

PEC INDIA Agility, Balance, Coordination

Use these activities to:

- know the different parts of the foot that are involved in walking
- know when they are using their toes and heels and walk using toes and heels
- walk different pathways and around objects
- learn to change direction.

Activities

In groups

- Walk different pathways: straight line (1), circle (2), triangle (3), square. (4)
- Balance a bean bag on head while walking along these pathways.
- Walk along these pathways on toes with eyes closed.
- Walk along these pathways on heels with eyes closed.
- Walk in a zigzag pathway in and out of markers. (5)
- Walk clockwise and anticlockwise.
- Change direction, walk slowly, quickly, walk left and right.

Variations

- Walk backwards.
- Combine walking forwards and backwards.
- Increase the speed of walking.
- Walk and stop in a space on command.
- Walk along a balance beam/bench.
- Walk in a circle and make groups.

Equipment

- Lime powder or markers.
- Bean bags.

Safety measures

- Use a grassy area or other non slippery surface.

Links to other subjects

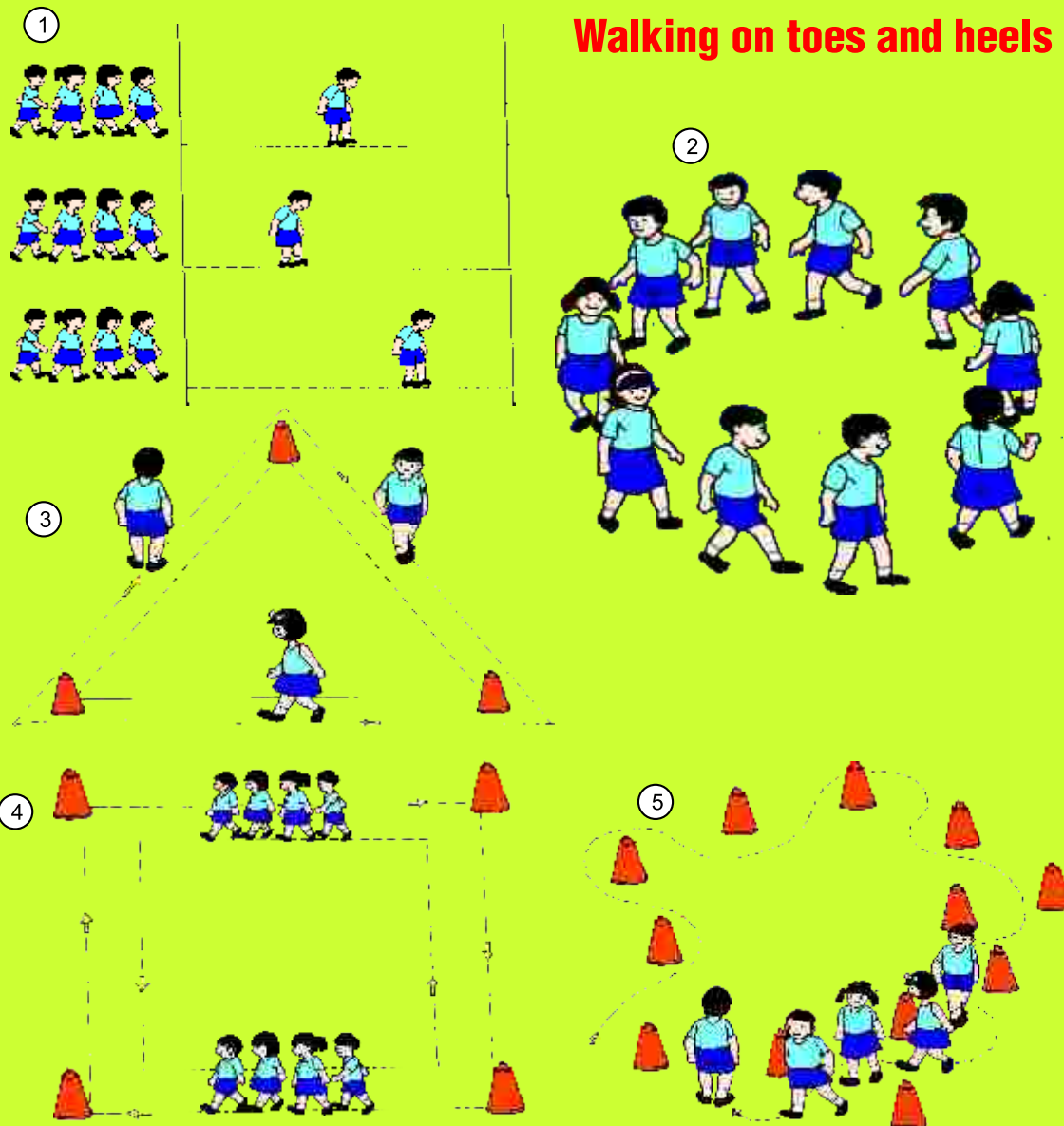
English: follow simple instructions

- 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.

Walking on toes and heels



Curriculum links

- Linked to the learning objective nos.1, 3 and 9 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: What are my important body parts? How do I walk?

Self assessment

- Can I point to my heels and toes? Can I point to my heels and toes?

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Sing the song

If you're happy and you know it, clap your hands (clap)
 If you're happy and you know it, clap your hands (clap)
 If you're happy and you know it and you really want to show it,
 if you're happy and you know it clap your hands (clap)

Body awareness

1



2



3



4



Use these activities to:

- identify different body parts
- move different body parts by themselves and in combination
- enjoy actions with songs.

Activities

Class activities

- Teach children to recognise the various parts of the body by asking them to touch different body parts on themselves.
- Sing the song: 'If you're happy and you know it'. The children perform the actions.
- Other verses: stamp your feet, tap your knees, shout, 'we are'.

In groups

- Move on hands and feet with tummy facing the ground. (1)
- Move on hands and feet with back facing the ground. (2)
- Move, using two hands and one foot. (3)
- Move, using one hand and two feet. (4)

Play the game 'follow the leader'

- The team leader moves on different body parts. The rest of the team follows and copies what the team leader is doing.

Variations

- Create zigzag pathways with cones for children to move between and around.
- Use other local action songs.
- If using an indoor space or mats children can move on their tummies and backs, using their hands to pull them along.

Equipment

- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

- Watch out for others when moving.

Links to other subjects

English: recite and sing poems

- Combine singing with actions, emphasising the actions and action words being used e.g. clap, jump, hop. Use different rhymes and songs that are known to the children.

Mathematics: numbers from 1-9

- When moving, count the number of body parts that are in contact with the ground. E.g. when moving on one hand and two feet the answer is 3.

Curriculum links

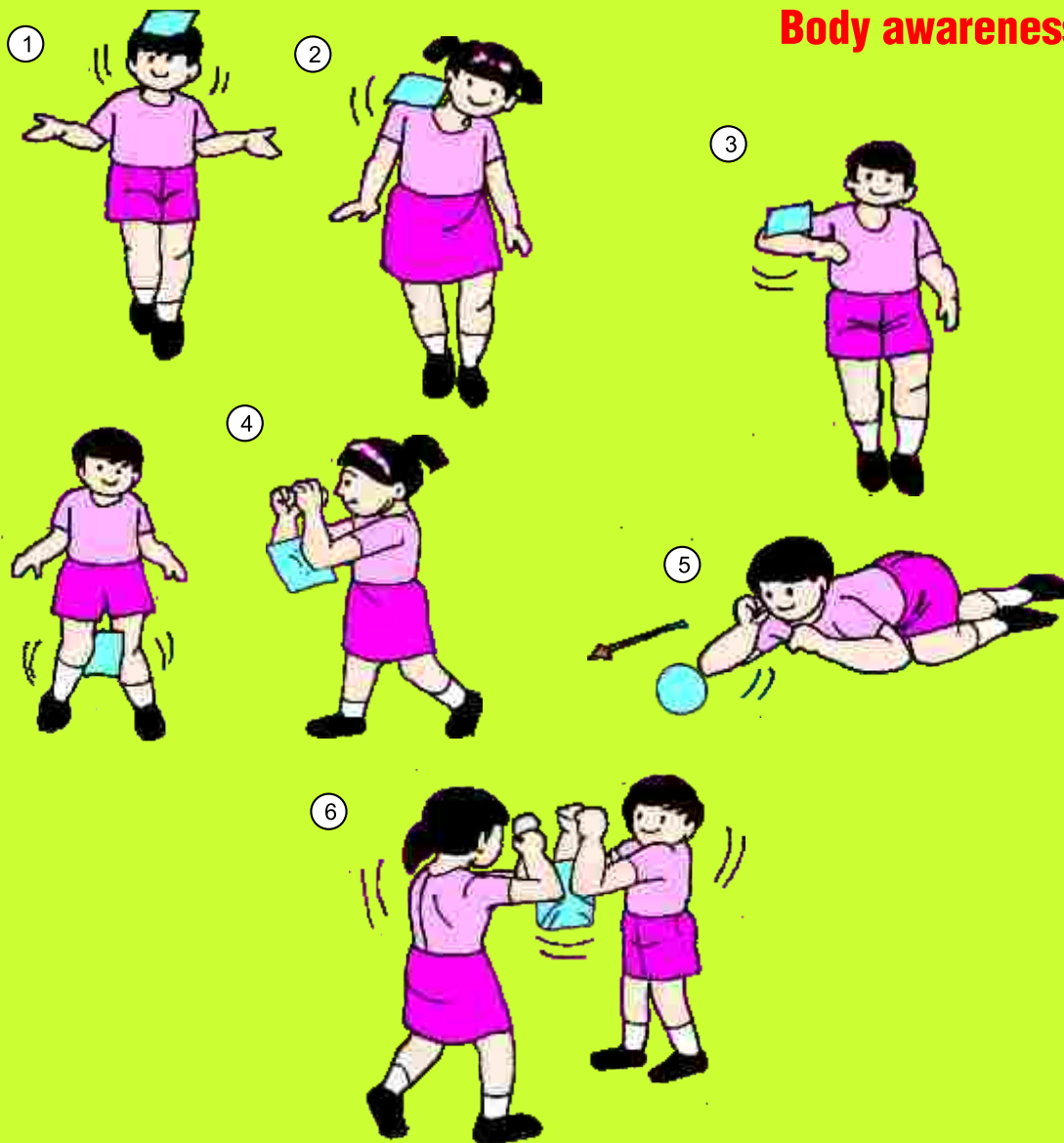
- Linked to the learning objective no. 2 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: What are my important body parts?

