

# **Health and Physical Education**

**Grade 08**

**Educational Publications Department**



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## **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

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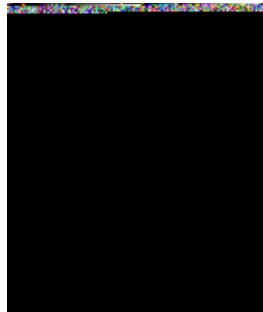
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ஆனந்த சமரக்கோன்  
கவிதையின் பெயர்ப்பு.



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

### **Message from the Hon. Minister of Education**

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

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

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

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

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

---

**Akila Viraj Kariyawasam  
Minister of Education**

## **Foreword**

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

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

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

**W. M. Jayantha Wickramanayaka,**  
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## **Message from the Editors**

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

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

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

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

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

## **Board of Editors**



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# I

## Let us improve our self esteem

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

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

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

### Self esteem

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

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

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

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

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

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



### Activity

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

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

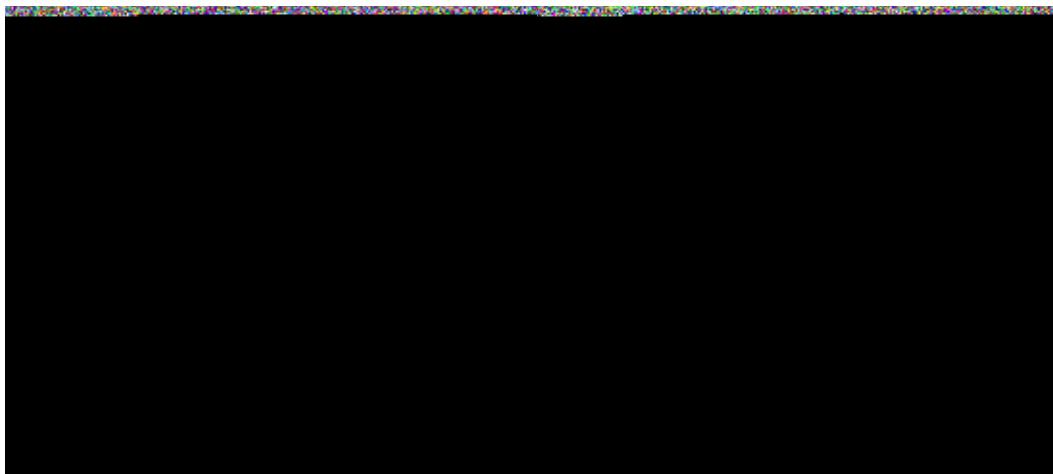


Figure 1.1- Different skills that would help to increase self esteem of a person

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



### Activity

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

Now compare your list with the following.

Table 1.1

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

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

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

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

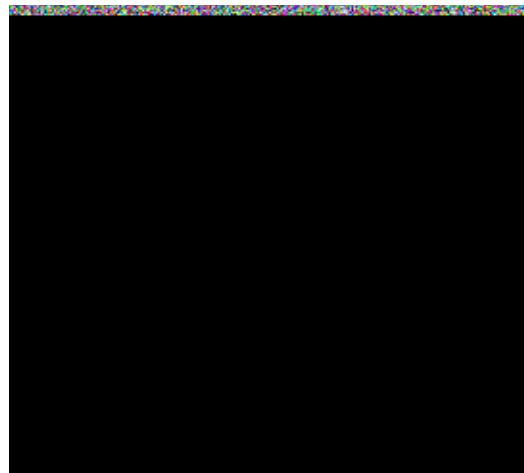


Figure 1.2 - Helping others

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

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

### Special abilities and characteristics which contribute to improve self esteem

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

### Abilities

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

### Characteristics

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

## Factors which have a positive impact on self-esteem

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



### Activity

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

Internal factors (which should be cultivated by us)

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

## External factors

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

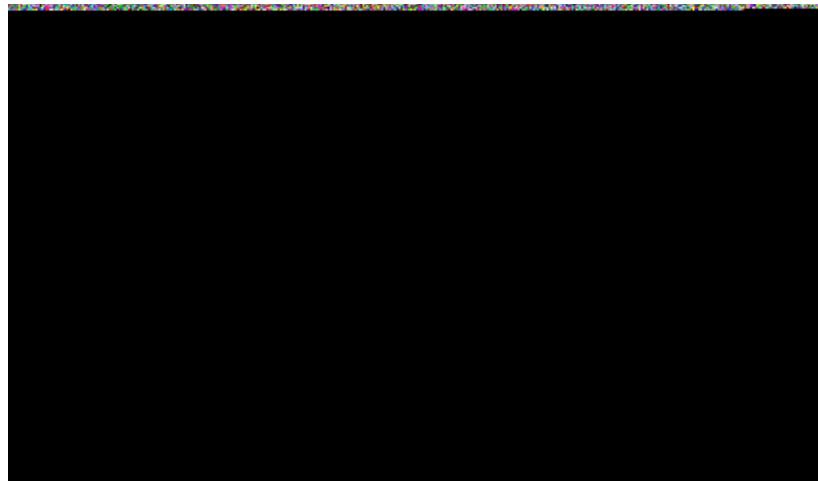


Figure 1.3 - Encouraging by awarding

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

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

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

## Factors which have a negative impact on self esteem

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

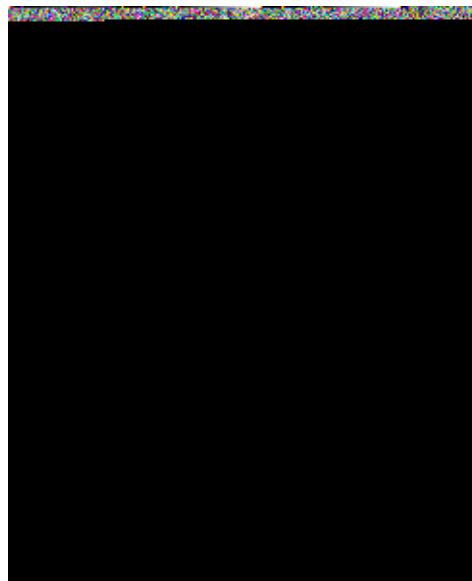


Figure 1.4 - Being abused

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

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

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

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

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

### Summary

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

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

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

External and internal factors influence our self esteem.

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



### Exercise

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

## 2

# Let us march correctly

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

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

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

## Correct Turning

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

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

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

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

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

### **1. Left turn**

Left turn means turning  $90^{\circ}$  to the left from the direction you are currently facing. The left heel and the ball of the right foot are used for the left turn.

Practice the left turn according to the following steps:

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

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

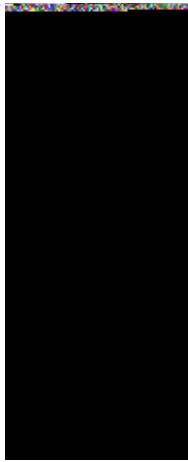


Figure 2.1  
Attention position



Figure 2.2  
Position after  
moving  $90^{\circ}$  to the left

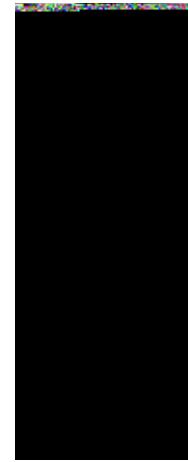


Figure 2.3  
Position when the right  
leg is raised



Figure 2.4  
Position after turning  
to the left



## Activity

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

## 2. Right turn

In the right turn, your body is turned  $90^{\circ}$  to the right from the direction you are facing. The right heel and the ball of the left foot are used for turning right.

Practice the right turn according to the following steps:

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

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

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



Figure 2.5  
Attention position

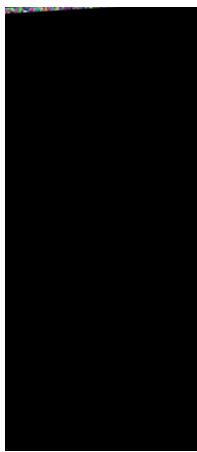


Figure 2.6  
Position after moving  
90° to the right



Figure 2.7  
Position when the  
left leg is raised



Figure 2.8  
Position after turning  
to the right

## Activity

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

### 3. About turn

About turn is to turn to the opposite direction from the direction you are facing. In the about turn, you turn  $180^{\circ}$ . Keep in mind that you should always turn clockwise when turning about.

