



Walking - Foundation Skills

Use these activities to

- Understand body postures
- Actively engage all muscles of the body
- Move different parts of the body
- To hold different static positions
- Improve movement, strength, endurance and flexibility

Progression

- Lie down on the stomach with arms stretched out in front (1)
- Position yourself on your knees, raise your hips to form a tunnel (2)
- Stand up straight with arms by the side, move your feet apart and arms at shoulder height, make a V of both arms, bring your arms down and feet apart, come to standing straight position. (3)
- Seat with arms raised at shoulder height, raise arms over head, bend trunk forward and try to touch your toes. (4)
- Place an object (bean bag/book) on the head and walk (forwards / backwards) (5)

Extension Games

Bridges & Tunnels

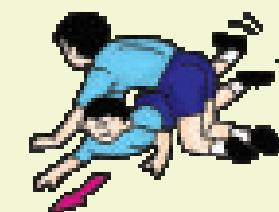
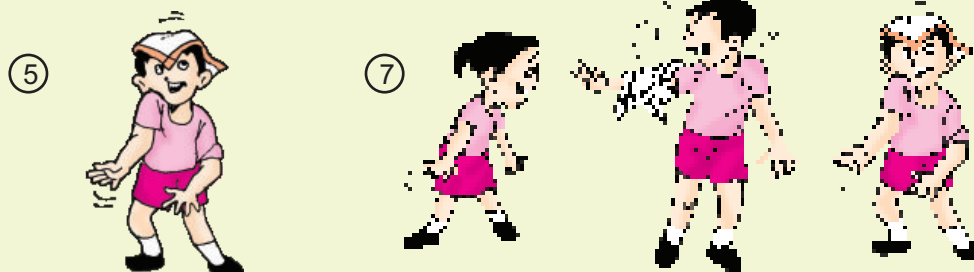
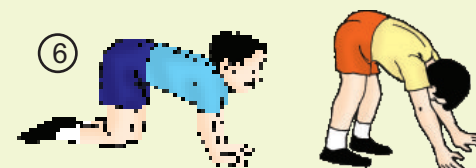
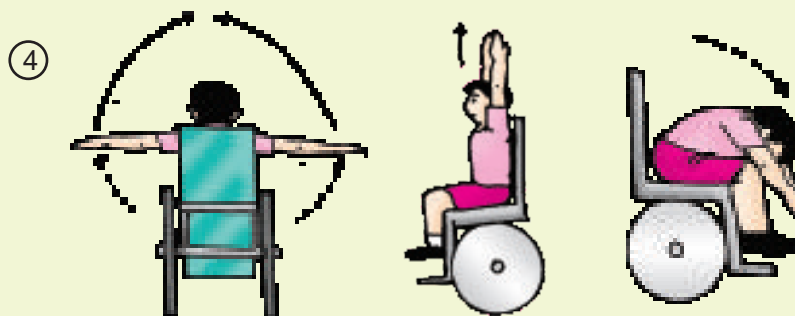
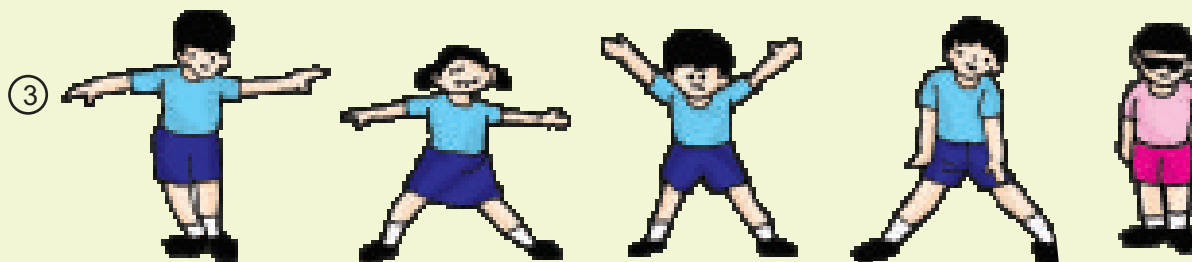
- One player forms a tunnel and the other crawls through the tunnel (6)

Balancing Act

- Place the object on different parts of the body eg. shoulder, elbow, back of hands, knees, feet etc (7).
- Play lemon and spoon race.

Equipment

- Bean bags, books, spoon, lemon etc.



Walking - Foundation Skills

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase and decrease the space as per activity, ability and numbers of students. For example, ensure that each student has space appropriate to their movement capabilities.

Task

- Walk on hands and legs together
- Place obstacles on the way
- Explore movement in specific parts of the body - this may help to include children who have movement restrictions. For example:
 - Ask everyone to think of all the ways that they can move their upper limbs and body - this may help to include wheelchair users;
 - Or ask the children to find lots of ways of moving their hands and feet - this may help include those who have severe movement impairments.
- Use 'mirroring' - (see 'Extension game')

Equipment

- Vary the equipment to develop progression in the activities. For example:
 - in the lemon and spoon game, begin with only the spoon, then add the lemon, and finally move towards using small balls, like table tennis balls;
 - when balancing items, begin with soft objects, like scarves, then move towards balancing bean bags and paper balls.
- Use table tennis racket & ball

People

- Add more tunnels (in other words, more children make tunnels); or, make the tunnels longer by getting children closer together.
- Make the children participate in balancing relays.
- Wheelchair users can form tunnels with a partner, holding a short stick between them.

Extension game

Mirroring

This is a good way of helping children with inhibited movement to work together with a more able partner to improve their skills.

In pairs, children face each other and take turns at leading their partner in simple movements of the arms, body and legs; the partner who leads should have some movement competency; their less able partner follows by moving in a 'mirror image'.

Once the follower has acquired simple movement skills and some confidence, they should take a turn at leading their partner. Change partners frequently.

Safety measures

- Use a clean and clear ground having no stones or sharp objects
- Watch out for others while doing activities

Curriculum link

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

Self Assessment

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

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Walking - Orientation

These activities are particularly useful in orientating children who have visual impairment (blind or partial sight), but can be used by any children who have special needs, particularly very young children.

Use these activities to

- Know the different parts of the foot involved in walking
- Know the posture and position of feet and body while walking
- Walk around objects and different path ways.
- Learn to change direction while walking

How to play

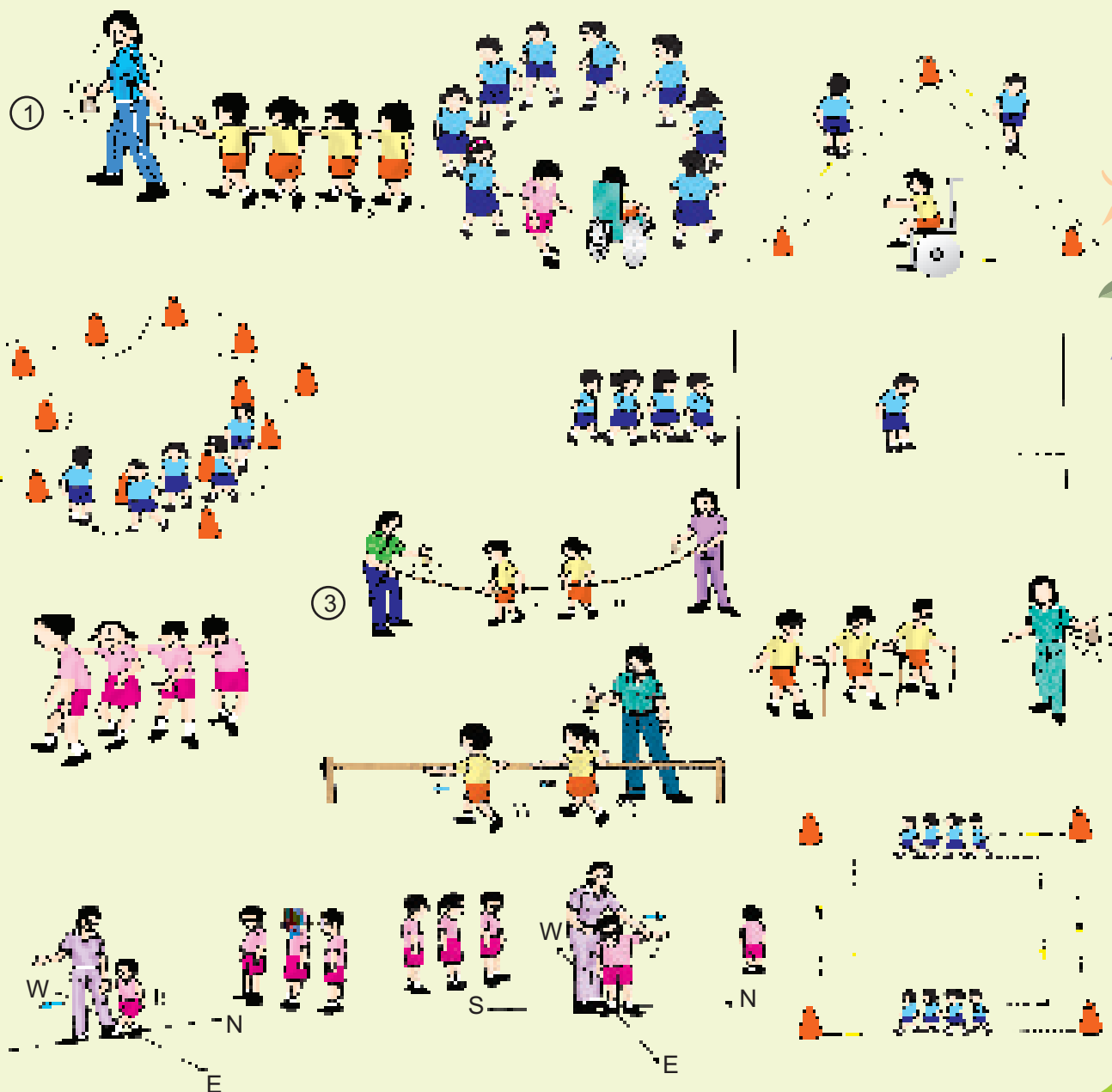
- To begin with the teacher with a bell in hand will lead the students to walk to with him/her in different - ways eg. straight, square, circle different directions (1)
- The teacher will make the first child walk & others will follow by placing the hand on the shoulders of the child in front of him/her (2)
- The teacher will tell the children to keep the body upright and head straight as much as possible

Progression

- This activity can be performed by using ropes, ringing a bell (for visually impaired) (3)
- Similarly the children may be guided and encouraged to walk independently in different shapes marked on the ground; for example, square, circle, triangle, zig-zag & also in direction. (4)

Equipment

- Guide ropes, cones, lime powder (for marking areas), bell, hoops, sticks



Walking - Orientation

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the size of the playing area according to the activity and ability of the children. For example:
 - reduce space for those who have mobility impairments;
 - increase space for those who are more mobile.

Task

- Ensure that every one participates in the activity
- Everyone should be encouraged to walk in the different shapes.

Equipment

- Use guide ropes to assist children with visual impairment (see Rope trail game below).
- Use cones, plastic bottles and other objects to create an obstacle course.

People

- Grouping should be made in such a way to include differently abled child/children with other disabilities.
- Give every child an opportunity to be the leader.
- Games could be played in larger / smaller groups
- Sighted peers can guide visually impaired partners; this can be:
 - manual; guiding by holding an arm;
 - verbal; giving instructions, for example, round an obstacle course.

Extension game

Rope trail

As a variation, use ropes and string of different thicknesses and textures.

One main guide rope/string leads from point A to point B, but the others lead to false ends. The trail can use the natural environment to create interesting variations.

The rope trail can be used by young people who have visual impairment or those who are sighted using eyeshades or blindfolds.

Safety measures

- Make sure that everyone is aware of other's movement capabilities.
- Equipment should not be sharp and light coloured.

Curriculum links

- Linked to the learning objective no.12 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What sports equipment am I using?

Links to other subjects

English: follow simple instructions

- Follow simple instructions given by the teacher: e.g. 'walk in a straight line', 'walk clockwise'.

