

Grade - 06

**Supplementary Manual
to teach
Health & Physical Education
in English Medium**

A Support to improve English



Bilingual Education and Trilingual Programmes Branch

Ministry of Education

Isurupaya

Battaramulla.

2018

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FOREWORD

With the view to improving English language skills of students learning in the general education system of Sri Lanka, measures have been taken to provide with opportunity for the students to learn some selected subjects in English medium for the last two decades.

However, from recent times, there has been a renewed interest among many Sri Lankans for the study of more English and studying in English medium. Thus, the present government is keen on opening up new vistas to get ready the students for global village in the 21st century, improving the English education more than ever before while allocating a considerable amount of provisions to improve English language of students those who are carrying out their education in the general education system.

In this context of increasingly complex and rapidly-changing societies, everybody's cultural level and capacity to learn have to be enhanced. The teacher's task is therefore more important than ever before. However, while the key place occupied by teachers is coming to be re-emphasized, their status and professional standards are still to be developed by providing teacher supportive materials.

While developing teacher proficiency and competence that would enable and empower the teachers those who are teaching subjects in English medium to meet the requirements of the profession and face the challenges therein, supplementary materials that upsurge their quality of teaching as well as providing more opportunities and exposure to their respective subjects would definitely benefit the student achievement by supporting student learning, significantly.

In this respect, this supporting material developed by the Bilingual Education and Trilingual Programmes Branch of the Ministry of Education will no doubt increase the quality of learning – teaching process where the subjects are taught in English medium which would ultimately form an effective way of experiencing a more practical manner of acquiring English language through real application in the subject contents learn in English medium.

I take this opportunity to extend my gratitude to all those who committed towards this worthy and timely task of importance. Also, I wish that the teachers who get this supplementary material would utilize it in its real sense enabling the students to reap the maximum benefits out of this.

R. M. M. Rathnayake

Additional Secretary

(Education Quality Development)

Ministry of Education

PREFACE AND ACKNOWLEDGEMENT

Typically, the term ‘supplementary teaching materials’ is a generic term used to describe the resources that teachers use to deliver instruction which can support student learning and increase student success. Ideally, the supplementary teaching materials will be tailored to the content in which they’re being used, to the students in whose class they are being used, and the teacher. Such materials come in many shapes and sizes, but they all have in common the ability to support student learning.

As stated above, the typical supplementary teaching materials are tailored to impart the knowledge of subject content whereas this ‘*Supplementary Manual*’ provides required guidance and exemplars on how the subject content is delivered while improving the language which uses as the medium of instruction i.e. English. As such, this manual helps to apply the ‘*Content and Language Integrated Learning (CLIL) Approach*’ which has become the umbrella term describing both learning another subject content such as Science or Geography through the medium of a foreign or second language and learning a foreign or second language by studying a content-based subject.

In this phenomenon, the ‘*Supplementary Manual*’ which consists of both content references to the Teacher’s Guide compiled by the National Institute of Education and the Text Book written by Educational Publications Department and the language related skills embedded in respective contents would enrich teaching in the relevant subject content, engage students in multi-dimensional learning, and build students’ abilities to apply their knowledge.

Therefore, my sincere and profound thanks is extended to the Hon Minister of Education for giving the required policy directions, Secretary of Education and the Additional Secretary (Education Quality Development) for their guidance and directions in carrying out this task. This supplementary manual involved considerable effort, energy and expertise from the panel of writers who have worked with us, the panel of evaluators representing the respective subject from the National Institute of Education, the Ministry of Education and the Educational Publications Department and the panel of editors by their prompt editing and inspirational encouragement towards this task. This manual would not exist without them.

Further, I am grateful to Mrs. Nirmala Piyaseeli, Commissioner of Educational Publications for giving her support by detailing her staff to design this manual. Finally, I convey my sincere thanks to my officers of the staff for their endless support to make this effort, a reality.

I hope that this would be an effective product to be utilized by teachers those who are teaching in English medium in order to enhance the performance and achievements of their students.

