
UNIT 6 MEANING AND SIGNIFICANCE OF HEALTH



Notes

STRUCTURE

- 6.0 *Introduction*
- 6.1 *Learning Objectives*
- 6.2 *Concept of Health*
 - 6.2.1 *Physical Health*
 - 6.2.2 *Emotional Health*
 - 6.2.3 *Mental Health*
 - 6.2.4 *Social Health*
 - 6.2.5 *Spiritual Health*
- 6.3 *Significance of Health*
 - 6.3.1 *Health for Individual*
 - 6.3.2 *Health for Family*
 - 6.3.3 *Health for Society*
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6.0 INTRODUCTION

Health is not merely the condition of being free from illness, injury or pain, it is your overall state of wellness on all levels of your being: physical, social, emotional, mental and spiritual. Some of the factors that influence health are environmental, behavioral, social, cultural, economic, and political. Poverty, regardless of whether it is due to lack of knowledge and information, low income levels, lack of access to basic services or poor environments, is a major cause of poor health status.

Good child health is important not only for children and families now, but also



for good health later in adulthood. Health and education are important factors for the development of a child and needs to be addressed exhaustively. It is a challenge to find ways to ensure that the prerequisites for health (e.g. satisfying of basic needs, access to health services, clean and safe environment, healthy working conditions etc.) are sustained where they exist now, and established where they do not exist.

There is a need to integrate Comprehensive School Health Policy within the educational system. This will harmonize the effective partnership of health and education sectors to facilitate the holistic approach to child and adolescent development in schools. A school health programme should include following major components that are important for the overall development of the child: Healthful School Environment, health instructions and health services.

6.1 LEARNING OBJECTIVES

After reading the chapter, one should be able to -

- Understand and explain concept of health.
- describe the different aspects of health.
- understand the importance and significance of health for individual, family and society.
- Understand and explain the relationship between health and education.

6.2 CONCEPT OF HEALTH

Health is a complex entity which tells us about efficiency of a living being. The World Health Organization (WHO) defined health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” The word ‘health’ was derived from the old English word ‘hoelth’, which meant a state of being sound, and was generally used to infer a soundness of the body.

Health is the level of functional and/or metabolic efficiency of an organism at both the micro (cellular) and macro (social) level. In the medical field, health is commonly defined as an organism’s ability to efficiently respond to challenges (stressors) and effectively restore and sustain a “state of balance,” known as homeostasis.

Achieving Optimal Health should be the goal of everyone. Sadly, however, people often take their health and well-being for granted — especially when they are



young. In order to maintain optimal health, it is imperative to have a well-balanced lifestyle which would include a nutritious diet as well as mental and social well-being.

Key factors that have been found to influence health are as given below:

- Education and literacy
- Physical environments
- Biology and genetics
- Culture
- Gender
- Income and social status
- Employment/working conditions
- Health care services
- Healthy child development

Check Your Progress-1

1. What do you mean by health?

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2. How to maintain optimum health? Write any four important points.

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3. What are the factors affecting health? Support your answer with examples.

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**Main aspects of Health:****6.2.1 PHYSICAL HEALTH**

Physical health can be defined as an essential part of overall health of an individual, which include everything from physical fitness to overall wellness. A good physical health means every external part of our body functions properly as it is commonly supposed to function. It also indicates wellness of our internal body organs and systems.

Physical health is an important aspect of living an optimized life. If there is something wrong with our health, all other activities will be disturbed. On the other hand, by maintaining our health not only we can prevent something wrong from happening in our body, we can also increase our energy level. Increased energy level means that we will have more energy to do all our activities which will in turn increase our productivity.

A successful physical health programme should help children in learning how to care for their body (grooming, cleaning), healthy eating and sleeping habits, activity as a way to enjoy themselves and stretch their body, to look at their body as a tool that needs to be well maintained to serve them well.

Check Your Progress-2

1. What do you mean by physical health?

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2. What should be the outcomes of a successful physical health program on child?

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6.2.2 EMOTIONAL HEALTH

People are not just physical entities; an optimal state of emotional well-being is essential to achieving overall wellness. Emotional health in this context includes one's ability to appropriately express their emotions, their ability to learn, and



their ability to have meaningful social interactions and connections. Maintaining these aspects of emotional health can at times be difficult for students because of the many adjustments they make when attending school and the high levels of stress that they face during the exam.

Emotional health can lead to success in work, relationships and health. In the past, researchers believed that success made people happy. Newer research reveals that it's the other way around. Happy people are more likely to work toward goals, find the resources they need and attract others with their energy and optimism — key building blocks of success.

A successful emotional health programme should help children in learning how to respect their emotions rather than feel embarrassed or inconvenienced by them, how to manage their emotions and act constructively; how to respond to other people's emotional reactions.

Check Your Progress-3

1. When can we say a child is emotionally healthy?

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2. What are the advantages of being emotionally healthy?

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6.2.3 MENTAL HEALTH

Mental health is a state of well-being in which the individual realizes his or her own abilities; can cope with the normal stresses of life; can work productively and fruitfully and is able to make a contribution to his or her community. The importance of maintaining a good mental health is crucial to living a long and healthy life. Mental health can enhance the joy of living.

Mental wellness is based on some of the following factors:

- Critical thinking
- Problem solving



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- Creativity
- Education and learning goals
- Ability to adapt to change
- Ability to access resources
- Mental status and abilities or challenges

(A successful mental health programme should help children in learning to love learning, testing themselves, helping them learn to improve and enable their own ability to concentrate, study skills, problem solving, knowing when to take a break.)

Check Your Progress-4

1. Define mental health.

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2. What are the factors that determine the mental wellness of a child?

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6.2.4 SOCIAL HEALTH

Social well-being is a very important part in creating and maintaining a balanced and healthy lifestyle. Students may become so overwhelmed with school that they might neglect this part of their well-being. Just think back to a difficult time in your life....did it make it better knowing that you had the support, consideration and encouragement from a strong social network?



(Source : <http://transformationindia.com/>)

Some components of social wellness include:

- The caring and healthy relationships you have in your life
- Your social network, such as what clubs and/or organizations you belong to
- Your level of safety
- Your housing situation
- Your level of interdependence, and if you are willing to accept and give help to other people
- Positive interactions with your community (i.e. volunteer work)
- Your acceptance of diversity. This means accepting people regardless of their ethnicity, gender, sexual orientation, ability or religion

A successful Social health programme should help children in learning how to communicate so they can be understood, how to deal with peer pressure in a realistic way, building confidence and trusting themselves, how to honor differences while respecting one's own point of view, awareness of how they present themselves and what they're getting back from others as a result, compassion and empathy for others.



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Check Your Progress-5

1. What do you mean by social well-being?

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2. What are the various components of social health?

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6.2.5 SPIRITUAL HEALTH

Spirituality is unique to each individual. Your “spirit” usually refers to the deepest part of you, the part that lets you make meaning of your world. Your spirit provides you with the revealing sense of who you are, why you are here and what your purpose for living is. It is that innermost part of you that allows you to gain strength and hope.

Spiritual wellness may not be something that you think much of, yet its impact on your life is unavoidable. The basis of spirituality is discovering a sense of meaningfulness in your life and coming to know that you have a purpose to fulfill. For some, spirituality may be equated with traditional religions such as Christianity, Hinduism or Buddhism. For others, it may mean growing in your personal relationships with others, or through being at peace with nature.

A successful Spiritual health programme should help children in exploring not just a relationship with God (or whatever you choose to call the greater process) but also with their own sense of divinity and greater purpose, and discovering a sense of priorities outside of the physical realm. This is a process that can work within or completely without formal religion.

Check Your Progress-6

1. What do you mean by a compile state of physical, mental and social well-being ?

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2. What should be the outcomes of a successful spiritual health program on child?

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6.3 SIGNIFICANCE OF HEALTH

Health is an invaluable part of a human being's life. Without it, people can become uninspired, de-motivated, and unable to thrive for success. So, some individuals visit their doctors regularly to make sure they are in tiptop shape. Likewise, there are those who purchase insurance coverage so they can receive the best healthcare should there be a need in the future. Then, there are individuals who spend a lot of time and money to improve their health, which includes going to wellness spas, getting health and beauty treatments, working out in gyms, and buying healthcare products, among many other things.

6.3.1 SIGNIFICANCE OF HEALTH FOR INDIVIDUAL

It is a sad reality that some people just take their health for granted. They do not exercise. They do not observe proper diets. Instead, indulge themselves in things that are not good for the body. It is because they have not been taught what exactly is the importance of their body's well-being. It is often only when we are sick, injured, or the quality of our life is under threat, that we truly recognize its importance as we face up to the potential loss of wellbeing, mobility, or life itself.

There are several advantages of a healthy life. Your body will be free from various forms of health problems and thus you will get a longer life. You can live a life without suffering from aches, pains and discomfort. You will be able to perform in every sphere of your life to the best of your ability. Apart from this, it makes you look good and attractive and you start feeling good about yourself. When you are healthy, you can lead a physically active life even after growing old. Your body will be able to heal faster the regular wear and tear associated with aging. In short, good health brings about a drastic improvement in the overall quality of your life.

Kid's health is important for proper growth and development of their mind and body. They require enough energy to spend the entire day in school. They should



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be able to focus in the classroom and fully participate in the activities on the field. For this, they need proper nutrition which includes carbohydrates, proteins, calcium, minerals, etc. Today, most parents have a basic knowledge of food and health related issues. However, they often fail to understand why health care is important for their children. Regular health check up with a health care provider is a must for every child. This helps to learn from the experts whether the child's development in terms of height and weight is right or not. Other aspects of health that have to be monitored are their behavior, oral health and eye checkup which are equally important. This will also prevent any health problems in future.

Check Your Progress-7

1. What is the significance of health for an individual?

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2. Why is it important to keep a child healthy?

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6.3.2 SIGNIFICANCE OF HEALTH FOR FAMILY

Implicit in the concept of health is the psycho-socio-biological view of man as a social creature, living in a family. The family as a social institution has as its core relationship two parents tied together in an emotional axis from which stem many feelings, needs and actions which are often poorly understood by the parents themselves. Each family evolves its own emotional atmosphere, and the emotional climate may have either a constructive or a destructive effect upon the child's health.

Following birth the child continues to develop in the setting of the family, which functions to provide protection from the hazards of living and to promote health and prevent disease. Healthy relationships in the family provide the opportunity for the child to develop stability and grow emotional maturity. Two functions of the family – the socialization of its members and the interpretation of the culture to the child – lay the foundations for relationships in the neighbourhood, the school, the job, and the larger community.



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Check Your Progress-8

1. What is the significance of health for family?

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2. What are the two functions of the family?

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6.3.3 SIGNIFICANCE OF HEALTH FOR SOCIETY

When a person does not keep himself healthy, it can affect how he accomplishes his functions to society. For instance, if he keeps getting sick, it will hamper his ability to do his work because he will keep on calling in sick. This would cause a chain reaction: the productivity of the company he works for will be negatively affected by his absences and in turn his reputation will be impacted. He may end up losing his job because of his sporadic attendance caused by being sick a lot of times.

Our efforts to promote health and prevent disease must be directed not only to individuals but also to the environments within which people live. If we fail to consider the environment, we will not be able to stem the continuing flow of new individuals into the at-risk and diseased population. To develop appropriate environmental programs, we must therefore focus on those fundamental environmental forces that have an impact on health.

Social class is one such fundamental force. Research on the social-class gradient suggests the importance for health of individuals being able to control their destinies and of being able to participate in the social factors that influence their lives. Community development programs that fail to take into account the issues of control and participation will not be as effective as they should be.

Check Your Progress-9

1. What is the significance of health for society?

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2. What are the merits and demerits of a healthy environment?

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6.4 RELATIONSHIP BETWEEN HEALTH AND EDUCATION

The relationship between health and education is a complicated one, with a range of potential mechanisms shaping the connection between education and health. Some explanations of this relationship are -

- Poor health leads to lower levels of schooling, since poor health in childhood is linked to poor health in adulthood.
- Family of educated increases schooling and also improves health.
- Increased education directly improves health.

While the relationship between health and education is seen more in terms of the role that the latter plays in creating health awareness and health status improvements, what is not adequately represented in the debates is the reciprocal relationship between health and education, especially when it comes to children. Poor health and nutritional status of children is a barrier to attendance and educational attainment and therefore plays a crucial role in enrollment, retention, and completion of school education.

Check Your Progress-10

1. Explain the relationship between health and education.

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6.4.1 EFFECTS OF EDUCATION ON HEALTH

Education does not act on health in isolation from other factors. Income is another very important factor that interacts in many important ways with education as influences on health. This makes it hard to assess their independent effects. However, empirical investigations often find that the effect of education on health is at least as great as the effect of income.

Those with more years of schooling tend to have better health and well-being and healthier behaviours. Education is an important mechanism for enhancing the health and well-being of individuals because it reduces the need for health care, the associated costs of dependence, lost earnings and human suffering. It also helps promote and sustain healthy lifestyles and positive choices, supporting and nurturing human development, human relationships and personal, family and community well-being.

It is also important to emphasize that to the extent that education effects on health occur as a result of impacts on features of the self, particularly self-concepts and attitudes, then if the quality of education is not appropriate to the developmental needs of the individual education can have directly injurious effects.

Check your progress-11

1. What are the positive effects of education on health?

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2. Are there any negative effects of education on health as well? If yes, elaborate.

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6.4.2 EFFECTS OF HEALTH ON EDUCATION

The relationships between child health and schooling are very complex, and indeed there are multiple distinct relationships that are of potential interest, including the production function for academic skills, standard demand functions, and conditional demand functions. It is very difficult, though not impossible, to credibly estimate the relationship between child health and education.



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Poor health may reduce learning for a variety of reasons, including fewer years enrolled, lower daily attendance, and less efficient learning per day spent in school. How large could the long-run effects of poor childhood health and nutrition on child's education really be? Unfortunately, the answer to this question remains elusive. Public health investments in children could plant the seeds for increased skills and, ultimately, greater prosperity during their adult lives.

Check Your Progress-12

1. How poor health affects education?

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6.5 LET US SUM UP

It is well acknowledged that health is a multidimensional concept and is shaped by biological, social, economic, cultural and political factors. Access to basic needs like food, safe water supply, housing, sanitation and health services influences the health status of a population and these are reflected through mortality and nutritional indicators. Health is a critical input for the overall development of the child and it influences significantly enrolment, retention and completion of school. This subject area adopts a holistic definition of health within which physical education and yoga contributes to the physical, social, emotional and mental aspects of a child's development.

Under-nutrition and communicable diseases are the major health problems faced by majority of the children in this country. Therefore, the curriculum for this area has to address this aspect at all levels of schooling with special attention to vulnerable social groups and girl children. It is proposed that the mid day meal programme and medical checkups must be a part of this subject and health education must be related to the needs of the children and also address the age specific concerns at different stages of development.

The idea of a comprehensive school health programme was conceived of in the 1940's that included six major components viz. medical care, hygienic school environment, and school lunch, health and physical education. These components are important for the overall development of the child and hence these need to be included as a part of the curriculum for this subject. The manner in which this subject has been transacted is fragmented and lacks a holistic or comprehensive



approach. Health education, yoga and physical education are dealt with separately and the curriculum is being transacted conventionally with little innovative approaches to learning.

The importance of this subject to the overall development needs to be reinforced at the policy level, with administrators, other subject teachers in schools, the health department, parents and children. There are several ways in which this can be done and would include the recognition of the subject as core and compulsory in the curriculum, that the required infrastructure and human resources are in place, that there is adequate teacher preparation and also in-service training, that there is interface between the school, health department and the community. Although the subject is compulsory till class X, it is not given its due importance. It has been suggested that it be treated as a core subject and students who wish to opt for it as one of core subjects in lieu of another subject may do so.

The curriculum and syllabus for this subject has to adopt a 'need based' approach to a child's development. This is the framework that will guide the inclusion of physical, psycho-social and mental aspects that need to be addressed at different levels of schooling. A basic understanding of the concerns need to be delineated but this subject has an applied dimension that needs strengthening through experiential learning, acquiring skills to recognize and cope with demands, expectations and responsibilities of daily living, the collective responsibilities for health and community living also need to be emphasized.

The evaluation of this subject needs plurality of strategies, which should be a part of continuous and comprehensive evaluation. The present mode of theory and practical examinations is inadequate for 'performance' of children in this subject and is a major reason for the ineffective transaction of this curricular area in schools. Before a continuous and comprehensive evaluation is put in place, the present evaluation system should follow the pattern of other core subjects.

Health is the responsibility of all. The lesson and experiences gained as children stay with us throughout life. This subject must be introduced from the primary level onwards and even at this level, through the medium of play, concepts from other subject areas can be reinforced. Even health and hygiene education must rely on the practical and experiential dimensions of children's lives.

6.6 SUGGESTED READINGS AND REFERENCES

- Education and Health by National Poverty Center | University of Michigan, http://www.npc.umich.edu/publications/policy_briefs/brief9/
- The American Journal of Public Health, <http://www.apha.org/publications/journal/>



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Meaning and Significance of Health

- Wellness - Thompson Rivers University, <http://www.tru.ca/wellness.html>
- School Health and Nutrition – UNESCO, <http://www.unesco.org/education/educprog/stp/projects/health/creating.htm>
- Health in context of Sustainable Development – WHO, http://www.who.int/mediacentre/events/HSD_Plaq_02.6_def1.pdf
- Health Policy for Schools – WHO India, http://www.whoindia.org/LinkFiles/NMH_Resources_Health_Policy_for_schools.pdf
- Health Needs of Adolescents in India, www.icrw.org
- The impact of health and nutrition on education in less developed countries: by Paul Glewwe.
- The health effects of education: by Wim Groot.

6.7 UNIT-END EXERCISES

1. Choose the correct option –
 - (i) Factor that does NOT influence whether people are healthy or unhealthy is:
 - (a) Education and literacy
 - (b) Physical environments
 - (c) Mother tongue
 - (d) Income and social status
 - (ii) What type of health covers caring and sharing relationship in life?
 - (a) Physical Health
 - (b) Social Health
 - (c) Mental Health
 - (d) Spiritual Health
2. Write a short note on following -
 - (a) Health
 - (b) Health Education
 - (c) Role of teachers in promoting Health
 - (d) Role of parents in Healthful living



3. Explain how different social, biological and environmental factors influence one's health?
4. What are the main aspects of Health?
5. What is the significance of health for individual, family and society?
6. Discuss the relationship between Health and Education.

Answers –

1. (i) – (c)
(ii) – (b)



UNIT 7 SCHOOL HEALTH EDUCATION PROGRAMME

STRUCTURE

- 7.0 *Introduction*
- 7.1 *Learning Objectives*
- 7.2 *Healthful School Environment*
 - 7.2.1 *Clean Drinking Water Supply*
 - 7.2.2 *Clean Toilets and Urinals*
 - 7.2.3 *Safe Food*
 - 7.2.4 *Hand Washing Facility*
 - 7.2.5 *Drainage*
 - 7.2.6 *Refuse Disposal*
 - 7.2.7 *Lighting*
 - 7.2.8 *Ventilation*
 - 7.2.9 *Comfortable Sitting Arrangements*
 - 7.2.10 *Conducive Emotional and Social Environment*
- 7.3 *Health Instructions*
 - 7.3.1 *Food and Balanced Diet*
 - 7.3.2 *Communicable Diseases*
 - 7.3.3 *Postures*
 - 7.4.4 *Healthy Habits*
- 7.4 *Let Us Sum Up*
- 7.5 *Answers to Check Your Progress*
- 7.6 *Suggested Readings and References*
- 7.7 *Unit-End Exercises*



7.0 INTRODUCTION

Whatever is taught in childhood is never forgotten. Look at this picture, it shows Ravi and Nita having lunch together in the school and are very happy. Do you know why? Yes, they study in a school, where one of the aims of education is to give healthful environment to the children. This is possible only when the teacher is aware of healthy environment by giving knowledge about food, balanced diet, hygiene, protection from common diseases, concept and significance of good posture and healthy habits.

