

SPEED

AGILITY

FLEXIBILITY

CO-ORDINATION

BALANCE

ENDURANCE

STRENGTH

Football
Basketball
Hockey
Cricket
Volleyball
Kabaddi
Kho-Kho

Badminton
Tennis

Swimming
Athletics
Gymnastics

Malkhamb
Atyapatya
Lazium



CURRICULUM

PHYSICAL EDUCATION

(CLASSES I-V)



Research Development and Consultancy Division
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Through physical education classes, children develop knowledge and skills necessary to participate in a wide range of activities related to games such as football, hockey, cricket, swimming, kho-kho, kabaddi and various other sports. Teaching children the benefits of regular exercise, healthy food habits and personal hygiene enables them to be physically fit, mentally alert, socially more amicable, emotionally stable and academically sound. Physical activity in organized forms, when combined with academic work, helps children to rejuvenate. Team sports help children develop social skills like respect, cooperation, sportsmanship, tolerance, courtesy, group living, self-adjustment, fair-play and sympathy.

Structure of Physical Education Curriculum

A. Physical Fitness Components

Components of physical fitness are related to health and skill. The health-related components of fitness are: endurance, strength, and flexibility; the skill related components of fitness are balance, coordination, speed, and agility.



- **Speed** – the ability to minimize the time cycle of a repeated movement.
- **Agility** – the ability to minimize transition time from one movement pattern to another.
- **Flexibility** – the ability to maximize the range of motion at a given joint.
- **Coordination** – the ability to combine several distinct movement patterns into a singular distinct movement.
- **Balance** – the ability to control the placement of the body's centre of gravity in relation to its support
- **Endurance** – the ability of body systems to gather, process, and deliver oxygen.
- **Strength** – the ability of a muscular unit, or combination of muscular units, to apply force.

Children will learn to improve the above components of health and skill related fitness through participation in various physical activities.

As children undertake the fitness program, it is important to remember that fitness is an individual ability which varies from one child to other. Physical fitness is influenced by age, sex, heredity, personal habits, exercise and eating habits. The first three factors cannot be changed. However, it is within the control of an individual and the physical education teacher to change and improve the other factors substantially. Physical fitness involves the performance of the heart, lungs, and the muscles of the body. Activities involving body, mind and fitness lead to mental alertness and emotional stability also.

B. Game/Sport Skills

Fundamental movement skills are basic movements such as throwing, kicking, running, jumping, hopping, catching and holding. Sports skills are these fundamental movement skills applied to a sports situation like kicking a football, jumping up for a basketball rebound, catching a throw ball, running a sprint, etc. Children need to master fundamental movement skills as a foundation for learning sports skills.

Introducing sports skills before fundamental skills may hinder children's interest and progress and could be a cause for injury. The combination of these two types of skills forms the basis of physical literacy. It provides children the opportunity to explore new sports and physical activities which transforms them into confident athletes and sportspersons.

Role of teachers in promoting physical education

Teachers need to:

- plan physical activities that supplement physical growth and development of children (select age-appropriate activities).
- ensure that safety procedures are followed during physical activities.
- ensure that the areas used for physical activities are safe and not prone to injuries.
- ensure that sports equipment is used safely.
- observe children carefully, and act with common sense and foresight.
- plan physical activities that are enjoyable so that children are motivated to participate in them.
- make full use of available facilities that are appropriate for physical activity.
- ensure that components such as warming-up, exercise, physical activities are from moderate to vigorous and cooling-down is a part of the physical education lessons.
- up-date oneself with latest information on physical activities, first-aid and methods of teaching.

