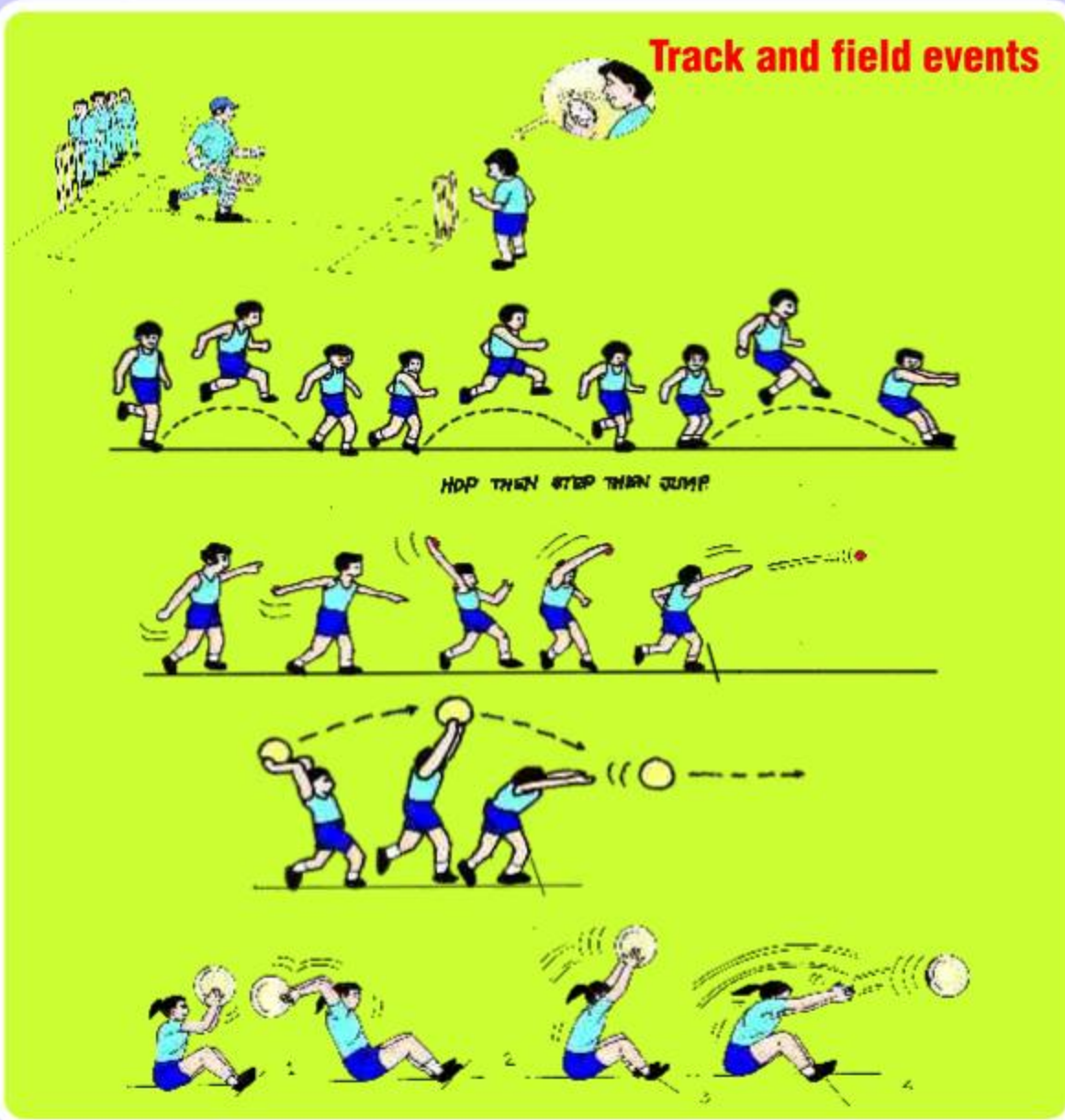


Track and field events



Use these activities to:

- practise running, throwing and jumping actions
- take part in simple competitions and challenges
- sequence jumps
- improve 'explosive' running over short distances.

Activities

In groups

Cricket Run (1)

- The distance between two cricket wickets is 20 metres. How long does it take you to run this distance? Run, holding a cricket bat.

Jumping (2)

- How far can you jump using a hop, step and jump?

Throwing

- How far can you throw a cricket ball? (3)
- How far can you throw a football? (4)
- How far can you throw from a seated position? (5)

Variations

- Children can measure, time and record these events and challenges.

Equipment

- Lime powder or markers for marking start and finish lines.
- Cricket ball.
- Small footballs.
- Cricket wickets and cricket bats.
- Stop watches and measuring tape.

Safety measures

- Throw in the same direction.
- Be careful when collecting implements.

Links to other subjects

English: relate words with actions

- During the lesson ask children to write down some of the significant action words they use, e.g. hopping, throwing. Use these words to compose a short poem.

Mathematics: data handling

- Measure and record times and distances. Use the information to create tables and draw bar graphs.

Where does this unit fit in?

- These are some of the fundamental skills children need in order to compete in simple athletic events and competitions.

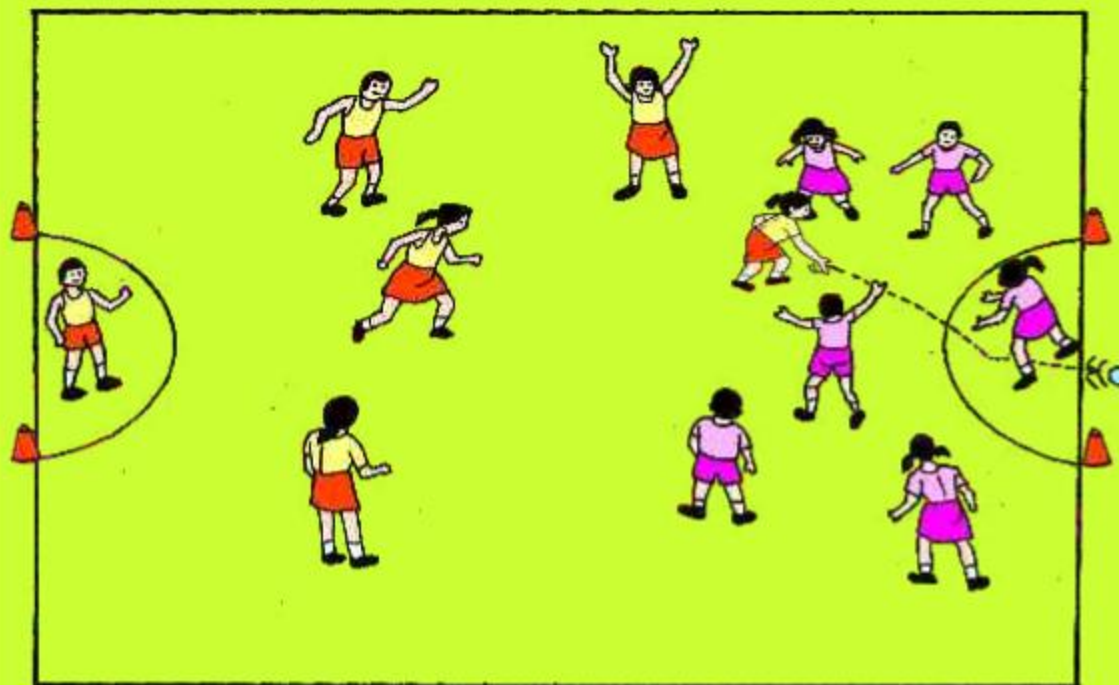
Curriculum links

- Linked to the learning objective nos.6, 9 and 21 in the CBSE School Health Manual and the Themes on Orientation to Sports Skills and Sports Skills Abilities in the NCERT Syllabus: Can I measure, compare and improve my own performance? How can I perform like a player?

Self assessment

- Which is my best athletic event and why?

Roll into the goal



Use these activities to:

- play together as a team
- learn attacking and defending skills
- look for the position of other team members
- pass quickly and move into a space.

How to play

In groups

- Divide the group into two teams of six players including a goalkeeper. One team should be in bibs, bands or braids.
- Players roll the ball to each other and try to score by rolling the ball through the opposition's goal.
- Players must not run when they have the ball, but may turn on the spot.
- The ball can be intercepted but no contact between players is allowed.
- Players must not use their feet to stop the ball.
- The goalkeeper is the only person allowed in the goal area and should stay in it.

Variations

- When familiar with the game use kicking skills, hockey sticks or throwing and catching skills.

Equipment

- Lime powder or markers to mark playing area.
- Cones to create goals.
- Bibs, bands or braids.

Safety measures

- Be careful of others particularly when bending to receive a ball.
- Remind children to keep their heads up.

Links to other subjects

English: narrate experiences and incidents

- Undertake a running commentary of the game. Use relevant language. E.g. 'the centre player is swerving past the defender'.

Mathematics: measurement

- Measure and compare the distance different balls travel on different surfaces. Use this information to discuss friction and its effect on moving objects.

Where does this unit fit in?

- These games will help to develop the skills needed to play team games like hockey, handball and basketball.

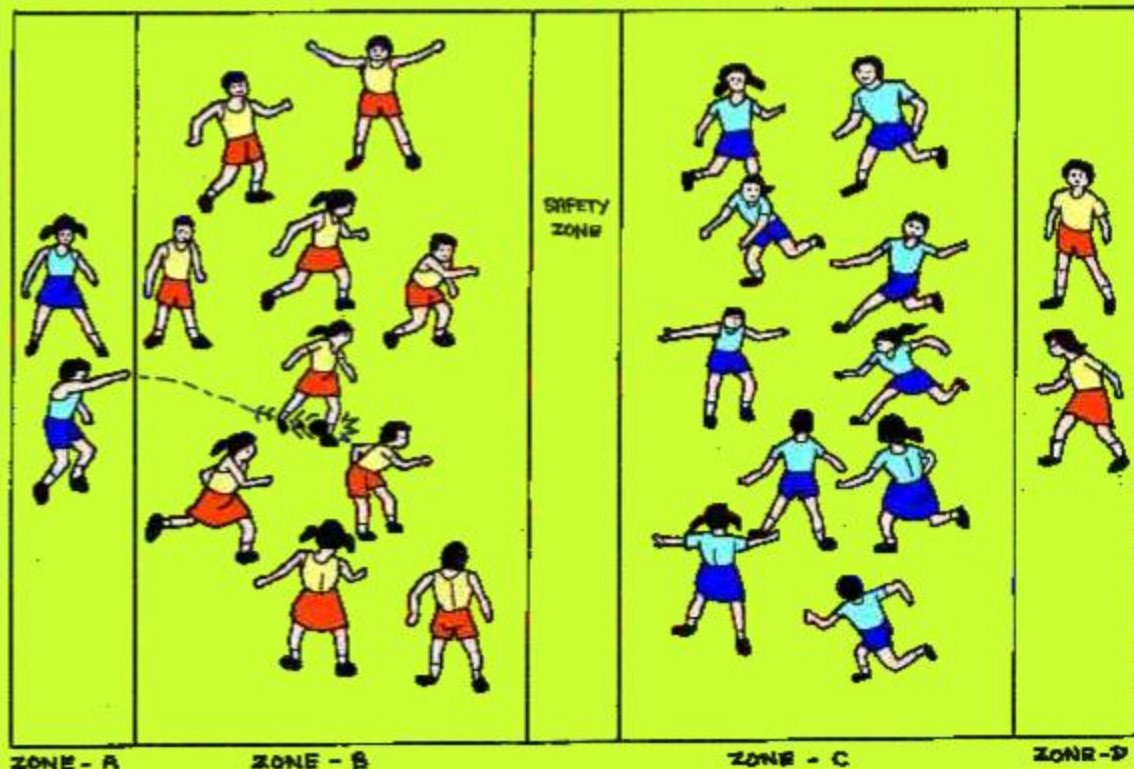
Curriculum links

- Linked to the learning objective no 2 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: Can I play with others and enjoy myself?

