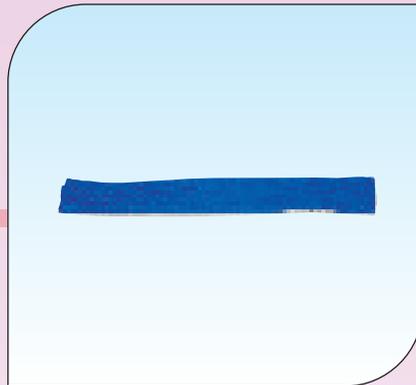
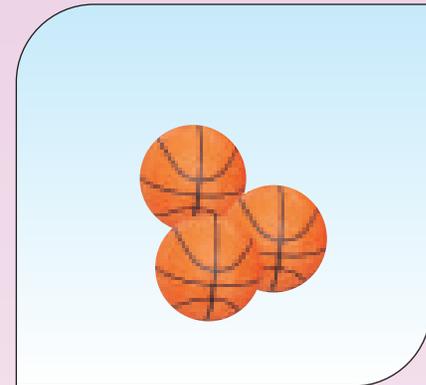


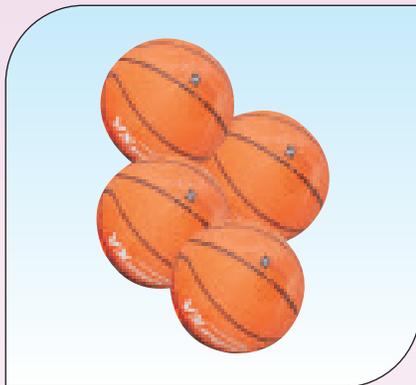
Equipments



Bibs, bands or brasis



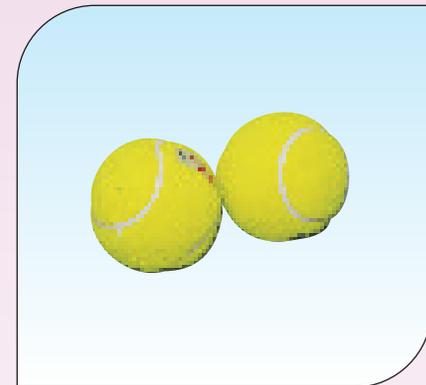
Balls: size 3



Balls: Size 4



Long skipping ropes



Tennis balls



Markers



Cones

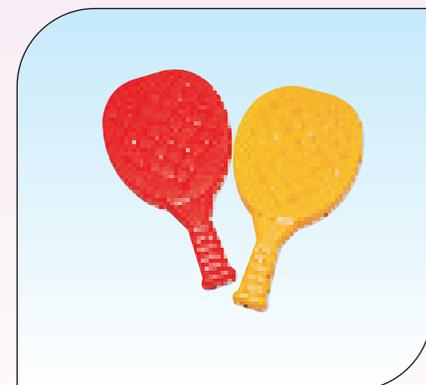


Table tennis bats



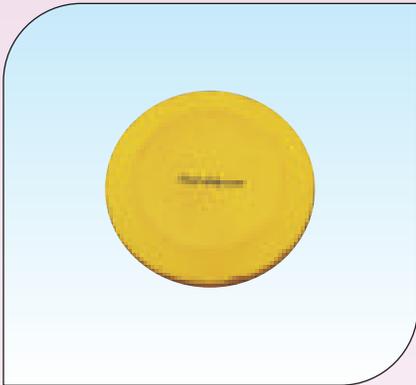
Foam balls



Tee



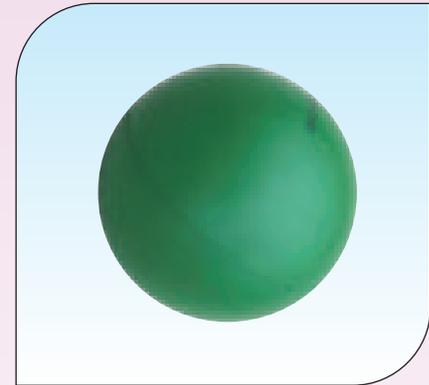
Sound ball



Foam discus



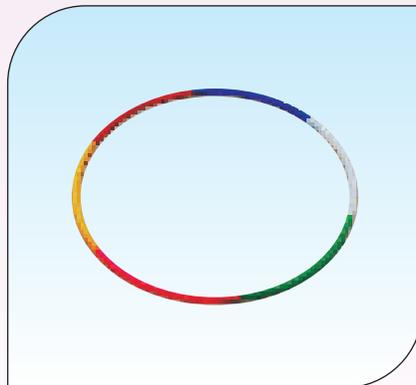
Bean bags



Foam shots



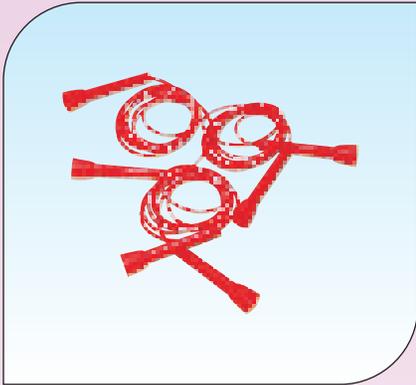
Pump



Hoola Hoops



Stop watch



Skipping ropes



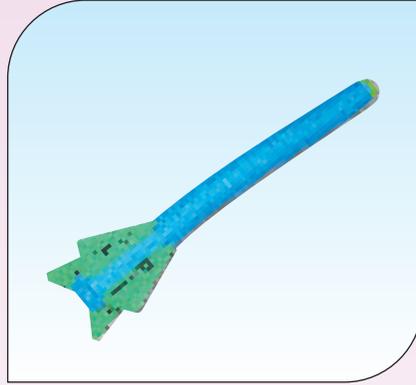
Measuring tape



Kit Bag



Whistle



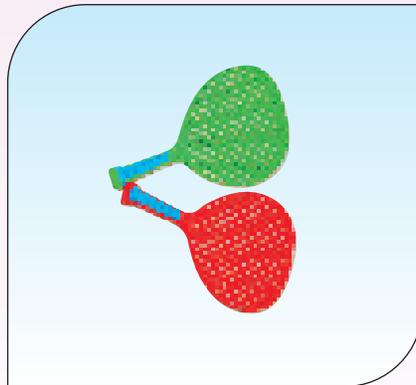
Foam javelins



Tenniquoits



Plastic cricket bats



Plastic bats



Hockey sticks

Children will also need access to mats for gymnastics and boxes, buckets or other targets when playing aiming games.

Physical Education Cards
PEC

Glossary of Terms

Term	Meaning in the context of physical education
Agility	The way in which children are able to change direction in an efficient and effective manner.
Attacker(s)	The player (or team) who have the ball and are trying to score or win the point.
Anticipation	Predicting what might happen next. For example predicting the path of a ball or object and being in the correct position to receive it.
Auditory	Learning through listening and hearing.
Backhand	A hit in Tennis, made across the body with the back of the hand facing the direction of play.
Balance	The ability to control the body's position either when stationary (static balance) or while moving (dynamic balance).
Cohesiveness	The way in which the group or team work together when playing team games and activities.
Coordination	The organised way in which muscles and groups of muscles work together to bring about purposeful movements.
Crouch	A position close to the ground with the body and knees bent.
Defender(s)	A player (or team) who tries to prevent the opposition from moving or scoring a goal.
Domes and Dishes	Domes: placing the large base of markers on the ground. Dishes: placing the small top of markers on the ground.
Dribble	To move a ball by keeping it close to the body or implement.
Explosive	Quick movements that take place over short distances or in short periods of time. For example running fast over 50 metres.
Feeder	The player who throws, rolls or bowls the ball to another.
Forehand	A hit in Tennis in which the racket is held with the wrist facing the direction of play.
