully</li> <li>• Exhibits preparedness to cope up with accidents and disasters.</li> </ul> <ul style="list-style-type: none"> <li>• Obtains experience to provide first-aid according to the principles of providing First-aid</li> <li>• Maintains a well-equipped first aid box in the classroom</li> </ul>	<p>03</p>
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