

PEC INDIA Agility, Balance, Coordination

Running, Jumping and Hopping



Use these activities to:

- improve running, jumping and hopping skills
- increase muscle strength
- move in different directions
- improve swerving skills.

Activities

Class activities

- Carry out the actions of running, jumping and hopping on command. Move forwards, backwards and sideways, to the right and left.
- Jump: two feet to two feet.
- Hop: one foot to the same foot.
- Jump/hop and run to a count of 1,2,3,4 and repeat the sequence. Increase the count to 8.

In groups

- Run in and out of the cones moving in a zigzag pathway between them. (1)
- Run; bend to touch each marker with right hand, left hand and alternate hands. (2)
- Step or hop over markers, ropes or ring. (3)
- Run backwards. (4)
- Jump sideways. (5)
- Walk with bean bag on head. (6)

Variations

- Increase the distance.
- Combine more action.

Equipment

- Lime powder or markers.
- Rings or ropes.
- Bean bags.

Safety measures

- Space activities.
- Watch out for others.

Links to other subjects

English: reading short sentences/instructions

- Provide instructions for the activities in writing and ask children to read the instructions and carry out the activities.

Maths: numbers

- Each time a child completes an activity she/he collects a number. When all the activities have finished the group arranges all the numbers they have collected in ascending or descending order.

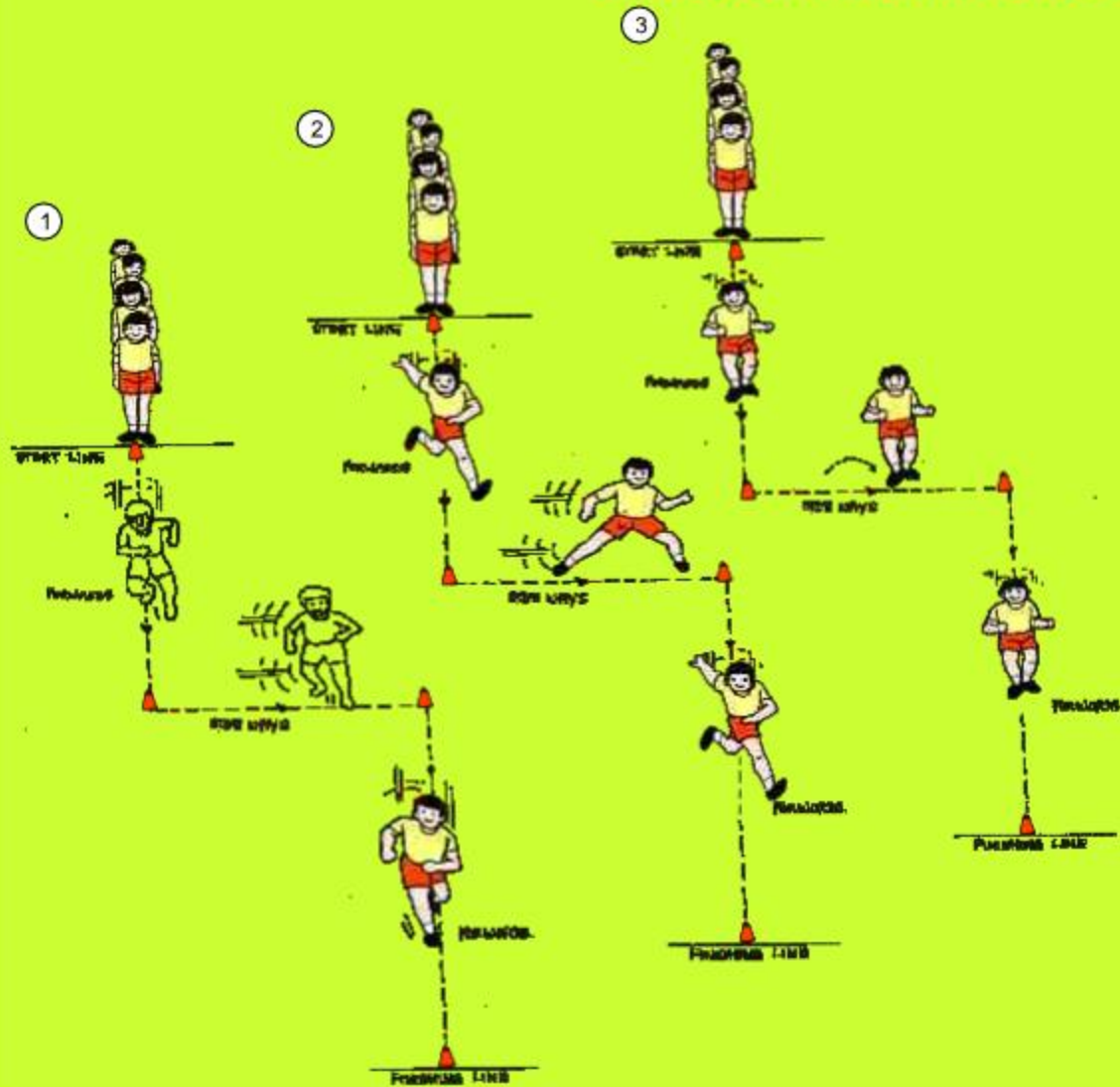
Curriculum links

- Linked to the learning objective nos.1 and 2 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: Can I jump to count?

Self assessment

- Am I better at hopping, jumping or running?

Challenge races and relays



Use these activities to:

- improve running, jumping and hopping skills
- increase muscle strength
- move in different directions
- take part in simple races and relay races.

Activities

Class activity

- Jump, hop and run on the spot and in the space to the count of 1,2,3,4 and repeat the sequence. Use a tambourine, drum or music to keep the beat. Increase to the count of 8.

In groups

Challenge Relay

- Challenge the children to combine running, jumping and hopping activities in simple races and relay races:
 - run forwards, run sideways, run forwards (1)
 - hop forwards, hop sideways, hop forwards (2)
 - jump forwards, jump sideways, jump forwards (3).

Variations

- Increase the distance.
- Combine more action: run forwards, run backwards, run sideways.
- Run and jump backwards.

Equipment

- Lime powder or markers.

Safety measures

- Space activities.
- Watch out for others.

Links to other subjects

English: to relate drawing and painting to oral communication

- Challenge Relay: each child runs, jumps or hops to the cone and picks up a picture. They say what it is and run back to the next player who has their turn.

Mathematics: money

- Challenge Relay: each child runs to the cone and picks one currency card, then moves to the second cone by hopping and picks up another currency card and then jumps to the finish line and finds the total amount.

Curriculum links

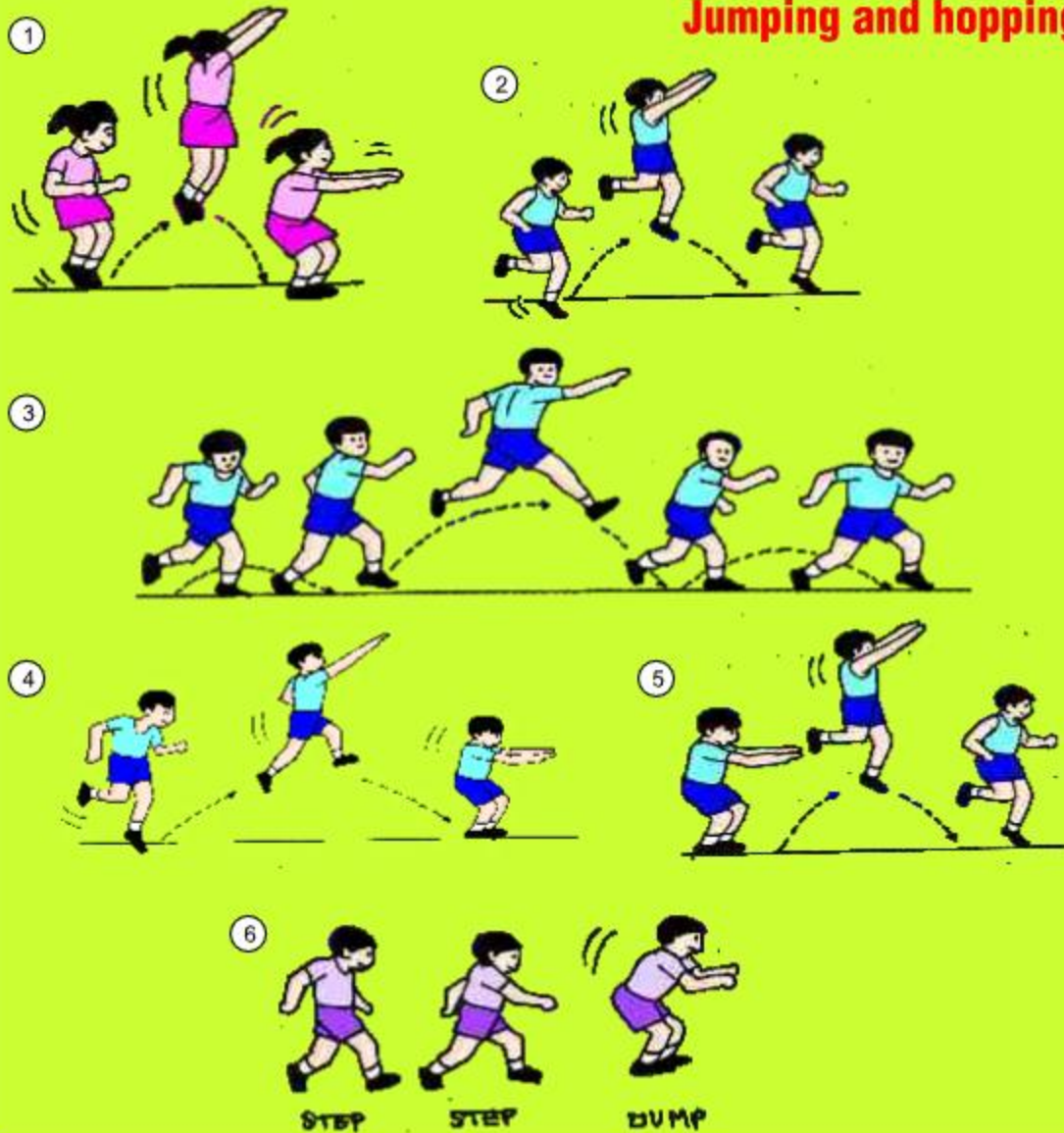
- Linked to the learning objective nos.1 and 2 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: Can I hop and jump to count?

Self assessment

- Am I better at hopping, jumping or running?

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Jumping and hopping



Use these activities to:

- jump in different ways
- leap from one foot to the other
- combine stepping and jumping actions
- improve muscle power.

Activities

Class activities

- Jump from two feet to two feet (1) and from one foot to the same foot (hopping). (2)
- Leap from one foot to the other. (3)
- Jump from one foot to land on two feet (4) and from two feet to land on one. (5)
- Combine different stepping and jumping actions (6):
 - step, jump; step
 - jump, jump, leap
 - step, step, leap
 - step, jump, step
 - hop, step, jump.
- Combine stepping, jumping and hopping actions to the beat of 1,2,3.