General space	General space: the space around us: away from; close to; near; far.
Personal space	Personal space: the space around an individual: above, below, in front of, at the side of, behind an individual.
Hitting	To strike an object so that it moves away from you.
Intercept	To stop or interrupt the progress of a ball or object in order to try and gain possession of it.

Jog	To move or run slowly keeping one foot in contact with the ground at all times.
Run	To move fast or quickly.
Sprint	To move at top speed over short distances.
Leaping	Taking off or springing from one foot to the other foot.
Log roll	A sideways roll with the body in a stretched position.
Overarm throw	Stand sideways to the target with one foot in front of the other. The throwing arm begins behind the body at shoulder height. As the arm moves the elbow is bent so that the path of the ball is close to the ear. The ball is released when the arm is straight and in front of the body.
Prone	Lying on the front, face downwards.
Retrieving	Collecting objects and returning them to others or a specified location.
Static	Being still or stationary.
Stimuli	Using an object, word, phase or music to provides the starting point for a response.
Spatial awareness	Having an awareness of where people and objects are in the space and being able to avoid them. Knowing where there is space. Knowing where space is confined.
Supine	Lying on the back, face upwards.
Tagged	When a chaser catches a runner.
Tucked	A low, tight position. In a sitting position the knees are bent and the thighs drawn close to the chest. The hands are usually clasped around the lower legs.
Underarm throw	The ball is held in the hand. The arm is held downwards. The arm is moved backwards and forwards in a swinging action. The ball is released as the arm is moved forwards.
Visual	Learning through seeing and using the eyes
Volleying	When playing volleyball the ball is hit with two hands over a high net.
Zones	Staying within a predetermined part of the playing area.

The NCERT Health and Physical Education Syllabus

The NCERT Health and Physical Education Syllabus includes details of a number of themes and key concepts that children should be taught and questions that children should be able to answer. The information below details the questions that are referenced on the Physical Education Cards and their relationship to the themes and key concepts. The activities and tasks on the Physical Education Cards will help children to acquire the knowledge they need to be able to answer the questions and help them to understand the key concepts. The full syllabus can be found at: www.ncert.nic.in.

