

# Physical Education and Sports

## NSQF Level 4 - Class XII

### PS401 - NQ2016

## Roles and Responsibilities of a Physical Education Teacher and a Sports Coach

### Student Workbook



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## Student Details

Student Name: \_\_\_\_\_

Student Roll Number: \_\_\_\_\_

Batch Start Date: \_\_\_\_\_

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## Preface

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

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

This student workbook, has been developed through consultative process with the various organisations and forms a part of vocational qualification package for students who will take up this applied skill from IX grade to XII grade.

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

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

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

Every school is equipped differently in terms of its sports infrastructure. Depending on the demographics the school and neighbourhood area there may be a sport popular in that area. It is

recommended that the school develop that sport in the school and encourage it in its neighbourhood. Such small local centres of excellence will greatly help in propagating a culture of sports.

Schools choosing this vocational course should have a minimum level of sports infrastructure. A ground of the size of minimum 5000 Sq. feet is required. Any specialised courts like a basketball, football, volleyball, Kho-Kho or cricket court will be an added advantage.

## 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 professionals in this sector. A vocational course on physical education and sports gives basic exposure to 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. The table below shows some of the opportunities that are within reach of the students should they show an inclination to work in the Sports sector.

| Self                  | Schools   | Sports Academies  | Fitness Centers                     | Hospitals  | Sports Events  |
|-----------------------|---|---|-------------------------------------|--|--|
| -Professional Players | -Physical Education Teachers<br>-Early Years Physical Trainers<br>-Sports Coaches | - Sports Coaches<br>- Facility Managers<br>- Academy Managers | -Fitness Trainers<br>-Nutritionists | -Sports Doctors<br>-Physiotherapists<br>-Nutritionists | -Event Managers<br>-Officials<br>-Commentators<br>-Journalists |

Since most of the job roles in this sector require the employee to be dealing with fellow human beings, there is a certain level of maturity and skills required. Level 1-3 of this vocational course has already given exposure to students on several skills that are required across the sector so that they get a flavour of what is the scope and also get an opportunity to explore their innate choices. As the course finishes, level 4, students would be confident of doing roles like grounds marking, facility readiness, assisting a physical education teacher in a school or academy, conduct lessons on their own under the guidance of a Physical Education director in a school or a team coach. They would have knowledge of sports like skills, rules, ground markings, conducting tournaments, first aid and a lot of exposure to actually conducting such lessons with children. They will have knowledge of skills versus fitness and what can be done to improve both. After finishing level 4, the course will impart employability skills for the role of a physical activity trainer, should the student decide to go for a job.

## Acknowledgements

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

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

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

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

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

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

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

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

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

Thank you All!

## About Your Workbook

You should work through the workbook in the classroom, in the field or in your own time under the guidance and supervision of your teacher or trainer. This workbook contains sessions which will help you acquire relevant knowledge and skills (soft and hard) on various aspects of the unit of competency. Each session is small enough to be easily tackled and digested by you before you move on to the next session. Animated pictures and photographs have been included to bring about visual appeal and to make the text lively and interactive for you. You can also try to create your own illustrations using your imagination or taking the help of your teacher. Let us now see what the sections in the sessions have for you.

### **Section1: Introduction**

This section introduces you to the topic of the Unit. It also tells you what you will learn through the various sessions covered in the Unit.

### **Section 2: Relevant Knowledge**

This section provides you with the relevant information on the topic (s) covered in the session. The knowledge developed through this section will enable you to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topic before you complete the exercise (s).

### **Section 3: Exercise**

Each session has exercises, which you should complete on time. You will perform the activities in the classroom, at home or in the field. The activities included in this section will help you develop necessary knowledge, skills and attitude that you need for becoming competent in performing the tasks at workplace. The activities should be done under the supervision of your teacher or trainer who will guide you in completing the tasks and also provide feedback to you for improving your performance. To achieve this, prepare a timetable in consultation with your teacher or trainer and strictly adhere to the stipulated norms or standards. Do not hesitate to ask your teacher or trainer to explain anything that you do not understand.

### **Section 4: Assessment**

The review questions included in this section will help you check your progress. You must be able to answer all the questions before you proceed to the next session.

### **Section 5: Checklist for Assessment Activity**

This checklist gives you an opportunity to check if you have learnt all the concepts and skills that were covered in this topic. Use this to gauge your learnings.



**PS401-NQ2016**

## **Roles and Responsibilities of a Physical Education Teacher and a Sports Coach**

## Learning Objectives

On completion of this module you should be able to:

1. Describe the role and responsibilities of a Physical Education Teacher
2. Describe the role and responsibilities of a Sports Coach
3. Differentiate between the tasks/activities performed by a Physical Education Teacher and a Sports Coach
4. Describe the professional standards that a Physical Education Teacher should demonstrate
5. Describe the professional standards that a Sports Coach should demonstrate
6. Describe the importance of a structured physical education programme
7. Describe the educational structure in India

## Introduction

*“Recognising this subject as a core subject Health and Physical Education must continue to be a compulsory subject from the primary, to the secondary stages, and as an optional subject at the higher secondary stage. However, it needs to be given equal status with other subjects, a status that is not being given at present.” National Curriculum Framework” NSF 2005*

The National Association of Sports and Physical Education (NASPE), USA, recommends that children play for a minimum of 60 minutes a day. Schools today offer an average of two Physical Education (PE) classes per week. However, this may not be sufficient. Therefore, there is a need to make every PE class effective and extend the play time beyond the school hours. If students are to receive the amount of physical activity they need each day, Physical Education teachers, commonly known as P.E.Ts must ensure that activities offered are such that all the students are engaged, challenged and are given maximum exposure to the use of props and equipment. For the play time after school, the PE teacher needs to interact with the parents and seek their cooperation in encouraging children to engage in activities beyond school hours.



## Session 1: Role of a Physical Education Teacher and a Sports Coach

### Role of a PE Teacher

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 education teacher's job is to not only teach students but also engage colleagues, parents and the community through health and wellness programs.

### Role of a Sports Coach

Children love to play. Physical activity starts at a very young age. As they come to pre- primary, the focus is on learning fundamental skills like running, jumping, hopping, catching, etc. As they grow older, they get interested in structured sports. A PE teacher, can remain with the student from early years to adolescence, if general health and fitness is the main objective. However, if the student wants to specialize in specific sport like football, cricket, basketball, etc. then a **Sports Coach** is a better option. A Coach is someone who specializes in a particular sport and has in depth knowledge about the following;

1. Rules and regulations related to the sport
2. How to train students in the skill required to play the sport
3. How to train students to participate and prepare for competitions
4. Techniques or strategies used to enhance the performance of individual athlete as well as teams



As coaching focuses on specific skills required for the sport, it is recommended to start coaching only after the age of 13 years. Until that age it is best to expose the student to a variety of skills through different modified games.

At the secondary school level, a coach will usually be hired as a physical activity teacher and has different duties. At the high school level, on the other hand, coaches are employed to win, and bring success to the school teams.

Below is the brief similarities and differences on the responsibilities of PE Teacher and a Coach in school scenario:

| <b>PE Teacher</b>   | <b>Sports Coach</b>  |
|---|--|
| Conducts physical activities within the time table of the school mostly during school hours | Mostly conducts coaching sessions after the school hours   |
| The class is typically during school hours and part of the time table.                      | Typically coaching happens before or after school hours. The duration of coaching sessions are longer. |
| Teaches physical education through physical activities                                      | Conduct specific activities related to the sport   |
| Makes students fit and healthy. Teaches and improves fundamental skills and sports skills   | Coaches athletes and teams to win medals and bring success to the school team.                         |

|   |   |
|---|---|
| Mostly hired by the school as a full time teacher | Mostly hired by the school as a part time teacher |
|---|---|

### Exercise

#### 1. Fill in the blanks

- I. \_\_\_\_\_ conducts Physical Activities within the time table of the school during school hours.
- II. \_\_\_\_\_ makes students fit and healthy, by teaching and improving fundamental skills and basic sports skills.
- III. \_\_\_\_\_ mostly conducts coaching sessions after the school hours
- IV. \_\_\_\_\_ conduct specific activities related to the sport

### Assessment

List 3 responsibilities of a Physical Education Teacher in a school

- i.
- ii.
- iii.

List 3 responsibilities of a Sports Coach in school:

- i.
- ii.
- iii.



## Checklist for Assessment Activity

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

### **Part A**

Differentiated between the roles and responsibilities of a Physical Education Teacher and a Sports Coach

### **Part B**

Discussed in class the following:

1. What are the roles and responsibilities of a Physical Education Teacher in school?
2. What are the roles and responsibilities of a Sports Coach in school?

### **Part C**

#### **Performance standards**

The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the understanding of roles and responsibilities of a Physical Education Teacher in school |     |    |
| Demonstrate the understanding of roles and responsibilities of a Sports Coach in school               |     |    |

## Session 2: Code of Conduct for a Physical Education Teacher and a Sports Coach

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 Education Teacher and Sports Coach have 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 is in agreement 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.



## Exercise

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 programme e.g. Yoga session.
2. Publish a bulletin on the notice board on the importance of physical activities.
3. Conduct community wellness programme in the nearby locality.
4. Conduct a skit/play to demonstrate personal and professional etiquette.

## Assessment

1. List at least three points that indicates that a PE teacher or a coach collaborate with school staff, parents and the community.

I.

II.

III.

2. List at least five points that indicates that a PE teacher or a coach nurture each student's cognitive, physical, emotional and social development

I.

II.

III.

IV.

V.

### Checklist for Assessment Activity

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

#### **Part A**

Differentiated between

1. Personal and Professional integrity

#### **Part B**

Discussed in the class:

- a. The code and conduct a PE teacher and sports coach adhere to

#### **Part C**

#### **Performance standards**

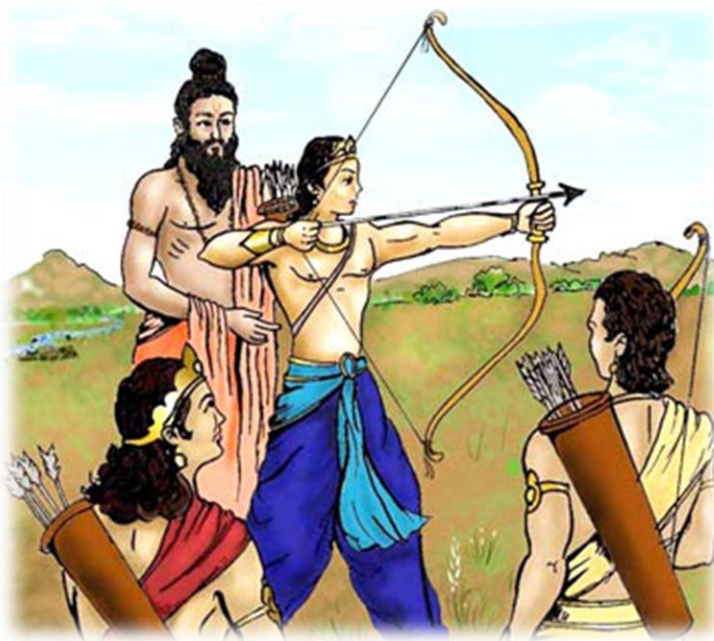
The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of code of conduct of a PE Teacher and a Sports Coach |     |    |



### Session 3: Physical Education Teacher – Then and Now

Physical Education is the oldest form of education. It dates back to the pre-historic age, right to the time when human beings were still in caves and hunting for food in the wilderness. Physical Education has always been an integral part of human society. The early humans were actively involved in physical activities which included swimming, climbing trees, hunting etc. which were also necessary to survive. Later people developed basic rules for conducting races and events including chariot races, horse and elephant races, swordsmanship, wrestling, boxing etc. But unlike today's world, education was only given to chosen few. Physical Education was also one of the streams of education which was not given to all. In Mahabharata, the ancient Hindu epic, for example, there is a character called Eklavya who wanted to learn archery from the famed guru Dronacharya. Eklavya, however, was from a lower caste and Dronacharya did not accept Eklavya as his student. Dronacharya believed that only Kshatriyas deserved to learn the art of fighting, the reason why he never taught this skill to non-Kshatriyas.



Dronacharya says, "What would happen to society if the lower castes start learning the martial arts reserved for Kshatriyas? I had to do this to preserve stability and social order." Source Wikipedia

Deeply hurt by Dronacharya's rejection, Eklavya returned home, but being resolute and with the will to master archery, he went into the forest and made a statue of Drona. He accepted the statue as his guru and practiced in front of it every single day over many years.

One day when Drona and his students were going out into the

forest, Arjuna, Drona's favourite student, saw a dog that was unable to bark due to an amazing construction of arrows in and all around his mouth. This construction was harmless to the dog, but prevented the dog from barking. Drona was amazed, but also distressed: he had promised Arjuna that he would make him the greatest archer in the world. Drona and his students investigated, and came upon Eklavya. Upon seeing Drona, Eklavya came and bowed to him. Drona asked Eklavya where he had learnt archery. Eklavya replied "under you, Guruji", and showed Drona his statue while explaining what he had done.



Drona then reminded him that for Ekalavya to truly be Drona's pupil, Ekalavya would have to pay guru dakshina. Drona asked for right hand thumb so that Ekalavya will lose his skills, making Arjuna the only better archer.

There are several morals in this story but perhaps the most talked about it how Ekalavya was inspired by Dronacharya and even without his Guru's active coaching achieved excellence in the field of archery. The inspiration that a strong guru can invoke are extremely powerful and can help you achieve your goals. Today in India the highest awards in Sporting excellence are called Dronacharya awards which signify the role of a "GURU" in the lives of students.

A lot has changed in the recent years. Due to advances in technology and farming our modern day life has become sedentary. Our day to day tasks do not involve much physical activity. Our fast paced lifestyle, lack of open spaces, increase in consumption of processed foods, growth of digital and mobile technology, has led to increase in lifestyle related diseases. Physical activity which was a regular part of our grandparent's lifestyle, has reduced dramatically.

As a result Physical Education has acquired greater significance. It has become a necessity for health and well being. Lifestyle diseases have assumed enormous proportions and are threatening the well-being of the next generation. It is clear that if measures are not taken to counter these issues we will fail to equip our children with the healthy habits to face this modern world.

Recognizing this reality, several education systems are treating Physical Education as an integral part of education. It is treated with similar seriousness as other subjects. Parents and teachers are seeking answers to health and well-being of children through Physical activities.

Today, physical activity is necessary for all, irrespective of their capability and skill. "Physically Educated" has become an important qualification in education. Sports is seen as a medium to

teach children not only about health and fitness, but also life skills, attitudes and values and the importance of being an active citizen.

The role of the Physical Education Teacher (PET) has therefore changed. There is a lot more expectation from the PET. All children irrespective of their skills and capabilities expect the PET to engage them in physical activity and teach them skills which they want to use for their entire life. A PET needs to be prepared with a toolkit to deal with these requirements.

Such a tool kit needs to include;

- Structured, age appropriate, inclusive and engaging PE program
- Assessments to measure and set goals for fitness
- Communication skills to deal with Students, Parents and Teachers
- ICT skills to make visible the PE program

And above all, continuously increasing knowledge, skills and competencies to cater to the increasing demands of the students, parents and teachers.

| <b>Unstructured PE Programme</b>   | <b>Structured PE Programme</b>   |
|--|--|
| <b>Curriculum</b>  |  |
| No Curriculum- Free play – no pre- plan  | Curriculum –Lesson plans for every session with specific learning outcomes to cover the entire year        |
| Activities are planned based on the school infrastructure, focusing on specific sports specific skills                 | Fundamental skills are taught first  |
| Play one or two sport throughout the year - Increases the chance of injury due to the overuse of same group of muscles | Variety of activities, involving different group of muscles for the overall development of multiple skills |
| <b>Age Appropriate activities</b>  |  |
| Activities are non-age appropriate and common for all  | Activities are planned as per the age of the learner focusing on their competency level                    |
| <b>Inclusion: Sports for all</b>   |  |
| Focuses only on talented students  | Inclusive- Play for all, multiple difficulty levels suited for different capabilities                      |
| <b>Assessments</b>   |  |
| No assessment- Grades are given based on performance and participation in intramural, extramural                       | Progress mapped through assessments for each student – skill and health                                    |

### Reporting and documentation

No scope for programme report, due to lack of planning and documentation

Programme report to the school as every class taken is captured in a daily or weekly report

### Exercise

1. Tick the appropriate box for the structured or non-structured Physical Education Programme

|   | Structured | Unstructured |
|---|------------|--------------|
| Activities are based as per the school infrastructure focusing on specific sports specific skills         |            |              |
| Variety of activities involving different group of muscles for the overall development of multiple skills |            |              |
| Programme report to the school as every class taken is captured in daily or weekly report                 |            |              |
| Inclusive- Play for all, difficulty levels suited for different capabilities                              |            |              |
| No Curriculum- Free play – no pre plan  |            |              |
| Progress mapped through assessments for each student – Skill and Health                                   |            |              |
| Focuses only on talented students   |            |              |
| Fundamental skills are taught first   |            |              |

2. Play a game or perform an on-ground activity that indicates that it is an unstructured physical education programme.

After the session, list your suggestions to transform it into a structured programme.

### Assessment

1. Why is it important to have a structured Physical Education Programme in school? List at least 5 reasons.

2. What are the criteria that you look at to interpret whether the Physical Education Programme is structured or not?

### Checklist for Assessment Activity

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

#### Part A

Differentiated between

1. Structured and Non-Structured Physical Education Programme

#### Part B

Discussed in class the following:

1. What are the recent changes in the Physical Education activities conducted in school?
2. What is the difference between old fashioned and modern day Physical Education Programme?

#### Part C

#### Performance standards

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Identify the difference between structured and unstructured Physical Education Programme |     |    |
| Differentiate between an old fashioned and modern Physical Education Programme           |     |    |



## Session 4: Educational Structure in India

### History

In ancient times, India had the Gurukula system of education in which anyone who wanted to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the Guru, he would stay at the guru's place and extend help in all activities at home. This not only created a strong relationship between the teacher and the student, but also taught the student everything about running a home. The guru taught everything the child wanted to learn; from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that he had taught everything he could teach. All learning was closely linked to nature and to life and not confined to memorizing some information.



The modern school system including the teaching of the English language, was originally brought to India by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to “modern” subjects, such as science, mathematics and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.



The Uttar Pradesh Board of High School and Intermediate Education was the first Board which was set up in India in the year 1921, with jurisdiction over Rajputana, Central India and Gwalior. In 1952, the constitution of the Board was renamed Central Board of Secondary Education (CBSE). It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the CBSE Board, both within India and in many other countries including Afghanistan and Zimbabwe.



## The School System

The central and most state boards in India uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of graduation for a bachelor's degree. The first 10 years is further subdivided into 5 years of primary education, 3 years of secondary, followed by 2 years of high school. This pattern originated from the recommendation of the Education Commission of 1964–66.

The [National Council of Educational Research and Training](#) (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies governing school education system are:

- The state government boards: Most of the state governments have one "State board of secondary education". However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board, Dadra & Nagar Haveli, Puducherry, Chandigarh, Lakshadweep, Daman & Diu share the services with a larger state.
- Central Board of Secondary Education (CBSE) which conducts examinations at the 10th and 12th standards
- The Council of Indian School Certificate Examination (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- The [National Institute of Open Schooling](#) (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.
- International schools affiliated to the [International Baccalaureate](#) Programme and/or the [Cambridge International Examinations](#).
- Islamic [Madrasah](#) schools, whose boards are controlled by local state governments, or autonomous, or affiliated with [Darul Uloom Deoband](#).

*Source Wikipedia Education in India*

## **Degree, Diploma, Professional Education**

After passing the Senior Secondary Examination (the grade 12 examination), students may enroll in general degree programmes, such as bachelor's degree in arts, commerce or science, or professional degree programs such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing

body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

| Level of Education         | Years of study  | Certificate/Diploma/Degree         |
|----------------------------|---|------------------------------------|
| Primary education          | 5 years   | NA                                 |
| Secondary education        | 10 years including Primary Education                          | Certificate                        |
| Higher Secondary education | 2 Years after passing secondary examination                   | Certificate                        |
| Degree/ Diploma            | 3 years, 4 years after passing higher secondary examination   | Bachelors<br>UnderGraduate Diploma |
| Degree/ Diploma            | 2 years after completing Bachelor's degree                    | Masters<br>PostGraduate Diploma    |
| Research                   | 3-5 years after completing Master's degree                    | M. Phil (Master of Philosophy)     |
| Research                   | Usually 2-5 years after completing Master's Degree or M. Phil | Ph. D. (Doctor of Philosophy)      |

### **Vocational education**

The government of India is taking several initiatives to introduce vocational courses in view of the large gap between demand created by the growth in economy and supply of trained professionals in various fields.

Government has created a National Skills Qualification Framework (NSQF) to standardize the qualifications required for job roles in various growth sectors like Retail, IT, Health Care, Automotive, etc.

The sector of Sports, Fitness, Leisure and Physical Education has also been recognized as a growth sector which will create several job opportunities in these fields.

Vocational courses in this sector are already introduced from STD 9. Such Vocational courses will have certifications at various levels just like the academic qualifications.

## **Types of schools in India**

### **Government/ Public Schools**

Public schools are the schools which are funded by either the state government or by the central government. These schools offer affordable education to a very large section of our society. Education in these schools is either free or at a very low fee. The medium of education in these schools are mostly the state language or Hindi.

### **Private schools**

Private schools are the schools owned by the private individual or by private organizations and groups. At such schools, the medium of education is often English, but Hindi and/or the state's official language is also taught as a compulsory subject.

### **International schools**

As of January 2015, the International Schools Consultancy (ISC) listed India as having 410 international schools. International Schools offers an English-medium curriculum other than the country's national curriculum and is international in its orientation.

### **Homeschooling**

Homeschooling is legal in India, though it is the less explored option. The Indian Government's stance on the issue is that parents are free to teach their children at home, if they wish to and have the means.

### **Open and Distance Learning**

The National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. Lakhs of students enroll at the secondary and higher secondary level through open and distance learning. In 2012 various state governments also introduced "State Open School" to provide distance education.

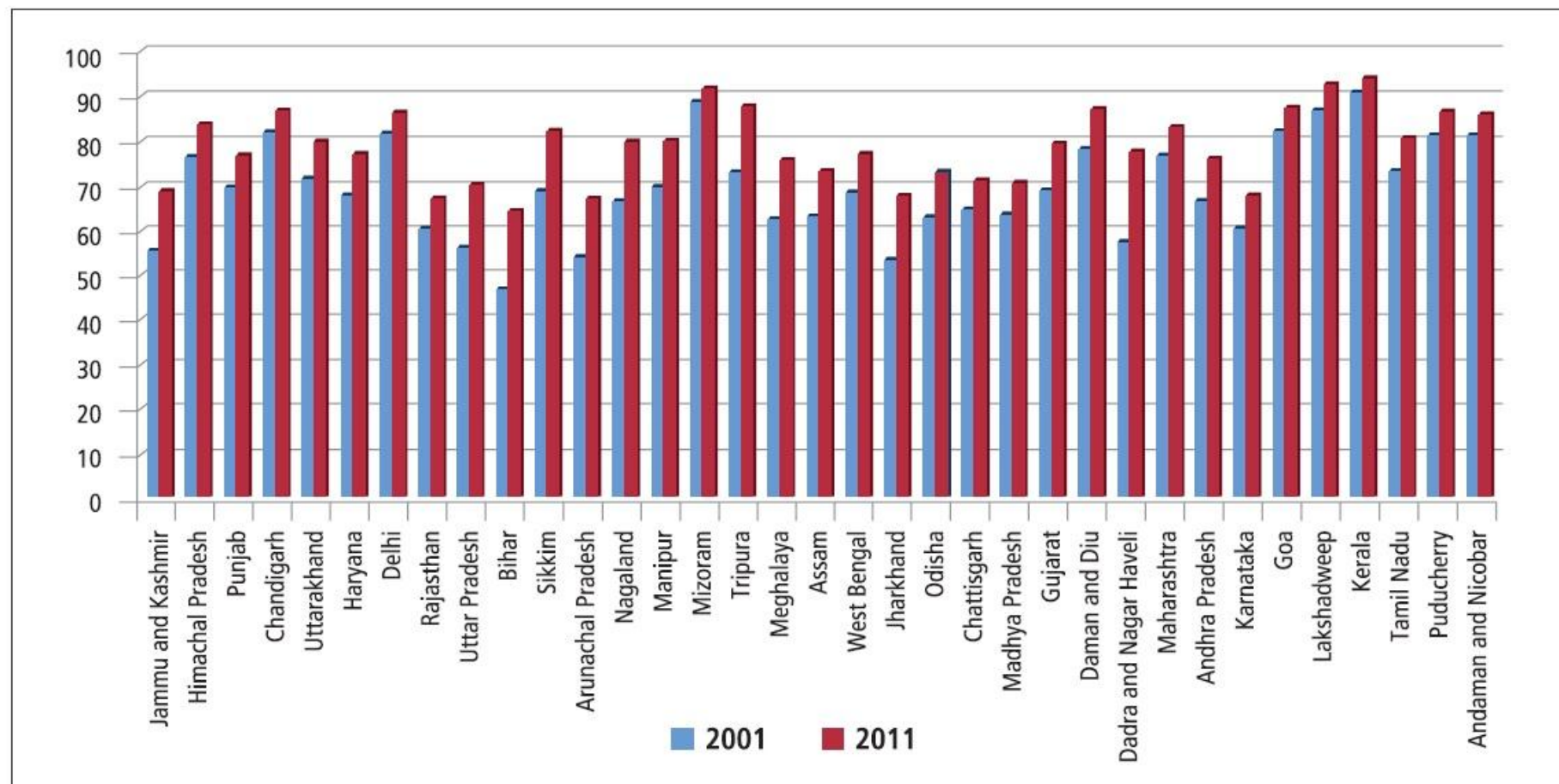
At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has 53 regional centres and 1,400 study centres.

The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies governing school education system are:

| <b>Governed by</b> | <b>Board</b> |
|--------------------|--------------|
|--------------------|--------------|

|  |  |
|--|--|
| State  | Secondary Education<br>Senior Secondary  |
| National   | CBSE Central Board of Secondary Education<br>ICSE Indian Council for Secondary Education |
| International  | International Baccalaureate Programme<br>Cambridge International Examinations            |
| National (Vocational)  | Diploma<br>Certificate<br>Degree   |
| Autonomous - The Sri Aurobindo<br>International Centre of Education,<br>Woodstock School, etc. | Secondary Education<br>Senior Secondary  |
| Open – NIOS  | Secondary Education<br>Senior Secondary  |
| Religious - Darul Uloom Deoband -<br>Gurukul   | Islamic Madrasah study<br>Secondary education  |

The following graph shows the increase in the literacy rates in various states from 2001–2011



Literacy rates of Indian states

**Reference: Census 2011: Literacy rate of India**

## Assessment

List the bodies governing school education system in India

## Checklist for Assessment Activity

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

### Part A

Differentiated between the qualifications required to become

1. Primary Education and Secondary Education
2. Vocational Education and Open and Distance Learning

### Part B

Discussed in class the following:

1. The history of education in India
2. Different types of Education systems in India

### Part C

#### Performance standards

The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of the structure of Indian Education System |     |    |
| Demonstrate the knowledge of different types of schools in India      |     |    |

# Physical Education and Sports

## NSQF Level 4 - Class XII

### PS402 - NQ2016

## Plan the school calendar for PE and Sports

### Student Workbook

Year Plan 2016 - 2017: A typical year plan of a school may look like this

|                    |                          |
|--------------------|--------------------------|
| <b>School name</b> | ABC INTERNATIONAL SCHOOL |
| <b>Department</b>  | PHYSICAL EDUCATION       |

| List of sports events      | Starting      | Ending         | List of other events         | Starting       | Ending         |
|----------------------------|---------------|----------------|------------------------------|----------------|----------------|
| Investiture ceremony       |               | 13- June- 2016 | PTM                          |                | 9- April- 2016 |
| Intramural                 | 18-July- 2016 | 30-July- 2016  | Examination – Half Yearly    | 19- Sept- 2016 | 24- Sept- 2016 |
| Interschool tournament     | 22-Aug- 2016  | 27-Aug- 2016   | Examination – Final Exam     | 13- Mar- 2017  | 18- Mar- 2017  |
| National Level Competition | 3-Oct- 2016   | 15-Oct- 2016   | children's day               |                | 14-Nov-2016    |
| sports day                 | 15-Nov- 2016  | 17- Dec- 2016  | Annual Day/ Foundation Day   |                | 31-Aug-2016    |
| Summer Camp                | 25-April-2016 | 4-June-2016    | Excursion/picnic /Field Trip | 27-Jan-2017    | 28-Jan-2017    |
|                            |               |                | New Admission                | 23-Feb-2017    | 25-Feb-2017    |

| April   | May  | June   | July  | August   | September  |
|---|--|--|---|--|--|
| M T W T F S S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30       | M T W T F S S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30    | M T W T F S S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31    | M T W T F S S<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31 | M T W T F S S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30    |
| October   | November   | December   | January   | February   | March  |
| M T W T F S S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 | M T W T F S S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30    | M T W T F S S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31 | M T W T F S S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28          | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31 |

An example of 3 months curriculum plan for Pre-Kg to Grade 8

**PS402-NQ2016**

## **Plan the school calendar for PE and Sports**



## Learning Objectives

On completion of this module you should be able to:

1. Demonstrate how to plan for the school calendar year for Physical Education and Sports Programme;
2. Demonstrate the knowledge of House Allocation and Investiture Ceremony;
3. Demonstrate how to mark ground, court and athletic track;
4. Describe the process of maintaining props, equipment and sports facilities on a regular basis

## Session 1: Making a Year Plan

### 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 so we can also define planning as setting up of objectives and targets and formulating an action plan to achieve them. Another important ingredient of planning is time. Plans are always developed for a fixed time period.



## **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.

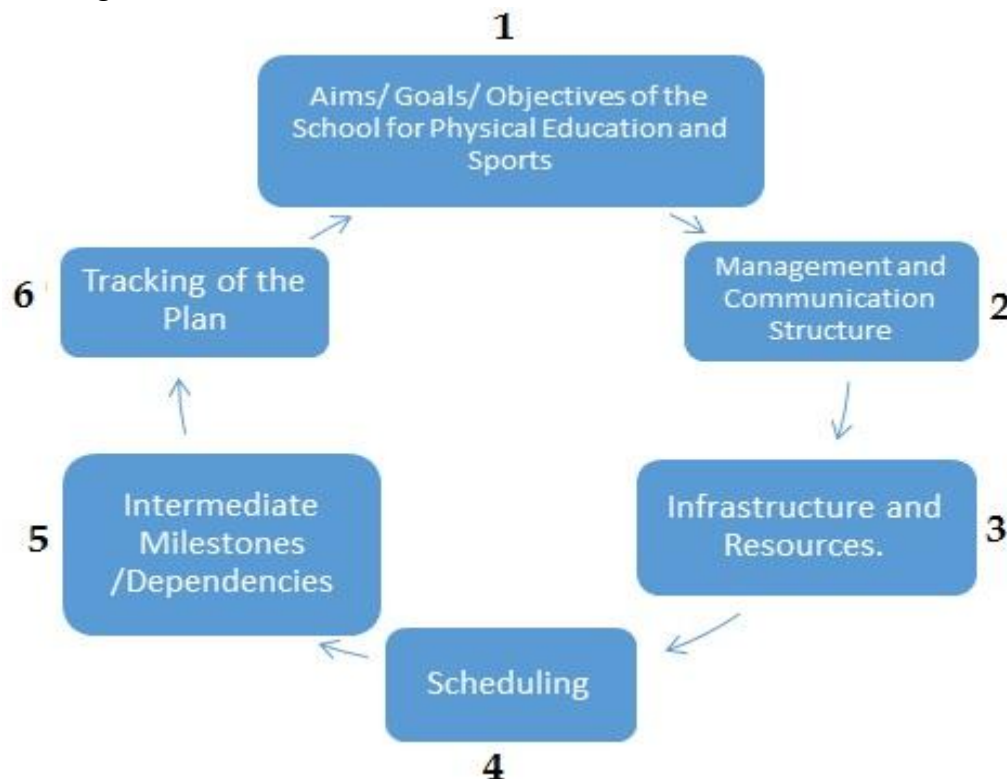
### **6. Focuses attention on objectives of the organization:**

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



Let's discuss this with an example of a School Plan for PE and Sports.

### **1. Aims/ Goals/ Objectives of the School for Physical Education and Sports**

If you don't know where you're going, how will you know whether you have reached the destination or not?

Goal is something that you are trying to do or achieve. Goals can either be long term or short term. Aim is referred to as the ultimate goal or direction. Aim is achieved through objectives. Objectives are the particular and precise means employed to realize an aim

In order to plan a school calendar, you need to first identify the 'Goals' or the 'Outcomes' for the sports to be conducted at the school. These need to be aligned with the School Vision and Mission and therefore with the consent of the school management.

For a school XYZ these goals are the PE and Sports goals for an academic year

1. To improve fitness of all students through a structured physical activity program. The measured goal could be to reduce the obesity levels of all children by a minimum of 10%.
2. To participate in District level tournaments in at least two sports in both boys and girls category.
3. To conduct three sports events in the school.

Goals have to be **SMART**. The acronym SMART is

**S** – Specific

**M** – Measurable

**A** – Action Oriented

**R** – Realistic

**T** – Time Bound



SMART Goals in a Physical Education can be:

- ✓ **Specific:** What are you going to do? Why is it important? How are you going to do it?  
Specific goals help you to focus on and define what you want to do.

Example: I want to make all our students fit and healthy or I want to win state level tournament.

- ✓ **Measurable:** How much, How often? How many? How will I know I have accomplished my goal? Measurable goals help you establish how you will track your progress and allow you to see that change has occurred.

Example: I will conduct monthly/ quarterly/ half yearly assessments to check my student's fitness levels. I conduct four interschool tournaments. I will do 6 PE classes a day.

- ✓ **Action-Oriented / Aligned/ Achievable:** What are you going to do to reach your goals? What action is required on your part? Action oriented goals allow you to focus on the actions that you need to take to make change happen.

Example: I will do a 45 minutes, 2 days per week PE class. I will coach the football team one hour after school.

- ✓ **Realistic/ Relevant/ Resourced:** Is the goal within your current capabilities? Do you believe that you can accomplish this goal? Realistic, but challenging goals allow you to feel satisfied with your achievement.

Example: The school has never had football team so far. School has one Football coach. The goal should be to form school teams in football in various age categories and participate in four to five tournaments during the year.

- ✓ **Time-bound:** How long will it take? When will you start? Time-framed goals give you an endpoint and a clear target to work towards achieving the objectives. Without a time frame there is no urgency to start working towards your goal.

Example: Team selection will start from the month of August for one week. After-school, the practice will start from second week of August. The team progress will be evaluated every week (skill fitness and required level of health fitness to play the game)

Without a smart definition of goals it is very difficult to execute on them. It is not easy to plan. Therefore start with small goals. Goals that can be achieved. As you get experienced you will get better with the planning and achieving of goals.

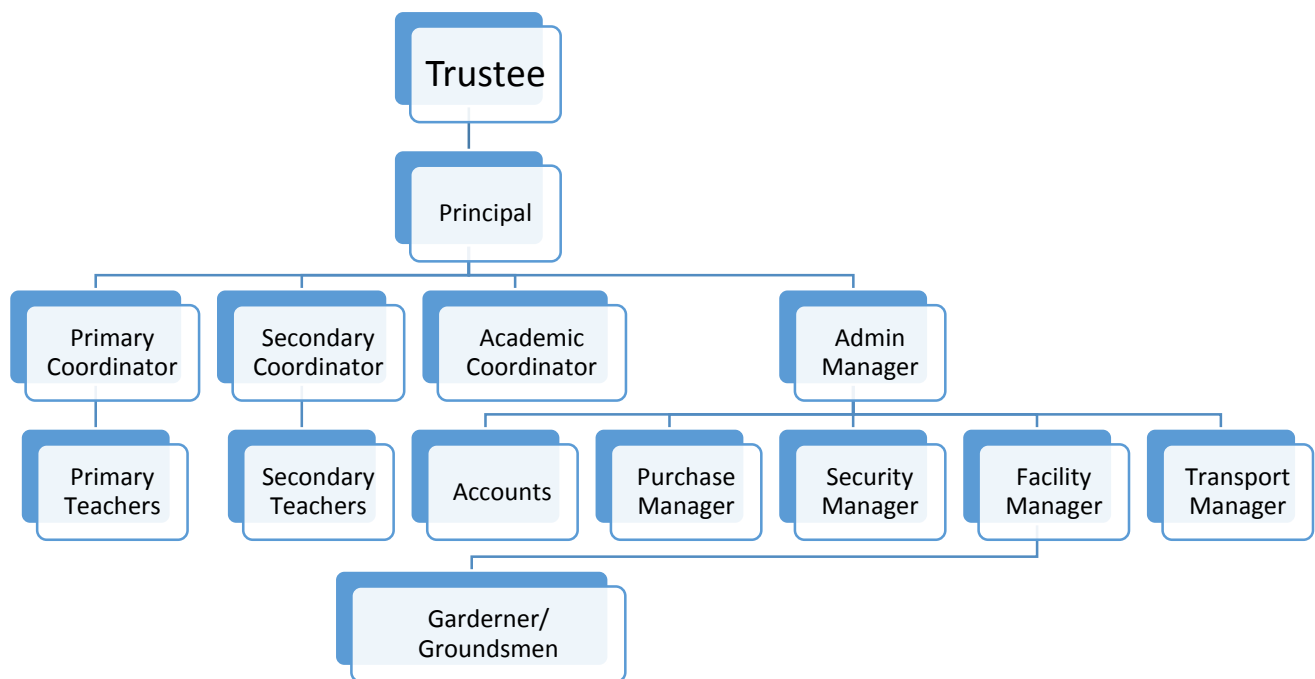
Now that we have understood how to make SMART Goals, let us make one of our Goals SMART

|   |   |
|---|---|
| <b>Goal No. 1</b>                           | To improve fitness of all students through a structured physical activity program. The measured goal would be to reduce the obesity levels of all children by a minimum of 10%.   |
| <b>Specific</b>                             | Measure Body Mass Index (BMI) for all student starting grade 2 to 10. Reduction in obesity program to run for four months.  |
| <b>Measureable</b>                          | Measure BMI. Find all BMI norms for various age groups.   |
| <b>Action Oriented/ Aligned/ Achievable</b> | Plan the measurements. See the height chart and use weighing machine. Decide which periods you will use for this measurement. If you need more time or help, seek support from the relevant teachers after discussing with the Principal.                       |
| <b>Realistic/ Relevant/ Resourced</b>       | Two PE teachers will be able to complete the height and weight measurements within a month. Computer teacher will help store the data in excel, calculate the BMI and identify healthy, underweight and overweight students. Get commitment from all resources. |

|                   |  |
|-------------------|--|
| <b>Time Bound</b> | The project will have a start date and an end date. The height and weight measurements will be planned accordingly. Report for the school will be published as the last task before the completion of the project. |
|-------------------|--|

## 2. Management and Administrative Structure

It is very important to clearly understand the roles and responsibilities of the teachers. It is also important to understand the administrative structure so that you can communicate with the colleagues in a systematic manner. This information is useful to seek permissions, get resources for events and know who should be informed for what purpose. All requests have to go to the Principal, who in most instances is responsible effective administration.



## 3. Infrastructure and Resources

Infrastructure and Resources are essential elements of planning. This may vary from school to school.

### Material Resources

There may be schools which have sufficient infrastructure and there may be schools which do not have any space. In all cases you need to examine in detail all the facilities for example

- Check if grounds are even and safe. Safety from the point of view of pebbles, stones, sharp objects.



- The provision of markings for athletic activities and grounds for team games should be made before the start of the academic session. ( Discussed in detail in Session-3)
- Medical facilities should arranged beforehand.
- Fixed equipment, such as: goal post, volleyball poles, basketball boards, notice board for sports news bulletin etc. should be checked.

Movable items such as footballs, basketballs, volleyballs, gym/ yoga mats, etc. should be arranged. List all the items for procurement for the year and procure them with approvals.

### **Human Resources**

- List all available physical education teachers, identify their area of specialization and also interest and allocate suitable responsibility in the timetable for them.

### **For schools with limited facilities**

Where schools have limited indoor or outdoor space

- 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.

## **4. Scheduling**

When planning in a school context we need to take into account;

1. Exams
2. Holidays/ vacations
3. Events
4. Weather conditions ( rain , heat)

Curriculum planning should be age appropriate and inclusive. The skills covered in the curriculum should ensure that a full range of abilities are covered through physical education classes.

## **5. Tracking of the Plan**

Once the plan is ready, one should define a regular schedule to track the plan. This will give an opportunity to revise in case required. As an intermediate milestone, you may like to check how the students are responding to the physical activities. For example are the overweight children losing weight? Are they getting fitter? Based on these findings you may like to revise the activity plan.

Examples of Goals: For a specific school you may have one or a combination of the following goals:

1. Engage all children in physical activity. No one should be left out. To achieve such a goal a lot of emphasis has to be on making the classes a lot of fun for all.
2. To win medals in football, volleyball and basketball in all categories of competitions, emphasis on having sports specific coaches and preparing the school teams for these competitions.
3. To conduct fitness assessments of all children and share the data for further action.
4. To engage with parents for improving upon the general level of health and fitness of the children
5. To conduct a Sports Day.
6. To host interschool tournaments

Event Planning: There are events that you may need to organize or support

- a. Sports Day
- b. PTM ( PE and Sports)
- c. National Sports Day
- d. Parents wellness events
- e. Teachers wellness events
- f. Independence Day/ Republic Day
- g. Competitions/ Tournaments

## Year Plan 2016 - 2017: A typical year plan of a school may look like this

|                    |                          |
|--------------------|--------------------------|
| <b>School name</b> | ABC INTERNATIONAL SCHOOL |
| <b>Department</b>  | PHYSICAL EDUCATION       |

| List of sports events      | Starting      | Ending         | list of other events         | Starting       | Ending         |
|----------------------------|---------------|----------------|------------------------------|----------------|----------------|
| investiture ceremony       |               | 13- June- 2016 | PTM                          |                | 9- April- 2016 |
| intramural                 | 18-July- 2016 | 30-July- 2016  | Examination – Half Yearly    | 19- Sept- 2016 | 24- Sept- 2016 |
| interschool tournament     | 22-Aug- 2016  | 27-Aug- 2016   | Examination – Final Exam     | 13- Mar- 2017  | 18- Mar- 2017  |
| national Level Competition | 3-Oct- 2016   | 15-Oct- 2016   | children's day               |                | 14-Nov-2016    |
| sports day                 | 15-Nov- 2016  | 17- Dec- 2016  | Annual Day/ Foundation Day   |                | 31-Aug-2016    |
| Summer Camp                | 25-April-2016 | 4-June-2016    | Excursion/picnic /Field Trip | 27-Jan-2017    | 28-Jan-2017    |
|                            |               |                | New Admission                | 23-Feb-2017    | 25-Feb-2017    |

| April   | May   | June   | July  | August   | September  |
|---|---|--|---|--|--|
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An example of 3 months curriculum plan for Pre-Kg to Grade 8

| Grade    | Week | July  | August   | September  |
|----------|------|---|--|--|
| Pre-KG   | 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                |
| LKG      | 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 |
| UKG      | 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                        |
|          |      |   |  |  |
| <b>1</b> | 1    | Know the Props                                      | Multiple movement skills                           | Practice for Skill Assessment circuit                |
|          | 2    | To learn the manipulative skill of kicking          | To learn the manipulative skills using a parachute | Importance of rules in our daily lives               |
|          | 3    | Know the Props                                      | Assessment   | To develop skills of throwing underhanded            |
|          | 4    | To learn the manipulative skill of kicking          | Assessment   | Importance of rules in our daily lives               |
| <b>2</b> | 1    | Know the Props                                      | To introduce the concept of physical fitness       | Importance of fitness and health                     |
|          | 2    | To learn the skill of chasing, fleeing and dodging  | Children practise dribbling with feet              | To teach children the locomotor skill of galloping   |
|          | 3    | Practice for skill assessment circuit               | Assessment   | To introduce the various physical fitness tests      |

|          |   |  |   |  |
|----------|---|--|---|--|
|          | 4 | To teach children to move and stop a ball with their feet. | Assessment  | To practise the skills of tossing and catching         |
| <b>3</b> | 1 | Know the Props   | To practise dribbling and ball control skills in football | Practice for skill assessment circuit                  |
|          | 2 | To learn passing and receiving skills in football          | Preparation for the fitness test                          | To develop ball control and dribbling - basketball     |
|          | 3 | To practise dribbling and ball control skills in football  | Assessment  | To practise dribbling, passing and catching skills     |
|          | 4 | Preparation for the fitness test                           | Assessment  | Strength and flexibility in physical fitness           |
| <b>4</b> | 1 | Know the Props   | Preparation for the fitness test.                         | To develop ball control and dribbling - basketball     |
|          | 2 | To practise passing and receiving skills in football.      | To make children go through the skill assessment circuit. | To learn chest pass, bounce pass and receiving skills. |
|          | 3 | To practise ball control and dribbling skills in football. | Assessment  | Strength and flexibility in physical fitness.          |
|          | 4 | Prepare for the fitness test.                              | Assessment  | Aerobic capacity and anaerobic ability                 |
| <b>5</b> | 1 | Know the Props   | To introduce the various physical fitness tests.          | Ball handling and various dribbling skills.            |
|          | 2 | To learn the skills of passing and receiving a football.   | To make children go through the skill assessment circuit. | Passing, catching, dribbling, alertness                |
|          | 3 | To learn the skill of dribbling with feet.                 | Assessment  | Development of strength and endurance.                 |
|          | 4 | To introduce the various physical fitness tests.           | Assessment  | To practise dribbling, passing and receiving skills    |
| <b>6</b> | 1 | Ball Handling – Basketball                                 | Health Assessment   | Ball Control - Volleyball                              |
|          | 2 | Ball Handling – Basketball                                 | Health Assessment   | Volleyball Basics                                      |
|          | 3 | Chest Pass- Basketball                                     | Health Assessment   | Volleyball Basics                                      |
|          | 4 | Chest Pass- Basketball                                     | Health Assessment   | Volleyball Basics                                      |
|          | 1 | Ball Handling – Basketball                                 | Health Assessment   | Volleyball Basics                                      |
|          | 2 | Ball Handling – Basketball                                 | Health Assessment   | Basics of Ball Contact - Volleyball                    |
|          | 3 | Chest Pass – Basketball                                    | Health Assessment   | Basics of Ball Contact - Volleyball                    |
|          | 4 | Chest Pass   | Health Assessment   | Basics of Service - Volleyball                         |
| <b>7</b> | 1 | Ball control - Volleyball                                  | Health Assessment   | Ball Handling - Basketball                             |
|          | 2 | Ball control- Volleyball                                   | Health Assessment   | Ball Handling - Basketball                             |

|          |   |                                     |                   |                            |
|----------|---|-------------------------------------|-------------------|----------------------------|
|          | 3 | Volleyball Basics                   | Health Assessment | Chest Pass - Basketball    |
|          | 4 | Volleyball Basics                   | Health Assessment | Chest Pass - Basketball    |
|          | 1 | Volleyball Basics                   | Health Assessment | Ball Handling - Basketball |
|          | 2 | Basics of Ball Contact - Volleyball | Health Assessment | Ball Handling - Basketball |
|          | 3 | Basics of Ball Contact - Volleyball | Health Assessment | Chest Pass - Basketball    |
|          | 4 | Basics of Service - Volleyball      | Health Assessment | Chest Pass - Basketball    |
|          |   |                                     |                   |                            |
| <b>8</b> | 1 | Basics of Service - Volleyball      | Health Assessment | Dribbling- Basketball      |
|          | 2 | Basics of Service - Volleyball      | Health Assessment | Dribbling- Basketball      |
|          | 3 | Volleyball – Match                  | Health Assessment | Shooting - Basketball      |
|          | 4 | Volleyball – Match                  | Health Assessment | Shooting - Basketball      |
|          | 1 | Volleyball – Match                  | Health Assessment | Shooting - Basketball      |
|          | 2 | Volleyball – Match                  | Health Assessment | Match Play - Basketball    |
|          | 3 | Volleyball – Match                  | Health Assessment | Match Play - Basketball    |
|          | 4 | Volleyball – Match                  | Health Assessment | Match Play - Basketball    |

## Exercise

Draw an organizational or administrative structure of a school in the space given below:

Trustee



## Assessment

1. Give the full form of the acronym SMART

|          |  |
|----------|--|
| <b>S</b> |  |
| <b>M</b> |  |
| <b>A</b> |  |
| <b>R</b> |  |
| <b>T</b> |  |

2. Define a goal to win an inter-school football tournament using SMART planning.

|          |  |
|----------|--|
| <b>S</b> |  |
| <b>M</b> |  |
| <b>A</b> |  |
| <b>R</b> |  |
| <b>T</b> |  |

3. List five things that you will consider while planning a curriculum for the school which has only a Basketball court

I.

II.

III.

IV.

V.

### Checklist for Assessment Activity

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

#### **Part A**

Differentiated between

1. Curriculum planning for fitness test and a sport.
2. Curriculum planning for junior grade and senior grade

#### **Part B**

Discussed in the class:

1. What is the importance of planning?
2. Why is it important to understand the organizational structure of a school?
3. Why props are used in training?
4. What are the factors that affect the success of a year plan?

#### **Part C**

#### **Performance standard**

The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of making a School Year Plan for Physical Education |     |    |
| Demonstrate an understanding of SMART Goals                                   |     |    |
| Demonstrate an understanding of the organizational structure of a school      |     |    |

## Session 2: House Allocation – Investiture Ceremony

### House allocation and Investiture Ceremony:

The house system is a traditional feature of schools, particularly in Commonwealth countries. It originated in England. Historically, the house system was associated with established public schools in England, especially full boarding schools, where a 'House' referred to a boarding house at the school. In modern times, in both day boarding and residential schools, the word 'House' may refer only to a grouping of students, rather than to a particular building. The school is divided into subunits called 'Houses' and each student is allocated to one House upon enrollment or in the beginning of the academic year. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty.



Different schools have different numbers of Houses, depending on the number of students in the school: some might have more than 10 houses or as few as four or fewer with equal number of students in each.

Houses may be named after saints, famous historical alumni or notable regional topics (e.g. in international schools, houses are sometimes named in honour of local celebrities). Other more arbitrary names—animal names or colours, for example—are also often used. Houses are also often referred to by the name of the building or by the name or initials of the teacher in charge

of a House (Housemistress or Housemaster). Each House is usually identified by a symbol, logo, or colour.

At co-educational boarding schools, there may be separate houses for boys and girls. Students may also be grouped by year groups or status as a boarder or day student. A secondary feature of house systems is the competition between houses. For example, the traditional school sports day is usually an inter-house competition. Debating competitions and group led community works are also often organized along inter-house lines. Merit points for behaviour and academic achievement may also be counted for comparison between houses. Some schools have a yearlong programme of inter-house events, in which each House 'hosts' an event at which all Houses compete, with points contributing to the award of the House Cup at the end of the year.



A Sports Teacher or a Physical Education Teacher should remain neutral and should not be a member of any house. The reason being, in almost all the Intramural competitions, a Sports Teacher or a Physical Education Teacher is the organizer and mostly the match referee or official referee. In order not to create any controversial situation, where he/she might be accused of being bias towards any of the Houses, it is best for the Sports Teacher to remain in neutral position.

## House Division

Divide the students equally. Example- if there are 4 Houses, students will be divided into 4 groups, i.e. 250 in each house. Allocate each student into their respective House



## Nominate and Elect Student Council

The selection of Council Members is done by the students as well as the teachers by casting their votes in favor of the most suitable leader. The newly elected School Council comprises of Head Boy, Head Girl, House Prefects, Assistant House Prefects, Captains and Vice Captains - Cultural, Sports and Discipline - of the Houses



## Conduct Investiture Ceremony

The Investiture ceremony is held at the beginning of the school academic session. On this occasion, the newly elected Council Members take the leadership and discharge the responsibilities entrusted upon them by the school.

### Investiture Ceremony

The Investiture ceremony marks a significant beginning of the new academic session after the House allocation is done. It is the most prestigious ceremony in the schedule of school events. On this occasion the newly elected Council Members prepare to take the leadership role and discharge the responsibilities entrusted upon them by the school.

Example of Council Members:

| <b>STUDENT COUNCIL (2016-2017)</b> |         |
|------------------------------------|---------|
| <b>HEAD BOY</b>                    | Nauzar  |
| <b>HEAD GIRL</b>                   | Jyoti   |
| <b>DEPUTY HEAD BOY</b>             | Sanjeev |
| <b>DEPUTY HEAD GIRL</b>            | Vibha   |

| <b>HOUSE CAPTAINS</b> |        |
|-----------------------|--------|
| <b>RUBY HOUSE</b>     | Devi   |
| <b>SAPPHIRE HOUSE</b> | Suriya |
| <b>EMERALD HOUSE</b>  | Syed   |
| <b>TOPAZ HOUSE</b>    | Savin  |

| <b>HOUSE VICE CAPTAINS</b> |             |
|----------------------------|-------------|
| <b>RUBY HOUSE</b>          | Shiva       |
| <b>SAPPHIRE HOUSE</b>      | Mehul       |
| <b>EMERALD HOUSE</b>       | Pradeep Raj |
| <b>TOPAZ HOUSE</b>         | Priya       |

| <b>FLAG BEARERS</b>   |         |
|-----------------------|---------|
| <b>RUBY HOUSE</b>     | Gunjan  |
| <b>SAPPHIRE HOUSE</b> | Sajith  |
| <b>EMERALD HOUSE</b>  | Jagan   |
| <b>TOPAZ HOUSE</b>    | Akshaya |

| <b>SPORTS CAPTAINS</b> |       |
|------------------------|-------|
|                        | Delix |
|                        | Azad  |

### General practices during the Investiture Ceremony

- The event normally commences with a prayer and a welcome song, opening dance.
- The ceremony is chaired by dignitaries; chief guest, special guests etc. The dignitaries are escorted to the auditorium, hall, the venue of the Investiture Ceremony and the Principal introduces the chief guest.
- The newly elected School Council comprising the Head boy, Head girl, House Prefects, Assistant House Prefects, Captains and Vice Captains - Cultural, Sports and Discipline - of the Houses, march smartly onto the stage to the beat of the School Band.
- The previous year Head Boy and the Head Girl hand over their badges to the Principal.
- The Principal of the school will introduce the newly appointed School Council to the Chief Guest.
- The Chief Guest and the Principal will then present the newly elected Council Members with sashes and badges.
- The newly elected Council pledge to work earnestly and uphold the honour and glory of the institution
- After the marching out of the Council Members, the newly elected Head Boy and Head Girl share their thoughts on taking this esteemed responsibility and speak about their aims, aspirations and the ideals that they hold dear.



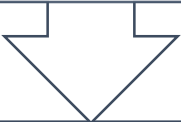
### Exercise

1. Do a mock house division in your class and also conduct an Investiture Ceremony

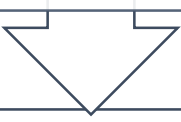
### Assessment

1. Write the process of House division leading to Investiture Ceremony

|  |
|--|
|  |
|  |



|  |
|--|
|  |
|  |



|  |
|--|
|  |
|  |

2. List the general practices during the Investiture Ceremony

3. Write the names of the heads of Council Members under which students will be elected

## Checklist for Assessment Activity

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

### **Part A**

Differentiated between

1. House Division and Investiture Ceremony
2. Head Boy/ Girl and Flag Bearer

### **Part B**

Discussed in the class:

1. The process of House Division
2. Process of selecting Student Council Members
3. General practices during the Investiture Ceremony

### **Part C**

#### **Performance standards**

The performance standards may include the following, but not limited to:

| <b>Performance Standards</b>   | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Demonstrate the knowledge of dividing students into different houses |            |           |
| Demonstrate the process of selecting student council members         |            |           |
| Demonstrate the knowledge to conduct Investiture Ceremony            |            |           |

### Session 3: Creating Playing Environment – Ground, Court and Track Marking

Sports field markings are very important aspect of the sports. A well-marked sports field is attractive and motivates people to participate. Marking a sports field requires marking equipment. This equipment allows the markers to mark a sports field in a correct and efficient manner.

Following are some of the equipment, which we use for marking a sports field;

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

In order to mark a field, mark the lines with the iron ropes pegged on each end. Take the chalk powder in your right hand and let it drop through the gaps in your fingers forming a nice 5 cm wide line as you move forward. Marking is a skill best learnt through a lot of practise. Refer to the dimensions mentioned below for marking ground/court for the four major sports.

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



### GUIDELINES FOR TRACK MARKING - 400 mt

**Space required for 400m track: 190 mt x 115 mt**

**Space required for 400 mt. track - length wise**

- Space for 16 lanes =  $9.76 \times 2 = 19.52$  mt
- MDR both curves =  $36.50 \times 2 = 73.00$  mt [MDR – Marking distance radius]
- Length of straight = 84.39 mt = 84.39 mt
- Extra space both side =  $5 \text{ mt} \times 2 = 10.00$  mt

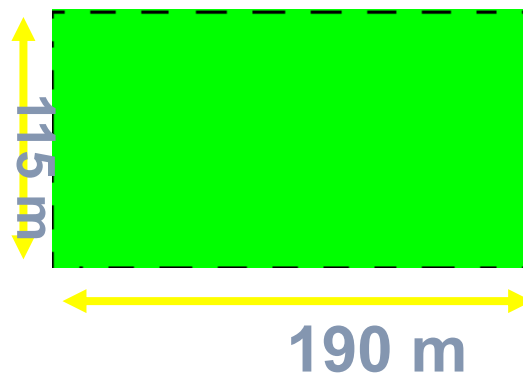
Total length required = 186.91 mt

**Required field for 400 mt track - width wise**

- Space for lanes on both sides –  $9.76 \times 2 = 19.52$  mt
- MDR + MDR or Diameter of semi-circle = 73 mt [MDR – Marking distance radius]
- Space for officials and spectators = 10 mt
- Extra space = 10 mt

The total breadth required = 112.52 mt

**STEP – 1. Measure the length and width of the given area**



**What is a Curve Radius?**

Curves mean a full circle.

Circumference of circle is  $2\pi r$

$$231.22 \text{ mt} = 2 \times \frac{22}{7} \times r$$

$$r = \frac{231.22 \times 7}{44}$$

$$r = 36.80$$

Running distance radius = **36.80 mt**

### How to find out the 'Marking Distance Radius'?

If the border is cemented or concrete, then we deduct 30 cm. from the running distance radius.

$$\text{RDR} = 36.80 \text{ mt}$$

$$\text{MDR} = \text{RDR} - 30 \text{ cm.} \quad [\text{Marking distance radius}]$$

$$\text{MDR} = 36.80 - 30 \text{ cm.}$$

$$\text{MDR} = 36.50 \text{ mt}$$

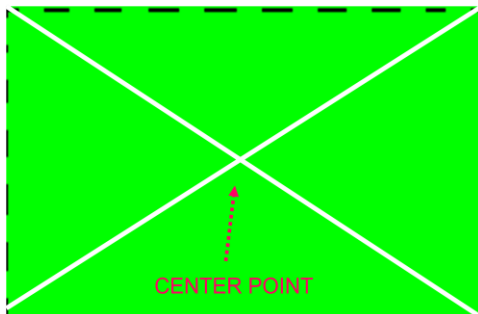
If the border is not cemented then we deduct 20 cm. from the RDR.

$$\text{RDR} = 36.80 \text{ mt} \quad [\text{Running distance radius}]$$

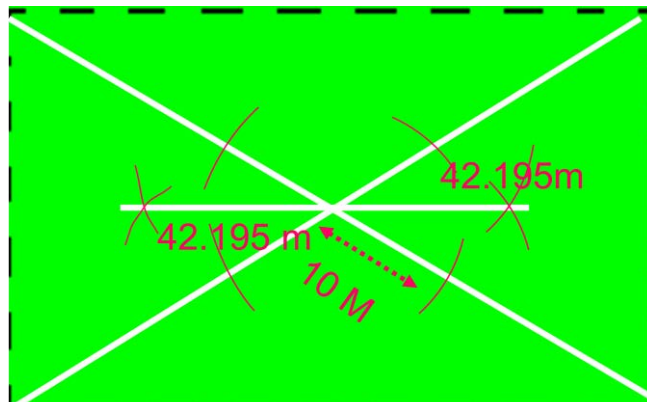
$$\text{MDR} = 36.80 - 20 \text{ cm} \quad [\text{Marking distance radius}]$$

$$\text{MDR} = 36.60 \text{ mt}$$

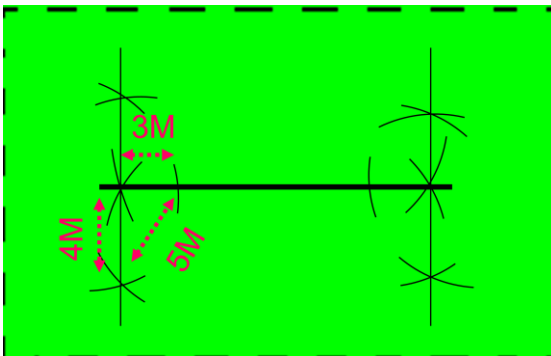
**STEP – 2.** Find the centre point of the given area by marking two diagonal lines from each corner of the field.



