
Notes

**METHODS
IN
PHYSICAL EDUCATION**

Compiled by

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METHODS IN PHYSICAL EDUCATION

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[For educational purpose]

PREFACE

This book is compiled by me to give an account of the methods of teaching physical activities, class management in physical education, preparation of lessons in physical education, drawing of various types of fixtures for the tournament, pupils classification for physical activities. I am confident that this book will prove worthy for the professional students in physical education.

I express my gratitude to professors, C. THIRUNARAYANAN, S. HARIHARASHARMA, Dr. J.P. THOMAS, and THOMAS MATHEW for their writings whose standard works form the source of this book.

I sincerely thank Dr. A. ATHICHAN, former Principal, Alagappa University College of Physical Education and Dr. E.K. CHINNAMA REDDY, former Principal, Alagappa University College of Physical Education, Karaikudi for their invaluable encouragement in bringing out this book.

Dr. S. BEVINSON PERINBARAJ

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METHODS OF PHYSICAL EDUCATION

Chapter I

INTRODUCTION

- a. Meaning of Method and Factors influencing Method
- b. Presentation Techniques - Planning and Presentation
- c. Methods of Teaching Physical Activities.
- d. Teaching Aids

(a) MEANING OF METHOD AND FACTORS INFLUENCING METHOD

Teaching is an art and it shall follow a procedure adopted to situations so that effective learning takes place. An efficient and experienced teacher will always "resort to such procedures that produce outcomes. Hence METHOD may will be defined as "THE TECHNIQUE OR PROCEDURE ADOPTED BY A TEACHER TO BRING ABOUT DESIRABLE CHANGES IN HIS PUPILS". In short, 'METHOD IS THE APPROACH TO THE SUBJECT MATTER'.

Method is not static and there is no set pattern of teaching. The pattern should be changed according to the varying conditions and needs. Diverse factors have to be taken into consideration in determining the methods of teaching. They are as follows.

1. Subject Matter
2. The past experience of the pupils
3. Situations
4. Time and the Material at the disposal of the teacher
5. Scientific Principles

1. Subject Matter

The subject matter plays a very important part in choosing a proper method of teaching. For example, teaching a topic in History or a problem in Mathematics or straddle style in High Jump differs. Each of these requires a different method of teaching, namely lecturing, black board work and demonstration respectively.

2. The Past Experience of the Pupils

There is a lot of difference in teaching a subject to a novice and to one who possess some knowledge of the subject. For example, in teaching "Asoka" to the pupils of elementary grade only a few facts concerning the biography of Asoke will be taught, whereas at the college level more advanced teaching takes place. Similarly in teaching Football to beginners we stress on fundamental skills whereas in the case of the members representing a school or college, advanced coaching involving drills in skills, positional play, strategy, tactics etc., shall be given.

3. Situations

Situations will not be the same at all times and in all places. Different situations require different methods of teaching. For example, a Geography teacher may handles a class with a chart or with a map for teaching a particular topic. If the chart or map is not available he has to draw a diagram on the black board to see that his teaching is successfully done. A Physical Education Teacher, who has prepared his lesson for a section of 40 boys finds himself in a situation where two sections report to him (due to the absence of his colleague). He has to adjust his method so that both sections are controlled and the lessons taught.

4. Time and the Material at the disposal of the teacher

In teaching a subject, a teacher has to collect data and information from various sources so that he can use the materials collected for effective teaching. Even though a teacher gathers a lot of information from several sources he may not be able to deliver the goods unless he has sufficient time at his disposal. Therefore a teacher has to adjust his teaching methods in such a way that he will able to impart knowledge to his pupils within the time available.

5. Scientific Principles

A knowledge of the sciences of Anatomy and Physiology, Educational Psychology, Sociology, Biomechanics etc is imperative for all teachers and especially for the physical education teachers as it is all the more important because of the physical, mental and moral values derived from wholesome physical activities.

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Classification for Girls

In general, girls from the age of fifteen may be grouped together for the purpose of physical activities because of the meager relationships between performance and the factors of age, height and weight.

The classification of girls below the age of fifteen may be conveniently done by using anyone of the following two formula and working out the indices suited to them.

$$\text{I) Index} = \frac{4 \text{ Age} + \text{Height} + \text{Weight}}{3}$$

II) Index = 20 age + 6 height = weight
(Age in completed years, height in inches and weight in pounds.)

(b) PRESENTATION TECHNIQUES**PLANNING and PRESENTATION**

The manner of artistic execution in presenting a subject matter is the presentation technique. A teacher must therefore make an analytical study of the subject matter, have a clear conception of it, and then deliver it to the pupils so that they can easily assimilate it.

The presentation Technique may be studied under two heads, namely 1) Planning and 2) Presentation.

1. Planning

This may further be divided into

i) Personal Preparation ii) Technical preparation

I) Personal Preparation

The personality of the teacher goes a long way for his successes in teaching. Hence he should always appear before the class well dressed and well prepared. A well-groomed appearance is always essential. He must have a commanding voice, pleasing manners and a sense of humour. He should avoid uncouth gestures and unnecessary mannerisms. He must be able to demonstrate the skills in a proper manner. In short, a teacher shall always set an example to the students and must be model to be followed.

II) Technical Preparation

The teacher must arrange the subject matter to be taught in a proper sequence. It is better for him to write the teaching notes or to have a clear mental picture of the subject to be taught. He must arrange for teaching aids, ground markings, essential equipment, proper safety measures etc. The formation of the class and the way in which it should be organised for the concerned activities must be pre-planned so that easy handling of the class takes place.

2. Presentation

After making all preparations for handling a class, a teacher must be able to present the subject matter in the best way possible. Though there is no one best way of presenting a subject matter, a teacher must bear in mind the common characteristic of good presentation.

They are as follows:

- i) Presentation must proceed from simple to complex and from known to unknown.
- ii) The presentation must be neither too fast nor very slow but must be adjusted to the pupils' level of understanding and skill.
- iii) Problems and situations shall be presented to the students to enable them to think and act..
- iv) For the better learning of the students, the teacher should always resort to improve techniques and tools.
- v) Students must be made to realize the importance of the part to the whole activity.

Having noted the characteristics of good presentation, let us deal with the steps in the way of presenting an activity.

Steps in the way of Presentation

1. Orientation

This is initiating the students into the subject matter or an activity. Here a brief description of the origin, growth and development of the activity is given.

2. Verbal Explanation:

This is explaining briefly the activity itself and the parts into which it can be divided and taught (Avoid lengthy sermon).

3. Demonstration

This is the most important step in presenting an activity and the students have to observe carefully the demonstration. The demonstration should be a model. Along with the demonstration adequate explanation should be given.

v) Index = age + height + 1/10 weight
(Age in years, height in inches and weight in lbs)

Group	Index
1. Seniors	85 + and above
2. Intermediates	80 + to 85
3. Juniors	75 + to 80
4. Sub-juniors	70 + to 75
5. Lower class	65 + to 70
6. Bottom class	65 and below

In considering the age of a pupil for the index, the years and the completed months should be taken into account.

Example:

Age - 14 years and 2 months	.. 14.17 (in years)
Height - 5 feet & 1 inch	.. 61.00 (in inches)
Weight - 85 lbs	.. 8.50 (1/10 wt in lbs)
Index	<u>83.67</u>

As the index figure, 83.67 falls within 80 + to 85, the concerned pupil belongs to the intermediate group. It should be noted that in the calculation of the Index, fractions have to be taken as they are.

Note: The above formula is framed by the authors with a view to avoid the questionable methods that may be adopted by individuals in reducing their weight so that they will become eligible to complete in a lower index. This method of classification may be tried in our schools and adopted if found satisfactory.

II index = 6 height + weight

This formula can be used for college men whose ages are 17 and above. In this index age is not taken into account because beyond the age of 17, chronological age ceases to have much significance.

III Index = 10 age + weight

This formula can be used for pupils of elementary grades. In this index height is not taken into account because height ceases to have much significance in the Elementary grades.

On the above three formulae given by McCloy, the first one (Index = 20 age + 6 height, + weight) will be more suitable. On the basis of this formula indices for the pupils in our schools may be worked out and the ranges in the index (for seniors, intermediates, juniors, sub juniors etc). may be fixed so as to suit the conditions of our pupils.

Note: In the calculation of Index as per McCloy's classification Age is to be taken in completed years. Height in inches and weight in pounds

iv) Index = 1½ height (in inches) + weight (in lbs)

On the basis of this formula the following indices have been adopted in the schools of Tamil Nadu.

Group	Index
1. Seniors	.....200 and above
2. Intermediates	.....189 & below 200
3. Juniors	.....160 and below
4. Sub-juniors	.....189 below 160

In this formula age which is an important factors is not given any weight, weightage and hence this is not quite suitable.

4. Exploration

The students try to explore and experiment the activity they observed.

5. Discussion:

The teacher can assemble the students and have a group discussion. Here questions may be asked and answers elicited. Most of the problems and difficulties experienced by the pupils are brought forward and solutions suggested.

6. Supervision

Students practice the activity and the teacher goes round observing and rectifying the mistakes, if any, committed by the students. Supervision also includes the teacher's responsibility for the safety of the students during their practice.

7. Evaluation

No presentation is complete without evaluation. It is necessary to find out the progress made by the students. After a series of presentation of a particular activity, the teacher must find out how far the students have improved their skills in that activity. This can be found out by means of testing and grading them. If evaluation shows that adequate progress is not made, reasons should be analysed and better procedures of teaching adopted.

(c) METHODS OF TEACHING PHYSICAL ACTIVITIES

- i) Command Method
- ii) Oral Method
- iii) Demonstration Method
- iv) Imitation Method
- v) At - Will - Method
- vi) Set drill Method
- vii) Whole Method
- viii) Part Method
- ix) Whole-part-whole Method
- x) Progressive Part Method
- xi) Observation and visualization Method
- xii) Dramatization Method

i) Command Method

Formal activities are taught by command method. Words of command are used to obtain the required position. This is of two types 1) Response command 2) Rhythmic command. To teach an exercise, **Response command** is used where each position of the exercise is to be held and the accuracy and the precision of the position are to be emphasised. The **Rhythmic command** is used when the exercise already taught is to be repeated rhythmically for physiological results. Here emphasis is on movements and not on held positions.

ii) Oral Method

The teacher merely explains the activity by words without any demonstration and expects the class to perform it.

iii) Demonstration Method

The teacher will demonstrate the activity with a brief explanation. The students have to observe the teacher's demonstration and then perform the activity on the command of the teacher.

iv) Imitation Method

This is adopted when an activity is one that was already taught or an activity which can be easily followed. In this case the teacher says "Follow me" or "Do as I do" when the teacher leads an activity and then changes the movements, the class perform the same by imitation.

v) At-Will Method

The students are given an opportunity to perform the activity in their own time and rhythm. This is a free form of exercising.

vi) Set - Drill Method

This method will consist of a series of well planned exercises of free arm type and exercises with light apparatus (dumb-bells, clubs, wands, pole etc). These exercises are memorised and done rhythmically, not only for physiological effects but also for demonstrative values.

vii) Whole Method

This method is adopted whenever an activity is to be taught as a whole action without breaking it into its component parts. (Eg) Teaching of an athletic event like High Jump which includes a series of movements (approach, take off, clearing the bar & landing) are done by this

ii) Though physiological age may add about 5% to the accuracy of prediction, it may be ignored on account of lack of proper device to utilize this factor quantitatively.

iii) School grade (class or standard) may conveniently be ignored as it does not contribute much to the predictive value of performance as that of the suitable combination of the factors of chronological age, height and weight.,

iv) Height at ages of 14 and below seems to be significant in the case of individual events (particular events) where as it is insignificant when several events are combined.

Above 14 years of age, height is of greater significance than either age or weight.

v) Though weight is very significant upon and including 14 years of age it should be included at all ages because of its relative influence upon performance ability even after 14 years of age.

VI) Body build is not of much significance when chronological age, height and weight are included.

In short. according to McCloy. age is an important factor upon 17 years. Height beyond 14 years of age and Weight at all age levels for the purpose of classification of pupils.

On the basis of the above findings, Dr. McCloy had framed the following three formulae, using the factors of age, height and weight as classifying devices for boys.

$$I \text{ Index} = 20 \text{ age} + 6 \text{ height} + \text{weight}$$

This formula can be used at all ages. Ages above 17 are to be counted as 17.

Group	Index
A	.....above 90
B	.....between 85 and 90
C	.....between 75 and 85
D	.....below 75

Taking into consideration the body build, height, weight etc, of our Indian pupils, it is suggested that the following indices may be adopted for Indian schools.

