

## Implementation of Physical Education Program - Part 4

Now that we have understood the fundamental movement skills how is it done on ground we have seen some of the videos we have also seen videos on sports focus exposure to multiple sports now from middle school and above class 6 and above now the lessons get as discussed lesson gets sports specific so let us see some videos on how a sports specific lessons are conducted Lesson S5.21 Handball Dribbling Activity 1 Bring Back to Home Mark two starting lines at a distance of 25 feet using poly spots. Place a ball each of the poly spot. Place eight hula hoops at a distance of two feet from each other between the two poly spots. Place a saucer cone at the starting hoop in front of each group. Divide the class in two groups of five and assemble them at the starting line facing each other with the ball.

On your signal, the first student from each group dribbles the ball towards the hoop with the saucer cone placed in the front of the opposite group and picks up the saucer cone and places it in the next hoop towards their starting line and then goes back dribbling to their group. The next students continue to change the position of the saucer cone and try to bring the saucer cone to their starting hoop. The group that brings the saucer cone to their starting hoop first wins the game. Lesson S5.

21 handball dribbling Activity 2 zigzag dribbles with both hand Activity execution mark a start and end line at 25 feet apart using poly spots place four saucer cones at five feet distance between the start and end line divide the class into groups of five and assemble them at the starting line Give a ball to each group. On your signal, the first student dribbles the ball in a zigzag path using the right hand and then their left hand. Then hand the ball over to the next student and join the back of the line. The activity continues till all the students in the group perform the zigzag dribbling. Lesson S 5.

22 Handball Passing and Receiving Activity 1 Square Move and Pass Activity Execution Mark a square play area of 10 feet by 10 feet using marking cones. Make similar setups based on the size of your class. Divide the class into groups of five and give a ball to each group. Assemble the students in each corner of the square and the fifth student to stand behind the first student with a ball. The student with the ball passes it to the student on the right hand side and then takes the receiver's position The receiver then passes the ball to the person in front of him The third student then receives the ball and passes it to his left side The fourth student then passes the ball to the student standing in front of him.

Encourage the students to use the right technique of overhead pass In the second round encourage the passer to take two steps and then pass the ball SNS 5.22 Handball Passing and Receiving Activity 2 Pass it far and far Activity Execution Mark a start line with a poly spot and an end line with a hula hoop 8 feet apart Divide the class into groups of 6 and assemble them at the starting line Nominate one student to stand in the hula hoop with the ball On your signal, the student with the ball uses overhead pass to pass the ball to the first student in the group. The first student receives the ball and passes it back and then sits

down quickly. The overhead pass is continued for the second, third, fourth and fifth student. As soon as the student receives the ball, they throw it back and sits down quickly.

The group that completes the passes the fastest without blocking the ball, wins the game. Then nominate another student to stand in the hula hoop and pass. Thank you. Lesson S5.23 Handball Passing, Receiving and Jump Shot Coaching Points for Jump Shot Body Position If you are right handed, your left foot should be in front of you.

Bend your left knee. Keep your shoulder towards the front while holding the ball in the air. Push yourself with the right foot and take off on your left foot and jump high. but do not bend your arm and keep the ball up in the air. Practice this until you are comfortable with the jumping pattern and keep the ball up in the air.

Lesson S5-23 Handball Passing and Receiving Jump Shot Activity 2 The Flying Shooter Activity Execution Mark a starting line using saucer cones 12 feet apart and place two marking cones 6 feet away from the saucer cones in the straight line. Place two flat rings 6 feet away from the marking cone in the same line. Set up a pop-up goalpost or top split marker with a flexi pole between the two groups, position 10 feet away from the flat train. Divide the class in the groups of five and assemble them at the starting line with the ball. Nominate one student as the passer and one student as the goalkeeper to stand at the goalpost.

On your signal the first student dribbles the ball to the marking cone and passes it to the passer and run towards the direction the passer calls out to receive the ball. That is passers right side. Lesson S5.11 Basketball. Dribbling, passing and jump shot.

Warm-up activity. Circle jump shot practice. Mark a circular play area and assemble the groups in a circular formation. Provide a ball to each group and nominate a student - shooter to stand in the center of the circle. Make similar setups based on the number of students in your class.