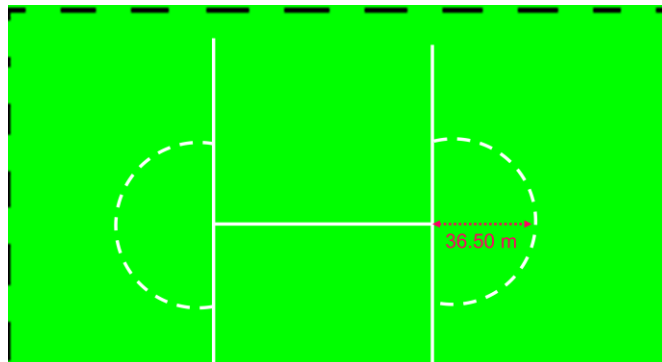
**STEP – 3.** Mark the straight line from the centre point 42.195 meters towards each end.



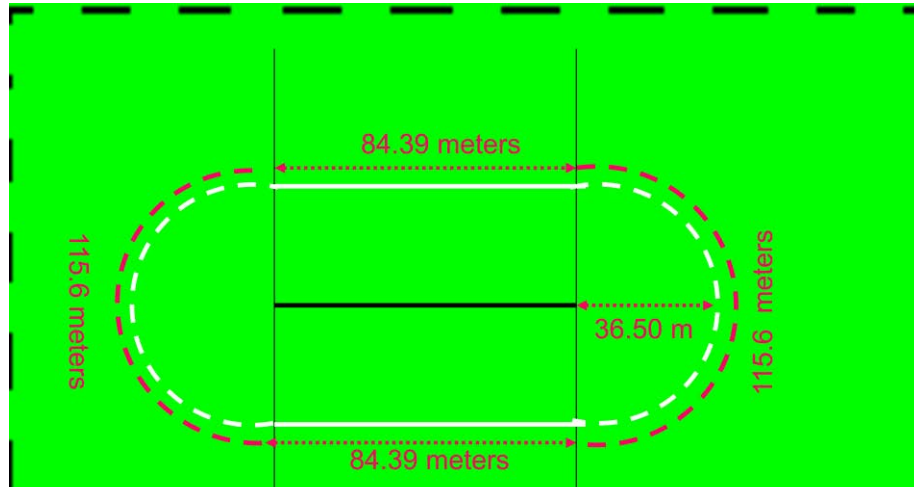
**STEP – 4.** Mark the straight line making 90 degree angle at each end of the straight line.



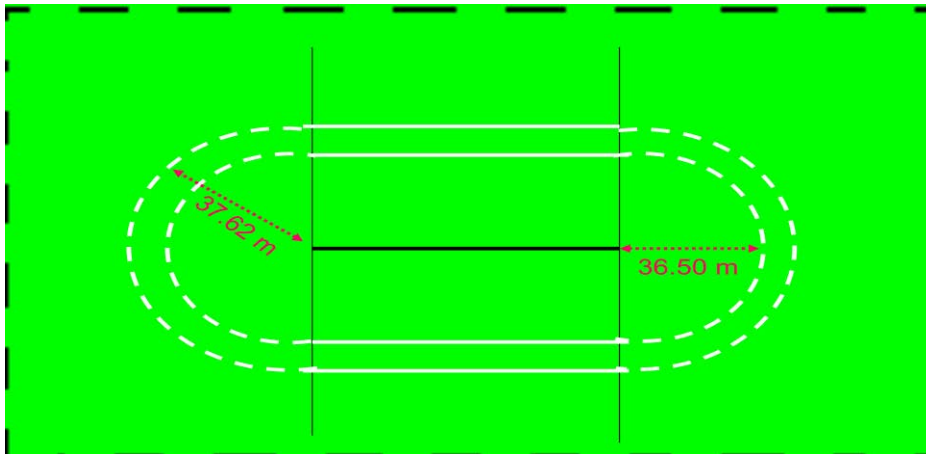
**STEP – 5.** Mark the curve by taking the marking radius. i.e. 36.50 meters.



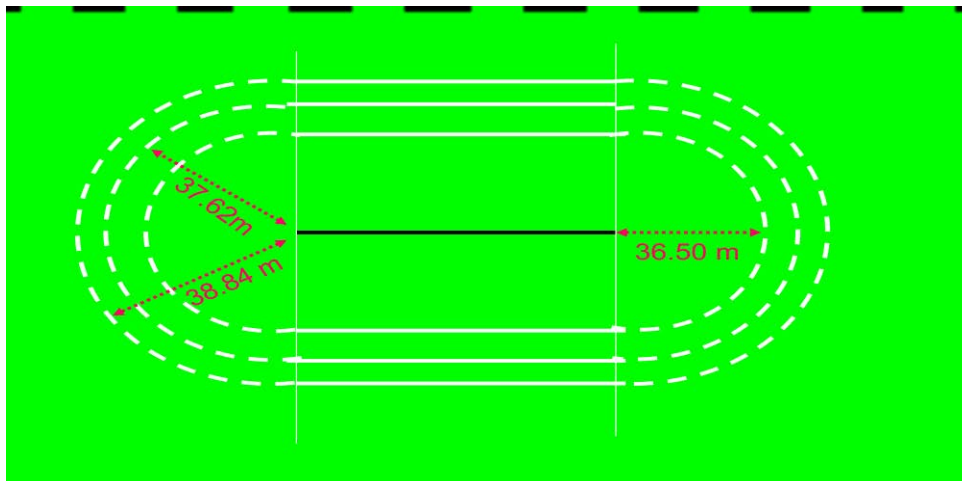
**STEP – 6. Join both ends of the two curves**



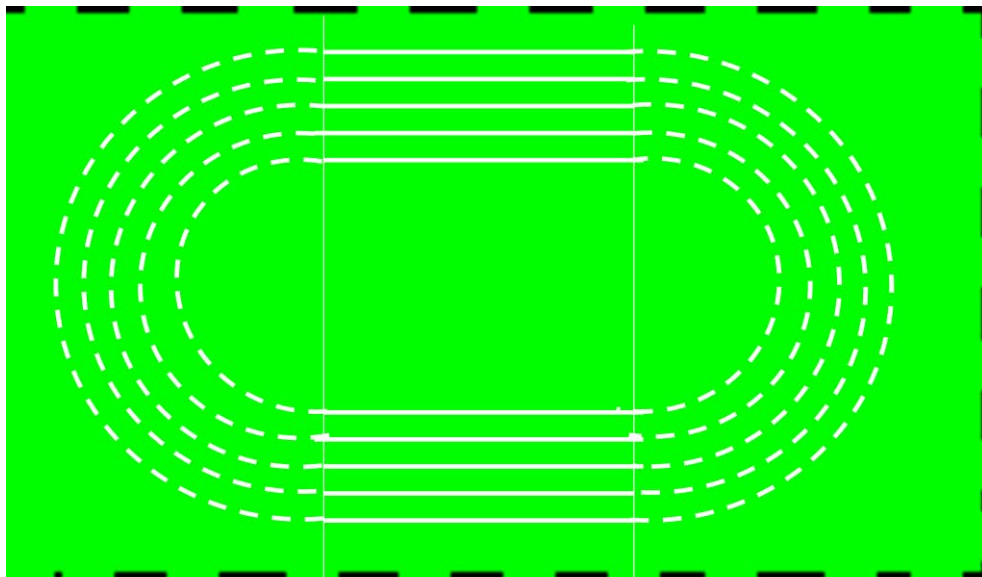
**STEP – 7. Increase the radius of curve by 1.22 meters and mark the second lane curve at both side and join the end of both the curves**



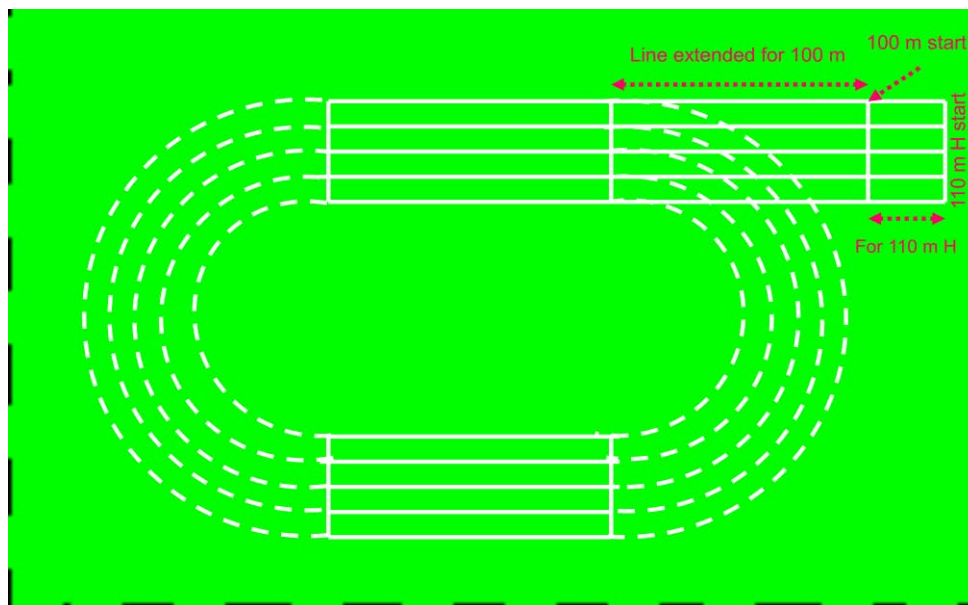
**STEP – 8. Increase the radius again by 1.22 meters and mark the curve of third lane and join their ends by straight line.**



**STEP – 9. Mark other lanes similarly as previous lanes have been marked by increasing 1.22 meters in the radius of the previous lane.**

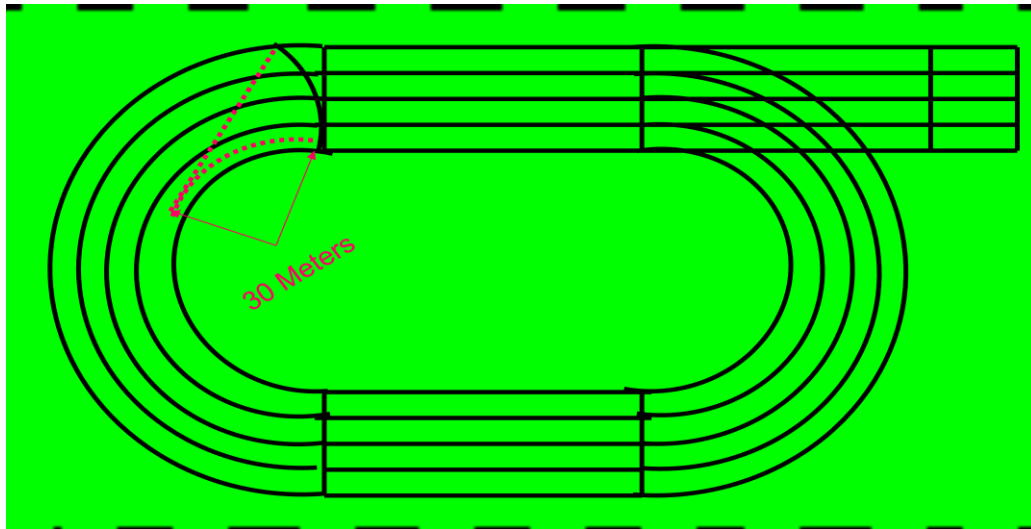


**STEP – 10. Extend the home straight for 100 meters and 110 meters run.**





**STEP – 11. Mark 10000 meters start line by marking curve with the radius of 30 meters**



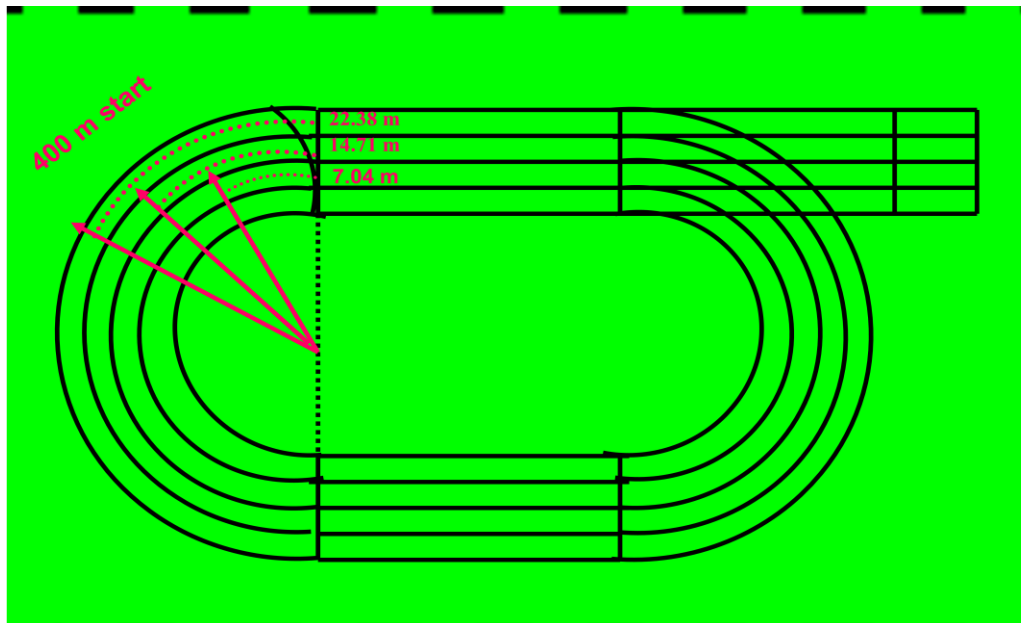
**Formula for calculating stagger**

$$W (n-1) - .10m \times 2\pi$$

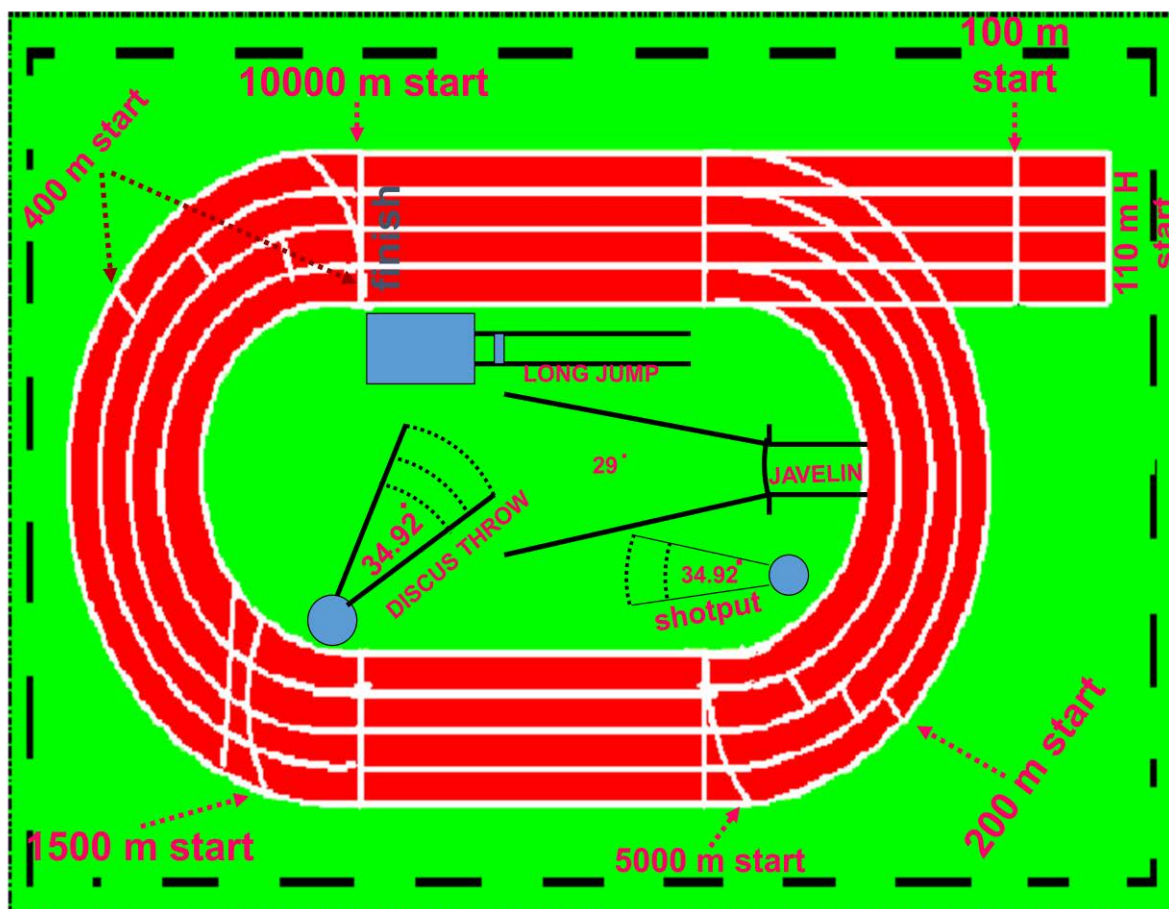
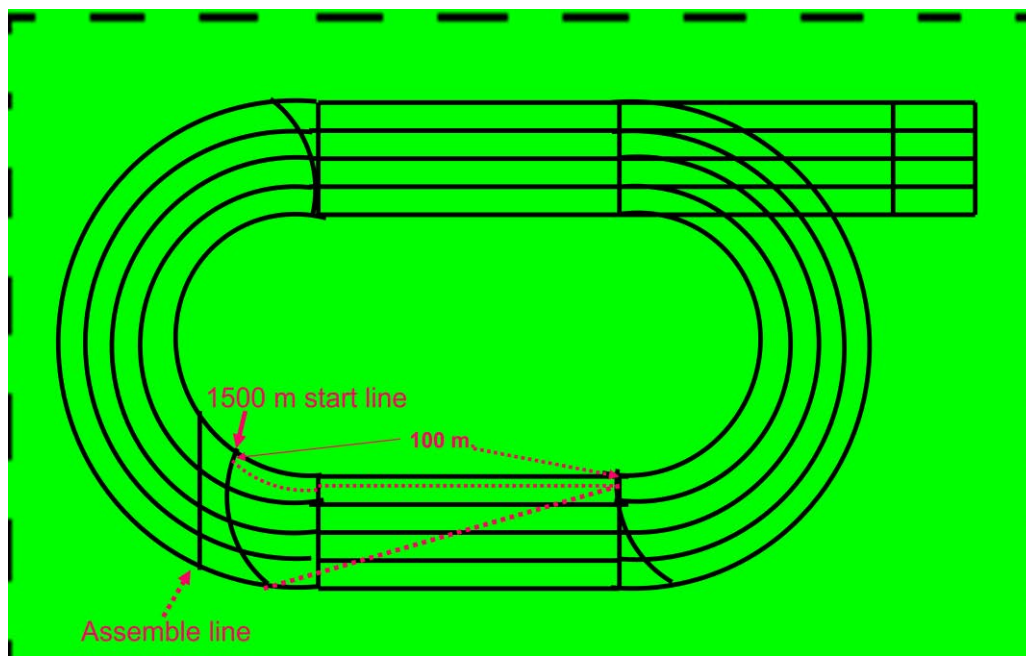
W = Width of the lane

n = Lane number

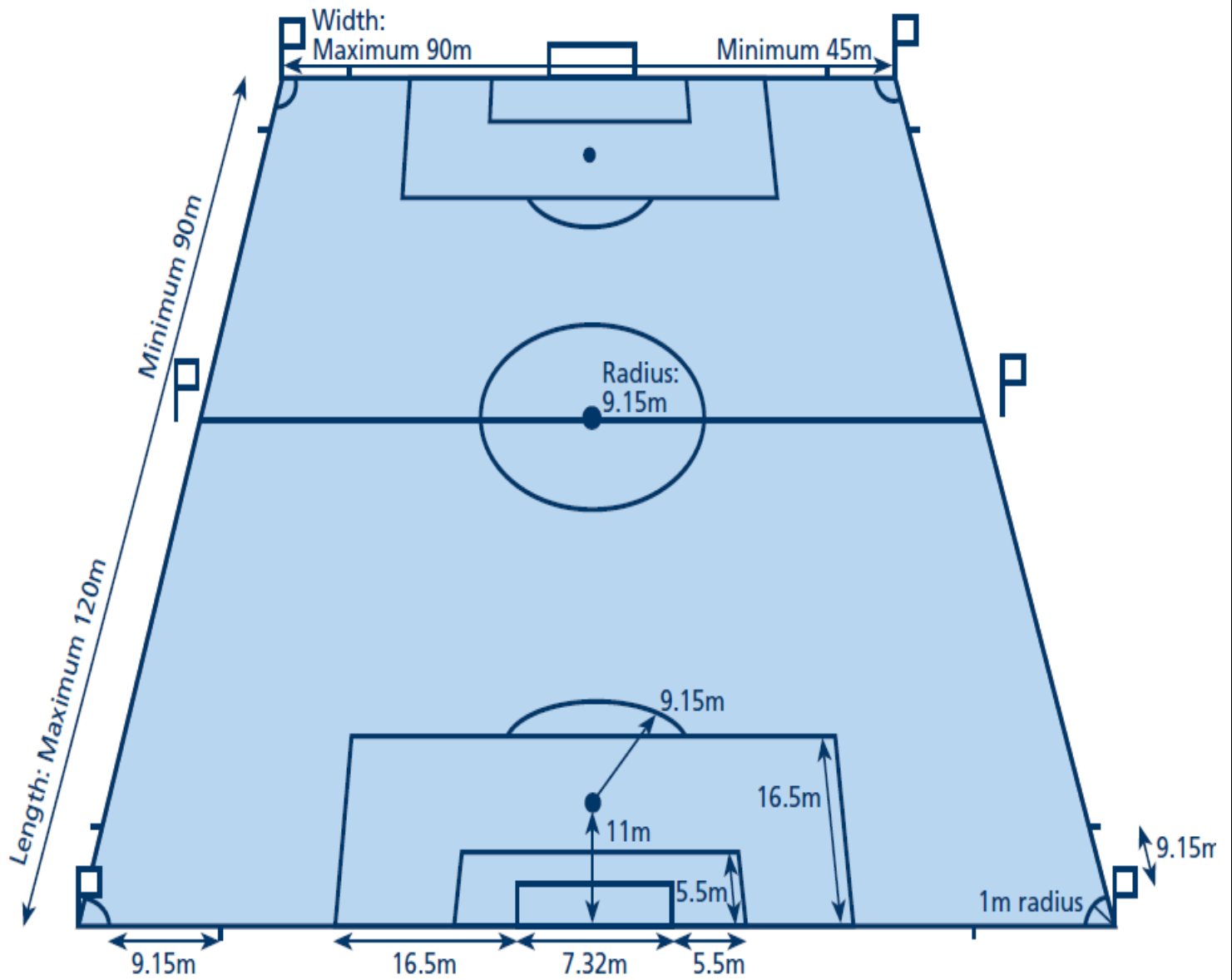
**STEP – 12. Marking 400 meters staggers for lane 2. 3. and 4.**



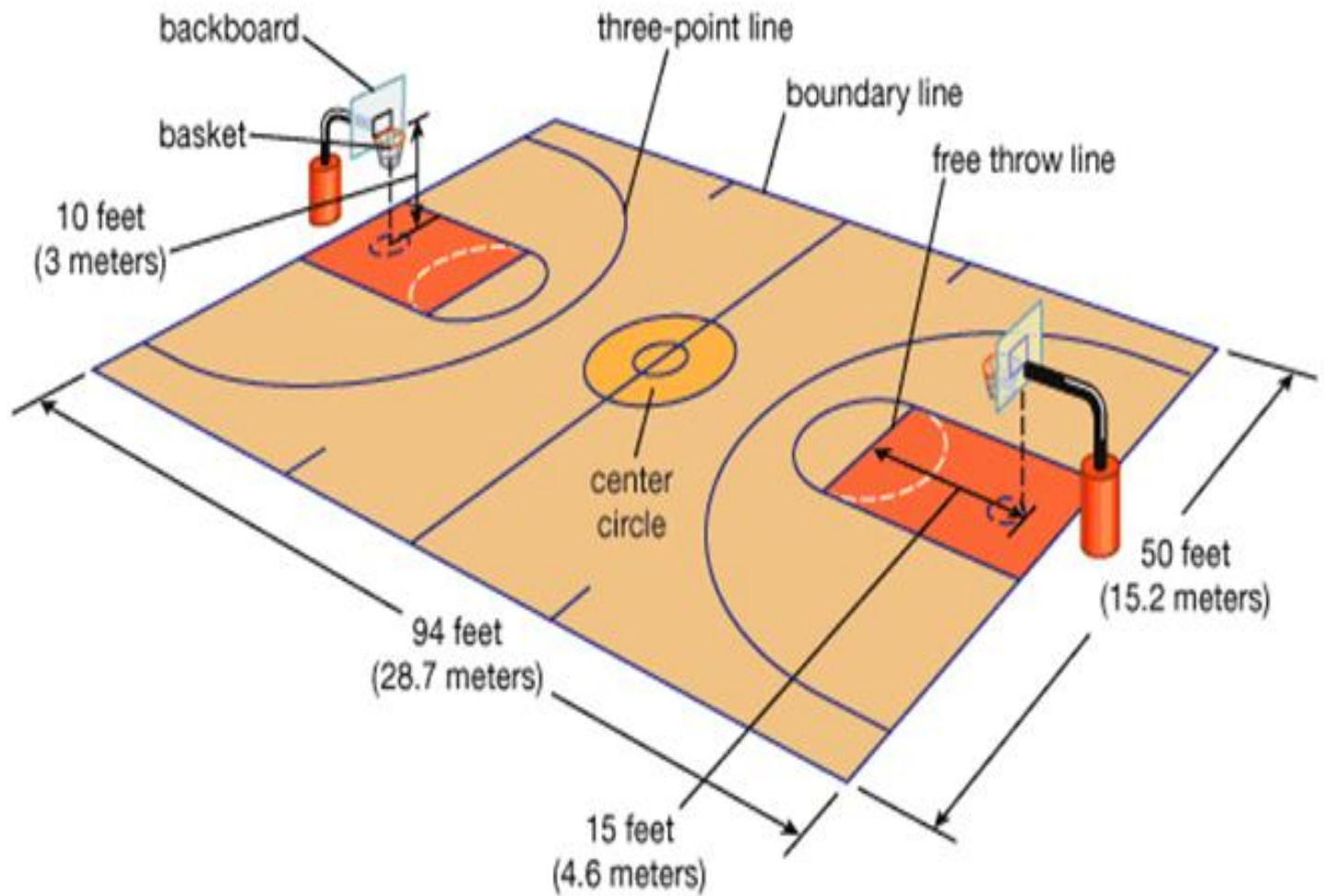
STEP – 13. Mark 1500 start line by marking curve with the radius of 100 meters



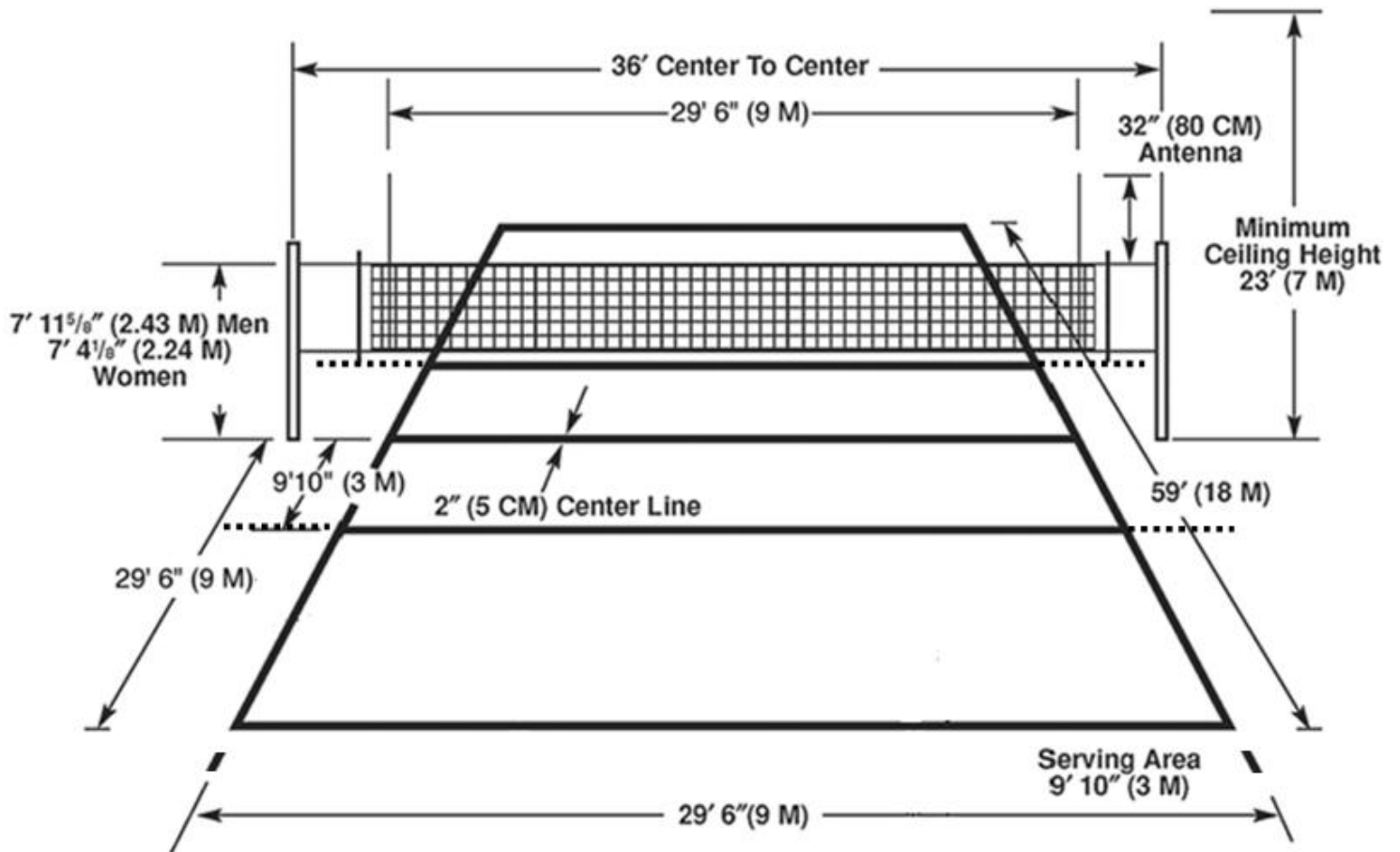
## Football: Dimension of the Field



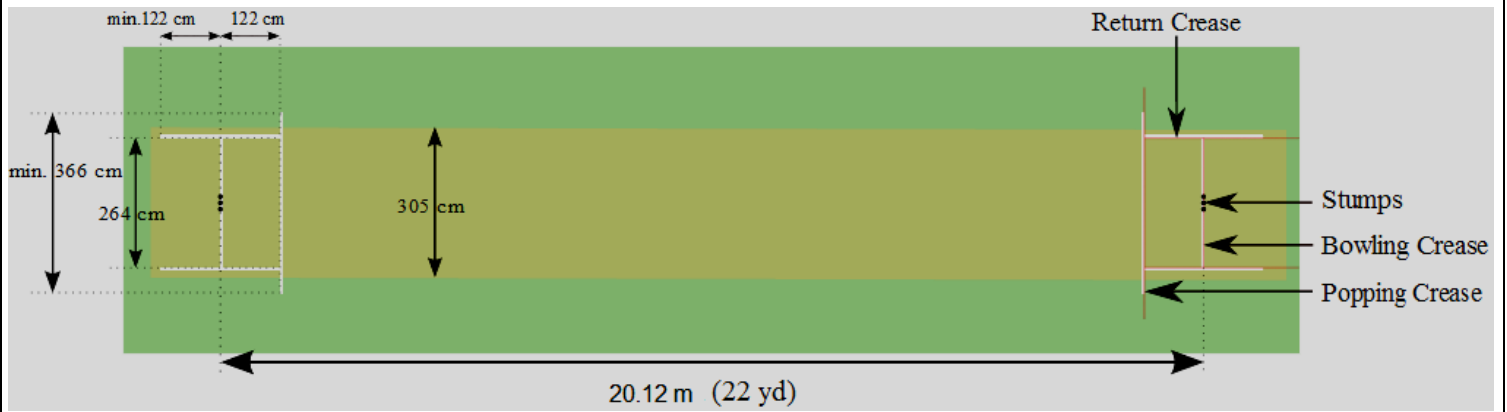
## Basketball: Dimension of the Court



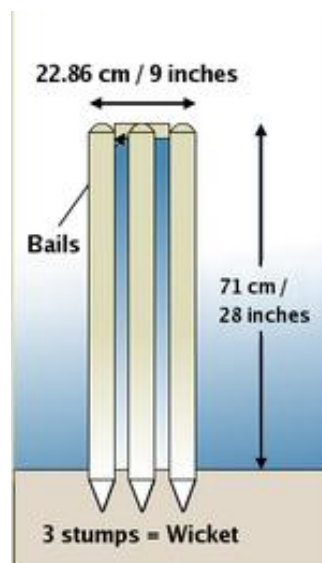
## Volleyball: Dimension of the Court



## Cricket: Dimension of the Pitch

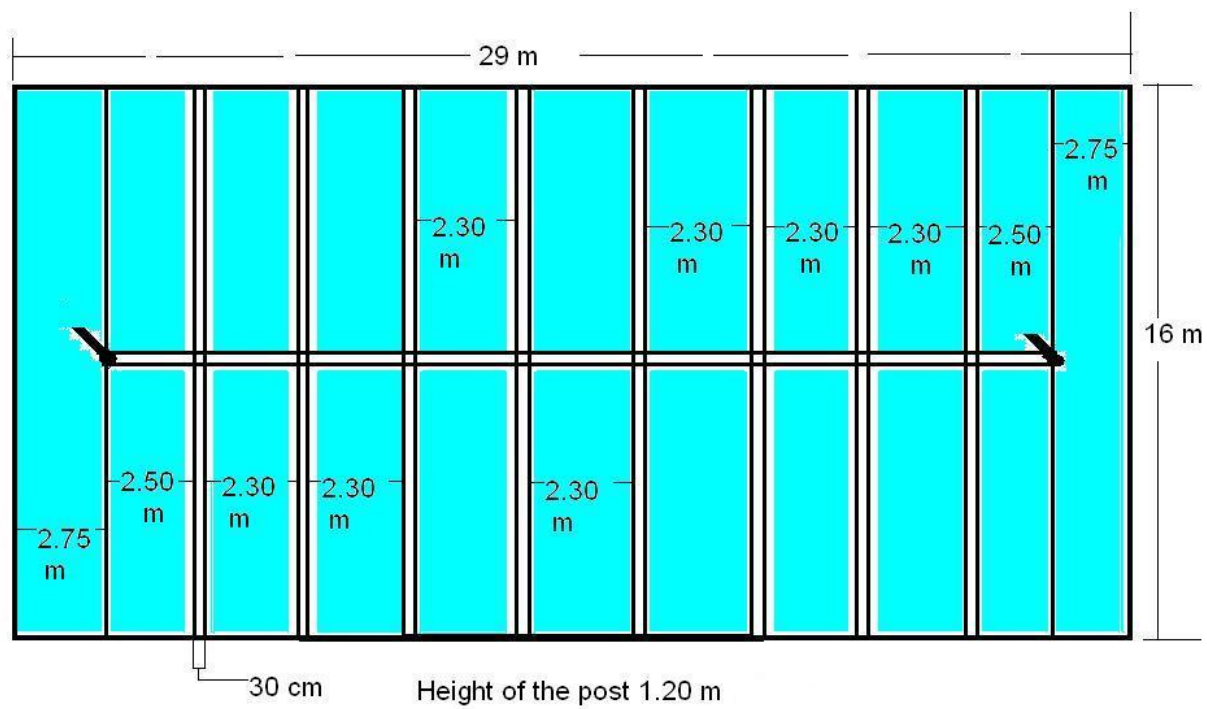


## Pitch Dimension



## Wicket/ Stumps Measurement

### Kho-Kho Court



## Exercise

1. Mark a 400m Athletic Track on a chart paper displaying all the formulas for calculating the track distances.
2. Do ground/ court marking of the infrastructure available at your school

## Assessment

### Fill in the blanks

1. Space required for .....track is 190 mt x 115 mt
2. The formula to find out .....of the circle is  $2r$
3. Formula for calculating ..... is  $W(n-1) - .10m \times 2\pi$

### Match the column A with column B

#### Column A

Basketball  
Cricket  
Volleyball  
Kho-Kho  
Football

#### Column B

Ground  
Court  
Post  
Pitch  
Pole

## Checklist for Assessment Activity

Use the following checklist to check if you have met all the requirements for assessment:

### Part A

---

Differentiated between

1. Radius and circumference
2. Marking of a 100m running track and a 400m running track
3. Stagger start and Alley start



## Part B

---

Discussed in class the following

1. How to mark an Athletic track
2. How to mark a Kho-kho court
3. How to mark a Basketball court
4. How to mark a Football Ground

## Part C

---

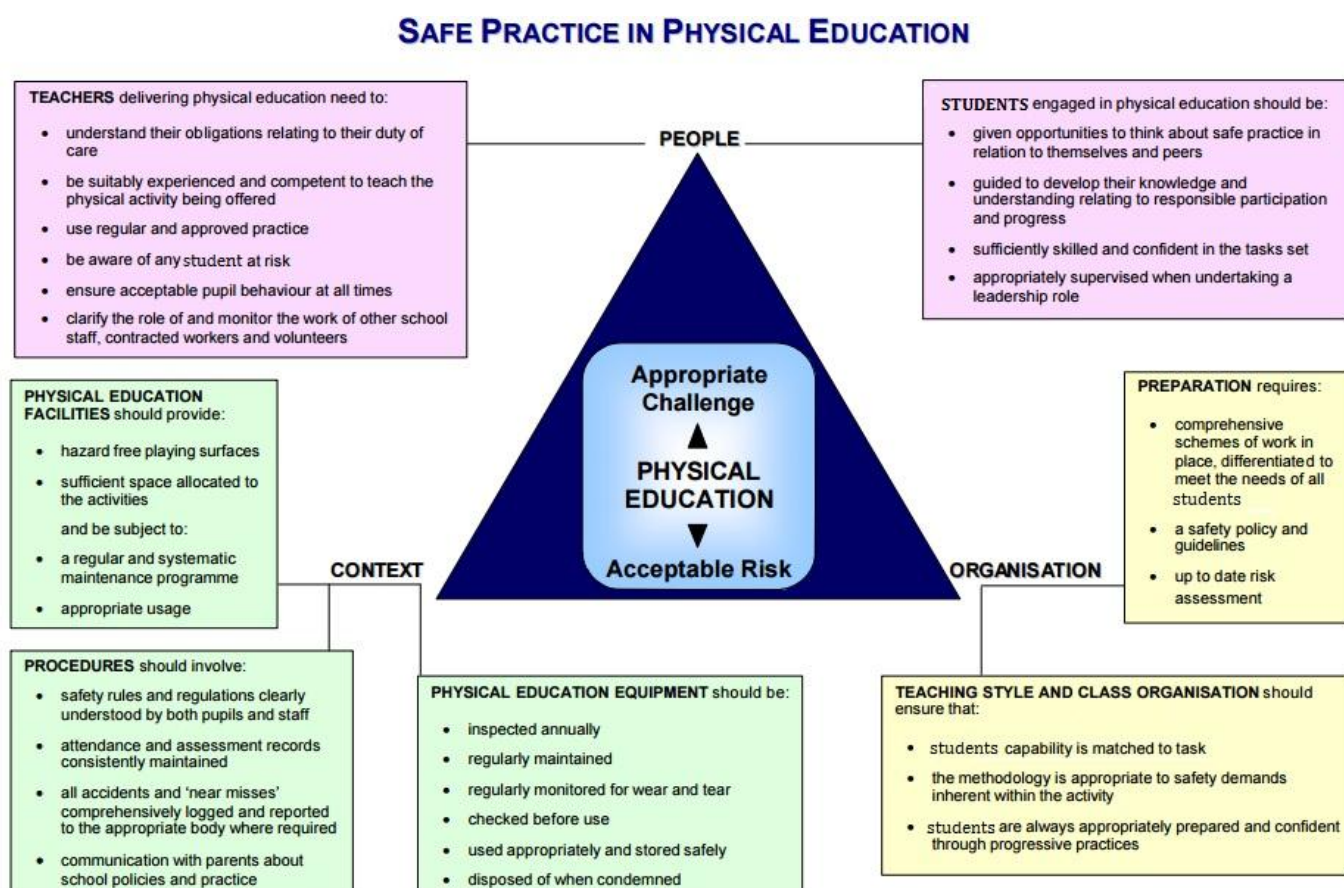
The performance standards may include, but not limited to:

| Performance Standards                                      | Yes | No |
|--|-----|----|
| Demonstrate the knowledge of marking a 400m Athletic track |     |    |
| Demonstrate the knowledge of marking Kho-Kho court         |     |    |
| Demonstrate the knowledge of making a cricket pitch        |     |    |

## Session 4: Maintenance of Props, Equipment and Sports Facilities

A sports facility is a building, structure or a place where sports training or competition is held. A sports facility can also be known as a sports venue. To determine the design and the investments required in a sports facility, one needs to be clear about the purpose of such a facility. The purpose of such a facility could vary from a community recreation center to a facility to conduct competitions.

The success of a sports facility is decided by its usage. In order for the facility to be popular it needs to be well equipped and maintained.



To keep quality of sports surfaces, it is necessary to do regular maintenance like,

1. Remove leaves, stones, pebbles, flints, pieces of sharp objects from the pitch.
2. Sweep the floor daily; if it is a cemented floor.
3. Allow only recommended footwear on the court.

4. Maintain cleanliness of pitch and its surroundings.
5. Maintain cleanliness of props and equipment.
6. Periodically check the maintenance of goal posts, volleyball poles, basketball post, etc.
7. Keep sufficient dustbins.

**Special maintenance at least once a year:**

- Level and slope of the ground should be such that there is no water logging.
- Repair and check for drainage systems.
- Special brushing with professional machinery (e.g. for cemented floor).
- Follow the maintenance instructions carefully for all artificial turfs.

Examples of Props and Equipment Maintenance:

*Check the pressure carefully. Pressures for various balls are as follows;*

**Football** - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm<sup>2</sup>) at sea level

**Basketball** – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm<sup>2</sup>) at sea level

**Volleyball** - 0.30 - 0.325 atmosphere (300 – 325 g/cm<sup>2</sup>) at sea level

**Before using balls:**

1. Inflate balls to correct pressures.
2. Before you inflate the balls, moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate.

**After using balls:**

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.

4. If you are unable to remove dirt with moistened cloth, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface (detergent may cause stain).
6. Wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place. Do not keep it under direct sunlight for long.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

**To store balls:**

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly and store them in a well-ventilated place out of direct sunlight.

**Even if the equipment is not in use, it requires regular cleaning and maintenance. To maintain props and equipment you should perform the following activities:**

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid using a damaged prop.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. Do not apply water on any leather props and equipment. Always use dry cloth to clean.

### Exercise

1. Clean your sports room and arrange the props neatly.
2. Make a yearly maintenance plan for the sports equipment and props in your school.

### Assessment

1. List down any three activities that you would perform to maintain basketball before and after use.

### Checklist for Assessment Activity

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

#### Part A

---

1. Differentiated between the amount of pressure for basketball, volleyball and football
2. Differentiated between maintenance procedure for balls before and after use

#### Part B

---

Discussed in class the following

1. How to maintain props and equipment?
2. How to store balls, props and equipment?

#### Part C

---

The performance standard may include, but not limited to:

| Performance Standard   | Yes | No |
|--|-----|----|
| Demonstrate the maintenance of props and equipment in the school and at home |     |    |



# Physical Education and Sports

## NSQF Level 4 - Class XII

### PS403 - NQ2016

## Conduct Sports Events in School

### Student Workbook



**PS403-NQ2016**

## **Conduct Sports Events in School**



## Learning Objectives

On completion of this module you should be able to:

1. Conduct events in school following the standard procedure and using proper event management tools;
2. Conduct Intramural in school for games like Football, Basketball, Volleyball, Track Field, etc.;
3. Conduct Sports Day in school, engaging all the students, teachers and support staff;
4. Conduct Parent Teachers meeting in an efficient manner.

## Introduction

Monthly plan in every school is unique as it is purely school specific. As we have learnt that every school make their Year Plan as per their priorities and the availability of different factors. For example, a school that does not have a playing ground might not conduct annual sports day every year. Since the school need to hire a ground, stadium, play space for practising and conducting sports day, they might choose to have annual cultural programme and sports day in alternative years. The year plan agreed upon influenced by different factors determine how you plan for the month.

Monthly plan is a subset of the yearly plan. A successful year is the result of many successful execution of monthly plans. The opposite can also result in poor performance of the year; if the planned event for a particular month is delayed, cancelled, unachieved due to any reason, the entire academic calendar year for the school is disturbed. Every month define and affect the planning and proper functioning of different departments in the school. Though each month in an academic setup is pre-planned and pre-defined, planning alone cannot bring success until it is executed in a proper and most efficient way.

In the following pages you will learn how to plan for a month based on the Year Plan that we discussed in the previous module.

### Year Plan 2016 - 2017

|             |                          |
|-------------|--------------------------|
| SCHOOL NAME | ABC INTERNATIONAL SCHOOL |
| DEPARTMENT  | PHYSICAL EDUCATION       |

| LIST OF SPORTS EVENTS      | STARTING      | ENDING         | LIST OF OTHER EVENTS         | STARTING       | ENDING         |
|----------------------------|---------------|----------------|------------------------------|----------------|----------------|
| INVESTITURE CEREMONY       |               | 13- June- 2016 | PTM                          |                | 9- April- 2016 |
| INTRAMURAL                 | 1-Aug- 2016   | 20-Aug- 2016   | EXAMINATION – HALF YEALRY    | 19- Sept- 2016 | 24- Sept- 2016 |
| INTERSCHOOL TOURNAMENT     | 22-Aug- 2016  | 27-Aug- 2016   | EXAMINATION – FINAL EXAM     | 13- Mar- 2017  | 18- Mar- 2017  |
| NATIONAL LEVEL COMPETITION | 3-Oct- 2016   | 15-Oct- 2016   | CHILDREN'S DAY               |                | 14-Nov-2016    |
| SPORTS DAY                 | 15-Nov- 2016  | 17- Dec- 2016  | ANNUAL DAY/ FOUNDATION DAY   |                | 15-April-2016  |
| SUMMER CAMP                | 25-April-2016 | 4-June-2016    | EXCURSION/PICNIC /FIELD TRIP | 27-Jan-2017    | 28-Jan-2017    |
|                            |               |                | NEW ADMISSION                | 23-Feb-2017    | 25-Feb-2017    |

| APRIL   | MAY   | JUNE   | JULY  | AUGUST   | SEPTEMBER  |
|---|---|--|---|--|--|
| M T W T F S S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30       | M T W T F S S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30    | M T W T F S S<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31    | M T W T F S S<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31 | M T W T F S S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30    |
| OCTOBER   | NOVEMBER  | DECEMBER   | JANUARY   | FEBRUARY   | MARCH  |
| M T W T F S S<br>1 2<br>3 4 5 6 7 8 9<br>10 11 12 13 14 15 16<br>17 18 19 20 21 22 23<br>24 25 26 27 28 29 30<br>31 | M T W T F S S<br>1 2 3 4 5 6<br>7 8 9 10 11 12 13<br>14 15 16 17 18 19 20<br>21 22 23 24 25 26 27<br>28 29 30       | M T W T F S S<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18<br>19 20 21 22 23 24 25<br>26 27 28 29 30 31 | M T W T F S S<br>1<br>2 3 4 5 6 7 8<br>9 10 11 12 13 14 15<br>16 17 18 19 20 21 22<br>23 24 25 26 27 28 29<br>30 31 | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28          | M T W T F S S<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30 31 |

Let us learn how to plan for the month of July as per the Year Plan

| Date/ Week<br>(As per the Year Plan) | Task                                   | Process   | When                                |
|--------------------------------------|--|---|-------------------------------------|
| 20th June 2016                       | Infrastructure Check                   | Check the availability and condition of props and equipment related to the tournament   | 4 weeks before the tournament start |
| 27th June 2016                       | Invitation Letter to the House Masters | Send a draft invitation and player registration form to the House Masters marking a copy to the school Principal                            | 3 weeks before the tournament start |
| 27th June 2016                       | Notice Board Update                    | Update the notice board with the information about upcoming Inter-House Football and Basketball tournament                                  | 3 weeks before the tournament start |
| 4th July 2016                        | Get Team Confirmation                  | Collect player registration form from the House Masters   | 2 weeks before the tournament start |
| 11th July 2016                       | Prepare Tournament Schedule            | Prepare tournament fixture for each of the categories and send it to the respective House Masters. Also put the fixture on the notice board | 1 week before the tournament start  |
| 11th July 2016                       | Assign Duty                            | Identify volunteers, teachers who can support you during the tournament. Assign duties to the them  | 1 week before the tournament start  |

-10 Days: At least 10 days prior to the tournament, an invitation letter to the House Masters should be sent. The letter should contain the detail of the tournament.

## Session 1: Conducting Events in School

In this chapter we will discuss on how to conduct sports tournament 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

- Intramural
- Extramural
- Independence Day/ Republic Day
- Parent Teacher Meeting
- Father's Day/ Mother's Day/ Grandparent's Day/ Children's Day
- World Environment Day/ Earth Day
- Annual Day/ Foundation Day

Outings

- Field Visit
- Picnic day
- Excursion

A tournament is a competition involving a relatively large number of competitors; all participating in a sport or game. The task of organizing tournaments can go from very simple to extremely complex. Depending on the type of sport, you may have individual players, small teams or large teams. You may have tournaments going from one day to several months. You may have winners decided on accumulated points or knock outs. You may have tournaments played over multiple locations/ countries or in a single stadium.

In this session, we will focus on simple tournaments that are typically organized at school levels. Broadly there are three stages in which you could plan the organization of any tournament.

- Pre-Tournament
- Tournament Day
- Post Tournament



## Pre-Tournament

A school may decide to host a football tournament. The immediate questions to ask are



1. Venue – Where we are going to conduct the tournament?
2. Date and time lines – When is the tournament?
3. How many entries – Expected number of participating teams
4. What Infrastructure is available – Does the school have ground and require equipment to conduct the tournament?
5. Number of resources available – Total number of people needed to organize the tournament.

Some of these questions are interlinked. For example if I have only one ground and two teachers I may have a restriction on how many teams I invite for the tournament. If I do not have overnight accommodation for player, I might restrict the tournament to only a day.

Once the date, venue and number of participants is decided then one gets into the details of the planning. The following pages shows a short a short summary of the various aspects of tournament planning and execution.



Each team leader will then decide how many additional team members they need and work with their detailed checklists and prepare for the tournament.



## 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.

### **What is a checklist and what are the advantages to work with them?**

Checklist is a tool that helps you ensure that you do not forget or miss out on anything important while organizing the event. It is a working document that is updated as one learns. There are many advantages of working with checklists. These are shared below:

1. You can plan and prepare well in advance.
2. You can list all items so as to not forget anything.
3. With a checklist it is easy to handover the tasks to new team members.
4. It makes the whole organizing experience stress free as you are not dependent on specific people.
5. It makes working with large teams possible and gives good supervision control.

### **Tournament Day**

On the tournament day all preparations need to pay off. It is important for the whole team to be present at the venue at least one hour before the tournament start time. The team should review all the checklists and prepare for their individual responsibilities. The tournament manager needs to re-emphasize the communication structure and the agenda for the whole day. The list of events should have a start and end time and the responsible person assigned. The more effort you put in the preparation phase the easier it gets on the tournament day.

**Be Aware:** Even if you have prepared a lot there will be unforeseen issues that will come up during the tournament. It is important for all team members to keep their emotions under control, trust each other, depend on each other and resolve issues without getting into a blame game. The way the team manages to support each other will decide the success of the event.



## 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 tournamnet 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.

## Post tournament

| Step/ Sequence | Tool                          | Process/ Task  | When                                | ✓✗ | Comments (if any) |
|----------------|-------------------------------|--|-------------------------------------|----|-------------------|
| 1              | 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. | Event day                           |    |                   |
| 2              | Report to School              | Send a comprehensive report and a thanking letter to the school Principal mentioning total participants, talented players, best players, winning team etc.   | Within +3 days from tournament      |    |                   |
| 3              | School assembly League prizes | Request the Principal to give 5 minutes during the next immediate assembly. Re-distribute the prizes - runners-up, winning team, best player, and highest scorer.                                  | Next assembly day                   |    |                   |
| 4              | Dash board update             | Put photos of winners, participants, white chart for open feedback/ remarks.   | Day within + 3 days from tournament |    |                   |

All experiences and learnings can be documented to be used for future tournaments. Can you think of other advantages and help making checklists more robust?

### Exercise

1. Plan for an interclass tournament in your school and constitute the organizing committee with specific roles and responsibilities.
2. Prepare a fixture of 22 teams for a knock out tournament.

### Assessment

1. List down 4 important events in a school year?
  - a.
  - b.
  - c.
  - d.
2. What are the 5 advantages of working with checklist, while organizing a tournament?
  - a.
  - b.
  - c.
  - d.
  - e.
3. **Fill in the blanks**
  - a. \_\_\_\_\_ is a tool that helps a physical education teacher to ensure that he/she does not miss out anything important while organizing a tournament in the school.
  - b. The organizing team should be present at the venue at least \_\_\_\_\_ before the tournament start time.
  - c. \_\_\_\_\_ is the practice of allowing a team or player to advance to next round of play off without playing.

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between

1. Three stages of a tournament organization: pre-tournament, tournament day and post-tournament

### Part B

---

Discussed in class the following:

1. What are the advantages of working with tournament checklist?
2. What is post tournament checklist
3. Why do we need to study the guidelines for organizing a tournament?

### Part C

---

The performance standards may include, but not limited to

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of preparing a knock out tournament fixture                                       |     |    |
| Demonstrate the knowledge of constituting a tournament organizing committee with roles and responsibilities |     |    |
| Demonstrate the knowledge of identifying important events of a school in an academic year                   |     |    |

## Session 2: Conducting Intramural

A sports **Intramural** (intra- school tournaments) is mostly a prelude to the **Extramural** (inter-school tournaments).



Generally, inter-house tournaments are organized to identify or select talented players who can represent the school in a given sport in different categories. For example, an inter-house U-13 football tournament can be conducted to identify talented players who can be a part of the team to represent the school in an inter-school U-13 tournament. It is also a way to give a fair chance to every student to be eligible for the school team if he/she is good enough to play the chosen sport.

If according to school year plan, the inter-school tournament is scheduled during the month of August, conducting an Intramural (an inter-house football tournament) during the month of July gives enough opportunity to identify the talented players and prepare them for the upcoming inter-school tournament.



Here are the guidelines to conduct Intramural tournament of various sports.



# Conducting Football Tournament



## Pre-Tournament or Preparation phase:

### Step 1

- ✓ Venue – Where we are going to conduct the tournament?
- ✓ Date and time – When is the tournament?
- ✓ How many entries – Expected number of participating teams
- ✓ What Infrastructure is available? Does the school have ground and require equipment to conduct the tournament?
- ✓ Number of resources available – Total number of people needed to organize the tournament

### Step 2

Formation of organizing committee with roles and responsibilities

| Roles and Duties   |  |      |                         |
|--------------------|--|------|-------------------------|
| Team Lead          | Duties   | Name | Additional team members |
| Tournament Manager | Responsible for the whole tournament<br>Detailing the agenda |      |                         |

|   |  |  |  |
|---|--|--|--|
|   | Giving responsibilities to all team leads  |  |  |
| <b>Team Management</b>                              | Registrations: Invitations<br>Accepting registrations<br>Making participants list<br>Informing them of Venue, arrangements etc.<br>Tournament structure, fixtures<br>Information to teams<br>Props and equipment required<br>Team attire<br>Rules for the tournament |  |  |
| <b>Facility Management/<br/>Ground preparations</b> | Medical facilities   |  |  |
|   | Ground Cleanliness and marking   |  |  |
|   | Props and Equipment list   |  |  |
|   | Music and PA System  |  |  |
|   | Food and Beverage (Breakfast, Lunch, Refreshments, Drinking Water etc.)  |  |  |
|   | Venue Operation (Shamiana, Table& Chair, Barricade, Flex, Banners etc.)  |  |  |
|   | Camera   |  |  |
|   | Help Desk + Washroom, Toilets  |  |  |
| <b>Ground/ Station Manager</b>                      | Manager -1   |  |  |
|   | Ground Marker  |  |  |
|   | Bibs and stationeries + score sheet/fixtures   |  |  |
| <b>Officials</b>                                    | Referee - Team 1   |  |  |
|   | Referee - Team 2   |  |  |
|   | Referee - Team 3   |  |  |
|   | Table official   |  |  |
|   | Rules and regulations , Runner   |  |  |
| <b>Audience Manager</b>                             |  |  |  |
| <b>Announcer/ Inauguration</b>                      | Announcer with a script  |  |  |
|   | Score sheet updater  |  |  |
|   | Runner   |  |  |
| <b>Ceremony manager</b>                             | Chief Guest, Certificate Writing   |  |  |
|   | Arrangement+ Medals and Trophies<br>Vote of thanks   |  |  |

### Step 3

Preparing the fixture for the tournament

- Make fixture as per the tournament format – Knock out/ League/ League cum Knock out
- Publish the circular for the tournament.

Here is an example of league tournament circular:

**Tournament Rules & Point System**

- Teams to report at the respective ground/ court/ venue 10 minutes before the scheduled time of the match.
- Teams late by more than 5 minutes will be treated as absent and the opposition will be awarded a win by default/ walk-over.
- Teams to be present in proper attire. Shin guard is compulsory in football. Referee will not allow to play without shin guards.
- Referees decision will be final.
- The tournament (all sports) is scheduled as 'league-cum-knockout' format. In league, each team will play minimum 2 matches.
- During league phase, teams are divided in multiple groups based on the no. of teams.
- Post league, the group winners and runners will qualify for quarter-finals/ semi-finals/ final as per the fixture.
- Point format for matches in league: 3 points for win, 1 point for draw and no point for loss.

**Point System:**

- During league phase, in case of a draw/ tie both the teams will get 1 point each point.
- During knock-out phase (post league), in case of draw/ tie – result will be through penalty shoot-out (5 shoots) in football.
- In case in the league table, points are equal, the goal difference (the difference value of goal for and goal against) will be considered to identify the winner & runners-up.
- If goal difference is also draw/ tie, goal for (goals scored by the team) will be considered to identify the winner. Goal against to be considered if goal for is equal/ tie.
- In case everything is equal/ tie – result will be through penalty shoot-out (5 shoots) in football.