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



Figure 2.9  
Attention position



Figure 2.10  
Position after  
moving  $180^{\circ}$

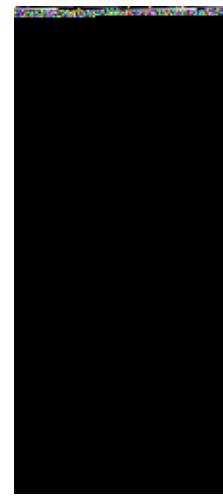


Figure 2.11  
Position when the  
left leg is raised

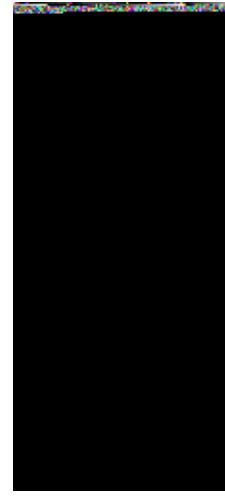


Figure 2.12  
Position after  
completing the about turn



### Activity

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

## "Mark time"

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

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

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

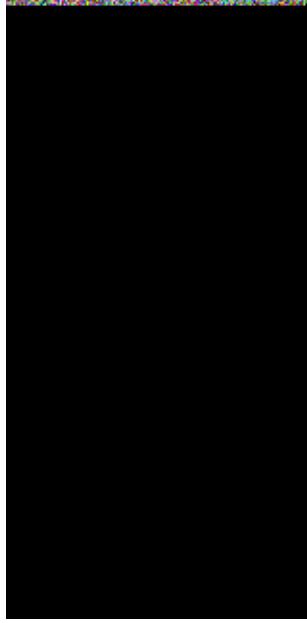


Figure 2.13 - Attention position

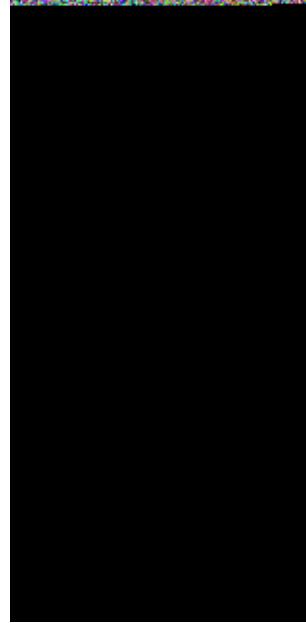


Figure 2.14 - A position while marking time

### Halt from 'Mark time'

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

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

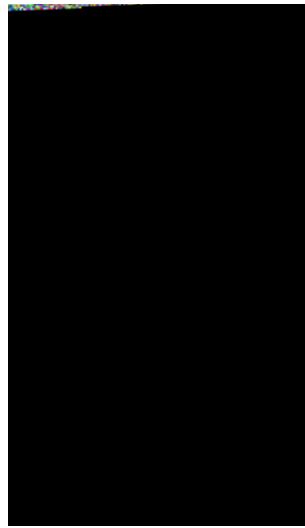


Figure 2.15  
Halt from 'mark time'



Figure 2.16  
Attention position



### Activity

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

## Correct forward marching

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

There are two types of marching, namely:

1. quick march
2. slow march

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

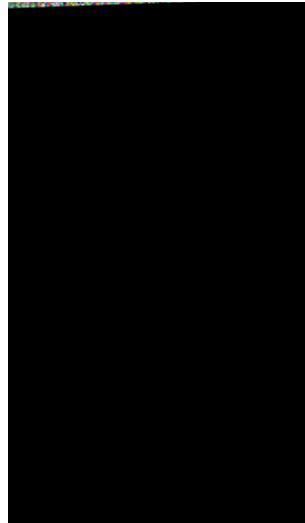


Figure 2.17  
The position after receiving  
the command “forward  
march .... left..”



Figure 2.18  
The position after the  
command “right”

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

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

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

## **Halt from forward marching**

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

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

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



## Activity

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

X  
X      X  
X      leader

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

## Forming a platoon for a march past

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

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

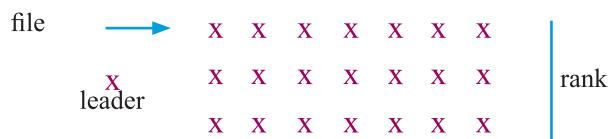


Figure 2.19

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

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

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

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

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

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

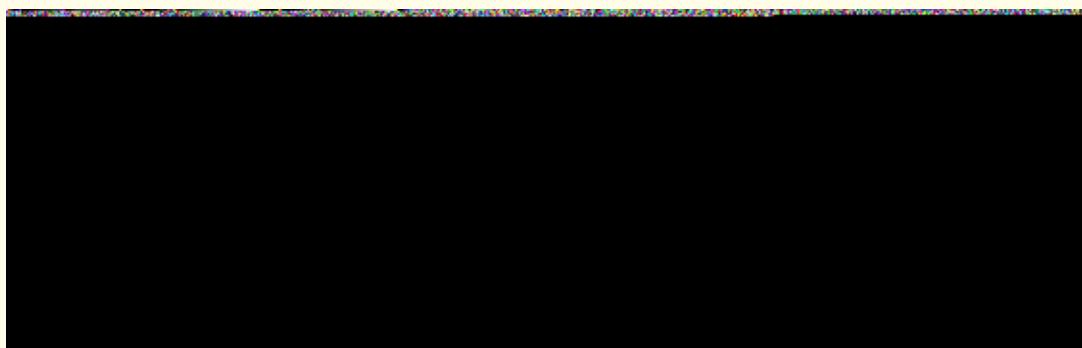
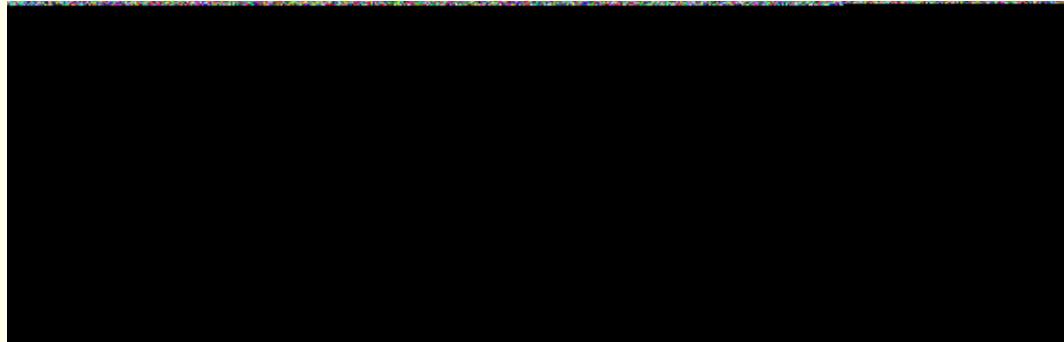


Figure 2.20 - Forming a single file



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

Figure 2.21 - Forming two files



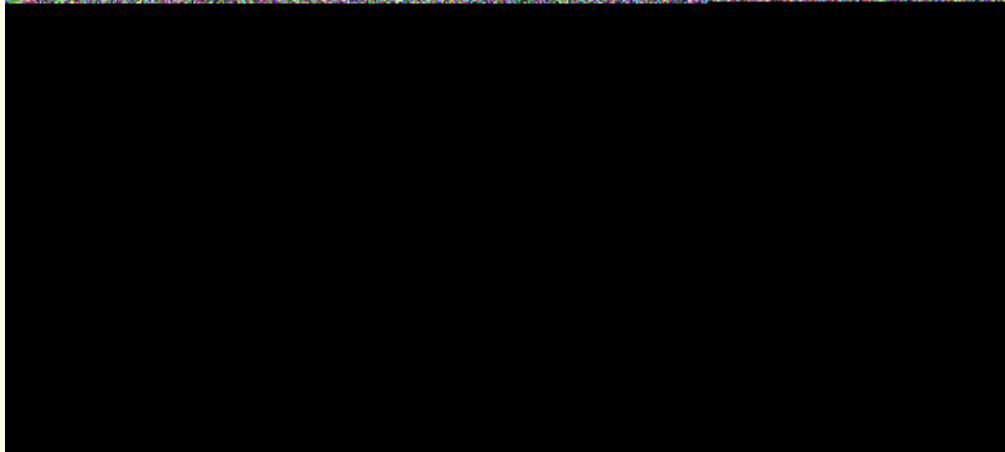
X X X X X X X X X X X X
X X X X X X X X X X X X

Figure 2.22 - Turning left and turning right as ranks



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

Figure 2.23 - Marching to form three files



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

Figure 2.24 - Forming three files

## Identifying the directions of a squad of a march-past

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

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



### Activity

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

## "Left curve" marching

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

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

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

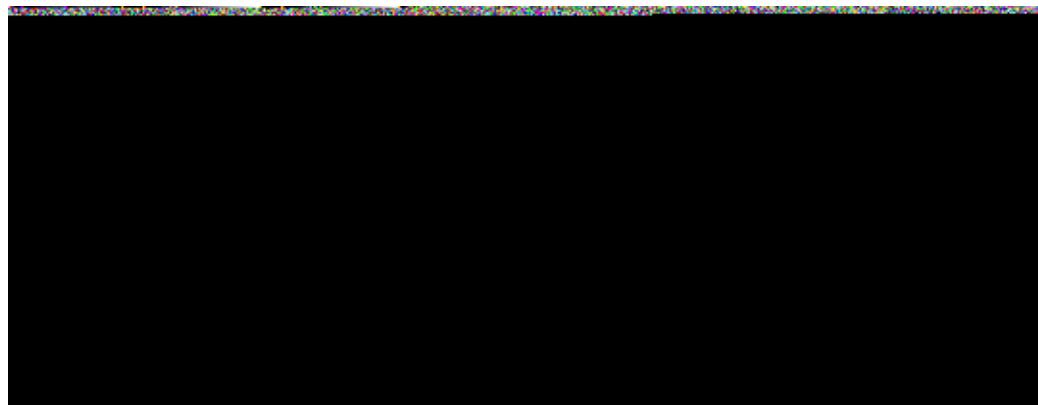


Figure 2.25 - "Left curve" marching



### Activity

Practise marching forward curving to the left.

