

UNIT 1

Basic Motor Movements



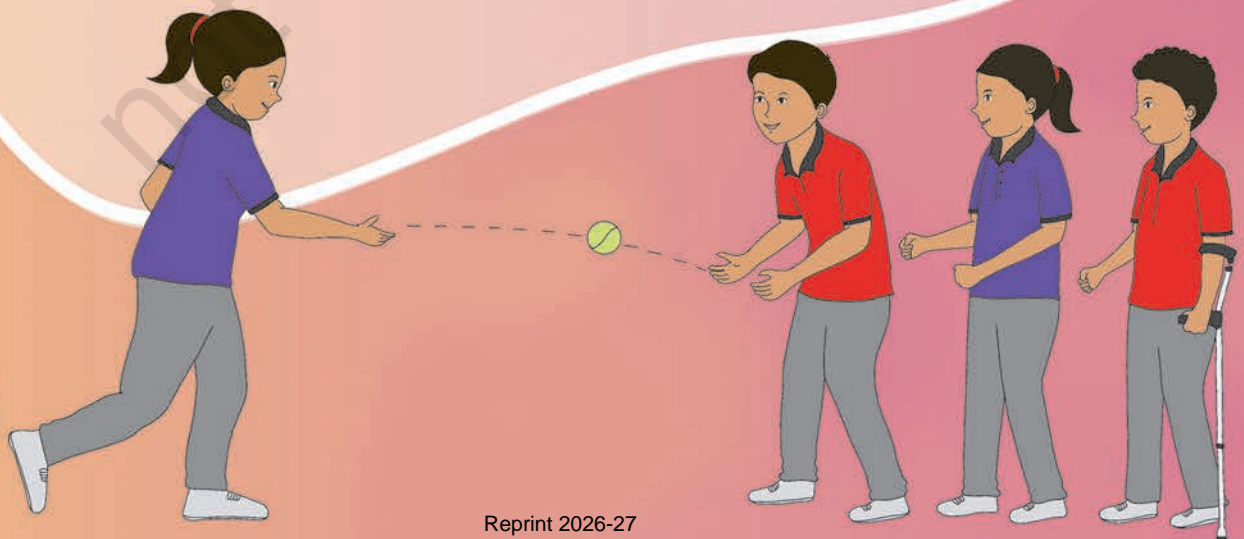
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Welcome to the exciting world of movement!

As we have already learnt basic motor movements in Grade 3, we use our big muscles for actions like jumping, throwing, catching, kicking, and hitting. These are called gross motor skills and are important for our daily activities, playing sports, and staying fit. Fine motor skills, on the other hand, use the small muscles in our hands and fingers for delicate tasks like writing, drawing, picking up tiny objects, and gripping.

Both gross and fine motor skills are part of basic motor movements. There are five main movements we focus on: throwing, catching, kicking, receiving, and striking. Our goal is to use these movements in fun activities with the help of objects of different shapes, sizes, weights, and textures.



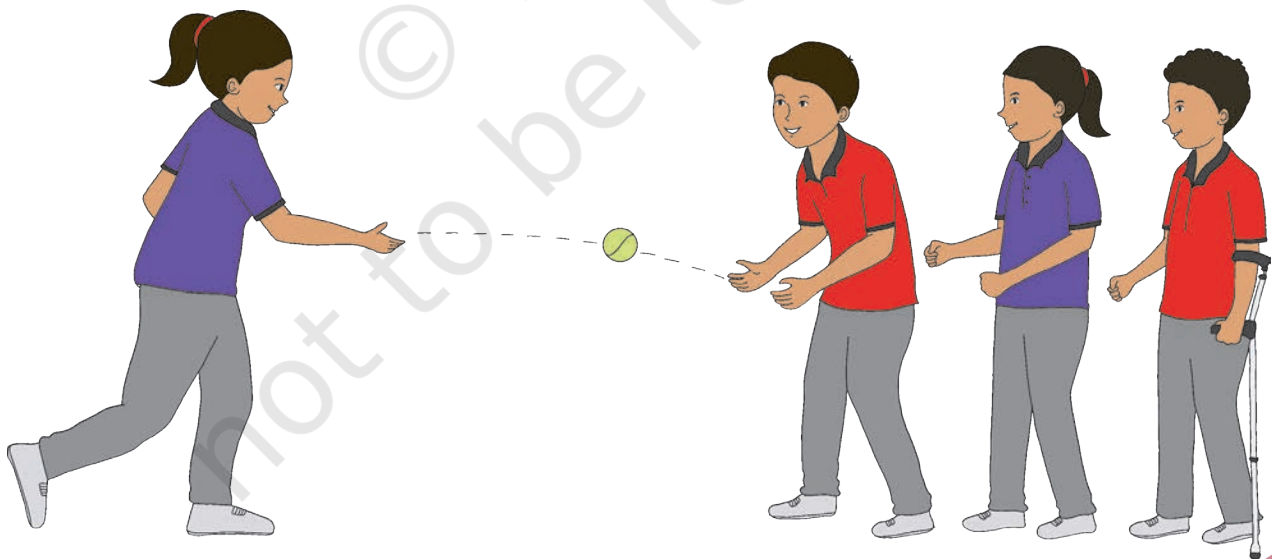
Chapter 1

Throwing and Catching

Introduction

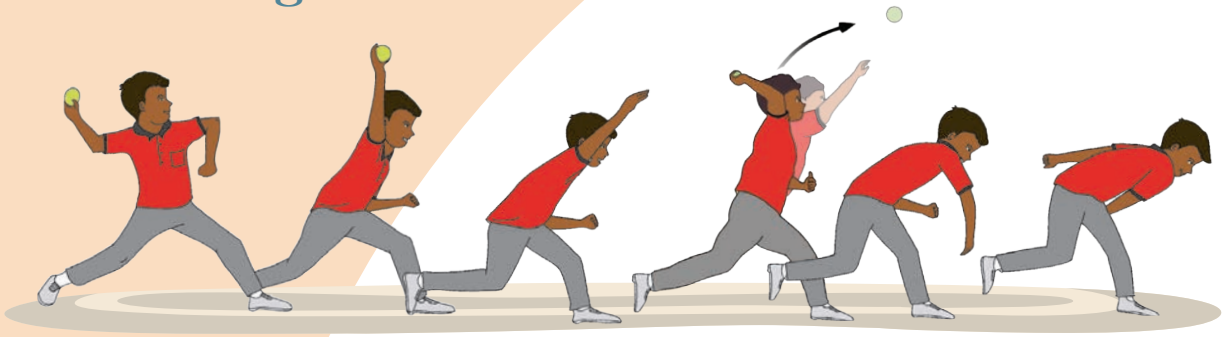
As we have learnt in the previous class, throwing, is done with the help of arms, shoulders, and torso. However, hands are also used for releasing and catching an object.

Now, we will learn how to throw and catch by playing some interesting games.





Throwing

**1**

Hold the ball firmly with spread fingers and stand with slightly bent knees.

2

Swing the throwing hand behind and twist the upper body.

3

Take one step forward and balance your body. Do not wobble.

4

Bring the hand forward and throw the ball with force.

Note for the teacher

Ensure the following while students practice throwing—

1. Grip: Students hold the ball firmly with fingers spread out.
2. Stance: The eyes of the student are fixed on the target, legs are spread to form a stable grounding and knees are slightly bent.
3. Throw: The action of twisting the upper body is smooth, taking back the throwing arm and swinging the arm forward to throw the ball.
4. Follow Through: The student takes one step forward after the release and balances their body.
5. Use softballs for throwing and increase the level of difficulty of activities progressively.



Catching

1

Stand with knees slightly bent like you are getting ready to jump.

**2**

Join your palms together to form a cup. Keep your eyes on the ball.

**3**

Catch the ball softly at eye level.

**4**

Hold the ball firmly and pull your elbows towards the body.





In this unit, we will learn how to catch the ball over your head:

1

Stand with knees slightly bent like you are getting ready to jump.

**2**

Join your palms together above your head to form a reverse cup. Keep your head still, eyes up and on the ball.

**3**

Catch the ball softly over your head.

