

Secondary Stage



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9
CBSE

A Textbook of Physical Activity Trainer

Skill Education | CODE 418

Dr DS Yadav



FULLMARKS

9
CBSE

Physical Activity Trainer

Skill Education | CODE 418

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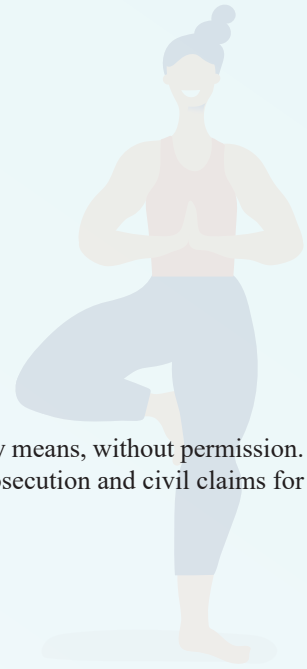
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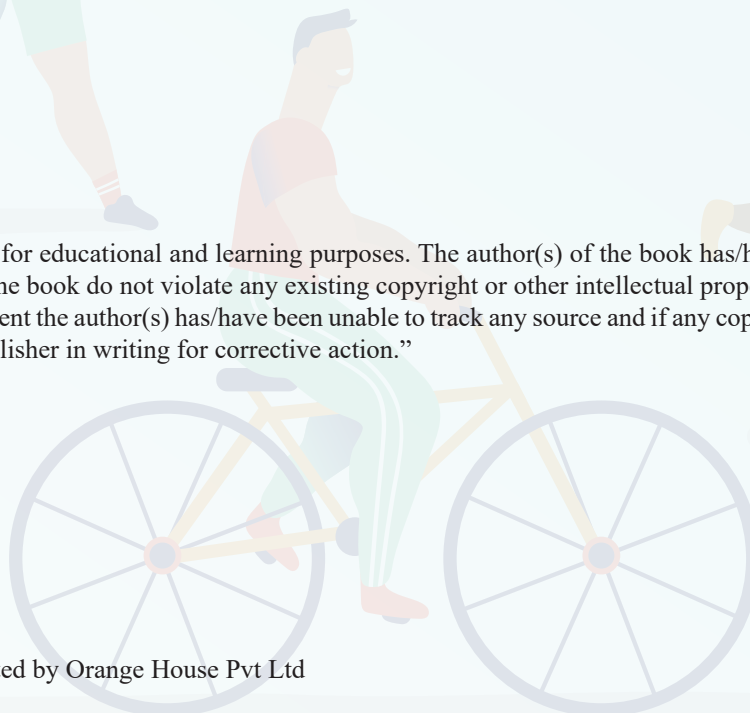
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Preface



In this book, we embark on a journey into the realm of early childhood education and the vital role of an activity trainer dedicated to fostering the holistic development of young minds. As we delve into the pages ahead, we explore the nuanced and impactful world of engaging activities designed specifically for early years children.

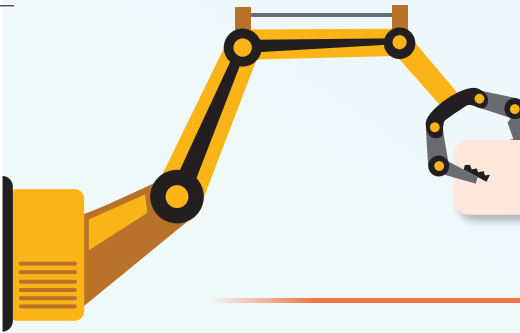
The role of an early years children's activity trainer is not merely about organizing play; it is a profound commitment to nurturing the cognitive, emotional, and physical well-being of our youngest learners. This book is crafted for those dedicated individuals who recognize the significance of the early years in shaping a child's future and who seek to provide purposeful, enjoyable, and developmentally appropriate activities.

Besides we will unravel the principles that underpin effective engagement, delve into age-appropriate methodologies, and discover how to create a dynamic and inclusive learning environment. From fostering creativity to developing social skills, this book aims to equip activity trainers with the insights and tools necessary to make a lasting impact on the formative years of the children they serve.

As we embark on this exploration, we acknowledge the profound influence that a well-designed and thoughtfully executed early childhood activity program can have on a child's growth. It is our hope that this book serves as a valuable resource for those dedicated to sculpting a positive and enriching foundation for the future of our little ones.

–Author





INSIDE THE BOOK

Learning Resources

Learning Outcomes

Students will be able to know about

LEARNING OBJECTIVES	
1.1 Physical and Emotional Needs of Children	1.2 Factors Influencing Physical Activity
1.3 Plan Physical Activities	1.4 Conduct Physical Activities

Glossary

This section contains definitions of important terms.

Glossary	
1. Cognitive development	: it is the process of acquiring and enhancing mental abilities such as thinking, learning, and problem-solving, as individuals grow and mature
2. Psychosocial well-being:	it refers to the combination of psychological and social factors that contribute to an individual's overall mental and social health and happiness
3. Resilience	: is the capacity to bounce back from adversity, adapt to challenges, and maintain mental and emotional well-being in the face of difficulties
4. Peer group	: is a social unit composed of individuals of similar age or background who share common interests, experiences, and social activities.
5. Gender	: it refers to the roles, behaviours, and attributes that a society considers appropriate for men and women
6. Racial identity:	: is an individual's sense of self and connection to a particular racial or ethnic group, influenced by cultural, historical, and social factors.

At a Glance

This section provides summary of the chapter.

Summary

Early childhood development encompasses physical, emotional, social, and communicative domains, fostering comprehensive growth in young children. The development of fundamental motor skills, including both gross and fine motor skills, is crucial for overall physical and cognitive growth in children. Cognitive development involves the progressive growth of mental processes such as thinking, learning, memory, and problem-solving in individuals. Psychological well-being encompasses mental health, emotional resilience, and a positive state of mind. School readiness involves a child's preparedness, both socially and academically, for the challenges and expectations of formal education. Understanding child activity involves grasping the various physical, cognitive, and emotional aspects of a child's behavior and engagement. Demographic factors and socioeconomic status play pivotal roles in shaping individuals' access to resources, opportunities, and overall well-being within society. Biological factors, including age and weight status, significantly impact individuals' health and well-being. Psychological factors encompass mental, emotional, and behavioral aspects, playing a crucial role in shaping individuals' thoughts, feelings and overall well-being.

Sample Practical Work

Practical learning helps students learn more

PRACTICAL EXERCISE

LEARNING OBJECTIVES

- Aim of the Practical
- Observation and discussion
- Introduction
- Conclusion

Aim of the Practical

The aim of the practical is to get a thorough understanding of child health care and habits that are essential for ensuring the well-being and development of young individuals. This knowledge encompasses various aspects such as nutrition, physical activity, hygiene practices, sleep patterns, and emotional well-being. By staying informed about age-appropriate health guidelines and habits, caregivers and educators can promote a nurturing environment that supports children's overall health and fosters lifelong habits for a healthy lifestyle. Regular monitoring and proactive intervention are key to addressing any health concerns and promoting optimal growth and development in children.



I wiped my runny nose



Use a clean tissue!



I wiped my runny nose



Use a clean tissue!

Sample Project Work

It helps the students work outside the classroom environment while improving their practical skills.

SAMPLE PROJECTS

PROJECT

TOPIC: Role of Physical Education in Child Development

Outcomes of Project:

- Introduction
- Factors Influencing Physical Activities
- Physical and Emotional Needs of Children
- Plan Physical Activities

Introduction

Physical education has changed recently to include more than just regular sports. Kids now get to try activities like football, basketball, bowling, walking, hiking, frisbee, and even stress-relieving techniques like yoga and martial arts. Doing these things early helps kids build good habits for staying active as they grow up. Studies show that being active makes your muscles and heart stronger and also helps your mood and concentration. Anyone can learn and benefit from physical education, no matter their age or ability. Trying different sports can motivate kids to be more active and teach them about different cultures too. It's not just about playing games; physical education teaches you how to stay healthy for life. Especially in today's world, where people are often sitting a lot, having a good physical education programme is really important for helping kids grow up healthy and active.



Pursue healthy and recreational activities



Enhance fundamental movement skills



Demonstrate the spirit of resilience, fair play, teamwork and sportsmanship



Build foundational skills of competitive sports



Adopt safe practices during physical activities

Physical and Emotional Needs of Children





Assessment Tools

Knowledge Assessments

It presents questions before the students to access their current progress on the ongoing topic.

Activity

It provides an activity to the students allowing them to research and learn new things.

Assessment 1

A. Fill in the Blanks

1. An assesses the situation with a customer, determines his/her needs and presents the product to convince the customer to buy it.
2. The Support personnel do not but build goodwill of the firm.
3. The company uses courier-services, logistic-service providers and drop shippers to the products to the customers.
4. Order-taking relates with completing after customer has already decided to buy.
5. After packaging the products are joined or stacked together for delivery near the

Answers:

1. Order-getter 2. Close sales 3. Deliver 4. Transaction 5. Billing counter

B: Multiple Choice Questions

1. Larger companies often operate distribution center located at different places.
 (a) Single (b) two (c) multiple
2. Support personnel include
 (a) Missionary salespeople (b) Technical specialists (c) Both
3. Order-taking is transaction after customer has already decided to buy.
 (a) Completing (b) starting

Answers:

1. (c) multiple 2. (c) Both 3. (a) Completing

C. True or False

1. Sorting is a process that separates the products according to destinations where they have to be delivered.
2. Selling can be performed by unskilled people also.
3. Large companies operate only one distribution center located at head office.
4. Picking step in order processing consists of taking and collecting products in a specified quantity before delivery or shipment to confirm customers' orders.

Answers:

1. True 2. False 3. False 4. True

Checklist for Assessment Activity

1. Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A:

1. Differentiate order getting and order taking in Selling.
2. Explain the concept of order getting.
3. Why are the Support Personnel Activities important for an organization?
4. Explain in detail the process of order delivery.

Part B

Class Activity:

1. Ask the students to pick up a product of their choice and try to sell it in the class by applying various steps of Order-processing in selling.

Activities

1. Prepare a fun activity for early-stage children.
2. Design an activity to develop passing /throwing skills for early-stage children.
3. Prepare a schedule for any theme-based event /assembly of 30-40 minutes.

Additional Questions with Answers

It contains MCQs, Fill in the blanks to test and improve their mental dexterity.

Additional Questions with Answers

I. Choose the correct option.

(1 Mark)

- | | | | |
|---|--------------------------|--------------------------------|--------------------------|
| 1. Role of physical activity trainer | <input type="checkbox"/> | (b) Teaching | <input type="checkbox"/> |
| (a) Training | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |
| (c) Holistic development | <input type="checkbox"/> | | |
| 2. Domain of early childhood | <input type="checkbox"/> | (b) Emotional | <input type="checkbox"/> |
| (a) Physical | <input type="checkbox"/> | (d) All of these | <input type="checkbox"/> |
| (c) Social | <input type="checkbox"/> | | |
| 3. Which is fundamental motor skill | <input type="checkbox"/> | (b) Fine motor skill | <input type="checkbox"/> |
| (a) gross motor skill | <input type="checkbox"/> | (d) Eye-hand coordination | <input type="checkbox"/> |
| (c) a and b | <input type="checkbox"/> | | |
| 4. What is psycho-social wellbeing | <input type="checkbox"/> | (b) Play and imagination | <input type="checkbox"/> |
| (a) Confidence and Self esteem | <input type="checkbox"/> | (d) All of these | <input type="checkbox"/> |
| (c) Social Skill | <input type="checkbox"/> | | |
| 5. School readiness involves | <input type="checkbox"/> | (b) Health and Well-Being | <input type="checkbox"/> |
| (a) Approaches to Learning | <input type="checkbox"/> | (d) All of these | <input type="checkbox"/> |
| (c) Cultural Competence | <input type="checkbox"/> | | |
| 6. Which is not child understanding | <input type="checkbox"/> | (b) Age appropriate activities | <input type="checkbox"/> |
| (a) Play based learning | <input type="checkbox"/> | (d) Biological need | <input type="checkbox"/> |
| (c) Holistic approach | <input type="checkbox"/> | | |
| 7. Which is not demographic factor | <input type="checkbox"/> | (b) Access to Resources | <input type="checkbox"/> |
| (a) Age | <input type="checkbox"/> | (d) Schooling. | <input type="checkbox"/> |
| (c) Influence of Peer group | <input type="checkbox"/> | | |
| 8. Age , weight, status are factors- | <input type="checkbox"/> | (b) Biological | <input type="checkbox"/> |
| (a) Demographic | <input type="checkbox"/> | (d) Social-culture | <input type="checkbox"/> |
| (c) Psychological | <input type="checkbox"/> | | |
| 9. Self-efficacy is a factor of = | <input type="checkbox"/> | (b) Biological | <input type="checkbox"/> |
| (a) Demographic | <input type="checkbox"/> | (d) Psychological | <input type="checkbox"/> |
| (c) Social-culture | <input type="checkbox"/> | | |
| 10. Behavioural factor is | <input type="checkbox"/> | (b) Rewards | <input type="checkbox"/> |
| (a) Modelling Behaviour | <input type="checkbox"/> | (d) All of these | <input type="checkbox"/> |
| (c) Sedentary lifestyle | <input type="checkbox"/> | | |
| 11. Which is not social – culture factor- | <input type="checkbox"/> | (b) Peer Influence | <input type="checkbox"/> |
| (a) Family Dynamics | <input type="checkbox"/> | (d) None of these | <input type="checkbox"/> |
| (c) Goal Setting | <input type="checkbox"/> | | |

Answers:

- | | |
|-----------------------------|------------------------------|
| 1. (c) Holistic development | 2. (d) all of these |
| 3. (c) a and b | 4. (d) all of these |
| 5. (d) all of above | 6. (d) biological need |
| 7. (a) age | 8. (b) biological |
| 9. (d) psychological | 10. (b) all of these |
| 11. (c) goal setting | 12. (d) environmental factor |

Exercise

It contains a variety of questions to assess the concepts taught in the unit/chapter.

Exercises

CBSE Textbook Questions with Answers

2.1 Activities for Increasing Physical Strength and Coordination

Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A:

A. Multiple Choice Question:

1. What is the benefit of regular physical activity?

(a) Keeps you physically and mentally fit	<input type="checkbox"/>	(b) Can produce long term health benefits	<input type="checkbox"/>
(c) Keep you physically active	<input type="checkbox"/>	(d) All of the above	<input type="checkbox"/>
2. What is Age-appropriate activity?

(a) Same activity for all age group	<input type="checkbox"/>	(b) Usage of maximum props	<input type="checkbox"/>
(c) Should be in relation with the proper age bracket	<input type="checkbox"/>	(d) None of the above	<input type="checkbox"/>
3. Identify the activity to develop Co-ordination?

(a) Throwing and catching	<input type="checkbox"/>	(b) Balancing on edge of the block	<input type="checkbox"/>
(c) Running	<input type="checkbox"/>	(d) Galloping around the room	<input type="checkbox"/>

Ans. 1. (d) 2. (c) 3. (a)

Part B

Column A

- (a) Action
 (b) Balance
 (c) Coordination

Column B

- (i) Drop and catch
 (ii) kipping and Galloping
 (iii) Balance on right leg

Ans. (a) (ii) (b) (iii) (c) (i)

Part C

Subjective question:

1. Explain ABC Framework.

Ans. A – Action – Running, Jumping, Hopping, Sliding
 B – Balance – Body Balance, Transferring of Weight

Syllabus

	UNITS	NO. OF HOURS for Theory and Practical		MAX. MARKS for Theory and Practical
PART A	Employability Skills			
	Unit 1 : Communication Skills-I	13		2
	Unit 2 : Self-Management Skills-I	07		2
	Unit 3 : ICT Skills-I	13		2
	Unit 4 : Entrepreneurial Skills-I	10		2
	Unit 5 : Green Skills-I	07		2
	Total	50		10
PART B	Subject Specific Skills	Theory (In Hours)	Practical (In Hours)	
	Unit 1: Role of Physical education in Child Development	24	15	10
	Unit 2: Planning Age Appropriate Physical Activity	15	24	10
	Unit 3: Organizing Age Appropriate Physical Activities	16	32	12
	Unit 4: Children Health and Safety	8	16	8
	Total	63	87	40
PART C	Practical Work			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			35
PART D	Project Work/ Field Visit			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			15
	Grand Total	200		100

PART-B – SUBJECT SPECIFIC SKILLS

- Unit 1: Role of Physical Education in Child Development
- Unit 2: Planning Age Appropriate Physical Activity
- Unit 3: Organising Age Appropriate Physical Activities
- Unit 4: Children Health and Safety

UNIT-1 – ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

Learning Outcomes	THEORY	PRACTICAL
1. Identify the physical and emotional needs of the children	1. Domains for Early Childhood Development - Physical, Emotional, Social, Communicative, Adaptive, etc. 2. Development of fundamental motor skills – gross and fine motor skills 3. Cognitive development 4. Psychosocial wellbeing 5. School readiness 6. Understanding child activity	1. Prepare chart on domain for early childhood development 2. Prepare slide presentation on cognitive and psychological wellbeing

Learning Outcomes	THEORY	PRACTICAL
2. Identify factors influencing physical activities	1. Demographic factors (socio- economic status) 2. Biological factors (age, weight status) 3. Psychological factors 4. Behavioural factors 5. Social-cultural factors 6. Environmental factors	1. Prepare chart on domain for early childhood development 2. Prepare slide presentation on cognitive and psychological wellbeing
3. Plan physical activities	1. Identifying physical activity sessions (everyday activities, recreational activities, sport) 2. Structuring physical activity sessions 3. Macro-planning 4. Meso-planning 5. Micro-planning 6. Weekly Planning 7. Lesson plan	1. Prepare flow chart on sequence of planning cycle. 2. Write a lesson plan
4. Conduct physical activities	1. Arranging play spaces 2. Props and equipment required for physical activity sessions 3. Conducting physical activity sessions	1. Write down brief note on the importance of equipment for conducting physical activities 2. Group discussion on conducting Physical Activity sessions

UNIT-2 – PLANNING AGE APPROPRIATE PHYSICAL ACTIVITY

Learning Outcomes	THEORY	PRACTICAL
1. Plan activities for increasing physical strength and coordination	1. Resources required for activities 2. Planning everyday activities 3. Planning recreational activities 4. Planning sport activities	1. List down the activities to be planned for everyday physical strength session 2. Draw the diagram of area required for free play games and list down the equipment needed
2. Plan activities for developing cognitive skills	1. Cognitive skills–Reading, Writing, Numeracy, etc. 2. Activities to be organized–Games, Singing, Dancing	1. Prepare poster for the dancing and singing activity 2. Discuss the various activities to cognitive skills
3. Manage class	1. Designing time table 2. Understanding Duration of activities as per learning outcomes	1. Prepare a time table for the physical activity class 2. Discussion on setting time duration for different activities

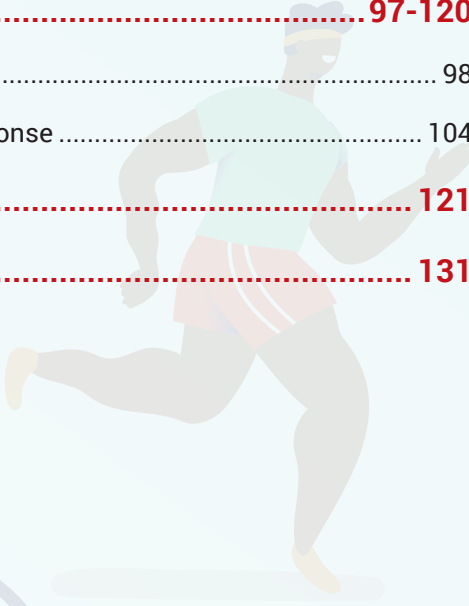

UNIT-3 – ORGANIZING AGE APPROPRIATE PHYSICAL ACTIVITIES

Learning Outcomes	THEORY	PRACTICAL
1. Identify games for everyday activities	1. Fitness Activities 2. Specific sports training 3. Sports periods 4. Games	1. Identification of games appropriate for different classes and list them down 2. Discussion on selection of games for school
2. Organize sport activities	1. Sports days 2. Summer camp 3. Winter camp 4. Tournaments 5. Mass drills and display 6. Programs for parents and staff	1. Prepare a poster for the invitation of sports day and explain about the sequence of games 2. Prepare list of activities that can be conducted for the parents and staff and discuss in the class

UNIT-4 – CHILDREN HEALTH AND SAFETY

Learning Outcomes	THEORY	PRACTICAL
1. Demonstrate the knowledge of child health care and habits	1. Child health 2. Factors influencing child health and hygiene 3. General Nutrition	1. Prepare a chart on Macro and Micro nutrition 2. Prepare poster on development of mental health 3. Group discussion on factors influencing child health
2. Describe the various aspects of safety management and emergency response	1. Storage facility for the equipment 2. Safe acts and safety measures in playground 3. Safety aspects related to use of equipment 4. Basic First Aid and response to emergency 5. Exit protocol	1. Draw the diagram of storage of equipment 2. List down the safety aspects for the use of equipment 3. Prepare a chart on PRICE-R with relative pictures

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1

Role of Physical Education in Child Development



LEARNING OBJECTIVES

- 1.1 Physical and Emotional Needs of Children
- 1.3 Plan Physical Activities

- 1.2 Factors Influencing Physical Activities
- 1.4 Conduct Physical Activities

Introduction to Physical Education

Physical education for early years children plays a crucial role in fostering holistic development during the formative stages of life. Recognizing the innate curiosity and boundless energy of young children, early years physical education aims to make learning a joyful and active experience. Through age-appropriate activities and games, children develop fundamental motor skills such as running, jumping, balancing, and throwing. These activities not only enhance physical coordination but also contribute to cognitive, social, and emotional growth. The emphasis is on play-based learning, allowing children to explore their bodies and movements in a fun and supportive environment. In addition to promoting physical fitness, early years physical education nurtures teamwork, communication skills, and a positive attitude toward an active lifestyle. Engaging in playful activities lays the foundation for a lifelong appreciation of physical well-being and instills the importance of an active and healthy lifestyle from an early age.



