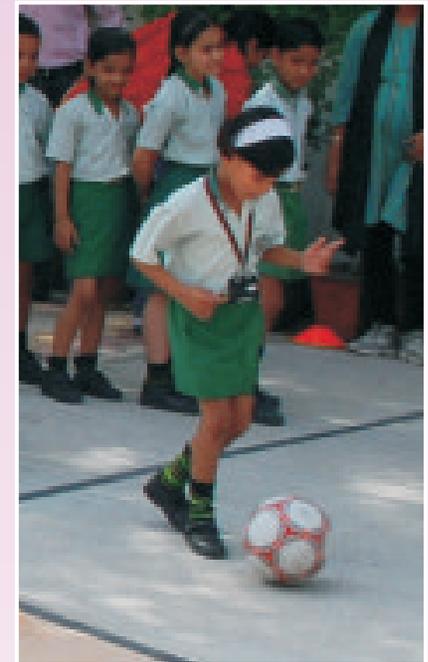


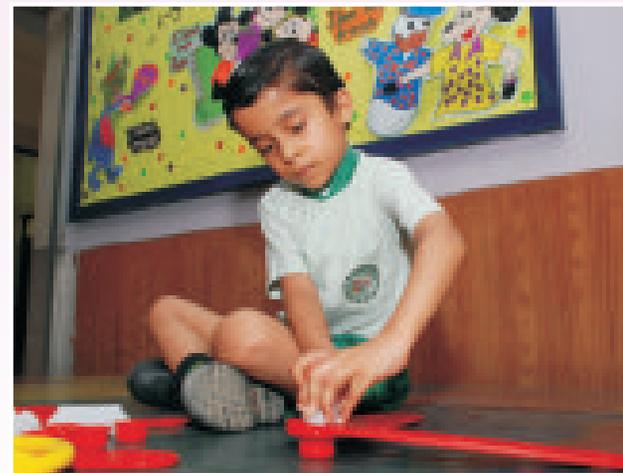
## Hand-eye and foot-eye coordination

This is the way in which eye movements and the processing of visual information received through the eyes guides and directs the movements of the hands or feet to execute a task. Hand-eye coordination tasks include such things as catching a ball and hitting a ball. Kicking a ball requires the eyes and feet to work in coordination with each other.



## Fine motor coordination

Children also need to develop fine motor control and coordination so that they improve their dexterity and are able to grasp, handle, manipulate and control small objects and implements. Fine motor skills include such things as picking up and moving building blocks, holding and manipulating a pencil and using scissors.



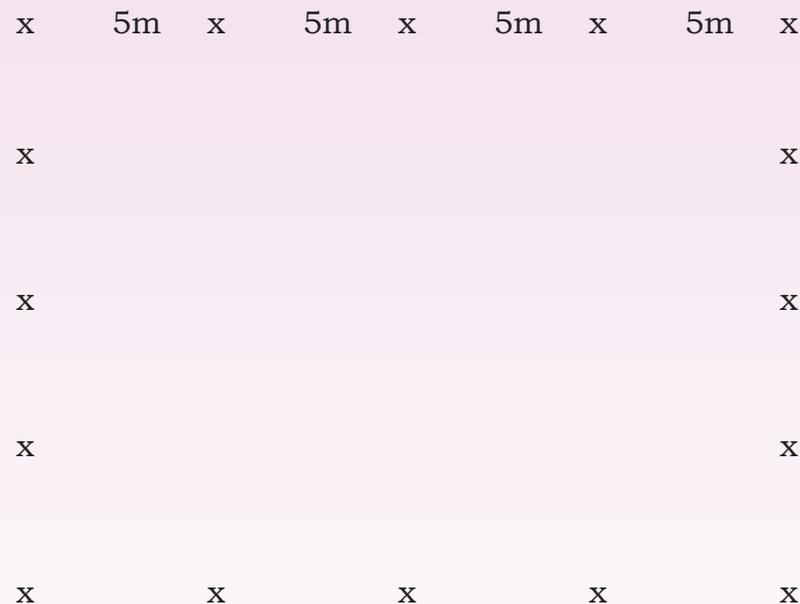
# Organising Physical Education Lessons

The nature of physical education is such that children learn through being physically active. During these lessons all children should be physically active for at least 75% of the time that is available. 'Physically active' can be defined as working at a level that increases a child's heart rate such that they get out of breath and feel hot and sweaty.

