



KENDRIYA VIDYALAYA SANGATHAN

BHOPAL REGION

CLASS – 10

418-PAT STUDY MATERIAL



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UNIT 1

ROLE AND RESPONSIBILITIES OF AN EARLY YEAR PHYSICAL ACTIVITY FACILITATOR

An **Early Years Physical Activity Facilitator** plays a crucial role in promoting physical activity, motor skill development, and healthy habits among young children. Their main focus is on creating a fun, engaging, and safe environment where children can explore movement, develop motor skills, and build a foundation for lifelong physical activity.

Below are the key roles and responsibilities of an Early Years Physical Activity Facilitator:

1. Planning and Delivering Age-Appropriate Activities

The facilitator plans physical activities that are appropriate for the age, developmental stage, and abilities of young children, focusing on gross and fine motor skill development.

2. Promoting Motor Skill Development

Gross Motor Skills

Fine Motor Skills:

Coordination and Balance

3. Encouraging Physical, Social, and Emotional Development

4. Ensuring a Safe and Inclusive Environment

Safety: The facilitator is responsible for maintaining a safe environment, including checking equipment, ensuring proper supervision, and teaching children about safety in physical activities.

Inclusivity: Activities should be inclusive and cater to children of all abilities, ensuring that every child can participate regardless of physical or cognitive challenges.

5. Monitoring and Assessing Development

The facilitator observes and records children's physical development, noting improvements in motor skills, balance, and coordination

6. Fostering a Love for Physical Activity

7. Collaborating with Other Educators

8. Promoting Healthy Lifestyle Choices

Qualities of a good teacher

1. Create an environment for learning
2. Collaborate with stakeholders like school staff, parents and the community to provide a wide variety of physical activity opportunities for the entire school community:
 - a. Collaborate with academic teachers in supporting students to provide remedial classes if they have missed their academic classes due to participation in sports.
 - b. Engage school staff and parents in physical activities by organizing periodic fitness workshops for them.
 - c. Identify opportunities to incorporate physical education and physical activity into community building initiatives, themes and events
3. Respect and value other's opinion and identities
4. Serve as role models by participating regularly in health-enhancing physical activity.
5. Maintain professional etiquette
 - Dress in attire that is appropriate for a physical activit
 - Be punctual
6. Commit to lifelong learning and contributing to the profession
7. Passion for Teaching
8. Strong Communication Skills
9. Patience
10. Creativity and Innovation
11. Strong Classroom Management Skills
12. Knowledgeable in Their Subject Area
13. Life-Long Learner

Activities to be conducted by the Physical Activity Facilitator

Physical education has the potential not only to touch the lives of individuals but also to form an important and enduring part of our culture in which we live.

Hence, the role of a Physical Activity Facilitator is no more only limited to conducting regular physical activities. They are expected to a host of activities within the ambit of the educational organization. They can be broadly divided into four parts:

- (i) Service Program
- (ii) Intramural Program
- (iii) Extramural Program
- (iv) Fitness and Recreational Programs.

1. Service Program: This program lays emphasis on instructional aspect. Besides providing knowledge about physical education, it also provides knowledge about health and hygiene, nature and environment, and sociological, biological and psychological principles of physical education.

2. Intramural Program: This program provides opportunity to develop skills through physical activities within a group, a club, a society, a community, a village or an institution.

3. Extramural program: It provides opportunity of interaction through competition between groups, clubs, societies, communities, villages and institutions.

4. Fitness and recreational program: Programs that provide fun, thrill, action, activity and skill to the individuals enabling them to meet their individual needs of fitness and wellbeing

Keeping in view the requirement of the individuals and the groups, the following activities have been included in the physical education programs:

- **Athletics:** All the tracks and field events i.e. running, jumping and throwing.
 - **Individual Games:** Table tennis, badminton, squash, etc.
 - **Team Games:** Hockey, football, kabaddi, kho-kho, cricket, etc.
 - **Combative and Self Defensive Games:** Boding, judo, wrestling, fencing, horse riding, etc.
 - **Aquatics:** Swimming, diving, water polo, etc.
 - **Minor Games/ Free Play:** Carom, chinese chequer, chess, dog and bone, dodge ball, etc.
 - **Gymnastics:** Roman rings, vaulting horse, parallel bars, etc.
 - **Corrective and Rehabilitative Exercises:** Exercises prescribed by the Doctor for defect or injury correction e.g., flat foot, round shoulder, knock-knees, etc.
 - **Folk Dances:** Gidha, bhangra, jhumer, garbha, etc.
 - **Traditional Exercises:** Dand-baithaks, malkhamb, pyramids, etc.
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- **Recreational Activities:** Games and activities for relaxation, amusement and proper utilization of leisure time.
 - **Adventurous Activities:** Excursions, tours, trips, camps, mountaineering, hiking trekking, etc.
 - **Demonstrations:** Drills, march pasts, formations, etc.

Q. Conduct on ground physical activity to develop a skill or firrns level of early year children. An Early Years Physical Activity Facilitator works with the age 3-8 years old children. It is very important that they select or design the activity which are age-appropriate. One of the examples of the activities that are suitable of this age group are given below.

Activity Name: Jumping Monkeys

Aim: To make children practice jumping skills

Infrastructure Required: Playground/ Indoors

Props & Equipment Required: Cones/Saucers, Flat rings, Hula hoops, Rope ladder, Low hurdles
Class Size: Large class size of 40-50

How to Proceed Level 1:

- Tell the children that today we will learn how to jump and land.
- Now ask the children to take off from both feet and land on both feet in front of them. Demonstrate how to jump and land with both feet.
- Let the children do this for about 5 times. Now ask the children to take off on both feet and land on their right foot. Let them practice this about 5 times.

- Now ask the children to take off on one foot and land on the same foot. Ask the children what this is called. (hop)
- Give one flat ring to each child. Ask the children to place the flat ring on the ground in front of them.
- Now ask them to take off on both feet and land inside the flat ring, once again on both feet. Tell the children that this is called 'Simple Jump'. Tell the children that when they land they should hardly be moving.
- Now ask them to jump backward out of the flat ring.
- Now ask the children to take off on both feet and land on their right foot into the flat ring. Tell the children that this is called 'One foot Jump'.
- Let them get back into the ring. Now ask them to jump to the right, jump back into the ring. Next jump to the left, jump back into the ring.

Level 2: increase the difficulty

Lesson

Ask the children how they are feeling at the end of the class.

Conduct School Assembly

Assembly is an essential and an important part of a school day and must be organized meticulously. The dictionary meaning of the word 'assembly' is to assemble or gather at one place. In a school, assembly is coming together of all the students and teachers at one place in order to share information, make announcements and felicitate students and /or teachers.

Importance of assembly in schools

1. Promotes a Sense of Unity and Community
2. Instills Discipline and Routine
3. Provides Important Announcements and Information
4. Encourages Moral and Ethical Values
5. Develops Public Speaking and Confidence
6. Fosters Cultural Awareness and Diversity
7. Promotes Teamwork and Cooperation

Organising an assembly

To organize a proper assembly it is imperative to classify the responsibilities into three categories;

- Tasks to be undertaken before the event
- Tasks during the school assembly
- Activities to carry out right after the assembly

1. Tasks before the Assembly

- Allocate the places (where to stand during the Assembly) to all the classes well in advance.

- Students should enter and exit the Assembly area without the need of any guidance or supervision.
- Create an Agenda for the Assembly The Agenda should include
 - Assemble
 - Start the Morning Prayer
 - Daily News update
 - Theme Based Activity
 - Announcement
 - National anthem
 - Disperse
- Choose a theme for the assembly
 - Identify students who can conduct the assembly on the chosen theme. It can be delivered through speech, skit, role plays, etc
 - Once students are identified, practise at least for a week. It is always good to involve class teachers

2. Task/ Activities during the day of Assembly

The following is a list of tasks and considerations teachers need to make for the day of assembly

- Before the assembly starts, check whether everyone is ready for the activities they are carrying out.
- Check the audio and visual equipment thoroughly to avoid any mishaps.
- If any special guests are invited, make sure that you and the principal are ready to welcome them.