## Tournament Day:

| Tournament Day Checklist        |   |            |             |            |                          |
|---------------------------------|---|------------|-------------|------------|--------------------------|
| Item                            | Spec  | Required # | Available # | Owner Name | ✓ OR X                   |
| <b>Ground Set-Up</b>            |   |            |             |            |                          |
| Marking                         | Lime powder/ POP - depending on ground condition      |            |             |            | <input type="checkbox"/> |
| Soft board for display          | 1 per venue   |            |             |            | <input type="checkbox"/> |
| Ground no. stand                | 1 per ground/ court (1 - 2 - 3 - 4 . . . .)           |            |             |            | <input type="checkbox"/> |
| Grounds men                     | 1 per ground  |            |             |            | <input type="checkbox"/> |
| Ground preparation              | watering/ leveling/ stones/ safety/ court cleanliness |            |             |            | <input type="checkbox"/> |
| Demarcation                     | elevated rope boundary                                |            |             |            | <input type="checkbox"/> |
| Canopy                          | For officials   |            |             |            | <input type="checkbox"/> |
| Umbrella                        | 1 per ground/ court                                   |            |             |            | <input type="checkbox"/> |
| <b>Equipment &amp; Props</b>    |   |            |             |            |                          |
| Football goal post              | 1 set per ground + 1 set extra                        |            |             |            | <input type="checkbox"/> |
| Football - size                 | 3 per ground + 3 extra                                |            |             |            | <input type="checkbox"/> |
| Football Corner flags with pole | 4 flags & pole per ground                             |            |             |            | <input type="checkbox"/> |
| Football referee card set       | 1 set per ground + 1 set extra                        |            |             |            | <input type="checkbox"/> |
| Football referee bib            | 2 per ground  |            |             |            | <input type="checkbox"/> |

|                              |   |  |  |  |                          |
|------------------------------|---|--|--|--|--------------------------|
| Football shin guards         | As per need/ registrations  |  |  |  | <input type="checkbox"/> |
| Bibs (2 colours)             | 7 per colour per ground/ court  |  |  |  | <input type="checkbox"/> |
| Fixture                      | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Score sheet (Fixture to use) | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Point tally sheet            | 1 per sport per group + additional copies as required                         |  |  |  | <input type="checkbox"/> |
| Stop watch                   | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Whistle                      | 1 per referee   |  |  |  | <input type="checkbox"/> |
| Stationery                   | Pen, pencil, eraser, sharpener, marker, duster, pins etc.                     |  |  |  | <input type="checkbox"/> |
| Air pump & needles           | Minimum 2 in nos. + additional as required                                    |  |  |  | <input type="checkbox"/> |
| <b>Other Facilities</b>      |   |  |  |  |                          |
| Tables                       | 1 each for ground, announcement, medical, snacks, prize + additional as reqd. |  |  |  | <input type="checkbox"/> |
| Chairs                       | As per requirement and availability   |  |  |  | <input type="checkbox"/> |
| Water dispenser              | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Water cans (25 lt)           | 5 cans per 100 people (including parents)                                     |  |  |  | <input type="checkbox"/> |
| PA system                    | 1 per venue   |  |  |  | <input type="checkbox"/> |

|  |   |  |  |  |                          |
|--|---|--|--|--|--------------------------|
| Mega-phone                                   | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| First- Aid kit                               | 1 per ground + 1 for the nurse            |  |  |  | <input type="checkbox"/> |
| Medical                                      | 1 Nurse per venue + Doctor on the venue   |  |  |  | <input type="checkbox"/> |
| Rest rooms                                   | Check cleanliness                         |  |  |  | <input type="checkbox"/> |
| Shamiana/ Shed                               | As per the Need & Budget                  |  |  |  |                          |
| Standeers                                    | 3 per venue                               |  |  |  | <input type="checkbox"/> |
| Walkie-talkie                                | As per requirement and availability       |  |  |  |                          |
| <b>Resources with role</b>                   |   |  |  |  |                          |
| Facility Manager                             | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| Inauguration/ Announcer                      | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| Runners for any help                         | 2 Residents per venue                     |  |  |  | <input type="checkbox"/> |
| Football Referees                            | 2 per ground                              |  |  |  | <input type="checkbox"/> |
| Table Official + Talent Scouts               | 1 per ground with same sports back ground |  |  |  | <input type="checkbox"/> |
| Camera                                       | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| <b>Refreshments (choose based on budget)</b> |   |  |  |  |                          |
| Snack Packs (For participants)               | Bananas/ Biscuits/ Juice/ Chocolate Bar   |  |  |  | <input type="checkbox"/> |
| Refreshments (For Others)                    | Food for Organizers/Referees              |  |  |  | <input type="checkbox"/> |

|   |   |  |  |  |                          |
|---|---|--|--|--|--------------------------|
| Dust bins with bin bags                               | 4 per venue                               |  |  |  | <input type="checkbox"/> |
| <b>Prizes &amp; Trophies (choose based on budget)</b> |   |  |  |  |                          |
| Champion trophy                                       | 1 per sport per age group                 |  |  |  | <input type="checkbox"/> |
| Champion medals                                       | 1 per team member per sport per age group |  |  |  | <input type="checkbox"/> |
| Runners-up Medals                                     | 1 per team member per sport per age group |  |  |  | <input type="checkbox"/> |
| Best player   | 1 per sport per age group                 |  |  |  | <input type="checkbox"/> |
| Certificates  | 1 per participant (all)                   |  |  |  | <input type="checkbox"/> |
| Writing on certificates                               | Select a person who has good handwriting  |  |  |  | <input type="checkbox"/> |

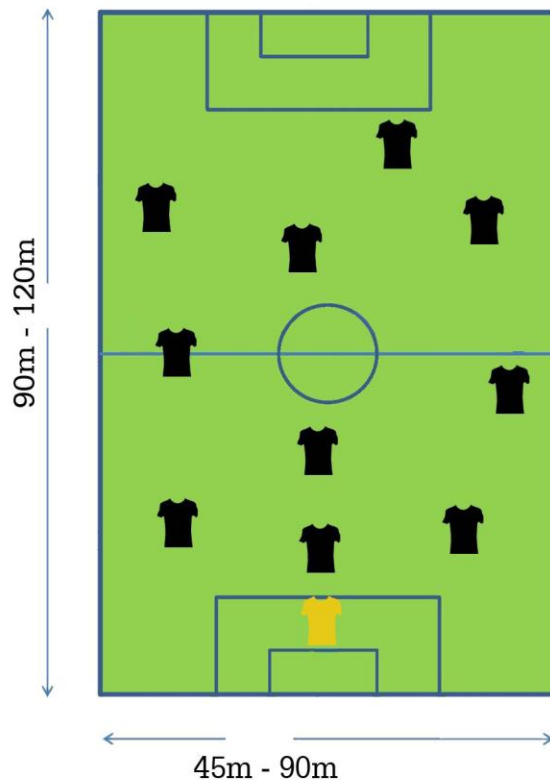
## The game of football is governed by seventeen laws.

### Law 1: The field of play

The field of play must be rectangular.

Length (touch line): minimum 90 m and maximum 120 m

Width (goal line): minimum 45 m and maximum 90 m



### Law 2: – The ball

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



### Law 3: The number of players

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

### Law 4: The Player's equipment

Jersey, shorts, footwear, shin pads, stockings



### Law 5: The referee

Enforces the laws and controls the match.

### Law 6: The Assistant referee

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

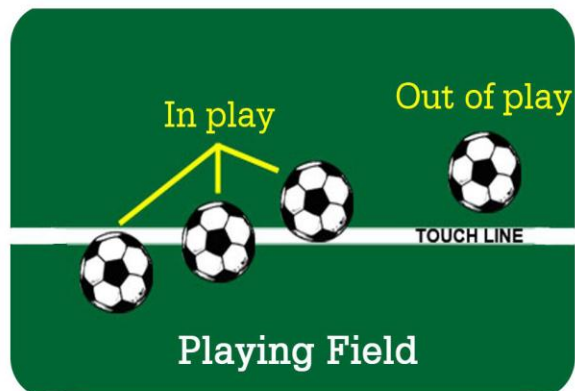
### Law 7: The duration of the match

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



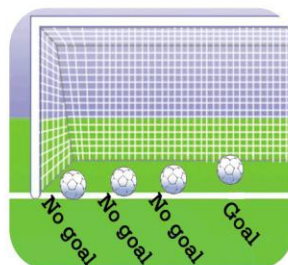
**Law 8:** The start and restart of play

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



**Law 10:** The method of scoring

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

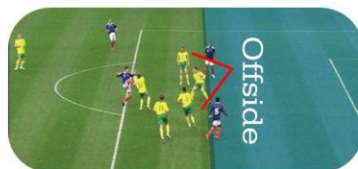


**Law 11:** Offside

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

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

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



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

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

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

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

**Law 12:** Fouls and misconduct

Players and coaches committing fouls/ misconduct are penalised in following ways depending on severity of the foul and misconduct:

- Direct free kick
- Indirect free kick
- Penalty kick
- Cautioned/ shown yellow card
- Red card/ sent off the field



**Law 13:** Free kicks

Direct free kick is awarded in occasion of fouls

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





#### Law 14: The penalty kick

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



#### Law 15: The Throw-in

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

At the moment of delivering the ball, the thrower:

- faces the field of play
- has part of each foot either on the touch line or on the ground outside the touch line
- holds the ball with both hands
- delivers the ball from behind and over his head
- delivers the ball from the point where it left the field of play



#### Law 16: The goal kick

A goal kick is awarded when the whole of the ball passes over the goal line, either on the ground or in the air, having last touched a player of the attacking team, and a goal is not scored.



#### Law 17: The corner kick

A corner kick is awarded when the whole of the ball passes over the goal line, either on the ground or in the air, having last touched a player of the defending team, and a goal is not scored.

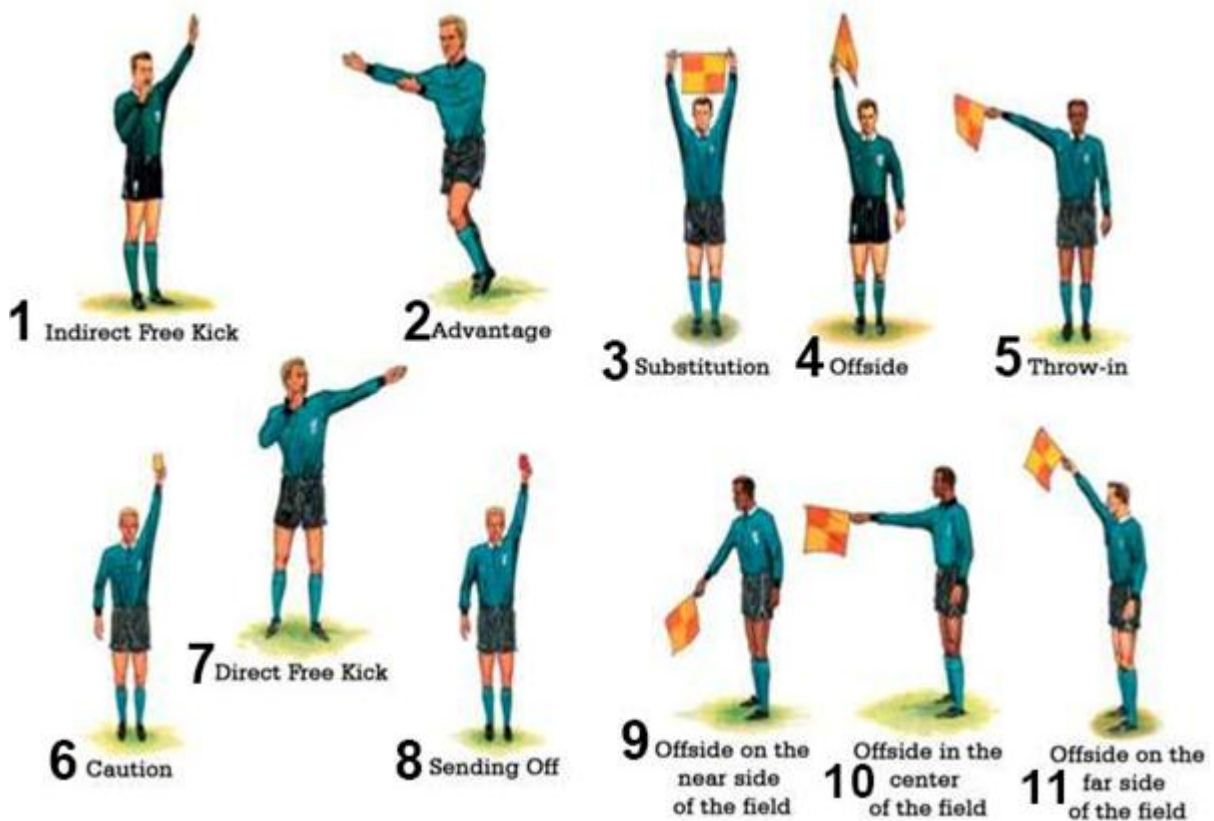


## Fouls:

Out of the 17 laws of football, below are the signals shown by the Referee/ Assistant Referee when fouls are committed or a match is interrupted. All these referee signals are covered under the following laws of football.

- Law number 7 - penalty kick (signal number 7)
- Law number 11 - is offside (signal number 9,10,11)
- Law number 12 - is fouls and misconduct (signal number 6)
- Law number 13 - free kick (signal number 1,7)
- Law number 15 - throw in (signal number 5)
- Law number 9 - ball out of play (signal number 5)

## REFEREE – DO's



As a referee your duty is to control the laws of the game – not to control the game.

1. Be thorough with all the laws and its implications.
2. Check the balls/ ground/ marking/ net/ posts before you start the game.
3. Be in proper attire. Be cheerful. Be attentive.
4. Always try to be as close as possible – watch the action, not just the ball.



5. Move diagonally to get clear sight of the situation.
6. Always encourage fair play.
7. Encourage players to exchange greetings (shake-hand) before and after the game.
8. In case of any doubt for decision, feel free to consult with your 2<sup>nd</sup> referee or assistant referee.
9. Before the game check the on-ground safety measures – net, poles, ground etc.
10. Before the game check the player's safety measures – chains, nails, rings – NOT ALLOWED.
11. Check the players have proper attire – SHIN GUARD IS COMPULSORY.

#### **REFEREE – DON'Ts**

1. Do not advocate the team(s) or player(s) before, during or after the game.
2. Do not allow anybody to play without shin guard.
3. Do not allow any chain, ring, wrist watch or anything that could be dangerous for others.
4. Do not show bias in your decision under any circumstances.
5. Do not yell/ shout at the players – No 'ey' / 'oye' / 'hallo' / 'chotu' etc.
6. Do not blow the whistle every now and then – allow to play (with permissible laws).
7. Do not stand and officiate the game – it effects the player's tempo.
8. Do not be over strict – your every decision must be the decision of laws of the game. NOT YOURS!
9. Do not extend any touch gesture with the players during the game.
10. Do not encourage players/ coaches/ substitutes/ spectators in any unfair means that may disturb the game.
11. Do not continue the game if you see any injured player lying/ limping. Stop the game and call for medical assistance.
12. No mobile phones/ headphones are allowed while officiating the game.

**Always remember the most important “undefined” law # 18 – COMMON SENSE!!**

# Conducting **Basketball** Tournament



## **Pre-Tournament or Preparation phase:**

### **Step 1**

- ✓ Venue – Where we are going to conduct the tournament?
- ✓ Date and time – When is the tournament?
- ✓ How many entries – Expected number of participating teams.
- ✓ What Infrastructure is available – Does the school have ground and require equipment to conduct the tournament?
- ✓ Number of resources available – Total number of people needed to organize the tournament.

## Step 2

Formation of organizing committee with roles and responsibilities

| Roles and Duties                                    |  |      |                         |
|---|--|------|-------------------------|
| Team Lead   | Duties   | Name | Additional team members |
| <b>Tournament Manager</b>                           | Responsible for the whole tournament<br>Detailing the agenda<br>Giving responsibilities to all team leads  |      |                         |
| <b>Team Management</b>                              | Registrations: Invitations<br>Accepting registrations<br>Making participants list<br>Informing them of Venue, arrangements etc.<br>Tournament structure, fixtures<br>Information to teams<br>Props and equipment required<br>Team attire<br>Rules for the tournament |      |                         |
| <b>Facility Management/<br/>Ground preparations</b> | Medical facilities   |      |                         |
|   | Ground Cleanliness and marking   |      |                         |
|   | Props and Equipment list   |      |                         |
|   | Music and PA System  |      |                         |
|   | Food and Beverage (Breakfast, Lunch, Refreshments, Drinking Water etc.)  |      |                         |
|   | Venue Operation (Shamiana, Table& Chair, Barricade, Flex, Banners etc.)  |      |                         |
|   | Camera   |      |                         |
|   | Help Desk + Washroom, Toilets  |      |                         |
| <b>Ground/ Station Manager</b>                      | Manager -1   |      |                         |
|   | Ground Marker  |      |                         |
|   | Bibs and stationeries + score sheet/fixtures   |      |                         |
| <b>Officials</b>                                    | Referee - Team 1   |      |                         |
|   | Referee - Team 2   |      |                         |
|   | Referee - Team 3   |      |                         |
|   | Table officials  |      |                         |
|   | Rules and regulations , Runner   |      |                         |
| <b>Audience Manager</b>                             |  |      |                         |
| <b>Announcer/ Inauguration</b>                      | Announcer with a script  |      |                         |
|   | Score sheet updater  |      |                         |
|   | Runner   |      |                         |
| <b>Ceremony manager</b>                             | Chief Guest, Certificate Writing   |      |                         |
|   | Arrangement+ Medals and Trophies<br>Vote of thanks   |      |                         |

### Step 3

#### Preparing the Fixture for the tournament

- c. Make fixture as per the tournament format – Knock out/ League/ League-cum-Knock out.
- d. Publish the circular for the tournament. Here is an example of league tournament circular:

#### **Tournament Rules & Point System**

- Teams to report at the respective ground/ court/ venue 10 minutes before the scheduled time of the match.
- Teams late by more than 5 minutes will be treated as absent and the opposition will be awarded a win by default/ walk-over.
- Teams to be present in proper attire – shorts and basketball shirts/ t shirts.
- Referees decision will be final.
- **The tournament (all sports) is scheduled as 'league-cum-knockout' format. In league, each team will play minimum 2 matches.**
- During league phase, teams are divided in multiple groups based on the no. of teams.
- Post league, the group winners and runners will qualify for quarter-finals/ semi-finals/ final as per the fixture.
- Point format for matches in league: 3 points for win, 1 point for draw and no point for loss.

#### **Point System:**

- During league phase, in case of a draw/ tie both the teams will get 1 point each point.
- During knock-out phase (post league), in case of draw/ tie at the end of playing time for the fourth period/ quarter, the game shall continue with as many extra periods of 5 minutes as is necessary to break the tie

## Tournament Day:

| Tournament Day Checklist       |   |            |             |            |                          |
|--------------------------------|---|------------|-------------|------------|--------------------------|
| Item                           | Spec  | Required # | Available # | Owner Name | ✓ OR X                   |
| <b>Ground Set-Up</b>           |   |            |             |            |                          |
| Marking                        | Lime powder/ POP - depending on ground condition      |            |             |            | <input type="checkbox"/> |
| Soft board for display         | 1 per venue   |            |             |            | <input type="checkbox"/> |
| Grounds men                    | 1 per ground  |            |             |            | <input type="checkbox"/> |
| Ground preparation             | watering/ leveling/ stones/ safety/ court cleanliness |            |             |            | <input type="checkbox"/> |
| Demarcation                    | elevated rope boundary                                |            |             |            | <input type="checkbox"/> |
| Canopy                         | For officials   |            |             |            | <input type="checkbox"/> |
| Umbrella                       | 1 per ground/ court                                   |            |             |            | <input type="checkbox"/> |
| <b>Equipment &amp; Props</b>   |   |            |             |            |                          |
| Basketball                     | 3 per ground + 3 extra                                |            |             |            | <input type="checkbox"/> |
| Referee card set               | 1 set per ground + 1 set extra                        |            |             |            | <input type="checkbox"/> |
| Basketball referee t shirt/bib | 2 per ground  |            |             |            | <input type="checkbox"/> |
| Basketball net                 | 1 set pair per ground (1 extra)                       |            |             |            | <input type="checkbox"/> |
| Basketball table official kit  | 1 per court   |            |             |            | <input type="checkbox"/> |
| Bibs (2 colours)               | 7 per colour per ground/ court                        |            |             |            | <input type="checkbox"/> |

|                              |   |  |  |  |                          |
|------------------------------|---|--|--|--|--------------------------|
| Fixture                      | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Score sheet (Fixture to use) | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Point tally sheet            | 1 per sport per group + additional copies as required                         |  |  |  | <input type="checkbox"/> |
| Stop watch                   | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Whistle                      | 1 per referee   |  |  |  | <input type="checkbox"/> |
| Stationery                   | Pen, pencil, eraser, sharpener, marker, duster, pins etc.                     |  |  |  | <input type="checkbox"/> |
| Air pump & needles           | Min 2 in nos. + additional as required  |  |  |  | <input type="checkbox"/> |
| <b>Other Facilities</b>      |   |  |  |  |                          |
| Tables                       | 1 each for ground, announcement, medical, snacks, prize + additional as reqd. |  |  |  | <input type="checkbox"/> |
| Chairs                       | As per requirement and availability   |  |  |  | <input type="checkbox"/> |
| Water dispenser              | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Water cans (25 lt)           | 5 cans per 100 people (including parents)                                     |  |  |  | <input type="checkbox"/> |
| PA system                    | 1 per venue   |  |  |  | <input type="checkbox"/> |
| Mega-phone                   | 1 per venue   |  |  |  | <input type="checkbox"/> |
| First- Aid kit               | 1 per ground + 1 for the nurse  |  |  |  | <input type="checkbox"/> |
| Medical                      | 1 Nurse per venue + Doctor on the venue                                       |  |  |  | <input type="checkbox"/> |

|   |   |  |  |  |                          |
|---|---|--|--|--|--------------------------|
| Rest rooms  | Check cleanliness                         |  |  |  | <input type="checkbox"/> |
| Shamiana/ Shed  | As per the Need & Budget                  |  |  |  |                          |
| Walkie-talkie   | As per requirement and availability       |  |  |  |                          |
| <b>Resources with role</b>                            |   |  |  |  |                          |
| Facility Manager                                      | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| Inauguration/ Announcer                               | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| Runners for any help                                  | 2 Residents per venue                     |  |  |  | <input type="checkbox"/> |
| Basketball Referees                                   | 2 per ground                              |  |  |  | <input type="checkbox"/> |
| Table Official + Talent Scouts                        | 1 per ground with same sports back ground |  |  |  | <input type="checkbox"/> |
| Camera (optional)                                     | 1 per venue                               |  |  |  | <input type="checkbox"/> |
| <b>Refreshments (choose based on budget)</b>          |   |  |  |  |                          |
| Snack Packs (For participants)                        | Bananas/ Biscuits/ Juice/ Chocolate Bar   |  |  |  | <input type="checkbox"/> |
| Refreshments (For Others)                             | Food for Organizers/Referees              |  |  |  | <input type="checkbox"/> |
| Dust bins with bin bags                               | 4 per venue                               |  |  |  | <input type="checkbox"/> |
| <b>Prizes &amp; Trophies (choose based on budget)</b> |   |  |  |  |                          |
| Champion trophy                                       | 1 per sport per age group                 |  |  |  | <input type="checkbox"/> |
| Champion medals                                       | 1 per team member per sport per age group |  |  |  | <input type="checkbox"/> |
| Runners-up Medals                                     | 1 per team member per sport per age group |  |  |  | <input type="checkbox"/> |

|                         |  |  |  |  |                          |
|-------------------------|--|--|--|--|--------------------------|
| Best player             | 1 per sport per age group                |  |  |  | <input type="checkbox"/> |
| Certificates            | 1 per participant (all)                  |  |  |  | <input type="checkbox"/> |
| Writing on certificates | Select a person who has good handwriting |  |  |  | <input type="checkbox"/> |

In basketball, the **Referee** is the lead official in a game, and is assisted by either one or two umpires. In the National Basketball Association (NBA), the lead official is referred to by the term *crew chief* and the two other officials are *referees*. All of the officials in a basketball game are generally accepted to have the same authority as the lead official and therefore they are collectively known as the *officials*.

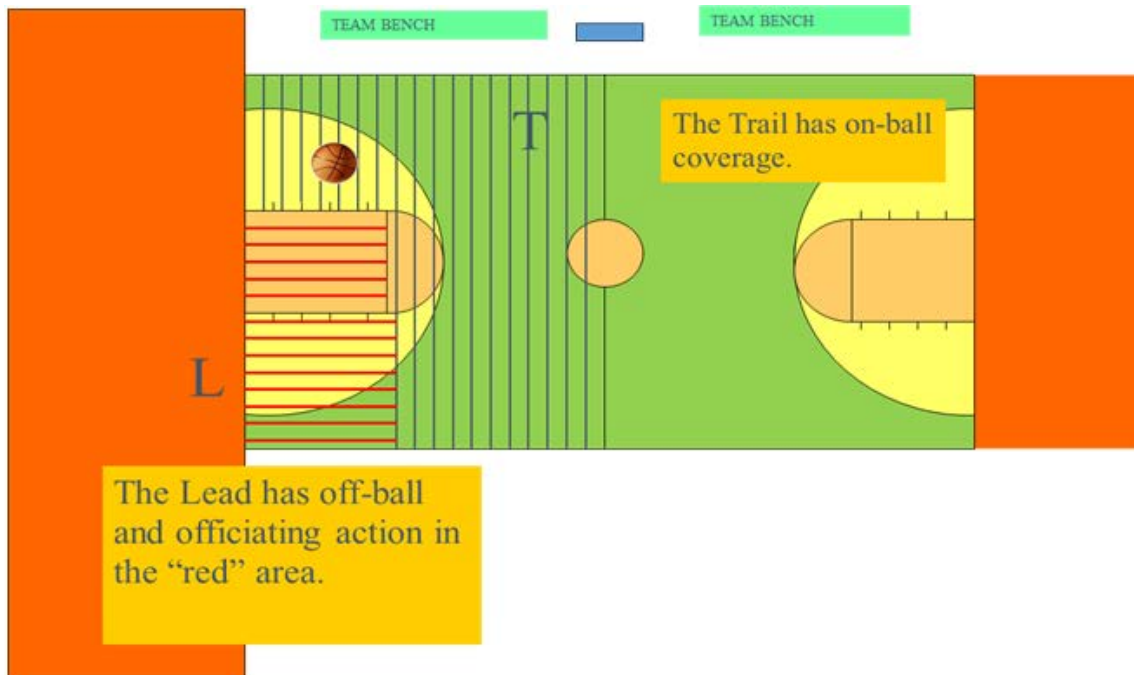
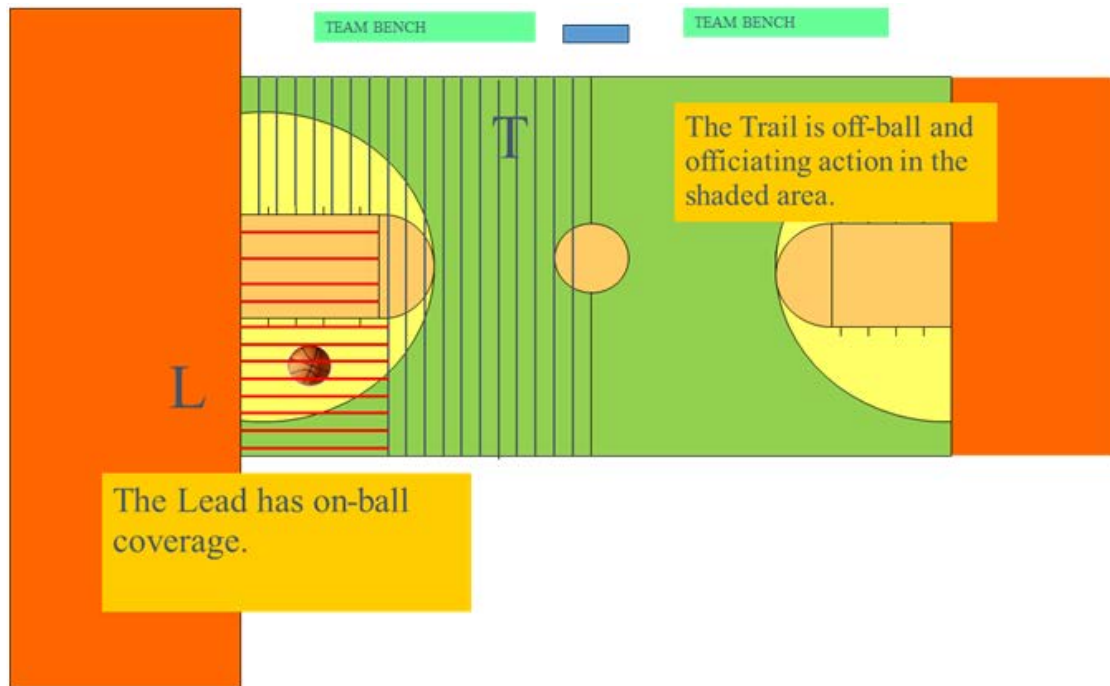
### How to be a Good Official!!!

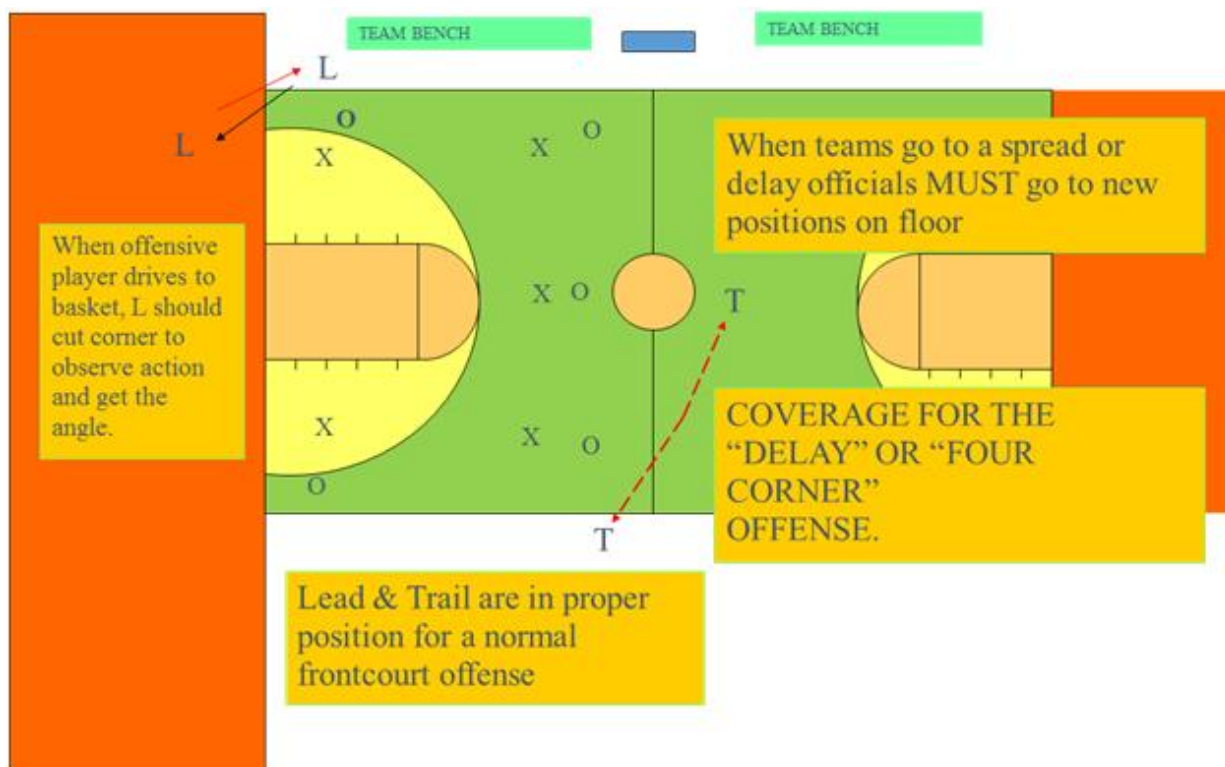
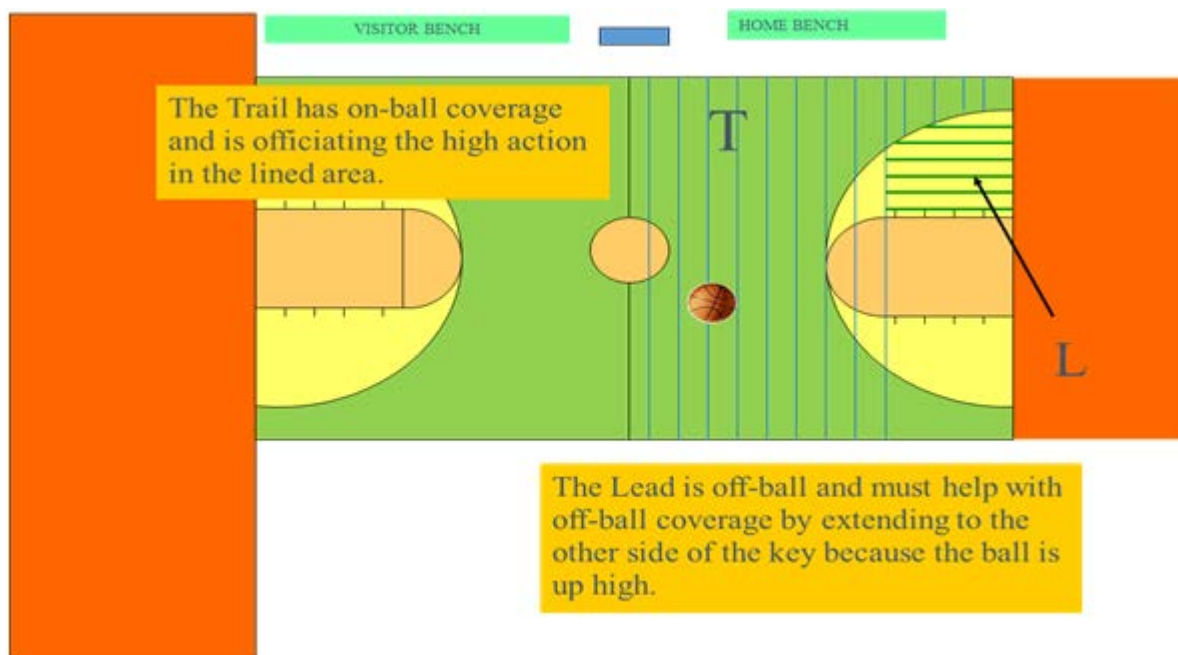
- Show up on time (15 minutes prior to your game is on time)
- Dress properly
- Blow your whistle with some authority
- Have fun, enjoy the game
- Communicate with your partners
- Ask questions and accept feedback
- Be loud and confident

### Two person mechanics in basketball officiating

There are always two active officials in any given Basketball match. They are called Lead and Trail. The Lead official normally is ahead of the ball on all plays. The Trail official is behind the ball on all plays. Each official covers the side line and the end line nearest to him or her. Ordinarily, each official remains at all times in the area for which he/she is responsible. Their role keeps changing as per the position of the ball. Whoever is near to the ball and has the best view to judge the game automatically becomes a Lead and the one away from the ball position becomes the Trail. The same is explained in the following diagrams. 'L' denotes to the official who is closest to the ball. 'T' denotes to the official who is away from the ball.









# Conducting **Volleyball** Tournament



## Pre-Tournament or Preparation Phase

### Step 1

- ✓ Venue – Where we are going to conduct the tournament?
- ✓ Date and time – When is the tournament?
- ✓ How many entries – Expected number of participating teams.
- ✓ What Infrastructure is available – Does the school have ground and require equipment to conduct the tournament?
- ✓ Number of resources available – Total number of people needed to organize the tournament.

## Step 2

Constitution of organizing committee with roles and duties:

| Roles and Duties                                    |  |      |                         |
|---|--|------|-------------------------|
| Team Lead   | Duties   | Name | Additional team members |
| <b>Tournament Manager</b>                           | Responsible for the whole tournament<br>Detailing the agenda<br>Giving responsibilities to all team leads  |      |                         |
| <b>Team Management</b>                              | Registrations: Invitations<br>Accepting registrations<br>Making participants list<br>Informing them of Venue, arrangements etc.<br>Tournament structure, fixtures, etc.<br>Information to teams<br>Props and equipment required<br>Team attire<br>Rules for the tournament |      |                         |
| <b>Facility Management/<br/>Ground preparations</b> | Medical facilities   |      |                         |
|   | Ground Cleanliness and marking   |      |                         |
|   | Props and Equipment list   |      |                         |
|   | Music and PA System  |      |                         |
|   | Food and Beverage (Breakfast, Lunch, Refreshments, Drinking Water etc.)  |      |                         |
|   | Venue Operation (Shamiana, Table& Chair, Barricade, Flex, Banners etc.)  |      |                         |
|   | Camera   |      |                         |
|   | Help Desk + Washroom, Toilets  |      |                         |
| <b>Ground/ Station Manager</b>                      | Manager -1   |      |                         |
|   | Ground Marker  |      |                         |
|   | Bibs and stationeries + score sheet/fixtures   |      |                         |
| <b>Officials</b>                                    | 1 <sup>st</sup> referee  |      |                         |
|   | 2 <sup>nd</sup> referee  |      |                         |
|   | The scorer   |      |                         |
|   | 4 line judges  |      |                         |
|   | Rules and regulations of the game, Runner  |      |                         |
| <b>Audience Manager</b>                             |  |      |                         |
| <b>Announcer/ Inauguration</b>                      | Announcer with a script  |      |                         |
|   | Score sheet updater  |      |                         |
|   | Runner   |      |                         |

|                  |  |  |  |
|------------------|--|--|--|
| Ceremony manager | Chief Guest, Certificate Writing                   |  |  |
|                  | Arrangement+ Medals and Trophies<br>Vote of thanks |  |  |

### Step 3

Preparing the fixture for the tournament

- e. Make fixture as per the tournament format – Knock out/ League/ League cum Knock out
- f. Publish the circular for the tournament. Here is an example of league tournament circular:

#### **Tournament Rules & Point System**

- Teams to report at the respective ground/ court/ venue 10 minutes before the scheduled time of the match.
- Teams late by more than 5 minutes will be treated as absent and the opposition will be awarded a win by default/ walk-over.
- Teams to be present in proper attire – shorts and t shirts.
- Referees decision will be final.
- **The tournament is scheduled as 'league-cum-knockout' format. In league, each team will play minimum 2 matches.**
- During league phase, teams are divided in multiple groups based on the no. of teams.
- Post league, the group winners and runners will qualify for quarter-finals/ semi-finals/ final as per the fixture.
- Point format for matches: 3 points for win, 1 point for draw and no point for loss.

## Tournament Day:

| Tournament Day Checklist       |   |            |             |            |                          |
|--------------------------------|---|------------|-------------|------------|--------------------------|
| Item                           | Spec  | Required # | Available # | Owner Name | ✓ OR X                   |
| <b>Ground Set-Up</b>           |   |            |             |            |                          |
| Marking                        | Lime powder/ POP - depending on ground condition      |            |             |            | <input type="checkbox"/> |
| Soft board for display         | 1 per venue   |            |             |            | <input type="checkbox"/> |
| Grounds men                    | 1 per ground  |            |             |            | <input type="checkbox"/> |
| Ground preparation             | watering/ leveling/ stones/ safety/ court cleanliness |            |             |            | <input type="checkbox"/> |
| Demarcation                    | elevated rope boundary                                |            |             |            | <input type="checkbox"/> |
| Canopy                         | For officials   |            |             |            | <input type="checkbox"/> |
| Umbrella                       | 1 per ground/ court                                   |            |             |            | <input type="checkbox"/> |
| <b>Equipment &amp; Props</b>   |   |            |             |            |                          |
| Volleyball                     | 3 per ground + 3 extra                                |            |             |            | <input type="checkbox"/> |
| Referee card set               | 1 set per ground + 1 set extra                        |            |             |            | <input type="checkbox"/> |
| Volleyball referee t shirt/bib | 2 per ground  |            |             |            | <input type="checkbox"/> |
| Volleyball net                 | 1 set pair per ground                                 |            |             |            | <input type="checkbox"/> |
| Volleyball post                | 1 set pair per ground                                 |            |             |            | <input type="checkbox"/> |
| Volleyball table official kit  | 1 per court   |            |             |            | <input type="checkbox"/> |

|                              |   |  |  |  |                          |
|------------------------------|---|--|--|--|--------------------------|
| Flags for line judges        | 1 per person  |  |  |  | <input type="checkbox"/> |
| Fixture                      | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Score sheet (Fixture to use) | 1 per ground + additional copies as required                                  |  |  |  | <input type="checkbox"/> |
| Point tally sheet            | 1 per sport per group + additional copies as required                         |  |  |  | <input type="checkbox"/> |
| Stop watch                   | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Whistle                      | 1 per referee   |  |  |  | <input type="checkbox"/> |
| Stationery                   | Pen, pencil, eraser, sharpener, marker, duster, pins etc.                     |  |  |  | <input type="checkbox"/> |
| Air pump & needles           | Min 2 in nos. + additional as required  |  |  |  | <input type="checkbox"/> |
| <b>Other Facilities</b>      |   |  |  |  |                          |
| Tables                       | 1 each for ground, announcement, medical, snacks, prize + additional as reqd. |  |  |  | <input type="checkbox"/> |
| Chairs                       | As per requirement and availability   |  |  |  | <input type="checkbox"/> |
| Water dispenser              | 1 per ground/ court   |  |  |  | <input type="checkbox"/> |
| Water cans (25 lt)           | 5 cans per 100 people (including parents)                                     |  |  |  | <input type="checkbox"/> |
| PA system                    | 1 per venue   |  |  |  | <input type="checkbox"/> |
| Mega-phone                   | 1 per venue   |  |  |  | <input type="checkbox"/> |
| First- Aid kit               | 1 per ground + 1 for the nurse  |  |  |  | <input type="checkbox"/> |

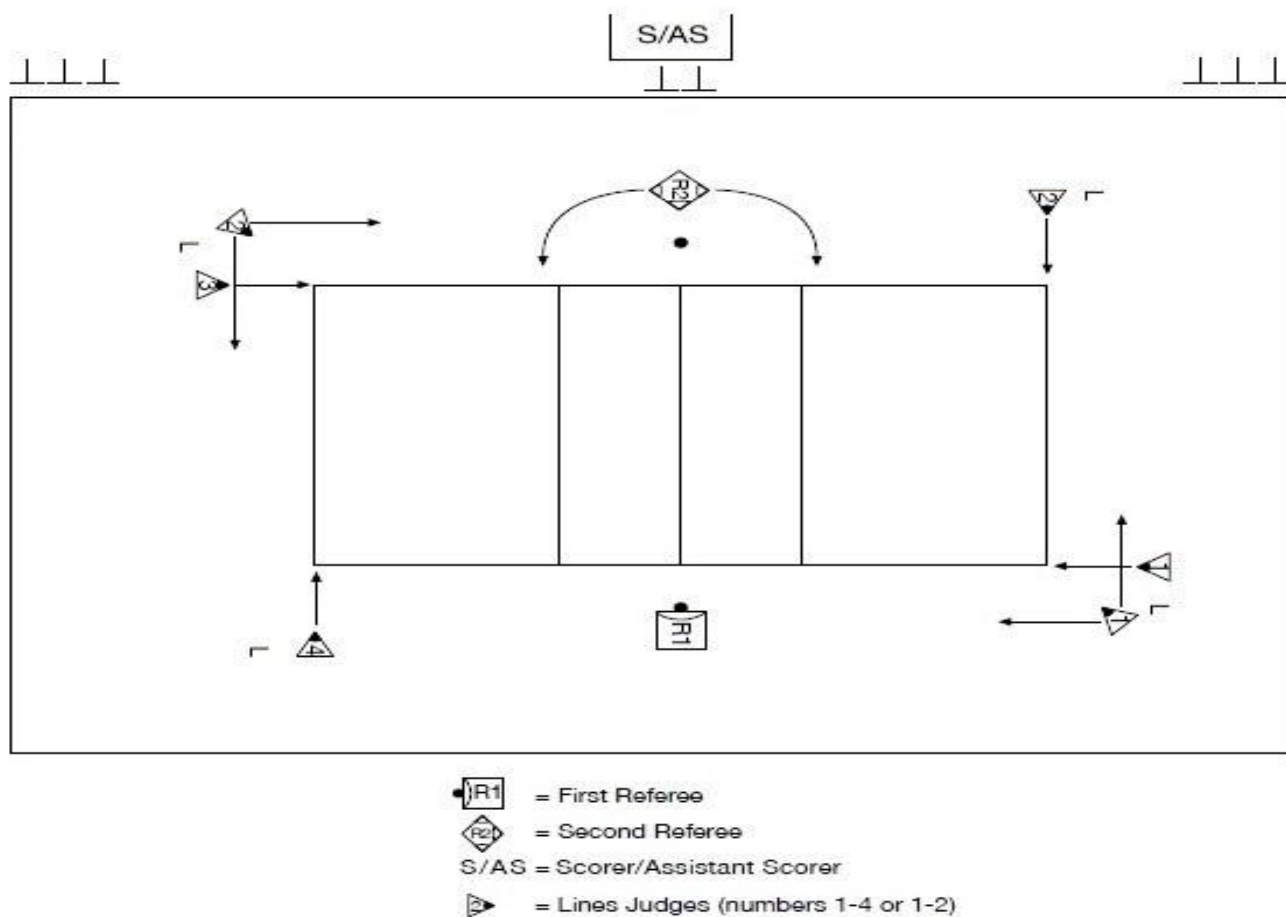


|   |  |  |  |  |                          |
|---|--|--|--|--|--------------------------|
| Medical   | 1 Nurse per venue +<br>Doctor on the venue   |  |  |  | <input type="checkbox"/> |
| Rest rooms  | Check cleanliness                            |  |  |  | <input type="checkbox"/> |
| Shamiana/ Shed  | As per the Need & Budget                     |  |  |  |                          |
| Walkie-talkie   | As per requirement and<br>availability       |  |  |  |                          |
| <b>Resources with role</b>                            |  |  |  |  |                          |
| Facility Manager                                      | 1 per venue                                  |  |  |  | <input type="checkbox"/> |
| Inauguration/ Announcer                               | 1 per venue                                  |  |  |  | <input type="checkbox"/> |
| Runners for any help                                  | 2 Residents per venue                        |  |  |  | <input type="checkbox"/> |
| Table Official + Talent<br>Scouts                     | 1 per ground with same<br>sports back ground |  |  |  | <input type="checkbox"/> |
| Camera  | 1 per venue                                  |  |  |  | <input type="checkbox"/> |
| <b>Refreshments (choose based on budget)</b>          |  |  |  |  |                          |
| Snack Packs (For<br>participants)                     | Bananas/ Biscuits/ Juice/<br>Chocolate Bar   |  |  |  | <input type="checkbox"/> |
| Refreshments (For Others)                             | Food for<br>Organizers/Referees              |  |  |  | <input type="checkbox"/> |
| Dust bins with bin bags                               | 4 per venue                                  |  |  |  | <input type="checkbox"/> |
| <b>Prizes &amp; Trophies (choose based on budget)</b> |  |  |  |  |                          |
| Champion trophy                                       | 1 per sport per age group                    |  |  |  | <input type="checkbox"/> |
| Champion medals                                       | 1 per team member per<br>sport per age group |  |  |  | <input type="checkbox"/> |




















|                         |   |  |  |  |                          |
|-------------------------|---|--|--|--|--------------------------|
| Runners-up Medals       | 1 per team member per sport per age group |  |  |  | <input type="checkbox"/> |
| Best player             | 1 per sport per age group                 |  |  |  | <input type="checkbox"/> |
| Certificates            | 1 per participant (all)                   |  |  |  | <input type="checkbox"/> |
| Writing on certificates | who has good handwriting                  |  |  |  | <input type="checkbox"/> |

### Refereeing in volleyball

A volleyball match is presided over by a first referee, who observes action from a stand, providing a clear view of action above the net and looking down into the court. The second referee, who assists the first referee, is on floor level on the opposite side of the net. The scorer sits at the scorer's table next to the second referee.



## Referees' signals in volleyball

|   |  |   |  |  |
|---|--|---|--|--|
| 1<br><br>Illegal Alignment/<br>Improper Server | 2<br><br>Line<br>Violation        | 3<br><br>Illegal Hit                                 | 4<br><br>Delay of<br>Service                   | 5<br><br>Over-the-Net               |
| 6<br><br>Net Foul or<br>Net Serve              | 7<br><br>Legal<br>Back Row Attack | 8<br><br>Illegal Attack of Serve/<br>Back Row Attack | 9<br><br>Illegal<br>Block/Screening            | 10<br><br>Ball Touched              |
| 11<br><br>Four Hits                           | 12<br><br>Double Hit             | 13<br><br>Ball<br>Lands<br>In-Bounds                | 14<br><br>Out-of-Bounds/<br>Antenna Violation | 15<br><br>Begin Serve              |
| 16<br><br>Authorization to Enter             | 17<br><br>Point                 | 18<br><br>Replay/Re-serve                          | 19<br><br>Substitution                       | 20<br><br>Illegal<br>Substitution |
| 21a<br><br>Team Time-Out                     | 21b<br><br>Officials Time-Out   | 22<br><br>Unnecessary<br>Delay                     | 23<br><br>End of Game                        | 24<br><br>Change of Courts        |

## Conducting Track and Field Competition

For ages people have enjoyed competing against each other in running, jumping, throwing and walking. Athletic or track and field competitions provide opportunities for such endeavours. **Track and field** is a combination of various athletic contests based on the skills of running, jumping, throwing and walking.



The name track and field is derived from the venue of this sport, which is a stadium with an oval running track where the running and walking events take place and an open field (sometimes grass field) where the throwing and jumping events take place. This is one of the oldest sporting events in the world and in ancient Greece track and field competitions were conducted during religious festivals.

Unlike other sporting events, conducting track and field competition is a complex procedure. It requires careful planning and preparation. Once the date for the competition is fixed, the first thing to do is the inspection of the facility, which maybe nothing but a large play ground in the school or in the village/ neighbourhood.

**Following are the list of infrastructure and facilities required to conduct the competition**

| No | Facility requirement                      |
|----|---|
| 1  | Running Track                             |
| 2  | Long Jump Pit & Take off Board            |
| 3  | Jumping pit/bed with stands and cross bar |
| 4  | Dust bins                                 |
| 5  | Umbrellas                                 |
| 6  | Tables                                    |
| 7  | Chairs                                    |
| 8  | Water and refreshments                    |
| 9  | Bathrooms                                 |
| 10 | First Aid/ Ambulance                      |
| 11 | PA system/s                               |

## Pre – competition or preparation phase:

### Step – 1

1. Finalize the date for competition
2. Constitute the organizing committee
3. Fix maximum number of participants for the event
4. Finalize judges and referees and inform about the dates
5. Get the facility competition ready

### Step – 2

Prepare a checklist of props and equipment required to conduct the event.

| Props and Equipment               | Usage/Numbers                                   |
|-----------------------------------|---|
| Chalk powder                      | 20 kg   |
| Flags (White and Red)             | For track, jumping and throwing events          |
| Stop Watch/es                     | One per track if available                      |
| Starter's stand                   | 1   |
| Clapper/starter's gun             | 1   |
| Time Keepers' stand at the finish | 1   |
| Track Judges' stand at the finish | 1   |
| Starting blocks                   | One per track                                   |
| Hurdles                           | At least 20                                     |
| Relay batons                      | 8   |
| Shot puts of different weights    | 2 each  |
| Discuss of different weights      | 2 each  |
| Javelins of different weights     | 3 each  |
| Hammers of different weights      | 2 each  |
| Scoring Sheets for all events     | According to the number of participants         |
| Measuring Tape for Field Events   | 2 (30mts&80mts)                                 |
| Whistle                           | 20  |
| Victory Stand                     | 1   |
| Note pads                         | 50  |
| Pens/ pencils                     | 50  |
| IAAF rule book                    | 1   |
| Chest numbers                     | To be decided as per the number of participants |
| Officials attire (Cap, T shirts)  | To be decided as per the number of officials    |
| Trophies                          | To be decided as per the number of events       |
| Certificates                      | To be decided as per the number of events       |
| Mementoes                         | Towels, T shirts , Caps, Water bottles          |

### Step – 3

Constitute an organizing committee with roles and duties

| <b>Organizing team configuration for the event</b>              |  |             |
|---|--|-------------|
| <b>Designation</b>  | <b>Duties</b>  | <b>Name</b> |
| Competition Director  | Trustee/ manager of the organizing school to oversee the event   |             |
| Competition Manager   | National/ state/ district level technical official or physical education teacher in the school to manage the entire conduct of the programme |             |
| Jury of Appeal – constitute more than 1 member but odd numbered | Competition director, manager, referee and one or two external expert to manage conflict related to competition                              |             |
| Track referee/s   | The chief referee for all the track events   |             |
| Field referee/s   | The chief referee for all the field events   |             |
| Starter   | Stationed in the track and manages the start of all track events   |             |
| Starter's assistant and re-caller                               | Assists the chef starter in detecting the fouls and re call for restart  |             |
| Announcer ( Script for the ceremony)                            | To read out the script for the ceremony  |             |
| Call room officials   | Stationed in the call room to receive the athletes   |             |
| Marshal/s of the event  | For crowd management   |             |
| Time Keepers  | Stationed at the finish to catch the time  |             |
| Judges at finish  | To identify the position of athletes finishing the race  |             |
| Track umpires   | Stationed around the track at the inner or outer side to make sure that athletes are following the rules and regulations                     |             |
| Judges for field events   | To conduct competition of Jumping and throwing events  |             |
| Stewards  | Taking care of athletes movement in the competition area   |             |
| Store room keeper/ Equipment in charge                          | Manages the out flow and in flow of props and equipment for the competition  |             |
| Ground Manager  | Safety/ court cleanliness  |             |

## Competition Phase (day/s)

### Step – 1

The competition should start with an opening ceremony. Given below is a sample guideline for opening ceremony.

| Agenda for Inaugural Function |                   |          |  |
|-------------------------------|-------------------|----------|--|
| Start time                    |                   |          | 08:30 AM                                 |
| Start Time                    | Activity Duration | End time | Activity                                 |
| 8:30 AM                       | 00:00             | 8:30 AM  | Assembly of Athletes for March Past      |
| 8:30 AM                       | 00:05             | 8:35 AM  | Arrival of Chief Guest                   |
| 8:35 AM                       | 00:03             | 8:38 AM  | Prayer - song                            |
| 8:38 AM                       | 00:02             | 8:40 AM  | Flag hoisting                            |
| 8:40 AM                       | 00:15             | 8:55 AM  | March Past - Participants                |
| 8:55 AM                       | 00:04             | 8:59 AM  | Chief Guest address                      |
| 8:59 AM                       | 00:01             | 9:00 AM  | Declaring the meet open                  |
| 9:00 AM                       | 00:05             | 9:05 AM  | Torch relay                              |
| 9:05 AM                       | 00:05             | 9:10 AM  | Oath taking (Participants and officials) |
| 9:10 AM                       | 00:10             | 9:20 AM  | Mass Demo/ theme based activity          |
| 9:20 AM                       | 00:00             | 9:20 AM  | Commencing of event                      |

## Standard Format for **Declaring the meet open**

There is a standard format to declare the meet open. The Chief Guest has to declare the meet open by saying **“I declare the (name of the competition, e.g. Annual athletic meet, 32<sup>nd</sup> District athletic championship etc.) open”**.

## Standard format for **Athletes’ Oath**

In the name of all competitors I promise that we shall take part in the (name of the competition – e.g. Annual athletic meet, 32<sup>nd</sup> District athletic championship etc.) respecting and abiding by the rules which govern them without the use of doping and drug in the true spirit of sportsmanship for the glory of sports and honour of our teams.

## Standard format for the **Officials’ Oath**

In the name of all judges I promise that we shall officiate in (name of the competition – e.g. Annual athletic meet, 32<sup>nd</sup> District athletic championship etc.) with complete impartiality respecting and abiding by the rules which govern them in the true spirit of sportsmanship.

## Step – 2

Majority of the events start after the opening ceremony, while some long distance events may start before the ceremony. This is a preplanned schedule called order of events, which is to be followed during competition.

Given below is the sample guideline for a 2 day athletic meet. The competition events start at 8.00 AM.

| Order of Events Day 1 |                       |                |                 |
|-----------------------|-----------------------|----------------|-----------------|
| Time                  | Event                 | Category       | Round           |
| 08:00 AM              | 1500 M                | Boys Under 14  | Final           |
| 08:15 AM              | 1500 M                | Girls Under 14 | Final           |
| 08:30 - 09:20 AM      | Inauguration ceremony |                |                 |
| 09:30 AM              | 400 M                 | Boys Under 12  | Heats           |
| 09:30 AM              | Long Jump             | Girls Under 12 | Trials & Finals |



|          |                     |                |                 |
|----------|---------------------|----------------|-----------------|
| 10:00 AM | 400 M               | Girls Under 12 | Heats           |
| 10:00 AM | Javelin Throw       | Girls Under 10 | Trials & Finals |
| 10:00 AM | Long Jump           | Boys Under 14  | Trials & Finals |
| 10:45 AM | 400 M               | Boys Under 14  | Heats           |
| 10:45 AM | Javelin Throw       | Boys Under 10  | Trials & Finals |
| 11:30 AM | 400 M               | Girls Under 14 | Heats           |
| 11:30 AM | Long Jump           | Boys Under 12  | Trials & Finals |
| 12:15 PM | 50 M                | Girls Under 10 | Heats           |
| 12:45 PM | 50 M                | Boys Under 10  | Heats           |
| 12:45 PM | Medicine ball Throw | Girls Under 10 | Trials & Finals |
| 12:45 PM | Shot Put            | Girls Under 14 | Trials & Finals |
| 01:15 PM | 400 M               | Boys Under 12  | Semi Final      |
| 01:15 PM | Javelin Throw       | Girls Under 14 | Trials & Finals |
| 01:45 PM | Medicine ball Throw | Boys Under 10  | Trials & Finals |
| 01:45 PM | 400 M               | Girls Under 12 | Semi Final      |
| 02:15 PM | 400 M               | Boys Under 14  | Semi Final      |
| 02:15 PM | Shot Put            | Boys Under 14  | Trials & Finals |
| 02:45 PM | Javelin Throw       | Girls Under 12 | Trials & Finals |
| 02:45 PM | 400 M               | Girls Under 14 | Semi Final      |
| 03:15 PM | 100 M               | Boys Under 12  | Heats           |

|                     |                     |                |                 |
|---------------------|---------------------|----------------|-----------------|
| 03:15 PM            | Discuss Throw       | Boys Under 14  | Trials & Finals |
| 03:15 PM            | Medicine ball Throw | Boys Under 10  | Trials & Finals |
| 03:45 PM            | 100 M               | Girls Under 12 | Heats           |
| 04:15 PM            | 100 M               | Boys Under 14  | Heats           |
| 04:15 PM            | Discuss Throw       | Boys Under 14  | Trials & Finals |
| 04:45 PM            | 100 M               | Girls Under 14 | Heats           |
| 05:00 PM            | 100 M               | Boys Under 12  | Semi Final      |
| 05:15 PM            | Discuss Throw       | Girls Under 14 | Trials & Finals |
| 05:15 PM            | 100 M               | Girls Under 12 | Semi Final      |
| 05:30 PM            | 100 M               | Boys Under 14  | Semi Final      |
| 05:45 PM            | 100 M               | Girls Under 14 | Semi Final      |
| 06:00 PM            | 400 M               | Boys Under 12  | Final           |
|                     | 400 M               | Girls Under 12 | Final           |
|                     | 400 M               | Boys Under 14  | Final           |
|                     | 400 M               | Girls Under 14 | Final           |
| <b>End of Day 1</b> |                     |                |                 |

Day 2 events start at 08:00 AM

| Order of Events Day 2 |               |                |                 |
|-----------------------|---------------|----------------|-----------------|
| Time                  | Event         | Category       | Round           |
| 08:00 AM              | 200 M         | Boys Under 14  | Heats           |
| 08:45 AM              | Long Jump     | Girls Under 14 | Trials & Finals |
| 08:45 AM              | 200 M         | Girls Under 14 | Heats           |
| 08:45 AM              | Discuss Throw | Boys Under 12  | Trials & Finals |
| 09:30 AM              | 200 M         | Boys Under 12  | Heats           |
| 10:15 AM              | 200 M         | Girls Under 12 | Heats           |
| 11:00 AM              | 50 M          | Boys Under 10  | Semi Final      |
| 11:00 AM              | High Jump     | Girls Under 14 | Trials & Finals |
| 11: 15 AM             | 50 M          | Girls Under 10 | Semi Final      |
| 11:30 AM              | 100 M         | Boys Under 12  | Final           |
|                       | 100 M         | Girls Under 12 | Final           |
|                       | 100 M         | Boys Under 14  | Final           |
|                       | 100 M         | Girls Under 14 | Final           |
| 11:30 AM              | Shot Put      | Boys Under 12  | Trials & Finals |
| 12:00 PM              | 4x100 M Relay | Boys Under 12  | Semi Final      |
| 12:30 PM              | 4x100 M Relay | Girls Under 12 | Semi Final      |
| 01:00 PM              | 4x100 M Relay | Boys Under 14  | Semi Final      |
| 01:30 PM              | 4x100 M Relay | Girls Under 14 | Semi Final      |
| 01:30 PM              | Shot Put      | Girls Under 12 | Trials & Finals |
| 01:30 PM              | High Jump     | Boys Under 14  | Trials & Finals |

|           |                         |                |            |
|-----------|-------------------------|----------------|------------|
| 02 :00 PM | 200 M                   | Boys Under 12  | Semi Final |
| 02:30 PM  | 200 M                   | Girls Under 12 | Semi Final |
| 03: 00 PM | 200 M                   | Boys Under 14  | Semi Final |
| 03: 30 PM | 200 M                   | Girls Under 14 | Semi Final |
| 04:00 PM  | 200 M                   | Boys Under 12  | Final      |
|           | 200 M                   | Girls Under 12 | Final      |
|           | 200 M                   | Boys Under 14  | Final      |
|           | 200 M                   | Girls Under 14 | Final      |
| 04:30 PM  | 50 M                    | Girls Under 10 | Final      |
|           | 50 M                    | Boys Under 10  | Final      |
| 05:00 PM  | 4x100 M Relay           | Boys Under 12  | Final      |
|           | 4x100 M Relay           | Girls Under 12 | Final      |
|           | 4x100 M Relay           | Girls Under 14 | Final      |
|           | 4x100 M Relay           | Boys Under 14  | Final      |
|           | <b>Closing ceremony</b> |                |            |

### Step – 3

#### Closing Ceremony

Every event should give the athletes moments that they can cherish and keep them motivated to participate more. The closing ceremony is such an event which will be memorable for every athlete and is a very important function of the event.

The example given in this book shows that the last competition is held at 05:00 PM. A break of 30 minutes should be given before the closing ceremony so that the athletes and organizers can get prepared for the closing ceremony.

| Agenda for Closing Ceremony |                   |          |   |
|-----------------------------|-------------------|----------|---|
| Start Time                  |                   |          | 5:30 PM                                   |
| Start Time                  | Activity Duration | End time | Activity                                  |
| 5:30 PM                     | 00:00             | 5:30 PM  | Assembly of athletes                      |
| 5:30 PM                     | 00:15             | 5:45 PM  | Parade of athletes                        |
| 5:45 PM                     | 00:45             | 6:30 PM  | Prize Distribution - individual / overall |
| 6:30 PM                     | 00:20             | 6:50 PM  | Flag lowering                             |
| 6:50 PM                     | 00:15             | 7:05 PM  | Vote of Thanks                            |
| 7:05 PM                     | 00:04             | 7:09 PM  | Event Closure                             |

### Post competition

Post competition phase is one of the most crucial phases of tournament organization. A structured closure of event is a reflection of the capabilities of organizing team. Following check list can be used for event closure.

| Task             | Process  | ✓/x |
|------------------|--|-----|
| 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<br>Accounts             | Payment and submission of bills, statement of<br>expenditure, deposit balance amount in the accounts<br>office. |  |
| Organizing team<br>Meeting & Feedback | Evaluate the event: Discuss what went right and the<br>areas that needs improvement                             |  |

### Exercise

1. Make groups and divide the roles and duties required to organize a tournament. Organize inter class tournament in your school – Football, Volleyball, Cricket, Basketball.
2. Prepare an agenda for opening and closing ceremony of an athletic meet.
3. Participate in the athletic meet in your school as an organizer. Follow the procedures as discussed in “conducting track and field competition”.

