

Use these activities to:

- improve 'explosive' running over short distances
- improve the techniques of jumping and throwing
- learn a basic hurdling technique
- use the end of one jump as the beginning of the next.

Activities

In groups

- Throw for distance using balls, bean bags, soft javelins and rings. (1)
- Jump three times, one after the other: how many markers can you pass? (2)
- Run fast over 50 metres. (3)
- Run fast over low hurdles. (4)

Variations

- Jump from one foot to one foot: how far can you go?
- Take a short run up and jump from one foot to two feet: how far can you go?
- Use targets and throw for accuracy rather than distance.

Equipment

- Use markers or lime powder to show start lines.
- Markers and ropes to make low hurdles.
- Markers to mark landing positions.

Safety measures

- Keep spaced out.
- Watch out for others.
- Be careful when collecting objects.

Links to other subjects

English: enrich learners' vocabulary through speaking.

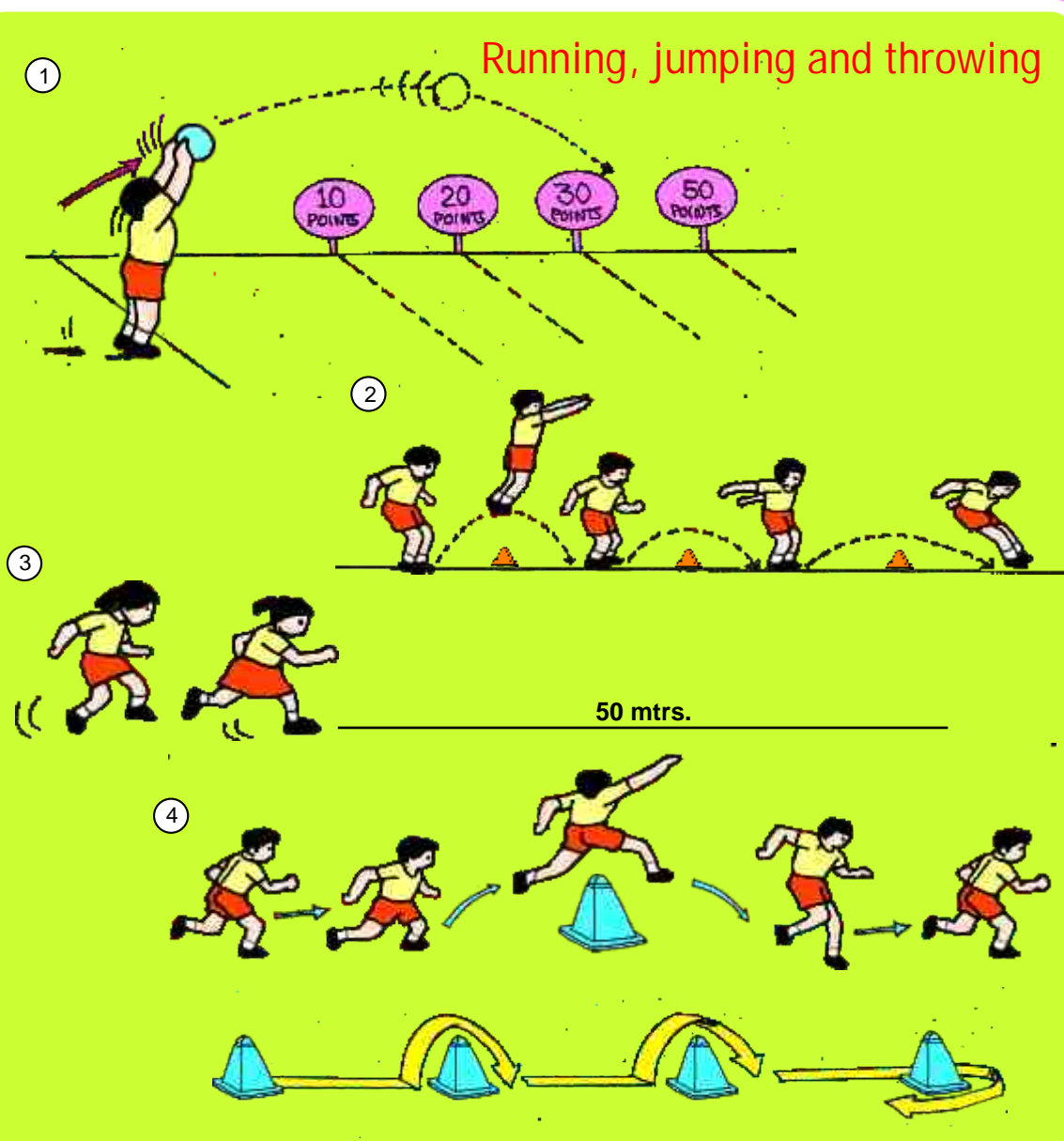
- On every jump the child speaks one sentence to describe himself.

Mathematics: multiplication

- The child will jump three times, one after the other. On each jump the child will give the multiple of the number given by the teacher: e.g. $5 \times 3 =$.

Self assessment

- Which movements do I find easiest to combine together?

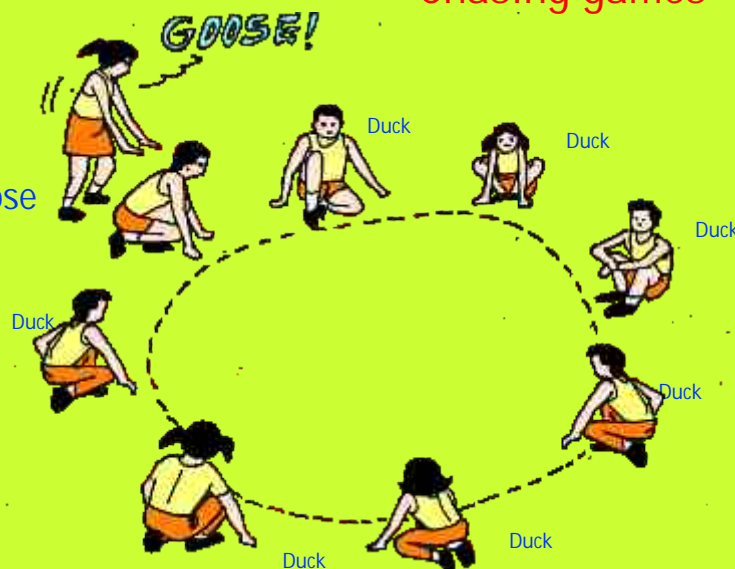


Curriculum links

- Linked to the learning objective nos. 9 and 10 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I throw the ball/object? How far can I throw the ball/object?

Chasing games

Duck, duck, goose



Drop the bean bag



I sent a letter to my father
On the way I dropped it
Someone came and picked it up
And put it in his pocket

Use these activities to:

- improve speed and agility
- improve the skills of chasing and fleeing
- turn and move quickly
- take turns and have fun together.

How to play

Duck, duck, goose

- Children sit in a circle. One player is nominated to be the 'fox'. The fox runs round the circle naming the players 'duck' one by one until one child is named the 'goose'. The goose must get up and chase the fox around the circle trying to catch the fox before they get back to the goose's original position.
- If the fox is not caught the fox takes the goose's place in the circle and the goose becomes the fox. If the fox is caught the fox has another go.

Drop the bean bag

- Divide the class into groups each consisting of about 11-15 players. Each group of players forms itself into a circle about 5m radius. The players are seated.
- One player is nominated as the runner who runs around the circle holding a bean bag looking for an opportunity to drop it behind one player in the group.
- The seated players continuously sing the song: 'I sent a letter to my father'.
- Those who are sitting are not allowed to look behind but they can use their hands to feel behind their back to check if the bean bag has been dropped there.
- If a player finds it, s/he gets up and chases the runner to try and catch him/her.
- The chaser will try to catch the runner. The runner will try to occupy the position where the chaser was seated after completing the circle.
- If the runner gets caught s/he is 'out' and sits in the centre of the circle.
- Now the chaser becomes the new runner.
- To conclude the game - the last player runs to complete a circle and those sitting in the circle will sing the chorus: 'is that you?' The player then comes back to his initial position.
- Rule: No runner is to be repeated. All the players should get their turn to be chasers.

Variations

- Play the games with the children sitting in different formations: square, triangular shapes.
- Change the way children move when chasing and being chased. Ask them to jump or use their hands and feet.

Equipment

- Bean bags.

Safety measures

- To be played in the field.
- Be alert to other players.

Links to other subjects

Environmental Studies: animals

- Drop the bean bag: sitting in the circle, children have the name of a pet or wild animal attached to their back. The child with the bean bag must drop it behind a player with the name of a wild animal.

Mathematics: multiplication

- Count the number of players named 'duck' each time. Multiply this number by 2, 3, 4, 5 or 10.

