

Comprehensive Study Notes: Health and Physical Education (D.El.Ed)

1.0 The Meaning and Significance of Health

1.1 Introduction to Health

Health is a holistic state of wellness that encompasses more than just the absence of illness, injury, or pain. It is the overall condition of a person's being across five distinct levels: physical, social, emotional, mental, and spiritual. A wide range of factors influences an individual's health, including environmental, behavioral, social, cultural, economic, and political conditions. Poverty is recognized as a major cause of poor health, often stemming from a lack of knowledge, low income, insufficient access to basic services, and poor living environments.

Good health in childhood is crucial not only for a child's immediate well-being but also as a foundation for a healthy adulthood. Recognizing the interconnectedness of health and learning, there is a clear need for a Comprehensive School Health Policy. Such a policy integrates the health and education sectors to support the holistic development of children and adolescents, ensuring that prerequisites for health—like basic needs, access to services, and a safe environment—are established and sustained.

1.2 The Concept of Health

The World Health Organization (WHO) provides the most widely accepted definition of health as **“a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”**

Etymologically, the word 'health' is derived from the old English word 'hoelth', which meant a state of being sound, particularly in reference to the body.

Alternative definitions provide further depth to the concept:

- Health can be understood as the level of functional and metabolic efficiency of an organism, from the cellular (micro) to the social (macro) level.
- In the medical field, health is defined as an organism's ability to respond efficiently to stressors and to effectively restore and maintain a state of balance, known as homeostasis.

1.3 The Five Dimensions of Health

Health is a multidimensional concept. Understanding each dimension is key to promoting holistic well-being in children.

1.3.1 Physical Health

Physical health refers to the state of the body and its ability to function effectively. It is a critical component of an optimized life, as poor physical health can disrupt all other activities. Maintaining good physical health increases energy levels, which in turn boosts productivity.

A successful physical health program for children should achieve the following outcomes:

- They learn how to care for their body through proper grooming and cleaning.
- They adopt healthy eating and sleeping habits.
- They view physical activity as an enjoyable way to stretch and use their bodies.

- They see their body as a valuable tool that must be well-maintained to serve them throughout life.

1.3.2 Emotional Health

Emotional health encompasses a person's ability to appropriately express emotions, learn new things, and engage in meaningful social interactions. It is essential for overall wellness, especially for students who face high levels of stress. Research indicates that happiness is a precursor to success, as happy individuals are more likely to work toward goals and attract others with their positive energy.

A successful emotional health program for children should achieve the following outcomes:

- They learn to respect their emotions rather than feeling embarrassed by them.
- They develop the ability to manage their emotions and act constructively.
- They learn to respond appropriately to the emotional reactions of others.

1.3.3 Mental Health

Mental health is defined as a state of well-being where an individual realizes their own abilities, can cope with the normal stresses of life, can work productively, and is able to contribute to their community. Good mental health is crucial for a long, healthy life and enhances the overall joy of living.

Mental wellness is based on the following factors:

- Critical thinking
- Problem-solving
- Creativity
- Education and learning goals
- Ability to adapt to change
- Ability to access resources
- Mental status and abilities or challenges

A successful mental health program for children should achieve the following outcomes:

- They develop a love for learning and testing their abilities.
- They improve their concentration, study skills, and problem-solving capabilities.
- They learn to recognize when it is necessary to take a break to maintain mental balance.

1.3.4 Social Health

Social well-being is a vital part of a balanced and healthy lifestyle. A strong social network provides support, consideration, and encouragement, which are crucial during difficult times.

The key components of social wellness include:

- Caring and healthy relationships.

- An established social network (e.g., clubs, organizations).
- A sense of safety.
- Your housing situation.
- Your level of interdependence, and if you are willing to accept and give help to other people.
- Positive community interactions (e.g., volunteer work).
- Acceptance of diversity.

A successful social health program for children should achieve the following outcomes:

- They learn to communicate effectively so they can be understood.
- They develop realistic ways to deal with peer pressure.
- They build confidence and learn to trust themselves.
- They cultivate compassion and empathy for others.

1.3.5 Spiritual Health

Spirituality is a unique and personal dimension of health, referring to the deepest part of an individual that allows them to find meaning in their world and discover their purpose for living. It provides strength and hope. Spirituality can be found within the framework of formal religions like Christianity, Hinduism or Buddhism, or outside of it, through personal relationships or a connection with nature.

A successful spiritual health program for children should help them explore a relationship with a greater purpose and their own sense of divinity, discovering priorities outside of the purely physical realm.

1.4 The Significance of Health

The importance of health extends from the individual to the family and to society as a whole.

1.4.1 For the Individual

A healthy life provides numerous advantages for an individual.

- **Longer Life:** A body free from health problems is likely to live longer.
- **Freedom from Discomfort:** It allows for a life without constant aches, pains, and other forms of discomfort.
- **Optimal Performance:** A healthy individual can perform to the best of their ability in all spheres of life.
- **Improved Self-Esteem:** Being healthy contributes to looking and feeling good.
- **Active Old Age:** It enables a physically active life even in later years.