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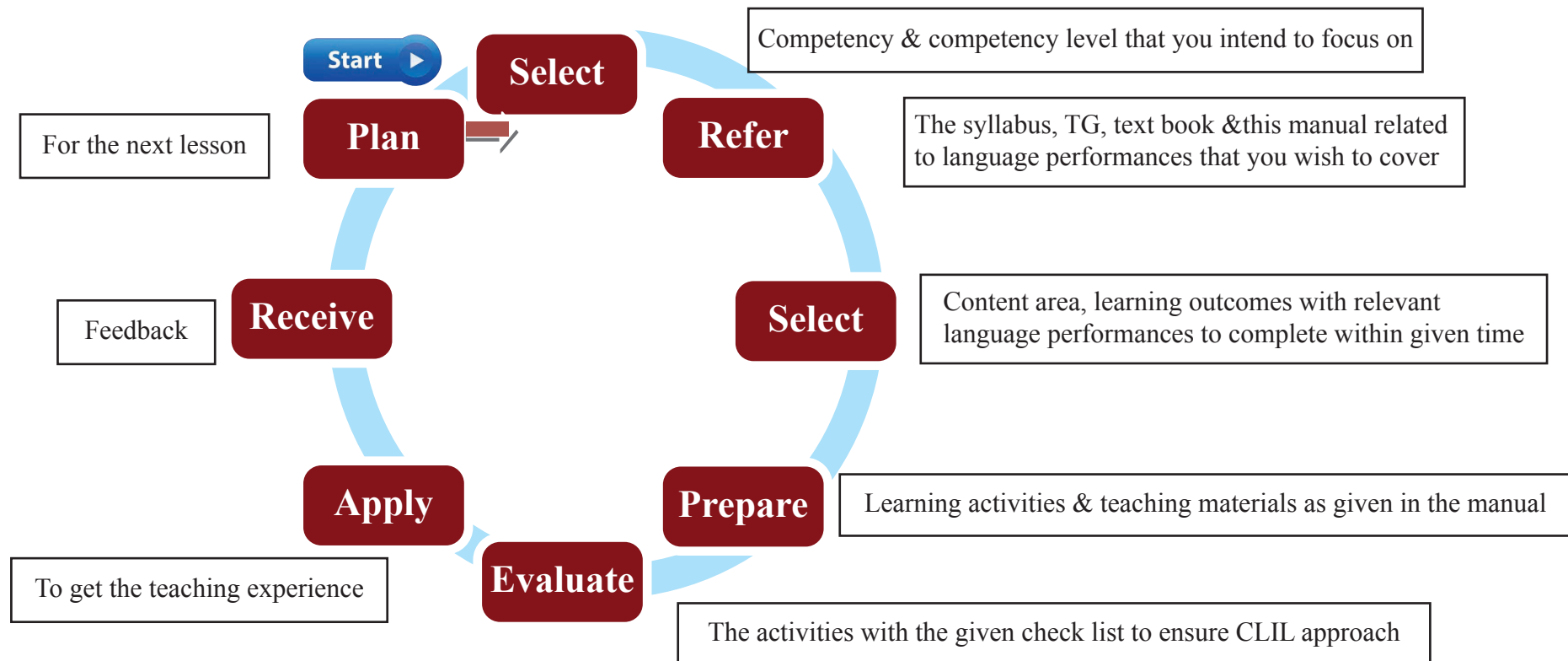
KEY TO USE THIS MANUAL

Special note on reference essential to be read before using this manual

All the lessons in this manual are related to the competencies and competency levels given in the Health & Physical Education Teachers' Guide Grade 6 first print 2015 produced by the NIE and published by the EPD in order to guide the teacher targeting the existing curriculum.

Instructions for teachers

- Read the given instructions in this manual and be familiar with them.
- Follow the given instructions, carefully.
- Have the syllabus (Grade 6 – Teacher's Guide) and the Text Book with you as you need to refer to them before you start.



Check list for evaluation of the activities

Check whether the activities are,

- Learner centered with necessary learning strategies.
- Arranged from simple to complex according to the age and level of the students.
- Planned to address different learner needs and interests.
- Planned to improve higher and lower order thinking.
- Planned to use the target vocabulary meaningfully in the planned activities.
- Planned to ensure the active participation, collaborative learning and effective thinking of the students.
- Planned to use the language meaningfully reflecting the content area.
- Planned to improve four language skills of listening, speaking, reading and writing.
- Planned with appropriate materials with quality and number.

If all the above are OK, you are READY to start, now.



Let us lead a happy and healthy life

Competency

- 1.0 Contributes to the building up of a healthy society.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

- 1.1 Takes action to maintain personal health.
- 1.2 Conforms to a life style for further improvement of Psycho-social wellbeing.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Explains the domains of Health concept.
- Lists the criteria of proper physical wellbeing.
- Lists the correct practices to be followed for proper wellbeing.
- Exhibits preparedness to follow correct practices.
- Explains the qualities of mental wellbeing.
- Exhibits preparedness to follow correct practices for mental wellbeing.
- Explains the qualities of social wellbeing.
- Exhibits preparedness to follow correct practices for social wellbeing.
- Explains the qualities of spiritual wellbeing.
- Exhibits preparedness to follow correct practices for spiritual wellbeing.
- Categorizes the qualities of physical, mental, social and spiritual wellbeing.
- Exhibits preparedness to take action for physical and spiritual wellbeing
- Identifies the life competencies needed for psycho-social wellbeingseparately.
- States the activities that can be done to develop life competencies.



Activities

Quality inputs:

- Poster papers
- Cue cards
- Blu tack

Instructions for teachers:

Activity 01

- Prepare four posters as given below.

Physical wellbeing

Mental wellbeing

Social wellbeing

Spiritual wellbeing

- Display them around the classroom at four different places.
- Make cue cards using the following statements and provide each student a card.

- | | |
|--|---------------------------|
| - Taking in clean air. | - Working in a group. |
| - Engaging in aesthetic activities. | - Admiring nature. |
| - Respecting others. | - Consuming healthy food. |
| - Living in a healthy environment. | - Managing time. |
| - Engaging in religious activities. | - Consuming clean water. |
| - Understanding the diversity of people. | - Meditating. |
| - Maintaining personal hygiene. | - Solving problems. |
| - Engaging in Yoga exercises. | - Obtaining counselling. |
| - Having rest and sleep. | - Being flexible. |
| - Engaging in sports and exercises. | - Co-operating. |
| - Respecting elders. | - Engaging in a hobby. |
| - Having a simple life style. | |

- Get students paste their cards in the relevant poster.
- Lead a plenary discussion to check answers.
- Get the students to read aloud the statements.
- Get the students copy the answers in their exercise books.