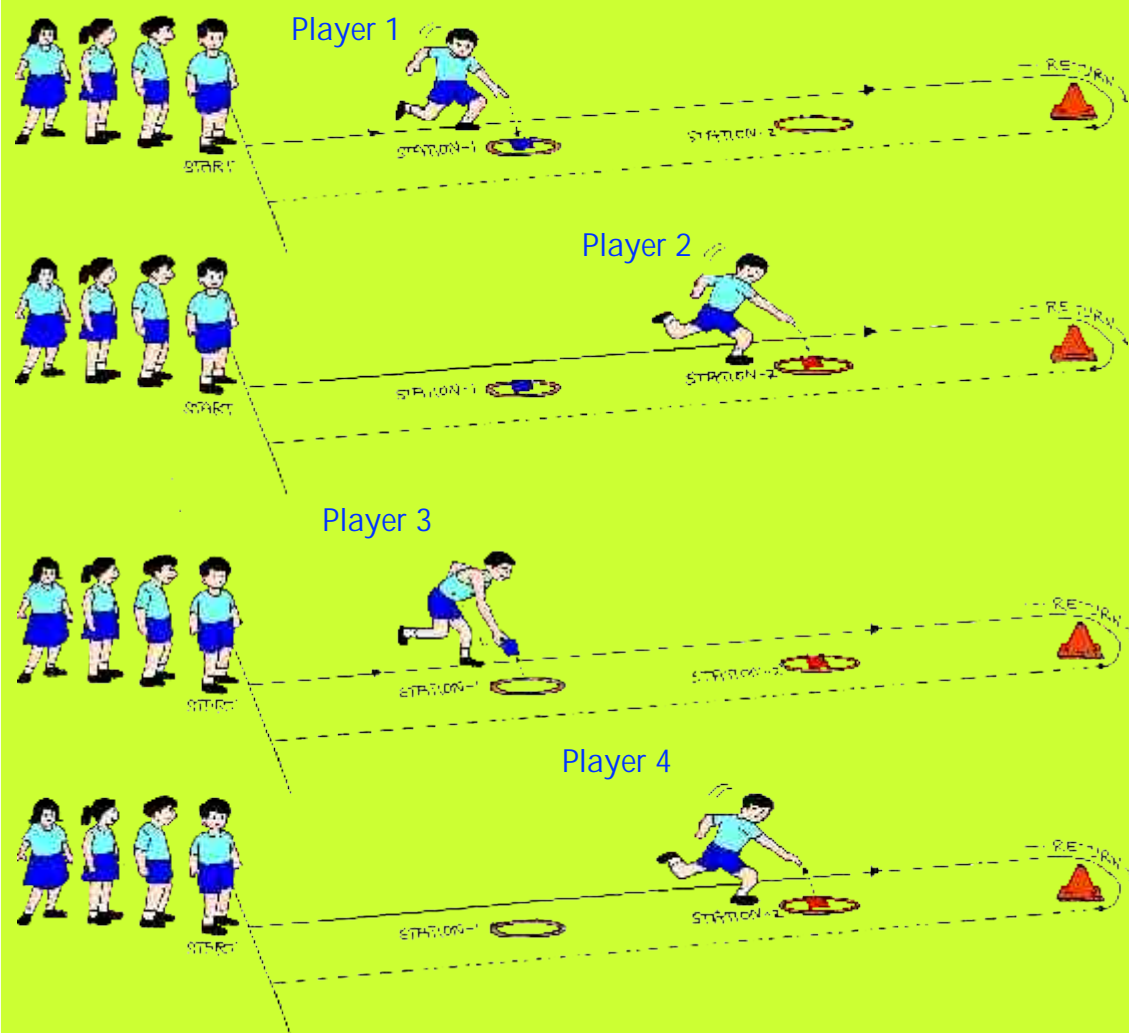
Curriculum links

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

Self assessment

- Did I manage to swerve, dodge and run fast so that I didn't get caught?

Bean bag relay



Use these activities to:

- improve speed and agility
- use the bending and chasing skills involved in Kho Kho
- bend and move in a smooth action
- know which direction to take and when direction can be changed.

How to play

- Divide class into 3-4 groups.
- Place them in front of starting line.
- Player 1 runs and places the blue bean bag in the first hoop, runs around the cone and returns. Player 2 runs and places the red bean bag in the second hoop, runs around the cone and returns. Player 3 runs and picks up the blue bean bag from the first hoop, runs around the cone and returns with it to the starting line. Player 4 runs and picks up the red bean bag from the second hoop, runs around the cone and returns with it to the starting line. The next set of players has their go.

Variations

- Reduce or increase the distance run.
- Once players reach the first hoop they hop or jump back to the start line.

Equipment

- Lime powder or markers.
- Red and blue hoop.
- Red and blue bean bags.
- Cones.

Safety measures

- Sufficient space for each group.
- Watch out for others.
- Keep in own area.

Links to other subjects

Environmental Studies: animals

- Place the names of animals in the first hoop and the names of their babies in the other hoop. Children take it in turns to collect the name of an animal and match it to their babies. They run round the cone and return.

Mathematics: multiplication

- In the first hoop place a number e.g. 8. In the second hoop place its multiplication e.g. 2×4 . Children take it in turns to collect a number from the first hoop and find the correct multiplication sum in the second hoop. They run round the cone and return.

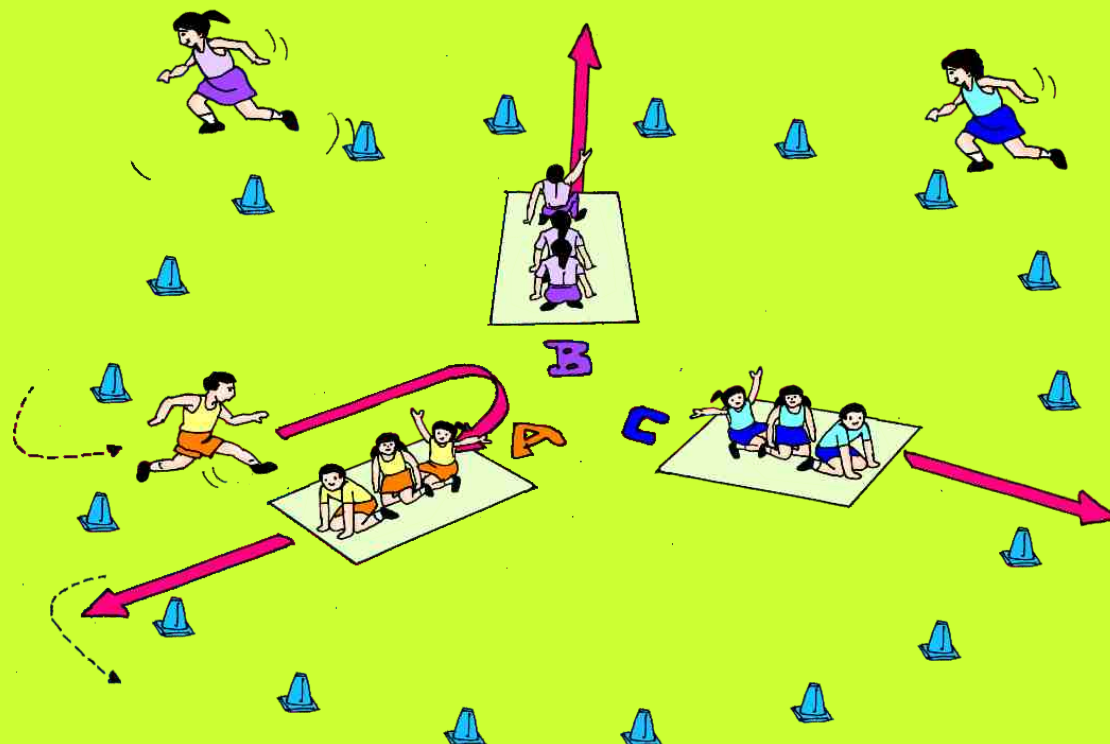
Curriculum links

- Linked to the learning objective no.16 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I combine bending and running?

Self assessment

- How well did I play this game? How can I complete my lap in a quicker time?

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 one 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.

Variations

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

Equipment

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

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.

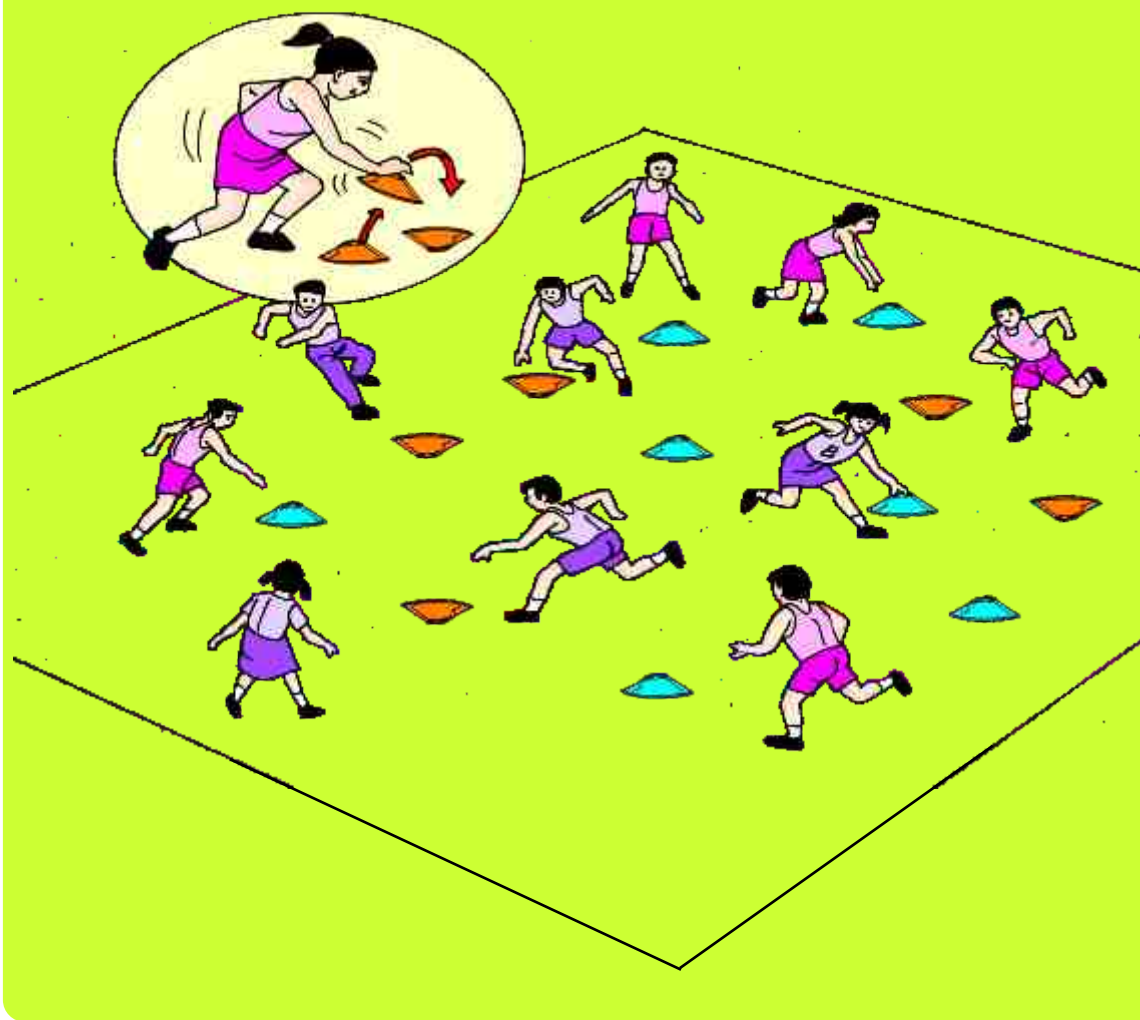
Curriculum links

- 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?

Self assessment

- Did I have enough energy to keep going for the duration of the game?

Domes and dishes



Use these activities to:

- warm up for other activities
- improve speed and endurance
- move and turn quickly
- dodge in and out of others.

How to play

- Divide children into two groups.
- Each group has an equal number of markers. One group spaces markers as domes (large base to ground) the other place markers as dishes (small top to the ground).
- On signal, the 'dome' group tries to turn all the dishes to domes, while the 'dishes' group tries to change the domes to dishes. Winning team is the team with the most domes or dishes at the end of a period of time, say one minute.

Variations

- Increase the amount of time for the activity.
- Increase the number of markers.
- Increase the playing area so more distance has to be covered.
- Decrease the distance so that children have to swerve and dodge around each other.

Equipment

- Lime powder or lines to create a defined playing area.
- Markers for domes and dishes.

Safety measures

- Keep alert and watch out for others.

Links to other subjects

English: nouns and pronouns

- Use all the markers as domes. Space the markers in the playing area and under each dome place a letter. The teacher says a simple noun e.g. 'cup'. Children are given 15 seconds to run to the domes and find the letters of the word. Without telling others, they remember the positions of the letters. Stop the children after 15 seconds. Children spell the word by pointing to the position of each letter in the correct order.

