

Athletics

Use these activities to:

- improve speed and power
- improve running, jumping and throwing techniques
- take part in simple races.

Activities

In groups

Jumping: Standing broad jump (1)

- Stand behind the start line with feet together. Keep feet together and jump forwards as far as possible. Walk back to get ready for next attempt.

Compass run (2)

- Begin at cone 1. Run to cone 5, then to cone 2 and back to cone 5, then to cone 3 and back to cone 5, then to cone 4 and back to cone 5 and back to cone 1. Each cone must be touched.

Slalom run (3)

- From the start line run in and out of all the cones back to the start line.

Hurdles (4)

- From the start line, run and jump over the four low hurdles (cone height).

Throwing: shot, discus and/or javelin (5)

- From the start line throw the object as far as you can.

Variations

- Children can measure, keep time and record results for themselves and each other.

Equipment

- Soft shot, discus, javelin.
- Lime powder or markers to mark tracks/playing areas.
- Cones for compass run.
- Hurdles/cones and/or ropes.

Safety measures

- When throwing, throw in the same direction.
- Be careful when collecting implements.

Links to other subjects

English: prepositions

- While children are involved in these activities ask them to frame sentences describing what is happening using prepositions: 'through', 'behind', 'besides', 'above', 'in front of'.

Mathematics: measurement

- Measure the distance of an object that is thrown in metres and convert the distance into centimetres.

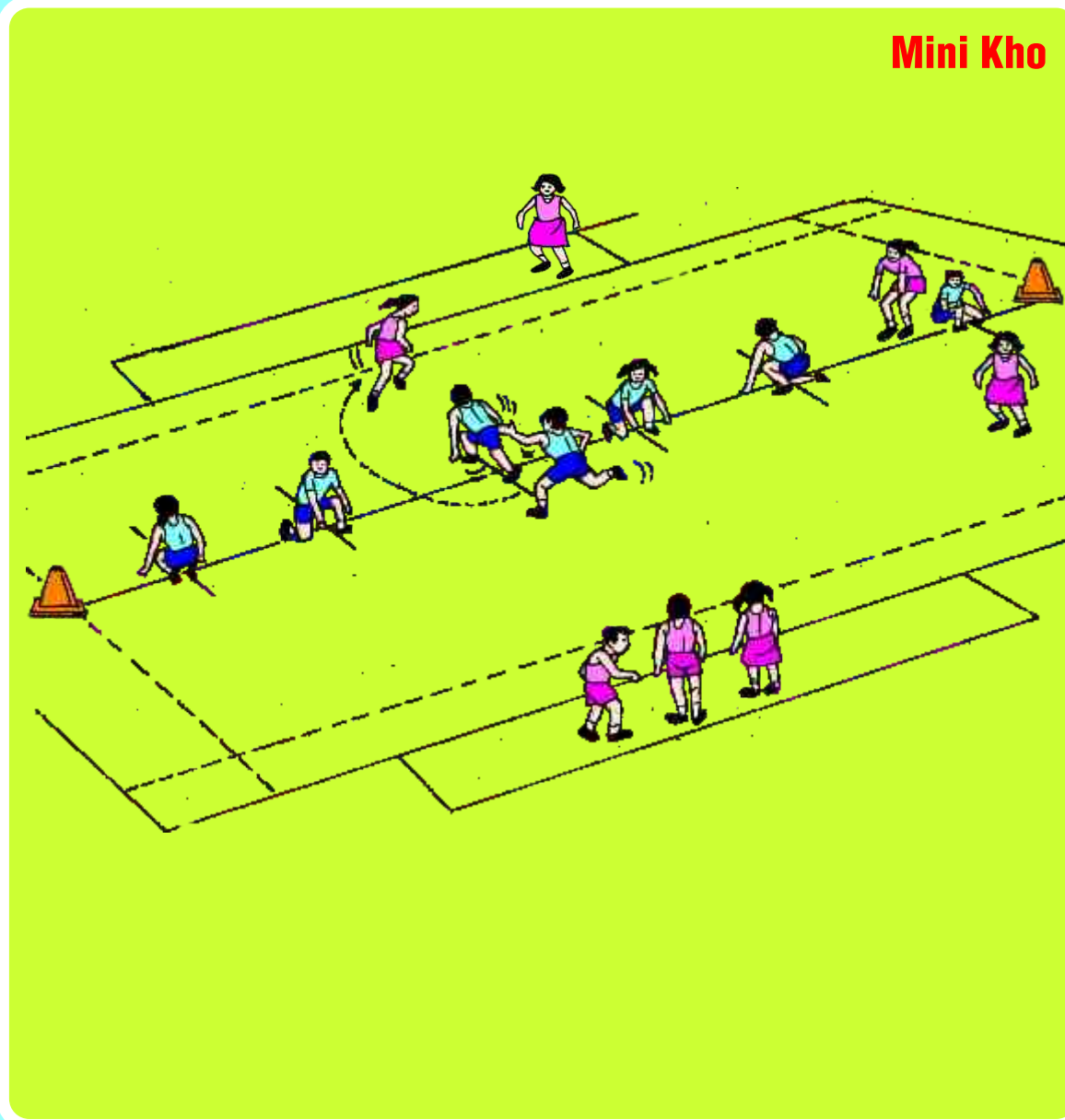
Curriculum links

- Linked to the learning objective nos. 8, 9 and 10 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How fast can I run? How far can I jump?

Self assessment

- Which athletic activity am I best at and why?

PEC INDIA Basic Games Skills



Mini Kho

Use these activities to:

- to understand the basic game of Kho Kho
- to sit in the square in a crouch position and get up from this position to avoid early Kho
- to run in the direction of the chaser
- single chain running.

How to play

- The group is divided into two equal teams. One group is the chasing group and the other group is the running group. Group the runners into threes outside the playing area. The active chaser starts running and gives Kho to the sitting chaser close to the runner or pole and takes the sitting position.
- Sitting chaser runs in the direction of the runner to try and touch the runner and deliver the Kho to the next sitting chaser and so on till the time is over or all the runners are caught out. After the team changes their positions to runner and chaser. The teams exchange roles, that is, the runners become chasers and chasers become runners.

Variations

- Increase the number of sitting squares.

Equipment

- Marker or pole.
- Lime powder to create playing areas.

Safety measures

- Non slippery playing surface.

Links to other subjects

English: narrate experiences and incidents

- Ask two or three children to provide a commentary on the game. Change the commentators frequently.

Mathematics: time

- What is the duration of the game? How long did it take for the team to be 'out'?

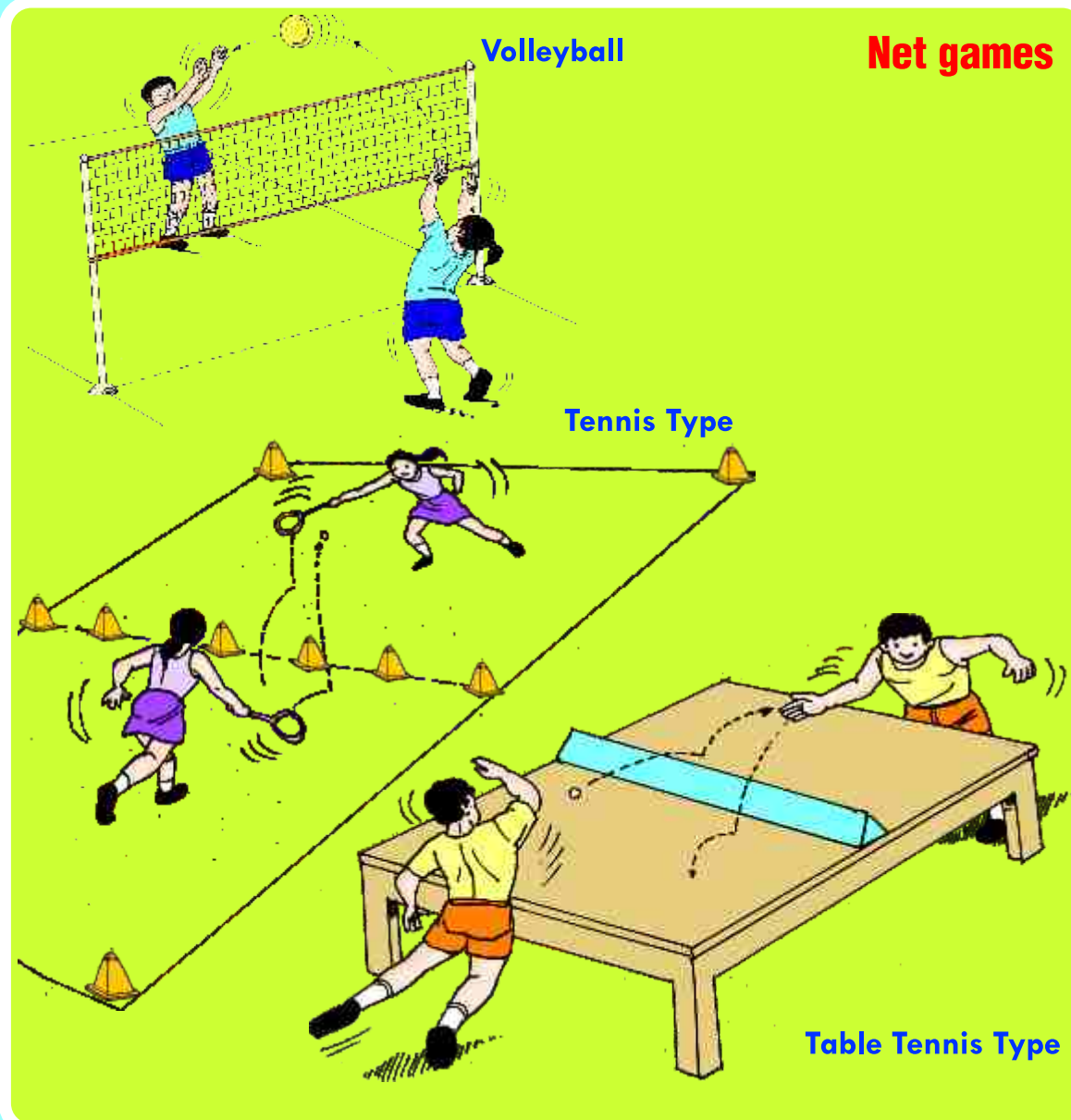
Curriculum links

- 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 move from a crouch or sitting position to running smoothly and efficiently?

Self assessment

- Do I understand the game and can I play it?

PEC INDIA Basic Games Skills



Net games

Use these activities to:

- learn net game skills
- send and receive a ball over a net
- catch a ball from a bounce
- learn a simple volleying action.

Activities

Volleyball

- One player throws the ball high to the player on the other side of the net or space.
- The player volleys it back to the feeder who catches it.

Tennis-type games

- One player feeds the ball to a player on the other side of the net or space.
- The player hits it back to the feeder who catches it off the bounce.

