

Secondary Stage



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10
CBSE

A Textbook of
**Physical Activity
Trainer**

Skill Education | CODE 418

Dr DS Yadav



FULLMARKS



A Textbook of Physical Activity Trainer

Skill Education | CODE 418

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Full Marks

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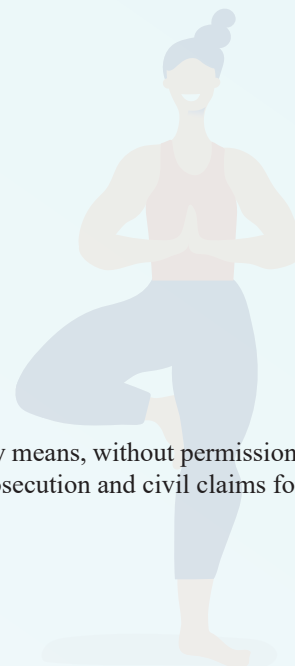
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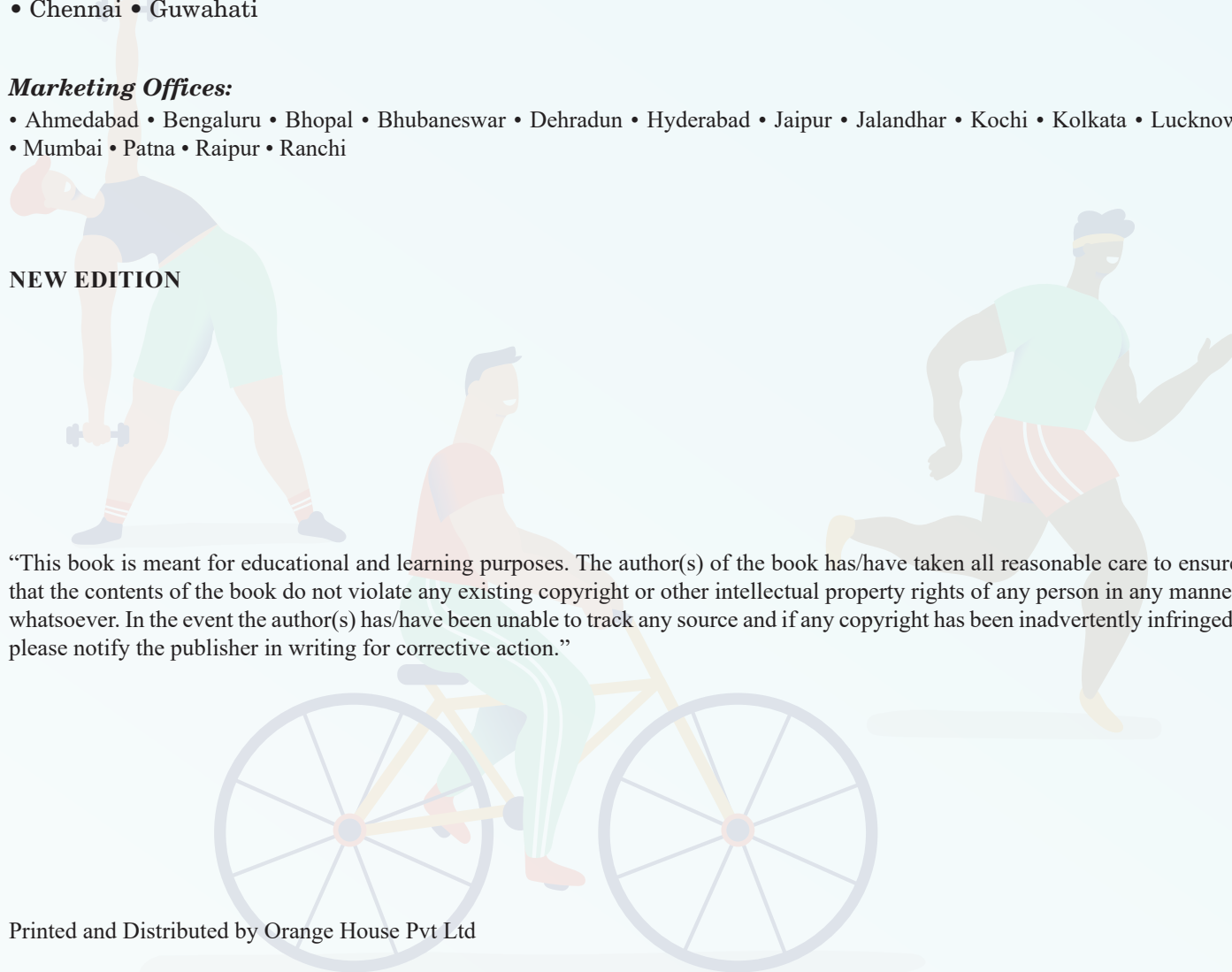
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Preface




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.

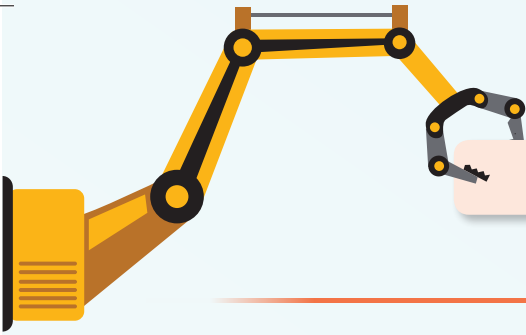
The role of an early years children's activity trainer is not merely about organizing play; it is a profound commitment to nurturing the cognitive, emotional, and physical well-being of our youngest learners. This book is crafted for those dedicated individuals who recognize the significance of the early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

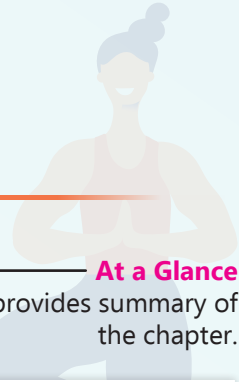
As we embark on this exploration, we acknowledge the profound influence that a well-designed and thoughtfully executed early childhood activity program can have on a child's growth. It is our hope that this book serves as a valuable resource for those dedicated to sculpting a positive and enriching foundation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

— Dr. Davender Singh Yadav





INSIDE THE BOOK



Learning Resources

Learning Outcomes

Students will be able to know about

LEARNING OUTCOMES //

1.1 Roles and Responsibilities of a Physical Activity Facilitator
1.2 Various Activities to be Conducted by the Physical Activity Facilitator

At a Glance

This section provides summary of the chapter.

Summary

- ◆ Lead and organize age-appropriate physical activities, ensure safety, promote active engagement, adapt activities for diverse needs, and foster a positive learning environment.
- ◆ Plan and implement structured physical activities, assess children's motor skills, collaborate with educators and parents, and promote health and wellness.
- ◆ Patience, enthusiasm, creativity, adaptability, communication skills, empathy, and a passion for promoting physical fitness and overall well-being in children.
- ◆ Tailoring activities and instructions to accommodate the number of children present and their varying levels of skill, ensuring engagement and learning are optimized.
- ◆ Conducting regular inspections of the environment to identify and mitigate potential hazards, ensuring the safety and well-being of the children.
- ◆ Actively listening to their concerns, providing clear and concise answers to their questions, and offering reassurance and support to ensure their confidence in the care and education provided for their children.
- ◆ Setting clear expectations and boundaries through age-appropriate language and consistent reinforcement to promote a safe, respectful, and cooperative environment conducive to learning and social development.

Glossary

This section contains definitions of important terms.

Glossary

1. **Academic Achievement** : The degree to which a teacher, student, or institution has fulfilled their immediate or long-term learning objectives
2. **Adhere** : Structure Plan- Any jurisdiction's structural plan will often have a textual component accompanied by 'plans,' maps, photos, drawings, tables, and diagrams. another in a professional situation is known as professional etiquette.
3. **Assessment** : The action or an instance of making a judgment about something
4. **Back Ward roll** : Attempt to rock back. Take a squat to begin. With your palms facing up towards the ceiling, hold your hands close to your body. They ought to be shoulder-height.
5. **Brainstorming** : A technique for solving problems in groups called brainstorming entails the impromptu sharing of original concepts and solutions. considered physical exercise.
6. **Constructive criticism** : Feedback techniques such as constructive criticism provide precise, doable suggestions for development and adjustment.
7. **Cooling Down** : A steady, progressive reduction in activity intensity, such as going from a strong run to an easy jog to a brisk stroll, is an efficient cool-down after exercise.

Sample Practical Work

Practical learning helps students learn more

PRACTICAL EXERCISE

Practical Part

The role of a physical activity trainer for early years children is multifaceted, focusing on facilitating engaging and developmentally appropriate physical activities that promote holistic growth and well-being. As a trainer, one must possess a deep understanding of early childhood development principles and design activities that foster gross motor skills, coordination, balance, and social interaction. Creating a safe and inclusive environment is paramount, ensuring that each child feels supported and encouraged to participate at their own pace. Through playful and creative approaches, physical activity trainers inspire a love for movement and lay the foundation for lifelong habits of health and fitness in young learners.

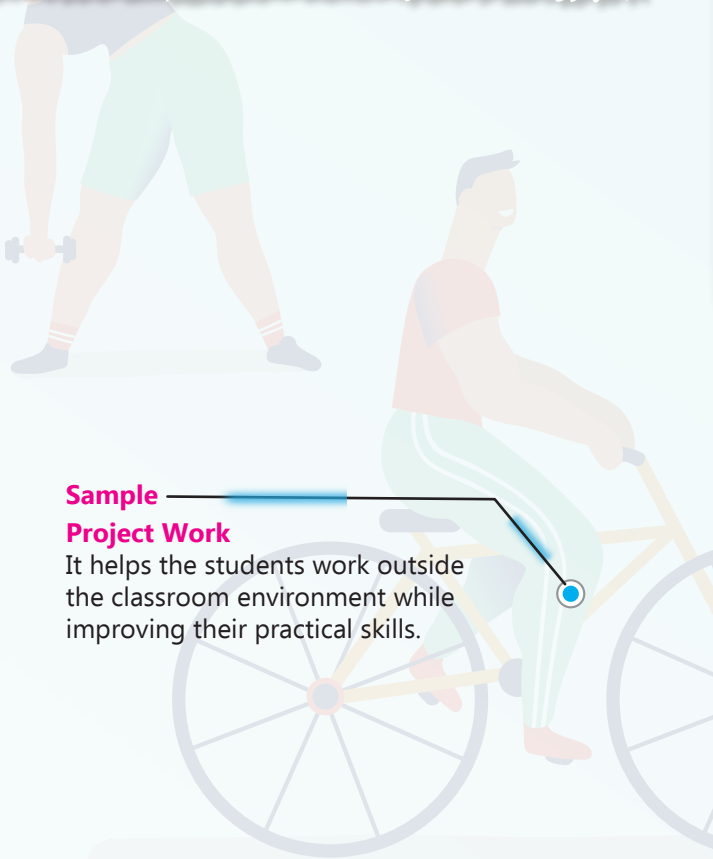
UNIT-1

Fostering discipline in early years students involves positive reinforcement and clear rule enforcement, promoting respect and responsibility. Mass drills offer efficiency and teamwork benefits but may limit creativity and individual attention. Identifying sports talent early enables tailored development opportunities, boosting confidence and motivation, yet care must be taken to avoid undue pressure on young children, prioritizing their enjoyment and well-being.

1.1.1 Methods of Discipline inculcation in early years students:

Discipline inculcation in early years students is crucial for their development and growth. Here are some effective methods:

1. **Consistent Routine:** Establishing a predictable routine helps young students understand expectations and boundaries. Consistency in schedule for activities like playtime, study time, and meals aids in teaching self-discipline.
2. **Positive Reinforcement:** Acknowledge and reward good behavior with praise, stickers, or small treats. Positive reinforcement encourages students to repeat desirable actions.
3. **Clear Expectations:** Clearly communicate rules and expectations using age-appropriate language. Make sure students understand what behaviors are acceptable and what are not.
4. **Modeling Behavior:** Teachers and caregivers should model the behavior they expect from students. Children often learn by observing adults, so demonstrating patience, respect, and responsibility sets a good example.



Sample Project Work

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

SAMPLE PROJECTS

PROJECT

TOPIC: Conduct School Assembly

Outcomes of Project:

- Planning a School Assembly
- Tasks Before the Assembly
- Task During the Day of Assembly
- Tasks After the Assembly
- Conclusion

Planning a School Assembly




A school assembly serves as a pivotal gathering where students and teachers convene in one space to collectively engage in various activities aimed at fostering a sense of community, sharing pertinent information, making announcements, and celebrating achievements. It's a momentous occasion that requires careful planning and execution to ensure its effectiveness and impact on the school community.

The school assembly serves as a versatile platform that can be utilized for a myriad of purposes, enriching the educational experience and fostering a sense of unity within the school community. Here's a more detailed breakdown of its potential uses:

Assessment Tools

Exercise

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



Exercises

CBSE Textbook Questions with Answers

A. Subject Questions.

1. What is the code and conduct for a physical activity facilitator?

Ans. The code of conduct for a physical activity facilitator for early years children involves promoting safety, inclusivity, and positive engagement, while adhering to professional standards and ethical practices to ensure a supportive and enriching environment for children's physical development.

2. What is personal and professional etiquette?

Ans. Personal and professional etiquette for early years children involves demonstrating kindness, patience, and respect, while maintaining appropriate boundaries and professionalism to foster a nurturing and supportive environment conducive to children's growth and development.

3. List at least three points that indicate that a physical activity facilitator collaborate with school staff parents and the community


Ans. (i) **Communication:** Regular communication with school staff, parents, and the community to share updates on physical activity programs, discuss children's progress, and address any concerns or feedback.
 (ii) **Coordination:** Collaborating with school staff, parents, and community members to organize events, workshops, or initiatives that promote physical activity and involve various stakeholders in supporting children's well-being.
 (iii) **Resource Sharing:** Sharing resources, such as educational materials, equipment, or expertise, with school staff, parents, and community partners to enhance the quality and effectiveness of physical activity programs for early years children.

4. List at least five points that indicate that a physical activity facilitator nurture each student's cognitive, physical, emotional and social development.

Ans. (i) **Individualized Instruction:** Tailoring physical activities to each child's cognitive, physical, emotional, and social abilities, ensuring inclusive participation and personalized learning experiences.
 (ii) **Encouraging Exploration:** Providing opportunities for children to explore various movements, challenges, and sensations, fostering cognitive development through problem-solving and decision-making.
 (iii) **Emotional Support:** Offering positive reinforcement, encouragement, and empathetic guidance during physical activities to promote emotional resilience, self-confidence, and self-regulation.
 (iv) **Social Interaction:** Facilitating group activities and cooperative games that encourage teamwork, communication, and conflict resolution skills, fostering social development and peer relationships.
 (v) **Safety and Well-being:** Prioritizing safety measures and providing a supportive environment where children feel physically and emotionally secure, enabling them to engage fully in physical activities and explore their potential.

Activity

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



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

A. Choose the correct option. (1 Mark)

1. Job Description of an Early Years Physical Activity Facilitator

(a) Make a Structure Plan	<input type="checkbox"/>	(b) Make a Schedule	<input type="checkbox"/>
(c) Lead and Manage the Event	<input type="checkbox"/>	(d) All of above	<input type="checkbox"/>
2. Qualities of Good Facilitator

(a) Create an Environment for learning	<input type="checkbox"/>	(b) Professional Etiquette,	<input type="checkbox"/>
(c) a and b	<input type="checkbox"/>	(d) Pledge to himself	<input type="checkbox"/>
3. Which activities are to be conducted by facilitators

(a) Athletics event	<input type="checkbox"/>	(b) Free Play	<input type="checkbox"/>
(c) Combative	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>
4. Which activity will you include for warming up exercise-

(a) Jogging	<input type="checkbox"/>	(b) Jumping	<input type="checkbox"/>
(c) Whole body exercise	<input type="checkbox"/>	(d) All of above	<input type="checkbox"/>
5. Set shot is related to

(a) Volley ball	<input type="checkbox"/>	(b) Basketball	<input type="checkbox"/>
(c) a and b	<input type="checkbox"/>	(d) a and c	<input type="checkbox"/>
6. Dribbling is related to

(a) Basket ball	<input type="checkbox"/>	(b) Volleyball	<input type="checkbox"/>
(c) Athletics	<input type="checkbox"/>	(d) All of above	<input type="checkbox"/>
7. How much time should be given to warming up

(a) 7-8 minutes	<input type="checkbox"/>	(b) 10-20 minutes	<input type="checkbox"/>
(c) 5-6 minutes	<input type="checkbox"/>	(d) 2-3 minutes	<input type="checkbox"/>
8. Risk management checks on the facility and equipment is

(a) Facility Assessment	<input type="checkbox"/>	(b) Age-Appropriate Materials	<input type="checkbox"/>
(c) Both (a) and (b)	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>
9. Question & Answer Sessions by the Facilitator is related to:

(a) Dealing with customers/Parents	<input type="checkbox"/>	(b) Teacher and student	<input type="checkbox"/>
(c) a and b	<input type="checkbox"/>	(d) None of these	<input type="checkbox"/>

Answers:

1. (d) All of above	2. (c) (a) and (b)
3. (b) Free Play	4. (d) All of above
5. (b) Basketball	6. (a) Basket ball
7. (a) 7-8 minutes	8. (c) Both (a) and (b)
9. (c) Both (a) and (b)	

Suggested Activities

It enhances soft skills and extra talent of students in a practical way.

Suggested Activities

1. Write a paragraph about importance of listing the equipment.
2. Prepare a flow chart on the steps of listing the equipment.
3. Prepare a report of equipment in school sports store room.
4. Prepare a report of sports equipment.