Self assessment

- How did I help my team to score goals?

Four Court Dodge Ball



Use these activities to:

- improve dodging skills
- improve anticipation skills
- use throwing and catching skills to pass the ball to players in more advantageous positions than themselves
- work with others to defeat the opposition.

How to play

In groups

- Divide the group into two equal teams.
- Divide the playing area into four playing zones: zones A, B, C and D with a safety zone in the middle.
- All but two players from each team occupy the centre courts (Zones B and C). Two players from each team stand in the end zones (Zones A and D).
- The end players work with their centre players to try and hit their opponents below the knee. When a player is hit the player goes to the end zone to help hit the other team members.
- The winning team is the first team to clear their opponents centre court of players.
- Players can use their hands in front of their feet to defend the ball.

Variations

- Use two balls instead of one.
- Kick the ball rather than throwing it.

Equipment

- One large foam or lightweight ball.
- Lime powder or markers to mark the playing areas.

Safety measures

- Use a soft ball.
- Players must only be hit below the knee.
- Stay in designated areas.
- Have a small safety zone between the teams that no one can enter.

Links to other subjects

English: use written language in meaningful contexts.

- During the lesson children jot down their understanding of the rules of the game. They write these as a set of rules that can be used by others to play this game.

Mathematics: numbers

- Numbers are attached to all team members randomly. Group 1 hit children having multiples of 3. Group 2 hit children having multiples of 4. Once hit, the player moves to the end zones. The game continues with other multiples.

Where does this unit fit in?

- These games will help to develop the skills needed to play team games like handball and basketball.

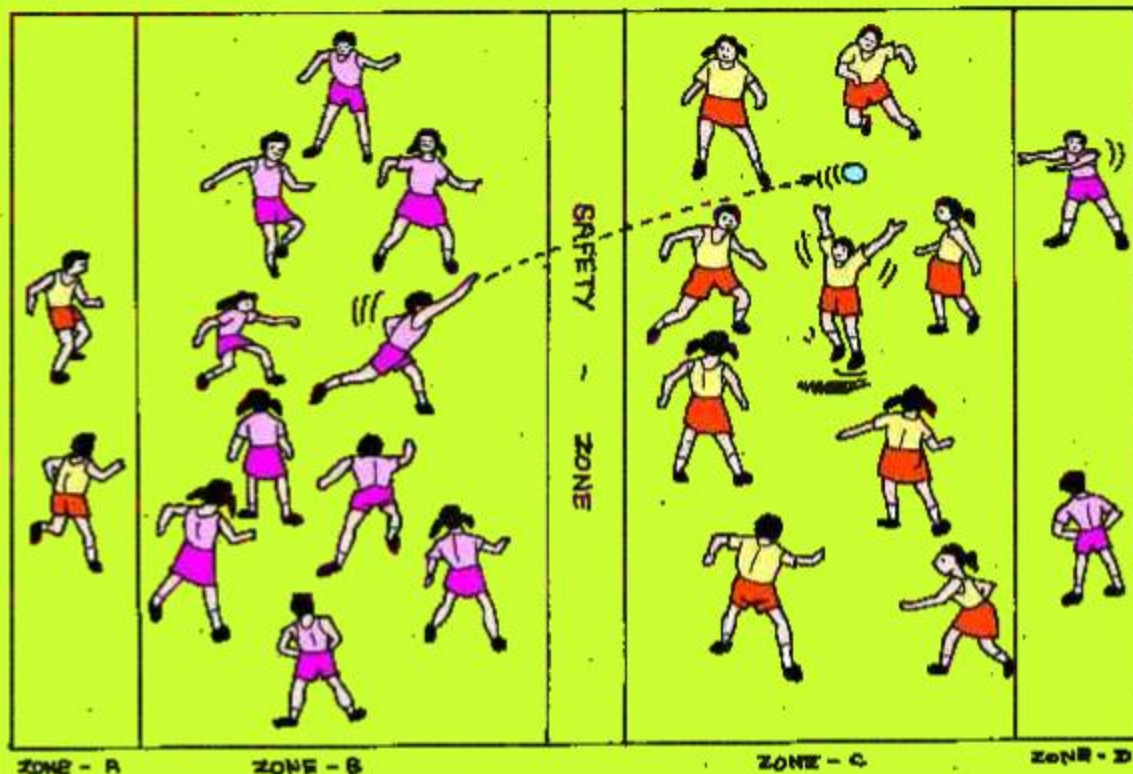
Curriculum links

- Linked to the learning objective nos.6 and 19 in the CBSE School Health Manual and the Themes on Orientation to Sports Skills and Social Health in the NCERT Syllabus: Have my throwing and catching skills improved? How do I know? What happens if my team win? What happens if we lose?

Self assessment

- How did I contribute to the performance of my team?

Throwball



Use these activities to:

- encourage accurate throwing
- use different types of throws
- jump to intercept a ball
- work with others to defeat the opposition.

How to play

In groups

- Divide the group into two equal teams.
- Divide the playing area into four playing zones: zones A, B, C and D and a safety zone in the middle.
- All but two players from each team occupy the centre courts (Zones B and C). Two players from each team stand in the end zones (Zones A and D).
- The end players work with their centre players to try and throw the ball over the heads of the opposition. If a player in the end zone catches the ball the player who threw the ball moves to the end zone.
- The game is won when all members of one team are in the end zone.

Variations

- When children understand the game, play the game using different passes: chest pass, overhead pass, one handed sideways pass, bounce pass.

Equipment

- Large, lightweight balls.
- Lime powder or markers to mark the playing areas.

Safety measures

- Do not let children enter the middle safety zone.
- Ensure players stay in their defined playing areas.

Links to other subjects

Environmental studies: work and play

- Talk about the role of team captains and team talks. Nominate team captains and give each team the chance to discuss their tactics and how they will work together to win the game.

Mathematics: fractional numbers

- After a specified time (say five minutes) stop the game. Children ascertain the number of their team in Zones A or D and write the answer as a fraction of the full team.

Where does this unit fit in?

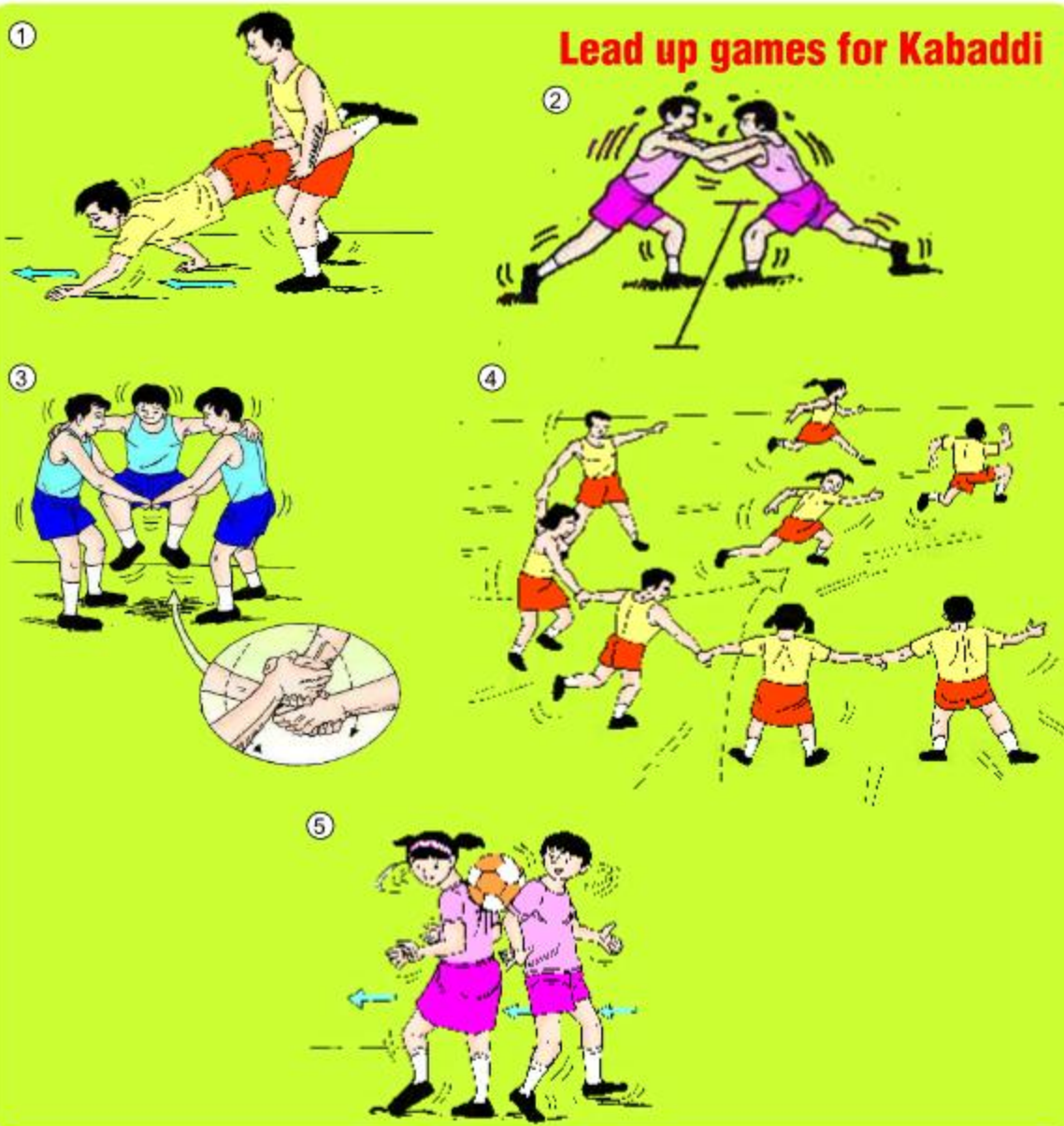
- These games will help to develop the skills needed to play team games like handball, volleyball and basketball.

Curriculum links

- Linked to the learning objective nos. 6 and 21 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: What happens if my team win? What happens if we lose?

Self assessment

- Are my throwing and catching skills good enough for me to play this game successfully?
- How many times did I intercept the ball?



Lead up games for Kabaddi

Use these activities to:

- improve strength of legs and arms
- improve running skills
- work with others
- work in opposition to others.

Activities

Wheelbarrow race (1)

- In two's players create a wheelbarrow with one child at the front of the wheelbarrow and the other at the back holding the legs of the other child. On command the pair will start walking, one using their feet and the other using their hands with the help of their partner.

Pushing partners (2)

In two's

- Mark three lines and stand on the centre line.
- On whistle, with arms folded push your partner towards the back line.
- The child who gets his partner to the line first is the winner.

Carry your partner (3)

In groups of 3

- One child stands between two children who cross their hands. On command the middle child will sit on the hands of the other children and hold them around the shoulders. On whistle they will run towards the finishing line.

Breaking the chain (4)

- Four or five players make a chain. Another player tries to break it.

Balancing act (5)

- In pairs standing back to back, players place a ball between their shoulders. They must carry it to a finishing line without dropping it.

Variations

- Play as races. Who is first to the line, or who is first to break the chain?

Equipment

- Lime powder or markers.

Safety measures

- Keep play area clean and free from debris.