In groups

- run, jump and hop in and out of the ring and cones.
- jump over rings, bean bags, ropes or low cones.

Variations

- Children make up their own jumping challenges.

Equipment

- Lime powder or markers.
- Cones.

Safety measures

- Space activities.
- Watch out for others.
- Make sure surface is not slippery.

Links to other subjects

English: listening with understanding

- Focus on children's understanding of key spatial words like, 'in', 'out', 'over'.

Mathematics: geometry

- Combine the stepping and jumping actions making different 2-D shapes e.g. rectangle, square, triangle, circle. Use their names correctly.

Curriculum links

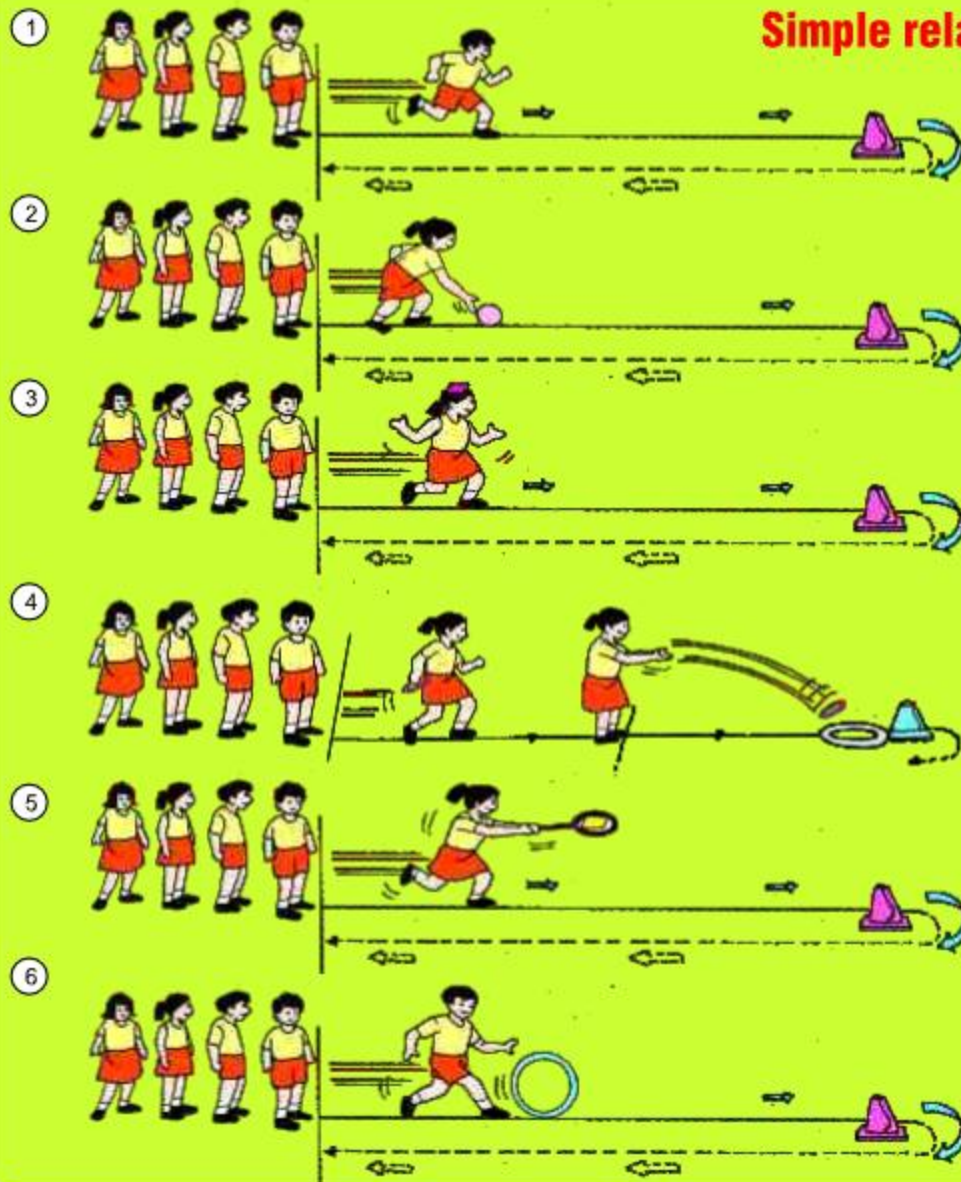
- Linked to the learning objective no. 2 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: Can I hop and jump to count?

Self assessment

- Can I hop, step and jump in a sequence?

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Simple relay races



Use these activities to:

- use running, jumping and throwing techniques to participate in simple relay races
- have fun with others
- understand which team wins and why
- learn to take turns and try hard for the team.

Activities

In teams

- Score three points for winning the race, two for second place and one for third place.
- Run around cone and run back. (1)
- Roll a football around cone and back. (2)
- Run with bean bag on head and back (if bean bag falls off put it back on and carry on). (3)
- Run with ring in hand: from throwing line throw ring into a hoop. The team score a point if successful. Run back to the next player. (4)
- Keep a bean bag on a tennis racquet while running to cone and back. (5)
- Roll a hoop to a cone and back. (6)

Variations

- Play as a shuttle relay.
- Increase the distance over which the activities take place.
- Keep a ball on a tennis racket.
- Run backwards.

Equipment

- Lime powder or markers.
- Cones to run around.
- Bean bags, ring and various balls.
- Tennis rackets or bats.
- Hoops to roll.

Safety measures

- Keep spaced out.
- Watch out for others.
- Be careful when retrieving objects.

Links to other subjects

English: building a working proficiency in the language

- Run and pick up letters from a hoop or box. Children make words with the letters.

Mathematics: numbers

- Run and pick up numbers from a hoop or box. Children arrange the numbers up to one hundred in ascending or descending order.

Curriculum links

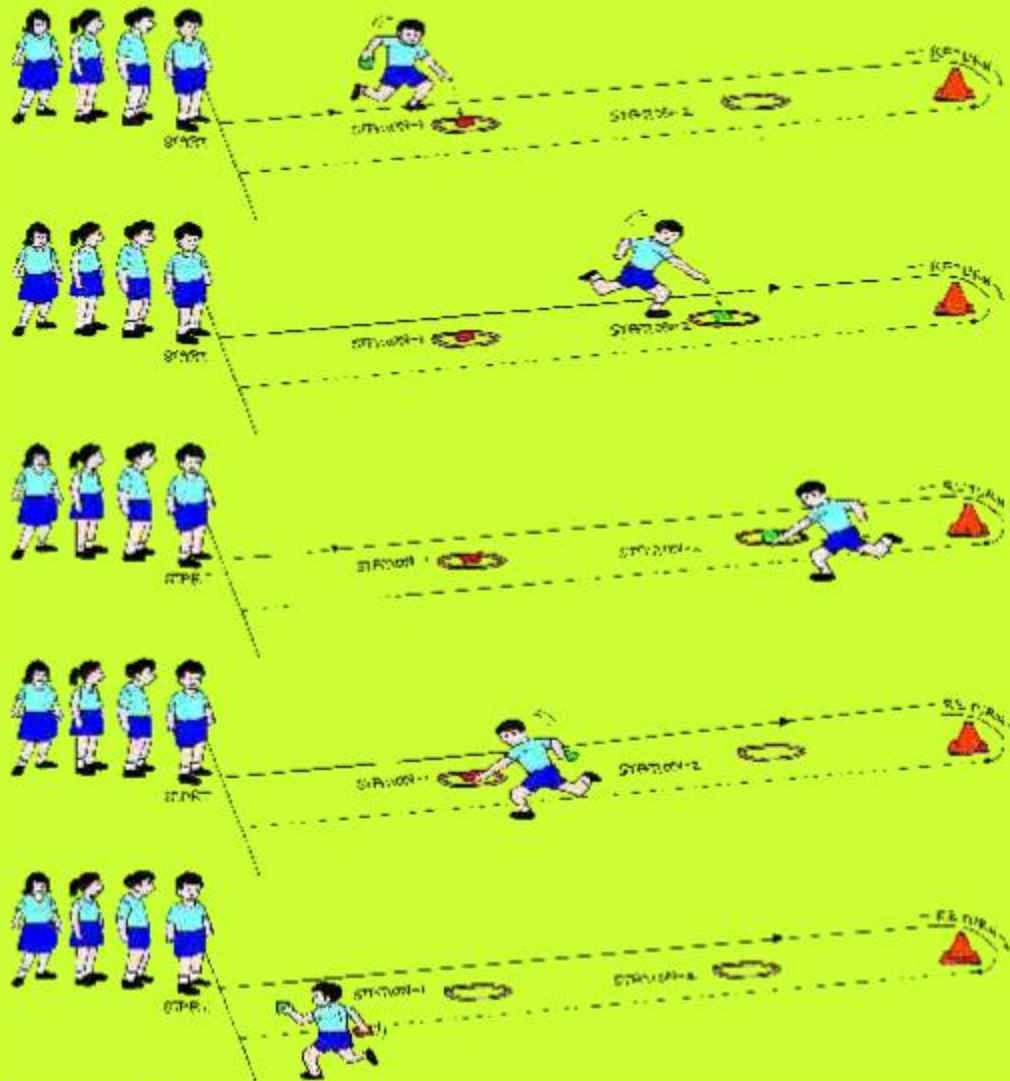
- Linked to the learning objective nos. 1 and 18 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

Self assessment

- Did I enjoy myself with my friends?

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Bean bag relay



Use these activities to:

- improve speed over short distances
- change direction while moving
- improve the bending skills needed to play games like Kho Kho
- explain the directions used in Kho Kho.

How to play

In teams

- First player has two bean bags, one red and one green.
- Run and place the red bean bag in first circle and the green bean bag in second circle.
- Run around cone and return collecting the green bean bag and red bean bag and pass them to next player.

Variations

- Place bean bag onto a cone rather than in a hoop.
- Reduce/increase the distance between the hoops.
- Once both bean bags have been collected throw them back to the next player.

Equipment

- 2 bean bags per team, one red and one green.
- 2 hoops per team. Ropes can be used to create circles, or draw the circles with lime powder.
- One cone per team.
- Lime powder or markers.

Safety measures

- Space each group so they have enough room to run without bumping into others.

Links to other subjects

English: comprehension through pictures

- Place the names of animals in one hoop and the names of their babies in the other e.g. cat and kitten. Children run and pick up the name or picture of an animal from the first hoop. They run to the second hoop and find its baby.

Mathematics: numbers

- Place numbers into hoops: tens in one hoop and ones in the other. Children run and pick up a number from the first hoop (e.g. 4 'tens') and a number from the second hoop (e.g. 3 'ones'). What is the number you have made with the tens and ones (e.g. 43)? Compare it with other players.