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: Roles and Responsibilities of Early Years Physical Activity Facilitator	16	16	10
	Unit 2: Assessment and Evaluation of Students	11	21	10
	Unit 3: Free-play	15	24	10
	Unit 4: Monitoring and Inventory Management	15	32	10
	Total	57	93	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 and Functions of Early Years Physical Activity Facilitator
- Unit 2: Assessment and Evaluation of Students
- Unit 3: Free-play
- Unit 4: Monitoring and Inventory Management

UNIT-1 – ROLES AND RESPONSIBILITIES OF EARLY YEARS PHYSICAL ACTIVITY FACILITATOR

Learning Outcomes	THEORY	PRACTICAL
1. Identify roles and responsibilities of a physical activity facilitator	1. Job description of an early years physical activity facilitator 2. Qualities of a good teacher	1. Discussion on the methods of discipline inculcation in students 2. Group discussion on pros and cons of mass drill 3. Discussion on the importance of talent identification in sports.

Learning Outcomes	THEORY	PRACTICAL
2. Describe the various activities to be conducted by the physical activity facilitator	<ol style="list-style-type: none"> 1. Conducting basketball and volleyball skill development sessions 2. Altering the programs to meet the participant turn out and skill level. 3. Arranging facilities and equipment for performing risk management checks on the facility. 4. Dealing with customers and answering questions. 5. Established rules and regulations and etiquette guidelines 6. Ensuring the completion of all administrative paperwork activity plans, and participant feedback. 7. Responding to situations requiring conflict resolution and emergency incidents, including first aid or CPR. 	

UNIT-2 – ASSESSMENT AND EVALUATION OF STUDENTS

Learning Outcomes	THEORY	PRACTICAL
1. Describe the various types and tools of assessment	<ol style="list-style-type: none"> 1. Meaning of assessment and evaluation 2. Diagnostic assessment 3. Skill assessment 4. Assessment tools and processes 	<ol style="list-style-type: none"> 1. Prepare a chart on difference between assessment and evaluation 2. Classroom discussion on which of the assessment is better formative or summative
2. Prepare assessment report and provide feedback	<ol style="list-style-type: none"> 1. Preparation of report <ul style="list-style-type: none"> • Information identification • Analysis of report • Conclusion and recommendation • Revise your report • Providing feedback 2. Steps of documenting feedback <ul style="list-style-type: none"> • Objectives of feedback 	<ol style="list-style-type: none"> 1. Slide presentation on steps of report preparation and feedback

UNIT-3 – FREE-PLAY

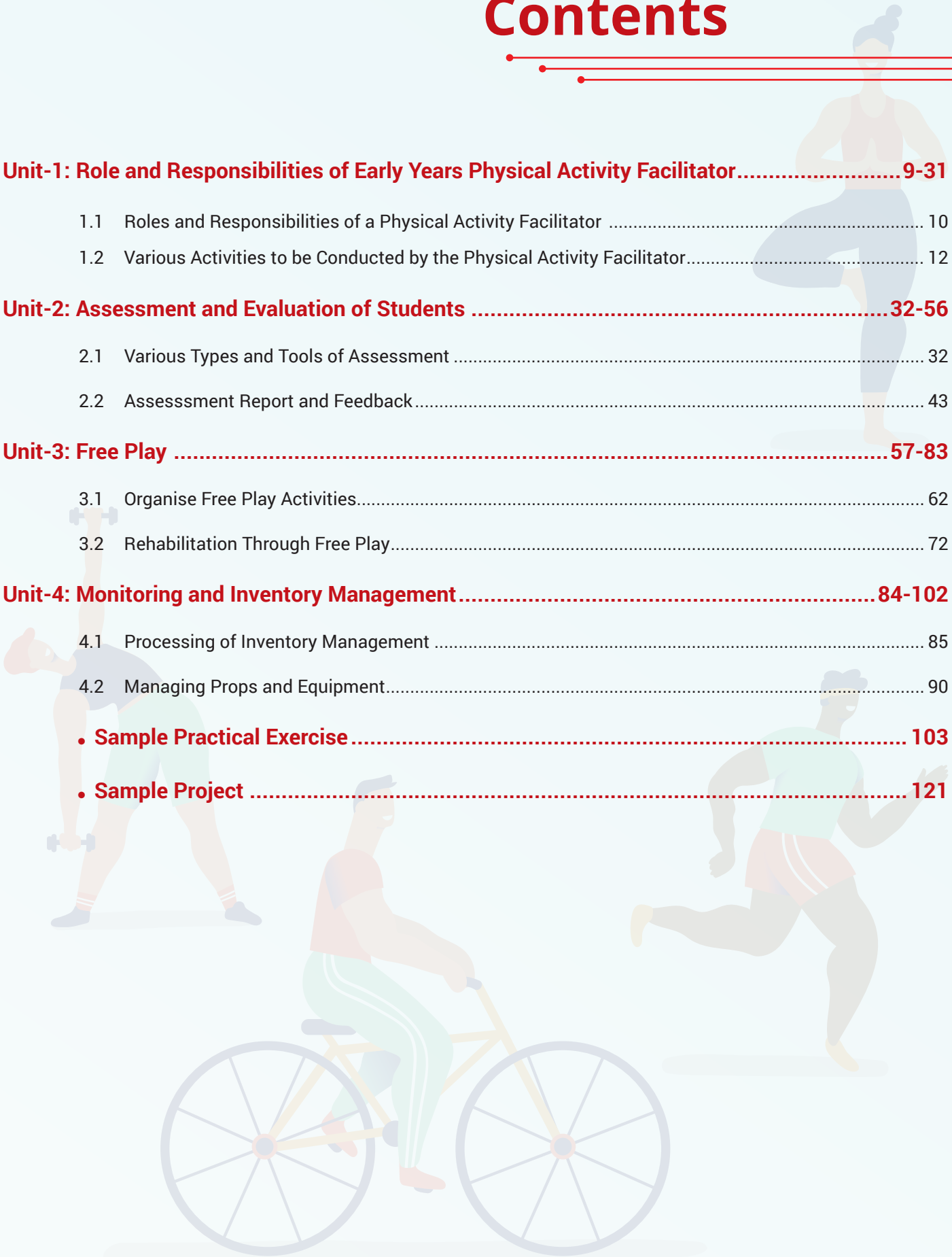
Learning Outcomes	THEORY	PRACTICAL
1. Describe the importance and purpose of free-play	<ol style="list-style-type: none"> 1. Free play 2. Components of free play 3. Importance of free play in student's life 4. Factors influencing recreational activities 	<ol style="list-style-type: none"> 1. Write a paragraph on importance of free play students life 2. Make a chart of factors influencing free play
2. Organize Free-play activities	<ol style="list-style-type: none"> 1. Objective of activity 2. Selection of suitable free play activity 3. Categorization and deviation of groups 4. Area selection 5. Equipment selection 6. Organization of free play activities 	<ol style="list-style-type: none"> 1. Group discussion on importance of categorization and grouping in recreational activities 2. Prepare a speech on equipment selection in free play activity
3. Demonstrate the knowledge of rehabilitation through free-play	<ol style="list-style-type: none"> 1. Role of free-play in rehabilitation 2. Heterogeneous to homogeneous group 3. Selection of suitable free play activity 4. Session timing and time table 5. Recording data of each session 	<ol style="list-style-type: none"> 1. Prepare a pie chart on rehabilitation through free play

UNIT-4 – MONITORING AND INVENTORY MANAGEMENT

Learning Outcomes	THEORY	PRACTICAL
1. Describe the process of inventory management	<ol style="list-style-type: none"> 1. Importance of periodic inventory check 2. Process of maintaining inventory 	<ol style="list-style-type: none"> 1. Write a paragraph about importance of listing the equipment 2. Prepare a flowchart on the steps of Listing the equipment
2. Manage props and equipment	<ol style="list-style-type: none"> 1. Report of listed equipment 2. Estimation of fund for new equipment 3. Estimation of money for repairing of equipment 4. Monetary report of equipment purchased and repaired 	<ol style="list-style-type: none"> 1. Prepare a report of equipment in school sports store room 2. Prepare a report of sports equipment

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1

Role and Responsibilities of Early Years Physical Activity Facilitator



LEARNING OUTCOMES

- 1.1 Roles and Responsibilities of a Physical Activity Facilitator
- 1.2 Various Activities to be Conducted by the Physical Activity Facilitator

Introduction

Trends in physical education have evolved recently to include more activities outside traditional sports. Early exposure to sports like football, basketball, bowling, walking, and hiking can support in the development of healthy exercise habits in children that will last up to adulthood. Numerous physical benefits, including improved cardiovascular and muscular endurance, have been demonstrated by studies including physical activity. Additionally, it has psychological advantages that include enhancing mood, awareness, focus, and general mental health. Students of any age can learn it, making it perfect for age and ability-mixed classes. Educating people in nontraditional sports can inspire the students to accomplish their tasks and can help children learn about various cultures.

According to research, Exercise and brain growth are positively correlated. Many individuals consider physical education a game or an exercise. Physical game or activity only makes up a portion of the physical education curriculum, but exercise or gaming is the essential basis of a good programme for physical education.

In the high-tech world of today, effective physical education is crucial to children's physical development and ability to combat a sedentary lifestyle. Through physical education, students get the information, abilities, appropriate attitudes, and values necessary to pursue a physically active and healthy lifestyle throughout their lives. Additionally, it gives children a way to express themselves via movement and physical exercise.

A physical activity facilitator is often referred to as a physical education teacher, in a K–12 classroom, teachers are responsible for instructing children in sports, fitness, and health. They are trained teachers. They play a vital role in using physical education to teach pupils about health and fitness, whether they work in kindergarten, primary, secondary, or senior secondary school. Teachers must adhere to the age-appropriate developmental criteria even though they are free to be creative with the activities. Physical skill acquisition follows a planned process that progresses from basic abilities at a younger age to sports-specific abilities at an older age.

The purpose of physical education is to provide every student with the means to improve their physical health. Students can get both a strong conceptual understanding of health and fitness and practical abilities in these areas. Students can study and develop physically, socially, and mentally in a supportive and secure school environment. A physical education teacher's job is to provide the students with a variety of games and exercises that are appropriate for their developmental stage. He or she has special duties that include directing, advising, and inspiring children to engage in physical activity at home. Students might be given simple exercises and assignments to complete at home that require minimal monitoring.

Furthermore, the role of a physical activity facilitator includes not just instructing students but also involving coworkers, parents, and the community in health and wellness initiatives.

Facilitators focus on simplifying the learning process, utilizing students' resources for generating ideas, promoting creativity, improving communication, and fostering comprehension. Facilitators can improve the learning environment by acting as mediators.

Enhancing people's and groups' capacity to function more independently both now and in the future is the aim of facilitators. Facilitative leadership is about more than just the task at hand. To perhaps boost productivity, it also entails helping a group learn together.

The role of the facilitator is to guide the group process and assist them in becoming better communicators, problem solvers, and decision-makers. Effective facilitators can keep groups on track and help them become more innovative, effective, and productive than they would be on their own.

Early Years Physical Activity Facilitators play a pivotal role in the holistic development of young children by designing, implementing, and overseeing physical activity programs tailored to their unique needs. These professionals are responsible for creating a safe and stimulating environment where children, typically aged 3-7 years, can engage in age-appropriate physical activities that promote motor skills, coordination, and overall well-being. The facilitator designs structured activity plans, considering the developmental stage of each child, and fosters an inclusive atmosphere that encourages participation. In addition to planning and conducting activities, they assess individual progress, provide constructive feedback, and communicate effectively with parents and educators. Early Years Physical Activity Facilitators also play a crucial role in managing administrative tasks, including maintaining safety protocols, documentation, and responding to conflicts or emergencies, ensuring a comprehensive approach to the well-rounded development and safety of young children in physical activity programs.

Early Years Physical Activity Facilitators are instrumental in orchestrating a diverse range of activities specifically tailored to the developmental needs of young children, typically aged 0-7 years. These professionals meticulously plan and execute engaging and age-appropriate physical activities that contribute to the overall growth and well-being of the participants. Drawing on their understanding of child development, facilitators design activities that enhance gross and fine motor skills, coordination, and social interactions. They utilize creative and play-based approaches to foster a positive and enjoyable environment, ensuring that each child is actively involved and motivated. Whether it's organized games, exploratory exercises, or themed activities, Early Years Physical Activity Facilitators aim to create a dynamic and inclusive setting that not only encourages physical development but also instills a lifelong love for an active and healthy lifestyle in the early years of a child's life.

Facilitator: A facilitator in the context of early years children is an individual who guides and supports children's learning experiences, fosters their development, and creates an engaging environment conducive to exploration, discovery, and growth.

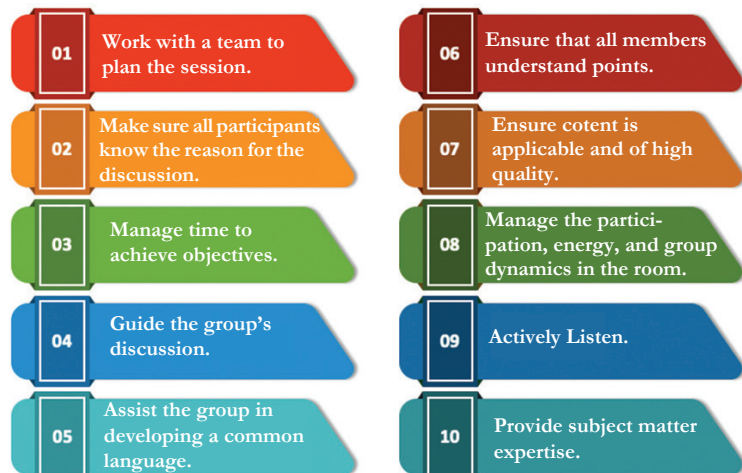
1.1 Roles and Responsibilities of a Physical Activity Facilitator

A facilitator's job is to help a kid feel comfortable both inside and outside their comfort zone by guiding, preparing, teaching, and assisting them as they navigate academic and social contexts to guide them through the challenging social behaviour in schools and assist them in realizing their academic potential.

- ❖ The facilitators are the ones who start a discussion, provide the students with the tools and support, and guide them.

ROLE OF A FACILITATOR

What is the Role of the Facilitator?



- ❖ The processes are guided by facilitators.
- ❖ They ensure that the goals or results are achieved without incidents.

To ensure proficient facilitation abilities, the following steps may be taken:

Step 1: Setting boundaries.

Step 2: Maintain objectivity.

Step 3: Comprehend the group dynamics.

Step 4: If required step in to guide the talks.

Step 5: To lead discussions successfully, encouraging consensus-building, and active listening.

Step 6: Put the necessary abilities into practice.

Step 7: Assisting pupils in their studies

1.1.1 Job description of an Early Years Physical Activity Facilitator

The job description of an Early Years Physical Activity Facilitator involves planning, organizing, and implementing physical activity programs for young children, typically in the early childhood education setting. The Early Years Physical Activity Facilitator is responsible for designing and delivering age-appropriate physical activity programs for children in early childhood settings. The goal is to promote physical development, motor skills, and overall well-being through engaging and enjoyable activities. Here's a detailed overview of the responsibilities associated with this role:

Responsibilities:

1. Program Development:

- Design and develop age-appropriate physical activity programs for children aged 3-7 years.
- Create lesson plans that focus on enhancing gross and fine motor skills, coordination, and overall physical fitness.

2. Implementation:

- Conduct physical activity sessions in collaboration with early childhood educators.
- Ensure the safe and effective execution of activities, considering the developmental stage of each child.

3. Assessment and Evaluation:

- Monitor and assess the progress of children in physical development.
- Provide feedback to parents and educators regarding each child's participation and achievements.

4. Collaboration:

- Work closely with early childhood educators to integrate physical activity seamlessly into the overall curriculum.
- Collaborate with parents to promote a healthy and active lifestyle at home.

5. Equipment Management:

- Maintain and organize equipment necessary for physical activities.
- Ensure the safety and cleanliness of all equipment used in sessions.

6. Professional Development:

- Stay informed about the latest research and trends in early childhood physical development.
- Attend relevant workshops, conferences, or training sessions to enhance skills and knowledge.

1.1.2 Qualities of a good Teacher/Facilitator

Effective Early Years Physical Activity Facilitators possess a unique set of qualities that contribute to the success of their role in promoting physical development and well-being in young children:

- 1. Understanding of Child Development:** A good facilitator has a solid grasp of child development, recognizing the physical, cognitive, and socio-emotional milestones of early childhood. This understanding guides the design of age-appropriate activities tailored to each child's developmental stage.

2. **Creativity and Innovation:** Being inventive and creative is crucial for crafting engaging and varied activities that capture the interest and enthusiasm of young children. A creative facilitator can transform learning into play, making it enjoyable and stimulating.
3. **Patience and Flexibility:** Patience is paramount when working with young children, and a good facilitator remains calm in the face of challenges. Flexibility is also key, as activities may need to be adjusted on the fly to accommodate the evolving needs and dynamics of the group.
4. **Clear Communication Skills:** Effective communication is essential for conveying instructions, expectations, and feedback to both children and parents. The ability to adapt communication styles to suit the age group fosters understanding and cooperation.
5. **Passion for Health and Well-being:** A genuine passion for promoting physical activity and overall health in young children is a driving force for a successful facilitator. This enthusiasm becomes infectious and inspires children to participate actively in the programs.
6. **Adaptability to Diversity:** Recognizing and embracing diversity in terms of abilities, backgrounds, and learning styles is crucial. A good facilitator creates an inclusive environment that accommodates the unique needs and strengths of each child.
7. **Organizational Skills:** Efficient organization is essential for planning and executing structured programs. This includes scheduling activities, managing resources, and keeping accurate records of attendance, achievements, and any incidents.
8. **Empathy and Compassion:** Understanding the individual needs and emotions of young children requires empathy. A compassionate facilitator creates a nurturing atmosphere where children feel supported, valued, and safe.
9. **Team Collaboration:** Working collaboratively with colleagues, parents, and other stakeholders is vital for the success of early years programs. A facilitator fosters open communication, seeks input from others, and values teamwork to create a holistic learning environment.
10. **First Aid and Safety Awareness:** Knowledge of basic first aid and safety protocols is essential for handling emergencies and ensuring the well-being of children during physical activities. A responsible facilitator prioritizes the safety of participants and staff.
11. **Continuous Professional Development:** Staying informed about the latest trends, research, and best practices in early childhood education and physical development is a hallmark of a dedicated facilitator. Regular professional development enhances skills and knowledge.
12. **Positive and Encouraging Attitude:** Maintaining a positive and encouraging demeanor contributes to a supportive learning environment. Celebrating small achievements, offering constructive feedback, and fostering a can-do attitude inspire confidence and motivation in young participants.