7.1 LEARNING OBJECTIVES

After reading this lesson, one will be able to:

- Explain the importance of safe drinking water and safe food.
- State about proper lightning, ventilation and comfortable sitting arrangement.
- Create positive, emotional and social environment in the class.
- Explain the importance of food and balanced diet.
- Recognize communicable diseases.
- Describe good posture and healthy habits.



7.2 HEALTHFUL SCHOOL ENVIRONMENT

School is an important and basic unit of the society. A good school with healthful environment is the foundation on which the society is based. In the school environment child , learns to eat, play, share and care makes new friends. He becomes familiar with eating habits, food, cleanliness, hygiene and so many other things. School authorities and teachers should take care of all these aspects.

7.2.1 CLEAN DRINKING WATER SUPPLY

Main sources of drinking water are wells, rivers, ponds, hand pumps, taps etc. Now a day's water is polluted by washing clothes and utensils, throwing waste, drainage of chemicals and performing some rituals in the rivers. In urban cities there are many methods to get clean water with the help of RO system and other purifying systems etc.



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In cities water supply is monitored by local bodies like MCD in Delhi and BMC in Mumbai. Before supply water is purified with new techniques. In interior part of India and in small villages, people store water in buckets, pots and filter it with soft clothes or boil it.



In schools there should be :

- Provision of safe drinking water.
- Covered Storage of water.
- Be adequate drinking water according to the school strength.

In urban cities Municipal Corporation plays major role in supplying clean drinking water to schools. We should be particular that in every school:

- The water storage tanks are cleaned regularly.
- Special records are kept for the cleaning.
- Water purifier and chlorine tablets are provided by the school authorities.
- teachers should give regular practice of not wasting water and reusing it for gardening, cleaning floors etc.

Check your progress-1

1. Mention any four methods of purifying water.

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7.2.2 CLEAN TOILETS AND URINALS

Schools are the centres to make children learn about the importance of hygiene. Necessary sanitation facilities should be made available in the schools. In this regard school authorities and teachers have significant roles to play.

(a) Role of School Authorities

- Separate toilet blocks for girls in Co- Ed schools.



- Children must feel safe when visiting the facility without having risk for harassment, attack by animals like snakes in rural areas.
- Proper locking system (bolts and handles).
- Supervision by attendant in case of pre-primary and girl child.
- Sanitation facility should not contaminate ground water.
- Toilet block should be cleaned twice a day.
- Toilet and urinal should be physical challenged friendly, having low level hand rails and ramps.
- Lighting and ventilation should be proper, water supply should be adequate, monitoring regular use of toilet cleaners.

(b) Role of teacher

- Toilet and urinal etiquettes should be taught by the teachers regularly like
- Bolt the door properly.
- Use water to clean up.
- throw the waste in the bin.
- Switch of the light if not in use.
- Wash hands with soap, mud, ash etc.
- Don't waste water.
- Never create panic for others.
- Don't bolt the other cabin from outside if in use.
- Always use the toilet seat and urinals properly.

7.2.3 SAFE FOOD

Children bring food from home for lunch break. They are also getting mid day meals. In some schools, there are cafeterias too. Safe food is very important for children to keep them healthy and away from diseases.

- Teachers can prevent food borne illness by educating children
- Encouraging hand wash before and after meals.



Notes

- Monitoring students' behaviour in the class while food is being distributed or having home food.
- Use of apron and head cap by the volunteer while distributing food/ cooking in the cafeteria.
- Educating children about not using plastic plates for meals.
- Ensuring food safety practices in cafeteria.
- Not allowing gate side vendors.



Encouraging family involvement and educating them about food safety like not giving stale/leftover food in the school, because it may cause food poisoning.

In this way teacher can inculcate healthy food habits to children and take care of their health.

7.2.4 HAND WASHING FACILITY

Children are taught to wash hands before and after meals. Teacher should also encourage them to wash hands even after handling animals, throwing garbage, visiting sick, after playing, sneezing, coughing, using toilets and urinals. Some provisions to be made in the school are-

- Some provisions have to be made in schools as:
- Proper and continuous supply of water.
- Child friendly wash basins at minimum height.
- Proper arrangement of soaps and hand wash liquid.
- Pre-primary students must be accompanied by teacher or nanny.
- Hand washing area should be clean regularly with cleansers.
- Wash basins should be according to school strength.
- in rural areas, water buckets, soap and mugs must be kept.

Teacher should also motivate students to wash hands regularly and follow healthy habits like; not to stole soaps etc. and avoid wasting water. Teacher can also encourage students to prepare slogans on water, cleanliness, hygiene and display them near hand washing area.



Notes

Check your progress-4

1. When should a child wash his/her hands?

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2. Prepare a slogan about not wasting water.

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7.2.5 DRAINAGE

Proper drainage system is the need of every school to keep the environment healthy and clean. If drainage system is not well maintained, mosquitoes will breed freely in dirty and clogged water and there will be common diseases like malaria, dengue etc. It will increase absenteeism. The school authorities and teachers have a separate role to play, to make the school environment healthy.

Following steps should be taken by School Authorities:

- covering of the drains so that there are no casualties.
- Regular cleaning of drains by local bodies to avoid blockage.
- Regular repair of the pipelines to avoid water clogging.
- Regular use of disinfectants pesticides and insecticides to avoid the breeding of insects.



Teacher is to be attentive about:

- No child should play near uncovered drain to avoid casualties.
- No child should throw any object (ball, stones, plastic bags, and handkerchief) into the drain to avoid blockage.
- No child should play with dirty clogged water.



Notes

In rural areas where there are fewer facilities teachers have to be more careful.

We can overcome this with coordinated and combined effort of school authorities, local governing bodies, parents, teacher and students.

Check your progress-5

1. Match the following:

Column 1

Covered drains

Repair pipeline

Use disinfectant

Regular cleaning

Column 2

if water clogged

to avoid casualty

to avoid blockage

stops insects breeding

7.2.6 REFUSE DISPOSAL

Fast development and flow from rural to urban have contributed to unhealthy environment in the metros like air and water pollution, the waste disposal is also one of the major problems. This can be easily controlled when we start taking initiative at the school level. We can manage waste by 4 'R's Refuse, Re use, Reduce, Recycle An activity can be done in the class: Place three separate dustbins in the class A, B, C. A is for leftover food. B is for only papers. C is for plastics, polythene, metals. Ask your children to identify the waste and throw in the bin according to the material.



Put waste of A in compost pit to prepare manure by adding garden soil, dried leaves and twigs.

Put waste of B in water, add plaster of Paris, tissue papers and prepare different paper Mache items like fruits, vegetables, pencil stand etc.

For waste C, we can tell them that plastic material and poly bags are very harmful for our environment .After burning they release harmful carbon dioxide. It should not be burnt, rather sold out for recycling.



Notes

Check your progress-6

1. What are 4 R's?

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2. Name something prepared out of the waste material.

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7.2.7 LIGHTING

On a sunny day or cloudy day, the classrooms should have proper light arrangements. Visual environment is very important for learner's ability and mental attitude. Proper lighting improves in respiration, heart action and brain activity where as dim light reverse effects as sleep being facilitated.



In rural areas some schools are in open and children don't face light problem

- In urban areas, classrooms should have adequate lighting arrangements having four/five tubes in a room
- Classrooms should have warm colour paints on walls to give more lighting effect
- Teacher should be careful about lighting. Before starting the day, she should make sure that lights are on
- Electrical wires should be checked regularly and replaces with new ones if damaged
- Electrical repair should be done timely
- Child having visual problem should be made seated where maximum light is available.



Notes

Check your progress-7

Fill in the blanks.

1. Classrooms should have _____ paints
2. Electrical wires should be _____ with new ones if defected
3. Child having _____ problem should be made seated where maximum light is available.

7.2.8 VENTILATION

Where ever we sit, stand, or sleep, proper ventilation is required. Windows are the cheap and efficient solution to fresh air and climate control in schools. Children in well ventilated classrooms perform better than their peers who get inadequate fresh air.



Urban areas experience these problems more than rural. In rural areas, the classrooms are in open or in tents where as in urban areas, schools are in buildings so ventilation is a hazard

School should have proper ventilation in classrooms with proper windows so that the classrooms are neither too hot in summers, nor too cold in winters.

Check your progress-8

1. what is the cheapest way for well ventilated classrooms?

.....
.....
.....

2. why don't rural areas experience ventilation problem?

.....
.....
.....



7.2.9 COMFORTABLE SITTING ARRANGEMENTS

To make the learning more effective, comfortable sitting arrangement should be done in the class. Teacher can put her best to be comfortable and approachable to every child. In elementary classes there should be different sitting arrangements according to the activities to be done in the class like group work, group discussion, writing work, performing art etc.

Teacher should be more careful about the sitting arrangement of the child with special need. If teacher is having children with special need or visual auditory problem child, he/she has to arrange their seats accordingly.

Sitting arrangement is as under:

1. Group work-sitting arrangement should be in clumps or cluster.
2. Group discussion-teacher should have eye contact with every child
3. Writing work-every child should have clear view of the board.
4. Performing art-children should be given enough space.
5. Child with special need-should be seated near the door.
6. Trouble makers-should be seated near teacher so that their activities are monitored.
7. Evaluation-teacher should have maximum space to monitor the children



Teacher should make sure that she/he has enough seats to accommodate the class

Check your progress-9

1. Match the activities with sitting arrangements.

COLOUMN 1

1. writing work

2. Evaluation

COLOUMN 2

- a) should be seated near teacher so that their activities are monitored.
- b) every child should have clear view of the black board.



Notes

- | | |
|-------------------|---|
| 3. Trouble makers | c) teacher should have sufficient space to monitor the children |
|-------------------|---|

7.2.10 CONDUSIVE EMOTIONAL AND SOCIAL ENVIRONMENT

Environment begins with the room and extents to the behaviour of the teacher as well as students. We don't mean only physical environment, but emotional and social too. The teacher should establish an atmosphere that respects all differences in individuals.

Students have opportunity to feel capable, connected and contributing members of the school. Students should be encouraged to become actively involved in their school and classroom activities. It becomes necessary for the teacher to take following steps to ensure that classroom is inviting and welcoming students:

- (a) Greeting program: teacher greeting every student by name at the classroom door makes the child more comfortable.
- (b) New comer club: new comers should be welcome and involved in school and class room activities.
- (c) Changing seats: to create a classroom environment that enhances emotional and social relationship, changing seats frequently is very important. This allows students to work with different classmates and make new friends. This also promotes social interaction and emotional bonding.
- (d) One on one contact: teacher should interact individually with every child to make him feel free, comfortable and more confident.
- (e) Peer reading programs: seniors should provide reading and other assistance to juniors.
- (f) Anti discrimination policy: teacher should develop anti discrimination policies on factors like gender, family status, religion, age etc for giving healthy, socio emotional environment. It will ensure positive learning to students. Teacher can also ask for or narrate true stories of relatives, friends, their achievement and problems etc. Teacher should not let any child feel inferior in the class.

Check your progress-10

1. How can a teacher ensure that classroom is inviting and welcoming a student?

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.....

.....



7.3 HEALTH INSTRUCTIONS

To inspire the child with a desire to be well and happy is possible only through health instructions about food, balanced diet, diseases, postures and healthy habits etc.

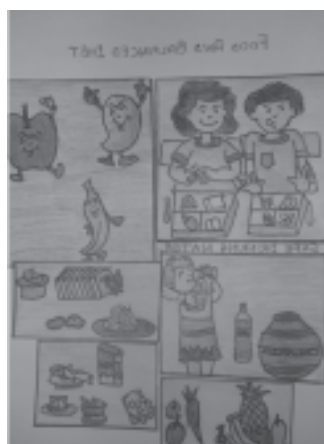
7.3.1 FOOD AND BALANCED DIET

In early age, man used to eat leaves, fruits, and animals to fulfil his hunger. He had no knowledge about food and its nutritional values. As the time passed, he became civilized, he realized that his food is also a source of giving him nutritional values as required by the body. When he learnt about the science of food, he came to know about the importance of balanced diet.

“Any edible substance which one eats and which provides material or materials, useful for the body of a living being can be termed as FOOD.” Main sources of food are plants and animals.

Green plants prepare their own food with the help of sunlight, air, water and minerals from the soil. They provide us cereals, pulses, vegetables, fruits, sugar, vegetable oil, spices, nuts and beverages.

Animals provide us food in the form of milk, meat, egg, fish and honey.



Food helps us to grow, keeps us healthy. It supplies the energy for every action we undertake from eating banana to running a race. It also protects us from diseases. Our food should have all the nutrients like carbohydrates, fats, proteins, vitamins etc. Nutrients provide energy to the body to work and play. We can classify nutrients as:

Carbohydrates (Energy giving food)- its sources are wheat, rice, potato, sugar, mango, banana etc.

Fats (energy giving food) – Its sources are ghee, butter, orange, nuts etc.

Proteins (body building food) – Its sources are vegetables, pulses, cheese, egg, milk, fish etc.

Mineral salt (protective food) – Its sources are milk, cheese, green leafy vegetables, pulses etc.



Vitamins (protective food) – Its sources are fruits, vegetables, egg, milk etc.

Roughage (fibre content of the plant) - Its sources are salad, vegetables and fruits. It helps in digestive system.

Water- it is the most important component for the working of our body.

BALANCED DIET:

It is important that we consume all nutrients, but it is equally important that we consume them in adequate manner. This is what makes our diet a balanced diet. So a balanced diet can be defined as follows:

“A balanced diet is one which contains all the nutrients in proper amount according to age and work we do.”

No single food item offers all the nutrients required by our body. Only a combination of different food items in adequate quantity will form a balanced diet. Balanced diet implies a complete meal.

Factors affecting diet are:

- Age, sex, body size
- Eating habits and social customs
- Climate factors, health status and growth
- Psychological factors

You must understand that people at different age and conditions need different nutrients in different quantities:

- Growing children need more proteins to build their body.
- Infants need more of vitamins and proteins to build their bodies and to keep disease away.
- Nursing mothers and pregnant woman also need more of proteins to serve the need of the growing baby.
- A hard working labourer who does a lot of physical work needs more of carbohydrates and fats to get energy.

There are hundreds of items that we eat, but our diet must include food stuffs from the following groups:

Milk Group: Includes milk, cheese and other milk products.



Meat Group: Includes meat, chicken, fish, lamb etc. For non vegetarians and for vegetarians soya beans, beans, peas, grams, nuts & seed etc.

Fruit and vegetables group: All kinds of vegetables and fruits.

Cereals and wheat group: It includes wheat, rice and other cereals.

Check your progress-11

1. Fill in the blanks

1. Cereals are rich in _____ .
2. Vegetables are rich source of _____ .
3. _____ is a complete food.
4. Tea and _____ gives us beverages.
5. The main supply of eggs comes from hen, _____ and _____ .
6. _____ is obtained from bees.

2. Fill up food items in the following groups.

Milk group	Meat group\vegetarian	Fruit group	Cereal and wheat group

7.3.2 COMMUNICABLE DISEASES

It is necessary to stay fit and free from diseases because it leaves the person very weak and prolonged disease results in death. Disease may be the result of infection, sometimes hereditary and sometimes deficiency disease. In this lesson you will study about disease which occurs due to infection in our body.

Meaning of disease:

“Disease is a state of discomfort in which the normal functioning of body is disturbed. Some of the common diseases are malaria, typhoid, chicken pox, eye flu etc.”



Notes

Cause of spread:

You are probably thinking that communicable disease is communicated by air or touch, but there are other modes too. These diseases spread through air, water, food and contact.

You know that germs are present everywhere around us and they can spread through four modes:

1. Food and water
2. Air
3. Contact
4. Insects

Food and water: Uncovered food and water get contaminated with germs and unhygienic preparation, serving and storing, dirty hands and utensils and dirty surroundings also help in contaminating food & water and spreading diseases.

Air: Whenever a person suffering from disease like influenza, measles etc., coughs speaks or sneezes, his germs enter a healthy person when he breathes in and likely to catch the disease.

Contact: A communicable disease may also spread through direct contact i.e. when we touch the person having disease and indirect contact when we use anything already used by him like towel, cup, hanky etc.

Insects: Insects like flies also carry germs from garbage on their bodies and infect the food on which they sit. This causes cholera and mosquitoes cause malaria.

Difference between communicable and non communicable diseases:

Disease which spreads from person to person is known as communicable disease. These diseases are also known as infectious diseases like mumps, measles, tuberculosis, AIDS, cold, cough, eye-fel etc. for example a healthy person can catch cold any time.

If a disease does not spread from one person to another, it is said to

be non-communicable disease like Blood pressure, diabetes, heart stroke etc. for





example if a mother is having high blood pressure, the child is not going to have it by infection.

Communicable diseases and preventions

Some of the major communicable diseases are:

Name of disease	Mode	Symptoms	Preventions	Treatment
Small pox	Air, direct contact	Fever, headache, vomiting, rashes	Anti body production	Isolation, proper medication
Chicken pox	Air, direct contact	Fever, pain in back, shivering, rashes, irruption in sensory nerve roots	Anti body protection, vaccine	Isolation, proper medication
Measles	Air, direct contact	Fever, cough and typical rashes	Vaccine	Isolation, proper medication
Whooping cough	Air, direct contact	Mild fever, irritating cough	Early diagnosis, DPT immunisation	Anti biotic
Tuberculosis	Air, direct contact	Cough and fever	BCG vaccination	Anti tuberculosis drugs

Preventive measures

Now that you have studied how communicable disease spread? Let us list some precautions that should generally be observed:

1. Keep the water in clean and covered utensils.
2. Boil water and milk before using it.
3. All food even left over meals, vegetables, fruits, sweets, milk should be kept covered.
4. Avoid eating and buying cut fruits and vegetables.
5. Wash all utensils before using them.
6. Wash your hands before cooking, eating food.
7. Keep the house and place of work well ventilated.
8. Avoid crowded places during an epidemic.
9. Maintain personal hygiene (Regular bath, nails clean and cut short, wash hair regularly)



Notes

10. Keep house and surroundings clean.
11. Do not spit anywhere & everywhere.
12. Use handkerchief to cover nose & mouth while coughing.
13. Immunize children.

Check your progress-12

1. Match the following:

Column 1

Small pox

Whooping cough

Measles

column 2

fever, cough and typical rashes

fever, headache, vomiting, rashes

mild fever, irritating cough

2. Answer the following as “true” or “false”.

1. Always boil the water
2. Keep your surroundings clean.
3. Don't use handkerchief while coughing.
4. There is no need to wash hands before eating
5. keep the water uncovered.
6. Immunise children

7.3.3 POSTURES

Posture is an intentionally or habitually assumed position. It is a general term for a configuration of the human body. A good posture optimises breathing and effects the circulation of the body fluids.

Meaning of posture

The meaning of posture varies from individual to individual. One posture which may be considered good for one individual may not hold true for another. It is hard to define posture but a good posture may be defined as “the best posture is that in which the body segments are balanced in the position of least strain and maximum support.”



Notes

Basic postures

The basic postures of a human body are:

- Standing
- Sitting
- Lying

STANDING: Maintain a straight spine, avoid slouching forward, keep the knees slightly bent, wear comfortable footwear and avoid standing for long.

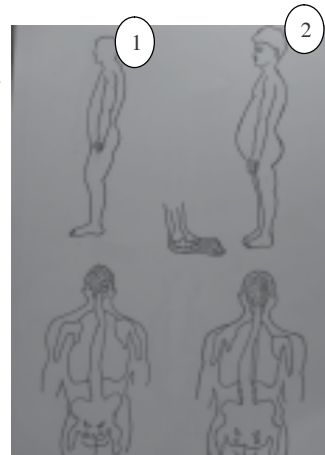


SITTING: To sit with back straight and shoulders back, your buttocks should touch the back of your chair. Keep your feet flat on the floor. Avoid sitting more than 30 minutes.



LYING: The pillow should be under the head. Try to sleep in a position which helps you maintain the curve in your back. Select a firm mattress. When standing up from lying position, turn on your side draw up both knees, swing legs on the side of the bed. Sit up pushing yourself up. Avoid bending forward.