Curriculum links

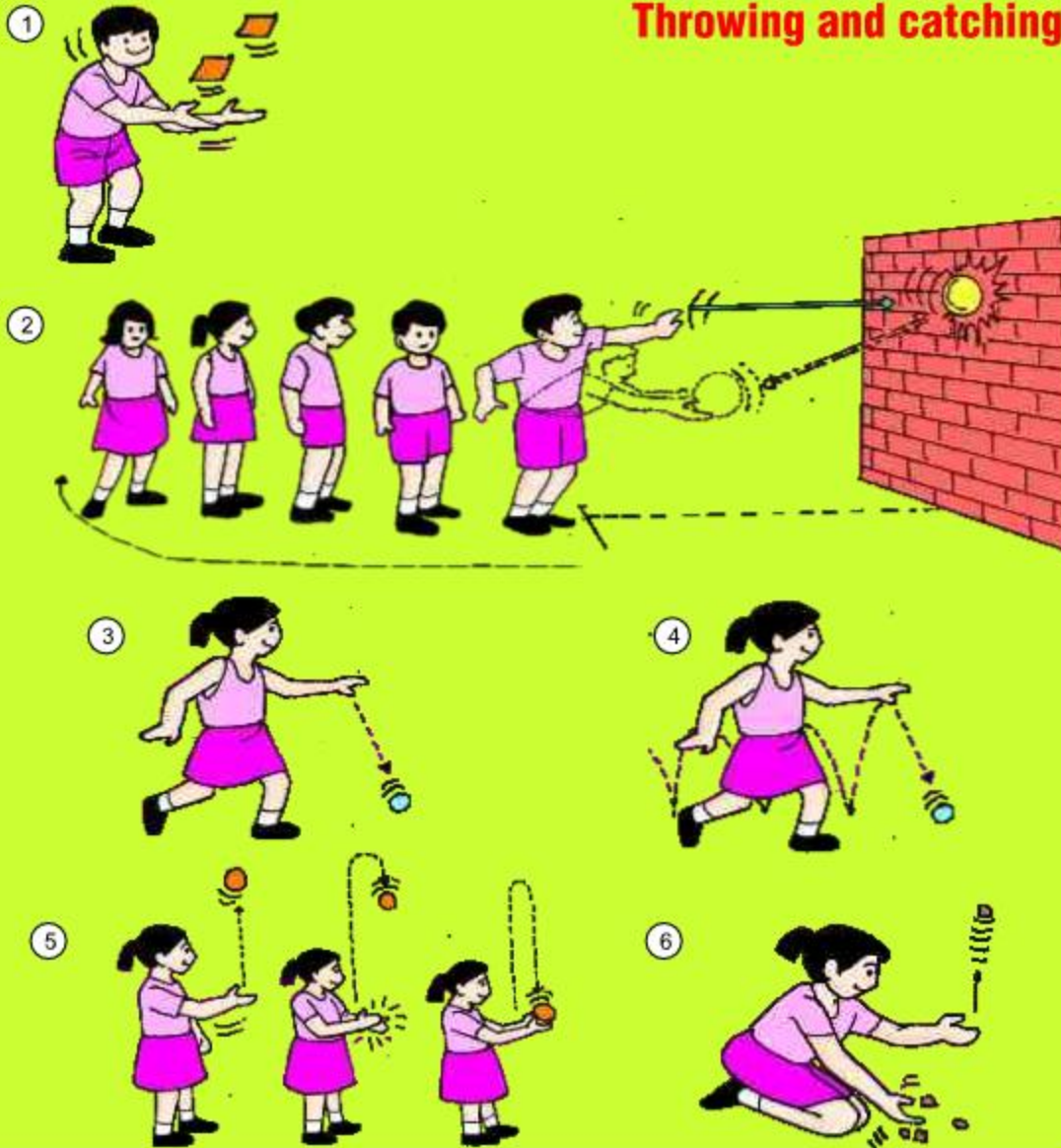
- Linked to the learning objective no. 14 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movements?

Self assessment

- Can I explain the game to a friend?

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Throwing and catching



Use these activities to:

- improve throwing and catching skills
- work with others safely
- use throwing and catching skills in simple games.

Activities

In groups

- Throw and catch to self. (1)
- Throw and catch to a wall. (2)
- Drop a ball and catch it. (3)
- Bounce a ball downwards 2 or 3 times and catch it. (4)
- Throw a ball up, clap (one, two, three) and catch the ball. (5)
- Play simple versions of Gitta: (6)
- throw a small ball up, clap hands, (once, twice, three times) before the ball is caught
- throw a small ball up, pick up an object before the ball is caught.

Variations

- Set challenges: how many catches can you make before the ball is dropped?
- Use the widest range of soft throwing objects possible.

Equipment

- A variety of balls and other objects that can be thrown: bean bags, rings.
- Lime powder or markers.

Safety measures

- Use lightweight or soft balls only.
- Space activities.
- Watch out for others particularly when collecting and chasing after objects.

Links to other subjects

English: read simple words

- Throw a ball at letters placed on the ground or on a wall. Have three or four attempts and try to make a word.

Mathematics: geometry

- Children throw and catch the ball to themselves while walking in straight and curved pathways and in triangular, square and circular pathways.

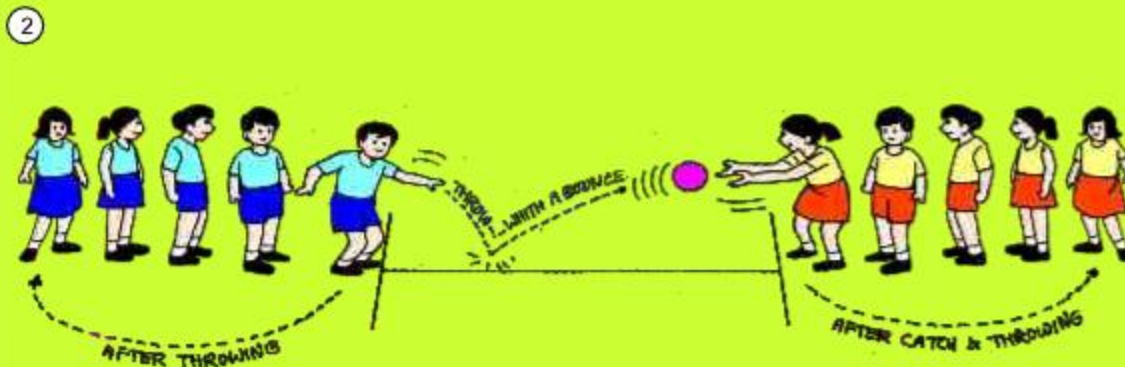
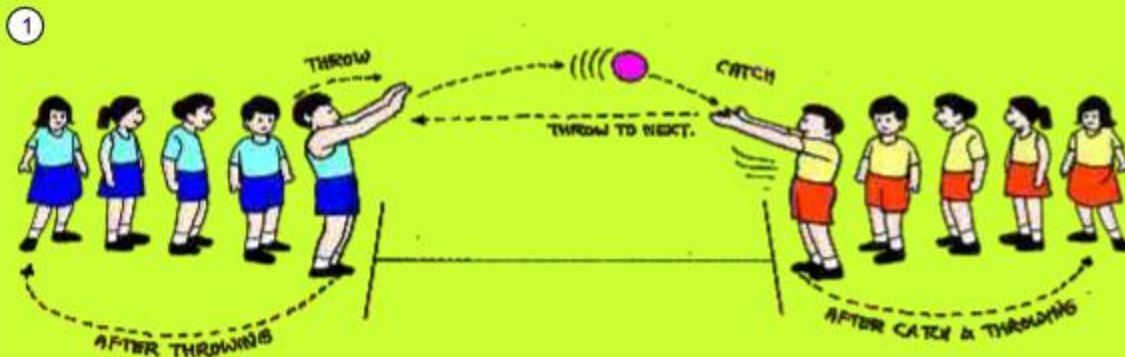
Curriculum links

- Linked to the learning objective no. 5 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movements?

Self assessment

- How good am I at throwing and catching a ball?

Throwing and catching to others



Use these activities to:

- improve throwing and catching skills
- work with others safely
- use throwing and catching skills in simple games.

Activities

In groups

- An equal number of players stand on one line, and an equal number face them on the other line:
- throw and catch large balls (1)
- throw and catch small balls (position players closer to each other)
- throw a large ball upwards and let it bounce. Partner catches it off the bounce (2)
- throw a large ball using an overhead throw.

Variations

- Increase distance between players.
- Set challenges: how many catches can you make before the ball is dropped?
- Use the widest possible range of light throwing objects.

Equipment

- A variety of balls and other objects that can be thrown: bean bags, rings.
- Lime powder or markers.

Safety measures

- Use lightweight or soft balls only.
- Space activities.
- Watch out for others particularly when collecting and chasing after objects.

Links to other subjects

English: build a basic oral production in the form of simple sentences

- As each child throws the ball they speak a short sentence on a pre selected topic or theme that builds into a short story.

Maths: numbers

- Estimate how many times your team will catch the ball before it is dropped. Compare this with how many times the ball was actually caught before it was dropped. Use these two figures to undertake simple number operations.

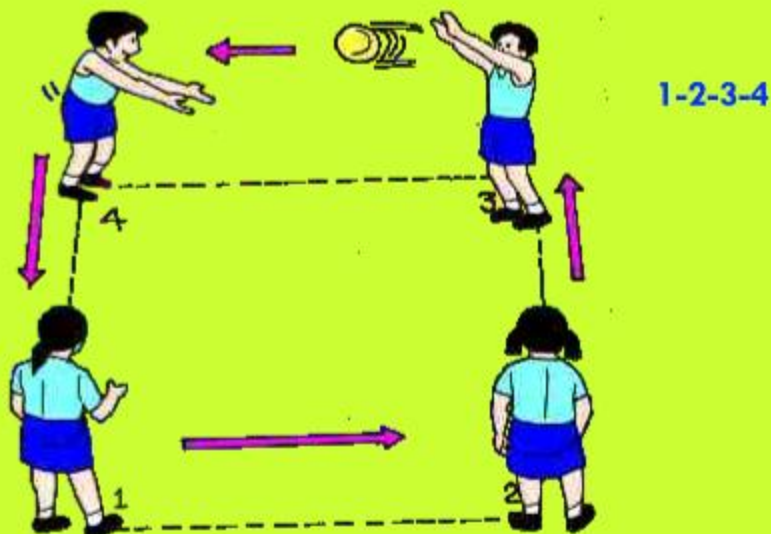
Self assessment

- How good am I at throwing a ball to another player?
- How good are my catching skills?

Curriculum links

- Linked to the learning objective no. 5 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movements?

Throwing and catching games



1-2-3-4



Circle ball

Use these activities to:

- use throwing and catching skills to play simple games
- be ready to catch the ball
- improve the actions of throwing and catching
- watch and track the ball through the air.

Activities

In groups

1-2-3-4

- Players make a square shape. Pass the ball from player one to two to three to four. How many passes before you drop the ball?

Circle ball

- Teacher or one child stands in middle of the circle.
- Ball is passed from central player to outside player in order around the circle.

Variations

- Reduce the size of the ball, or change the object being thrown (e.g. bean bag)
- Increase the distance between the players.

Equipment

- Initially use larger, softer balls. As children become competent introduce different balls and other equipment like rings.
- Lime powder or markers.