Links to other subjects

Environmental studies: local games

- Use the opportunity to discuss the game of Kabaddi and other indigenous games. Ask the children to find out about other local and traditional games. Can they teach these games to their peers?

Mathematics: geometry

- Breaking the chain: when a chain is broken ask children to determine the type of angle created by the break: right, acute, obtuse

Where does this unit fit in?

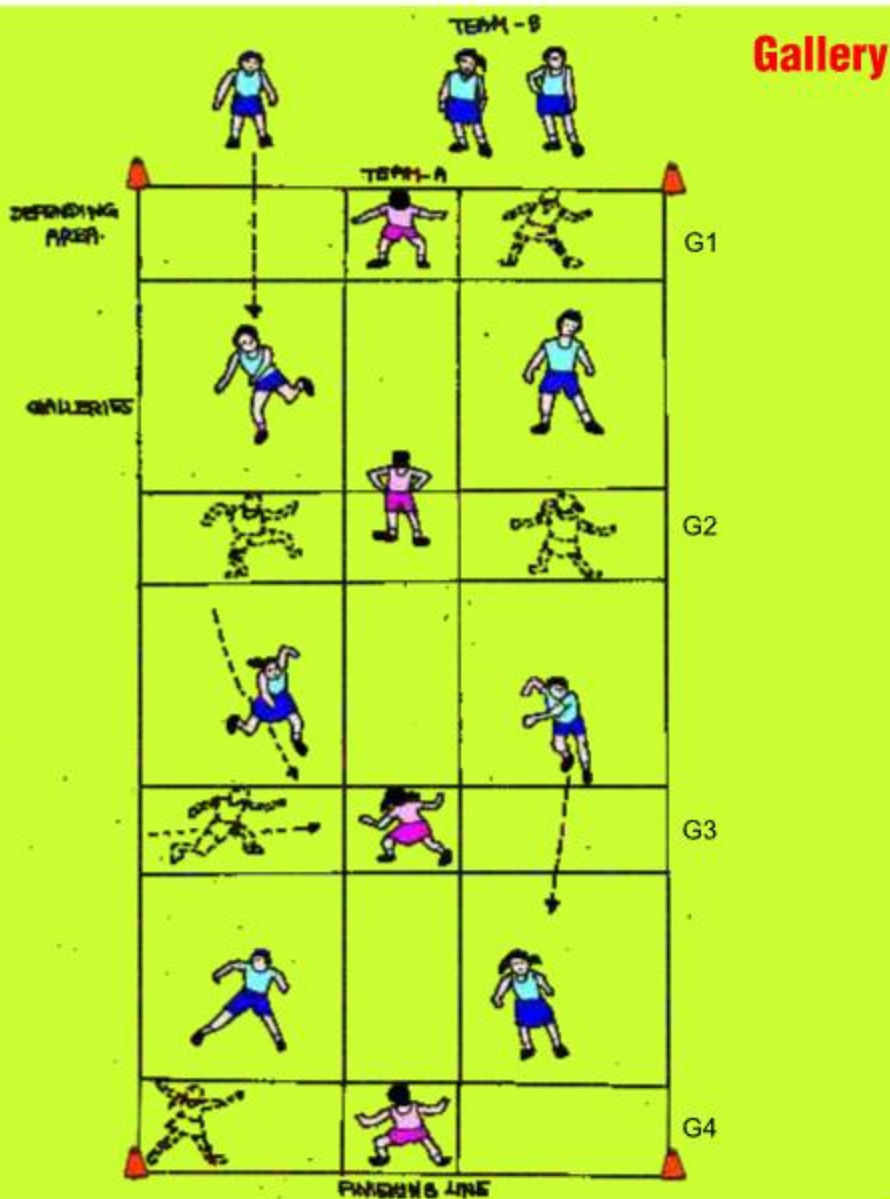
- These games will help children develop the skills needed to play the game of Kabaddi.

Curriculum links

- Linked to the learning objective no.1 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the games of Indian origin?

Self assessment

- How successful was I at these activities that require strength?



Gallery

Use these activities to:

- improve agility and coordination
- prepare for games like Kho Kho and Kabaddi
- develop peripheral vision
- defend the space and the players.

How to play

- Divide the group into 2 teams having equal numbers of players (6-8 per team).
- One defender stands in each of the galleries.
- Defenders stand in the gallery at their respective positions.
- The runners try to enter zone 1 by dodging the defender in G1.
- The defenders can move in their respective galleries as well as the central gallery till the position of the defender in the next gallery.
- The runners have to reach the finishing line by dodging each defender in each gallery.
- Score 1 point if one runner reaches the finishing line or score 1 point for each player that reaches the finishing point in a set time, say 10 minutes.

Variations

- Defenders can move in all the directions.

Equipment

- Lime powder or markers to mark playing area.
- Bibs, bands or braids.

Safety measures

- When touching the players the defenders must not push the runners.
- Watch out for others and be aware of those running around and near to you.

Links to other subjects

English: prepositions

- Team A are given names of common nouns. Team B (the defenders) are given names of prepositions. After 5 minutes stop the game. Ask the pairs that are left in the game to frame sentences using their nouns and prepositions: e.g. the dog is beneath the tree.

Mathematics: patterns

- Ask the children to create the playing areas for this game. Identify the geometric patterns of the court.

Where does this unit fit in?

- This game will help children to develop the skills they need to play team games and sports like Kho Kho and Kabaddi.

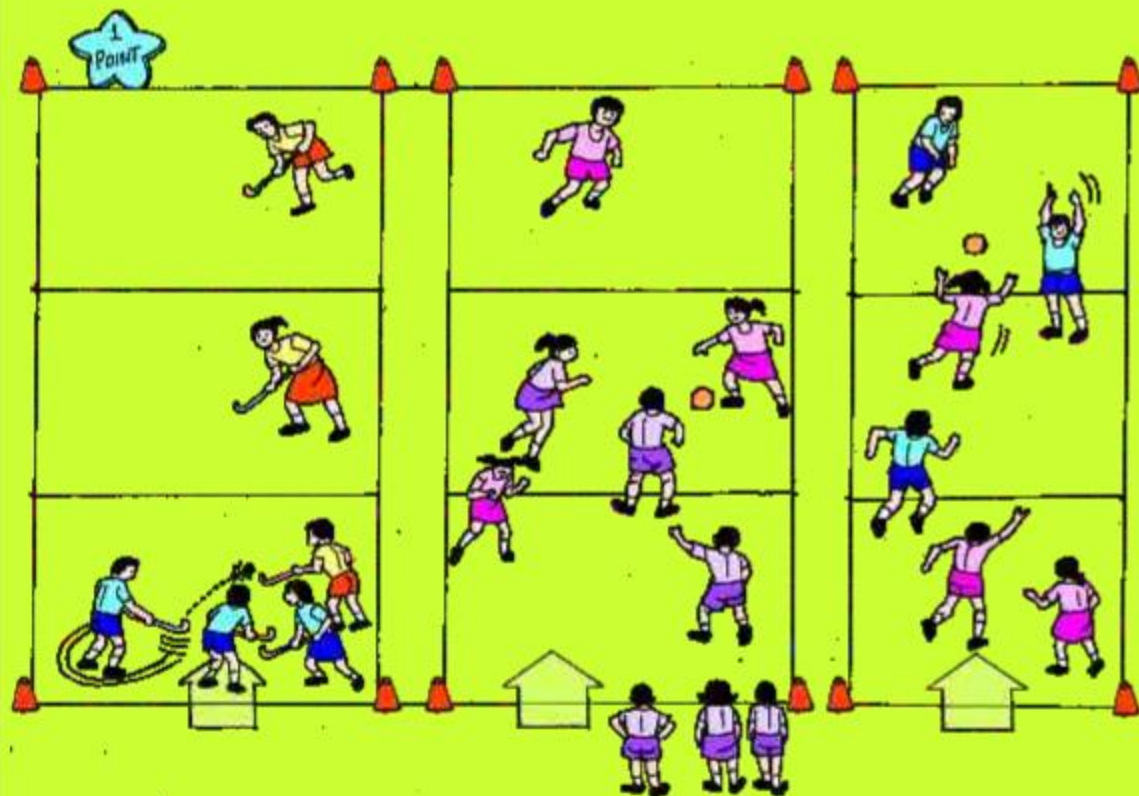
Curriculum links

- Linked to the learning objective nos.1 and 19 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the games of Indian origin?

Self assessment

- How well did I dodge past the defenders?
- How well did I defend?

Find that space



Use these activities to:

- begin to understand how games are played
- work together as a team to score a goal
- understand the role of attackers and defenders
- defend and intercept the ball.

How to play

Play 3 against 3

- Three defenders wearing bands, bibs or braids, stand one in each of the zones. They must remain in, and defend, within their zone only. They can mark and intercept but not tackle.
- The three attackers start with a pass from their end-line trying to throw and catch to each other to beat each defender in their zone. They should stay still when they have the ball.
- The attackers must pass through all three zones in order to score a goal. The attackers score one point each time they score a goal at the other end of the zone.
- Change defenders after discussing how the games were played and what players can do to improve.

Variations

- When children are very familiar with this game and understand the role of the attackers and defenders let them use hockey sticks, kicking skills and dribbling the ball (as in basketball). These are complex games. Only introduce them once children fully understand this game.

Equipment

- Lime powder or markers to mark playing area.
- Variety of balls.

Safety measures

- Enforce the 'no tackle' rule.
- Leave enough space between groups.

Links to other subjects

English: use written language in meaningful contexts

- Write written commentaries, in note form, of the games. Use relevant technical language e.g. defenders, attackers, dodge, mark, swerve. Use these notes to produce commentaries of the games in written and spoken forms.

Mathematics: time

- Record, in seconds, the total time taken by the attacking team to score a goal. Convert the time into minutes and vice versa.

Where does this unit fit in?

- These games will help children to develop the skills needed to play team games and sports like basketball, football and hockey.

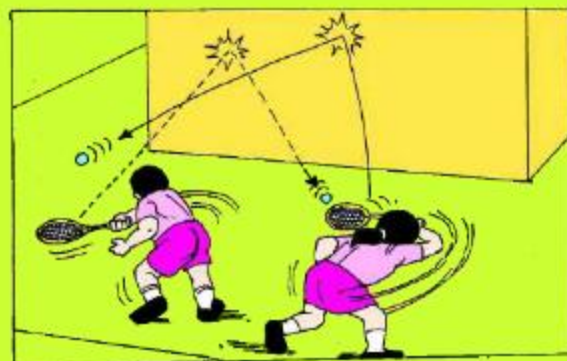
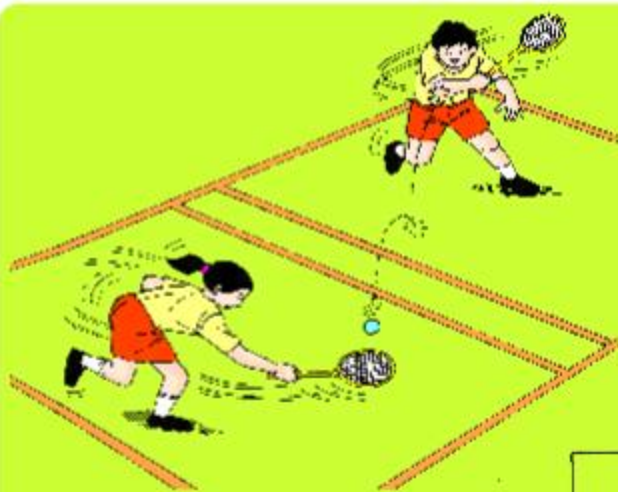
Curriculum links

- Linked to the learning objective nos.2, 6 and 18 in the CBSE School Health Manual and the Themes on Orientation to Sports Skills and Social Health in the NCERT Syllabus: What do I think I am good at when playing this game? What do I need to improve?