For children, good health is essential for proper growth and development. It provides the energy needed for school, allows them to focus in the classroom, and enables full participation in activities. A child's health requires regular monitoring of:

- Nutrition
- Height and weight
- Behavior
- Oral health
- Eye checkups

1.4.2 For the Family

A family's emotional climate has a significant impact on a child's health. The family unit serves two key functions:

1. The socialization of its members.
2. The interpretation of culture for the child.

These functions lay the foundation for a child's relationships in the wider community. Healthy family relationships are crucial for a child to develop emotional stability and maturity.

1.4.3 For Society

An individual's poor health can negatively impact their ability to function within and contribute to society. For example, frequent illness can lead to poor work attendance, reduced productivity, and potential job loss. Therefore, health promotion efforts must be directed not only at individuals but also at the environments in which they live. Social class is identified as a fundamental environmental force that impacts health, highlighting the importance of control over one's destiny and participation in social factors that influence life.

1.5 The Relationship Between Health and Education

Health and education share a reciprocal relationship, where each significantly influences the other.

1.5.1 Effects of Education on Health

Education generally has a positive impact on an individual's health.

- **Better Health Outcomes:** Individuals with more years of schooling tend to have better health and well-being.
- **Healthier Behaviors:** Education promotes and sustains healthy lifestyles and positive choices.
- **Reduced Need for Healthcare:** By enhancing health, education reduces the demand for medical care and its associated costs.

However, there can be a negative effect if the education provided is not appropriate for the developmental needs of the individual, as it can be directly injurious to their well-being.

1.5.2 Effects of Health on Education

Poor health and nutrition act as significant barriers to school attendance and educational attainment.

- **Reduced Enrollment:** Poor health can lead to fewer years of schooling.

- **Lower Attendance:** Sickness reduces daily attendance in class.
- **Inefficient Learning:** A child who is unwell learns less efficiently, even when present in school.

2.0 The School Health Education Programme

2.1 The Healthful School Environment

A healthful school environment is the foundation of a healthy society, as it is where children learn fundamental habits related to cleanliness, hygiene, and social interaction.

2.1.1 Clean Drinking Water

Schools must ensure a supply of clean drinking water for all students.

- **Requirements:**
 - Provision of safe, potable water.
 - Covered storage to prevent contamination.
 - An adequate supply for the entire school population.
- **Responsibilities of School Authorities:**
 - Regular cleaning of water storage tanks.
 - Providing water purifiers or chlorine tablets.

2.1.2 Clean Toilets and Urinals

Maintaining clean and safe sanitation facilities is essential for teaching children about hygiene.

- **Role of School Authorities:**
 - Provide separate toilet blocks for girls in co-educational schools.
 - Ensure facilities are safe from harassment or animal threats.
 - Install proper locks (bolts and handles) on doors.
 - Supervision by an attendant in case of pre-primary and girl children.
 - Ensure the sanitation facility does not contaminate ground water.
 - Ensure toilets are cleaned at least twice a day.
 - Make facilities accessible for physically challenged students with ramps and handrails.
 - Ensure proper lighting and ventilation, adequate water supply, and regular use of toilet cleaners.
- **Role of the Teacher:**
 - Teach proper toilet etiquette, including bolting the door, using water to clean up, washing hands with soap, mud, ash etc., and not wasting water.
 - Instruct children to use toilet seats and urinals correctly.

2.1.3 Safe Food

With children consuming meals from home, mid-day meal programs, or school cafeterias, food safety is paramount.

- **How Teachers Can Prevent Food-Borne Illness:**

- Encourage hand washing before and after every meal.
- Monitor students during food distribution and consumption.
- Ensure food handlers use aprons and head caps.
- Educate children about not using plastic plates for meals.
- Ensure the school cafeteria follows food safety practices.
- Do not allow vendors at the school gate.

2.1.4 Hand Washing Facility

Children should be taught to wash their hands frequently to prevent the spread of germs.

- **When to Wash Hands:**

- Before and after meals.
- After using toilets and urinals.
- After playing.
- After handling animals or throwing away garbage.
- After sneezing or coughing.

- **School Provisions:**

- A proper and continuous supply of water.
- Child-friendly washbasins installed at a low height.
- An adequate supply of soap or hand wash liquid.

2.1.5 Drainage

A proper drainage system is necessary to prevent stagnant water, which can become a breeding ground for mosquitoes that spread diseases like malaria and dengue.

2.1.6 Refuse Disposal

Effective waste management in schools can be taught using the "4 R's": **Refuse, Reuse, Reduce, Recycle**. A practical classroom activity involves segregating waste into three labeled bins:

- **Bin A (Leftover food):** This waste can be added to a compost pit with garden soil and dried leaves to create manure.
- **Bin B (Papers):** This waste can be used to create paper Mache items like pencil stands, fruits, or vegetables.

- **Bin C (Plastics, polythene, metals):** This waste should be collected and sold for recycling, as burning it releases harmful gases.

2.1.7 Lighting

A good visual environment is crucial for a learner's ability and mental attitude. Proper lighting improves respiration, heart action, and brain activity.

- **Requirements for Urban Schools:**

- Adequate tube lights in each classroom.
- Walls painted with warm colors to enhance the lighting effect.
- Regular checks and timely replacement of electrical wires and fixtures.