Safety measures

- Use soft or light equipment only.
- Space activities.
- Watch out for others particularly when collecting and chasing after objects.

Links to other subjects

English: building a working proficiency of the language

- Circle ball: each child in the circle is given one letter of the alphabet (worn around their neck). Children must throw the ball in the correct order to spell a word (e.g. t a b l e).

Mathematics: geometry

- Throw and catch soft cotton objects of different shapes (rectangle, square, triangle). Children should recognise the shapes and use their names appropriately.

Curriculum links

- Linked to the learning objective nos. 5 and 18 in the CBSE School Health Manual and the Theme on Body Awareness in the NCERT Syllabus: What are the sensory organs I use when throwing and catching?

Self assessment

- Was I successful at catching the ball?
- Did I throw the ball accurately?

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Throwing and catching games

Around the circle



Monkey in the centre



Use these activities to:

- use throwing and catching skills to play simple games
- be ready to catch the ball
- improve the actions of throwing and catching
- watch and track the ball through the air.

Activities

In groups

Around the circle

- Pass ball around the circle of players.

Monkey in the centre

- Ball is passed across the circle. The player in the middle tries to stop the ball being caught. If the player in the middle succeeds she/he changes places with the child who threw the ball.

Variations

- Reduce the size of the ball, or change the object being thrown (e.g. bean bag).
- Increase the distance between players.

Equipment

- Initially use larger, softer balls. As children become competent introduce different balls and other equipment like rings.
- Lime powder or markers.

Safety measures

- Use soft or light equipment only.
- Space activities.
- Watch out for others particularly when collecting and chasing after objects.

Links to other subjects

English: build a working proficiency of the language

- When playing the games use different sized balls. During the lesson expose the children to the comparative forms of relevant vocabulary. For example, 'throw the large ball to Renu', 'throw the largest ball to Rajesh'.

Mathematics: mental arithmetic

- Each time a child catches the ball they mentally add a multiple of ten. Keep going until the ball is caught by the child in the middle. This can be repeated with children subtracting multiples of ten from 100.

Curriculum links

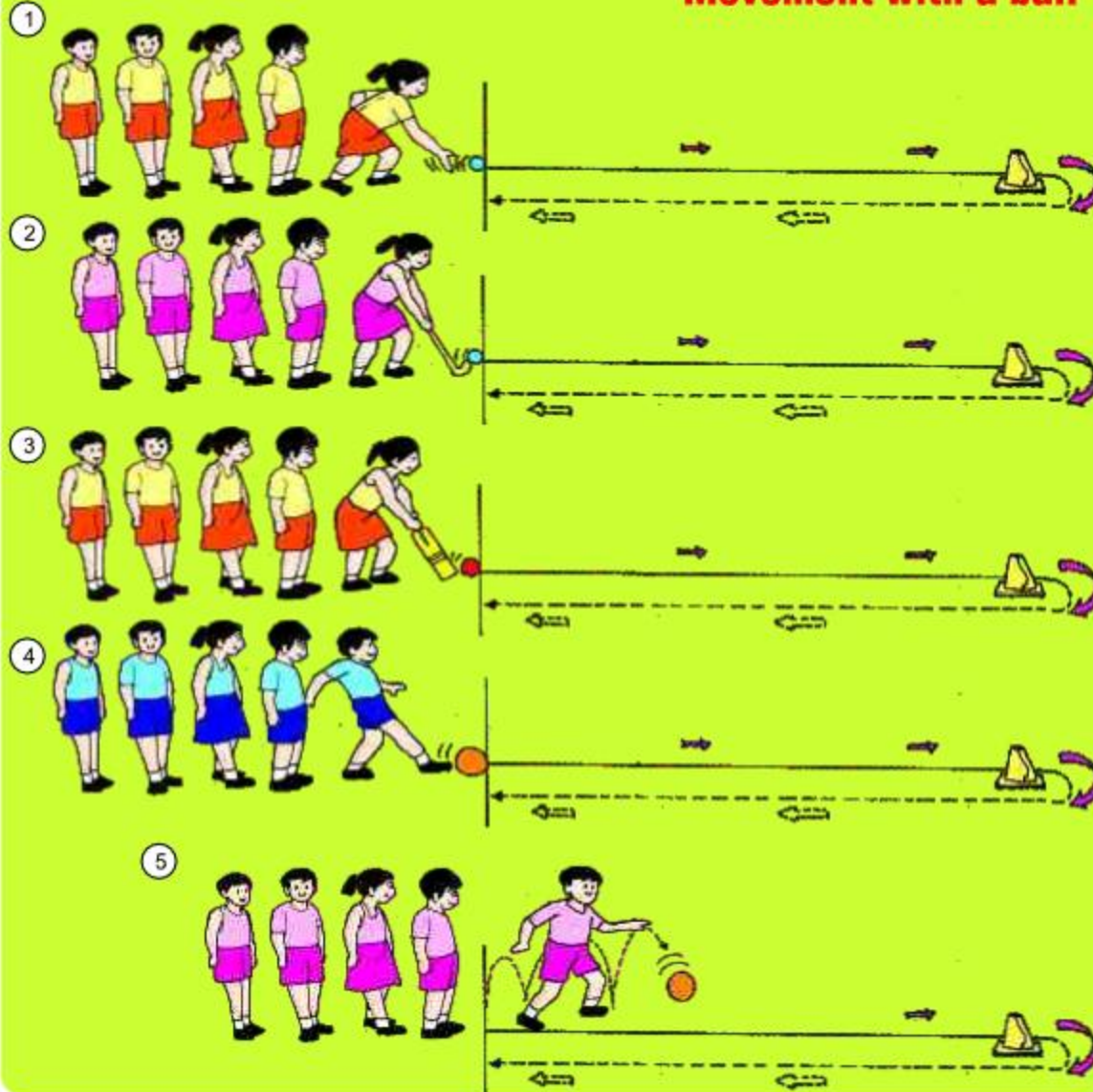
- Linked to the learning objective nos. 5 and 18 in the CBSE School Health Manual and the Theme on Body Awareness in the NCERT Syllabus: What are the sensory organs I use when throwing and catching?

Self assessment

- Was I successful at catching the ball?
- When in the centre of the circle did I manage to stop the ball being caught?

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Movement with a ball



Use these activities to:

- dribble a ball in different ways
- use different implements to dribble a ball
- understand what it means to 'dribble' a ball
- improve neuro muscular coordination.

Activities

In groups

- Dribble/tap a ball with the hand. (1)
- Dribble/tap a ball with a stick. (2)
- Dribble/tap a ball with a bat. (3)
- Dribble/tap a ball with the feet. (4)
- Dribble a ball by bouncing it downwards (as in basketball). (5)

Variations

- Use cones to create zigzag pathways for children to follow.
- Use smaller balls.
- Roll rings.

Equipment

- Variety of balls, bats and sticks.
- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

- Watch out for others when moving.
- Tell others if the ball rolls into their path.
- Be careful when chasing after a ball that has rolled away.

Links to other subjects

English: visual familiarity with text

- Sentence cards are placed at the end cone. Children dribble the ball and pick up a card. They read the sentence as written on the card.

Mathematics: subtraction

- Count the number of times you tap the ball when dribbling it. Subtract this number from a given number.

Curriculum links

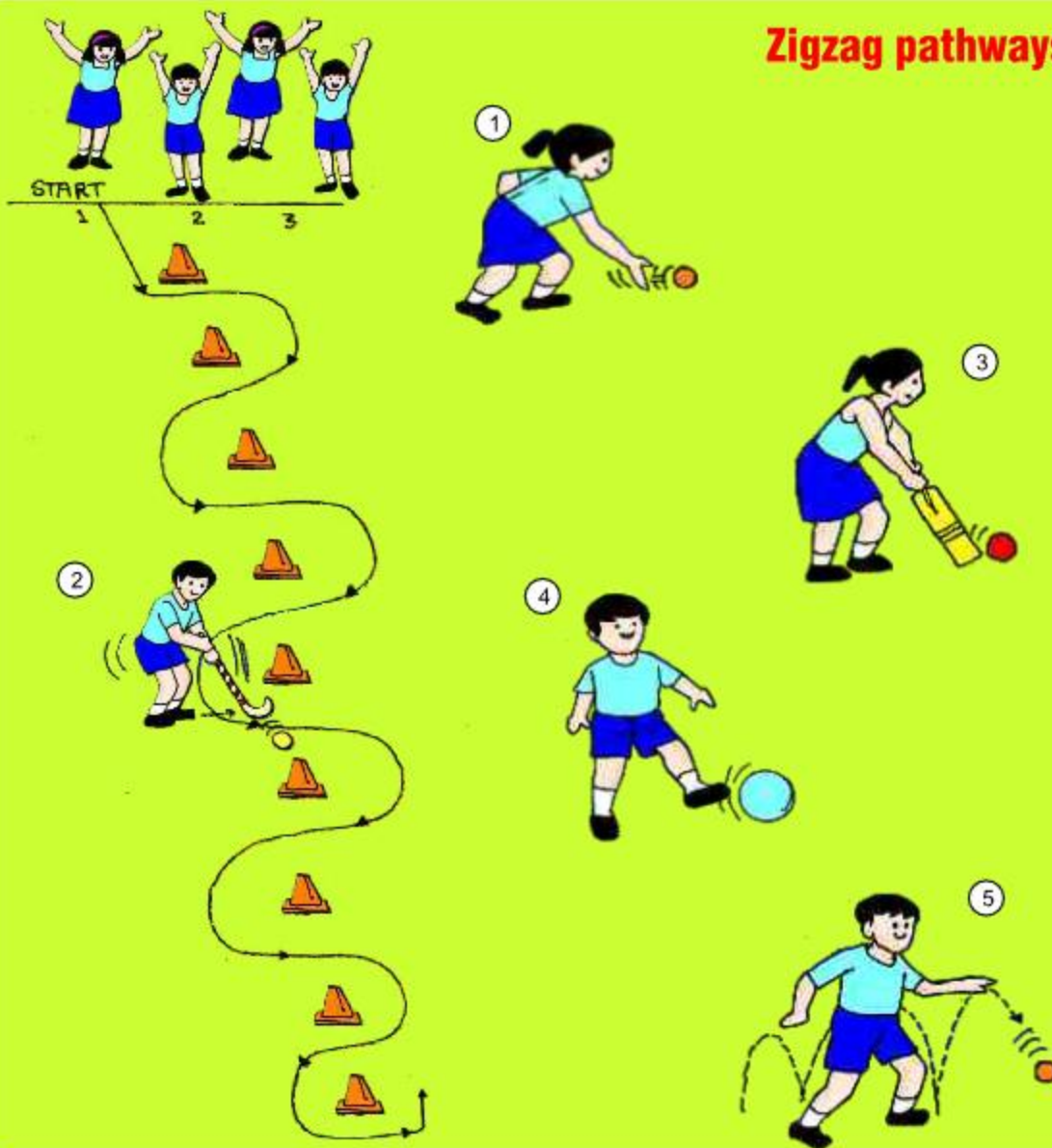
- Linked to the learning objective nos. 6 and 11 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

Self assessment

- Which is my best way of moving with a ball? Using a hockey stick, tapping it, dribbling it or bouncing it?

