UNIT 10 PLANNING AND ORGANIZATION OF PHYSICAL EDUCATION PROGRAM

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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
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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

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*Block 2: Health and 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.
- It ensure high degree of uniformity in students performance.
- By this method, desired outcomes in terms of fitness and/or motor-skill development can be achieved more speedily as compared to any method.
- In this method, no thorough knowledge for teacher is necessary.
- In this method there is little likelihood of unpredictable questions and/or response.
- 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:**

- Command method is an uninteresting and boring style of teaching.
- This method is insensitive to individual needs and differences.
- In this method, creativity and individuality do not prosper.
- 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.
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 in also important mirror must 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 student 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 thrones 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.
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
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
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**

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- **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, counselor¹s 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.

10.8 SUGGESTED READINGS & REFERENCES

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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.