

SPEED

AGILITY

FLEXIBILITY

CO-ORDINATION

BALANCE

ENDURANCE

STRENGTH

Football
Basketball
Volleyball
Hockey
Cricket
Kabaddi
Kho-Kho

Boxing
Wrestling
Judo
Karate
Taekwondo

Table Tennis
Lawn Tennis
Badminton



CURRICULUM

PHYSICAL EDUCATION

(CLASSES VI-VIII)



Research Development and Consultancy Division
Council for the Indian School Certificate Examinations
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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.

Mastering fundamental movement skills is an advantage for children in learning sports skills. At the Upper Primary Level, the focus is on learning advance sports skills and rules of the sport. Keen attention has also been given to the techniques of sports. Perfection in sports skills enables children to compete at high level competitions. Winning at National and International level competitions brings laurels to the athlete and the nation.

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.
- update oneself with latest information on physical activities, first-aid and methods of teaching.

Differentiated learning

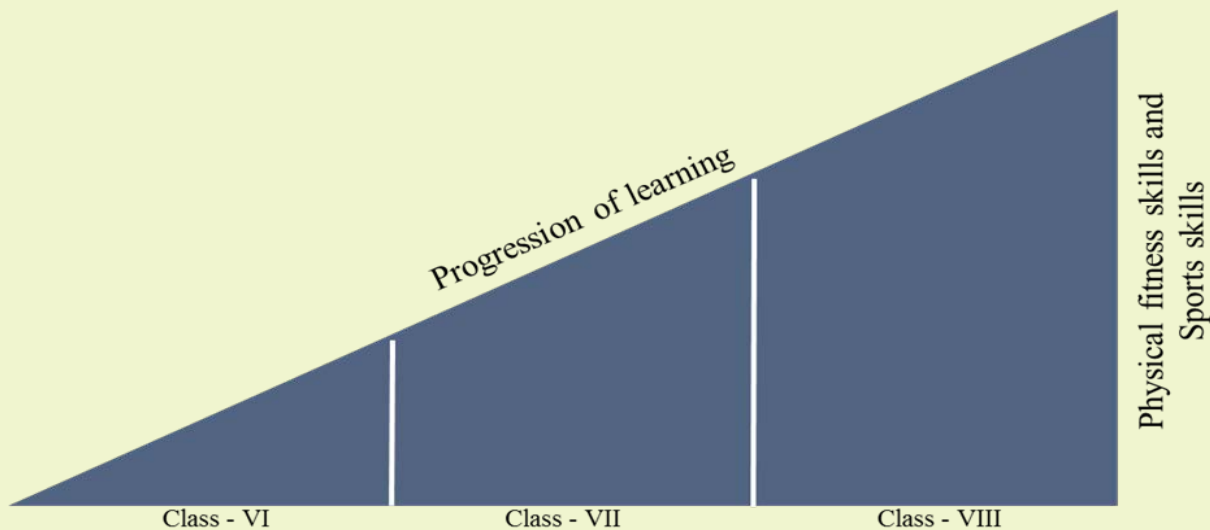
Some children may require additional support or assistance to participate in the activities. Effective planning helps to ensure that all children have opportunities to participate in a safe and supportive environment. All physical activities should be designed to ensure that children with varying physical 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- the child's 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

Physical fitness components and game/sport skill for classes VI to VIII are the same. Activities in the curriculum are structured on 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

It is important to develop both the components of physical fitness (health and skill related) for the overall development of children. Participation in various types of physical activities develops not only the skill related components of physical fitness but also improves the health-related components. In Classes VI -VIII, children will continue with the activities related to the components of Physical Fitness but with increased level of complexity and difficulty. Improved agility, flexibility, strength, speed, endurance, balance and coordination will help them become more confident, competent and self-disciplined healthy individuals.

