

TRAINING MODULE ON SPORTS INTERGRATED PEDAGOGY FOR DRG/ BRG MEMBERS {2024}



DEVELOPED BY:

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, ASSAM KAHILIPARA, GUWAHATI-19

Preface

This module has been designed by SCERT, Assam for the training of DRG members to get sound knowledge on Sports Integrated Pedagogy as envisaged by NEP 2020. NEP 2020 gives major thrust on revamping curriculum and pedagogy and recommends the paradigm shift from content-based to experience-based learning for all-round development of learners by fostering health & fitness as a lifelong attitude.

Being aware about different health issues throughout the world, WHO recommends at least 60 minutes of moderate physical activity per day for children. This module works as a capacity building measure for teachers and teacher-educators by bringing out qualitative changes and good outcomes in their teaching in line with NEP 2020 through various sports activities including indigenous sports of Assam. This will definitely make the learning more engaging than before. In addition to that our teacher community will certainly find the module helpful in teaching the students as they can relate different activities of games and sports outlined in the module to other subjects as well.

Therefore, it is expected that the teachers will greatly benefit from the module.

We express our sincere gratitude to the Hon'ble Education Minister of Assam for the inspiration and Mission Director, Samagra Siksha, Assam for the suggestion and advice. Further, we whole heartedly thank all the officials associated with this work.



Dr. Nirada Devi,
Director,

State Council of Educational Research and Training,
Assam, Kahilipara, Guwahati-19

OBJECTIVES

- To develop skills of holistic, integrated, enjoyable and engaged learning for maintaining health and well being.
- To integrate sports in education to foster holistic development by promoting physical and psychological well-being, enhancing cognitive abilities and increasing academic performance.
- To introduce sports integration as cross-curricular pedagogical approach in foundational, preparatory and middle stages in school.
- To introduce indigenous games and sports among the students of foundational, preparatory and middle stages in school.
- To help learn the life skills which are related to achieve fitness.
- To help in developing skills of co-operation & collaboration, self initiative, self direction and self discipline, responsibility, teamwork and citizenship.
- To introduce motor & physical fitness drills, minor and major games, aerobics, athletics and yoga.

Overview

Throughout the 4-day-training programme, participants will engage in various interactive activities designed to provide hands-on experience with Sports Integrated Pedagogy (SIP). These activities may include simulated teaching scenarios, role-playing exercises, and practical demonstrations of teaching techniques that integrate sports into educational settings. Additionally, group discussions will allow participants to share insights, exchange ideas, and learn from each other's experiences.

Module will be utilized to explore real-world examples of successful implementation of SIP in different educational contexts. By analyzing these cases, participants will deepen their understanding of the principles and strategies underlying SIP and gain insights into how they can adapt these approaches to their own teaching environments.

By the end of the training programme, participants will not only have a theoretical understanding of SIP but will also be equipped with practical skills and tools to effectively integrate sports into their pedagogical practices. This holistic approach aims to promote the overall development of students by addressing their physical, social, emotional, and cognitive needs, ultimately leading to enhanced learning outcomes.

Content

Session Number	Name of Sessions	Page Number
Session-1	Sports & Sports Integrated Pedagogy	5-7
Session-2	Sports Integrated Pedagogy for Language	7-8
Session-3	Need of Yoga in School Education	8-10
Session-4	Integration of Indigenous Games for School Education	11-14
Session-5	Sports Integrated Pedagogy for General Science	15-17
Session-6	Formal Activities (Mass Physical Training or Mass PT)	18-20
Session-7	Minor Games	21-23
Session-8	Sports Integrated Pedagogy for EVS/ Social Science	23-24
Session 9	Aerobics	25
Session-10	Sports Integrated Pedagogy for Mathematics	26

Session-1

Sports and Sports Integrated Pedagogy

Learning Outcome	Material Required	Activity	Resource
1. Participants understand concept of Sports and Sports Integrated Pedagogy	Small ball, sound system	The Resource Person (RP) will form a file of participants and asked them to perform marching drill i.e. attention, stand-at-ease, right turn, left turn and about turn. Then the RP will conduct the minor games namely “Commander Said”, followed by “Hot Potato”. After that the RP will consolidate the concept of sport, sport integrated pedagogy, principles of sport integrated pedagogy and stages of sports integrated pedagogy with the help of above drill and minor games.	Doc-1
2. Participants understand the principles and Stages of Sports Integrated Pedagogy			Doc-2

Document-1

Name of the Game: ‘Commander Said’

Description: The participants are made to stand in a file in front of the RP. The RP should stand in such a place so that he keeps an eye on the entire class. In this game whatever the command is given prefixing ‘Commander Said’ that command is to be obeyed. The participants can be made to do the following actions- attention, stand at ease, right turn, left turn and about turn.

Guidelines:

1. The duration of the games shall be decided before start of the game.
2. The participant shall be out from the game for committing mistake.

Name of the Game: Hot Potato

Description: To play, start the potato, which can be a whiteboard eraser, ball, or any lightweight, easily-seen object, moving around the class from participant to participant with start of music. When music goes off, the participants with the potato have to answer the question asked by RP. If it will be correct, participant stay alive, if wrong participant will be out. If the answer is correct, the RP will further explain the answer to the class, if wrong then explain the right answer to the class.