Activity 02

– Find out BMI value

- Put students into pairs.
- Get the pairs to talk to each other to find out what his/her BMI value is.
 My friend is (name)
 Height (what is?)
 Weight (what is?)
- Display the formula on the black/white board and help the students in pairs to calculate the BMI value.
- Say, “Your BMI value is”
- Get the pairs to study the chart given in Chart 1.4 of the Grade 6 Text book and compare their BMI values with the chart.
- Ask them to discuss the differences highlighting the following words.
 below, between, above, underweight, healthy, overweight, obesity.

Colour Range	BMI value, International measure
Orange	below 18.5
Green	between 18.5 – 25 (24.9)
Light purple	between 25 – 30
Dark purple	above 30

- Ask the students to find the relevant colour zone, they belong to using the Chart 1.3 for girls or Chart 1.4 for boys in the Grade 6 textbook.
- Say, “You belong to colour zone.”
- Ask the students to describe their nutritional status using the following words.

lean

normal

overweight

obese

The child can use the following sentence structure.

“If you belong to orange colour zone, you are a lean person.”



Activity 01

Physical wellbeing

Taking in clean air; Consuming healthy food; Living in a healthy environment; Consuming clean water; Maintaining personal hygiene; Having rest and sleep; Engaging in sports and exercises

Mental wellbeing

Managing time; Solving problem; Obtaining counselling; Engaging in a hobby; Having a simple life style

Social wellbeing

Working in a group; Respecting others; Understanding the diversity of people; Co-operating; Being flexible

Spiritual wellbeing

Engaging in aesthetic activities; Admiring nature; Engaging in religious activities; Meditating; Engaging in yoga exercises; Respecting elders



aggressive behavior
communicable diseases
contamination
concentration
coping with stress
critical thinking

- violent actions, violent manners
- infectious ailment, transmittable illness
- pollution, corruption, infection
- attentiveness, attention, focus
- handling or managing pressure
- serious thoughtfulness



Let us identify needs and desires

Competency

2.0 Fulfills human needs for a healthy life.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

2.1 Conforms to a life style understanding the needs of human beings.
2.2 Leads a healthy life balancing needs and desires.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Explains basic needs.
- Exhibits the ability to fulfill other needs carefully.
- Explains the difference between needs and desires.
- Lists the responsibilities and duties while fulfilling needs



Activities

Quality inputs:

- Teachers' Guide
- A4 papers

Instructions for teachers:

Activity 01

- Read out the text in Annex 2.1.2 of the TG on page 29.
- Ask the students to listen to the text and list out needs according to the priority.
- Listen to the teacher carefully and prepare a list of needs according to the priority order.

Activity 02

- Get the students to complete the blanks.
- Put the students into pairs and get one to say the relevant sentence for 'now' and the other to say the relevant sentence for 'stone age' using the correct past tense verb.

Fill in the blanks with the suitable past tense form of the verbs.

Now

Example: We live in houses.



1. They only need air to breath.
2. We learn to make tools.
3. We cover our body with clothes.
4. We become skillful by practising.
5. We improve our knowledge by reading books.
6. We use tools to mend toys.
7. We step into the technological era.

Stone age

People of stone age lived in caves.



1. They only..... air to breath.
2. They..... to make tools.
3. They..... their bodies with leaves and animal skins.
4. They..... skillful in generating fire.
5. They..... their lives, step by step with inventions.
6. They..... tools to hunt animals.
7. They..... into agricultural age first.



Answer Key

Activity 01

- | | |
|-----------------|------------------|
| 1. Fresh air | 8. Sleep |
| 2. Water | 9. Exercise |
| 3. Meals (food) | 10. Studies |
| 4. Love | 11. Job |
| 5. Security | 12. Examinations |
| 6. Dress | 13. TV |
| 7. House | |



Let us improve personality through posture

Competency

- 3.0 Demonstrates correct postures to ensure a healthy life.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

- 3.1 Displays the factors that affect physical appearance.
- 3.2 Maintains physical appearance by exhibiting correct posture.
- 3.3 Handles equipment correctly in daily life to lead a healthy life.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Lists the practices to be followed to maintain personal hygiene.
- Exhibits correct posture.
- Explains the importance of correct posture to avoid inconveniences and diseases.
- Handles equipment correctly in daily activities.

At the end of the unit, students will be able to develop the following language skills:

1. To use adverbs correctly
Adverbs: equally / properly / correctly / finally
2. To use modal verbs correctly
Modal verbs: will / can / should



Activities

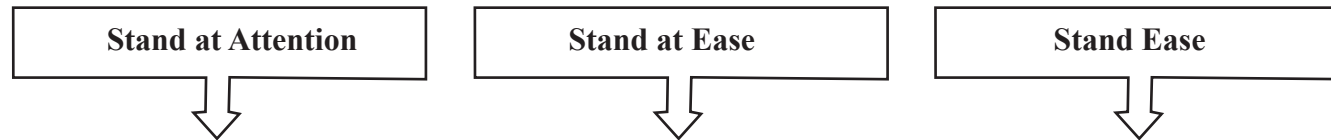
Quality inputs:

- Bristol boards
- Colour pencils

Instructions for teachers: (Ref. pg. no.19,20 of the TG)

- Take students to the playground and ask the students to form into four circles.
- Ask one student to come to the center and give correct commands which indicate in the teacher's hand (Teacher should show the command board)

Activity 01



Activity 02

- Use the task as a practice activity for the board game in activity 02.
- Put the sentences on the black/white board.
- Get the students to copy them into their exercise books and do the task.

