

KAPIL SIBAL

Minister of HRD



मानव संसाधन विकास मंत्रालय
आरक्षित एकाग्र
नई दिल्ली
MINISTER OF
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA
NEW DELHI-110 119

Message

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

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

I wish the project all success.

(KAPIL SIBAL)



ANSHU VAISH

Secretary Education

Message

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

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

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

Anshu Vaish

Secretary Education

Government of India

Ministry of Human Resource Development

New Delhi



RUTH GEE

Cultural Attaché', British Council Division



Message

Sharing experiences and expertise across disciplines and international boundaries is at the heart of the work of the British Council and it has been our pleasure to work with likeminded partners on the programme International Inspiration. Through our partnership with UK Sport and UNICEF we have been able to achieve a combined impetus to work that has supported the aspirations of the Government of India through the Ministry of Human Resource Development, and the Ministry of Youth Affairs and Sports for capacity building in the key areas of Physical Education in schools, community based Sports for Development and support for developing international standards in coaching.

PEC India has developed as a key component of Physical Education in schools and the British Council has worked, through Youth Sport Trust to support the efforts of Ministry of Human Resource Development, National Council of Education Research and Training, National Council for Teacher Education and Central Board of Secondary Education for the development of resource materials. These resources will not only enable every primary school teacher to deliver their physical education curriculum in primary classes effectively but also inclusively, in a very interesting manner and improve not only the physical well being of children but also their overall performance at school.

The PEC India cards have been welcomed by the Central Board Secondary Education and State Education bodies as they were found to be a very useful tool for the initiation of Physical Education for children who are being exposed to organised sports for the first time.

In view of the success of these cards, it is proposed to extend the programme to include Children with Special Needs. Through the development of PEC Ability Cards, we are now able to reach children of all abilities.

PEC ABILITY Cards are a comprehensive resource providing inclusive and interesting learning experiences to the children at primary school and they facilitate the process of engaging them intensively in games and sports activities holistically.

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

Ruth Gee

Cultural Attaché'
British Council Division
British High Commission



S.C. KHUNTIA

Ministry of HRD



Message

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

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

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

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

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

S.C. KHUNTIA

Joint Secretary

Government of India

Ministry of Human Resource Development, New Delhi



Mr. Injeti Srinivas

Ministry of Youth Affairs & Sports



Message

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

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

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

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

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

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



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



Special Olympics
Bharat

Air Marshal Denzil Keelor

Chairman, Special Olympics Bharat

Message

The year 2010 has been a good year for the disabled community in India. The New Schemes of the Government are providing our athletes with much greater opportunities for sport. This represents a huge change for the better.

The development of PEC Ability cards will give the system a new approach to physical education and provide the Athletes with a rational alternative before they are ready to participate fully in regular games.

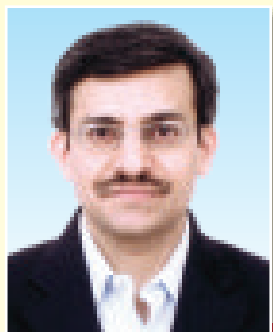
I am certain that these cards will prove to be an effective tool for qualitative delivery of inclusive physical education in schools. It will help students to improve their health and fitness and learn about team work and leadership.

A handwritten signature in blue ink, appearing to read 'Denzil Keelor'.

Air Marshal Denzil Keelor

Chairman

Special Olympics Bharat



Vineet Joshi

Chairman & Secretary, CBSE

Foreword

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

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

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

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

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

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

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

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

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

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

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

Vineet Joshi
Chairman & Secretary, CBSE
Delhi

Acknowledgements

Advisory Body:

Sh. S C Khuntia,
Joint Secretary,
Ministry of HRD,
Govt. of India

Sh. Vineet Joshi,
Chairman and Secretary,
CBSE, New Delhi

Ken Black
Independent Advisor
Inclusive Physical Activity &
Sport

Ms. Mona Shipley,
Head,
Sport in Education
British Council, New Delhi

Monitoring Committee:

British Council
India

Special Olympic Bharat

Resource Person:

Dr Saroj Bala Yadav

Professor, NCERT

Mr Mukesh Kohli

Associate Professor, Ramlal Anand College

Mr J L Pandey

Former National Co-ordinator AEP, NCERT

Mrs Jyoti Paul

Teacher, Springdales School, Pusa Road

Mrs Jyoti Kaul

Teacher, Springdales School, Pusa Road

Mr Thomas Pires

Special Olympics Bharat

Ms Sulekha Rana

Special Olympics Bharat

Mrs Meera Balachandran

Director, Education Quality Foundation of India

Dr Indu Mazumdar

Professor, Laxmibai National University of Physical Education

Mrs Chandeeep Marwah

Education Quality Foundation of India

Collaborating Agencies:

- UK Sport
- British Council
- Youth Sport Trust of UK
- Unicef
- Special Olympic Bharat

Material Production:

Ankur Malik

Project Support Executive
British Council

Content

	Page
Introduction to PEC Ability	1
1. How to use the Physical Ability Cards?	21
2. Foundation skills	22
3. Specific activity	23
4. The Fundamentals of Movements	27
5. Organising Physical Education lessons	29
6. Formation	31
7. Organising the lesson	33
8. Warming up	34
9. Simple Running Games	35
10. The Main Activity	39
11. Cooling down	40
12. Assessment in Physical education	41
13. Temperature and Breathing Chart	43
14. How does the exercise feel scale	43
15. Safety Measures	44
16. First Aid	45
17. Equipments	45
18. Appendices:	
Appendix 1 - Glossary of terms	49

Introduction

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

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

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

As a result of the decisions, a **Physical Education Teachers' Manual** for primary teachers has been developed, a major component of which will be **Physical Education Cards (PEC)**. Cards have been developed specifically for use with special needs students. These cards are called **PEC Ability**. The main purpose of this resource material is to support and sustain the initiative, reinforce the process of physical education at primary stage and strengthen the delivery infrastructure.

The PEC Ability cards are a competent tool for providing inclusive and interesting experiences to the children at primary school stage and facilitating the process of engaging them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength.

The stakeholders of school education in India accept that this strategy, that has been found very effective in the schools in the United Kingdom, will be very successful in Indian schools as well. This is why **PEC Ability** has been adapted to Indian situation. Each Card is devoted to a particular set of activities aimed at agility, balance and coordination for classes I-III and agility, balance, coordination speed and strength for classes IV and V. The following features make this teaching-aid material special and have convinced the stakeholders that, if these

Cards are used effectively, the delivery of this curricular area will result in achieving desired outcomes through behavioural modification.

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

The social approach to including children with disabilities in physical education & sport

As teachers we must ensure that all children, regardless of ability, can enjoy the benefits of sport and play. In fact, it is often those children who are excluded from regular life who derive the most benefit from full participation in these activities. Involving children with special needs in physical education presents a large challenge for teachers but it is one that we all must embrace. As clear as the difficulties may be, the rewards for touching the heart, soul, mind and body of a special child through play far outstrip the effort invested.

There are some key basic steps to the important work of successfully including a child with a disability - BUT getting to know the child first is fundamental.

- Ask questions.
- Spend time with the child.
- Observe them at play with others, find out what they enjoy doing, and then plan for all the children.
- Start from the belief that everyone can succeed and that you have the talent and willingness to include everyone.

The attitude and actions of the teacher are the most important factors in making sure that children with disabilities participate in activities. Children watch your behaviour very closely. If they see you treating children with disabilities with care and respect, they will follow your lead.

Make sure that all children feel comfortable during your activity sessions. Visual cues like smiles on children's faces and the overall energy of the group are signs indicators of your effectiveness. Children have a natural instinct to play. Your job is to ensure an atmosphere that will encourage them, especially those with disabilities, to express themselves freely through this medium of growth.

The key to successful inclusion lies in reviewing your planned activities, in light of your discoveries about your special children. Remember to think about each child with a disability individually. The same modifications will not work for every child. The best thing to do is to try out one approach and if you see that something is not working well, be prepared to make other changes. This process of modification planning has to be a regular feature of your activity planning. Some useful strategies are given below.

