

Unit I: Structure of Organization and Administration

- Meaning and importance of Organization and Administration in physical education
- Qualification and Responsibilities of Physical Education teacher and pupil leader Planning and their basic principles.
- Program planning: Meaning, Importance, Principles of program planning in physical education.

Unit II: Functions of Organization and Administration

- Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.
- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit III: Competition Organization

- Importance of Tournament, Types of Tournament and its organization structure Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- Organization structure of Athletic Meet.
- Sports Event Intramurals and Extramural Tournament planning

Unit IV: Teaching Technique, Teaching Aids

- Teaching Technique Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure Whole method, whole part whole method, part whole method.
- Class Management
- Presentation Technique Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.
- Teaching Aids Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids Audio aids, Visual aids, Audio visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc.
- Team Teaching Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid.

Unit V: Lesson Planning and Teaching Innovations

- Lesson Planning Meaning, Type and principles of lesson plan.
- General and specific lesson plan.
- Micro Teaching Meaning, Types and steps of micro teaching.
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

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METHODS OF PHYSICAL EDUCATION

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MEANING OF METHOD AND THE 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 desirable outcomes.
- ▶ Hence method may well be defined as the **techniques or procedure** adopted by a teacher to bring about desirable changes in his pupils.

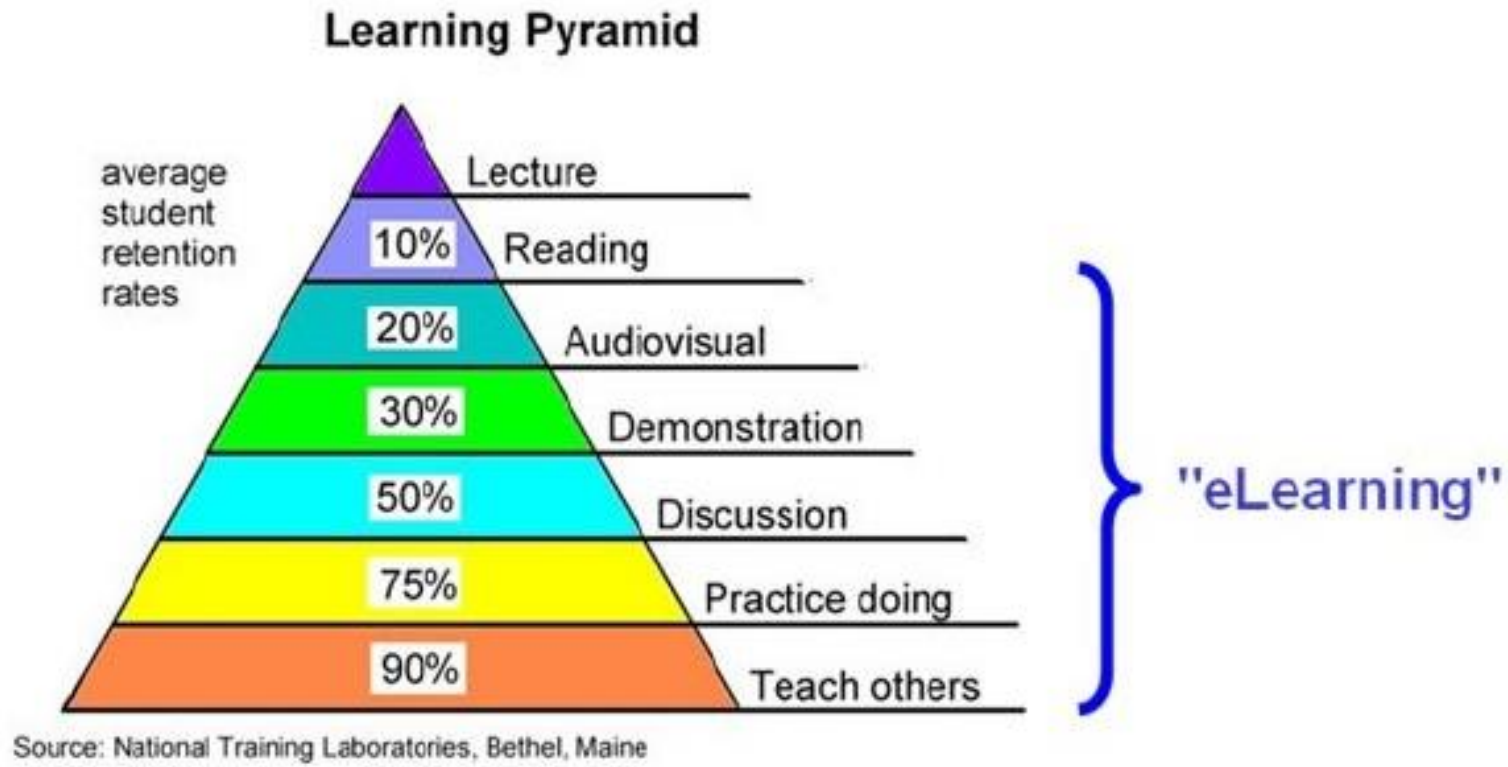
Con.....

