

## Draft Study Material



## Physical Education Assistant (Early Years)

(Qualification Pack: Ref. Id. SPF/Q4004)

Sector: Physical Education, Sports and Leisure

(Grade X)



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

(a constituent unit of NCERT, under Ministry of Education, Government of India)

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## Preface

Vocational Education is a dynamic and evolving field, and ensuring that every student has access to quality learning materials is of paramount importance. The journey of the PSS Central Institute of Vocational Education (PSSCIVE) toward producing comprehensive and inclusive study material is rigorous and time-consuming, requiring thorough research, expert consultation, and publication by the National Council of Educational Research and Training (NCERT). However, the absence of finalized study material should not impede the educational progress of our students. In response to this necessity, we present the draft study material, a provisional yet comprehensive guide, designed to bridge the gap between teaching and learning, until the official version of the study material is made available by the NCERT. The draft study material provides a structured and accessible set of materials for teachers and students to utilize in the interim period. The content is aligned with the prescribed curriculum to ensure that students remain on track with their learning objectives.

The contents of the modules are curated to provide continuity in education and maintain the momentum of teaching-learning in vocational education. It encompasses essential concepts and skills aligned with the curriculum and educational standards. We extend our gratitude to the academicians, vocational educators, subject matter experts, industry experts, academic consultants, and all other people who contributed their expertise and insights to the creation of the draft study material.

Teachers are encouraged to use the draft modules of the study material as a guide and supplement their teaching with additional resources and activities that cater to their students' unique learning styles and needs. Collaboration and feedback are vital; therefore, we welcome suggestions for improvement, especially by the teachers, in improving upon the content of the study material.

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## Module 1

# Roles and Responsibilities of Physical Education Assistant (Early Years)

### Module Overview

Module 1 deals with the vital roles and responsibilities of Physical Education Assistants and provides a comprehensive understanding of their roles within the educational system, underlining the significance of physical education in supporting children's growth and development.

Session 1 is on the primary duties of a physical education assistant, such as working collaboratively with educators, ensuring the safety of children, encouraging participation, and using effective observation methods to monitor children's progress. You will discover how to foster a supportive and engaging atmosphere that motivates all children to be actively involved.

In Session 2, a range of activities that Physical Education Assistants can implement to promote physical development in young children have been covered. This session includes strategies for planning and organizing age-appropriate activities, integrating play into physical education, and modifying exercises to cater to various needs, ensuring inclusivity.

### Learning Outcomes

After completing this session, you will be able to:

- Identify the roles and responsibilities of a Physical Education Assistant.
- Demonstrate the knowledge of the code of conduct for a Physical Education Assistant.
- Describe the scope of work of a Physical Education Assistant.
- Identify various types of physical activities for the children of foundation stage's age group, by keeping all the important age appropriate considerations in mind.
- Develop an action plan for activities that meet children's developmental needs.



## Module Structure

Session 1: Functions of Physical Education Assistant (Early Years)

Session 2: Activities Conducted by Physical Education Assistant

### Session 1: Functions of Physical Education Assistant (Early Years)

Physical education introduces students to various physical activities and sports like football, basketball, bowling, walking, hiking or Frisbee at an early age, which can help students develop good habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and martial arts. Studies have shown that physical activity enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student making it ideal for mixed ability and age classes. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity and can help students learn about different cultures.

Research has shown that there is a positive correlation between child development in early years and exercising/physical activity. Sedentary activities such as playing on a computer and mobile games for long hours, watching television are bad for the child's development. Parents tend to pamper their children by allowing them to eat outside food without supervision has a commensurate risk of obesity during childhood.

Exercise helps children build stronger muscles, bones and promotes flexibility and stability. Exercise also helps in brain development, triggers nerve cells to form new connections thus improving concentration and memory. It is imperative for better cognitive development and mental health and to boost a child's self-esteem. Exercises help with weight control to promote a healthy self-image, self-confidence, relaxation, better concentration. Further, exercise helps to nurture social skills, enhance vital communication skills such as practicing teamwork by getting along with friends and peers, cooperating, sharing, coping skills and adopting leadership roles. Thus, physical activity is important for children to boost their resilience and wellbeing.

Many people see physical education as physical activity or game. Physical activity or game is only a subset of the entire physical education curriculum; however, physical activity or game is the key foundation of a successful physical education programme. In today's high-tech society, a successful physical education plays an



important role in the physical growth and development of students in fighting against the sedentary lifestyle. Physical education helps students acquire the knowledge, discipline, skills, right attitudes, and values towards the pursuit of a lifelong physically active and healthy lifestyle.

Physical Education Assistants or commonly known as a Physical Education Teachers are responsible for educating students in health, fitness, and sports in a K-12 school environment. They are qualified educators. Whether they are teaching kindergarten, primary, secondary, or senior secondary, they are responsible for the education of students in health and fitness through physical activities. There is a structured approach to learning physical skills, starting with fundamental skills at a lower age to sports specific skill at a higher age.

The aim of physical education is to offer all students an opportunity to enhance their physical well-being. It allows students to develop physical skills and a strong knowledge in health and fitness concepts. Through a positive and safe learning environment, students have the opportunity to learn and grow physically, socially and mentally. It is the goal of a Physical Education Assistant to provide students with a wide array of developmentally appropriate games and activities. He/she has unique responsibilities to help direct, guide and motivate students to get involved in physical activities at home as well. Some basic exercises and tasks which require less supervision can be given to the students for practicing at home.

In addition, a physical education assistant's job is to engage colleagues, parents and the community through health and wellness programmes.

### **Qualities of a Physical Education Assistant**

Physical Education Assistants and Sports Coaches are teachers who not only impart knowledge to their students but are also the role models for them. Their behaviour and conduct in and out of the school premises have a direct impact on the learning of their students.

Each physical education professional is expected to uphold the code of conduct. The following code of conduct speaks of the core values of the profession, including nurturing students' development, collaborating with others to expand physical activity opportunities for all members of the school, showing dedication to personal growth and to the profession, and exhibiting personal and professional integrity. The Physical Education Assistant has to nurture student's cognitive, physical and social development (**Figure 1.1**). He/ she should be able to:

- a) Create and maintain a physically and emotionally safe learning environment for all students.
- b) Respect each individual's dignity and worth, and help students value their own identities and appreciate differences in others.
- c) Create an inclusive environment for children with special needs.
- d) Foster growth in all students by integrating intellectual, physical, emotional and social learning.

- e) Provide a supportive environment for positive social interaction and team building.
- f) Assist students in becoming active, inquisitive and perceptive individuals who reflect upon and monitor their own learning.



**Figure 1.1: Instructing students for creating an environment for learning**

- (g) Collaborate with stakeholders like school staff, parents and the community to provide a wide variety of physical activity (**Figure 1.2**) opportunities for the entire school community.
- (h) Collaborate with academic teachers in supporting students to provide remedial classes if they have missed their academic classes due to participation in sports.
- (i) Engage school staff and parents in physical activities by organizing periodic fitness workshops for them.
- (j) Identify opportunities to incorporate physical education and physical activity into community building initiatives, themes and events.



**Figure 1.2: Conducting physical activity sessions for stakeholders**

- k) Respect and value other's opinion and identities

- l) Serve as role models by participating regularly in health-enhancing physical activity.
- m) Demonstrate trustworthiness by abiding by the laws of confidentiality concerning the affairs of all students and colleagues.
- n) Demonstrate integrity by refusing to accept gifts or favours that could influence actions or decisions and could be considered unethical or illegal professional behaviour.
- o) Exercise proper judgment in all relationships, so that actions are always characterized by respect and concern for others like avoiding the use of abusive language, gender discrimination, considering specially challenged students, sexual harassments and physical punishment (**Figure 1.3**).



**Figure 1.3: Teaching students values and importance of inclusivity**

- p) Dress in attire that is appropriate for a physical activity environment, while maintaining a high level of professionalism and agrees with the school's dress code (**Figure 1.4**).
- q) Arrive and depart school in accordance with the school timings, allowing adequate time to prepare for instruction and other administrative and professional responsibilities.
- r) Communicate effectively with others orally and in writing.
- s) Present the curriculum using research-based materials from a variety of sources.
- t) Use a variety of appropriate instruction strategies that are culturally relevant and address all learning styles and ability levels.



**Figure 1.4: Dressing in appropriate attire**

- u) Engage in a variety of professional-development activities, such as research projects, conferences, presentations, and reading and contributing to school bulletins or magazines.
- v) Encourage and support colleagues in their efforts to set and attain high standards for student achievement.
- w) Use reflection as a means of self-assessment to continually improve quality of instruction and teaching practice.

### **Job Description of Physical Education Assistant (Early Years)**

A Physical Education Assistant (Early Years) plays a vital role in encouraging physical activity and promoting healthy habits in young children up to the age of 8 years. Their role is essential in supporting the development of motor skills, fostering social interaction, and enhancing the overall well-being of children during this crucial stage of growth. Below are the key responsibilities commonly associated with this role:

### **Key Responsibilities of a Physical Education Assistant (Early Years)**

#### **i. Planning and Coordinating Physical Activities:**

1. Develop and deliver age-appropriate physical activity programmes that focus on movement, coordination, and physical development.
2. Align activities with developmental milestones and educational guidelines, such as the Early Years Foundation Stage (EYFS).
3. Incorporate creative, fun games, exercises, and sports to engage children in active play.

#### **ii. Supporting Physical and Social Development:**

1. Help children improve both gross and fine motor skills through a mix of structured and unstructured activities.
2. Encourage teamwork, sharing, and social interaction through group-based physical activities.
3. Motivate children to participate in activities that enhance confidence, self-esteem, and social abilities.

#### **iii. Monitoring and Evaluating Progress:**

1. Observe and assess children's physical skills, identifying strengths and areas for improvement.
2. Provide constructive feedback to parents, caregivers, and teachers on children's development and recommend activities for further improvement at home.



**iv. Promoting Healthy Lifestyles:**

1. Educate children and their families on the benefits of physical activity and healthy living habits.
2. Foster positive attitudes towards regular exercise and active play, whether through organized or free play activities.

**v. Ensuring Safety and Well-being:**

1. Supervise children closely during physical activities to ensure safety.
2. Create an inclusive, supportive, and safe environment that allows all children to actively participate, regardless of their abilities.
3. Ensure that all equipment and facilities are safe and well-maintained.

**vi. Collaboration with Other Professionals:**

1. Work closely with educators, parents, and healthcare providers to design and implement physical activity programmes.
2. Collaborate with schools, community groups, and other stakeholders to organize events or programmes promoting physical activity.

**vii. Adapting for Children with Special Needs:**

1. Tailor and adapt activities to accommodate children with diverse abilities, ensuring inclusivity.
2. Collaborate with special education teams to create personalized activity plans for children who need additional support.

**viii. Record Keeping and Reporting:**

1. Keep detailed records of children's participation and progress in physical activities.
2. Prepare reports to share with parents, educators, or other relevant parties.

**ix. Professional Development and Training:**

1. Stay informed on the latest research, techniques, and best practices in early childhood physical education.
2. Attend professional development sessions, such as workshops or seminars, to enhance skills in child development and physical education.

**x. Supporting Emotional and Cognitive Growth:**

1. Integrate physical activities that support the development of cognitive skills, such as problem-solving, focus, and memory.

2. Promote emotional awareness and regulation through movement-based activities.

## Activities

**Activity 1:** Developing gross motor skills, coordination and balance in young children

### Objective

The objective of this activity is to enhance gross motor skills, coordination, and balance in young children while promoting teamwork and social interaction.

### Materials Required

- Cones or markers (to outline the course)
- Hula hoops
- Jump ropes
- Soft mats or foam pads (for safety)
- Small balls or beanbags
- Stopwatch (for timing)
- Whistle (optional)

### Procedure

- Arrange cones, hula hoops, and other obstacles in a designated area to create an obstacle course.
- Ensure that the course is safe and age-appropriate.
- Gather the children and explain how to navigate the course, demonstrating each obstacle. Divide the children into small groups.
- Emphasize the importance of safety and taking turns.
- Use a whistle to signal the start, allowing one child at a time to complete the course while others cheer them on.
- After everyone has completed the course, gather the children for a cool-down session, discussing what they enjoyed and how they can improve their skills.

**Activity 2:** Developing a plan for organising a physical activity programme

As a Physical Education Assistant in a school for the children of classes 1 and 2, you have been assigned the responsibility to organize a physical activity programme for the children of both the classes by the school Principal. Organize a physical activity and ensure that

- All children are participating actively.

- The programme is inclusive in all aspects.
- All stakeholders, teachers and other school staff, parents and members of the nearby locality are engaged.
- Every stakeholder and children are aware of the importance of physical activities.