Self assessment

- How well did we work together when attacking? What do we need to do better?
- When defending, how good was I?

Simple net games



Use these activities to:

- improve the skills required for net games
- work together to score as many points as possible and keep a rally going
- develop a sideways stance for hitting the ball
- develop forehand and backhand strokes.

How to play

- Work in pairs to achieve the highest rally score using:
 - forehands
 - backhands
 - volleys.
- Introduce a time limit for the rallies.

Variations

- Play 1 against 2, and 2 against 2.

Equipment

- Rackets, balls, shuttlecocks and a suitably marked area with a net or 'no-go' area.
- Table tennis bats and balls if using tables.
- Lime powder or markers.

Safety measures

- Space children out.
- Emphasise a controlled racket swing.

Links to other subjects

English: write a short description

- At the end of their game ask the pair to write a short description of the game they played. How did it start? What actions did they use? How and where did they move?

Mathematics: numbers

- Place numbers 0-9 on the ground. Children have five attempts at hitting the numbers. Each time a number is hit it is noted by the group. The group use the numbers to form six, five digit numbers. They arrange them according to descending and ascending order.

Where does this unit fit in?

- These games will help children to develop the skills needed to play team games and sports like table tennis, badminton, volleyball and squash.

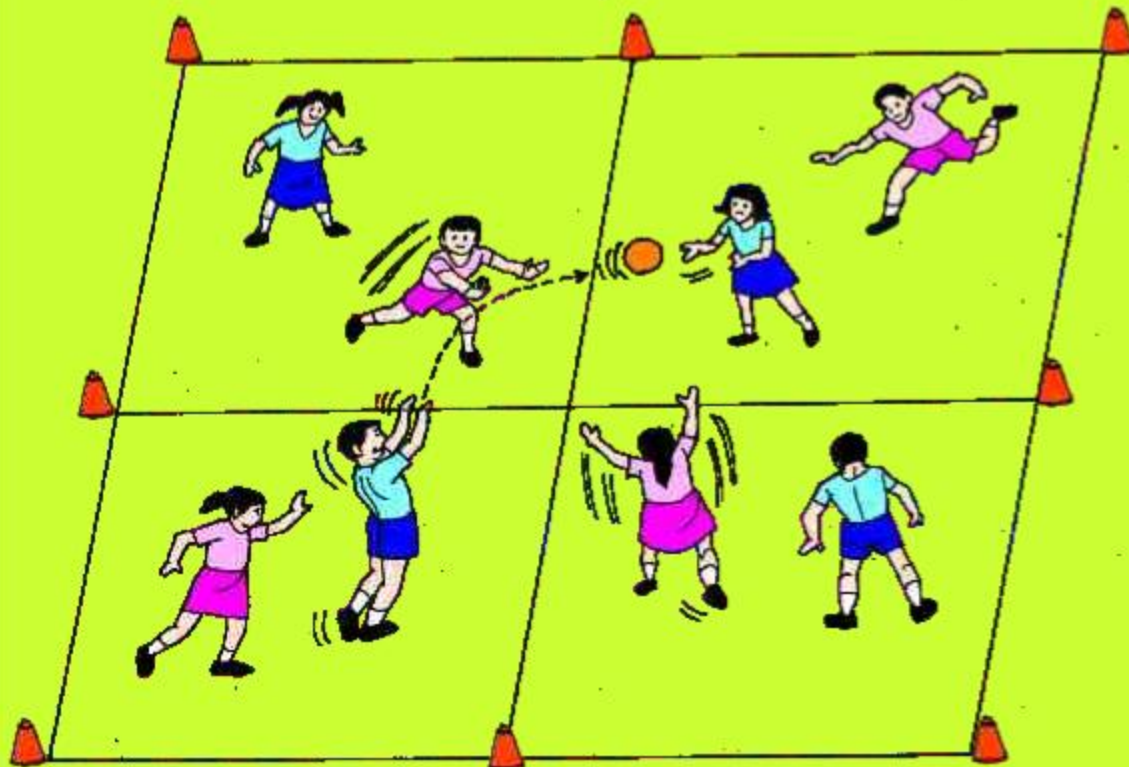
Curriculum links

- Linked to the learning objective no. 5 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What do I think I am good at when playing this game? What do I need to improve?

Self assessment

- How many points did my partner and I score? What do we need to do to improve our score?

Zone passing



Use these activities to:

- work together as a team
- understand the role of attackers and defenders
- catch or receive a ball that has been thrown from different heights and directions
- anticipate the path of the ball and actions of the attackers.

How to play

- Two teams of four players each. One team are attackers, the other defenders. One team should wear bibs, bands or braids. Divide the area into four zones. One attacker and one defender occupy each zone.
- Attackers try to pass the ball to each other across the zones while the defenders try to intercept the ball.
- Attackers can dribble the ball, by bouncing it, to make space for a pass.
- Attackers and defenders must stay in zones. Defenders must not make physical contact when defending.
- If attackers pass the ball successfully to each player in turn they score 1 point.
- Both sides take turns to be attackers for one minute.

Variations

- When children understand the game use kicking, hockey sticks and balls.

Equipment

- Ball for each group.
- Lime powder or markers to create playing areas.
- Bibs, bands or braids.

Safety measures

- Leave enough space between games.
- Remind children to keep their eyes open and to avoid bumping into each other.

Links to other subjects

English: to enrich learners' vocabulary

- Guess the proverb. Once four passes have been completed the child who has the ball collects a card on which is written part of a proverb, e.g. 'stitch, time'. The other team guess the full proverb e.g. a stitch in time saves nine.

Environmental studies: work and play

- Appoint team captains. Stop the games at regular intervals so that the teams can discuss how well they are playing as a team and what they could do differently or better in order to be successful.

Where does this unit fit in?

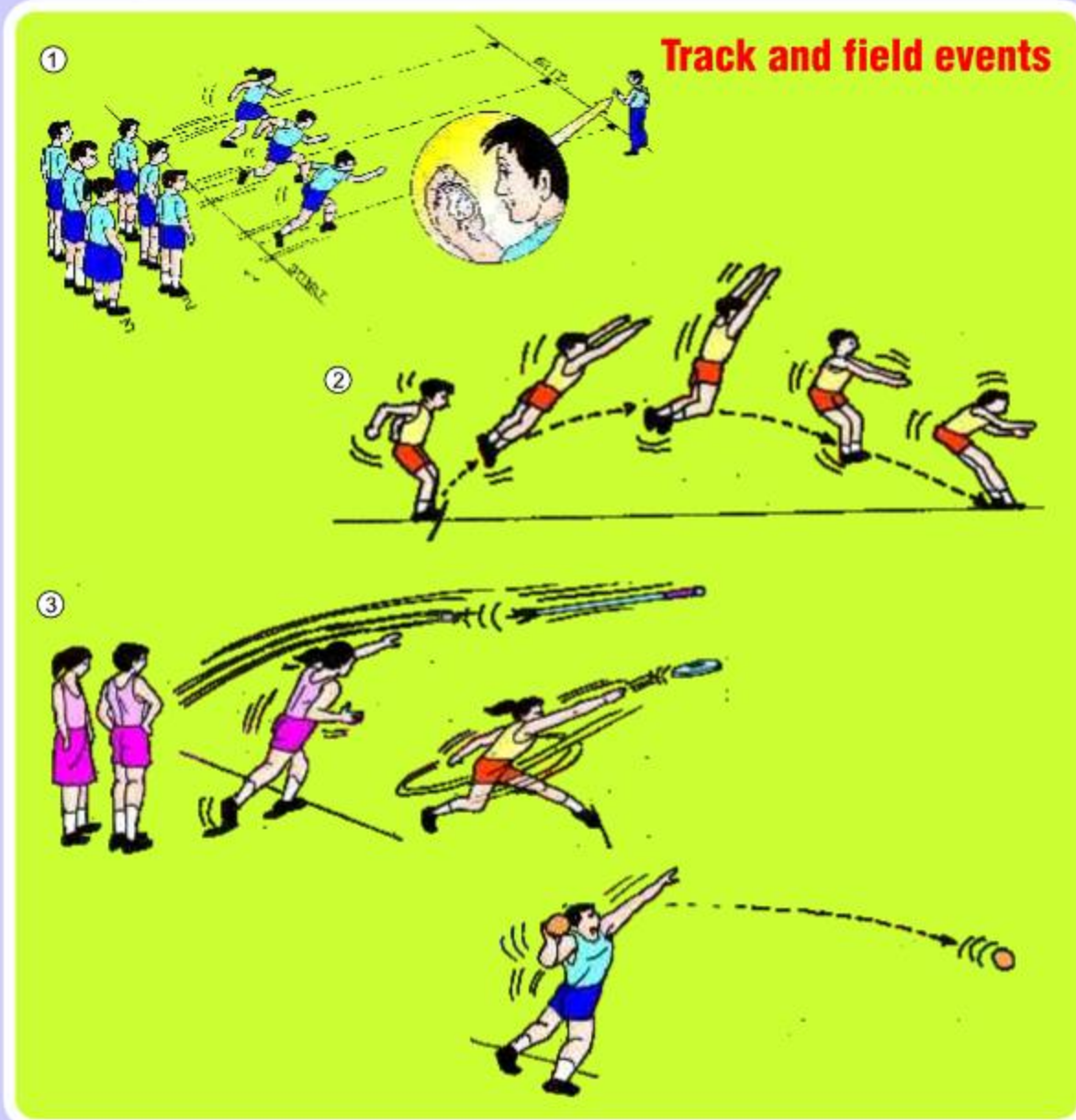
- These games will help children to develop the skills needed to play team games and sports like basketball, football, and handball.

Curriculum links

- Linked to the learning objective nos. 2 and 6 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: What do I think I am good at when playing this game?

Self assessment

- How well did we work as a team? What contribution did I make to the team? What do I need to do to improve and what do we, as a team need to do better?



Use these activities to:

- practise running, throwing and jumping actions
- take part in simple competitions and challenges
- sequence jumps
- develop a sideways throwing stance.

Activities

- Set up this circuit of activities and challenge the children to run as fast as they can over short distances and jump and throw as far as they can.

Running (1)

- A cheetah can cover a distance of 310 metres in 10 seconds. How far can you run in 10 seconds? One player acts as timekeeper, one as scorer and one as recorder.

Jumping (2)

- How far can you jump using:
- three spring (continuous) jumps?
- a two footed to two footed jump?
- One player acts as scorer and one as recorder.

Throwing (3)

- How far can you throw a:
- javelin (javelin throw)
- discus (sling throw)
- shot? (push throw)
- One player acts as scorer and one as recorder.

Variations

- Children can measure, time and record these events and challenges. They should be involved with marking the distance of the jumps and throws, timekeeping, scoring, measuring and recording.
- What is the total distance your team have thrown or jumped?

Equipment

- Lime powder or markers to mark start and finish lines and to show the distance jumped or thrown.
- Soft Javelins, shots and discus.
- Stop watches.
- Measuring tape.

Safety measures

- Throw in the same direction.
- Be careful when collecting throwing implements.

Links to other subjects

Environmental studies: blow hot, blow cold

- Compare breathing and heart rates at rest and after running fast for 10 seconds.

Mathematics: measurement

- Children measure the distance of jumps and throws and the distance covered in 10 seconds. The information can be used to create tables and/or graphs (data handling) in order to compare individual performances over time.

Where does this unit fit in?