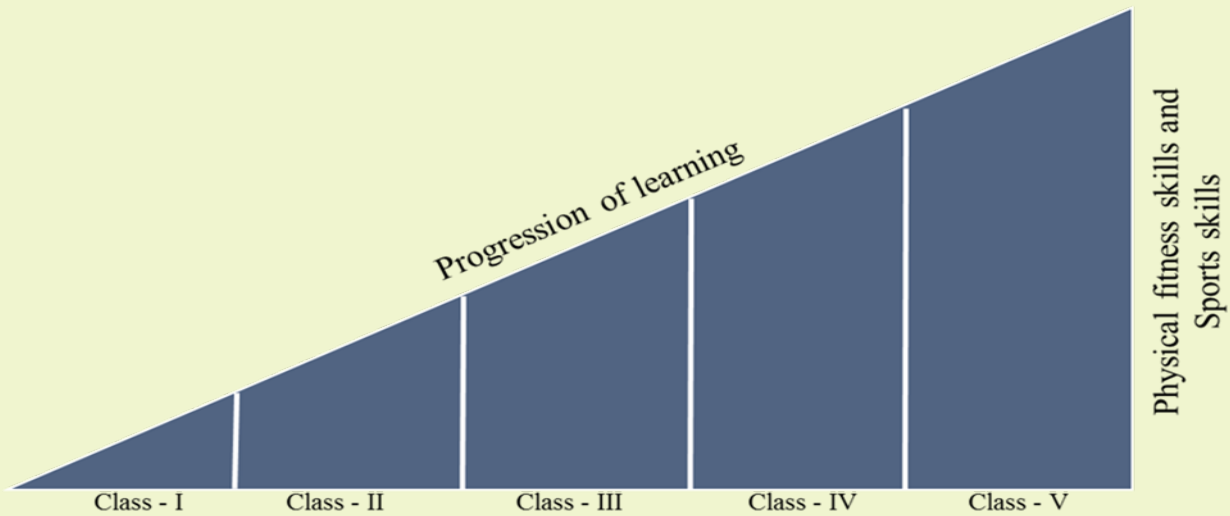
Differentiated learning

Some children may require additional support or assistance to participate in the activities. Effective planning helps to ensure that all children have opportunities to participate in a safe and supportive environment. All physical activities should be designed to ensure that children with varying physical abilities can participate and experience enjoyment and success.

For children with special needs, it is essential for the teacher to be aware of relevant information about the child - his age, medical history/ condition, overall skill level and fitness level. Also, areas of need that can have an impact on daily physical activity, such as difficulties with mobility, perception, attention, social skills, attitude towards active living and past experience with physical activity can also be taken into consideration.

Physical Education activities

The Physical fitness components and game/sport skills for classes I to V are the same. Activities in the curriculum are structured on the basis of / on the principles of progression of learning.



It must be noted that

- The processes/ activities suggested under the Physical Fitness Components in the curriculum for different classes are tailored to develop the specified Key Components. They are also helpful in developing other components of Physical Fitness.
- Warming-up and cooling down should be an integral part of every lesson plan. Teachers should educate children on related muscles involved in the particular activity. They can also conduct activities apart from the suggested activity list and can also include recreational activities in their lesson plan.
- Teachers can modify the suggested processes/ activities based on the capability of the children.
- Awareness in children may also be created in an age-appropriate manner in different classes regarding:
 - the relationship between diet, exercise, lifestyle and health
 - the negative health effects resulting from junk food and heavy diet
 - importance of good nutrition and a well-balanced diet
 - importance of personal hygiene and healthy habits
 - safety issues encountered in daily lives.

Theme 1: Physical Fitness Components

The components of physical fitness, i.e. Speed, Agility, Flexibility, Coordination, Balance, Endurance and Strength have been dealt with in an age appropriate manner at this level.

Learning Outcomes:

Children will be able to:

- know the various components of physical fitness;
- perform physical activities in a specified space;
- recognize and understand the proper use of equipment;
- pay attention and follow instructions;
- coordinate the sequence of movements;
- wait for their chance patiently;
- hold and maintain balance;
- change direction in response to signals;
- catch and throw a given object;
- perform exercises in the right manner;
- improve their physical competence;
- use their energy constructively;
- participate actively and regularly in a variety of physical activities;
- incorporate these activities in their daily lives;
- understand the importance of activity as a part of healthy lifestyle;
- experience enjoyment through participation in physical activity;
- work as a team;
- learn that helping each other leads to successful completion of an activity and that even difficult elements can be accomplished together;
- gradually learn to support and trust each other.