Class 1

Theme	Key Concepts	Questions	Physical Education Card reference
Human Body: Body Awareness	Identification of important body parts	What are my important body parts?	Cards 1, 2, 3
	Different types of fundamental movements	How does my body move?	Cards 4, 5, 6, 7, 13,18
	Correct positions	How do I sit/stand/walk/ sleep?	Cards 1, 4, 5, 11, 13,14
	Correct postural habits	What are my body parts involved in the movement?	Cards 6, 7,17,18
Movement Awareness: Growth and Development	Establishing relationships between different body parts and sports related objects	What physical activity am I involved in? What sports equipment am I using?	Cards 12, 15, 16, 19 Cards 3, 8, 9 10, 12
	Exercise, play and movements for fun	What do we like to play to have fun?	Cards 9, 10, 15, 16, 20
Safety and Security: Knowing safety rules	Threats to the body Common mishaps at school, playground, road and home, sun, heat Measures to protect such accidents	What is safe to play? How can I avoid mishaps and injuries when playing games and activities?	Discuss these questions during the first PE lessons of the year and refer to them regularly
We and our Environment	Importance of water in the body	Why should I drink water when exercising?	Discuss this question during the first PE lessons of the year and refer to it regularly

Class 2

Theme	Key Concepts	Questions	Physical Education Card reference
Body Awareness	Sensory organs: eyes,	What are the sensory organs?	Cards 8, 9, 12
Movement Awareness	Locomotion	What are the fundamental movements? How high can I reach? How far can I go?	Cards 4, 10, 11, 16, 17, 18
	Non-locomotive movements	What are the other forms of movement?	Cards 5, 6, 7, 13, 14, 15, 19
	Rhythm	How do I clap? How can I clap to count? Can I jump to count?	Cards 1, 2, 3, 20
	Imagination, imitation and mimic	Can I fly like a bird? Can I walk like an animal? Can I move like a fan? Can I move like a tree?	
Safety and Security	Reporting to the teacher at the time of injury	Whom/where should I go for help in an emergency during PE?	Discuss this question during the first PE lessons of the year and refer to it regularly
We and our Environment	Source and quality of the water we drink	Where can I get safe drinking water when playing games?	Discuss this question during the first PE lessons of the year and refer to it regularly

Class 3

Theme	Key Concepts	Questions	Physical Education Card reference
Human Body: Mechanism of respiration	Understanding breathing patterns	How do I breathe?	Changes to breathing rates can be discussed at relevant points in any lessons when children are undertaking vigorous physical activity
Movement Education: neuromuscular coordination	Coupling of movements Neuromuscular coordination	How do I combine various physical movements? Can I combine: walk/run; sit/stand; stop/go/walk/hop-walk; bend and roll; walk/run/leap; jog/walk/jog; walk/jog/run; forward/backward running?	Cards 3, 9, 10, 11, 13, 16, 17 19, 20
Movement Education: strength and judgement	Developing strength Developing judgment and decision-making Throwing and catching the balls to distance Developing strength, judgement and decision-making	Can I throw/catch the ball? How do I throw/catch the ball? How far and high can I throw the ball?	Cards 1, 6, 7, 18
Movement Education: coordinative abilities	Eye-hand, eye-foot and neuromuscular coordination while developing motor fitness	How do I run with my partner by holding? How can I toss?	Card 14, 15
Movement Education: combative skills	Combative Actions	Can I move (pull, push) the object around?	
Safety and Security: keeping ourselves safe	Safety measures when playing games	What can I do to keep myself, and others safe when playing games?	Cards 2, 4, 5, 8, 12
Consumer Health and Sports Services	Role of teachers/health/sports professionals	Who can help me play sport?	Discuss this question at the end of lessons

Class 4

Theme	Key Concepts	Questions	Physical Education Card reference
Movement Education: importance of exercises	Exercise for fitness and health Base for sports performances Importance of warm up, rest and sleep	Why do I exercise?	The importance of warming up and cooling down can be discussed during any lesson Ask children to lead simple warm ups and cool downs for their peers. Card 15, 16
Movement Education: speed and power	Speed	How fast can I run? Speed combined with power	Cards 1, 12, 13, 14 How high can I jump? How far can I jump?
Movement Education: coupling motor ability Movement Education: coordination	Developing flexibility and balance Coordinating motor ability with partners and objects	Can I crouch and roll my body and also maintain the balance? Can I do rolling with my partner? Can I roll on the line? Can I roll on the bench/beam?	Card 2, 19 Cards 6, 7, 18
Movement Education: rhythm and reflexes	Reaction time Responding to commands Responding to rhythm	Can I perform on command/ rhythm?	Cards 17,18
Social Health: Developing relationships through play	Interpersonal relations and belonging Recreational skills	Can I play with others? How do I play with others?	Cards 3, 4, 5, 8, 9, 10, 11, 20
Consumer Health and Sports Services	Role of Coach, captain, trainer, teacher	Who can help me to learn games and sports? Who can help me in case of injury?	Discuss these questions at the end of lessons. Let children take on the roles of coach, captain etc during lessons