Guidelines:

1. The duration of the games shall be decided before start of the game.
2. Use the game to practice math skills, build vocabulary, teach history and geography, teach science and practice reading.



Fig.- Hot Potato Game

Document-2**Sports**

- An active diversion requiring physical exertion and competition.
- Sports are all kinds of physical activities aimed at improving physical fitness, mental health and social interaction between individuals through organized participation (Sutula, 2018).
- A special socio-cultural phenomenon, is a historically determined activity of people connected with the use of physical exercises, which is aimed at preparing and participating in a specially organized system of competitions, as well as individual and socially significant results of such activity.

Sports Integrated Pedagogy

- A process where sports become the medium of teaching
- Cross-curricular pedagogical approach that utilizes physical activities including indigenous sports in pedagogical practice to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship etc.

Principles of sports integrated pedagogy

Principle 1: Students are engaged: Games should be engaging, enjoyable and generate subject discussion

Principle 2: Skill vs Luck: Games should appropriately balance skill and luck

Principle 3: Content is central: Exploring important concepts and practicing important skills should be central to game strategy and game play

Principle 4: Flexibility for learning and teaching: Games should be easily differentiated to cater for a variety of learners, and modifiable to cater to variety of concepts

Principle 5: Home-School connections: Games should provide opportunities for fostering home-school connections

Stages of Sports Integrated Pedagogy

Stage 1: Immersion: Get learners interested in the sport they would be participating in.

Stage 2: The Sports Activity: Learners partake of the sport in groups. They are briefed by the teacher on the rules and regulations of the sport.

Stage 3: Learners Express Themselves: The teacher and learners get together in a relaxed area where they feel free to discuss the subject concept with context to the sports they played.

Session-2

Sports Integrated Pedagogy in Language

Subject: Language

Skills: Reading / Speaking / Writing / Listening

Level: Foundational to Secondary

Activity: Running Dictation

Learning Outcome	Material Required	Activity	Resources
Participants develop reading, speaking, writing and listening skills	Printed words, printed sentence, printed paragraph, sheets of paper, pen and glue	The RP briefed on the rules and regulation of the activity and explain the topic to be taught. The RP will be dividing the class into pairs and conduct the activity “Running Dictation”. The RP and participants discuss the subject concept with context to the sports they played.	Doc-3

Document-3

Name of the Game: 'Running Dictation'

Description: In class, divide your participants into pairs. Each pair of participants will need a pen and paper, and also an area to write, whether it's on their desk or sitting on the floor.

The next thing the RP will need to do is to prepare a short paragraph of dialogue, printed out on paper. Stick the text on the wall at the other end of the classroom. When you're ready, shout 'GO!' and one participant from each pair (Participant A) need to run to the text, read a part of it, try to remember it, and then run back to their partner (Participant B). Participant A tells Participant B as much as he/she can remember from the text on the wall and Participant B need to listen carefully and write this down. Participant A then needs to run back to the wall to read more, then return to Participant B to tell more of what is written on the wall at the other end of classroom. Participant B again writes this down. The first team to finish writing the text is the winner.

Guidelines: Participant can't shout the text from the wall back to their partner. They must run backwards and forwards with the informat.

Session -3

Need of Yoga in School Education

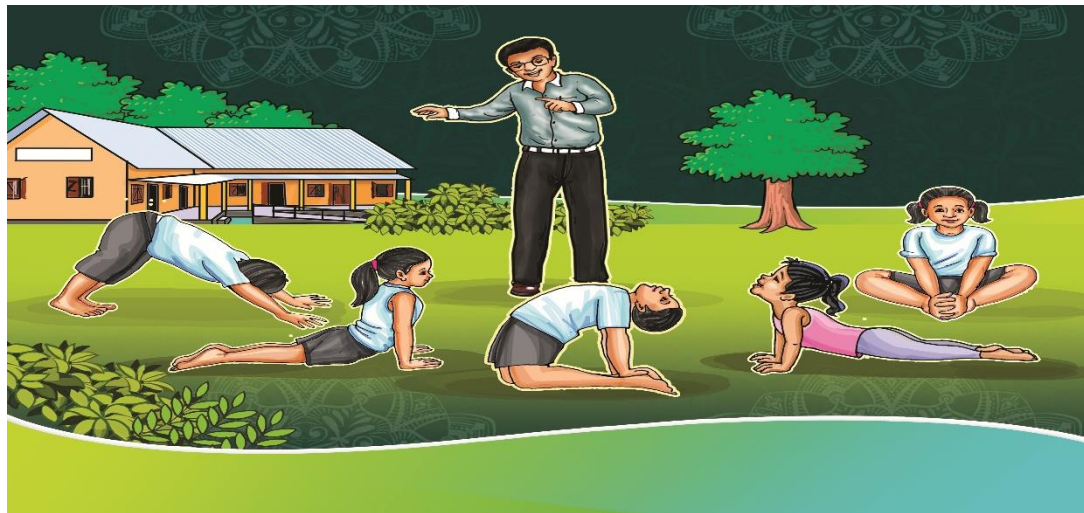


Fig: Asana Practice in Yoga

Subject: Yoga

Class: I–VIII (Preparatory to Middle Stage)

Topic: Need of Yoga in School Education

Activity: Theory and Practical (Asana, Pranayama, Meditation)