Class I

Physical Fitness Components

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
Speed	<ul style="list-style-type: none"> ➤ 15 metres run ➤ 20 metres shuttle relay (without equipment, high knee, back kick, back walk/run, sideways run) ➤ Running on hoops ➤ Arm Drive 	<ul style="list-style-type: none"> ➤ Race track ➤ Cones/bean bag/soft ball/hula hoop
Agility	<ul style="list-style-type: none"> ➤ Quadrant jump ➤ Zig-zag run ➤ Running forward, backward and sideways and change direction in response to signals ➤ Ladder drills 	<ul style="list-style-type: none"> ➤ Flat surface with appropriate marking ➤ Whistle/Verbal command ➤ Ladder

Flexibility	<ul style="list-style-type: none"> ➤ Stretching exercises (solo stretches and partner stretches) ➤ Sit and reach - sitting down with leg straight and feet together. ➤ Toe touch - stand and touch the toes slowly ➤ Back Arch (Bridge) 	Flat Surface Mats
Coordination	<ul style="list-style-type: none"> ➤ Bouncing and catching ➤ Tossing and catching ➤ Throwing and catching ➤ P.T Drills (with or without equipment) 	<ul style="list-style-type: none"> ➤ Basketball size-3 Tennis ball ➤ Lazium, dumbbells, hoops or any other equipment
Balance	<ul style="list-style-type: none"> ➤ Walking on the bench ➤ One leg balance ➤ Balance walk with bean bag on the head ➤ Walk on toes 	<ul style="list-style-type: none"> ➤ Bench with 6 inch /12 inch width and two feet height ➤ Bean bag
Endurance	<ul style="list-style-type: none"> ➤ Tag games ➤ Direction run ➤ Shuttle run (with equipment) ➤ Relay (hopping, kangaroo jump, skip and run) 	<ul style="list-style-type: none"> ➤ Field and cones to mark the boundary. ➤ bean bags/rubber balls/baskets
Strength	<ul style="list-style-type: none"> ➤ Underarm throw ➤ Wheel Barrow ➤ Front and lateral jump (e.g. The activity – ‘In the river on the bank’) ➤ Pushing the wall (two hands/ one hand) 	<ul style="list-style-type: none"> ➤ Basketball size-3 ➤ Lines marked on the ground ➤ Wall

Class II

Physical Fitness Components

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
Speed	<ul style="list-style-type: none"> ➤ 20 metres run ➤ 20 metres relay races (with equipment) ➤ Standing high knees ➤ Partner chase 	<ul style="list-style-type: none"> ➤ Race track ➤ Baton
Agility	<ul style="list-style-type: none"> ➤ Quadrant jump ➤ Obstacle run/race ➤ Ladder drills ➤ Hop scotch 	<ul style="list-style-type: none"> ➤ Flat surface with appropriate marking ➤ Cones (of different sizes), bean bags, hoops ➤ Ladder ➤ Hop scotch marking
Flexibility	<ul style="list-style-type: none"> ➤ Stretching exercises (solo stretches and partner stretches) ➤ Toe touch - stand and touch the toes slowly ➤ Sit and reach - sitting down with leg straight and feet together ➤ Bridge 	
Coordination	<ul style="list-style-type: none"> ➤ Skipping ➤ Rotating hula hoop around waist ➤ Gymnastic rolls (egg roll, pencil roll and front roll) ➤ Physical Training (PT) Drills (with or without equipment) 	<ul style="list-style-type: none"> ➤ Skipping rope ➤ Hula hoop ➤ Gym mats ➤ Lazium/Dumb bells or any other equipment
Balance	<ul style="list-style-type: none"> ➤ Balance walk (walk on bench with bean bag on head) ➤ Walking on bricks ➤ Aeroplane balance ➤ Backward running and sideward running 	<ul style="list-style-type: none"> ➤ Bench 6 inch/12 inch width and two feet high ➤ Bean bag
Endurance	<ul style="list-style-type: none"> ➤ Step-Ups ➤ Line shuttle run ➤ Jumping Jack ➤ Cross-leg 	<ul style="list-style-type: none"> ➤ Steps (appropriate height) ➤ Lines marked on the ground
Strength	<ul style="list-style-type: none"> ➤ Over arm throw ➤ Clock walk ➤ Hopping relay ➤ Frog Jump 	<ul style="list-style-type: none"> ➤ Basketball size-4 ➤ Flat surface ➤ Circle marked on the ground ➤ Cones

Theme 2: Games/Sports Skills

Fundamental skills are the basic requirement of any game. Introduction and practice of basic skills at an early stage is beneficial for children to become proficient in any game at a later stage. In this theme, children will be introduced to the fundamental skills and the related equipment of their preferred game. Children will learn the basic techniques of the game of their choice and hone their skills through regular practice. They will be able to follow instructions, understand the use of equipment related to the game and begin to practice with it.