Table tennis-type games

- One player feeds the ball to a player on the other side of the table.
- The player hits it back to the feeder who catches it off the bounce.

Variations

Volleyball

- Instead of catching the ball the feeder uses a volleying action to return the ball.

Tennis

- Return the ball using a tennis racket or hand.

Table tennis

- Return the ball using a table tennis bat or hand.

Equipment

- Soft ball for volleyball.
- Tennis rackets and ball for tennis.
- Table tennis tables, bats and balls.
- Lime powder or markers.

Safety measures

- Keep well spaced.
- Be careful when retrieving loose balls.

Links to other subjects

English: to enrich learners' vocabulary

- The first player to throws the ball says a word. The receiver says its antonym. Synonyms can be used in a different game.

Mathematics: mental arithmetic

- The first player throws the ball and at the same time begins reciting a table (e.g. $12 \times 1 = 12$). The child who catches the ball continues to recite the table (e.g. $12 \times 2 = 24$). This can be repeated for different tables.

Curriculum links

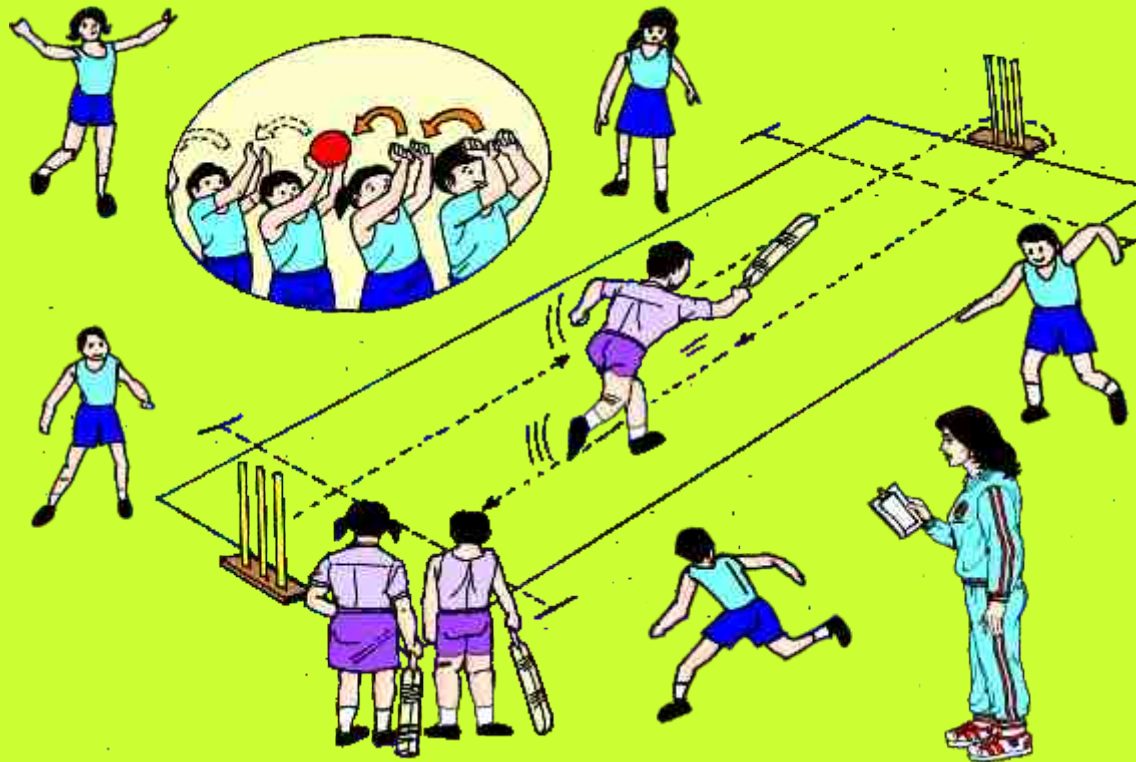
- Linked to the learning objective no. 5 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: Can I play with others?

Self assessment

- Are my throwing and catching skills good enough to play these games?

PEC INDIA Basic Games Skills

Quick Runs



Use these activities to:

- hit balls into space
- retrieve balls quickly
- have fun and play together
- get puffed out.

How to play

Two teams: one team fielding, one batting

- The batter hits the ball into the playing area and runs, holding the cricket bat, between the two sets of stumps. Once back, the next batter runs between the two sets of stumps, scoring two runs each time they return.
- Fielders retrieve the ball. All fielders line up behind the player who has the ball. The ball is passed over the heads of each of the fielders. Once the back player has the ball 'stop' is called.
- Count the number of runs scored by the batting team.
- The game continues until all batsmen have had a go at hitting the ball.
- Change roles.

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

Variations

- Fielders pass the ball through their legs (tunnel ball).

Equipment

- Two cricket bats and two sets of stumps or markers to indicate running area.
- Lime powder to mark crease area.
- Ball to hit.
- Tee.

Safety measures

- Batters must stay a safe distance from the stumps when the ball is being hit.
- Fielders must be aware of the batters when they are running and keep out of their way.

Links to other subjects

English: adjectives and adverbs, nouns and pronouns

- At one set of stumps place four boxes labelled 'nouns', 'pronouns', 'adjectives' and 'adverbs'. At the other set place a variety of words. When it is their turn the child picks one word, runs and places the word in the correct box, identifying it as either a noun, pronoun, adjective and adverb.

Environmental Studies: work and play

- Place cards with the names of helpers at one set of stumps and cards with the names of the tools they use at the other set of stumps. Players collect the name of a helper and match it to the tools they used.

Curriculum links

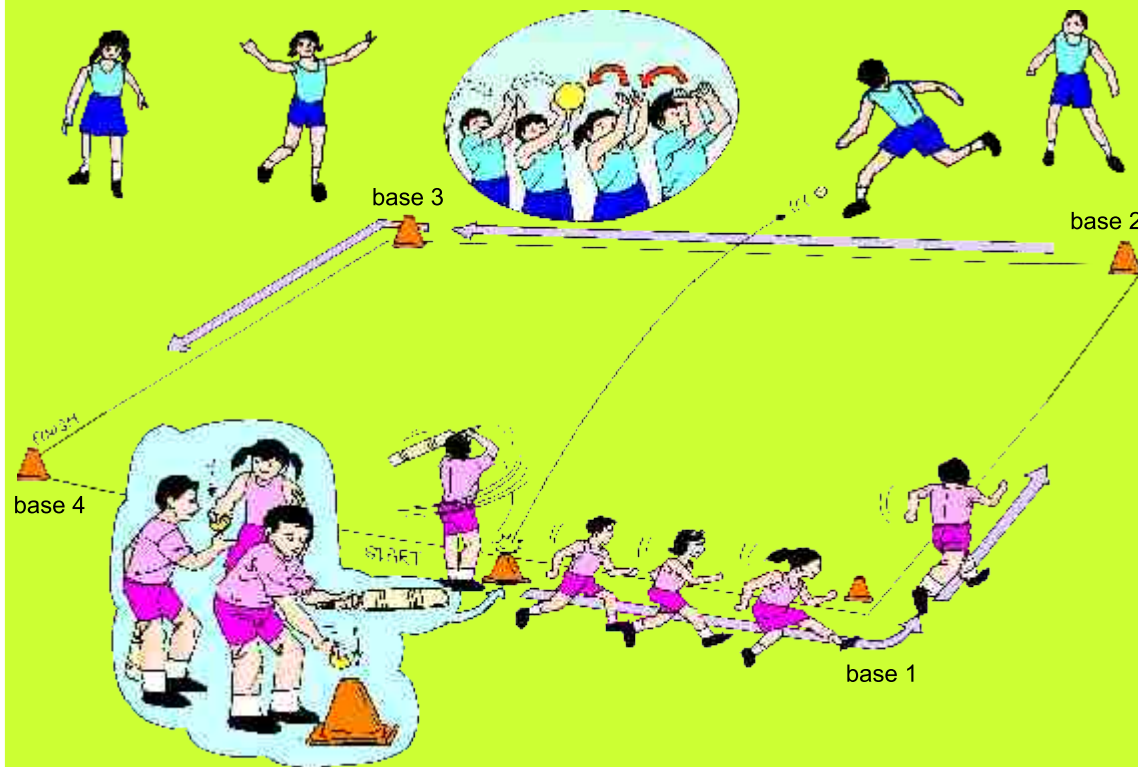
- Linked to the learning objective no. 19 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: How do I play with others?

Self assessment

- What did I do well when playing this game? What would I like to do better?

PEC INDIA Basic Games Skills

Arch Ball Chase



Use these activities to:

- run fast over short distances
- get puffed out and play together
- keep in position in a line
- hit a ball from a tee.

How to play

Two teams: one team fielding, one batting

- The batter throws or hits a ball into the playing field (drop feed, or hit off tee) and runs round all four bases. All the batters follow running in a line around all the bases.
- The fielders retrieve the ball. All fielders line up behind the player with the ball. The ball is passed over the heads of each of the fielders. Once the back player has ball 'stop' is called.
- If all the batters have passed base 1 they score 1 point; base 2, 2 points; base 3, 3 points and base 4, 5 points.
- The game continues until all batters have had a go at hitting the ball.

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

Variations

- Fielders pass the ball through their legs (tunnel ball).

Equipment

- Markers or cones to mark running area.
- Ball to throw or hit.
- Tee.

Safety measures

- Batters must stay in line: no overtaking.
- Fielders must be aware of the running team and keep out of their way.

Links to other subjects

English: use written language in meaningful contexts

- In small groups write the rules of this game and how to play it in such a way that others can understand and play it. Design a poster for the game and include the rules (during other class lessons e.g. art).

Mathematics: fractional numbers

- How many of the team were at or past a base when 'shout' was called? Answer as a fraction.

