

## Draft Study Material



### Physical Education Assistant (Early Years)

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

Sector: Physical Education, Sports and Leisure

(Grade IX)



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

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

Shyamla Hills, Bhopal- 462 002, M.P., 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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<b>Module 1</b>	<b>Role of Physical Education in Child Development</b>
<b>Module Overview</b>	
<p>This module deals with the critical role of physical education in promoting holistic child development, emphasizing physical and socio-emotional growth. Session 1 focuses on understanding children's physical and socio-emotional needs, highlighting how physical activity contributes to their overall well-being, self-esteem, and social skills. Session 2 deals with the various factors influencing children's physical activities, including environmental, cultural, and psychological aspects that can encourage or hinder engagement. Session 3 will help you to learn about planning effective physical activities tailored to different age groups and developmental stages, ensuring they are engaging and suitable for diverse skill levels. Session 4 focuses on the execution of the activities, providing practical strategies for conducting inclusive and enjoyable physical education sessions.</p>	
<b>Learning Outcomes</b>	
<p>After completing this session, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the meaning and purpose of physical and socio-emotional development of children.</li> <li>• Identify domains of early childhood physical development and differentiate between fine and gross motor skills.</li> <li>• Identify and describe the factors affecting physical fitness and explain how body types influence fitness.</li> <li>• Create and execute a lesson plan for physical activity, considering age-appropriate props and equipment.</li> </ul>	
<b>Module Structure</b>	
Session 1: Physical and Socio-Emotional Needs of Children	
Session 2: Factors Influencing Physical Activities	
Session 3: Planning Physical Activities	
Session 4: Conducting Physical Activities	

## Session 1: Physical and Socio-Emotional Needs of Children

Physical and socio-emotional needs are essential for a child's holistic development. Both aspects contribute significantly to a child's well-being, growth, and ability to interact with the world.

### Physical Needs of a Child

Physical needs are fundamental for a child's healthy development and include:

**1. Nutrition:** Proper and balanced nutrition supports growth, strengthens the immune system, and provides the energy needed for daily activities.



**Figure 1.1: A balanced nutrition supports physical growth**

**2. Exercise and Physical Activity:** Children need regular physical activity to develop strong muscles and bones, maintain a healthy weight, and reduce the risk of future health problems like obesity.



**Figure 1.2: Regular exercise and physical activities develop stronger bone and muscles**



**3. Sleep:** Sufficient sleep is critical for brain development, memory consolidation, and overall physical health.



**Figure 1.3: Sufficient sleep is critical for physical health**

**4. Hygiene:** Good hygiene practices, such as regular handwashing and dental care, help prevent illness and promote self-care habits.

**5. Safety and Protection:** A safe environment ensures children are free from harm, which allows them to explore, learn, and grow with confidence.

### **Socio-Emotional Needs of a Child**

Socio-emotional development relates to how children understand, manage emotions, and form positive relationships. Key socio-emotional needs include:

**1. Love and Affection:** Children are happy when they feel loved and valued. Affection provides a sense of security and strengthens emotional bonds with caregivers.



**Figure 1.4: Importance of love and affection in training children**

**2. Supportive Relationships:** Positive relationships with parents, teachers, and peers are essential for emotional stability. Healthy relationships foster trust, empathy, and social skills.

**3. Self-Esteem and Confidence:** Encouraging a child's achievements and providing positive feedback help build their confidence and self-esteem, crucial for tackling challenges and learning new skills.

**4. Emotional Expression:** Children look for the opportunity to express their feelings in a safe environment. Teaching them to recognize and communicate emotions helps them develop emotional intelligence and resilience.



**Figure 1.5: Building self-esteem and confidence encourages child's achievements**

**5. Social Interaction:** Engaging with peers allows children to practice communication, cooperation, and conflict resolution skills, which are vital for their social development.

### Domains for Early Childhood Development

Early childhood development is often divided into several domains, each addressing a different aspect of a child's growth. These domains help in understanding how children develop skills, behaviors, and emotional understanding. Here are the primary domains for early childhood development:

#### 1. Cognitive Development

Cognitive development refers to the development of intellectual abilities, including thinking, reasoning, problem-solving, and understanding. The cognitive domain includes knowledge, comprehension, application, analysis, synthesis and evaluation, which are responsible for the development of intellectual ability and skill. This objective is concerned with increasing knowledge, improving problem-solving abilities, clarifying understandings, and developing and identifying concepts.



**Figure 1.6: Role of intellectual abilities in physical development of children**

**Skills developed**

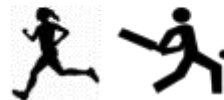
- Memory and attention
- Language and communication
- Problem-solving and critical thinking

**Example**

A child learning to count, recognize colours, or solve simple puzzles.

**2. Physical Development**

It involves the growth of the body and the development of motor skills, both fine (small movements like picking up objects) and gross (large movements like walking).

**Physical Abilities****Fine Motor Skills****Gross Motor Skills****Skills developed**

- Fine motor skills: Using hands to grasp, draw, or manipulate objects
- Gross motor skills: Crawling, walking, running, jumping
- Physical health and fitness

**Figure 1.7: Abilities for physical development of children**

**Example**

A child learning to walk or hold a spoon.

**3. Socio-Emotional Development**

It focuses on how children understand their own emotions, relate to others, and develop self-awareness and social skills.

**Skills developed**

- Emotional regulation
- Developing empathy and understanding others' feelings
- Forming relationships and interacting socially

**Example**

A child learning to share toys or express feelings in a healthy way.

#### 4. Language and Communication Development

It involves both verbal and non-verbal communication skills, including the ability to express thoughts and understand others.

##### **Skills developed**

- Vocabulary expansion
- Listening and speaking skills
- Understanding and using body language and gestures

##### **Example**

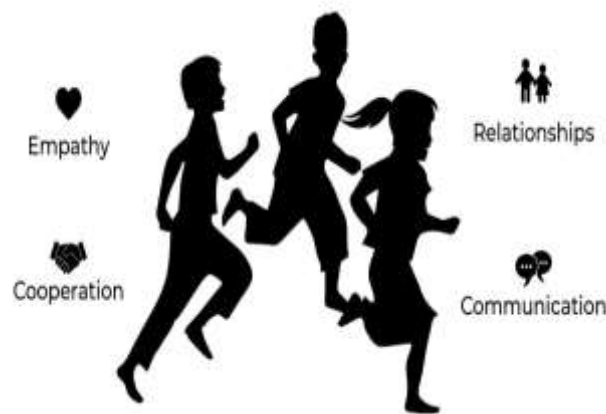
A child learning to form sentences or follow simple instructions.

#### 5. Social Development

It refers to the ability to interact with peers, understand societal norms, and participate in group activities.

##### **Skills developed**

- Communication
- Cooperation
- Relationships
- Teamwork and collaboration



**Figure 1.8: Skills for social development of children**

##### **Example**

A child playing with other children or participating in group games.

#### 6. Moral and Ethical Development

Moral and ethical development focuses on understanding the concepts of right and wrong, fairness, and ethical behaviour.

##### **Skills developed**

- Recognizing rules and understanding consequences
- Respecting others and showing kindness
- Developing a sense of fairness and justice

**Example**

A child learning to follow rules during a game or understanding why certain behaviours are unacceptable.



**Figure 1.9: Abilities that may be developed through moral and ethical development of a child**

**Addressing Physical and Socio-Emotional Needs**

Children's growth and development are shaped by meeting both their physical and socio-emotional needs. These aspects are vital for fostering a child's overall well-being, resilience, and ability to interact meaningfully with the world around them.

1. **Motor Skill Development:** Activities like running and climbing improve motor skills.
2. **Health and Fitness:** Regular physical activity supports overall health.
3. **Energy Regulation:** Active play helps manage restlessness.
4. **Physical Safety:** Safe environments allow for exploration without injury.
5. **Adequate Sleep:** Sleep aids recovery and maintains energy levels.
6. **Emotional Expression:** Play allows children to express emotions freely.
7. **Social Skills:** Group play teaches cooperation and conflict resolution.
8. **Relationship Building:** Play helps children form friendships.
9. **Self-Regulation:** Structured activities teaches impulse control.
10. **Confidence:** Achievements in activities build self-esteem.

11. **Empathy:** Group play nurtures empathy by encouraging children to understand others' feelings.



**Figure 1.10: Physical activity**

## Activities

### Activity 1: Organisation of Physical Activities in the Field

#### 1. Running Games

- **Organise** simple games like relay races, or obstacle courses and encourage running to help develop cardiovascular fitness and leg strength.
- **Benefits:** Improves gross motor skills, agility, and coordination.

#### 2. Jumping Activities

- **Organise** games, like jumping rope, or using trampolines and engage children in jumping, promoting leg strength and coordination.
- **Benefits:** Develops gross motor skills, coordination, and balance.

#### 3. Ball Games

- **Description:** Activities like basketball, or catch involve throwing, kicking, and catching, which are essential for hand-eye coordination and motor development.
- **Benefits:** Improves fine and gross motor skills, coordination, and teamwork.

#### 4. Crawling and Tunnelling

- Setting up tunnels or obstacle courses where children must crawl or navigate through promotes flexibility and coordination.

- **Benefits:** Develops gross motor skills, strength, and coordination.

### 5. Biking

- Teach children riding a bike, which will help them practice balance and coordination.
- **Benefits:** Enhances balance, leg strength, and coordination.

### 6. Fine Motor Skill Games

- Organise activities like bead threading, drawing, or using building blocks help develop hand-eye coordination and dexterity.
- **Benefits:** Improves fine motor skills, finger strength, and precision.

### 7. Yoga for Kids

- Conduct simple Yoga poses for children with the help of Yoga expert to help improve balance, flexibility, and body awareness.
- **Benefits:** Promotes strength, balance, and flexibility while enhancing concentration.

### 8. Dance and Rhythmic Activities

- Organise dancing or moving to music, which will allow children to express themselves while practicing coordination and rhythm.
- **Benefits:** Develops balance, coordination, and creative expression.

### 9. Sand or Water Play

- Organise activities like building sandcastles or playing with water toys engage fine motor skills and creativity.
- **Benefits:** Improves fine motor control, sensory development, and creativity.

### 10. Skipping and Hopping

- Organise skipping, hopping, or jumping to improve leg strength and rhythm.
- **Benefits:** Enhances balance, coordination, and cardiovascular fitness.

### 11. Hide and Seek

- Organise hide and seek to encourage running, crouching, and quick movements. Children will hide or find others.

- **Benefits:** Promotes spatial awareness, motor skills, and quick thinking.

### Activity 2: Organisation of Creative Art

- Organise art activities using scissors, glue, or paintbrushes to create artwork to develop fine motor skills and creativity Example Drawing, craft.
- **Benefits:** Improves hand-eye coordination, precision, and fine motor skills.



## Check Your Progress

### A. Multiple Choice Questions

1. What is one of the fundamental physical needs of children?
  - a) Social interaction
  - b) Nutrition
  - c) Self-esteem
  - d) Emotional expression
2. Which activity is essential for children's physical development?
  - a) Watching television
  - b) Playing video games
  - c) Regular physical activity
  - d) Listening to stories
3. What is the primary benefit of sleep for children?
  - a) Developing fine motor skills
  - b) Brain development and memory consolidation
  - c) Increasing empathy
  - d) Encouraging teamwork
4. Which of the following is a socio-emotional need of children?
  - a) Proper nutrition
  - b) Hygiene
  - c) Love and affection
  - d) Physical fitness



5. How does play contribute to socio-emotional development?
- It strengthens muscles and bones
  - It fosters cooperation and conflict resolution
  - It helps in language development
  - It increases problem-solving skills
6. Which of the following domains is responsible for a child's intellectual development?
- Physical development
  - Socio-emotional development
  - Cognitive development
  - Language and communication development
7. Which motor skill involves small movements like grasping objects?
- Gross motor skills
  - Fine motor skills
  - Language skills
  - Socio-emotional skills
8. Which of the following is a key element of moral and ethical development?
- Recognizing colours
  - Understanding fairness and justice
  - Forming friendships
  - Developing gross motor skills
9. What is an example of language and communication development in children?
- Learning to share toys
  - Learning to walk
  - Learning to follow instructions
  - Learning to express emotions
10. What does a safe environment provide for children?
- It promotes self-esteem
  - It encourages exploration and learning without fear of injury
  - It helps in social interaction
  - It fosters language development

**B. Fill in the Blanks**

1. Children need regular \_\_\_\_\_ activity to develop strong muscles and bones.
2. Emotional intelligence and resilience can be developed by teaching children to \_\_\_\_\_ and communicate emotions.
3. The domain of \_\_\_\_\_ development involves the growth of the body and motor skills.
4. A child learning to share toys or express feelings in a healthy way is an example of \_\_\_\_\_ development.
5. Love and affection provide children with a sense of security and \_\_\_\_\_ bonds with caregivers.

**C. Subjective Questions**

1. How balanced nutrition contribute to the physical development of children?
2. Why is sleep critical for a child's physical and cognitive development?
3. In what ways can a safe environment contribute to a child's ability to explore and learn?
4. How does early childhood development in the cognitive domain differ from physical development? Why is it important to address both domains equally?
5. How can parents and teachers foster self-esteem in children?
6. How do group activities and play contribute to the development of social skills in children?

## Session 2: Factors Influencing Physical Activities

Physical education involves educating a child holistically through various physical activities, contributing to the child's physical, emotional, social, and mental development. It equips individuals with the knowledge and skills necessary to lead a balanced, active, and healthy lifestyle. As a key element in promoting the overall well-being of children, physical education is a compulsory part of school curricula.

Recent trends in physical education go beyond traditional sports, encompassing a wide variety of activities. Introducing children to outdoor activities such as football, basketball, bowling, hiking, and Frisbee at a young age fosters lifelong active habits. Additionally, stress-relief practices such as yoga, deep breathing, and martial arts have become integral to modern curricula. Studies indicate that physical activity not only improves muscular strength and cardiovascular endurance but also provides psychological benefits like enhanced mental health, concentration, awareness, and mood. These activities are adaptable for mixed-ability and age groups, making them suitable for diverse classrooms. By introducing non-traditional sports, educators can increase engagement and expose students to different cultural practices.

Research shows a positive relationship between brain development and exercise. Physical education encompasses more than just games; it lays the foundation for a healthy and active lifestyle, promoting physical growth and reducing the sedentary habits of modern life. It provides students with essential knowledge, skills, and values, supporting a holistic approach to well-being. Outdoor activities in dedicated spaces offer students a safe environment to be active, encouraging both physical and social development through play.

Historically, physical education has covered various topics, from exercise and hygiene to muscular and psychosocial development. Sub-disciplines such as biomechanics, physiology, sports sociology, and psychology all contribute to understanding how physical education influences human performance. For instance, a football match not only enhances cardiovascular fitness but also teaches teamwork, strategy, and communication skills.

Physical education also instills values such as discipline, cooperation, and respect, which are vital for a well-adjusted and fulfilling life. As an integral part of the education system, it helps students develop physical, mental, and social qualities, guiding them toward a balanced and healthy lifestyle.

While physical education and physical activity both aim to develop healthy, active children, physical activity is just one component of physical education. The latter teaches participants how to be wise consumers of physical activity by understanding its benefits, techniques, principles, and values. It differs from

recreational activities such as recess, intramurals, and hiking, offering a structured learning experience that supports long-term health.

### **Physical Activity**

Physical activity involves any bodily movement and includes recreational, fitness, and sports activities. It can be incorporated into various aspects of daily life, including recess and before- and after-school programs. Regular physical activity is critical for maintaining good health, reducing the risk of diseases, and improving overall quality of life. It helps reduce body fat, preserve muscle mass, and enhance the body's calorie usage. Experts recommend at least one hour of physical activity daily as part of a healthy routine.

### **Physical Fitness**

Physical fitness refers to the efficient functioning of body organs and includes not only physical health but also mental alertness and emotional stability. When combined with proper nutrition, physical fitness can control weight, prevent obesity, and reduce the risk of various diseases. It is divided into health-related fitness (e.g., cardiovascular endurance, muscular strength) and skill-related fitness (e.g., agility, speed). Fitness levels are influenced by several factors such as age, gender, body composition, and lifestyle.

### **Factors Affecting Physical Fitness**

Physical fitness is influenced by a range of factors that determine an individual's overall health and well-being. Key among these is nutrition, as a balanced diet provides the energy and nutrients necessary for the body to function optimally and recover from physical activity. Exercise or regular physical activity is another crucial factor, improving cardiovascular endurance, muscular strength, and flexibility. Age impacts fitness levels, as muscle mass and bone density tend to decrease with time, while lifestyle choices such as smoking, alcohol consumption, and sleep quality can either enhance or diminish physical fitness.

**(i) Age:** Physical fitness varies by age, as physiological and physical performance changes as a person grows.



**Figure 1.11: Physical fitness varies with age**

**(ii) Gender:** Males and females differ in terms of body composition and physiological functioning, affecting their fitness levels. Gender-based differences in body composition are primarily influenced by biological, hormonal, and genetic factors. These differences manifest in various ways, including fat distribution, muscle mass, and bone density.



**Figure 1.12: Gender based difference in body composition**

**(iii) Nutrition:** Body composition, or the ratio of fat to lean muscle mass, affects physical fitness, and individuals with different body types (ectomorph, mesomorph, endomorph) have varying advantages. Proper nutrition is essential for physical fitness, and diets should be tailored to body type and activity level. Tailoring diets based on body type and activity level ensures optimal performance and fitness gains. For example:

- **Endomorphs** (higher body fat): They benefit from a diet rich in protein and healthy fats, with moderate carbohydrates, focusing on whole grains and vegetables to support metabolism and muscle gain.
- **Ectomorphs** (leaner body type): They require higher carbohydrate intake to maintain energy levels, paired with adequate protein for muscle recovery and growth.
- **Mesomorphs** (muscular build): They should balance carbohydrates, proteins, and fats to support their naturally athletic physique, adjusting portions based on their activity levels.