Class 5

Theme	Key Concepts	Questions	Physical Education Card reference
Human Body: physical basis of practical performance	Elementary understanding of various body systems- skeletal, muscular, , respiratory, circulatory, digestive	How does my body function when I am physically active?	Cards 11, 12
Orientation to Sports Skills	Reinforcement of orientation to sports skills learnt in class IV	Can I measure, compare and improve my own performance?	Cards 1, 3, 7, 10
Sports Skills Abilities: indigenous activities	Indigenous and self defence activities relating to the local games Knowing games of Indian origin	What are the games popular in my region? What are the games of Indian origin?	Cards 5, 6, 13, 14,15
Sports Skills Abilities: Coordination, flexibility, balance and timings:	Self testing activities and use of large muscles	What are the ways to show my body in control and balance?	Cards 18,20
Sport Skills Abilities: Track and Field	Basic skills	How can I perform like a player?	Cards 1, 10, 17
Social Health: self esteem	Uniqueness and self esteem	What do you think you are good at?	Cards 7, 8, 9
Social Health: Peer-group relation	Harmonious relations Respecting self and others Understanding victory and defeat	Can we play in group, enjoy and do not fight? What happens if I win? What happens if I lose?	Cards 2, 3, 4, 16, 19
Consumer Health and Sports Services	Physical resources and services of play and health management	Where can I go to develop health through learning play, games and sports?	Discuss this question at the end of lessons. Talk to children about where they can go to play games like those they have played during the lesson

CBSE Primary Physical Education Programme

CLASS I	CLASS II	CLASS III-V
1 Walking forwards and sideways direction, and change direction in response to a signal	1 Travel in a backward direction and quickly and safely without falling	1 While travelling, avoid or catch an individual or object
2 Formation of different shapes and response to signal	2 Jump and land using a combination of one and two foot take-offs and landings	2 Hand/foot dribble a ball and maintain control while travelling by self and within a group
3 Walking forward and sideways on a bench	3 Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others	3 Without hesitating, travel into and out of a rope turned by others
4 Toss and catch the ball before it bounce	4 Throw a ball hard demonstrating an overhand technique, a side orientation and opposition	4 Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (e.g. the bump volley in volleyball, the thigh in soccer)
5 Running on the spot	5 Catch, using properly positioned hands, a gently thrown ball	5 Consistently strike a softly thrown ball with a bat or paddle demonstrating an appropriate grip, side to target, and swing plane
6 Jump a swinging rope held by others	6 Use at least one body part to strike a ball toward a target	6 Throw, catch and kick using mature motor patterns, and towards a target
7 Walk and run using a mature motor pattern	7 Repeatedly jump a self-turned rope	7 Jump and land for height
8 Split jumping	8 Balance, demonstrating stillness, in symmetrical and asymmetrical shapes on a variety of body parts	8 Standing broad jump
9 Distinguish between straight, curved and zigzag pathways while travelling in various ways	9 Roll a ball under hand to a target	9 Run and take off
10 Place a variety of body parts or an object into high, middle and low levels	10 Kick a stationary ball to a target	10 Run and jump a hurdle
11 Balance an object on various body parts	11 Kick a moving ball	11 Complete warm up schedule
12 Tell guidelines and method for safe use of equipment	12 Move each joint completely	12 Marching
13 Enjoy participation alone and with others	13 Manage body weight	13 Changing body movement with music
14 Eye exercises	14 Tell about importance of safety while participating in physical activity	14 Halasan
15 Breathing exercise in and out	15 Introduce glide, front and back float, flutter kick, free style strokes	15 Suryanamaskar
16 Padmasan	16 Vajrasan	16 Different types of relays
17 Tadasan	17 Game of kick ball	17 Game of leg cricket
18 Beginning of water skills enter/exit from the pool	18 Introduce feeling of successes, failures and challenges	18 Game of hockey
19 Dip your face and blow bubbles		19 Introduce to rules of games and life
		20 Introduce survival skill in, on and around water
		21 Celebrate personal successes and achievements of others

Sample Case study from a school in Delhi promoting the PEC-India programme

Case studies from all schools need to be submitted in a similar format to the CBSE AND British Council by 30 December 2009

PEC India Case Study

School name: Apeejay School, Pitampura

Teacher incharge : Renu Nagpal
PEC India Cards

Other teachers involved on a weekly basis:

- 1 Ms Sangeeta Gupta
- 2 Ms Malti Thakur
- 3 Ms Prerna Sharma
- 4 Ms Rashmi Budhiraja
- 5 Ms Seema Lakhina

- **When did you begin using PE Cards?**

We began using Tops cards in February 2008 and PEC cards when they were first introduced in July 2009.

- **How did you introduce them? (What training did you organise, how many workshops did you run? How often did you meet class teachers etc.)**

We were fortunate to be invited by CBSE to be involved in the first pilot project of the English version of these cards in Indian schools. As part of a programme to improve the delivery of Physical Education in Primary schools the British council arranged for a UK consultant to visit selected schools in Delhi and as part of that the consultant visited our school on a number of occasions during January to March 2008. During these sessions the UK consultant worked with the primary school teachers and gave practical demonstration of PE lessons. These lessons showed us how to organise and engage large group of children in exciting physical activities. The focus of these lessons was involving all children in practical activities during every minute available to us.

Once this teacher had been trained she ran training courses in the school for all primary class teachers so that everyone involved in the programme could teach the games and organise the children.

- What are you doing now? (What strategies are you using? How much support are you giving? How have you arranged lessons? How are you planning lessons and delivering them?)