## Check Your Progress

### A. Multiple Choice Questions

1. A Physical Education Assistant notices that a group of students is disengaged during traditional sports activities. What is the best course of action?
  - a) Continue with the same activities and hope they become interested
  - b) Introduce non-traditional sports to spark their interest
  - c) Require students to participate without question
  - d) Focus only on academic subjects
2. During a physical education class, a student with a disability is struggling to participate. What should the Physical Education Assistant do?
  - a) Exclude the student from the activity
  - b) Ignore the situation and move on
  - c) Call for assistance from another teacher
  - d) Modify the activity to make it more accessible
3. A Physical Education Assistant is planning a health and fitness workshop for parents. Which topic would likely be the most beneficial to include?
  - a) Advanced sports techniques
  - b) The history of physical education
  - c) Strategies for promoting physical activity at home
  - d) Academic performance in physical education
4. In an effort to improve student motivation, a Physical Education Assistant decides to incorporate technology into the curriculum. Which tool would be most effective?
  - a) Fitness tracking apps to monitor progress
  - b) Traditional paper-based worksheets
  - c) A lecture on the importance of fitness
  - d) A printed schedule of activities
5. If a student displays anxiety during physical activities, how should a Physical Education Assistant respond?
  - a) Push the student to participate regardless
  - b) Encourage the student and provide reassurance
  - c) Remove the student from the activity entirely



- d) Ignore the student's feelings
6. A Physical Education Assistant is organizing a field day with a focus on teamwork and cooperation. What activity would best promote these values?
- Individual sprints
  - Competitive sports with no teamwork involved
  - Solo challenges
  - Relay races that require team collaboration
7. A Physical Education Assistant wants to assess students' understanding of healthy eating. What is an effective method to achieve this?
- Giving a written exam on nutrition
  - Telling students what they should eat
  - Organizing a healthy cooking demonstration
  - Disregarding nutrition education altogether
8. To foster a sense of community, a PEA plans a physical activity event for families. Which event would be most effective?
- A competitive sports tournament with prizes
  - A lecture on the importance of physical activity
  - An invitation for families to observe classes only
  - A family fun day with a variety of activities
9. After introducing a new physical education programme, what should a Physical Education Assistant do to evaluate its effectiveness?
- Assume it is successful without feedback
  - Collect student feedback and assess participation levels
  - Focus solely on teacher observations
  - Disregard evaluation to save time
10. A Physical Education Assistant is tasked with teaching the importance of hydration during exercise. What practical activity could best illustrate this concept?
- Organizing a water station during a sports day event
  - A lecture on hydration without hands-on activity
  - Telling students to drink water without explaining why
  - Focusing solely on nutrition education

## Session 2: Activities Conducted by Physical Education Assistant

Physical Education is a broad and inclusive concept with a vast scope, extending far beyond physical activities or exercise alone. It encompasses all dimensions that contribute to the holistic development of an individual, making it a dynamic field that addresses all aspects of human activity. Consequently, the role of a Physical Education Assistant now goes beyond organizing regular physical exercises; they are responsible for facilitating a range of activities within the educational organization. These activities can be broadly categorized into four areas:

1. **Service Programme:** This programme focuses on educational instruction, imparting not only physical education knowledge but also insights on health and hygiene, environmental awareness, and the sociological, biological, and psychological principles of physical education.
2. **Intramural Programme:** Derived from the Latin phrase "*intra muros*," meaning "within walls," this programme provides opportunities for skill-building through physical activities within groups, clubs, societies, communities, villages, or institutions.
3. **Extramural Programme:** Referring to activities "outside the walls," the extramural programme encourages interaction and competition between different groups, clubs, societies, communities, villages, and institutions.
4. **Fitness and Recreational Programme:** These programmes are designed to offer enjoyment, excitement, and skill development, enabling individuals to fulfill their personal fitness and well-being goals.

Keeping in view the requirement of the individuals and the groups, the following activities have been included in the physical education programmes:

1. **Athletics:** All the tracks and field events i.e. running, jumping and throwing.
2. **Individual Games:** Table tennis, badminton, squash, etc.
3. **Team Games:** Hockey, football (**Figure 2.1**), kabaddi, *kho-kho*, cricket, etc.
4. **Combative and Self Defensive Games:** Boding, judo, wrestling, fencing, horse riding, etc.
5. **Aquatics:** Swimming, diving, water polo, etc.

6. **Minor Games/ Free Play:** Carom, *chinese* chequer, chess, dog and bone, dodge ball, etc.



**Figure 2.1:** Children playing football

7. **Gymnastics:** Roman rings, vaulting horse, parallel bars, etc.  
**Corrective and Rehabilitative Exercises:** Exercises prescribed by the Doctor for defect or injury correction e.g., flat foot, round shoulder, knock-knees, etc.
8. **Folk Dances:** *Gidha*, *bhangra*, *jhumer*, *garbha*, etc.
9. **Traditional Exercises:** *Dand-baithaks*, *malkhamb*, pyramids, etc.
10. **Recreational Activities:** Games and activities for relaxation, amusement and proper utilization of leisure time.
11. **Adventurous Activities:** Excursions, tours, trips, camps, mountaineering, hiking trekking, etc.
12. **Demonstrations:** Drills, march pasts, formations, etc.
13. **Yoga:** Mountain Pose (*Tadasana*), Tree Pose (*Vrikshasana*), Cat-Cow Stretch (*Marjaryasana-Bitilasana*), Child's Pose (*Balasana*), Downward Dog (*Adho Mukha Svanasana*), Cobra Pose (*Bhujangasana*), Butterfly Pose (*Baddha*

*Konasana*), Happy Baby Pose (*Ananda Balasana*), Bridge Pose (*Setu Bandhasana*), Lion's Pose (*Simhasana*).

14. **Meditation:** Meditation is a calming practice that helps children focus their minds, improve self-awareness, and manage emotions. For young children, meditation can be as simple as taking a few deep breaths, listening to soothing sounds, or visualizing peaceful scenes like a sunny beach or a gentle forest. Meditation encourages children to connect with their inner thoughts and feelings, fostering a sense of calm and resilience. Short, guided meditation sessions can help children in managing stress, improving concentration, and enhancing their emotional well-being, making meditation a beneficial tool for their holistic development.
15. **Mindfulness activities:** Mindfulness activities are simple, engaging exercises that help children focus on the present moment, enhance self-awareness, and reduce stress. These activities encourage kids to pay close attention to their senses, thoughts, and surroundings, promoting calmness and concentration. Here are some mindfulness activities ideal for children:
- (i) **Five Senses Exercise:** Encourage children to identify one thing they see, hear, smell, touch, and taste around them. This activity grounds them in the present moment.
  - (ii) **Breathing Buddy:** Children lie down with a small stuffed animal on their belly and focus on its rise and fall as they breathe deeply, helping them understand their breath.
  - (iii) **Mindful Walking:** Take slow, deliberate steps while paying attention to each foot's movement, feeling the ground beneath them. This promotes body awareness and focus.
  - (iv) **Gratitude Journaling:** Children list or draw things they are thankful for, helping them focus on positive emotions and the good in their lives.
  - (v) **Mind Jar:** Shake a jar filled with water and glitter, and watch the glitter settle. This represents how thoughts and feelings calm down with time.
  - (vi) **Body Scan:** Starting from the head down to the toes, children focus on each body part, noticing any sensations. This helps develop relaxation and self-awareness.
  - (vii) **Listening to Nature:** Sit outside, close the eyes, and listen carefully to sounds around like birds, wind, or leaves rustling. This exercise enhances sensory awareness.

### **Conducting Physical Activities**

A Physical Education Assistant (Early Years) works with children aged 3-8, making it essential to select or design activities that are age-appropriate. Some examples of suitable activities for this age group are provided. Key considerations for choosing, developing, or organizing physical activities include:

- Understanding the developmental needs of children at this stage
- Encouraging and motivating them in a positive way
- Keeping activities simple
- Prioritizing safety
- Ensuring children wear appropriate clothing
- Maintaining hydration
- Considering children's height and body size
- Catering to their interests
- Assessing the amount and type (light, moderate, vigorous) of physical activity suitable each day
- Incorporating physical activities in small time blocks throughout the day
- Providing breaks (for bathroom, rest, water, or snacks)
- Recognizing individual differences
- Offering a variety of activities
- Including local, traditional games (aligned with National Education Policy - NEP 2020)
- Using low-cost, locally available or improvised materials (aligned with NEP 2020)
- Demonstrating activities frequently (through self-modeling or videos)
- Actively participating alongside children (rather than only instructing)
- Being vigilant and guiding children from unsafe to safe behaviours instead of constant warnings
- Limiting instructions during games or activities
- Avoiding comparisons among children
- Refraining from judgment or criticism
- Promoting healthy eating habits
- Incorporating games to make exercise fun
- Creating an inclusive environment for Children with Special Needs (CWSN) by offering activities suited to them and ensuring a barrier-free environment

### **Conducting Basketball and Volleyball Skill Development Sessions**

A Physical Education Assistant leading basketball and volleyball sessions emphasize foundational skill-building, coordination, and teamwork.

**Basketball Session:** The session begins with warm-up activities, including dynamic stretches and dribbling exercises to activate the players' agility and focus. Key skill drills follow, where players practice dribbling through cones, perfecting



passing techniques, and refining shooting form from various positions on the court. Defensive drills are also introduced to enhance footwork and positional awareness. The skills are reinforced through scrimmages or small-sided games, enabling players to apply these skills in game-like scenarios.

**Volleyball Session:** Players start with warm-up exercises and light ball handling to build familiarity with the volleyball. The assistant leads serving drills, focusing on technique and accuracy, often targeting designated court zones. Further drills include passing (bumping), setting, and spiking, emphasizing ball control, footwork, and timing. Defensive skills are honed through blocking drills at the net. Partner drills and small-sided games allow players to practice these skills under realistic match conditions.

### **Altering Programmes to Meet the Participant Turn Out and Skill Level**

Adjusting physical activity programmes to accommodate turnout and skill levels is a crucial role for a facilitator. When attendance is low, activities can be modified to focus on individual or small-group drills, ensuring each individual receives personalized attention and remains fully engaged. For instance, in basketball, full-court games can be replaced with smaller formats like 2-on-2 or 3-on-3 games, while volleyball sessions may shift to focus on specific skills like passing or serving in a smaller team setting.

If skill levels vary, the facilitator can organize individuals into groups based on their abilities, adjusting the drills and intensity to suit each group's needs. Beginners may focus on mastering basic skills, such as dribbling in basketball or bumping in volleyball, while more advanced players work on complex techniques, positioning, and game strategies. Adaptive challenges or games can also be introduced to ensure that all individuals are appropriately challenged without feeling overwhelmed. Flexibility is key, allowing everyone to stay engaged and progress at their own pace, regardless of the group size or skill level.

### **Performing Risk Management Checks on the Facility**

As a Physical Activity Assistant, it is essential to conduct risk management checks and organize facilities and equipment to ensure safety and foster a positive environment for participants. Here are the key activities involved in this role:

#### **1. Facility Assessment**

- Regularly inspect the facility to identify hazards and risks.
- Evaluate the condition of flooring, equipment, and other areas to ensure compliance with safety standards.

#### **2. Equipment Checks**

- Examine fitness and sports equipment for signs of wear.

- Ensure all equipment is well-maintained and sanitized.
- Arrange for necessary repairs or replacements.

### **3. Safety Protocol Development**

- Create and implement safety protocols and emergency procedures.
- Develop signage for safety instructions and emergency exits.

### **4. Risk Management Documentation**

- Keep records of inspections, incidents, and maintenance schedules.
- Conduct risk assessments for new activities or events.

### **5. Staff Training**

- Train staff on safety procedures and emergency protocols.
- Conduct drills for various emergency scenarios (e.g., fire, first aid).

### **6. Participant Briefings**

- Provide participants with an orientation on facility rules and safety measures.
- Ensure participants understand the risks associated with specific activities.

### **7. Monitoring Activities**

- Supervise activities to ensure adherence to safety protocols.
- Actively identify and address potential safety concerns during sessions.

### **8. Feedback and Improvement**

- Collect feedback from participants and staff regarding safety and facility conditions.
- Make adjustments based on feedback to improve safety and participant experience.

### **9. Coordination with Vendors**

- Collaborate with equipment vendors for maintenance and safety checks.
- Ensure that any rented or borrowed equipment meets safety standards.

### **10. Emergency Preparedness**

- Keep first aid kits stocked and easily accessible.
- Ensure emergency contact information is current and readily available.



## Create a Clear Set of Rules and Etiquette Guidelines

Creating a clear set of rules and etiquette guidelines is fundamental to establishing a respectful, inclusive, and safe environment. Here's a structured breakdown of these guidelines:

### 1. Code of Conduct

- a) **Respect and Zero Tolerance:** All participants are expected to show respect toward others. Harassment, discrimination, or bullying will not be tolerated under any circumstances.
- b) **Safety Protocols:** Follow all safety procedures closely. Report any hazards immediately to maintain a safe environment.
- c) **Attendance:** Participants should adhere to punctuality. Advance notice is required for any planned absences.

### 2. Handling Equipment and Cleanliness

- a) **Proper Use of Equipment:** Handle all equipment responsibly, clean after use, and return promptly.
- b) **Health and Hygiene:** Maintain hygiene practices, particularly in shared spaces, and adhere to guidelines on illness to ensure the wellbeing of others.

### 3. Communication Etiquette

- a) **Respectful Communication:** Speak courteously to others, using respectful language and tone.
- b) **Active Listening:** Give full attention to others when they are speaking and show that you value their input.
- c) **Constructive Feedback:** Offer feedback constructively, with a focus on improvement rather than criticism.

### 4. Teamwork and Collaboration

- a) **Encourage Teamwork:** Support and motivate team members, fostering a collaborative environment.
- b) **Respect Personal Space:** Especially in physical activities, respect others' personal space, and seek consent before any physical contact.

### 5. Inclusivity and Conflict Resolution

- a) **Inclusivity:** Make all participants feel welcome, regardless of their background, ability, or experience level. Avoid assumptions about others' identities or capabilities.
- b) **Conflict Management:** Address conflicts calmly and respectfully. If needed, seek assistance from a facilitator or supervisor.

## 6. Adherence to Guidelines

- a) By following these guidelines, participants contribute to a respectful, safe, and enjoyable experience for all.

### Completing Administrative Paperwork

Ensuring the consistent completion of administrative paperwork, activity plans, and attendance feedback is fundamental to streamlined operations and program improvement. Here's a structured approach to managing this process:

#### 1. Centralized Documentation System

- a) **Centralized Organization:** Use a central system to organize all documentation, including schedules, reports, consent forms, and activity plans. This setup makes it easy to track document statuses and deadlines.
- b) **Efficient Tracking:** Regularly update the system to monitor pending tasks and deadlines, ensuring no paperwork is overlooked.

#### 2. Comprehensive Activity Plans

- a) **Detailed Planning:** Each activity plan should clearly outline objectives, required resources, timelines, and assigned roles.
- b) **Review and Approval:** Have activity plans reviewed and approved before activities begin to ensure alignment with program goals and resources.

#### 3. Structured Feedback Collection

- a) **Standardized Feedback Forms:** Utilize standardized forms or post-activity surveys to collect feedback. Include open-ended questions to gain detailed insights from participants.
- b) **Continuous Improvement:** Regularly analyse feedback to identify trends and improvement areas, using this input to refine future activity plans.

#### 4. Setting Clear Deadlines and Reminders

- a) **Defined Deadlines:** Establish clear deadlines for paperwork submissions and communicate them to all team members.
- b) **Timely Reminders:** Send reminders ahead of deadlines to maintain accountability and ensure timely submissions.