## Organising the Playing Area to maximise engagement in physical activity

Children should work in a well defined space that is recognised by them as the physical education 'classroom'. Children should know the limits of the playing area and should learn to keep themselves and the equipment they are using within the defined playing area.

The simplest way of organising the space or 'classroom' is to create an open grid in which the whole class can work safely.



All children can undertake the same activity within the defined area at the same time.

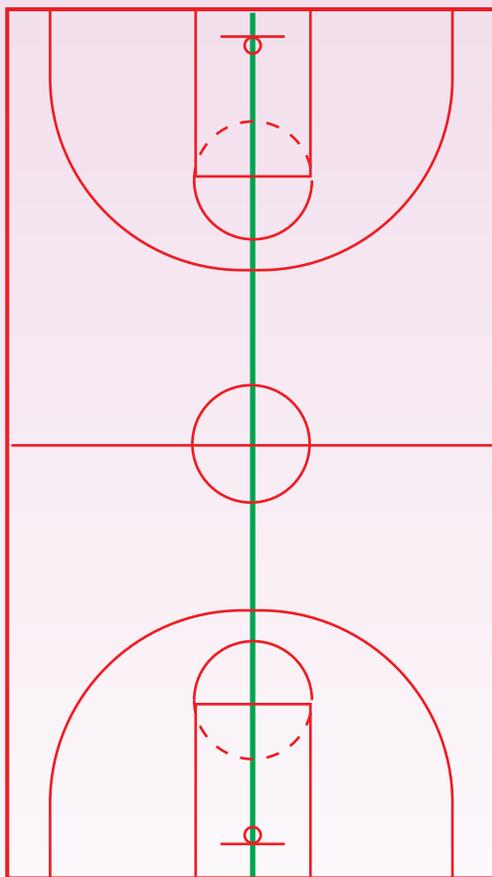
When children are used to working within a grid the grids can be divided further. Children can work in one row of the grid area, giving four separate playing areas. This is particularly effective for relay races.



Grids can also be created using existing court markings. For example basketball and badminton courts can be divided into three, four, six or eight playing areas.

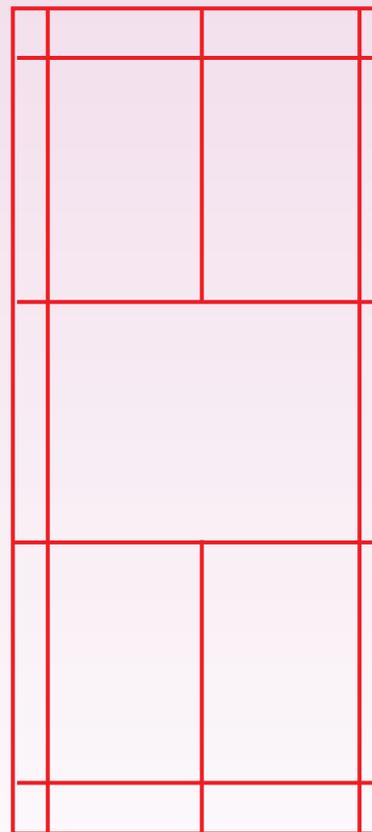
### **Basketball court**

Use lime powder or markers to divide basketball courts into smaller playing areas.



### **Badminton court**

Dividing a badminton court into three playing areas.



# *Organising children to maximise engagement in physical activity*

All children should be as actively involved in the activities, tasks and games for as much of the lesson as possible. Ways of involving all children should be developed that keep waiting time to a minimum. Children can work:

- **as a whole class undertaking the same activity at the same time in the same space,**



- **in smaller groups, undertaking the same activity at the same time,**



- **in smaller groups, undertaking different activities at the same time,**



- **in groups, undertaking a circuit of activities,**



- **in circle, square or line formations,**



- **in teams with an equal number of players standing on one line and an equal number of players facing them on another line. This is a particularly useful when teaching hitting and throwing and catching skills,**



- **in relay teams with all players standing one behind the other in a line.**



- **One player moves at a time, in relay teams with all players standing one behind the other and objects being passed between players.**



- The players are racing against each other.