**(iv) Climatic Conditions:** Weather and geographical location impact food habits and activity levels, influencing fitness.

**(v) Lifestyle Habits:** Sedentary lifestyles, desk jobs, and unhealthy habits contribute to reduced physical fitness and the prevalence of lifestyle-related diseases.



**Figure 1.13: Sedentary lifestyle habits leads to reduced physical fitness**

**(vi) Physical Activity:** Regular exercise is key to maintaining physical fitness, as it strengthens muscles, improves endurance, and supports overall health.



**Figure 1.14: Regular physical activity is key to maintaining physical fitness**

**(vii) Socio-economic Status:** The availability of safe parks, recreational facilities, and transportation systems in a community significantly impacts physical activity levels. Socio-economic status (SES) plays a crucial role in access to physical activity resources. Individuals from higher SES backgrounds often have better access to recreational facilities, equipment, and fitness programmes, while those from lower SES backgrounds face barriers such as limited resources and unsafe environments. Cities and towns with sidewalks, bike lanes, and pedestrian-friendly designs make it easier for people to walk or cycle as part of their daily routine. Poor infrastructure can act as a barrier to physical activity.

**(viii) Biological Factors:** Age and weight significantly impact physical activity levels. Younger individuals typically have higher energy levels, while older adults may face physical limitations. Weight status also influences motivation, mobility, and participation in physical activity.

**(ix) Psychological Factors:** Motivation, body image, and mental health are psychological factors affecting physical activity. Intrinsic motivation and confidence boost participation, while negative body image or mental health issues

can diminish engagement. High-traffic areas without designated pedestrian or cycling paths can pose a danger to those walking or biking, discouraging active commuting or outdoor activities.

**(x) Social-cultural Factors:** Cultural attitudes, social support, and gender roles shape participation in physical activity. Social encouragement and culturally relevant programs can promote physical activity across diverse communities.

**(xi) Environmental Factors:** Environmental factors can have a significant influence on physical activity, affecting both the likelihood of participating in physical exercise and the quality or intensity of the activities performed. Very hot or very cold conditions can deter outdoor physical activities. Heat can lead to dehydration, heatstroke, and fatigue, while cold temperatures may result in discomfort, frostbite, or hypothermia. Precipitation can make outdoor environments unsafe or unpleasant for activities like running, cycling, or hiking. Snow can make pathways slippery, increasing the risk of falls, while rain may limit visibility and make surfaces more hazardous. Areas with hills or mountains may either encourage more challenging physical activities (e.g., hiking, mountain biking) or discourage casual exercise if the terrain is perceived as too difficult.



**Figure 1.15: Environmental factors influence physical activity**

## Activities

### Activity 1: Organisation of Cultural Games

Introduce traditional activities from different cultures, fostering social inclusion and engagement, and offering variety beyond conventional sports.

### Activity 2: Organise Contemporary or Cultural Dance Forms

This helps develop coordination, rhythm, and creative expression, while offering a fun cardiovascular workout.

### Activity 3: Fitness Circuits

It involves a series of exercises (jumping jacks, push-ups, squats) to develop strength, endurance, and flexibility. This helps cater to different levels of ability and promotes individual goal-setting.

**Activity 4: Conduct Mindfulness and Meditation Sessions**

Mindfulness is the practice of being fully present and aware of the moment, paying attention to thoughts, emotions, and sensations without judgment. It involves focusing on the present rather than getting caught up in the past or future. Mindfulness can be practiced in everyday activities like eating, walking, or working, and is often used as a tool for reducing stress and increasing emotional awareness.

Meditation is a broader practice that includes various techniques to train the mind and develop focus, clarity, emotional positivity, and calm. There are many types of meditation, such as mindfulness meditation, transcendental meditation, loving-kindness meditation, and more. Meditation can involve focusing on the breath, repeating a mantra, or simply observing the mind. It improves mental health, concentration, and self-awareness. Sessions on mindfulness and meditation can be incorporated to help students manage stress and anxiety.

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

1. Which of the following is a benefit of regular physical activity?
  - a) Increased body fat
  - b) Improved cardiovascular endurance
  - c) Reduced muscle strength
  - d) Decreased mental health
2. What type of exercise is yoga primarily considered?
  - a) Aerobic
  - b) Flexibility
  - c) Strength training
  - d) Endurance
3. Which body type is characterized by a muscular build?
  - a) Ectomorph
  - b) Endomorph
  - c) Mesomorph
  - d) None of the above
4. Which nutrient is most important for muscle recovery after exercise?
  - a) Carbohydrates
  - b) Protein
  - c) Fats



d) Vitamins

5. What is the recommended amount of daily physical activity for children?

- a) 15 minutes
- b) 30 minutes
- c) 45 minutes
- d) 60 minutes

6. Which of the following fitness components relates to the ability to change direction quickly?

- a) Flexibility
- b) Agility
- c) Muscular strength
- d) Cardiovascular endurance

7. Which of the following is NOT a health-related component of fitness?

- a) Cardiovascular endurance
- b) Muscular strength
- c) Speed
- d) Flexibility

8. What does BMI stand for in relation to physical fitness?

- a) Body Muscle Index
- b) Body Mass Index
- c) Body Metabolism Index
- d) Basal Metabolic Index

### **B. True or False**

- 1. Physical activity only benefits physical health, not mental health - True/False
- 2. Yoga helps improve flexibility and balance - True/False
- 3. Team sports help develop cooperation and communication skills - True/False
- 4. A sedentary lifestyle increases the risk of lifestyle-related diseases - True/False
- 5. Ectomorphs typically have a naturally muscular build- True/False

### Session 3: Planning Physical Activities

Planning can be described as the process of thinking ahead about what needs to be done, when it should be done, how it will be done, and by whom. In simple terms, planning bridges the gap between where we are today and where we want to go. Planning involves setting objectives and determining the best course of action to achieve them. It is also defined as establishing goals and creating an action plan to reach them. This approach is referred to as Macro Planning, which provides an overview of the entire year. There are two main types of plans:

- i) Long-Term Plan – Macro Plan
- ii) Short-Term Plan – Micro Plan

#### Identifying Physical Activity Sessions

When planning physical activities, it's essential to categorize sessions into everyday activities, recreational activities, and sports:

- 1. Everyday Activities:** These are unstructured physical tasks that contribute to daily activity levels.
  - **Walking:** Commuting, running errands, or choosing stairs over elevators.
  - **Household Chores:** Cleaning, gardening, or yard work.
  - **Active Transportation:** Biking or walking to work or school.
  - **Standing or Light Movement:** Using a standing desk, taking breaks to stretch.
- 2. Recreational Activities:** Enjoyable, leisurely pursuits that enhance physical fitness.
  - **Hiking:** Exploring nature trails or parks.
  - **Dancing:** Attending dance classes or dancing at home for fun.
  - **Swimming:** Recreational swimming in pools or at the beach.
  - **Playing with Children:** Engaging in active play like tag or Frisbee.
  - **Yoga or Pilates:** Classes or home practice to build flexibility and strength.
  - **Picnics, Botanical Garden Visit.**

Note: These and other activities are to be selected based on the availability of the resources and trainer and coach.
- 3. Sports:** Structured activities that follow specific rules, whether competitive or non-competitive.
  - **Team Sports:** Basketball, soccer, volleyball.
  - **Individual Sports:** Tennis, running, cycling.
  - **Fitness Classes:** Group workouts like Zumba or CrossFit.
  - **Racquet Sports:** Badminton, squash.

- **Adventure Sports:** Rock climbing, surfing.

### **Incorporating Physical Activities into a Routine:**

- **Create a Schedule:** Develop a weekly or monthly plan including everyday tasks, recreational activities, and sports.
- **Set Goals:** Establish measurable targets for each activity (e.g., walking 10,000 steps a day).
- **Include Variety:** Mix activities to maintain interest and engagement.
- **Encourage Social Interaction:** Involve friends or family in activities.
- **Adapt for All Ages:** Customize activities to accommodate various age groups and fitness levels.

### **Importance of Planning:**

1. **Provides Direction:** Planning outlines what needs to be done, ensuring everyone works toward the same goals. Without planning, efforts may be scattered.
2. **Reduces Risk of Uncertainty:** Planning helps manage uncertainties by creating strategies to address unexpected situations.
3. **Prevents Overlap and Waste:** Plans coordinate activities across departments, reducing redundant work.
4. **Promotes Innovation:** Planning encourages brainstorming, discussion, and creative thinking.
5. **Facilitates Decision-Making:** With goals set and future predictions made, decision-making becomes quicker and more efficient.
6. **Focuses on Objectives:** Planning aligns efforts toward achieving organizational goals. For a Physical Education Assistant, long-term planning for the year, semesters, months, and weeks is crucial for setting targets and tracking progress.

### **Elements of a Good Plan:**

1. Objectives for Physical Education and Sports.
2. Management and Communication Structure.
3. Infrastructure and Resources.
4. Scheduling.
5. Intermediate Milestones/Dependencies.
6. Plan Tracking.

### **Lesson Plan for Physical Activities**

A lesson plan is a teacher's/coach's detailed description of the course of instruction. A daily lesson plan is developed to guide class instruction, keep outcomes progressive and track syllabus coverage. It helps teachers/coaches to plan the activity and to get the best desired outcome in the given time.

Details of the plan will vary with the preference of the teacher, skills being covered, and the needs of students.

A physical education class lesson plan should contain the following:

- i) Aim of the lesson
- ii) Props and Equipment required to conduct the lesson
- iii) Warm up activity
- iv) Skill teaching activity
- v) Game play to implement the skill learnt
- vi) Cool down session

**Macro Plan:** A macro plan outlines broad strategies for achieving specific goals, often focusing on major objectives over a longer timeframe. It typically includes key areas such as resource allocation, timeline management, and performance metrics to measure success. By providing a clear framework, a macro plan helps align efforts and prioritize actions to achieve desired outcomes efficiently.

### Sample Lesson Plan

<b>Lesson Name:</b>	<b>Age Group: 4-6 Years</b>	<b>35 Mins</b>
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**Objective:** To help children practice *locomotor skills* while carrying an object

**Props and Equipment Required:** Plastic balls, Baskets, Balancing beam, Hula hoops, and Rope ladder, Cones / Saucers.

#### Warm-up – 5 minutes

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

##### Level 1 – 10 minutes

- Tell the children that today they are going to help a person to deliver gifts to different places.
- Each child should have two plastic balls with him/her.
- Make as many circuits as the number of props.
- Divide the children into as many teams as the number of circuits.
- Mark a starting line with either cones or marker.
- At the end of each circuit place baskets.
- Tell the children that they should follow the person to deliver the gifts.

- The children could hop through all the hoops, skip over a river made of the rope ladder and follow the different-shaped pathways made from either cones or markers.
- Let the children use different locomotor skills like skipping, crawling, tip-toeing, and going backwards while moving through the trail.
- The path should end at an island where the big basket is placed.
- The children should put their gifts (small balls) into the large basket and help the person in delivering the gifts.
- They can do this till all the balls are in the basket.

### Level 2– 15 minutes

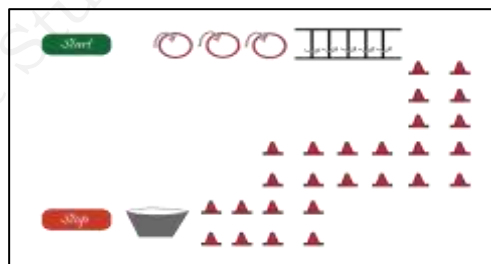
Place a couple of baskets with numbers marked on them. Mark numbers on the small balls and ask the children to put the balls in the basket with the same corresponding number or corresponding to one less or one more than the number on the basket.

### Cool-down – 5 minutes

Make the children move slowly (e.g., in a slow jog, brisk walk) around the activity area.

Lead, or have a student lead, a stretching routine (see Appendix for sample).

**Micro Plan:** A micro plan details specific, short-term actions and tasks needed to achieve the objectives outlined in a macro plan. It breaks down larger goals into manageable steps, specifying resources, timelines, and responsibilities for each task. This focused approach ensures effective implementation and allows for tracking progress and making adjustments as needed to meet immediate goals. **(Figure 1.16)**



**Figure 1.16: A micro plan**

### Structuring a Physical Activity Session

**1. Warm-Up (5-10 minutes):** The warm up activity gradually increases heart rate and blood flow.

#### Activities:

- Light aerobic exercises (e.g., brisk walking, slow jogging).
- Dynamic stretches (e.g., leg swings, arm circles).

**2. Main Activity (20-60 minutes):** Engage in the primary physical activity.

**Structure:**

- i. **Intensity:** Adjust based on fitness levels (moderate to high).
- ii. **Type of Activity:** Choose specific activities (e.g., running, cycling, dancing).
- iii. **Duration:** Aim for at least 20 minutes of continuous activity.

**3. Skill Development (optional, 10-20 minutes):** Focus on improving specific skills related to the main activity.

**Activities**

- i. Technique drills (e.g., dribbling, passing).
- ii. Partner work or small group skill-enhancing activities.

**4. Cool Down (5-10 minutes):** Gradually decrease heart rate and aid recovery.

**Activities**

- i. Slow-paced walking or gentle movements.
- ii. Static stretching (e.g., hamstring stretch, quadriceps stretch).

**5. Reflection and Feedback (5 minutes):** Encourage discussion about the session.

**Activities**

- i. Group feedback on enjoyment and improvements.
- ii. Set personal goals for the next session.

**Macro Planning for Physical Activities**

**Define goals**

- i. Establish overall objectives (e.g., weight loss, improved fitness).
- ii. Set SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound).

**Assess current fitness levels**

- i. Conduct fitness assessments (strength, endurance, flexibility).
- ii. Identify strengths and weaknesses.

**Design the Macro Plan**

Structure the timeframe into phases:

- i. **Preparation Phase:** Establish routine and foundational fitness.
- ii. **Base Building Phase:** Gradually increase intensity and duration.
- iii. **Peak Performance Phase:** Maximize training intensity for specific goals.
- iv. **Recovery Phase:** Allow time for rest and recuperation.

Schedule frequency and duration (e.g., 3-5 days per week for 60 minutes).

### **Meso Planning for Physical Activities**

Meso planning typically refers to the intermediate level of planning in various contexts, such as business, education, or urban development. It often focuses on the strategies and actions that bridge the gap between macro-level goals (broad, long-term objectives) and micro-level operations (day-to-day activities).

#### **1. Set Short-Term Goals**

- i. Define objectives for a specific period (e.g., 4-12 weeks).
- ii. Ensure goals align with overall macro plan (e.g., improve endurance, build strength).

#### **2. Determine Activity Focus**

- i. Identify key areas to concentrate on during the meso cycle (e.g., cardiovascular fitness, muscle strengthening, and flexibility).
- ii. Plan for a balanced mix of activities across different fitness domains.

#### **3. Design Weekly Training Schedule**

- i. Outline a structured schedule for the meso period (e.g., 3-5 training days per week).
- ii. Specify activity types for each day (e.g., strength training, cardio, flexibility work).

#### **4. Progressive Overload**

- i. Establish a plan for gradually increasing intensity, duration, or complexity of activities.
- ii. Use methods such as increasing weights, extending workout duration, or enhancing exercise difficulty.

#### **5. Include Variety and Cross-Training**

- i. Incorporate different activities to maintain engagement (e.g., cycling, swimming, group classes).
- ii. Schedule cross-training days to reduce the risk of injury and promote recovery.

#### **6. Monitor Progress**

- i. Set up regular assessments to track improvements (e.g., weekly fitness tests, progress logs).
- ii. Adjust the training plan based on individual progress and feedback.

#### **7. Recovery and Rest Days**

- i. Plan for active recovery and rest days to allow muscles to recuperate.

- ii. Incorporate low-impact activities like yoga or walking on recovery days.

### **8. Nutrition and Hydration**

- i. Emphasize the importance of nutrition to support training goals (e.g., pre- and post-workout meals).
- ii. Encourage adequate hydration throughout the meso cycle.

### **9. Engagement and Motivation**

- i. Introduce challenges or competitions to keep participants motivated.
- ii. Celebrate milestones achieved during the meso cycle to encourage continued participation.

## **Micro Planning for Physical Activities**

### **1. Daily Goals**

- Set specific objectives for each training session (e.g., complete a 30-minute workout, run a specific distance).

### **2. Session Structure**

- Outline the components of each session:
  - **Warm-Up (5-10 minutes):** Dynamic stretches and light aerobic activities.
  - **Main Activity (20-40 minutes):** Focus on specific exercises or workouts.
  - **Cool Down (5-10 minutes):** Static stretching and recovery exercises.

### **3. Select Specific Activities**

- Choose detailed exercises for each session (e.g., squat variations, interval running, yoga poses).
- Ensure activities align with weekly goals and overall meso objectives.

### **4. Intensity and Duration**

- Define the intensity level for each session (e.g., moderate, vigorous).
- Specify the duration of each exercise or activity segment.

### **5. Equipment and Environment**

- List necessary equipment for each session (e.g., weights, mats, resistance bands).
- Ensure the chosen environment is suitable for the planned activities (e.g., gym, park, and home).