Self assessment

- Can I name the body parts I have been using?

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Body awareness



Use these activities to:

- identify different body parts
- move different body parts by themselves and in combination
- balance objects on different body parts
- move objects with different body parts.

Activities

Class activities

- Move on hands and feet changing direction on command.
- Move using 2 hands and 1 foot, change to moving using 2 hands and 2 feet with tummy upwards. Use different combinations of hands and feet.

In groups

- Place bean bag on head and walk to a marker and back. (1)
- Place a bean bag on shoulder and walk to a marker and back. (2)
- Place a bean bag on elbow and walk to a marker and back. (3)
- Place a bean bag between knees or elbows and walk/jump with it. (4)
- Push a ball with different body parts e.g. hand, elbow. (5)
- Carry an object with a partner using elbows, feet, back. (6)

Play the game 'follow the leader'

- The team follows the leader who carries a bean bag on a chosen body part.

Variations

- Create zigzag pathways with cones for children to move between and around.
- Place a bean bag on other body parts and move to a marker and back. E.g. put a bean bag on tummy and use hands and feet to move to the marker.

Equipment

- Variety of balls, bean bags.
- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

- Watch out for others when moving.
- Be careful when chasing after a ball or object that has rolled away.

Links to other subjects

English: exposure to, and comprehension of spoken and written inputs

- Recognise and name the body parts that are being used. Recognise their written names.

Mathematics: numbers

- Each time an activity is completed the child picks up any object on the field (e.g. stone, piece of paper, leaf). At the end of the activities the children count the number of objects each one has and makes comparisons of 'more' and 'less'.

Curriculum links

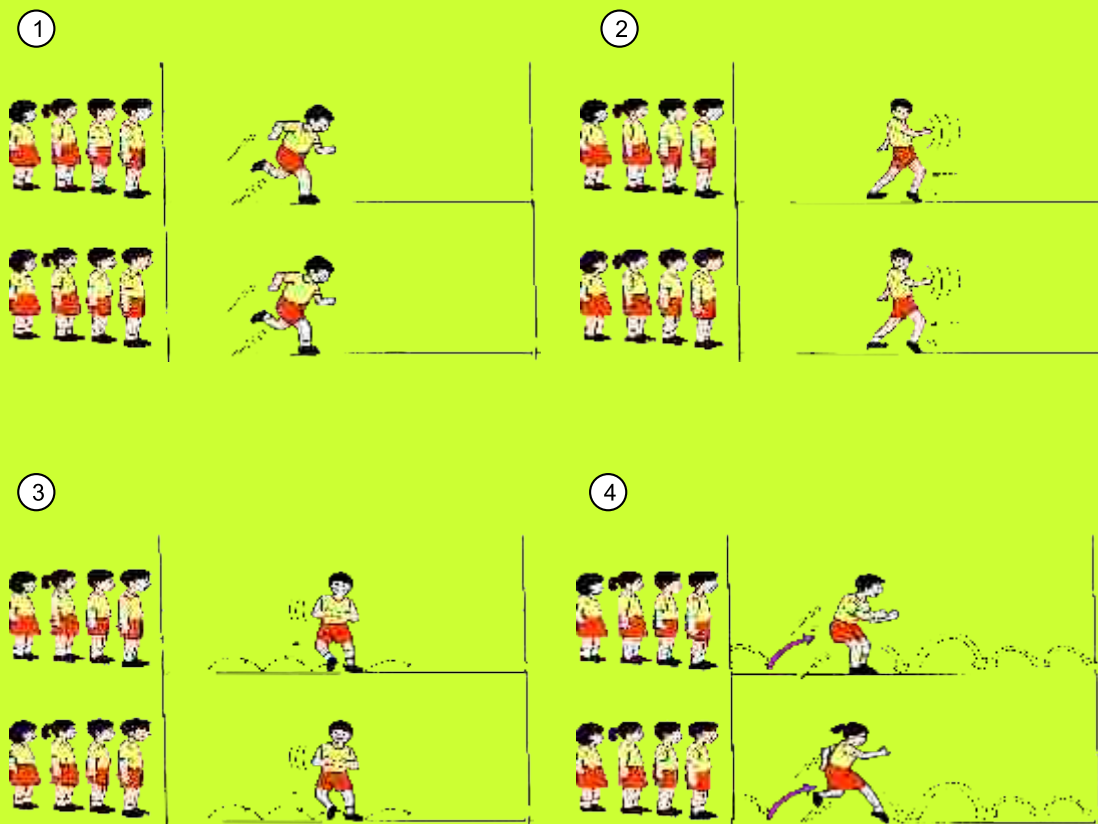
- Linked to the learning objective nos.11 and 12 in the CBSE School Health Manual and the Themes on Human Body and Movement Awareness in the NCERT Syllabus: What are my important body parts? What sports equipment am I using?

Self assessment

- Can I name the body parts I have used to carry the bean bag and push the ball?

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Running and jumping



Use these activities to:

- learn how to run
- know the different parts of the foot involved in running
- learn how to jump with feet together and from one foot to the other
- run and jump safely in the general space.

Activities

In groups

- Run forwards. (1)
- Run backwards. (2)
- Run sideways. (3)
- Jump: with feet together. (4)
- Jump: one foot to the other foot (leaping).

Class activities

- Run on the spot slowly and quickly.
- Jump or move to the count of 1,2,3,4 or drum beat or music.

Variations

- Run in straight lines, zigzags, in curves and around circles.
- Run around different shapes: straight, triangle, square.

Equipment

- Lime powder or markers.
- Cones.

Safety measures

- Use a grassy area or other non slippery surface.

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.

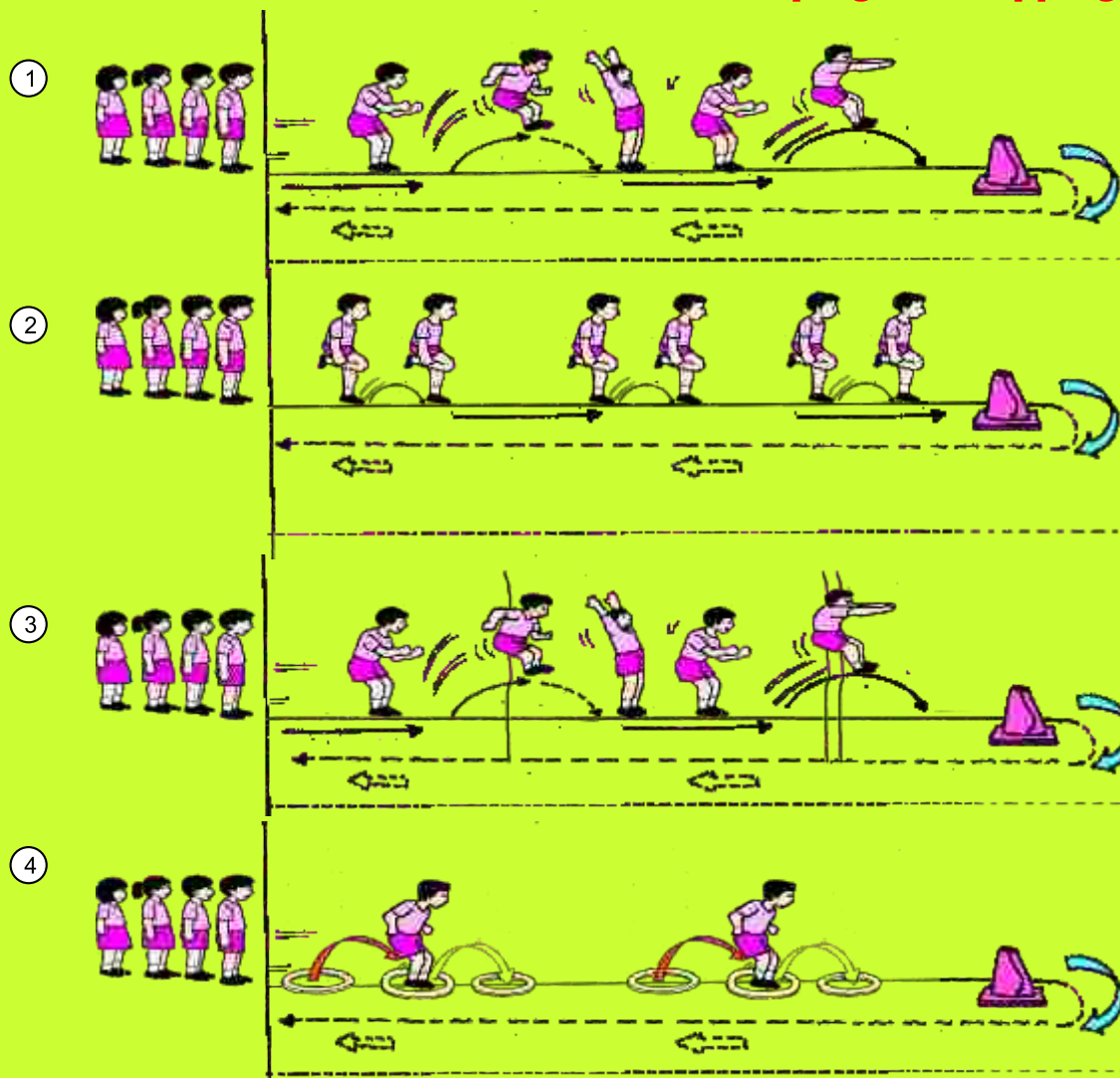
Curriculum links

- 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?

Self assessment

- Can I leap from one foot to the other?

Jumping and hopping



Use these activities to:

- know the different parts of the legs involved in jumping and hopping
- improve balancing on two feet, one foot, dominant and non dominant foot
- jump with both feet together and land safely with knees bent
- hop from one foot and land on the same foot.

Activities

Class activities

- Individually, practise jumping and hopping on the spot and while moving.
- Jump or hop to the count of 1,2,3,4, or drum beat or music.

