

**Art, Health & Physical and Work Education at Elementary
Level
Course-508
Solved Assignment-3**

1. Define Health as per World Health Organisation. Discuss the key factors that affect health?

Ans.The World Health Organization (WHO) defined health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” The word ‘health’ was derived from the old English word ‘hoelth’, which meant a state of being sound, and was generally used to infer a soundness of the body.

Key factors that affect health:

- **Education and literacy:** WHO research on Social Determinant of health identified that social inequities in early life do contribute to inequities in health later on, through factors such as educational attainment. The report notes that children from disadvantaged backgrounds are more likely to do poorly in school and subsequently, as adults, are more likely have lower incomes and be less empowered to provide good health care, nutrition, and stimulation to their own children, thus contributing to the intergenerational cycle.
- **Physical environments:** High levels of air pollution have been shown to increase mortality, hospital admissions and emergency department visits. People aged over 65 years, infants and preschool children, and people with respiratory problems and chronic diseases are particularly affected. The management of drinking water quality is crucial to the prevention of waterborne diseases and chemical contamination.
- **Biology and genetics:** Inheritance plays a part in determining lifespan, healthiness and the likelihood of developing certain illnesses. Personal behaviour and coping skills – balanced eating, keeping active, smoking, drinking, and how we deal with life’s stresses and challenges all affect health.
- **Work-Life Balance:** Work-life balance is about managing to find a good balance between paid work and other activities that are important to us. This includes spending time with family, taking part in sport and recreation, volunteering, and study. People may suffer from stress or anxiety if they can't find this balance.

- **Gender:** Men and women suffer from different types of diseases at different ages.

- **Income and social status:** Higher income and social status are linked to better health. The greater the gap between the richest and poorest people, the greater the differences in health.

- **Employment/working conditions:** Employment plays an important role in well-being. For most people, income from paid work is the main factor determining their material standard of living. Income saved during their working life contributes to the standard of living of many retired people.

There is a strong and well established link between unemployment and health. Unemployment causes poor health and poor health increases the probability of unemployment. 2003 research project found that exposure to unemployment was associated with significantly increased risks of mental health problems, suicidal tendencies and crime.

- **Health care services:** Having good access to healthcare is defined as people being able to get affordable care within an appropriate timeframe. Healthier populations tend to have strong primary health care, usually through GP services. The WHO Report 2008 encourages all countries to orient their health care systems toward strengthened primary care. There is a relationship between the use of after-hours health care and age, gender and household income.

- **Child immunization:** Immunization uses the body's natural defense mechanism, the immune response, to build resistance to specific infections. When an immunized person comes in contact with that disease in the future, their immune system will respond to prevent them developing the disease.

2. Explain the principles of Lesson Planning of Physical Education.

Ans. The physical education lessons are planned in accordance with certain basic principles which may vary from one group of activities to another, for example, drills and athletic events. However, the following principles are common to all lessons.

1. **Warming up:** It is necessary to warm up the class thoroughly before the start of any heavy or vigorous activity. In the absence of warming up, there is possibility of injury to the muscles. In order to warm up, running, jumping, skipping and walking may be done.

2. **Harmonious development:** In order to ensure harmonious development, the lesson must provide for exercises to all parts of the

body in equal measure. All big and small muscles are to be brought into use with the help of different exercises for arms, legs, neck and trunk. Through this, balance, agility, strength, coordination, and speed are developed.

3. Age and Sex: the activities should be selected in consideration of student's age and sex. Exercises for sixth class must be quite different from those for the ninth classes. Exercises for girls ought to be different in content and form as they may find it difficult to perform activities of a longer duration. For boys, physical exercises may be strenuous and hard.

4. Progression: it is impossible for a student to perform difficult exercises immediately at the start of a lesson. The lesson must begin with mild exercises, gradually shifting to the hard ones. There ought to be a proper sequence in the arrangement of exercises so that there is no feeling of frustration at any stage of activity, among students on account of difficulty.

5. Repetition of Exercise: An exercise performed only once will have no developmental value. It is to be done for a certain period of time repetitiously. The length of period or number of repetitions may depend on the nature of the exercise and the objectives for which it has been placed in the lesson plan. Simple exercises may need lesser number; complex exercises may require greater number of repetitions.

6. Continuity of the Lesson: once the lesson begins, it must continue uninterrupted until the end. If interruption comes and forces the body to cool down precision, vigor, rhythm of the activity will be adversely affected. The teacher should maintain the lessons continuity.

7. Limbering Down: the body has to be brought back to normal after exercise not abruptly but with mild exercises. Exercises like shaking limbs, stretching, head-dropping, long-breathing and many more exercises are good for this purpose. Limbering down is necessary for physiological and psychological reasons