#### 5. Regular Document Review and Archiving

- a) **Ongoing Review:** Regularly review completed paperwork and feedback forms to assess program effectiveness, identify areas needing attention, and document achievements.

- b) **Archive for Future Reference:** Archive all documents systematically for future audits, evaluations, or as references for developing new plans.

## 6. Refinement Based on Feedback

- a) **Adapt and Improve:** Continuously refine activity plans based on participant feedback, enhancing program engagement, satisfaction, and overall effectiveness.

## Responding to Emergency Incidents

Responding to emergency incidents and handling conflict resolution requires a calm, systematic approach to ensure safety and effective resolution. Here's a breakdown of best practices for both:

### 1. Conflict Resolution Approach

- a) **Stay Composed:** Maintain calm behaviour to help de-escalate the situation and set a respectful tone.
- b) **Active Listening:** Listen attentively to each person involved, acknowledging their perspectives and emotions without judgment.
- c) **Encourage Open Communication:** Facilitate a space where each party feels safe to express their thoughts. Aim to steer the conversation toward constructive dialogue.
- d) **Guide Toward Resolution:** Help all parties work toward a mutually acceptable solution, emphasizing respect and compromise.

### 2. Emergency Situations Requiring First Aid or CPR

- a) **Prioritize Safety:** Ensure the area is safe before intervening. Protect yourself and bystanders while assessing the situation.
- b) **Quickly Assess the Incident:** Determine the severity and nature of the emergency. For serious situations, call emergency services immediately.
- c) **Administer First Aid or CPR:** Follow certified protocols for first aid and CPR. Stay calm, give clear instructions, and, if possible, involve bystanders to assist.
- d) **Documentation and Reflection:** After resolving the incident, document it thoroughly. Review the response to identify any areas for improvement in future preparedness.

### 3. Training and Preparedness

- a) **Continuous Training:** Regular training in both conflict resolution and emergency response skills, such as first aid and CPR, is essential to stay prepared.

- b) **Review and Reflect:** After each incident, assess the response and incorporate lessons learned into future planning.

## Activities

**Activity 1:** Developing jumping skills through the “Jumping Monkey” game

**Objective:** To make children practice jumping skills.

**Infrastructure Required:** Playground/ Indoors

**Props & Equipment Required:** Cones/Saucers, Flat rings, Hula hoops, Rope ladder, Low hurdles.

### Procedure

#### Level 1:

- Tell the children that today we will learn how to jump and land.
- Now ask the children to take off from both feet and land on both feet in front of them. Demonstrate how to jump and land with both feet.
- Let the children do this for about 5 times. Now ask the children to take off on both feet and land on their right foot. Let them practice this about 5 times.
- Now ask the children to take off on one foot and land on the same foot. Ask the children what this is called. (hop)
- Give one flat ring to each child. Ask the children to place the flat ring on the ground in front of them.
- Now ask them to take off on both feet and land inside the flat ring, once again on both feet. Tell the children that this is called ‘Simple Jump’. Tell the children that when they land they should hardly be moving.
- Now ask them to jump backward out of the flat ring.
- Now ask the children to take off on both feet and land on their right foot into the flat ring. Tell the children that this is called ‘One foot Jump’.

Let them get back into the ring. Now ask them to jump to the right, jump back into the ring. Next jump to the left, jump back into the ring.

#### Level 2:

Make the following circuit. Place 3 hula hoops next to each other. Place 2 low hurdles next to the hula hoops. In the end place a rope ladder. Make as many such circuits as possible. Let the children do a Simple Jump through the hula hoops, One-foot Jump through the rope ladder and Simple jump again through the low

hurdles.

**Activity 2: Movement Skill**

**Objective:** To learn the different locomotor skills with the idea of personal space management

**Infrastructure Required:** Playground

**Props & Equipment Required:** Soft balls, Cones

**Class Size:** Large class size of 40-50

**Procedure**

**Level 1**

- Divide the children into two groups. They stand facing each other at 10 to 12ft.
- Every child in each team gets allotted a number such that there is another child of the same number in the other team.
- In the middle of the two rows place a ball in a circle.
- The teacher calls out run and a number.
- The children from both teams with that number approach the circle using running as the locomotor activity.
- The one who picks up the object in the circle and gets back to his row without being tagged by the other team member, wins a point for his team.
- The children standing in the rows should jog on place and cheer for the team mate.
- The game continues for a set number of points or a predetermined time.
- Observe if the children are running properly. The correct running technique is given below. Make note of the children who are having difficulty running.
- Divide the class into four groups and give every group one colour shoulder ribbon each. Now mark out two play spaces. Let two teams compete against each other in one of the play spaces and the rest two teams in the other.
- Place marking cones in the play space. The objective of one of the team would be to topple the marking cones while the other team should try and make it stand upright.
- On your signal the teams should start their activities. Keep a timer for 3 minutes after which the children stop and move out of the play area.
- The teacher should count the number of cones which have been toppled.
- If the number of cones which have been toppled are greater than the numbers which are standing upright, then the team which was supposed to topple the cones wins. Otherwise it is the other way round.
- The teams which haven't won should clap for the winning teams. The winning teams should acknowledge it by bowing down.

You could place the cones in a zigzag or curved manner to make it more challenging.

### Level 2

After using running as the locomotor activity use other locomotor skills like walk, hop, jog, skip, jump etc. Given below are the correct techniques for the four locomotor skills. Observe if the students are moving correctly, make note of students who are having difficulties.

- Explain that a physically fit child could exercise for 20 minutes without stopping, do 30 sit-ups, some push-ups or chin-ups, stretch their body, and have a healthy amount of body fat.
- Discuss the concept.
- Ask the students: What activities could a person do for 20 minutes? (Ride a bike, jog, swim.) These activities help keep the heart fit.

### Activity 3: Throwing with Force

**Objective:** The purpose of this activity is to make the children practice throwing skills and importance of force

**Infrastructure Required:** Playground

**Props & Equipment Required:** Cones/ Saucers, Soft balls, Shoulder Ribbons, and Flat Rings.

**Class Size:** Large class size of 40-50.

### Procedure

#### Level 1

- Give each child one soft ball and mark a line 7 feet away. Let the children throw the ball; tell them that the ball should go beyond the line.
- Now increase the distance to 10 feet and ask them to throw again. Do the same again with the line being 15 feet away.
- Tell the children that more force is required as the distance increases.
- Divide the class into two teams. Use the shoulder ribbons to divide the children into groups. Mark a line in the centre of the play-space using cones/ saucers.
- The two teams will stand on either end of the line, but on either half of the play-space (*Refer diagram below*).
- First let the children practice throwing the balls as far away as possible. Tell them to throw with their dominant hand and while throwing ask them to

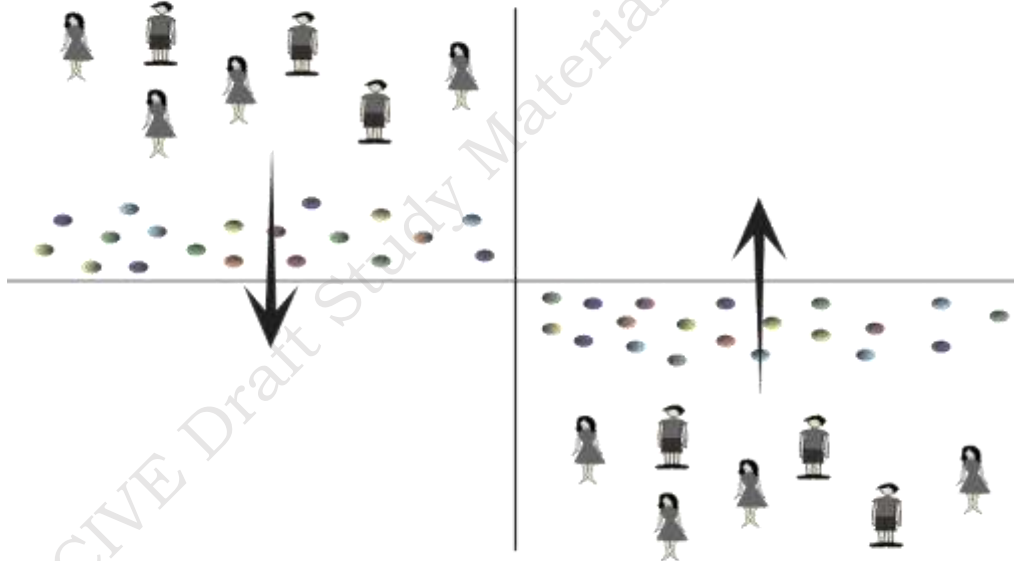
step with the foot opposite to the hand. Remind them of the force with which they need to throw.

- Place all the soft balls in the play space.
- At the signal from the teacher the children should start throwing the ball to the other side of the line.
- They should try and throw as many balls as possible.
- The teacher should signal after 5mins and the children should stop throwing.

The teacher should then count the number of balls on each side. The team which has lesser number of balls on their side wins the game.

### Level 2

Let the children stand in a straight line, one after the other. Each of them has a soft ball that they throw backwards. Demonstrate this. You can also use flat rings to mark the place where the child will stand. The children can get the ball and get back into their rings and throw again. Let them have fun throwing the ball backwards **Figure 1.5**.



**Figure 1.5:** Children participating in a movement activity

**Activity 4:** Developing kicking skills through kicking the balls

**Objective:** To make children practice kicking a ball.

**Infrastructure Required:** Playground.



**Props & Equipment Required:** Softballs, Cones/ Saucers, Training arch.

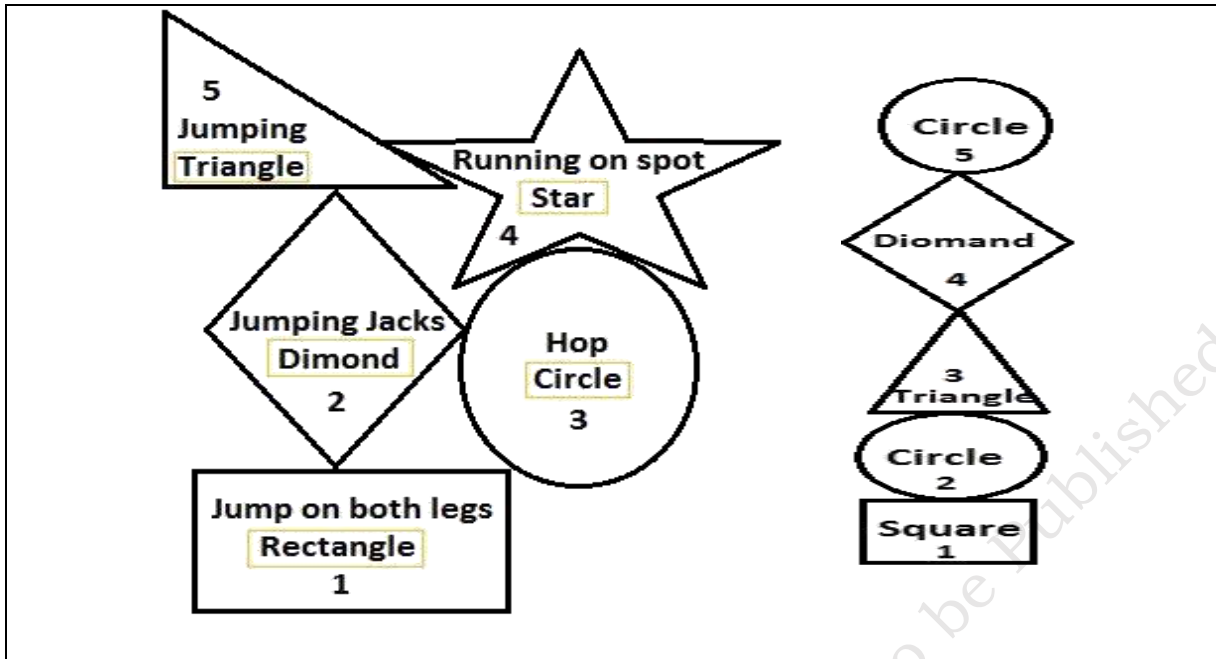
### Procedure

#### Level 1

- Give each child one softball.
- Show the children how to tap the top, side and back of the ball.
- Show the children how to slightly roll the ball in circles with his/her feet. Now, show the children how to keep the ball on the ground and kick it as far as possible.
- After they kick they should go and pick up the ball.
- Let all the children have a go at kicking the ball.
- The children should kick the ball to a distance of 7 feet. Then let them try and kick the ball to a distance of 10 feet. Increase the distance to about 15 feet by marking cones.
- Divide the class into pairs.
- The children should stand at a distance of about 5 feet from their partner. They should kick the ball to the partner and the partner should try and stop the ball. It is ok if they are not able to stop the ball with their feet, they can even try and stop it with their hands and then kick it back to their partner.

#### Level 2

- Hopscotch is a children's game in which, by turn, each child hops into and over various shapes marked on the ground to bring back a marker thrown into one of these shapes.
- Mark 2 hopscotch patterns.
- Arrange the children in groups with one group at each hopscotch pattern.
- Explain to the children about different shapes like Square, Circle, Triangle and Diamond shapes.
- Now the children hop through the diagrams first on the right foot and then on the left.
- Ask the children to speak out the shape on every step.
- The figure illustrates a sequence of activity stations, each represented by a geometric shape and corresponding exercise. Children progress through the stations, performing activities such as jumping on both legs (Rectangle), doing jumping jacks (Diamond), hopping (Circle), running on the spot (Star), and jumping (Triangle), promoting physical fitness and coordination (**Figure 1.6**).



**Figure 1.6:** Activity stations with exercises

**Activity 5:** Tossing the ball for teaching throwing and catching skills

**Objective:** To develop throwing and catching skills.

**Infrastructure Required:** Playground

**Props & Equipment Required:** Softballs, Plastic balls, Music.

### Procedure

#### Level 1

- Give one softball per child. Let them first toss the ball up in the air and catch it.
- Ask them to try and throw it as high as possible and catch it.
- Ask the children as to what they are doing to make the ball go higher. Tell them that it is the force with which they throw that makes it go farther.
- Once they are used to tossing up and catching, let the children bounce the ball once on the ground and catch it with both hands.
- Let them practice this for some time. Ask them to count how many times they toss and bounce the ball.
- Now divide the children into groups of four to six. Make each group form a circle.
- Place one child in the middle with a soft ball.
- Scatter the circles. The first time you play this you will probably want to play as one large group.