Models of inclusion

The following passages describe two **practical tools** that teachers (and sports coaches) can use to assist the inclusion of all children in physical education and sport, including those who have special needs.

The **Inclusion Spectrum** is a social approach to inclusion, because it is based on making changes to the activity in order to ensure that the abilities of all children are maximised.

This is a social approach because rather than focus on stereotypic assumptions based on the impairments of the children, the Inclusion Spectrum is a practical tool that encourages the teacher or coach to make changes to the way in which they present and deliver the activity. (See the diagram below).

The Inclusion Spectrum

The Inclusion Spectrum is an activity-centered approach to the inclusion of young people who have different abilities in physical activity and sport programmes.

In a physical activity and sport context, inclusion can be achieved by changing the environment of the activity, or the way in which the activity is presented.

The Inclusion Spectrum provides deliverers of physical activity and sport with options and different methods of delivery. By delivering activities differently we can balance different needs within the group. For example, this avoids the more able children benefiting at the expense of the less able.

Everyone can play - a simple activity based on what the entire group can do with little or no modifications

Examples:

- warm ups and cools downs, where children can find the level of participation that suits them;
- unstructured play, where children participate in 'free play', but perhaps around a specific theme, like 'ways of moving';
- collecting or gathering games, for example, gathering up objects scattered around the playing area, perhaps arranging them into colours;
- 'continuous' games, where everyone in the group participates together; for example, the whole group use balls to knock down empty plastic water bottles - as everyone is taking part at the same time, individual differences in capabilities are not emphasised.

Change to include - everyone does the same activity with adaptations to challenge the more able and support the inclusion of everyone

The **STEP** model (see next section) can be used as a guide to adapt and modify activities. **STEP** stands for **space**,

task, equipment and people.

Examples:

- adjust the **space**, for example, increase or decrease the distance to a target;
- make changes to the **task**, for example, ask the children to count how many times they can perform a skill, like tossing and catching a paper ball, within a given time limit;
- change or modify the **equipment**, for example use a brightly coloured ball to help children who have partial sight with tracking;
- be flexible about the way the **people** (children) interact with each other; for example, allocating specific roles to children in game according to their abilities.

Activity groups - participants are grouped according to ability - each do the same activity but at appropriate levels

Examples:

- create two or more versions of the same activity, for example, a standing version of volleyball and a seated version; children take part in the version that matches their abilities in that activity;
- arrange individual skill practices based on ability groups; for example, a badminton group using the hand and a balloon, a group using large light racquet and a beach ball, and a group using regular racquets and a shuttlecock;
- creating different aspects of a specific practice; for example, to practice throwing a ball in from the field in cricket, the children whose skills are most developed can aim at a single stump, those who have intermediate skills can use a regular wicket; and those who are still developing skills can use two sets of stumps placed together to form a larger target; as their skills improve, they move to the next target, or stand further away.

Adapted Physical Education (Disability Sport) - aspects of physical activity based on adapted PE or disability sport programmes can be included in all approaches; this provides specific opportunities for disabled children and a new challenge for those who are non-disabled - 'reverse integration'.

