

## Implementation of Physical Education Program - Part 1

Hi, welcome back to the course. In the previous session, we learned about the planning of physical education program in school for the entire year. In this session, we will understand how do we implement that plan. Plan lays the foundation. Implementation actually help us achieve the goal and objective defined in that plan. The success of any plan depends on the success of the implementation.

And the implementation largely depends on three factors. Lesson plans mapped to the curriculum framework, availability of play spaces, and availability of props and equipment. Let us go through one by one and understand how these factors affect the entire plan and how these factors help us achieve the goal. Let us understand curriculum framework.

this is one of the most popular or widely used curriculum framework because this clearly defines what you should do for the formative year students which is nursery two then how you should move from nursery two formative years into primary years middle school and high school let us go one by one if you see here nursery to two graders The lesson plan or the activity should focus on building fundamental skills. We will of course go in deeper what fundamental skills are in the next slides. Then as you move from nursery to 2 as you progress the next graders 3 to 5 in this we focus on building foundational skills. which will help us adapt to sports, which will graduate us towards the sports skills. Then in standard grade 6 to 8, we expose students to multiple sports so that they learn multiple skills for the overall development of their health and fitness.

Then grade 9 onwards, they can specialize in one or two sports. The fundamental skills, the movement skills, let us understand that what it is. So basically foundational skills or fundamental skills or the movement skills we call it are of three different categories. Action, balance and coordination or locomotor skill, non-manipulative skill, manipulative skill and non-manipulative skills. Non-manipulative means the stability skill.

This is the time, nursery to 2, that you must focus on these three most important foundational skills. Let us go one by one. Locomotor skills are the skills which are required to move from one place to another. The word loco means movement, right? locomotive train that moves from one place to another, right. So, locomotor means moving from one place to another using your motor abilities like I am moving from here to there, I am using my motor abilities to move from one place to another, right.

The skill name is walking or it could be running, it could be you know jumping. So, these are the examples of locomotor skills. These are the skills Using these skills, you move from one place to another, like walking, running, hopping, skipping, galloping, sliding, and the list is endless. Manipulative skills are the skills where you manipulate something, means the object, for example, right? This object is here, I take it from here to there. I'm manipulating the object from one place to the other place.

So any kind of skill you perform that has object involved and you do something with the object is a manipulative skill. For example, throwing, catching, kicking, dribbling, volleying, striking, anything with the bat object, right? Throwing, you throw ball, bat, you throw ball, you know, catching, you catch the ball, kicking. So, all these skills involve an object. So, anything you do with an object is a manipulative skill.

Then the third non-manipulative or the stability skill we call it. wherein you balance your body or you transfer your weight from one place to the other place and maintaining the center of gravity which is of course called a balancing skill. These skills are activities that you do turning and twisting, rolling, balancing, I would say all yoga. All these are stretching exercises all come under stability skill. So, these are the three important skills that a child must learn in the formative years.

That is why it is called the foundational skills, the building blocks for other skills. Again, the word locomotor means loco means movement using motor abilities is a locomotion and these are the examples of the same. Stability skill or balance and control of your body or you know non-manipulative skill what we call, these are the examples of it and all the stretching exercises you know yoga all this come under stability skill. Manipulative skill, as I mentioned, anything that you do with the object. If you see all the games over here, all the activities, they are using an object.

These three are the foundational skills. Without these three skills, you cannot do anything. You cannot play anything. If you cannot move from one place to another, you cannot play. If you cannot do anything with an object, you cannot play a sport.

And if you don't have balance, you cannot do any physical activity at all. So these are the foundational skills. In addition to this, addition to this one needs to understand the relationship between body parts right hand, left hand, right foot, left foot right. One needs to understand that front back and one needs to understand the relationship with the object if a ball comes I should catch If a bat is there, I should hold the bat, right? If a bat is thrown, I should not catch. So that's the relationship between the object and you.