Mathematics: numbers and operations

- At the end of the game ask the children to count the number of 'domes' and 'dishes' and use this information to add, subtract and multiply.

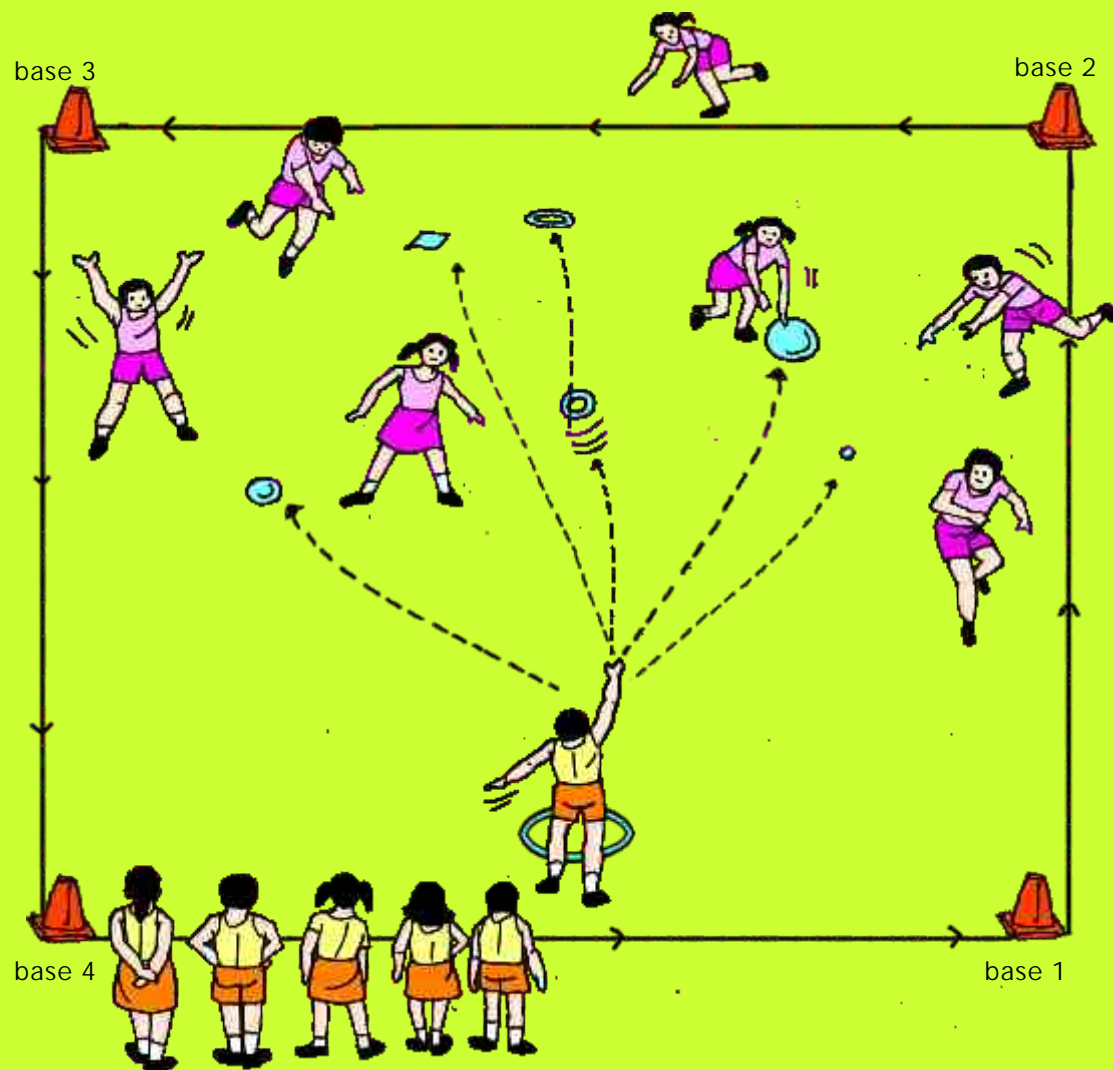
Curriculum links

- 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?

Self assessment

- Was I able to dodge and swerve past others without bumping into them?

Scatterball



Use these activities to:

- use throwing skills in a game and throw in different directions and into spaces
- play as a member of a team
- keep individual and team scores
- collect objects as quickly as possible.

How to play

- Divide the group into two teams. Place six objects that can be thrown into a hoop and place the hoop just in front of the throw line.
- One player throws all six objects into the playing area. As soon as the objects have been thrown the player runs around all four cones.
- The fielding team collect all six objects returning them to the hoop. As soon as all the objects have been returned the teacher shouts 'stop'. If the player who threw the object (the 'scatterer') has passed base 1 score 1 point; base 2, score 2 points; base 3, score 3 points and base 4, score 5 points.
- Objects must be thrown forwards of the throw line. Any object that is thrown behind the throw line does not count and need not be collected by the fielders.
- Keep team score. When all team members have had a go at throwing the objects change teams. The winning team is the team with the highest score.

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

Variations

- Use striking and kicking skills to scatter and collect balls.

Equipment

- Cones to mark running area.
- A range of six soft or light objects that can be thrown: balls, bean bags, rings.
- Lime powder or markers to show the throw line.

Safety measures

- Be careful when returning objects to the hoop.
- Keep out of the way of players who are running.
- When waiting for turn keep away from throwing area.

Links to other subjects

English: take dictation of simple sentences

- On completion of his/her attempt at scattering the objects and running, the 'scatterer' says two sentence about his/her performance (e.g. I ran fast, I nearly fell). His/her partner writes down the sentences.

Mathematics: measurement; estimation of distance

- When 'stop' is called the player running must stand still. Other members of the team estimate the distance travelled and verify this using strides or other non uniform units of measurement. Repeat this for each member of the team.

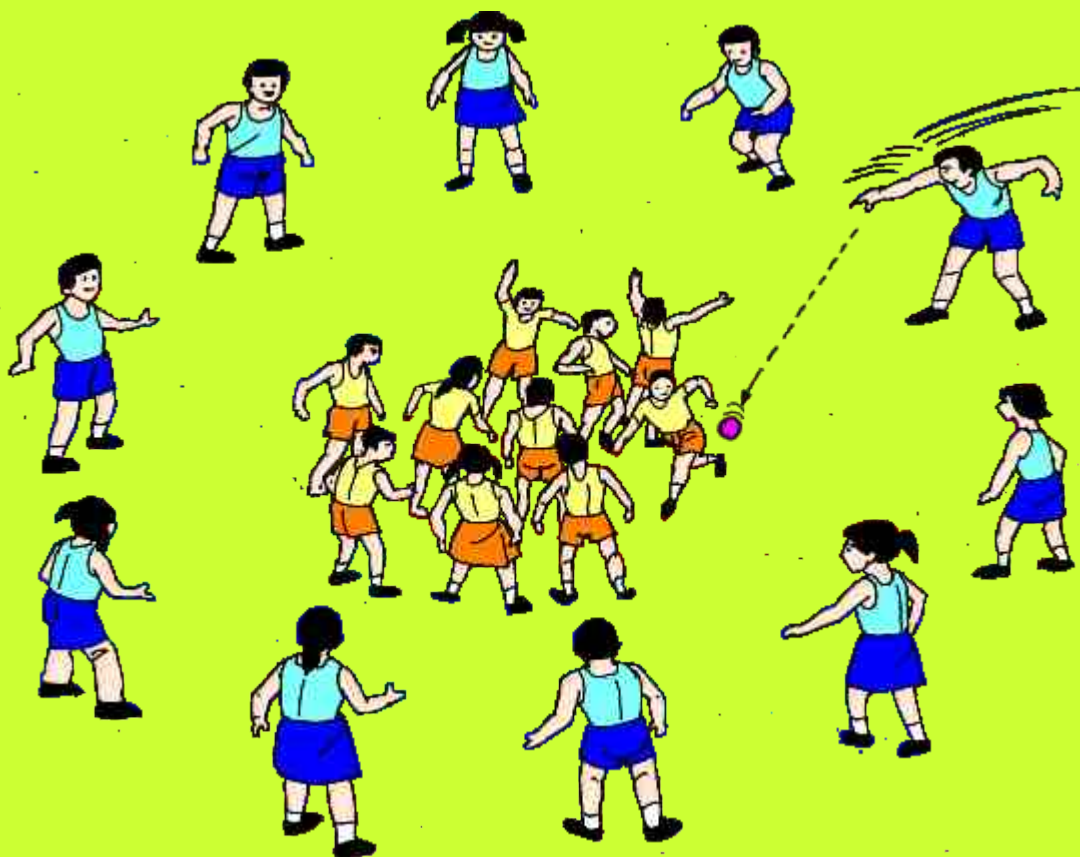
Curriculum links

- Linked to the learning objective no.19 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I throw? How do I throw and how far can I throw the ball/object?

Self assessment

- What did I do well when I played this game?

Circle Dodge Ball



Use these activities to:

- improve throwing skills
- improve dodging skills
- watch the ball and anticipate its path
- throw and aim accurately.

How to play

- Divide the class into groups, each comprising 10-15 children. Team A makes a circle. Team B stand inside the circle made by Team A. Using one soft ball the players in Team A try to hit the players in the middle of the circle below the knee. Play the game for a specified time (2 minutes). Count the number of times the players in the middle are hit. After the specified time the teams change places. The winning team is the team that scored the least number of hits.

Variations

- Have fewer players in the middle of the circle.
- Use two balls instead of one.
- Use different passes: chest pass.
- Kick the ball instead of throwing it.

Equipment

- One large foam or lightweight ball.

Safety measures

- Use a soft ball.
- Players must only be hit below the knee.

Links to other subjects

English: speaking skills

- Ask two children to commentate on the games being played. Ask them to use correct sentence structures and focus on the use of specific words e.g. nouns, pronouns, adjectives, adverbs. (Provide cue cards to help in developing the commentary).

Mathematics: numbers

- Give each child a number between 1-10. When a player is hit she/he multiplies his/her number by the number of the player who hit him/her and provides the answer.