Mathematics: geometry

- Show the children a shape. Ask them to walk the shape. Use circle, square and triangle shapes.

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Walking - Responding to commands & signals I

Use these activities to

- Warmup for all activities
- Respond correctly to commands
- Learn different movements, actions and balances

How to Play

- Children respond to the commands as follows: 'green' ('go') means the children can run or move anywhere; yellow (get ready) means that the children continue to move slowly but get ready for the next signal; red (stop) means the children must stand still. When children understand the game, use objects coloured red, yellow and green to which children must respond.

Equipment

Mats, coloured flash cards (for example, green, yellow, red), coloured marker discs (can be used instead of flash cards), cones.

Traffic lights



Walking - Responding to commands & signals I

Traffic lights

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the distance between children, groups and objects, for example:
 - decrease the playing area to reduce the distance travelled by children with mobility impairments;
 - increase the size of the area to challenge active children.

Task

- Players crawl or move on hands and feet.
- Ask the children to move in specific ways, eg hopping, sideways, quickly, slowly, etc.
- Add more instructions/colours; for example, a blue card means everyone should stop and balance on one leg (or wheelchair users balance a bean bag on their head or arm).
- Ensure that flash cards are clearly visible; it is particularly important that children who have a hearing impairment have good view of the cards or signals.

Equipment

- Use equipment of different sizes, shapes and colours, for example:
 - use brightly coloured equipment, such as marker discs, can make it easier for children who have visual impairment to see identify the playing area;
 - use flash cards with symbols and words, eg a picture of someone running with the word 'GO!' below.

People

- Increase or decrease the number of players
- Increase or decrease the number of children participating.
- Enable the children to take turns at giving the instructions.

Extension game

Play 'North, South, West, East'; the teacher or leader explains that each direction, forward, back, right or left, corresponds to the points of the compass.

When the teacher calls 'North', the children move in that direction; when 'South' is called, the children move in that direction, and so on.

Children can take turns at leading the activity.

Safety measures

- Teachers should ensure that the players do not get disoriented and or collide with each other.

Links to other subjects

English:

- Recite and sing poems, songs and rhymes
- Children call out the name of the action they have been asked to perform; or the children can choose the next action or think up an action to go with a colour.

Mathematics: geometry

- When playing Traffic Lights, ask a specified number of children to form circles, squares, triangles or other shapes. For example, the colour Blue means get into groups of 3 and form a triangle.

Curriculum links

- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**

Walking - Responding to commands & signals 2

Use these activities to

- Warmup for all activities
- Check that children are paying attention and respond correctly to commands
- Learn different movements, actions and balances

How to Play

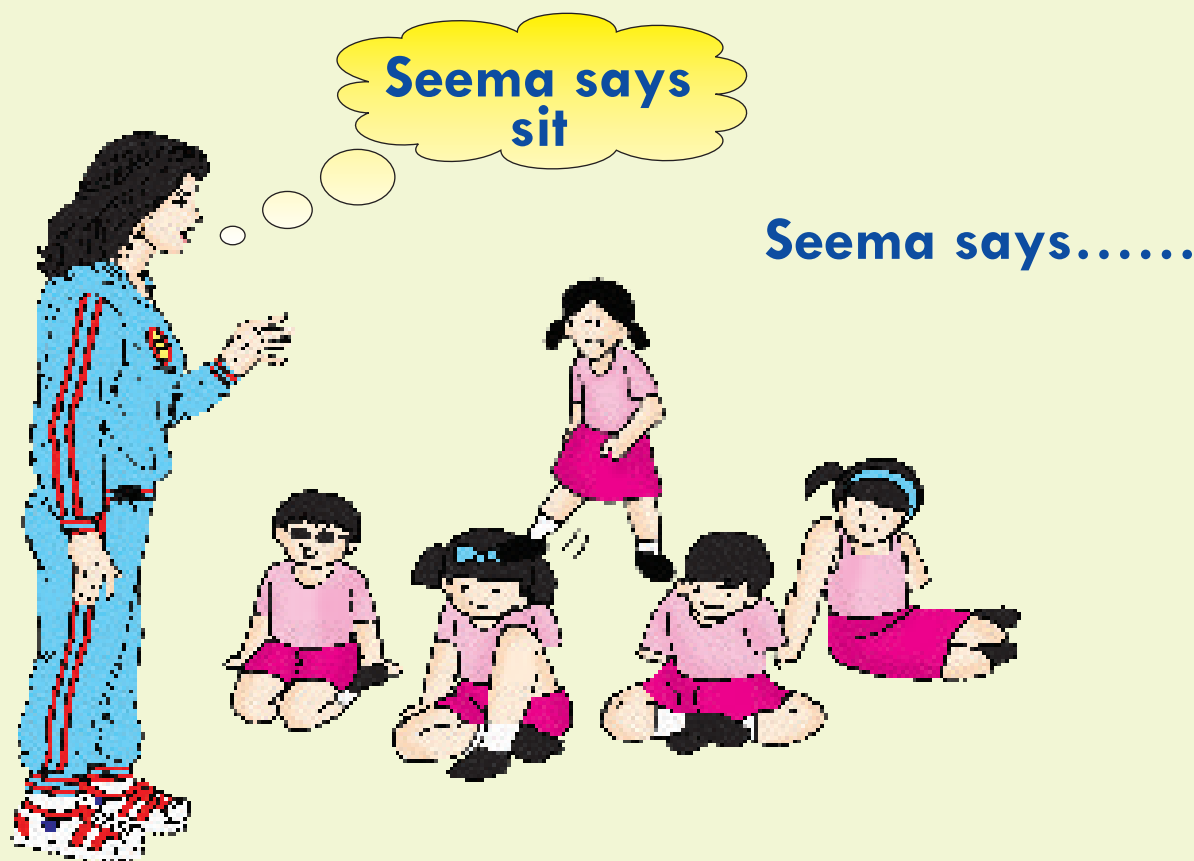
'Seema Says' is a listening game where children must pay attention to the instructions that they are receiving.

When the teacher calls 'Seema says ..', the children respond to the instructions that follow. For example, if the teacher says: 'Seema says 'Sit!', then the children respond by sitting on the floor. If the teacher only says: 'Sit!', then the children remain still. The children respond only when the command is preceded by 'Seema says..'

The teacher uses these commands to help the children explore movement, for example, 'Seema says 'move slowly', 'move quickly' or 'freeze like a statue'.

Equipment

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



Walking - Responding to commands & signals 2

Seema says.....

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the playing area; for example, increase the space for mobile children, reduce the space for those who have mobility impairments.

Task

- Players move in different ways, eg crawl, roll, or move on hands and feet.
- Continue to add instructions; for example, Seema says: 'change direction!' (while moving), Seema says: 'Find a partner and stand still!'
- Increase or decrease the number of children participating.

Equipment

- Marker discs, cones or lines marked in the earth can be used to define the playing space.

People

- Increase or decrease the number of players
- Players with vision impairment can work with a sighted partner.
- The children can take turns at giving the commands.

Extension game

Use different sounds and signals to get the children to start or stop moving. Ask them to move rhythmically by calling '1, 2, 3, 4' or use a tambourine or small drum to make a beat that they can follow.

Safety measures

- Teachers should ensure that the players do not get disoriented and or collide with each other.

Links to other subjects

English:

- Recite and sing poems, songs and rhymes
- Children follow the actions when playing 'Seema says'. Ask the children to do the opposite of what Seema says. Use other action songs and rhymes.

Mathematics: geometry

- When playing Seema Says, ask a specified number of children to form circles, squares, triangles or other shapes. For example, 'Seema Says: get into groups of 3 and form a triangle'.

Curriculum links

- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?



STEP

Space • Task • Equipment • People



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Walking - Responding to commands & signals 3

Use these activities to

- Warmup for all activities
- Respond correctly to commands
- Help the children to use different movements, actions and senses.

How to Play

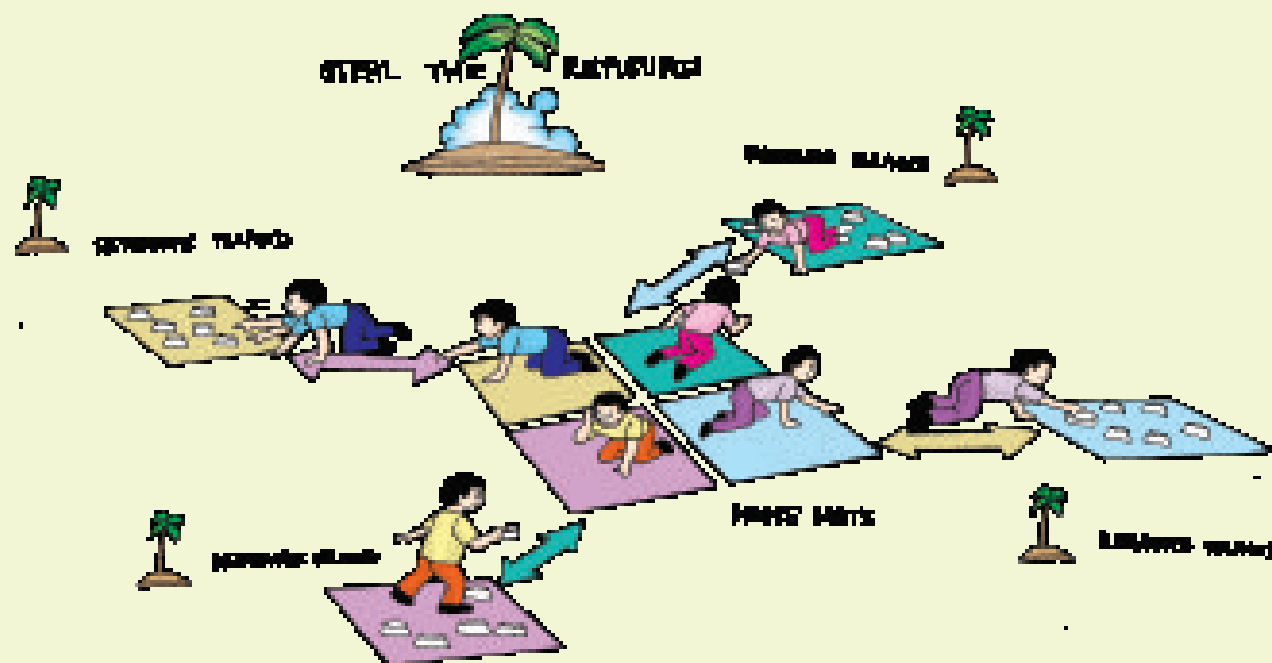
'This game can be played by sighted and vision impaired children in small groups; those who can see use eyeshades (blindfolds).'

- 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.
- Or simply the first child or group to move all their treasure to their home base wins.

Equipment

Mats, eyeshades or blindfolds, treasure (eg marker discs, bean bags, paper balls), stop watch, whistle.

Steal the treasure



Walking - Responding to commands & signals 3

Steal the treasure

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the distance between children, groups and objects, for example:
 - increase the distance between the home base and the 'treasure islands' as the children's ability improves;

Task

- Players who have mobility impairments and use a wheelchair, frame or crutches can pick their treasure from a raised surface, and drop it into a bucket or empty box.
- Players working in pairs can clap or call to assist their blindfolded or vision impaired partner to reach the treasure or the home mat.

Equipment

- Use objects of different sizes, shapes, textures and colours, for example, small soft items, like bean bags, may be easier to grasp by some children than small balls.

People

- Increase or decrease the number of players, eg. children can play in pairs or in small groups and pick up objects alternately or in relay fashion.
- The number of groups can be increased, eg add more treasure and home islands.

Extension game

Use a variety of small balls as 'treasure'. Children work in pairs. The first player moves to the 'treasure island' then rolls a ball to their partner, who puts it in their home base.

The first player then returns to the home base and the second player goes to the treasure mat - and so on until all the balls are in the home base.

The player in the home base must call or clap to assist their partner to roll the ball accurately.

Safety measures

- Teachers should ensure that the players do not get disoriented and or collide with each other.