And relationship with people means how do you pass? What is the distance that you required? Time, force, and effort, another very important part of the movement concept, wherein you must understand how much time you should take to reach from one place to another. How much time you should take to throw the ball or to pass the ball to your teammates or to your... friends and the flow the rhythm in what way in what you know the the rhythm that you pass it around the what way you should you know the make the movement entire movement flow Another very important is the space awareness.

Space awareness simply means if you see kids, they slowly develop this. That's why if you give a ball to kids, everybody, they all will go together and they keep running. And they bang

with each other, they are just next to each other. That's the space awareness that needs to be inculcated. That's why it forms the basis of the fundamental movement concept, the entire movement concept when we are teaching to the kids.

We must focus on these very very important aspects of space awareness like you know where to stand how what is the distance what should be the distance between you and your teammates so that you can play comfortably right the direction from which side it is coming if the ball has been thrown from this side should i turn this side should i turn this side right one needs to understand that sense of direction as well the levels if the ball goes there should i tuck it down or should i stretch my hands and catch it The pathways, which direction, how I should move, these are very important aspects of space awareness. All these three combined with fundamental movement skills. helps us in the overall development of motor abilities, right? If you see locomotor skills, manipulative skills, stability skills, right? They all coexist. They all cannot exist independently.

They all coexist. Even the effort, awareness, you know, space awareness, relationship with, you know, your body, relationship with you, all coexist. And when you are actually performing an activity, actually you are doing all of this, right? activity you are doing all of this or most of it some of the activities will be here maybe you are doing more of locomotion more of manipulative right but effort awareness and relationship always revolves around it some of the activities maybe you are doing it here stability and you know more of manipulative skill or more of stability skill these things are always there with you right then some of the activities will remain here means you do locomotor skills, manipulative skills and stability skills. So, let us you know understand this. For example, if you are playing football, if you are playing football, if you are dribbling the ball right, you are doing a locomotion, you are moving from one place to another. At the same time there is an object.

So, it is a manipulative skill locomotion plus manipulative skill and at the same times when you are drilling you are moving around you are controlling your body that is stability skill right. And then now you need to understand how do you interact with your team members the relationship with your team members relationship of your body parts the wall is coming from this side. use my right foot or should i use my left foot that's the relationship that you need to understand then the effort required how much should i put pressure to how much should i put pressure so so that the ball goes you know to the opponent's court that the effort the power required that needs to be understood and of course the space awareness the play area where i am supposed to play where i am supposed to be with or without the ball so any activity if you see in fact we are actually doing all of this or at least two of these. So this is the most important skill that you must teach all these fundamental movement skills to the students or to the children of, you know, nursery to two at the formative years. What happens if they master this? This is what? So, if you can walk properly, if you can run properly, if you have mastered that, you can play a lot of sports if you see, right? Volleyball, basketball, all this sport requires walking.

Another fundamental skill, chasing, fleeing, dodging, again, locomotor skill. If you are good at it, you can play this sport, you can play all this sport, right? If you can jump, land properly, which is your stability skill or could be a locomotor skill also, if you are moving from one place to another, these are the sport that you can play, right? So, if you are good in fundamental movement skills, right, you will eventually Be good at a lot of team sport or individual sport also. That you'll start playing in the later stages of your life. So, how do we teach students locomotive skill, manipulative skill, non-manipulative skill, space awareness? The answer is create.

.. Lesson plans, according to that. Create lesson plan where a student or students are required to run from one place to another. They may never know that they are learning locomotor skill. They are enjoying.

It has to be a fun. They are enjoying the activity. But you as a teacher, you know that you are actually focusing on locomotor skills. So these are some of the examples of the activities that you can teach students. And so these activities have to be progressive. These activities you need to plan in advance.

This is a quarterly plan. For example, July, August, and September. How do you plan? Pre-KG concept you teach right concept of space awareness then skill assessment you do formative assessment kind of right then you locomotor movement and all pathways and all you teach them right. LKG if you say now you are moving progressing you know from Pre-KG to you are going to LKG what you are supposed to teach then UKG what you are supposed to teach. So, this is a kind of three months plan quarterly plan. Now, from a plan, if you see any one of the activity, you break it down into a single session.

