

**Physical Training and Sports**

**NSQF Level 1- Class IX**

**Teacher's Handbook**

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## Preface

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace.

This teacher's handbook is a part of the qualification package developed for the implementation of National Skills Qualifications Framework (NSQF), an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NSQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

This Teacher's handbook has been developed through consultative process with the various organisations and forms a part of vocational qualification package for students who will take up this applied skill in class IX.

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of National Council of Educational Research and Training (NCERT) has developed modular curricula and learning materials (Units) for the vocational qualification package in the physical education and sports sector for NSQ levels 1 to 4; Level 1 is equivalent to Class IX and level 4 is for Class XII. Based on NOS, occupation related core competencies (knowledge, skills and abilities) were identified for development of curricula and learning modules (Units).

This teacher's handbook attempts to discourage rote learning and to bring about necessary flexibility in offering of courses, necessary for breaking sharp boundaries between different subject areas. The handbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups and activities requiring hands on experience. We hope these measures will take us significantly further in the direction of a child centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school Principals and teachers will take to encourage children to reflect their own learning and to pursue imaginative and on the job activities and questions. Participation of learner in skill development exercises and inculcation of values and creativity is possible if we involve children as participant in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time table would be a necessity to maintain the rigour in implementing the activities and required number of teaching days will have to be increased for teaching and training.

## About the Sector

Physical education and Sports is a sector which is very wide in scope and extremely significant in its impact on society. There is lack of sports consciousness and culture in the country. In general it is believed that Sports can only be pursued at the cost of academics. We even have a very well known saying in India for it.

“Padhoge Likhoge Banoge Nawab, Kheloge Kudoge Banoge Kharab”

Such Myths exaggerate our imbalance towards physical activity.

As we enter the 21<sup>st</sup> century with all the issues of sedentary lifestyles, unhealthy food habits, stressful careers, this imbalance needs to change else we will face a generation which will have a lower life span than the previous. There are already studies indicating a 30% population of children being obese. That is an alarmingly high number as there is research to show that 80% of obese children grow up to be obese adults. Diseases like diabetes, high cholesterol, stress related disorders are very common in this category.

The sowing of the seeds of physical activity as part of one’s lifestyle can only happen from childhood. It is a habit that needs to be formed early on. It is therefore clear that physical education needs to be an integral part of education in all our schools. Other than the health and fitness outcomes we are also looking at a great deal of life skills learning through sports.

The need for physical education as an integral part of education has been recognised by the government and efforts are being made to elevate the status of physical education in schools. That is the grass roots level intervention which will eventually drive the demand for physical education and sports related industry in India.

The immediate need is of good quality physical education and sports professionals at various levels. This demand is going to explode in the coming years offering opportunities for all who want to be associated with Sports and build a career in this field. Several job opportunities already exist, physical education teachers, sports coaches, physiotherapists, nutritionists, sports doctors, sports officials, sports event managers are a few of them.

There is already a gap today in the demand and supply of professional in this sector. A vocational course on physical training and sports gives basic exposure of the relevant knowledge and skills required for someone interested in this sector. Participation in such a vocational course should build entry level knowledge and skills giving the student an advantage when pursuing further education in this field or employability skills, should the student decide to go for a job.

## Acknowledgements

The youth of India which is and will continue to be the most sought after resource for this country of a billion people, has inspired us to undertake this journey in strengthening physical education and sports in India.

We would like to thank the schools we have partnered with, who have lent us their support in strengthening physical education and sports at school level. They have believed in our ideas and given us the right platform to make the right impact at the right age.

We would like to thank the physical education colleges which have given us access to their students and have guided us whenever we sought their support.

We would like to thank the physical education professionals who work with us. They have helped us change the way we look at physical education. These physical education professionals who have believed in themselves and worked hard to bring physical education on the radar of school authorities, parents and students.

Special thanks to the Sportsmen of India who have shown us what we are capable of doing if we commit.

We would like to thank all our well wishers, friends and investors who have appreciated with generosity our efforts so far, given us the right platforms to present our thoughts and given us opportunities to showcase our products and services, without their trust and belief we would not be here.

Our inspiration to offer this vocational course comes from the trust and confidence our schools have placed on us, the smiles that we see on the young school children's faces and the dire need for us as a nation to focus on preventive health and fitness.

We would like to appreciate the MHRD government of India and NSDC, for recognising the need for elevating the status of physical education and sports in school curriculum and giving us the opportunity to participate in this endeavour.

We would like to place on record our gratitude to **Dr. Vinay Swarup Mehrotra**, Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE, **Prof. R.B. Shivagunde**, Joint Director, PSSCIVE for their support and guidance in developing this curriculum as per NSQF. We would like to thank EduSports, Labournet and Wadhawani Foundation for giving us this opportunity to contribute in this nation building exercise through this vocational course.

Thank you All!

## About the Handbook

This handbook is to assist teachers in teaching and training their students for meeting the occupational standards for “Physical Education Trainer” (Physical Education and Sports Sector). Occupational Standards define what individuals need to know, understand and do in order to carry out a particular function. We have the following job profiles for which this vocational course has been proposed

1. Early Years Physical Activity Trainer
2. Primary School Physical Activity Trainer
3. Junior Sports Trainer
4. Facility Attendant/ Groundsman

Seven modules have been proposed which cover the topic in a holistic manner. The modules are

1. Foundation in Physical Education
2. Health and Fitness
3. Games and Sports
4. Developing an Athlete
5. Teaching-Learning
6. Managing Sports Events
7. Food and Nutrition

It is recommended that the teacher take as much as possible a practical approach to teaching these concepts. The school being potentially the place of work, offers tremendous opportunity for such practical sessions.

The emphasis should be on learning concepts and skills that are required for the occupations listed above.

The topic has been addressed through the following sequence

### **Section1: Introduction/ Relevant Knowledge**

This section introduces the topic of the Unit. It provides you with the relevant information on the topic (s) covered in the session.

### **Section 2: Interactive Lecture**

The teacher may choose to deliver the contents of the module using any creative teaching methodology like demonstration, role play, hands on learning etc.

### **Section 3: Activity and Exercises**

Each session has several exercises in the Student’s workbook which check understanding of the topic discussed. Please help students complete these exercises. The activities included in this section will help the students develop necessary knowledge, skills and attitude that are required in the roles

mentioned above. You need to supervise the activities and help students complete their tasks. Your continuous feedback will help students learn and improve.

#### **Section 4: Assessment**

You should use the review questions included in this section to check the progress of the students. They must be able to answer all the questions before you proceed to the next session.

#### **Section 5: Assessment checklist**

This checklist gives you an opportunity to check if all concepts and skills that were covered in this topic were learnt.

#### **General Instructions for Teachers**

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly.
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Always enter the class at least 10 minutes before the session.
- Ensure all materials/aids/equipment required for teaching and training are available.
- Explain about the materials that are going to be used.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skills themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in the class the problems faced by the students in performing the tasks.
- Summarize the key learnings.
- Ensure key learning are captured and skills demonstrated at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Maintain a careful record of assessment scores for every participant.
- Always encourage participants. Never discourage them from actively engaging in discussions and question-answer sessions.

**PS101-NQ2014**

**Foundation of Physical Education**

### Introduction

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

Research has shown that there is a positive correlation between brain development and exercising. Many people see physical education as physical activity or game. Physical activity or game is only a subset of the entire physical education curriculum, however, physical activity or Game is the key foundation of a successful physical education program. In today's high tech society, a successful physical education plays an important role in the physical growth and development of students in fighting against the sedentary lifestyle. Through physical education, students acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for students to express themselves through movement and physical activity.

This module of 'foundation of physical education' will enable you to:

1. Understand the concept of physical education.
2. Identify objectives of physical education.
3. Describe the importance of physical education in relation to overall growth and development of an individual.
4. Understand scope and trends in physical education.
5. Identifying opportunities in physical education.

**Relevant Knowledge****Education**

**Education is a process by which knowledge, skill, character and behaviour of the young are shaped and moulded.**

The human being is a social animal and the primary distinction from other animals is his intelligence and the ability to learn through various ways. We are endowed with intelligence which enables us to modify the animal tendencies in accordance with the demands of the environment and the society. Through education he enhances his/her intelligence and capabilities so as to ensure proper progress in life. Education is a process which enables man to acquire knowledge through conducive attitude, which is essential for being a human being.

**Physical Education**

**Physical education is the education through physical activities.**

A more wide-ranging definition of physical education would encompass instruction in the development and care of the body, from simple exercises to training in hygiene, gymnastics, and the performance and management of athletic games. Historically, it has focused on diet, exercise and hygiene, as well as musculo-skeletal and psycho-social development. Several areas constitute its sub-disciplines: these include biomechanics, physiology, sports sociology, history, philosophy and psychology.

Physical education, an integral part of the total education process, is a field of endeavour that has as its



aim the improvement of human performance through the medium of physical activity that have been selected with a view to realizing this outcome.

Physical education is the accumulation of wholesome experiences through participation in large muscle activities that promote optimum growth and development.

Physical education is an education imparted through physical activities for the development of the total personality of the child, to its fullness and perfection in body, mind and spirit. Immediately, it is concerned with the development of physical fitness. In striving for such fitness, however, physical education has to train the child's mental, moral and social qualities, arouse its awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards others qualities that are essential for a happy and well adjusted life in a free and democratic world. Physical education can thus, make a very valuable contribution to our life.

## **Physical Education and Physical Activity**

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Physical education and physical activity both contribute to the development of healthy and active children. Physical activity is part of physical education.

**Physical education** is about educating a child holistically through physical activity. Therefore physical activity forms a part of physical education. Physical education talks about development of a child physically, emotionally, socially and mentally. The knowledge and the skills learnt here can assist a person to lead a happy, balanced, active and healthy lifestyle. Due to its core role in the holistic development of a child, it is a compulsory subject in all school education.

**Physical activity** is bodily movement of any type and may include recreational, fitness, and sport activities. In fact, physical activity is almost anything that involves the muscular and skeletal systems. Physical activity should be part of a physical education class, but it can also be

incorporated into other academic subject areas, including recess, and before and after school physical activity programs.

Physical education teaches how to be wise consumers of physical activity. It is not enough to be just physically active; participants need to realize the benefits, skill techniques, training principles, and values of a physically active lifestyle. Based on a sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, marathon running, marching band, hiking, camping and other recreational activities. It is much more than that.

*“Physical education is education. It is education through physical activities for the development of the total personality of the child, to its fullness and perfection in body, mind, and spirit. Immediately, it is concerned with the development of physical fitness. In striving for such fitness, however, physical education has to train the child’s mental, moral and social qualities, arouse his awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards others --- qualities that are essential for a happy and well adjusted life in a free and democratic world. Physical education can thus, make a very valuable contribution to our national life.”*

- A National Plan for Physical Education and Recreation.  
A Report by Ministry of Education, Govt. of India.

#### Terms to Know

**Sedentary:** Requiring little activity

**Encompass:** To include something

**Accumulation:** The act of collecting

**Wholesome:** Good

**Optimum:** Best

**Striving:** Putting effort to get to one’s goal

**Resourcefulness:** To solve a problem creatively

Activity	Skill Circuit
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**Aim:** To learn and practice the specific sports skills.

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

### Warm-up – 5 min

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

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

### Activity – 25 min

- Divide the class in two groups and make two stations as circuits as shown in figure 1 and 2.
- The skills which would be assessed are – running, hopping, dribbling with feet, twisting/turning, striking, dribbling with hand and throwing.
- Once the children complete the station the group will switch over to another station.
- The children need to go through the circuit using the above skills and the teacher should watch how they perform.
- If a child is not able to perform a particular skill well, he/she can be given more practice to improve.

#### Station 1



Fig. 1

## Station 2:

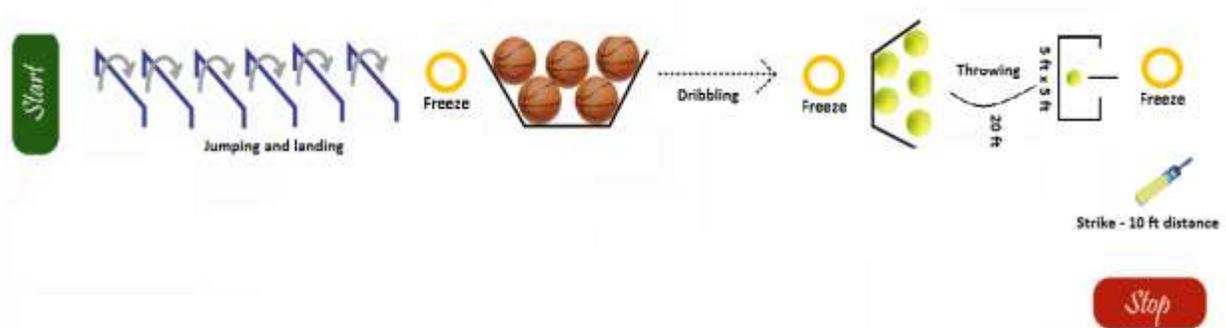


Fig. 2

### Cool-down 5 min

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

## SESSION PLAN 1

### 1. SESSION TOPIC:

Identify the meaning and concept of physical education.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the meaning and concept of physical education.

### 3. MATERIALS/ EQUIPMENT REQUIRED:

Board, markers, chart papers, sketch pens, computer.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS101S1T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Involve the students to share their views on the related topic to make it interactive.
6. Relate the topic to the current situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any questions students may have.
10. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS101S1T2

**DURATION:** 1 hr

Ask your students to make chart on various concepts of physical education as a part of their student portfolio.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. How education and physical education is related to each other?
  - II. Which one is more important physical education or physical activity or both?
  - III. What is the meaning of a physically active person?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS101S1A

Students could differentiate between

1. Education and physical education
2. Physical education and physical activity

#### Part B

NSQPS101S1B

Students could answer the following questions:

1. What is education?
2. What is physical education?
3. Why is it important to be physically active?

#### Part C

NSQPS101S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Performed physical activities like running, jumping, hopping, dribbling the ball, catching and throwing.		

Relevant Knowledge

Aim of Physical Education

Aim is referred to as the ultimate goal or direction. Aim is achieved through objectives.

Aim of physical education, like general education, is to develop overall personality of an individual through a series of planned activities or programmes, which include physical, mental, social, emotional and moral aspects. Thus, physical education aims at making an individual physically fit, mentally alert, emotionally balanced, and socially, morally and spiritually adjusted.



**Mental/intellectual abilities**



concentration



thinking



decision-making



observation



strategy design



**Emotional abilities**



confidence



sincerity



trust



empathy



cooperation



responsibility



resolution



respect



communication



commitment



**Physical capacities**



flexibility



resistance



agility

## Objectives of Physical Education

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Objectives are the particular and precise means employed to realize an aim. Objectives are steps, advances, and realities in relation to the aim. They are considered worthwhile as they measure up to the standard of the aim. The objectives are something desirable, which seem possible of being attained, and through which the final goal is brought nearer to realization.

**Swami Vivekananda said,** \* “First of all, our young men must be strong. Religion will come afterwards. Be strong, my young friends, that is my advice to you. You will be nearer to heaven through football than through the study of the GEETA . . . You will understand the GEETA better with your biceps, your muscles, a little stronger.”

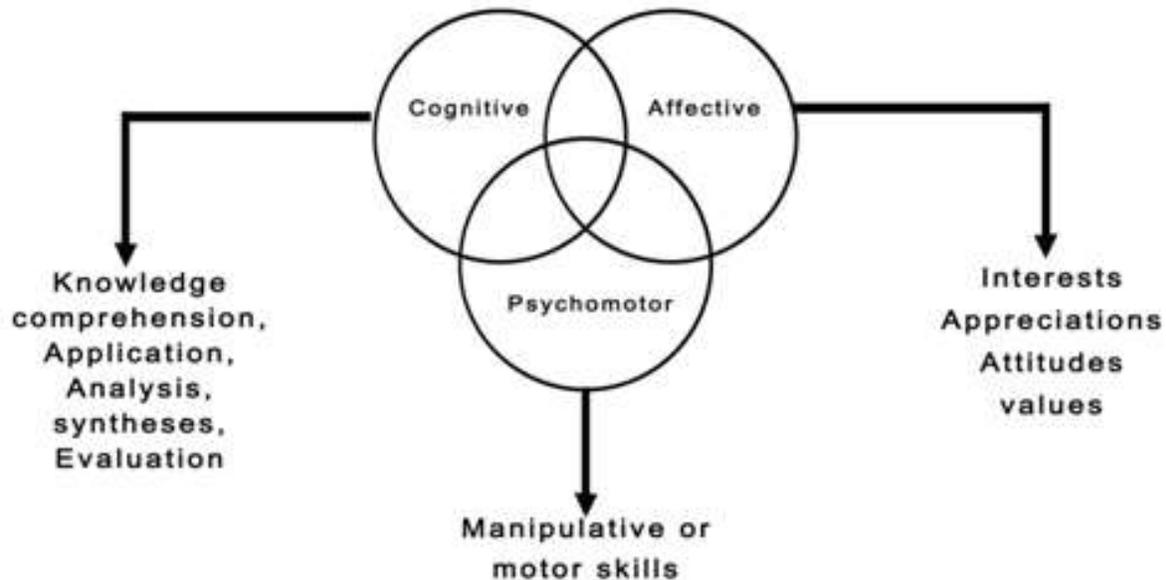
- *The Complete Works of Swami Vivekananda/Volume 3/Lectures from Colombo to Almora/Vedanta in its Application to Indian Life.*

**In 1934, the committee on Objectives of the American Physical Education Association** listed five objectives (1) physical fitness, (2) mental health and efficiency, (3) social –moral character (4) emotional expression and control, and (5) appreciations.

**In 1950 a Joint Committee of the American Association for Health, Physical Education and Recreation and the Society of State Directors of Health, Physical Education, and Recreation** formulated four objectives; (1) to develop and maintain maximum physical efficiency, (2) to develop useful skills, (3) To conduct oneself in socially useful ways, and (4) to enjoy wholesome recreation.



Objectives are the specific, measurable skills that you will learn in order to achieve the goals. Like education, the learning objectives of physical education can be categorized into three domains, namely cognitive (relates to knowledge and understanding), psychomotor (relates to action or motor skill) and affective (relates to attitudes, values and self-concepts). Let us try to understand these three domains and identify the objectives of physical education.



**Cognitive Domain:**

This domain includes knowledge, comprehension, application, analysis, syntheses and evaluation, which are responsible for the development of intellectual ability and skill. Each one of them are explained in the table below with example. This objective is concerned with increasing the knowledge, improving problem solving abilities, clarifying understandings, and developing and identifying concepts. As intellectual, physical and emotional developments are closely related, the physical education programmes contribute to cognitive development by providing knowledge in the areas and modifying behaviour in regard to good health practices.



**Mental/intellectual abilities**

-  concentration
-  thinking
-  decision-making
-  observation
-  strategy design

Level	Domain	Example
6	<b>Evaluation</b>	Evaluating the individual and team performance on passing and ball possession.
5	<b>Synthesis</b>	Developing and implementing individual and teams tactics of passing based on the analysis.
4	<b>Analysis</b>	Understanding and making decisions of passing in a game scenario based on opponent's movement.
3	<b>Application</b>	Applying the technique and concept of passing in a game.
2	<b>Comprehension</b>	Understanding the concept and importance of passing. Through passing the ball will move faster towards opponent's goal area.
1	<b>Knowledge</b>	Knowing the correct techniques of a sport skill (e.g. passing)

### Psychomotor Domain:

A good deal of physical activities helps the individuals to develop certain skill. This domain concerns with development and improvement of motor skills. Psychomotor learning is the heart of physical educational experience and results in the achievement of general motor ability as well as selective skills in various activities. This objective is concerned with developing body awareness and making physical movement efficient, graceful, aesthetic and useful, with as little expenditure of energy as possible. It also deals with development of body control, coordination, agility, balance, sense of direction and vigour through physical activities.



### Physical capacities



## Affective Domain:

It is a well accepted fact that our feelings, emotions, thoughts and achievements are influenced to a considerable extent by the physiological and mental process of the body. This domain is primarily concerned with helping the athletes to clarify and think through their values, interests, appreciations, attitudes and judgements. It helps in developing proper and positive attitudes and appreciations towards physical education and physical activity. It lays stress on the individual's values system, philosophy and adjustment patterns that are basic to maturity. It helps the individual to move from social and emotional immaturity to maturity. Physical education is based on sound psychological principles. It develops amongst the individuals wholesome attitudes towards play and physical activities and cultivates recreational and hobbies. Physical education also helps in promoting physical fitness by aiding in the process of social and emotional development which leads to a more positive self-concept. Physical education thus promotes the spirit of certain qualities like sportsmanship, team spirit, leadership, patience, self-restraint, cooperation, etc.



Now that we have discussed the aims and objectives of the physical education, let us consider an example to understand the difference between the goal and objectives. The goal should be achievable, meaningful and general, whereas the objectives should be specific and measurable or observable.

### Examples

A goal might be "to learn to play basketball," and the instructional objectives for that goal might be "how to dribble," "how to pass basketball" "shooting the ball into the basket" .

A goal might be to "learn to play football" and the instructional objectives for that goal might be "kick the football", "perform short passes", "perform out-step kick", "perform instep kick" , "perform heading".

### **Terms to Know**

**Synthesis:** Combining ideas to form a complex output / product

**Intellectual:** Requiring the use of the mind

**Cognitive:** Related to the mental processes of thinking and knowing

**Aesthetic:** Ability to appreciate something good or beautiful

## SESSION PLAN 2

### 1. SESSION TOPIC:

Identify the aims and objectives of physical education.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the aim and objectives of physical education.

### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS101S2T1

**DURATION:** 1 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain the health check-up questionnaire and its purpose.
5. Plan a game/ physical activity for the on-ground experience.
6. Explain how the discussion, questionnaire and the game/ physical activity is related to each other and the purpose of the game.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS101S2T2

**DURATION:** 2 hr

1. Involve your students in physical activities/ game with a specific aim and objective.
2. Ask your students to fill-up the health check-up questionnaire.
3. Ask your students to make a plan to improve the score by 6 points based on the score of health check-up questionnaire.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.

### Checklist for Assessment Activity

2. You may ask questions such as
  - I. What is the aim and objectives physical education?
  - II. How the game that we played is related to the aim and objective?
  - III. What is the learning from health check-up questionnaire?

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS101S2A

Students could differentiate between

1. Knowledge and skill
2. Cognitive and affective domain
3. Goals and objectives

#### Part B

#### NSQPS101S2B

Students could answer the following questions:

1. What are the aims and objectives of physical education?
2. Why physical activities should be performed in a systematic manner?
3. How physical activities affect our mental and physiological state?
4. How physical education helps in adjusting ourselves to the social, moral and cultural needs of the society?

#### Part C

#### NSQPS101S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify the various objectives of physical education in a given scenario		
Write goals and objectives for playing a game		

**Relevant Knowledge****Importance of Physical Education**

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Physical activity is critical to the development and maintenance of good health. Research shows that regular physical activity can help reduce your risk for several diseases and health conditions and improve your overall quality of life. Physical fitness involves the efficient functioning of your body organs. Fitness influences to a great degree not only to physical health but also the health of our mind such as mental alertness and emotional stability. When physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases. Physical activity helps to reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. Scientist in the field of Physical education recommends at least one hour of regular physical activity to be an integral part of our daily routine.

Once you begin to exercise regularly, you will tone your muscles; increase the cardiovascular capacity, 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.

**Physical education helps in the following:**

1. Developing and maintaining good health.
2. Taking preventive measure against disease.
3. Improving mental and physiological strength and physical fitness.
4. Improving mental concentration.
5. Building self esteem.
6. Developing cooperation, teamwork and sportsmanship skills.
7. Promoting physically active lifestyle.
8. Equipping a person with skills to participate in recreational games.

A person is said to be **physically educated** when he/she achieves **all the standards** given below. These standards have been defined by NASPE (National Association of Sports and Physical Education)

**Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

**Standard 3:**

Participates regularly in physical activity

**Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:**

Exhibits responsible personal and social behaviour that respects self and others in physical activity settings

**Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction



**SESSION PLAN 3****DURATION: 1 hr****1. SESSION TOPIC:**

Identifying Standards of Physical Education

**2. OBJECTIVE**

To develop student's knowledge, skills and abilities to value the importance of physical activity

**3. FACILITIES/ EQUIPMENT REQUIRED:**

Board and markers

**4. PREPARATIONS**

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

**Process**

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1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Relate the topic to the situation and ask questions.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is the importance of physical education?
  - II. What are the standards of a physically educated person?
  - III. How can we make a healthy life style with the knowledge of physical education?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS101S3A

Students could differentiate between

1. The standards 1 and standard 2 of physical education.
2. A Physically Educated person and an physically uneducated person

#### Part B

#### NSQPS101S3B

Students could answer the following questions:

1. What is the importance of physical education?
2. Why do we need to consider standards of physical education?
3. Who is said to be a Physically Educated Person?

#### Part C

#### NSQPS101S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate the knowledge of relating the standards of physical education with the activities performed by himself/herself		

**Relevant Knowledge****Scope of Physical Education**

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Physical Education is a comprehensive concept and its scope is very wide. It is not limited to mere physical activities or physical exercises. It includes all aspects leading to a holistic development of an individual. It is a very vast field and considers all facets of human activity.

Physical education has the potential not only to touch the lives of individuals but also to form an important and enduring part of our culture in which we live.

Physical Education is no longer focused on the students who attend school or college but encompasses all the segments of the population regardless of the age, sex, physical ability or physical status. Physical education programmes are no longer restricted to training and developing skilled athletes or players but are expanding to meet the needs and interests of the entire population.

Broadly, a physical education programme can be divided into four parts

- (i) Service Programme,
- (ii) Intramural Programme,
- (iii) Extramural Programme, and
- (iv) Fitness and Recreational programmes.

**1. Service Programme:** This programme lays emphasis on instructional aspect. Besides providing knowledge about physical education it also provides knowledge about health and hygiene, nature and environment, and sociological, biological and psychological principles of physical education.

**2. Intramural Programme:** This programme provides opportunity to develop skills through physical activities within a group, a club, a society, a community, a village or an institution.

**3. Extramural programme:** It provides opportunity of interaction through competition between groups, clubs, societies, communities, villages and institutions.

**4. Fitness and recreational programme:** Programmes that provide fun, thrill, action, activity and skill to the individuals enabling them to meet their individual needs of fitness and well being.

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

- **Athletics:** All the tracks and field events i.e. running, jumping and throwing.
- **Individual and (1) Indoor games –** Table tennis, badminton, Squash etc.  
**Team games: (2) Outdoor games** Hockey, football, kabaddi, kho-kho, cricket etc.
- **Combative and Self Defensive games:** Boding, judo, wrestling, fencing, horse riding etc.
- **Aquatics:** Swimming, diving, water polo etc.
- **Minor games/ Free play:** Carom, Chinese chequer, chess, dog and bone, dodge ball etc.
- **Gymnastics:** Roman rings, vaulting horse, parallel bars etc.
- **Corrective and Rehabilitative Exercises:** Exercises prescribed by the Doctor for defect or injury correction e.g. flat foot, round shoulder, knock-knees etc.
- **Folk dances:** Gidha, bhangra, jhumer, garbha etc.
- **Traditional Exercises:** Dands, baithaks, malkhamb, pyramids etc.
- **Recreational Activities:** Games and activities for relaxation, amusement and proper utilization of leisure time.
- **Adventurous Activities:** Excursions, tours, trips, camps, mountaineering, hiking trekking etc.
- **Demonstrations:** Drills, march pasts, formations etc.

## Trends of Physical Education

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The nineteenth century was an extra-ordinary period of development in terms of both ideas about sport and fitness, and physical education. Muscular activity and competition became not only acceptable but favourable. Moral development began to be tied to sport and fitness. The “ideal person” was portrayed as fit, skilled and moral. Education began to change from a narrow academic view to a more child centred view in which playful activity was seen to be central to an appropriate education. Physical education was beginning to be seen as a necessary part of basic education. More people were participating and more people were watching as spectators. Participation during adulthood was considered to be an important recreational balance to the demands of the modern life.

Education through the physical activities was the dominant curricular philosophy for the twentieth century, and fourfold objectives of physical development –physical, motor, mental, and social.

Modern concept of physical education has given rise to a global perspective and has become one of the most viable factors in cross culture integration. Sports and games have its own language and can provide a medium for international understanding and goodwill among nations. It has assumed great importance not only for self actualisation at the national level but for social maturity and survival at the global level.

In the 21<sup>st</sup> century, physical education is no more a physical training only, or simply body building, or merely indulging in play activities or mass drills, or pertaining to physical fitness alone. It has emerged as a multi-dimensional discipline.

The 'new' physical education emphasizes education through the physical as a philosophical basis for sports, fitness, and physical education, a philosophy in which activity is believed to contribute to physical, mental, social, and intellectual strength paving way for all-round, wholesome and harmonious development of an individual.

#### **Terms to Know**

**Comprehensive:** Including everything

**Holistic:** Paying attention the functional relation between parts and the whole

**Cognizance:** Having knowledge of

**Facets:** Distinct features

**Fourfold:** Four times as great

**Viable:** Something that is possible / workable

**Self Actualisation:** To recognize and fulfil one's capacities

**Indulging:** The act of being satisfied while doing something

**Pertaining:** To be associated with something

**Harmonious:** Being in agreement

## SESSION PLAN 4

### 1. SESSION TOPIC:

Explain the scope and trends of physical education.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the scope and trends of physical education.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance

## T1: Interactive Lecture

NSQPS101S4T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Relate the topic to the situation and ask questions.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Explain the purpose of role play after the lecture session. Give directions about what is specifically expected from the role play and how it is related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS101S4T2

**DURATION:** 2 hr

Engage the students in physical activities/ game play in relation to various scopes of physical education.

Ask your students to remember the scopes those were discussed during the interactive lecture session.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is the broad scope of physical education?
  - II. What are the current trends within the scope of physical education?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

**NSQPS101S4A**

Student could differentiate between

1. Intramural and extramural program.
2. Individual and team games.

#### Part B

**NSQPS101S4B**

Student could answer the following questions:

1. What are the four parts of physical education program?
2. What are the current trends within the scope of physical education?

#### Part C

**NSQPS101S4C**

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify current trends within physical education		

**Relevant Knowledge****Sports and Socialization**

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Socialization may be defined as a process of acquiring the social, mental, and physical skills necessary for survival in a culture and for perpetuating the heritage of that culture.



Socialization enables a man to become an individual and at the same time a valuable member of a society. In a way it tends to shape people to be alike as they take on the ways of their society and become a functional member of it. Once socialized, they exhibit standards of behaviour in accordance with society's norms which are the rules, laws, and customs which govern

behaviour and from which society's values emerge. It is the adjustment one makes to one's cultural environment.

Sports and games are effective means towards socialization because it provides opportunities in many social processes which are involved in the transmission of cultural behaviour. Through games and group physical activities socialisation takes place at home, in the school play grounds, on the streets and any other place where games are played.

The following aspects of the social system are integral parts of the socialisation processes which operate in various sport situations:

- Role Playing.
- Social Stratification
- Competition and Cooperation
- Status
- Self Image

## Role Playing

Role playing is an important aspect of the socialization process. Roles are played in the child's peer play group. The assigned roles are likely to relate somewhat to the ingredients of social system. Ways of behaving according to the assigned duty are roles. This is hard fact that no experience can offer more opportunities for role playing than sports.

## Social Stratification



Social stratification is another aspect of the process of socialization. It too, can affect personality and self image as individuals are born, grown and developed in a particular social class. Sports and games provide an environment in which there is a less social stratification (classification). However, sports can serve a catalyst for social mobility through which one moves upward.

## Competition and Cooperation



Competition and cooperation are two social processes that are highly related to sport and games. They are not only powerful forces in the socialization process, but also as motivators to learning in both intellectual pursuits and motor performance. In sport and games, cooperation and competition should not be looked upon as antithetical. Sports and games require competition but they also demand cooperation to participate in competitive sport, one must include cooperation as a natural consequence.

## Status

In addition to assigning roles in the social group, society has also assigned status. One positive factor of sports in social structure and process is in the area of social status. Since the modern society is a sport oriented one, for youth as well as adults, status is related to participation in

sport. Status of one's group is related not only to role playing, but also to leadership. Probably, there is no area to-day where one's status in the group is predicted on one's ability alone as much as in the area of sport.

### **Self Image**

Participation in games and sports can affect the self image of the participants and thereby enhance self esteem, self control, and a sense of security. Fundamentally this is the child's body-image. Movement image as expressed in sports and games is basic to body image.



## Career Opportunities in Physical Education and Sports

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If you are highly talented, you can pursue sports as a professional player. What if you are not and still want to be a part of the wonderful world of sports? In today's world, there are many sport oriented career opportunities and you could choose to be any one of the following...

1. **Physical Education Teacher:** A PE teacher is one who teaches sports and games in a school or college and creates interest in students towards fitness and sports.
2. **Coach:** A coach is one who trains sportsmen/teams to achieve a better performance in the chosen field.
3. **Fitness trainer:** The assistant to the coach who is responsible for the fitness of the team/sportsmen.
4. **Sports Doctor:** A person who is specialized in sports injuries and rehabilitation.
5. **Sports Physiotherapist:** A professional who helps in the recovery of sports related injuries. He/she plays an important role in the rehabilitation of sportsmen. At times he also helps in fitness training.
6. **Sports Journalist:** A journalist is one who reports on the various sporting events played at various venues. He/she could work as a writer for newspapers or magazines or be a TV journalist.
7. **Sports Commentator:** A specialist who analyses various sports events, does interviews of sportsmen and also gives the ball-by-ball description of a match such as cricket.
8. **Sports Agent:** An agent is a person who procures and negotiates employment and endorsement contracts for players and teams.
9. **Referee/Umpire:** An official who normally controls the game. Officials in various sports are known by a variety of titles, including referee, umpire, judge, linesman or timekeeper.
10. **Sports architect:** A person who designs sports infrastructure and facilities like stadiums and arenas.

There are also other options, like being an event manager, organiser, sports goods/equipment designer and manufacturer, sports psychologist, spa therapist/ masseur etc.



### Terms to Know

**Perpetuating:** To extend something

**Heritage:** Relates to custom and tradition

**Transmission:** To spread

**Stratification:** Arranging something into categories

**Intellectual:** Requiring the use of the mind

**Antithetical:** Opposing

**Fraternity:** Social club

**Rehabilitation:** The act of restoring something to its original state

## SESSION PLAN 5

### 1. SESSION TOPIC:

Explain the social and economic opportunities of physical education.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to identify the career opportunities in physical education and sports.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS101S5T1

**DURATION:** 1 hr 30 min

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Relate the topic to the situation and ask questions.
5. Discuss the further studies and roadmaps for various career opportunities.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Explain the purpose of role play after the lecture session. Give directions about what is specifically expected from the role play and how it is related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS101S5T2

**DURATION:** 1 hr

Conduct on-ground "Role Plays" to make your students understand the various career opportunities in physical education and sports.

For each career opportunity let the students do specific role plays. For e.g. players, referee, coach, asst. coach etc.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What are the career opportunities in the field of physical education and sports?
  - II. List down the aspects of the social system related to sports.

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS101S5A

Students could differentiate between

1. Coach and physical education teacher
2. Sports Journalist and sports commentator
3. Sports agent and sports architect

#### Part B

NSQPS101S5B

Students should answer the following questions:

1. What is socialization?
2. What are the various jobs and career opportunities available in the field of physical education and sports sector?

#### Part C

NSQPS101S5C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify the skills sets needed for the various jobs or career opportunities in physical education and sports.		
List different socialization opportunities that sports offers		

## Further Reading

### Books

Essentials of Physical Education: Ajmer Singh, Jagdish Bains, Jagtar Singh et.al.

## Acknowledgement & References

[www.aahperd.org](http://www.aahperd.org)



**PS102–NQ2014**

**Health and Fitness**

### Introduction



Our bodies were meant to move -- they actually crave exercise. Regular exercise is necessary for physical fitness and good health. And who doesn't want to be healthy and fit?

The World Health Organisation (WHO) has defined health as "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 has been amplified 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 performances of the various organs in our body, since what we do with our body also effects what we can do with our minds, fitness influences to some degree qualities such as mental alertness and emotional stability.

If you don't use your body, you will surely lose it. Your muscles will become flabby and weak. Your heart and lungs won't function efficiently. And your joints will be stiff and easily injured. Once you begin to exercise regularly, you will discover many more reasons why exercise is so important to improving the quality of our life. Exercise reduces stress, lifts moods, and helps us sleep better. It can keep us looking and feeling younger throughout our entire life. But we must remember that the benefits of any exercise program will start diminishing if we take long breaks from it. So, it is in our interest that we keep at it and also be regular at it. And with more and more gadgets, like

TV, laptop, tablets, mobiles available to keep us occupied, we tend to keep away from physical activities more and more. 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.

On completion of the sessions, you will be able to:

1. Understand the concept of Health and Fitness.
2. Understand Growth and Development.
3. Identify the parts of the human body and relate their role in keeping us healthy and fit.
4. Identify and understand the fundamental motor skills.

## Relevant Knowledge

### Health

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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. Health is not merely the absence of disease, it is a positive quality of the living body, of which fitness for one's work and the happiness are distinguishing marks. Health is the way; there is no way to health. Let all the habits of living be health promoting. The term health is not an abstract thing but a relative concept. In it we see a continuum of freedom from sickness to better and positive health.