# Organising the lesson

## Preparing for a session

- Mark out a suitable playing area.
- Ensure the safety of the playing area.
- Have the card ready for the game or activity you have chosen to teach.
- Check and prepare the equipment.
- Decide how you will organise the children to maximize participation.
- Make sure any additional staff know their roles and responsibilities.

## The Lesson

### All PE lessons should include:

A warm up.	5 minutes
The main activity of the lesson which will include: <ul style="list-style-type: none"><li>• explaining and demonstrating the tasks and activities</li><li>• playing the tasks, games and activities.</li></ul>	25 minutes
A simple cool down activity.	5 minutes
Recap of the lesson.	5 minutes

# Warming up

All PE lessons should begin with a warm up that should last approximately 5 minutes. By the time children reach class V they should know the importance of warming up and be able to lead simple warm ups for their peers.

## Why warm up?

- To prepare the body gradually and safely for an activity.
- To introduce the lesson.
- To mentally prepare children for an activity.
- To prevent injuries.

## A warm up for classes 1-3 should include:

- whole body activities to raise the body temperature, increase the heart rate and rate of breathing,
- simple whole body stretches.

## A warm up for classes 4-5 should include:

- whole body activities to raise the body temperature, increase the heart rate and rate of breathing,
- simple stretches held for 6-10 seconds for the whole body and parts of the body.

## Some suggested pulse raising activities:

- jogging, hopping and jumping on the spot,
- moving in different ways, bunny hopping, frog jumping,
- moving in different directions,
- moving along different pathways,

- following the actions of a partner,
- following a leader in groups of 4/5.

## *Simple running games*

### **Gears**

- Tell the children they are a motor car with five gears. Gear 5 is the highest and gear 1 is the lowest and slowest. During a warm up children should increase the speed at which they are moving by going up through the gears from 1-5. Once children can play this activity add reverse gear for which children run carefully backwards.

### **Tigers**

- Select 2 or 3 tigers.
- The rest of the children are mice.
- The tigers chase the mice. Once caught the mice make a star shape. To be freed another mouse must go through the legs of the mice making the star shape.

### **Beans**

Tell the children what actions they should perform when they hear the different names of the beans:

- o chilly bean: jump up and down trying to keep warm,
- o jelly bean: wobble around,
- o string bean: stand or lie down straight,
- o runner bean: run about in the space,
- o jumping bean: jump high,
- o broad bean: star jumps.

## Traffic lights

Children travel about in the space and listen to the colours being called. They respond accordingly:

- o green: running,
- o amber: holding a ready position,
- o red: stop still,

## Colour match

- Place markers of different colours in the playing area.
- Ask the children to move anywhere in the space, jumping over the markers.
- When they hear the name of a colour the children must run to the nearest correctly coloured marker.

## Keep the ball moving

- Divide class into small groups. Move about passing the ball from one player to another as quickly as possible.

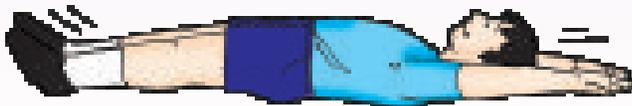
At the end of these pulse raising activities talk to children about how these activities make them feel: heart beating fast, 'puffed out', 'hot', 'sweating'.

## Stretches

**Hold stretches still for 6-10 seconds.**

### Whole body stretch...lying

Reach as far as possible.



### Tall, whole body stretch

Reach as far as possible.



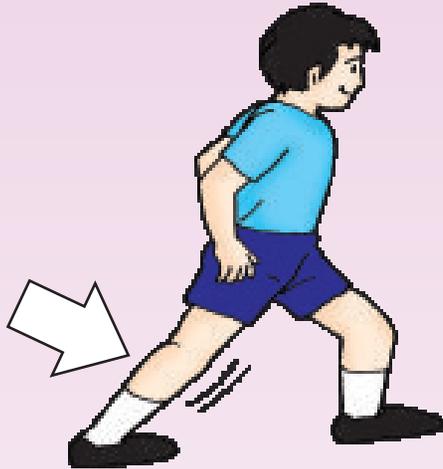
### Wide, whole body stretch

Reach as far as possible.



### Calf stretch

Both feet facing forwards, back leg straight, heels down.



