



First term

Grade 6



Printing & Distribution - Educational Publications Department

The National Anthem of Sri Lanka

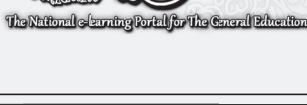
Sri Lanka Matha
 Apa Sri Lanka Namo Namo Namo Namo Matha
 Sundara siri barinee, surendi athi sobamana Lanka
 Dhanya dhanaya neka mal palaturu piri jaya bhoomiya ramya
 Apa hata sepa siri setha sadana jeewanaye matha
 Piliganu mena apa bhakthi pooja Namo Namo Matha
 Apa Sri Lanka Namo Namo Namo Namo Matha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

අධ්‍යාපන ප්‍රකාශන දෙපාර්තමේන්තුව විසින් සකස් කරන ලද විඩියෝ ඊ - තක්සලාව වෙබ් අඩවිය හා යූටියුබ් වැනලය මගින් නැරඹිය හැකිය. කல்වි වෛශ්වීයීඋත් තිணைக்களத்தினால் ஆக்கப்பட்ட வீடியோக்களை e- Thaksalawa இன் இணையத்தளம் மற்றும் youtube அலைவரிசைகளினூடாகப் பார்வையிட முடியும்.

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අන්තර්ක්‍රියාකාරී පාඩම්, විඩියෝ පාඩම්, ශ්‍රව්‍ය ඉගෙනුම් ආකාරය, ක්‍රියාකාරකම් පත්‍රිකා, මාර්ගගත ප්‍රශ්නාවලි, පෙළපොත, අධ්‍යාපනික විනෝදාත්මක වැඩසටහන්, මාර්ගගත පාඨමාලා ඇතුළු තවත් අධ්‍යාපනික වැඩසටහන් සඳහා විවේචනය.

ஊடாரும் பாடங்கள், வீடியோப் பாடங்கள், செவிப்புல கற்றல் உதவிகள், செயலட்டைகள், நிகழ்நிலை வினாக்கள், பாடநூல்கள், கல்விசார் பொழுதுபோக்கு நிகழ்ச்சிகள், நிகழ்நிலை பாடநெறிகள் உட்பட மேலும் கல்விசார் நிகழ்ச்சிகளின் நிமித்தம் பிரவேசியுங்கள்.

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தேசிய கல்வி நிறுவகம்



විඩියෝ වැඩසටහන්, පෙරහුරු ප්‍රශ්න පත්‍ර, ප්‍රායෝගික පරීක්ෂණ සහ සම්පත් පොත් යනාදී වටිනා අධ්‍යාපනික සම්පත් සඳහා පිවිසෙන්න

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Year	Name of the Student who is using the book	Class	Signature of the class teacher
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2027			
2028			
2029			

Health & Physical Education

First Term

Module 1-2 Grade 6

Health and Physical Education Unit

Faculty of Science and Technology

National Institute of Education

Sri Lanka

Website: www.nie.ac.lk

Printing & Distribution : Educational Publications Department

Grade 6

First Term 1

Module 01- 02

Health &Physical Education

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Message from the National Institute of Education

The General Education Transformative Reform Effort in Sri Lanka aims to create a decisive pathway to meet the needs of every learner. The foundation of this reform lies in the modernization of curricula, teaching–learning methodologies, and assessment systems, with a strong emphasis on competency-based learning, critical thinking, creativity, 21st-century skills, technological orientation, and ethical citizenship.

The contribution of the Hon. Prime Minister; the Secretary to the Ministry of Education; Additional Secretaries; Subject Directors; the Commissioner General of Examinations and the staff; and the Commissioner General of the Educational Publications Department and the staff, who worked with exceptional dedication, has been immense in ensuring the quality of the curricula and related learning materials proposed for implementation from the year 2026 for Grades 1 and 6. These materials have been developed by the National Institute of Education through a collaborative dialogue with educationists, interdisciplinary experts, teachers, and various stakeholders.

I also gratefully acknowledge the exceptional commitment of the Council and the Academic Affairs Board of the National Institute of Education during this initiative. The entire staff of the National Institute of Education, who have contributed immensely in accomplishing this task, deserve the respect of the nation.

Prof. Manjula Vithanapathirana

Director General

National Institute of Education

11.08.2025

Message from the Commissioner General of Educational Publications

The world today is progressing at an exceptional pace, driven by innovation and transformation. In parallel, it is the paramount responsibility of everyone involved in the field of education to equip schoolchildren with the skills necessary to face the challenges of the modern world. Accordingly, it must be noted with pride that the opportunity to introduce the module-based learning approach aligned with the new curriculum to be implemented from the year 2026 is a significant achievement.

These specially designed learning aids for each subject aim to strengthen essential skills such as critical thinking, creative problem-solving for complex issues, analyzing information from multiple perspectives, and making logical decisions. I believe these resources will serve as a strong foundation for each subject.

I kindly request all of you to use these learning aids as a guiding light to help realize the noble dreams of a generation of students enriched with wisdom and virtue. I also extend my heartfelt gratitude to everyone who contributed immensely to the excellent task of compiling the modules and activity books.

D. A. Subhashini Dematagoda

Commissioner General of Educational Publications

Educational Publications Department

11.08.2025

Foreword

Broad learning areas identified with regard to the total school curriculum reflect the ability of a nation to overcome the challenges emerging for sustainable development in a continuously changing country and a world. Besides, broad learning areas need to be identified in synchrony with the demands changing from time to time. This not only modernizes the subjects in the prevailing school curriculum but also introduces new subjects to the school curriculum. It is clear that learning teaching process too should develop timely corresponding to these changes taking place. As a result of this, under the new curriculum that will be implemented with effect from 2026, learning - based modules have been introduced for every subject from grade 6 upwards. For the primary grades and the junior secondary grades, it has been proposed to introduce the new curriculum as follows: for grades 1 and 6 in 2027, grades 2 and 7 in 2028, grades 3 and 8 in 2029, grades 4 and 9 in 2029 and grades 5 in 2030. Modules containing new learning methodologies have been prepared from the junior secondary level and the teacher is expected to give guidance for the learner. The modules have also created the environment essential for self - learning. It is our belief that these modules are much helpful to develop strongly the knowledge on the concepts required for the students and their abilities and interests while directing them to apply the acquired knowledge to pragmatic situations. The learning transferred by these modules will also help strengthen the literacy, interpersonal relations and values necessary for the 21st century.

Every module indicates the guide to use modern technology. They also will provide students assessment tools needed to evaluate transparently the performance and educational objections achieved by them. Always, every module is very important to give guidance for a real learning applying new talents and knowhow to applied situations. I also wish to remind that the service rendered by the teachers, in-service advisers, directors as well as the contribution given by the government and private institutions through respective fields helped raise the quality of these modules. Further, I state that the suggestions made through the practical experience gained in the use of these modules are momentous and I respectfully invite you are all it.

K. Rajith Pathmasiri

Deputy Director General

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08.08.2025

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Introduction

School education aims to cultivate a balanced personality, equipping students with the necessary skills for the 21st century. This involves developing a well-rounded individual by addressing the developmental stages of students and considering societal needs. The Health and Physical Education curriculum is designed to foster practical skills that contribute to overall well-being.

The curriculum is structured to help students face challenges effectively and lead productive lives. It emphasizes the development of creative, critical, and analytical thinking, which is essential for sound decision-making, effective communication, and cooperation. The approach includes activity-based learning opportunities to enhance students' potential.

The curriculum in Health and Physical Education encompasses ten key concepts:

- Health and Health Promotion
- The Beauty of the Body
- Healthy Eating
- Physical and Psychosocial Well-being
- Communicable and Non-communicable Diseases
- Basic Motor Skills
- Challenges
- Athletic Skills
- Organized and Unorganized Sports
- Rules, Regulations and Ethics in sports

Under the above concepts, the following objectives are expected to be achieved in the subject of Health and Physical Education.

- Maintaining the beauty of the body
- Contributing to building a healthy society
- Adopting a healthy diet

- Preventing communicable and non-communicable diseases
- Maintaining physical and mental fitness
- Using motor skills and correct posture for a healthy life
- Successfully facing the challenges faced in daily life
- Applying athletic skills to life tasks
- Engaging in sports and outdoor activities to spend leisure time productively
- Managing sports and activities while adhering to the rules and regulations

By engaging in the steps included in these activities, you can develop your physical, mental, and social well-being. The activities are designed to develop the skills associated with total health, such as creativity, critical thinking, communication, teamwork, information technology, technology, flexibility, leadership, initiative, and productivity, which are needed to successfully face the challenges of the 21st century. By engaging in these activities effectively, you can build the skills mentioned above within you.

Dammika Kodithuwakku

Director (Department of Teacher Education)

Unit Head (Health & Physical Education)

National Institute of Education

Instructions for using the module

The following points should be noted while engaging in the activities included in this module.

1. Engaging in pre-learning activities

The pre-learning activities are given at the beginning of each activity in the module. In addition to the teacher's instructions, you should engage in pre-learning activities by following the instructions given in the module. Use appropriate learning resources that you can access when completing this step which is implemented as a part of self-study. Also, use an exercise book to record the answers to the questions given in the module when necessary.

2. Obtaining equipment when necessary

In cases where the specific equipment required for practical activities is not available in the school, proceed to prepare substitute equipment according to the teacher's instructions.

3. Engaging in classroom activities

When engaging in classroom activities, utilize the knowledge acquired from other subjects as well. Whenever possible, use the knowledge gained through group activities for a healthy lifestyle and educate others about it.