- ▶ 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 take into consideration in determining the methods of teaching. They are as follows.

METHODS OF TEACHING

1. Subject matter
2. The past experiences of the pupils
3. Situations
4. Time and the material at the disposal of the teacher
5. Scientific principles

Step into New Method of teaching



1. Subject Matter

- ▶ The **subject mater** 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 western roll in high Jump.
- ▶ Each of these requires a different method of teaching (Viz) **Lecturing, black board work and demonstration** respectively.

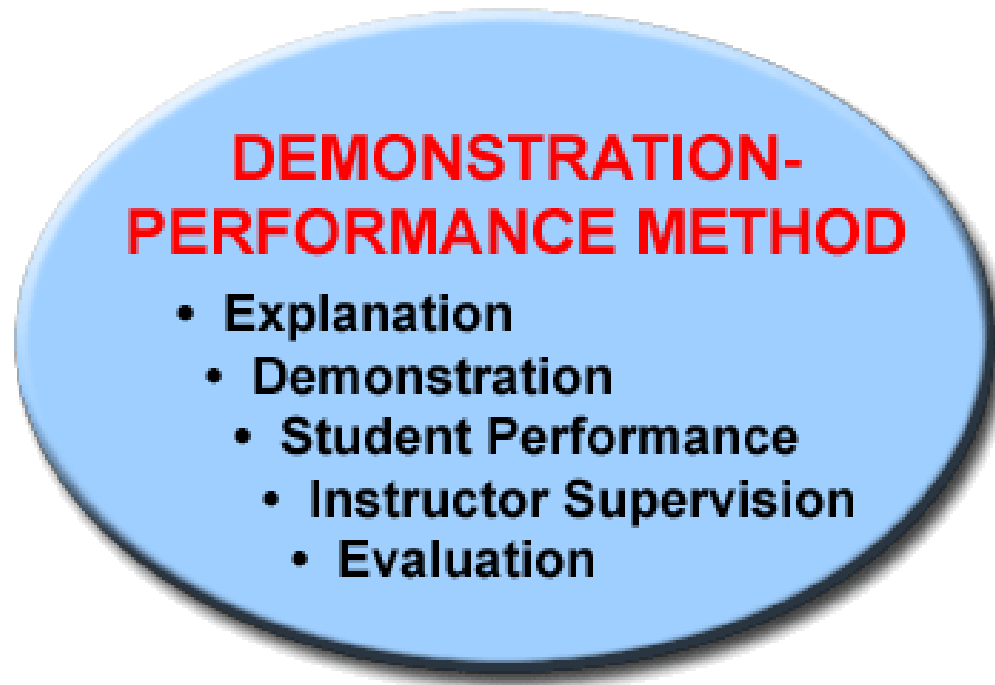


Figure 5-6. The demonstration-performance method of teaching has five essential phases.