On your command, the student at the circle passes the ball to the shooter who then performs a jump shot towards the next student in the circle. Rotate roles allowing each student to experience both passing and shooting techniques. Lesson S5.11 basketball dribbling passing and jump shot Activity 1 pass dribble and jump shot Assemble the students at the center line of the basketball court in a circular formation. Place saucer cones near the shooting area of each group give a ball to each group Give a bib to the starters in each group and initiate the pass sequence.

On your command, the starters will begin passing the ball within the group. The last person in the passing sequence dribbles the ball towards the free-flow area and takes a jump shot towards the basketball ring. If there is no basketball ring, hoops available, ask them to take a jump shot and let the ball reach a height of at least 10 feet from the floor before it lands.

Assign a color for each group. Each group takes a shot from their respective colors.

After each shot, the players retrieve the ball and dribbles it back to the group and stands before the starter. Encourage groups to pass different types of passes each time they restart the passing sequence after the shot. Keep a track of successful shots made by each group. The group that makes the most successful shot is the goal.

Lesson S5.11 Basketball. Dribbling, passing and jump shot. Activity 2. Save the partners. Ask the groups to assemble in a vertical line at the center line of the basketball court.

Provide a ball to each group. On your command, the first student in each group dribbles the ball to the free-flow area and attempts a jump shot. If the shot is successful, the student collects the ball and joins back the group. If the shot is missed, collects the ball, passes it back to the group and then goes to the safe zone marked near the board. If any group member makes a successful shot, they can save a player from the safe zone.

Students in the safe zone, shooting skill and save the zone. If team members fail to make a shot, the other team members can take them back to the game by making a successful shot. Lesson S5.18 Football. Ball control, dribbling and passing.

Warm-up activity, the squirrel and the rabbit. Activity execution. Mark a circle play area using saucer cones and place five footballs in the center. Select five students as rabbits to stand on the perimeter of the boundary and assign a squirrel to stand near the ball. The goal is for the squirrel to prevent the rabbits from taking the ball in the center.

On your signal, the rabbits attempt to pick the ball using their hands. If any rabbit is touched on their attempt, they should leave the ball in. In the second round, instruct the rabbits to pick the ball up using their right leg and then their left leg while maintaining control. If the ball goes a step away from the rabbit in the outer circle, the rabbit must keep the ball inside the circle. In the third round, ask the rabbits to pass the ball to another rabbit.

If the ball goes away from their partner, the rabbit should leave the ball inside the circle and continue the game. The squirrel's role is to protect the balls in all three variations. Nominate a new squirrel for every variation and continue the game. Lesson S 5.18 Football Ball Control, Dribbling and Passing Activity 1 Dynamic Dribble, Pass and Receive Activity Execution Set up a start line using marking cones.

Arrange 6 saucer cones 2 feet apart. Place a marking cone 6 feet beyond the last saucer cone. Divide the class into groups of six and have them line up in their respective start lines. Pair up the students with each other in the group and provide a ball to each pair. The first pair begins the activity by dribbling the ball to the saucer cone, then passing it between the saucer cones.

The partner runs the marking cones after making the pass between the fourth and fifth cone the other partner scoops the ball from the ground towards the partner the partner receives the ball using different body parts after the partner gently throws the ball backwards to the start line the next pair in line must receive the ball and start dribbling passing and receiving activity Ensure all students get a chance to perform all three skills. Lesson S5.18 football ball control dribbling and passing Activity 2 through pass masters Activity execution. Mark a rectangular play area using marking cones. Draw two parallel lines at the center of the play area with saucer cones with the two distant two feet distance between them divide the class into groups of 10 and assign a rectangular play area for each group.

Further, divide each group into two teams of four passers and nominate two defenders. Instruct the defenders to stand facing each team at the parallel line with the two teams in each half respectively. The defender's aim is to prevent the ball from being passed between the teams while in the parallel lines. Provide a ball to each team. On the start signal, the teams must pass the ball among all team members before passing it to the opposite team.

The teams should execute passes while avoiding the defenders at the parallel line. If a defender successfully stops the ball during a pass, the student who missed the pass becomes the new defender and the previous defender joins the respective team. In this video, for demonstration purpose, we have two passes on each side and two defenders. Teams earn a point for every successful pass to the opposite team. The team with most points wins the name through Passmasters.