2.1.8 Ventilation

Children perform better in well-ventilated classrooms. Windows are a cheap and efficient solution to provide fresh air and control the climate within the school.

2.1.9 Comfortable Sitting Arrangements

Comfortable and appropriate seating makes learning more effective. Arrangements should be adapted to the activity.

1. **Group work:** Clumps or clusters.
2. **Group discussion:** Arrangement allowing teacher eye contact with every child.
3. **Writing work:** All children should have a clear view of the board.
4. **Performing art:** Enough space for movement.
5. **Child with special need:** Seated near the door for accessibility.
6. **Trouble makers:** Seated near the teacher for monitoring.
7. **Evaluation:** Maximum space for the teacher to monitor all children.

2.1.10 Conducive Emotional and Social Environment

Teachers can implement several programs and policies to create a positive socio-emotional climate:

- **Greeting program:** Greet every student by name at the classroom door.
- **Newcomer club:** Welcome and involve new students in school activities.
- **Changing seats:** Frequently change seating arrangements to help students make new friends.
- **One-on-one contact:** Interact individually with each child to build confidence.
- **Peer reading programs:** Have senior students assist junior students with reading.
- **Anti-discrimination policy:** Develop and enforce policies against discrimination based on gender, family status, religion, etc.

2.2 Health Instructions

2.2.1 Communicable Diseases

A **Disease** is a state of discomfort in which the normal functioning of the body is disturbed.

Type of Disease	Description	Examples
Communicable	Spreads from one person to another. Also known as infectious diseases.	Mumps, measles, tuberculosis, AIDS, cold, cough, eye flu.
Non-Communicable	Does not spread from one person to another through infection.	High blood pressure, diabetes, heart stroke.

Communicable diseases spread through four primary modes:

- Food and water:** Contaminated by germs from unhygienic preparation, dirty hands, or insects.
- Air:** Germs from an infected person's cough or sneeze are inhaled by a healthy person.
- Contact:** Spread through direct touch with an infected person or indirect contact with their used items (e.g., towel, cup).
- Insects:** Flies and mosquitoes carry germs from garbage to food or transmit diseases through bites.

Common Communicable Diseases

Name of disease	Mode	Symptoms	Treatment	Preventions
Small pox	Air, direct contact	Fever, headache, vomiting, rashes	Isolation, proper medication	Antibody production
Chicken pox	Air, direct contact	Fever, pain in back, shivering, rashes, irritation in sensory nerve roots	Isolation, proper medication	Antibody protection, vaccine
Measles	Air, direct contact	Fever, cough and typical rashes	Isolation, proper medication	Vaccine
Whooping cough	Air, direct contact	Mild fever, irritating cough	Antibiotics	Early diagnosis, DPT immunisation
Tuberculosis	Air, direct contact	Cough and fever	Anti-tuberculosis drugs	BCG vaccination

General Preventive Measures

- Keep drinking water in clean, covered utensils.
- Boil water and milk before use.
- Keep all food items covered.

4. Avoid buying or eating pre-cut fruits and vegetables.
5. Wash all utensils before use.
6. Wash hands before cooking or eating.
7. Ensure proper ventilation at home and work.
8. Avoid crowded places during an epidemic.
9. Maintain personal hygiene (regular bathing, clean nails).
10. Keep the house and surroundings clean.
11. Do not spit indiscriminately.
12. Use a handkerchief when coughing or sneezing.
13. Ensure children are properly immunized.

2.2.2 Postures

A **good posture** is defined as "the position of least strain and maximum support." It optimizes breathing and circulation.

The three basic postures are:

- **Standing:** Maintain a straight spine, keep knees slightly bent, and avoid standing for prolonged periods.
- **Sitting:** Sit with your back straight, shoulders back, and buttocks touching the back of the chair. Keep feet flat on the floor.
- **Lying:** Use a firm mattress and a pillow under the head that helps maintain the natural curve of your back.

Major Postural Deformities

Deformity	Description	Cure
Kyphosis	An increase in the normal outward curve (convexity) of the upper back.	Strengthening the extensor muscles.
Lordosis	An increase in the normal inward curve (concavity) of the lower back.	Developing strength in abdominal muscles and exercising to control pelvic position.
Scoliosis	A sideward deviation of the spine, often with one shoulder or hip higher than the other.	Hanging from hands, strengthening spinal extensors through exercise.
Flat foot	The arch of the foot rests completely on the supporting surface.	Rising on the toes, climbing stairs on toes, rope skipping, and cycling.

Knock-knee	The knees touch while the ankles do not, causing the legs to angle inward.	Cycling, placing a pillow between legs while sleeping, doing sit-ups on a curved plank.
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2.2.3 Healthy Habits

A **habit** is an acquired behavior that is repeated regularly and often occurs subconsciously.

Healthy Habits	Unhealthy Habits
Getting enough sleep	Eating junk food
Punctuality	Carelessness
Discipline	Negative thinking
Healthy eating	Use of tobacco, wine
Helpful behavior	Unhygienic environment
Positive thinking	Nail biting
Regular exercise	

Role of Parents and Teachers

- **Parents:**

- Spend quality time with children.
- Set a good example through their own actions.
- Celebrate birthdays and share in their problems.
- Encourage them to do the right things.
- Express warmth, love, and care.