**4**

Hold the ball firmly and bend your elbows back towards the body.



Note for the teacher

Ensure the following while students practice catching—

1. Stance: Legs are shoulder-width apart and knees are not bent too much.
2. Catching: Body is behind the line of the ball, palms are joined and pointing upwards, hands are soft and eyes are on the ball.
3. Follow Through: Knees are slightly bent to minimise the impact and hands are pulled back.
4. Use softballs for catching and increase the level of difficulty of activities progressively.



BM 1

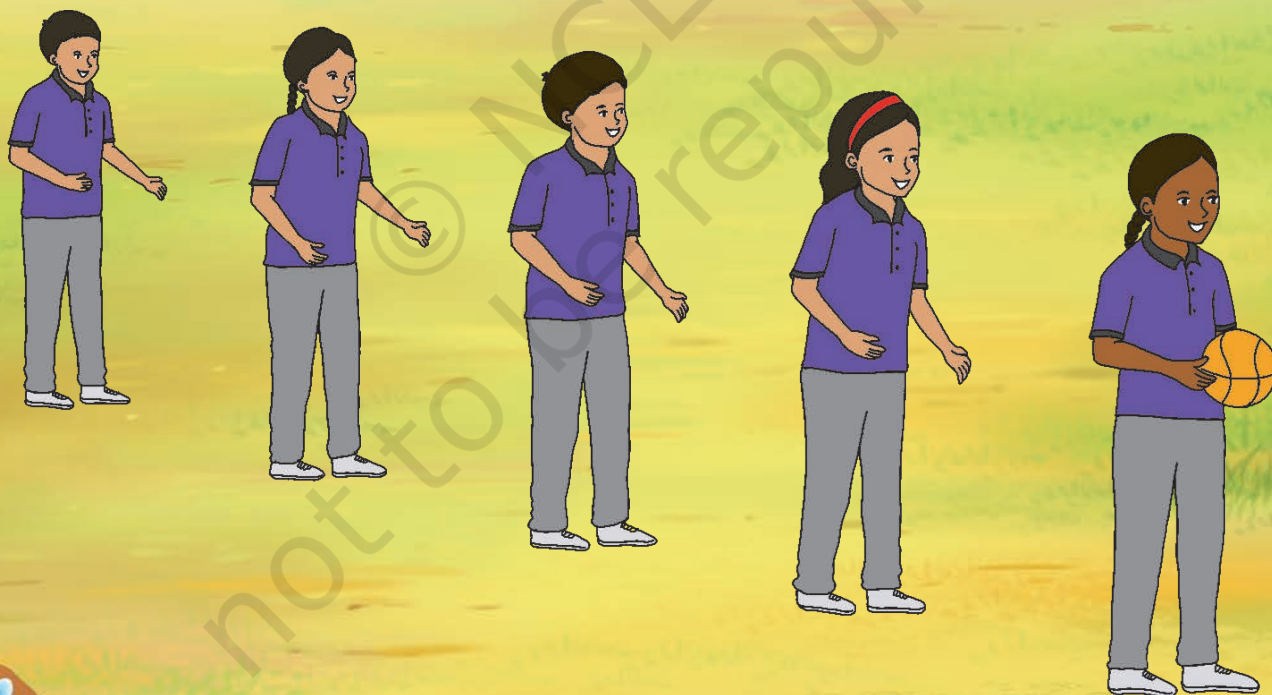
Overhead Reverse Toss

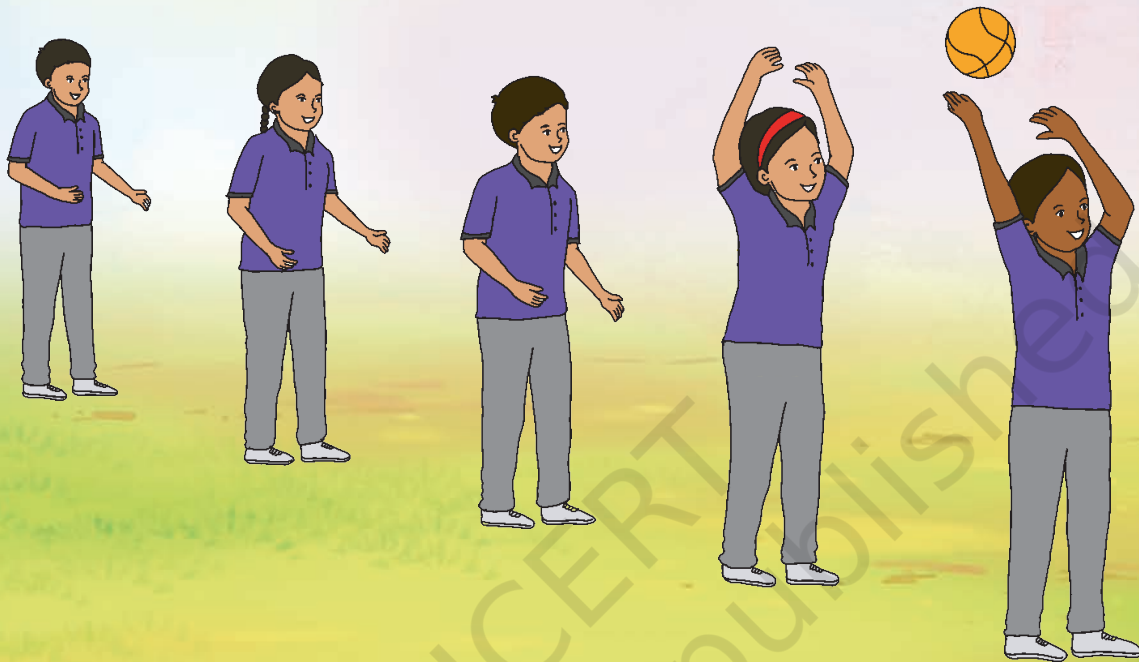
Required Material

Balls of different sizes

How to play

- Form multiple teams with five students each and stand in a straight line facing each other's back at a distance of one metre.
- First student has the ball and on the blow of the whistle, the student will throw the ball over his head to the student behind him.
- The second student will try to catch the ball and throw the ball over his head to the student behind him.
- In the meantime, the first student will run and join the line at the back.
- This will continue until each student catches and throws the ball at least ten times.





Note for the teacher

When students are throwing balls of different sizes or weights, the teacher will help the students realize that force is applied differently according to the size and weight of the ball in order to throw and catch the ball accurately.

Purpose

To develop throwing and catching skills as well as the reaction time.

Variations

- Vary the distance and size of the ball.
- Change the direction and types of passes from behind to front, from direct to bounce, pass from their sides or between the legs.

Circle Time

While tossing the ball over your shoulder to your partner behind you, discuss how you controlled your throw to ensure it reached the intended target.



BM 2

Throw it Back

Required Material

Medium-sized balls

How to play

- Form multiple teams with ten students each with a designated leader standing in the middle with a ball.
- At the blow of the whistle, the leader will chest-pass the ball to one of the students and the student will chest-pass the ball back to the leader.
- After passing the ball, the student will do three jumping jacks quickly.
- The leader will chest-pass the ball to the second student and the activity shall continue.
- Other students in the circle will carefully observe the balance while receiving and returning the ball.
- After every student has taken a turn at catching the ball, both the leader and the type of pass will change.
- Types of passes that can be tried are bounce pass, one-hand pass, overhead pass, etc.





Purpose

Learning to shift focus from one movement to another.

Variations

- Vary jumping jacks with other strength exercises, such as push-ups, squats, lunges, etc.

Circle Time

- What did you do to maintain your balance and prevent your body from falling after releasing the ball?
- Carefully observe and compare the finishing stance of others.



BM 3

Bucket it up

Required Material

Buckets and balls of different sizes

How to play

- Form multiple teams of four to five students and ask them to stand in a circle with a bucket placed in the middle.
- Each student will have three softballs and on the blow of the whistle they will try to throw the ball into the bucket.
- They can throw the ball either underarm or overhead.
- If one student fails to throw the ball in the bucket, the other students from the team will collect the ball and bring it back.
- The first team to finish the task will win.



Purpose

To develop a sense of space, distance and accuracy.