In combination, these qualities contribute to the effectiveness of Early Years Physical Activity Facilitators, creating an environment where children not only engage in enjoyable activities but also thrive in their physical, social, and emotional development.

1.2 Various Activities to be Conducted by the Physical Activity Facilitator

Any activity that involves sufficient movement to expand energy is considered physical exercise. There are several degrees to this, which are commonly categorized as mild, moderate, and vigorous based on the degree of movement. For instance, doing housework might be considered a mild form of exercise. Running at a good pace to a distant place is considered vigorous physical activity, whereas cycling is an example of moderate physical exercise. Physical activity is thought to offer several health advantages and produce physical fitness. It

is also frequently seen as a component of self-fulfillment that results in a feeling of achievement and well-being. Here are some examples of physical activities:

Any movement that uses more energy than resting and utilizes your muscles is considered physical exercise/physical activities such as walking, jogging, dancing, etc.

Modified Athletics Events—Jumping, Hooping, Running, Spot Running, Ball throw, etc.

Modified Individual Games—Light and small ball throw and catch etc.

Modified team games— Football with soft or light ball, Hand ball with light ball, etc.

- ❖ **Minor games**—Simple games with few rules, designed to allow students to practise skills in a challenging situation.
- ❖ **Recreational games**—A way of development physical efficiency and skill through fun and enjoyment.
- ❖ **Combative**—Which are sports that involve two opponents attempting to defeat one another in face-to-face battle, like Push and Pull each other etc.
- ❖ **Free Play**—Any activity as desired by the child
- ❖ **Modified Gymnastic floor exercise**—Modified forward & and backward Rolling etc.
- ❖ **Traditional games**—Centred instruction and a focus on competitive sports and skill acquisition. This approach emphasizes the mastery of specific techniques and rules through drills, demonstrations, and repetitive practice. (As per the level of early-stage children)
- ❖ **Calisthenics Exercises**—Free hand Exercise like drill etc.

1.2.1 Conducting basketball and volleyball skill development sessions

Conducting basketball and volleyball skill development sessions involves introducing basic techniques such as dribbling, passing, and shooting in basketball, and serving, bumping, and setting in volleyball, utilizing fun and age-appropriate activities to enhance coordination, teamwork, and overall physical literacy.

Conducting Basketball and Volleyball Skill Development Sessions

Activity 1

(Volley Ball)

Skill - Passing

Infrastructure/Equipment: Volley Ball, Volley Ball Court, or Lime Powder

Class Size: 40

Objective: To develop passing skill

7-8 minutes Warming-up: Jogging/Running: 2-3 minutes around court

- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes Introduction to Passing –

- Practising the proper passing "ready" stance involves the player focusing on the approaching ball.
- Keeping their arms away from their bodies, and placing their hands palm to palm.
- The passer is at the attack line, while the tosser/target is at the net.
- The passer's partner is the tosser/target. The objective is to pass a certain number of balls, and then switch targets while using the passer.
- Target raises hands above head to become a target after tosser/target tosses ball underhand to the passer.
- The passer will return to the finish line and repeat the practice with their partner's hands elevated above their heads (passer at the attack line, thrower at the net) as they get better.

8 -10 minutes Cooling Down

As the team comes together for cool-down and stretching recognize their achievements, where each student receives recognition; the facilitator/Teacher identifies one accomplishment for each student.



Activity 2

(Volley Ball)

Skill - Serve, Underhand serve (Use Volley Lites to start the season and for the lower ability of players)

Infrastructure/Equipment: Volley Balls, Volley Ball Court, or Lime Powder

Class Size: 40

Objective: To develop service skill

7-8 minutes-Warming-up:

- Jogging/Running: 2-3 minutes around court
- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes- Introduction to Serving:

Demonstrate floater and underhand serve (for those lower skilled).– Serve to a partner who catches the ball. The server stands on the end line and the target stands on the attack line.

After 3 serves, partners begin to move closer to the net, then to the other side of the net.

8-10 minutes-Cool Down-As the team comes together for cool-down and stretching recognize their achievements, where each player receives recognition; the coach identifies one accomplishment for each participant.



Floater service

Activity 3

(Volley Ball)

Skill–Overhead Passing

Infrastructure/Equipment: Volley Balls, Volley Ball Court, or Lime Powder

Class Size: 40

Objective: To develop passing skill

7-8 minutes Warming-up:

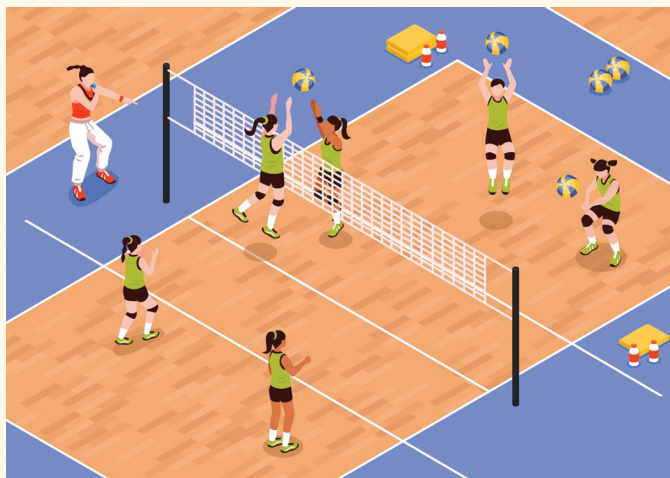
- Jogging/Running: 2-3 minutes around court
- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes Introduction to Passing:

20-25 minutes-Skill-Overhead Passing Work (Use Volley Lines to start the season and for lower ability athletes.)

- Introduction to Setting (Overhead Passing) - Assume the setting position: form a triangle with fingers and thumbs around the ball above the forehead (thumbs do not touch).
- Elbows are slightly forward right foot slightly forward. Perform the same drill as for passing however, the ball is tossed so that the passer receives it overhead.
- The setter is at the attack line tosser/target is at the net. After 3 successful sets, the setter moves a step backward.

8-10 minutes-Cool Down-As the team comes together for cool-down and stretching recognize their achievements, where each player receives recognition; the coach identifies one accomplishment for each player.



Activity 4

Basket Ball

Skill–Set Shot

Infrastructure/Equipment: Basket-Balls, Basketball Court

Class Size: 40

Objective: To develop shooting skill

7-8 minutes Warming-up:

- Jogging/Running: 2-3 minutes around court
- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes-Introduction to Shooting:

Set Shot (Baskets of Musical Notes)

Introduction to Set Shot:

- Just as in musical chairs, you need the same number of basketballs as players.
- The participants go around the circle containing all of the balls until the music finishes.
- Each player picks up a basketball, and after making a shot, sits down.
- The last person standing is eliminated and the game starts again with one less ball and player.

7-8 minutes-Cooling Down–As the team comes together for cool-down and stretching recognize their achievements, where each player receives recognition; the coach/Teacher identifies one accomplishment for each player.



Activity 5

Basket Ball

Skill–Dribbling

Infrastructure /Equipment: Basket-balls, Basketball Court, or Hard Surface area

Class Size: 40

Objective: To develop dribbling skill

7-8 minutes Warming-up:

- Jogging/Running: 2-3 minutes around court
- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes Introduction to Dribbling:

Introduction to Dribbling Relay:

- Two teams line up along the baseline and the first player in each team dribbles a basketball to the opposite baseline or half-court and then back again.
- Once the second player receives the ball, they do the same thing.
- Each player repeats the process and the first team to have all their players complete the relay wins.

7-8 minutes-Cooling Down–As the team comes together for cool-down and stretching recognize their achievements, where each player receives recognition; the coach identifies one accomplishment for each player.



Activity 6

Basket Ball

Skill—Shooting (Around The World)

Infrastructure/Equipment: Basket-Balls, Basket Ball Court

Class Size: 40

Objective: To develop shooting skill

7-8 minutes Warming-up:

- Jogging/Running: 2-3 minutes around court
- General whole-body exercise
- Stretching: Calves, Hamstrings, Squads, Groin, Shoulders, and Arm

20-25 Minutes Introduction to Shooting:

Introduction to Shooting:

- This game entails making shots from various locations in an arc around the court one after the other.
- Each player takes a shot from the first location, and if he makes it, he advances to the next spot and earns another chance.
- If he succeeds, he moves on to the next place, and so on.
- When a player misses, the next player has his turn.
- They move from spot to spot till they miss.
- The game is won by the first player to complete all three rounds.

8-10 minutes-Cooling Down—As the team comes together for the cool-down and stretching, recognize their achievements. Ensure each player gets recognition; the coach identifies at least one accomplishment for each player.



1.2.2 Altering the programmes to meet the participants' turnout and skill level

The role of an Early Years Physical Activity Facilitator involves not only designing engaging programs for young children but also adapting these programs to meet the diverse needs of participants in terms of turnout and skill levels. This adaptability ensures that each child can fully participate and benefit from the activities. The facilitator must consider factors such as age, developmental stage, and individual abilities to create an inclusive and enriching experience for all.

Understanding Participant Turnout:

- *Assessment and Observation:* Begin by assessing the number of participants in each session. Observing the turnout can help the facilitator gauge the energy levels and adjust the intensity of activities accordingly.
- *Flexible Session Plans:* Have a repertoire of activities with varying degrees of complexity. This allows for flexibility in selecting and modifying activities based on the number of participants present on a given day.

Addressing Skill Levels:

- *Initial Assessment:* Conduct a brief assessment of each child's skill level at the beginning of the program. This can be done through simple activities that allow the facilitator to observe basic motor skills, coordination, and overall physical abilities.
- *Grouping Strategies:* Divide participants into small groups based on their skill levels. This allows the facilitator to tailor activities to the specific needs of each group, ensuring that the challenges are appropriate for their abilities.
- *Progressive Challenges:* Design activities that can be adapted to accommodate various skill levels. For example, a simple obstacle course can have different levels of difficulty, allowing children to progress at their own pace.

Incorporating Inclusive Practices:

- *Modifications and Accommodations:* Be prepared to make on-the-spot modifications to activities to accommodate children with different abilities. This may involve simplifying or adding challenges based on individual needs.
- *Inclusive Language:* Use inclusive language that encourages all children, regardless of their skill level, to participate and feel successful. Positive reinforcement and encouragement can boost confidence and motivation.

Individualized Attention:

- *Observational Feedback:* Continuously observe and provide feedback to individual children. This can include positive reinforcement for achievements and gentle guidance for improvement.
- *One-on-One Support:* When necessary, offer one-on-one support to children who may require extra assistance or modifications. This ensures that every child feels supported and included.

Progressive Challenges:

- *Introduce progressive* challenges within each activity, allowing children to choose the level that aligns with their skill and comfort.
- Regularly assess and adjust the difficulty to match the evolving capabilities of the participants.

Communication with Parents and Educators:

- *Regular Updates:* Maintain open communication with parents and early childhood educators. Share observations, progress, and any concerns related to a child's participation and development.
- *Collaborative Planning:* Work collaboratively with educators to align physical activity programs with overall curriculum goals. This integration can enhance the holistic development of children.

An effective Early Years Physical Activity Facilitator recognizes the importance of adaptability in program design. By understanding participant turnout and skill levels, incorporating inclusive practices, and providing individualized attention, the facilitator creates an environment where every child can thrive physically and emotionally. This approach not only promotes physical development but also fosters a positive and inclusive atmosphere for early years children.

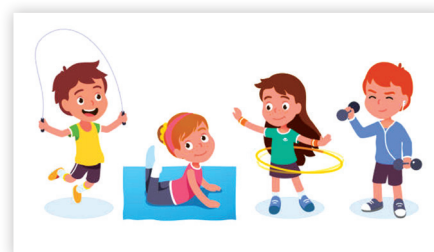
According to the attendance of the children and their skill level, we need to change our activities program from time to time, we choose the activities according to the skill level of the children. Also, if the attendance of the children is more then also we have to adjust the activity to its appropriate level. The activity has to be selected accordingly, even if the presence of children is less, the activity is selected according to their number. Fixing the activity of the children is a very difficult task because they will not be able to perform it well. Therefore, it becomes necessary to choose activities according to the number of children and their level. Different types of activities of children have been described which are as follows-

Physical Activity ideas for Children

Playing with blocks and other objects: Children may co-construct and negotiate through block play, which supports PSED (personal, social, and emotional development). They work with one another, share resources, take turns, and develop new friendships. Additionally, it boosts self-esteem, lengthens attention.

Spans, and fosters independence: Presenting them with options so they may decide for themselves. For instance, offering clothing that toddlers can successfully put on themselves, setting out two or three options, and encouraging them to take responsibility for what they wear each day.

Messy play: The unrestricted investigation of materials and their characteristics is known as messy play. Children can repeat and explore with activities like sorting stones, squishing clay, and pouring sand. Since children are inherently interested, messy play stimulates their senses at a level appropriate for their developmental stage.



Jumping: To move quickly into the air by pushing yourself up with you legs and feet.

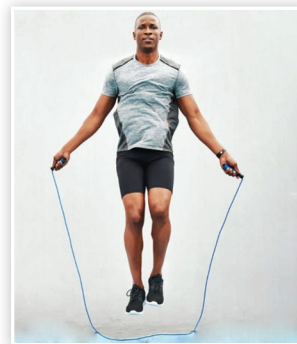
Walking: To walk or travel anywhere by stepping onto the ground and moving forward, but not by running.

Dancing: Dance is the rhythmic movement of the body, generally to music, in a designated location, with the intention of expressing a thought or feeling, letting off steam, or just enjoying the movement itself.

Playground activities: Children may be themselves at playgrounds without feeling the need to pretend, which is the ideal environment for them to develop their creativity. Above all, it helps children develop critical emotional and cognitive abilities that they cannot learn from recreational activities.

Climbing: The act of utilising one's hands, feet, or other body parts to scale a steep topographical object—which can be anything from little rocks to the highest mountains on Earth—is known as climbing.

Skiing: To hop over a rope that you and two other people are holding at each end, circling it over your head and beneath your feet in the process.



Active play: Any action that requires high energy bursts that range from mild to intense is considered active play. In other words, it's active play if it causes them to "huff and puff" and elevates their heart rate.



Throwing and catching: When a ball or item is being caught or received, the body manipulates it by using its eyes to follow the ball into the area of the body that needs to receive it. Throwing is a target skill that entails moving a ball away from the body.

Riding: Riding on animal toys, bicycle etc.

Outdoor activities: Games that we play outside our home or in the playground are called outdoor games

Recreational activity: All the things that individuals choose to do for recreation in order to rejuvenate their bodies and brains and add interest and enjoyment to their free time.

Fun activity: They provide you with an opportunity to relax, take in the scenery, or just engage in enjoyable activities.



Activity 1

Activity Name: Hop Race

Infrastructure Required: Plane surface playground outdoor/indoor

Props & Equipment Required: Lime Powder, Chalk, Marker, Pictures

Class Size: 30-35 students

Objectives: Pairing of coordination movements, and develop hop skill

Procedure:

- Divide students into 4 to 5 groups.
- Students stand at their respective place.
- On command ready first student stands at the starting line.
- On the command "Go" the first student hops toward the second player.
- She/He will exchange the club and the second student moves.
- Process continues till the last student finishes the race.
- The group taking the minimum time will be the winner.



Activity 2

Activity Name: Pick and Run

Infrastructure Required: Plane surface Playground Outdoor/Indoor

Props & Equipment Required: Lime Powder, Chalk, Marker, Pictures

Class Size: 30-35 students

Objectives: develop picking and bending skill and develop running skill

Procedure:

- Divide players in small groups and name them after the names of animals by assigning the first letter from the name of the animal like E for elephant etc.
- Mark out and place placards
- Alphabet written on the placard should not be visible.
- Group Leader shows the pictures of an animal and asks team to arrange the alphabets showing the animals in given time
- Students will pick the cards in order.
- Record the time for the winning team.



Activity 3

Activity Name: Train Walk

Infrastructure Required: Plane surface playground outdoor/indoor

Props & Equipment Required: Lime Powder, Chalk, Marker

Class Size: 30-35 students

Objectives: Develop coordination and balance skill

Procedure:

- Divide students into two groups.
- Students stand at their respective places in separate lines for their group.
- On command ready all students keep one hand on the shoulder of the student ahead of him/her.
- On the command 'Go' both the groups start moving forward just like a train.
- The group taking minimum time will be the winner.



Activity 4

Activity Name: Kick the ball

Infrastructure Required: Plane surface playground outdoor/indoor

Props & Equipment Required: Lime Powder, Chalk, Marker, Balls

Class Size: 30-35 students

Objectives: To develop kicking skill

Procedure:

- Kick the stationery ball using the right foot.
- Kick the ball to a larger target.
- Kick a moving ball to a target while one child blocks the ball from reaching the target.



Activity 5

Activity Name: Crayon Rubbings

Props & Equipment Required: Crayons, Leaf, Paper

Class Size: 30-35 students

Objectives: Develop creativity and imagination

Procedure: The majority of people have rubbed a few crayons when they were younger.

- This turns creating art into a game and doesn't take too much work on the side of parents.

Prepare the crayon rubs-

Children should ideally be taught how to create one before they start their quest. For demonstration purposes, remove the paper from an old crayon, place a piece of paper on a leaf or another object with an intriguing texture, and rub the crayon over the paper until the outline of the form or texture begins to show through.

- After teaching the class how to make a crayon rubbing and setting up a table outdoors with paper and crayons, have the children go about the yard for ten to twenty minutes, making as many different kinds of crayon rubbings as they can.
- Urge children to examine the leaves carefully, looking for differences in size, shape, and even unique characteristics (such as tears or insect bite scars). Tell them that the leaves must already be on the ground in order to preserve your landscape.
- The victor is the youngster who returns with the most crayon drawings of various leaf varieties.
- Kids may go back outside and play some more by making as many crayon rubbings of various tree trunks, rocks, or other intriguing surfaces as they can.