Physical Education and Physical Activity

Physical education and physical activity are integral components of a child's development, addressing both their physical and emotional needs. Recognizing and meeting these needs contribute significantly to a child's overall well-being and lifelong habits.

Physical Education: Physical education programs in schools are designed to provide structured opportunities for children to engage in physical activities that enhance their overall fitness and motor skills. The curriculum often includes a variety of activities such as sports, games, and exercises aimed at improving cardiovascular health, muscle strength, and flexibility. Physical education not only



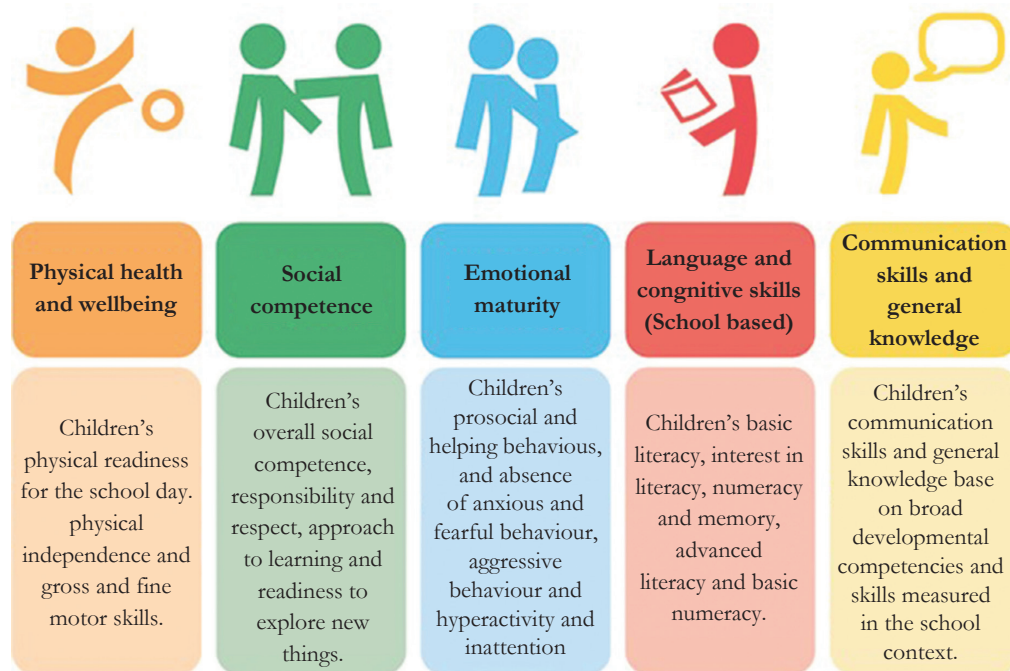
promotes physical fitness but also instils the importance of teamwork, sportsmanship, and fair play. By providing a diverse range of activities, it caters to different interests and abilities, fostering a positive attitude towards an active lifestyle.

Physical Activity: Physical activity extends beyond the school setting and encompasses all movement-based endeavours in a child's life. Active play, sports, and recreational activities contribute to the daily physical activity requirements. Engaging in regular physical activity is crucial for the development of motor skills, coordination, and maintaining a healthy weight. Moreover, physical activity has been linked to improved cognitive function, including enhanced concentration and academic performance.

1.1 Physical and Emotional Needs of Children

The future of a nation lies in the hands of its present children, and as responsible citizens, it is incumbent upon each individual to ensure the well-being of children for the prosperity of the nation. While identifying a child's physical needs, such as nutritious food, proper clothing, shelter, medical care, and a secure environment, is straightforward, recognizing their emotional needs may be less apparent. Attending to a child's emotional needs contributes significantly to their inner peace and overall happiness. Children, regardless of age, grapple with intricate emotions and often express their needs to those caring for them. It is imperative that children feel supported, loved, valued, accepted, and secure at every stage of their development. Fulfilling these emotional needs not only enhances a child's resilience but also lays the groundwork for future success in education, professional endeavors, interpersonal relationships, and throughout their entire life journey.

1.1.1 Domains for early Childhood Development



Physical Domain: The lack of a child's participation in school-based physical activities raises concerns, as regular engagement in such activities is vital for maintaining a healthy body weight. Active involvement in physical movements strengthens various body parts, ensuring the child remains lively. An active lifestyle acts as a deterrent to obesity, keeping most diseases at bay.



Physical Abilities

Fine Motor Skills



Gross Motor Skills



Social Domain: Engaging in physical activities contributes to a child's enhanced understanding of society. Team sports, in particular, foster adaptability by exposing a child to diverse individuals and cultivate a positive peer group environment. **This domain also known as affective domain.**

Emotional Domain: Emotional development involves the capacity to comprehend and manage one's emotions in different situations. Children possess considerable emotional energy, swiftly transitioning from laughter to tears. Directing this energy positively is crucial, and physical activities provide an avenue for children to channel their emotional bursts into games, fostering self-motivation and graceful emotional handling. **This domain also known as cognitive domain.**

Communicative Domain: Communicative development, encompassing language acquisition and expression of thoughts and emotions, can be cultivated through physical activities. These activities contribute to the development of articulation skills, as well as an understanding and utilization of gestures, facial expressions, and body language.

Adaptive Domain: Also known as cognitive development, adaptive development involves thinking, problem-solving, and decision-making abilities. Regular engagement in physical activities not only sharpens the child's brain but also facilitates the development of skills related to self-control and working memory.

It's important to note that development in one domain often influences development in others. Early childhood educators and caregivers play a crucial role in providing a supportive environment that help growth in all these areas.

Now, for a comprehensive exploration of the physical development concept, let's delve into the skills encompassed within the realm of physical activity.

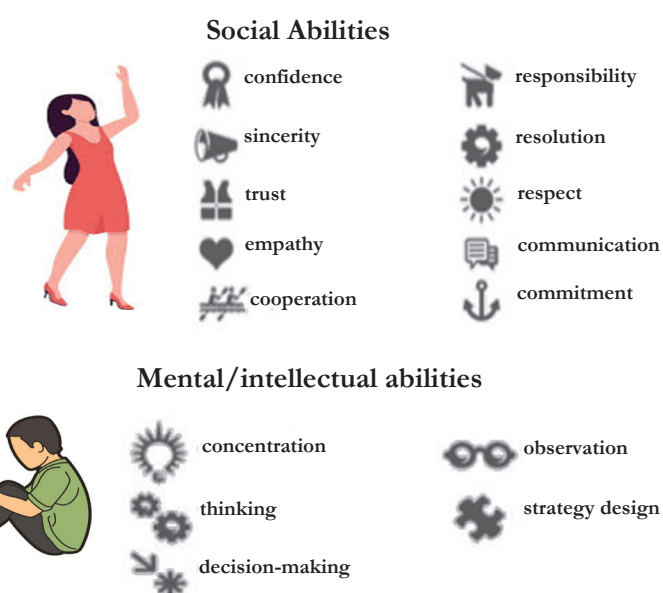
As elucidated in the preceding section of this chapter, the physical domain is instrumental in maintaining the health and fitness of children. Within the physical domain, there is a focus on the development of motor skills. In this context, the term 'motor' pertains to motion, and therefore, 'Motor Skills' refer to the ability to move body parts using muscles. To gain a deeper understanding of Motor skills, let's transition to the next topic.

1.1.2 Development of Fundamental Motor Skills

Fundamental movement skills comprise a distinct set of abilities encompassing various body parts, including feet, legs, trunk, head, arms, and hands. These skills serve as the foundational elements essential for the development of more intricate and specialized abilities. They act as the fundamental building blocks that children require to proficiently engage in diverse games, sports, and recreational activities throughout their lives.

There are two types of fundamental motor skills:

1. Gross Motor Skill
2. Fine Motor Skill



1. Gross Motor Skill

Gross motor skill is basically using the larger muscles or group of muscles, like those in their arms, legs, back, and stomach, to do an activity.

These types of skills like walking, running or jumping etc. are all important skills that are related to body awareness, balance, and strength. These skills allow a child to control and move the body in different ways.



2. Fine Motor Skill







These are small activities because they involve small muscles. The whole body or body part may not be involved in fine motor activity.

As an illustration, infants

lack the capability to grasp a pen or small objects. However, as they undergo the process of growth, they gradually enhance the development of finger muscles, attempting to hold items using their thumb and fingers. This gradual progression enables babies to acquire the coordination necessary for various finger-related activities, including grasping, releasing, pinching, and wrist movement. These refined motor skills

play a pivotal role in enabling children to accomplish everyday tasks such as buttoning buttons, handling finger foods, using utensils like a fork, pouring liquids, and practicing hand hygiene by washing their hands.

Gross motor	Fine Motor
<p><i>They use the large muscles in the body for strength, coordination, reaction time</i></p> <p><i>In any part of body, usually</i> <i>Gross motor skills develop before fine motor skills</i></p> <p>examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Skipping </div> <div style="text-align: center;">  Cycling </div> </div>	<p><i>They use the small muscles in the body for precision & high degree of control</i></p> <p><i>fine motor skills develop after gross motor skills</i></p> <p>examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  Handling a Brush or pencil </div> </div>

1.1.3 Cognitive Development

Cognitive functions encompass a spectrum of mental abilities, including thinking, imagination, learning, memory, and problem-solving. This pertains to the brain's capacity to efficiently execute tasks, make informed decisions, and gain insights. Cognitive development signifies the mental processes by which individuals acquire, comprehend, and apply information. This developmental journey begins before birth and extends into the mid-20s, encompassing increasingly intricate mental activities like abstract thinking, innovation, and scientific reasoning.

Engaging in physical activities contributes significantly to cognitive development in children. Through these activities, youngsters enhance their cognitive abilities, including thought processing, memory formation, environmental understanding, and creative expression. Furthermore, they cultivate the skills to devise, implement, and achieve plans.



Participation in sports or game-related practices not only contributes to physical well-being but also fosters cognitive advancements. It nurtures the ability to anticipate and foresee outcomes, providing children with valuable skills for realizing their goals and objectives in the real world. The synergy between physical activities and cognitive development emphasizes the holistic nature of human growth, encompassing both physical and mental facets.

Infants and toddlers use basic actions like sucking, grasping, looking, and listening to learn about the world around them. Kids around the age of 2 to 7 years enjoy pretend play (role play), but still struggle with logic and understanding another person's perspective. Physical activities can help children develop and hone their cognitive skills by giving them opportunities to play with blocks, puzzles, board games and also out in the sun. We should create an environment where children feel comfortable and has plenty of opportunities for free play.

1.1.4 Psychosocial Wellbeing

The emotional and social dimensions of a child's overall health and happiness constitute a crucial aspect of early childhood development known as psychosocial well-being. Here are key components associated with psychosocial well-being during early childhood:



1. Emotional Regulation:



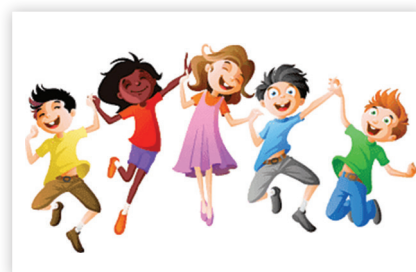
Recognizing that human life encompasses a variety of emotions that vary across situations and are challenging to regulate, engaging in team games aids children in comprehending and controlling their emotions. Participating in physical activities

offers ample opportunities for addressing diverse emotions in various

circumstances, facilitating a child's acquisition of emotional regulation skills that prove beneficial in their everyday life. Additionally, the physical education teacher imparts techniques to children for managing stress and frustration.

2. Attachment and Relationships:

When a child engages in physical activities with his friends, a special attachment or relationship is formed between them. They spend more time together than playing and start liking each other's behaviour. Physical activity encourages a child's positive relationships with peers and family members and a sense of security.



3. Self-esteem and Confidence:

Every child wants to perform better in physical activities and whenever they win their self-esteem improves. Whenever a child performs physical activity which he/she was unable to perform earlier then his/her confidence improves and reflects in his/her behaviour. Physical activities build a positive self-image of the children as they tend to achieve something in games. It also provides some kind of opportunities for success and mastery in age-appropriate tasks.



4. Social Skills:

Appropriate social behaviours are learnt by children when they participate in physical activities, because sports and team games encourage sharing, cooperation, and empathy. This also supports the development of effective communication and conflict resolution skills.

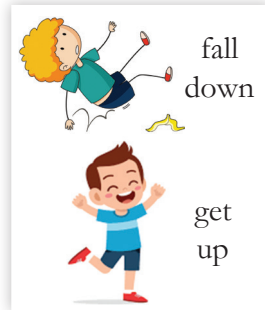


5. Play and Imagination:

Physical activity has its own importance in psychosocial development. Imaginative and creative play promotes problem-solving and social interaction. We should create an environment for children that encourage their exploration and curiosity.



6. Resilience:



It means to bounce back from challenges and setbacks.

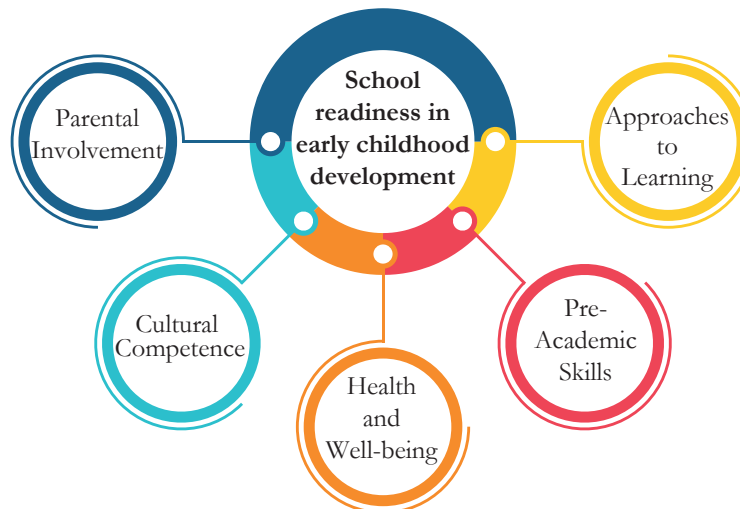
The situations in games and sports encourage a growth of mind-set and make a child understand that mistakes are opportunities for learning.

Promoting psychosocial well-being in early childhood is crucial for setting the foundation for positive mental health, social relationships, and overall life satisfaction. Caregivers, educators, and communities all play vital roles in nurturing the psychosocial development of young children.

1.1.5 School Readiness

"School readiness" points to the set of skills, behaviours, and knowledge that a child should develop before entering formal schooling. It involves preparing a child to make an easy shift into a school environment and ensuring that they are equipped with the foundational skills needed for academic success. The child is also ready to enter school with basic physical skills like running and jumping to participate in various physical activities.

Here are key components of school readiness in early childhood development:



1. Approaches to Learning:

Inspiring a child's interest in and enthusiasm for exploration and learning. Fundamental problem-solving ability and the capacity to persevere in the presence of obstacles. Promoting the development of innovative and inventive thought processes.

2. Pre-Academic Skills:

Letter Recognition and Phonics: Familiarity with letters and beginning sounds. Counting and Number Recognition: Understanding basic numerical concepts.

Shapes and Colours: Recognizing and naming common shapes and colours.

3. Health and Well-being:

Understanding the significance of proper hygiene, proper nutrition, and adequate rest are fundamental health habits. In terms of physical health, being in good health and going to the doctor for check-ups on a regular basis.

4. Cultural Competence:

A recognition and regard for differences in culture, language, and background is what we mean when we talk about valuing diversity.

An inclusive environment is one that loves all children and seeks to create an environment that is inclusive.

5. Parental Involvement:

Family engagement refers to the process of involving parents in the education and growth of their children. It is important for instructors and parents to have open lines of communication in order to properly assist the overall development of a child.

It is possible for educators to assist in ensuring that children are adequately prepared for the problems they will face in school if they place their attention on five essential areas.

1.1.6. Understanding Child Activity

Early childhood development is greatly aided by an understanding of and ability to determine what kinds of activities are acceptable for children. Whether it be in terms of physical, cognitive, social, or emotional development, activities have a crucial part in fostering growth.

In order to comprehend and implement activities for children throughout the early childhood development stage, the following principles and considerations should be taken into account:



1. Play-Based Learning:

Activities should be intended to be entertaining and engaging while also having educational value. This is what we mean when we talk about purposeful play. Children acquire knowledge through the process of discovery and exploration through their hands.

2. Age-Appropriate Activities:

Activities should be adapted to the child's age and developmental level in order to maintain a healthy development. Learning styles and preferences of individuals should be acknowledged and respected, and individual variations should be acknowledged and respected.

3. Holistic Approach:

Activities that cover many domains, such as integrating physical movement with cognitive tasks, are examples of integrated learning activities. When designing activities for children, it is important to take into account all areas of development, including physical, cognitive, social, and emotional growth.

4. Variety of Activities:

For the purpose of providing a wide range of experiences, it is important to offer a variety of activities that engage a wide range of senses and skills respectively. In order to support the development of creative thinking and self-directed learning, it is possible to strike a balance between free play and activities that are highly structured.

5. Child-Centred Approach:

When it comes to arranging events, it is important to take into consideration the interests and preferences of any youngsters involved. Choice: Give youngsters the opportunity to make decisions within the framework of activities that have been prepared.

6. Outdoor and Indoor Activities:

Nature and Playing Outside: Activities that take place outside encourage the development of physical skills, creativity, and a connection with the natural world. A variety of indoor activities, such as educational games, art projects, and imaginative play, are all examples of indoor play.

7. Social Interaction:

Encourage activities that include connection with peers in order to build social skills. Group activities are a great way to do this. Collaboration: Through participation in group activities, cultivate a spirit of collaboration and teamwork.

8. Fine and Gross Motor Skills:

Activities that improve hand-eye coordination and dexterity, such as painting or building with little objects, are examples of such activities that fall under the category of fine motor activities. Activities that enhance physical movement and coordination must be incorporated into the curriculum. Some examples of such activities are dancing and playing games outside.

9. Observation and Adaptation:

Regular observation of children is necessary in order to have an understanding of their areas of interest, strengths, and potential for development. Changes in activities should be made based on observations in order to accommodate individual requirements.