Fill in the blanks using the words given in the box.

steadily	rhythmically	equally	correctly	finally
----------	--------------	---------	-----------	---------

1. Both feet bear weight _____ at stand at ease.
2. When we walk, the posture must be maintained _____.
3. First the heel has to touch the ground, next the ball and _____ the toe.
4. Hands are folded a little, at the elbows and moved forward and backward _____.
5. We must keep both feet on the ground _____.



Answer Key

Activity 01

1. equally
2. correctly
3. finally
4. rhythmically
5. steadily



Glossary

- inappropriate - unsuitable, wrong
 posture - position, pose



Teacher's Notes



Let us enjoy our leisure through recreational games

Competency

4.0 Spends leisure effectively through involvement in sports and outdoor activities.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

4.1 Investigates sports activities.
4.2 Participates in minor games to gain pleasure and satisfaction.
4.3 Gets involved in volleyball for pleasure and satisfaction.
4.4 Gets involved in netball for pleasure and satisfaction.
4.5 Gets involved in football for pleasure and satisfaction.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Investigates sports activities.
- Participates in minor games to gain pleasure and satisfaction.
- Investigates about volleyball.
- Familiarizes with equipment and foot work in volleyball.

- Investigates about netball.
- Familiarizes with equipment and foot work in netball.
- Investigates about foot work.
- Familiarizes with equipment and foot work in football.

At the end of the unit, students will be able to develop the following language skills:



1. To listen and understand the instructions given by the teacher and respond accordingly.

2. To give instructions and directions effectively.

Examples: throw the ball, jump,
move to your left, hop, hold tightly.

3. To identify the use of prefixes and suffixes.

Examples: running, jumping, catching,
rotating, turning, defending,
chasing, avoiding, galloping,
twisting, receiving, shooting,
increasing, decreasing, exchanging,
kicking, hitting, handling.

Teacher's Notes



A large rectangular area with a blue border, containing a header 'Teacher's Notes' and a large area of dotted lines for writing.



Activities

Quality inputs:

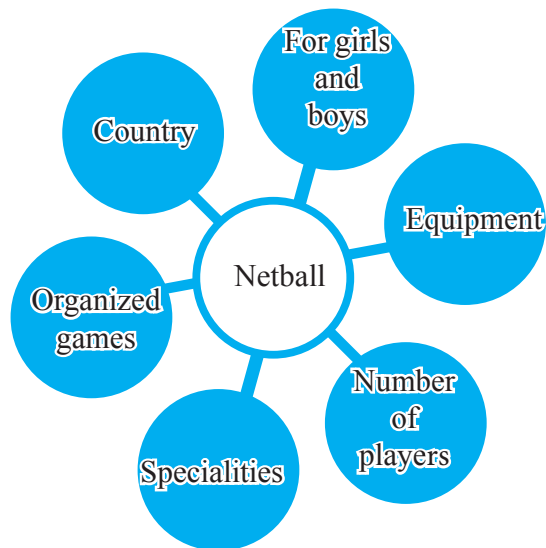
- Three mind maps

Instructions for teachers:

- Teacher displays the 3 mind maps on the wall.
- Instruct students to select their favourite game.
- Instruct them that they have to speak about the selected game using the given format.

Activity 01

Select your favourite game and speak at least 05 sentences on it.



Netball



Volleyball



Football

You can use the sentence structures given below.

1.is an organized game.
2. It's popular among
3. We needteams to play this game.
4. We needand ato play it.
5. There is a rectangular shaped
6. We got this game from
7. There areplayers.

Refer to Teachers' Guide – Page 32 – Step 01; Teachers' Guide – Page 35 – Step 01; Teachers' Guide – Page 39 – Step 01

Activity 02

Draw pictures to depict the meaning.

	A	B
1)	Running forward	
2)	Running backward	
3)	Galloping to left	
4)	Galloping to right	
5)	Throw the ball	
6)	Bounce the ball	
7)	Catch the ball	
8)	Change the ball	
9)	Dribbling the ball	
10)	Rotate the ball	
11)	Exchange the ball	
12)	Pass the ball	
13)	Roll the ball	
14)	Kicking the ball	
15)	Twisting the ball around the waist	



Let us develop basic athletic skills

Competency

5.0 Applies specific abilities developed through athletics to the task of life.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

5.1 Utilizes correct walking style for the tasks of life.
5.2 Utilizes the basic abilities of running for the tasks of life.
5.3 Utilizes the basic abilities of jumping for the tasks of life.
5.4 Utilizes the basic abilities of throwing for the tasks of life.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Familiarizes with correct walking.
- Familiarizes with correct running.
- Acts accordingly understanding the difference between walking and running.
- Minimizes accidents by jumping correctly.
- Familiarizes with correct throwing by the use of substitute equipment.
- Works efficiently through the use of correct posture.