### Assessment

1. What are the three stages in organizing a tournament?
  - a.
  - b.
  - c.
2. Who are the members of ‘Jury of Appeal’ in a track and field competition?
  - a.
  - b.
  - c.
  - d.
3. Write down the points to keep in mind to be a good official?
  - a.
  - b.
  - c.
  - d.

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between

1. Different functions of a tournament organizing team
2. Checklist of a ground manager and the checklist of a table official
3. Track events and field events

### Part B

---

Discussed in class the following

1. What are the key factors to keep in mind before you start planning a tournament?
2. What are the different roles and duties of an organizing team?
3. What should a checklist of a ground manager and table official/ manager look like?
4. What are the points to be seen in a ground readiness checklist?

### Part C

---

The performance standards may include, but not limited to

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the knowledge to organize an inter-class tournament                                      |     |    |
| Demonstrate the knowledge of preparing a checklist of items and activities for organizing Sports Day |     |    |
| Demonstrate the knowledge of three most important stages of a tournament                             |     |    |
| Demonstrate the knowledge of working with a checklist  |     |    |
| Demonstrate the knowledge of planning an annual athletic meet  |     |    |
| Demonstrate the knowledge of conducting an annual athletic meet                                      |     |    |

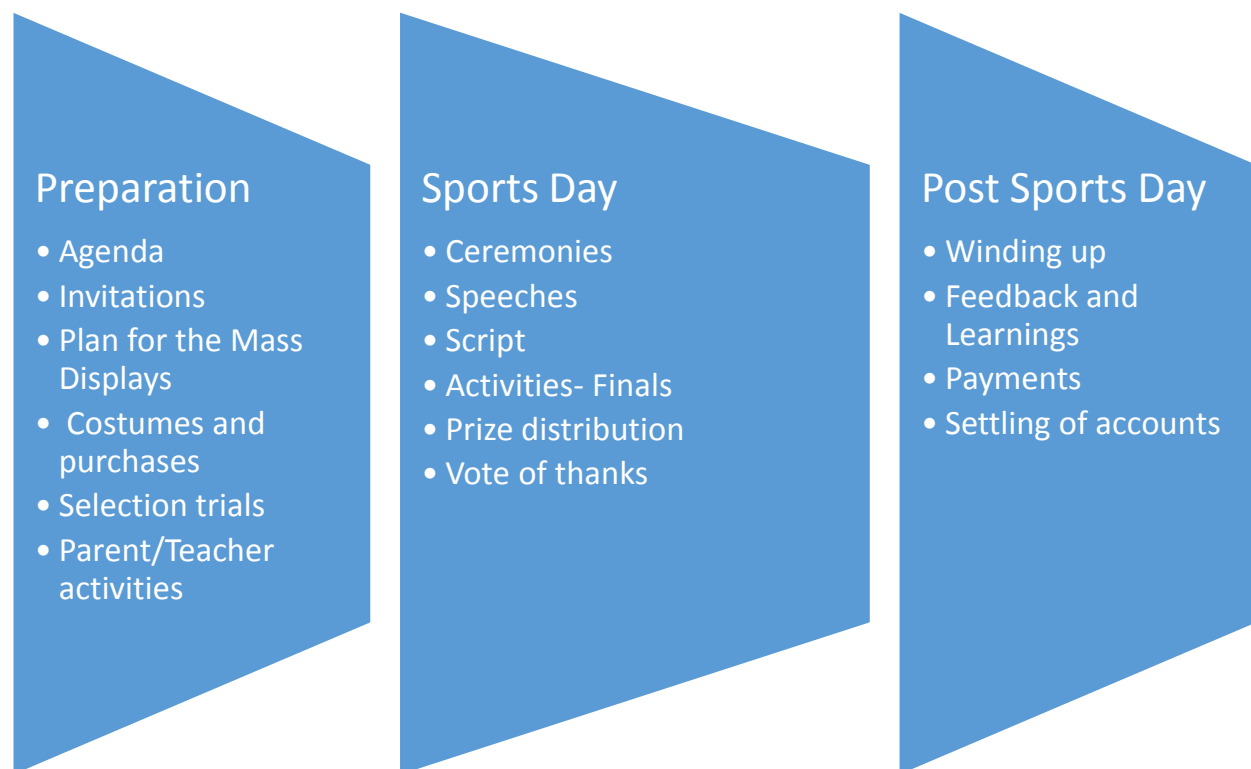


## Session 3: Conducting Sports Day

### Sports 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:

- a) Pre Sports Day (Preparation phase)
- b) Sports Day
- c) Post Sports Day



**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 |

## **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.

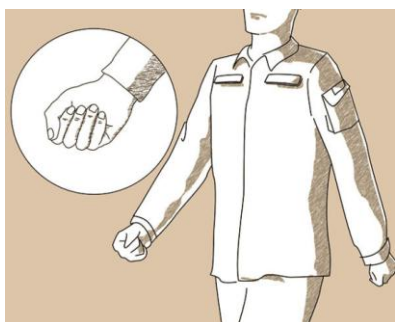
| Checklist on the day of the event                                 | Yes/ No/ NA |
|---|-------------|
| <b>March Past</b>   |             |
| Ground marking  |             |
| Drums and sticks (at least 2 drums and 4 sticks)                  |             |
| House flags, Houses placards                                      |             |
| Flag stands   |             |
| <b>Mass Drill</b>   |             |
| Ground marking - formation(s) with entry and exit                 |             |
| PA system and music CD  |             |
| Teacher's name with their assigned duty                           |             |
| Props   |             |
| <b>Athletic Events and Fun Games</b>                              |             |
| Track marking   |             |
| Event list  |             |
| Officials - Competition director, starter, time keepers, etc.     |             |
| Starter's stand / Clapper/ Gun                                    |             |
| Stop watch  |             |
| Batons for relay  |             |
| Props and equipment related to athletic events and fun activities |             |
| Event completion sheets   |             |

|   |  |
|---|--|
| <b>Prize Ceremony</b>   |  |
| Certificates, Trophies/ Medals - 1st, 2nd & 3rd place with ribbon                   |  |
| Tray to present Medals  |  |
| Guest name(s) - To give away the prizes   |  |
| Vote of thanks  |  |
| <b>Facility Arrangement</b>   |  |
| Volunteers - Tasks distribution to volunteers and briefing on their role            |  |
| Wash Room/ Toilets  |  |
| Drinking water  |  |
| Shamiana, chairs, tables for students and audience                                  |  |
| Victory stand   |  |
| Stationary items - paper, pen/ pencil, eraser, sharpener, etc.                      |  |
| Balloons  |  |
| PA/ Music System - speakers and multiple microphones including cordless microphones |  |
| <b>First-Aid</b>  |  |
| First-aid box   |  |
| Doctor/ Nurse   |  |
| Ice Pack/ Box   |  |
| <b>Others</b>   |  |
| House competition point table   |  |
| Sports day schedule - multiple copies   |  |
| Bouquet(s)  |  |
| Snacks, water bottles for chief guest and distinguish guests                        |  |
| Placards on various theme - Global warming, go green earth, drug abuse, etc.        |  |

## March Past

March past is an important event during Sports Day. March past is marching of troops on parade past a person who is reviewing them. It is a formal type of walking that involves maintaining a steady heel beat and cadence. They are often performed in costume of the same colour and are accompanied by marching bands with placards. March past is held for a wide range of reasons. It could be either military parades, parades during the sports day or other occasions where participants march in formation.

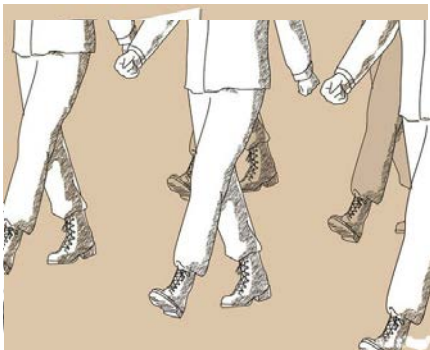
### March past and Formations



Acquaint yourself with the specific marching rules you will have to follow. There are some basics that apply to all forms of marching.

Marching begins from standing at the position of attention. In this position, your feet are together at the heels and spread apart at an approximately 45 degree angle. You should have an upright posture, and chin should be up looking forward. Your hands should be resting at your sides with your palms gently rolled up, not clenched (as if you are holding a grocery bag).

Wait for the command to begin marching. The most common command "Forward, march", "Forward" is the direction in which you are supposed to march. Start marching with your left foot. If your feet are properly attired, you should be able to hear the heel beat of everyone marching, which will help you to maintain the cadence.

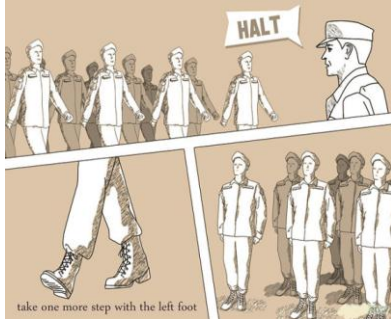


Move your arms naturally as you march. Keep your fingers curled into your palms, but allow your arms to naturally swing back and forth. Do not keep them straight at your sides, or forcibly swing them back and forth.

Maintain upright posture, and professionalism. Your movement should have snap and precision. Keep your chin up and look proud.

Keep your eyes forward. Do not look to the left or right.

Use your peripheral vision to stay aligned with the people to your front and right. Maintain approximately the same distance (normally arm's length) throughout the march.



March until commanded to halt. Halt from a march by taking one more step with the left foot after the command is called, and then bring the right foot back to form the position of attention.

After March Past it is Mass Drill which attracts the attention of the audience.

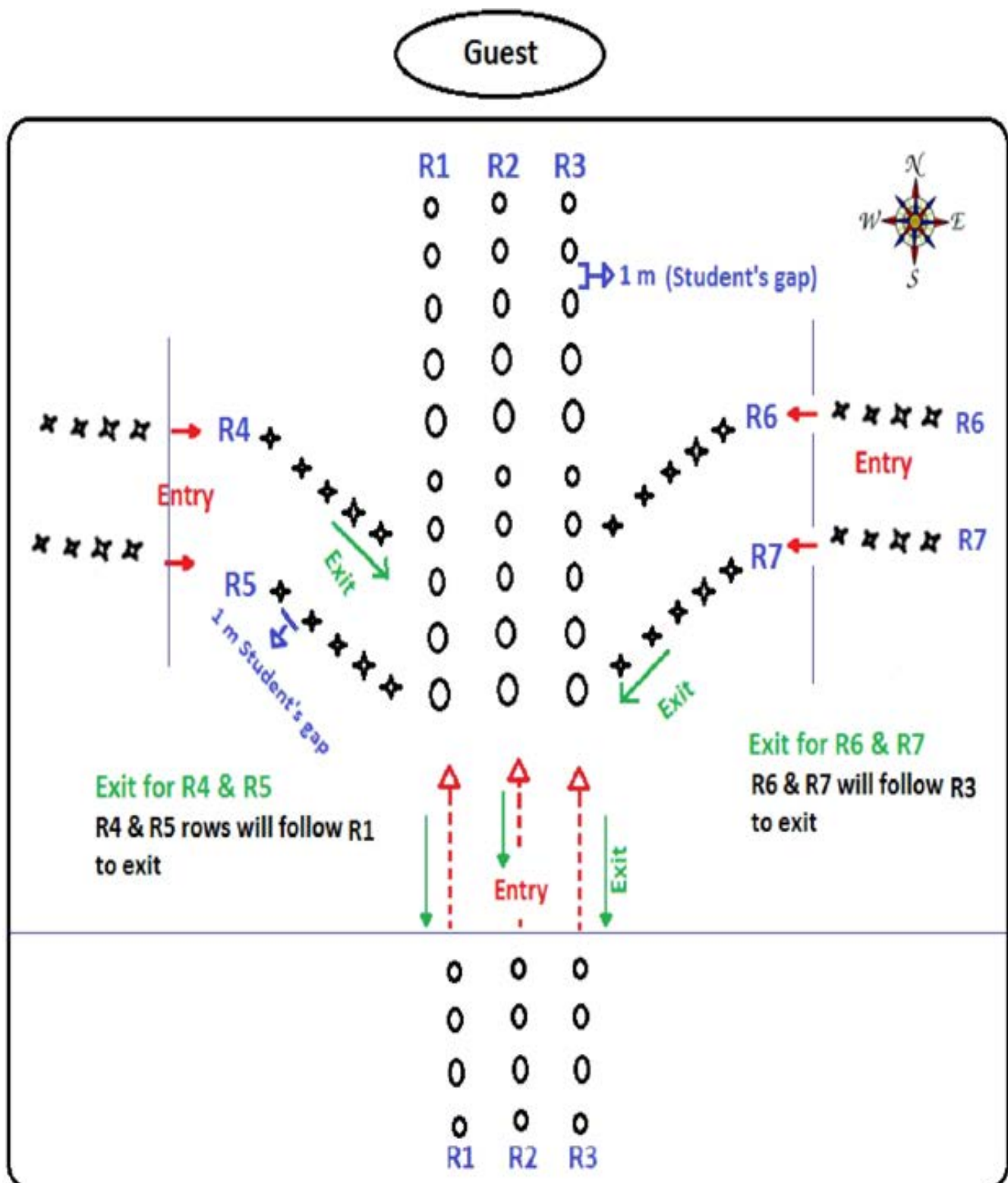
### Mass Drill

Mass drill is another important event in a Sports Day agenda. All mass drills are theme based, and themes can be something like swachh bharath, global culture, industrialization etc. A good mass display has the following elements

- Synchronized actions to a theme.
- Good lively music. If you use Bollywood songs make sure that they have good lyrics which make sense for the occasion otherwise go for instrumental pieces.
- Colorful costumes.
- A good entry and exit strategy.



Given below is an example of a Mass Drill Formation



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

| Task                    | Process  | ✓/✗ |
|-------------------------|--|-----|
| 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 accounts office.  |     |
| Team Meeting & Feedback | Evaluate the event: Discuss what went right and the areas that needs improvement   |     |

## 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  |      |      |            |

### Exercise

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.

### Assessment

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.

### Checklist for Assessment Activity

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

#### Part A

---

Differentiated between

1. Different commands of a March Past
2. Entry procedure and the Exit procedure during a Mass Drill

#### Part B

---

Discussed in class the following

1. How to conduct a Sports Day in the school?

2. How to teach March Past?
3. How to conduct Mass Drill?

### **Part C**

---

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of planning a Sports Day  |     |    |
| Demonstrate the knowledge of commanding a March Past                                      |     |    |
| Demonstrate the knowledge to make an agenda of an opening ceremony for a Sports Day       |     |    |
| Demonstrate the knowledge of preparing an agenda for the closing ceremony of a Sports Day |     |    |

#### Session 4: Parent Teacher Meeting

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 studentwork 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

2<sup>nd</sup> October 2016

Dear Parent,

The Parent Teacher Meet for Class VI in which your child studies is fixed for **16<sup>th</sup> October 2016**. Kindly make it convenient to attend. This is an important meeting in which your child's merits





## Exercise

Write a letter inviting a parent for a parent teacher meeting in the school

## Assessment

1. Write 5 tips to conduct an effective parent-teacher meeting
  - a.
  - b.
  - c.
  - d.
  - e.

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between;

PTM invitation letter and PTM feedback form

### Part B

---

Discussed in class the following

1. Points to remember while preparing for a parent-teacher meeting
2. How to manage parent-teacher meeting?

### Part C

---

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of writing an invitation letter for the PTM |     |    |
| Demonstrate the knowledge of preparing a PTM feedback form            |     |    |
| Demonstrate the knowledge of conducting a PTM                         |     |    |

# Physical Education and Sports

## NSQF Level 4 - Class XII

PS404 - NQ2016

Maintain Everyday Health and Hygiene

Student Workbook



**PS404-NQ2016**

## **Maintain Everyday Health and Hygiene**

## Learning Objectives

On completion of this module you should be able to:

1. Describe the importance of dress code and personal presentation as a Physical Education Teacher and Sports Coach;
2. Demonstrate the knowledge of hygienic practices;
3. Demonstrate the knowledge of managing a school assembly in an efficient manner;
4. Identify ways used for Community Services

## Session 1: Personal Grooming of a Physical Education Teacher and a Sports Coach

As teachers, we have so many things to consider that we sometimes forget to pay attention to the most simple and powerful issues that are literally right under our nose. How we dress and present ourselves is as important as how we teach. It says a lot about who we are and it affects our students' and colleagues' perception of us. People generally make lasting judgments within the first few seconds of meeting us, especially based on our dress. It is, therefore, very important that our clothing is professionally appropriate.

Research shows that 70-80% of communication is non-verbal. That means what we do often matters more than what we say, and how we present ourselves is an extension of that. Our clothes, hairstyle and body language can communicate our emotions, state of mind, or thoughts. This means that our students and peers will draw meaning from our appearance, including assumptions of who we are, our inner thoughts and attitudes. These perceptions will ultimately affect how our students and co-workers interact with us. Therefore, how we present ourselves is of great significance.

In addition to the significance, our dress and appearance holds, it also sets a standard for our students to emulate/follow. Students look up to us and want to copy us. Therefore, we need to consider carefully, that as role models, it is up to us to show students the importance professional and appropriate attire has in life and at the workplace.

Below are some general guidelines on how a Physical Education and a Sports Teacher should dress and present themselves. The guidelines may differ from school to school based on the culture of the school.

### Head/ Face

- Neatly cut hair in case of a male teacher.
- Clean shaven face .
- No ear rings and fancy bracelets, rings, chains, etc.
  
- Hair not excessively long and neatly maintained for female teacher
- Moderate make-up that is natural in appearance.
- No fancy hairband or fancy jewelry. Simple jewelry and accessories (sunglasses, hair bands, earrings, etc.) that are complimentary to the attire.

### Upper body

- Shirt tucked in.
- Collared shirt or decent round neck shirt (use plain clothes and avoid using shirt/jackets with indecent logos, quotes, pictures, signs, etc.).
- No see through material cloth.
- Clean, neat and simple outerwear (jackets, skins, gloves, caps, hats, etc.).

### Lower Body

- Track pants at or closely around waist level
- In case of shorts, the length should be at knee level
- No cut off or torn bottom pant or shorts
- No slippers or sandals should be worn. Wear clean, closed toed sports shoes





## Overall Considerations

- All clothes should be clean and ironed.
- No clothes with visible stains or holes in them.
- Be careful about wearing body piercings (nose, lip, etc.) and visible tattoos (can send the wrong message to students).
- Cut finger nails short.
- Clothing should not be too tight to body nor hang from your body in a baggy fashion.
- Formally dress up for special occasion like conferences, graduations, Teachers day, Annual day, etc.



### Exercise

Through Role Play demonstrate appropriate and inappropriate presentation of a Physical Education Teacher and Sports Coach in school.

### Assessment

State whether the following sentences are **True** or **False**

|   | True/ False |
|---|-------------|
| Wear shirt and jacket where the logos and pictures are at the back and not at the front |             |
| Shirt tucked out while conducting classes on the ground                                 |             |
| Do only ear piercing and not nose or lips   |             |
| When wearing shorts, the bottom should not go higher than the knees                     |             |
| Always be in sports attire and never wear formal dress                                  |             |
| Can wear rings and chains if given by astrologers                                       |             |
| Wear track pants little bit under the waist level                                       |             |

### Checklist for Assessment Activity

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

#### **Part A** \_\_\_\_\_

Differentiated between appropriate and inappropriate dress code.

#### **Part B** \_\_\_\_\_

Discussed in the class the following:

The general guidelines for personal grooming and dressing of a Physical Education Teacher and a Sports Coach.

#### **Part C** \_\_\_\_\_

**Performance standards**

The performance standards may include the following, but not limited to:

| <b>Performance Standards</b>   | <b>Yes</b> | <b>No</b> |
|--|------------|-----------|
| Demonstrate the knowledge of wearing appropriate attire as a PE Teacher and a Sports Coach       |            |           |
| Demonstrate the knowledge of correct head and facial grooming as a PE Teacher and a Sports Coach |            |           |

## **Session 2: Role of a PE Teacher or a Coach in maintaining Everyday Hygiene of Students**

In the previous chapter, we have learnt about grooming and presenting ourselves in front of others. It not only affects our work but also the perception about us. Our presentation is a combination of how we dress, how we speak and most importantly how we keep ourselves neat and clean. Now keeping these things in mind, it is equally important that you guide and teach your students on the importance of hygiene.

One of the most sensitive issues that you may face as a teacher is dealing with a student of poor hygiene. This is not an issue that you can easily ignore, especially if it is giving rise to bullying and rejection from friends. If the student does not learn good hygiene by the time he leaves primary school, he is likely to face a tough time in middle school. Poor hygiene can take various forms, such as having messy hair, wearing dirty clothes, having body odour and so on. You cannot ignore hygiene issues of your students. You must deal with them with honesty and directness, but also with sensitivity and concern for the student's emotional well-being.

### **What You Can Do**

1. Make hygiene a regular part of your Physical Education and Sports curriculum. Make teaching materials on hygiene (if not available) like handouts, pictures and videos. You might check with the kindergarten teacher, who is used to dealing with these issues and may have some tips on teaching hygiene. The following are some potential behaviours you want to promote with your students: taking a shower or bath, washing their hair, brushing their teeth, wearing clean clothes, washing their hands after using the bathroom, covering their mouth when they cough, and using a handkerchief or tissue to wipe their nose.
2. Monitor the student's hygiene. Provide the student with a checklist of hygiene related activities that need to be done on a daily basis and noted in a notebook. The list might include taking a shower or bath, washing hair, brushing teeth, combing hair and putting on clean clothes. Make these tasks part of daily homework. For the first couple of weeks meet in private for a few minutes every morning to review how well homework is being done and appreciate all efforts towards good hygiene.
3. Talk with the student privately. Help them understand that poor hygiene can lead to ill health. It could also affect other children. Talk about the basics of good hygiene and then zero in on the particular areas that need greater attention. You may need to give

very specific instructions in hygiene behaviours that we take for granted in most children.

4. Have some hygiene items handy. In talking to a student with hygiene problems, you may find that he/she does not have some hygiene items at home. For occasions like these, keep some of these items in your desk: brushes, combs, packs of tissue, soap, shampoo, deodorant, toothbrushes, and toothpaste. Let the student know that he/she can take what he/she needs from your drawer as long as he/she assures you that he/she will make use of them. Check to make sure he/she knows how to use them.
5. Work out a private signal to cue a student who is picking his nose. Few behaviours turn off peers more quickly than someone picking nose. If you have a child who is a frequent nose picker, meet with him privately and tell him that he needs to use a tissue instead. Give him a pack of tissues to keep in his desk. Let him know that other children will find this behaviour unpleasant and may avoid him as a result. Work out with him a subtle non-verbal signal to alert him when he is picking his nose.

Here are some of the hygiene tips that you can teach your students and ask them to follow regularly.

### **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 disease causing micro-organisms. 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; once in the morning and again at night.
- We must develop the habit of brushing teeth at night and in the morning.
  - We should change our toothbrush once the bristles wear out
  - Proper brushing takes at least two minutes.
  - We should visit a dentist at least once in a year for a dental check-up.
  - Do not forget to clean and brush the surface of your tongue daily because there is bacteria present particularly on the rough top surface of the tongue. These can contribute to bad breath (halitosis) and negatively affect your dental health.



### **Have a bath daily**

- You must have a bath daily. A regular bath after any physical activity will help you keep yourself clean, fresh and odour free.
- Cleaning your body is also important to ensure the rejuvenation of your skin.
- Scrubbing the skin while bathing will slough off dead, dry skin and help your skin stay healthy and refreshed.
- Do not share your towel with others and wash it on a regular basis.

### Trim your nails

- Keep your finger and toenails trimmed and in good shape.
- If possible, trim them weekly and brush them daily with soap so that no dirt or residue remains beneath the nail.
- Fingernails should be trimmed straight across and slightly rounded at the top whereas toenails should be trimmed straight across.
- The best time to cut your nails is after bathing when they are soft and easy to trim.
- It's also a good idea to moisturize nails and cuticles regularly.



### Take care of your hair

- Wash your hair regularly. It is important to keep hair and scalp healthy and in good shape.
- If you suffer from lice or dandruff, then take necessary action at the earliest.
- Also, it is critical that you get a haircut frequently for healthy hair.
- Avoid sharing a comb or hair brush.

### Sleep well

- Sleep is as vital to our health and well-being, as good nutrition and physical activity.
- Get plenty of rest — 8 to 10 hours a night — so that you are refreshed and are ready to take on the day every morning.

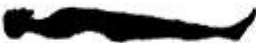







Lack of sleep can increase chances of falling sick.

### Wear clean clothes

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

### Sleeping positions

Your mattress should be quite hard - not sagging in the middle. If it is, use a board underneath, or better - get a new one

| Wrong  | Correct  |
|--|--|
| <p>This position accentuates the low back curve, if the mattress is too hard.</p>                | <p>Side posture with flexed knees, which decreases the low back curve. The pillow should support the neck.</p>  |
| <p>A pillow which is too high overstretches the neck, arms and shoulders.</p>                    | <p>If a cushion is placed under the knees in this position, the low back curve is corrected.</p>                |
| <p>Facing downwards tires the neck and shoulder muscles.</p>                                     | <p>To change the habit of sleeping face down, raise the foot of the bed as shown below.</p>                     |
| <p>Even if you bend the knee and hip, the lumbar curve is still accentuated when face down.</p>  | <p>Arrange your pillows correctly for reading and resting on the bed.</p>                                       |

**Kill that body odour**

- Keep your underarms and groin area clean and dry to discourage bacteria.
- Change out of sweaty clothes as soon as possible after exercising or perspiring.

**Clean your ears**

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

**Fight bad breath**

- Drink plenty of water
- Brush regularly
- Treat any existing oral diseases
- Eat crunchy vegetables and fruits
- Chew sugarless gum
- Eat yogurt
- Avoid tobacco products

**Care for your feet**

- Wash your feet properly, specially between the toes
- Wear the right socks
- Make sure your shoes are not too tight
- Switch shoes
- Wash shoes or insoles of your shoes
- Stay in bare feet at home
- Walk on different surfaces (sand, pebbles, mud, rock etc.) bare feet

**Some general hygiene rules**

- Wash hands before and after meals with water and soap
- When you come from outside wash hands, face and feet
- Comb and wash hair regularly



- Take bath everyday
- Change clothes and undergarments frequently
- Cut hand and foot nails regularly
- Wash feet before going to sleep
- Avoid going to bed in your daily clothes
- Do not eat fruits and vegetables without washing
- Always carry a handkerchief
- Always keep your toilets and bathroom clean
- Always use dust bins

Good hygienic habits need to be learnt. Sometime what is accepted in one culture may be looked down upon in other cultures. Example: Burping after a good meal, sneezing without using a handkerchief, spitting, throwing garbage.

We have listed below the sources of some of our habits.

Many of our habits are shaped during childhood based on the environment we live in.

#### **Factors affecting Personal Hygiene:**

- Culture: How people in our neighbourhood live, dress, eat and behave
- Social and economic conditions: What is the family income, what can be afforded?
- Family: Hygiene levels and habits of the family
- Personality: Shaped by education
- Illness: Physical health

#### **Environment Hygiene**

Environmental hygiene is a term used to describe the disinfecting and cleaning process that is used to maintain health and prevent the spread of germs and illness. It is a process aiming at providing a healthy environment. It can also be described as activities aimed at improving and maintaining the standard of basic environmental conditions affecting the well-being of people.

Our environment is something we must care for and preserve for the future. These are some of the things you can do to help keep our environment clean.

- Segregate waste into biodegradable and non-biodegradable categories.
- Throw garbage only in a dustbin.
- Find out where to dispose of batteries. Don't put them along with normal garbage.
- Don't litter, always carry a bag with you to bring waste and dispose it off in a dustbin.
- Keep your room clean.
- Don't spit in public places.
- Don't scratch on desks and walls in public places.
- Don't destroy plants; don't pluck flowers and leaves.

### Exercise

1. Make a checklist and conduct a hygiene survey in your school. (Remember: Do not give feedback to any of the students in public)
2. List down the tips to keep your teeth in top shape?
  - I.
  - II.
  - III.
  - IV.
  - V.

### Assessment

1. State whether the statement is **True** or **False**

|  |  |
|--|--|
| Washing your hair regularly is important to keep hair and scalp healthy and in good shape    |  |
| Spitting in public places is a bad habit   |  |
| Washing hand with soap before and after meal is not a good hygienic practice                 |  |
| Changing our sweaty clothes as soon as possible after exercising helps to prevent body odour |  |

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between

1. Hygiene assessment and hygienic practices
2. Personal and environmental hygiene

### Part B

---

Discussed in class the following

1. What are the benefits of good hygienic practices?
2. How often should you brush your teeth and why?

### Part C

---

The performance standards may include, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the knowledge of factors affecting personal hygiene |     |    |
| Demonstrate the knowledge of everyday hygiene                   |     |    |

### Session 3: Conduct Assembly in School

#### 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.

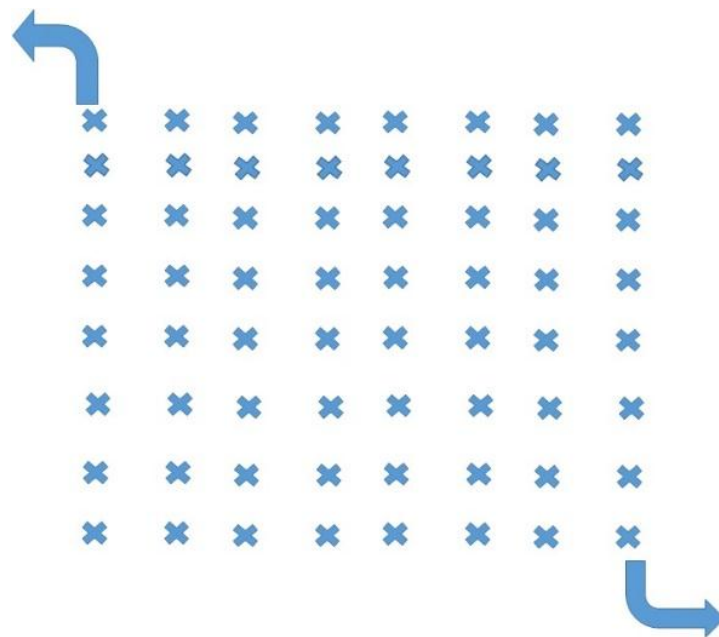
### **Task/ Activities during the day of Assembly**

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.





## Exercise

Participate in a skit. The theme of the skit could be;

1. Importance of Physical Fitness
2. Healthy eating habits
3. Tips for Summer/ Winter
4. Importance of reading books, newspapers and magazines
5. Global warming
6. World Environment Day (5th June)
7. World AIDS Day (1st December)
8. International Literacy Day (8th September)
9. Child Rights Day or Universal Children's Day (20th November)
10. World Red Cross Day (8th May)

## Assessment

1. Create an Agenda for the Assembly.

2. List the tasks that you should do before conducting an Assembly

3. List the tasks that you should do during an Assembly

### Checklist for Assessment Activity

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

#### **Part A**

Differentiated between the tasks to be performed before, during and after the Assembly.

#### **Part B**

Discussed in the class the following

1. What is the importance of School Assembly?
2. How to prepare an Agenda for an Assembly?
3. What are the key learnings from the Assembly, which would be useful in performing effectively in the world of work?

#### **Part C**

##### **Performance standards**

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrated the knowledge to make an agenda for the school assembly |     |    |
| Demonstrated the knowledge to conduct theme based assembly in school |     |    |

## Session 4: Community Services

### COMMUNITY SERVICES

Community services benefit numerous institutions and groups, ranging from schools to the parents to the communities and society as a whole. Service learning was introduced into the schools on the premise that students would gain working experience through their volunteering efforts. Research indicates that the biggest problem students must overcome in school is the lack of motivation. Boredom in many students is probably because of the gap between what is being taught and its application in their lives. Community services provide the critical missing link for many students, an opportunity to apply academic learning to real human needs and to make the knowledge gained usable in one's thinking beyond the situation in which the learning occurred. Community services, therefore, provide students with the motivation necessary to put forth effort in academics. It gives them more opportunities to integrate and elaborate on their knowledge and it increases the likelihood of transferring theoretical knowledge to actual practice.

Recent research indicates that Community Service learning can:

- Increase students' personal, interpersonal and social development;
- Increase motivation, student engagement, and school attendance;
- Lead to new perspectives and more "positive lifestyle: choices and behavior;



Volunteering in community services is a great way to follow up on and supplement subjects that have been covered in the classroom. Some of the benefits include the following:

**1. Students often experience an increased sense of self-efficacy:**

Students who perform community service learn that they can actually make a difference with what they do. This helps students better understand their own competence, leading to more self-confidence and positive attitude that can help their work and academic pursuits.

**2. Students who participate in community service are more likely to grow up to become more socially aware:**

Students who take part in community service activities become more involved in their communities and as a result tend to care more about what happens in those communities. Often, students who have participated in community service will grow up to become more social and remain involved in their communities throughout their lives.

**3. Community service is a great problem-solving skill builder:**

Students participating in community service are often faced with challenges and tough problems to tackle. By working through them as a volunteer, they learn ways to solve problems and enjoy the satisfaction of overcoming a hurdle.

**4. Volunteering in Community services has health benefits:**

Creating a lifelong habit of community service can help students become healthier over the course of a lifetime. Individuals who participate in volunteering have better physical and mental health than those who do not.

**5. Community service makes students more attractive to potential employers:**

Taking part in community service trains students in skills that are valued by employers, like problem solving, teamwork and the ability to follow instructions. Volunteering is especially valuable when it is related to a student's future career.

**6. Students can enjoy excellent networking opportunities:**

Community service opens students to a wealth of networking opportunities, allowing them to build new relationships within their community as they contribute. Students can meet new people, work with new organizations, and strengthen their ties to the community.

**7. Students find a sense of responsibility and pride:**

As students work within their community, they learn that they can be responsible for making great things happen. This helps to build a sense of responsibility in students, and a sense of pride when they see that what they have done is actually helping others.

**8. Community service brings learning beyond the classroom:**

Volunteering in community service allows students to take what they've learned and apply it beyond the classroom. This offers the opportunity for enrichment and a great way for them to see how concepts they have learned work in the real world.

**9. Community service offers an opportunity for skill building:**

Participating in community service allows students to build on their existing skill sets. As students work in a real-life setting, they can use volunteering projects to explore and improve on existing skills. Students can explore potential careers and find out what they need to develop in order to work in the field.

**10. Volunteering is one big team building opportunity:**

As students work in community service programs, they learn how to better work in teams. Often, students also learn leadership skills. This is valuable not just for schoolwork, but for higher education, careers and further community involvement.



Some examples Community Services are

| Service                                     | How to do it?  |
|---|--|
| Afforestation                               | Planting trees in the nearby jungle, open land or along the road   |
| Disaster Management                         | Volunteering in providing aids to the areas affected by natural disasters like flood, earthquake, fire, landslide, etc.  |
| Camps/ workshop/<br>Recreational Activities | Organizing activities to educate people on the importance of health and fitness, fitness activities for old people, blood donation camps, etc.                           |
| Education Services                          | Teaching academic subjects, sports in the nearby schools and orphanages  |
| Fundraising                                 | Organizing fundraising programmes to donate for orphanage, NGOs working for the benefit of poor and needy  |
| Community Cleaning                          | Taking initiative to educate communities on cleanliness. Participating in cleaning neighbourhoods. Participating in government initiatives like 'Swatchh Bharat Abhiyan' |

### Exercise

Form groups and conduct Community Services in the nearby community/ locality/ village, taking up different activities.

### Assessment

1. List 10 benefits of Community Service to students



## 2. Identify five ways of doing Community Service

I.

II.

III.

IV.

V.

### Checklist for Assessment Activity

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

#### **Part A**

Differentiated between classroom learning and learning through volunteering in Community services

#### **Part B**

Discussed in the class:

1. How community services help students learn a variety of skills?
2. How to identify volunteering opportunities to participate in community services?

#### **Part C**

#### **Performance standards**

The performance standards may include the following, but not limited to:

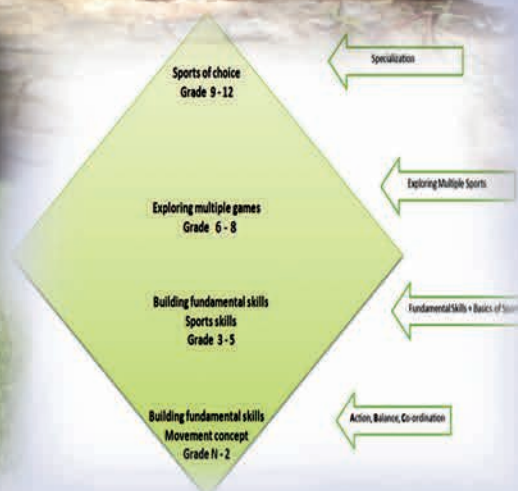
| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the knowledge of different ways to do community services                                     |     |    |
| Demonstrate the knowledge of identifying volunteering opportunities to participate in community services |     |    |

# Physical Education and Sports NSQF Level 4 - Class XII

## PS405 - NQ2016

### Teach Age Appropriate Physical Activities to Children

### Student Workbook



**PS405-NQ2016**

## **Teach Age Appropriate Physical Activities to Children**

## Learning Objectives

On completion of this module you should be able to:

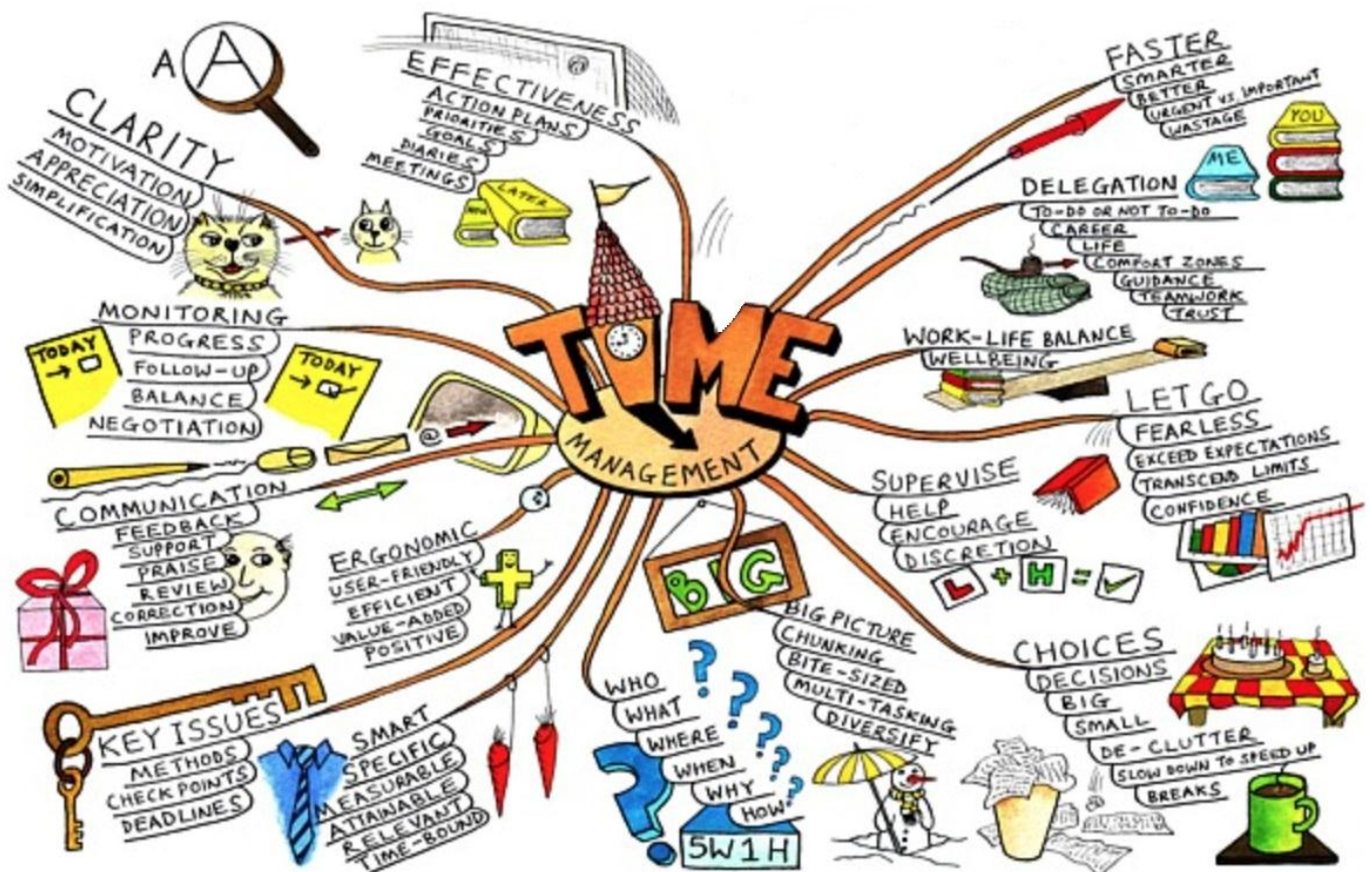
1. Demonstrate how to manage your time efficiently to be more productive at work and at home;
2. Develop the competencies required to conduct age appropriate physical activities in school;
3. Demonstrate the knowledge of teaching major team sports in school and
4. Demonstrate the knowledge of conducting fitness assessment of school children.



## Session 1: Managing Time Efficiently

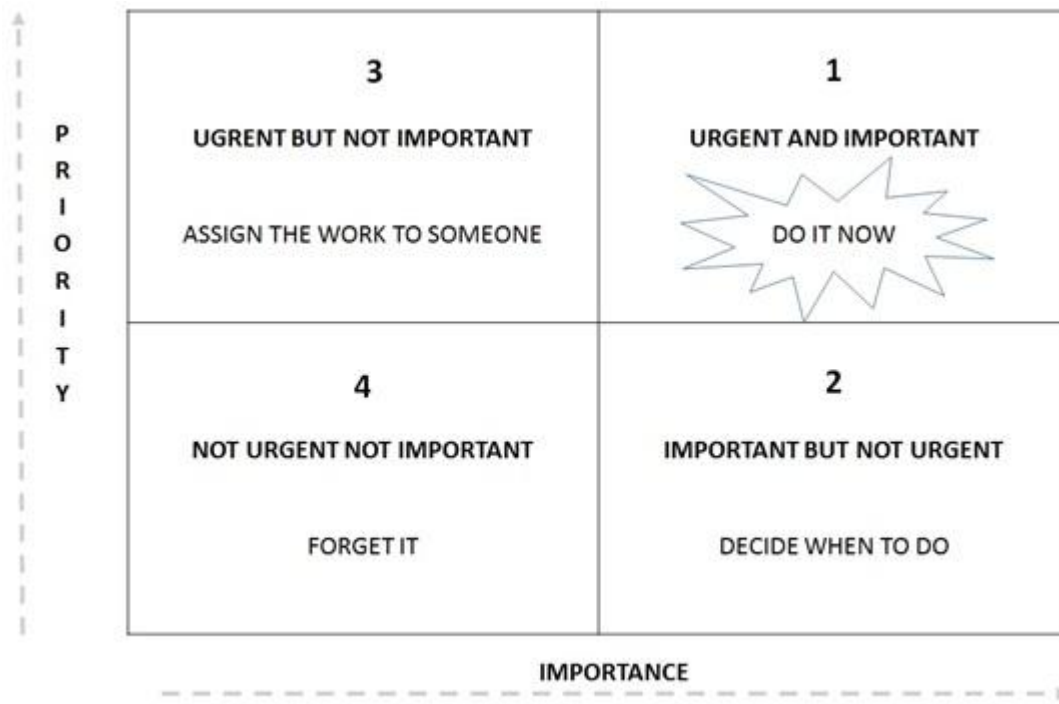
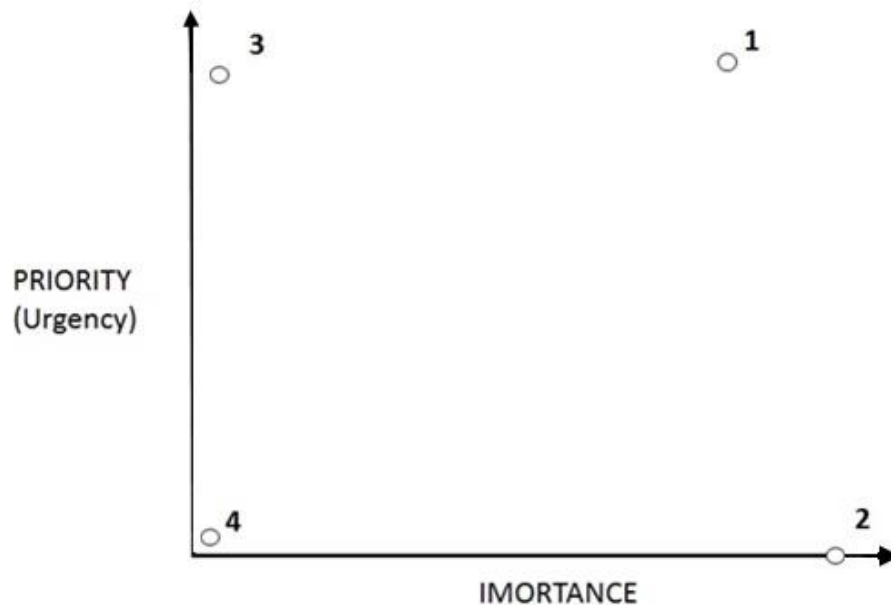
For many of us, we rarely take the time to think about utilization of our time. Time is our most important and most limited resource. We need to know how to manage our time and find ways to make the most of the time we have. The difference between the successful personalities and the unsuccessful ones in the world is not only limited to the skills they have but mostly to the way they spend their time. No matter what work we do, what roles we are doing, we have decisions to make every day regarding the best way to spend our limited time.

Working as a teacher requires excellent time management skills. With effective time management skills, teachers can increase their productivity and provide a better education for their students. Time management is the skill required in almost all aspects of teaching — right from reporting to the school on time, taking day to day classes to doing personal tasks back at home.



Time Management is also an art. It requires certain level of practice to master it. There are some standard practices that are used world to manage your time efficiently regardless of your profession.

One of the frameworks for deciding whether or not a task is urgent, important or some combination thereof is **Time Management Matrix**. We should prioritize our daily task list by determining which quarter it is in. For example,



**Quadrant 1: Important and Urgent.** These tasks should be our first priority. They go at the top of your to-do list. They are important, and they must be done today. Example: Conduct daily lessons with specific learning outcomes.

**Quadrant 2: Important But Not Urgent.** These are the “tomorrow” tasks. They should be our second priority, because if we don’t do them, we will face the consequences in the future. Example: Conduct Sports Day after the mid-term examination is over.

**Quadrant 3: Urgent But Not Important.** These are those tasks that are urgent but they are not important. They should be our third priority. Example: Conduct Fitness Workshop for teachers to motivate them to participate in regular physical activities.

**Quadrant 4: Not Urgent and Not Important.** These should simply be deleted from our daily task list. They are simply a distraction that keeps us from accomplishing our priority tasks. Example: Conduct an after school fitness programme for parents, make a parent’s football team, etc.

**Here are five effective time management tips teachers can use every day.**

**1. Organize the day by priorities**

Teacher’s time management must start with setting priorities and organizing the day around the most important tasks. Setting priorities can help keep teachers on track throughout the day, even when the unexpected occurs and the workload can seem overwhelming. The best and effective way to prioritize your day is by making a ‘To-Do’ List. The ‘To-Do’ list should contain all the priority tasks that you are supposed to do that day.



Effective prioritizing is about arranging workload based on both the importance of the tasks as well the priority of the tasks. Teachers must be able to assess whether the task can be put on hold if it is important but not on a priority list.

**2. Avoid procrastination**

“काल करे सो आज कर आज करे सो अब,  
पल में परलै होयगी बहुरि करेगा कब” - कबीर



Teachers are always loaded with paperwork. It can be making daily lesson plans, making daily or weekly reports, conducting assessments on time or even noting the grades once the assessments are over. If you procrastinate or delay your work hoping to do it tomorrow, you will always end up rushing to do them at the last hour or can find it difficult to finish them. The most efficient way to complete the task is to break up your task into weekly, monthly 'To-Do' task. Divide the students into small groups that are graded each day than to work on grading the work of the entire class on the same day. Avoid piling on loads of grading assignments, and try to knock out batches at a time. A small pile each day is easier to manage and allows a teacher to properly evaluate and offer feedback to students. Teachers can experience a sense of accomplishment from each completed batch.

### **3. Plan for potential unseen disturbances**





It is better to plan ahead for potential problems before facing them during your session, as unseen disturbances can distract teachers from their goals. Although some problems have limited options, such as bad weather, teachers can plan for them upfront. Indoor activity classes must be planned in advance before approaching of summer, winter and rainy season. Apart from natural disturbances, injury is another big concern for a Physical Education teacher or a Sports Coach. All the necessary precautions like creating safe environment in and around play area needs to be top priority. In addition, medical staff should be easily accessible, whenever needed.

#### **4. Strategically plan class and cover the curriculum**

Both teachers and students know that to master any skill it needs repetitive practice. But given the limited time allotted to Physical Activity classes in school, it is better to learn the skill during the class and practise the same at home. Activities that simply ask students to repeat the same skill throughout the session unnecessarily consume valuable class time.

#### **5. Set aside personal time**

Physical Education Teachers and Sports Coaches have many tasks that require attention and often focuses on the needs of students and their parents. Although it is tempting for a Physical Education teacher and Sports Coaches to spend more time on the ground, giving more playtime to students, is also important. Prioritizing time for personal needs is necessary to effectively implement and execute the plans for educating and coaching students. When teachers are exhausted due to lack of personal care and time, it is possible that the physical activity sessions become less effective and efficient. Implementing time-saving plans only works when a teacher is energetic, healthy and refreshed. Make relaxation necessary. Find time to do at home what you love apart from your work. It could be playing music, drawing, dancing, hiking, writing, gardening, etc.



## Exercise

Make a time table of your daily activity (24 Hours) and identify the time which you can use for personal development. (Make one on a sheet of paper using the template)

|          | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|----------|--------|--------|---------|-----------|----------|--------|----------|
| 6:00 AM  |        |        |         |           |          |        |          |
| 7:00 AM  |        |        |         |           |          |        |          |
| 8:00 AM  |        |        |         |           |          |        |          |
| 9:00 AM  |        |        |         |           |          |        |          |
| 10:00 AM |        |        |         |           |          |        |          |
| 11:00 AM |        |        |         |           |          |        |          |
| 12:00 PM |        |        |         |           |          |        |          |
| 1:00 PM  |        |        |         |           |          |        |          |
| 2:00 PM  |        |        |         |           |          |        |          |
| 3:00 PM  |        |        |         |           |          |        |          |
| 4:00 PM  |        |        |         |           |          |        |          |
| 5:00 PM  |        |        |         |           |          |        |          |
| 6:00 PM  |        |        |         |           |          |        |          |
| 7:00 PM  |        |        |         |           |          |        |          |
| 8:00 PM  |        |        |         |           |          |        |          |
| 9:00 PM  |        |        |         |           |          |        |          |
| 10:00 PM |        |        |         |           |          |        |          |

## Assessment

1. Identify your current tasks at school and at home. Make a Time Management Matrix of your tasks with regard to their importance and priority.

2. List and explain 5 Time management tips that you can use everyday.

## Checklist for Assessment Activity

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

### Part A

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Differentiated between

1. Priority and Importance

### Part B

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Discussed in class the following:

1. What are the effective ways to manage your time efficiently?
2. How to set tasks as per priority and importance?

### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards                             | Yes | No |
|---|-----|----|
| Prepare a timetable for your personal development |     |    |
| Prepare Time Management Matrix                    |     |    |

## Session 2: Teaching Age Appropriate Physical Activities in School

Research shows that regular physical activity can help reduce the risk for several diseases and disorders and improve the overall quality of life. Physical fitness involves the efficient functioning of your body organs. Fitness influences to a great degree not only your physical health but also the health of your 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. Scientists in the field of Physical Education recommend at least one hour of regular physical activity as an integral part of our daily routine.

Once you begin to exercise regularly, you will tone your muscles, increase the cardiovascular capacity and improve flexibility. As your body condition improves, you will discover many more reasons why exercise is so important to have a better quality of life. Exercise reduces stress, channelizes energy positively, and helps sleep better.

As educators, it is our responsibility to encourage our children to get involved in physical activities. Physical Education should be an essential part of the holistic development of our children. The approach to Physical Education should incorporate the following points:

- Activities should be enjoyable so as to encourage children to participate
- Activities, props and equipment should be 'age appropriate'
- 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

One should be able to observe the following in 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.

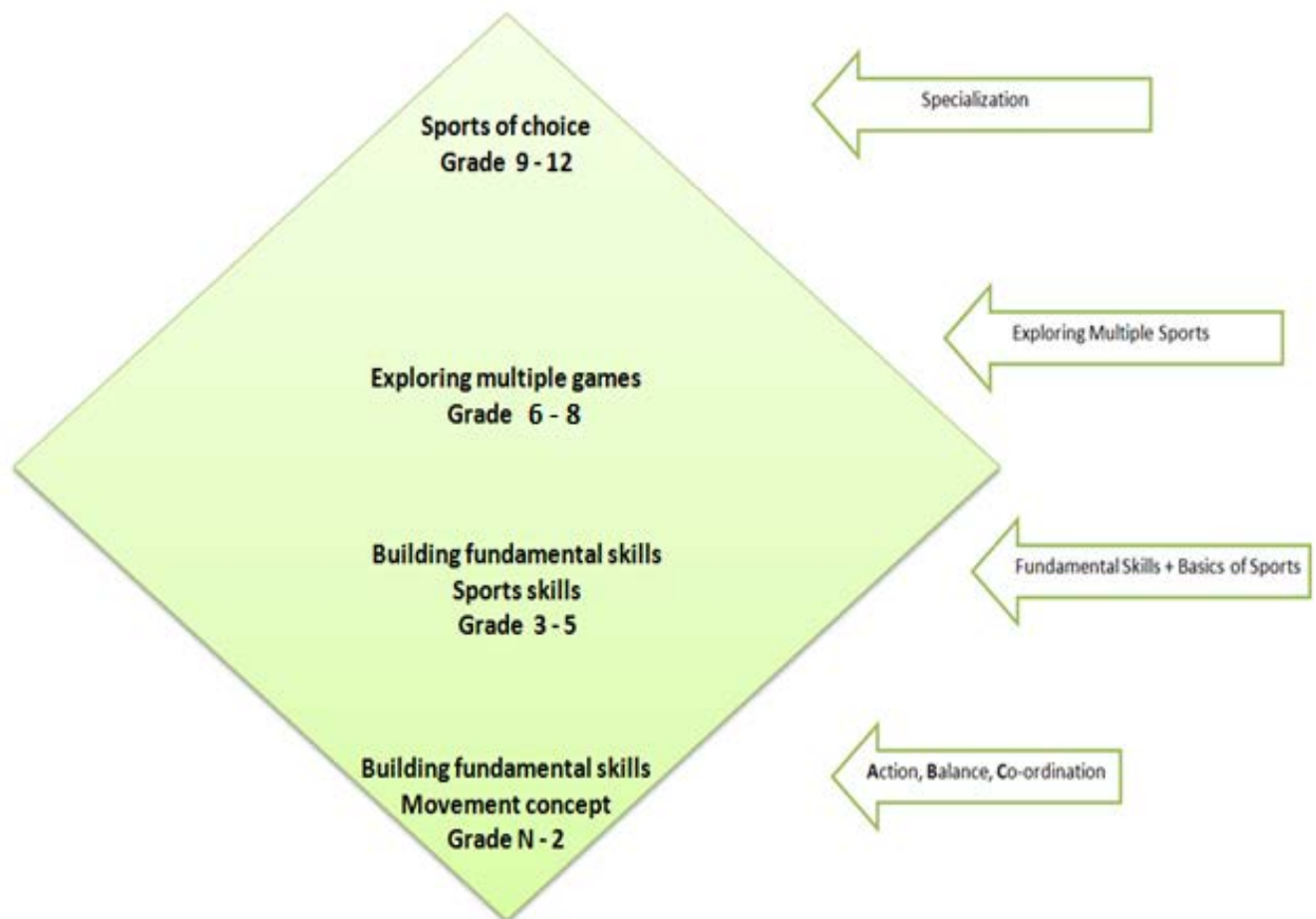
**Mantra 2: Respect the children**– All children should be respected as individuals.

**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.

The diagram given below shows that how you can organize your activities to impart necessary skills for building fundamental skills of movement, action, balance and coordination amongst the children of grade 2 and then conduct other sport activities to provide them the opportunity to explore and specialise in a sport of their choice.



## Early Years Physical Education Programme

Preschool children (aged 1.5 to 5 years) are full of wonder and they spend a lot of time watching, observing, and imitating. Their days are filled with busy exploration of their world. Pre-schoolers are interested in learning, and it is common for them to spend the entire morning going down the slide or riding their favourite tricycle. At this age they have very little memory for past events and do not understand "yesterday" and "tomorrow" the way adults do. They often repeat activities or may do and undo actions such as putting a puzzle together. These sequences are important to understand change and consistency later in life. Though physical activity is important for everyone, it should be in relation with the age of the individual. This simple rule has to be followed as an activity suitable for adults may not be good for minors. As the development of body muscles and body structure varies from minors to adults, physical activity also varies likewise.

With the freedom to walk, run, jump, climb, hop and do other physical activities in and out of doors, the whole world of physical activity is just beginning to unfold before them.

### ABC Framework

In these early years the physical development is around the following three fundamental principles:

**A - Action:** Is a group of muscles working together to perform a particular skill or technique in the best possible way. Examples include locomotion through simple walking, hopping, jumping and crawling.



**B - Balance:** The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the appropriate organ systems in our body). The balance could be of two types:



- a) **Static Balance** - ability to retain the centre of mass above the base of support in a stationary position; and
- b) **Dynamic Balance** - ability to maintain balance with body movement.

**C - Coordination:** The ability to control the movement of the body in co-operation with the body's sensory functions e.g. catching a ball (hand and eye co-ordination, feet eye co-ordination).



| Action                                   | Balance                                | Coordination                                |
|--|--|---|
| Running<br>Jumping<br>Hopping<br>Sliding | Body Balance<br>Transferring of Weight | Throwing<br>Catching<br>Kicking<br>Striking |



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.

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## Action

### ZIG-ZAG RUN

#### Props and Equipment:

Saucer cones/ Poly spots to mark paths, Bean bags, Bean Scarf, Low hurdles

#### Safety Tips:

Make sure the place is free of sharp objects. Make sure that children are wearing the proper footwear (sports shoes)

#### Learning outcomes:

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In addition to correct running postures, this activity will develop control on running and quick movements in different directions



*The activity develops further the running style with focus on transfer of weight from one leg to the other, balancing, changing speed.*

#### Activity

- Place saucer cones or poly spots in a zig-zag fashion at a distance of 1m from one another
- Practice running zig-zag for a couple of minutes
- Place two baskets with bean bags and bean bag scarf 10 m apart
- Pick up a bean bag or bean bag scarf from one basket and place it in the other
- Some more paths like square, circular, etc. can be created along the way
- Place low hurdles in between the running path and ask them to jump over it
- Run and touch the other side of the room and come back as fast as you can
- Pick up certain colour bean bag and run to finish line

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## Balance

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### AIRPORTS

#### Props and Equipment:

Poly spots/Saucer cones, Flat rings

#### 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 anything

#### Learning outcomes:

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Children learn to appreciate concepts of speed, direction.

They balance their bodies well when following instructions.

They learn how to move in self space without touching other objects or people.



*Spatial awareness is extremely important for a child's development. Children will be more aware of their surroundings, their personal space, different levels in space, speed and direction through this activity*

#### Activity

- Mark a rectangular space using cones or poly spots. This is the 'runway' where airplanes will take-off/ land
- Place a few flat rings so that the children leap in and out of the flat rings while moving around as airplanes
- Children will run with hands stretched; acting like air planes taking off
- Run on the spot, forward and sideways
- Run in a circle, run backwards (extra care is needed)
- During all these activities keep reminding the children that they should not touch any of the other air planes or objects around
- On your command of "LAND" they will come into the runway and land
- While landing they go from standing position to knee level to sitting

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## Co-ordination

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### FLEXI HOOP

#### Props and Equipment:

Hula hoop or flat ring

#### Safety Tips:

Make sure the place is free of sharp objects and any dangerous obstacles.

When two children get into one hoop, they could trip

#### Learning outcomes:

Hula hoops are a great way to learn to feel different parts of your body and balance and coordinate movements. It also improves flexibility.