Learning Outcomes:

Children will be able to:

- recognize different sports/games;
- identify the sport/game of their interest;
- gain knowledge of the origin of the sport/game;
- recognise a few sports personalities associated with their preferred game;
- recognize different equipment related to their game of choice;
- pay attention and follow instructions;
- wait for their chance patiently;
- apply learnt fundamental skills in a practice session;
- follow the rules of the games and demonstrate fair play;
- play minor games;
- use their energy constructively;
- develop social skills like teamwork and cooperation.
- play as a team.

Classes I & II

Theme 2: Games/Sports skills

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
<p>Team Games, Dual Games, Mother Sports, Indigenous Games such as:</p> <ul style="list-style-type: none"> ➤ Football ➤ Basketball ➤ Hockey ➤ Cricket ➤ Volleyball ➤ Kabaddi ➤ Kho-Kho ➤ Badminton ➤ Tennis ➤ Swimming ➤ Athletics ➤ Gymnastics ➤ Malkhamb ➤ Atyapatya ➤ Lazium, etc. <p>Any two sports / games are to be taught (either from the list or as per the institution's choice).</p>	<ul style="list-style-type: none"> ➤ to be initiated as leadup games related to these major games; ➤ may be selected as per the local preferences; ➤ to be selected based on the motor qualities ➤ to be given a basic idea of fundamental skills, rules and techniques of the games/sports <p>Teachers should</p> <ul style="list-style-type: none"> ➤ <i>plan fundamental movement skills related to the game/sport;</i> ➤ <i>inculcate correct technique and execution of game skills, using appropriate equipment.</i> 	<ul style="list-style-type: none"> ➤ Equipment related to the game/sport ➤ Material (textual) ➤ Audio Video Interaction ➤ Soft equipment and colourful Web material

Theme 1: Physical Fitness Components

In Classes I and II, children have been exposed to various activities related to different components of Physical Fitness and by now they have developed a certain level of physical competence, which allows them to perform various activities with ease. In Classes III to V, children will be introduced to additional/new activities to make it more challenging and to augment their enthusiasm for participation. Children will get ample opportunities to further enhance the various components of physical fitness which will immensely improve their gross motor skills. Increase in the intensity level and the number of repetitions will refine their learnt skills (gross motor skills and fine motor skills).

Learning Outcomes:

Children will be able to:

- understand the components of physical fitness;
- understand the need for physical activity and its relationship with healthy and active lifestyle;
- understand the purpose of the activity;
- pay attention and follow instructions;
- perform exercises/activities using the right method;
- perform physical activity for longer duration;
- perform activities in a controlled manner;
- show accuracy in performing activities;
- perform physical activities with better speed, strength and endurance;
- perform physical activities with better flexibility, agility and coordination;
- hold and maintain balance;
- improve overall fitness components;
- encourage others to be physically fit;
- participate in advanced level of physical activities;
- perform physical activities in various settings;
- become more competent in motor skills;
- recognize their strengths and weaknesses;
- show their readiness for competition;
- participate in more challenging task/activities.
- develop competitive spirit;
- learn to cooperate through group activities;
- experience enjoyment through participation in physical activity.

Class III

Physical Fitness Components

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
Speed	<ul style="list-style-type: none"> ➤ 30 metres run ➤ Relay race ➤ Relay race (without equipment, High knee, back kick, back walk/run, sideways run) ➤ Arm drive or arm action (Sitting position- fast 	<ul style="list-style-type: none"> ➤ Race track ➤ Relay Baton