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Zigzag pathways



Use these activities to:

- dribble a ball in and out of cones
- keep a ball under control
- use different implements to dribble a ball
- improve neuro muscular coordination.

Activities

In groups

- Arrange cones so that players have to move in zigzag pathways:
 - dribble a ball with the hand (1)
 - dribble a ball with a stick (2)
 - dribble a ball with a bat (3)
 - dribble a ball with the feet (4)
 - dribble a ball by bouncing it downwards (as in basketball). (5)

Variations

- Challenge the children: how many circuits can your team complete in two minutes?
- Roll rings.
- Reduce the distance between the cones.

Equipment

- Variety of balls, bats and sticks.
- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

- Watch out for others when moving.
- Tell others if the ball rolls into their path.
- Be careful when chasing after a ball that has rolled away.

Links to other subjects

English: read simple words and understand them

- Place words next to the middle cone and the opposites of these words at the end cone. Dribble the ball and collect a word from the middle cone. Dribble the ball to the end cone and find its opposite e.g. hot and cold.

Mathematics: weight

- Place flash cards depicting objects of different weights at the end cone. One at a time children dribble the ball and collect one flash card. When all the team have had their turn the children order the flash cards by the weight of the objects.

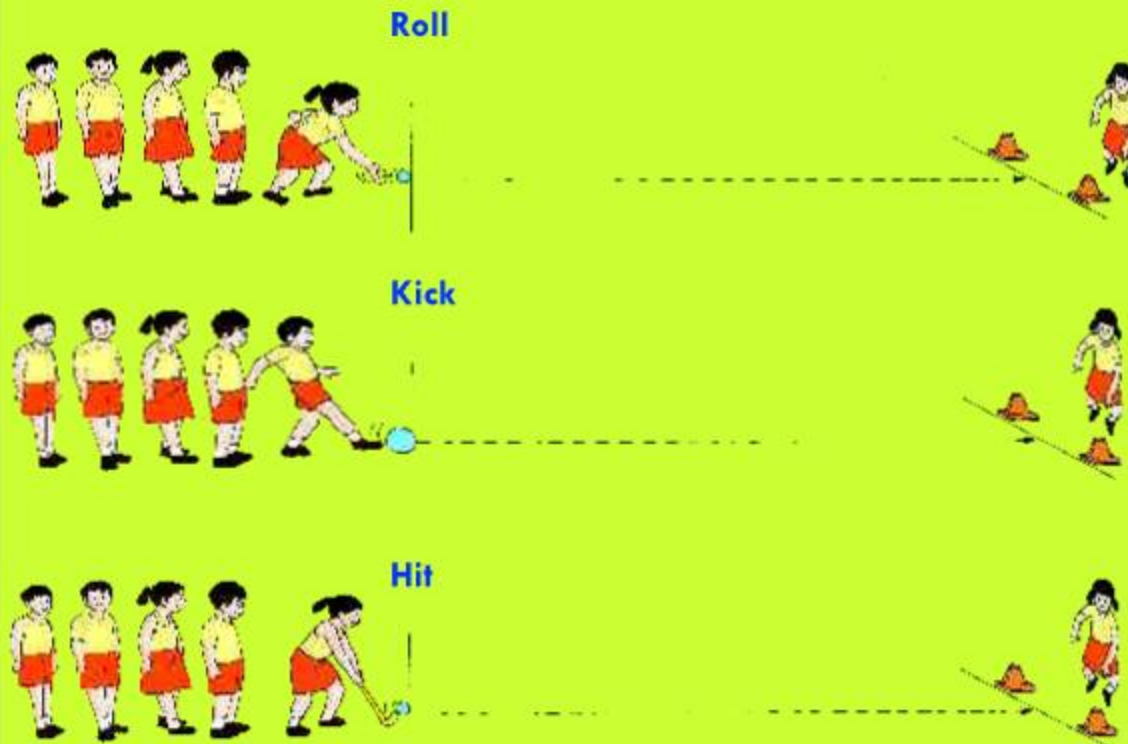
Curriculum links

- Linked to the learning objective nos. 6 and 11 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

Self assessment

- What actions am I finding difficult? Dribbling with my feet, dribbling with a stick or bouncing a ball?

Hitting and kicking



Use these activities to:

- learn a basic kicking action
- use a hockey stick to hit a ball
- kick and hit a ball accurately
- use different equipment effectively.

Activities

In groups

- Roll, kick or hit the ball between two markers. One player stands by the markers to collect the ball and roll it to the next player.

Variations

- Increase the distance from the markers.
- Decrease the size of the goal area.
- Include a dribbling action so each player has to dribble the ball about five metres and then try to hit the target or score a goal.

Equipment

- Different sized balls, bats and sticks.
- Markers or cones to make goals or targets.
- Lime powder or markers.

Safety measures

- Hit, kick and roll the ball in one direction or away from each other.
- Return balls by rolling them.
- When waiting stand away from the player who is striking or kicking the ball.

Links to other subjects

English: to recite rhyming words

- Each team is given a word (e.g. Jack). Each child has to say a rhyming word before they roll the ball (e.g. back).

Mathematics: mental arithmetic

- Award 1, 2 or 3 points each time a 'goal' is scored. Have five attempts each. Keep your own score or a team score.

Curriculum links

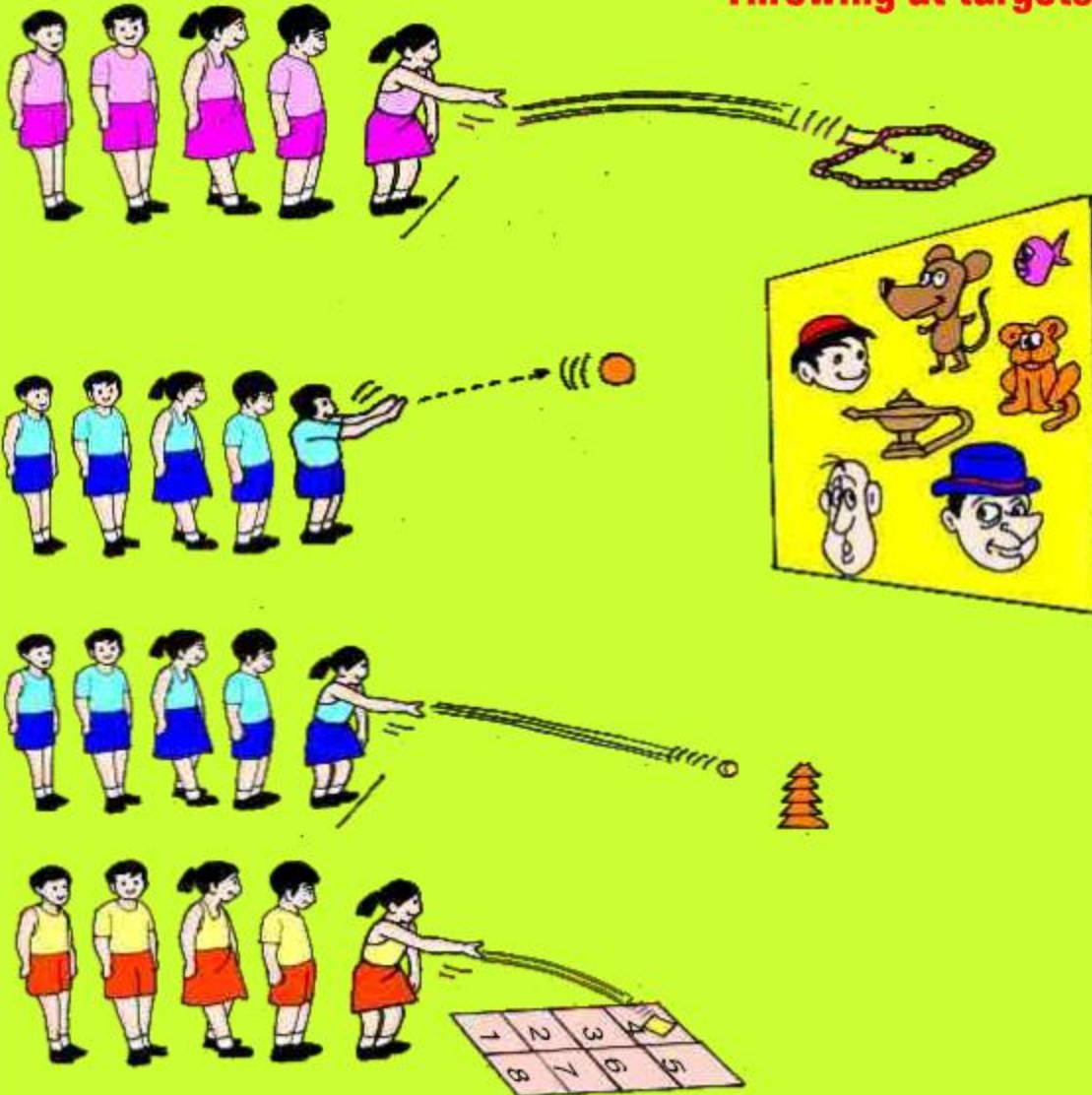
- Linked to the learning objective nos. 9 and 10 in the CBSE School Health Manual and the Theme on Body Awareness in the NCERT Syllabus: What are the sensory organs I use to play games and stay safe?

Self assessment

- Do I know my dominant hand and foot?

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Throwing at targets



Use these activities to:

- improve accuracy of throwing
- throw underarm and overarm
- use different equipment effectively
- roll and throw objects accurately.

Activities

In groups

- Throw bean bags, balls and other object to land on or in targets.
- Throw a ball to land in, or on different targets.
- Roll the ball to try and knock down blocks or markers.
- Play games of Hopscotch.

Variations

- Increase the distance from the target.
- Decrease the size of the target.

Equipment

- Variety of objects that can be thrown.
- Lime powder or markers, cones, boxes, buckets or ropes to make targets.

Safety measures

- Throw in one direction or away from each other.

Links to other subjects

English: comprehension of spoken and written words

- Each time a target is hit, the child picks up a word and says its opposite e.g. 'short', 'long'.

Mathematics: measurement

- Ask the children to measure the distance between the start line and the targets using non standard units of measurement. Use no standard measurements to place targets at specific distances from the start line.