Group	Index
1. Seniors	..... 75 + and above
2. Intermediates	..... 65 +to 75
3. Juniors	..... 55 + to 65
4. Sub-Juniors	..... 45 + to 55
5. Elementary	..... 45 and below

C. McCloy's Classification

Dr.C.H. MCCloy, seized with the problem of classification of pupils in the educational institutions in America had made a lot of study and pioneering work in this filed. He utilized the factors of age, height and weight and finally arrived at some satisfactory classification devices. He used the performance-ability of boys in a track and field athletics as the main basis for his classification. His studies and experimentation were directed towards finding on the relative influence of the factors of chronological age, physiological age and school grade (class or standard). Height and weight on the prediction of the ability of boys in the performance of Track and field athletics, accordingly, the following were his findings.

i) Chronological age plays a very important part in the performance - ability of boys upto and including the age of 17. After 17 years age seems to be insignificant while height and weight are significant.

method, even though each of these movements may be analysed and emphasised.

viii) Part Method

This is adopted whenever a particular activity is broken into its meaningful parts and taught. (Eg) The teaching of the individual skills of a major game.

ix) Whole - part - whole Method

In this method a full and clear conception of whole activity is given at the outset. Then this activity is divided into its meaningful parts and taught. After practicing these parts as separate skills they are put in a practice game situations. Thus initial practice is on the individual parts. Then the parts are combined into the whole activity. This method is highly recommended to teach a major game.

(Eg) Whole Activity Its meaningful parts
 i) Game of Football Kicking, dribbling etc
 ii) Kicking the Football Approach, planting of the standing leg, the swing of the kicking leg, proper contact with the ball, follow through.

x) Progressive part Method

This method is to be adopted usually to teach rhythmic activities which require a lot of coordination. In this method, the activity is taught step by step. First step will be taught; then step 2; afterwards steps 1 and 2 will be combined. Thereafter step 3 will be taught and steps 1, 2 and 3 will be combined. In this manner all the steps of the activity will be taught in a progressive manner. Finally the whole activity will be performed with proper coordination.

xi) Observation and Visualization Method

Students, whenever opportunity arises, may be taken to the places where champion teams and athletes compete, so that they can observe them in action -and learn some of the finer tactics, strategies and techniques of games and events. Through films also learning takes place.

xii) Dramatization Method

The pupils are made to perform the movements of animals, birds, motor cars, trains, aeroplanes etc. This method is most suitable for the children of the elementary grades.

Chapter - II

- a. General and specific points for a proper class management .
- b. Principles for a good class management.
- c. Commands - Response command, Rhythmic command.

a) General and specific points for a proper class management.

CLASS MANAGEMENT

Class management is the skilful handling of the class by the teacher so that the desired goals are achieved.

The following points have to be noted for a proper class management.

General

A teacher has to make a lot of preparation before the class reports for the activities so that the class may be properly managed. He should prepare the lesson for the concerned class and keep teaching notes for his guidance. He should appear in a trim and suitable dress. He should check up the play area and see that all the markings are made and the necessary equipment kept ready. If these are not done before the class begins, they will directly affect the organisation and conduct of the class. Not only it will be waste of time but also confusion and irritation and unfavorable impression in the minds of the pupils towards the teacher and his task.

Specific

i) Strength of the Class

In order that a class can be managed easily and taught well, if the class possesses smaller number of students. Even though for classroom work the number fixed is 40 to 45 pupils per class, the ideal number for physical education class shall be 25.

ii) Place and Time

Students reporting for physical activities should know the exact place where they have to report. In the same manner a definite time

b. Method of Classification

At the outset all the pupils should be examined by a qualified medical officer. On the basis of this health examination, the pupils may be divided into three categories.

- i) Normal students who can take part in vigorous activities.
- ii) Physically handicapped students who require restricted activities according to individual needs.
- iii) Students to be exempted from activities on medical grounds.

In the classification of pupils for physical activities we are mainly concerned with the normal students who can take part in vigorous activities. Let us now deal with the methods of classification of the normal students taking into consideration their age, height and weight.

In classifying pupils it is not advisable to consider only one factor (viz) either age, or weight because.

- i) Pupils of equal age may differ in their bodily structure and stature, (i.e.) the chronological age and the physiological age do not always go hand in hand.
- ii) A pupil younger in age may be taller than a pupil advanced in age.
- iii) The weight of the body be either due to excessive fat or properly developed muscles and bones.

Hence it is but appropriate that a combination of these three factors (age, height and weight) is used for classification.

A few FORMULAE for classification are given below.

$$1. \text{ Index} = \frac{4 \text{ Age} + \text{Height} + \text{Weight}}{3}$$

(Age in completed years, height in inches and weight in pounds)
According to this formula, the following indices have been adopted for classifying pupils in American schools.

Chapter - VI

CLASSIFICATION

- a) Importance of classification
- b) Methods of classification
- c) McCloy's classification

Classification in physical Education is the division of pupils of different age, size, stature and skills into homogeneous groups.

a. Importance of Classification

- i) It provides opportunity for the pupils of equal ability to participate together in activities suited to their needs, interests and capacities.
- ii) It gives scope for safety in participation as the pupils of equal ability compete among themselves.
- iii) It provides greater incentive for larger participation because of the satisfaction derived by the pupils in competing with members of almost equal ability.
- iv) It gives scope for easy administration and class control.
- v) It provides better scope and opportunity for the teacher to regulate his instruction in a graded manner suited to the ability of the pupils.
- vi) Instruction for a participation among the homogeneous groups ultimately result in the improvement of skills and better standard of performance.

Factors influencing classification

Various factors influence the ability and performance of the individuals. They are sex, age, height, weight, skill, bodily structure, vital capacity, blood pressure, muscle tone, nutrition, past experience, intelligence etc. It is impracticable in schools to take into consideration all the above factors for purpose of classification. It is therefore obvious that we have to choose only those factors that are simple and reliable. Age, height and weight are simple and reliable factors for the purpose of classification.

within which the students have to report should also be fixed because it takes time for the students to come to the playgrounds from the class rooms. Further, time is also consumed by the students to wear their uniforms. Having fixed a definite time the teacher should strictly adhere to it. The teacher should always be ready to receive the students at the fixed place at the appointed hour. He should see that the class is dismissed sufficiently early so that the students may have a wash and report for their next period on time.

III) Uniform

Physical activities require easy and free movements of the body. This necessitates the use of a suitable dress. It is recommended that sleeveless banians and shorts or track suit with proper foot-wear (canvas shoes with socks) will be an ideal dress for boys. Pyjamas, with a shirt or a divided skirt with shirt or track suit and foot-wear will be a suitable dress for girls. Further, it is better to have uniformity in dress has a great demonstrative value and it also develops group feeling among the students.

iv) Class formation

Proper formation of the class is to be adopted for conveniently conducting the activities and managing the class. The following principles should be borne in mind in the formation of the class.

- a) The students should not be made to face the sun.
- b) Shorter students should remain in front.
- c) There should be enough room for every students to enable him to perform the activity without hindrance.
- d) The teacher should be in a position to have a view of all the students.
- e) Every student must be able to see the teacher from his place.

The formation generally used are Line or Rank formation, File or Column formation, Semicircular formation, Circular formation etc.

v) Roll- Call

The attendance of the students must be taken as quickly as possible. Several methods are adopted in taking the roll. They are as follows.

a) **Reading the Names:** Reading the names of the students who answer them is a method adopted in several places. This method is no doubt good for remembering and identifying the students, but it involves much time.

b) **Calling Roll Numbers:** Students are given continuous roll numbers. When these numbers are called they answer them. This method is better than the first one. This will also take much time if the group is large.

c) **Painting or fixing numbers on walls or pegs:** In some institutions numbers are painted on walls. Students who report the physical education class should stand under their respective numbers. The gaps are noted by the teacher thereby easily takes the attendance. Not all institutions can provide for walls. Numbers are attached to pegs which are fixed on the ground. Students stand behind their numbers. Absentees are noted by looking into the gaps.

d) **Squad System:** The best method of taking the roll is the adoption of the squad system. The class is divided into a few permanent squads or groups each consisting of 10 to 15 students under a student leader. Squads will stand in parallel files with the squad leader a step in front of his file. The squad leader checks up his squad and tells teacher the names of the absentees.

Hence whatever method we adopt, it must be "time saving easy to record, and accurate".

A second roll-call is necessary in most instances, because some of the students will be present at the beginning of the class and then may disappear if no other attendance is taken.

vi) Safety measures

There are activities which are dangerous in themselves (viz) Apparatus work, tumbling, body contact games etc. In these types of activities, safety measures to be taken. Whenever Tumbling and Gymnastics are taught, mats have to be provided. While playing some of the body con-

Activities suitable for demonstration

(1) Calisthenics (2) Exercises with light apparatus (Dumb-bells, Indian clubs, wands, poles etc) (3) Marching (4) Rhythmic activities (Lezium, kummi and kolattam, Dance etc) (5) Indigenous exercise (Dands and Baithaks, Yogasanas, Suryanamaskars, Malkhamb etc), (6) Tumbling (7) Gymnastics (parallel bars, Roman rings etc). (8) Defensive arts (Lathi, Boxing, Wrestling etc). (9) Pyramids (10).Tableaux (depicting major games, Track and field, defensive arts, any lofty ideal or conception etc).

EXHIBITION

An educational exhibition may at times be arranged in a school, town or city. In that exhibition a separate enclosure must be allotted for displaying Health and Physical Education through charts, diagrams, posters, Models etc. In the enclosure a responsible person should explain the significance and the purpose of the exhibits for the benefit of the visitors. Film shows pertaining to Health and Physical Education may also be screened. It is also good to arrange for demonstration of physical activities by the concerned school or by the various schools in the town or city.

fixed and pupils for the various items should be selected. As far as possible the items fixed should be group items where several pupils participate. Each item should be practiced separately several times. After sufficient practice, rehearsals shall be arranged with time trials. As the participants have to get themselves acquainted with the place where the demonstration is to be held, one or two rehearsals have also to be arranged at the place fixed for the demonstration. Here the proper entry and exit of the participants should be emphasized. A few days prior to the date of the demonstration, a President for the function must be fixed and invitations are to be printed and sent to the important people of the locality.

In addition, the following arrangements have to be made.

1. Seating arrangements and decoration
2. Field marking
3. Provision of necessary equipment
4. Uniforms for the participants.
5. Enclosure for the dressing of the participants
6. Mike, music and lighting arrangements
7. Sanitary arrangements and drinking water facilities
8. Provision of first-aid kit etc.

The activities to be demonstrated should be arranged in proper order. In arranging the items, care should be taken to see that sufficient time is given to those pupils who are in some common items to get themselves ready for the next items. It is always better to give commentary of the items to be demonstrated. The commentary has two advantages. (1) It gives enough time for the pupils to get ready for the next time (2) It gives the spectators an idea of the activities that will be demonstrated. The programme of activities must be short one with plenty of variety so that there shall be sustained interest. The total timing of the demonstration may not exceed an hour and fifteen minutes. The demonstration should come to a close with the singing of the National Anthem.

tact games the games themselves and their rules can be modified to suit the abilities of the boys. Further the teacher must take care to see that the play area is free from stones, thorns etc., and he must always keep the first-aid kit readily available.

vii) Discipline

Discipline forms a part of Physical Education activities. It is recognised by all that disciplines in a school shall neither be dictatorial nor authoritative and discipline must come out of self-control and out of the realisation of the individual's responsibility to the group of the society.

There are a few points which must be remembered in bringing about discipline in the class.

1. The personality of the teacher determines to a very large extent the discipline in a class. 'The teacher's dress, voice, pleasing manners and familiarity with the students will help in maintaining discipline in the class.
2. The teacher must select such types of activities that would be not only suitable to the class but also interesting, students would always like to engage in activities which give fun and pleasure to them. Therefore a teacher during his normal Physical Education period must select these along with other activities that would be enjoyed by the students.
3. The efficiency of the routine class work done by the teacher every time when the students come for the Physical Education class, goes a long way in bringing about discipline in the class. The insistence upon uniform, punctuality etc., brings about good discipline.
4. Discipline is affected when students of unequal strength and ability are made to compete with one another. To avoid this the teacher must divide the boys into homogeneous groups, i.e., groups of equal strength and ability, so that there will be keen competition.

Occasions will arise during the class when the teacher has to deal with behavior problems. The teacher must adopt careful methods in dealing with these boys. One way by which a teacher can solve the problem of mischief is by giving some responsibility to the student. Thus a teacher has to manage his class well so that his teaching and the boys' learning will be effective.

(b) Principles for a good class Management

1. The teacher must have mastery over the lesson.
2. He must select activities suited to the age, sex, needs, interests, and capacities of the students.
3. He must check up the physical arrangements and keep the equipment ready for the lesson.
4. He must always be punctual to the class and insist upon punctuality on the part of the students.
5. He must always be suitably dressed.
6. He must cultivate a good speaking voice.
7. He must insist upon the wearing of proper uniform by the students.
8. He must select pupil leader and make full use of them. One way of avoiding mischief in the class is to allot some responsibilities to the mischievous pupils.
9. He should be catholic in his views and take into consideration the student's view points.
10. He must be able to secure obedience in a congenial manner.
11. He must strive to impart the spirit of self discipline on the part of the students.
12. He should adopt such disciplinary measures as are appropriate to the degree of conduct.
13. He should avoid passing sarcastic remarks as they may wound the feelings of the students.
14. He should always recognise the sincere attempts of the students and show his appropriation of good performance.
15. He should use the whistle sparingly.
16. He should always avoid unnecessary and wasteful talk and arguments with the pupils.
17. He should take safety precautions.
18. He should always put in his best.

that refreshments are given to the children. Then each school may be allotted a few minutes to demonstrate any item specially prepared for the play day. Judges appointed will decide the school putting up the best demonstration.