2. The past experiences of the pupils

- ▶ There is a lot of difference in teaching a subject to a novice and to one who possesses some knowledge of the subject.
- ▶ For example in teaching “Asoka” to the pupils of elementary grade, only a few facts concerning the biography of Asoka will be taught whereas at the college level more advanced teaching takes place.

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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, team tactics etc., shall be given.

3. Situations

- ▶ Situation will not be the same at all times and in all places.
- ▶ Different situations require different methods of teaching.
- ▶ For example, a Geography teacher finds no chart or map for teaching a particular topic.
- ▶ He has to draw a diagram on the black-board to see that his teaching is successfully done.

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- ▶ Similarly 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

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- ▶ 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 be 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 and sociology is imperative for all teachers and especially for the physical education teachers it is all the more important because of the physical, mental and moral values derived from wholesome physical activities.

Anatomy and physiology suggest the following

- a. Activities must be given according to the differences in sex.
- b. Activities must be suited to the different age levels.
- c. Warming up is the pre-requisite to any vigorous activity.
- d. Activities should not be continued for a long duration lest fatigue may set in.

Educational psychology suggests the following

1. Interest is the motivating force for learning.
2. Learning takes place by doing
3. Repeated action under proper guidance leads to perfection.
4. Individuals avoid the actions that are annoying and repeat those actions that are satisfying. (all these are brought under the three laws of learning viz. the law of readiness, the law of exercise and the law of effect)

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1. The needs, the interests and the capacities of the individuals normally vary at different age levels.
2. Transfer of training may take place provided the situations are identical.

Sociology suggests the following

1. Man is a social and sociable being.
2. He is to live in and with the society.
3. He must share with others rights and responsibilities.
4. Co-operation and competition are the twins for progress.
5. Playfield is the level of inequalities.

thus we conclude that the factors mentioned above influence the method of teaching.

PRESENTATION TECHNIQUE

- ▶ 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.

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The presentation technique may be studied under two heads.

1. Planning

1. Personal Preparation
2. Technical Preparation

2. Presentation

- i. Orientation
- ii. Verbal Explanation
- iii. Demonstration
- iv. Exploration
- v. Discussion
- vi. Supervision
- vii. Evaluation

PLANNING

1. Personal Preparation

- ▶ The personality of the teacher goes a long way for his success 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.

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- ▶ He should avoid uncouth gestures and unnecessary mannerisms.
- ▶ He e must be able to demonstrate the skill in a proper manner.
- ▶ In short, a teacher shall always set an example to the students and must be a model to be followed

2. Technical Preparation

- ▶ The teacher must arrange the subject matter to be taught in 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.

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- ▶ 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 organized for the concerned activities must be pre-planned so that easy handling of the class takes place.

PRESENTATION

- ▶ After making all preparation 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 characteristics of good presentation.
- ▶ They are as follows:–

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1. Presentation must proceed from simple to complex and from known to unknown.
2. The presentation must be neither too fast nor very slow but must be adjusted to the pupil level of understanding and skill.
3. Problems and situations shall be presented to the students to enable them to think and act.

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4. For the better learning of the students, the teacher should always resort to improved techniques and tools.
5. 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

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.

Verbal explanation

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

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Demonstration

- ▶ This is the most important step in presenting an activity.
- ▶ The teacher must demonstrate the 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.

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Exploration

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

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.

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Supervision

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

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Evaluation

No presentation is complete without evaluation. It is necessary to find out the progress made by the students. After 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, reason should be analyzed and better procedures of teaching adopted.

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 (Society)
2. Co-curricular Activities
3. Audio-Visual Aids

1. Community

Community serves as a great teaching aid because several facts can be taught vividly by making the students observe the community development projects. Students can be taken to Dams, Bridges, Olympic Meets, Harbour, Aquarium, Zoo, Light-house, Museum, Industries, Mills, Workshops, Botanical Gardens, Studios, Gymkhanas, Circus Centres, Vyayamshalas etc., where they can gather lot of information.