- These are some of the fundamental skills children need in order to compete in simple athletic events and competitions.

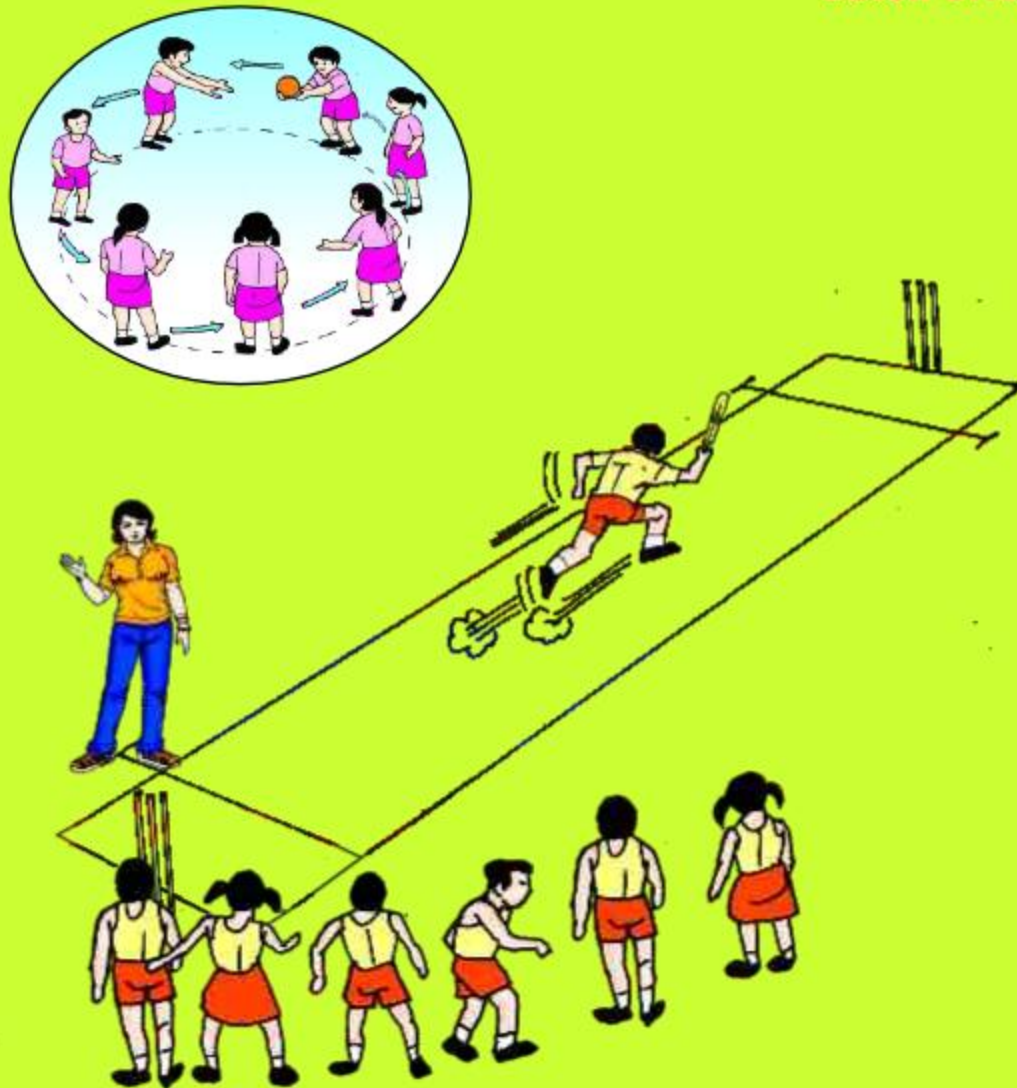
Self assessment

- How well did we work as a team? What contribution did I make to the team? What do I need to do to improve and what do we, as a team need to do better?

Curriculum links

- Linked to the learning objective nos. 8, 9 and 21 in the CBSE School Health Manual and the Themes on Orientation to Sports Skills and Sports Skills Abilities in the NCERT Syllabus: Can I measure, compare and improve my own performance? How can I perform like a player?

Catch Cricket



Use these activities to:

- take part in a simple striking game
- improve catching skills
- improve hitting skills with a bat
- run fast over short distance.

How to play

- Two teams: one team fielding, one batting.
- The batter hits the ball into the playing area and runs, holding the cricket bat, between the two sets of stumps. When back the next batter runs, between the two sets of stumps, scoring two runs each time they return. The batters continue to take it in turns to run between stumps.
- The fielders collect the ball and pass it around the circle of fielders. The ball must be passed 20 times. When this has been done the teacher shouts 'stop'.
- Count the number of runs scored by the batting team.
- The game continues until all batters have had a go at striking the ball.
- Change roles.

Variations

- Instead of throwing and catching the fielding team must kick the ball to each other 20 times.

Equipment

- Two cricket wickets, soft cricket ball and two bats.
- Lime powder or markers to show position of catchers.

Safety measures

- Fielders must keep out of the way of those running between the wickets.

Links to other subjects

Environmental studies: local games

- At the end of the lesson discuss the game of cricket and its popularity in India. Can children name their local cricket teams? Do they know any national level players? Ask them to find out about local and national cricket competitions that take place within India.

Mathematics: measurement

- Compare the area, perimeter and scores achieved with variations in the length and breadth of the pitch.

Where does this unit fit in?

- These games will help children to develop the skills needed to play team games like cricket and handball.

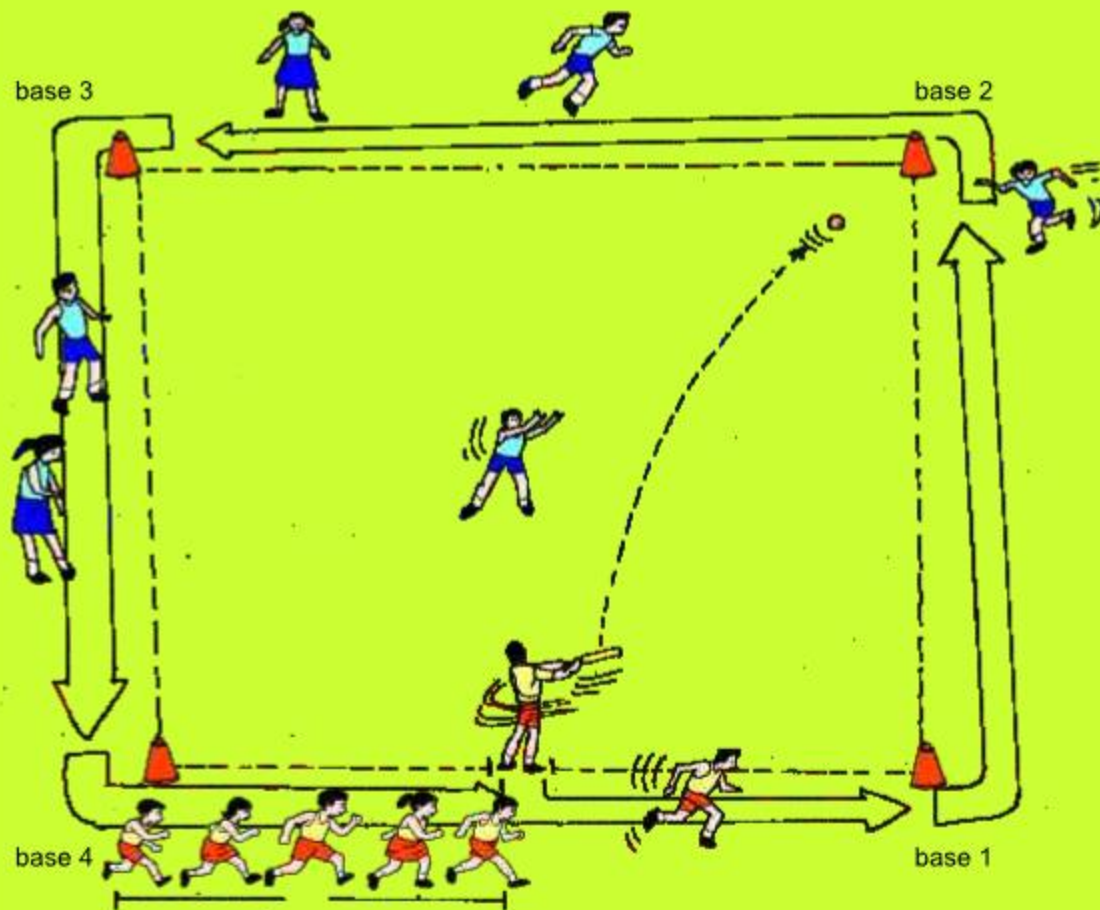
Curriculum links

- Linked to the learning objective nos. 6 and 19 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body function when I am physically active?

Self assessment

- Are my throwing and catching skills good enough to play this game? How can I improve them?

Fast Forward



Use these activities to:

- work together as a team, supporting each other
- improve accuracy of throwing and catching
- hit a ball into a space
- have fun and get puffed out.

How to play

- Two teams: one team fielding, one batting. Six of the fielding team act as catchers and are not permitted to move from their markers.
- The batter hits the ball into the playing field (drop feed, or hit off tee). Keeping in a line all the batters run around the four bases.
- Fielders retrieve the ball. They then throw the ball to one of the catchers. The ball must be passed to all catchers at which point 'stop' is shouted.
- If all the batting team have passed base 1 they score 1 point; base 2, 2 points; base 3, 3 points and base 4, 5 points.
- The game continues until all batters have had a go at striking the ball.

This is a high energy game. Allow children to rest if necessary.

Variations

- Use kicking, hockey, badminton, tennis, table tennis skills.

Equipment

- Markers/cones to mark running area.
- Ball to throw or hit.
- Tee.

Safety measures

- Batters must stay in line: no overtaking.
- Fielders must be aware of the batters when they are running and keep out of their way.

Links to other subjects

English: use spoken language in meaningful contexts

- Provide a running commentary of this game from the point of view of the runners, catchers and fielders.

Environmental studies: blow hot, blow cold

- Compare breathing and heart rates at rest and after playing this game for 5 or 10 minutes.

Where does this unit fit in?

- These games will help children to develop the skills needed to play team games and sports like cricket, softball and baseball.

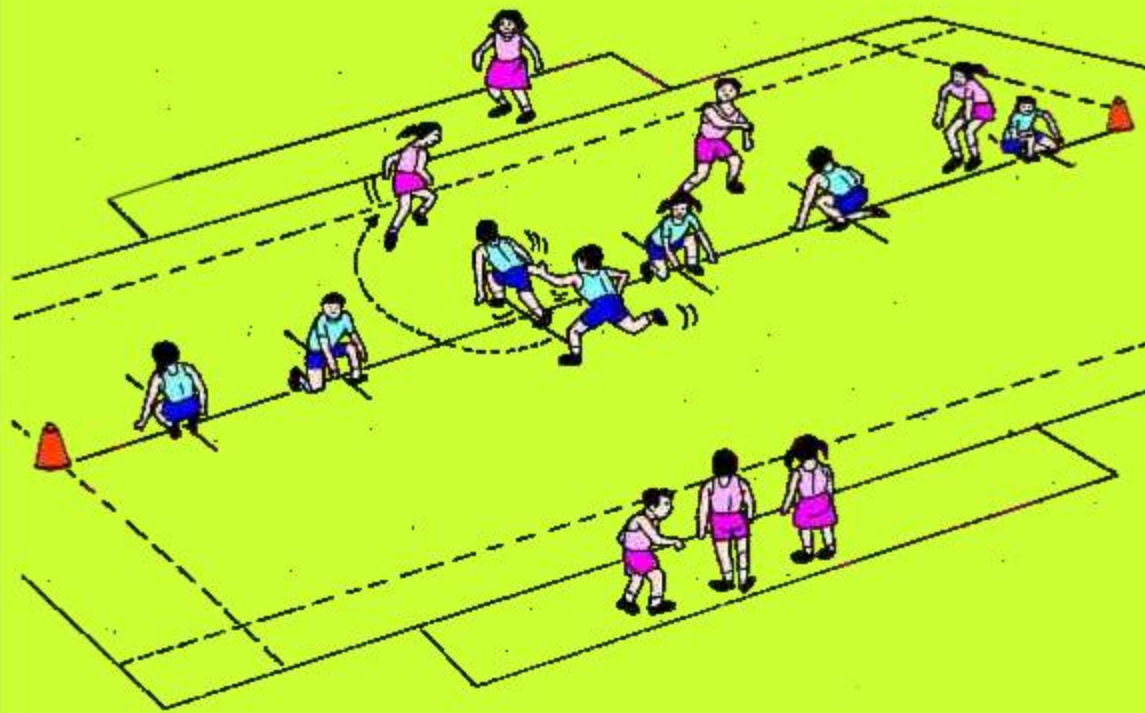
Curriculum links

- Linked to the learning objective nos. 1 and 6 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body function when I am physically active?