The demonstration will be followed by a meeting, which may be presided over by an important person. With the welcome speech, reading of the report, president's speech, distribution of awards, vote of thanks and National Anthem the meeting will come to a close. Care should be taken to see that the play day comes to a close.

DEMONSTRATION AND EXHIBITION DEMONSTRATION

Demonstration is generally a display of physical activities in school in connection with an important occasion.

Aims and purpose of the Demonstration

- i) To educate the parents and the public and to stimulate their interest in physical education.
- ii) To show the activities (foreign and indigenous) taught to the pupils.
- iii) To create interest and enthusiasm for the pupils in physical activities.
- iv) To exhibit the talents, initiative and organising capacity of the physical education teacher.

Suitable occasions for demonstration

- | | |
|-----------------------|--------------------------------|
| 1. Festive days | 5. Alumni Day |
| 2. Founder's day | 6. National days |
| 3. Parent's day | 7. Visit of a Prominent person |
| 4. School Anniversary | 8. For any worthy cause |

Method of organising and conducting demonstrations

At the outset the date, time and place for the demonstration should be fixed in such a fashion that there will be enough time for preparation. Enough of publicity must be given by means of posters, hand bills, newspapers etc. The items to be demonstrated should be

with and not to play against one another. The motto for a play day shall be "every game for every pupil and every pupil in a game".

Values of play days

1. Play days afford an opportunity for large number of school children to engage in a variety of recreative activities.
2. They provide opportunities for social contacts.
3. They provide occasions for the development of leadership.
4. The drawbacks of extramural competitions are successfully eliminated.

Organisation and conduct

A play day may be conducted for a whole day or a part of a day. Generally play days are conducted for school children. One school may play the part of the host. Several committee may be formed for the conduct of the play day (viz), publicity committee, programme committee, reception committee, ground and equipment committee, ceremonial committee, refreshments committee etc. Intimation regarding the date, time and programme that may be followed shall be given to the concerned schools. Further, the number of children to represent the concerned schools should also be indicated. It is a full day programme, arrangements for accommodation, food, water sanitation etc. should be made.

The ground must be marked well in advance for the various activities. As soon as the children from various schools arrive, they must be divided into several groups. Each group should comprise of children belonging to various schools. Let each group be under a leader. Activities are done under the supervision of each leader. The groups change from one activity to another after some time.

It must be remembered that every group gets an opportunity to take part in all activities of the programme. The activities suitable for a play day are minor games, imitative activities, rhythmic stunts etc. After the children have taken part in all the activities mentioned above they must all be brought together for some common activities like rhythmic, mass drill, community singing, yells etc. It is absolutely necessary

c) Commands - Response Command, Rhythmic Command

COMMANDS

Commands give the required information and bring about quick uniform response and desired results. Let us deal with them in detail. There are Response Command and Rhythmic command.

Response Command

This is used when a single movement is to take place. Here each position of the exercise is to be held and the accuracy and the precision of the position are to be emphasised. This command consists of 3 parts: (1) Explanation (ii) Pause and (iii) execution.

Example:

(Explanatory)	(Pause)	(Executive)
a. Arms forward upward	Raise
b. Raising arms forward upward	One

The **explanatory part** should consist of only essential words in order to give a clear mental picture of the movement to be done. This part should be uttered in a clear tone without any hesitation and should end with a falling inflexion of voice.

The **pause** gives sufficient time for the class to form a clear mental picture of the explanatory part so that the required movement may be done properly on the command of execution. The duration of the pause depends upon the simplicity or the complexity of the explanatory part.

The **executive part** is the ultimate signal for the immediate performance of the required movement by the class. For this part, either a word or number will be used (as shown in example) This command of execution should be given in a sharp tone with inflexion of voice.

Rhythmic Command

This command is used when the exercise already taught is to be repeated rhythmically for physiological results: Here emphasis is on

movements and not on held positions. This command normally consists of 5 parts. (1) Explanation (2) Pause (3) Execution (4) Rhythmic counting and (5) Halting.

For example:

Explanatory	Pause	Executive	Rhythmic Counting	Halting
Continuously and rhythmically (raising arms forward upward and lowering arms forward downward)	—	Begin	1,2,3,4 1,2,3,4 1,2,3,4 1,2 class	Halt

CLASS

The details given for the parts of the Response command are applicable to the first three parts of Rhythmic Command. In the example, under the explanatory part of the rhythmic command, we have explained the exercise. When once the exercise taught is to be repeated immediately for physiological effects, there is no need to explain the exercise under the explanatory part. It is enough to give the following Command, in the place of the first 3 parts.

“Continuously and rhythmically, Class Begin”.

Rhythmic counting starts immediately after the command “Begin”. The counting and the taking of the position must coincide. Whether the counting is to be slow or fast depends upon the nature of the exercise. But there should be proper rhythm in counting.

Whenever the exercise is to be brought to a halt, the command “Class Halt” should be given instead of the last two counts.

The following are the various ways of counting and Halting.

- a) 1,2,3,4; 1,2,3,4 etc 1,2 Class-Halt
- b) 1,2,3,4,5,6,7,8; 1,2,3,4,5,6,7,8, etc.....
-1,2,3,4,5,6, Class-Halt
- c) 1,2,3,4,5,6,7,8; 8,7,6,5,4,3, Class-Halt
- d) 1,2,3,4,5,6,7,8,9,10,11,12,13,14, Class-Halt

ii. Closed competitions

These are the competitions limited to particular types of institutions. For example: Inter school competitions, Inter collegiate competitions etc.

Generally inter school competitions are conducted by the district school athletic association. All the schools in a district become members of the association by paying the affiliation fees. An executive committee of the association consisting of a president, a Secretary and Treasurer, a Joint Secretary and few members will be formed. The district will be divided into a few zones and the schools in each zone will compete among themselves. For the conduct of the competitions in each zone, zonal secretary may also appointed by the association. After the completion of the competitions in each zone the zonal winners will meet with one another in the Inter Zonal competitions for district championship. If time and funds permit, Inter District competitions may also be conducted.

Similarly the affiliated colleges of a particular University may be brought under a few divisions. The colleges in a particular division will compete among themselves to decide the divisional winners. Then the Inter-divisional competitions may be conducted to decide the University champion.

iii. Open Competitions

These are competitions open to all irrespective of the types of the institutions; for example, competitions conducted by the private agencies, the state associations etc.

d) PLAY, DAYS DEMONSTRATION AND EXHIBITION

Play days were originally introduced as substitute for Inter-Institutional competitions for girls. A play days is one in which the children of the schools of a particular locality assemble in a place and take part in wholesome activities for the sake of fun and pleasure and for social contact. The emphasis on play day is play for play's sake. It is to play

Benefit

- i) The standard of performance of the participation will be improved.
- ii) Loyalty to the institution is developed.
- iii) There is ample scope for the development of leadership, followership and sportsmanship qualities.
- iv) New acquaintances and friendships become possible.
- v) The participants acquire a good knowledge of the places they visit.
- vi) The participants derive pleasure, fun and enjoyment through healthy competitions.

Drawbacks

- i) Sometimes questionable methods are adopted for the sake of victory. Teams try to win by fair or foul means.
- ii) Unhealthy rivalry and jealousy are created.
- iii) Too much of time, money and energy are wasted.
- iv) There is too much of strain on the part of the students.
- v) Some of the participants get swollen-headed and exhibit a false pride.

The above drawbacks may be easily rectified through proper leadership. Discipline among the players must be enforced. However, good a player may be, if he does not turn up (without valid reasons) for regular training and practice, he shall be excluded from the team. This will have a salutary effect on the players and discipline can be easily maintained. A good leader should teach the participants respect for rules and regulations, officials, opponents etc.

METHOD OF ORGANISING AND CONDUCTING EXTRAMURAL COMPETITIONS

Extramural competitions may be classified and studied under three heads.

- i) Practice matches
- ii) Closed competitions
- iii) Open competitions

I. Practice Matches

Practice matches may be arranged with the neighbouring institutions of a given locality and played. It is advisable to fix the dates and venues of the matches before hand.

Of these above ways of counting, the first two (viz a & b) are desirable because the whole class is kept in suspense till coming to a halt.

Note: There are many exercises involving movements on the left side as well on the right side. In case the exercise is to be changed from left to right during rhythmic counting, the command "Right ... Change" is to be given instead of the last two counts of the exercise done on the left. Similarly to perform the exercise alternately on the left as well as on the right the command "Alternate" should be given instead of the last two counts of the exercise done on the right. Thus changing and alternating from parts of rhythmic counting for the exercises that may involve movements on left and right.

Whenever series of exercises are done continuously and rhythmically, the change from one exercise to another exercise should be indicated by the command "Next-Change" instead of the last two counts.

(d) TEACHING AIDS

The appliances used by a teacher in the course of his presentation for the promotion of learning of the pupils are known as Teaching Aids. The following are some of the teaching aids.

1. Community
2. Co-curricular activities
3. Audio-Visual aids

1. Community

Several facts can be taught by making the students to observe the community projects. Students can be taken to Dams, Bridges, Harbour, Aquarium, Zoo, Light house, Museum, Industries, Workshops, Botanical gardens, Studios, Gymkhanas, Circus, National tournaments, Meets etc., where they can gather lot of information.

2. Co-curricular Activities

Apart from the regular course of study there will be several branches of activities in an institutions (Eg) Scouting, N.C.C., Camping, Hiking, Students Association activities, Debates, Plays, Competitions,

Citizenship training, Play festival, Demonstrations, Exhibitions, Health week etc. Lot of co-operative planning and group work in the above activities give opportunities, for the students to learn a variety of things.

3) Audio - Visual Aids

Learning takes place through the senses. Learn by observation and audition.

“A good picture is worth a thousand words”

Audio Visual Aids

- i. Charts & diagrams
- ii. Still pictures (posters, photos, drawings, paintings, slides etc.)
- iii. Motion pictures (Films)
- iv. Models and Exhibits
- v. Musical Instruments
- vi. Study Resources (Books, Periodicals, etc.,)
- vii. Radio
- viii. Television
- ix. Tape Recorders and Video tapes
- x. Multimedia projectors
- xi. Over head projectors

tivity and certificates to the winner of each activity may be awarded. The intramural honour board and certificates may be given to the intramural champions. A photograph of the champion unit may be taken and fixed to the honour board.

Points to be borne in mind for encouraging larger participation in Intramural Competitions

- i) Fix the units for competitions on the basis of the classification obtaining in schools (e.g.) Seniors,
- ii) Make the competition fair by arranging for balanced teams in each classified unit. Teams may be classified as A, B and C in each unit for each activity.
- iii) Eliminate the members of the school teams from Intramural competitions or distribute them equally to the different intramural teams.
- iv) Limit the number of activities in which a student can participate.
- v) Arrange for competition in a variety of activities making use of all facilities of the institutions.
- vi) Award extra points for activities in which the students have less interest.
- vii) Give extra points for 100% participation.
- viii) Frame the rules in such a manner that substitutes shall be put into the game for a specified period of time (For example: In the game of Football or Hockey, substitutes shall play, at least, for 10 minutes; in the game of volleyball, substitutes shall play, at least, for 4 points or 4 side outs in a game).
- ix) Give some award or recognition to the individuals and to the teams winning each activity and also to Intramural Champion team.

EXTRAMURAL COMPETITIONS

Extramural competitions are inter institutional competitions. They give an opportunity for the representative members of the teams of the various institutions.

There are few benefits as well as drawbacks in the -institutional competitions.

2. Student leaders will be members of the intramural committee. A Secretary and Joint Secretary are to be selected or elected from among these unit leaders. It is the responsibility of this committee to frame rules and regulations for the competitions. It is the duty of the Secretary to keep a record of the meetings held, the results of the competitions and the score sheets, protests, if any, are to be decided by this committee.

Activities suitable for competitions

All major games, swimming, track and field, tumbling and pyramids, demonstration by each unit, defensive arts, rhythmic activities etc, are suitable for competitions. Although most of the above activities *can* be included in the programme, it is better to decide the items in which competitions could be completed within the time at the disposal of the committee.

Time

Intramural competitions shall be conducted all through the year. There will be a heavy programme of intramurals during the first and the second terms. During the third term there shall be a light programme of intramurals because of the coming examinations.

The time best suited for competitions is after school hours and on holidays. The competitions may be conducted either on league basis or knock-out basis.

Scoring

Points shall be awarded for each team of each units for each activity according to the places they gain. The points gained by a team shall be credited to the unit. There shall be two score sheets, one to enter the points scored by each team in day to day competitions and the other a permanent or consolidated score sheet showing the points gained by each 'unit. The total points scored by each unit at the end of the competition will decide the Intramural champions.

Awards

Some kind of recognition must be given to the winners in each activity and to the intramural champions. Separate shield for each ac-

Chapter - III LESSON PLAN

- a) Values of Lesson Plan
- b) Types of Lesson Plan - General Lesson Plan and Particular Lesson Plan
- c) Preparation of Lesson Plan

LESSON PLAN

A Lesson Plan is the teacher's guide where the subject matter to be taught is selected and sifted in a cogent and progressive manner.

a) VALUES OF LESSON PLAN

1. It is the instrument which guides the teacher in teaching a subject or activity.
2. It gives confidence to the teacher in handling the class and he is able to cope up with the problems that arise in the class.
3. It avoids vagueness and prevents the teacher from going out of the subject matter to be taught.
4. It helps the teacher to be very fluent and more convincing in his teaching.
5. It helps the teacher in fixing the portion of the subject matter to be taught within the time at his disposal.