- The child in the middle of the circle tosses the soft ball towards a child standing in the circle and calls out his name.
- The child whose name is called out catches the ball and rolls it back to the child in the centre.
- After the children have learnt the game, divide into groups to play. Also replace the tossed from time to time.
- The children can then let the ball bounce once before catching it.

**Level 2**

- Divide the class into two teams who stand in two lines facing each other.
- Two students from each team are given a ball.
- When the music starts, the students throw the ball to anyone on the opposing team.
- The ball goes back and forth until the music stops. Whoever has the ball hands it to another player on their own team and steps away from the line to form a "Catch it" group. This is a group of persons who caught the ball when the music stopped.
- The game resumes until all players have eventually left the line and have joined the "Catch it" group.

**Check Your Progress****A. Multiple Choice Questions**

1. What is the primary focus of the Service Programme in physical education?
  - a) Competitive sports
  - b) Instructional aspects including health and hygiene
  - c) Recreational activities
  - d) Team building
2. The term "Intramural Programme" refers to activities that take place:
  - a) Within the community
  - b) Outside the educational institution
  - c) Within the walls of a school or institution
  - d) In a competitive environment
3. Which of the following is NOT included in the Fitness and Recreational Programmes?
  - a) Swimming
  - b) Hiking
  - c) Competitive tournaments
  - d) Folk dances

4. What is an essential consideration for Physical Education Assistants when conducting activities?
  - a) Advanced skill level
  - b) Complex game rule
  - c) Safety and engagement
  - d) Competitive spirit
  
5. In conducting basketball skill development sessions, which of the following activities is typically included?
  - a) Meditation
  - b) Dynamic stretches and shooting drills
  - c) Group discussions
  - d) Static stretching only
  
6. How should a Physical Education Assistant adjust activities when attendance is low?
  - a) Cancel the session
  - b) Focus on individual or small-group drills
  - c) Increase the complexity of activities
  - d) Combine multiple groups into one
  
7. What is a key aspect of risk management for facilities in physical education?
  - a) Enhancing competitive aspects
  - b) Regular facility assessments and equipment checks
  - c) Increasing participant numbers
  - d) Offering advanced training sessions
  
8. When dealing with customer inquiries, which strategy is most effective?
  - a) Provide detailed technical information
  - b) Use jargon to show expertise
  - c) Practice active listening and clear communication
  - d) Redirect them to another staff member immediately
  
9. What is the primary purpose of established rules and etiquette guidelines in physical education?
  - a) To ensure competitive success
  - b) To create a respectful and positive environment
  - c) To limit participation
  - d) To enforce strict disciplinary actions
  
10. Which of the following is a recommended approach when gathering feedback from participants after activities?
  - a) Only use closed-ended questions
  - b) Encourage open-ended responses

- c) Avoid gathering feedback to save time
- d) Ask for feedback only during meetings

**B. Subjective Questions**

1. Discuss the significance of intramural programmes in promoting teamwork and social skills among participants.
2. Analyze the importance of risk management checks in physical education facilities and how they contribute to a safe learning environment.
3. Describe the factors a Physical Education Assistant should consider when developing activities for children to ensure they are age-appropriate and engaging.
4. Reflect on the importance of feedback collection after physical education activities and how it can influence future programme development.

**Module 2****Assessment and Evaluation of Students****Module Overview**

Module 2 deals with the essential processes of assessment and evaluation within educational contexts. The goal of this module is to equip with a thorough understanding of various assessment techniques and the role of effective feedback in enhancing student learning and growth.

Session 1, deals with the range of assessment tools available, including formative and summative assessments, observational methods, and performance evaluations. You will learn how to choose and apply suitable assessment tools to accurately measure student progress and address their unique learning needs.

Session 2, focuses on the development of assessment reports and the importance of offering constructive feedback to students. This session instructs on how to organize assessment data into insightful reports that emphasize student strengths and areas for improvement.

**Learning Outcomes**

After completing this session, you will be able to:

- Conduct skill assessments for children.
- Explain the importance of assessing physical education during the foundational stage of a child's life.
- Prepare physical education assessment reports for preschool children and those in classes 1 and 2.
- Describe performance-based assessment criteria for different skills using rubrics.

## Module Structure

Session 1: Tools of Assessment

Session 2: Assessment Report and Feedback

### Session 1: Tools of Assessment

Assessment is an ongoing approach designed to understand and support students' learning progress, integral to teaching and learning activities in schools. It bridges the interaction between teachers and students, offering insights into students' comprehension, skills, and development needs. By gathering and analyzing information about students' learning progress, assessment identifies what students know, understand, and are capable of doing, including detecting any developmental delays or learning needs. Techniques like teacher observation, analysis of students' work, classroom performance, and records enable a continuous evaluation of each child's progress. This process also allows teachers to measure the impact of their instructional methods.

In contrast, evaluation provides a summative assessment, usually at the end of a course or unit, that judges the overall learning outcome. It serves as a measure of whether the intended educational goals have been achieved, offering finality to a learning period.

#### Key Differences Between Assessment and Evaluation

- **Purpose:** Assessment continuously improves learning quality, while evaluation offers closure, assessing final achievement.
- **Focus:** Assessment focuses on providing feedback to support learning growth, whereas evaluation measures and grades mastery level.
- **Nature:** Assessment is formative, helping to identify areas for improvement; evaluation is summative, focusing on end results.
- **Outcome:** Assessment emphasizes progress and feedback, while evaluation highlights achievements and identifies any gaps.

#### Types of Evaluation

1. **Formative Evaluation:** Conducted throughout the learning process to monitor progress and provide ongoing feedback.
2. **Summative Evaluation:** Given at the end of a program or unit to assess the extent to which students have mastered learning objectives.



3. **Diagnostic Evaluation:** Helps pinpoint specific learning difficulties and strengths, allowing for targeted interventions.

### **Importance of Assessing Assessment Tools**

Evaluating assessment tools ensures they effectively measure learning outcomes, align with educational objectives, improve teaching practices, and remain fair and inclusive. This process promotes better engagement, equitable resource allocation, and continuous improvement in instructional methods.

### **Types of Assessment Tools**

1. **Formative Tools:** Quizzes, peer assessments, observations, etc.
2. **Summative Tools:** Final exams, projects, and standardized tests.
3. **Diagnostic Tools:** Pre-tests, learning style inventories, and reading assessments.
4. **Performance-Based Tools:** Portfolios, presentations, and practical demonstrations.
5. **Self-Assessment Tools:** Reflection journals, checklists, and surveys.
6. **Adaptive Tools:** Computerized adaptive tests and learning management systems.
7. **Observational Tools:** Rating scales and anecdotal records.
8. **Collaborative Tools:** Group projects and peer reviews.
9. **Technology-Enhanced Tools:** Online quizzes, simulations, and digital portfolios.
10. **Subject-Specific Tools:** Tailored assessments for math, language, and science labs.

### **Assessment Process**

1. **Setting Learning Objectives:** Define goals that students are expected to achieve.
2. **Developing Criteria:** Establish clear success criteria aligned with objectives.
3. **Implementing Assessments:** Conduct assessments at suitable times, accommodating different learning paces.

4. **Collecting Data:** Use various tools to gather comprehensive performance data.
5. **Analysing Results:** Identify learning trends, strengths, and improvement areas.
6. **Providing Feedback:** Offer timely and constructive feedback for student growth.
7. **Reflecting and Adjusting:** Refine teaching and assessment strategies based on outcomes.

By using diverse assessment tools and approaches, Physical Education Assistant can create a comprehensive view of student learning, adapt to student needs, and foster a dynamic, engaging, and supportive learning environment.

## Activities

**Activity 1:** Developing skill assessment skills

**Objective:** To learn and practice the skill assessment.

**Props & Equipment Required:** Flat rings, balancing beam, soft balls, footballs, basketballs, cones/ saucers, cricket bats, tennis balls, bean bags.

**Warm-up – 5 min**

Have children move around the activity area in a variety of ways, slowly increasing their speed.

Lead, or have a student lead, a stretching routine.

**Activity – 25 min**

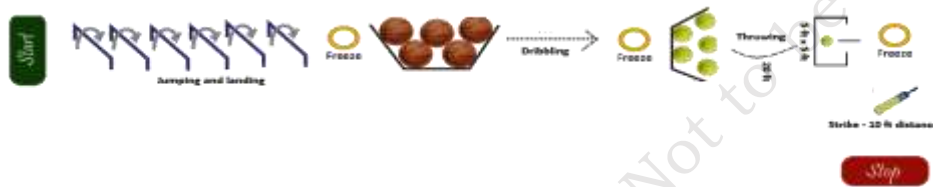
- Divide the class in two groups and make two stations as circuits mentioned below.
- The skills which would be assessed are – running, hopping, dribbling with feet, twisting/turning, striking, dribbling with hand and throwing.
- Once the children complete the station the group will switch over to another station.
- The children need to go through the circuit using the above skills and the teacher should watch how they perform.
- If a child is not able to perform a particular skill well, he/she can be given more practice to improve.

- Refer to the handout for assessment on the criteria for competence.

### Station 1:



### Station 2:



### Cool-down – 5 min

Have children move slowly (e.g., in a slow jog, brisk walk) around the activity area. Lead, or have a student lead, a stretching routine.

### Lesson: Preparation

Ask the children to choose from the following emotions based on how they are feeling now and why. The emotions are - Excited, Happy, Sad, and Angry. Ask them if they feel confident about doing well in the fitness test. Tell them that they have prepared well and that they will definitely do well.

### Note for the Physical Education Assistant

To check students' preparation for the activity, ask them

- How are you feeling right now?
- What is making you and why?
- What are those concerns which make you feel and why?

Try and address the concerns of the children. Ask them if they feel confident about doing well in the fitness test. Tell them that they have prepared well and that they will be going to do well. And tell them that young children may also feel the same and they should also be encouraged, and their concerns should also be heard and addressed the same way.

## Check Your Progress

### A. Multiple Choice Questions

1. A teacher wants to identify the specific learning needs of her students to tailor her instruction. Which type of evaluation should she conduct?
  - a) Summative Evaluation
  - b) Diagnostic Evaluation
  - c) Formative Evaluation
  - d) Performance-Based Evaluation
2. During a lesson, a teacher collects quick feedback from students at the end of class to assess their understanding. What tool is she likely using?
  - a) Final Exam
  - b) Portfolio
  - c) Exit Ticket
  - d) Peer Assessment
3. If a teacher is interested in knowing how well her teaching methods align with learning objectives, she should evaluate her:
  - a) Curriculum
  - b) Assessment Tools
  - c) Classroom Environment
  - d) Instructional Strategies
4. Which of the following assessments would best help students reflect on their own learning progress?
  - a) Standardized Test
  - b) Group Project
  - c) Final Exam
  - d) Reflection Journal
5. A teacher notices that certain students struggle with the course content and need extra support. What should be the next step according to the assessment process?
  - a) Collect Data
  - b) Provide Feedback
  - c) Analyse Results
  - d) Develop Assessment Criteria
6. In what way can technology-enhanced assessment tools improve the assessment process?
  - a) They can replace traditional assessments entirely.
  - b) They offer personalized feedback and adapt to student performance.
  - c) They require less teacher involvement.
  - d) They ensure all assessments are standardized.

7. What is the primary purpose of formative evaluation?
  - a) To provide final grades
  - b) To evaluate learning outcomes at the course's end
  - c) To monitor progress and provide ongoing feedback
  - d) To compare student performance against standards
  
8. Which of the following tools would be most appropriate for assessing teamwork skills among students?
  - a) Peer Review
  - b) Pre-Test
  - c) Standardized Test
  - d) Final Exam
  
9. A teacher uses anecdotal records to track student behaviour during class. This method is classified as:
  - a) Performance-Based Assessment
  - b) Observational Tool
  - c) Diagnostic Tool
  - d) Summative Evaluation

#### **B. Subjective Questions**

1. Explain the difference between assessment and evaluation, and how both contribute to the learning experience of students.
2. Discuss the importance of formative evaluation in the learning process and provide examples of how it can be implemented in a classroom.
3. How can teachers use feedback from assessments to inform their instructional strategies?

## Session 2: Assessment Report and Feedback

Creating a comprehensive assessment report and feedback system involves multiple elements to ensure it effectively supports student learning and development. Let us now understand the purpose of assessment report, importance of feedback, the components of an assessment report, steps in preparing the assessment report and the steps for documenting the feedback.

### Purpose of Assessment Reports

1. **Evaluation of Learning:** Clearly measure student comprehension, indicating their progress and skill mastery.
2. **Identification of Strengths and Weaknesses:** Highlight areas of strength and areas needing additional support to target interventions.
3. **Informed Decision-Making:** Leverage assessment data to adjust teaching strategies, curricula, and resource allocation effectively.

### Importance of Feedback

1. **Guidance for Improvement:** Provide constructive feedback that highlights successes and areas for development.
2. **Motivation and Engagement:** Offer timely, specific feedback to encourage ownership of learning and foster motivation.
3. **Communication Tool:** Facilitate open communication among teachers, students, and parents, encouraging a collaborative approach.

### Components of an Assessment Report

1. **Summary of Performance:** Present an overview of assessments, grades, and proficiency levels.
2. **Analysis of Results:** Break down strengths and weaknesses using data and specific examples.
3. **Recommendations:** Offer targeted strategies for further learning, including resources and focus areas.
4. **Next Steps:** Establish actionable goals, guiding students on clear paths to improvement.