- **Teachers:**

- Act as role models, as children often give more importance to their teachers than their parents.
- Instill good habits like discipline, punctuality, and regular exercise.
- Promote right postures during sitting, standing, and lying.

3.0 Essential Health Services

3.1 School Health Services

The link between health and education is clear: a child must be healthy to learn, and a child must learn to be healthy. School Health Services are programs designed to support this link directly where children spend most of their day.

Specific health services provided in schools include:

- **Physical Check-Up:** Regular check-ups by doctors for common problems like colds, coughs, and worms.
- **Comprehensive Health Assessment:** Monthly monitoring of a child's height and weight.
- **Immunisation:** Annual programs to prevent diseases like diphtheria and tetanus.
- **Free Medication:** Distribution of tablets for worms, anemia, calcium deficiency, and general weakness.
- **Nutrition Counselling:** Guidance and medication for children with nutritional deficiencies.
- **Dental Check-Up:** Providing tips for dental care and offering treatment for cavities or other problems.
- **Eye Checkup:** Regular vision screening and provision of visual aids for children with low vision.
- **Distribution of Aids:** Providing hearing aids for children with hearing problems and walkers or other orthopedic aids for children with special needs.

Record-Keeping A separate health record is maintained for every child. The **HEALTH RECORD PROFORMA** includes the following fields:

- NAME
- CLASS
- MALE/ FEMALE
- FATHER'S NAME
- MOTHER'S NAME
- D.O.B (Date of Birth)
- HEIGHT
- WEIGHT
- BLOOD GROUP
- IDENTIFICATION MARK
- ALLERGIC TO
- VISION
- DISABILITY (if any)

3.2 Healthful Living and Good Citizenship

Good Citizenship is a behavioral package that is learned and developed during the early years at school and at home.

The five key themes for good citizenship are:

1. Tell the truth
2. Respect others
3. Be caring
4. Be responsible
5. Be brave

Developmental Expectations:

- **Kindergarten/First Grade:** Children begin to recognize that good citizenship is based on certain principles.
- **Second/Third Grade:** Children should recognize the rights of others, play by the rules, and make decisions about right and wrong with increasing independence.
- **Fourth Grade onwards:** Children should have a good understanding of concepts like honesty, compassion, respect, responsibility, and courage.

3.3 Protection Against Health Hazards

3.3.1 At School

- **Fall:**
 - The most common accidents in schools are due to falls.
 - Prevent falls from desks by ensuring teacher supervision, especially when children are playing in the classroom.
- **Fire:**
 - Ensure fire escapes, stairs, and wiring are in good condition.
 - Keep fire extinguishers in proper places and train staff to use them.
 - Conduct regular fire mock drills.
 - Teach students not to panic and to move quickly and quietly to exits.
- **Play Field Injuries:**
 - Do not push others in the playground.
 - Do not play rough games.
 - Stay away from swings when they are in use.
 - Do not play near thorny hedges or barbed wires.
- **Natural Disasters (Earthquakes):**
 - Upon feeling tremors, evacuate classrooms and gather in an open ground.
 - If trapped inside, take shelter under a sturdy table or desk.
 - Do not panic.

- School authorities should arrange for medical help and first aid.

3.3.2 At Home

- **Electric Shock:**
 - Never touch electrical appliances with wet hands or while barefoot.
 - Never unplug an appliance by pulling on the cord.
- **Poisoning:**
 - Keep household detergents, disinfectants, and chemicals out of the reach of children.
 - Label all medicines clearly and store them away from children.
 - Throw away any spoiled or rotten food to prevent food poisoning.

3.4 First Aid

First Aid is the immediate physical and medical attention given to an injured person before proper medical aid arrives.

The five main purposes of First Aid are to:

1. Preserve life.
2. Prevent the aggravation of the injury or illness.
3. Assist in recovery.
4. Control the trouble for some time.
5. Preserve the morale of the victim.

Principles of First Aid:

- Do not panic.
- Survey the scene to ensure it is safe.
- Perform a primary survey of the victim (ABC: Airway, Breathing, Circulation/Bleeding).
- Do not crowd around the injured person.
- Call for a doctor if the injury is serious.
- Let fresh air in.

A **First Aid Box** should contain essential items such as: absorbent cotton, wool pads, gauze, roller bandages, adhesive plasters, tincture iodine, scissors, forceps, dettol, burnol, and antiseptic cream.

A **School Clinic** is a designated room to look after student health, arrange medical examinations, guide preventive measures, and provide treatment for minor ailments.