4. Assessment and Evaluation

Three assessment tools have been included to be implemented to periodically assess your abilities at Three times while activities included in this module are implemented. It also includes the scoring method. By working according to the criteria of those assessment tools, you can gain 70% of the marks and the remaining 30% of the marks can be obtained through the final assessment held at the end of the term.

You should engage in self-evaluation based on the criteria given at the end of other activities and work to further develop them.

Additionally, it will also be your responsibility to follow the instructions given in the module for each period and the instructions given by the teacher.



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Health & Physical Education

First Term

Module - 1

Grade 6

Activity 01

Let's Engage in Outdoor Folk Games



50 Minutes

By engaging in the first activity, you will be able to,

- present outdoor folk games with examples,
- highlight the benefits of playing outdoor folk games,
- play chak-gudu successfully,
- engage in group activities cooperatively, and
- speak in appreciation of ancient things.

Introduction

Folk games are games that have been created over time to meet the needs of rural communities and to provide enjoyment, relaxation, and fun. These games have often been influenced by various social cultures, religions, and lifestyles. Many folk games incorporate elements of dancing and singing. They can be performed with or without equipment, either in pairs or groups, both outdoors and indoors.

Folk games can be classified into several categories: outdoor folk games, indoor folk games, religious folk games, and adventure folk games. While some folk games are inherent to some regions, some may vary regionally.



Pre - Learning Activity

- Engage in the following activities.
- Get to know the folk games unique to your region by asking adults.
- Explore the outdoor folk games that are commonly played in Sri Lanka during cultural festivals
- Collect information on how to play Chak-gudu and come to the class prepared to play the game.



Step 01

- Present to the class, the information about outdoor folk games that you gathered in the pre-learning activity.
- Verify the accuracy of the gathered information about Chak-gudu considering other members' ideas and the teacher's instructions.



Step 02

- Divide into groups appropriately.
- Play the game of Chak-gudu according to the teacher's instructions



Step 03

- Pay attention to the information presented by the teacher about outdoor folk games.
- Engage in a discussion with the teacher about the benefits of playing outdoor folk games.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity, using the following criteria.

Criteria			
• Presenting outdoor folk games with examples			
• Highlighting the benefits of playing outdoor folk games			
• Successfully playing Chak-gudu			
• Engaging in group activities cooperatively			
• Speaking in appreciation of ancient things			

Activity 02

Let's Work to Build Physical Well-being



50 Minutes

By engaging in the second activity, you will be able to,

- explain what physical well-being is,
- Express the importance of following healthy habits for physical well-being,
- Point out the Characteristics of a person with physical well-being,
- engage in group activities, and
- be sensitive to others.

Introduction

We all want to live disease-free. But it cannot be concluded that a person is healthy just because he is free from diseases. For a person to have total health, he must be perfect physically as well as mentally and socially.

We face various challenges and problems in our daily life. To face those challenges and problems successfully, we need to sharpen our skills.

A person with physical well-being, mental well-being and social well-being has many unique characteristics and skills. Furthermore, we can build physical, mental and social skills by engaging in activities and through that we can open the ways for well-being.

Building well-being within us enables us to live a healthy life. Therefore, we must constantly work to build physical, mental and social well-being. We have barriers to maintaining perfect health. People's health condition is deteriorating more and more due to extreme lack of rest, lack of time and money to take care of their health, ignorance etc. It is important to remember that it is your responsibility to take care of your health.

Pre-learning Activity

Copy the following table into your exercise book.

Age	Body Mass Index		Height	
	The colour zone you belong to	Status	The colour zone you belong to	Status
In Grade 1				
In Grade 4				

- Obtain your Child Health Development Record Book from your parents/guardians, study it and complete the table regarding the above information.
- Copy the tables in the steps to your exercise book according to the teacher's instructions before you come to the class.



Step 01

- Present the table filled out by incorporating the information discovered in the pre-learning activity to the whole class as the opportunity arises.
- Verify the accuracy of your findings considering your friends' ideas under the teacher's guidance.

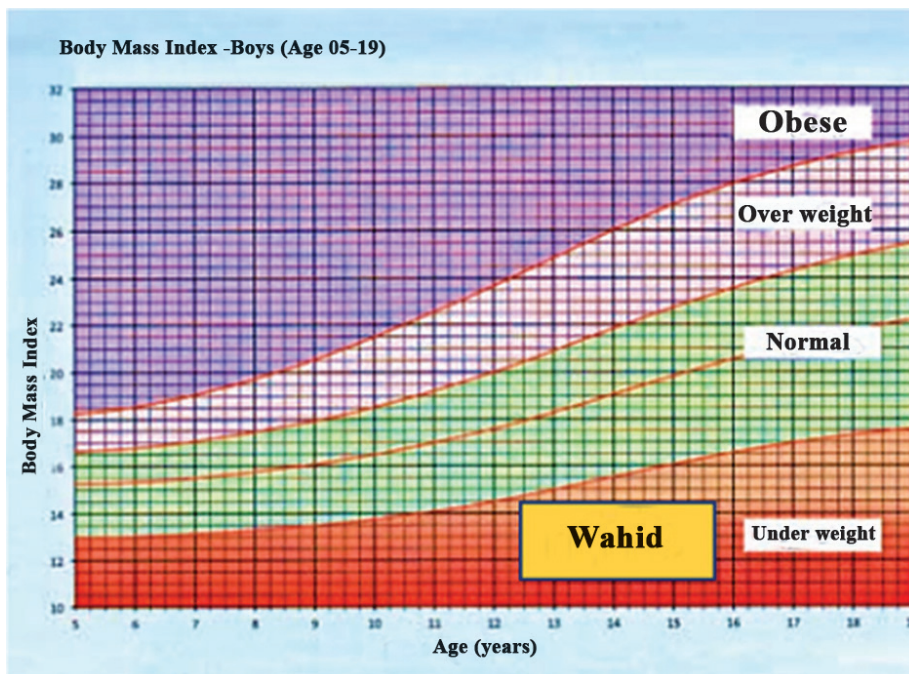


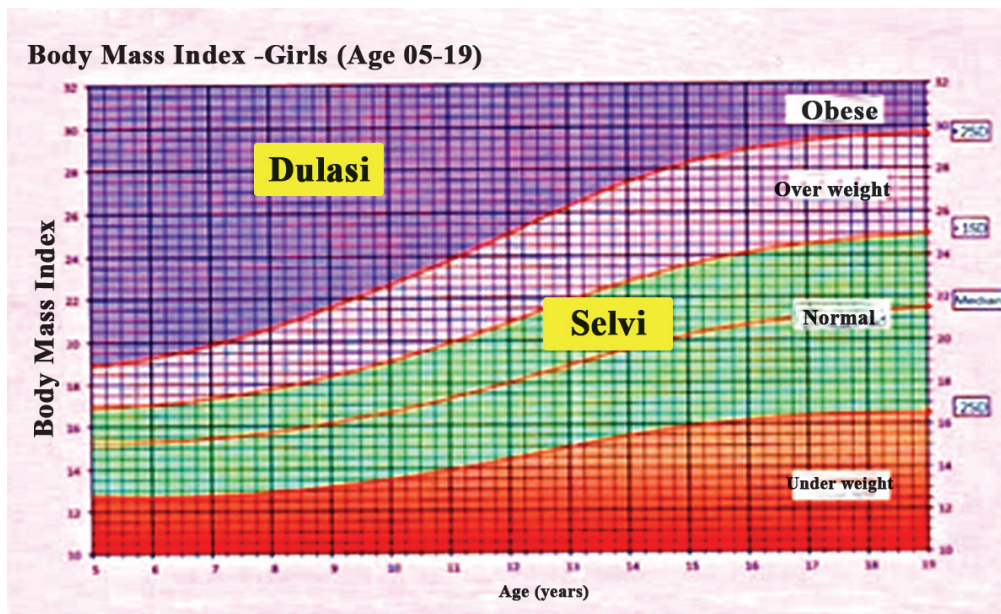
Step 02

- Group according to the teacher's instructions.
- Copy the following table in your exercise book.

Name	Zone	Causes
Selvi		
Dulasi		
Wahid		

- Discuss among the group and identify the zones on the graphs to which the above students belong.



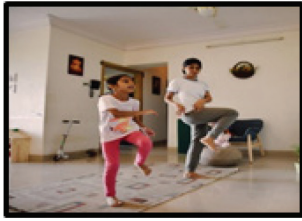


- Discuss in groups, the reasons why the three students fall in the respective regions and complete the table accordingly.
- Verify the accuracy of the information your group gathered under the teacher's guidance.



Step 03

- Remain in the previously formed groups
- Following healthy habits is important for physical well-being. Choose from the following pictures, the good habits that should be followed for yourself and your family's physical well-being and write down the reasons for your choices.