In order to execute it in a structured way, you need to convert the session into a lesson plan. And this is what a lesson plan looks like. Some of the elements of a lesson plan is this. The lesson plan has different parts. One, definitely aim of the lesson should be clear.

So if this lesson is thread the needle, which is actually passing the ball. So the aim is to learn passing and receiving football skills. The aim is clear. right then props and equipment required to conduct the activity you must mention what are the props and equipment that you require to conduct this activity warm-up activity so you then then you divide the entire duration into different sections like warm-up you do it for five minutes then you do the activity again you know the Post warm-up, you are just teaching slowly an activity or introducing a skill. The skill activity, you do it for 10 minutes.

Then you do the actual activity for 15 minutes. Then do the cool down. This structure, the way you form it is called a lesson plan. Going back, you have a quarterly plan, six months plan, year plan. Then you break it down and bring it to a single day.

session through lesson plan so it's very important that each of this activity falls in this

structure how will it help it helps you manage the time efficiently imagine if you don't have this students come what do you do you may you know end up doing the entire warmer session for 20 minutes right, but if you are clear if you have a defined lesson plan you will understand that only for 5 minutes I am supposed to do this then there is an activity for another 10 minutes then there is a main activity for 15 minutes then I will do 5 minutes of cool down right, be briefing the briefing also you need to do in between yeah. This is an example again you know for the locomotor skill right as simple as just moving from one place to another for kids it is just from one place to moving from one place to another running little bit of jogging and all itself is a huge you know learning of a locomotor skill. Again, this is also an example of a lesson plan, wherein it is clearly defined what is the learning outcome, what time you should spend and the safety tips and the props and equipment required. This activity teaches the locomotor skill. This activity teaches stability skill or the non-manipulative skill.

This activity teaches the manipulative skill. You are doing something with the object. Keep it simple for younger kids, for entry to children, nursery to class to keep it simple. Activity should be filled with fun.

Engage with them, which I'll be discussing. How do you do that? and use as much props as possible yeah so these are some of the teaching points that you must keep in mind when you are teaching you know this ah students of grade nursery or you know even pre-KG to class 2 kind of right the activity must be age appropriate if the activity is not age appropriate they will lose interest because it is too difficult to do that If the activity is not age appropriate, they will not learn the skill because they are not interested at all. If the activity is not age appropriate, there are chances of injury. Imagine you are asking a four year old to run 100 meters. right it could be an in that could be you know injury to a four-year-old because one is required to run and that hundred meter right break it down into 10 meters you know then 10 meters 10 meters that makes the entire activity age-appropriate okay then the activity must begin with a simple movement to the complex movement right if you want a child to sprint start with just walking around then jogging then one should start sprinting You must demonstrate the activities. The smaller the kids are, the more they understand by demonstration.

You should guide them in between. You should not just stand in one place and ask them just to play since you have already demonstrated. You should always guide them. You should also do it with them, along with them. Use short sentences. The more you speak, the less interested they will be.

Kids come to the playground to play. The more you speak, the less they get chance to play. So, you are taking actually robbing their time, play time while speaking. So, less speaking, tell them what to do, guide them, demonstrate them, then keep on guiding them. That's it. Encouraging and feedback, yeah, if a child is unable to do it, you know, don't keep them aside and say, you know, watch others.

No. Tell them how to do it. Help them. In fact, you should do it with them. Just like guiding them, you should do it with them. Definitely, you need to take safety measures. There should not be any hazardous, anything in and around the play area. You should always consider a place which is smooth, which is even, free from any sharp objects.

The most important even if you do all these things if the kids are not having fun then you have failed. The most important part is they should have fun. If there is no fun there is no learning. In sports and physical education there is no fun no learning. Everything that you learn in life if there is no fun no learning.