Learning Outcomes:

Children will be able to:

- distinguish between skill related and health related components of physical fitness;
- perform physical activities with better speed, strength, endurance, flexibility, agility, balance and coordination;
- transfer use of skills across a range of activities;
- set their individual realistic goals to achieve their optimal level of fitness;
- execute activity efficiently with minimum risk of injury;
- understand that physical activity is a lifetime pursuit;
- discuss the physical and mental benefits of increased activity;
- practice and explain exercises independently;
- show his/her readiness for competition;
- develop a greater sense of well-being and self-esteem;
- know their strengths and weaknesses;
- show willingness to improve themselves;
- understand the concept of proper rest and recovery for active participation;
- utilize physical activity as a tool to manage stress;
- appreciate the value of physical activity and its relationship to a healthy and active lifestyle;
- evaluate their own performance;
- learn that helping each other leads to successful completion of an activity and that even difficult activities can be accomplished together.

Class VI

Physical Fitness Components

| Key Concepts | Suggested Processes/Activities | Suggested Learning Resources |
|---------------------|--|--|
| Speed | <ul style="list-style-type: none"> ➤ 50 metres run ➤ Relay races ➤ Chasing the ball ➤ Sprint (on the spot) and release ➤ Push- up, sprint and walk back | <ul style="list-style-type: none"> ➤ Race track ➤ Batons ➤ Cricket ball/tennis ball |
| Agility | <ul style="list-style-type: none"> ➤ 'T' run (straight, left, right and back run) ➤ Ladder drills (variations) ➤ Hexagonal jump (in and out) ➤ Star run ➤ Zig-zag run (variations) | <ul style="list-style-type: none"> ➤ Cones ➤ Ladders ➤ Hexagon marking ➤ Flat surface for appropriate marking |
| Flexibility | <ul style="list-style-type: none"> ➤ Stretching exercises (free hand - solo and partner, with medicine ball) ➤ Gymnastic skills ➤ Split (Sitting) ➤ Muscle stretched glute ➤ Lying muscle stretched quadriceps | <ul style="list-style-type: none"> ➤ Medicine ball (appropriate weight) ➤ Gym mats |
| Coordination | <ul style="list-style-type: none"> ➤ Football (dribbling, passing, shooting) ➤ Basketball (dribbling, passing, shooting) ➤ Hockey (dribbling, passing, shooting) ➤ Badminton rally (forehand and backhand) ➤ Floor Aerobics | <ul style="list-style-type: none"> ➤ Cones ➤ Football and goal post ➤ Basketball and ring (appropriate height) ➤ Hockey stick and ball, field, goal post ➤ Badminton Court ➤ Badminton Net ➤ Badminton racquet ➤ shuttle cock ➤ Appropriate music |
| Balance | <ul style="list-style-type: none"> ➤ Head stand with wall ➤ Cartwheel ➤ Single leg stand while holding the ball overhead ➤ Walk with rotation (semi/full) ➤ 3-way leg swing | <ul style="list-style-type: none"> ➤ Flat surface ➤ Gym mats ➤ Ground ➤ Wall |
| Endurance | <ul style="list-style-type: none"> ➤ 800 metres run ➤ Step aerobics ➤ Double leg hopping ➤ Bouncing on the feet ➤ Stroke (freestyle) | <ul style="list-style-type: none"> ➤ Race track ➤ Cones ➤ Swimming pool ➤ Marking of lines ➤ Step bench |
| Strength | <ul style="list-style-type: none"> ➤ Modified Push-ups ➤ Exercise with resistant band ➤ Hurdle exercises ➤ Standing broad jump ➤ High jump | <ul style="list-style-type: none"> ➤ Flat surface ➤ Resistant band ➤ Hurdles (appropriate height) ➤ High jump post, cross bar and landing cushion |