3. Tasks after the Assembly

Disperse in the pre-described manner. All students rushing towards their classrooms at a time can create chaos and could lead to stampede. Make sure all the equipment used are unplugged and kept safely. You can also assign duties to teachers to do a quick hygiene check while students leave for the assembly hall classes

Things to keep in mind before/ during an Assembly

- Do not conduct Assembly during bad weather like and extreme hot day/cold day. 30
- The duration of the Assembly should not be more than 15-20 minutes. Standing for a longer period of time may cause dizziness in students and even in teachers. This might lead to fainting.
- Make sure the loud speakers are not too close to the students.
- It is always good to have two separate assemblies; one for Junior and one Senior students.
- Keep First Aid, ready in case of any emergencies.

Conduct Parent Teacher Meeting (PTM)

(PTM) is a meeting between the school academic staff and parents. In a parent teacher meeting, parents are briefed about the progress of their children studying in the school. The school management also makes sure that they pass enough information about overall activities of the school. It is also an opportunity for the parents to enquire about their child and discuss any specific concerns regarding the child, the teachers and/or the school.

Agenda for the Parent Teacher Meeting in the context of the subject of Physical Education

- Parent awareness about the PE programme in the school
- Discussion on Fitness report of the child/children
- Exhibition of props and equipment
- Distribution of Fitness Report Cards (if any) before the PTM
- Sharing of the details of sports events conducted so far and the upcoming events
- Communication/one-on-one interaction with parents

Managing a Parent–Teacher meetings

A two-way conversation. The parent–teacher meeting is not only an opportunity for parents to learn from you, but for you to learn from them. Nobody knows your students better than their families. Their insights into their child’s strengths and needs, learning styles, and non-school learning opportunities can help you improve your instructional methods. Your efforts to better understand their aspirations and perspectives make parents feel respected and build trust with them.

Emphasis on learning. You can make the most of parent–teacher meetings, and other forms of parent involvement, by “linking them to learning.” This means communication back to discussion strategies to support student learning. You can educate parents with information and suggestions on how to help their children learn better.

Opportunities and challenges. We all need praise and constructive criticism to grow. All parents are proud of their children and need to hear about their strengths as well as their challenges from you. This helps show parents that you value the unique strengths of their children and have high expectations for their ability to succeed in school and in life

Preparing for a Parent – Teacher meeting

- Send invitation
- Share guidelines Let both parents and teachers know about goals and logistics of parent–teacher conferences.
- Publicize
- Be visible Introduce yourself to parents. Communicate your appreciation for parents who have taken the time to attend parent teacher meetings
- Make student data accessible
- Create a welcoming environment

Q, What are the objectives of a parent-teacher meeting (PTM)?

Parent-Teacher Meetings (PTMs) serve as a crucial platform for open communication between parents and teachers, aiming to enhance the educational experience of students. Here are the key objectives of PTMs:

- 1. Discussing Student Progress**
- 2. Strengthening Parent-Teacher Collaboration**
- 3. Addressing Academic Challenges**
- 4. Understanding Behavior and Social Skills**
- 5. Providing Feedback on School Environment**
- 6. Clarifying Expectations and Goals**
- 7. Identifying Special Needs or Support**
- 8. Encouraging Parental Involvement**
- 9. Building Trust and Communication**

Multiple Choice Questions

1. **What is the primary role of an Early Years Physical Activity Facilitator?**
 - a) Conduct academic classes
 - b) Teach age-appropriate physical activities
 - c) Manage school administration
 - d) Organize field trips
2. **Which of the following is NOT a quality of a good Physical Activity Facilitator?**
 - a) Creativity
 - b) Inflexibility
 - c) Empathy
 - d) Knowledge of safety
3. **What is the aim of the 'Jumping Monkeys' activity?**
 - a) To practice throwing skills
 - b) To develop jumping skills
 - c) To learn teamwork
 - d) To enhance running skills
4. **Which program provides opportunities for competition between groups?**
 - a) Service Program
 - b) Intramural Program
 - c) Extramural Program
 - d) Fitness and Recreational Program
5. **What is the main focus of a Parent-Teacher Meeting (PTM)?**
 - a) To discuss school policies
 - b) To evaluate teachers
 - c) To discuss children's progress
 - d) To plan school events
6. **Which of the following activities is suitable for children aged 3-8 years?**
 - a) Marathon running
 - b) Advanced gymnastics
 - c) Simple jumping and landing
 - d) Competitive swimming
7. **What is the purpose of the 'Toss the Ball' activity?**
 - a) To develop kicking skills
 - b) To enhance throwing and catching skills
 - c) To practice balancing
 - d) To improve running speed
8. **Which of the following is a component of health-related fitness?**
 - a) Coordination
 - b) Flexibility

- c) Agility
- d) Reaction time

9. **What does the acronym BMI stand for?**

- a) Body Mass Index
- b) Basic Metabolic Indicator
- c) Body Muscle Index
- d) Balanced Metabolic Index

10. **Which activity focuses on teaching children to recognize shapes?**

- a) Kick the Ball
- b) Shape Identifier
- c) Movement Skills
- d) Jumping Monkeys

11. **What is the primary aim of a school assembly?**

- a) To conduct exams
- b) To gather students for announcements
- c) To teach academic subjects
- d) To hold competitions

12. **Which of the following activities is categorized as an individual game?**

- a) Cricket
- b) Football
- c) Badminton
- d) Kabaddi

13. **Which term describes the ability to maintain equilibrium?**

- a) Coordination
- b) Balance
- c) Agility
- d) Strength

14. **What is the primary focus of the Service Program in physical education?**

- a) Competition
- b) Instructional aspect
- c) Recreational activities
- d) Fitness training

15. **Which of the following is NOT a part of physical education programs?**

- a) Adventure Games
- b) Group song
- c) Folk Dance
- d) Self-defense activities

16. **What should a Physical Activity Facilitator do to ensure a safe learning environment?**

- a) Ignore safety protocols
- b) Conduct regular safety checks

- c) Allow free play without supervision
- d) Focus only on skill development

17. Which of the following is a key responsibility of a Physical Activity Facilitator?

- a) Conducting academic assessments
- b) Planning physical activities
- c) Organizing school events
- d) Managing school finances

18. Which activity helps children practice locomotor skills?

- a) Kick the Ball
- b) Shape Identifier
- c) Movement Skills
- d) Jumping Monkeys

19. What is the significance of talent identification in sports?

- a) To compete at a national level
- b) To enhance personal growth
- c) To ensure equal participation
- d) To select players for teams

20. Which of the following is a corrective exercise?

- a) Gymnastics
- b) Flat foot exercises
- c) Team sports
- d) Folk dances

21. What is the focus of the Fitness and Recreational Program?

- a) Competitive sports
- b) Skill development
- c) Fun and leisure activities
- d) Academic achievement

22. ** Which of the following is a responsibility of a Physical Activity Facilitator during a PTM? **

- a) Conducting exams
- b) Discussing children's fitness reports
- c) Organizing field trips
- d) Planning school events

23. What is the primary goal of physical education for children?

- a) To prepare for professional sports
- b) To enhance physical, social, and emotional development
- c) To focus solely on academic performance
- d) To promote competitive spirit

24. Which of the following activities is designed to improve throwing skills?

- a) Jumping Monkeys
- b) Toss the Ball

- c) Kick the Ball
- d) Shape Identifier

25. What is the role of a Physical Activity Facilitator in community engagement?

- a) To avoid interaction with parents
- b) To organize community wellness programs
- c) To focus only on school activities
- d) To limit physical activities to school grounds