POSTURAL DEFORMITIES AND CURE

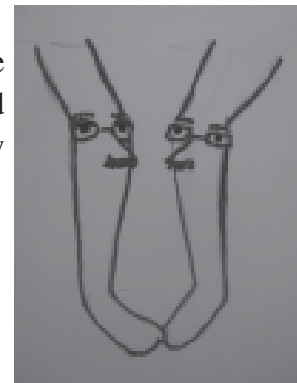




Notes

Bad posture can cause discomfort, pain and even disability, which are termed as postural deformities. The major postural deformities are:

1. **Kyphosis:** It is increase in amount of normal convexity.
Cure: It can be cured by strengthening the extensor muscles and improving their tonus.
2. **Lordosis:** It is increase in the amount of the normal concavity of the lumbar region of the spine.
Cure: It can be cured by developing strength in the abdominal muscle and exercising to control the position of pelvis.
3. **Scoliosis:** It is side word deviation of the spine with shoulder, lower and hip higher on one.
Cure: It can be cured by hanging oneself from hands, using body weight, developing strength in spinal extensor through exercise.
4. **Flat foot:** If the arch is resting on the supporting surface, the foot is classified as flat foot.
Cure: It can be cured by rising on the toes, climbing stairs on the toes, rope skipping and cycling.
5. **Knock- knee:** Knock- knees is a condition in which the knees touch, but the ankles do not touch. The legs angle inward.
Cure: it can be cured by standing on a wooden curve plank and do sit ups 5-7 a day, by cycling and opening knees in" V" Shape, placing a pillow between legs while sleeping.



Check your progress-13

1. Complete the following sentences:
 - I. Standing, _____, _____ are the basic postures.
 - II. _____ is a sideward deviation of the spine.
 - III. _____ is the arch resting on the supportive surface.



7.3.4 HEALTHY HABITS

Our habits can have large impact on our health. The more healthy habit we follow, the more we protect our body from degradation and disease. If we want to lead a long life and feel better, we should adopt healthy habits like getting into regular physical activities, eating healthy etc.

Meaning

Doing the same work repeatedly in the same manner or an acquired behaviour is known as habit. Habits are repeated regularly and occur subconsciously.

TYPES OF HABITS

There are two types of habits:

A) HEALTHY HABITS

B) UNHEALTHY HABITS

HEALTHY HABITS

List of healthy habits:

1. getting enough sleep
2. Punctuality
3. Discipline
4. Healthy eating habits
5. Healthy behaviour (helpful)
6. Positive thinking
7. Hygienic attitude
8. Exercise

UNHEALTHY HABITS

list of unhealthy habits:

1. Eating junk food
2. Carelessness
3. Negative thinking
4. Use of tobacco, wine etc.
5. Unhygienic environment
6. Nail biting

Role of parents

Parents are the role model for their children. They play a major role in the development of healthy habits by creating a healthy environment and giving the values. Parents must care the following:

1. Spending time with them.
2. Setting self example before them.
3. Taking them out.
4. Celebrating their birthdays.



Notes

5. Sharing their problems.
6. Encouraging them to do right things in a right manner.
7. Expressing feelings of warmth, love and caring.
8. Always 'for you' attitude.
9. Leaving self bad habits behind.

Role of a teacher

Children give more importance to teachers than parents. Sometimes they prove their parents wrong and listen to what their teacher has said. A child stays with a teacher for only five hours but this time is more valuable for a child. But she is more valuable for the child. A teacher can play an important role in the upbringing of the child and his/her overall personality. For getting better outcome, the teacher must care the following:

1. Individual interaction with every child.
2. Motivating students.
3. Engaging them actively in health programmes.
4. Sharing healthy habit articles with children.
5. Spreading the word to parents.
6. Make them feel free to discuss their problems.
7. Setting examples before them like; maintaining self discipline, punctuality, healthy eating habits.

If parents and teachers work jointly on these projects; we are going to get good human beings in the near future.

Check your progress-14

1. Mention some of the healthy and unhealthy habits.

Healthy Habits	Unhealthy Habits

2. Mention some of the activities you share with your parents.

.....



Notes

.....

 3. In what manner you imitate your teacher?

.....

7.4 LET US SUM UP

You have learnt that a teacher should have the knowledge of health education for the overall development of a child. School and teacher play an important role in the upbringing by giving them healthful school environment with facilities such as safe water and food, hand washing facilities, proper drainage and refuse disposal, proper lighting, ventilation and comfortable sitting arrangement and above all conducive and positive emotional environment. Apart from environmental facilities, health instructions are also given to make the teacher capable of inculcating healthy habits, explaining importance of balanced diet. Now you have also learnt about communicable diseases, their modes, symptoms and preventions.

Teacher can also motivate children to stay fit by acquiring right posture while sitting, standing, lying and following good habits like discipline, punctuality and exercising regularly.

Parents and teachers play key role to make the children good citizens by inculcating all these concepts right from childhood at home and in school not as a part of curriculum but as a daily habit.

7.5 ANSWERS TO CHECK YOUR PROGRESS

Check your progress-1

1. 1. Boil, 2. Filter, 3. Chlorine tablet, 4. RO system

Check your progress-2

1. (i) Twice (ii) cooked (iii) water (iv) soap, mud

Check your progress-3

1. (i) Healthy (ii) leftover food (iii) cooking.



Notes

Check your progress-4

1. Before and after meals, after handling animals, throwing garbage, playing, sneezing, Coughing, using toilets and urinals.
- 2.

Check your progress-5

- | 1. Column 1 | Column 2 |
|------------------|------------------------|
| Covered drains | to avoid casualty |
| Repair pipeline | if water clogged |
| Use disinfectant | stops insects breeding |
| Regular cleaning | to avoid blockage |

Check your progress-6

1. reduce, reuse, refuse, and recycle
- 2.

Check your progress-7

1. 1. warm colour 2. replaced 3. visual

Check your progress-8

1. windows
2. Their classrooms are in tents or in open

Check your progress-9

- 1-b 2-c 3-a

Check your progress-10

1. Greeting program
New comer club
Changing seats
One on one contact
Peer reading programs
Anti discrimination policy



Notes

Check your progress-11

1. 1. Carbohydrates 2. Vitamins 3. Milk
4. coffee 5. duck, turkey 6. Honey

2. Milk group	Meat group\ vegetarian	Fruit group	Cereal and wheat group
Milk	Meat/ beans	All kinds of fruits and vegetables	Wheat
Cheese	Chicken/ peas		Rice
Milk products	Fish/ grams and nuts		Other cereals

Check your progress-12

1. **Column 1** **Column 2**
 Small pox fever, headache, vomiting, rashes
 Whooping cough mild fever, irritating cough
 Measles fever, cough and typical rashes
2. 1. True 2. True 3. False 4. False 5. False 6. True

Check your progress-13

1. (I) sitting, lying
(II) Scoliosis
(III) Flatfoot

Check your progress-14

1. Healthy Habits	Unhealthy habits
Eating healthy food	Eating junk food
Punctuality	Careless
Hygienic attitude	Use of tobacco wine and drugs



Notes

7.6 SUGGESTED READINGS AND REFERENCES

K.S. Sidhu – school organisation and administration Sterling publishers private ltd. New delhi.

Uttam kumar singh, A K Nayak- Physical Education Commonwealth publishers, New delhi.

www.who.int/foodsafety

www.dpi.state.nc.us

www.mysuperchargedlife.com

7.7 UNIT END EXERCISE

1. Write a note on the following:
 - i. Safe drinking
 - ii. Refuse disposal
 - iii. Comfortable sitting arrangement
 - iv. Ventilation
2. How can a teacher give positive and conducive, emotional and social environment?
3. What is the meaning of food? What are its sources?
4. What is the difference between communicable and non communicable diseases? Give examples.
5. Name some communicable diseases with their mode of spread.
6. What are postural deformities and how can we cure them?
7. What are healthy habits?



Notes

UNIT 8 ESSENTIAL HEALTH SERVICES

STRUCTURE

- 8.0 *Introduction*
- 8.1 *Learning Objectives*
- 8.2 *School Health Services*
 - 8.2.1 *Provision of Health Services To Prepare Students for Optimal Learning*
 - 8.2.2 *Healthful Living and Good Citizenship*
- 8.3 *Protection against Health Hazards At School And Home*
 - 8.3.1 *At School*
 - 8.3.2 *At Home*
- 8.4 *Provision of First Aid In Emergency And Accidents*
- 8.5 *Let Us Sum Up*
- 8.6 *Answers to Check Your Progress*
- 8.7 *Suggested Readings and References*
- 8.8 *Unit-End Exercises*

8.0 INTRODUCTION

In earlier chapter Ravi and Neeta were very happy in the school. Their school gave them healthy environment, which was maintained by Principal, Teachers, Staff and Healthy children. Now would you like to know why specifically healthy children? Yes, an unhealthy child can not contribute in any of the school activities due to her/his own ill health. To make every child healthy, essential health services are added in the curriculum like school health services; protection against health hazards; provision of first aid etc.

These services help children in maintaining physical, mental, social and spiritual health, so that they can get maximum benefits from educational opportunities. These services also assist them to develop the art of healthful living and good citizenship.

8.1 LEARNING OBJECTIVES

After going through this lesson, teacher will be able to



- Identify weak child (be it- physically, mentally or socially).
- Serve as a liaison between weak student, parents, school and health care providers
- Inculcate healthful living and good citizenship
- Protect children from health hazards
- Assure the provision of first aid to assist children in emergencies and accidents

8.2 SCHOOL HEALTH SERVICES

For several years the link between health and education has increased with understanding that a child must be healthy to learn and a child must learn to be healthy. In this aspect School Health Service programs are introduced in schools, where children spent their working days. This clearly indicates that such type of programmes starting at the root level will give better results.

8.2.1 PROVISION OF HEALTH SERVICES TO PREPARE STUDENTS FOR OPTIMAL LEARNING

Some of the health related programmes are covered by way of providing the following health services:

PHYSICAL CHECK UP - Physical check up is done regularly by team of doctors for some common problems like cold, cough, worms etc. They visit schools and check eyes, ears tongue and some common problems like cough and cold.

COMPREHENSIVE HEALTH ASSESSMENT - It is done monthly by measuring height and weight of the child.

IMMUNISATION - It is done every year to prevent children from common diseases like diphtheria, tetanus etc.

FREE MEDICATION - It is a regular practice. Children are given tablets for worms, anaemia, calcium, and general body weakness.

NUTRITION COUNSELLING - Children having any type of deficiency are given proper medication and nutrition guidance.

DENTAL CHECK UP - Children are given tips about caring and cleaning teeth. Children having cavity or any other dental problem are given proper treatment.

EYE CHECKUP - It is done regularly and individually in schools. Many children



have problems while reading book or black board. Children with low vision are provided visual aids.

DISTRIBUTION OF AIDS - Children having hearing problem are given proper guidance, medication and hearing aids. Children with special need are provided walkers and other orthopaedic aids. **Record Keeping:**

Separate record is maintained for every child under school health service stating height, weight, blood group etc. duly signed by the parents, teacher and principal. The format of health is as follows:

HEALTH RECORD PROFORMA

NAME	-
CLASS	-
MALE/ FEMALE	-
FATHER'S NAME	-
MOTHER'S NAME	-
D.O.B	-
HEIGHT	-
WEIGHT	-
BLOOD GROUP	-
IDENTIFICATION MARK	-
ALLERGIC TO	-
VISION	-
DISABILITY (if any)	-

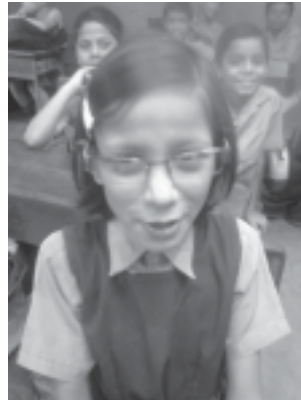
RESULTS:-

There are very good results of school health service policy. Children and parents have become more aware of health. There are changes in educational outcome such as school attendants and students achievements.



Notes

CASE STUDY



Renu is studying in fifth standard, she is very bright student. But last year her performance in the class started declining. Teacher was upset with her performance, but Renu did not share anything. One day Dr. Chaudhary from school health services came to school on her regular visit. Renu's class teacher discussed Renu's problem with her. After thorough check up of eyes, ear, Dr. Chaudhary diagnosed that Renu had developed visual problem. In no time doctor issued a slip to Renu and asked her to visit health care centre. Within a week's time, Renu was provided medication and visual aids. Now Renu is again performing well. Visual aids have changed her visual ability.

This is not only with Renu, but there are many other children who have been benefited by the health services in schools. It plays major role in preparing students for optimal learning

These school health services are regularly monitored by state government or by local governing bodies, N.G.O's etc.

Check your progress-1

1. Complete the sentence-

Some of the health issues taken care of by school health service are:

- (i) Physical check up
- (ii) _____
- (iii) _____
- (iv) _____
- (v) _____



Notes

(vi) _____

(vii) _____

(viii) _____

2. Keep a complete health record of any 2 children.

.....

.....

.....

8.2.2 HEALTHFUL LIVING AND GOOD CITIZENSHIP

As healthful living and good citizenship are two sides of a coin. Healthful living is founded both health and physical education which complement each other. Healthful living covers hygiene, healthy environment, general cleanliness, healthy food, physical status, and pleasant association, etc.

There are many evidences in which poor health affects educational outcomes, behaviour and attitudes of the students. Achievements of educational goals depend on the achievement of good health.

Healthful living is to be taught from pre-nursery classes in school, as a part of curriculum to inculcate healthy habits to get better academic results. It should guide children towards becoming well informed, health literate individual as well as competent and joyful youth.

A model school health programme includes the following components in the curriculum to inculcate healthful living and good citizenship to children.

1. Comprehensive school health education.
2. School health service
3. Safe physical environment
4. School counselling, psychological and social services.
5. Physical education
6. Nutrition service
7. Health promotion for teachers.
8. Family and community involvement in schools.



Notes

Teacher has a major role to play. She/he can inculcate these components through skill, literacy, concepts and plans, advocacies and activities.



ACTIVITY-1:

This activity will get the whole class involved in participation.

Divide the class in groups according to the class strength. Distribute them one drawing sheet each. Give each group one topic from the following:

Hygiene, Healthy food, healthy environment, physical status, pleasant association with family and friends.

Ask every group to choose one leader to manage the group. Tell them to draw pictures related to the given topic. Give them some time for imagination and drawing. Children can share their idea freely in the group. Ask the leader to collect drawing sheets in due time.

Teacher will show the drawings of each group one by one. Asked children to observe the picture and share their views like:

- (1) What you have seen in the picture?
- (2) What does this picture tell about?
- (3) What is missing in the picture?
- (4) What can be added further in the picture?
- (5) Say few words about the picture.

After completion of this activity teacher will observe that every child will come up with different views and new ideas. Now teacher can give further information on the given topics to make them understand the importance of healthful living and good citizenship.

GOOD CITIZENSHIP:

Child starts learning one thing or other every day. Healthful living and good citizenship is a behavioural package which should start in early years of school and home.

Themes for good citizenship:

- Tell the truth
- Respect others
- Be caring



- Be responsible
- Be brave

For kindergarten and first graders learning themes of good citizenship is less important than beginning to recognize that good citizenship behaviour is based on certain principles.

Second and third graders should recognize the right of others, working and playing by rules, making decisions concerning right or wrong with increasing independence.

Fourth onwards child should have pretty good understanding of the concept of honesty compassion, respect, responsibilities and courage. Whether they behave honestly, bravely or not but that's true for people of all ages everyone find it, challenging to live up to those high ideals.

A teacher can inculcate these ideals by creating different situation in the class and performing different activities.

**ACTIVITY-2**

Divide the class in 5 groups. Give them some project work, observe all the group working as well as every child individually.

Whether the child is respecting the ideas of his friends.

1. Whether the child is sharing his belongings with others.
2. Whether the child is caring for other's belongings too.
3. Whether the child is doing work according to the peer group.
4. Whether he is doing justice to the work.
5. Whether he is brave enough to give any commands or ideas.

After completions of this activity teacher can evaluate every child individually.

SERVING THE NATION:

A Teacher has to prepare the child so that he can serve the nation too. This is possible when the child is healthy. While teaching different aspects of life, teacher should keep reminding the child to stay fit and healthy. So that he may not become the responsibility of family and nation.



Notes

Check your progress-2

1 Fill in the blanks-

1. Healthful living and _____ are the two sides of a coin.
2. Healthful living is a foundation of health education and _____.
3. Good citizenship is based on themes like
 - a. Tell the truth
 - b. _____
 - c. _____
 - d. _____
 - e. _____



ACTIVITY-3:

Tell a story When You Cared for Anyone in the Family _____.

8.3 PROTECTION AGAINST HEALTH HAZARDS AT SCHOOL AND HOME

Keeping our child safe is our top priority. For their safety parents, teachers and the community have a specific rule to play. Health hazards can take place anytime anywhere without any warning. Major and minor accidents can be easily prevented by taking some precautions at home and in school.

8.3.1 AT SCHOOL

School is the place where children play more freely before the morning assembly, lunch break and sometimes in the classroom. Safety measures in school are very important. Some of the major and minor accidents caused in school are falls, fire, electric shocks etc. but there are few other accidents in which school authorities have to be more careful as in stamped and natural disasters and should have proper arrangements.

(A) FALL

The most common kind of accidents that happen in school is due to fall. Children fall from desks in the classrooms while playing when teacher is not around, fall



from staircases, and fall in lunch break. To avoid falls following steps should be taken:-

- The stairs should have small steps.
- Firm railing on the sides of stairs.
- Students should not push anyone in the stairs.
- Volunteers should be appointed during lunch break.
- Ramps for children with special needs.
- Teacher should appoint a monitor before leaving a classroom.



(B) FIRE

Fire is the biggest danger at school. It can occur due to gas leakage (in home science labs, science labs) or short circuit and can cause serious injury and sometimes death.

To avoid Fire Accidents in schools following measures should be taken by school authorities:

- To ensure that the fire escapes, stairs and wiring are in good conditions.
- Fire extinguishers must be kept at proper places in the school building.
- Fire Mock Drills should be practiced time to time in school.
- Teacher and other staff should be trained to use fire extinguishers.
- Students should be told not to panic.
- They should be given practice to move quickly and quietly to the exits.
- Smoke detectors should be installed in schools.
- Important phone numbers should be written on the flex boards.

(C) ELECTRIC SHOCK

Sometimes in schools accidents may occur due to short circuit or inadequate electrical wiring. To avoid this following measures should be taken:

- All electrical wiring should be installed and maintained by a qualified licensed electrician.
- An electrician should be appointed in the school hours by the school authorities.



Notes

- Students should be told regularly not to touch electrical wiring in any case specially if hands are wet.
- Shock Protectors Circuit Breakers should be installed in the schools.

(D) STEMPEDE



Stampede takes place in schools in lunch breaks, leaving for home, getting into the bus and some times due to panic.

To avoid this following measure should be taken:

- A flex board with safety rules should be displayed on the walls of school.
- Students should be told not to push others especially on the stairs.
- Junior classes should be on the ground floor.
- Teachers should accompany the class in the afternoon.

(E) INJURIES IN PLAYGROUND

After entering the school premises playgrounds are very important for children. Many accidents occur in the playground like falling for swings, got hurt by some swings, getting fractured, injured by some pointed objects.

To avoid play field injuries children should obey the following playground rules:

- Do not push anybody in the playground.
- Do not play rough games.
- Keep away from swings when they are in use.
- Never jump from a See-Saw without warning your partner.



- Do not carry sticks or pointed objects while running or playing on the ground.
- Do not play near thorny hedges or barbed wires.
- Above all to watch the children playing safely, Class Teacher should accompany the class.

(F) NATURAL DISASTERS (EARTHQUAKES)

There is no way to know in advance when an earthquake might occur. It can happen during school hours.

The following measure should be followed:

- Filling the slightest of tremors come out of the class rooms and gather in the ground.
- If trapped under a falling class, take shelter under a table or desk.
- Do not panic.
- School authority should arrange for medical help and first aid.

Check Your Progress-3

1. Answer Yes or No?

1. Teacher should appoint a Monitor while leaving the class.
2. Smoke detectors should not be installed in the schools.
3. Do not touch electric wires with wet hands.



