

Mainstreaming Health and Physical Education



Overall Objectives of Health and Physical Education:

To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.

To bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status.*

To make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings.*

To take action individually and collectively to protect and promote (i) own health (ii) health of family members: and (iii) health of the surrounding community and seeking help when required from available community resources.*

To develop interest in exercise, sports and games for self-satisfaction and make it a part of life;

To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.*

To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community *

To develop awareness of the importance of self-defence.*

To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries. *

To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities. *

To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc. *

To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. *

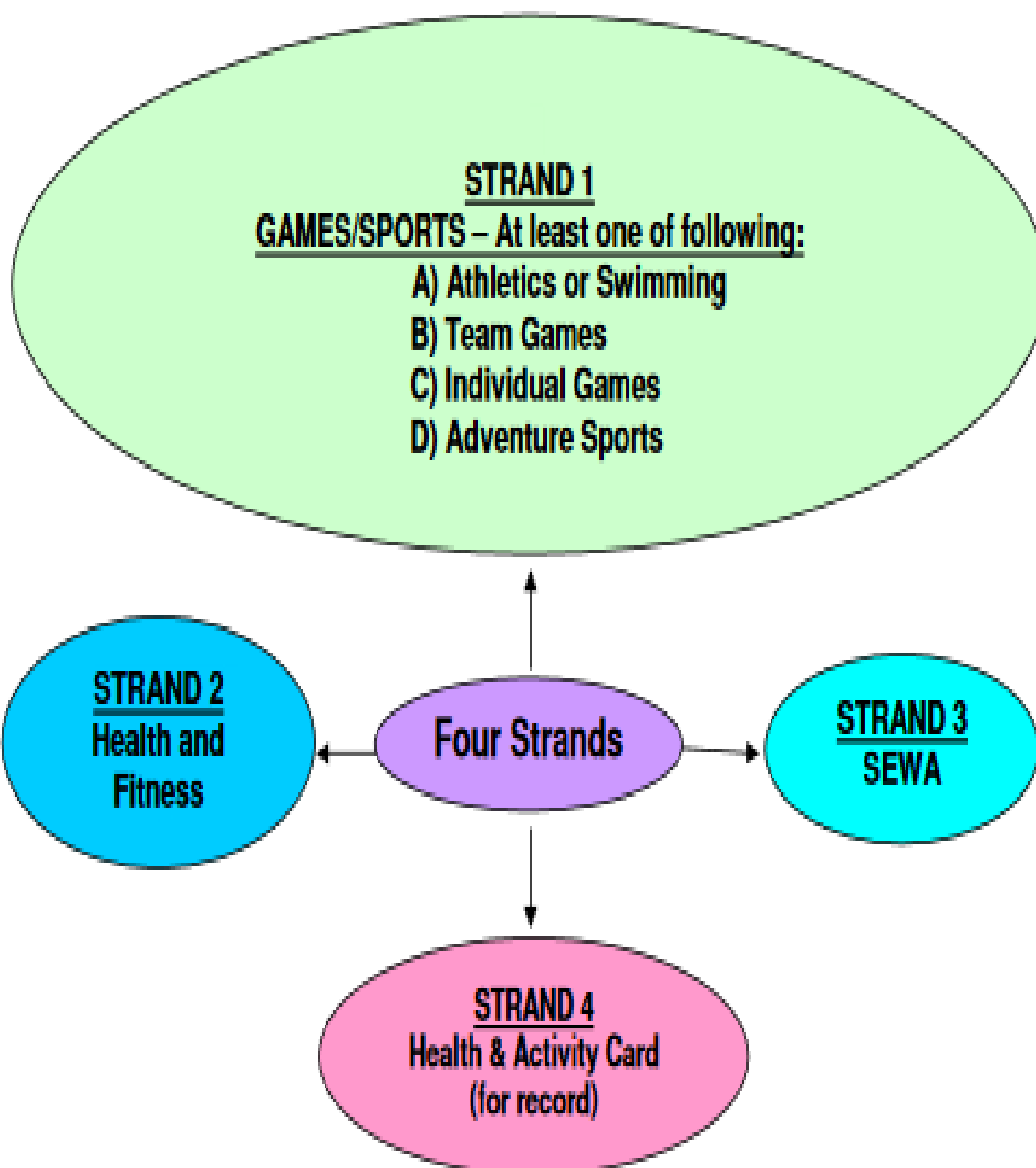
To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion. *

To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled. *

To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression. *

To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.