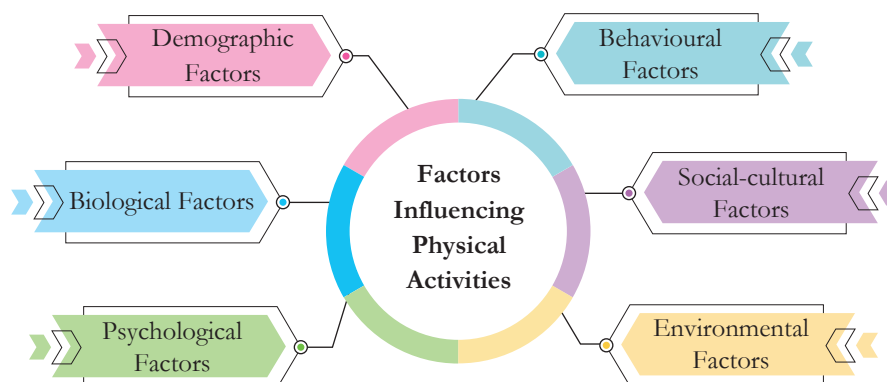
10. Safety First:

Supervision: During the activities, make sure that there is a safe environment and that sufficient supervision is provided. Materials Appropriate for the Child's Age Group It is important to use materials and equipment that are suitable for the child's age group.

Through the process of reflecting on these concepts, educators have the ability to create an environment that is good and enriching, which in turn helps the children's overall growth.

1.2 Factors Influencing Physical Activities

Encouraging physical activity in children involves addressing various factors through a comprehensive and cooperative approach that engages parents, educators, and communities. Positive parental involvement and support significantly influence a child's motivation to engage in physical activities. Children raised by parents who participate in regular physical activity are more inclined to lead active lifestyles themselves. Likewise, effective physical education programs and school-based activities contribute significantly to a child's overall physical development. Group sports and collaborative activities within the school setting foster social connections and mutual support among children. Recognizing and comprehending these influencing factors is essential for promoting and sustaining active and healthy lifestyles in children. Here are some key factors:



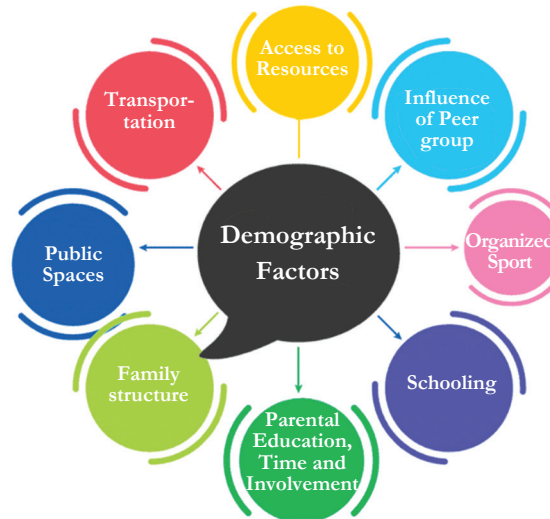
In order to improve the general health and well-being of children, it is beneficial to create environments that promote and encourage physical activity.

Let's take a look at these factors one by one to get a better understanding of them.

1.2.1 Demographic Factors

Socioeconomic status (SES) is a crucial demographic determinant that can have a substantial impact on the physical activities of children. Socioeconomic status (SES) comprises a variety of economic and social factors, such as income, education, and occupation..

Here are ways in which socioeconomic status can impact children's engagement in physical activities:



- 1. Access to Resources:** Higher social position is typically associated with more financial resources in families. This can grant individuals the opportunity to obtain sports equipment, participate in organised sports leagues, and utilise leisure facilities. Wealthy communities often include meticulously cared-for parks, sports complexes, and recreational spaces, which provide children increased prospects for engaging in physical pursuits.
- 2. Influence of Peer group:** The child likes to do physical activities with his friend. If the friend is involved in any sport or activity, then that child will also get involved in this activity or sport. Children from low income families are not able to play big or expensive sports.
- 3. Organized Sport:** Registration and equipment fees are often associated with participation in organized sports. Higher income families may be able to afford these fees more easily. Also, fees at sports complexes or activity centers may be out of reach for low-income groups.
- 4. Schooling:** Schools in wealthy areas may have better fields, sports facilities, and gears. On the other hand, schools in low-income areas may not have these facilities and this also affect the involvement of kids in physical activities.
- 5. Parental Education, Time and Involvement:** Parents with greater education may understand the value of physical exercise more and be more able to encourage their children to participate in a wide range of physical activities. A low-income family or less educated parents may not be able to give the correct guidance to the child about being physically fit or about taking part in any kind of physical activity.
- 6. Family structure:** Generally, it is seen that the child in a joint family is more physically active because he/she keeps learning some physical



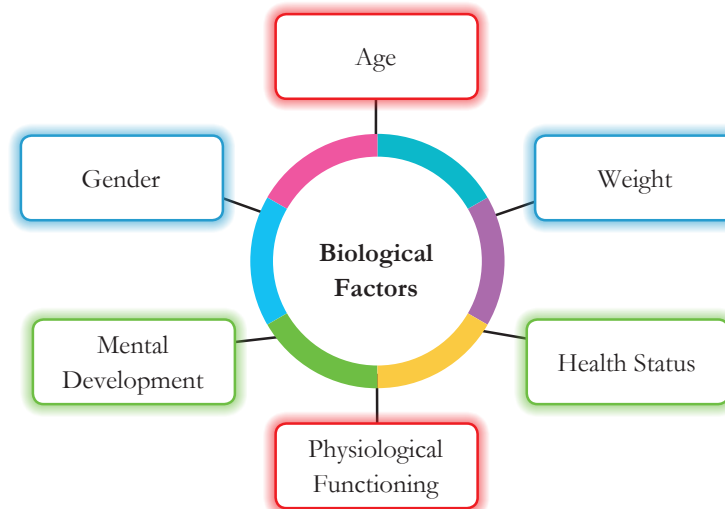
activities from his fellow children and elders, but the child in a small or nuclear family does less physical activity because of less exposure of individuals.

- 7. Public Spaces:** The condition and security of community public areas designated for recreational and physical activity may differ in accordance with the socioeconomic standing of the locality.
- 8. Transportation:** Families with a higher socioeconomic status may have more access to private transportation, making it easier to transport children to sports practices, games, and recreational activities. Lower-income families may experience difficulties if they reside far from sports venues or if transportation options are limited.

It is essential to acknowledge the various ways in which socioeconomic status might influence the physical activity levels of children. In order to encourage physical activity effectively, it is crucial to overcome socioeconomic barriers and ensure that children from all income backgrounds have equal access to opportunities for active play and organised sports.

1.2.2 Biological Factors

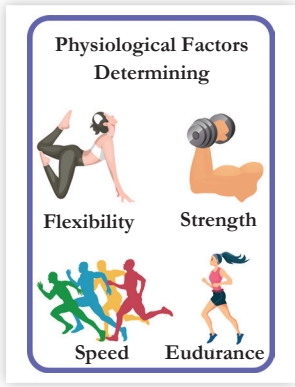
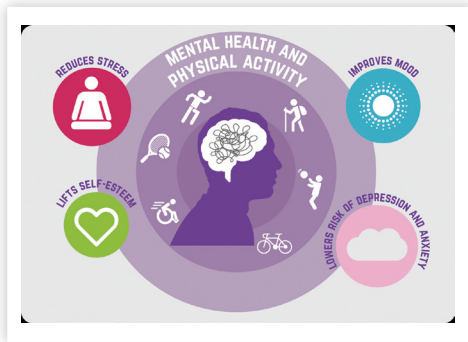
Biological elements such as age, weight, and health status exert a notable impact on determining the extent of physical activity in children. A comprehensive comprehension of these factors is essential for formulating targeted strategies that advocate for a lifestyle characterized by both health and physical activity. The following biological attributes can affect engagement in physical activities:



- 1. Age:** Age significantly influences the attainment of developmental milestones. Infants and toddlers may concentrate on enhancing fundamental motor skills, while older children may participate in more intricate physical activities and sports. Activity preferences and energy levels can vary across distinct stages of childhood development. Younger children may exhibit spontaneous bursts of energy and partake in unstructured play, whereas older children might gravitate towards organized sports and group activities.
- 2. Weight:** Children with varying body compositions can show different levels of comfort and ability in various physical activities. Children who are either overweight or underweight may face particular challenges or tendencies. A child's body weight can have an impact on their self-perception and confidence, thus influencing their motivation to participate in physical activity.
- 3. Health Status:** When doing outdoor activities, kids who have long-term health problems may need to pay extra attention to certain things. People with certain health problems, like asthma, diabetes, or problems with their joints, may need personalised exercise plans. A child's general health and well-being can affect how much they enjoy and can continue to do physical activities. Boys and girls who are in good physical health are more likely to enjoy a wide range of hobbies.



- 4. Physiological Functioning:** Cardiovascular fitness impacts a child's stamina and capacity to maintain physical activity for extended periods. A child's capacity to participate in a range of physical activities, such as climbing, running, and sports, is influenced by their strength and flexibility.
- 5. Mental Development:** The ability of a kid to engage in activities that demand continuous focus, such as learning dance routines or engaging in team sports, is impacted by the child's attention and concentration levels.



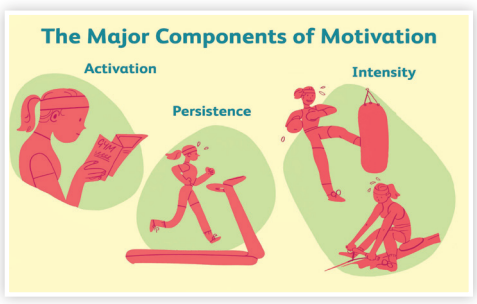
- 6. Gender:** The structure of women's body promotes flexibility that is why they can do such physical activities. Likewise, the body framework of men is such that it dominates in strength-based activities. Recognizing and considering the biological factors at play is crucial when designing inclusive and suitable physical exercise programs for children. Tailoring interventions to individual differences and incorporating an awareness of the developmental phases children are experiencing can enhance the effectiveness of programs aimed at promoting active and healthy lifestyles among children.

1.2.3 Psychological Factors

Children's physical activities are significantly affected by psychological variables, which play a significant part in the process. This is because a child's ideas, feelings, attitudes, and motivations can have a substantial impact on their participation in a variety of physical activity. Psychological factors are studied, in predicting and explaining physical activity behavior among children. Here is a list of important psychological characteristics that have an impact on the physical activities that youngsters engage in:



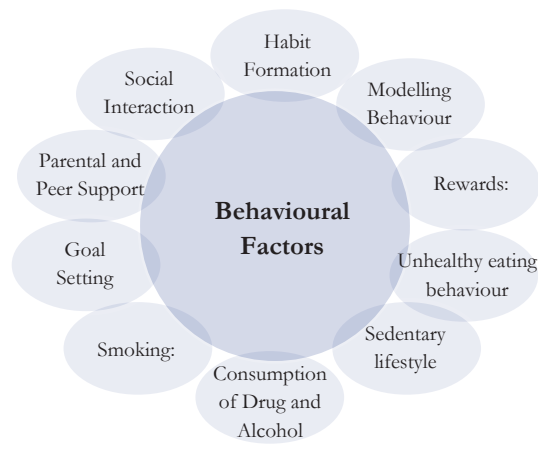
- 1. Motivation:** It is the reason why a person acts or behaves in a certain way. In terms of psychology, motivation is the most important thing to do any task. Motivation means stimulating a person to act to achieve his/her goals. Every child needs to be motivated to do physical activities, whether that motivation comes from within or from outside. A child's own desire to do physical sports can be a big deal. People are more likely to keep doing things that they enjoy and that are important to them. Child's drive to do physical activities, especially in planned settings, can be affected by outside factors like prizes or praise.



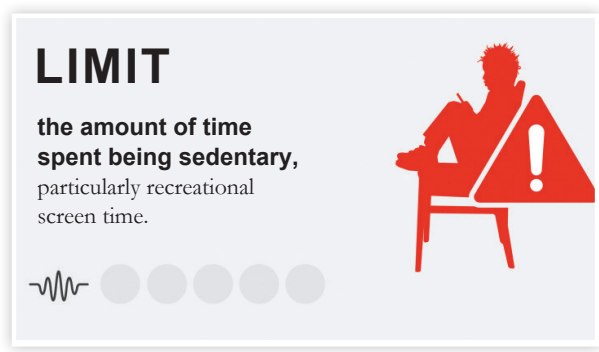
2. **Self-Efficacy:** It is the belief that a person has in their own ability to finish a job or reach a goal. Self-efficacy theory was first described by Albert Bandura in 1977. It means children who have a high sense of self-efficacy, they have faith in their own capabilities to achieve success. The growth of self-efficacy is facilitated by the accumulation of motivational experiences and positive reinforcement. A child's confidence to take part in a variety of activities is increased when they have the perception that they are proficient in physical skills.
3. **Self-Perception and Body Image:** The way you think about your body is your body image. This includes how you feel and what you think about it. How a child feels about their body can affect how much they want to do physical exercises. It also refers to how we think, feel, and react to our own perception of our physical attributes. The presence of a positive body image is linked to increased levels of physical activity. It is possible for a child's general self-perception and self-esteem to have an effect on the degree to which they are comfortable participating in group activities or sports.
4. **Enjoyment and Fun:** Most of the time, "enjoyment" means taking pleasure in something, while "fun" usually means activities or situations that are meant to be satisfying or exciting. That is to say, kids are more likely to do physical tasks that they think are interesting and fun. Adding elements of play and enjoyment to organised events can get more people to participate. Once kids start doing something they don't enjoy, they usually stop doing it for a while. To keep people interested over time, the pleasure they get from the action itself is important. It's important to remember that the activities are always fun and that the problems or issues they pose change all the time.
5. **Goal Setting:** Establishing realistic and clear objectives can furnish children with a sense of guidance and intention in their physical endeavours. Attaining goals, be it in the realm of skill enhancement or physical fitness, amplifies motivation and dedication. In order to inspire intrinsic motivation and help children form a personal desire to lead active and healthy lives, they should be taught about goal setting.
6. **Emotional Well-Being:** Physical activity has the potential to reduce stress and make a positive contribution to one's emotional well-being. There is a possibility that children are more likely to participate in activities that assist them in managing stress and negative emotions. One of the most powerful motivators for physical activity is the positive effects that it can have on one's mood and mental well-being.
7. **Interest and Curiosity:** The natural curiosity that children possess might motivate them to try out different physical activities. It is possible to cultivate continued interest by offering unique chances for exploration. Maintaining a child's interest over time can be accomplished by incorporating elements of novelty and variation into activities.
8. **Cognitive Factors:** The cognitive development of a kid, which includes factors such as attention, memory, and executive functions, has an impact on the child's capacity to understand and follow out instructions when participating in physical activities. When it comes to activities and sports, a child's ability to make decisions is influenced by cognitive processes.
9. **Social Influence:** A huge effect can come from one's circle of friends and peers. When children see their friends participating in activities, it may urge them to take part in such activities. It is possible for parents to have a beneficial impact on their children's motivation by providing them with support and encouragement, as well as by participating in physical activities themselves.
It is crucial for educators and parents to have an excellent grasp of these psychological elements when it comes to the process of planning physical activities for children. A child's motivation and enjoyment are increased when they are exposed to a psychological environment that is pleasant and encouraging, which contributes to a lifelong commitment of leading a healthy and active lifestyle.

1.2.4 Behavioural Factors

Behavioural issues significantly impact children's engagement in physical activity. These elements involve the acts, habits, and behaviour patterns that influence a child's participation in different types of physical activity. The following are crucial behavioural characteristics that impact the physical activity of children:



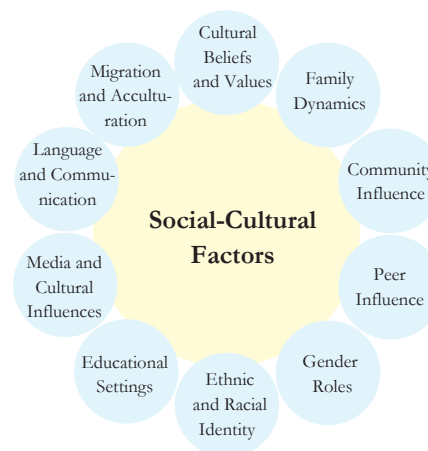
- Habit Formation:** Consistent engagement in physical exercise might develop into a habitual behaviour when integrated into one's everyday routines. The establishment of regular and consistent schedules for engaging in activities facilitates the development of habits. Once a habit is established, it becomes ingrained in the child's behaviour indefinitely.
- Modelling Behaviour:** When parents and instructors regularly engage in physical activities, they establish a positive example for their children, increasing the likelihood that they will also participate in some form of physical activity. Mostly due to the fact that a youngster learns by seeing what their elders do, whether it be at home or at school.
- Rewards:** It is possible to make a youngster more motivated to participate in physical activities by recognising and praising their efforts and accomplishments in these activities. It is possible to encourage continued engagement by putting an emphasis on the intrinsic benefits of feeling well, having fun, and maintaining a healthy lifestyle. The participants can also be given some sort of rewards to make them feel happy and excited, especially children, as they love to get prizes or gifts.
- Unhealthy eating behaviour:** A healthy diet can supply the fuel you need to complete a race, or even merely play a sport or participate in an activity on a more casual level. Inadequate dietary energy increases the likelihood that you may feel fatigued and underperforming during athletic events. That's why healthy eating behaviour should be adopted by children to get constant source of energy.
- Sedentary lifestyle:** By leading a sedentary lifestyle, we are not providing our body with the necessary amount of exercise to maintain its peak physical condition. This is the point at which plaque starts to build up along the blood arteries in our body. This causes them to become thicker, and they lose their elasticity even further. Only a small percentage of people are aware of the potentially harmful consequences that come with leading a sedentary lifestyle. No matter how tired or stressed we are, we should always make time to engage in a light to medium level of physical activity.



6. **Consumption of Drug and Alcohol:** According to the findings of scientific studies, drugs undermine both coordination and talents. What kind of implications does this have on the sports field? A player who is under the influence of drugs is more likely to miss a free throw that could have won the game. The use of drugs make our coordination abilities weak and nervous system disturbed, which will not let us take part in physical activities. Not able to do physical activities will make our body systems weaker and less immune.
7. **Smoking:** The heart, lungs, and muscles receive less oxygen when you smoke. This lowers your level of physical fitness. It can aggravate preexisting problems like osteoporosis by inflaming bones and joints. Research has shown that certain individuals who are exposed to heavy smoke experience transitory alterations in their lung function, which can make it more difficult for them to breathe. These people may not only be the one who smoke themselves, but also the one who inhale the smoke (who actually don't smoke).
8. **Goal Setting:** In order to feel a sense of fulfilment and achievement when engaging in physical activities, it is important to set goals that are both realistic and attainable. In order to promote positive behaviour, monitoring and praising progress towards goals is good.
9. **Parental and Peer Support:** The presence of parents who are actively involved and who provide support helps to create a favourable environment for physical activities. It is possible for a child's behaviour to be positively influenced by having peers who not only appreciate but also participate in physical activities. But it also works inversely. If parents do not provide support, children may drop out of physical activities.
10. **Social Interaction:** It is possible to increase one's enjoyment and motivation by participating in physical activities with one's peers or in groups. The development of a sense of trust, companionship, and shared goals through participation in team sports can have a significant impact on a child's commitment to engaging in physical activities. The social contact between those who are moderately active and those who are sedentary should be in such a way as to encourage individuals who are sedentary to engage in more active behaviours.

1.2.5 Social-Cultural Factors

Social-cultural factors play a significant role in influencing the physical activities of children. These factors are rooted in the social and cultural context in which children grow and develop. Understanding these influences is essential for promoting physical activity in diverse populations. Here are key social-cultural factors that impact the physical activities of children:

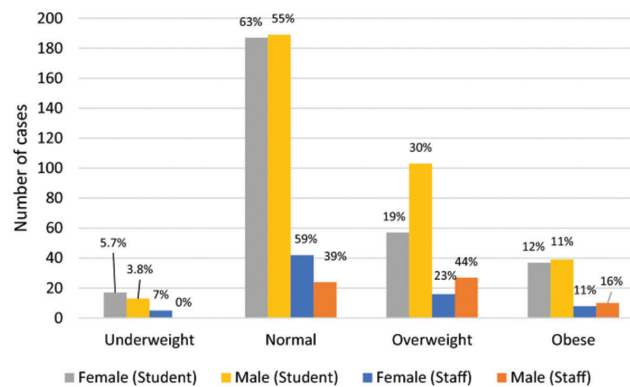


1. **Cultural Beliefs and Values:** Cultural attitudes toward physical activity can influence the importance placed on engaging in sports and exercise. Some cultures may have specific traditional activities that contribute to physical fitness, influencing children's preferences.
2. **Family Dynamics:** The level of support and encouragement from family members can significantly impact a child's engagement in physical activities. Parental involvement in sports and recreational activities can influence a child's interest and participation.