A lesson runs smoothly if planning is done properly. In the absence of a proper lesson plan, teaching is ill done. Hence there is a need for a lesson Plan.

Not all teacher do write daily Lesson Plans. It is felt by experts that the lesson should develop in the class itself and that it is a waste of time and energy to prepare fixed lesson plans. Though this may ideally be correct, it must be remembered that the preparation of Lesson beforehand avoids vagueness and ambiguity.

A novice should necessarily write a lesson plan in a detailed and descriptive manner. An experienced teacher may note only points which may be called as teaching hints or he may have a clear mental picture of the lesson to be taught without any written notes.

In preparation of the Lesson Plan, the following points should never be lost sight of:

- i) The content of the lesson should lead to some definite objective or purpose.
- ii) The activities chosen for the lesson should not only be suitable to the concerned age groups but also be meaningful to the changing situations.
- iii) The lesson plan must be flexible and not rigid. It must be adaptable to the changing situations.
- iv) There should be progression in a lesson and from lesson to lesson. Proceed from simple to complex, known to unknown and concrete to abstract.

b) TYPES OF LESSON PLAN

The Lesson Plan (for physical activities) may be of two types.

1. GENERAL LESSON PLAN
2. PARTICULAR LESSON PLAN

1. GENERAL LESSON PLAN

The lesson should consist of the following parts:

- i) Assembly and Roll Call
- ii) Introductory part or warming up
- iii) Formal part
- iv) Special part
- v) Recreative part
- vi) Assembly and Dismissal

i) Assembly and Roll Call

As part of the class management, the Assembly and Roll Call of the students at the beginning of the lesson is essential. At the beginning of the lesson the students will assemble in a definite formation when the attendance is being taken in an orderly manner.

It is better to have 2 or 3 divisions in each unit so that competitions among the highly skilled boys can be separately conducted. The formation of the units depends upon the type of the institution.

a) Purely resident Institutions

In this type of institution, competitions can be conducted on Inter - Hostel basis or House basis. It can also be conducted on wing or dormitory basis.

b) Partially residential institutions

In this type of institution, the students residing in the hostels will be divided into several teams and the day scholars will be divided into few teams. The division of the day scholars into teams may be done on area basis.

c) Non - residential Institutions

In this type of institution, the units may be formed in anyone of the following ways.

- i) On class basis, among the particular grades (i.e.) among the classes in the middle school stage, the high school stage etc.
- ii) On index basis, students are divided into super seniors, seniors, juniors and sub - juniors according to their indices. Competitions are conducted among each particular division separately. This is one of the best methods of forming the units because this will be useful for the selection of students, for inter - school competitions.
- iii) In colleges, the units may be either on class basis or on departmental basis.

Intramural Committee

The conduct of the Intramurals is to be given to an intramural committee. This committee will usually consist of the following.

1. The Intramural Director

He will always be the Senior Physical Education Teacher. He will be assisted by the other physical education teachers of whom one may be appointed as an Assistant Director of Intramurals. Further they will be assisted by class room teachers when competitions are held.

- ii) To provide incentive for participation in the activities.
- iii) To provide opportunities for hundred percent participation among the homogenous groups, thereby contributing the greatest good for the greatest number.
- iv) To develop leadership and followership qualities.
- v) To give the best knowledge of the rules of the game and to develop desirable social qualities like co-operation, team work, respect for officials & opponents etc.
- vi) To give fun, pleasure and enjoyment.

In physical education institutions, the following objectives have also to be borne in mind

- i) To give experience to the trainees in organising and conducting the intramural competitions as a part of their training.
- ii) To provide opportunities for the trainees to gain experience in officiating.

METHOD OF ORGANISING AND CONDUCTING INTRAMURAL COMPETITIONS

The following factors have to be taken into account in conducting the competitions.

1. Type of the institution (Residential, non - residential etc).
2. Local and climatic conditions.
3. Facilities available (Playgrounds, equipment, leadership etc).
4. Finance
5. Time at disposal
6. Activities in which students take major interest
7. Co-operation and help that can be expected from the colleagues.

Units for Competition

The students have to be divided in to several units for the purpose of the competition. The units must be of equal ability and strength.

ii) Introductory part (Warming-up)

A certain amount of warming-up is essential before indulging in any vigorous activity. The warming up shall consist of a few informal activities like running, hopping, jumping, skipping, imitation of the animals, locomotives etc which are to be stated in a slower rhythm and finished with a faster rhythm. About 1/8 of the total time of the period may conveniently be devoted to warming-up. It must be particularly noted that the entire class is fully engaged in warming up.

iii) Formal Part

Formal activities form an important part in a lesson because of their high physiological values. They develop and maintain body control, body suppleness, good posture and graceful carriage of the body. These activities are done to commands. They include calisthenics (Free Arm exercises). 1/4 of the total time of the period is to be utilised for the formal activities.

iv) Special Part

The special activities may be conducted after the formal activities. It is not imperative to include special activities in every General Lesson; if included, about 1/6 of the total time may be utilised. They include Asanas, Light apparatus, Dhands, Baithaks, Lezium, Suryanamaskars etc.

v) Recreative Part

These consist of a variety of minor games, lead-up games, story plays, simple stunts and combats, relays etc. No lesson is complete without recreatives activities because, they not only develop the natural skills but also provide fun, pleasure and enjoyment to the participants. Therefore 1/2 of the total time must essentially be devoted for these activities.

vi) Assembly and Dismissal

As part of the class management, assembly and dismissal of the students at the end of the lesson form the regular class routine. At the end of the recreative activities, all the equipment are gathered and kept in the proper place after which the students assemble for orderly

dismissal. The teacher may give suggestions and necessary instructions before dismissing the class.

For the purpose of our convenience this class routine of Assembly and Roll call and Assembly and Dismissal, for which 1/8 of the total time can be devoted.

A MODEL GENERAL LESSON PLAN

Class : VII Standard
 Time : 45 minutes
 Equipment : Folded papers or leaves, chunnam

Subject Matter	Method								
1. Assembly & Roll Call (2 mts)	Students fall in a line and then the attendance is taken.								
2. Introductory part or warming up (5 mts)	Students will be divided into 4 groups each occupying a corner. On signal, the group in corner 1 will have to do jumping jack; in corner 2 running on the spot; in corner 3-hopping on the spot and in corner 4 - ordinary Baithak. On next signal the groups should change their corners in a particular order and do the activity fixed for that corner. Every group must get a chance to do the activity in every corner.								
<p style="text-align: center;">Corner Change</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">2</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">3</td> </tr> </table>		1		2				4	
1		2							
4		3							
<p>3. Formal part (10 mts)</p> <p>Exercise</p> <p>1. Arms forward upward and heels raise</p> <p>2. Arms sideward and FullKneesbend</p> <p>3. Arms upward and knees... ..stretch</p> <p>4. Arms forward downward and heels..... sink</p>	<p>a) Class Formation:</p> <p>Open order Exercise formation shall be made from a single line by conveniently numbering the students according to the strength of the class and allowing ample space among them. The teacher shall so station himself that he can see all and be seen by all.</p>								

- b) The names of the members of the various committees.
- c) The names of the officials.
- d) Number and names of the competitors according to clubs/houses/institutions.
- e) Order of events
- f) Previous record of the events
- g) Consolidated score sheet.

ii) MEET WORK

The officials should report for the meet early. They should be given the badge, copies of programme and concerned record sheets. The competitors shall receive their numbers, programme copies and necessary instructions. The meet shall be started with an opening ceremony which consists of March Past of the athletes, declaring the meet open, Olympic torch and Olympic oath taking. Then the events shall be conducted according to the programme. The victory ceremony will take place as soon as the event is over. After the conduct of all the events as per the programme, all the competitors shall assemble for the closing function when the presentation of the trophies, certificates etc, shall take place. With the singing of the National Anthem, the meet will come to a close.

iii) POST MEET WORK

After the meet is over, it is necessary to settle all the accounts and to return the equipment and other materials borrowed from others. Further thanks giving letters shall be sent to those who helped in the conduct of the Meet.

c) INTRAMURAL COMPETITIONS

“Intramural” means “Within the walls”. Hence intramural competitions are the competitions held within an institution.

Objectives

- i) To develop the skills of the students in the concerned activities.

4. Committee for the Officials

It should write to various persons competent to officiate the Track and Field events and get their acceptance. It may arrange for presiding officer in consultation with the organising committee.

5. Committee for accommodation and seating arrangement

Responsible for the accommodation of the competitors and officials coming from outstation. It is responsible for seating arrangements at the athletic arena for competitors, officials, spectators, guests etc. Arrangements should be made for the parking of cars, cycle etc.

6. Committee for reception

Responsible for special invitees on the day of the meet and taken to the seats reserved for them.

7. Committee for Decoration and ceremonies

Responsible for decorating the arena and make necessary arrangements for opening ceremony, victory ceremony and closing ceremony of the meet. This committee may arrange for Trophies and other awards.

8. Committee for refreshments and entertainment

It's responsibility shall be supplying of refreshments and drinks to the competitors, officials, special invitees etc. They can arrange for some entertainment programme at the end of the meet on each day.

9. Committee for Entries and programme.

It shall send entry forms early, receive 'them in time, allotment of numbers for competitors, arrange the heats, fill in the record sheets with the names and numbers of the competitors for the respective events and prepare the programme for the meet.

The programme may be prepared in the following order.

a) On the cover page the name of the institution, the name of the presiding officer, the date of the sports meet etc.

b) Demonstration:

The exercise shall properly be demonstrated by the teacher with due explanation.

c) Teaching by Counts:

The demonstrated exercise shall be taught by counts (Hold each position and correct the mistakes)

d) Doing continuously and Rhythmically:

After teaching by counts, the exercise shall be done a few times for physiological effects. After the exercise, the students will be brought back to single line.

The class formation shall be semi-circular allowing ample space for each student.

The Asana should be demonstrated properly according to the counts emphasising the accuracy and precision of each position.

The students shall be made to do the Asana by counts. Corrections are made then and there.

The Asana shall be done.

Students have to keep a folded paper or a leaf as a tail at their waist. They shall station themselves in a limited area. On signal each one must try to pluck the tail of others while guarding his own tail. The boy who remains till the end without losing his tail is the winner. This is a mass game. The following

4. Special part (8 mts)

Halasana

Starting position: supine

i) Keeping hands close to the

body and raising legs to 90°

ii) Legs reaching as far back

over the head as possible

and touching the ground with

toes.

iii) Returning to count 1 position

iv) Returning to starting

position. (only in slow

counts.)

5. Recreative part (18 mts)

Game: **Plucking the Tail.**

Everyone will be having

something as a tails which

should be plucked by other

6. Assembly and Dismissal (2 mts)

rules have to be explained.

- i) No one should go out of the limited area; if so, he will be eliminated.
- ii) One should not hold his tail with his own hand for the purpose of guarding.
- iii) One who has lost his tail will be eliminated.
- iv) No rough tactics shall be allowed.

After the recreative activities the students will be made to assemble and fall in a line. On dismissal they have to shout once "JAIHIND" and disperse

2. PARTICULAR LESSON PLAN

This Lesson Plan is intended for teaching the skills of Major games, the techniques for Track and Field events etc. The parts of the particular Lesson Plan depend upon the activity.

For example, the parts of the Lesson for Major Games and Track and Field events and the model lesson plan for each is given below.

Parts of the Lesson Plan for a Major game

- i) Assembly and Roll Call
- ii) Suitable warming up
- iii) Teaching of Fundamentals ..
- iv) Practice of Fundamentals
- v) Lead - Up activities
- vi) Whole game (if time permits)
- vii) Assembly and Dismissal

b) SPORTS MEET

Sports Meet are generally of two kinds

- 1. Standard Sports Meet
- 2. Non Standard Sports Meet

Method of organising and conducting a standard Sports Meet

The conduct of a Sports Meet will involve a lot of planning and preparation. The assistance and cooperation of several individuals will be required for the successful conduct of the sports meet. The work involved in the organisation and the conduct of the Sports Meet may be studied under 3 heads.

- i. Pre Meet work
- ii. Meet work
- iii. Post Meet Work

i) Pre Meet Work

The following committees have to be formed to conduct the meet efficiently.

1. Organising Committee

This shall be responsible for the successful and smooth conduct of the meet. Several sub-committees shall function under this committee.

2. Committee for Publicity

This shall announce the date, the place, the events etc., of the meet through press and other sources.

3. Committee for grounds and equipment

It shall secure the grounds and make arrangements for the proper laying out of track and field. They are responsible for necessary equipment and other materials for the meet.

5. After the challenge match if the challenger has defeated the challenged they exchange places in the ladder; if not they retain original positions in the ladder.

6. a) After a challenge match the players involved in that match shall not meet again until one of the them plays with others above or below as the case may be. For example, (i) F & C play in which F is defeated, F cannot challenge C again until either F plays with H or C plays with A.(ii) F & C play in which C is defeated and they exchange places. Cannot challenge F until either F plays with A or C with H.

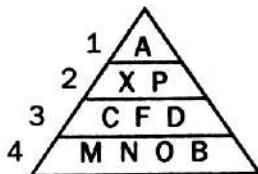
b) If the condition stated in 6(a) is not satisfied after a challenge match the players involved in the match shall not meet again immediately but only after a specified period (For example a week).