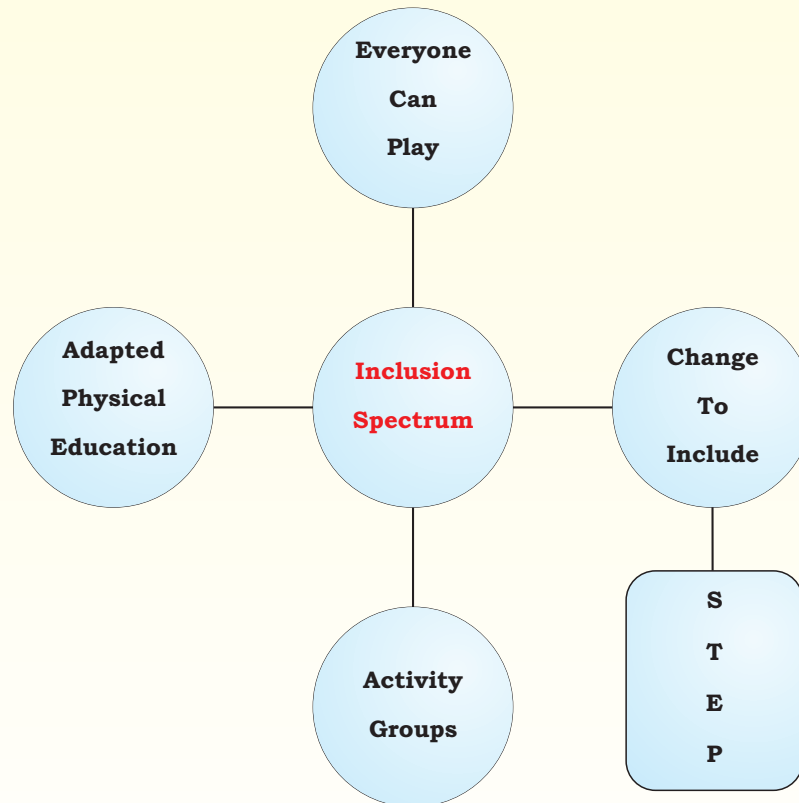
Examples:

- children with disabilities teach their non-disabled peers a disability sport activity, like boccia (bocce);

- activities from the disability sport programme, such as sitting volleyball, can be built in to the regular games programme for all pupils;
- specific disability sport activities, like goalball, a game developed for athletes with visual impairment, can be the basis of a project where students learn the rules, improvise the equipment, and organise and run small competitions.

NOTE: Separate activity - it may be useful for an individual or group to do a purposefully planned different activity away from the main group; for example, to improve competencies and skills so that later integration will be more successful.

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The Inclusion Spectrum model, incorporating STEP (©Ken Black 2010)

Changing to include using 'STEP'

There are times when children will learn an activity quickly and need to be challenged with a harder task. At othertimes 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?

It can be used in conjunction with the Inclusion Spectrum as part of the 'Change to Include' approach.

General

When modifying activities, it is important that all changes should:

- Be safe
- Not spoil the game: challenge and fun are still a priority.
- Include all children successfully
- Help the special child be as independent as possible.
- Be fairly easy to make and for all children to understand.
- Whenever possible, include the child with a disability when making decisions about a rule changes.
- Actively involve other children without disabilities in making adaptations and/or planning your inclusive sessions. They will be more willing to accept the change if they are asked to be a part of the planning process.

- Make changes to an activity that only assists the child with the disability. At other times the modifications may be for all the players. For example, the child with a disability walks while all the others hop.
- Allow plenty of practice time for children to learn new skills or to understand the rules of the game.

Space

- Create a safe area for the activity bearing in mind the speed of the game and overflow areas. Keep area clear and uncluttered.
- Outline or highlight the boundaries of the play area with brightly coloured tape for children with low vision or attention difficulties.
- Place brightly coloured cones or other highly visible items to mark boundaries.
- Increase or reduce the playfield size according to requirements.
- Modify net size or height.
- Show the child with a disability the space where the game will be played before the activity begins

Task

- Decrease the activity time or increase the rest time.
- Reduce the speed of the game or the number of players on the field.
- Give the child with a disability more turns or time to complete the action.
- Play more than one game at a time. One game can follow the rules while the other game is played with changes for children who are not as skilled.

Equipment

- Make targets larger or use targets that make a noise when hit.
- Allow the child to see or touch the equipment prior to playing the game.
- Attach string to balls or beanbags so the child using a wheelchair can retrieve the item independently and continue to practise the skill.

- Put brightly coloured streamers or ribbons on targets.
- Select balls of different textures, sizes, brighter colours or that make noise. Multi-coloured balls are excellent for children with vision impairments.

People

- If teams are formed, place the child with a disability on a team with more players or have the child with special needs select the teams.
- Allocate specific roles to children based on their current abilities.
- Ensure that all children play an active role, however, small, not just keeping score or as spectators.

See the STEP matrix for more ideas.