At the end of the unit, students will be able to develop the following language skills:

1. Students will be able to listen and understand the instructions given by the teacher and respond accordingly.
2. Students will be able to explain a process, based on the given characteristics.
Example: Running, walking, etc.



Activities

Quality inputs:

- Materials to mark the ground
- Cones
- Flags
- Cue cards
- Lime Powder

Instructions for teachers:

- Form 4 groups.
- Give instruction sheets to each group.
- Instruct them that they have to read the card and find the correct station. Next they have to do it.
- Instruct the students that they have to change the task to a given signal (Clap)
- In the same way, they should complete all 4 tasks.

Activity 01

Read, understand and practice (reference – page 58 TG) (Step 04)

Task 01

- **A** is your starting point.
- **B** is your finishing point.
- You have to walk along this straight line.
- Find the place and do it.

Task 02

- You can see a land marked with gaps.
- You should go to the red flag to start.
- Walk between the gaps.
- Don't step on the lines.
- Find the place and do it.

Task 03

- You can see a land marked with obstacles (cones).
- You are going to walk avoiding the obstacles.
- Find the place and do it.

Task 04

- You will see a circle marked on the ground.
- You should stretch your arms either side and walk on the circle.
- Find the place and do.

Activity 02**Quality inputs:**

- Black / White Board
- Chalk / Marker pens

Instructions for teachers

- Display the following paragraph on the board.
- Instruct them that they are going to hear four paragraphs about Walking, Jumping, Throwing and Running.

Listen and fill in the blanks.**Walking**

When walking, heel ball toe action should occur. Firstly, the, secondly the..... and thirdly..... should touch the floor. Keep the body and headand the eyes focused forward. The hands should naturally.

Running

When running are swung forward and backward bending about degrees from the Front leg will bend down from the knees and raise up the rear leg will bend down from the and raise back.

Jumping

Maintain the of the body when jumping on one leg and both legs. Take the body down by bending at when jumping on one leg and both legs. Land on of feet, keeping hands by the sides of the and maintain the of the body by the body down from knees.

Throwing

When throwing something hand should be and body has to be maintained by keeping one step

**Activity 02****Walking**

When walking heel ball toe action should occur. Firstly the heel, secondly the ball and thirdly the toe should touch the floor. Keep the body and head straight and the eyes focused forward. The hands should swing naturally.

Running

When running hands are swung forward and backward bending about 90 degrees from the elbow. Front leg will bend down from the knees and raise up the rear leg will bend down from the knees and raise back.

Jumping

Maintain the balance of the body when jumping on one leg and both legs. Take the body down by bending at knees when jumping on one leg and both legs. Land on pads of feet, keeping hands by the sides of the body and maintain the balance of the body by bending the body down from knees.

Throwing

When throwing something hand should be stretched and body balance has to be maintained by keeping one step forward.



Glossary

- indulge - entertain, satisfy, take care of
pave - cover, overly, surface, floor
tennikoit ring - also known as tenniquoits or Ring Tennis is a form of game which is played with a circular rubber ring on a badminton type court.



Teacher's Notes



Unit 6

Let us respect rules, regulations and ethics in sports

Competency

6.0 Conforms socially to the rules and ethics of sports.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Participates in sports respecting rules and regulations.
- Utilizes sports qualities in daily life.
- Contributes to taking the message of rules, regulations and ethics of sports to the community.

Competency Levels

6.1 Utilizes the qualities developed in sports to the tasks of life.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

At the end of the unit, students will be able to develop the following language skills:

1. To use collocations and abstract nouns accordingly.
Example:- rules and regulations, virtues and traditions regulations and ethics
2. To use adjectives meaningfully
Example:- Think of **minor games** you play with
Talented sportsmen and sportswomen
Employ **qualified coaches** or trainers.
3. To use simple future tense accurately.
Example:- The confidence in the games **will be** increased.
Such sporting events **will be** exciting
Everyone **will be** interested
4. To use modal verbs, can, should, must, must be in sentences accordingly.



Activities

Quality Inputs

- Task sheets
- Demi papers

Instructions for teachers

- Divide the class into three groups.
- Assign the activities given below.
- Get the groups to display the task sheets in demi papers and present their findings to the whole class.

Activity 01 for Group 1 (Refer Teachers' Guide Page 42, Step 02)

1. Mention whether the given statements are rules and regulations or ethics.
2. Write statements using should, must, must be form in the relevant column. One is done for you.

There/ We	should	should	should	List	Rules / regulations / ethics	Statement
				Eg: Respect the judges.	ethic	We should respect the judges
				1. Respect the players in the team.		
				2. Follow rules and regulations.		
				3. Accept victory and defeat in a calm manner.		
				4. Six players in a volleyball team to play the game.		
				5. Standard equipment to play a football match.		
				6. Obey the leadership.		
				7. Seven places in a netball court.		
				8. Work as a team.		
				9. Definite rules and regulations in organized games.		

Activity 02

for Group 2

Match 'A' and 'B' and make statements using the word 'can' to show the importance of rules and regulations and ethics of sports. One is done for you.