7. There shall be no excuse for failure to play except in the case of inclement weather. If the challenged does not accept and play within the specified time he shall exchange place in the ladder with the challenger.

8. At the end of the specified period of the tournament whomsoever remains at the top of the ladder will be declared the winner.

PYRAMID TOURNAMENT

This is a modified form of ladder tournament. The players may be arranged in the form of a pyramid either arbitrarily or by lots as shown in the diagram. The rules framed for the ladder tournament may conveniently be used for this tournament. But here a player of a particular rank may challenge anyone of the players in the rank immediately above him only after he has challenged and won over any other player in his own rank. For example M in rank can challenge C or F or D in rank 3, only after he has challenged and won over N or O or B in his own rank.



Parts of the Lesson Plan for a Track and Field Event

- i) Assembly and Roll call
- ii) Suitable conditioning exercises as warming up
- iii) Teaching of the Technique
- iv) Practicing the Technique
- v) Group competition (Lead up activity)
- vi) Assembly and dismissal

MODEL LESSON PLAN FOR A MAJOR GAME

Class: IX Standard

Time: 45 minutes

Game: Football

Equipment: 6 balls, 6 Indian Clubs, chunnam

Subject Matter	Method
1. Assembly and Roll Call (2 mts)	Students fall in a line and then the attendance is taken
2. Suitable warming up (5 mts)	Running slow and fast - arm swinging (forward, upward, downward, backward, sideward and circular movement), Leg swinging (forward, backward, sideward and circular movement) - Trunk bending exercise - jumping and vaulting exercises or a few warming up exercise followed by a preliminary game.
3. Teaching of Fundamentals (8 mts)	Demonstration: Students shall be made to stand in a proper formation so that they can watch the teacher's -demonstration. The teacher should properly demonstrate dribbling of the ball with adequate explanation emphasizing the following points.
Football Skill: Dribbling	

- i) Dribbling is a series of short taps of the ball from one foot to the other.
- ii) Propel the ball with the inside of the foot.
- iii) The ball shall always be kept close to the dribbler, say about a yard,
- iv) Dribble straight
- v) Lean forward while dribbling the ball.

4. Practice of fundamentals (15 mts)

The class is divided into six groups each being provided with a ball for practice in dribbling. The teacher observes their performance, and move from group to group rectifying the mistakes.

5. Lead-up Activity (10 mts)

Foot ball Dribble Relay

```

X X X X X X
X X X X X X
X X X X X X
X X X X X X
X X X X X X
X X X X X X
0 0 0 0 0 0
    
```

After practicing for a while, the groups are made to compete with one another through a lead up activity i.e. Football dribble Relay. The groups are made to stand in six files

The ball is kept in a circle in front of each file. From each file at a distance of 15 yards, a club is kept. On signal the first boy in each group is to dribble the ball round the club kept in front of his group and leave the ball in the circle from where he started. Similarly, all the others have to dribble. The group that finishes first shall be declared as the winner.

* * * * *

IV. CHALLENGE TOURNAMENTS

Challenge tournaments are usually conducted in single and dual games like Badminton, Tennis, Table Tennis etc. and not in team games like Cricket, Football etc. These tournaments can be carried on for any specified period of time without any fixed schedule. Hence the players make their own arrangements and play the matches with one another. This tournament will help in selecting the best players in individual or dual games.

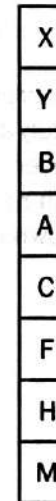
There are two common types of challenge tournaments

- 1) LADDER and 2) PYRAMID

Ladder tournament

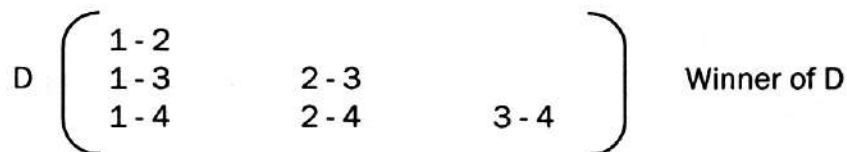
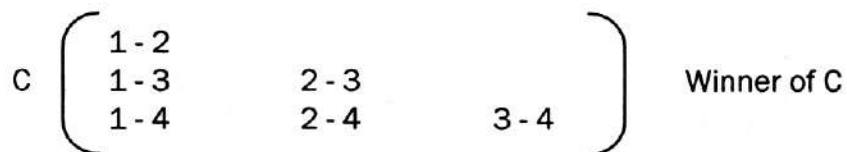
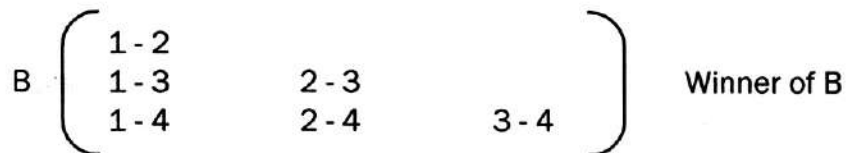
Before actually starting the ladder tournament, the players shall be arranged in a ladder either arbitrarily or by lots, as shown in the diagram. Certain rules have to be followed in the conduct of the tournament

Rules:

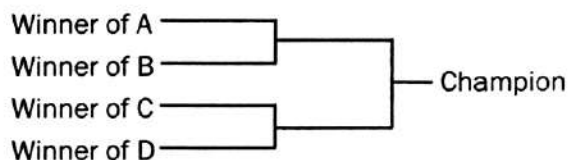


- 1. The period within which the tournament is to be finished should be specified (For example, 2 months, 3 months etc).
- 2. A player can challenge only the player immediately above him (For example F can challenge only C) or a player may challenge anyone of the two or three players above him (for example F may challenge C or A or B).
- 3. Challenges must be accepted and played only in the order they are made.
- 4. The time within which the accepted challenge must be played should be specified. (For example 2 days or 3 days).

**b) League - cum - Knock out (Four Groups or Zones A, B, C, D)
Group or Zonal League**



Inter Group or Inter Zonal Knock out



6. Whole game (If time permits)	After the lead up activity the students may made to play a regular game
7. Assembly and Dismissal (5 mts)	After the game, the students are assembled and dismissed after having discussed for a while the day's lesson

MODEL LESSON PLAN FOR A TRACK AND FIELD EVENT

Class: VIII Std, Time: 45 minutes Event: Sprint (start)
Equipment: Starting blocks, nails, Hammer, Measuring Tape, chunnam etc.

Subject Matter	Method
1. Assembly and Roll Call (2 mts)	Students fall in a line and then attendance is taken.
2. Suitable warming up (10 mts)	Walking - Jogging - fast running - jogging sprinting (2 laps). Feet astride and arms side ward trunk bending and opposite arm and toe touching -Trunk twisting - Trunk rotation etc.
3. Teaching of the Technique (14 mts)	Demonstration: The students in a loose group observe the teacher's demonstration. The teacher with due explanation will demonstrate the Medium start as follows. 1. The demonstration must first be shown without a starting line. 2. Usually the take-off foot shall be the front foot and the other rear foot in "On your Marks " position.

CROUCH START (MEDIUM)

3. "On your Marks" Position for Medium Start

- a) Standing at attention
- b) The knee of the rear foot shall be placed in line with the arch of the front foot in a kneeling position.
- c) The hands should be placed on the ground, shoulder width apart, ahead of the front foot at a convenient distance.
- d) The hand should form a triangle on the ground, thumb and the fingers partially bearing the weight of the body.
- e) Then draw a line just in front of the hands and terminate the distance between this line and the front foot.

The students are asked to take "On Your marks" position. The teacher goes a round and rectifies the faulty positions after which a line is drawn just in front of their hands. Then each student determines the distance

"Set" Position

- a) From "on your marks" position the hips are lifted slightly above the level of the shoulders.
- b) The shoulders come in front of the hands since the body leans forward and the body weight is shifted to the hands. Head and neck relaxed elbows straight -rear leg bent - body quite still.

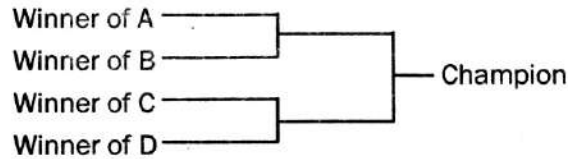
b) League - cum - League (Four Groups or Zones A, B, C, D) Group or Zonal League

A	$\left(\begin{array}{ccc} 1-2 & & \\ 1-3 & 2-3 & \\ 1-4 & 2-4 & 3-4 \end{array} \right)$	Winner of A
B	$\left(\begin{array}{ccc} 1-2 & & \\ 1-3 & 2-3 & \\ 1-4 & 2-4 & 3-4 \end{array} \right)$	Winner of B
C	$\left(\begin{array}{ccc} 1-2 & & \\ 1-3 & 2-3 & \\ 1-4 & 2-4 & 3-4 \end{array} \right)$	Winner of C
D	$\left(\begin{array}{ccc} 1-2 & & \\ 1-3 & 2-3 & \\ 1-4 & 2-4 & 3-4 \end{array} \right)$	Winner of D

Inter Group or Inter Zonal League

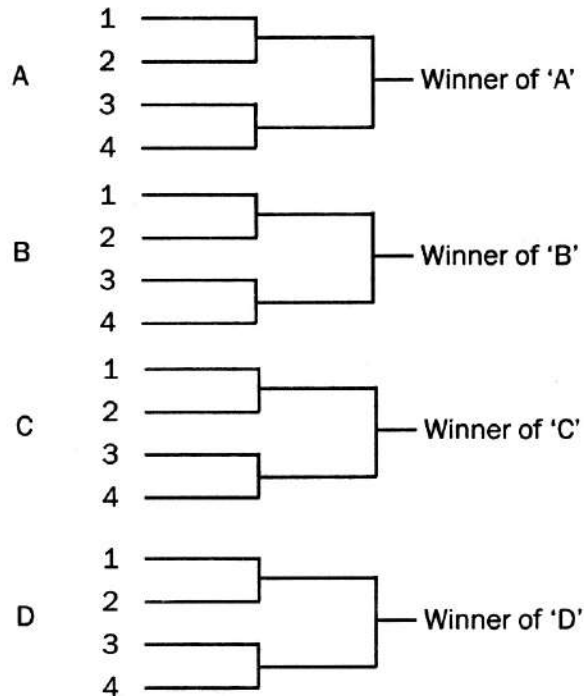
A - B
A - C B - C
A - D B - D C - D

Inter Group or Inter Zonal knock-out



a) Knock- out cum - league (Four Groups of Zones A,B,C,D)

Group or Zonal Knock Out



Inter Group or Inter Zonal League

- A - B
- A - C B - C
- A - D B - D C - D

The students are asked to take 'set' position from their respective "on your marks" position. The teacher has to rectify the faulty positions. Any adjustments, if necessary, regarding the distance between the line drawn in front of the hands and front foot, may be made so as to suit the convenience of the individuals. The distance finally determined by each student shall be the distance that he is to take for his start from the starting line.

Gun:

- a) From the "set" position (on the firing of the gun) the runner must dash forward with a forcible leg drive.
- b) The first stride is made by the rear leg with a forward swing of the opposite arm. The first stride should be short.

The students will be assembled at the starting line. They will be divided into batches of four or five. Each batch will be asked to assume the "On your marks" position at the starting line. Then on the command "set" they have to assume the set position. Instead of the firing of the gun the teacher may say "Go" after which the students dash forward with proper drive and run a little distance. The teacher will have to observe the performance of the

students and rectify the mistake then and there. Thus every batch will be made to perform. The teacher can show the students how to fix and use the starting block between the line and his front foot

4. Practicing the technique
(14 mts)

The entire class may be divided into a few groups each under a group leader. Each group will be occupying a corner of the field where they will practice the technique taught to them. The teacher will move from one group to another supervising and guiding the students.

5. Competition
(Lead up Activity)
(If time permits)

After practice, suitable competition may be conducted.

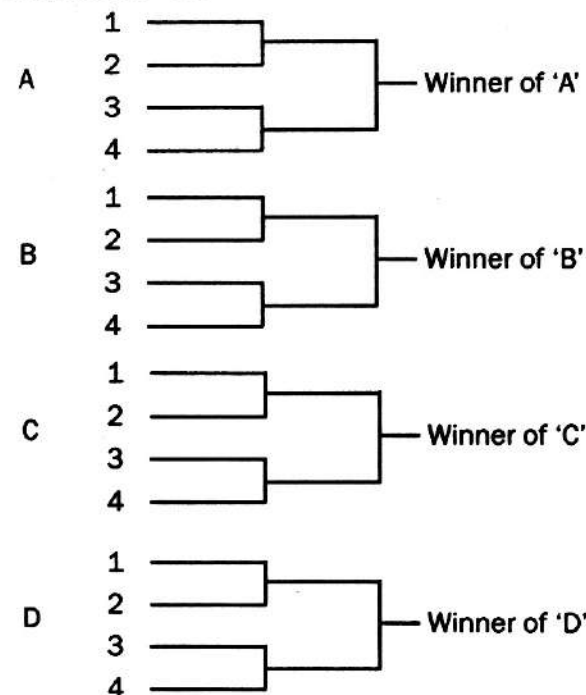
6. Assembly and Dismissal
(5 mts)

At the end, the students are assembled and after a few remarks regarding the day's lesson the class is dismissed. For dismissal, all the students may be asked to take a start from a single line and run away.