Space	Where?
	<ul style="list-style-type: none"> ● Adaptation of playing area <ul style="list-style-type: none"> ○ more space gives more thinking and reaction time ○ less space demands less thinking time, higher levels of skill and a good ability to dodge and swerve ● Length, height of barrier ● Distance travelled ● Nearer to partner, further away, ● Smaller, larger targets ● 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)

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

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

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

Special considerations when working with children with disabilities

- Provide a well organized program which includes motion & fitness activities based on each participant's level of performance.
- Give adequate periods of rest during instruction.
- Impart simple instructions, demonstrate & assist manually.
- Use part-whole method.
- Teach in small groups with short instructional periods. Be patient.
- Use bright colours, music & rewards.
- Give opportunities for initial success. Help these participants understand that while some activities may be difficult, other may be easy.
- Try to ignore inappropriate behaviour. Reward appropriate responses.
- There should be continuity from one class to another & transfer of training can be stressed.
- Play experiences should be structured systematically.
- Let the participants do any type of range of movement which they want.
- Stimulate all the senses systematically and give them opportunities to experience many positions.
- Be patient. Break down the skill into several parts. Instruction should be given often & over short periods.
- Hand signals and sounds are appropriate means of communication.
- One on one instruction to be followed.
- Environmental stimuli like colours, sounds etc. must be mentioned so as to enhance instruction & not distract the participant.
- Age appropriate play skills to be taught.
- Select activities in which these participants can perform equal to or better than others.
- Give opportunities for independent work like obstacle courses and circuit training.

- Give more gross motor movements.
- Teach suitable techniques for falling by gradually increasing the falling height like from kneeling to standing positions.
- Concentrate on developing static & dynamic balance.
- Teacher should focus on teaching the proper gait & reward children when they walk correctly.
- Take care to ensure that the prosthesis does not affect the safety of the peers and the pupil with an amputation.
- Weight gain is a problem which needs to be tackled for some individuals whose movement is restricted.

Specific considerations about children who have sensory impairments

Visual impairment

- Pair up children with vision impairments with buddies who have had some training in sighted guide techniques so that the child with the vision loss can participate.
- The teacher can give verbal commands, use whistles, hand clapping & every other sound sources for imparting instruction.
- Teaching this the haptic sense can be achieved by manually guiding a participant through the movement. The participant can also hear the instruction & get a feel of the movement required to be performed.
- These individuals can participate in non-locomotor activities which be in a progressive manner i.e. simple to complex and static & dynamic.
- Flash cards with large printed words & numbers may enable the partially sighted to read instructions.
- Whole part whole method of teaching can be used along with auditory & haptic senses.
- The participants should be oriented to the environment and then be encouraged to move with others in the playing field/gymnasium.
- All safety precautions to be taken like non-slippery surfaces, using mats, equipment free area.

- Don't be too protective towards these persons, allow them to become independent once they have been oriented to the environment & have mastered pre-required skills.
- Call the participants by their names. Make them feel self-worthy.

Hearing impairment

- The teacher can use sign Language, chalkboards, videotapes, films, mirrors.
- Flash cards, what needs to be learnt, indicating what is going to be done can be prepared & used.
- The demonstration method or "do as I do method" can be used.
- Teacher should position himself so that everybody can see him clearly & of participants can lip read it becomes convenient to understand the directions & what is to be done.
- Hand directions can be explained and used successfully. Flag can be used to start and stop the activity.
- Physically assist (by gently holding the shoulders of the participants) can be used to stop the participants.
- Be alert to what is happening in the play area.
- Take all safety precautions to ensure no accident takes place. For example, agree start and stop signals.
- Whole part whole method of teaching can be used.
- Excessive noise in the gymnasium, pool or play-ground should be avoided.
- Demonstrate correct static & dynamic postures with participants, mirrors can be use for reinforcing proper posture.
- Participants should be physically prompted not to shuffle the feet but lift the feet by gently lapping legs.
- In climbing activities which involve ropes, apparatus & ladders, give instructions prior to participation.
- Sports skills can be demonstrated with your back to the participant to avoid reverse image confusion, but only speak when you are facing the participant.
- Participants should be encouraged to wear their hearing aids to stimulate language development. Where aids are worn, give directions before the start of the activity.