Links to other subjects

English:

- Recite and sing poems, songs and rhymes
- Children should call to each other using names and identify the objects verbally. They can also use other action songs and rhymes and link these to the activity.

Mathematics:

- Count up the number of objects they have collected.

Curriculum links

- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**

Walking - Responding to commands & signals 4

Use these activities to

- Warmup for all activities
- Respond correctly to commands
- Learn different movements and actions, eg. dodging, changing direction etc.

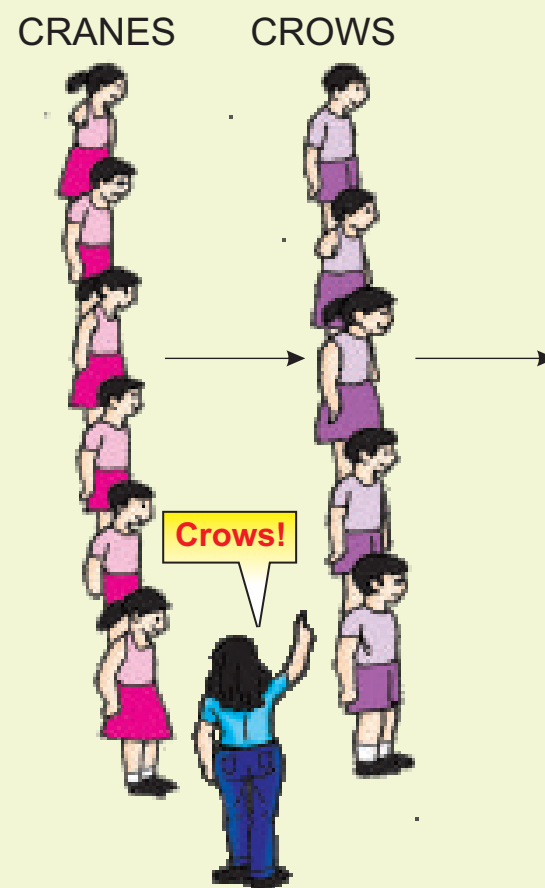
How to Play

- Divide the class into groups of five to ten players. Give each group the name of a bird, for example, pigeon, parrot. The teacher calls out one of the names. All the children in that group try to run towards the other line without being tagged by the bird catcher. The bird catcher tries to tag as many children as possible while remaining within the middle lane. Anybody who is tagged joins the bird catcher.

Equipment

Cones, markers, lime powder etc to mark the lines.

Bird catcher



Walking - Responding to commands & signals 4

Bird catcher

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the distance between children, groups and objects, for example:
 - some children have a wider space to cross and others a shorter distance depending on their mobility

Task

- Players can move in any way.
- Increase or decrease the number of children participating.

Equipment

- 'Tails' are needed for the Extension Game (see below). These can be ribbons or thin strips of coloured material (around 50 cm long).

People

- Increase or decrease the number of players in each team.
- The number of groups can be increased; for example, add another group of 'birds'!
- Increase or decrease the number of Birdcatchers depending on their success rate in tagging the birds.

Extension game

Monkey tails!

- This is a tag game using tails; these can be ribbons or strips of cloth tucked into the waistband of a child's trousers or shorts, or tied in a loose knot around the waist so that it dangles at the back like a tail.
- If the Birdcatcher pulls off a player's tail, they are 'caught' and join the Birdcatcher.

Safety measures

- Teachers should ensure that the players do not get disoriented and or collide with each other.

Links to other subjects

English:

- Recite and sing poems, songs and rhymes
- The players try to name as many kinds of bird as possible, and then choose one for their team. They can also think of the names of animals, insects or even people (eg farmer, soldier etc).

Mathematics:

- Stop the game every so often and count up the number of birds and birdcatchers: or ask the birdcatchers to keep count as the game goes along.

Curriculum links

- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Running

Use these activities to

- Know the different parts of the foot involved in running
- Know the orientation and posture of feet and body while running.
- Run different pathways and around objects.
- Learn to change direction.

How to play :

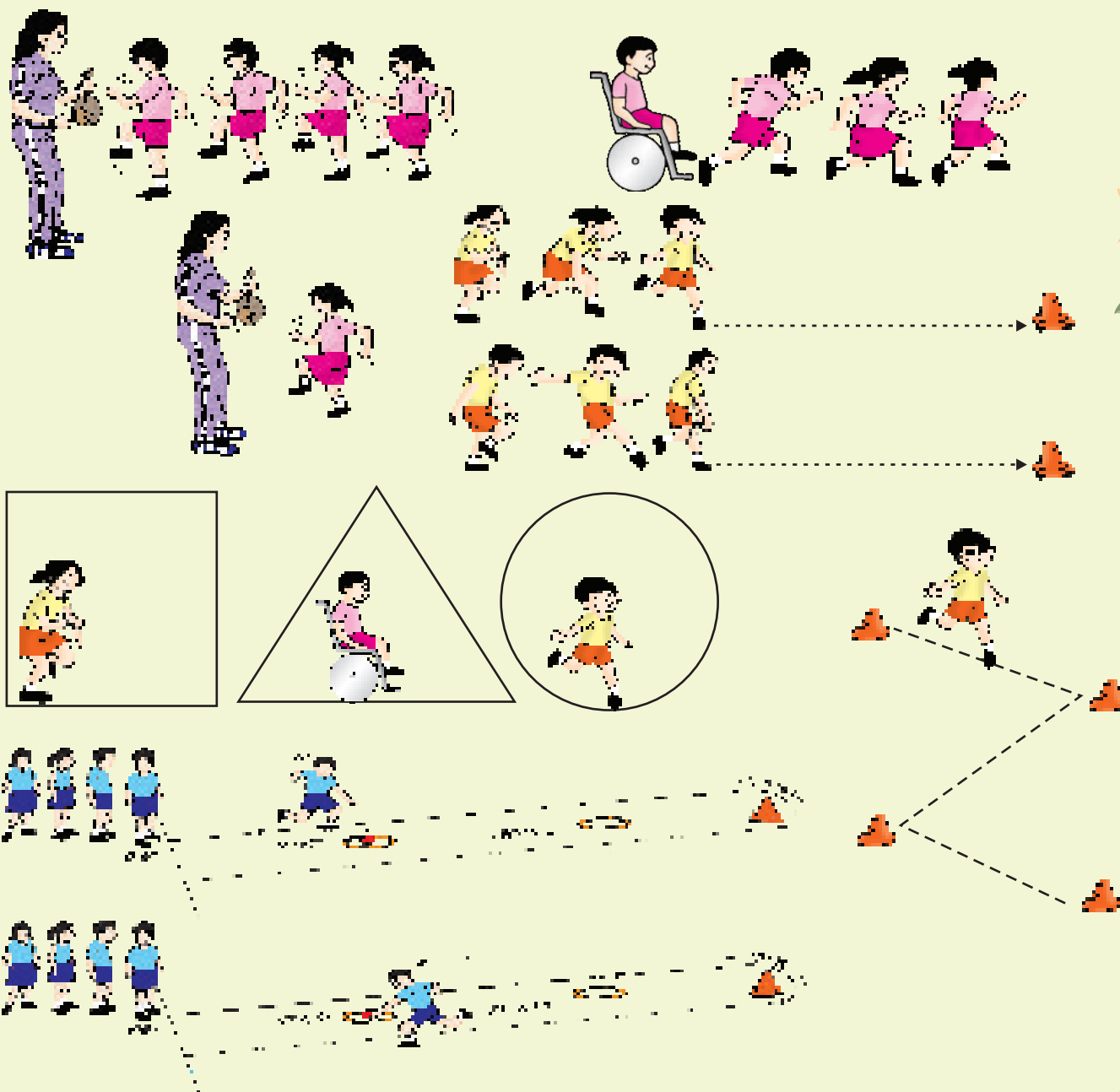
- Run on the spot slowly and then quickly.
- Run forward.
- Running in different pathways such as a straight line, circle, triangle and square.
- Running in a zig-zag pathway, in and out of markers.
- Run and Carry : the player runs a distance, picks up an object and returns to starting point.

Progression

- Run slowly, quickly, forward and backwards.
- Run and stop in a space on command (e.g. whistle, clap, saying "Now" or "Change", etc.).
- Beanbag Relay : First player runs and collects a beanbag from a hoop placed on the ground, runs back and hands over the beanbag to the next player.
- This player runs and places beanbag back in the hoop, picks up another beanbag and runs back with it , finally handing it over to the third player.

Equipment

- Markers, Cones , Beanbags, Hoops



Running

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Distance can be increased or decreased appropriate to the ability of the participants. For example:
 - when marker cones are used to define a running course, the distance between cones can be adjusted depending on the mobility of the children;
 - children who have mobility impairments can travel a reduced distance.

Task

- Gradually increase the distance between the markers.
- Place obstacles in the way
- Increase the complexity of the shapes that the children follow when running.
- Increase or decrease the number of objects and weight

Equipment

- Vary the size and weight of balls and other implements.
- Use and adapt readily available equipment and objects; for example, use empty plastic water bottles instead of marker cones (partially fill with water if working outdoors to avoid gusts of wind blowing them over).

People

- Increase or decrease the number of Players in team
- Verbal or other sound cues (like clapping or banging a drum) can be used to help with the directionality of children who have visual impairment.

Extension game

Run and find

- To encourage children to run freely, hide a number of small, brightly coloured objects around the play area. Use the environment creatively.
- Children search the area for objects; when they find one, they run (or move quickly) back to the start point and place their object in the home base (this can be a hoop, a circle marked on the ground, or an empty box).

Variations:

- children may only bring one object back at a time;
- begin by placing the objects so that they are visible once the children are close;
- ask the children to collect a specific colour of object;
- organise this activity as a team activity, with children searching together in teams, or running out one at a time as a relay;
- place some objects in accessible places, for example, at eye level, for those with movement or vision impairments.

Safety measures

- Use a grassy or other non-slippery surface.
- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.
- Progress all activities gradually, starting off the activity with assistance and providing physical or manual support and guidance to the player, moving on to giving only verbal directions for the same.

Links to other subjects

English:

- Oral production of words and phrases
- Name the body parts being used and actions being undertaken.
- Use running and jumping actions to collect objects to match colours, numbers or letters.

Mathematics:

- Time; qualitative understanding of time
- Discuss with children the time it takes them to complete each activity so that they begin to understand which activity they think takes 'the longest' and which one takes 'the shortest' amount of time.

Curriculum links

- Linked to the learning objective nos. 1 and 5 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How do I run and jump? How does my body move?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Running - Circle chase

Use these activities to

- Warm up for other activities
- Improve speed and endurance
- Move, dodge and turn quickly
- Play in a team.