So, let us move to another category, let us move to standard 3 to 5. So, in the standard grade nursery to 2. Our activities involved, we added more of fundamental movement skills in our activities. So, once they have learned, once they have mastered fundamental movement skills like walking from one place to another, balancing skills, doing something with an object, now you can introduce them to sports skills, but the basic of sports skills. need not teach them the entire advanced skills just teach them for for example if you are teaching them football just teach them passing dribbling and shooting basketball passing dribbling shooting cricket batting bowling perhaps a little bit of fielding you need not teach them advanced skills at this time right so we move from teaching them fundamental skills movement concept through building sports skills so here also Add a lot of fitness building skills as well.

Along with sports skills, they should improve their fitness as well, right? Flexibility, you know, all this dynamic exercises, the floor exercises, stretching and all has to be included in this. So, if you see they are not playing the full game also, they are playing more of you know dribbling the ball from one cone to another, then they are playing small sided games, that is how they get adapted to these team sports or the individual sports. Lesson plan is there. Each lesson plan tells you what to do, what not to do. Very important thing to keep in mind For a younger or smaller kids, talk less.

Even for standard 3 to 5 students, talk less. But having said that, briefing is very important. They want to hear what you want them to do. So keep it very simple and very short.

Again, go back to your lesson plan. Stick to the time. That way, you'll be able to manage the time properly. And you'll be able to finish the lesson the way it has to be finished. This is an example of a football session. This is an example of basketball.

Again, you move from one place to another. Simple. See, they are not playing the game. They are doing a kind of drills. At the same time, they are learning drilling skill, ball handling, and yeah, a bit of ball handling. And they will also learn, you know, dribbling from one place to another. So, again, you are not teaching them full-fledged basketball skills, but you are introducing them to the basic of basketball skills.

Very important to keep in mind, just like with the toddlers or with the nursery to two students you did, there are certain things that you need to keep in mind while teaching students of standard 3 to 5. One of the most important is divide them into smaller groups. Instead of playing a full-fledged, full 11-a-side football match, divide them into groups. Divide them into as many groups as possible and give them as many balls as possible.

Why? The smaller the group, the more chances you get. Imagine you are playing 11-a-side. The ball is here. Somebody is waiting there. After two minutes, he or she will get the ball. But if you have divided that into smaller groups, the chances of getting involved in a game is much higher.

Use as many props as possible. Of course, you don't play actual football match or a basketball match with more than one ball. But in order to help them improve their skills, give them as many props as possible. Play with two balls, play with smaller teams. In that way, what happens? You continuously get chance. The more chances you get, the quicker, the faster you develop your skills.

Again, another very important part is in any age group. Whether it's 3 year old or a 20 year old, the activities will have to be age appropriate. Three things, very important, why age appropriate? Minimizes injury, retains the interest, skills are learned properly. The activities will have to be age appropriate. Use as many props as possible like I discussed, right? Activity should be, of course, fun.

Enjoyable students should learn. They learn only when they are having fun. It should be structured and properly planned like you have a lesson plan and you know when to do, what to do, how to do it. And the safety measures are to be taken, which is very important. Let us go back and understand this. Foundational skills, you start with, you graduate into sports, basic sports skills. As you move to standard 6 and 8, you expose students to multi-sport instead of making them, this is instead of making them play only one or two sport.

okay this is the age basically under 13 years standard 6 to 8 right so the research says that till the age of 13 you should not specialize or you should not play only one game you can still specialize but provided you play rest of the other games as well why because it helps you develop in such a way that the game that you specialize actually gets benefited with other sport that you play one the other one there is a less chance of wear and tear of your same group of muscle and the third one is you will be interested in that game forever because otherwise what happens is that you play only one game right there are chances that you lose interest also in playing that game so six to eight Give them as much exposure as possible. Then by the time they reach standard 9 and you fairly know the students, you know, what game they are good at. And students also know, oh, this is the game that I want to play, right? And by then, their basic skills would have developed to a certain extent, right? The fitness also will reach certain level. So, this is the right time that you introduce them to

specialization, which is the age of 15, 16 and above. And another very important thing is focus on the fitness side as well, skill is one, skill is one, you can do a lot of skills, but what if we cannot retain that skill or what if you cannot play for 90 minutes in football, what if you cannot, you can only bat but you cannot field in cricket.