Curriculum links

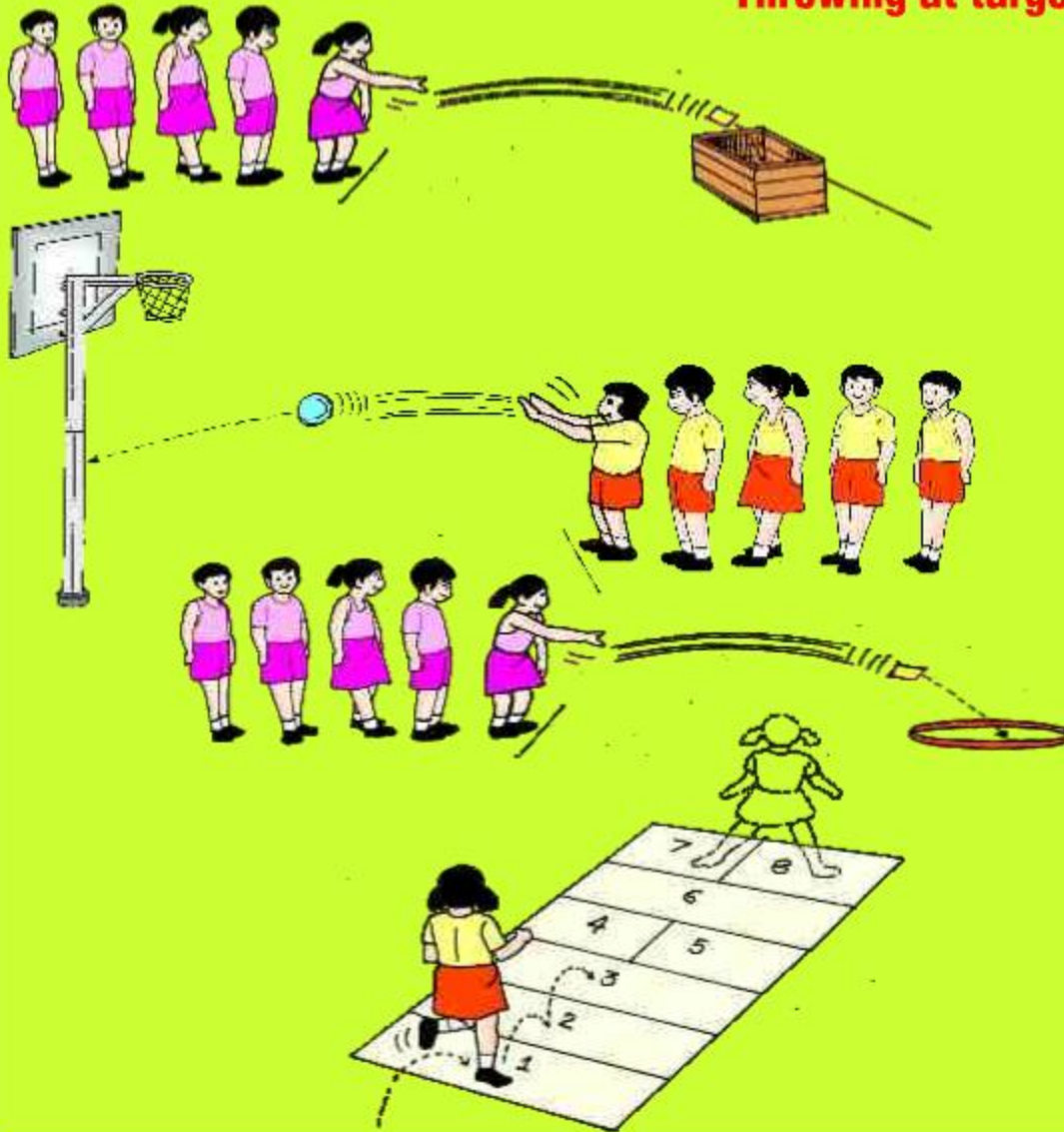
- Linked to the learning objective no. 6 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

Self assessment

- Which activity was I most successful at?

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Throwing at targets



Use these activities to:

- improve accuracy of throwing
- throw underarm and overarm
- use different equipment effectively
- roll and throw objects accurately.

Activities

In groups

- Throw bean bags, balls and other object to land on or in targets.
- Throw a ball to land in, or on different targets.
- Throw a bean bag in a marker.
- Play games of Hopscotch.

Variations

- Increase the distance from the target.
- Decrease the size of the target.

Equipment

- Variety of objects that can be thrown.
- Lime powder or markers, cones, boxes, buckets or ropes to make targets.

Safety measures

- Throw in one direction or away from each other.

Links to other subjects

English: comprehension of spoken and written words

- Each time a target is hit, the child picks up a word and says its opposite e.g. 'short', 'long'.

Mathematics: measurement

- Ask the children to measure the distance between the start line and the targets using non standard units of measurement. Use no standard measurements to place targets at specific distances from the start line.

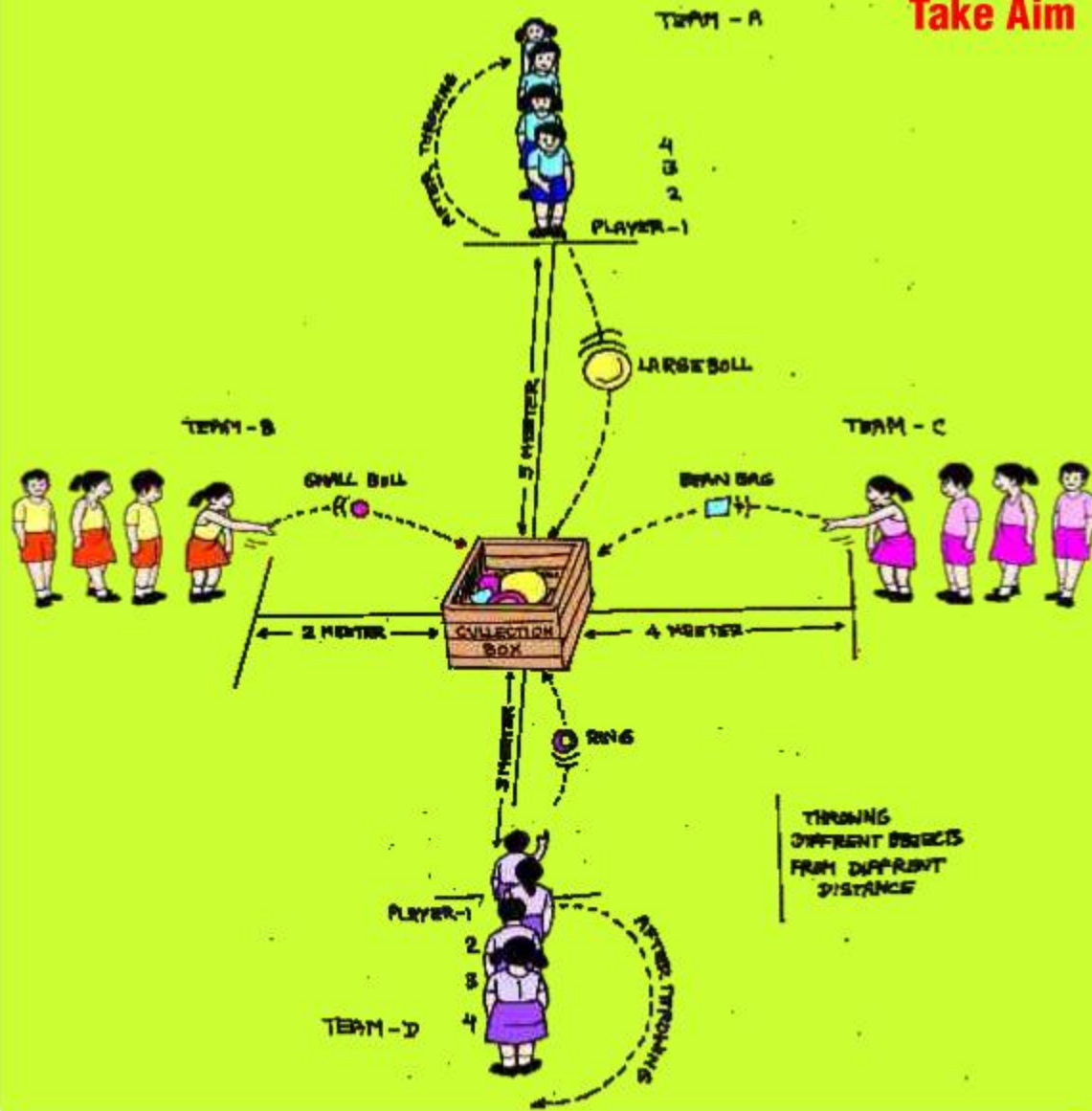
Curriculum links

- Linked to the learning objective no. 6 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

Self assessment

- Was I better at rolling or throwing? Was I more successful when throwing a bean bag or a ball?

Take Aim



Use these activities to:

- improve accuracy of throwing
- begin to know what makes a successful throw
- play with others
- take turns.

How to play

In teams

- Divide the group into four equal teams. Each team stands one behind each other at one of the four throwing stations. Provide a different object for each team to throw. Take it in turns to throw the object into the target. Score 1 point for each object that successfully reaches the target. When everyone has had their turn move to the next throwing station.

Variations

- Increase the distance from the target.
- Decrease the size of the target.

Equipment

- Variety of objects that can be thrown.
- Lime powder or markers, cones, boxes, buckets or ropes to make targets.

Safety measures

- Use soft object only.

Links to other subjects

English: write simple short sentences

- Put words into the box. When children are successful at getting a bean bag into the target they collect a word from the box. The winning team is the team that have sufficient words to frame a sentence.

Mathematics: mental arithmetic

- Keep individual score. At the end of the game add up the individual scores to arrive at a team score.

Curriculum links

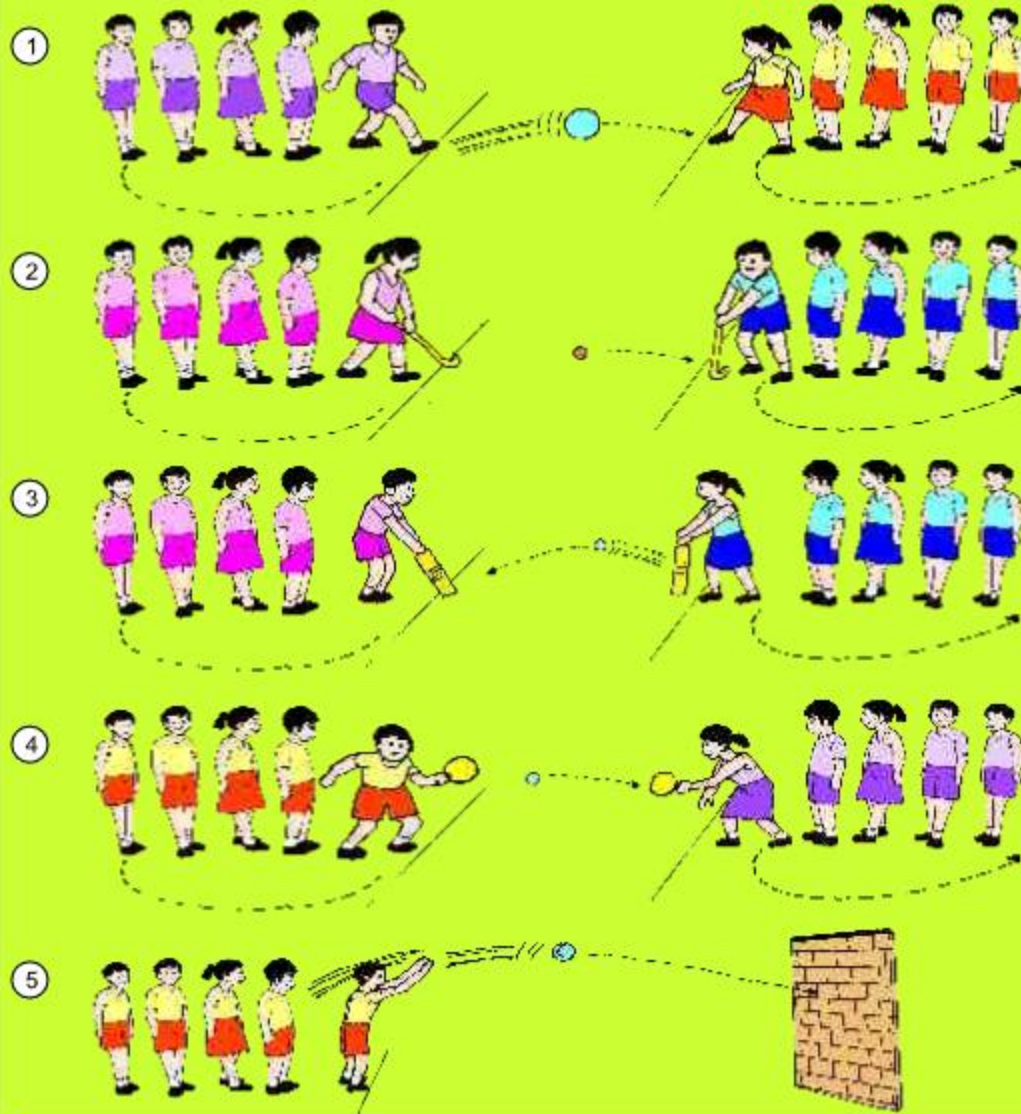
- Linked to the learning objective no. 18 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