Communication

- Follow a set routine when leading an activity session as children with disabilities do better when they know what is going to happen next.
- Use simple words to explain the game or the rules for children who have difficulties understanding.
- Give only one instruction at a time and allow the child time to think about what they have heard before expecting them to perform.
- Ask the child to repeat what they have heard.
- Use single meaning words to describe actions
- Have the child stand close to you so that they can see and hear more easily. You should also observe the child to see if she is listening and understanding.
- Point or gesture when you explain an activity.
- Use pictures. For example, pictures can show the action, the equipment, tell the child to stop or praise the child for doing well.
- Ask another child to check to see if the child with a disability understood the directions.
- Position children who have difficulty paying attention so that they are facing away from distractions.
- Focus on one aspect of the game at a time for children who are not able to understand all the directions at once.
- Find the best way to use start and stop signals. Some children may need hand signals and others may need physical assistance to stop.
- Praise children when they achieve success. Children who know they have difficulty with physical activity need more encouragement such as praise or extra privileges to keep them interested in the game.

Developing peer support for children with disabilities

What can a Teacher do to prepare the other children to be a helpful peer?

There are two basic ways to accomplish this goal:

1. Help children to become more familiar with disability in general. Encourage children to view peers with disabilities in a positive way.
2. Show the peers without disabilities how to interact and support a partner with a disability. Give the children ongoing information, encouragement and support for their acceptance and inclusion of all children.

Help children to become more familiar with disability in general.

- Lead a discussion on disability.
- Talk about why people might have a disability.
- Ask the children who have a family member or neighbour with a disability to share their experience.
- Encourage children to ask questions. Some children are frightened; some may reject those who are disabled, while others may be over protective or "mothering."
- If possible and the disabled child agrees, they could tell about their strengths and difficulties.

Show the peers without disabilities how to interact and support a partner with a disability.

- Explain to the children that it is okay and safe to talk and play with a child who is disabled.
- Let the children know how important it is for everyone to belong.
- Show the children how to communicate, how to include the child in the activities and specific ways to befriend the child. Model those interactions for the children.
- Have the peers figure out ways together to change the game so everyone has fun.
- Review with the group these ideas from time to time as children may begin to forget the modifications or to ignore the child after several weeks.

Safety

What can a teacher do to make sure that all the children are safe?

1. ASK: Find out as much as possible about the child's disability, including medical and health information, play skills, learning and behaviour characteristics.
2. CHECK: Carefully check the play area and equipment to see that it safely meets the needs of the child with the disability.
3. PLAN: Plan ahead of time in case there is an emergency. Know what you will do and who can help. Parents, brothers and sisters, or other adults may be available and know what to do. Having a plan helps everyone stay calm if there is an emergency or an injury.

Maximising movement capabilities in children with disabilities

There is a need to:

- correct faulty body mechanics for the purpose of giving the vital organs better opportunity to perform their functions;
- build up positive physical fitness by improving muscle tone and by developing functional harmony and poise;
- correct and develop habits and attitudes towards health and physical activity;
- improve and develop habits of individual correct body mechanics in motor activities;
- provide students with an opportunity to develop skills in recreational sports and games within the limits of their disability;
- provide opportunities for normal social development through recreational sports and games appropriate to their age group and interest;
- build upon existing abilities and to reduce deficiencies;
- improve - motor ability - fitness - body mechanics;
- reduce impairment conditions where possible.

Need to develop:

- acceptable social traits and characteristics
- acceptable emotional traits
- a positive self-concept
- a positive body image.

Need to promote:

- a better understanding of impairments;
- more constructive use of leisure time.

Need to emphasize:

- abilities.
- acceptance - self, family and society

The rights of disabled children and adults should be promoted through:

- Mainstreaming - Motivation (By play)
- Community involvement (Not feel shy that your child is spl (Shown their ability)
- Oriented work / training
- Emotional and social security and belongingness
- Self-esteem, confidence and achievement.