III COMBINATION TOURNAMENTS

This type of tournament is usually conducted whenever matches have to be played either on Group basis or on Zonal basis. For example, if larger number of teams compete for a particular game, they may be divided into few groups. The teams belonging to the concerned group play among themselves (either knock-out or league) and decide a winner. Then the group winners play among themselves (either knock-out or league) and decide the champion. Similarly a Big city or a District or a State may be divided into few zones. The teams in each zone compete among themselves and decide a winner and then the zonal winners compete among themselves to decide the champion. This is highly recommended for conducting the inter school tournaments in a district to save time and money. The following plans may be adopted in conducting combination tournament.

**a) Knock-out cum knock-out (Four groups or zones A, B, C, D)
Group or zonal knock-out**



The team that get the maximum of points will be declared the winner.

In case of a tie it shall be broken according to the rules framed by the tournament authorities prior to the commencement of the tournament.

The following procedure may be followed for breaking a tie in league tournament.

i) The team that has won over the other in a regular league tournament shall be awarded the higher place.

ii) If the tie still remains because of drawn game among the tying teams the team that has won the greater number of matches in the regular league tournament shall be awarded the higher place.

iii) If the tie still remains it shall be decided by considering the score (goals or points) FOR and AGAINST obtained by the tying teams in the whole tournament and the team that has obtained the greater balance of score shall be awarded the higher place (Refer the example given).

Team	Game	Score for the whole tournament		Balance	Winner
		For	Against		
A	Football	12	6	6	1st
B		16	12	4	2nd
X	Basketball	149	85	64	1st
Y		120	80	40	2nd

iv) If the tie still remains and a) If it concerns the first place the tying teams shall play again to decide the winner. If a replay is not possible the winner may be decided by a toss, though it is not desirable. b) If it concerns any other place the teams shall be awarded the same place.

TEACHING OF ACTIVITIES

- a) Calisthenics and Marching
- b) Indigenous Activities
- c) Minor game
- d) Major game
- e) Track & Field

Procedure for arranging the class for Formal Exercises

The class formation for formal exercises will be done either from Rank (Line) or from File formation. Before going for open order formation few preliminaries have to be carried out.

Preliminaries for Rank or Line

1. CLASS, IN A LINE.....FALL IN
(Students should fall in a line according to their height (shortest on their right) and remain in stand -at - ease position).

2. ATTEN.....TION

3. RIGHT.....DRESS
(The students except the first boy/girl "at right end of the line turn their heads to their right and dress up to straighten the line).

4. EYES.....FRONT
(Turn their heads to the front and look straight)

Preliminaries for file

1. CLASS, IN A FILE.....FALL IN
(The students shall fall in a file by shortest in front and remain in stand-at-ease position)

2. ATTEN.....TION

3. FORWARD.....DRESS

(The students on file except the first shall raise their right arms forward and dress up to straighten the file).

4. ARMS.....SINK

(Drop down their arms)

OPEN ORDER FORMATION

From a Single Rank or Line formation

First Method

a) From the, right in THREES.....COUNT

(Students start counting in threes from the right end of the line. Each student should turn his head towards his left and utter the number sharply and smartly).

b) Number ones stay where you are, number twos two steps and number threes four steps:

OPEN ORDER FORWARD

MARCH

1	2	3	1	2	3	1	2	3
	2	|		2	|		2	|
		3			3			3

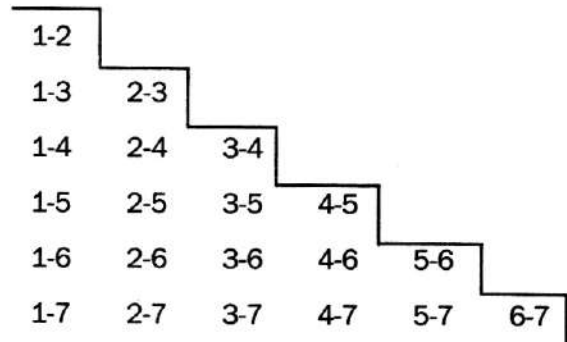
Second Method

a) From the right is THREES.....COUNT

b) Number ones stay where you are, number twos two steps forward number threes two steps backward, OPEN ORDER MARCH. .

Note the number entered in the top square of this column. In the next square enter number 2. Then proceed entering number in the other square every time adding 2 (i.e. 4, 6 etc.,) until the number becomes 1 less than the number at the top most square. After this enter number 1 in the next square and proceed entering the numbers in the other squares every time adding 2 (i.e.) 3, 5 etc., until the bottom most square is filled up. It may be noted that the number of the bottom-most square will be 2 less than the number at top most square (Refer the example given).

C) Stair Case Method



The fixtures shall be drawn as shown above, but there are certain drawbacks like

- i) It does not indicate the number of rounds to be played.
- ii) It is not so very easy to fix the matches of the concerned round as in the case of the either the cyclic method or the Tabular method.

Method of deciding the winners in the league tournaments

The winner of the league tournament will be decided on the basis of the points scored by the respective teams. Generally points are awarded as follows.

- For a win: 3 points
- For a defeat: 0 Point
- For a draw: 1 point each

FIXTURE FOR 7 TEAMS

n + 2 columns
7 + 2 = 9 columns

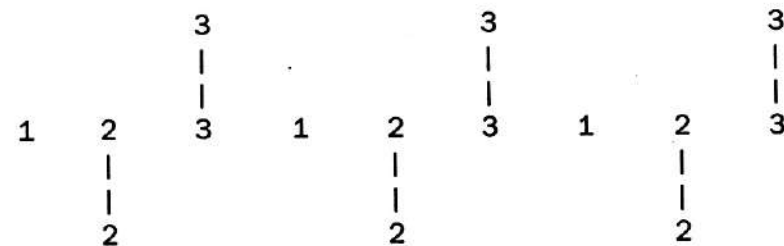
	A	B	C	D	E	F	G	Bye
A		1	2	3	4	5	6	7
B			3	4	5	6	7	2
C				5	6	7	1	4
D					7	1	2	6
E						2	3	1
F							4	3
G								5
Bye								

Having drawn the required number of columns (horizontal and vertically) draw a line diagonally from the left top most corner to the opposite corner. Then enter the teams (and bye if needed) in the squares of the top most horizontal column and also in the square of the first vertical column as shown in the diagram. The squares that fall on one side of the diagonal line except the squares in the BYE column indicate the matches to be played in a single league. The numbers that are entered in the squares indicate the particular rounds in which the concerned teams have to play.

The dates on which the matches of particular round can be played may be entered in the concerned squares. .

Procedure for entering the numbers inside the squares indicating the rounds

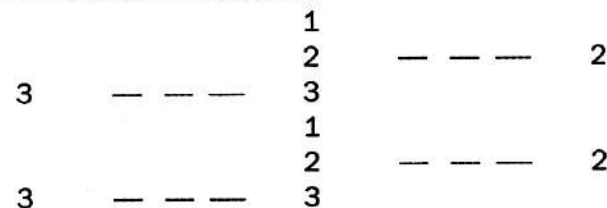
In the squares of the horizontal columns immediately below the teams, enter the number serially from number 1 onwards. The number in the last square of that horizontal column indicates the maximum number of round for the league (refer the examples given). Then in each vertical column (except the last vertical column) enter the number serially starting from the number next to that found at the top. The serial numbers to be entered in any of the squares should not exceed the number indicating the maximum number of rounds. The entry of numbers in the squares of the last vertical column will be as follows.



From Single File

After the file formation the following procedure to be followed

- a) From the front in threes.....COUNT
 - b) Number ones stay where you are, number twos 2 steps to the LEFT and number THREES 2 steps to the RIGHT
- OPEN ORDER.....MARCH



Note: The above procedures shall be followed for double line formation or multiple file formations also. After the formal exercise in the open order formation, to bring the class back to its original formation (either line or file formations) the following commands shall be given. "CLOSE ORDER MARCH" (On this command, the students march forward, backward or sideward to make the original position)

TEACHING A FORMAL EXERCISE

After making the suitable class formation the following steps to be followed for teaching of formal exercise.

- Step: 1 The students shall be in stand-at-ease position. The teacher shall demonstrate the exercise with a brief explanation. Whenever an exercise involves movements

on the left as well as on the right, the teacher shall demonstrate it on his right and left (Mirror method). During demonstration, the teacher must emphasise each position of the exercise and hold it long enough to enable the students to form a mental picture of the exercise.

Step 2: After the demonstration of the exercise, the class shall be brought to "Attention" and the demonstrated exercise shall be done by the students in "By Counts". At each count the students take the required position. The teacher shall rectify the faults. After satisfying himself, the teacher shall proceed to the next count. He shall teach the exercise by counts until the students learn to do the correct positions of the exercise.

Step 3: After learning of the exercise correctly by the students, they shall be made to repeat the exercise continuously and rhythmically for physiological effects. To teach exercise on the left as well as on the right, teach it by counts on the left and then repeat it rhythmically, then teach on the right and repeat it rhythmically. Afterwards teach it by counts on both sides alternately and repeat it rhythmically. Finally the exercise shall be done continuously and rhythmically on the right and on both sides alternately.

a) TEACHING OF CALISTHENICS & MARCHING

"Calisthenics" mean Free Arm Exercise. Calisthenics may be divided into formal and informal types. Formal exercises are done to counts and commands. Informal exercise are not done to counts and commands.

Method of teaching of a free arm formal exercise shall be followed as explained earlier making the class formation etc.

Fixture for 6 teams: No. Of Matches: $\frac{7(7-1)}{2} = \frac{42}{2} = 20.$

I Rd	II Rd	III Rd	IV Rd	V Rd	VI Rd	VII Rd
7-bye	6-bye	5-bye	4-bye	3-bye	2-bye	1-bye
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

In drawing the fixtures according to cyclic method, fix number 1 in case of EVEN number of teams and fix Bye in the case of ODD number of teams and rotate the other numbers clockwise as shown in the fixtures.

The total number of rounds in a single league tournament shall be as follows:

- I) For EVEN number of teams, n-1 rounds
- II) For ODD number of teams, n rounds (n represents number of teams)

(B) TABULAR METHOD

In this method the fixtures are drawn in a tabular form. The number of columns to be drawn horizontally as well as vertically shall be as follows:

- I) For even number of teams, n+1 columns
- II) For odd number of teams, n+2 columns.

FIXTURE FOR 6 TEAMS

n + 1 columns
6 + 1 = 7 columns

	A	B	C	D	E	F
A		1	2	3	4	5
B			3	4	5	2
C				5	1	4
D					2	1
E						3
F						

2. LEAGUE OR ROUND ROBIN TOURNAMENT

a) Single League

In this type, every team shall play ONCE with every other team.

The total number of matches in a single league shall be $n \frac{n-1}{2}$ For example, if 8 teams are competing, the number of matches shall be $\frac{8(8-1)}{2} = \frac{56}{2} = 28$

b) Double League

In this type, every team shall play TWICE with every other team. The total number of matches in a double leaguer shall be ; n (n-1).

Merits and Demerits of Leaguer Tournament

Merits

1. It decides the true winner
2. Greater number of matches can played by the teams.
3. It helps in ranking all the competing teams
4. The teams need not wait for the competition of the other rounds as in single elimination tournament.

Demerits

1. It involves lot of time and facilities.
2. Teams that get defeated often will lose interest in the game.

Method of drawing fixture for single league

(A) Cyclic Method

Fixture for 6 teams: No. Of Matches: $\frac{6(6-1)}{2} = \frac{30}{2} = 15.$

I Round	II Round	III Round	IV Round	V Round
6 — 1	5-1	4-1	3-1	2-1
5 — 2	4-6	3-5	2-4	6-3
4 — 3	3-2	2-6	6-5	5-4

Example: A four count Exercise.

Count 1 : Arms forward upward and heels.....Raise

Count 2: Arms sideward and Full Knee.....bend

Count 3 : Same as 'one'

Count 4 : Position

TEACHING OF MARCHING

Marching develops the muscles of the leg and joints of the ankle, knee and hip. Marching produces an easy gait and if properly carried out improves the general bodily carriage which is so essential for normal health.

Objectiveness : Body carriage, response to command, obedience, discipline, rhythm, group sense and orderliness.

Teaching Procedure:

1. Complete demonstration of the movement
2. Demonstrate by number with explanation.
3. Practice by number
4. Individual practice (At will)
5. Collective practice declaring time (Everyone should shout the number and do the movement).
6. Collective practice judging time
7. Check on the steps - Arms swing
8. Keep time with the first person/first column
9. Each column must stand directly back of the column in front of it.
10. The first man should turn in place for the correct number of counts, in all wheeling.
11. All movements are carried out with a vigorous step on the left.
12. Count only when it is necessary to keep the rhythm and to stimulate the squad.

Example : Teach the march in the following order.