3. **Community Influence:** The availability of recreational facilities, parks, and sports programs in the community can affect a child's access to physical activities. Cultural or community events that promote physical activity may encourage participation.

4. **Peer Influence:** Peer influence and social norms within a particular cultural context can shape children's attitudes toward physical activities. The degree of inclusivity in social groups can impact a child's willingness to participate in group-based physical activities.
5. **Gender Roles:** Cultural expectations regarding gender roles can influence the types of physical activities considered suitable for boys and girls. Societal perceptions of gender-appropriate activities may impact a child's choices and opportunities for physical engagement.



6. **Ethnic and Racial Identity:** A child's cultural background and identity can influence the types of physical activities they are exposed to and participate in. Seeing positive role models from one's own cultural or ethnic group engaged in physical activities can be motivating.
7. **Educational Settings:** The culture within educational institutions can influence the emphasis placed on physical education and extracurricular sports. Ensuring that physical activities are culturally sensitive and inclusive promotes engagement among diverse groups.
8. **Media and Cultural Influences:** Cultural representations in media can shape perceptions of physical activity and influence preferences. The influence of cultural icons or heroes who are associated with physical activity can impact children's aspirations.
9. **Language and Communication:** Cultural communication styles may influence the way physical activities are communicated and promoted. Language differences can impact the understanding and participation in organized physical activities.

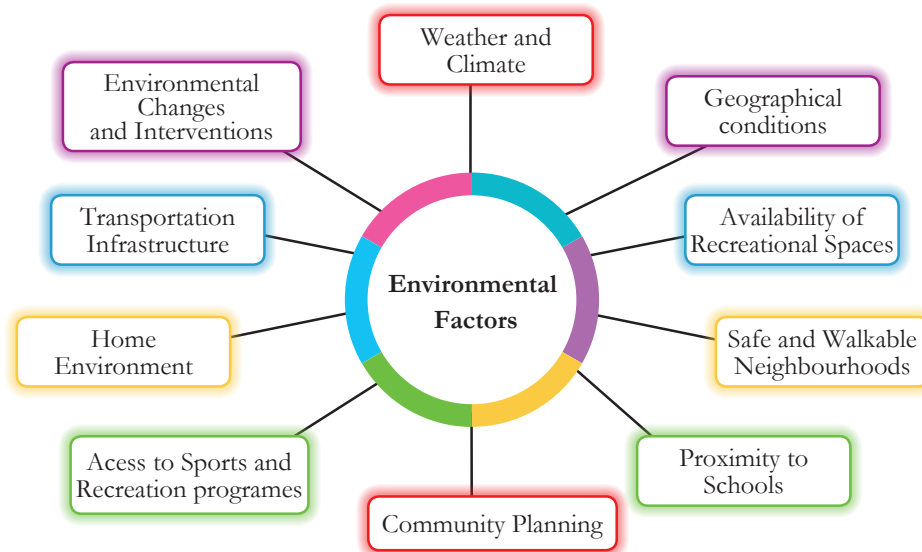


10. **Migration and Acculturation:** The degree of acculturation within a family or community may influence the adoption of certain physical activities. Integrating culturally adapted physical activities can enhance engagement among diverse populations.

Considering these social-cultural factors is essential for designing effective and culturally sensitive interventions to promote physical activity among children. Emphasizing inclusivity, understanding cultural nuances, and recognizing diversity contribute to creating environments that support the physical well-being of all children, regardless of their cultural background.

1.2.6 Environmental Factors

Environmental factors play a crucial role in influencing the physical activities of children. The physical surroundings, access to recreational spaces, and the built environment all contribute to a child's opportunities for and engagement in physical activity. Here are key environmental factors that impact the physical activities of children.



1. **Weather and Climate:** Weather patterns and climate conditions influence outdoor play and physical activities. Harsh weather may limit outdoor engagement. Seasonal variations can impact the types of activities children are inclined to participate in.
2. **Geographical conditions:** The different geographical conditions in the country can have a big impact on physical exercise. The centre and northern parts are mostly flat, which makes running, riding, and team sports popular. Due to the high altitude, winter in the north can allow people to do things like ice skating and snow sports. The northern half of India is dominated by the Himalayan mountain range, which makes it a good place for activities like skiing, hiking, and mountaineering. In coastal places, you can play beach sports, swim, and do other water-based activities.
3. **Availability of Recreational Spaces:** Access to well-maintained parks and playgrounds provides opportunities for unstructured play and physical activities. Availability of sports facilities such as basketball courts, soccer fields, and tennis courts encourages organized sports participation.
4. **Safe and Walkable Neighbourhoods:** Neighbourhoods with sidewalks, crosswalks, and traffic-calming measures facilitate safe walking and biking. Safety concerns, such as traffic or crime, can impact a child's ability to engage in outdoor activities.
5. **Proximity to Schools:** The availability and quality of physical education facilities and spaces within schools influence the physical activity opportunities for students. Proximity to schools affects a child's ability to walk or bike to school, promoting active transportation.
6. **Community Planning:** City planning that prioritizes green spaces, recreational areas, and safe pathways contributes to an environment that supports physical activity. Mixed-use developments that integrate residential areas with commercial and recreational spaces can encourage active living.
7. **Access to Sports and Recreation Programs:** The availability of community-based sports and recreation programs provides organized opportunities for physical activities. Access to after-school programs that include physical activities can contribute to increased engagement.
8. **Home Environment:** A child's access to play/ garden in home can encourage outdoor play and physical activities. Having sports equipment, bicycles, and play materials at home facilitates spontaneous physical activities.



- 9. **Transportation Infrastructure:** Availability of safe sidewalks, bike lanes, and public transportation options impacts a child's ability to engage in active transportation. Proximity to sports facilities and recreational areas affects the feasibility of regular visits.
 - 10. **Environmental Changes and Interventions:** Interventions such as creating walking paths, bike lanes, and green spaces contribute to an environment that supports physical activities. Involving the community in environmental changes and promoting a culture of active living can have positive effects.
- Considering and addressing these environmental factors is crucial for creating supportive contexts that promote physical activity in children. Collaborative efforts involving communities, policymakers, educators, and parents are essential to creating environments that encourage active living and healthy behaviours.


1.3 Plan Physical Activities

1.3.1 Identifying Physical Activities Sessions

Planning can be described as the act of premeditating and organising tasks, determining their timing, method, and responsible individuals. Put simply, planning serves as a means to connect our current position with our desired destination. Planning entails establishing goals and pre-determining the suitable path of action to accomplish these goals.

Planning can be defined as the process of establishing specific goals and objectives, and then devising a strategy or course of action to attain them. Creating a well-rounded plan for physical activities for children involves incorporating various types of sessions, including everyday activities, recreational activities, and organized sports. Here's a breakdown of each category and examples of physical activity sessions for children:

My Action Plan



What?
Being more physically active in my free time

How?
By searching an activity that I like

Which Activity?
Aerobics

Where?
In the local gym

When?
One day per week at Monday evening

How Long?
60 minutes

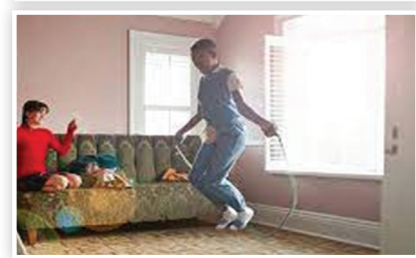
It is a Monday evening, then I go to the aerobic lessons, in the local gym.

Start?
7th Feb 2024

Everyday Activities

Activities that are considered to be "everyday" for children are those that consist of routine tasks, play, and learning experiences that children participate in on a daily basis. The physical, cognitive, social, and emotional aspects of a child's growth are all brought together by these activities, which are vital for the child's total development. Activities that children participate in on a regular basis include the following:

1. **Active Transportation:**
 - Walk or cycle to school.
 - Walk the family pet around the neighbourhood.
 - Encourage walking or cycling instead of using motorized transportation for short distances.
2. **Household Chores:**
 - a. Sweeping or vacuuming the floors.
 - b. Gardening or yard work.
 - c. Setting up a child-friendly cleaning routine.
3. **Playful Movement at Home:**
 - a. Dance to music.
 - b. Play active games indoors (e.g., Simon says, hide and seek).
 - c. Jumping jacks or skipping rope in the living room.

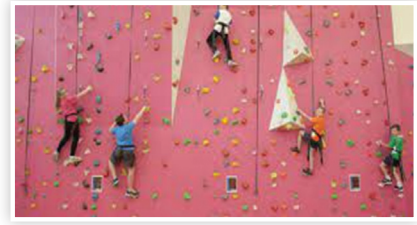


4. Active Playtime Breaks:

- Short breaks for active play between homework or screen time.
- Incorporate movement-based video games or apps.

5. Outdoor Play:

- Playground activities (swinging, climbing, sliding).
- Nature walks or hikes.
- Exploratory play in a backyard or local park.



Recreational Activities:

Recreational activities refer to activities that individuals participate in during their free time for the purpose of enjoyment, relaxation, and personal fulfilment. These activities exhibit significant variation and cater to diverse interests and preferences. Engaging in recreational activities is vital for enhancing both physical and mental health, alleviating stress, and facilitating social engagement. Here are some recreational activities:

1. Cycling Adventures:

- Family bike rides in parks or on designated trails.
- Bike safety and skills practice sessions.



2. Skating and Rollerblading:

- Rollerblading in a designated area.
- Ice skating sessions during the winter.

3. Nature Exploration:

- Hiking in nature reserves or parks.
- Bird watching and nature scavenger hunts.

4. Team Building Activities:

- Family sports day with relay races and team games.
- Team-building activities that involve cooperation and coordination.



Organized Sports:

Organised sports are characterised as structured and regulated physical activities that entail competition among individuals or teams, adhering to a predetermined set of rules and criteria. These sports are commonly regulated by official organisations or governing bodies that are responsible for supervising and standardising the rules, ensuring equitable competition, and organising tournaments. Given below are some ideas of organized sports activities:

1. Football Practices:

- Weekly football practice sessions.
- Mini-scrimmages and skill-building drills.

2. Basketball Sessions:

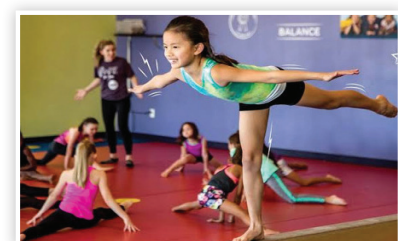
- Basketball drills focusing on dribbling, shooting, and passing.
- Friendly basketball games with peers.

3. Baseball or Softball Practices:

- Batting and pitching practice.
- Baseball or softball games within the community.

4. Gymnastics Classes:

- Enrolment in gymnastics classes.
- Home practice sessions for basic gymnastic moves.



5. Dance Classes:

- Ballet, jazz, or hip-hop dance classes.
- Family dance sessions at home.

6. Martial Arts Classes:

- Karate, Taekwondo, or judo classes.
- Belt testing and skill advancement sessions.



Keep in mind that while organising physical activities for the child, you should take into consideration their hobbies and preferences. When it comes to fostering a love for physical activity while also boosting holistic development, a balanced strategy that includes a mix of everyday activities, recreational hobbies, and organised sports that are all included in the mix is beneficial. Another way to encourage youngsters to be active and involved is to make sure that the activities they participate in are both pleasant and suitable for their age group.

1.3.2 Physical Activity Sessions

It is essential to create a well-designed schedule, when organising physical activity sessions for children, which is both enjoyable and suitable for their age group. Additionally, it is important to incorporate a diverse range of activities to keep them engaged. When considering the child's age and developmental stage, it is important to carefully design a diverse range of physical activities. Emphasising enjoyment and ensuring that the activities are engaging will help sustain their interest.

Alright, students! Let's dive into a comprehensive plan for organising physical exercise sessions for our young ones:

Warm-Up (5-10 minutes):

In terms of exercise and physical activity, a warm-up is any action, mental or physical, that gets a person ready for the demands of their chosen sport or exercise. There are a lot of good reasons to warm up before you do any physical exercise, but the main reason is to get your body and mind ready for hard work. One way it does this is by raising the temperature of both the body's heart and muscles. By raising the temperature of the muscles, you help them become loose, flexible, and easy to work out. Either way, a good warm-up will make your heart beat faster and you breath faster. This makes the blood move faster, which means that more oxygen and nutrients get to the muscles that are working.

Warming up is a series of light exercises that are performed prior to any training.

1. Light Cardiovascular Warm-Up:

- Jumping jacks, jogging in place, or skipping.
- Dance to lively music.
- Animal walks (bear crawl, bunny hops) for younger children.

2. Dynamic Stretching:

- Arm circles, leg swings, toe touches.
- Stretching while pretending to reach for stars or touch toes to the ground.

Main Activity (20-30 minutes):

When doing the main activity, the primary objective is to focus on a specific skill or a certain group of muscles. When designing the structure of the primary activity, it is important to take into consideration the age of the participants; the younger the participants, the more moderate to light the activity will be. An additional component that will be incorporated into the framework is the level of physical fitness possessed by the group that will be

participating. Modifications to the activity's movements can be made in accordance with the player's current level of fitness. It is important that the primary activity be strategically planned in order to accomplish the objective of physical education.

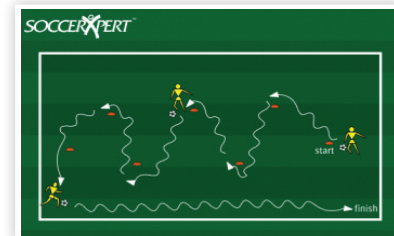
1. Structured Games:

- **Tag or Capture the Flag:** Promotes running and evasion skills.
- **Obstacle Course:** Create a simple course using cones, hoops, and tunnels.



2. Sports Skills and Drills:

- **Football Drills:** Dribbling, passing, shooting.
- **Basketball Skills:** Dribbling, shooting, passing.
- **Catching and Throwing:** Use soft balls or beanbags.



3. Creative Movement:

- **Dance Party:** Freestyle dance to music.
- **Imaginative Play:** Pretend games that involve movement (e.g., "Pretend you're animals").

4. Fitness Challenges:

- **Balancing Activities:** Walking on a straight line, balancing on one foot.
- **Jumping Challenges:** Long jumps, high jumps, or hopscotch.



5. Team Building Activities:

- **Relay Races:** Short sprints or carrying objects.
- **Group Games:** Red Rover, tug of war, or sack races



Cool Down (5-10 minutes):

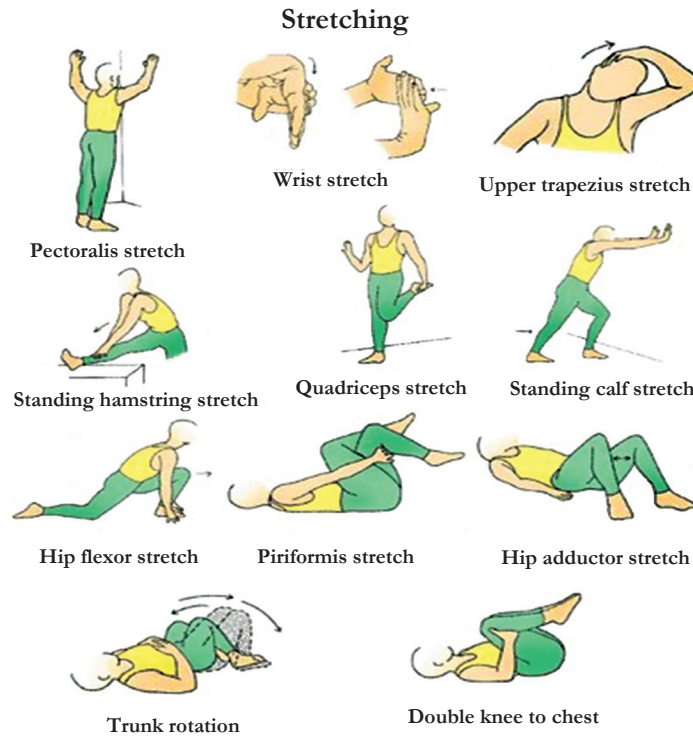
It's just as important to cool down after a workout as it is to warm up. In other words, you might pass out or feel sick if you stop too quickly. Cooldown is important as it allows the safe and efficient recovery of your body following a workout. Engaging in a cooling down routine helps in reducing respiration and restoring the pulse rate to its baseline values following a workout. Additionally, it can help in reducing the risk of muscle stiffness and soreness following physical activity. After intense physical activity, there is an accumulation of lactic acid in your body, which requires a certain amount of time for your body to clear it out. Engaging in cooling down exercises, such as stretches, may speed up the process of releasing and eliminating lactic acid, so expediting your body's recovery after a workout. A cool-down after exercise lets the level of stress slowly go down at the end of the Session. Let's see some of the cooling down exercises:

Cooling down in specific process by which the raised temperature and fatigue of the muscles has to be coal down.

1. Gentle Stretching:

- Stretching of major muscle groups.
- Incorporate stretches related to animals or nature for younger children.

Cooling down Exercises



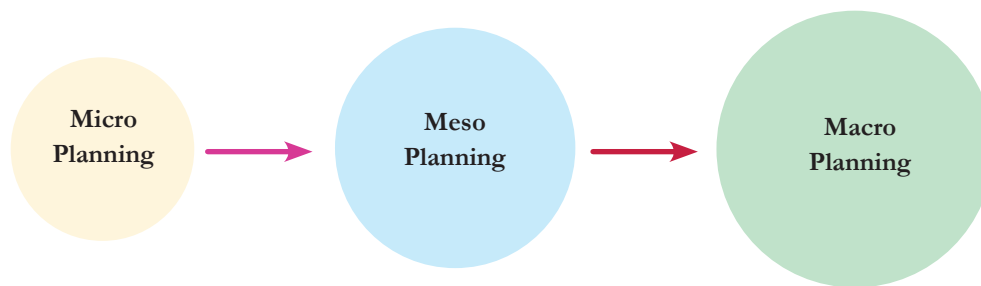
2. Breathing Exercises:

- Deep breathing or guided relaxation.
- Incorporate storytelling or visualization for a calming effect.

3. Reflection and Cool-Down Games:

- Share experiences or what they enjoyed during the session.
- Slow-paced games like "Freeze Dance."

Level of Planning



1.3.3 Micro-Planning:

Micro cycles are the most basic among the three training cycles. A micro-cycle refers to a discrete period of one week within a training regimen. That is why it is also called the Weekly Cycle. The Micro cycle encompasses the rhythmic and cadenced aspects of a training regimen, even though the specific activities may differ on a daily basis.

- The shortest training cycle, known as a micro cycle, is implemented to allow an in-depth block of training.
- The duration of this training cycle is limited to a maximum of one week, which is why it has been referred to as a 'weekly cycle'.
- This training cycle is typically used when there is a limited amount of time remaining before the competition, specifically 7 to 10 days.

- The training cycle is centred on the concepts of overload and recovery.

Let's look at the following example of a weekly fitness routine:

Day	What Did You Do?	For How Long?
Monday	Treadmill training	30 Minutes
Tuesday	Gym at school	45 Minutes
	Played outside	2 Hour
Tuesday	Played outside	For How Long?
Thursday	No activities	
Friday	Sports at school	2 Hours
	Treadmill training	30 Minutes
Saturday	Soccer	30 Minutes
	Played outside	1 Hours
Sunday	Treadmill training	30 Minutes

The workouts that are scheduled for Tuesday, Thursday, and Sunday are comprised of Sweet Spot training, and the workouts that are scheduled for Wednesday are dedicated to endurance rides. Saturdays are set aside for threshold labour, while Mondays and Fridays are reserved for recuperation. Saturdays are the primary day for threshold work.