Learning outcome	Material Required	Activity	Resources
1. The participants understand the concept of yoga 2. The participants know the objectives of yoga 3. The participants know the health benefits of yoga 4. The participants know the value of yoga in school Education.	PPT Slides, Projector, black/white board, Yoga mat, Open Space	Activity -1 The Resource person will conduct theory session. He / she will explain the relevance of yoga in school. Activity-2 : ASANA The Resource Person will teach the participants some asanas. During the practice, the RP will explain the effects of asanas. RP will explain the relevance of asanas in school. Activity -3 : PRANAYAMA The RP will teach pranayama and explain about the benefit in details. He/she will also explain the need of pranayama in school. Activity-3: MEDITATION The RP will teach meditation to the participants and explain the correct way of doing meditation. He/she will also tell how meditation is helpful for students and teachers.	Doc-4

Document-4

Need of Yoga in School Education

Yoga is a physical, mental and spiritual discipline which creates a balance among mind, body and soul for which people have sound body, mind and spirit to live well in life. The RP will explain the aim, objectives and necessity of yoga in human life. Some slides will be presented to make the session more interesting. The RP will explain how yoga is connected with school education. Students as well as teachers can have sound body, mind and spirit to get involved in teaching-learning environment. Yoga keeps students and teachers fit which is extremely necessary to perform well in school activities. Yoga brings discipline, punctuality, love, respect and responsibility among students and teachers and other school staff which are vital areas to be developed in school.

Asanas

The resource person will demonstrate some asanas. Asanas are body postures which are held for some time to make the body strong and to keep the body in shape. He/she will show the correct way of performing asanas. The RP will also correct the mistakes made by the participants. The RP will explain the benefits of asanas for students and teachers. He/she will give knowledge about the healing effect of asanas. He/she will mention how asanas make muscles and bones strong; how sound body is necessary in school activities. As a teacher or student, everyone must do asanas to keep himself/herself free from diseases. A disease-free health keeps teachers and students focused on their area of action.

Pranayamas

The resource person will demonstrate some pranayamas. Pranayamas are breathing practices which are performed through inhalation, exhalation and holding for some time to make the respiratory process strong. He/she will show the correct way of performing pranayamas. The RP will also correct the mistakes made by the participants. The RP will explain the benefits of pranayamas for students and teachers. He/she will give knowledge how pranayama makes the functions of respiratory tract stronger to the participants. He/she will mention how pranayama heals respiratory problems like asthma, bronchitis etc.; how sound respiratory process is necessary in school activities. As a teacher or student, everyone must do pranayamas to keep himself/herself free from respiratory disorders. A sound respiratory function keeps teachers and students focused on their area of action.

Meditation

The resource person will demonstrate meditation. Meditation is a mental process where the performer closes the eyes; keeps the mind quite and calm out of noise for a definite period of time. It gives a relaxation and boosts up mind. The RP will show the correct way of performing meditation. The RP will also correct the mistakes made by the participants. The RP will explain the benefits of meditation for students and teachers. He/she will give knowledge how meditation makes the functions of nervous system stronger to the participants. He/she will mention how meditation heals ailments like stress, anxiety, insomnia etc.; how sound mind is necessary in teaching-learning environment. As a teacher or student, everyone must do meditation to improve concentration level and to have a strong mental health. A sound mental health keeps teachers and students focused on their area of action.

Session-4

Integration of Indigenous Games for School Education

Subject: Indigenous Games

Topic: Relevance of Indigenous Games in School Education

Class: I–VIII (Preparatory to Secondary Stage)

Activity: Playing indigenous games

Learning Outcome	Materials Required	Activity	Resources
1. The participants will understand the traditional games of Assam. 2. Participant will reconnect urban indigenous youth to their culture and also boost education retention 3. Participants will be able to develop subject-wise activity and integrate indigenous games with education.		The RP will take the class to an open area or playfield and describe the rules and regulations of the game they are going to participate. The below mentioned indigenous games will be demonstrated by the RP and participants will play as taught.	Doc-5
	Lime powder/ wheat/ flour and whistle	1. Khomlainai	
	Lime powder/ wheat/flour	2. Hai Gudu / Kopoti Khel	
	A small stone and lime power/ flour/wheat	3. Kut kut/ Ekka-dokka	
	Seven pile stone, a ball and stopwatch	4. Seven Stones	
	Five small stones/ Five pebbles	5. Cheng Gutti/ five stone	
	One small stone	6. Muthi Khel	

Document-5

Indigenous Games

Indigenous games are leisure activities that originate from a particular cultural group, community or people.

Relevance of the Indigenous games in School Education:

- a. The whole aspect of child development can be supported by involving in traditional games in learning.
- b. It develops the ability of personal relationships included in the child's social development aspect through traditional games applied through learning.
- c. It is important to apply traditional games in education because the cultural values and identity contain in the games are already being forgotten by today's generation. So it needs to be applied in the teaching learning process.
- d. Among the other teachers also teach with the play way method to make the class more joyful and interesting.

Name of the Game: Khomlainai

Description: The term 'Khomlainai' is derived from the Bodo word which means wrestling.

It is a traditional sport, played by both men and women.

This is a test of strength and stamina. It is played in a circle on carpet or grass so that the players do not get hurt. Both the participants need to pull the opponent out from the circle by using strength, skill and rapid movement of arms and legs to off the opponents in the ground.