The passers should also be aware of receiving passes from the other team while they are passing the ball among themselves and trying to pass the ball across the parallel line. Lesson S 5.27 Coco the game Activity 1 Rules of the game Coco Field of the playing area Rectangular field 23 meters by 14 meters for sub junior boys and girls Team toss and selection Start the match with the toss Team winning the toss decides whether to chase or to defend Player Position At the beginning of the game, 9 players from the chasing team and 3 players from the defending team remain inside the playing field. Chasing team has 8 chasers sitting in the center line facing opposite direction and 1 active chaser standing next to the pole. Game Start 3 players from the defending team enter the field and the game begins.

The objective The team chasing team has an aim to capture as many defenders as possible by tagging them within 7-minute innings Movement Rules Defenders can cross the center line and run in any direction to escape Chasers can only run in their side of the court in a single direction The active chaser can change direction Chasers may change direction by taking a pole or entering the free zone. Tagging and Rotation Chasers can tag a defender to get points. Chaser can change position by giving code to a teammate sitting facing the opposite direction to tag defenders. Once all three defenders are caught, the next set of

three defenders enter the field.

Game duration. There are four innings of seven minutes each. First innings. Second innings. Provide equal opportunity for both teams to chase and deserve.

With a break of five minutes in between. Scoring. Chasing team. The chasers can tag, defend to get points. Normal tag is 1 point. Tagging by pole, dive or skydive will award 2 points for the chasing team.

Defending team. The defending team will be awarded 1 point for every runner who stays more than 3 minutes without getting tagged. Team with the maximum number of points at the end of the 4th innings wins the game. Gameplay, divide the class into teams and play a small game. Give both teams an opportunity to chase and defend the following rooms.

Lesson S 5.29 Tug of War Activity 1 The Whirlwind Jump Activity Execution Mark two starting points and an end point at 16 feet apart using poly spots or marking cones. Place the rope horizontally between the start and end lines, maintaining an 8 feet distance. Divide the class into two groups and assemble them at the designated marking cones or poly spots. Nominate two students to hold the rope and rotate it up and down. Instruct the students to take turns running individually then jumping over the rope as it moves downward or going under when it goes upward.

After the jump, they should run forward, touch the end of the marking cone or poly spot and return behind the students holding the rope from each side. After several repetitions, pay the students and complete the activity. Lesson S5.30 Cooperate and Celebrate too Activity 1.

Ball and hand chain reel. Activity execution. Mark a start and end point at 10 to 15 feet distance using marking cones for each group. Divide the class in the group of 8 and provide a softball to each group. For demonstration we have group of six. Ask the students to form pairs within each group and assemble them at the starting marking cone. Each pair should stand holding hands facing each other at chest level.

The last pair in each group positions a ball between their forearms and starts the activity. On your signal, the pairs in each group quickly sit on their toes allowing the last pair to move to the front without breaking the hand chain or losing the ball. Once the last pair reaches the front position they pass the ball back over to the group in the last pair without breaking their hand chain. The objective is to cross to the end point without losing the ball or breaking the hand chain. The team that successfully crosses the end point without losing the ball or breaking the hand chain wins the game.

In case the ball is dropped, the entire team will have to start over again. Lesson S5.30 Cooperate and Celebrate 2 Activity 2 Plant Ball Exchange Relay Activity Execution Mark a

starting point using marking cones or poly spots for two groups at 6 feet distance each. Place 10 hula hoops or flat rings alternatively from the starting point creating a continuous line. For demonstration, we have three hula hoops and three flat rings. Place plastic balls, bean bags for each group at the starting hoop or flat ring.

Divide the class into two equal groups and assemble them in front of the hoops or flat rings facing each other, forming a horizontal line. Ask the students to go into a high plank position in front of the hula hoops or flat rings. On your signal, the first student in each group picks up a ball and places it in the next hoop. The student in line continues the process placing the balls and bean bags into the next hula hoop or flat ring until it reaches the end hoop. The group that successfully passes all the bean bags or plastic bottles to the end hula hoop wins the game.

To make it more challenging, ask the students to return all the props to the first hula hoop or hula hoop.