Activity 6

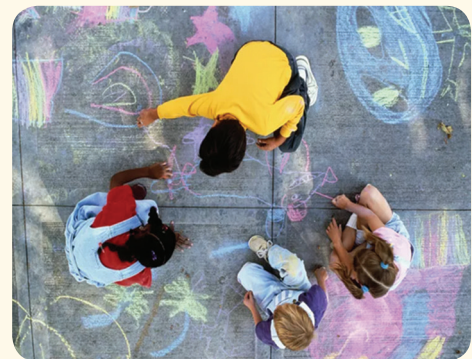
Activity Name: Sidewalk Chalk

Props & Equipment Required: Coloured Chalk

Class Size: 30-40 students

Objectives: Develop creativity and imagination

Procedure: Sidewalk chalk may be used for both small and big parties to have hours of fun. Just purchase a package of pavement chalk, and observe how their imagination blossoms. Decide on a theme, such as fairies and flowers, spaceships and aliens, or an underwater environment. Alternatively, just tell them to write or draw whatever comes to mind.



1.2.3 Arranging facilities and equipment for performing risk management checks on the facility

As an Early Years Physical Activity Facilitator, ensuring a safe and secure environment for children is paramount. Conducting thorough risk management checks on the facility and equipment is essential to minimize potential hazards and create a secure space for engaging activities. Below is a detailed guide on arranging facilities and equipment for effective risk management:

- 1. Facility Assessment:** Inspect outdoor areas for any uneven surfaces, tripping hazards, or potential dangers. Ensure that play areas are free from debris and obstacles. Assess indoor spaces for proper lighting, ventilation, and accessibility. Check for any sharp objects, protruding corners, or slippery surfaces.
- 2. Equipment Inspection:** Regularly inspect play structures, swings, and climbing equipment for structural integrity, loose parts, and potential pinch points. Examine sports equipment such as balls, bats, and racquets for wear and tear. Ensure that all equipment meets safety standards.
- 3. Layout Considerations:** Maintain clear and unobstructed pathways for children to move safely between activities. Organize equipment into designated zones based on the type of activity. Ensure that each zone is appropriately spaced to prevent collisions.
- 4. Age-Appropriate Materials:** Select equipment and materials that are age-appropriate and developmentally suitable for early years children. Ensure that play surfaces are soft and impact-absorbing to minimize the risk of injury during falls.
- 5. Secure Fixtures:** Ensure that large play structures, furniture, and other fixtures are securely anchored to prevent tipping. Fasten or store loose items, such as mats or cushions, to prevent tripping hazards.
- 6. Emergency Procedures:** Clearly mark and maintain accessible emergency exits. Conduct regular drills with children to familiarize them with evacuation procedures. Establish well-equipped first aid stations in easily accessible locations. Ensure that all staff members are trained in basic first aid.
- 7. Staff Training:** Provide training to staff members on safety protocols, emergency procedures, and the proper use of safety equipment. Conduct periodic training sessions to keep staff informed about any changes in safety guidelines or procedures.
- 8. Maintenance Schedule:** Implement a routine maintenance schedule for ongoing facility and equipment inspections. Address any identified issues promptly and communicate maintenance needs to relevant personnel.
- 9. Communication with Parents:** Foster open communication with parents regarding safety measures and risk management protocols. Also obtain parental consent for specific activities, particularly those involving potential risks.
- 10. Documentation:** Maintain thorough records: Keep detailed records of risk assessments, inspections, and any modifications made to the facility or equipment. Develop a system for documenting and reporting any accidents or incidents promptly.



By meticulously arranging facilities and equipment with a focus on risk management, an Early Years Physical Activity Facilitator ensures that the environment is conducive to the safety and well-being of every child. This proactive approach not only minimizes potential risks but also fosters a secure and enjoyable space for the children to engage in various physical activities.

1.2.4 Dealing with customers/parents and answering questions

Effective communication with customers/parents is crucial for the success of early years physical activity programs. As a Physical Activity Facilitator, your role extends beyond the children to actively engage with parents, address their concerns, and provide information about the activities. Below is a detailed guide on dealing with customers and answering questions:

1. **Clear Communication Channels:** Create a dedicated channel for communication, such as newsletters, emails, or a designated section on the program's website. Share clear contact details, including email addresses and phone numbers, so parents can reach out with questions.

2. **Orientation Sessions:** Conduct introductory sessions at the beginning of the program to outline the goals, activities, and safety measures. Anticipate common questions and address them during the orientation to alleviate parental concerns.

3. **Regular Updates:** Share program updates: Keep parents informed about the ongoing activities, achievements, and any changes in the schedule. Share positive feedback and progress reports about individual children to keep parents engaged and informed.

4. **Question & Answer Sessions:** Organize regular question and answer sessions, either in person or virtually, to address any concerns or queries. Allow parents to submit questions anonymously to encourage open communication.

5. **Individual Meetings:** Schedule one-on-one meetings with parents to discuss specific concerns or questions related to their child's participation. Also parents to provide feedback on the program and actively listen to their suggestions.

6. **Educational Resources:** Share resources on the benefits of physical activity for early childhood development. Provide guidelines on how parents can support and reinforce physical activities at home.

7. **Responsive Communication:** Respond promptly to emails, messages, and phone calls from parents and validate parental concerns and communicate steps taken to address them.

8. **Emergency Procedures:** Ensure that parents are aware of emergency procedures and contact information in case of unforeseen situations. Obtain necessary permissions and emergency contact details in advance for off-site activities.

9. **Feedback Mechanism:** Implement a mechanism for parents to provide feedback on the program. Conduct periodic surveys to gather insights and continuously improve the program.

10. **Cultural Sensitivity:** Be mindful of cultural diversity and adapt communication styles to accommodate different perspectives. Incorporate cultural celebrations and events into the program to foster inclusivity.

11. **Professionalism:** Uphold a professional demeanour in all interactions with parents and respect the confidentiality of personal information shared by parents and children.

By implementing these strategies, an Early Years Physical Activity Facilitator can build strong relationships with parents, fostering a supportive and collaborative environment. Clear communication, proactive engagement, and responsiveness contribute to the overall success of the program and the positive experiences of both children and their families.



1.2.5 Establishing rules and regulations and etiquette guidelines

Creating a structured and safe environment is essential for the success of early years physical activity programs. Establishing clear rules, regulations, and etiquette guidelines ensures that both children and facilitators can engage in activities that are not only enjoyable but also conducive to learning and development. Here is a comprehensive guide for setting up such guidelines:

1. **Safety First:** Clearly outline safety measures, including first aid procedures, emergency exits, and equipment usage guidelines. Tailor safety guidelines to the developmental stage of the children.
2. **Attendance and Punctuality:** Communicate the importance of regular attendance for the continuity of the program. Emphasize the importance of arriving on time to ensure a smooth start to each session.
3. **Respectful Behaviour:** Establish rules promoting respectful behaviour among children and towards facilitators. Outline procedures for resolving conflicts or disagreements in a respectful manner.
4. **Equipment Use and Care:** Show children how to use equipment correctly and safely, and instill a sense of responsibility for taking care of equipment to promote longevity and safety.
5. **Inclusion and Fair Play:** Foster an environment where every child feels included, regardless of their skill level. Emphasize the importance of fair play, sharing, and taking turns during activities.



6. **Communication Guidelines:** Encourage active listening during instructions and discussions. Establish a signal or rule for raising hands when a child wishes to speak or ask a question.
7. **Hygiene Practices:** Emphasize the importance of handwashing before and after physical activities. Encourage children to keep personal belongings in designated areas to maintain cleanliness.
8. **Dress Code:** Recommend suitable clothing and footwear for physical activities. Provide guidelines for dressing appropriately based on weather conditions for outdoor activities.
9. **Etiquette during Transitions:** Teach children how to transition between activities in an orderly manner and the importance of respecting personal space during transitions.
10. **Positive Reinforcement:** Implement a positive reinforcement system to acknowledge and reward good behaviour and emphasize effort and improvement rather than focusing solely on outcomes.
11. **Parental Engagement:** Clearly communicate rules and guidelines to parents. Encourage parents to reinforce program guidelines at home and participate in any orientation sessions.
12. **Consistency and Review:** Ensure consistent application of rules and guidelines, review and reinforce rules to ensure ongoing understanding and compliance.
13. **Cultural Sensitivity:** Promote cultural sensitivity by acknowledging and respecting diverse backgrounds. Incorporate activities that celebrate various cultures and traditions.

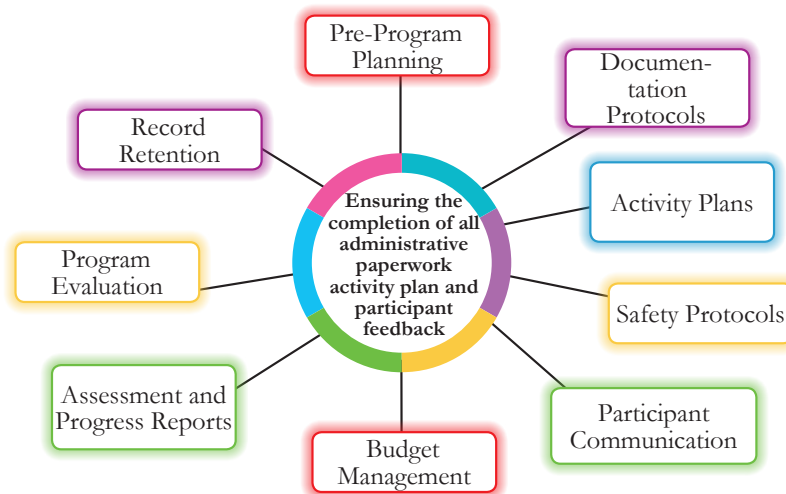
Establishing rules, regulations, and etiquette guidelines for early years physical activity programs not only

creates a safe and organized environment but also contributes to a positive and enjoyable experience for both children and facilitators. Consistent reinforcement, positive reinforcement, and open communication play key roles in the successful implementation of these guidelines.

1.2.6 Ensuring the completion of all administrative paperwork activity plan and participant feedback

Efficient administrative practices are crucial for the smooth operation of early years physical activity programs. Physical Activity Facilitators play a pivotal role in ensuring the completion of administrative paperwork, developing activity plans, and gathering valuable participant feedback. Here's a comprehensive guide to managing these administrative aspects:

- 1. Pre-Program Planning:** Create a master calendar: Develop a comprehensive calendar outlining the entire program duration, including activity sessions, special events, and assessment periods. Prepare a budget for necessary resources, equipment, and materials needed for the program.



- 2. Documentation Protocols:** Develop a system for consistent and organized record-keeping for attendance, medical information, and emergency contacts. Prior to program commencement, ensure that all required permission forms, waivers, and emergency contact information are collected from parents or guardians.
- 3. Activity Plans:** Develop detailed activity plans outlining each session's objectives, structure, and required materials. Plan for adaptability, allowing for modifications based on individual needs, group dynamics, or unforeseen circumstances.
- 4. Safety Protocols:** Clearly outline and communicate emergency procedures to all staff members and participants and regularly conduct risk assessments for each activity and update safety protocols accordingly.
- 5. Participant Communication:** Establish a communication schedule to provide regular updates to parents or guardians about program activities, achievements, and any changes. Maintain up-to-date contact information for all participants and ensure open lines of communication.
- 6. Budget Management:** Implement a system for tracking program expenses and adhere to the established budget. Provide transparent financial reporting to relevant stakeholders as needed.
- 7. Assessment and Progress Reports:** Develop assessment tools to track individual participant progress in physical development. Share progress reports with parents to keep them informed about their child's achievements and areas for improvement.
- 8. Program Evaluation:** Conduct a thorough evaluation of the overall program, considering both quantitative and qualitative data. Use feedback and evaluation results to make continuous improvements to the program.
- 9. Record Retention:** Establish secure and organized storage for all program-related records.

By implementing these detailed administrative practices, Early Years Physical Activity Facilitators can ensure

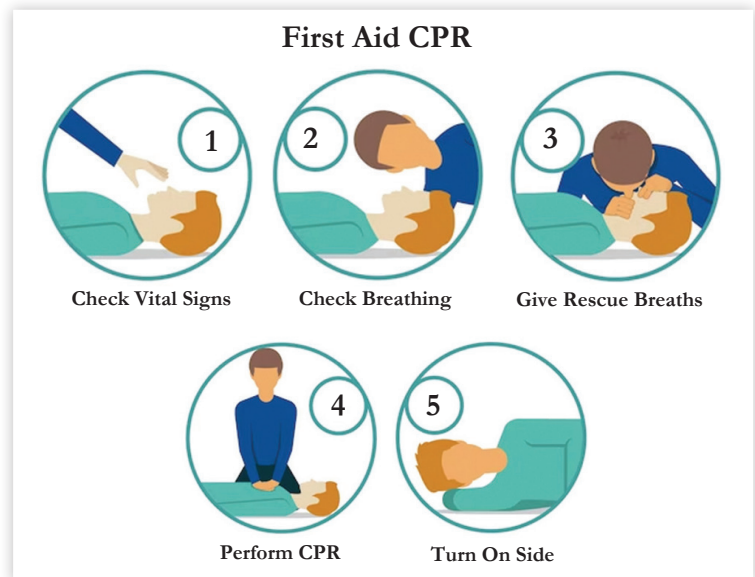
the smooth operation of their programs while fostering a safe, well-documented, and positive environment for both participants and staff. These practices contribute to the overall success and sustainability of early years physical activity initiatives.

1.2.7 Responding to situations requiring conflict resolution and emergency incidents including First Aid or CPR

Ensuring the safety and well-being of early years children during physical activities requires a proactive approach to conflict resolution and emergency incident management. Physical Activity Facilitators play a crucial role in responding effectively to both interpersonal conflicts and unforeseen emergencies, including situations requiring first aid or CPR is as:

Conflict Resolution

- 1. Prevention Strategies:** Set expectations for behavior during activities and communicate them to both children and parents. Encourage activities that foster teamwork and cooperation, reducing the likelihood of conflicts.
- 2. Immediate Response:** In the event of a conflict, maintain a calm and composed demeanor to model appropriate behavior for the children. If conflict escalates, separate the involved parties to prevent further issues.
- 3. Effective Communication:** Actively listen to each child involved, giving them the opportunity to express their feelings. Facilitate a discussion if appropriate, guiding the children toward a resolution through communication and compromise.
- 4. Involvement of Parents:** Keep parents informed about conflicts and resolutions promptly. Work collaboratively with parents to address recurring issues and establish consistent expectations.
- 5. Documentation:** Document conflicts thoroughly, including the nature of the conflict, involved parties, and the resolution and identify any patterns or trends in conflicts to inform proactive strategies.



Emergency Incident Management

- 1. Preparedness:** Develop a comprehensive emergency action plan that outlines procedures for various incidents. Conduct regular emergency drills with staff and participants to ensure familiarity with procedures.
- 2. Communication Protocols:** Establish clear communication channels for alerting staff, parents, and emergency services in case of an incident. Maintain up-to-date emergency contact information for all participants.
- 3. First Aid and CPR Training:** Ensure all staff members are trained in basic first aid and CPR techniques. Conduct refresher courses and updates to keep staff skills current.
- 4. Immediate Response:** Quickly assess the severity of the incident and prioritize actions accordingly. If necessary, call emergency services immediately and provide essential information.
- 5. Evacuation Procedures:** Establish and communicate clear evacuation routes for different areas. Ensure that staff and participants are familiar with evacuation procedures through regular drills.
- 6. Delegation of Responsibilities:** Clearly define roles and responsibilities for staff members during emergencies. Establish a communication hierarchy to ensure information is conveyed efficiently.

7. **Parental Communication:** Notify parents or guardians promptly in the event of an emergency incident. Keep parents informed of the situation and any actions taken.
8. **Documentation and Reporting:** Document all details of the incident, actions taken, and any follow-up procedures. Also ensure compliance with any legal reporting requirements.
9. **Post-Incident Support:** Offer emotional support to children and staff members involved in the incident and conduct a debriefing session with staff to discuss the incident, lessons learned, and areas for improvement.
10. **Continuous Improvement:** Regularly review and update emergency procedures based on lessons learned and feedback. Provide ongoing training to staff members to enhance their preparedness for emergency situations. By implementing these comprehensive conflict resolution and emergency incident management strategies, Early Years Physical Activity Facilitators can create a safe and secure environment for participants. Proactive measures, effective communication, and continuous improvement contribute to the overall success of the program and the well-being of the children involved.

CPR (Cardiopulmonary Resuscitation)

CPR stands for Cardiopulmonary Resuscitation, which is an emergency procedure performed to manually preserve brain function by maintaining blood circulation and breathing in someone who is in cardiac arrest or experiencing respiratory failure.

The CPR process involves the following steps:

1. **Assess the Situation:** Check for responsiveness by gently shaking the person and asking if they are okay. Look for signs of breathing or movement.
2. **Check – A,B,C**
 A – Airways B – Breathing C – Circulation
3. **Open the Airway:** Carefully tilt the person's head back and lift their chin to open the airway.
4. **Check for Breathing:** Look, listen, and feel for signs of normal breathing. If the person is not breathing or only gasping, proceed with CPR.
5. **Begin Chest Compressions:** Place the heel of one hand on the center of the person's chest, then place the other hand on top. Interlock fingers and position yourself directly above the person's chest. Push hard and fast, aiming for a rate of about 100-120 compressions per minute.
6. **Provide Rescue Breaths:** After 30 chest compressions, tilt the person's head back again, pinch their nose shut, and give two rescue breaths. Each breath should make the chest rise.
7. **Continue CPR:** Repeat cycles of 30 chest compressions and 2 rescue breaths until emergency medical help arrives or the person starts breathing normally.

Summary

- ❖ Lead and organize age-appropriate physical activities, ensure safety, promote active engagement, adapt activities for diverse needs, and foster a positive learning environment.
- ❖ Plan and implement structured physical activities, assess children's motor skills, collaborate with educators and parents, and promote health and wellness.
- ❖ Patience, enthusiasm, creativity, adaptability, communication skills, empathy, and a passion for promoting physical fitness and overall well-being in children.
- ❖ Tailoring activities and instructions to accommodate the number of children present and their varying levels of skill, ensuring engagement and learning are optimized.
- ❖ Conducting regular inspections of the environment to identify and mitigate potential hazards, ensuring the safety and well-being of the children.
- ❖ Actively listening to their concerns, providing clear and concise answers to their questions, and offering reassurance and support to ensure their confidence in the care and education provided for their children.
- ❖ Setting clear expectations and boundaries through age-appropriate language and consistent reinforcement to promote a safe, respectful, and cooperative environment conducive to learning and social development.