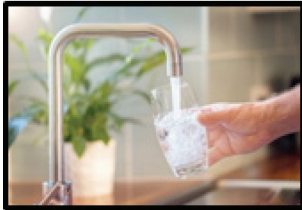
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B



C



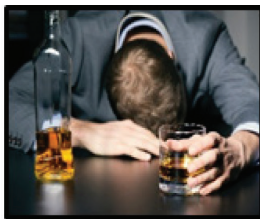
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E



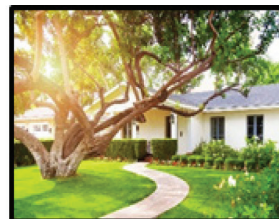
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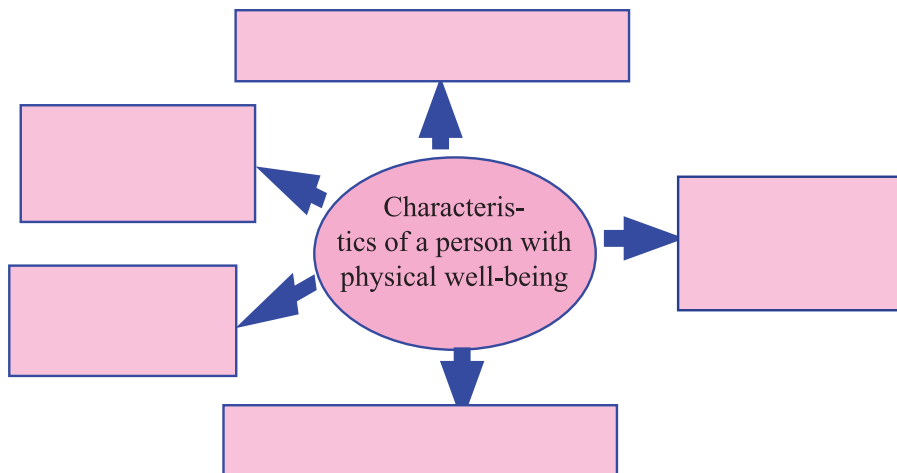
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- Present the group findings to the class as directed by the teacher
- Obtain Constructive feedback from other groups
- Verify the accuracy of your answers by discussing with the teacher when you get a chance



Step 04

- Copy the following diagram to your exercise book
- Complete the diagram using the knowledge you gained during the lesson.



- Verify the accuracy of the information you have provided based on the teacher's guidance.

Physical well-being is the state of avoiding illnesses, minimizing behaviors that cause diseases and maintaining a healthy lifestyle through proper diet, regular physical activity and adequate sleep



Assessment & Evaluation

Check to what extent you have achieved the five abilities presented at the beginning of the activity using the following criteria.

Criteria			
• Explaining what physical wellbeing is			
• Expressing the importance of following healthy habits for physical well-being			
• Pointing out the characteristics of a person with physical well-being			
• Engaging in group activities			
• Being sensitive to others			



Post-learning Activity

- Study the following cases carefully.
- Below is some information about several students studying in a school.



Kumar is a healthy child who is active in daily activities. However, overcrowding and lack of proper ventilation in the classroom cause him to perspire and get fatigued quickly. Not enough light for reading is also a problem.



Rihanna is a child having poor attendance as she is often sick. Because of this, she struggles to keep up with her schoolwork. She also faces problems such as a lack of happiness because of her parents' financial difficulties.



Lahiru and Veranja both enjoy taking part in sports and playing fun games together. However, Lahiru tends to get tired quickly when playing, while Veranja doesn't get tired like that. Lahiru's Body Mass Index (BMI) falls into the purple zone whereas Veranja's BMI falls in the green range.

- Copy the following table in your exercise book.
- Complete the table by carefully studying the above information.

Barriers to physical well-being	Things that you can do to change the barriers

- Verify the accuracy of the information your group gathered under the teacher's guidance.

Activity 03

Let's Play Indoor Folk Games



50 Minutes

By engaging in the third activity, you will be able to,

- present indoor folk games with examples,
- highlight the benefits of playing indoor folk games,
- enthusiastically engage in 'Pancha Keliya',
- work with team spirit, and
- engage in tasks with restraint.



Pre - Learning Activity

- Engage in the following activities.
 - Get to know about indoor folk games that are inherent to your region by asking adults.
 - Identify the indoor folk games that Sri Lankans engage in during cultural festivals.
- Collect information on how to play Pancha Keliya and come to the class prepared to present the gathered information.



Step 01

- Present to the class, the information about indoor folk games that you gathered in the pre-learning activity.
- Verify the accuracy of the gathered information according to other members' ideas and the teacher's guidance.



Step 02

- Form groups appropriately according to the teacher's instructions.
- Identify the following names used in the game of Pancha Keliya.

Terms Used in the Game

- Onduwa : One
- Sirimala/Baliya : All shells turned upside down
- Bokka : All shells turned down
- Aya : Gain, the number of shells turned upside down
- Balla/Ittan : The pawns used for play
- Salu weema : Qualifying to start the game/One, five or six shells must turn upside down
- Hungi : Additional player
- Goda : Place where pawns are kept after winning

- Engage in Pancha Keliya according to the teacher's guidance.
- Pay attention to the information presented by the teacher about folk games while playing the game.



Step 03

- Discusses with the teacher the benefits of engaging in indoor folk games
- Note down the information you discover in your exercise book



Assessment & Evaluation

- The teacher will conduct an assessment and evaluation during the activity.

Activity 04

Let's Develop Mental Well-being



50 Minutes

By engaging in the fourth activity, you will be able to,

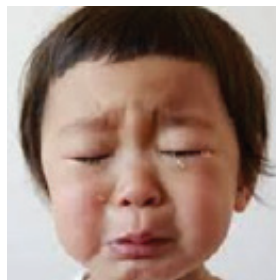
- highlight the importance of mental well-being,
- explain the characteristics of a person with mental well-being,
- adopt good habits to maintain mental well-being,
- performs daily activities consciously, and
- engages in group activities.



Pre - Learning Activity



A



B

- Copy the following table into your exercise book.
- Complete the information on the table using the above figures.

Figure A		Figure B	
Feeling -		Feeling -	
The moment the above feeling was felt	Response	The moment the above feeling was felt	Response
E.g., When receiving a gift	Laughter		

Now you will understand that happy feelings heal the mind, while feelings like sadness, fear, and anger can confuse it.

- Study the above information carefully and come to the class prepared for the discussion.



Step 01

- Present the table completed using the information uncovered in the pre-learning activity to the whole class as you get the opportunity.
- Verify the accuracy of your findings by considering your friends' ideas under the teacher's guidance.



Step 02

- Group according to the teacher's instructions.
- Study the following cases carefully.



Despite regular dengue control programmes at the school, mosquito breeding due to water collecting in discarded tyres from a nearby garage has been a problem for the school. The principal decided to use these tyres for school decoration. Grade 6 students painted the tyres, filled them with soil, and planted flowering plants in them. Their hard work was appreciated by everyone including the principal and teachers. Now, the school environment is beautiful.

Creativity is the ability to think in a new way and present something in a new way

- Write down the personal abilities that emerge from the above case.
- Write down the benefits gained from those abilities.
- Write down the benefits that can be gained from making the environment Beautiful.

Case 02

Mayumi is a healthy and active girl who is good at sports. She also represents the school's mini-netball team. This year, her house's netball team lost to another house in the school's inter-house sports meet. Also, Mayumi could not showcase her skills properly. As soon as the match was over, Mayumi scolded her team members harshly and angrily. Likewise, she couldn't bear the defeat and cried and acted angrily.

Based on the above case, answer the following questions.

- What are Mayumi's weaknesses that your group identified?
- What are Mayumi's mental qualities that need further development?

- Discuss in groups and present the things that can be done to improve your mental well-being related to the following images.



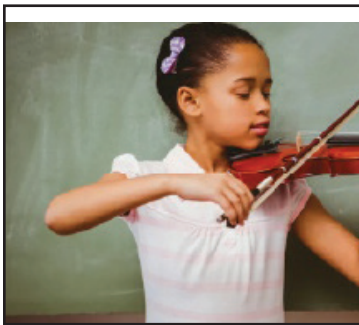
A



B



C



D



E



F

- In addition to these activities, name a few activities that can be used for mental well-being.
- Present group findings to the class.
- Improve group presentations as directed by the teacher.



Step 03

- Perform the following activity according to the teacher's instructions.
- Close your eyes and take a deep breath. Exhale slowly. Conduct the following four activities with your eyes still closed:
 - When you hear "1", all of you must clap your hands once.
 - When you hear "2", all of you must clap your hands twice.
 - When you hear "3", all of you must clap your hands three times.
 - When you hear "4", all of you must clap their hands four times
 - Now clap correctly when the teacher changes the order of the numbers.

- Write down what you must focus on to perform the above activity correctly.

You should always try to do everything consciously.

We have different abilities. We can dance, sing, play instruments and play games. Because of these abilities, we feel happy and proud of ourselves. It means that we develop a sense of self-esteem. We get a feeling that we can do anything. Then we build self-confidence.

Mental well-being is the ability to recognize one's strengths, successfully face challenges, and live a happy and productive life.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Highlighting the importance of mental well-being			
• Presenting the characteristics of a person with mental well-being			
• Adopting good habits to maintain mental well-being			
• Performing daily activities consciously			
• Engaging in group activities			



Post-learning Activity

- Engage in self-study by recording the answers to the following questions about your mental well-being in the exercise book.
- Have you had previous experiences with the following mental states?

Mood	Yes	No
• Fear		
• Happiness		
• Anger		
• Sadness		

- Identify the positive and negative reactions of people in different mental states.

Positive Responses	Negative Responses

- Write down how you are currently responding to the following mental states and how you can do it better.

Mental state	The status of the response	How to respond positively
Fear		
Happiness		
Anger		
Sadness		

- Verify the accuracy of your findings by submitting them to the teach
- Identify the barriers to mental well-being

Activity 05

Let's Perform Rotations and Rolls Correctly



50 Minutes

By engaging in the fifth activity, you will be able to,

- demonstrate rotations with jumps,
- perform forward rolls,
- perform backward rolls,
- assist others to successfully engage in activities, and
- actively participate in activities.

Introduction

Rotations and rolls are used in a variety of sporting activities as well as in certain instances of daily life. Rotations and rolls are two basic activities in gymnastics. Performing these activities requires physical fitness qualities such as flexibility, coordination and rhythm.

Rotation and rolling skills are important to perform life activities productively and safely.



Pre-Learning Activity

- Study the situations in which rotations and rolls are used in everyday life or sports.
- Come to the class prepared to demonstrate a rotating and rolling activity you identified.
- Bring suitable attire to perform the rotating and rolling activities as per the teacher's instructions.