## Compliments on the march

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

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

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

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

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

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

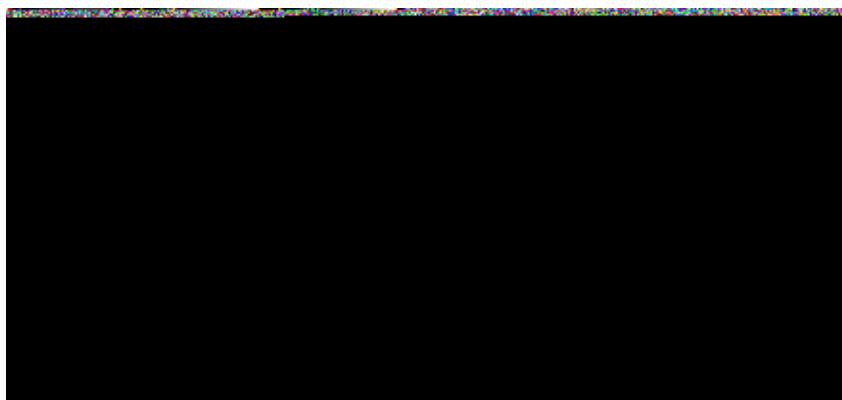


Figure 2.26 - Compliment on the march



## Activity

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

### Summary

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

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

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

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

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

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



## Exercise

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

### 3

## Let us play volleyball

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

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

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

### Basics of volleyball

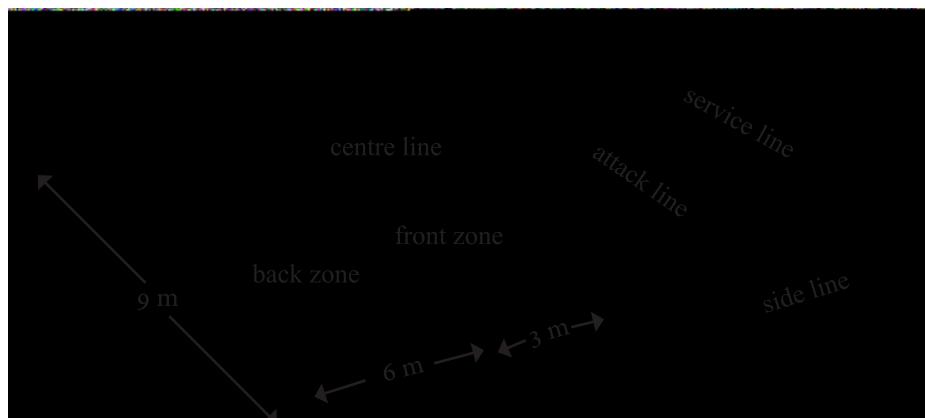


Figure 3.1 - Volleyball court

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

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

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

## Over arm service



### Activity

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

## Overarm service technique

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

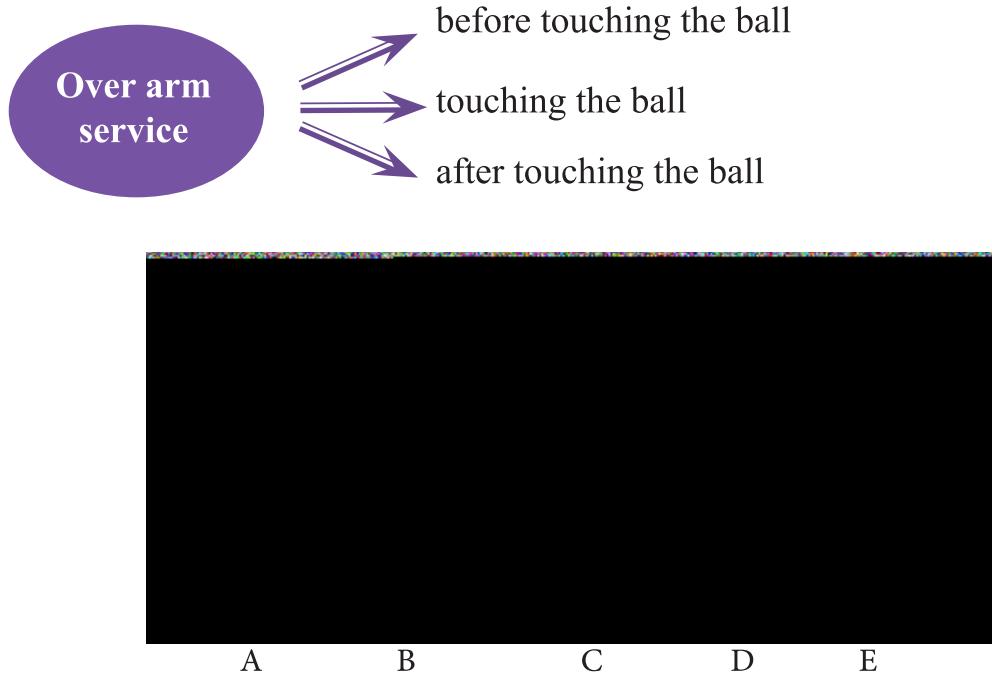


Figure 3.2 - Overarm Service

### **Before touching the ball**

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

### **Touching the ball**

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

### **After touching the ball**

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

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

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

### **Activities for practicing the over arm pass**

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

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

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

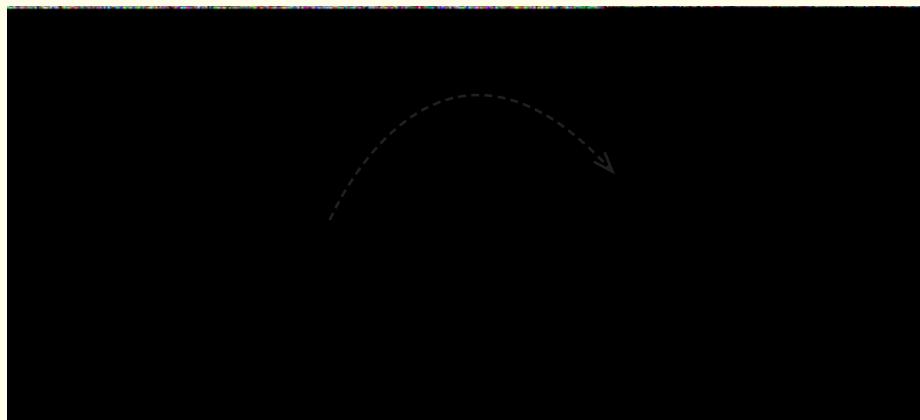


Figure 3.3

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

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

Stand about 5m away from the wall.

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

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



Figure 3.4

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

### Overarm setting (volley pass)

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

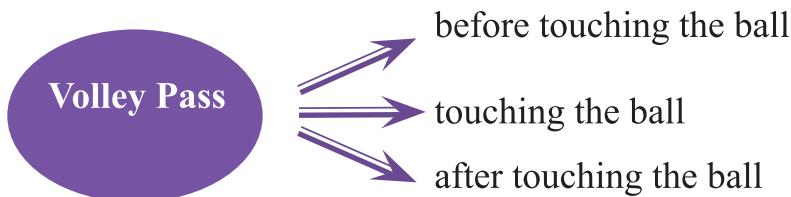


## Activity

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

## Volley Pass Technique

Volley pass technique can be studied under three stages.



### Before touching the ball

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



Figure 3.5

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



Figure 3.6

### **Touching the ball**

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



Figure 3.7

### **After touching the ball**

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

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

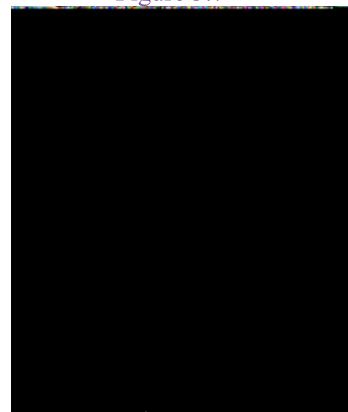


Figure 3.8

### **Activities for practicing the volley pass**

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

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

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

Continue doing this activity for a long time.

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

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

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

Continue doing this for a long time.

## Rules relating to service and passing the ball

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

### Summary

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

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

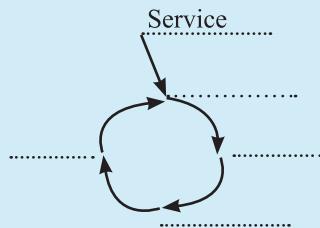
Dig pass and volley pass are the two techniques of passing the ball. For easy understanding, the volley pass, too, can be studied under three stages; before touching stage, touching stage and after touching stage.