Notes

2. Write any three playground rules?

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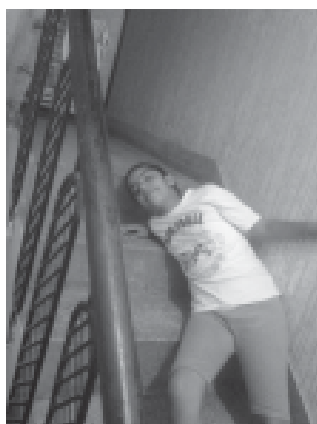
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8.3.2 AT HOME

Home is the place where children spend most of their time after coming back from school. Accidents may be the same as school like fall, fire, electric shocks but sometimes swallowing some bright objects like buttons, coins etc. and poisoning.

(A) FALL



Falls are the most common kind of accidents at home. Children fall due to uneasy stairs, objects lying on the floors, spilled water or liquid, darkness on the doorways or the stair cases.

To avoid these accidents following measure should be taken:

- Floors and stairs should be in good condition.
- Objects like balls, shoes, toys etc. should be picked up and put at the right place instead of left on the floor.
- Liquids like soap, Greece, spilled water, oil should be cleaned up as quickly as possible.
- Stairs should have easy and small steps.
- There should be proper light arrangements in the corridors and stairs.



Notes

(B) FIRE

Accidents by fire mostly take place in the kitchen and cause serious injuries and sometimes a person dies due to burns. This happens due to gas leakage, spilled kerosene oil, stove blast, gas cylinder blast.

To avoid such accidents we should take the following measures:

- When kerosene oil is spilled it should be cleaned quickly.
- When a gas leakage is suspected/sensed, no match stick should be lighted and no electric switch should be turned on.
- Windows should be kept open to let the gas go out and let the fresh air come in.
- Always turn off the gas when not in use.
- Gas cylinder installation should be inspected time to time.
- Do not pump the kerosene stove to full extent.
- Gas pipe should be checked regularly.
- Do not wear nylon clothes while cooking.

(C) ELECTRIC SHOCK

Many fires also occur due to faulty electric wiring. In our house there are many electric items such as Toasters, Lamps, Kettles, Coolers, Refrigerators etc. If they are defective or not used carefully, they can be very dangerous. They can cause fire or give severe electric shock.

To avoid such electric shocks following measures should be taken:

- Never touch any electric appliances with wet hands or bare footed.
- Never unplug an appliance by pulling on the cord.



Notes

- Do not go near electric appliance when in use.
- An electric wire should not be overloaded.
- Electric wiring should be installed and maintained by qualified electricians.
- Grown up children should know how to switch off main circuits in case of any emergency.
- Never play with electrical appliances.

(D) POISONING



Poisoning among children is also a common kind of accident at home. Small children sometimes unknowingly consume detergents or disinfectants which prove to be very harmful for them and can cause sudden death.

To avoid them the following measures should be taken:

- Household detergents and disinfectants such as liquid soaps, phenyls, acids, ammonia and dye should be kept away from the reach of children.
- All medicines should be marked and labelled and stored out of the reach of children.
- Contaminated and spoiled/rotten food should be thrown out as it can cause food poisoning.

Check Your Progress-4

1. Fill in the blanks?

1. Stairs should have _____ steps.
2. Do not wear _____ clothes while cooking.
3. Spoiled and exposed food can cause _____.



8.4 PROVISION OF FIRST AID IN EMERGENCY AND ACCIDENTS

Even if we follow safety rules sometimes accidents may take place. In case somebody gets injured by an accident we cannot reach the doctor at once. The immediate physical and medical attention needed by the injured person or given to the same before the proper medical aid arrives is called First Aid. Although it is not the purpose of First Aid to treat the disease but it helps the victim in many ways. It preserves life, prevents aggravation of the disease or trouble, assists in recovery, controls the trouble for some time, and preserves the moral of the victim to fight the trouble. The role of the first aider is over as soon as medical aid becomes available. Sometimes some minor injuries may not require treatment after first aid.

PRINCIPLES OF FIRST AID

- Do not panic.
- Survey the scene and determine if it is safe to work in.
- Do a primary survey of the victim called the ABC i.e. the air way open, the victim breathing, there severe cut and bleeding.
- Do not crowd around the injured person.
- When the injury is serious also call for the doctor.
- Let the fresh air come in.
- Do not remove clothes unnecessarily.

FIRST AID BOX





Notes

It is the duty of the school to issue a First Aid Box to every class teacher. This box should be approachable and contain absorbent cotton, wool pad, gauze pieces, roller bandages, adhesive plasters, tincture iodine, tincture benzoic, scissors, forceps, dettol, burnol, boric acid, soda bicarbonate, antiseptic cream, torch etc.

SCHOOL CLINIC

Every school should prepare one room as school clinic to look after the health of the children, to arrange for medical examination, to guide them to adopt preventive measures against various diseases and to provide treatment of minor elements. In case any teacher finds a student not keeping well, should send him to the school clinic and ensure that satisfactory treatment is carried out. The students should be advised not to hesitate but report in the school clinic if they feel any trouble.

Telephone number of the nearest dispensary and hospital should be displayed on the flex boards in the school.

TIPS FOR FIRST AID

The First Aid for most commonly occurring situations is suggested below:

1. Minor Cuts:

Apply a little tincture iodine or spirit and put a clean piece of gauze over it. If the cut is deep cover it with a sterilized dressing and bandage.

2. Bleeding:

In capillary bleeding cover the wound with gauze and bandage tightly. In artery bleeding apply pressure with your thumbs on the bleeding spots at the upper part of the artery. In vein bleeding, raise the injured part above the level of the heart and press over the part of the vein distal to the wound. In the case of bleeding from nose throw the head backwards, allow breathing by mouth and keep an ice bag on the Childs nose.



3. Burns:

Cover the burnt part with an antiseptic cream like burnol. If the clothes catch fire, rap the flames by blanket rug. Give plenty of fluid from mouth as tea or coffee. Do not apply water. Do not break the blisters. Do not allow the child to run in panic.

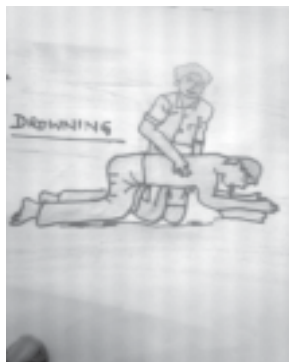




Notes

4. Drowning:

Put the child on his belly and press him on the back to expel water out of lungs. Start artificial respiration. Continue for half an hour till respiration is restored.



5. Fainting:

Keep the fainted child flat with head low. Loosen tight clothing, allow fresh air, splash cold water on face, give ammonium carbonate or crushed onion to inhale. On recovery give tea.



6. Dog Bite:

Dog bite can become infected due to the type of bacteria in the animals mouth whether the animal is pet or wild. If the bite wound is bleeding apply pressure to the area with cloth until the bleeding stops. If the wound is not bleeding clean it with soap and water, hold it under running water for several minutes. Dry the wound and cover it with dry cloth. Call the doctor or take the child to get tetanus injections and antibiotics. If the dog is unfamiliar, contact animal control office.

7. Snake Bite:

Immediately tie a handkerchief close to the wound but between the wound and the heart. Encourage bleeding. Keep the part in ice cold water and give stimulants like Tea.





Notes

8. Poisoning:

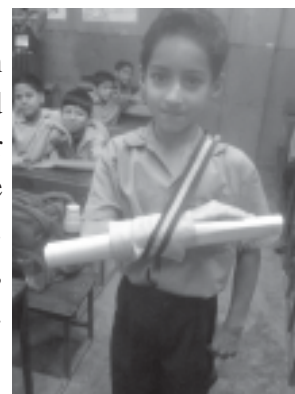
Make the child vomit. Then give milk or tea. But no vomit should be allowed in the case of acid or alkali poisoning. In the case of acid poisoning give alkali (Lime Water) or milk of magnesia. In the case of alkali poisoning give soda, lime juice or butter milk.

9. Electric Shock:

Remove the electric contact at once by switching of the current. If need be, stand on dry wood and drag the child away with one hand which is covered by dry cloth. Start artificial respiration before doctor arrives.

10. Fracture:

Immobilize injured area, apply ice pack wrapped in clean cloth, place splint under area of suspected break. Can use rolled newspaper, magazine or broomstick for splint. For arm shoulder injury, place splinted arm in the sling with hand above elbow. Bind arm to child's body by wrapping cloth, necktie, belt etc over sling and around upper arm and chest.



11. Sprain or Strain:

Have child rest with affected area elevated, apply ice pack to affected area to combat pain and swelling. If pain continues consult doctor.

Check Your Progress-5

1. What things should first aid box contain? Name any five?

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2. What first aid would you give to a child having minor cuts? Fill in the Banks?

Apply a little tincture _____ or spirit and put a clean piece of _____ over it. If the cut is deep cover it with a _____ and _____.



8.5 LET US SUM UP

Now you have learnt that goal of essential health services is to inculcate the habit of healthful living among the children right from beginning. School and teachers play key role in their upbringing by providing school health service, routine check-up immunization, free medication, nutrition counselling are the health programme and activities up under school health services.

Teacher will be able to prepare good citizens through literacy, different skill development and advocacy. He also prepares them against health hazards in school and home, with the provision of first aid in different emergencies and accidents like drowning, cuts, bites, fainting, burns etc.

Teacher can give the knowledge and develop attitude which will enable children to make intelligent health decisions and be a good citizen.

8.6 ANSWERS TO CHECK YOUR PROGRESS

Check your progress-1

- (i) Physical Check up
- (ii) Comprehensive health assessment
- (iii) immunization
- (iv) free medication
- (v) nutrition counselling
- (vi) regular dental check- up
- (vii) eye check up
- (viii) distribution of audio visual aid

Check your progress-2

- 1. good citizenship
- 2. Physical Education
- 3. respect others, be caring, be responsible, be brave

Check Your Progress-3

- 1. 1.Yes 2.No 3. Yes



Check Your Progress -4

1. Easy and small
2. Nylon
3. Food poisoning

Check Your Progress-5

1. Absorbent Cotton, Dettol, Burnol, Antiseptic Cream, Wool Pad (Or any five of your choice)
2. iodine, gauze, sterilized dressing, bandage.

8.7 SUGGESTED READINGS AND REFERENCES

www.healthstuffworks.com

www.mass.gov

www.mediindia.net/patients/firstaid

www.swamisamarth.com

www.patriciawoloch.articlebase.com

K.S. Sidhu, School Organisation and Administration, Sterling Publishers Pvt. Ltd.

Uttam Kumar Singh, A. K. Nayak - Physical Health, Commonwealth Publishers.

8.8 UNIT-END EXERCISE

1. What are the health programme and activities undertaken by school health services?
2. How can a teacher prepare a good citizen? Write a note?
3. Write a note on common health hazards in school?
4. What is the meaning of first aid and what are its principles?
5. How can you treat a child who's bitten by an unfamiliar dog?

UNIT 9 MEANING AND CONCEPT OF PHYSICAL EDUCATION



Notes

STRUCTURE

- 9.0 *Introduction*
- 9.1 *Learning Objectives*
- 9.2 *Meaning and Importance of Physical Education*
- 9.3 *Aims and Objectives of Physical Education*
 - 9.3.1 *Integrated Development of Personality*
 - 9.3.1.1 *Physical development*
 - 9.3.1.2 *Social Development*
 - 9.3.1.3 *Mental and Emotional development*
 - 9.3.1.4 *Spiritual development*
- 9.4 *Physical Education Program*
 - 9.4.1 *Nature of Physical Education Program*
 - 9.4.2 *Characteristics of a Physical Education programme*
 - 9.4.3 *Intramurals*
 - 9.4.4 *Extramural*
- 9.5 *Let Us Sum Up*
- 9.6 *Suggested Readings and References*
- 9.7 *Unit-End Exercises*

9.0 INTRODUCTION

Physical education has existed since the earliest stages of human society, in forms as simple as the transmission of basic survival skills, such as hunting. Physical education is a course which utilizes a play or movement exploration setting for the transmission of physical knowledge and skills to an individual or a group, the application of these skills, and their results.

The physical education curriculum is that integral part of the total school



curriculum which, through human movement, concentrates on the development of individuals' maximal physical potential and their related social, emotional, and intellectual growth. The discipline's primary purpose is to assist the learner in developing the following competencies:

- total fitness and a lasting desire to maintain it
- movement abilities ranging from functional life skills to those needed for successful participation in leisure activities
- appreciation and understanding of specific sports, including their origins, cultural impact, and aesthetic values.

9.1 LEARNING OBJECTIVES

After reading the chapter, one should be able to –

- Define Physical Education and its importance.
- Understand aims and objectives of physical education.
- Develop basic knowledge about development of different components of personality.
- Design a physical education program.
- Understand and appreciate the relationship of Physical Education to the total educational process.

9.2 MEANING AND IMPORTANCE OF PHYSICAL EDUCATION

In the Present World of Space age and automation era, all human beings appear to be living a more and more inactive life. They ride instead of walk, sit instead of stand and watch instead of being participants. Such type of inactivity or sedentary life is detrimental to mental and physical health. Thus, there is great need for physical education as a part of healthy living.

Physical education is an integral part of the education process. Through physical education, students learn to incorporate physical activity into their daily lives and they come to understand that an active, healthy lifestyle fosters personal growth and enables them to meet the challenges of society. Regular physical education encourages a positive attitude toward self and others. It also helps in creating a healthy learning environment.



There is a positive effect of link between regular physical activity on self-concept and quality of life. Through physical education programs in schools, teachers can educate and excite students about pursuing active and healthy lifestyles. Teachers can help students realize the benefits of fitness activities and understand the concepts while developing their own institutional and personal programs. In addition, teachers can guide students to develop the skills they will need to maintain healthy lifestyles. Through physical education programs, students will understand the importance of healthy living.

The purpose of physical education is much more than training the body or developing physical fitness. It also focuses on the development of social, mental and emotional aspects of Individual's personality. For young children play has been recognized as a valuable, even essential, component of learning. Students who participate in regular physical education will enjoy enhanced memory and learning, better concentration and increased problem-solving abilities.

The benefits of physical education include:

- increased fitness levels
- improved motor development
- tendency toward more active lifestyles
- positive correlation between the learning of physical mental and social skills
- increased performance in other subjects, even though less time is spent on those subjects
- increased attentiveness and alertness throughout the school day
- long term improvement in personality image



(Source: www.tamilnet.com)



Notes

Check your progress-1

1. What do you understand by physical education?

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2. What is the significance of physical education?

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9.3 AIMS AND OBJECTIVES OF PHYSICAL EDUCATION

Aim of physical education, like general education, is to develop human personality in its totality through well planned activity programs. In other words, physical education aims at the all round development of the personality of an individual or wholesome development of human personality. It includes physical, mental, social, emotional and moral aspects of personality to make an individual a good citizen who is able to make contribution in the development process of nation. Thus, physical education means making an individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

Objectives are steps considered towards the attainment of the aim. They are the particular and precise means employed to realize an aim.

The main outcomes of physical education programme are -

1. **Physically fit** – It refers to that state where an individual has developed great endurance, speed, strength etc. Physical fitness is essential to leading a happy, vigorous and abundant life. During participation in various physical activities, all the major muscles of the body are exercised which helps developing all the components of physical fitness.
2. **Socially efficient** – It concerns with one's proper adaptation to group living. Physical education activities provides ample opportunities to develop traits such as cooperation, respect to others, loyalty, sportsmanship, self confidence etc. All these qualities help a person to make him a good citizen.
3. **Emotionally balanced** – It means being able to control and regulate your emotions so that life is more balanced or being able to access resourceful



emotional states when you need them. Physical education makes a person emotionally balanced.

4. **Mentally strong** – It aims at developing memory, decision making and reasoning power. If a person is mentally strong, his confidence will automatically increase. Through participation in various games, one can develop all these qualities.
5. **Spiritually enlightening** – It's about the practice of deep insight into the meaning and purpose of all things, communication with or understanding of the mind of God, profound spiritual understanding or a fundamentally changed consciousness whereby everything is perceived as a unity.

Check your progress-2

1. What is the aim of Physical Education?

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2. Explain the five main outcomes of Physical Education.

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9.3.1 INTEGRATED DEVELOPMENT OF PERSONALITY

“Personality” can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. It is the collection of characteristic thoughts, feelings, and behaviours that are associated with a person.

Personality Development means enhancing and grooming one's outer and inner self to bring about a positive change to his life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

In the following sections, we will discuss how Physical Education helps in holistic development of one's personality.



Notes

9.3.1.1 PHYSICAL DEVELOPMENT

Through his participation in physical activities, a child develops his physique and becomes physically fit. 'Fitness' can be defined as the ability to carry out effectively and efficiently some particular activity. A sound standard of fitness is conducive to a productive life and enhances the possibility of reaching your full potential. You do not have to be trained to the level of a champion athlete to appreciate the benefits of fitness. To students, like all of us, fitness could mean an energetic state that helps us to achieve. More technically speaking, 'fitness' consists of five components, namely: stamina, strength, suppleness, speed and neuromuscular coordination.

- (i) When we do physical activities for a reasonable length of time sustaining the intensity, we make our lungs to work hard and the heart to pump efficiently. This trains our stamina. Stamina training is important, as it helps protect the heart against heart disease. The ability to perform exercise with minimum effort makes stamina the most important of the components of fitness.
- (ii) When we do physical activities, more or less we have to use our muscles to provide efforts against resistance, either to swing a baseball bat or to swim. As we do so, we increase our strength especially when we undergo weight lifting training. Strength makes our life easier. Pushing a heavy shopping trolley uphill, pulling a garden roller will be much easier if you have enough strength. Not to mention, strength helps to score in most sports.
- (iii) Before actually going into the field, we usually do some kind of 'warm up' exercise. This is when we improve the maximum range of movements of our limbs i.e. extending our suppleness. Apart from that, we increase our suppleness whenever we feel the stretch in our muscles when doing sports like badminton and volleyball.
- (iv) It is possible to increase your running speed by a combination of training to improve technique, style and reaction time, together with strength training, aimed to give a greater power.
- (v) 'Practice makes perfect'. The more we do sports, the more skilful we become. When we want to gain in skills to perform such parts, we can intensively train ourselves on such parts. When you gain in skill, you also gain pleasure in playing that sport.



Notes

Check your progress-3

1. How Physical Education helps us gain physical fitness?

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2. Give details about the five components of physical fitness.

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9.3.1.2 SOCIAL DEVELOPMENT

For children, the social benefits of physical education can be particularly valuable, and provide necessary life skills. Participating in sporting events provide the opportunity to build new friendships and learn how to manage oneself in a social and group environment.

Many sports are centered on the idea of teamwork. A child may be a far better football player than his peers, but unless he learns to pass the ball sometimes, his team probably will not be the champions. Conversely, a youngster who is not a star player can learn that dedicated playing and assisting teammates can take a team to victory. Often a team whose players are of average skill but above average teamwork will beat those who is the other way around. This is often the case off the court as well.

Playing with a team teaches children how to work with and get along with peers and how to have positive interactions with coaches and other adults. A meaningful and influential relationship with a coach encourages children to seek out other beneficial mentorships throughout their life. Sports often force people to work with others that they would not otherwise get along with very well. This is an extremely valuable skill, since you rarely get to pick who your boss will be. The ability to work with people with whom you differ may eventually translate to keeping your job in a situation where others may have lost it.

Physical Education can also be a way to learn how to deal with success and failure. It's better to learn how to pick yourself up from defeat on the ball field before having to deal with it in the office later. Kids who play sports learn that defeat is not permanent. Likewise, learning how to win graciously is a valuable



Notes

skill. No one likes an arrogant winner, and sports teach people how to celebrate a win without alienating the losing opponent.

Check your progress-4

1. What are the social benefits of getting engaged in a physical activity for children?

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9.3.1.3 MENTAL AND EMOTIONAL DEVELOPMENT

Physical activities such as sports, exercise and yoga not only affect our physical health and well-being, but our mental and emotional health as well. Explanation for the mental and emotional benefits of physical activities is that physical activity makes the brain produce increased levels of serotonin and norepinephrine. These are neurotransmitters in the brain that are shown to reduce depression.