Self assessment

- How many points did I score when playing the game 'Take Aim'? How can I improve my score?

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Hitting and kicking



Use these activities to:

- improve hitting and kicking skills
- improve muscle strength
- hit and kick a ball to someone else
- hit with power.

Activities

In groups

- An equal number of players stand on one line, and an equal number face them on the other line:
 - kick a ball (1)
 - hit a ball using: hockey sticks (2), rackets or cricket bats (3), table tennis bats and balls. (4)
 - Hit or kick a ball to a wall. (5)

Variations

- Increase the distance.
- Use small balls.
- Use different equipment like cricket bats, table tennis bats and balls.

Equipment

- Various balls.
- Various implements that can be used to hit a ball: bats, rackets, sticks.
- Lime powder or markers.

Safety measures

- Use soft balls and equipment that is appropriate for young children (small hockey sticks).
- Space activities.
- Watch out for others particularly when collecting and chasing after objects.

Links to other subjects

English: comprehension of spoken words

- Children on one half of the team are given a singular word. Prior to hitting or kicking the ball the child will say the word. The child opposite will give the plural of the word before returning the ball.

Mathematics: numbers

- Prior to hitting the ball the first child in the team says one number (e.g.42). The second child will give the expanded form of the number and pass the ball back to the first team.

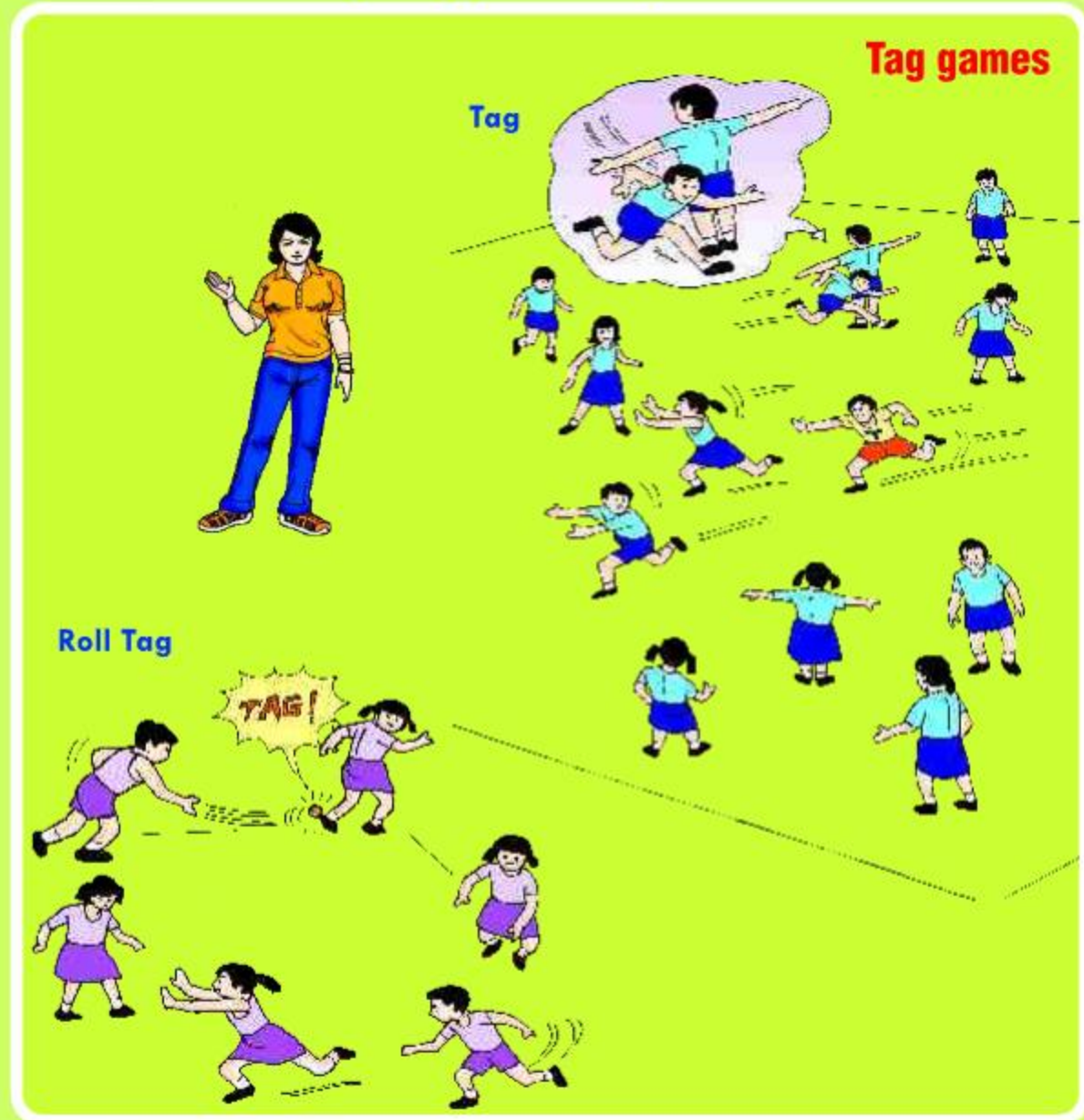
Self assessment

- Was I able to hit or kick the ball hard enough to reach my partner?

Curriculum links

- Linked to the learning objective nos. 6 and 10 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

PEC INDIA Agility, Balance, Coordination



Tag games

Use these activities to:

- use agility, coordination and balancing skills in games activities
- run, swerve, dodge and flee
- move and change direction quickly
- know and play to the basic rules of simple games.

Activities

Tag

- One player is nominated as the catcher. The rest of the group run around, keeping in a defined area. When the catcher touches someone they must stand still with their arms outstretched until another player 'frees' them by going under one of their outstretched arms.

Roll tag

- One player has a ball. The rest of the group run around, keeping in a defined area. The player with the ball tries to hit the other players by rolling the ball at their feet. If hit this player is either out or becomes the hitter.

Variations

Tag

- Increase the number of catchers.
- When caught stand with legs apart. To be freed another player must crawl through their legs.

Roll tag

- Increase the number of 'hitters'.

Equipment

- Lime powder or markers create a defined playing area.
- Soft ball.

Safety measures

- Keep spaced out.
- Watch out for others.
- Be careful when collecting balls that may stray into other playing areas.

Links to other subjects

English: comprehension of spoken words

- During the lesson introduce as many action words as possible and ask the children to use them appropriately. For example, 'Lalit is running', 'Hema is chasing me'.

Mathematics: mental arithmetic

- Give every child a number between 1-9 randomly. Every time a child is hit with the ball she/he adds or subtracts his/her number from the number of the child who threw the ball.

Curriculum links

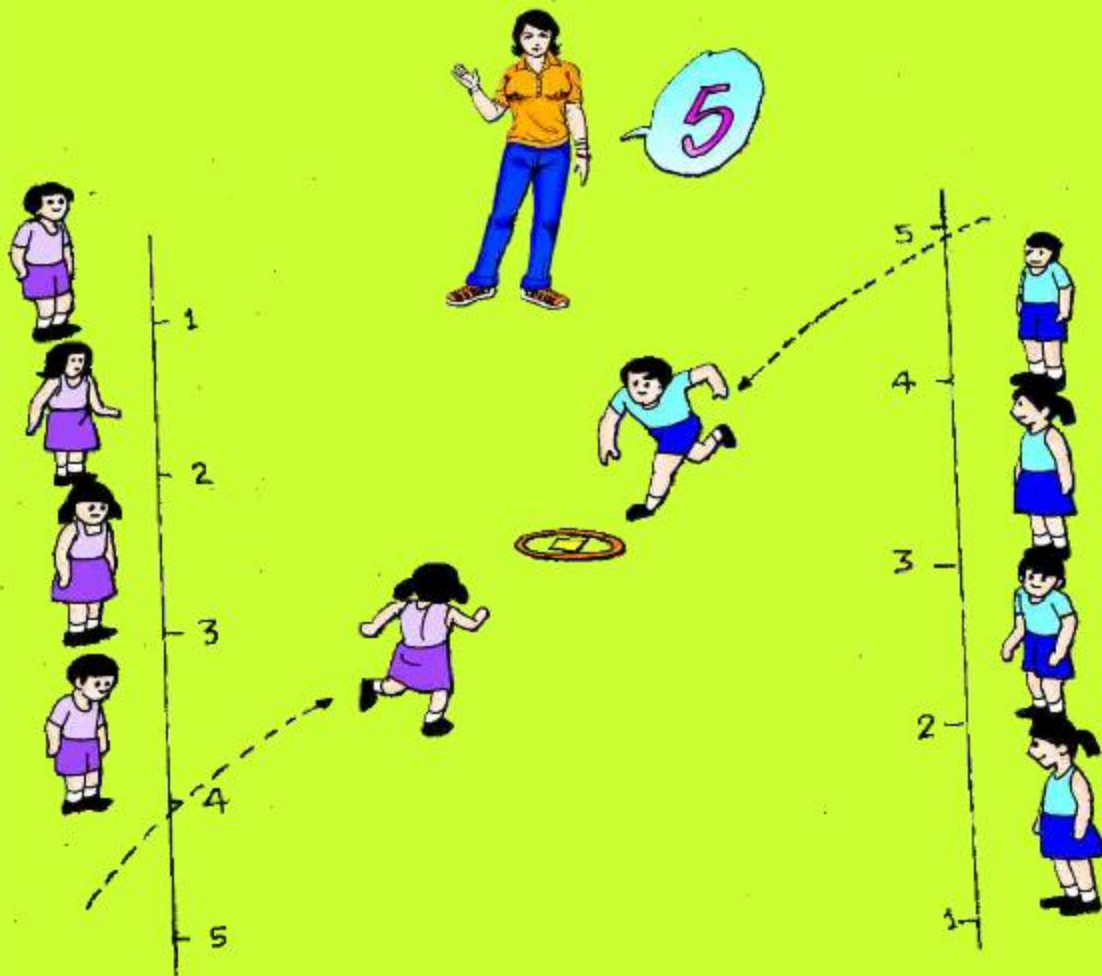
- Linked to the learning objective nos. 3 and 9 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

Self assessment

- When playing the Tag games did I manage to swerve, dodge and flee so that I didn't get caught?