According to WHO (World Health Organization), **“Health is a state of complete physical, mental and social well being and not merely an absence of disease or infirmity.”** Recently this definition has been amplified and it has been added, **“Attainment of a level of health that will enable every individual to lead a socially and economically productive life.”**

### Physical Fitness

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Physical fitness is to a human body; what fine-tuning is to an engine. It enables us to perform up to our potential. Fitness can be described as a condition that helps us look better, feel pleasant and do our best. More specifically, it is **“The ability to perform daily tasks vigorously, with energy left over for enjoying leisure-time activities and meeting emergency demands. It is the ability to endure, to bear up, to withstand stress, to carry on in circumstances where an unfit person could not continue, and is a basis for good health and well-being”.**

### Benefits of Physical Fitness

Exercising for fitness is not just for Olympic hopefuls or supermodels. In fact, you are never too fit, too young or too old to get started. Regardless of your age, gender or role in life, you can benefit from regular physical activity. If you are committed, exercise in combination with a sensible diet can help you to provide an overall sense of well-being and can even help to prevent chronic illness, disability and premature death.

Some of the benefits of increased physical activity or physical fitness are:

**Improved Health through**

- Increased efficiency of heart and lungs
- Increased muscle strength
- Reduced risk of major illnesses such as diabetes and heart disease
- Weight loss
- Reduced cholesterol levels
- Reduced blood pressure

**Improved Sense of Well-Being through**

- Increased energy levels
- Improved quality of sleep
- Increased mental sharpness
- Reduction of stress
- Improved ability to cope with stress

**Improved Appearance through**

- Weight loss
- Improved posture
- Toned muscles

**Enhanced Social Life through**

- Improved self-image
- Increased opportunities to share an activity with friends or family members
- Increased opportunities to make new friends

**Increased Stamina through**

- Increased productivity
- Less frequent injuries
- Increased physical capabilities
- Improved immunity to minor illnesses

## Components of Fitness

### Health related components:

- Strength
- Speed
- Endurance
- Flexibility
- Body composition

### Skill related components:

- Agility
- Balance
- Coordination
- Reaction time

## The Components of Fitness

The components of fitness relate to the requirements of a given sporting activity, and can help to explain success or failure in sports.

A distinction can be made between components which are generally considered to be **health-related** and **skill-related** fitness, although both will affect performance in sports.

**Health related factors** are physiologically based and determine the ability of an individual to meet the physical demands of the activity.

The **skill related factors** are based upon the neuromuscular system and determine how successfully a person can perform a specific skill. Both are required in all activities, but the relative importance of each dimension may differ. For example, a person may be physically suited to tennis, possessing the necessary speed, endurance and strength requirements, but may not possess the hand-eye-coordination needed to strike the ball successfully. In this instance, the individual may be best advised to switch to an activity that requires fewer skill related components.

### Terms to Know

**Cherish:** To attach importance to something

**Lifestyle:** Way of life that reflects values

**Distinguishing:** Being different or distinct

**Attainment:** The act of achieving an aim

**Vigorously:** With a lot of energy

**Neuromuscular:** Characteristic of both neural (relating to nervous system) and muscular tissue

## SESSION PLAN 1

### 1. SESSION TOPIC:

Meaning and concept of health and fitness.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the meaning of health and fitness.

### 3. MATERIALS/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS102S1T1

**DURATION:** 1 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Relate the topic to the situation and ask questions.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Project

NSQPS102S1T2

**DURATION:** 1 hr

Ask your students to make a chart on health and fitness information.

## T3: On –Ground Activity

NSQPS102S1T3

**DURATION:** 3 hr 30 min

Demonstrate and engage your students to do a variety of physical activities related to fitness.

Guide them to identify the specific fitness components related to the activity.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is the meaning of health and fitness?
  - II. What is the implication of fitness on healthy lifestyle?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A NSQPS102S1A

Student could differentiate between

1. Health and fitness
2. Health related and skill related fitness

#### Part B NSQPS102S1B

Student could answer the following questions:

1. What is the meaning of health and fitness?
2. What are the various components of fitness?
3. Why is it important to exercise daily?

#### Part C NSQPS102S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate physical activities related to health and skill related fitness components		
Identify the benefits of skill related fitness components in a given sport		

**Relevant Knowledge****Growth**

---

Ordinarily, the term growth is used in a limited way to refer to increase in size and weight, becoming larger and heavier. We speak of growth of muscles, growth of skeleton, growth of the brain, and growth of the body in general. Growth can be viewed as physical changes that occur from conception to maturity. The term growth is generally used to indicate the process that causes increase and enlargement. The heart grows and becomes bigger, while the bones become longer, thicker and heavier.

**Development**

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Growth and development are often used interchangeably to mean one and the same thing. But development is different and distinct term having different connotation. Development indicates that there is advancement, more enfoldment, progressive changes, and a going forward to greater maturity. The term development means a progressive series of changes that occur in an orderly, predictable pattern as a result of maturation and experience. Development does not consist of merely adding to one's height or weight; it is much more than that. Development refers to both qualitative and quantitative changes. It can be viewed as a progressive series of orderly, coherent changes.

**Stages of Growth and Development**

## 1. Infancy

This period extends up to the time the child is two years old. The most striking about infant's development is the staggering speed with which babies acquire all the capabilities that make us human. During this period, more or less, the rate of growth of all the processes is orderly and continuous. As the brain of the child matures and its function becomes more organised, many automatic reflexes disappear and are replaced by voluntary motor behaviours. In a predictable sequence, they can sit, creep and crawl and then walk independently when they are about one year old. During this first year, they are able to grasp and are better able to manipulate objects with their hands. As their perceptual and motor skills improve, so does their capacity to explore the world around them and actively contribute to their own cognitive development in the process. They develop their mind through their own active efforts to perceive and act upon the world around them.



## 2. Early Childhood

This period begins at the conclusion of infancy or babyhood. As compared to infancy, the growth proceeds at a slow rate. During this period there is neither spurt in growth nor a total full-stop in the process of growth. This period is usually a period of even growth at a constant pace though a bit slower than infancy. Body proportions too show quite distinct signs of change and the earlier 'baby look' disappears. Early childhood is an ideal age to learn skills. The young children enjoy repetitions and keep on doing an activity until they have learned it well. The children at this age learn very easily and quickly because their body is still very pliable and able to adapt to the new skills. During this period the skills they learn mainly depend on the opportunities they get.



## 3. Later Childhood

Later childhood or middle childhood is the period from about five or six year to thirteen or fourteen years. It is also referred to as 'school age'. This is a time of leisurely growth between the more rapid growth of the pre-school period and the onset of adolescence. By this time, most children have lost their soft contour and top-heavy stature. Their bodies grow slowly and steadily each year. The arms and legs grow faster than the trunk and many youngsters in this period have a 'spindly' appearance. The bones become not only longer but also harder. With age advancing from six to twelve, the size and weight of heart increases, blood



pressure increases and the pulse rate decreases. Girls tend to mature somewhat earlier than boys, on an average; the boys are slightly taller than girls.

The children become better integrated and better coordinated, thus becoming capable of learning and executing more complex motor and manipulative tasks. As the children progressively acquire more realistic conception of their environment, they also develop more adequate conception of themselves. Older children can thus process more complex information than younger children. During this phase, children develop many new mental abilities, and therefore, this period is a prime period for instructing children in certain skills and knowledge they will need in order to function effectively in society.

#### 4. Adolescence

The term adolescence comes from the Latin verb *adolescere*, meaning to grow into maturity. In this sense, adolescence is a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in society. The stage between childhood and adulthood is called **adolescent period**. It is difficult to select suitable criteria for the beginning and the end of adolescence. However, chronologically, the adolescent period can be considered from 13-14 to 18-19 years of age. Adolescence is generally a period of stress and strain.



#### 5. Puberty

Puberty is the first stage of adolescence when a child initiates his step towards adulthood. Primary sex characteristics are developed during this period. Girls enter this stage earlier than the boys. The development of physical and physiological abilities during this period provides ample opportunities for growth of mental abilities to deal with abstract matters more easily. Concentration and memory also increases and they become more introspective and self aware.



The changes which occur during adolescence have important bearing on their social life. Partly because they become more mature physically and mentally, and partly because they are expected to seriously prepare themselves for an adult role in the near future. Changing socio-cultural situations also have impact on the development of interest in adolescence. They participate more in decision making about their lives.

### Terms to Know

**Qualitative:** Involving different features

**Quantitative:** Something that can be measured

**Coherent:** That which is logical and clear

**Manipulate:** To control something

**Pliable:** Flexible

**Conception:** Creation of something, understanding something

**Physiological:** Refers to the normal, healthy operation of the body and its organs

**Introspective:** To examine ones thoughts, behaviour

## SESSION PLAN 2

### 1. SESSION TOPIC:

Meaning and various stages of growth and development.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to explain growth and development and relate to the required physical activities as per the age.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, marker and chart papers.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS102S2T1

**DURATION:** 1 hr

### Process

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1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Engage your students in a discussion on how to deal/ communicate with children of various age groups considering the developmental factors.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS102S2T2

**DURATION:** 1 hr

1. Project - Involve your students to observe PE classes of various age groups and note the physical and behavioural differences of various age groups.

## T3: Visit

NSQPS102S2T3

**DURATION:** 2 hr 30 min

1. Arrange a visit to the nearest play school/ Montessori to understand the cognitive development of children below 3/ 4 years.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the lecture and visit.
2. You may ask questions such as
3. What is the meaning of growth and development?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS102S2A

Students could differentiate between

1. Growth and development
2. Later childhood and Adolescence

#### Part B

#### NSQPS102S2B

Students could answer the following questions:

1. What are the stages of growth and development?
2. What are the major changes in growth from childhood to adolescence?

#### Part C

#### NSQPS102S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify the stages of physical and cognitive development in various age groups.		

**Relevant Knowledge****Skeletal System**

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The 206 bones that make up the human skeleton are specifically designed to provide several basic functions, which are essential for participation in physical activity. In conjunction with other components of the skeletal system (including the periosteum, ligaments and joints), the skeleton can perform the following functions:

**Support**

The skeleton provides a rigid framework to the body, giving the shape and providing suitable sites for attachment of skeletal muscle.

**Protection**

The skeleton provides protection for the internal organs. For example: the vertebral column protects the spinal cord; the cranium protects the brain; and the rib cage principally protects the heart and lungs.

**Movement**

The bones of the skeleton provide a large surface area for the attachment of muscles – the engines of movement. The long bones in particular provide a system of levers against which the muscles can pull.

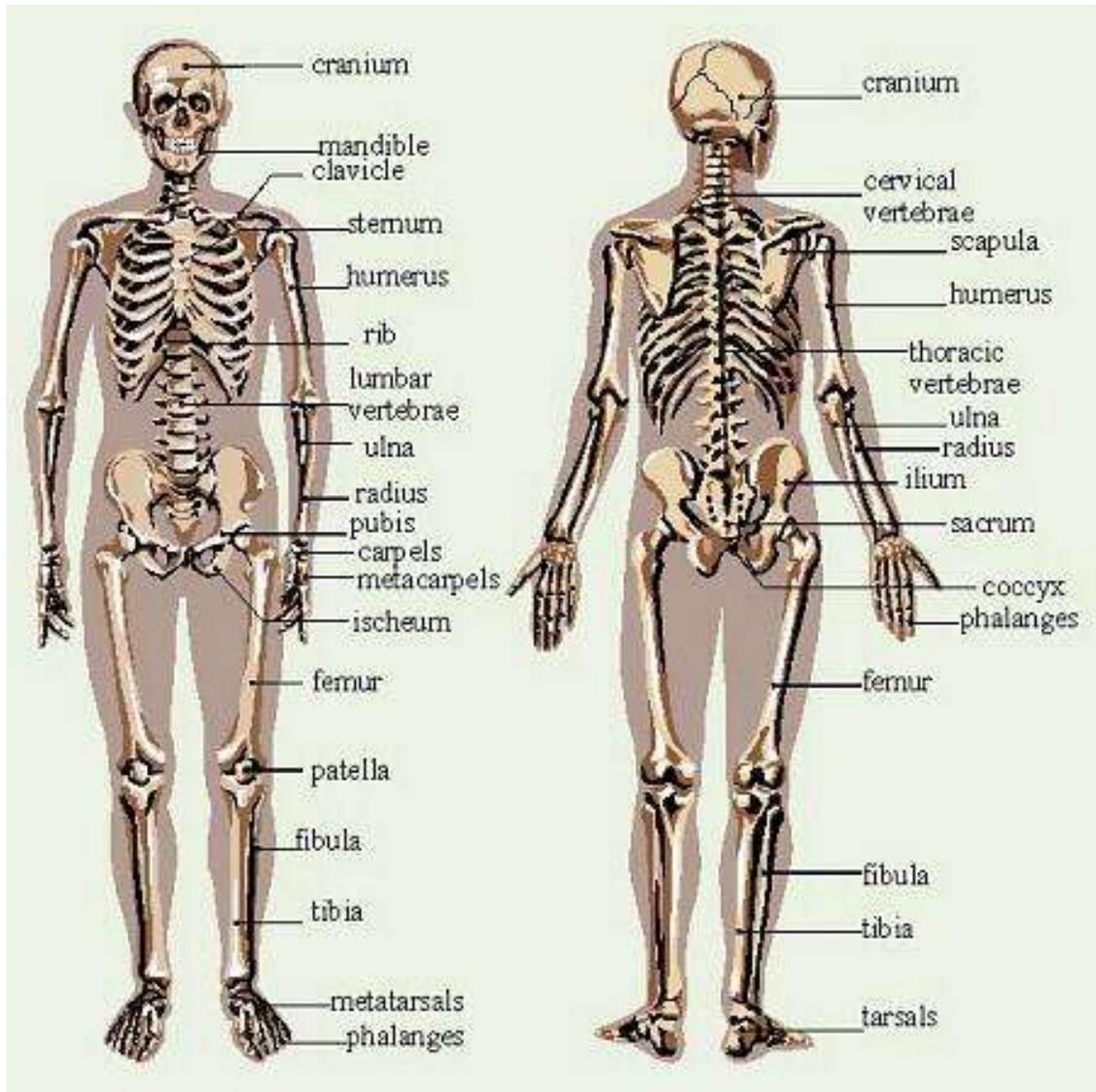
**Blood production**

Within the bones, bone marrow produces both red and white blood cells. Red blood cells are generally produced at the ends of long bones such as the humerus (arm) and femur (thigh), and in some flat bone such as the pelvis and sternum (breastbone). White blood cells are usually produced in the shafts of long bones.

**Mineral Storage**

The bones of the skeleton have storage capabilities for vital minerals such as calcium and phosphorus, which can be distributed to other parts of the body when required.

## The Skeleton Structure



### The Skeletal System

Briefly the skeletal system serves as more than a framework for the body and a system of levers to help the body to move. Our skeleton consists of 206 bones. The skeleton forms a strong framework that supports the body and protects the internal organs like heart, lungs, brain and spinal column. The skeleton works together with muscles in enabling the body to move. The skeleton system is described in details after the brief description of various systems.

## What is a muscle?

Muscles comprise approximately 45% of the total body weight, and the total in excess of 600.

There are three types of muscle tissue:

1. **Skeletal muscle**, which is external and used primarily for movement of the skeleton.

These often occur in layers, with 'deep' muscles lying underneath 'superficial' muscles.

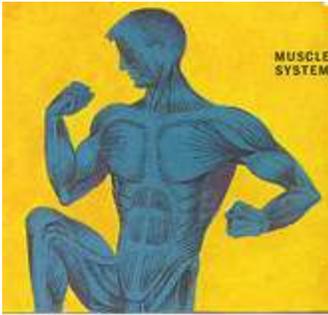
2. **Cardiac muscle** which is found only in the heart and used to force blood into the circulatory vessels.
3. **Smooth muscle** which lies internally and has several functions including forcing food through the digestive system (peristalsis) and squeezing blood throughout the circulatory system via arteries and arterioles.

As skeletal muscle is responsible for the body's mechanical movement, and is central to our study of movement analysis, its properties and functions are now examined.

SKELETAL	CARDIAC
<ul style="list-style-type: none"><li>• Voluntary</li><li>• Contract by impulse from the brain</li><li>• Parallel fibres</li><li>• Less/smaller mitochondria</li><li>• Motor unit organisation</li></ul>	<ul style="list-style-type: none"><li>• Involuntary</li><li>• Generates own impulses (Myogenic)</li><li>• Interwoven, intercalating fibres</li><li>• More/Larger mitochondria</li><li>• Auto-ventricular network of fibres</li></ul>

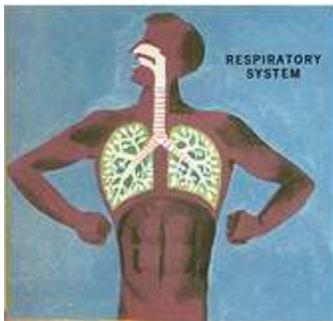
**Systems** are the most complex of the components that unite the body. A system is a group of organs that work together to perform complex functions of the body to carry on life activities. For example, the digestive system digests and absorbs food in our body.

### The Muscular System



About half of the weight of our body is of our muscles. They make our body move. There are about 650 muscles in our body and each one helps in producing a particular movement. Muscles move our arms and legs. Blood is pumped throughout our body by the heart muscles. Several movements of our body require many muscles working together.

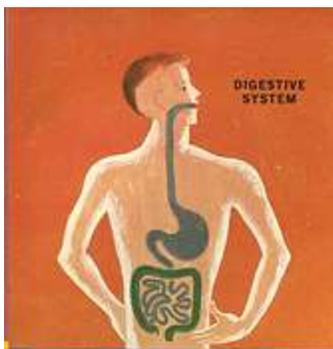
### The Respiratory System



Respiration is a physical process by which living organisms take in oxygen from the surrounding medium and emit carbon dioxide. The cells in our body need oxygen to release energy from the digested food. The term respiration is also used for liberation of energy within the cell from fuel molecules such as carbohydrates and fats. The respiratory system consists of organs responsible for taking in oxygen for respiration and releasing carbon dioxide and water vapour, which are the waste products, formed during respiration.

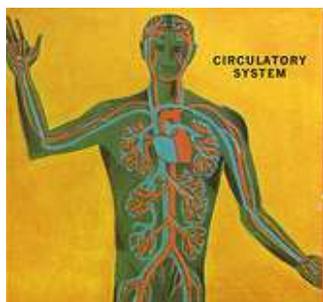
The passages in the nose, windpipe (trachea), bronchi and lungs are the main organs of the respiratory system.

### The Digestive System



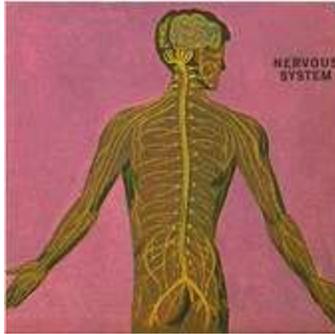
The food that we eat is not in the right form to provide energy. It has to be broken down into small particles which must be changed into simple, soluble forms that the body cells can absorb, only then can the food provide energy to all the cells to work. Digestion means breaking down of foods into simple soluble form. The main organs of the digestive system are mouth, oesophagus, stomach, small intestine, large intestine, rectum and anus. The liver, pancreas and gall bladder are the other organs that help in digestion.

### The Circulatory System



The circulatory system moves blood throughout our body. Blood transports food and oxygen to the cells and carries away carbon dioxide and other wastes. The cells cannot live without a nonstop supply of fresh blood. Blood is carried to different parts of our body through blood vessels, which is pumped by the heart. The heart, blood and blood vessels are the main organs of circulatory system.

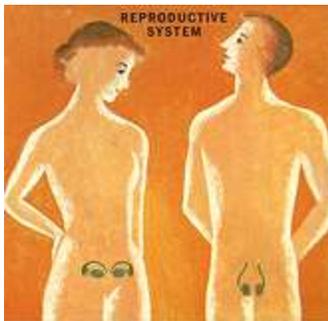
## The Nervous System



Without nervous system we cannot see, hear, feel, smell or think because it allows us to be aware of our environment. The nervous system controls and regulates the activities of all the other systems of the body. The nervous system is made up of the brain, spinal cord and several kilometres long of nerve fibres. The structure of nervous system can be compared to a telephone system. It receives and sends messages. The brain is like a switch. Nerves are like incoming and outgoing phone lines. The spinal cord is like a group of telephone lines making up a main cable.

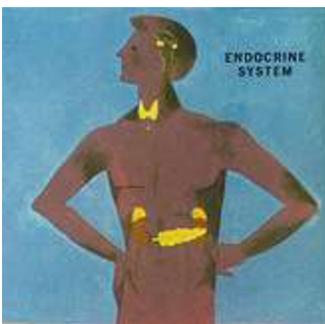
Without nervous system we cannot see, hear, feel, smell or think because it allows us to be aware of our environment. The nervous system controls and regulates the activities of all the other systems of the body. The nervous system is made up of the brain, spinal cord and several kilometres long of nerve fibres. The structure of nervous system can be compared to a telephone system. It receives and sends messages. The brain is like a switch. Nerves are like incoming and outgoing phone lines. The spinal cord is like a group of telephone lines making up a main cable.

## The Reproductive System



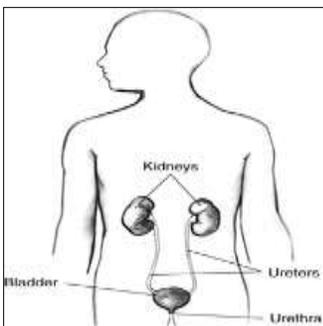
Producing offspring of its own kind is known as reproduction. Reproduction ensures the continuity of life. In human beings the reproductive organs are the testes in a male and ovaries in the female. Cells called sperms are produced in the testes. The ovaries produce eggs. The meeting of an egg with a sperm is called fertilization, which takes places inside the body of the female. In the course of time the fertilized egg develops into a baby inside the mother's womb and the child is born.

## The Endocrine System



The endocrine system consists of glands that regulate various body functions. This system plays a major role in regulating growth, the reproductive process and the way the body uses food. It also helps the body deal with stress and emergencies. The main endocrine glands are the adrenaline glands, the pituitary glands, the parathyroid glands, the sex glands and the thyroid gland.

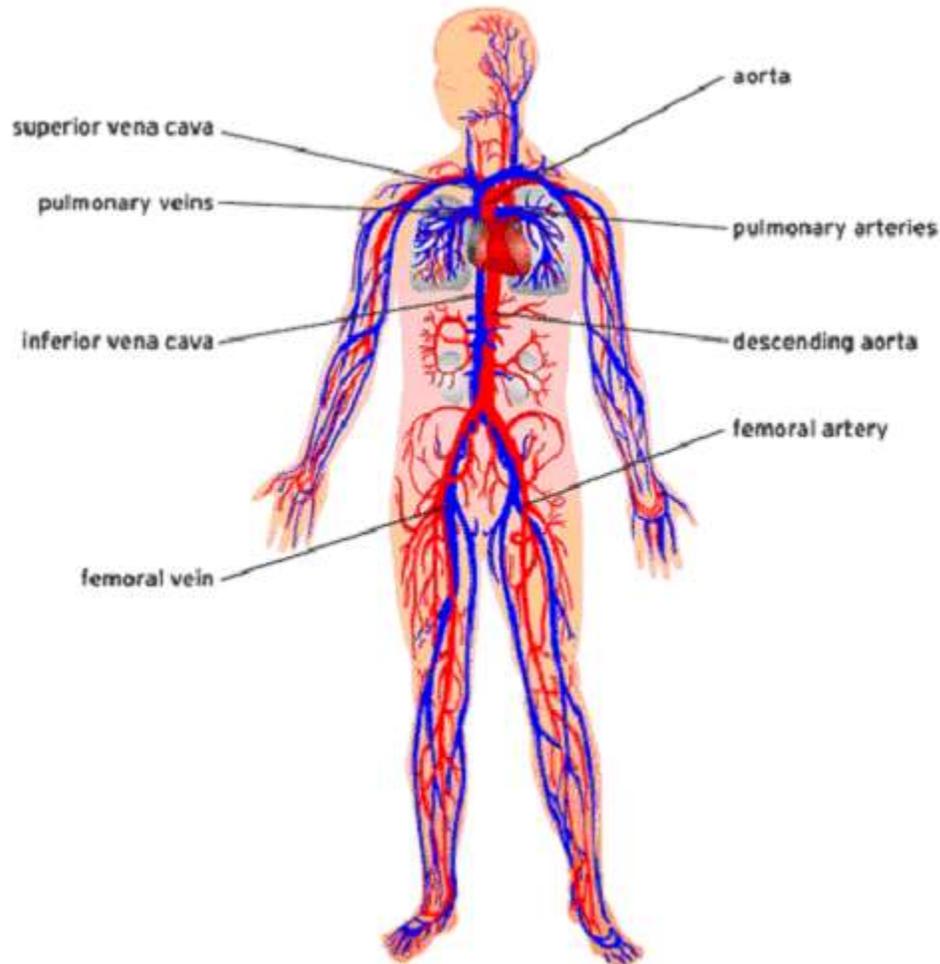
## The Urinary System



Many waste products are produced in the body during its activities. They must be flushed out otherwise they would harm the body. The urinary system is responsible for removing most of these wastes from the body in the shape of urine. A pair of kidneys, a urinary bladder and the urethra are the organs of urinary system.

**Blood** is a bodily fluid in animals that delivers necessary substances such as nutrients and oxygen to the cells and transports metabolic waste products away from those same cells.

### Human body blood vessels



#### Terms to Know

**Conjunction:** Being joined together

**Components:** Individual parts

**Liberation:** Freedom

**Regulate:** To control, to make normal

### SESSION PLAN 3

#### 1. SESSION TOPIC:

Structure of human body.

#### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand and describe the structure of human body.

#### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, marker, chart papers and sketch pens.

#### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

### T1: Interactive Lecture

NSQPS102S3T1

**DURATION:** 3 hr

#### Process

Prepare the points for the lecture.

1. Introduce the topic in the class and provide relevant knowledge to the students.
2. You may refer to the school curriculum biology books to explain the topic like organ systems.
3. Involve students by giving them the opportunity to ask questions related to the topic.
4. Clarify any questions students may have.
5. Summarize the topic and emphasize on the key points.

### T2: Activity

NSQPS102S3T2

**DURATION:** 2 hr

#### Process

1. Engage the students to draw labelled diagrams on a chart paper of human structure and various organ systems.
2. The students may put the charts on the school notice board.

## Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What are the various organ
  - II. What are the functions of blood?

## Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

NSQPS102S3A

Students could differentiate between

1. Skeletal and macular system.
2. Circular and nervous system.

### Part B

NSQPS102S3B

Students could answer the following questions:

1. What are the major muscle groups in our body?
2. What are the major bones in our body?
3. What are the functions of various organs and systems in our body?

### Part C

NSQPS102S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify the major bones in the body		
List various organ systems		
List the various parts of human body		

**Relevant Knowledge****What are Fundamental Movement Skills?**

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Fundamental Movement Skills are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements or precursor patterns to the more specialized, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities.

Fundamental movement skills are best categorized into groups because it makes planning, teaching and assessment easier. The three categories of fundamental movement skills are

(i) Locomotor skills, (ii) Non-manipulative skills and (iii) Manipulative skills.

**1. Locomotor** skills are those motor skills in which the feet move the body from one place to another. They are (roughly in order of how children learn them):

- Walking
- Running
- Hopping
- Jumping
- Skipping
- Galloping
- Sliding (a sideways gallop)
- Leaping

**2. Manipulative** skills are motor skills involving an object. For small muscles, this might mean a pencil or button. For large muscles, the object might be equipment such as bats, balls, racquets, or jump ropes. These skills include:

- Pushing
- Pulling
- Lifting
- Striking (e.g., swinging a cricket bat or tennis racquet to hit a ball)
- Throwing and catching
- Kicking
- Rolling (a ball)
- Volleying
- Bouncing
- Dribbling

4. **Non-manipulative** skills are motor skills involve balancing the body in stillness and in motion. These skills include:
- Static and dynamic balancing
  - Rolling
  - Stopping
  - Landing
  - Bending
  - Twisting
  - Turning
  - Swinging
  - Climbing

### **What Factors Influence the Development of fundamental movement skills?**

A well-planned teaching program considers and accommodates factors related to the child and their environment.

#### **The Child:**

Age  
Physique  
Health  
Physical Activities  
Interests  
Motivation to Practice

#### **The Environment:**

Family values, expectations and support.  
Community values  
Cultural values  
Opportunities to practice

#### **Why are Fundamental Movement Skills Important?**

People who are confident with most fundamental movement skills are able to participate in a wide variety of recreational activities throughout their life. Proficient movers often have higher self-esteem and self-confidence. They are more willing to take risks, are popular playmates in the school grounds, and are also more likely to maintain an active and healthy lifestyle. Some children are able to demonstrate their knowledge, understandings, skills, attitudes and values of other areas of learning more effectively through movement than through writing, drawing or talking.

Many children who have not become proficient in a variety of fundamental movement skills, however, find it harder to join in playground games, have reduced self-esteem and self-confidence and frequently avoid physical activities. Consequently, their muscle and bone development may be compromised, their fitness may be reduced and opportunities for developing social competence may be fewer.

**Terms to Know**

**Proficient:** Talented

**Competence:** Ability, Capability

## SESSION PLAN 4

### 1. SESSION TOPIC:

Fundamental movement skills

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to demonstrate fundamental movement skills

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS102S4T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Demonstrate the fundamental movement skills and discuss about the fundamental movement skills.
5. Explain your student about the importance of fundamental movement skills.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS102S4T2

**DURATION:** 5 hr

Conduct on-ground demonstration of fundamental movement skills.

Conduct games and engage your students to identify fundamental movement skills from various movements in the game.

### Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is fundamental movement skill?
  - II. Explain locomotor, manipulative and non-manipulative skills.

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS102S4A

Students could differentiate between

1. Manipulative and non-manipulative skills.

#### Part B

NSQPS102S4B

Students could answer the following questions:

1. What is fundamental movement skill?
2. Why fundamental movement skills are important?

#### Part C

NSQPS102S4C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate the knowledge of locomotor, manipulative and non-manipulative skills.		
Identify fundamental movement skills during a physical activity/ game.		

## Acknowledgement & References

Sport and Physical Education: The Key Concepts By Wray Vamplew, Tim Chandler, Mike Cronin  
<http://books.google.co.in/books?isbn=0203961692>



**PS103-NQ2014**

**Games and Sports**

### Introduction

A sport is a physical activity carried out under an agreed set of rules, with a recreational purpose: for competition or self-enjoyment or a combination of these.

A game is a recreational activity involving one or more players, defined by a goal that the players try to reach, and some set of rules to play it.

Games are played primarily for entertainment or enjoyment. The difference of purpose differentiates sport from game, combined with the notion of individual (or team) skill or prowess.

Games are a form of organized recreational activity, characterised by competition and criteria for determining a winner. Unlike in Play, in games the reason for participation originate outside the game in that people participate not just for fun but also for prestige, recognition or status. Generally games have rules, either formal or informal.

The Module of 'Games and Sports' will enable you to:

1. Perform Age Appropriate Physical Activities
2. Fun with sports equipment and props
3. Perform certain yoga exercises
4. Demonstrate the knowledge of sports Etiquettes
5. Demonstrate knowledge of rules of games

**Relevant Knowledge****Age Appropriate Physical Activities**

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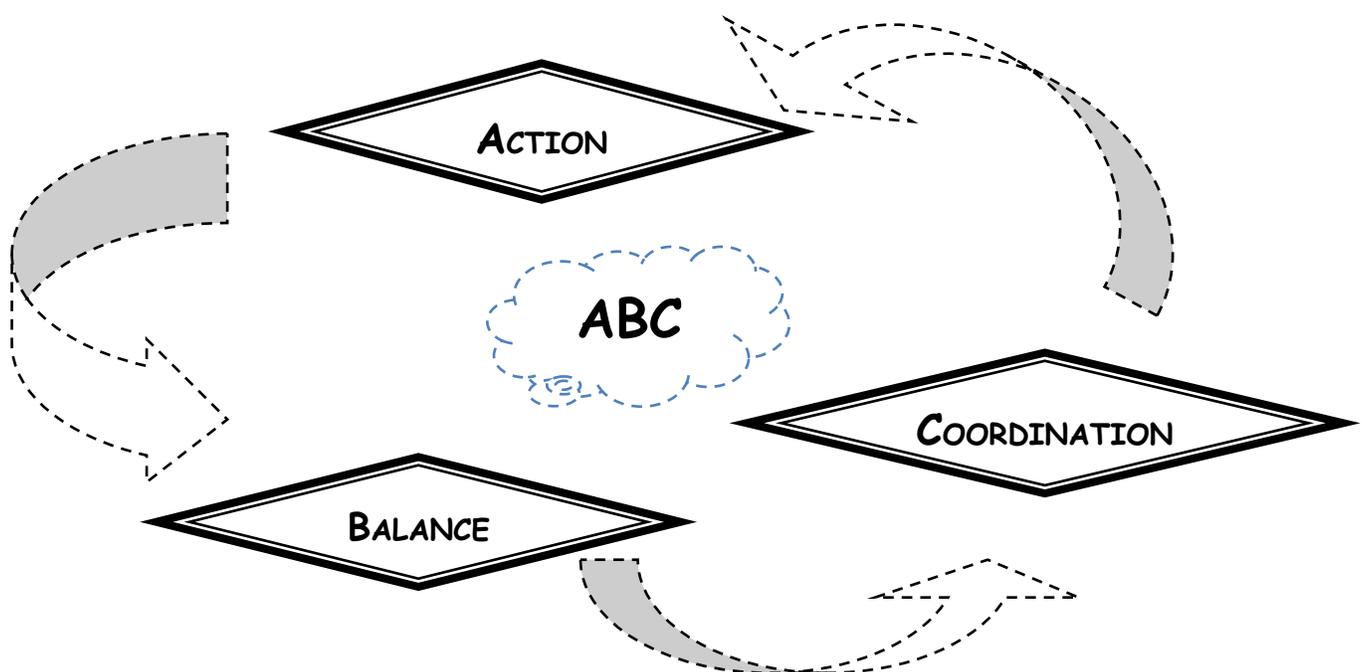
Physical activity simply means movement of the body that uses energy. Walking, gardening, pushing a baby stroller, climbing the stairs, playing soccer, or dancing are all good examples of being active. For health benefits, physical activity should be of moderate to vigorous intensity.

Regular physical activity can produce long term health benefits. People of all ages, shapes, sizes, and abilities can benefit from being physically active. The more physical activity you do, the greater the health benefits.

Though physical activity is important for everyone, it should be in relation with the proper age bracket. This simple rule has to be followed as an activity suitable for adults may not be good for the minors. As the development of body muscles & body structure varies from minors to adults, physical activity also varies likewise.

**Early Years Physical Education Programme**

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**ABC Framework**

Preschoolers are full of wonder and they spend a lot of time watching, observing, and imitating. Their days are filled with busy exploration of their world. Preschoolers are interested in learning, and it is common for them to spend the entire morning going down the slide or riding their favourite tricycle. At this age they have very little memory for past events and do not understand "yesterday" and "tomorrow" the way adults do. They often repeat activities or may do and undo actions such as putting a puzzle together. These sequences are important to later understandings of change and consistency.

Beginning with the freedom to walk, run, jump, climb, hop and do other physical activities in and out of doors, the whole world of physical activity is just beginning to unfold before them. In these early years the physical development is around three fundamental themes

**A - Action:** Locomotion through simple walking, hopping, jumping, crawling



**B - Balance:** Exploring and learning how to balance various body parts, move weight from one to the other.



**C - Coordination:** Learning to coordinate different body parts



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

**Following are examples of lesson plans to be read, understood and executed on the ground.**

*Pay attention to the structure of the lesson plan which starts with goal and ends with learning outcome conclusion.*

**Action: Lesson Name - Walk Kiddies**



**Safety Tips**

Ensure that play space is clear of unnecessary and dangerous objects

**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 feet coordination, placement of feet, body postures need to be observed and corrected. Hopping develops transfer of weight from one leg to the other and helps in learning to balance.

**Learning Outcomes:**

Correct walking posture: Feet should be pointing straight. Hands and legs should move in opposition. Body should be straight. Developing the correct walking posture at a young age 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 & Equipment:**

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

**Walking**

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

- Point toes straight ahead; hold tummy in and chest up
- Keep back straight; stand up tall and show your good posture
- Walk with feet on either side of the rope or poles
- Walk along the marked pathways
- Walk with toes pointing inwards
- Walk with heels pointing inwards
- Walk on toes
- Walk on heels
- Walk with bean bags on the head
- Walk holding a ball in front
- Walk holding a ball over the head
- Walk with right foot on the balance beam and left foot down
- Walk back with left foot on the balance beam and right foot down.

**Hopping**

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

**Action:** Lesson Name – Jumping Jacks

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**Key Developmental Areas:**

Jumping is a fundamental movement skill. Jumping develops leg strength and coordination



**Learning Outcome:**

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 on your own 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 the 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.

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

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### **Key Development Focus:**

Transferring weight from feet to hands and balancing on all fours is something which comes naturally to toddlers. However as we grow up and start walking we start losing this flexibility and the balance we had on all fours. In this activity we go back to crawling and other similar activities to rejuvenate those shoulder and arm muscles and find balance.