The following are common mental and emotional benefits gained through involvement in physical activities.

- Improved mood
- Improved memory
- Reduced stress as well as an improved ability to cope with stress
- Improved self-esteem
- Pride in physical accomplishments
- Increased satisfaction with oneself
- Improved in confidence in your physical abilities
- Decreased symptoms associated with depression

Check Your Progress-5

1. How physical activities help in mental and emotional development of child's personality?

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9.3.1.4 SPIRITUAL DEVELOPMENT

The real meaning of our life is not working everyday or achieving our success, but is rather to understand the meaning of our existence. Spiritual awakening, this is what is meant by spiritual enlightenment, the true meaning of our life. Spiritual enlightenment is something which one has to experience and not learn from books. It is a self realization that you, as an individual, are eternal and will live life till the end. In simple words, you through your soul will never die. If one wants to define spiritual enlightenment then it can be defined in many ways because it is all about feeling. Spiritual enlightenment, in other words can also be defined as creating your identity without the slightest trace of greed, ego or selfishness.

Spiritual enlightenment is a process of opening to the innermost being, it helps to meet your eternal being. It allows you to set free, you will stop expecting anything from others and once you stop expecting means you can remain happy forever. Physical activities help bring you to that state of mind.

Sports are mainly a physical activity. For those, however, who practice sports in such a way that they are always steadfastly fighting for maximal consciousness, righteousness and absolute devotion to the divine force within them, sports are a spiritual event and a training of the highest order. For such people neither goals nor goalkeeper exist, neither winner nor loser - all this is just ... wonderful.

Check Your Progress-6

1. What do you mean by spiritual enlightenment?

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2. How sports help in the process of spiritual enlightenment?

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9.4 PHYSICAL EDUCATION PROGRAM

Physical education programs endeavour to equip all students, regardless of gender, race, cultural background or ability, with the physical skills and social attitudes



Notes

Meaning and Concept of Physical Education

necessary to reach their maximum potential. Physical education prepares students to participate in activities they can perform when they are adults. All students must feel successful if they are expected to enjoy and value physical activity.

The purpose of a quality physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the basic skills which require practice and refinement in the physical education setting.

Students integrate and apply the skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality physical education program such as: learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, reinforcement of other subjects, goal setting, self-discipline, leadership and cooperation, stress reduction, enhanced self-efficacy, and strengthened peer relationships.

Through regular participation in physical education, students will have the opportunity to develop a pattern of life-enhancing and self-rewarding experiences that contribute to their potential to be healthy New Age Students.

Check Your Progress-7

1. What is a physical education program?

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2. What are the advantages of a quality physical education program?

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9.4.1 NATURE OF PHYSICAL EDUCATION PROGRAM

The physical education program must empower the learner to take advantage of participation in future physical activities even though such opportunities may not be evident or known at present. The conceptual approach will enable learners to participate successfully in a physical activity even though it may not have been specifically included in the program.



In physical education, the conceptual approach is based on the how and, as importantly, the why of movement. Instead of looking at each activity as a separate entity, concepts are introduced which stress the commonalities among them. This serves to enhance the students' understanding of movement and its underlying principles. Students come to understand the workings of their bodies in all three domains (affective, cognitive, and psychomotor).

It is an obvious statement that, in a physical education class, the psychomotor domain is of primary importance; however, we want our students to grow into adults who react quickly and decisively (cognitive domain) and display such traits as sportsmanship and teamwork (affective domain). The use of a variety of teaching methods attends to all three domains and shows promise of producing skilled performers who move with meaning and understanding.

Educators know that students learn at different rates and in different ways. The conceptual approach recognizes learning as an evolutionary process. This means that, from birth, human beings have the ability to process information, beginning with rudimentary skills and progressing to higher, more complex levels of thinking. Infants, children and adults all have the ability to select and use higher ordered thinking skills.

Use of a conceptual approach allows teachers to plan for the learning outcomes of students. It is possible to prepare lessons in such a way that one learning outcome is planned to lead into the next. Many educators assume this to be an automatic occurrence. For example, a teacher may assume that once the students understand the benefits of fitness, they will choose lifestyles that display their knowledge in this area. Yet, all we have to do is look at the number of knowledgeable but unfit and unhealthy adults in our society to see this is not so. Such outcomes do not simply happen. They must be planned and then practiced.

This is not to say that there is no room in a physical educator's teaching repertoire for the explanation/demonstration/practice or traditional method. Such a teaching method is a definite asset when presenting students with a knowledge base from which to begin learning. Used in isolation, however, the traditional approach (where the teacher explains and demonstrates and the students attempt to mimic the teacher) encourages passive activity on the part of the students, which means activity with little purpose or ownership.

A teacher working in the conceptual realm is a facilitator, focusing on the students and their needs while preparing objectives stated in terms of behavioural outcomes. Students who are working at a beginner's level may do so without fear of keeping more able students from pursuing higher skill levels. The converse is also true. Fortunately, with the conceptual approach, students may work and



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achieve success at various levels during any class period, regardless of the teacher's skill level.

The conceptual approach gives students the freedom to explore and discover action/consequence relationships independently. They discover that winning and losing are not the only consequences of physical activity. They reach the conclusion, by themselves, that there is much to be learned about one's ability to control and predict certain aspects of the environment.

Inclusion of alternate teaching methods in order to accommodate students' varied learning styles in no way challenges the fact that the study of human movement is largely through an activity program; nor does it deny that physical education is more concerned with the motor domain than is any other subject area. Instead, it recognizes that attention to the individual learner's emotions, feelings and inherent personality will produce the best result: a meaningfully physically educated individual.

Check Your Progress-8

1. How is conceptual approach towards physical education program different from classical approach?

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2. What are the advantages of conceptual approach towards PE program?

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9.4.2 CHARACTERISTICS OF A PHYSICAL EDUCATION PROGRAM

Quality physical education programs are structured so that the duration, intensity and frequency of activities motivate students and meet their individual needs. When appropriate, students participate in the selection of activities from all activity areas. All students are given equal opportunity to participate in a balanced physical education program. A quality physical education program has the following characteristics:

- promotes the development of positive attitudes



- encourages active participation
- requires problem-solving skills
- recognizes the differences in students' interests, potential and cultures
- develops personal skills

Promotes the development of positive attitudes

Students are exposed to experiences that encourage them to enjoy physical activity and value its effect on lifelong health and well-being. They are encouraged to explore, take risks, exhibit curiosity, work with others cooperatively and achieve a personal health-enhancing level of physical fitness. All movement experiences provide opportunities for the development of positive personal and social behaviours.

Encourages active participation

Learning experiences in the physical education program provide maximum activity and participation time for every student. During group work, every opportunity is made to ensure that each student has an active role in the learning activity.

Requires problem-solving skills

In order to develop decision-making and problem-solving skills, the program challenges students to identify and investigate problems, find active ways to solve them and represent solutions in a variety of ways.

Recognizes the differences in students' interests, potential and cultures

Selection of learning activities, equipment and materials reflects students' diverse characteristics. Cultural heritage, gender, special needs and a variety of interests are considered when planning learning opportunities.

Develops personal skills

Wherever possible, the physical education program connects students to what is happening in the community. Students develop basic social skills, including teamwork, problem solving, leadership and effective communication that will be valuable to them in the future.

**Check Your Progress-9**

1. What are the various characteristics of a quality physical education program?

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9.4.3 INTRAMURALS

Intramural sports or intramurals are recreational sports organized within a set geographic area. The term derives from the Latin words *intra muros* meaning “within walls”, and was used to indicate sports matches and contests that took place among teams from “within the walls” of an ancient city.

Intramural sports are used to promote wellness and allow students who do not compete on a national level an opportunity to be active. Intramurals is about people playing with people. Participation in intramurals should not threaten egos, or make students look silly or feel uncomfortable. Intramurals can be about competition, but it is always about mass participation and fun.

Intramurals should be an opportunity to learn new skills or practice an existing skill learned in physical education. It should be an opportunity to play with friends and enrich friendships, and to make new friends. Intramurals is an opportunity to develop character, leadership and sportsmanship in students. In short, an intramural program is tremendous tool for enhancing students’ lives.

Put simply, people who are physically active are higher achievers academically. Skill development, which is a large part of any intramural activity has also been shown to improve achievement.

The following steps, taken in order, will lead you through the development of a comprehensive and effective intramural program.

1. Determine the structure of the program.
2. Define the leadership requirements for the program.
3. Determine how to recruit and train the leaders to run the program well.
4. Formulate policies that will make the program fair for all.
5. Formulate policies that will make the program safe for all.
6. Develop promotional strategies to attract participants.



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7. Determine how to celebrate participant success and achievement,
8. Consider financial resources and create a budget.
9. Devise activities that accomplish the program mission.
10. Become proficient at the use of leagues and tournaments.
11. Plan the details of each event.
12. Develop evaluation tools to assess and improve the program.

Check Your Progress-10

1. Define intramurals.

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2. How intramurals benefit students?

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3. What are the steps to organize an effective intramural program?

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9.4.4 EXTRAMURAL

Extramural activities would take place “outside the walls” of a school. Typically, extramural activities involve informal competition between schools. Extramurals help youngsters learn to deal with stress and competitiveness in a structured environment, but it is vital that a caring adult be on hand to assist the child to make sense of these feelings and issues and to mediate between the experience and the child’s responses to the experience.

Some of the merits and demerits of extramural activities are discussed in the following table –



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Merits	Demerits
<ul style="list-style-type: none">● It helps to create patriotism and unity within the students of same institution.● It provides a particular role to each player of a team which makes them responsible.● It helps students to get exposure to sports team and coaches of other institution.● It provides various career opportunities for students in the field of sports.	<ul style="list-style-type: none">● Students may use non ethical means to win.● They may develop unnecessary feelings of revenge and jealousy.● Too much of psychological stress may appear on them.● Large amount of money and time needs to be spent.

Check Your Progress-11

1. What are extramural activities?

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2. Discuss about the merits and demerits of extramural activities.

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9.5 LET US SUM UP

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students' attitudes, preferences, and behaviours.



Teaching physical education to children is based upon their innate urge to play and move. Physical Education should also invoke the childhood traits upon which good teachers capitalize in other parts of the curriculum—curiosity, experience, interest, cooperation, knowledge, enthusiasm. In one sense the teacher’s job here is uncomplicated; it is to help a youngster to throw and catch a ball, to do a handstand, or the many time-honoured ways that children learn physically, and to understand the “how” and “why” of these activities. Of course this task is complicated by the diversity of play forms and physical activities and also by the technocentric language and practice that now mystifies physical education to many. It is further complicated and distorted by the fact that physical education has been trivialized in the reductionist process which sees many programs comprising merely relays, group games and fitness activities.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

We all need to review and reframe what we do in education and in life as time goes by. In teaching students in physical education this is equally true. We need to ask ourselves what is the big picture that we see for children and the place that movement should occupy in their lives? What is our job in this context? How can we help students to make important connections between what they learn through their senses and their intellect? How can we help youngsters to understand themselves better, and the world in which they live, through the medium of physical education? If such questions are kept at the forefront of our day-to-day work in physical education, and if we find even partial answers to these questions, we will have done much to enhance learning.

9.6 SUGGESTED READINGS AND REFERENCES

- Physical Education, a Curriculum Guide for the Middle Level, June 1995 - Saskatchewan
- The meaning and significance of family health, Pg 133, Marriage and Family Living © 1957 National Council on Family Relations



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- Intramural recreation: a step by step guide to create an effective program. by John Byl.
- Physical Education Foundation of India, <http://pefindia.org/>
- Psychological Benefits of Team Sports for Children, <http://www.livestrong.com/article/430856-psychological-benefits-of-team-sports-for-children/>
- Components of personality development, http://www.himarticles.com/Articles/PD/Personality_7.htm

9.7 UNIT-END EXERCISE

1. Choose the correct option –
 - (i) Objectives of Physical Education are :
 - (a) to develop child physically
 - (b) to make child socially efficient
 - (c) to make child emotionally sound
 - (d) All of these
 - (ii) What among these is NOT a characteristic of a quality physical education program :
 - (a) it encourages active participation
 - (b) it promotes the development of positive attitudes
 - (c) it teaches students to take revenge
 - (d) it develops personal skills
2. Write a short note on following -
 - (a) Significance of Physical Education.
 - (b) Conceptual approach to PE program.
 - (c) Role of teachers in Physical Education.
3. What are the aims and objectives of physical education?
4. Write a note on integrated personality development.



5. What are the characteristics of a quality physical education program?
6. What is the difference between Intramurals and extramural activities?
Also mention merits and demerits of each.

Answers

1. (i) – (d)
(ii) – (c)



UNIT 10 PLANNING AND ORGANIZATION OF PHYSICAL EDUCATION PROGRAM

10.0 Introduction

10.1 Learning Objectives

10.2 Lesson Planning

10.2.1 Stages of lesson planning

10.2.2 Principles of lesson planning

10.3 Teaching Methods in the Field of Physical Education

10.3.1 Command Method

10.3.2 Demonstration Method

10.3.3 Whole-Part-Whole Method

10.3.4 Mirror Method

10.4 Organization of Intramural and Extramural

10.5 Conducting Mass Programme:

10.5.1 School Assembly

10.5.2 March Past

10.5.3 Sports Day

10.5.4 Calisthenics

10.6 Teacher and Inclusion

10.6.1 Basic consideration before inclusive Health and Physical Educators

10.6.2 Application of Inclusive Practices

10.6.3 Teacher Role as Counselor

10.6.4 Role of the Teacher as Facilitator

10.7 Let Us Sum Up

10.7 *Suggested Readings and References*

10.8 *Unit End Exercises*



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10.0 INTRODUCTION

Physical education trends have developed recently to incorporate a greater variety of activities. Introducing students to lifetime activities like free hand exercises, walking/hiking, or light apparatus activities at an early age can help students develop good activity habits that will carry over into adulthood. Following material designed to give basic understanding among teachers regarding different kind of physical activities and their planning and organization of sports functions.

10.1 LEARNING OBJECTIVES

After reading this chapter, one should be able to -

1. understand the basis concept of stage-wise lesson planning in physical education.
2. acquire knowledge about teaching methods in physical education.
3. plan and organize sports competitions in school and outside for all round development of child.
4. realize the importance of sports.
5. understand the role of a teacher in implementing the Physical Education Programme

10.2 LESSONS PLANNING

Dictionary of education defines lesson plan as “a teaching outline of the important points of a lesson arranged in order in which they are to be presented. This may have objectives, points to be made, references, method of teaching, assignments etc.” It is a plan of action which includes the philosophy and information about understanding of pupils. In simple words, it is visualization on the part of teacher to classroom experiences.

10.2.1 STAGES OF LESSON PLANNING

There are three stages of lesson planning one must follow these stages in planning a lesson in physical education:

Stage 1: Pre-lesson preparation



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- (a) Goals are set
- (b) Content is listed
- (c) Method is decided
- (d) Student entry level is decided.

Stage 2: Lesson planning and implementation

- (a) Unit title is given
- (b) Instructional goals are set
- (c) Objectives are to decided
- (d) Rationale is prepared
- (e) Content is reviewed
- (f) Instructional procedures are made
- (g) Evaluation procedures begin
- (h) Materials are used.

Stage 3: Post lesson Activities

Post lesson Activities are done, which include evaluation, revision and planning.

To be involved in Basic Activities: physical education lesson must be planned through the involvement in three basic activities.

1. **Warming up:** it is carried out to make the body ready to bear load before formal training. These activities include jumping, striding, stretching, etc. it helps in raising the muscle temperature, metabolism, blood circulation, reflex time of skeletal muscles and makes an athlete psychologically ready.
2. **Formal activities:** it includes activities in which students need training i.e., the basic fundamental skills and rules of games and sports. The teacher can pick up one skill at a time or train them in group as per requirement.
3. **Recreational Activities:** It involves cooling down after the training session .It helps to gradual lowering down of body temperature and cardio respiratory rate. The students are given free play as to develop their natural skills.

10.2.2 PRINCIPLES OF LESSON PLANNING

The physical education lessons are planned in accordance with certain basic principles which may vary from one group of activities to another, for example, drills and athletic events. However, the following principles are common to all



lessons.

1. **Warming up:** It is necessary to warm up the class thoroughly before the start of any heavy or vigorous activity. In the absence of warming up., there is possibility of injury to the muscles. In order to warm up, running, jumping, skipping and walking may be done.
2. **Harmonious development:** In order to ensure harmonious development, the lesson must provide for exercises to all parts of the body in equal measure. All big and small muscles are to be brought into use with the help of different exercises for arms, legs, neck and trunk. Through this, balance, agility, strength, coordination, and speed are developed.
3. **Age and Sex:** the activities should be selected in consideration of students age and sex. Exercises for sixth class must be quite different from those for the ninth classes. Exercises for girls ought to be different in content and form as they may find it difficult to perform activities of a longer duration. For boys, physical exercises may be strenuous and hard.
4. **Progression:** it is impossible for a student to perform difficult exercises immediately at the start of a lesson. The lesson must begin with mild exercises, gradually shifting to the hard ones. There ought to be a proper sequence in the arrangement of exercises so that there is no feeling of frustration at any stage of activity, among students on account of difficulty.
5. **Repetition of Exercise:** An exercise performed only once will have no developmental value. It is to be done for a certain period of time repetitiously. The length of period or number of repetitions may depend on the nature of the exercise and the objectives for which it has been placed in the lesson plan. Simple exercises may need lesser number; complex exercises may require greater number of repetitions.
6. **Continuity of the Lesson:** once the lesson begins, it must continue uninterrupted until the end. If interruption comes and forces the body to cool down precision, vigor, rhythm of the activity will be adversely affected. The teacher should maintain the lessons continuity.
7. **Limbering Down:** the body has to be brought back to normal after exercise not abruptly but with mild exercises. Exercises like shaking limbs, stretching, head-dropping, long-breathing and many more exercises are good for this purpose. Limbering down is necessary for physiological and psychological reasons.

10.3 TEACHING METHODS IN PHYSICAL



EDUCATION

In the process of teaching, methods opted for teaching plays a vital role, which are means through which the teachers organize and guide learning experiences in order to effect behavioral change in the pupils. A teaching method may be understood as that technical aspect of teaching-learning process whose central focus is “how” rather than “what” to teach. Teaching methods may generally be classified into two areas: methods that are teacher- centered and methods that are student-centered. However, the organization of classes for optimum learning is managerial in nature. The following are few of the teaching methods and their uses in the field of physical education:

10.3.1 COMMAND METHOD

In this method, learning- process is completely dominated by the teacher. The teacher’s role is all pervasive and student’s role is limited to obedience only. This method is useful in teaching drill, marching, set drills such as dumbbells, hoops wands, poles mass activities control of general assemblies, rallies and parades etc.

Merits:

The command method is a precise method and provides maximum practice to the students in a given amount of time.

1. It ensure high degree of uniformity in students performance.
2. By this method, desired outcomes in terms of fitness and/or motor-skill development can be achieved more speedily as compared to any method.
3. In this method, no thorough knowledge for teacher is necessary.
4. In this method there is little likelihood of unpredictable questions and/or response.
5. A higher sense of discipline and obedience is maintained in the class by using command method, as it keep the students alerts all the times.

Demerits:

1. Command method is an uninteresting and boring style of teaching.
2. This method is insensitive to individual needs and differences.
3. In this method, creativity and individuality do not prosper.
4. in this method, the relationship between teacher and students remains formal.

10.3.2 DEMONSTRATION METHOD



Demonstration method is based on the theory of learning by imitation. A perfect demonstration of an activity or skill catalyzes mental processes and serves as a model for its practice.

Merits

1. Demonstration of an activity serve as a model.
2. It helps the pupils to form a mental image of the demonstrated skill.
3. It provides the most common and efficient means to convey the clear picture of skill/activity.
4. Demonstration sets a standard for performance in front of students.

Demerits

1. A poorly conducted demonstration may lead to the development of incorrect motor skills.
2. It has the limitations to perform certain skills such as position of the body over bar in high jump or somersault in gymnastics etc.