Using the PEC Ability cards

1. PEC Ability (India) is a set of cards which have been specially prepared for use for the differently-abled children. The cards focus on activity and provide options for children to participate in physical education whether they are Physically impaired, Intellectually impaired, Visually impaired and the hearing impaired

2. The cards have been prepared for use by classrooms teachers in special schools and non-specialist primary teachers in the curriculum of physical education.
3. These cards include activities which can be organized commonly for the differently-abled children.
4. The physical activities have been planned in a progressive manner the basis of the child's cognitive, affective and psychomotor understanding .
5. This handbook will support the implementation of the PEC Ability (India). The handbook needs to be carefully read before teaching the children. It provides information on how to organize and implement the action safely and effectively.
6. Children in special schools are not being exposed to any physical education activities. So by making these children go through this planned in order to develop physical fitness, Good health and confidence.
7. The aims of these cards are to:
 - improve the health & well-being of the children;
 - teach them correct improvements;
 - teach them ambulatory skills;
 - help in social development and confidence.

The PEC Ability Cards provide:

1. Programs includes several resources to guide special educators.
2. Provides detail description of various activities.
3. Each activity is illustrated.
4. Provides equipment details that will be used.
5. Provides guidelines to teach with associated variations.

6. Provides activities that are progress from:
 - Simple to complex
 - From bigger Equipment to smaller Equipment
 - From lighter Equipment to heavier Equipment
 - By increasing distance gradually
7. Activities that will enable children use these fundamental movement skills in more challenging & compare Situations.
8. Opportunities for children to participate in vigorous Physical Activity relevant to their growth and development.
9. Opportunities for children to begin to know what activities they are good at and want to participate in beyond school.
10. Opportunities for children to develop responsible personal and social behaviour by working in groups and independently of the teacher.
11. Activities that are fun and enjoyable for children.
12. Relevant tasks and activities to help children become competent in motor skill.
13. Helps children to understand and use tactics and strategies.
14. Activities task and games through which children can active a desired level of to physical fitness and understand the importance of activity as a part of a healthy life style.

How to use the PEC Ability cards

The layout of each Physical Education Card is the same.

Title of the card and card references

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

PEC INDIA

PEC Ability

Walking - Responding To Commands & Signals 3

Use these activities to :-

- warmup for all activities
- respond correctly to commands
- learn different movements, actions and balances

How to Play

This game can be played by visual and non-visual children in small groups and those who can see are blind folded

- on the signal the children will move by crawling to the treasure island and pick up one disc and come back to the base.
- the children who returns first to the base with the disc will be given 3 points, second 2 points, third 1 point and fourth no point.

Equipment

Mats, eye shades or blind folds, treasure, stop watch, whistle, board, various stimuli, cones, markers etc.

Goal Ball Steal the treasure

Foundation Skills

Motor skill

A motor skill is an action which involves the movement of muscles in the body.

Locomotor skills

These are motor skills where the feet move the body from one place to another. Skills such as walking, Running Hopping Jumping ,Skipping, Galloping, Sliding (a sideways gallop) ,Leaping .Children learn to walk at the age of one and by the time they are two years old they are able to run, hop, and jump. They begin to do galloping, skipping, sliding, and leaping at about age three. Children need instruction to learn these skills and lots of opportunity to practice them (but most will think that is fun).

Non-locomotor Skills

These involve little or no movement. They are performed in one place Non-Locomotor skills also sometimes are called stability skills since it consists of movements like swaying, turning, twisting, swinging, and balancing.

Gross skills

Gross motor skills are larger movements that involve the arm, leg, or feet muscles or the entire body -- things like crawling, running, and jumping are gross motor skills.

Fine motor skills

Fine motor skills are those smaller actions like picking things up between the thumb and finger or using the toes to wriggle into sand or the lips and tongue to taste and feel objects.

Perceptual motor development

This involves children from preschool to primary grades.It is

Combining movement abilities with academics (reading,writing,language, math). Engaging children in movement activities that integrates perception and movement.