### **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)

### **Learning Outcomes:**

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

### **Props & Equipment:**

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

### **Animal Walks:**

#### **Puppy Walk:**

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

#### **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

#### **Camel walk:**

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

#### **Spider Walk:**

Walk using your fingers and toes

#### **Lion Walk:**

Walk on hands and feet with long and stretched out strides

#### **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?

#### **Snake Slide:**

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

## **Balance: Lesson Plan – Airports**

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### **Learning Outcomes**

You will learn to appreciate concepts of speed and direction.

You will also learn how to move in space without touching other objects or people.

### **Key Development Focus**

Spatial awareness is extremely important for a your development. You will be more aware of your surroundings, personal space, different levels in space, speed and direction through this activity

### **Props & Equipment:**

Saucer cones, flat rings.

### **Airplanes Skills & Variations:**

- Stretch both hands sideways, act like an airplane
- Mark a rectangular space using poly spots/cones, this is the 'runway' where airplanes will take-off and land
- You should run with hands stretched; acting like air planes taking off
- 4 runs on the spot, 4 forwards and 4 sideways
- Run in a circle, run backwards (extra care is needed)
- During all these activities keep reminding yourself that you should not touch any of the other air planes
- At your command of "LAND" you will come into the runway and land
- While landing go from standing position to knee level to sitting

### **Create Obstacles**

- You will fly like airplanes avoiding each other and the obstacles and land safely at the marked area.
- Place a few flat rings so that the children leap in and out of the flat rings while moving around as air planes
- Next place a few poly spots/saucer cones so that the airplanes go around zigzag and then land
- Place different props on the floor in such a manner that it is challenging for the children to move around without touching them
- Find the right balance to stand on two feet. Slowly lift one foot and stretch it back and maintain the balance by bending forward

### **Safety Tips:**

Make sure that the play area is free of dangerous and sharp objects.

## **Coordination: Lesson Plan – Balloon & Scarf Throw**

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### **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 & Equipment:**

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

### **Throw & Catch Skills & 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.

## **Coordination: Lesson Plan – Roll a Ball**

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### **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 & 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 don't run over the props.

## Primary School Physical Education Programme Grade 1 & 2

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At this age, after kindergarten, children continue a moderate and steady growth in height and weight. Many children at this age can demonstrate the proper form of walking, running, jumping, hopping, and skipping. Additional practice opportunities and instructions should be provided to children who are experiencing difficulties with these skills. Hand-eye coordination and reaction times are improving, making the manipulation of objects easier. Static and dynamic balances are also improving, which allows for the learning of more advanced tumbling and dancing skills.



The child at this stage is still mostly concerned about her/ himself and can be very impulsive. At this age, children are motivated by a strong desire to please elders. Friends are becoming increasingly important, although they may change frequently. First graders can plan and carry out simple tasks and responsibilities. Appropriate early physical education experiences can extend, expand, and clarify social skills that children refine through experience.

First graders are genuinely excited about physical education classes. The teacher must use this energy and enthusiasm and channel it to help children develop a solid movement foundation. Children at this age continue to maintain a high level of flexibility and a moderate but steady growth in muscular strength and endurance. They exhibit relatively high heart and breathing rates and are typically active intermittently, showing vigorous bursts of energy followed by periods of rest or recovery.

Locomotor and manipulative skills continue to improve, and children demonstrate a keen interest in practicing activities that they know how to perform.

Children at this age enter the concrete stage in their cognitive development. During this time, they gain a better understanding of mental operations. They begin thinking logically about concrete events but still have difficulty understanding abstract concepts.

At this age children begin working cooperatively with a partner, although they are still eager for adult approval and find criticism difficult to handle.

Following are examples of lesson plans to be read, understood and executed on the ground for Grade 1 and 2. Pay attention to the structure of the lesson plan which starts with a goal and ends with learning outcome /conclusion. Please refer to the section of warm-up and cool-down exercises.

### **Lesson Name: Run Pick and Place**

**Aim:** The purpose of this activity is to let the children get accustomed to the locomotor movements of *walking and running*

**Infrastructure Required:** Playground/ Indoors

**Props & Equipment Required:** Hula hoops, Baskets, Plastic balls, Cones/ Saucers

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

#### **How to Proceed**

##### **Level 1:**

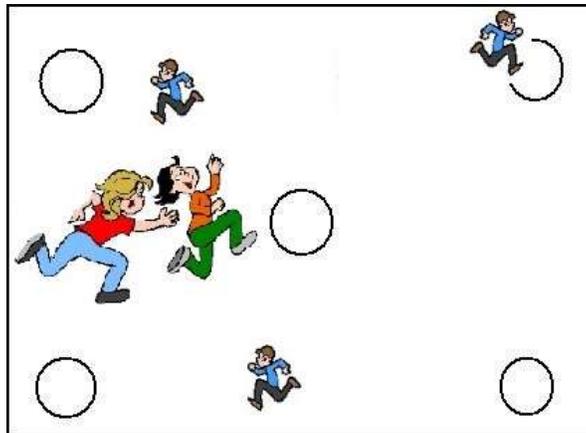
- Tell the children that today they are going to do activities using the basic locomotor skills of walking and running. Preferable to conduct activity in the playground.
- Mark two lines 10m apart. Let the children stand behind one line. Ask them to run to the other line on your signal. Observe the running technique and demonstrate correct technique.
- Running is a skill where arms and leg move in opposition. Landing should be in a heel to toe pattern. Ask and show the children how hands and legs move when running. Create different pathways using cones/ saucers – Circular, Zigzag etc. Let the children run on these pathways.

**Level 2:**

Mark a starting line. Mark an end line about 15 feet away. Place 5 hula hoops on the start line. You would require as many plastic balls as the number of children. Place the plastic balls in the hula hoop. Place 5 baskets on the end line. On your signal, the children should pick up one plastic ball at a time and place it in the basket. They continue doing this till all the plastic balls are in the basket. Watch if the children are walking and running properly. Check if their posture is right.

**Run Rabbit Run:**

- Mark a play area of 20m by 20m.
- Select five students to be foxes, others are rabbits.
- Mark rabbits home (use hula hoop/ flat rings) and the rest of the field is the woods.
- The foxes travel the woods and the rabbits venture in search of food. The teacher calls "Run Rabbit Run." This is signal for the foxes to chase the rabbits. If tagged before he/she reaches home, a rabbit becomes a fox and assists in tagging the rabbits in their next venture. When the foxes outnumber the rabbits, the game is not challenging anymore, therefore begin again with new foxes.



## Lesson Name: Running Cheetah

**Aim:** To make children focus on '*running*' as a basic locomotor skill

**Infrastructure Required:** Playground

**Props & Equipment Required:** Cones/ Saucers, Flexi-poles

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

### How to Proceed

#### Level 1:

- Tell the children that today they will play a game of running.
- Let the children stand in a manner such that everyone has enough place to run around. Also nominate partners for every child.
- Give instructions such as, Run
  - Slow
  - Fast
  - High (on toes)
  - Low (bend knees)
  - In a small circle
  - In a large circle
  - Towards me
  - Away from me
  - Run five steps and walk five steps
  - Towards your partner
  - Away from your partner
- Observe if the children are running properly. Make note if some of the children are having difficulty in running.
- Once the children are able to do the above, you can increase complexity by making different pathways using cones/ saucers – zigzag, circular, L-shaped. Let the children run on these pathways. Place flexi poles in the pathway such that the children run zigzag around it.

**Level 2:**

After the children get used to the above activities, let them play a tag game with running as the main skill. Mark a rectangular boundary with cones such that all the children will be able to run around comfortably within the boundary. Choose 4-5 children as 'tigers'. Rest of the children will be 'deers' and will be scattered in the play area. On your signal the hunters will try and tag the deers as they run around. They can run in any which way, when a deer is tagged, that deer will also become a tiger. The game continues till all the deers become tigers.

**Correct Running Technique:**

- Arm/leg opposition
- Toes pointing forward, shoulder-width apart
- Arms swing forward and backward, don't cross midline of the body
- Feet land heel to toe

## Lesson Name: Traffic Light Tag

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

**Infrastructure Required:** Playground/ Indoors

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

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

### How to Proceed

#### Level 1:

- Tell the children that today they'll get to be their favourite vehicle, but they have to follow the traffic rules strictly.
- Ask them if they have seen traffic lights and ask them what colours they have seen on the traffic lights.
- Ask them if they know the meaning of the different lights.
- Tell them that:
  - ✓ **RED** = STOP
  - ✓ **GREEN** = GO/FAST SPEED
  - ✓ **YELLOW** = SLOW SPEED
- 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.
- Hold up the yellow ball first. The children should do a slow jog.
- Next, hold up the green ball, the children should now starting running.
- Now hold up the red ball and all the children should stop.
- 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:**

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.

Let the children move around in the play area imitating their favorite vehicles.

Tell them that they should always maintain a safe distance from each other.

Tell the children that you will tag them with the colored balls and they should move around accordingly.

If you tag them with the RED ball then they should STOP.

If you tag them with the YELLOW ball then they should SLOW down.

If you tag them with the GREEN ball then they should drive FAST.

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.

But they should always be aware of maintaining a safe distance from all the other vehicles.

## Primary School Physical Education Programme Grade 3 to 5

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This is the right age for introducing the child's sport skills. Their movement skills are well tuned. They are well coordinated now. They have a good mastery over their body, and their locomotor and non-locomotor skills are good enough for them to do a lot of new skills and new movement sequences. Children who cannot do the various skills properly should be provided additional learning and practice opportunities to improve themselves.

At this age, children are willing to experiment and explore. They should be encouraged to do so. Practice opportunities should be provided to children with sufficient time to develop the proper form for manipulative skills, such as rolling, throwing, catching, dribbling, kicking, and striking.

At this age, attention spans are improving, and they are interested in "why" things occur. These children are fairly good at the use of inductive logic that involves going from a specific experience to a general experience. By now children have developed a self-image strong enough to tolerate differences in how others react to them. They have developed a stronger sense of right and wrong, having reached the stage of development for internalization of rules and regulations. They are becoming more self-reliant and can work independently.

This is a good time to have children create personal fitness and motor skill goals and monitor their own progress, because they have a strong desire for self-improvement. These children also experience an increased desire for interaction with others. Children at this age have great interest in games and team sports. They will work hard and play hard. At this age children like to show off their skills. They are experiencing a lot of gratification because their timing is now more under control. They tend to be very interested in competitive sports.

Following are examples of lesson plans to be read, understood and executed on the ground for Grade 3 to 5. Pay attention to the structure of the lesson plan which starts with goal and ends with learning outcome conclusion. Please refer to the section of warm-up and cool-down exercises.

### **Lesson Name: Rules are our Friends**

**Aim:** 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 & Equipment Required:** Cones/ Saucers, Flat rings, Chart/Board, Pens

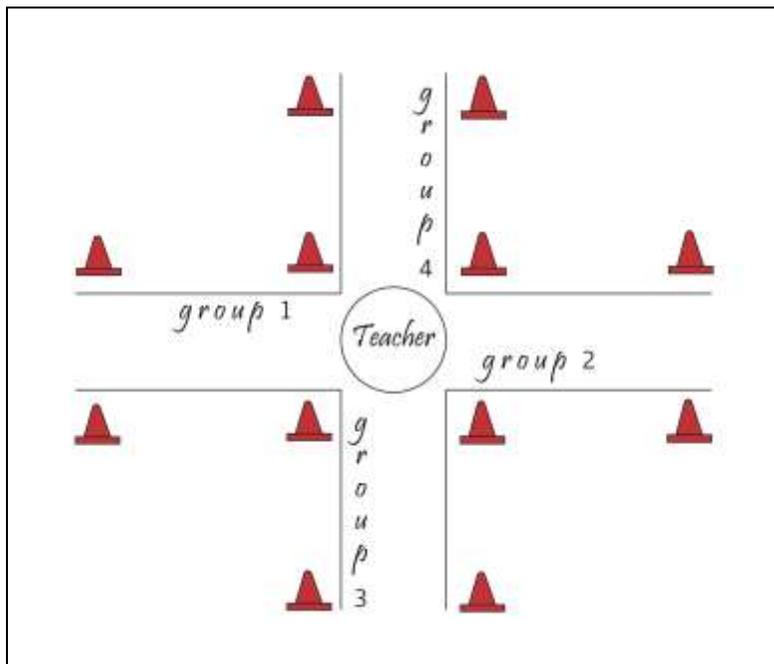
**Class Size:** Large class size of 40-50

#### **How to Proceed**

##### **Level 1:**

- Begin the lesson with a warm up (*Refer appendix*).
- Ask all children to gather close together.
- Tell them that this is called a *listen to me formation*. So whenever you say *listen to me formation* they should all come together.
- To get the children's attention, try the 'Hey hey – Ho ho' call (given in next page).
- Tell the children that following rules in class is good since it makes it easy for everyone to learn. Give them the 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.
- 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).
- Let each of them pick up a flat ring.
- Divide all the children into several equal numbered groups. Some can become vehicles, some can become pedestrians etc.
- 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.

- 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.
- The teacher should stand in the centre and control the traffic. Give the signals of 'GO' and 'STOP'.
- Let the vehicles go from one road to the other and stop on that road while the others wait etc.
- Repeat until all the groups get to move from one position to the other.
- Encourage the children to make the noises they hear on the road, like horns, beeps, ambulance sirens etc.
- 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'.
- 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.



### 'Hey hey- Ho ho'

When the teacher shouts out 'Hey hey', the children should shout "Ho Ho" back. The children should be told that after the 'Hey hey – Ho ho' call there should be complete silence. So to get the children's attention, do the 'Hey hey – Ho ho' call after which all the children must listen to you with complete attention.

Call the children into a *Listen to Me Formation*.

Ask the children the following questions,

1. What was the difference between when the teacher controlled the traffic and when there was no control?
2. What could happen if there was no control?
3. Explain to them the meaning of rules and their importance.
4. Tell them about the following rules and write down the rules down on a chart paper.

**Rule 1:** *Hands off.* This means we do not put our hands, feet, or other body parts on anyone else, so that everyone is safe.

**Rule 2:** *Be careful.* Do not move wildly, so everyone will be safe.

**Rule 3:** *Listen and look for the stop signals.* When you hear or see the signal, stop, listen, and look at the teacher. Following stop signal helps every one hear instructions and stay safe.

**Rule 4:** *Be nice:* Do not fight, do not bother others and be helpful. Being nice helps in learning and having fun!

**Rule 5:** *Raise your hand:* When you want to say something, raise your hand and speak when permitted. Don't talk when someone else is talking.

**Rule 6:** *Do your best.* Always try everything and work hard. This rule makes sure that everyone will learn and feel good about physical education.

Continue the discussion about the importance of following rules until you feel that the children have a good understanding of acceptable behavior in the physical education setting. Ask the children to come up with some rules that they can think of. Most "rules" the children will come up with will be variations or examples of the six rules already listed. Help the children to categorize these rules and write any other rules on the chalkboard or paper.

**Level 2:**

You can also make different pathways such as straight, curved, zigzag etc using cones. Let the children move around in the pathways without touching each other.

You can also ask them to try and move backward on the pathway without touching each other.

**Lesson Name: Fitness Circuit**

**Aim:** To practise skills *of running, jumping, crawling and galloping*

**Infrastructure Required:** Playground/Large indoor space

**Props & Equipment Required:** Rope Ladder, Cones/ Saucers, Low Hurdles, Hula hoops, Flexi-poles, Bean bags, Flat rings

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

**How to Proceed****Level 1:**

- Begin the lesson with a warm-up (*Refer Appendix*)
- Make as many circuits (with the given props) as the number of props such that the idle time is minimal.
- Keep the flexi-poles as close to each other as possible, so that it is challenging for the children to move through them.
- Divide the class into as many teams as the number of circuits.
- On the start signal, the children should move through the circuit.
- The children should step in and out of the rope ladder (*figure*)
- The children should crawl through the training arch (*figure*)
- They should run in a zigzag path through the flexi-poles (*figure*)
- Keep the hula hoop vertical (*figure*) and make the children crawl through it
- Make sure that all the children are involved all the time. When one child from a group is going through the circuit, let the rest of them cheer for that child. Let them also do



### **Partner Help**

Divide the class into pairs. Give one flat ring to each pair. Mark a start line using cones/saucers. Mark an end line about 20 feet away. The children can move only as long as they are stepping into a flat ring. One child places the flat ring in front of his/her partner and the other child has to jump into it. Similarly the child has to keep moving the flat ring and the partner has to keep jumping into the ring. The child placing the ring should see to it that the ring is not placed too far away, otherwise the child might find it difficult to jump. The pair who reaches the end line first wins.

<b>Lesson Name: Ten passes.</b>
<b>Aim:</b> To learn passing and receiving in football.
<b>Props &amp; Equipment Required:</b> Footballs and cones.

### **Warm-up – 5 min**

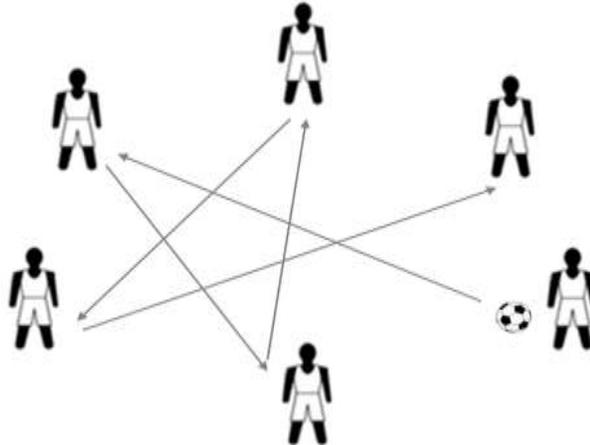
Have children move around the activity area in a variety of ways, slowly increasing their speed. Lead, or have a student lead, a stretching routine (see Appendix for sample).

### **Activity – 25 min**

#### **Passing and Receiving (10 min)**

- Make groups of five or six and each group should have one football.
- Each group should form a circle with 3 – 4 arms distance from each other.
- They should start passing to each other – can pass to anyone in the group except the one next to you.
- One should stop the ball, take time and then pass it to the other partner.
- Try to make on-ground passes and do not raise the ball.
- Challenge the groups to make a rally.

- Pass the ball with the inside of your instep.
- Contact in the middle part of the ball.
- Keep the body relaxed and knee slightly bend.
- Try to pass the ball keeping it on-ground.



#### **Ten Passes (15 min)**

- Divide the class into various small groups and mark a rectangle with marking cones for every two teams.
- Let the teams play the 'ten passes' game. If any team makes 10 passes among themselves then it is counted as a goal. You can start with 5 passes as a goal.

#### **Cool-down – 5 min**

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

**Lesson Name: Cooperative Games.**

**Aim:** To play various cooperative games. This will help the children develop specific fitness components namely agility, strength, balance and flexibility.

**Props & Equipment Required:** Saucer/ Cones, volleyballs, softballs, footballs, basketballs.

**Warm-up – 5 min**

Have students move around the activity area in a variety of ways, slowly increasing their speed. Lead, or have a student lead, a stretching routine (see Appendix for sample).

**Activity – 25 min**

You may form groups and do the activities simultaneously depending on the class size.

**1. Circle Race:** Agility and team work

- Divide the children in teams of five.
- Each team joins their hands and forms a circle and should stand behind the starting line.
- Finishing line is marked at a distance of 15 to 20m.
- On a signal, both the teams run towards the finishing line ensuring that the circle is intact.

- While running, the team should also move as a rotation without breaking the circle.
- The team that crosses/ touches the finish line first will be the winner.



## 2. King and Pawn: Throwing and footwork

- All the participants should form a close circle.
- Keep a volleyball/softball at the centre of the circle.
- Everyone in the circle should keep one leg forward pointing the toe towards the ball (kept at the centre of the circle).
- The ball is tossed in the centre of the circle by the teacher.
- To whomsoever the ball touches, he/she becomes a Pawn and tries to hit the ball to other participants whereas other participants protect themselves by dodging the ball. Hitting is allowed only below the knee level.
- Pawn is permitted to dribble and move forward in order to hit the other children.
- Whenever any child is hit by the ball he joins the Pawn.
- Two or more pawns shall only pass for moving in any direction for hitting others.
- The child who remains "NOT OUT" till the end is called the "KING"

## 3. Flip the Saucer – Agility, balance and team work

- Divide the children into two teams – A and B
- Scatter saucer cones in a playing area such that half of them face downwards and the remaining half face upwards as shown in the picture.
- Assign the upward facing cones to team A and the downward facing cones to team B.
- Team A's job is to flip team B's cones and keep their own cones from flipping. Team B also does the same thing.
- The team whose cones are least flipped is the winner.
- Play the game for 2 min, rest the students for 1 min and then continue the game for an additional 2 min.
- Lead, or have a student lead, a stretching routine (see Appendix for sample).



## 4. Ballwich– Jumping and team work



- Divide the children in teams of 6. Each team should have 5 large balls – basketball, volleyball, football and softball.
- Have a start line. The finish line should be 10m away.
- Each team should stand in a line formation with balls sandwiched between their chest and the back of the child ahead of them - one ball sandwiched between two partners.
- Their arms should be extended sideways and they cannot touch the ball after the signal/ start.
- Each team should move from the start line to the finish line without dropping the ball. Any team that drops the ball should go back to the start line and re-start the race. The team that finishes first is the winner.



#### **Cool-down – 5 min**

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

### **Middle School Physical Education Programme Grade 6 onwards**

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The children of 12 to 16 years of age should have the opportunity to explore multiple sports which will ultimately help them to make choices on which sports they like to play. This would also give them a platform to pick one sport & specialize in the future.

**Some Facts:**

Specialization should start only after the age of 14 in most sports.

Athletes who specialize at a much earlier age achieve their best performances at a junior level (<18 years). These performances are rarely duplicated when they became seniors.

Many top class athletes started training in an organized environment at a junior level (14 to 18 years). They had never been junior champions or national record holders, but at senior age they achieved national and international class performance.

At this age, children are matured and want to experiment with their abilities. They love to compete with their peer group and always tend to improve. The physical ability at this age is much stronger than earlier and thus they are able to take higher physical load during practice, physical activities and games. They participate more actively in activities and hence it is very important to have proper warm-up before the activity and cool-down after the activity. They are always comfortable in a friendly atmosphere and so the teacher should bond with them as a friend rather than just a teacher.

**Following are examples of lesson plans to be read, understood and executed on the ground for Grade 6 onwards. Pay attention to the structure of the lesson plan which starts with goal and ends with learning outcome conclusion. Please refer to the section of warm-up and cool-down exercises.**

**Football – Lessons on Ball Control**

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<b>Objective:</b>	Children will learn the skill of ball control in challenging situations.
<b>Equipment:</b>	Footballs, marking cones and saucer cones.

**Ball Control - 1**

<b>EduQuette</b>	<b>Warm-Up</b>	<b>Team Activity</b>	<b>Game Play</b>	<b>Cool-Down</b>
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2 min	5 min	10 min	15 min	3 min
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<b>EduQuette</b>	<b>2 mins</b>
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Discuss with children the importance of ball control and how 'Touch' is the most important factor of ball control.

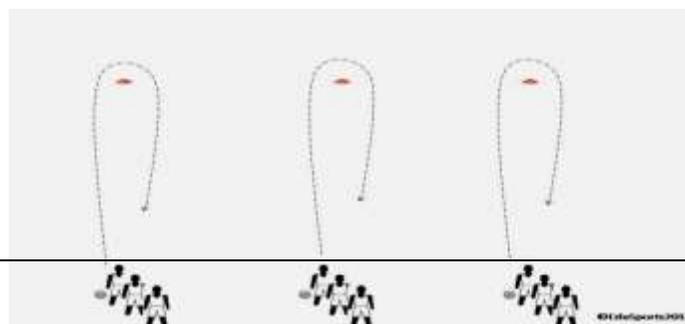
All the great personalities and talented people in the world had one thing in common- '**Touch.**' Their touch separated them from the rest of the world. No one touched the ball the way Diego Maradona touched with his feet. No one touched the hearts of people the way Mother Teresa touched. It is the way you 'touch' that makes all the difference. Similarly in football if you can master your touch; your ability of ball control will be easier and superior.

<b>Warm-Up</b>	<b>5 mins</b>
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- 👤 Divide the children in groups of ten. Each group should have one ball.
- 👤 In each group, one child should perform the below activity and the others should do on the spot jogging and Jumping Jacks.
- 👤 With your sole pull the ball with one foot and the next moment pull the ball back with other foot.
- 👤 Keep trapping and pulling the ball with alternate foot for some time (30 sec to 1 min) on every step in standing position.
- 👤 Start slowly and try to do as fast as possible without losing the control over the ball.
- 👤 Dribble the ball around the field for 30 seconds and pass it to the next member of your group.
- 👤 The next member should follow the same. Do stretching exercises.

<b>Team Activity</b>	<b>10 mins</b>
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- 👤 Divide the group into 6 – 8 teams and give one ball to each team.
- 👤 Teams should compete in relay against other teams. Please refer to the bellow diagram for the set up.



- ⚽ Dribbling relay – dribbler should join at the back after passing.
- ⚽ Touch the ball in every step – do not kick the ball; keep it within the reach on every step.

**Game Play**

**15 mins**

- ⚽ Divide the children in teams to play 5-a-side or 3-a-side game of football depending on the class strength and ground size.
- ⚽ Make multiple small sided grounds using cones.



**Focus Area**

*Children should play short passes as it develops better ball control individually and develops a sense of ball possession as a team.*

**Cool-Down**

**3 mins**

- ⚽ Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Ball Control - 2

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

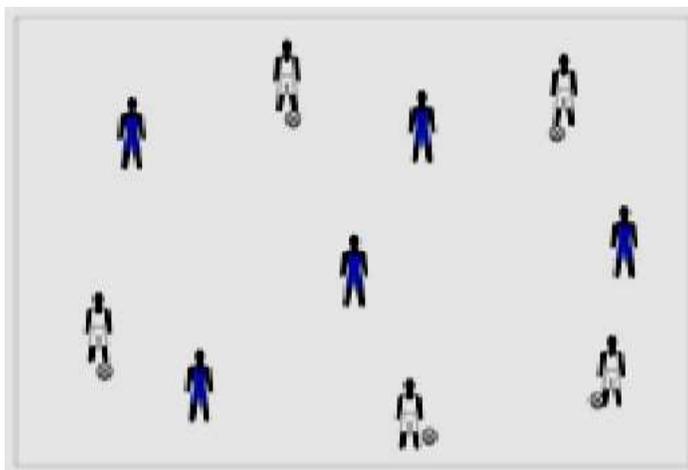
<b>EduQuette</b>	<b>2 mins</b>
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Discuss with children the importance of ball control and how 'Touch' is the most important factor of ball control.

The first touch is always the most important touch in the game of football in varied situations like receiving, moves, dribbling etc.

<b>Warm-Up</b>	<b>5 mins</b>
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- 👤 Divide the children into groups. Make 'Dribblers' and 'Taggers'
- 👤 Create small grid(s) depending on the space ability.



- 👤 'Dribblers' should dribble the ball inside the grid while avoiding the 'Taggers.' 'Taggers' to snatch the ball from them.
- 👤 The 'Taggers' can only walk and not allowed to run.
- 👤 The 'Taggers' should try to snatch/ touch the ball from the 'Dribbler.'
- 👤 Once the 'Tagger' snatch or touch the ball he/ she becomes 'Dribbler.'
- 👤 Do stretching exercises.

### Team Activity

10 mins

- ⚽ Divide the group in 6 – 8 teams and each team to have one ball.
- ⚽ Teams should compete in relay against other teams. Please refer to the bellow diagram for the set up.



- ⚽ Dribbling relay – dribbler to join at the back after passing.
- ⚽ Individual should re-start if the ball touches the cone.
- ⚽ The team finishing the first is the winner.

### Game Play

15 mins

- ⚽ Divide the children in teams to play 5-a-side or 3-a-side game of football depending on the class strength.
- ⚽ Make multiple small sided grounds using cones.



### Focus Area

*Children should play short passes as it develops better ball control individually and develops sense of ball possession as a team.*

### Cool-Down

3 mins

- ⚽ Do some stretching exercises in close formation of circle, semi-circle or loose formation.

### Ball Control - 3

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
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Discuss with children the importance of ball control and how 'Touch' is the most important factor of ball control.

In a game situation individual engagement of all team members is very critical. 'Touch' being the key factor, it is equally important to understand and practice how one can help/ support other team member to improve the 'Touch.' E.g. a correct and comfortable pass helps the team mate to gain perfect touch and will result in perfect receiving.

<b>Warm-Up</b>	<b>5 mins</b>
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- 👤 Divide the children in two groups. One team should practise the below activity and the other to jog around the grid.
- 👤 Create a small grid. Place cones in each of the four sides outside the touch line. Refer the diagram below.
- 👤 Each child should have a ball inside the grid. Change the group after 1 minute.

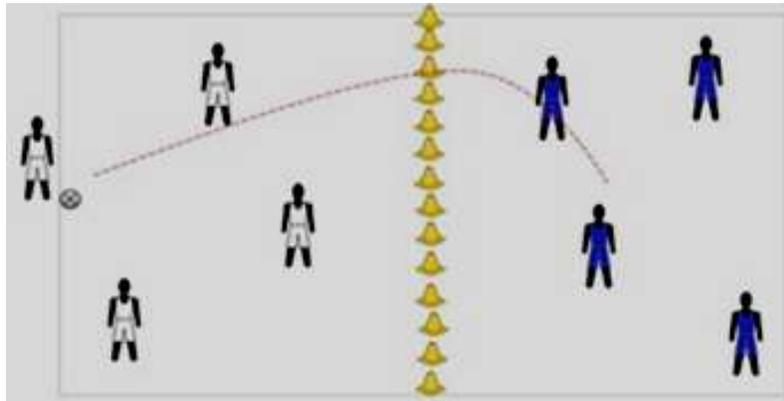


- 👤 Instruct the children to dribble inside the grid using the entire grid. Upon coach's command (Front, Back, Right, Left, Juggle) all the children move/ dribble towards the particular corner.
- 👤 After every 1 minute stop and do stretching exercises.
- 👤 Pay attention to ball control. Do not move fast but focus on good ball control.

### Team Activity

10 mins

- ⚽ It is a tennis game with cones placed as the "net."
- ⚽ It is played with the football - controlled volleys and juggles.
- ⚽ Make such multiple courts depending on the class strength and space availability.



- ⚽ Allow 2 - 3 bounces (on the ground), between shots over the net.
- Only 3 touches within the team are allowed.

### Game Play

15 mins

- ⚽ Divide the children in teams to play 5-a-side or 3-a-side game of football depending on the class strength.
- ⚽ Make multiple small sided grounds using cones.





**Focus  
Area**

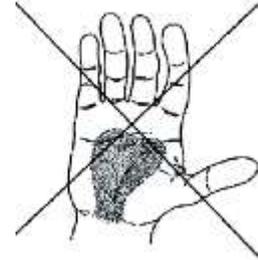
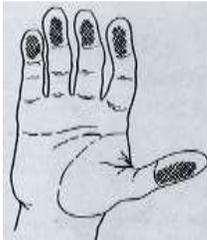
*Children to play short passes as it develops better ball control individually and develops sense of ball possession as a team.*

<b>Cool-Down</b>	<b>3 mins</b>
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- ⚽ Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Basketball – Lessons on Ball Control

<b>Objective:</b>	Children will learn the skill of ball handling.
<b>Equipment:</b>	Basketballs, marking cones and saucer cones.



### Ball Handling - 1

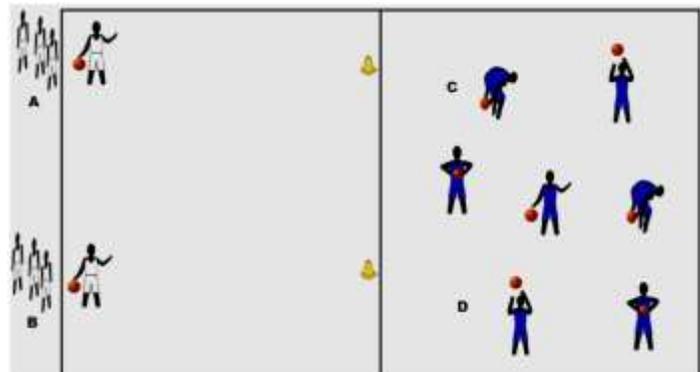
EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of ball control and how 'Touch' is the most important factor of ball control. All the great personalities and talented people in the world had one thing in common- 'Touch.' Their touch separated them from the rest of the world. No one touched the ball the way Michael Jordan touched with his hand. No one touched the hearts of people the way Mother Teresa touched. It is the way you 'touch' that makes all the difference. Similarly in basketball if you can master your touch; your ability of ball control will be easier and superior.

<b>Warm-Up</b>	<b>5 mins</b>
----------------	---------------

- Divide the children into 4 groups - Group A, B, C, D
- Get groups A and B in file formation behind one another in one half of the court. Give each group (A and B) one ball.



- The other Groups C and D should be in the other half of the court.
- Refer to the diagram below.

**Group A and B:**

- The child standing in front should dribble the ball from touch line till the centre line and on return pass the ball to the team mate.
- He then joins the group again from behind.



**Group C and D:** Should do the following,

**Dribble around the body:**

- With right hand dribble till the back side of the body, then switch to the left hand.
- Move the ball around the body.
- Try this while walking.



**Make Figure 8:**

- Stand with your feet wide apart and crouch slightly as you lean forward.
- Pass the ball under and around one leg and under and around the other leg in a figure-8.

**Crab Walk**

- Try not to move your feet as you pass the ball.
- Step forward with your left leg and pass the ball from your right hand to your left under your left leg.
- As you take your next step with your right leg, pass the ball from your left hand to your right under your right leg.

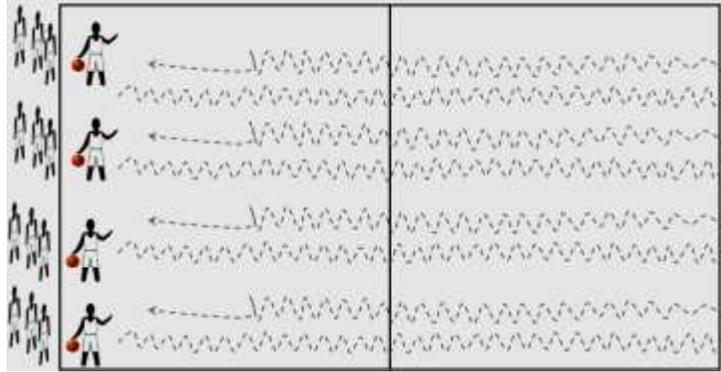


**After some time change the activity between Group A, B and Group C, D**

Do stretching exercises.

**Team Activity****10 mins**

- Divide the children into groups of 4. Each group should have one ball.
- Have the first child in each line with one ball.
- Refer to the diagram below.



- On your command the first child in each group dribbles up and down the court as quickly as possible.
- On returning he passes the ball to the team mate.
- The team that finishes the first is the winner.

**Game Play****15 mins**

- Divide the class into 4 groups and play a game of modified passing game using half courts for two teams.
- Only two step dribbles are allowed
- 10 passes among the team make 1 point.

**Focus Area**

***Use your fingertips and not the palm while dribbling.***

***Keep your head up while dribbling.***

**Cool-Down****3 mins**

- Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Ball Handling - 2

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

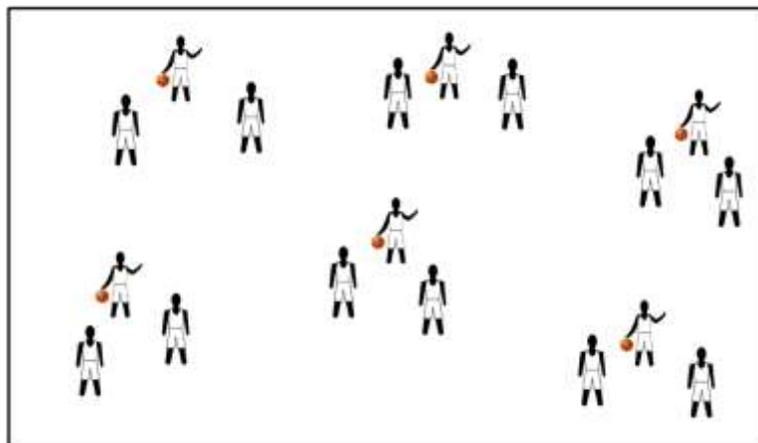
EduQuette	2 mins
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Discuss with children the importance of ball control and how 'Touch' is the most important factor of ball control.

All the great personalities and talented people in the world had one thing in common- '**Touch.**' Their touch separated them from the rest of the world. No one touched the hearts of people the way Mother Teresa touched. It is the way you 'touch' that makes all the difference. Similarly in football if you can master your touch; your ability of ball control will be easier and superior.