First Aid for Common Emergencies:

1. **Fainting:** Keep the child flat with their head low. Loosen tight clothing, allow fresh air, splash cold water on their face, and give ammonium carbonate or crushed onion to inhale. On recovery, give them tea.
2. **Dog Bite:** If bleeding, apply pressure with a cloth. If not bleeding, clean the wound with soap and water, holding it under running water for several minutes. Dry the wound, cover it, and see a doctor for tetanus injections and antibiotics.
3. **Snake Bite:** Tie a handkerchief tightly between the wound and the heart. Encourage bleeding. Keep the affected part in ice-cold water and give stimulants like tea.
4. **Poisoning:** Make the child vomit, then give milk or tea. **Do not induce vomiting if acid or alkali was ingested.** For acid poisoning, give an alkali like lime water. For alkali poisoning, give an acid like lime juice.
5. **Electric Shock:** Switch off the current immediately. If not possible, stand on dry wood and drag the child away using a dry cloth to cover your hand. Start artificial respiration.
6. **Fracture:** Immobilize the injured area. Apply an ice pack wrapped in a cloth. Place a splint (e.g., rolled newspaper) under the suspected break. For an arm injury, place the splinted arm in a sling.
7. **Sprain or Strain:** Have the child rest with the affected area elevated. Apply an ice pack to reduce pain and swelling. Consult a doctor if pain persists.

4.0 Meaning and Concept of Physical Education (PE)

4.1 Introduction to Physical Education

Physical Education (PE) is a course that utilizes play or movement to transmit physical knowledge and skills. Its purpose extends beyond physical fitness to include the social, mental, and emotional development of an individual's personality. Regular participation in PE can lead to enhanced memory, better concentration, and improved problem-solving abilities.

4.2 Objectives of Physical Education

Objectives are the specific steps taken to achieve a broader aim. The main outcomes of a quality PE program are multifaceted.

4.2.1 Physically Fit

This refers to a state where an individual has developed endurance, speed, and strength. Physical fitness is essential for leading a happy and vigorous life.

4.2.2 Socially Adjusted

PE helps individuals learn to follow rules, respect others, and demonstrate cooperation and sportsmanship, which are crucial for social adjustment.

4.2.3 Emotionally Balanced

Participation in physical activities helps individuals develop control over their emotions and the ability to express them in a socially acceptable manner.

4.2.4 Mentally Strong

PE aims to develop memory, decision-making skills, and reasoning power. A mentally strong person has higher confidence.

4.2.5 Spiritually Enlightening

This involves gaining deep insight into the meaning and purpose of life, where everything is perceived as a unity.

4.3 PE and Personality Development

Personality Development is the process of enhancing one's outer and inner self to bring about positive life changes.

4.3.1 Physical Development

The principle 'Practice makes perfect' applies here. The more an individual participates in sports, the more skillful they become, which in turn increases their pleasure in the activity.

4.3.2 Social Development

Team sports are excellent tools for social development. They teach children how to:

- Work together as a team.
- Cooperate with peers.
- Interact positively with adults like coaches.
- Handle both success and failure graciously.

4.3.3 Mental and Emotional Development

Physical activity benefits mental and emotional health because it triggers the brain to produce increased levels of serotonin and norepinephrine, neurotransmitters that reduce depression.

- **Common mental and emotional benefits:**

- Improved mood
- Improved memory
- Reduced stress
- Improved self-esteem
- Pride in physical accomplishments
- Increased satisfaction with oneself
- Increased confidence in physical abilities
- Decreased symptoms associated with depression

4.3.4 Spiritual Development

Spiritual enlightenment is the process of understanding the meaning of existence and creating an identity free from greed, ego, or selfishness. When practiced with a focus on consciousness, righteousness, and devotion, sports can become a spiritual event, training the mind to see beyond winning and losing.

4.4 The Physical Education Program

There are different approaches to teaching physical education.

Feature	Traditional Approach	Conceptual Approach
Teacher Role	Explainer and demonstrator	Facilitator focusing on student needs
Student Role	Passive; mimics the teacher	Active explorer; discovers action/consequence relationships
Activity Focus	Little purpose or ownership for students	Meaningful activity with understanding
Learning Pace	Uniform; less sensitive to individual differences	Allows students to work at various levels successfully

Characteristics of a Quality PE Program:

- It is developmentally appropriate for all students.
- It encourages maximum active participation from every student.
- It requires students to use problem-solving skills.
- It recognizes and respects differences in students' interests, potential, and cultures.

4.5 Intramurals and Extramurals

Intramurals Derived from the Latin *intra muros* ("within walls"), intramurals are recreational sports organized within a single institution.

- **Purpose:** To promote wellness, encourage mass participation, provide fun, develop skills, and build character and leadership.
- **Steps for an effective program:**
 1. Determine the program structure.
 2. Define leadership requirements.
 3. Recruit and train leaders.
 4. Formulate fair policies.
 5. Formulate safety policies.
 6. Develop promotional strategies.
 7. Determine how to celebrate success.
 8. Create a budget.
 9. Devise activities that align with the mission.
 10. Become proficient with leagues and tournaments.
 11. Plan event details.

12. Develop evaluation tools.

Extramurals Extramurals ("outside the walls") involve informal competition between different schools.

- **Merits of Extramurals:**

- Creates patriotism and unity within the institution.
- Makes players responsible by assigning them specific roles.
- Provides exposure to other teams and coaches.
- Offers potential career opportunities in sports.

5.0 Planning and Organization of the PE Program

5.1 Lesson Planning in PE

Lesson planning in PE involves three distinct stages:

1. **Pre-lesson preparation:** Setting goals, listing content, deciding on methods.
2. **Lesson planning and implementation:** Defining instructional goals, preparing content, outlining procedures.
3. **Post-lesson activities:** Evaluation, revision, and future planning.