2.Co-Curricular Activtities

Apart from the regular course of study there will be several branches of activities in an institution for example. Scouting, N.C.C Camping, Hiking, Student's Association activities (Debates, mock parliaments, stage plays, competitions etc.,) Citizenship training, play festival, demonstrations, exhibitions, health wek etc. lot of co-operative planning and group work in the above activities give opportunities, for the pupils to learn a variety of things.

3. Audio – Visual Aids

Learning mostly takes place through the senses. We learn especially by observation and audition. Hence provision must be made for Audio– Visual education. The following are some of the Audio –visula aids

- Charts and Diagrams
- Still pictures (posters, photos, drawings, paintings slides etc)
- Motion pictures (Films Preferably in slow motion)

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- Models and exhibits
- Musical instruments
- Study resources,)Books, Periodicals, Journals, Magazines Pamphlets etc.)
- Radio
- Television
- Tape records and video-tapes

It is a known fact that a good picture is worth a thousand words. Because it expresses clearly an idea or conception

A teacher must therefore use profusely audio-visual aids for effective teaching.

CLASS MANAGEMENT

Class management is the skillful handling of the class by the teacher so that the desired goal are achieved.

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

1. General
2. Specific

SPECIFIC

1. Strength of the class
2. Place and time
3. Uniform
4. Class formation
5. Roll-call
 - Reading the Names
 - Calling roll numbers
 - Painting or fixing numbers on walls pegs
 - Squad system
6. Safety measures
7. Discipline

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 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 organization and conduct of the class.
- ▶ Not only will there 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

1. STRENGTH OF THE CLASS

- ▶ In order that a class can be managed easily and taught well it must be smaller in number.
- ▶ Even though for class-room work the number fixed is 40 to 45 pupils per class, ideal number for physical education class shall 25.

2. 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 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 don 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.

3. 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 with proper foot-wear (canvas shoes with socks) will be an ideal dress for boys.

- ▶ Pyjamas, with a shirt or a divided skirt with skirt and foot-wear will be a suitable dress for girls.
- ▶ Further, it is better to have uniformity in color of the dress used by the students.
- ▶ The uniformity in dress has a great demonstrative value and it also develops group feeling among the students.

4. 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.
 1. The students should not be made to face the sun.
 2. Shorter students should remain in front.
 3. There should be enough room for every student to enable him to perform the activity without hindrance.

4. The teacher should be in a position to have a view of all the students.
5. Every student must be able to see the teacher from his place.
6. The formation generally used are line or rank formation, file or column formation, semi-circular formation, circular formation etc.

5. ROLL – CALL (4 Types)

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

1. Reading the names

Reading the names of the students who answer them is a method adopted in several places. This method is better than the first one. This will also take much time if the group is large.

2. 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.

3. PAINTING OR FIXING NUMBERS ON WALLS OR PEGS

- ▶ In some institutions numbers are painted on walls.
- ▶ Students who report for physical education class should stand under their respective numbers.
- ▶ The gaps are noted and the teacher thereby easily takes the attendance.

- ▶ Not all institutions can provide for walls. Therefore some of them adopt a different method.
- ▶ Numbers are attached to pegs which are fixed on the ground.
- ▶ Students stand behind their numbers.
- ▶ Absentees are noted by looking into the gaps.

4. Squad system

- ▶ The best method of taking the roll is the adoption of the squad system.
- ▶ The class is divided into a few permanent squad 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 line.
- ▶ The squad leader checks up his squad and tells the 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.

5. Safety measures

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

6. Discipline

- ▶ Discipline forms a part of physical education activities.
- ▶ It's recognized by all that discipline in a school shall neither be dictatorial nor authoritative and discipline must come out of self-control and out of the realization of the individual's responsibility to the group or the society.
- ▶ There are a few points which must be remembered in bringing about discipline in the class.

- ▶ 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.
- ▶ The teacher must select such types of activities that would be not only suitable to the class but also interesting. Boys 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.

- ▶ 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.
- ▶ 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 group, i.e. groups of equal strength and ability, so that there will be keep 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 boy. Thus a teacher has to manage his class well so that his teaching and the boys learning will be effective.