PEC INDIA Agility, Balance, Coordination

Dog and the Bone



Use these activities to:

- use agility, coordination and balancing skills in games activities
- run, swerve, dodge and flee
- learn to avoid being caught
- know and play to the basic rules of simple games.

How to play

- Children stand in two lines facing each other. Place a hoop and bean bag in the middle of the lines. Teacher calls out a number, say 5. The 2 players numbered 5 run and try to pick up the bean bag. The player who is successful runs back to their place with the bean bag.
- When the children understand the game let the player who is unsuccessful at getting the bean bag chase the player who has the bean bag. If the player with the bean bag gets back to their place before the chaser catches them they score 1 point.

Variations

- Use different formations e.g. circle, square.
- Collect different objects.
- Collect more than one object.

Equipment

- Lime powder or markers create a defined playing area.
- Soft ball.

Safety measures

- Keep spaced out.
- Watch out for others.
- Be careful when collecting balls that may stray into other playing areas.

Links to other subjects

English: comprehension of spoken words

- Dog and Bone: instead of a bean bag children pick up a letter from the hoop. When all the children have had their turn the team frame a word using the letters they have collected.

Mathematics: money

- Dog and Bone: instead of a bean bag children grab as much money as they can from the hoop without being caught. How much money have you managed to grab? Who grabbed the most?

Curriculum links

- Linked to the learning objective nos. 3 and 9 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the fundamental movements?

Self assessment

- Was I successful at getting the bean bag?

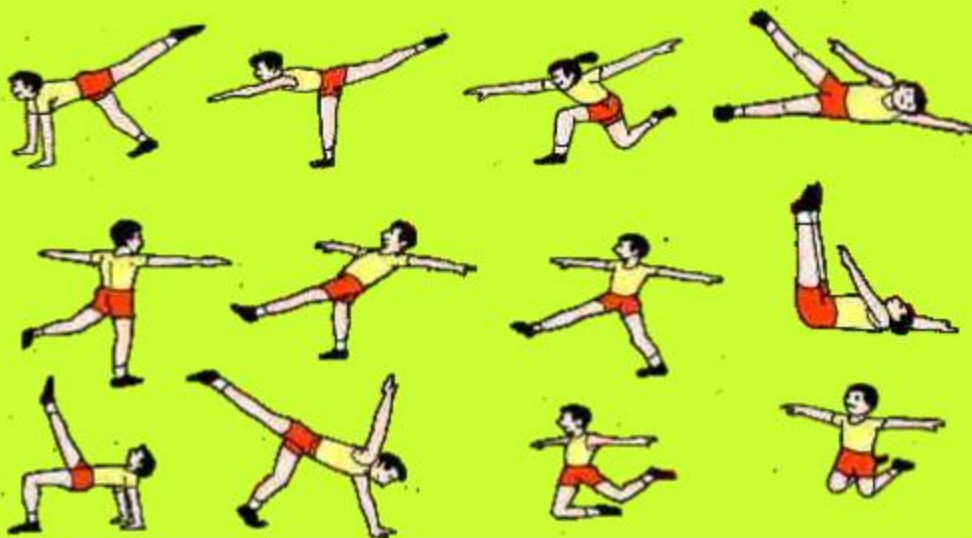
PEC INDIA Agility, Balance, Coordination

Symmetric and asymmetric shapes

1



2



Use these activities to:

- hold positions of static balance
- show different symmetric and asymmetric balances
- understand the difference between symmetric and asymmetric shapes
- combine balancing and moving.

Activities

Class activities

- Hold static balances in symmetry on different body parts. (1)
- Hold static balances in asymmetry on different body parts. (2)
- Combine two static balances in symmetry, holding each balance for the count of 3.
- Combine two static balances in asymmetry, holding each balance for the count of 3.
- Combine a static balance in symmetry followed by a static balance in asymmetry.
- Combine a symmetric balance with a symmetric travelling movement e.g. a tucked roll.
- With a partner perform the same static balances next to each other. Show symmetric and asymmetric shapes.

Variations

- Combine more balances.
- Combine symmetric and asymmetric jumps with the balances.
- Copy symmetric and asymmetric balances from visual clues.

Equipment

- Mats or a soft surface.

Safety Measures

- Keep spaced out when performing the balances.
- Watch out for others.
- Hold the balances for the count of 3.

Links to other subjects

English: recognise small and capital forms of the English alphabet

- Individually and with a partner make different capital letters. Say whether they are symmetric or asymmetric shapes.

Mathematics: patterns

- Individually, with a partner and in small groups create patterns of regular, symmetric shapes: e.g. square.

Curriculum links

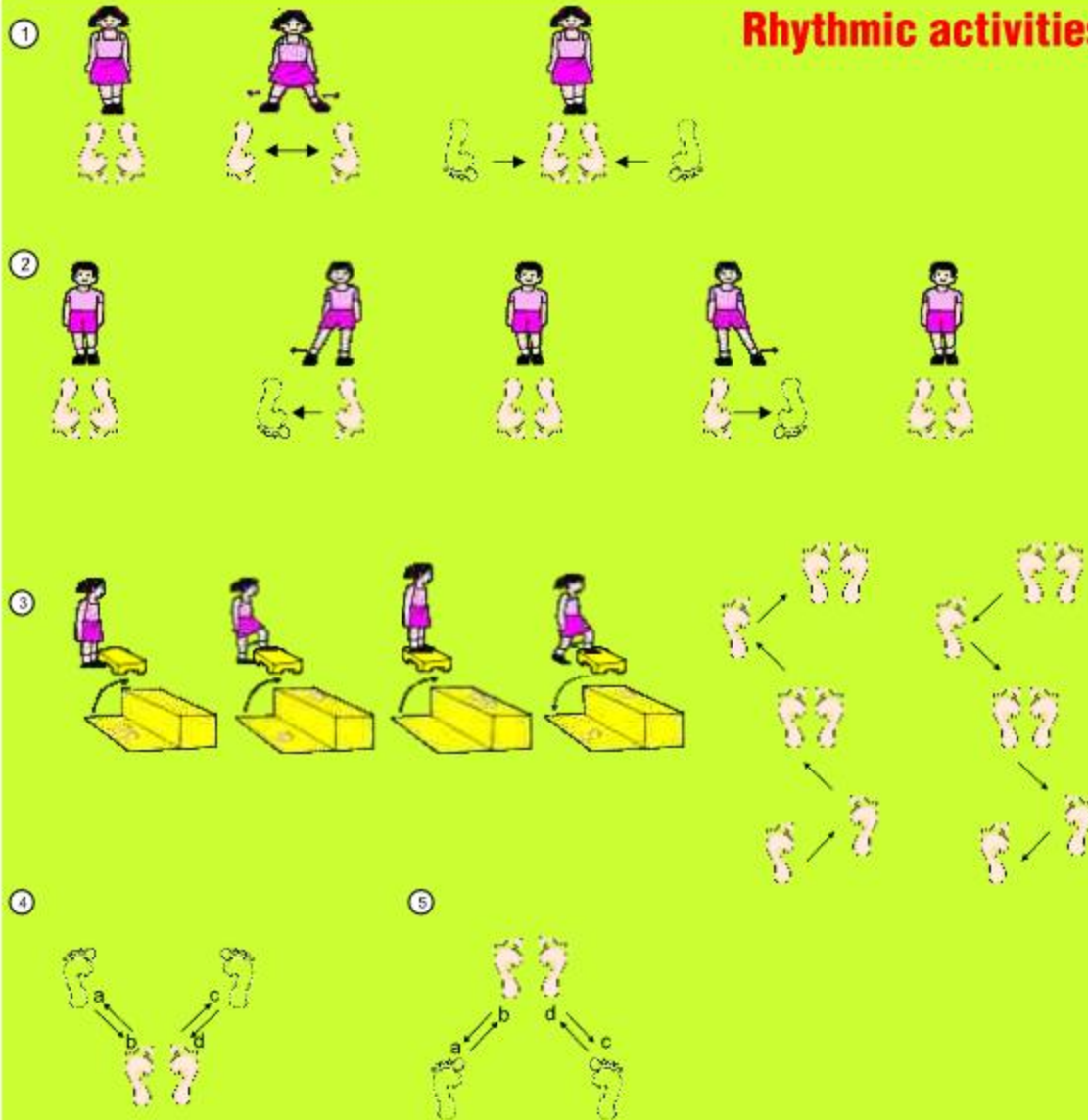
- Linked to the learning objective nos. 8, 12 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

Self assessment

- How many different symmetric and asymmetric shapes can I show?
- How long can I keep still when balancing?

PEC INDIA Agility, Balance, Coordination

Rhythmic activities



Use these activities to:

- improve neuro-muscular coordination
- improve flexibility
- move to a beat and count the beat
- coordinate different stepping patterns.

Activities

Class activities

- **Jumping Jacks (1):** begin with feet together. Jump and land with feet wide apart. Jump and land with feet together. Jump and land with feet wide apart. Jump and land with feet together.
- **Basic step touch (2):** begin with feet together. Step onto the right foot. Join both feet together. Step onto the left foot. Join both feet together.
- **Stairs (3):** Step out in a random zig-zag manner. At the end of the phrase of movements raise the arms and lift the knees.
Fun with Alphabet:
- **V-step (4):** begin with feet together. Step out diagonally with right foot. Step out diagonally with left foot. Rhythmically step back diagonally with one foot at a time to return back to original position.
- **A-step (5):** begin with feet together and sideways. Step out diagonally with the right foot. Step out diagonally with the left foot. Rhythmically step back diagonally with one foot at a time to return back to the opposite side. Finally return back to original position.

Variations

- Master these basic moves from both sides (right and left).
- Include the use of arms (swinging; wave-like arm movements).
- Change the music intensity and style
- Use claps/ribbons.

Equipment

- Music.

Safety measures

- Perform these actions on a non slippery floor surface.

Links to other subjects

English: follow simple instructions

- Ask the children to listen to, and follow the instructions carefully. Use pictures and words to provide the instructions so that children read and comprehend what they are reading.

Mathematics: patterns

- Create patterns by stepping in different directions, individually and in groups. Use ribbons or string to show the patterns that emerge.

Curriculum links

- Linked to the learning objective nos. 12 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: How do I keep to the beat of the music?

Self assessment

- Can I perform these steps and keep to the beat of the music?