

Early Years Physical Activity Facilitator



**Early Years Physical
Activity Facilitator**

For Class X

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About the Course

Early Years Physical Activity Facilitator works in play schools, day care centers, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years. Early Years Physical Activity Facilitator looks after the smooth functioning of the physical activities and sports events of the school, organization, institute, etc. He/ She should possess the knowledge and skills of safety and management of play field, equipment and tools, conduction of sports events, assessment of student's physical activity and report preparation.

COURSE OUTCOMES: On completion of the course, students should be able to:

- Demonstrate the knowledge of the importance of physical activity in child development
- Plan age appropriate physical activity
- Execute age appropriate exercise
- Demonstrate the knowledge of children health and safety
- Assess and evaluate the students
- Conduct recreational activities
- Demonstrate the knowledge of maintaining records

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1. ROLE AND RESPONSIBILITIES OF AN EARLY YEAR PHYSICAL ACTIVITY FACILITATOR

1.1. 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.

1.1 Roles and responsibilities of a physical activity facilitator

Physical Activity Facilitator or commonly known as a Physical Education Teachers are responsible for educating students in health, fitness, and sports in a K-12 school environment. They are qualified educators. Whether they are teaching kindergarten, primary, secondary or senior secondary, they are responsible for the education of students in health and fitness through physical activities. A Physical Education teacher teaches students to become a 'Physically Educated' individual. While teachers can be creative with the activities, they have to follow the age appropriate developmental guidelines. There is a structured approach to learning physical skills, starting with fundamental skills at a lower age to sports specific skill at a higher age.

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

In addition, a physical activity facilitator's job is to not only teach students but also engage colleagues, parents and the community through health and wellness programs.

Qualities of a good teacher

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

The following code of conduct speaks of the core values of the profession, including nurturing students' development, collaborating with others to expand physical activity opportunities for all members of the school, showing dedication to personal growth and to the profession, and exhibiting personal and professional integrity. Each Physical Education professional is expected to uphold the code of conduct.

Create an environment for learning:

The Physical Activity Facilitator has to nurture student's cognitive, physical and social development. He/ she should;

1. Create and maintain a physically and emotionally safe learning environment for all students.
2. Respect each individual's dignity and worth, and help students value their own identities and appreciate differences in others.
3. Foster growth in all students by integrating intellectual, physical, emotional and social learning.
4. Provide a supportive environment for positive social interaction and team building.
5. Assist students in becoming active, inquisitive and perceptive individuals who reflect upon and monitor their own learning



Collaborate with stakeholders like school staff, parents and the community to provide a wide variety of physical activity opportunities for the entire school community:

1. Collaborate with academic teachers in supporting students to provide remedial classes if they have missed their academic classes due to participation in sports.
2. Engage school staff and parents in physical activities by organizing periodic fitness workshops for them.
3. Identify opportunities to incorporate physical education and physical activity into community building initiatives, themes and events.



Respect and value other's opinion and identities:

1. Serve as role models by participating regularly in health-enhancing physical activity.
2. Demonstrate trustworthiness by abiding by the laws of confidentiality concerning the affairs of all students and colleagues.
3. Demonstrate integrity by refusing to accept gifts or favours that could influence actions or decisions and could be considered unethical or illegal professional behaviour.
4. Exercise proper judgment in all relationships, so that actions are always characterized by respect and concern for others.



Maintain professional etiquette:

1. Dress in attire that is appropriate for a physical activity environment, while maintaining a high level of professionalism and agrees with the school's dress code.
2. Arrive and depart school in accordance with the school timings, allowing adequate time to prepare for instruction and other administrative and professional responsibilities.
3. Communicate effectively with others orally and in writing.
4. Present the curriculum using research-based materials from a variety of sources.
5. Use a variety of appropriate instruction strategies that are culturally relevant and address all learning styles and ability levels.



Commit to lifelong learning and contributing to the profession:

1. Engage in a variety of professional-development activities, such as research projects, conferences, presentations, and reading and contributing to school bulletins or magazines.
2. Serve as a mentor, providing guidance and support to academic teachers in the area of health and fitness.
3. Encourage and support colleagues in their efforts to set and attain high standards for student achievement.
4. Use reflection as a means of self-assessment to continually improve quality of instruction and teaching practice.
5. Seek continually to extend the knowledge base and best practices within physical education.

What have you learnt?

After completing this session, you will be able to

- Follow the code of conduct a Physical Activity Facilitator
- Identify the qualities of a good Physical Activity Facilitator
- Conduct physical activity sessions for different population

Activity - 1

Through Role Play demonstrate three of the code of conduct of the PE teachers and a Sports coach. Following are the list of indicative role play activities;

1. Engage teachers and school staff in a fitness program
2. Publish a bulletin on the notice board on the importance of physical activities.
3. Conduct community wellness program in the nearby locality.
4. Conduct a skit/play to demonstrate personal and professional etiquette.

Check Your Progress

Subjective Questions:

1. What is the code and conduct a Physical Activity Facilitator?
2. What is personal and professional etiquette?
3. List at least three points that indicates that a Physical Activity Facilitator collaborate with school staff, parents and the community.
4. List at least five points that indicates that a Physical Activity Facilitator nurture each student's cognitive, physical, emotional and social development

1.2 Activities to be conducted by the Physical Activity Facilitator

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

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

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

Hence, the role of a **Physical Activity Facilitator** is no more only limited to conducting regular physical activities. They are expected to a host of activities within the ambit of the educational organization.

They can be broadly divided into four parts:

- (i) Service Program
- (ii) Intramural Program
- (iii) Extramural Program
- (iv) Fitness and Recreational Programs.

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

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

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

4. Fitness and recreational program: Programs that provide fun, thrill, action, activity and skill to the individuals enabling them to meet their

individual needs of fitness and wellbeing.

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

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

An Early Years Physical Activity Facilitator works with the age 3-8 years old children. It is very important that they select or design the activity which are age-appropriate. Some of the examples of the activities that are suitable of this age group are given below.

Activity Name: Jumping Monkeys

Aim: To make children practice *jumping* skills

Infrastructure Required: Playground/ Indoors

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

Class Size: Large class size of 40-50

How to Proceed

Level 1:

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

Level 2:

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

Lesson

Ask the children how they are feeling at the end of the class. Were there instances when they frustrated or embarrassed because they could not demonstrate the skill correctly. Ask the children to choose from the following emotions based on how they are feeling now and why. The emotions are - Excited, Happy, Sad, Angry, Frustrated, Irritated, Embarrassed. Try and address their concerns. Tell them it is ok if they are not able to demonstrate the skill properly. They will definitely get better as they practice.

Activity Name: Movement Skills

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

Infrastructure Required: Playground

Props & Equipment Required: Soft balls, Cones

Class Size: Large class size of 40-50

How to Proceed

Level 1:

- Divide the children into two groups. They stand facing each other at a distance of 10 to 12ft.
- Every child in each team gets allotted a number such that there is another child of the same number in the other team.
- In the middle of the two rows place a ball in a circle.
- The teacher calls out run and a number.
- The children from both teams with that number approach the circle using running as the locomotor activity.
- The one who picks up the object in the circle and gets back to his row without being tagged by the other team member, wins a point for his team.
- The children standing in the rows should jog on place and cheer for the their team mate.
- The game continues for a set number of points or a predetermined time.
- Observe if the children are running properly. The correct running technique is given below. Make note of the children who are having difficulty running.
- Divide the class into four groups and give every group one color shoulder ribbon each. Now mark out two play spaces. Let two teams compete against each other in one of the play spaces and the rest two teams in the other.
- Place marking cones in the play space. The objective of one of the team would be to topple the marking cones while the other team should try and make it stand upright.
- On your signal the teams should start their activities. Keep a timer for 3 minutes after which the children stop and move out of the play area.
- The teacher should count the number of cones which have been toppled.

- If the number of cones which have been toppled are greater than the numbers which are standing upright, then the team which was supposed to topple the cones wins. Otherwise it is the other way round.
- The teams which haven't won should clap for the winning teams. The winning teams should acknowledge it by bowing down.
- You could place the cones in a zigzag or curved manner to make it more challenging.