Self assessment

- This is a high energy game. Did I have the stamina to keep going? How can I improve my stamina?

Kho Kho



Use these activities to:

- learn double chain running skills
- learn chasing skills
- improve dodging, swerving and avoiding the chasers
- understand the directional requirements of this game.

How to play

- The group is divided into two equal parts. One group acts as chasers and the other group acts as runners. One active chaser starts running and gives Kho to the sitting chaser close to the runner or pole and takes the sitting position.
- Sitting chaser runs straight or in the direction of runner to try to catch and deliver the Kho to the next sitting chaser nearest to the runner and so on till the time is over or all the runners are caught out. After that the teams change their roles.

Variations

- Increase the number of sitting squares.
- Decrease the duration of play.

Equipment

- Marker or pole.
- Lime powder or markers to create playing areas.

Safety measures

- Non slippery playing surface.

Links to other subjects

Environmental studies: blow hot, blow cold

- Estimate what your heart rate will be at the end of the game. Verify your prediction by taking your heart rate. If there are differences suggest why this might be. For example, were you as active as you thought you were going to be?

Mathematics: fractional numbers

- Stop the game at intervals. How many of the team have been caught? Give the answer as a fraction.

Where does this unit fit in?

- These games will help children to develop the skills needed to play team games and sports like Kho Kho.

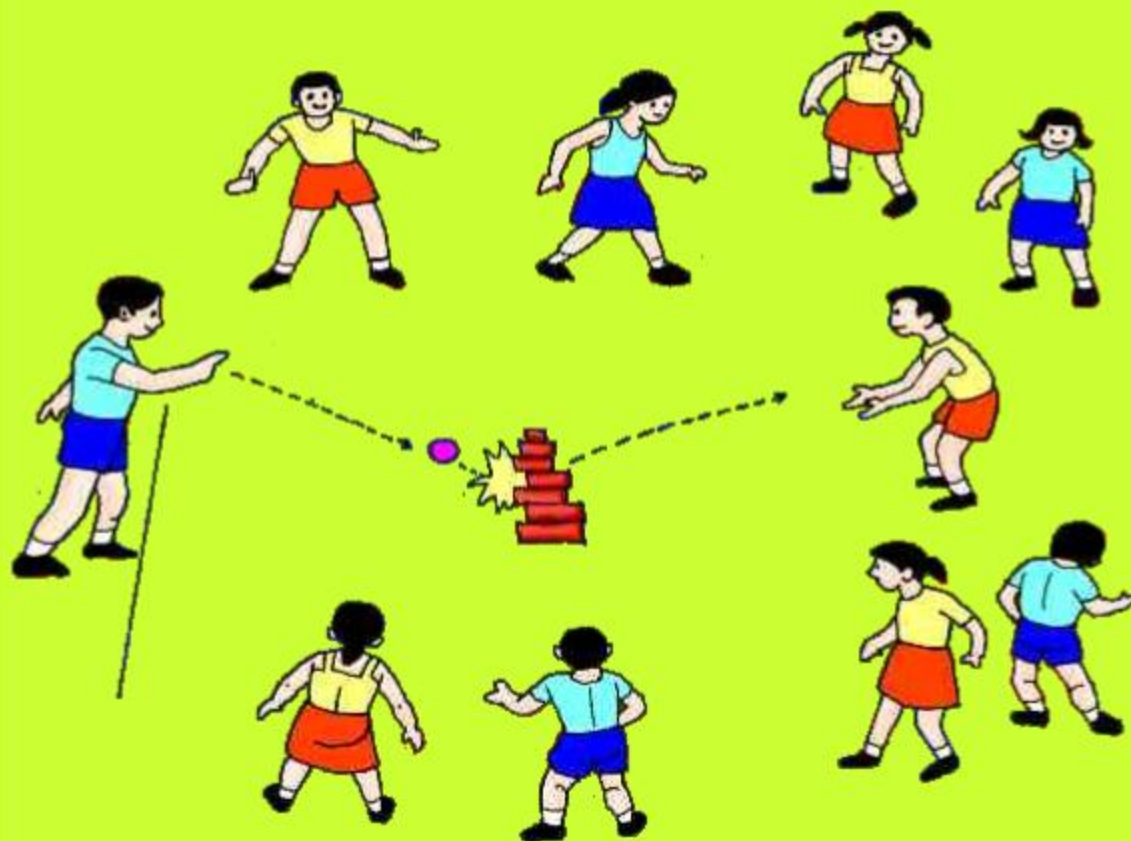
Curriculum links

- Linked to the learning objective no.1 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the games of Indian origin?

Self assessment

- Can I explain how to play this game to others?

Seven Stones



Use these activities to:

- improve accuracy of throwing
- improve flexibility
- use different types of throwing
- work in teams.

How to play

In groups

- Divide the group into two, five in each group A and B.
- One child from team A throws the ball from a start line trying to make the stones (or blocks) fall. Having done this the child runs anywhere in the playing area.
- Team B picks the ball and tries to make team A out by hitting them on their legs with a soft ball. At the same time Team A tries to put the stones back, one on top of the other, in the same order. Anyone who is hit with the ball is out of the game.
- If Team A manages to reset the blocks in order before any of the team is hit by the ball they score a point.
- The team which scores most points before all their members are out wins the game.

Variations

- Increase the space of the playing area.
- Increase or decrease the size of the blocks or ball.

Equipment

- Seven blocks, each of a different size. Stones may be used in place of blocks or markers can be stacked one on top of the other.
- Soft ball.
- Lime powder or markers to show start line.

Safety measures

- Use a non slippery surface.
- Ball must be aimed at the legs only.
- Watch out for each other, particularly when running after the ball and restacking the stones/blocks.

Links to other subjects

Environmental Studies: local games

- Once children have played the game ask them to find out more information about this Indian game. What other rules do people use? What other equipment?

Mathematics: fractional numbers

- Each time the stones or blocks are hit, count the number that are hit and convert this into fractions and express the fraction in decimal notations.

Curriculum links

- Linked to the learning objective no. 6 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the games of Indian origin?

Self assessment

- How many times did I manage to hit the blocks? How did I contribute to my team?

Use these activities to:

- underarm bowl a ball
- kick a moving ball
- sprint fast over short distances
- field a ball.

How to play

- The bowler underarm throws a soft ball to the 'batter'. The 'batter' kicks the ball into the space and runs between the two wickets. Fielders retrieve the ball. A player is 'out' if:
 - the stumps are hit before the 'batter' reaches the crease
 - the ball is caught by a fielder.
- The winning team is the one which scores maximum number of runs.

Variations

- Play on a softball or baseball pitch. Kick the ball and run around, or to, the bases.

Equipment

- Two sets of stumps or equivalent.
- Lime powder to mark creases.
- Large, soft ball.

Safety measures

- Fielders must keep out of the way of the runners.
- Be careful when running for the ball.
- Be very careful when throwing the ball at the stumps: make sure nobody is in the way of the throw.
- Use a soft ball only.

Links to other subjects

Environmental Studies: work and play

- Cricket is a popular game in India? What are the rules of cricket? Can you play to these rules? Who do you know that plays cricket at a national level?

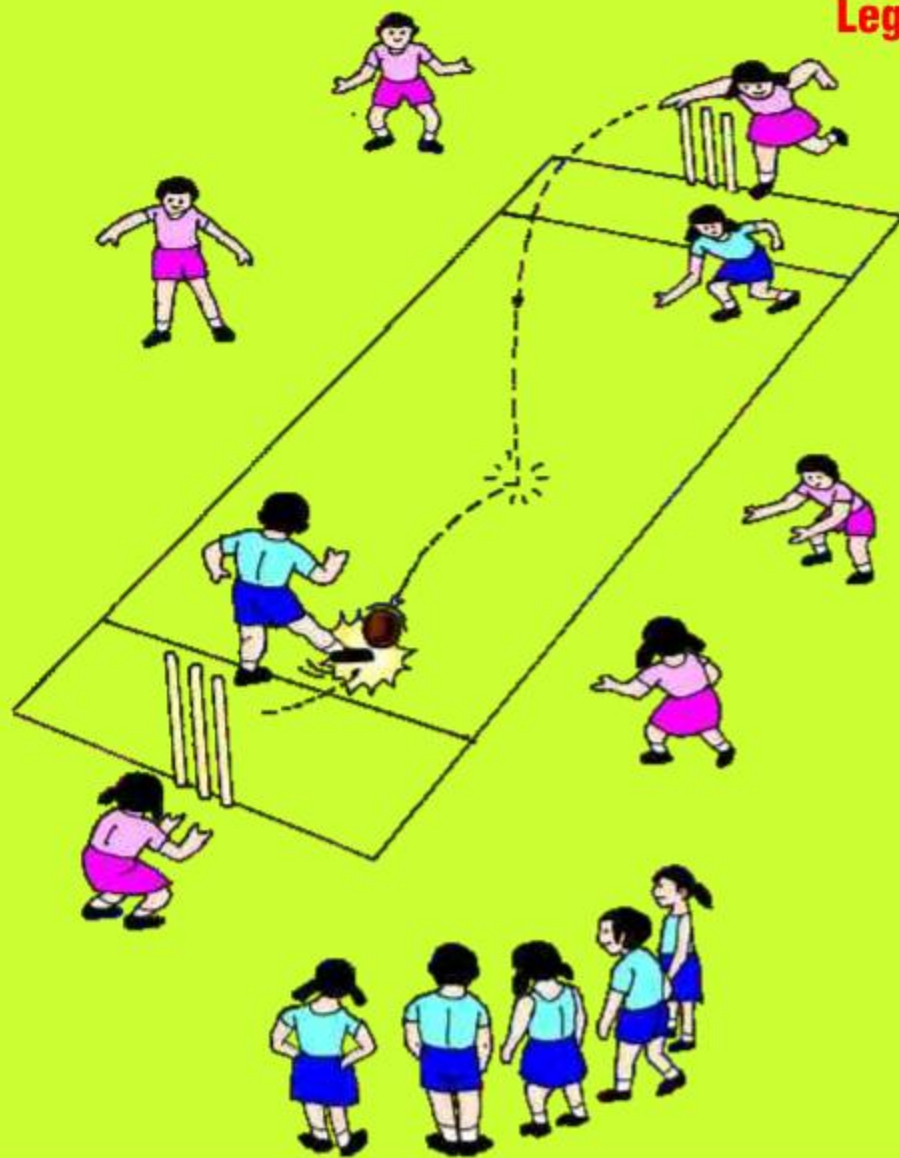
Mathematics: geometry

- When children hit the ball ask them to determine the angle at which it is hit.