To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.*



STRAND 1: GAMES / SPORTS

Any one or more games or activity out of Athletics/ Swimming, Team Games, Individual Games and Adventure Sports must be taken up by each student as an individual, or as a class team or as a school team.

3.1 Athletics / Swimming

3.1.1 Example Activities (illustrative only): Track and field events that require physical strength, speed/skill, such as, racing against own best timing and with others over different distances; relay races; marathons, cross country running, race walking, throwing for distance and aiming onto/at targets; jumping for height; jumping for distance; swimming against own best timing and with others, over different distances.

3.1.2 Inclusion: Allow students to use standing starts or rolling starts if using a wheelchair. Use visual signs to start race so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.1.3 Life Skills Imbided/ Acquired:

- Learning the techniques
- Learning about sports/games through other formats such as fine arts

3.1.4 Outcomes/ Values imbided:

- Going further, higher, faster
- Being able to set and meet personal targets
- Being able to focus, concentrate and practice to improve
- A commitment to training and an ability to set and meet personal targets
- Learning as a team and from others

3.2 Team Games

3.2.1 Examples of team games (illustrative only):

- **Invasion Games:** Basketball, Hockey, Kabaddi, Netball, Gallery, Football, Water Polo, Judo, Karate/ Self Defence
- **Net Games:** Lawn Tennis, Table Tennis, Badminton, Squash Volleyball
- **Inning Games:** Cricket, Kho-Kho, Rounders, Softball, Stoolball
- **Target Games:** Archery, Boccia, Bowls, Golf

3.2.2 Inclusion: Use bright colours which will help the participation of students with vision impairment. The teacher has to modify each skill as per the percentage of impairment of the child. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.2.3 Life Skills Imbided/ Acquired:

- Cooperating with others to use individual skills and team strategies to beat the opposition and win the game (Interpersonal and Intrapersonal Skills)
- Playing individually or with a partner and strategizing to beat the opponent and win the game (Critical Thinking, Decision Making)
- Using individual skills and team strategies to cooperate with others to score points and win the game (Creative and Critical Thinking)
- Competing individually or as a team to score the most points (as in archery) or the least number of points (as in golf) and win the game
- Understanding that including all is more important than winning (Intrapersonal Skills)
- Learning about sports/games through other formats such as fine arts (Creative Thinking)

3.2.4 Outcomes/ Values Imbided:

- Team spirit and loyalty
- Sportsmanship
- Communicating with others
- Competing and winning fairly
- Fraternity

3.3 Individual Games

3.3.1 Example Activities (only illustrative): Gymnastics, Skating, Judo, Wrestling, Boxing, Fencing, etc.

3.1.1 Inclusion: Efforts should be made that each child participates. Let each child choose a sport of his/her liking and modify the activity as per his/her requirement. Use visual signs to start game so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.1.2 Life Skill Imbibed/ Acquired:

- Learning to Excel, Self-Awareness, Empathy
- Learning about sports/games through other formats such as fine arts

3.1.3 Outcomes/ Values Imbibed:

- Taking responsibility for one's involvement in activity (Self-Awareness)
- Personal satisfaction, self reliance and self accountability
- Improved self esteem and confidence
- A desire to compete for oneself

3.4 Adventure Sports

3.4.1 Example Activities (illustrative only): Trekking; Nature Bathing (walking in natural surroundings, such as forests, mountains, alongside rivers, etc.), wall/rock climbing; rappelling; camping; rafting; mountain biking; skiing; personal survival and lifesaving, first-aid, etc.