- | | |
|-----------------|--------------------------------|
| A | B |
| (1) Protect | (a) injuries |
| (2) Bring | (b) the dignity of sports |
| (3) Minimize | (c) enthusiastically in sports |
| (4) Maintain | (d) issues |
| (5) Participate | (e) the real victory |
| (6) Solve | (f) personal qualities |
| (7) Develop | (g) the rights of the players |
-

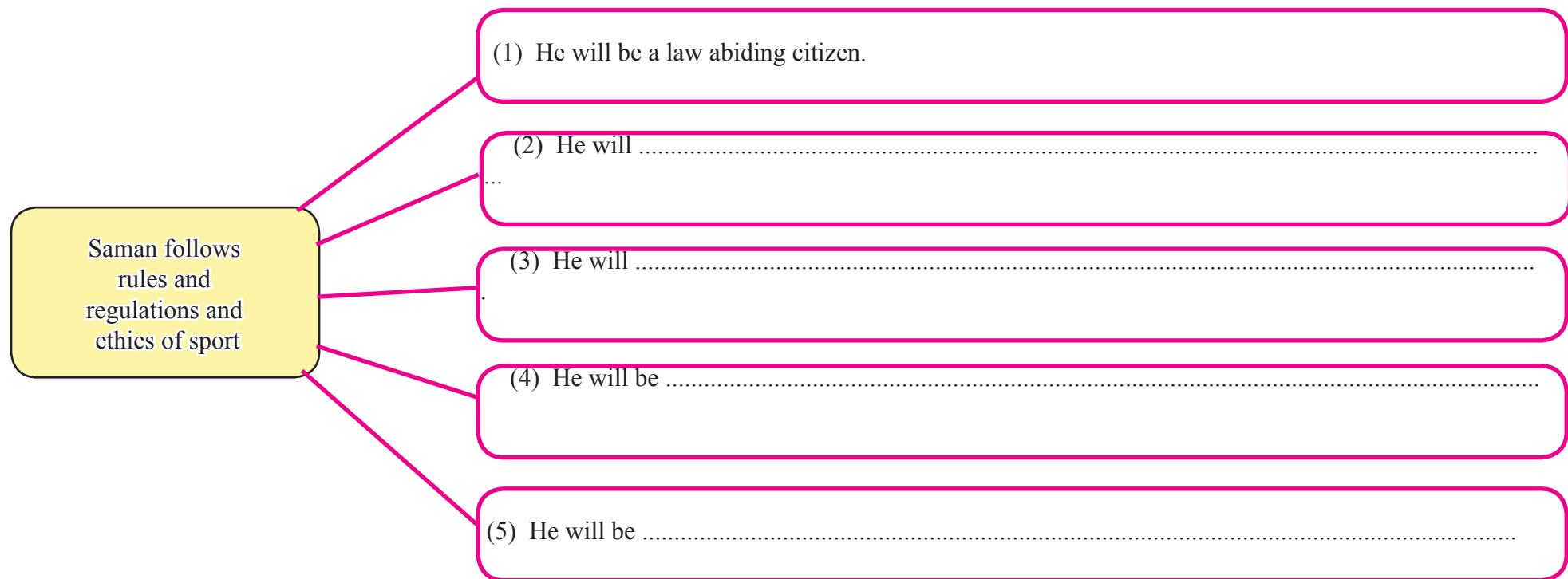
- (1) If we follow the rules and regulations and ethics, we can protect the rights of the players.
- (2) If we follow the rules and regulations
- (3) If we follow the rules and regulations
- (4) If we follow the rules and regulations
- (5) If we follow the rules and regulations
- (6) If we follow the rules and regulations
- (7) If we follow the rules and regulations

Activity 03

for Group 3

- Complete the sentences in the grid by selecting suitable phrases given in the box for social wellbeing.

develop self confidence	help others	build up unity
a law abiding citizens	a good leader	maintain cultural values
accept victory and defeat alike		



Evaluation Activity

- Ask the students to study the presentations done in group activity.
- Write an article for the wall paper on “Rules and regulations and ethics of sports”.
- The format is given below.

Rules and regulations and ethics in sports

Rules and regulations and ethics in sports are helpful to maintain the dignity of the games. Rules and regulations are

It is important to follow the rules and regulations and ethics in sports because they help us to

We can gain a lot of benefits for social wellbeing by following the rules and regulations and ethics. Some of them are

Therefore we should follow the rules and regulations and ethics in sports to be a successful sportsman.



Answer Key

Activity 01

- | | |
|-------------------|--|
| (1) Ethics | We should respect the players in the team. |
| (2) Rule / Ethics | We must follow rules and regulations. |
| (3) Ethics | We should accept victory and defeat in a calm manner. |
| (4) Rule | There must be six players in a volleyball team to play the game. |
| (5) Rule | There must be standard equipment to play a football match. |
| (6) Ethics | We should obey the leadership. |
| (7) Rule | There must be seven places in a netball court. |
| (8) Ethics | We should work as a team. |
| (9) Rule | There must be definite rules and regulations in organized games. |

Activity 02

- (2) e (3) a (4) b (5) c (6) d (7) f

- (2) If we can follow rules and regulations and ethics, we can bring real victory.
- (3) If we can follow rules and regulations and ethics, we can minimize injuries.
- (4) If we can follow rules and regulations and ethics, we can maintain dignity of sports.
- (5) If we can follow rules and regulations and ethics, we can participate enthusiastically in sports.
- (6) If we can follow rules and regulations and ethics, we can solve issues.
- (7) If we can follow rules and regulations and ethics, we can develop personal qualities.