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



## Exercise

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



## 4

# Let us play netball

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

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

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

## Holding the ball correctly

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



### Activity

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



Figure 4.1- Holding the ball correctly

## Passing the ball correctly (throwing)



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

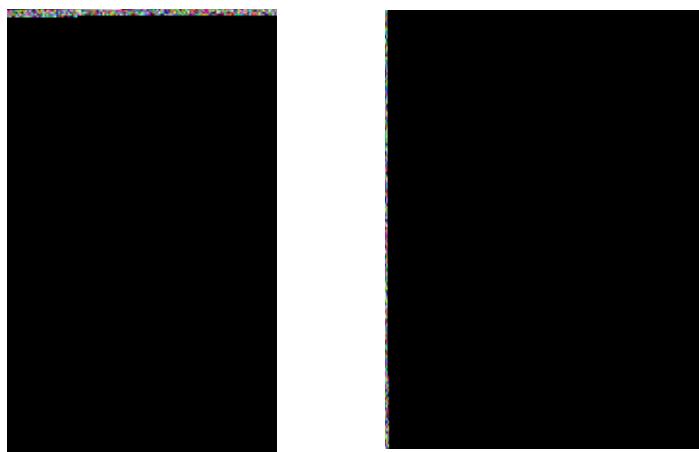


Figure 4.2 - Passing the ball correctly

## **Factors that should be taken into consideration when throwing the ball**

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

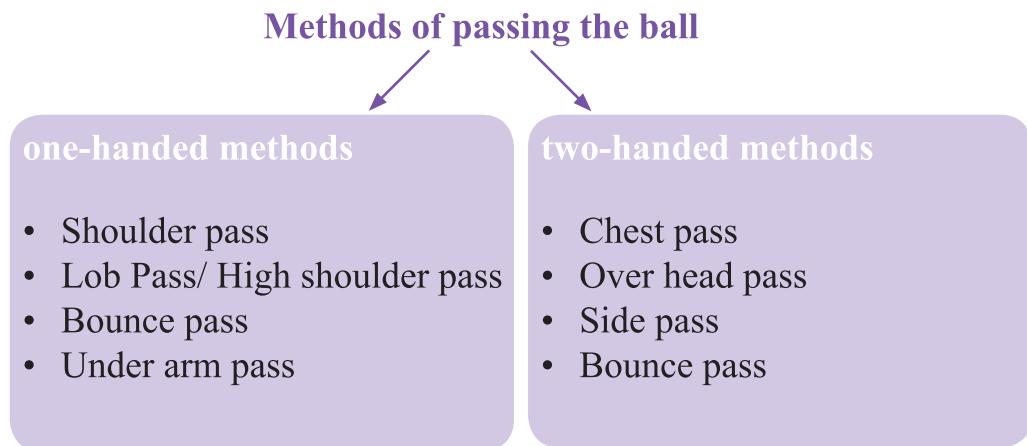
- When you begin to throw the ball, hold the ball with both hands or with one hand and place your strong foot a little behind.
- Shift the weight of your body on to the back foot.
- Keep your eyes on the direction to which you are going to throw the ball.
- If you use one handed techniques extend the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

## **Factors that should be taken into consideration when catching the ball**

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

## Methods of passing the ball

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



### One-handed methods

#### Shoulder pass

This method is called the shoulder pass because the ball is held behind the shoulder.

Follow the steps given below in order to practice the shoulder pass:

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

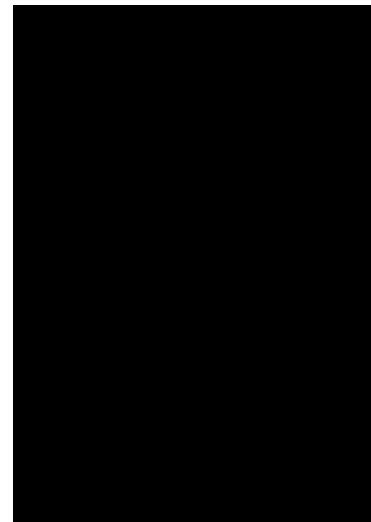


Figure 4.3

## **2.High-shoulder pass / Lob pass**

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

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

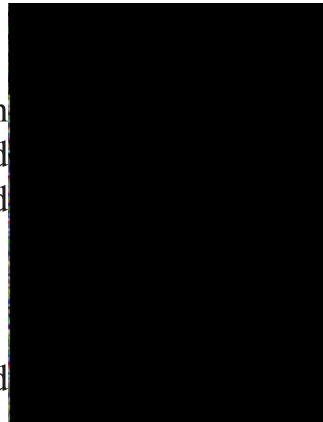


Figure 4.4

### **Activities to practise the shoulder pass and high shoulder pass**

Divide into several groups.

Get each group to form a line.

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

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

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

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

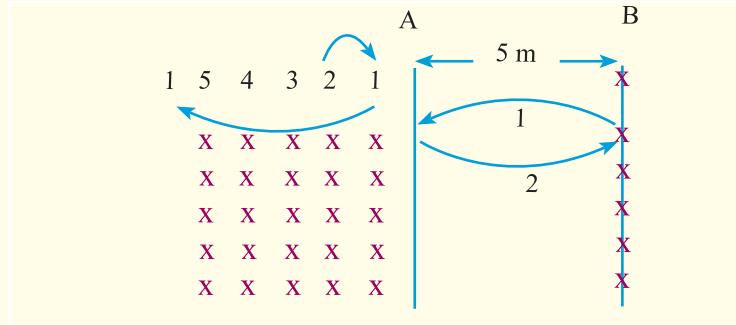


Figure 4.5

### 3. Bounce pass

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

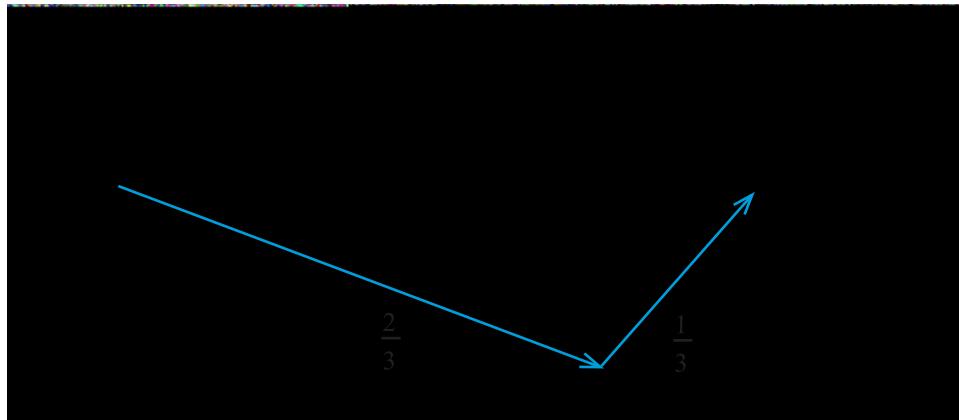


Figure 4.6

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

## Activities to practise the bounce pass

Divide into several groups.

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

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

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

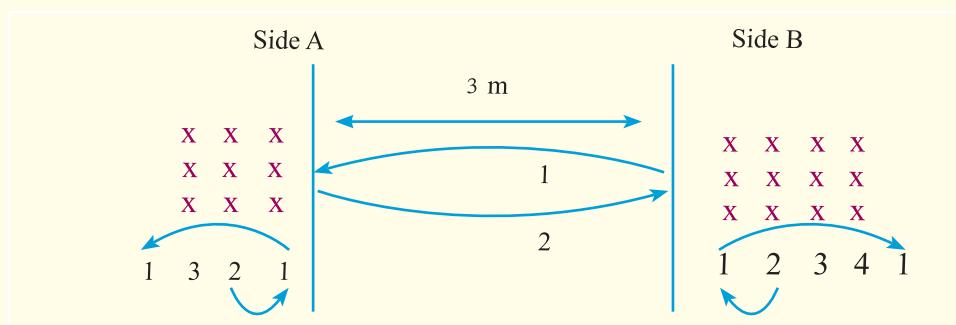


Figure 4.7

## 4. Under arm pass

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

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

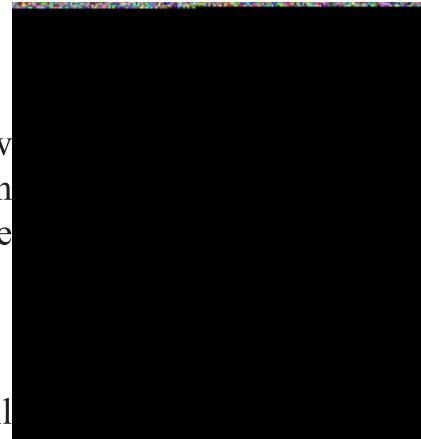


Figure 4.8

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

### Activities for practising the underarm pass

Divide the class into several groups.

