

Teachers' Manual of Physical Education Primary Level for Class I-V

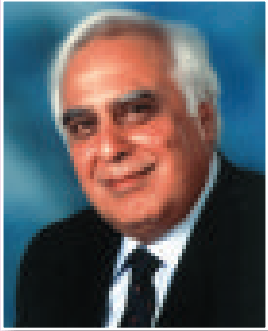
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KAPIL SIBAL

Minister of HRD



मानव संसाधन विकास विभाग
आरंभ विभाग
नई दिल्ली
MINISTER OF
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 115

Message

I am happy to learn that the Central Board of Secondary Education (CBSE) in collaboration with British Council Division, Youth Sports Trust and UK Sports is developing material on 'Physical Education and Sports' to be used by teachers in India at the primary school level.

"Healthy mind rests in a healthy body" is the wise dictum we often tend to forget giving too much emphasis on intellectual development and neglecting physical development altogether. I do hope that the materials being developed will encourage all children including girls, those from disadvantaged background and who are differently abled to take part in physical activities joyfully.

I wish the project all success.

(KAPIL SIBAL)



Message

ANSHU VAISH

Secretary Education

It gives me great pleasure to learn that the Central Board of Secondary Education in collaboration with British Council Youth Sports Trust and UK Sports have developed a strategy to raise the profile of Physical Education and school sport as part of a larger programme called “International Inspiration”.

The Physical Education Cards being brought out in this package have been specifically adapted to the Indian context and are meant for primary classes in schools affiliated to CBSE. They will go a long way in engaging children on the play ground. Physical fitness helps to ward off life style related diseases and is an asset for the country. School children need to develop skills in the arena of Physical Education as these will be a part of their repertoire for a lifetime.

I wish this programme great success ahead and hope that it will eventually be incorporated in the Physical Education Programme in all schools affiliated to the State Boards.

Anshu Vaish

Secretary Education

Government of India

Ministry of Human Resource Development

New Delhi



ROD PRYDE

Director, British Council

Message

“Sharing experiences and expertise across disciplines and international boundaries is at the heart of the work of the British Council. It has therefore been a pleasure to work with likeminded partners on the programme International Inspiration. Through our partnership with UK Sport and UNICEF we have been able to achieve a combined impetus that has supported the aspirations of the Government of India through the Ministry of Human Resource Development, Ministry of Youth Affairs and Sport for capacity building in the key educational institutions aimed at facilitating qualitative transaction of physical education in schools.

The British Council has worked in collaboration with the Youth Sports Trust to support the efforts of MHRD and CBSE for the development of resource materials. These will enable every primary school teacher to deliver the physical education curriculum in primary classes effectively and in an interesting manner, improving not only the physical wellbeing of children but also their overall performance at school.

The present resource, **Physical Education Cards India: Manual for Primary School Teachers**, a major component of which is the adaption of the TOPS CARDS used in UK, is, we believe, comprehensive enough to provide an inclusive and interesting learning experience to children at the primary school stage. This will also facilitate the process of engaging them intensively in games and sports activities.

I hope this publication will prove to be an effective tool for qualitative delivery of physical education in Indian schools, and also an important first step towards equipping students with lifelong learning skills, which, in turn, will enable them to achieve their lifelong ambitions.

I am extremely happy to see the British Council collaborating with the Indian Government, Youth Sport Trust, UK Sport and UNICEF in this exciting endeavour.

Rod Pryde

Minister (Cultural Affairs) British High Commission

Director, British Council



S.C. KHUNTIA

Ministry of HRD



Message

Although Health and Physical Education has been an integral part of school curriculum in India since long, its transaction in schools is yet to attain the envisaged level. So far this curricular area has not received the status as has been enjoyed by the core subjects. In actual practice, the time spent on games and sports is inadequate and sometimes the coverage and content are not up to the mark.

The Comprehensive School Health Manuals brought out by CBSE address a basic gap in schooling that has crept in over the years. This is largely to do with the aspect of school health which has somehow been relegated to sporadic health check-ups or in some cases a few hours of Health instruction in the curriculum. It is imperative to take up the issue holistically, and to utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring access to primary health care services and integrated family and community activities and a health promotion policy for the staff are some of the expectations that a school should fulfill.