### **6. Monitor Individual Performance**

- Track progress during sessions (e.g., reps completed, distances covered).
- Encourage self-assessment and feedback after each activity.

### **7. Adjustments and Adaptations**

- Be prepared to modify activities based on daily performance and energy levels.
- Provide alternatives for participants with different fitness levels or limitations.



**8. Engagement Techniques**

- Incorporate fun elements (e.g., games, challenges) to maintain interest and motivation.
- Use music or group dynamics to enhance the workout experience.

**9. Reflection Post-Session**

- Encourage participants to reflect on their experience (e.g., what they enjoyed, areas for improvement).
- Set intentions for the next session based on this feedback.

**10. Recovery Practices**

- Include specific recovery techniques after each session (e.g., hydration, nutrition, foam rolling).
- Emphasize the importance of rest and recovery in overall training success.

**Weekly Planning for Physical Activities****1. Set Weekly Objectives**

- Define specific goals for the week (e.g., increase cardio duration, incorporate strength training).

**2. Create a Weekly Schedule**

- Outline days and times for physical activities (e.g., Monday: cardio, Wednesday: strength training).

**3. Balance Activity Types**

- Ensure a mix of different types of activities throughout the week:
  - **Cardiovascular Activities:** Running, cycling, swimming.
  - **Strength Training:** Weightlifting, resistance exercises.
  - **Flexibility and Mobility:** Yoga, stretching routines.

**4. Designate Rest and Recovery Days**

- Include scheduled rest days to allow for muscle recovery and prevent burnout.
- Plan active recovery options, like walking or gentle yoga.

**5. Plan Session Details**

- Specify the structure of each session (e.g., warm-up, main activity, and cool-down).
- List specific exercises or activities for each session.

**6. Set Intensity Levels**

- Determine the intensity for each day's work out (e.g., moderate, high intensity).
- Vary intensity throughout the week to allow for recovery and adaptation.

**7. Include Social or Group Activities**

- Schedule activities that encourage social interaction (e.g., group classes, team sports).
- Consider inviting friends or family for added motivation.

**8. Track Progress**

- i. Plan for methods of monitoring progress (e.g., journaling workouts, using fitness apps).
- ii. Set checkpoints for evaluation (e.g., at the end of the week).

**9. Nutrition Planning**

- i. Integrate meal planning to support activity levels (e.g., pre- and post-workout meals).
- ii. Ensure hydration strategies are in place for active days.

**10. Flexibility for Adjustments**

- i. Allow for modifications based on individual schedules, energy levels, or unexpected events.
- ii. Be adaptable to change plans as needed while staying aligned with overall goals.

## Activities

**Activity 1: Preparing a Lesson Plan****Materials Required**

- (i) Chart Paper
- (ii) Pencil/Pen
- (iii) Eraser
- (iv) Sharpener
- (v) Ruler

1. Prepare a lesson plan for 4-6-year-old children (for a session of 35 minutes). Mention time for each element of your lesson plan. Add extra sheets if required

<b>Lesson Name:</b>	<b>Age Group: 4-6 Years</b>	<b>35 minutes</b>
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## Check Your Progress

**A. Multiple Choice Questions**

1. What is the main purpose of planning in physical education?
  - a) To establish rules for physical activities
  - b) To decide the order of tasks and achieve goals
  - c) To manage unstructured physical activities
  - d) To ensure recreational activities are prioritized

2. Which of the following is an example of a long-term plan?
  - a) Micro Plan
  - b) Weekly Fitness Plan
  - c) Macro Plan
  - d) Daily Activity Schedule
  
3. What is the term used for planning that provides an overview of the entire year?
  - a) Short-Term Plan
  - b) Micro Plan
  - c) Macro Plan
  - d) Daily Plan
  
4. Which of these activities is categorized as an everyday activity?
  - a) Hiking
  - b) Walking to work
  - c) Yoga
  - d) Soccer

**B. True or False**

1. Micro planning focuses on short-term goals and actions (True/False)
2. Recreational activities like dancing and yoga do not contribute to physical fitness (True/False)
3. Sports activities usually follow specific rules and are structured (True/False)
4. Planning helps reduce the risk of uncertainties in achieving goals (True/False)
5. A lesson plan for physical education does not need to include a warm-up or cool-down session (True/False)

**C. Subjective Questions**

1. What are the different categories of physical activities?
2. Can you list some examples of everyday physical activities?
3. How do recreational activities differ from everyday activities?
4. What types of sports can be included in a physical activity plan?
5. How can you create a routine that incorporates physical activities effectively?

## Session 4: Conducting Physical Activities

Identifying and arranging play space are an integral part of the play experience. All play spaces are to be designated, marked, and allocated as per the requirement of the activity or sport. A well-marked play space is attractive and motivates people to participate.

Marking a sports field or play space requires marking equipment. These equipment allows the markers to mark the sports field, play space in a correct and efficient manner.

Usually, there are two types of allocation done for play activities:

1. Temporary play space
2. Permanent play space

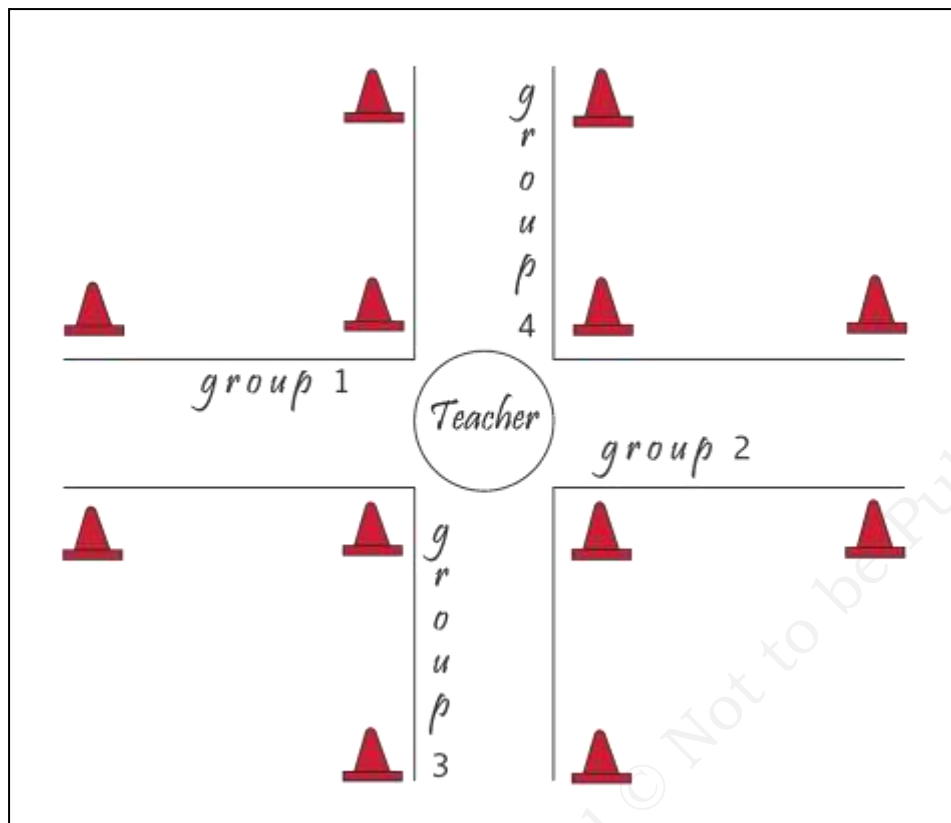
### Temporary Play/Sport Area

A temporary play or sports area is a flexible and adaptable space designed for short-term use, often set up in schools or community spaces to accommodate physical activities (**Figure 1.17**). It typically includes portable equipment such as cones, movable goalposts, and temporary boundary markers, allowing for quick setup and breakdown. The surface may vary, often a mix of grass, dirt, or asphalt, depending on the available space. For temporary play space some of the equipment used for marking include the following:

- Marking cones
- Saucer cones
- Flexi-poles
- Flags
- Poly spot
- Rubber tape
- Flat rings

### Schools with limited facilities

- The use of classroom, corridors and available open spaces for conducting physical activities should be considered.
- The use of nearby local facilities like public grounds, community centres, youth clubs etc. should be investigated.
- Co-operation with other primary or second level schools in sharing facilities can be considered
- Other physical activity like dace, aerobics, yoga which are possible in limited spaces can be explored.



**Figure 1.17: Temporary play area**

### Permanent Play/ Sport Area

A permanent play or sports area is a dedicated, long-term space designed to provide consistent access to physical activity and recreation (**Figure 1.18**). Found in schools, parks, or community centres, these areas are built with durable materials and feature fixed equipment like swings, slides, soccer fields, basketball courts, or running tracks. The surface is often made of grass, turf, or rubberized materials to ensure safety and longevity. The following tools and equipment are mostly used to mark a permanent play space/field:

- Nails or pegs
- Rope (100 meter) – it is advised to use iron ropes because they are not stretchable, if iron ropes are not available markers may use plastic ropes.
- Hammer to fix the pegs
- Measuring tape
- Chalk powder



**Figure 1.18: Permanent play area**

Note that, in all the play activities/ games, there should be enough space between the play area and the spectator area. For each of the play spaces, the equipment, and tools required vary depending on the type of play activities to be conducted.








**Props** are the tools/learning aids that are used in physical activity to

- To mark play spaces
- To learn and practice skills
- To improve fitness

**Equipment** is all the material associated with the sport that is needed to play a sport. They are also used for the following purposes:

- Making any physical activity colourful and attractive
- Conducting a variety of drills for practicing skills
- Increasing the interest and engagement of the children

**List of some of the popularly used props and equipment in the play area**

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




	Bean bags scarf	Throwing and catching, hand-eye co-ordination
	Bean bag	Throwing and catching, bean bag balance
	Frog bean bag	Throwing and catching, bean bag balance
	Flexi pole with modified base	To set target and marking
	Step hurdle	Jumping activities
	Training arch (without base)	Crawling
	Gym mat	Front roll, back roll, crawling
	Balance beam	Balancing activities
	Plastic ball	Throwing and catching and striking



	Plastic racquet	Striking with 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 game and related activities.
	Football	Football game and related activities.
	Volleyball	Volleyball game and related activities.
	Volleyball net and pole	For setting up the boundary

	Rugby ball	Rugby game and related activities.
	Medicine ball	Strength training, exercises, balance, and coordination,
	Mesh bag	Storage of props/ balls
	Duffle bag / Tote bag	Storage of props
	Bib	Used in team game as jersey to differentiate from the opponent.
	Tennis ball	Throwing and catching in cricket and tennis game
	Plastic cricket bat	Cricket – game play (for junior students)
	Wooden cricket bat	Cricket – game play (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	To provide basic first-aid
	<i>Lagori</i>	<i>Lagori</i> game
	Sit and reach box	Assessment of back flexibility
	Stopwatch	Timekeeping
	Weighing scale	To measure weight
	Height chart	To measure height

	Measuring tape	To measure distance
	Whistle	Signal, communicate, or alert individuals in sports
	Lime Powder	To mark lines / To create friction

### Conducting a Physical Activity Session

**Preparation:** Before starting the activity, the following considerations should be made-

1. Ensure all required gear (e.g., weights, mats, sports equipment) are available.
2. Select a safe and appropriate setting for the activity (e.g., gym, park, home).
3. Create a welcoming environment with suitable lighting and ventilation; consider playing music for motivation.

**Welcome and Introduction:** Introduce with the overview and safety reminder.

1. Make everyone feel welcome and at ease.
2. Outline the session's objectives and the planned activities.
3. Discuss safety protocols and available modifications for participants.

### Warm-Up (5-10 minutes)

1. **Dynamic Stretching:** Include movements to raise heart rates and warm up muscles (e.g., arm circles, leg swings).
2. **Light Aerobic Activity:** Engage in gentle exercises like jogging in place or jumping jacks to prepare the body.

### Main Activity (20-40 minutes)

1. **Structured Workouts:** Follow the predetermined exercises or activities, explaining each clearly.
2. **Demonstrations:** Show the correct form and technique for each exercise to prevent injuries.
3. **Encourage Participation:** Motivate other students to stay involved and adjust the intensity as needed.

4. **Monitor Efforts:** Walk around to provide assistance and feedback, ensuring proper form is maintained.

#### Cool Down (5-10 minutes)

1. **Static Stretching:** Lead classmates through stretches focusing on major muscle groups used during the session.
2. **Breathing Exercises:** Include deep breathing to help lower heart rates and promote relaxation.




#### Feedback and Reflection


1. Share your thoughts on the session in a group discussion, including what you enjoyed and any challenges that you faced.
2. Allow time to ask about the activities or fitness in general.

## Activities

### Activity 1

Write the names and usage of the props










Equipment/ Prop Picture	Equipment/Prop Name	Use
		
		
		



### Activity 2

Activity: Set up your own temporary play space!

#### Materials Needed:

- Marking cones
- Flexi-poles
- Rubber tape
- Measuring tape
- Chalk powder (optional)

#### Steps:

- Find an open area where you can set up a playfield. Make sure it's safe and clear.
- Use a measuring tape to mark out the size (e.g., 20m x 15m).
- Place cones at the corners and use rubber tape to mark the field lines. Add chalk for better visibility if needed.
- Add any goalposts or targets with flexi-poles or other movable equipment.
- Walk around to check if the field is well-marked and ready for use.

**Ask yourself:**

- Why do we mark play spaces?
- What other tools could you use to set up a temporary play area?
- How would you adjust if the space was smaller?

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

1. What is the purpose of marking a play space?
  - a) To increase the size of the play area
  - b) To allocate spectators' space
  - c) To motivate participation and ensure the space is well-organized
  - d) To limit the number of players
2. Which equipment and materials are used for marking a temporary play space?
  - a) Nails and pegs
  - b) Marking cones and saucer cones
  - c) Chalk powder and hammers
  - d) Fixed goalposts and swings
3. What is a key feature of a temporary play space?
  - a) It is made of turf or rubberized materials
  - b) It includes permanent equipment like swings and slides
  - c) It is flexible and can be set up for short-term use
  - d) It has a concrete surface
4. Which of the following is NOT used for marking a permanent play space?
  - a) Flexi-poles
  - b) Nails or pegs
  - c) Iron ropes
  - d) Measuring tape
5. What materials are often used in a permanent play area?
  - a) Dirt and asphalt
  - b) Grass, turf, or rubberized material
  - c) Only concrete
  - d) Gravel and sand

6. What is one key difference between temporary and permanent play spaces?
  - a) Temporary spaces require fixed equipment, while permanent ones don't
  - b) Permanent spaces are flexible and temporary spaces are fixed
  - c) Temporary spaces use portable equipment, while permanent spaces have fixed equipment
  - d) Temporary spaces are always indoors
  
7. Why are props used in play spaces?
  - a) To entertain spectators
  - b) To mark boundaries and practice skills
  - c) To replace sports equipment
  - d) To remove obstacles from the play area
  
8. What type of rope is recommended for marking a permanent play space?
  - a) Plastic rope
  - b) Iron rope
  - c) Nylon rope
  - d) Cotton rope
  
9. Why should there be enough space between the play area and the spectator area?
  - a) To allow for more players
  - b) To prevent accidents and ensure safety
  - c) To make the play area look bigger
  - d) To accommodate more equipment

### **B. Subjective Questions**

1. Discuss the importance of permanent play or sports areas in promoting physical activity and recreation within a community. How do the materials and equipment used in these spaces contribute to their functionality and safety?
  
2. Explain the role of props and equipment in enhancing play activities within permanent sports areas. In your opinion, how can the proper use of these tools impact children's engagement and skill development during physical activities?

**Module 2:****Age-appropriate Physical Activities****Module Overview**

Module 2 deals with the importance of age-appropriate physical activities in promoting children's development and enhancing their involvement in physical education.

Session 1 emphasizes the understanding of age-appropriate physical activities by examining the developmental stages of children and how these stages affect their physical abilities, interests, and safety needs. You will learn to identify and create activities that match the cognitive and motor skills of various age groups, fostering effective learning and enjoyment.

Session 2 focuses on class management strategies suitable for different age groups, highlighting the need to establish a structured and supportive environment for physical activities. This session will explore the methods for keeping students engaged, setting clear expectations, and managing behavioural issues to ensure a positive experience. Overall, this module aims to provide with the necessary tools and knowledge to implement effective and engaging physical activities that address the unique needs of children at various developmental stages.

**Learning Outcomes**

After completing this session, you will be able to:

- Identify the age-appropriate physical activities.
- Identify the activities as per the ABC framework.
- Create an age-appropriate physical activity plan.
- Conduct physical activity classes.

**Module Structure**

Session 1: Developing Engaging Physical Activities for Different Age Groups

Session 2: Class Management

## Session 1: Developing Engaging Activities for Different Age Groups

Physical activity refers to any movement of the body that requires energy expenditure. Examples include walking, gardening, pushing a baby stroller, climbing stairs, playing soccer, and dancing. For optimal health benefits, physical activity should be of moderate to vigorous intensity. It is crucial to recognize age-appropriate physical activities to support health and development in children and adolescents. Activities should align with their physical abilities, interests, and developmental stages, ensuring they are both engaging and safe. Tailoring exercises to different age groups promotes skill development, enhances motor skills, and encourages lifelong fitness habits.

Engaging in regular physical activity can lead to long-term health benefits. Individuals of all ages, shapes, sizes, and abilities can gain advantages from being physically active, with increased activity resulting in greater health benefits.

While physical activity is essential for everyone, it must be appropriate for specific age groups. This principle is important because activities suitable for adults may not be suitable for minors. As muscle development and body structure differ between children and adults, physical activities should also vary accordingly.