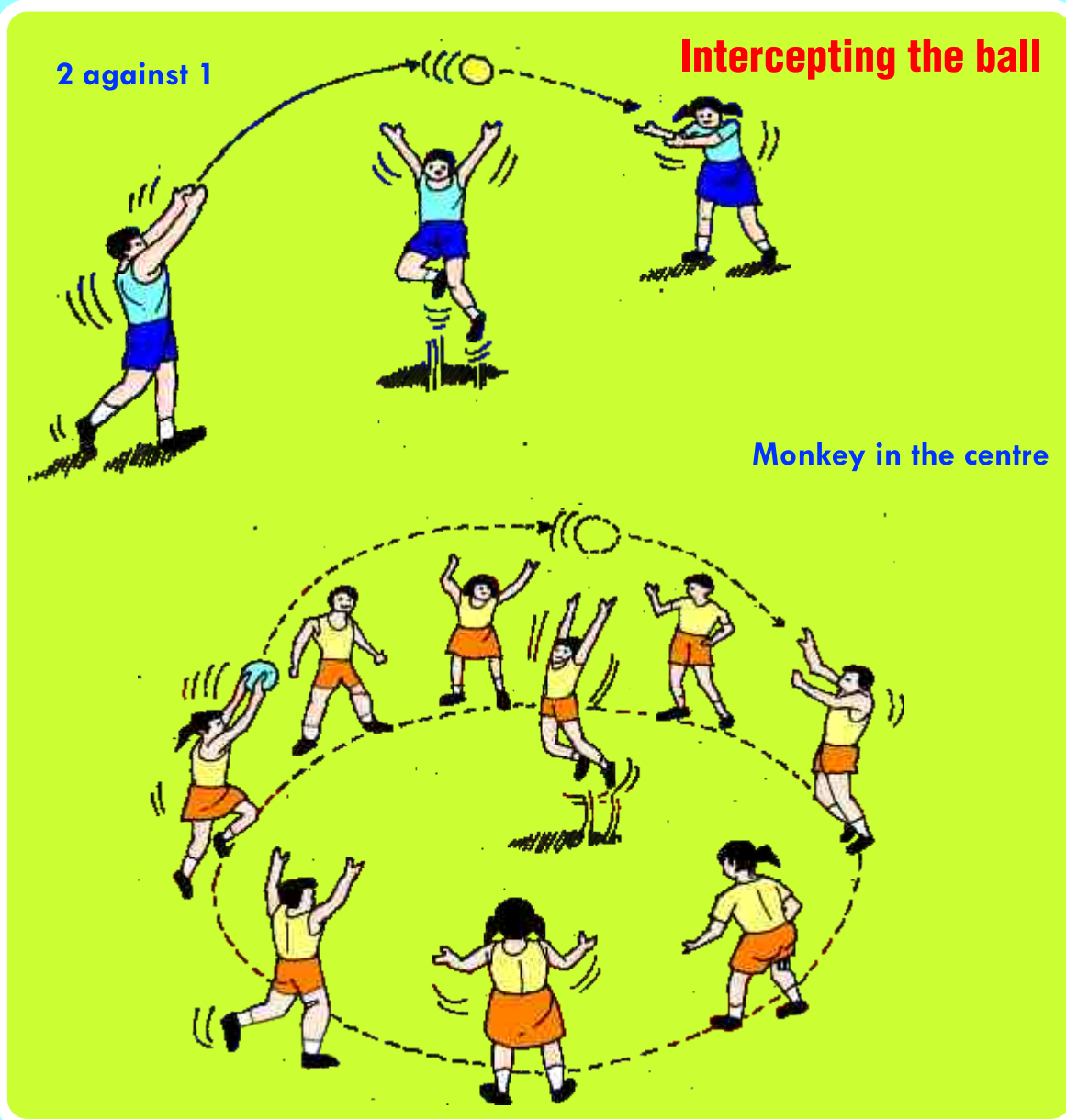
Curriculum links

- Linked to the learning objective no 6 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: How do I play with others?

Self assessment

- Did I have the stamina to keep going throughout the lesson?

PEC INDIA Basic Games Skills



Use these activities to:

- intercept a ball
- take the role of a defender
- improve throwing, catching and hitting skills
- anticipate the path of a ball and jump and move to intercept it.

Activities

2 against 1

- Groups of 3 with one ball between 3.
- Two players (attackers) work together to try and pass the ball between them. The player in the middle (defender) tries to intercept the passes. Play for a specified time (one minute). How many times does the defender intercept the ball?
- Use chest passes, bounce passes, one handed passes, overhead passes.

Monkey in the centre

- Players form a circle with 1 player in the middle.
- Ball is passed across the circle to each other.
- Player in the middle tries to intercept the pass.
- Play for a specified time. How many times does the defender intercept the ball?

Variations

- If the defender is successful in getting the ball they change position with the player who threw it.
- When playing circle intercept, increase the number of players in the centre.
- Use soft basketballs/volleyball and different sized balls.
- Use hockey sticks and balls or kicking skills.

Equipment

- Lime powder or markers.
- Mini basketballs, volleyballs, footballs.
- Hockey sticks and balls.

Safety measures

- Adequate space between players.
- Be careful when retrieving balls that stray into other playing areas.

Links to other subjects

Environmental Studies: work and play

- After playing the game ask the children questions about how well they played together as a team. For example, who played well, who did not and why? How did you enjoy playing as a group? Help children to understand qualities like, 'togetherness', 'team work', 'cooperation', 'leadership'.

Mathematics: geometry

- When playing 'Monkey in the centre' focus on children's understanding of 'circle', 'radius' and 'diameter'.

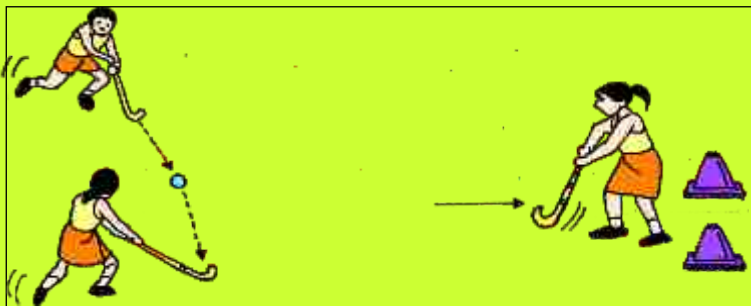
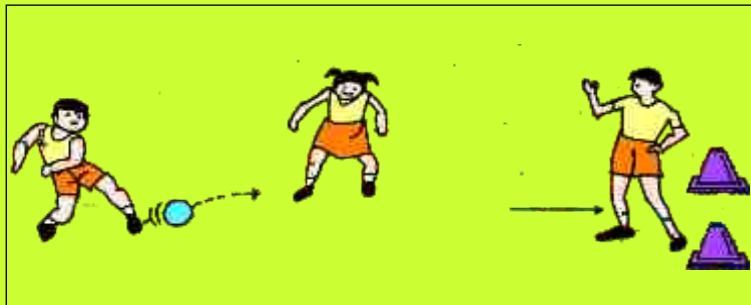
Curriculum links

- Linked to the learning objective 6 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I work with my partner to pass the ball effectively?

Self assessment

- How well did I intercept (defend) the ball?

Playing 2 against 1



Use these activities to:

- play together against a defender
- improve endurance
- improve throwing, catching and hitting skills when moving.

How to play
2 against 1

- Two attackers work together to score a goal.
- Starting at one end of the playing area, pass the ball and move to try and score a goal. How many goals in 3 or 5 attempts?
- Use throwing and catching, bouncing and throwing (as in basketball) kicking with feet (as in football) and hitting with a hockey stick (as in hockey).

Variations

- Play the game like golf. What is the minimum number of passes you can make in order to score a goal?
- Play 3 against 2.

Equipment

- Lime powder or markers to create playing area and goals.
- Hoops and cones for targets.
- Balls for throwing and catching, bouncing, kicking and hitting.
- Hockey sticks.

Safety measures

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

Links to other subjects

English: tense forms

- The goalkeeper says one verb: e.g. 'go'. The two attackers must say at least 4 different sentences using different tenses of the same verb before trying to score a goal. E.g. simple present: Mohit goes to school.

Mathematics: numbers

- The goalkeeper says a number e.g. 100. While passing the ball the two attackers must make that number by adding two different numbers together (e.g. 20 + 80; 60 + 40 etc). Use subtraction, multiplication and division.

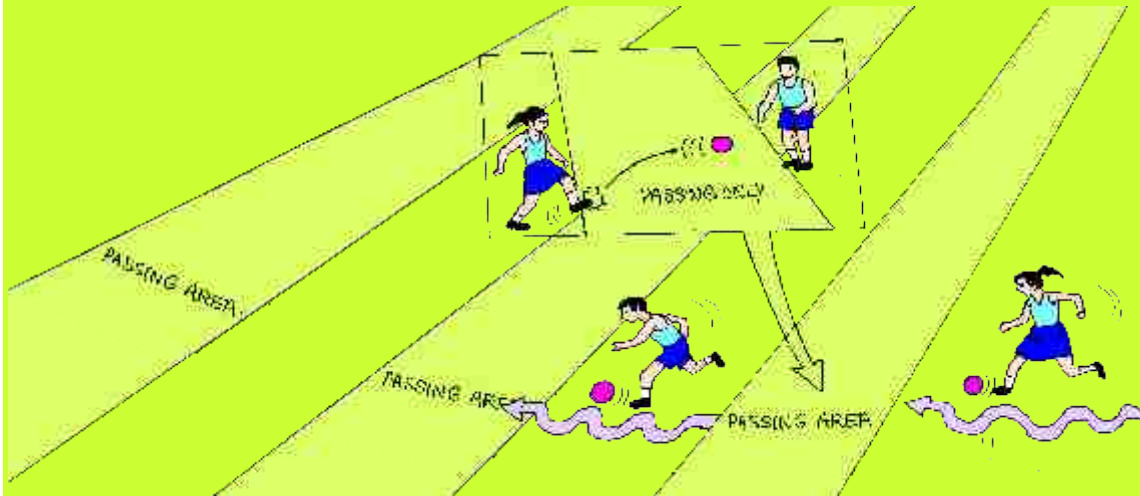
Curriculum links

- Linked to the learning objective nos.2, 6 and 18 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I work with my partner to pass the ball effectively and score goals?

Self assessment

- What do I need to practise? What does my partner need to improve?

Dribble and pass



Use these activities to:

- dribble and pass a ball using different equipment
- improve accuracy
- develop manipulative skills
- work with others.

How to play

In groups

- Player 1 dribbles the ball to the passing area. Ball is passed to player 2 who dribbles the ball to the passing area and passes it. Third player dribbles the ball and shoots at goal.
- Have 5 attempts. Change positions.
- Use kicking skills, hockey sticks and balls, small basketballs or similar balls, tennis rackets (bounce ball downwards when moving).

Variations

- Dribble the ball in a zigzag pathway around cones.

Equipment

- Balls that can be kicked and bounced.
- Hockey sticks and balls.
- Tennis rackets and balls.
- Lime powder or markers.

Safety measures

- Keep spaced out.
- Be careful when retrieving loose balls.

Links to other subjects

English: using language; is, am, are, has, have

- While one group is passing the ball another group will observe them and comment, one after the other, on what they are doing using the words, is, am, are, has, have.

Environmental studies: teeth, beaks and claws

- Each time a goal is scored a team member collects a picture of a beak, claws or teeth of different common animals. At the end of the game the team will match the beaks, claws and teeth to the correct animal.