How to play

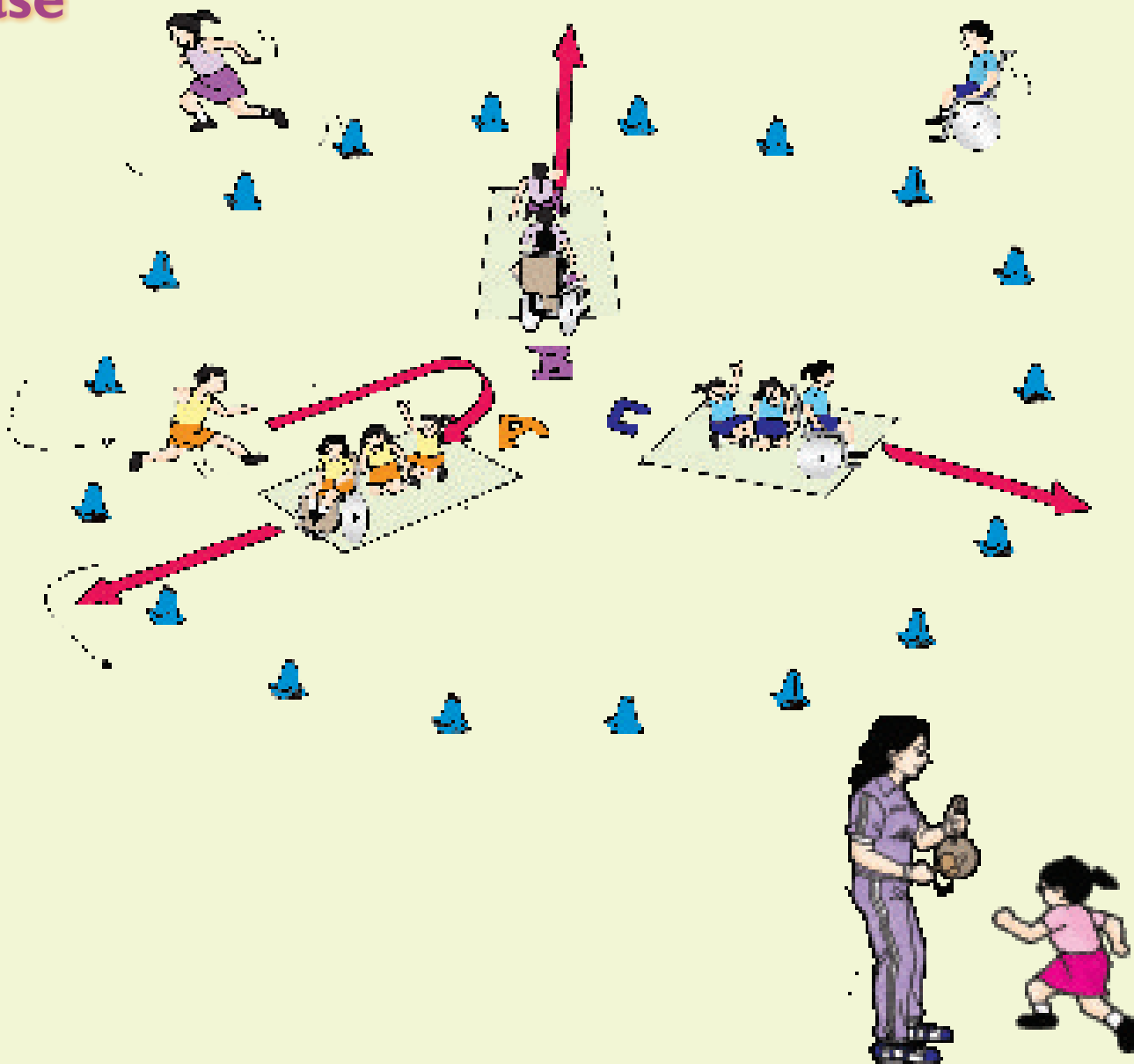
- Divide the group into three teams of four players. Players sit behind each other in their teams inside the circle.
- First player from each team runs around the outside of a circle trying to catch one of the other players while running back to their original position. If no runner is caught by the time the runner returns to the team the next member of the team continues the chase.
- The relay continues until one runner catches and touches another. One point is then scored for that team. The relay then restarts.

Progression

- Play the game with four or more teams spaced evenly around the circle.

Equipment

- Lime powder or lines to create a defined playing area.



Running - Circle chase

Use the **STEP** model to modify these activities.
Try the modifications suggested below or devise your own.

Space

- Increase or decrease the size of the circle:
 - increasing the size means the children cover a longer distance;
 - decreasing the size reduces the distance to be run.
- To assist those who may have mobility impairments, create a smaller circle inside the large one. Children use the circle appropriate to their abilities.

Task

- Players can move in different ways:
 - Crawl (on hands and knees);
 - move on hands and feet;
 - walk
 - or move, for example, in a wheelchair or on crutches or sticks.

Equipment

- Vary the equipment used to assist different abilities:
 - brightly coloured cones or marker discs to define the circle;
 - tall cones or sticks in the ground to help some children see the circle better.
- Involve the children in marking out the circle; they will recognise and respect it more.

People

- Increase or decrease the number of players in each team.
- Children who are slower-moving can have less players in their team.
- Player on wheel chairs can act as a referee

Extension game

Scarecrow Tag game

- Use the circle space that has been created; nominate 2-3 chasers - the rest of the children try to avoid being 'tagged' or touched by the chasers.
 - when tagged, the child must remain still with arms outstretched, like a scarecrow!
 - children who are still 'free' can release the scarecrows by running beneath their outstretched arms.
- Variations:
- increase or decrease the number of chasers, depending on how easily everyone is tagged;
 - create 'safe zones' within the playing space where children who are slower-moving can 'hide'; no-one can be tagged in a safe zone but they can only remain there for a limited time.

Safety measures

- Keep alert and watch out for others.

Links to other subjects

English: describe a person

- When the chaser catches a runner the chaser uses an adjective provided on a card to describe the other runner. E.g. He's a quick runner.

Mathematics: mental arithmetic

- Decide a simple scoring system for this game. Can you keep the score for your team? Use the scores to carry out simple number operations e.g. add or subtract your team score from the other team's scores.

Curriculum links

- Linked to the learning objective no.1 in the CBSE School Health Manual and the Themes on Safety and Security in the NCERT Syllabus: What can I do to keep myself and others safe when playing games?



STEP

Space • Task • Equipment • People



PEC INDIA



Jumping & Hopping I

Use these activities to

- Know the use of body parts in jumping on the spot.
- Develop balance of body.
- Develop jumping abilities
- Develop hand and feet co-ordination.

How to play

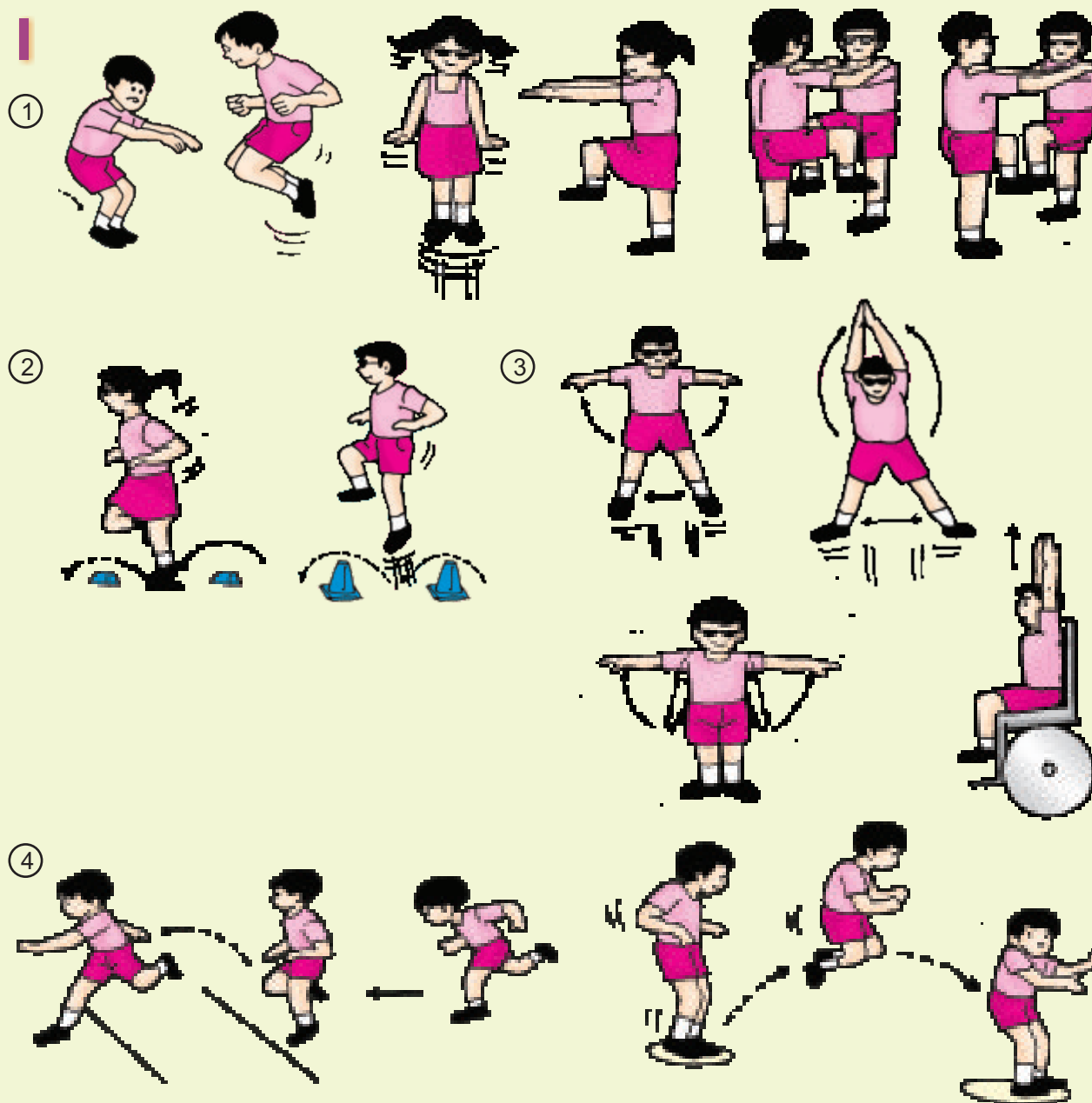
- The children stand in their own space and jump in any way that they want (1).
- He/she will jump and land on his/her balls of the feet, after bending his/her knees, keeping his/her weight on the balls of the feet.
- Hop on the spot with hands in front and with a partner. Now hop and move forward (2).
- Jump on the spot with arms outstretched, then above the head clapping the hands and slowly lowering to the sides (3).

Progression

- Placing of cones/markers to jump over
- Placing obstacles in the path (4)
- Increasing the distance to be jumped (4)
- Jumping to touch an object hung above
- Increase the height of the object hanging from above

Equipment

- Cones, markers, mat, ball, blocks, hoops.



Jumping & Hopping I

Use the **STEP** model to modify these activities.
Try the modifications suggested below or devise your own.

Space

- Gradually increase the distance or height to be jumped.
- Increase or decrease the distance between obstacles and cones.

Task

- Ask the children to imagine sports that involve jumping or hopping; ask them to perform or mime these sports.
- Provide alternative ways of 'jumping' for young people using wheelchairs or mobility aids (eg crutches or walking frames); for example, use small rods which the children can step over or move their chairs; or, children can push up on their arms, lifting their bodies off the seat of their chairs, instead of jumping with their legs.

Equipment

- Use a range of equipment and available items as obstacles and markers; for example, plastic water bottles, ropes or string.
- Ask the children to try jumping over ropes or string at different heights.

People

- The children can try different ways of moving, hopping and jumping in pairs; for example, they can try and hop or jump higher or further than their partner.
- Side by side, the partners can loosely bind their nearest leg together and try moving, hopping and jumping in a 3-legged race.

Extension game

Hop, step and jump (triple jump)

Ask the children to try to hop, step and then jump in sequence. This is:

Same foot to same foot (hop); step off this foot to other foot; jump off this foot and land on both feet.

In pairs, the children can mark how far each other have jumped from the point where their foot leaves the ground to their finishing point.

Wheelchair users can push their chairs in 3 different ways. First one hand, then the other, and finally both hands together, simulating a triple jump.

Safety measure

- Use mats spread around to protect from injury
- Presence of assistant

Links to other subjects

English: recite and sing poems, songs and rhymes

- Use jumping and hopping activities while singing simple songs or saying rhymes. The jumping and hopping should be to the beat.

Mathematics: numbers 1-9

- Jump or hop a specific number of times e.g. 4, 7. Count how many times somebody else jumps or hops.