Class VII

Theme 1: Physical Fitness Components

| Key Concepts | Suggested Processes/Activities | Suggested Learning Resources |
|---------------------|---|--|
| Speed | <ul style="list-style-type: none"> ➤ 80 metres run ➤ Relay race ➤ 10 yards sprint ➤ Cricket ball chase ➤ Sprint (on the spot) and release | <ul style="list-style-type: none"> ➤ Race track ➤ Baton ➤ Cricket ball |
| Agility | <ul style="list-style-type: none"> ➤ Ladder drills (variations) ➤ "T" run (straight, left, right and back run) ➤ Hexagonal jump (in and out) ➤ Star run ➤ Shuttle run (variations) | <ul style="list-style-type: none"> ➤ Ladders ➤ Cones ➤ Hexagon Marking |
| Flexibility | <ul style="list-style-type: none"> ➤ Stretching exercises (free hand - solo and partner, with medicine ball) ➤ Stand and reach (Hamstring stretch) ➤ Gymnastic skills (Round off) ➤ Muscle stretched inner thigh ➤ Split leap | <ul style="list-style-type: none"> ➤ Indoor/outdoor, medicine ball (appropriate weight) ➤ Toe touch - Sitting down with leg straight and feet together ➤ Gym mats, balance beam |
| Coordination | <ul style="list-style-type: none"> ➤ Handball (Dribbling, passing, shooting) ➤ Badminton rally (forehand and backhand) ➤ Forehand in Table Tennis ➤ High catches in cricket ➤ Passing the volleyball (under-hand pass) | <ul style="list-style-type: none"> ➤ Handball goal post ➤ Stumps and tennis ball/cricket ball ➤ Volleyball ➤ Table tennis racquet, ball, Table tennis table ➤ Badminton Court, Badminton racquet, shuttlecock |
| Balance | <ul style="list-style-type: none"> ➤ One hand Cartwheel ➤ Single leg squats ➤ Three-way leg swing ➤ Hand stand and forward roll ➤ Turn on one foot (on the spot) | <ul style="list-style-type: none"> ➤ Flat surface ➤ Gym mats |
| Endurance | <ul style="list-style-type: none"> ➤ 800 metres run ➤ Step-ups ➤ Box running (Forward, sideward, backward, sideward) ➤ Stair drills (Jogging up and down the stairs, Jogging 2 steps at a time) ➤ Chasing and running in kho-kho | <ul style="list-style-type: none"> ➤ Race track ➤ Cones ➤ Step (approximately 30 inches /appropriate height) ➤ Box marking ➤ Stairs ➤ Kho-Kho Ground |
| Strength | <ul style="list-style-type: none"> ➤ Wall sit ➤ Medicine ball exercises (solo and partner) ➤ Exercise with resistance band ➤ Throwing shot-put ➤ Squat jumps in succession | <ul style="list-style-type: none"> ➤ Wall ➤ Medicine ball (appropriate weight) ➤ Shot-Put and circle marking |

Class VIII

Physical Fitness Components

| Key Concepts | Suggested Processes/Activities | Suggested Learning Resources |
|---------------------|--|--|
| Speed | <ul style="list-style-type: none"> ➤ 100 metres run ➤ Relay race ➤ Sprint (on the spot) and release ➤ Jump plus sprint and walk back ➤ Running between the wickets (Cricket) ➤ Arm swing command | <ul style="list-style-type: none"> ➤ Race track ➤ Baton ➤ Wickets |
| Agility | <ul style="list-style-type: none"> ➤ 'T' run (straight, left, right and back run) ➤ Ladder drills (variations) ➤ Hexagonal jump (in and out) ➤ Star run ➤ Shuttle run ➤ Box Running | <ul style="list-style-type: none"> ➤ Cones ➤ Ladder ➤ Hexagon Marking ➤ Box Marking |
| Flexibility | <ul style="list-style-type: none"> ➤ Stretching exercises (free hand - solo and partner, with medicine ball) ➤ Sit and reach (Toe touch - Sitting down with leg straight and feet together) ➤ Stand and reach (Hamstring stretch) ➤ Gymnastic skills ➤ Back bend kick over ➤ Back stroke in swimming | <ul style="list-style-type: none"> ➤ Medicine ball (appropriate weight) ➤ Gym mats, ➤ balance beam ➤ Swimming Pool |
| Coordination | <ul style="list-style-type: none"> ➤ Handball (shooting) ➤ Over arm and Under arm service in volleyball ➤ Backhand and forehand in Table Tennis ➤ Butterfly stroke ➤ Right and left pole dive in kho-kho ➤ Straight punch in Boxing | <ul style="list-style-type: none"> ➤ Handball, goal post ➤ Volleyball ➤ Table Tennis Table, ➤ Table Tennis Racquet and T.T ball ➤ Swimming Pool ➤ Kho-Kho ground, poles ➤ Boxing Gloves |
| Balance | <ul style="list-style-type: none"> ➤ Single leg stand with look up and arms raised ➤ Cartwheel ➤ Handstand ➤ Single leg hop ➤ Toes up on one leg ➤ Balance on swiss ball | <ul style="list-style-type: none"> ➤ Gym mats ➤ Swiss Ball |
| Endurance | <ul style="list-style-type: none"> ➤ 1000 metres run ➤ Breast stroke in Swimming ➤ Line shuttle run ➤ Step-ups ➤ Stair drills (Jogging up and down the stairs, jogging 2 steps at a time, side step left and right side) ➤ Jump shuffle jump to left and then to right | <ul style="list-style-type: none"> ➤ Race track ➤ Cones ➤ Swimming pool ➤ Lines marked on ground ➤ Step (appropriate height) ➤ Flat surface ➤ Stairs |