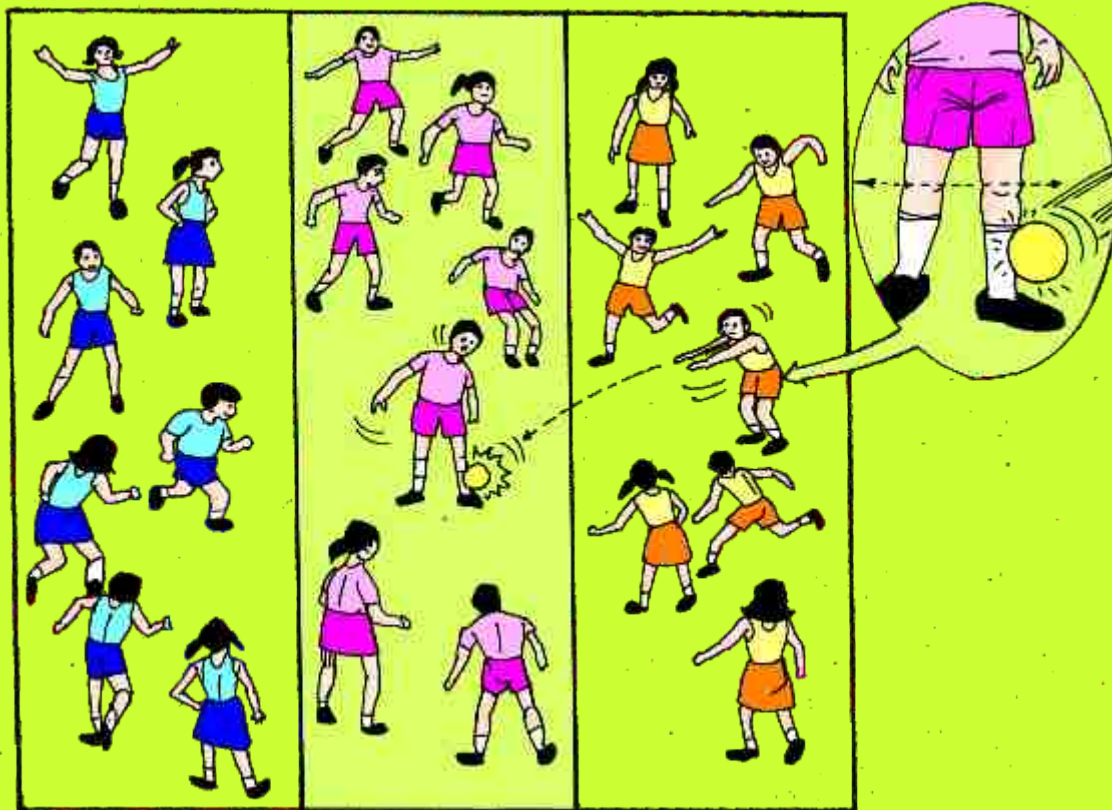
Curriculum links

- Linked to the learning objective nos. 2, 6 and 18 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: How do I play with others?

Self assessment

- Am I better at kicking, hitting or bouncing a ball when playing this game?

Three Court Dodge Ball



Use these activities to:

- improve dodging skills
- learn to dodge the ball through different body movements
- improve anticipation skills
- help children work together to win a game.

How to play

- Divide the group into three equal teams. One team per area.
- The centre team are the dodgers.
- The two outside teams try to hit the centre team with the ball, below the knee.
- Count the number of times the centre team is hit in one minute.
- Change teams so that each team gets a go at being in the centre.
- The winning team is the team with the least number of hits in the time limit.

Variations

- Use two balls instead of one.
- Increase the amount of time the game is played.
- Kick the ball rather than throw it.
- Use hockey sticks and a soft ball.

Equipment

- One large foam or lightweight ball.
- Lime powder to mark three areas.

Safety Measures

- Use a soft ball.
- Players must only be hit below the knee.
- Stay in designated areas.

Links to other subjects

English: using appropriate spoken language in meaningful contexts

- After the game ask each team to discuss how well they played ('team talk'). Who was the most energetic? Who was a good dodger? What tactics were used by individuals that made them successful?

Mathematics: time

- Estimate how long you think it will take to get all members of the other team 'out'. Compare this to the actual time.

Curriculum links

- Linked to the learning objective no. 6 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: Can I work with others to pass the ball effectively?

Self assessment

- How did I get better at playing this game the more I played it?

Use these activities to:

- have fun and work together
- improve coordination
- keep a ball under control
- keep alert and move quickly.

How to play

In teams

Tunnel ball (1)

- In teams. Space players between two markers.
- The ball is passed from the front player through the legs of all players in the team.
- The back player takes ball, runs around the back and front markers to the front of the team. The ball is passed through the legs of all players.
- Keep going until the first player is back at the front of the team with the ball in hand.

Arch ball (2)

- As above but ball is passed over the heads of each player in the team.

Arch and tunnel ball (3)

- As above but ball is passed over the head of the first player and under the feet of the next player.

Sitting arch ball (4)

- As above but ball is passed over the heads from a sitting position.

Variations

- Increase or decrease the number of players in each team.
- Pass different balls and smaller objects.

Equipment

- Lime powder or markers to mark playing area.
- Balls of different types and sizes.
- Rings and bean bags.

Safety measures

- Space teams so there is enough room to run from the back of each team to the front.
- Be careful when retrieving loose balls.

Links to other subjects

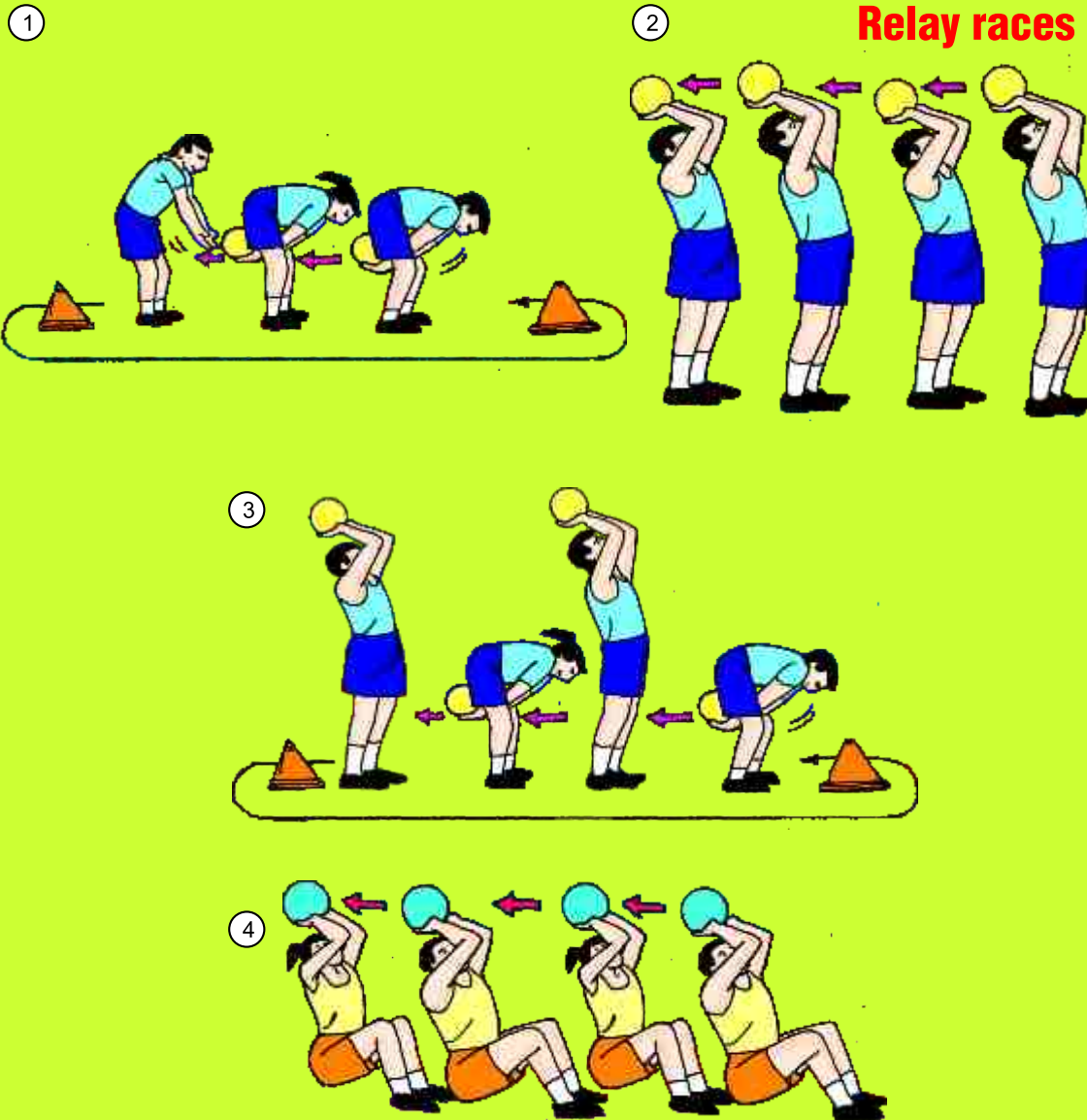
English: story dramatisation

- Each group will be given the theme of a story (e.g. the thirsty cow). Each time the ball is passed each player must create and say one sentence to build the story.

Environmental studies: how we get our food

- As the ball is passed from one player to another the players will sequence the journey of food items from field to Mandi in the correct order.