Warm-Up	5 mins
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- Divide the children in groups of three and each group should have one ball.
- Have them in scattered position on the court



**Simon Says:**

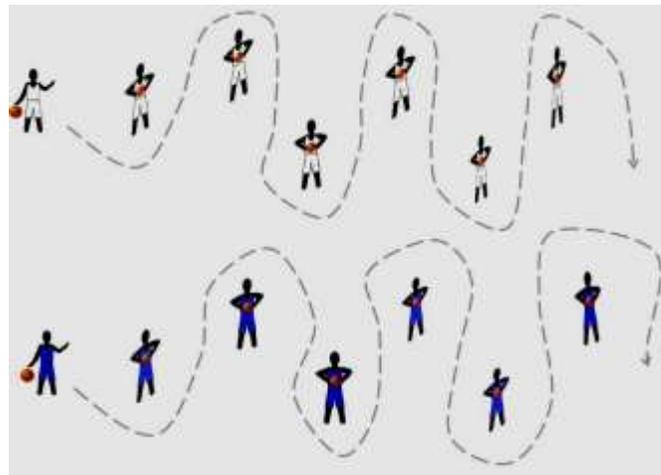
- Call out a skill for children to execute. For example, "Simon says, dribble with your left hand."
- Children should start dribbling with their left hands until "Simon" says, "Stop".
- Give different commands like – pass the ball to your partner, run with the ball, change hands, stop dribbling, circle the ball around the hip, dribble under the legs and so on.

- Change the child within the group after every command is executed. Children without ball should do stretching.
- Do stretching exercises.

### Team Activity

10 mins

- Divide the children into groups of 2 – 4 depending upon the availability of space and balls.
- Each child in a group should have one ball.
- Refer to the diagram below.



- Have all the children form a winding line that resembles a snake, each with a ball in their hand.
- The last one in line must dribble the ball through the snake, until he reaches the front of the line and stop.
- Each time a child becomes the tail of the snake he must start dribbling to the front and stop.
- The team that finishes the first is the winner.

### Game Play

15 mins

- Divide the class into 4 groups and play a game of modified passing game using half courts for two teams.

- Dribbling is allowed only for two steps.
- 10 passes among the team make 1 point.

**Focus  
Area**

*Use your fingertips and not the palm while dribbling.*

*Keep your head up while dribbling.*

**Cool-Down**

**3 mins**

- Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Ball Handling - 3

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of ball handling and how 'Touch' is the most important factor of ball control.

In a game situation individual engagement of all team members is very critical. 'Touch' being the key factor, it is equally important to understand and practice how one can help/ support other team member to improve the 'Touch.' E.g. a correct and comfortable pass helps the team mate to gain perfect touch and will result in perfect receiving.

<b>Warm-Up</b>	<b>5 mins</b>
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- Divide the children into three groups.
- The first group should stand at the baseline of one end of the court and spread apart, each with a ball.
- Refer to the diagram below.



- Instruct them to dribble only with their right hands.

- On teacher's command, the children should begin to walk towards the other end of the court while dribbling.
- Give different commands like – run with the ball, change hands, stop dribbling, and circle the ball around the hip and so on.
- If they lose control of the ball, they will have to start again.
- The next group then begins after the first group returns.
- Do stretching exercises.

**Team Activity**

**10 mins**

- Divide the children into groups of 4. Each group to have one ball.
- Have the first child in each line with one ball.
- Place 5 tall cones in a straight line in front of each group on the other half of the court.
- Refer to the diagram below.



- On your command the first child in each group should dribble up, zig-zag through the cones and down the court as quickly as possible.
- On returning he should pass the ball to the team mate and the team mate to do the same.
- The team that finishes the first is the winner.

**Game Play**

**15 mins**

- Divide the class into 4 groups and play a game of modified passing game using half courts for two teams.
- Dribbling is allowed only for two steps.
- 10 passes among the team make 1 point.

**Focus  
Area**

*Use your fingertips and not the palm while dribbling.*

*Keep your head up while dribbling.*

**Cool-Down**

**3 mins**

- Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Volleyball – Lessons on basic skills of Volleyball

<b>Objective:</b>	Children will learn the basic concept of volleyball – ‘how to play and basic rules’
<b>Equipment:</b>	Volleyballs, marking cones and saucer cones.

### Volleyball Basics – 1

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

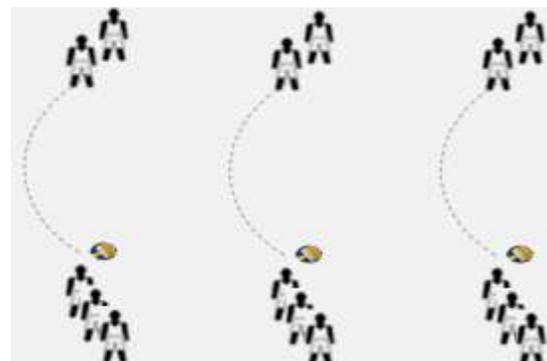
<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of rules. Every game/ sport has some rules.

Similarly, in our daily life we also follow some rules; whether it is in the school, home or in traffic. We must respect and follow the rules for the benefit and well-being for all of us.

<b>Warm-Up</b>	<b>5 mins</b>
----------------	---------------

- 🕒 Divide the children into groups of four. Each group should form a file.
- 🕒 Each file should throw the ball to the other end
- 🕒 The throw – with both hands and overhead throw.
- 🕒 After each throw one should go back to one’s own file and throw again on the turn.
- 🕒 Please refer to the below set-up.
- 🕒 Do stretching exercises.



### Team Activity

10 mins

- 👤 Divide the children in groups of 8 – 10.
- 👤 Let them play a game of throwball. You may change the teams after sometime so that everyone gets to play.
- 👤 Modify the rule by allowing one drop.

### Game Play

15 mins

- 👤 Divide the children in teams of 6.
- 👤 First 2 teams should play a game of volleyball of 10 points and change the teams alternatively.
- 👤 You may reduce the points to accommodate all the teams.
- 👤 Modify the rule by allowing one drop.

### Focus Area

***Pay attention to the rules and the movements as per the game.***

### Cool-Down

3 mins

- 👤 Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Volleyball Basics – 2

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of rules. Every game/ sport has some rules.

Similarly, in our daily life we also follow some rules; whether it is in the school, home or in traffic. We must respect and follow the rules for the benefit and well-being for all of us.

<b>Warm-Up</b>	<b>5 mins</b>
----------------	---------------

- 👤 Divide the children into groups of four. Each group should form a file.
- 👤 Each file should throw the ball to the other end
- 👤 The throw – with both hands and hit the ground with good force.
- 👤 The ball should reach the other end after a hard bounce.
- 👤 After each throw one should go back to one's own file and throw again on the turn.
- 👤 Please refer to the below set-up.
- 👤 Do stretching exercises.



**Team Activity****10 mins**

- 👤 Divide the children in groups of 8 – 10.
- 👤 Let them play a game of throwball. You may change the teams after sometime so that everyone gets to play.
- 👤 Modify the rule by allowing one drop.

**Game Play****15 mins**

- 👤 Divide the children in teams of 6.
- 👤 First 2 teams should play volleyball of 10 points and change the teams alternatively.
- 👤 Allow one drop to volley and pass the ball.
- 👤 You may reduce the points to accommodate all the teams to play.
- 👤 Modify the rule by allowing one drop.

**Focus  
Area**

***Pay attention to the rules and the movements as per the game.***

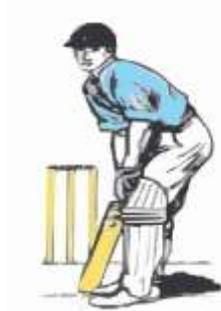
**Cool-Down****3 mins**

- 👤 Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Cricket – Lessons on basic skills of Batting

### Cricket Basics – 1

<b>Objective:</b>	Children will learn the correct technique of batting basics – grip and stance.
<b>Equipment:</b>	Cricket bats, cricket balls, stumps and cones



EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of rules. Every game/ sport has some rules.

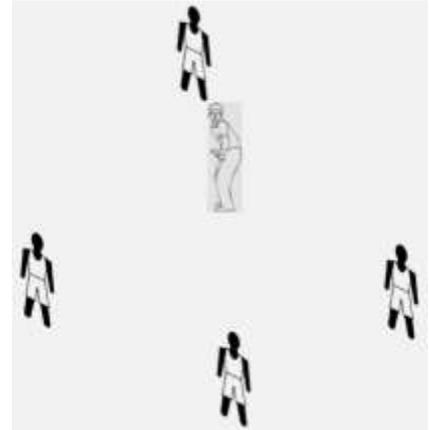
Similarly, in our daily life we also follow some rules; whether it is in the school, home or in traffic. We must respect and follow the rules for the benefit and well-being for all of us.

<b>Warm-Up</b>	<b>5 mins</b>
----------------	---------------

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.

**Team Activity****10 mins**

- Divide the class in groups of five and each group should have one bat and two balls.
- Please refer to the set-up as shown in the diagram.
- Each child in the group plays (bat) 6 balls.
- Pay attention to the grip and stance and allow the batsman to play any shot.
- The bowler stands and throws the ball underarm full-toss to the batsman's knee level.
- Others in the group do fielding.
- Change the batsman and bowler after every six deliveries.

**Game Play****15 mins**

- Divide the class in two groups.
- Play a match of six overs with three balls per over.
- Make the boundary short depending on the space availability.
- Implement a modified rule of "one-drop one-hand" catch as out.

**Focus Area*****Children should focus on the correct grip and stance.*****Cool-Down****3 mins**

- Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Cricket Basics – 2

EduQuette	Warm-Up	Team Activity	Game Play	Cool-Down
2 min	5 min	10 min	15 min	3 min

<b>EduQuette</b>	<b>2 mins</b>
------------------	---------------

Discuss with children the importance of rules. Every game/ sport has some rules.

Similarly, in our daily life we also follow some rules; whether it is in the school, home or in traffic. We must respect and follow the rules for the benefit and well-being for all of us.

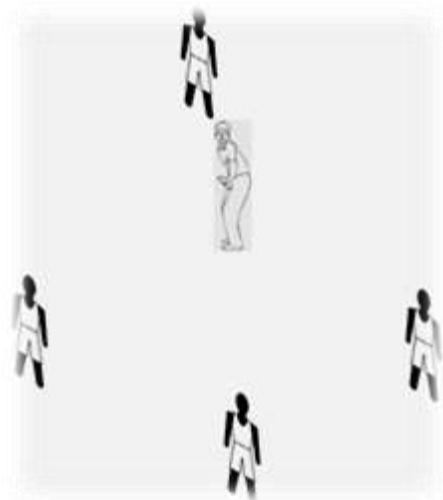
<b>Warm-Up</b>	<b>5 mins</b>
----------------	---------------

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 (see Appendix for sample).

<b>Team Activity</b>	<b>10 mins</b>
----------------------	----------------

- Divide the class in groups of five and each group should have one bat and two balls.
- Please refer to the set-up as shown in the diagram.
- Each child in the group plays (bat) 6 balls.
- Pay attention to the grip and stance and allow the batsman to play any shot depending on the delivery.
- The bowler stands, takes one step and throw over-arm to the batsman with one drop.
- Others in the group do fielding.
- Change the batsman and bowler after every six deliveries.



<b>Game Play</b>	<b>15 mins</b>
------------------	----------------

- Divide the class in two groups.
- Play a match of six overs with three balls per over.
- Make the boundary short depending on the space availability.
- Implement a modified rule of “one-drop one-hand” catch as out.

**Focus  
Area**

*Children should focus on the correct grip and stance.*

<b>Cool-Down</b>	<b>3 mins</b>
------------------	---------------

- Do some stretching exercises in close formation of circle, semi-circle or loose formation.

## Warm-up and Cool-down Exercises

---

A proper warm up can increase the blood flow to the working muscle which results in decreased muscle stiffness, less risk of injury and improved performance. Additional benefits of warming up include physiological and psychological preparation.

### **Benefits of a Proper Warm Up:**

- **Increased Muscle Temperature** - The temperature increases within muscles that are used during a warm-up routine. A warmed muscle both contracts more forcefully and relaxes more quickly. In this way both speed and strength can be enhanced. Also, the probability of overstretching a muscle and causing injury is far less.
- **Increased Body Temperature** - This improves muscle elasticity, also reducing the risk of strains and pulls.
- **Blood Vessels Dilate** - This reduces the resistance to blood flow and lower stress on the heart.
- **Increased Blood Temperature** - The temperature of blood increases as it travels through the muscles, and as blood temperature rises, haemoglobin releases oxygen more readily in the muscles. This means a slightly greater volume of oxygen is made available to the working muscles, enhancing endurance and performance.
- **Improved Range of Motion** - The range of motion around a joint is increased.
- **Hormonal Changes** - Your body increases its production of the various hormones responsible for regulating energy production. During a warm-up, this balance of hormones makes more carbohydrates and fatty acids available for energy production.
- **Mental Preparation** - The warm-up is also a good time to mentally prepare for an event by clearing the mind, increasing focus and reviewing skills and strategy. Positive imagery can also relax the athlete and build concentration.

## Keep it simple:

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**March:** March on the spot. Lift your knees high and move your hands in a coordinated manner. Do various locomotor actions like jumping on one foot, on two feet and march walking forward and backward, on signs given by the teacher.

**Tip Toes:** Walk on your tip toes.

**Lets Box:** Stand still and 'shadow box' by punching the air in front of you (obviously not touching anyone!).

**Shiver and shake:** Shake your body in a shivery motion.

Bend over and try to touch your feet. Bend over sideways to both sides.

### Smugglers

This is a warm up game using coloured hoops and coloured bean bags.

Scatter the hoops around the area in which you are working. Split the class in half – into smugglers and 'goodies'. The goodies should have a 30 second head start to place bean bags in their correct corresponding coloured hoop. On the blow of the whistle, the smugglers must 'steal' the bean bags from their correct hoops and place them incorrectly. The 'goodies' have to keep going to try and remedy the problem. Lots of fun, and gets the heart rate going!

## Jungle Outing

---

Take the children on a jungle journey. Let them enjoy all the experiences that one would have when hiking through the jungle. The teacher should give appropriate commands, and the children should carry out a suitable action:

- jump over logs
- duck under branches
- high knees through quicksand
- run from the tiger
- tip toe past the snake
- talk to the monkeys (ooh, ooh, aah, aah), etc.

This really gets the kids heart pumping and they have a blast!

## **Do the Opposite**

---

Children have to listen very carefully!

- On GO – The children must stop.
- On STOP – The children must move around the space either walking or running.
- On UP – The children must sit or lay down.
- On DOWN - children must stretch up to the ceiling.

The teacher can catch the children doing the incorrect action if desired.

## **Aerobic warm up**

---

You can do the following aerobic movements in any sequence for about 5-10 minutes as a warm up routine.

### **Hop right and left**

Beginning with the right foot, step in your place and hop. Repeat on the left. Cue the children: Right hop, left hop.

### **Jump Right and turn**

Beginning with your feet together and hands on hips, jump in your place for eight counts. On the last jump, make a quarter turn to the right. Jump in your place again for eight counts making another quarter-turn on the last jump and continue jumping and turning.

### **In-and-Out Jump**

Jump up moving the feet apart and then jump up landing with your feet together.

### **Punch**

Standing in place, extend one arm and then the other forcefully forward in a punch.

### **Jump and Twirl**

With your feet together, jump in your place, twirling both your arms in front of your body. Keep your elbows close to your body with your forearms making small circles.

### **Run Forward and Back Eight**

Run forward eight steps and then backward eight steps.

## Stretching:

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The listed benefits of stretching include:

- enhanced physical fitness
- enhanced ability to learn and perform skilled movements
- increased mental and physical relaxation
- enhanced development of body awareness
- reduced risk of injury to joints, muscles, and tendons
- reduced muscular soreness
- reduced muscular tension

Things to remember when you stretch

*ALWAYS DO THE STRETCHING EXERCISE EITHER FROM **HEAD TO TOE** OR **TOE TO HEAD***

1. Don't bounce.
2. Keep it comfortable. Never stretch until you have pain.
3. Count to at least 10...slowly.
4. Don't stretch a cold muscle. Make sure you've jogged around a little before you stretch.
5. Stretch a bit before you run. Stretch a lot after.

## Reflection Routine:

---

- You are concentrating on your breathing
- Your stretching exercises ended
- Your cool down started
- You were playing a game
- You were preparing for the activity
- You were listening to the instructions of the teacher
- You were doing warm up
- You saw the props and equipment on the ground
- You were thinking what you would play today
- Your previous class got over
- No one should talk (Maintain complete silence during this reflection exercise. Do this Reflection exercise in a shaded area).



Neck (side)



Neck (front & back)



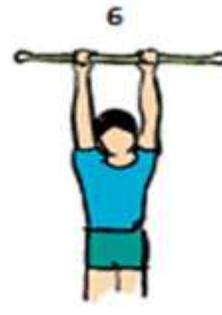
Shoulder posterior



Shoulder overhead



Side trunk



Shoulder extension



Chest



Wrist flexion



Wrist extension



Calf



Quadriceps (standing)



Hamstring (standing)

13



**Side lunge**

14



**Forward flexion**

15



**Sitting hip stretch**

16



**Hamstring (sitting)**

17



**Hamstring (supine)**

18



**Quadriceps (side ways)**

19



**Knees to chest**

20



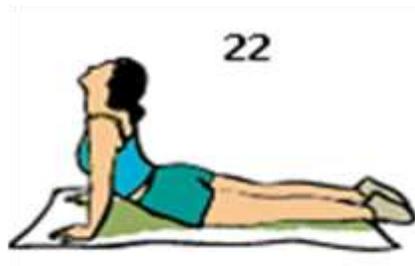
**Spinal twist**

21



**Cat stretch**

22



**Back extension**

### **What happens when you stretch?**

There is no active supply of nutrients to the cartilage tissues covering the ends of bones in joints. Cartilage is fed by the migration of particles from the joint fluid surrounding it, known as the synovial fluid. To be able to absorb the synovial fluid optimally, the cartilage has recourse to an alteration of pressure and suction forces.

It is precisely this regular rhythmic exchange optimizing the supply to the cartilage that is achieved with the flexibility exercises. Indulging in regular stretching exercises leads to enhanced cartilage nutrition and loosening up of all the connective tissues. While performing stretching exercises both outward and inward concentration is necessary.

#### **Terms to Know**

**Vigorous:** Full of energy

**Exploration:** Looking at or studying

**Tumbling:** Falling

**Impulsive:** To do things without thinking

**Enthusiasm:** Showing lot of interest, being eager to know or do something

**Cognitive:** Related to the mental processes of thinking and knowing

**Abstract:** Thing that is more theoretical

## SESSION PLAN 1

### 1. SESSION TOPIC:

Age appropriate physical activities.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the age specific physical activities.

### 3. MATERIALS/ FACILITY/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS103S1T1

**DURATION:** 4 hr

### Process

1. Explain the importance of age appropriate physical activities.
2. Discuss the lesson plans of one age category during one session only.
3. First discuss and explain the lesson about how to conduct it on the ground.
4. Make an opening by telling students the purpose of the lecture or presentation.
5. Explain the importance of warm-up and cool-down.
6. Engage your students to explain the lesson plan to validate their clarity.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: On-Ground Activity

NSQPS103S1T2

**DURATION:** 30 hr

Engage the students in all the lessons. Students should play and understand the lesson.

Explain to them how to deliver the lesson.

## T3: Role Play

NSQPS103S1T3

**DURATION:** 3 hr

Engage the students in role play. Students should play the role of a teacher and deliver the lesson to the junior grades as per the age category.

### Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the activity.  
You may ask questions such as
  - I. What difference they found in various age appropriate activities?
  - II. What is the importance of warm-up and cool-down?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS103S1A

Students could differentiate between

1. Warm-up and cool-down
2. Activities for early years physical education programme and primary school physical education programme
3. Primary school physical education programme and Middle school physical education programme

#### Part B

#### NSQPS103S1B

1. What are the specific physical activities for various age groups?
2. Why should we plan age appropriate lesson (on-ground)?
3. List warm-up and cool-down exercises?
4. What are your experiences from the on-ground activities?

#### Part C

#### NSQPS103S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Perform the physical activities and lessons as per the age group.		
Performed Warm up and cool down exercises		

**Relevant Knowledge**

Props are the tools/learning aides that we use in physical activity to

1. Mark play spaces
2. To learn and practice skills
3. To improve fitness

Equipment is all the material associated with the sport which is needed to play a sport.

Other than the above primary usage of props they are also useful in

1. Making any physical activity colourful and attractive
2. Helping create a variety of drills for practicing skills
3. Helping create age appropriate challenges
4. Increasing the interest and the engagement of the children.

**Why Age Appropriate?**

Physical development in children happens slowly. The various stages of physical development are

1. Toddlers ( one to three years old)
2. Early Childhood ( two to six years old)

3. Elementary school ( six to twelve years old)
4. Pre adolescence ( nine to fourteen years old)
5. Adolescence ( from fourteen years to twenty one years)

At these developmental stages the physical ability of children differs and the physical activity and the props and equipment need to be appropriately chosen.

The appropriate choice of pros and equipment ensures

1. Absence of boredom in play
2. Presence of challenge to keep the children engaged

If props are not chosen in an age appropriate manner it can lead to

- a. Injury : If the props are for a higher age bracket and being used for a younger group
- b. Lack of interest: if the props are for a lower age bracket and are being used for an older group

### Sports Equipment and Props

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Equipment/ Prop	Prop Name	Usage
	Parachute	Teaching various levels of space awareness (high, mid & low), Co-ordination among the team members.
	Agility ladder	Jumping, hopping & twist and turn.

	<p>Hula hoop</p>	<p>Jumping, hopping, waist rotation</p>
	<p>Flat ring</p>	<p>Jumping, hopping, hand-eye co-ordination</p>
	<p>Saucer cone</p>	<p>Marking boundaries</p>
	<p>Marking cone</p>	<p>Marking boundaries</p>
	<p>Basket</p>	<p>Throwing &amp; target practice</p>
	<p>Bean bags scarf</p>	<p>Throwing &amp; catching, hand-eye co-ordination</p>
	<p>Bean bag</p>	<p>Throwing &amp; catching, bean bag balance</p>

	<p>Frog bean bag</p>	<p>Throwing &amp; catching, bean bag balance</p>
	<p>Flexi pole with modified base</p>	<p>To set target and marking</p>
	<p>Step hurdle</p>	<p>Jumping activities</p>
	<p>Training Arch (without base)</p>	<p>Crawling</p>
	<p>Gym Mat</p>	<p>Front roll, back roll, crawling</p>
	<p>Balance beam</p>	<p>Balancing activities</p>
	<p>Plastic Ball</p>	<p>Throwing &amp; catching and striking</p>

	<p>Plastic racquet</p>	<p>Striking with plastic ball</p>
	<p>Relay baton</p>	<p>Relay races for exchanging batons</p>
	<p>Skipping rope</p>	<p>Skipping</p>
	<p>Soft Ball</p>	<p>Throwing, catching and dribbling</p>
	<p>Sponge ring</p>	<p>Throwing and catching</p>
	<p>Basketball</p>	<p>Basketball game and related activities.</p>
	<p>Football</p>	<p>Football game and related activities.</p>

	<p>Volleyball</p>	<p>Volleyball game and related activities.</p>
	<p>Volleyball net</p>	<p>Volleyball – game play</p>
	<p>Rugby ball</p>	<p>Rugby game and related activities.</p>
	<p>Medicine ball</p>	<p>Upper body strength by throwing</p>
	<p>Mesh bag</p>	<p>Storage of props/ balls</p>
	<p>Duffle bag / Tote bag</p>	<p>Storage of props</p>
	<p>Bib</p>	<p>Used in team game as jersey to differentiate from the opponent.</p>

	<p>Tennis ball</p>	<p>Throwing, catching, cricket and tennis game</p>
	<p>Plastic cricket bat</p>	<p>Cricket – game play (for junior students)</p>
	<p>Wooden cricket bat</p>	<p>Cricket – game play (for senior students)</p>
	<p>Stumps set</p>	<p>Target practice and cricket</p>
	<p>Alphabet cards set</p>	<p>Puzzle game</p>
	<p>Number cards set (0 - 9)</p>	<p>Puzzle game</p>
	<p>Foot pump</p>	<p>Inflating the balls</p>

	<p>First-aid box</p>	<p>Basic first-aid</p>
	<p>Lagori</p>	<p>Lagori game</p>
	<p>Sit and Reach box</p>	<p>To measure back flexibility</p>
	<p>Stopwatch</p>	<p>Time keeping</p>
	<p>Weighing scale</p>	<p>To measure weight</p>
	<p>Height chart</p>	<p>To measure height</p>
	<p>Measuring tape</p>	<p>To measure distance</p>

## SESSION PLAN 2

### 1. SESSION TOPIC:

Age appropriate props and equipment.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to identify the age appropriate props and equipment and its use.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS103S2T1

**DURATION:** 1 hr

### Process

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1. Firstly, be clear about all the props name and its use.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Relate the topic to the specific activities and ask questions.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS103S2T2

**DURATION:** 1 hr

Conduct on-ground activities/ games with the props available and relate the use to age appropriateness.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. List the name of props and its usage

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS103S2A

Students could differentiate between

1. Props and equipment

#### Part B

NSQPS103S2B

Students could answer the following questions:

1. List the name of props and its use.

#### Part C

NSQPS103S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Used the props correctly for age appropriate lessons and skills		

## Relevant Knowledge

## Yoga – A Preview



Yoga is a systematic and methodical process to control and develop the mind and body to attain good health, balance of mind and self realization. Yoga can help to develop health, improve concentration, increase flexibility and strengthen willpower. If possible, establish a regular time of day to set aside for the Yoga practice.

Generally, yoga is a disciplined method utilized for attaining a goal. The ultimate goal of Yoga is *moksha* though the exact definition of what form this takes depends on the philosophical or theological system with which it is conjugated.

Apart from the spiritual goals the physical postures of yoga are used to alleviate health problems, reduce stress and make the spine supple in contemporary times. Yoga is also used as a complete exercise program and physical therapy routine.

**“Health is a state of complete harmony of the body, mind and spirit. When one is free from physical disabilities and mental distractions, the gates of the soul open.”**

-B.K.S. Iyengar

## Yoga – Benefits

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**1. All-round fitness.** You are truly healthy when you are not just physically fit but also mentally and emotionally balanced. As Sri Sri Ravi Shankar puts it, “Health is not a mere absence of disease. It is a dynamic expression of life – in terms of how joyful, loving and enthusiastic you are.” This is where yoga helps: postures, pranayama (breathing techniques) and meditation are a holistic fitness.

**2. Weight loss.** With regular practice of yoga, we tend to become more sensitive to the kind of food our body asks for and when. This can also help keep a check on weight.

**3. Stress relief.** A few minutes of yoga during the day can be a great way to get rid of stress that accumulates daily - in both the body and mind. Yoga postures, pranayama and meditation are effective techniques to release stress. You can also experience how yoga helps de-tox the body and de-stress the mind.

**4. Inner peace.** We all love to visit peaceful, serene spots, rich in natural beauty. Little do we realize that peace can be found right within us and we can take a mini-vacation to experience this any time of the day! Benefit from a small holiday every day with yoga and meditation. Yoga is also one of the best ways to calm a disturbed mind.

**5. Improved immunity.** Our system is a seamless blend of the body, mind and spirit. An irregularity in the body affects the mind and similarly unpleasantness or restlessness in the mind can manifest as an ailment in the body. Yoga poses massage organs and strengthen muscles; breathing techniques and meditation release stress and improve immunity.

**6. Living with greater awareness.** The mind is constantly involved in activity – swinging from the past to the future – but never staying in the present. By simply being aware of this tendency of the mind, we can actually save ourselves from getting stressed or worked up and relax the mind. Yoga and pranayama help create that awareness and bring the mind back to the present moment, where it can stay happy and focused.

**7. Better relationships.** Yoga can even help improve your relationship with your parents, friends or loved ones! A mind that is relaxed, happy and contented is better able to deal with sensitive relationship matters. Yoga and meditation work on keeping the mind happy and peaceful; benefit from the strengthened special bond you share with people close to you.

**8. Increased energy.** Do you feel completely drained out by the end of the day? Shuttling between multiple tasks through the day can sometimes be quite exhausting. A few minutes of yoga everyday provides the secret to feeling fresh and energetic even after a long day. A 10-minute of meditation benefits you immensely, leaving you refreshed and recharged in the middle of a hectic day.

**9. Better flexibility & posture.** You need to include yoga in your daily routine to benefit from a body that is strong, supple and flexible. Regular yoga practice stretches and tones the body muscles and also makes them strong. It also helps improve your body posture when you stand, sit, sleep or walk. This would, in turn, help pain due to incorrect posture.

**10. Better intuition.** Yoga and meditation have the power to improve your intuitive ability so that you effortlessly realize what needs to be done, when and how, to yield positive results. It works. You only need to experience it yourself.

Yoga is a continuous process. So keep practicing! The deeper you move into your yoga practice, the more profound are its benefits.

## Asanas

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### Standing Asanas



Vrikshasana



Trikonasana



Padahasthasana



Virabhadrasana



Parsvakonasana



Garudasana



Natarajasana



Uttanasana

## Sitting Asnas



Gomukhasana



Baddhakonasana



Ardhamatsyendrasana



Suptavajrasana



Yogamudra



Janu shirshasana



Vakrasana



Tolasana

## Asnas in lying position



Ekpada uttanasana



Ardha salbhasana



Reclining Twist



Vipreetkarni



Shalabhasana



Bhujangasana



Sarvangasana



Halasana

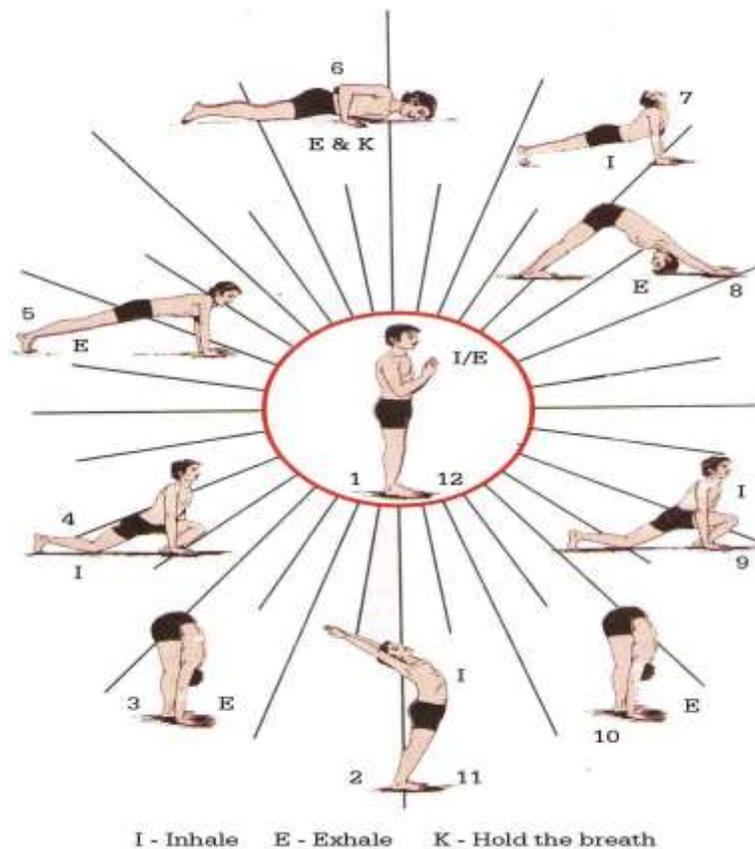
### Shavasana:

- Shavasana is performed after completion of all the yogic exercises.
- Lie down on the back. Keep the arms alongside the body, but slightly separated from the body, and turn the palms to face upwards.
- Close your eyes. Relax the whole body, including the face. Let the breath occur naturally.
- Stay in the same position for 2-3 minutes.

### Sun Salutation (Surya Namaskar)

Sun Salutation is a worship to Sun, the god of light. Surya Namaskar is the other name for Sun salutation. Morning time is best, but anyhow if you are unable to do Surya Namaskar in morning then do it in evening or either when your stomach is empty. There are certain benefits of Surya Namaskar like fat reduction, expansion of lungs, improved blood circulation, good digestive system without constipation.

There are 12 steps of Surya Namaskar.



## 12 steps of Surya Namaskar:

**Step 1** (Pranamasana): Stand with your feet together. Place the palms of your hands together at chest level.

**Step 2** (Hasta Uttanasana): Inhale and raise your arms upward. Slowly stretch your arms backwards over your head.**Step 3** (Paadahastanasana): Exhale and slowly bend forward, let hands touch feet or the ground. Try to touch your head to the knees. But do not go beyond the capacity.

**Step 4** (Ashwa Sanchalanasana): Inhale and move your right leg back into a lunge position. Keep your hands and feet firmly placed on the ground. Make sure to look up.

**Step 5** (Chaturanga Dandasana): While exhaling bring the left foot together with the right to the beginning position of push up.

**Step 6** (Ashtanga Namaskara): Continue to exhale as you lower your body to the floor until your feet, knees, palm, chest and forehead are touching the floor. This is called “**Sastanga Namaskara**” where eight body parts are in contact with the floor. The buttocks are raised up in this position.

**Step 7** (Bhujangasana): Inhale and stretch forward and up. Use your arms to lift your torso. Make sure that you only bend back as far as it feels safe and comfortable. (It is ok to keep your arms bent at the elbow). This is called the “Kobra position”.

**Step 8** (Adho Mukha Shvanasana): Exhale, Raise the buttocks, push the head down and have a complete arch with the heels touching the ground and palms on the floor.

**Step 9** (Ashwa Sanchalanasana): Inhale and step your right foot forward into the lunge position.

**Step 10** (Paadahastanasana): Exhale and bring your feet together trying to bring your head to your knees.

**Step 11** (Hasta Uttanasana): Keep your arms extended as you raise them above your head. Lean slightly back.

**Step 12:** Exhale and in a slow graceful motion let your arms go your sides. End by bringing your hands back to prayer position.

### Terms to Know

**Willpower:** Strength of mind, Self-discipline

**Conjugated:** Joined together

**Harmony:** Agreement in opinion and action

**Disabilities:** A physical or mental condition that makes you unable to function in some way

**Distraction:** Something that takes your attention from what you are doing

### SESSION PLAN 3

#### 1. SESSION TOPIC:

Yoga – asanas and benefits.

#### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to demonstrate yoga asanas and explain the benefit of yoga.

#### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Indoor/ outdoor activity area and mats/ dari.

#### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange and make the activity area clean for yoga practice.

### T1: Interactive Lecture

NSQPS103S3T1

**DURATION:** 1 hr

#### Process

1. Read and prepare yourself to give a lecture session about yoga.
2. Engage the students by asking their knowledge about yoga.
3. Explain the benefits of yoga.
4. Discuss with your students to on how to develop a habit of practicing yoga every day.

### T2: Activity

NSQPS103S3T2

**DURATION:** 4 hr

1. Read and prepare yourself to give demonstration of yoga asanas.
2. Prepare the points for the lecture during the yoga session.
3. Start with simple yoga asanas and repeat the asanas as per the competency level of the students.
4. Demonstrate surya namaskar and engage students to practice under your supervision.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Avoid the yoga session immediately after meal.

### Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is the importance of yoga?
  - II. What are the *asanas* that could be performed in standing, sitting and lying positions?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS103S3A

Students could differentiate between

1. Standing and sitting *asanas*
2. 12 steps of '*surya namaskar*'.

#### Part B

NSQPS103S3B

Students could answer the following questions:

1. What is the importance of yoga?
2. What are the *asanas* that could be performed in standing, sitting and lying positions?
3. How to perform *surya namaskar*?

#### Part C

NSQPS103S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Perform 3 <i>asanas</i> each in standing, sitting and lying position.		
Perform <i>surya namaskar</i> (12 counts)		

**Relevant Knowledge****Sports Etiquettes - Concept**

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**Etiquettes** are codes, customs or rules governing behaviour regarded as correct or acceptable in a society, social class, or group.

The words **sports etiquette** basically means manners during sports games. It is closely related to sportsmanship. Displaying good sportsmanship and manners in sports has greatly diminished over the years.



The goal of all sports is “to win, to provide valuable exercise, and to entertain while others watch”. In accomplishing these goals, players and spectators should practice good sportsmanship. Being a good sport is actually about showing kindness and consideration to others. Sportsmanship involves following the rules. Rules of the game exist for a reason; they prevent chaos and give structure and direction to the game being played.

Being a good sport means playing by the rules, playing safely, and dressing in appropriate attire. One rule that applies to all sports is arriving on time, whether you are playing or watching a game; it is rude and inconsiderate to be late. Fans that are late should wait to take their seats until there is a break in the game. Greeting and shaking hands with each player or with fellow spectators upon arrival is another important rule. Players should be honest about their ability to play the sport and should take lessons before trying to play a game. Players should be gracious winners and gracious losers; they should not argue about the score or the referee’s call. The loser should take the initiative in shaking the winner’s hand to offer congratulations. Fans and losers may applaud the winners; winners may not applaud themselves. According to Martin (2005), “Applause is a gesture by which outsiders demonstrate their approval. It should not be used to display one’s own conceit, family pride, or mutual admiration”.