**Following are the physical activity recommendations for different age group:**

### **Pre-play school children (3 to 5 years)**

For pre-play school children (ages 3 to 5), daily physical activity is essential for developing motor skills, coordination, and social interaction. This can include a mix of structured and unstructured play.

- i. Unstructured play, such as running, jumping, climbing, and dancing, helps foster creativity and exploration.
- ii. Structured activities, like simple ball games or follow-the-leader, enhance coordination and teamwork.
- iii. Outdoor play is crucial, with activities like hopping, throwing, and balancing, which promote strength and endurance.
- iv. Indoor play, such as dancing or building with blocks, supports fine motor skills and body awareness.
- v. Creative play, including role-playing and pretend games, encourages imagination while keeping children physically active.

**Children and young adults (5 to 16 years)**

For children and young adults aged 5 to 16 years, physical activities should aim to improve fitness, motor skills, coordination, and overall health while being enjoyable and age-appropriate. The following are some key activity recommendations:

- i. At least 45 minutes of moderate to vigorous physical activity every day, with a variety of activities to keep them engaged and improve overall fitness.
- ii. Activities like running, swimming, cycling, and dancing help build cardiovascular endurance and should be part of daily routines.
- iii. Muscle and bone-strengthening exercises like jumping, climbing, body-weight exercises (push-ups, squats), or gymnastics can be done 3 times a week.
- iv. Soccer, basketball, cricket, volleyball, and other team sports encourage social interaction, teamwork, and improve agility, coordination, and stamina.
- v. Activities like tennis, martial arts, running, swimming, or gymnastics are great for self-discipline and individual skill development.
- vi. Outdoor activities such as hiking, cycling, skateboarding, and skating provide a combination of fun, adventure, and fitness while also enhancing motor skills and balance.
- vii. Dance classes or just free dancing to music promotes coordination, flexibility, and self-expression while being highly enjoyable for this age group.
- viii. Activities like obstacle courses, jumping rope, hula-hooping, or frisbee help build fitness in a fun and creative way.
- ix. Group activities like capture the flag, relay races, or tug of war teach cooperation, competition, and leadership while keeping children active.

**Adults (18-44 years)**

For adults aged 18-44 years, physical activities should focus on maintaining overall health, improving cardiovascular fitness, strength, and flexibility, as well as promoting mental well-being. The following are key activity recommendations:

- i. 150 minutes of moderate-intensity aerobic activity per week (e.g., brisk walking, swimming, cycling) or 75 minutes of vigorous activity (e.g., running) to maintain cardiovascular health.
- ii. Muscle-strengthening activities at least twice a week, targeting major muscle groups. This includes weight lifting, resistance band exercises, or bodyweight exercises like push-ups, squats, and lunges.
- iii. Incorporate stretching, yoga, or Pilates to improve flexibility, posture, and balance. These activities help reduce the risk of injury and enhance mobility.
- iv. Short, intense bursts of exercise followed by brief recovery periods. High-Intensity Interval Training (HIIT) is effective for improving cardiovascular fitness, burning calories, and building strength.
- v. Activities like soccer, basketball, or volleyball provide social interaction, teamwork, and a fun way to stay active.
- vi. Engaging in hobbies like dancing, hiking, swimming, cycling, rock climbing, or martial arts helps maintain fitness while adding variety and enjoyment.
- vii. Regular running or jogging is great for building endurance, improving cardiovascular health, and enhancing mental clarity.
- viii. Practices like yoga, tai chi, or meditation with movement can help reduce stress, improve mental well-being, and boost overall fitness.

Combining these activities creates a balanced routine that supports physical, mental, and emotional health.

### **Older Adults (45- 65 years)**

For older adults aged 45-65, physical activities should focus on maintaining strength, mobility, cardiovascular health, and mental well-being, while minimizing injury risk. The following are the key activities:

- i. 150 minutes of moderate-intensity aerobic activity per week (e.g., walking, swimming, cycling).
- ii. Twice a week, focusing on major muscle groups using weights, resistance bands, or bodyweight exercises (e.g., squats, push-ups).
- iii. Stretching or yoga to improve flexibility, joint mobility, and reduce stiffness.
- iv. Balance exercises (e.g., standing on one foot, heel-to-toe walking) to prevent falls and improve stability.



- v. Activities like swimming, walking, or cycling that are easy on the joints but still effective for cardiovascular health.
- vi. Yoga, tai chi, or Pilates to enhance flexibility, balance, and mental relaxation.
- vii. Daily brisk walking to boost cardiovascular fitness and maintain bone health.
- viii. Light recreational sports like golf, tennis, or swimming to keep active and socially engaged.
- ix. Low-impact resistance exercises using bands for muscle strengthening without straining joints.
- x. Exercises like planks or Pilates to maintain core strength and support posture and balance.

#### **Older Adults (65 years and above)**

For older adults aged 65 years and above, physical activities should focus on maintaining mobility, strength, balance, and overall health while minimizing the risk of injury. The following are key recommendations for physical activities in this age group:

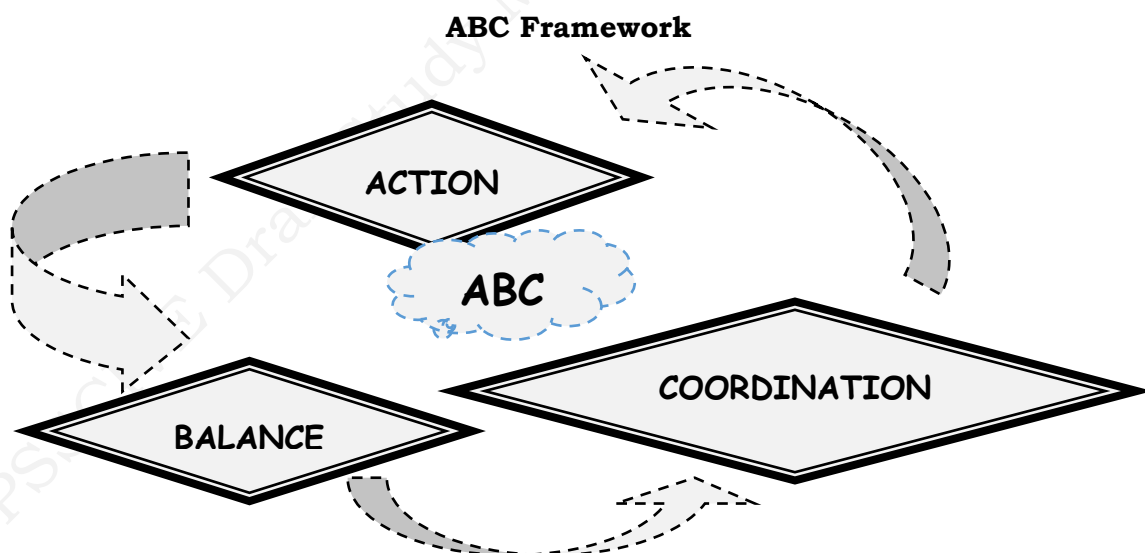
- i. Aim for at least 150 minutes of moderate-intensity aerobic activity per week, such as brisk walking, swimming, or cycling. This helps improve cardiovascular health and stamina.
- ii. Engage in muscle-strengthening activities at least twice a week. This can include lightweight lifting, resistance bands, or bodyweight exercises (e.g., chair rises, and wall push-ups) to maintain muscle mass and strength.
- iii. Activities that enhance balance, such as tai chi, yoga, or specific balance exercises (e.g., standing on one foot), can help reduce the risk of falls.
- iv. Incorporate gentle stretching exercises to improve flexibility and range of motion. This can include simple stretches for major muscle groups or yoga.
- v. For those with limited mobility, seated exercises can help maintain fitness. This includes seated leg lifts, arm curls, and resistance band exercises while sitting.
- vi. Joining or forming walking groups provides social interaction and motivation while engaging in a low-impact form of exercise.
- vii. Water-based exercises are excellent for older adults, as they reduce joint stress while providing resistance for strength and aerobic benefits.

- viii. Engaging in light recreational activities such as gardening, dancing, or playing low-impact sports (e.g., bocce ball, golf) can provide enjoyment and promote physical fitness.
- ix. Focus on exercises that mimic daily activities, such as squats (sitting and standing), step-ups, and carrying objects, to enhance functional strength and independence.

### ABC Framework

Action, balance, and coordination are vital components of physical fitness and skill development that play a crucial role in enhancing overall performance. Action refers to the ability to execute movements effectively, allowing individuals to engage in a variety of physical activities with precision. Balance involves maintaining stability and control during various movements, which is essential for preventing falls and injuries, especially in dynamic situations. Coordination brings together these elements, enabling smooth and controlled movements that enhance not only athletic performance but also the efficiency of everyday tasks.

Together, these components form the foundation of physical fitness, contributing to improved agility, strength, and overall functional ability, making them indispensable in both sports and daily life. Understanding and developing action, balance, and coordination are crucial for individuals of all ages, fostering a lifelong commitment to physical activity and health (**Figure 2.1**).



**Figure 2.1: ABC Framework**

**1. Activities for increasing physical strength and coordination:**

Action	Balance	Coordination
Running	Body Balance	Throwing
Jumping	Transferring of Weight	Catching
Hopping		Kicking
Sliding		Striking

When leading a physical activity class for young children aged 1.5 to 5 years, the physical education assistant should focus on the following teaching points:

- i. Utilize age-appropriate props and teach skills that are suitable for their developmental level.
- ii. Start with basic movements like walking and jogging before progressing to more complex skills such as jumping, following a simple-to-complex approach in skill development.
- iii. Demonstrate the activity first, then guide the children through the movements by breaking them down into smaller steps. Continuously correct their form until they achieve an acceptable level of proficiency.
- iv. Encourage the children to perform the activity while guiding them through the process, correcting their movements and motivating them to imitate your actions.
- v. Use short, clear sentences along with appropriate gestures (such as high-fives, claps, or thumbs-up) to communicate effectively.
- vi. Provide positive feedback and ample opportunities for practice, ensuring maximum participation by offering a sufficient number of age-appropriate props.
- vii. Implement safety measures by allowing students to drink water, visit the restroom, and take breaks as needed.
- viii. Make the activities enjoyable to ensure that children have fun while participating.

## Activities

**Activity 1:** Create 3 lesson plans using the ABC framework.

**Lesson Plan 1:** Developing Action

**Activity:** Obstacle Course

**Grade Level:** Early Years (Ages 3-5)

**Materials Required:**

- Cones
- Hula hoops
- Softballs
- Mats

**Procedure:**

- i. Perform dynamic stretching (arm circles, leg swings).
- ii. Explain and demonstrate the obstacle course (crawling, jumping, tossing).
- iii. Form groups; guide them through the course, providing feedback.
- iv. Gentle stretching and breathing exercises.
- v. Discuss enjoyable movements and feelings during the activities.

**Lesson Plan 2:** Developing Balance

**Activity:** Balance Games

**Grade Level:** Early Years (Ages 3-5)

**Materials Required:**

- Low balance beams
- Yoga mats
- Balance discs

**Procedure:**

- i. Perform movement song (e.g., "Head, Shoulders, Knees, and Toes").
- ii. Explain balance and demonstrate standing on one foot.
- iii. Set up balance stations (balance beam, one-leg standing, cushion balancing) and rotate groups.
- iv. Gentle stretching of legs and arms.
- v. Discuss challenges in maintaining balance.

**Lesson Plan 3:** Developing Coordination**Activity:** Cooperative Coordination Games**Grade Level:** Early Years (Ages 3-5)**Materials Required:**

- Beanbags
- Softballs
- Hula hoops
- Parachute

**Procedure:**

- i. Perform skipping, hopping, side-stepping.
- ii. Explain coordination and demonstrate tossing a beanbag.
- iii. Toss beanbags back and forth.
- iv. Hop between hoops.
- v. Lift and lower the parachute together.
- vi. Gentle stretches.
- vii. Discuss favourite movements during the games.

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

1. What does physical activity refer to?
  - a) Any movement of the body that requires energy expenditure
  - b) Only structured sports activities
  - c) Exercises done in a gym
  - d) Inactive leisure activities
2. Which of the following is NOT an example of physical activity?
  - a) Walking
  - b) Gardening
  - c) Watching television
  - d) Playing soccer
3. For optimal health benefits, physical activity should be of what intensity?
  - a) Low intensity
  - b) Moderate to vigorous intensity
  - c) Only vigorous intensity
  - d) No specific intensity is required
4. What is the recommended amount of daily physical activity for children aged 5 to 16 years?
  - a) 15 minutes

- b) 30 minutes  
c) 45 minutes  
d) 60 minutes
5. Which activity is recommended for older adults to maintain muscle strength?  
a) Running marathons  
b) Muscle-strengthening exercises at least twice a week  
c) Only aerobic exercises  
d) Inactive activities like sitting
6. What type of activities should pre-school children (ages 3-5) engage in?  
a) Only structured activities  
b) A mix of structured and unstructured play  
c) Only indoor activities  
d) High-intensity sports
7. How does tailored physical activity benefit children and adolescents?  
a) It makes them tired quickly  
b) It promotes skill development and encourages lifelong fitness habits  
c) It decreases their interest in sports  
d) It is not beneficial for young individuals
8. Which of the following is a key component of the ABC framework?  
a) Action  
b) Balance  
c) Coordination  
d) All of the above
9. Why is it important to recognize age-appropriate physical activities?  
a) To avoid injuries  
b) To align with their physical abilities and interests  
c) To ensure activities are engaging and safe  
d) All of the above
10. For older adults aged 65 years and above, what type of activities are recommended?  
a) Intense competitive sports  
b) Only aerobic exercises  
c) Activities that maintain mobility, strength, and balance  
d) Activities that require extensive physical strain

### B. Match the Columns

Column A	Column B
a) Action	i) Drop and catch a ball
b) Balance	ii) Skipping and galloping
c) Coordination	iii) Balancing on right leg

## Session 2: Class Management

Class management refers to the strategies and practices teachers use to create a structured, positive, and productive learning environment during physical activity sessions. It involves setting clear expectations by establishing rules and guidelines that help students understand what is required of them. Organizing the physical space and equipment ensures safety and promotes effective learning, while time management allows for efficient planning and execution of lesson plans within the allotted class time.

Engaging students through varied activities and instructional techniques keeps them motivated and focused, catering to different skill levels and interests. Clear communication is crucial for delivering instructions, providing feedback, and maintaining student attention. Additionally, actively monitoring behaviour and promptly addressing issues reinforces positive conduct and maintains a respectful environment. Flexibility in adapting instruction to meet the diverse needs of students is essential for inclusivity and participation.

Physical training on the ground focuses on developing strength, endurance, and agility through various exercises and drills performed on the field or court. This type of training often includes bodyweight workouts, agility drills, and sport-specific skills that enhance overall performance.

Ground training emphasizes proper technique and consistency, ensuring participants build a solid fitness foundation while minimizing the risk of injury. **(Figure. 2.2)**



**Figure 2.2: Group workout session on ground**

### Effective physical education classes

As educators, it is our responsibility to encourage our children to get involved in physical activities. We all know that physical education is an essential part of the holistic development of our children, but often, not all children get equal opportunity to participate in PE classes. Without proper monitoring and guidance, the 'less skilled' children are always left behind in terms of engagement during play sessions and hardly get a chance to improve their skills. Each of the PE classes/sessions should be designed and implemented in such a way that all children, regardless of their skill levels, are actively participating.

To achieve this, the physical education classes should incorporate the following points:

- Class should be divided into smaller groups.
- Activities, props and equipment should be 'age-appropriate'.
- Use as many props and equipment as possible. The desirable props-to-child ratio should be 1:1.
- Activities should be enjoyable to encourage children to participate.
- Activities should be structured and planned properly.
- Progress of each child should be mapped through continuous assessment and remedial measures should be taken to ensure that learning outcomes are achieved according to the specific assessment criteria and the rubric for assessing will depend on the project/ activity being taken up.

One should be able to observe the following to conduct an effective physical education class.

To make it easy for us to memorize let us call them as the guiding principles of a physical activity class.

**Guiding Principle 1: High energy activity involving all** – All physical activity classes should be conducted with the highest level of energy. All children should be involved and no one should be left out.

### Did you know?

- The more one gets chance to play with the props (ball, bat, etc.) the more they get familiarized with the usage of the props
- The more they are involved during the play sessions the faster they acquire the skills
- Children who wait for a longer time to get their turn are more likely to get bored and disengaged during the class



**Guiding Principle 2: Respect the children-** All children should be respected as individuals.

**Guiding Principle 3: Maximum utilization of age-appropriate props -** Maximum age-appropriate props should be used to give all children the best experience.

**Guiding Principle 4: Drive improvement -** Even the smallest effort made by the children should be appreciated in order to encourage and motivate them.

**Guiding Principle 5: Make activities enjoyable:** Classes should be conducted with so much fun that children love to participate.

## Activities

### Activity 1

With the help of your teacher, conduct physical activities for the junior class students using the Mantras of physical activity. Select age-appropriate activities, for example, obstacle course, follow the leader, tag games, etc.

#### Procedure:

- Warm-up with stretches and movements.
- Explain activities using Mantras for motivation.
- Demonstrate skills and encourage questions.
- Promote teamwork through group activities.
- Lead gentle stretching and breathing exercises.
- Discuss what students enjoyed and learned.