Step 01

- Present the information and activities discovered during the pre-learning activity to the class when you are allowed.
- Verify the accuracy of your discoveries under the teacher's guidance.



Step 02

- Form groups according to the teacher's instructions.
- Perform a half-rotation according to the teacher's instructions.
- Keep practising this activity.
- Make corrections during activities under the teacher's guidance.



Step 03

- Perform a full rotation with jumping per the command under the teacher's guidance.
- Make corrections during the activity as instructed by the teacher.



Step 04

- Engage in forward-rolling activities by following the correct steps according to the teacher's instructions.
- Make corrections during the activity as directed by the teacher.
- Perform forward rolls according to the complete techniques.



Step 05

- Engage in backward-rolling activities by following the correct steps according to the teacher's instructions.
- Make corrections during the activity as directed by the teacher.
- Perform backward rolls according to the complete techniques.
- Repeat these activities a few times.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Demonstrating rotations with jumps			
• Performing forward rolls correctly			
• Performing backward rolls correctly			
• Helping others to successfully engage in activities			
• Actively participating in activities			

Activity 06

Let's Work to Develop Social Well-being



50 Minutes

By engaging in the sixth activity, you will be able to,

- highlight the importance of social well-being,
- demonstrate the ability to identify persons with social well-being,
- follow good habits to maintain social well-being,
- respect personal values regardless of social status, and
- cooperate to achieve common goals.



Pre - Learning Activity

- List the people and institutions that assist in your daily life by providing support and services.
- Two examples of each are given below for your convenience.

People	Institution
Neighbours	Hospital
Grama Niladari	Post Office

- Read the passage below and come the class prepared for the discussion.

You must understand that no one can live entirely alone and that we all need the support of others. In your relationships with people, you should prioritize their good qualities, rather than focusing on their social status, economic situation, or profession. Therefore, if you wish to be accepted, always demonstrate good character.

- Read the following dialogue and prepare to act out the character you will get through roleplay under the teacher's guidance.

This year, under the school's monthly scholarship programme, the preparation of the herbal garden has been assigned to Grade 6 students. Further more, the students of each class should also be engaged in cleaning their class on that day.

Janani - Is everyone ready for tomorrow's school shramadana?

Daham - Yes, let's start in the morning and clean the classrooms first.

Azam - No, let's prepare the herb garden first, it won't be sunny in the morning. After finishing the outdoor work, let's clean the classrooms.

Janani - Azam's idea is good. We like it.

Daham - OK, I like it too then. Let's inform others about shramadana through an announcement during the interval. That's good, isn't it? Gayani can do it, right?

Gayani - Well, I will. I already created a notice. The teacher said it was good.

Gihan - Can Gayani make the announcement? Students may have forgotten about the shramadana now. I can't make announcements.

- Daham - Gayani became the first in the announcement competition last time. It is possible if we do it collectively. Gihan has to get the list of the parents coming tomorrow. Nadan will help you with that work. Nadan can't work hard because of his wheezing condition. But Nadan said he would come in the morning to help us.
- Janani - How are we going to distribute the duties among us?
- Selvi - In another period, we will inform everyone in the class about the programme. Several committees have been appointed, right? Janani has created the programme, hasn't she?
- Gayani - Let's divide the duties among the groups and assign cleaning the classroom, setting up the herbal garden and providing refreshments to the respective groups. Let's ask everyone to bring tools like a knife, a hoe or a chisel when coming tomorrow, then the work will be easier.
- Janani - Let's prepare the school's herb garden beautifully and in good order.
- Gihan - We can't build a herb garden alone; we need experienced people for that.
- Gayani - Gihan says that we may not be able to do this.
- Janani - Let's give it a try, there will be someone among our parents who knows about this.
- Gihan - Well, Janani, let's work together.
- Daham - The uncle in the shop next door promised to give paint for free to paint our classes. That uncle is a friend of our father's.
- Selvi - Daham's father has many friends, right? My mother will bring cassava to everyone tomorrow morning. Janani, please tell others also about this programme.



Step 01

- Compare the chart completed in the pre-learning activity with those of your friends as directed by the teacher.
- Verify the accuracy of your findings according to the teacher's guidance.



Step 02

- Group according to the teacher's instructions.
- Present the case included in the pre-learning activity through a roleplay.

Social well-being is maintaining good social **relationships** and being a popular person in society.



Step 03

- Based on the above case, discuss the characteristics of a person with social well-being with the teacher.
- Based on the conversation above, list the characteristics of people with social well-being in your exercise book.
- Mention possible problems that may arise while working in a team and steps to minimize such problems.
- Review the points you noted down by discussing them with the teacher and verify their accuracy.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Highlighting the importance of social well-being			
• Demonstrating the ability to identify people with social well-being			
• Following good practices maintain social well-being			
• Respecting personal values regardless of social status			
• Cooperating to achieve common goals			



Post-learning Activity

You are assigned to develop a suitable plan to create a beautiful garden in your home or for interior decoration of the home.

1. Who will you get support from for this task?
2. Who will you make responsible for carrying out the tasks? Why?
3. What abilities do you and your family members have? How can these abilities be used for different purposes?
4. What benefits can you and your family get by having a beautiful garden?
5. Prepare your home garden according to the plan you have developed. Prepare a booklet titled “Our Garden” by including sketches and photos of the garden you have created, bring it to the classroom within two months and show it to the teacher.

Activity 07

Let's Improve Flexibility



50 Minutes

By engaging in the seventh activity, you will be able to,

- Explain what flexibility is,
- participate in a flexibility test,
- engage in static and dynamic exercises to improve flexibility,
- works cooperatively and happily with others, and
- help others when needed.



Pre - Learning Activity

- Copy the flexibility test results table from Step 04 into your exercise book.
- Do research on flexibility using Physical Education and sports-related books and the internet.



Step 01

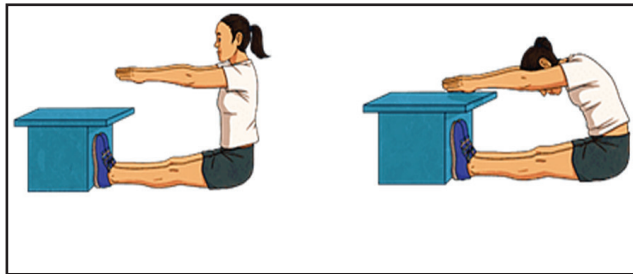
- Discuss with your teacher instances in which you bend and stretch your body or body parts well during your daily life and while engaging in sports.



Step 02

Flexibility Test

- Participate in the following flexibility test as instructed by the teacher.
- Support the other students who participate in the test.



Step 03

Flexibility Development

- Engage in flexibility development exercises as directed by the teacher.
- Design several flexibility development activities by discussing them with your friends.
- Correct the shortcomings of these activities by engaging in them as per the teacher's instructions.
- Present the activities to the class when you have the opportunity.



Step 04

Results of the Flexibility Test

- Copy the following table in your exercise book.

Test	Sit-and-reach Test			
Date				
Your performance				
Performance evaluation	Excellent	Good	Average	Need to improve

- Study the flexibility level assessment chart provided by the teacher.
- Identify your flexibility level by taking the sit-and-reach test. Mark “X” in the corresponding box on the result report based on your performance.
- Engage in a self-assessment of your performance using your test results.
- Keep your results report safe as you are required to fill in your results in the evaluation report at the end of Activity 03 of Module 2.



Assessment & Evaluation

- The teacher will conduct an assessment and evaluation during the activity.



Post-learning Activity

- Create a simple sentence to show what a person's flexibility is and record it in your exercise book.
- Improve your creation by discussing it with the teacher

Activity 08

Let's Work to Minimize Barriers to Maintaining Total Health



50 Minutes

By engaging in the eighth activity, you will be able to,

- Point out the three areas of Total Health.
- present barriers to total health,
- demonstrate, show how you can work to overcome barriers,
- engage in activities collectively, and
- share ideas with others.



Pre-Learning Activity

- Revisit the Introduction of Activities 01 and 02 of Module 1
- Focus on the following definition of Total Health and identify the three main areas.

Total Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

- World Health Organization -

- Using the information learned in the pre-learning activity, complete the following sentences and write them in your exercise book.
- Physical well-being is
- Mental well-being is
- Social well-being is



Step 01

- Present the sentences you completed during the pre-learning activity to the class when you are given the opportunity.
- Discuss with peers and review constructive ideas for improvement.
- Verify the accuracy of the sentences you completed following the teacher's guidance.

Activity 02

- Group according to the teacher's instructions.
- Study the following paragraph carefully.

As soon as Medha comes home after school, she gets ready to go to tuition classes. She attends tuition classes for five subjects, and her mother asks her to study day and night. She habitually eats snacks like Chinese rolls, patties and cutlets from the nearby canteen because she doesn't have time even to have lunch. She studies alone until 11 pm and has no leisure time for fun or sports activities.

In the last two to three months, she has gained 7 kg, and her body shape has also changed.

- Discuss with your group members and answer the following questions based on the above paragraph.
 - What are the barriers to Medha's physical well-being?
 - What are the barriers to Medha's mental well-being?
 - What are the barriers to Medha's social well-being?
 - Write down five suggestions you would give Medha to minimize those barriers and lead a life with Total Health.

- Present the group findings to the class as directed by the teacher.
- Verify the accuracy of your findings considering peer ideas and the teacher's guidance.



Assessment & Evaluation

- The teacher will assess and evaluate your performance during the activity.