In groups

- Jump along a line and jog/run back to the start. (1)
- Hop along a line using one foot and back using the other foot. (2)
- Jump over ropes placed on the ground. (3)
- Jump into and out of hoops placed on the ground. (4)

Variations

- Increase or decrease the distance of the jumping and hopping activities.
- Jump upwards to a mark or target.
- Jump/hop along straight lines, curves and zigzag pathways.

Equipment

- Lime powder or markers.
- Cones.
- Ropes and hoops.

Safety measures

- Keep spaced out.
- Watch out for others when running and jumping.

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?

Self assessment

- When I jump, do I bend my knees prior to jumping?

Use these activities to:

- run over short distances
- learn the bending skills needed to play games like Kho Kho
- learn to start, execute and complete a relay race.

Activities

In groups

- The first player runs and collects a bean bag from the hoop, runs back and touches the next player who runs to collect another bean bag. Play continues until all players have had a go at collecting a bean bag.

Variations

- Place bean bag onto a cone instead of in a hoop.
- Reduce/increase the distance that has to be run.
- Travel by jumping or hopping.

Equipment

- Bean bags, hoops.
- One cone per team.
- Lime powder or markers to mark a start line.

Safety measures

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

Links to other subjects

English: to become visually familiar with text

- One at a time the children collect one letter from the hoop and use them to spell words e.g. 'c', 'a', 't'. (Ensure there are sufficient copies of vowels available).

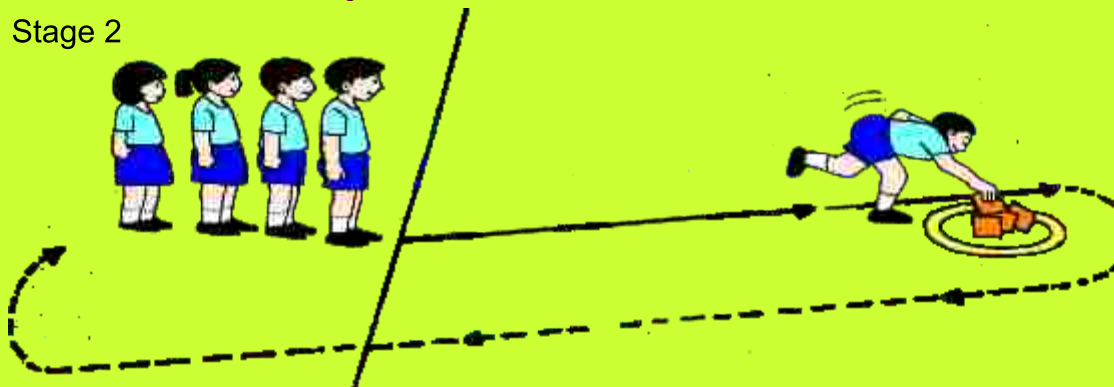
Mathematics: money

- One at a time the children collect different paper currency notes from the hoop. When all have had their turn they sort the notes into the different denominations.

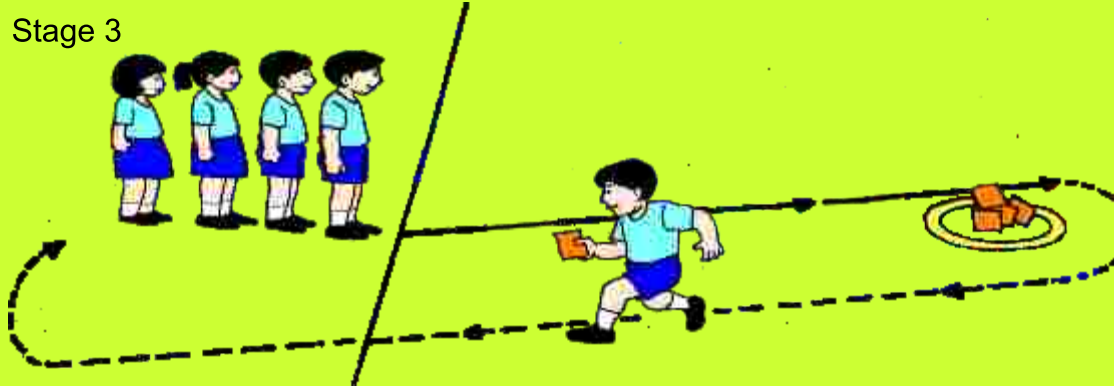
Stage 1



Stage 2



Stage 3



Curriculum links

- Linked to the learning objective nos. 7 and 13 in the CBSE School Health Manual and the Themes on Human Body in the NCERT Syllabus: How does my body move? What are my body parts involved in the movement?

Self assessment

- Was I always ready for my turn?

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Animal walk

Use these activities to:

- use arm and leg movements in different combinations
- use large and small body parts to move in different ways
- improve arm and leg strength
- to imitate different animals and develop imagination.

Activities

Class activities

- Move like different animals. For example:
 - walk like a bear (1)
 - jump like a kangaroo (2)
 - move like a caterpillar (3)
 - hop like a frog (4)
 - walk like an ox (5)
 - walk like an elephant. (6)

Variations

- Combine more than one action: e.g. jump like a frog followed by moving like a caterpillar.
- Use the animal actions to move in and out of cones.

Equipment

- Lime powder or markers.
- Cones.

Safety measures

- Keep spaced out.
- Watch out for others when moving.

Links to other subjects

English: to recite and sing poems and enact small plays

- Use the animal actions while singing songs like, 'Old McDonald had a farm'

Mathematics: measurement; distinguishes between 'taller', 'shorter'

- Assign an animal to each child in the group. One at a time children move like the animal to a cone or marker about 20 metres away. The children order themselves in ascending order of the height of the animals (according to children's understanding).

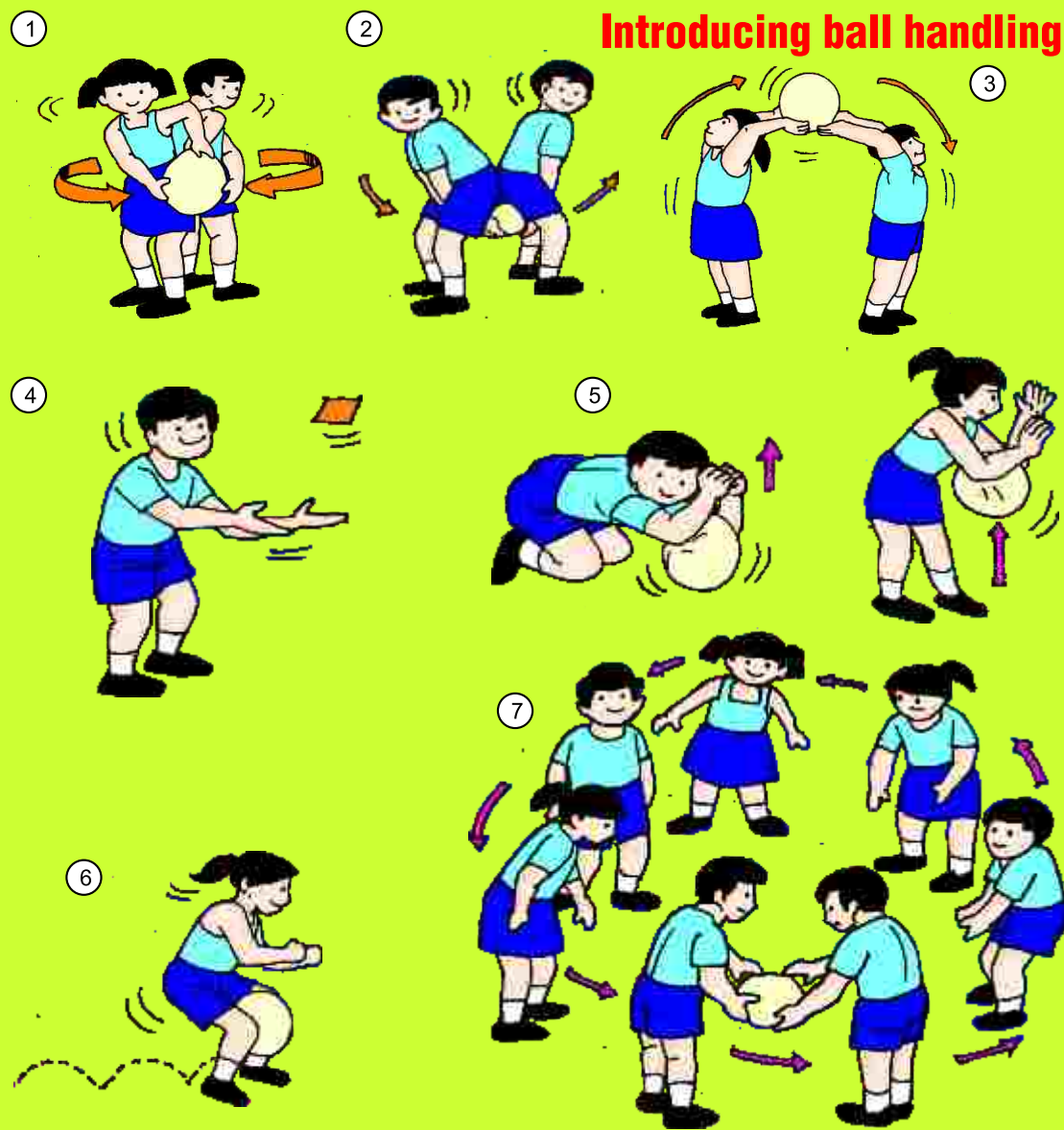
Curriculum links

- Linked to the learning objective nos. 10 and 13 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body move? What are my body parts involved in the movement?

Self assessment

- What body parts do I use when I am walking like a bear or jumping like a kangaroo?

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Introducing ball handling

Use these activities to:

- use arm and leg movements in different combinations
- use large and small body parts to move in different ways
- improve arm and leg strength
- to imitate different animals and develop imagination.