As part of the Comprehensive School Health Programme, Physical fitness Activities help children to maintain fitness, strengthen cardiovascular and respiratory system, keep bones and muscles strong, reduce depression, manage pain and stress and above all make one feel more alive , vibrant and energetic.

CBSE in collaboration with British Council, U.K. Sports, UNICEF and Youth Sports Trust- UK has successfully brought out a set of Resource Cards for all teachers at primary schools called **Physical Education Cards (PEC)**. We hope that in addition to the Physical Education teachers, whenever available the other primary teachers will also use these cards within the larger school curriculum.

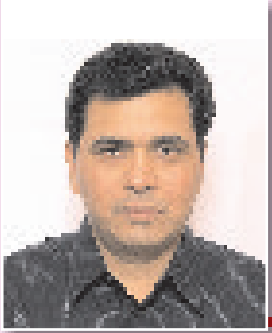
I hope that these Physical Education Cards will be very useful in imparting the Physical Education Programme at Primary Level. I appreciate the British Council and Chairman CBSE, Shri Vineet Joshi for undertaking much needed and progressive step which will help in building up a healthy generation and a healthy nation.

S.C. KHUNTIA

Joint Secretary

Government of India

Ministry of Human Resource Development, New Delhi



Mr. Injeti Srinivas

Ministry of Youth Affairs & Sports



Message

Sports, Education and Health are intrinsically linked to each other and together contribute significantly to human resources development, particularly youth development, in a holistic manner. It is in this context that the National Sports Policy 1984 emphasised the need to make physical education and sport an integral part of school curriculum, which was later endorsed in the National Policy for Education, 1986 and further reiterated in the National Curriculum Framework in the year 2005.

The Government of India has recently launched a national programme named Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) to promote mass participation in sports, PYKKA aims at providing basic sports infrastructure in all village and block panchayats and their equivalent units in the country in a phased manner over a period of ten years. The programme also provides for access to organized sports competitions at block, district, state and national level. Under this programme, schools will receive overriding priority for the development of the playfields, which would not only facilitate the integration of physical education and sports with school curriculum but also promote community sports at large.

One of the main challenges facing us today is a lack of interest in children towards sport and physical education. The answer lies in making it more practical-oriented, interesting, standardized and rewarding. The joint initiative taken by the British Council, Youth Sport Trust, the Ministry of Human Resource Development, the Central Board of Secondary Education, Laxmibai National University of Physical Education and the Ministry of Youth Affairs & Sports to develop Physical Education Cards (PEC), which are modelled on the lines of TOPS Cards developed in the UK, is a step in the right

direction, which has been implemented under the aegis of International Inspiration India Programme (a bi-lateral cooperation programme between the UK and India).

The PEC kit that has been developed will be first implemented on a pilot basis and later upscaled after due validation. Having being a part of this initiative, I get deep sense of satisfaction that we have been able to produce tangible result, which holds a lot of promise for the the future of physical education in school in India.

I take this opportunity to acknowledge the unrelenting efforts put by British Council and UK physical education experts and their Indian partners to develop PEC within the right schedule fixed by the Steering Committee of the International Inspiration India Programme.



(Injeti Srinivas)
Joint Secretary, Sports
Govt. of India



Vineet Joshi

Chairman & Secretary, CBSE

Foreword

For most children, '**going to school**' is a historic milestone in their lives. It is a place that plays one of the most important role in their physical, mental and emotional development. Schools are settings where children learn, where character is moulded, where values are inculcated and where the future citizens of the world are groomed to face life's challenges.

Schools are a strategic means of providing children with educational qualifications that will enable them to find employment and status in life. Schools can be dynamic settings for promoting health, for enabling children to grow and mature into healthy adults and yet the potential of schools to enhance health is often underutilized.

Today schools present an extraordinary opportunity to help millions of young people acquire health supportive knowledge, values, attitudes and behaviour patterns. These students can serve as a means of promoting health of other children, their families and community members.

Sport, games and physical fitness have been a vital component of our civilization, as is evident from the existence of the highly evolved system of yoga and a vast range of highly developed indigenous games, including martial arts. Sport and Physical education offered by a school can help to build personal attributes that are important for holistic development.

