

# Early Years Physical Activity Facilitator



## Early Years Physical Activity Facilitator

For Class  
IX

# **TABLE OF CONTENTS**

## **1. UNIT-1: ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT**

2. Physical and emotional needs of the children
3. Factors influencing physical activities
4. Plan physical activities
5. Conduct physical activities

## **UNIT 2: PLANNING AGE APPROPRIATE PHYSICAL ACTIVITIES**

1. Activities for increasing physical strength and coordination
2. Plan physical activities for developing cognitive skills
3. Manage class

## **UNIT 3: ORGANIZING AGE APPROPRIATE PHYSICAL ACTIVITIES**

1. Games for everyday activities
2. Activities to develop strength and balance
3. Activities to develop cognitive skills
4. Activities to develop endurance and flexibility
5. Organize sport activities

## **UNIT 4: CHILDREN HEALTH AND SAFETY**

1. Child health care and habits
2. Various aspects of safety management and emergency response

# 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

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# Unit 1: Role of Physical Education in development of a child

## 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.

## Introduction to Physical Education

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**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.

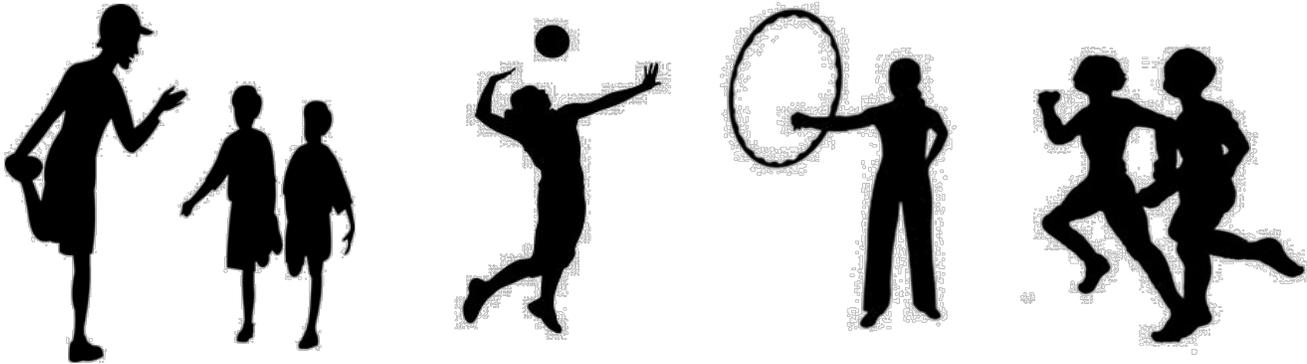
Physical education is the accumulation of wholesome experiences through participation in large muscle activities that promote optimum growth and development.

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.

## 1.1 Physical and emotional needs of children

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.

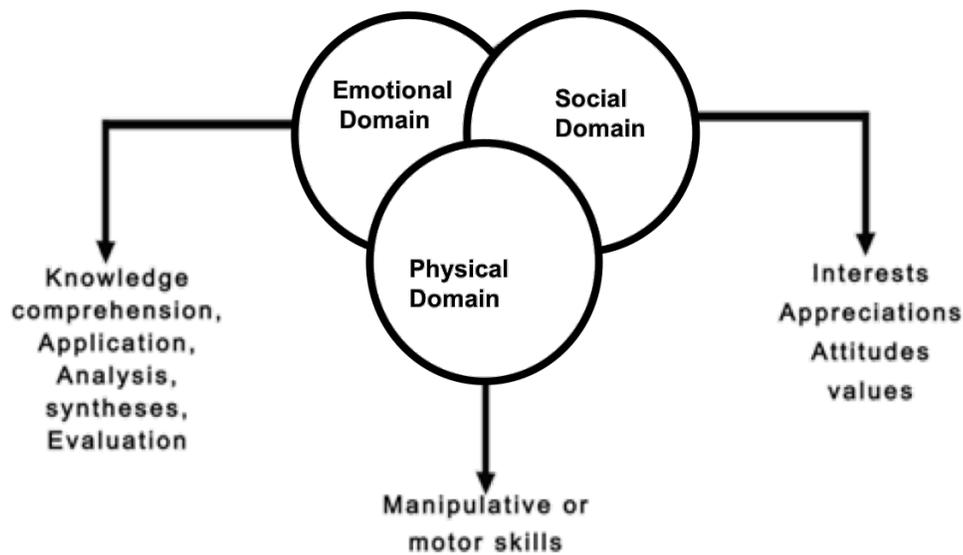
### Physical activity helps in the following:

- Developing and maintaining good health.
- Taking preventive measure against disease.
- Improving mental and physiological strength and physical fitness.
- Improving mental concentration.
- Building self-esteem.



## Domains for Early Childhood Development

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.



### Emotional Domain:

This Emotional Domain, also known as Cognitive 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 programs contribute to cognitive development by providing knowledge in the areas and modifying behaviour in regard to good health practices.

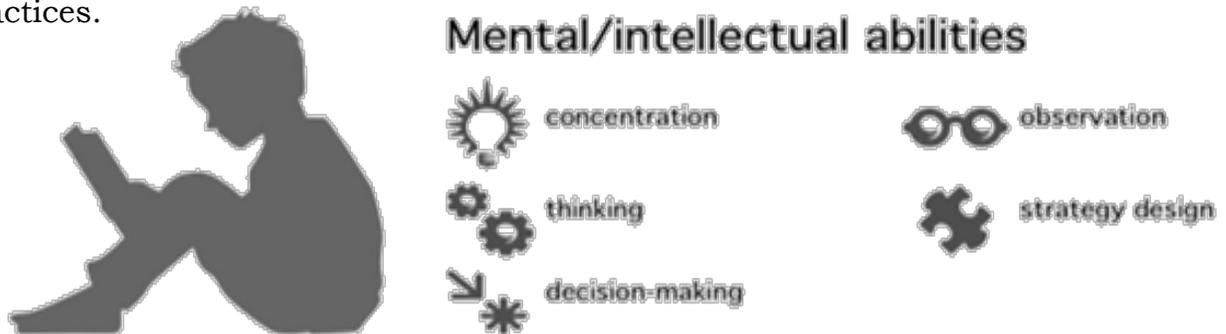


Figure 1.1: Emotional Domain

## Physical Domain:

A good deal of physical activities helps the individuals to develop certain skill. This Physical Domain, also known as Psychomotor 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.

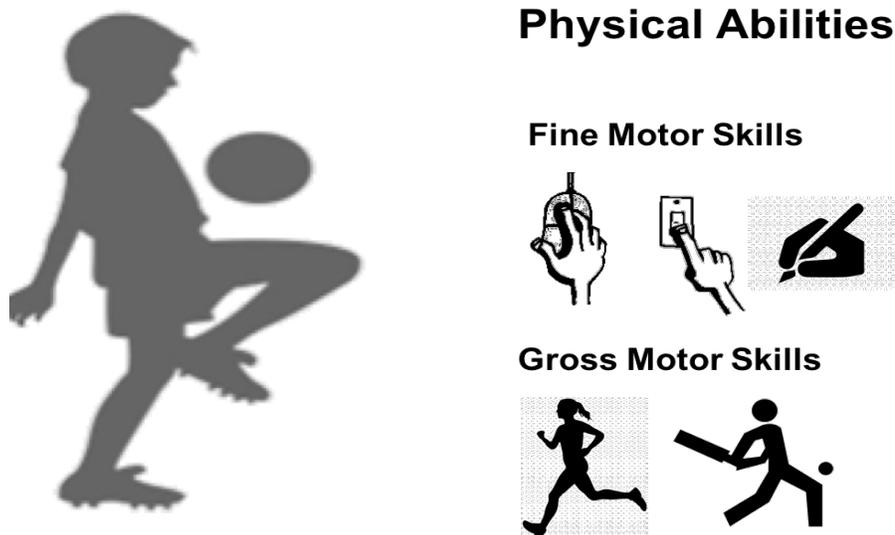


Figure 1.2: Physical Domain

## Fine and Gross Motor Development

At early years, the most important aspects of development in children are Motor Developments which is the development of motor abilities or the 'movement' abilities. There are two types of motor abilities Fine and Gross Motor Developments.

- a. Fine Motor: are the motor abilities required while performing activities with high precision or control, e.g. holding a pencil with fingers, catching a ball with one hand, etc.
- b. Gross Motor: are the motor abilities required while performing activities which require large muscles or the group of muscles working together, e.g. running, jumping, etc.

## Social 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, also known as Affective Doman, is primarily concerned with helping individual 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-restrain, cooperation, etc.



Figure 1.3: Social Domain

## Activity -1

### Materials Required:

Flat rings, balancing beam, soft balls, footballs, basketballs, cones/ saucers, cricket bats, tennis balls, bean bags

**Perform the following on ground and identify Fine and Gross motor development activities.**

Activity	Skill Circuit
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**Aim:** To learn 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

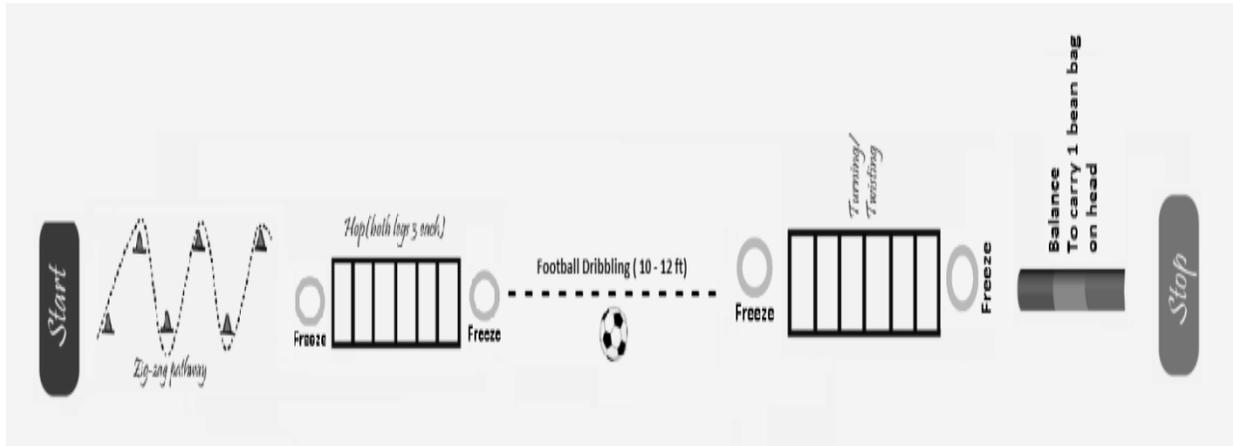
Move around the activity area in a variety of ways, slowly increasing their speed. Lead, or have a student lead, a stretching routine.

### Activity – 1

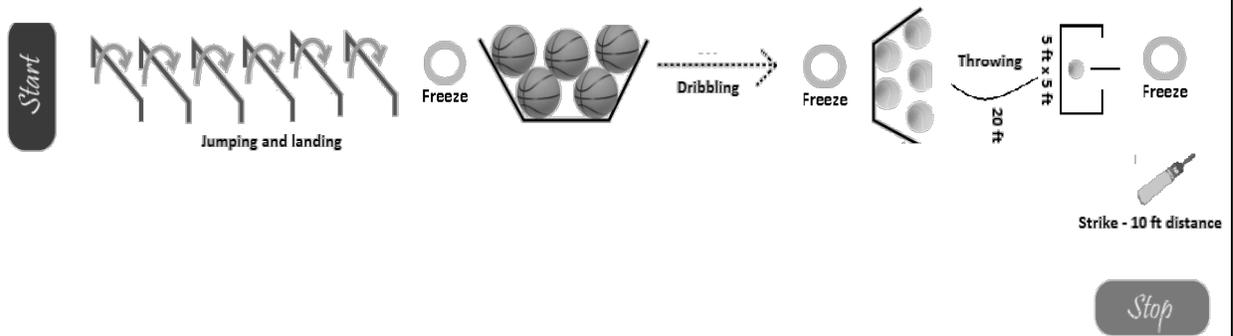
**Duration: 25 min**

- Make two groups and make two stations as circuits 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 you complete the station, the group will switch over to another station.
- You need to go through the circuit using the above skills and your trainer should watch how you perform.
- If you are not able to perform a particular skill well, you should practice more to improve.

**Station 1**



**Station 2:**



**Fig. 2**

**Cool-down 5 min**

Move slowly (e.g., in a slow jog, brisk walk) around the activity area. Follow a stretching routine.