Relevance of the activity in classroom transaction:

- a. Knowledge of shape and angle in Mathematics.
- b. Practical concept of power, motion, force, Newton's third Law, center of gravity in Science.

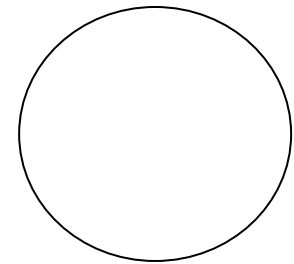


Fig- Khomlainai play ground

Name of the Game: Hoi Gudu/ Kopoti Khel

Description: It is a very popular game among the farmers of Assam. Mostly played in the firming field after collection of the rice seeds. Farmers let their cattles room accoross and start the game. Theyconsider a small lane in the filed as a border between two terms. Number of members in the terms depends on the numberof players playing the game. Each team takes a position on each side of the line. Then one by one each player of both team will go and try to touch opposition team members, shouting



Fig- Hoi Gudu Playground

Hoi gudu gudu' in one breath. He has to return to his own zone without changing his break and theplayers he touches on the opposite side are eliminated from the game. But the opposition team tries to grab the attacking player until his breath breaks. If they success the attacking the player is out of the game and if they are out, all the players who have touched him will be eliminated. The team, whose all players are out is declared as defeated.

Relevance of the activity in classroom transaction:

- Knowledge of shape and angle in Mathematics.
- Practical concept of balance, power, friction etc. in science.
- Developed language, speech and pronunciation of the participants.

Name of the Game: Kut kut/ Ekka-dokka

Description: It is a very ancient game played in the villages of Assam. A small stone is used as Ghila" to toss within five or six square shaped boxes, drawn on the ground. First the player tosses the Ghila inthe first box of the right hand side, Ghila must be placed within the first square. Then he has to slide the stone with his one leg lifting the other leg in the air. Thus he had to jump on one leg and slide the stone out of the boxes without touching the lines with the Ghila or his leg. He can take a rest on the last box by grounding both legs. If he touches the lines in the process, then he is out of the game. In this manner, three four rounds are played and the most point gainer is declared as the winner.

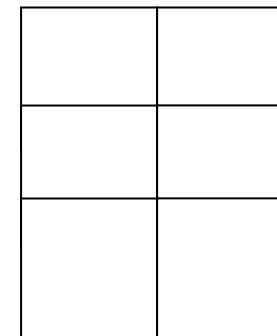


Fig: Ghila Khel

Relevance of the activity in classroom transaction:

- Knowledge of geometrical shapes and angle in Mathematics.
- Practical concept of force and friction in science.
- Developed language, speech and pronunciation of the participants.

Name of the Game: Seven Stones / Satoliya / Pithoo / Lagori

Description: It is basically played with seven stones. It involves a ball and a pile of stones, usually seven. There are two teams of players. One player of the attacking team needs to strike the pile of stone with the ball to knock them over in three shots. Then the whole team has to try and restore the pile before being hit by the ball and declared 'out'.

Relevance of the activity in classroom transaction:

- a. Concept of ascending and descending order in Mathematics subject.
- b. Practical concept of force, power and balance in science.
- c. Number concept up to 7

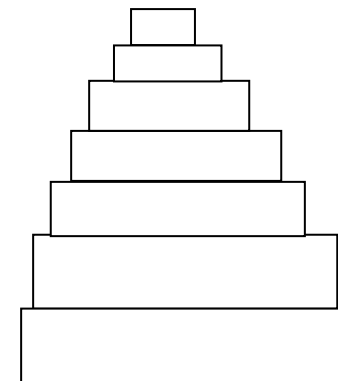


Fig: Seven Stone

Name of the Game: Five Stones / Cheng Gutte

Description: It generally requires five pebbles or small stones. There is no limit on the number of players who can play this game at a given time. The player needs to spin a stone up in the air and gather the remaining stones lying on the floor with one hand without allowing the one in the air to fall to the ground. Next, the player has to throw two stones up in the air and collect the rest and so on. The player who finishes eight steps in the minimum number of tries is the winner.

Relevance of the activity in classroom transaction:

- a. Concept of gravity and force in science.
- b. Number concept up to 5.

Name of the Game: Muthi Khel

Description: It is a very popular game among children. It is played between two players. One player hides a little stone in one of his fists putting his both hands back side. Then he shows his fists forward and the opponent players will guess which fist the guess stone is in, by counting the each fist, singing a game song i.e. "Alouguti tolouguti kosuguti ghai ikhan hator guti xeikhon hatot pai."

Relevance of the activity in classroom transaction:

- a. Developed language, speech and pronunciation of the participants

Session-5

Sports Integrated Pedagogy in General Science

Subject: Science

Class: 8 (Middle Stage)

Topic: Types of Chemical Reaction

Activity: Spoon Race Carrying Reactions

Learning Outcome	Material Required	Activity	Resources
Participants identify different types of chemical reactions	Eight spoons, four marbles, sheets of paper, pen, a pair of scissors and five bowls or containers	<p>The RP briefed on the rules and regulation of the activity and explain the topic to be taught.</p> <p>The RP will be dividing the class into pairs and conduct the activity “Spoon Race Carrying Chemical Reaction”.</p> <p>The RP and participants discuss the subject concept with context to the sports they played.</p>	<p>Doc-6</p> <p>Doc-7</p>

Document-6

Chemical Reaction: The breaking and making of bonds between atoms to produce new substances.