10.3.3 WHOLE-PART-WHOLE METHOD

In this method, the technique/ skill is introduced by demonstrating and explaining it as a whole to the Students in order to create and develop a rough image about the technique-skill and learnt by the students in the same manner. Then, the skill is divided into different parts and each part is taught and learnt separately. Here, the skill perceived as a whole, is practiced in different parts or difficult situations and are corrected at each level for perfection and detailed learning. Once again the skill is performed as a whole with the purpose of achieving fine co-ordination.

Merits

1. This method of teaching of physical activities is considered the best among all particularly for learning the most difficult technique/skill.
2. To achieve the mastery over the technique this method play vital role.
3. It helps the pupils in stabilization of movement execution under different and difficult situations.

Demerits

1. This method is not for kids because they do not require perfection in difficult technique/skill.
2. This method is more time consuming.



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10.3.4 MIRROR METHOD

It is a type of follow up method where student perceive his own image into mirror and perform the activity. In this method student get the immediate feedback while performing body movement, body posture and different activities. What ever student had learned or see from teacher he/she can practice in front of mirror. Through this method student know about head, legs and hands etc. position during activity. To get the maximum benefit from this method it is important to know that student's right arm will image in left arm. It is also important mirror must be clean enough to see image of student.

Merits

1. Through this method student can get immediate feedback of his/her activity.
2. It is an ideal method for kids where they know their own body parts.

Demerits

Rectification in error is missed.

Check Your Progress-1

1. Write down the stages of Lesson planning?

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2. What do you mean by demonstration method?

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3. Differentiate between command and whole part whole method.

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10.4 ORGANIZATION OF INTRAMURALS AND EXTRAMURAL

INTRAMURALS

Physical education management includes various kinds of competitions to enhance the mental and physical capacities of its students. Intramurals refer to the competitions conducted within the players of same institution. These are extended to almost all the students of institution.

The factors which govern the intramurals are:

- (i) Type of institution
- (ii) Climate
- (iii) Geography
- (iv) Facilities available (equipment, playground, training personnel etc.)
- (v) Time available
- (vi) Activities of students interest
- (vii) Cooperation from the other colleagues.

The students are divided into several units for the competition. Each unit should be homogenous, i.e., they should have students which make it equal in strength and ability.

The formation of units depends upon the type of institution in which the competitions are to take place. Purely residential institutions are those institutions which can be divided on the hostel or house basis. Partially residential institutions which can be divided into hostlers and day scholars. Non-residential institutions can be divided according to classes or on the basis of chronological age.

There is an intramural competition committee in each institution which aims at forming rules and regulations for the competition, schedule competition, and work-out the programme details. The committee includes the intramural director. Assistant directors, Assistant teachers, a secretary and a joint secretary.

It involves organizing of competition depending on the facilities, time and finances available. It also involves qualified and competent officials for conducting the game. A point system shall be developing to maintain a healthy competition and conform to objectives or the competitions. Award to be given to the winner in order to encourage them. Intramurals help the students to interact socially and even the trainees to gain experience of officiating. It is also instrumental in talent



selection and grooming of talented players, and helps the organizations or institutions in gaining confidence in organizing such events.

EXTRAMURALS

The extramural competitions are conducted between the players of two or more institutions. These are represented by selected players who play for their institutions to bring honor and laurels to it. In extramural, closed competitions are limited to particular types of institutions, i.e., inter-school, inter-college, etc. The entire jurisdictions of competing institutions are divided into different zones. After the competitions are completed in each zone, an inter-zonal competition will decide the winner of institutional championship. On the other hand open competitions are not confined to any one category of institution or department. Any one can field a team for the competition.

It helps students to evaluate their performance and increase efficiency. It helps students display the various physical skills and are conducive for their overall development, and provides release from tension and stress and a sense of achievement comes to the students which is conducive to his mental, physical and emotional health.

Practice matches are also conducted in extramural. These are usually arranged between neighboring or local institutions in order to train their respective athletes. Beyond practice, these matches give one a chance to look into their weakness and take measures to look into the same. It gives both the teams the experience and ability to improve.

10.5 CONDUCTING MASS PROGRAMME

10.5.1 SCHOOL ASSEMBLIES

School assemblies are held to bring larger segments of the elementary school population together to share information, provide a face-to-face venue for important announcements and foster a sense of community within the school. Assemblies may be of the entire school, if space and fire regulations permit, or held for target audiences of primary, middle-school or junior-high students, as indicated by age-specific agenda topics. As school principals are sometimes off-site or engaged in meetings, teachers are periodically asked to conduct school assemblies.

Morning assembly in school is one of the most important factors which makes the teachers and students regular and punctual. Through proper and systematic arrangement of Morning Assembly in school we can surely develop good habits



and manner, attitudes, values, punctuality, regularity, cleanliness, etc. among students. In addition to this, Morning Assembly provides scope for co-scholastic activities like recitation, organizing quiz, extempore speech, self-expression, etc.

10.5.2 MARCH PAST

A **parade** (also called **march** or **marchpast**) is a procession of people, usually organized along a street, often in costume, and often accompanied by marching bands, flutes or sometimes large balloons. Parades are held for a wide range of reasons, but are usually celebrations of some kind. In India the term parade is usually reserved for either military parades or other occasions where participants march in formation;

10.5.3 SPORTS DAY

Sports days are events staged by many schools in which people take part in competitive sporting activities, often with the aim of winning trophies or prizes. They are usually held in the autumn or spring seasons especially in places where the summer is very harsh. Schools stage sports days in which children participate in the sports events. Games that are played on school sports days can be wide and varied. There are sprints and long distance races athletic jumps and throw events for all age groups.

10.5.4 CALISTHENICS

Calisthenics are general group activities involving free hand movements performed to rhythm(drum beat) or without it. Initially, calisthenics formed an integral part of the military training. Swedish, Danish and German systems of gymnastics have put far greater emphasis on calisthenics than any other exercise system. Even Gallon, the great Greek physician of ancient times, considered calisthenics as an important means of fitness development and healthful living. Calisthenics are mass uniform body movements. Their importance in the primary and middle school is realized through out the world basically for two reasons: (1) they are most economical exercises, requiring no or little equipment, and (2) they have great demonstrative value and are a feast to the eye when done by children in mass.

A large number of students can practice calisthenics and demonstrate them well with least effort, as calisthenics are easily to learn, demonstrate or perform as exercises at a time. A single teacher may control and teach a large number of students without difficulty both at organizational and instructional level. Calisthenics are the best conditioning exercises still used in the army and N.C.C Camps for warming up and conditioning of soldiers and cadets.



Notes

Calisthenics are generally mild stressors to begin with but, as aerobic form of activity, they can be made more vigorous and stressful by increasing speed of movement and/or making coordination more complex. In young age vigorous calisthenics are quite beneficial while the severity of calisthenics must go on decreasing with advancing age. For people with sedentary lifestyle calisthenics are good appetizers, and have no match in developing speed of movement, flexibility, range of movement in joints, endurance and cardiovascular capacity. For sports requiring high degree of coordination and precision of movement, calisthenics serve as a strong foundation. As a school curricular activity, calisthenics are very economical and best suited to health and fitness development objectives.

Principles of Teaching Calisthenics

Though not so complex as fundamental skills of sports and games, teaching calisthenics too requires a physical teacher to follow certain guidelines as given below.

- Make extensive of demonstration technique so that every child gets a complete idea of the exercise to be. It helps learners to develop a correct image of the exercise/ activity before he is made to perform it physically.
- It augers well to tell name of the exercise to the student for a better understanding of its mechanics and exercise-sequence. Incidentally, all exercise do not have names.
- After demonstration, describe the exercise with a by-part demonstration of various positions. Ensure that the description is not lengthy but short, crisp, exact, precise and to the-point. This does not require any long lecturing.
- Do corrections when you ask students to perform the exercise by parts. Direct corrections from a suitable position at some distance from the class rather than moving to every student when he is at fault, keep a constant watch on the whole class, allowing none to do any mischief-mongering.
- Do not make children have stop-ever at one position for a longer time than desirable, when making corrections because too long a wait for the next step corrections because too long a wait for the next step frustrates others and they lose interest the activity.
- Utilize service of the student leaders for the purpose of demonstration and supervision if the class is quite large. Student leaders may be helpful in maintaining discipline during exercise demonstration. Some students are too good at supervision, as some are good at demonstration. They can assist



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the teacher in corrective work and keeping students on toes. When asked, they will perform this duty diligently, off loading some of your burden.

- Use informal techniques when making students perform calisthenics as a media of conditioning or warming up. Set calisthenics to music when students have become proficient in performing them, and watch out for say uncoordinated or out-of-step performers. Segregate such element and let other do exercise them without any formal control. A separate arrangement should be made to teach calisthenics to such children.
- For uniformity in movements use formal method of counting in the series of callisthenic exercise without which it would be impossible to achieve this objective. No calisthenics can be taught without being formal all through.

Never lose sight of the principle of progression. Mass calisthenics should be of simple nature but, those meant for conditioning may become increasingly sever with the upward moving standard of physical conditioning. Progression is the hallmark of all sport academics.

Check Your Progress -2

1. What is Calisthenics?

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2. How you will organize intramural?

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3. What is a difference between intramural and extramural?

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10.6 TEACHER AND INCLUSION

The duties of an inclusion teacher demand the ability to multitask with a high level of performance. Understanding inclusion teacher duties attached to this



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portion will improve the quality of student participation and the overall success of the entire programme.

10.6.1 BASIC CONSIDERATION BEFORE INCLUSIVE HEALTH AND PHYSICAL EDUCATORS

- Become critical thinkers and problem solvers as they develop the knowledge and skills to provide meaningful, inclusive physical activity
- Prepare and plan individualized physical activity programs for four major content areas: movement skills and sports, games design, health-related fitness, and adventure and outdoor recreation
- Develop strategies and techniques to increase awareness of varying abilities, foster more positive attitudes of peers, and increase advocacy efforts aimed at inclusive physical activity
- Overcome barriers associated with inclusive programming

Helpful Suggestions

1. Consult with parents and specialized support staff.
2. Do not require students to do activities they are not capable of.
3. Don't have student selections for teams and games that will leave the special needs child the last to be selected.
4. Whenever possible, create tasks that the child with a handicap is capable of performing, this helps self-respect.
5. There are a wealth of resources online and with associations concerned with exceptional children. Search out these resources.

Remember: when working towards an inclusional approach, you will always need to think:

- How can I change this activity to suit the student?
- How can I adapt this activity?
- How can I modify this activity?

Think in terms of action, time, assistance, equipment, boundaries, distance etc.

10.6.2 APPLICATION OF INCLUSIVE PRACTICES

- Movement Skills and Concepts Overview of Movement Skills and Concepts Prerequisite Knowledge of Task Elements Critical Elements and Differences



in Movement Capabilities Modification of Fundamental Movement Skills and Concepts

- Health-Related Fitness and Conditioning Physical Fitness Goals Implications for Physical Activity Practitioners Training Principles Components of Fitness and Strategies for Inclusive Programming Health-Related Fitness Activities
- Adventure and Outdoor Programming Outdoor Activities Defined Modifications for Adventure Activities Challenge Courses
- Inclusive Games

10.6.3 TEACHER ROLE AS COUNSELOR

Beginning with assessment for deviant student, it is extremely important that the counselor make a precise distinction as to the etiology of the child's problem.

There are several psychiatric symptoms and diagnostic categories that resemble characteristics of giftedness. The following are some of the more commonly observed psychiatric diagnostic categories which, because of their relatedness to giftedness, counselors should be consider carefully as they assess and diagnose their patients:

- ADHD: Attention Deficit Hyperactivity Disorder
- OCD: Obsessive Compulsive Disorder
- Bi-Polar Disorder (Manic Depression)
- Depression/Dysthemia
- Somatic Disorder
- Borderline Personality Disorder (or any of the Axis II Diagnostic Categories)
- PDD: Pervasive Developmental Disorder
- Autism
- Anxiety Disorder
- Any other psychiatric diagnostic category that may be atypical in nature

In addition, the counselor's role is shaded by subtleties that pertain specifically to her giftedness and her knowledge issues related to giftedness. To be fully prepared to effectively work with gifted people, counselors should:

Know their own giftedness. A counselor needs a clear concept of his or her own identity as a gifted person, attributes and deficits alike.



Notes

Planning and Organization of Physical Education Program

Have a strong theoretical base and knowledge of the characteristics of gifted children.

Be aware of the resources available for gifted children: support groups, parent organizations, educational opportunities, bibliographies, etc.

Be creative in the approach to counseling. Conventional counseling methodologies may not be the best choice for relatively unconventional clientele.

Remember that gifted children have exceptional abilities. It is easy to be fooled by exceptional intellect and interpersonal abilities.

Ask for help. Exceptional cases require exceptional help. One of the main characteristics of gifted children is their strong sense of independence. Model interdependence and seek the insight of more knowledgeable colleagues.

Gifted children often demonstrate deviant behavior. Counselors should be mindful of their value structures for deviant behavior and be conscious of their real feelings.

Be an advocate. This may require you to expand your role as counselor by educating others involved with the child and coordinating services for them.

Be yourself. Gifted children require authenticity in relationships. They see right through contrived methodologies. They seek and require relatedness in their interactions.

Some of the more relevant issues to be addressed in the counseling process are:

Identifying Giftedness and Forming a “Gifted” Identity The child needs the opportunity to know precisely how he is gifted, what that giftedness means to him, and how that giftedness plays a role in his identity and life. Identity is perhaps the most significant issue to be addressed in counseling.

Denial of Giftedness Many gifted children are distressed because they lack awareness and acceptance of their giftedness. Help them know and accept the construct of being gifted as it applies to them. The same issue applies to the parents of the gifted child.

Struggling with Deviance The denial that giftedness may exist can happen in part because having deviant behavior is not always an accepted trait. The child's deviance in behavior can lead to a whole host of social and emotional problems.



It is important to assist the client to be aware of his deviance and develop methods to foster their differences rather than be distressed by them.

Family Issues These are complex and too numerous to cover here, but it is crucial that the parents have a strong involvement in the counseling process, either through family therapy, parent education, or other support services.

Facing Deficits This is one of the primary themes and most delicate to deal with in counseling the gifted. Once the counselor has first assisted the client in identifying specific areas of giftedness, the process can then move forward in helping the gifted child identify areas of deficit. Facing these deficits will be the most challenging aspect for the child and the counselor and will be the most rewarding for both.

Identifying the issues of counseling gifted children in the areas of assessment, counselor's role and the counseling process will assist counselors in providing an exceptional approach to these exceptional children.

10.6.4 ROLE OF THE TEACHER AS FACILITATOR

Both the teacher and students bring a set of physical, social, emotional and mental attributes and needs to the classroom. These influence the way one interacts with the other and therefore the way learning will proceed. The more the teacher is able to learn about themselves, their needs and educational philosophy and about the nature of their students the more they will be in a position to facilitate student learning. This is a part of the learning role of the teacher and this learning assists the teacher in their role as facilitator.

In order for teachers to facilitate student learning several things need to occur. The processes that the teacher as facilitator needs to undertake are as follows:

- assess the students;
- plan the learning;
- implement the plan; and
- evaluate the process.

10.7 LET US SUM UP

This unit has covered lesson planning, teaching method and organization of



competition. In the field of physical education teaching methodologies are different because their lessons are generally taken into the field where the environment is not controlled. Without taking out from the classes the concept of all round development can not achieved.

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10.9 UNIT-END EXERCISES

1. What is a lesson Plan? Write down the principle of lesson planning.
2. What do you mean by mirror Method?
3. What is march past?
4. Write down the important points to organize Intramural.
5. Define the role of teacher as Facilitator.



UNIT 11 GAME, SPORTS AND YOGA

STRUCTURE

- 11.0 Introduction*
- 11.1 Learning Objectives*
- 11.2 Rules and Regulations of Games and Sports*
 - 11.2.1 Athletics*
 - 11.2.2 Badminton*
 - 11.2.3 Volleyball*
- 11.3 Indigenous Games*
 - 11.3.1 Kabaddi*
 - 11.3.2 Kho Kho*
- 11.4 Minor games*
- 11.5 Yoga -Preview*
 - 11.5.1 Meaning of Yoga*
 - 11.5.2 Aim of Yoga*
 - 11.5.3 Eight stages of yoga*
 - 11.5.4 Need and Importance for Children*
- 11.6 Basic Asanas*
- 11.7 Pranayams*
- 11.8 Let Us Sum Up*
- 11.9 Suggested Readings and References*
- 11.10 Unit-End Exercises*

11.0 INTRODUCTION

Educationists and others have come to the conclusion that it is in the interest of society as a whole that adequate facilities should be provided, depending, of course, upon the availability of funds, for games and sports for the country's



youth, both boys and girls. Sports foster friendship and amity. Nor does the belief hold well any more that those who take part in sports or games would be no good at studies, and that each year their absence from the class or shortage of lectures would be condoned because they can either attend to their studies or be on the playing field for some game or the other. It is felt that apart from some exceptional cases of students showing extraordinary talent and skill in certain games, or students who are expected to be high on the merit list in university examinations, most other students should play one game or other, not necessarily for achieving distinctions, but for the sake of sport and their health.

11.1 LEARNING OBJECTIVES

After reading this chapter, one will be able to

- understand the importance of games and sports
- get the knowledge about rules and regulation of different games and sports.
- Acquire knowledge of different minor games and get the idea to develop one's own programme of sports.
- familiarized with sports terminologies
- organize various yoga programme and to demonstrate selected asanas and Pranayama.

11.2 RULES AND REGULATIONS OF GAMES AND SPORTS

11.2.1 ATHLETICS

Athletics is the oldest of all the sports heritages. Athletics is the only event of its kind in which a number of contestants can take part. International Amateur Athletic Federation (I.A.A.F) came into existence in 1913. it controls and organizes World Level Athletics Meets. The term 'ATHLETICS' is derived from the greek word 'ATHLON' which means 'Contest' or 'competition'. Athletics events are better known as Track and Field competition, which were developed as organized competition in 1849 at London. First known running competition recorded in the modern era was British Championship which was held in 1866. Athletic became popular from the first Modern Olympic Games at Athens 1896.

Athletic or Track & Field

Track Events: - short distance races, medium distance races , and long distance



aces.

Short Distance Races: -100m, 200m, 400m, 100m hurdle, 110m hurdle, 4X100 relay race and 4X400 relay race. These are also known as sprint races. These races are undertaken with full force and speed. Types of start: - standing Start and Sitting start (Crouch Start, Bunch start, medium start and elongated start)

Medium Distance Races: - these events include 800m and 1500m races. Usually the speed is kept uniform in such races. An athlete runs taking long strides. A standing start is taken in all the medium distance races except for the 800m race.

Long Distance Races: - these races include 3,000m, 5,000m, 10,000m, 3000m steeple chase, cross country races and marathon race (42km195m). Steps should be small and fall automatically. The body should be totally tension free.

Field Events:- field events are events comprise jumping and throwing discipline - Long Jump, High Jump, Triple Jump and Pole Vault. Shot Put, Discuss Throw, Javelin Throw and Hammer Throw.

Terminology:

Approach: to run up to the take off position as in a jump.

Baton: - a light wooden tube about 1 foot long and weighting about 1 OZ. handed on by one relay runner to the next.

Marathon: - a road race of 42.195 km

Lap: - a circuit of a running track, usually 400m.