## Activity -2

1. Fill up the health check-up questionnaire and describe how you will improve the plan by 6 more points to the total!

		<b>1 point</b>		<b>2 points</b>		<b>3 points</b>
<b>Feel energetic the whole day?</b>	Sometimes		Most times		Always	
<b>Physical activity (Play outdoors, exercise, walks)</b>	Less than twice a week		At least thrice a week		Daily	
<b>Watch television</b>	More than two hours		Between one to two hours		Less than an hour	
<b>Play computer games</b>	Daily		At least thrice a week			
<b>Eat fruits</b>	Less than twice a week				Daily	
<b>Eat vegetables</b>	Less than twice a week		At least thrice a week		Daily	
<b>Eat breakfast</b>	Less than twice a week		At least thrice a week		Daily	
<b>Drink milk</b>	Less than twice a week		At least thrice a week		Daily	
<b>Drink at least 2 liters of water</b>	Less than twice a week		At least thrice a week		Daily	
<b>Sleep for 6-8 hours</b>	Less than twice a week		At least thrice a week		Daily	
<b>Total</b>						
<b>Grand total</b>						

## Check Your Progress

### Part A

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#### 1. Fill in the blanks:

- a. \_\_\_\_\_ domain includes knowledge, comprehension, application, analysis, syntheses and evaluation.
- b. \_\_\_\_\_ domain is primarily concerned with helping the athletes to clarify and think through their values, interests, appreciations, attitudes and judgements.
- c. \_\_\_\_\_ domain concerns with development and improvement of motor skills.

### Part B

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Differentiate between

1. Physical activity and physical education
2. Cognitive and affective domain
3. Fine motor and Gross Motor

### Part C

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Subjective questions:

1. What is Education and Physical Education?
2. Why physical activities should be performed regularly?
3. How physical activities affect our mental and physiological state?
4. Explain Fine and Gross motor skill with examples.

#### What have you learnt?

- Describe the meaning and purpose of Physical Education
- Identify domains of early year childhood physical development
- Differentiate between Fine and Gross Motor skills

## 1.2 Factors influencing physical activities

In the previous chapter we learned about the overall health contributing factors and understood that physical fitness is an ability required for a human being to lead a productive and meaningful life. In case of a sports person, physical fitness provides a whole new dimension to his/her performance in the chosen sport.

These components of physical fitness are influenced by certain factors. These factors play a vital role in the physical fitness of an individual. Before discussing the factors affecting fitness we will have a quick recap on the components of physical fitness.

- Physical fitness is the ability of an individual to perform day to day activities without undue fatigue
- Physical fitness is roughly divided into two – health related physical fitness and skill related physical fitness
- Physical fitness is an ability which differs from person to person and can also be highly trainable.
- There are 8 components of physical fitness – muscular strength, explosive strength, muscular endurance, speed, agility, flexibility, cardiovascular endurance and body composition.

### Factors affecting physical fitness

1. **Age:** Age is a chief factor which influences physical fitness. Physical fitness is measured by assessing physiological and physical performance. These physiological and physical performances vary according to age. These variations are depending on growth and development of muscles, bones, nervous system and other internal organs. As we age our physical size increases along with our functional and performance capacity.



2. **Body composition:** Body composition refers to the percentage of body weight that is composed of fat as compared with fat free or lean tissue (muscles). Body composition can be explained by somatotyping. Somatotyping is a technique to divide people into three different types based on body shape and physique type. These types are known as

- ✓ Endomorph
- ✓ Mesomorph
- ✓ Ectomorph

Each body types mentioned above has its own advantages and disadvantages in achieving desired amount of physical fitness. For example, ectomorph is a lean and thin body frame. It is unrealistic for an ectomorph to achieve the same amount of muscular strength as an endomorph.

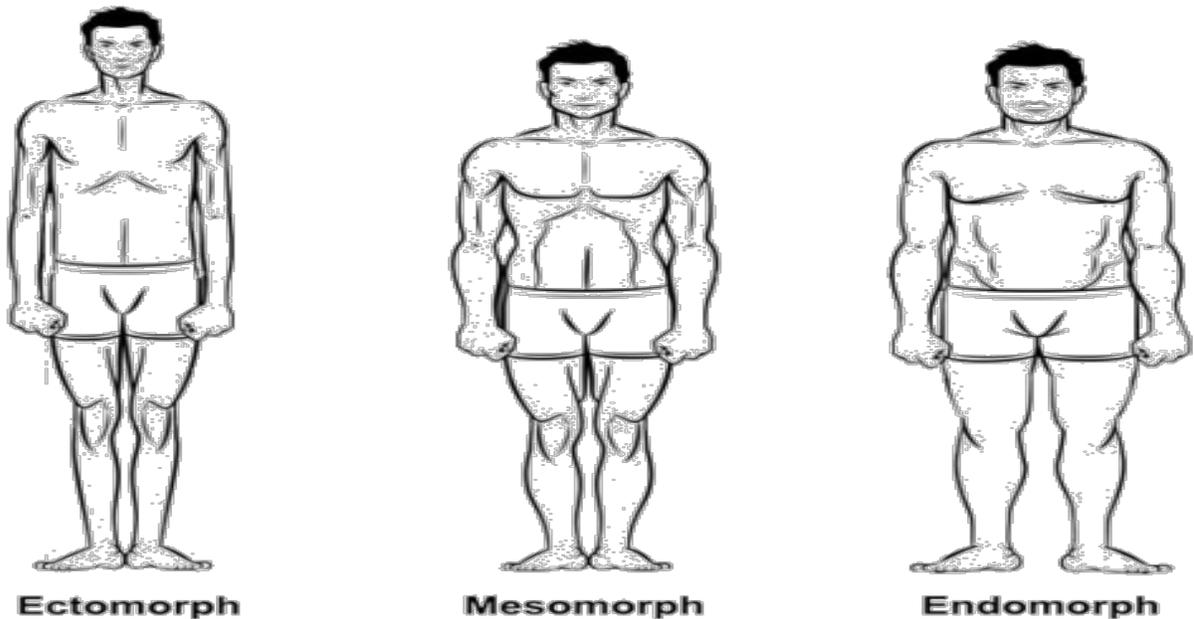


Figure 1.4: Body Type

3. **Nutrition:** Physical fitness is highly affected by the energy input and output balance. The energy input is in the form of food intake the quantity as well as the quality of food and output is in the form of physical exercise. An important element of this nutrient intake is water. The diet requirement varies based on body type and nature of activity. A person should consume optimum nutrition based on his activity level and fitness goal.



4. **Climatic conditions:** Different climatic conditions affect the fitness level of an individual in many ways. Food pattern and activity level defers according to the season of the year. This phenomenon has a direct impact on the fitness level of an individual. Apart from that different geographical locations have different climatic conditions. This has significance in the food habits and physical activity patterns of people living in those locations. Different climatic conditions require different training requirements to develop and maintain physical fitness.



5. **Lifestyle habits:** These play a very important role in the fitness and wellbeing of a person. Starting with desk jobs, city life, lack of walking options, airconditioned home and offices, smoking and drinking habits, eating outside food etc.



6. **Physical Activity:** As discussed, lack of physical activity is one of the most important factors affecting physical fitness. Physical activity is critical for overall health at every age. Any form of exercise or movement of our body that uses energy is described as a physical activity. Regular physical activity includes participation in moderate and vigorous exercises and muscle strengthening activities.



## What have you learnt?

After completing this session, you will be able to

- List the factors that affect your physical fitness
- Differentiate different body type

## Activity

1. With guidance from your teacher, conduct physical activity for the junior students in your school.

## Check Your Progress

### Part A

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#### Fill in the blanks:

1. Fill in the blanks
  - a. Lack of \_\_\_\_\_ is one of the most important factors affecting physical fitness
  - b. Food pattern and activity level has a direct impact on the \_\_\_\_\_ level of an individual
  - c. Physical fitness is the ability of an individual to perform \_\_\_\_\_ activities without undue fatigue.

### Part B

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#### Subjective Questions:

1. What is somatotyping?
2. What are the different factors affecting physical fitness?
3. Define physical fitness
4. List 6 factors affecting our physical fitness
5. Name three body composition types
6. What are the three body types according to somatotyping?

## 1.3 Plan Physical Activities

### Introduction

Planning can be defined as “thinking in advance what is to be done, when it is to be done, how it is to be done and by whom it should be done”. In simple words we can say, planning bridges the gap between where we are standing today and where we want to reach.

Planning involves setting objectives and deciding in advance the appropriate course of action to achieve these objectives. We can also define planning as setting up of objectives and targets and formulating an action to achieve them. This is called as Macro Planning, as this involves an overview of the entire year. There are mostly two types of plan:

1. Long-Term Plan – Macro Plan
2. Short Term Plan – Micro Plan



### Importance of Planning

#### 1. Planning provides direction:

Planning provides the direction to the efforts that you need to make. Planning makes clear what you have to do, how to do, etc. By stating in advance how work has to be done, planning provides direction for action. Employees know in advance in which direction they have to work. Everyone on a project is clear and works towards the same goals. If there is no planning, employees would work in different directions and organisation would not be able to achieve its desired goal or objectives.

#### 2. Planning reduces the risk of uncertainties:

Organizations have to face many uncertainties and unexpected situations every day. Planning helps to face the uncertainty. The plans are made to overcome such uncertainties.

### **3. Planning reduces overlapping and wasteful activities:**

The organizational plans are made keeping in mind the requirements of all the departments. The departmental plans are derived from main organizational plan. As a result there will be co-ordination in different departments. Plans ensure clarity of thoughts and action and work can be carried out smoothly.

### **4. Planning promotes innovative ideas:**

The process of planning requires people to sit together, brainstorm, reflect, discuss, debate and agree. Therefore, there is a scope of finding better ideas, better methods and procedures to perform a particular job. Planning process forces you to think differently and assume the future conditions. So, it makes you innovative and creative.

### **5. Planning facilitates decision making:**

Planning helps you to take various decisions, as goals are set in advance and predictions are made for future. These predictions and goals helps you to take fast decisions.

### **6. Focuses attention on objectives of the organization:**

Planning function begins with the setting up of the goals, aims and objectives. When you follow the plan properly, it leads to achievement of objectives. Through planning, efforts of all the employees are directed towards the achievement of organizational goals and objectives.

As a Physical Education Teacher, planning is vital to your job in school.

Planning should start for the whole year, then come down to semesters, months, weeks and days. Long term planning is very important to set the right targets and expectations and measure success against such targets.

Elements of a good plan are the following:

1. Aims/ Goals/ Objectives of the School for Physical Education and Sports
2. Management and Communication Structure.
3. Infrastructure and Resources.
4. Scheduling
5. Intermediate Milestones /Dependencies

## 6. Tracking of the Plan

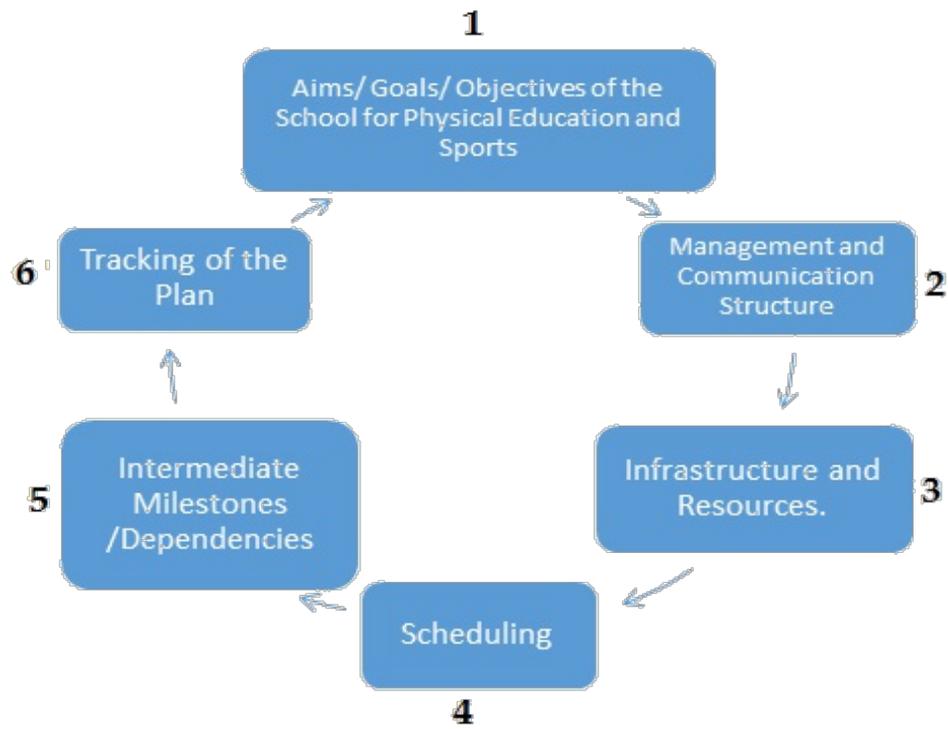


Figure 1.5: Macro Plan

## Lesson Plan for Physical Activities

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, keep outcomes progressive and track syllabus coverage. It helps teachers/ coaches to plan the activity and to get the best desired outcome in the given time.