Types of Chemical Reaction

- **Combination Reaction:** where two or more elements or compounds combine to form a single compound.
- **Decomposition Reaction:** in which a compound breaks down into two or more simpler substances.
- **Displacement Reaction:** the one wherein the atom or a set of atoms is displaced by another atom in a molecule.
- **Double Displacement Reaction:** those in which two chemical substances react by exchanging ions to produce two new molecules.
- **Redox Reaction:** that involves a transfer of electrons between two species.



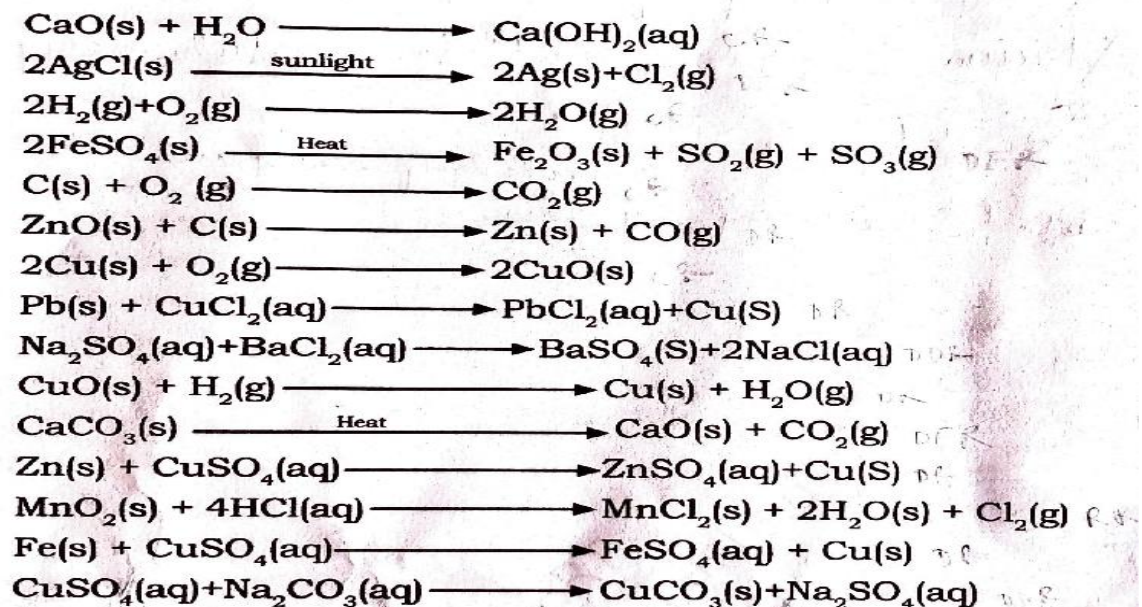
Fig. Spoon Race Game

Name of the Game: Spoon Race Carrying Reactions

Number of Participants: Eight Players

Time required: 30 minutes

Description: Need to prepare four sets of five chits with names of chemical reactions such as Combination Reaction, Decomposition Reaction, Displacement Reaction, Double Displacement Reaction and Redox Reaction written on it. These chits will be folded and kept in container A1 A2 A3 and A4. Four sets of 15 chits with chemical reaction (as given below) written on it will be kept in containers (B1, B2, B3, and B4) to be placed at 25m (or any available distance) from the START line.



Four teams of two players each will take part in the relay race at a time. One spoon and one marble will be given to four players, and one spoon each will be given to another four players. On getting signal from the RP, the players at the 'START' line will start moving, balancing their marble along with the chit on the spoon. They hand over the chit to their respective partners. After reading the chit and discussing with each other, any team member will pick up any appropriate chemical reaction chit from container B. Players standing at 25 metres will keep both the chits in the spoon with marble on it and move to 'FINISH' line. Team members reaching the 'FINISH' line first with correct combination of types of chemical reactions, with marble and chits on the spoon will be declared the winner.

Session-6

Formal Activities (Mass Physical Training or Mass PT)