Self assessment

- How well did I play for my team as a 'batter' and fielder?

Leg Cricket



Curriculum links

- Linked to the learning objective nos. 6 and 17 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the games popular in my region?

Standing Kho



Use these activities to:

- improve agility
- be alert to run on command of 'Kho'
- transfer body weight from static to moving
- be aware of spatial movement.

How to play

In groups

- Two teams of 12 players each. A= runners, B=chasers.
- The chasers stand in a circle; one player is designated the active chaser.
- The runners are grouped in threes (i.e. $3 \times 4=12$) outside the playing area.
- The first group of three runners is sent inside and on a whistle the chaser begins chasing them.
- The runners can run in any direction to protect themselves from being caught by the chaser.
- The active chaser can give KHO to the chasers by standing behind them. Initially when KHO is given the active chaser can move in any direction.
- When the whole group has been touched the next group enters into the playing area.
- When all the groups of runners are out the teams change roles.

Variations

- Standing Kho in different formations: line, circle, square, alternate stand/sit.

Equipment

- Lime powder or markers.

Safety measures

- Non-slip surface.
- Obstacle free playing area.

Links to other subjects

Environmental studies: games we play

- Ask the children what they know about the game of Kho Kho. Who do they know who plays it? Did their parents play it?

Mathematics: mental arithmetic

- Stop the game at regular intervals and ask the children to calculate the number of groups of three who are out and the number still waiting for their turn.

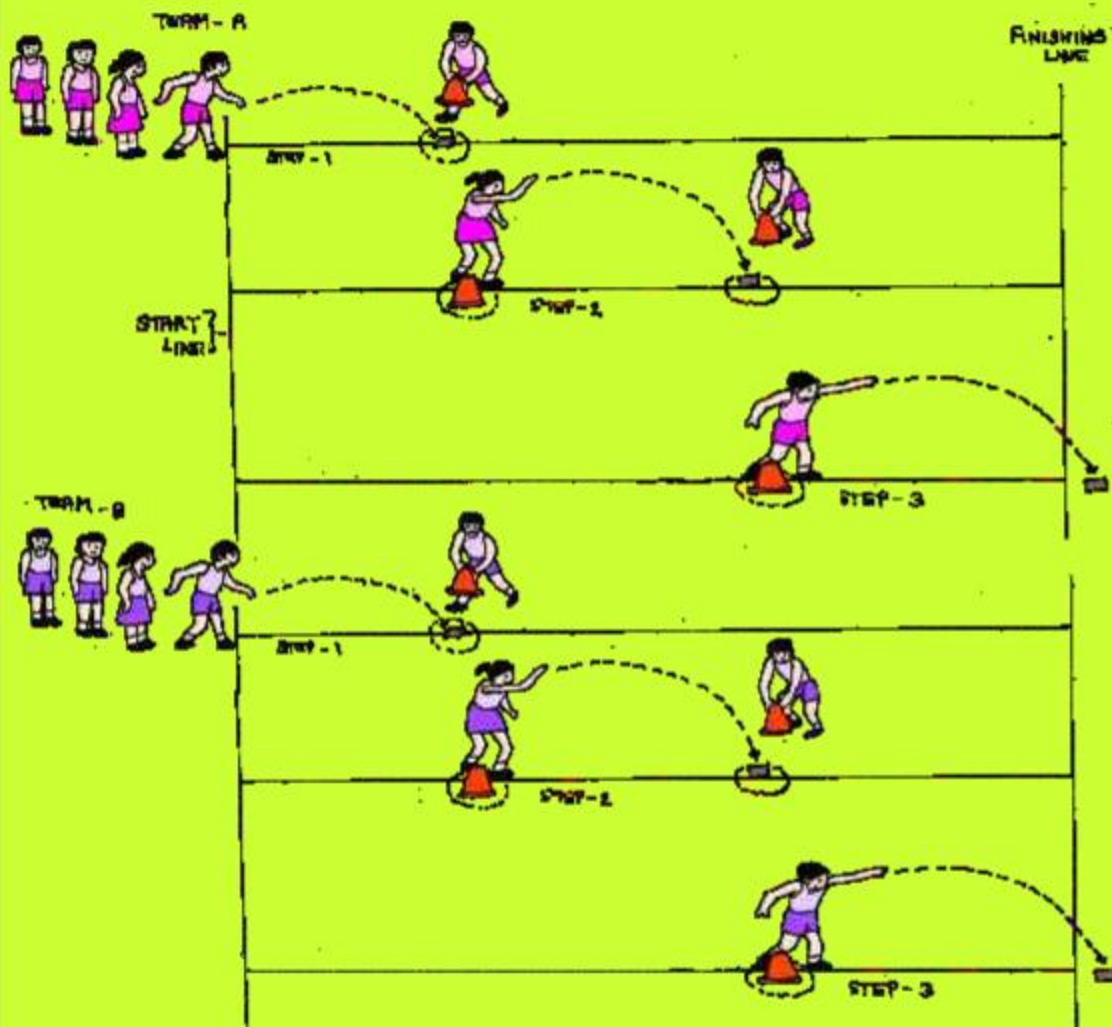
Curriculum links

- Linked to the learning objective no. 1 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I combine turning, dodging and moving?

Self assessment

- Do I understand the game? Can I explain it to a friend?
- Are my turning, dodging and moving skills good enough for me to play this game?

Throwing relay



Use these activities to:

- throw for distance
- improve flexibility
- use different types of throws
- work with others.

How to play

In teams

- Give each team the same object to throw. For example give each group a bean bag. Each team must use one lane only.
- Player 1 throws the bean bag as far as possible so that it lands in the lane. Mark this position with a cone or marker. The next player throws from the position at which the bean bag landed.
- Continue until the team have all had a go at throwing the bean bag.
- What is the total distance of the team throw?
- Alternatively place a cone at a distance away from the start line. How many throws does it take for the team to reach the cone?

Variations

- Use a variety of objects: rings, small and large balls.
- Specify the throw to be used: overhead, sideways overarm, seated throw etc.

Equipment

- Lime powder or markers to show start line.
- Cones or markers to mark the position of each throw.
- Different objects to throw.

Safety measures

- Throw in one direction only.
- Keep teams spaced.
- Children should make other players aware if they intend to cross or enter a different lane to collect an object.

Links to other subjects

English: reading a story

- Let the children read the story Jack and the Beanstalk. Split the story into cards and ask children to read in continuation as they throw. They can enact the story as well.

Mathematics: mental arithmetic

- Estimate the total distance the bean bag will be thrown by the team. Estimate the distance of individual throws. Verify and compare estimates with actual distances. Estimate the total distance other objects will be thrown and verify these.

Curriculum links

- Linked to the learning objective nos. 6 and 16 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: How can I perform like a player?

Self assessment

- How far did I throw? What do I need to do to throw further?

Use these activities to:

- undertake a circuit of activities
- learn different exercises to improve strength
- improve endurance
- improve speed.

How to play

In groups

- Work in small group to undertake the circuit of activities.
- Each group moves to the next activity after completing the task in stated time.
- Group 1 moves to Group 2, Group 2 moves to Group 3.... and Group 10 moves to Group 1

Variations

- Initially carry out the activities for one minute. Increase the time as children become more able, or decrease the rest time between exercises.
- Over time increase the number of exercises included in the circuit.

Equipment

- Lime powder or markers to show start lines.
- Children will need paper and pencils in order to keep scores.

Safety measures

- Allow children to rest if they feel they need to.
- Ensure the exercises are undertaken safely. Be particularly careful to make sure no strain is placed on the back.

Links to other subjects

English: question words

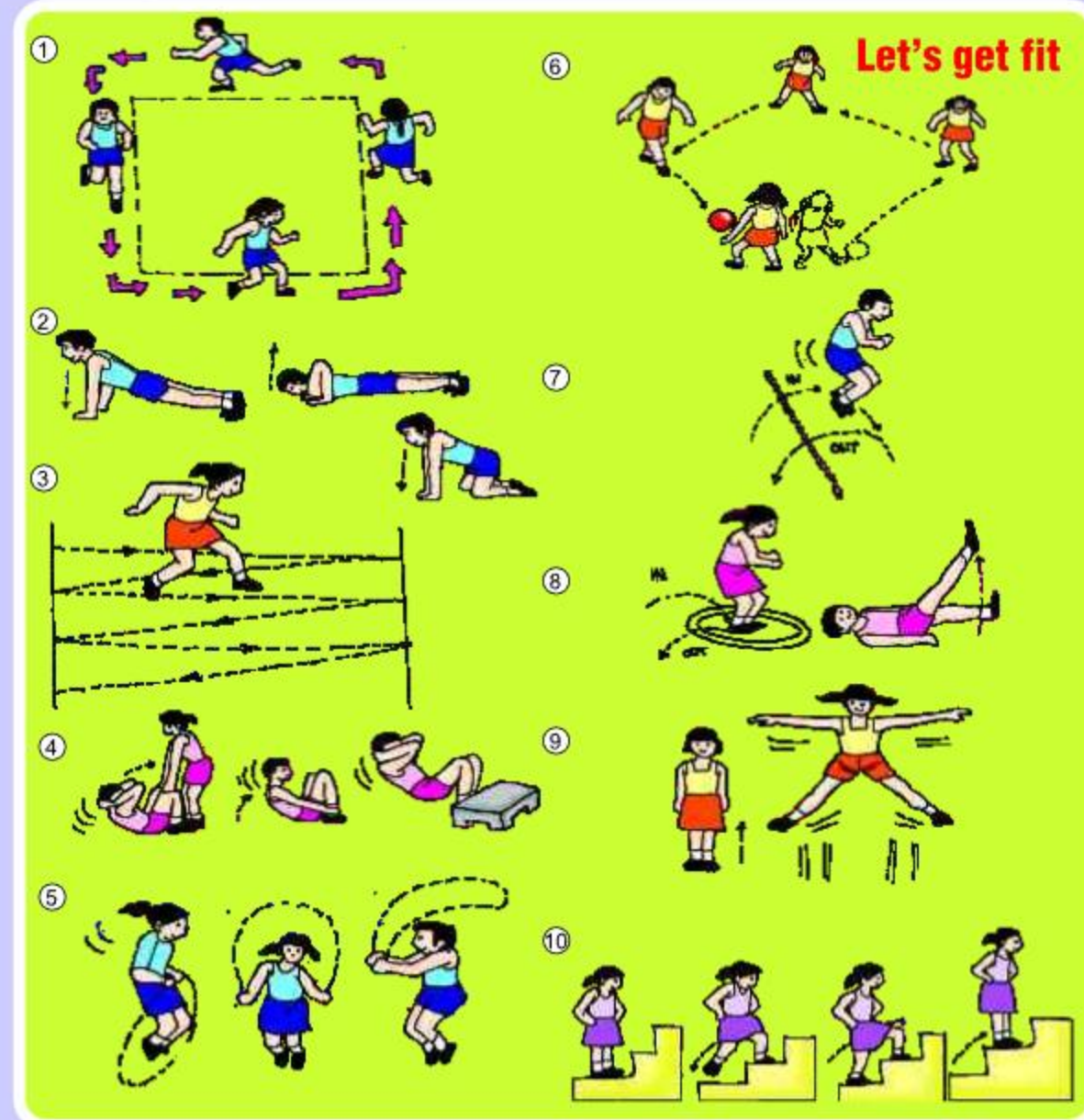
- Ask the children to use different question words while talking with their partner.