Every primary class is taught PE by three teachers. These teachers are the schools' PE teacher, the primary class teacher and the teacher trained by the UK consultant, herself a primary class teacher. The class is divided into three groups and each group is given a different activity to undertake. This ensures that all the children are involved in activity for as much of the lesson as possible. For example during the basketball activities the three activities undertaken by the three groups of children are:

- dribbling,
- tunnel ball,
- overhead passing and chest passing.

In each group a pupil leads the activity and a teacher monitors the activity and records the progress being made by the children.

- What difference have you made to your children? (What differences are you seeing in your children e.g. attitude, behaviour, achievement, skilfulness? What do they understand and what are they able to do that they weren't able to do before PEC? What evidence do you have?)

The programme has shown remarkable results. The involvement of the class teacher in the PE lesson has made all the difference. The class teacher understands the children better than any other teacher and it is the personal efforts and encouragement of the class teacher that has made the biggest difference to children during PE lessons.

A child who was very quiet, introvert, shy and always overshadowed by the more confident and physically strong students rarely got the chance to play out in the field as the PE teacher did not have the time to give individual attention to the child. The introduction of the sports equipment and the involvement of the class teacher in the PE lesson generated interest in the child and gave him a moral boost. The child who was earlier hesitant in taking up responsibilities and had very low self esteem started enjoying PE lessons. The programme has helped to ensure the complete involvement of students like this as well as developing their leadership qualities and team spirit.

Additionally children are provided with a range of different equipment and have been allowed to create their own games. The aim of these lessons has been to give them the chance to think independently and encourage their decision making processes as well as giving them the opportunity of taking on different responsibilities within PE lessons. The children have taken up this project very enthusiastically and have come up with some very interesting, new games.

We have also introduced aerobic sessions. During these the children have been taught basic steps and movements. The class is then divided into groups of 5 and the students choose their own leader and work as a team to choreograph a

performance using the steps they learned and their own stepping patterns. Through the activity the children have learned the art of planning, performing and evaluating their actions, ideas and performance and have learnt to work together to bring about successful outcomes.

We have also designed a detailed syllabus for PE for the whole year which includes at least five different activities. The activities are planned on a monthly basis.

- **What are your plans for the future?**

We are currently working on developing a planner so that if the PE teacher is not able to accompany the children the class teacher is comfortable and knowledgeable enough to take the lesson effectively and competently.

We have also begun to assess the children on the basis of the skills they have learned in a particular sport. We are intending to extend the programme we have begun with classes 1-5 into classes 6-8 in the coming years.

- **What else do you want us to know?**

As a school staff we are very positive about the programme and want to learn more about how we can help our children enjoy and be challenged in and through PE.

Signed:

Date:

Complete and return to **Mona Shipley : mona.shipley@in.britishcouncil.org** by 30th November 2009

Dr. Sadhana Parashar : sadhanap.cbse@nic.in

Importance of instruction and feedback

While setting up activities delivering clear instructions, demonstrations, taking and receiving proper feedback ensures maximum participation and better learning outcomes. This improves the learners' performance, gives motivation, raises confidence levels and gives an overall sense of achievement. It also plays an important role in the evaluation and assessment of the learners to gauge progress.

Getting the attention of the class

You need to establish a procedure for gaining pupils' attention at the beginning of and at different stages during the lesson - something which can be especially tricky when working with children. Some different ways of getting students' attention are as follows:

- Learn everyone's name as soon as you can! It is much easier to get attention if you can refer to a student by name.
- Establish an attention -getting code, e.g. when you raise your right hand or clap everyone must stop what they are doing and look at you. Do not speak until there is silence.
- Walk up to a noisy group and start talking quietly to them.
- Divide the class into groups, award points for the first group to give you their full attention.
- Sit down and lower your voice.
- Praise well behaved groups publicly and enthusiastically.

Only you know what will work best in your context, but make sure you use it consistently, and make sure that learners all know what the signal means.

Tips for Setting up Activities and Giving Instructions

All teachers have trouble with instructions at some point. This is generally because we think that what is clear to us is clear to the learners, but this is not always the case. The following suggestions will help you ensure maximum participation and learning.

- Language must be appropriate for the Class/Group function, level and age of learners.
- Language needs to be graded to suit the language level and age of learners
- Language must be sequenced in a logical order

- Learners can learn Class/Group language by hearing it repeated again and again so it is important to use standard phrases and build up the repertoire.
- Attracting and holding attention is key to delivering instructions - this involves signalling/ /voice projection/ pitch /appropriate speed of delivery/ standing position in Class/Group / "Instructions for activities should be followed by mini- demonstrations / questions to check understanding.
- If a teacher finds it difficult to deliver short and clear instructions it is a good idea to write them out on card and refer to them during the lesson.
- When giving instructions, a teacher's language must be accessible - use marker words, keywords and a repeated language pattern.
- Make instructions simple and concise. Demonstrate what you want them to do and try to make things as visual as possible. If students don't understand, repeat and demonstrate again. " Always check that they understand, but don't ask, "Do you understand?", as students often say 'yes' even if it isn't true! Ask simple but specific questions, e.g. " Do you write or speak first? " Resist the temptation to rush through instructions so that students are busy as soon as possible. Time invested in full, clear instructions will save time later and result in more successful activities. It will allow you to monitor for quality of language rather than for success of instructions. "If an activity proves too difficult then stop the whole class! Re-model, check, and continue. If it's really too difficult, adjust it and give out new instructions. " Give a clear indication if there is a change of activity.
- Give a time limit

Importance of effective class/group management

Good class/group management refers to arrangements made by the teacher to establish and maintain an environment in which learning can occur, e.g. effective organisation and presentation of lessons so that students are actively engaged in learning. Giving instructions, providing and receiving feedback are key areas to maximise student learning potential and therefore are an important part of organised group learning.