**Basic Sports Etiquettes:**

- Always promote positive talk with your team and when appropriate, the opposition.
- Never negatively question an umpires or referees decision
- Clap for the opposition when they first appear during a game.
- Allow injured players 'space'; don't crowd around medical staff attending to athletes.
- Clap for injured or eliminated players off the field if they are retired from the activity.
- Allow players to have their opinion heard. Everybody should be a receptive listener.
- If appropriate, acknowledge an opposition players major game achievement.
- Remain respectful while opposition athletes score or perform well.
- Provide 3 cheers and shake hands with your own team members, opposition and other game officials at the completion of the event.
- Learn the rules of the game thoroughly. Procure a copy of them whenever this is possible and make a careful study of them.
- Remember that a novice should behave with great modesty. He should never interfere with the play of persons of experience, should never criticize nor offer advice, but maintain the humility proper to a beginner.
- Pay close attention to the game as long as it is in progress. It is usually important to observe what the other players are doing.
- Stick strictly to the rules. If these include silence, be careful not to talk or make a noise.
- Do your best to win by all fair means, but never by unfair or doubtful ones.
- Play for the success of your side or team and not for your individual glory. Many a game has been lost by the anxiety of certain athletes to shine as stars.
- Don't try to influence the referee, and don't abuse him.
- Play to enjoy the game, and not merely to win.
- Accept defeat cheerfully, like a true sportsman.
- Bear no grudge against the winner in a fair field.
- Never lose your temper.
- Be generous whether in victory or in defeat.
- As a sportsman always be courteous to your opponent.



## SESSION PLAN 4

### 1. SESSION TOPIC:

Sports etiquettes

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to learn about basic sports etiquettes

### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, play ground, sports equipment and props..

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS103S4T1

**DURATION:** 1 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Relate the topic to the situation and ask questions.
5. Provide examples and cases from international sports tournaments.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS103S4T2

**DURATION:** 2 hr 30 min

1. Engage your students in play/ game.
2. Ask your students to demonstrate and practice the etiquettes that they have learned from the interactive session.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. List basic sports etiquette?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS103S4A

Students could differentiate between

1. Etiquette and sports etiquette

#### Part B

NSQPS103S4B

Students could answer the following questions:

1. What are the basic sports etiquettes?
2. What should be your conduct with the opponents on the ground?

#### Part C

NSQPS103S4C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Practice and apply the sports etiquettes in game scenario.		

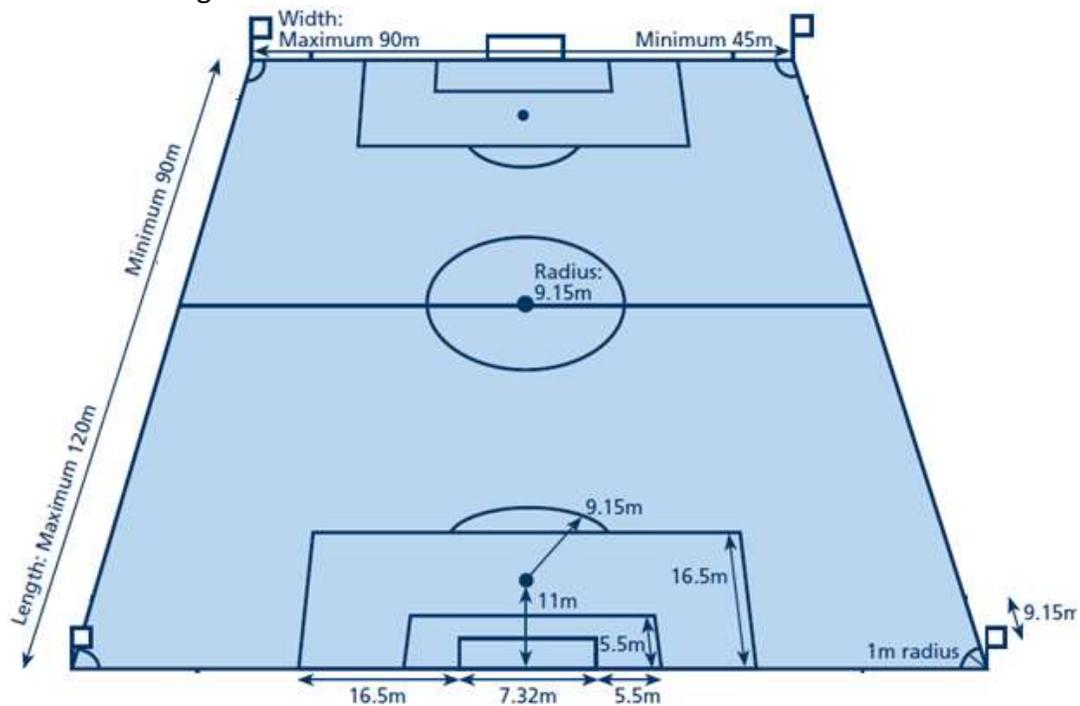
Relevant Knowledge

Football



Law 1: The Field of Play

- Football field must be rectangular and marked with lines. It must be between 90 and 120 meters long and 45 to 90 meters wide.



## Law 2: Balls

The ball shall be spherical and made of leather or other suitable material.

## Law 3: Players

- A football match is played by two teams, each consisting of not more than eleven players, one of whom is the goalkeeper. A match may not start if either team consists of fewer than seven players.

## Law 4: The Player's equipment

- Jersey, shorts, footwear, shin pads, stockings

## Law 5: The referee

- Enforces the Laws and controls the match.

## Law 6: The Assistant referee

- Two assistant referees to assist the referee in enforcing the laws and controlling the match

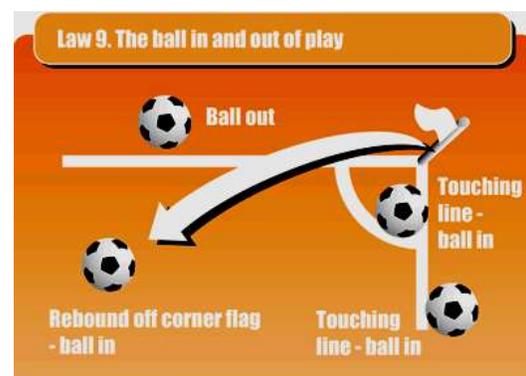
## Law 7: The duration of the match

- Two equal periods of 45 minutes with 15 minutes rest time between two periods.

## Law 8: The start and restart of play

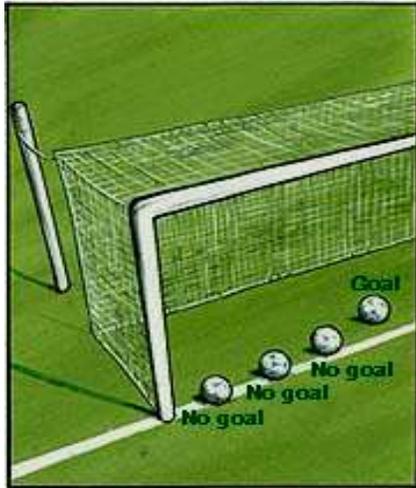
- A coin is tossed and the team that wins the toss decides which goal it will attack in the first half of the match.
- The other team takes the kick-off to start the match.
- The team that wins the toss takes the kick-off to start the second half of the match.
- In the second half of the match, the teams change ends and attack the opposite goals.

## Law 9: The ball in and out of play



### Law 10: The method of scoring

- A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar, provided that no infringement of the Laws of the Game has been committed previously by the team scoring the goal.



### Law 11: Offside

- It is not an offence in itself to be in an offside position.

#### ***A player is in an offside position if:***

- he is nearer to his opponents' goal line than both the ball and the second-last opponent

#### ***A player is not in an offside position if:***

- he is in his own half of the field of play or
- he is level with the second-last opponent or
- he is level with the last two opponents

#### ***There is no offside offence if a player receives the ball directly from:***

- a goal kick
- a throw-in
- a corner kick

**Law 12: Fouls and misconduct**

- kicks or attempts to kick an opponent
- trips or attempts to trip an opponent
- jumps at an opponent
- charges an opponent
- strikes or attempts to strike an opponent
- pushes an opponent
- tackles an opponent
- holds an opponent
- spits at an opponent
- handles the ball deliberately (except for the goalkeeper within his own penalty area)

**Law 13: Free kicks**

Generally, direct free kick is awarded in occasion of fouls listed below,

- kicks or attempts to kick an opponent
- trips or attempts to trip an opponent
- jumps at an opponent
- charges an opponent
- strikes or attempts to strike an opponent
- pushes an opponent
- tackles an opponent
- holds an opponent
- spits at an opponent
- handles the ball

**Law 14: The penalty kick**

- A penalty kick is awarded against a team that commits offences (fouls) for which a direct free kick is awarded, inside its own penalty area and while the ball is in play.
- A goal may be scored directly from a penalty kick.

**Law 15: The Throw-in**

- A throw-in is a method of restarting play.
- A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball crosses the touch line, either on the ground or in the air.
- A goal cannot be scored directly from a throw-in.

**Law 16: The Goal Kick**

- A goal kick is a method of restarting play.
- A goal kick is awarded when the ball passes over the goal line, either on the ground or in the air, having last touched a player of the attacking team.
- A goal may be scored directly from a goal kick, but only against the opposing team.

**Law 17: The Corner Kick**

- A corner kick is a method of restarting play.
- A corner kick is awarded when the ball passes over the goal line, either on the ground or in the air, having last touched a player of the defending team.
- A goal may be scored directly from a corner kick, but only against the opposing team.

## Basketball

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### Number of Players

A team is made up of 5 players playing on the court and 5 players as substitutes during the whole period of the game.

### Scoring

A player scores when he manages to throw the ball into the basket, with the ball passing through the basket from above the hoop. Scoring a basket increases the team's score by 3, 2 or one point.

If the player successfully shoots from outside of the 3 points line, the basket is worth 3 points, otherwise it is worth 2 points.

It is also possible to score one point when shooting from the free throw line, after a foul for instance.

**Violation:** A violation is an infraction of the rules. The ball shall be awarded to the opponents for a throw-in at the place nearest to the infraction, except directly behind the backboard.

**Travelling:** It can also result from the player taking more than 2 steps without bouncing the ball on the floor.

**Double dribble:** When a player stops dribbling and then starts dribbling again or when he bounces the ball with both hands on the ball.

**3 seconds:** A player shall not remain in the opponents' restricted area for more than three consecutive seconds while his team is in control of a live ball in the frontcourt and the game clock is running.

**Foul:** A foul is an illegal action that can be committed by player from one team against a player from the opposing team.

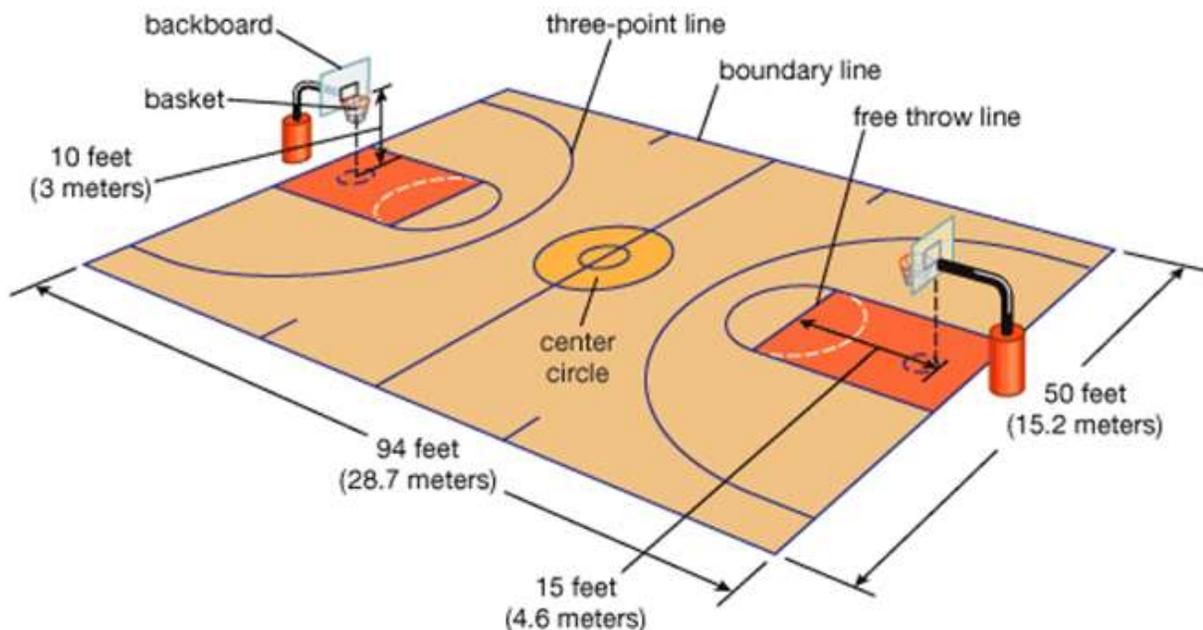
There are two types of fouls. The first are called defensive fouls. They occur when the offensive player is being fouled by the defender. Defenders should not block, push, trip, strike or hold the player in possession of the ball.

The second ones are the offensive fouls. For example, a player in offence commits a foul when charging into a stationary defender.

### Court Dimension

The playing court shall have a flat, hard surface free from obstructions with dimensions of twenty-eight (28) m in length by fifteen (15) m in width measured from the inner edge of the boundary line.

Any obstruction including seated team bench personnel shall be at least two (2) m from the playing court.



## Volleyball

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Volleyball is a net game with six players in each team. The basics of volleyball are essential to know for any player to improve further. Hitting the ball, being in the right place, and playing competitively can help to win the game as well as gain confidence in the sport. Focusing on the basics for volleyball can help you to gain the skills you need for every game.

1. **Serving:** The game starts with a serve. There are two basic types of serves. One is overhand; where the player will toss the ball in the air first, then hit it. The second is underhand, where the server will hold the ball and swing the other arm underneath the ball to hit it. There are a variety of other serves beyond these basics.
2. **Setting:** This is usually set up by the setter of the game. It is used in order to take the ball and give it to the other players in your own team. They will then have the ability to put the ball to the other side like they want to. You can either set by the forearm or by an overhead pass.
3. **Tip:** A tip is used as a way to trick the other team into thinking that the ball is going further than it will. The player will hit the ball lightly, making it go over the net but not too far into the other player's area so that they cannot hit it back.
4. **Dig:** This is the ability of a player to save the ball from hitting the court after it has been spiked. It usually requires a player to slide underneath the ball on the court or to dive underneath the ball.

5. **Rebound:** This occurs when the ball rebounds from the block either by the opponent or own team mate.

At a competitive level, teams are supposed to master six basic skills: serve, pass, set, spike, block and dig. Each of these skills comprises a number of specific techniques that have been introduced along the years and are now considered standard practice in high-level volleyball.

1. **Serve:**

The serve marks the beginning of a rally in volleyball. A player stands behind the baseline and hits the ball, in an attempt to drive it into the opponent's court. His main objective is to make it land inside the court; it is also desirable to set the ball's direction, speed and acceleration so that it becomes difficult for the receiver to handle it properly. A serve is called an "ace" when the ball lands directly onto the court or travels outside after being touched by an opponent.

In contemporary volleyball, many types of serves are employed:

*Underhand and Overhand Serve:* refers to whether the player tosses the ball in front of the body and strikes the ball from below, at waist level, or first tosses the ball in the air in front of the body and then hits it above shoulder level. Underhand serve is considered very easy to receive and is not generally employed in international competitions.

*Sky Ball Serve:* a specific type of underhand serve, where the ball is hit so high it comes down almost in a straight line. This serve was invented and employed almost exclusively by the Brazilian team in the early 80's. It is now considered outdated.

*Line and Cross-Court Serve:* refers to whether the balls flies in a straight trajectory parallel to the side lines, or crosses through the court in an angle.

*Spin Serve:* an overhand serve where the ball gains topspin through wrist snapping.

*Floater:* an overhand serve where the ball is hit with no spin so that its path becomes unpredictable; can be administered while jumping or while grounded.

*Jump Serve:* an overhand serve where the ball is first tossed high in the air, then hit with a strong downward movement of the arm, as in a spike; there is usually much topspin imparted on the ball. This is the most popular serve amongst college and professional teams.

*Round-House Serve:* the player stands with one shoulder facing the net, tosses the ball high and hits it with a fast circular movement of the arm. Usage of this serve in indoor volleyball is today restricted to a few Asian women's teams.

2. **Pass:**

Also called reception, the pass is the attempt by a team to properly handle the opponent's serve or "free ball". Proper handling includes not only preventing the ball from touching the court, but also making it reach the position where the setter is standing, quickly and precisely.

The skill of passing involves fundamentally two specific techniques: underarm pass where the ball touches the inside part of the joined forearms, at waist line and overhand pass where it is handled with the fingertips above the head.

3. **Set:**

The set is usually the second contact a team makes with the ball. The main goal of setting is to put the ball in the air in such a way that a spike can drive it into the opponent's court.

The setter coordinates the offensive movements of a team. He is the one who ultimately decides which player will actually attack the ball.

As with passing, one may distinguish between an overhand and a bump set. Since the former allows for more control over the speed and direction of the ball, the bump is used only when the ball is so low it cannot be properly handled with fingertips or in beach volleyball where rules regulating overhand setting are more stringent. In the case of a set, one also speaks of a front or back set, meaning whether the ball is thrown in the direction the setter is facing or not.

Sometimes a setter refrains from raising the ball for a teammate to perform a spike and tries to throw it directly onto the opponent's court. This movement is called a "dump".

4. **Spike:**

The spike (or attack) is usually the third contact a team makes with the ball. The object of spiking is to handle the ball so that it lands on the opponent's court and cannot be defended.

A player makes a series of steps (the "approach"), jumps and then projects his body forward, thus transferring its weight to the ball when contact is made.

Contemporary volleyball comprises a number of attacking techniques:

*Frontcourt attack:* an attack performed by a player of front zone (close to the net).

*Backcourt attack:* an attack performed by a player not standing at the net. The player cannot take off on or beyond the 3-meter line before making contact with the ball, but may land in front of the 3-meter line.

*Kill*: a hard driven ball that successfully lands on the opponent's court.

*Dink/Tip/Cheat*: the player does not try to make a kill, but touches the ball lightly, so that it lands in an area of the opponent's court that is not being covered by the defense.

*Tool/Wipe*: the player does not try to make a kill, but hits the ball so that it touches the opponent's block and then bounces off-court.

*Off-speed hit*: the player does not hit the ball hard, reducing its acceleration and thus confusing the opponent's defense.

*Quick hit/"One"*: an attack (usually by the middle hitter) where the approach and swing begin before the setter contacts the ball. The set (called a "quick set") is placed only slightly above the net and the ball is struck by the hitter almost immediately after leaving the setter's hands.

5. **Block:**

Blocking refers to the actions taken by players standing at the net to stop or hinder an opponent's spike. A block is performed by jumping and raising one's arm over the net shortly before the ball is hit in an attempt to intercept its trajectory.

A block that is aimed at completely stopping an attack, thus making the ball remain in the opponent's court, is called offensive. By contrast, it is called defensive if the goal is merely to make contact with the ball so that it slows down and becomes easier to be defended.

Blocking is also classified according to the number of players involved. Thus, one may speak of single (or solo), double, or triple block.

6. **Dig:**

Digging is the ability to prevent the ball from touching one's court after a spike. In many aspects, this skill is similar to passing: overhand dig and bump are also used to distinguish between defensive actions taken with fingertips or with joined arms.

Some specific techniques are more common in digging than in passing. A player may sometimes perform a "dive", i.e., he throws his body in the air with a forward movement in an attempt to save the ball, and lands on his chest. When he also slides his hand under a ball that is almost touching the court, this is called a "pancake".



## Cricket

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Cricket is a sport played between two teams of eleven players using bat-and-ball. A cricket match takes place on a cricket pitch with two sets of stumps. The following are the terminologies used in the game of cricket.

- **Boundary**  
This marks the edge of the playing area. It is oval in shape and marked with a white line or rope.
- **The Square**  
This is the area of a cricket field on which the pitch is prepared.
- **Outfield**  
This is the area of a cricket field between the square and the boundary.
- **Infield**  
This is the area of a cricket field closer to the pitch.
- **The Pitch**  
This is a strip of mown grass that has been flattened with a heavy roller. The *crease* is marked out with white lines at each end of a cricket pitch. This marks the area in which

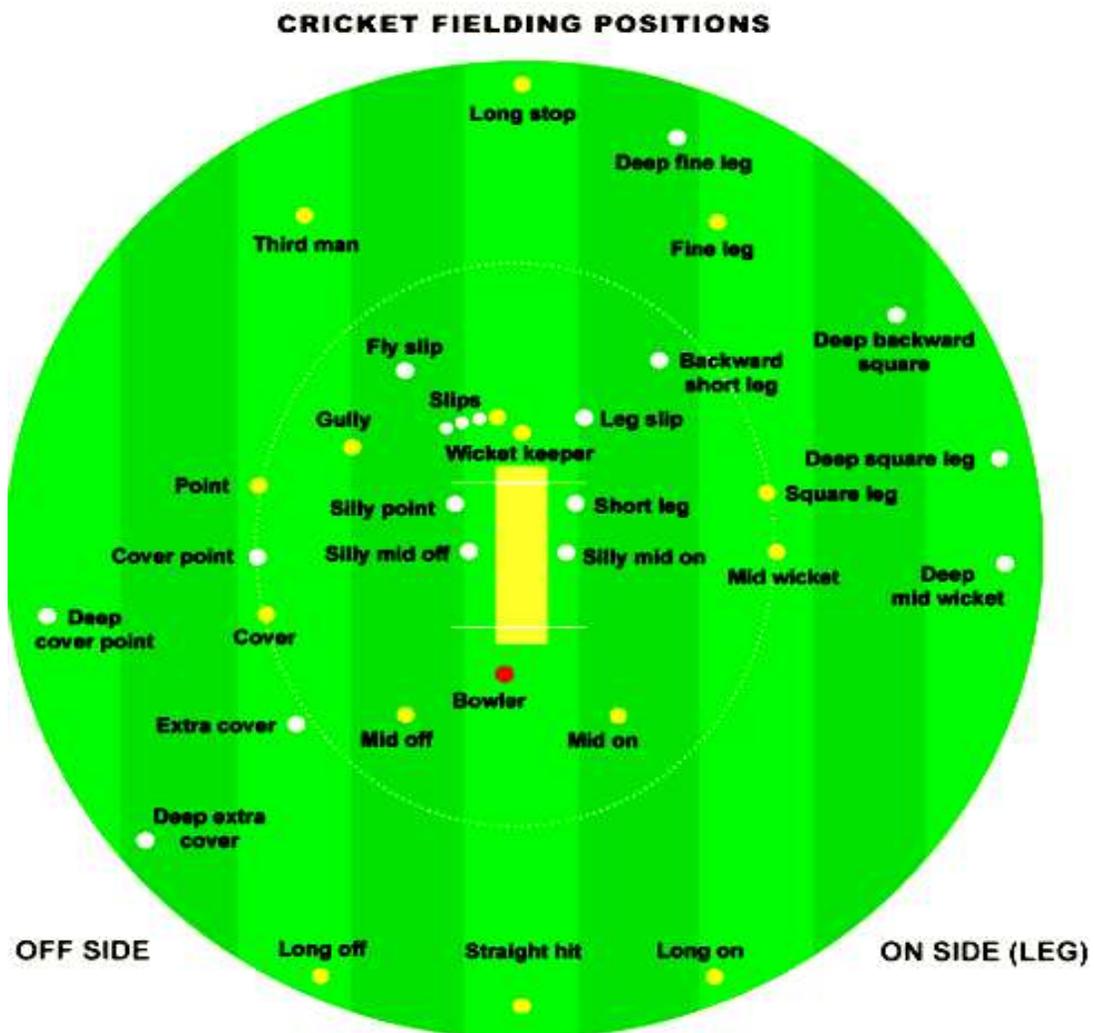
a bowler may place his/her feet and where a batsman must stand. The *bowling crease* is the line along which the stumps are placed. The *popping crease* is parallel to the bowling crease. A batsman must ground their bat behind this line when making a run.

- **Off- side & On-side**

A batsman's offside is the side where he holds the bat. On-side is the side where his legs are.

- **The Stumps**

Three stumps are placed into the ground at each end of a cricket pitch. The three stumps are leg stump, middle stump and off stump. The stump nearest the batsman's leg is the leg stump. The stump nearest the batsman's bat is the off stump). The stumps should be placed in such a manner, so that the ball cannot pass between any two stumps. Two bails are placed on top of each pair of stumps.



## Fielding Positions

The captain sets the field, sometimes after talking to the bowler. The following are some of the fielding positions,

- **Wicketkeeper**  
The keeper stands behind the stumps. He would stand further back if the bowler is quick and up to the stumps to a slower bowler.
- **Slips**  
This is a close catching position and therefore the reactions of these fielders have to be razor-sharp. Slips stand crouched on the off-side behind the wicket. *First slip* is next to, but just behind the wicketkeeper. *Second slip* and *third slip* follow in the same direction.
- **Gully**  
This is also a close catching position. The gully crouches just back of square on the offside. Fielders in this position need quick reactions as catching chances will be from forceful shots from the batsman.
- **Point**  
Point is square of the wicket on the offside. Fielders here will need to stop forceful shots played off the back foot, be ready to take catches and provide back up.
- **Silly Point**  
The fielder crouches close to the batsman and square of the wicket on the offside which is not a very sensible place to field and that is why it is called Silly Point. This position is used when a spinner is bowling. Silly points wear protective equipment.
- **Mid-off**  
The captain of the fielding team usually takes this position, so he can advise and encourage their bowlers. His job is to cut off straight drives and prevent quick singles.
- **Cover**  
The cover area runs from point to mid-off. This is a large part of the offside field, therefore there are a few different positions here – *extra cover*, *short-extra cover* and *deep-extra cover*. It is a busy position and requires skill.
- **Square Leg**  
This position is square of the wicket on the leg side. Fielders here must be ready to take sharp catches and move in to cut off quick singles. *Deep square leg* is back on the boundary.

- **Mid- Wicket**

Mid-wicket stands on the leg side, between square leg and mid-on. Run-saving is the main aim of this position, although top-edged pulls are likely to provide catching chances here, so they have to stay on their toes.

- **Third Man**

Third man stands behind the wicketkeeper on the offside, and walks in as the bowler approaches the wicket. The Third Man must retrieve anything that goes through the slip and the gully area.

- **Fine Leg**

This fielder stands roughly between square leg and the wicketkeeper on the leg side.

**The following are the equipment used in a game of cricket.**

- **Hard ball**

A cricket ball is made of leather and should weigh 155-163g. A stitched seam goes around the ball, fixing the two sides together.

- **Bat**

They are made of wood. A full-size bat cannot be more than 38 inches (96 cms) in length and not more than 4 ¼ inches (11 cm) in width. Bats should be kept in a protective cover and should be stored in a dry place.

- **Helmets**

The batsmen when batting and the wicketkeeper when standing behind the stumps to a slower bowler wear helmets. They must be well fitted and must be secured by a strap under the chin.

- **Batting Pads**

They protect the ankles, shins and lower leg to just above the knees. They should be lightweight and comfortable.

- **Batting Gloves**

Batting gloves protect the fingers and thumb of the bottom hand. They are usually fastened at the wrist, and should fit comfortably.

- **Wicket keeping Gloves**

The wicketkeeper wears them. They protect the fingers, palms and top of the thumbs. They should be flexible so that the wicketkeeper is able to catch the ball one-handed.

## SESSION PLAN 5

### 1. SESSION TOPIC:

Laws and rules of games.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the laws and rules of four major games – football, basketball, volleyball and cricket.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS103S5T1

**DURATION:** 6 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the one game and complete all the laws and rules before switching to the other game.
4. Relate the laws to the game situations and ask questions.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.

## T2: Activity

NSQPS103S5T2

**DURATION:** 3 hr

Engage the students in game play and relate the laws of the particular game.

Involve your students in officiating so that they learn the implementation of laws.

## Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is the field/ court dimension of football, basketball, volleyball and cricket?

## Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

NSQPS103S5A

Student could differentiate between

1. Setting and serving in volleyball
2. Direct and indirect free-kick in football
3. Violation and foul in basketball

### Part B

NSQPS103S5B

Student could answer the following questions:

1. What are the laws of football, basketball, volleyball and cricket?
2. What are the ground/ court dimensions of football, basketball, volleyball?
3. List the fielding positions of cricket.

### Part C

NSQPS103S5C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Described the laws and rules of any 2 games.		
Identified the ground and court dimension of any 2 games.		

## Further Reading

### Books

Children Moving – George Graham, Shirley Ann Holt /Hale, Melissa Parker

Yogakids – Marsha Weing

Light on Yoga – B.K.S. Iyengar

**PS104–NQ2014**

**Developing an Athlete**

### Introduction

Being an internationally recognised athlete or a national champion is not by luck or coincidence. It is the result of a well designed training plan which allowed the athlete to reach higher levels of achievement. Well planned coaching and relative development provides the opportunity for talented athletes to stay involved in sports and cultivate their passion in to profession. Specific and well planned practice, training, competition and recovery regime will ensure optimum development. Sustained development in an athlete's career comes from training and performing well over a long term. There is no short cut to success in athlete's preparation.

Structured training is the most required thing to be considered while developing an athlete to full potential. This structured training approach can enhance the development of short term and long term individually optimised training goals such as stamina (endurance), strength, speed, skill and suppleness.

### Structured approach to athlete development

Sports scientists have reported that there are critical periods in the life of a young person in which the effects of training can be maximised. They have also concluded that it can take anything from eight to twelve years of training for a talented athlete to achieve elite status. This has led to the development of various training models, which identify appropriate training aims at each stage of the athlete's physical development. Sports are generally classified as early specialisation and late specialisation sports.

Early specialisation sports refer to sports events like diving, figure skating, gymnastics, rhythmic gymnastics and table tennis. These sports disciplines require sports specific specialised training in the early age.

Sports disciplines like track and field athletics, combative sports, cycling, racquet sports, and all team games require a generalised approach during early years of training. For late specialisation sports, the emphasis during early years of training should be on the development of general motor skills along with basics of technical and tactical skills.

All along the trainer and coaches will emphasise the importance of good hygienic practices and good posture.

The module of 'Developing an Athlete' will enable you to:

1. Understand Hygienic lifestyle
2. Understand good posture
3. Practice safety measures on playgrounds
4. Perform basic first-aid

**Relevant Knowledge****Hygiene**

Every athlete should know that how important it is to maintain a high level of personal hygiene to remain healthy. In order to maintain optimum health and wellness an athlete 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.

**Factors Affecting Personal Hygiene:**

1. Culture
2. Social and Economic conditions
3. Family
4. Personality
5. 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**

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
- 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
- We must develop the habit of brushing teeth at night and in the morning
- We should change our toothbrush once the bristles wear out
- Proper brushing takes at least two minutes
- We should 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 is 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**

- You must have a bath 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.
- Do not share your towel with others and wash it on a regular basis



### **Trim your nails**

- Keep your finger and toenails trimmed and in good shape
- If possible, trim them weekly and brush them 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's also a good idea to moisturize nails and cuticles regularly.

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

- Wash your hair 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
- Avoid sharing a comb or hair brush



### **Wear Clean Clothes**

- Wear fresh set of clothes 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.
- Wear a clean pair of socks every day (especially after athletic activities) as this will keep your feet dry and prevent it from smelling
- Wash clothing and linens on a regular basis.

### **Kill that Body Odour**

- Keep your underarms and groin area clean and dry to discourage bacteria
- Change out of sweaty clothes as soon as possible after exercising or perspiring



### **Sleep well**

- Sleep is as vital to our health and well being , as good nutrition and physical activity
- Get plenty of 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.



### **Clean your ears**

- Clean your ears with your 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.

### **Fight Bad breath**

- Drink plenty of water
- Brush regularly
- Treat any existing oral diseases
- Eat crunchy vegetables and fruits
- Chew sugarless gum
- Eat yogurt
- Avoid tobacco products

### **Care for your feet**

- Wash your feet properly, specially between the toes
- Wear the right socks
- Make sure your shoes are not too tight
- Switch shoes
- Wash shoes or insoles of your shoes
- Stay in bare feet at home
- Walk on different surfaces (sand, pebbles, mud, rock etc) bare feet



### **Some general Hygiene rules:**

1. Wash hands before and after meals with water and soap
2. When you come from outside wash hands, face and feet
3. Comb and wash hair regularly
4. Take bath every day
5. Change clothes and undergarments frequently
6. Cut hand and foot nails regularly
7. Wash feet before going to sleep

8. Avoid going to bed in your daily clothes
9. Do not eat fruits and vegetables without washing
10. Always carry a handkerchief
11. Always keep your toilets and bathroom clean
12. Always use dust bins

### **Environment Hygiene**

Our environment is something we must care for and preserve for the future. These are some of the things you can do to help.

- Segregate waste into biodegradable and non-biodegradable categories
- Throw garbage only in a dustbin
- Find out where to dispose of batteries. Don't put them along with normal garbage
- Don't litter, always carry a bag with you to bring waste and dispose it off in a dustbin
- Keep your room clean
- Don't spit in public places
- Don't scratch on desks and walls in public places
- Don't destroy plants; don't pluck flowers and leaves

Environmental hygiene is a term used to describe a disinfecting and cleaning process that is used to maintain health and prevent the spread of germs and illness, it is a process aiming at providing a healthy environment. It can also be described as activities aimed at improving and maintaining the standard of basic environmental conditions affecting the well-being of people.



### **Terms to Know**

**Surroundings:** Our environment, that which is around us

**Shields:** Protects

**Monotonous:** Dull, repetitive

**Ailments:** Illness, sickness, disease

**Gastrointestinal:** Relating to the stomach and intestine

**Wound:** Injury

**Residue:** Matter that remains after something is removed

**Segregate:** To separate

**Biodegradable:** That which can separate into basic parts or basic elements

## SESSION PLAN 1

### 1. SESSION TOPIC:

Understanding hygienic life style.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the importance of hygiene in daily life.

### 3. MATERIALS/ EQUIPMENT REQUIRED:

Chart paper and sketch pens.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS104S1T1

**DURATION:** 1 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Relate the topic to the situation and ask questions.
6. Provide specific from the school premises that students are aware of.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS104S1T2

**DURATION:** 1 hr

Ask your students to make chart on do's and don'ts of hygienic lifestyle.

**T3: Project****NSQPS104S1T3****DURATION: 1 hr**

Ask your students to do a group survey of their classrooms and canteen cleanliness and drive a cleanliness campaign in your school.

Guide them on how to drive the cleanliness campaign by cleaning and assisting.

**Wrap-Up (30 min)**

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - III. What are the best hygienic practices?
  - IV. What is the implication of hygiene on health?

**Checklist for Assessment Activity**

Use the following checklist to check whether your students could meet all the requirements for assessment.

**Part A****NSQPS104S1A**

Student could differentiate between

1. Personal and environmental hygiene.

**Part B****NSQPS104S1B**

Student could answer the following questions:

1. What are the benefits of good hygiene?
2. How often should you brush your teeth and why?
3. List down the tips to keep your teeth in top shape?

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standard	Yes	No
Demonstrate the practice of personal hygiene in daily life		
Demonstrate the practice of environmental hygiene in daily life		

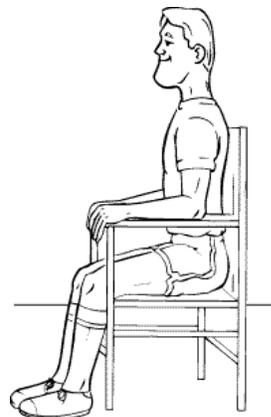
**Relevant Knowledge****Posture**

The meaning of posture varies from individual to individual. One posture which may be considered good for one individual may not hold true for another individual. There is no definite form, shape or standard for any part of the human body or for the body as a whole. The single, rigid body mechanics specification for all, regardless of body type or other factors which influence the human form, is scientifically unsupportable. Hence, there cannot be a single perfect posture.

There are numerous concepts and views regarding human posture and its significance. To doctors, artists, sculptors, dancers, psychologists, and physical educationists, the term posture conveys different meanings. To a physical educator, posture is a measure of mechanical efficiency, of kinesthetic sense, of muscle balance, and of neuromuscular coordination.

Posture means position or pose, and a multi-segmented organism such as human body cannot be said to have a single posture. It assumes many postures and seldom holds any of them for an appreciable time.

Posture is defined as – **“There is no single best posture for all individuals. Each person must take the body he has, and make the best of it. For each person, the best posture is that in which the body segments are balanced in the position of least strain and maximum support. This is an individual matter.”**



Posture is the way your body is supported when you are standing, sitting, walking or lying down. The upright posture, which distinguishes man from all other animals, is the product of perhaps millions of years of evolution.

The general characteristics of a good posture are erectness, balance, alignment and ease. Good posture prevents strain on the neck and back. As good posture keeps the neck and back supported, one can sit, stand or walk for longer time without strain.

When body posture is correct, internal organs stay in proper place and allow it to get adequate blood supply to function properly. It also allows you to stay alert and attentive. Good posture will make you feel good about yourself.

**Broadly there are two types of Postures: a) Inactive posture and b) Active posture.**

- a) **Inactive posture** is when a person is sleeping or resting and the body require minimum muscular effort.
- b) **Active posture** is when integrated muscular activity is required.

Good posture depends on the strength and flexibility of key muscle groups.