3.4.2 Inclusion: Provide a buddy to help the Child with Special Needs to do the activity or to accomplish as much of the given task as possible. Include students by using a wheel-chair, if required. The students must find unique and creative ways to include CWSN who are their classmates. If some learning is possible, let the CWSN learn about the natural surroundings. Teach them survival skills specifically adapted to them. If they are interested in art work or music, let them create their own version of the adventure sports in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.4.3 Life Skills Imbibed/ Acquired:

- Solving problems and having the courage to overcome fear/ anxieties in challenging situations and environments (Problem Solving, Decision Making)
- Team spirit (Interpersonal and Intrapersonal Skills)
- Courage

3.4.4 Outcomes/ Values Imbibed:

- Sense of achievement and satisfaction
- Knowing one's own limitations and taking risks safely
- Closeness to nature
- Nature bathing

STRAND 2: HEALTH AND FITNESS

- 4.1 Exemplar Activities (illustrative only):** It should be ensured that all students participate in Mass P.T. / Yoga. Any other activity, which leads to a connection of the physical body with the mind and with the inner workings of the body, and also leads to an improvement in overall health and fitness, can also be taken up, such as Aerobics, Dance, Calisthenics, Jogging, Cross Country Run, working out using weights/gym equipment, Tai-Chi etc. Children who are ready for it, may in addition, also participate in learning the nuances of meditation and its impact on stress management.
- 4.2 Inclusion:** Efforts should be made that each child participates. Modify the activity as per his/her requirement. Class mates can come up with creative ways for inclusion. If movement is not possible at all, then aided movement can be considered for CWSN (Children with Special Needs). If some learning is possible, let the CWSN learn about the intricacies of the activity. Meditation can be taken up. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.
- 4.3 Life Skills Imbided/ Acquired:**
Exercising regularly and safely for personal well being
- 4.4 Outcomes/ Values Imbided:**
- A commitment to exercising safely and effectively for the benefit of personal health and wellness.
 - Learning about how body responds to health and fitness interventions.
 - An understanding of the connection with the inner workings of the body and how the body responds to external stimuli

STRAND 3: SEWA (Social Empowerment through Work Education and Action)

5.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

5.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.



5.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

STRAND 4: HEALTH AND ACTIVITY RECORD

Note:

- The schools will maintain record of children in the formats given in next pages. This is only for the purpose of maintaining record and communication with parents, or if any information is required to be shared. It is for encouraging the child to attain health and wellness.
- No weightage of Health Record is to be given in result.
- This information of the students written in Health Record should not be shared with any third party/ agency in any case. Privacy must be ensured.

	HEALTH AND ACTIVITY RECORD	
GENERAL INFORMATION		
Aadhar Card no. of Student (optional) _____		
NAME: _____.		
ADMISSION NO.: _____ DATE OF BIRTH: _____.		
M F T _____ BLOOD GROUP: _____.		
MOTHER'S NAME: _____.		
YOB _____ WEIGHT _____ HEIGHT _____ BLOOD GROUP _____		
AADHAR CARD NO. (optional) _____		
FATHER'S NAME: _____.		
YOB _____ WEIGHT _____ HEIGHT _____ BLOOD GROUP _____		
AADHAR CARD NO. (optional) _____		
FAMILY MONTHLY INCOME _____.		
ADDRESS _____		
_____.		
PHONE NO. _____ (M): _____.		
CWSN, SPECIFY _____.		
SIGNATURE OF PARENTS/ GUARDIAN		DATE:

Fitness Components	Fitness Parameters		Test Name	What does it measure	Age 15+ Yrs
Health Components	Body Composition		BMI	Body Mass Index for specific Age and Gender	Height, Weight
	Muscular Strength	Core	Partial Curl Up	Abdominal Muscular Endurance	60 seconds
		Upper Body	Flexed/ Bent Arm Hang	Muscular endurance/functional strength	Yes
	Flexibility		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles	Yes
	Endurance		600 Mt Run	Cardiovascular Fitness/ Cardiovascular Endurance	Yes
	Balance	Static Balance	Flamingo Balance Test	Ability to balance successfully on a single leg	Yes
Skill Components	Agility		Shuttle Run	Test of speed and agility	6 x 10 Meters Shuttle Run
	Speed		Sprint/ Dash	Determines acceleration and speed	50 Meter Dash
	Power		Standing Vertical Jump	Measures the Leg Muscle Power	Yes
	Co-ordination		Plate Tapping	Tests speed and co-ordination of limb movement	-
			Alternative Hand Wall Toss Test	Measures hand-eye coordination	Yes