The Central Board of Secondary Education had advised schools to create **Health & Wellness Clubs** and initiate **Health Cards** which would record the Health Profile of students. Health Cards form an effective monitoring and feedback system for the overall health of a child during schooling. The Comprehensive School Health Manuals come in **four Volumes**, The first Manual-Volume I is addressed to all stakeholders concerned with school health. The other three Manuals are activity based manuals for teachers. Volume II is Teachers Activity Manual which consists of activities for Primary Level (Classes I-V), Volume III is Teacher's Manual for Upper Primary Level (Classes VI-VIII) and Volume IV is Teachers' Manual for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes - **Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behavior and Life Skills**. The objectives of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

A Health Promoting School is a setting where education and health programmes create a health promoting environment which in turn promotes learning. It constantly strengthens its capacity as a healthy setting for learning and preparing for life.

Physical Education is crucial to health, fitness and wellbeing. It builds strength, maintains mobility and challenges both body and mind. It provides a foundation for active living, and at its best fosters interest which continues for a lifetime. The benefits for the child engaged in physical education translates into physical benefits such as Whole body development, co-ordination and neurological connections, increased oxygen intake, burning up stored fat and dealing with obesity, strengthening bones and ensuring that the various organs in the body work efficiently. Physical fitness also results in neurological benefits and social and emotional benefits such as developing positive self-esteem, sense of identity and individuality and improved relationships.

It is mandatory for every school to have a playground. Traditional games like Kho-Kho, Kabbadi, Dances, Yoga and Aerobics must be promoted in school. 'Sport week' can be conducted twice a year. **More emphasis should be given on being physically active and enjoyment of physical activity rather than just winning competitions and excelling.** Fitness activities with maximum health benefits must be undertaken by all children everyday. These can be integrated forms of games, yoga, aerobics and organized sports.

The present document which contains resources in the form of **Physical Education Cards (PEC)** meant for Classes I-V will help to serve as a useful tool in the hands of the teachers teaching at the primary level. I sincerely hope that in addition to the Physical Education teachers these will also be useful for teachers of other subjects who will think '*out of the box*' and use the pointers given under curriculum links to other subjects which is a unique and special feature of these cards. I visualize that concepts in Mathematics, Languages and Environmental Sciences can be handled more effectively by employing the PE cards. I also believe that PE classes can be used for demonstrating useful knowledge points in an inclusive classroom which may also have differently abled children.

This document would not have been possible without the diligence of Ms. Carol Lukins and her team of Indian experts and teachers, the dynamic leadership skills exhibited by Ms. Mona Shipley of the British Council Division and Dr. Sadhana Parashar, Education Officer of CBSE.

I hope that these cards as well as the **Teachers' Manual** will help to empower schools in bringing about behavioural modification in the lives of young school going children. I wish the Project a bright future ahead.

Vineet Joshi
Chairman & Secretary, CBSE
Delhi

Content

	Page
Introduction to PEC India	2
1. How to use the Physical Education Cards?	6
2. The Fundamentals of Movements	9
3. Organising Physical Education lessons	12
3.1 Organising the playing area to maximise engagement in physical activity	12
3.2 Organising children to maximise engagement in physical activity	15
3.3 Organising the lesson	20
3.3.1 Warming up	21
3.3.2 The Main Activity	26
3.3.3 Cooling down	27
3.3.4 Recap of the lesson	27
4. Changing activities and challenging children using STEP	28
5. Organising activities for differently abled children	31
6. Assessment in Physical Education	32
7. Safety Measures	34
8. First Aid	35
9. Equipments	35
10. Appendices:	
Appendix 1 - Glossary of terms	39
Appendix 2 - Relevant sections of the NCERT Syllabus for Health and Physical Education	41
Appendix 3 - CBSE Primary Physical Education Programme	46
Appendix 4 - Sample case study from a school in Delhi promoting the PEC-India Programme	47
Appendix 5 - Importance of instruction and feedback	50
Appendix 6 - Teachers	60

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- British Council
- Youth Sport Trust of UK
- Unicef

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ' [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में,