Post-learning Activity

- Write down the answers to the following questions in your exercise book.
 - If there are barriers to maintaining the total health of your family, what are they?
 - What steps can you take as a family to minimize the barriers you mentioned?
- Verify the accuracy of your findings by presenting them to the teacher when you are given an opportunity.

Activity 09

Let's Improve Muscle Strength



50 Minutes

By engaging in the ninth activity, you will be able to,

- explain what muscle strength is,
- participate in muscle strength testing,
- engage in muscle strength improvement activities that utilize body weight,
- work together as a team, and
- engage in activities safely.



Pre - Learning Activity

- Copy the test results table from Step 04 into your exercise book.
- Do research on muscle strength using Physical Education and sports-related books and the internet.



Step 01

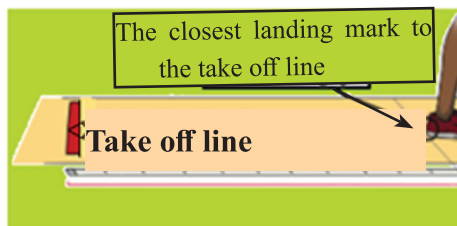
- Present to the class, examples of instances in which muscle strength is used in daily activities and sports, as you get the opportunity.
- Verify the accuracy of your findings by discussing them with the teacher.



Step 02

Muscle Strength Test

- Group according to the teacher's instructions
- Perform the following muscle strength test as directed by the teacher.
- Give your support to other students who are taking the test.
- Ensure safety when participating in activities.



Step 03

Development of Muscle Strength

- Engage in muscle strength development exercises as directed by the teacher.
- Correct the shortcomings by engaging in these activities as per the teacher's instructions.
- Create some muscle strength development activities by discussing with peers.
- Present the activities to the class when you are given the opportunity.



Step 04

Results of the Muscle Strength Test

- Copy the following table into your exercise book.

Test	Standing Long Jump			
Date				
Performance Level				
Performance Evaluation	Excellent	Good	Average	Need to improve

- Study the muscle strength evaluation chart provided by the teacher.
- Record your muscle strength level identified by participating in the standing long jump test by ticking “√” in the relevant box in the table.
- Engage in self-assessment of your muscle strength based on the performance evaluation chart provided by the teacher.
- Keep your results report safe as you are required to fill in your results in the evaluation report given at the end of Activity 03 of Module 2.



Assessment & Evaluation

- The teacher will conduct an assessment and evaluation during the activity.



Post-learning Activity

- Create a simple sentence to indicate what a person's muscle strength is and write it down in your exercise book.
- Further improve your creation by discussing it with the teacher.

Activity 10

Let's Minimize Factors that Cause the Spread of Communicable Diseases



50 Minutes

By engaging in the tenth activity, you will be able to,

- classify diseases,
- explain what communicable diseases are,
- present the causes of disease transmission,
- work cooperatively as a team, and
- present your ideas clearly.

Introduction

We face various diseases in our daily lives. Some diseases heal quickly, and some illnesses require long-term treatment. Some of these diseases are chronic.

Diseases often occur because of our daily routine. Diseases also cause us to face various problems in our daily lives. Therefore, we need to understand how diseases are contracted so that we can carry out our daily activities without contracting diseases.



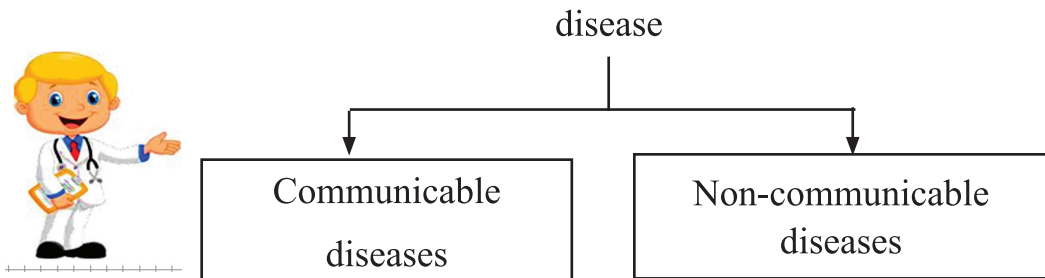
Pre-Learning Activity

- Copy the following table into your exercise book. Explore the information about the various diseases you know and the symptoms of those diseases and record them in the following table.

Disease	Symptoms

- Study the following information about diseases

The diseases we can be mainly divided into two categories as communicable and non-communicable diseases.



Communicable diseases

Diseases that can be contracted by carrying the pathogen from one sick infected person to another are called communicable diseases.

- Discuss with your family members and find more information about diseases.
- Copy the table in the steps into your exercise book according to the teacher's instructions.



Step 01

- Copy the following table into your exercise book.

Communicable diseases	Non-communicable diseases

- With the help of the teacher, categorize the diseases identified in the pre-learning activity into communicable diseases and non-communicable diseases.
- Verify the accuracy of the information you have provided by discussing it with the teacher.



Step 02

- Group according to the teacher's instructions.
- Study the following case carefully.

When Kumari came to school last week, it was difficult for her to do classwork because she had contracted the common cold. She had frequent sneezing and tears, and a few days later, Kumaris' friend Selvi also contracted the common cold.

- Based on the above-mentioned information, write answers to the following questions in your exercise book.
 - How did Selvi get the common cold?
 - What are the factors that cause the spread of the common cold to Selvi?
- Based on your experience, mention the modes of transmission of diseases.



Step 03

- Divide into groups as instructed by the teacher.
- Copy the following table into a piece of paper.

Incidents / Situations	Diseases	Causes of disease transmission
During the rainy seasons		
Flood conditions		
In agricultural areas		
In urban areas		
Pandemic situations		

- Discuss in groups and fill out the table.
- Present group findings to the class.
- Discuss with the teacher and verify the accuracy of the gathered information.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria

Criteria			
• Classifying diseases			
• Explaining what communicable diseases are			
• Presenting the causes of disease transmission			
• Working cooperatively as a team			
• Presenting ideas clearly			



Post-learning Activity

- Identify factors that contribute to the spread of communicable diseases in schools and record them in your exercise book.
- Show your answers to the teacher when you get a chance and further verify the accuracy of the answers.

Health & Physical Education

First Term

Module - 2

Grade 6

Activity 01

Let's Improve Muscular Endurance



50 Minutes

By engaging in the first activity, you will be able to,

- explain what muscular endurance is,
- participate in a muscular endurance test,
- Engage in jumping, pushing and pulling activities
- happily engage in pair activities,
- Demonstrate the ability to act appropriately in a given situation



Pre - Learning Activity

- In your exercise book, answer the following questions.
- During some tasks, muscular endurance must be used for a long time. An example would be continuously engaging in farming. Mention some other such tasks.
- When engaging in some sports, we may use muscular endurance for a long time. Name some such sports.
- Copy the table in Step 04 into your exercise book.



Step 01

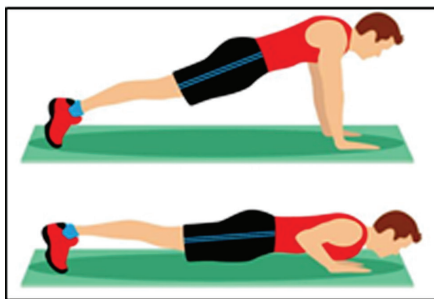
- Present your answers from the pre-learning activity to the class following the teacher's instructions when you get the opportunity.
- Seek constructive feedback from your friends.
- Verify the accuracy of your answers and make improvements based on the constructive feedback received from your friends and the teacher.



Step 02

Muscular Endurance Test

- Perform the muscular endurance test as instructed by the teacher.
- Calculate the maximum number of times the activity can be performed in 30 seconds with the help of an assistant.
- Offer your support to other students taking the test.



Boys



Girls



Step 03

Development of Muscular Endurance

- Engage in muscular endurance development exercises as per the teacher's instructions while correcting the shortcomings.
- Discuss with your friends and create several activities to develop muscular endurance.
- Present the activities to the class when you get the opportunity.



Step 04

Results of Muscular Endurance Testing

- Copy the following table into your exercise book.

Test	Push-up Test			
Date				
Performance Level				
Performance Evaluation	Excellent	Good	Average	Should improve

- Study the muscular endurance performance evaluation chart provided by the teacher.
- Record your performance level identified by participating in the push-up test by placing the “√ ” sign in the relevant box of the table.
- Engage in a self-assessment of your performance level based on the performance evaluation chart provided by the teacher.
- Keep your results report safe as you are required to fill in your results in the evaluation report at the end of Activity 03 of Module 2.



Assessment & Evaluation

- The teacher will assess and evaluate your performance based on your level of engagement in the exercises included in Step 03.



Post-learning Activity

- Create a simple sentence to show what a person's muscular endurance is and write it down in your exercise book.
- Discuss with the teacher and further develop your creation.

Activity 02

Let's Reduce the Adverse Effects of Communicable Diseases



50 Minutes

By engaging in the second activity, you will be able to,

- show that communicable diseases can be classified according to time, region and behaviour,
- present the adverse effects that can happen to you due to communicable diseases,
- present the adverse effects of communicable diseases to others,
- work cooperatively in a team, and
- show how to safeguard against external challenges.



Pre - Learning Activity

- Come to class prepared to present the information you have gathered by engaging in the following activities.
 - Information about Dengue, diarrhoea, rat fever (leptospirosis), skin diseases, Dental problems, COVID-19,
 - Adverse effects of disease transmission that affect you and others
- Copy the tables related to the next activities in your exercise book.