Level 2:

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

Explain that a physically fit person could exercise for 20 minutes without stopping, do 30 sit-ups, some push-ups or chin-ups, stretch their body, and have a healthy amount of body fat.

Discuss the concept. Ask the students: What activities could a person do for 20 minutes? (Ride a bike, jog, swim.) These activities help keep the heart fit.

Correct Walking Technique

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

Activity Name: Throwing with force

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

Infrastructure Required: Playground

Props & Equipment Required: Cones/ Saucers, Soft balls, Shoulder ribbons, Flat rings

Class Size: Large class size of 40-50

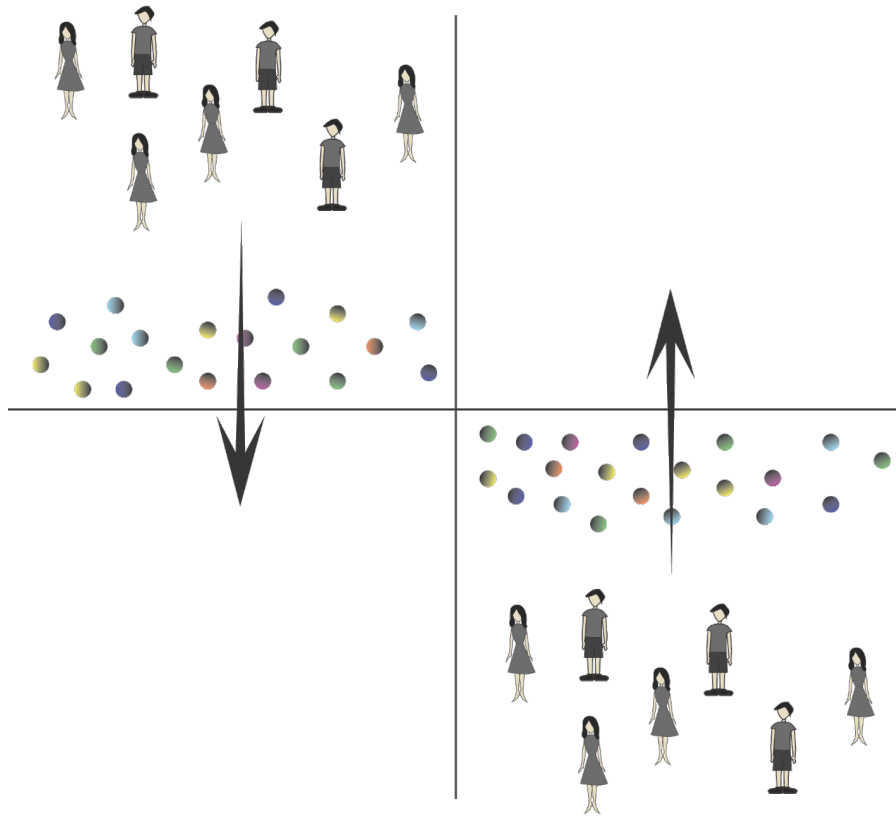
How to Proceed

Level 1:

- Give each child one soft ball and mark a line 7 feet away. Let the children throw the ball; tell them that the ball should go beyond the line.
- Now increase the distance to 10 feet and ask them to throw again. Do the same again with the line being 15 feet away.
- Tell the children that more force is required as the distance increases.
- Divide the class into two teams. Use the shoulder ribbons to divide the children into groups. Mark a line in the centre of the play-space using cones/ saucers.
- The two teams will stand on either end of the line, but on either half of the play-space (*Refer diagram below*).
- First let the children practice throwing the balls as far away as possible. Tell them to throw with their dominant hand and while throwing ask them to step with the foot opposite to the hand. Remind them of the force with which they need to throw.
- Place all the soft balls in the play space.
- At the signal from the teacher the children should start throwing the ball to the other side of the line.
- They should try and throw as many balls as possible.
- The teacher should signal after 5mins and the children should stop throwing.
- The teacher should then count the number of balls on each side. The team which has lesser number of balls on their side wins the game.

Level 2:

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



Activity Name: Kick the ball

Aim: The purpose of this activity is to make children practice *kicking* a ball

Infrastructure Required: Playground

Props & Equipment Required: Soft balls, Cones/ Saucers, Training arch

Class Size: Large class size of 40-50

How to Proceed

Level 1:

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

Level 2:

After the children get a hang of kicking the ball, let the children come running and then kick the ball. Place cones and ask the children to kick it in that direction. After that place a training arch and ask the children to kick it into the training arch. After that, let the children come running and try and kick it into the training arch. Even if the ball does not go between the training arch, let the child just have fun trying to kick the ball.

Activity Name: Shape Identifier

Aim: To practice different *locomotor skills* while at the same time learning how to recognize different *shapes* and *colors*

Infrastructure Required: Playground/ Indoors

Props & Equipment Required: Cards with different colored shapes one for each child (to be created by teacher), Music CD/Drums, Chalk/ Marking tape

Class Size: Large class size of 40-50

How to Proceed

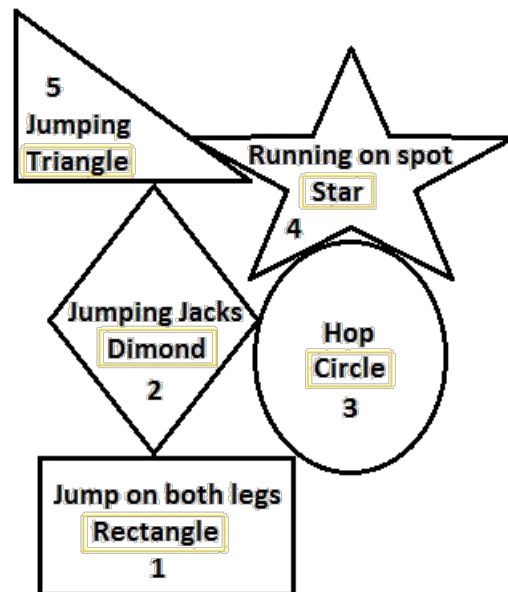
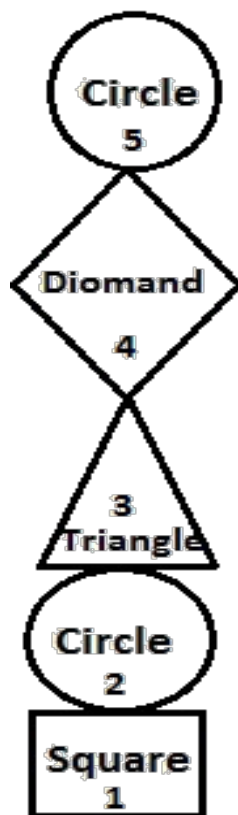
Level 1:

- Before the class starts place the shape cards on the ground
- The teacher should familiarize the children with the different basic shapes like square, triangle, rectangle, circle, etc. At the start signal, the children should start moving around and when the music stops they should stand next to a shape.
- The teacher should then ask the children “who is standing next to a square, circle,” etc. and ask what color they are standing on.
- Give them instructions like,
 - Make yourself as small as possible
 - Make yourself as big as possible
 - Try to stretch as high as possible and touch the sky
 - Bend low and try to touch the ground
 - Stretch hands to the side and turn to the right, then turn to the left.

Other locomotor skills can be used to move around the play area like jogging, skipping, jumping etc. Make them do the same things but by moving backwards. Reduce the number of cards so that the children have to be quick to find one and step on it.

Level 2: HopScotch Rules for shape identification

- * Mark 2 hopscotch patterns.
- * Arrange the children in groups with one group at each hopscotch pattern.
- * Explain to the children about different shapes like Square, Circle, Triangle and Diomand shapes.
- * Now the children hop through the diagrams first on the right foot and then on the left.
- * Ask the children to speak out the shape on every step.