Variations

- Vary the number of balls per team.
- Vary the distance between the bucket and students.
- Vary the type of balls.
- Unused and scrapped clothes or paper can be used to make the ball.

Circle Time

- How did you realise the force required to throw the ball in a bucket accurately?
- Discuss with peer groups about their experiences.
- Discuss how waste papers and clothes can be utilised in making playing equipment.



BM 4

Run and Catch

Required Material

Softballs

How to play

- Divide the students in pairs and make them stand in a line, two metres apart, at one end of the field.
- At the blow of the whistle, the first pair will walk or run forward and pass the ball to each other at the same time until they reach the other end of the field.
- On crossing the halfway mark on the field, the whistle will be blown and the next pair will start walking, passing the ball back and forth at the same time.
- Once the pair reaches the other end of the field, they will jog back to the starting point from the edge of the field.
- The team finishing first with the least drops will win.



Purpose

To develop hand-eye coordination as well as reaction time.

Variations

- Change the distance and type of pass.

Circle Time

Discuss how did you anticipate the position of your partner while moving and passing the ball and the likely position of the ball while receiving it back.



BM 5

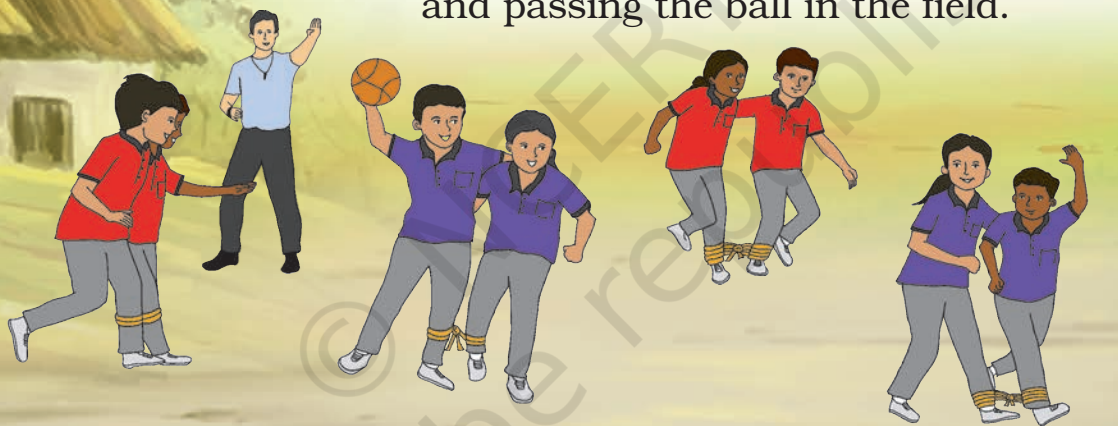
Coordinate and Conquer

Required Material

Softballs

How to play

- Make two teams of eight students each.
- Each team will have four pairs having the left leg of the student tied to the right leg of the other student to form a three-legged pair.
- The game will start with a higher throw by the teacher acting as a referee. Any team can run towards the ball after a bounce and start playing.
- Only direct or single-bounce pass is allowed.
- The objective of each team will be to score the goal in a designated area while moving and passing the ball in the field.



Note for the teacher

Make sure that students are in a stationary position while collecting the ball to prevent injuries.

Purpose

Quick thinking and decision-making with the development of hand-eye coordination and balance.

Variations

- Double-bounce passes can also be allowed.
- Minimum four passes.

Circle Time

- Did you identify any difficulty (distress) while playing in pair?
- What did you do to overcome it?



BM 6

Meethe Angoor

Required Material

Balls of Different sizes

How to play

- Form multiple teams with five students in each team and designate leader for each team. Students stand in a line and their leader stands on a raised platform at some distance facing the team.
- At the blow of the whistle, all the team leaders throw the ball to the first student in the line, and the ball should be over the head of the student.
- The first student will catch the ball with a jump or hop with one or both the legs in the air and the catch has to be taken at the peak of the jump. The student then returns it to the leader, runs at the end of the queue and halts.
- The leader throws the ball to the next student and the game continues.



Note for the teacher

The teacher should use variations in the activity (using one's own body weight or free exercises) to develop the leg strength for improving the jump. For example, skipping, jumping jacks, etc.

Purpose

- Develop lower-body strength and coordination.
- Learn to celebrate efforts.

Variations

- Vary the type of ball, and distance between the leader and the teammates.
- The catching in this activity can also be done while moving left and right at a distance of approximately 1 feet.

Circle Time

- Recall the technique given at the beginning, that helped you catch the ball at the peak of your jump.
- Discuss 'Efforts lead to success'.

Chapter 2

Kicking and Receiving

Introduction

Have you ever played football? In football, we kick the ball to our teammates and also receive the ball from them.

Kicking is an essential skill where we use our feet to direct the ball towards a specific target or direction.

Receiving is equally important, as it involves controlling the ball with our feet when it comes to us, ensuring we don't lose possession.

Let's explore how to kick and receive a ball effectively using our feet. After learning these skills, we'll enjoy playing some fun games!





Kicking

1

Stand behind the ball and keep your eyes focused on it.

**2**

Move towards the ball.

**3**

Keep the non-kicking leg to the side of the ball and then swing the other leg to kick the ball.

**4**

Let the kicking leg follow the ball. Move your hands to balance the body.



Note for the teacher

Ensure the following while students practice kicking—

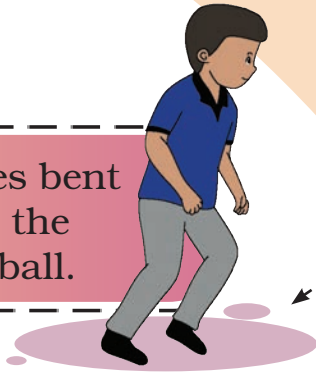
1. Stance: Legs are shoulder-width apart and knees are not bent too much.
2. Approach: The approach is slightly to the side of the ball while stepping forward on the kicking foot.
3. Kicking: The streamlined action of leaping forward on the non-kicking foot to the side of the ball is important. Swinging back the kicking leg and bringing it swiftly to kick the ball is also essential.
4. Follow Through: The arm opposing the kicking leg goes forward and the body is in balance.



Receiving

1

Stand with knees bent and body facing the direction of the ball.

**2**

Raise one leg to receive the ball. Keep the other leg firmly on the ground.

**3**

Receive the ball and move the leg slightly backwards.

**4**

Balance your body as the ball touches the ground.



Note for the teacher

Ensure the following while students practice receiving—

1. Stance: Legs are shoulder-width apart, knees are not bent too much and the body is facing towards the direction of the ball.
2. Anticipate and be ready: Anticipate the path of the ball and keep non-receiving foot firmly on the ground.
3. Receiving: Shift the body weight to the non-receiving foot, always receive the ball with the instep of receiving foot and on contact take the foot slightly back.
4. Follow Through: Keep the body low and balance the body by shifting the body weight as required.



BM 7

Dribble and Pass

Required Material

Medium-sized balls

How to play

- Pair up the students and make them stand three to four metres apart.
- The first student will dribble the ball on the spot between their feet and then kick the ball to their partner.
- The second student will receive the ball and repeat the same. Keep changing the distance between the partner and get as close or far as possible.
- As they get comfortable with this action, students shall now dribble the ball while walking before kicking it to their partner.



Purpose

To develop a sense of force and leg-eye coordination with anticipation.

Variations

- Increase the number of students in a group.
- Increase the number of balls in a group.

Circle Time

What helped you dribble the ball so that you don't lose control? Share ideas with your friend.