1.3.4 Meso-Planning:

Meso-cycle refers to a specific phase or period of training that is designed to achieve certain fitness goals. Meso-cycles, which are commonly known as blocks, are specific three to four-week periods that are part of the larger macrocycle. During a standard four-week period, the initial three weeks gradually increase the strain on your body, while the last week prioritises recuperation. Every week in a meso-cycle, there is a gradual rise in the total stress (TSS) experienced, and each workout requires a slightly higher level of effort. This is achieved by increasing the frequency or duration of the intervals.

- A meso-cycle, lasting 21-28 days, is made up of three or four micro-cycles.
- A meso-cycle is specifically constructed to achieve a specific objective. This training programme is designed to enhance a specific physical attribute, such as maximal or static strength, speed, endurance, and so on.
- In this cycle, the training load is very low, but it has the ability to increase with increased training volume.

1.3.5 Macro-Planning:

The macrocycle refers to the comprehensive training schedule that is designed to take place across several seasons. Consider this as the overarching perspective of all the training that you are organising. The process commences with the initiation of your training and concludes at your ultimate objective event. The macrocycle in a conventional Trainer Road plan spans a duration of 28 weeks. During a macrocycle, you will observe a gradual increase in training stimulus and the corresponding recovery required to promote aerobic adaptations.

1.3.6 Weekly Planning

Weekly plan for sports activities for early years children requires a balance of fun, developmentally appropriate exercises, and a variety of movements to keep them engaged. Here's a sample plan that you can customize based on the specific needs and interests of the children:

Day 1: Introduction to Fundamental Movements

Activity 1: Warm-up (10 minutes)

Music and movement: Encourage free dance with lively music to get their bodies warmed up.

Activity 2: Fundamental movements (15 minutes)

Focus on basic movements like running, jumping, hopping, and skipping. Use fun games and challenges to make it enjoyable.

Activity 3: Cool down (5 minutes)

Gentle stretching and breathing exercises.

Day 2: Ball Skills**Activity 1: Warm-up (10 minutes)**

Animal movements: Incorporate animal-themed movements like frog jumps, bear crawls, and bunny hops.

Activity 2: Ball skills (15 minutes)

Introduce basic ball-handling skills like rolling, throwing, and catching. Use soft balls suitable for their age.

Activity 3: Cool down (5 minutes)

Relaxing stretches on the floor.

Day 3: Obstacle Course**Activity 1: Warm-up (10 minutes)**

Simon says: Include movements like touching toes, reaching for the sky, and twisting to warm up the body.

Activity 2: Obstacle course (15 minutes)

Set up a simple obstacle course with cones, tunnels, and mats. Allow children to crawl, jump, and maneuver through the course.

Activity 3: Cool down (5 minutes)

Calming activities like slow walking and deep breathing.

Day 4: Team Games**Activity 1: Warm-up (10 minutes)**

Animal charades: Act out different animals and have the children imitate the movements.

Activity 2: Team games (15 minutes)

Simple team games like relay races or group activities that promote teamwork and coordination.

Activity 3: Cool down (5 minutes)

Gentle stretches and relaxation.

Day 5: Creative Movement**Activity 1: Warm-up (10 minutes)**

Freeze dance: Play music and have children freeze when the music stops.

Activity 2: Creative movement (15 minutes)

Use scarves, ribbons, or dance props to encourage imaginative and expressive movements.

Activity 3: Cool down (5 minutes)

Mindful movements and deep breathing exercises.

To adapt the activities based on the children's interests, attention spans, and physical abilities. Always prioritize safety and make adjustments as needed during the sessions.

1.3.7 Lesson Plan

Lesson Plan for Physical Activities: A lesson plan is a teacher's/coaches' **detailed description of the course of instruction for one class**. A daily lesson plan is developed to guide class instruction, keep outcomes progressive and track syllabus coverage. It helps teachers/coaches to plan the activity and to get the best desired outcome in the given time.

Details will vary depending on the preference of the teacher, skills/subject being covered, and the need of students. A physical education class lesson plan should contain the following:

- Aim of the lesson
- Props and Equipment required to conduct the lesson
- Warm up activity
- Skill teaching activity
- Game play to implement the skill learnt
- Cool down session



Sample Lesson Plan

Lesson Name: Santa Trail

Age Group: 4-6 Years

35 Mins

Aim: To help children practice *locomotor skills* while carrying an object

Props & Equipment Required: Plastic balls, Baskets, Balancing beam, Hula hoops, Rope ladder, Cones/ Saucers

Warm-up – 5 min

Have children move around the activity area in a variety of ways, slowly increasing their speed.

Lead, or have a student lead, a stretching routine (see Appendix for sample).

Activity – 10 min

Level 1:

- Tell the children that today they are going to help Santa Claus deliver presents to different places.
- Each child should have two plastic balls with him/her.
- Make as many circuits as the number of props (Refer diagram below).
- Divide the children into as many teams as the number of circuits.
- Mark a starting line with either cones or marker.
- At the end of each circuit place baskets.
- Tell the children that they should follow the Santa trail to deliver the gifts.
- The children could hop through all the hoops, skip over a river made of the rope ladder and follow the different shaped pathways made from either cones or markers.
- Let the children use different locomotor skills like skipping, crawling, tiptoeing, and going backwards while moving through the trail.
- The path should end at an island where the big basket is placed.
- The children should put their gifts (small balls) into the large basket and therefore help Santa in deliver the gifts.
- They can do this till all the balls are in the basket.

Level 2– 15 min

1.4 Conduct Physical Activities

Attractions revolve around play areas. They inject life and vitality into the area, which helps boost pride in one's hometown and the community's perception of itself. The creation of a well-maintained play area can motivate a youngster to engage in play that is more significant and has a greater purpose. Finding and setting up a playground or other play area is an important part of playing. It provides a space for children to uninhibitedly enjoy themselves, communicate their ideas, and unleash their creativity. There are good reasons to keep focusing on giving play to young children while also investing in play for people of all ages in a more general way.

Play space is a place where children can explore their ideas through play. Students can explore freely, choose their own equipment and direction. It is a place of joy, wonder and self-guided learning.

1.4.1 Arranging Play Spaces

A play area must be clearly marked and assigned based on the needs of the sport or activity. A well-marked play area looks good and encourages people to use it. Marking tools are needed to make lines on a sports pitch or play area. Markers can mark the sports pitch or play area more accurately and quickly. There are mostly two types of allocation and markings done for play activities:

1. Temporary Play Space
2. Permanent Play Space
3. Inclusive Play Areas

1. Temporary Play Space:

Designed to be portable, temporary structures are constructed in such a way that they can be readily relocated to new locations. With proper upkeep, they can last for several years. This type of play space can be within the natural environment, with or without equipment. The classrooms in certain schools are larger than those in others, particularly in the lower grades, which enables additional play equipment to be installed. However, not all schools and classrooms are blessed with such ample space. Play space can be brought up by laying mats, cones, balls and other equipment in the available space, as to create an environment for physical activity or a game. This can be done inside a classroom or out in the open. The aim is to temporarily set-up a playing area for some specific time period. Places like residential streets, town and city squares, playgrounds in parks and other open spaces, exercise grounds or public spaces on housing estates are all examples of these kinds of places. They are anywhere that play is a legal use of the space.



I'm convinced that kindergarten-style learning is exactly what's needed to help people of all ages develop the creative capacities needed to thrive in today's rapidly changing society. *Mitchel Resnick – Lifelong Kindergarten*

In rural places, materials that grow naturally there and natural features can be used to make the play area more fun. Creating a more appealing environment can be accomplished even in metropolitan areas by constructing a play space that is consistent with its surroundings.

2. Permanent Play Space:

A permanent structure is designed to endure for several decades, similar to a regular building, as they are specifically constructed for prolonged utilisation. For example: parks, swimming pools, football ground, basketball ground etc.



For each of the above-mentioned play space, the equipment, tools required varies depending on the type of the play activities to be conducted. For example, a temporary play space can easily be created with the help of mobile marking props and equipment. Some of them include;

- Marking cones
- Rubber tape
- Saucer cones
- Flat rings
- Flexi-poles
- Flags
- Poly spot



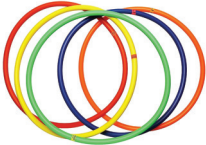


3. Inclusive Play Areas

By recognising that not every part of the play area can be accessible to all users, successful play areas provide disabled and non-disabled children and youth with delightful play experiences. Parents and careers who are disabled should also have access to play areas so they can accompany their children, and children of varying abilities can play together in well-designed play areas.




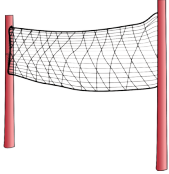







1.4.2 List of Props and Equipment








List of Commonly Used Props and Equipment





Equipment/Prop	Prop/Equipment Name	Usage
	Parachute	Teaching various levels of space awareness (high, mid & low), Co-ordination among the team members.
	Agility ladder	Jumping, hopping & twist and turn.
	Hula hoop	Jumping, hopping, waist rotation
	Flat ring	Jumping, hopping, hand-eye co-ordination
	Saucer cone	Marking boundaries

	<p>Marking cone</p>	<p>Marking boundaries</p>
	<p>Basket</p>	<p>Throwing & target practice</p>
	<p>Bean bags scarf</p>	<p>Throwing & catching, hand-eye co-ordination</p>
	<p>Bean bag</p>	<p>Throwing & catching, bean bag balance</p>
	<p>Frog bean bag</p>	<p>Throwing & catching, bean bag balance</p>
	<p>Flexi pole with modified base</p>	<p>To set target and marking</p>
	<p>Step hurdle</p>	<p>Jumping activities</p>
	<p>Training Arch (without base)</p>	<p>Crawling</p>
	<p>Gym Mat</p>	<p>Front roll, back roll, crawling</p>

	<p>Balance beam</p>	<p>Balancing activities</p>
	<p>Plastic Ball</p>	<p>Throwing & catching and striking</p>
	<p>Plastic racquet</p>	<p>Striking with plastic ball</p>
	<p>Relay baton</p>	<p>Relay races for exchanging batons</p>
	<p>Skipping rope</p>	<p>Skipping</p>
	<p>Soft Ball</p>	<p>Throwing, catching and dribbling</p>
	<p>Sponge ring</p>	<p>Throwing and catching</p>
	<p>Basketball</p>	<p>Basketball game and related activities.</p>
	<p>Football</p>	<p>Football game and related activities.</p>

	<p>Volleyball</p>	<p>Volleyball game and related activities.</p>
	<p>Volleyball net</p>	<p>Volleyball – game play</p>
	<p>Rugby ball</p>	<p>Rugby game and related activities.</p>
	<p>Medicine ball</p>	<p>Upper body strength by throwing</p>
	<p>Mesh bag</p>	<p>Storage of props/balls</p>
	<p>Duffle bag/Tote bag</p>	<p>Storage of props</p>
	<p>Bib</p>	<p>Used in team game as jersey to differentiate from the opponent.</p>
	<p>Tennis ball</p>	<p>Throwing, catching, cricket and tennis game</p>
	<p>Plastic cricket bat</p>	<p>Cricket – game play (for junior students)</p>

	<p>Wooden cricket bat</p>	<p>Cricket – game play (for senior students)</p>
	<p>Stumps set</p>	<p>Target practice and cricket</p>
	<p>Alphabet cards set</p>	<p>Puzzle game</p>
	<p>Number cards set (0 - 9)</p>	<p>Puzzle game</p>
	<p>Foot pump</p>	<p>Inflating the balls</p>
	<p>First-aid box</p>	<p>Basic first-aid</p>
	<p>Lagori</p>	<p>Lagori game</p>
	<p>Sit and Reach box</p>	<p>To measure back flexibility</p>

	Stopwatch	Time keeping
	Weighing scale	To measure weight
	Height chart	To measure height
	Measuring tape	To measure distance

1.4.3 Conducting Physical activity session

(Ref. to Page 27, Point-1.3.2 in this chapter)

Summary

- ❖ Early childhood development encompasses physical, emotional, social, and communicative domains, fostering comprehensive growth in young children.
- ❖ The development of fundamental motor skills, including both gross and fine motor skills, is crucial for overall physical and cognitive growth in children.
- ❖ Cognitive development involves the progressive growth of mental processes such as thinking, learning, memory, and problem-solving in individuals.
- ❖ Psychological well-being encompasses mental health, emotional resilience, and a positive state of mind.
- ❖ School readiness involves a child's preparedness, both socially and academically, for the challenges and expectations of formal education.
- ❖ Understanding child activity involves grasping the various physical, cognitive, and emotional aspects of a child's behavior and engagement.
- ❖ Demographic factors and socioeconomic status play pivotal roles in shaping individuals' access to resources, opportunities, and overall well-being within society.
- ❖ Biological factors, including age and weight status, significantly impact individuals' health and well-being.
- ❖ Psychological factors encompass mental, emotional, and behavioral aspects, playing a crucial role in shaping individuals' thoughts, feelings, and overall well-being.
- ❖ Behavioral factors influence individuals' actions and choices, impacting their overall health and well-being.
- ❖ Social-cultural factors encompass societal and cultural influences that shape individuals' behaviors, beliefs, and values, significantly impacting their social interactions and well-being.
- ❖ Environmental factors influence individuals' well-being through the surrounding physical, social, and cultural elements.
- ❖ Identifying and incorporating physical activity into daily routines involves recognizing everyday activities, engaging in recreational pursuits, and participating in sports for overall well-being.

- ❖ Incorporating stretching into physical activity sessions enhances flexibility, reduces the risk of injuries, and contributes to overall musculoskeletal well-being.
- ❖ Macro planning involves overarching strategic planning at a broad level to guide and coordinate various activities toward achieving long-term goals.
- ❖ Mesoplanning involves intermediate-level planning to coordinate specific actions and resources within a larger strategic framework.
- ❖ Micro planning involves detailed, specific planning at a granular level to implement and execute individual tasks and activities within the broader scope of a project or strategy.
- ❖ Weekly planning involves organizing and scheduling tasks and activities on a weekly basis to enhance productivity and achieve set goals.
- ❖ A lesson plan is a detailed guide outlining instructional objectives, activities, and assessments for a specific teaching session to facilitate effective learning.
- ❖ Arranging play spaces involves creating organized, safe, and stimulating environments to support children's developmental activities and play.
- ❖ Props and equipment for physical activity sessions include tools and accessories essential for enhancing exercises, ensuring safety, and maximizing the effectiveness of the workout.
- ❖ Conducting physical activity sessions involves leading structured exercises, promoting fitness, and ensuring participant engagement for overall well-being.

Glossary

- | | |
|------------------------------------|--|
| 1. Cognitive development | : it is the process of acquiring and enhancing mental abilities such as thinking, learning, and problem-solving, as individuals grow and mature |
| 2. Psychosocial well-being: | it refers to the combination of psychological and social factors that contribute to an individual's overall mental and social health and happiness |
| 3. Resilience | : is the capacity to bounce back from adversity, adapt to challenges, and maintain mental and emotional well-being in the face of difficulties |
| 4. Peer group | : is a social unit composed of individuals of similar age or background who share common interests, experiences, and social activities. |
| 5. Gender | : it refers to the roles, behaviours, and attributes that a society considers appropriate for men and women |
| 6. Racial identity: | : is an individual's sense of self and connection to a particular racial or ethnic group, influenced by cultural, historical, and social factors. |



Exercises

CBSE Textbook Questions with Answers

1.1 Physical and Emotional Needs of Children

Check Your Progress

Part A

1. Fill in the blanks:

(a) domain includes knowledge, comprehension, application, analysis, syntheses and evaluation.

- (b) domain is primarily concerned with helping the athletes to clarify and think through their values, interests, appreciations, attitudes and judgements.
- (c) domain concerns with development and improvement of motor skills.

Answers:

1. (a) Emotional (b) Social (c) Physical

Part B

Differentiate between

1. Physical activity and physical education

Ans. Ref. Page 9

2. Cognitive and affective domain

Ans. Ref. Page 12

3. Fine motor and Gross Motor

Ans. Ref. Page 12

Part C

Subjective questions:

1. What is Education and Physical Education?

Ans. Education is the process of acquiring knowledge, skills, values, and attitudes, usually in a formal setting, to foster intellectual and personal development.

Physical education specifically focuses on the development of physical fitness, motor skills, and overall well-being through structured physical activities and exercises.

2. Why physical activities should be performed regularly?

Ans. Regular physical activities are essential for overall health, promoting cardiovascular fitness, muscular strength, flexibility, and mental well-being while reducing the risk of chronic diseases.

3. How physical activities affect our mental and physiological state?

Ans. Physical activities positively impact mental and physiological states by enhancing mood, reducing stress, improving cognitive function, and promoting overall well-being through the release of neurotransmitters and endorphins.

3. Explain Fine and Gross motor skill with examples.

Ans. Ref. Page 12

1.2 Factors Influencing Physical Activities

Check Your Progress

Part A

1. Fill in the blanks

- (a) Lack of is one of the most important factors affecting physical fitness.
- (b) Food pattern and activity level has a direct impact on the level of an individual.
- (c) Physical fitness is the ability of an individual to perform activities without undue fatigue.

Answers:

1. (a) Physical Activity (b) Fitness (c) day of day

Part B

Subjective Questions:

1. What is somatotyping?

Ans. Somatotyping is a classification system that categorizes individuals into body types based on their physical characteristics, such as build, muscle development, and fat distribution.

2. What are the different factors affecting physical fitness?

Ans. Other key factors influencing physical fitness encompass consistency in exercise routines, intensity and duration of physical activities, as well as factors like age, gender, and overall health status. Adequate sleep,

stress management, and hydration also play crucial roles in maintaining optimal physical fitness. Additionally, environmental factors and access to facilities can impact an individual's ability to engage in regular physical activity, influencing overall fitness levels.

3. Define physical fitness.

Ans. The ability to carry out daily task with vigor and alertness without undue fatigue and with ample energy to enjoy leisure time presently, and to meet unforeseen emergencies.

4. List 6 factors affecting our physical fitness.

Ans. Age, Body Composition, Nutrition, Climate Condition, Lifestyle habits and physical activity.

5. Name three body composition types.

Ans. Ectomorph, Mesomorph, Endomorph

6. What are the three body types according to somatotyping?

Ans. According to somatotyping there are three body types are: Ectomorph, Mesomorph, Endomorph

1.3 Plan Physical Activities

Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A

Differentiate between

1. Macro plan and lesson plan

Ans. Ref. Pages 30

2. Warm up and cool down

Ans. Ref. Pages 27 & 28

Part B

Short Answer Question

1. What is the importance of planning?

Ans. The importance of planning lies in its ability to provide a structured roadmap, enhance efficiency, and facilitate goal achievement by outlining clear objectives and strategies.

2. What are the elements of a lesson plan?

Ans. The elements of a lesson plan typically include objectives, learning activities, instructional materials, assessment methods, and a timeline.

Age group, duration, Aim, Props and equipment, warmup, Activity, Cool Down

3. How to prepare a lesson plan?

Ans. Prepare a lesson plan by defining clear objectives, selecting appropriate learning activities, gathering necessary materials, outlining assessment methods, and organizing a realistic timeline for effective teaching.

1.4 Conduct Physical Activities

Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A

Differentiate between

1. Props and equipment

Ans. "Props" generally refer to supplementary items or accessories used to enhance a performance or activity, often in a creative or aesthetic context. On the other hand, "equipment" refers to tools or machinery required for a specific task or activity, typically associated with functionality or practical use. Props are more associated with artistic or expressive endeavors, while equipment is functional and utilitarian.

2. Temporary and permanent play space

Ans. Ref. Pages 33

Part B

Subjective Question

1. Why props and equipment should be age-appropriate?

Ans. Props and equipment should be age-appropriate to ensure safety, engagement, and developmental suitability for the users, aligning with their physical and cognitive abilities at different stages of growth and maturity.