26. Which of the following is a key component of a successful physical education program?

- a) Strict discipline
- b) Variety of activities
- c) Focus on individual sports only
- d) Elimination of non-traditional sports

27. What is the purpose of record-keeping in physical activity facilitation?

- a) To track financial expenses
- b) To monitor children's progress and participation
- c) To evaluate teacher performance
- d) To plan future events

28. Which of the following is NOT a locomotor skill?

- a) Skipping
- b) Jumping
- c) Throwing
- d) Running

29. What is the significance of first aid knowledge for a Physical Activity Facilitator?

- a) It is not necessary
- b) It helps in managing emergencies
- c) It is only required for sports coaches
- d) It is only useful for older children

30. Which of the following activities promotes teamwork among children?

- a) Individual games
- b) Group discussions
- c) Team sports
- d) Solo exercises

31. What is the main focus of the Extramural Program?

- a) Internal competitions
- b) Community engagement
- c) Skill development within the school
- d) Interaction through competition between different institutions

32. Which of the following is a benefit of physical activity for children?

- a) Increased screen time

- b) Improved physical health
- c) Decreased social interaction
- d) Reduced creativity

33. What is the role of a Physical Activity Facilitator in conflict resolution?

- a) To ignore conflicts
- b) To mediate and resolve issues
- c) To escalate conflicts
- d) To avoid involvement

34. Which of the following is a method to assess children's physical abilities?

- a) Written tests
- b) Observational assessments
- c) Group discussions
- d) Academic evaluations

35. What is the primary aim of the 'Kick the Ball' activity?

- a) To develop throwing skills
- b) To enhance kicking skills
- c) To practice jumping
- d) To learn teamwork

36. Which of the following is a key responsibility of a Physical Activity Facilitator during activities?

- a) To ensure safety and enjoyment
- b) To focus solely on competition
- c) To limit participation
- d) To avoid interaction with children

37. What is the importance of engaging parents in physical activity programs?

- a) To increase competition
- b) To promote a supportive environment
- c) To limit children's activities
- d) To focus only on academic performance

38. Which of the following is a common challenge faced by Physical Activity Facilitators?

- a) Lack of interest from children
- b) Overcrowded classrooms
- c) Limited resources
- d) All of the above

39. What is the significance of incorporating non-traditional sports in physical education?

- a) To limit children's exposure
- b) To enhance motivation and interest
- c) To focus only on traditional sports
- d) To reduce physical activity levels

40. Which of the following is a method to create an engaging physical activity session?

- a) Monotonous routines
- b) Interactive games and themes
- c) Strict discipline
- d) Limited participation

Question Number	Answer	Question Number	Answer
1	b	21	b
2	b	22	b
3	b	23	b
4	c	24	b
5	c	25	b
6	c	26	b
7	b	27	b
8	b	28	c
9	a	29	b
10	b	30	c
11	b	31	d
12	c	32	b
13	b	33	b
14	b	34	b
15	b	35	b
16	b	36	a
17	b	37	b
18	c	38	d
19	b	39	b
20	b	40	b

UNIT 2

ASSESSMENT AND EVALUATION OF STUDENTS

Assessment

The word 'assessment' derived from related senses of assess, the word 'assess' comes from the Latin "assidere", which means to sit beside. Literally then, to assess means to sit beside the learner.

Definition: Assessment refers to the process of gathering information to understand a student's learning, skills, or performance. It's focused on understanding progress, identifying strengths and areas for improvement.

Purpose: To improve learning by providing feedback.

Nature: It is generally formative, meaning it happens continuously throughout the learning process.

Example: A teacher gives a quiz to see how well students are grasping a new topic, then provides feedback to help them improve.

Focus: Development, growth, and improvement.

Evaluation

Definition: Evaluation is the process of making judgments about the value, quality, or performance of a student, program, or project. It involves determining the extent to which goals or standards have been met.

Purpose: To make decisions, such as grading or determining whether objectives have been achieved.

Nature: It is generally summative, meaning it occurs at the end of a process to judge the final outcome.

Example: Giving a final grade at the end of a term based on the student's overall performance.

Focus: Judgment, ranking, or certification.

Difference between Assessment and Evaluation:

- Assessment is ongoing and evaluation provide closure.
- Assessment improves learning quality and evaluation judges learning level.

- Assessment provides feedback and evaluation shows strengths and shortfalls.

Type of evaluation

Formative Evaluation: Formative evaluation is ongoing process. It is evaluation used to monitor students learning progress during instruction with the purpose of providing on going feedback to students and teachers.

Summative Evaluation: Summative evaluation evaluate the outcome of the program. This type of evaluation is given at the end of the course to what extent the student has mastered the intended learning outcomes.

Diagnostic Evaluation: Diagnostic means to find out the exact problem. Through diagnostic evaluation the teacher can know the student (their strength and weakness). This evaluation also helps to find out the causes of learning problem. This can be fixed with the remedial actions

Components of Fitness

Fitness refers to the state of being physically healthy and capable, achieved through regular exercise, proper nutrition, and adequate rest.

Performance in physical ability can be improved by focusing on two components:

A. Health Related Fitness: Health related fitness refers to a basis on which

to measure our general wellbeing by striving to achieve a reasonable level

of health fitness in each area. It focuses on five health related

components of fitness which include

1. Cardiovascular Endurance: The ability of the heart, lungs, and blood vessels to supply oxygen to working muscles during sustained physical activity

2. Muscular Strength: The maximum amount of force that a muscle or muscle group can generate in a single effort.

3. Muscular Endurance: The ability of a muscle or group of muscles to maintain a contraction for an extended period.

4. Flexibility: The range of motion available at a joint or group of joints.

5. Body Composition : The proportion of fat and non-fat mass in your body. Having a healthy body composition means having a lower percentage of body fat and a higher percentage of lean muscle mass. It helps in reducing the risk of chronic diseases and improves physical appearance and performance. This can be measured as follows,

- Body Mass Index (BMI) = Weight (in kg) / Height² (in m)

B. Skill Related Fitness: The skill related fitness are based upon the neuromuscular system and determine how successfully a person can perform a specific skill. It include;

1. Agility

- The ability to quickly change the direction of the body or parts of the body while maintaining control and balance.

2. Balance

- The ability to maintain equilibrium when stationary (static balance) or moving (dynamic balance).

3. Coordination

- The ability to use different parts of the body together smoothly and efficiently.

4. Speed

- The ability to move the body or a part of the body quickly.

5. Power

- The ability to exert maximum force in the shortest amount of time, combining strength and speed.

6. Reaction Time

- The amount of time it takes to respond to a stimulus.

Q. Some reasons why Assessment and documenting them in the form of report is important?

1. Identify areas of Strength and improvement- The major use of testing is to mark strengths and the areas that need attention.

2. Monitor learning and fine tune teaching: Measurements will show which teaching engagements have worked and which need to be tweaked/ fine-tuned. Example if upper body strength is low then lessons which focus on that need to be repeated.

3. Talent identification- A general testing battery can provide an idea of student's basic strengths. This can be used as an objective method to motivate children to play competitively. Of course, the student inclination and choice of sport needs to be given priority.

4. Motivating performance: Students and teachers encounter the following questions as a result of measurements.

Students • Now that I know how I'm doing, what is my next goal?

- Can I take charge of my learning, who can help me do better?

Teacher • What is working for the students?

• What can I do to help the students more? • In what direction should I go next?

5. Tracking Progress Regular assessments help track students' progress over time, providing insight into improvements or regressions in their physical fitness, skills, and knowledge.

6. Evaluating Program Effectiveness Regular assessments allow schools to evaluate the effectiveness of their physical education programs.