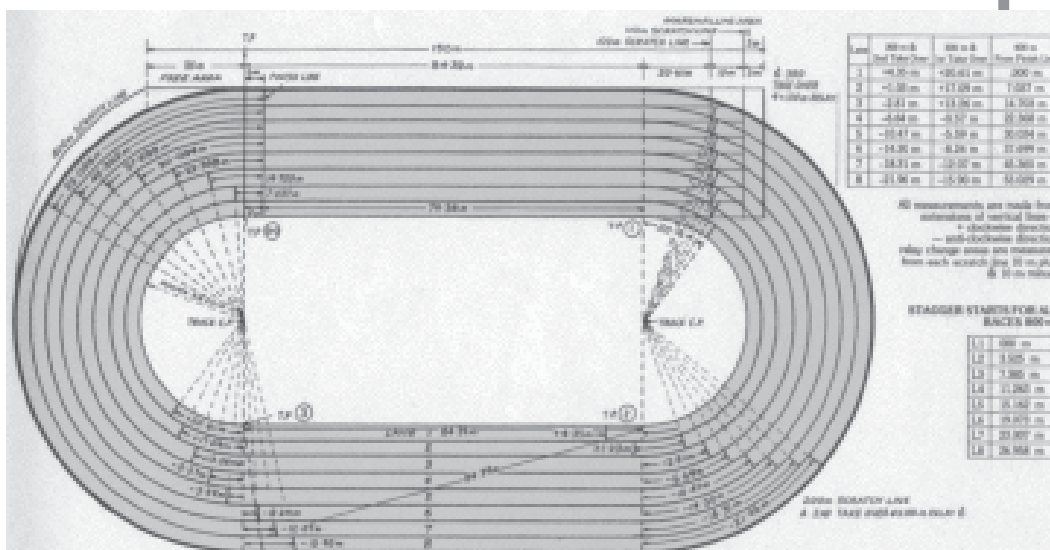
Track: - an oval circuit, usually of synthetic material, measuring 400, on its inside perimeter.

Equipment required for athletics meet.

1. Stop watches
2. Score sheets
3. Finishing poles
4. Cord
5. Batons
6. Clip boards
7. Chest numbers



8. Judges stand
9. Flags
10. Starting Blocks
11. Measuring Tape



400M Track

11.2.2 BADMINTON

It is believed that badminton was first played in India by British officials in 1877. This game was called poona. The international Badminton Association was founded in 1934. The Badminton Association of India was founded in 1935. First badminton tournament was held in 1929 in Punjab State. It was known as Punjab State championship. The first national was held in 1936.(Bombay)

Dimension

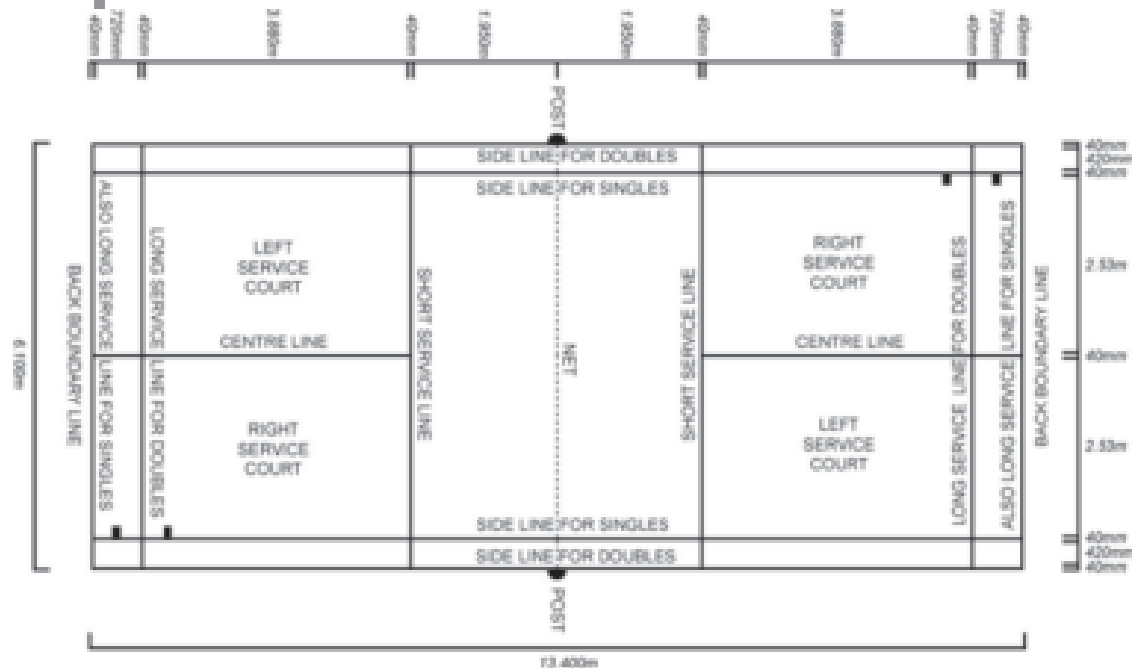
The court is rectangular and divided into halves by a net. Courts are usually marked for both singles and doubles play, although badminton rules permit a court to be marked for singles only. The doubles court is wider than the singles court, but both are of same length. The full width of the court is 6.1 metres (20 ft), and in singles this width is reduced to 5.18 metres (17 ft). The full length of the court is 13.4 metres (44 ft). The service courts are marked by a centre line dividing the width of the court, by a short service line at a distance of 1.98 metres (6 ft 6 inch) from the net, and by the outer side and back boundaries. In doubles, the service court is also marked by a long service line, which is 0.76 metres (2 ft



Notes

Game, Sports and Yoga

6 inch) from the back boundary. The net is 1.55 metres (5 ft 1 inch) high at the edges and 1.524 metres (5 ft) high in the centre. The net posts are placed over the doubles sidelines, even when singles is played.



Badminton Court

Rules

Each game is played to 21 points, with players scoring a point whenever they win a rally regardless of whether they served (this differs from the old system where players could only win a point on their serve and each game was played to 15 points). A match is the best of three games. At the start of the rally, the server and receiver stand in diagonally opposite *service courts* (see court dimensions). The server hits the shuttlecock so that it would land in the receiver's service court. This is similar to tennis, except that a badminton service must be hit below waist height and with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce and in badminton, the players stand inside their service courts unlike tennis. When the serving side loses a rally, the serve immediately passes to their opponent(s) (this differs from the old system where sometimes the serve passes to the doubles partner for what is known as a "second serve").

Points : the game is decided by taking best of five.

Fault : if a player of the playing side commits a fault, the server is put out. If an opponent makes a fault, the playing side is awarded one point and it is considered a fault.



The other situations of faults are:-

1. When a shuttle is struck higher than the waist level of the server or it is struck by the shaft of the racket higher than the server's hand holding the racket.
2. When the shuttle falls into a wrong court while serving or falls short of service line or beyond the long service line or outside the boundary line.
3. When the feet of the server move out of the service court while serving.
4. If a player intentionally creates an obstruction before while or during service.
5. When a shuttle falls outside the boundary of any of the court while serving or passes under the net or fails to pass the net or touches the body of the player.
6. If the shuttle is stuck before it crosses striker's side the net.
7. When a player touches the net or its support with racket, dress, or the body while the shuttle is in play.
8. If a player obstructs an opponent.

Service: A: short service B: long service

Stroke: A: fore hand stroke B: back hand stroke
C: over hand stroke D: net stroke.

Grip of the Racket: A: basic B: frying hand C: back hand

Stance: A: ground stance B: fore hand return C: back court return

Fundamental skills:

- a. Service (high service, low service)
- b. Strokes (forehand, back hand, over hand, and net stroke)
- c. Drop
- d. Smash
- e. Lob shot, drive shot, placement.

Sports Terminology

Back hand lift: it is again a defensive skill to clear the shuttle. it is taken with reverse hand push of racket, this may be net drop or flat push.

Clear toss: this is an offensive as well as defensive. it is taken with over hand



Notes

swing of the racket to hit shuttle deep and back in the opponent 's court. It may be high clear or low clear.

Smash: this is an offensive stroke to stop the rally at once. In this shuttle is powerfully hit in downward direction and gives no chance to the opponent to return

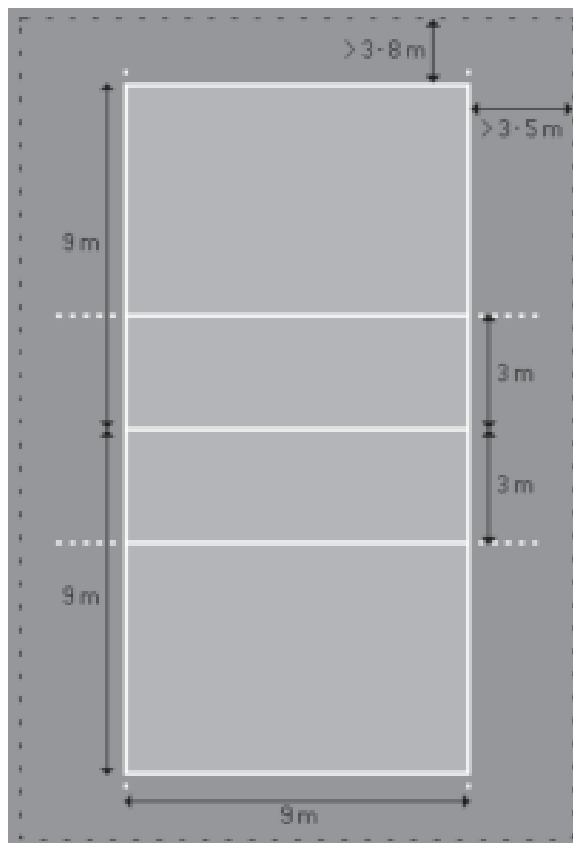
Drop : this is slow push to shuttle so that is just crosses the net and lands near the net in opponent's court.

11.2.3 VOLLEYBALL

The history of this game is more than 100 years old. Volleyball was started in 1895 by an American named William G. Morgan. The game was named so because the ball was not allowed to bounce instead, it is pushed to the other side with hands only. Volleyball federation of India was established in 1951. International volleyball federation came into existence in 1947. The first international volleyball competitions were held in prague. In Olympics, volleyball was introduced in 1964 in Tokyo. Volleyball was introduced in India by the Y.M.C.A. It is now a very popular game in Asian Games and the Olympics.

Dimension

The game is played on a volleyball court 18 meters (59 feet) long and 9 meters (29.5 feet) wide, divided into two 9 m × 9 m halves by a one-meter (40-inch) wide net placed so that the top of the net is 2.43 meters (7 feet 11 5/8 inches) above the center of the court for men's competition, and 2.24 meters (7 feet 4 1/8 inches) for women's competition (these heights are varied for veterans and junior competitions). There is a line 3 meters from and parallel to the net in each team court which is considered the "attack line". This "3 meter" (or 10 foot) line divides the court into "back row" and "front row" areas (also back court and front court). These are in turn





divided into 3 areas each: these are numbered as follows, starting from area “1”, which is the position of the serving player:

Volleyball Court

Cited at <http://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/v/Volleyball.htm>

Rules

Each team attempts to send the ball over the net to the opposite team by hitting it with their hands or arms. They are allowed to hit the ball three times before sending it back, but must not catch or hold it, or let it touch the ground in their own court. The captains of both the teams toss a coin to decide ends and service. All the international matches are played to the best of five sets. Each set is of 25 points. The deciding 5th set is of 15 points after the 8th points the teams change court without delay. In case the score is 24 for team A and 25 for team B the set will be decided after a lead of two points. A maximum of two time outs of 30 seconds each are permitted in one set

Fundamental Skills

Service

Spikes/smash

Tip/lift

Bump/under arm lift

Block

Sports Terminology

- Ace** : A point score on an unreturned serve
- Antennae** : Two antennae made of fiber glass are fixed on the net to mark the boundaries that the ball must cross in between them
- Rotation** : The position of the player keeps rotating within their own court as the play progresses
- Smash** : An attacking shot hit with force.
- Dig** : A save made near the floor on a hard hit ball usually with the fore arms or with the heel of one hand
- Spike** : A defensive shot which takes the ball over the net
- Time out** : A legal interruption to the game at the request of a team coach

**Check Your Progress-1**

1. Classify the events in athletes?

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.....

.....

2. Draw the dimension of badminton court?

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.....

3. What do you mean by following terms?

- Spike
- Service
- Baton

11.3 INDIGENOUS GAMES

11.3.1 KABADDI

Kabaddi originated in India. In 1952 Indian kabaddi association was established and the Asian amateur kabaddi federation came into existence 1978. It is a rural game which is immensely popular in India. Kabaddi was introduced in Asian games and India won the gold medal for it. The game is controlled in India by the kabaddi Federation of India.

Kabaddi is popular game among the people of India, especially in the villages of India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Berma. Some historians believe that it is nearly a 4000 years old game. Though the kabaddi game is known with various names in India and other countries. Kabddi is recognized by Olympic association and a kabaddi federation of India was founded in 1950 which regulates rules of the kabaddi game.

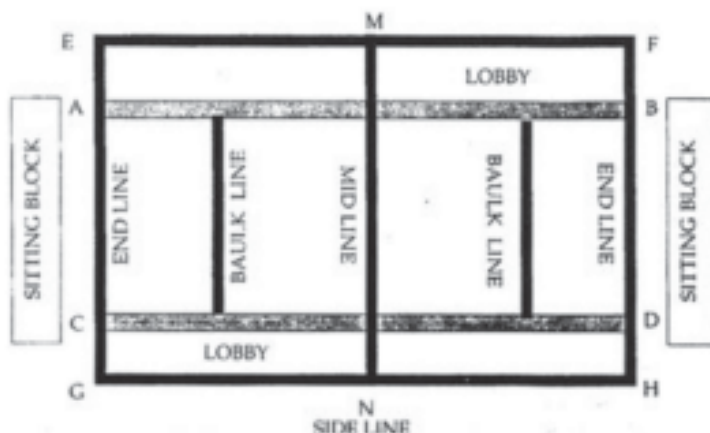
Dimension and Rules

In the international team version of kabaddi, two teams of seven members each occupy opposite halves of a field of 10m × 13m in case of men and 8m X 11m in case of women. Each has three supplementary players held in reserve. The game

is played with 20 minute halves and a five minute halftime break during which the teams exchange sides.



Notes



Kabaddi Court

Teams take turns sending a “**raider**” to the opposite team’s half, where the goal is to tag or wrestle (“confine”) members of the opposite team before returning to the home half. Tagged members are “out” and temporarily sent off the field. Meanwhile, defenders must form a chain, for example, by linking hands; if the chain is broken, a member of the defending team is sent off. The goal of the defenders is to stop the raider from returning to the home side before taking a breath.

The raider is sent off the field if: the raider takes a breath before returning or the raider crosses boundary line or a part of the raider’s body touches the ground outside the boundary (except during a struggle with an opposing team member). Each time a player is out the opposing team earns a point. A team scores a bonus of two points, called a *lona*, if the entire opposing team is declared out. At the end of the game, the team with the most points wins.

Matches are categorized based on age and weight. Six officials supervise a match: one referee, two umpires, a scorer and two assistant scorers.

Fundamental Offensive Skills

- Touching with hand
- Leg thrust
- Front kick and side kick
- Mule kick or back kick
- Jump & dive counter



Fundamental Defensive Skills

- Wrist catch
- Normal grip
- Ankle catch
- Knee catch

Main Fouls

- To catch the players by legs in a wrong manner.
- Not to say 'kabaddi' loudly.
- Putting oil or grease on the body.
- To catch by the hair.
- To catch by the clothes of the player.
- To break the breath in the opponents court.
- To go out of the field during the game.
- To push the opposite players intentionally.
- To use abusive language.

Sports Terminology

Antis : antis are opponents against raider

Cant : a raider has to keep a cant using- 'kabaddi' as the word for sounding.

Raider : a raider is sent by each team alternatively in order to out a player in the opposing team

Team : a team consists of 12 players with 7 players allowed on the ground at any one time.

Lona : a team scores a bonus of two points called Lona.

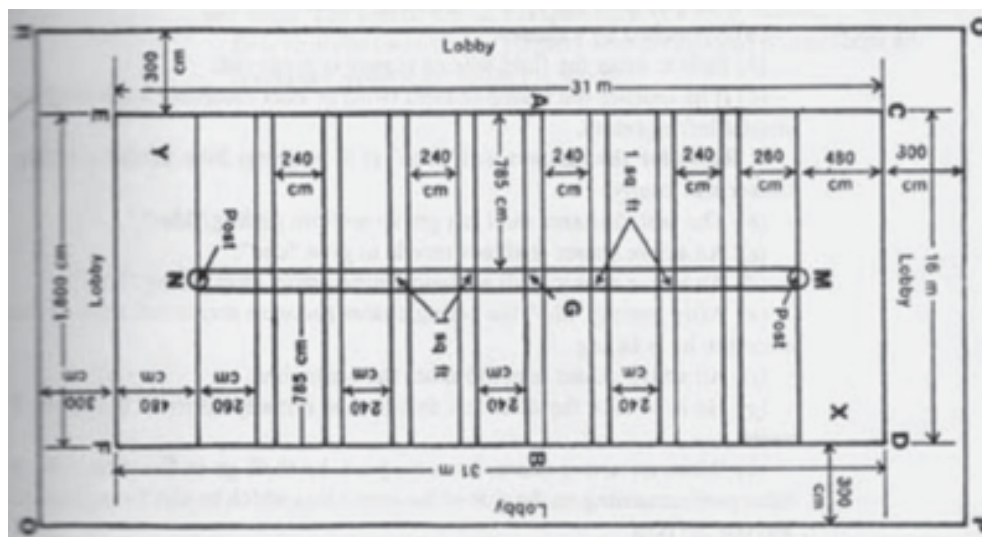
11.3.2 KHO-KHO

Kho kho is a rural game which originated in Pune in India. The rules of this game were framed in 1914 by a committee. Initially two players were made to stand at the two ends instead of the posts. This game is played all over India. In India the game is controlled by the Kho Kho Federation of India which was established in 1957. The first kho kho championship was held in 1960.



Dimensions of Field

Kho Kho playground is rectangular. It is 29 meters in length and 16 meters in width. There are two rectangles at the end. One side of the rectangle is 16 meter and the other side is 2.75 meters. In the middle of these two rectangles, there shall be two wooden poles. The central lane is 907.50 cm long and 30 cm X 30 cm on the lane. There are eight cross lanes which lie across the small squares and each of it is 500 cm in length and 70 cm in breadth, at right angles to the central lane and divided equally into two parts of 7.30 cm each by central lane. At the end of central lane, two posts shall be fixed. They shall be 120 cm above the ground and their circumference shall be not less than 30 cm and not more than 40 cm. The post shall be made of wooden poles which are smooth all over. The posts shall be fixed firmly in the free zone tangent to the post-line at a height between 120 to 125 cm.



Kho-Kho Court

Rules

In Kho-Kho, one team sits or kneels in the middle of the court, in a row, with adjacent members facing opposite directions. The other team may send two or three members in the court. The motive for the sitting team is to try to “tag” the opponents. The chasers can only run in one direction and cannot cut across the sitters unlike the dodgers who can run randomly and in between the sitters. They have to run round the entire row to reach the other side. The other option is to pass the chasing job to another sitter whose back is facing the chaser as the chaser is running. In this option, the chaser touches the sitter he wants, usually nearest to the target and shouts “kho” to signify the change of guard. The objective



Notes

is to tag all the opponents in the shortest time possible. The team that takes the shortest time to tag all the opponents in the field, wins.

Fundamental Skills

Method of chasing: 1) left hand chase 2) right hand chase

Method of sitting: 1) bunch method 2) parallel method

Method of getting up: 1) monkey style 2) standing up style

3) combined style

Method of making the chain

Round kho kho

Dodging

Diving

Sports Terminology

Chaser : The members of a chasing team sit in the squares. The chaser is a player who pursues a runner with a view to kho him

Cross lane : This defines exact place to sit

Inning : The duration of nine minutes for chasing is known as I inning.

Pole : Two poles are fixed which help in turning.

Runner : The players of a team other than chasers.

Equipment

The following equipment is required in kho kho:

- Posts
- Cord
- Steel measuring tape
- Lime powder
- Stop watches
- Score sheets
- Large score board
- Time indicating plates.



Notes

Check Your Progress-2

1. How many players take part in Kabbadi team?

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.....

2. Give in brief, fundamental skills in kho kho.

.....

.....

.....

3. Enlist the requirements in kabbadi.

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11.4 MINOR GAMES

Minor games also known as fun games and recreational games. The aim of minor games within daily physical activity is to achieve vigorous activity within a short period of time. Some of the popular fun games are described below:

Monarch

Provide a handful of players with soft foam balls. These “monarchs” must remain stationary while holding the ball. When you blow the whistle, the rest of the players may run around while the monarchs throw the balls at the runners. The monarchs may only throw balls at runners below the chest. After monarchs throw a ball, they may run after the ball to throw it again. If the ball hits a runner, the runner sits down and becomes a “tagger.” If runners catch a thrown ball, they can throw it at other runners or throw it out of the way. Taggers may tag runners as they run by, turning runners into taggers. The last few runners who remained standing become the next game’s monarchs.