Activity Name: Toss the ball

Aim: To develop *throwing* and *catching* skills, importance of *force* and learn the concept of *levels*

Infrastructure Required: Playground

Props & Equipment Required: Soft balls, Plastic balls, Music

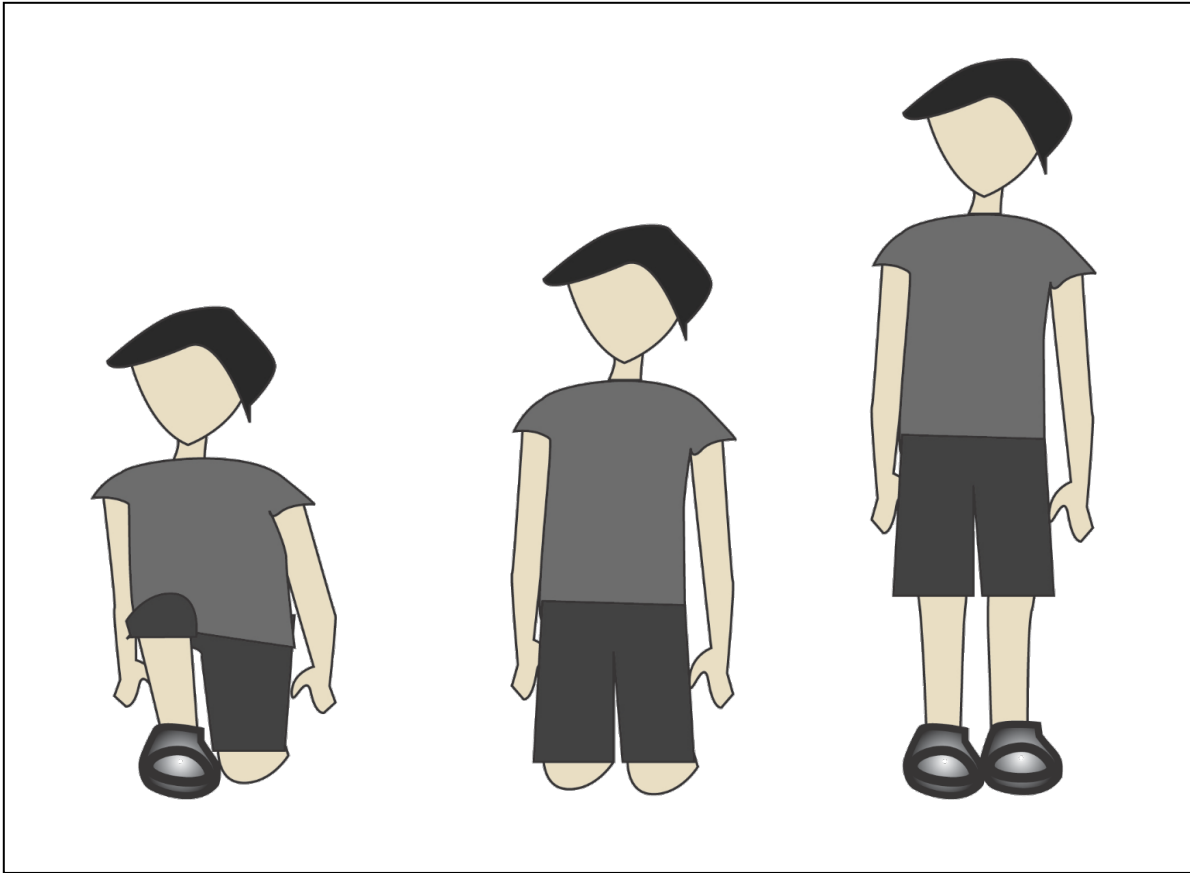
Class Size: Large class size of 40-50

How to Proceed

Level 1:

- Give one soft ball per child. Let them first toss the ball up in the air and catch it.
- Ask them to try and throw it as high as possible and catch it.
- Ask the children as to what they are doing to make the ball go higher. Tell them that it is the force with which they throw that makes it go farther.
- Once they are used to tossing up and catching, let the children bounce the ball once on the ground and catch it with both hands.
- Let them practice this for some time. Ask them to count how many times they toss and bounce the ball.
- Now divide the children into groups of four to six. Make each group form a circle.
- Place one child in the middle with a soft ball.
- Scatter the circles. The first time you play this you will probably want to play as one large group.
- The child in the middle of the circle tosses the soft ball towards a child standing in the circle and calls out his name.
- The child whose name is called out catches the ball and rolls it back to the child in the centre.
- After the children have learnt the game, divide into groups to play. Also replace the tosser from time to time.
- The children can then let the ball bounce once before catching it.

Give one plastic ball per child. Let the children toss and catch it. Let them first catch with both hands. Next let them try and catch it with one hand. Now divide the class into pairs and let them throw and catch the plastic ball with each other.



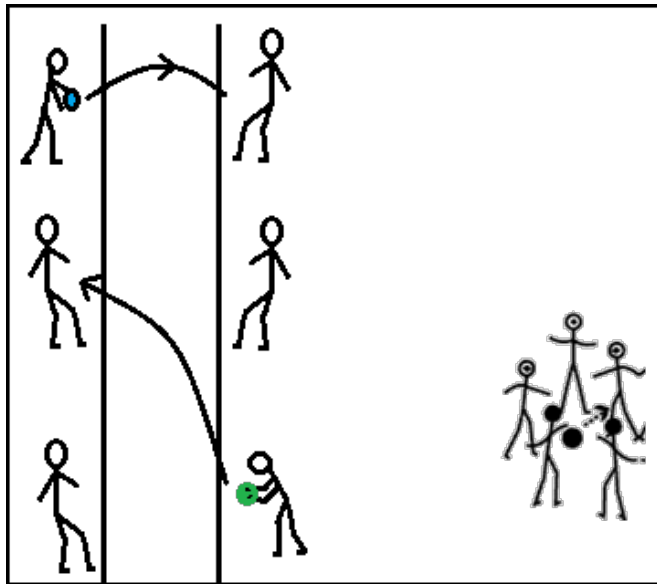
Level 2.1:

Divide the class into four groups. Let the children stand in a manner such that the first child is squatting on the floor (low level), the next child is kneeling down (middle level) and the last child is standing up (high level). Repeat the same pattern with the rest of the children in each group (*Refer diagram below*). The child who is at the start of each group gets one plastic ball each. They have to now toss it to the next child who is kneeling down who will then toss it to the child standing. Similarly, the children should keep throwing to the one next to him/her.

Level 2.2:

Musical Catch

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



What have you learnt?

After completing this session, you will be able to

- The scope of work of a Physical Activity Facilitator
- Types of physical activities to be conducted for early years' children.

Activity

Conduct on-ground physical activity to develop skill and fitness levels of early years' children

Check Your Progress

Subjective Questions:

1. Explain the scope of work of a Physical Activity Facilitator

1.3 Conduct School Assembly and Parent Teacher Meeting

In addition to the above mentioned duties or the responsibilities of the Physical Activity Facilitator, the following tasks forms an integral part of their job in educational institutions.

1. Planning a School Assembly

Assembly is an essential and an important part of a school day and must be organized meticulously. The dictionary meaning of the word 'assembly' is to assemble or gather at one place. In a school, assembly is coming together of all the students and teachers at one place in order to share information, make announcements and felicitate students and /or teachers.

It is a common forum, which can be used for the following purposes:

- To make the students or group of students come forward and present a drama, skit, debate or declamation on a theme or topic of common interest. This in turn will help them gain self-confidence, connecting better with their peers and feel a sense of fulfillment at having presented something of quality.
- To express and reinforce the code of conduct expected both from teachers and students.
- To give a platform to almost everyone to share a common concern pertaining to the particular school or even a larger community.
- To make the students and teachers understand the philosophy of the school and to live by it.
- And to instill a feeling of communion.



School assemblies can be made more lively and engaging if the school is willing to do so. Simple calendars can be made wherein each section of all the grades is given a particular date when a class is supposed to present the assembly. The assembly can be more 'students-led' by encouraging them to actively choose a theme and make the required preparations. Here, the teacher acts as a facilitator and mediator helping the students to explore their own latent talents. It goes without saying that each child should be encouraged to contribute to this event.

Further, to make the assembly more context-sensitive, relevant themes may be chosen. Both in single sex or co-education schools, one such theme could be 'gender disparity as experienced by us'. It will make the students more aware and reflective and at the same time will encourage the school to keep a check on any malpractice. A school believing in democratic values will not fear from putting the questions in an open forum to be critically examined by both students and teachers, e.g., bullying of younger students by seniors. Assemblies can also make the students more aware by celebrating the less known but nonetheless significant days, such as World Environment Day (5th June), World AIDS Day (1st December), International Literacy Day (8th September), Child Rights Day or Universal Children's Day (20th November) and World Red Cross Day (8th May).