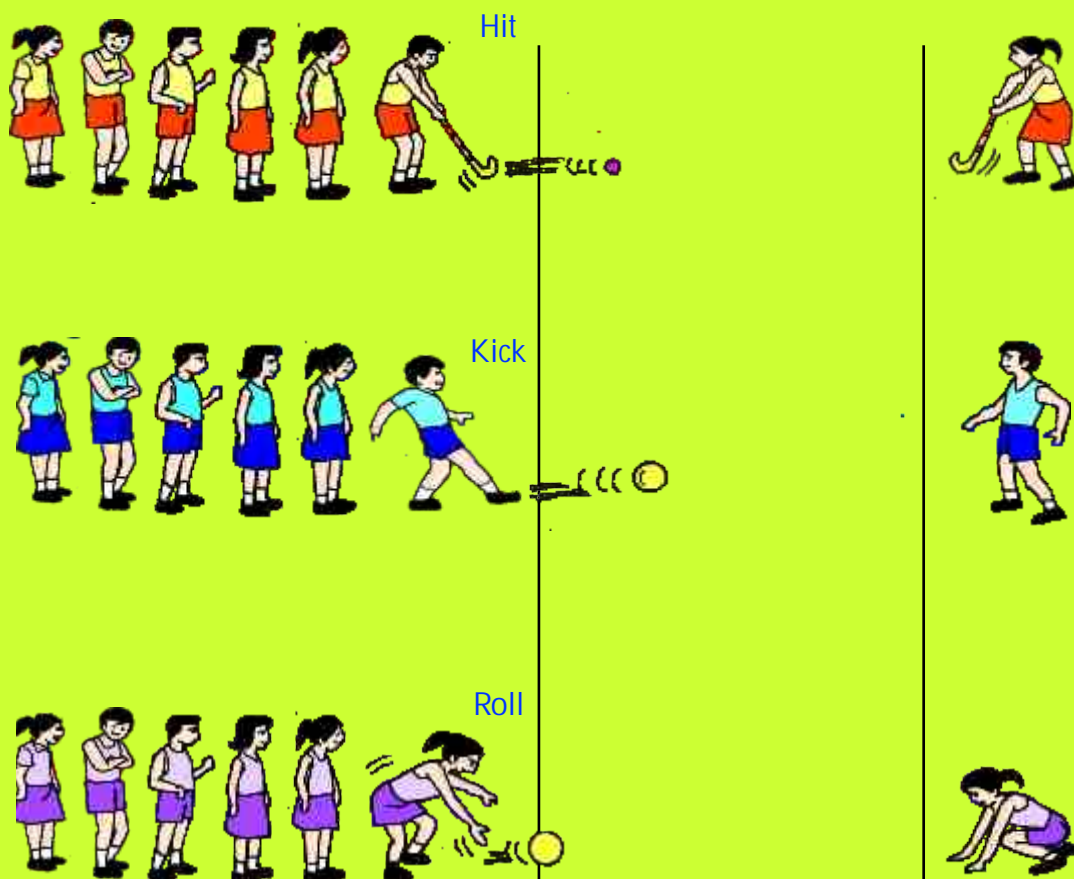
Curriculum links

- Linked to the learning objective no.6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I throw and catch the ball to play this game effectively?

Self assessment

- Did I watch the ball all the time so I was ready to move out of its path?
- How long did I manage to stay in the middle of the circle before I got hit?

Hitting and kicking



Use these activities to:

- improve accuracy of kicking and hitting skills
- improve strength and power
- improve coordination of hand-eye and feet-eye movements to bring about effective outcomes
- determine the most effective way to kick and hit a ball.

How to play

In teams

- From the start line each member of the team takes it in turns to either hit, roll or kick the ball.
- The collector stops the ball and returns it to the next player.
- Change the player who is the collector of the ball.

Variations

- Increase the distance.
- Play as a competition: all members of the team have a go. First team to finish wins.

Equipment

- Balls for kicking, small balls, hockey sticks, rackets.
- Lime powder or markers.

Safety measures

- Keep alert and watch out for others.
- Move quickly once you have passed the ball.

Links to other subjects

Environmental studies: creepy crawlies and flies

- At the start of each turn the child will take a slip of paper on which is written the name of an insect. If the insect is a 'crawler' (e.g. ant) the child will hit the ball, if a 'flyer' (e.g. fly) the child will kick the ball and if a 'creeper' (e.g. earthworm) the child will roll the ball.

Mathematics: measurement

- When a player hits, kicks or rolls the ball from the start line the collector will stand at the point where the ball stopped moving. The pair will estimate the distance the ball has covered and measure the distance using standard units of length.

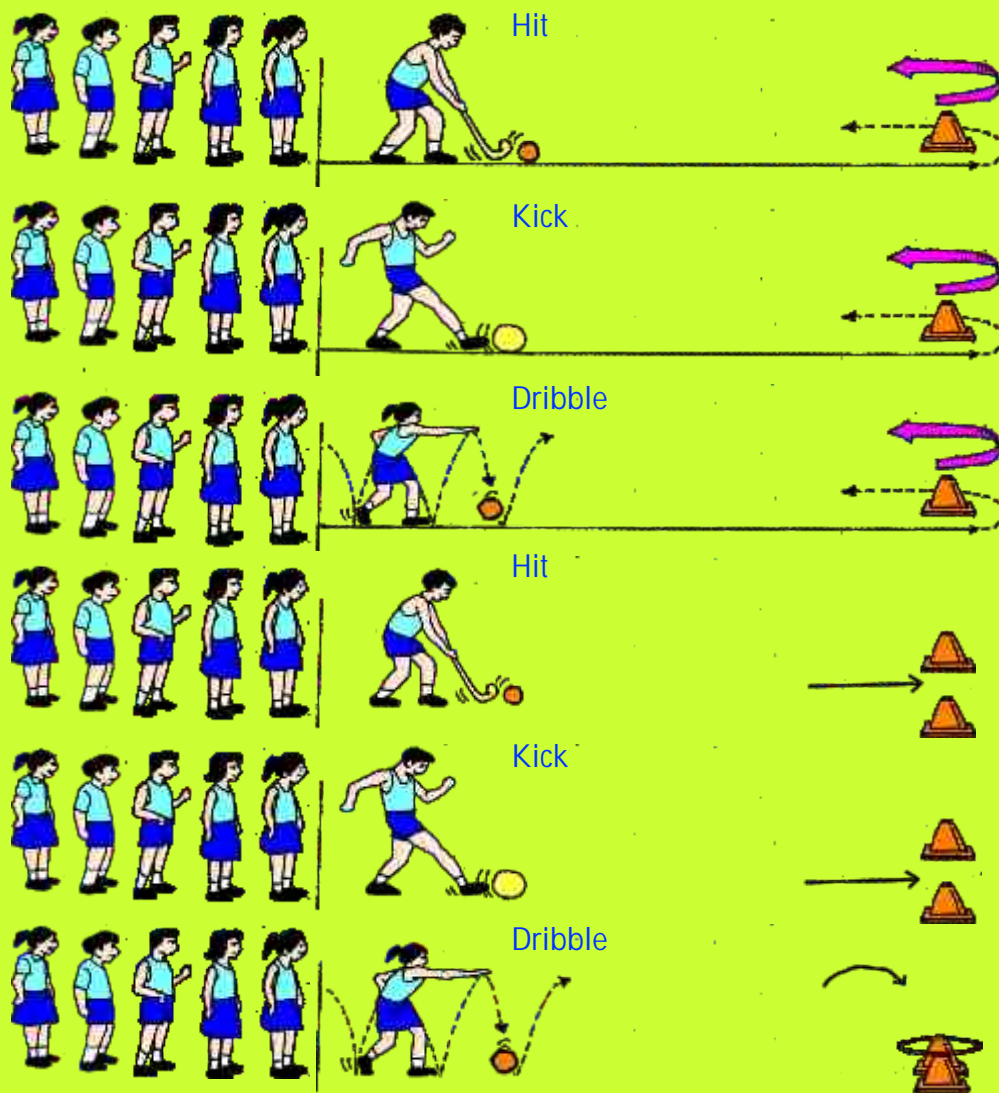
Curriculum links

- Linked to the learning objective nos.4 and 6 in the CBSE School Health Manual and the Theme on Safety and Security in the NCERT Syllabus: What can I do to keep myself and others safe when playing games?

Self assessment

- What actions am I best at and why? Which ones am I not very good at and why?

Scoring goals



Use these activities to:

- move a ball from one end of the playing area to the other
- keep close to a ball when dribbling
- learn where to position oneself to score goals
- combine different movements and actions together.

Activities

- Individually, move a ball from one end of the playing area to the other by dribbling a ball using hockey sticks, kicking skills and bouncing a ball. (1)

Add a goal (2)

- Dribble a ball to score a goal using:
 - a stick: hit between two markers
 - feet: kick between two markers
 - a ball, bouncing it downwards: hit a cone placed inside a hoop.

Variations

- Decrease the size of the goal.
- Increase the distance to the goals.
- Kick and dribble different sized balls.

Equipment

- Lime powder or markers to mark play areas.
- Hockey sticks.
- Small balls and balls for bouncing and kicking.
- Markers, cones and hoops.

Safety measures

- Stay in playing zones.
- Be careful when retrieving balls that stray into other playing areas.

Links to other subjects

English: nouns, verbs, adjectives

- Place three boxes/hoops at the goal end identified for nouns, verbs and adjectives. At the start line place a box of all kinds of mixed words. Each player picks up a word from the box at the start line. After a goal has been scored the player places the word in the correct box. The winning team is the team with the most words in the correct boxes/hoops.

Environmental studies: animals

- Place a box/hoop at the goal end containing answers to a range of questions. For example, what animals eat, where they live, how many legs? The teacher says the name of an animal. Having scored a goal the child has to find the correct answer to the question about the animal. The team with the most correct answers wins the game.

Curriculum links

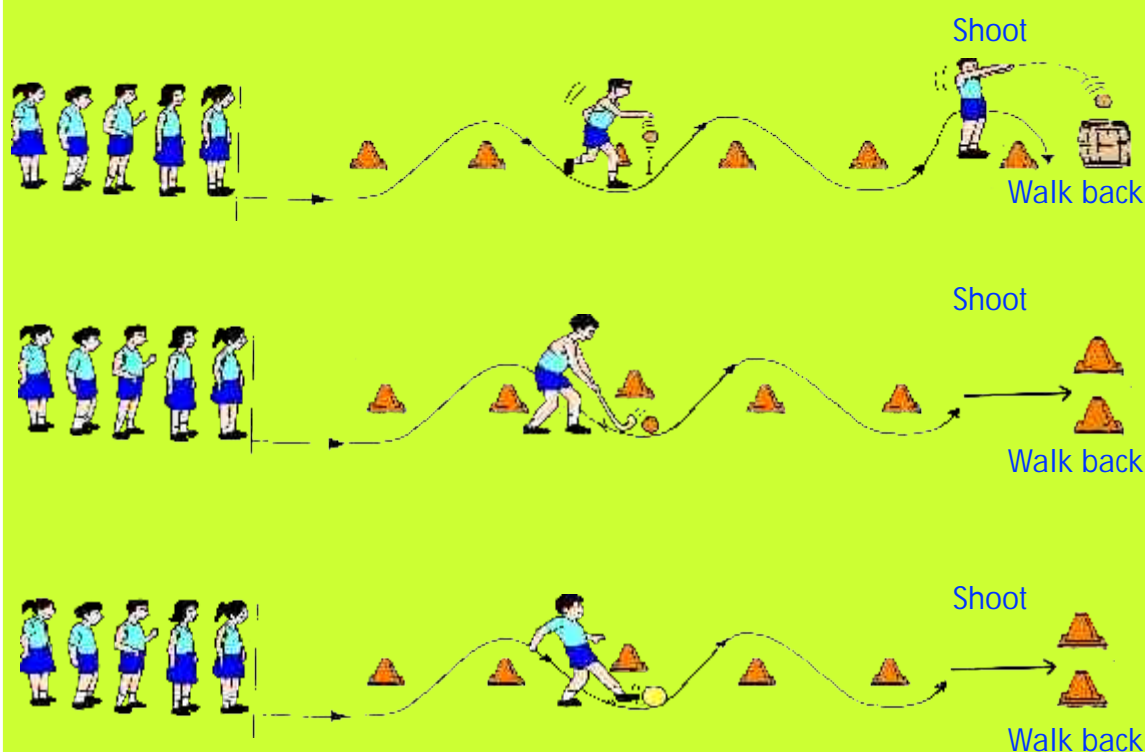
- Linked to the learning objective no.2 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

Self assessment

- How well was I able to control the ball and score goals? What do I need to practise to get even better?