But if in basketball, you can only go for shooting, but you cannot defend and you cannot run around. Fitness is very important. So, each of these activities will have to be, you know, accompanied by a fitness development plan as well. Yeah, so you have a curriculum, you have a lesson plan that you execute.

Then you need to understand where do you play as well. Again, going back to previous session, we discussed about there are permanent play spaces and the play spaces that you create. Right schools with schools that has you know the less infrastructure or the infrastructure is not as good as this one you can still create a playing environment with the help of cones and you know the markers. Another very important thing is to how do you manage the play space or how do you manage or how do you create a conducive environment. Very important is space allocation is based on activities. For example, if you are playing football, you do not play football in a basketball court, you need to have a football ground or create a play space with the help of cones or marking items.

use different sections for activities like you know somebody is playing football right next to that don't put you know students you know the small children and running activities and that needs to be understood for a safety purpose as well. And rotate stations, so rotating stations can help maximize use and keep students engaged throughout variety of activities. If there is a space that you have created, play a space, this is a station for jumping, this is a station for running, this is a station for catching, this is a station for popping. If you keep those four stations and you keep rotating, it retains interest level as well. So, it is very important that how do you allocate the space and how do you create that space.

Safety consideration as I discussed earlier as well, the boundaries needs to be created especially for younger children. There has to be a clear boundary saying that you do not go out of this place space. If there is a safety hazard, in fact you tied a rope or a line or something to prevent them from going from one place to another. Inspect the place before you play, after the play, before you start the class, you know, before, after you end the class, you must do a thorough inspection of the play area and the ground. That ground should not be uneven, ground should not, you know, should not have any sharp objects, which is very important.

There can be some parts of the, you know, equipments are broken and whether they are lying there, you need to be very, very cautious about even after the play. Right and how do you organize your equipment right you need to have a cart you need to have you know bags the right kind of equipment should be kept in the right place right balls should not be kept you know in the open sun for a longer period of time or if it is raining you know there are

some equipment you know that that that should not be under the water which are not waterproof you need to be very very careful about how do you actually arrange the equipment and how do you keep keep them as well. Another important is the easy access of the equipment as well. If the ground is here, the equipment should not be in the third floor.

It should be next to the ground. Storing should be next to the ground. Even if it is at the third floor, for example, the storeroom, you should always bring it back for the entire day. It should remain at a safe place, at a shaded place next to the ground, which is easy for students to go and access, for you also to easily go and access the same. Environmental adaptation is another very important aspect that if the climate is very hot outside, you need to play indoor games. How do you create that environment indoor if you have space or if you even don't have space inside the classroom? So what are the activities that you need to pick up? That is a very important consideration when you are considering for the play space. and some of the activities you know that can only be done indoor those activities like for example yoga though you can do it outside as well but it's always good to do in a shaded place you know smooth place so these are some of the activities that you can do indoor while planning that you know that you know i'll do yoga all the yoga activities indoor right i'll do all the football or basketball outdoor sport you know on the field so that's very important right understand the climate also right If there is a running activity that needs to be done, you do not do that or you do not plan that activity during the summer time or during the hot weather time or even during the rainy time.

It should be during winters where students can go and do a lot of aerobic activities. Understand that when you are creating a play space, it should be inclusive. So arrange play space focusing on students from different abilities. There are students with special abilities as well. So, when you are creating a play space or selecting a play space understand and keep in mind that it should be inclusive that it should be easy access for them as well and also for the normal students as well. Clear flow of movement like you know there should be easy entry the clear entry path to the play area you know and exit path also and you can in fact optimize that by doing you know you enter from here you do the warm-up here you play the activity here this is the place where you actually do the cool down and you exit from that side to the you know the class or you know you get dispersed so that planning not all play area will have that privilege or the schools will have but if you get an opportunity to plan that way you must always plan a clear you know flow of movement.