BM 8

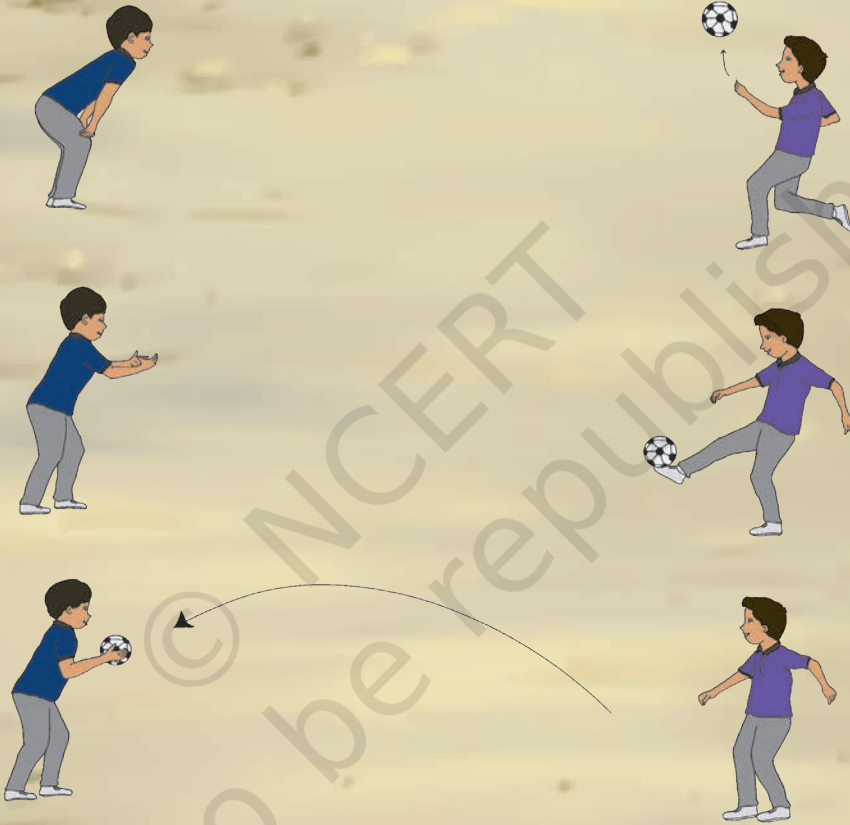
Drop it to Kick it

Required Material

Large-sized clothballs

How to play

- Divide the students in pairs and ask them to stand at a distance of 5 metres apart.
- The first student will toss the ball in the air and kick it to the partner before it bounces.
- The partner will try to catch the ball and repeat the action.



Note for the teacher

The teacher will provide examples of uncomfortable moments and feelings.

Purpose

To develop leg-eye coordination as well as coordination between partners.

Variations

- Increase the distance to develop sense of force with consistency.
- Vary the size of ball.

Circle Time

Share an instance or incident where you felt uncomfortable for any reason. Did anyone help in these uncomfortable moments?



BM 9

Between the Door

Required Material

Cones and large-sized balls

How to play

- Line up the students ten metres apart, as shown in the figure.
- Place two cones in the middle, parallel to each other, forming a door.
- Instruct the students to kick the ball between the cones.
- Each student will kick the ball at their turn and will rejoin the line at the end. In case the ball doesn't go through the door, the student will recover the ball and pass it on to the next.
- Increase or decrease the distance between students based on their skill levels and needs.



Note for the teacher

The teacher will help the students to minimise the distractors (for example, lack of confidence, difficult target, fear of failure, anxiety, stress, lack of interest, etc.).

Purpose

To foster focus, concentration, and precision.

Variations

- Vary the size of the door to make it more difficult or easier for the students.
- Use of alternate legs to kick the ball.
- Vary the size of the ball.

Circle Time

Identify and share the distractors which created disturbances while hitting the ball precisely between the two cones.



BM 10

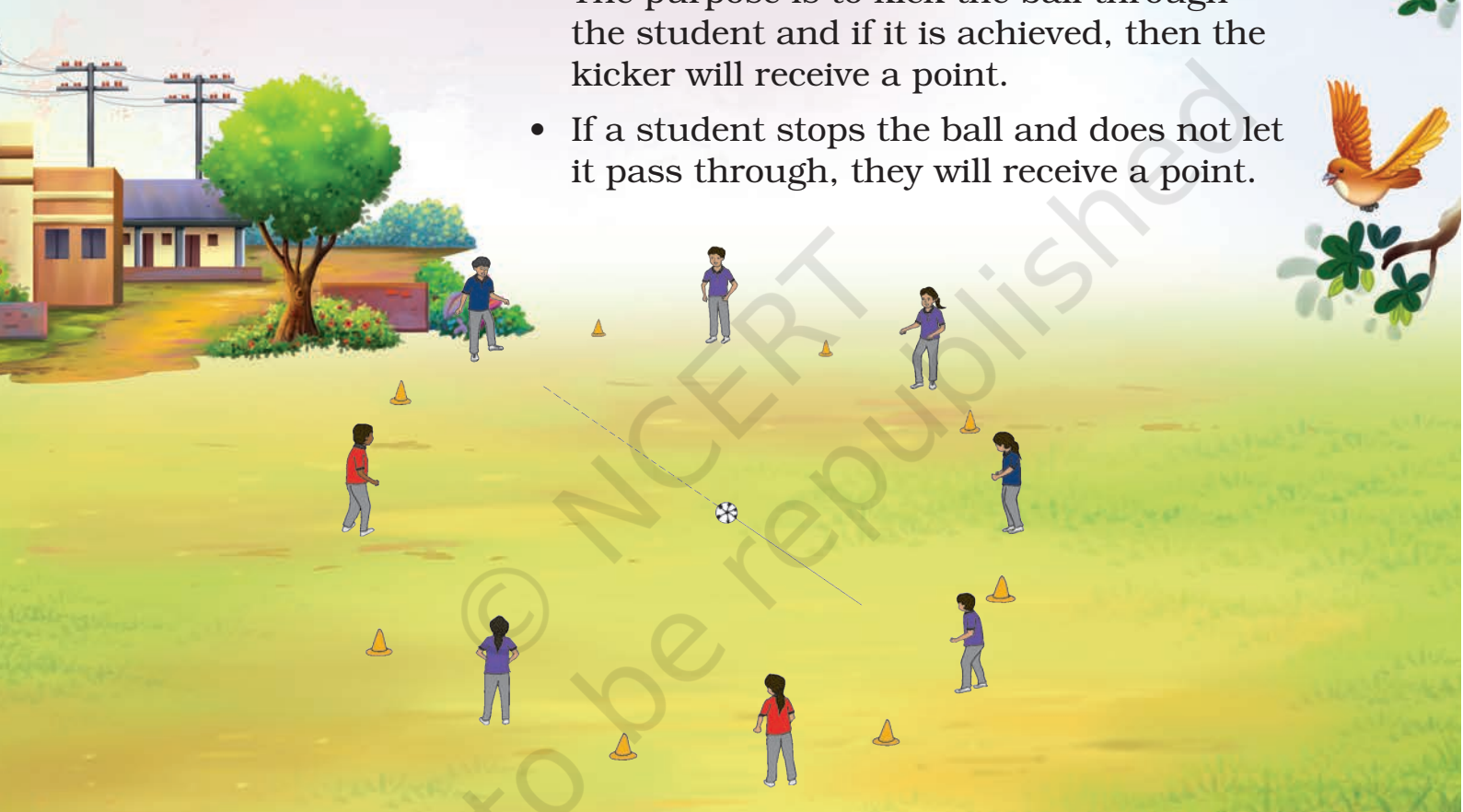
Kick Through

Required Material

Football, cones

How to play

- Place cones in a circle marking an area for a student to move.
- Stand in a circle in between the cones.
- The student will kick the ball to the other students except the ones standing immediately to the left or right sides.
- The purpose is to kick the ball through the student and if it is achieved, then the kicker will receive a point.
- If a student stops the ball and does not let it pass through, they will receive a point.



Note for the teacher

During the circle time the teacher will help the students by providing clues (for example, force, movement of other students, anticipation, etc.) that did not let the ball pass through the cones.

Purpose

Development of a sense of space, movement and anticipation.

Variations

- Vary the number of balls.
- Increase or decrease the distance of cones to vary the difficulty level.

Circle Time

Identify the factors which did not let you pass the ball between the student and the cones.