Activities

Class activities

- Two children stand with their backs to each other.
- Pass a ball, bean bag or ring to each other turning first one way then the other (clockwise and anticlockwise). (1)
- Pass the object to each other low down (around the knees) and high up (around the shoulders). (2)
- Pass the object to each other by passing it over head and between legs. (3)

In groups

- Throw a bean bag, large or small ball upwards and catch it with both hands. (4)
- Pick up a ball using elbows, wrists or fingers and walk with it over a short distance. (5)
- Take it in turns to jump with a ball between knees to a marker and back. (6)
- Pass a ball around a circle of children (as in 'pass the parcel'). (7)

Variations

- Carry, handle and pick up different equipment.
- Play the pass the ball game to music. When the music stops the player with the ball runs around the circle and back to original position.

Equipment

- Foam balls, balloons, large balls, small balls, bean bags, rings.
- Lime powder or markers.

Safety measures

- Keep spaced out.
- Watch out for others when moving.

Links to other subjects

English: associate meaning with visual/printed language

- Show children a picture of a body part. Ask them to place a bean bag on the body part shown in the picture.

Mathematics: numbers from 21-99

- Number the balls with random numbers between 21-99. Children throw the balls around the circle. At the end they sort the balls as greater or less than 50.

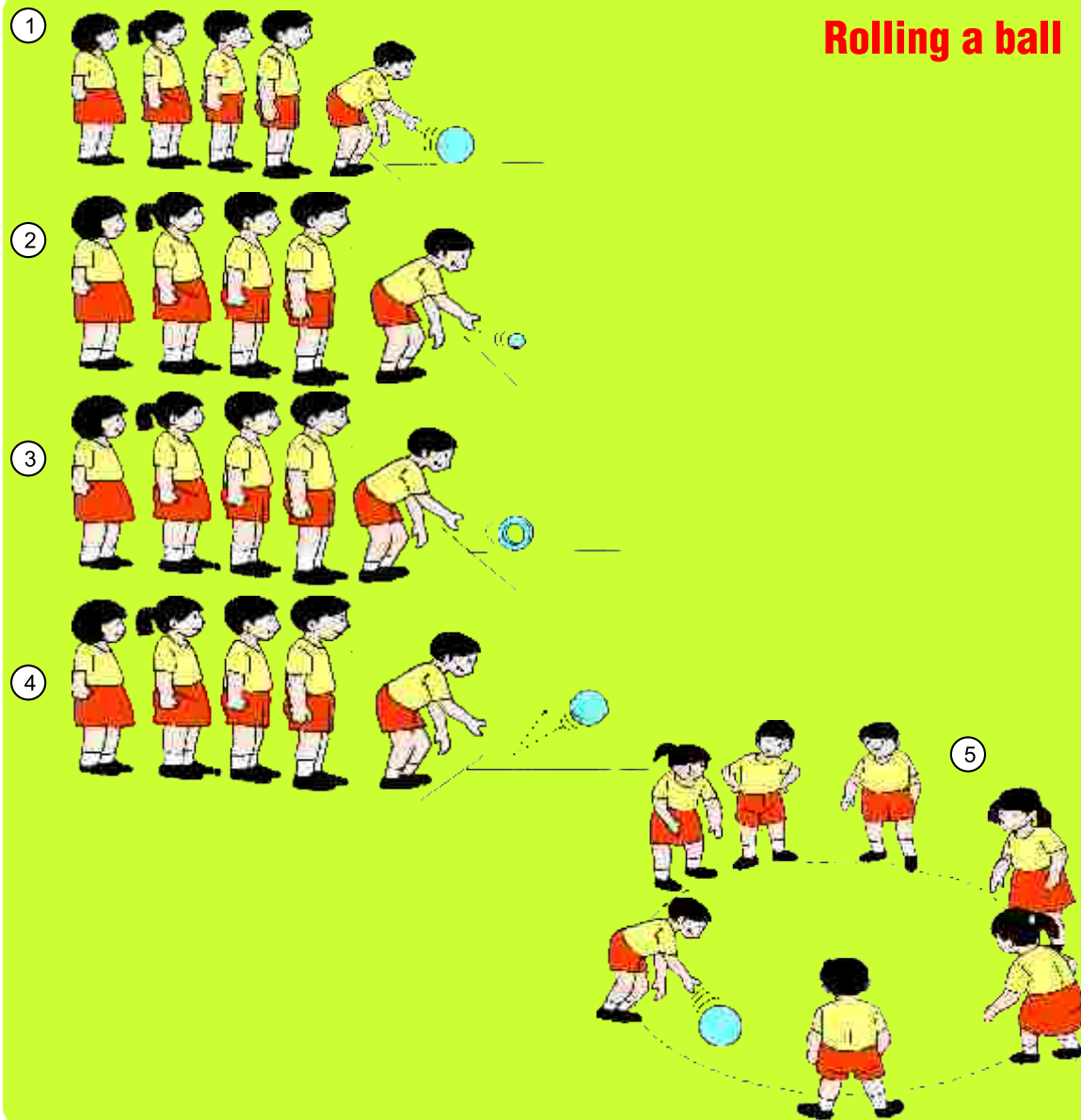
Curriculum links

- 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?

Self assessment

- Did I manage to pick up a ball or bean bag with my hands, elbows and fingers?

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Rolling a ball

Use these activities to:

- move an object by rolling it
- follow an object
- roll a ball at different speeds
- learn how to control a moving object.

Activities

In groups

- Roll a large ball and chase after it. (1)
- Roll a small ball and chase after it. (2)
- Roll a ring and chase after it. (3)
- Roll a ball in different directions and chase after it. (4)
- Roll the ball around a circle, from one child to another. (5)

Variations

- Try rolling a hoop, keeping it close to you and chasing after it.
- Roll a ring fast: how far does it travel?
- Try to roll the ball quicker around the circle. Use one hand, then the other.

Equipment

- Variety of balls; rings.
- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

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

Links to other subjects

English: 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'.

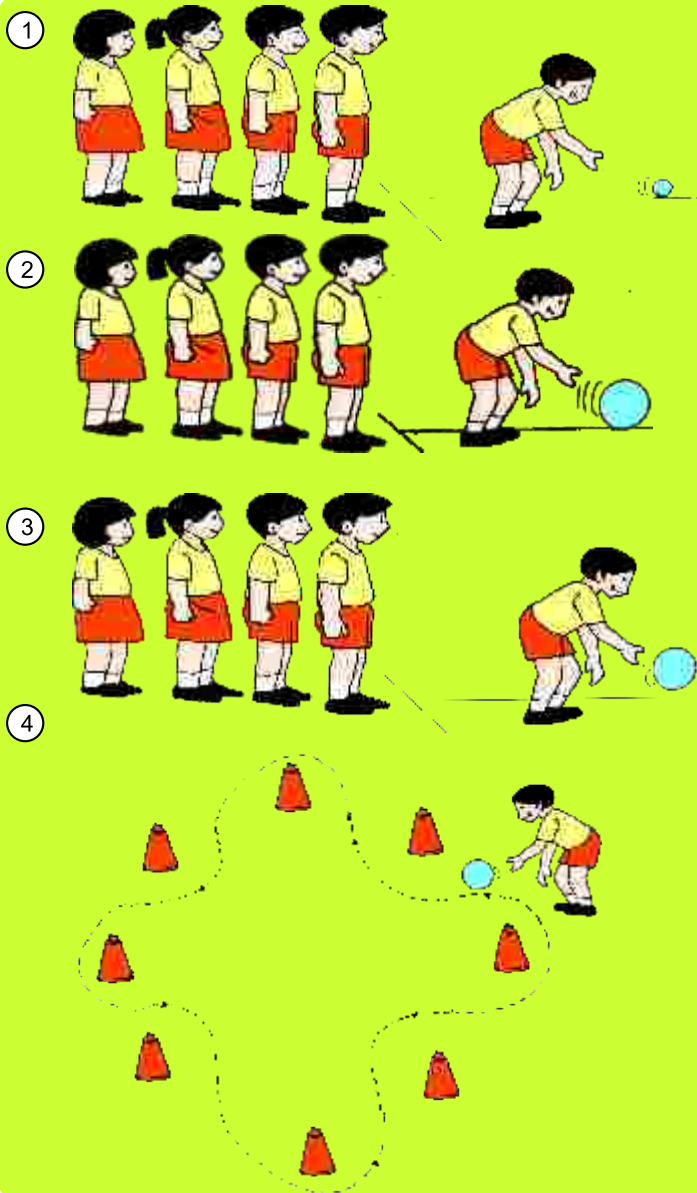
Curriculum links

- 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?

Self assessment

- Which is my favourite object to roll?

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Dribbling a ball

Use these activities to:

- move an object by dribbling it
- keep an object 'close to you'
- learn how to control a moving object
- use different body parts to dribble an object.

Activities

In groups

- Dribble (tap) a small ball slowly along a line keeping it very close to you. (1)
- Dribble (tap) a large ball with right hand to a marker and back. (2)
- Dribble (tap) a large ball with left hand to a marker and back. (3)
- Dribble (tap) a large ball with one hand, then the other, to a marker and back.
- Dribble (tap) a large ball in and out of cones placed in a circle. (4)

Variations

- Dribble (tap) small balls or rings, keeping them close to you.
- Dribble (tap) the ball around cones and in zigzag and curved pathways.
- Try to roll the ball quicker around the circle. Use one hand, then the other.

Equipment

- Variety of balls; rings.
- Lime powder or markers.
- Cones and markers for moving around.

Safety measures

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

Links to other subjects

English: to follow instructions

- Follow the instructions being given to complete the activities. Confirm children's understanding of the instructions, actions and equipment being used.

Mathematics: geometry

- Use the vocabulary of spatial relationships: 'near', keep a ball or object 'close to you'.