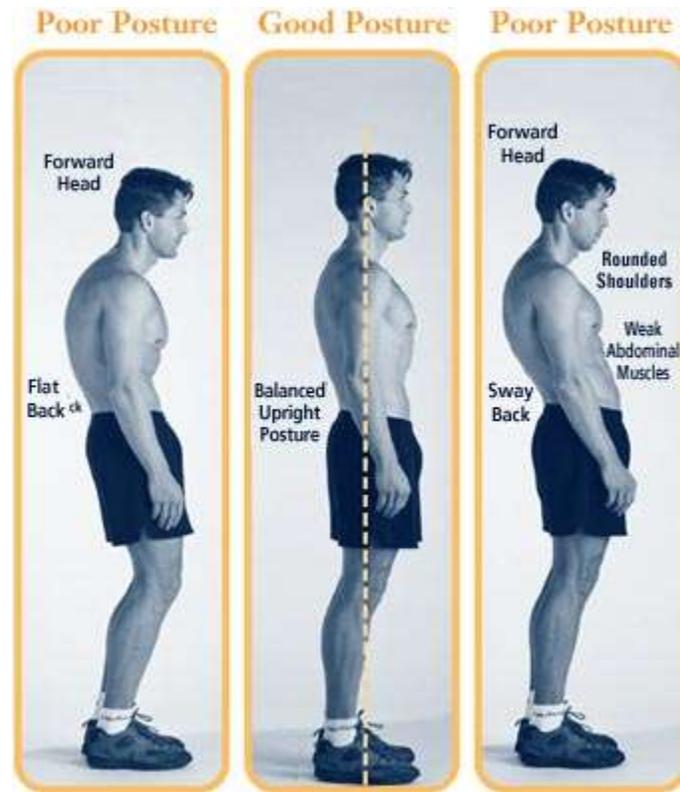
- **Stomach muscles:** Weak stomach muscles allow the pelvic region to tilt forward, creating strain on the lower back. That is why people who are overweight (big tummy) have frequent back strain.
- **Back Muscles:** back muscles support the neck and shoulders. These muscles should be strong and flexible to keep the back in proper alignment.
- **Leg Muscles;** strength in the leg muscles help support the body while standing, getting up from seated position and lifting. Strong leg muscles relieve stress on the lower back.

**Postural positions are broadly classified into four categories:**

1. Standing
2. Sitting
3. Walking
4. Sleeping

Your standing posture reveals the alignment of your body, which requires equilibrium to keep you balanced and comfortable in any position. The American Physical Therapy Association (APTA) notes that good posture, seen from the side, shows your ear, shoulder, hip, knee and

ankle to be in line. Bad posture, in the same view, shows the head to be in front or behind this centre of gravity, which causes the upper back to hunch or the lower back to arch too much. A common result is neck or back pain.



It may be easy to see improper posture in others but difficult to see it in yourself. Looking in a mirror, one visual test is the best way to see if your pelvis and shoulders are level. The APTA also suggests this standing test: With your back to the wall, put one hand behind your neck, palm toward your neck, and the other hand behind your lower back, palm facing the wall. If you can freely wiggle your fingers, too much arch may be detracting from your good posture.

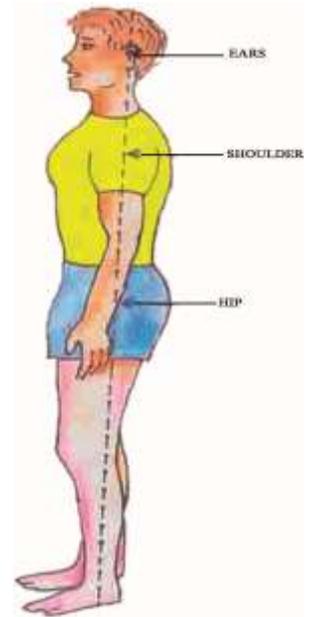
### Correct Postures

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**Stand straight:** To reach the correct position while standing, the American Chiropractic Association (ACA) notes that you should bear your weight in the balls of your feet, not in your heels. Your knees must be slightly bent to level the pelvis, and your shoulders should be slightly back to maintain vertical balance. Your head will be centred as a sign of good posture.

## Good Standing Posture

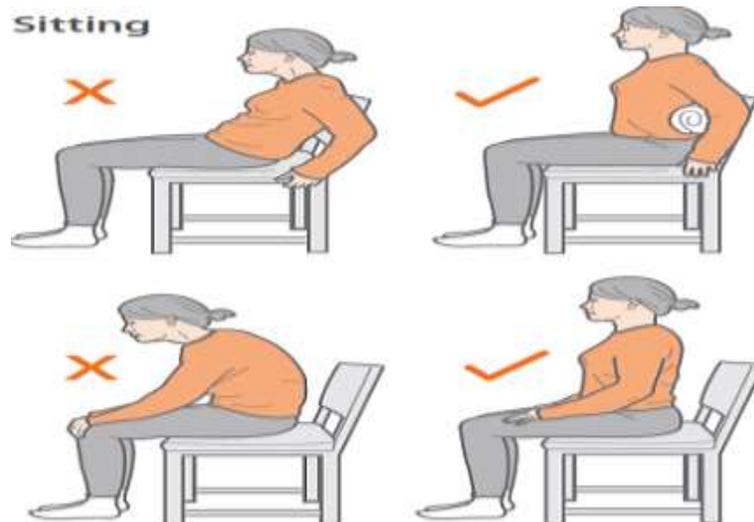
- Keep your head up, neck lengthened
- Your chin should be tucked in just a little
- Your chest should be high and open, so that you breathe freely.
- Have your arms loosely by your sides
- Keep your knees relaxed and slightly bent
- Roll your hip forward by inching in your tummy
- Your feet should be shoulder width apart
- Your shoulders should be relaxed



**Sit up straight:** When so many of us sit at a desk all day, it's important to follow these basic guidelines, both for your posture and for your good health.

## Good Sitting Posture

- Sit well back in your chair and let it support you
- Your spine and neck should be lengthened
- Keep your thighs straight in front of you
- Place your feet flat on the floor in front of you (not under the chair)

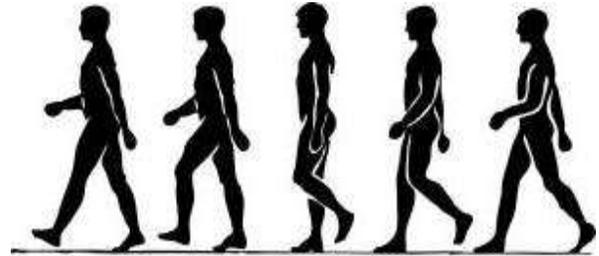


**Keep Walking:** Walking is an important element in everybody's life. We spend many hours of our life doing this activity. Thus it is necessary that it should be done properly, to minimise wear and tear.

Start with good standing posture. Walking with good posture is simply an extension of standing with good posture. Keep your head up, shoulder back, chest out and eyes looking straight ahead.

### Good walking Posture

- Stand up straight
- Don't lean forward or backwards
- Your hands should be loose and fingers naturally curled, not clenched
- Swing your arms forward and backwards as you walk
- Strike the ground first with your heel.
- Push off with your toes
- Don't take longer strides to increase speed (over-striding)



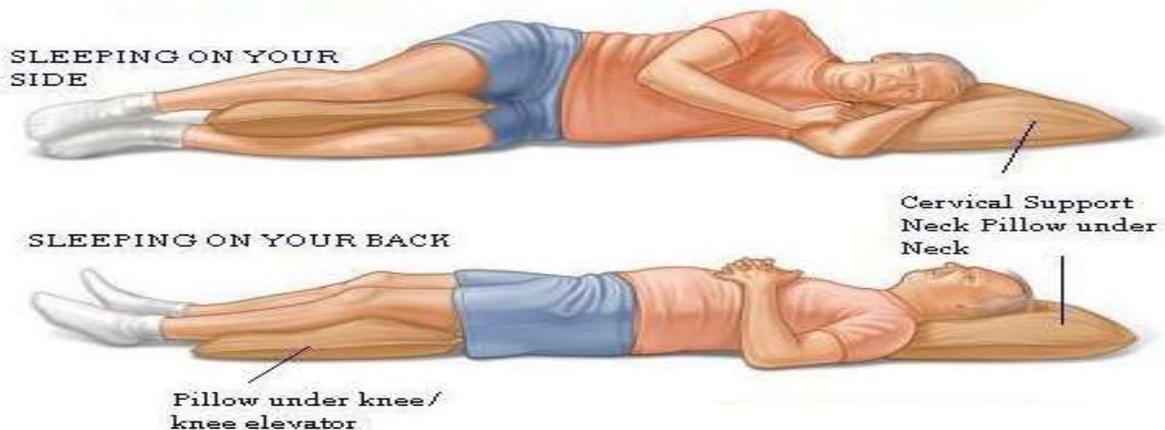
**Sleep Well:** On an average 20 to 25% of our life is spent in sleeping. So the way we sleep becomes quite important.

While you will not be able to consciously maintain a particular posture while sleeping, how you sleep can have an effect on your walking posture.

### Good Sleeping Posture

Use a firm mattress. It will help in maintaining proper back support.

Sleeping on your back will help keep your shoulders straight, and it is usually more comfortable



to sleep on the back than sleeping on the stomach.

If you prefer sleeping on your side, try slipping a small, flat pillow between your knees to help keep your spine aligned and straight.

Use a pillow to provide proper support and alignment for the head and shoulders.

### **Good Computer Posture**

Today the computer plays a big role in our life. We spend hours sitting in front of it. So it is really important to know the correct posture to be adopted while working on a computer.

- Have your chair at the right height so that your eyes are level with the screen.
- The desk height should be where the elbow forms a right angle.
- Let your wrists rest on the desk.
- The computer screen should be in front of you and not to any one side.
- Your feet should be flat on the floor and not tucked under your chair.
- Keep your shoulders and back relaxed
- Take regular breaks from your PC, at least once every hour
- Don't use your PC in low light conditions.
- Don't bend your back



**Take standing breaks.** Even if you're using perfect posture while sitting in the best chair in the world (and it's debatable whether there is such a thing), you need to stand up and stretch, walk around, do a little exercise, or just stand there for a few minutes.

**Remember,** Your body is not designed to sit all day.

### **Good Lifting Posture**

Lifting and carrying is part and parcel of your active life. It presents extra loads and balance problems that are not part of the normal, everyday physical posture. Lifting or carrying objects

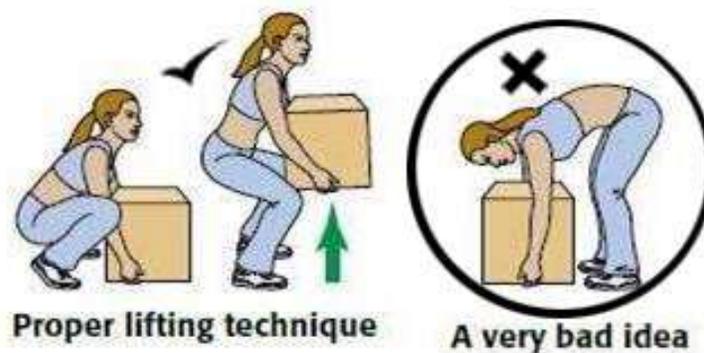
without regard to your physiology can cause discomfort, pain, or in some cases, real injury. Here are some guidelines for proper load-bearing posture:

When you're lifting something off the ground always bend at the knees, not the waist. Your back muscles are not designed for taking the weight, but your large leg and stomach muscles are. Use them well.

If you do a lot of heavy lifting, either as part of weight training or as part of your job, consider wearing a supportive belt. This can help you maintain good posture while lifting.

Keep it tight. The closer you keep large or heavy objects to your chest, the less you use your lower back when carrying them. Instead, the work is done with your arms, chest, and upper back.

Balance your load to prevent stress and fatigue. If you're carrying a heavy suitcase, for example, change arms frequently. You'll know when.



### **Good Driving Posture**

Driving is an activity which most of us will be doing. Some will be spending long hours doing so. If good posture while driving is not practiced, it could lead to postural defects and complication in our health.

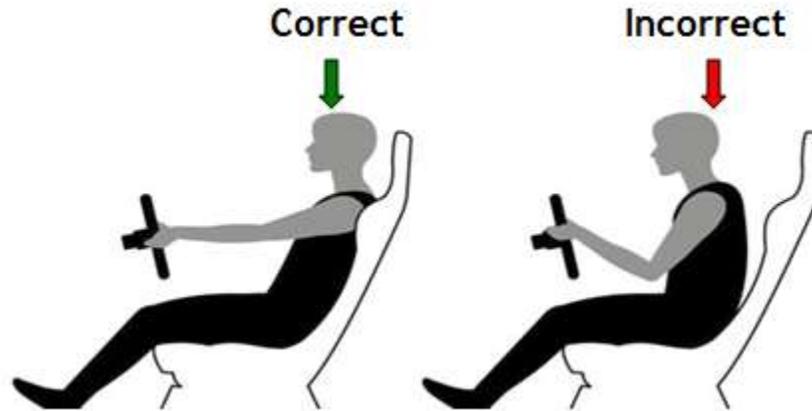
Keep the following points in mind while driving:

Keep your back against the seat and head rest.

Adjust your seat to maintain a proper distance from the pedals and steering wheel. If you're leaning forward, pointing your toes, or reaching for the wheel, you're too far away. If you are bunched up with your chin on top of the steering wheel, you're too close.

The head rest should be adjusted so that the middle of your head rests against it. Tilt the head rest as needed, to maintain a distance of no more than four inches (10cm) between the back of your head and the head rest

You may be able to correct bad posture due to poor habits with abdominal exercises and ergonomic furniture and computer accessories.



**Causes for poor posture**

1. Injury
2. Disease
3. Habit
4. Weakness
5. Heredity
6. Improper clothing
7. Improper diet
8. Lack of exercise
9. Obesity
10. Occupation

Causes for poor posture			
Injury	Disease	Habit	Weakness
Heredity	Improper clothing	Improper diet	Lack of exercise
	Obesity	Occupation	

### **Terms to Know**

**Rigid:** Stiff, unbending

**Mechanics:** Science that includes motion of a body in a frame of reference

**Significance:** Meaning, importance

**Alignment:** The arrangement of things in a straight line

**Adequate:** Enough, sufficient

**Clenched:** Closed together tightly

**Consciously:** Knowingly, Being fully aware of something

## SESSION PLAN 2

### 1. SESSION TOPIC:

Understanding good posture.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to identify and demonstrate the correct posture.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, marker, Playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS104S2T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Demonstrate the correct static and dynamic postures.
6. Plan a session where students can observe postures of others (stand, sit, walk, climbing stairs, lifting weight etc.) and identify the correct and incorrect postures.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS104S2T2

**DURATION:** 2 hr

1. Involve your students in a march past session and relate the march past to correct postures.
2. Ask your students to explain the importance of march-past and how regular practice of march past can lead to correct posture.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is the meaning of posture?
  - II. How correct postures can lead to a good and healthy lifestyle?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS104S2A

Students could differentiate between

1. Correct and incorrect posture.

#### Part B

NSQPS104S2B

Students could answer the following questions:

1. What are the general characteristics of a good posture?
2. Why is it important to take standing breaks when working in a sitting position?
3. What is a good sitting posture?

#### Part C

NSQPS104S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Identify and understand the negative effect of bad posture.		
Demonstrate the knowledge of correct posture while walking, sitting and standing		

**Relevant Knowledge****Playground - Safe Condition**

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Playgrounds and outdoor play equipment offer kids fresh air, friends, and exercise. So it is important to make sure that faulty equipment, improper surfaces, and careless behaviour do not ruin the fun.

You can keep the playground entertaining and safe by checking equipment for potential hazards and following some simple safety guidelines.

**Adult/ coach supervision**

Adult supervision can help prevent injuries by making sure children properly use playground equipment and do not engage in unsafe behaviour around it. If an injury does occur, an adult can assist the child and administer any needed first aid right away. Do not leave children unattended at any point of time.

**Playground safety**

The most important factors in evaluating the safety of any playground are proper surface, design and spacing, and equipment inspection and maintenance.

A proper playground surface is one of the most important factors in reducing injuries — and the severity of injuries — that occur when children fall from equipment.

Here are some points that you need to consider:

- Concrete, asphalt, and blacktop are unsafe and unacceptable. Grass, soil, and packed-earth surfaces are safe because these can cushion a fall.
- The playground surface should be free of standing water and debris that could cause children to trip and fall, such as rocks, tree stumps, and tree roots.
- There should be no dangerous materials, like broken glass, nails, erected rods and twisted metals.
- Check the playground/ activity area in advance and remove the dangerous items from the ground.

- Surfacing mats made of safety-tested rubber or rubber-like materials are safe.
- Rubber mats allow the best access for infants and primary students.
- The cushioned surface should extend at least 6 feet past the equipment. Additional coverage may be needed, depending on how high a slide is or how long a swing is.
- Equipment with rounded edges are safe and not the angular edges.
- Keep first-aid kit available close to the playground.

### **Maintenance and Inspection**

Whether you play indoor or outdoor, it is important to take a general look at the equipment to make sure that it is clean and well maintained. Some of the points that you need to keep in mind are as follows:

- There should be no broken equipment and props.
- Wooden equipment should not be cracked or splintered.
- Metal equipment should not be rusted.
- Children should be aware of the unsafe and dangerous areas/ locations, if any.
- Surface materials on the playground should be maintained regularly so that the surfacing is loosely packed and covers all appropriate areas — especially the fall zones surrounding playground equipment.
- Playground equipment should be made of durable materials that won't fall apart or worn down too much by the weather.
- Make sure that there is enough free space in front of equipment like slides, swings etc. Do not allow children to be in close proximity when equipment is in use.
- Check for objects (like hardware, S-shaped hooks, bolts, nails and sharp or unfinished edges) that stick out on equipment and could cut a child or cause clothing to become entangled.
- All hardware on equipment should be secure, with no loose or broken parts. Plastic and wood should show no signs of weakening, and there should not be any splintered or rusted surfaces.
- If the playground has a sandpit, check for hazardous debris such as sharp sticks or broken glass, and be sure that the sand is free of bugs. It is advisable to cover sand pits when not in use to prevent contamination from animals.
- Keep your playground clean and safe by picking up garbage and using the equipment properly. Report to higher authorities for any problem immediately related to safety.
- If any of the equipment seems broken, loose, or in need of maintenance, designate it as off-limits immediately; report the problem to the appropriate authorities and follow up for completion.

## Playground - Safe Acts

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### Safe Acts

You must know how to be safe and act responsibly at the playground.

- Never push or roughhouse while on jungle gyms, slides, seesaws, swings, and other equipment.
- Use equipment properly — slide feet first, don't climb outside guardrails, no standing on swings, etc.
- Make sure that there is enough clearance in front of equipment like slides, swings etc. and that children do not linger around when equipment is in use.
- Always check to make sure no other children are in the way if they're going to jump off the equipment and land on both feet with their knees slightly bent.
- Leave bikes, backpacks, and bags away from the equipment and the play area so that no one trips over them.
- Always wear a helmet while cycle/ bike riding.
- Never use playground equipment that are wet because moisture makes the surfaces slippery.
- Check playground equipment in the summertime. It can become uncomfortably or even dangerously hot, especially metal slides, handrails, and steps. So use good judgment — if the equipment feels hot to the touch, it is probably not safe or fun to play on. Contact burns can occur within seconds.
- Wear clothes that do not have drawstrings or cords. Drawstrings, purses, and necklaces could get caught on equipment and accidentally strangle a child.
- Wear sunscreen when playing outside on sunny days to protect against sunburn.

### Terms to Know

**Hazardous:** Unsafe, harmful

**Designate:** Select, choose, elect

## SESSION PLAN 3

### 1. SESSION TOPIC:

Teaching safety measures on playgrounds.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to demonstrate the best practices of safe conditions and acts during physical activities and games.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, marker, Playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS104S3T1

**DURATION:** 3 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Relate the topic to the situations and ask questions.
5. Demonstrate the safe usage of props and equipment.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS104S3T2

**DURATION:** 4 hr

### Process

1. Involve the students in a real on-ground scenario. Take them to the school playground engage them to create safe condition considering the learning from the interactive session.
2. Involve the students to demonstrate the safety measures on how to use the props safely.
3. Demonstrate the correct procedures to perform the basic exercises.

## Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What are the key things to keep in mind to make safe ground condition?
  - II. Why is it important to know the correct ways to perform the exercises?

## Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

### Part A

NSQPS104S3A

Students could differentiate between

1. Safe conditions and safe acts.

### Part B

NSQPS104S3B

Students could answer the following questions:

1. What are the guidelines for safe conditions and safe acts?

### Part C

NSQPS104S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate the safe usage of props and equipment.		
Demonstrate the safe usage of ground.		
Demonstrate a safe act during exercise.		

**Relevant Knowledge****First Aid - Concept**

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First Aid is a combination of simple but quite effective and active measures to prevent possible complications. First Aid means the treatment given to a 'patient' till proper medical aid comes. First aid is an important skill. By performing simple procedures and following certain guidelines, it may be possible to save lives by giving basic treatment until professional medical help arrives.

**First aid and medical aid**

First aid is the emergency care given to the injured or suddenly ill person at the scene by using readily available material. Proper first aid prevents accidents and injuries from becoming tragedies.

Medical aid is the treatment given by, or under the supervision of a physician at a medical facility. Medical is given by qualified professionals.

**Objectives of first aid**

- Preserve life
- Prevent the injury or illness from becoming worse
- Promote recovery

**First Aid – Purpose and Basic Principles**

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The purpose of First Aid is to preserve life, assist recovery and prevent aggravation of the condition, until the services of a doctor can be obtained or during transport to hospital or to the patient's home.

**Principles:**

- Do first things first quickly, quietly and without panic
- Guard against or treat for shock by moving the patient as little as possible

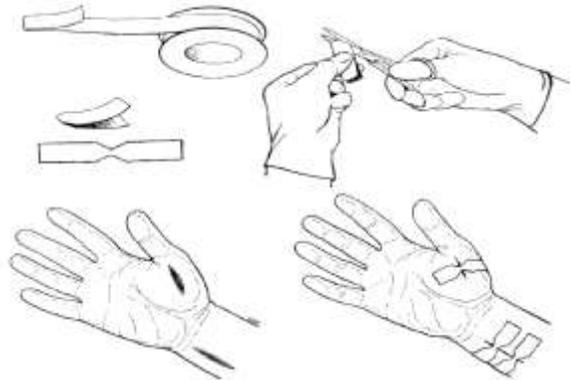
- Do not attempt too much
- Reassure the patient and those around in order to reduce tension
- Stop any bleeding
- Give artificial respiration if breathing has stopped

### Cuts and bruises

Cuts and bruises are part of growing up. Do not become paranoid about the children's safety and prevent them from exploring. At the same time know what to do when they injure themselves. If cuts are deep and do not stop bleeding, seek medical help.

#### What to do?

- Rinse the wound clean with water.
- If the wound is bleeding, then apply pressure to stop the blood flow.
- Use a sterile gauze or bandage to do that.
- Raise the injured part to above the heart level to slow down the bleeding.
- When the bleeding stops, cover the wound, if necessary with a clean bandage.

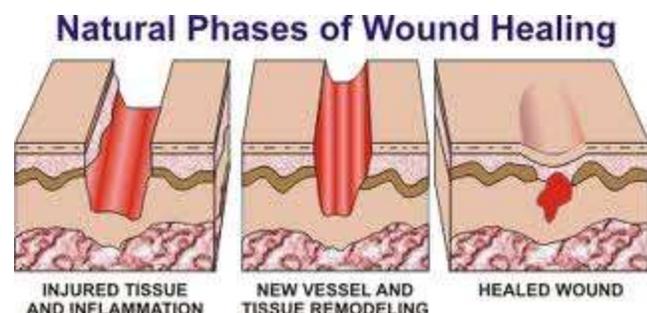


**Prevention:** Teach the children to handle sharp objects with the right technique. Supervise them when they do. Make the children's environment in school and at home safe, i.e. avoid sharp corners, glass furniture, access to sharp objects like knives etc.

#### How Do Cuts and Scratches Heal?

After getting a cut, scratch, or abrasion, your skin may start bleeding. This happens because the injury breaks or tears the tiny blood vessels, which are right under the skin's surface.

At the site of the injury, platelets stick together. This is called clotting, which works like a plug to keep blood and other fluids from leaking out. A scab, a hardened and dried clot, forms a crust over the wound. This protects the area so the skin cells underneath can have time to heal.



Underneath the scab, new skin cells multiply to repair the wound. And when the new skin is ready, the scab falls off.

A scab usually falls off within a week or two.

If you pick at a scab, the new skin underneath can be ripped and the wound will take longer to heal and may leave a scar. So try not to pick at scabs.

### **Heat exhaustion and heat stroke**

#### Signs and Symptoms

- Severe Thirst
- Muscle weakness
- Nausea, sometimes vomiting
- Headache
- Increased sweating
- Decreased responsiveness or loss of consciousness
- Difficulty in breathing



#### What to do?

- Bring the child under shade, undress him and make him lie with his feet elevated
- If the child is alert, use a cold sponge on his head
- Give him sips of cool water or sports drinks
- If he vomits, turn him to the side to prevent choking
- In the case of heatstroke seek medical help immediately

### **Breathing difficulties**

If someone stops breathing, see if the person replies if talked to or touched on the shoulder. If not, call for help – and immediately begin first aid. Send bystanders for help. But if you're alone, perform basic life support for one minute before going for help.

1. Place the person on his or her back on the floor.
2. Tilt the head, so that the chin is pointing upwards. Do this by placing the fingertips under the jawbone, then lift gently while pressing down softly on the person's forehead. This is done to make sure the tongue is not blocking the throat.
3. Keep holding the head in this way while checking for breathing. Look if the chest is rising and falling, or place your ear next to their mouth to listen for breathing and feel breath on your cheek. Only check for 10 seconds.
4. If there's normal breathing, hold the head as described above until help arrives. If there's no breathing or gasping breaths, start basic life support.

### **Cuts**

#### **Bleeding**

With all types of bleeding, it's important to stop the flow of blood as quickly as possible.

### **Small cuts**

Small cuts in the veins stop bleeding and clot within a few minutes. The area should then be washed, and a plaster placed gently on top.

### **Deeper cuts**

Deeper cuts in the veins produce dark blood that seeps out slowly and steadily. It can be stopped by gentle pressure on the wound with a sterile or clean cloth, followed by the application of a clean or sterile bandage.

Often, these wounds need sewing or gluing, and therefore medical treatment will be necessary after first aid.

### **Arterial bleeding**

**Arterial bleeding must always be treated by a doctor.**

Bleeding from an artery can cause death within a few minutes – so urgent first aid is essential.

This type of bleeding pulsates and squirts blood, as the pulse beats. The blood is often a light red colour.

### **Nosebleeds**

Nosebleeds occur when one of the small blood vessels in the mucous membranes of the nose bursts.

Do not bend the head backwards or lie down, because this increases blood pressure in the head and so increases the bleeding.

Blood may also run into the stomach.

To limit the bleeding:

- Pinch the nostrils shut with the index and middle finger for 10 minutes. This way, the vein is pressed together, which is often enough to stem the flow
- While the nostrils are shut, the person must breathe through their mouth
- If the bleeding continues, it's important to contact a doctor

### **What triggers it?**

- Dry weather, Heat

**Prevention:** Children with a tendency for nose bleeds should line the inside of their nostrils with petroleum jelly or salt water nasal sprays. Avoid nose picking if the person frequently suffers sudden, intense nosebleeds – they should consult a doctor.

## Choking

Choking happens when the passage through the windpipe is blocked. This usually occurs when food that hasn't been thoroughly chewed gets stuck.

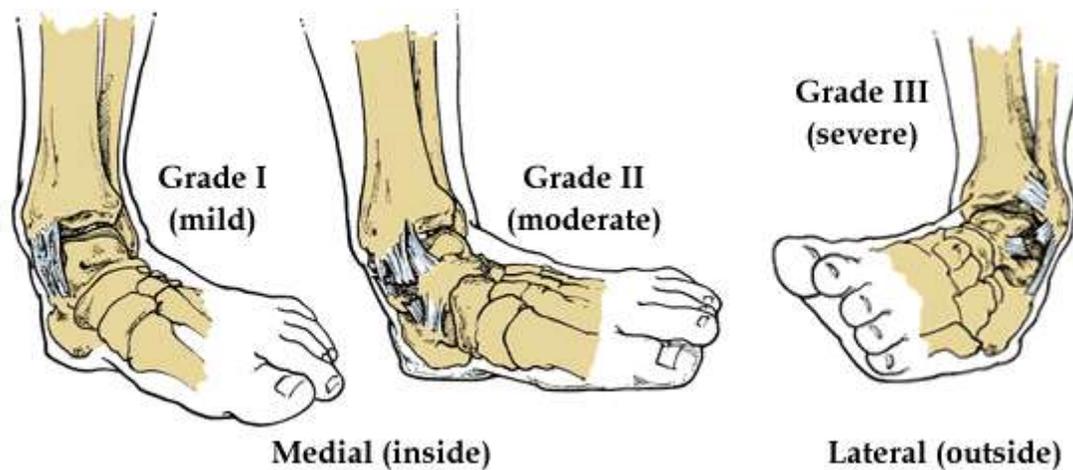
If someone looks like they're choking, ask them if they're able to talk.

A person who is genuinely choking can usually only communicate with hand movements, and may place their hand against their throat. In such a case they will definitely need help, so summon assistance for them.

Provided the person is conscious and breathing, you should not interfere. However, be prepared to do so, if the obstruction appears to become complete or markedly worse.

## Basic Sports injuries

1. **Sprain:** A sprain is a stretch or tear of a ligament. Ligaments are tissues that stabilize and support the body's joints.
2. **Strain:** A strain is a twist, pull or a tear of a muscle or tendon.



### Treatment for sprains and strains:

- Stop activity right away
- Apply R.I.C.E (Rest-Ice-Compression-Elevation) for the first 48 hours:

**Rest:** Rest the injured part

**Ice pack:** Wrap an ice pack around the injury, for not more than 20 minutes at a time and for about four to eight times a day

**Compression:** Wrap the injury with an elastic bandage in order to support the injury for two days.

**Elevation:** Keep the injured part raised to decrease swelling.

Rest



Ice



Elevation



Compression



**Signs and symptoms:** Pain, Difficulty in moving the injured part, decreased strength, swelling and bruising

**Prevention:** Warm up and light stretching before any sports activity. Always wear the correct gear for any sports

### Recommended contents of a first Aid Kit

1. One set of first aid splints
2. Triangular bandages
3. Packets of sterilised cotton wool
4. First aid dressing (3 large, 3 small)
5. Roller bandages
6. Burns dressing
7. Eye pads
8. Packets of safety pins
9. Spool adhesive plaster
10. Scissors and Tweezers
11. Dettol and Soap
12. Loose woven gauzes
13. Scribbling pad with pen
14. A pair of gloves
15. Crepe bandage
16. Disposable gloves and bags
17. Mouth mask
18. Magnifying Lens



### Terms to Know

**Complications:** Problems, difficulties

**Aggravation:** To make something worse

**Bruises:** Small injury

**Paranoid:** Suspicious, not able to trust

**Underneath:** Below or under something

## SESSION PLAN 4

### 1. SESSION TOPIC:

Performing basics of first aid.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to apply the basic first aid.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers and first aid kit.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS104S4T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Demonstrate the various topics of first aid by the action measures.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS104S4T2

**DURATION:** 1 hr 30 min

Conduct on-ground demonstration of first aid.  
Ask your students to remember the action measures of first aid while demonstrating.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What are the basic principles of first aid?
  - II. What is heat stroke and what is the basic first aid to be given for heatstroke?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS104S4A

Students could differentiate between

1. First aid and medical aid.
2. Sprain and strain.

#### Part B

NSQPS104S4B

Students could answer the following questions:

1. What is RICE?
2. What are the basic sports injuries and its first aid?

#### Part C

NSQPS104S4C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate the basic first aid for cuts.		
Demonstrate the basic first aid for heat stroke.		
Demonstrate the basic first aid for strain.		

Demonstrate the basic first aid for nose bleeds.		
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## Acknowledgement & References

<http://www.wikihow.com/>



**PS105–NQ2014**

**Teaching - Learning**

### Introduction

Training is considered to be the most important aspect of developing good trainers. The training is used to enhance individuals to polish their areas of strengths and also focuses on the areas of their weakness.

To develop as a trainer it is important to understand the responsibilities of a good teacher. A good teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the better teachers inspire students toward greatness. To be successful, a teacher must have an engaging personality and teaching style.

The Module of 'Developing as a Trainer' will enable you to:

1. Identify the roles and responsibilities of a teacher
2. Communicate effectively
3. Teach to Learn
4. Develop lesson plan

**Relevant Knowledge****Teacher**

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All of us have a favourite teacher. Why does he/she become so? During our school days, our favourite teacher becomes our idol and we try to emulate him/her unknowingly.

A good teacher has many faces. There is no question that they love what they do. They don't do it for the money, prestige or glory. They teach because it brings them an incredible feeling of satisfaction knowing that they are contributing positively to the future of others. If teachers don't have this inner satisfaction, and do not enjoy what they do, they'll never be able to make lasting impressions in their students' minds. They instil values, knowledge, hopes and dreams in children. Once they've been taught, we are changed for the rest of our lives.

Passion has a great impact, and this is something that all good teachers have. The best teachers are motivating, patient, knowledgeable and passionate. In order to be a quality teacher, one has to be able to motivate students to learn by being an active participant in the learning process. This is not always easy to do.

A few important qualities needed to be good teachers are listed below:

**Good Communicator**

In order to bond well with the students a teacher must have good communication skills. For reaching out to the students on the student's level a teacher may use many communication techniques such as speaking skills, visual aids, body language etc.

**Committed**

Commitment is one of the basic commandments of a good teacher. It is commitment to the student as well as the curriculum. They go above and beyond the time requirements of a typical teacher, and are willing to help students whenever they need it.



### **Understanding**

Good teachers understand their students better than most people. They understand their background and their aspirations. It makes them guide the students on their journey to achieve their goals.



### **Creative and have a sense of Humour**

Creativity peppered with a good sense of humour is a must for good teachers. Keeping a student's attention especially in kindergarten or first grade is tough. Adapting classroom projects into fun ways of learning, or interesting challenges for students helps them "think outside the box" and develop their own creative learning processes.



### **Good Listener**

Good listening ability will surely be appreciated by the students. It will also help the teacher in understanding the students better.



### **Flexible**

A good teacher is open to new ideas. He has to be flexible in his approach so that actual learning happens.



### **Patient yet Firm**

Good teachers know that patience is the greatest virtue in their profession. But at the same time they need to be firm as well. Most children are reassured and feel safer if they know their limits. If a teacher does not remain firm on some set boundaries in the classroom, children usually retaliate through bad behaviour.



### **Professional**

Professionalism is the sign of a good teacher. They know that as someone who is responsible for helping people learn, they must take their work seriously. Good teachers dress well, have good hygiene, and treat their students with respect. They believe in punctuality.



### **Fair and Just**

Equality is an ideal that great teachers hold dear to themselves. They treat their students equally, yet giving them the individual attention they need. No child is left out in the mind of a good teacher, and they make it a mission to teach them all the same.



### **Good Leaders**

Without doubt, Good teachers are good leaders. In the classroom, they own the spotlight, and have the responsibility of being strong instructors so that students listen to them with attention.



### **A good teacher**

- Uses effective teaching methods
- Understands that mistakes are part of learning
- Motivates students
- Never personalizes criticism
- When interacting with students always thinks like a student
- Always adopts a variety of teaching methods
- Adopts different teaching aids and props

## **Best Teaching Practices – School Context**

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### **Best teaching practices in schools**

- Teachers make the students understand that they are in the school to learn.
- The teachers create a friendly environment so that learning happens best.
- Teachers make it clear that all the students are equal. They will be treated fairly at all times
- Teachers value student's opinion and free thinking ability.
- Teachers address the broader life skills that students require as they make their transitions through and from school.
- Teachers work together to make connections between enterprising learning and the formal curriculum.

- Teachers broaden the learning environment so that students make connections across their school learning and apply their learning in authentic contexts beyond the traditional school.
- Teachers provide students with continuous opportunities for self-analysis and reflection.
- Enterprising teachers seek and use new knowledge about students' learning.
- A good teacher will always create a positive learning environment.

***A few tips . . .***

1. Never carry your personal matters with you when you take a class. It reflects on your behaviour.
2. At times you may not feel happy or not at your highest spirit; please do not pass this energy to students. They are expecting a great extent of fun filled time from you.
3. Your attire reflects a lot about your personality. You are a role model for many students.
4. A smile can do wonders. Always carry the smile when you are with children.
5. You are a teacher/ coach but that does not mean you know everything. You never know when and what you can learn from students.
6. Many great teachers said that they have learnt more than they have taught.
7. Be fully prepared about your lesson. Students are far more intuitive than you; they know when you are not prepared.
8. A student may need more than your expected attempts to learn a skill. That's OK! They are not in a race/ competition.
9. Students are with you to enjoy their activity but the LoC for discipline needs to be drawn. There are no thumb rules or theories for that. You need to draw that line without being a harsh.
10. It is suggested to ask the students to carry water bottles. It saves time if they want to drink water in between.
11. Please plan out the time management of the lesson plan so that students don't miss out something.

## Competent Sports Trainer

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### What makes a competent sports trainer?

Being a competent sports teacher means being able to successfully perform the responsibilities assigned to you. A sports teacher's primary responsibility is to teach sports skills, keep athletes safe and help athletes grow and develop as individuals.

Trainers are responsible for developing and maintaining a basic knowledge of, and commitment to:

- The character-building and life-skills aspects of sport
- The techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character.
- Promoting high standards not only among athletes, but also among parents, officials and other trainers.
- Maintaining a safe sports environment, including knowledge of first-aid principles and of the physical capacities and limitations of the age group trained.
- Be flexible.
- Be open to change by willing to experiment and try new things.
- If you are a former athlete who is now a trainer, recognize the fact that as an athlete you could make things happen, but as a trainer you must make things happen through others.
- Keep yourself up-to-date. Expect and learn to accept criticism.
- The rules of the sport.