Principles to be adopted for good class management

- ▶ The teacher must have mastery over the lesson.
- ▶ He must select activities suited to the age, sex, need, interests, and capacities of the students.
- ▶ He must check up the physical arrangements and keep the equipment ready for the part of the students.
- ▶ He must be suitably dressed.

- ▶ He must cultivate a good speaking voice.
- ▶ He must insist upon the wearing of proper uniform by the students.
- ▶ He must select pupil leaders and make full use of them. One way of avoiding mischief in the class is to allot some responsibilities to the mischievous pupils.
- ▶ He should be catholic in his views and take into consideration the student's view points.

- ▶ He must be able to secure obedience in a congenial manner.
- ▶ He must strive to impart the spirit of self-discipline on the part of the students.
- ▶ He should adopt such disciplinary measures as are appropriate to the degree of conduct.
- ▶ He should avoid passing sarcastic remarks as they may wound the feelings of the students.

- ▶ He should always recognize the sincere attempts of the students and show his approbation of good performance.
- ▶ He should use the whistle sparingly.
- ▶ He should always avoid unnecessary and wasteful talk and arguments with the pupils.
- ▶ He should take safety precautions.
- ▶ He should always put in his best.

Various Methods of Teaching Physical Activities

Various methods may be adopted for teaching physical activities.

1. Command Method
2. Oral Method
3. Demonstration Method
4. Imitation Method
5. Dramatization Method
6. At-Will Method
7. Set-Drill Method
8. Whole Method
9. Part Method
10. Whole-Part-Whole Method
11. Progressive Part Method
12. Observation and Visualization Method

COMMAND METHOD

Usually formal activities are taught by command method where certain 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 is to be held and the accuracy and the precision of the position are to be emphasized.

The rhythmic command is used when the exercise already taught is to be repeated rhythmically for physiological result. Here emphasis is on movements and not on help positions.

ORAL METHOD

- ▶ In this method the teacher merely explains the activity by words without any demonstration and expects the class to perform it. (this method of teaching is not wholly desirable)

DEMONSTRATION METHOD

Here 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. This is the most highly recommended method of teaching.

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 boys perform the same by imitation.

DRAMATIZATION

In this method the pupils are made to perform the movements of animals, birds, motor cars, trains, airplanes, soldiers, sailors, etc., story plays and action songs in play form. There is a lot of scope for exhibiting the imagination of the pupils. This method is most suitable for the children of the elementary grades.

At-Will Method

In this method the students are given an opportunity to perform the activity in their own time and rhythm. In other words this is a free of exercising.

Set-Drill Method

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

Whole Method

This method is adopted whenever an activity is to be taught as a whole action without breaking it into its component parts. For example, the teaching of an athletic event like high jump which includes a series of movements (viz. approach, take-off, lay-out and landing) is done by this method, even though each of these movements may be analysed and emphasised.

Part Method

This is adopted whenever a particular activity is broken into its meaningful parts and taught; for example, the teaching of the individual skills of a major game.

Whole-Part-Whole Method

In this method a full and clear conception of the whole activity is given at the outset. Then the activity is divided into its meaningful part and taught. After practicing these part as separate skills they are put in a practice game situation. 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

The following examples will clearly indicate what may be meant as a whole or a part.

WHOLE ACTIVITY	ITS MEANINGFUL PART
i. Game of Football (Soccer)	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 etc.

Progressive Part Method

- ▶ This method is to be adopted usually to teach rhythmic activities which require a lot of co-ordination. In this method, the activity is taught step by steps. At the out set step 1 will be taught: then step 2 : afterwards steps 1 & 2 will be combined thereafter step 3 will be taught and steps. 1, 2, & 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 co-ordination. This method of teaching is called the progressive part method. This method is also adopted to teach track & field athletic.

Observation and Visualization Method

Students, whenever opportunity arises, may be taken to the places where champion teams and athletes compete. (eg. State, national competitions etc.) so that they can observe them in action and learn some of the finer tactics, strategies and techniques of games and the events, films, preferably in slow motion, depicting the finer points of the activity may be repeatedly shown with due comments so that effective learning may take place.