A PE lesson must involve three basic activities:

1. **Warming up:** Prepares the body for more strenuous activity.
2. **Formal activities:** Training in the fundamental skills and rules of a game or sport.
3. **Recreational Activities (Cooling down):** Helps gradually lower body temperature and heart rate.

Principles of Lesson Planning:

1. **Harmonious development:** Exercises should target all parts of the body equally.
2. **Age and Sex:** Activities must be appropriate for the students' age and sex.
3. **Progression:** Lessons should begin with mild exercises and gradually move to harder ones.
4. **Repetition of Exercise:** Exercises must be repeated to have a developmental effect.
5. **Continuity of the Lesson:** The lesson should flow without interruption.
6. **Limbering Down:** The body must be brought back to a normal state gradually with mild exercises.

5.2 Teaching Methods in PE

Method	Description	Merits	Demerits
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Command Method	Teacher-dominated; students follow commands precisely. Used for drills, marching, and mass activities.	Precise, ensures uniformity, high practice time, maintains discipline.	Uninteresting, insensitive to individual needs, stifles creativity.
Demonstration Method	Based on learning by imitation; teacher provides a perfect model of the skill.	Serves as a clear model, helps form a mental image, sets a standard for performance.	A poor demonstration leads to incorrect skills; some skills are difficult to demonstrate.
Whole-Part-Whole Method	The skill is shown as a whole, broken down into parts for practice, then reassembled into the whole for fine-tuning.	Best for difficult skills, helps achieve mastery, stabilizes movement execution.	Not ideal for young kids, more time-consuming.
Mirror Method	Students perform an activity while watching their own image in a mirror, allowing for immediate feedback.	Provides immediate feedback, ideal for kids learning about body parts and posture.	Rectification of errors may be missed without teacher guidance.

5.3 Organizing Intramurals and Extramurals

Intramurals

- **Governing Factors:** Type of institution, climate, available facilities, time, and student interest.
- **Student Division:** Students are divided into homogenous units for fair competition, such as by house, class, or residential status (hostel vs. day scholar).
- **Competition Committee:** An intramural committee, led by a director, forms rules, creates schedules, and manages the program.

Extramurals

- **Structure:** Competitions are held between players from two or more institutions. They can be "closed" (limited to specific types of institutions, like inter-school) or "open" (any team can participate).
- **Practice Matches:** These are informal matches arranged between local institutions to help teams train, identify weaknesses, and gain experience.

5.4 Conducting Mass Programmes

5.4.1 School Assemblies

School assemblies bring large groups of students together to share information, make announcements, and foster a sense of community. They can also provide a platform for co-scholastic activities like quizzes and speeches.

5.4.2 March Past

A march past is a parade or procession of people, usually organized along a street or field, where participants march in formation. In schools, it is often part of formal events.

5.4.3 Sports Day

A sports day is an event where students take part in competitive sporting activities, such as sprints, long-distance races, and athletic jumps, often with the goal of winning trophies or prizes.

5.4.4 Calisthenics

Calisthenics are general group activities involving free-hand movements, often performed to a rhythm. They are economical exercises that require little to no equipment and have great demonstrative value in mass displays.

- **Principles of Teaching Calisthenics:**

- Use extensive demonstration to create a correct mental image.
- Describe the exercise with short, precise, and to-the-point instructions.
- Provide corrections as students perform the exercise by parts.
- Do not make children hold a position for too long while making corrections.
- Utilize student leaders for demonstration and supervision in large classes.

5.5 The Teacher and Inclusion

An inclusive PE teacher must be a critical thinker and problem-solver, capable of adapting activities for all students.

- **Basic Considerations for Inclusive Educators:**

- Develop the knowledge to provide meaningful, inclusive physical activity.
- Plan individualized programs for movement skills, games, fitness, and outdoor recreation.
- Develop strategies to foster positive attitudes among peers.
- Overcome barriers associated with inclusive programming.

- **Helpful Suggestions:**

1. Consult with parents and specialized support staff.
2. Do not require students to do activities they are not capable of.
3. Avoid team selection methods that leave a special needs child last.
4. Create tasks that the child with a handicap can perform successfully.
5. Search out resources from associations concerned with exceptional children.

- **Key Questions for Inclusion:** An inclusion-focused teacher must always ask:

- How can I **change** this activity to suit the student?
- How can I **adapt** this activity?
- How can I **modify** this activity?
- **Role of the Teacher as Facilitator:** The teacher must undertake four key processes:
 1. Assess the students.
 2. Plan the learning.
 3. Implement the plan.
 4. Evaluate the process.

6.0 Games, Sports, and Yoga

6.1 Major Games and Sports

Athletics

- **History:** The oldest of all sports, derived from the Greek word 'ATHLON' meaning 'contest'. The International Amateur Athletic Federation (I.A.A.F) was formed in 1913.
- **Dimensions:** A standard running track is an oval circuit measuring 400 meters on its inside perimeter.
- **Rules & Scoring:** Track events are divided into short, medium, and long-distance races. Field events include jumps and throws. Scoring is based on time, distance, or height.
- **Fundamental Skills:**
 - **Track:** Starts (standing, crouch), pacing, striding, finishing.
 - **Field:** Approach runs, take-offs, throwing techniques, landing.
- **Sports Terminology:**
 - **Baton:** A light tube handed off between runners in a relay race.
 - **Lap:** One circuit of a running track (usually 400m).
 - **Marathon:** A road race of 42.195 km.
 - **Track:** The oval circuit used for running events.