Relay races



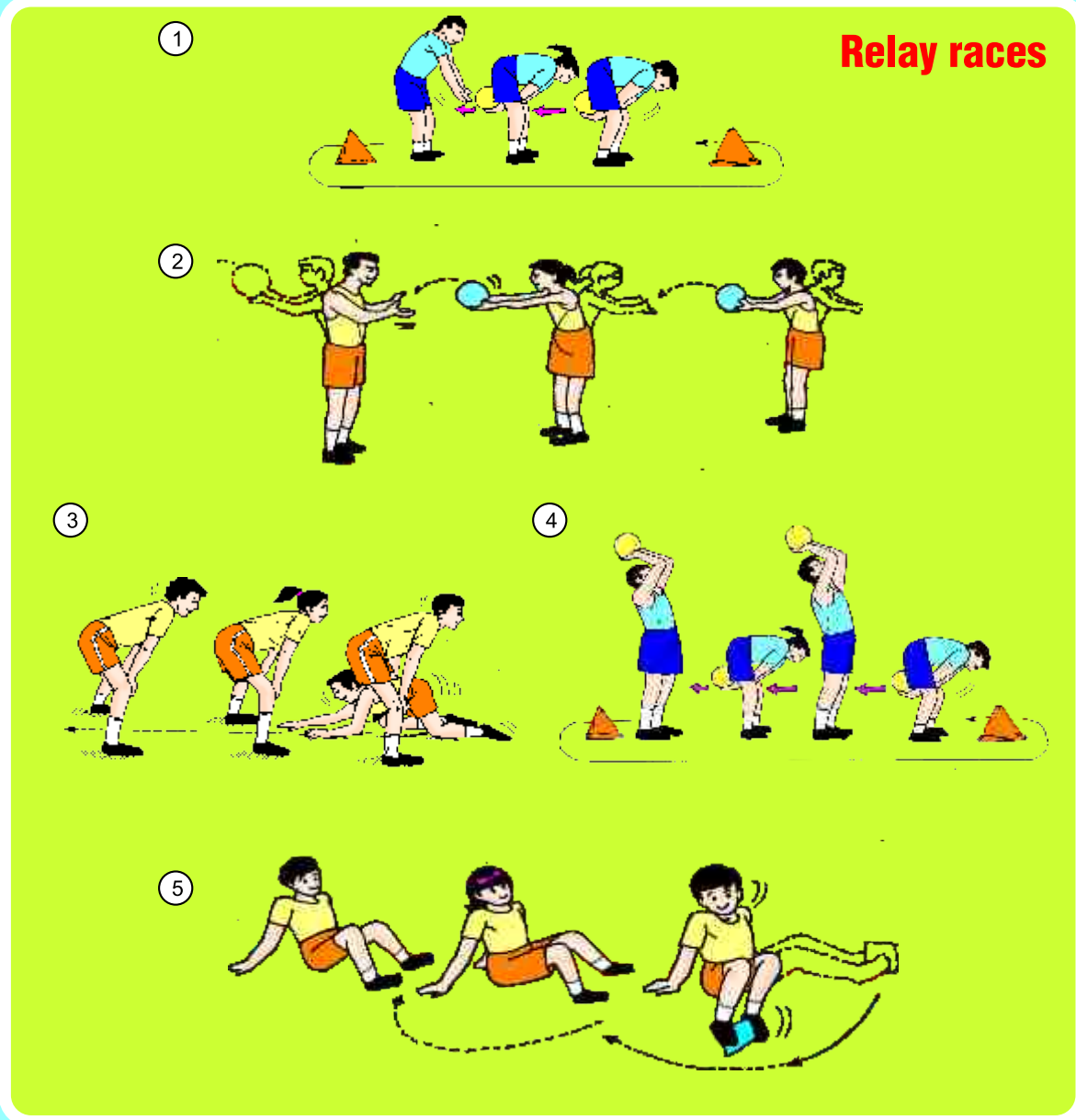
Curriculum links

- Linked to the learning objective no.16 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: How do I play with my team?

Self assessment

- Do I know why it is important to warm up before undertaking physical activity and how to do so?

PEC INDIA Basic Games Skills



Relay races

Use these activities to:

- have fun and work together
- improve coordination
- keep a ball under control
- keep alert and move quickly.

How to play

In teams

Tunnel ball (1)

- In teams. Space players between two markers.
- The ball is passed from the front player through the legs of all players in the team.
- The back player takes ball, runs around the back and front markers to the front of the team. The ball is passed through the legs of all players.
- Keep going until the first player is back at the front of the team with the ball in hand.

Throwing (2)

- As above but space the children further apart. The ball is thrown along the line of players.

Tunnel crawling (3)

- Teams stand legs astride. The front player crawls through legs of all players and stands feet astride at the back of the line. The next player has their turn. Continue until the first player has returned to the front of the line.

Arch and tunnel crawl (4)

- Teams stand legs astride. The ball is passed overhead from the front player to the back player. When the ball reaches the back player she/he crawls through the tunnel of legs with it to reach the front of the team. Continue until the first player has returned to the front of the line.

Bean bag pass (5)

- Teams sit with legs straight in front of them. While sitting and with a bean bag placed between his/her feet the first player rotates 180 degrees and passes the bean bag to the next player using feet only.
- The back player stands up and runs with the bean bag around the back and front markers to the front of the team. The bean bag is passed in the same way.
- Keep going until the first player is back at the front of the team with the bean bag in hand.

Variations

- Increase/decrease the number of players in each team.
- Pass different balls and smaller objects.

Equipment

- Lime powder or markers to mark playing area.
- Balls of different types and sizes.
- Rings and bean bags.

Safety measures

- Space teams so there is enough room to run from the back of each team to the front.
- Be careful when retrieving loose balls.

Links to other subjects

English: tense forms

- Instead of passing a ball the children pass flash cards of different verbs (simple present). Once all the flash cards have been passed from the front to the back of the team the children write down (or say) the verbs in the present continuous form.

Mathematics: geometry

- Cut pictures of 3-D objects into smaller jigsaw pieces. Instead of passing a ball the children pass the jigsaw pieces from the front to the back of the team. When all the pieces are at the back of the team the children make the jigsaw. The winning team is the first team to complete the jigsaw.

Curriculum links

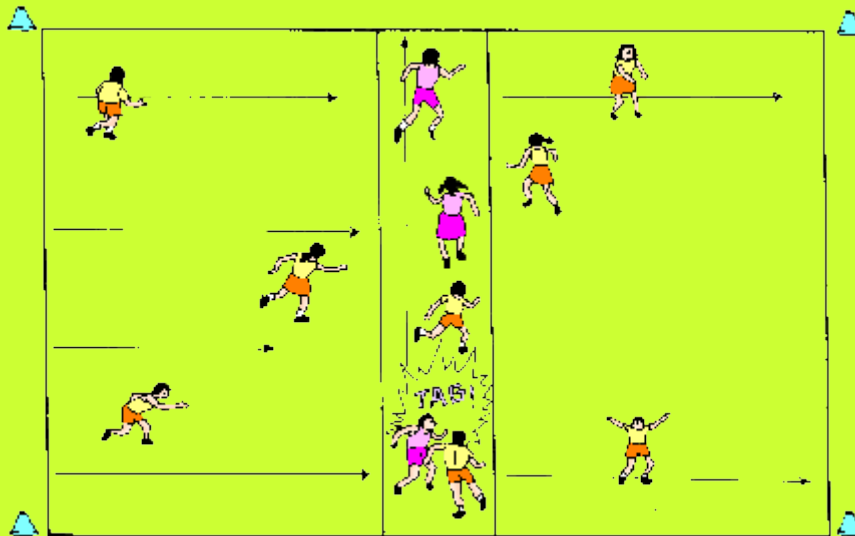
- Linked to the learning objective no.16 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: How do I play with my team?

Self assessment

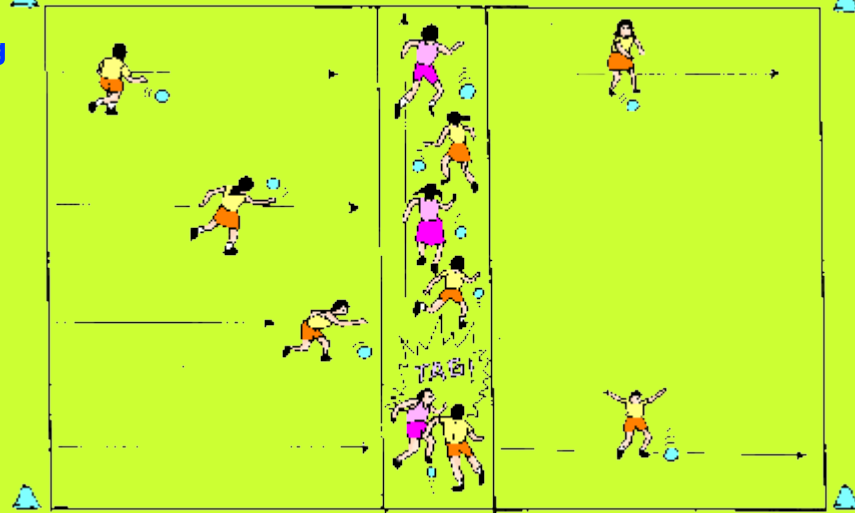
- What did I do to contribute to the way my team played?

Chasing games

Tag



Dribble tag



Use these activities to:

- improve spatial awareness
- manoeuvre, dodge and swerve
- move across a pitch or court
- learn some of the skills associated with Gallery Pari.

How to play

Tag games

- Three players position themselves in the middle of the playing area. They are not able to move outside this area.
- A group of 8-10 players attempt to run from one end of the playing area to the other without being tagged by the middle players. If successful score 1 point. Repeat 5 times. How many times were you successful? Change roles.

Dribble tag

- Three players, with a ball each, act as taggers in the middle of the playing area.
- A group of 8-10 players try to dribble the ball (as in basketball) from one end of the playing area to the other without being tagged by the middle players. The taggers must dribble a ball while they are chasing players.
- Repeat 5 times. How many times were you tagged? Change roles.

Variations

Dribble tag

- Use kicking skills.

Equipment

- Balls that bounce.
- Lime powder or markers to mark the area.

Safety measures

- Look up and watch out for others.
- Keep the ball under control.
- Be careful when retrieving loose balls.

Links to other subjects

Environmental studies: work and play

- Discuss the types of chasing games children play at school and at home? Talk about how the rules are negotiated and decided. On the basis of these discussions can the children create their own chasing games, decide the rules and explain how to play them?