The 'National Curriculum Framework - 2005' also makes a few recommendations for school assemblies in its fourth chapter titled 'School and Classroom Environment'.

"In most schools, the day begins with a morning assembly, when the entire school gathers to do things together. This time can be used for reading the headlines of the morning newspaper, performing some physical exercises and singing the national anthem. Other activities could also be added, for example, singing together, or listening to a story, or inviting a person from the local community or an outside guest to speak to the children, or hold small events to mark some significant local or national happening. Classes that have undertaken some interesting projects could also use this time to share their work with the whole school". National Curriculum Framework NCF 2005

To organize a proper assembly it is imperative to classify the responsibilities into three categories;

- Tasks to be undertaken before the event
- Tasks during the school assembly
- Activities to carry out right after the assembly
- Categorizing your tasks will make it easier to organize the event.

Tasks before the Assembly

Allocate the places (where to stand during the Assembly) to all the classes well in advance. Students should enter and exit the Assembly area without the need of any guidance or supervision. This can be done during one of the PE classes.



Create an Agenda for the Assembly and get an approval from the Principal. The Agenda could be

| Time | Task |
|---------|--------------------------------|
| 7:45 am | Assemble |
| 7:45 am | Start the Morning Prayer |
| 7:48 am | Principal address the assembly |
| 7:53am | Daily News update |
| 7:55am | Theme Based Activity |
| 8:00am | National Anthem |
| | Disperse |

- Choose a theme for the assembly and get an approval from the Principal, if necessary. It could be on health and fitness, environment, famous personalities, etc.
- Identify students who can conduct the assembly on the chosen theme. It can be delivered through speech, skit, role plays, etc.

- Once students are identified, practise at least for a week. It is always good to involve class teachers.

Task/ Activities during the day of Assembly

The following is a list of tasks and considerations teachers need to make for the day of assembly:

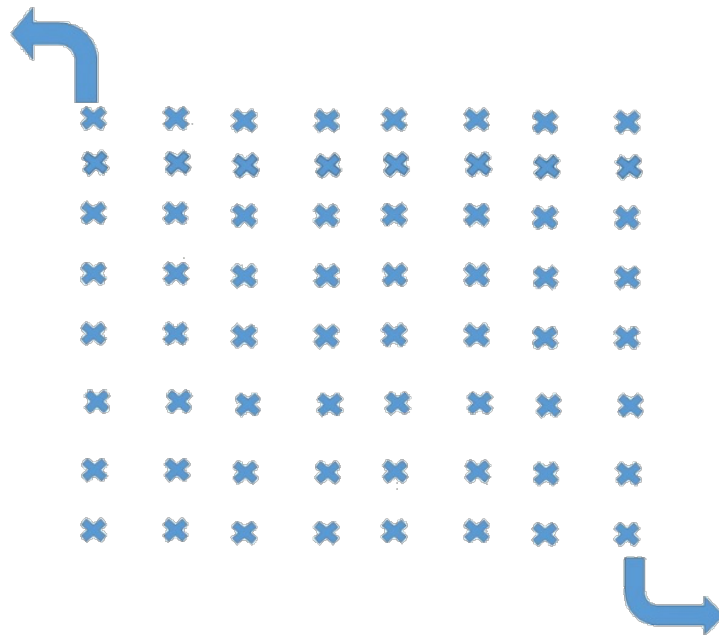
- Before the assembly starts, check whether everyone is ready for the activities they are carrying out.
- Check the audio and visual equipment thoroughly to avoid any mishaps.
- If any special guests are invited, make sure that you and the principal are ready to welcome them.
- Make provisions for the first aid/ medical emergency.

Tasks after the Assembly

Disperse in the pre-described manner. All students rushing towards their classrooms at a time can create chaos and could lead to stampede.

Make sure all the equipment used are unplugged and kept safely.

You can also assign duties to teachers to do a quick hygiene check while students leave for the assembly hall classes



Things to keep in mind before/ during an Assembly

- Do not conduct Assembly during bad weather like and extreme hot day/cold day.

- The duration of the Assembly should not be more than 15-20 minutes. Standing for a longer period of time may cause dizziness in students and even in teachers. This might lead to fainting.
- Make sure the loud speakers are not too close to the students.
- It is always good to have two separate assemblies; one for Junior and one Senior students.
- Keep First Aid, ready in case of any emergencies.



2. **Parent Teacher Meeting (PTM)** is a meeting between the school academic staff and parents. In a parent teacher meeting, parents are briefed about the progress of their children studying in the school. The school management also makes sure that they pass enough information about overall activities of the school. It is also an opportunity for the parents to enquire about their child and discuss any specific concerns regarding the child, the teachers and/or the school.



Agenda for the Parent Teacher Meeting in the context of the subject of Physical Education

- ✓ Parent awareness about the PE programme in the school
- ✓ Discussion on Fitness report of the child/children
- ✓ Exhibition of props and equipment
- ✓ Distribution of Fitness Report Cards (if any) before the PTM
- ✓ Sharing of the details of sports events conducted so far and the upcoming events
- ✓ Communication/one-on-one interaction with parents

Managing a Parent-Teacher meetings

A two-way conversation. The parent-teacher meeting is not only an opportunity for parents to learn from you, but for you to learn from them. Nobody knows your students better than their families. Their insights into their child's strengths and needs, learning styles, and non-school learning opportunities can help you improve your instructional methods. Your efforts to better understand their aspirations and perspectives make parents feel respected and build trust with them.

Emphasis on learning. You can make the most of parent-teacher meetings, and other forms of parent involvement, by "linking them to learning." This means communication back to discussion strategies to support student learning. You can educate parents with information and suggestions on how to help their children learn better.

Opportunities and challenges. We all need praise and constructive criticism to grow. All parents are proud of their children and need to hear about their strengths as well as their challenges from you. This helps show parents that you value the unique strengths of their children and have high expectations for their ability to succeed in school and in life

Preparing for a Parent – Teacher meeting

Parent-teacher meetings are significant elements of a school. Parent involvement in education can lead to positive benefits for students, such as increased school attendance, better academic performance and improved attitudes about school. Below are few tips to conduct an effective parent teacher meeting in school.

Send invitation – Communicate the importance of parent teacher meeting to the parents as well as to the entire school well in advance.

Share guidelines – Let both parents and teachers know about goals and logistics of parent-teacher conferences.

Publicize – Broadcast information about parent-teacher conferences in the entire school community to help overall attendance.

Be visible – Introduce yourself to parents. Communicate your appreciation for parents who have taken the time to attend parent teacher meetings

Make student data accessible – Share data about their child's attendance

and academic performance and parents know that this information is meant to support student learning and growth.

Create a welcoming environment – Ensure that parents feel welcomed into your school by considering the following: display students’ work in the classrooms and allocate space where parents can wait comfortably to meet teachers.

Sample of a PTM invitation letter

Example -1

Dear Parents,

On behalf of the entire _____ school family we welcome you to our first Parent Teacher Meet of the 2016-17 session. It is an important occasion for us, as such parental interaction allows us to share the child's progress with you. It will also enable us to learn about his/her development at home so that both of us, can work together to ensure a holistic development of your child.

Best regards,

<Signature and Name of the Principal>

**Remember any communication to the parent has to be sent by the Principal only. In most of the cases, the teacher writes the letter but the sender name has to be that of the Principal's.*

Example - 2

From:

Principal,

St Joseph's School,

North Point,

Darjeeling 734220

West Bengal

2nd October 2016

Dear Parent,

The Parent Teacher Meet for Class VI in which your child studies is fixed for **16th October 2016**. Kindly make it convenient to attend. This is an important meeting in which your child's merits and shortcomings shall be discussed and decisions to improve will be taken. It is only when parents co-operate that a child's education is fully ensured.

Both parents are welcome.

With best wishes.