व्यक्ति की गरिमा और [राष्ट्र की एकता
और अखण्डता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
 - (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
 - (c) to uphold and protect the sovereignty, unity and integrity of India;
 - (d) to defend the country and render national service when called upon to do so;
 - (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
 - (f) to value and preserve the rich heritage of our composite culture;
 - (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
 - (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
 - (i) to safeguard public property and to abjure violence;
 - (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
-



Teachers Manual



Introduction

Physical Education cards: an effective tool for strengthening the transaction of Physical Education in Indian schools

Although Health and Physical Education has been an integral part of school curriculum in India for many years, its transaction in schools is yet to attain the envisaged level. So far this curricular area has not received the status as has been enjoyed by the core subjects. In actual practice, it is not transacted in majority of the Indian schools. And wherever it is done, either the information about the games and sports are transmitted to the children or only a selected group of students are engaged in games and sports as part of extra-curricular activities.

The Governments of India and the United Kingdom have embarked on a three year collaborative initiative within which they are sharing expertise and ideas in the areas of physical education, sport and sport development to come out with a strategy that can lead to an effective transaction of this curricular area. The most significant part of the agreed programme has been the focus on developing new approaches and methods for effective transaction of the physical education curriculum in Indian schools, especially at the primary stage.

As a follow up of the decisions, a **Physical Education Teachers'** Manual for primary teachers has been developed, a major component of which will be Physical Education Cards (PEC) in the Indian situation. The main purpose of this resource material is to support and sustain the initiative, reinforce the transaction process of physical education at primary stage and strengthen the delivery infrastructure.

Physical Education Cards are being viewed as a competent tool for providing inclusive and interesting experiences to the children at primary school stage and facilitating the process of engaging them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength.

The stakeholders of school education in India accept that this strategy, that has been found very effective in the schools in the United Kingdom, will be very successful in Indian schools as well. This is why, **Physical Education Cards** have been adapted to Indian situation. Each Card is devoted to a particular set of activities aimed at agility, balance and coordination for classes I-III and agility, balance, coordination speed and strength for classes IV and V. The following features make this teaching-aid material special and have convinced the stakeholders that, if these Cards are used effectively, the transaction of this curricular area will result in achieving desired outcomes through behavioural modification.

- Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game/activity. The title of the Card specifies the abilities to be focused by the particular activities, the activities to be organised, the process of organising the activities, equipment that will be needed, safety measures to be taken and the skills to be developed. Besides the link of the activities with the existing curriculum including the links with other school subjects and the process of self assessment are also detailed.
- The Physical Education Cards are so organised that they provide vertical coverage and horizontal comprehensiveness to the entire curriculum of physical education meant for a particular stage, in the present case the primary stage.
- In the form of these Cards the teachers as well as students will have material that can be very conveniently handled and used for a longer time and in a better way than material in the form of a book.
- The layout and the format of the Cards make these more attractive which the teachers and students will definitely enjoy using.
- The pictorial depiction of each set of activities and the process to be observed on each Card will facilitate the organization of the activities by following the required method in a much better way.
- The Cards will not only facilitate the organisation of activities but also make it more convenient for the teacher as well as students to comprehend the concerned vocabulary as well as pedagogical tools.

Highlights of Physical Education Cards (PEC)

- The Physical Education Cards (PEC) is a set of resources for use with children in classes 1-V.
- The Cards have been designed to be used by **non specialist primary teachers**, with the **support of specialist physical education teachers**, during the two weekly timetabled PE lessons recommended by CBSE. They are designed to inspire you to join in with your children and have fun with them while helping them to learn and become physically confident and competent.
- The Cards focus on providing activities that are easy to organise with large numbers of children.
- They provide a **progressive set of physical activities** and **challenges** that are suitable for the different ages and stages of children's physical development and cognitive understanding.
- This Manual supports the implementation of the **Physical Education Cards**. Teachers should read the manual

fully before introducing the activities and tasks to their children. It provides advice and guidance to teachers on how to set up, organise and implement the activities and games safely and effectively.