## Check Your Progress

### A. Match the Columns

Column A	Column B
a) Age Appropriate	i) Structured and planned properly
b) Activities and lessons	ii) To encourage and motivate
c) Drive improvement	iii) Activities and props

### B. Subjective Questions

1. Why is class management important in physical education, and how does it contribute to a productive learning environment?
2. Discuss the role of organizing physical space and equipment in ensuring safety and effective learning during physical activity sessions.
3. How can physical education teachers ensure active participation from all students, including those with lower skill levels, during PE classes?
4. Explain the significance of the "Mantras of physical activity" in conducting effective and engaging PE classes.

**Module 3****Organising Physical Fitness and Sports Activities****Module Overview**

Module 3 focuses on the effective organization of age-appropriate physical activities, equipping educators and coaches with the skills to create engaging and inclusive experiences for children.

Session 1 deals with the various fitness activities that can be tailored to different age groups, emphasizing the importance of fun and participation in promoting physical health and skill development. You will learn how to design activities that enhance fitness while accommodating varying abilities and interests.

Session 2 focuses on the organization of sports activities and events, discussing strategies for planning and executing engaging sporting experiences that encourage teamwork, sportsmanship, and skill acquisition. You will gain insights into selecting appropriate sports, creating schedules, and fostering a positive atmosphere.

Session 3 deals with organizing tournaments and larger events, addressing logistical aspects such as venue selection, equipment management, and encouraging participation. This session also emphasises the importance of inclusivity and safety in competitive settings.

**Learning Outcomes**

After completing this session, you will be able to:

- Conduct physical activity classes and implement a basic lesson plan.
- Create and execute lesson plans during physical activity classes.
- Organize and plan events like sports day, including identifying key activities.
- Develop a detailed plan and checklist for organizing a sports day.
- Organize tournaments and camps, including creating fixtures.
- Coordinate events for parents and school staff to foster engagement and participation.

## Module Structure

Session 1: Organising Physical Fitness Activities

Session 2: Organising Sports Activities

### Session 1: Organising Physical Fitness Activities

Physical fitness is a state of health and well-being and, more specifically, the ability to perform aspects of sports, occupations, and daily activities. Physical fitness is generally achieved through proper nutrition, moderate-vigorous physical exercise, and sufficient rest. The following are some of the fitness activities for kids.

#### **Action: Lesson Plan - Walk Kiddies**

Kids' walk is a fun fitness activity that encourages children to engage in regular physical movement while exploring their environment. This activity promotes cardiovascular health, builds endurance, and fosters social interaction when done in groups. Incorporating games or nature observations can make walking more enjoyable, instilling healthy habits and a love for outdoor activity from a young age.

#### **Key Development Focus**

Walking is a basic locomotor skill. It is important to guide children from a young age into the correct posture and walking style. Hand foot coordination, placement of feet, and body postures need to be observed and corrected. Hopping develops the transfer of weight from one leg to the other and helps in learning to balance.

#### **Learning Outcomes**

Child should develop the correct walking posture. It is important because several issues in the older ages are related to wrong body posture which puts a lot of strain on the spinal cord.

#### **Props and Equipment**

Skipping ropes, marked pathway (1), bean bags, softballs, poles of the flexi poles, balance beam, hula hoops etc.

#### **Safety Tips**

Ensure that the play space is clear of unnecessary and dangerous objects

#### **Walking**

Stand in correct standing posture. Correct posture should be as follows:

- a) Point toes straight ahead; hold tummy in and chest up
- b) Keep back straight; stand up tall and show your good posture
- c) Walk with feet on either side of the rope or poles
- d) Walk along the marked pathways
- e) Walking backwards along the marked pathways
- f) Walk with toes pointing inwards
- g) Walk with heels pointing inwards
- h) Walk in the heel-toes pattern
- i) Walk with bean bags on the head
- j) Walk holding a ball in front
- k) Walk holding a ball over the head
- l) Walk with the right foot on the balance beam and the left foot down
- m) Walk back with left foot on the balance beam and right foot down.

### **Hopping**

- a) Hop from one leg to the other slow and then fast
- b) Hop from hoop to hoop with the same leg
- c) Hop high reaching for a high-held ball
- d) Hop keeping arms straight out on the sides, in front, straight down, straight up
- e) Hop with both feet using arm swings

### **Skipping**

- a) Bend knees, lean forward, swing arms back
- b) Jump as high as you can with legs, swing up and forwards
- c) Keep knees up
- d) Land softly by bending ankles, knees, and hips
- e) Balance with arms

### **Somersaulting**

Place your hands on the ground between your feet

- a) Tuck your head in
- b) Fall on your shoulders
- c) Do a forward roll

### **Balance: Lesson Plan - Over, Under, Around and Through**

Kids' exercise activities are designed to promote physical fitness while being enjoyable and engaging. These activities can include games like tag, and jumping rope, or structured classes like dance and martial arts, helping to build strength, coordination, and flexibility. Regular exercise not only supports children's physical

health but also boosts their mood and social skills, laying the foundation for lifelong fitness habits.

### **Key Development Focus**

Shifting weight from feet to hands and balancing on all fours is a natural skill for toddlers. However, as we grow and begin walking, we gradually lose that flexibility and balance. This activity revisits crawling and similar movements to re-engage shoulder and arm muscles, helping us rediscover balance.

### **Props and Equipment**

Saucers, balancing beams, hula hoops, training arch, exercise mats, bean bags, softballs, and baskets.

### **Strengthening the Arms**

- Children strengthen their arms hanging from the 'hanging bar' and pull their bodies up with their arms
- Children crawl through tunnels
- Objects like bean bags/softballs at the other end of the tunnel need to be picked up and placed in baskets
- Children carry a prop while crawling through the tunnel (push a ball or carry a bean bag on the back)

### **Animal Walks**

#### **i. Puppy Walk**

- Place hands on the ground/floor
- Arms and legs bent slightly
- Move like a puppy on all fours

#### **ii. Frog Jump**

- Sit down in a crouching position, place both hands in front
- Get up a little and as you get up, place hands in front and leap to the front

#### **iii. Camel Walk**

- Place two hands and two feet on the floor, look down
- Slowly lift the hip as high as possible and move forward

#### **iv. Spider Walk**

- Walk using your fingers and toes

#### **v. Lion Walk**

- Walk on hands and feet with long and stretched out strides

#### **vi. Duck Walk**

- Squat down and bend your arms like wings. Now walk and flap your wings. What sound does the duck make? Can you make the sound?

**vii. Snake Slide**

- Place exercise mats in the play area and lie on your stomach. Slither forward like a snake.

Children should be able to balance on all fours as the weight distribution changes. This develops strength in the muscles of the arm and shoulders. Also helps in developing the coordination of different body parts.

**Safety Tips**

- Make sure that the floor is clear of any small particles.
- Use mats for crawling activity. Best done without footwear.
- Make sure that the play area is free of dangerous and sharp objects.

**Action: Lesson Plan – Jumping Jacks****Key Developmental Areas**

Jumping is a fundamental movement skill. Jumping develops leg strength and coordination. Start balancing your body when landing from a jump. You will learn transferring weight from one body part to another.

**Props and Equipment**

Poly spots, hula hoops, saucer cones, bean bags

**Jump on the spot**

- Stand on your polyspots or hula hoops.
- Stretch their hands out and revolve around slowly in a circle.
- Do it in your personal space.
- Jump 5 times in the personal place.
- Jump from a crouch position, high, stretching the body.
- Ask your friend to hold bean bags up and you jump up to catch them.
- Stretch your body to reach up.

**Jump to Move Ahead Skill and Variations**

- Jump from one hula hoop to another.
- Swing both arms together while jumping.
- Cover more distance (longer jumps)

**Safety Tips**

Ensure that there are no dangerous objects on the floor. It is best to jump on soil, grass or a carpeted area rather than on concrete surfaces.

**Co-ordination: Lesson Plan – Balloon and Scarf Throw****Learning Outcomes**

You will learn to coordinate your movements with senses of sight, feel, etc. A balloon provides a very slow-moving object which you see and estimate the distance and the time at which it will reach down to catch it.

**Key Development Focus**

Developing hand eye coordination in a fun filled balloon throwing activity.

**Props and Equipment**

Sheep balls, regular balloons, bean bag scarves, hula hoops

**Throw and Catch Skills and Variations**

- You will get an inflated balloon to play with.
- Throw and catch the balloon as it comes down.
- Bounce the balloon on the floor and then catch it.
- Bounce the balloon against the wall and catch it.
- Throw and catch the balloon while marching on the spot.
- Throw the balloon and keep tapping it so that it does not touch the ground.
- Do the same with Bean bag scarves.

**Throw**

- Stand behind a line and throw a bean bag as far as they can.
- Then run to the bean bag pick it up and bring it back.
- Pair up with your friend and ask him/her to throw the balloon to each other and catch it first with one bounce and then without a bounce.
- Throw bean bags from a distance into hoops.

**Safety Tips**

Make sure that the play area is free of dangerous and sharp objects. Watch children carefully so that they do not bump into each other.

**Co-ordination: Lesson Plan – Roll the Ball****Learning Outcome**

Children start to develop manipulative skills and small motor skills. They are able to use some of the apparatus on their own. They are able to manipulate the ball to move in the direction they desire.



**Key Development Focus**

Rolling an object is a basic skill that is used not just in sports but in a lot of day-to-day activities. Rolling objects towards a target helps develop hand-eye coordination. It helps in manipulating small objects and also helps the child anticipate the position, speed and direction of the object.

**Props and Equipment**

Plastic balls, flat rings, poly spots, pop-up goal, soft balls, footballs, bowling pins

**Rolling an Object**

- Children get to play with a variety of balls.
- They stand with left leg in front and right leg back, hold the ball with the right hand, swing the hand from back to front, and then release the ball.
- Children roll a ball towards a wall, let it bounce back and collect it.
- Children roll balls between two poly spots or into a pop-up goal
- Children stand 5 feet from a pop-up goal. They roll the ball into it.
- Children repeat all the above with two hands.
- Children sit opposite each other with some distance in between them and roll the ball to each other.

**Breaking Stacks**

- Children roll the ball and try to break a stack of marking cones.
- Children roll the ball and try to break a stack of *lagori*.
- Children roll the ball and try to knock off the bowling pins they place the pins back upright and try again.

**Safety Tips**

Make sure the place is free of sharp objects. Watch children carefully so that they do not run over the props.

**Specific Sports Training**

Sport-specific training is simply fitness and performance training designed specifically for athletic performance enhancement. If the training is done correctly it can be very beneficial, if not, it can be detrimental. Specific sports training starts when the child understands the different concepts of sports and the fundamental skills. It is not appropriate to provide sports training during the early years. But still, we can map different sports with different skills. Like if you do not know the correct technique of throwing and hitting then it is very difficult for you to play cricket.

**Fundamental Skill Themes:** The six fundamental skill themes and their usage across multiple sports are as follows:

- i. **Locomotor Skills:** Movement skills like running, jumping, and skipping, are used in sports such as soccer, basketball, and athletics.
- ii. **Non-Locomotor Skills:** Stability skills like balancing, twisting, and stretching, critical in gymnastics, yoga, and martial arts.
- iii. **Manipulative Skills:** Handling objects, such as throwing, catching, and kicking, essential in sports like baseball, football, and volleyball.
- iv. **Coordination:** The ability to use different parts of the body together smoothly, relevant in tennis, swimming, and cycling.
- v. **Agility:** Quick changes in direction and speed, important in sports like hockey, rugby, and badminton.
- vi. **Endurance and Strength:** Sustained physical activity and power, necessary for sports such as long-distance running, rowing, and weightlifting.

### Sports Periods

The sports period is a division of time in a sport or games, in which play occurs. A sports period may have a fixed length of game time or be bound by other rules. For Early Years, one sports period per day should be mandatory but because of giving emphasis on other academic subjects most of the schools have two sports periods per week.

### Lesson Name: Traffic Light Tag

**Objective:** To make children aware of road sense and different *traffic signals*

**Infrastructure Required:** Playground/ Indoors

**Props and Equipment Required:** Cone/ Saucers, Low hurdles, Plastic rings, Hula hoops, Small soft balls of red, yellow and green colours

### Procedure

#### Level 1:

- i. Tell the children that today they'll get to be their favourite vehicle, but they have to follow the traffic rules strictly.
- ii. Ask them if they have seen traffic lights and ask them what colours they have seen on the traffic lights.
- iii. Ask them if they know the meaning of the different lights.
- iv. Tell them that:
  - **RED** = STOP
  - **YELLOW** = SLOW SPEED
  - **GREEN** = GO/FAST SPEED

- v. To reinforce the concept of slow and fast speeds, hold up a ball and have the children move the body part you call out with the speed represented by the ball colour.
- vi. Hold up the yellow ball first. The children should do a slow jog.
- vii. Next, hold up the green ball, the children should now start running.
- viii. Now hold up the red ball and all the children should stop.
- ix. Tell the children that they should be observant and should always be aware of what colour ball has come up.

In case you don't have the coloured balls, call out the colour.

**Level 2:**

- i. Have the children move through general space using the speed you call out. When you feel that they have understood the concept and can safely move through general space, go to the next level of activity.
- ii. Let the children move around in the play area imitating their favorite vehicles.
- iii. Tell them that they should always maintain a safe distance from each other.
- iv. Tell the children that you will tag them with the coloured balls and they should move around accordingly.
- v. If you tag them with the RED ball, then they should STOP.
- vi. If you tag them with the YELLOW ball, then they should SLOW down.
- vii. If you tag, then with the GREEN ball then they should drive FAST.
- viii. Add low hurdles and hula hoops in their path such that they have to cross through the props using different actions like jumping, hopping etc.
- ix. But they should always be aware of maintaining a safe distance from all the other vehicles.

**Lesson Name: Rules are our Friends**

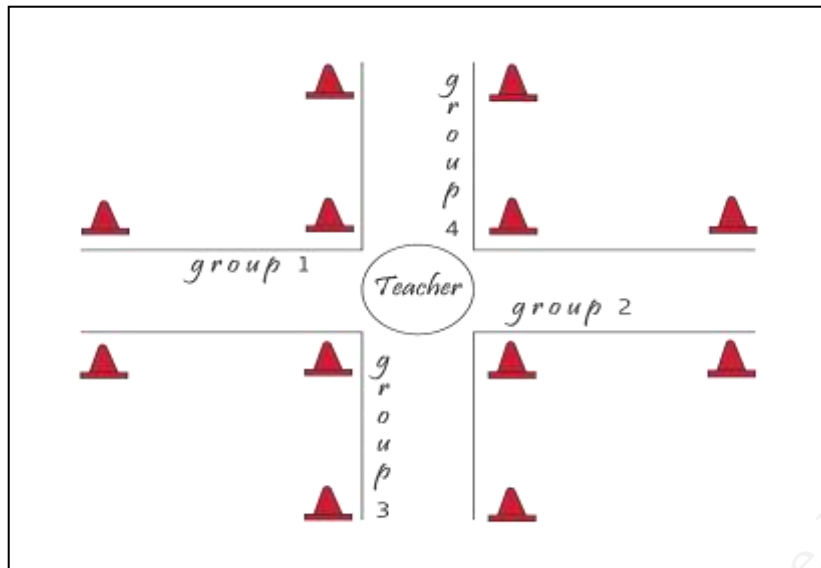
**Objective:** The purpose of this activity is to make children realize the importance of rules in our daily lives. In the school context, we focus on rules on the playground which help everyone play in a friendly manner.

**Infrastructure Required:** Playground/ Indoors

**Props and Equipment Required:** Cones/ Saucers, Flat rings, Chart/Board, Pens

**Procedure****Level 1:**

- i. Begin the lesson with a warm-up.
- ii. Ask all children to gather close together.
- iii. Tell them that this is called a listen-to-me formation. So, whenever you say listen to me formation they should all come together.
- iv. To get the children's attention, try the 'Hey hey – Ho ho' call (given on the next page).
- v. Tell the children that following rules in class is good since it makes it easy for everyone to learn. Give them an example of the rules at traffic signals and tell them that today they are going to be driving vehicles of their choice. Tell them that they will have to follow the traffic rules and stay safe.
- vi. Explain that they will now play a game where each of them will get to be a vehicle of their choice (car, truck, bus, motorcycle, auto rickshaw).
- vii. Let each of them pick up a flat ring.
- viii. Divide all the children into several equal-numbered groups. Some can become vehicles, some can become pedestrians etc.
- ix. Mark two roads such that they intersect each other. On the next page is an illustration of the same (Ref: diagram on the next page). Mark the stop lines. Mark zebra crossings, bus stops, medical stores etc. as per the level of the class.
- x. Ask four groups to stand on the four roads in a line like vehicles do at traffic signals. They should stand behind the stop line, on one side of the road just like normal traffic.
- xi. The teacher should stand in the centre and control the traffic. Give the signals of 'GO' and 'STOP'.
- xii. Let the vehicles go from one road to the other and stop on that road while the others wait etc.
- xiii. Repeat until all the groups get to move from one position to the other.
- xiv. Encourage the children to make the noises they hear on the road, like horns, beeps, ambulance sirens etc.
- xv. After all the children have had a chance to move, get out of the centre and tell them that there are no more signals and that they should decide and move on their own for two to three minutes. Let them experience the 'chaos'.
- xvi. Now tell the children that this (chaos) is what would happen when there are no rules to follow and not following rules on the road might result in accidents and a lot of people getting hurt. So, we should always follow traffic rules.



**Figure 3.1: Organization of Groups**



**Figure 3.2: Organisation of Activity**

**Lesson Name:** Alphabet and Number Pathways

**Objective:** To practice moving around in different pathways

**Infrastructure Required:** Playground/ Indoors

**Props and Equipment Required:** Cones, Saucers, Warm-up song

**Warm up:** Warm up with the Warm-up song

**Procedure**

- i. Divide the class into four groups; let the four teams stand in a straight line.
- ii. Tell the children about the different shapes.