### Terms to Know

**Imitate:** To copy

**Instil:** To introduce, to fill

**Attire:** Dress, clothes

**Competent:** One who has proper knowledge, an expert

**Criticism:** To judge something negatively

## SESSION PLAN 1

### 1. SESSION TOPIC:

Roles and responsibilities of a teacher.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the roles and responsibilities of a teacher.

### 3. MATERIALS/ FACILITIES REQUIRED:

Board, markers, play ground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS105S1T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Introduce the topic by asking them what they expect from the teachers (*this will be easier for them to relate as a teacher*).
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Involve the students to share their views on the related topic to make it interactive.
6. Relate the topic to the current situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any questions students may have.
10. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS105S1T2

**DURATION:** 6 hr

Involve your students to play the role of a teacher by taking a class of peer group or junior students.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What are the qualities of a good teacher?
  - II. What makes a competent sports trainer?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS105S1A

Students could differentiate between

1. Teacher and sports trainer

#### Part B

NSQPS105S1B

Students could answer the following questions:

1. What are the important qualities of a good teacher?
2. What are the best teaching practices in school?

#### Part C

NSQPS105S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Perform the role of a teacher for physical activities on-ground.		

**Relevant Knowledge**

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Communication is the ability to express and interpret thoughts, feelings and facts in oral and written form. It is also a means of interacting linguistically in an appropriate way in a range of societal, cultural and work context. It is the use of messages to produce meaning within and across a variety of contexts, cultures, methods and media. It is an important way through which facts, ideas, experiences and feelings are shared and exchanged. Primates and other animals have been communicating without the use of language since long before humans invented verbal communication. Humans communicate both verbally and non-verbally. Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expression and pictures. Written communication is an effective tool for recording, reporting and management. The recording and reporting of information should be done in a systematic way. Our own beliefs, values and behaviour interact with each other and it reflects in our style of communication.

Communicating in an effective manner, irrespective of the mode of communication used is a skill.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. It involves the use of proper equipment, providing information to the appropriate people and carrying out communication effectively. Breakdown in communication is either due to lack of skills in communicating or lack of coherent thought process. It can also happen due to the breakdown of the communication network. Communication has three important parts –transmitting, listening and feedback. The sender transmits the message through one medium or another. The receiver listens to the message and then conveys his understanding of the message to the sender in the form of feedback to complete the communication cycle. The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. To understand the communication process better we need to familiarize ourselves with the communication cycle. Let us now try to understand what we mean by communication cycle. The communication cycle in essence is the process of communication. The “sender” “encodes” the message into words and sent the coded message as he/she speaks or writes the “message” out. Message is conveyed through channels including telephone, video-conferencing, letters, emails, meetings, memos, records and reports. It is then “decoded” by the “receiver” by hearing or reading the message in order to understand what the sender wants to convey.

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The words, tonal quality, body language, all convey the same message and nothing gets distorted or lost in the process of sending it and the receiver is able to relay back exactly what was intended to be conveyed to him/her. Let us look at each of the elements of the communication cycle individually.

**Sender:** The sender gives or encodes the message, for example the sender greets a visitor or a client by saying “Good morning Sir/Madam”.

**Message:** The message in this case is “Good morning Sir/Madam”, which is also known as the content of the communication.

**Medium:** It is the channel used for communication. It may-be in any of the following forms – verbal, non-verbal, pictorial, symbolic or written.

**Receiver:** The receiver decodes the incoming message, or expression, translates and presents an output in the form of a response or reaction.

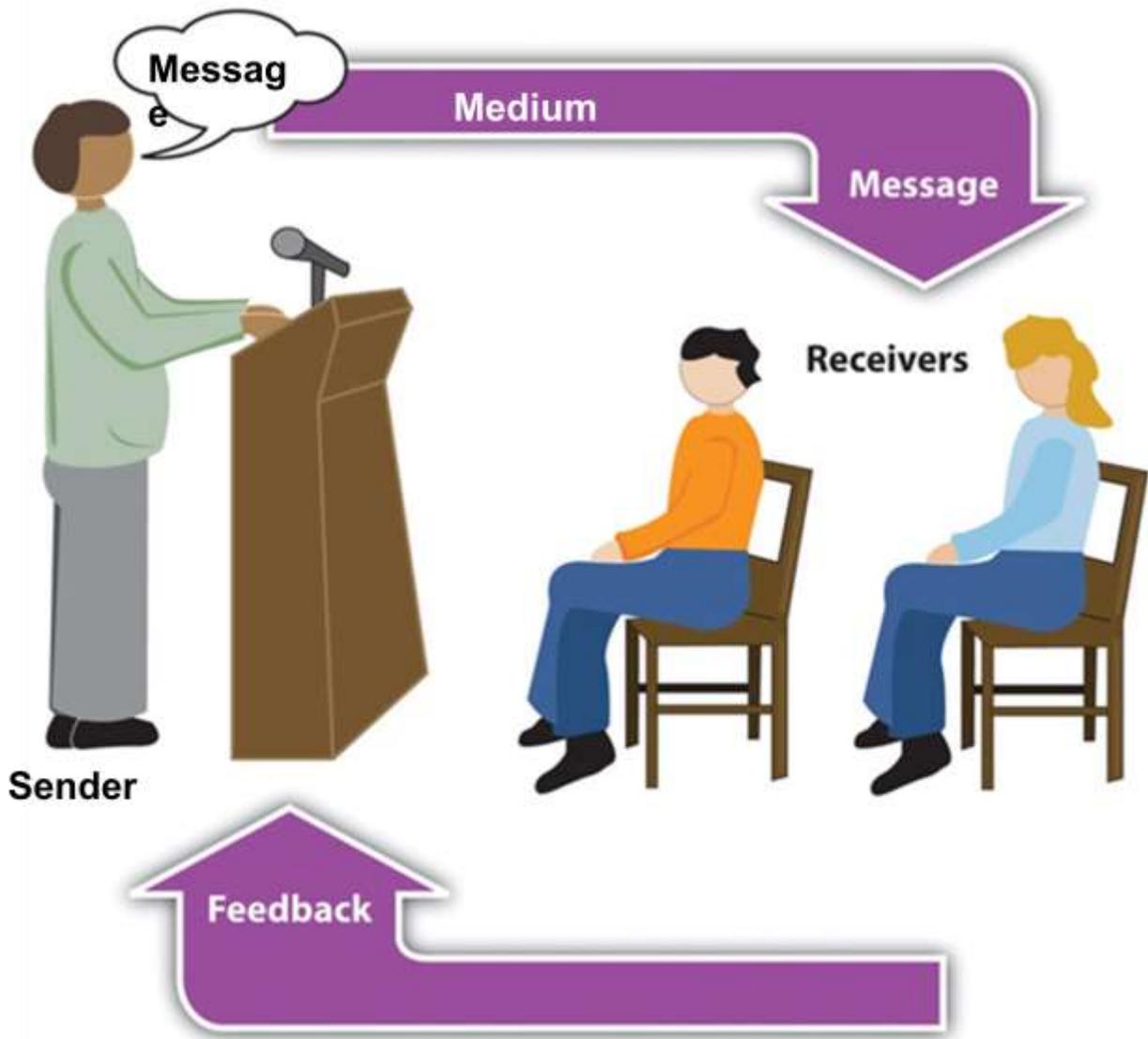
**Feedback:** How the receiver responds or reacts is known as feedback. It is the effect, reply or reaction to the information being transmitted.

Communication is understood and acted upon at different degrees of effectiveness. A communication is effective when the experience of both the communicator and receiver is satisfying and the goal of the interaction is achieved and vice-versa. Six essential principles of an effective communication are as follows:

Information should be delivered in a clear message.

- Message should be delivered timely.
- Message should be complete.
- Message should be concise.
- Message should be factual.
- Message should be accurate.

Communication Cycle



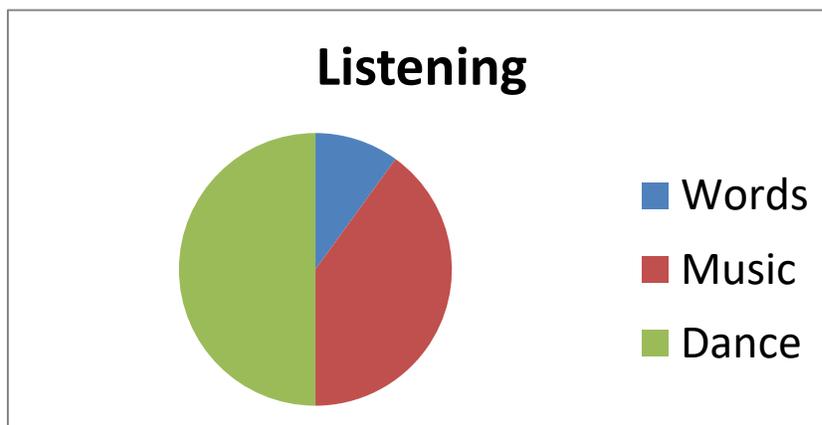
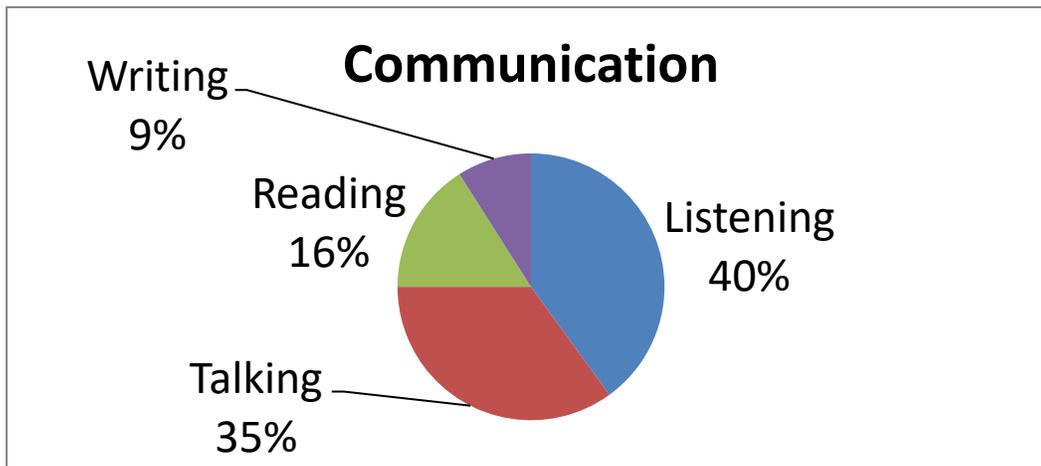
## Communication – For Various Age Groups

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### 2 – 5 years (Early Childhood):

- Voice has to be very soft and child friendly.
- Demonstration is the key for teaching because children imitate at this age.
- Greetings should involve Hi-Five that a bond is formed.
- Introduction to various lessons would be good if words like FUN are involved rather than LEARN.
- SMILE is one of the essential tools to connecting with children. So please SMILE a LOT. Smiling faces are welcomed everywhere.
- High Energy is required to work with age groups 2 -5 yrs since they have a lot of energy and that energy have to be directed well.
- Motivate the child at every level since the child feels good and happy with words like Good, Excellent, Great and any other form of appreciation.
- Keep your sentence as short as possible, preferably 4 words in a sentence.

### Effective Communication



### **6 – 10 years (Late Childhood):**

- Greeting always with a smiling face. Makes a child feel good about their presence and yours.
- Demonstration can be a key for teaching.
- Bring in new topics related to health and hygiene.
- Sentence should have less than 10 words.
- High energy is required to work with age groups 2 -5 yrs since they have a lot of energy and that energy have to be directed well.
- Voice should be soft and easy going.
- Appreciation and allowing child to be creative as creativity is very high with such children.
- They will ask a lot of questions; encourage them and look for answers with them.
- Introduction to various lessons would be good if words like FUN are involved rather than LEARN, as word like LEARN puts off a CHILD.

### **11-16 years (Adolescence):**

- Greeting on a friendly note with a warm smile on one's face.
- Talk about Lesson Plan and its objective.
- Demonstration would be helpful in learning and understanding.
- Tone should be normal and not very over friendly.
- Involve them in the teaching.
- Self Esteem is building up in this age so praise the child as much as possible and do not discourage.
- You get treated the way you treat them.
- Relevance of topics and how they are useful in actual life.

### **16 yrs & above (Late Adolescence/ Early Adulthood):**

- Greetings
- Teachers should be more like coaches, friends and guardians.
- Relevance of topics and how they are useful in actual life.
- Talk about Lesson Plan and its objective.
- Demonstration would be useful in learning.
- Involve them in the teaching.
- Treat them with respect and they will reciprocate.

## Listening in Teaching

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- Listening plays the most important role in communication.
- We Listen through eyes and our ears.
- Listening is very effective if the person uses the concept of **LADDER**.

**Look** – A person should look at the person to whom he/she should be listening.

**Ask Question** – A person should ask relevant question so that the speaker feels respected.

**Don't Interrupt** – Listener shouldn't interrupt half way and should ask once the session.

**Don't change the subject** – Don't change the subject when the person is speaking.

**Emotions** – Check as to what emotions are being displayed while listening.

**Repeat/ Reaffirm** – If the communication is repeated with sentence like, is this what you are trying to say, this is what I understood. Communication becomes clear.

*Teacher plays role models in communication so they can show different ways of communication, by using the ladder concept.*

### Terms to Know

**Relevance:** Importance

**Reciprocate:** To give back

## SESSION PLAN 2

### 1. SESSION TOPIC:

Communication.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to demonstrate the best practices of communication during teaching practice.

### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS105S2T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain the elements of communication with specific examples.
5. Explain why communication is so important in the profession of teaching/ coaching.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS105S2T2

**DURATION:** 2 hr

1. Involve your students in a role play of "teacher" and they should take class of peer group or junior students.
2. Tell your students to demonstrate the learning of communication from the lecture session in the on-ground teaching.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What are the elements of communication?
  - II. What is meaning of LADDER in communication?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS105S2A

Students could differentiate between

1. Sender and Receiver in communication cycle
2. Communication with yearly years children and adolescence children

#### Part B

#### NSQPS105S2B

Students could answer the following questions:

1. What are the elements of communication?
2. Explain the best practices of communication for various age groups.

#### Part C

#### NSQPS105S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrated the best practices of communication while taking a lesson on-ground for the pre-primary students of age 3-6 years		
Demonstrated the best practices of communication while taking a lesson on-ground for the middle school students of age 10-14 years		

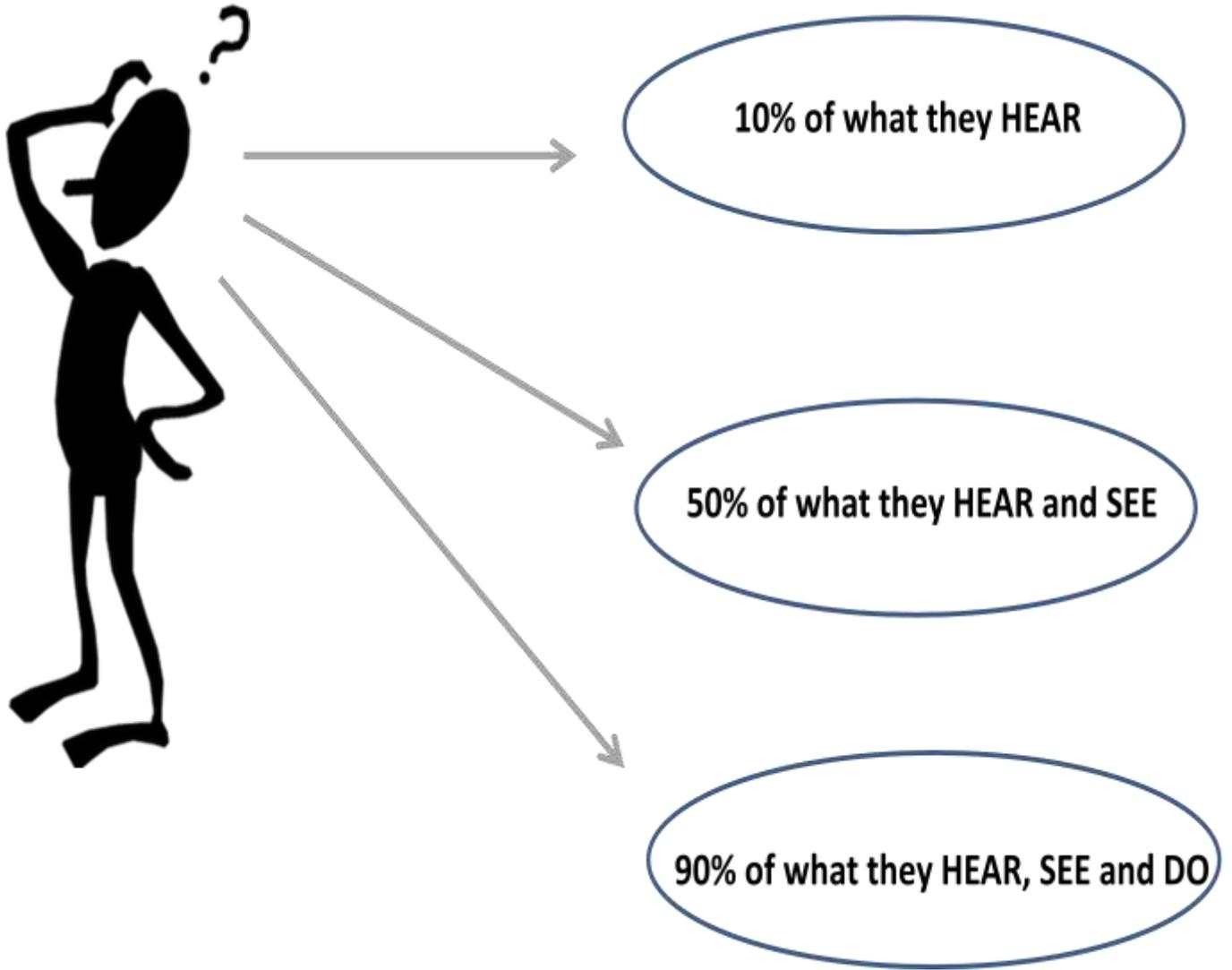
**Relevant Knowledge****Effective Teaching Methods**

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Effective teachers/ coaches recognize that teaching sports skills to young people involves more than just showing them what to do and having them do it. People learn in a variety of ways, and a teaching method that works for one person won't necessarily work for another. The four main learning styles that you need to be aware of are visual, auditory, kinaesthetic, and combination.



# PEOPLE REMEMBER



## **The Visual Learner**

For the visual learner, learning is most effective when presented visually. Visual teaching techniques include using demonstrations, visual aids (e.g. videos, pictures, charts), or visually highlighting important aspects of the surroundings (such as when a football coach points to the numbers on a player's jersey and says that all passes must hit the receiver in the jersey numbers). Consider the following tips for visually demonstrating a skill.

- Make sure everyone can see what you're doing.
- Perform the skill slowly, then at full speed.
- Focus on the key points of the movement.
- Have your athletes practice the skill immediately after the demonstration.
- Encourage athletes to practice the skill mentally.
- Provide feedback that is clear, positive, and specific.

## **The Auditory Learner**

For the auditory learner, learning is most effective when information is spoken and heard, as in lectures, group discussions, or audiotapes. Verbal guidance (telling player what to do) is usually used in conjunction with visual guidance (Showing players what to do). Perhaps the only time you can get away with using verbal guidance alone is when you are working with player or players who have played the sport for a long time and are autonomous performers.

When you offer verbal guidance to a player, you need to make sure your instructions are:

- Clear
- Precise
- Simple
- Accurate
- Relevant
- Highlighting the important cues

To make sure you are getting your verbal message across, ask thought-provoking questions and insist on thoughtful answers. Encourage your players to think for themselves by:

- Giving them "think time." For example, say, "I'm going to ask all of you a question and I'm going to give you a minute to think about the answer before I call on you."
- Asking more "why" and open-ended questions.

- Asking your players to respond to others' answers (i.e., "Kelly, What do you think about what Sam just said?")
- Calling on the players who don't raise their hands, as well as the ones who do.

### **The Kinaesthetic Learner**

For the kinaesthetic learner, learning is most effective when it's "hands-on" (i.e., physical demonstrations). This style is sometimes called "manual" teaching. Manual teaching involves using your body or a mechanical object to aid the athlete. For instance, a gymnastics teacher might catch and hold the legs of an athlete. For instance, a handstand. The advantages to using manual teaching methods are that they help build the athlete's confidence and reduce fear in dangerous situations. They can also help athletes improve their timing and develop special skills. On the other hand, a danger exists that athletes could come to rely too much on manual assistance and-like a child who refuses to have the training wheels removed from his bicycle-fear the thought of performing without assistance. In addition, performing a skill with the aid of manual assistance doesn't necessarily give the athlete correct feedback about the forces that would normally be acting on the body. Thus, the feedback the athlete is receiving could be incorrect and could lead to bad habits in the future.

### **The Combination Learner**

For the combination learner, learning is most effective when it is presented in a combination of visual/kinaesthetic/auditory methods-such as explaining a play verbally, then diagramming it, and then having the athletes perform it. While it's impossible to tailor your teaching to fully meet everyone's learning style, striving for a balance of instructional methods will help ensure that all of your players are learning enough to keep them interested and engaged in the process.

People learn in a variety of ways, and a teaching method that works for one person won't necessarily work for another.

While it's impossible to tailor your teaching to fully meet everyone's learning style, striving for a balance of instructional methods will help ensure that all of your players are learning enough to keep them interested and engaged in the process.

*No coach ever won a game by what he knows; it's what his players have learned.*

*- Alonzo Stagg*

### Terms to Know

**Auditory:** Hearing

**Kinesthetic:** The ability to feel movements of the limbs (hands, legs) and body

### SESSION PLAN 3

#### 1. SESSION TOPIC:

Teach to learn.

#### 2. OBJECTIVE

To develop a student's knowledge, skills and abilities to demonstrate the best practices of teaching different types of learners.

#### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

#### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

### T1: Interactive Lecture

NSQPS105S3T1

**DURATION:** 1 hr

#### Process

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Relate the topic to the situation and ask questions.
6. Provide specific examples.
7. Involve students by giving them the opportunity to ask questions related to the topic.
8. Clarify any questions students may have.
9. Summarize the topic and emphasize on the key points.

### T2: Role Play

NSQPS105S3T2

**DURATION:** 2 hr

Engage your students in a role play of "teacher" to demonstrate effective teaching methods.

### Wrap-Up (30 min)

Discuss in the class what the students have learnt from the interactive lecture.

You may ask questions such as:

- I. What are the different types of learners?
- II. What are the points of verbal guidance?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS105S3A

Students could differentiate between

1. Visual learner and Auditory learner
2. Kinaesthetic learner and Combination learner

#### Part B

NSQPS105S3B

Students could answer the following questions:

1. What are the various learners category?
2. What are the points to keep in mind while dealing with different learners?

#### Part C

NSQPS105S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate effective teaching methods in on-ground physical activity/ games class.		

### Introduction

A **lesson plan** is a teacher's/coaches' detailed description of the course of instruction for one class. A daily lesson plan is developed to guide class instruction. Details will vary depending on the preference of the teacher, skills/subject being covered, and the need of students.

A physical education class lesson plan should contain the following:

- Aim of the lesson
- Props and Equipment required to conduct the lesson
- Warm up activity
- Skill teaching activity
- Game play to implement the skill learnt
- Cool down session



## Sample Lesson Plan

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Grade 4

Football: Thread the Needle

**Aim:** To learn passing and receiving skills in football.

**Props & Equipment Required:** Footballs, cones/ flexi poles.

### Warm-up – 5 min

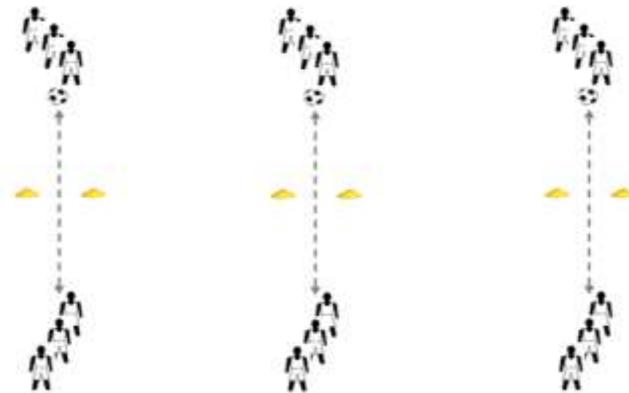
Have children move around the activity area in a variety of ways, slowly increasing their speed. Lead, or have a student lead, a stretching routine (see Appendix for sample).

### Activity – 10 min

Describe and demonstrate passing and receiving.

#### Thread the Needle

- Make groups of five or six and each group should have one football.
- Each group should make files of three and stand in front of each other at a distance of 8 - 10 m approx.
- Place two cones in between the files. Cones should be about 2 m apart.
- Pass the ball to your partner standing in front of you through the cones.
- Join back and do the same in your turn again.
- Continue this activity for 10min. The distance to pass could be increased.
- Please refer to the diagram below.



### Game Play – 15 min

- Play a 3 vs. 3, small-sided game without a goalkeeper, focusing on passing and receiving.
- Use flexi-poles as goalposts.
- Use bibs to differentiate between the teams.

**Cool-down – 5 min**

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

## SESSION PLAN 4

### 1. SESSION TOPIC:

Lesson Plan.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to develop lesson plans for physical activities and games.

### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS105S4T1

**DURATION:** 1 hr

### Process

1. Prepare the points for the lecture.
2. Explain the lesson plan structure and how each topics/ element in the lesson plan is divided.
3. Explain the importance of time management while preparing a lesson plan.
4. Relate the topic of lesson plan to their classroom scenario and subjects.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Role Play

NSQPS105S4T2

**DURATION:** 2 hr

Engage the students to prepare a lesson plan on physical activity or game for a specific age group.

Involve the students to take the class as per the lesson plan.

The students must ensure the lesson plan objective is achieved after the lesson.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What are the elements of a lesson plan?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS105S4A

- I. Explain how to relate goal and plan in a lesson plan.

#### Part B

NSQPS105S4B

Students could answer the following questions:

- I. What are the elements of a lesson plan?
- II. How to prepare a lesson plan?

#### Part C

NSQPS105S4C

- I. Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Prepare a lesson plan of physical activity/ game session for a specific age group.		
Execute the lesson plan on-ground		

## Further Reading

### Books

Coach Sense: Dr. George Selleck

## Acknowledgement & References

<http://schoolofeducators.com/2011/05/the-characteristics-of-a-good-teacher/>

<https://sites.google.com/site/winchestercpd/qualities-of-a-good-teacher>

**PS106-NQ2014**

**Managing Sports Events**

### Introduction

Organising and managing sport events are becoming more and more complex. Earlier all that was needed to put an event together was enthusiasm and some knowledge of the concerned sport.

It is not so easy anymore. Event managers of today must be more sophisticated. They need to have modern management skills like budgeting, sponsorship management, venue management, logistic management, facility management etc.

Sports events organized at the school level should be done properly paying attention to all the minute details. It is here that the children are introduced to the world of sports. And good positive experience here are what will make them want to continue playing and stay in the sport concerned in the years to come.

On completion of the sessions of this module on “Managing Sports Events”, students will be able to:

1. Perform court/ground marking as per the specifications
2. Prepare fixtures as per the specifications:
3. Maintain props and equipment as per the requirement

Sports field markings is a very important aspect of the sports. A well marked sports field is attractive and motivates people to participate. Marking a sports field requires marking equipment. This equipment allows the markers to mark a sports field in a correct and efficient manner.

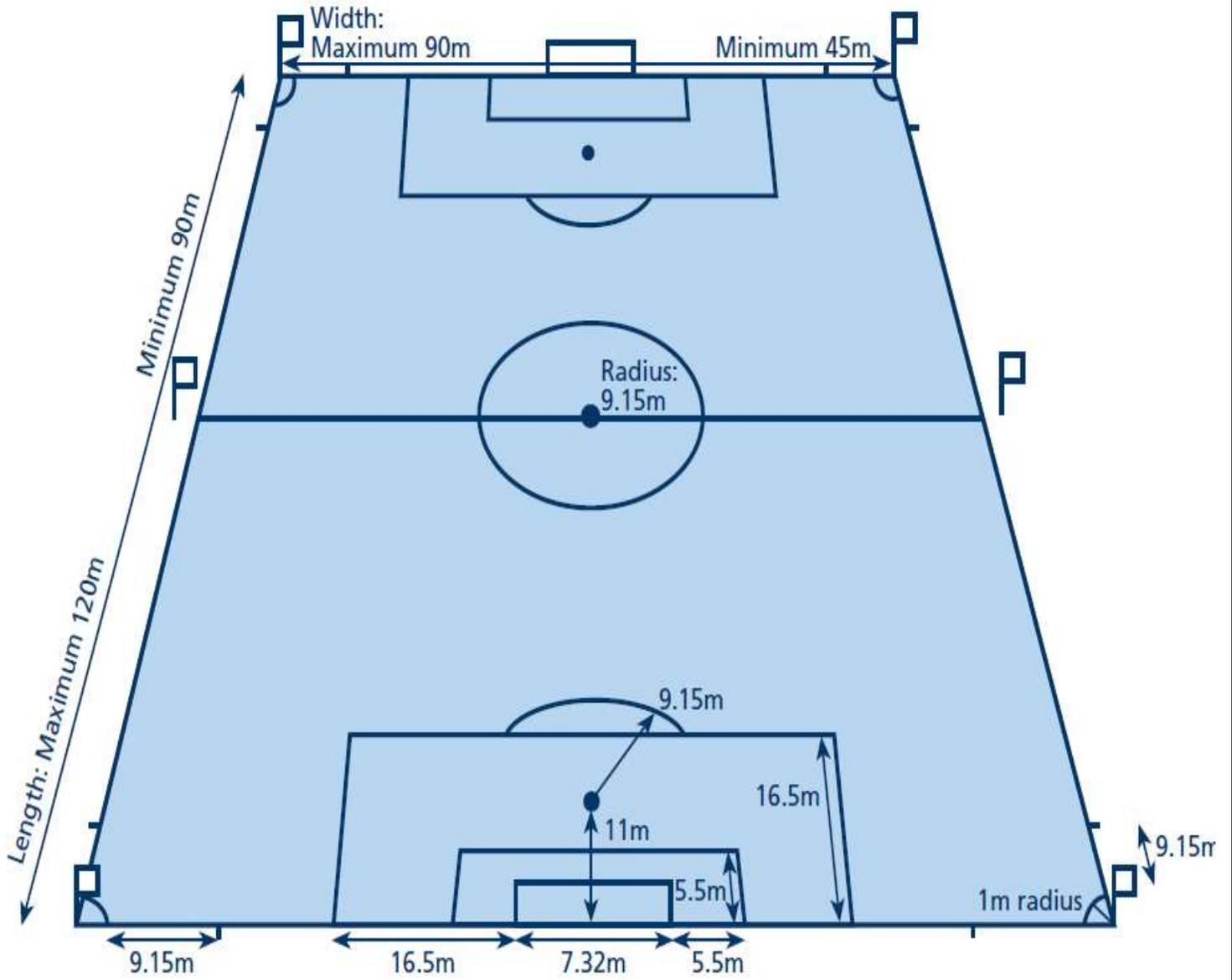
Following are some of the equipment, which we use for marking a sports field;

- 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 – it is an essential supply to mark a sports field.

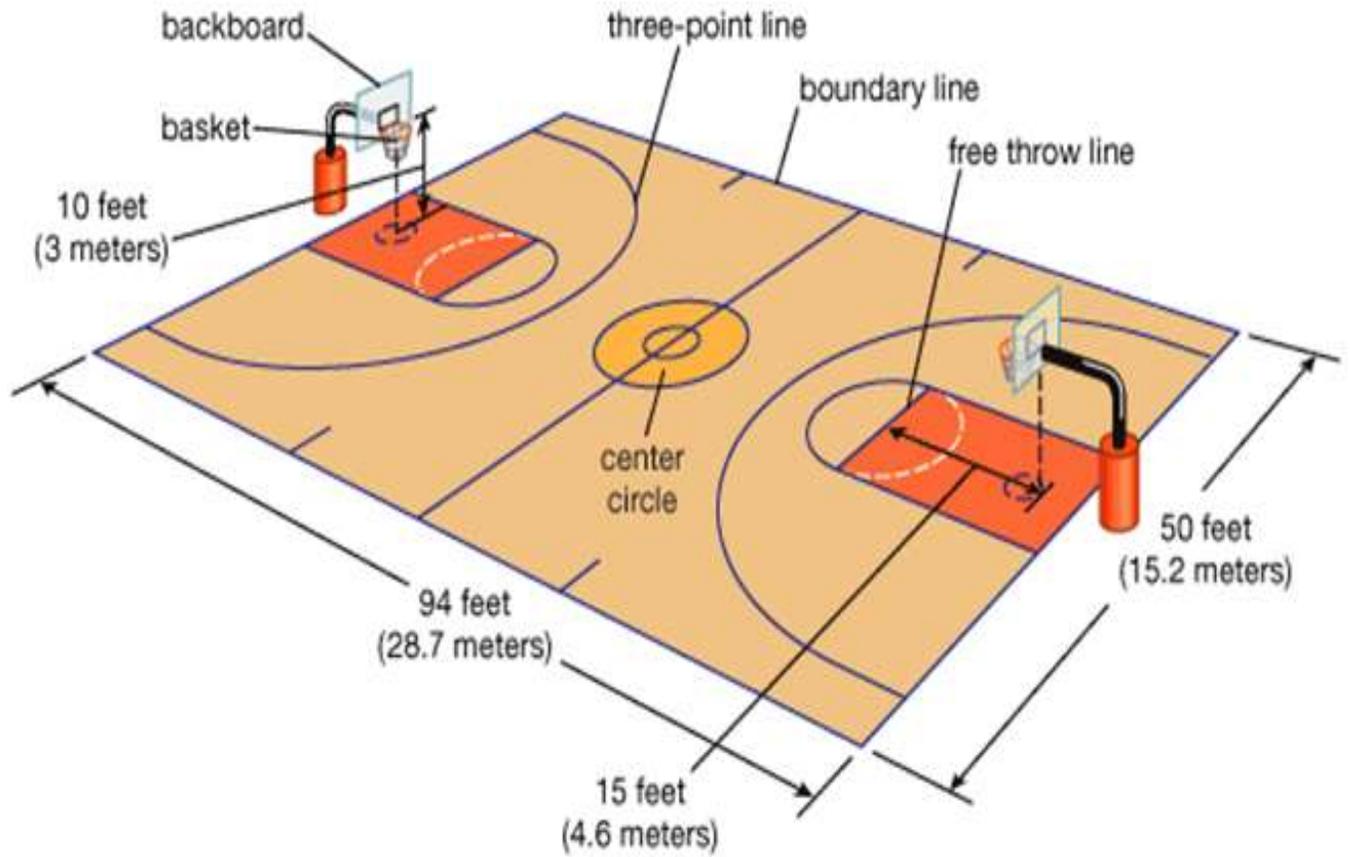
In order to mark a field, mark the lines with the iron ropes pegged on each end. Take the chalk powder in your right hand and let it drop through the gaps in your fingers forming a nice 5 cm wide line as you move forward. Marking is a skill best learnt through a lot of practise. Refer to the dimensions mentioned below for marking ground/court for the four major sports.

Note that, in all the games, there should be enough space between the play area and the spectator area.