- This Manual should be read in conjunction with the **CBSE School Health Manuals (Volumes I and II)**. These manuals detail the **Physical Education** curriculum that should be followed and provide advice and guidance to schools on the expectations and outcomes of physical education as well as providing more detailed information about such issues as safety and first aid arrangements.
- The activities and tasks on the Physical Education Cards will help teachers to fulfil the requirements of the CBSE primary physical education programme as detailed in the School Health Manual (Vol. II) and reproduced in Appendix 4 of this manual. The activities and tasks also support the teaching of some aspects of the NCERT Health and Physical Education Syllabus. The aspects that are covered by the Physical Education Cards are placed in Appendix 3.
- In an already busy schedule of academic studies the time available for physical education is limited. Therefore it is very important that the time available is used to the very best advantage to provide every child with an actively participative, high quality physical education programme that will build their confidence and develop their creativity and self-expression.
- The programme offered by the Physical Education Cards and supported by this manual is based on three fundamental aims. They are:
 - ◆ to provide adequate opportunities to all children to improve their physical competence and confidence and achieve in line with their age and potential,
 - ◆ to create situations for all children, whatever their circumstances or ability, to take part in and enjoy physical education and sport,
 - ◆ to promote the health, safety and well being of all children.

The Physical Education Cards provide:

- relevant, age related tasks, activities and games for children in classes 1-V,
- activities that will help children in classes 1-3 develop the fundamental movement skills of agility, balance and coordination,

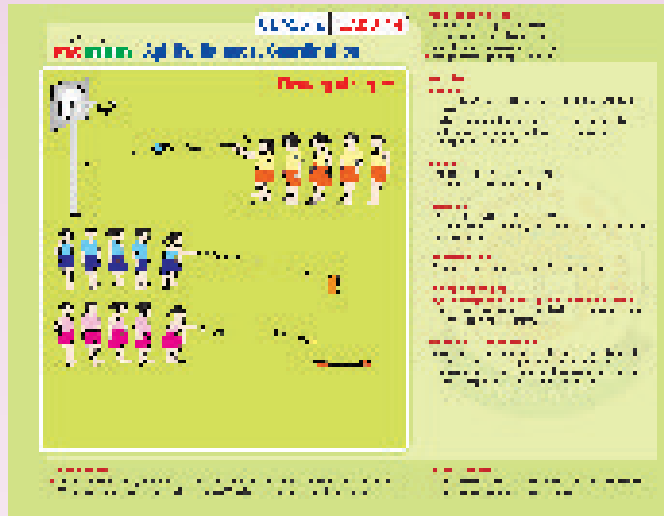
- activities that will enable children in classes 4-5 to use these fundamental movement skills in more challenging and complex situations,
- opportunities for children to participate in vigorous physical activity relevant to their growth and development,
- opportunities for children to begin to know what activities they are good at and want to participate in beyond school,
- opportunities for children to develop responsible personal and social behaviour by working in groups and independently of the teacher,
- activities that are fun and enjoyable for children,
- relevant tasks and activities to help children become competent in motor skills,
- opportunities for older children to understand and use tactics and strategies,
- activities, tasks and games through which children can achieve a desired level of physical fitness and understand the importance of activity as part of a healthy lifestyle,
- suggestions of ways in which language, mathematical and scientific learning can be included and reinforced in meaningful contexts during physical education lessons.

Each card includes sufficient activities for a 40 minute, active PE lesson. Cards should be used more than once so that children become familiar with the activity and have time to practise and repeat the skills. This will help them to make progress and develop confidence and physical competence. Once competent at the activity elements of language, mathematics and environmental studies can be taught through it. The same Card is therefore likely to be used for 3-4 lessons.

The focus of activities and tasks for children in classes 1-3 is on movement development and their involvement in the fundamentals of movement learning: **Agility, Balance and Coordination**. The aim is that children have fun whilst learning these fundamental movement skills. Once children have a wide movement vocabulary class 4 children are challenged to use these skills in more challenging and complex games and activities. In class 5 children learn how to play simple team games and activities that will provide them with the **knowledge, skills and understanding** that will enable them to participate in the more recognised adult versions of team games and activities.