Curriculum links

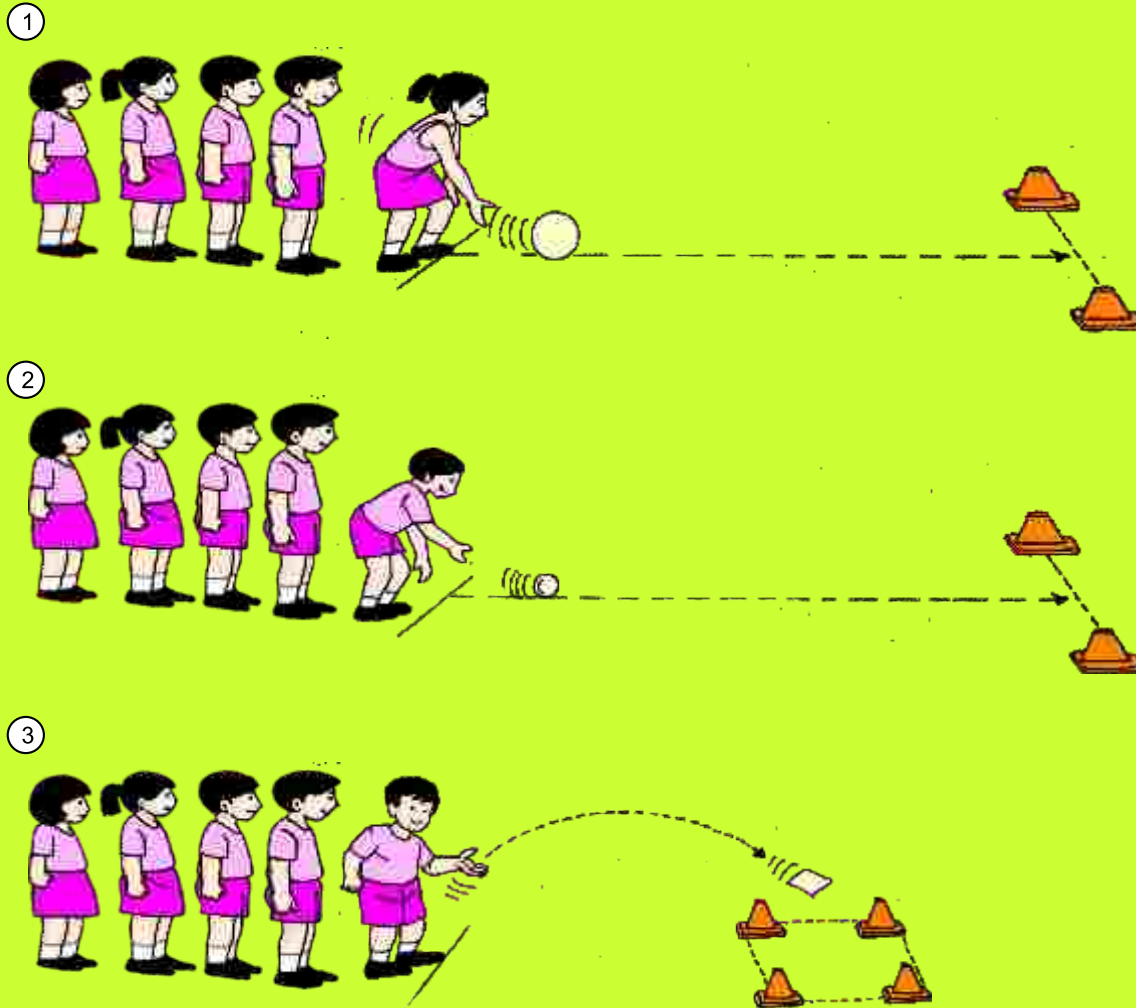
- Linked to the learning objective nos. 7, 9 and 12 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What sports equipment am I using? What do I like to play to have fun?

Self assessment

- Which hand do I prefer to use when dribbling a ball?

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Rolling at large targets



Use these activities to:

- improve accuracy of rolling
- increase arm strength to roll a ball further
- relate success to the way in which a ball is thrown
- have a simple awareness of the application of force in hitting the target.

Activities

In groups

- Standing behind the line, roll a ball or ring between the markers. Chase after it to collect it.

Variations

- Increase or decrease the distance from the target.
- Use larger or smaller objects, like bean bags, that children can throw onto targets.
- Decrease the size of the target or reduce the distance between the markers.

Equipment

- Different objects that can be thrown such as balls, bean bags, ring.
- Targets using markers, cones, shapes or hoops.
- Lime powder or markers.

Safety measures

- Send balls in the same direction or from the centre into the corners.
- Have enough space between groups.

Links to other subjects

English: exposure to written inputs

- Each time the ball is rolled between the markers collect a letter, picture or word. Match the pictures to the words or spell simple words with the letters.

Mathematics: number 1-9

- Each time the ball is rolled between the markers collect a cube, small object or item. At the end of the game count the number of objects. Who has most?

Curriculum links

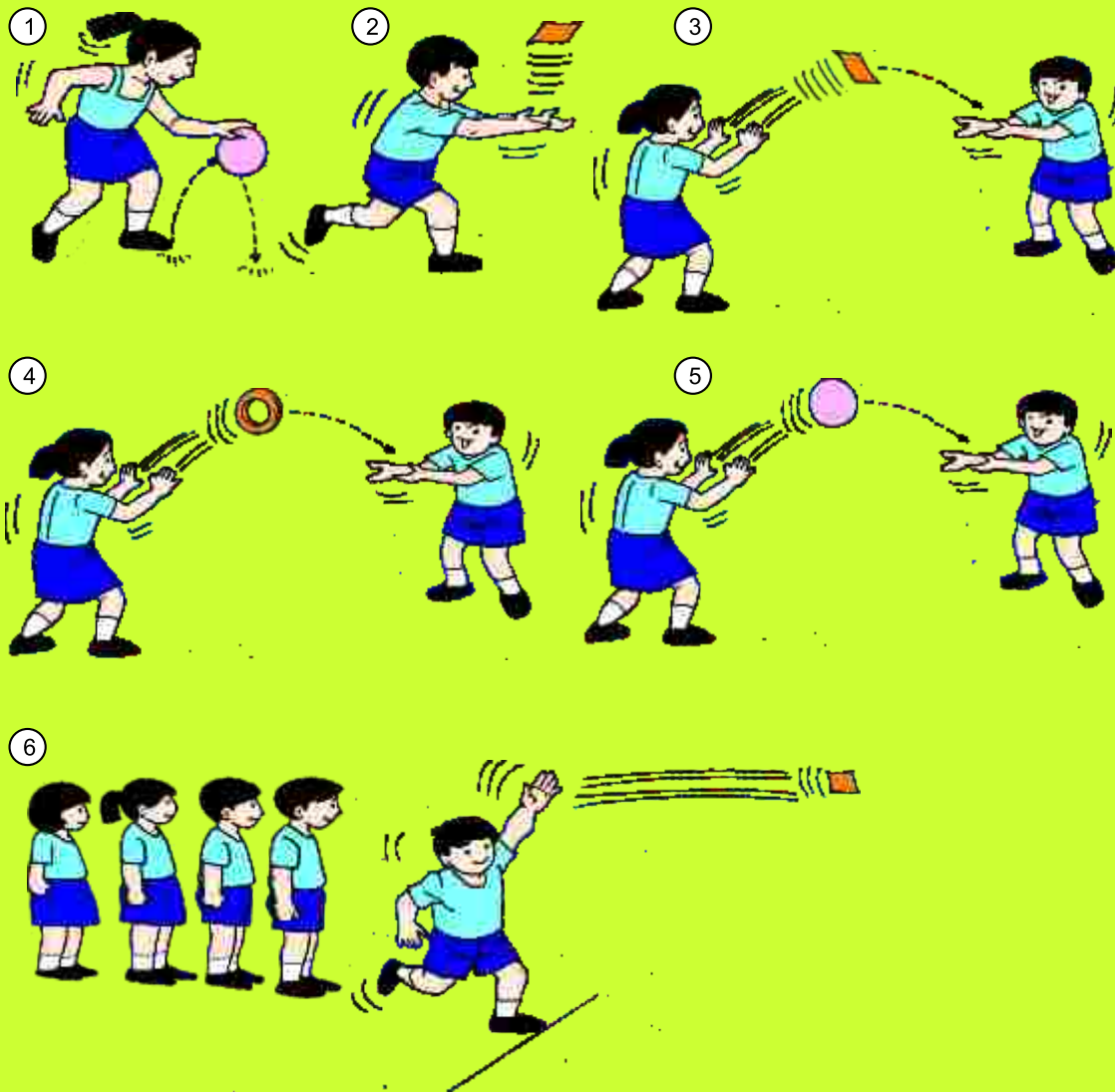
- Linked to the learning objective nos. 12 and 13 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How do I throw?

Self assessment

- Was I successful at rolling the ball through and to the targets?
- What was my score?

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Throwing and catching



Use these activities to:

- throw for distance
- begin to understand how to throw and catch a ball
- learn how to position the hands correctly to catch a ball
- learn how to work with a partner.

Activities

In groups

- Bounce a ball downwards to self and catch it with both hands. (1)
- Throw a ball or beanbag upwards to self and catch it with both hands. (2)
- Throw a bean bag to a partner who catches it and throws it back. (3)
- Throw a ring to a partner who catches it and throws it back. (4)
- Throw a ball to a partner who catches it and throws it back. (5)
- Throw balls or other objects as far as possible and run after them. (6)

Variations

- Throw the objects low to the ground and high up.
- Increase the distance over which pairs throw and catch.

Equipment

- Various balls and other objects that are easy to throw and catch.
- Lime powder or markers.

Safety measures

- Sufficient space for the actions to be undertaken safely.
- Throw objects in the same direction.
- Watch out for others when working.

Links to other subjects

English: recognise small and capital forms of English alphabet

- One child will throw (or show) the capital form of a letter to the other child. This child will throw back (or show) the small form of the same letter.

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.