- From the following sources, choose the sources that are convenient for you to uncover the above information.
 - Chapters related to communicable diseases in the previous Health and Physical Education textbooks
 - Articles, pamphlets, booklets etc.
 - Web links on communicable diseases
 - Website of the Ministry of Health – www.moh.gov.lk
 - Health Promotion Bureau – www.hpb.health.gov.lk



Step 01

- Divide the class into three groups as directed by the teacher.
- Three possible classifications of communicable diseases according to time, region and behaviour are given in the following tables.
- Copy on a piece of paper, the table given to your group by the teacher.

Communicable diseases by time

The disease	Adverse effects	
	To Self	To Others
Dengue		
Diarrhea		

Communicable diseases by region

The disease	Adverse effects	
	To Self	To Others
Rat fever		
Skin diseases		

Communicable diseases spread according to behaviour.

The disease	Adverse effects	
	To Self	To Others
Dental Problems		
COVID-19		

- Discuss with group members, the relevant information gathered in the pre-learning activity to complete the table.
- Complete the table using the information gathered through the discussion.
- Get ready to present your findings to the whole class.



Step 02

- Present your findings to other groups.
- Develop your findings further based on comments from other groups under the teacher's guidance and record the above three tables in your exercise book.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Showing that communicable diseases can be classified according to time, region and behaviour			
• Presenting the adverse effects of communicable disease to self			
• Presenting the adverse effects of communicable diseases to others			
• Working cooperatively in a group			
• Overcoming external challenges			



Post-learning Activity

- Observe your home and garden and check for factors or locations that lead to communicable disease transmission.
- Discuss gathered information with your family members.

Activity 03

Let's Improve Cardiovascular Endurance



50 Minutes

By engaging in the third activity, you will be able to,

- explain what cardiovascular endurance is,
- participate in a cardiovascular endurance test,
- mention suitable activities to improve cardiovascular endurance,
- engage cooperatively in group activities, and
- happily participate in tests.

Very important:

If you are suffering from a heart or lung related disease, avoid participating in the test without medical advice. Before the test, inform the teacher about it through your parents or a guardian.



Pre - Learning Activity

- Engage in an activity such as jogging, brisk walking or skipping for a few minutes according to the facilities you have.

- Record in your exercise book, any physical changes you feel while you are engaged in the activity.



Step 01

- Under the teacher's guidance, engage in a discussion about the information uncovered in the pre-learning activity.
- Discuss constructive ideas with others.
- Verify the accuracy of your findings under the teacher's guidance.



Step 02

- Participate in one of the following two tests that your teacher will select for you.
 - **Test 1: 800 m running (boys), 600 m running (girls)**
 - **Test 2: Beep test**



Step 03

- Identify appropriate activities for developing cardiovascular endurance from the list below.

Appropriate activities for developing cardiovascular endurance

- Brisk walking
- Swimming
- Cycling
- Continuous slow running
- Aerobics
- Engaging in major games like football, basketball and netball
- Engaging in minor games and lead-up games



Step 04

Copy the following table in your exercise book

Test	800 m run / 600 m run / Beep test			
Date				
Performance				
Performance evaluation	Excellent	Good	Average	Should improve

- Study the cardiovascular endurance evaluation chart given by the teacher.
- Record your performance level identified by participating in the cardiovascular endurance test by placing a “√” mark in the appropriate box in the table.
- Self-assess your cardiovascular endurance level based on the cardiovascular endurance evaluation chart provided by the teacher.
- Record your performance level in the evaluation report given in the **post-learning activity** as well.



Assessment & Evaluation

- The teacher will conduct an evaluation during the activity.
- Copy the following table in your exercise book.
- Record your performance levels identified by participating in fitness tests by placing “√” marks in the relevant boxes in the table.

- Present your completed evaluation report to the teacher when you get the opportunity to do so.



Post-learning Activity

- Create a simple sentence to show what a person's cardiorespiratory endurance is and write it down in your exercise book.
- Discuss with the teacher and develop your creation further.

Evaluation Report Related to the Tests

Evaluation Report

		Sit-and-reach test	Standing long jump	Push-up test	800 m/ 600 m / Beep test
Your Performance					
Assessment	Excellent				
	Good				
	Average				
	Should Improve				

- **Flexibility, muscle strength, muscular endurance and cardiovascular endurance are your health-related fitness factors.**

Activity 04

Let's Work to Prevent Communicable Diseases



50 Minutes

By engaging in the fourth activity, you will be able to,

- Explain Communicable diseases according to their symptoms,
- present the causes of communicable diseases,
- indicate ways to prevent communicable diseases,
- work together in a team, and
- demonstrates preparedness to take action to protect personal health.



Pre - Learning Activity

- Prepare a large Snakes and Ladders game board using the format shown in Step 03, find a dice and pawns and come to class prepared to play the game.
- Copy the table in step 03 in your exercise book.



Step 01

- Group according to the teacher's instructions.
- Carefully study the cases provided to your group and identify the related disease.

Case 01



Mosquitoes are more likely to breed during rainy seasons due to the accumulation of water in discarded containers such as coconut shells and yoghurt cups. Thus, the spread of infectious diseases caused by mosquitoes increases after rainy seasons. Many young and old with symptoms such as fever, body aches, severe headaches, and vomiting are referred for medical treatment. Can you imagine what this disease is?

Case 02

In the paddy fields where paddy cultivation is prevalent, several farmers engaged in farming developed symptoms such as fever, body aches and headaches. Several of the sick had to be hospitalized due to serious illnesses.

What could be the diseases affecting these farmers?



Case 03



Rajesh is in Grade 6. He suddenly had a stomachache. At the same time, he was referred for medical advice due to vomiting and fainting three to four times. During the doctor's consultation, the doctor explained to Rajesh that his nails were dirty, and germs could harbour on his nails as they had not been cut. Rajesh also admitted that he did not wash his hands thoroughly with soap before eating and using the toilet. The doctor explained that he had contracted this disease condition due to his unhygienic behaviour. What could be the diseases Rajesh has contracted?

Case 04

Fathima's village was flooded during heavy rains. Many people in the village use well water. They do not boil water before drinking. As the floods receded, many young and old in the village fell ill. Diarrhea and vomiting were seen in many people.

What could be the diseases that spread among the villagers of Fathima's village?



Case 05



Janith's house is in a very densely populated suburb. Houses are located close by and often do not have more than one room in one house. Homes do not even get good sunlight and air. Several of his neighbours have had a cough that persists for more than a month. Sometimes, they bleed with mucus when they cough. Their bodies have become very thin.

- What could be the diseases these people are suffering from?



Step 02

- Copy the following table to your exercise book.

Case	Identified Disease	Preventive Measures

- Discuss with the group members, the diseases you identified, and the preventive measures related to the disease, and record the information in the above table.
- Present your group findings as the opportunity arises.
- Verify the accuracy of group findings with the teacher's support.
- Record the corrected findings on the table copied in the exercise book.
- Write down the measures that can be taken to reduce the spread of communicable diseases in the exercise book.



Step 03

- Engage in the Post-learning Activity in the classroom when you get a chance.



Assessment & Evaluation

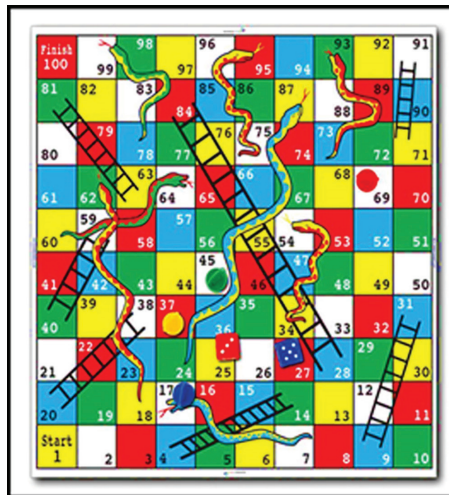
- The teacher will conduct an assessment and evaluation during the activity.



Post-learning Activity

- Group into pairs and play the following game according to the given instructions during your free time at school.
 - Group into pairs.
 - Arrange the items you brought to play 'Snakes and Ladders'.
 - Play the game with your friend by rolling the dice.
 - Follow the following instructions when playing the game.

- When a pawn lands on a square at the base of a ladder, the respective player should mention a habit to avoid communicable diseases. If the respective player mentions a habit, the pawn can be moved to the square on top of the ladder.
- If the respective player fails to mention such a habit, the pawn cannot be moved up the ladder and must be moved forward from the same position.
- When a pawn lands on a square with the head of a snake, the respective player must mention a cause for a communicable disease. If a cause is mentioned, the pawn can be moved forward from where it was positioned.
- If the player fails to mention a cause for a communicable disease, the pawn should be taken down to the square in which the snake's tail ends.
- The first player to reach the 100th square will win the game.



- Play the game with all your family members using this board. Use different coloured pawns depending on the number of players participating.

- While you are playing the game with your family, continue a dialog on the causes and preventive measures of communicable diseases.
Eg: Imagine that you are playing with your father.
- When a ladder is reached: "Father, if we exercise every day, we can go high as in the game".
- When nearing a snake: "Father, if we sneeze without closing our nose and mouths, we will go down like in the game".

You can now responsibly contribute to the health promotion of the members of your class and your family.

Activity 05

Let's Maintain Correct Static Postures in Daily Activities



50 Minutes

By engaging in the fifth activity, you will be able to,

- explain what basic postures are,
- demonstrate static postures correctly,
- point out the benefits of maintaining correct static postures while doing so,
- assist others in learning correct habits/procedures, and
- correct your weaknesses.

Introduction

In everyday life, we engage in activities using various postures. Contextually, the postures are used both with and without movement. These postures are very important in daily tasks. Maintaining correct posture enables us to perform daily activities efficiently and effectively. If daily postures are not maintained correctly, we may suffer from various disorders. Correct posture is vital to living a healthy life and maintaining a pleasing appearance.