	swing of arm backward and forward)	
Agility	<ul style="list-style-type: none"> ➤ Ladder drills ➤ 'L' shaped cone run or 3 cone run (straight run, side run and back run) ➤ Zig-zag run ➤ Shuttle run 	<ul style="list-style-type: none"> ➤ Ladder ➤ Cones ➤ Flat surface with appropriate marking
Flexibility	<ul style="list-style-type: none"> ➤ Stretching exercises - solo stretches and partner stretches ➤ Toe touch – alternate toe touching ➤ Sit and reach - Sitting down with leg straight and feet together. ➤ Sitting split 	<ul style="list-style-type: none"> ➤ Flat Surface ➤ Mats
Coordination	<ul style="list-style-type: none"> ➤ Basketball Dribbling (low and High/ straight / zig-zag)/ Football Dribbling) ➤ Hitting the stumps - appropriate distance ➤ Kicking the football with alternate foot ➤ Basketball shooting 	<ul style="list-style-type: none"> ➤ Tennis ball/Cricket ball ➤ Basketball ➤ Cricket Stumps ➤ Football ➤ Cones ➤ Basketball Ring at appropriate height
Balance	<ul style="list-style-type: none"> ➤ Balance walk (variations in formation –e.g. Straight, circle, zig-zag) ➤ Single leg stand ➤ Backward running & sideward running ➤ Hop scotch 	<ul style="list-style-type: none"> ➤ Flat surface ➤ Hop scotch Marking
Endurance	<ul style="list-style-type: none"> ➤ Partner chase (taking turns) ➤ Skipping (on the spot) ➤ Line shuttle run ➤ Step-ups 	<ul style="list-style-type: none"> ➤ Field and cones to mark the boundary ➤ Skipping ropes ➤ Marking of lines ➤ Steps (appropriate height)
Strength	<ul style="list-style-type: none"> ➤ Wall push-ups (two hands) ➤ Hopping relay ➤ Zig-zag two leg jump 	<ul style="list-style-type: none"> ➤ Wall ➤ Flat surface and appropriate marking ➤ Cones

Class IV

Physical Fitness Components

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
Speed	<ul style="list-style-type: none"> ➤ 40 metres run ➤ 60 metres run (Interval training method) ➤ Relay races (without equipment, high knee, back kick, back walk/run, sideways run) ➤ Line shuttle run 	<ul style="list-style-type: none"> ➤ Race track ➤ Whistle/clapper ➤ Cones
Agility	<ul style="list-style-type: none"> ➤ Ladder drills ➤ Shuttle run ➤ Quadrant jump (single leg/double leg) ➤ 'T' shaped cone run (straight, left, right and back run) ➤ Box running 	<ul style="list-style-type: none"> ➤ Ladder ➤ Floor marking accordingly ➤ Cones ➤ Whistle/clapper ➤ Box Marking
Flexibility	<ul style="list-style-type: none"> ➤ Stretching exercises (solo and partner) ➤ Toe touch – stand and touch the toes slowly ➤ Sit and reach - sitting down with leg straight and feet together. ➤ Split Jump ➤ Hamstring stretch 	<ul style="list-style-type: none"> ➤ Gymnastic mats
Coordination	<ul style="list-style-type: none"> ➤ Single chain kho ➤ Hitting the stumps and catching from the same distance ➤ Football shooting into goal post (appropriate distance)/ passing the football and dribbling ➤ Basketball shooting and dribbling ➤ Physical Training (P.T) Drills (with or without equipment) 	<p>Kho-Kho ground marking</p> <ul style="list-style-type: none"> ➤ Tennis ball/Cricket ball ➤ Cricket stumps ➤ Basketball ➤ Stumps and Tennis ball ➤ Football and goal post ➤ Lazium/Dumb bells or any other equipment
Balance	<ul style="list-style-type: none"> ➤ Single leg hop ➤ Balance walk (variations in formation –e.g. Straight, circle, zig-zag) ➤ Backward running and sideward running ➤ Sitting on swiss ball ➤ Walk (5 steps) with semi/full rotation 	<ul style="list-style-type: none"> ➤ Flat surface ➤ Swiss Ball
Endurance	<ul style="list-style-type: none"> ➤ 400 metres run and walk ➤ Shuttle run ➤ Step-ups ➤ Playing chain game by holding hand 	<ul style="list-style-type: none"> ➤ Race track ➤ Cones ➤ Steps / box (appropriate height)
Strength	<ul style="list-style-type: none"> ➤ Medicine ball exercises (solo and partner) ➤ Crunches ➤ Single leg hopping on left and right ➤ Push-up on knees 	<ul style="list-style-type: none"> ➤ Medicine ball appropriate weight ➤ Flat surface ➤ Mats