Curriculum links

- Linked to the learning objective nos. 9 and 10 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body move? How do I jump and hop?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Jumping & Hopping 2

Use these activities to

- Run and jump over different heights
- Improve coordination
- Improve strength and speed
- Land safely

How to play

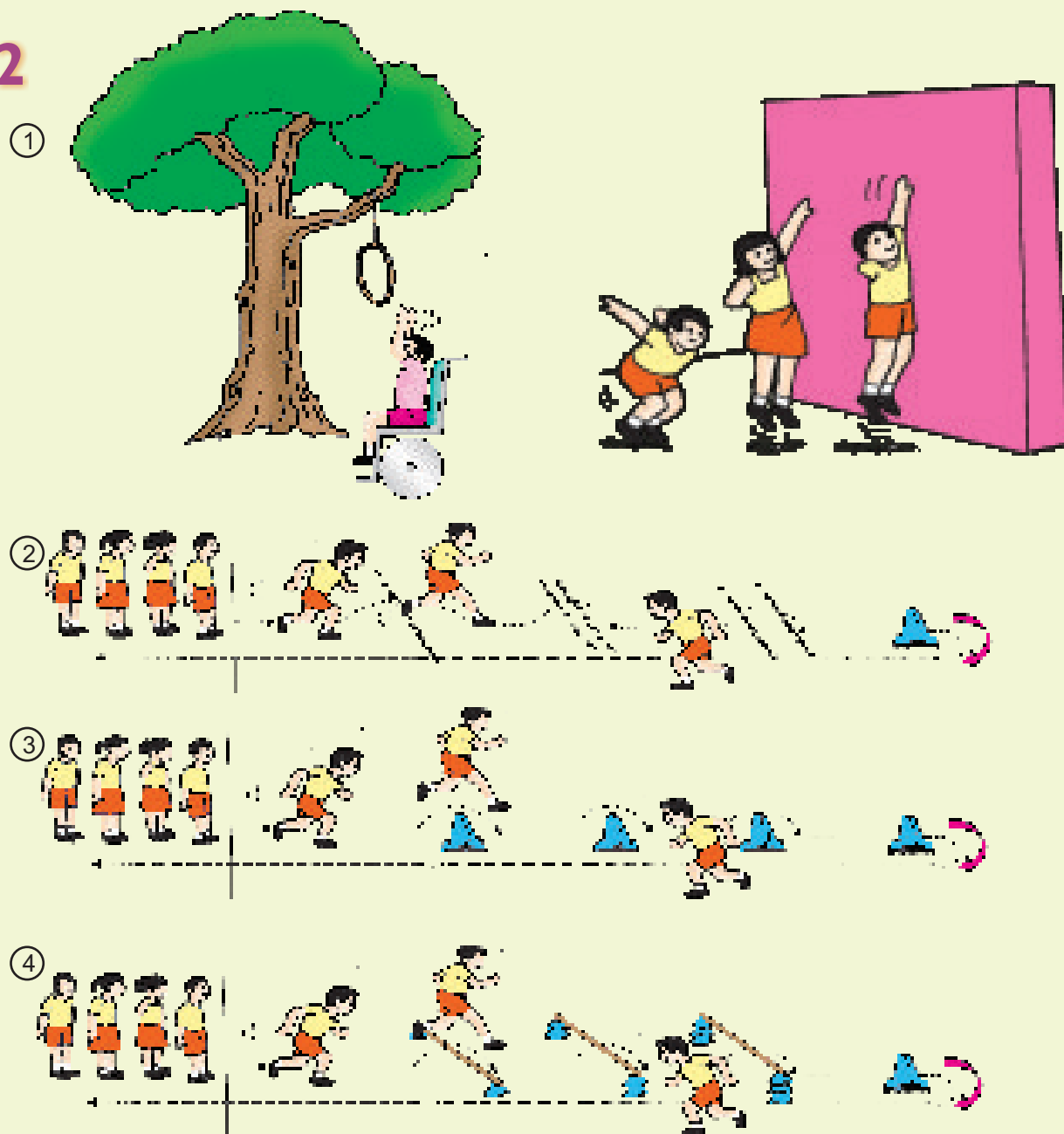
- Jump upwards, how high can you reach? (1)
- Run and jump over ropes placed on the ground. (2)
- Run and jump over cones. (3)
- Run and jump over low hurdles. (4)

Progression

- Make the activities competitive
- The height of object can be increased
- How quickly can you jump over the cones

Equipment

- Cones, markers, mat, ball, blocks, hoops.



Jumping & Hopping 2

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the distance between the cones or objects placed on the ground.
- Increase or decrease the total distance covered according to the ability of the individual; for example, very mobile children cover the entire distance in the relay, while those who have mobility or sight impairments travel a shorter distance when it is their turn.

Task

- Encourage children to jump off either foot to develop bilateral movement; similarly, when hopping, children should be encouraged to hop on either foot.
- Young people who are hemiplegic (one side of the body more functional than the other) should, however, be encouraged to use the weaker side as much as possible. For example, if unable to jump off one leg, they can instead bend or squat using that side.
- For vertical jumps, for example, jumping up and touching a wall, those who are wheelchair users or who participate from a seated position can instead reach as far as possible up the wall, lifting their bodies off the seat if possible or try to stand on tip-toe.

Equipment

- Increase or decrease the number of cones.
- Use available equipment and the surrounding environment to create interesting and challenging obstacle and jumps courses; for example, use walls where children can practice vertical jumps or hang 'targets' from tree branches.

People

- When using a relay formation, the number of children in each team can be increased or decreased in order to provide different challenges; for example, smaller teams mean that children participate more frequently and are active more often.

Extension game

Station jumps

Create a number of jump and hop stations around which the children can rotate in small groups. Each station can present a different challenge; for example, vertical jump, distance jump, obstacle or hurdle course.

Safety measure

- Bend knees when landing.
- Keep spaced out.
- "Young people who have leg amputations should have rest periods between hopping and jumping to avoid over-stressing leg muscles. In these periods they can do upper body work."

Links to other subjects

English: tense forms

- Prepare sentence cards using different tense forms for each activity. The children say the sentence at the appropriate time. For example, 'Rena and Shyam will jump to catch the ball', 'Rena and Shyam are jumping to catch the ball', 'Rena and Shyam jumped to catch the ball'.

Mathematics: measurement

- Use a meter ruler to measure the height jumped upwards and compare with other group members.

Curriculum links

- Linked to the learning objective number 7 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Rolling and Trapping I

Use these activities to

- Learn to move an object by rolling it.
- Follow an object visually
- Learn how to stop a moving object
- Roll a ball at different speeds.

How to play

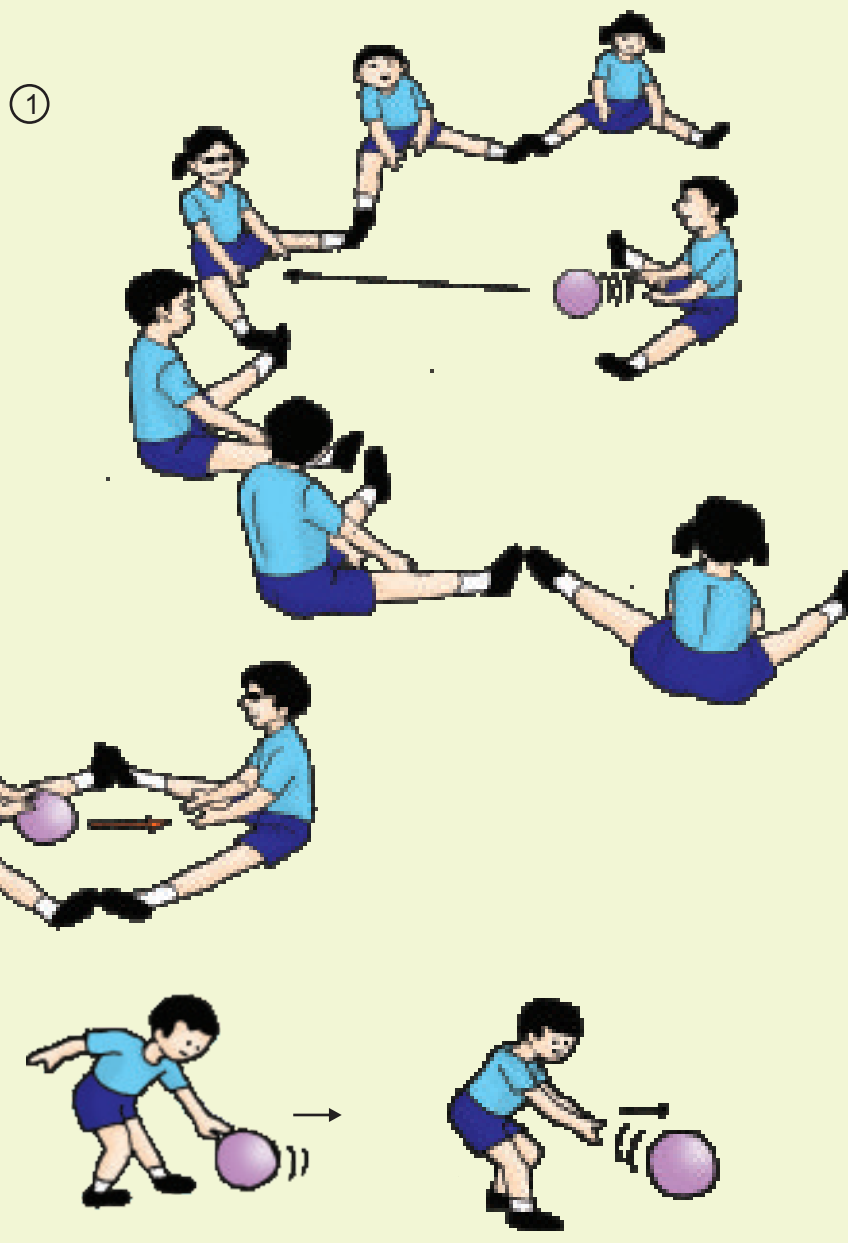
- Children will sit in semi circle formation with the instructor near the circle. The instructor will roll the ball to each child and child will roll it back. (1)
- One child will sit opposite to another with legs out stretched in straddle position so that feet are touching and a diamond shape is formed. (2)
- Roll the ball to each other and stop / trap it with your hands. (3)

Progression

- Roll a ball and chase it
- Progress from a big to small ball and later to a ring

Equipment

- Ball, ring, markers



Rolling and Trapping I

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the space between the sender and receiver; for example, closer together improves accuracy, further apart requires more strength.
- Rolling a ball outdoors can provide an additional challenge if the ground is uneven.

Task

- This activity can be performed by kneeling, sitting & standing.
- Challenge the children by asking them to roll the ball at targets, for example, plastic cones or empty water bottles.

Equipment

- The size and weight of the ball can be changed; for example, a heavier or denser ball can be introduced as strength increases.
- A target can be placed between markers as an additional challenge.
- Increase or decrease the number of balls; for example, in a group or circle formation, a second ball can be introduced to heighten focus and concentration.
- For young people who have perception or visual tracking impairments, slow the movement of the ball by using a larger ball or by removing air to make it denser.

People

- Increase or decrease the number of players.
- Children can take turns at rolling the ball to the rest of the group instead of the teacher.

Extension game

Count the rolls

In this game, the children get into pairs.

On the start command, the players roll the ball back and forth as many times as possible within the time limit set by the teacher. When the teacher calls 'Stop!', the players (honestly) report how many successful rolls they made.

Tips for teacher

- Physical & manual support and guidance should be provided by the teacher.
- Eyes should be focused on the ball
- Ball should be controlled by hands only.

Safety Measures :

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

Links to other subjects

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

- Emphasise the verbs of the activity and ask children to create sentences using these verbs. For example, 'I am rolling the ball', 'Shyam rolled the ball', 'the ball is rolling'.

Mathematics: geometry

- Use the vocabulary of spatial relationships: 'far'; roll a ball 'away from you'.