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

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

### **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**

#### **Level 1:**

- Tell the children that today they are going to help Santa Claus deliver presents to different places.
- Each child should have two plastic balls with him/her.
- Make as many circuits as the number of props (*Refer diagram below*).
- Divide the children into as many teams as the number of circuits.
- Mark a starting line with either cones or marker.
- At the end of each circuit place baskets.
- Tell the children that they should follow the Santa trail to deliver the gifts.
- The children could hop through all the hoops, skip over a river made of the rope ladder and follow the different shaped pathways made from either cones or markers.
- Let the children use different locomotor skills like skipping, crawling, tip-toeing, and going backwards while moving through the trail.
- The path should end at an island where the big basket is placed.
- The children should put their gifts (small balls) into the large basket and therefore help Santa in deliver the gifts.
- They can do this till all the balls are in the basket.

### **Level 2– 15 min**

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

**Cool-down - 5 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).

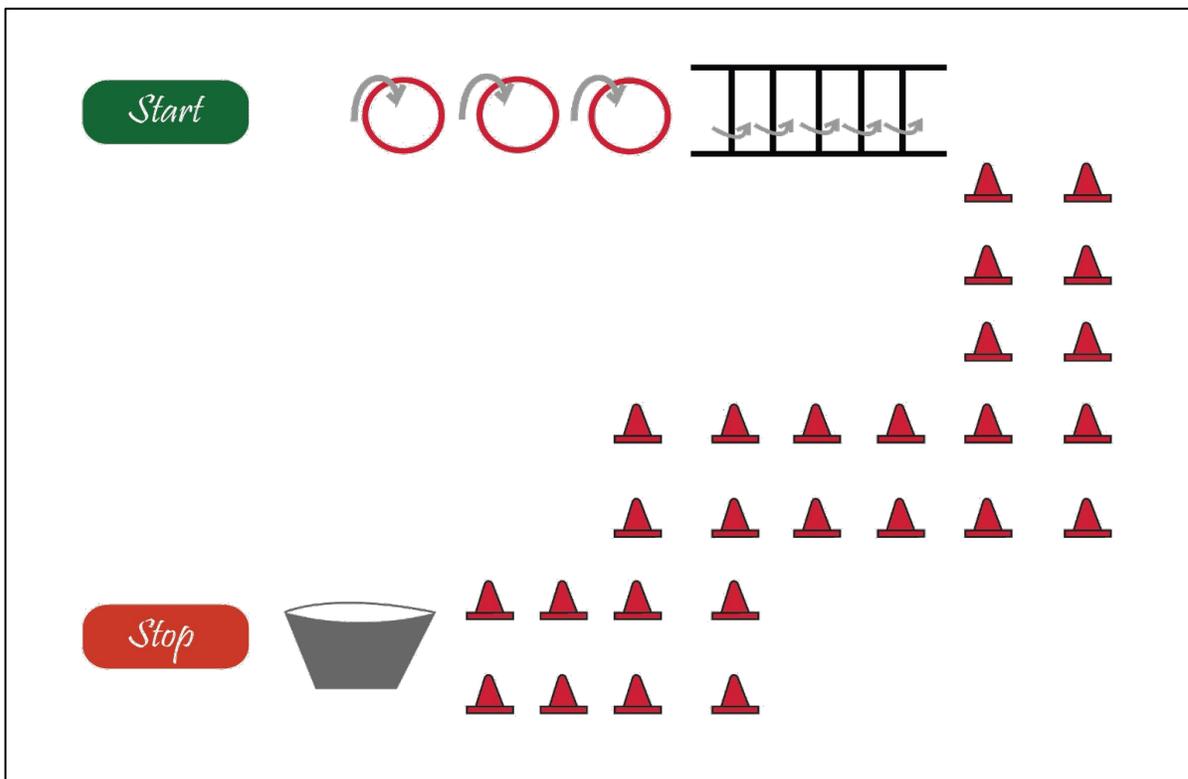


Figure 1.6: Micro Plan

## What have you learnt?

After completing this session, you will be able to

- Explain the importance of planning
- Identify the elements of a good plan
- Create lesson plan for physical activity

### Activity - 1

Materials Required: None

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

<b>Lesson Name: Santa Trail</b>	<b>Age Group: 4-6 Years</b>	<b>35 Mins</b>
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**Aim:**

**Props & Equipment Required:**

**Warm-up**

**Activity -1**

**Activity 2**

**Cool-down**

## Activity - 2

1. Prepare flow chart on sequence of planning cycle.

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### **Part A**

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Differentiate between

1. Macro plan and lesson plan
2. Warm up and cool down

### **Part B**

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Short Answer Question

1. What is the importance of planning?
2. What are the elements of a lesson plan?
3. How to prepare a lesson plan?

## 1.4 Conduct Physical Activities

### Arranging Play Spaces

Identifying and arranging playground or play space are an integral part of the play experience. All play spaces are to be designated, marked, and allocated as per the requirement of the activity or sport. A well-marked play space is attractive and motivates people to participate. Marking a sports field or play space requires marking equipment. This equipment allows the markers to mark the sports field, play space in a correct and efficient manner.

There are mostly two types of allocation and markings done for play activities:

1. Temporary play space
2. Permanent play space

For each of the above-mentioned play space, the equipment, tools required varies depending on the type of the play activities to be conducted. For example, a temporary play space can easily be created with the help of mobile marking props and equipment. Some of them include;

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

### Schools with limited facilities

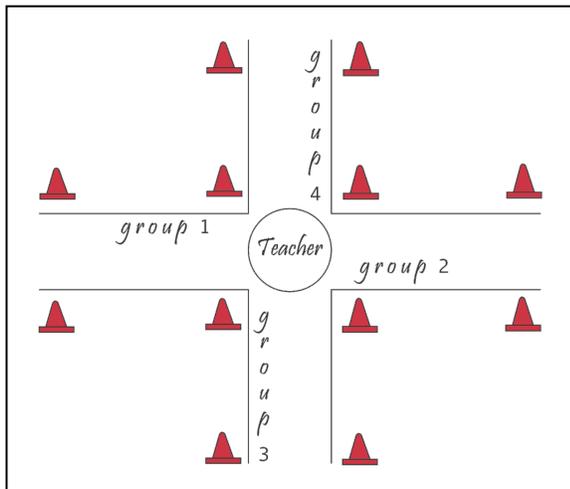
- The use of classroom, corridors and available open spaces for conducting physical activities should be considered.
- The use of nearby local facilities like public grounds, community centers, youth clubs etc. should be investigated.
- Co-operation with other primary or second level schools in sharing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

The following tools and equipment are mostly used to mark a permanent play space/ 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.

Note that, in all the play activity/ games, there should be enough space between the play area and the spectator area.

### Temporary Play/ Sport Area



### Permanent Play/ Sport Area

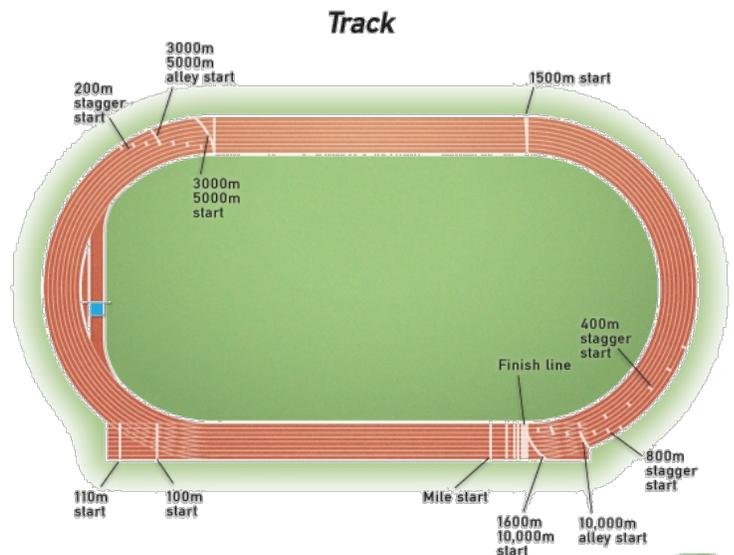


Figure 1.7: Temporary and Permanent Play



## Arranging Props and Equipment for Play

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

- ✓ Mark play spaces
- ✓ To learn and practice skills
- ✓ 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;

- ✓ Making any physical activity colourful and attractive
- ✓ Helping create a variety of drills for practicing skills
- ✓ Helping create age appropriate challenges
- ✓ Increasing the interest and the engagement of the children

## List of some of the popularly used props and equipment for play

Equipment/ Prop	Prop/ Equipment 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.
	Hula hoop	Jumping, hopping, waist rotation
	Flat ring	Jumping, hopping, hand-eye co-ordination
	Saucer cone	Marking boundaries
	Marking cone	Marking boundaries



Basket

Throwing & target practice



Bean bags scarf

Throwing & catching, hand-eye co-ordination



Bean bag

Throwing & catching, bean bag balance



Frog bean bag

Throwing & catching, bean bag balance



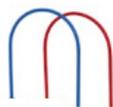
Flexi pole with modified base

To set target and marking



Step hurdle

Jumping activities



Training Arch  
(without base)

Crawling



Gym Mat

Front roll, back roll, crawling



Balance beam

Balancing activities



Plastic Ball

Throwing & catching and striking



Plastic racquet

Striking with plastic ball



Relay baton

Relay races for exchanging batons



Skipping rope

Skipping



Soft Ball

Throwing, catching and dribbling



Sponge ring

Throwing and catching



Basketball

Basketball game and related activities.



Football

Football game and related activities.



Volleyball

Volleyball game and related activities.



Volleyball net

Volleyball – game play



Rugby ball

Rugby game and related activities.



Medicine ball

Upper body strength by throwing



Mesh bag

Storage of props/ balls



Duffle bag / Tote bag

Storage of props



Bib

Used in team game as jersey to differentiate from the opponent.



Tennis ball

Throwing, catching, cricket and tennis game



Plastic cricket bat

Cricket – game play (for junior students)



Wooden cricket bat

Cricket – game play (for senior students)



Stumps set

Target practice and cricket



Alphabet cards set      Puzzle game



Number cards set (0 - 9)      Puzzle game



Foot pump      Inflating the balls



First-aid box      Basic first-aid



Lagori      Lagori game



Sit and Reach box      To measure back flexibility



Stopwatch      Time keeping



Weighing scale      To measure weight

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Height chart      To measure height

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Measuring tape      To measure distance

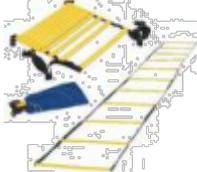
### **What have you learnt?**

After completing this session, you will be able to

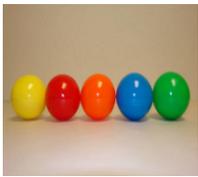
- Explain the significance of age-appropriate props and equipment
- Differentiate between props and equipment
- Identify temporary and permanent play spaces to arrange various play activities

**Activity - 1**

1. Write the names and usage of the props

Equipment/ Prop	Prop/ Equipment Name	Usage
		
		
		
		
		
		













## Activity - 2

### **Materials Required:**

Props and equipment mentioned in the above Session.

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

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### **Part A**

---

Differentiate between

1. Props and equipment

2. Temporary and permanent play space

**Part B**

---

Subjective Question

1. Why props and equipment should be age-appropriate?

## Unit 2: Age Appropriate Physical Activities

### Understanding Age Appropriate Physical Activities

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.