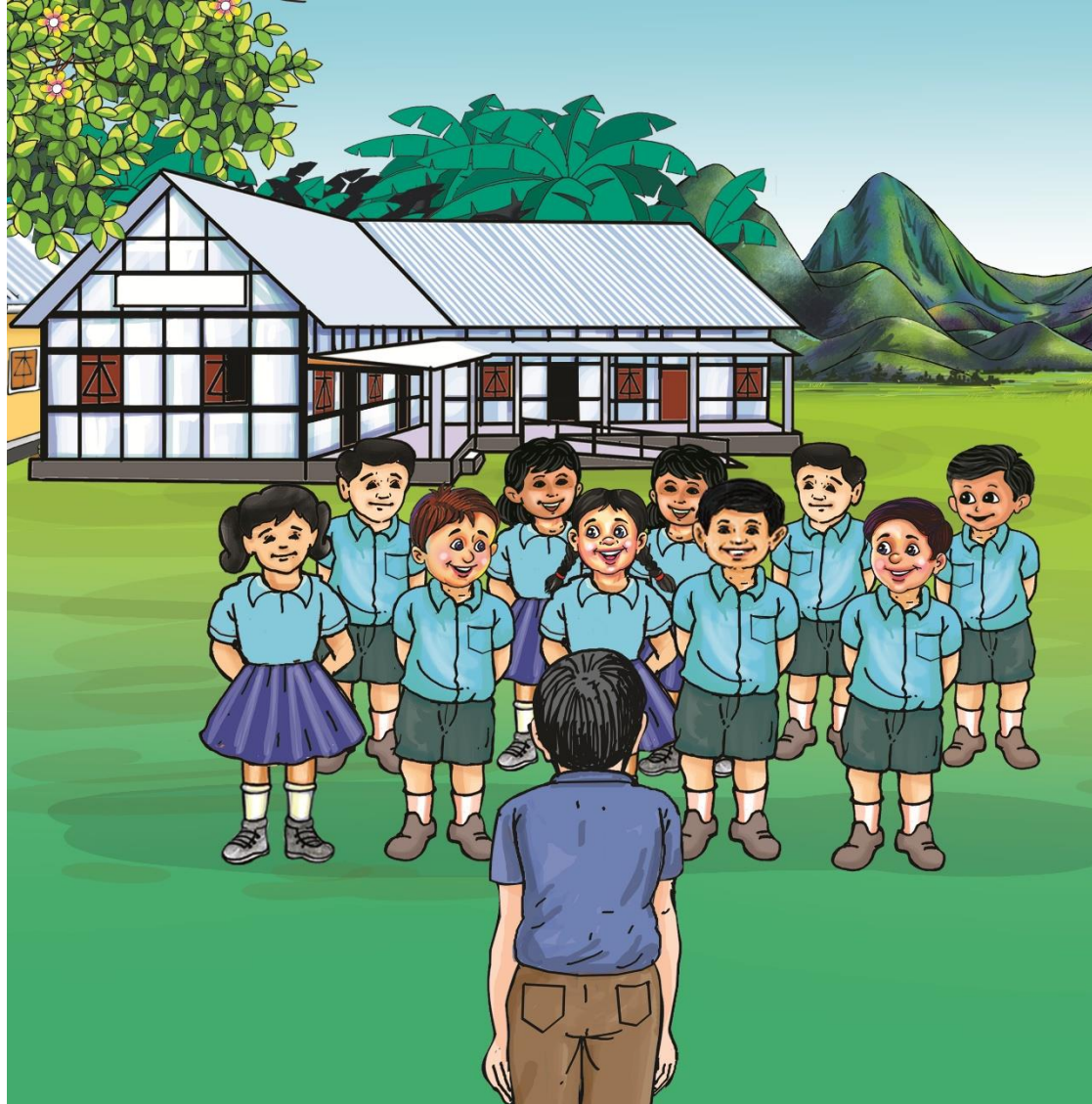


Fig. Mass P.T.

Topic: Mass P.T.
stage

Level: Preparatory to Middle

Learning Outcome	Material Required	Activity	Resource
1. The participant will be able to gain know ledge of Mass P.T activities. 2. Develop general Physical fitness of Participant 5. Develop group co-ordination 6. Participants can relate the movements with geometrical shapes, angles. Develops group learning in number concept, counting etc.	Paper Fan, open space	The RP will demonstrate and explain the ‘paper fan drill’ in four counts then in eight counts. After that the RP will direct the participants to perform the drills in four counts followed by eight counts and sixteen counts. The RP will explain the concept of Mass PT and its benefit with context to the activity they performed.	Doc-8

Document-8

Mass P.T. – Mass P.T. has a very important role in our daily life. Mass means something which involves or affects a very large number of people and P.T means physical training. Physical training enhances or maintains the physical fitness and overall wellness of everyone. Mass P.T can be done without equipments it begun with warming up exercise for all followed by regular sets of Mass P.T Exercises helps to tone up the body, improves muscle strength, boost endurance and provides more oxygen to brain and it gives enjoyment.**Relevance in School Education:**

“An early exercise is a blessing for a whole day.”

It is scientifically proved that physically fit body stimulates-

- a. Cognitive aspect such as alertness of mind enhances concentration power and builds cheerful mind which helps in enhancing academic performance.
- b. Development of Physical Fitness of students and teachers.
- c. Develop Social skills which help the students’ better communication, social adjustment and social relationship.
- d. Mass P.T (in various forms) is one of the principal medium which helps the students as well teachers to inculcate holistic wellbeing in school.

Paper Fan Drill

Activity-1

Count-1: From attention position spread hand sideward parallel the ground

C-3: Hands forwards parallel to the ground

C-2: Hands upwards with elbow straight

C-4: Hands Close and back to attention position

Activity-2

Count-1: From attention position jump with legs spread with hands spread sideward parallel to ground.

C-2: Turn Left (upper body)

C-3: Same as count 1

C-4: Back to attention position with Jump.

Same sequence should be followed to the right side for completing one cycle.

Activity-3

Count-1: From attention position Left Leg forward with hands straight forward

C-3: Same as count 1

C-2: Hands upwards with elbow straight

C-4: Back to attention position. Same sequence should

be followed with right leg for completing one cycle.

Activity-4

Count-1: Join hands overhead

C-3: Stand up with join hands.

C-2: Squat with joined hand (same position)

C-4: Back to attention position.