Yours sincerely,

(Signature and Name of the Principal)

PARENT FEEDBACK SHEET

Name of the Student:
Parent's Name:

Class & Section:
School:

| | |
|---|----------|
| Was the meeting helpful in understanding more about your child's health and fitness? | Yes / No |
| Do you feel the need of such sessions in regular basis? | Yes / No |
| Do you feel your child has become more physically active after going through Physical Activity classes in school? | Yes / No |
| Does he/she prefer to play more outdoor games now? | Yes / No |
| Would you encourage your child to play/ participate in tournament/ special coaching? | Yes / No |

| | | | | | |
|---|--|--------------|------|--------------|------|
| Did this meeting bring in any new learning that could directly benefit you and your child? If yes, please list down the personal take-away of this day. Please feel free to write your personal comment/ suggestions. | Yes / No | | | | |
| | | | | | |
| What do you think about this meeting? | <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Excellent</td> <td>Good</td> <td>Satisfactory</td> <td>Fair</td> </tr> </table> | Excellent | Good | Satisfactory | Fair |
| Excellent | Good | Satisfactory | Fair | | |

What have you learnt?

After completing this session, you will be able to

- Conduct school assembly

Activity

1. With permission from the school management, plan and conduct an assembly program for the lower grade students.
Select and train a group of students to do a skit in an appropriate theme. The theme could be;
 - Importance of Physical Fitness
 - Healthy eating habits
 - Tips for Summer/ Winter
 - Importance of reading books, newspapers and magazines
 - Global warming
 - World Environment Day (5th June)
 - World AIDS Day (1st December)
 - International Literacy Day (8th September)
 - Child Rights Day or Universal Children's Day (20th November)
 - World Red Cross Day (8th May)
2. Write a sample letter to parents inviting for a parent-teacher meeting (PTM).
3. Through Role Play demonstrate how to conduct a parent-teacher meeting (PTM). Ask students who played the role of parents to fill the feedback form.

Check Your Progress

Subjective Questions:

1. Why do you think school assembly has to be well planned?
2. What are the objectives of a parent-teacher meeting (PTM)?
 - Draft invitation letter to invite parents for the parent-teacher meeting (PTM)
 - Create and use a PTM feedback form

2. ASSESSMENT AND EVALUATION OF STUDENTS

Assessment is about learning. Traditionally assessment is intended to find out and report on what has been learnt. Assessment is integral to teaching and learning activities in school and mediates the interaction between teachers and students in the classroom. Assessment can be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures and classroom discussion of issues). All these are concerned with sampling what a student may or may not know.

Students spend a relatively large part of their time in school practicing the kind of knowledge and skills demanded in assessment and this is what they acquire. The only way an instructor can evaluate the effectiveness of an innovation on improving student learning is to plan and carry out a program of assessment

There is so much material that if we don't have plan we will simply have many assessment pieces with no clear design for their use we need a method to hold all pieces together and to make sense of the whole assessment. Student complete some type of performance that can be evaluated by others how will something is learn implies that the performance of the student is evaluated against present criteria that are known ahead of time



Meaning of Assessment & Evaluation

Assessment has two meanings. The most suited for physical education is “the act of making a judgment about something” .The word ‘assessment’ derived from related senses of assess, the word ‘assess’ comes from the Latin *assidere*, which means to sit beside. Literally then, to assess means to sit beside the learner.

Assessment is the process deployed to understand student learning. It is the systematic basis for making inferences about the learning and devising the next steps for enhancement of that learning. Assessment is an effective tool to enhance learning.

Assessment should answer two questions:

1. What was learnt?
2. How well was it learnt?

Evaluation focuses on grades. An evaluation can be used as a final review to gauge the quality of instruction. It’s product oriented. This means that the main question is: “What’s been learned?” In short, evaluation is judgmental. After the Assessment, the result has been evaluated to know what the student learned. Both assessment and evaluation require criteria, use measures and are evidence driven.

Difference between Assessment and Evaluation:

- Assessment is ongoing and evaluation provide closure.
- Assessment improves learning quality and evaluation judges learning level.
- Assessment upgraded and evaluation graded.
- Assessment provides feedback and evaluation shows shortfalls.

Type of evaluation

Formative Evaluation: Formative evaluation is ongoing process. It is evaluation used to monitor students learning progress during instruction with the purpose of providing on going feedback to students and teachers

Summative Evaluation: Summative evaluation evaluate the outcome of the program. This type of evaluation is given at the end of the course to what extent the student has mastered the intended learning outcomes.

Diagnostic Evaluation: Diagnostic means to find out the exact problem. Through diagnostic evaluation the teacher can know the student (their strength and weakness). This evaluation also helps to find out the causes of learning problem. This can be fixed with the remedial actions

Components of Fitness

Performance in physical ability can be improved by focusing on two components:

A. Health Related Fitness: Health related fitness refers to a basis on which to measure our general wellbeing by striving to achieve a reasonable level of health fitness in each area. It focuses on five health related components of fitness which include cardiovascular endurance, anaerobic ability, muscular strength, flexibility and body composition.

Health Related Fitness can be assessed by measuring the following abilities/capacities:

- Aerobic Capacity
- Anaerobic Capacity
- Strength
- Flexibility
- Body composition

B. Skill Related Fitness: The skill related fitness are based upon the neuromuscular system and determine how successfully a person can perform a specific skill. Both health and skill related fitness are required in all activities. For example, a person playing tennis needs to possess the necessary speed, endurance and strength which are fitness parameters as well as hand-eye-coordination and foot movements needed to strike the ball successfully which are skill parameters.

Skill related fitness can be assessed by measuring the following abilities/capacities:


- Action
- Balance
- Coordination

Please Note: For the students of early years (below the age of 7 years) all health related components of fitness are to be avoided!

Body Composition: The component parts of the body in terms of the relative amounts of body fat compared to lean tissue in the body. This can be measured as follows,



- Body Mass Index (BMI) = Weight (in kg) / Height² (in m)

Height and weight tracker



Measure your height and weight every 2 months.

| Date | Height (m) | Weight (kg) | BMI | Healthy/Underweight/Overweight |
|------|------------|-------------|-----|--------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

$$\text{BMI (Body Mass Index)} = \frac{\text{Weight in kilograms}}{\text{Height in meters} \times \text{Height in meters}}$$

BMI is an indicator of the relative proportion of fat and lean tissue in the body. However this is just a rough indicator and it is highly recommended to see a paediatrician for sound advice.

| BMI | | | | | | |
|-------|-------------|--------------|------------|-------------|--------------|------------|
| Age | Girls | | | Boys | | |
| Years | Underweight | Healthy | Overweight | Underweight | Healthy | Overweight |
| 5 | <13.5 | 13.5 to 16.8 | >16.8 | <13.8 | 13.8 to 16.8 | >16.8 |
| 6 | <13.4 | 13.4 to 17.1 | >17.1 | <13.7 | 13.7 to 17 | >17 |
| 7 | <13.4 | 13.4 to 17.6 | >17.6 | <13.7 | 13.7 to 17.4 | >17.4 |
| 8 | <13.5 | 13.5 to 18.3 | >18.3 | <13.8 | 13.8 to 18 | >18 |
| 9 | <13.7 | 13.7 to 19.1 | >19.1 | <14 | 14 to 18.6 | >18.6 |
| 10 | <14.0 | 14.0 to 20 | >20 | <14.2 | 14.2 to 19.4 | >19.4 |
| 11 | <14.4 | 14.4 to 20.9 | >20.9 | <14.6 | 14.6 to 20.2 | >20.2 |
| 12 | <14.8 | 14.8 to 21.7 | >25.2 | <15 | 15 to 21 | >21 |
| 13 | <15.3 | 15.3 to 22.6 | >22.6 | <15.5 | 15.5 to 21.9 | >21.9 |
| 14 | <15.8 | 15.8 to 23.4 | >23.4 | <16 | 16 to 22.7 | >22.7 |
| 15 | <16.3 | 16.3 to 24.1 | >24.1 | <16.6 | 16.6 to 23.5 | >23.5 |
| 16 | <16.8 | 16.8 to 24.7 | >24.7 | <17.1 | 17.1 to 24.2 | >24.2 |

Skill Related Components

Action: The ability to perform the right movement, as is required by the specific sport.