Mathematics: money

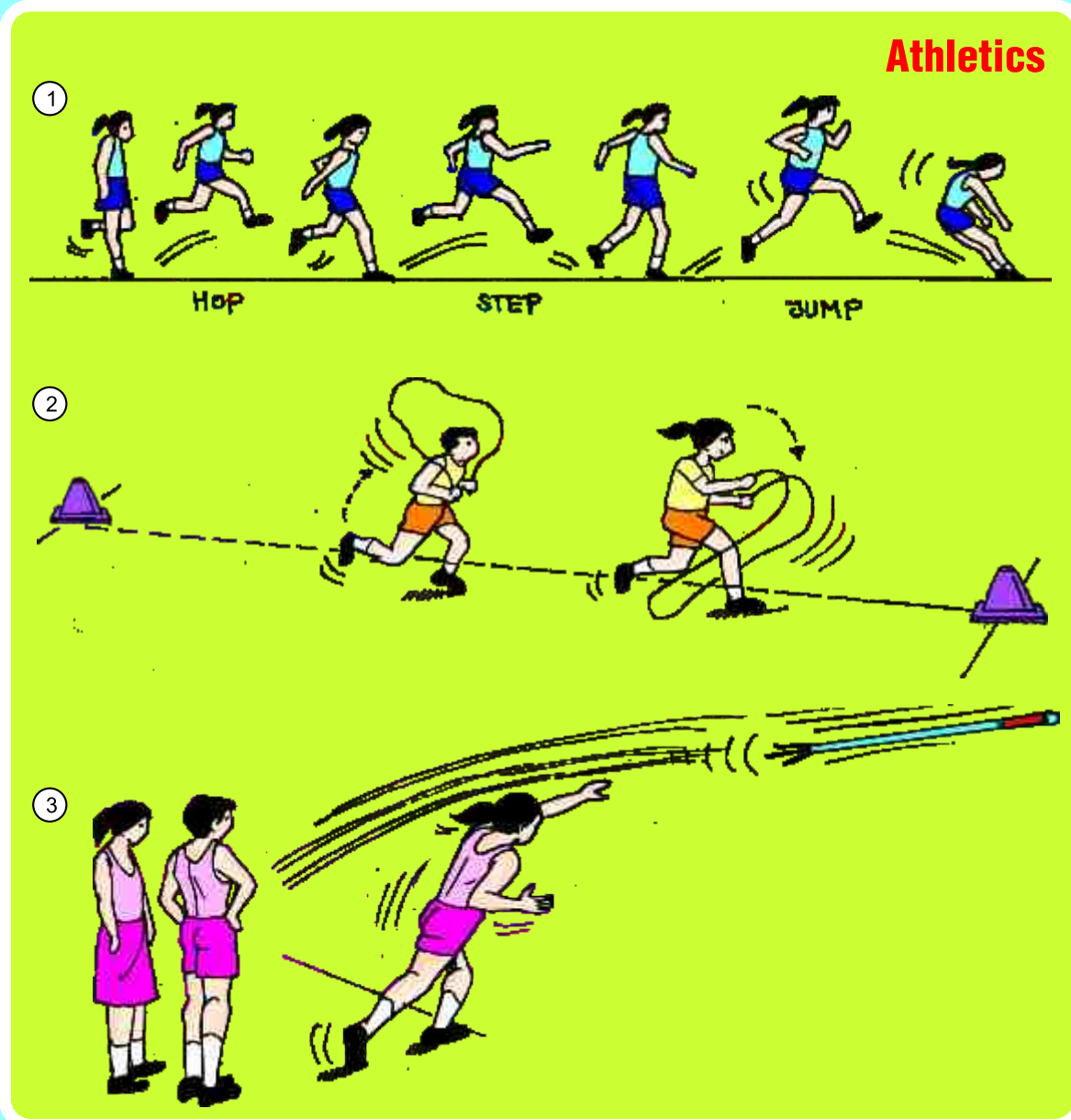
- Each player begins the game with '100 rupees'. Each time a player is successful at getting from one end of the playing area to the other without being tagged she/he 'receives' 50 rupees. Each time a player is caught they 'give' 24 rupees to the player who caught them. At the end of the game how much 'money' does each player have?

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 use speed to dodge, swerve and avoid the chasers?

Self assessment

- Was I able to dribble the ball and look around to see the other players?



Athletics

Use these activities to:

- skip over short distances
- jump in combinations
- improve skipping
- improve throwing techniques

Activities

In groups

Hop, step and jump (1)

- Stand behind the start line. Taking off from one foot, hop, then step, then jump.

Skipping (2)

- Skip from one cone to the other as fast as possible. Walk back and wait for your next turn.

Throwing: shot, discus or javelins (3)

- Throw as far as possible, collect object and return.

Variations

- Children can measure, time keep and record results for themselves and each other.
- Throw shots, discus or javelins towards targets.
- Throw different balls instead of shots, discus or javelins.

Equipment

- Soft shot, discus, javelin.
- Skipping ropes.
- Lime powder or markers to mark tracks/playing areas.
- Cones.
- Markers for recording distances jumped/thrown.

Safety

- When throwing, throw in the same direction.
- Be careful when collecting implements.

Links to other subjects

English: question words

- While the children are playing ask them to frame questions using 'wh' family words. E.g. who skipped first? Where did she land?

Mathematics: data handling

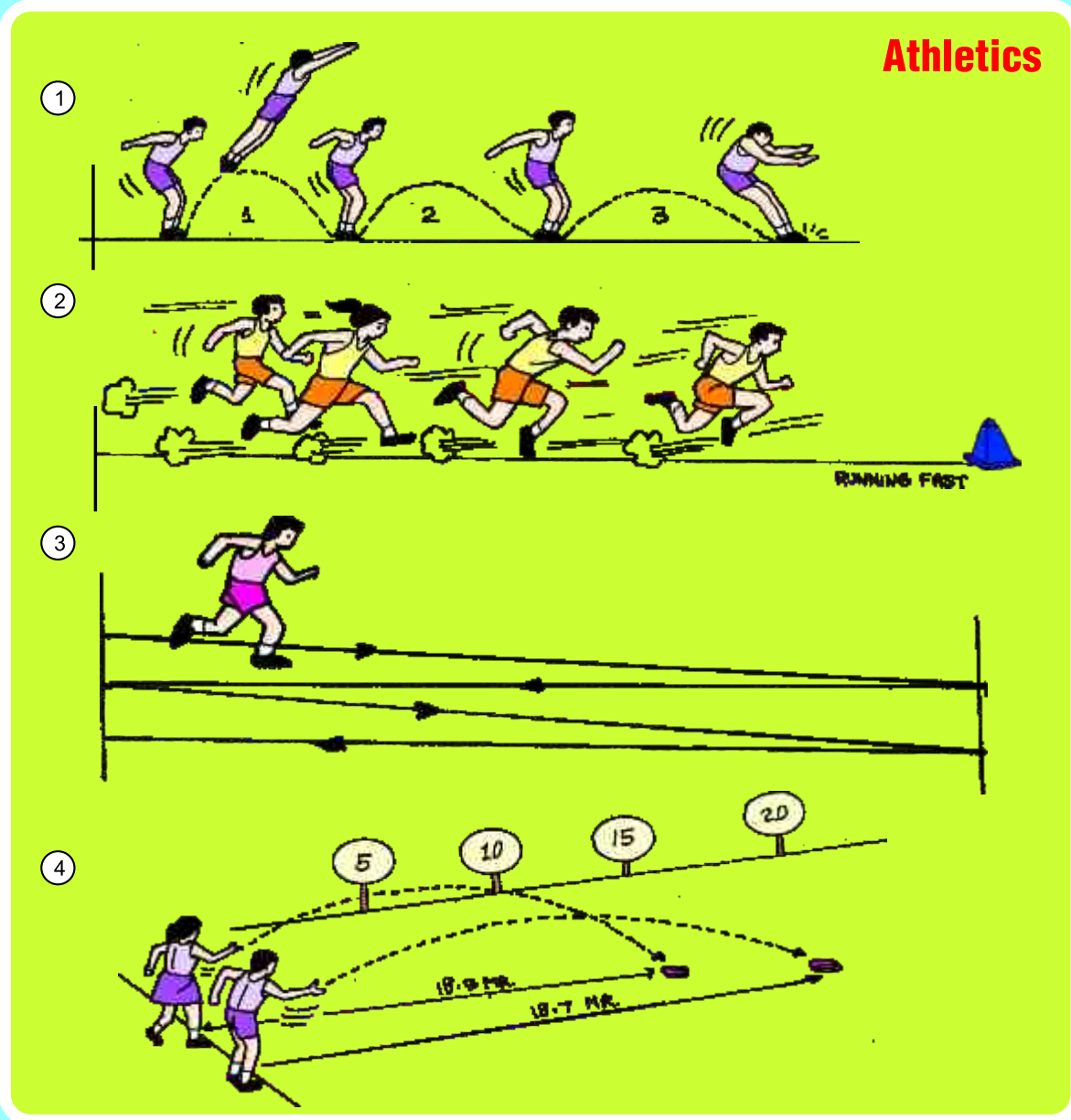
- Measure the distances covered or record the times of skipping activities. Use this information to create bar graphs.

Curriculum links

- Linked to the learning objective nos. 6 and 21 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How fast can I run? How far can I throw?

Self assessment

- Which athletic event do I enjoy most and why?



Use these activities to:

- improve speed and power
- sprint over short distances
- improve running, jumping and throwing techniques
- jump in combinations.

Activities

In groups

Three spring jumps (1)

- Stand behind the start line with two feet together. Keep feet together and jump forwards 3 times.

Running (2)

- Run fast from one cone to the other in group of 4. Walk or jog back and wait for your next turn.

Shuttle run (3)

- Take it in turns to run from one line to the other 4 times. Each line must be touched with the hand.

Throwing: shot, discus or javelins (4)

- Throw as far as possible, collect object and return.

Variations

- Children can measure, time keep and record results for themselves and each other.
- Throw different balls instead of shots, discus or javelins.

Equipment

- Soft shot, discus, javelin.
- Lime powder or markers to mark tracks/playing areas.
- Cones.
- Markers for recording distances jumped/thrown.

Safety

- When throwing, throw in the same direction.
- Be careful when collecting implements.

Links to other subjects

English: determiners

- While the children are involved in these activities ask them to frame sentences using determiners (this, that, these, those).

Mathematics: data handling

- Measure the distances covered or record the times of running activities. Use this information to create bar graphs.

Curriculum links

- Linked to the learning objective nos. 9 and 21 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: How fast can I run? How far can I throw?

Self assessment

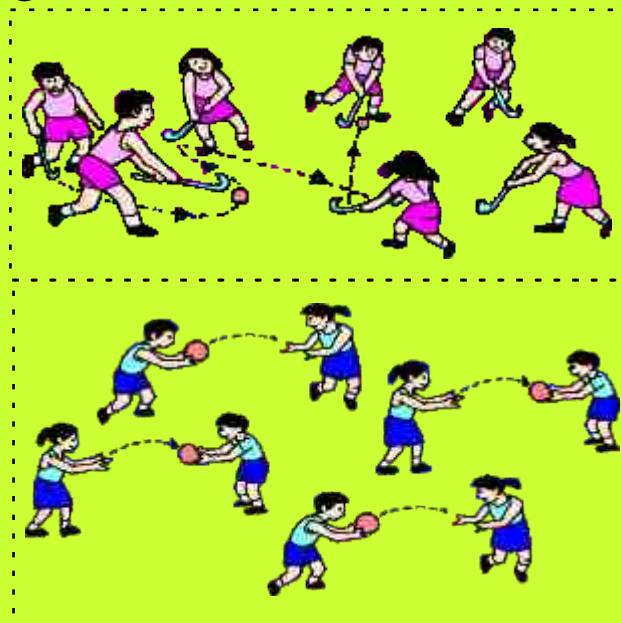
- Which athletic event do I enjoy most and why?

Warm up activities

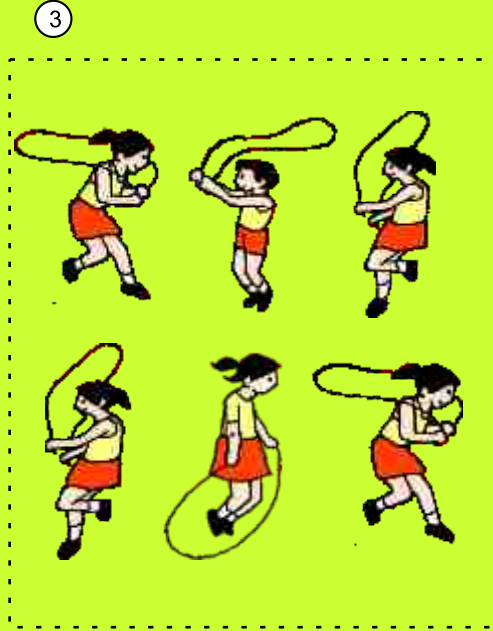
1



2



3



Use these activities to:

- explain the importance of warming up
- increase children's heart rate
- let them get 'puffed out'
- understand the importance of increasing the heart rate ready for activity.