7. Identifying Special Needs Assessments can help identify students who may need additional support, adaptations, or modifications due to physical limitations or other challenges.

MCQ

- 1 What is the main purpose of assessment in education
 - a To punish students
 - b To provide feedback to students and teachers
 - c To maintain attendance records
 - d To rank schools

- 2 Assessment is best defined as
 - a A judgmental process focused only on grades
 - b The ongoing process to understand and improve learning
 - c An activity to record marks only
 - d A method of testing physical fitness only

- 3 What is the purpose of diagnostic assessment
 - a To evaluate students final understanding
 - b To identify learning problems and areas for improvement
 - c To measure physical abilities only
 - d To evaluate teachers performances

- 4 Which of these is not a type of assessment
 - a Diagnostic
 - b Formative
 - c Summative
 - d Numerical

- 5 Which assessment type is conducted throughout the learning process
 - a Summative assessment
 - b Formative assessment
 - c Diagnostic assessment
 - d Skillbased assessment

- 6 Summative assessment is usually conducted
 - a During class activities
 - b At the end of a course or program
 - c Daily in the form of tests
 - d Randomly without a schedule

- 7 The term Evaluation in education primarily focuses on
 - a Making judgments based on grades
 - b Providing feedback for improvement
 - c Physical performance measurement
 - d Daily observation only

- 8 The main goal of formative assessment is to
 - a Grade the students performance
 - b Monitor progress and give feedback during learning

- c Judge final learning outcomes
- d Prepare for diagnostic assessment

9 Which of the following best describes skill assessment

- a Identifying students knowledge levels
- b Testing physical abilities in specific areas
- c Judging theoretical knowledge only
- d Evaluating classroom behavior

10 Which of the following is a healthrelated fitness component

- a Flexibility
- b Balance
- c Coordination
- d Action

11 Body Mass Index BMI is used to measure

- a Coordination
- b Body composition
- c Skillrelated fitness
- d Speed

12 Skillrelated fitness includes which of the following

- a Muscular endurance
- b Balance and coordination
- c Flexibility only
- d Aerobic capacity only

13 Feedback provided after assessment should focus on

- a Students weaknesses only
- b Students strengths and areas for improvement
- c Irrelevant information
- d The teachers evaluation only

14 One main advantage of documenting assessment reports is to

- a Decide the passfail criteria only
- b Identify areas for improvement
- c Avoid keeping records
- d Focus on extracurricular activities

15 The process of creating an assessment report includes all except

- a Analyzing the report
- b Revising the report
- c Ignoring student feedback
- d Drawing conclusions and recommendations

16 In assessment objectives of feedback refer to

- a Providing constructive suggestions for improvement
- b Scoring marks only

- c Ignoring students weaknesses
- d Testing physical fitness only

17 Which type of assessment is generally productoriented and provides closure

- a Formative assessment
- b Diagnostic assessment
- c Summative assessment
- d Skillbased assessment

18 An assessment that helps understand students physical ability to perform certain skills is

- a Formative assessment
- b Skill assessment
- c Summative assessment
- d Health assessment only

19 Which of these tools would be most useful in skill assessment

- a Written exams
- b Practical demonstration
- c Report card
- d Teacher feedback form only

20 Coordination as a component of skill related fitness can be observed in

- a Aerobic capacity tests
- b Running or jumping activities
- c Actions requiring hand eye coordination like hitting a moving ball
- d Sitting quietly in class

21 Balance as part of skill related fitness is critical in sports such as

- a Swimming
- b Gymnastics
- c Cycling
- d Both b and c

22 The key difference between assessment and evaluation is that assessment is

- a Final and judgmental
- b Ongoing and improves learning
- c Based on only physical ability
- d None of the above

23 Which of the following describes a report card

- a Record of all grades
- b Written feedback with criteria for each skill or behavior
- c Sports achievements only
- d Daily attendance sheet

24 Assessment in physical education aims to

- a Provide health information
- b Evaluate physical skills and abilities

- c Monitor attendance
- d Improve academic grades only

25 A proper assessment program should be

- a Only written
- b Multifaceted including observations tests and reports
- c Based on sports activities only
- d Conducted annually

26 Why is it important to assess and document students performance in physical activities

- a To keep records for the sake of having them
- b To track progress and motivate students
- c Only for attendance purposes
- d To focus solely on academic grades

27 Which of the following is not a skillrelated fitness component

- a Strength
- b Coordination
- c Reaction time
- d Flexibility

28 Healthrelated fitness aims to improve

- a Physical appearance only
- b Overall wellbeing and physical ability
- c Skillbased sports performance only
- d Flexibility only

29 Summative assessment outcomes are used to

- a Give continuous feedback
- b Evaluate the overall achievement at course end
- c Diagnose learning issues only
- d Conduct daily progress checks

30 Skill assessments in children under 7 should focus on

- a Only healthrelated fitness
- b Both health and skillrelated fitness
- c Only skillrelated fitness
- d Academic ability

31 The main goal of diagnostic assessment is to identify

- a Physical skill improvements
- b Learning gaps and their causes
- c Final test results
- d Grades only

32 Which of the following is an example of healthrelated fitness

- a Flexibility
- b Reaction time

- c Balance
- d Speed

33 Assessment reports help teachers to

- a Focus on sports events only
- b Revise teaching methods based on students needs
- c Judge students appearance
- d Ignore students weaknesses

34 The conclusion and recommendation section of an assessment report should include

- a Grades only
- b Future steps and strategies for improvement
- c Student complaints
- d Details unrelated to performance

35 A students strength and weaknesses are best identified through

- a Diagnostic evaluation
- b Final exams only
- c Report cards only
- d Only written tests

Question Number	Answer	Question Number	Answer
1	b	18	b
2	b	19	b
3	b	20	c
4	d	21	d
5	b	22	b
6	b	23	b
7	a	24	b
8	b	25	b
9	b	26	b
10	a	27	d
11	b	28	b
12	b	29	b
13	b	30	a
14	b	31	b
15	c	32	a
16	a	33	b
17	c	34	b
35	a		

Short Answer Questions

1. Define assessment in the context of physical education.

In the context of physical education, assessment refers to the process of evaluating students' physical abilities, skills, knowledge, and attitudes toward physical activity. Assessment helps in tracking progress, identifying strengths and areas for improvement, and ensuring that students meet the set objectives of physical education.

2. What is the purpose of evaluation?

Evaluation in physical education focuses on judging the effectiveness of instruction by determining what students have learned. It is often used at the end of a course or program to measure if learning objectives were achieved, focusing on students' overall performance and assigning grades accordingly.

3. Differentiate between formative and summative evaluation.

Formative evaluation is a continuous process used to monitor learning during instruction, providing feedback for improvement. Summative evaluation, however, is conducted at the end of a course to assess overall achievement, measuring how well learning outcomes have been met.

4. What is diagnostic evaluation, and why is it used?

Diagnostic evaluation identifies specific learning difficulties and strengths in students. It helps teachers understand students' needs and provide targeted solutions.

5. Explain the role of feedback in assessment.

Feedback in assessment provides students with insights into their performance, allowing them to understand areas that need improvement. Constructive feedback helps in refining skills, boosting confidence, and guiding students toward achieving learning goals.

6. List two components of Health related fitness.

Components of Health related fitness include cardiovascular endurance and muscular strength. Cardiovascular endurance is the body's ability to sustain prolonged physical activity, while muscular strength is the ability to exert force.

7. What is the difference between skill related and health related fitness?

Skill related fitness focuses on abilities that improve performance in sports, such as agility and coordination, while health related fitness emphasizes general physical wellbeing and includes components like flexibility and body composition.

8. Why is it important to prepare an assessment report in physical education?

An assessment report helps track student progress, provides a record of performance, and offers feedback for improvement. It enables teachers to support students effectively by understanding their strengths and areas needing enhancement.