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

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

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

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

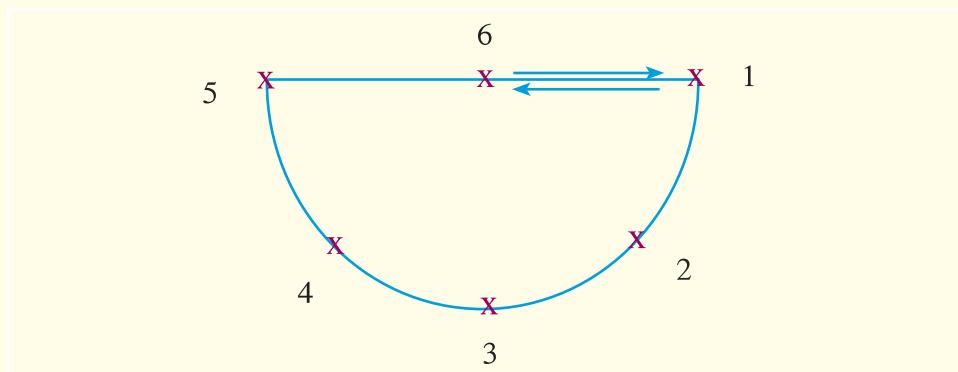


Figure 4.9

## Two-handed ball pass methods

### 1. Chest pass

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

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

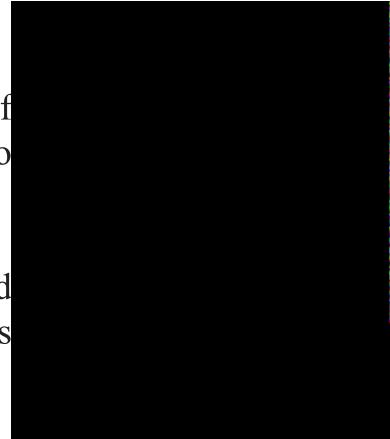


Figure 4.10

### Activities to practice chest pass

Divide the class into several equal groups.

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

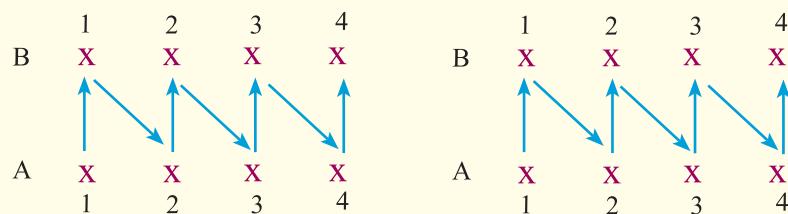


Figure 4.11

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

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

student in row ‘A’.

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

## 2. Overhead pass

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

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

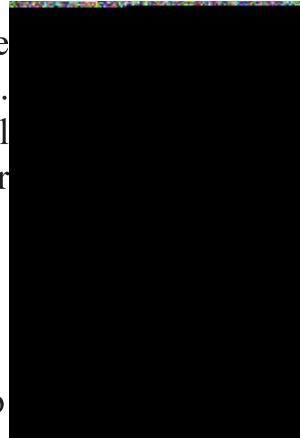


Figure 4.12

## 3. Side pass

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

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



Figure 4.13

## Activities to practice the over head pass and the side pass

Divide the class into several equal groups.

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

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

Do the same, to practice the side pass

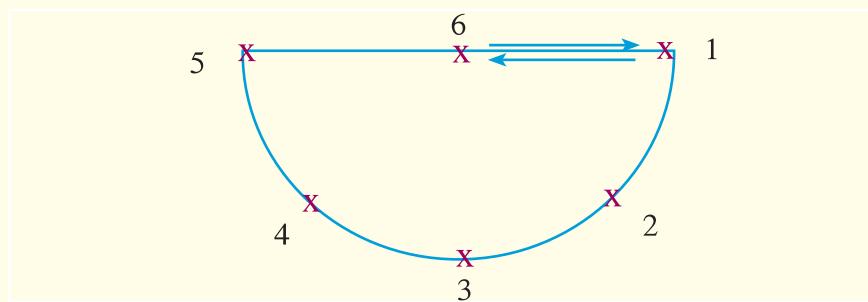


Figure 4.14

## 4. Bounce pass

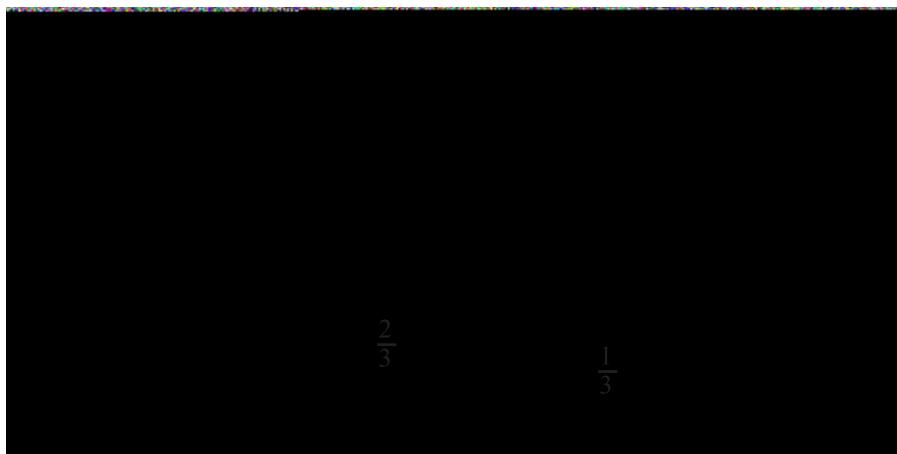


Figure 4.15

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

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

### Activities to practise the bounce pass

Form two lines standing face to face in the playground.

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

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

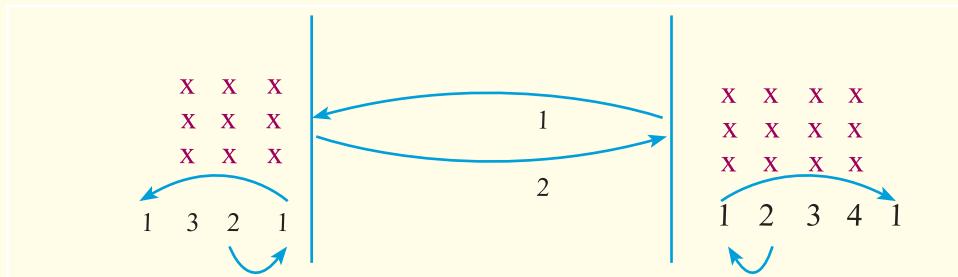


Figure 4.16

### Summary

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

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

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

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

### Exercise

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

## 5

# Let us learn how to make the start in running

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

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

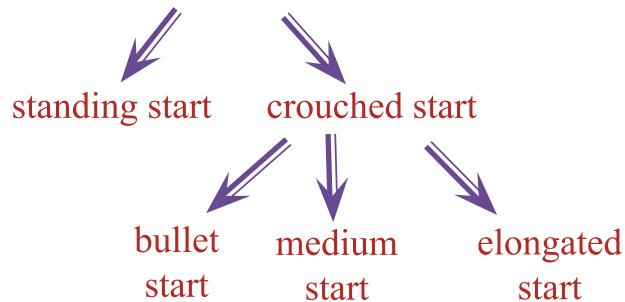
In this lesson we will learn the different methods of start taken in running and out of those methods, we will demonstrate the correct technique of standing start and the medium start of the crouched start.

## Methods of start in running events

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

Diagram 5.1

### The start in running events



## Standing start

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

eg:

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

Two commands are given for the standing start.

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



Figure 5.1 – The standing start

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

### At ‘on your marks’ command

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

### At the ‘go’ command

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

## Crouched start

Crouched start is used for sprints.

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

eg:

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

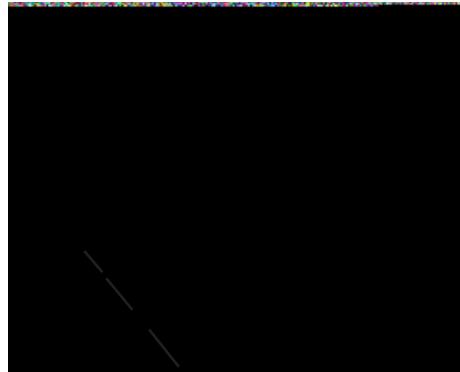


Figure 5.2– The crouched start

Three commands are given for the crouched start:

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

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

Medium start is taken being in a kneeling position.

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

### At ‘on your marks’ command

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

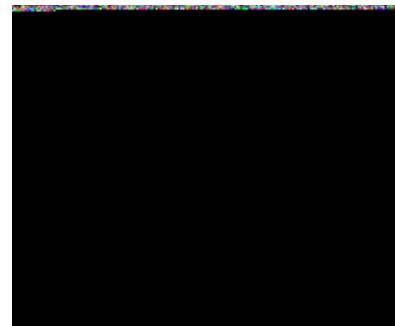


Figure 5.3

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

#### **At the ‘get set’ command**

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

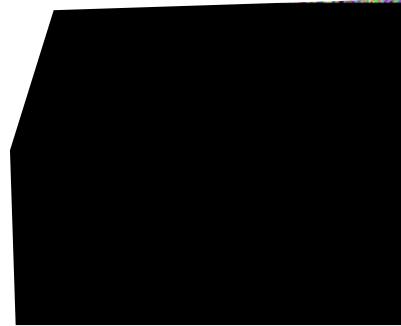


Figure 5.4

#### **At the ‘go’ command**

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

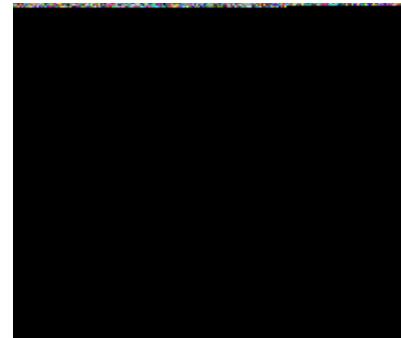


Figure 5.5

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

Sprinters should practice how to perform this quickly.