BM 11

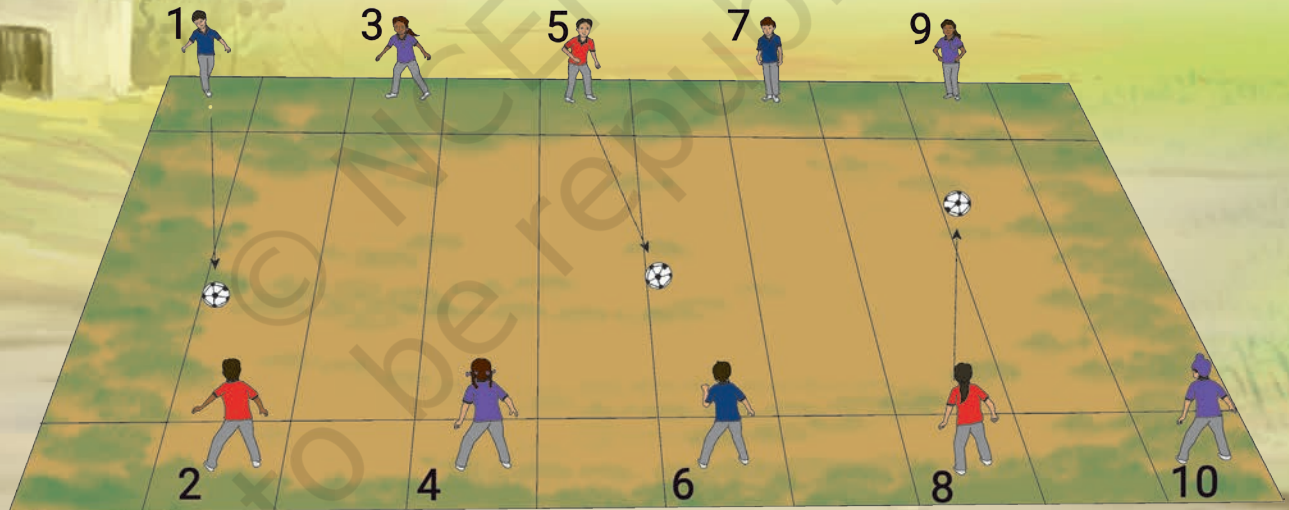
Zig-zag Kicking

Required Material

Marking chalk,
Football

How to play

- Line up the students and number them as shown in the figure.
- The first student will kick the ball to the next student standing diagonally to them (one to two, two to three, three to four and so on).
- The students will receive the ball and then kick the ball to the next student standing diagonally to them.
- The ball will reach the last student and the process will be repeated in reverse.
- The student should aim to minimise the time between receiving and passing the ball.



Purpose

To develop coupling ability with precision and anticipation.

Variations

- Vary the distance between the students.
- Place one defender in the middle to increase the difficulty.
- Vary the leg at every pass.

Circle Time

Discuss ideas on how you can minimise the time between receiving and passing the ball.



BM 12

Foot Baseball

Required Material

Football, cones

How to play

- Form teams according to the number of students.
- Mark four cones in a square shape, 15–20 metres apart. Cones will be treated as bases.
- Place a cone at the centre of the square for the pitcher to roll the ball.
- One team is the defence team and the other is the offence team.
- The pitcher of the defence team will roll the ball, and one student from the offence team will kick the ball outside of the square aerially.
- If the defence team catches an aerial pass, then the kicker will be out and if the ball is not caught or goes rolling on the ground, then the kicker will run to the second base and so on.
- A new kicker will come to kick and the game goes on.
- If a student fails to kick the ball three times, then they would be out.
- If three students get out, then the other team will play offence and the first team will defend.



- This goes on until every student gets the chance to kick the ball.
- If a student covers all the bases, then that team will get one point and the team with the maximum points at the end will win the game.



Purpose

To develop collaborative skills and team spirit.

Variations

- Vary the size of the playing area according to the number of students.
- Vary the size of ball.

Circle Time

Observe others and self in a game situation and discuss the strong areas of both teams and one area for improvement of your own team.

Chapter 3

Strike the Shuttlecock

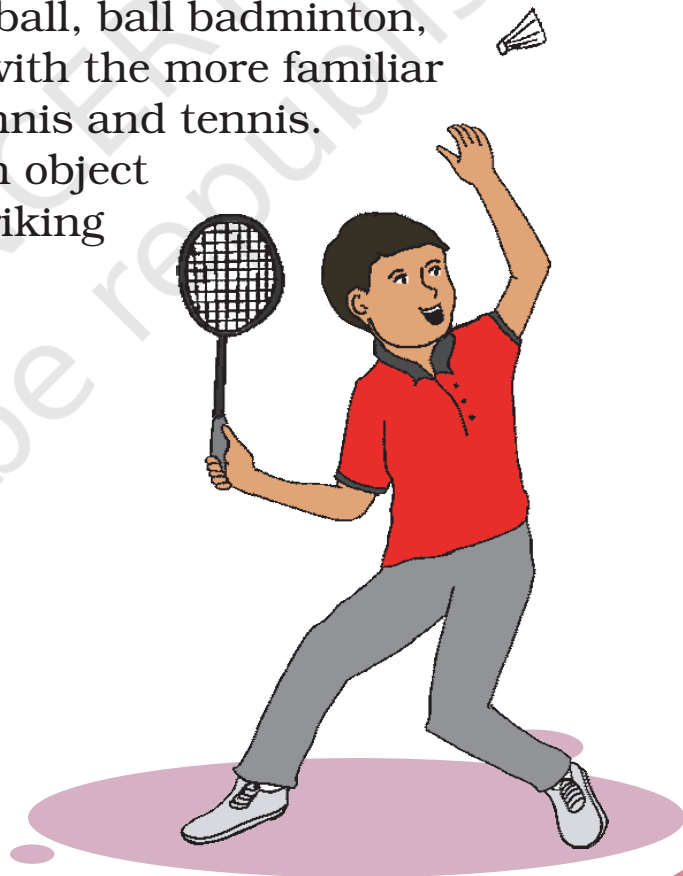
Introduction

Striking an object while playing helps in various types of learning in an enjoyable manner. Various racquet sports are emerging nowadays.

For example, pickle ball, ball badminton, squash, etc., along with the more familiar badminton, table tennis and tennis.

Learning to strike an object with a racquet or striking surfaces can be fun.

Let's try!





Striking the shuttlecock with a racquet

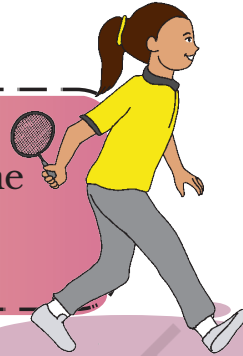
1

Hold the racquet and stand sideways as shown in the picture with knees slightly bent.



2

Step forward and swing the racquet. Rotate shoulders and hips.



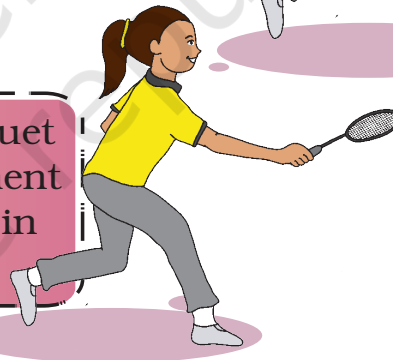
3

Drop the shuttlecock and hit it with the racquet.



4

After hitting, take the racquet in a follow-through movement along your body as shown in the picture.



Note for the teacher

Ensure the following while students practice striking with a racquet—

1. Stance: Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes always on the shuttlecock.
2. Grip of the racquet: The racquet should be held in the dominant hand, between the thumb and index finger, making a V position.
3. Hitting: While hitting, step forward on the front foot, swing and rotate hips and shoulders, keep eyes on the shuttlecock, extend arms fully at the contact point and hit.
4. Follow Through: Upper body will swing along with the racquet, going around the body, and finish over the shoulder of the non-dominant hand.



1

Stand with knees slightly bent and with the racquet facing the direction of the incoming shuttlecock.



2

Bend forward and hold the racquet in the dominant hand. Keep the hands gentle on impact.



3

Connect the shuttlecock with the racquet.