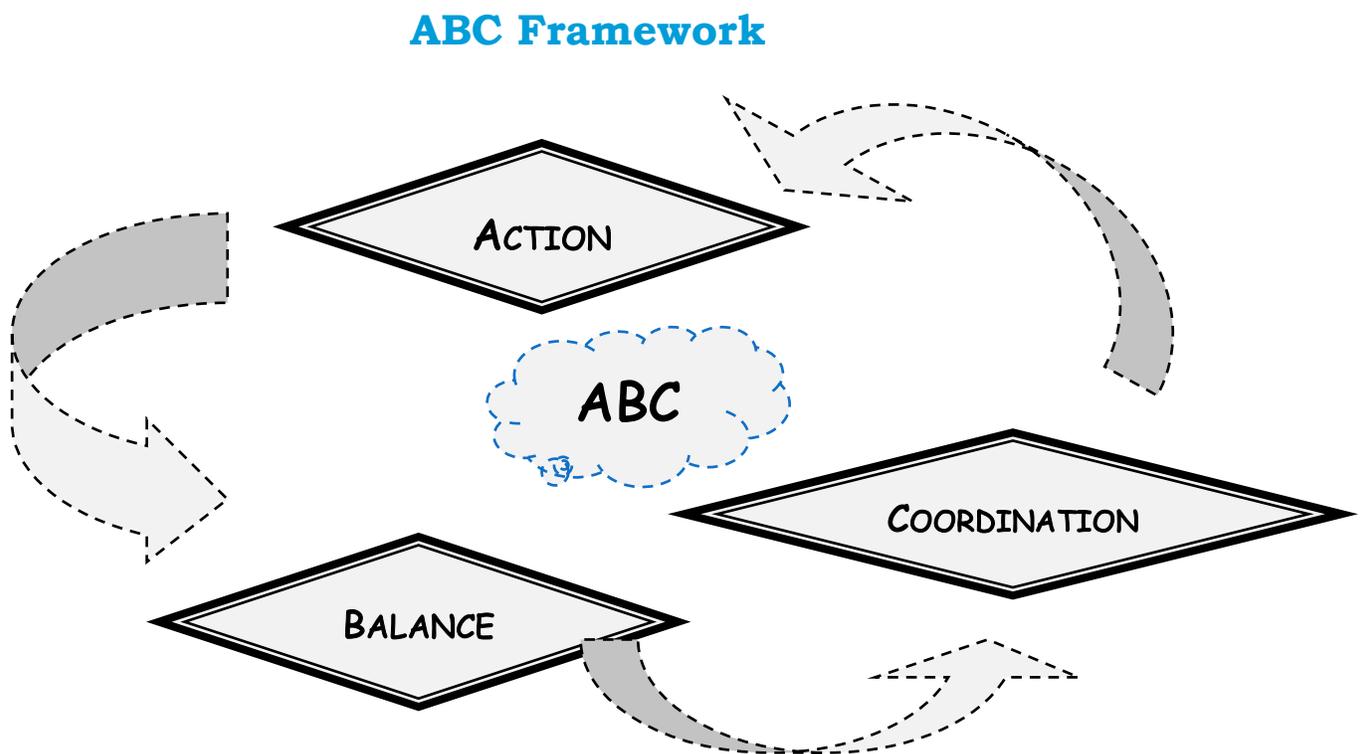


Figure 2.1: ABC Framework

# 1. Activities for increasing physical strength and coordination



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

Figure 2.2: Action, Balance & Coordination

When taking a physical activity class for the Early Years (1.5 to 5 years old), the physical education teacher needs to take care of the following Teaching Points:

1. Use age appropriate props and do age appropriate skills.
2. Begin by teaching basic movements such as walking and jogging before moving to difficult skills such as jumping – teach the skills in a simple to complex approach.
3. Demonstrate the activity first and ask children to perform. Break up the entire movement sequence into small steps. Then ask the children to perform, keep correcting them till they perform with acceptable proficiency.
4. Ask children to perform and guide them through the process correcting their movement and encouraging them to imitate you.
5. Use short sentences. Appropriate language and gestures (Hi-five, clap, thumps-up)
6. Give encouraging feedback to the children and ample opportunity for practise. Ensure maximum participation of students by providing enough number of age appropriate props.
7. Safety measures (allow students to drink water, go to the toilet, and take rest if they want).

8. Make activities interesting so that children can have fun.

Now let us create an age-appropriate 3 months physical activity plan.

The plan should be progressive and must include all the required components of skill and fitness essential for the development of overall fitness.

Grade	Week	July	August	September
<b>Pre-KG</b>	1	Concept of Self space and General space	Locomotor movement of Hopping	Manipulative skill of Throwing & Catching
	2	Practice for Skill Assessment	Concept of levels, balance & speed	Concept of Balancing the body
	3	Locomotor movements & Concept of pathways	Assessment	Concept of relations with objects/ people
	4	Locomotor movements of Walking & Running	Assessment	Developing coordinated body movements
<b>LKG</b>	1	Know the Props	Focus on Running as a basic locomotor skill	Focus on Skipping as a basic locomotor skill
	2	Practice for Skill Assessment circuit	Focus on Hopping as a basic locomotor skill	Multiple locomotor skills
	3	Concept of Self space and General space	Assessment	Manipulative skills of tossing & catching
	4	Focus on Walking as a basic locomotor skill	Assessment	Manipulative skills of throwing; Importance of force
<b>UKG</b>	1	Know the Props	Introduction to the different levels of locomotors	Learn crab walk coordinated movement
	2	Practice for Skill Assessment circuit	Develop agility, endurance & leg strength	Practice locomotor skills while carrying an object
	3	Concept of directions using traffic signals	Assessment	Multiple locomotor skills
	4	Walking & running – various ways; Concept of levels	Assessment	Manipulative skill of kicking

## What have you learnt?

### After completing this session, you will be able to

- Identify the age- appropriate Physical Activities
- Identify the activities as per the ABC Framework
- Create an age-appropriate physical activity plan
- Conduct physical activity class for the Early Years

## Activity - 1

Create 3 lesson plans using the ABC framework.

1. For activity that develops Action
2. For activity that develops Balance
3. For activity that develops Co-ordination

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### **Part A**

---

#### **Multiple Choice Question:**

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What is the benefit of regular physical activity?

- (a) Keeps you physically and mentally fit
- (b) Can produce long term health benefits
- (c) Keep you physically active
- (d) All of the above

2. What is Age-appropriate activity?

- (a) Same activity for all age group
- (b) Usage of maximum props
- (c) Should be in relation with the proper age bracket
- (d) None of the above

3. Identify the activity to develop Co-ordination?

- (a) Throwing and catching
- (b) Balancing on edge of the block
- (c) Running
- (d) Galloping around the room

**Part B**

---

<b>Column A</b>	<b>Column B</b>
<b>a) Action</b>	I. Drop and catch
<b>b) Balance</b>	II. Skipping and Galloping
<b>c) Coordination</b>	III. Balance on right leg

**Part C**

---

Subjective question:

1. Explain ABC Framework.
2. Why should we plan age appropriate lesson (on-ground)?

## Class Management

### Effective PE classes

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

To achieve this, the Physical Education classes should incorporate the following points:

- ✓ Class should be divided into smaller groups
- ✓ Activities, props and equipment should be 'age appropriate'
- ✓ Use as many props and equipment as possible. The desirable props to child ration should be 1:1
- ✓ Activities should be enjoyable so as to encourage children to participate
- ✓ Activities should be structured and planned properly
- ✓ Progress of each child should be mapped through continuous assessment and remedial measures should be taken to ensure that learning outcomes are achieved

### Did you know?

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



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

In order to make it easy for us to memorize let us call them the five '**Mantras of a physical activity**' class.

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

**Mantra 2: Respect the children**– All children should be respected as individuals.

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

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

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

## What have you learnt?

After completing this session, you will be able to

- To take effective PE Class
- Incorporate Mantras of a physical activity

### Activity – 1

With the help of your teacher, conduct Physical activities for the junior class students using the *Mantras of physical activity*

### Check Your Progress

#### **Part A**

---

#### **Fill in the blanks.**

To make the Physical Education classes effective, it should incorporate the following points:

1. Class should be divided into \_\_\_\_\_ groups.
2. Activities, props and equipment should be \_\_\_\_\_.
3. Use as many props and equipment as possible. The desirable props to child ration should be \_\_\_\_\_.
4. Activities should be \_\_\_\_\_ so as to encourage children to participate.
5. Activities should be \_\_\_\_\_ and \_\_\_\_\_.

### Match the column

Column A	Column B
1. Age Appropriate	A. Structured and planned properly
2. Activities and lessons	B. To encourage and motivate
3. Drive improvement	C. Activities and props

Differentiate between

1. Inclusive and non-inclusive PE classes

### **Part B**

---

Subjective Question:

1. The elements of an effective PE classes.
2. List the Mantras of Physical Activity.

## Unit 3 : Organizing Age-Appropriate Physical Activities

In the previous units we have understood the concept of ‘age-appropriateness’ of physical activities and how they are designed. Now let us identify the age-appropriate activities to develop specific goals of the learner.

‘Play and Fun’ are the center of every physical activity, but an activity remains to be only an engagement if at the end of the play session, some overall outcomes are not met. The physical activity can help develop a variety of required competency in a child.

In the following session examples, we try to use physical activity to develop the following competencies in children.

1. Strength and Co-ordination
2. Cognitive Skills
3. Endurance and Flexibility

### **Conduct all these activities on the ground.**

How to proceed:

1. Begin by teaching basic movements such as walking and jogging before moving to difficult skills such as jumping.
2. Demonstrate the activity first before asking children to perform. Break up the action into small steps and help children step by step.
3. Ask children to perform and guide them through the process correcting their movement and encouraging them to imitate you.
4. Give encouraging feedback to the children and ample opportunity for practice.

## 3.1 – Fitness Activities

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

**Action:** Lesson Name - Walk Kiddies



### **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:**

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

### **Safety Tips**

Ensure that play space is clear of unnecessary and dangerous objects

### **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

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



### **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.

**Co-ordination: Lesson Plan – Airports**

**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 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

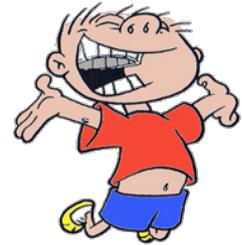
**Create Obstacles**

- 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.

**Action: Lesson Plan – Jumping Jacks**



**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.

## Co-ordination: Lesson Plan – Balloon and Scarf Throw

### **Learning Outcomes:**

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

### **Key Development Focus:**

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

### **Props & 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.

## **Co-ordination: Lesson Plan – Roll the Ball**

### **Learning Outcome:**

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

### **Key Development Focus:**

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

### **Props & 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.

## Specific Sports Training

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

**Fundamental Skill themes:** The fundamental skills and their usage in multiple sports.

Fundamental Skill Themes that form the basis for Sports															
Skill Themes	Sports														
	Football	Basketball	Volleyball	Track and Field	Cricket	Touch Rugby	Dancing	Tennis	Ultimate Frisbee	Hockey	MartialArts	Kho-Kho	Handball	Badminton	Table Tennis
Walking, Running	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Chasing, Fleeing, Dodging	✓	✓			✓	✓			✓	✓	✓	✓	✓		
Jumping, Landing	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
Balancing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Transferring Weight	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rolling			✓		✓		✓				✓				
Kicking	✓						✓				✓				
Punting	✓														
Throwing	✓	✓	✓	✓	✓	✓		✓	✓						✓
Catching	✓	✓			✓	✓			✓				✓		
Volleying	✓		✓												
Dribbling	✓	✓								✓			✓		
Striking with rackets								✓						✓	✓
Striking with Bats					✓										
Striking with Hockey Stick										✓					

Figure: 3.1: Fundamental Skill themes

## Sports Periods

The sports period is a division of time in a sports or games, in which play occurs. A sports period may have a fixed length of game time or be bound by other rules. For early years 1 sports period per day should be mandatory but because of giving emphasis on others academic subjects most of the schools have 2 sports period per week.

The sports periods should be well planned, and focus should be on teaching correct technique of fundamental skills and movement concept.