Mathematics: data handling

- Undertake the same circuit of activities for 6 sessions. Collect data on a weekly basis and present the information using bar graphs or other representations.

Self assessment

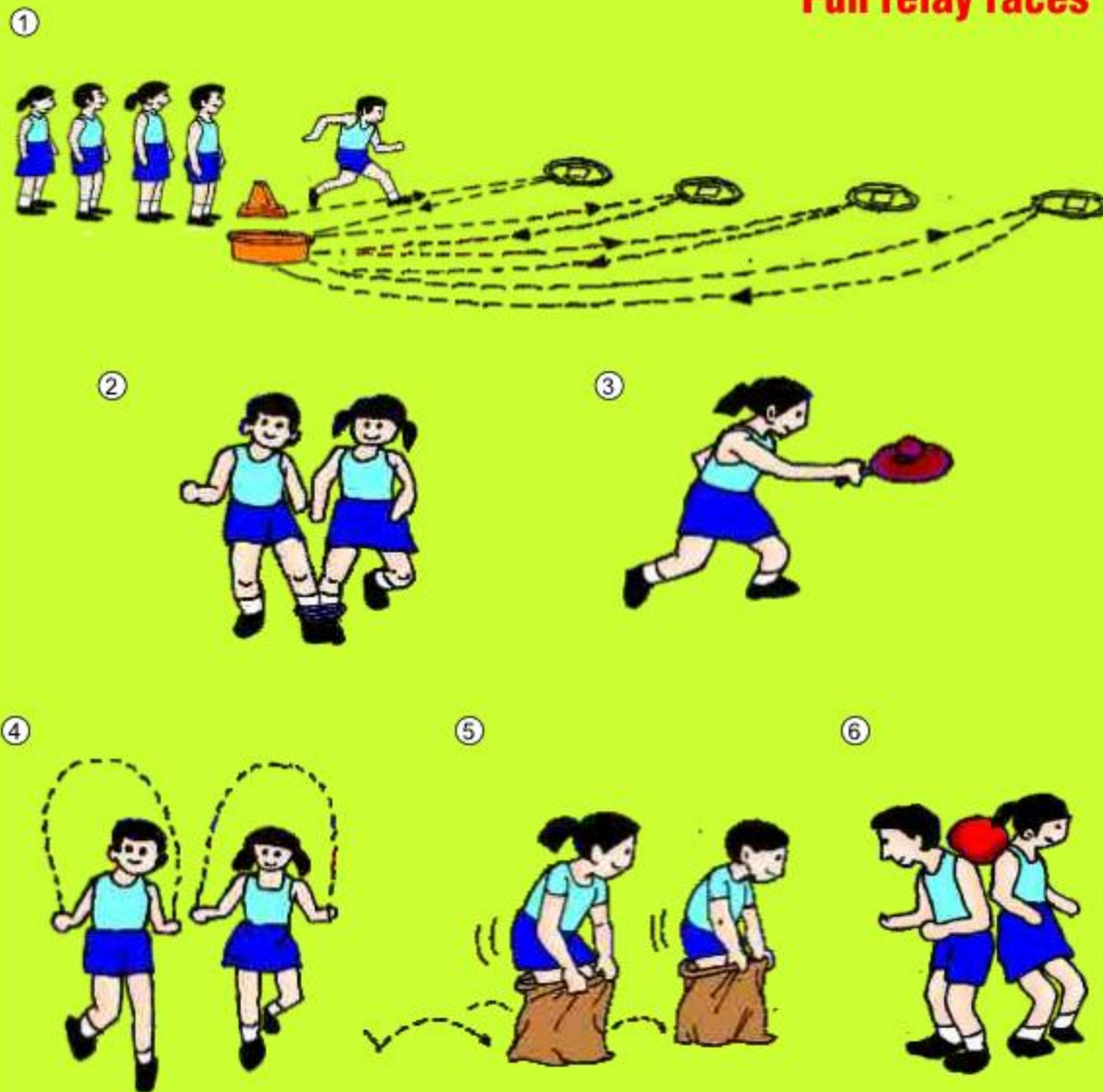
- What are my scores? Which exercises did I find difficult/easy?



Curriculum links

- Linked to the learning objective no. 21 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the ways to show my body in control and balance?

Fun relay races



Use these activities to:

- enjoy relay races with others
- use known skills in different contexts
- celebrate success and the success of others
- support other team members.

How to play

In teams

- Each team should record the time it takes them to complete each event. When each team has completed all activities they should compare the event times. Which team won the individual events and which team won overall?

Object pick up (1)

- Player 1 runs and picks up the first bean bag and returns it to the start line. The same player runs to the second bean bag and returns it to the start line. The same player runs to collect the third bean bag and returns it to the start line. Finally the same player runs to collect the fourth bean bag and returns it to the start line. Player 2 takes one bean bag and places it in one of the hoops and returns to collect the next bean bag which is placed in another hoop. The player continues until all four bean bags are back in the hoops. Player 3 collects them one at a time. The game continues until all players have had a go.

Three legged race (2)

- In two's players tie their two inside legs together. Together they walk or run to the cone and back. The next pair have their turn.

Egg and spoon (3)

- Take it in turns to run with a table tennis ball on a spoon or a ball on a table tennis bat.

Skiping (4)

- In two's skip together (with one rope) to the cone and back. The next pair have their turn.

Sack Race (5)

- Take it in turns to get into the sack and jump to the cone and back.

Ball Carry (6)

- Take it in turns to work in two's to carry the ball to the cone and back.

Variations

- Include additional activities decided with and by the children.

Equipment

- Stop watches, pens and paper for recording times.
- Lime powder or markers to show start lines.
- Hoops and bean bags.
- Bats and balls or table tennis balls and spoons.
- Skiping ropes.
- Material to tie feet together.
- Sacks.
- Large ball.

Safety measures

- Space activities.
- Ensure children are running and carrying out the activities in the same direction.
- Remind the children to be careful when working with a partner. They must help each other and move at the speed of the weakest player.

Links to other subjects

Environmental Studies: what floats or sinks?

- Use relay races to collect pictures/words/objects that reinforce learning in environmental studies. For example, give each team a range of objects that float and sink. Children collect/find or carry only those that float.

Mathematics: time

- Use addition and subtraction to find the differences in the times recorded by the teams for the different relay races. For example, what is the difference between the winning time and the time of the second or third placed teams?

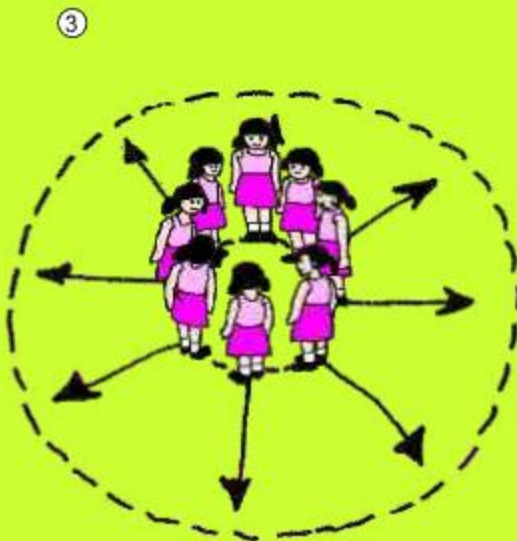
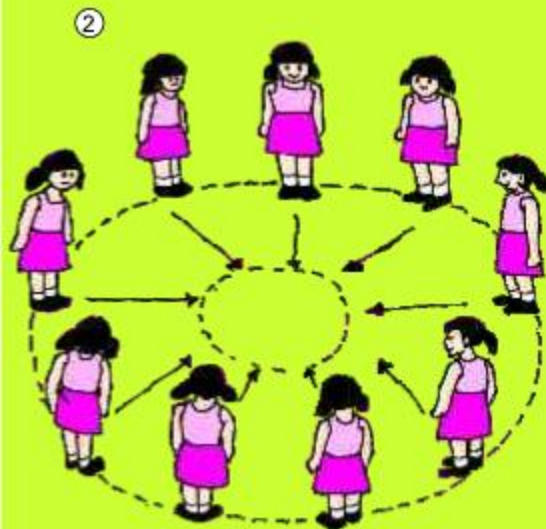
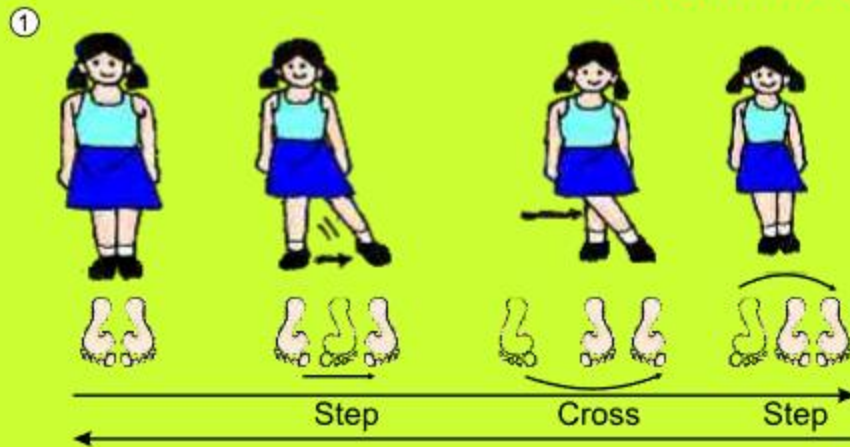
Curriculum links

- Linked to the learning objective nos. 16 and 21 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: Can I enjoy myself with my team? What happens if I win? What happens if I lose?

Self assessment

- What was I good at? What activity did I enjoy? What do I need to practise?

Rhythmic activities



Use these activities to:

- enhance motor skills
- improve flexibility
- be able to move in time to a beat
- coordinate movements.

Activities

Class activities

- Grapevine (1): begin with both feet together. Step out on any side with one foot. Use the other foot to cross behind the other foot. Join both feet together to finish the move. Additionally add a 'step-cross-step' action (1 a).
- Flower formation (2): group children and ask them to stand in a circle formation. As a group move 4 steps inward and raise arms up together at the 4th count. Move 4 steps outwards and extends arms backwards at 8th count.
- Entry/Exit (3): begin with feet together, hands on hips. To the count of 8:
 - Move forwards onto right foot.
 - Bring left foot to right foot.
 - Move forwards onto right foot.
 - Bring left foot to right foot.
 - Jump on the spot and bring both hands in front of chest.
 - Open arms, bend left knee and look back at the sole of the left foot.
 - Jump on the spot and bring both hands in front of chest.
 - Open arms, bend left knee and look back at the sole of the left foot.

Variations

- Combine the above actions into short movement phrases.
- Use claps/ribbons.
- Include the use of arms (swinging/wave-like arm movements).

Equipment

- Music.

Safety measures

- Perform these actions on a non slippery floor surface.

Links to other subjects

English: take part in group activity

- In groups ask the children to create simple sequences of stepping actions based on those they have learnt that they can perform to each other and audiences.

Environmental studies: Ride on a spacecraft

- In groups, use stepping patterns to create some of the basic patterns and shapes of the constellations. For example, the great bear, Orion.

Curriculum links

- Linked to the learning objective no. 13 in the CBSE School Health Manual and the Theme on Sports Skills Abilities in the NCERT Syllabus: What are the ways to show my body in control and balance?

Self assessment

- How well did I contribute to the ideas used by my group?
- Did I remember all the steps and patterns and keep to the beat?