Note for the teacher

Ensure the following while students practice receiving with a racquet—

1. Stance: Keep feet shoulder-width apart, knees slightly bent, and body facing the shuttlecock.
2. Grip: Hold the racquet gently with the dominant hand.
3. Anticipate: Predict the path of the shuttlecock, keep the body low and align the body accordingly.
4. Hitting back: Hit the shuttlecock back underhand or overhand depending upon the height of the shuttlecock.



BM 13

Balloon Race

Required Material

Balloons

How to play

- Divide the students into two groups consisting of four students each.
- Mark the starting and finish line.
- Provide one balloon to each group and make them stand at the starting line.
- On the blow of the whistle, ask them to hit the balloon in the air one after the other and finish the race without holding on to it or letting it touch the ground.
- The students, who hit the balloon, can hit it again only at their turn.



Purpose

To develop collaborative and communication skills with coordination.

Variations

- Increase the number of balloons per group.
- Students can touch the balloon with other body parts except hands.
- Ask students to do lunges after hitting the balloon.

Circle Time

Discuss how you respect the other students' chance and the instances where the teammates created difficulty in letting the student take their own chance.



BM 14

Bowling

Required Material

Cones and medium-sized balls

How to play

- Divide the students into teams consisting of four students each.
- Place cones in a line and students should stand approximately 5 metres away from the cones.
- At the blow of the whistle, students will take turns to knock the cones by rolling the ball on the ground.
- The student will retrieve the ball after their turn and throw it to the next student in the line.
- The team that knocks out their cones first will win the game.



Purpose

To develop control on the wrist and arm movements.

Variations

- Use of alternate hands in rolling the ball.
- Vary the distance and size of the ball.

Circle Time
Star and Wish



BM 15

Tap the Ball

Required Material

Ball and racquet or small bat

How to play

- Identify a safe space in the playing area.
- Take a bat and ball from your teacher and set your target.
- Hold the bat and tap the ball and balance it to keep it from falling while maintaining your body balance.
- Record the number of times the student tapped the ball without letting it fall on the ground. Try to improve your target time with every chance you get.



Purpose

Develop hand-eye coordination, concentration and balance.

Variations

- Play with a teammate where you tap the ball and pass it to the teammate back and forth.

Circle Time

Discuss ideas on how every student balances their body while tapping.



BM 16

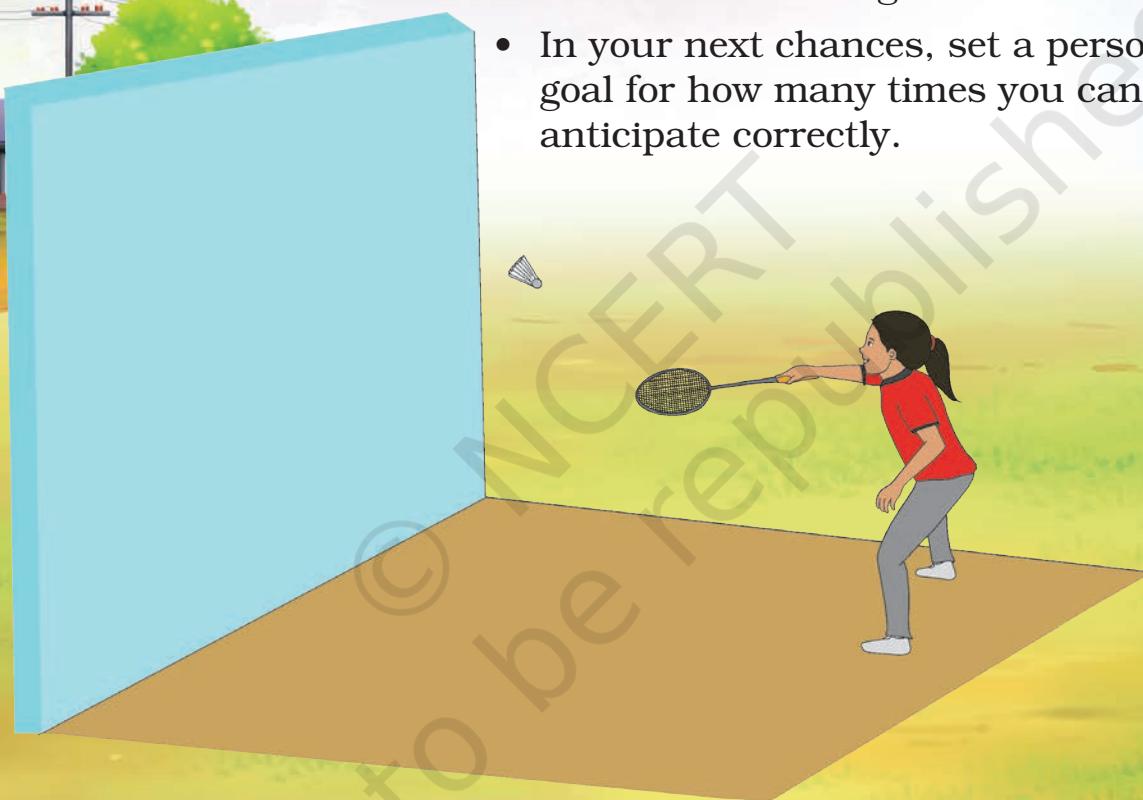
Sky Shuttlecock

Required Material

Badminton racquet, shuttlecock

How to play

- Give each student a racquet and a shuttlecock. If these are not available, use a softball and any flat object (rough copy, cardboard, hand) for hitting.
- Stand one metre away from a wall.
- Hit the shuttlecock or ball on the wall with the object.
- Make sure that the shuttlecock or ball doesn't fall on the ground.
- In your next chances, set a personal goal for how many times you can anticipate correctly.



Purpose

To develop anticipation and concentration.

Variations

- Vary the distance to enhance the force required.
- Change the shuttlecock with a plastic ball.
- Instead of hitting the wall, hit the shuttlecock in the air.

Circle Time

How many times were you able to anticipate the path of the ball or shuttlecock correctly and how? Is there any pattern in the path of the ball or shuttlecock while returning?



BM 17

Place the Shuttlecock

Required Material

Badminton racquet or hitting object, shuttlecock or ball, hula hoop or bucket

How to play

- Place the hula hoop or bucket on the ground at different distance and angles.
- The student stands at the distance of 2 metres from the bucket or hula hoop.
- The student will hit the shuttlecock or the ball with the racquet or hitting object and try to place the shuttlecock or ball into the hula hoop or bucket.
- Every shuttle or ball placed in the bucket or hula hoop will be scored as one point.
- The student with maximum points will win the game.



Purpose

To develop coordinative abilities, focus and precision.

Variations

- Teams can be formed to make it a group activity.
- Vary the shuttlecock with different types of balls such as plastic, rubber ball, etc.
- Vary the size of the target.

Circle Time

- What adjustment did you make while hitting when the ball or shuttlecock was off the target?
- Discuss how did you feel while holding the racquet.



BM 18

Play it Together

Required Material

Badminton racquet,
shuttlecock

How to play

- Divide the students in pairs and make them stand four metres apart.
- At the blow of the whistle, pairs will start passing the shuttlecock with forehand and try not to drop the shuttlecock.
- The students will pass the shuttlecock to each other till they complete fifty hits.
- Then, the new pair will similarly pass the shuttlecock to each other and the game will continue.



Purpose

Quick thinking and decision-making.

Variations

- Vary the distance between students.
- Vary the shuttlecock with different type of balls.
- Interchange the forehand with backhand.

Circle Time

Share ideas with each other on ensuring that the ball or shuttlecock do not fall.