9. Define 'Balance' as a skill related component of fitness.

Balance is the ability to maintain stability either while stationary or in motion. It is crucial in physical activities where maintaining control over body movements is necessary, such as in gymnastics or running.

10. What is Body Mass Index (BMI), and how is it calculated?

Body Mass Index (BMI) is a measure of body fat based on height and weight. It's calculated as $BMI = \text{Weight (kg)} / \text{Height}^2 \text{ (m)}$, used to assess whether an individual has a healthy body composition.

Long Answer Questions (4 Marks Each)

1. Discuss the difference between assessment and evaluation in physical education, including examples.

Assessment in physical education is a process of gathering data to improve students' skills by focusing on what they have learned and how well they have learned it. For instance, a teacher may assess a student's skill in dribbling by observing performance in a drill. Evaluation, on the other hand, judges the overall learning and assigns a grade based on performance. It is typically used at the end of a course to determine if students achieved learning outcomes. While assessment is continuous and formative, helping guide instruction, evaluation is summative, providing a final judgment of learning.

2. Explain the importance of feedback in student assessment and list steps to effectively document feedback.

Feedback is essential in student assessment as it informs students of their progress, strengths, and areas needing improvement. Effective feedback fosters growth, builds confidence, and enhances learning by guiding students toward achieving their goals.

To document feedback, teachers should:

- (1) Identify objectives to provide clarity,
- (2) Analyze student performance,
- (3) Offer specific, constructive suggestions, and
- (4) Conclude with recommendations. Documenting feedback not only supports the students' progress but also serves as a record to track improvement over time.

3. What are the main components of a physical fitness report, and why is each important?

A physical fitness report typically includes information on health related fitness (e.g., cardiovascular endurance, muscular strength, flexibility) and skill related fitness (e.g., agility, balance). Health related fitness measures overall wellbeing and is essential for long term health, while skill related fitness enhances specific performance abilities in sports. Each component provides insight into

different aspects of fitness, helping teachers and students set appropriate goals and develop targeted training plans.

4. Describe health related fitness components and their importance in physical education.

- **Cardiovascular Endurance:** The ability of the heart, lungs, and blood vessels to supply oxygen to working muscles during prolonged physical activity. Activities like running, swimming, and cycling help improve cardiovascular endurance, which is vital for heart health and stamina.
- **Muscular Strength:** The maximum force a muscle or group of muscles can exert against resistance in a single effort. It is important for daily activities, injury prevention, and supporting bone health. Strength training exercises, such as weightlifting or bodyweight exercises like push-ups, enhance muscular strength.
- **Muscular Endurance:** The ability of a muscle or group of muscles to perform repeated contractions over time without fatigue. It is necessary for activities that require prolonged effort, like rowing or cycling, and is improved through exercises like planks, squats, and lighter weightlifting with more repetitions.
- **Flexibility:** The range of motion around a joint. Good flexibility is important for movement efficiency, posture, and injury prevention. Stretching exercises, yoga, and activities that promote joint mobility improve flexibility.
- **Body Composition:** The ratio of fat mass to lean mass (muscles, bones, organs) in the body. A healthy body composition is associated with lower risks of chronic diseases. Regular physical activity, combined with a balanced diet, helps maintain a healthy body composition.

5. How does diagnostic evaluation help in improving students' performance in physical activities?

Diagnostic evaluation identifies specific areas where students may struggle or excel, helping teachers understand each student's needs. For instance, if a student has difficulty with coordination, diagnostic evaluation can pinpoint this, allowing for exercise that would improve coordination. It also helps tailor instruction to address individual strengths and weaknesses, promoting balanced skill development. Diagnostic evaluation thus supports personalized learning, leading to enhanced overall performance and a more positive learning experience in physical activities.

UNIT 3

FREE PLAY

Sport - A sport is a physical activity carried out under an agreed set of rules, for competition or self-enjoyment or a combination of these. These rules are set by the national or international bodies governing respective sport.

Characteristics:

- Involves physical exertion and coordination.
- Usually governed by rules or a regulatory body.
- Often competitive, with an objective to win.
- Requires practice and training to improve skill.
- Examples: Football, basketball, swimming, tennis, etc.

Game - A game is a recreational activity involving one or more participant, defined by a goal that the participants try to reach, and some set of rules to play it. Games are played primarily for entertainment or enjoyment. They are a form of organized recreational activity, characterised by competition and criteria for determining a winner.

Characteristics:

- Can be either physical or mental (chess).
- Has a set of rules to follow.
- Can be competitive or cooperative.
- Often involves strategies or tactics.
- Examples: Chess (mental), card games, board games, gully cricket.

Play - A play is also a form of recreation involving one or more participant, with or without any set of rules. In play, unlike game and sport, it is not necessary to have a winner or loser. The outcome of the activity is to just have 'fun.'

Characteristics

- Free-form and spontaneous.
- Can be either structured or unstructured.
- Typically done for fun and not necessarily for competition or skill development.

- Commonly seen in children's activities but can also apply to adults.
- Examples: Children playing tag, pretending, exploratory games playing with toys, or adults playing in a non-competitive manner.

Table: Characteristics of Sports, Games, and Play

Characteristic	Sports	Games	Play
Physical exertion	Yes	Sometimes	Not necessarily
Coordination required	Yes	Sometimes	Not necessarily
Governing body	Yes	Sometimes	No
Practice and training	Yes	Sometimes	No
Strategies and tactics	Often	Often	Rarely
Outcome	Win, skill development	Win, entertainment	Fun
Skill improvement	Yes	Sometimes	No

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Outcome	Win, skill development	Win, entertainment	Fun
Skill improvement	Yes	Sometimes	No

What is Free Play?

- The primary aim of 'Play' though is to have fun and a competition.
- it can be conducted or performed in a structured or an unstructured way.

- Both structured and unstructured play, though, requires adult supervision in order to eliminate any injuries, especially working with early years' children.
- There are both advantages and disadvantages of excess usage of Free Play while conducting physical activities for children.

Advantages	Disadvantages
Encourages creativity: Sparks imagination and innovative thinking	Wrong techniques: Possibility of developing incorrect methods
Retains interest: Keeps children engaged and motivated	No assessment: Difficult to evaluate progress
Promotes ownership: Gives children a sense of control and responsibility	Tracking issues: Challenges in monitoring development
Enhances communication: Improves social skills and interaction	Potential conflicts: Risk of disagreements or misunderstandings

Structured and Unstructured Play

Structured Play

Structured play is organized and guided by rules, schedules, or instructions.

It often has a clear objective and is typically led by an adult or coach.

Characteristics:

1. Rules and guidelines are provided.
2. There is a clear goal or purpose (e.g., to win or achieve a skill).
3. Often involves adult supervision or facilitation.
4. Time and place are often predetermined.
5. Focused on skill-building or specific outcomes.

Examples:

Tag Games, Organized games at recess, Musical Chairs.

Unstructured Play

Unstructured play is spontaneous, creative, and free-flowing.

It allows children or individuals to explore, create, and engage without specific goals or guidance.

Characteristics:

1. No set rules or guidelines (other than those naturally created by the players themselves).
2. Open-ended and imaginative, allowing for creativity and exploration.
3. Children or participants decide what and how to play.
4. No adult direction, although supervision for safety might be present.
5. Focused on fun, discovery, and personal choice, rather than specific outcomes.

Examples: Asking children to mimic how different animal walks. One will call the name and children will try to mimic the animal.