How to Play

Musical dribble (1)

- Mark out a playing area. Give each child a ball. Dribble the ball, staying inside the marked area. When the music stops children should stand still and the ball should be close to the child, or in their hands.

Keep the ball moving (2)

- Divide class into small groups. Move about rolling the ball from one player to another as quickly as possible.
- Move about throwing the ball from one player to another as quickly as possible.
- Use hockey sticks and balls to pass the ball while moving.

Skipping activities (3)

- Skip using one foot after the other and two feet together. Move forwards and backwards. Keep skipping for one minute and gradually increase the amount of continuous skipping undertaken. Begin slowly and increase the speed or complexity of the actions.
- Talk to children about how these activities make them feel: heart beating fast, 'puffed out', 'hot'.

Variations

- Try skipping backwards or adding additional moves.

Equipment

- Lime powder or markers to define playing areas.
- Skipping ropes.
- Hockey sticks and balls.
- Balls for throwing and catching.

Safety Measures

- Keep groups sufficiently spaced out.
- Watch out for others.

Links to other subjects

English: tense forms

- Take it in turns to provide a commentary on the games being played. Use cue cards if necessary.

Mathematics: time

- Estimate how long you are able to skip continuously or how many times you can skip in one minute. Validate the estimation by timing the activity or counting the number of skips.

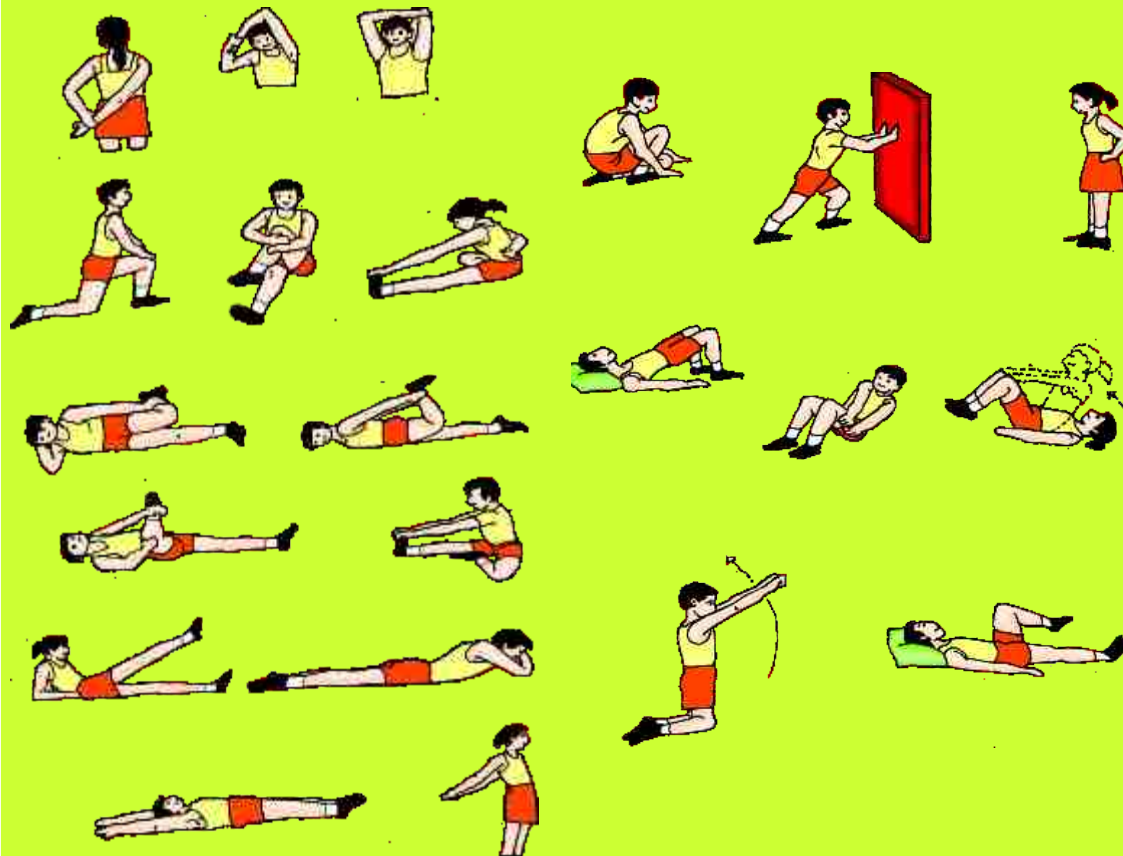
Curriculum links

- Linked to the learning objective no. 11 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Why do I exercise? Why do I warm up?

Self assessment

- Can I undertake a warm up by myself ready for a games lesson?

Understanding stretching



Use these activities to:

- explain why it is necessary to stretch before activity
- teach a range of sequential stretches that can be used before activity
- perform the stretches effectively
- improve the range of movement and flexibility.

How to Play

- Select one or two stretches for each body part. Hold each stretch for the count of 10.
- Include stretching the upper body, arms and legs.

Variations

- Ask children to lead a warm up for small group of others including pulse raising activities and stretches.
- Use similar stretches for the same and different parts of the body.
- Stretching exercises with partners.

Equipment

- Mats or a soft area.

Safety Measures

- Do not over stretch. Keep back straight when stretching.

Links to other subjects

English: vocabulary

- Ask children to identify and talk about the muscles they are using while doing the stretching exercises. Provide cards for the names of the muscles.

Mathematics: time

- Ask children to find ways of determining 10 seconds by counting to themselves. Compare their understanding of 10 seconds with 10 actual seconds. Estimate different amounts of time e.g. 15, 30 seconds.

Curriculum links

- Linked to the learning objective no. 11 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Why do I exercise? Why do I warm up?

Self assessment

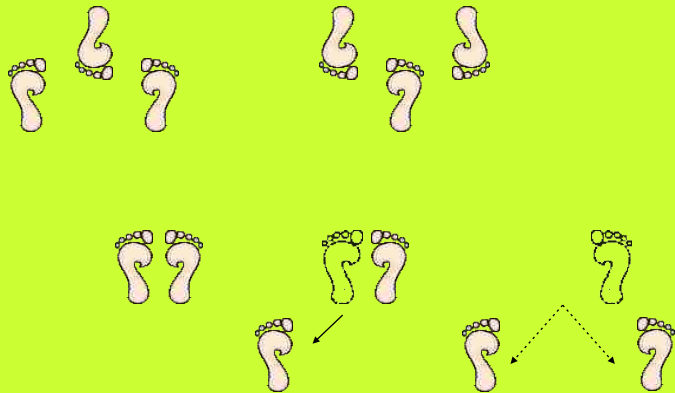
- Can I use pulse raising activities and stretches to warm myself up ready for the PE lesson?

PEC INDIA Basic Games Skills

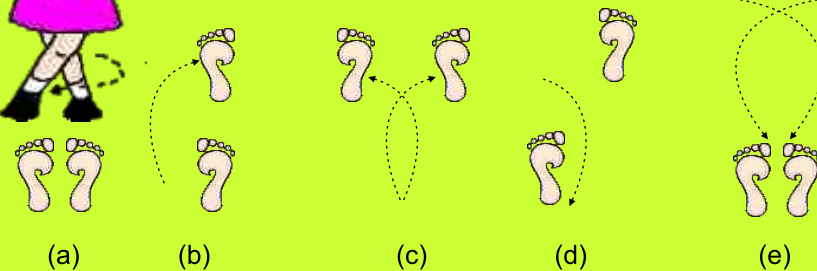
1



Rhythmic activities



2



Use these activities to:

- enhance motor skills
- improve flexibility
- be able to move in time to a beat
- coordinate movements.

Activities

Class activities

- Fun with partners (1): the first child opens both feet. The second child drags one foot in between the feet of the first child. Change roles.
- Box step (2): begin with simple 'step-touch' to the right, then left, then step right. Tap the left foot in front of the right, putting all weight on the right foot. Tap the left foot far out to the left side. Bring the left foot towards the right foot to finish the 'step-touch'. Repeat to the left side.

Variations

- Combine the above actions into short movement phrases.
- Include additional stepping patterns created by the children.
- Use claps/ribbons.
- Include the use of arms (swinging/wave-like arm movements).

Equipment

- Music.

Safety measures

- Perform these actions on a non slippery floor surface.

Links to other subjects

English: appreciate the rhythm and music of rhymes

- Give groups of children different well known rhymes. Ask them to create stepping actions that they can perform while reciting the rhymes.

Mathematics:

- Individually, use stepping patterns to create symmetric shapes. Draw these shapes on the playground or on paper.