Agility, Balance, Coordination

Dribble and shoot



Use these activities to:

- move a ball from one end of the playing area to the other
- keep close to a ball when dribbling
- learn where to position oneself to score goals
- keep an object under control while moving in a zigzag pathway.

How to play

- Dribble the ball in and out of the markers to score a goal.
- Use:
 - hockey sticks
 - kicking skills
 - bouncing a ball downwards (as in basketball).

Variations

- Decrease the distance between markers to make manoeuvring more difficult.
- Decrease the size of the goal.

Equipment

- Lime powder or markers to mark play areas.
- Hockey sticks.
- Small balls and balls for bouncing and kicking.
- Markers, cones and hoops.

Safety measures

- Stay in playing zones.
- Be careful when retrieving balls that stray into other playing areas.

Links to other subjects

English: telling stories

- Select a picture story. Cut it into separate pictures. Put these at the goal end. Each time a goal is scored the child takes one of the pictures. As a team they assemble the pictures to form the story. The winning team is the first team to order the story correctly. At the end of the lesson the children can tell the story.

Environmental studies: mailing a letter

- Place a box/hoop at the goal end containing flash cards of all the stages of mailing a letter. Having scored a goal the child collects one of these flash cards. When everyone has had a turn the group correctly order the stages of mailing a letter. The winning team is the first to do this correctly.

Curriculum links

- Linked to the learning objective no.2 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

Self assessment

- How well was I able to control the ball while moving in and out of the markers? What do I need to practise to get even better?

PEC INDIA Agility, Balance, Coordination

Passing and shooting



Use these activities to:

- move into a space to receive a pass
- work together to get from one end of the playing area to the other
- pass the ball in front of the player receiving the ball
- pass accurately.

Activities

In groups

- With a partner get a ball from one end of the playing area to the other by:
 - throwing and catching (try not to move when holding the ball) (1)
 - hitting with a stick (2)
 - kicking with feet (3)
 - bouncing and passing (two bounces and pass the ball).

Add a goal (4)

With a partner:

- Pass and move to score a goal using:
 - throwing and catching: bounce the ball into a hoop
 - hitting with a stick: hit between two markers
 - kicking with feet: kick between two markers
 - bouncing and passing: hit a cone placed inside a hoop.

Variations

- Decrease the size of the goals or targets.
- Play the games in three's.

Equipment

- Lime powder or markers to mark play areas.
- Ball for throwing, catching, bouncing, kicking and hitting.
- Hockey sticks.

Safety measures

- Stay in playing zones.
- Be careful when retrieving balls that stray into other playing areas.

Links to other subjects

English: sentence framing using language items

- Each pair is given the first word of a sentence. The child who passes the ball must add a word to the sentence. The sentence must be completed before an attempt at scoring. No word can be repeated in the sentence.

Mathematics: multiplication

- Each pair is given a number between 2 and 5. The first child to pass the ball begins reciting that table. For example if the number 2 is given the first child who passes the ball says $2 \times 1 = 2$, the next child $2 \times 2 = 4$ until the multiplication table is complete or the players reach the other end of the playing area.

Curriculum links

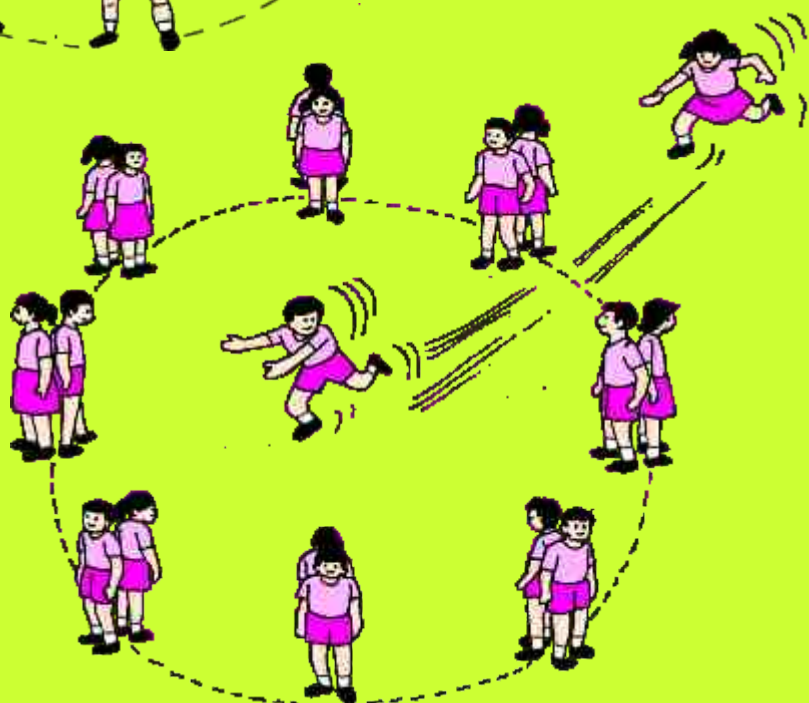
- Linked to the learning objective nos.2 and 6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I throw and catch while moving and dribble and pass a ball while moving?

Self assessment

- Which activity am I best at and why?

Agility, Balance, Coordination

Standing Kho



Use these activities to:

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

How to play

- All players stand in circle in pairs back to back, except two players who act as runner and chaser.
- The chaser chases the runner in and out of the circle. If the runner stands in front or behind any of the pair the same/front player will become the runner. If the chaser catches the runner, the runner will become the chaser and the chaser the runner. Play for 5 minutes.
- Chasing area is around or within the circle only.

Variations

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

Equipment

- Lime powder or markers.

Safety measures

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

Links to other subjects

Environmental studies: games we play

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

Mathematics: mental arithmetic

- When the runner stands in front of a child they say a two digit number. The child must double the digit mentally and give the answer before starting to run.

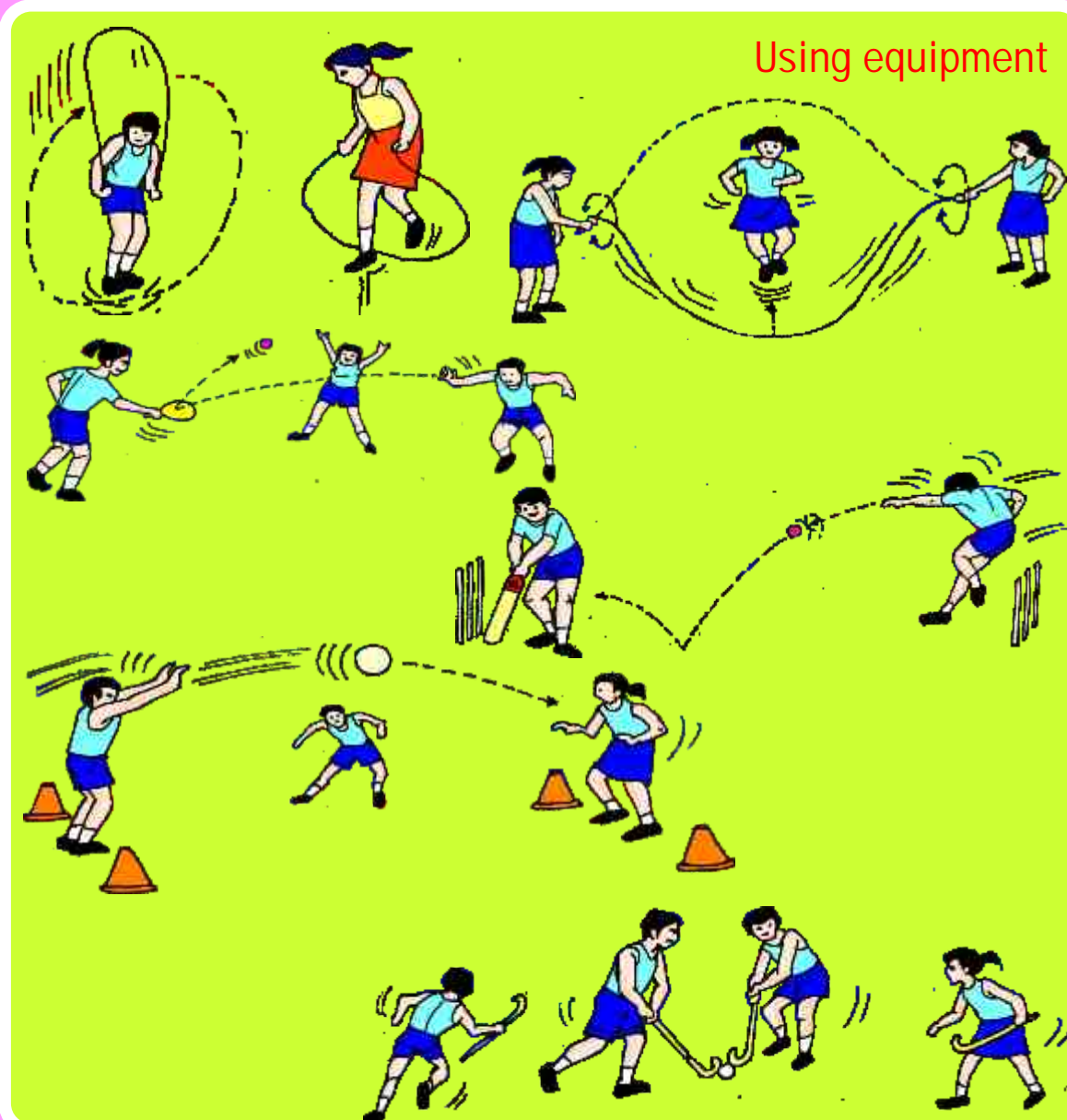
Curriculum links

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

Self assessment

- Do I understand the game? Can I explain it to a friend?