Doctor, Doctor

Split the players into two teams. Have each team quietly choose one player as the team doctor without sharing this information with the other team. During this game, each team must stay on its side of the court. Give each team an equal



Notes

number of soft balls to start, instructing players to aim each throw below the chest. On your whistle blow, each team begins throwing the balls across the court, trying to hit the other team members. When a player gets hit, she sits down. The team doctor can tag a sitting player, reactivating her for play. Encourage subtlety in the players so that the opposite team has a hard time figuring out who is acting as the doctor. Play for a set period of time before switching up the teams.

Hostage Dodge ball

Designate one player as the captor and instruct the captor to choose three hostages. The rest of the players will try to tag the captor with a thrown ball without hitting a hostage, while the captor uses the hostages to shield him from this fate. All players can move around freely, but the hostages must remain in contact with the captor at all times. Any hostage hit by a ball becomes a thrower, and the captor can choose a new hostage to take his place. Players with the ball may not run until they have released the ball. For especially large groups, designate several groups of captors and hostages. After a designated period of time, switch up the groups, designating new captors.

Morning wishes

The teacher ask the students to make a circle one should be standing out of the circle we call him/her as a Friend. The Friend runs around the circle and taps one player and the taped player leaves the circle and runs opposite direction. They meet on the opposite side of the circle from the gap, they stop, shake hand and say good morning three times and continues to run towards the gap in their original direction. The player who reaches the gap first wins and occupies the place the other becomes the next Friend.

Join with Jack

The students are arrange in a circle formation except one he is known as Jack. The Jack stands inside the circle. Each player should make a mark on the spot and sits behind their mark.

The Jack has a stick in his hand and walks around the circle from inside. In course of his journey he taps the stick in front of the player and says “JOIN WITH ME” where upon the player falls behind the Jack and places his hands on Jacks shoulder. This will continues till Jack has four or five followers. He then says go home and all dash for the vacant spaces. The one who find a vacant space becomes the next Jack and the game continues.



The Fire escape

Arrange all the students except one in a double circle facing in. Each circle having equal number of students. The inside players are trees and they raise their hands up in front. The outside player stands directly behind the trees. The old player is the fire warden and takes his place in the centre. The fire warden says “fire on the mountain and claps his hands”. The players on the outside start running to their left. Suddenly the fire warden stops. Clapping and shouts “Go home” and dashes in front of the tree and all the runners do likewise. The runner who fails to find a tree becomes the fire warden and the game continues.

Dodge ball

The players are divided into two equal groups. One group stands outside the circle marked on the floor and other group scatters inside the circle. The players outside the circle try to hit the members of the inside group below the knee using the ball (hand ball / volley ball). They may jump, stoop or resort to any means of dodging except leaving the circle. The player who is hit below the knee is out of the competition. The last player remaining in the circle is declared as winner. The two groups then change place and the game continues.

Train trap

Arrange the group having five in number, they should stand one behind the other, arms around each other's waist, thus forming a train. Three such trains should be formed. An odd player is selected as a ‘luggage wagon’. On signal the luggage wagon tries to attach itself with the tail end of one of the trains by hooking his arms around the waist of the last player in the train. The front player with free hand jumps, turns and does everything to avoid the luggage wagon from being attached with his train. The luggage wagon tries all the three trains and if he succeeds, the front player of the particular train becomes the luggage wagon and the game continues.

Pond to Bank and Bank to pond

Arrange all the students in a large circle formation with hands on the hip. When the teacher says “in the pond” the students jump forward with both legs. And when the teacher says “on the bank”, they should jump back with both legs. If any student fails to perform the correct action according to the command, he will be eliminated. Also, if a student delays to perform the action, he will also be considered for elimination. The game continues until only one is not eliminated, who will be the winner.



11.5 YOGA -PREVIEW

Yoga originated in ancient India and is one of the longest surviving philosophical systems in the world. Some scholars have estimated that yoga is as old as 5,000 years; artifacts detailing yoga postures have been found in India from over 3000 B.C. Yoga masters (yogis) claim that it is a highly developed science of healthy living that has been tested and perfected for all these years.

11.5.1 MEANING OF YOGA

The word yoga comes from the Sanskrit word “Yuj” meaning to yoke, join or unite. This implies joining or integrating all aspects of the individual – body with mind and mind with soul – to achieve a happy, balanced and useful life, and spiritually, uniting the individual with the supreme power.

In India, yoga is considered one of the six branches of classical philosophy and is referred to throughout the Vedas – ancient Indian scriptures and amongst the oldest texts in existence. The Upanishads are also broadly philosophical treatises which postdate the Vedas and deal with the nature of the “soul” and universe. However, the origins of yoga are believed to be much older than that, stemming from the oral traditions of Yogies, where knowledge of Yoga was handed down from Guru (spiritual teacher) to Sisya (spiritual student) all the way back to the originators of Yoga, “the Rishis” who first began. Legend has it that knowledge of Yoga was first passed by Lord Shiva to his wife Parvati and from there into the lives of men.

11.5.2 AIM OF YOGA

The main aim of yoga is control over the mind. A happy man is who knows how to distinguish the real from the unreal, the eternal from the transient and the good from the bad by his discrimination and wisdom. A man who cannot control his mind will find it difficult to attain this divine communion; but the self-controlled man can attain it if he tries hard and directs his energy by the right means.

11.5.3 EIGHT STAGES OF YOGA

Yama

Niyama

Asana

Pranayama



Pratyahara

Dharana

Dhyana

Smadhi

11.5.4 NEED AND IMPORTANCE FOR CHILDREN

Here is a list of some of the benefits of yoga for children.

- Research shows yoga helps children focus in school in order to achieve higher academic success.
- Yoga gives children more inner peace, joy and expands their imagination and creativity.
- Yoga helps with self-esteem, self-expression, self confidence and weight loss.
- When children learn techniques for self-health, relaxation, and inner fulfillment, they can navigate life's challenges with a little more ease.
- Yoga at an early age encourages self-esteem and body awareness with a physical activity that is noncompetitive. Promote cooperation and compassion instead of opposition.
- Yogasanas are unique postures that enhance their flexibility, strength, coordination, and body awareness. In addition, their concentration and sense of calmness and relaxation improves.
- Yoga helps in improving the overall immunity by restoring circulatory, respiratory and digestive vitality.
- Practicing yoga helps children learn how to control their emotions. Especially for kids with autism spectrum disorders or other behavioral issues.
- Yoga improves self-discipline. Children who are learning yoga also learn to master their own behavior.
- Practicing yoga improves focus and attention.
- Children that spend a lot of time seated at desks in school or in front of the computer at home may develop upper body tension and increased spinal pressure. Yoga relieves this.
- Yoga helps kids build patience. It takes patience and time to learn a new



Notes

physical skill, and as new yoga poses are introduced, your child may not be able to do it all at first.

- Practicing yoga improves focus and attention. Yoga requires concentration.
- Yoga helps children develop control and awareness of their breathing. Breath awareness and the ability to calm down and meditate are important skills that children can use for their whole lives.
- Yoga helps prevent sports injuries. By improving strength and overall flexibility, yoga can help young athletes prevent injury to growing bones and muscles.
- It builds healthier eating habits. Some studies indicate that kids who practice yoga may choose healthier foods.
- Yoga make possible not only physical and mental development but also intellectual and spiritual development.
- Yogasanes reduce fatigue and soothe the nerves.
- Yoga is non-violent activity and a person becomes morally good.
- Yogasanas stimulate different glands of the body, which helps the body to acquire a well-balanced growth.

11.6 BASIC ASANAS

Savasana

Savasana, the death pose, and is also called mirtuasnna This asana is very useful for meditation and jape etc. This asana precedes the other asana. It should be performed at intervals and also at the end. This asana relaxes the muscles and the blood vessels. This asana appears simple, but it is one of the most difficult to master. The practice of this asana aims at releasing the mind from the body. It is yogic relaxation in the shortest possible time. Relaxation of the body and the mind is necessary in the modern commotion and materialism. Savasana has been accepted as a remedy for psychosomatic diseases

On account of competitive age. One finds true relaxation and experiences rest and peace. Those who suffer from excessive mental stress or heart disease must practice this asana.



Notes



Techniques

1. Lie flat on the back, on the ground.
2. Place the hands a little away from the thighs with the palms facing up
3. Keep the fists slightly closed.
4. Stretch the legs out.
5. Keep the eyes closed.
6. Keep the feet apart.
7. Breathe slowly, rhythmically but naturally
8. Consciously and gradually relax every muscle and each part of the body, feet, calves, knees, thighs, abdomen and hips. Then relax the muscles of the back, chest, in fingers, neck, head and face.
9. Inhale and exhale slowly and deeply. Relax the brain during exhalation.
10. Direct the attention to the breathing, to the soul and to the God.
11. Retain the meditation for a few minutes.

Precautions:

1. Do not do on the uneven place.
2. Do the asana on a mat.
3. Do slowly and smoothly.
4. Eyes should be closed, unless one is uncomfortable with eyes closed.
5. Pay attention to the flow of your breath.
6. Rest the head wherever it feels comfortable.

Effects/Advantages

1. By this asana the posture and meditation are co-ordinated. It pacifies the body and the mind.
2. In savasana, all parts of the body, skin, muscles and nerves are relaxed.
3. This asana gives complete relaxation and rest to the muscles after strenuous exercises.



Notes

4. It helps the body and mind to refresh after a long illness.
5. This asana helps to cure the diseases such as high or low blood pressure and indigestion and the blood circulation becomes regular in the entire body and one feels refreshing.
6. It gives relief to those who suffer from heart-trouble and mental stress and strain.
7. The constant practise of this asana helps one to control the anger.
8. Savasana overcomes mental and physical fatigue, and also provides a sense of well being.
9. It helps to reduce tensions and enables the development of insight.
10. The mastering of this pose may help to make a person free from the fear of death.
11. This gives the feeling as a person is floating in the sky.

Halasana

Hala means a plough, the shape of this posture resembles a plough. As that plough makes the land fertile, in the same way this pose may enhance fertility and vitality. The plough pose is good exercise to strengthen the lower parts of the body. Halasana provides stability, health and at the same time opens the gate for higher experiences. Concentration makes a person steady.



Halasana

Technique

1. Lie supine with feet together, hands along the sides of the body and palms on the floor.
2. Place the legs together and keep them straight.
3. Raise both legs overhead till the Toes touch the ground. Retain it.
4. Inhale and raise up the legs slowly, and it should be simultaneous.



Salabhasana

Salabhasana means locust pose. This resembles the insect, locust. The word salabha includes the letters sa, la and ba. These stand for the names of siva, indra, and planet sukra respectively. It is one of those poses which contributes to the arousal of the vital force known as **kundalini Technique**.

Technique

1. Lie prone, hands along the sides of the body with palms up and chin on the floor. Stretch the arms back.
2. Lift the head, chest and legs off the floor simultaneously as high as possible. The hands and ribs should rest on the floor.
3. Only the abdominal front portion of the body rests on the floor and bears the whole body weight.
4. Keep both legs fully extended and straight, touching at the thighs, knees and ankles. Stretch the thigh muscles.
5. Do not bear the weight of the body on the hands but stretch them back to exercise the upper portion of the neck muscles,



Precautions

1. Raise the legs together without jerking.
2. Do not bend the legs at the knees.
3. Try to keep the chin and shoulder touching the floor.
4. Return to the original position gradually.
5. Raise the legs from the floor about nine inches and maintain.
6. Do not do on the uneven place.
7. Do slowly and smoothly.

**Effects/Advantages**

1. It is a fine exercise for the abdomen and strengthens the muscles of the abdomen, thigh and legs.
2. It enriches blood circulation in lower parts of the body.
3. This aids digestion and relieves gastric troubles.
4. Persons suffering from slipped discs have benefited by this asana.
5. It tones up the abdominal organs such as the gall-bladder, the stomach, the spleen and bladder and cures, abdominal disorders.
6. It improves digestion.
7. It cures tumor
8. It gives new energy to the throat.
9. It cures diabetes the other disorders of the kidney.
10. This asana removes the pain in the ovary during menstruation.
11. It cures the diseases of the lungs.

Dhanurasana

Dhanurasana means bow pose, Dhanush means a bow. The hands are used like a bowstring to pull the head, trunk and legs up and the posture resembles a stretched bow with a string. A bow is used to shoot an arrow at a target. Here the bow is our body, the self is the arrow. This asana bends the spine backwards. It is a combination of Bhujangasana and salabhasana. If these are performed together they are very beneficial to the body.



Dhanurasana

Techniques

1. Lie prone on the floor face downwards.



2. Relax the muscles, keep the arms resting along Side the body.
3. Bend the legs at the knees. Raise the arms and hold the ankles with the hands.
4. Raise the chest and the head. Fill the lungs with air.
5. Straighten and stiffen the hands and legs.
6. As one lifts the legs up, and one can raise the chest also.
7. Hold the breath, then exhale slowly.
8. Keep the knees together.
9. Hold for a few seconds and return to the original position slowly by bringing the chest and knees down, releasing the ankles and then placing the hands on the floor.

Precautions

1. Practice this asana with empty stomach.
2. Try to rest on the navel.
3. Keep the arms straight.
4. Keep both legs fully extended and straight, touching at the thighs, knees and ankles. Stretch the thigh muscles.
5. Do not bear the weight of the body on the hands but stretch them back to exercise the upper portion of the neck muscles,

Effects/Advantages

1. It is a fine exercise for the abdomen and strengthens the muscles of the abdomen, thigh and legs.
2. It enriches blood circulation in lower parts of the body.
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4. Persons suffering from slipped discs have benefited by this asana.
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Notes

10. This asana removes the pain in the ovary during menstruation.
11. It cures the diseases of the lungs.

Chakrasana

The spine is twisted in such a way that the body forms semi-circular shape, and is called chakrasana. It resembles as a rainbow.



Chakrasana

Technique (While Lying)

1. Lie flat on the back.
2. Draw the legs in till the heels are close to the hips and the soles touch the ground.
3. The gap between the legs should be four to six inches.
4. Bend and raise elbow over the head and place the palms under the shoulders. The distance between the palms should not be wider than the shoulders and the fingers should point towards the feet.
5. Bend and raise the knees, exhale, raise the trunk, also.
6. Lift the trunk and head and arch the back so that its weight is taken on the palms and the soles.
7. Stretch the arms from the shoulders until the elbows are straightened, at the same time pulling the thigh muscles up.
8. Pull the thigh muscles still higher by lifting the heels off the floor. Extend the chest, stretch up the sacral region of the spine, then lower the heels to the floor maintain the stretch of the spine.
9. Lower the body to the floor by bending the knees and elbows.



While Standing

1. Stand erect with the feet one foot apart and the palms on the hips.
2. Push the pelvic region slightly forward, ex-hale and curve the trunk back so that the weight of the body is felt on the thighs and the toes.
3. Raise the arms above the head and drop the hands on the floor. Then try to straighten the arms at the elbows and rest the palms on the floor.
4. Stretch the leg sandarms straight.

Precaution

1. Do it slowly and smoothly.
2. Avoid jerks while bending backward.

Effects/Advantages

1. It tones the spine by stretching it fully and keeps the body alert and supple.
2. The back feels strong and full of life.
3. It strengthens the arms wrists and a very smoothing effect on the head.
4. It gives great vitality, energy and a feeling of lightness.

11.7 PRANAYAMS

Pranayama (breath control): Practice of pranayama is to stimulate, regulate and harmonize vital energy of the body .e.g. as bath is required for purifying the mind, and internal organs.

There are five major types of pranayama yoga are as follows:-

- Nadi Sodhana
- Shitali Pranayama
- Ujjayi Pranayama
- Kapalabhati Pranayama
- Digra Pranayama

Nadi Sodhana





Notes

Following steps instruct on how to perform the nadi sodhana pranayama:

- Sit down in a comfortable place assuming a cross legged position.
- Now use your thumb (right hand) to close the right side of your nose. Inhale deeply using the left nostril
- Now close the left nostril and exhale using the right one
- In the same way, now with the left nostril still closed, inhale using the right nostril and exhale with the left one.

You can continue doing this exercise for around 10-15 times.

Shitali Pranayama



Sheetal also means cool, and this pranayama technique will help you achieve the same. To perform shitali pranayama, be seated in a comfortable position. Cross your legs and take five to six deep breaths to get yourself prepared. Now open your mouth in “o” shape and start to inhale through the mouth. When you exhale, do so with your nose. This can be repeated five to ten times

Ujjayi Pranayama

Ujjayi means the ocean and this pranayama is about mimicking the oceanic sound or the sound of the waves. To do this, be seated in a comfortable position crossing your legs. Now start to inhale and exhale deeply using your mouth. While doing this, constrict your throat as if something is choking it when you exhale and inhale the air. This will produce a sound similar to the ocean when you breathe. Now close your mouth and start to breathe using your nose, but maintain the same tone to your throat so you still continue to make the same as your breath. You can repeat this pranayama breathing exercise for about ten to fifteen times.

Kapalabhati Pranayama

To perform the kapalabhati pranayama technique, sit in a comfortable position



crossing your legs. Perform two to three deep inhales and exhales. Now inhale deeply and exhale forcefully drawing all the air out. Your belly should be drawn in, as you exhale. When you inhale, let it happen passively without you making any effort to inhale as the belly goes back to normal position. Exhale forcefully again and continue doing this for about 20 to 30 times.



Dirgaya Pranayama – Three Part Breathing

The dirga pranayama is a bit different from other types as it involves lying down on your back instead of being in a seated position. This technique involves very deep inhalation and exhalation. To perform this pranayama, lie down on your back and close your eyes. Breathe normally and then slowly take deep breaths, relaxing your body. Now inhale a lot of air in slowly to fill your belly up. Your belly should rise up like a balloon. Hold this position for a few seconds and exhale drawing the belly inwards ensure there is no air left. In the second step, inhale deeply to fill up the belly. Inhale a bit more to fill up air in your rib cage. When you exhale, exhale air from rib cage and then from your belly. In the third step, inhale deeply to fill up your belly and rib cage with air. Inhale a bit more to fill up your heart center (area around the heart) with air. When you exhale, exhale air from the heart center, then the rib cage and then the belly. Repeat the whole process for five to six times.

Viloma Pranayama

Viloma Pranayama involves paused breathing at regular intervals and can be divided into two stages. The first stage is called paused inhalation and the second stage is called paused exhalation. Let's look at these stages in detail.

Viloma Paused Inhalation

- Lie down in a comfortable position and try to relax. Breathe deeply, but normally.



Notes

- Now inhale for 2 to 3 seconds and pause. Hold your breath for two seconds and then restart inhalation. Pause inhalation again after 2 to seconds. Inhale again. Repeat this process until the lungs feel full of air.
- Exhale now, slowly, till you feel empty of air.

Viloma Paused Exhalation

The paused exhalation is the exact opposite of the inhalation process. In this case, you inhale deeply and normally without interruption, but exhale with regular pauses.

Anuloma Pranayama

Just like viloma Anuloma is about alternate nostril breathing. In this case, the inhalation and exhalation is done with one nostril blocked and the other partially open. Some variations of the yoga are granular anuloma. This type of pranayama is particularly useful in cleansing the nasal passages and creating calmness within.

11.8 LET US SUM UP

Above mention information regarding games and sports, minor games, yoga and conduct of competition is vital for all round development of a child. Teacher must understand the importance of physical activities and other co-curricular activities in personality development. After having read this unit the teacher would be equipped with the knowledge to organize sports functions and mass participation activities. Role of yoga is important in the life of children and basic asana and pranayama has positive relationship with concentration, confidence, memory etc.

11.9 SUGGESTED READINGS AND REFERENCES

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Notes

11.10 UNIT-END EXERCISE

1. What do you mean by minor game and explain Dodge ball?
2. What is Yoga and importance of yoga for children?
3. What do you mean by Pranayama?
4. Write down the importance of Pranayama and types of Pranayama.
5. give the list of yogasana and benifites of yogasana