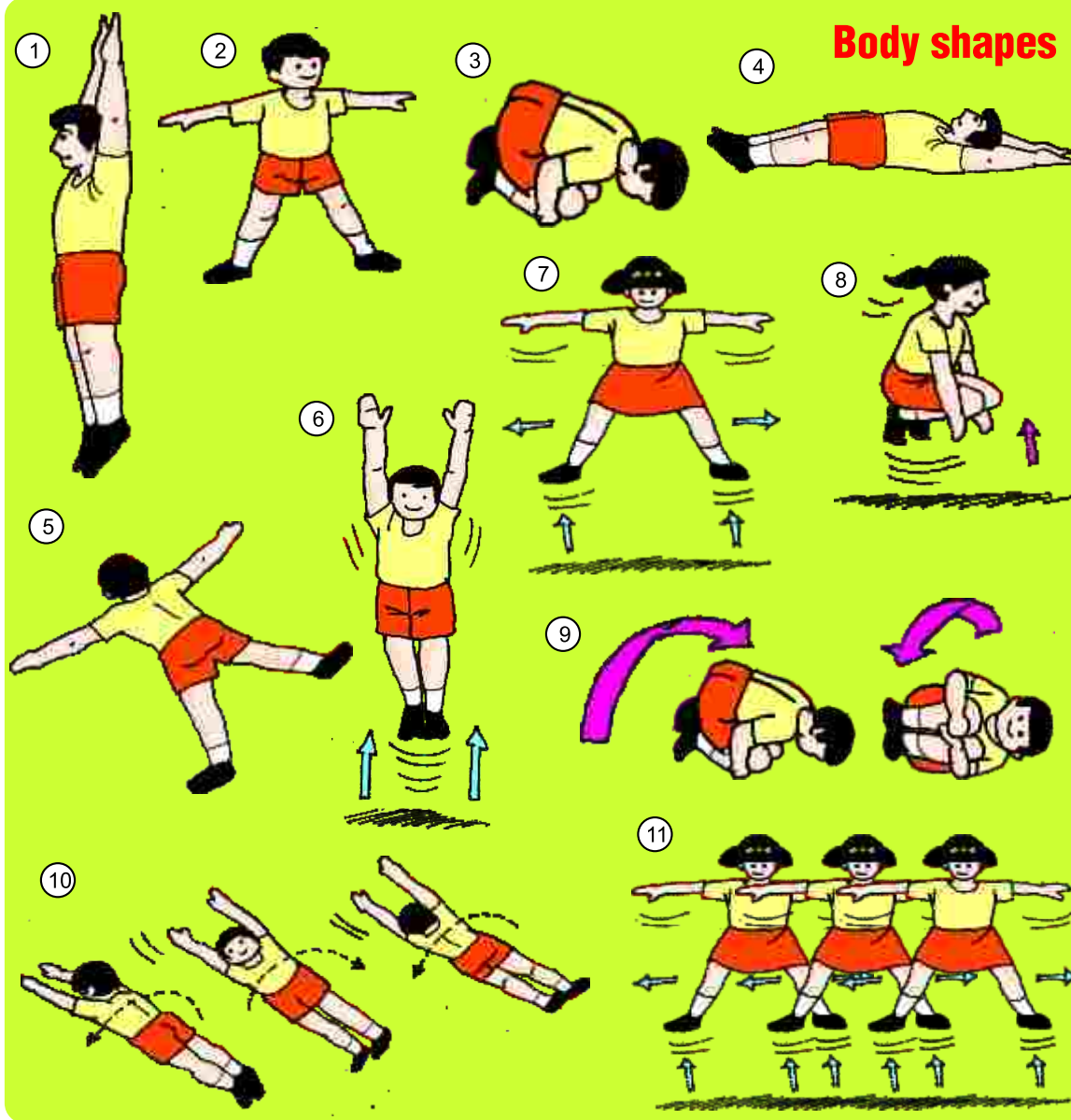
Curriculum links

- 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?

Self assessment

- Did I have my hands ready to catch the ball?
- How many times did I bounce/catch the ball?

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Body shapes

Use these activities to:

- learn the basic movement shapes
- develop body awareness
- hold different static positions
- combine static positions and dynamic movement.

Activities

Class activities

- Show these basic shapes: stretched (long) (1), wide (star) (2), tucked (ball) (3). Hold still for the count of three.
- Make the shapes on different body parts: stretched lying on back (supine position) (4), wide lying on stomach (prone position) (5).
- Jump, showing the shapes in the air. (6, 7, 8)

In groups

- Move in these shapes:
- tucked rolling (sideways roll) (9)
- stretched rolling (log roll) (10)
- jump in a wide shape (11)
- perform a stretched jump followed by a stretched roll.

Variations

- Add twisted shapes.
- Hold the static positions for longer.
- Try making the shapes of different letters by self or with a partner.
- Add split leg jumping.

Equipment

- Mats or soft area.

Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.

Links to other subjects

English: recognise small and capital forms of English alphabet

- Individually, in pairs and groups children form different small and capital letters.

Mathematics: measurement; non-standard unit

- Use stretched body position to measure distances e.g. the length of a series of mats, the distance covered by a sideways roll.

Curriculum links

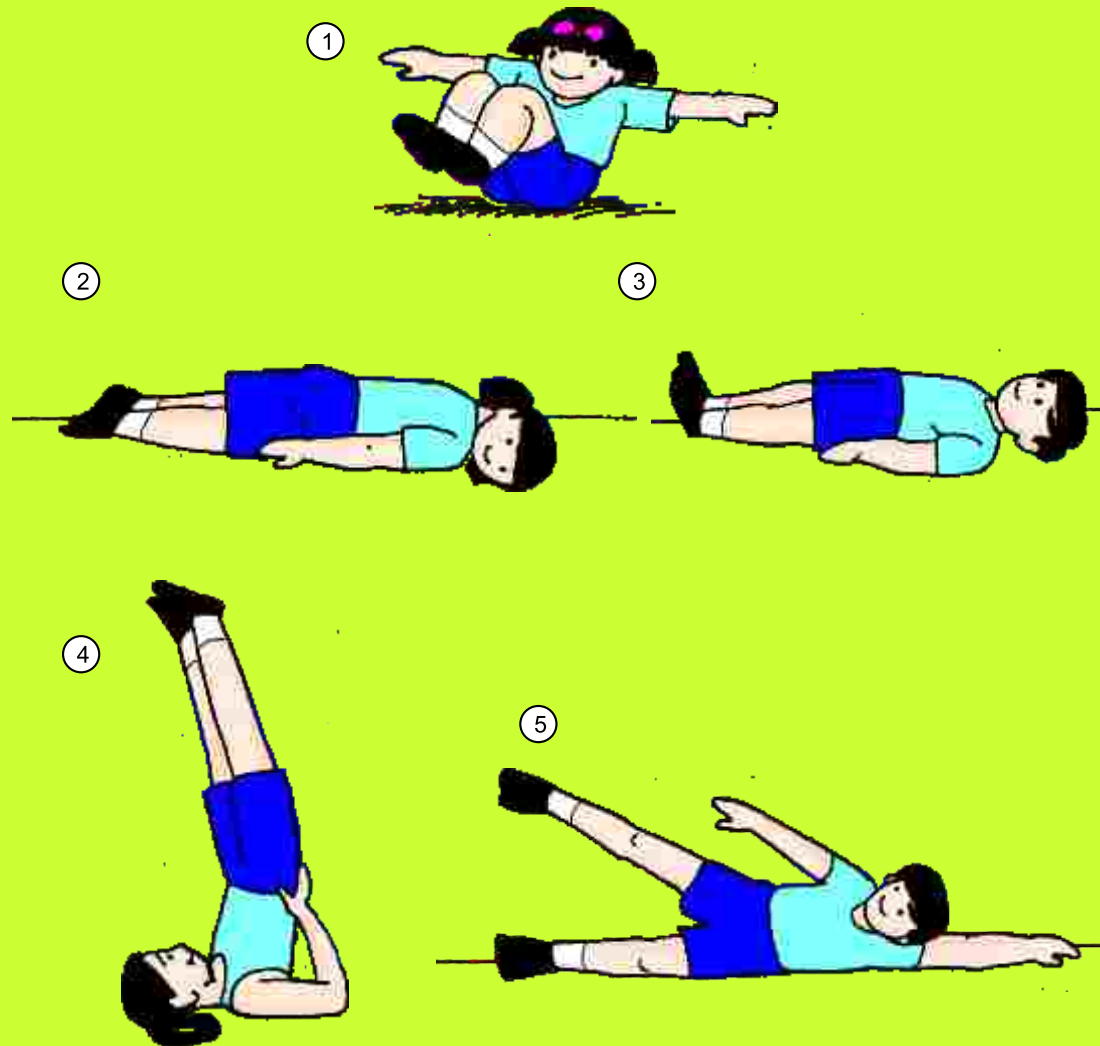
- Linked to the learning objective no. 2 and 8 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body move? How do I jump and roll?

Self assessment

- Can I hold static positions in wide, stretched and tucked shapes?

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Static balance



Use these activities to:

- hold positions of static balance on large body parts
- improve muscle strength
- balance on different body parts
- know what body parts are being used.

Activities

Class activities

- Hold static balances on different body parts: on bottom (1), on tummy (2), on back (3), on shoulders (4), on side. (5)
- Combine two different static balances. For example hold a static position while lying on back followed by a static position lying on tummy.
- Combine a static balance with a travelling movement or a jump. For example hold a static balance while lying on tummy followed by a stretched roll as shown on class 1, card 13.

Play the game: Statues

- Run in the space to music or another sound (clapping, tambourine). When the music or sound stops children must stand still. When children understand the game ask them to be still on different body parts or making different shapes.

Variations

- Combine more actions.
- Ask the children to think of their own shapes to make and positions to hold.

Equipment

- Mats or soft surfaces.

Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.

Links to other subjects

English: recite and sing poems, songs and rhymes

- While holding static balances recite and sing simple poems, songs and rhymes.

Mathematics: patterns

- Hold static balances in different shapes. Complete a given sequence of simple balances showing these shapes.

Curriculum links

- Linked to the learning objective no. 2 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How do I remain still?

Self assessment

- Can I hold four different static balances?
- Can I name the large body parts I used to balance on?

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Responding to commands and signals



Traffic lights

Seema says
sit



Seema says.....

Use these activities to:

- respond correctly to auditory and visual commands in a timely manner
- learn how to play very simple games
- use different movement actions
- learn how to maintain balance.

Activities

Class activities

- Ask the children to run, jump or hop in the space. Use different sounds or signals to get the children to stop.
- Ask the children to run, jump or hope on the spot and in the space to the count of 1,2,3,4. Use a tambourine or drum to provide the beat.

Play these games

Traffic lights

- Children respond to the commands as follows: 'green' ('go') means the children can run or move anywhere; yellow (get ready) means the children wait in a 'get ready' position; 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.

Seema says.....

- Seema says, 'run', 'stop', 'sit', 'jump'. Perform the actions on command.

Variations

- Move by jumping, hopping, using hands and feet, backwards, sideways.