- Running
- Swift change of direction
- Turning and Twisting

Co-ordination: The ability to use different senses and body parts together. Hand/eye co-ordination is needed when hitting a moving ball in tennis, cricket and baseball. Foot/eye co-ordination is needed when volleying a football. Some examples include,

- Hitting the ball with the bat
- Catching the ball
- Throwing a basketball into the basket
- Hurdle race

Balance: It is the ability to maintain equilibrium either in stationary or in a moving position. We naturally think of gymnasts balancing on their hands or on a beam. In everyday life, several examples of balance can be seen when we shift our weight from one body part to the other. The simplest example is walking or climbing stairs. Some examples are as follows:

- Walking
- Running
- Walking on balancing beam
- Jumping and landing on one leg

Activity: Below is an activity where we will practise some specific ways of measuring health related fitness. Do this activity on the ground.

Activity: Below is an activity where we will practise some specific ways of measuring Skill related fitness. Do this activity on the ground.

| |
|--|
| Skill Assessment Circuit - Practice |
|--|

| |
|--|
| Aim: To learn and practice the <i>skill assessment</i> circuit. |
|--|

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

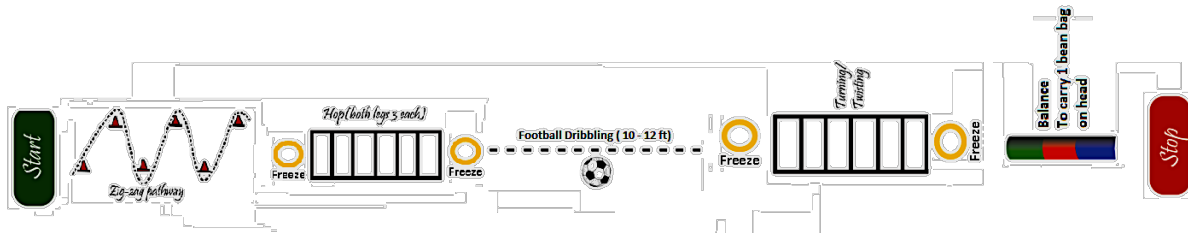
Warm-up – 5 min

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

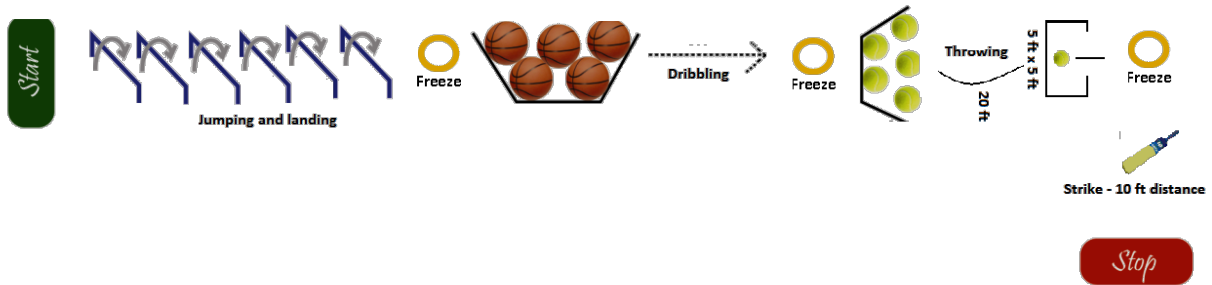
Activity – 25 min

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

Station 1:



Station 2:



Cool-down – 5 min

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

Lesson: Preparation

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

What have you learnt?

After completing this session, you will be able to

- Create assessment and evaluation plan
- Identify health and skills components of a fitness
- Conduct skill assessment for children.

Activity

Conduct skill assessment using the recommended guidelines for early years' children.

Check Your Progress

Subjective Questions:

3. Define assessment and evaluation.
4. What are the components of fitness?
5. Define skill related fitness with examples.

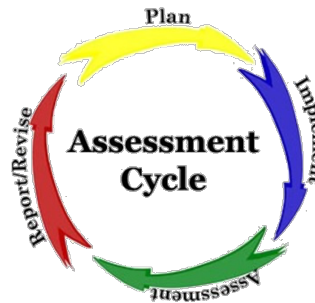
1.2 Prepare assessment report and provide feedback

The WHO definition of Health and Fitness is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

As children grow they learn skills which enable them to improve their movement. We also observe a set of fundamental skills at lower grades and sports specific skills at higher grades to measure the learnings.

Some reasons why Assessment is important?

- ✓ Identify areas of Strength and improvement
- ✓ Monitor learning and fine tune teaching
- ✓ Talent identification
- ✓ Motivating performance



Some more reasons why Assessment and documenting them in the form of report is important?

Identify areas of Strength and improvement- The major use of testing is to mark strengths and the areas that need attention.

Monitor learning and fine tune teaching: Measurements will show which teaching engagements have worked and which need to be tweaked/ fine-tuned. Example if upper body strength is low then lessons which focus on that need to be repeated.

Talent identification- A general testing battery can provide an idea of student's basic strengths. This can be used as an objective method to motivate children to play competitively. Of course, the student inclination and choice of sport needs to be given priority.

Motivating performance: Students and teachers encounter the following questions as a result of measurements.

Students

- Now that I know how I'm doing, what is my next goal?
- Can I take charge of my learning, who can help me do better?

Teacher

- What is working for the students?
- What can I do to help the students more?
- In what direction should I go next?

The results if the assessments are to be scientifically documented and look into it as a reference for further improvement.

**Physical Education Student Progress Report
Example**

Student Information

| | | | |
|----------------------|------|---------------------------|--------------|
| Student Name: | Amit | Classroom Teacher: | Rakesh Kumar |
| Grade: | 1 | School Year: | 2021-2022 |

Evaluation Key

| |
|---|
| 3 = Excellent: Student exceeds grade-level expectations. |
| 2 = Competent: Student meets grade-level expectations. |
| 1 = Needs Improvement: Student needs more practice to meet grade-level expectations. |
| NA = Not assessed. |

| National Standards for K-12 Physical Education | Assessment Tools | Assessment Scores, by Grading Term | | |
|--|---|---------------------------------------|-----------|-----------|
| | | Term 1 | Term 2 | Term 3 |
| Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. | | | | |
| Skips using a mature pattern | Structured observation while performing in a variety of settings (skill/fitness circuit drills) | 2 | 3 | 3 |
| Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-off and landings | Structured observation while performing in a variety of settings (skill/fitness circuit drills) | 2 | 3 | 3 |
| Balances in an inverted position with stillness and supportive base. | Group-supported balance demonstration, station demonstrations (peer and teacher) | NA | 2 | 2 |
| Dribbles using the preferred hand while walking in general space | Group practice, game-like practice, feedback from teacher | NA | 2 | 2 |
| Jumps a self-turned rope consecutively forward and backward with a mature pattern. | Group practice, game-like practice, feedback from teacher | 2 | 3 | 3 |

| | | | | |
|--|--|---------------|---------------|---------------|
| Throws underhand using a mature pattern. | Group practice, game-like practice, feedback from teacher | NA | 2 | 3 |
| Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. | | Term 1 | Term 2 | Term 3 |
| Combines locomotor skills in general space to a rhythm. | Call-and-response teacher observation, teacher-led progressions to music, partner patterns | 2 | 2 | 3 |
| Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. | | Term 1 | Term 2 | Term 3 |
| Actively engages in physical education class in response to instruction and practice. | Ongoing feedback | 3 | 3 | 3 |
| Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. | | Term 1 | Term 2 | Term 3 |
| Accepts responsibility for class protocols with behavior and performance actions. | Ongoing feedback | 2 | 2 | 3 |
| Recognizes the role of rules and etiquette in teacher-designed physical activities | Ongoing feedback | 2 | 3 | 3 |
| Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. | | Term 1 | Term 2 | Term 3 |
| Recognizes the value of “good health balance.” | Ongoing feedback using questionnaire | 2 | 3 | N/A |
| | | | | |

| |
|--|
| Sample teacher notes on student assessments by grading them |
|--|

| |
|---|
| Term 1: Participates with enthusiasm, yet distracts others from learning. |
|---|

| |
|--|
| Term 2: Listens well and works/plays well with others. |
|--|

| |
|--|
| Term 3: Takes responsibility for learning. |
|--|

Sample Report Card:

Assessment Report 2017-2018

ABC School, Bangalore

Name: Anaam Fathima
Gender: F
Std & Sec: LKG A
ESID: 35824940
Month of Assessment: August 2017

Download the 'EduSports' app to view detailed assessment reports, remedial sports and learning videos with other exciting content. Now available on Google Play Store (for Android users) and on App Store (for iPhone users)

**EDUSPORTS PRE-SCHOOL
ACTIVITIES CHART**

Action
Activity can be demonstrated in any order

Coordination
Activity can be demonstrated in any order

Balance
Activity can be demonstrated in any order


Action Activities: Jumping Jacks, Run for Fun, Simon Says, Trampoline Fun, Hop skip Jump

Coordination Activities: Run/Yoga, River Crossing, Bean Balance, Walk on the beam, Animal Walking

Balance Activities: Roll a Ball, Parachute Play, Throw and Fetch, Bull's Eye, Move your body, Kick the ball


Skills Assessed

ACTION




| Skill | Grade |
|---------|-------|
| Hopping | B ★★ |
| Running | A ★★★ |

BALANCE




| Skill | Grade |
|----------------------|-------|
| Balancing | B ★★ |
| Jumping & Landing | A ★★★ |
| Self & General Space | A ★★★ |

COORDINATION



| Skill | Grade |
|----------|-------|
| Catching | A ★★★ |
| Throwing | A ★★★ |



Programme Director

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What have you learnt?