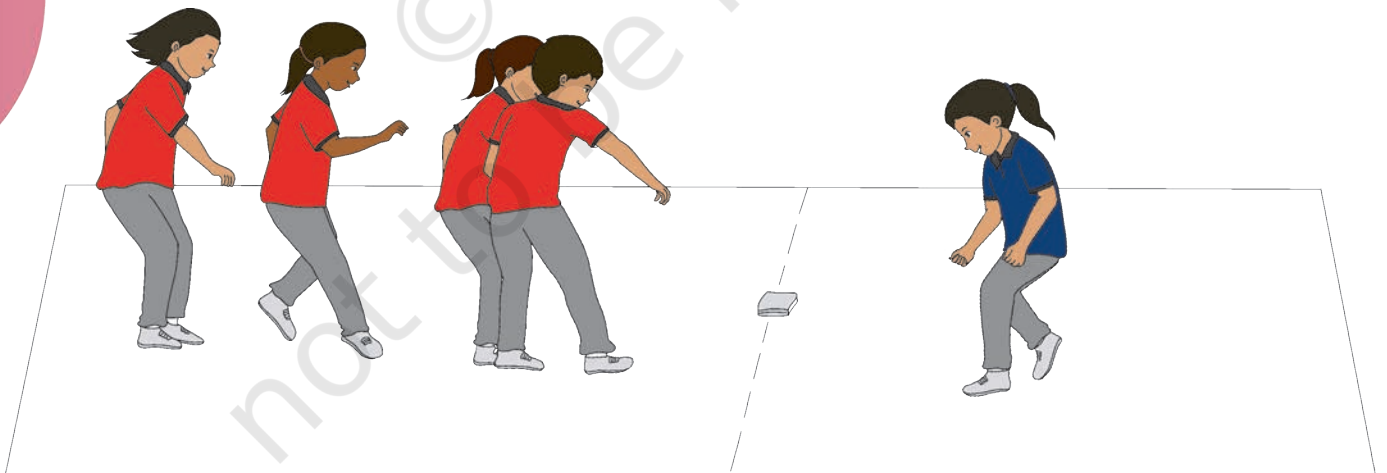


Chapter 4

Little Steps

Introduction

The key to success is to set and achieve goals. For example, holding the pose similar to *naukasana* for 20 seconds, T-balance on one leg for 20 seconds, jumping jacks for 60 seconds, etc. Every individual has different goals based on their needs, but there are some goals which all of us should try to achieve. In this chapter, we will set and achieve personal goals on maintaining balance and growing strong.





BM 19

Roll Around

Required Material
Mats

How to play

- Ask students to find and mark an area and sit on the ground and hold both the ankles with the hand.
- Keep your chin tucked in to your chest to avoid injuries.
- At the blow of the whistle, ask them to roll their bodies sideways with their back and shoulder touching the ground.
- Start with the left side and then on the right side.
- As the students get comfortable, ask them to stretch their legs and hold their ankles.
- Again, ask them to start rolling from one side and then to the other side.



Purpose

To develop the balance of the body in rolling motion.

Variations

- Vary the rolling position from sideways to forward rolling.

Circle Time

- Share which movement you enjoyed the most and why.
- Discuss why it was important to mark the area for rolling.



BM 20

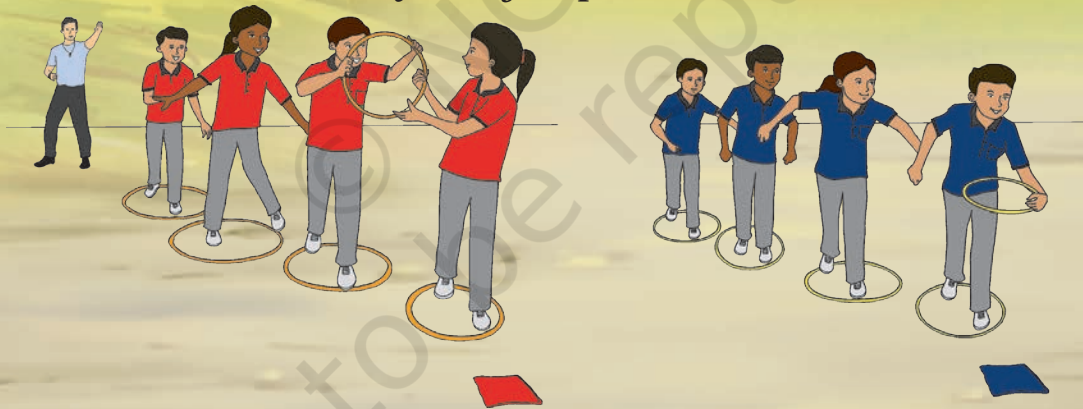
Cross Together

Required Material

Hula hoops, pieces of cloth, and cones

How to play

- Form teams of four and ask them to stand behind the cone or starting line.
- Each teammate has a hula hoop and another one is placed in front of them.
- The first teammate will move into the hula hoop and place the one in their hand on the ground.
- The second teammate will enter the empty hula hoop and pass the hula hoop in their hand to the first teammate and place it on the ground to make a path.
- All the teammates have to cross the path by placing the hula hoop till the next end, where a piece of cloth is placed.
- They have to bring the cloth to the starting point in the same way. The team to do this first will win.
- Teammates can place the hula hoop at a distance if they can jump to finish the race first.



Note for the teacher

The teacher will provide examples of uncomfortable incidents like teasing and bullying by role play and explain how such things hamper team spirit.

Purpose

To develop team spirit and collaborative skills.

Variations

- Vary the number of cloths.
- Vary the number of teammates.

Circle Time

Discuss with your peers about an incident where you felt uncomfortable for any reason. Also, share how someone offered help at that time.



BM 21

Movement Circuit

Required Material

Mats, box

How to play

- At the blow of the whistle, students will walk on a path of width nine inch towards the first mat and perform rocking five times as shown in the picture.
- After that, the student will move to the next station while doing frog jumps and T-balance on left leg for 5 seconds.
- After that, the student will walk on toes to the next station and T-balance on right leg for 5 seconds.
- Then the student will do hanuman jump till they reach the mats placed on a slope.

Note for the teacher

The stations can be changed according to locally available resources and fitness level of students. Local stations can be incorporated to develop the desired outcome (balance, coordination, leg strength, explosive strength, flexibility and speed).

Purpose
To develop basic motor movements and fitness.

Variations

- The sequence and frequency of exercises may be changed to increase or decrease the difficulty.

Circle Time
Star and Wish



- The student will climb the mat and do a forward roll keeping the chin close to the chest.
- After that students will walk backwards for five-metre followed by a five-metre sprint to complete the circuit.





BM 22

Push Circuit

Required Material

Cones, box

How to play

- At first, students will push and hold against the wall on their toes for one minute at an inclination as shown in the figure.
- Then, they shall move to the next station and start pushing and pulling against the box placed in front of them five times against the wall.
- After that, they will perform 10 knee push-ups (modified push-ups) on the ground.
- Repeat the circuit at least three times.



Note for the teacher

Create a list of sources for motivation shared by the students and display it in the classroom.

Purpose

To develop upper body strength.

Variations

- Vary the duration of hold, distance to push and number of push-ups.
- Vary the weight of the box.

Circle Time

Discuss how you felt after completing the circuit and share how did you push yourself despite being tired.



BM 23

Leg Circuit

Required Material

Cones

How to play

- The students will start with ten squats and move to the next station.
- Then, they have to perform fifteen vertical jumps on the spot and try to go higher.
- After that they will perform 5 lunges on each leg.
- Then, they have to perform 15 calf raises to complete the circuit.
- Repeat the circuit at least three times.



Note for the teacher

Create a list of barriers to exercise shared by the students and display it in the classroom.

Purpose

To develop lower body strength.

Variations

- Vary the number of repetitions.
- Calf raises can also be done on single leg.

Circle Time

Discuss your feeling after completing the circuit and share that how will you overcome barriers.