Specific Activity

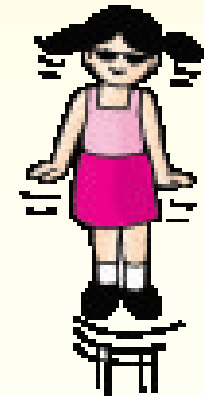
Walking

Encourage the children to walk in different ways slow - fast - march etc. and move different parts of body Arms, Legs etc.



Running

Encourage the children to run in different types slow -fast on the spot stride etc.



Jumping

Encourage the children to jump over a rope or marker and encourage to child to jump and grab the object



Trapping

Encourage the children to trap a ball i.e. rolled towards him/her slow and fast using foot, hand, palm etc.

Specific Activity

Throwing

Encourage a children to throw a small foam boll, tennis boll, football with both hands and one hand for a distance and accuracy.

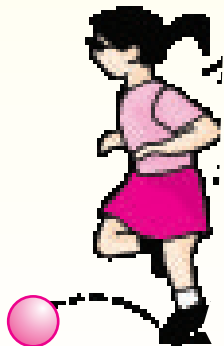
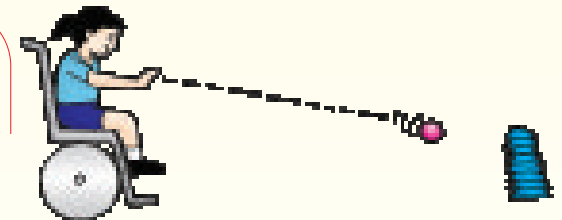


Catching

Encourage a children to catch the boll let towards him/her from a smaller height. Practice this several times till he tosses the boll and catches it.

Striking

Encourage a children to strike a boll kept on a tee with the palm using frontal, side ways stance with palm, Stick, bat etc.



Kicking

Encourage a children to kick a beach boll, junior foot ball, foam boll etc. plays on the ground and have the child kick the boll towards you with preferred leg and the opposite leg alternately using the foot.

Use these activities to :

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

Illustration :

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

Activities :

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

Variations :

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

Equipment :

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

Safety measures :

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

Curriculum links :

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

Links to other subjects :

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

Self assessment :

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

The Fundamentals of Movement

Movement

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

Agility

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

Balance

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

Static Balance

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

Dynamic Balance

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

Co-ordination

Coordination can be categorised into three distinct types.

Movement coordination

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

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.

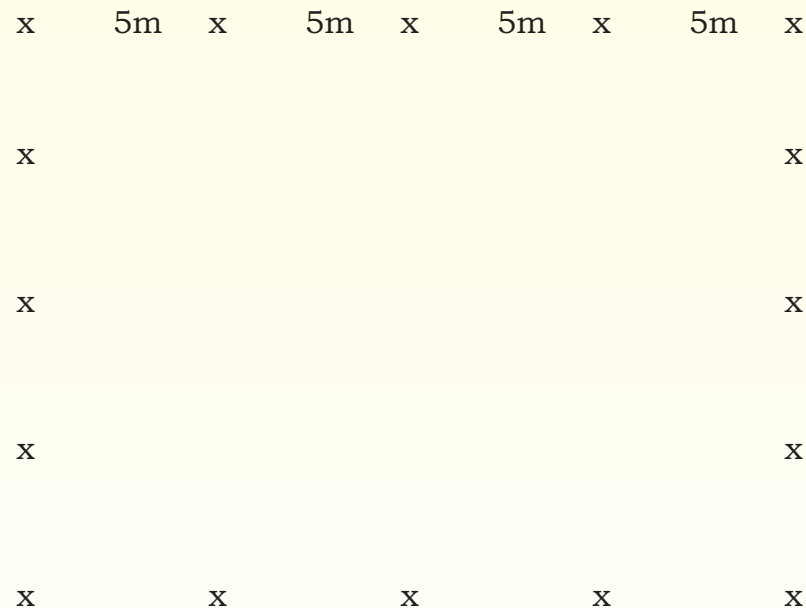
Organising Physical Education Lessons

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.