As teachers it is important to consider such arrangements at the planning stage to enhance the organisation and presentation of lessons and ensure effective learning. To manage a group of students is not a natural gift with which we are born. It is something we have to work at; to be learned, practised and improved. All teachers who are willing to examine and reflect on what they do in the class/group can improve their class/group management skills.

Your teaching manner should reflect the following:

Convey positive expectations

Children will behave in the way they are expected to behave. If we behave defensively as if we expect them to misbehave, it is

likely they will. If you introduce an activity, you must be convinced that it is productive, relevant and enjoyable, and demonstrate that conviction. The learners will follow your lead.

Class or group layout should facilitate the lesson activities

Unsuccessful activities and behavioural difficulties are likely when layout /activity arrangements do not support the activity: to encourage discussion, learners need to be positioned in order to discuss, for brainstorming, they need to be close to one another and separate from others.

A warm supportive atmosphere with a sense of purpose

All learners, even younger children, can be motivated by knowing that what they are doing is relevant and has a purpose. They need lots of praise and reassurance in order to feel safe enough to build patterns and take risks with language.

Relevant aims and objectives chosen with the learners in mind

If the material and activities are not directly relevant to the learners then there can be difficulties persuading them to engage with tasks or material. Why would they want to do something not relevant to their needs? This also refers to including a variety of materials and activities to include every learner, not just the majority ability level or learning style.

Pace and Flow

When planning, considering the age, concentration, learning style, mood of learners', and time of day all play a part in effective Class/Group management. Without thinking about this, pace and flow of the lesson will not be appropriate and there may be behaviour issues.

Taking into consideration the needs of Slower and Stronger students

Planning effectively for mixed ability classes is an important part of teaching young learners. All learners have different strengths and weaknesses, and the hallmark of a good teacher is planning a variety of different tasks, knowing which students will have difficulty with each task, and how to challenge stronger students. In this way, all students will learn from one another. Without this consideration, strong student become bored and either sullen or disruptive, and slower students demotivated and potentially disruptive.

Encouraging all students to participate

It is tempting for a teacher to 'teach to the interested' and neglect other learners. It is important not to give up on learners who all have something to contribute. Allowing a student to discuss answers in pairs, or prepare what they are going to say in groups encourages less confident learners to contribute in open class. Sincere praise reinforces this participation.

Motivating lesson content

We do live and teach in the real world, with syllabuses, a curriculum and maintaining standards, which means that we do not have absolute control over the programme. We also do not have unlimited time to prepare lessons from scratch. However, creating and managing a positive learning environment means that, as far as possible, we have to ensure that materials and activities are relevant to the learners. Taking the lesson off the page and using carefully chosen

supplementary materials, exploiting learner contribution and using students' experience and interests as the basis for lessons is an important step towards effective class/group management.

Class/Group presence

There are different ways to establish authority in a class/group, depending on the environment, the students, the context, and the teacher! It is important that you do this at the very beginning of the course by establishing an agreed set of rules and class conduct, including consequences, both for students and teacher, and that you stick to it. If anyone breaks this agreed standard then the consequences must be applied fairly and consistently. Establishing signals for instructions and behaviours, such as 'please be quiet', 'repeat', 'read', 'write', is essential, as is ensuring that body language reinforces the message on every level.

Learning difficulties

If a learner has a learning difficulty then it is essential that there is partnership between parent, teacher and organisation to ensure there is effective support for the learner. If this is not the case it is important to establish a policy so that learners with challenges can be accommodated effectively and included. For example, if a child is dyslexic they will need support with reading and writing: only an informed teacher can prepare materials in advance, or establish the necessary support mechanisms.

Rules and Expectations, Discipline issues

Addressing a class/group in an open environment can be a very unnerving experience. The experience of being asked to speak in class, to a partner or to a group, to move around the Class/Group at will during a mingling activity, is an unusual experience for many learners. They often understand 'less limits' as 'no limits', particularly younger children. They do not understand the subtle distinction between playing a language game in the Class/Group and total freedom. It is important that they know what behaviour is expected of them in the class or when playing in a group generally, and what they are expected to do during activities. This can be achieved through a class contract and discussion of Class/Group behaviour at the beginning of the course, good instructions, generous positive reinforcement, and an even handed approach to discipline. If rules and consequences are agreed, then discipline issues should be minor.