- iii. Mark pathways on the floor in different designs (circle, figure of 8, square, rectangle)
- iv. As the music begins, the teams start moving through the design using different skills like running, jumping, hopping, skipping etc.
- v. After a group is done with one design they will switch to another design and move through it.
- vi. Try and make pathways such that they are narrow in a few places and broad in a few. Tell the children that they should try their best not to step out of the boundary.

**Activity:**

- i. Mark pathways of the alphabet and numbers on the ground using cones/markers.
- ii. This way they would not only move around in different pathways but would also learn about different letters of the alphabet

**Lesson Name: Discovery Play**

**Objective:** To help children design their own game and be creative using all the age-appropriate props

**Infrastructure Required:** Playground/ Indoors

**Props and Equipment Required:** All props, training arch, hula hoops, flexi pole, parachute, bean bag scarf, warmup music

**Class Size:** Large class size of 20-25

**Warm-up:** Warm up with the Warm-up song

**Procedure**

- i. Lay out all the age-appropriate props in a circular area.
- ii. When the children come in, introduce yourself to the children, greet them and ask them to respond to the greeting.
- iii. Tell the children that they will be allowed to explore the world of colourful props.
- iv. Children jog around the circular area slowly. The teacher can play the music. The teacher stops the music and calls out a prop name. To avoid chaos, the child's name may also be called out to pick up the prop.
- v. On finding the prop from the pile, they learn the names of various props.
- vi. This activity can be repeated by the teacher calling out the usage of the prop and the children identify the correct prop for that usage.

**Lesson:** North-South-East-West Directions

**Objective:** To introduce students to the concept of four directions i.e. North, South, East and West

**Infrastructure Required:** Playground

**Props and Equipment Required:** Cone/ Saucers, Parachute, Agility ladder with flat rings, Warm-up song

**Warm up:** Warm up with the warm-up song

**Procedure**

- i. Tell the children that today they will learn about directions.
- ii. There are four main directions – North, South, East and West.
- iii. Tell the children that on the map of India, if you go up, you are travelling towards the North.
- iv. If you go down, it means you are travelling towards the South.
- v. If you go towards the right, it means you are travelling east and if you go towards the left, you are travelling west.
- vi. Ask the children to do the following actions while repeating after you:
- vii. Stretch both hands up for North
- viii. Stretch both hands down for South
- ix. Right hand raised sideways and pointing East
- x. Left hand raised sideways, pointing West.
- xi. Call out the different directions and guide the children so that they perform the actions correctly.
- xii. Refer to the diagram and mark the four directions.
- xiii. Use India as a reference.
- xiv. Tell the children that if they go towards the North of India, they will find snow-covered Himalayas.
- xv. Tell them if they go towards the south, they will find the big blue Indian Ocean
- xvi. In the East, they will find the famous Howrah Bridge and, in the West, they will find the Gateway of India.
- xvii. Use cones to depict mountains (Himalayas), the parachute for the ocean, the rope ladder for the bridge and the training arch to depict the gateway of India.
- xviii. Ask the children NOT to touch/step on any of the props.
- xix. When you call out Jog to the North, they will jog towards the Himalayas
- xx. When you call out Slide to the South, they will slide towards the ocean.
- xxi. When you call out Hop to the East, they will hop towards Howrah Bridge.
- xxii. When you call out Tiptoe to the West, they should tiptoe towards the Gateway of India.

Repeat this activity until the children are clear about the directions and the names of the various locomotor skills. Ask the children to go to their favorite Indian city by using their favorite locomotor skill.

**Lesson Name: Dance to the Tune**

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

**Props and equipment required:** Music/ 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:* 16 counts
  - *In-and-out jump:* 16 counts
  - *March in place:* 18 counts
  - *Run forward and back 8:* 32 counts
  - *March in place:* 18 counts.
  - *Jump and twirl:* 16 counts
  - *In-and-out jump:* 16 counts
  - *March in place:* 18 counts
  - *Punch:* 12 counts



**Figure 3.3: Props used during playing**

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



## FUN YOGA

### Props and Equipment:

A matted surface in the play area or a grassy patch

### Safety Tips:

Make sure the place is free of sharp objects and any dangerous obstacles. Activity should not be of more than 30 minutes

### Learning outcomes:

Moving the body along various axes and changing the weight helps strengthen the muscles, improve muscle flexibility and balance. These are basic movements which later can be put together as Yoga exercises.

Game is an activity that one engages in for amusement or fun. A game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool. When we organise a game for children, we need to make sure that it's of less rules and structured play with a clear learning outcome mapped to it.



**Figure 3.4: Game as an activity**

Running is a locomotor skill that is a prerequisite for most of the physical activities. It develops legs strength, rhythm and co-ordination.

### Activity

- Make different pathways using cones and stations using hula hoops.
- Place bean bags in different directions.
- Stand on stations marked by hula hoops.
- Run on the spot, slow, fast, with and without movement of arms, lift knees high and kick knees back.
- Run along different pathways marked by cones/ saucers – in circular, zig-zag motion.
- Observe the running technique and correct postures.
- Children play a game of 'fire in the mountains run, run, and run'.
- When you show 'Red' Bean Bag or Bean Bag Scarf, children should freeze.
- Children run in a marked area when you show 'Green' Bean Bag or Bean Bag Scarf.
- If you have music, you can do this like the game of "musical chairs".

### Activities

#### Hopping

Hopping is a locomotor skill which develops several fundamental skills like balance, muscle strength, weight transfer. The knee acts like a spring to take on the major impact of hopping. Therefore, the knee should always be bent. Hopping, skipping and jumping help develop rhythm and coordination

- Hop on their Poly spots/ Saucer cone.
- Hop on one leg for 3-5 times and change the leg.
- Go in a circle around the saucer cone.
- Place Poly spots/ Saucer cones close to each other. Hop from one Saucer cone to the other.
- Place flat rings and all hop inside the flat rings.

#### Jumping

- Jump from one Saucer cone to the other.
- Once the children have mastered jump over low level obstacles, various props can be used as hurdles.



Figure 3.5: Hopping, skipping, jumping

#### Skipping

- Skip over the rope with both the legs
- Skip over the rope with one leg. Change legs after counting 5 times



Figure 3.6: Exercise and do Yoga

- Static balancing on various body parts helps develop body control, transfer of weight and flexibility.

### Activity

#### Body Balancing

- All kinds of shapes can be made with the body in sitting standing and lying positions in sitting or lying position (**Figure 3.7**).
- In sitting or lying position make a mushroom shape with hands, legs and head tucked in
- In standing and lying position make a star shape in standing and lying positions with hands and legs stretched out
- Move the body to the right side along with both the hands. Then move the body to the left along with both the hands



**Figure 3.7: Balancing body**

Balance is an essential skill that has to be learnt. Surfaces which are at different levels or small in footprint offer an opportunity to learn this skill. The ability to balance objects on various parts of the body helps develop strength and control

### Activity

#### Coordination

Participating in games can improve coordination is a fun and effective way. It is a great way to enhance motor skills and overall physical fitness (**Figure 3.8**). You can also practice the following for improving coordination.

- Mark the walking path using saucer cones/poly spots/cones on both sides – 5cm-10cm apart.
- Walk on the walking path without stepping off the path.

- Walk straight on the balance beam.
- Balance the bean bag on the head, thigh, foot, back and tummy.
- Place the bean bag on the open palm of the right hand.
- Hold the bean bag on the back of the palms, make little circles, big circle and squares with hands.
- Now considering balancing beams as 'bridges' cross the sea with bean bags on the heads, shoulders and hands without falling.
- After repeating for some time toss and catch the bean scarf with both the hands, right hand, left hand.



**Figure 3.8: Participate in games to improve coordination**

- Coordination between feet and eyes is a very basic skill that can be developed by engaging in fun activities like kicking a ball.
- Find a partner and kick the ball to your partner.
- Place the cones as targets and let the kick the ball to make them fall.
- Mark different directions with cones. Kick in different directions.
- Now place only two cones as goal posts and kick the ball through them.
- Kick short and long distances. Also focus on accuracy.

## Activities

**Activity 1:** Encourage physical movement through walking while promoting cardiovascular health and proper posture.

### Procedure

1. Discuss the importance of physical fitness and walking posture.
2. Stretching and basic movements.
3. Walk with various styles (e.g., backwards, with bean bags on heads, along a balance beam).
4. Hop on one leg, hop through hoops, and high-hop for balls.
5. Teach skipping techniques focusing on soft landings.
6. Slow walking and gentle stretching.
7. Keep play areas clear of obstacles.

**Activity 2:** Balance - Over, Under, Around, and Through

**Objective:** Promote balance and coordination through engaging exercises.

**Materials Required:** Skipping ropes, marked pathways, bean bags, balance beams, hula hoops, exercise mats.

### Procedure

1. Discuss balance's importance in fitness.
2. Gentle movements to loosen up.
3. Walk across balance beams and crawl through tunnels.
4. Puppy walk and other animal movements.
5. Stretching exercises.

## Check Your Progress

### A. Multiple Choice Questions

1. What is the primary focus of the "Animal Walks" activity?
  - a) To improve agility
  - b) To develop leg strength
  - c) To strengthen muscles of arms and shoulders
  - d) To enhance cardiovascular endurance

2. In the "Jumping Jacks" lesson, which activity helps children learn to balance while landing from a jump?
- Jumping on the spot
  - Jumping through hula hoops
  - Swinging arms while jumping
  - Stretching the body
3. How does the "Traffic Light Tag" activity help children understand road sense?
- By practicing different speeds based on traffic light colors
  - By teaching them how to drive vehicles
  - By simulating a traffic jam
  - By playing vehicle sounds
4. In the "Rules are our Friends" lesson, what is the purpose of marking zebra crossings and stop lines?
- To create a challenging obstacle course
  - To teach children how to stop at traffic lights
  - To reinforce the importance of traffic rules
  - To encourage children to race
5. What safety measure is recommended during the "Crawling through Tunnels" activity?
- Allowing children to wear footwear for better grip
  - Ensuring the area is clear of sharp objects
  - Encouraging children to crawl as fast as possible
  - Using heavy props to increase difficulty
6. Which of the following is NOT a key development focus of the "Balloon and Scarf Throw" activity?
- Hand-eye coordination
  - Speed and agility
  - Throwing and catching skills
  - Sensory development
7. During the "Rolling the Ball" lesson, which skill are children primarily developing?
- Endurance and strength
  - Manipulative skills and small motor skills
  - Locomotor skills
  - Non-locomotor skills
8. What is the primary aim of the "Jump to Move Ahead" activity?
- To improve upper body strength
  - To enhance coordination and body awareness

- c) To teach children how to catch
- d) To focus on teamwork

9. Why is it essential to have a designated sports period in schools, according to the content?

- a) To emphasize physical fitness over academics
- b) To allow children to play without structure
- c) To help children learn the importance of rules in games
- d) To balance physical activity with academic learning

10. What action should children take when tagged with the red ball during the "Traffic Light Tag" game?

- a) Speed up
- b) Slow down
- c) Stop
- d) Continue moving

### **B. Subjective Questions**

1. What are your experiences from the on-ground activities?
2. Why should we plan age-appropriate lesson (on-ground)?

## **Session 2: Organising Sports Activities**

In this session, we will discuss on how to organise different sports events in school. Following are the list of events that can take place in any of the months in a school. Use the planning process and the execution tools of each of these events during the month of execution.

### **List of important events in a year**

- Sports Day
- Indoor Tournaments
- Outdoor Tournaments
- Independence Day/ Republic Day
- Foundation Day
- Father's Day/ Mother's Day/ Grandparent's Day/ Children's Day
- Summer/Winter Camp

### **Organising Sport Day**

Sports Day is one of the most awaited events in any school. The entire school is involved in Sports Day. The management, teachers, non-teaching staff, students, parents all contribute to making the Sports Day successful. Any event that

involves such a large number of people and activities can only be successful if it is properly planned. In any big event there are three important stages:

1. Pre Sports Day (Preparation phase)
2. Sports Day
3. Post Sports Day

### **Pre-Sports Day or Preparation Phase**

Preparation for a sports day starts at least one month prior to the day of the event. Once the program for the Sports Day is finalized, preparations need to start. There could be different roles/ tasks where people from different departments need to contribute. The typical roles in the organisation of a Sports Day are as follows.

- a) Setting up the agenda for the Sports Day
- b) Assigning of duties
- c) Inviting chief guest and parents

### **Setting up the Agenda for the Sports Day**

Example of a Sports Day Agenda

### **Assigning of Duties**

- a. Preparing the students for various Mass Drill and Displays
- b. Selecting the athletes who would participate on the sports day
- c. Facility management – Seating arrangements for guests, parents, students, water refreshments, toilet/washroom facilities, etc.
- d. Procurement of materials
- e. Master of ceremony for the sports day: Assign the job to two to three teachers who possess good language skills and who can update the event details time to time
- f. Invitation for the event
- g. Assignment of duties on the Sports day

Select a theme for the sports day. Some of the examples are as follows:

- **Cultural Heritage:** Celebrate various cultures through traditional games, costumes, and performances.
- **Space Exploration:** Focus on space and astronomy, featuring activities inspired by planets and space missions.
- **Healthy Living:** Promote fitness and wellness, highlighting nutritious food and healthy habits.
- **Olympic Spirit:** Emphasize the values of the Olympics, with activities based on Olympic sports and competitions.



- **Nature and Wildlife:** Celebrate biodiversity and conservation through activities related to animals and the environment.
- **Adventure and Exploration:** Incorporate elements of adventure sports and outdoor activities, encouraging teamwork and risk-taking.
- **Famous Landmarks:** Use iconic global landmarks as a backdrop, with events themed around various countries.
- **Futuristic Sports:** Imagine sports in the future, with innovative games and technology.
- **Unity in Diversity:** Focus on teamwork and inclusivity, celebrating differences through cooperative games.
- **Sports through the Decades:** Highlight the evolution of sports, with activities based on different eras.

### Facility Management

The Physical Education staff is assigned the duty of preparing the ground and the audience area. This could include levelling, marking, cleaning the sports grounds. For the chief guests and audience, the facilities of dais and podium, flag hoisting poles and flags, *Shamiana*, chairs, tables, PA system, decoration of the playing area, etc. need to be planned. Usually, the school flag is hoisted on Sports Day.

### Facility Management Checklist

Marking	Lime powder/ POP - depending on ground condition
Grounds men	As required
Ground preparation	Watering/ levelling/ stones/ safety/ court cleanliness
Demarcation/Barricading	Elevated rope boundary
Track and field equipment	Hurdles, starting blocks
Stop watch	As required
Clapper/Whistle/Gun	As required
Tables	As required
Chairs	As required
Water dispenser	As required
PA system	As required
First- Aid kit	As required
Medical facility/Medicines/ORS/Glucose	As required
Rest rooms	Check cleanliness
<i>Shamiana and Chairs</i>	As required
School flag, House Flag, Balloons, Torch, Bouquets	As required
Certificates, Medals, Trophies	As required
Invitation cards	As required

Procurement: Check and list all the items required by all departments for the Sports Day and procure them in time.

### Inviting Chief Guest and Parents

Identify a chief guest who comes from a decorated sports background. Invite him/her in advance. Talk to him/her about your school and also tell him if about your theme or if you want him to emphasize something specific in his talk. It is always a good practice to tell your speakers for how long they should speak. Your Sports day should run on schedule, which means that every item on the agenda needs to start and finish on time. Invite all the parents in advance.

### Sports Day

The day of the event becomes easy if the duties and responsibilities assigned to the various individuals are properly done. There should always be a checklist to make sure that the things planned prior to the sports day are in place. In addition, the entire sports day (day of the event) is to be defined properly. A dress rehearsal is recommended a day or two prior to the Sports Day.

Checklist on the day of the event	Yes/ No/ NA
<b>1 March Past</b>	
1.1 Ground marking	
1.2 Drums and sticks (at least 2 drums and 4 sticks)	
1.3 House flags, Houses placards	
1.4 Flag stands	
<b>2 Mass Drill</b>	
2.1 Ground marking - formation(s) with entry and exit	
2.2 PA system and music CD	
2.3 Teacher's name with their assigned duty	
2.4 Props	
<b>3 Events and Fun Games</b>	
3.1 Track marking	
3.2 Event list	
3.3 Officials - Competition director, starter, time keepers, volunteers etc.	
3.4 Starter's stand / Clapper/ Gun	
3.5 Stopwatch	
3.6 Batons for relay	
3.7 Props and equipment related to athletic events and fun activities	
3.8 Event completion sheets	

<b>4 Prize Ceremony</b>	
4.1 Certificates, Trophies/ Medals - 1st, 2nd and 3rd place with ribbon	
4.2 Tray to present Medals	
4.3 Guest name(s) - To give away the prizes	
4.4 Vote of thanks	
<b>5 Facility Arrangement</b>	
5.1 Volunteers - Tasks distribution to volunteers and briefing on their role	
5.2 Washroom/ Toilets	
5.3 Drinking water	
5.4 Tent, chairs, tables for students and audience	
5.5 Victory stand	
5.6 Stationary items - paper, pen/ pencil, eraser, sharpener, etc.	
5.7 Balloons	
5.8 PA/Music System - speakers and multiple microphones including cordless microphones	
<b>6 First-Aid</b>	
6.1 First-aid box	
6.2 Doctor/ Nurse	
6.3 Ice Pack/ Box	
6.4 Stretcher	
<b>7 Others</b>	
7.1 House competition point table	
7.2 Sports day schedule - multiple copies	
7.3 Bouquet(s)	
7.4 Snacks, water bottles for chief guest and distinguished guests	
7.5 Placards on various theme - Global warming, Go green earth, Drug abuse, etc.	