### Steps in Preparing the Assessment Report

1. **Data Collection:** Gather quantitative (e.g., grades) and qualitative (e.g., observations) data and organize it for accessibility.
2. **Assessment Tools:** Detail each tool used, ensuring alignment with learning objectives. Describe quizzes, rubrics, or portfolios, and provide grading criteria.
3. **Student Information:** Include relevant demographics, prior knowledge, and context that could influence performance.
4. **Performance Overview:** Analyse trends to highlight patterns, strengths, and weaknesses.
5. **Comparative Analysis:** Use visual aids to compare performances, noting any outliers and their significance.
6. **Summary of Findings:** Summarize key data points, aiming for clarity to make results easily understandable.
7. **Reflection on Objectives:** Compare findings to learning objectives, noting any discrepancies.
8. **Improvement Strategies:** Suggest tailored interventions, such as study groups or additional resources.
9. **Instructional Adjustments:** Recommend teaching modifications, like hands-on activities for specific learners.
10. **Future Assessments:** Propose assessment enhancements, including diverse formats, to better capture student strengths.

### Practical Tips for Providing Feedback

1. **Promote Learning:** Design feedback that clarifies concepts and uses relatable examples.
2. **Identify Strengths and Weaknesses:** Offer a balanced view, acknowledging both strengths and areas for growth.
3. **Encourage Self-Reflection:** Pose reflective questions to encourage critical thinking, such as, “What strategy helped you succeed in this assignment?”
4. **Support Goal Setting:** Help students set SMART goals (Specific, Measurable, Attainable, Realistic and Time Bound).

5. **Facilitate Communication:** Use feedback as a basis for dialogue, inviting student questions and insights.
6. **Guide Instructional Adjustments:** Use feedback trends to determine if certain topics need reteaching or varied instructional approaches.
7. **Enhance Accountability:** Clearly set and communicate performance expectations.
8. **Constructive Feedback:** Frame feedback positively, suggesting improvements rather than just highlighting errors.
9. **Personalized Comments:** Reference specific assignments or efforts to show individual engagement.
10. **Follow-Up Support:** Offer avenues for follow-up, like office hours, to clarify feedback or offer additional help.

#### Steps for Documenting Feedback

1. **Collect Information:** Draw from quizzes, participation, and self-assessments for a holistic view.
2. **Organize Feedback:** Use a template with sections for strengths, weaknesses, and actionable suggestions.
3. **Consistent Format:** Maintain a uniform feedback structure for easy interpretation.
4. **Incorporate Self-Assessment:** Encourage students to reflect on their performance and growth.
5. **Share with Students:** Deliver feedback promptly to maintain relevance.
6. **Encourage Discussion:** Hold one-on-one or group discussions to clarify and plan next steps collaboratively.

### Activities

*Kartik* works with the children of age group 3-8 years, as a Physical Education Assistant (Early Years). Few of his students perform excellent but there are few other students, whose performance is average or low, although he tries to give equal kind of training to each of his students. He is confused what is wrong in his efforts. Reflect on this case study and answer the following questions:

- 1) What might be the reasons of the different level of performance by the students (excellent, average, and low) when the physical education assistant is same and giving equal level of training to each of them?
- 2) Is *Kartik* right in his approach of giving equal kind of training to each student (irrespective of their age, capacities, interests and concerns)? Why?
- 3) On what basis he can differentiate the kind and level of training for different types of students?
- 4) How will he come to know what kind of training, how much training to be given to the different groups of students?
- 5) How will he be able to identify individual learning/training needs of each student?
- 6) How will he be able to remember the information about each of his student's abilities and the areas to work upon, to make an individual physical education programme, and update it time to time?
- 7) How will he be able to share his students' progress in physical education to their parents and other teachers to take their support in their physical education programme?

## Check Your Progress

### A. Multiple Choice Questions

1. Which component of an assessment report provides a summary of a student's performance across various assessments?
  - a) Recommendations
  - b) Analysis of Results
  - c) Summary of Performance
  - d) Next Steps
2. What is the primary purpose of feedback in the educational process?
  - a) To increase student enrolment
  - b) To facilitate communication
  - c) To provide a standardized test score
  - d) To determine overall class performance
3. If a teacher notices that a student is struggling in math, what action should the assessment report suggest?
  - a) Increase class participation
  - b) Encourage competition among students
  - c) Provide targeted interventions
  - d) Ignore the issue until the next test

4. When preparing an assessment report, what is the first step in the preparation process?
  - a) Analysis of Report
  - b) Information Identification
  - c) Providing Feedback
  - d) Recommendations
  
5. How can educators use assessment data effectively?
  - a) To inform instructional strategies and resource allocation
  - b) To rank students publicly
  - c) To create standardized tests for all students
  - d) To fill time during class discussions
  
6. Which of the following is NOT a component of an effective assessment report?
  - a) Summary of Performance
  - b) Extracurricular Activities
  - c) Analysis of Results
  - d) Recommendations
  
7. What should feedback primarily focus on to be effective?
  - a) General comments about behaviour
  - b) Comparisons with classmates
  - c) Overall classroom dynamics
  - d) Specific, actionable insights for improvement
  
8. What role does self-assessment play in the feedback process?
  - a) It distracts from the teacher's comments.
  - b) It allows students to reflect on their performance.
  - c) It is unnecessary and time-consuming.
  - d) It replaces the need for teacher feedback.
  
9. Why is it important to use a consistent format when documenting feedback?
  - a) To make the feedback process quicker
  - b) To impress parents with professionalism
  - c) To maintain teacher authority
  - d) To ensure clarity and standardization across reports
  
10. How can feedback enhance accountability in students?
  - a) By providing progress updates
  - b) By assigning more homework
  - c) By eliminating assessments
  - d) By focusing solely on grades

**B. Subjective Questions**

1. Discuss the significance of assessment reports in guiding future learning. What are the key components that make them effective?
2. How does constructive feedback influence student motivation and engagement? Provide examples of specific feedback strategies.
3. Explain the process of preparing an assessment report. What steps should educators follow to ensure that the report is comprehensive and useful?
4. Describe how feedback can promote self-reflection among students. Why is self-assessment an important part of the learning process?

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<b>Module 3</b>	<b>Free Play Activities</b>
<b>Module Overview</b>	
<p>Module 3 deals with the significance of free play across different contexts, emphasizing its advantages for child development and rehabilitation. You will explore the value of play and its contributions to physical, social, emotional, and cognitive growth.</p> <p>Session 1, addresses the importance and purpose of free play, focusing on its role in fostering creativity, independence, and social skills in children. you will gain insight into the developmental advantages of free play and its impact on overall well-being. Session 2, focuses on organizing free play activities, providing practical strategies for creating engaging and age-appropriate play environments. This session covers grouping children effectively, selecting suitable locations, and utilizing diverse materials to facilitate exploration and enjoyment. Session 3, will help you to learn about the role of free play in rehabilitation, emphasizing how activities can aid recovery and support physical, emotional, and social development for individuals in rehabilitation settings. You will discover methods to integrate free play into rehabilitation programmes to enhance engagement and promote healing.</p>	
<b>Learning Outcomes</b>	
<p>After completing this session, you will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between-sports, games and play.</li> <li>• Identify free play activities.</li> <li>• Explain the advantages and disadvantages of free play.</li> <li>• Organize free play activities.</li> </ul>	
<b>Module Structure</b>	
Session 1: Advantages and Disadvantages of Free Play Activities	
Session 2: Organising Free Play Activities	
Session 3: Rehabilitation Through Free Play Activities	



## Session 1: Advantages and Disadvantages of Free Play Activities

Free play which comes naturally from children, helps them not only develop their creativity but also improve their coordination, balance, and gross and fine motor skills. Free play activities like simply running around, climbing, swimming, playing with balls, and soccer can be encouraged to keep them physically and mentally fit. **(Figure 3.1).** There are both advantages and disadvantages of excess usage of free play while conducting physical activities for children.



**Figure 3.1:** Free play activity

A few examples of free play activities are given here to help you understand how these activities can be organized with the children.

**Activity 1:** Designing and developing own game

**Objective:** To encourage creativity and independent game design among children by using age-appropriate props and equipment.

**Infrastructure Required:** Playground or indoor space large enough to accommodate 40-50 children.

**Props & Equipment Required:** Various colourful and engaging props, such as:

- Training arch
- Hula hoops
- Flexi pole

- Parachute
- Bean bag scarf

- Begin with a warm-up song to engage the children and prepare them physically and mentally for the activity.
- Set up a circular area with all the props spread out in the centre.
- Ensure that each prop is easily visible and accessible for the children to explore.
- As the children arrive, greet them warmly and introduce yourself.
- Engage them by inviting them to respond to the greeting, building a friendly and interactive atmosphere.
- Inform the children that they'll get a chance to explore and play with different props, designing their own unique games.
- Start by jogging around the circular area with them to build excitement and encourage movement.
- Play warm-up music as they jog around. When the music stops, call out the name of a prop.
- Children then search for that prop from the central pile. This not only helps them learn the names of the props but also encourages active listening and quick reactions.
- After familiarizing them with the props, divide the children into small groups.
- Give each group a few props and encourage them to invent their own game using the items provided.
- Move around to guide and support each group, offering suggestions and encouragement to stimulate their creativity.
- Allow each group to demonstrate their game to the rest of the class, fostering a sense of accomplishment and teamwork.
- Celebrate each group's creativity, reinforcing positive feedback and encouraging them to share what they enjoyed most.
- Ensure children use the props safely, especially larger items like the training arch and flexible poles.
- Monitor interactions to maintain a respectful and collaborative environment.
- Gather the children in a circle and briefly discuss what they enjoyed about creating their games.
- Conclude with a short cool-down activity or song to relax and wind down.

**Activity 2:** Dance to the tune

**Objective:** To showcase synchronized movements and balancing skills.

**Props & equipment required:** Music CD/ Drums, Music player.

- Arrange the children in scatter formation. Use the music CD if you have a music player or use drums

- After listening to the song, ask the children to perform the following sequence of steps, using the cue words provided:
  - Jump and twirl: 30 seconds
  - In-and-out jump: 30 seconds
  - March in place: 30 seconds
  - Run forward and back 8: 30 seconds
  - March in place: 30 seconds
  - Jump and twirl: 30 seconds
  - In-and-out jump: 30 seconds
  - March in place: 30 seconds
  - Punch: 30 seconds

Innovate and add movements to this as you see fit. Practice these movements often so children can also showcase them on Sports Day.

### **Activity 3:** The Pond and on The Bank

**Objective:** To enhance children’s concentration, thinking skills, and activeness through a fun and engaging game.

**Infrastructure Required:** Playground or indoor space large enough for a circle or line formation.

#### **Props & Equipment Required**

- No special props needed.

**Age Group:** 3 to 6 years old.

#### **Procedure**

- Arrange the children in a large circle or straight line, ensuring each child has enough space to jump safely.
- Select one child as the instructor, or the teacher can take on this role to begin with. The instructor will guide the activity by calling out commands.
- Explain to the children that they are playing a game about a “pond” and “bank.
- **“In the Pond”:** When the instructor calls out “In the pond,” the children are to jump into the circle or take a step forward, pretending they’re jumping into a pond.
- **“On the Bank”:** When the instructor calls out “On the bank,” the children should jump back to their original position.
- Begin slowly, allowing the children to understand the instructions and practice each movement.

- Gradually increase the speed of the commands, encouraging children to respond quickly and accurately.
- If a child makes a mistake (e.g., jumps in when they should stay on the bank), they step out of the circle temporarily.
- Continue playing until only one child remains; they are then declared the winner.
- Through repetition and increasing speed, children develop better concentration, quick decision-making, and listening skills.
- The concept of “pond” and “bank” helps with concept formation, allowing children to connect physical actions with verbal instructions, fostering thinking skills.
- Ensure there’s enough space for safe movement.
- Remind children to stay aware of their surroundings and not bump into one another.
- Conclude the game by congratulating all participants and discussing what they found fun or challenging.
- Reinforce positive behaviours such as attentiveness and quick thinking demonstrated during the activity.

### Advantages

1. **Choice and Autonomy:** Children have the freedom to select their activities, materials, and playmates, which nurtures independence and decision-making skills.
2. **Encourages Creativity and Imagination:** Children get the freedom to invent games, explore movement, and use their imagination, which can enhance creative thinking and problem-solving.
3. **Builds Social Skills:** Free play allows children to interact with each other independently, promoting skills like teamwork, communication, negotiation, and conflict resolution.
4. **Supports Physical Development:** Without rigid instructions, children engage in a variety of physical movements that can help build motor skills, balance, and coordination naturally.
5. **Increases Engagement:** When children have the freedom to choose how they play, they are often more motivated and enthusiastic about physical activity, which can build a lifelong interest in staying active.
6. **Boosts Self-Confidence:** Allowing children to make choices in play encourages independence, helping them feel more capable and confident in their abilities.
7. **Exploration and Discovery:** Children can investigate their surroundings at their own pace, promoting curiosity and a sense of wonder about the world.
8. **Problem-Solving:** Unstructured play presents challenges for children to overcome, enhancing critical thinking and resilience.
9. **Emotional Expression:** Free play acts as a channel for children to express their feelings, manage stress, and develop skills for emotional regulation.

10. **Variety of Materials and Settings:** Access to a range of materials (such as toys, art supplies, and natural objects) and different environments (both indoor and outdoor) enriches play experiences.
11. **Time Flexibility:** Children can engage in free play for as long as they choose, allowing for deep focus and immersion in their interests.

### Disadvantages

1. **Lack of Structure:** Without guidance, children may not engage in activities that develop specific physical skills. They might miss out on learning important techniques, like kicking or throwing, that benefit from structured practice.
2. **Increased Risk of Injury:** Free play can sometimes be less controlled, leading to unsafe play practices and higher chances of injury, especially if children are pushing physical boundaries.
3. **May Lead to Behavioral Issues:** Some children might struggle with self-regulation during free play, leading to aggressive or overly competitive behavior without adult intervention.
4. **Missed Learning Objectives:** Physical education often aims to teach specific motor skills, rules of sports, or teamwork techniques, which can be hard to achieve through unstructured play alone.
5. **Inequality in Participation:** Dominant children may take control during free play, while quieter or more reserved children may be left out, reducing the benefits of play for all children.
6. **Non-Competitive Environment:** Free play generally lacks formal competition, minimizing pressure and allowing children to enjoy the experience for its own sake.