Agility, Balance, Coordination



Use these activities to:

- allow children to practise skills they want to improve
- let them play their own games/activities
- improve skills of agility, balance and coordination
- develop neuro-muscular coordination.

Activities

In groups

- Give children the opportunity of using the equipment to practise, create and play their own games and activities.

Variations

- Play individually and with others.

Equipment

- Lime powder or markers to create playing area and goals.
- Hoops and cones for targets.
- Balls for throwing and catching, bouncing, kicking and striking.
- Hockey sticks, tennis rackets, bats.
- Skipping ropes.

Safety measures

- Keep within playing areas.
- Be careful when retrieving stray balls.
- Use soft, light balls.

Links to other subjects

English: to use appropriate spoken and written language in meaningful contexts

- Children describe the games they are playing. Use correct sentence structure and relevant language.

Mathematics: data handling

- Ask the children to play their game with somebody else and to think of a scoring system for their game. Record scores using tally marks.

Curriculum links

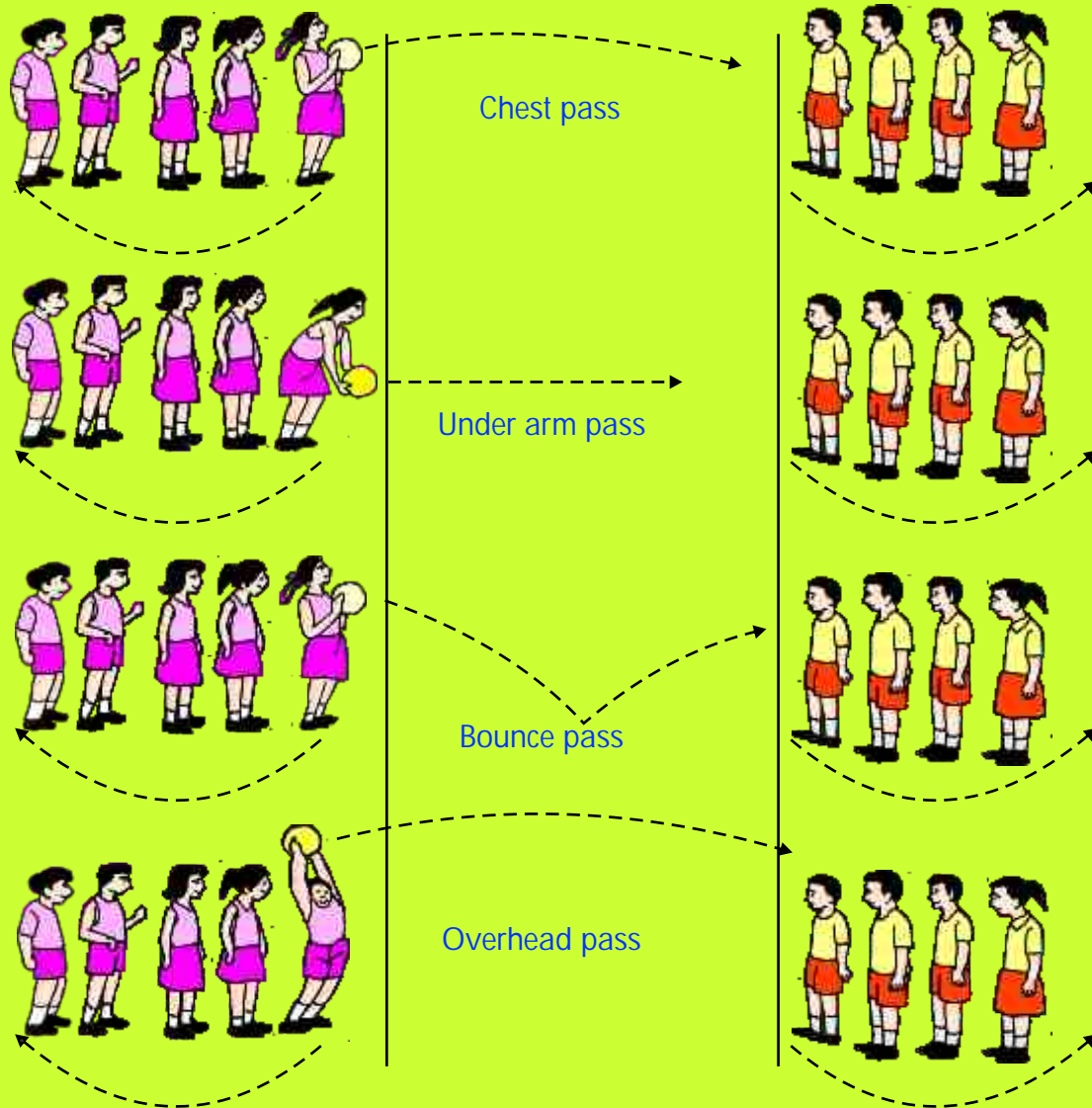
- Linked to the learning objective nos.3 and 6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

Self assessment

- What did I practise? Did I get better?

PEC INDIA Agility, Balance, Coordination

Throwing and catching



Use these activities to:

- develop eye, hand coordination
- develop strength
- anticipate the speed and path of the thrown object
- chest pass, underarm throw, overhead throw and bounce pass.

Activities

In groups

- An equal number of players stand on one line, and an equal number face them on the other line:
 - chest pass to next player
 - underarm throw to next player
 - bounce pass to next player
 - overhead pass to next player.

Variations

- Increase the distance between the two sets of players.
- Use different sized balls, bean bags and rings.

Equipment

- Variety of balls and equipment for throwing and catching.
- Lime powder or markers.

Safety measures

- Keep alert and watch out for others.
- Move quickly once you have passed the ball.

Links to other subjects

English: appreciate the rhythm of rhyming words

- Before throwing the ball the first child says a word, the next child has to say a rhyming word (beat, meat etc). Continue until the ball is dropped or the children run out of ideas.

Mathematics: multiplication

- Count the number of times the ball is caught before it is dropped. As a group recite the table for that particular number. E.g. if the ball is successfully caught 4 times the group recite the 4 x table.

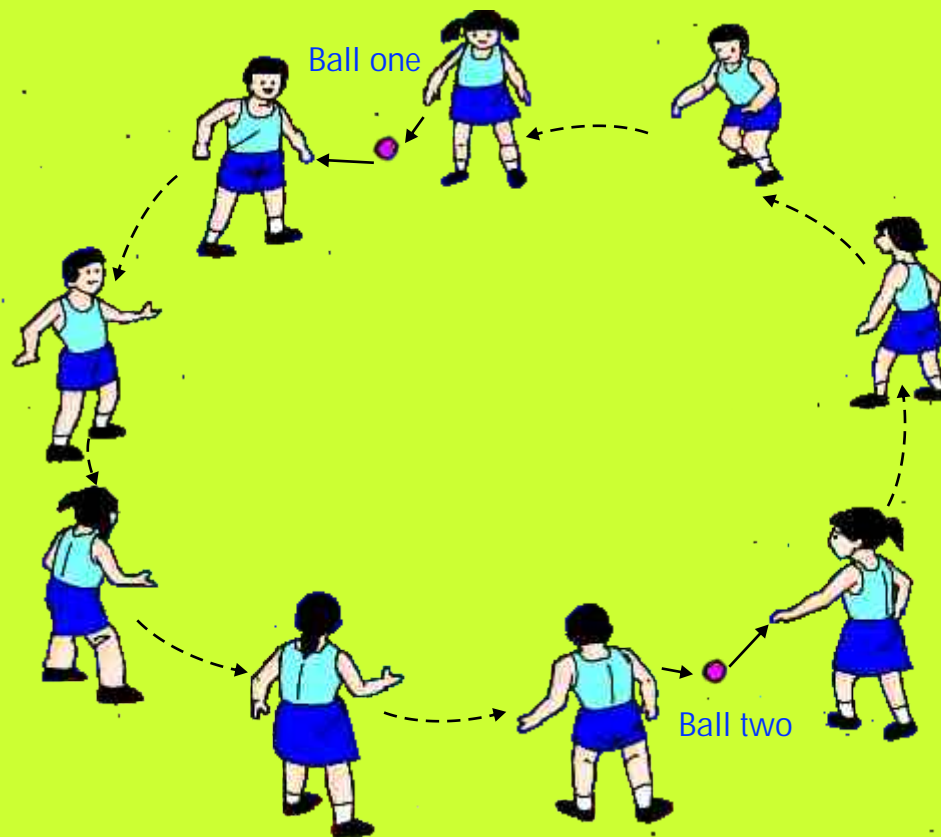
Curriculum links

- Linked to the learning objective no.6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How can I toss a ball or object?

Self assessment

- Which throw(s) do I need to practise?

Catch up



Use these activities to:

- develop eye, hand coordination
- anticipate the speed and path of the thrown object
- be ready to catch the ball,
- chest pass, underarm throw, overhead throw and bounce pass.

How to play

In groups

- Players stand in a circle. Use two balls. Throw and catch the balls around the circle. Try to pass the ball quickly so that the second ball catches the first.

Variations

- Increase the distance between players.
- Use different sized balls, bean bags and rings.
- Use different passes: chest pass, underarm throw, bounce pass and overhead pass.

Equipment

- Variety of balls and equipment for throwing and catching.

Safety measures

- Keep alert and watch out for the ball.
- Throw the ball carefully and accurately.
- Initially use soft balls.

Links to other subjects

English: nouns, pronouns; sentence construction using language in a meaningful context

- Use two differently coloured balls e.g. red and blue. When players catch the red ball they must say any noun; the blue ball any pronoun. When the second ball has caught the first the children use both the noun and pronoun to frame a correctly spoken sentence.

Mathematics: mental arithmetic

- Count the number of passes of the first and second ball before they are together. Use these two numbers to carry out simple mental arithmetic: e.g. subtract the first number from the second.