### Front of upper leg stretch

Use a wall or partner for support. Keep knees close together. Push the foot into the hand and press hip forward.



### Groin stretch

Hip facing forwards, feet flat on the floor, knee of bent leg over ankle.



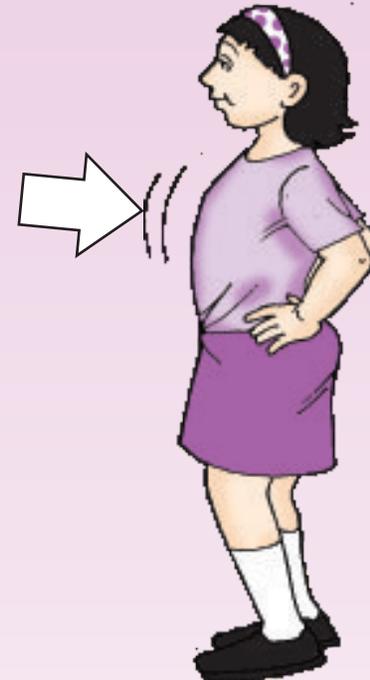
### Back of upper leg stretch

Keep back tall and straight. Lean forwards, toes point to ceiling.



## Chest Stretch

Press shoulders back. Lift the elbows, keep arms bent and back straight.



Take time to teach class IV children how to warm up and how to perform the stretches safely and effectively. If this is done well children in class V should be able to lead warm up activities for their peers or younger groups of children.



## *The Main Activity: introducing and playing the activities and games*

Introducing and playing the games and activities described on the Physical Education Cards should occupy most of the lesson (25 minutes). When introducing the games and activities:

- Use the name of the activity or game (shown on the card) then children will be able to ask to play it at a later stage.
- Introduce one game or activity at a time so children can learn it thoroughly.
- Take time to introduce and explain the activities: this may take a whole lesson. Use the pictures to help children understand what they are being asked to do.
- Walk it through with a few children first.
- Refer to any similarities to games the children already know.
- Allow time for children to acquire and learn the skills. Repeat and reinforce the skills until children are confident to play the game or activity and understand what they are being asked to do.
- When a game is well known to children and becomes easy to play make it more challenging by varying the space, task, equipment or people or move on to a new game or activity or ask the children to think of a game that is similar to the one they have been playing that they would like to play.
- Keep instructions simple. Try to combine an instruction with a demonstration. 'Tag like this' is much easier to understand than 'you tag by holding the ball with two hands and lightly touching your partner'.
- Have fun with your children and 'try to actively participate in the activities you are teaching to your children' (CBSE School Health Manual Vol. 1 ).

## Cooling Down

At the end of a vigorous session of physical activity children should have the opportunity of 'cooling down'. This aspect of the lesson should take about 5 minutes. A cool down helps to calm children at the end of the lesson, prepares their bodies to stop exercising and helps prevent stiff, aching muscles. Cool downs are especially important after vigorous activity such as sprinting or jumping. Children can become dizzy, faint or may feel sick if they do not slow down gradually.

Cool downs should include activities which gradually decrease the intensity of the activity. Ask children to walk around the playing area or space for a short period of time so that they slowly return their heart rate to normal. Helping to put equipment away is another effective way of allowing children to slowly return their heart rates and breathing to normal.

## Recap of the lesson

At the very end of the lesson, for the last 5 minutes, bring the children together to recap what they have been practising or learning. Ask them a simple question to help them think about what it is they have learned and how well they think they have achieved what you wanted them to learn. The Physical Education Cards provide examples of questions that you can ask your children.

### **During all physical education lessons children should:**

- know how to keep themselves and others safe,
- be actively involved in listening to instructions and playing the games and activities,
- learn to work responsibly with others, sometimes independently of the teacher,
- have fun and enjoy what they are doing,
- have time to reflect and think about what they have learnt and how and what they need to improve.

## *Changing activities and challenging children using 'STEP'*

There are times when children will learn an activity quickly and need to be challenged with a harder task. At other times some children may struggle with an activity and will need a simpler version of the game or task if they are going to succeed with it.

The STEP framework provides a simple way for teachers to adapt any activity so that all children can achieve success and have fun.

STEP stands for:           How can I change...

Space:                       where is the activity happening?

Task:                         what is happening?

Equipment:                what is being used?