Class V

Physical Fitness Components

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
Speed	<ul style="list-style-type: none"> ➤ 50 metres run ➤ Sprint and jog (interval training method) ➤ 10 metres sprint ➤ Jump on the spot, sprint and walk back 	<ul style="list-style-type: none"> ➤ Race track ➤ Whistle/clapper
Agility	<ul style="list-style-type: none"> ➤ Hexagonal jump ➤ Shuttle run - (side-to-side run, forward-backward run) ➤ Ladder drills (variations) ➤ 'T' shaped cone run (straight, left, right and back run) ➤ Quick feet around the ball 	<ul style="list-style-type: none"> ➤ Hexagonal marking ➤ Ladder ➤ Cones ➤ Basketball/football
Flexibility	<ul style="list-style-type: none"> ➤ Stretching exercises (solo and partner) ➤ Hip flexor ➤ Hamstring stretch ➤ Kicking ➤ Gymnastic skills 	<ul style="list-style-type: none"> ➤ Gymnastic mats
Coordination	<ul style="list-style-type: none"> ➤ Double chain kho ➤ Football (passing, shooting), dribbling ➤ Basketball (passing, shooting), dribbling ➤ Hockey Dribbling (passing, shooting) ➤ Run and take-off (Long jump) 	<ul style="list-style-type: none"> ➤ Kho-Kho ground marking ➤ Basketball, Football ➤ Goal post/marking with cones ➤ Basketball ring (appropriate height) ➤ Hockey stick and ball, field and goal post ➤ Long Jump pit
Balance	<ul style="list-style-type: none"> ➤ Single leg stand (knee hug) ➤ Handstand with partner ➤ Gymnastic skills example front roll and back roll ➤ Walk on toes in a straight line ➤ Turn on one foot 	<ul style="list-style-type: none"> ➤ Flat surface
Endurance	<ul style="list-style-type: none"> ➤ 600 metres run and walk ➤ Skipping (on the spot) ➤ Shuttle run ➤ Sit-ups with knee bent ➤ Single leg hopping on left and right leg 	<ul style="list-style-type: none"> ➤ Race track ➤ Skipping ropes ➤ Cones ➤ Lines marked on the ground ➤ Mats
Strength	<ul style="list-style-type: none"> ➤ Push-ups ➤ Medicine ball exercises (solo and partner) ➤ Pull ups ➤ Hurdle exercises ➤ Piggy back exercise 	<ul style="list-style-type: none"> ➤ Flat surface ➤ Medicine ball – appropriate weight ➤ Horizontal Bar ➤ Hurdles- appropriate height

Theme 2: Games/Sports Skills

Constant practice of the fundamental skills helps children to improve in various sports/games. At this level, more emphasis needs to be given to the learning of various techniques of the games/sports and their application during practice and friendly matches. Participation in friendly matches helps children gain confidence in executing the right technique while playing their preferred game/sport during competition. Gradual mastery over skills makes them more proficient in the game/sport of their choice. They will enjoy playing the game/sport, abiding by the rules and regulations of the game/sport. They will also learn to use the equipment with ease.

Since the children have individually attained some level of competence in motor skills now, they will start using their acquired competence of various techniques in combined practice, which will help increase their efficiency. They will begin to strategise in game situation. Gradually the children will be exposed to the tactical part of the game.

Learning Outcomes:

Children will be able to:

- play minor games;
- apply basic skills in game situation;
- follow the rules of the games/sports;
- use simple strategies in games;
- identify themselves as a part of the team;
- work cooperatively to achieve a common goal;
- demonstrate interest, enthusiasm and commitment towards the game/sport;
- develop competitive spirit;
- demonstrate high level of interest, enthusiasm and commitment towards games and sports;
- work cooperatively to achieve a common goal;
- apply the learnt movement skills appropriately;
- develop better coordination while playing;
- demonstrate responsibility for their own safety and the safety of others;
- understand the importance of protective equipment during the game;
- use protective equipment during the game.
- understand the categorisation/forms of games;
- participate in sports activities and events at a competitive level;
- use their previous knowledge and experiences in game situations;
- perform with clarity and consistency;
- use various techniques of their game;
- strategise during competition.
- discuss the rules and regulations of the game.