*Hula Hoops are fun props with which one can learn a lot about balancing and transfer of weight.*

#### Activity

- Scatter Hula Hoops on the ground
- Gallop like horses to the hoops
- Wear the hula hoop like a t-shirt and drop it to the floor. Again from the bottom and take it out from the top. Repeat this movement multiple times
- Stand in the hoops and stretch arms over the head. Stand on toes
- Jump inside the hoop. Rotate slowly while jumping
- All kinds of simple yoga stretches can be done inside the hoop

#### Hula Hoop

- Move the hoop slowly around the body parts, legs, arms, and waist
- Roll out hula hoops and get the children to catch it

#### Horse-drawn carriage

- Two children get into one hula hoop. One is the horse and the other is the passenger
- Horse guides the passenger around the play area; they can run, gallop and have lots of fun

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### Action

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## 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:

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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.

*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”.

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## Balance

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### 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:

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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

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## Coordination

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### 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:

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

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

## Teaching Students of Standard 1 and 2

After kindergarten, children continue a moderate and steady growth in height and weight. Many children at this age can demonstrate the proper form of walking, running, jumping, hopping, and skipping. The physical activities during this time should be more focused on the fundamental skills like locomotor, manipulative and non-manipulative skills.



- a) **Locomotor skills:** Skills in which the body moves from one place to another. Examples include walking, running, sliding, hopping from one place to another, rolling, etc.
- b) **Manipulative skills:** Skill that are performed with an object. Examples include throwing, catching, striking with a bat, racket, dribbling the ball, etc.
- c) **Non-manipulative skills:** Skills required transferring the body weight. Examples include turning, twisting, balancing, etc.

Additional practice opportunities and instructions should be provided to children who are experiencing difficulties with these skills.

When taking a physical activity class for the Primary School students (5 to 7 years old), the physical education teacher needs to take care of the following teaching points:

- Age appropriate skills (fundamental skills) and activities
- Age appropriate props
- Fun and inclusive activity
- Appropriate language and gestures (Hi-fi, clap, thumps-up)
- Teaching methodology (through demonstration)
- Observation and feedback (always encourage and give positive feedback)



- Safety measures (allow students to drink water, go to the toilet, take rest if they want)

Teaching locomotor skills to children of age 5 years to 7 years.

Locomotor Skills: These skills are essentially required for movement and mobility of the body. Examples include skipping, galloping, leaping, etc.

How to teach:

1. Begin with the warm up song
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.

Use the same methodology to teach manipulative and non-manipulative skills.

At this age, children love to dance, participate in gymnastic activities and are very focused on individual activities. In dance, most of these fundamental skills are used, for example movement from one place to the other, transfer of weight from one body part to the other and balancing. You may teach these fundamental skills to children of this age (5 to 7 years) also through the medium of dance.

**Following are examples of lesson plans to be read, understood and executed on the ground for Grade 1 and 2. Pay attention to the structure of the lesson plan which starts with a goal and ends with learning outcome /conclusion.**

## Rules are our Friends

**Aim:** To make children understand the importance of following *rules*

**Infrastructure Required:** Playground/ Indoors

**Props & Equipment Required:** Saucers Polyspots, Flat rings, Bean bags, Plastic balls

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

**Warm up:** Do 2-3 minutes jog, walk as a warm up activity

### How to Proceed

- 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.
- Introduce “Hey hey – Ho ho”
- When the teacher shouts out “Hey hey”, the children shout "Ho Ho" in response. Tell the children that after the ‘Hey hey – Ho ho’, call there should be complete silence.
- Use the ‘Hey hey – Ho ho’ call after which all the children must listen to you with complete attention.
- Tell children that following rules helps them do things better and ensures their safety.
- Mark a pathway not more than 3 feet wide and about 20 feet long. Refer to the diagram.
- Make two groups stand at both ends of the pathway.
- Ask both the groups to walk slowly towards each other and to reach the other end.
- Tell them not to pull, push or run. They should also not step out of the pathway.
- Now, explain to the children that since there were no set rules they were confused and created a jam in the pathway.
- It also took them a long time to reach the other side.

### Rule 1: Walk in a line

- Whenever they have to pass through a narrow pathway (walking in a corridor, on the footpath etc.) children should walk in a straight line.
- They should not run, but walk on one side maintaining safe distance from others. Refer to the diagram.

- By following this rule, the children can reach the other side without being in each other's way.
- Now, ask the groups to follow the rule and walk in the pathway.

**Rule 2: Stand in a queue and wait for your turn.**

- Place different objects like bean bags, plastic balls in flat rings. Place the flat rings at two different locations.
- Ask the groups to stand 10 feet away from the flat rings.
- Tell them when you say, "Go", each group should go to their respective flat rings pick up the objects and come back to the start line.
- It is natural to expect chaos. Some children in the group might not get any object.
- Tell the children that it is very important to stand in a line and go one by one to the flat ring and pick up the object.

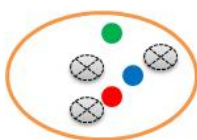
**Rule 3: Game Rules**

- Explain to the children that all games have rules.
- Tell them that the most important rule in the game of football is NOT to touch the ball with their hands. Only the goal keeper can touch the ball with his/her hands.
- Give them soft balls and ask them to kick around.
- Remind them of the basic football rule.
- Let them play football for some time. Call out "Hey hey – Ho ho".
- Ask the children to stand in the *listen-to-me formation*.
- Tell them that they are now going to play basketball.
- Tell them that the most important rule in the game of basketball is NOT to kick the ball. They can only use their hands.
- Give them soft balls and ask them to bounce the ball and pass it to their friends.
- Conclude with, "Rules are our friends"; they help us do things well and play games.

## FOLLOWING RULES



## STAND IN A QUEUE



## Throw Show

**Aim:** To develop *underhand throwing* with accuracy

**Infrastructure Required:** Playground/ Indoors

**Props & Equipment Required:** Saucers, Ploypots, Bean bags, Flat rings, Soft balls, Plastic balls, Footballs.

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

### How to Proceed

#### Relay (Warm-up)

- Divide the children into four groups.
- Mark a starting line. Place four polyspots at the starting line and ask the groups to stand behind it.
- For each group, place a flat ring 20 feet away and place bean bags in the flat rings. The number of bean bags /plastic balls should be equal to the number of children in the group.
- Place a flat ring 5 feet away from the flat ring. Refer to the diagram.
- On your signal, the first child from each group runs towards the flat ring, picks up one object and throws the object into the flat rings.
- The child should then go back and tag his/her team mate.
- End the relay with stretching exercises (Refer to the appendix).

**Activity**

Divide the children into two groups. Ask them to stand facing each other at a distance of 7 feet.

Give soft balls, footballs to one group.

Demonstrate the correct technique of throwing the ball underhand.

- Your body faces the target
- Your throwing arm comes back behind you
- Step forward on the foot opposite to the hand you are using to throw
- Make your arm throw straight at the target

Ask the children to use this technique and throw the ball to their partner.

Tell them to look at their partner and focus on the correct technique in order to throw the ball accurately.

Let the children do this till they demonstrate consistency in throwing the ball accurately.

Ask one of the groups to move two steps to the right and stand in the gap.

The children should be standing in a zig-zag formation. Refer to the diagram.

Place two flatirings at the ends. Place 10 soft balls in one of the flatirings.

The child closest to the flatirings picks one ball and throws it to his/her zig-zag partner who in turn throws to his / her zig-zag partner etc.

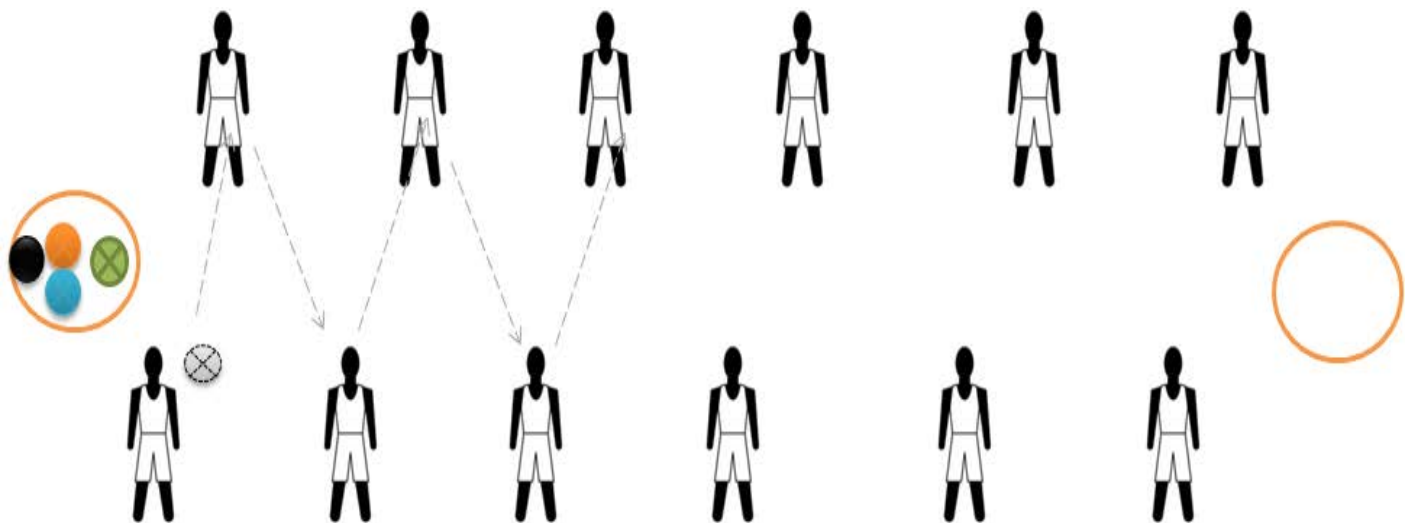
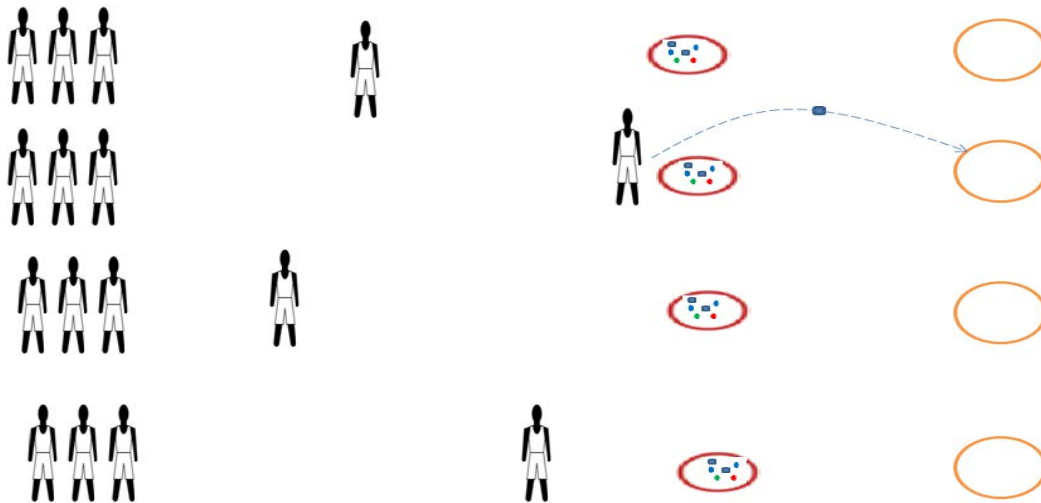
The first child throws all the balls, one at a time.

Make sure the children use the correct underarm throwing technique.

When the balls reach the other end, the last child throws the ball to the teacher. The teacher then places the ball in the flatirng

Repeat from the other end.

## RELAY (WARM UP)



## **Bowl-a-Rama**

Aim: To make children practise rolling a ball to a target

Infrastructure Required: Playground/ Indoors

Props & Equipment Required: Soft balls, cones/saucer cones

Class Size: Large class size of 40-50

Warm up: Do 2-3 minutes jog, walk as a warm up activity

How to Proceed

- Demonstrate the right way to roll a ball

Correct Technique to Roll a Ball

- Step forward with the opposite foot to the hand used for rolling.
- Bend your knees
- Swing the hand with the ball a couple of times and then roll it smoothly without bouncing it.
- Divide the children into pairs. Give one soft ball to each pair and ask them to stand 10 feet apart.
- Ask the children to roll the ball to their partners.
- After a few repetitions, place / saucers (similar to goal posts) between the pairs. (Refer to the diagram).
- The saucer should be 3 feet apart.
- The children should try to roll the ball through the saucers.
- Ask each pair to count how many times they can roll the ball through the cones.
- Repeat this activity till children demonstrate the correct rolling technique and accuracy.
- Now keep only one cone between the pair. Ask the children to topple the cone.
- Repeat this activity till the children are able to hit the target with some consistency.



## Teaching Students of Standard 3 to 5



When taking a physical activity class for the Primary School students (8 to 11 years old), the physical education teacher needs to take care of the following **Teaching Points**

- Age appropriate skills and activities (fundamental skills and basics of sports)
- Age appropriate props
- Fun and inclusive activity
- Introduce competitive games
- Appropriate language and gestures, gender sensitive approach (Hi-fi, clap, thumps-up)
- Teaching methodology ( through demonstration and explanation)
- Observation and feedback (always encourage, correct mistakes and give positive feedback)
- Safety measures ( allow students to drink water, go to the toilet, take rest if they want)

## Football: Ten passes

**Aim:** To learn passing and receiving in football.

**Props and equipment required:** Footballs, cones, saucer cones.

### Warm-up – 5 min

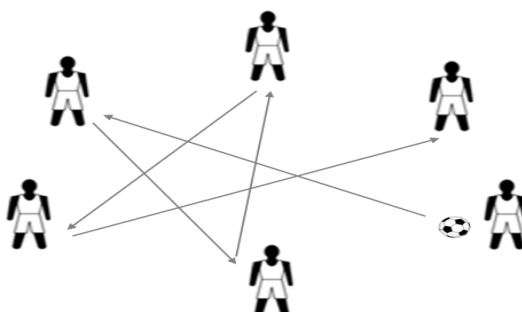
Ask the children to walk on toes, heels and slowly start jogging performing hand rotation (forward and backward). Also instruct them to walk with long strides (5 steps) followed by low high knee.

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

### Activity – 25 min

Passing and receiving (10 min)

- Make groups of five or six and each group should have one football.
- Each group should form a circle with 3 – 4 arms distance from each other.
- They should start passing to each other, anyone in the group except the one next to you.
- When you receive the ball, take time and then pass it on.
- Try to make on-ground passes and do not raise the ball above the ground.
- Pass the ball with the inside of your instep.
- Contact the middle part of the ball.
- Focus on passing accurately.
- Keep the body relaxed and knee slightly bent.
- Increase the number of balls so that idle time can be reduced.
- Children should be told to be on their toes i.e. continuously moving and in ready position to receive.



**Ten passes (15 min)**

- Divide the class into 4 groups and mark four rectangular fields, with marking cones.

- Play a ten passes game. Each team should pass the ball to their team mates. If the team is successful in passing the ball between themselves 10 times, it is considered as a goal. If other team snatches the ball then restart the counting.

#### **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.

## Cricket – striking and catching

**Aim:** To practise striking, throwing and catching.

**Props and equipment required:** Tennis balls, cricket stumps, plastic bats, flexi-poles and cones.

### Warm-up – 5 min

Start with throwing and catching tennis balls and soft balls with partners.  
Lead or have a student lead a stretching routine (see Appendix for sample).

### Activity – 25 min

#### Hit the stump (10 min)

- Make a team of 4 children, split them into two pairs.
- Each team should have one tennis
- Ask the pairs to stand 15 – 20 m away from each other.
- Place a flexi pole in between the pairs.
- Each member of the team should try to hit the flexi pole with an overhead throw.
- Let it continue for 10 – 15 throws for each child.

#### Cricket match (20 min)

- Divide the class into 4 groups and mark 2 fields to play a match. Every child should get to face 4 balls and bowl four balls.
- Make sure that everyone gets to bat and bowl.

### 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.

## Formations and march past basics

**Aim:** To learn different formations and march past techniques.

**Props and equipment required:** Drum (from the school), march past music and cones

### Warm-up – 5 min

Have students walk/jog around the activity area slowly increasing the speed. Lead or have a student lead a stretching routine (see Appendix for sample).

### Activity – 25 min

#### Single Line Formation

Children stand side by side maintaining one arm distance between each other. Tell them this is a *Single Line Formation*.

Ask them to remember the *Single Line Formation*.

#### Two Line Formation

Ask the children to stand in a *Single Line Formation*.

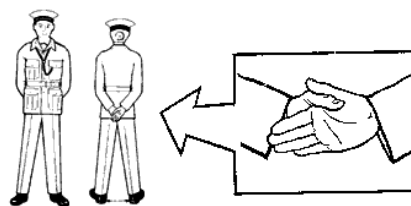
From the start of the line ask the children to count in 2s; on your command ask all 2s to take three steps forward. Now ask both the groups to turn towards their left side. Tell them that this is called a *Two Line Formation*

#### March Past

Marching is a group activity. It develops discipline; helps in developing correct body posture. It helps in inculcating the quality of discipline and obedience in children.

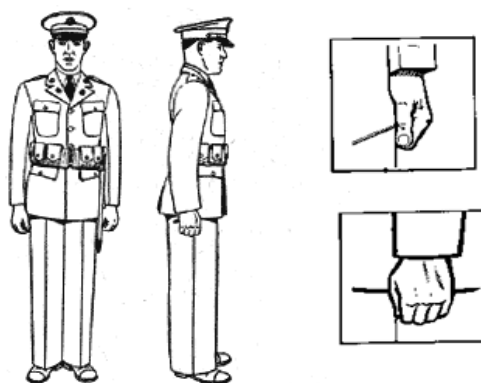
#### Stand At Ease

- On the command 'stand at ease', raise your left knee forward and place your left foot towards the left side. At the same time, carry your hands behind your back and place your right hand in the palm of the left, grasping it lightly with your fingers and thumb. Keep both elbows straight and look forward.
- Your body weight should be equally distributed on both feet.



#### Attention

- This command is given while the children are standing in 'stand at ease' position (relaxed position).
- To assume this position, bring your heels together, with your toes pointing out, forming an angle of 45 degrees or making a 'V' shape. Rest your body weight evenly on both your feet.
- Hold your body erect, with your chest lifted and arched and your shoulders squared.
- Curl your fingers so that the tips of the thumbs are alongside and touching the first joint of the forefingers. Keep your thumbs straight along the seams of the trouser leg with the first joint of your fingers touching the trousers.
- Remain silent and do not move unless directed otherwise.



#### **Form a line**

- On your command, 'form a line': the children should stand in a single line formation in front of the Leader.
- The children will make a line according to their heights, the tallest boy standing on the left of the teacher.

#### **Left turn**

- This command is given to turn left. Stand in the attention position. Turn to the left. Your left heel and sole of the right foot make a 90 degree angle. Your left leg will remain straight. Behind you your right heel will be raised a little above the ground. Lift up your right foot and bring it down next to your left leg and stand in attention position. Your body must be straight and your chest up. Your hands should be kept straight at your sides. Your fists must be kept half-closed.

#### **Right turn**

- This command is given to turn right. Stand straight in the attention position. On the 'right turn' command; turn to the right on your right heel and sole of the left foot making a 90 degree to your starting position. Keep your right leg straight. Your left heel is a little raised from the ground. Lift up your left leg and put it next to your right leg so that you can stand in attention. Your body must be straight and your chest up. Your hands should be kept straight at your sides. Your fists must be kept half-closed.

### About turn

- This command is given to turn around. Stand in attention position. Turn around 180 degree on your right heel and sole of left foot. Keep your right leg straight. Lift your left leg from behind and put it down next to your right leg and stand in attention. Keep your body straight, your neck should be upright and look forward. Keep your hands downward, and fists half closed.

### Mark Time (Kadam-Tal)

Lifting and putting the feet down alternatively, on the ground in the proper rhythmic pattern is called 'Mark Time'. Stand straight in the attention position and perform this movement as soon as you get the command.

- First lift your left leg to the knee level. Bend the leg at the knee forming 90 degree angle at the hip and knee, bring the left leg down stamping on the ground. Then lift the right leg forming a right angle or 90 degree angle at the hip and bring it back to the ground with force.
- When you bring your right leg to the ground raise the left one from the ground to the 90 degree angle position as instructed above. Continue these rhythmic steps according to the command No. 1 and 2 along with it utter the words 'one-two', 'one-two', and go on performing it rhythmically. Keep your chest and neck straight and look to the front. Your fists should be half-closed.

### Group/ Squad Halt:

This is a command to stop the 'marching'.

The command is given by uttering the two words at a short interval. First the word 'group/ squad' is uttered, after a short interval, when the left leg is raised, 'halt' is said.

Count 'check' on the right leg and step again with the left leg forward and **stop/ halt** on right leg, by placing right leg beside the left foot.

### 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.

## Touch Rugby – Passing and receiving

**Aim:** To learn the passing and receiving skills in touch rugby.

**Props and equipment required:** Rugby balls/ Soft balls, Cones/Saucer cones and bibs.

### Warm-up – 5 min

- Ask the children to start walking slowly, jog for 2 minutes around the activity area.
- Lead or have a student lead a stretching routine (see Appendix for sample).

### Activity – 25 min

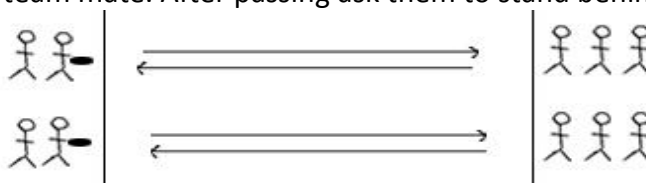
Touch rugby improves fitness, agility, ball handling skills, hand-eye coordination and also helps to foster team spirit. It can be played by mixed teams of boys and girls.

**How to hold a rugby ball-** The ball must be held sideways (refer to the diagrams)



### Running with the rugby ball (10 min)

- Divide the class into three teams. Do a relay between the teams.
- Half of the team stands on one side and the other half on the other, with the distance of 10m between them.
- Hold the ball in the proper way tight and close to the body. Players should run with the rugby ball and pass it to their team mate. After passing ask them to stand behind the line.

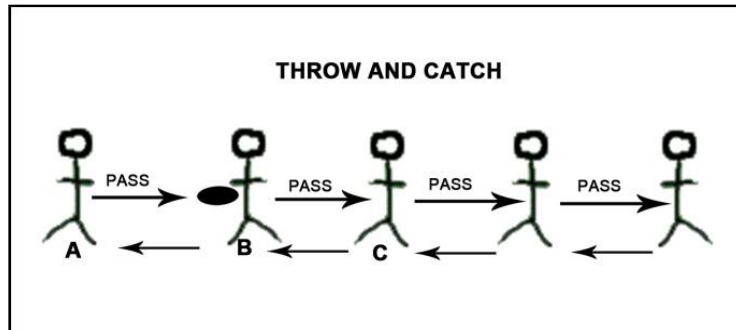


### Static and running pass(15 min)

- Make a group of six students



- Stand side by side and pass the ball sideways (refer to the diagram).
- Change sides often to practise passing to both the left and right.
- Pass the ball across the body
- Watch the receiver while passing
- Once the students are familiar with the rugby you can teach them passing while running
- The team of six can run and pass the ball to each other while running



#### **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.

## Sprint

**Aim:** To learn and practise the technique of sprint start and sprint.

**Props & equipment required:** Swimming rings, marking cones, saucer cones, hula hoops and bibs

### Coaching points

#### Sprinting

- Tell the students that sprinting is fundamental to athletics.
- Tell students that they should keep their head steady, no wobbly movements.
- Good sprinting technique requires fast reactions, good acceleration and an efficient style of running.
- The upper body is inclined forward.
- Keep the arms bent (90°) at the elbows.
- Arms should not be stiff while swinging.
- While sprinting students should run on the balls of the feet.

#### Warm-up – 5 min

Easy walking, jogging and gentle stretching exercises.

#### Activity – 25 min

##### Introduction and Sprint Practise (5 min)

- Divide students into groups of 10.
- Instruct students to perform shuttle run between cones 15metres apart.
- Repeat 3 times.
- Discuss the use of arms during acceleration, and the push from the back foot in order to run effectively.

#### Sprint Start

“On your marks”

- After the “on your marks” command the student should assume a crouch position (refer to the diagram) at the start line.
- Body weight should be distributed equally on the rear knee and hands.
- The arms should be shoulder width apart.
- Ask the students not to touch the start line.



- The shoulders are kept forward, slightly ahead of the hands.
- Ask the student to keep the stronger leg in front.

#### “Set”

- At the “set” command the student should raise his/her seat.
- At this position the athlete/student is like a coiled spring.
- The body weight is equally supported by arms and legs.
- The back and head form a straight line, ask the student to keep looking at the ground.



#### “Go/Clap/Fire”

- Ask the student to vigorously extend his/her forward leg.
- The knee of the rear leg is driven forward.
- Ask the student to swing the arms vigorously.
- Ask the students to keep forward inclination for the first few steps.

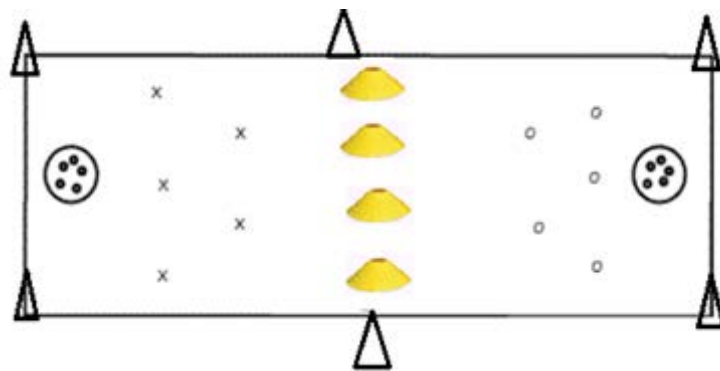


#### Gold Rush (15 min)

- Mark a rectangular field before the game begins.
- Divide students into teams A and B and divide the field in half using saucer cones. One team should be wearing bibs.
- At both ends of the field, on each team’s side, there is a hoop containing several swimming rings or marking cones.
- The objective of the game is for students to run to the other team’s side, take a ring from the hoop and run back to their side without being tagged. Students can be tagged when they are on the opponents' side of the field. Any player caught on the opponents’ side, is frozen.
- The free players can run over and link arms with the frozen players to free them. When two players are linked they cannot be tagged, but must return right away to their own

side. There is a guard for the hoop containing the rings, but no member of the team is allowed in their own hoop.

- Players who make it across the field to the opponents' hoop are allowed to stand inside it without being tagged, but they still have to make it back to their side with the ring. Any player tagged on the way back with a ring, must freeze and must return the ring.
- Please refer to the diagram below



**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.

## Exercise

1. Find a suitable school in your locality. Take permission from the Principal and do the above mentioned activities with the children.

Or

Perform on ground activities that focus on locomotor and manipulative skills. Use age appropriate props.

## Assessment

2. List five teaching points for the children of 1.5 to 5 years of age?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. Write how you start and end your class while conducting lesson for the children of age group 6 to 8 years? List at least three points each.

### Start

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

### End

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between

1. Teaching points for the children of 1.5 to 5 years of age and teaching points for the children of 6 to 8 years of age.
2. Process of starting and ending the class.
3. Locomotor, manipulative and non-manipulative skills.

### Part B

---

Discussed in class the following:

1. What are the teaching points for the children of the age group 1.5 to 5 years?
2. What are the teaching points for the children of the age group 6 to 8 years?
3. Why is it important to understand the role of manipulative and non-manipulative skills in the primary school physical education program?

### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standard   | Yes | No |
|--|-----|----|
| Demonstrate teaching skills for developing manipulative and non-manipulative skills  |     |    |
| Demonstrate the correct technique of zigzag running, hopping, balancing, turning and twisting, striking, catching, dribbling |     |    |
| Demonstrate the knowledge of starting and ending an on ground session  |     |    |
| Demonstrate the knowledge of practices points to be followed while teaching children of age group 1.5 to 5 years old         |     |    |
| Demonstrate the knowledge of practices points to be followed while teaching children of age group 6 to 8 years old           |     |    |

### Session 3: Teaching Team Sports in School



Athletes who specialize at a much earlier age achieve their peak performances at a junior level. These performances are rarely duplicated when they became seniors. Specialization should start only after the age of 14 in most sports. The children of 12 to 16 years of age should be given the opportunity to explore multiple sports activities which will ultimately help them to make the right choice when it comes to specialization. At this age, children are mature and want to experiment with their abilities. They love to compete with their peer group and always tend to improve. The physical ability at the age of 14 is much stronger and thus students are able to take higher physical load during practice and games. Preventing injuries is a very important task of the teacher at this age. Children need to be taught to play safe and adopt injury free ways of enhancing their skills and fitness levels. A proper warm-up before the activity and a cool-down after the activity are important rituals to be followed to prevent injuries. They are always comfortable in a friendly atmosphere and so the teacher should bond with them as a friend rather than just a teacher.

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

When taking a physical activity class for the Middle School students (12 to 16 years old), the physical education teacher needs to take care of the following teaching points

- Exploring multiple sports.

- Games related props and equipment.
- Appropriate language and gestures, gender sensitive approach, treating children with respect.
- Teaching methodology (through demonstration, involving children in teaching, explanation, examples, peer learning, role play, videos).
- Observation and feedback (always encourage, give feedback in a sandwich manner: improvement feedback sandwiched between two positive feedbacks).
- Be sensitive to adolescence issues.
- Safety measures (allow students to drink water, go to the toilet, takes rest if they want). Also inspect the playing area properly before every session.

**Following are examples of lesson plans to be read, understood and executed on the ground for students of Grade 6 onwards.** *Pay attention to the structure of the lesson plan which starts with a goal and ends with learning outcomes.*

Take permission from the Principal and do the following activities with the students of standard 6, 7, 8



Football is a team game. Team systems, strategies and tactics are dependent on good control, accurate passing and individual technical strengths.

| Football – Skill Progression Model |   |
|------------------------------------|---|
| Ball Mastery                       | <ul style="list-style-type: none"><li>Exercises where each player works with a ball repetitively using both feet to develop the ball control ability.</li></ul>                     |
| Passing & Receiving                | <ul style="list-style-type: none"><li>Exercises to improve a player's first touch, so important at all levels, and to encourage and teach accurate passing and receiving.</li></ul> |
| Dribbling & Moves                  | <ul style="list-style-type: none"><li>Exercises and games that teach individual moves to create space against the most packed of defences.</li></ul>                                |
| Attacking & Defending              | <ul style="list-style-type: none"><li>Exercises and games that improve small - group combination play with emphasis on fast break attack and defence.</li></ul>                     |
| Playing Ability                    | <ul style="list-style-type: none"><li>Exercises and games that enforces players to apply all the skills learned so far in a match play situation</li></ul>                          |

Lesson Plans for each of these skills is given below.

# Ball Control

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

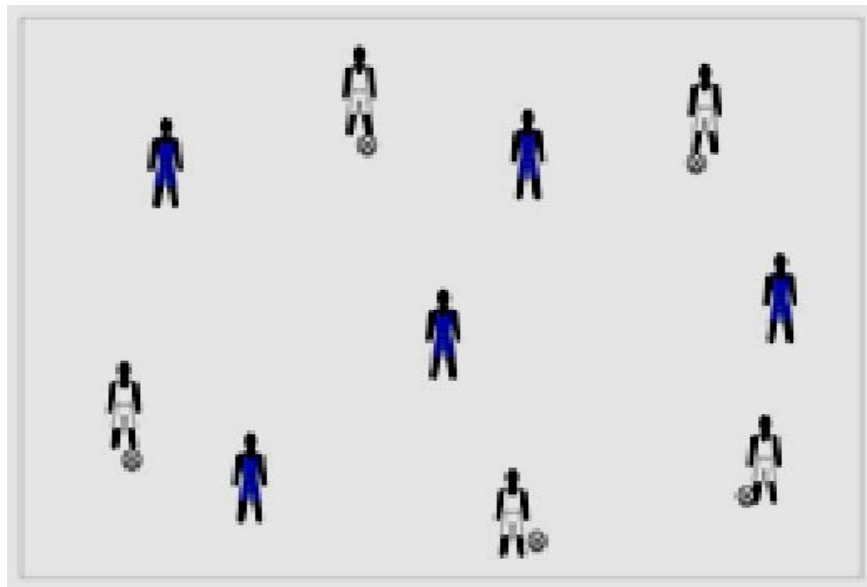
## EduQuette 2 mins

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

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

## Warm-Up 5 mins

- ⚽ Divide the children into groups. Make 'Dribblers' and 'Taggers'
- ⚽ Create small grid(s) depending on the space ability.



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

### Team Activity

10 mins

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



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

### Game Play

15 mins

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



### Focus Area

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

### Cool-Down

3 mins

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

# Passing & Receiving

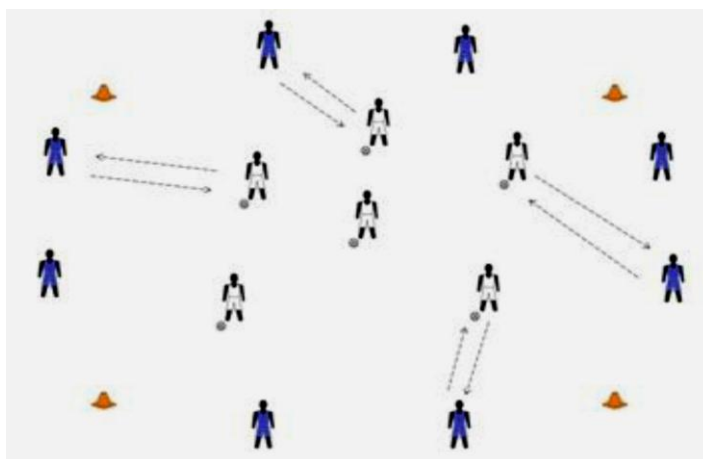
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

## EduQuette 2 mins

Discuss with children the concept of “**3G**”; ‘Get the ball’ – ‘Give the ball’ – ‘Go for the ball.’ In the game of football **Sharing** and **Trusting** play an important role. Through passing you share and trust your team mates.

## Warm-Up 5 mins

- ⚽ Divide the class into groups and create grid(s) for each group using cones.
- ⚽ In each group – two teams. One inside the grid and the other outside the grid.
- ⚽ All children inside the grid should have balls. Refer the diagram below.

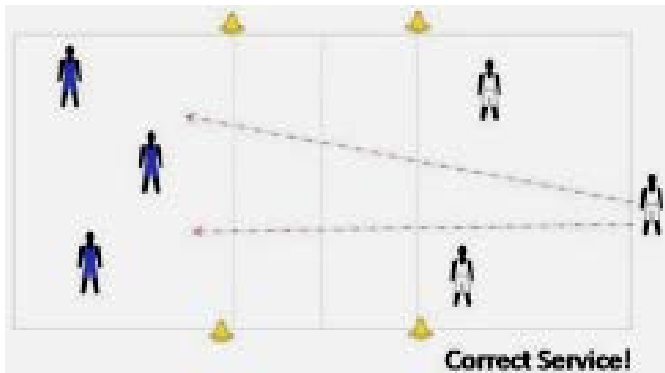


- ⚽ One passes the ball to the one standing outside the grid and takes back the pass.
- ⚽ Again move within the grid and passes to another one.
- ⚽ Change their roles after 2 minutes.
- ⚽ Do stretching exercises

## Team Activity 10 mins

## Ground 'Volleyball'

- ⚽ Make 'volleyball' court using cones.
- ⚽ Instead of net draw a line on the ground (don't use cones for net). Refer to the diagram below.
- ⚽ Divide the class into groups of six.



- ⚽ The game is same as Volleyball but the ball should be on the ground; below the knee level, and not in the air. **ONLY THE INSIDE OF INSTEP IS ALLOWED TO KICK/PASS THE BALL.**
- ⚽ Each team should do three touches before sending it to the opponent's court.
- ⚽ Just like in volleyball one will set the ball by receiving it and the partner can drive it back to the opponent.
- ⚽ **NO VOLLEYS ALLOWED.** The ball has to be below the knee level. If it bounces above that, the point will be awarded to the opposite team.

### Game Play

15 mins

- ⚽ Make four teams and two small or half grounds.
- ⚽ In each small or half ground two teams to play the game with modified rules.
- ⚽ Make four goal posts without goal keeper.
- ⚽ Each team should score and defend in two goal posts.

Focus  
Area

***Only passes below the knee level are allowed.***

### Cool-Down

3 mins

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

# Dribbling

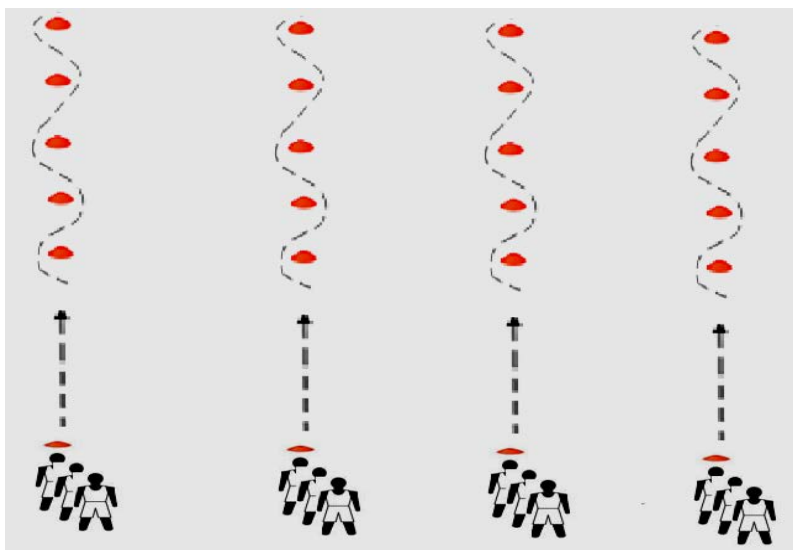
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

## EduQuette 2 mins

Dribbling is belongingness – when you dribble the ball, you need to make sure that the ball is not snatched away from you but belongs to you. As an individual how can one initiate to develop and encourage a sense of belongingness within the team?

## Warm-Up 5 mins

- ⚽ Divide the students into small groups of 4 or 6.
- ⚽ Each group should have one ball and make the formation as shown in below mentioned figure.
- ⚽ Please refer to the below diagram for set-up.

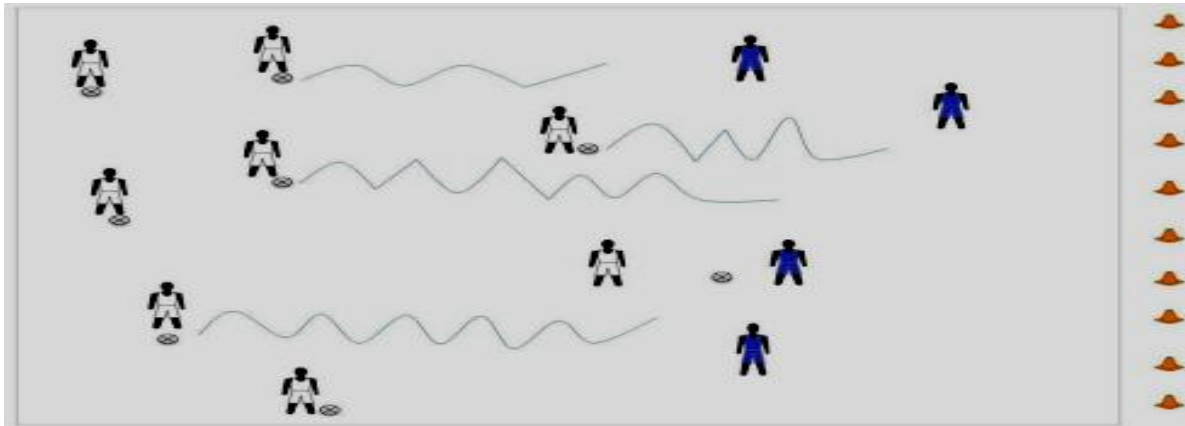


- ⚽ First child dribbles the ball straight and then zig-zag through the cones and same way dribbles back.
- ⚽ Gives the ball to the partner and go back to join the file.
- ⚽ It is now the partner's turn to do the dribbling in same way. Ask the standing children to keep jogging on the spot while waiting for their turn.
- ⚽ Please refer to the below diagram for set-up.
- ⚽ Do stretching exercises

### Team Activity

10 mins

- ⚽ Create a grid and set about 10 tall cones (the treasure) along one side of the grid. Refer to the diagram below for field set up.
- ⚽ Divide the children into groups. Further divide them into 'Sailors' and 'Pirates.'
- ⚽ Pirates are attackers and Sailors are defenders.



- ⚽ On command, the Pirates attempt to dribble past the Sailors in attempt to take the treasure.
- ⚽ To take the treasure the Pirates must knock down the cone with the ball.
- ⚽ Once they have knocked down the cone they must pick up the cone and take it back to their starting point while dribbling the ball.
- ⚽ If the pirates lose the ball to the Sailors, they must start back over at the original starting point.
- ⚽ Change their roles after every 2 minutes.

### Game Play

15 mins

- ⚽ Divide the children in teams to play 5-a-side or 3-a-side game of football depending on the class strength.

#### Focus Area

***During the game encourage the children to dribble even if they fail. This encouragement will boost their confidence of dribbling.***

### Cool-Down

3 mins

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

# Shooting

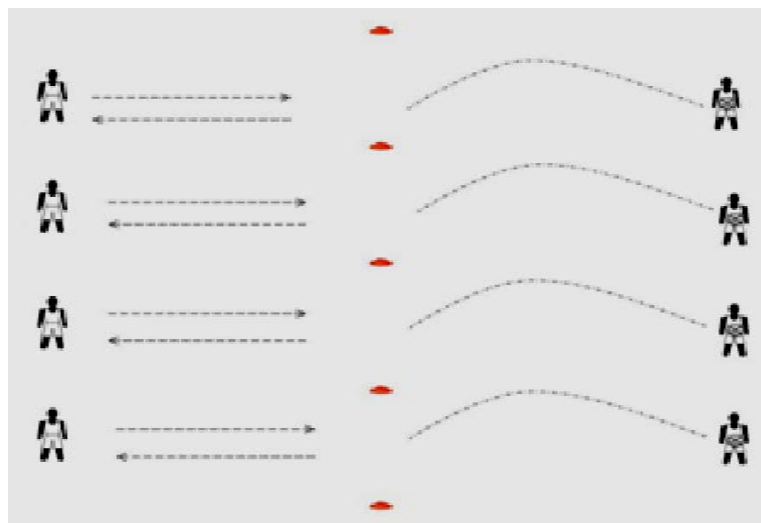
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

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

Kicking and Shooting are target oriented. To set the target is similar to have an aim or goal. One should set short term targets to achieve meaningful bigger goals.

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

- ⚽ Divide the children into pairs and one ball for each pair.
- ⚽ Follow the set up as mentioned in the figure below.
- ⚽ Partners should stand about 5 feet away from the cone facing each other.



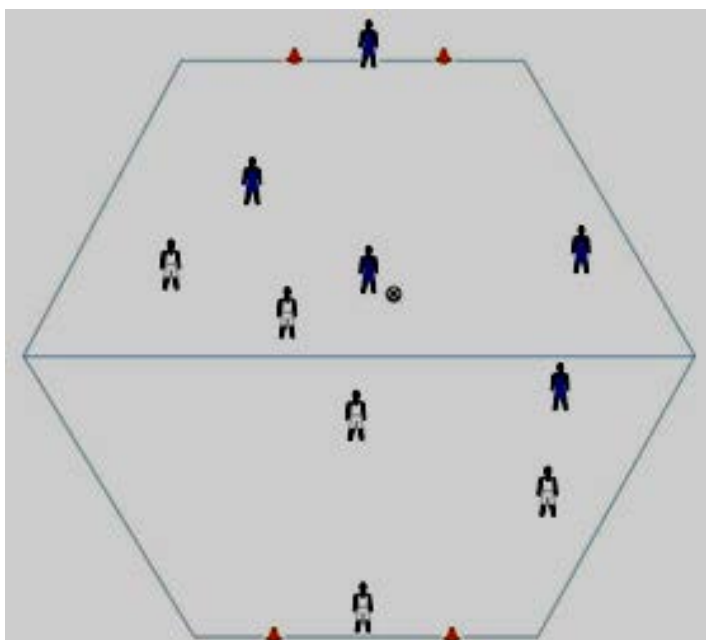
- ⚽ Child with the ball tosses it up till the cones.
- ⚽ Partner to jog forward till the cone and volley the ball back to the thrower with the instep (shoe laces).
- ⚽ The roles should be switched after 2 minutes.
- ⚽ Do stretching exercises

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

- ⚽ Create a small field approximately the size of the penalty area.
- ⚽ Narrow down each of the sidelines towards the goals on each end of the penalty area.



- Refer to the diagram below for field set-up.



- Players should be encouraged to take shots on the goal as soon as they enter the opponent's half.
- All need to be reminded to follow any rebound.
- Place restrictions on the number of touches. Allow defenders to have 3-touch and forward's only 2 touches. This will encourage quick shots and more opportunities.

### Game Play

15 mins

- Make four teams and two small or half grounds.
- In each small or half ground two teams should play the game with modified rules.
- Suggest and encourage the children to move away from the team mates so that the playing area gets stretched.
- Play the game using long passes as much as possible.
- Goal can only be scored if the last touch is from 15 ft away from the goal line.

### Focus Area

***Ball travels faster than the player – run 2 m and make a pass of 10 m instead of running for 10m and making a pass of 2m only.***

### Cool-Down

3 mins

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

# Heading

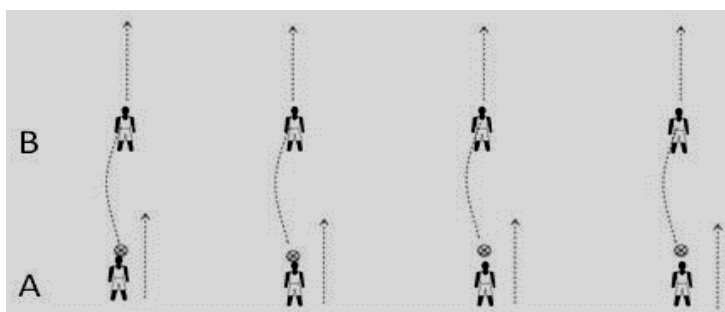
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

## EduQuette 2 mins

One has to be confident to head the ball. The confidence comes only through practising and mastering the skill or particular set of skills. You must always have confidence in yourself then only the team will have confidence in you.

## Warm-Up 5 mins

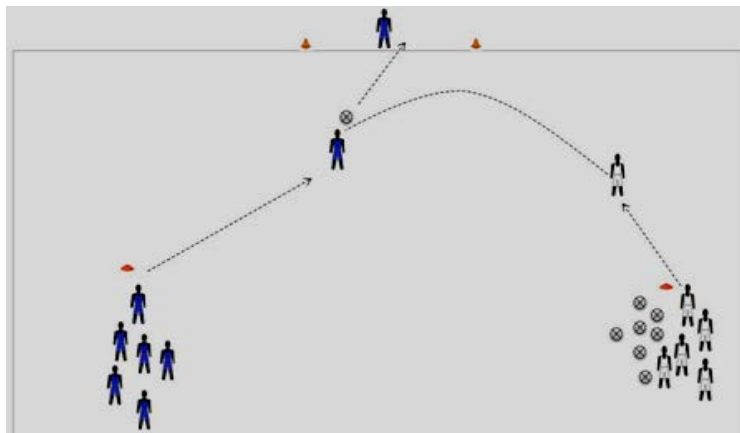
- ⚽ Divide the children into pairs.
- ⚽ Give each pair one ball.
- ⚽ Child **A** stands along the touchline, while Child **B** starts about 5 feet away facing the partner with the ball in hand.
- ⚽ Refer to the diagram below.



- ⚽ Child **B** tosses the ball to the partner and jogs backwards across the field.
- ⚽ Child **A** jogs forward and heads the ball back to the partner.
- ⚽ When they reach other touchline, the roles should be switched.
- ⚽ The contact should be made with the forehead.
- ⚽ Make sure the children see the ball while heading. They should not close their eyes.
- ⚽ Do stretching exercises - refer to Appendix A.

## Team Activity 10 mins

- ⚽ Divide the children in 2 groups.
- ⚽ Team at the right side (with the ball) throws the ball towards the header in front of the goal; begin with under-arm throw.
- ⚽ After heading, the header should collect the ball and join as a thrower. Similarly the thrower joins the heading team after throwing it to the header.



**Game Play**

**15 mins**

- ⚽ Divide the children into groups to play a game of football; make multiple small sided grounds using cones.
- ⚽ Encourage children to pass the ball in the air, aerial passes, so that they can use heading more.

**Focus  
Area**

***Modified rule (optional) – last touch before scoring should be with heading.***

***For this, in scoring situation one can throw the ball to other for heading. In case it is not scored, continue the game.***

**Cool-Down**

**3 mins**

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

# Ball Possession

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

## EduQuette 2 mins

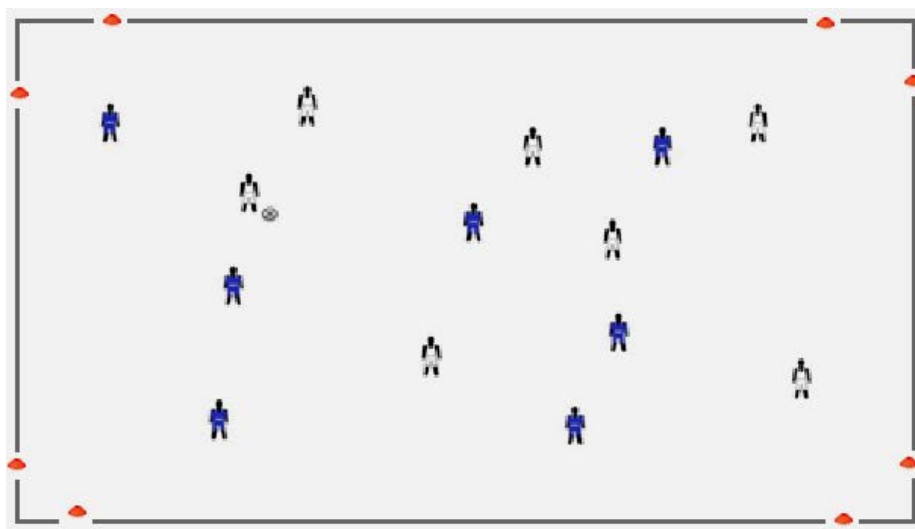
Teamwork is very essential for ball possession. A team is only good or great if each team member can reach the full potential when they play as a team. Along with ball possession it is equally important to move forward (towards opponent's goal area) as a team. For this, the team should play more forward passes than parallel passes.

## Warm-Up 5 mins

- ⚽ Make four teams and two small or half grounds.
- ⚽ In each small or half ground two teams should play the game of "ten passes."
- ⚽ No goal post required.
- ⚽ Each team should make ten short passes to acquire one point.
- ⚽ Opponent is allowed to snatch the ball without making any body contact.
- ⚽ Only passes below the knee level are allowed.
- ⚽ Do stretching exercises

## Team Activity 10 mins

- ⚽ Make four teams and two small or half grounds.
- ⚽ Four goal posts in each playing field/ ground and one ball.



- ⚽ Each team should score in two goals.
- ⚽ Change the goals after sometime. E.g. start with two parallel corners, after sometime two opposite corners.

- ⚽ Suggest and encourage the children to pass among their team to keep possession while attempting to score goal.
- ⚽ Do not stand and wait for a pass. Instead run to support your team mate.

### Game Play

15 mins

- ⚽ Divide the children in teams to play 5-a-side or 3-a-side game of football depending on the class strength.
- ⚽ Make multiple small sided grounds using cones.
- ⚽ Children should play short passes as it develops better ball control and develops sense of ball possession as a team.



### Focus Area

**Modified rule – minimum ten passes are required within the team before scoring.**

### Cool-Down

3 mins

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

# Attacking & Defending Moves

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

## EduQuette 2 mins

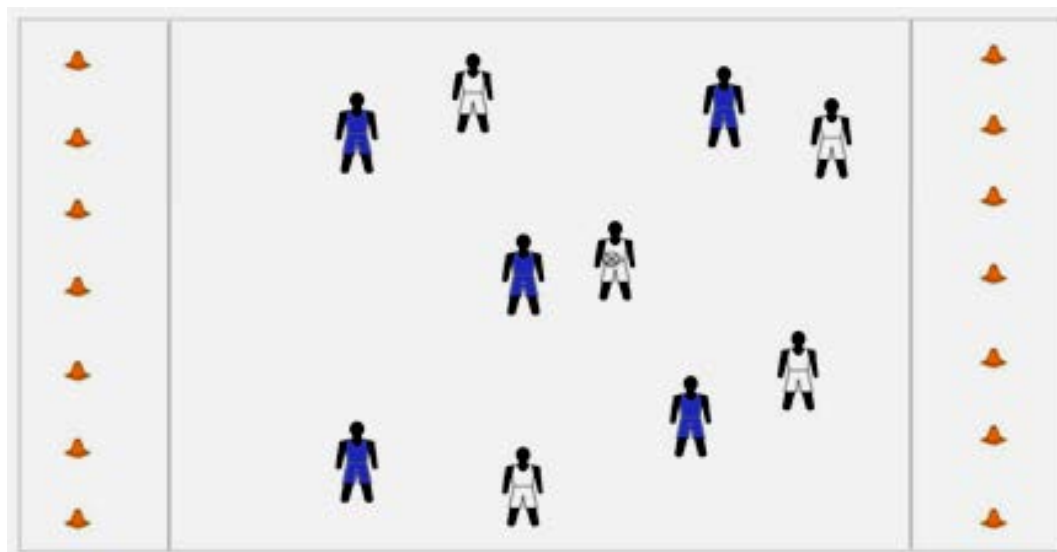
The role of attacking and defending as a team changes every now and then. As a player one must support in attack as well as in defence; the support system of this attack and defence is the responsibility of each and every player in the team.

## Warm-Up 5 mins

- ⚽ Divide the children into two teams.
- ⚽ Tell them they are going to play the game of passing with hands similar to that of handball.
- ⚽ Try to use the full field or at least half of the field.
- ⚽ Children can move anywhere in the field and pass the ball to their team mates.
- ⚽ They are allowed to dribble the ball like in handball.
- ⚽ Do stretching exercises

## Team Activity 10 mins

- ⚽ Make two teams.
- ⚽ The teams compete to score as many points as they can by knocking down cones placed in their opponent's respective goal areas.
- ⚽ If the ball goes out of bounds, the game is restarted by a player from the opposite team.
- ⚽ Please refer to the diagram below for the field set-up. Depending on the number of groups same multiple set-ups are advised to make.



- ⚽ The game is played according to the no-body contact rule.
- ⚽ Players are allowed dribbling, passing, catching, holding the ball for three (3) seconds and making three (3) steps with a ball.
- ⚽ Kicking, double dribble and travelling will be a foul.
- ⚽ The goal areas are off limits for both attackers and defenders except for throw-ins.
- ⚽ All shots at the cones and defensive actions such as steals, interceptions and blocks must take place outside the goal areas.

### Game Play

15 mins

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

### Focus Area

***Children should do minimum touches and pass the ball as quickly as possible to make fast attacking moves.***

### Cool-Down

3 mins

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

Basketball is the fastest team game. Team systems, strategies and tactics are dependent on good control, accurate passing and individual technical strengths. Ultimately team organization is only as effective as the individual students in the team.

### **Basketball – Skill Progression Model**

#### **Ball Handling**

- Exercises where each player works to achieve high level creative ball control ability in a challenging situation.

#### **Receiving & Passing**

- Exercises to master in passing and receiving ability in varied situations and first time play.

#### **Dribbling & Moves**

- Exercises and games that teach short and fast dribbling that can create effective moves during game.

#### **Attacking & Defending**

- Exercises and games that improve multi-directional offence and defense in game situation

#### **With & Without Ball**

- Exercises and games that improve acceleration, running with and without the ball and change of pace.

#### **Shooting**

- Exercises and games that teach techniques and encourage instinctive play for accurate shooting.



# Ball Handling

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

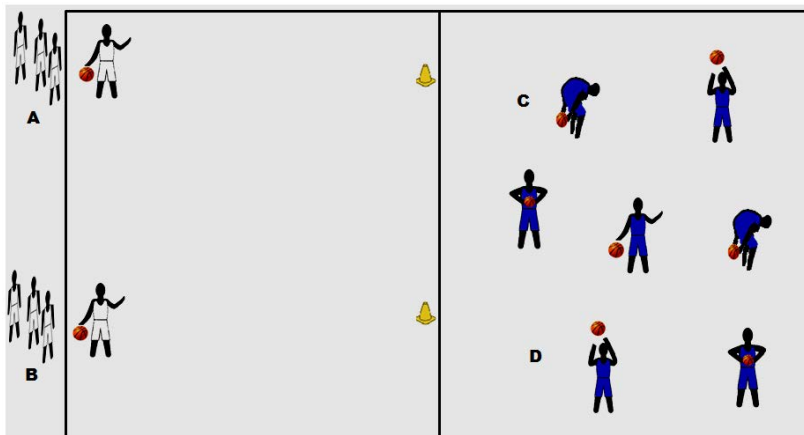
## EduQuette 2 mins

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

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

## Warm-Up 5 mins

- Divide the children into 4 groups - Group A, B, C, D
- Get groups A and B in file formation behind one another in one half of the court. Give each group (A and B) one ball.
- The other Groups C and D should be in the other half of the court.
- Refer to the diagram below.



### Group A and B:

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

Group C and D: Should do the following,

**Dribble around the body:**



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

### Make Figure 8:

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



### Crab Walk

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



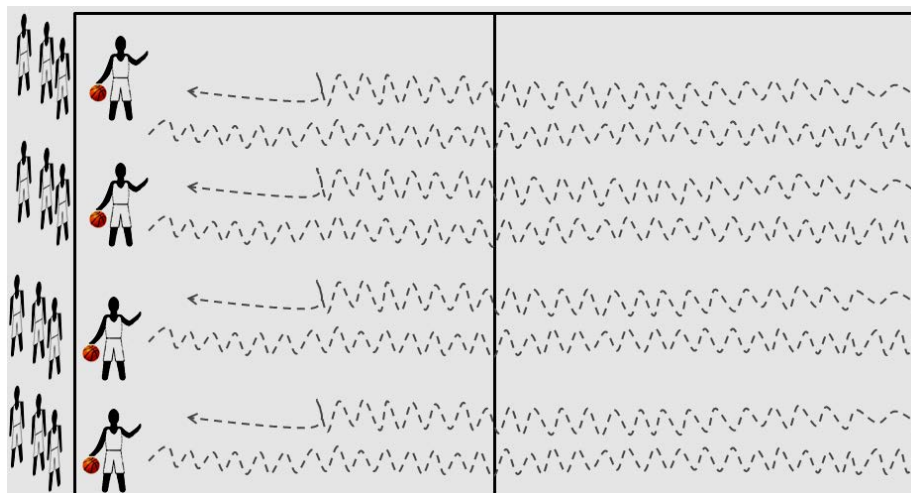
**After some time change the activity between Group A, B and Group C, D**

Do stretching exercises

**Team Activity**

**10 mins**

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



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

- 🏀 The team that finishes the first is the winner.

### Game Play

15 mins

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

### Focus Area

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

*Keep your head up while dribbling.*

### Cool-Down

3 mins

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

# Dribbling

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

## EduQuette 2 mins

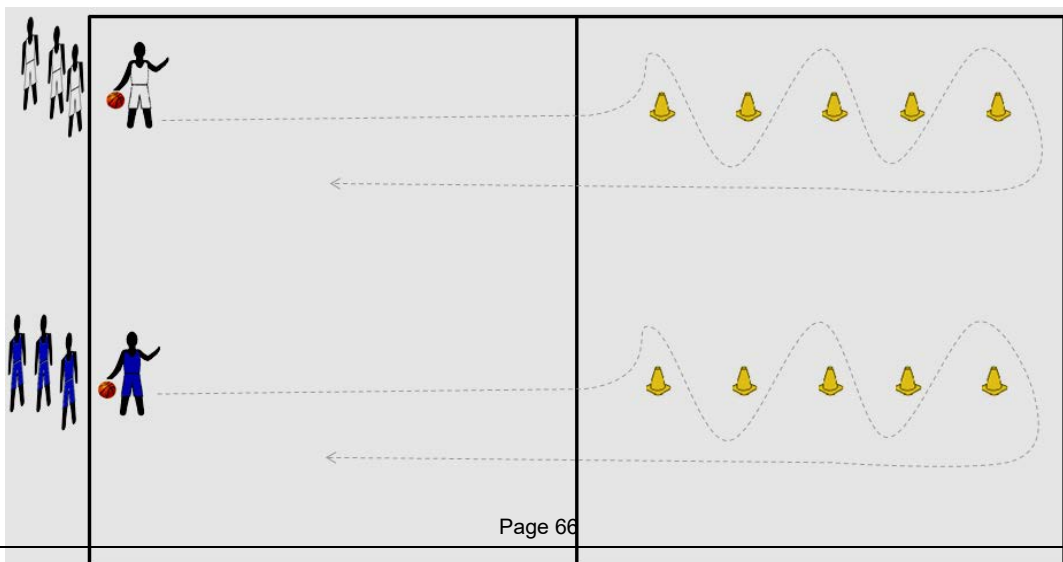
Dribbling is belongingness – when you dribble the ball, you need to make sure that the ball is not snatched away from you but belongs to you. Likewise it is important to develop a sense of belongingness towards your school, team, friends, family, etc.