- | | | | | | |
|-------------|---|-------|-----------|---|--------------|
| a) Fall | - | IN | i) Right | - | TURN |
| b) Fall | - | OUT | j) Left | - | TURN |
| c) Atten | - | TION | k) About | - | TURN |
| d) Stand-at | - | EASE | l) Mark | - | TIME - MARCH |
| e) Stand | - | EASY | m) Quick | - | MARCH |
| f) Right | - | DRESS | n) Right | - | WHEEL |
| g) Left | - | DRESS | o) Left | - | WHEEL |
| h) Eyes | - | FRONT | p) SALUTE | - | |
| | | | q) Class | - | HALT |

b. TEACHING OF INDIGENOUS ACTIVITIES

i) Indigenous Activities - without apparatus

- a) Baithaks
- b) Dhands .

ii) Indigenous Activities - with apparatus

- a) Dumb - bells
- b) Clubs
- c) Wand
- d) Hoop
- e) Pole

iii) Indigenous Activities - Yogic system

- a) Asanas
- b) Suryanamaskars

iv) Indigenous Games

- a) Kabaddi
- b) Kho., Kho
- c)Atya - Patya

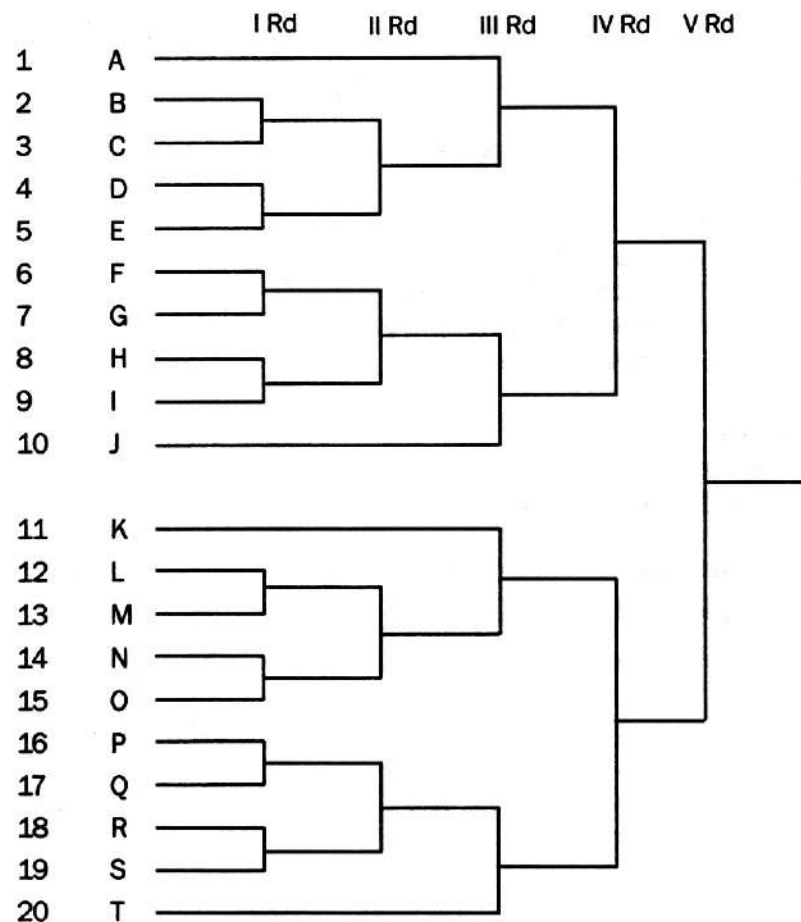
v) Indigenous - Rhythmic

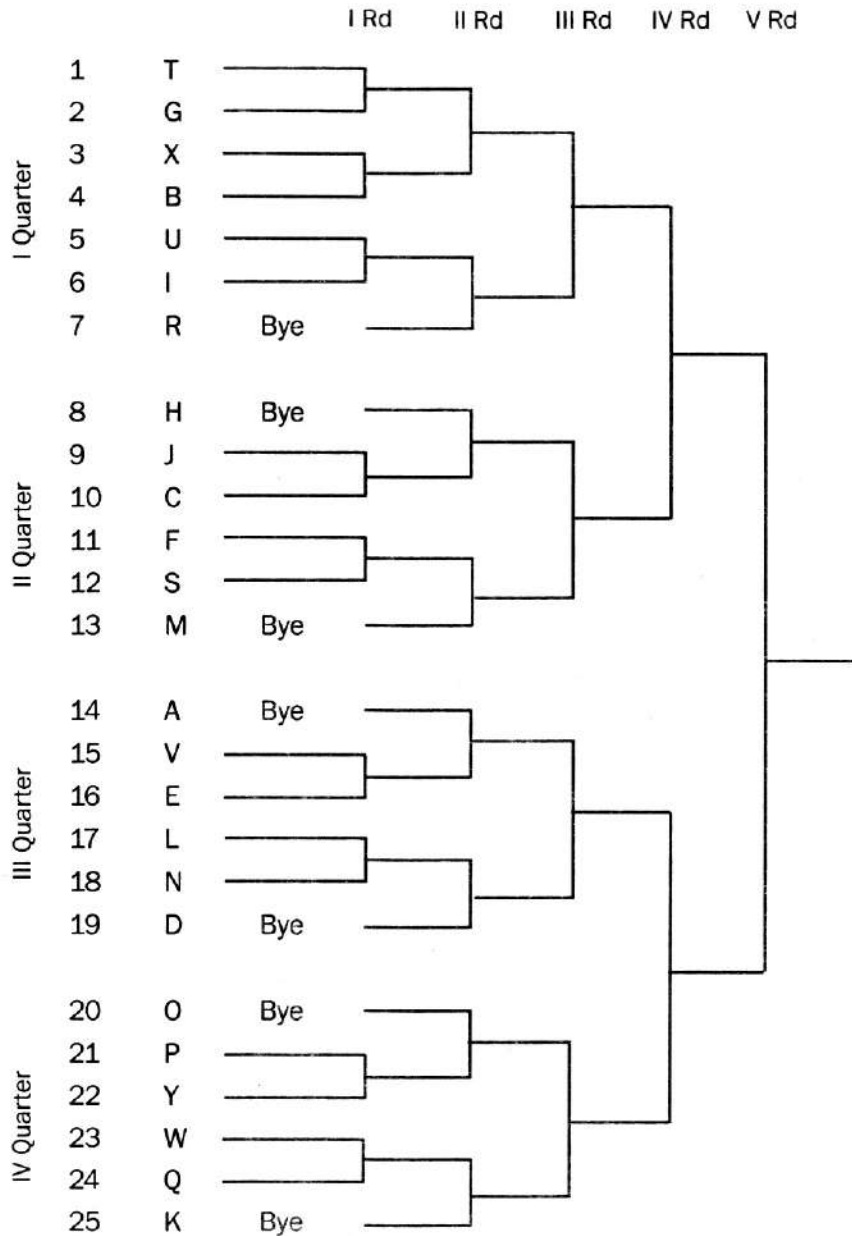
- a) Dance ,
- b) Lezium
- c) Kollattam

SPECIAL SEEDING

Whenever some of the top ranking players or teams take part in a tournament in the fixtures are generally drawn in such way that those players or teams are brought straight way to the Quarter finals or semi finals. This arbitrary method of drawing fixtures may be felt unfair but no doubt it is desirable to keep a sustained interest in the tournament.

A sample fixture is given, where 20 teams take part including 4 top teams (, A, J, K & T) who are straightaway brought to the quarter finals.





vi) Indigenous - Defensive arts

- a) Lathi (Silambam)
- b) Spiral sword.
- c) Wrestling

This above indigenous activities (except iv) shall be taught by counts and then it shall be taught continuously and Rhythmically.

Example: (Teaching of Ordinary Baithak)

Position: Stand erect -legs slightly apart - arms closed to the body - look straight..

Count one: Arms raised forward - keep it at the shoulder level - fingers closed - palms facing down. Half squat - Heels touching the ground - look straight

.Count Two: Position

C. TEACHING OF MINOR GAME

Objectives of Minor games: Recreation, organic growth, obedience, discipline, sportsmanship, co-operation, physical alertness, sense of perception, team spirit, loyalty, sense of responsibility, courage, and perseverance.

Minor games are of low organisation which involves simple skills and a few rules. They require a few or no equipment, a little area and a short duration of time. They can be adopted to any' situation and can be played by a different age groups. The following procedure should be followed for teaching of a minor game.

1. Ground markings should be made
2. Required equipment are to be kept ready
3. Proper safety measures are to be taken
4. Proper class formation shall be made.
5. Tell the name of the game and briefly explain the method of playing.
6. Demonstrate the game with a batch of students
7. Groups taking part of the game shall be equal strength.

8. The odd or injury students maybe utilised as officials.
9. The game is to be continued as long as there is interest among the participations.
10. The best principles is "Kill the game before it dies".
11. Insist upon obedience to the rules of the game and fair play.
12. Teacher may also can participate.
13. Watch for students who show leadership qualities
14. Encourage the losing teams
15. Watch who are mischievous so that they may be made leaders of groups.

Example:

Minor game	:	Ordinary Tag
Number	:	Any number
Play area.	:	An open space with boundary
Equipment	:	Nil

One of the player is selected as "IT" who at a signal tries to chase and tag anyone in the group. He who is tagged becomes the new "IT" and he continues the game. All must keep within the boundary.

d) TEACHING OF MAJOR GAME

Objectives of Major Game: Acquisition of learning of fundamental skills, proper position, correct play and performance, organic growth, obedience, discipline, sportsmanship, co-operation, team spirit, sense of responsibility and courage.

Major games are games of high organisation which involve difficult and complicated and elaborate rules. They require more space and equipment and involve more time having been divided into halves, sets, innings, etc.

At the outset the name and history of the game, the equipment required, the dimensions of the field, the number of players. and their positions, object of the game etc, are to be explained briefly. There should not be any lengthy discourse.

Applying the above table, determine the number of teams in each quarter for the above said 25 teams taking part in the tournament. While dividing the total number by 4 (i.e. $25/4$), the Quotient is 6 and the Remainder is 1. Hence the number of teams that will fall in the 1 st, 2nd, 3rd, and the 4th quarters be (Q+1 , Q, Q, Q) 7,6,6,6 respectively.

Then on a sheet of paper the serial numbers 1 to 25 have to be written with the proper indication of each quarter (Refer the fixture).

For 25 teams, 7 byes ($32 - 25=7$) have to be given in the fixture. So lot shall be drawn among the 8 seeds teams (M, K, D, O, R, A, T and H) to give 7 byes. As each lot is drawn it is to be entered in each quarter. As the first four lots are drawn (one by one) they are to be entered one by one at the bottom of the quarters IV, II, III & I respectively. Suppose teams K, M, D and R get the first 4 lots, this is the first entry to be made in each quarter. After this the second entry 5th, 6th and 7th lots got by teams O, H and A should be made at the top of the IV, II and III quarters.

After having given byes by lots for 7 of the seeded teams K, M, D, R, ° H and A and entered them properly in the respective quarters, the 8th seeded team, T, which did not get bye should be entered at the top of the first quarter (Refer the fixture).

Then lots have to be drawn for the remaining 17 non seeded teams and have to be entered from the top in the vacant spaces of the fixture. There after the teams that did not get byes have to be paired and bracketed for the first round. This should be followed by the pairing of the teams with brackets from the top for the subsequent rounds.

In the above fixture the seeded teams are distributed arbitrarily according to their order of ability or standard, i.e, the best team (Bangalore) is fitted at the bottom of the lower half; the second best team, Madras is placed at the bottom of the upper half; the third best team, Madurai Kamaraj is fixed at the top of the lower half and the fourth best team, Annamalai is placed at the top of the upper half. In case there is no marked difference in the ability or the standard of the seeded teams they should be distributed in the fixture by drawing lots among them.

SEEDING 8 TEAMS

Drawing a fixture for 25 teams with seeding of 8 teams

Name of teams: A, S, C, D, E,F,G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, and Y

8 Seeded teams: M, K, D, O, R, A, T and H (almost equal in ability)

The seeds teams have to be fitted in the fixture facilitating them to meet in the quarter finals. This will be possible only if the seeded teams are equally distributed in each quarter of the fixture. For this purpose the number of the competing teams that may fall in the respective quarters in the fixture should be determined.

Method of determining the number of teams in each quarter of a fixture

A fixture has two halves - UPPER & LOWER. In each half there are two quarters. The first and the second quarter are in the upper half and the third and the fourth quarters are in the lower half.

To determine the number of teams in each of these quarters the CUE indicated in the following table should be followed.

n/4	nill	Q	Q	Q	Q
n/4	1	Q+1	Q	Q	Q
n/4	2	Q+1	Q	Q+1	Q
n/4	3	Q+1	Q+1	Q+1	Q

n= Total number of teams

Q= Quotient

Then the teacher should make the students play the game, telling them a few rules to be observed and the fouls to be avoided. The teacher should observe their natural skill in the game. After a while the teacher should stop the game and assemble the students in the required formation to teach the fundamental skills of the game. A major game will consist of several fundamental skills and the teacher should use his discretion in arranging them in a progressive manner so that the simple ones will be taught before the complicated skills are introduced.

The teacher should demonstrate properly and clearly the skill to be taught so that students can have a clear understanding of the skill to be performed. After demonstration, the students are divided into several groups and they practice the skill taught by the teacher. The teacher should move from group to group observing the performance and rectifying the mistakes committed by the students.

Then the students are assembled and they are put in a lead-up game involving the skill taught. After the lead-up game, it is better to make the students play the whole game for a while. Finally the teacher should assemble the students to have group discussion regarding the day's activity.