Therefore, it is necessary to understand and act to maintain the correct daily postures.

A correct posture is the collective formation of all body parts during movement or at rest so that the joints and muscles feel minimum strain.



Pre - Learning Activity

- Copy the following table in your exercise book.

Postures with movements	Postures without movements

- Record the static and dynamic postures that you use daily in the table.
- Note down the importance/advantages of maintaining correct standing, sitting and lying postures in your exercise book.
- Be prepared to present the facts you gather from engaging in the above activities during the class.



Step 01

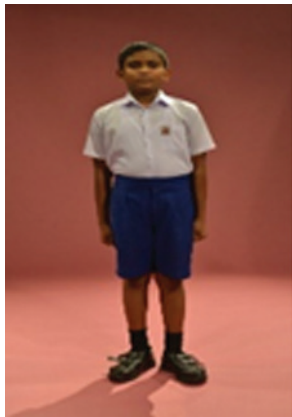
- Discuss with friends what a correct posture is, based on the points given in the Introduction.
- Present to the class, the information you have uncovered in the pre-learning activity as directed by the teacher.
- Based on the presentation, identify non-moving postures as static postures and moving postures as dynamic postures.

- Explain what is meant by a static posture using your own words and note it down in your exercise book



Step 02

- Divide into two groups according to the teacher's instructions.
- The two groups must stand facing each other in a line of their choice.
- Observe how the students in front of you are standing.
- Discuss your observations with the teacher.
- Identify the characteristics of correct standing posture from the discussion.
- Discuss with your team members and exchange ideas on how to improve the standing posture and correct the shortcomings observed during the activity.
- Demonstrate correct standing posture under the teacher's supervision.



- Discuss the importance of correct posture with group members and the teacher.
- Use the diagrams to verify the correctness of standing posture



Step 03

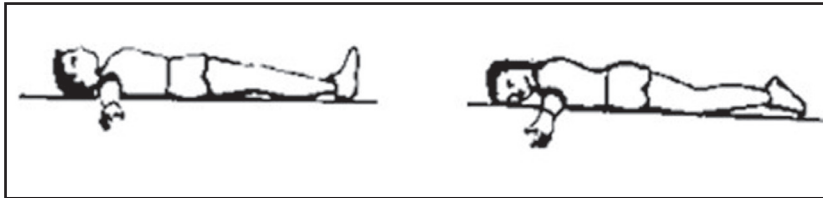
- Divide into groups according to the teacher's instructions.
- Split each group into two smaller groups.
- Allow one group to sit freely on a chair while the other group observes and identifies the characteristics of their sitting posture.
- Both groups must engage in the activity as described above.
- Discuss with your group members how to improve the posture of sitting on a chair and correct the shortcomings observed during the above demonstration.
- Demonstrate the posture of sitting on a chair under the teacher's supervision.
- Discuss the importance of correct sitting postures with group members and the teacher.



Step 04

- Allow one group from Step 03 to lie down freely and instruct the other group to identify the characteristics of the correct lying posture.

- Both groups must engage in the activity as described above.
- Exchange ideas with your group members on how to improve the lying posture and correct the shortcomings observed during the above demonstration.
- Demonstrate correct lying posture under the teacher's supervision.



- Discuss the importance of the correct lying posture with group members and the teacher.



Assessment & Evaluation

- The teacher will conduct an assessment during the activity.



Post-learning Activity

- Prepare a small booklet containing the characteristics of the correct standing, sitting and lying postures.
- Verify the accuracy of the content by showing it to the teacher.

Activity 06

Let's Maintain the Beauty of the Eye



50 Minutes

By engaging in the sixth activity, you will be able to,

- act to maintain the beauty of the eye,
- present eye diseases that harm the beauty of the eye,
- follow proper methods and practices to maintain the beauty of the eye,
- collaboratively engage in pair activities, when necessary, and
- work accordingly knowing that early detection is needed for cure.

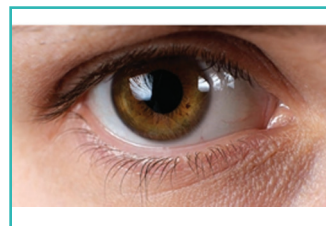


Pre - Learning Activity

- Study the following passage.

Our bodies work in amazing ways, allowing us to explore the world. Through the sensory organs like eyes, ears, nose, skin, tongue, etc., we can know about the things happening in the environment around us. These sensory organs enable a person to grasp the things happening in the environment simultaneously.

For example, when you watch a drama on TV, you enjoy it by looking at the pictures and listening to dialogue. It is possible to analyze the



appearance of something by looking at the eyes and it is important to keep the eyes healthy and protect them from external accidents and diseases.

- Below is a conversation between the doctor and Kamal who went to the eye clinic with his father and sister. Read it carefully.

Doctor: Good morning, son. Why are you here today?

Kamal: Good morning, doctor uncle. My eyes have been itching and hurting since last night. There's more tearing, and both of my eyes are swollen and sore.

Doctor: Let me check. Your eyes are swollen and red. Have you been scratching them?

Kamal: Yes, I scratched them a little because they were itchy.

Doctor: Never scratch your eyes with your hands. The germs on your hands can get into your eyes. If your eyes are inflamed or itchy, always wash them with clean water.

Kamal: I washed my eyes with water, but then I put on medicine that the doctor gave my father. However, they kept tearing, and the pain increased.

Doctor: That was a mistake. You should never use medication prescribed for someone else without consulting a doctor. It's important to remember that foreign matter like dust can be washed out with clean water. But using the wrong medication can make things worse.

Kamal: I didn't think much about it. I just wanted to ease the pain.

Doctor: It sounds like you may have an eye infection. These types of infections are common due to the climate these days. I'll put some drops in your eyes now, but you'll need to continue using the medicine as mentioned in this prescription when you go home.

Kamal: Oh, I forgot to mention, one of my friends had a similar problem recently. I wonder if I caught this from him.

Doctor: That's possible if you have close contact with him. Be sure not to rub your eyes and avoid using clothes to wipe them. Use the medicine four times a day, one drop in each eye. Also, wash your eyes with clean, cold water, but don't use soap. Make sure to wash your hands thoroughly before touching your eyes.

Kamal: Doctor, my sister also complains about her eyes. She says her eyes hurt and she gets headaches when working on the computer. Her eyes also tear up sometimes.

Doctor: It sounds like your sister may have poor eyesight. Take her to the next room to get her eyes checked.

By reading the above dialogue, you can understand that the eye is a very sensitive organ.

- In addition to reading the above discussion, write answers to the following questions in the exercise book.
- Meet someone who wears spectacles in your school, home, or neighbourhood.
- Ask about the eye disease that made him/her wear spectacles.
- Record his/her eye disease and the measures that he/she has taken on medical advice.



Step 01

- Group appropriately under the teacher's guidance.
- Discuss with your group members, the eye diseases identified in the above incident and through the discussions with neighbours, and the measures followed based on medical advice.

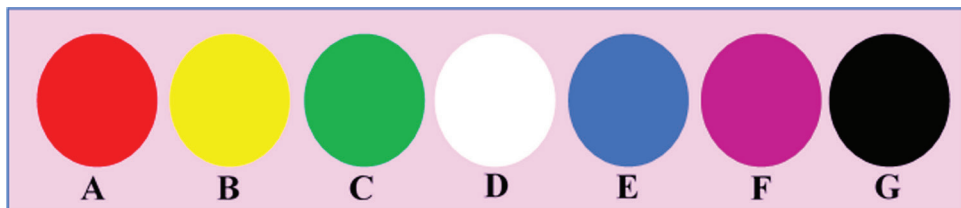
- Present group findings to the class and get suggestions from other groups.
- Verify the accuracy of your findings according to the teacher's guidance
- Copy the following table into your exercise book.

Eye diseases		Actions that were followed on medical advice
In Children	In Adults	

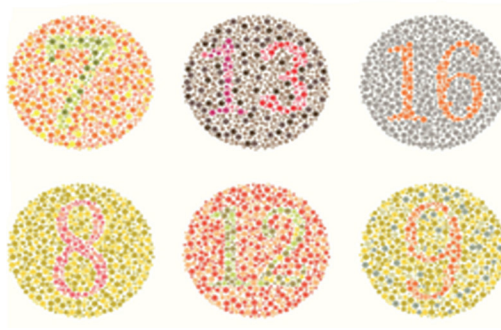
- Complete the table with the information obtained in the pre-learning activity and the teacher's explanations.



Step 02



- Identify the colours of the circles shown above.
- Write down in your exercise book, the English letter representing each circle and its corresponding colour.
- Which sensory organ helped you to recognize colours?
- Verify the accuracy of your answers by discussing them with the teacher.



(Ishihara Colour Vision Test)

- Read the numbers in the above pictures with the normal reading distance (14 - 16 inches or 35 - 40 cm) from the book.
- Can you distinguish the colour of each number from its background colour?

The eye is the organ that you are using to recognize colours. Therefore, let's understand the beauty of the eye properly and work to protect it.

Factors that can cause colour blindness include hereditary factors, medical conditions such as diabetes and environmental factors that cannot be cured. It is advisable to get medical advice if you have this kind of problem. Colour blindness is not suitable for special jobs such as pilots, Navy captains and drivers, and air traffic controllers.

The Beauty of Eye

Our eyes allow us to see the environment they help us recognize the colors of objects. Through our eyes we can also see light, movement, and positions. The eye lids and eyelashes protect the visible part of the eye. They protect they eyes from dust particles and harmful rays.

Tears also protect the eyes by keeping them moist and preventing harmful substances from entering the eye.