Activity 03

(Possible answers)

- | | |
|---|-------------------------------|
| (1) He will be a law abiding citizen. | (5) He will build up unity. |
| (2) He will be able to maintain cultural values. | (6) He will be a good leader. |
| (3) He will be able to develop self confidence. | (7) He will help others. |
| (4) He will be able to accept victory and defeat alike. | |



Let us get used to correct food habits to lead a healthy life

Competency

Competency Levels

7.0 Consumes suitable food for a healthy life.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

7.1 Identifies the need of healthy food and acts accordingly.
[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

At the end of the unit, students will be able to develop the following language skills:

- Investigates the concept of Healthy food.
- Explains the areas that should be considered while consuming healthy food.
- Explains the necessity of healthy food for wellbeing.
- Exhibits preparedness to consume Healthy food.
- Admires the importance of indigenous food.
- Categorizes nutrition problems.
- Exhibits preparedness for solving nutrition problems.

1. To identify the prepositional phrases.
Example:
 - a. Protein **in the food** helps the body to grow.
 - b. Nutritional value of food depends **on the quality**
2. To use the following structure meaningfully.
..... Modal + be + past participle form of verb.
Example:
 - a. A little amount of oil and sugar **should be added**.
 - b. Nutrients like vitamins **can be destroyed** when food gets stale.
 - c. In transportation food **should be packed** and safeguarded.
 - d. Bloated, dented or damaged tins **must not be purchased**.
 - e. Food **can be categorized** under six main groups.



Activities

Quality Inputs

- Task sheets

Instructions for teachers

- Divide the class into five groups.
- Explain the activity given below.
- Get the groups to match 'A' and 'B' and construct sentences following the format given.

Activity 01

Match 'A' and 'B'. Write sentences following the given format in the example given below.

A		B	
-1	Proteins	-a	Cereals and yams
-2	Carbohydrates	-b	Fruits
-3	Vitamins	-c	Milk
-4	Minerals	-d	Vegetables
-5	Lipids	-e	Meat and fish

Example: There are proteins in fish.
 Proteins are needed for the growth of the body.

Activity 02

Match 'A' and 'B'.

A

- 1) Macronutrients
- 2) Nutritional Deficiency
- 3) Micronutrients
- 4) Anaemia
- 5) Consume
- 6) Sufficient
- 7) Undernutrition
- 8) Overnutrition
- 9) Goiter

B

- a) Nutrients including vitamins and minerals.
- b) Taking food and drinks that needed to our body.
- c) The amount that needed to the body.
- d) Nutrients including carbohydrates, proteins and lipids
- e) Stunting and wasting can occur.
- f) Lack of Iodine.
- g) Lack of sufficient nutrients.
- h) Reduced haemoglobin in blood.
- i) Over weight and obesity can occur.



Answer Key

Activity 01

- 1) e
- 2) a
- 3) b
- 4) d
- 5) c

Activity 02

1) d
6) c

2) g
7) e

3) a
8) i

4) h
9) f

5) b



Glossary

Proportions
Communicable diseases
Hygienically
Consuming
Preservatives
Substances
Absorption
Stunting

- extents, sizes, scopes,
- infectious, transmissible
- conducive to good health, healthful; sanitary
- eating, drinking, feed on
- preservers, stabilizers
- materials, ingredients, elements
- Preoccupation, fascination
- hold back, restricting, slow down



Let us maintain a healthy body

Competency

8.0 Conforms to an efficient life style by maintaining wonder of the body.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

8.1 Maintains the wonder of the body for the efficient performance of daily tasks.

8.2 Protects the wonders of the organs of the body for wellbeing.

8.3 Leads an efficient life through the use of one's abilities.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Conforms the existence of life through activities.
- Explains the changes that occur during activities.
- Exhibits preparedness to follow correct practices to maintain wonder of the body.
- Explains wonder full functions of the body.
- Exhibits preparedness to protect the wonder of the body.
- Acts to develop physical, mental and social fitness.



Activities

Quality Inputs

- Teachers' Guide

Instructions for teachers

- Ask the students to close their eyes and tell them not to open them until ask.
- Teacher should do the following.
 - Blow the whistle once.
 - Draw the picture of an animal on the blackboard.
 - Light a incense stick and let the fragrance spread over the classroom.

Activity 01

Teacher: What can you hear?

Students: I can hear a sound of whistle.

Teacher: Open your eyes. What can you see on the blackboard?

Students: I see a lion.

Teacher: Do you smell anything?

Students: Yes, We/I smell

Teacher: When you eat sugar what do you taste?

Students: I taste sweet.

Teacher: What do you feel in a rainy day?

Students: I feel cold.

Teacher: Can you remember something you heard yesterday?

Students: I heard the sound of

Teacher: What did you see yesterday?

Students: I saw

Teacher: Did you smell something yesterday?

Students: Yes, I smelled

Teacher: Was it sunny yesterday?

Students: Yes, I felt (hot)

Activity 02

Instructions for teachers

- Ask students to prepare questions and answers (Role play) regarding the sensory organ they received.
- Refer Teachers' Guide – Page 70.

Question: How do you maintain healthy eyes?