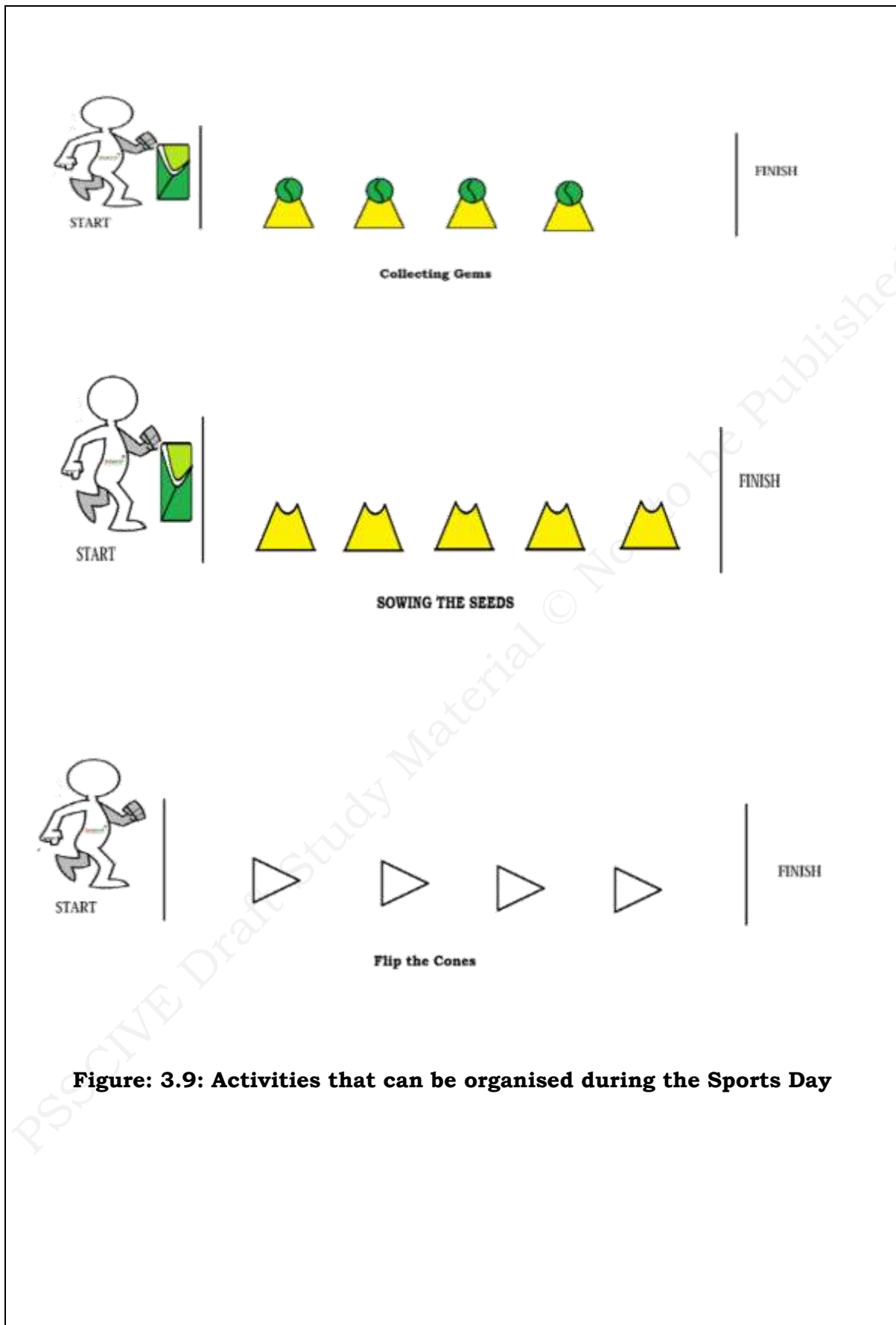
**Post Sports Day**

It is generally the wrapping-up of the event.

<b>Task</b>	<b>Process</b>	<b>Tick/Cross</b>
Props collection	Collect all props and equipment, score boards, cards, stationeries and put back to the designated place. Please leave the ground/ courts tidy; clear all packets, papers before leaving the venue.	
Handover	Handover different props and equipment if borrowed, rented from different places	
Report	Prepare a report and send it to the different departments	
Settlement of Accounts	Payment and submission of bills, statement of expenditure, deposit balance amount in the account's office.	
Team Meeting and Feedback	Evaluate the event: Discuss what went right and the areas that needs improvement	

**Activities for Sports Day**

Sports Day activities are designed to promote teamwork, physical fitness, and a spirit of healthy competition among students. Events typically include a mix of traditional track and field activities, such as races, relays, and obstacle courses, along with fun games like sack races, tug-of-war, and three-legged races. To engage students of all ages and abilities, schools often incorporate team-building challenges and cooperative games that encourage collaboration. Additionally, themed events can enhance the experience, such as a relay race where students dress up in costumes related to the day's theme. To further foster school spirit, students may participate in mass displays, showcasing synchronized movements, cheers, and colourful costumes. These activities not only promote physical activity but also build camaraderie, school pride, and lasting memories for everyone involved. These events encourage participation, build camaraderie among students, and create a vibrant atmosphere of friendly competition and celebration **(Figure 3.9)**



### Sports Day

Sports Day is always a much awaited event in the entire year. Please rate and also note down your favourite events that you consider a must.



1. What do you like about your existing Sports Day?

	Wow!	Okay	Not at all
March Past			
Mass Display			
Aerobics			
Martial Arts			
Sports/Games			
Athletics			
Teacher's Race			
Parent's Race			

2. What would you like to add in your existing Sports Day?

## 1. Summer Camp

**Purpose:** To create a fun and engaging atmosphere where children can develop their sports skills, build friendships, and stay active throughout the summer.

### Planning Steps:

- a) **Select Dates:** Decide on the duration and specific dates for the camp.
- b) **Choose Location:** Identify a suitable venue, such as a local park, sports facility, or school gym.
- c) **Develop a Schedule:** Plan daily activities that incorporate various sports, games, and team-building exercises.
- d) **Hire Staff:** Recruit qualified coaches and volunteers to lead activities and ensure safety.
- e) **Promote the Camp:** Utilize flyers, social media, and community outreach to attract participants.
- f) **Safety Measures:** Implement proper first aid and emergency protocols.

## 2. Winter Camp

**Purpose:** To provide a winter sports experience focusing on activities suitable for colder weather, such as skiing, snowboarding, or indoor sports.

**Planning Steps:**

- a) **Select Dates:** Choose dates that align with winter breaks and holidays.
- b) **Choose Location:** Secure a venue like a ski resort, indoor sports centre, or community centre.
- c) **Develop a Schedule:** Plan activities that include winter sports, outdoor games, and workshops on winter safety.
- d) **Hire Staff:** Employ trained instructors for specialized winter activities.
- e) **Promote the Camp:** Advertise through schools, community centres, and online platforms.
- f) **Safety Measures:** Ensure participants have the proper gear and understand winter safety protocols.

**3. Tournaments**

**Purpose:** To organize competitive events for various age groups and skill levels, promoting sportsmanship and teamwork.

**Planning Steps:**

- a) **Choose Sport:** Decide on the specific sport(s) to be featured in the tournament.
- b) **Select Dates and Venue:** Book a location that can accommodate the anticipated number of participants and spectators.
- c) **Establish Format:** Determine the tournament structure (e.g., round-robin or knockout) and the applicable rules.
- d) **Promote the Event:** Utilize social media, local sports clubs, and schools to encourage participation and attendance.
- e) **Organize Logistics:** Arrange for referees, scorekeepers, and any necessary equipment.
- f) **Prizes and Recognition:** Plan awards or certificates for both winners and participants.

**4. Mass Drill and Display**

**Purpose:** To demonstrate teamwork, discipline, and physical fitness through coordinated drills and performances.

**Planning Steps:**

- a) **Select Date and Venue:** Choose a suitable date and location, such as a school field or community centre.
- b) **Design Program:** Create a routine that includes various drills, exercises, and performances to showcase skills.
- c) **Practice Sessions:** Schedule regular practice sessions leading up to the event.
- d) **Recruit Participants:** Encourage students, community members, or local sports teams to take part.

- e) **Promote the Event:** Advertise the display to attract spectators and garner community support.
- f) **Logistics:** Organize sound systems, seating arrangements, and any necessary equipment for the event.

### 5. Programmes for Parents and Staff

**Purpose:** To engage parents and staff in sports activities, fostering community, supporting children's physical development, and promoting a healthy lifestyle.

#### Planning Steps:

- a) **Identify Interests:** Survey parents and staff to understand their preferred sports and activities.
- b) **Schedule Activities:** Plan regular events such as family sports days, staff wellness programs, or fitness challenges.
- c) **Create Workshops:** Offer workshops covering topics like sports nutrition, coaching techniques, or fitness.
- d) **Promote Engagement:** Use newsletters, emails, and social media to keep everyone informed and encourage participation.
- e) **Encourage Team-Building:** Organize team-building activities to strengthen connections among parents, staff, and students.
- f) **Feedback and Improvement:** Collect feedback after each program to enhance future events.

## Activities

### Activity 1: Organizing a Sports Day

**Objective:** To promote physical fitness, teamwork, and sportsmanship among students through various athletic events and competitions.

#### Materials Required:

- Sports equipment (e.g., cones, flags, batons)
- Medals and trophies for winners
- Refreshments (water, snacks)
- First aid kit
- Sound system for announcements
- Whistle for referees
- Stationery for scorekeeping



**Procedure:**

- Prepare the sports ground (mark lanes, set up equipment, and arrange seating for spectators).
- Start with opening ceremonies, including a march past and speeches.
- Run the scheduled events, ensuring smooth transitions between activities.
- Distribute medals and trophies during the closing ceremony.

**Activity 2:** Organizing Camps and Tournaments

**Objective:** Develop skills, foster friendships, and promote sportsmanship through active engagement.

**Materials Required:** Camps: Sports equipment, first aid kit, schedules, promotional materials.

**Procedure:**

- Set objectives, select dates/locations, create schedules, and promote activities.
- Conduct camps and tournaments smoothly, manage logistics, and encourage participation.
- Gather feedback, distribute awards, and review for improvements.

## Check Your Progress

**A. Multiple Choice Questions**

1. What is the primary focus of the Pre Sports Day phase?
  - a) Conducting the Sports Day events
  - b) Collecting feedback from participants
  - c) Preparing for the Sports Day event
  - d) Organizing post-event activities
2. Which of the following is NOT a responsibility of the Physical Education staff during Sports Day?
  - a) Preparing the ground
  - b) Selecting athletes
  - c) Decorating the audience area
  - d) Managing the first-aid facility

3. What type of theme could be chosen for Sports Day?
  - a) Halloween
  - b) Cultural Heritage
  - c) Valentine's Day
  - d) Winter Wonderland
  
4. How many stages are there in organizing a Sports Day?
  - a) One
  - b) Two
  - c) Three
  - d) Four
  
5. What should be included in the Procurement checklist for Sports Day?
  - a) Invite guests
  - b) Prepare the agenda
  - c) Check and list all items required for the event
  - d) Create a report after the event

**B. Subjective Questions**

1. Describe the importance of facility management during Sports Day and list at least three key responsibilities associated with it.
2. Discuss the benefits of incorporating themed events into Sports Day. How can a theme enhance the overall experience for participants and spectators?
3. In your opinion, how can schools effectively promote parent and community engagement in Sports Day activities? Provide at least two strategies.

**Module 4****Children Health and Safety****Module Overview**

Module 4 focuses on essential elements of children's health and safety, equipping educators and caregivers with the knowledge and skills necessary to promote the well-being of young learners.

Session 1 Centres on understanding child health care habits and hygiene, stressing the importance of personal cleanliness, handwashing, and health practices that help prevent illness.

Session 2 Explores general nutrition, highlighting the significance of a balanced diet for children's growth and development, along with practical tips for fostering healthy eating habits.

Session 3 This module discusses safe practices and safety measures in playgrounds, underlining the need to create a secure play environment and identify potential hazards to avoid injuries.

Session 4 Covers basic first aid techniques, equipping participants with the knowledge to effectively respond to common injuries and emergencies in childcare settings.

**Learning Outcomes**

- Identify best hygienic practices and factors affecting personal hygiene, along with their benefits.
- Describe the role of nutrients in maintaining health and identify the six essential nutrient groups.
- Balance your diet to maintain fitness and demonstrate healthy eating habits based on nutrition and health requirements.
- Take safety measures during play activities and demonstrate safe behavior on the playground.
- Identify hazardous and non-hazardous materials in playgrounds and explain how to ensure safety.
- Identify common sports injuries and perform basic First Aid for minor injuries, including knowing the essential items in a First Aid kit.

## Module Structure

Session 1: Everyday Health: Hygiene Habits for Children

Session 2: Growing Strong: The Importance of Nutrition

### Session 1: Everyday Health: Hygiene Habits for Children

According to the World Health Organization (WHO), "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". However, keeping with the times, the above definition has been enhanced to include the ability to lead a "socially and economically productive life".

Fitness, on the other hand can be defined as a general state of good physical health. Physical fitness is usually a result of regular physical activity and proper nutrition. Physical fitness is to the human body what fine-tuning is to an engine. It enables us to perform up to our potential.

Physical fitness involves the efficient functioning of our body organs. Fitness influences to a great degree the health of our mind, qualities such as mental alertness and emotional stability.

If you don't use your body, it will degenerate and become less efficient. Your muscles will become flabby and weak. Your heart and lungs won't function efficiently. Your joints will become stiff and weak. As a result, you become prone to injury, diseases, fatigue.

Once you begin to exercise regularly, you will tone your muscles, increase the cardiovascular capacity and improve flexibility. As your body condition improves, you will discover many more reasons why exercise is so important to have a better quality of life. Exercise reduces stress, lifts moods, and helps us sleep better. It can keep us look and feel younger throughout our life.

We must remember that the benefits of any exercise programme will start diminishing if we take long breaks from it. Just like after being 21 days in a plaster our muscles degenerate due to lack of use, the muscles in our body also degenerate due to lack of physical activity. Modern lifestyle provides for very little opportunity of physical activity. Modern lifestyle is also referred to as sedentary lifestyle. Gadgets, like TV, laptop, tablets, and mobile phones encourage us to spend more time at home, making us *couch-potatoes*. We do not find any time for physical activity in our busy schedules. In fact, many of us are not into sports and physical activity even at school, where a lot of facilities for being active are available. Health is a man's greatest wealth; he who has health must cherish it with care. In order to do that he must have adequate knowledge of how to live a healthy lifestyle.

Important elements required for health include a balanced diet, regular exercise, and adequate sleep. A nutritious diet fuels the body, while exercise enhances physical fitness and mental well-being. Additionally, sufficient sleep is vital for recovery and stress management, ensuring overall health and resilience.

In order to maintain optimum health and wellness everyone should always take precautions to limit the risk of infections or illness, especially when it comes to personal hygiene. Hygiene is the practice of keeping yourself and your surroundings clean in order to prevent the spread of disease.

Personal hygiene is how you take care of yourself - whether it is brushing your teeth, washing your hands, eating right or even sleeping well. Having good personal hygiene practices means taking care of yourself and leading a healthy lifestyle. Good personal hygiene is the first step to good health. It not only protects you from poor health, but also shields those around you from suffering illness that arise from poor personal habits.

Habits such as washing your hands, bathing, brushing, may all look monotonous and boring, but they all come under important personal hygiene. They make you feel good about yourself and keep you free of bacteria, viruses, and illnesses. To protect your health, you must clean your body, hair, mouth and teeth regularly. You must wear clean clothes.

### **Child Health**

Comprehending child health is crucial for promoting the overall well-being and development of children. It includes various interconnected dimensions, such as physical, mental, and social health. Adequate nutrition is fundamental, as a well-rounded diet rich in fruits, vegetables, whole grains, and proteins supports growth and strengthens the immune system. Regular physical activity is essential for maintaining fitness, and managing screen time encourages more active play. Preventive healthcare, which involves routine check-ups and vaccinations, is vital for monitoring development and preventing illnesses. Mental health is also critical; nurturing emotional well-being through open communication and social connections helps build resilience and self-esteem. Furthermore, instilling good hygiene practices and ensuring sufficient sleep are important for overall health. Active parental involvement in fostering healthy habits and creating a supportive environment is essential, empowering families to make informed health choices for their children. By focusing on these key areas, caregivers and communities can significantly improve children's health outcomes and enhance their quality of life.

### **Factors Affecting Personal Hygiene**

- Culture
- Social and Economic conditions
- Family

- Personality
- Illness

### **Benefits of Personal Hygiene**

- Germs are removed from the body
- Bad smell from the body is removed
- Skin health is improved
- Appearance improves
- Boost to self confidence

### **Best Hygienic Practices**

Regular hand washing is the most essential factor for maintaining good health. This simple act prevents us from getting infected by a number of ailments. People who are careless about washing their hands are at a high risk of catching a cold or flu. The Habit of not washing hands can also cause gastrointestinal diseases, which can spread to others in the family.