Curriculum links

- Linked to the learning objective nos. 7 and 12 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What sports equipment am I using? What do I like to play to have fun?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Rolling and Trapping Games

Use these activities to

- Enhance their hand and eye coordination
- Develop fine motor skills
- Develop team spirit

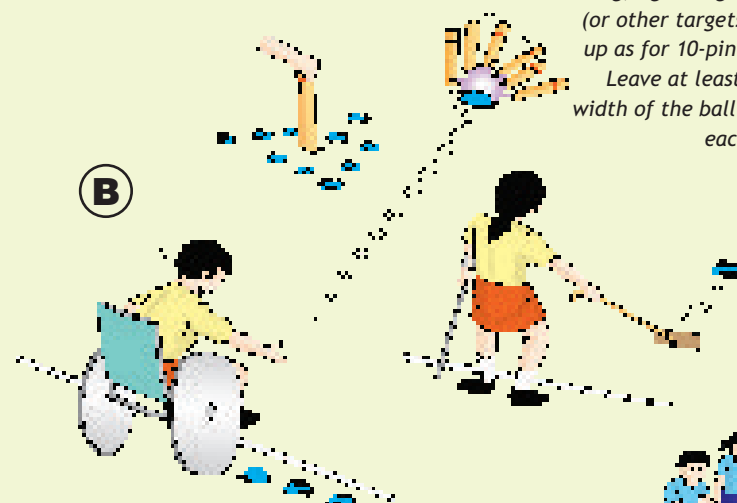
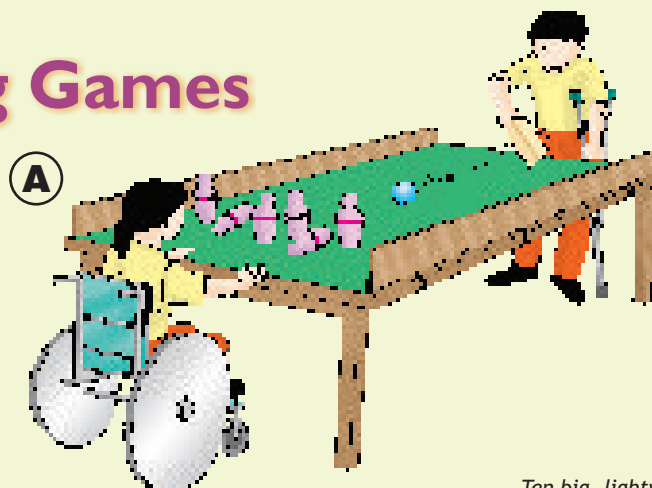
How to play

- A**
- Each player in a team has three balls and tries to knock down as many skittles as possible.

- Extra points are awarded for a strike
- The total team score is added up to make the top score

- B**
- Each player rolls four balls.
 - One point is awarded for each skittle (target) knocked down.
 - After each ball is rolled, remove fallen skittles.
 - If all the skittles are knocked down before the player has used his four balls, reset and continue.
 - Add up each player's score.

- C**
- Players stand in a line.
 - One by one, each player aims the bean bag/ball into the hoop.
 - Points are scored according to the hoop in which the bean bag/ball lands.
 - Player lands in jail in case of a miss.
 - Player has to be released from jail by his/her team mate scoring a 10.



Adjust the throwing line according to the ability of the player.

Ten big, lightweight skittles (or other targets) are set up as for 10-pin bowling. Leave at least half the width of the ball between each skittle.



Rolling and Trapping Games

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- These games can be played indoors or outdoors in any suitable space.
- In all the games, vary the distance to the targets; for example, if a player successfully hits a target, move the player, or the target, further away; if they miss, move closer.
- In table top games, the space can be changed by making the targets smaller (small plastic bottles instead of large ones).

Task

- This activity can be performed by kneeling, sitting, standing and wheel chair users.
- Once children are skilled at target activities, progress to moving targets. For example, roll a large ball back and forth in front of a line of players. They try to hit it with smaller balls by rolling them at the target.

Equipment

- Change the size and weight of the balls used.
- Increase or decrease the number of balls and targets.

People

- Increase or decrease the number of players in team games.
- Get the children to take turns as their own referees or to count scores.
- For children who are vision impaired or blind, a partner can stand behind targets and clap or give verbal cues to assist them in aiming.

Extension game

Speed roll

Divide the group into two or more teams. The first player in each team rolls a ball towards a wall or line on the ground (distance depending on ability) when the teacher calls 'Go!'

The player whose ball hits the wall (or crosses the line) first scores a point for their team. Then the next player in each team gets ready to roll. The team with the most points wins.

To vary the game, the teacher can ask the players to roll the ball in different ways; for example, one-hand underarm, two hands with legs astride, etc

Tips for teachers

- Physical & manual support and guidance should be provided by the teacher.
- Eyes should be focused on the ball.

Safety Measures :

- Use a grassy or other non-slippery surface.
- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.
- Progress all activities gradually, starting off the activity with assistance and providing physical or manual support and guidance to the player, moving on to giving only verbal directions for the same.

Links to other subjects

English: comprehension of spoken and written words

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

Mathematics: measurement

- Ask the children to measure the distance between the start line and the targets using non standard units of measurement. Use non standard measurements to place targets at specific distances from the start line.

Curriculum links

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

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Throwing And Catching-I

How to Play

- Pass the ball to each other (1)
- Pass the ball overhead to each other (2)
- Underpass the ball to each other (3)
- Pass the ball to each other around the neck / shoulder or waist (4)
- Pass the ball clockwise or anticlockwise in a circle. (5)

Progression

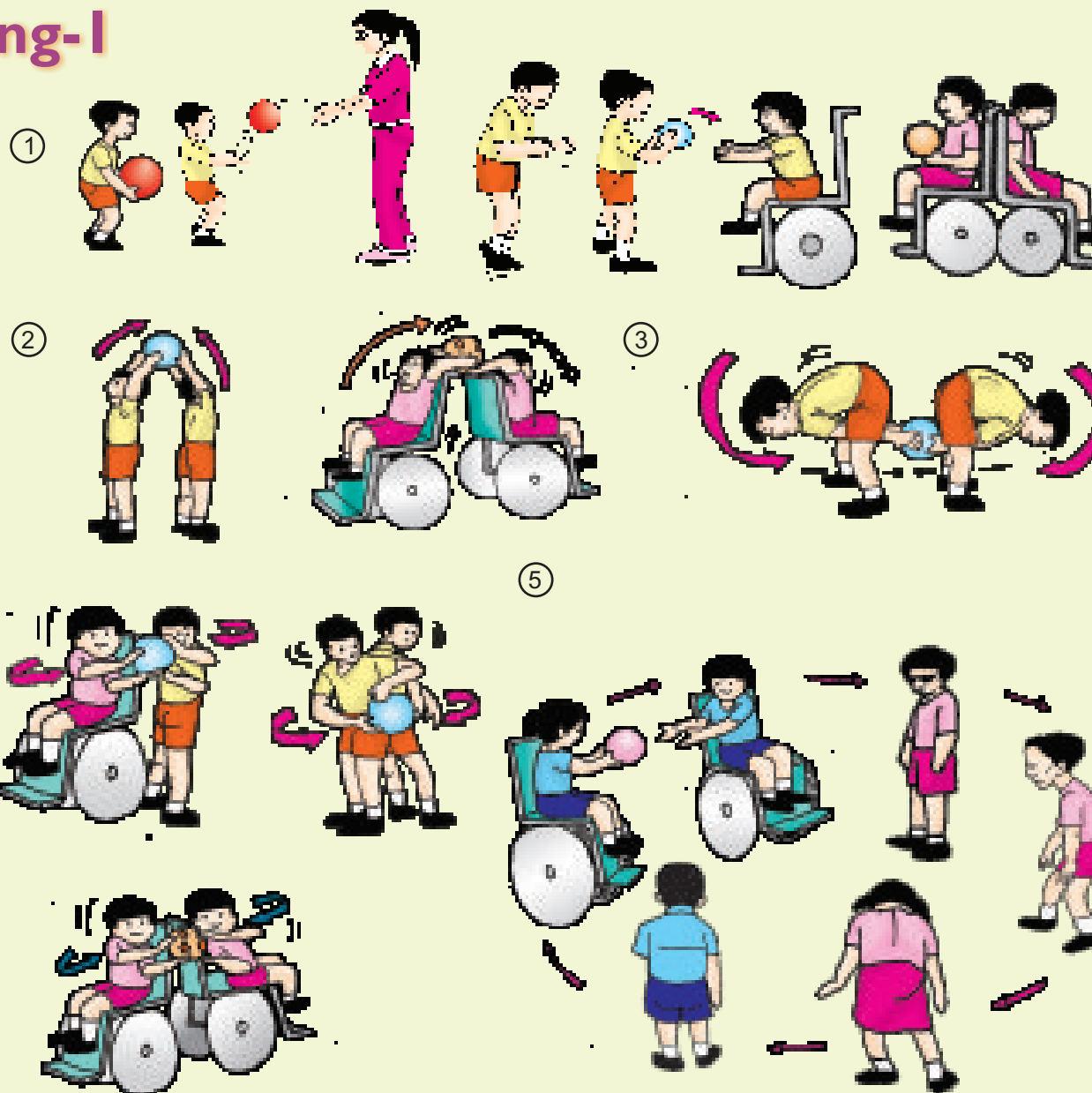
- Encourage the child to perform individually, in pairs and in groups
- Move from lighter to heavier balls.
- Pass the ball with more number of children in a line.

Use these activities to

- Use arm, leg movements in different combinations
- Learn how to position hands correctly to catch a ball
- Improve arm and leg strength

Equipment

- Foam balls, balloons, large balls, small balls, bean bags and rings.



Throwing And Catching-I

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase or decrease the space according to the activity and the ability of the children; for example, children can be closer together to pass to each other by hand; move apart to develop a thrown pass.

Task

- The number of passes can be increased or decreased. Or set a time limit and see how many successful passes the children can make before the teacher calls 'Stop!'
- Note about throwing and catching: although these skills are usually taught together, using the same ball, some young people find it easier initially to throw a small ball and catch a larger ball. For these children, who may have coordination and control impairments, throwing and catching can be taught separately in the beginning.

Equipment

- Increase or decrease the size and or weight of the ball.
- For some children, catching may be easier if a small, soft pillow or paper ball is used instead of a ball; these enable the children to grip with their fingers. They can progress to a ball as their skill improves.

People

- For some passing activities, match pairs together according to ability; alternatively, the group or team can be mixed with different abilities.

Extension game

1,2,3,4

This game introduces movement to throwing and catching activities.

Divide the children into groups of four; each child chooses a number, 1, 2, 3 or 4.

Standing still in a small circle, the children pass the ball to each other in order 1, 2, 3, and 4. Once they have done this successfully a few times, the children should start to move, in any direction. They must still pass to each other in order 1, 2, 3 and 4.

The children can call their number or signal with their hands to assist the passer.

Safety measures

- Progress all activities gradually.
- Start the activity with assistance.
- Providing physical and manual support when needed.

Curriculum link

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

Self Assessment

- Can I name the body parts I have used?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Throwing And Catching-2

These activities can be used to introduce throwing and catching to children who have coordination and control difficulties or to very young children.

Use these activities to

- Introduce fun to children, learning experience that physical education can be.
- Learn how to throw for distance.
- Learn how to position hands correctly to catch a ball.
- Improve arm strength of children with special needs.