Class VIII

Physical Fitness Components

| Key Concepts | Suggested Processes/Activities | Suggested Learning Resources |
|--------------|---|--|
| Strength | <ul style="list-style-type: none">➤ Push-ups➤ Plank➤ Pull ups➤ Medicine ball exercises (solo and partner)➤ Double leg hop (stair drill)➤ Vertical Jump | <ul style="list-style-type: none">➤ Flat surface➤ Medicine ball (Appropriate weight)➤ Horizontal Bar➤ Stair➤ Jumping pit |

Theme 2: Games/Sports skills

In Classes VI-VIII, emphasis has been laid on training children on the technical and tactical aspect of their preferred game/sport. This will help them learn not only the techniques of the selected games/sports of their choice but also understand the application of these techniques in the game situation. Repetition of the skill/technique during practice will eventually improve accuracy and efficiency. Mastery over skills of the selected game/ sport lays the foundation of excellent sports performance in competition. Children will also be taught about the field/court specifications, sports apparel, signs, signals and scoring of the games.

Learning Outcomes:

Children will be able to:

- use basic techniques and simple tactics in individual games and team games;
- categorize different games as mother sports, team games, combat sports, dual games and indigenous games;
- comply with the rules and regulations of the game/sport;
- communicate game plan to the team members;
- execute sports skills with technical precision;
- develop consistency in performance during competitions;
- achieve mastery over sports skills through practice;
- uncover new skills of the games/sports;
- apply the learnt skills successfully in game situations;
- understand the terminology of skills used in different sports/games;
- develop game temperament;
- develop a sense of responsibility in individual/team games;
- evaluate their own and other's performances objectively;
- understand the strengths and weaknesses of their own team and of the opponent team;
- prevent sports injuries by using protective equipment during training and competitions;
- develop problem solving and decision-making skills;
- develop leadership qualities;
- develop social skills such as teamwork and cooperation in team games;
- experience enjoyment and satisfaction through their developed motor skills/techniques;
- exhibit personal and social responsible behaviours in game settings;
- develop a spirit of healthy competition and fair play;
- accept defeat and victory gracefully.

Class VI

Games/Sports skills

| Key Concepts | <i>Suggested Processes/Activities</i> | <i>Suggested Learning Resources</i> |
|---|--|--|
| <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 • Athletics • Gymnastics • Swimming • Boxing • Wrestling • Judo • Karate • Taekwondo • Table Tennis • Lawn Tennis • Badminton, 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 advanced 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 ➤ Material (textual) ➤ Audio Video interaction ➤ Soft equipment and colourful web material ➤ Game/Sport specific web sites |

Class VII

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 • Athletics • Gymnastics • Swimming • Boxing • Wrestling • Judo • Karate • Taekwondo • Table Tennis • Lawn Tennis • Badminton, 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 advanced 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 ➤ Material (textual) ➤ Audio Video interaction ➤ Soft equipment and colourful web material ➤ Game/Sport specific web sites |

Class VIII

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 • Athletics • Gymnastics • Swimming • Boxing • Wrestling • Judo • Karate • Taekwondo • Table Tennis • Lawn Tennis • Badminton, etc. <p>Any two games/sports 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 advanced 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 ➤ Material (textual) ➤ Audio Video interaction ➤ Soft equipment and colourful web material ➤ Game/Sport specific web sites |