<b>Early years -Nursery Timetable for Sports 2020-21</b>							
Day	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:15	10:15-10:45	10:45-11:15	11:15-11:45
Monday	Nur-A		Nur-C	B		Nur-D	
Tuesday		Nur-B		R			
Wednesday	Nur-D			E			
Thursday				A		NUR-A	
Friday		Nur-C		K		Nur-B	
Saturday							
Sunday							

Figure: 3.2: Sports Timetable

## Sample Lesson plans for Early years

### 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.

## 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

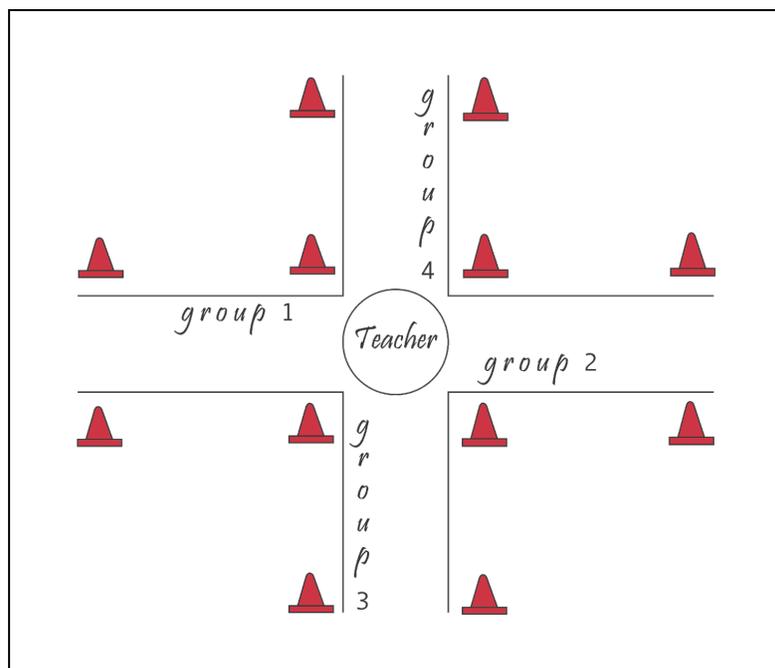
**Class Size:** Large class size of 40-50

### How to Proceed

#### Level 1:

- Begin the lesson with a warm up.
- 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.



**Lesson Name: Alphabet and Number Pathways**

Aim: To practice moving around in different *pathways*

Infrastructure Required: Playground/ Indoors

Props & Equipment Required: Cones, Saucers, Warm up song

Class Size: Large class size of 40-50

Warm up: Warm up with the Warm up song

**How to Proceed**

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

**Activity:**

Mark pathways of the alphabet and numbers on the ground using cones/marker.

This way they would not only move around in different pathways but will also learn about different letters of the alphabet.

**Lesson Name: Discovery Play**

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

Infrastructure Required: Playground/ Indoors

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

Class Size: Large class size of 40-50

Warm up: Warm up with the Warm up song

How to Proceed

- Lay out all the age appropriate props in a circular area.
- When the children come in, introduce yourself to the children, greet them and ask them to respond to the greeting.
- Tell the children that today they will be allowed to explore the world of colourful props.
- The children jog around the circular area slowly. The teacher can play the music. The teacher stops the music, and calls out a prop name. Children find the prop from the pile. Children learn the names of various props.
- This activity can be repeated by teacher calling out the usage of the prop and the children identifying the correct prop for that usage.

## Lesson Name: North-South-East-West

Aim: To introduce four *directions*, North, South, East and West - Directions and places

Infrastructure Required: Playground

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

Class Size: Large class size of 40-50

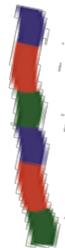
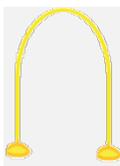
Warm up: Warm up with the warm up song

How to Proceed

- Tell the children that today they will learn about directions.
- There are four main directions – North, South, East and West.
- Tell the children that in the map of India, if you go up, you are travelling towards the North.
- If you go down, it means you are travelling towards the South.
- If you go towards the right, it means you are travelling east and if you go towards the left, you are travelling west.
- Ask the children to do the following actions while repeating after you:
  - ✓ Stretch both hands up for North
  - ✓ Stretch both hands down for South
  - ✓ Right hand raised sideways and pointing East
  - ✓ Left hand raised sideways, pointing West.
- Call out the different directions and guide the children so that they perform the actions correctly.
- Refer to the diagram and mark the four directions.
- Use India as a reference.

- Tell the children that if they go towards the North of India, they will find snow-covered Himalayas.
- Tell them if they go towards the south, they will find the big blue Indian Ocean
- In the East, they will find the famous Howrah Bridge and, in the West, they will find the Gateway of India.
- Use cones to depict mountains (Himalayas), the parachute for the ocean, the rope ladder for the bridge and the training arch to depict Gateway of India.
- Ask the children NOT to touch / step on any of the props.
- When you call out Jog to the North, they will jog towards the Himalayas
- When you call out Slide to the South, they will slide towards the ocean.
- When you call out Hop to the East, they will hop towards Howrah Bridge.
- When you call out Tip toe to the West, they should tiptoe towards the Gateway of India.

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



**Lesson Name: Dance to the Tune**

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

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

- Arrange the children in scatter formation. Use the music CD if you have a music player or use drums
- After listening to the song, ask the children to perform the following sequence of steps, using the cue words provided:
  - *Jump and twirl:* 16 counts
  - *In-and-out jump:* 16 counts
  - *March in place:* 18 counts
  - *Run forward and back 8:* 32 counts
  - *March in place:* 18 counts.
  - *Jump and twirl:* 16 counts
  - *In-and-out jump:* 16 counts
  - *March in place:* 18 counts
  - *Punch:* 12 counts

Innovate and add movements to this as you see fit.

Practice these movements often so children can also showcase them on Sports day.

## Games

### RUN FOR FUN

#### Props and Equipment:

Ploy Spots or Hula Hoops, Bean Bags, Scarf Bean Bags, Cones/ Saucer cones to mark pathways

#### Safety Tips:

Do this activity under constant observation as children may bang into anything in the excitement of running. Activity should not be of more than 30 minutes

#### Learning outcomes:

A correct running posture is when the feet are pointing straight; the hands and legs are moving in opposition. There is heel to toe landing and body is erect. Watch out for feet pointing inwards or outwards, wrong body postures, incorrect hand leg movement. Also observe how children judge distances, objects and other children while running.

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



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

#### Activity

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

- If you have music, you can do this like the game of “musical chairs”.

---

## HOP, SKIP, JUMP

### Props and Equipment:

Saucer cones/Poly spots, skipping rope, Hurdle, Flat rings/Hoola-hoops

### Safety Tips:

Support children if they are not able to balance on one foot by themselves. Keep the area clear of any dangerous obstacles. Activity should not be of more than 30 minutes

### Learning outcomes:

---

The child should be able to hop without support at least two to three times and maintain balance.

The correct hopping posture is arms are flexed and swing forward at takeoff to produce force.

Non-support leg swings forward and back.



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

### Activity

#### Hopping

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

#### Jumping

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

#### Skipping

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

---

## FUN YOGA

### Props and Equipment:

A matted surface in the play area or a grassy patch

### Safety Tips:

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

### Learning outcomes:

---

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



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

### Activity

#### Body Balancing

- All kinds of shapes can be made with the body in sitting standing and lying positions

#### In sitting or lying position

- In sitting or lying position make a mushroom shape with hands, legs and head tucked in

#### In standing and lying position

- Make a star shape in standing and lying positions with hands and legs stretched out
- Move the body to the right side along with both the hands. Then move the body to the left along with both the hands

---

## FUN WITH BEAN BAGS AND WALKING BEAM

### Props and Equipment:

Bean bags, Bean Scarf,  
Balance beams, Saucer cones

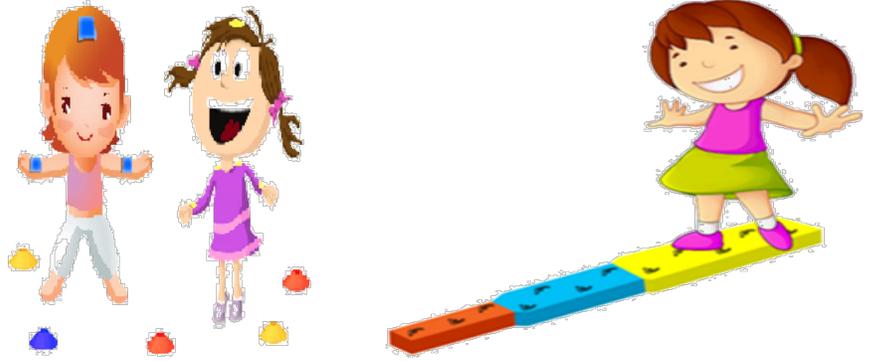
### Safety Tips:

Ensure that children are either bare feet or are wearing good sports shoes. Support children by holding their hands if required. Activity should not be of more than 30 minutes

### Learning outcomes:

---

The child should be able to balance on narrow and elevated surfaces. Surfaces which are not uniform provide a good training ground for finding balance. Balancing bean bags on various body parts helps develop good posture and body control.



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

### Activity

- Mark the walking path using saucer cones/poly spots/cones on both sides – 5cm-10cm apart
- Walk on the walking path without stepping off the path
- Walk straight on the balance beam
- Balance the bean bag on the head, thigh, foot, back and tummy
- Place the bean bag on the open palm of the right hand
- Hold the bean bag on the back of the palms, make Little circles, Big circle and Squares with hands
- Now considering Balancing beams as ‘bridges’ cross the sea with bean bags on the heads, shoulders and hands without falling in
- After repeating for some time toss and catch the bean scarf with both the hands, right hand, left hand

---

## Coordination

### **KICK THE BALL**

#### **Props and Equipment:**

Soft balls, footballs, bowling pins, marking cones, saucers, cones/ poly spots

#### **Safety Tips:**

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

#### **Learning outcomes:**

---

Feet eye coordination is a very important skill. Playing with ball develops several reflexes in children since the ball is keenly observed and followed. It also develops the lower body.

Dribbling the ball with awareness of the space around and the application of force.



*Coordination between feet and eyes is a very basic skill that can be developed by engaging in fun activities like kicking a ball.*

#### **Activity**

- Find a partner and kick the ball to your partner
- Place the cones as targets and let the kick the ball to make them fall
- Mark different directions with cones. Kick in different directions
- Now place only two cones as goal posts and kick the ball through them
- Kick short and long distances. Also focus on accuracy

## What have you learnt?

After completing this session, you will be able to

- Conduct physical activity classes
- Create basic lesson plan and execute it during class

## Activity

### Materials Required:

Props and equipment mentioned in the above Session.

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

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### **Part A**

---

Differentiate between

1. Fitness activity and Specific sports training
2. Activities for cognitive and strength development

### **Part B**

---

Subjective Question

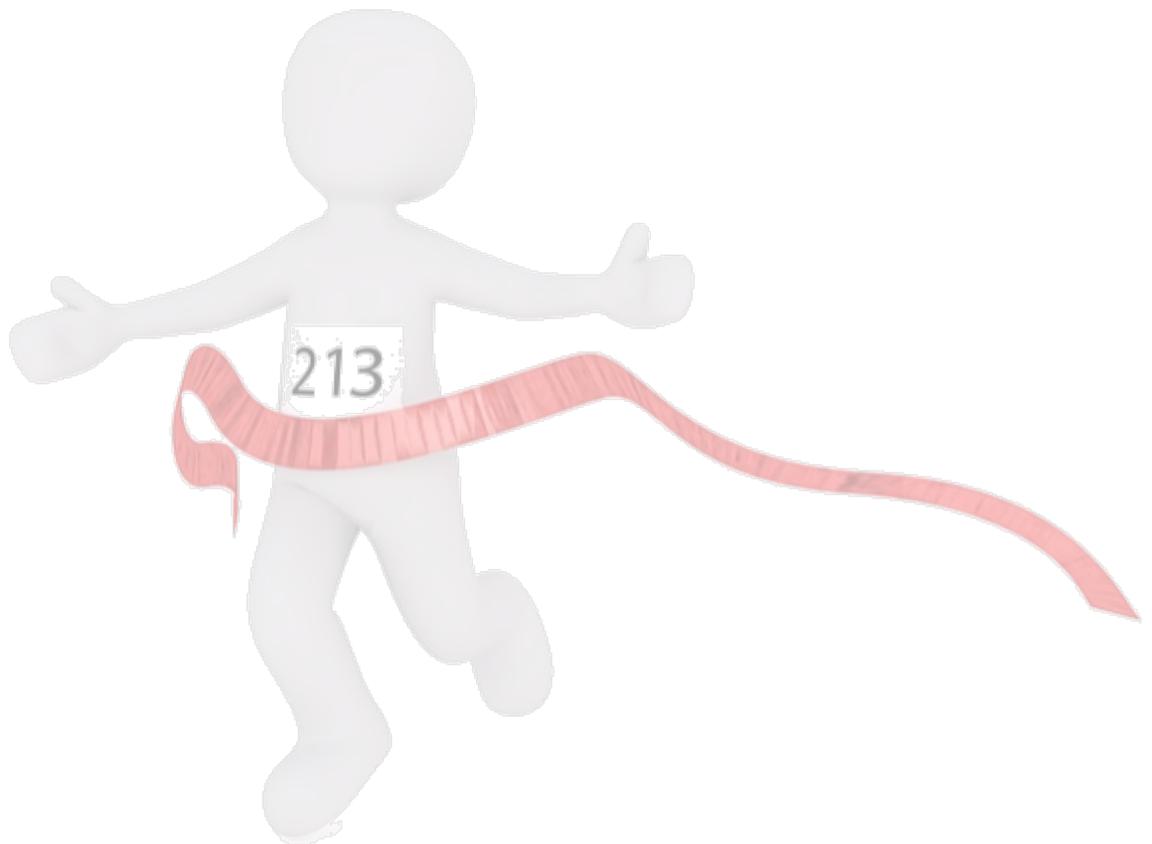
1. What are your experiences from the on-ground activities?
2. Why should we plan age-appropriate lesson (on-ground)?