Equipment

- Lime powder or markers to define the playing area.
- Different visual and auditory stimuli: colours for 'traffic lights'.

Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.

Links to other subjects

English: recite and sing poems, songs and rhymes

- Children follow the actions when playing games like 'Sanjay says'. Ask the children to do the opposite of what Sanjay says. Use other action songs and rhymes.

Mathematics: geometry

- When playing 'Sanjay says' ask a specified number of children to form circles, squares, triangles or other shapes.

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?

Self assessment

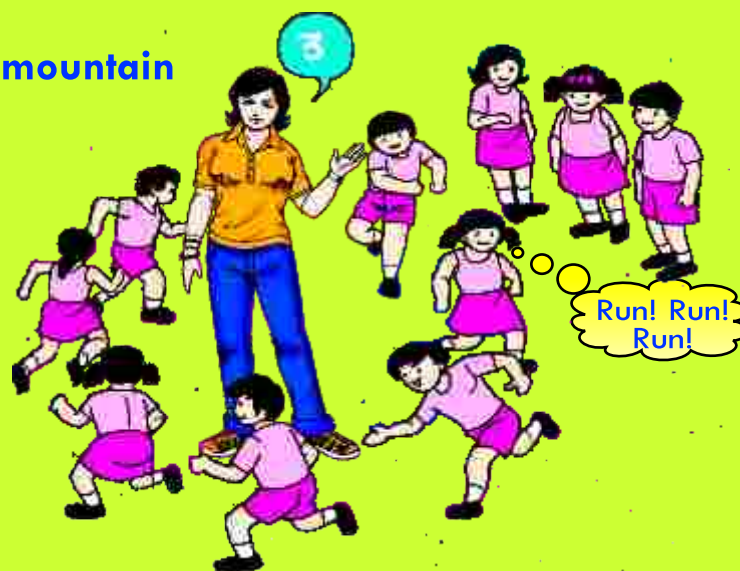
- Did I stop when I heard the name of the colour or saw it?

PEC INDIA Agility, Balance, Coordination

Responding to commands and signals



Fire in the mountain



Use these activities to:

- respond correctly to auditory and visual commands in a timely manner
- learn how to play very simple games
- use different movement actions
- learn how to maintain balance when stopping.

Activities

Class activities

- Ask the children to run, jump or hop in the space. Ask them to run, jump and hop while moving backwards and sideways in the space. Ask children to stop in a space. Use different sounds or signals to get the children to stop.

Play these games

The lion and the goat

- The lion tries to catch the goats. If a goat is caught the goat becomes the lion and the lion becomes the goat. Play this game initially in a small defined space.

Fire in the mountain

- Children make a circle. The teacher shouts out 'fire in the mountain'. The children chant 'run', run, run' as they run in a clockwise or anticlockwise direction around the circle. When the teacher calls or shows a number the children must get into groups of this number.

Variations

- When playing 'fire in the mountain', move by jumping, hopping, using hands and feet, backwards, sideways. Use square rather than circle formations.

Equipment

- Lime powder or markers to define the playing area.
- Different visual and auditory stimuli: numbers and shapes for 'fire in the mountain'.

Safety measures

- Sufficient space for actions to be undertaken safely.
- Watch out for others when working.

Links to other subjects

English: follow simple instructions

- Follow the instructions and commands of the games.

Mathematics: mental arithmetic

- When playing 'fire in the mountain' children get into groups according to the answer to simple sums. For example the teacher says, '1 + 2 ='. Children use mental arithmetic to work out the answer and form groups of 3.

Curriculum links

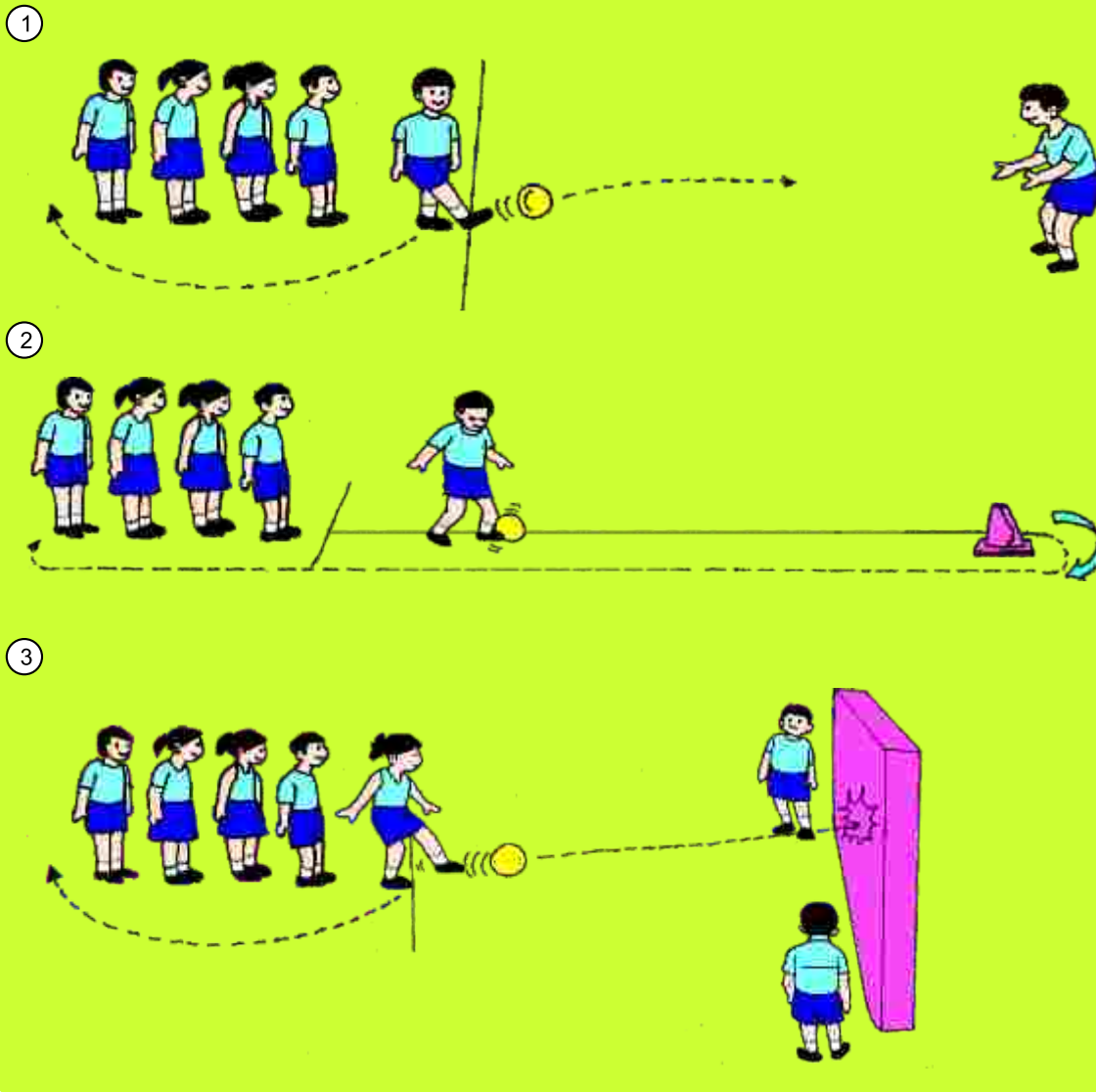
- Linked to the learning objective nos.1, 7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What physical activity am I involved in? What do I like to play to have fun?

Self assessment

- Which game did I enjoy playing and why? What other games do I play?

PEC INDIA Agility, Balance, Coordination

Kicking a ball



Use these activities to:

- kick a stationary ball
- kick a moving ball
- use and name different parts of the foot
- improve dynamic balance.

Activities

Class activities

- Move anywhere in the space. On command, touch different parts of the foot: heels, toes, top of foot, bottom of foot, inside and outside of foot.

In groups

- Kick a stationary ball (large) using: (1)
- right foot
- left foot.
- Dribble (tap) a large ball using: (2)
- right foot
- left foot.
- Kick a ball to a large target e.g., a wall. (3)

Variations

- Ask children to kick and dribble the ball using different parts of their feet e.g. top of foot.
- Reduce the size of the ball.

Equipment

- Large lightweight balls.
- Markers or lime powder.
- Cones or other large targets.

Safety Measures

- Keep spaced out.
- Kick in one direction only.
- Take care when chasing loose balls.