Whichever layout you choose, it is important to bear the following points in mind:

- Make sure you can see all of the students and that they can see you.
- Choose one 'Instruction point' and don't drift from it when setting up activities.
- Make sure you can move around to talk to and monitor everyone easily.
- Think about having different arrangements for different activities.
- If you need to change a layout halfway through a lesson think about how you are going to do it in order to create the minimum of disruption.
- When pairing or putting students in groups give them a name e.g. cars, trams, buses and taxis. It's easier for them to remember.

- Learners can help! Don't feel that you have to arrange all the layouts or equipment yourself. This can be a nice element of Class/Group routine and ownership.

Something to consider: are there other spaces you could teach in? Is there another bigger, more comfortable or better-shaped, space/room you could use? Have you thought about taking your learners to the school hall, garden or football pitch for a lesson or to carry out certain activities?

Class Atmosphere

A good atmosphere depends on a good relationship between the teacher and students, and the students themselves. We can help these relationships by:

- Being positive and showing an interest in the learners and the subject: remembering students' names, taking time out for those with problems
- Being tolerant and patient with one another: accepting that students are not equally responsive, that all students are entitled to be heard, accepting that our own views on learning may not be shared by others and knowing how to wait.
- Being open and responsive: actively seeking and responding to feedback, and really listening.
- Being fair: keeping our word, not victimising, embarrassing, or favouring individual students.
- Being realistic in their expectations, both of themselves and of others.
- Being firm but not inflexible.

We can also use other techniques to create a positive atmosphere

... Positive body language and posture to convey a sense of relaxed energy;

...Tone of voice can project calm or enthusiasm

.. Gesture and facial expression can communicate mood, interest, etc;

Class discipline while doing activities

Every class is different, and depending on the class and the environment you are teaching in, you will find some areas of class management more challenging than others - maintaining acceptable noise levels and developing responsible behaviour require more consideration when younger learners are being taught. One area of concern for teachers working with children is that of discipline.

Think about your classes with young learners & any difficulties that you faced.

Why do you think these problems may have arisen?

How did you deal with the problems?

"There are teachers who sometimes lack confidence in their ability to deal with disruption and who see their classes as potentially hostile. They create a negative class/group atmosphere by frequent criticism and rare praise. They make use of loud public reprimands and threats. They are sometimes sarcastic. They tend to react aggressively to minor incidents. Their methods increase the danger of a minor confrontation not only with individual students but with the whole class".

The Times Educational Supplement 17 March 1989

Children who are treated negatively tend to adopt negative behaviour and those who are treated positively tend to become positive. Many problems of misbehaviour arise through children (and at times, adult learners!) seeking attention. This can be due to many reasons - insecurity, lack of attention at home - and is not just the result of a feeling of superiority or over-confidence.

Before blaming the learners for their behaviour it is an important process to evaluate sincerely and honestly if you have planned and prepared effectively for your class. If there are issues, then go back to the questions at the beginning of the unit and evaluate if there is anything you could have planned, prepared or done differently.

There are some handy tips and techniques which will help you to avoid difficulties with managing learners. It is a good idea to think about strategies for building these into your Class/Group before the class begins, and try and introduce them in the very first lesson, although they can still be introduced later on. Just make sure that you pick a strategy and stick with it: repetition, routine and consistency are the best Class/Group management tools for a primary/ secondary teacher.

Lesson Planning also plays an important role. We can use:

- .. Warm-up activities to relax or energise a group
- .. Routines which offer a framework of security (e.g. for changing layout/setting up equipment for given activities, for obtaining silence, etc);
- .. Clear ground rules.
- .. A variety of activities and types of input (visual, auditory, psycho-motor);
- .. Tasks which equalise opportunity ('from each according to his ability; to each according to his needs.

Lesson Planning & Atmosphere: Interest in the Learner

Interest in the Learner is good for building relationships, and can also help to prevent problems with managing learners, i.e. discipline. We need to try and understand their interests, their language needs, and importantly, how they learn best. If we do not do this, they will not learn effectively, and we may have problems in the class/group.

Planning and Class/Group Management: lesson staging

If we are intending to win a race or play a game of tennis we do warm up activities to get our body in the right condition. In the same way, helping learners prepare their minds for absorbing lessons and developing skills is a vital ingredient of a good lesson. Not doing this can lead to class/group management and discipline issues. We do this by raising interest in the

activity. For example, before explaining an activity you might ask your students to discuss the title of the activity and to predict what they might expect to do or learn from it. Your aim is to arouse interest in the activity to follow. An activity like this is called a WARMER/ LEAD-IN

You need to think about how you can bring a bit of variety to the beginnings of your lessons.

Also essential to lesson planning is selecting activities considering the level, age, and mood of the students. Good teachers know that every class is different, and that dynamics are different between groups. They also understand that the same group of learners can have many different moods. On some days, classes are full of energy and smiles, and at others you may wonder why anyone bothered to come at all! Teachers can not always predict what mood the learners will be in, but we can try to anticipate what types of problems may occur. The proposed Class/Group activity, the time of day, what happened just before the English lesson, along with other factors, can all have an effect on what happens in your Class/Group.

Warmers/ Energisers/ Stirrers

There will be times when students are tired at the start of class, or lose concentration during the lesson because they have been focussing hard on something complicated. In these situations a short game involving movement, or competition is appropriate. These activities are known as energisers as they lift the energy level of the class.