## Warm-Up 5 mins

- Divide the children in two groups and arrange them in a scatter formation.
- Instruct children to gently push and pull the ball back and forth.
- Ask them to dribble on the right side, left side using alternating hands.
- Ask them to do the following one at a time: bounce the ball below the knee level, up to the waist level, up to the chest level.
- Everyone should get the chance alternately.
- Do stretching exercises.

## Team Activity 10 mins

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

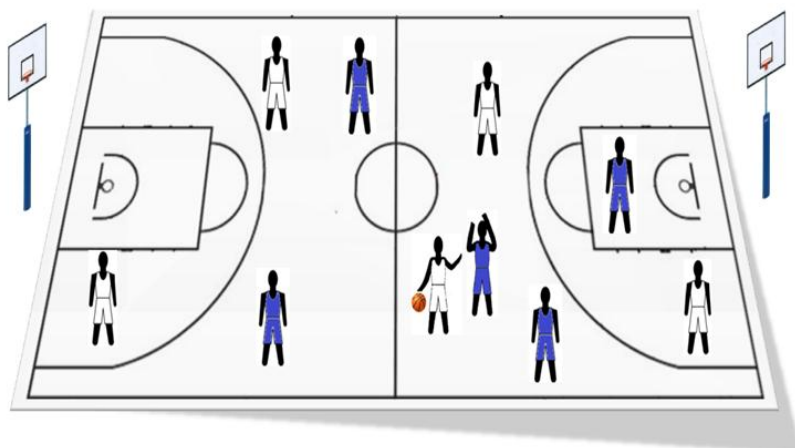


- On your command the first child in each group should dribble, zig-zag through the cones and down the court as quickly as possible.
- On returning he should pass the ball to the team mate and the team mate should do the same.
- The team that finishes the first is the winner.

### Game Play

15 mins

- Make two teams or four depending upon the size of the class and play a game of basketball using full/ half courts.



Focus  
Area

***Make sure children use fingertips and not the palm while dribbling.  
Tell them to look up while dribbling.***

### Cool-Down

3 mins

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

# Chest Pass

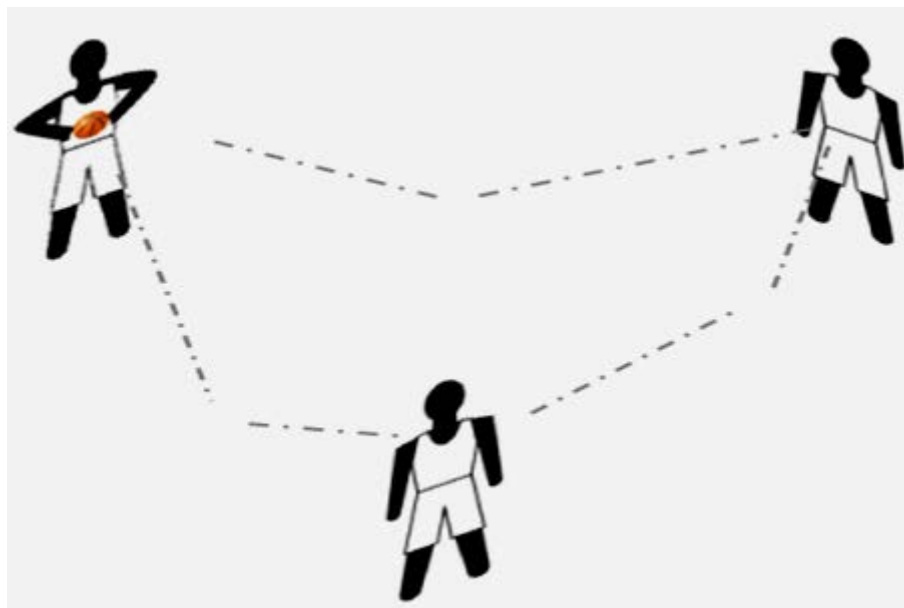
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

|           |        |
|-----------|--------|
| EduQuette | 2 mins |
|-----------|--------|

Discuss with children the concept of “3G”; ‘Get the ball’ – ‘Give the ball’ – ‘Go for the ball.’ In the game of basketball Sharing and Trusting play an important role. Through passing you share and trust your team mates.

|         |        |
|---------|--------|
| Warm-Up | 5 mins |
|---------|--------|

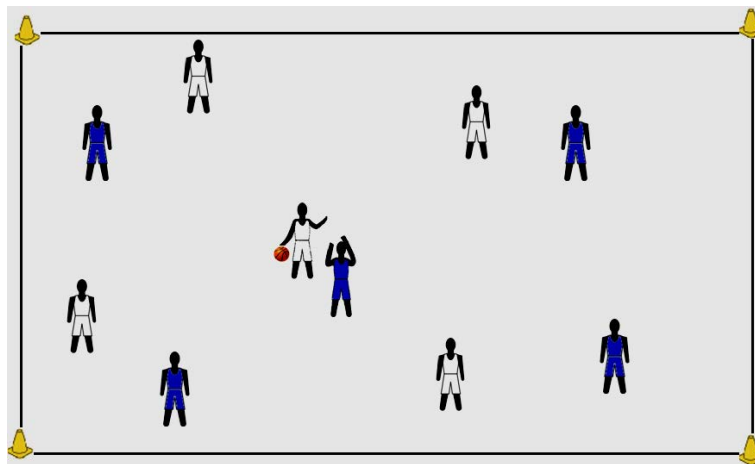
- 🏀 Divide the children in groups of three.
- 🏀 Give one ball to each group.
- 🏀 Start with doing **Chest pass** to your partner.
- 🏀 After sometime do the **Bounce Pass**.
- 🏀 Now put **two balls** for more passes (depending on the availability of balls).
- 🏀 Do stretching exercises.



### Team Activity

10 mins

- Divide the children into two teams.
- Depending upon the space availability play full court or in half court.
- Place tall cones on the four corners of the court as **Targets**. Refer to the diagram below.



- Each team should defend two cones on their side and try to topple (hit) the opposite team's cones.
- The game is to be played by passing the ball.
- Each time a team topples the opponent's cone, gets 1 point.

### Game Play

15 mins

- Divide the class into four teams and the play a game of basketball using half courts.

Focus  
Area

***Dribbling only for two steps is allowed. This will compel the children to pass more.  
Only chest pass is allowed in the game.***

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

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

## Bounce Pass

**EduQuette**

2 min

**Warm-Up**

5 min

**Team Activity**

10 min

**Game Play**

15 min

**Cool-Down**

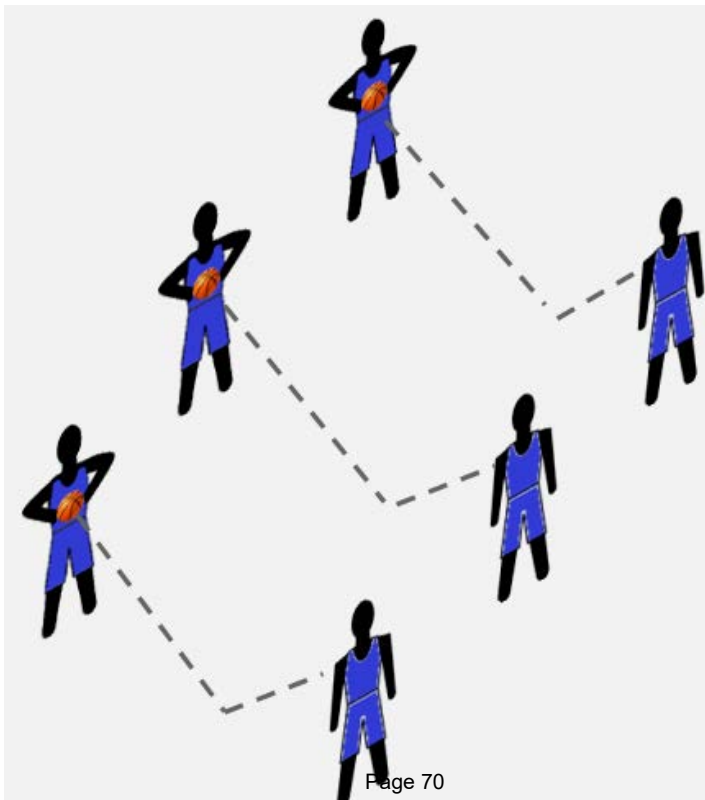
3 min

**EduQuette****2 mins**

Discuss with children the concept of “3G”; ‘Get the ball’ – ‘Give the ball’ – ‘Go for the ball.’ In the game of basketball Sharing and Trusting play an important role. Through passing you share and trust your team mates.

**Warm-Up****5 mins**

- Make pairs within the groups and give each pair one ball.
- The distance between the partners should be 6 feet or more.
- They start with bounce pass to each other.
- Change their activities after 2 minutes.
- Do stretching exercises.





### Team Activity

10 mins

- 🏀 Divide the children into two groups.
- 🏀 Depending upon the space availability play full court or half court.
- 🏀 Play the game of passing. Use only bounce pass.
- 🏀 Dribbling is allowed only for two steps.
- 🏀 10 passes among the team make 1 point.

### Game Play

15 mins

- 🏀 Divide the class into four teams and the play a game of basketball using half courts.

#### Focus Area

***Only two steps dribble are allowed. This will compel the children to pass more.  
Only bounce pass is allowed in the game.***

### Cool-Down

3 mins

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

# Pivoting

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

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

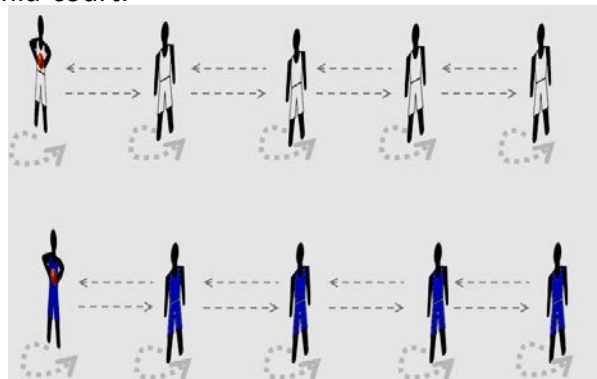
Concentration is very important in pivoting; always keep an eye on the ball. Concentration helps to improve memory and focus.

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

- Have children stand in scatter formation and have a good amount of self-space (one arm distance from each other).
- Explain and demonstrate pivoting.
- One foot is glued to the ground and the other moves.
- For example, keep the left foot glued to the ground and move the right foot front and back.
- The pivoting should be done on the balls of the foot. The force should come from the non-pivoting foot.
- Let the children practice the technique of pivoting in their self-spaces.
- Once the pivot technique is clear, they can start dribbling on signal, stop on signal and pivot.
- Do stretching exercises. Refer to the Appendix - A

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

- Divide the children into two equal teams at mid-court.
- Line them up about five- seven feet apart.



- 🏀 The first child passes the ball to the second one in line (same team).
- 🏀 The second child must turn 180 degrees using a correct pivot and pass to the next child in line.
- 🏀 Continue to the end of the line and then have the children work the ball back to the front.
- 🏀 If a ball is dropped, or a child incorrectly executes a pivot, the team must quickly send the ball to the front of the line and start again.
- 🏀 The team that successfully gets the ball through the line and back the fastest wins the game.

### Game Play

15 mins

- 🏀 Divide the class into four teams and the play a game of basketball using half courts.
- 🏀 Only two steps dribble are allowed.

### Focus Area

***Make sure that the children execute the pivot correctly and use pivoting with both the feet during the game while passing and defending the ball.***

### Cool-Down

3 mins

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

# Shooting

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

## EduQuette 2 mins

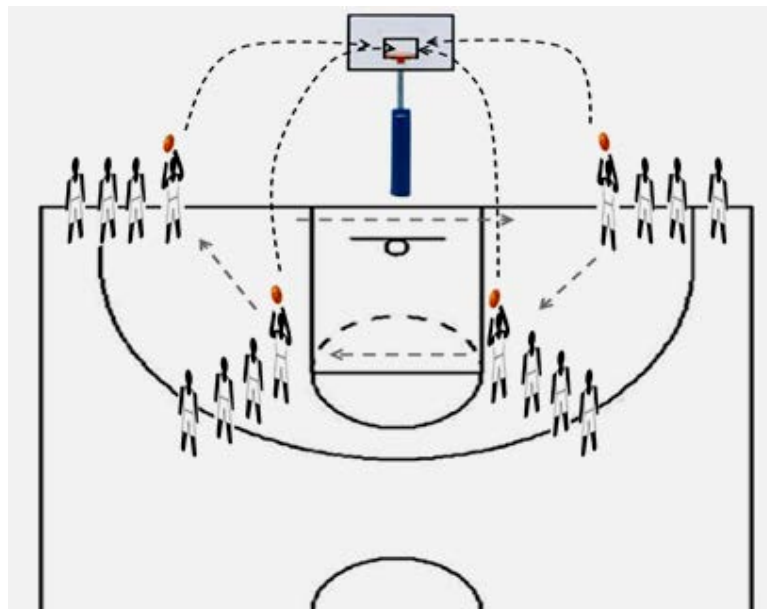
In the game of basketball the greatest test of your temperament is how you handle the pressure while shooting. You should always remain calm and composed and think of nothing else but scoring. Many top level players have admitted that self-dialogue like 'I will score', 'I am the best player' has helped them in these situations.

## Warm-Up 5 mins

- Divide the class into four groups and give each group three balls.
- Demonstrate and tell them to do a 'shadow' trial of the technique without the ball for some time.
- Next they should do five shots with the ball.
- Do stretching exercises.

## Team Activity 10 mins

- Divide the children into four teams. Give each team one ball.
- Each team should stand in different directions.
- Refer to the diagram below.

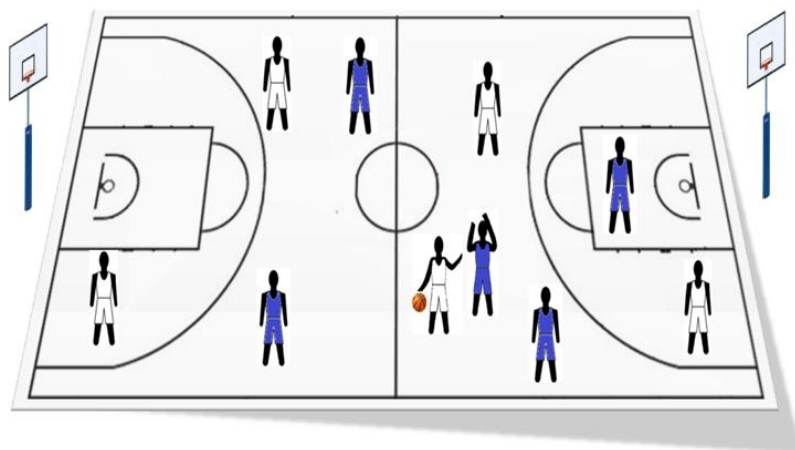


- The first child in each line shoots the ball and retrieves it, make or miss.
- After retrieving the ball, the shooter passes the ball to the partner and joins the line from behind.
- After sometime the teams change their shooting spots - rotate clockwise. Rotations are displayed in the diagram.
- All four teams shoot from different spots and keep track of how many baskets are made in total.
- The team with the maximum number of baskets is the winner.

### Game Play

15 mins

- Make two teams or four depending upon the size of the class and play a game of basketball using full/ half courts.



### Focus Area

*Encourage children to take shots from different angles.*

### Cool-Down

3 mins

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

# Jump Shot

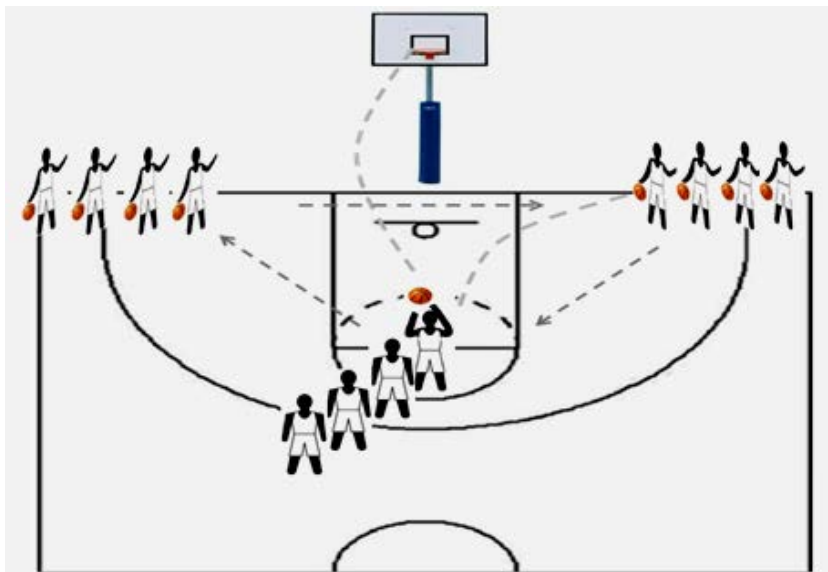
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

| EduQuette | 2 mins |
|-----------|--------|
|-----------|--------|

Shooting is target oriented. To set the target is similar to having an aim or goal. One should set short term targets to achieve meaningful bigger goals.

| Warm-Up | 5 mins |
|---------|--------|
|---------|--------|

- Divide the children into 6 groups; 3 groups for each half of the court.
- In each half, 2 teams of feeder should have one ball each.
- 1 team should be shooter group facing the board.
- Refer to the diagram below.



- One feeder group should pass the ball to the Shooting group at a time.
- The first one in shooting group should take one **Jump- Shot and One Free Shot** from the 'free-throw' area, run clock-wise and join at the back of the feeder group.
- The first one of the feeder group should collect the ball and join the other group clock-wise.
- Each team to get at least two shooting chances.

- Do stretching exercises.

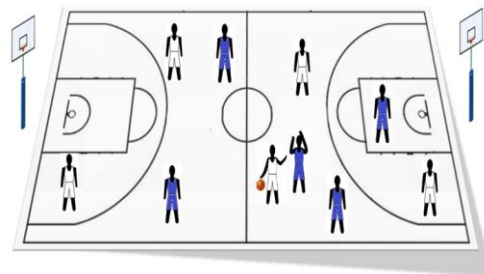
### Team Activity

10 mins

- Make four teams. Two teams should play in each half.
- One team should be defenders and other attackers.
- Give each attacker one ball.



- On your command the attacker to dribble towards the basket and try to take **3 pointers shot**.
- At the same time one defender should run towards the attacker and try to block the shot.
- The defender is **NOT ALLOWED TO CROSS THE THREE POINT LINE**.
- After shooting, the attacker should collect the ball and join the group from behind.
- Count how many times the team scores. The team that scores maximum is the winner.
- Change team role after every 3 minutes.



### Game Play

15 mins

- Make two teams or four depending upon the size of the class and play a game of basketball using full/ half courts.

Focus  
Area

*Encourage children to take shots from different angles.  
Baskets scored from jump shots will be only counted.*

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

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

## Lay-Up Shot

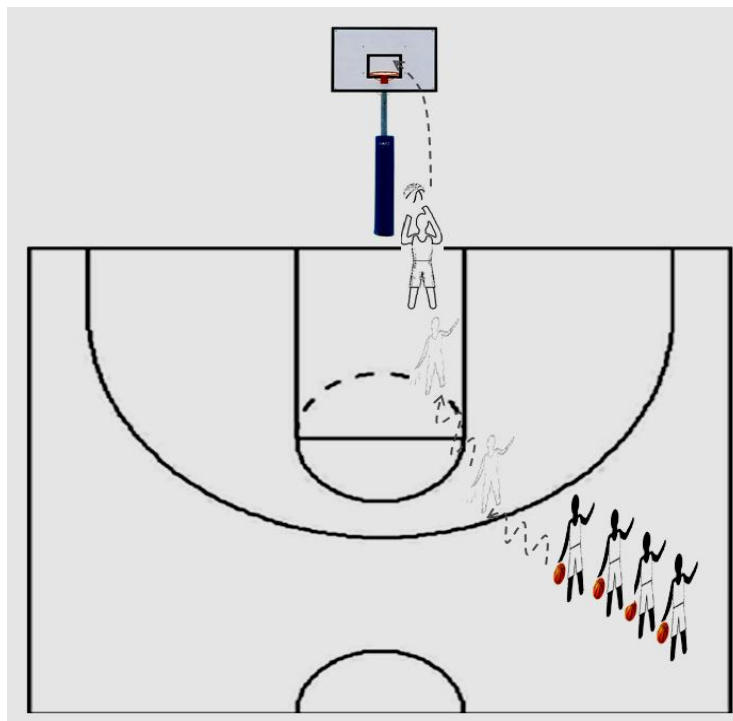
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

**EduQuette****2 mins**

Shooting is target oriented. To set the target is similar to having an aim or goal. One should set short term targets to achieve meaningful bigger goals.

**Warm-Up****5 mins**

- Demonstrate the Lay-Up shot technique
- Have the children make a file as shown in the drill set-up diagram.
- Make two files and each file to use half court.



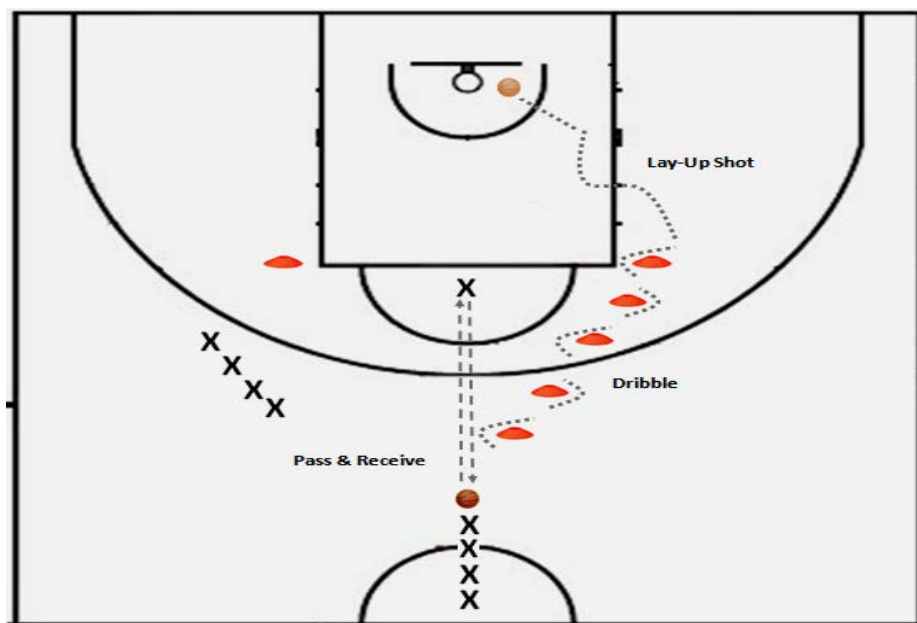


- For a right-handed child, the step pattern will be left, right, left and jump.
- For a left-handed child, the step pattern will be right, left, right and jump; left-handed children to move from left side of the court facing the ring).
- After lay-up shot, collect the ball and pass it to the next one in your file.
- Tell the children: observe your partner to see if this step pattern is used and the jump is from the foot opposite from the shooting arm. Add a dribble to your Lay-Up Shot.

### Team Activity

10 mins

- Have the children make two files as shown in the drill set-up diagram and each file to have one ball.
- Drill starts by passing the ball from red cone to the first student of any one file (right or left side and not both at one time)
- First student from that file receives the ball, dribbles up to the red cone and takes a jump shot.
- He collects the ball and dribble back fast up to the red cone again and makes a chest pass to his next partner and joins at the back of the file.
- The file should move alternatively and the timing must match so that two students do not move together for the attempt.



### Game Play

15 mins

- Make two teams or four depending upon the size of the class and play a game of basketball using full/ half courts.

Focus  
Area

***Encourage children to take shots from different angles.  
Baskets scored from lay-up shots will be only counted.***



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

**Volleyball** is a team game. Team systems, strategies and tactics are dependent on good control, accurate passing and individual technical strengths. Ultimately team organization is only as effective as the individual students in the team. The philosophy is based on the premise that the game consists of sequences of play and that Team Success is determined by child's individual performances in these exchanges.

### Ball Contact

- Exercises to improve a player's first touch and learns the correct point of contact using the natural flow of execution.

### Serving

- Exercises to develop the skill of underarm service, so important at all levels, and to encourage correct placement.

### Passing

- Exercises to improve a player's passing ability and to encourage accurate and creative passing.

### Spiking (Attacking)

- Exercises and games that improve jumping, timing of contact and change of pace for attacking.

### Blocking (Defending)

- Exercises and games that teach techniques and tactics of defending and encourage instinctive play.

### Game Play

- Exercises and games that improve group combination play with emphasis on fast break attack.

# Volleyball Basics

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

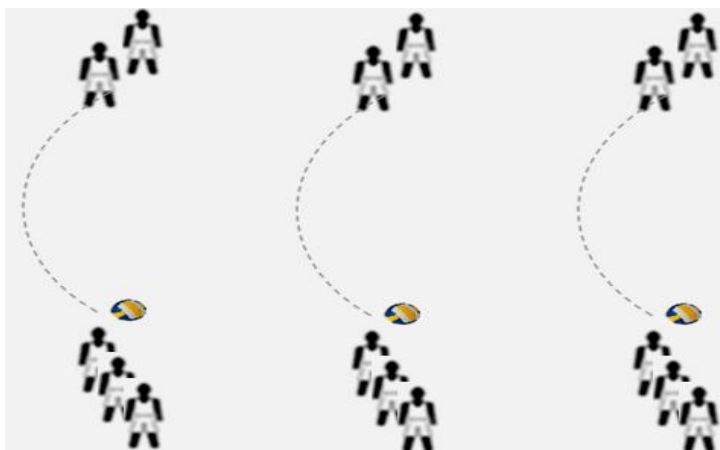
## EduQuette 2 mins

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

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

## Warm-Up 5 mins

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



## Team Activity 10 mins

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

### Game Play

15 mins

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

#### Focus Area

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

### Cool-Down

3 mins

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

# Basics of Ball Contact

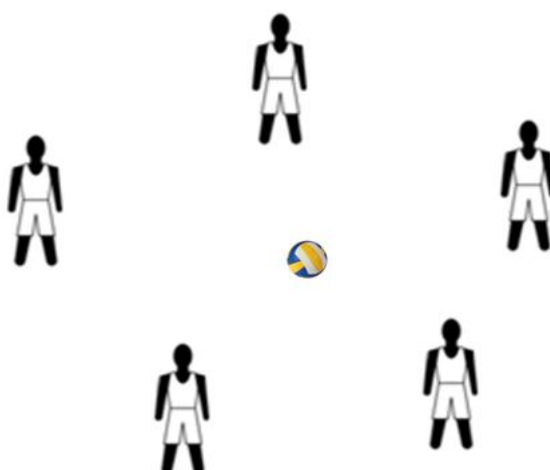
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

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

For proper ball contact you need to focus and pay attention. Focus is very necessary for any task. Without focus you would not be able to complete the task in correct manner.

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

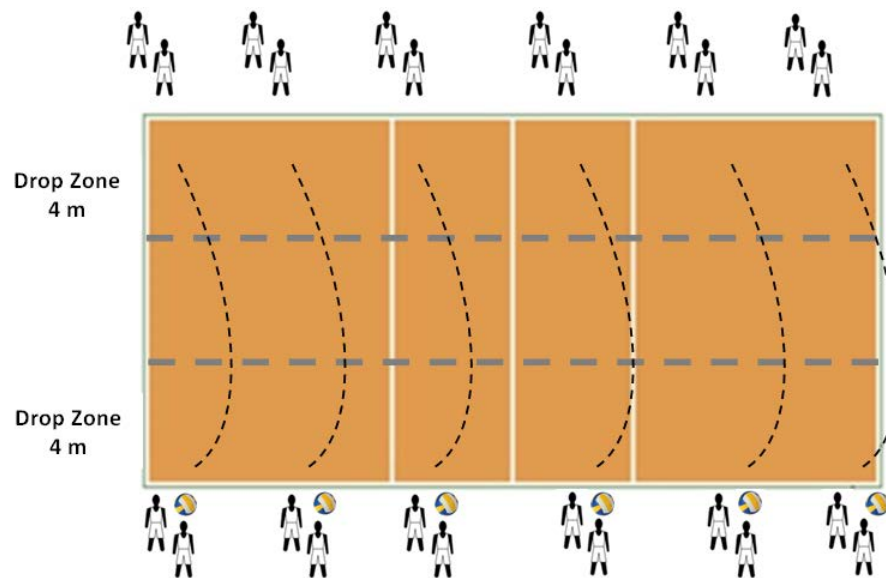
- 🏐 Divide the children in groups of five and each group should have one ball.
- 🏐 Each group should form a circle with enough space.
- 🏐 Any one child throws the ball up, at the centre of the circle and allow one drop.
- 🏐 After the drop, any other child contacts/ hit the ball up and at the centre of the circle
- 🏐 After the hit, he/ she should go back to the position and any other child should come to hit the ball up.
- 🏐 Children should make the proper contact with the ball.
- 🏐 Each group should try to keep the ball alive with one drop and hit followed by again one-drop and hit.
- 🏐 Do stretching exercises.



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

- 🏐 Divide the children in groups of four and each group should have one ball.

- Please refer to the set-up diagram shown overleaf.
- Each group should form a file across the side-lines.
- Place cones in a straight line – 4 m away from both the side lines.
- These will be “drop zones” on both the side ends. Toss the ball in front of you, allow one drop and hit the ball to the drop zone.
- Use under-arm and correct contact with the ball. **Area of contact – lower part of the forearm.**
- The partner on the other end should catch the ball and do the same.
- Partners should practice this alternatively.



**Game Play**

**15 mins**

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

**Focus  
Area**

*Pay attention to the right area of contact. Initially children may not be able to contact properly, however; encourage developing the habit of right contact.*

**Cool-Down**

**3 mins**

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

# Service

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

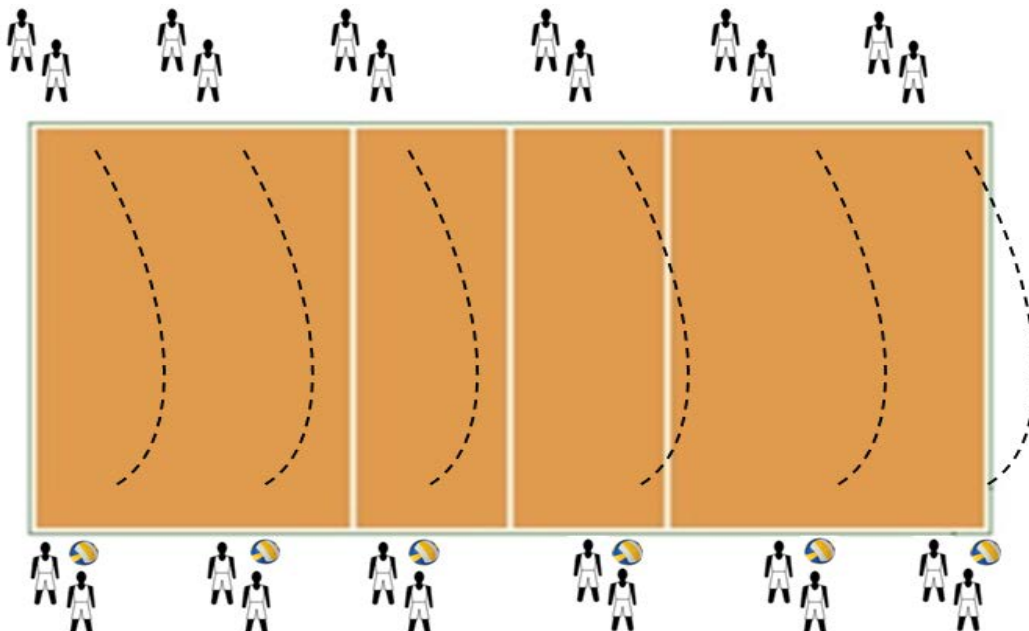
## EduQuette 2 mins

Discuss with children the importance of a good service as it starts the game.

A 'good start' of any task is very important. How can the children plan to develop a habit of 'good start.'?

## Warm-Up 5 mins

- Divide the children in groups of four and each group should have one ball.
- Each group should form a file across the side-lines.
- Toss the ball in front of you; allow one drop and serve the ball to your partner.
- Use under-arm service and correct contact with the ball. **Area of contact – area between the fist and wrist.**
- The partner on the other end should catch the ball and do the same.
- Partners should practice this alternatively.
- Do stretching exercises.



### Team Activity

10 mins

- 🏐 Divide the children in teams of 6.
- 🏐 First 2 teams should play volleyball of 10 points and change the teams alternatively.
- 🏐 Only under-arm service is allowed.
- 🏐 You may reduce the points to accommodate all the teams to play.
- 🏐 Modify the rule by allowing one drop.

### Game Play

15 mins

- 🏐 Divide the children in teams of 6.
- 🏐 First 2 teams should play volleyball of 10 points and change the teams alternatively.
- 🏐 You may reduce the points to accommodate all the teams.

#### Focus Area

***Only under-arm service is allowed in the game. Check the correct execution of the service***

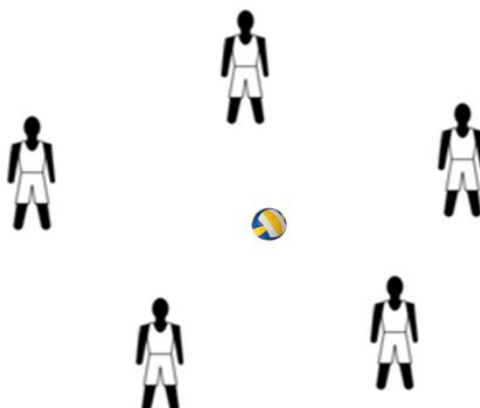


# Passing

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

|         |        |
|---------|--------|
| Warm-Up | 5 mins |
|---------|--------|

- Divide the children in groups of four or five.
- Each group should form a circle with enough space and have one ball.
- The group should start a rally using under-arm pass.
- Do stretching exercises



|               |         |
|---------------|---------|
| Team Activity | 10 mins |
|---------------|---------|

- Divide the children in teams of 6.
- First 2 teams should play volleyball of 10 points and change the teams alternatively.
- Only over-head service is allowed.
- You may reduce the points to accommodate all the teams to play.
- Modify the rule by adding compulsory 3 passes among the team before crossing the net.

|           |         |
|-----------|---------|
| Game Play | 15 mins |
|-----------|---------|

- Divide the children in teams of 6.
- First 2 teams should play volleyball of 10 points and change the teams alternatively.
- You may reduce the points to accommodate all the teams.

Focus  
Area

***In the game, make a compulsory rule of playing 3 passes within the team before crossing the net.***

|           |        |
|-----------|--------|
| Cool-Down | 3 mins |
|-----------|--------|

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

# Setting

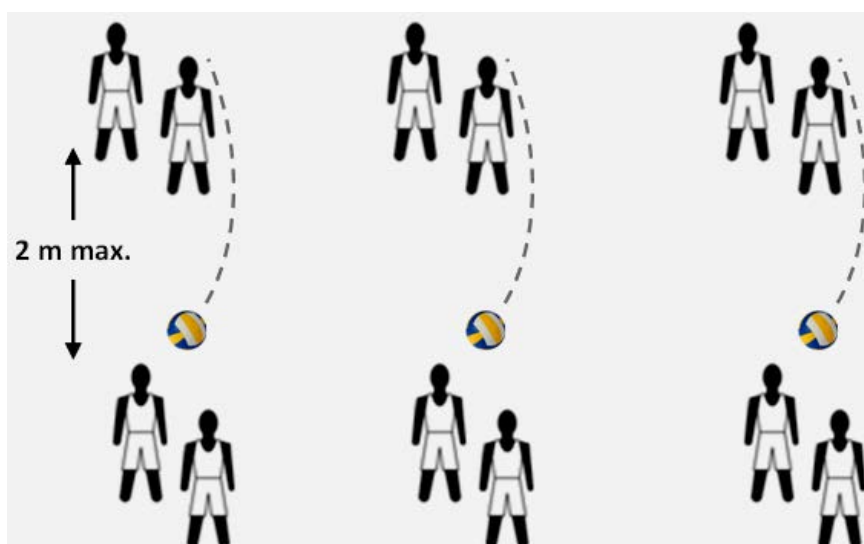
| EduQuette | Warm-Up | Team Activity | Game Play | Cool-Down |
|-----------|---------|---------------|-----------|-----------|
| 2 min     | 5 min   | 10 min        | 15 min    | 3 min     |

## EduQuette 2 mins

For setting you need to focus and pay attention. Focus is very necessary for any task. Without focus you would not be able to complete any task in correct manner.

## Warm-Up 5 mins

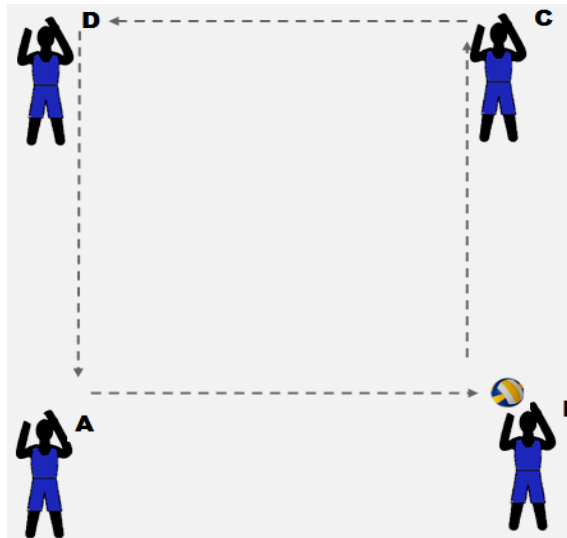
- Divide the children in groups of four and each group should form files.
- The distance between the opposite file should not be more than 2 m.
- Children should do over-head passing rally using only the tip of the fingers.
- Do stretching exercises.



## Team Activity 10 mins

- Divide the children in groups of four and each group should have one ball.
- The group of four children should form a square formation at a distance of 8 – 10 ft from each other.
- Please refer to the set-up below.

- A should make an overhead pass to B
- B should pass the ball (overhead) to C and C should pass it to D.
- The group should continue this rally without dropping the ball.
- Depending on the competency level do this activity using the net.



### Game Play

15 mins

- Divide the children in teams of 6.
- First 2 teams should play the game of 10 points and change the teams alternatively.
- You may reduce the points to accommodate all the teams.
- Modify the rule by adding compulsory setting before crossing the net.

### Focus Area

***Focus on the setting of the ball rather than the striking ability/ execution.***

### Cool-Down

3 mins

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

# Spiking

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

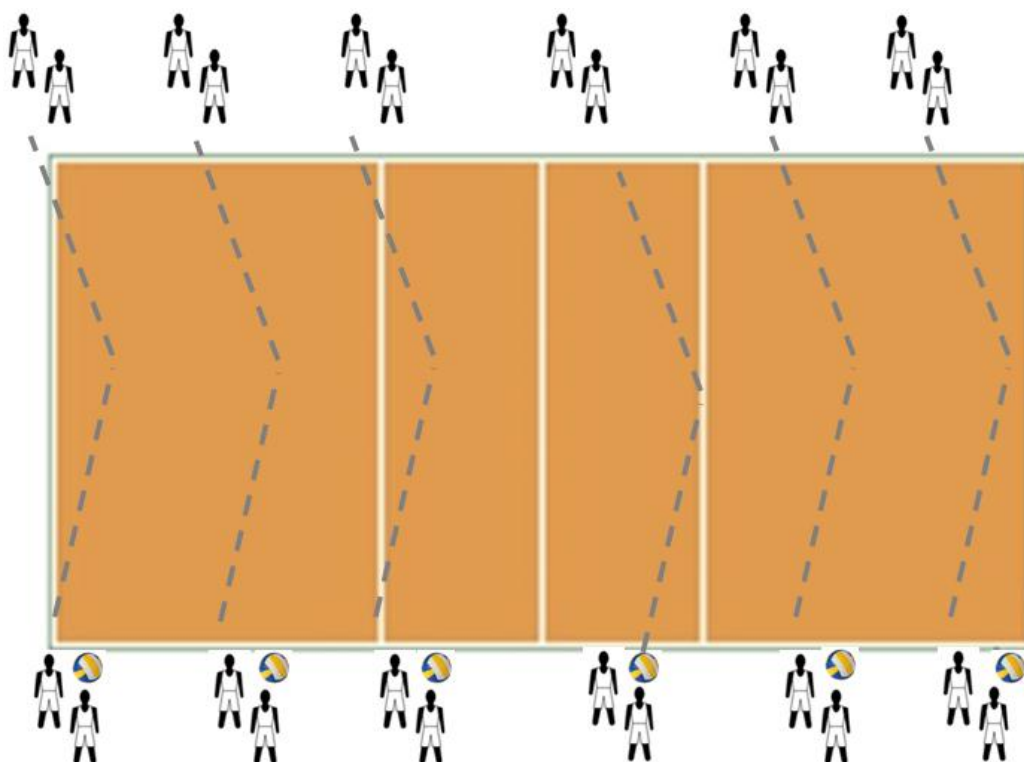
|                  |               |
|------------------|---------------|
| <b>EduQuette</b> | <b>2 mins</b> |
|------------------|---------------|

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

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

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

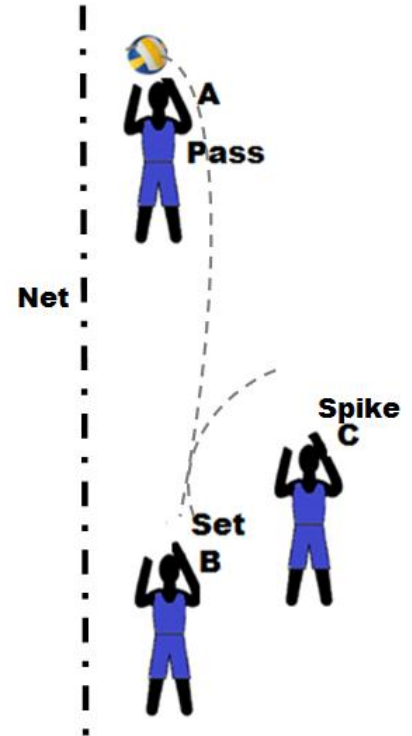
- 🏐 Divide the children in groups of four and each group should form files.
- 🏐 One file at a time to do the activity.
- 🏐 Toss the ball and spike it hard on the ground over your head.
- 🏐 The ball must go to the partner on the other end.
- 🏐 The partner should catch the ball and do the same.
- 🏐 Change the partner alternatively.
- 🏐 Refer to the below set-up diagram.
- 🏐 Depending on the competency level, let the children practice tapping in the same format.
- 🏐 Do stretching exercises.



### Team Activity

10 mins

- Divide the children in groups of three and each group should have one ball.
- Please refer to the set-up shown in the diagram.
- A should play an overhead pass to B.
- B is the setter and should set the ball for C.
- C should spike the ball over the net in the opponent's court.
- Change the role and rotate the children in the same manner.



the

### Game Play

15 mins

- Divide the children in teams of 6.
- First 2 teams should play the game of 10 points and change teams alternatively.
- You may reduce the points to accommodate all the teams.

Focus  
Area

***Focus on both setting and spiking the ball during the game.***

### Cool-Down

3 mins

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

# Spiking

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

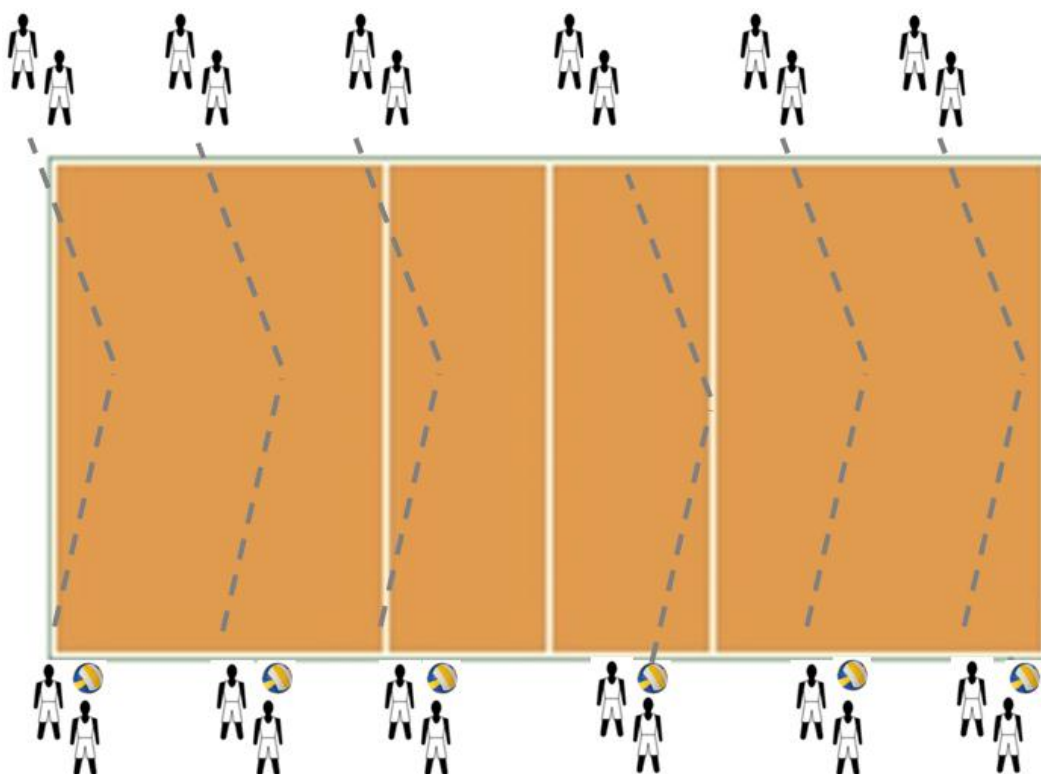
## EduQuette 2 mins

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

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

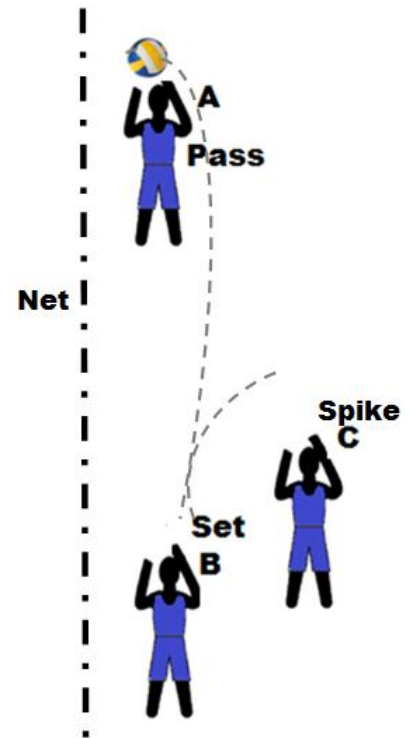
## Warm-Up 5 mins

- Divide the children in groups of four and each group should form files.
- One file at a time to do the activity.
- Toss the ball and spike it hard on the ground over your head.
- The ball must go to the partner on the other end.
- The partner should catch the ball and do the same.
- Change the partner alternatively.
- Refer to the below set-up diagram.
- Depending on the competency level, let the children practice tapping in the same format.
- Do stretching exercises.



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

- Divide the children in groups of three and each group should have one ball.
- Please refer to the set-up shown in the diagram.
- A should play an overhead pass to B.
- B is the setter and should set the ball for C.
- C should spike the ball over the net in the opponent's court.
- Change the role and rotate the children in the same manner.

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

- Divide the children in teams of 6.
- First 2 teams should play the game of 10 points and change teams alternatively.
- You may reduce the points to accommodate all the teams.

**Focus  
Area*****Focus on both setting and spiking the ball during the game.*****Cool-Down****3 mins**

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

# Digging

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

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

Digging requires courage and the will to fall for the ball. Discuss with children the importance of courage. Courage is also related to taking risk.

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

- 🏐 Divide the children into 2 pairs.
- 🏐 Let the children do some volley with the partner.
- 🏐 Do stretching exercises.

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

- 🏐 Divide the children into two groups – A and B.
- 🏐 Group A should attempt Sprawl digging.
- 🏐 Group B should throw (underarm) to group B.
- 🏐 Change the group after 5 mins.
- 🏐 Please refer to the below details of sprawl and collapse digging.

## **Sprawl:**

Anticipating the ball falling out in front of them, a defender might use the sprawling technique to take a lunge forward and reach to make a play.

Sprawling volleyball techniques are just as the collapse except the defender has time to take a step and reach.





### Game Play

15 mins

- 🏐 Divide the children in teams of 6.
- 🏐 First 2 teams should play the game of 10 points and change the teams alternatively.
- 🏐 You may reduce the points to accommodate all the teams.

#### Focus Area

***Focus on the measures/ precautions of injury. The children should not take chance of digging which is absolutely out-of-reach.***

### Cool-Down

3 mins

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

## Exercise

1. Form groups and one by one conduct an on ground session to demonstrate the following skills:
  - a. Advance skills of Football
  - b. Advance skills of Basketball
  - c. Advance skills of Volleyball
  - d. Advance skills of Cricket

## Assessment

1. Write appropriate words or sentences in the boxes given below to complete the Skill Progression Model for Football

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

2. Write appropriate words or sentences in the boxes given below to complete the Skill Progression Model for Basketball

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

3. Write appropriate words or sentences in the boxes given below to complete the Skill Progression Model for Volleyball

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|  |  |

4. Write appropriate words or sentences in the boxes given below to complete the Skill Progression Model for Cricket

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|  |  |
|  |  |

5. List any five teaching points that the physical education teacher needs to consider while teaching students of Middle School students (12 to 16 years old)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Checklist for Assessment Activity

Use the following checklist to see whether you have met all the requirements for assessment:

#### Part A

---

Differentiated between

1. Warm up activity and cool down activity
2. Team activity and game play

#### Part B

---

Discussed in class the following:

1. What are the teaching points for the age group of 12 to 16 years?
2. Why do we need to understand the skill progression model for Football, Basketball, Volleyball and Cricket?
3. What should be an ideal structure of team sports lesson?

## Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the knowledge of teaching advance skills of Football   |     |    |
| Demonstrate the knowledge of teaching advance skills of Basketball |     |    |
| Demonstrate the knowledge of teaching advance skills of Volleyball |     |    |
| Demonstrate the knowledge of teaching advance skills of Cricket    |     |    |

## Fitness Components and Tests

Physical fitness can be defined as being in a general state of health and wellbeing. It can be further elaborated as the ability to perform different tasks of one's occupation. In other words physical fitness is the ability of an individual to perform his or her day to day activities without much fatigue, but with vigour and alertness. Physical fitness is an ability which differs from person to person and can also be highly trainable. A high level of physical fitness can be achieved through a combination of daily physical activity along with steady and staple healthy diet.



There are different components of physical fitness which play an important role in the daily life of an individual. These components are divided into health related and skill related physical fitness components.

**A. Health Related Fitness:** 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 or cardio vascular endurance
- Anaerobic capacity or speed
- Muscular strength – maximum strength and explosive strength
- Flexibility
- Body composition

**B. Skill Related Fitness:** The skill related fitness is based upon the capability and training of the neuromuscular system and determines 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. Hand-eye-coordination and foot movements needed to strike the ball successfully are skills that the person should possess.

**A. Health Related Fitness:** Let us discuss the health related fitness components in more detail.

### 1. Muscular Strength

Muscular strength is directly related to effective body movements. Muscular strength is the force or tension a muscle or a group of muscles exert against a resistance. The resistance can be either body weight or an external resistance in the form of weight, friction, pull, push, etc. Muscle strength can be measured by observing the maximum amount of weight lifted with a specific movement for one repetition.

### 2. Explosive Strength

Explosive strength is another fitness component and is directly proportionate to muscular strength. Explosive strength is the ability of a muscle to release maximum force within minimum possible time to overcome a resistance. Explosive strength test is the best measure to gauge power. Standing broad jump and medicine ball throw are two common tests to measure the power/explosive strength of lower body and upper body respectively. Standing broad jump measures the power/explosive strength of entire lower portion. The power or explosive strength of shoulder girdle is measured by medicine ball throw.



### 3. Muscular endurance

Muscular endurance is one of the major components of health related physical fitness. Muscular endurance can be defined as the ability to use muscles repeatedly for an extended period of time without fatigue. In other words it is the ability of our muscles to exert a force repeatedly over a period of time.

Muscular strength and muscular endurance are interrelated. An increase in muscular strength normally leads to an increase in muscular endurance. It is very important to have a reasonable amount of muscular strength and endurance for an individual to be efficient in his/her day to day chores.

Push up test, sit up test, pull up test etc. are some of the examples for muscular endurance test.

Crunches test or sit up test measures the strength and endurance of core muscles. Better strength at the core region muscles improves posture; prevents lower back pain and makes entire body strong.

#### 4. Speed

Speed is a skill related component of physical fitness. The efficiency of movement decides the speed. Speed is described as the ability to cover a specified distance in minimum possible time. It is also described as the ability to perform a movement within a minimal time frame.

Speed can be measured by different tests. 30 meter sprint test is the most common test used to measure the speed. This test is also known as ***anaerobic test***.



#### 5. Agility

Agility is the ability to change body position as quickly as possible while moving. Agility, in other words, is the ability of an individual to change the direction of movement with minimum possible time and regain body control to proceed with another movement. It



is a skill related component of physical fitness dependent on speed, strength, flexibility, coordination and balance.

Zig – zag run and shuttle run are the most common tests being used to measure agility.

## 6. Flexibility

Flexibility is a very important component of physical fitness which plays a crucial role in the functioning of all individuals specially sports people. It is a health related component of physical fitness. Flexibility can be defined as the ability of muscles, ligaments and tendons to enable a joint together in the human body to move comfortably through the complete range of motion. Flexibility depends on the individual's daily activity level and lifestyle. Exercise can increase flexibility.



The test used to measure flexibility is sit and reach. Sit and reach test measures flexibility of lower back, gluteus muscles and the posterior muscles of lower limbs.

## 7. Cardiovascular Endurance

It is a health related physical fitness component. Cardio-vascular endurance is defined as the ability of a human being to engage in moderate level of physical activity for a prolonged period of time. It is also defined as the ability of cardio-respiratory system to supply enough amount of oxygen to working muscles during the entire duration of activity.

There are many of tests available to measure the cardio-respiratory endurance. Following are some of the examples

- a) 12 minutes cooper test
- b) Harvard step test
- c) Dry spirometer test or lung capacity test
- d) 600 yard run test
- e) 600 meter run test (School students)
- f) 5 minutes run or walk test (School students)

## 8. Body composition

Body composition is the ratio of muscles to fat in the body. 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 is mainly influenced by your diet and physical activity. For example, if you take a heavy diet without sufficient exercise you are in risk of developing more fat in your body than muscles. So over eating and low levels of physical activity contribute to poor or bad body composition. In the same way if you do not consume sufficient amount of nutrients it will also lead to poor body composition, which means you may fall in the category of underweight.

Energy balance is the key to maintain perfect body composition. Energy balance can be explained in the following formula;

$$\text{Energy or Calorie balance} = \text{Number or amount of calories taken in to body as food} - \text{Number of calories used or expended}$$

Body mass index test is one of the easiest and cheapest ways to calculate body composition. This test helps us to have a rough idea about the body composition of a person. The formula for calculating body mass index is as follows;

$$\text{Body Mass Index (BMI)} = \text{Weight (in kg)} / \text{Height}^2 \text{ (in m)}$$

### Health Assessment

| What                                   | Why   | How  |
|--|---|--|
| <b>Aerobic Capacity</b>                | To test the Aerobic Capacity. Aerobic capacity is the ability to sustain a physical activity while breathing for a longer period of time. | 600m run: Run for 600 meters and record the timing   |
| <b>Anaerobic Capacity</b>              | To test the Anaerobic capacity. Anaerobic capacity is the ability to sustain a physical physical activity in reserve oxygen               | 30m sprint: The minimum time taken to cover 30meters distance is recorded.   |
| <b>Flexibility</b>                     | This test is used to measure the flexibility of the back  | Sit and Reach: Performed with feet against 12" x 12" x 21" sit and reach box - 23 cm at level of feet.   |
| <b>Abdominal Strength</b>              | To test the strength of the abdominal muscles   | Sit ups: Lie on back, hands on back of neck with fingers clasped, knees bent less than 90 degrees, feet on floor, and heels no more than 12" from buttocks. Curl-up torso until elbow is in contact with knees and return to starting position. Count number of repetitions in 60 seconds. See animation. For adults, see Sit-up calculator. |
| <b>Explosive Strength (Upper Body)</b> | To measure the explosive strength of the upper body, the maximum force that can be developed in the muscles of the upper body             | Medicine ball throw: Stand with both feet parallel, hold the ball sideways with both the hands above the head. Throw as far as possible. Measurement in meters in done from the starting line to the spot where the ball lands. Two chances will be given and the best score will be recorded  |
| <b>Explosive Strength (Lower Body)</b> | To measure the explosive strength of the lower body, the maximum force that can be developed in the muscles of the lower body             | Standing broad jump: Stand with feet parallel approximately shoulder width apart, toes at starting line. Squat and jump horizontally as far as possible. Measure from starting line to back of heels. Two chances will be given and the best score will be recorded  |

### Skill Assessment

Skill-related fitness includes fitness elements such as agility, balance, speed, and coordination. These elements are developed by performing skills like Locomotor skill, Manipulative skill and Non-manipulative skills. These skills are important for participation in various performance-related activities; they also have high significance for the day-to-day tasks. These skills are assessed through skill assessment circuits. Examples of these skills include

| <b>Locomotor</b>   | <b>Manipulative</b>                                    | <b>Non-Manipulative</b>                                    |
|--|--|--|
| Walking, Running, Sliding, Hopping, Jumping, Rolling, etc. | Kicking, Dribbling, Striking, Throwing, Catching, etc. | Turning and Twisting, Transfer of weight, Gymnastics, etc. |

### 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 | >21.7      | <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      |

EduSports Health Related Physical Fitness Test Chart



| <b>Fitness Parameter</b>               | <b>Test</b>                       | <b>Demonstration</b>  | <b>Grade 2&amp;3</b>            | <b>Grade 4&amp;5</b>            |
|--|-----------------------------------|---|---------------------------------|---------------------------------|
| <b>AEROBIC CAPACITY</b>                | <b>Endurance Test</b>             |    | <b>600 m</b>                    | <b>600 m</b>                    |
| <b>ANAEROBIC CAPACITY</b>              | <b>Speed Test</b>                 |    | <b>30m run</b>                  | <b>30m run</b>                  |
| <b>FLEXIBILITY</b>                     | <b>Sit and Reach</b>              |    | <b>Distance in cm</b>           | <b>Distance in cm</b>           |
| <b>ABDOMINAL STRENGTH</b>              | <b>Sit-ups</b>                    |   | <b>NA</b>                       | <b>No. of sit-ups in 30sec</b>  |
| <b>EXPLOSIVE STRENGTH (Lower body)</b> | <b>Standing Jump</b> <b>Broad</b> |  | <b>Distance in meters</b>       | <b>Distance in meters</b>       |
| <b>EXPLOSIVE STRENGTH (Upper body)</b> | <b>Medicine Throw</b> <b>Ball</b> |  | <b>Distance in meters (1kg)</b> | <b>Distance in meters (1kg)</b> |
| <b>BODY COMPOSITION</b>                | <b>Weight/Height<sup>2</sup></b>  |  | <b>kg/m<sup>2</sup></b>         | <b>kg/m<sup>2</sup></b>         |



| Fitness Parameter                      | Test  | Demonstration  | Grade 6 and above               |
|--|---|--|---------------------------------|
| <b>AEROBIC CAPACITY</b>                | <b>Endurance Test</b> (Run/ Jog/ Slow jog for the time mentioned) |    | <b>600 m</b>                    |
| <b>ANAEROBIC CAPACITY</b>              | <b>Speed Test</b>   |    | <b>30m run</b>                  |
| <b>FLEXIBILITY</b>                     | <b>Sit and Reach</b>  |    | <b>Distance in cm</b>           |
| <b>ABDOMINAL STRENGTH</b>              | <b>Sit-ups</b>  |   | <b>No. of sit-ups in 1 min</b>  |
| <b>EXPLOSIVE STRENGTH</b> (Lower body) | <b>Standing Broad Jump</b>  |  | <b>Distance in meters</b>       |
| <b>EXPLOSIVE STRENGTH</b> (Upper body) | <b>Medicine Ball Throw</b>  |  | <b>Distance in meters (2kg)</b> |
| <b>BODY COMPOSITION</b>                | <b>BMI</b> (Body Index) <b>Mass</b>                               |  | <b>kg/m2</b>                    |



**Aim:** To learn and practice the various components of fitness tests.

**Props & Equipment Required:** Medicine ball, sit and reach box, measuring tape, exercise mats, footballs and cones.

**Warm-up – 5 min**

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

**Activity – 25 min**

**Muscle Strength**

**Medicine Ball Throw (Upper body strength)**

- Stand on the line, feet shoulder width apart.
- Hold the ball with both hands in front of chest.
- Bring the ball back and over your head.
- Throw to cover maximum distance.
- Do not move while throwing the ball.