After completing this session, you will be able to

- Explain the importance of assessment
- Create assessment reports

Activity

Create a sample assessment report.

Check Your Progress

Subjective Questions:

1. Explain why assessment is important?
2. What are the advantages of using a report card?

3. FREE PLAY

Sport, Game, and Play

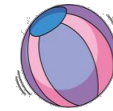
A **sport** is a physical activity carried out under an agreed set of rules, for competition or self-enjoyment or a combination of these. These rules are set by the national or international bodies governing respective sport.

A **game** is a recreational activity involving one or more participant, defined by a goal that the participants try to reach, and some set of rules to play it. Games are played primarily for entertainment or enjoyment. They are a form of organized recreational activity, characterised by competition and criteria for determining a winner.

A **play** is also a form of recreation involving one or more participant, with or without any set of rules. In paly, unlike game and sport, it is not necessary to have a winner or loser. The outcome of the activity is to just have 'fun.'

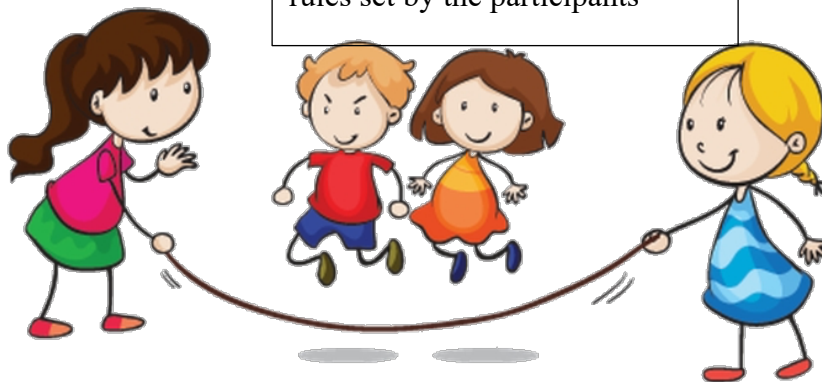


Sport: Play as per universal rules



Play: No rules

Game: Play as per universal rules set by the participants



1.1 Describe the importance and purpose of free- play

What is Free Play?

The primary aim of 'Play' though is to have fun and a competition, it can be conducted or performed in a structured or an unstructured way. When the play is planned, conducted step by step in a particular way, it becomes a **structured play**. When it is conducted or performed impromptu, without any plan or steps to be followed, it is considered as an **unstructured play**. Both structured and unstructured play, though, requires adult supervision in order to eliminate any injuries, especially working with early years' children.

There are both advantages and disadvantages of excess usage of Free Play while conducting physical activities for children.

| Advantages | Disadvantages |
|--------------------------------|---------------------------------|
| 1. Encourages creativity | 1. May develop wrong techniques |
| 2. Retains interest | 2. Assessment cannot be done |
| 3. Promotes sense of ownership | 3. Progress cannot be tracked |
| 4. Promotes communication | 4. May lead to conflicts |



1.2 Organize Free-play activities

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: 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.

What have you learnt?

After completing this session, you will be able to

- Differentiate between the meaning of a sport, game and play
- Identify free play activities
- Explain the advantages and disadvantages of a free play

Activity

Conduct a variety of free play activities.

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

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

Check Your Progress

Subjective Questions:

1. Define sport, game and play.
2. What is free play?
3. List 3 advantages and disadvantages of free play.

3. MONITORING AND INVENTORY MANAGEMENT



Sports equipment or props plays an important role in having a sporting experience. They vary in shape, size, type, etc. depending on the factors such as indoor/ outdoor sport, age of the learners, infrastructure availability, etc. Regardless, of the type of sport, there are some important factors that need to be kept in mind while selecting any sport equipment. These are:

1. Age appropriateness: The equipment/ props must be age appropriate
2. Industry Standard: They must be manufactured as per the industry guidelines. E.g. tennis ball made of rubber and not leather, cricket bats made of wood and not metal, etc.



3. Sports type: They must be selected as per the type of the sport. For example, Basketball, Volleyball should not be used to play football and vice-versa.
4. Infrastructure: Depending on the type of sport and where it is played the selection of props and equipment is determined. For example, indoor courts/ play area requires less rugged equipment than an outdoor equipment that are exposed to direct sun and other harsh weather. The type of equipment and props is determined by the mobile (makeshift) and permanent play space. For example, a permanent goal posts, basketball posts, volleyball poles are required to be installed in a permanent designated place. If the play area is used for multi-purpose activity, the dismantlable, mobile type of the same equipment is to be used.



5. Group size: They must be calculated as per number of learners. If a large group of students, for example, 40 students play at a time, it is always best to divide them into smaller groups and each group should be given adequate number of props to play with. The small group also require customization of the equipment such as small size goal post for football, mobile cricket stumps, etc. Thus, influencing the selection of props and equipment during planning the sports training.
6. Budget: One of the most important factors that influences the selection of props and equipment is the budget availability. Sports equipment prices are directly affected by their quality. Equipment price ranges from a few hundred to lakhs. Leading international manufacturers like Nike, Adidas, Puma, etc. come with a premium price as compared to some less-known brands. The experience (ease of playing, comfort, durability) also varies depending on the brand as the better follow industry standards and better materials while manufacturing the equipment and props.

4.1 Manage props and equipment

Sports equipment or props plays an important role in having a sporting experience. They vary in shape, size, type, etc. depending on the factors such as indoor/ outdoor sport, age of the learners, infrastructure availability, etc. Regardless, of the type of sport, there are some important factors that need to be kept in mind while selecting any sport equipment. These are:

1. Age appropriateness: The equipment/ props must be age appropriate
2. Industry Standard: They must be manufactured as per the industry guidelines. E.g. tennis ball made of rubber and not leather, cricket bats made of wood and not metal, etc.
3. Sports type: They must be selected as per the type of the sport. For example, Basketball, Volleyball should not be used to play football and vice-versa.
4. Infrastructure: Depending on the type of sport and where it is played the selection of props and equipment is determined. For example, indoor courts/ play area requires less rugged equipment than outdoor equipment that are exposed to direct sun and other harsh weather. The type of equipment and props is determined by the mobile (makeshift) and permanent play space. For example, permanent goal posts, basketball posts, volleyball poles are required to be installed in a permanent designated place. If the play area is used for multi-purpose activity, the dismantlable, mobile type of the same equipment are to be used.
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standards and better materials while manufacturing the equipment and props.

List of some commonly used Props and Equipment

| 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 coordination



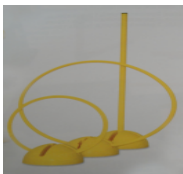
Bean bag

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

| | | |
|---|-----------------------|--|
|  | <p>Sponge ring</p> | <p>Throwing and catching</p> |
|  | <p>Basketball</p> | <p>Basketball game and related activities.</p> |
|  | <p>Football</p> | <p>Football game and related activities.</p> |
|  | <p>Volleyball</p> | <p>Volleyball game and related activities.</p> |
|  | <p>Volleyball net</p> | <p>Volleyball – game play</p> |
|  | <p>Rugby ball</p> | <p>Rugby game and related activities.</p> |
|  | <p>Medicine ball</p> | <p>Upper body strength by throwing</p> |



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



Height chart

To measure height



Measuring tape

To measure distance

What have you learnt?