COMMANDS

In the previous chapter mention has been made of the command method (viz) response command, rhythmic command. Commands give the required information and bring about quick and uniform response and desired result. Let us deal with them in detail.

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 emphasized. This command consists of 3 parts ;-

(i) 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 the example). This command of execution should be given in a sharp tone with a rising 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

Example

Explanatory	Pause	Executive	Rhythmic counting	Halting
Continuously and rhythmically, (raising arms forward upward and lowering arms forward downward) Class	Begin	1,2,3,4 1.2.3.4. 1,2,3,4 1,2,3,class	Halt

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 one 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.

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.

Values of a lesson plan

- ▶ It is the instrument which guides the teacher in teaching a subject or activity.
- ▶ 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.
- ▶ It helps the teacher to be very fluent and more convincing in his teaching.

- ▶ It avoid vagueness and prevents the teacher from going out of the subject matter to be taught.
- ▶ 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 expert that the lesson should develop in the class itself and that it is a waste of times and energy to prepare fixed lesson plans.
- ▶ Though this may ideally be correct, it must be remembered that the preparation of lesson plan beforehand avoids vagueness and ambiguity.

- ▶ A novice should necessarily write a lesson plan in a detailed and descriptive manner.
- ▶ An experience teacher may note down 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 the preparation of the lesson plan the following points should never be lost sight of

1. The content of the lesson should lead to some definite objective or purpose.
2. The activities chosen for the lesson should not only be suitable to the concerned age groups but also be meaningful to the changing situations.

3. The lesson plan must be flexible and not rigid. It must be adaptable to the changing situations.
4. There should be progression in a lesson and from lesson to lesson. Proceed from simple to complex, known to unknown and concrete to abstract.

Types Of Lesson Plan

The lesson plan (for Physical activities) may be of two types.

- A. General Lesson Plan
- B. Particular lesson

A. General Lesson Plan

The lesson should essentially consist of

- (1) Introductory activities or warming-up
- (2) Formal activities and
- (3) Recreative activities

1. Introductory activities (Warming-Up)

- ▶ A certain amount of warming-up is essential before indulging in any vigorous activity to avoid muscle pull or catch.
- ▶ The warming up shall consist of a few informal activities like running, hopping, jumping, skipping, imitation of the animal locomotives et, which are to be started 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.

3. Formal activities

- ▶ 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 body-building exercises of free arm type, dumb-bell and wand exercises.

- ▶ Some of the ordinary dands and baithaks may also be included under formal activities, if necessary of the total time of the period is to be utilised for the formal activities.

3. Recreative activities

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

- ▶ The introductory, formal and recreative activities form the essential parts of a general lesson. Apart from these, some special activities which do not require much time may also be conveniently included in the lesson; for example, simple pyramids and tumbling marching, rhythmic, club drill, pole drill, log drill and indigenous exercises like asanas, suryanamasker etc.

- ▶ Teaching of the skills of swimming, boxing, wrestling, heavy apparatus, fundamental skills of major games and techniques of track and field athletics requires greater amount of time. They have to be taught separately under a particular lesson. When once they were, already taught, any of them may suitably be brought under special activities in the general lesson for further practice.

- ▶ The special activities may be conducted after the formal activities and before the recreative 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 in which case the timing of the other parts may be slightly altered.

- ▶ As a part of the class management, the assembly and roll call of the students at the beginning of the lesson and the assembly and dismissal of the students at the end of the actual form the regular class routine. Therefore they are not the actual parts of the lesson plan. Anyhow for the purpose of our convenience this class routine, for which $1/8$ of the total time can be devoted may also be taken as the part of the lesson (as per the class routine, at the beginning of the lesson the students will assemble in a definite formation when the attendance is taken in an orderly manner. At the end of the recreative activities, all the equipments are gather and kept in the appointed place after which the students assemble for orderly dismissal. The teacher may give suggestions and necessary instructions before dismissing the class).