- ❖ Timely documentation, organized scheduling, and gathering feedback to enhance program effectiveness and ensure regulatory compliance while maximizing the quality of care and learning experiences.
- ❖ Involves swift, calm, and appropriate actions to ensure the safety and well-being of the children, addressing conflicts sensitively and providing immediate medical assistance when necessary.
- ❖ Involves swiftly and calmly addressing any disputes, disagreements, or challenges that arise while prioritizing the safety, well-being, and needs of the children, implementing appropriate strategies to de-escalate tensions and maintain order in potentially stressful circumstances.
- ❖ Applying chest compressions and rescue breaths to restore breathing and circulation in the event of cardiac arrest, aiming to sustain life until professional medical help arrives.

Glossary

1. **Academic Achievement** : The degree to which a teacher, student, or institution has fulfilled their immediate or long-term learning objectives
2. **Adhere** : Structure Plan- Any jurisdiction's structural plan will often have a textual component accompanied by 'plans,' maps, photos, drawings, tables, and diagrams. Another in a professional situation is known as professional etiquette.
3. **Assessment** : The action or an instance of making a judgment about something.
4. **Back Ward roll** : Attempt to rock back. Take a squat to begin. With your palms facing up towards the ceiling, hold your hands close to your body. They ought to be shoulder-height.
5. **Brainstorming** : A technique for solving problems in groups called brainstorming entails the impromptu sharing of original concepts and solutions considered physical exercise.
6. **Constructive Criticism** : Feedback techniques such as constructive criticism provide precise, doable suggestions for development and adjustment.
7. **Cooling Down** : A steady, progressive reduction in activity intensity, such as going from a strong run to an easy jog to a brisk stroll, is an efficient cool-down after exercise.
8. **Dribbling** : In sports, dribbling is maneuvering a ball by one player while moving in a given direction.
9. **Drill** : Exercises and drills measure and assess a person's reaction to a certain situation.
10. **Effective Communication** : Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose.
11. **Effective Teaching** : Knowledge, techniques, procedures, and behaviours that produce positive student outcomes are the foundation of effective teaching.
12. **Elimination** : Elimination is the process of getting rid of something, whether it's waste, errors, or the competition.
13. **Etiquette** : The rules of polite and correct behaviour.
14. **Facilitation** : The skill of effectively guiding a group of people through meetings, planning sessions, or training sessions in order to accomplish a certain objective is known as facilitation.
15. **Facility Risk** : This includes the risk of anything that can disrupt your use of a facility.
16. **Forward roll** : A gymnastic exercise in which a person tucks their head down and rolls their body in a forward circle on the floor."S/he went into a forward roll as he landed."
17. **Group Process** : The term "group process" describes the way members of an organisation collaborate to complete tasks.

18. Hooping	: The manipulation of an artistic movement or dance with a hoop is known as hooping.
19. Jumping	: To move quickly into the air by pushing yourself up with your legs and feet, or by stepping off a high place.
20. Learning Environment	: Students are motivated by their surroundings and feel comfortable and encouraged in their quest for knowledge in this environment.
21. Learning Process	: "A process that results in change, which is brought about by experience and raises the possibility of better performance and subsequent learning."
22. Messy Play	: The unrestricted investigation of materials and their characteristics is known as messy play. Children can repeat and explore with activities like sorting stones, squishing clay, and pouring sand.
23. Mild Activity	: Activities classified as light exercise are those that don't make you perspire or make you feel out of breath.
24. Moderate Activity	: Engaging in activities that because you to move quickly or intensely enough to burn three to six times as much energy per minute as you do when you are sitting still is considered an activity.
25. Physical Activity	: Any movement that uses more energy than resting and utilises your muscles is
26. Physical Fitness	: "The capacity to carry out daily tasks with maximum strength, endurance, and performance with the management of illness, exhaustion, and stress and decreased sedentary behaviour."
27. Professional Etiquette	: An unwritten rule of behaviour governing how people should interact with one.
28. Professionalism	: A method of working that demonstrates exceptional talent and expertise.
29. Proficiency in Communication	: The ability to speak and understand a language fluently in a variety of settings is called communicative competency.
30. Responsibility	: A duty or task that you are required or expected to do.
31. Review	: The process of reviewing or reevaluating something to see whether adjustments are required.
32. Risk Management	: Risk management is an ongoing process that involves identifying, analysing, evaluating, and treating potential loss exposures. It also involves keeping an eye on risk control and available funds to lessen the negative impacts of loss.
33. Role	: The role that something or someone plays in a specific circumstance.
34. Schedule	: A schedule of events or tasks that must be completed.
35. Self fulfillment	: The accomplishment of one's objectives and goals. "It is the striving for self-fulfilment which guides and gives consistency to our lives."
36. Spot Running	: To move your legs as if running, while you stay in one place.
37. Squat	: A squat is a strength training exercise where the practitioner stands up, lowers their hips, and then stands back up.
38. Stretching	: We require our muscles' flexibility to maintain a range of motion in our joints, and stretching maintains them strong, flexible, and healthy.
39. Structured Game/Activity	: A structured game is a type of activity where players follow rules and objectives to complete or cooperate. It involves actions, goals, and rules to ensure fair play and create a fun experience.
40. Structured Game/Activity	: An unstructured game or activity is one where there are no strict rules or guidelines. Players are free to play in whatever way they choose, allowing for creativity and spontaneity.
41. Vigorous Activity	: The most oxygen is used during vigorous exercise in order to finish the activity.
42. Welcoming Environment	: The development of a feeling of connection and belonging that involves people in a genuine way that values, respects, and supports individuality via interactions and opportunities.



Exercises

CBSE Textbook Questions with Answers

A. Subjective Questions.

1. What is the code and conduct for a physical activity facilitator?

Ans. The code of conduct for a physical activity facilitator for early years children involves promoting safety, inclusivity, and positive engagement, while adhering to professional standards and ethical practices to ensure a supportive and enriching environment for children's physical development.

2. What is personal and professional etiquette?

Ans. Personal and professional etiquette for early years children involves demonstrating kindness, patience, and respect, while maintaining appropriate boundaries and professionalism to foster a nurturing and supportive environment conducive to children's growth and development.

3. List at least three points that indicate that a physical activity facilitator collaborate with school staff parents and the community

Ans. (i) **Communication:** Regular communication with school staff, parents, and the community to share updates on physical activity programs, discuss children's progress, and address any concerns or feedback.
(ii) **Coordination:** Collaborating with school staff, parents, and community members to organize events, workshops, or initiatives that promote physical activity and involve various stakeholders in supporting children's well-being.
(iii) **Resource Sharing:** Sharing resources, such as educational materials, equipment, or expertise, with school staff, parents, and community partners to enhance the quality and effectiveness of physical activity programs for early years children.

4. List at least five points that indicate that a physical activity facilitator nurture each student's cognitive physical, emotional and social development.

Ans. (i) **Individualized Instruction:** Tailoring physical activities to each child's cognitive, physical, emotional, and social abilities, ensuring inclusive participation and personalized learning experiences.
(ii) **Encouraging Exploration:** Providing opportunities for children to explore various movements, challenges, and sensations, fostering cognitive development through problem-solving and decision-making.
(iii) **Emotional Support:** Offering positive reinforcement, encouragement, and empathetic guidance during physical activities to promote emotional resilience, self-confidence, and self-regulation.
(iv) **Social Interaction:** Facilitating group activities and cooperative games that encourage teamwork, communication, and conflict resolution skills, fostering social development and peer relationships.
(v) **Safety and Well-being:** Prioritizing safety measures and providing a supportive environment where children feel physically and emotionally secure, enabling them to engage fully in physical activities and explore their potential.

5. Explain the scope of work of a Physical Activity Facilitator.

Ans. The scope of work for a physical activity facilitator for early years children involves designing and implementing age-appropriate movement experiences, promoting physical literacy, fostering social interaction, ensuring safety, and collaborating with stakeholders to support holistic development.

Additional Questions with Answers

A. Choose the correct option.

(1 Mark)

1. Job Description of an Early Years Physical Activity Facilitator

(a) Make a Structure Plan <input type="checkbox"/>	(b) Make a Schedule <input type="checkbox"/>
(c) Lead and Manage the Event <input type="checkbox"/>	(d) All of these <input type="checkbox"/>
2. Qualities of Good Facilitator

(a) Create an Environment for learning <input type="checkbox"/>	(b) Professional Etiquette, <input type="checkbox"/>
(c) <i>a</i> and <i>b</i> <input type="checkbox"/>	(d) Pledge to himself <input type="checkbox"/>
3. Which activities are to be conducted by facilitators

(a) Athletics event <input type="checkbox"/>	(b) Free Play <input type="checkbox"/>
(c) Combative <input type="checkbox"/>	(d) None of these <input type="checkbox"/>
4. Which activity will you include for warming up exercise-

(a) Jogging <input type="checkbox"/>	(b) Jumping <input type="checkbox"/>
(c) Whole body exercise <input type="checkbox"/>	(d) All of these <input type="checkbox"/>
5. Set shot is related to

(a) Volley ball <input type="checkbox"/>	(b) Basketball <input type="checkbox"/>
(c) <i>a</i> and <i>b</i> <input type="checkbox"/>	(d) None of these <input type="checkbox"/>
6. Dribbling is related to

(a) Basket ball <input type="checkbox"/>	(b) Volleyball <input type="checkbox"/>
(c) Athletics <input type="checkbox"/>	(d) All of these <input type="checkbox"/>
7. How much time should be given to warming up

(a) 7-8 minutes <input type="checkbox"/>	(b) 10-20 minutes <input type="checkbox"/>
(c) 5-6 minutes <input type="checkbox"/>	(d) 2-3 minutes <input type="checkbox"/>
8. Risk management checks on the facility and equipment is

(a) Facility Assessment <input type="checkbox"/>	(b) Age-Appropriate Materials <input type="checkbox"/>
(c) Both (a) and (b) <input type="checkbox"/>	(d) None of these <input type="checkbox"/>
9. Question & Answer Sessions by the Facilitator is related to:

(a) Dealing with customers/Parents <input type="checkbox"/>	(b) Teacher and student <input type="checkbox"/>
(c) <i>a</i> and <i>b</i> <input type="checkbox"/>	(d) None of these <input type="checkbox"/>

Answers:

- | | |
|-------------------------|-------------------------|
| 1. (d) All of these | 2. (c) (a) and (b) |
| 3. (b) Free Play | 4. (d) All of above |
| 5. (b) Basketball | 6. (a) Basket ball |
| 7. (a) 7-8 minutes | 8. (c) Both (a) and (b) |
| 9. (c) Both (a) and (b) | |

B. Short Answer Type Questions

(2 Marks)

1. Explain the term 'Facilitator'.
2. Describe any two responsibilities of facilitator.
3. Write any two qualities of facilitator.

4. How is effective communication helpful in dealing customers/parents?
5. Write any two Etiquette Guidelines which were established by facilitator.
6. What is conflict resolution?
7. Write any two Emergency Incident Management.
8. How is post incident support a part emergency incident management?
9. What do you understand by facilitation?
10. Name the various activities which can be conducted by the Physical Activity Facilitator.
11. What are the rules and regulations and etiquette guidelines?

C. Long Answer Type Questions

(4 Marks)

1. Write the qualities of a facilitator.
2. Explain the job description of a facilitator.
3. Describe the responsibilities of facilitator.
4. How does a facilitator alter the programme to meet the participant's turnout and skill level?
5. How does a facilitator check the risk management for arranging facility and equipment?
6. Explain any five etiquette guidelines established by facilitator.
7. Pre-programme planning is a part of administrative paper work plan. Discuss.



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.

(Creativity)

(Critical Thinking)

(Critical Thinking)

Suggested Activities

1. Discuss the methods of discipline inculcation in students.
2. Hold a group discussion on pros and cons of mass drill.
3. Discuss on the importance of talent identification in sports.

(Experiential Learning)

(Critical Thinking)

(Life Skill)

2

Assessment and Evaluation of Students



LEARNING OUTCOMES

2.1 Various Types and Tools of Assessment

2.2 Assessment Report and Feedback

Assessment has always been an important part of learning in physical education, but it has often been overlooked. Documenting teaching effectiveness and student growth by incorporating formative and summative assessments into regular classroom instruction is essential. Physical education keeps students away from the usual structured classroom environment and brings back the formality of classroom activities through written assessment. To be fair, students do written work in a class designated to improve social skills and increase physical activity. We can make these exams more exciting and interesting.

Assessing and evaluating students in physical education is crucial for understanding their progress, identifying areas for improvement, and tailoring instruction to meet their individual needs. Assessment in early childhood physical education focuses on both qualitative and quantitative measures. Observational assessments allow educators to observe children's movement patterns, coordination, and participation levels during various activities. Additionally, informal assessments such as skill-based games and activities provide insights into children's abilities to perform fundamental movements like running, jumping, and throwing. Evaluations may also include more structured assessments, such as checklists or rubrics, to assess specific skills or behaviors. Furthermore, ongoing assessment through formative feedback allows educators to adjust instruction in real-time and scaffold children's learning effectively. Overall, assessment and evaluation in early years physical education aim to foster holistic development, promote a positive attitude towards physical activity, and lay a foundation for a lifetime of health and wellness.

2.1 Various Types and Tools of Assessment

In early years physical education, a variety of assessment tools are utilized to gauge children's progress and development. These tools include observational assessments, where educators observe movement patterns and social interactions during activities, as well as checklists and rubrics to assess specific skills and behaviors. Skill-based assessments focus on fundamental movements like running and throwing, while fitness testing may measure aspects like flexibility and cardiovascular fitness. Additionally, self-assessment and peer assessment encourage children to reflect on their own performance and provide feedback to peers, fostering self-awareness and social skills. These assessment tools collectively offer insights into children's physical abilities, progress, and attitudes towards physical activity, guiding educators in tailoring instruction to meet their needs effectively.

2.1.1 Meaning of Assessment and Evaluation

(i) Assessment

Assessment refers to the ongoing, systematic process of collecting, analyzing, and interpreting information about a child's learning and development. It encompasses a broad range of methods designed to understand and support each child's progress across various domains, including cognitive, social-emotional, and physical aspects. Assessment in early childhood is multifaceted, utilizing diverse tools such as observations, play-based assessments, teacher-

child interactions, and formal evaluations. The primary purpose of assessment is not only to measure academic achievement but also to gain insights into the child's interests, strengths, and areas for growth. It is a dynamic and responsive approach that guides educators in tailoring their teaching strategies to meet the unique needs of each child. Assessment in early years education is characterized by its formative nature, emphasizing ongoing feedback and continuous improvement rather than a summative judgment.

Definition of Assessment

According to Irwin, "Assessment is an estimate of the basis of systematic development of students. It is the process of defining any object, selection, creation, collection, analysis, interpretation, and appropriate use of information to enhance students' development and learning."

In other words, "assess" means "to sit around and observe." In the classroom, assessment is a planned and ongoing process of collecting, describing, and analyzing information about students' progress and achievements related to the curriculum.

‘Assessment in early years physical education involves assessing children's physical abilities, progress, and attitudes towards physical activity through various tools and methods to inform instruction and promote their holistic development’.

Purpose of Assessment: The purpose of conducting a physical education assessment is to provide a means of monitoring the students' progress, Physical education training is an important class to teach students about health and fitness. However, it is necessary to assess to ensure that they are working to improve their physical skills and knowledge. Different types of physical education assessments can use different physical education rubrics and highlight different areas. For instance, a student who plays in the school's team might receive an assessment report. In general, some targets for improving fitness levels and physical education knowledge should be implemented throughout the school year. While the evaluation is used typically to detect student's progress in physical skills, it may also include a survey to establish whether the students have increased their involvement or engagement in physical activities.

Types of Assessment

Diagnostic Assessment: Diagnostic Assessment, often known as "assessment for learning," is the first form of assessment you would conduct with your students as they prepare to acquire a new skill. Diagnostic assessments allow teachers to learn what skills their students already have and the direction in which they should focus their education. These results are not used for assigning marks on a report card.

Diagnostic Assessment

Have Students throw and catch a football across the gym.

Use checklist to make a note of observations.

Activity	Target Arm used	Contrilateral Stepping Phase	Contrilateral Body Movement	Reach Back with Throwing Arm	Rotation of Arm & Wrist	Follow Through with Throwing Arm	Hits Target
A	✓	✓	✓		✓	✓	✓
B		✓	Awkward needs repetition	Below ear level	More wrist snap needed	Early release	Inconsistent
C	✓		✓		Arm good Wrist stiff		✓
D			Inconsistent	Not far enough	Over turning	Over throwing	Rarely

Formative Assessment: Formative Assessment is sometimes known as "**assessment as learning**" and is carried out continually during a physical education unit. The goal of this form of assessment is to evaluate students' learning progress throughout the unit. This type of evaluation gives teachers the data they need to design an inclusive program that fulfills the requirements of all students throughout the unit. The outcomes of these examinations do not contribute to grades on a report card.

Formative Assessment

Student A	Student B	Student C	Student D	Student E
<ul style="list-style-type: none"> • Good • Target hitting very consistent 	<ul style="list-style-type: none"> • Good follow • Contrilateral movement, inconsist 	<ul style="list-style-type: none"> • Missing target often • Lacking confidence • More trunk not needed 	<ul style="list-style-type: none"> • Good • Improved use of target arm 	<ul style="list-style-type: none"> • Not behind ear far enough • No arm rotation • Improved target hitting
Student F	Student G	Student H	Student I	Student J

Summative Assessment: Summative assessment is also known as "**assessment of learning**" and is used to evaluate the abilities that pupils have acquired by the end of the unit. Teachers will design a summative physical education activity that allows students to exhibit the specific skill they have been working on, and students will be evaluated based on a set of performance criteria. These findings will be utilized to assign final grades on a report card.