People:                     who is involved?

Space	Where?
	<ul style="list-style-type: none"> <li>● Adaptation of playing area <ul style="list-style-type: none"> <li>○ more space gives more thinking and reaction time</li> <li>○ less space demands less thinking time, higher levels of skill and a good ability to dodge and swerve</li> </ul> </li> <li>● Length, height of barrier</li> <li>● Distance travelled</li> <li>● Nearer to partner, further away,</li> <li>● Smaller, larger targets</li> <li>● Level (height): a floor based game (like football) has different requirements to a game played over a net or into a high space (like badminton)</li> </ul>

Task	Where?
	<ul style="list-style-type: none"> <li>● Simplify the game to make it easier. Use fewer rules</li> <li>● Introduce more rules or players to make the task harder</li> <li>● Rotate roles</li> <li>● Allocate specific roles e.g. shooter</li> <li>● Change the rules</li> <li>● Try different ways of playing e.g. seated</li> <li>● Use different, easier targets</li> </ul>

Equipment	With what?	
	<p><b>By Type:</b></p> <ul style="list-style-type: none"> <li>● Balls:</li> <li>● Lighter: travel slower in the air and give more time</li> <li>● Larger: easier to see, hit or catch</li> <li>● Softer/slightly deflated: travel slower on the floor</li> <li>● Bats:</li> <li>● Larger: easier to hit a ball</li> <li>● Lighter: easier to handle</li> <li>● Mats</li> <li>● Hands</li> <li>● Scarves</li> <li>● Hoops</li> <li>● Koosh ball</li> </ul>	<p><b>By varying:</b></p> <ul style="list-style-type: none"> <li>● Size</li> <li>● Shape</li> <li>● Colour</li> <li>● Texture</li> <li>● Weight</li> <li>● Environment</li> <li>● Play surface</li> </ul>

People	By type:	People with:	People in:
	<ul style="list-style-type: none"> <li>● Independently</li> <li>● In groups</li> <li>● In pairs</li> <li>● In teams</li> <li>● With friends</li> <li>● With those who don't usually work or play together</li> </ul>	<ul style="list-style-type: none"> <li>● Different/same roles</li> <li>● Different/same ability</li> <li>● Different/same size</li> </ul>	<ul style="list-style-type: none"> <li>● Own space</li> <li>● Big space</li> <li>● Small space</li> <li>● Restricted space</li> <li>● Open space</li> </ul>

## *Organising activities for differently abled children*

The International Charter of Physical Education sets out the right of every child to be given access to participate in physical education and sport (UNESCO, Nov. 1978). When using the Physical Education Cards consider the following.

- Find ways to help differently abled children enjoy PE lessons.
- Ask the children to tell you their needs and concerns. Do all you can to address them.
- Able children should be counselled on how to treat and play safely and fairly with differently abled children.
- All children should be allowed to work at their own pace and achieve success in their own ways.
- If differently abled children are unable to play the game or participate in the activity adapt it so that they are able to participate effectively. Activities and games can be made easier by changing the space, the task, the equipment being used or the number of children involved in the game or activity.
- If an activity cannot be adapted or changed it may be appropriate for the child or group of children to play a different activity that is more relevant to their specific needs.
- Divide differently abled children equally when dividing the class into groups.
- Avoid giving special attention to these differently abled children.
- Provide opportunities for every team with differently abled participants to win games and be the best.

# *Assessment in Physical Education*

Physical Education as a curricular area aims at the holistic development of learners' physical, cognitive and mental domains. The assessment in this area therefore, has to incorporate all the elements of the process of learning. The learners need to be assessed to ascertain whether they have acquired the necessary knowledge, inculcated positive attitude and developed the needed skills. It is more important to ascertain whether they have acquired and developed skills and later selected and applied the skills, tactics and compositional ideas in their lives. The following assessment tools are addressed to these needs.