Additional Questions with Answers

A. Choose the correct option.

(1 Mark)

- | | |
|---|--|
| <p>1. Role of physical activity trainer</p> <p>(a) Training <input type="checkbox"/></p> <p>(c) Holistic development <input type="checkbox"/></p> | <p>(b) Teaching <input type="checkbox"/></p> <p>(d) None of these <input type="checkbox"/></p> |
| <p>2. Domain of early childhood</p> <p>(a) Physical <input type="checkbox"/></p> <p>(c) Social <input type="checkbox"/></p> | <p>(b) Emotional <input type="checkbox"/></p> <p>(d) All of these <input type="checkbox"/></p> |
| <p>3. Which is fundamental motor skill</p> <p>(a) gross motor skill <input type="checkbox"/></p> <p>(c) a and b <input type="checkbox"/></p> | <p>(b) Fine motor skill <input type="checkbox"/></p> <p>(d) Eye-hand coordination <input type="checkbox"/></p> |
| <p>4. What is psycho-social wellbeing</p> <p>(a) Confidence and Self esteem <input type="checkbox"/></p> <p>(c) Social Skill <input type="checkbox"/></p> | <p>(b) Play and imagination <input type="checkbox"/></p> <p>(d) All of these <input type="checkbox"/></p> |
| <p>5. School readiness involves</p> <p>(a) Approaches to Learning <input type="checkbox"/></p> <p>(c) Cultural Competence <input type="checkbox"/></p> | <p>(b) Health and Well-Being <input type="checkbox"/></p> <p>(d) All of these <input type="checkbox"/></p> |
| <p>6. Which is not child understanding</p> <p>(a) Play based learning <input type="checkbox"/></p> <p>(c) Holistic approach <input type="checkbox"/></p> | <p>(b) Age appropriate activities <input type="checkbox"/></p> <p>(d) Biological need <input type="checkbox"/></p> |
| <p>7. Which is not demographic factor</p> <p>(a) Age <input type="checkbox"/></p> <p>(c) Influence of Peer group <input type="checkbox"/></p> | <p>(b) Access to Resources <input type="checkbox"/></p> <p>(d) Schooling. <input type="checkbox"/></p> |
| <p>8. Age , weight, status are factors-</p> <p>(a) Demographic <input type="checkbox"/></p> <p>(c) Psychological <input type="checkbox"/></p> | <p>(b) Biological <input type="checkbox"/></p> <p>(d) Social-culture <input type="checkbox"/></p> |
| <p>9. Self-efficacy is a factor of =</p> <p>(a) Demographic <input type="checkbox"/></p> <p>(c) Social-culture <input type="checkbox"/></p> | <p>(b) Biological <input type="checkbox"/></p> <p>(d) Psychological <input type="checkbox"/></p> |
| <p>10. Behavioural factor is</p> <p>(a) Modelling Behaviour <input type="checkbox"/></p> <p>(c) Sedentary lifestyle <input type="checkbox"/></p> | <p>(b) Rewards <input type="checkbox"/></p> <p>(d) All of these <input type="checkbox"/></p> |
| <p>11. Which is not social – culture factor-</p> <p>(a) Family Dynamics <input type="checkbox"/></p> <p>(c) Goal Setting <input type="checkbox"/></p> | <p>(b) Peer Influence <input type="checkbox"/></p> <p>(d) None of these <input type="checkbox"/></p> |

- | | | |
|--|--------------------------|---|
| 12. Geographical conditions is related to | | |
| (a) Demographic | <input type="checkbox"/> | (b) Biological <input type="checkbox"/> |
| (c) Social-culture | <input type="checkbox"/> | (d) Environmental factor <input type="checkbox"/> |
| 13. Jumping ,jogging, skipping and animal walk is related to | | |
| (a) Light cardiovascular warmup | <input type="checkbox"/> | (b) Dynamic stretching <input type="checkbox"/> |
| (c) a and b both | <input type="checkbox"/> | (d) None of these <input type="checkbox"/> |
| 14. Sports skill are related to | | |
| (a) Basket ball skill | <input type="checkbox"/> | (b) Imaginative party <input type="checkbox"/> |
| (c) Dance part | <input type="checkbox"/> | (d) Walking <input type="checkbox"/> |
| 15. Team building activities is | | |
| (a) Relay race | <input type="checkbox"/> | (b) Group game <input type="checkbox"/> |
| (c) a and b | <input type="checkbox"/> | (d) None of these <input type="checkbox"/> |
| 16. Which is cool down related exercise | | |
| (a) Gentle stretching | <input type="checkbox"/> | (b) Breathing exercise <input type="checkbox"/> |
| (c) a and b | <input type="checkbox"/> | (d) None of these <input type="checkbox"/> |
| 17. Which is level of planning | | |
| (a) Micro planning | <input type="checkbox"/> | (b) Meso planning <input type="checkbox"/> |
| (c) Macro planning | <input type="checkbox"/> | (d) None of these <input type="checkbox"/> |
| 18. Duration of micro planning is | | |
| (a) 7-10 days | <input type="checkbox"/> | (b) 10 -12 days <input type="checkbox"/> |
| (c) one month | <input type="checkbox"/> | (d) None of these <input type="checkbox"/> |

Answers:

- | | |
|-------------------------------------|------------------------------|
| 1. (c) Holistic development | 2. (d) all of these |
| 3. (c) a and b | 4. (d) all of these |
| 5. (d) all of above | 6. (d) biological need |
| 7. (a) age | 8. (b) biological |
| 9. (d) psychological | 10. (b) all of these |
| 11. (c) goal setting | 12. (d) environmental factor |
| 13. (a) light cardiovascular warmup | 14. (a) basket ball skill |
| 15. (c) a and b | 16. (c) a and b |
| 17. (d) all of these | 18. (a) 7-10 days |

B. Short Answer Type Questions.

(2 Marks)

1. Name the domains for early childhood development.
2. Explain gross motor skills.
3. What do you mean by fine motor skill?
4. What is cognitive development?
5. What is psycho social wellbeing?
6. Name the components of school readiness.
7. What is play based learning?
8. What do you understand by age-appropriate activities?
9. What is micro- planning?
10. What do you understand by macro- planning?
11. What is meso- planning?
12. What do you mean by inclusive area?

13. List any four props or equipment.
14. Write any two team building activities.
15. Write any two creative movements.
16. What is sedentary lifestyle?
17. What is emotional well-being?
18. What is self- perception and body image?
19. What is meant by recreational activities?
20. What do you understand by organised sports?
21. Name any four social abilities.
22. Name any four mental abilities.

C. Long Answer Type Questions.

(4 Marks)

1. Briefly explain the domains of early childhood development.
2. Describe the gross and fine motor skill with suitable example.
3. What do you understand by school readiness?
4. What factors influenced child activities?
5. What do you understand by biological factors?
6. What do you understand by psychological factors?
7. How behavioural factors affect child activities?
8. Elucidate the social- culture factors.
9. Briefly explain the environmental factors.
10. Describe physical activity session.
11. Differentiate warming up and cool down.
12. Explain the level of planning (Micro, Meso and Macro).
13. Briefly explain key points of lesson plan.
14. Differentiate gross and fine motor skills.



1. Prepare a fun activity for early-stage children.
2. Design an activity to develop passing/throwing skills for early-stage children.
3. Prepare a schedule for any theme-based event/assembly of 30-40 minutes.

Suggested Activities

1. Prepare chart on domain for early childhood development.
2. Prepare slide presentation on cognitive and psychological wellbeing.
3. Group activity on demonstration of factors influencing physical activities.
4. Write a paragraph on how Environmental factors influence physical activity.
5. Prepare flow chart on sequence of planning cycle.
6. Write a lesson plan
7. Write down brief note on the importance of equipment for conducting physical activities
8. Group discussion on conducting Physical Activity sessions.

2

Planning Age Appropriate Physical Activity



LEARNING OBJECTIVES

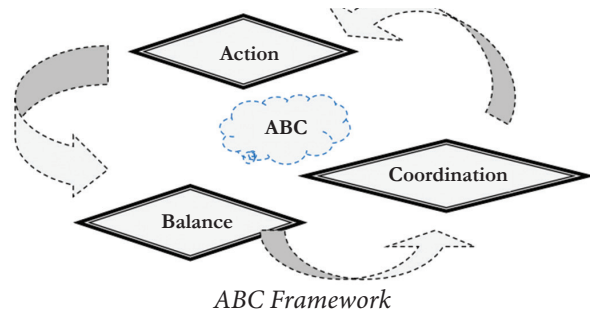
- 2.1 Plan Activities for Increasing Physical Strength and Coordination
- 2.2 Plan Activities for Developing Cognitive Skills

2.3 Manage Class

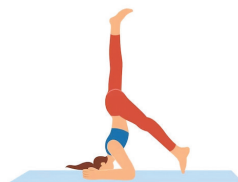
Introduction

Physical development is crucial during the early years of a child's life. Engaging in activities that promote physical strength and coordination not only contributes to overall well-being but also lays the foundation for a healthy and active lifestyle. Through play and structured activities, young children can develop essential motor skills and build a strong physical foundation for the future.

Creating age-appropriate physical activities for early years children involves incorporating games like animal walks, crawling, and balance exercises to enhance gross motor skills. The use of colourful and engaging equipment, such as soft balls and hula hoops, adds a sensory component to make the activities enjoyable. Short, playful bursts of movement, interspersed with rest periods, ensure engagement and prevent fatigue. The overall aim is to foster positive associations with physical activity, promoting lifelong appreciation for fitness in these crucial early developmental years.



Age-appropriate physical activities are exercises and games specifically designed to suit the developmental stages and abilities of young children, fostering motor skills, coordination, and a positive attitude toward physical fitness.



Action	Balance	Coordination
Running	Body Balance	Throwing
Jumping	Transferring of Weight	Catching
Hopping		Kicking
Sliding		Striking

Action, Balance & Coordination

2.1 Plan Activities for Increasing Physical Strength

Activities that promote overall physical development muscle strength in a fun and engaging manner. Here are some age-appropriate activities to help increase physical strength in early years children:

1. Climbing Structures:

- Playground climbing structures can include ladders, cargo nets, and climbing walls.
- Climbing helps develop upper body strength, grip strength, and coordination.
- Ensure the structures are age-appropriate and have soft surfaces underneath for safety.

2. Balancing Activities:

- Use balance beams or create a makeshift one with a straight line on the ground.
- Encourage children to walk heel-to-toe along the beam or navigate simple obstacle courses.
- Balancing activities enhance core strength and stability.



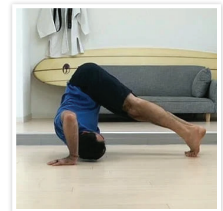
3. Animal Walks:

- Incorporate fun animal movements like bear crawls, where children walk on hands and feet, frog jumps, where they squat and jump forward.
- Animal walks engage various muscle groups and improve coordination.



4. Bodyweight Exercises:

- Squats: Teach children to squat by bending their knees and lowering their hips while keeping their back straight.
- Lunges: Demonstrate forward or backward lunges to strengthen leg muscles.
- Modified Push-ups: Have children do push-ups against a wall or on their knees to build upper body strength.



5. Rolling and Tumbling:

- Start with simple forward rolls on a soft mat or grass.
- Progress to sideways rolls and backward rolls as children become more comfortable.
- Rolling and tumbling activities improve flexibility and spatial awareness.

6. Throwing and Catching:

- Start with soft balls or beanbags for safety.
- Practice tossing and catching at various distances to improve hand-eye coordination.
- Throwing and catching activities develop arm strength and coordination.



7. Kicking Games:

- Use soft soccer balls or lightweight balls for kicking games.
- Set up goals or targets to aim for enhancing accuracy and leg strength.
- Kicking activities improve gross motor skills and balance.

8. Out Door Play:

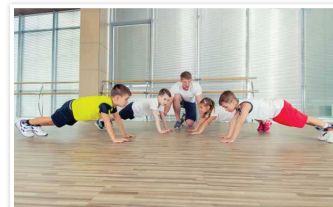
- Swinging : Swinging on swings supports core strength and balance.
- Jumping : Jumping games, such as hopscotch or jumping over obstacles, enhance leg strength.

9. Gross Motor Skill Games:

- Balancing Activities: Create games that involve balancing on one foot, walking along a straight line, or navigating obstacle courses.
- Running and Tag Games: Encourage running, chasing, and playing tag to improve cardiovascular fitness and overall strength.

10. Simple Strength Exercises:

- **Crawling:** Crawling exercises on hands and knees help strengthen core muscles and improve coordination.
- **Follow-the-Leader:** Play follow-the-leader with various movements, such as marching, skipping, or twirling.



11. Gymnastics and Tumbling:

- **Rolling and Tumbling:** Teach simple rolls and tumbling exercises on soft surfaces to enhance flexibility and strength.
- **Basic Gymnastic Movements:** Introduce basic gymnastic positions like tucks, pikes, and straddles in a safe environment.

12. Inclusive Activities:

- **Adapted Games:** Modify activities to accommodate different abilities, ensuring that all children can participate and build strength.
- **Team Building Games:** Include cooperative games that promote teamwork, communication, and physical activity.



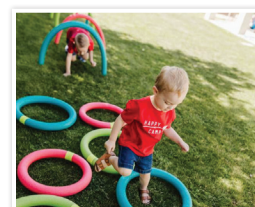
Adapt activities based on the age and abilities of the children, and always prioritize safety. Encourage a positive and supportive atmosphere to make physical activities enjoyable for everyone involved. Promoting physical strength in early years children is essential for their development. Through a combination of structured activities and creative play, children can build the foundation for a healthy and active lifestyle while having fun and developing important motor skills. Encouraging a positive and playful approach to physical activity during these formative years sets the stage for a lifelong appreciation of fitness and well-being.

Activities for Coordination for Early Years Childrens

Enhancing physical coordination in early years children involves activities that focus on balance, spatial awareness, and fine motor skills. Here are some engaging activities to help improve coordination:

1. Obstacle Courses:

- Create simple obstacle courses using cones, hoops, tunnels, and cushions.
- Include activities like crawling under tables, jumping over hurdles, and weaving through cones to improve both gross and fine motor skills.



2. Balance Beam:

- Set up a low and wide balance beam using a flat board or a marked line on the ground.
- Have children walk, tiptoe, or hop along the beam to enhance balance and coordination.



3. Hopscotch:

- Use colourful bean bags and create targets on the ground.
- Have children toss bean bags onto the targets, improving hand-eye coordination and aiming skills.



4. Scarves and Ribbon Play:

- Provide colourful scarves or ribbons.
- Encourage children to move the scarves in different ways, such as waving, swirling, and tossing, to enhance hand-eye coordination.



5. Catching Bubbles:

- Blow bubbles and have children practice catching them with their hands.
- This activity helps improve visual tracking, hand-eye coordination, and fine motor skills.



6. Simon Says:

- Play a game of Simon Says, incorporating various movements and actions.
- Children follow instructions like hopping on one foot, touching their nose, or clapping hands, enhancing coordination and listening skills.



7. Dance and Movement Games:

- Engage children in dance activities with simple choreography.
- Include movements like stomping, twirling, and reaching to enhance coordination and rhythm.

8. Puzzle Play:

- Introduce age-appropriate puzzles with large pieces.
- Assembling puzzles helps develop fine motor skills, hand-eye coordination, and spatial awareness.



9. Scavenger Hunt:

- Create a scavenger hunt with visual clues.
- Children use their coordination skills to follow the clues, locate items, and complete the hunt.

Nature Walk Scavenger Hunt

Mark each item as you find it. Can you find five in a row?

<p>worm</p> <input type="checkbox"/>	<p>leaf</p> <input type="checkbox"/>	<p>insect</p> <input type="checkbox"/>	<p>grass</p> <input type="checkbox"/>	<p>flower</p> <input type="checkbox"/>
<p>twig</p> <input type="checkbox"/>	<p>bush</p> <input type="checkbox"/>	<p>rocks</p> <input type="checkbox"/>	<p>bird</p> <input type="checkbox"/>	<p>squirrel</p> <input type="checkbox"/>

10. Playdough and Clay Activities:

- Allow children to manipulate playdough or clay to create shapes and figures.
- This helps improve hand strength, coordination, and creativity.



11. Painting and Drawing:

- Exploration: Allow children to explore different textures, sizes, and shapes in nature.
- Safety: Emphasize the importance of watching where they step and navigating uneven surfaces safely.

12. Balloon Volleyball:

- Inflate balloons and have children hit them back and forth.
- Balloon volleyball improves hand-eye coordination, tracking skills, and upper body coordination.

13. Stringing Beads:

- Provide large beads and strings.
- Children can practice threading beads onto strings, promoting fine motor skills and hand-eye coordination.



Adapt these activities based on the age, interests, and developmental stage of the children. Keep the atmosphere positive, and allow room for creativity and individual exploration. Remember to tailor activities to the developmental level of the children and provide a positive and supportive environment. Regular engagement in these activities will contribute to the development of their coordination skills over time.

2.1.1 Resources Required for Activities

Enhancing physical strength and coordination in early years children involves a variety of activities, many of which can be done with minimal resources. Here's a breakdown of resources you might need for different activities:

Outdoor Play

Climbing Structures:

- Resources: Safe playground with climbing structures (slides, ladders, cargo nets).
- Swinging Resources: Playground swings.

Gross Motor Skill Games:

- Balancing Activities Resources: Balance beams (can be improvised with a flat board or marked line on the ground).
- Animal Walks Resources: Open space for children to move freely.

Simple Strength Exercises:

- Bodyweight Exercises Resources: Open space for activities like squats, lunges, and modified push-ups.
- Crawling Resources: Soft mats or grass for crawling exercises.

Dance and Movement:

- Dance Parties: Resources: Music player or speaker for lively music.
- Follow-the-Leader Resources: Open space for movement.

Gymnastics and Tumbling:

- Rolling and Tumbling:
- Resources: Soft mats for safety.

Cardiovascular Exercise:

- Interval Training : Resources: Open space for activities like running in place, jumping jacks, or high knees.
- Running or Jogging Resources: Safe outdoor area or treadmill.

Cardiovascular Exercise:

- Interval Training Resources: Open space for activities like running in place, jumping jacks, or high knees.
- Running or Jogging Resources: Safe outdoor area or treadmill.



Flexibility and Mobility:

- Stretching : Resources: Open space, mats for floor exercises.
- Yoga or Pilates : Resources: Yoga mats.

Core Workouts:

- Planks Resources Mats for comfort.
- Ab exercises: Resources: Open space, mats.

Art and Craft Activities:

- Painting and Drawing:
- Resources: Large sheets of paper, paint, brushes, crayons, markers.
- Playdough and Clay Activities:
- Resources: Playdough or clay, molds, and tools.

Games and Sports:

- Balloon Volleyball: Resources: Balloons, a string or makeshift net.
- Kicking Games: Resources: Soft soccer balls, goalposts or targets.

Educational Games:

- Scavenger Hunt: Resources: Visual clues, small items for hunting.
- Simon Says: Resources: Clear instructions, open space.

Fine Motor Skill Activities:

- Stringing Beads: Resources: Large beads, strings.
- Puzzle Play: Resources: Age-appropriate puzzles with large pieces.

Indoor Activities:

- Bean Bag Toss: Resources: Bean bags, targets on the ground.
- Hopscotch: Resources: Chalk for drawing hopscotch grid.

Always prioritize safety and adapt activities based on the space available and the age group of the children. Many of these activities can be modified or improvised to suit your specific resources and environment.

2.1.2 Planning Everyday Activities

Everyday activities for early years children, with a focus on increasing strength and coordination, involve routine tasks and play that help develop their muscles and motor skills. Examples include climbing, jumping, running, and engaging in interactive games that promote physical activity. These activities contribute to the overall physical development of young children, enhancing their strength, balance, and coordination in a fun and natural way.

Everyday activities for early years in physical education involve age-appropriate exercises, games, and play to promote **motor** skills, coordination, and a love for physical activity, fostering a healthy lifestyle.

Benefits of every day activities: Engaging in everyday activities for early years children, with a focus on increasing strength and coordination, offers several benefits. These activities, such as climbing, running, and playing interactive games, contribute to:

1. **Physical Development:** Everyday activities promote the development of muscles, bones, and overall physical fitness in young children.
2. **Motor Skills:** Routine tasks and play help enhance fine and gross motor skills, fostering coordination and control.
3. **Balance and Stability:** Regular activities like walking, jumping, and climbing assist in developing balance and stability, crucial for overall physical competence.