Summative Assessment

Learning Goal: Send & receive objects using different body parts & equipment, adjusting for speed, while applying basic principals of movement.

Throwing	4	3	2	1
Knowledge & Understanding <ul style="list-style-type: none"> • Contrilateral movement shown • Trunk rotation • Uses target arm • Appropriate flexion at hip • Correct arm action with following though • Stability & control established 	All elements shown consistently	Most elements shown consistently	Some elements shown consistently	Few elements shown consistently
Thinking <ul style="list-style-type: none"> • Analyzes movement patterns • Attempts to understand and make corrections given 	Always	Usually	Sometimes	Rarely
Communication <ul style="list-style-type: none"> • Uses correct vocabulary when communicating verbally 	Always	Usually	Sometimes	Rarely
Communication <ul style="list-style-type: none"> • Used developed throwing movement patterns in multiple situation including game play. 	Consistently & Accurately	Consistently	Inconsistently	Struggles to

Evaluation

Evaluation complements assessment involves making judgments about a child's overall progress, achievements, and development based on collected evidence. Unlike assessment, which is an ongoing and flexible process, evaluation

is often more structured and occurs at specific points in time. Evaluation synthesizes the information gathered through assessments, observations, and other data sources to provide a comprehensive understanding of a child's capabilities. It involves making informed decisions about a child's readiness for transition to the next developmental stage, whether within early childhood settings or into primary education. Evaluation is a reflective process that considers a child's holistic development, taking into account cognitive, social, emotional, and physical dimensions. Importantly, evaluation should be conducted with sensitivity to the individuality of each child, recognizing that developmental trajectories vary, and milestones may be achieved at different rates.

Evaluation refers to the systematic assessment of children's performance, progress, and outcomes in physical activities and movement skills to determine their level of achievement and inform instructional decisions aimed at promoting their physical development and well-being.

Types of Evaluation

Diagnostic Evaluation: Diagnostic evaluation in the context of education refers to the process of diagnosing and identifying the learning challenges effectively that students face. A diagnostic test is conducted to find out their strengths and shortcomings.

Formative Evaluation: Formative assessment is a planned, continuing process that is used by both teachers and students during learning and teaching. To improve students' knowledge of intended disciplinary learning goals and support students in becoming self-directed learners,

Summative Evaluation: kind of evaluation takes place after a programme or learning period. It evaluates the learning of the pupils and determines if they have achieved the set learning objectives. It assesses a learning program's efficacy or assigns a final performance mark to a student.

Difference between Assessment and Evaluation

Assessment	Evaluation
<ul style="list-style-type: none"> • Assessments are spontaneous and fluid. • Assessment is feedback regarding learning from the students to the instructor. • The practice of documenting knowledge, abilities, attitudes, and beliefs, usually in measurable terms, is known as assessment. • Assessment upgraded. • Assessment practice improves learning abilities. 	<ul style="list-style-type: none"> • Evaluations are rigorous and unnatural. • Evaluation employs procedures and measures to assess student's learning and comprehension of information for grading and reporting. • The instructor provides feedback to the students on their learning through evaluation. • The process of making decisions based on criteria and evidence is known as evaluation. • Evaluation is graded. • Evaluation judges learning level.

2.1.2 Skill Assessment

Skill assessment for early years children is a dynamic process designed to comprehensively evaluate their development across various domains. Recognizing the unique and rapid pace of growth during these formative years, skill assessment goes beyond traditional measures, considering cognitive, social-emotional, physical, and language skills. The goal is to gain a holistic understanding of each child's abilities, interests, and areas for growth, laying the foundation for tailored educational experiences.

Domains of Skill Assessment

1. Cognitive Skills

Language Development: Assess language skills through observations of vocabulary, expressive language, and comprehension. Evaluate the child's ability to communicate thoughts, needs, and emotions.

Problem-Solving: Observe how children approach and solve age-appropriate problems, fostering critical thinking and logical reasoning skills.

Mathematical Concepts: Assess early mathematical understanding, including number recognition, counting, and basic mathematical operations within the child's developmental stage.

2. Social-Emotional Skills

Emotional Regulation: Observe how children manage and express their emotions, assessing their ability to regulate emotions in various situations.

Social Interactions: Evaluate the child's capacity for positive social interactions, sharing, taking turns, and cooperating with peers during play and group activities.

Empathy and Perspective-Taking: Assess the development of empathy by observing how children understand and respond to the emotions of others.

3. Physical Skills

Gross Motor Skills: Evaluate the development of gross motor skills through activities such as running, jumping, climbing, and coordination exercises.

Fine Motor Skills: Assess fine motor skills by observing activities that involve hand-eye coordination, manipulation of small objects, and precision tasks such as drawing or using scissors.

4. Language and Communication Skills

Expressive Language: Evaluate the child's ability to express thoughts, ideas, and needs verbally, considering vocabulary, sentence structure, and clarity.

Receptive Language: Assess comprehension skills by observing the child's understanding of spoken language, instructions, and the ability to follow directions.

Steps in Skill Assessment

1. Observation

- Conduct regular observations in various contexts, including classroom activities, free play, and group interactions.
- Document specific behaviors, interactions, and achievements related to cognitive, social-emotional, and physical skills.

2. Play-Based Assessment

- Integrate play-based assessment methods to create a natural and engaging environment for skill observation.
- Use activities that encourage creativity, problem-solving, and collaboration to assess cognitive and social-emotional skills.

3. Teacher-Child Interactions

- Engage in positive teacher-child interactions to build rapport and create a comfortable space for skill demonstration.
- Utilize open-ended questions and prompts to assess language and communication skills during one-on-one interactions.

4. Portfolio Development

- Establish individual portfolios for each child, incorporating samples of their work, art projects, and written observations.
- Regularly update portfolios to track progress over time and provide a comprehensive overview of a child's development.

5. Standardized Tools (when appropriate)

- Utilize age-appropriate and culturally sensitive standardized assessment tools for specific domains.
- Supplement standardized assessments with qualitative observations to ensure a well-rounded understanding of a child's abilities.

Interpretation and Feedback

1. Individualized Feedback

- Provide individualized feedback that highlights each child's strengths, interests, and areas for growth.
- Offer constructive guidance and strategies for parents and caregivers to support skill development at home.

2. Goal Setting

- Collaboratively set goals with parents and caregivers based on the assessment findings.
- Establish realistic and age-appropriate goals that align with the child's developmental stage.

3. Communication with Stakeholders

- Share assessment results with relevant stakeholders, including parents, caregivers, and other educators.
- Ensure transparent and clear communication, emphasizing a collaborative approach to supporting each child's development.

4. Adaptation of Teaching Strategies

- Use assessment insights to adapt teaching strategies, creating an inclusive and responsive learning environment.
- Differentiate instruction to meet the diverse needs of early years children, fostering a supportive atmosphere for skill development.

Skill assessment for early years children is a nuanced and ongoing process that embraces the diversity of development in these crucial years. By incorporating various assessment methods, collaborating with parents, and maintaining a focus on individualized feedback, educators can create a supportive environment that nurtures the holistic growth of each child. The ultimate goal is to lay a strong foundation for lifelong learning and success.

2.1.3 Assessment Tools and Processes

Assessment in early childhood education is a dynamic and multifaceted process aimed at gaining insights into the holistic development of young learners. Utilizing a range of assessment tools and processes tailored for early years children is essential to understand their cognitive, social-emotional, physical, and language abilities. The goal is not only to measure academic achievements but also to inform teaching strategies, provide individualized support, and create responsive learning environments that celebrate the unique strengths of each child.

Assessment Tools

1. Observation-Based Tools

Anecdotal Notes: Educators can use anecdotal notes to record observations of children's behaviors, interactions, and achievements during various activities. This qualitative approach provides rich insights into individual learning styles and interests.

Checklists: Checklists are useful for systematically recording the presence or absence of specific behaviors or developmental milestones. They offer a quick and structured way to track progress across different domains.

Rating Scales: Rating scales allow educators to assign numerical values to observed behaviors, providing a more nuanced understanding of a child's abilities. These scales can be tailored for different developmental areas.

2. Play-Based Assessment

Structured Play Observations: Engaging children in purposeful play activities while observing their interactions and problem-solving skills provides valuable information about cognitive, social, and emotional development.

Portfolio Assessment: Portfolios compile samples of a child's work, drawings, and projects over time. This approach offers a comprehensive view of a child's progression and accomplishments across various domains.

3. Teacher-Child Interaction Tools

Behavioural Checklists: These checklists help assess behavior patterns, attention span, and social interactions. They can be useful for identifying behavioral concerns or areas for targeted support.

Interaction Rating Scales: Rating scales for teacher-child interactions evaluate the quality of relationships, communication, and responsiveness, providing insights into the emotional and social development of the child.

Assessment Processes

1. Initial Assessments

- Conduct routine developmental screenings and observations upon entry to early childhood settings to establish a baseline for each child.
- Collaborate with parents and caregivers to gather information about the child's developmental history and home environment.

2. Ongoing Formative Assessments

- Integrate ongoing formative assessments into daily routines, capturing spontaneous moments and individual achievements.
- Use a combination of observation, play-based assessment, and informal check-ins to gather continuous data.

3. Collaborative Team Assessments

- Collaborate with a multidisciplinary team, including specialists such as speech therapists, occupational therapists, and psychologists, when needed.
- Pool insights and expertise to gain a comprehensive understanding of a child's development.

4. Individualized Goal Setting

- Develop individualized goals based on assessment findings, considering the unique strengths and needs of each child.
- Set realistic and age-appropriate goals that align with developmental milestones.

5. Regular Progress Monitoring

- Establish a system for regular progress monitoring to track each child's development over time. Adjust teaching strategies, interventions, and goals based on continuous assessment data.

6. Documentation and Reflection

- Maintain detailed documentation of assessment data, including written observations, checklists, and samples of a child's work.
- Engage in reflective practices to assess the effectiveness of teaching strategies and make adjustments as needed.

7. Transition Assessments

- Conduct assessments specifically focused on transitions, such as the move from early childhood education to primary school.
- Collaborate with receiving educators to share assessment data and ensure a smooth transition.

8. Ethical Considerations

- Prioritize the ethical use of assessment tools, ensuring that they are culturally sensitive, age-appropriate, and free from biases.
- Safeguard the confidentiality of assessment data, sharing it only with individuals directly involved in the child's care.

Professional Development

1. Training for Educators

- Provide ongoing training for educators on the effective use of assessment tools and processes.
- Foster a culture of professional development to enhance educators' ability to adapt to evolving assessment practices.

2. Collaborative Learning Communities

- Facilitate collaborative learning communities where educators can share insights, best practices, and challenges related to assessment.
- Encourage a culture of shared learning and continuous improvement.

Comprehensive assessment tools and processes for early years children play a crucial role in creating supportive learning environments. By employing a diverse range of tools and embracing collaborative assessment processes, educators can gain a holistic understanding of each child's development. This knowledge serves as a foundation for tailored teaching strategies, individualized support, and the celebration of the unique strengths of every young learner.

Skill Based Assessment in Physical Education

Physical education plays an important role in the development of motor abilities such as **locomotor** (Running, Hopping), **object control** (Throwing, Catching, Kicking), and **stability** (Balancing on Line walking, Standing on one foot, etc.). While physical education assessment varies by school, they generally encompass students' physical talents and skills. A written test may easily cover themes like health, well-being, and nutrition, as well as more specific issues like muscle parts. Sports rules and regulations are another topic that might be covered in a written test. However, the pupil must display physical abilities. A physical education examination may include motor skills such as push-ups, overhead shots in badminton, shooting in basketball, etc. Other often examined physical capabilities in a physical education lesson include:

- ❖ Muscle Movement
- ❖ Flexibility
- ❖ Locomotor skills
- ❖ Running speed
- ❖ Pull-ups
- ❖ Catching and
- ❖ Stretching
- ❖ Jumping
- ❖ Balance
- ❖ Jump rope
- ❖ Throwing
- ❖ Other sports skills

Five things should be kept in mind while assessing the students-

- ❖ Accountability
- ❖ Evidence-Based Assessment
- ❖ Participation and Collaboration
- ❖ Performance-Based Assessment
- ❖ Validity and Reliability in Assessment

Physical activities are performed based on the ability of the physical fitness of each pupil. Without physical fitness, it seems impossible to complete any physical activity efficiently. Physical fitness is categorized into two types-

- ❖ Health-related physical fitness
- ❖ Skill-related physical fitness

Health Related Fitness

Physical Fitness Components: It refers to an individual's ability to perform aerobic exercises for an extended period. It is the cardiorespiratory system's highest functional capacity. This is the ability of the lungs, heart, and arteries to give nutrients and oxygen to the muscles when they are active. Health-related fitness can be assessed by measuring the following abilities-

- ❖ Aerobic Capacity
- ❖ Flexibility
- ❖ Strength
- ❖ Body Composition

Body Mass Index is the measure of body fat, calculated by the weight and height of a person. BMI provides the ideal body weight as per the height of a person. While calculating the BMI, weight is measured in kilograms and height in meters.

Formula of calculate BMI:

Formula to calculate BMI:

$$\text{BMI} = \frac{\text{Body weight (in kg)}}{(\text{Height})^2 \text{ (in metre)}}$$

For example, suppose a person has a body-weight of 70 kg and height 1.70 m. His/Her BMI would be:

$$\text{BMI} = \frac{\text{Body weight (in kg)}}{(\text{Height})^2 \text{ (in metre)}}$$

$$\begin{aligned} \text{Hence, BMI} &= \frac{70 \text{ kg}}{(1.70 \text{ m})^2} \\ &= \frac{70}{1.70 \times 1.70} \\ &= \frac{70 \text{ kg}}{2.89 \text{ m}} \\ &= 24.22 \end{aligned}$$

Hence, BMI = 24.22 (Normal BMI).

From the above formula, we can calculate the excess or deficiency of fat in our body and measures can be adopted to correct it.

If your BMI is between 18.5–24.9, your body-weight is ideal. Therefore, you have a healthy weight.

BMI is an indicator the relative proportion of fat and lean tissue in the body. However this is just a rough indicator and it is highly recommended to see a pediatrician for sound advice.

Measure your height and weight quarterly or every 2 months.

SN	Date	Height (Mts.)	Weight(Kg.)	BMI	Healthy/ Overweight/Underweight

BMI Table

Body Mass Index						
Age	Girls			Boys		
Years	Underweight	Healthy	Overweight	Underweight	Healthy	Overweight
5	<13.5	13.5 to 16.8	>16.8	<13.8	13.8 to 16.8	>16.8
6	<13.4	13.4 to 17.1	>17.1	<13.7	13.7 to 17	>17
7	<13.4	13.4 to 17.6	>17.6	<13.7	13.7 to 17.4	>17.4
8	<13.5	13.5 to 18.3	>18.3	<13.8	13.8 to 18	>18
9	<13.7	13.7 to 19.1	>19.1	<14	14 to 18.6	>18.6
10	<14.0	14.0 to 20	>20	<14.2	14.2 to 19.4	>19.4
11	<14.4	14.4 to 20.9	>20.9	<14.6	14.6 to 20.2	>20.2
12	<14.8	14.8 to 21.7	>25.2	<15	15 to 21	>21
13	<15.3	15.3 to 22.6	>22.6	<15.5	15.5 to 21.9	>21.9
14	<15.8	15.8 to 23.4	>23.4	<16	16 to 22.7	>22.7
15	<16.3	16.3 to 24.1	>24.1	<16.6	16.6 to 23.5	>23.5
16	<16.8	16.8 to 24.7	>24.7	<17.1	17.1 to 24.2	>24.2

Skill Related Fitness- *Skill-related fitness is determined by the neuromuscular system and determines how well a person performs a given skill.* It is the ability that aids in the acquisition of new skills. Having strong skill-related fitness assists you in learning new skills. Skill-related components are-

- ❖ Agility
- ❖ Coordination
- ❖ Reaction time and
- ❖ Balance
- ❖ Strength
- ❖ Speed

Note: For the students of early years (below the age of 7 years) all health-related components of fitness are to be avoided. Only skill-related fitness can be assessed by measuring the following abilities/capacities:

- ❖ Action
- ❖ Balance
- ❖ Coordination

Action: The capacity to carry out the proper movement as dictated by the particular sport.

- ❖ Running
- ❖ Rotating and Spiralling
- ❖ Quick direction changes



Balance: The capacity to remain balanced while moving or being still is known as balance. Naturally, our minds go to gymnasts balancing on beams or their hands. Several instances of balance occur in daily life when we move our weight from one portion of our body to the other. The most basic example would be Running, Hooping, Turning, climbing stairs, walking etc. Here are a few instances:

- ❖ Performing activity
- ❖ Running
- ❖ Playing Game
- ❖ Walking
- ❖ Jumping



Dynamic Balance: It is the capacity to retain equilibrium when moving and walking, Static Balance is the ability to hold our body in a certain position and posture.

The capacity to maintain a regulated bodily posture while doing a task—such as walking a balance beam, sitting at a table, or getting up onto a curb—is known as balance. Balance, which will help you stay coordinated, respond more quickly, and avoid falling.

Coordination: The capacity to carry out precise, regulated, and fluid motor responses—the ideal interplay of muscle function—is known as coordination. *(Being able to choose the appropriate muscle at the right moment and with the right amount of intensity to produce the desired motion is coordination.)* When several effectors cooperate to accomplish a task. The motor control hierarchy has several levels at which coordination takes place, including between individual muscles, joints, and limbs.

The capacity to coordinate the usage of various body parts and senses. In basketball, Table - Tennis, and Badminton, hitting a moving ball requires hand-eye coordination. Football volleying requires foot-eye coordination. Among the instances are-

- ❖ Dribbling the ball
- ❖ Zig Zag Running
- ❖ Hitting the ball
- ❖ Catching the ball
- ❖ Hurdle Race



Assessment in Activities/Games/Sports:

Knowledge	Values	Knowledge
<ul style="list-style-type: none"> • Pen-paper test • Viva-Voce • Demonstration 	<ul style="list-style-type: none"> • Observation • Role Play 	<ul style="list-style-type: none"> • Observation • Rubrics

Rubrics: Rubrics are not only used in academic settings but can also be applied to physical education & sports to assess and evaluate various aspects of activity performance.