Table: Structured vs. Unstructured Play

Aspect	Structured Play	Unstructured Play
Rules	Provided and clear	No set rules
Goal	Specific, skill-building	Open-ended, imaginative
Guidance	Adult supervision/instruction	Self-directed
Examples	Tag games, musical chairs	Mimicking animal walks

Organize Free-play activities

Lesson Name: Discovery Play

Aim: To help children design their own game and be creative using all the age-appropriate props
Infrastructure Required: Playground/ Indoors

Props & Equipment Required: All props, training arch, hula hoops, flexi pole, parachute, bean bag scarf, warmup music

Class Size: Large class size of 40-50

Warm up: Warm up with the Warm up song

Activity:

- Lay out all the age appropriate props in a circular area.
- When the children come in, introduce yourself to the children, greet them and ask them to respond to the greeting.
- Tell the children that today they will be allowed to explore the world of colourful props.
- The children jog around the circular area slowly. The teacher can play the music. The teacher stops the music, and calls out a prop name. Children find the prop from the pile. Children learn the names of various props.
- This activity can be repeated by teacher calling out the usage of the prop and the children identifying the correct prop for that usage.

Multiple Choice Questions

1. What is the primary goal of free play?
 - (A) To win competitions
 - (B) To improve fitness levels
 - (C) To encourage fun and creativity
 - (D) To set structured rules

2. Which of the following best defines a 'game'?
 - (A) A physical activity with strict rules
 - (B) An organized recreational activity with a defined goal and set of rules
 - (C) A form of exercise with no purpose
 - (D) A relaxation technique

3. Which component is NOT a part of organizing freeplay activities?
 - (A) Area selection
 - (B) Equipment selection
 - (C) Examining competitive records
 - (D) Categorization of groups

4. What is the main advantage of unstructured play?
 - (A) It encourages creativity
 - (B) It has strict rules
 - (C) It guarantees fitness improvement
 - (D) It limits social interaction

5. In structured play, what is usually required to ensure safety?
 - (A) Parental supervision
 - (B) Random activities
 - (C) Adult supervision
 - (D) Specific team members

6. Which is a disadvantage of free play?
 - (A) Encourages teamwork
 - (B) Assessment is difficult
 - (C) Retains interest
 - (D) None of the above

7. Which factor is NOT essential in the organization of freeplay activities?
 - (A) Equipment selection
 - (B) Grouping by skills
 - (C) Competitive scoring
 - (D) Choosing suitable activities

8. What is a key element of a structured play?
 - (A) No supervision required
 - (B) Set of predefined rules

- (C) No use of equipment
- (D) Always done indoors

9. In free play, children often decide the:

- (A) Scoring method
- (B) Equipment usage and type of play
- (C) Level of intensity
- (D) Age limit for participation

10. Why is free play beneficial in rehabilitation?

- (A) It involves competitive activities
- (B) It is predictable
- (C) It allows gradual reintroduction to physical activities
- (D) It focuses on winning

11. Which of the following activities is NOT typically part of free play?

- (A) Unsupervised outdoor play
- (B) Following complex rules
- (C) Making up games on the spot
- (D) Creative roleplaying

12. Which of the following best describes 'Discovery Play'?

- (A) Highly structured physical exercise
- (B) An activity involving rulefollowing only
- (C) An activity encouraging creativity using props
- (D) Team competition with scoring

13. What is the importance of categorization in free play?

- (A) To introduce strict discipline
- (B) To increase winning chances
- (C) To ensure safety and appropriate grouping
- (D) To eliminate need for equipment

14. Which type of play does not require a winner?

- (A) Sport
- (B) Game
- (C) Free Play
- (D) Exercise

15. Why is equipment selection important in free play?

- (A) It enhances competitiveness
- (B) It ensures safety and suitability for the activity
- (C) It limits creativity
- (D) None of the above

16. What type of play is generally spontaneous and unplanned?

- (A) Structured play
- (B) Free play

- (C) Competitive play
- (D) Regulated play

17. What is one way free play can enhance communication among students?

- (A) It involves strict rules
- (B) It allows teambased activities and open interactions
- (C) It restricts group activities
- (D) It minimizes social interaction

18. Which of the following is a disadvantage of excessive free play?

- (A) Development of wrong techniques
- (B) Limited creativity
- (C) Increased focus on winning
- (D) Reduced fun

19. Dance to the Tune activity primarily aims to develop:

- (A) Strength and endurance
- (B) Synchronized movements and balance
- (C) Flexibility and speed
- (D) Mental focus

20. The term 'structured play' refers to play activities that are:

- (A) Completely free from rules
- (B) Spontaneous and unplanned
- (C) Organized with a set format or steps
- (D) Conducted without adult supervision

21. Which of the following is a component of free play?

- (A) Fitness tracking
- (B) Competition rules
- (C) Recreational activities with no strict rules
- (D) Defined outcomes

22. Which of the following is NOT a characteristic of free play?

- (A) Enhances creativity
- (B) Involves strict assessment
- (C) Promotes social interaction
- (D) Provides enjoyment

23. What is one purpose of the Discovery Play activity?

- (A) To teach strict discipline
- (B) To improve assessment scores
- (C) To inspire creativity in children through props
- (D) To monitor children's physical progress

24. How does free play help in the rehabilitation process?

- (A) By promoting independence through fun activities
- (B) By enforcing strict rules

- (C) By focusing only on skill development
- (D) By limiting the physical activities

25. In 'Dance to the Tune,' what is the purpose of using music as a cue?

- (A) To enhance fitness levels only
- (B) To establish rhythm and coordination among students
- (C) To limit movements to small spaces
- (D) To set a competitive pace

Question Number	Answer	Question Number	Answer
1	C	14	C
2	B	15	B
3	C	16	B
4	A	17	B
5	C	18	A
6	B	19	B
7	C	20	C
8	B	21	C
9	B	22	B
10	C	23	C
11	B	24	A
12	C	25	B
13	C		

Short Answer Questions

1. What is the importance of free play in a student's life?

Answer:

Free play allows students to explore their creativity and develop social skills, communication, and teamwork. It promotes selfexpression and provides a break from structured learning, contributing to overall mental and physical wellbeing.

2. Define the concept of 'sport' in physical activity.

Answer:

A sport is a physical activity governed by a set of rules, aimed at competition or self enjoyment. It involves skills, strategies, and fair play and is often organized by local, national, or international bodies to maintain consistency.

3. What is meant by 'game' in the context of recreational activities?

Answer:

A game is a recreational activity with a goal that participants aim to achieve, governed by a set of agreed rules. It involves competition and is typically played for enjoyment, focusing on the element of achieving a specific outcome.

4. Differentiate between structured and unstructured play.

Answer:

Structured play is organized with specific steps, rules, and objectives, whereas unstructured play is spontaneous and lacks set rules, allowing children freedom to create and modify activities as they engage in the play.

5. Mention three advantages of free play.

Answer:

1. Encourages creativity and problem solving skills.
2. Promotes communication and teamwork.
3. Retains children's interest and engagement in activities.

6. List two disadvantages of free play.

Answer:

1. It can lead to the development of incorrect techniques.
2. It is challenging to track progress or assess performance accurately.

7. What is the role of free play in rehabilitation?

Answer:

Free play in rehabilitation supports physical and emotional recovery by providing a stress free environment for movement, coordination, and interaction, which can help improve strength, confidence, and motivation in patients.

8. Why is adult supervision necessary during free play for early childhood students?

Answer:

Adult supervision ensures safety, minimizes injuries, and provides guidance when needed. It also helps monitor and encourage positive social interactions, which are crucial for young children's development.

9. What are the factors influencing the choice of free play activities?

Answer:

The factors include the age of participants, available space, type of equipment, group size, and the objectives of the play, such as skill development, fun, or fitness.

10. Why is equipment selection important in organizing free play activities?

Answer:

Choosing the right equipment is essential to ensure safety, enhance engagement, and achieve the intended learning outcomes. Proper equipment supports appropriate physical activity and reduces the risk of injuries.