Badminton

- **History:** Believed to have been first played in India in 1877 as "poona." The International Badminton Association was founded in 1934.
- **Dimensions:** The full court is 13.4m long. The width is 6.1m for doubles and 5.18m for singles. The net is 1.55m high at the edges and 1.524m high at the center.
- **Rules & Scoring:** A match is the best of three games, played to 21 points. A point is scored on every rally won, regardless of who served. Service must be performed below waist height.

- **Fundamental Skills:**

- Service (high and low)
- Strokes (forehand, backhand, overhead, net stroke)
- Drop, Smash, Lob shot

- **Sports Terminology:**

- **Clear toss:** A stroke hit deep into the opponent's court.
- **Smash:** A powerful, offensive overhead stroke hit downwards.
- **Drop:** A soft shot that lands just over the net in the opponent's court.

Volleyball

- **History:** Started in 1895 by William G. Morgan in America. The Volleyball Federation of India was established in 1951. It was introduced in the Olympics in 1964.

- **Dimensions:** The court is 18m long and 9m wide. The net height is 2.43m for men and 2.24m for women. An attack line is marked 3m from the net.

- **Rules & Scoring:** The objective is to send the ball over the net to ground it on the opponent's court. A team scores a point on each rally won. The first team to 25 points (with a two-point lead) wins the set. A match is typically best of five sets.

- **Fundamental Skills:**

- Service
- Spikes/smash
- Tip/lift
- Bump/underarm lift
- Block

- **Sports Terminology:**

- **Ace:** A point scored on an unreturned serve.
- **Rotation:** The clockwise movement of players to a new position after winning the serve.
- **Dig:** A defensive save made near the floor on a hard-hit ball.

6.2 Indigenous Games

Kabaddi

- **History:** Originated in India and is believed to be around 4000 years old. The Kabaddi Federation of India was founded in 1950.

- **Dimensions:** 13m x 10m for men; 11m x 8m for women.

- **Rules & Gameplay:** Two teams of seven take turns sending a "raider" into the opponent's half. The raider must tag opponents and return to their own half without taking a breath, all while chanting "kabaddi." Defenders try to stop the raider. A team scores points for tagging opponents and a bonus of two points (a "lona") for getting the entire opposing team out.
- **Fundamental Offensive Skills:**
 - Touching with hand
 - Leg thrust
 - Front kick and side kick
 - Mule kick or back kick
 - Jump & dive counter
- **Fundamental Defensive Skills:**
 - Wrist catch
 - Ankle catch
 - Knee catch
- **Sports Terminology:**
 - **Cant:** The continuous chanting of the word 'kabaddi' by the raider.
 - **Raider:** The player who enters the opponent's half on offense.
 - **Lona:** A bonus of two points for putting out the entire opposing team.

Kho-Kho

- **History:** Originated in Pune, India. The Kho Kho Federation of India was established in 1957.
- **Dimensions:** A rectangular field 29m long and 16m wide, with two poles at each end of a central lane.
- **Rules & Gameplay:** One team (chasers) kneels in the central lane, facing alternate directions. The other team (runners) tries to avoid being tagged. A chaser can only run in one direction after starting and must tag a seated teammate (giving a 'kho') to change direction or pass the chase.
- **Fundamental Skills:**
 - Giving Kho
 - Dodging
 - Diving
 - Tapping
- **Sports Terminology:**

- **Chaser:** A player who pursues a runner to tag them out.
- **Runner:** A player of the team trying to avoid being tagged.
- **Inning:** A period of nine minutes for chasing.

6.3 Minor Games

Minor games, also known as fun games, aim to provide vigorous activity in a short period.

- **Monarch:** Players designated as "monarchs" stand still and try to hit running players with soft balls. Hit runners sit down and become "taggers."
- **Doctor, Doctor:** Two teams throw soft balls at each other. Hit players sit down. Each team secretly has a "doctor" who can reactivate sitting players by tagging them.
- **Hostage Dodge ball:** A "captor" uses three "hostages" as shields while other players try to hit the captor with a ball.
- **Morning wishes:** A player runs around a circle, taps another, and they both run in opposite directions to claim the empty spot. They shake hands and say "good morning" three times when they meet.
- **Join with Jack:** A player called "Jack" walks around a circle and collects followers by tapping them. When Jack says "go home," everyone dashes for a vacant spot.
- **The Fire escape:** Players in an outer circle run around an inner circle of "trees." When the "fire warden" shouts "Go home," the runners must find an empty spot in front of a tree.
- **Train trap:** An odd player ("luggage wagon") tries to attach to the end of one of several "trains" (lines of players). The front player of the train tries to evade them.
- **Pond to Bank and Bank to pond:** Players stand in a circle and jump forward ("in the pond") or backward ("on the bank") based on the teacher's command. Incorrect or delayed jumps lead to elimination.