Curriculum links

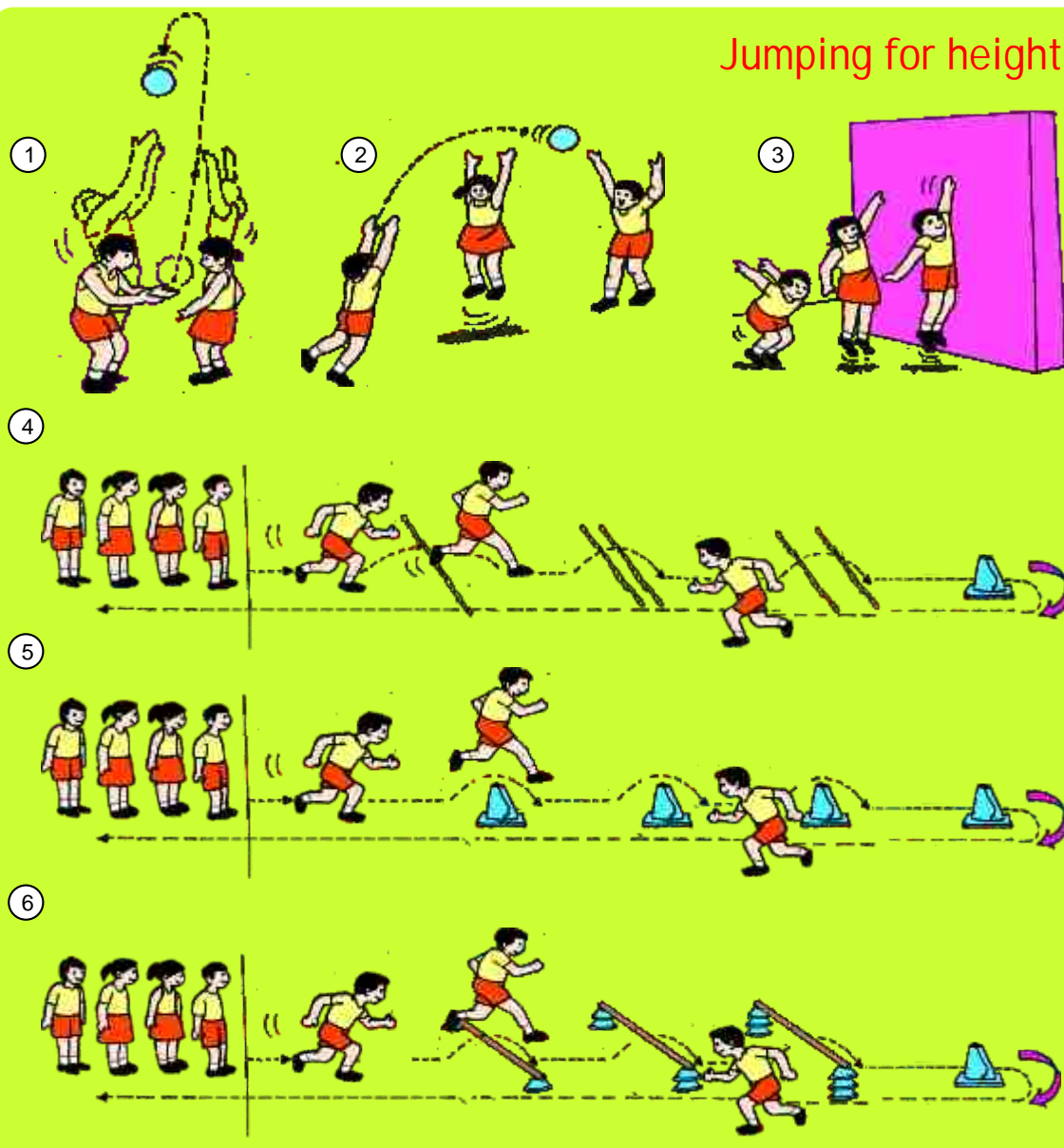
- Linked to the learning objective no.6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How can I toss a ball or object?

Self assessment

- Which throw(s) do I need to practise?

Agility, Balance, Coordination

Jumping for height



Use these activities to:

- jump upwards for height
- jump over different objects
- land safely
- jump to catch an object

Activities

In groups

- In two's, jump to catch a ball or other object that is thrown high.(1)
- Play 2 against 1. Player in the middle jumps to intercept the ball. (2)
- Jump upwards, How far can you reach? (3)
- Run and jump over ropes placed on the ground.(4)
- Run and jump over cones.(5)
- Run and jump over low hurdles.(6)

Variations

- Make the activities competitive. How high can you reach, how quickly can you jump over the cones?

Equipment

- Different sized balls or other objects for throwing and catching.
- Ropes and cones.
- Marker and measuring tape to measure height of upward jumps.

Safety Measures

- Bend knees when landing.
- Keep spaced out.

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 metre ruler to measure the height jumped upwards and compare with other group members.

Curriculum links

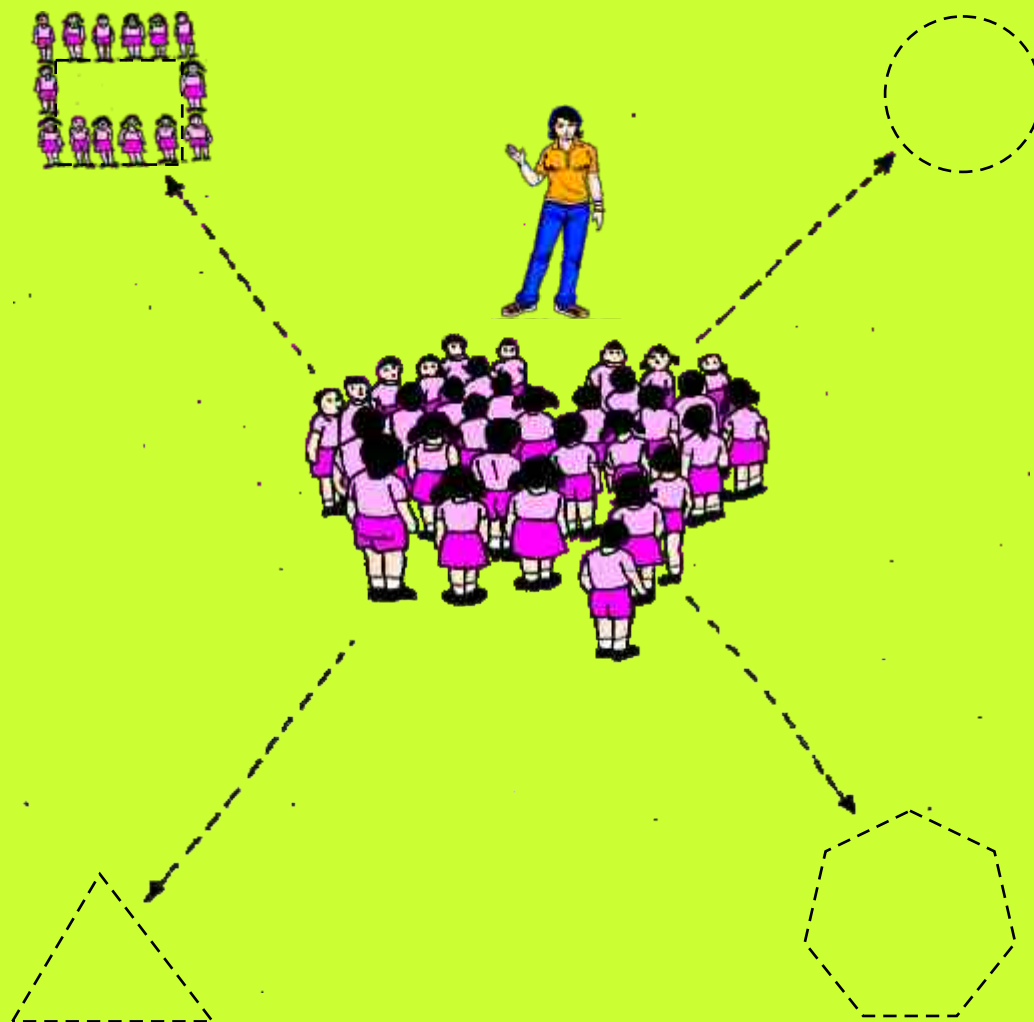
- Linked to the learning objective no. 7 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

Self assessment

- How high can I jump?
- Can I combine running and jumping in a continuous, smooth action?

Agility, Balance, Coordination

Making shapes



Use these activities to:

- improve the skills of running, jumping and hopping
- work with others
- have fun
- identify and make different shapes.

Activities

Class activity

- Divide the class into teams of about twelve players. Give each team a 'home' corner or base. To begin the game all players stand in the middle of the playing area an equal distance from their home bases. The teacher shows the group a picture of a shape. The team must run back to their home corner and make the shape by joining hands or in some other way. The winning team is the team that completes the shape first.

Variations

- Increase the distance over which children must run to return to their home corners.
- Use more complex shapes or figures.
- Give the name of the shape instead of showing it.
- Use jumping and hopping skills to return to home corners.

Equipment

- Lime powder or markers to show playing area and home bases.

Safety Measures

- Look out for others when running to home bases.
- Avoid pulling or tugging each other when making the shapes.

Links to other subjects

English: narrate experiences

- Once children have made the shape ask them to talk about how they did this. Provide some vocabulary if necessary. Encourage children to use correct tense forms.

Mathematics: geometry

- Ask the children to create shapes that they have been learning about in maths lessons.

Curriculum links

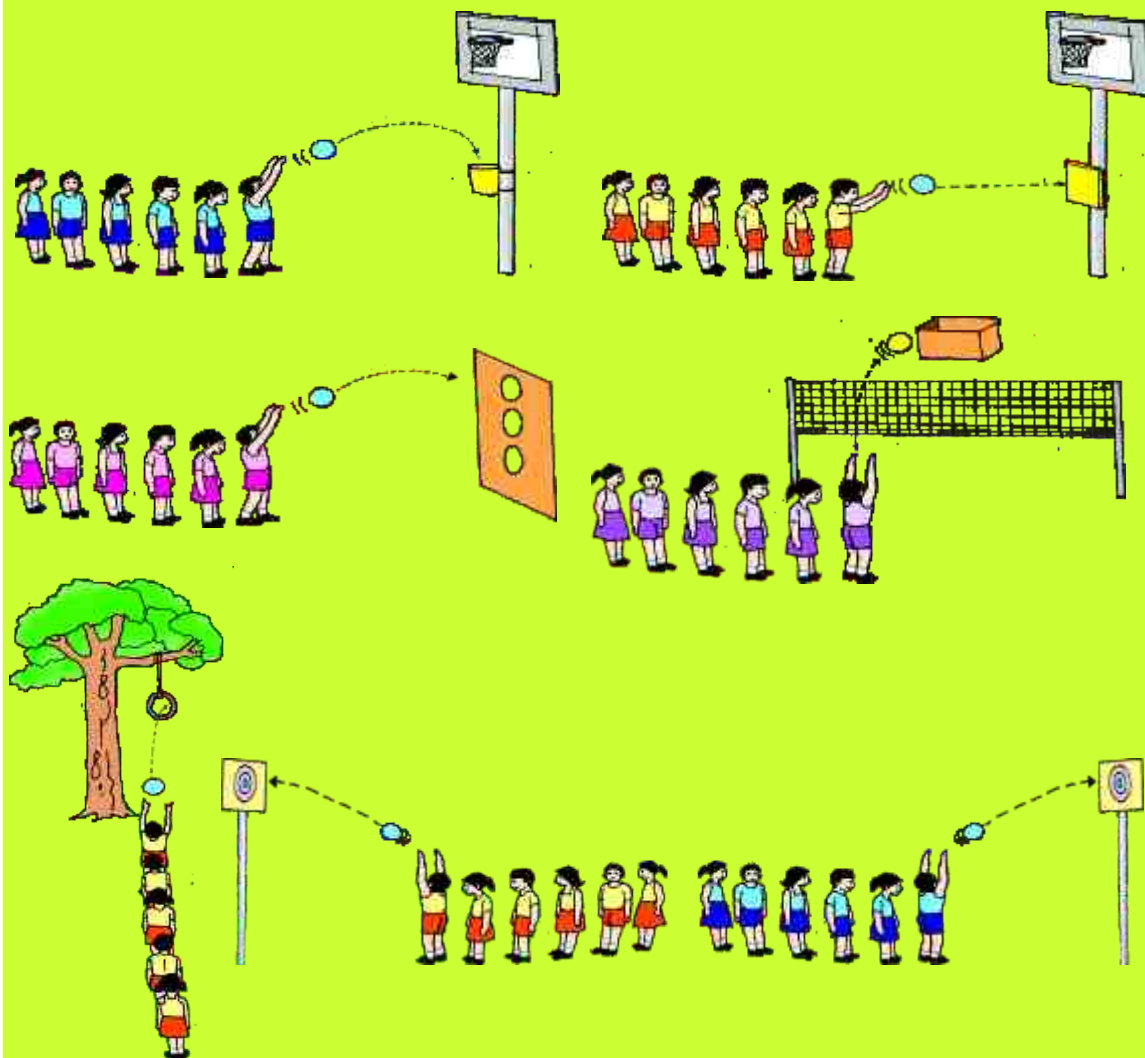
- Linked to the learning objective no. 1 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine various physical movements?