## **Activities to practice moving forward quickly at the ‘go’ command and increasing of the running speed**

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

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



Figure 5.6

2. Lie on the ground facing upward.

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



Figure 5.7

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

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

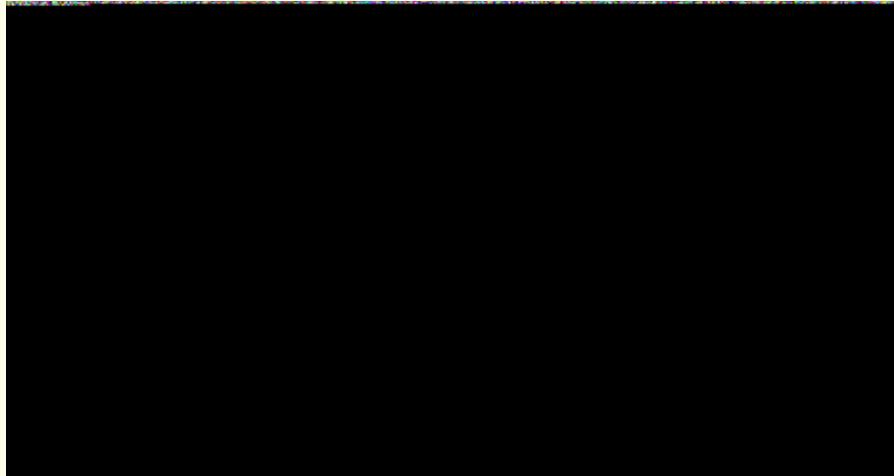


Figure 5.8



### Activity

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

### Summary

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

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

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

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

### Exercise

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

## 6

# Let us make our school environment healthy

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

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

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

## How to identify a health promoting school

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

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

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

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

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

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

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

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



Figure 6.1 - Health promoted schools

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

## Health promotion

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

### School health promotion

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

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

### Characteristics of a health promoting school

A school has a physical, psychological and social environment.

#### Physical environment

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

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

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

### Clean air

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

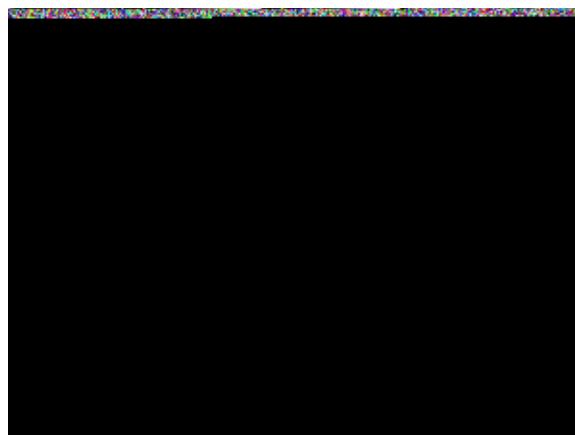


Figure 6.2 - Class rooms with ventilation

## Clean surroundings

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

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

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



Figure 6.3 - Cultivations in the school garden

## Attractiveness

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

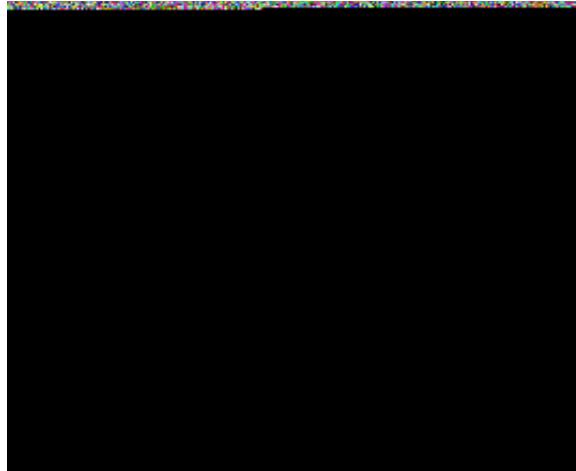


Figure 6.4 - Attractive environment

### Clean class rooms

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

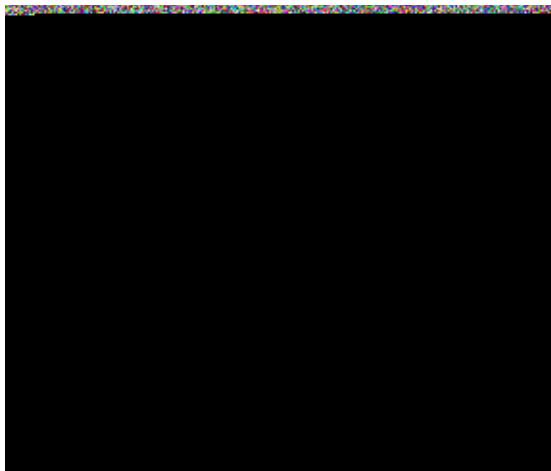


Figure 6.5 - Clean class rooms

## **Adequate and clean toilet facilities**

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

## **clean, safe drinking water**

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

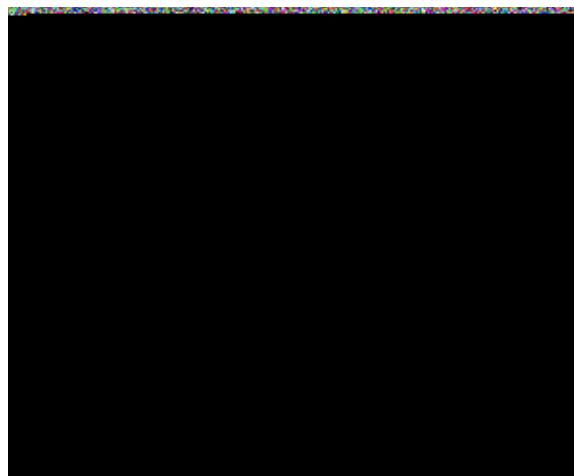


Figure 6.6 - Clean drinking water source at school

## **Adequate facilities for sports**

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

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

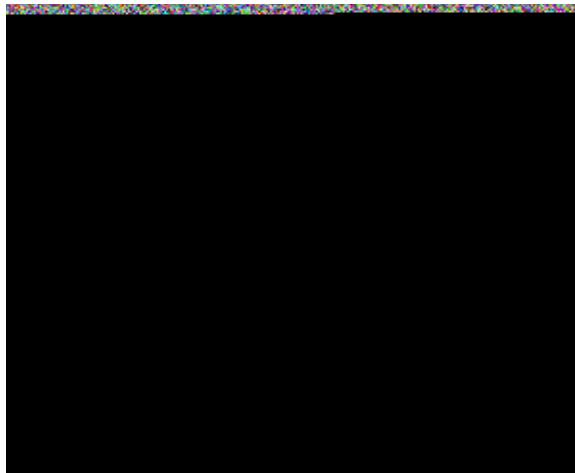


Figure 6.7 - Sports facilities

### A clean and healthy canteen

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

### A Safe environment

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

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

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

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

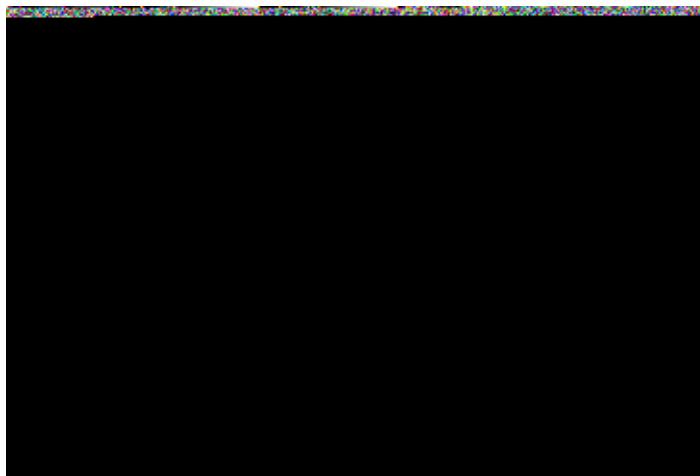


Figure 6.8 - Safety in the school

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

### Psychological and social environment

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

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

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

### Safety

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



Figure 6.9 - Receiving Love and care from teachers

## **Providing counselling facilities**

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

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



### **Activity**

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

## **Ensuring equal treatment for all**

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

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

## **Opportunities for team work**

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

Therefore participate in group work whenever the opportunity arises.