## 3.2 Organize Sport Activities (Events)

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

List of important events in a year

- Sports Day
- Intramural Tournaments
- Extramural Tournaments
- Independence Day/ Republic Day
- Father's Day/ Mother's Day/ Grandparent's Day/ Children's Day
- Summer/Winter Camp



## Organizing Sport Day

Sports Day is one of the most awaited events in any school. The entire school is involved in Sports Day. The management, teachers, non-teaching staff, students, parents all contribute to making the Sports Day successful. Any event that involves such a large number of people and activities can only be successful if it is properly planned. In any big event there are three important stages:

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

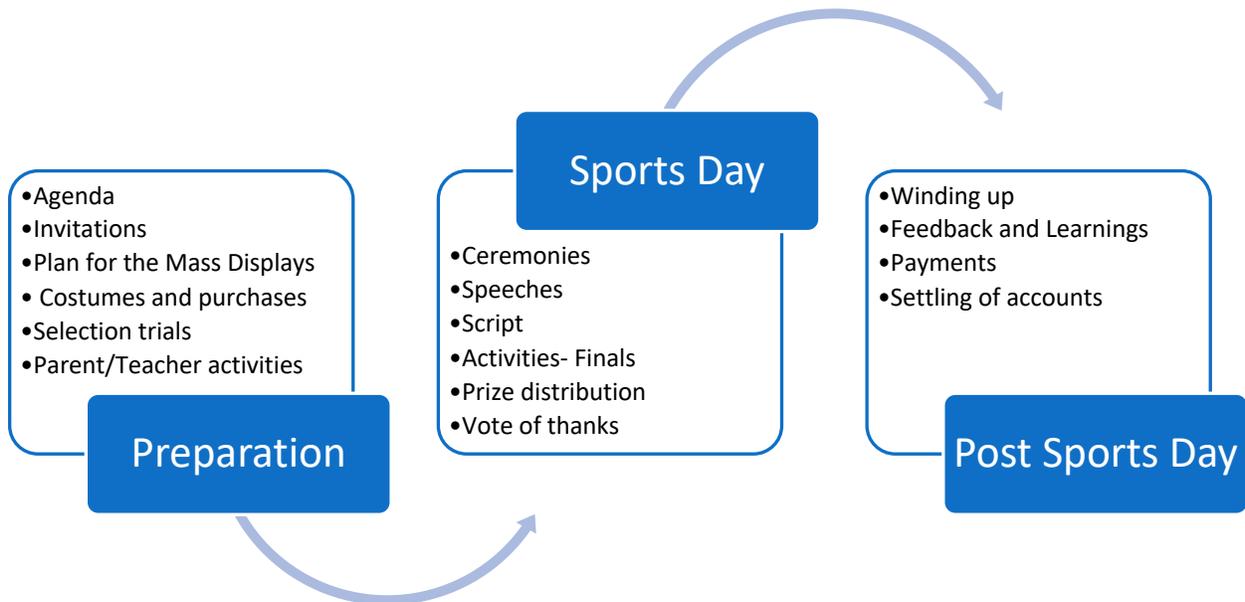


Figure: 3.3: Sports Day Planning

## 1. Pre-Sports Day or Preparation phase:

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

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

### A. Setting up the agenda for the Sports Day

Example of a Sports Day Agenda  
SPORTS DAY SCHEDULE  
<School Name>  
<Date>  
<Venue>

❖ Assembly	8.50 am
❖ Arrival of Chief Guest	9.00 am
❖ Welcome Speech	9.00 am
❖ Lighting Flame	9.05 am
❖ Sports Day Declared Open	9.10 am
❖ Balloons Release	9.10 am
❖ Chief Guest Speech	9.15 am
❖ March Past	9.20 am
❖ Flag Hoisting	9.45 am
❖ Mass Demonstration	10.00 am
❖ Activity Begins	10.15 am
❖ Prize Distribution	12.00 noon
❖ Vote of Thanks	12.15 pm

❖ National Anthem	12.25 pm
❖ Dismissal	12.30 pm

Figure: 3.4: Sports Day Agenda

## B. Assigning of Duties

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

A school could select a theme for a sports day. Example could be environment, seasons, earth, industrialization, etc. This theme can be used to guide the mass displays, the costumes and the music. Students from various standards can be selected for mass displays. Practise session with responsible teachers need to be assigned in the time table. Usually getting a group of 100 -200 students to perform in a synchronized manner requires a lot of practise. One to two months of daily practise are usually assigned by schools.

The Physical Education department needs to decide the sports events to be conducted on the sports day. Students need to be trained and selected through Heats.

Sufficient time needs to be allocated for both these activities in the regular time table.

### Facility Management

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

## Facility Management Checklist

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

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

### C. Inviting Chief Guest and Parents

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

Invite all the parents in advance.

## 2. Sports Day:

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

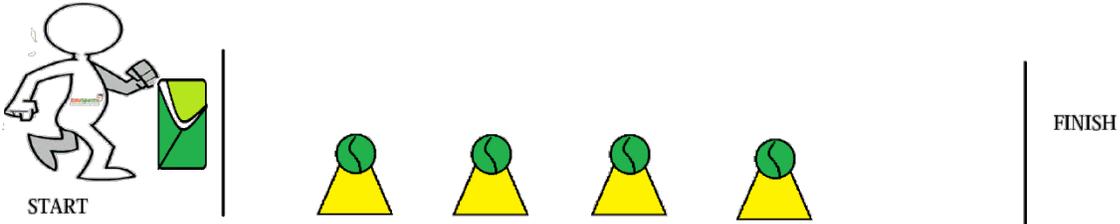
Checklist on the day of the event	Yes/ No/ NA
<b>1 March Past</b>	
1.1 Ground marking	
1.2 Drums and sticks (at least 2 drums and 4 sticks)	
1.3 House flags, Houses placards	
1.4 Flag stands	
<b>2 Mass Drill</b>	
2.1 Ground marking - formation(s) with entry and exit	
2.2 PA system and music CD	
2.3 Teacher's name with their assigned duty	
2.4 Props	
<b>3 Events and Fun Games</b>	
3.1 Track marking	
3.2 Event list	
3.3 Officials - Competition director, starter, time keepers, etc.	
3.4 Starter's stand / Clapper/ Gun	
3.5 Stopwatch	
3.6 Batons for relay	
3.7 Props and equipment related to athletic events and fun activities	
3.8 Event completion sheets	
<b>4 Prize Ceremony</b>	
4.1 Certificates, Trophies/ Medals - 1st, 2nd & 3rd place with ribbon	
4.2 Tray to present Medals	
4.3 Guest name(s) - To give away the prizes	
4.4 Vote of thanks	
<b>5 Facility Arrangement</b>	
5.1 Volunteers - Tasks distribution to volunteers and briefing on their role	
5.2 Washroom/ Toilets	
5.3 Drinking water	
5.4 Shamiana, chairs, tables for students and audience	
5.5 Victory stand	
5.6 Stationary items - paper, pen/ pencil, eraser, sharpener, etc.	
5.7 Balloons	
5.8 PA/ Music System - speakers and multiple microphones including cordless microphones	

<b>6 First-Aid</b>	
6.1 First-aid box	
6.2 Doctor/ Nurse	
6.3 Ice Pack/ Box	
<b>7 Others</b>	
7.1 House competition point table	
7.2 Sports day schedule - multiple copies	
7.3 Bouquet(s)	
7.4 Snacks, water bottles for chief guest and distinguish guests	
7.5 Placards on various theme - Global warming, go green earth, drug abuse, etc.	

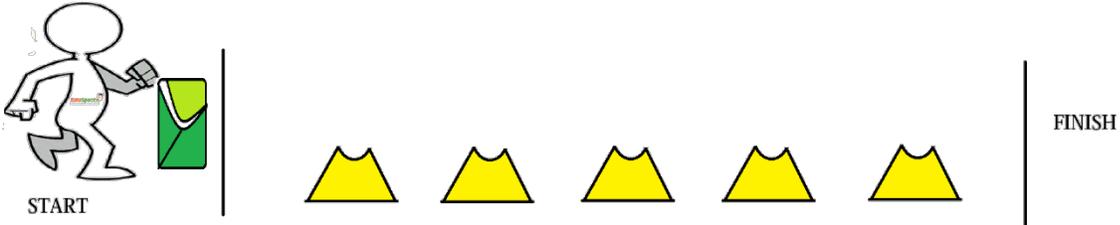
**Post Sports Day:** It is generally the wrapping-up of the event.

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

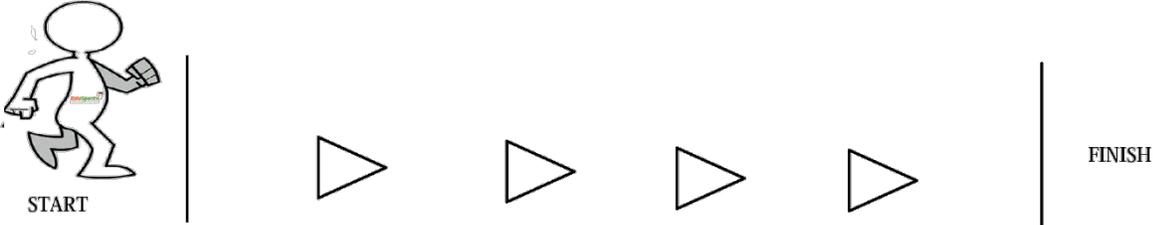
# Activities for Sports Day



**Collecting Gems**



**SOWING THE SEEDS**



**Flip the Cones**

Figure: 3.5: Sports Day Activities

## Sports Day

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



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

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

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

## What have you learnt?

After completing this session, you will be able to

- Organize events like sports day
- Identify activities to be conducted during a sports day
- Create the plan and checklist for sports day

## Activity

### Materials Required:

Props and equipment mentioned in the above Session.

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

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### Part A

---

1. Write 4 elements of a good mass display
  - a.
  - b.
  - c.
  - d.
2. What are the 3 typical items on a Sports Day Agenda?
  - a.
  - b.
  - c.

## **Part B**

---

### Subjective Question

1. Demonstrate 6 different types of free hand exercises that can be done during a Mass Drill.
2. Practice march past in your physical education period – every student should get the opportunity to command.
3. Prepare a model agenda for a Sports Day

## Organizing Tournaments and Events

### Tournaments

Organizing tournaments like Football, Basketball, Cricket, etc. are similar to organizing a Sports Day. Proper planning for the event is the most essential part that determines the success of the event. Same checklist used for the Sports Day can be used with some modification.



Figure: 3.8: Glimpse of Basketball match

## Organising a tournament

Organising a tournament at any level requires thorough planning and preparation. In consultation with your sports teachers organise a inter-class tournament of a sport that could be possible in your school.

### Guidelines for organising a tournament

Form an organising committee. Assign the following responsibilities to the members of the committee.

#### Organising committee

Organising committee should consist of various team members to take charge of different aspects of organising a tournament.

#### Team responsibilities

**Tournament Structure:** Planning the tournament fixture.

**Information to the teams:** Teams must be informed about their matches well in advance.

**Props and equipment:** Make sure the props and equipment are ready and available.

**Sports attire:** Sports attire should be decided in advance. e.g. PE dress, House dress, Sports dress and foot wear.

#### Ground Preparations

**Preparation of ground:** Make sure about the preparation of the ground  
e.g. labeling, marking, goal post net etc.

**Drinking water and Refreshment:** There should be enough drinking water on field.

**Score board and marker:** There should be a score board, marker and a person in-charge

**P.A. system:** If possible arrange a P.A system for announcement, updates and commentary.

**First aid:** There should be a first-aid box in the ground during matches.

**Tent/Shaded area:** There should be a shaded area for the chief guest, guests and players along with tables and chairs.