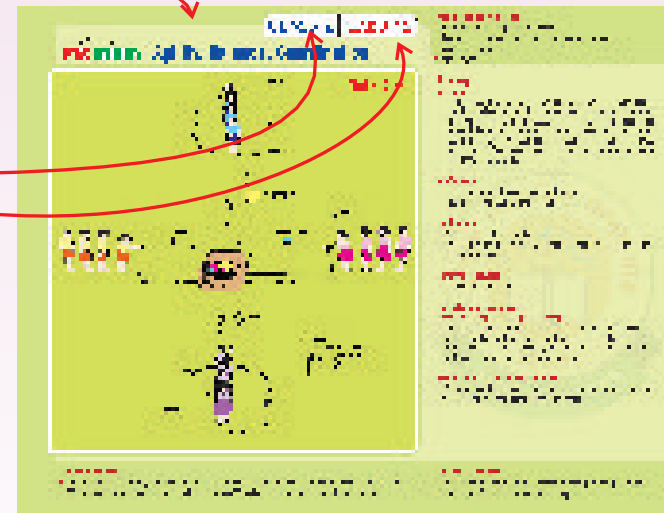
How to use the Physical Education Cards?

The layout of each Physical Education Card is the same.



Title of the card, class and card references

A **title** has been given to each card along with the **class** for which the card is best suited. Each **Card** is also numbered to show progression in the skills and activities being introduced during the year.



Use these activities to :

This sets out what the activities and tasks are designed to do to help children learn, develop skills and understand. Children will need sufficient time to practise and repeat the activities and games so that they can play them confidently and competently.

Illustration :

An illustration is provided of each activity, task or game.

Activities :

Details of how to set up the activities or play the games are included under this heading. The information included here together with the illustration should enable a class teacher to organise the class to carry out the activities or games.

Variations :

Suggested variations to the games and tasks have been included that generally make the tasks more complex and challenging. Children should be introduced to these variations only when they are familiar with the basic game or task. The variations will widen the variety of experiences children have and increase their skills and understanding.

Equipment :

The equipment that is needed for the activity or game is included here. A detailed list of the equipment required to engage children in the activities and games included in the PEC resource is also included in the [Manual](#).

Safety measures :

Any specific safety advice for each activity or game is provided under this heading. More general advice on safety can also be found in this manual. Additional safety information can be found in the [CBSE School Health Manuals](#).

Curriculum links :

This shows how the activities or games presented on each card relate to the CBSE primary physical education programme as detailed in the School Health Manual (Vol. I) and the NCERT National Health and Physical Education syllabus. Further details of these links can be found in [Appendix 3 and 4](#)

Links to other subjects :

This provides only one or two examples of how the activities or games might be used to teach other school subjects. Cards for classes 1 and 2 focus on how the activities can be linked to the teaching-learning of language and mathematics. The suggestions for classes 3-5 include examples of how the games and activities can be linked to the teaching-learning of language, mathematics and environmental studies. Children should be taught the game or activity so that they are familiar with it before elements of other subjects are included in the lesson.

Self assessment :

This provides an opportunity for children to comment on how well they feel they are learning and talk about the skills they think they are developing and the need to improve. Class teachers will need to verify children's comments and ensure that what children say they are able to do is realistic and has been achieved by them.

The Fundamentals of Movement

Movement

Children when they arrive in class 1 are able to use a range of natural actions and movements that they will have developed throughout their early childhood. These include having the ability to use large body movements to crawl, walk, run, jump and hop. Throughout the primary years children need to continue to develop these basic movement skills so that they can perform them with better quality and control and use them in more challenging situations.

Agility

Agility is the way in which children are able to change direction in an efficient and effective manner. To become agile children need to learn to change direction, change the pace at which they move, to twist and turn and to run and swerve in and out of objects and others.

Balance

Balance can be defined as the ability to control the body's position either when stationary (static balance) or while moving (dynamic balance).

Static Balance

This is the ability to coordinate the actions of the eyes, ears and muscles to hold the body still in a stationary position. An example of a static balance is holding the body still when standing on two feet or one foot.



Dynamic Balance

This is the ability to maintain control of the body when involved in movement. For example, when hopping the body needs to be held in an upright position if the action is to be successful.



Co-ordination

Coordination can be categorised into three distinct types.

Movement coordination

This is the organised way in which muscles and groups of muscles work together to bring about purposeful movements. For young children these are the natural body movements of walking, running, jumping, hopping and crawling. Improving these movements should form the basis of all early physical education programmes.