In physical education & sports, rubrics can be valuable tools for physical education facilitator/teacher/coaches/athletes, and officials to provide structured and consistent feedback and evaluation.

Some examples in which rubrics are used in physical education & sports:

Skill Assessment: Facilitator/teacher often use rubrics to assess and rate the performance of students in specific skills or techniques.

For example, in gymnastics, a coach might use a rubric to evaluate a gymnast's execution of a routine, considering factors like form, balance, and difficulty

Rubrics- Rubrics are scoring guides that are used to assess and articulate specific component and expectations of student work. They provide clear criteria for success and can help students understand what is expected of them. Rubrics can be used for both formative and summative assessments and can be designed to measure a variety of skills.

Activity: In the exercise that follows, we will practice a few different methods of determining

S.N	Activity	Methodology/Procedure
1.	Skill-related fitness	Perform this task on the ground.
2.	Skill Assessment Circuit	Practice
3.	Objective	To learn and practice the skill assessment circuit.
4.	Props & Equipment Required:	Flat rings, balancing beam, soft balls, footballs, basketballs, cones/saucers, cricket bats, tennis balls, bean bags
5.	Warm-up–5 min	Allow kids to explore the play space in different ways while gradually accelerating their pace. Lead a stretching exercise or assign a student to lead one.
6.	Activity–25 min	<ul style="list-style-type: none"> • Split the class into two groups, and set up the two stations that correspond to the circuits below. • Running, hopping, dribbling with feet, twisting and turning, striking, dribbling with hands, and throwing are the skills that will be evaluated. • The group will move on to another station when the kids finish this one. • The teacher should observe the students as they complete the circuit while applying the aforementioned abilities. • If a youngster needs more practice to get better at a certain ability, extra practice can be provided. • For an evaluation of the competency requirements, consult the handout.

Station 1	Diagram
Station 2	Diagram
Cool-down–5 min	Encourage kids to stroll or jog at a leisurely pace around the play area. Lead a stretching exercise or assign a student to lead one.
Lesson: Preparation	Based on their current feelings and the reasons behind them, ask the kids to select one of the following emotions. The feelings are: happy, sad, angry, and excited. Find out whether they are optimistic about passing the fitness exam. Assure them that they will succeed since they have done their homework and are well-prepared.

2.2 Assessment Report and Feedback

The preparation of a report on assessment and feedback for early years children is a meticulous process aimed at gaining a comprehensive understanding of young learners' developmental progress and providing insights to enhance educational practices. In this context, the facilitator must define clear objectives and criteria, tailoring assessment tools and feedback mechanisms to align with the unique needs of early childhood education. Data collection involves a delicate balance between quantitative and qualitative methods, considering age-appropriate tools such as observational assessments, play-based evaluations, and parental or caregiver feedback. Ethical considerations play a crucial role, ensuring the confidentiality of sensitive information and obtaining appropriate consents. The analysis phase delves into both individual and group performance, identifying strengths and areas for improvement, and offering recommendations to optimize the learning environment for these young learners. The final report not only serves as a snapshot of current achievements but also becomes a roadmap for ongoing enhancement in early childhood educational practices.

2.2.1 Preparation of Report

Information Identification

The preparation of a report on assessment and feedback involves a thoughtful process of information identification to ensure a comprehensive understanding of their developmental progress. There is a detailed on gathering relevant information for such a report:

- 1. Define Developmental Objectives:** Clearly define the developmental objectives for early years children based on age-appropriate milestones and educational standards. The assessment objectives align with the goals of the early childhood curriculum.
- 2. Identify Age-Appropriate Assessment Tools:** Choose assessment tools that are developmentally appropriate for young children, such as play-based assessments, observation checklists, or expressive arts activities. The selected tools cater to the diverse learning styles of early years children.
- 3. Parent and Caregiver Involvement:** Identify effective ways to involve parents and caregivers in the assessment process, considering regular updates, conferences, or informal discussions. Incorporate parental or caregiver feedback, observations, and concerns into the assessment process.
- 4. Ethical Considerations:** Obtain informed consent from parents or guardians before collecting any identifiable information about the children. Establish procedures to maintain the confidentiality of individual child assessments.
- 5. Diverse Assessment Criteria:** Develop a set of diverse assessment criteria that encompass cognitive, social-emotional, physical, and language development. Balance between assessing foundational skills and promoting creativity and critical thinking.
- 6. Observational Data Collection:** Define clear protocols for systematic observations, considering both planned activities and spontaneous interactions. Capture qualitative data on children's behaviors, interests, and interactions with peers and educators.

7. **Developmentally Appropriate Feedback Mechanisms:** Identify age-appropriate feedback mechanisms such as simple visual aids, positive reinforcement, or narrative feedback that can be easily understood by young children. Establish a system for continuous feedback, ensuring ongoing communication about children's progress and achievements.
8. **Recordkeeping and Documentation:** Develop a secure and organized system for recordkeeping, storing assessment data, and maintaining a portfolio of children's work. Regularly document children's progress, capturing both individual achievements and group dynamics.
9. **Incorporate Play-Based Assessments:** Integrate play-based assessments that allow children to naturally demonstrate their cognitive and social skills during activities. A balance between structured play activities that assess specific skills and unstructured play that encourages creativity.
10. **Language and Communication Assessments:** Identify tools to assess language development, including vocabulary acquisition, expressive language skills, and communication with peers and adults. Take into account the linguistic diversity within the early years setting when assessing language development.
11. **Physical Development Assessments:** Choose assessments that evaluate gross and fine motor skills, coordination, and physical activity levels. Design activities and assessments that encourage physical movement and exploration.
12. **Social-Emotional Assessments:** Select assessments that measure social-emotional development, including empathy, self-regulation, and interpersonal skills. Utilize behavioral observations to understand children's social interactions and emotional expressions.
13. **Formative Assessment Strategies:** Implement strategies for ongoing formative assessment to inform instructional practices in real-time. Use formative assessments to adapt teaching methods and activities based on individual and group needs.
14. **Collaboration with Early Childhood Professionals:** Collaborate with fellow educators and professionals to share insights, discuss assessment strategies, and collectively contribute to the information-gathering process. Consider ongoing professional development opportunities to enhance assessment practices.
15. **Use of Technology for Data Collection:** Explore the use of technology for data collection, such as digital portfolios, interactive educational apps, or multimedia documentation. Provide adequate training to staff members on the use of technology tools to ensure accurate and efficient data collection.

By systematically identifying relevant information through these steps, the preparation of a report on assessment and feedback for early years children becomes a thoughtful and purposeful process. This information lays the foundation for a comprehensive report that not only captures the developmental progress of young learners but also informs future educational strategies and improvements.

Analysis of Report

Analyzing a report on assessment and feedback is a crucial phase that involves interpreting collected data, identifying patterns, and drawing insightful conclusions to inform educational strategies. Here's a detailed guide on how to conduct a comprehensive analysis of such a report:

1. **Review Developmental Objectives:** Assess the extent to which the collected data aligns with the predefined developmental objectives. Identify areas where the objectives have been successfully met and those that may require further attention.
2. **Quantitative Data Analysis:** Apply appropriate statistical methods to analyze quantitative data, such as test scores or numerical assessments. Calculate averages, ranges, and standard deviations to understand the distribution of scores. Identify trends or patterns in the data, exploring variations among different assessment criteria and age groups.
3. **Qualitative Data Analysis:** For qualitative data, conduct a thematic analysis to identify recurring themes or patterns in observations, feedback, and open-ended responses. Capture the richness of qualitative data by providing detailed descriptions of observed behaviors and interactions.

4. **Cross-Referencing Data Sources:** Cross-reference quantitative and qualitative data to gain a holistic understanding of children's development. Explore how qualitative insights complement or elaborate on numerical findings. Validate findings across different data sources to ensure consistency and reliability.
5. **Individual and Group Performance Analysis:** Analyze individual child performance, identifying strengths and areas for improvement. Consider variations in developmental trajectories. Assess group dynamics, recognizing any collective patterns in behavior, learning styles, or social interactions.
6. **Feedback Integration:** Integrate feedback from parents, caregivers, and educators into the analysis. Identify common themes and areas of agreement or divergence between stakeholders. Assess the impact of feedback on the overall understanding of children's development and educational experiences.
7. **Identification of Strengths and Weaknesses:** Recognize and highlight areas of success and achievement among early years children. This could include academic milestones, social-emotional growth, or creativity. Clearly identify areas that present challenges or where children may require additional support or differentiated instruction.
8. **Root Cause Analysis:** If weaknesses or challenges are identified, conduct a root cause analysis to understand the underlying factors contributing to these issues. Explore environmental, instructional, or developmental factors. Identify whether challenges are isolated or indicative of systemic issues that may require broader interventions.
9. **Comparison with Developmental Benchmarks:** Compare children's performance against established developmental benchmarks or age-appropriate standards. Assess whether children are meeting, exceeding, or falling below expected developmental milestones. Consider whether benchmarks need adjustment based on the unique characteristics of the early years setting.
10. **Equity and Inclusion Analysis:** Analyze data with a focus on equity and inclusion, recognizing any disparities or variations among diverse groups of children. Tailor recommendations to ensure that strategies address the specific needs of diverse learners within the early years setting.
11. **Impact on Instructional Practices:** Evaluate how assessment findings influence instructional practices. Identify teaching methods that align with children's learning styles and developmental needs. Consider whether adjustments to the curriculum or instructional materials are warranted based on the analysis.
12. **Formative Assessment Reflection:** Reflect on the effectiveness of formative assessment strategies in providing real-time insights into children's progress. Evaluate how formative assessments contribute to instructional adaptations. Consider refinements to formative assessment practices for ongoing improvement.
13. **Technology Integration Analysis:** Assess the effectiveness of technology tools used for data collection, documentation, or feedback. Identify whether technology enhances the accuracy and efficiency of the assessment process. Evaluate the impact of technology on staff and educator training needs and propose adjustments as necessary.
14. **Documentation and Reporting:** Ensure transparency in reporting the analysis process, clearly articulating the methods, tools, and considerations used. Present findings in a clear and accessible manner, using visual aids or charts to enhance understanding.
15. **Recommendations for Continuous Improvement:** Derive actionable recommendations from the analysis that address identified challenges and capitalize on strengths. Prioritize recommendations based on their potential impact on children's development and feasibility of implementation.
16. **Feedback Loop and Future Assessments:** Propose mechanisms for ongoing feedback and evaluation to track the effectiveness of implemented changes. Outline considerations for future assessments, incorporating lessons learned from the current analysis.

By adopting this comprehensive approach to the analysis of a report on assessment and feedback for early years children, educational practitioners can derive meaningful insights, guide informed decision-making, and contribute to continuous improvement in early childhood education practices. The ultimate goal is to create an environment that optimally supports the holistic development of young learners.

Conclusion and Recommendations

It is essential to synthesize key findings, highlight successes, address challenges, and offer actionable recommendations for continuous improvement. The conclusion serves as a reflective summary of the assessment process and sets the stage for informed decision-making. Here's a detailed guide on crafting a conclusion and providing recommendations:

- 1. Summarize Key Findings:** Provide a holistic overview of the assessment findings, encompassing cognitive, social-emotional, and physical development. Summarize trends, patterns, and noteworthy observations that emerged from the assessment data.
- 2. Highlight Successes:** Acknowledge and celebrate the achievements and milestones observed among early years children. Highlight instances of positive social interactions, cognitive growth, and creative expression.
- 3. Address Challenges:** Clearly articulate challenges and areas where children may require additional support or targeted interventions. Recognize underlying factors contributing to challenges, fostering transparency and a proactive approach to improvement.
- 4. Reflection on Formative Assessment:** Reflect on the effectiveness of formative assessment strategies in providing real-time insights and supporting responsive teaching. Discuss how formative assessment practices have influenced instructional methods and curriculum adaptations.
- 5. Consideration of Stakeholder Feedback:** Consider and integrate feedback from parents, caregivers, and educators into the conclusion. Stakeholder perspectives align with the observed experiences and developmental progress of early years children.
- 6. Recommendations for Improvement:** Propose specific and actionable recommendations derived from the analysis, addressing identified challenges and leveraging strengths. Prioritize recommendations based on their potential impact on children's development and the feasibility of implementation.
- 7. Individualized Support Strategies:** Suggest individualized support strategies for children requiring additional assistance, ensuring differentiation in teaching approaches. Consider collaboration with specialists or support services to address specific developmental needs.
- 8. Curricular Adjustments and Enrichments:** Recommend adjustments to the curriculum or the incorporation of enriching activities that align with children's evolving interests and developmental trajectories. Encourage interdisciplinary connections to create a more holistic learning experience.
- 9. Professional Development Opportunities:** Recommend professional development opportunities for educators to enhance their skills in early childhood assessment, utilizing technology, and addressing diverse learning needs. The formation of a community of practice to facilitate shared learning and collaboration among educators.
- 10. Technology Integration and Training:** Suggest optimizations in the use of technology tools for data collection, documentation, and communication. The importance of ongoing training for staff members to ensure proficiency and confidence in utilizing technology for assessments.
- 11. Monitoring and Feedback Loop:** Propose mechanisms for ongoing monitoring and evaluation to track the effectiveness of implemented changes. The importance of adapting strategies based on continuous feedback, fostering a culture of continuous improvement.
- 12. Parental Engagement Strategies:** Recommend strategies to enhance communication between educators and parents, ensuring transparent and regular updates on children's progress. Encourage active parental involvement in supporting children's developmental goals at home.
- 13. Sustainable Assessment Practices:** Advocate for the integration of assessment practices into daily routines to create a seamless and natural learning environment. Recommended assessment practices are sustainable and align with the long-term goals of early childhood education.
- 14. Future Assessment Considerations:** Provide considerations for future assessments, outlining potential refinements to assessment tools, data collection methods, and analysis processes. Align future assessments with the long-term vision of providing a nurturing and enriching early childhood educational experience.

In crafting the conclusion and recommendations for a report on assessment and feedback for early years children, a forward-looking and solution-oriented approach is crucial. The aim is to foster a learning environment that

continuously adapts to the unique needs of young learners, promoting their holistic development and setting the stage for a positive educational journey.

Revise Your Report

Introduction

Early childhood education is a pivotal phase in a child's developmental journey, laying the foundation for future learning. This report encapsulates a comprehensive assessment and feedback initiative aimed at gaining insights into the holistic development of our early years children. By incorporating various assessment tools, feedback mechanisms, and stakeholder perspectives, we endeavor to celebrate achievements, address challenges, and pave the way for continuous improvement.

Key Findings

Our assessment journey has unveiled a tapestry of development, where cognitive, social-emotional, and physical milestones intertwine. Through systematic observation, play-based assessments, and feedback from parents and educators, we have identified commendable successes and areas deserving attention. Positive interactions, creative expressions, and cognitive leaps underscore the strengths of our early learners.

Celebrating Successes

Acknowledging achievements is paramount. We celebrate the blossoming social interactions, evident cognitive growth, and the vibrant creativity displayed by our early years children. These successes affirm the efficacy of our instructional approaches and the conducive learning environment we have cultivated.

Addressing Developmental Challenges

Transparently, we recognize developmental challenges. Some children may benefit from tailored interventions or differentiated support strategies. By acknowledging these challenges, we pave the way for targeted improvements, creating a more inclusive and responsive educational setting.

Insights from Formative Assessment

The integration of formative assessment strategies has proven instrumental in providing real-time insights into children's progress. Responsive teaching practices have emerged, adapting to the evolving needs of our early learners. This dynamic approach fosters a learning environment that is attuned to individual developmental trajectories.

Recommendations for Continuous Improvement

To fortify our commitment to holistic development, we propose actionable recommendations:

1. Tailored Support Strategies

- Develop individualized support strategies for children requiring additional assistance.
- Collaborate with support services to address specific developmental needs.

2. Curricular Adjustments and Enrichments

- Recommend adjustments to the curriculum to align with evolving interests and developmental trajectories.
- Encourage interdisciplinary connections for a more comprehensive learning experience.

3. Professional Development Opportunities

- Identify and address training needs for educators in early childhood assessment and technology utilization.
- Foster a community of practice to facilitate shared learning and collaboration.

4. Optimization of Technology Tools

- Optimize the use of technology tools for data collection, documentation, and communication.
- Emphasize ongoing training for staff members to ensure proficiency and confidence.

5. Establish a Feedback Loop

- Propose mechanisms for ongoing monitoring and evaluation to track the effectiveness of implemented changes.
- Adapt strategies based on continuous feedback, fostering a culture of continuous improvement.

6. Parental Engagement Strategies

- Enhance communication channels between educators and parents for transparent and regular updates.
- Encourage active parental involvement in supporting children's developmental goals at home.

7. Sustainable Assessment Practices

- Advocate for the integration of assessment practices into daily routines for a natural learning environment.
- Ensure that recommended assessment practices are sustainable and align with long-term educational goals.

Conclusion

This report encapsulates our commitment to the holistic development of early years children. By celebrating successes, addressing challenges, and implementing targeted recommendations, we embark on a journey of continuous improvement. The early years are a canvas of potential, and our collective efforts strive to paint a picture of thriving, engaged, and well-rounded learners.

Providing Feedback

Introduction

This report encapsulates a comprehensive exploration of the assessment and feedback processes employed to gauge the developmental progress of our early years children. The aim is not only to evaluate academic achievements but, more importantly, to foster a holistic environment that nurtures social, emotional, and physical growth. Central to this approach is the provision of thoughtful and constructive feedback, creating a foundation for continuous improvement and a positive early educational experience.

Feedback Mechanisms

Our feedback mechanisms are designed to be age-appropriate, recognizing the unique needs and developmental stages of early years children. Utilizing a blend of observational assessments, play-based evaluations, and engagement with parents and caregivers, we have sought to capture a comprehensive picture of each child's journey.

Individualized Feedback

Every child is unique, and our feedback approach reflects this diversity. Individualized feedback, tailored to the specific strengths and challenges of each child, has been a cornerstone. We highlight achievements, acknowledge progress, and gently guide improvement areas, ensuring that children and their families receive personalized insights.