How to Play

The teacher

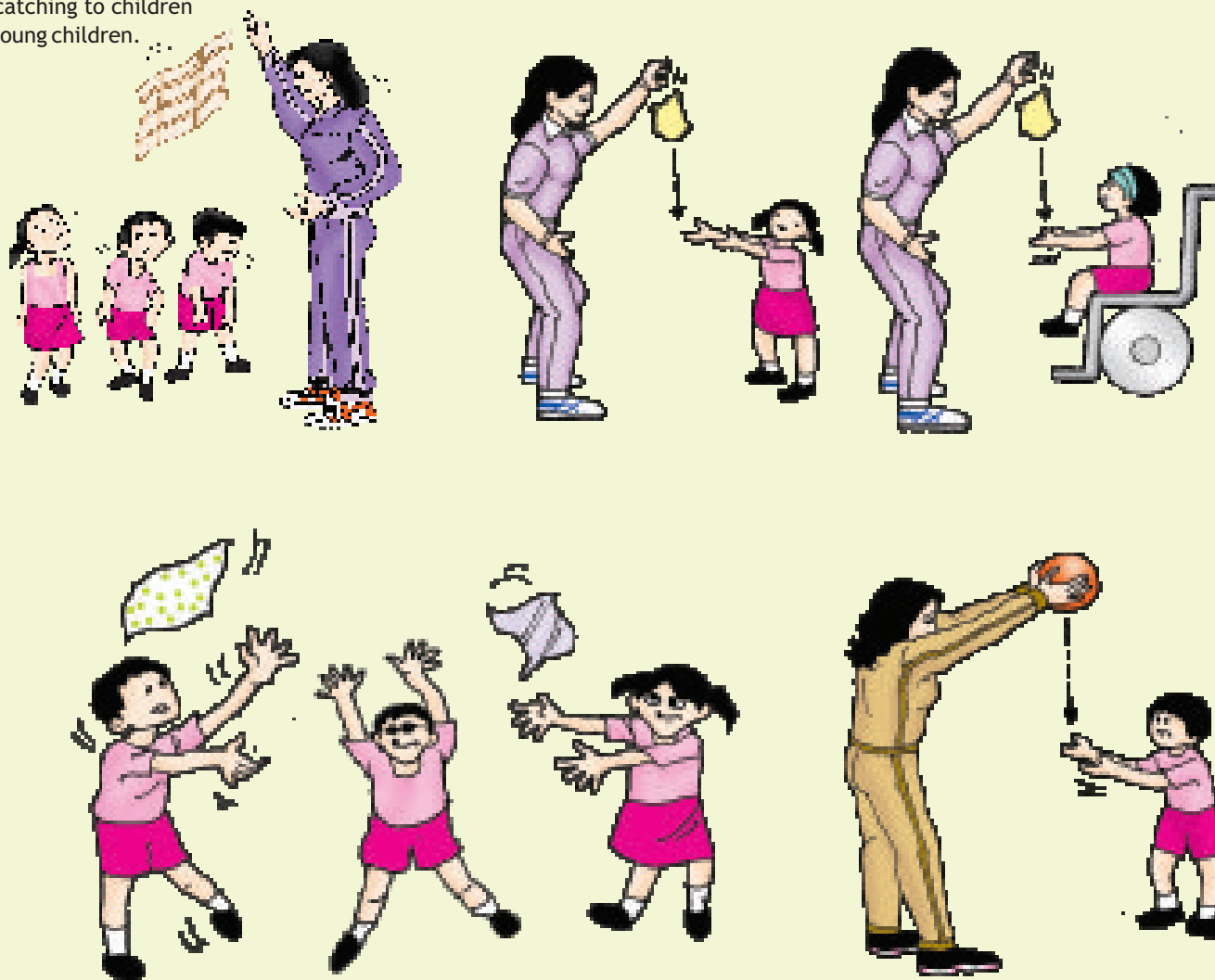
- Draw the attention of the children towards the scarf.
- Throw the scarf up and each child gets a chance to catch.
- Encourage the child to follow the movement of the scarf with his/her and eyes to catch it.

Progression

- Move from lighter to heavier objects (Scarf, bean bag, beach ball, ball)
- Encourages the child to perform individually, on pairs and in groups.

Equipment

- Scarf, bean bag, beach ball, ball, balloon



Throwing And Catching-2

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase the distance between the players to provide more reaction time.
- Decrease the distance to support accuracy
- When using the scarf or bean bag drop, the teacher can vary the reaction time by increasing or decreasing the height of release.

Task

- Some children with more severe impairments can begin by catching the scarf or bean bag on their laps, or trapping with their arms.
- Drop the scarf or bean bag from different angles - to the side, or in front - to encourage the child to reach in different directions.

Equipment

- Use a sound ball to assist children who have vision impairment. This can be a specially made ball with internal bells, or a simple balloon containing seeds or rice. Alternatively, wrap a plastic bag around any lightweight ball; the ball will 'crackle' when it is rolled.
Note: sound balls work best when rolling or bouncing - in the air they make no sound! Therefore a bounced or rolled pass will work best.
- Vary the weight of the scarves, bean bags and balls.

People

- Provide different challenges to children working in pairs; for example, an ambulant child can work with a child seated on a wheelchair.

Extension game

Toss and clap

In this game, the children throw a scarf or bean bag in the air above them, and then clap their hands before catching it again. A child using only one arm can slap their leg or arm of their wheelchair if seated. As the children improve, challenge them to increase the number of claps.

Safety measures

- Use a grassy or other non - slippery surface.
- Play sensibly - make sure that players have personal space.
- Ensure that children are not facing the sun.

Links to other subjects

English: recognise small and capital forms of English alphabet

- Each time a child throws the ball will show the capital form of an alphabet to the other child who in turn will show the small form of the same alphabet after catching it.

Mathematics: number 1-9

- When throwing and catching ask the children to count the number of times they bounce the ball or throw and catch it before it is dropped.

Curriculum links

- Linked to the learning objective nos. 4 and 12 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What sports equipment am I using?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Striking and Kicking

Use these activities to

- Learn to tap and strike a ball.
- Use different equipment and implements to strike a ball.
- Learn to have control over the ball.
- Improve neuro -muscular co-ordination.

How to play :

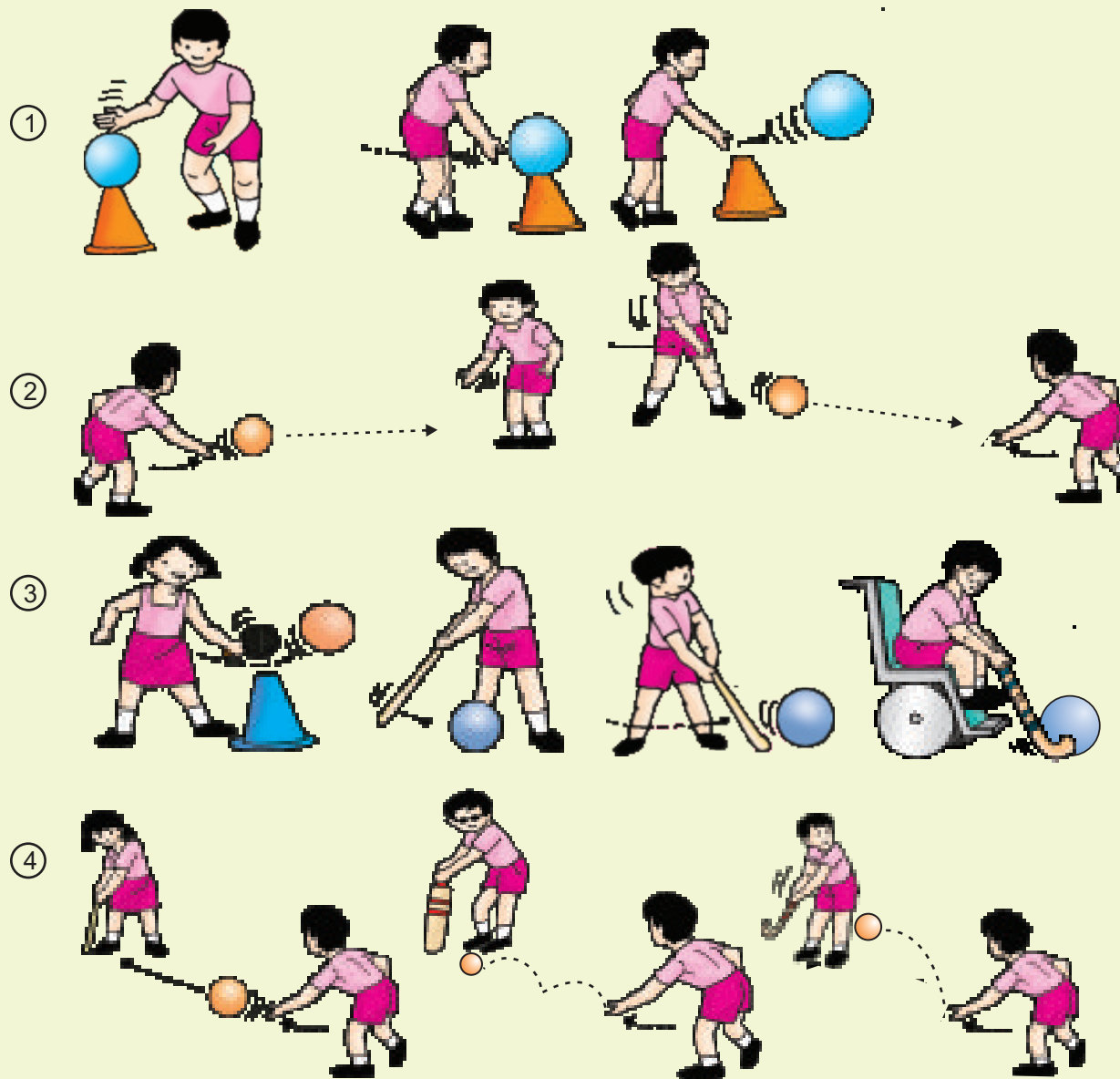
- Focus on a static object placed on a cone and strike it with an open palm. (1)
- Roll the ball towards the child and have him/her tap it back with an open palm. (2)
- Using a sideways stance, player strikes a ball kept on a tee, with a racket, paddle, stick etc. (3)
- Using a sideways stance, child strikes a ball tossed towards him/her with a racket, paddle, stick etc. (4)

Progression

- Using a sideways stance, player strikes a ball rolled towards him/her .
- Using a sideways stance, player strikes a ball bounced towards him/her .
- Using a sideways stance, player strikes a ball tossed towards him/her.

Equipment

- Balls, bats, hockey sticks, paddles, racket, cones, tees, markers



Striking and Kicking

Use the **STEP** model to modify these activities.

Try the modifications suggested below or devise your own.

Space

- Increase the distance between the feeder and the striker to give more reaction time.

Task

- Challenge the player to strike the ball/object for a distance.
- Challenge the player to strike the ball/object for accuracy. (e.g. by striking the ball between two cones)
- Increase or decrease the size and weight of the ball.
- Children should learn to strike the ball from in front or to the side; some young people, for example, wheelchair users, may always need to have the ball at one side.

Equipment

- Use colourful balls
- Place the ball at various heights to increase or decrease the level of difficulty.
- Use a longer / shorter / narrower / broader striking object
- Use a rugby ball

People

- Have the children work on their own, in pairs, or in small groups.

Extension game

Target strike

Whatever way the children choose, or are able, to strike the ball, they can improve their ability by aiming at targets.

These can be a single cone or stick placed in the ground, or it could be a 'gate' or 'goal' comprising of two marker discs cones through which they must strike the ball to score a point.

Initially use large targets, or move the children closer. As they improve, reduce the size of the targets or move them further away.

Set a variety of targets in a 'circuit' - the children can rotate round these and keep a score for each target and overall.

Tip (For Teachers)

- Child should have a well - balanced sideways stance by transferring weight back and forth
- Eyes should be focused on the ball.
- Follow through action of child - should be encouraged by twisting his/her waist

Safety Measures :

- Use a non-slippery surface
- Sufficient space for action to be performed safely
- Watch out for other children nearby

Links to other subjects

English: to recite rhyming words

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

Mathematics: mental arithmetic

- Award 1, 2 or 3 points each time a 'strike' is successful. Give five attempts each. Keep your own score or a team score.