Assessment and Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Acting to maintain the beauty of the eye			
• Presenting the eye diseases that harm the beauty of the eye			
• Following proper methods and practices to maintain the beauty of the eye			
• Collaboratively engaging in pair activities when necessary			
• working accordingly knowing that early detection is needed for cure.			

Post-learning Activity

- Do the Ishihara Test with family members. Discover their colour recognition abilities. If you identify a problem with colour recognition, direct them to seek medical advice.
- If there is a television in your home, determine its size and the distance between the television and the viewers.
- Discuss the information learned at school with your family members and place the television in the correct position.

Activity 07

Let's Perform Basic Squad Drills Correctly as Per the Commands



50 Minutes

By engaging in the seventh activity, you will be able to,

- provide examples of basic squad drills,
- demonstrate correct maintenance of body parts associated with basic standings,
- practices basic standing positions according to commands,
- work collectively in a group to complete a task successfull, and
- move the body parts attractively.



Pre - Learning Activity

- Come to the class prepared to answer the following questions.
 - Write down examples of the marching squads you have observed inside and outside the school.
 - Mention some examples of squad drills.
 - Study the squad drills you identified and come to the class prepared to engage in those activities.



Step 01

- Demonstrate the squad drill activities you identified in the pre-learning activity to the class according to the teacher's instructions.
- Correct your demonstrations according to the teacher's guidance.



Step 02

- Form groups according to the teacher's instructions.
- Get ready with your group members to perform the following basic drills per command.
- Discuss with your group members, how to keep your head, trunk, hands, and feet in the correct positions for each of the following drills.
 - Attention
 - Stand at ease
 - Rest
- Practice basic standing drills in groups accordingly.



Step 03

- Present your group findings to the class.
- After presenting, make corrections according to the teacher's demonstrations.
- Keep practising it.



Assessment & Evaluation

- The teacher will conduct an assessment during the activity.



Post-learning Activity

- Practice the following squad drills you learned, with your siblings/friends.
 - Attention
 - Stand at ease
 - Rest

Activity 08

Let's Maintain the Beauty of the Ear and Nose



50 Minutes

By engaging in the eighth activity, you will be able to,

- work to maintain the beauty of the ear and nose,
- highlight the diseases that harm the beauty of the ear,
- take measures to prevent accidents to the ear and nose,
- educate others about risky situations, and
- work for your safety.



Pre - Learning Activity

- Copy the tables included in the steps to your exercise book as per the teacher's instructions and come to the class.



Step 01

- Close your eyes as instructed by the teacher. Listen to the sounds of the surroundings.
- Do not open your eyes until the teacher tells you to do so.
- Open your eyes and answer the following questions.

- What sounds did you hear in the surroundings?
- What is the organ that helped to hear those sounds
- What are the difficulties you face in daily life if you cannot hear?
- Verify the accuracy of your answers by discussing them with the teacher.



Step 02

- Copy the following table into your exercise book.

How the ear should be kept during the activity	First sound	Second sound	Third sound
Right ear covered			
Left ear covered			
Both ears open			

- Record how you hear the sounds played by the teacher during each of the following situations.
 - When your left ear is covered.
 - When your right ear covered.
 - When both ears are open.

- Use the following words to complete the table.
 - If the sound is clear, write '**Good**'.
 - If the sound is somewhat clear, write '**Normal**'.
 - If the sound is inaudible or barely audible, write '**Weak**'.

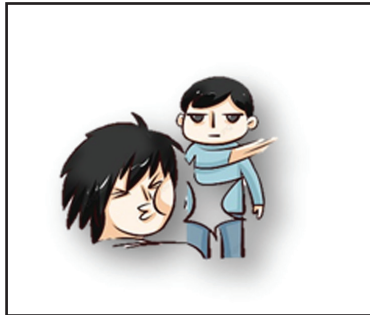


Step 03

- Identify the action that damages the ear shown in each of the following figures.
- Write the English letter and action related to the figures in your exercise book.



A



B



C



D



E

- Copy the following table in your exercise book.

Actions that can damage the ear	Possible ear diseases	Actions to be taken to protect the ear

- Complete the table based on the actions shown in the pictures above.
- Present the findings to the class as instructed by the teacher and verify the accuracy of the information.

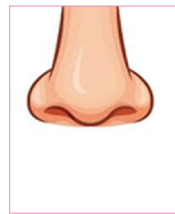


Step 04

Read the following passage carefully.

The Beauty of the Nose

The nose can be introduced as an organ that functions more closely with the ear. The nose can detect good and bad odours. The presence of nasal hair the moist nostrils help to remove dust particles from the air that travel to the lungs. Also, the nose can warm the air that passes through the nostrils.



Although there are many natural adaptations to protect the nose, external influences can damage the nose and cause diseases.

- Write down the external influences on the nose and what measures you can take to protect your nose from them.

- Verify the accuracy of your answers by discussing them with the teacher.



Assessment & Evaluation

- The teacher will conduct and evaluation during the activity.



Post-learning Activity

- Copy the following table into your exercise book.

Ear		Nose	
Accident	Effect	Accident	Effect

- Identify possible accidents to the ears and nose and their effects and record them on the table.
- Show the table you have completed to the teacher and verify its accuracy.

Activity 09

Let's Perform Turns Correctly as Per The Commands



50 Minutes

By engaging in the ninth activity, you will be able to,

- mention the types of turns,
- correctly maintain the body parts associated with turns,
- perform turns correctly as per commands,
- work in groups according to commands, and
- act in a law-abiding manner.



Pre - Learning Activity

- Recall the march-pasts you have observed.
- Observe the steps to followed during the following turns in march-pasts.
 - Left turn
 - Right turn
 - About turn
- Study the turns you have identified and come to the class prepared to engage in those activities.



Step 01

- Discuss with the teacher, the turns you discovered in the pre-learning activity.
- Identify drills related to turns accordingly.



Step 02

- Form groups according to the teacher's instructions.
- Prepare with team members to demonstrate drills related to the following turns according to commands.
 - Left turn
 - Right turn
 - About turn
- Present the turning drills that your group discovered to the class.
- Correct the drills related to turns according to the teacher's instructions and demonstrations.
- Keep practising the turning drills.
- Discuss the accuracy of the postures of group members.
- Help your group members who need assistance.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Mentioning the types of turns			
• Maintaining the body parts correctly during turns			
• Performing turns correctly as per commands			
• Working in groups according to commands			
• Acting in a law-abiding manner			

Activity 10

Let's Maintain the Beauty of the Digestive System



50 Minutes

By engaging in the tenth activity, you will be able to,

- highlight the importance of maintaining the beauty of the digestive system,
- highlight the factors contributing to destroying the beauty,
- offer suitable ways to maintain the beauty of the digestive system,
- create awareness among family members to maintain proper habits,
- follow good habits.



Pre - Learning Activity

- Gather information from health-related handbooks or consult adults to understand the importance of maintaining a healthy digestive system. Record the information in your exercise book and come to the class prepared to present it.



Step 01

- Present your findings from the pre-learning activity when you are allowed to do so.
- Verify the accuracy of your presentation according to the teacher's guidance.



Step 02

- Form groups according to the teacher's guidance.
- Read the following story.

Sirimal and Sunimal are two friends who study in the same class. Sirimal actively participates in schoolwork. He brings home-cooked rice and curries for lunch every day and avoids artificial food as much as possible. His mother, who is a doctor, often educates the family about the unhygienic nature of store-bought food and the negative effects caused by the artificial flavours and colours used in such food. Therefore, balanced meals with proper nutrition are prepared daily at his home.

Meanwhile, one day Sunimal had a stomachache and even though Sunimal's mother gave various home remedies such as lime, nutmeg, and thambum hodi, it did not heal. The doctor who examined Sunimal said that his stomachache was caused by ingesting dirty food or dirty water.

He remembered that he ate various foods from the shop near the school the day before, when he was waiting for the school van after school.

Sunimal remembered that his friends asked him not to eat foods from that shop because those foods are dirty and infested by flies, but he ignored their advice. The doctor, who inquired about his food habits, advised him and explained the importance of maintaining a healthy digestive system.

The doctor further mentioned that natural foods containing dietary fibre can help prevent diseases of the digestive system such as constipation and colorectal cancers. He also explained that constipation can be prevented by defecating when you feel the urge.

Also, you should drink boiled and filtered water before you feel thirsty, and doing so can prevent diseases such as diarrhea, cholera

and typhoid fever. The doctor also explained that drinking carbouated beverages instead of water could be harmful.

Worm infestation can also harm the health of the digestive system. The doctor mentioned that worm infections can be prevented by using hygienic toilets, washing hands with soap after using the toilet, wearing shoes for toilets, and using worm treatment on medical advice.

- Discuss with the group members and write down the answers to the following questions in your exercise book based on the above story and your experiences.
 1. What are the wrong eating habits that harm the health of the digestive system?
 2. Explain the importance of drinking clean water in adequate amounts.
 3. How does fibre-rich food consumption affect health?
 4. What measures can be taken to avoid worm infections related to the digestive system?
 5. Write down the dietary habits that should be followed to maintain the beauty of the digestive system



Step 03

- Take the opportunity to present the information you have discovered by following the teacher's instructions.
- Discuss with the teacher and verify the accuracy of the information revealed.



Assessment & Evaluation

Check to what extent you have achieved the five capabilities presented at the beginning of the activity using the following criteria.

Criteria			
• Highlighting the importance of maintaining the beauty of the digestive system			
• Highlighting the factors contributing to destroying the beauty			
• Offering suitable ways to maintain the beauty of the digestive system			
• Creating awareness among family members to maintain proper habits			
• Following good habits			



Post-learning Activity

- Discuss with family members, the importance of following good dietary habits.