BM 24

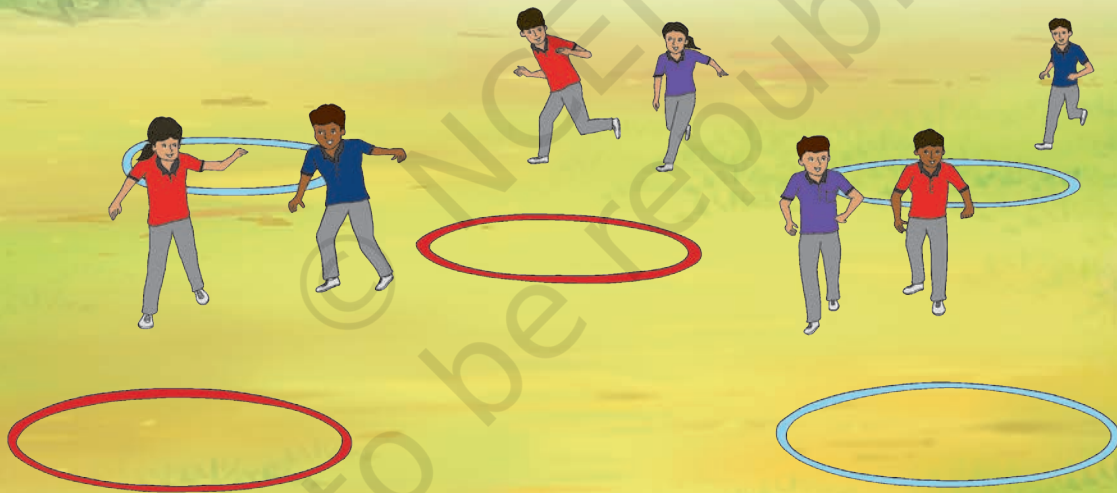
Run into Hula Hoops

Required Material

Hula hoops

How to play

- Hula hoops will be spread around the playing area ensuring that the number of hula hoops should be less than the number of students.
- The students will spread around the playing area.
- At the blow of the whistle or on start of music or clap, they will run, jump or walk around the playing area, avoiding the hula hoops.
- At the second whistle or as soon as music stops, they have to find the nearest hula hoop and stand inside it.
- The students who can not find one will be eliminated. Remove one hula hoop after every round. Ensure that the number of hula hoops is always lesser than the number of students.
- The student to claim the last hula hoop shall be the winner.



Note for the teacher

Create a list of sources of motivation shared by the students and display it in the classroom.

Purpose

To develop auditory senses and agility.

Variations

- Vary the kinds of exercises to be done apart from running.
- Vary the number of hula hoops to make it difficult.
- You can assign colours to students and they have to be in the hula hoop only of that colour at the end of the music.

Circle Time

Discuss the differences they found while reacting to clapping, whistling and music.

BM 25

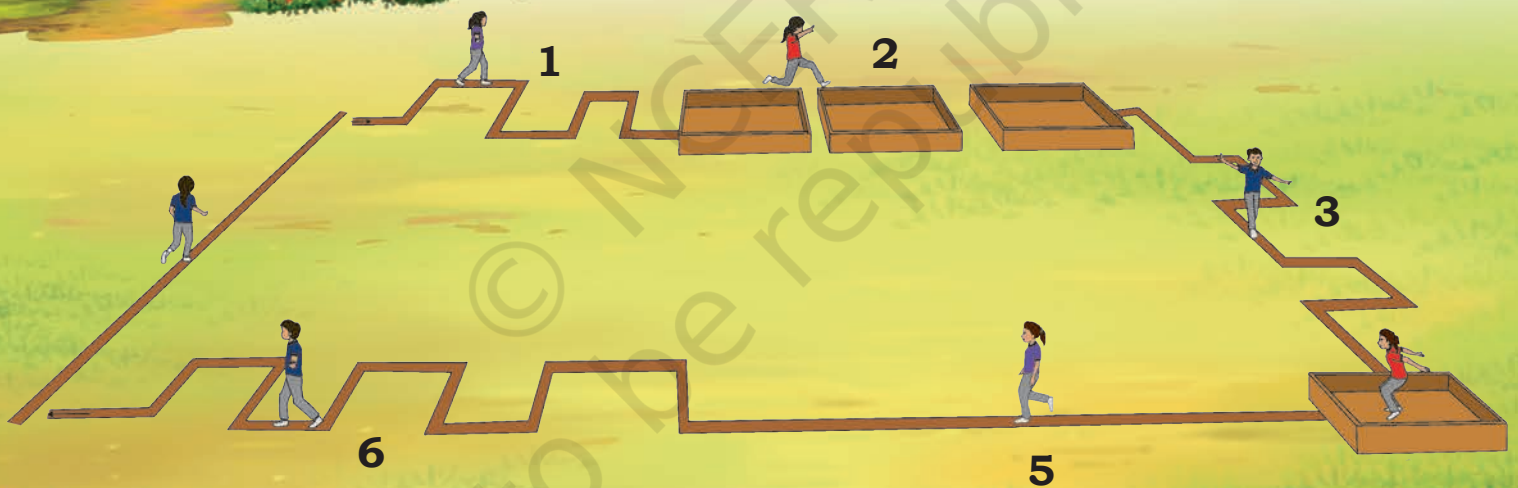
Balancing on the Line

Required Material

Marking powder

How to play

- The students have to stand on the starting line at point 1 in the figure.
- At the blow of the whistle, they start walking on the path while balancing their body.
- They jump with one leg on the box or hula hoop, then balance again on the line.
- They reach the next box and do a vertical jump into the box or hula hoop.
- They start hopping on the path till the next line, and again start balancing until they reach the finishing line.



Note for the teacher

Create a list of barriers to exercise shared by the students and display it in the classroom.

Purpose

To develop balance and coordination.

Variations

- Vary the different types of jumps and walks.
- Vary the distance between stations.
- Box can be replaced with hula hoops.

Circle Time

Star and Wish








Guided Self-assessment for Students

The purpose of this exercise is to track children's progress in Physical Education classes, emphasising self-improvement and personal growth rather than comparison with others. The emphasis is on developing basic motor movements, developing specific personal and social behaviour, being mentally engaged in activities and getting introduced to self-assessment. It ensures a holistic and supportive learning environment. The rubrics are progressive in nature.

Instructions

Read the statements and tick the number which is most suitable for you.

Throwing

1	2	3	4	5
				
I can hit the targets sometime with different size of ball at the near distance. I need to practice more for proper follow-through.	I can mostly throw the ball to my partner while looking in their eyes with proper technique. I need to use more force to cover more distance.	My throws reach the target with moderate power. I need to improve my aim for accuracy and consistency.	My throws are strong, smooth, and natural.	Discuss with the teammates about how to throw better.



Catching

1	2	3	4	5
I occasionally catch the ball on the spot with both hands and with a single hand. I misjudge the ball when it is little bit far from me.	My focus is increasing but I need to work on coordination for better catch.	I can mostly catch the ball with both hands, while moving. I need to work on one-hand skill.	I can consistently catch the throws with single hand at different distances with right technique.	I always appreciate other students who take a good catch.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for themselves.

Throw: Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.






Catch: Keep your eyes on the target with a stable stance.

Kicking

1	2	3	4	5
I can kick different kinds of balls with proper technique over short and long distances.	I struggle to kick the ball in different directions. My accuracy and force varies.	I show better technique by kicking with moderate accuracy and force.	I can kick the ball with proper leg and hand movements to my partner in any direction and distance.	I listen to the teacher and follow their instructions.



Receiving

1	2	3	4	5
				
I can receive both short and long pass smoothly on the spot.	I find it hard to balance and control the ball when it is a few steps away.	I react quickly and control the ball, even if it is a little far.	I can confidently receive passes from any direction and control them easily.	I help pick up the balls after practice.






Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Kicking: Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.

Receiving: Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.

Hitting

1	2	3	4	5
				
I can consistently hit the ball toward my partner or a target at a short distance with proper balance.	I struggle to hit the ball and lack power and timing when it is a bit fast.	I am able to hit the ball with strong force and accuracy, making only a few mistakes.	I can hit the ball confidently during a game.	Even after losing the game, I stay positive and try again.








Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Hitting: Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips and shoulders, extend arms fully at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.

Jumping

1	2	3	4	5
				
I can jump confidently on one leg and shift directions smoothly while maintaining balance.	I can jump in multiple directions with control, adjusting body movements for stability.	I can use body awareness to hop smoothly and land gracefully.	I am able to execute fast and controlled jump/hop, combining turns with ease.	Encourage others by cheering for them.






Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Jumping: Encourage students to develop balance, coordination, and leg strength by keeping knees slightly bent, using arms for balance, landing softly.



Walk or Run

1	2	3	4	5
				
I can walk for 5 min without any discomfort.	I can walk for 7 min without any discomfort.	I can continuously jog for 3 min.	I can continuously jog for 5 min.	I enjoy while running and walking.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Walk or run: *These actions should be done with proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.*