Curriculum links

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

**STEP**

Space • Task • Equipment • People

**PEC INDIA**



Kicking

Use these activities to

- Learn to kick a stationary ball
- Learn to kick a moving ball
- Improve dynamic balance

How to play

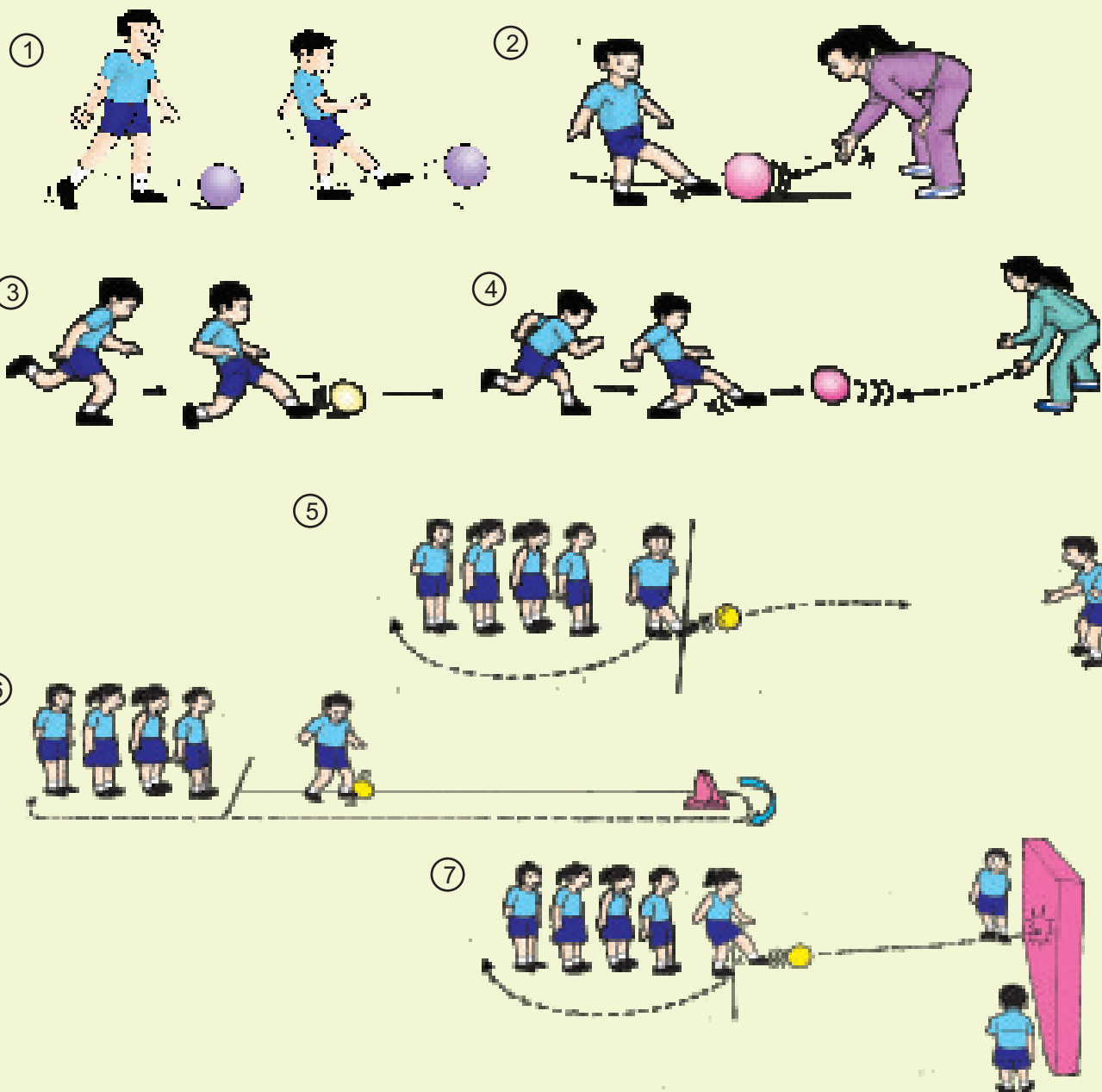
- Focus on a static ball placed on the ground and kick it with the kicking leg. (1)
- Roll a ball towards a child and have him / her kick it. (2)
- Child runs towards a static ball and kicks it. (3)
- Child runs towards a rolling ball and kicks it. (4)
- Child kicks a ball tossed to him. (5)
- Child dribbles the ball with one foot to another, goes around the cone and kicks it back to his team mate. (6)
- Child kicks the ball against the wall. (7)

Progression

- Child kicks a ball bounced towards him/her.
- Child kicks a ball tossed towards him/her.

Equipment

- Balls, markers, cones



Kicking

Use the **STEP** model to modify these activities.
Try the modifications suggested below or devise your own.

Space

- Increase the distance between feeder and striker to give more reaction time.
- Increase or decrease the distance between the kicker and the target; for example, the wall.

Task

- Challenge the player to kick the ball for distance
- Challenge the player to kick the ball for accuracy; for example, by kicking the ball between two cones.
- Children who are wheelchair users or are using mobility aids can 'kick' a large ball by bumping it with their chair or walking frame.
- Children who use crutches should be encouraged to use their crutches for support only and use their legs and feet to kick the ball.

Equipment

- Increase/ decrease the size and weight of the ball
- Increase/ decrease the level of difficulty.

People

- Have the children work with a teacher, work alone or in pairs.
- Organise the children into a relay for some of the activities.

Extension game

Dribble and kick relay

In teams, children dribble the ball out, one at a time, to a marker or line, turn and kick the ball back to the next person in line, and so on.

Tip (For Teachers)

- Focus the eyes on the ball
- Non-Kicking foot should be just behind and to the side of the ball.
- Kicking leg should be bent at the knee for a back swing and should follow through.
- Opposite arm should swing forward as the ball is kicked.

Safety Measures :

- Use a non-slippery surface.
- Sufficient space for safe action.
- Watch out for other players.

Links to other subjects

English: use of vocabulary and prepositions

- Name and point out different parts of the foot, e.g. heel, top of foot. Ask children to put their foot 'up' in the space, 'behind them' etc.

Mathematics: measurement

- Kick the ball and let it stop moving. Ask children to measure the distance travelled by the ball using non uniform units e.g. using strides.

Curriculum links

- Linked to the learning objective number 20 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: What are my body parts involved in the movement?



Space • Task • Equipment • People



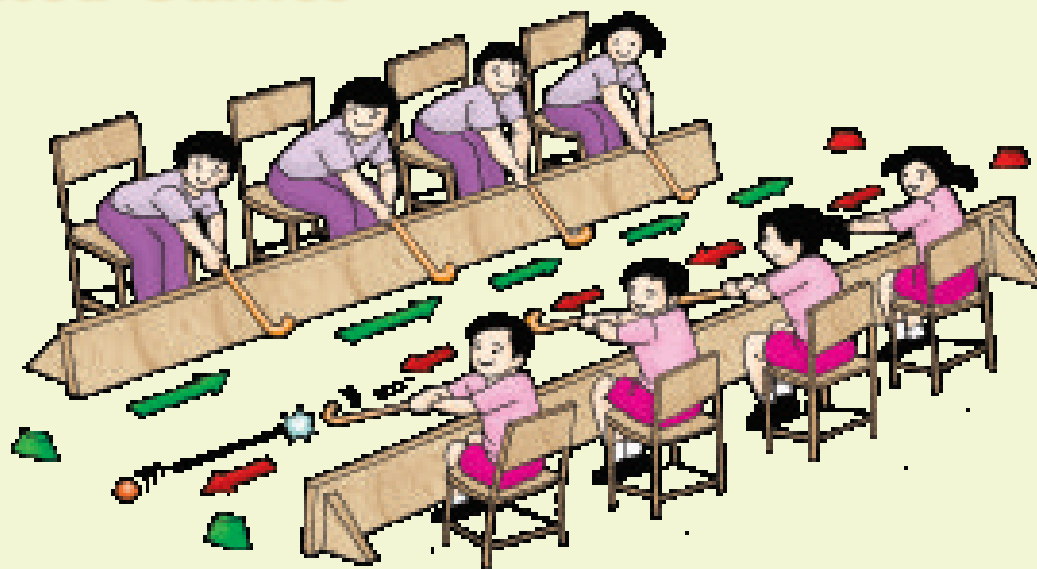


Striking and Kicking - Related Games

How to play

Seated hockey

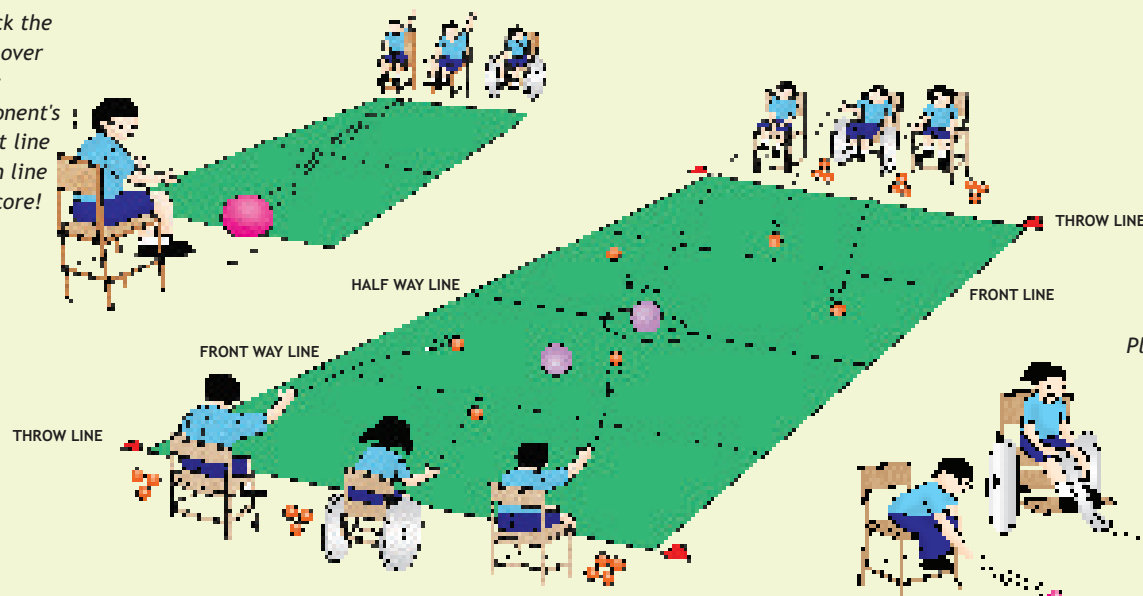
- Arrange two benches on their sides, facing each other about 1m apart, creating a channel in between.
- Players sit behind these benches with their sticks in the channel.
- Make two goals at either end of the channel using marker discs, cones or foam skittles.
- All sticks must stay below knee level!
- Teams of three or four sit behind the bench.
- Players on one side will hit in the same direction.
- After every three scores, players should change position, e.g. move up one place. End player goes to the other end.



TOP Team

- Two teams face each other from behind a throwing line with another goal-line 1 metre in front of them.
- A large, slow-moving or dense ball (for example, partially deflated) is placed in the middle of the playing area between the two teams.
- Using smaller balls, which they can throw, roll, kick or strike with implements, each team tries to knock the target ball over the goal-line of the opposing team.
- Whenever the ball crosses the opposing team's goal-line, a goal is scored!
- Some players can have the job of retrieving balls and returning them to their team to be thrown again.

Knock the ball over your opponent's front line from line to score!



Players can throw the ball, use a ball-sending ramp or have an enabler

Equipment

- 'Hockey sticks', not 'hocky' sticks

Striking and Kicking - Use the **STEP** model to modify these activities.

Related Games

Try the modifications suggested below or devise your own.

Space

- The space between the two teams (in TOP Team, for example) can be increased or decreased. Note that in seated hockey game, the teams must be close enough so that they can intercept the ball or 'tackle' their opponents.
- Surface should be clear.

Task

- The children can devise amendments to the rules; for example, a target number of goals before the game is over.
- When one team wins a game, the players can change positions.
- The size of the goals can be increased or decreased; for example, in the TOP Team bench hockey game.

Equipment

- Length of the hockey stick may be increased or decreased.
- Size and colour of the ball could be changed.
- Number of skittles being used could be increased or decreased.

People

- The group or team can consist of children of different abilities; for example, not all the most mobile children in the same team.

Safety Measures :

- Ensure that the playing area is uncluttered and clear of objects.

Links to other subjects

English: write simple short sentences

- Put words into the boxes being used in making the goal/target at both ends. When children are successful at getting a bean bag into the goal/target they collect a word from one box. The winning team is the team that have sufficient words to frame a sentence.

Mathematics: mental arithmetic

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

Curriculum links

- Linked to the learning objective number 18 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What are the other forms of movement?

**STEP**

Space • Task • Equipment • People

**PEC INDIA**