- ▶ The following are the parts of a general lesson.
 1. assembly and roll call (class routine)
 2. Introductory
 3. Formal
 4. Special (if deemed necessary)
 5. Recreative
 6. Assembly and dismissal (class routine)

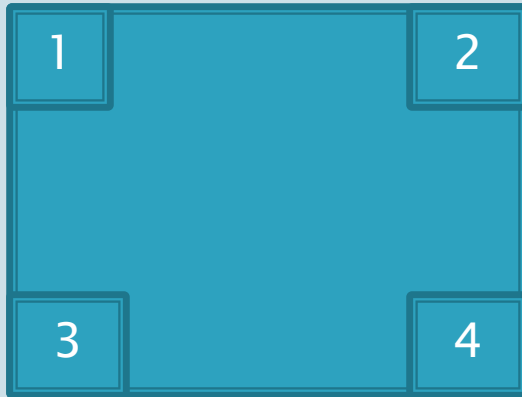
Model for a general lesson plan

Class : VII standard

Time : 45 Minutes

Equipment : Folded papers or leaves; chunnam

Subject Matter	Methods
<ol style="list-style-type: none">1. Assembly and Roll Call (2mts)2. Intruductory or warming up (5mts)	<p>Students fall in a line and then the attendance is taken.</p> <p>Students will be divided into 4 groups each occupying a corner.</p>



Corners changes

3. Formal (10mts)

- i. Arms forward upward and heels ... raise
- ii. Arms sideward and full knee... bend
- iii. Arms upward and knees.....stretch
- iv. Arms forward down ward and heels... sink

On signal, the group in corner 1 will have to do jumping jack; in corner 2 running of the spot; in corner 3 hopping on the sport 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.

(a) Class formation:

The open order 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.

Subject Matter

4. Special (8mts)

HALASANA

Starting Position:

Supine Position

- 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.

Method

(b) Demonstration:

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

© 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 formation allowing ample space for each student.

Recreative
(18 mts)

Plucking The Tail

Every one will be having something as a tail which should be plucked by other.

If time permits a few more minor games may be played

6 Assembly and Dismissal (2mts)

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

The asana shall be done only in slow counts.

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 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 ownhand for the purpose of guarding it.
- 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.

B. Particular lesson Plan

This lesson plan is intended for teaching the skills of Major games, the techniques for Track and Field athletics etc. the parts of the particular lesson plan depend upon the activity.

For example. We give below the parts of the lesson for Major games and Track and field athletics and model lesson plan for each.

Parts of the lesson plan for a Major game.

- i. Assembly and roll call
- ii. Suitable warming up activities.
- iii. Teaching of fundamentals.
- iv. Practice of fundamentals.
- v. Lead-up activities.
- vi. Whole game (if time permits)
- vii. Assembly and dismissal.

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 (if time permits)
- vi. Assembly and dismissal.

Unit V

Classification of pupils

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

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 and 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 purposes 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.

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 to 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.
 - i. Hence it is but appropriate that a combination of these three factors (age height & weight) is used for classification.

Few formulae for classification are given below.

$$\text{INDEX} = \frac{4 \text{ age} + \text{Height} + \text{Weight}}{3}$$

(age in completed years, Height in inches and weight in lbs).

According to this formula, the following indices have been adopted for classifying pupils in american Schoos.

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

1. Mecloy's Classification

Dr. C. H. Heccloy, 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 field. 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 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.
- 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 upto 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 upto 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.

(a) $\text{INDEX} = 20 \text{ age} + 6 \text{ height} + \text{weight}$

this formula can be used at all ages. Ages above 17 age in be counted as 17.

(b) $\text{INDEX} = 6 \text{ Height} + \text{Weight}$

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.

© $\text{INDEX} = 10 \text{ age} + \text{weight}$

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.

Of the above three formulae given by Mccloy the first one ($\text{Index} + 20\text{age} + 6$ 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 Senior, 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.

THANK YOU