Coolers/ Settlers

Sometimes students come to the class so full of energy that they need an activity that will calm them down! Competitive games and moving around will make them even more restless, so in this case we need a settler.

While playing gentle music, ask the learners to sit comfortably in their chairs and imagine they are lying on a cloud. Keep the music playing as you encourage them to think about words or images connected with a reading or writing activity you are going to do. The learners are still involved in the process of learning but they are relaxing at the same time.

With younger children it is important to move between a variety of different activities to cater to their concentration span and need for physical activity. If we know the effects of different activities like these, we can plan lessons in which our students do not become either bored, or overexcited.

A few other Class/Group Management tips at the lesson planning stage:

- Have something for early finishers to do.
- Arrange equipment, books, papers, in the order that you are going to use them.
- Always have a few quick games up your sleeve to use as warmers / fillers if you have a few minutes left at the end of an activity or if you have to change things halfway through and therefore affect your timing.

Making a list of what you will need in the Class/Group is very important

You should always have this list in mind when planning a lesson. By planning carefully you will avoid having a last minute panic about having the right equipment, aids. It is surprising how often teachers forget their basic tools, which makes class/group time more stressful than necessary.

Maintaining an appropriate noise level

A certain level of noise in a communicative Class/Group is a good thing both with adults and children. If students are on task and enjoying the activity the volume will rise. However, if the noise level is disruptive or not related to a task then this needs to be controlled.

- Learn a routine chant with students calling for quiet in the Class/Group
- Make silence flashcards. These can contain a picture, the word SILENCE or both picture and word. The cards can be used by the teacher or by students when they want to speak or feel that the noise level is too high.
- Always speak quietly. Try not to raise your voice above the noise in order to get quiet in the room. Instead make eye contact with noise offenders or call their names in a normal voice.
- Culture permitting, place a hand gently on a students' shoulder.
- Change activity or focus.

Developing responsible Class/Group behaviour

As teachers of younger learners we are teaching life long skills which are more than PE by our behaviour and how we conduct our classes we model a great deal about social skills, and have a huge impact on the development of the learner in terms of responsibility, socialising and relating to others on an intra-cultural and inter-cultural basis. Ways to encourage positive and responsible class/group behaviour are to:

- In the first class ensure that all students work with all other students through repeated pair work. This will avoid cliques forming, or preference for or resistance to working with particular students.
- Insist that learners treat one another with respect: they listen when their partner is speaking, they don't interrupt, they share, they don't snatch. Training learners in social behaviour is an essential part of class/group management. If this does not happen, then as a class use the opportunity to reinforce Class/Group values: 'why do we share?' 'because we're friends, friends, friends'.
- Keep records so that students can see that you are fair with rewards and enforcing any discipline procedure in place.
- Always model the behaviour that you want the learners to demonstrate. If you start tidying up then they will too. If you say please and thank you, and are polite and tolerant then this sets the tone for the activity.

- Notice when the children are being good. Support a disruptive child by praising even the most minor of good actions and focus more on praise for good actions than criticism for bad ones. Also focus not just on language achievements but on other Class/Group behaviours like sharing, helping, trying, tidying, etc. so that weaker students are motivated to participate in positive Class/Group behaviours.

Make a class poster at the beginning of the year to foster a 'we' rather than 'I' attitude to the class: 'we help, we share, we do PE, we respect one another'.

Another point of view: three rules of effective class/group management based around solid Class/Group routines.

Get them in

Come to the play area/Class/Group and take your position quietly and quickly. Don't move from your position unless told to or given permission to by the teacher.

Get them out

Put the equipment away. Make sure the space used is clear. Wait for the teacher to signal you can leave.

Get on with it

Don't talk if the teacher or a student is addressing the class. Put your hand up to answer a question - don't shout out. Ask the teacher if there is anything you don't understand. Don't interfere with another student's work. Some techniques which should not be adopted with your learners to improve class/group management

- Ask a student to stand in the corner
- Use peer pressure to control one student
- Embarrass a student as a disciplinary measure
- Give lines
- Expel a student
- Keep the whole class in detention
- Smack a student
- Shout at students
- Show a student's poor work to the class as an example of what not to do

Advantages of playing/working in groups:

It reinforces a sense of belonging among the group members, something which we as teachers need to foster (Williams and Burden 1997:79). If everyone is involved in the same activity, then we are all '**in it together**'. Such experiences gives us points of common reference to talk about and can be used as reasons to bond with each other. It is much easier for students to share an emotion such as happiness or amusement in a whole-class setting. Twenty people laughing is often more enjoyable than just two; forty people holding their breath in anticipation create a much more engaging atmosphere than just the person sitting next to you.

It is suitable for activities where the teacher is acting as a controller. It is especially good for giving explanations and instructions, where smaller groups would mean having to do these things more than once. It is an ideal way of showing material whether in pictures, aids, equipment

It allows teachers to 'gauge the mood' of the class in general (rather than on an individual basis); it is a good way for us to get a general understanding of student progress.

It is the preferred class style in many educational settings where students and teachers feel secure when the whole class is working in lockstep, and under the direct authority of the teacher.

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