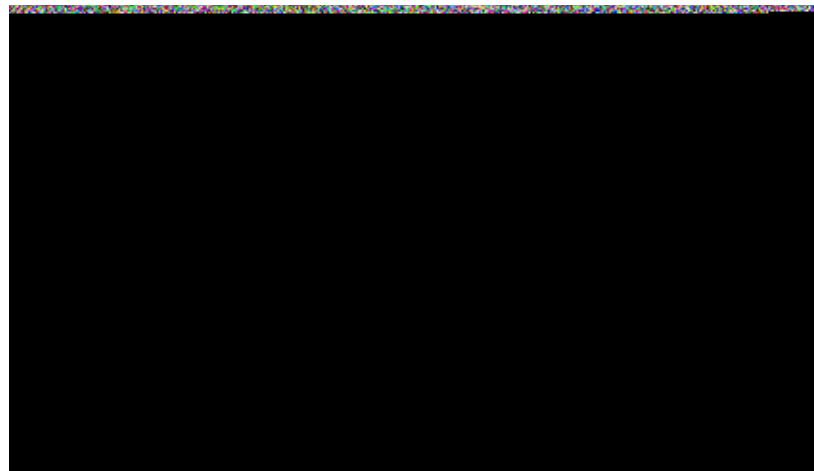


Figure 6.10 - Team work

### Learning to appreciate others

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

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

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



#### Activity

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

## Different Activities contribute towards the health promotion of school

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

### Themes for health promotion

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

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

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

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

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

### 1. Developing policies which promote health

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

## Examples of health related policies

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

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

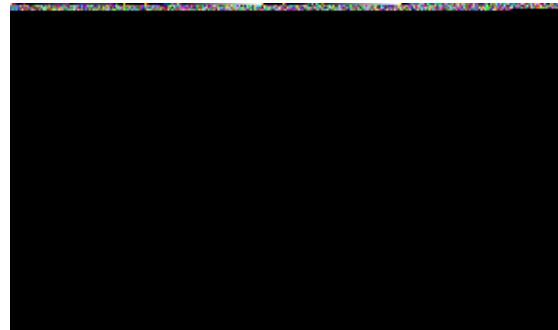


Figure 6.11 -Proper waste disposing

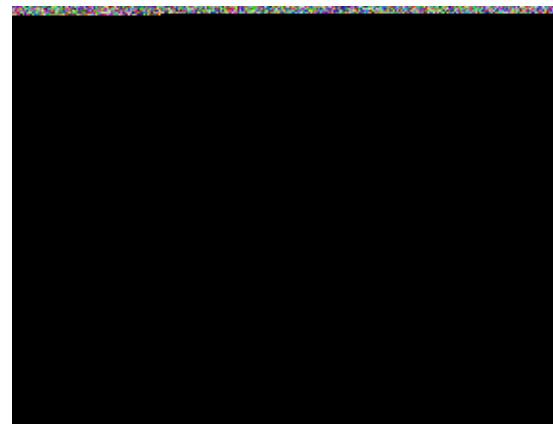


Figure 6.12 - School medical inspection



### Activity

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

## 2. Improving knowledge and skills

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

These life skills are given below:

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



Figure 6.13 - Using the Creative thinking skills

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

### Activity

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

## 3. Creating a healthy environment

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

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

## **4. Getting help from the community**

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

Good relationship with all these groups are essential.

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

eg:

Contribution from community to the school

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



Figure 6.14 - Shramadana campaigns

School contribution to the community

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



### Activity

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

Contribution from school to  
community

Contribution from community to  
School

## 5. Reorganising and making optimum use of health services

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

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

### People

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

### Institutions

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

### Programmes

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

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

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

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

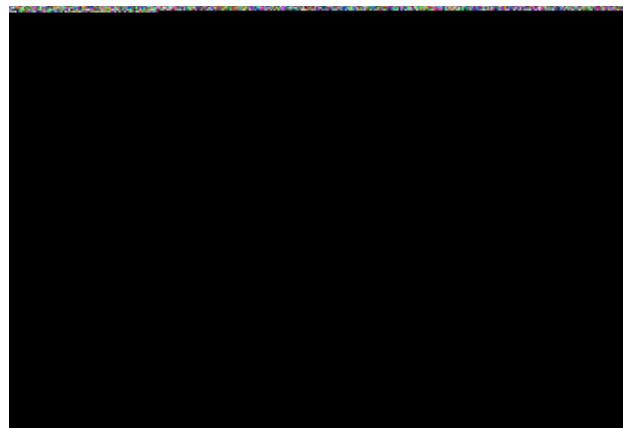


Figure 6.15- Immunization

### Activity

Fill in the following table

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

## How can you contribute towards the health promotion of your school

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



### Activity

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

### Summary

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

Health promotion in the school contributes to a healthy society.

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

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

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



## Exercises

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

## Let us play lead-up games

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

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

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

### Importance of lead-up games

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

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

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

### Special features of lead-up games

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

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

#### Physical fitness

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

#### Mental fitness

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

## Social fitness

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

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

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

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

### Lead-up games that are played without equipment

#### Turning about and running

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

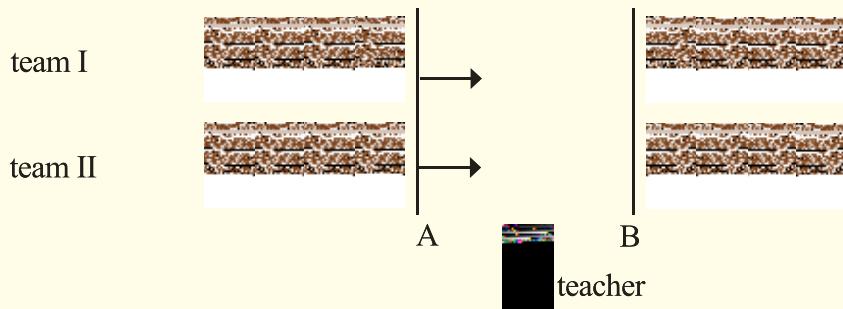


Figure 7.1

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

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

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

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

The team to complete first becomes the winner.

### **Rules of the game**

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



### **Activity**

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

## Playing lead-up games with equipment

### Serving the ball to a target

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

**Equipment needed -**

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

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

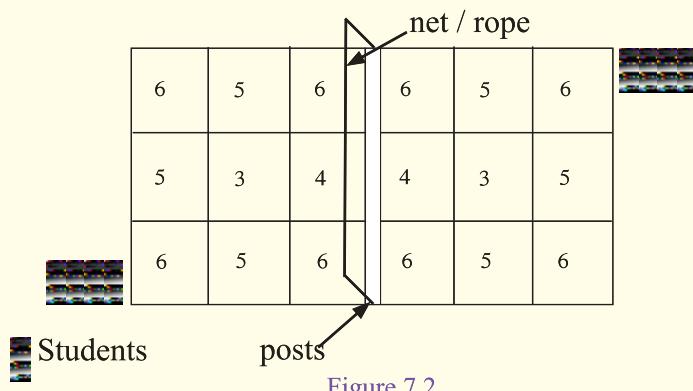


Figure 7.2

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

### Rules of the game

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

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

### Beat the ball

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

**Equipment needed -** A netball  
A baton

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

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

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

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

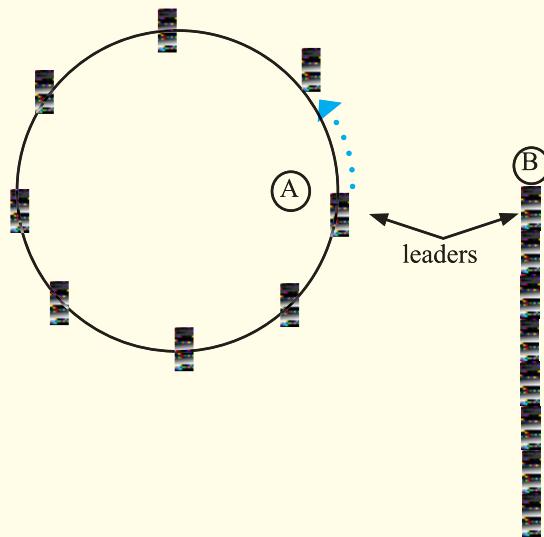


Figure 7.3

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

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

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

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

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

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

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

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

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

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

### **Rules of the game**

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

## Kick ball

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

**Equipment required -** two footballs  
two traffic cones

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

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

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

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

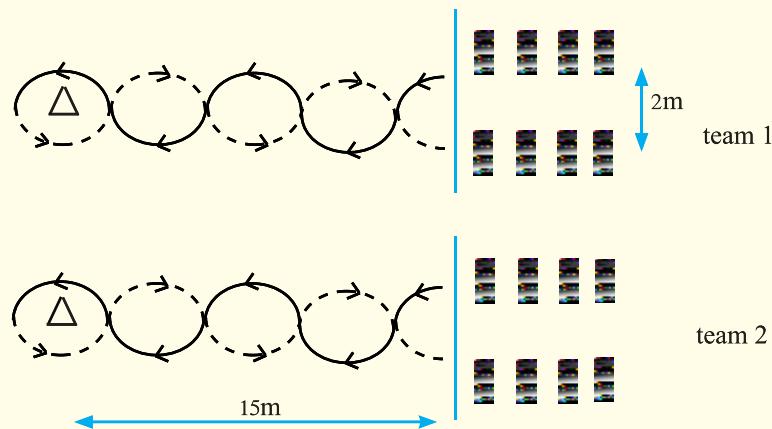


Figure 7.4

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

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

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

The team to complete this first becomes the winner.