Answer: We should have food rich in vitamin 'A'.

We should not use the computer for a long period of time?

Question:maintain healthy ears?

Answer: We should

We should not

Question:protect your nose?

Answer:insert anything to the nose.

Question:keep your teeth healthy?

Answer:brush our teeth properly.

..... use sharp objects to clean teeth.

Question:maintain a healthy skin?

Answer:keep the skin clean. Skin should not be exposed to extreme sunlight.



Glossary

abrasion
immune
evaporate
reflection
dislodge

- scraping, wearing something away
- protected, resistant, safe,
- vanish, fade, disappear
- image, replication, mirror image
- remove, dislocate, get out

A large rounded rectangular box containing horizontal dotted lines for writing. On the right side of this box is a smaller box with a red background on the left containing a fountain pen nib, and a white background on the right with the text "Teacher's Notes".



Let us improve fitness for a balanced life

Competency

- 9.0 Takes action to maintain physical fitness for a healthy life.
[Grade 6 - Health & Physical Education Teacher's Guide, NIE]

Competency Levels

- 9.1 Studies physical fitness.
9.2 Maintains physical fitness through rhythmic activities.
9.3 Tests physical fitness factors and takes action to maintain them.
9.4 Maintains emotional balance for the sake of psycho-social wellbeing.

Subject learning outcomes [Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Explains the importance of fitness.
- Encourages activities that are done to develop rhythm.
- Measures fitness through participating in fitness tests.
- Mentions the importance of emotional balance for well-being
- Exhibits preparedness to manage emotions
- \ Mentions the strategies that should be followed in order to manage emotional balance

At the end of the unit, students will be able to develop the following language skills:

1. To read and extract specific information from a given text.
2. To listen and express the sounds heard.
3. To use the following words with the meaning. strength, endurance, flexibility, coordination, jogging, rapid, patience, temper, disgust, anger, jealousy, excitement, gratitude, sympathy
4. Write characteristics of physical fitness in point form.



Activities

Activity 01

Quality Inputs

- Instruction cards

Instructions for teachers

- Prepare instruction cards.
- Divide students into five groups.
- Arrange five different places in the classroom / playground as stations.
- Keep instruction cards at stations. One at a station.
- Get students in groups to go to stations and read instruction cards.
- Ask groups to demonstrate the activity given in the instruction card.
- Help students to explain physical fitness factors.
- After completing one round, each group should move to another station.

1st Station - Strength

4th station - Endurance

2nd Station - Speed

5th Station - Coordination

3rd Station - Flexibility

Strength

- Get into pairs. Stand face to face with holding your hands. Push each other.

Speed

- Keep the cones distance of 20 metres. Students stand in a line. Run according to the signal given by the teacher.

Flexibility

- Touch the floor without bending your knees.

Endurance

- Jump on the spot within one minute without stopping.

Co-ordination

- Jog while rotating the hands to backward one by one.



Let us be aware and face challenges

Competency

10.0 Leads a happy life successfully facing the challenges of day to day life.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Competency Levels

10.1 Provides priority to minimize diseases through health promotion.

10.2 Identifies and successfully faces challenges encountered in daily life.

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

Subject learning outcomes

[Grade 6 - Health & Physical Education Teachers' Guide, NIE]

- Categorizes communicable and non-communicable diseases.
- Makes others aware on preventing diseases.
- Exhibits preparedness to avoid diseases.
- Exhibits preparedness to face challenges successfully.
- Explains the strategies to face challenges successfully.
- Expresses the personal skills needed to face challenges successfully.
- Develops necessary competencies to face challenges successfully.

At the end of the unit, students will be able to develop the following language skills:

1. To classify communicable diseases and non-communicable diseases
2. To explain how diseases are contracted and methods of prevention
3. To educate others on prevention of diseases.
4. To use simple present passive to describe a process.
5. To use gerund to describe actions.

(Vocabulary (Communicable/ Non-communicable/ ventilation / hygienically / cleanliness / diseases preventive measures / immunization / cardiac diseases/ Tetanus / Tuberculosis / Diphtheria/ Whooping cough/ Measles/ Japanese encephalitis/ negative consequences of illness/ abuse and sexual assault / critical thinking)



Activities

Quality Inputs

- Teachers' Guide

Instructions for teachers

- Get the students to match 'A' and 'B'.
- Lead a plenary discussion to check answers.

Activity 01

Match the following words in column 'A' with the meaning in column 'B'.

A	B
1) Critical thinking	a) able to resist diseases.
2) Communicable	b) provision of fresh air
3) Genetic factor	c) being clean
4) Ventilation	d) heart diseases
5) Hygienic	e) unexpected changes in nature
6) Cleanliness	f) passed down from generation to generation
7) Immunization	g) analyse and evaluate something deeply
8) Cardiac diseases	h) transmittable
9) Tuberculosis	i) clean and germ free
10) Natural disasters	j) a lung infection



Answer Key

Activity 01

- 1) g
- 2) h
- 3) f
- 4) b

- 5) i
- 6) c
- 7) a
- 8) d

- 9) j
- 10) e



Glossary

Concentrate	- focus, give attention to
Contaminating	- polluting, infecting, dirtying
Sedentary	- inactive, deskbound
Consequences	- a result, effect
Recurrent	- recurring, repeated, regular



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