Long Answer Questions

1. Describe the concept of free play and its benefits for students.

Answer:

Free play is an unstructured, voluntary activity that encourages children to engage in play without strict rules or objectives. It allows children to explore, imagine, and socialize at their own pace, promoting creativity, problem solving, and social skills. Unlike structured play, free play gives children freedom to make their own choices and develop independence. It fosters physical development, as children engage in movement based activities, and emotional growth by learning to interact and manage different situations. The main goal of free play is to enjoy and have fun while supporting holistic growth in children.

2. What is the difference between sport, game, and play?

Answer:

Sport, game, and play, while interconnected, differ in structure and purpose.

Sport is competitive, involving rules set by governing bodies and requiring specific skills for fair play, often at professional levels.

A game is a recreational activity with rules, where participants aim for a goal, mainly for fun or enjoyment, focusing on skill or strategy rather than competition.

Play, however, has minimal or no rules and is intended purely for fun, with no competition or goal. Free play emphasizes creativity and spontaneity, helping children build social skills, explore ideas, and enjoy without structured objectives.

3. Explain the importance of categorizing groups during free play.

Answer:

- Categorizing groups in free play helps in creating a safe and supportive environment tailored to each participant's age, skill, and abilities.
- By grouping similar individuals, play activities become more effective and enjoyable, minimizing risks and promoting engagement.
- For instance, young children can play age appropriate games that encourage movement and interaction, while older groups might engage in more complex games.
- Proper grouping also helps trainers monitor participants more efficiently, ensuring everyone benefits from activities suited to their developmental level. This approach fosters inclusivity, reduces competitiveness, and helps participants build confidence at their own pace.

4. Discuss the purpose of selecting suitable areas for free play.

Answer:

Selecting an appropriate area for free play is essential for ensuring safety, engagement, and accessibility. A suitable play area considers the age group, activity type, and equipment needed. For young children, a smaller, secure space is ideal, reducing the chances of injuries. Older children can engage in larger areas with varied equipment for more dynamic activities. The area's suitability allows trainers to observe and manage participants effectively, enhancing their play experience. Moreover, an organized area with defined boundaries ensures that activities remain focused, preventing interruptions and creating an inclusive atmosphere for everyone involved.

5. Why is time management critical in organizing free play activities?

Answer:

Time management in free play activities ensures a balanced and effective session where each component, from warm up to cool down, is given adequate time. This approach helps maintain children's engagement, preventing fatigue and boredom. By allocating time for each activity, trainers can introduce a variety of tasks, enhancing the learning experience. Proper timing also respects the participants' physical and mental capacities, avoiding overstimulation or exhaustion. Managing time well allows trainers to transition smoothly between activities, giving children the opportunity to experience a structured, enjoyable session while benefiting from diverse play options.

Lesson Plan Question 1: Discovery Play

6. Make a free play lesson plan on the topic "Discovery Play."

Answer:

Lesson Name: Discovery Play

Aim: To encourage creativity and self directed learning by letting children design their games.

Infrastructure Required: Playground or indoor space

Props and Equipment: Hula hoops, bean bags, scarves, cones

Class Size: 40-50 students

Warm Up: Begin with a warm up song and stretching exercises

Procedure:

1. Spread props across the area in a circle.
2. Introduce yourself and engage the students with greetings.
3. Allow children to explore props, encouraging them to create games using them.
4. Play music intermittently to signal pauses, guiding them to explore new props.

Cool Down: Simple stretches to relax

Reflection: Ask students what they created and learned.

Lesson Plan Question 2: Dance to the Tune

7. Make a free play lesson plan on “Dance to the Tune.”

Answer:

Lesson Name: Dance to the Tune

Aim: To promote coordination and rhythmic movement.

Props and Equipment: Music player or drum

Class Size: 30-40 students

Warm Up: Start with stretching and simple footwork exercises.

Procedure:

1. Arrange students in a scattered formation.
2. Play rhythmic music, instructing students to follow simple dance moves in sequences:
 - Jump and twirl – 16 counts
 - In and out jump – 16 counts
 - March in place – 18 counts
 - Run forward and back – 32 counts
3. Encourage students to follow rhythm and movement cues.

Cool Down: Gentle marching to relax muscles.

Reflection: Discuss their feelings about moving to music and synchronization.

8. Describe the factors that influence recreational activities.

Answer:

Several factors influence recreational activities, including age, group size, available space, equipment, and specific needs of participants. Age affects the type of activities suitable for safe and enjoyable play; for example, young children need simpler, unstructured play, while older groups might prefer competitive games. Group size dictates activity type, as large groups benefit from games involving teamwork, whereas smaller groups can enjoy more individual activities. The space and equipment available determine safety and engagement; ample space is vital for movement based activities, and quality equipment supports proper engagement, ensuring fun, safe, and inclusive play experiences.

9. What are the differences between structured and unstructured free play?

Answer:

Structured free play is organized with set rules, objectives, and guidance, where children follow specific steps, enhancing skills and discipline. In contrast, unstructured play is spontaneous, with minimal rules, allowing children to explore independently and make choices. Structured play often has an educational or physical goal, such as skill building or teamwork, and may require supervision to ensure correct techniques. Unstructured play emphasizes creativity, where children express themselves freely without adult imposed

outcomes. Both play types support development; however, structured play promotes goal achievement, whereas unstructured play fosters exploration and imagination.

10. List and explain three reasons why free play is crucial in early childhood education.

Answer:

Free play is essential in early childhood as it aids in cognitive, social, and physical development. First, it encourages creativity, allowing children to imagine and invent, which builds problem solving skills. Second, it enhances social interaction, where children learn communication, empathy, and conflict resolution as they play with peers. Third, free play promotes physical activity, improving motor skills, balance, and coordination, crucial for growth. Additionally, free play reduces stress, providing children a joyful, unstructured

UNIT 4

MONITORING AND INVENTORY MANAGEMENT

Monitoring refers to regularly tracking and assessing physical activities, training progress, equipment, and overall fitness.

Inventory

- refers to the complete list of items, goods, equipment, or resources that an organization has on hand for use, storage, or sale.
- includes all the equipment, supplies, and resources available for activities, such as weights, machines, sports gear, and other materials essential for training and maintenance.
- involves tracking, organizing, and maintaining these items to ensure they are in good condition, available when needed, and replaced or repaired as necessary.

Why inventory management is needed? (Importance of inventory management.)

Inventory management is the process of organizing, tracking, and maintaining a facility's inventory of goods, equipment, or resources.

Here are some key reasons why inventory management is needed:

- 1. Ensures Equipment Availability:** Inventory management helps keep track of all equipment, ensuring that essential items are available when needed, which reduces downtime and prevents disruptions in training or activities.
- 2. Improves Safety:** Regularly managing and maintaining inventory ensures that equipment is safe for use. Damaged or worn-out items can lead to accidents or injuries, so timely maintenance and replacement are crucial.
- 3. Cost Efficiency:** By keeping track of usage and condition, inventory management prevents unnecessary purchases and helps in budgeting for repairs or replacements, leading to cost savings over time.
- 4. Enhances Organization:** An organized inventory system allows quick access to needed equipment and supplies, saving time and improving the efficiency of the facility.
- 5. Prevents Wastage and Loss:** Good inventory practices help avoid over-ordering or under-utilizing equipment. It also reduces the chances of items being misplaced or lost, especially in facilities with high traffic.

6. Helps in Planning and Budgeting: Inventory management data provides valuable insights for future purchases, maintenance schedules, and budgeting, ensuring the facility can meet its needs without unnecessary expenses

Q. How to select equipment? (Qualities of Equipment)

1. Age appropriateness: The equipment/ props must be age appropriate

2. Industry Standard: They must be manufactured as per the industry guidelines. E.g. tennis ball made of rubber and not leather, cricket bats made of wood and not metal, etc.