**Standing Broad Jump (Lower body strength)**

- Stand on the line, feet shoulder width apart.
- Bend your knees and swing your arms.
- Keep your head upright and jump as far as possible.
- Land on both feet without falling backwards.

**Sit – Ups**

- Sit-Ups is a test to measure the abdominal strength
- Begin by lying on your back with your knees bent so your feet are flat on the ground and close to your body.
- Cross your hands and arms across your chest so that your palms are resting on the opposite shoulders.
- Roll your chin to your chest and lift your lower back off the ground.

- During the movement, you should feel the muscles under your belly button working.
- Try and touch your head to the knees, roll back slowly to the starting position.

### **Speed Test–30msprint**

- Stand on the start line, keeping your strong foot forward.
- Bend your knees and lean forward.
- On clap/ start signal, start running.
- Look forward and focus on the finishing line.
- DO NOT LOOK BACK OR SIDEWAYS – it reduces the speed.
- Don't slow down near the finish line. Be at your fastest when you are crossing the finish line.

### **Flexibility – Sit and Reach (back flexibility)**

- Sit with both legs extended straight in front of your body
- Do not bend (flex) your knees
- Place your feet against the flat vertical surface of the sit-and-reach box
- Stretch both your hands above your head. Your hands should be one on top of the other
- Bend forward reaching for your toes, holding the position for two to three seconds
- Do not jerk your back to move forward
- Your flexibility is determined by how far the tip of your fingers reach.

### **Cardiovascular Efficiency or Endurance –600mrun/walk or 5 min run**

- 600m run/walk or 5 min run is a test to measure your aerobic capacity. This is the ability of the heart and lungs to function at a higher rate for a significant duration of time.
- 600m is a long distance to run, therefore it is important to pace yourself so that you can continue to run at the same speed and complete the distance.
- Run at the same pace throughout.
- You will run out of breath if you run too fast at the beginning and may not be able to complete the distance.

If everyone finishes the different tests, they can play a small sided game of football.

### **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.

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**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 *skill assessment* circuit.

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

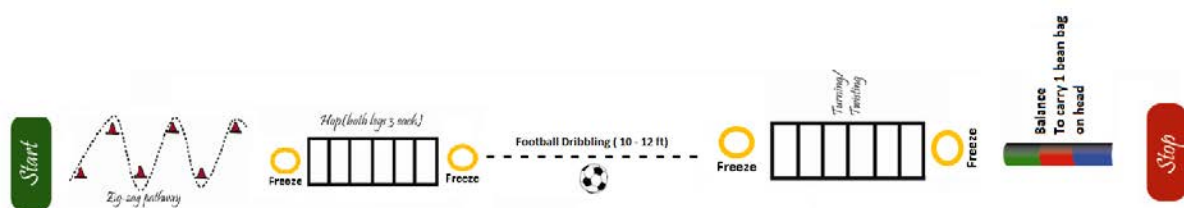
### Warm-up – 5 min

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.

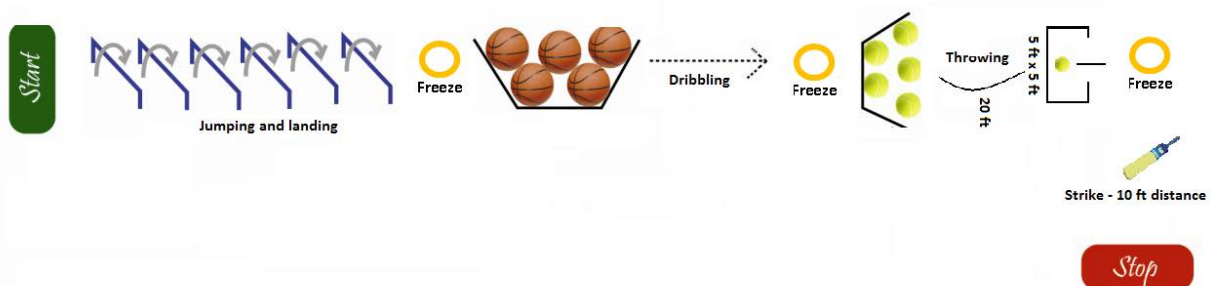
### Activity – 25 min

- 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, And Angry. Ask them if they feel confident about doing well in the fitness test. Tell them that they have prepared well and that they will definitely do well.

## Exercise

1. Calculate the BMI of your class mates and family members by using the following height and weight tracker

Height and weight tracker



Measure your height and weight every 2 months.



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

2. Write down the Health Assessment parameters and conduct a Health Assessment by using this input sheet on next page.

| Test Item | Ability being measured | Unit of measurement |
|-----------|------------------------|---------------------|
|           |                        |                     |
|           |                        |                     |
|           |                        |                     |
|           |                        |                     |
|           |                        |                     |
|           |                        |                     |



## Assessment

2. Write about any 5 components of health-related fitness.

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## Checklist for Assessment Activity

Use the following checklist to check whether you have met all the requirements for assessment.

### Part A

Differentiated between

1. Aerobic Capacity and Anaerobic Capacity
2. Speed and Agility
3. Health Assessment Fitness Parameters for standard 2-3 and 4-5

### Part B

Discussed in the class the following:

1. Health-related fitness components.
2. How to conduct fitness and skill tests for different age groups.
3. Concept of explosive strength.

### Part C

The performance standards may include, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the capabilities of executing health related physical fitness test |     |    |
| Demonstrate the capabilities of conducting skill related physical fitness test |     |    |



Physical Education and Sports  
NSQF Level 4 - Class XII  
PS406 - NQ2016  
Coach and Build School Teams  
Student Workbook



**PS406-NQ2016**

## **Coach and Build School Teams**

## Objectives of the Module

On completion of this module you will be able to:

1. Identify talented students in different games and train them to participate in various tournaments;
2. Evaluate a coaching plan;
3. Describe the difference between normal diet and a diet for the sports person;
4. Prepare a diet plan and
5. Conduct speed, agility, endurance and strength test to determine the fitness level of a sports person.

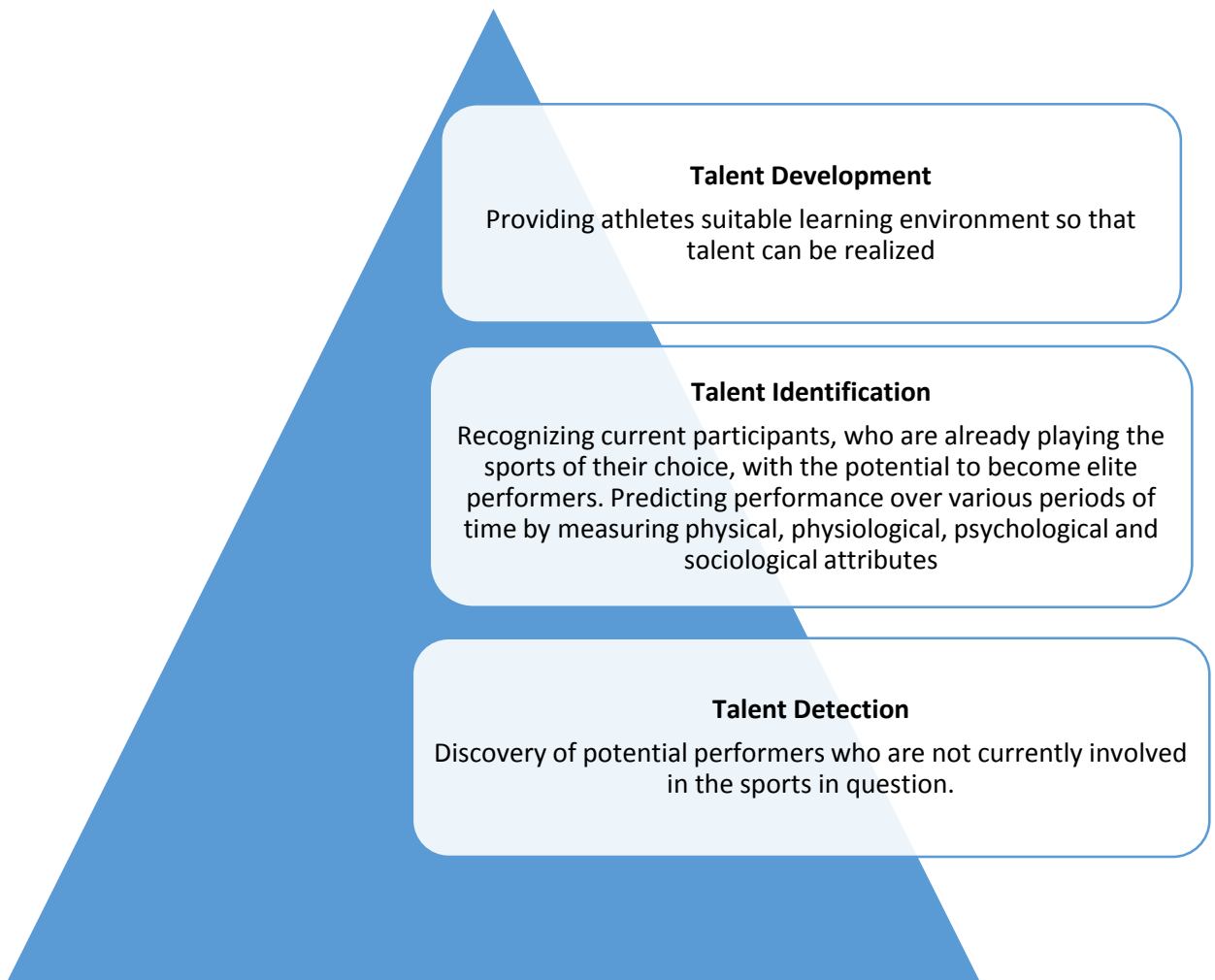
## Session 1 : Talent Detection, Identification and Development



Every child has an innate ability of becoming a good sportsman if given the opportunity to develop skills at the right age. Ease of skill acquisition and development is affected by many factors, very few of which appear to be innate, for example age appropriateness of training. In fact, evidences are available that points to the fact that the level of competency can be improved beyond maximal by deliberate practice. In other words, individuals have often exceeded their own expectations, besides those of others. A change of training method has been demonstrated to lead to performance increments.

The sporting talent of an individual can be groomed in three stages;

- **Talent Detection**
- **Talent Identification**
- **Talent Development**





## Process of Talent Detection, Identification and Development

*Conduct the lessons mentioned in the previous module Teaching Age Appropriate Activities to Children (session 2 and 3) to start with the following assessments*

### FOOTBALL



|                         |                       | Football   |
|-------------------------|-----------------------|--|
| <b>Talent Detection</b> | Space Awareness       | Can run around while keeping safe distance between other players   |
| 1st Month-Selection     | Ball Control          | Controls the ball when it comes to him or kicks it away  |
|                         | Use of foot           | Can use both the feet  |
|                         | Sense of Direction    | Dribble the ball from one end to the other end of the field  |
|                         | Contact with the ball | The player makes contact with the different parts of the foot (Inside, Outside, Instep, sole, Heel, Toe) |
|                         | Passing Ability       | Can pass the ball to the team mate   |
|                         | Shooting              | Can take a shot towards the goal   |
|                         | Endurance             | Can play continuously for an hour  |

|                                |                     |   |
|--------------------------------|---------------------|---|
| <b>Talent Identification</b>   | <b>Ball Control</b> | Is able to juggle the ball continuously for 5 to 10 times with both feet                              |
| After 3 months - Team Building | Dribbling           | Can keep the ball close to the foot while dribbling in different directions                           |
|                                | Passing             | Can pass with accuracy to the team mate using inside of the foot                                      |
|                                | Attacking           | Can beat an opponent in a 1v1 situation   |
|                                | Defending           | Can disturb the opponent and recover the ball when the opponent has the ball possession               |
|                                | Kicking             | Can kick the ball on the ground level and also in the air to do long passes (in different trajectory) |
|                                | Shooting            | Can shoot at the goal with some force and accuracy  |
|                                | Sprint              | Can sprint for minimum 15 meters with quick change in direction                                       |
|                                | Endurance           | Can jog/run continuously for an hour  |

## Talent Development

An indicative weekly training plan for after-school coaching sessions.

**Refer to the module 'Developing an Athlete' for more training plans**

| Days | Warm Up Session | Aerobic Fitness | Strength and Power Development | Technical ( Skill Drill) | Tactical (Moves/Formations / Individual Practise) | Match Practise (Small sided, Modified games) | Cool Down Session |
|------|-----------------|-----------------|--------------------------------|--------------------------|---|--|-------------------|
| Mon  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Tue  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Wed  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Thu  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Fri  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Sat  |                 | Match Play      |                                |                          |   |  |                   |
| Sun  | Rest            |                 |                                |                          |   |  |                   |

**Coaching should cover the following skills for the different age groups:**

|                 | Skills to be covered               | Under10 | Under13 | Under 16 |
|-----------------|------------------------------------|---------|---------|----------|
| <b>Football</b> |                                    |         |         |          |
|                 | Ball Control                       | ✓       | ✓       | ✓        |
|                 | Passing & Receiving                | ✓       | ✓       | ✓        |
|                 | Receiving with foot, thigh & chest | X       | X       | ✓        |
|                 | Dribbling                          | ✓       | ✓       | ✓        |
|                 | Kicking/ Shooting                  | ✓       | ✓       | ✓        |
|                 | Heading                            | X       | ✓       | ✓        |
|                 | Ball Possession                    | ✓       | ✓       | ✓        |
|                 | Free Kick                          | X       | ✓       | ✓        |
|                 | Penalty Kick                       | X       | ✓       | ✓        |
|                 | Corner Kick & Moves                | X       | X       | ✓        |
|                 | Goal Keeping                       | ✓       | ✓       | ✓        |
|                 | Attacking & Defending Moves        | X       | ✓       | ✓        |
|                 | Playing Ability                    | ✓       | ✓       | ✓        |
|                 | Laws of football                   | ✓       | ✓       | ✓        |
|                 | Vocabulary                         | ✓       | ✓       | ✓        |

**For team selection, use the following parameters:**

|                       |              |  |
|-----------------------|--------------|--|
| <b>Team Selection</b> | Ball Control | Can control the ball with different parts of the body - foot, thigh, chest, head   |
| <b>Team Selection</b> | Dribbling    | Can dribble the ball in speed and with quick change in direction   |
|                       | Passing      | Can pass to the team mate with consistent accuracy, pressure and force while running with the ball.                                |
|                       | Attacking    | Can beat an opponent and maintain possession. Moves into open space and towards the opponent's goal. Creates space to receive pass |
|                       | Defending    | Makes the timely tackle to the ball, Covers the designated zone and supports the team-mate   |
|                       | Kicking      | Can kick the ball on the ground level and also in the air to do long passes (in different trajectory) with accuracy                |
|                       | Shooting     | Can shoot at the goal with force and accuracy with consistent finishing  |
|                       | Sprint       | Can sprint for minimum 15 meters with quick change in direction  |
|                       | Endurance    | Can jog/run continuously for an hour   |



# BASKETBALL



|                         |                    | Basketball   |
|-------------------------|--------------------|--|
| <b>Talent Detection</b> | Space Awareness    | Can run around the court while keeping safe distance between other players   |
| 1st Month- Selection    | Ball Control       | Holds the ball firmly when passing and receiving   |
|                         | Use of hand        | Uses both hands to dribble the ball?   |
|                         | Sense of Direction | Able to bounce (dribble) the ball in a continuous manner, Can dribble from one end to the other while jogging, running |
|                         | Stance             | Is comfortable when holding or dribbling the ball with feet slightly apart, evenly distributing the body weight        |
|                         | Passing            | Can pass the ball to the team mate   |
|                         | Shooting           | Can take free shot, 2 pointer  |
|                         | Endurance          | Can play continuously for 10 minutes   |

|                                |              |   |
|--------------------------------|--------------|---|
| <b>Talent Identification</b>   | Ball Control | Is able to dribble the ball while moving in different direction                         |
| After 3 months - Team Building | Passing      | Can pass with accuracy to the team mate   |
|                                | Attacking    | Attack towards the open space when there is time and space to move forward              |
|                                | Defending    | Can disturb the opponent and recover the ball when the opponent has the ball possession |
|                                | Shooting     | Can take free shot, 2 pointer holding ball with both hands with some accuracy           |
|                                | Sprint       | Quickly move into/ creates open spaces to receive passes                                |
|                                | Endurance    | Can jog/run continuously for 10 minutes   |

## Talent Development

An indicative weekly training plan for after-school coaching sessions.

**Refer to the module 'Developing an Athlete' for more training plans**

| Days | Warm Up Session | Aerobic Fitness | Strength and Power Development | Technical ( Skill Drill) | Tactical (Moves/Formations / Individual Practise) | Match Practise (Small sided, Modified games) | Cool Down Session |
|------|-----------------|-----------------|--------------------------------|--------------------------|---|--|-------------------|
| Mon  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Tue  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Wed  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Thu  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Fri  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Sat  | Match Play      |                 |                                |                          |   |  |                   |
| Sun  | Off             |                 |                                |                          |   |  |                   |

Coaching should cover the following Skills for the different age groups

| Basketball | Skills to be covered           | Under 10 | Under 13 | Under 16 |
|------------|--------------------------------|----------|----------|----------|
|            |                                |          |          |          |
|            | Ball handling                  | ✓        | ✓        | ✓        |
|            | Ball control                   | ✓        | ✓        | ✓        |
|            | Dribbling                      | ✓        | ✓        | ✓        |
|            | Passes                         | ✓        | ✓        | ✓        |
|            | Pivoting                       | X        | ✓        | ✓        |
|            | Shooting                       | ✓        | ✓        | ✓        |
|            | Rebounding                     | X        | ✓        | ✓        |
|            | Basketball specific fitness    | X        | ✓        | ✓        |
|            | Rules of the game: Violations  | ✓        | ✓        | ✓        |
|            | Offence and defense strategies | X        | ✓        | ✓        |
|            | Playing Ability                | ✓        | ✓        | ✓        |
|            | Vocabulary                     | ✓        | ✓        | ✓        |

**For team selection, use the following parameters:**

|                       |           |  |
|-----------------------|-----------|--|
| <b>Team Selection</b> | Dribbling | Can dribble the ball in speed and with quick change in direction with both the hands   |
| Team Selection        | Passing   | Can pass to the team mate with consistent accuracy, pressure and force while running with the ball.                              |
|                       | Attacking | Can beat an opponent and maintain possession. Naturally moves into open space and towards the opponent's court to receive passes |
|                       | Defending | Makes the timely tackle to the ball, Covers the designated zone and supports the team-mate                                       |
|                       | Shooting  | Can take a shot at the basket with force and accuracy with consistent finishing  |
|                       | Sprint    | Quickly move into/ creates open spaces to receive passes   |
|                       | Endurance | Can jog/run continuously for 10 minutes  |
|                       |           |  |

# VOLLEYBALL



|                         |                 | Volleyball   |
|-------------------------|-----------------|--|
| <b>Talent Detection</b> | Space Awareness | Can move around the court while keeping safe distance between team mates players                     |
| 1st Month- Selection    | Ball Control    | Holds the ball firmly when passing and receiving   |
|                         | Use of hand     | Uses both hands to make contact with the ball  |
|                         | Stance          | Is comfortable when receiving the ball with feet slightly apart, evenly distributing the body weight |
|                         | Passing Ability | Can pass the ball to the team mate   |
|                         | Endurance       | Can play for continuously 15 minutes   |
|                         | Agility         | Can change direction with speed and ease   |

| <b>Talent Identification</b>   |           |  |
|--------------------------------|-----------|--|
| After 3 months - Team Building | Passing   | Can set the ball to the team mate to prepare for attacking                               |
|                                | Spiking   | Can jump and make a timed contact with the ball to drive it towards the opponent's court |
|                                | Endurance | Can play for continuously 15 minutes   |
|                                | Agility   | Can change direction with speed and ease   |
|                                | Jumping   | Can jump high enough to drive the ball towards the opponent's court                      |

## Talent Development

An indicative weekly training plan for after-school coaching sessions.

**Refer to the module 'Developing an Athlete' for more training plans**

| Days | Warm Up Session | Aerobic Fitness | Strength and Power Development | Technical ( Skill Drill) | Tactical (Moves/Formations / Individual Practise) | Match Practise (Small sided, Modified games) | Cool Down Session |
|------|-----------------|-----------------|--------------------------------|--------------------------|---|--|-------------------|
| Mon  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Tue  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Wed  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Thu  | ✓               | ✓               | ✓                              | ✓                        | ✗   | ✓  | ✓                 |
| Fri  | ✓               | ✓               | ✗                              | ✓                        | ✓   | ✓  | ✓                 |
| Sat  |                 | Match Play      |                                |                          |   |  |                   |
| Sun  | Off             |                 |                                |                          |   |  |                   |

Coaching should cover the following Skills for the different age groups

|            | Skills to be covered      | Under13 | Under 16 |
|------------|---------------------------|---------|----------|
|            |                           |         |          |
| Volleyball | Ball contact and handling | ✓       | ✓        |
|            | Service                   | ✓       | ✓        |
|            | Passing                   | ✓       | ✓        |
|            | Setting                   | ✓       | ✓        |
|            | Spiking                   | X       | ✓        |
|            | Blocking                  | X       | ✓        |
|            | Digging                   | X       | ✓        |
|            | Rules of the game         | ✓       | ✓        |
|            | Playing Ability           | ✓       | ✓        |
|            | Court Specifications      | ✓       | ✓        |
|            | Vocabulary                | ✓       | ✓        |

**For team selection, use the following parameters:**

|                           |                     |  |
|---------------------------|---------------------|--|
| <b>Talent Development</b> |                     |  |
| Team Selection            | Passing             | Can set the ball with finger tips to the team mate with consistent accuracy at the desired level   |
|                           | Spiking/<br>Digging | Can jump and make a timed contact with the ball to drive it towards the opponents court with force |
|                           | Endurance           | Can play for continuously 15 minutes   |
|                           | Agility             | Can change direction with speed and ease and reach for the ball                                    |
|                           | Jumping             | Can jump high enough to drive the ball towards the opponent's court with precise timing            |

**Note: The above mentioned process and plan is based on the writer's personal experience and on the independent research. Process and plan may vary according to the infrastructure available and the competency level of the players and the assessor.**

### **Exercise**

1. Identify talented players from 6-8 standard school students and create teams. Form teams and make them participate in local tournaments. Map their skill and fitness progress on regular basis.
2. Make a coaching session plan in any sport of your choice.

### **Assessment**

1. Explain the process of school team selection on the basis of talent detection, talent identification and talent development. You may take any sport of your choice. (Do it on a separate sheet of papers)

### **Checklist for Assessment Activity**

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

#### **Part A**

---

Differentiated between the processes of

1. Talent detection, talent identification and talent development

#### **Part B**

---

Discussed in class the following:

1. What is talent detection?
2. What is talent Identification?
3. What is talent development?
4. In addition to the skill part during talent detection what are the other attributes that you can detect with regard to a team sport?

## Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Conduct warm up exercises, aerobic exercises and cool down exercises to detect the physical strength, endurance and flexibility of individuals                            |     |    |
| Demonstrate the competency of teaching various skills related to ball control, use of hand, sense of direction, stance, passing, and shooting                             |     |    |
| Fill in the checklist after assessing the ability of the students regarding space awareness, ball control, use of hand, sense of direction, stance, passing, and shooting |     |    |



## Session 2 : Making a Coaching Plan

In order to be a good teacher it is important to plan what you want to do, based on what you want to achieve. The whole process of teaching or coaching can be looked at through these four elements:

- **Planning** - developing short and long term training programs to help your players and athletes achieve their goals
- **Conducting** - delivery of training programs
- **Evaluating** - evaluation of the programs and your way of coaching. This element may result in adjustment of your athlete's training program and your coaching approach.
- **Acting**—athletes implementing the evaluated solution.



Evaluation of a lesson plan is the process by which the effectiveness of the imparted lesson is measured on certain parameters. It is necessary to get a clear picture of the difference between what you want your players to be achieve and what they are actually achieving. Some students may be avoiding physical education classes, some may be unwilling or unenthusiastic in taking part, some may not be forthcoming to learn newer skills and some may find it difficult to interact with the coach. To get answers for these questions, evaluation of lesson plan becomes critical.



Coaches need to continuously assess each player for participation in appropriate activities within, not challenged beyond, his or her capabilities. Evaluation is thus a critical part of ongoing planning, teaching and coaching. By assessing the quality of your program, you can identify areas that are in need of improvement and make the necessary changes, as well as recognize and reward good practices. The Plan-Do-Check-Act is a continuous improvement cycle that every teacher/coach should use to increase the effectiveness of student learning. This improvement cycle is also called the **Deming cycle** or **Shewhart cycle**.

There are some parameters based on which you can get a fair idea if you have imparted a high quality physical education class. Some of the key success factors are outlined below:

- 1) Students are committed to Physical Education and the attendance is high in your classes. Students make sure that they are available for sports events and take interest and initiative. One concrete parameter to measure would be **student attendance**.
- 2) They understand the importance of physical education and for a balanced, healthy, active lifestyle and how different activities affect their fitness, health and feelings about themselves. **Their overall health and fitness improves.**
- 3) They have the confidence to get involved in physical education and sport. They are willing to demonstrate what they can do, ask for help when they need it and talk positively about their achievements. **Their communication improves. They feel happier.**
- 4) They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively. **Their posture improves.**
- 5) They work without constant prompting and ask questions so that they can organise themselves and make progress. They react to situations intelligently when performing, taking into account others' strengths and weaknesses. **Their class participation improves.**

Evaluation helps you to determine conclusively about the things you do and the impact on students. Based on this, the classes can be tailored to make it more impactful and effective. However, evaluation of the quality of physical education lessons is also important for reasons of accountability. It helps school leaders recognise the difference being made to young people and decide the most effective way to direct support, advice and resources. It enables school leaders and managers recognise student achievement in a broader way than simply through exams and testing.

### **Planning for an evaluation:**

Evaluation needs to be done on a regular basis. There are certain parameters to be kept in mind while planning for an evaluation.

- 1) **What are you going to evaluate** – skills and learning outcomes.
- 2) **How are you going to evaluate** – on an individual basis or in groups. Specific games or activities that would demonstrate the required skill.
- 3) **What are the infrastructure, resource and time requirement** – Availability of equipment and field staff to carry out the evaluation.
- 4) **What is the best time to conduct the evaluation** – Will it be conducted during or after the school.
- 5) **Evaluation framework** – What templates are going to be used for recording the learning outcomes and the grading scale for each skill level sport wise.
- 6) **Communicate the evaluation criteria to the students** – They need to be fully aware of how they are going to be evaluated.
- 7) **How often should you repeat the process** – Discuss with the school management and decide an optimal frequency at which the evaluation has to be repeated.
- 8) **Communicate the findings** - Talk about it in staff meetings, send e-mail, make reports that can be given to parents, chart graphs for comparative study.



For the evaluation to be effective, it is necessary for the coach to ensure that time is used productively so that the entire process does not become boring or a burden.

It is very important to recognise the full range of achievements. Reporting evaluation findings is a sensitive aspect. Areas of improvement that were identified during the evaluation should be communicated with a concrete plan of how the same can be developed over time. If there is no action taken based on the findings of the evaluation, the evaluation does not serve any purpose either to the coach or to the students. Neither of them will know quantitatively how effective the coaching has been. Hence, a well-planned, periodic and smoothly executed evaluation is highly critical from the coach's as well as from the student's standpoint.

### Exercise

1. Name the four elements that make up the whole process of teaching or coaching? Draw the diagram.

### Assessment

1. List five parameters which give feedback on the quality of physical education class.

- i. ....
- ii. ....
- iii. ....
- iv. ....

v. ....

2. Write five parameters to be kept in mind while planning for an evaluation?

i. ....

ii. ....

iii. ....

iv. ....

v. ....

### Checklist for Assessment Activity

Use the following checklist to check if you have met all requirements for the assessment

#### Part A

---

Differentiated between

- a. Four elements of teaching or coaching process.

#### Part B

---

Discussed in class the following:

1. Different aspects to be considered while planning for an evaluation
2. What is Deming Cycle?

#### Part C

---

The performance standards may include, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the ability to plan an evaluation  |     |    |
| Demonstrate the understanding of Plan, Do, Check and Act while conducting a training program |     |    |
| Demonstrate the ability of reporting the findings of evaluation of the training plan         |     |    |

### Session 3 : Understanding Diet and Food Before, During and After Training and Competition

Diet on a day to day basis has a significant role in training. An athlete's diet will affect the progress of his/her performance and how soon he/she can reach the performance standard. Before discussing how the diet should be for an athlete, we will discuss the following facts on how diet helps an athlete in training and competition:

- Athletes achieve peak performance by training and eating a variety of foods.
- Carbohydrates stored in the body provide maximum amount of energy required for training.
- Fat also provides body fuels. Use of fat as fuel depends on the duration of the exercise and the fitness level of the athlete.
- Type of training may increase the athlete's need for protein.
- Water intake is critical for athletes. Dehydration can cause muscle cramping and fatigue.

#### **Pre training/ Diet of meal before the training**

Pre-training meal means the diet to be followed before the training session. A diet, rich in complex carbohydrates is the key to performance and endurance. Carbohydrates fuel high-intensity work, which is essential for the energy required for movement and physical strain on the body during a training session.

Muscles store carbohydrates as glycogen and consuming small amounts of carbohydrates on a regular basis, ensures maintenance of optimum glycogen levels. The pre-competition meal should be high in carbohydrate, low in fat, protein and in fibre content. The athlete should not feel bulky, after consuming a meal before training session.

Small amount of boiled rice, potatoes, plain biscuits, fruit juice and bread are ideal as pre-training meal. These food items are high in carbohydrate content and perfect for constant supply of energy during the entire duration of training.

It is advisable to consume an amount of food which will provide 500 to 1000 kcl. More food means the body will consume more energy for its digestion, which will affect the energy supply during training period.

There should be enough water intake before training session to hydrate the body. Athletes lose water while training through sweat, which may lead to dehydration. In order to prevent dehydration, at the beginning of training session there should be enough reserve of water in the body. Consuming 15 to 20 ounces of water, at least 20 minutes before the training session, helps you to avoid early dehydration symptoms.

The following table will give you an idea about some fruits you can take before a training session.

| Fruit     | Protein (g) | Fat (g) | Carbohydrate(g) | Minerals(g) | Vitamins | Energy in Calorie |
|-----------|-------------|---------|-----------------|-------------|----------|-------------------|
| Almond    | 20.8        | 58.9    | 10.5            | 2.9         | A,B      | 655               |
| Apple     | 0.3         | 0.3     | 13.4            | 0.3         | A,B,C    | 50                |
| Banana    | 1.3         | 0.2     | 36.4            | 0.7         | A,B,C    | 153               |
| Grapes    | 0.5         | 0.3     | —               | 0.6         | C        | 17                |
| Groundnut | 26.7        | 40.1    | 20.3            | 1.9         | A,B      | 541               |
| Papaya    | 0.5         | 0.1     | 6.5             | 0.2         | A,C      | 28                |
| Plum      | 0.8         | 0.1     | 12.8            | 0.4         | C        | 56                |

\*Nutritional value per 100 grams

In a nutshell, we can conclude that the pre training meal should be;

1. A high-carbohydrate, low-fat snack which is easily digested.
2. Non fatty meals or snacks, because fat may stay in your stomach for long periods of time.
3. Moderate in protein.
4. With lots of fluids/water.

A workout can be preceded with a light snack.

### **Diet or meal during training**

If the exercise or training is continued for more than an hour, it is advisable to consume extra carbohydrate during the exercise. This will help to delay fatigue and maintain exercise intensity.

Apart from carbohydrates, water is the major nutrient to be consumed during exercise. Water makes up to 70% of our body weight. We lose a lot of water during exercise through sweat. This water lost should be replaced through sipping water in regular intervals during the training session. This will prevent dehydration during exercise, and help us to avoid muscle injuries such as cramps and muscle pulls.

### **When and how much water should we drink?**

- Drink water half an hour before and after meal

- Drink water an hour before a physical activity
- Keep sipping water during an activity
- Drink small amounts of water after an activity

Water is a major constituent to human body and vital organs. Water provides five vital functions in our body, which are as follows:

1. Cell Life
2. Chemical and metabolic reactions
3. Transport of nutrients
4. Body temperature regulation
5. Elimination of waste

There is nothing our body need during exercise than an adequate supply of water. The more we exercise, the more important it is to drink the right amount of water. Dehydration during exercise, can be extremely dangerous to health. So it is important to drink water during activity at regular intervals. Do not wait to drink water until you feel thirsty. Thirst for water is the first symptom of dehydration in the body. If you continue exercise without hydrating yourself you may experience symptoms like heat exhaustion which may lead to heat stroke. Heat exhaustion and heat stroke are sometimes can be life threatening.





## Water facts



- Roughly 70 percent of an adult's body is made up of water.
- At birth, water accounts for approximately 80 percent of an infants's body weight.
- While the daily recommended amount of water is eight cups per day, not all of this water must be consumed in the liquid form. Nearly every food or drink item provides some water to the body.
- Water dissolves more substances than any liquid. Wherever it travels, water carries chemicals, minerals and nutrients with it.
- For example, water flushes toxins out of vital organs, carries nutrients to your cells and provides a moist environment for ear, nose and throat tissues.
- Water also provides cushion for our body joints. Water helps to regulate our body temperature.
- Lack of water can lead to dehydration, a condition that occurs when you don't have enough water in your body to carry out normal functions. Even mild dehydration can drain your energy and make you tired.
- If we do not have enough water then our blood pressure can fall to dangerously low levels. Our normal kidney function is impaired. Some other signals of having low water level are constipation, terribly dry skin, and increased incidence of urinary tract infections and reoccurring headaches. A popular way to reduce fever is to take a bath in cold water. This helps bring down our entire body temperature, thus reducing fever. This process is called hydrotherapy.
- Cold water is used to reduce inflammation. When you are having sprain in your ankle, you use an ice pack to reduce the swelling.

## 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.

## Water consumption

Nutrition  
Project



Can you make a chart to measure the consumption of water (in litres) by each of your family member? If you want, you can make a chart for a week



| Family member | Date:    |             |          |          |          |           | Total amount of water | ★ Inadequate<br>★★ Okay<br>★★★ Superb |
|---------------|----------|-------------|----------|----------|----------|-----------|-----------------------|---------------------------------------|
|               | 6 - 9 am | 9 - 12 noon | 12- 3 pm | 3 - 6 pm | 6 - 9 pm | 9 - 12 pm |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |
|               |          |             |          |          |          |           |                       |                                       |

Inadequate: Less than 2 litres

Okay: 2 - 3 litres

Superb: More than 3 litres

## Diet of meal after training

Recovery starts immediately after an exercise session. As we discussed earlier in this chapter, exercise and nutrition are two sides of a coin, which means better nutrition leads to better performance. So, the diet intake after exercise should be such that, it should provide enough nutrients which can accelerate the process of recovery.

The muscles will be tired after exercise, so the food we consume, should supply fuel to the muscles. Eating food rich in carbohydrates immediately after training speeds up the energy replenishment in the muscles.

To remain healthy and fit after exercise we need all nutrients in the right amount. Eating a balanced diet, will provide all nutrients required for recovery after a training session. There are hundreds of foods which we can eat. But a balanced diet, after a training session should be based on the nature of the work out. For example if you do weight training for an hour, your food after the work out should include more protein. This protein intake would help you to supply nutrients for building muscles.

The following table will give you an idea about major food groups. These food groups can be the contents of a balanced diet. The type of food you may select to eat is based on the nature of the work out you performed during training.

| Food Groups           | Food                                  | Main Nutrients                                 |
|-----------------------|---------------------------------------|--|
| Milk Group            | Milk, cheese, ice - cream, paneer     | Fats, proteins, minerals, water, carbohydrates |
| Vegetable/fruit group | Vegetables and Fruits                 | Carbohydrates, vitamins, minerals, water       |
| General Group         | Chapatti, bread, rice, bajra, noodles | Carbohydrates                                  |
| Protein Group         | Meat, fish, beans, nuts               | Proteins and fats                              |

Consumption of protein is necessary during post-exercise meal. It will help rebuild the tissues damaged during workout. In addition, protein will facilitate carbohydrate storage to improve recovery, if it is consumed with carbohydrates during the initial two hours after a workout.

## Exercise

1. Prepare a chart explaining different nutrients.
2. Visit the local vegetable market and list the food items that are rich in Carbohydrate, Protein, Vitamins and Fat.

| Food item containing Carbohydrate | Food item containing Protein | Food item containing Fat |
|-----------------------------------|------------------------------|--------------------------|
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |
|                                   |                              |                          |

3. Use the following table to write down the name of food items recommended for the given conditions.

| Before a training session | During a training session | After a training session |
|---------------------------|---------------------------|--------------------------|
|                           |                           |                          |
|                           |                           |                          |
|                           |                           |                          |
|                           |                           |                          |
|                           |                           |                          |
|                           |                           |                          |
|                           |                           |                          |

### Assessment

1. What are the 5 vital functions of water in our body?

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2. When and how much water should we drink during an activity?

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3. How diet helps an athlete in training and competition?

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4. How do we know that we are well hydrated?

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## Checklist for Assessment Activity

Use the following checklist to see whether you have met all requirements for assessments.

### Part A

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Differentiated between the following

1. Pre and post training meals
2. Micro and macro nutrients

### Part B

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Discussed in the class

1. Importance of different nutrients in maintaining a healthy body.
2. Diet before, during and after competition
3. Macro and micro-nutrients

### Part C

---

The performance standards may include, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Identify food items rich in carbohydrate   |     |    |
| Identify food items rich in protein  |     |    |
| Identify food items rich in fat  |     |    |
| Able to prepare and follow a diet plan before, during and after training session |     |    |



## Session 4: Training for Speed Agility and Quickness (SAQ)

Speed, Agility and Quickness training (SAQ training) is a specific addition to the overall training of an athlete/sports person. Speed, agility, and quickness are some of the most significant and visible components of the success of an athlete/player. The ability to react quickly, apply sufficient force rapidly in the appropriate direction, and to redirect that force if necessary is the ultimate goal of SAQ training. A carefully designed program to addresses these components significantly improves overall performance and reduces the risk of injury. Regardless of the sport, SAQ training helps athletes or sports person to enhance their performance from improved balance, quicker feet and a faster reaction time.

Speed, agility and quickness are the main components of motor skills. Efficient and effective execution of these skills leads to better athletic performance. SAQ training helps athletes/ sports person to maintain proper body position during the phase of skill execution while playing and react more skillfully to any change in the playing situation. Though there is no need of a significant preparation to participate in SAQ training, the intensity for beginners should be very low. Here the intensity means;

- |  |                                   |
|--|-----------------------------------|
| 1. The speed of the movement           | – should always be at maximum     |
| 2. Duration of the movement            | – length or time                  |
| 3. Complexity of the skill or movement | – simple movements or easy skills |
| 4. Number of repetitions               | – 2 to 3 repetitions              |
| 5. Rest between the sets               | – till full recovery              |

### Speed, Agility and Quickness

Let us now discuss the meaning and key components of Speed, Agility and Quickness

#### Speed

Speed is defined as the ability to cover a given distance in minimum possible time. For sports people or athletes, speed depends on the quickness of movements at their arms and legs, that is speed of an action. In sports training the general speed of an athlete is measured in linear direction or straight line. This is often referred as linear speed. Speed is a result of reaction ability, rapid force development, rapid force application and effective movement technique.

Following are the essential components of speed

- a. Elasticity of muscles and joints
- b. Joint mobility and flexibility
- c. Strength, stability and explosive strength
- d. Technique of movement
- e. Specialized drill/technique of a sport – the favorite drill/technique of an athlete

**Agility**

Agility is defined as the ability to change direction quickly, effectively and accurately without significant loss of speed. In other words, it means that one is able to create speed in any direction or body orientation, which is forward, backward, sideward, diagonal etc. Agility is also referred as multidirectional speed.

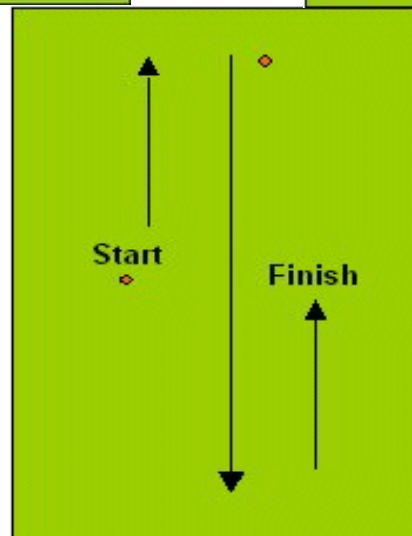
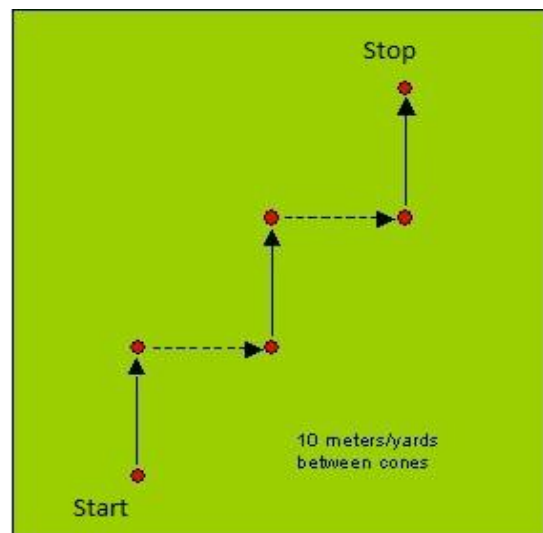
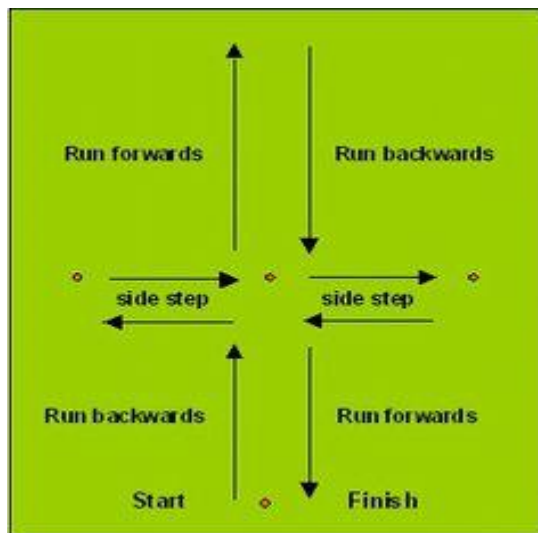
The key components of agility training are

- a. Body control and awareness or Kinesthetic sense
- b. Recognition and reaction – which movement, direction of the movement, speed of movement, etc.
- c. Starting and first step of the skill
- d. Acceleration of the movement
- e. Footwork while performing the movement
- f. Change of direction
- g. Stopping – when to stop the movement to end the skill or change the direction

**Quickness**

Quickness refers to body's reflexive reaction. Quickness is the instant and rapid response to a situation while playing. It is often referred as an athlete's ability to execute successive movement skills in a comparatively brief amount of time. Quickness addresses the quality and magnitude of the athlete's perceptive and reactive abilities. It is one of the most significant components contributing to the success of an athlete. A "quick" athlete is able to assess a game situation and apply the necessary actions at a very high speed. Although many may possess a high level of performance for other components such as speed, power, agility/multi-dimensional speed, and other game skills, the athlete who can apply these appropriate skills at the right time at the highest rate will be the most successful.

**Following are some of the diagrams of SAQ training circuits**



## Exercise

1. Prepare a SAQ circuit and conduct a training session in the PE period

## Assessment

1. What are the components of agility training?

a.

b.

c.

d.

e.

f.

2. Write down the components of speed

a.

b.

c.

d.

e.

## 2. Fill in the blanks

- a. Quickness refers to body's \_\_\_\_\_ reaction
- b. \_\_\_\_\_ is the ability to cover a given distance in minimum possible time
- c. A \_\_\_\_\_ athlete is able to assess a game situation and apply the necessary actions at a very high speed.
- d. Agility is also referred to as \_\_\_\_\_

### Checklist for Assessment Activity

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

#### Part A

---

Differentiated between

- 1. Speed and quickness
- 2. Quickness and agility

#### Part B

---

Discussed in class the following

- 1. Essential components of speed
- 2. Concepts of speed, agility and quickness

#### Part C

---

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the knowledge of conducting a SAQ training session |     |    |

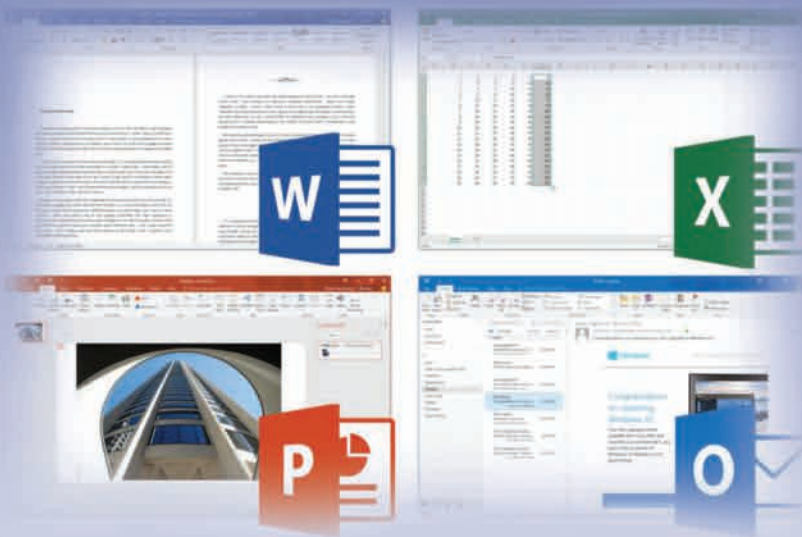
# Physical Education and Sports

## NSQF Level 4 - Class XII

PS407 - NQ2016

### Introduction to Information and Communication Technology (ICT)

#### Student Workbook



**PS407-NQ2016**

# **Introduction to Information and Communication Technology (ICT)**

## Objectives of the Module

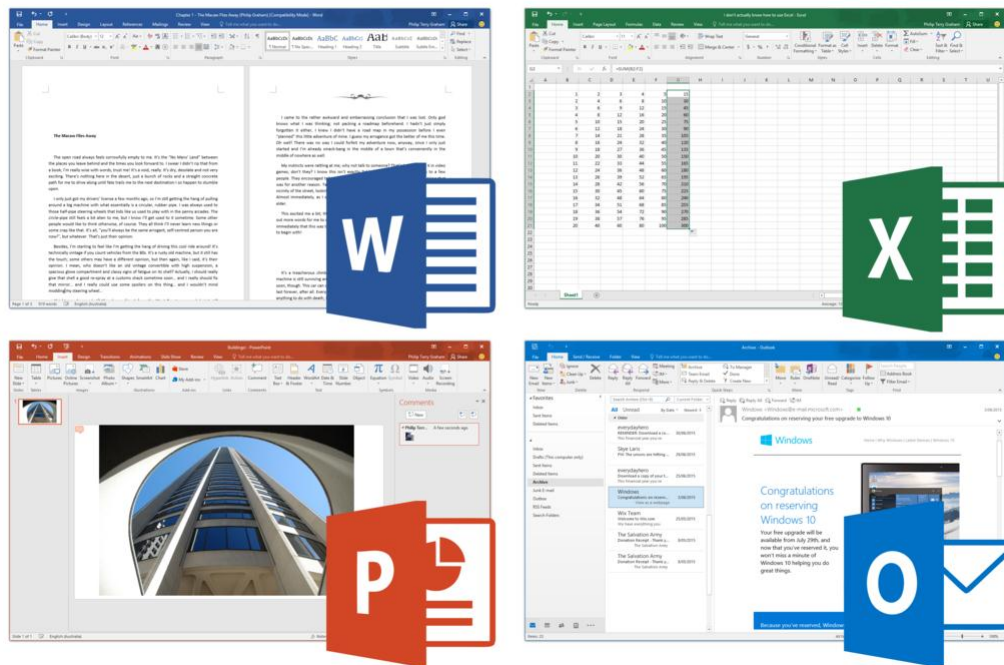
On completion of this module you will be able to:

1. Demonstrate how to type in MS Word using different fonts
2. Demonstrate how to create slides, insert pictures and use animation tools in MS PowerPoint
3. Design a word document and insert pictures or clip arts
4. Write job application letters, using the correct format



## Session 1: Introduction to MS Office

Microsoft Office is a collection of programs developed by Microsoft Corporation that includes Microsoft Word, Excel, Access, Publisher, PowerPoint, and Outlook, etc. Each program serves a different purpose and is compatible with other programs included in the package.



The tasks that can be done using some of the MS Office programs are;

**Word** – Is a Text Editor used to type documents

**Excel** – Is a Spreadsheet used for mathematical calculations of different results in a set of data

**PowerPoint** – Is a presentations software used to create organized slideshow presentations, where information is made interactive, accessible, and most importantly, concise

**Outlook** – Is an e-mail management software used to create, send and receive emails. Emails once received and downloaded in Outlook can be read even when there is no internet connection.

**Publisher** – Is a desktop publishing application used to create brochures, calendars, postcards, etc. It is somewhat similar to Microsoft Word but the emphasis is placed on page layout and design rather than text composition.

In the following pages you will learn to use two most important MS Office programs that are very necessary to learn in order to become a competent Physical Education Teacher and a Sports Coach.

## Introduction to Microsoft Word (MW Word)

Microsoft Word or MS-WORD (often called Word) is a computer word processing program that users can type with. It was developed by the technology company Microsoft Corporation. Microsoft Word is one of the most popular word processing programs in use, and allows users to create a wide variety of text documents, including everything from essays and class projects to brochures and greeting cards. Microsoft



Word is a component of Microsoft Office, a suite of applications which is commonly used in schools and businesses alike. Users will have the ability to practice writing skills, while learning ways to create a range of text documents for use at school, work and home. Microsoft Word makes the editing process much easier with of tools like “copy and paste,” word count, spell check and grammar check. For younger users or those with limited motor skills, creating content with Word serves as a viable alternative to writing traditional, handwritten notes and assignments. The app is simple to use, but features enough tools

and customizations for advanced users to get the most out of the app. Since the app accommodates a range of writing skills, it comes recommended to users ages 6 and older.

It has helpful tools to make documents. You can do the following using MS-Word

- Spelling and grammar check
- Word count (this also counts letters and lines)
- Insert pictures in documents
- Design Web pages, graphs, etc.
- Make tables
- Display synonyms of words and can read out the text
- Print in different ways
- Simple formatting like:
  - Text: Font, size, color, bold/italic/underline
  - Layout: Bullets, numbering, alignment

The screenshot shows the Microsoft Word 2007 interface. The 'Font' menu is open, displaying a list of fonts. 'Arial Rounded MT Bold' is highlighted with a mouse cursor. Other fonts visible in the list include Times New Roman, Arial, Arial Black, Tahoma, Berlin Sans FB, Comic Sans MS, Franklin Gothic Demi Cond, ALGERIAN, Comic Sans MS, All Fonts, Agency FB, ALGERIAN, Wingdings, GOTHICSCRIPT, WINGDZ32, Arial, Arial Black, Arial Narrow, and Arial Unicode MS. The background text 'Welcome to this lecture' is centered in a blue box. The ribbon at the top shows 'Home', 'Insert', 'Page Layout', 'References', 'Mailings', 'Review', and 'View'. The status bar at the bottom indicates 'Page: 1 of 1', 'Words: 0', and '90%' zoom.

Document1 - Microsoft Word

Home Insert Page Layout References Mailings Review View

Calibri (Body) 11 A A

B I U X A A

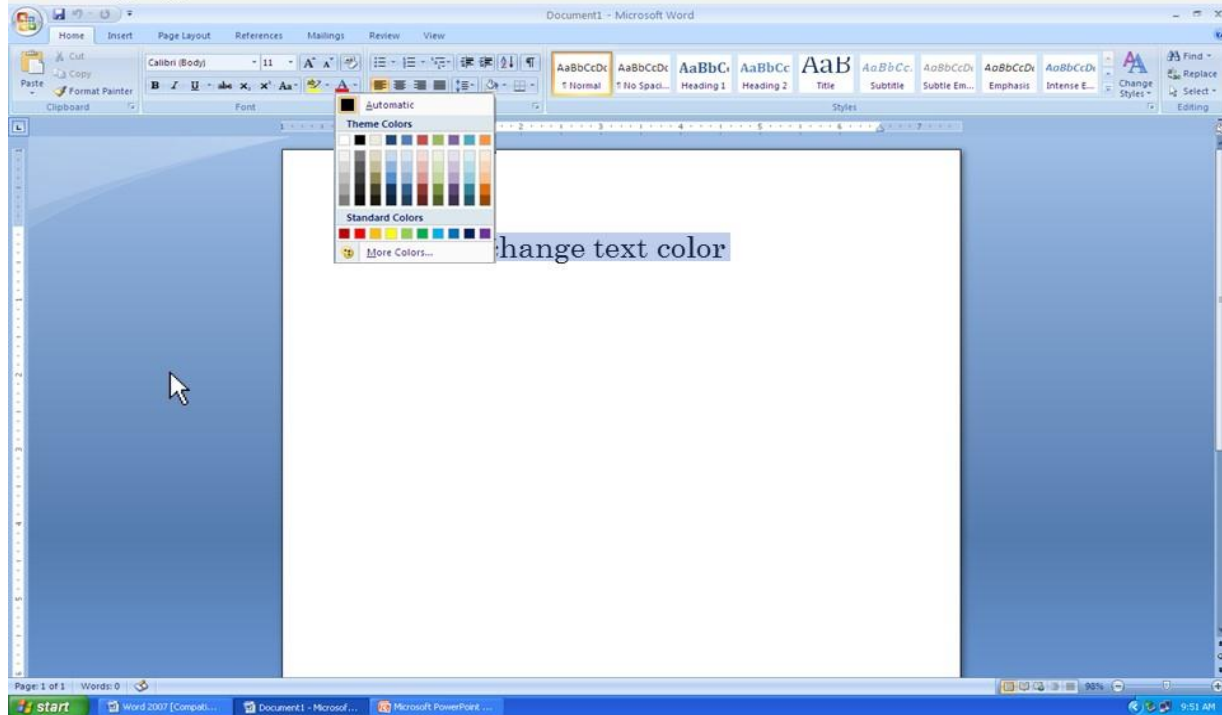
Clipboard Font Paragraph Styles

AaBbCcDd Normal AaBbCcDd No Spac... AaBbCcDd Heading 1 AaBbCcDd Heading 2 AaBbCcDd Title AaBbCcDd Subtitle AaBbCcDd Subtitle Em... AaBbCcDd Emphasis AaBbCcDd Intense E... Change Styles Editing