4. **Cognitive Skills:** Movement-based activities stimulate cognitive functions, enhancing spatial awareness and problem-solving abilities.
5. **Social Interaction:** Many everyday activities involve group play, fostering social skills, cooperation, and teamwork.
6. **Healthy Habits:** Instilling these activities early encourages a positive attitude toward physical fitness and establishes healthy habits for life.
7. **Self-Confidence:** Achieving physical milestones through daily activities boosts a child's confidence and sense of accomplishment.

Designing daily routines to enhance strength and coordination in young children requires a combination of organized and spontaneous activities. Below is a sample daily schedule that you can adjust to fit your timetable, surroundings, and the specific age range of the children:

Morning:

1. **Outdoor Play (30 minutes):**
 - Free play on the playground equipment (climbing structures, swings).
 - Balancing activities like walking on marked lines or improvised balance beams.
 - Encourage running and jumping on open grassy areas.
2. **Creative Movement (15 minutes):**
 - Dance party with lively music.
 - Follow-the-Leader game with various movements like hopping, skipping, and twirling.
3. **Fine Motor Skills (15 minutes):**
 - Arts and crafts session:
 - Drawing and coloring activities.
 - Using playdough to create shapes or figures.
4. **Lunch and Rest (1 hour):**
 - Provide a balanced lunch to support overall health.
 - Allow time for rest or quiet activities to recharge energy.

Afternoon:

5. **Educational Game (20 minutes):**
 - Simon Says game with movements that engage coordination (e.g., hopping on one foot, touching toes).
 - Number recognition activity using cards or markers.
6. **Gross Motor Skills (30 minutes):**
 - Obstacle course:
 - Set up a course with cones, tunnels, and hoops for crawling, jumping, and weaving.
 - Include a bean bag toss as part of the course for coordination.
7. **Nature Walk (15 minutes):**
 - Explore the outdoor environment, encouraging children to balance on uneven surfaces like tree roots.
 - Collect natural items like leaves or rocks for a sensory experience.

Evening:

8. **Free Play (20 minutes):**
 - Unstructured play with age-appropriate toys or games.
 - Encourage imaginative play, such as pretending to be animals with various movements.

Following points should be kept in mind while preparing planning that activities are age-appropriate and safe:

- Ensure proper supervision during physical exercises.
- Modify activity durations according to children's attention spans and energy levels.
- Integrate diverse activities to engage various muscle groups and enhance different skills.
- Employ positive reinforcement and praise to encourage children throughout activities.

2.1.3 Planning Recreational Activities

Recreational activities for early years children refer to enjoyable and play-based pursuits designed to entertain and engage, while also promoting the development of strength and coordination. These activities involve a range of physical movements and interactions, such as running, jumping, climbing, and playing games, which contribute to the enhancement of muscular strength and overall coordination. The emphasis is on creating a fun and stimulating environment that encourages children to be active and explore various physical movements, fostering both their physical and cognitive development.

Recreational activities encompass playful exercises, games, and activities designed to foster enjoyment, motor skill development, and a positive introduction to an active lifestyle.

Benefits recreational activities : Recreational activities for early years children, emphasizing strength and coordination, offer benefits such as:

1. **Physical Development:** Playful activities contribute to the development of muscles, bones, and overall physical fitness.
2. **Coordination Skills:** Engaging in various movements enhances fine and gross motor skills, improving coordination.
3. **Cardiovascular Health:** Active play promotes cardiovascular fitness, supporting a healthy heart and circulation.
4. **Social Interaction:** Group recreational activities encourage social skills, cooperation, and teamwork.
5. **Cognitive Development:** Physical play stimulates cognitive functions, enhancing spatial awareness and problem-solving.
6. **Confidence Building:** Achieving physical milestones in recreational activities boosts a child's self-confidence.

Designing leisure activities for young children entails crafting a versatile and captivating schedule that caters to their physical, cognitive, social, and emotional growth. Below is an example of a daily schedule featuring a range of recreational activities:

Morning:

- Circle Time (20 minutes):
 - Welcome and morning songs.
 - Brief discussion of the day's activities.
- Arts and Crafts (30 minutes):
 - Creative expression through drawing, coloring, or simple crafts.
 - Use various materials such as paper, glue, markers, and safe scissors.
- Snack Time (15 minutes):
 - Provide a nutritious snack and encourage social interaction during snack time.
- Midday:
- Outdoor Play (45 minutes):
 - Free play on the playground equipment.
 - Organize group games like "Simon Says" or "Duck, Duck, Goose."

- Lunch (30 minutes):
 - Balanced lunch with an opportunity for social interaction.
 - Discussing healthy eating habits.
- Music and Movement (30 minutes):
 - Dance and movement activities to music.
 - Introduce simple instruments or props for creative expression.
- Free Play (20 minutes):
 - Unstructured playtime with age-appropriate toys and games.
 - Encourage children to use their imagination.
- Evening:
- Nature Exploration (20 minutes):
 - Short nature walk to observe plants, insects, or seasonal changes.
 - Collecting and discussing natural items.

When crafting plans, it's crucial to consider that activities are suitable for the age group and maintain a focus on safety.

- Remain adaptable, tailoring activities to match the children's interests and energy levels.
- Maintain a harmonious blend of structured and unstructured activities.
- Foster social interaction and collaboration through planned opportunities.
- Integrate both indoor and outdoor activities for a diverse experience.
- Ensure a safe and comfortable setting for all planned activities.

This daily schedule seeks to provide a comprehensive and enjoyable learning experience for young children. Modify activity durations according to attention spans and energy levels, recognizing the vital role recreational activities play in promoting holistic development.

2.1.4 Planning Sports Activities

Designing sports activities for young children requires establishing an enjoyable and developmentally suitable setting that fosters physical activity, teamwork, and skill enhancement. Here's an example plan for sports activities:

Warm-Up (15 minutes):

- Animal Movements:
 - Encourage children to imitate various animal movements (e.g., bear crawls, bunny hops) to warm up their muscles.
- Stretching:
 - Lead simple stretches to improve flexibility, emphasizing major muscle groups.
- Introduction to Sports (15 minutes):
- Sport Introduction:
 - Briefly introduce a specific sport (e.g., soccer, basketball, or tennis).
 - Discuss basic rules and show equipment used in the chosen sport.
- Skill Development (30 minutes):
- Station-Based Activities:
 - Set up stations for different skills related to the chosen sport.
 - Example stations:
 - Soccer: Dribbling through cones.
 - Basketball: Shooting hoops into low baskets.
 - Tennis: Practicing swings with a soft ball and racquet.

- Team Games (20 minutes):
 - Organize simple team-based games that focus on teamwork and coordination.
 - Example games:
 - Soccer: Mini-scrimmages with small goals.
 - Basketball: Passing and catching games.
 - Relay races: Incorporate running and teamwork.
 - Cool Down (10 minutes):
 - Cooling Stretches:
 - Lead calming stretches to relax muscles and improve flexibility.
 - Incorporate stretching exercises that mimic animals (e.g., flamingo balances).
 - Free Play (15 minutes):
- Sports Equipment Exploration:**
- Allow children to explore sports equipment freely.
 - Encourage them to practice the skills they learned during the session.

This exemplar plan seeks to acquaint young children with the pleasures of sports, emphasizing foundational skills and collaboration. Adjust the activities to align with the unique interests and requirements of the children under your supervision.

2.2 Plan Activities for Developing Cognitive Skills

2.2.1 Cognitive Skills-Reading, Writing and Numeracy

Reading Skill

Here are a variety of activities that can help develop cognitive skills in reading for early years children:

1. Interactive Storytime:

- Read aloud engaging and interactive stories.
- Encourage children to ask questions about the story.
- Use expressive voices and gestures to make the story come alive.

2. Story Sequencing:

- After reading a story, provide picture cards representing key events.
- Have children arrange the cards in the correct sequence to reinforce understanding of story structure.

3. Rhyming Games:

- Play rhyming games where children identify words that rhyme.
- Use rhyming books and songs to enhance phonemic awareness.

4. Alphabet Recognition:

- Create an alphabet wall with letters and corresponding pictures.
- Play games where children find objects that start with specific letters.

5. Word Hunt:

- Hide simple words around the room and have children find them.
- Encourage them to read the words aloud when found.



6. Sight Word Bingo:

- Create bingo cards with common sight words.
- Call out words, and children mark them on their cards.

7. Create a Story:

- Provide a set of picture cards or story elements.
- Have children create their own stories using the cards.

8. Letter Tracing:

- Use worksheets or a whiteboard for letter tracing.
- Encourage proper letter formation through tactile activities.

9. Book Discussions:

- After reading a book, have a group discussion.
- Ask open-ended questions about the characters, plot, and their favourite parts.

10. Story Retelling:

- Encourage children to retell a story in their own words.
- Use props or drawings to aid in retelling.

11. Create a Reading Corner:

- Design a cozy reading corner with comfortable seating and a variety of books.
- Allow children to explore and choose books during free time.

12. Story Building Blocks:

- Use building blocks with images or words on them.
- Have children create a tower while making up a story based on the blocks they choose.

To adapt these activities based on the children's age, developmental level, and interests. Consistency and positive reinforcement are key to fostering a love for reading and building strong cognitive skills in early years children.

Writing Skill

Presented are diverse activities crafted to enhance cognitive skills in writing for young children in their early years.

1. Name Tracing:

- Provide each child with a laminated sheet or a whiteboard with their name written in dots.
- Encourage them to trace the dots to practice forming the letters of their name.

2. Sensory Writing Tray:

- Fill a shallow tray with materials like sand, salt, or rice.
- Children can use their fingers or small tools to write letters or draw shapes in the sensory material.

3. Rainbow Writing:

- Choose a letter or a simple word.
- Children trace the letter or word multiple times using different colored pencils to create a rainbow effect.

4. Letter Hunt:

- Scatter large foam letters around the room.
- Children find the letters and then write them on a piece of paper.

5. Playdough Letter Formation:

- Provide playdough for children to roll into snakes.
- They can use the snakes to form letters on a flat surface.

6. Sticker Stories:

- Give each child a sheet of paper with a simple background (e.g., a park).
- Children create a story by adding stickers and then attempt to write or dictate sentences about their picture.

7. Alphabet Puzzle Hunt:

- Hide puzzle pieces with letters around the room.
- Children find the pieces and assemble the puzzle, saying the letter names as they go.

8. Story Dictation:

- After reading a short story, ask children to dictate their version of the story to an adult.
- The adult writes down their words, and they can illustrate the story afterward.

9. Connect the Dots:

- Create dot-to-dot worksheets with numbers or letters.
- Children connect the dots and then try to write the complete shape or letter.

10. Nature Writing:

- Take a nature walk and collect small items like leaves or pebbles.
- Children arrange the items to form letters or words.

11. Interactive Writing Wall:

- Create a dedicated writing wall where children can display their writing or drawings for everyone to see.

Adjust these activities to align with the children's age and developmental stage. The objective is to cultivate a sense of enjoyment and make writing a seamless part of their daily experiences.

Numeracy Skill

Fostering cognitive skills in numeracy for young children in their early years entails incorporating engaging activities to facilitate a grasp of fundamental math concepts.

1. Counting with Fingers:

- Encourage children to count their fingers and toes.
- Incorporate rhymes or songs that involve finger counting.

2. Number Songs and Rhymes:

- Introduce songs and rhymes that focus on counting and number recognition.
- Use visual aids or props to represent numbers in the songs.

3. Number Recognition Games:

- Play games that involve identifying and recognizing numbers.
- Use flashcards, number cards, or objects with numerals on them.

4. Counting Objects:

- Provide a variety of small objects like beads, blocks, or buttons.
- Have children count and group the objects into sets.

5. Nature Counting:

- Take a nature walk and count natural elements like flowers, leaves, or rocks.
- Encourage children to verbally express the quantity they observe.

6. Counting Steps:

- Count steps as children climb stairs or walk around.
- Use this opportunity to introduce the concept of one-to-one correspondence.

7. Counting Fruits or Snacks:

- Use fruits or snacks like grapes or crackers.
- Ask children to count and eat one piece at a time, reinforcing counting skills.

8. Number Tracing:

- Provide large cards with numbers for tracing.
- Use various materials like sand, playdough, or fabric for a tactile experience.

9. Number Matching:

- Create a simple matching game with numbered cards and corresponding objects or pictures.
- Children match the number with the correct set.

10. Number Hopscotch:

- Draw a hopscotch grid with numbers.
- Children jump to the numbered squares while counting aloud.

11. Pattern Recognition:

- Introduce simple patterns using objects or colors.
- Encourage children to continue the pattern.

12. Dice Games:

- Use large dice with dots or numbers.
- Roll the dice and have children count the dots or recognize the number.

13. Shape Hunt:

- Explore shapes by going on a shape hunt around the room or outdoor area.
- Identify and count objects with specific shapes.

14. Math Puzzle Mats:

- Provide puzzle mats with numbers or dots.
- Children connect the mats to form a larger puzzle while counting.

Ensure these activities are enjoyable and interactive, motivating children to explore and delight in the realm of numbers. Adjust the activities according to the developmental stage and interests of the children.

Comprehensive plan for developing cognitive skill-Reading, Writing, Numeracy for early years children's

A comprehensive plan for developing cognitive skills in early years children encompasses a balanced approach to reading, writing, and numeracy. Incorporating interactive storytelling and picture books cultivates early literacy skills, while activities like sensory writing trays and playdough letter formations enhance fine motor skills necessary for writing. Numeracy development is facilitated through engaging counting games and hands-on activities, promoting a foundational understanding of numbers. Regular interactive sessions, such as nature walks and puzzle play, stimulate cognitive abilities, fostering curiosity and problem-solving skills. Creating a supportive and inclusive learning environment that integrates play-based learning ensures a well-rounded cognitive development plan for early years children.

An inclusive schedule encompassing activities designed to enhance cognitive skills in reading, writing, and numeracy for young children in their early years.

Morning:**1. Circle Time (15 minutes):**

- Morning Songs and Rhymes:
- Incorporate songs and rhymes that involve counting, letters, and basic math concepts.
 - o Use movement and gestures to engage children.

2. Literacy Activity (20 minutes):

- Letter of the Day:
- Introduce a letter of the day. Discuss its sound and encourage children to find objects that start with that letter.
- Create a simple chart with the letter, associated objects, and words.

3. Math Exploration (15 minutes):

- Counting Objects:
- Use everyday objects like toys or blocks for counting activities.
- Group objects and count them together.

Midday:**4. Arts and Crafts (30 minutes):**

- Math Art:
- Create art projects that involve counting or basic shapes.
- For example, making a collage with a specific number of items.

5. Fine Motor Skills (20 minutes):

- Number Tracing:
- Provide worksheets or a whiteboard for tracing numbers.
- Use playful approaches to make it interactive.

Afternoon:**6. Literacy and Numeracy Integration (20 minutes):**

- Story Problems:
- Integrate literacy and numeracy by creating simple story problems.
- For example, "If there are three apples and two more are added, how many apples are there in total?"

7. Writing Practice (15 minutes):

- Name Writing:
- Practice writing names using individual whiteboards or worksheets.
- Encourage correct letter formation.

8. Counting Games (15 minutes):

- Number Bingo:
- Play a simple game of Bingo with numbers instead of traditional bingo cards.
- Call out a number, and children mark it if they have it.

Evening:**9. Book Exploration (20 minutes):**

- Book and Count:
- Read a story that involves counting or numbers.
- Ask questions related to the story, such as counting characters or objects.

10. Number Recognition (15 minutes):

- Number Hunt:
- Hide numbered cards around the room or outdoor area.
- Children find the cards and identify the numbers.

Before Bed:**11. Bedtime Story (15 minutes):**

- Interactive Bedtime Story:
- Read a bedtime story that involves problem-solving or counting.
- Discuss the story and ask questions about numbers and characters.

Notes:

- Stay adaptable and modify activities according to the child's age and developmental stage.
- Blend visual, auditory, and kinesthetic elements in the activities.
- Integrate props, visuals, and hands-on materials to enhance engagement.
- Foster a positive and encouraging learning environment.

Regular exposure to diverse activities that incorporate reading, writing, and numeracy skills aids in establishing a robust foundation for cognitive development in early years children. Customize the plan to accommodate the unique needs and interests of the children under your care.

2.2.2 Activities to be Organised—Games, Singing and Dancing

Games

Organizing games for early years children is of utmost importance as it fosters holistic development. Through play, children enhance their physical coordination, social skills, and cognitive abilities. Games provide a joyful avenue for learning, promoting essential life skills such as teamwork and resilience. Additionally, the interactive and imaginative nature of play contributes to emotional well-being, allowing children to express themselves creatively. Engaging in games at an early age not only establishes a foundation for academic readiness but also instils a positive attitude towards learning, encouraging a healthy and active lifestyle.

Organized games for early years children should be designed to be fun, engaging, and developmentally appropriate. Here are some ideas for organized games that cater to the needs and interests of children:

1. Duck, Duck, Goose:

- Children sit in a circle, and one child walks around, tapping others on the head, saying "Duck, duck, goose."
- When they say "Goose," the tapped child stands up and chases the first child around the circle.



2. Simon Says:

- A leader gives commands starting with "Simon says" (e.g., "Simon says touch your nose").
- Children follow the command only if "Simon says" is said; if not, they stay still.

3. Musical Chairs:

- Set up chairs in a circle, one less than the number of children.
- Play music while children walk around the chairs. When the music stops, they must find a chair to sit in.



4. Obstacle Course:

- Create a simple obstacle course using cushions, cones, or tunnels.
- Children navigate through the course, promoting coordination and gross motor skills.

5. Balloon Volleyball:

- Use a soft balloon as a volleyball, and encourage children to hit it back and forth over a "net" (a rope or a line on the floor).





6. Parachute Games:

- Use a large parachute for group activities.
- Lift the parachute up and down, toss soft balls on it, or have children run underneath.

7. Animal Charades:

- Children take turns acting out different animals while others guess.
- This promotes creativity, movement, and social interaction.

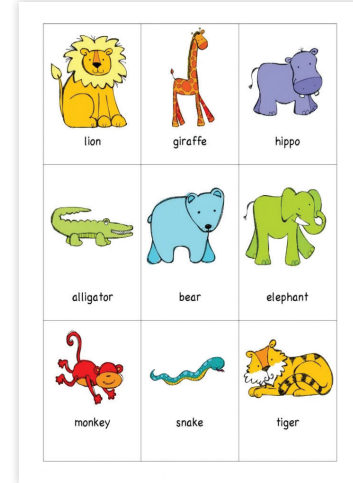
8. Color Matching Hunt:

- Hide colored objects around the play area.
- Call out a color, and children find and bring back an item of that color.



9. Ring Toss:

- Set up rings or hoops on the ground.
- Children toss rubber rings, trying to land them on cones or other targets.



10. Feather Balance:

- Give each child a feather and challenge them to balance it on their hand or nose.
- This activity promotes focus and fine motor skills.



Singing

Singing holds significant importance for early years children as it plays a pivotal role in their overall development. Beyond being a joyful and engaging activity, singing enhances language development, aiding in vocabulary expansion and phonemic awareness. It promotes social interaction, fostering a sense of community and cooperation. Additionally, rhythmic elements in songs contribute to the development of motor skills and coordination. Singing also nurtures creativity, self-expression, and emotional well-being, providing a versatile tool for early childhood education that spans cognitive, social, and emotional domains.

Organized singing activities for early years children are a wonderful way to promote language development, rhythm, and social interaction. Here are some organized singing ideas for young children:

1. Good Morning Circle Song:

Good morning song for early years children can be a fun and engaging way to start their day. Here's a simple and cheerful morning song for you:

Good morning, rise and shine,
 Sunlight's warmth, a day divine.
 Open your eyes, greet the light,
 Embrace the joy, feel so bright.
 Good morning, world, let's start the day,
 With laughter, love, in our own way.

Clap your hands, stomp your feet,
Morning's rhythm, oh-so sweet!
Stretch and yawn, a brand new start,
Feel the beat of your happy heart.
Birds are singing, skies so blue,
Good morning, world, to each of you!

- Gather children in a circle and sing a lively "Good Morning" song.
- Include actions or movements to engage them in the morning routine.

2. Counting Songs:

- Use counting songs to reinforce numeracy skills.
- Incorporate fingerplays or movements for each number.

3. Alphabet Song:

- Sing the traditional alphabet song to familiarize children with letter names.
- Use visuals or flashcards to accompany each letter.