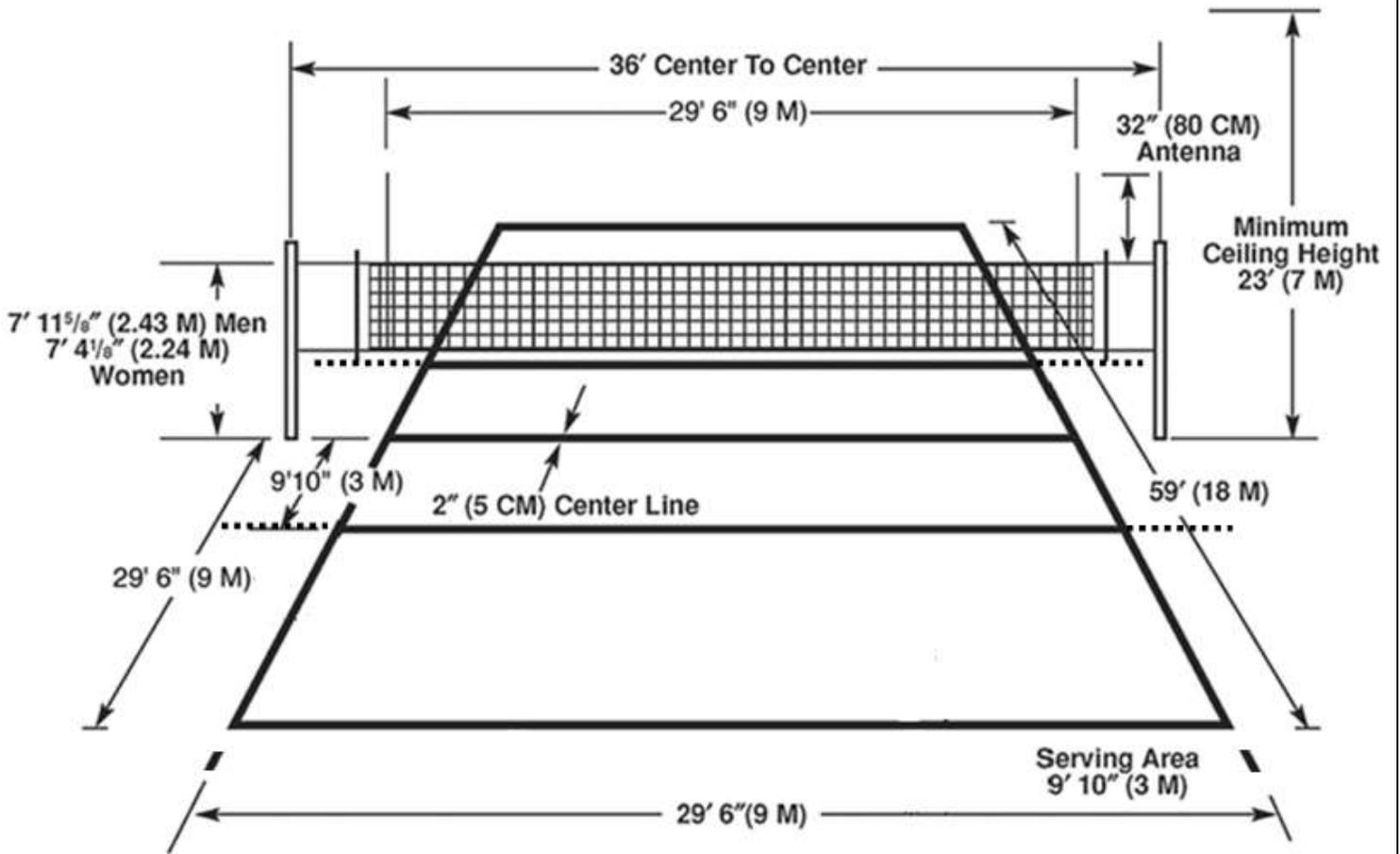
### Football: Dimension of the Field



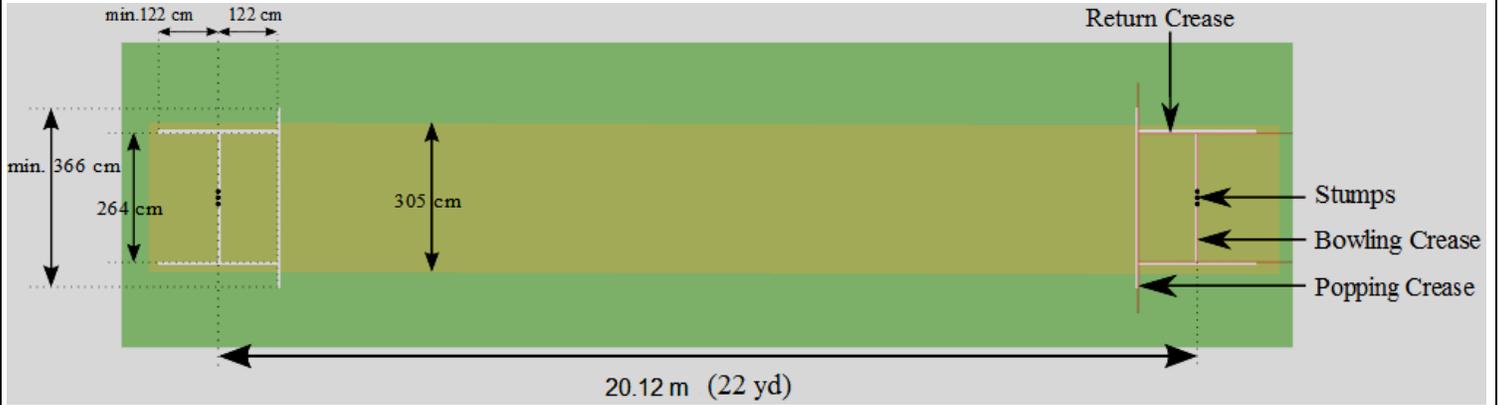
## Basketball: Dimension of the Court



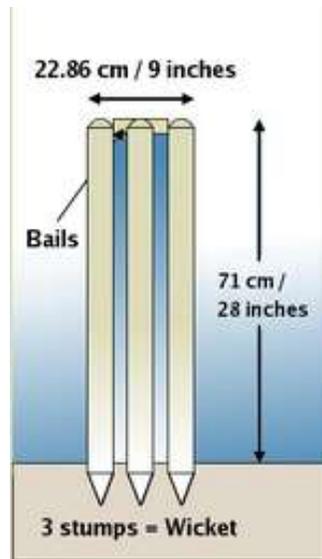
# Volleyball: Dimension of the Court



## Cricket: Dimension of the Pitch



Pitch Dimension



Wicket/ Stumps Measurement

## SESSION PLAN 1

### 1. SESSION TOPIC:

Learning to mark volleyball court, football field, basketball court and cricket pitch.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to mark the ground of four major games.

### 3. MATERIALS/ FACILITIES REQUIRED:

Board, markers, play ground, marking powder/ lime, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS106S1T1

**DURATION:** 4 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce one game at a time and switch to the other game only after completing first game.
4. Draw the markings on the board for better understanding and clarity.
5. Involve students by giving them the opportunity to ask questions related to the topic.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS106S1T2

**DURATION:** 8 hr

Involve your students to mark the ground and court of four major games – football, basketball, volleyball and cricket.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is the dimension of a football ground?
  - II. What is the measurement of cricket stumps?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS106S1A

Students could differentiate between

1. Volleyball and basketball court.
2. The height of volleyball net for men and women.

#### Part B

NSQPS106S1B

Discussed in class the following:

1. How to mark a football field?
2. What are the equipment required to mark a sports field/court?
3. How to mark a volleyball court?

#### Part C

NSQPS106S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Execute ground court marking of any one game using relevant equipment for playing condition.		

**Relevant Knowledge**

**League Format**

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**League** is a way of conducting a tournament where each team plays against all the teams or within a group. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match.

For example in a tournament, if there are 16 teams and each team may play against all the teams, each team has to play 15 matches. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match. The other method could be group method wherein 4 groups are made and each group has 4 teams. In each group, one team may play against 3 other teams.

Group A	Group B	Group C	Group D
Team 1	Team 5	Team 9	Team 1
Team 2	Team 6	Team 11	Team 14
Team 3	Team 7	Team 12	Team 15
Team 4	Team 8	Team 13	Team 16

Likewise, the champion of all 4 groups move to the next level. In the next level, the group champion teams may play against each other (all the teams) and the winner is decided based on the maximum number of wins. This method is known as league-cum-league.

The other method is league-cum-knockout where in the champion team of a group plays with the other group champion and the winners play the final.

Group A Champion vs. Group B Champion ----- Semifinal 1

Group C Champion vs. Group D Champion ----- Semifinal 2

Winner of SF 1 vs. Winner of SF 2 ----- Final

The method of league or league-cum-knockout solely depends on the organizers. Organizers decide on the basis of time availability, no. grounds available, funds and no. of teams.

In a league format, the total no. of matches is calculated as  **$n(n-1)/2$**   
'n' is the total number of teams.

For a league of 16 teams the total number of matches will be

$$n(n-1)/2$$

that means

$$16(16-1)/2$$

$$16 \times 15/2$$

$$240/2$$

120 matches

As you see that conducting 120 matches is a very time consuming task and hence it is advisable to divide the teams in groups.

Group A	Group B	Group C	Group D
Team 1	Team 5	Team 9	Team 1
Team 2	Team 6	Team 11	Team 14
Team 3	Team 7	Team 12	Team 15
Team 4	Team 8	Team 13	Team 16

In the above table, each group has 4 teams. So the total no. of matches in each group will be

$$n(n-1)/2$$

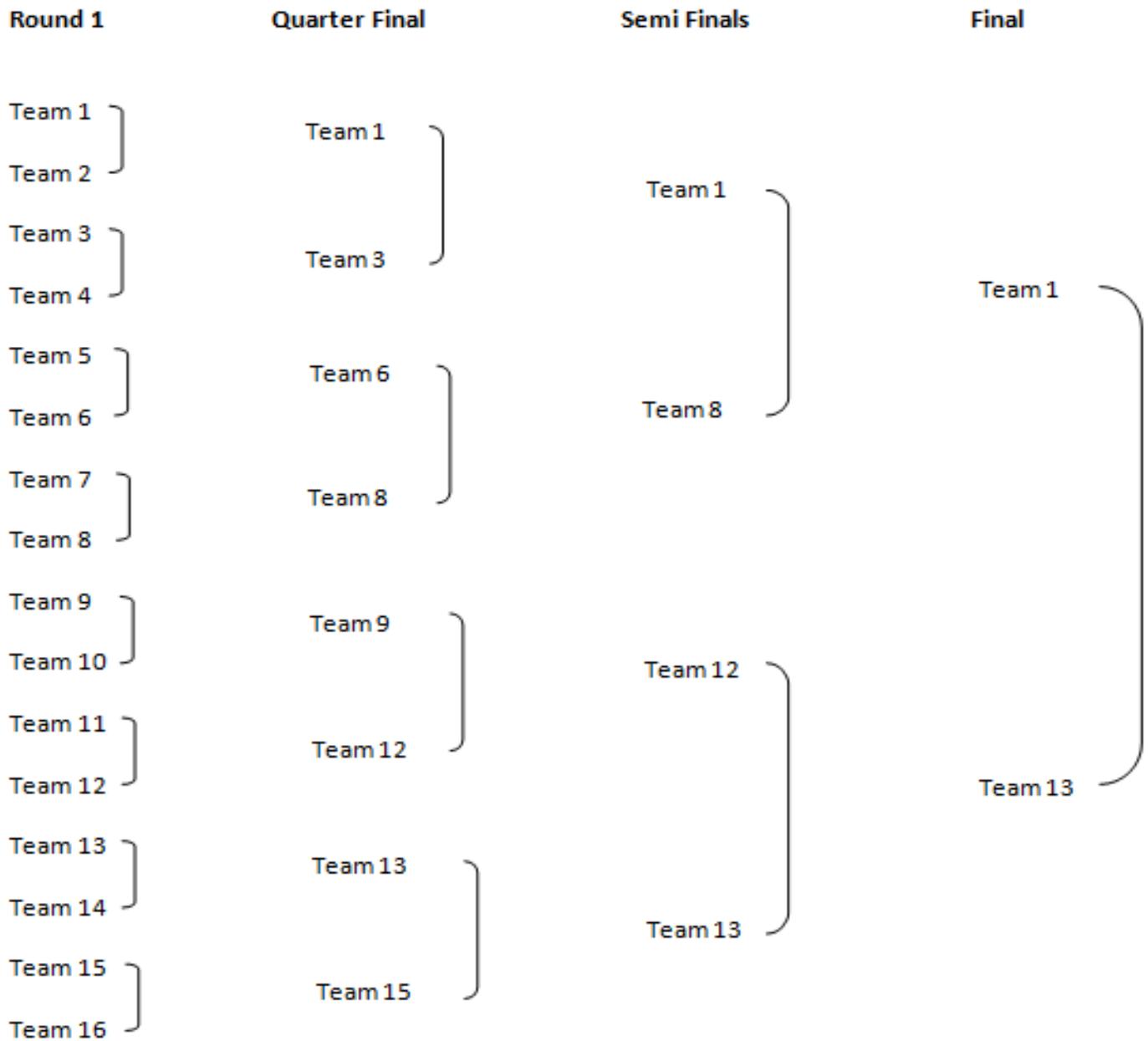
$$4(4-1)/2 = 6 \text{ matches}$$

Total no. of matches including all the groups will be 24 only (6 matches per group X 4 groups).  
Post group league, it may continue as league format or knockout format.

### Knockout Format

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**Knockout** is another way of conducting a tournament where in the teams get knocked out on losing. The winning teams keep moving to the next level and finally 2 teams compete for the championship.



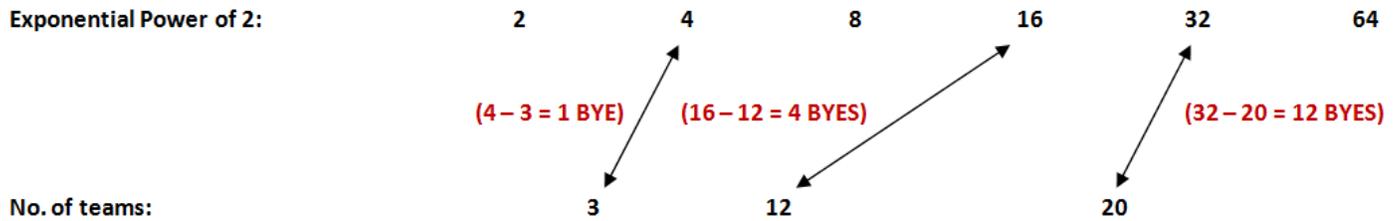
The above fixture is applicable only if the total no. of teams is exponential power of 2 that means  $2^2 = 2 \times 2 = 4$ ,  $2^3 = 2 \times 2 \times 2 = 8$  and so on (16, 32, 64 .....).

**What happens when there is odd number of teams or the number of teams is not an exponential power of 2?**

In both the cases, we use the concept of **“Byes”**.

The examples below will help illustrate this concept.

Case 1: **12 teams** (Even teams but **NOT** an exponential power of 2)



So, total no. of byes will be  $16 - 12 = 4$

So, 4 teams will be given byes.

Step 2: How should the Byes be assigned

Split the number of teams into 2 halves;

$$\text{Upper Half} = n/2$$

$$\text{Lower Half} = n/2$$

In this example,  $n=12$ .

Hence,

$$\text{Upper half} = n/2 = 12/2 = 6$$

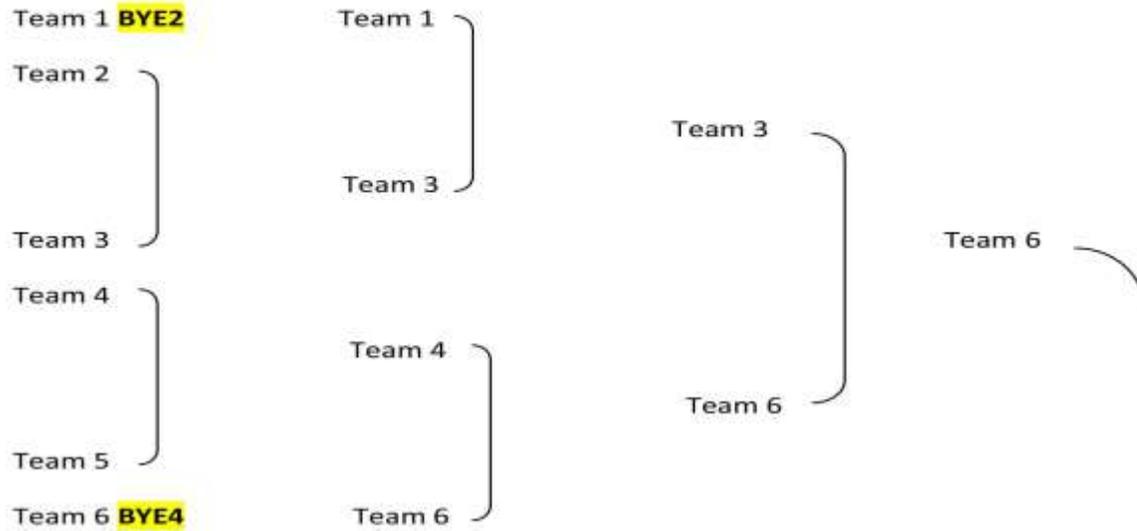
$$\text{Lower half} = n/2 = 12/2 = 6$$

**Both upper and lower halves will have 6 teams each**

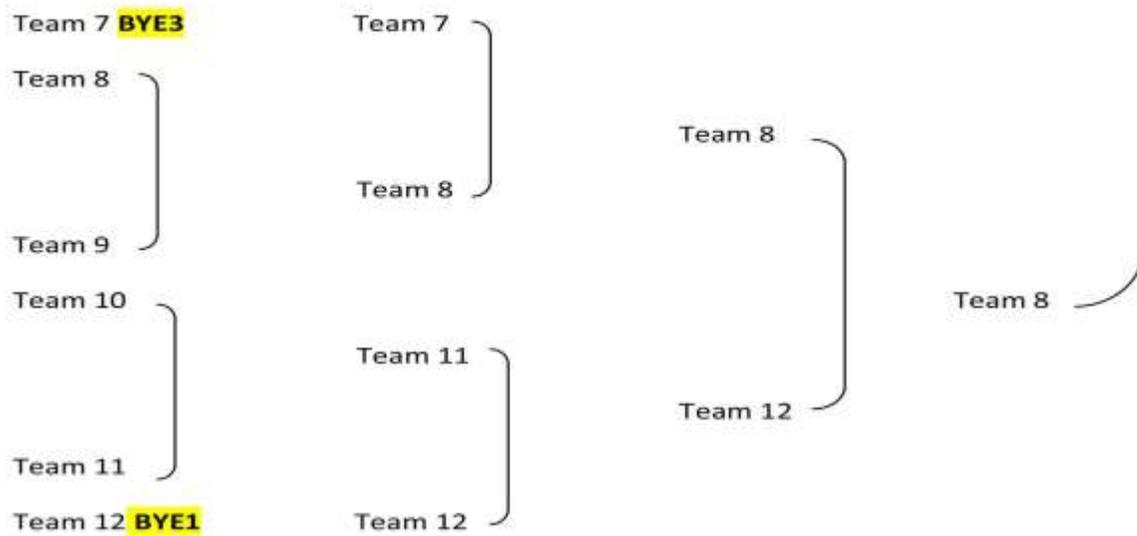
1<sup>st</sup> Bye is given to the last team in the lower half, 2<sup>nd</sup> Bye to the first team in the upper half, 3<sup>rd</sup> bye to the first team in the bottom half, 4<sup>th</sup> bye to the last team in the upper half

Step 3: Conduct the matches as shown below:

**UPPER HALF**



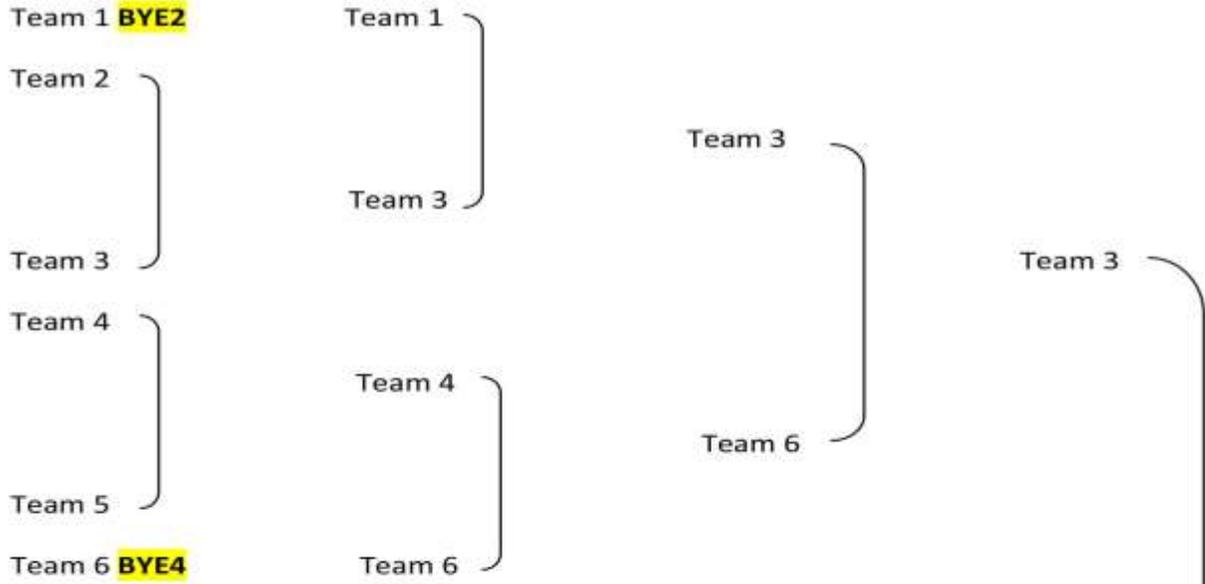
**LOWER HALF**





Step 3: Conduct the matches as shown below:

**UPPER HALF**



**LOWER HALF**



### Terms to Know

**Solely:** Only

**Exponential:** Rapid growth, to the power of for e.g.  $2^3$ ,  $3^4$

## SESSION PLAN 2

### 1. SESSION TOPIC:

Learning to prepare fixture

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to design/ make fixtures for various tournaments.

### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, playground, sports equipment and props.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange the play ground and relevant props and equipment well in advance.

## T1: Interactive Lecture

NSQPS106S2T1

**DURATION:** 2 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain the difference between league and knockout tournaments.
5. Explain why communication is so important in the profession of teaching/ coaching.
6. Clarify any questions students may have.
7. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS106S2T2

**DURATION:** 2 hr

1. Involve your students to prepare a league and knock out fixture of 10 teams.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is the system of awarding byes?
  - II. What is the formula for the total no. of matches in a league format?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS106S2A

Students could differentiate between

1. Knock out tournaments.
2. League – cum – knock out tournament

#### Part B

NSQPS106S2B

Students could answer the following questions:

1. What are the key factors to decide the format of a tournament?
2. How the fixtures for league and knock-out are formatted?

#### Part C

NSQPS106S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Students demonstrate the knowledge by preparing a league and knock out fixture of 10 teams.		

**Relevant Knowledge****How to Maintain the Props and Equipment?**

---

Check the pressure carefully. Pressures for various balls are:

**Football** - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm<sup>2</sup>) at sea level

**Basketball** – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm<sup>2</sup>) at sea level

**Volleyball** - 0.30 - 0.325 atmosphere (300 – 325 g/cm<sup>2</sup>) at sea level

**Before using balls:**

1. Inflate balls to correct pressures.
2. Before you inflate the balls. Moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate result in bursting.

**After using balls:**

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.
4. If you are unable to remove dirt with water, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface. (Detergent may cause stain).
6. If you used water to clean balls, wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

**To store balls:**

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly, in a well-ventilated place out of direct sunlight.

**To maintain props and equipment:**

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid any unobserved crack/ breakage.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. The equipment which are not in use for long duration (posts, flags, poles, hurdles etc.) need special care.
6. Wrap it properly and store it in a well-ventilated place out of direct sunlight. Such equipment should be checked at least once in a year to ensure the good condition.
7. Do not apply water in any leather props and equipment. Always use dry cloth to clean.

**Terms to Know**

**Ventilated:** Exposed to air

**Moisten:** To make slightly wet

### SESSION PLAN 3

#### 1. SESSION TOPIC:

Maintaining props and equipment.

#### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to maintain props and equipment.

#### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers,  
playground, sports  
equipment and props.

#### 4. PREPARATIONS

Read the preview and relevant knowledge described in the above section.

Arrange all relevant props and equipment well in advance

#### T1: Interactive Lecture

NSQPS106S3T1

**DURATION:** 1 hr 30 min

#### Process

1. Make an opening by telling students the purpose of the lecture or presentation.
2. Use the props and equipment to explain the topic and each point.
3. Provide demonstration with props and equipment.
4. Clarify any questions students may have.
5. Summarize the topic and emphasize on the key points.

#### T2: Activity

NSQPS106S3T2

**Duration:** 2 hr

1. Involve your students in practical implementation like inflate the balls with correct pressure, clean and maintain the props and equipment.

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is the correct pressure to inflate football, basketball and volleyball?
  - II. What are the important measures to maintain props and equipment?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS106S3A

Students could differentiate between

1. Pressure of football, basketball and volleyball.
2. Maintenance of balls before and after use.

#### Part B

NSQPS106S3B

Students could answer the following questions:

1. How to maintain balls, props and equipment?
2. How to store the balls, props and equipment?

#### Part C

NSQPS106S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate the knowledge of maintaining the balls, equipment and props		



**PS107-NQ2014**

**Food and Nutrition**

### Introduction

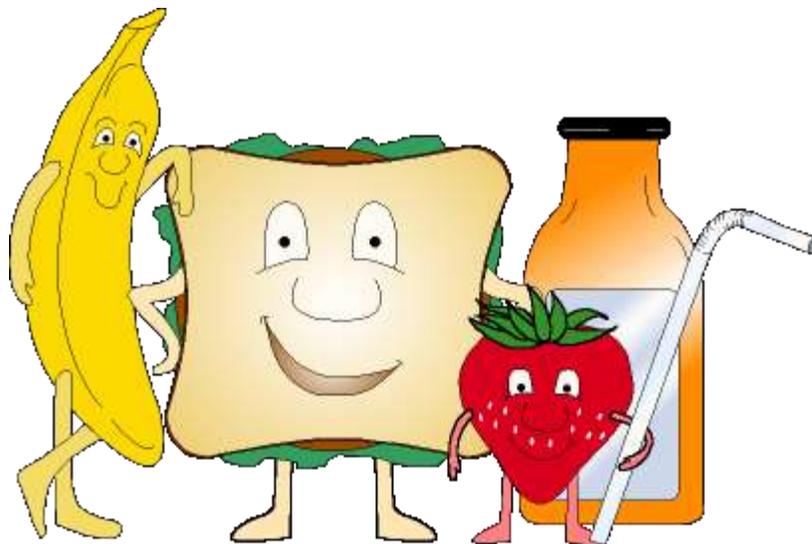
To live one must eat. But, we not only eat to live, what we eat also affects our ability to keep healthy, do work, to be happy and to live well. Knowledge of what to eat and in what quantities is a prerequisite to the healthy and happy life.

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.

On completion of the sessions of the module on 'Nutrition' you will be able to:

1. Understand the role of nutrients in maintenance of health
2. Balance your diet to keep yourself fit
3. Understand the role of water in keeping our body healthy and fit



**Relevant Knowledge****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

1. To build and repair tissues,
2. To regulate body processes and
3. 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. (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.

## **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). 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 of fat is provided when there is a need. Fat is 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. Fat is important for the proper function of the body. Experts recommend that that fat should be limited to 10% of the total calories for the day. Fat is 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 strenuous physical activity. Supplements of calcium and phosphorous should be given to children/ young athletes.

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.**

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

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. Vegetables and fruits contain large amount of water. The other half is replaced when we drink liquids. Normally we need 2.5 litre or 8 glasses of water every day to stay healthy. Athletes and sports persons who are active in sports should drink enough water to replace the water they lose through sweating.

**Terms to Know**

**Assimilates:** To absorb, to digest

**Enzymes:** A complex protein produced by the cells that acts as a catalyst (something that starts or speeds up a chemical reaction)

**Deficiency:** Absence or shortage

**Strenuous:** Tiring, testing the powers of endurance

**Supplements:** Extra, an add-on

## SESSION PLAN 1

### 1. SESSION TOPIC:

Nutrients.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the meaning of nutrients and its use in our body.

### 3. MATERIALS/ EQUIPMENT REQUIRED:

Board, markers, chart papers, sketch pens, computer.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

## T1: Interactive Lecture

NSQPS107S1T1

**DURATION:** 4 hr

### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Involve the students to share their views on the related topic to make it interactive.
5. Provide specific examples.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS107S1T2

**DURATION:** 1 hr

Ask your students to make chart on nutrients and its importance in our body.

### Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is nutrition?
  - II. What is nutrient?
  - III. What is the daily requirement of carbohydrate, fat and protein in the diet of a person?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

#### NSQPS107S1A

Students could differentiate between

1. Macro and micro nutrients.
2. Carbohydrates and proteins.

#### Part B

#### NSQPS107S1B

Students could answer the following 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?

#### Part C

#### NSQPS107S1C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Explain the role of various nutrients and their importance in maintenance of health and physical fitness		

**Relevant Knowledge****Diet**

---

In nutrition, diet is the sum of food consumed by a person or an organism. Dietary habits are the habitual decisions an individual or culture makes when choosing what foods to eat. The word diet often implies the use of specific intake of nutrition for health or weight-management reasons (with the two often being related). Although humans are omnivores, each culture and each person holds some food preferences or some food taboos. This may be due to personal tastes or ethical reasons. Individual dietary choices may be more or less healthy.

**Balance Diet**

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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 portions. A balanced diet must provide the building blocks for growth and repair, and sufficient energy.

**A typical balanced diet – A Case**

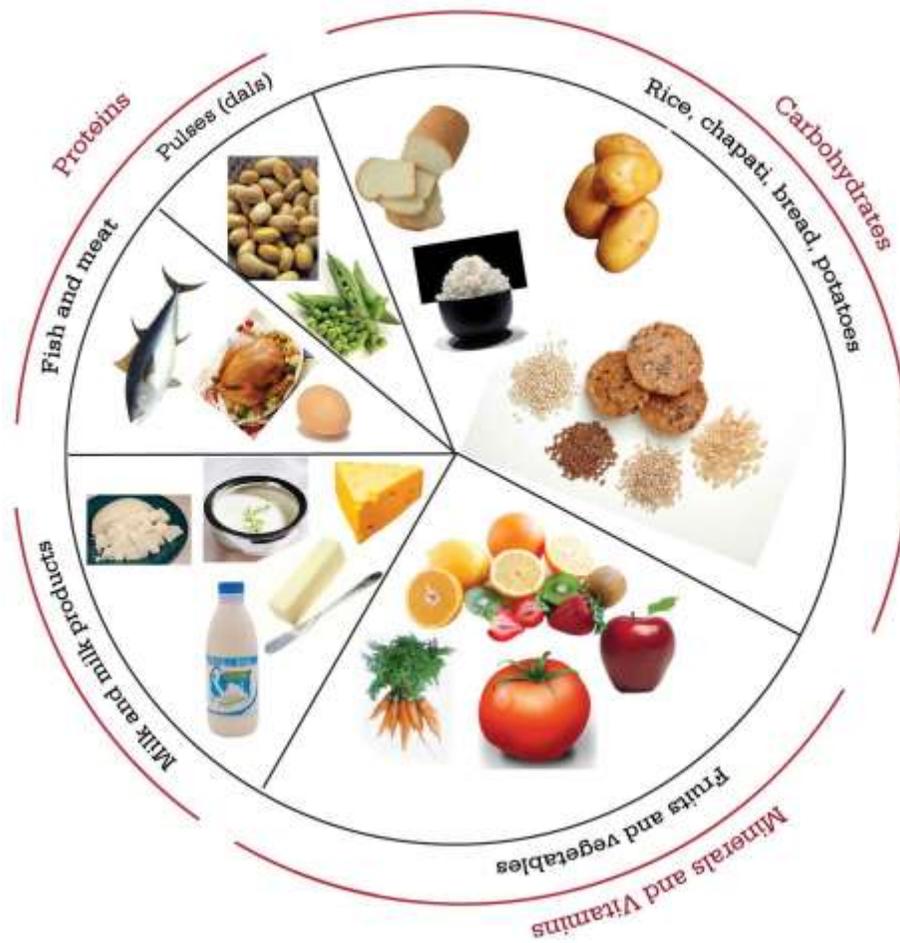
At the age of 11 to 15 years a person with average metabolism would require 2200 to 2500 kcal a day.

Calorie requirement of a person depends on age, height and weight, type of work he/she does etc.

The body weight increases or decreases based on the difference between the intake and expenditure of calories.

If you do enough physical activity to burn these excess calories you can eat as much as you want. Diet control is only required if there is no physical activity to expend the excess calories.

Picture showing proportion of the various nutrients in a balanced diet



+

Minimum 2 litres of water

### Terms to Know

**Omnivores:** Those who eat both plant and animal food material

## SESSION PLAN 2

### 1. SESSION TOPIC:

Balance Diet.

### 2. OBJECTIVE

To develop student's knowledge, skills and abilities to understand the concept of balance diet.

### 3. MATERIALS/ FACILITIES/ EQUIPMENT REQUIRED:

Board, markers, chart papers and sketch pens.

### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.

## T1: Interactive Lecture

NSQPS107S2T1

**DURATION:** 5 hr

### Process

---

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Clarify any questions students may have.
5. Summarize the topic and emphasize on the key points.
6. Involve students by giving them the opportunity to ask questions related to the topic.
7. Clarify any questions students may have.
8. Summarize the topic and emphasize on the key points.

## T2: Activity

NSQPS107S2T2

**DURATION:** 2 hr

1. Involve your students to collect balance diet chart for various profiles/ people (army personnel, athletes, home-makers etc.) related to different activities.

### Wrap-Up (1 hr)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions such as
  - I. What is balance diet?
  - II. What is the importance of balance diet?

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS107S2A

Students could differentiate between

1. Diet and balance diet.

#### Part B

NSQPS107S2B

Students could answer the following questions:

1. What is balance diet?
2. What is the importance of balance diet?

#### Part C

NSQPS107S2C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Draw a picture of balanced diet plate.		
Demonstrated a habit of eating balanced diet		

**Relevant Knowledge****Water**

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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. Some of the facts about water and its role in development and maintenance of our body are as follows:



- Roughly 70 percent of an adult's body is made up of water.
- At birth, water accounts for approximately 80 percent of an infant's body weight.
- While the daily recommended amount of water is eight cups per day, not all of this water must be consumed in the liquid form. Nearly every food or drink item provides some water to the body.
- Water dissolves more substances than any liquid. Wherever it travels, water carries chemicals, minerals and nutrients with it.
- Water flushes toxins out of vital organs, carries nutrients to your cells and provides a moist environment for ear, nose and throat tissues.
- Water also provides cushion for our body joints. Water helps to regulate our body temperature.
- Lack of water can lead to dehydration, a condition that occurs when you don't have enough water in your body to carry out normal functions. Even mild dehydration can drain your energy and make you tired.
- If we do not have enough water then our blood pressure can fall to dangerously low levels. Our normal kidney function is impaired. Some other signals of having low water level are constipation, terribly dry skin, and increased incidence of urinary tract infections and reoccurring headaches.
- Cold water is used to reduce inflammation. When you are having sprain in your ankle, you use an ice pack to reduce the swelling.
- Water acts as medium in which various metabolic and biochemical reactions take place.
- Water helps in absorption of various nutrients present in the food in the digestive system. By serving as medium, it facilitates the digestion of food at various stages in the digestive tract.
- Water serves as medium for transport of chemicals to and from cells.

- Water helps in maintaining body temperature through perspiration.
- Water helps in removal of waste materials from the body through urine.

About 60% of our daily water intake is obtained from the fluids we drink and about 30% is from the food we consume. The remaining 10% is produced inside the cells during cellular activities (metabolism). Sweating becomes the primary reason for water loss during exercise. A sensible athlete should replenish himself throughout the exercise routine by sipping water to avoid dehydration.



## Importance of water

Water is the most abundant compound in the human body.  
We can survive without food for a week but without water,  
we can't survive for more than a few days

### Why should you drink water?

Because the human body consists of 60 - 70% (approximately) water.  
During exercise one loses water by sweating.

### When and how much should you drink?

Drink water half an hour before and after a meal.  
Drink an hour before a physical activity.  
Drink small amounts of water during the activity.  
Drink a small amount of water after the activity.  
Drink early in the morning on an empty stomach.

### What does water do?

Helps deliver oxygen and key nutrients to all body parts via the blood.  
Helps the body get rid of the toxic by-products of metabolism.  
Regulates the body's temperature.  
Lubricates muscles and joints.  
Provides a great pathway for virus and germs to exit.  
Maintains energy levels and reduces tiredness.

### How do you know that you are well hydrated?

Urine volume and colour: light colour and large volume mean you are well hydrated.  
Dark and concentrated urine means you are not well hydrated.

### **Terms to Know**

**Substances:** Material, the physical matter in a person or thing

**Impaired:** Mentally or physically unfit

**Toxins:** Poisonous substance produced during metabolism and growth in plants and animals

**Metabolism:** Rate at which the body's processes function

**Biochemical:** The chemical processes that occur within the body

### SESSION PLAN 3

#### 1. SESSION TOPIC:

Water

#### 2. OBJECTIVE

To develop student's knowledge, to understand the importance and function of water in our body.

#### 3. FACILITIES/ EQUIPMENT REQUIRED:

Board and markers.

#### 4. PREPARATIONS

- Read the preview and relevant knowledge described in the above section.
- Arrange all the relevant material well in advance.

### T1: Interactive Lecture

NSQPS107S3T1

**DURATION:** 1 hr

#### Process

1. Prepare the points for the lecture.
2. Make an opening by telling students the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Involve students by giving them the opportunity to ask questions related to the topic.
5. Clarify any questions students may have.
6. Summarize the topic and emphasize on the key points.
7. Clarify any questions students may have
8. Summarize the topic and emphasize on the key points.

### T2: Project

NSQPS107S3T2

**DURATION:** 5 hr

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

### Wrap-Up (30 min)

1. Discuss in the class what the students have learnt from the interactive lecture.
2. You may ask questions such as
  - I. What is the importance and function of water in our body

### Checklist for Assessment Activity

Use the following checklist to check whether your students could meet all the requirements for assessment.

#### Part A

NSQPS107S3A

Students could differentiate between

1. Well hydrated and dehydrated

#### Part B

NSQPS107S3B

Discussed in class the following:

1. What are the functions of water in our body?
2. What is the optimum amount of water consumption for a healthy leaving?

#### Part C

NSQPS107S3C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance Standards	Yes	No
Demonstrate optimum daily water intake.		

## Further Reading

### Books

Fundamentals of Sport and Exercise Nutrition: Marie Dunford

### Websites

[www.nourishinteractive.com](http://www.nourishinteractive.com)