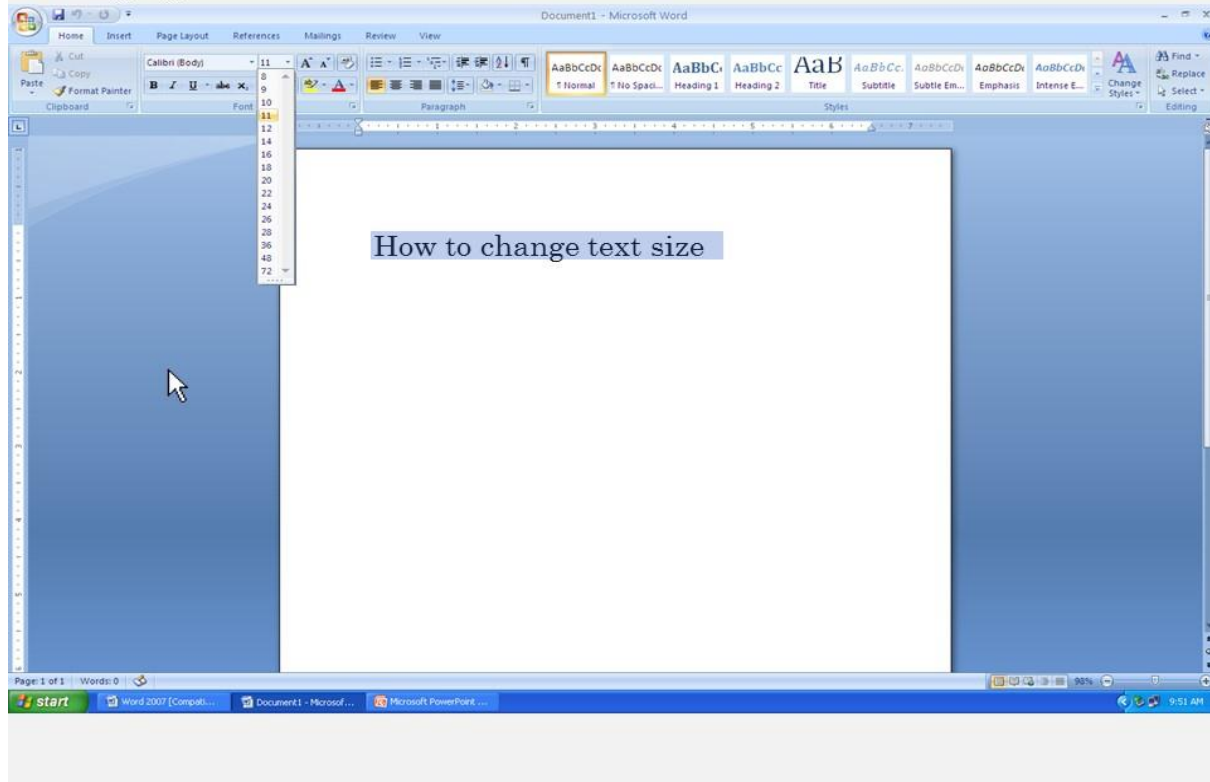
Welcome to this lecture

Page: 1 of 1 Words: 0

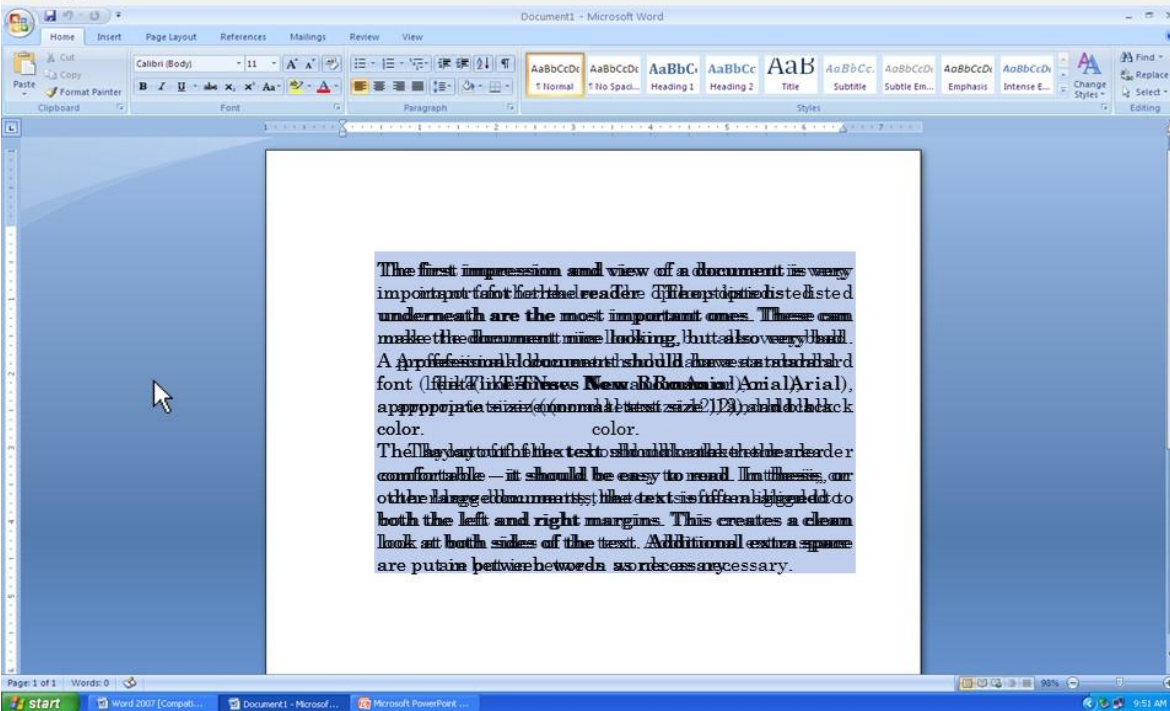
## Changing text color



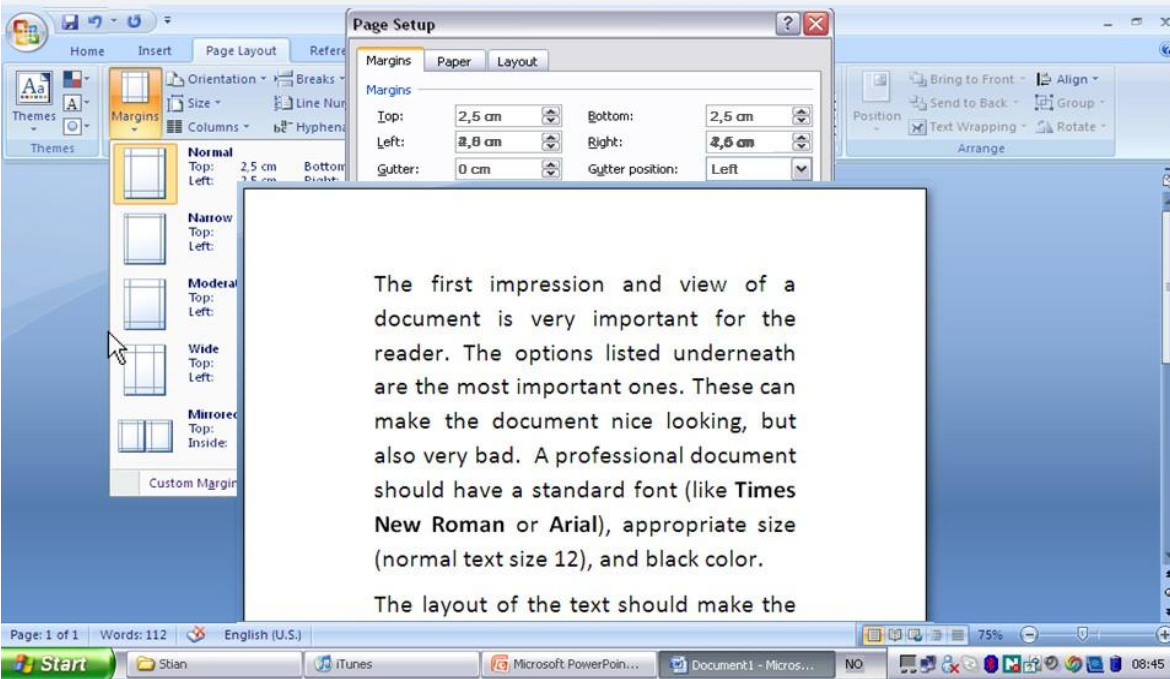
## Changing text size



## Alignment of text

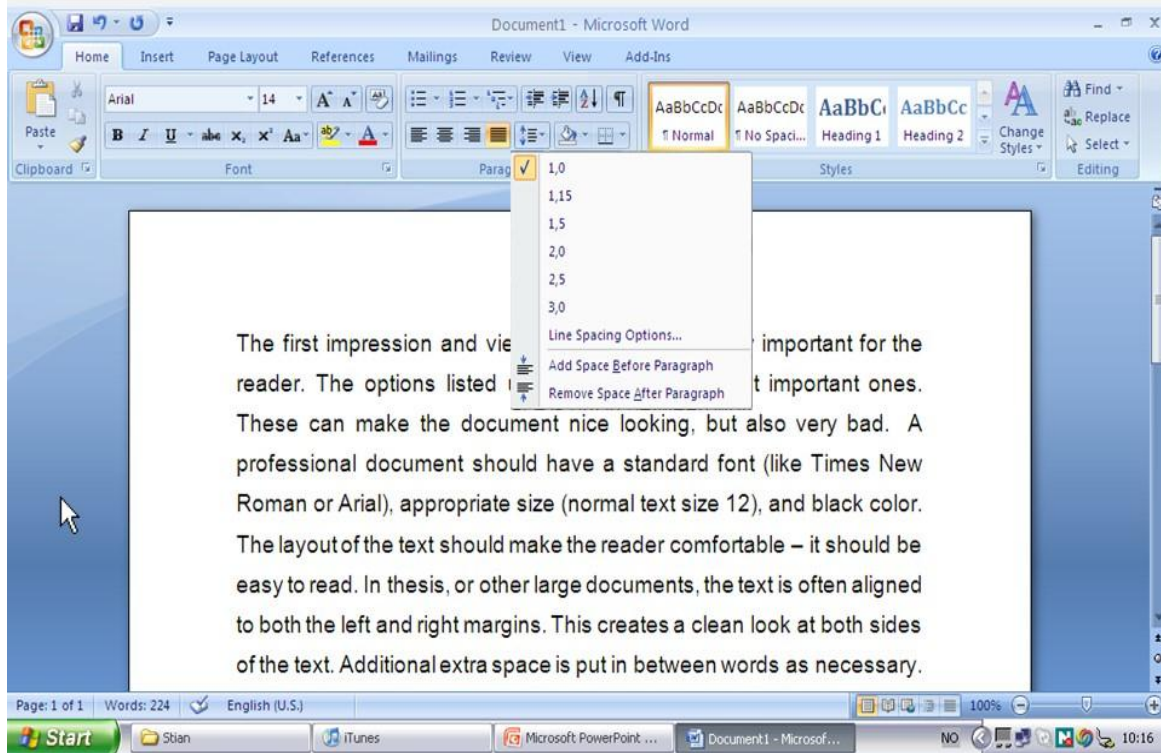


## Page setup / margins

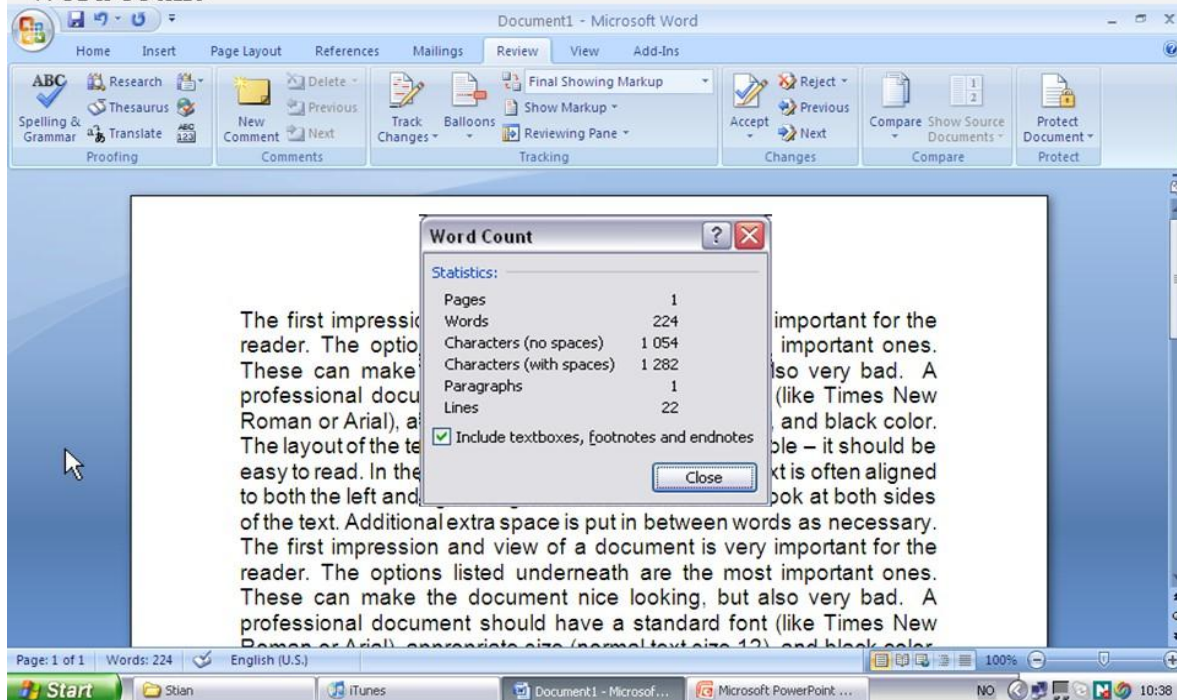




## Line spacing

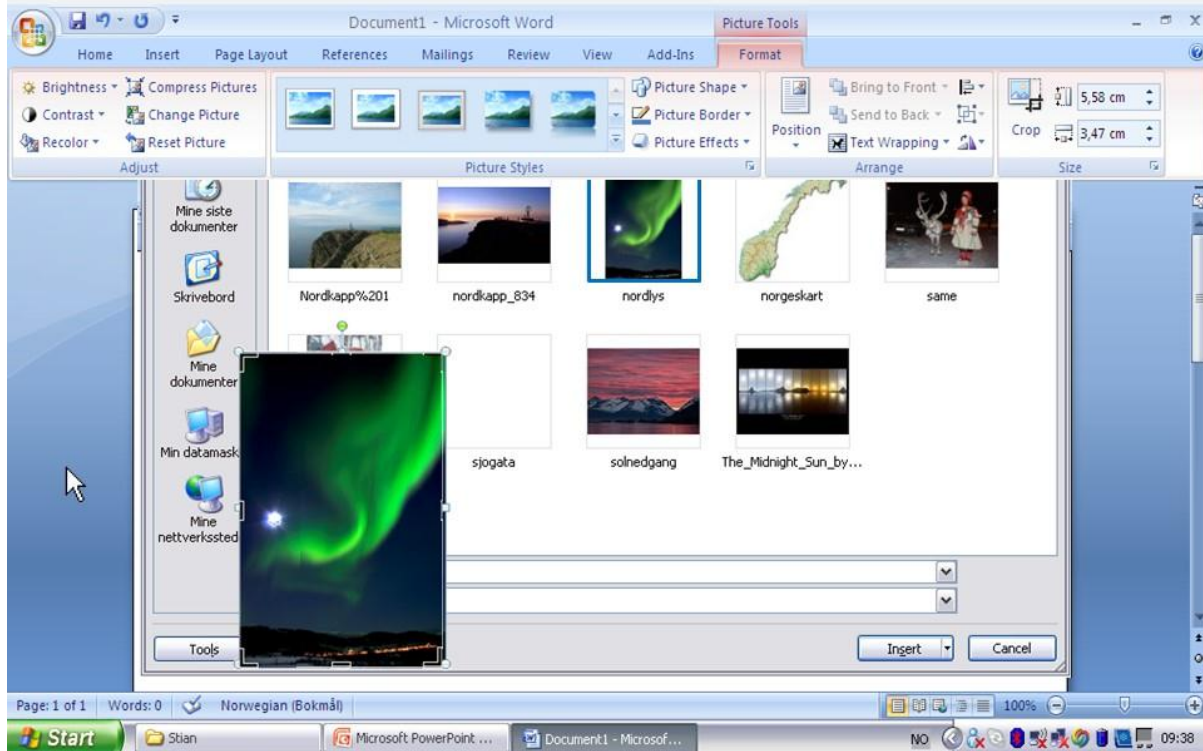


## Word count

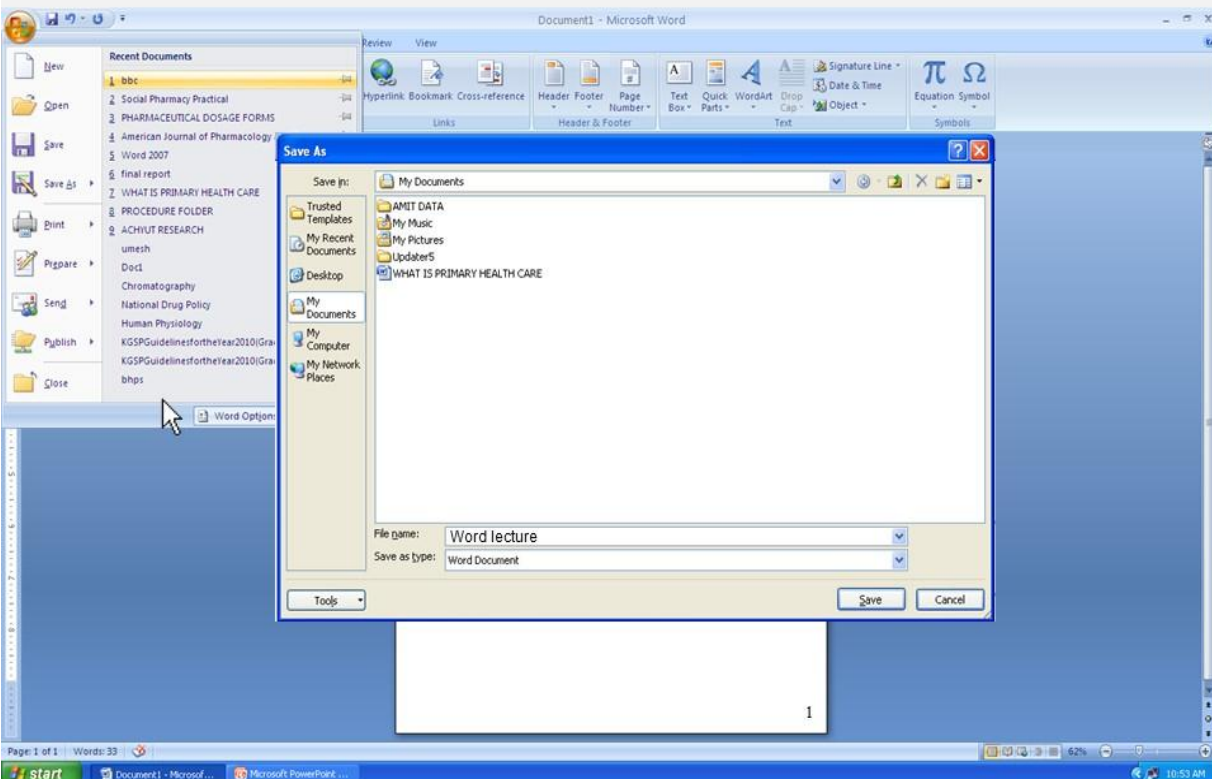


[illegible]

## Picture and crop



## Save document





## Introduction to Microsoft PowerPoint (PPT)

Microsoft PowerPoint is more than a simple presentation tool. The service allows users to create organized slideshow presentations, where information is made interactive, accessible, and most importantly, concise. In PowerPoint, users can choose from a great selection of themes, animated transitions, 3D graphs, and other features to make slides within their presentations linked with each other. PowerPoint is great for



teachers who are trying to convey a difficult concept or lengthy lecture to their students, while professionals often use the program for business presentations. Most importantly, PowerPoint serves as a great tool for students to use, as it can deliver class projects and supplement oral presentations, helping students organize ideas and present them clearly to teachers and classmates. Because the service requires basic reading skills and will be used mainly in academics, it is recommended for use with children ages 7 and up, though some parental help may be required.

Some tips on how to make a nice presentation are given below;

### Text

- ✓ Font should be easy to read
- ✓ Text color with high contrast to the background
- ✓ Big font size
- ✓ Less text is better
- ✓ Use the same formatting throughout the presentation

### Pictures and figures

- ✓ Choose understandable figures
- ✓ Pictures with high quality
- ✓ Pictures and figures should be relevant



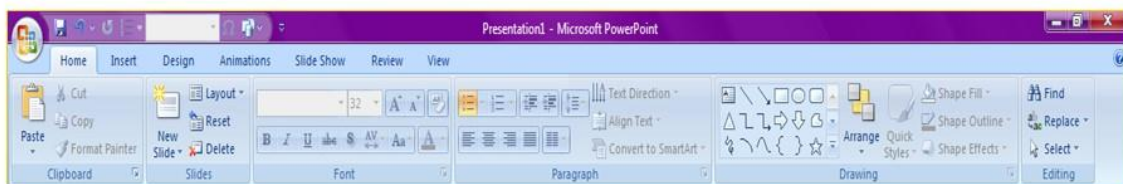
# Making a presentation using PowerPoint

*A beginner's guide...*

## Getting started

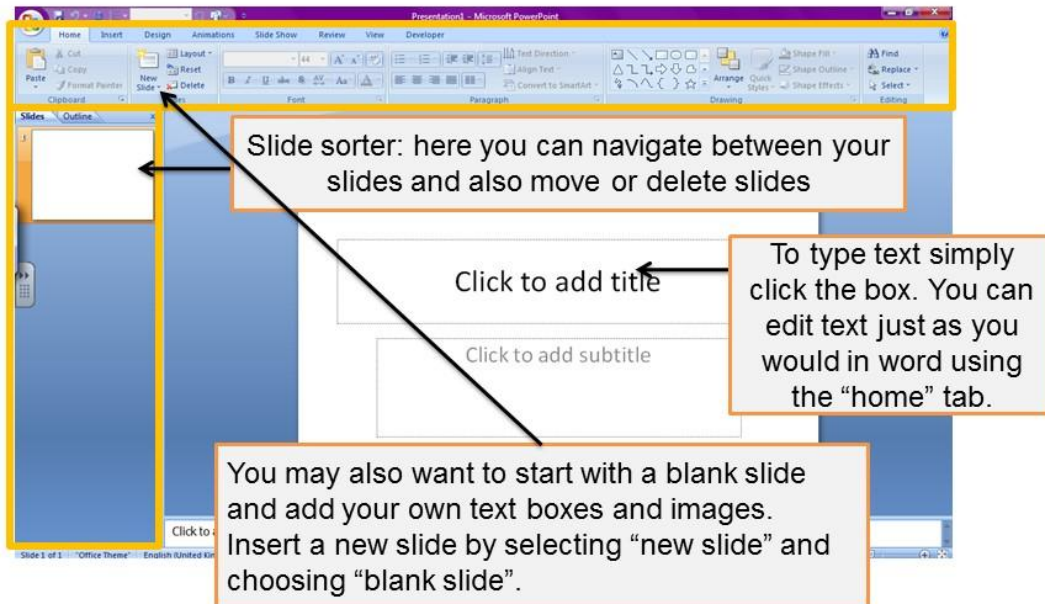
### TOOLBAR, INSERTING AND FORMATTING

Take a minute to explore the tabs above and look at the options available under each one.



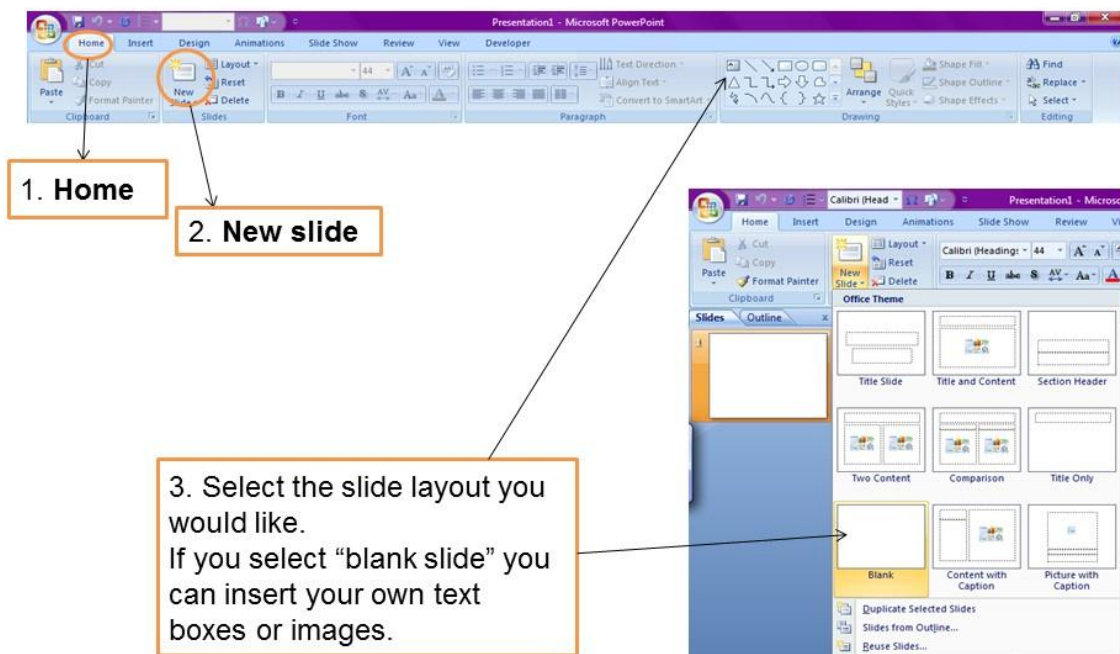
## Creating a presentation

When you launch PowerPoint your screen will look like this. All of the tools you need are on the ribbon (highlighted) and many are self-explanatory.

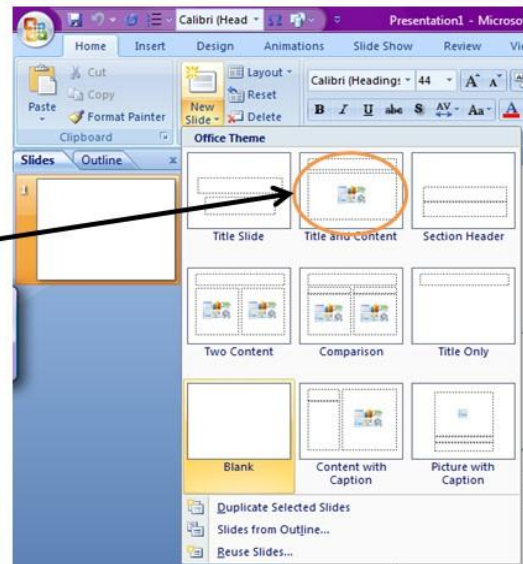


## Inserting a new slide

A slide is a single page of your presentation. They are the canvas on to which you will insert text, images and objects.



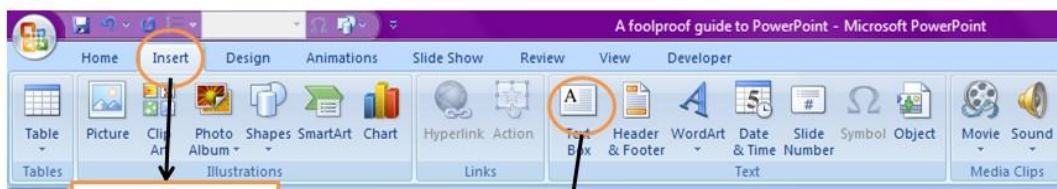
If you choose a content slide you will be able to type bullet points into the text box.



## Inserting a text box

A text box is an editable space into which you can type.

This is best used on a blank slide since other layouts provide areas to type.



1. Insert

2. Text box

3. Draw a text box on anywhere on your slide; you can move it afterwards.



4. Edit text just as you would in word through the "home" tab.

5. Resize your text box by clicking once and dragging the sides or corners

## Adding a design or theme

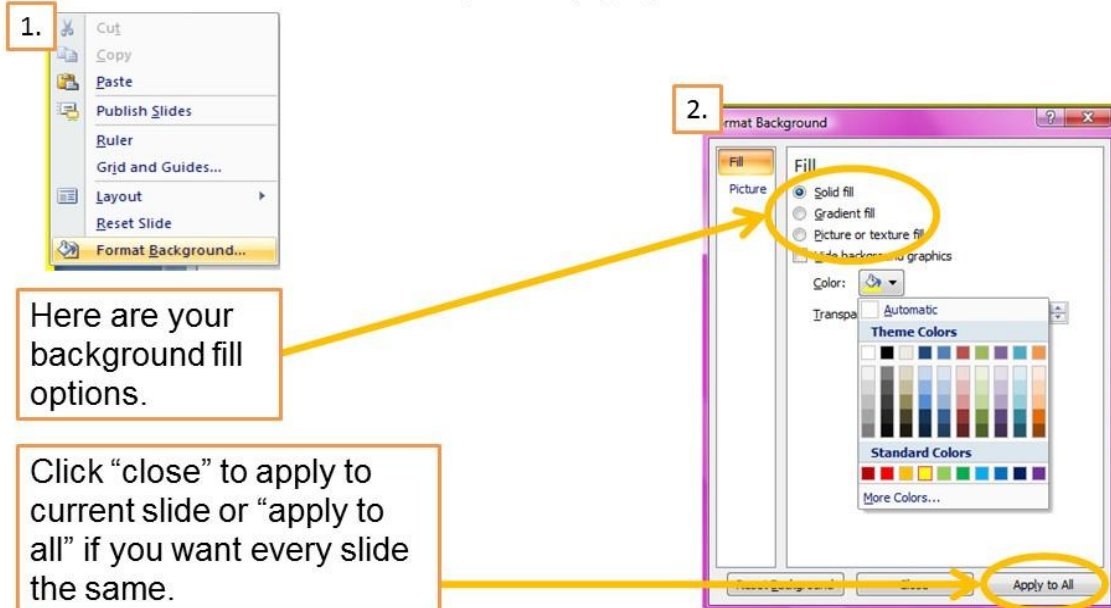
Once you have inserted your slide you can add a ready-made design to your presentation.

- By hovering your mouse over the designs you can view a preview of the design before applying it to your presentation.
- Here you can also edit the **page setup** and **slide orientation** as well as change the slide background (which I will demonstrate next).



## Changing the slide background

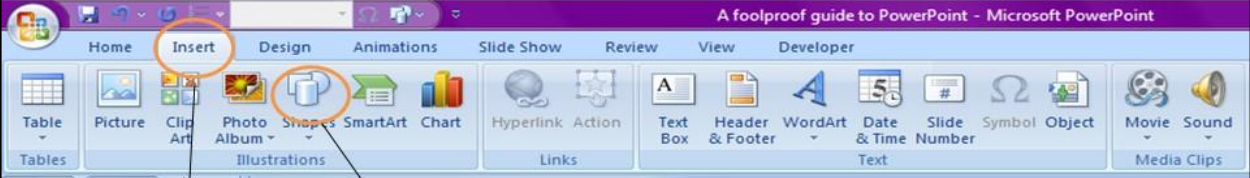
A shortcut can be used here: right-click on the slide away from any textboxes and click **format background** (fig. 1).





## Inserting a shape

Shapes are useful because you can type in them and use them to hide and reveal objects.



1. Insert

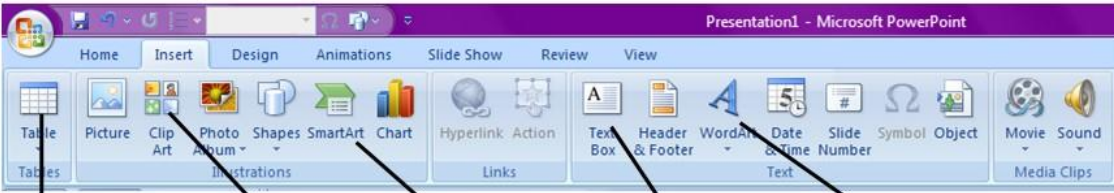
2. Shapes

3. Select your shape and draw anywhere; you can move, edit and resize it afterwards

## Inserting other objects

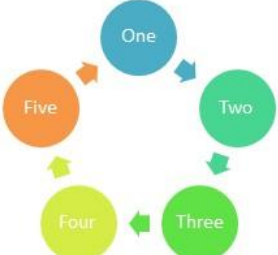

There are lots of different objects that you can insert into your presentation. There are pre-loaded objects or you can insert an object from a file.

Double-clicking an object once you have inserted it will give you all the options you need to edit your object.



Examples of inserted objects:

| Title | Title |
|-------|-------|
| Data  | Data  |
| Data  | Data  |

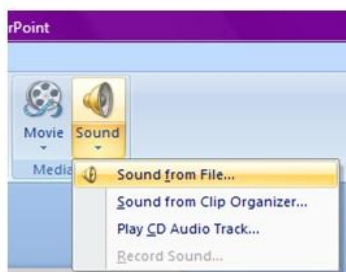


Hi

Yes

## Inserting sounds and movies

PowerPoint comes with some pre-prepared sounds and movies or you can insert some from a CD or from the network.



Select this to insert a sound from the network.

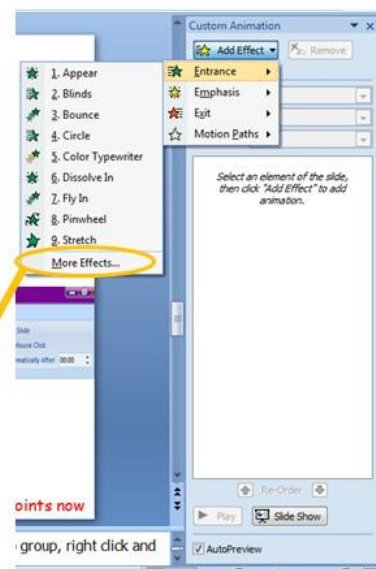
## Animating a text box or other object

You can make any object appear, disappear or move in any way you wish.

First draw your text box or image then select **custom animation**.

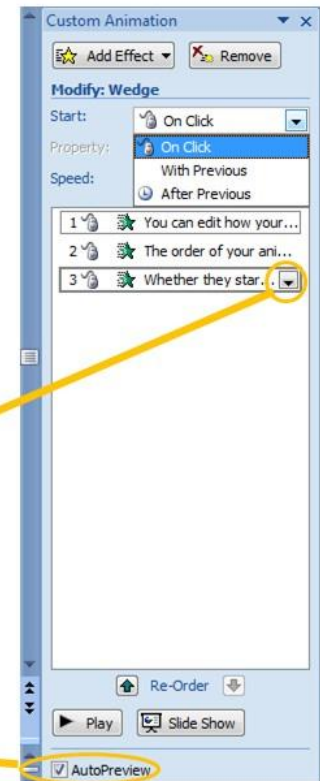


This interface will appear:



Select **Add Effect** to see animation options or select **More Effects** to find the full list of animations

Once you have added your animation, you can edit how your object appears, the order of your animations and whether the animation starts **on click**, **with previous** [animation] or **after**.

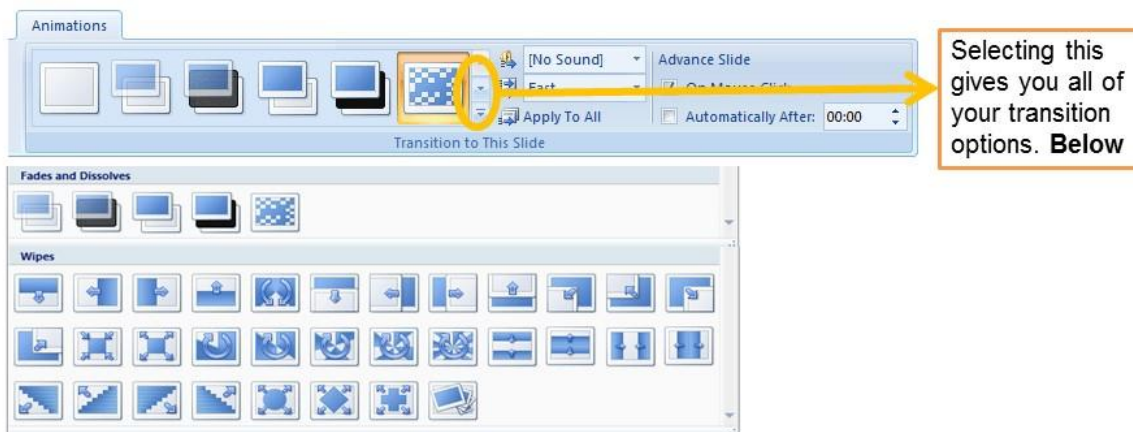


This brings up more advanced animation options – experiment with these!

This means that you will see a preview of your animation as you add it.

## Transitions

Slide transitions are the visual movements as one slide changes to another. Transition options are found under the animations tab.



Selecting this gives you all of your transition options. **Below**

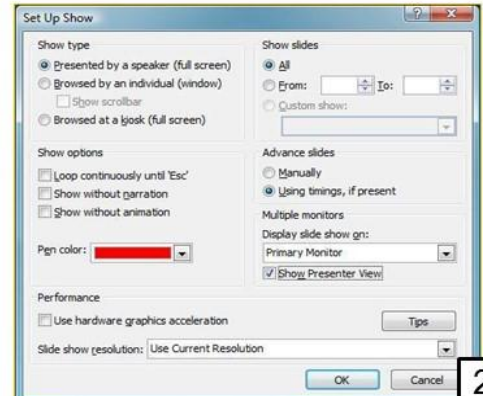


Each of the choices in the listing of transitions can be seen as a Live Preview. In Normal View (the view used to edit a slide) rolling your mouse cursor over any of the transitions will give you a live preview of how the transition looks.



## Using Presenter View

You can display the full screen slide show on your projector whilst you have Normal View on your computer screen.

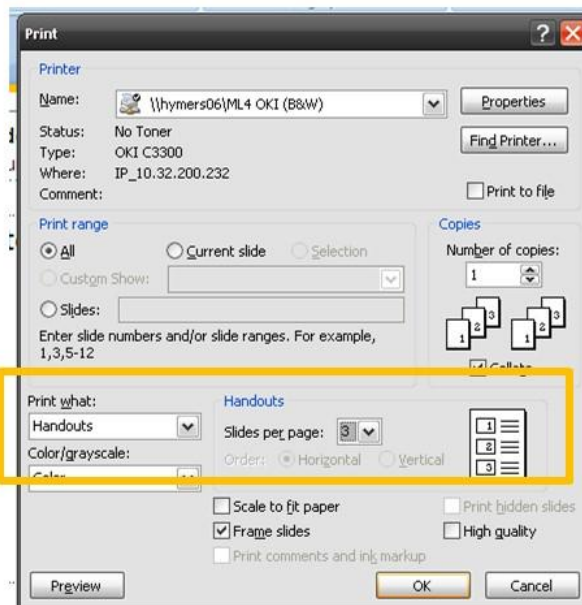


Slide Show tab > Set up Slide Show > Show Presenter View

## Printing slides

You have a number of options when printing slides.  
A good option is the one below since it leaves room to make notes and prints 3 slides to a page.

Print what → handouts →  
Slides per page → 3.



## Exercise

1. Write a two page essay on '*Importance of computer knowledge*' using MS word with **Calibri font size 10**. Also insert a suitable picture at the beginning of the document
2. Make a PowerPoint Presentation on Importance of physical activity. Use animations.

## Assessment

1. What is MS office? What are the advantages of using it?
2. What is Microsoft Word and what are its advantages?
3. What is PowerPoint Presentation? List the tips on how to make a nice presentation?

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between

1. Different font type in Microsoft Word
2. Different font size in Microsoft Word
3. Animation and Transition in PowerPoint Presentation
4. Slide show and slide print in PowerPoint Presentation

### Part B

---

Discussed in class the following:

1. What is MS office?
2. What is Microsoft Word and what are its advantages?
3. What is PowerPoint Presentation? List the tips on how to make a nice presentation?

### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate how to type and save in MS Word                        |     |    |
| Demonstrate how to insert pictures and clip art in MS Word         |     |    |
| Demonstrate how to make a PowerPoint Presentation using animations |     |    |

## Session 2: Learn to Write Application Letters

In today's modern world, with the arrival of short message services like WhatsApp, Messenger, Mobile SMS, etc. it is becoming less and less common to write letters. The few letters that you will write will probably be very important ones, such as covering letters for job applications, leave application and letters of request or complaint to different departments. The way you communicate through writing in a professional setting says a great deal about you. A reader takes clues about your education, awareness of standard practices and attention to detail.

When writing a letter of application, your main objective is to get a message across; the design of the letter itself should fade into the background. By using a standard format, you convey a sense of professionalism and help the reader get right to the message itself. Following the standard guidelines for the paragraph content; introducing your point and providing immediate support, you convey your message quickly and concisely, making it easy for the reader to focus on the letter itself. When you use the accepted format, it lets the reader know that you have a basic understanding of standard communication practices. A poorly formatted letter, on the other hand, sends an immediate message to the recipient that you do not have the knowledge or you view the communication as informal; as a result, the content might not get the attention it deserves.

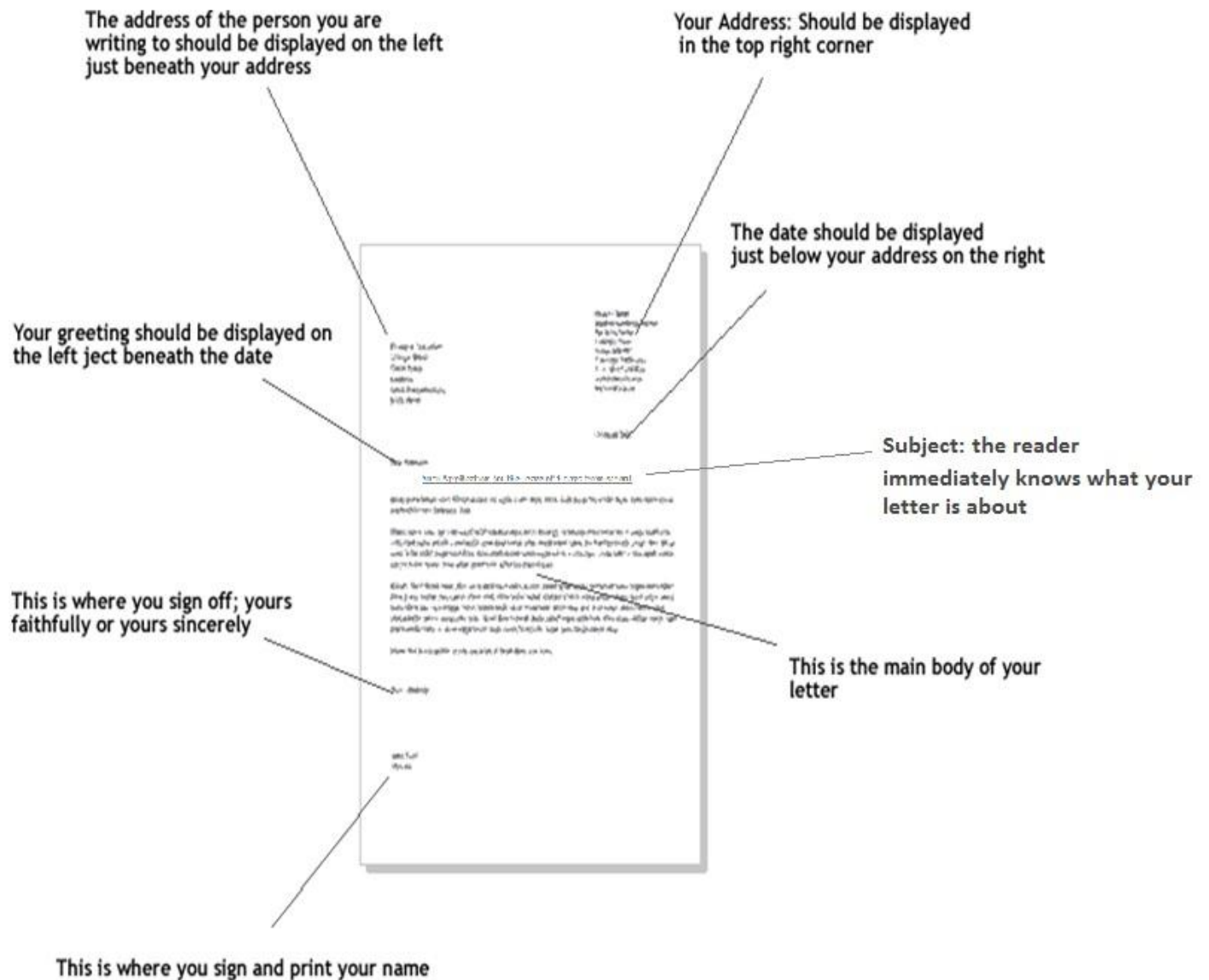
Whether it is handwritten or typed on a computer, it is very important, that your letters have the desired effect on the reader. In order to achieve this, they should be:

- ✓ In the correct format
- ✓ Short and to the point
- ✓ Relevant
- ✓ Free of any grammatical or spelling mistakes
- ✓ Polite, even if you're complaining
- ✓ Well presented



This guide will give some general advice on letter writing and includes some sample letters.

The example formal letter below details the general layout that it should conform to. Each aspect is detailed more fully below the image.



## 1. Addresses

### Your Address

Your address should be displayed in the top right-hand section. This will enable the person that you are writing to, to reply.

### The Address of the person you are writing to

This address should be displayed beneath your address on the left-hand side, remember to include the name of the person that you are writing to (if known).

## 2. Date

This should be displayed on the right-hand side of the page on the line beneath your address and should be written in full format:

e.g. 1st January 2016

## 3. Salutation & Greeting

### Dear Madam/Sir,

If you do not know the name of the person that you are writing to, use the greeting "Dear Sir,". In some circumstances it is useful to find a name, especially if you are making a request as this will show that you have done your homework and you are more likely to receive a response.

### Dear Mr Sharma,

If you know the name, use one of the following titles:

Mr. - for a male

Mrs. - for a married female

Miss - for an unmarried female

Ms. - for a female whose status is unknown or would prefer to remain anonymous

Dr. - for a person with the status of a doctor

This should be followed by the surname only (not the first name).

## 4. Subject

With subject line the reader immediately knows what your letter is about. There are three common methods to distinguish the subject line from the body of the letter:

- Use "Subject:" if you are writing for the first time to the reader or "Re:" if you are replying to the previous letter sent by you or by the reader

- Type the subject in bold letters (if typing on a computer)
- In the 'Subject Line' write the name of the post you are applying to or any reference given in the advertisement

## 5. Content

In today's world there is a trend to use a shorthand writing style, for instance replacing the word "you" with "u" or replacing the word "weekend" with "wkend", there are many other examples. This casual approach and informal writing style can easily be transferred, sometimes subconsciously, when a more formal style is required.

### Introductory Paragraph

The introductory paragraph should be concise and should clearly state the purpose, whether it is to lodge a complaint, make an enquiry or to request something.

### Main Body

The main body should clearly state the points that you want to make. As a general rule it is a good idea to keep this as to the point as possible to ensure that the recipient remains engaged. A longer main body may be more appropriate when making a complaint as you may require to add more detail in order to convey the importance of what you are putting across.

### Concluding Paragraph

The concluding paragraph should outline what action you would like the recipient to take: to make a refund, to send you information etc.

Concluding:

- If you do not know the name of the person, conclude with "Yours faithfully,".
- If you know the name of the person, conclude with "Yours sincerely,"
- Sign your name underneath the signature.

## Sample Letter - Format

There are certain conventions that your reader will expect you to follow; if you do not, you will create a bad impression.

Here is a letter in standard format. Refer to the notes afterwards for explanation.

Ankit malik,  
S/o Mr. Surajmal,  
Nidani village, Jind,  
Haryana

The Principal,  
Heritage School,  
Sector 65, Gurgaon,  
Haryana

14 March 2016

Dear Sir,

### Sub: Application for the post of Physical Education Teacher

I am writing to apply for the job of Physical Education Teacher at the Primary school level as advertised in Thursday's edition of Times of India. This is an ideal job for me given my enthusiasm for sport, my related experience and qualifications.

Sports and fitness training have always been important to me, which is why I chose to take Sports and Physical Education as a vocational subject in my secondary and higher secondary school. I obtained first class in my four years of vocational course. During my course of vocational study, I have undergone hands on learning on how to mark ground, court and athletic tracks. I have also visited numerous Sports and Physical Education sectors like sports academies, stadiums. I have also been a part of the state level football, kabaddi, Kho-kho, volleyball organizing committee. In addition, as part of my course, I have worked for a month in a Primary School to teach physical activities.

As you can see from my Resume, I am a confident user of Microsoft Office.

With my educational background and experience, I am keen to find a job where I can apply all that I have learned so far. I look forward to hearing from you.

Yours sincerely,

Ankit Malik.

## **Things to remember while writing a formal letter:**

### Be concise and relevant

The person you are writing to may be a busy person with lots of work and if your letter is 3 pages long, there is every possibility he/ she will not find time to read it. Letters should take seconds rather than minutes to read.

As a result, get straight to the point and stick to it, do not include any unnecessary information, do not use any flowery language or long words just for the sake of it, and do not repeat too much information which may already be included in a Resume, for example.

### Check your grammar and spelling very carefully

Mistakes will create a very bad impression, will lessen the effect of what you are saying and in the case of a job application letter, could well also consign it to the bin. So:-

- ✓ Use the spellchecker if you are using a computer
- ✓ Check the spelling yourself, as the spellchecker will not recognize incorrect use, for example, of dose and does. Use a good dictionary.
- ✓ Check your grammar carefully. If it has been pointed out to you that you make mistakes, look especially for these kinds of errors. Get someone else to check it for you if necessary.
- ✓ Check your sentences and punctuation. Are the sentences complete? Does the punctuation help to make what you're saying clearer?

Do not rush the letter; many mistakes occur because of this. Allow plenty of time for checking, and if necessary, for rewriting. The letter may well help to decide your future.

### Use the right tone of language

It is important to use the right type of language. Most letters you write will need to be formal, but not overly so. In fact, you should use language similar to that which you use in your academic writing. This means you should:-

- ✓ Avoid every day, colloquial language; slang or jargon
- ✓ Avoid contractions (I'm; it'// etc.)
- ✓ Avoid emotive, subjective language (terrible, rubbish etc.)
- ✓ Avoid vague words such as nice, good, maybe etc.



You should always be polite and respectful, even if complaining. One way of doing this in English, which is common in formal letter writing, is to use 'modal verbs' such as 'would', 'could' and 'should'. Instead of simply writing 'Please send me', you could express this more formally as 'I would be grateful if you could send me ...' Do not overdo it though, and make your language too formal or maybe old fashioned.

Make sure the letter is well presented

First impressions are important, so use good quality paper, centre the letter on the page, do not leave any stains or marks on it, make sure you have spelt the person's name correctly and do not forget to sign it!

## Job Application letter: Practise

[Your Full Name]

[Street Address]

[City/State/Zip]

Phone: [Your Phone Number]

Email: [Your Email Address]

[Name of School Applying To]

[Full Name of Hiring Manager]

[Street Address]

[City/State/Zip]

Date: [Date/ Month/ Year]

Dear. Mr./Mrs./Ms. [Last Name] (or) To whom it may concern,

Sub: [write the name of the post you are applying to, any reference given in advertisement]

I am writing to you to express my interest in the [Title of Position Applying For] position currently available at [School Name]. I believe that I am an excellent fit for this position, [state your reason for being a good fit for the position.]

In the job description for the position that Times of India posted, there were some requirements that matched with my qualification and experience.

[List job requirements that you can relate to your background experience.]

[Add a paragraph or two to briefly describe your background and how it relates to the job requirements for the position to which you are applying.]

I believe that after you have reviewed my application and resume you will see that I possess an excellent skill set which matches your requirements perfectly. If you have any further questions or require additional documentation, please feel free to contact me. Thank you for your time and consideration.

Yours faithfully,

[Your Signature]

[Your Full Name]

**NOTE: In situations where you and the person you are sending the letter to are from the same organization, knows you or share the same address, you can write a simple letter following the example given below. An example of such letters can be sending a leave application to your principal.**

**Example:**

To,  
The Principal,  
(School Name)  
(Address)  
(Date)

Sir,

With due respect I state that I am not in a position to attend the school as I am down with Chicken-Pox. Since it is a communicable disease, I have been advised a few days complete rest. Therefore kindly grant me leave for ten days from \_\_\_\_\_ (Date).

Thanking you,

Yours obediently,  
(Your Name)  
(Class and Section)  
Roll No. \_\_\_\_\_

## ***Sample lines***

### **Request Leave**

- ✓ I request you to grant \_\_\_\_\_ (Reason) leave of five days.
- ✓ This is to request you to \_\_\_\_\_
- ✓ With due respect, I would like to bring to your notice that my brother/sister, \_\_\_\_\_ (Name) would be unable to attend her classes for 2 days due to her illness.
- ✓ This is to respectfully state that...

### **Give reasons**

- ✓ I would be out of station for the stated period.
- ✓ I am suffering with high fever and doctor has advised her rest.
- ✓ There has been a death in the family.
- ✓ There has been an accident in the family.
- ✓ I am blessed with a brother and there is a family function.

### **Mention the period (number of days)**

- ✓ I would be grateful if you would grant me leave for today.
- ✓ Kindly grant me leave for three days and oblige.
- ✓ Please excuse my absence from school for six days from \_\_\_\_\_ (Date).
- ✓ Kindly grant me leave of absence for five days on medical grounds.
- ✓ Kindly grant me leave of 3 days on account of my sister's marriage.
- ✓ Would you kindly grant her leave for four days i.e. (Date)

### Exercise

1. Write a job application letter to the principal of a school
2. Write a leave application to your school principal

### Assessment

1. Name the different section of the letter format

**This is where you sign  
and print your name  
'Signature Line'**

## Checklist for Assessment Activity

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

### Part A

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Differentiated between the processes of

1. You address line and the address line of the person you are sending the letter to
2. Salutation and Signature
3. Job application letter and a leave application letter

### Part B

---

Discussed in class the following:

1. What is a standard format to write application letters?
2. What are the things to keep in mind while writing application letters?
3. How to write a job application letter?
4. How to write a leave application letter?

### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards   | Yes | No |
|---|-----|----|
| Demonstrate the ability to write a job application letter                         |     |    |
| Demonstrate the ability to write a leave application letter                       |     |    |
| Demonstrate the ability to identify common mistakes while writing a formal letter |     |    |

### Session 3: Learn to write Event Reports

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format using words and pictures so that the information is easily conveyed to the reader.

**Reports may contain some or all of the following elements:**

- Introduction
- Agenda of the events - A description of a sequence of events or a situation
- Objectives of the event
- Conclusions

If you are writing a report in the workplace, check whether there are any standard guidelines or structure that you need to use.

Here are the main sections of the standard report writing format:

**Title Section** - If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and a definitions of terms.

**Introduction** - The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

**Summary** - There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

**Body** - This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon. There needs to be several sub-sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first.

**Conclusion** - This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Keep it simple. Do not try to impress, rather try to communicate. Keep the sentences short and to the point. Do not go into a lot of details unless it is needed. Make sure every word needs to be there, that it contributes to the purpose of the report. Below are some of the examples of short Reports on events;

## **EduSports Partner League at Kumarans School – Bangalore**

### **About the EduSports Partner League:**

The EduSports Partner League provides a platform for children to compete in an environment that is challenging, professional and educational. The inclusive design of the EduSports Partner League ensures that it is a great opportunity for each and every child to demonstrate his/her athletic ability while maintaining a spirit of respect and cooperation with fellow participants.

Over a period of time, EduSports envisions the partner league to be India's largest platform for regular competition amongst schools with an emphasis on promoting the spirit of participation in sports, competition and fair play.

### **Event details:**

Date: Saturday, 20<sup>th</sup> July 2013

Venue: Kumarans School Ground

Age Groups: Classes 4 to 10

Sports: Football & Basketball

Total number of participants: 400

Start and end time of the event: 8.30am to 5.00pm

### **On ground arrangements:**

The event was supported by a team of 33 EduSports members. 16 officials, announcer, nurse, facility manager, grounds men, facility staff etc.

Arrangements on the venue: Water stations, Black board for information display, PA systems, etc. Canteen facility.

### **Categories of the competition**

| Categories  | Football | No. of teams participated | Basketball | No. of teams participated |
|-------------|----------|---------------------------|------------|---------------------------|
| Grade4      | Boys     | 17                        | Girls      | 11                        |
| Grade5 & 6  | Boys     | 9                         | Girls      | 3                         |
| Grade7 & 8  | Boys     | 11                        | Girls      | 2                         |
| Grade9 & 10 | Boys     | 5                         | Girls      | Nil                       |



## Results!

| Basketball - Girls |                     |             |              |             |                |
|--------------------|---------------------|-------------|--------------|-------------|----------------|
| Grade 4            |                     | Grade 5 & 6 |              | Grade 7 & 8 |                |
| Winner             | Tranquilities       | Winner      | Miami Heat   | Winner      | Rockers Angels |
| Runners Up         | Basketball Unicorns | Runners Up  | Team Jaguars | Runners Up  | NIL            |

| Football - Boys |                        |             |             |             |                 |              |               |
|-----------------|------------------------|-------------|-------------|-------------|-----------------|--------------|---------------|
| Grade 4         |                        | Grade 5 & 6 |             | Grade 7 & 8 |                 | Grade 9 & 10 |               |
| Winner          | Manchester United CBSE | Winner      | Real United | Winner      | Fantastic Five  | Winner       | Galaxies      |
| Runners Up      | Football Fighters      | Runners Up  | FC Raptors  | Runners Up  | Memorial United | Runners Up   | Black Panther |

| Players of the tournament: |               |             |             |                 |
|----------------------------|---------------|-------------|-------------|-----------------|
| Sport                      | Grade 4       | Grade 5 & 6 | Grade 7 & 8 | Grade 9 & 10    |
| Football                   | Vedanth       | Rohan SV    | Surya       | Vishanth Nagesh |
| Basketball                 | Sarika Ramesh | Aditi Palo  | Nil         | Nil             |

**Snapshots of the event!**

**Students at the Inauguration Ceremony**

## **Boys in Action**

## **Girls in Action**

## **Basketball Winners**

## **Organizing Team**

Example 2:

### About the Programme:

MILES, an integrated sports education programme to develop and foster Leadership and Life skills in middle school students was piloted in Chandrakanti School, Coimbatore from 20th April – 24th April 2015.

**Participants:** Students from standard 6 and standard 8 participated in the programme.

Each class was divided into two groups. Each group had a **Leadership Team** consisting of four students to lead the sessions for five days.

| Sport      | Football | Basketball | Volleyball | Touch Rugby | Frisbee | Kabaddi | Cooperative Games |
|------------|----------|------------|------------|-------------|---------|---------|-------------------|
| Standard 6 | √        |            |            | √           |         |         |                   |
| Standard 8 | √        | √          |            |             |         |         |                   |

|            | Lesson 1 | Lesson 2 | Inspire Video | Lesson 4 | Lesson 5 | Micro Event |  |
|------------|----------|----------|---------------|----------|----------|-------------|--|
| Standard 6 | √        | √        | √             | √        | √        | X           |  |
| Standard 8 | √        | √        | √             | √        | √        | √           |  |

The activities were conducted by the Students Leadership Team under the supervision of the EduSports MILES Advisor.

### Day 1:

- Introduction to the programme
- Briefing Leaders on their roles
- Standard 6 chose to play Touch Rugby (girls) and Football, Standard 8 chose Basketball and Football (mixed)
- Distributed chosen game books to the Leaders
- Division of team and Leaders

### Day 2:

- Standard 6 leaders needed support to execute the class in the specified manner
- Standard 8 was good comparatively. They were able to follow the pattern and game
- Lesson 1 was conducted by the Leaders

### Day 3:

- INSPIRE movie – Escape to victory for standard 6 and Coach Carter for standard 8 was shown to the students followed by group discussion

### Day 4:

- Leaders were highly active and were able to execute the lessons
- Team bonding and better coordination through peer learning among the students was visible

### Day 5:

- Lesson 5 was executed in a much better way by standard six compared to previous sessions
- Standard 8 can execute the programme with very less intervention from the facilitator

## SNAPSHOTS





## On Ground Lessons



## Break Time!



A leader from standard 6 giving skill tips to her classmate during Break time

## Conclusion:

- Students were happy to choose the game as per their liking
- Students wanted the team to be a mix of boys and girls
- Leaders were able to lead the session
- Students enjoyed the Inspire video session
- Students were excited to give the feedback after the completion of the programme
- Team bonding and better coordination through peer learning among the students was visible in the third day of the programme

## Exercise

1. Write a report on any recent event that you have conducted in your school

## Assessment

1. What is a Report?
2. What are the elements of a report?

## Checklist for Assessment Activity

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

### Part A

---

Differentiated between Introduction, Body and Conclusion of a Report

### Part B

---

Discussed in class the following:

1. What are the elements of a good report?
2. What is the structure of a good report?

### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate the ability to write a report                      |     |    |
| Demonstrate the understanding of the format of a good report   |     |    |
| Demonstrate the understanding of the elements of a good report |     |    |

## Session 4: Preparing for a Job Interview

A job interview is a type of employment test that involves a conversation between a job applicant and representative of the employing organization. Interviews are one of the most popularly used devices for employee selection. Interviews vary in the extent to which the questions are structured, from totally unstructured and free-wheeling conversation, to a set list of questions each applicant is asked. Research has shown that structured interviews are more valid than unstructured, that is, they are more accurate in predicting which applicants will make good employees.

A job interview will not only allow the employer to know more about you but it also gives an opportunity for you to know more about the organization you want to work in. However, a job interview is your opportunity to get on an employer's good side, which can give you an advantage over even those applicants whose credentials are better than yours.





There are several different types of interview. Some of the common type are stated below;

**Telephone Interview** - Telephone Interviews take place if a recruiter wishes to screen down the number of prospective candidates before deciding on a shortlist for face-to-face interviews. They also take place if a job applicant is a significant distance away from the premises of the hiring organization such as abroad or in another state.

- ✓ Choose a quiet home space Plan ahead to find the best location without noise from children, traffic, lawnmowers, televisions or phones
- ✓ Arrange to take the call from a land line. Cell phones frequently drop calls. Improve your chances of a long interview with clear reception by calling from a quality land line phone.



"maybe"

- ✓ Drink a glass of warm water to ensure a clear speaking voice
- ✓ Place the documents you just prepared on a clean space in front of you
- ✓ Keep a pen and paper nearby
- ✓ Avoid using tentative words and sounds, such as "like," "um," "err," "kind of" and

**Video** – These are the interviews done through a video conferencing. Whether through Skype, FaceTime or YouTube, this type of interview is increasingly popular for graduate roles in sales, media and marketing. They are usually held during the initial screening process.



**Face-To-Face Interview:** These are one-to-one talking with the interviewer. The face-to-face interview normally happens as the last interview after all the basic interview (which is usually called the screening of the potential candidate) is done. In this type of interview, you could also be interviewed by different people at different times.



- ✓ This is a traditional interview and the most common type.
- ✓ In this interview the candidate and the interviewer meets face-to-face.
- ✓ The main concept of the interview is to build rapport with the interviewer and show how the qualifications will benefit their organization.
- ✓ The applicant should maintain eye contact, and respond to all the questions of the interviewer.

**Panel Interview-** Similar to one-to-one interviews, except two or more people often from different parts of the organisation will be interviewing you at the same time.



- ✓ Panel means a selection committee that is appointed for interviewing the candidate
- ✓ Panel may include three or five members.
- ✓ Questions are asked to candidates about different aspects and marks are given to each candidate
- ✓ Final decision are taken by all members collectively by rating the candidates

**Group Interview** – In this type of interview, multiple candidates are interviewed together. They are asked questions in turn, or discuss certain topics in the form of a group discussion. Candidates are selected based on their performance during the group discussion.



**Assessment centres** - These type of interviews involve tasks including physical fitness tests, written tests, group discussions, role-play, presentations, etc. They are used to assess a candidate's performance in a range of situations, and last between one and three days. You will appear alongside several other candidates. This type of interview is generally conducted while applying for a job in defense sectors like army, navy, air force, police, etc. Even while applying for higher studies in some of the Physical Education and Sports colleges and universities you have to pass these tests.



### **Things to remember Before, During and After the interview**

#### **Before the Interview**

Do your homework well!

- Research about the organization ( school, company) before the interview
- Check the website and ask around
- Update your paperwork – all your education certificates and certificates of other achievements like sports participation
- Bring several copies to the interview
- Practice interview questions at home with your friends or family
- Note name of interviewer so you can ask for him/her upon arrival
- Consider traveling to interview site ahead of time
- Arrive early, but not too early

What to Bring:

- ✓ Paper, black pen to jot down names, information, and questions
- ✓ ID proof and address proof for filling out application
- ✓ Several clean copies of your personalized cover letter and resume
- ✓ Portfolio (certificates) with evidence of accomplishments
- ✓ Passport size photos (3 copies at least)

## **During the Interview**

Attire is determined for the job for which you are applying. Some general guidelines are as follows;

- Clean and well-pressed clothes
- Clean-shaven or neatly trimmed hair
- Conceal piercings and tattoos
- Use deodorant or perfumes. Subtle fragrances only
- Cut and clean nails
- Do not smoke prior to the interview
- Do not eat during the interview or chew gum
- Turn off your cell phone

Body language in an interview:

- Greet the interviewer 'Good Morning' or 'Good Afternoon' when you enter the room
- Ask for the permission to take a seat
- Stand in an erect manner.
- Have proper eye contact.
- Maintain an upright posture while sitting

## **Participate in Your Interview**

- Be honest and give complete answers
- Avoid one or two word responses. Avoid using tentative words and sounds, such as "like," "um," "err," "kind of" and "maybe."
- Be positive about yourself and past experiences if any
- Give concrete examples
- Respond positively to questions about weaknesses
- Limit responses to 30 seconds
- Use positive nonverbal communication
  - ✓ Sit up and lean forward
  - ✓ Make eye contact and smile
  - ✓ Avoid crossed arms and legs
  - ✓ Use head nods and attentive facial expressions
- Ask questions and show interest in the company, school you are applying to
- Avoid questions about salary, benefits, and vacation
- Express thanks and find out when a decision will be made



## **After the Interview**

Fewer than 10% of applicants send a thank you letter

- ✓ May be the most important letter you write
- ✓ Provides another contact with the employer
- ✓ Sets you apart from those who did not send one
- ✓ Should take place within 24 hours after the interview

Follow-Up Letter Should:

- ✓ State your appreciation
- ✓ Explain what you liked about the position
- ✓ Sound enthusiastic about working for them

## **Common Interview Questions!**

- Tell me about yourself
- What experience do you have in this field?
- What do your friends say about you?
- What are your strengths and weaknesses?
- What do you know about this organization/school?
- What have you done to improve your knowledge in the last year?
- Are you applying for other jobs?
- Why do you want to work for this organization/ school?
- Do you know anyone who works in this organization/ school?

### Exercise

1. Do a mock group interview in the form of group discussion.
2. Do a role-play showing the wrong practices that you must avoid doing during an interview.

### Assessment

1. List three things that you should remember during a telephonic interview.
2. List the things that you should do before the face-to-face interview.
3. List the things that you should do during the face-to-face interview.

### Checklist for Assessment Activity

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

#### Part A

---

Differentiated between

1. Face-to-face interview and video interview
2. Panel interview and a group interview
3. Things to do before and during the interview

#### Part B

---

Discussed in class the following:

1. What is an interview?
2. What are the different types of interview?
3. What are the things to do before, during and after the interview?

#### Part C

---

The performance standards may include the following, but not limited to:

| Performance Standards  | Yes | No |
|--|-----|----|
| Demonstrate how do a telephonic interview  |     |    |
| Demonstrate the good body language to be practiced during a face-to-face interview |     |    |