Links to other subjects

English: use of vocabulary and prepositions

- Name, say and point to 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

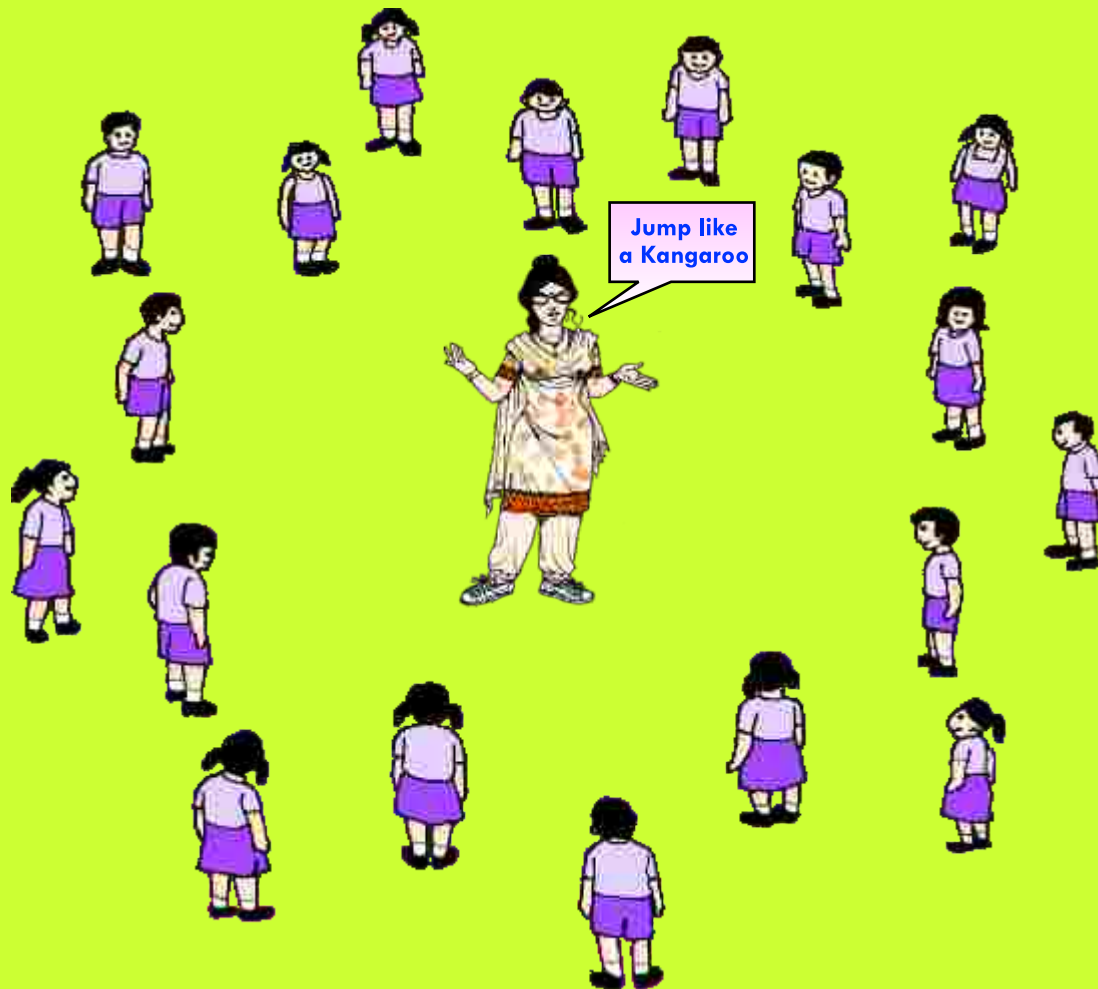
- Linked to the learning objective no 20 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: What are my body parts involved in the movement?

Self assessment

- Which is my strong (best) foot?

PEC INDIA Agility, Balance, Coordination

Ringmaster



Use these activities to:

- develop imagination and imitation
- use arms and legs in different combinations
- improve arm and leg strength
- move in different ways.

Activities

Class activity

- The teacher (ringmaster) stands in the middle of a circle of children. The ringmaster calls the name of an animal. All the children imitate the movements of the stated animal. Use common and more unusual animals so that children have to think about the movements they might use. For example, 'earthworm'. Children might crawl, bending and stretching as they move. Use animals that involve children in moving at high, low and medium levels. At the end of the game the ringmaster says 'parade'. All the animals fall in line, walking by imitating an animal of their choice or an animal chosen by the teacher.

Variations

- Ask children to provide examples of animals.
- Pair the children, one in front of the other. The child behind copies the actions of their partner.
- Imitate different modes of transport.

Equipment

- Lime powder or markers.

Safety Measures

- Look out for others.
- Keep in your own space.

Links to other subjects

English: to become visually familiar with words

- Instead of calling the names of animals identify them using sounds or show children a picture of the animal with its name.

Mathematics: geometry

- Observe and describe the movements of the animals. For example, 'crawling', 'sliding', 'rolling'.

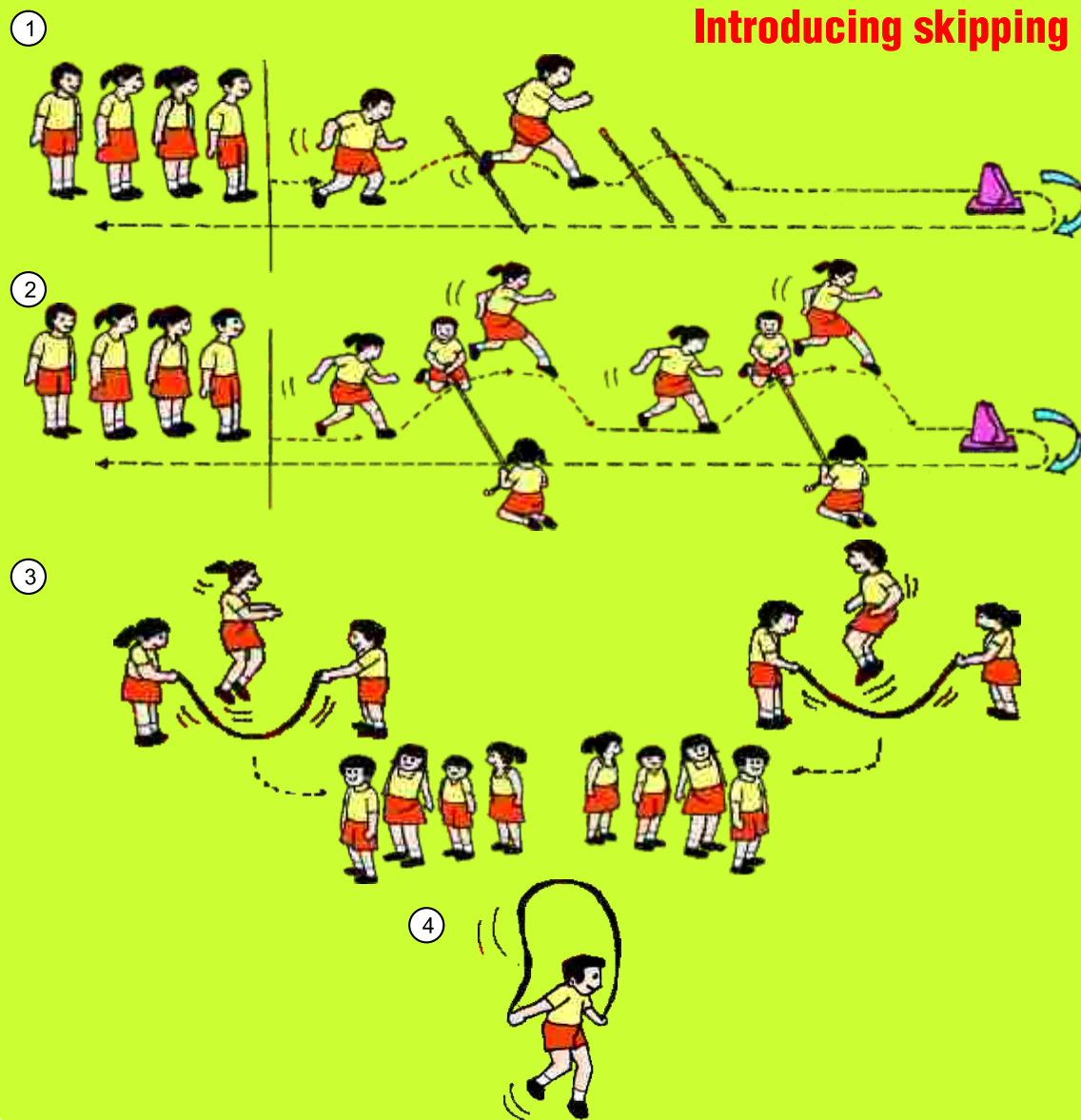
Curriculum links

- Linked to the learning objective nos. 10 and 13 in the CBSE School Health Manual and the Theme on Human Body in the NCERT Syllabus: How does my body move? What are my body parts involved in the movement?

Self assessment

- What animal did I most enjoy imitating?

PEC INDIA Agility, Balance, Coordination



Use these activities to:

- improve agility and quick movements
- jump into and out of stationary and moving ropes
- jump a swinging rope held by others
- self turn a rope.

Activities

In groups

- Run, stepping over the ropes, or lines. (1)
- Run and step, or jump, over a low rope held by others. (2)
- Jump over a swinging rope held by others. (3)
- Self turn a rope, stepping over it. (4)

Variations

- Self turn a rope and jump over it with both feet at the same time.

Equipment

- Lime powder or markers.
- Long and short ropes.

Safety Measures

- Keep spaced out so that ropes do not hit others.
- Swing ropes low to the ground.

Links to other subjects

English: enjoy doing a task while singing rhymes

- Jump and skip to well known rhymes.

Mathematics: numbers

- Ask children to count the number of times they jump over a rope. Use mathematical language to compare their number of jumps with a friend. E.g. 'I jumped 5 times', 'I jumped more than you'.

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 physical activity am I involved in?

Self assessment

- Did I manage to jump a swinging rope? How many jumps did I do without stopping?

PEC INDIA Agility, Balance, Coordination

Treasure Hunt



Use these activities to:

- using running, jumping and hopping skills to play a simple game
- bend, twist and turn
- have fun playing with others
- work with others to complete the task.

Activities

Class activities

- Practise running, jumping, hopping and moving in different ways. Stay in the defined space and stop on command.

Treasure hunt

- Spread markers in the playing area. Group children into four teams: red, green, yellow, blue. Give each group a 'home' corner. On command children run and pick up one coloured marker at a time and return it to their 'home' corner. The winning team is the first team to have all their coloured objects in their home corner.
- When the children understand the game ask them to collect the coloured object by hopping, jumping or moving in other ways (e.g. on hands and feet).

Variations

- Increase the space of the playing area so children have to run further.
- Decrease the space of the playing area so children have to dodge and swerve each other.
- Use more coloured objects.
- Have fewer children in each team.

Equipment

- Lime powder or markers to define playing area.
- Coloured markers or other coloured objects.

Safety Measures

- Watch out for others all the time.

Links to other subjects

English: provide exposure to a range of visual inputs

- " Spread bags of pieces of jigsaw puzzles in the playing area. Give each team a picture of the jigsaw. Children run and collect one jigsaw piece at a time and return it to their home base. The winning team is the first to complete the jigsaw. At the end of the game ask the children to say a sentence about the picture.

Mathematics: numbers

- " Spread different coloured numbers (from 1-20) in the playing area. Assign a colour to each team and home base. Children collect one correctly coloured number at a time and return it to their home base. When all the numbers have been collected the team arrange them in sequence.

Curriculum links

- Linked to the learning objective nos.7 and 13 in the CBSE School Health Manual and the Theme on Movement Awareness in the NCERT Syllabus: What do we like to play to have fun?

Self assessment

- How did I help my team? Was it fun to work in a team?