### Factors Influencing Free Play Activities

1. **Personal Interests and Preferences:** Individual interests and hobbies significantly impact the types of recreational activities people choose to engage in.
2. **Age and Developmental Stage:** Age influences physical abilities, interests, and social dynamics, determining suitable recreational options for different life stages.
3. **Physical Fitness and Health:** A person's health status and physical fitness level can affect their ability to participate in certain activities.
4. **Social Environment:** Peer influence, family support, and social networks play a crucial role in encouraging or discouraging specific recreational pursuits.
5. **Cultural Background:** Cultural norms and values can shape preferences for certain activities, traditions, and ways of socializing.
6. **Accessibility and Availability:** The availability of facilities, equipment, and resources, as well as proximity to recreational spaces, can impact participation rates.

7. **Economic Factors:** Financial resources and socioeconomic status can limit or enable access to various recreational activities, from free community events to paid sports leagues.
8. **Time Constraints:** Busy schedules, work commitments, and family responsibilities can limit the time available for recreational activities.
9. **Weather and Seasonal Changes:** Climate and seasonal variations can affect the feasibility of outdoor activities, leading to seasonal preferences in recreational pursuits.
10. **Technological Influence:** Advances in technology can create new recreational options (e.g., video games, virtual reality) and impact traditional activities through digital engagement.

## Activities

**Activity 1:** *Karishma* is very enthusiastic about her work and love to work with children. She decided to plan few free play activities with children. She prepared rules for that and selected appropriate equipment and props. Next day she called the children and gave the important instructions about the rules and timings of each step of the play. Based on the above scenario, answer the following questions:

- 1) Is *Karishma* right in her approach to organize free play activity with children? Give reasons of your answer?
- 2) What points will you suggest her to keep in mind while planning for a free play activity?
- 3) What are the qualities of a good free play activity?

**Activity 2:** Identify and tick the appropriate form of play, as per the statement given in the table below:

Statement	Free Play	Structured Play
Activity is planned		
Activity has pre-defined rules		
Teacher leads the activity		
Correct execution technique or skill is taught		
Children decide the activity to be played		
Props and equipment are selected by the children		



**Note:**

**Free Play:** Children have the autonomy to decide what they want to play and can choose their props and equipment.

**Structured Play:** Activities are planned, have pre-defined rules, and often involve teacher guidance and skill instruction.

## Check Your Progress

### A. Multiple Choice Questions

- Which of the following is an advantage of free play in children's development?
  - It allows children to strictly follow rules.
  - It encourages creativity and imagination.
  - It eliminates social interaction.
  - It ensures constant adult supervision.
- A teacher notices that students are more engaged and innovative during free play activities. What advantage does this illustrate?
  - Development of wrong techniques
  - Promotion of communication
  - Inability to track progress
  - Increased competition
- When preparing for a free play session, what factor should educators consider to maximize student participation?
  - Strict rules and regulations
  - Personal interests and preferences of students
  - Limited materials to avoid distraction
  - Solely focusing on physical fitness
- If a child exhibits improved motor skills after participating in various free play activities, which aspect of free play does this reflect?
  - Emotional expression
  - Physical activity
  - Problem-solving
  - Non-competitive environment
- What is a key disadvantage of excessive free play in a physical education programme?
  - It fosters independence
  - It leads to the development of social skills
  - It may lead to conflicts among peers
  - It enhances creativity

6. Which statement best describes the relationship between free play and emotional well-being in students?
  - a) Free play stifles emotional expression.
  - b) Free play creates stress for students.
  - c) Free play serves as an outlet for emotional expression.
  - d) Free play is irrelevant to emotional health.
  
7. In terms of developing social skills, what is a significant benefit of free play?
  - a) It minimizes peer interaction.
  - b) It fosters cooperation and negotiation among peers.
  - c) It discourages communication.
  - d) It restricts choices and autonomy.
  
8. What might a teacher recommend to encourage more effective free play activities in a school setting?
  - a) Limit the variety of materials available to students.
  - b) Encourage structured and competitive play at all times.
  - c) Provide access to a range of materials and different environments.
  - d) Eliminate free play in favour of organized sports only.

### **B. Subjective Questions**

1. Discuss the role of free play in fostering creativity and problem-solving skills among children. Provide examples to support your answer.
  
2. Explain how free play contributes to emotional well-being in students.
  
3. Describe the factors that influence recreational activities for children.
  
4. Reflect on the differences between sports, games, and play as outlined in the text.

## **Session 2: Organising Free Play Activities**

Organising a free play activity involves creating an open and flexible environment where children can engage in self-directed play, encouraging creativity, social interaction, and physical exploration. To facilitate this, the Physical Education Assistant sets up various play zones, such as a sports area for team games, an obstacle course for agility challenges, a creative play zone with open-ended materials, and a quiet zone for relaxation or low-energy activities. The aim is to provide diverse opportunities that cater to different interests, energy levels, and abilities.

## Procedure for Organising Free Play Activities

### 1. Group Categorization

- **Age Groups:** Organize children by age (such as toddlers, pre-schoolers, or early elementary) to align activities with their developmental needs.
- **Interests:** Group children based on their preferences (like arts, sports, or nature) to increase their engagement.
- **Skill Levels:** Consider varying skill levels for physical activities to ensure everyone can participate and benefit.
- **Flexible Schedule:** Allow for a flexible timeframe where children can transition between activities at their own pace, fostering autonomy.



**Figure 3.2:** Free play activities

### 2. Area Selection

- **Indoor Spaces:** Choose safe, spacious indoor areas for activities like arts and crafts, imaginative play, or quiet reading.
- **Outdoor Areas:** Select for parks, playgrounds, or open fields for physical activities, nature exploration, or group games, ensuring safety and accessibility.
- **Multipurpose Spaces:** Utilize gymnasiums or community centres for a variety of activities that can accommodate different group sizes and types.
- **Activity Stations:** Create different stations featuring specific activities (e.g., art, movement games, building) to encourage exploration and choice.

### 3. Equipment Selection

- **Age-Appropriate Gear:** Ensure all equipment (toys, sports gear, and art supplies) is suitable for the children's ages and abilities.
- **Variety of Materials:** Offer a diverse range of materials to support various types of play, such as building blocks, art supplies, and outdoor items (like balls and jump ropes).
- **Safety Considerations:** Select equipment that adheres to safety standards and is well-maintained to avoid injuries.

#### Selection of Suitable Free Play Activities

Selection of suitable free play activities is crucial for creating an engaging and inclusive environment that meets the diverse needs of all children. When choosing activities, it's important to consider factors like age, skill levels, interests, and the developmental goals of the play. Activities should offer a balance between physical, social, and cognitive engagement, ensuring that children can explore a range of skills such as coordination, teamwork, and creativity. For younger children, free play activities may include building with blocks, sandbox play, and simple ball games to foster motor skills and imagination. For older or more active children, options like obstacle courses, sports, and movement exploration (e.g., skipping ropes, hula hoops) are ideal to encourage agility, balance, and cooperation. Including a quiet or sensory area with puzzles, books, or drawing materials allows children to unwind or engage in low-energy activities.



**Figure 3.3:** Skipping

The key is to offer variety, allowing children to make choices based on their preferences while promoting a holistic experience that supports physical, emotional, and social development. The following activities can be organized by the Physical Education Assistant:

- Outdoor Exploration:** Engage children in activities such as nature walks, scavenger hunts, or free play in parks where they can discover their surroundings and interact with nature.
- Creative Arts and Crafts:** Provide art supplies for drawing, painting, or crafting, enabling children to express their creativity without specific instructions.

- c) **Imaginative Play:** Designate areas for role-playing (such as a kitchen, store, or dress-up corner) where children can engage in pretend play using props.
- d) **Movement-Based Activities:** Organize active games like tag, obstacle courses, or dance parties to encourage energetic play and physical activity.
- e) **Construction and Building:** Supply blocks, LEGO (toys that consist of colorful interlocking bricks) or similar materials that allow children to design and construct their creations.

## Activities

The ABC Academy is hosting its annual Sports Day for students in Grades 4 to 8. The physical educator, Mr. Mehra, has planned various activities ranging from team sports like football and relay races to individual challenges like obstacle courses and long jumps.

The students have been grouped based on their age, interests, and skill levels to ensure that each child participates in activities suited to their abilities and passions. The outdoor sports field has been divided into multiple activity stations, each designed to encourage different types of play and skill development.

Mr. Mehra has carefully selected equipment for each station, including cones, hurdles, balls, and ropes. His aim is to provide a balance of fun, skill-building, and physical challenge while ensuring that all students are engaged.

The goal is to promote teamwork, improve motor skills, and encourage children to explore new activities.

As the students arrive on the field, they are excited but also a bit nervous. The groups begin their warm-up exercises while Mr. Mehra reviews safety guidelines and introduces the different stations. Each group is assigned a starting station but is encouraged to move freely between activities throughout the session.

Reflect upon the following:

1. How did the grouping of children by age, interests, and skill levels impact their engagement and participation during the activities?
2. What adjustments could be made to the area selection to enhance safety and accessibility for all children?

3. Were the selected materials and equipment effective in supporting diverse types of play? How did they contribute to the overall experience?

4. How did the organization of activity stations influence children's willingness to explore and try new things?

## Check Your Progress

### A. Multiple Choice Questions

1. What is the primary focus when categorizing children for free play activities?
  - a) Age and gender
  - b) Age, interests, and skill levels
  - c) Academic performance
  - d) Popularity among peers
2. Which of the following activities is most suitable for younger children to develop motor skills?
  - a) Sports competitions
  - b) Building with blocks
  - c) Advanced team games
  - d) Strategy-based board games
3. Why is it important to provide a flexible schedule during free play activities?
  - a) To limit children's choices
  - b) To ensure structured learning
  - c) To foster autonomy and allow self-paced transitions
  - d) To keep activities within a strict timeframe
4. In organizing free play, which space is best for physical activities like tag or obstacle courses?
  - a) Indoor classrooms
  - b) Quiet reading corners
  - c) Outdoor parks and playgrounds
  - d) Multipurpose halls
5. Which factor is crucial when selecting equipment for free play activities?
  - a) The latest trends in toys
  - b) The aesthetic appeal of the equipment
  - c) Age-appropriate gear and safety considerations
  - d) Availability of expensive gear



6. What is a key benefit of allowing children to choose their play activities?
  - a) It minimizes decision-making
  - b) It promotes feelings of ownership and independence
  - c) It encourages conformity to group norms
  - d) It restricts creativity
  
7. What kind of activities should be included in a sensory area for children?
  - a) Competitive sports
  - b) Quiet puzzles and drawing materials
  - c) High-energy dance parties
  - d) Structured group games
  
8. How does imaginative play contribute to a child's development?
  - a) By teaching specific academic subjects
  - b) By enforcing rules and competition
  - c) By allowing expression of creativity and problem-solving skills
  - d) By focusing on physical fitness alone

### C. Subjective Questions

1. Explain the importance of selecting age-appropriate equipment and materials in free play activities. How does this impact children's participation?
2. Describe the different types of play zones that can be created in a free play environment. How do these zones cater to the diverse needs of children?
3. Reflect on the potential challenges faced while organizing free play activities. What strategies can be implemented to address these challenges effectively?

## Session 3: Rehabilitation through Free-Play Activities

Organizing free play activities for rehabilitation plays a vital role in helping individuals recover physically, emotionally, and socially. Free play offers a non-structured, low-pressure environment that promotes natural movement and interaction, which is particularly beneficial for rehabilitation. Physically, it encourages the development of motor skills, coordination, and muscle strength through activities that are enjoyable and self-paced. This can be especially important for individuals recovering from injuries or surgery, as free play allows them to gradually rebuild their physical abilities without the stress of formal exercises. Overall, free play activities in rehabilitation are designed to be flexible and adaptable to each person's needs, providing a holistic approach to recovery that supports not just physical healing, but also emotional resilience and social well-being.

Engaging in free play allows individuals to interact with their peers, fostering social connections and enhancing communication abilities. This interaction can mitigate feelings of isolation and promote teamwork, which is vital in rehabilitation environments.



### **Benefits of Free-Play Activities**

**Promotes Emotional Well-Being:** Free play creates a safe environment for individuals to express their feelings and manage stress. Participating in enjoyable activities can reduce anxiety and cultivate a sense of happiness, contributing positively to mental health during rehabilitation.

**Fosters Independence and Confidence:** By giving individuals the freedom to make choices during play, free play encourages autonomy and boosts self-esteem. Successfully engaging in play activities enhances confidence, which is crucial for personal growth in rehabilitation.

**Supports Cognitive Development:** Free play encourages creativity and critical thinking as individuals face challenges and solve problems in real-time. This cognitive involvement is vital for holistic recovery, enabling individuals to develop new strategies and perspectives.

**Facilitates Goal Setting and Motivation:** In a free play context, individuals can establish their own goals, such as completing specific activities or mastering new skills. This self-directed goal-setting enhances motivation and fosters a sense of achievement.

**Encourages Exploration and Discovery:** Free play allows individuals to explore new environments and activities, sparking curiosity. This exploration can be particularly beneficial in rehabilitation, helping individuals adapt to changes in their abilities or circumstances.

### **Organizing Heterogeneous and Homogeneous Groups in Free Play Activities**

Organizing children into heterogeneous and homogeneous groups during free play sessions can create a well-rounded and inclusive learning environment.

- 1. Heterogeneous Groups** consist of individuals with different ages, skill levels, interests, or backgrounds. In free play settings, these groups' foster creativity and social growth as children with diverse perspectives collaborate. For example, in an obstacle course, younger children might learn from older peers, while those with different skills can complement each other in teamwork. These groups promote empathy, as children are exposed to various ways of thinking and problem-solving. Such groupings are especially useful in activities that benefit from creativity, open-ended tasks, and social interaction.
- 2. Homogeneous Groups** consist of children with similar traits, such as age, ability, or interests. These groups allow for more focused, skill-specific tasks, enabling children to work at a pace and level that suits them best. For example, grouping children with a shared interest in ball games allows for targeted skill development, without the risk of overwhelming beginners or

boring advanced players. Homogeneous groups excel when the goal is to refine specific skills or deepen knowledge in a particular area.

Both grouping strategies have their advantages depending on the desired outcomes of the free play session. Heterogeneous groups stimulate broader social and emotional development, while homogeneous groups provide a more focused approach to skill building.