Celebrating Achievements

Positive reinforcement through feedback is vital for building confidence and motivation. We celebrate not just academic accomplishments but also social interactions, creative expressions, and moments of resilience. By emphasizing these achievements, we instill a sense of pride in our early learners, creating a positive foundation for future learning.

Constructive Guidance

Constructive guidance forms the heart of our feedback approach. Where challenges arise, our feedback provides clear insights into areas that may benefit from further attention. This guidance is framed in a supportive manner, offering solutions and strategies for improvement, thus fostering a growth mindset from the earliest stages of education.

Parent and Caregiver Collaboration

Recognizing the vital role of parents and caregivers, our feedback mechanisms involve regular communication and collaboration. Parent-teacher conferences, progress reports, and open lines of communication ensure that families are active partners in their child's educational journey. We encourage a reciprocal exchange of insights, creating a harmonious bridge between home and school.

Continuous Improvement Loop

Feedback is not static but part of a dynamic loop for continuous improvement. We actively seek input from parents, educators, and even the children themselves. This feedback loop enables us to adapt our strategies, refine our approaches, and ensure that our early years education remains responsive to the evolving needs of each child.

Recommendations for Enhancing Feedback:

To further enhance our feedback processes, we propose the following recommendations:

1. Interactive Feedback Sessions

- Implement interactive feedback sessions, where parents, caregivers, and educators can engage in meaningful conversations about a child's progress.
- Explore the use of technology to facilitate virtual feedback sessions for increased accessibility.

2. Visual Feedback Aids

- Develop visual aids, such as progress charts or multimedia presentations, to complement verbal feedback and provide a more tangible representation of a child's journey.
- Ensure that visual aids are designed to be easily understandable by parents and caregivers.

3. Incorporate Child Self-Assessment

- Introduce age-appropriate self-assessment tools, empowering children to reflect on their own progress and set personal goals.
- Facilitate conversations that encourage children to express their feelings about their learning experiences.

4. Training for Effective Feedback

- Provide training for educators on delivering effective and compassionate feedback that fosters a positive learning environment.
- Establish a platform for peer learning among educators to share best practices in delivering impactful feedback.

Conclusion

Approach to assessment and feedback is deeply rooted in creating a nurturing and supportive educational ecosystem. By providing individualized, constructive, and collaborative feedback, we endeavor to lay the foundation for a lifelong love of learning. The journey of early education is a shared one, and through insightful feedback, we aim to cultivate an environment where every child can flourish.

2.2.2 Steps of Documenting Feedback

1. Observational Assessment

- Begin by conducting observational assessments to gather data on a child's behaviors, interactions, and achievements.
- Use a combination of anecdotal notes, photographs, and videos to document both planned activities and spontaneous moments.

2. Categorization of Feedback

- Categorize feedback into distinct areas such as cognitive development, social-emotional skills, and physical abilities.
- Use a framework that aligns with the developmental objectives and goals set for early years education.

3. Individualized Feedback

- Tailor feedback to each child's unique strengths, interests, and developmental needs.
- Provide specific examples and anecdotes that illustrate the child's progress and achievements.

4. Positive Reinforcement

- Incorporate positive reinforcement by acknowledging and celebrating achievements.
- Use affirmative language to highlight efforts, perseverance, and the positive impact of a child's contributions.

5. Constructive Guidance

- Offer constructive guidance by identifying areas for improvement in a supportive manner.
- Provide actionable recommendations that focus on the next steps for learning and development.

6. Reflection and Self-Assessment

- Encourage self-reflection by involving children in the feedback process.

- Use age-appropriate tools and discussions to help children reflect on their own experiences and set personal goals.

7. Parental Involvement

- Document insights that can be shared with parents and caregivers to keep them informed about their child's progress.
- Provide clear and transparent information, inviting parents to actively engage in their child's educational journey.

8. Recordkeeping

- Establish a systematic recordkeeping system to organize and store feedback data.
- Ensure that records are accessible for future reference, evaluations, and collaborative planning.

9. Regular Review and Adjustment

- Schedule regular reviews of feedback documentation to track the progress of individual children and the effectiveness of teaching strategies.
- Adjust feedback approaches based on continuous observations and evolving developmental needs.

10. Collaborative Communication

- Foster open and collaborative communication with colleagues to share insights, strategies, and best practices in providing effective feedback.
- Create a culture of continuous improvement through shared learning experiences.

The documentation of feedback for early years children becomes a purposeful and systematic process, aligning with the overarching objective of nurturing each child's holistic development and creating a positive foundation for lifelong learning.

Objective of Feedback:

The primary objective of providing feedback for early years children is to support their holistic development and create a positive learning environment. Feedback serves as a powerful tool to nurture a child's cognitive, social-emotional, and physical growth. It aims to celebrate achievements, guide improvement, and foster a sense of confidence and motivation in each child. The specific goals of feedback in the early years include:

1. Celebrating Achievements

- Recognize and highlight individual and collective accomplishments, fostering a positive self-image in children.
- Celebrate successes, no matter how small, to instill a sense of pride and joy in their learning journey.

2. Guiding Improvement

- Identify areas for improvement and provide constructive guidance to support a child's ongoing development.
- Offer specific and actionable suggestions to help children build on their strengths and overcome challenges.

3. Fostering a Growth Mindset

- Cultivate a growth mindset by framing feedback in a way that emphasizes effort, resilience, and the process of learning.
- Encourage children to view challenges as opportunities for growth and learning rather than as obstacles.

4. Enhancing Self-Awareness

- Facilitate self-awareness by helping children understand their strengths, interests, and areas where they can further develop.
- Encourage reflective thinking, where children begin to understand their own learning styles and preferences.

5. Promoting Positive Social Interactions

- Acknowledge and reinforce positive social interactions, cooperation, and effective communication among children.
- Use feedback as a tool to foster a sense of community and shared responsibility within the early years setting.

6. Involving Parents and Caregivers

- Establish a collaborative relationship with parents and caregivers by providing them with insights into their child's progress.
- Share strategies and recommendations for extending learning experiences at home to reinforce educational goals.

7. Creating a Supportive Learning Environment

- Contribute to the creation of a supportive and nurturing learning environment by fostering open communication and trust.
- Ensure that feedback is delivered with empathy and encouragement to build a positive teacher-child relationship.

Physical Education Student Progress Report Example

Student Information

Student Name: Amit	Classroom Teacher: Rakesh Kumar
Grade: 1	School Year: 2023-2024

Evaluation Key

3 = Excellent: Student exceeds grade-level expectations.
2 = Competent: Student meets grade-level expectations.
1 = Needs Improvement: Student needs more practice to meet grade-level expectations.
NA = Not assessed.

National Standards for K-12 Physical Education	Assessment Tools	Assessment Scores, by Grading Term		
		Term 1	Term 2	Term 3
Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.				
Skips using a mature pattern.	Structured observation while performing in a variety of settings (skill/fitness circuit drills).	2	3	3
Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-off and landings.	Structured observation while performing in a variety of settings (skill/fitness circuit drills).	2	3	3
Balances in an inverted position with stillness and supportive base.	Group-supported balance demonstration, station demonstrations (peer and teacher).	NA	2	2

Dribbles using the preferred hand while walking in general space.	Group practice, game-like practice and feedback from teacher.	NA	2	2
Jumps a self-turned rope consecutively forward and backward with a mature pattern.	Group practice, game-like practice and feedback from teacher.	2	3	3
Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		Term 1	Term 2	Term 3
Combines locomotor skills in general space to a rhythm.	Call-and-response teacher observation, teacher-led progressions to music and partner patterns.	2	2	3
Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		Term 1	Term 2	Term 3
Actively engages in physical education class in response to instruction and practice.	Ongoing feedback	3	3	3
Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.		Term 1	Term 2	Term 3
Accepts responsibility for class protocols with behavior and performance actions.	Ongoing feedback	2	2	3
Recognizes the role of rules and etiquette in teacher-designed physical activities.	Ongoing feedback	2	2	3
Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		Term 1	Term 2	Term 3
Recognizes the value of “good health balance.”	Ongoing feedback using questionnaire	2	2	N/A
Sample teacher notes on student assessments by grading them.				
Term 1: Participates with enthusiasm, yet distracts others from learning.				
Term 2: Listens well and works/plays well with others.				
Term 3: Takes responsibility for learning.				

Summary

- ❖ Assessing early years children's physical abilities, progress, and attitudes toward physical activity.
- ❖ Determining achievement levels and informing instructional decisions in early childhood physical education.
- ❖ Identifying specific strengths and weaknesses in children's physical development and movement skills.
- ❖ Measuring proficiency in fundamental movements and physical skills relevant to early childhood development.
- ❖ Utilizing various tools such as observational assessments, checklists, and fitness testing to gather information and guide instruction effectively for early years children's physical education.
- ❖ Identifying early years children's specific strengths and weaknesses in physical development and movement skills.
- ❖ Ongoing assessment during physical education activities to monitor progress and provide feedback for improvement.
- ❖ Assessing overall achievement and proficiency at the end of a period or unit of physical education.
- ❖ Analyzing assessment data to identify areas for improvement and intervention in children's physical development.
- ❖ Continuously evaluating children's progress and adjusting instruction to optimize learning outcomes.
- ❖ Evaluating overall achievement and effectiveness of physical education programs for early years children.
- ❖ Assessing proficiency in fundamental movement skills relevant to early childhood development.
- ❖ Assessing components such as flexibility, muscular strength, and cardiovascular fitness in early years children.
- ❖ Evaluating overall physical health and well-being in early childhood.
- ❖ Assessing body weight relative to height as an indicator of healthy growth and development.
- ❖ Evaluating agility, balance, coordination, and other skills relevant to physical activity participation.
- ❖ Documenting assessment results and providing constructive feedback to children, parents, and educators.
- ❖ Compiling assessment data and observations into a comprehensive report for analysis and review.
- ❖ Examining assessment findings to identify trends, patterns, and areas needing improvement.
- ❖ Summarizing assessment outcomes and suggesting strategies for enhancing physical education experiences.
- ❖ Making adjustments to assessment reports based on feedback and ongoing evaluation.
- ❖ Offering constructive feedback to children on their performance and progress in physical activities.
- ❖ Systematically recording observations and suggestions to facilitate continuous improvement.
- ❖ Helping children understand their strengths and areas for growth while motivating them to engage in physical activity and adopt healthy habits.

Glossary

- | | |
|---------------------------------|---|
| 1. Action | : A person is said to have made a wager on a sporting event when they have action on the result. |
| 2. Aerobic Capacity | : Aerobic capacity refers to your body's ability to efficiently use oxygen. |
| 3. Agility | : A skill-related aspect of physical fitness that has to do with the capacity to quickly and accurately shift the position of one's complete body in space. |
| 4. Assessment | : Assessment is the systematic basis for making inferences about the learning. |
| 5. Assessment Report | : The information based on assessor findings that is required to ascertain the efficacy of the controls inherited or implemented by the information system is included in the assessment reports. |
| 6. Balance | : The ability to balance your weight so that you can walk or stand without tripping, or get back up if you fall. |
| 7. BMI (Body Mass Index) | : It is a measure of body weight relative to height, commonly used to assess health status and risk of obesity in individuals, including early years children. |

8. Body Composition	: Body composition is the percentage of a body's weight that is fat tissue.
9. Body Mass Index	: The body mass index (BMI) is a measurement of body fat based on height and weight.
10. Coordination	: The ability to execute smooth, accurate, controlled motor responses development of students.
11. Diagnostic Assessment	: A method by which the instructor may find out what abilities the pupils already possess and where they need to concentrate their lessons.
12. Diagnostic Evaluation	: A diagnostic evaluation assesses various areas of development to gain a “full picture” of a child's development and learning style.
13. Evaluation	: The process of judging or calculating the quality, importance, amount, or value of something.
14. Feedback	: Constructive critique or advice on how to make a performance, product, etc.
15. Flexibility	: The inherent characteristic of bodily tissues that establishes the maximum range of motion possible at a joint or set of joints without risk of harm.
16. Formative Assessment	: In order to enhance instruction and learning, formative assessment offers continuous feedback between the instructor and the student.
17. Formative Evaluation	: A formative assessment is an evaluation method used to monitor a student's progress, which provides feedback instead of a grade.
18. Health-related fitness	: Health-related fitness refers to components of physical fitness that contribute to overall health and well-being, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
19. Hurdle Race	: A hurdle is a barrier or other obstacle that a runner has to jump over during a race, offered to someone physical activities and tasks efficiently and effectively.
20. Physical fitness	: Physical fitness refers to the overall well-being and ability of an individual to perform
21. Reaction time	: The speed at which an athlete responds to an external stimulus.
22. Rubrics	: Usually used to assess student achievement against a consistent set of criteria or to encourage the consistent implementation of learning goals, objectives, or standards in the classroom, a rubric is an evaluation instrument or set of rules.
23. Skill Assessment	: A physical education assessment is a test designed to evaluate or monitor a student's progress in physical education.
24. Skill Cognition	: The talents your brain employs for basic daily tasks including thinking, learning, reading, remembering, speaking, listening, and paying attention are known as cognitive capacities.
25. Skill Related Fitness	: The abilities that help people to learn skills.
26. Skill-based assessment	: Involves evaluating proficiency in fundamental movement skills such as running, jumping, throwing, and catching, enabling educators to identify individual strengths and areas for improvement, and tailor instruction to enhance overall physical literacy and development.
27. Speed	: The capacity to move the entire body or a portion of it swiftly.
28. Stance	: The position in which somebody stands, especially when playing a sport.
29. Strength	: The amount of force a muscle can exert, or its capacity to apply force and overcome resistance.
30. Structured	: Arranged with a clear structure and the components in a way that makes sense.
31. Summative Assessment	: After a learning session, a summative assessment is given to demonstrate the cumulative knowledge and skills that the student has acquired.
32. Summative Evaluation	: Summative assessments are a type of evaluation used to demonstrate the cumulative learning of a student following a learning phase.
33. Zig Zag Run	: Cone zigzag runs test a person's ability to keep moving forward as much as possible while reversing course and covering a certain distance in a sequence of 45-degree cuts.



Exercises

CBSE Textbook Questions with Answers

A. Subjective Questions.

1. Define assessment and evaluation.
Ans. Ref. Page 33
2. What are the components of fitness?
Ans. Ref. Page 39-41
3. Define skill related fitness with examples
Ans. Ref. Page 41
4. Explain why assessment is important?
Ans. Assessment in early years children is vital for understanding their development, identifying individual needs, and tailoring educational approaches. It helps educators track progress, provide targeted support, and ensure a holistic learning environment, fostering optimal growth and readiness for future learning.
5. What are the advantages of using a report card?
Ans. Report cards in early years provide valuable feedback to parents and educators about a child's progress, strengths, and areas needing improvement. They facilitate communication between stakeholders, track developmental milestones, and guide educational planning to support each child's growth effectively.

Additional Questions with Answers

A. Choose the correct option.

(1 Mark)

1. Assessment is the.

(a) Assessment is process of locating, selecting, producing, compiling, assessing, deciphering, and utilising data	<input type="checkbox"/>	
(b) assessment is a planned and ongoing process of collecting data	<input type="checkbox"/>	
(c) Both a and b	<input type="checkbox"/>	(d) None of these
2. Assessment for learning is.

(a) Summative assessment	<input type="checkbox"/>	(b) Diagnosis assessment
(c) Formative assessment	<input type="checkbox"/>	(d) None of these
3. Assessment is the comparison of actual performance of a skill-

(a) Summative assessment	<input type="checkbox"/>	(b) Diagnosis assessment
(c) Formative assessment	<input type="checkbox"/>	(d) Skill assessment
4. Things should be kept in mind while assessing the students-

(a) Accountability.	<input type="checkbox"/>	(b) Performance-based Assessment.
(c) Evidence-based Assessment	<input type="checkbox"/>	(d) All of these
5. Below the age of 7 years students which skill related fitness can be assessed.

(a) Action	<input type="checkbox"/>	(b) Balance
(c) Coordination	<input type="checkbox"/>	(d) All of these
6. Points should be kept in mind while analysing the report-

(a) Event Summary	<input type="checkbox"/>	(b) Performance analysis
(c) Incidents reports	<input type="checkbox"/>	(d) all of these

7. Steps to be Documented Feed Back-

(a) Identifying tools and resources

(c) Both *a* and *b*

(b) Determine who will be involved

(d) None of these

Answers:

1. (c) Both *a* and *b*

3. (d) Skill assessment

5. (d) all of these

7. (c) Both *a* and *b*

2. (b) Diagnosis assessment

4. (d) all of these

6. (d) all of these

B. Short Answer Type Questions.

(2 Marks)

1. What do you mean by evaluation?
2. What do you understand by skill assessment?
3. Why is assessment necessary?
4. Why do we prepare assessment report?
5. Define skill related fitness with examples.
6. What do you understand by rubrics?

C. Long Answer Type Questions

(4 Marks)

1. Explain the types of assessment.
2. Explain the types of evaluation.
3. Describe the difference between assessment and evaluation.
4. While assessing the students what should be kept in mind?
5. Write steps of documenting feedback.
6. What are the objectives of feedback?
7. What are the components of health related fitness?
8. Explain why assessment is important.
9. What are the advantages of using a report card?
10. What do you understand by assessment?
11. What do you understand by formative assessment?
12. What do you understand by diagnosis assessment?
13. What do you mean by summative assessment?
14. Write four points that should be kept in mind while assessing the students.
15. Describe the BMI.
16. Name any four skill related components.
17. What is balance?



Activities

1. Conduct skill assessment using the recommended guidelines for early years' children.
2. Prepare rubrics for any one activity of your choice.

(Critical Thinking)

(Critical Thinking)

Suggested Activities

1. Prepare a chart on difference between assessment and evaluation.
2. Discussion in classroom which of the assessment is better—formative or summative.
3. Prepare a PowerPoint presentation on steps of report preparation and feedback.
4. Calculate BMI of any one section or any 20 students and prepare assessment report with feedback.

(Experiential Learning)

(Critical Thinking)

(Creativity)

(Critical Thinking & Creativity)

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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