### **Rules of the game**

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

### **Summary**

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

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

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



## Exercise

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

## 8

# Let us play football

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

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

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

## Composition of a football team

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

## Heading the ball

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

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

### Different ways of heading the ball

1. Heading in a standing position

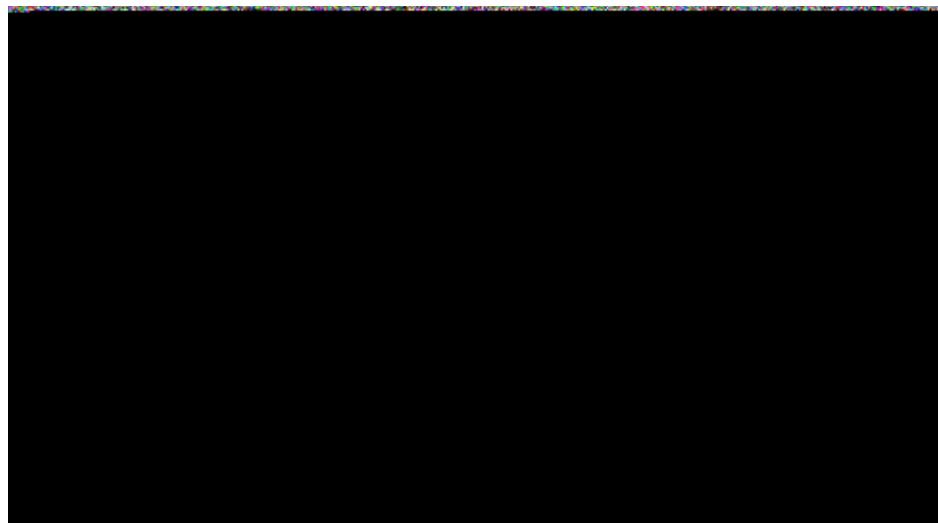


Figure 8.1

2. Heading with a jump



Figure 8.2

### 3. Heading with a dive

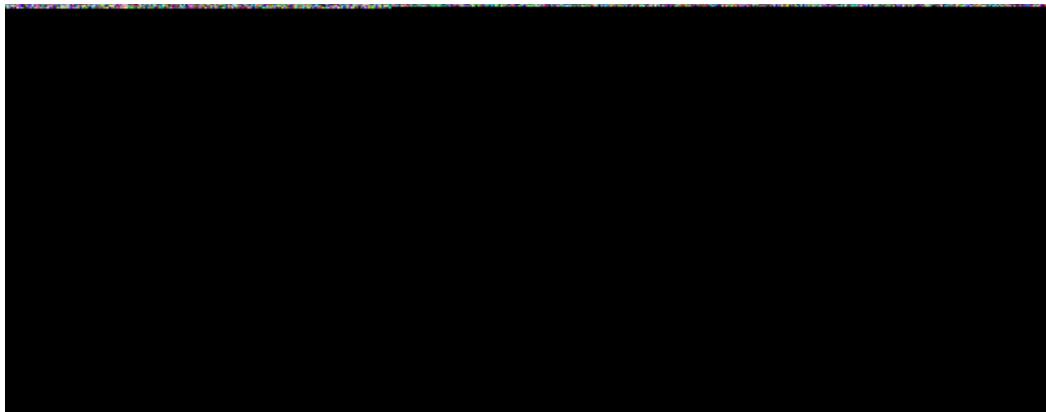


Figure 8.3

### Heading the ball in a standing position

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

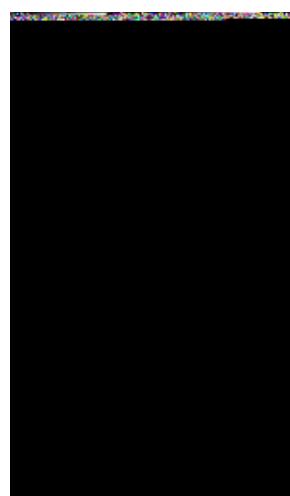


Figure 8.4

## Activities for practising heading the ball

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

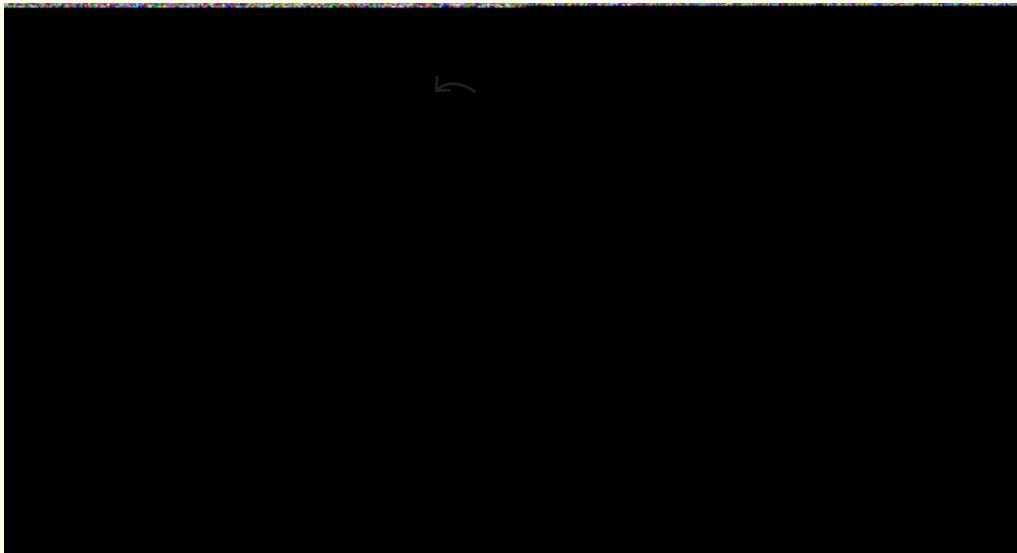


Figure 8.5

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

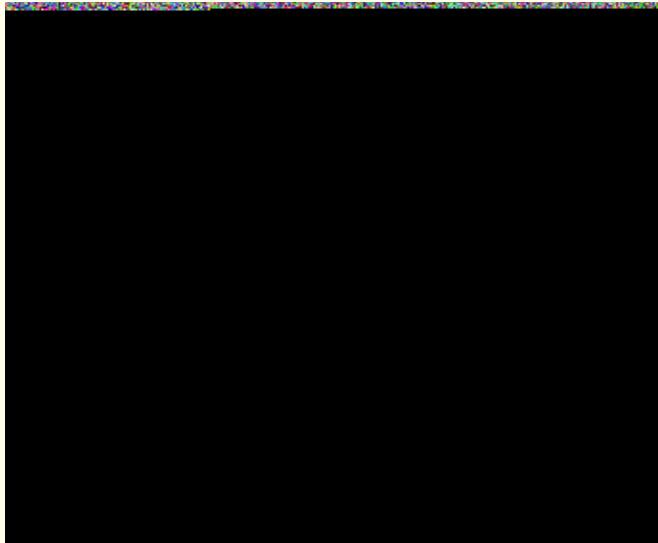


Figure 8.6

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

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

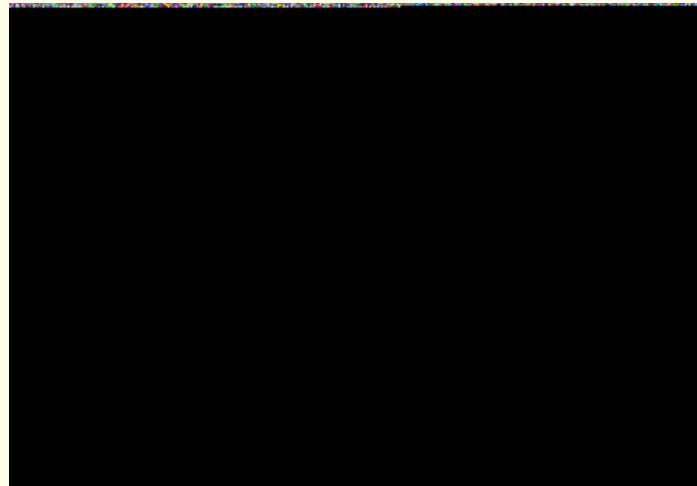


Figure 8.7

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

Head the ball between two of you.

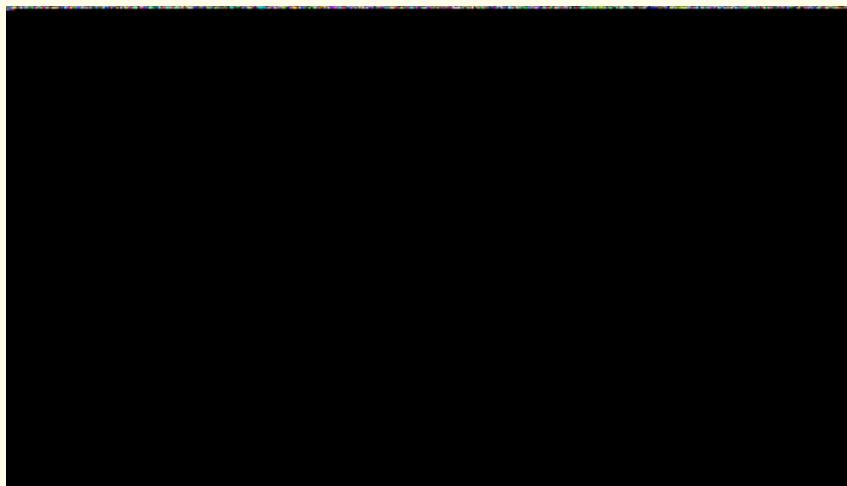


Figure 8.8



### Activity

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

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

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

### Summary

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

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

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

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



## Exercise

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