Use visual clues, especially for smaller kids. The more colorful you make the play area, the more excited they get, the more they enjoy. And it's fun for everyone. The visual clues can be used for your supervision as well.

You can easily understand. You can say that, hey, smaller kids, you play in that green zone. Class 6 kids playing in you know the red zone for example, it is easy for you also to you know supervise from a distance knowing that you know if you see a smaller kid in the red zone you say hey this is not the zone that you should be going. So, it is you can use that also

as a you know the supervision or minimize some kind of injuries. right space management for large groups again like i mentioned earlier you know for a larger groups and earlier you suppose uh you know the larger groups on this the different age groups come together right then again you create different play space where you put Kids with same age group in one side, kids with same age group, another age group in another side. That also can be easily achieved through a proper space management. Small sided games and all this is basically to reduce you know the clutter in one big field everybody is playing instead of that you know you play small sided divide them into group and everybody is engaged.

These are one of, these are some of the, I would say, you know, the efficient ways of managing the space. But there are plenty. I mean, you can go do your own research. And it depends on where you are, depends on, you know, the type of facility available in your school also.

But these are good to have and good to know. You know, these are some of the points that you must, you know, understand and make use of it whenever you have the opportunity to. Yeah well the other important part is you know how do you actually manage your equipment props and equipment you know after you play or before you play or during the holidays right or for the easy access right how do you manage definitely is you know you should have a proper place to keep them there's a you know the well ventilated I would say you know this place free from any moisture right that those kind of places are very good for another balls which are synthetic balls or you know the leather balls and all the plastic and others in fact okay if it is not if it is in a direct sunlight and it may you know warp it may bend. So, it is very important that you know you have a place which is away from you know the direct sunlight I would say right or there is no leakages in that no damp room right this will help you know you keep your props and equipment for a longer period of time keep a rack if required because it's easily instead of dumping all the balls in one side you keep a rack it's easy for somebody to you know pick it up it's easy for somebody you know to understand when what is required, it saves the time as well as it looks neat and tidy. And one must keep a register online offline okay and keep auditing not if not every day okay but at least once in a week once one must do this okay so in in that we will be able to keep a track of your inventory if you require at this in your 20 balls for you know 40 students for example right if one is also lost okay tomorrow when you in your actual activities planned with 20 balls you will end up you know with one less ball if you are not keeping a track of it if you are keeping a track of it you can easily replace it so it's always advisable that you keep a register in fact whenever there is an item lost or damaged you know quickly you should you know call it out and if it needs to be replaced immediately you should replace it immediately These are some of the props and equipment used for different age groups like parachute play.

This parachute is something that you can use it for anti-coordination, listening skill. So ladders and all these are agility ladders. These are the props and equipment basically used for students of formative years to teach them fundamental movement skills. And these are

some of the popular sports, you know, the props and equipment like football, basketball and all. So like I mentioned, you know, one must maintain a register, right? If you have a parachute available is two today, right? If you have two parachute available, right? And damaged is one, right? You must always, you know, keep a track of it.

This is for the month of May, June, July. So every month you should have that. Recommended is every week you should do it, daily you should in fact call out if there is a damage, keep a track of it and this will definitely help you manage the entire props and equipment well, so that when you actually require you are not surprised you know or shocked to see you know less props. Yes, so let us go back and understand. The three most important factors for successful implementation of your plan. Lesson plan, map to curriculum framework.

That lesson plan is mapped to each category with a specific learning outcome. Availability of play space, whether it's a permanent play area or you create a temporary play area. Available or not available? What do you do if it is not available? How do you go and do a tie up with the nearby park or a next school or a next public playground And the third one which is another very important is the availability of props and equipment, the types of prop and equipment, age appropriateness of it and keeping a track of it. These are very important aspects that define the success of your plan. Thank you. See you in the next class.