### **Session Timing and Data Recording**

Implementing a structured approach to free play sessions encourages a balanced mix of physical, social, and cognitive engagement while ensuring the activities remain enjoyable and beneficial for children's development. Here's a detailed guide to managing these sessions effectively:

#### **1. Session Duration**

- **Younger Children** (3-6 years): Opt for 30-45 minute sessions to hold attention and prevent fatigue.
- **Older Children** (7+ years): Longer sessions of 1-2 hours allow for deeper engagement and exploration.

#### **2. Daily or Weekly Schedule**

- **Timing:** Schedule free play after structured, mentally intensive tasks to offer a mental break.
- **Balance:** Mix physical activities and quieter options (e.g., reading or drawing) to help maintain energy and focus.
- **Regularity:** Plan daily or weekly free play to create routine and anticipation.

#### **3. Activity Rotation**

- **Variety:** Rotate activities to keep children engaged and excited. For instance:
  - **Outdoors:** Scavenger hunts, nature walks, sports.
  - **Indoors:** Arts and crafts, puzzles, imaginative play.
- **Developmental Needs:** Offer activities that cater to varied interests, skills, and developmental stages.

#### **4. Breaks and Transitions**

- **Short Breaks:** Include brief hydration and rest breaks between activities to prevent fatigue and overstimulation.
- **Smooth Transitions:** Provide clear instructions and time for children to shift from one play area to another to help them reset and focus on new tasks.

### 5. Attendance Records

- **Engagement Monitoring:** Keep track of attendance during each session to identify trends and ensure all children are participating consistently.
- **Trend Analysis:** Review records to identify patterns in attendance and engagement that may inform future planning.

### 6. Activity Participation

- **Logging Choices:** Note which activities children gravitate towards and how long they engage with them.
- **Assessment:** Analyse data to assess popular options, adjusting or enhancing less popular activities to appeal to all children.

### 7. Observational Notes

- **Behaviour and Interactions:** Observe and document children's problem-solving, collaboration, and creativity.
- **Challenges:** Note any difficulties individual children may face, using this information to provide tailored support in future sessions.

### 8. Feedback Collection

- **Direct Feedback:** Engage children in informal discussions or use simple surveys to gather their input on free play experiences.
- **Session Improvement:** Use feedback to adjust activities, ensuring that they remain enjoyable, engaging, and beneficial.

### 9. Session Outcomes

- **Summary:** Conclude each session with a summary of key outcomes, noting any observed improvements in physical, social, or cognitive skills.
- **Guiding Future Planning:** Use insights from each session to refine activity choices and align future sessions with children's evolving needs.

## Activities

Conduct the following activities for rehabilitation through free play.

1. **Sensory Bins and Nature Play:** Fill bins with sand, rice, or water with objects like shells, pebbles, or toys hidden inside. The activity encourages tactile stimulation, which helps with sensory processing, fine motor skills, and calming anxiety.

2. **Art Therapy:** Provide paints, clay, and markers to children. Ask them to express emotions and experiences through art without specific instructions, fostering creativity and emotional release.
3. **Building and Construction Zones:** Using blocks, recycled materials, or LEGO, allow children to create structures. This supports motor skills, problem-solving, and teamwork if done in pairs or groups.
4. **Role-Playing and Dress-Up:** Create a space with costumes and props for children to act out different roles. This imaginative play helps children process emotions, develop social skills, and build self-confidence.
5. **Storytelling Circle:** Set up a space for children to share or create stories using puppets, toys, or props. Storytelling develops language skills, cognitive processing, and helps with emotional processing in a supportive group setting.
6. **Gardening or Planting Activities:** Involve children in planting seeds or taking care of plants. Gardening fosters patience, responsibility, and can be therapeutic in connecting with nature.
7. **Movement with Music:** Play music and encourage children to move or dance as they feel. Freestyle movement is a wonderful way to release energy, improve body awareness, and enhance mood.

## Check Your Progress

### A. Multiple Choice Questions

1. Which of the following is a benefit of free play activities in rehabilitation?
  - a) Increases competition
  - b) Promotes emotional well-being
  - c) Limits social interaction
  - d) Enforces strict rules
2. In heterogeneous groups during free play, what is the main advantage?
  - a) Uniform skill development
  - b) Focus on similar interests
  - c) Collaboration among diverse perspectives
  - d) Elimination of teamwork
3. What is a recommended session duration for younger children during free play?
  - a) 10-15 minutes
  - b) 30-45 minutes
  - c) 1-2 hours
  - d) All day
4. Why is it important to rotate activities in free play sessions?
  - a) To make it more challenging
  - b) To maintain children's interest

- c) To increase fatigue
  - d) To avoid outdoor activities
5. What should be included in the observational notes during free play?
    - a) Only the children's physical abilities
    - b) The names of all children in the group
    - c) Each child's behavior, interactions, and problem-solving skills
    - d) Personal details of each child
  6. Which type of group allows children to work at a pace that suits them best?
    - a) Mixed-ability groups
    - b) Heterogeneous groups
    - c) Homogeneous groups
    - d) Randomly assigned groups
  7. What should be monitored through attendance records in free play activities?
    - a) Children's grades
    - b) Overall engagement and participation trends
    - c) Parental involvement
    - d) Snack preferences
  8. How can free play activities support cognitive development?
    - a) By enforcing strict guidelines
    - b) By encouraging creativity and problem-solving
    - c) By limiting choices to improve focus
    - d) By minimizing social interactions

**B. Subjective Questions**

1. Explain the differences between heterogeneous and homogeneous groups in free play activities. What are the advantages and disadvantages of each grouping strategy?
2. How can the timing and rotation of activities in free play sessions impact children's engagement and development? Provide suggestions for effective scheduling.
3. What methods can educators use to collect feedback from children participating in free play activities? Why is this feedback important for future planning?

**Module 4****Monitoring and Inventory  
Management of Props and Equipment****Module Overview**

Module 4 deals with the critical practices of monitoring and managing inventory in educational and recreational contexts. You will explore effective strategies for overseeing props, equipment and supplies to maintain optimal functionality and organization.

Session 1, deals with the management of props and equipment, offering insights into best practices for organizing, maintaining, and tracking items. It includes hands-on activities that promote practical experience in inventory management. Session 2 covers the inventory management process, which involves systematic methods for conducting inventory checks, keeping accurate records, and ensuring proper maintenance of equipment.

**Learning Outcomes**

After completing this module, you will be able to:

- Identify types of props and equipment.
- Identify factors influencing the selection of props and equipment.
- Demonstrate knowledge of using different types of props and equipment.
- Explain the importance of inventory management and conduct an inventory audit for props and equipment.

**Module Structure**








Session 1: Using Props and Equipment for Physical Activities

Session 2: Inventory Management and Audit of Props and Equipment





Equipment/ Prop	Prop/Equipment Name	Usage	
	Parachute	Teaching various levels of space awareness (high, mid & low), and co-ordination among the team members.	
	Agility ladder	Jumping, hopping and twisting.	
	Hula hoop	Jumping, hopping, and waist rotation.	
	Flat ring	Jumping, hopping, hand-eye coordination	
	Saucer cone	Marking boundaries	
	Marking cone	Marking boundaries	
	Basket	Throwing and target practice	




			
	Bean bags scarf	Throwing, catching, and hand-eye coordination	
	Bean bag	Throwing, catching, and balancing	
	Frog bean bag	Throwing, catching, and balancing	
	Flexi pole with modified base	Enhancing physical strength, coordination, and flexibility.	
	Step hurdle	Jumping activities	
	Training Arch (without base)	Crawling	

	Gym Mat	Front roll, back roll, and crawling	
	Balance beam	Balancing activities	
	Plastic Ball	Throwing, catching and striking	
	Plastic racquet	Striking with a plastic ball	
	Relay baton	Relay races for exchanging batons	
	Skipping rope	Skipping	
	Soft Ball	Throwing, catching and dribbling	

	Sponge ring	Throwing and catching	
	Basketball	Basketball games and related activities.	
	Football	Football games and related activities.	
	Volleyball	Volleyball game and related activities.	
	Volleyball net	Volleyball gameplay	
	Rugby ball	Rugby game and related activities.	
	Medicine ball	Building functional strength, coordination, balance, and endurance.	

	Mesh bag	Storage of props/ balls	
	Duffle bag/Tote bag	Storage of props	
	Bib	It is used for team games as a jersey to differentiate from the opponent.	
	Tennis ball	Throwing, catching, and playing cricket and tennis game	
	Plastic cricket bat	Cricket – gameplay (for junior students)	
	Wooden cricket bat	Cricket – gameplay (for senior students)	
	Stumps set	Target practice and cricket	

	Alphabet cards set	Puzzle game	
	Number cards set (0 - 9)	Puzzle game	
	Foot pump	Inflating the balls	
	First-aid box	For providing basic First-aid	
	Lagori (Seven stones)	Lagori game	
	Sit and Reach Box	Used to assess and improve flexibility, particularly in the hamstrings, lower back, and hip areas.	
	Stopwatch	Timekeeping	

	Weighing scale	Used to measure weight.
	Height chart	Track height over time to monitor growth patterns in children, identify early signs of growth spurts or any irregularities.
	Measuring tape	Used to measure distance.

### Activities

1. Conduct a group discussion on factors influencing the selection of props and equipment.
2. *Sushil* is a sensible physical education assistant. His school principal has given him the responsibility of arranging sports equipment and props for the physical education of the students. He needs your advice on this task. Reflect and answer the following questions:
  - a) What factors should he keep in mind while selecting the sports materials?
  - b) Which commonly used props and equipment may he include in his list?
  - c) Explain different factors to be considered while designing physical activity areas for different levels.



## Check Your Progress

### A. Multiple Choice Questions

1. What is the primary purpose of props in physical activities?
  - a) To enhance performance in competitive sports
  - b) To facilitate movement and introduce fun
  - c) To replace the need for larger equipment
  - d) To limit creativity during play
2. Which factor is NOT considered when selecting sports equipment?
  - a) Age appropriateness
  - b) Colour preference of the participants
  - c) Industry standards
  - d) Type of sport
3. Why is infrastructure an important factor in selecting sports equipment?
  - a) It determines the colour of the equipment
  - b) It affects the durability of the equipment used
  - c) It influences the selection of equipment based on location
  - d) It has no impact on equipment selection
4. If there are 40 students participating in an activity, what is the best practice regarding equipment?
  - a) Use a single set of equipment for everyone
  - b) Divide them into smaller groups with adequate props
  - c) Allow students to bring their own equipment
  - d) Provide only a few pieces of equipment for everyone
5. What does "budget" influence when selecting sports equipment?
  - a) The colour of the equipment
  - b) The brand's popularity
  - c) The quality and price of the equipment
  - d) The number of participants
6. When selecting equipment for a multi-purpose activity space, what type of equipment should be used?
  - a) Only permanent equipment
  - b) Disassemble or mobile equipment
  - c) Equipment that is made of metal
  - d) Equipment that is only used indoors
7. What is a key consideration for age appropriateness in selecting sports equipment?
  - a) The colour of the equipment

- b) The size and material of the equipment
- c) The brand name of the equipment
- d) The type of sport being played

### **B. Subjective Questions**

1. Discuss the importance of age appropriateness when selecting sports equipment and props for children.
2. Explain how industry standards impact the selection of sports equipment and why they are essential.
3. What are the benefits of organizing learners into smaller groups when planning for sports training?

## **Session 2: Inventory Management and Audit of Props and Equipment**

Inventory refers to goods, materials stocked with the purpose of using it in the future or in a systematic manner. The word 'inventory' is generally associated with production business wherein the raw materials are produced, stored and released to the market for sales and consumption. Majority of the business and organizations use software-based inventory management system.

Inventory management for props and equipment is crucial for ensuring that resources are organized, available when needed, and properly maintained. It is very important for a Physical Education Assistant to keep a track of each prop and equipment so that there is a continuous supply whenever required. The role of

Physical Education Assistant is also to plan the sports activities for the entire year. Therefore, it is very important that the individual procures and stores non-degradable sports goods well in advance in order to avoid last minute rush. The inventory then needs to be regularly audited to see if there is a requirement of replacement or additional procurement.

Here is a comprehensive guide to effectively manage inventory in this context:

### **1. Inventory Setup**

- **Categorization:** Organize props and equipment into categories (e.g., lighting, sound, costumes, and set pieces).

- **Labelling:** Clearly label each item with a unique identifier (e.g., barcode, QR code) for easy tracking.

## 2. Inventory Tracking System

- **Spreadsheet or Software:** Use tools like Excel, Google Sheets, or specialized inventory management software to track items.
- **Data Points:** Include details such as item name, category, quantity, location, condition, acquisition date, and assigned user.

## 3. Regular Audits

- **Physical Counts:** Conduct regular physical inventory counts (monthly or quarterly) to reconcile the actual inventory with recorded data.
- **Condition Checks:** Assess the condition of items during audits to determine if repairs or replacements are needed.

## 4. Check-In/Check-Out System

- **Sign-Out Procedures:** Implement a system where users must sign out items, indicating who is using them and when they are expected to return.
- **Return Inspection:** Check items upon return for damage, wear-tear and update inventory records accordingly.

## 5. Maintenance and Repairs

- **Schedule Maintenance:** Keep track of maintenance schedules for equipment to ensure everything is in working order.
- **Repair Tracking:** Log any repairs needed and the status of those repairs.

## 6. Forecasting and Reordering

- **Usage Patterns:** Analyse usage patterns to anticipate demand and adjust inventory levels accordingly.
- **Reorder Points:** Set minimum stock levels for critical items to trigger reordering before they run out.

## 7. Training and Communication

- **User Training:** Train staff and users on proper handling, storage, and usage of props and equipment.
- **Communication:** Maintain clear communication regarding availability, usage policies, and any changes to the inventory system.

## 8. Documentation

- **Inventory Policy:** Create an inventory management policy that outlines procedures, responsibilities, and expectations for all users.
- **Reports:** Generate regular reports on inventory levels, usage, and discrepancies to inform decision-making.