### **When should you wash your hands?**

- Before, during and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- After using the toilet/washroom
- Before and after treating a cut or wound
- After blowing your nose
- After coughing or sneezing
- After touching an animal/pet
- After handling pet food
- After touching garbage

### **Personal Hygiene Habits**

Let us now try to understand some of the personal hygiene habits that you need to develop.

#### **Brush your Teeth Regularly**

It is very important to take good care of your teeth. After you get your permanent teeth, you have to maintain them for life. Here are some tips to help keep your teeth in top shape:

- Teeth should be brushed ideally after every meal especially if you eat sweet or twice a day. Proper brushing takes at least two minutes

- Brushing teeth at night and in the morning develops the habit
- Rinse your mouth after you eat something.'
- Gargle after eating something to keep the throat area free of bacteria.
- The toothbrush should be changed once the bristles wear out. Nowadays doctors recommend that toothpaste should be changed frequently like the toothbrush.
- Visit a dentist at least once in a year for a dental check-up
- Do not forget to clean and brush the surface of your tongue daily because there are bacteria present particularly on the rough top surface of the tongue. These can contribute to bad breath (halitosis) and negatively affect your dental health

### **Have a bath daily**

- Bath should be taken daily. A regular bath after any physical activity will help you keep yourself clean, fresh and odour free.
- Cleaning your body is also important to ensure the rejuvenation of your skin.
- Scrubbing the skin while bathing will slough off dead, dry skin and help your skin stay healthy and refreshed.
- Towel should never be shared with others and should be washed on a regular basis.

### **Trim your nails**

- Finger and toenails should be trimmed
- If possible, it should be trimmed weekly and brushed daily with soap so that no dirt or residue remains beneath the nail
- Fingernails should be trimmed straight across and slightly rounded at the top whereas toenails should be trimmed straight across.
- The best time to cut your nails is after bathing when they are soft and easy to trim.
- It is also a good idea to moisturize nails and cuticles regularly. **(Figure 4.1)**



**Figure 4.1: Trimming nails**

### **Take care of your hair**

- Hair should be washed regularly. It is important to keep hair and scalp healthy and in good shape
- If you suffer from lice or dandruff, then take necessary action at the earliest

- Also, it is critical that you get a haircut frequently for healthy hair
- Sharing a comb or hair brush can spread infections and also is unhygienic. **(Figure 4.2)**



**Figure 4.2: Combing**

### **Wear clean clothes**

- Fresh set of clothes should be worn as often as possible
- Dirty clothes are a source of contamination and can cause very serious skin disorders if worn over and over without washing them.
- Clean pair of socks should be worn every day (especially after athletic activities) as this will keep your feet dry and prevent it from smelling
- Clothing and linens should be washed on a regular basis. **(Figure 4.3)**



**Figure 4.3: Wearing clean clothes**

### **Avoid body odour**

- Clean and dry underarms and groin area can keep you free from bacteria
- Sweaty clothes should be changed as soon as possible after exercising or perspiring. **(Figure 4.4)**



**Figure 4.4: Cleaning of underarms**

### **Have good sleep**

- Sleep is as vital to our health and wellbeing, as good nutrition and physical activity



- Recommended that one should get adequate rest — 8 to 10 hours a night — so that you are refreshed and are ready to take on the day every morning.
- Lack of sleep can increase chances of falling sick. **(Figure 4.5)**



**Figure 4.5: Sleeping well**

### Clean your ears

- Ears should be cleaned with fingers while having a bath
- The daily cleaning of all hearing devices is essential to remove germs that can be introduced into the ear.
- Earrings should be kept clean, and should be removed daily so the piercing can be attended to.
- The use of hair products can build-up on the ear and should be washed off when possible, to avoid irritation to the skin of the ear. **(Figure 4.6)**



**Figure 4.6: Cleaning ears**

### Fight bad breath

- Drink plenty of water
- Brush regularly
- Treat any existing oral diseases
- Eat crunchy vegetables and fruits
- Eat yogurt
- Avoid tobacco products
- Mouth freshener can be used to fight bad breath **(Figure 4.7)**



**Figure 4.7: Use can use mouth freshener to fight bad**

### Care for your feet

- Feet should be washed properly, especially between the toes.
- Cotton socks are recommended to keep your feet soft and less sweaty.
- Shoes should not be too tight.

- Switch should not be shared with others.
- Shoes or insoles should be washed regularly.
- Staying bare feet or wearing open slippers, sandals at home is recommended.
- Walking in different surfaces (sand, pebbles, mud, rock etc.) bare feet can help even pressure distribution. **(Figure 4.8)**



**Figure 4.8: Take care of your foot**

### **General Nutrition for Children**

#### **1. Balanced Diet:**

- a) Include a variety of foods from all major food groups: fruits, vegetables, whole grains, proteins, and dairy.

#### **2. Fruits and Vegetables:**

- a) Aim for at least 5 servings per day to provide essential vitamins, minerals, and antioxidants.
- b) Encourage a colourful variety to maximize nutrient intake.

#### **3. Whole Grains:**

- a) Choose whole grains over refined grains (e.g., brown rice, whole wheat bread, and oats).
- b) Provide necessary carbohydrates and dietary fibre for digestion and energy.

#### **4. Protein Sources:**

- a) Include lean meats, fish, eggs, beans, legumes, nuts, and seeds.
- b) Essential for growth, tissue repair, and immune function.

#### **5. Dairy Products:**

- a) Incorporate milk, yogurt, and cheese for calcium and vitamin D, which are crucial for bone health.
- b) Opt for low-fat or fat-free options when appropriate.

#### **6. Hydration:**

- a) Encourage water as the primary beverage; limit sugary drinks like soda and juice.
- b) Ensure adequate hydration, especially during physical activities.

**7. Limit Added Sugars and Processed Foods:**

- a) Reduce intake of foods high in added sugars, trans fats, and sodium.
- b) Promote whole, minimally processed foods to prevent obesity and related health issues.

**8. Portion Control:**

- a) Teach children about appropriate portion sizes to prevent overeating.
- b) Encourage listening to hunger and fullness cues.

**9. Healthy Eating Habits:**

- a) Involve children in meal planning and preparation to promote interest in healthy foods.
- b) Model healthy eating behaviours as parents and caregivers.

**10. Education and Awareness:**

- a) Teach children about nutrition, including the benefits of healthy eating and the importance of making informed food choices.
- b) Foster a positive relationship with food, emphasizing enjoyment and balance.

**General hygiene practices**

- Washing hands before and after meals with water and soap.
- Washing hands, face and feet after coming from outside.
- Combing and washing hair regularly.
- Taking bath every day.
- Changing clothes and undergarments frequently.
- Trimming hand and foot nails regularly.
- Washing feet before going to sleep.
- Avoid going to bed in daily clothes.
- Washing fruits and vegetables before eating.
- Always carrying a handkerchief
- Placing hand/elbow when you feel like coughing.
- Keeping toilets and bathroom clean.
- Using dust bins.

## Activities

### Activity 1: Health and Hygiene Challenge

**Objective:** To educate students on the importance of personal hygiene and nutrition.

**Materials Required:**

- Chart paper, markers, coloured pencils
- Printed handouts on hygiene and nutrition
- Poster board for presentations

**Procedure:**

- Divide the class into small groups, assigning each a specific topic related to personal hygiene or nutrition. Students will research their topic using provided handouts and online resources.
- Each group creates a poster summarizing their findings, incorporating key points and visuals to represent their information creatively.
- Groups present their posters to the class, followed by a discussion on the importance of personal hygiene and nutrition. Each student sets a personal hygiene or nutrition goal to achieve over the next month.

## Check Your Progress

### A. Subjective Questions

1. What are the benefits of good hygiene?
2. How often should you brush your teeth and why?
3. List the things to do to improve personal hygiene.
4. What is the implication of hygiene on health?
5. What are the factors affecting personal hygiene?

### B. Identify and label the following general hygiene practices:



a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_ d) \_\_\_\_\_ e) \_\_\_\_\_

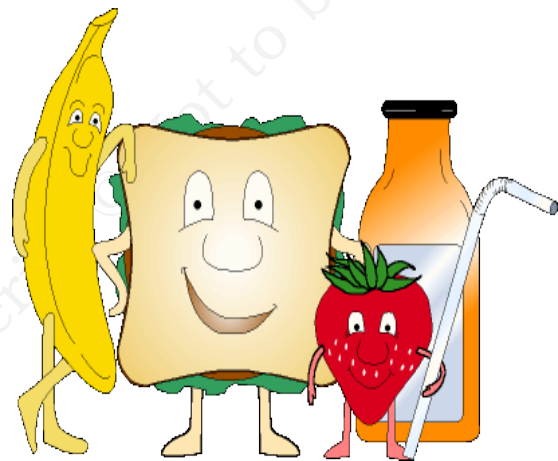
## Session 2: Growing Strong: The Importance of Nutrition

To live one must eat. But we not only eat to live, what we eat also affects our ability to keep healthy, do work, to be happy and to live well. Knowledge of what to eat and in what quantities is a prerequisite to a healthy and happy life.

Nutrition is the science that deals with all the various factors of which food is composed and the way in which proper nourishment is brought about. The average nutritional requirements of groups of people are fixed and depend on such measurable characteristics such as age, sex, height, weight, degree of activity and rate of growth.

Good nutrition requires a satisfactory diet, which is capable of supporting the individual consuming it, in a state of good health by providing the desired nutrients in required amounts. It must provide the right amount of fuel to execute normal physical activity.

A healthy diet consists of a variety of nutrient-rich foods, including fruits, vegetables, whole grains, lean proteins, and healthy fats. This balanced approach provides essential vitamins and minerals that support overall health, boost immunity, and reduce the risk of chronic diseases (**Figure 4.9**).



**Figure 4.9: Eat healthy diet**

By prioritizing portion control and minimizing processed foods and added sugars, individuals can maintain energy levels and achieve optimal well-being.

### Nutrition and Nutrients

**Nutrition** is the process of nourishing or being nourished, especially the process by which a living organism assimilates food and uses it for growth and for replacement of tissues.

**Nutrient** is a chemical that an organism needs to live and grow, it is a substance used in an organism's metabolism.

- To build and repair tissues,
- To regulate body processes and
- To provide energy for day-to-day activities

Organic nutrients include carbohydrates, fats, proteins (amino acids), and vitamins, minerals and water.

The macro nutrients or “big” nutrients include proteins, carbohydrates and fats. The micro nutrients or “little” nutrients are the vitamins and minerals that we need, to be healthy. For the body to be healthy it is important to have the right amount and proportion of the various nutrients.

There are six groups of nutrients that should be included in the diet.

**1. Carbohydrates:** Carbohydrates are the main sources of energy. They provide quick energy to the body and they are not stored in the body for long. The requirement of carbohydrates in the body is increased in endurance events and activities.

There are two types of carbohydrates: (a) Simple carbohydrates which are used to provide energy immediately like sugar and jaggery, and (b) Complex carbohydrates that contain several sugar molecules combined together like bread, cereals (wheat, bajra, rice), starchy vegetables and whole pulses (*chana, moong and rajma*). Nutrition experts recommend that 55 to 60% of our total calories should come from carbohydrates, preferably from complex carbohydrates.



**Figure 4.10: Eat food with carbohydrates**

**2. Proteins:** Proteins are the basic structure of all living cells. All meat and other animal products are sources of proteins. The best sources of proteins are egg, milk, meat, poultry, and milk products (cheese, paneer) (**Figure 4.11**). Protein is the main component of muscles, organs and glands. The cell of muscle, tendons and ligaments are maintained with protein. Proteins are needed for growth and development of children. Proteins are also required for the formation of hormones, enzymes and haemoglobin. Experts recommend that



approximately 20% of total daily calories should come from proteins. It is important to note that exercise is the key for stimulating growth of new muscle tissue. Protein is only a supplement.

### 3. Fats

Fats are the most concentrated source of energy in food. One gram of fat provides double the energy provided by one gram of carbohydrate. Our body can store fats and work as emergency banks and are called stored energy foods. The energy from fats is provided when there is a need. Fats are found in foods from both animal and vegetable sources. Animal sources include meat, poultry, cream, cheese, butter and ghee. Vegetable sources include palm and coconut oil. Fats are important for the proper function of the body. Experts recommend that fat should be limited to 10% of the total calories for the day. Fats are helpful for skin and helps to control blood clotting.

### 4. Vitamins

Vitamins are compounds of carbon that are absolutely essential for the normal working of the body. They are required in very small quantities, however, if our diet lacks in any vitamin we suffer from vitamin diseases called deficiency diseases. There are 13 vitamins needed by the body, the important ones are vitamin A, B, C, D, E and K. The sources of vitamin are vegetables, fruits, milk, grain and egg.

### 5. Minerals

Minerals contain elements needed by our body in small quantity. But these are essential for proper growth and functioning of the body. They are supplied in the form of salts by different foods; some of the important minerals are Iron, Calcium, Phosphorous, Potassium, Sodium and Iodine. Minerals are essential in tropical climatic conditions and during strenuous physical activity. Supplements of calcium and phosphorous should be given to children/ young athletes.

### 6. Water

Water is a nutrient that makes up almost 70% of our body weight. Most of this water is in our cells. Some is between the cells and some in the blood. Life processes cannot occur without water. Water plays an important role in our body. Some of the facts about water and its role in development and maintenance of our body are as follows:

- We lose a lot of water every day as we sweat, breathe, cry or get rid of our wastes.
- The water in the food we eat replaces approximately half of this water.
- Normally, we need 2.5 liters or 8 glasses of water every day to stay healthy.
- Children and sports persons who are active in sports should drink enough water to replace the water they lose through sweating.

Now let us try to understand how water plays an important role in our body:

- In the digestive system water helps to break down complex food molecules.
- Water transports food, wastes, chemicals and gases throughout the body.
- It carries waste products from the body through urine and sweat.
- The body is cooled by the evaporation of water in the form of sweat from the skin.

### **Balance Diet**

The word diet often implies the use of specific intake of nutrition for health or weight-management reasons (with the two often being related). Eating a balanced diet means choosing a wide variety of foods and drinks from all the food groups. It also means eating certain things in moderation, namely saturated fat, trans-fat, cholesterol, refined sugar and salt. The goal is to take in nutrients you need for health at the recommended levels. A balanced diet must contain carbohydrates, proteins, fats, vitamins, mineral salts and fibre. In conclusion, a balance diet is a diet which contains all the nutrients required for health in appropriate.

## **Activities**

### **Activity 1**

1. Make a chart showing proportion of the various nutrients in a balanced diet.

### **Activity 2**

2. Tabulate your and your family's water consumption for a week.

## **Check Your Progress**

### **A. Subjective Questions**

1. What is nutrition and nutrients?
2. What are the six groups of nutrients?
3. What are the sources of each nutrient?
4. What is the importance of water in our body?
5. What is the importance of balance diet?



## Answer Key

### MODULE 1: ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

#### Session 1: Physical and Socio-Emotional Needs of the Children

##### A. Multiple Choice Questions

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

##### B. Fill in the Blanks

1. Physical
2. Recognize
3. Physical
4. Socio-emotional
5. Emotional

#### Session 2: Factors Influencing Physical Activities

##### A. Multiple Choice Questions

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

##### B. True and False

1. False
2. True
3. True
4. True
5. False

**Session 3: Planning Physical Activities**

## A. Multiple Choice Questions

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

## B. True or False

1. True
2. False
3. True
4. True
5. False

**MODULE 2: AGE APPROPRIATE PHYSICAL ACTIVITIES****Session 1: Developing Engaging Physical Activities for Different Age Groups**

## 1. Multiple Choice Questions

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

## 2. Match of Columns

- a. (ii)    b. (iii)    c. (i)

**Session 2: Class Management**

## A. Match the Columns

- a. (iii)    b (i)    c (ii)

**MODULE 3: ORGANISING PHYSICAL FITNESS AND SPORTS ACTIVITIES****Session 1: Organising Physical Fitness Activities**

## A. Multiple Choice Questions

1. c
2. b

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

### Session 2: Organising Sports Activities

#### A. Multiple Choice Questions

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

### MODULE 4: CHILDREN HEALTH AND SAFETY

#### Session 1: Everyday Health: Hygiene Habits for Children

##### A. Identify and Label

- a) Washing fruits and vegetables before eating.
- b) Using a handkerchief while sneezing
- c) Disposing waste in dust bins.
- d) Flushing the toilet before leaving the washroom
- e) Placing hand/elbow when coughing.

### Glossary

**Balanced diet:** A diet which contains all the nutrients required for health in appropriate.

**Body composition:** Body composition refers to the percentage of body weight that is composed of fat as compared with fat free or lean tissue (muscles).

**Equipment:** All the material associated with the sport which is needed to play a sport.

**First Aid:** It means the treatment given to a 'patient' till proper medical aid is given.

**Game:** a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.

**Nutrition:** The process of nourishing or being nourished, especially the process by which a living organism assimilates food and uses it for growth and for replacement of tissues.

**Physical activity:** The bodily movement of any type and may include recreational, fitness, and sport activities.

**Physical education:** It is an educational discipline that focuses on developing physical fitness, motor skills, and overall well-being through structured physical activities and sports.

**Props:** Props in physical fitness are tools or equipment used to enhance workouts, improve performance, and add variety to exercise routines. They can assist with form, provide resistance, or aid in rehabilitation. These include Dumbbells, Resistance Bands, Stability Balls, Yoga Mats, Kettlebells, Foam Rollers, Jump Ropes, Hurdles and Cones, Medicine Balls, Ballet Bars, Pilates Rings, Body Bars or Weighted Bars, Agility Ladders, Ankle Weights, Parallettes, and Balance Boards.

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