Session -7
Minor Games

Learning Outcome	Material Required	Activity	Resource
<ol style="list-style-type: none"> 1. The participants understand the concept of Minor Games 2. Increase overall motivation 3. Integration of minor games in Education. 4. Develop Fundamental Motor skills and their effective application in a game. 5. Knowledge of fair play and co-operation. 	Pen, whistle	<p>The RP briefed on the rules and regulations of the minor games participant are going to play.</p> <p>The RP will be dividing the class into two teams and conduct the game “Pen Passing”.</p> <p>The RP will explain the concept and benefits of minor games with context to the game they played.</p> <p>After that RP will conduct other minor games accordingly one by one namely “Juicer, Grinder & Washing Machine”, “Leader, Leader Change the Game” and “Fruit Game”.</p>	Doc-9

Document-9

Topic: Minor Games

Minor games are defined as a regular physical activity where rules are modified for the convenient of the players and necessity of the needed skills. Minor games are those games which are self-created by the individual and played in group. Games from an integral part of a universe and are necessary for one’s physical and psychological development. They can be purely recreational as well as precious tools for learning social relations. Originally all games were considered to be minor Games. As games became more popular organized teams from different part of providence, country and world wanted to play with each other. Rules and regulations had to be standardized and gradually some minor games developed into major games.

Over the decades, it has been realized that minor games should be given a respectable place in school curriculum especially from the Foundational, Preparatory and Middle stages of formal education. Minor games are one of the best means of spotting out strength and weaknesses in whatever form .Minor games are an exhaustible treasure of fun and frolic. Whatever games the ultimate aim is simple “Fun” without malice. Since large number of students do participate in most of these games fun and recreation are ensured for everyone. Even the spectators become “active” participants when some close contest is on. In comparison to major games minor games are not at all boring because of their short duration and larger participation. Apart from this minor game provide ample opportunities to the children to develop in them the qualities of

leadership by acting as judges, captains, umpires, observers and group leaders. Minor games can be incorporated as recess activities in schools. These activities can be conducted in break periods while students use to make nuisance and create chaotic environment. Minor games are a means to find out their hidden talents among the students through different activities. Moreover, when games are integrated in academic subjects, it breaks the monotony of regular classes and classes and makes the mind refreshed which makes the students learn different topics more actively and engagingly. Minor games can be medium for building healthy and friendly relationship teacher and students. In regular academic classes, the students get less scope to interact with students in a friendly environment. Minor games transform the teaching-learning environment. These games make the transaction between teachers and students more interactive, practical-based and highly interesting.

Name of the Game: Pen Passing

Description: The RP divides the participants into two teams having an equal numbers in each team. The teams' stands in their lines facing each other and the right hand palm of each participant have to be keeping open so that they can pass the pen. The RP gives the pen to the first member of the teams on the right hands and on his command the members pass the pen to the other members as fast as they can up to the last member . Whichever team is able to pass the pen quickly to the last member is declared the winning team.

Name of the Game: Juicer, Grinder & Washing Machine

Description: The RP stands in front of the participants who are standing in the specified area. First, the RP will describe the movements of the juicer, grinder & washing machine. (Juicer means there will be a hand movement, grinder means there will be a grinder like hand movement and washing machine means twisting upper body movements.) As the game starts the RP commands 'JUICER', 'GRINDER', 'WASHING MACHINE' simultaneously gives the gesture with hands and body movements. The participants follow the same activity with his command. As the game progresses the RP quickly jumbles the gestures with the terms. Those participants who fail to give the actual gesture will be out of the game. Winner is decided on the basis of the player who remains till the last giving correct gestures with the terms.

Name of the Game: Leader, Leader, Change the Game

Description: The RP commands the participants to stand in a circle. One of the participants is asked to remain outside the circle a few meters away facing opposite to the circle. Now the RP chooses a Leader without the knowledge of the participant who is outside the circle. On the command of the RP the Leader makes a gesture and the other member in the circle repeats the same gesture uttering "Leader, Leader, Change the Game". Now the participant who is outside the circle comes inside and tries to find the Leader. If, He is able to find the Leader the so called

Leader goes outside the Circle and one new Leader is made again and the process of finding the Leader goes on. In this game the participants have to use their presence of mind to find the Leader.

Name of the Game: Fruit Game

Description:

- a. Apple means - Jump forward
- b. Banana means - Jump backward
- c. Orange means - Jump left side
- d. Papaya means - Jump right side
- e. Mango means - Half squat
- f. Litchi means - Turn around

The participants walk in a circle. On the command of the RP the participant will do the activity according to the fruits name. Those who makes error goes out of the circle .The participants who remain till the last without making error will be declared as winner.

Session-8

Sports Integrated Pedagogy in Social Science / EVS

Subject: Social Science

Skills: Continents of the world

Level: Foundational to Middle stage

Activity: Postman

Learning Outcome	Material Required	Activity	Resources
Participants know about the continents of the world	Printed words, printed sentence, printed paragraph, sheets of paper, pen and glue	<p>The RP briefed on the rules and regulation of the activity and explain the topic to be taught.</p> <p>The RP will be dividing the class into six groups and name them as continent and conduct the activity “Postman”.</p> <p>The RP and participants discuss the subject concept with context to the sports they played during and after the game.</p>	Doc-10 & 11

Document-10

Name of the Game: 'Postman'

Description: RP will divide the class into six groups and designates the names of continents to each group. The RP designated the names of countries to different individuals of each continent and every participant should listen carefully. One participant from each group will be appointed as Postman and ask the Postman to deliver a letter to a particular country. The postman has to locate the country by going to the right participant. If the postman goes to wrong country, he turns back and fixed a stamp at the back as a seal is put by slowly hitting the back of the person by a fist. For a correct response one point is given. A total of 5 countries are asked to each continent by assigning five different postmen. The continent scoring maximum number of points will be declared winner.