## 9. Technology Integration

- **Inventory Management Software:** Many systems offer real-time tracking, automated reordering, and reporting features, simplifying inventory processes. Advanced software can integrate with barcode scanning, RFID tracking, or QR code systems to enhance data accuracy. RFID (Radio Frequency Identification) is a technology used to identify and track objects using radio waves. An RFID system typically consists of two main components: an RFID tag and an RFID reader. QR Code (Quick Response Code) is a type of two-dimensional barcode that can store information such as URLs, text, contact information, or other data. It is composed of black squares arranged on a white background and can be read by cameras or QR code scanners.
- **Cloud-Based Systems:** Cloud solutions enable remote access to inventory data, facilitating multi-location management and collaboration for teams involved in maintaining props and equipment.

## 10. Budgeting

- **Cost Tracking:** Monitor the costs associated with purchasing and maintaining props and equipment.
- **Budgeting for New Acquisitions:** Allocate funds for new items based on trends in usage and upcoming projects.

### Process of Maintaining Inventory

#### a) Initial Inventory Assessment

- a. Catalog items with descriptions, quantities, and locations.
- b. Evaluate the condition of each item, noting any damage or wear.

#### b) Regular Inventory Checks

- a. Set a routine schedule for inventory audits (weekly, monthly).
- b. Perform physical counts to verify quantities against records.

#### c) Documentation

- a. Maintain an inventory log with details and condition reports.
- b. Utilize inventory management software or spreadsheets for tracking.

#### d) Monitoring the condition of the equipment

- a. Conduct periodic inspections to check for wear and tear.
- b. Implement a repair and maintenance system for equipment.

#### e) Reordering and Replacement

- a. Establish minimum stock levels to trigger reordering.

b. Monitor inventory levels for budget-conscious purchasing decisions.

**f) Tracking Usage**

- a. Keep records of item usage frequency and user information.
- b. Collect feedback on item condition and functionality.

**g) Training and Responsibility**

- a. Train staff on inventory management best practices.
- b. Assign specific individuals or teams to oversee inventory tasks.

**h) Periodic Review and Adjustment**

- a. Analyse inventory data to identify usage trends.
- b. Update policies and procedures based on feedback and changing needs.

Below is an example of props and equipment audit sheet which can be used on a monthly or weekly basis to keep a track of the props and equipment inventory.

S No	Prop Name	April			May		
		Avail able	Dama ged	Lo st	Avail able	Dama ged	Lo st
1	12 ft. Parachute						
2	24 ft. Parachute						
3	Agility ladder						
4	Agility ladder with flat rings						
5	Multi coloured hula hoops						
6	Flat ring						
7	Saucer cone						
8	Polyspots						
9	Marking cones with numbers 1 to 9						
10	Marking Cone 12"						
11	Marking Cones 15"						
12	Bean bags - scarf						
13	Bean bags						

14	Flexi poles with modified base						
15	Joining Clips						

### Importance of Periodic Inventory Checks for Props and Equipment

- **Ensures Availability:** Regular inventory check help to confirm that all necessary props and equipment are available and in good condition, preventing disruptions during activities.
- **Identify Wear and Tear:** Frequent assessments allow for the early identification of damaged or worn-out items, enabling timely repairs or replacements to maintain safety and functionality.
- **Promotes Organization:** Keeping an updated inventory fosters better organization, making it easier to locate specific items when needed and reducing clutter.
- **Enhances Budget Management:** By tracking inventory, one can identify under-utilized or surplus items which allows for better financial planning and resource allocation.
- **Supports Safety Standards:** Regular checks ensure that all equipment meets safety regulations, minimizing the risk of accidents or injuries during play.
- **Facilitates Planning:** Understanding what equipment is available aids in the effective planning of activities, ensuring that they are engaging and adequately resourced.
- **Encourages Responsibility:** Involving staff or participants in the inventory check process promotes a culture of responsibility and care for shared resources.
- **Improves Sustainability:** By regularly assessing the condition of equipment, one can make informed decisions about repairs versus replacements, supporting sustainable practices within the organization.

### Audit Procedures and Importance

An audit is a systematic examination of the inventory records and physical stock to verify accuracy, accountability, and compliance. Conducting periodic audits allows organizations to identify discrepancies, optimize resource allocation, and refine inventory practices. Inventory audit refers to the process of assessment of stock maintained in the school's records, by the physical verification of the stock, to ensure they match.

1. **Physical Stock Verification:** Auditors check the actual quantity and condition of items against the recorded data. This process identifies any missing, damaged, or misplaced items, prompting corrective actions.

2. **Data Accuracy and Reporting:** Audits verify that inventory records are accurate and up-to-date. They often reveal discrepancies due to human error or oversight in recording transactions, allowing for corrections.
3. **Loss Prevention and Security:** Regular audits can help reduce the risk of loss or theft. By maintaining a clear record and verifying physical inventory, organizations can hold staff accountable and ensure secure handling of valuable equipment.
4. **Compliance and Financial Accountability:** For organizations that need to report inventory status to stakeholders or adhere to financial regulations, audits provide reliable, documented evidence of inventory management practices, fostering transparency and accountability.
5. **Budget and Resource Planning:** Audit reports provide insights into budget allocation by showing which items need frequent replacement or repair, allowing for better financial planning.

### **Benefits of Effective Inventory Management and Auditing**

- **Cost Savings:** Avoiding overstocking, reducing losses, and extending the life of resources all contribute to cost efficiency.
- **Operational Efficiency:** Quick access to well-maintained items ensures that activities and events proceed smoothly without delays.
- **Data-Driven Decisions:** Accurate records from audits allow for informed procurement and maintenance planning, helping to align resources with actual needs.
- **Enhanced Accountability:** Transparent records and regular audits hold staff accountable and build trust with stakeholders.

## **Activities**

**Activity 1:** Inventory categorisation exercise

**Objective:** To help learners understand the importance and benefits of categorizing props and equipment for effective inventory management.

### **Procedure**

- Divide learners into small groups, each with an equal number of participants.
- Give each group a selection of items (physical items or images), including various props and equipment that could represent categories like lighting, sound, costumes, and set pieces. Examples: Images of lights, microphones, costumes, cones, hula hoops, agility ladders, and marking cones.
- Ask each group to categorize their items based on perceived functions or themes. Suggested categories might include:



- a) **Lighting:** Items related to visibility or enhancement of a space.
  - b) **Sound:** Items that produce or enhance sound.
  - c) **Costumes:** Wearable items that distinguish groups or characters.
  - d) **Set Pieces/Equipment:** Large items used for training, play, or setting boundaries.
- Each group presents their categories and explains the reasoning behind their choices.
  - Encourage them to discuss any challenges they encountered in categorizing certain items.
  - Facilitate a discussion on the benefits of proper categorization, highlighting points.

**Activity Plan:** Inventory Audit Simulation

**Objective:** To give learners hands-on experience in conducting an inventory audit, including counting, condition checking, and reporting.

### Procedure

- Arrange a selection of props and equipment in a designated area, either using real items or simulated ones (such as labeled boxes or images to represent various props and equipment).
- Include a variety of items in different conditions, some in “good” condition, and others marked as “needs repair” or “replace” to simulate real-world inventory status.
- Provide each learner or small group with an inventory list that includes the expected number and condition of each item.
- Equip each participant with a checklist to guide the audit process, including sections for:
  - **Item count:** Tallying the number of each item.
  - **Condition check:** Assessing if the item is in good condition, needs repair, or requires replacement.
- Learners move through the inventory area, counting each item and marking its condition on their checklists.
- Encourage careful observation, especially for any items marked “needs repair” or “replace.”
- After completing the audit, have learners compare their findings with the provided inventory list.
- Ask children to note any discrepancies, such as missing items, items in need of repair, or differences in expected condition.
- Each group should prepare a brief report summarizing their findings, including:
  - Total count discrepancies.
  - Items that require repair or replacement.
  - Observations on the overall condition of the inventory.

- Conclude the activity with a class discussion on the importance of regular inventory audits.

**Activity 3:** Creating an inventory tracking system

**Objective:** To design a simple inventory tracking system.

**Procedure**

- Divide learners into pairs.
- Each pair will create a basic inventory tracking system using a spreadsheet or paper.
- Include columns for item name, category, quantity, location, condition, acquisition date, and assigned user.
- After creating the system, each pair will present their tracking method and discuss how it can help in managing inventory effectively.

## Check Your Progress

**A. Multiple Choice Questions**

1. Which of the following methods is most effective for categorizing props and equipment in inventory management?
  - a) By colour
  - b) By usage frequency
  - c) By type (e.g., lighting, sound, costumes)
  - d) By price
2. When conducting a regular inventory audit, which of the following is essential to ensure accurate records?
  - a) Updating the records only when new items are added
  - b) Performing physical counts and checking conditions of items
  - c) Only checking items that have been reported damaged
  - d) Relying solely on digital records without physical verification
3. If a physical education assistant finds that certain sports equipment is frequently damaged, what should be their first action?
  - a) Increase the quantity of that equipment
  - b) Implement a stricter check-out procedure
  - c) Analyse usage patterns to determine the cause of damage
  - d) Dispose of the damaged equipment immediately

4. In implementing a check-in/check-out system for inventory management, what is the primary purpose of having users sign out items?
  - a) To restrict access to certain items
  - b) To track who is using the equipment and when it is expected to be returned
  - c) To create a record of items available for purchase
  - d) To simplify the process of finding equipment in storage
  
5. What is a key benefit of utilizing technology, such as RFID tags, in inventory management?
  - a) It increases the complexity of tracking
  - b) It eliminates the need for manual audits
  - c) It allows for real-time updates and efficient tracking of items
  - d) It reduces the overall budget for inventory management
  
6. During a periodic inventory review, which action is essential if equipment is found to be damaged?
  - a) Ignore it until the next audit
  - b) Immediately replace the equipment without assessment
  - c) Log the damage, assess whether it can be repaired, and update records
  - d) Dispose of the damaged item and do not record it
  
7. Which of the following practices supports sustainability in managing inventory for props and equipment?
  - a) Frequent purchases of new items without assessing current inventory
  - b) Regularly evaluating the condition of equipment to decide on repairs versus replacements
  - c) Storing equipment in a way that makes it hard to access
  - d) Using the same equipment indefinitely without maintenance checks
  
8. Why is it important for a physical education assistant to keep a record of the frequency of item usage?
  - a) To calculate the total cost of items
  - b) To identify which items need to be replaced based on wear and tear
  - c) To determine the resale value of items
  - d) To manage user access to equipment

### **B. Subjective Questions**

1. What is the significance of conducting regular inventory audits in a physical education setting?
2. What are the potential consequences of neglecting proper inventory management for props and equipment in physical education?
3. In your opinion, what role does technology play in modern inventory management for props and equipment? Find out mobile or web

applications which is used for inventory management of sports equipment and props. Write the name of the web or mobile applications.

## Answer Key

### MODULE 1: ROLES AND RESPONSIBILITIES OF PHYSICAL EDUCATION ASSISTANT (EARLY YEARS)

#### Session 1: Functions of Physical Education Assistant (Early Years)

##### A. Multiple Choice Questions

1. b
2. d
3. c
4. a
5. b
6. d
7. c
8. d
9. b
10. a

#### Session 2: Activities Conducted by Physical Education Assistant

##### A. Multiple Choice Questions

1. b
2. c
3. c
4. c
5. b
6. b
7. b
8. c
9. b
10. b

### MODULE 2: ASSESSMENT AND EVALUATION OF STUDENTS

#### Session 1: Tools of Assessment

##### A. Multiple Choice Questions

1. b
2. c
3. b
4. d

5. c
6. b
7. c
8. a
9. b

### **Session 2: Assessment Report and Feedback**

#### **A. Multiple Choice Questions**

1. c
2. b
3. c
4. b
5. a
6. b
7. d
8. b
9. d
10. a

### **MODULE 3: FREE PLAY ACTIVITIES**

#### **Session 1: Advantages and Disadvantages of Free Play Activities**

##### **A. Multiple Choice Questions**

1. b
2. b
3. c
4. b
5. c
6. c
7. b
8. c

#### **Session 2: Organising Free Play Activities**

##### **A. Multiple Choice Questions**

1. b
2. b
3. c
4. c
5. c
6. b
7. b
8. c

**Session 3: Rehabilitation through Free-Play Activities****A. Multiple Choice Questions**

1. b
2. c
3. b
4. b
5. c
6. c
7. b
8. b

**MODULE 4: MONITORING AND INVENTORY MANAGEMENT OF PROPS AND EQUIPMENT****Session 1: Using Props and Equipment for Physical Activities****A. Multiple Choice Questions**

1. b
2. b
3. c
4. b
5. c
6. b
7. b

**Session 2: Inventory Management and Audit of Props and Equipment****A. Multiple Choice Questions**

1. c
2. b
3. c
4. b
5. c
6. c
7. b
8. b

**Glossary**

1. **Assessment Report:** A summary of student performance based on collected assessment data.
2. **Assessment:** The process of measuring students' progress and performance to understand their learning needs.

3. **Audit of Props and Equipment:** The process of inspecting, verifying, and recording physical education resources to ensure they are well-maintained and available.
4. **Evaluation:** Judging the quality and effectiveness of student learning and performance.
5. **Feedback:** Constructive information provided to students to enhance their learning and performance.
6. **Free-Play Activities:** Unstructured play allowing children to explore, create, and develop motor and social skills in a natural, self-guided way.
7. **Functions of a Physical Education Assistant:** Responsibilities including organizing activities, ensuring student safety, and fostering a positive environment for physical development.
8. **Importance and Purpose of Free Play:** Promotes creativity, independence, and development of social and physical skills.
9. **Inventory Management:** Keeping track of equipment and materials needed for physical education activities.
10. **Learning Outcomes:** Statements describing what learners should know or be able to do by the end of a module or session.
11. **Monitoring:** Regular observation of students to assess their engagement, safety, and development during physical activities.
12. **Physical Education Assistant:** An individual who supports physical education instructors by leading or assisting in physical activities for young children, promoting physical health, motor skills, and social interaction.
13. **Props and Equipment for Physical Activities:** Tools such as balls, mats, or cones that facilitate physical exercises and skill-building activities.
14. **Rehabilitation through Free-Play Activities:** Using play to support recovery and strengthen physical, emotional, and social well-being.
15. **Tools of Assessment:** Various methods (e.g., observations, tests, portfolios) used to evaluate students' progress.



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