## **Enthusiasm**

Keep the statements that relate to '**enthusiasm**' with the following minor changes:

- A\*: plays and performs with full intrinsic motivation
- A: plays and performs with full intrinsic motivation most of the time
- B: plays and performs with zeal but only when involved in activities and games of his/her choice
- C: plays and performs but only when commanded
- D: always gives excuses

## **Discipline**

Keep the statements that relate to '**discipline**' with the following minor changes:

- A\*: Observes all class discipline voluntarily and plays and performs according to the rules and requirements of activities
- A: Observes all class discipline voluntarily most of the time and plays and performs according to the rules and requirements of activities
- B: Observes class discipline on command and follows rules and regulations only when it suits

C: Observes due to fear and punishment. Follows rules and regulations on command with displeasure

D: Lacks discipline

## **Talent**

Change the title 'talent' to Physical competence

Change the statements as follows:

- A\*: Uses their excellent agility, balance and coordination skills to play and perform at a very high level in different physical contexts. Can sustain a high level performance showing very good quality, control and precision for the duration of the activity or performance. Has a thorough understanding of what they are doing, often commanding and directing the play and performance of others.
- A: Uses their very well developed agility, balance and coordination to very good effect in different physical contexts. Has the stamina to perform skills at a high level showing good quality and control for the duration of the activity or performance. Has a thorough understanding of what they are doing and knows what they do well and what they need to do better.
- B: Uses their agility, balance and coordination competently in different physical contexts. Has the stamina to keep going for the duration of the activity or performance. Can explain what they are doing and knows what they do well.
- C: Basic agility, balance and coordination skills give some success when playing and performing in different physical contexts. May lack the stamina to keep going for the duration of the activity or performance. Can explain, in simple terms, what they are doing and knows what games and activities they enjoy.
- D: Limited agility, balance and coordination skills give minimal success when playing and performing in different physical contexts. May lack the stamina to keep going for the duration of the activity or performance. Has a limited understanding of playing and performing often needing help from their peers to take part in games, activities and performances successfully.

## *Safety Measures*

- Prior to participating in physical education lessons a consent form should be taken from the parents of every child.
- All activities must be organised on a space that has been checked and cleared of debris and potentially dangerous objects such as stones and sharp objects.
- The activity area should be properly fenced. No animals or people should be permitted to walk through it.
- Children should be properly spaced out and taught to avoid each other when participating in the activities and games.
- Horseplay should not be allowed. It should be stopped immediately it is noticed.
- Children should be divided into equally able teams/pairs/groups.
- Equipment should be checked for any damage before being used by children.
- Equipment must be used for the purpose for which it is intended. During lessons, when it is not in use, equipment should be kept just outside the playing areas so that there is no risk of children tripping or falling over it. At the end of lessons equipment should be stored carefully in the schools' locked storage area. Children should be taught how to carry and move equipment safely.
- Children should be correctly attired for participating in vigorous physical activity. This should include wearing footwear that is safe for the playing surface.
- Children who are injured or ill should sit and watch the lesson.
- Children with illnesses like asthma, diabetes or heart problems should only be allowed to participate with permission from their doctor and parents. Children who use inhalers should have immediate access to them.
- Outdoor activities should be avoided when conditions are wet or very hot.
- Children should have ready access to water. They should be permitted to drink it when they feel they need to.
- An injured child should immediately be removed from the playing area and given appropriate first aid treatment.

## *First Aid*

Detailed information on first aid procedures can be found in the CBSE School Health Manual (Vol. 1) The following is only a summary of this information.

- Before physical education lessons begin ensure children are fit and well enough to play the games and activities.
- When physical education lessons are taking place the school should have a full time qualified medical attendant on site or doctor on call.
- Schools are advised to ensure first aid boxes are placed at crucial, identified accident points. This should include a first aid box being easily available on the field or other playing areas.
- The suggested content of first aid kits is given in the CBSE School Health Manual (Vol.1). In addition, during physical education lessons it is advisable to have access to ice so that sprains, strains and bruises can be treated immediately.
- If a child is injured or feels unwell during a physical education lesson the teacher should ensure their safety and call the school medical attendant immediately. If the injury is severe the emergency services should be called and the protocols in the CBSE School Health Manual (Vol. 1) followed.

## *Equipment*

Children in classes 1-V lack the physical strength to be able to handle and use heavy equipment effectively. These young children should be provided with equipment that is smaller and lighter in weight than that used by older children. It is possible to purchase brightly coloured, attractive, exciting equipment that will do much to help young children participate in and be successful when playing games and activities. It is recommended that the following equipment is purchased for use with the Physical Education Cards. Items identified \*\* are optional.