#### Officials

**Officials:** The referee, assistant referee and table officials should be decided in advance.

**Rules and regulations book:** Rules and regulations book should be available with table officials.

#### Ceremonies

**Prize:** Prize should be decided and arranged in advance. e.g. - Trophy, medal, cup and certificate.

**Chief guest:** If possible arrange a chief guest. e.g. - Principal, vice-principal, trustee or any famous sports personality.

Figure: 3.9: Organizing a tournament

## Tournament Structure

### A guideline for knockout tournament

Bye - Practice of allowing a player or team to advance to the next round of a playoff without playing. It is generally a result of having a number of entrants in the competition that is not a power of two (i.e., not 2, 4, 8, 16, etc.)

How many teams do you have in the tournament?

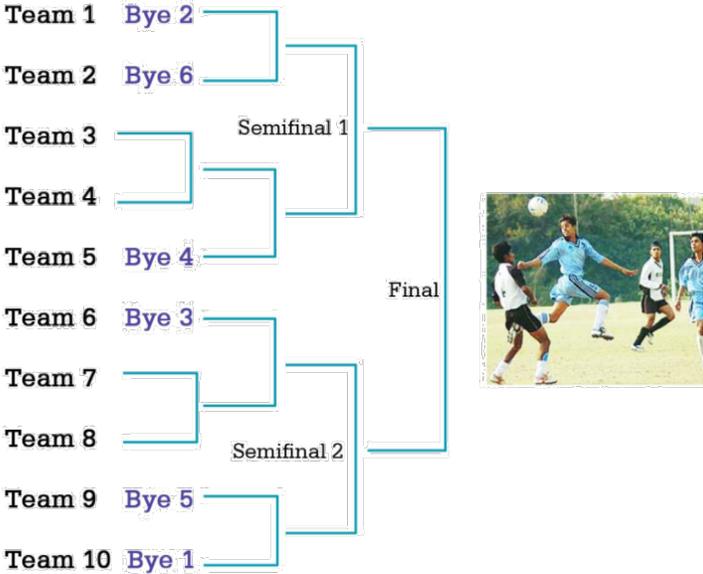
Lets say N is the total number of teams and if N is equal to the power of 2 then no byes; e.g. 4, 8, 16, 32 . . .

If N is not power of 2, then consider next power of 2 = X. Subtract total number of teams (N) from X . E.g. If there are 10 teams, next power of 2 is 16 then X = 16 and N = 10 therefore, 16 - 10 = 6. So total number of byes in the tournament will be 6.

#### A fixture without byes (8 teams)



#### A fixture with allocated byes



No. of total matches = N-1 (N is the total no. of teams). For e.g. if total no. of teams are 10 then total 9 matches to be played. Please consult your PE/ sports teachers or coaches for allocating fixtures.

Figure: 3.10: Tournament Structure

## Mass Drills and Display

Exercise is any bodily activity that enhances or maintains physical fitness and overall health. Mass drills and display are mostly the part of sports day. In most of the school mass drills and display are mandatory. Mass drills are basically Drill forming patterns on the ground. Coordination amongst the kids is the key to achieve these drills

### List of drills and display

- 1.Parachute drill
- 2.Dubmle drill
- 3.Ribbon drill
4. Zumba
5. Yoga



Figure: 3.11: Display during sports day

## Program for parents and staff

Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development. This relationship between schools and parents cuts across and reinforces children's health and learning in the multiple settings—at home, in school, in out-of-school programs, and in the community.

### List of Activities:

- 1) Mother's Day
- 2) Father's Day
- 3) Grandparent's Day
- 4) Play date
- 5) Match Day



Figure: 3.12: Kho-Kho for parents

## Summer Camp

Summer camps are a popular option because there are so many types of activities to select. The most popular are sports camps. They are a good choice for children as they keep them physically active, teach skills about teamwork, winning and losing, and how to listen to a coach. During early years the focus is still on learning fundamental skills and movement concept.

### List of activities:

1. Fun Yoga
2. Flip the cones
3. Number games
4. Run pick and place
5. Clean the room



Figure: 3.6: Summer Camp

## Winter Camp

Like summer camps, winter camps are also a good choice for children to keep them physically active. When the schools are closed for winter vacation movements are restricted, they are no longer engaged in physical activity. So, winter camps are a good option to engage them with fun games and different physical activities.

### List of activities:

1. Hitting the target
2. Clap and catch
3. Yoga
4. Gallop like a horse
5. Building and bulldozers



Figure: 3.7: Winter Camp

## What have you learnt?

After completing this session, you will be able to

- Organise different tournaments and camps
- Create a fixture for the tournament
- Organise events for parents and school staffs

## Activity

### Materials Required:

Props and equipment mentioned in the above Session.

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

## Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

### Part A

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Students could differentiate between

1. March Past and Drill
2. The requirements for organising Sports Day and Tournament

### Part B

---

Students could answer the following questions:

1. What the key factors to decide the format of a tournament?
2. What are the roles and responsibilities of Head of the Institution, Sports teacher and other Teachers?
3. What are the roles and responsibilities of students in planning and execution of Sports Day?

## Unit 4 : Children Health and Safety

### Understanding Health & Fitness

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

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

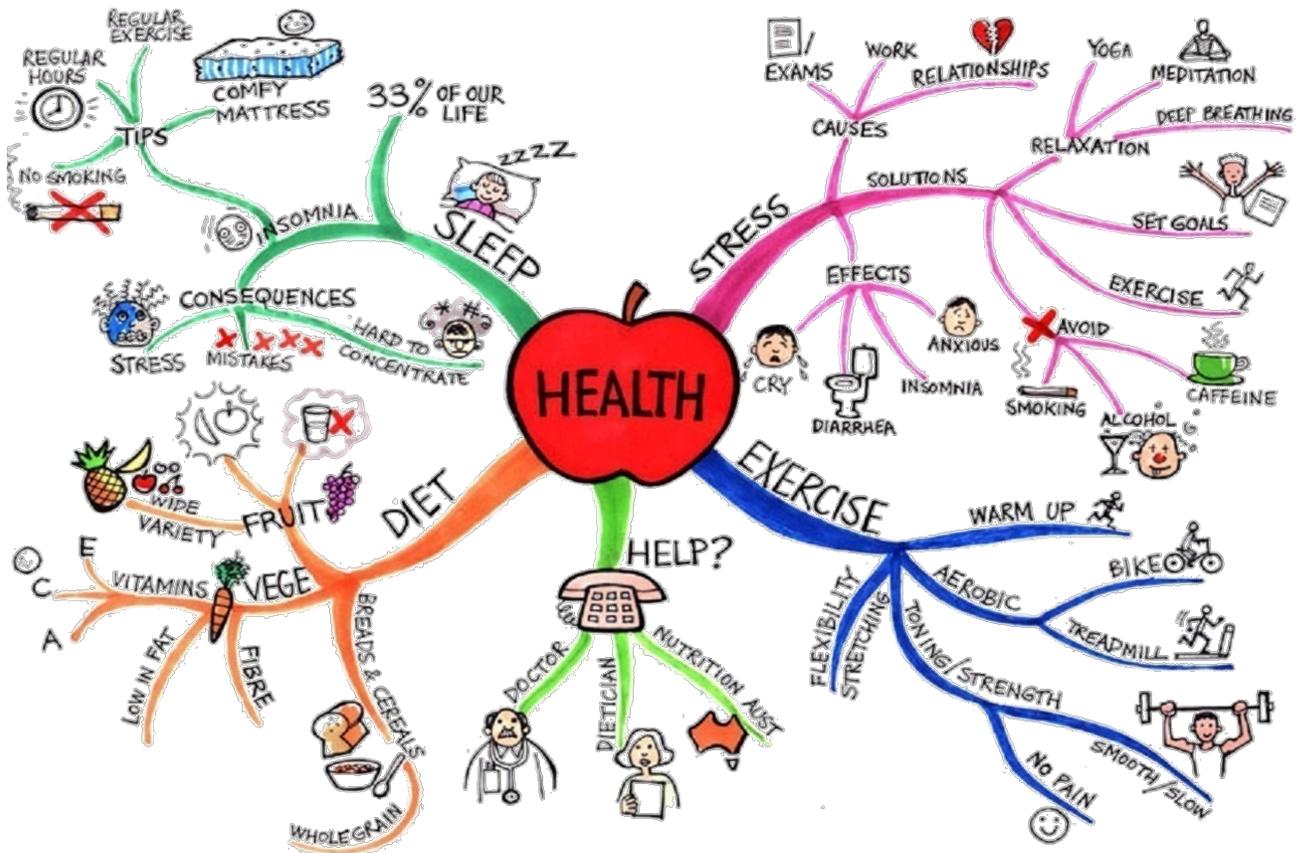
Physical fitness involves the efficient functioning of our body organs. Fitness influences to a great degree the health of our mind, qualities such as mental alertness and emotional stability.

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

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

We must remember that the benefits of any exercise program will start diminishing if we take long breaks from it. Just like after being 21 days in a plaster our muscles degenerate due to lack of use, the muscles in our body also degenerate due to lack of physical activity. Modern lifestyle provides for very little opportunity of physical activity. Modern lifestyle is also referred to as *sedentary lifestyle*. Gadgets, like TV, laptop, tablets, and mobile phones encourage us to spend more time at home, making us *couch-potatoes*. We do not find any time for physical activity in our busy schedules. In fact, many of us are not into sports and physical activity even at school, where a lot of facilities for being active are available.

Health is a man's greatest wealth; he who has health must cherish it with care. In order to do that he must have adequate knowledge of how to live a healthy lifestyle. Health is the way; there is no way to health.



## 4.1 Knowledge of Child Health Care and Habits

### Hygiene

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

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

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

#### 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
- Brushing teeth at night and in the morning develops the habit
- Toothbrush should be changed once the bristles wear out
- Proper brushing takes at least two minutes
- 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**

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



## **Trim your nails**

- Finger and toenails should be trimmed
- If possible, it should be trimmed weekly and brushed daily with soap so that no dirt or residue remains beneath the nail
- Fingernails should be trimmed straight across and slightly rounded at the top whereas toenails should be trimmed straight across
- The best time to cut your nails is after bathing when they are soft and easy to trim.

- It's also a good idea to moisturize nails and cuticles regularly.

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

- Hair should be washed regularly. It is important to keep hair and scalp healthy and in good shape
- If you suffer from lice or dandruff, then take necessary action at the earliest
- Also, it is critical that you get a haircut frequently for healthy hair
- Sharing a comb or hair brush can spread infections and also is unhygienic



### **Wear Clean Clothes**

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

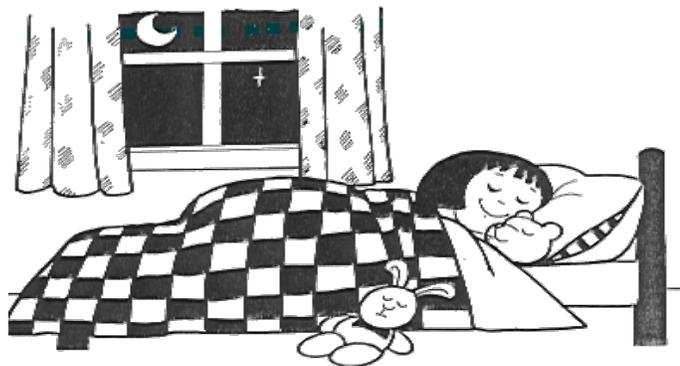
### **Kill that Body Odour**

- Clean and dry underarms and groin area can keep you avoid bacteria
- Sweaty clothes should be changed as soon as possible after exercising or perspiring



### **Good Sleep**

- Sleep is as vital to our health and wellbeing, as good nutrition and physical activity
- Recommended that one should get adequate rest — 8 to 10 hours a night — so that you are refreshed and are ready to take on the day every morning.
- Lack of sleep can increase chances of falling sick.



### **Clean your ears**

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

### **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**

- Feet should be washed properly, specially between the toes
- Cotton socks are recommended to keep your feet soft and less sweaty
- Shoes should not too tight
- Switch should not be shared with others
- Shoes or insoles should be washed regularly
- Staying bare feet or wearing open slippers, sandals is at home is recommended
- Walking in different surfaces (sand, pebbles, mud, rock etc.) bare feet can help even pressure distribution



**Some general Hygiene practices:**

1. Washing hands before and after meals with water and soap
2. Washing hands, face and feet after coming from outside
3. Combing and washing hair regularly
4. Taking bath every day
5. Changing clothes and undergarments frequently
6. Cutting hand and foot nails regularly
7. Washing feet before going to sleep
8. Avoid going to bed in daily clothes
9. Washing fruits and vegetables before eating
10. Always carrying a handkerchief
11. Keeping toilets and bathroom clean
12. Using dust bins

## What have you learnt?

After completing this session, you will be able to

- Identify the best hygienic practices
- Identify factors affecting personal hygiene
- Benefits of hygienic practices

### Activity

With the help of your teacher, conduct a group survey of the classrooms and canteen cleanliness and drive a cleanliness campaign in your school.