Self assessment

- How did I help my team? Was I able to identify the different shapes?

Agility, Balance, Coordination

Shooting and scoring goals



Use these activities to:

- shoot into higher goals and targets
- use one handed and two handed throwing actions
- jump and shoot with one or two hands
- dribble and shoot.

Activities

Class activity

- Score a goal by throwing a ball to hit the target.

Variations

- Use smaller balls.
- Reduce the size of the targets.
- Increase the height of the target.

Equipment

- Lime powder or markers to show throw lines.

Safety Measures

- Throw in the same direction.
- Be careful when collecting and chasing after balls.

Links to other subjects

English: common and proper nouns

- Divide the class into two equal groups. Use two targets. In the middle of the two groups place a range of proper and common nouns. Each child takes it in turns to pick a card. Depending on whether the word is a common or proper noun the child shoots into the respective basket or at the correct target. Score one point if a goal is scored into the correct basket/target. The winning team is the team with the highest score.

Mathematics: numbers

- In teams keep a count of the total number of attempts made at hitting the targets. Keep a separate count of the number of successful attempts. Use these two figures to undertake simple addition and subtraction calculations.

Curriculum links

- Linked to the learning objective no. 6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I throw the ball high to score a goal?

Self assessment

- How successful was I at scoring goals and hitting the targets?

Use these activities to:

- develop running, dodging and fleeing skills
- change direction
- explain the direction used in Kho Kho
- respond quickly to commands.

How to play

Crows and cranes (1)

- Children stand in two lines facing each other about 2 metre apart. One line is named 'crows', the other 'cranes'. The teacher calls out one of the names. If 'crows' is called the line of children must turn and run to touch the line behind them with the cranes chasing. If a player is tagged before reaching the line the player changes sides.

Bird catcher (2)

- 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.

Variations

- Use other names for teams: 'cats' and 'cattle', 'rats' and 'rabbits', 'rams' and 'ravens'.
- Use different formations.

Equipment

- Lime powder or markers to define the playing areas.

Safety Measures

- Keep alert and watch out for others when chasing and running.

Links to other subjects

English: adjectives

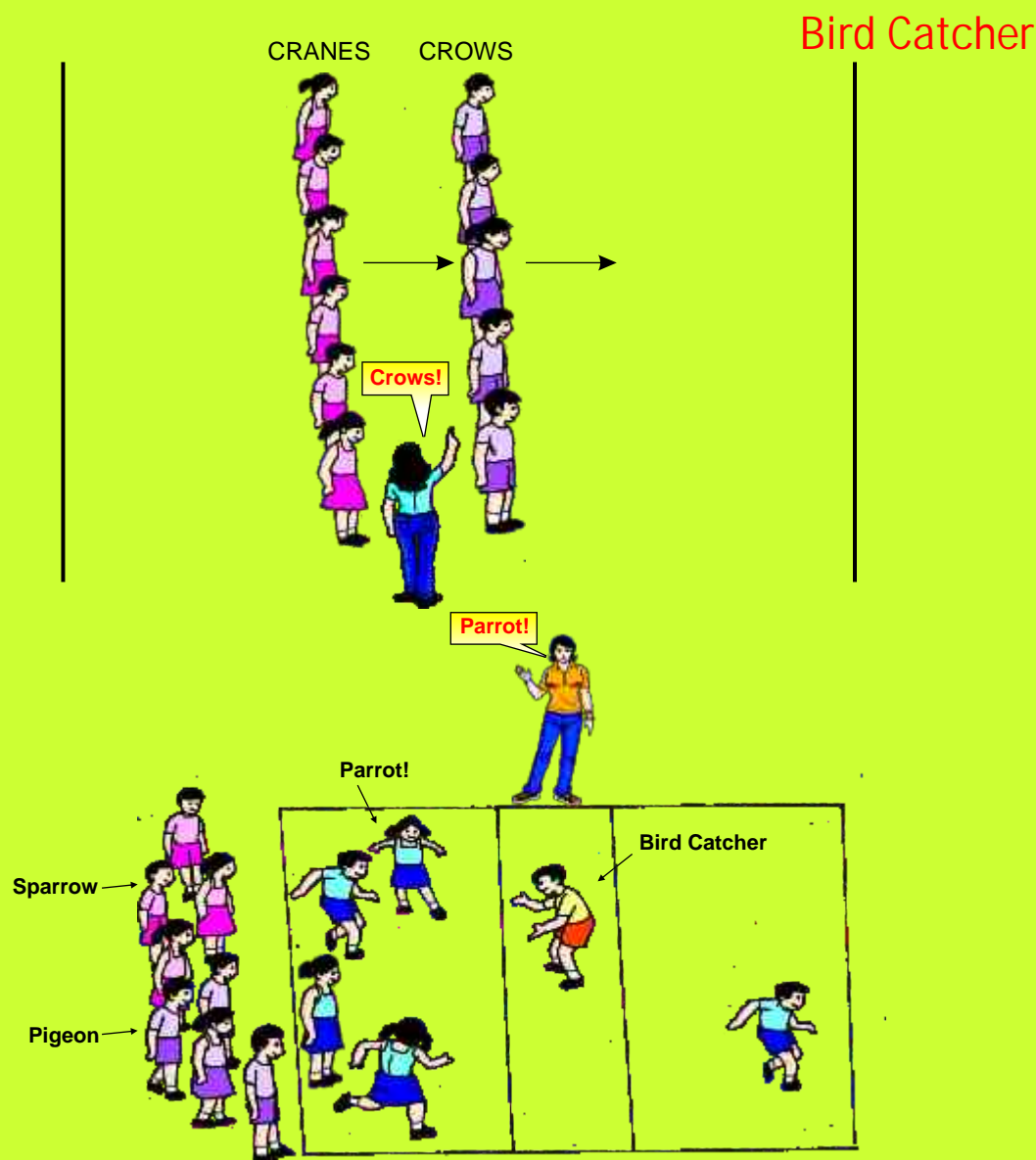
- Make a range of adjective cards. Ask the children to identify the adjectives that best describe the birds/animals. Make sentences using these adjectives. For example, 'two of the green parrots were caught'.

Mathematics: data handling

- Collect data using tally marks to show how many team members were caught or successful. Display this information using pictographs.

Self assessment

- How good are my dodging, running and fleeing skills? Did I get caught?

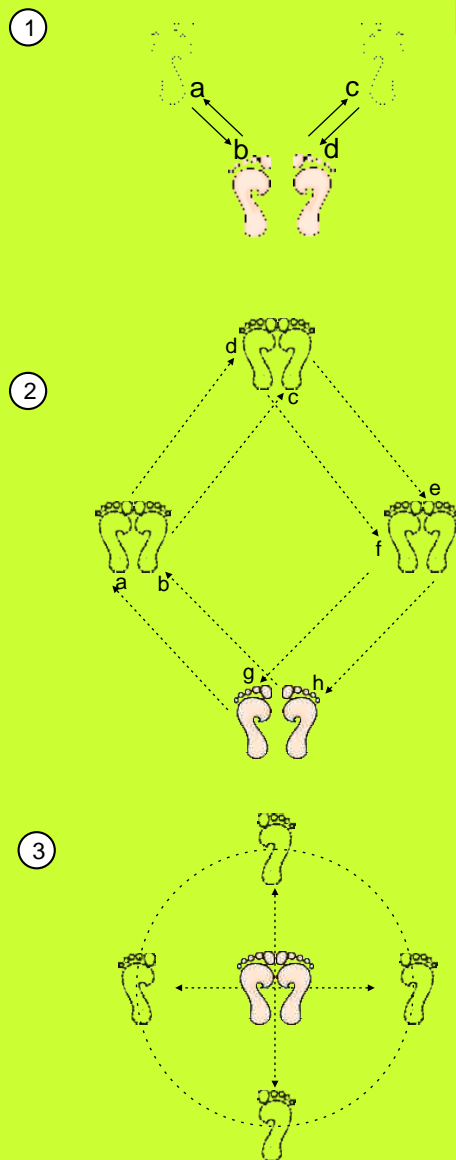


Curriculum links

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

Agility, Balance, Coordination

Rhythmic activities



Use these activities to:

- improve neuro-muscular coordination
- improve flexibility
- move to a beat and count the beat
- coordinate different stepping patterns.

Activities

Class activities

- V-step (4): begin with feet together. Step out diagonally with right foot. Step out diagonally with left foot. Rhythmically step back diagonally with one foot at a time to return back to original position.
- Diamond-step (3): begin with feet together. Step out diagonally with one foot at a time. Move forward and join one foot at a time to join them and make a diamond movement.
- Clock step: step out rhythmically in a forward direction with right foot. At the same time use a wave like arm movement in the 12 o'clock position. Step out in the 9 o'clock, 6 o'clock and 3 o'clock positions to complete the full circle. Repeat with left foot.

Variations

- Master these basic moves from both sides (right and left).
- Change the music intensity and style.
- Use claps/ribbons.

Equipment

- Music.

Safety measures

- Perform these actions on a non slippery floor surface.

Links to other subjects

English: take part in group activities

- Ask the children to work in groups to create simple stepping patterns. Perform these to an audience.

Mathematics: patterns

- Individually, in pairs and groups combine stepping actions to create simple geometrical shapes. Use ribbons or string to show the patterns that emerge.

Curriculum links

- Linked to the learning objective no. 13 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How do I combine steps to make different patterns?

Self assessment

- Can I perform these steps and keep to the beat of the music?
- Can I create my own simple geometric shapes?