Example:

Major Game	: Football
Number	: 20 to 30
Play area	: Football field with specific markings for the skills
Equipment	: Balls, flags etc.

Skills of the game:

a) Dribbling	b) Kicking
c) Trapping	d) Heading
e) Tackling	f) Goal keeping

a) Dribbling:

Dribble, keeping the ball close to the foot, try at walking speed and then at running speed. Develop rhythmic contact with the ball. Pass

Merits and Demerits of single knock-out or Elimination tournaments**Merits**

- i) The tournament can be finished in a short time
- ii) There will be economy of expenditure
- iii) The competition will be keen and intense because of the fear of elimination of a team from the tournament, the moment it is defeated.

Demerits

- i) A team may get itself eliminated by chance or by accident and it will not have another chance to play and show its worth.
- ii) A winner of a match in a particular round may have to wait to meet the winner of another match of the same round or the previous round.
- iii) If a fixture is drawn purely by lots the fixture may become defective since there is the possibility of the strong teams being matched together in the earlier rounds and get eliminated, thereby giving room for the weaker teams to move to the semi-finals and the finals.

SEEDING METHOD

A knock-out fixture is generally drawn by lots. If the fixture is drawn purely on the basis of lots without taking into consideration of the standard of the teams, it is likely that strong teams may be obliged to meet with each other in the earlier rounds in either half and get themselves eliminated, thereby allowing the weaker teams to come up for semifinals and finals and resulting in unfair and uninteresting competition. To avoid this defect "SEEDING" is done.

Seeding is the sorting of the teams and fitting them in the fixtures so that the stronger teams do not meet in the earlier rounds. The adoption of the seeding method will be appropriate only when the standard of the teams are known. So it is necessary for the organisers of the tournament to secure adequate information regarding the standard of the competing teams from past records or by enquiry. Further it is suggested that the number of teams to be seeded may ordinarily be the power of two, viz. 2, 4, 8, etc. In case byes have to be awarded in a fixture where seeding is done, it is recommended that the byes are given to the seeded teams either arbitrarily according to their standard or by drawing lots among them. It is equally recommended that the outstation teams coming from far off places are given byes.

Before teaching an event. Sufficient safety precautions should be taken, first aid kit should be readily available, check the equipment and sufficient warm-up should be given to the students.

Example:**Teaching of Sprint Event**

Equipment : Starting blocks, whistle

Facilities : Lanes with markings

1. Suitable warming-up
2. Running on a straight line
3. Running on a Track lane
4. Teach a suitable crouch start
 - a) Bullet or Bunch start
 - b) Medium start
 - c) Long or Elongated start
5. Practicing the starts
6. Practicing the acceleration
7. Practicing striding
8. Running fast
9. Finishing
10. Lead up activity

Note: Each and every activities shall be prepared by the teacher with very careful planning and to be taught to the students.

Methods of organising and conducting tournaments

- a) tournaments - single knock - out tournaments - Single league tournaments - combination tournaments - challenge tournaments.
- b) Sports Meet
- c) Intramural competition and Extramural competition
- d) Play Days, Demonstration and Exhibition.

a) Tournaments

A tournament is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.

Tournaments are of various types:

1. Knock -out or Elimination tournament
2. League or Round Robin tournaments
3. Combination tournaments
 - a) knock-out -cum -knockout
 - b) knock-out - cum-league.
 - c) League-cum-league
 - d) League-cum-knockout
4. Challenge tournaments
 - a) Ladder
 - b) Pyramid

In deciding the types of the tournament to be conducted, the following factors have to be taken into consideration.

- i. Season
- ii. Time at disposal.
- iii. Grounds and equipment
- iv. Type of the activity
- v. Officials
- vi. Finance

Example: 10 teams: $\frac{10}{2} = 5$ in the upper half
 $\frac{10}{2} = 5$ in the lower half

b) When there are odd number of teams:

$$\frac{n+1}{2} \text{ in the upper half}$$

$$\frac{n-1}{2} \text{ in the lower half}$$

Example: 19 teams: $\frac{19+1}{2} = 10$ in the upper half

$$\frac{19-1}{2} = 9 \text{ in the lower half}$$

Method of determining the number of byes to be given in the upper half and lower half

a) When there are even number of byes:

$$\frac{nb}{2} \text{ in the upper half}$$

$$\frac{nb}{2} \text{ in the lower half}$$

(nb: indicates the number of byes)

Example: 6 Byes: $\frac{6}{2} = 3$ in the upper half

$$\frac{6}{2} = 3 \text{ in the lower half}$$

b) where there are odd number of byes:

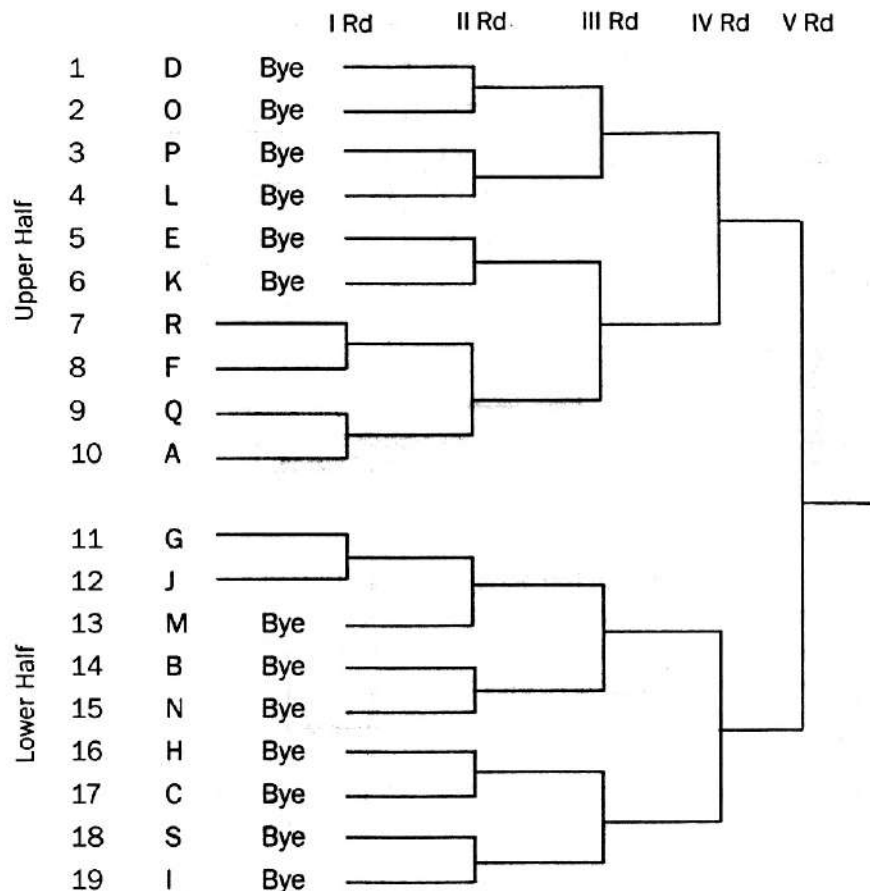
$$\frac{nb-1}{2} \text{ in the upper half}$$

$$\frac{nb+1}{2} \text{ in the lower half}$$

Example: 13 byes: $\frac{13-1}{2} = 6$ in the upper half

$$\frac{13+1}{2} = 7 \text{ in the lower half}$$

Example: Single knock-out fixture for 19 teams,
Number of byes: $32 - 19 = 13$



Method of determine the number of teams in the upper half and in the lower half

a) When there are even number of teams:

$$\frac{n}{2} \text{ in the upper half}$$

$$\frac{n}{2} \text{ in the lower half}$$

(n- indicates the number of teams)

1. Knock - out or Elimination Tournaments Single Knock-out or Single Elimination

In this type of tournament the teams are once defeated are eliminated immediately and they will not be given another chance to play. The total number of matches to be played in the tournament will be $n - 1$: That is (Le) Number of team - (minus) 1. For example if 10 teams are competing the total number of matches will be $10 - 1 = 9$

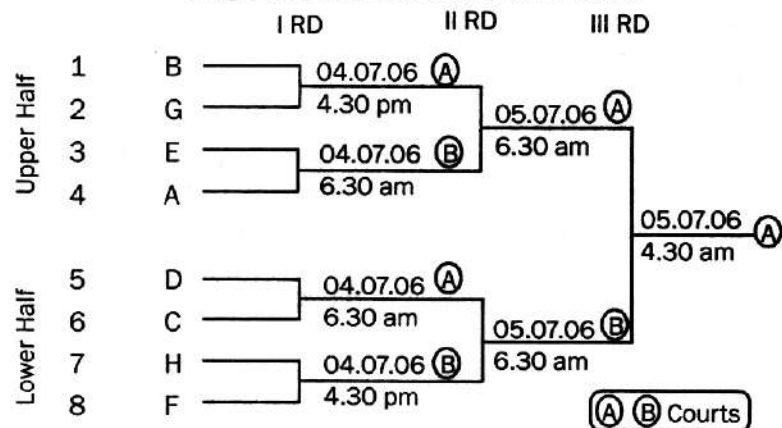
Method of Drawing Fixtures

a) Drawing fixtures for a certain number of teams competing, the number being the power of TWO (viz) $2, 2^2, 2^3, 2^4, 2^5, 2^6$ etc.i.e. 2,4,8,16,32,64 respectively.

Suppose 8 teams A, B, C, D, E, F, G & H have entered for a tournament, the "fixtures have to be drawn in the following manner.

Write on a sheet of paper the serial numbers 1 to 8. Take uniform slips of paper, write the name of the team in each slip and fold or roll each of these slips in an uniform manner. Then draw lots one by one. As each slip is taken find out the name of the concerned team and enter it serially on the sheet. Thereafter from Top they should be bracketed in pairs for the first round. Then the other rounds also should be bracketed from the top. In each bracket the date, time and place of the match may be indicated.

Single knock-out fixture for 8 teams.



In the above example, the teams B, G, E & A have fallen in the upper half and D, C, H & F in the lower half.

b) Drawing fixtures for a certain number of teams competing, the number not being the power of two viz. 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17 to 31, 33 to 63, 65 etc.

In this case while drawing fixtures, **byes** have to be given to specific number of teams in the first round so that in the subsequent rounds the number of teams shall be brought to the power of two. **BYE** is a privilege given to a team generally by drawing lot exempting it from playing a match in the first round. Byes are usually given in the I round because

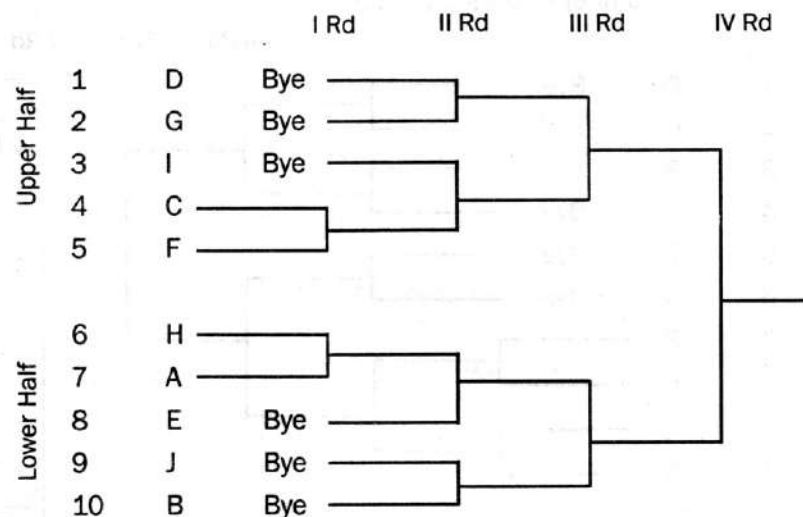
- a) a rest before a competition is not so advantageous as a rest after a match.
- b) the intensity of the competition may not be of a high degree in the first round.

The number of "Byes" to be given shall be decided by subtracting the number of teams from its next higher number which is the power of two. For example, if 10 teams have entered for a competition the next higher number above 10 which is the power of Two 16. Hence the number of **Byes** to be given shall be $16 - 10 = 6$

Method of drawing fixtures for 10 teams

Name of the teams: A, B, C, D, E, F, G, H, I & J.

Write on a sheet of paper the serial number 1. to 10. The number of byes to be given is 6 (16-10). Hence, at first draw lots for giving byes. Use slips of paper for drawing lots. As each slip is taken find out the name of the concerned team receiving the benefit of bye and enter it alternately in the lower half and in the upper half of the fixture. Suppose the order in which the lots are drawn for byes is, B, D,J, G, E & I. They have to be entered alternately in the lower half and in the upper half of the fixture.



B is entered in the serial number 10; D in 1 ; J in 9; G in 2; E in 8; and I in 3 (as shown in the fixture).. The serial numbers 4,5, 6 & 7 are vacant. The lots are to be draw for the A, C, F & H. Suppose the order drawn is C, F, H & A, they have to be entered in the vacant numbers from the top in the order in which they are drawn. Then these teams that are not given byes are bracketed in pairs and they play in the first round while the teams that got the byes will be playing in the second round. For the second and the subsequent rounds the team in pairs should be bracketed, starting from the top.