4. Color Song:

- Sing a song that introduces and reinforces colors.
- Use colored props or images for visual recognition.

5. Shape Song:

- Introduce a song that highlights different shapes.
- Include activities where children mimic the shapes with their bodies.

6. Movement Songs:

- Incorporate songs that involve movement (e.g., "Head, Shoulders, Knees, and Toes").
- Encourage children to follow along with the actions.

7. Animal Songs:

- Sing songs about different animals.
- Include movements or sounds associated with each animal.

Remember to use a variety of musical styles, tempos, and dynamics to keep the singing activities dynamic and enjoyable. Be enthusiastic and encourage children to participate actively in the singing experience.

Dancing

Dancing is of profound importance for early years children as it is a dynamic and expressive activity that contributes to their holistic development. Beyond promoting physical fitness and coordination, dancing enhances cognitive abilities by stimulating memory and pattern recognition. It fosters social skills through group activities, teaching children about collaboration and communication. Dancing also serves as a creative outlet, allowing young children to express emotions and develop a sense of individuality. Moreover, the joy and rhythm associated with dancing contribute to a positive and energetic learning environment, making it a valuable tool for early childhood education. Organized dancing activities for early years children can be a fun and energetic way to promote physical development, coordination, and social interaction. Here are some organized dancing ideas for young children:

1. Free Dance:

- Play lively music and allow children to dance freely.
- Encourage them to move their bodies in different ways.





2. Animal Dance:

- Introduce a dance where children imitate the movements of various animals.
- Use music with corresponding animal sounds.

3. Colour Dance:

- Assign each color a movement (e.g., red for jumping, blue for twirling).
- Play music and call out colors for children to dance accordingly.

4. Rainbow Ribbon Dance:

- Provide colorful ribbons or scarves.
- Play music and encourage children to dance, twirl, and move the ribbons to the beat.

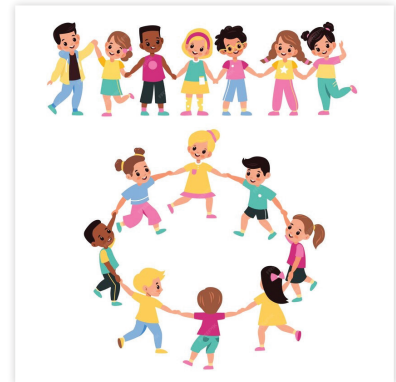


5. Action Song Dance:

- Choose action songs that involve specific movements (e.g., "Head, Shoulders, Knees, and Toes").
- Perform the actions while singing.

6. Circle Dance:

- Form a circle and dance together.
- Incorporate handholding or linking arms for a sense of togetherness.



7. Dance Scarf Routine:

- Provide scarves and create a dance routine.
- Children can twirl, wave, and move the scarves to the music.



8. Dance with Props:

- Use props like hula hoops, pom-poms, or rhythm sticks.
- Incorporate them into a dance routine for added fun.

9. Follow the Leader Dance:

- Take turns being the leader.
- The leader chooses dance movements, and others follow along.



10. Weather Dance:

- Create dance movements that represent different weather conditions (e.g., rain, sunshine, wind).
- Play music that matches the weather theme.

11. Partner Dance:

- Pair children and teach them simple partner dance moves.
- Encourage cooperation and coordination.



12. Disco Dance Party:

- Create a disco atmosphere with colorful lights and upbeat music.
- Encourage children to dance freely and express themselves.

Ensure the selection of music and movements is suitable for the children's age, and encourage creative self-expression through dance. These activities not only enhance physical fitness and rhythm but also foster social skills in a fun and interactive manner.

2.3 Manage Class

This refers to the skills and strategies used by an instructor to effectively manage a group of individuals in a class setting. It involves organizing activities, maintaining discipline, and creating a positive learning environment.

2.3.1 Designing Time Table

Crafting a schedule for young children entails developing a well-rounded timetable that encompasses various activities to nurture their cognitive, physical, social, and emotional development. Provided below is an example timetable for early years children:

Morning:

1. 8:00 am - 8:30 am: Arrival and Welcome:
 - Greet children and parents warmly.
 - Set up a welcoming area with a morning activity or puzzle.
2. 8:30 am - 9:00 am: Circle Time:
 - Start with a morning song and simple stretches.
 - Discuss the day's activities and any special announcements.



3. 9:00 am - 9:30 am: Language and Literacy:
 - Read a story or engage in a storytelling session.
 - Introduce a letter or a theme related to language development.
4. 9:30 am - 10:00 am: Snack Time:
 - Provide a nutritious snack.
 - Encourage social interaction during snack time.
5. 10:00 am - 10:45 am: Outdoor Play:
 - Allow children to engage in free play outdoors.
 - Provide a variety of play equipment for physical development.

Midday:

6. 10:45 am - 11:15 pm: Creative Arts:
 - Engage in art and craft activities.
 - Provide materials for drawing, painting, or simple crafts.
7. 11:15 pm - 12:00 pm: Lunchtime:
 - Serve a well-balanced lunch.
 - Encourage table manners and social interaction during meals.

Afternoon:

8. 12:00 pm - 12:30 pm: Math and Numeracy:
 - Introduce simple math concepts through games and activities.
 - Use hands-on materials for counting and basic numeracy skills.
9. 12:30 pm - 1:00 pm: Group Play and Social Skills:
 - Facilitate group play activities to enhance social skills.
 - Encourage sharing, cooperation, and communication.

Afternoon:

10. 1:00 pm - 1:30 pm: Storytime and Music:
 - Read a story or have a music session.
 - Encourage movement and expression through music.
11. 1:30 pm - 2:00 pm: Free Play and Exploration:
 - Allow children to engage in free play with various toys.
 - Provide opportunities for imaginative play.
15. 2:00 pm - 2:30 pm: Home Time and Goodbye:
 - Engage in a closing circle time.
 - Share highlights of the day and say goodbye to children and parents.

Notes:

- Ensure seamless transitions between activities, allowing time for children to adapt.
- Remain adaptable and responsive to the children's needs and interests.
- Integrate a combination of structured and unstructured activities.
- Create a secure and stimulating environment that promotes exploration and creativity.

This timetable functions as a general reference. Modifications can be implemented to align with the particular needs, preferences, and regulations of your early years program.

2.3.2 Under Standing Duration of Activities as Per Learning Outcomes

Recognizing the appropriate duration of activities for early years children is vital to attain specific learning objectives.

It's important to note that young children have shorter attention spans and grasp concepts more effectively through play and hands-on experiences. Here are some broad principles to take into account:

1. Short and Varied Activities:

- Plan activities that last 10 to 20 minutes.
- Rotate between different types of activities (e.g., sensory play, storytelling, art) to keep children engaged.

2. Age-Appropriate Durations:

- Adjust the duration based on the age of the children.
- Younger children may have even shorter attention spans, while older preschoolers may engage in activities for a bit longer.

3. Sensory Breaks:

- Incorporate short sensory breaks between activities.
- These breaks can include movement activities, music, or brief outdoor play to refresh and refocus children.

4. Transition Times:

- Allow time for smooth transitions between activities.
- Keep transitions short and use cues like songs or visuals to signal upcoming changes.

5. Individual and Group Needs:

- Consider the individual needs of children.
- Some children may need more time for certain activities, while others may prefer quick transitions.

6. Learning Goals:

- Align the duration with specific learning goals.
- If the goal is fine motor skill development, plan shorter activities with manipulatives. For language development, incorporate storytelling and conversation.

7. Observe and Adjust:

- Pay attention to children's engagement levels during activities.
- If you notice waning interest, be ready to adapt or switch to a different activity.

8. Structured and Unstructured Time:

- Balance structured learning activities with unstructured play.
- Unstructured play allows children to explore and create on their own, fostering creativity and independence.

9. Outdoor Play:

- Prioritize outdoor play for a portion of the day.
- Children often benefit from longer periods of outdoor exploration and physical activity.

10. Flexibility:

- Be flexible in your approach.
- If an activity is particularly engaging, be open to extending its duration. Conversely, if an activity is not capturing interest, move on to the next.

11. Reflect and Assess:

- Reflect on the effectiveness of activities.
- Regularly assess learning outcomes and adjust the duration or content of activities accordingly.

The crucial aspect is to establish a comprehensive and developmentally suitable schedule that takes into account the individual needs of each child. Regular observations and adjustments to the duration of activities will contribute to building a positive and efficient learning environment for young children.

Summary

- ❖ Engaging in activities that promote physical strength and coordination not only contributes to overall well-being but also lays the foundation for a healthy and active lifestyle.
- ❖ Activities that promote overall physical development muscle strength in a fun and engaging manner.
- ❖ Enhancing physical coordination in early years children involves activities that focus on balance, spatial awareness, and fine motor skills.
- ❖ Enhancing physical strength and coordination in early years children involves a variety of activities, many of which can be done with minimal resources.
- ❖ Designing daily routines to enhance strength and coordination in young children requires a combination of organized and spontaneous activities.
- ❖ Designing leisure activities for young children entails crafting a versatile and captivating schedule that caters to their physical, cognitive, social, and emotional growth.
- ❖ Designing sports activities for young children requires establishing an enjoyable and developmentally suitable setting that fosters physical activity, teamwork, and skill enhancement.
- ❖ Adapt activities based on the age and abilities of the children, and always prioritize safety. Encourage a positive and supportive atmosphere to make physical activities enjoyable for everyone involved.
- ❖ Promoting physical strength in early years children is essential for their holistic development.
- ❖ Through a combination of structured activities and creative play, children can build the foundation for a healthy and active lifestyle while having fun and developing important motor skills.
- ❖ Encouraging a positive and playful approach to physical activity during these formative years sets the stage for a lifelong appreciation of fitness and well-being.
- ❖ Singing holds significant importance for early years children as it plays a pivotal role in their overall development.
- ❖ Beyond promoting physical fitness and coordination, dancing enhances cognitive abilities by stimulating memory and pattern recognition.
- ❖ A comprehensive plan for developing cognitive skills in early years children encompasses a balanced approach to reading, writing, and numeracy.
- ❖ Crafting a schedule for young children entails developing a well-rounded timetable that encompasses various activities to nurture their cognitive, physical, social, and emotional development.
- ❖ Recognizing the appropriate duration of activities for early years children is vital to attain specific learning objectives.
- ❖ It's important to note that young children have shorter attention spans and grasp concepts more effectively through play and hands-on experiences.

Glossary

- 1. Physical Strength** : ability of a person's muscles to exert force or apply pressure
- 2. Animal Walks** : a set of movements inspired by the way animals walk or crawl
- 3. Tag Games** : physical activities or games where participants try to tag or touch each other, usually involving chasing and evading
- 4. Bodyweight Exercises** : physical exercises that use the body's own weight as resistance, without the need for additional equipment
- 5. Squats** : lower body exercise involving bending knees and hips
- 6. Spatial Awareness** : understanding one's body in relation to the surrounding space
- 7. Phonemic Awareness** : recognizing and manipulating sounds in spoken language
- 8. Animal Charades** : acting out animal behaviours without speaking
- 9. Inclusive Activities** : activities designed for participants of all abilities
- 10. Adapted Games** : modifying games to suit different needs and abilities
- 11. Hopscotch Grid** : markings on the ground for playing hopscotch



Exercises

CBSE Textbook Questions with Answers

2.1 Activities for Increasing Physical Strength and Coordination

Check Your Progress

Use the following checklist to see if you have met all the requirements for assessment activity.

Part A

A. Multiple Choice Question:

- What is the benefit of regular physical activity?

<i>(a)</i> Keeps you physically and mentally fit <input type="checkbox"/>	<i>(b)</i> Can produce long term health benefits <input type="checkbox"/>
<i>(c)</i> Keep you physically active <input type="checkbox"/>	<i>(d)</i> All of the above <input type="checkbox"/>
- What is Age-appropriate activity?

<i>(a)</i> Same activity for all age group <input type="checkbox"/>	<i>(b)</i> Usage of maximum props <input type="checkbox"/>
<i>(c)</i> Should be in relation with the proper age bracket <input type="checkbox"/>	<i>(d)</i> None of the above <input type="checkbox"/>
- Identify the activity to develop Co-ordination?

<i>(a)</i> Throwing and catching <input type="checkbox"/>	<i>(b)</i> Balancing on edge of the block <input type="checkbox"/>
<i>(c)</i> Running <input type="checkbox"/>	<i>(d)</i> Galloping around the room <input type="checkbox"/>

Ans. 1. *(d)* 2. *(c)* 3. *(a)*

Part B

Column A

- (a)* Action
- (b)* Balance
- (c)* Coordination

Column B

- (i)* Drop and catch
- (ii)* kipping and Galloping
- (iii)* Balance on right leg

Ans. *(a)* *(ii)* *(b)* *(iii)* *(c)* *(i)*

Part C

Subjective question:

- Explain ABC Framework.

Ans. A – Action – Running, Jumping, Hopping, Sliding
 B – Balance – Body Balance, Transferring of Weight
 C – Coordination – Throwing, Catching, Kicking, Striking

- Why should we plan age appropriate lesson (on-ground)?

Ans. Planning age-appropriate lessons in physical education is essential to address the developmental needs and abilities of students, ensuring engagement, safety, and effective learning experiences tailored to their age group.

2.2 Manage Class

Check Your Progress

To make the Physical Education classes effective, it should incorporate the following points:

A. Fill in the blanks:

- Class should be divided into groups.

2. Activities, props and equipment should be
3. Use as many props and equipment as possible. The desirable props to child ration should be
4. Activities should be so as to encourage children to participate.
5. Activities should be and

Answers: 1. smaller 2. age appropriate 3. 1:1 4. enjoyable 5. structured and planned properly

B. Match the column:

Column A

- (a) Age Appropriate
- (b) Activities and lessons
- (c) Drive improvement

Column B

- (i) Structured and planned properly
- (ii) To encourage and motivate
- (iii) Activities and props

Ans. (a) (iii) (b) (i) (c) (iii)

Part B

Differentiate between

1. Inclusive and non-inclusive PE classes

Ans. Inclusive physical education classes accommodate students of diverse abilities, backgrounds, and needs, fostering an environment where everyone can participate. Non-inclusive classes may limit access for certain individuals, potentially excluding those with disabilities or unique requirements.

Part C

Subjective questions:

1. The elements of an effective PE classes.

Ans. Elements of an effective physical education class include well-defined learning objectives, varied and engaging activities, clear instructions, proper equipment, student participation, constructive feedback, and a focus on overall physical and mental well-being.

2. List the Mantras of Physical Activity.

Ans. Consistency, Variety, Intensity, Progression, Rest and Recovery, Enjoyment, Safety

Additional Questions with Answers

A. Choose the correct option.

(1 Mark)

1. A.B.C. Stands for

- (a) Average, balance, circulation
- (c) Action, balance, coordination

- (b) Action, balance, circuit
- (d) Active, body, creative

2. Which activity is not related to coordination

- (a) Throwing
- (c) Running

- (b) Catching
- (d) Kicking

3. Which is related to action activity

- (a) Running
- (c) a and b

- (a) Jumping
- (d) None of these

4. Body weight exercise develops

- (a) Strength
- (c) Action

- (b) Flexibility
- (d) All of these

5. Nature walk develops

- (a) Coordination
- (c) Cognitive skill

- (b) Balance
- (d) All of these

- | | | |
|-----------------------------|--------------------------|-----------------------|
| 6. Obstacle course develop | | |
| (a) Gross motor skill | <input type="checkbox"/> | (b) Fine motor skill |
| (c) a and b both | <input type="checkbox"/> | (d) None of these |
| 7. Story dictation develops | | |
| (a) Reading skill | <input type="checkbox"/> | (b) Numeracy skill |
| (c) Writing skill | <input type="checkbox"/> | (d) All of these |
| 8. Feather balance develops | | |
| (a) Gross motor skills | <input type="checkbox"/> | (b) Fine motor skills |
| (c) a and b | <input type="checkbox"/> | (d) None of these |

Answers:

- | | |
|-------------------------------|--------------------------|
| 1. (c) active, body, creative | 2. (c) Running |
| 3. (c) a and b | 4. (a) Strength |
| 5. (c) cognitive skill | 6. (a) gross motor skill |
| 7. (c) writing skill | 8. (b) fine motor skills |

B. Short Answer Type Questions.

(2 Marks)

1. What is climbing structure?
2. Write any two game/activity which develop physical strength.
3. Write any two game/activity which develop coordination/
4. What do you understand by everyday activities?
5. What do you understand by recreational activities?
6. Plan a activity for development of cognitive skill-reading.
7. Plan a activity for development of cognitive skill-writing.
8. Plan a activity for development of cognitive skill-numeracy.

C. Long Answer Type Questions.

(4 Marks)

1. Describe any two games of physical strength for early years children's.
2. Differentiate physical strength and coordination.
3. What do you understand by kicking game?
4. Differentiate outdoor and indoor game with suitable example.
5. What do you understand by adapted games?
6. What is team building game?
7. Describe any two games of coordination.
8. Describe any two activities which are helpful in develop eye- hand coordination.
9. How nature walk develops the cognitive skill?
10. How Hopscotch activity is helpful in development coordination?
11. How Catching bubbles activity is helpful in development coordination?
12. How scavenger hunt develop the cognitive skill in early years children's?
13. How playdough and clay activities develop the cognitive skill in early years children's?
14. Write any two activities which are helpful in the development of fine motor skill.
15. Write resources of any two activities.
16. Plan a activity for cognitive development.
17. Explain the understanding duration of activities.
18. Design time table for early year children's.



Activities

1. Prepare a plan for sports activity.
2. Prepare a comprehensive Plan for developing cognitive skill – reading, writing and numeracy.
3. Prepare any two game and write procedure of organisation game.
4. Prepare Time Table for early years children's.
5. On the basis of your own understanding prepare a various activity plan for early years children's.

Suggested Activities

1. List down the activities to be planned for everyday physical strength session.
2. Draw the diagram of area required for free play games and list down the equipment needed.
3. Prepare poster for the dancing and singing activity.
4. Discuss the various activities to cognitive skills.
5. Prepare a time table for the physical activity class.
6. Discussion on setting time duration for different activities.

About the Book

The realm of early childhood education and the vital role of an activity trainer dedicated to fostering the holistic development of young minds is a long journey. As you delve into the pages ahead, you will explore the nuanced and impactful world of engaging activities designed specifically for early years children. This book is crafted for those dedicated individuals who recognize the significance of the early years in shaping a child's future and who seek to provide purposeful, enjoyable, and developmentally appropriate activities.

From fostering creativity to developing social skills, this book aims to equip activity trainers with the insights and tools necessary to make a lasting impact on the formative years of the children they serve. Deep exploration of these facts will help you acknowledge the profound influence that a well-designed and thoughtfully executed early childhood activity program can have on a child's growth. Efforts in the book is made to lay positive and enriching future for your young ones.

About the Author

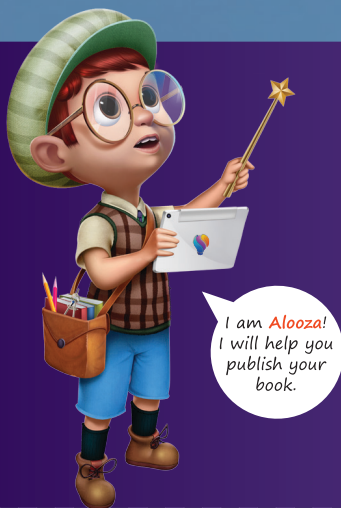
Dr DS Yadav is a dedicated author with a profound commitment to shaping the future of Physical Education through comprehensive and engaging Physical Education learning materials for school-level students. His academic qualifications are MPed., MPhil, NET, Ph.D. Thereafter he completed M.A. in (Education, Pol. Sc., Sociology and History). He has 35 years of enriching experience in the field of physical education. He has contributed in various capacities from head of the Pre-Service Department to Principal at the District Institute of Education & Training, New Delhi (DIETs SCERT, Delhi). He is a recipient of the "STATE TEACHER EDUCATORS' AWARD" 2022. To his credit, there are more than 20 research papers. He has contributed to NCERT textbooks on Physical Education for classes 6th-10th. He has also been acting as a key resource person in the various areas of Physical Education in the capacity of building program for in-service teachers.

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