Document-11

Continent

Asia: The largest continent stretches from the eastern Mediterranean Sea to the western Pacific Ocean. There are more than 40 countries in Asia. Some are among the most-populated countries in the world, including China, India, and Indonesia.

Europe: The second-smallest continent. Europe is sometimes described as a peninsula of peninsulas. A peninsula is a piece of land surrounded by water on three sides.

Africa: The second largest continent. Largest hot desert in the world Sahara and longest river of the world Nile are located in Africa.

North America: The third largest continent. The Rocky Mountains are a major mountain range and the largest mountain system in North America.

South America: The Andes, running along the South America's western side, is among the world's longest mountain ranges. The Amazon River in North America is the largest river by discharge volume of water in the world.

Oceania: The smallest continent in the world. There are a total of 14 countries that are within Oceania.

Antarctica: The fifth-largest southernmost continent, virtually uninhabited, ice-covered landmass.

Session- 9

Aerobics

Topic: Mass P.T.

Level: Preparatory to Secondary stage

Learning Outcome	Material Required	Activity	Resource
3. The participant will be able to gain know ledge of aerobics. 4. They will develop neuromuscular co-ordination, rhythmic sense and discipline. 7. They will develop group co-ordination 8. Participants can relate the movements with geometrical shapes, angles, develop group learning in number concept, counting etc.	Open space, music facility	The RP will demonstrate and explain aerobics in four counts then in eight counts. After that the RP will direct the participants to perform the movements in four counts followed by eight counts and sixteen counts. The RP will explain the concept of aerobics and its benefit in school education.	Doc-12

Document- 12

Aerobics is a high-energy rhythmic exercise that is set to music. It improves heart function, burns fat and increases strength. It creates fun and enjoyment among the performers. It is a form of physical exercise that is combined with rhythmic with stretching and strength training routines with the goal of improving overall fitness of a person. It is usually performed with music and can be practiced in a group led by an instructor. Aerobics classes may allow participants to select their level of participation according to their fitness level.

Need of Aerobics in School Education

Aerobics is very necessary in school. Teachers as well as students can benefit from aerobics. Students can improve their rhythmic sense, co-ordination, flexibility and strength. Students can have fun and enjoyment after getting engaged in different dance movements. It gives a boost to mind for which students can concentrate on studies with a refreshed mind. Teachers can also benefit from aerobics. It is very simple to perform and it can be performed by aged teachers too. It enhances fitness level of students and teachers and as a result they can actively take part inschoolactivities.

Session- 10
Sports Integrated Pedagogy in Mathematics

Subject: Mathematics

Skills: 'BODMAS'

Level: Grade 6 to 12 (Middle to Secondary)

Activity: Shuttle Simplification

Learning Outcome	Material Required	Activity	Resource
1. The participants understand the concept of 'BODMAS'. 2. The participants will develop quick calculation	Cone, Number Sheet, Problem boards	The RP briefed on the rules and regulation of the activity and explain concept of 'BODMAS'. The RP will be dividing the class into number of groups as per the number of total participant and conduct the activity 'Shuttle Simplification'. The RP and participants discuss the subject concept with context to the sports they played during and after the game.	Doc- 13

Document-13

Name of the Game: 'Shuttle Simplification'

Description: RP will divide the class in to 4-5 teams as per the total number of participants. Each team needs to line up behind cone end of the playing area. Out far ahead in the playing area, put out the tall cones randomly around each tall cone need to number sheet (1-10) stuck onto it. Students run to the correct numbered cone and back, after the RP calls out a question. The first player in each team must work out the answer and then run around the correct cone and back to their team as quickly as possible.

Name of Persons involved in Preparation of this Module

- ❖ **Borkha Saikia, Joint Director, SCERT, Assam**
- ❖ **Dr. Manju Chutia, Principal i/c, DIET, Darrang**
- ❖ **Rajkumar Bharali, Lecturer, SCERT, Assam**
- ❖ **Dr. Roshan Limbu, Faculty, Sri Sri Aniruddhadeva Sports University, Chabua**
- ❖ **Binita Basumatary, Lecturer, DIET, Chirang**
- ❖ **Kiriti Kamal Bora, Lecturer, DIET, Morigaon**
- ❖ **Sumit Kumar Thapa, DIET, Jorhat**
- ❖ **Montu Buragohain, Lecturer, DIET, Lakhimpur**
- ❖ **Dr. Deepjyoti Barman, Lecturer, DIET, Nalbari**
- ❖ **Papori Munda, Lecturer, DIET, Tinsukia**
- ❖ **Madhurjya Hazarika, Physical Instructor, Govt. Normal School, Howly, Barpeta**

Technical Support Team:

- ❖ **Nandita Dutta, Lab Asstt, DIET, Jorhat**
- ❖ **Jyotimohan Kalita, DTP Operator, SCERT, Assam**



**State Council of Educational Research and Training, Assam,
Kahilipara, Guwahati-19**