6.4 Yoga

6.4.1 Introduction to Yoga

Yoga originated in ancient India and is a highly developed science of healthy living. The word "**Yoga**" comes from the Sanskrit word "**Yuj**," meaning to yoke, join, or unite. This implies the integration of body, mind, and soul. The main aim of yoga is to achieve control over the mind. The eight stages of yoga are:

1. Yama
2. Niyama
3. Asana
4. Pranayama
5. Pratyahara
6. Dharana

7. Dhyana

8. Smadhi

6.4.2 Importance of Yoga for Children

Yoga offers numerous benefits for children's physical, mental, and emotional development.

- Helps children focus and achieve academic success.
- Increases inner peace, joy, imagination, and creativity.
- Enhances self-esteem, self-confidence, and body awareness in a non-competitive way.
- Improves flexibility, strength, coordination, and balance.
- Improves overall immunity by supporting circulatory, respiratory, and digestive systems.
- Helps children control their emotions and master their own behavior.
- Relieves upper body tension and spinal pressure from sitting at desks.
- Builds patience and prevents sports injuries by improving strength and flexibility.

6.4.3 Basic Asanas

Savasana (Corpse Pose)

- **Meaning:** "Sava" means corpse. The pose resembles a dead body, promoting complete relaxation.
- **Technique:**
 1. Lie flat on your back on a mat.
 2. Keep your legs slightly apart.
 3. Let your arms rest a little away from your body, palms facing up.
 4. Consciously relax every muscle and body part.
 5. Inhale and exhale slowly and deeply.
- **Benefits:**
 1. Overcomes mental and physical fatigue.
 2. Reduces tension and helps control anger.
 3. Improves blood circulation and can help with high or low blood pressure.
- **Precautions:** Perform on a flat, even surface on a mat.

Halasana (Plough Pose)

- **Meaning:** "Hala" means a plough. The body's shape in this pose resembles a plough.
- **Technique:**
 1. Lie on your back with arms by your side, palms down.

2. Inhale and raise your legs to a 90-degree angle.
3. Support your hips with your hands and lift them off the floor.
4. Bring your legs in a 180-degree angle over your head until your toes touch the floor.
5. Keep your back perpendicular to the floor.

- **Benefits:**

1. Enriches blood circulation in the lower body.
2. Aids digestion and relieves gastric troubles.
3. Tones abdominal organs and can benefit those with slipped discs.
4. Cures disorders of the kidney and diabetes.

Dhanurasana (Bow Pose)

- **Meaning:** "Dhanu" means a bow. The body resembles a stretched bow.
- **Technique:**
 1. Lie prone on the floor, face down.
 2. Exhale and bend your knees.
 3. Stretch your arms back and grasp your ankles.
 4. Inhale and lift your head, chest, and thighs off the floor, arching your back.
- **Benefits:**
 - **Editor's Note:** The source material erroneously duplicates the benefits listed for Halasana here. To provide accurate and useful information for the learner, the following corrected list of benefits for Dhanurasana is provided.
 - 2. Strengthens the back and abdominal muscles.
 - 3. Improves posture and counteracts slouching.
 - 4. Stretches the entire front of the body, including the chest, abdomen, and thighs.
 - 5. Stimulates the organs of the abdomen and neck.
 - 6. Increases flexibility in the spine.
 - 7. Helps relieve stress and fatigue.

6.4.4 Pranayama (Breathing Techniques)

Pranayama involves various breathing exercises designed to control the flow of prana (life force).

- **Nadi Sodhana (Alternate Nostril Breathing):**

1. Sit in a comfortable cross-legged position.

2. Close the right nostril with your right thumb and inhale deeply through the left nostril.
3. Close the left nostril and exhale through the right.
4. Inhale through the right nostril and exhale through the left.
5. Repeat for 10-15 cycles.

- **Shitali Pranayama (Cooling Breath):**

1. Sit comfortably and take a few deep breaths.
2. Open your mouth in an "O" shape.
3. Inhale through the mouth.
4. Exhale through the nose.
5. Repeat 5-10 times.

- **Ujjayi Pranayama (Ocean Breath):**

1. Sit comfortably and breathe deeply through your mouth.
2. Constrict your throat slightly while inhaling and exhaling to create an "ocean" sound.
3. Close your mouth and continue making the same sound while breathing through your nose.
4. Repeat 10-15 times.

- **Dirgaya Pranayama (Three-Part Breathing):**

1. Lie on your back with eyes closed.
2. **Part 1:** Inhale slowly to fill your belly, then exhale completely.
3. **Part 2:** Inhale to fill your belly, then your rib cage. Exhale from the rib cage, then the belly.
4. **Part 3:** Inhale to fill your belly, rib cage, and heart center. Exhale from the heart center, rib cage, and belly.
5. Repeat the full cycle 5-6 times.

- **Viloma Paused Exhalation:** Inhale deeply and normally, but exhale with regular pauses.
- **Anuloma Pranayama:** Inhale and exhale with one nostril blocked and the other only partially open. This is useful for cleansing nasal passages and creating calmness.