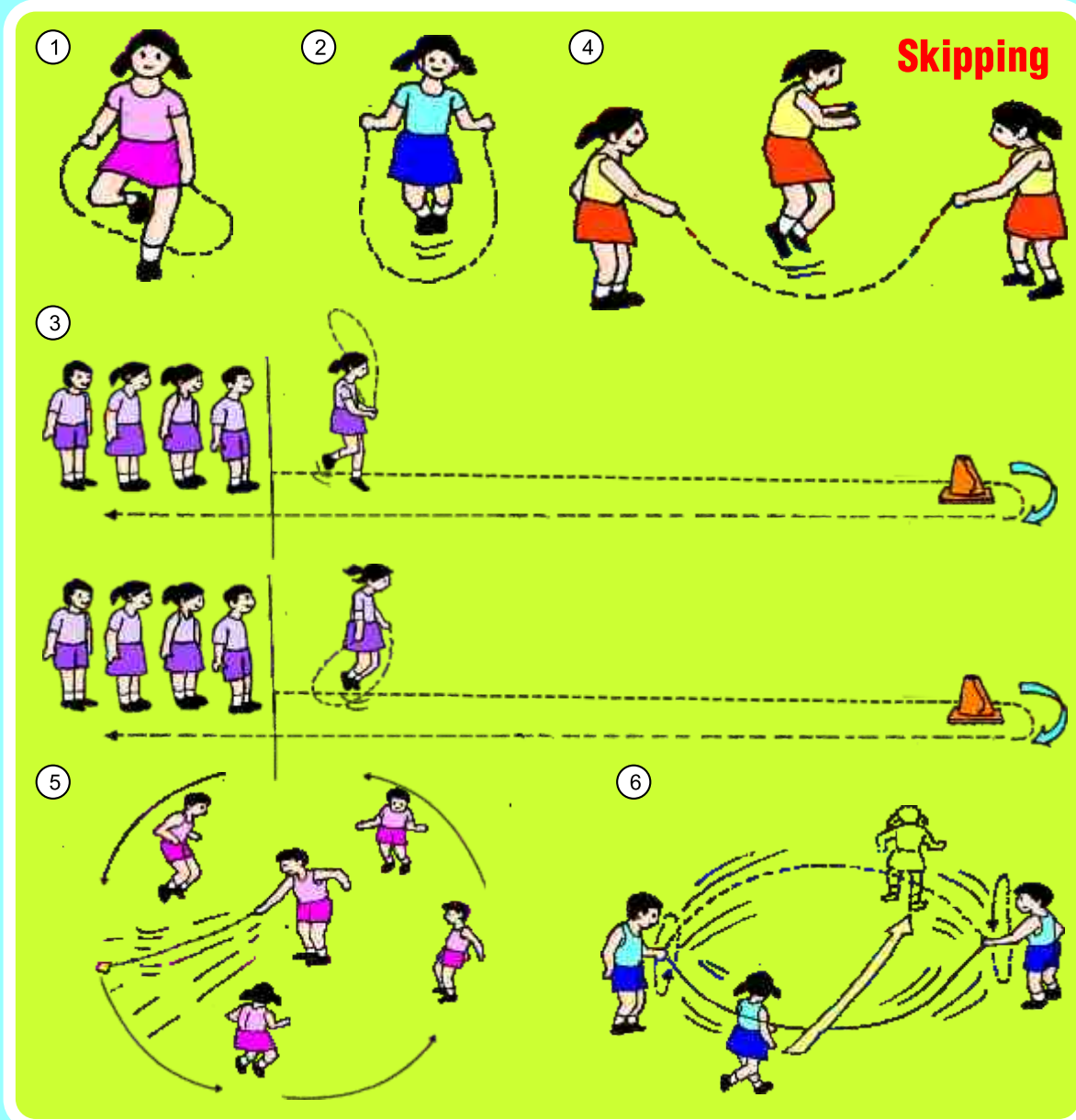
Curriculum links

- Linked to the learning objective no. 13 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I perform to a rhythm?

Self assessment

- Can I demonstrate the stepping patterns/shapes I have made to a friend? Can we make the shapes/patterns together?

PEC INDIA Basic Games Skills



Use these activities to:

- repeatedly jump a self turned rope
- jump into and out of a rope turned by others
- skip with others
- improve agility.

Activities

In groups

- Skip a self turned rope using a running step.(1)
- Skip a self turned rope using two feet together. (2)
- Skip a self turned rope using a running step and travel between two markers. (3)
- Rock the Cradle (4)
In groups of three with one long rope. Two players swing the rope from side to side. The other player jumps over the swinging rope. After five jumps the players swing the rope right over the player jumping. The jumper continues to jump the rope.
- Swinger (5)
In groups of six with one player in the middle. Use a long rope with a bean bag attached at one end. The centre player swings the rope round the circle. Each player must jump to avoid being hit by the rope. If hit by the rope change places with the swinger. The person who is hit the least number of times is the winner.
- Run into and out of a turning rope (6)
In groups of three with one long rope. Two players turn the rope. The other player tries to run in and out of the turning rope.

Variations

- Add tricks to the skipping actions. For example when skipping individually bring rope over head and cross arms in front of body jump through the loop.
- Try skipping with a partner facing them and back to back.
- Try skipping in time with a partner.
- Skip to a beat.

Equipment

- Long and short skipping ropes.
- Cones or markers.

Safety Measures

- Be careful of the turning ropes.
- Keep out of the way of the other ropes.

Links to other subjects

Environmental studies: work and play

- Ask the children to draw up some rules for the skipping games they are playing or the skipping games they devise themselves.

Mathematics: multiplication

- Swinger: Give the player in the middle a number (e.g. 4). As the bean passes around the circle ask the children to recite this multiplication table. (E.g. $4 \times 1 = 4$, $4 \times 2 = 8$ etc).

Curriculum links

- Linked to the learning objective no. 3 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I skip a self turned rope and a rope turned by others? Can I skip to a rhythm/beat?

Self assessment

- How many times can I skip a self turned rope and a rope turned by others?

PEC INDIA Basic Games Skills

Use these activities to:

- develop running and chasing skills
- change direction quickly
- respond quickly to commands
- work with others.

How to play

- Two children are nominated, one as the chaser and one the runner. The rest of the group stand in lines of 5/6 players, with hands held. The runner begins in the middle of the playing area. The chaser is positioned at one end of the lines of players. On command the chaser attempts to tag the runner. As the chaser nears the runner the teacher shouts, 'change'. Those standing in lines release their hands, turn to the right and hold hands again. Change the command frequently. If the chaser successfully catches the runner the game begins again with a new chaser and runner.

Variations

- Play with two runners and one chaser.
- Play with two chasers and one runner.

Equipment

- Lime powder or markers to define the playing area.

Safety Measures

- Use sufficient space for the runners and chasers to run safely between the lines.

Links to other subjects

English: narrative experiences

- Ask children in turn to write down a simple commentary on what they see happening in the game. Use cue cards for relevant vocabulary.

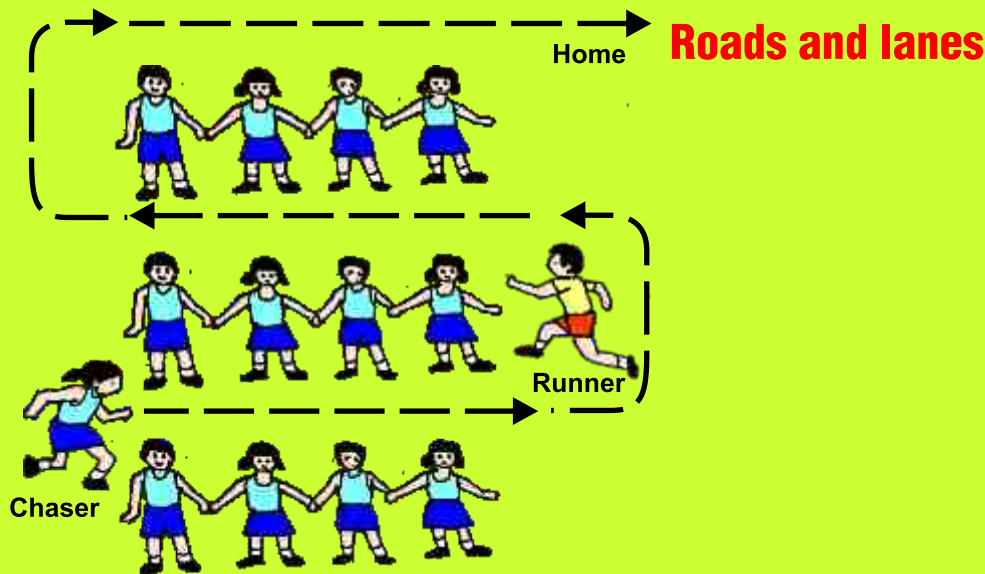
Mathematics: numbers

- Estimate how long it will take for the chaser to catch the runner. Validate this by comparing the actual time. Ask the children questions to determine how far out their estimations were. What is the difference between the actual and estimated time?

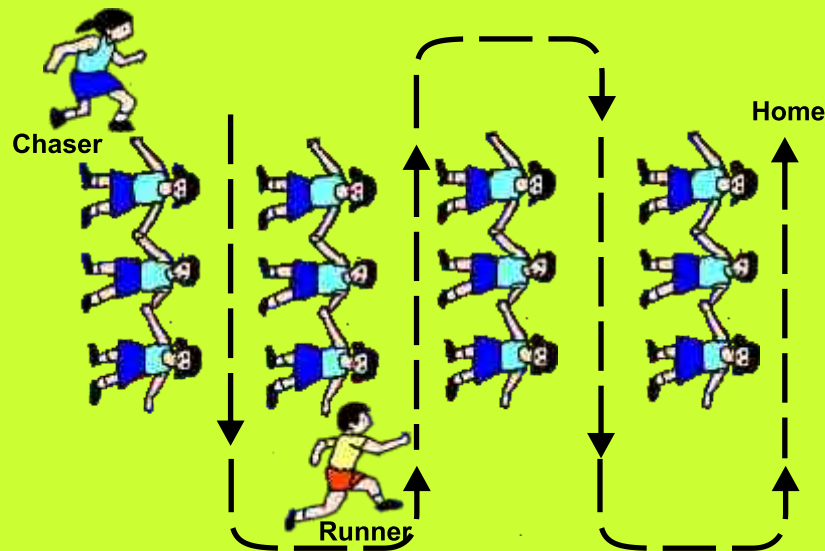
Self assessment

- Did I respond to the commands quickly? How did changing positions help or hinder the runner/chaser?

1



2



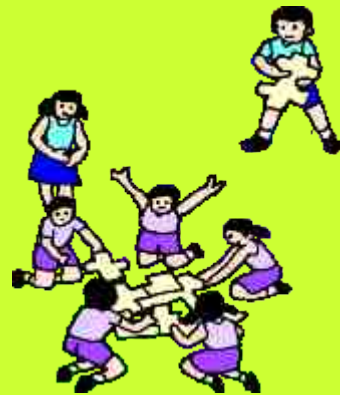
Curriculum links

- Linked to the learning objective nos. 1 and 19 in the CBSE School Health Manual and the Theme on Movement Education in the NCERT Syllabus: Can I swerve and dodge?

PEC INDIA Basic Games Skills



Jigsaw trail



Use these activities to:

- support each other
- keep each other safe
- use running skills to complete an activity
- have fun together.

How to play

- Photocopy a number of copies of the same picture. Cut the pictures into jigsaw pieces and place the same pieces in bags. Hang these bags at various points around the school grounds.
- Group the children into threes or fours. Children must stay together throughout the game.
- Children run around the school grounds trying to find the jigsaw pieces. When they think they have found all the pieces they return to the start position and make the jigsaw.
- The winning team is the first team to complete the jigsaw.

Variations

- The game will become more difficult if the bags are placed so that children have to look carefully for them.
- The further the bags are away from the starting position the more running the children will have to do.
- Increase the number of jigsaw pieces that need to be collected.

Equipment

- Bags containing jigsaw pieces.

Safety Measures

- Children must stay together and support each other.
- Point out any hazards and any areas that are out of bounds.

Links to other subjects

- English: write a short description of a person, thing or place
- Use pictures for the jigsaw that encourage descriptive language. After the jigsaw has been completed ask children to write a story about the picture or ask them to describe it.

Mathematics: money

- Use bags containing paper money. Give each team a target amount of money to collect. In groups, the children find the bags containing the paper money. The winning team is the first team to have collected the exact amount of money.

Curriculum links

- Linked to the learning objective no. 21 in the CBSE School Health Manual and the Theme on Social Health in the NCERT Syllabus: Can I play with others? How do I play with others?

Self assessment

- Did we stay together and help each other? Did we manage to collect jigsaw pieces without giving away the position of the bags to others?