After completing this session, you will be able to

- Identify factors influencing the selection of props and equipment
- Identify types of props and equipment and their usage.

Activity

Conduct a group discussion on factors influencing the selection of props and equipment.

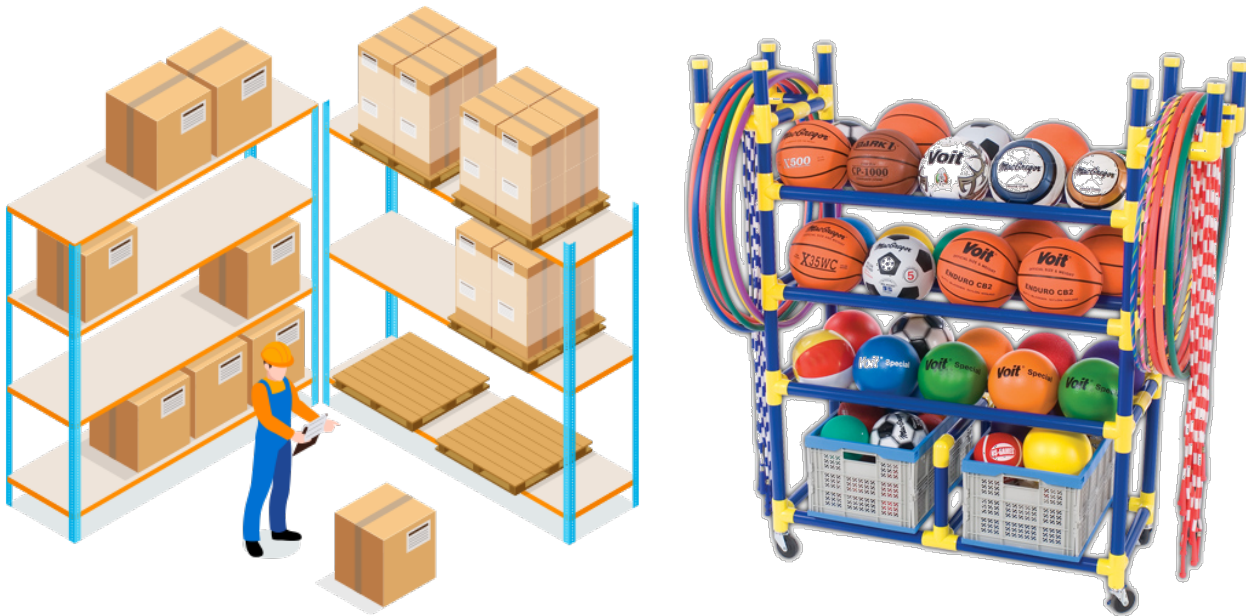
Check Your Progress

Subjective Questions:

1. Explain how infrastructure affects the selection of sport and equipment?
2. List 3 props which are used for marking purposes.

4.1 Inventory management

Inventory refers to goods, materials stocked with the purpose of using it in the future or in a systematic manner. The word 'inventory' is generally associated with production business wherein the raw materials are produced, stored and released to the market for sales and consumption. Large scale business units use huge warehouses to store their goods and raw materials. Therefore, to keep a track of these goods and raw materials, it is very important to have a robust inventory management system. Majority of the business and organizations use software based inventory management system.



All sports goods are meant for consumption. They are to be used regularly and in a certain period of time they are either damaged due to over usage or are to be replaced to maintain the standards.

It is very important for a physical activity facilitator to keep a track of each prop and equipment so that there is a continuous supply whenever required.

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

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

| S No | Prop Name | April | | | May | | |
|------|--------------------------------------|-----------|---------|------|-----------|---------|------|
| | | Available | Damaged | Lost | Available | Damaged | Lost |
| 1 | 12 ft. Parachute | | | | | | |
| 2 | 24 ft. Parachute | | | | | | |
| 3 | Agility ladder | | | | | | |
| 4 | Agility ladder with flat rings | | | | | | |
| 5 | Multi colored hula hoops | | | | | | |
| 6 | Flat ring | | | | | | |
| 7 | Saucer cone | | | | | | |
| 8 | Polyspots | | | | | | |
| 9 | Marking cones with numbers 1 to 9 | | | | | | |
| 10 | Marking Cone 12" | | | | | | |
| 11 | Marking Cones 15" | | | | | | |
| 12 | Bean bags - scarf | | | | | | |
| 13 | Bean bags | | | | | | |
| 14 | Flexi poles with modified base | | | | | | |
| 15 | Joining Clips | | | | | | |
| 16 | 6" step hurdle | | | | | | |
| 17 | 9" step hurdle | | | | | | |
| 18 | 12" step hurdle | | | | | | |
| 19 | Training Arch With Modified Base | | | | | | |
| 20 | Multi-purpose gym mat | | | | | | |
| 21 | Balance beam set | | | | | | |
| 22 | Plastic Balls | | | | | | |
| 23 | Foam paddle bat (Red, Green, Yellow) | | | | | | |
| 24 | Relay batons | | | | | | |
| 25 | Frisbee | | | | | | |
| 26 | Soft balls (small) | | | | | | |
| 27 | Soft Ball (big) | | | | | | |
| 28 | Basketball - Size 3 | | | | | | |
| 29 | Basketball - Size 5 | | | | | | |
| 30 | Basketball - Size 7 | | | | | | |
| 31 | PU hand stitched football - Size 3 | | | | | | |
| 32 | PU hand stitched football - Size 4 | | | | | | |
| 33 | PU hand stitched football - Size 5 | | | | | | |
| 34 | PU volleyball - Size 4 | | | | | | |
| 35 | Throwball | | | | | | |
| 36 | Rugby soft | | | | | | |
| 37 | Rugby ball - Junior | | | | | | |
| 38 | Rugby ball - Senior | | | | | | |
| 39 | 1 KG. Medicine ball | | | | | | |
| 40 | 2 KG. Medicine Ball | | | | | | |
| 41 | Ball Storage Duffel/Tote Bag | | | | | | |
| 42 | Nylon bibs - Green | | | | | | |
| 43 | Nylon bibs - Orange | | | | | | |
| 44 | Tennis ball | | | | | | |
| 45 | Plastic Cricket bat -Size 2 | | | | | | |
| 46 | Wooden cricket bat - Size 4 | | | | | | |
| 47 | Wooden cricket bat - Size 6 | | | | | | |
| 48 | Cricket stump set | | | | | | |
| 49 | Alphabet cards set (A - Z) | | | | | | |
| 50 | Number cards set (0 - 9) | | | | | | |
| 51 | Foot pump | | | | | | |
| 52 | Music player and pen drive | | | | | | |
| 53 | Pop Up Football goal post - Big | | | | | | |
| 54 | Mini football Net | | | | | | |
| 55 | Handball Size 1- (50-52 cm) | | | | | | |
| 56 | Soft Flyer | | | | | | |
| 57 | Foam Javelin | | | | | | |
| 58 | Tunnel | | | | | | |
| 59 | Mini Volleyball Net | | | | | | |
| 60 | Flexi Pole for Volleyball net | | | | | | |
| 61 | Shot Put (rubber) | | | | | | |

What have you learnt?

After completing this session, you will be able to

- Explain the importance of inventory management
- Conduct inventory audit

Activity

Go to the sports room and record the availability of the following props and their specification. Discuss on the list prepared and find out the props to be procured by the school.

Check Your Progress

Subjective Questions:

1. What is inventory management?
2. Why is it important to conduct periodic audit of inventory?

ANSWERS/HINTS

Unit 3.2

| | Free Play | Structured Play |
|--|-----------|-----------------|
| Activity is planned in advance | | <u>√</u> |
| Activity has pre-defined rules | | <u>√</u> |
| Teacher leads the activity | | <u>√</u> |
| Correct execution technique or skill is taught | | <u>√</u> |
| Children decide the activity to be played | <u>√</u> | |
| Props and equipment are selected by the children | <u>√</u> | |
| | | |