Class III

Games/Sports skills

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
<p>Team Games, Dual Games, Mother Sports, Indigenous Games such as:</p> <ul style="list-style-type: none"> ➤ Football ➤ Basketball ➤ Volleyball ➤ Hockey ➤ Cricket ➤ Kabaddi ➤ Kho-Kho ➤ Badminton ➤ Tennis ➤ Swimming ➤ Athletics ➤ Gymnastics ➤ Malkhamb ➤ Atyapatya ➤ Lazium etc. <p><i>Any two games/ sports are to be taught (either from the list or as per the institution's choice).</i></p>	<ul style="list-style-type: none"> ➤ to be initiated as leadup games related to these major games/sports ➤ may be selected as per the local preferences ➤ to be selected based on the motor qualities ➤ to be given a basic idea of fundamental skills, rules and techniques of the games/sports <p>Teachers should</p> <ul style="list-style-type: none"> ➤ <i>plan fundamental movement skills related to the game/sport;</i> ➤ <i>inculcate correct technique and execution of game/sport skills, using appropriate equipment.</i> 	<ul style="list-style-type: none"> ➤ Equipment related to the game/sport ➤ Material (textual) ➤ Audio Video Interaction ➤ Soft equipment and colourful Web Material.

Class IV

Games/Sports skills

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
<p>Team Games, Dual Games, Mother Sports, Indigenous Games such as:</p> <ul style="list-style-type: none"> ➤ Football ➤ Basketball ➤ Hockey ➤ Cricket ➤ Volleyball ➤ Kabaddi ➤ Kho- Kho ➤ Badminton ➤ Tennis ➤ Swimming ➤ Athletics ➤ Gymnastics ➤ Malkhamb ➤ Atyapatya ➤ Lazium, etc. <p><i>Any two games/ sports are to be taught (either from the list or as per the institution's choice).</i></p>	<ul style="list-style-type: none"> ➤ to be initiated as leadup games related to these major games ➤ may be selected as per the local preferences ➤ to be selected based on the motor qualities ➤ to be given a basic idea of fundamental skills, rules and techniques of the games/sports <p style="text-align: center;">Teachers should</p> <ul style="list-style-type: none"> ➤ <i>plan fundamental movement skills related to the game/sport;</i> ➤ <i>inculcate correct technique and execution of game/sport skills, using appropriate equipment.</i> 	<ul style="list-style-type: none"> ➤ Equipment related to the game/sport ➤ Material (textual) ➤ Audio Video interaction ➤ Soft equipment and colourful web material

Class V

Games/Sports skills

Key Concepts	Suggested Processes/Activities	Suggested Learning Resources
<p>Team Games, Dual Games, Mother Sports, Contact games, Combat Sports such as:</p> <ul style="list-style-type: none"> ➤ Football ➤ Basketball ➤ Volleyball ➤ Hockey ➤ Cricket ➤ Kabaddi ➤ Kho-Kho ➤ Badminton ➤ Table Tennis ➤ Lawn Tennis ➤ Swimming ➤ Athletics ➤ Gymnastics ➤ Boxing ➤ Wrestling ➤ Judo ➤ Karate ➤ Taekwondo <p><i>Any two games/sports are to be taught (either from the list or as per the institution's choice).</i></p>	<ul style="list-style-type: none"> ➤ to be initiated as leadup games related to these major games ➤ may be selected as per the local preferences ➤ to be selected based on the motor qualities ➤ to be given a basic idea of fundamental skills, rules and techniques of the games/sports <p style="text-align: center;">Teachers should</p> <ul style="list-style-type: none"> ➤ <i>plan fundamental movement skills related to the game/sport;</i> ➤ <i>inculcate correct technique and execution of game skills, using appropriate equipment.</i> 	<ul style="list-style-type: none"> ➤ Equipment related to the game/sport ➤ Material (textual) ➤ Audio Video interaction ➤ Soft equipment and colourful web material ➤ Game/Sport specific web sites