3. Sports type: They must be selected as per the type of the sport. For example, Basketball, Volleyball should not be used to play football and vice-versa.

4. Infrastructure: Depending on the type of sport and where it is played the selection of props and equipment is determined. For example – Indoor football would require small and portable goalposts while outdoor football would require permanent and regular sized goalposts.

5. Group size: They must be calculated as per number of learners. If a large group of students, for example, 40 students play at a time, it is always best to divide them into smaller groups and each group should be given adequate number of props to play with.

6. Budget: One of the most important factors that influences the selection of props and equipment is the budget availability.

Multiple Choice Questions (MCQs)

1. What is the primary purpose of inventory management in physical education?
 - a) To categorize items for decoration
 - b) To track, organize, and maintain sports equipment
 - c) To limit the purchase of new items
 - d) To dispose of old equipment

2. Why is it important to conduct periodic inventory checks?
 - a) To calculate the profit from equipment
 - b) To identify items that need repair or replacement
 - c) To increase the number of items in inventory
 - d) To reduce the frequency of equipment use

3. Which of the following is the first step in maintaining inventory?
 - a) Storing items in random order
 - b) Identifying and listing all equipment
 - c) Repairing old equipment
 - d) Estimating costs for new items

4. What is the purpose of listing equipment in inventory management?
 - a) To ensure that equipment is easy to track and retrieve
 - b) To hide the equipment from students
 - c) To reduce the number of items
 - d) To increase the frequency of equipment purchases

5. Which of the following is NOT a step in listing the equipment?
 - a) Identifying and categorizing items
 - b) Labeling items with unique codes
 - c) Recording the items in a list
 - d) Ignoring damaged equipment

6. What is the significance of a monetary report in inventory management?
- a) It tracks all expenditures on purchases and repairs
 - b) It increases the frequency of equipment use
 - c) It limits the purchase of new items
 - d) It hides the equipment expenses from management
7. How often should inventory checks be conducted to ensure effective equipment management?
- a) Once in a decade
 - b) Regularly, based on usage and wear
 - c) Only when new equipment is purchased
 - d) Only during annual audits
8. What is the final step in maintaining inventory for sports equipment?
- a) Disposing of all equipment
 - b) Conducting regular checks and updating records
 - c) Ignoring broken items
 - d) Categorizing items by color
9. What should a sample report of sports equipment in a school sports room include?
- a) List of equipment, condition, and maintenance needs
 - b) Profit and sales data
 - c) Location of each sports field
 - d) Only new equipment purchased
10. Estimating funds for new equipment and repairs helps in:
- a) Making a financial plan for the physical education department
 - b) Reducing the usage of equipment
 - c) Increasing the frequency of student participation
 - d) Delaying maintenance indefinitely

Answer Key:

Question Number	Answer	Question Number	Answer
1	b	6	a
2	b	7	b
3	b	8	b
4	a	9	a
5	d	10	a

LONG TYPE QUESTIONS

Q1: Describe the process of inventory management in physical education and the importance of periodic inventory checks.

Answer:

Inventory Management in physical education involves keeping track of all sports equipment, gear, and supplies used in PE activities. This means recording what items the school has, where they are stored, and noting their condition. Proper inventory management helps ensure that equipment is available, safe to use, and replaced when necessary.

Periodic Inventory Checks are regular checks to count and inspect each item. They are important because they:

- **Prevent Loss:** Regular checks help identify missing items early.
- **Ensure Safety:** Damaged or worn-out equipment can be replaced promptly to keep students safe.
- **Plan Budgets:** Knowing what is needed helps in planning budgets for new or replacement items.
- **Support Smooth Activities:** When equipment is well-organized and available, PE classes run smoothly, allowing more focus on learning and fitness.

Q2: Explain the importance of listing equipment in inventory management, and describe the process for creating and updating this list.

Answer:

Listing Equipment in inventory management is important because it helps keep track of all the items available for PE classes, ensuring that nothing is lost or forgotten. Having a clear list means PE classes can run smoothly, with equipment readily available when needed. It also helps to prevent unnecessary spending by showing exactly what is in stock and what needs replacing.

Creating and Updating the Equipment List involves a few simple steps:

- **Start with a Master List:** Write down each item, including details like type, brand, quantity, and condition (e.g., “10 soccer balls – good condition”).
- **Label Items:** Label each piece of equipment if possible, so it can be easily identified and matched to the list.
- **Update Regularly:** After each term or sports season, review the list, add new items, and remove broken or lost items.
- **Check Condition:** Note any wear and tear so that damaged items can be repaired or replaced.

Q3: Create a sample report of the equipment in a school sports store room, detailing the status and maintenance requirements.

Answer:

School Sports Equipment Report	
Date:	xxxx
Location:	School Sports Store Room
Inventory Summary:	
• Basketballs:	10 (All in good condition)
• Volleyballs:	8 (2 require patching)
• Footballs:	5 (Good condition)
• Badminton rackets:	12 (3 need replacement)
• Cones:	20 (Good condition)
Maintenance Needs: Minor repairs needed for two volleyballs, and three badminton rackets require replacement. Estimated fund needed for these repairs and replacements is Rs. 2000.	
Comments: Regular inventory updates ensure all equipment remains ready and safe for use. This report facilitates budgeting and planning, helping maintain a reliable and well-equipped sports program. Proper management of equipment is key to providing students with safe and accessible resources for physical education activities.	

Q6: Why is it important to conduct a periodic audit of inventory in physical education?

Answer: In the context of physical education (PE), an audit is the process of thoroughly reviewing and checking all PE equipment and resources to ensure that they are in good condition, accounted for, and match inventory records. This helps PE departments maintain accurate records, identify any missing or damaged items, and budget for necessary replacements or repairs.

Audits in PE are important because they,

1. Ensures Accurate Records
2. Identifies Loss or Theft
3. Maintains Equipment Condition
4. Improves Budget Planning
5. Enhances Operational Efficiency

Q7: Explain how infrastructure affects the selection of sports and equipment.

Answer:

- **Impact of Space and Facilities**

The availability of infrastructure, such as gymnasiums, fields, and courts, significantly influences the type of sports and equipment chosen for a school. For instance, schools with large fields can offer sports like soccer or track events, while those with gymnasiums may focus on indoor activities like basketball.

- **Storage and Safety Considerations**

The space available for storing equipment affects what can be safely kept and accessed. Schools with limited storage may opt for compact, multipurpose equipment, while those with more extensive storage can accommodate a broader range of items.

- **Budget and Maintenance**

Infrastructure also determines maintenance needs, as certain spaces require specific types of equipment to maintain student safety. Selecting equipment that suits the facility helps ensure that physical education programs are efficient, safe, and well resourced.

Q8: List five props used for marking purposes.

Answer:

1. Cones
2. Boundary lines or tape
3. Marker discs
4. Chalk or spray paint
5. Agility ladders

Q9: What are the various factors influencing the selection of props and equipment?

Answer:

1. Purpose and Usage

The intended use of equipment determines the type needed. For example, agility drills require cones and ladders, while team sports need goals and nets.

2. Age and Skill Level of Users

Equipment should be chosen based on the age and skill level of students. Younger students may need smaller or softer equipment, while advanced players require professional-grade items.

3. Safety Requirements

Safety is paramount, so props and equipment must minimize injury risks. This might include selecting padded, nonslip surfaces and durable materials that withstand frequent use.

4. Space and Storage

Available storage and playing space influence the quantity and size of equipment. Schools with limited space may choose foldable or stackable items, while those with extensive facilities can accommodate larger gear.

5. Budget Constraints

The budget impacts the variety and quality of equipment purchased. Schools may prioritize essential items over specialized equipment based on financial considerations, ensuring effective resource management.

These factors help ensure that equipment is safe, suitable, and effective for the physical activities planned.