### Check Your Progress

#### Part A

---

1. List Factors Affecting Personal Hygiene:

- a. Culture
- b.
- c.
- d.

2. Benefits of Personal Hygiene:

- a. Germs are removed from the body
- b.
- c.
- d.

#### Part B

---

Subjective Question:

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

## General Nutrition

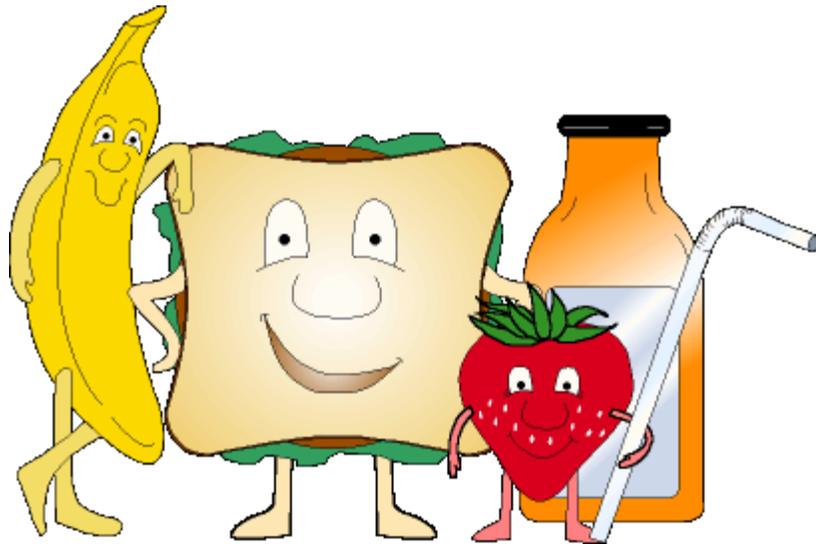
To live one must eat. But, we not only eat to live, what we eat also affects our ability to keep healthy, do work, to be happy and to live well. Knowledge of what to eat and in what quantities is a prerequisite to the healthy and happy life.

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



## Nutrition and Nutrients

---

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

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

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

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

The macro nutrients or “big” nutrients include proteins, carbohydrates and fats. The micro nutrients or “little” nutrients are the vitamins and minerals that we need, to be healthy.

**For the body to be healthy it is important to have the right amount and proportion of the various nutrients.**

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

### 1. Carbohydrates:

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

There are two types of carbohydrates, (a) **Simple carbohydrates** which are used to provide energy immediately like sugar and jaggery. (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 hemoglobin. 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.

## Healthy High-Fat Foods



#### 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**

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

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

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

## 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 hold 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

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

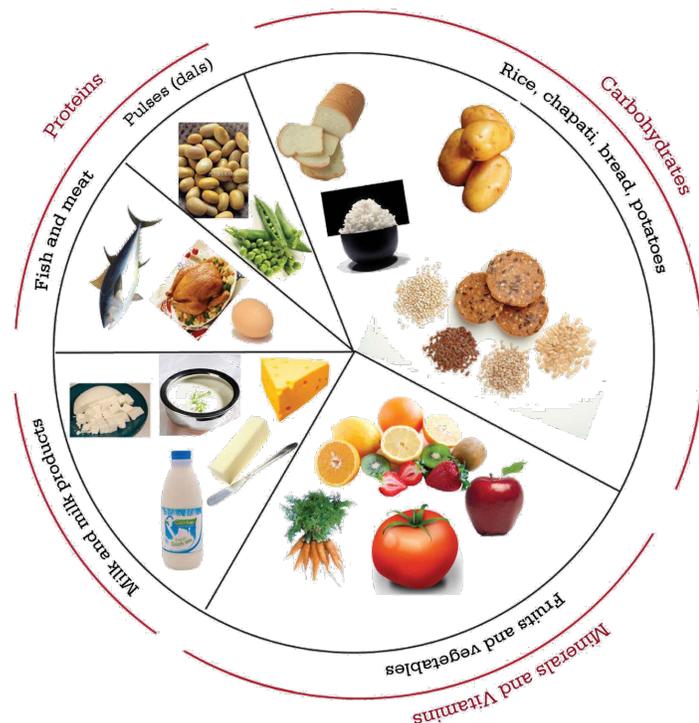
At the age of 11 to 15 years a person with average metabolism would require 2200 to 2500 kcal a day.

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 liters of water**

## 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:



### 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.

## What have you learnt?

After completing this session, you will be able to

- Identify six groups of nutrients
- Relate the importance of various nutrients with nutrition and health requirements
- Demonstrate healthy eating habits

### Activity -1

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

### Activity -2

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

### Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

#### **Part A**

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Differentiated between

1. Nutrition and nutrients.
2. Macro and micro nutrients.
3. Carbohydrates and proteins.
4. Diet and balance diet.

#### **Part B**

---

Subjective Question

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

## 4. 2 Safe Acts and Safety Measures in Playground

### Playground - Safe Condition

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.

## **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.

## What have you learnt?

After completing this session, you will be able to

- Demonstrate safe acts during play activity
  - Take safety measures in playground
- Identify hazardous and non-hazardous materials in playground

### Activity

1. In a real on-ground scenario (school playground) create safe condition considering the learning from the interactive session.
2. Involve the students to demonstrate how to use the props safely.
3. Demonstrate the correct procedures to perform the basic exercises.

### Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

#### **Part A**

---

Differentiated between

Safe conditions and safe acts.

#### **Part B**

---

Subjective Questions:

1. What are the guidelines for safe conditions and safe acts?
2. What are the key things to keep in mind to make safe ground condition?
3. Why is it important to know the correct ways to perform the exercises?

# Performing Basic First Aid

## 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.

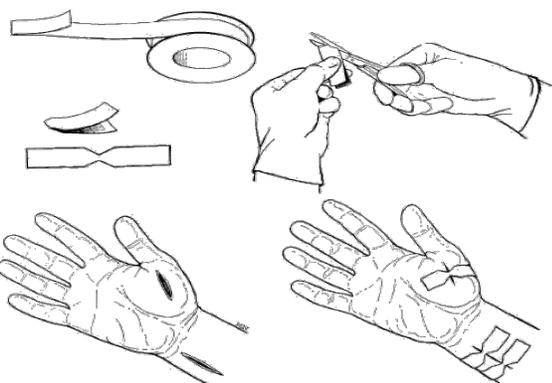
#### Principles:

- 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?

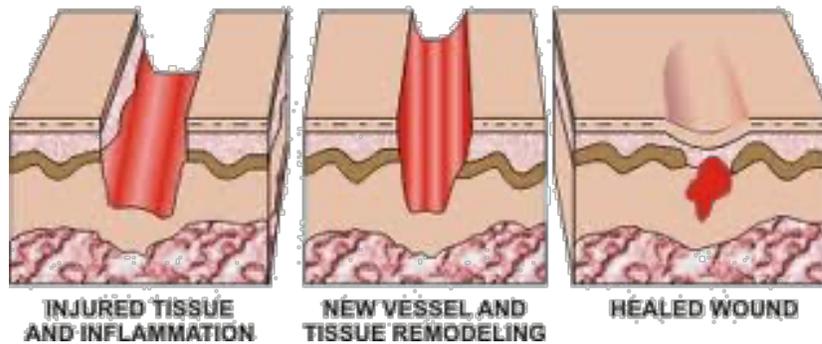
After getting a cut, scratch, or abrasion, your skin may start bleeding. This happens because the injury breaks or tears the tiny blood vessels, which are right under the skin's surface.

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.

## Natural Phases of Wound Healing



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**

### **1. Bleeding**

With all types of bleeding, it's important to stop the flow of blood as quickly as possible.

### **2. 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.

### **3. 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.

## **Nose-bleeds**

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.

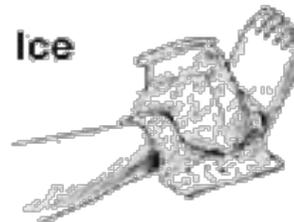
### Treatment for sprains and strains:

- Stop activity right away
- Apply R.I.C.E (**R**est-**I**ce-**C**ompression-**E**levation) 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.

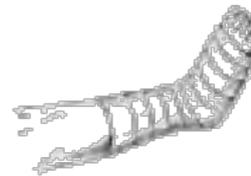
**Rest**



**Ice**



**Compression**

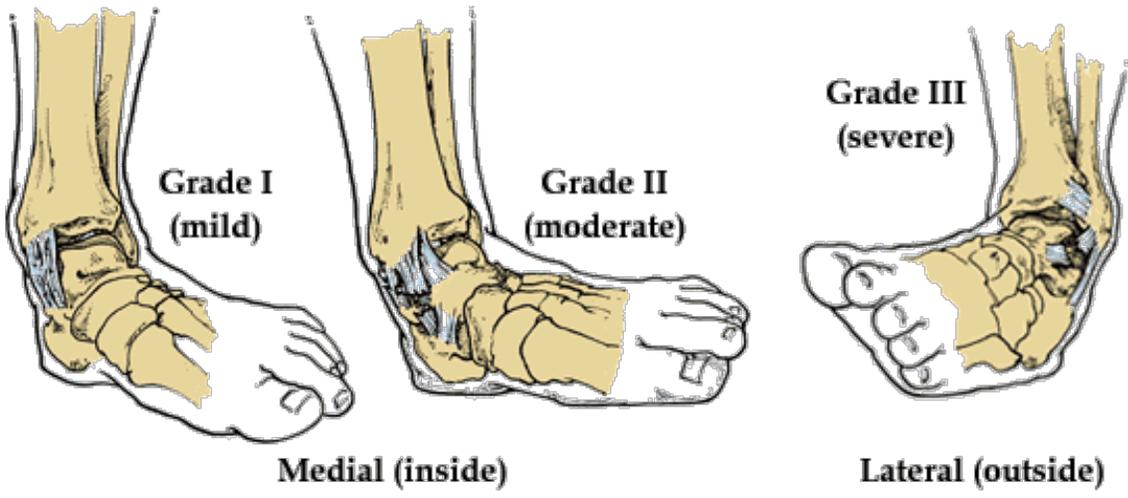


**Elevation**



**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

- One set of first aid splints
- Triangular bandages
- Packets of sterilised cotton wool
- First aid dressing (3 large, 3 small)
- Roller bandages
- Burns dressing
- Eye pads
- Packets of safety pins
- Spool adhesive plaster
- Scissors and Tweezers
- Dettol and Soap
- Loose woven gauzes
- Scribbling pad with pen
- A pair of gloves
- Crepe bandage
- Disposable gloves and bags
- Mouth mask
- Magnifying Lens



## What have you learnt?

After completing this session, you will be able to

- Identify the important things that should be part of the First aid kit
- Identify types of sports injuries
- Perform First aid to minor injuries

### Activity

Role Play: Conduct on-ground demonstration of first aid.  
Remember the action measures of first aid while demonstrating.

### Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

1. What are the basic principles of first aid?
2. What is heat stroke and what is the basic first aid to be given for heatstroke?

### Part A

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Differentiated between

1. First aid and medical aid.
2. Sprain and strain.

### Part B

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Discussed in class the following:

1. What is RICE?
2. What are the basic sports injuries and its first aid?

# ANSWERS/HINTS

## Unit 1.1

### Part A

1. (a) Emotional Domain                      (b) Social Domain                      (c) Physical Domain

## Unit 1.2

### Part A

1. (a) physical activity                      (b) fitness                      (c) day to day

## Unit 2.1

### Part A

1. (d)                      2. (c)                      3. (a)

### Part B

- a. (II)                      b. (III)                      c. (I)

## Unit 2.2

### Part A

1. smaller                      2. age appropriate                      3. 1:1                      4. Enjoyable                      5. structured and planned properly

### Part B

1. (C)                      2. (A)                      3. (B)

## Unit 3.2

### Part A

1. a) Ground marking                      b) PA system and music CD and Props  
c) Teacher's name with their assigned duty

### Part B

1. a) March Past                      2. Mass Demonstration                      3. Prize Distribution

## Unit 4

### Part A

6. i) Social and Economic conditions                      ii) Family                      iii) Personality  
iv) Illness
7. i) Bad smell from the body is removed                      ii) Skin health is improved                      iii) Appearance improves                      iv) Boost to self confidence