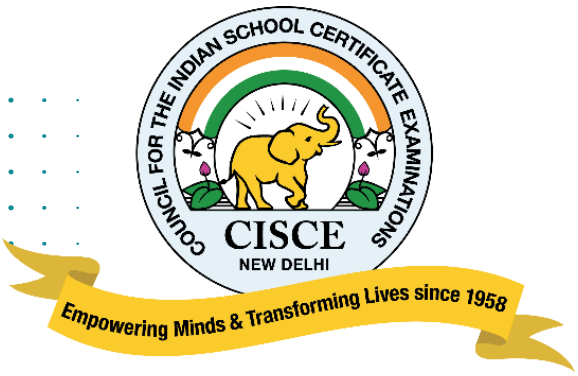
ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



EARLY YEARS PHYSICAL ACTIVITY FACILITATOR (75)

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

EARLY YEARS PHYSICAL ACTIVITY FACILITATOR

(Subject Code:75)

(Sector: PHYSICAL EDUCATION)

OVERVIEW

Early Years Physical Activity Facilitator works in schools (play/regular), day care centres, apartments, and clubs to teach age-appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years. Early Years Physical Activity Facilitator looks after the smooth functioning of the physical activities and sports events of the school, organization, institution, etc. Individuals should possess the knowledge and skills of safety and management of the playing field, equipment, and tools, conduct of sports events, assessment of student's physical activity and report preparation.

OUTCOMES:

On completion of the course, students should be able to:

- apply effective oral and written communication skills to interact with people and customers;
- identify the principal components of a computer system;
- demonstrate the basic skills of using a computer;
- demonstrate self-management skills;
- demonstrate the ability to provide self-analysis in context of entrepreneurial skills and abilities;
- demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- demonstrate the knowledge of the importance of physical activity in child development;
- plan age-appropriate physical activities;
- execute age-appropriate exercises;
- demonstrate knowledge of child health and safety;
- assess and evaluate children;
- conduct recreational activities;
- demonstrate knowledge of maintaining records.

Class IX

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – I
Unit 2: Self-management Skills – I
Unit 3: Basic Information and Communication Technology Skills – I
Unit 4: Entrepreneurial Skills – I
Unit 5: Green Skills – I
Vocational Skills – 70 Marks
Unit 6: Role of Physical Education in Child Development
Unit 7: Planning Age-appropriate Physical Activities
Unit 8: Organising Age-appropriate Physical Activities
Unit 9: Health and Safety of children
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit/Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

PART I: THEORY – 100 MARKS

Employability Skills

Unit-1: Communication Skills – I

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Identify elements of communication cycle

Theory	Practical
1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle: (i) Sender (ii) Ideas (iii) Encoding (iv) Communication channel (v) Receiver (vi) Decoding (vii) Feedback	▪ Draw a diagram of communication cycle ▪ Role plays on communication process related to the sector/job role

Learning Outcome 1.3: Identify the factors affecting our perspectives in communication

Theory	Practical
1. Perspectives in communication 2. Factors affecting perspectives in communication: (i) Visual perception (ii) Language (iii) Past experience (iv) Prejudices (v) Feelings (vi) Environment	▪ Group discussion on factors affecting perspectives in communication ▪ Sharing of experiences on factors affecting perspectives ▪ Sharing experiences on factors affecting communication at workplace

Learning Outcome 1.4: Demonstrate the knowledge of basic writing skills	
Theory	**Practical**
1. Writing skills related to the following: (i) Phrases (ii) Kinds of sentences (iii) Parts of sentence (iv) Parts of speech (v) Use of articles (vi) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – I

Learning Outcome 2.1: Describe the meaning and importance of self-management	
Theory	**Practical**
1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	▪ Identification of self-management skills ▪ Strength and weakness analysis

Learning Outcome 2.2: Identify the factors that help in building self-confidence	
Theory	**Practical**
1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic, and smart, chatting with positive people, etc.	▪ Role play exercises on building self-confidence ▪ Use of positive metaphors/words ▪ Positive stroking on waking up and before going to bed ▪ Helping others and working for community

Unit-3: Basic Information and Communication Technology Skills – I

Learning Outcome 3.1: Demonstrate the knowledge of the role of Information and Communication Technology (ICT) in day-to-day life and workplace	
Theory	**Practical**
1. Introduction to ICT 2. Role and importance of ICT in personal life and at the workplace 3. ICT in our daily life (examples) 4. ICT tools – mobile, tab, radio, TV, email, etc.	▪ Discussion on the role and importance of ICT in personal life and at the workplace ▪ Preparing posters/collages for showing the role of ICT at workplace

Learning Outcome 3.2: Identify components of basic computer system and their functions	
Theory	**Practical**
1. Computer system – Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory (RAM) and Read-only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	▪ Connecting the cables and peripherals to the Central Processing Unit ▪ Starting and shutting down a computer ▪ Group discussion on the various aspects of hardware and software

Learning Outcome 3.3: Demonstrate use of various components and peripherals of computer system	
Theory	**Practical**
1. Peripheral devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	▪ Identification of various parts and peripherals of a computer ▪ Demonstration and practice on the use of a mouse ▪ Demonstration and practice on the use of a keyboard ▪ Demonstration of the use of printers, webcams, scanner, and other peripheral devices ▪ Drawing a diagram of a computer system and labelling it

Learning Outcome 3.4: Demonstrate basic computer skills	
Theory	**Practical**
1. Primary operations on a computer system – input, process, storage, output, communication, networking, etc.	▪ Identification of the various input and output units and explanation of their purposes

Unit-4: Entrepreneurial Skills – I

Learning Outcome 4.1: Identify various types of business activities	
Theory	**Practical**
1. Types of businesses – service, manufacturing, hybrid	▪ Prepare posters of business activities found in cities/villages, using pictures

2. Types of businesses found in our community business activities around us	▪ Discuss the various types of activities, generally adopted by small businesses in a local community ▪ Best out of waste ▪ Costing of the product made from waste ▪ Selling of items made from waste materials ▪ Prepare list of businesses that provide goods and services in exchange for money

Learning Outcome 4.2: Demonstrate the knowledge of distinguishing characteristics of entrepreneurship

Theory	Practical
1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	▪ Prepare charts showing advantages of entrepreneurship over wages ▪ Group discussions on role and features of entrepreneurship ▪ Lectures/presentations by entrepreneurs on their experiences and success stories Identify core skills of successful entrepreneurs

Unit-5: Green Skills – I

Learning Outcome 5.1: Demonstrate the knowledge of the factors influencing natural resource conservation

Theory	Practical
1. Introduction to the environment 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	▪ Group discussion on hazards of deteriorating environment ▪ Prepare posters showing environment conservation ▪ Discussion on various factors that influence our environment

Learning Outcome 5.2: Describe the importance of green economy and green skills

Theory	Practical
1. Definition of green economy 2. Importance of green economy	▪ Discussion on the benefits of green skills and importance of green economy ▪ Prepare a poster showing the importance of green economy with the help of newspaper/magazine cuttings

Vocational Skills

Unit-6: Role of Physical Education in Child Development

Learning Outcome 6.1: Identify the physical and emotional needs of the children

Theory	Practical
1. Domains for early childhood development – physical, emotional, social, communicative, adaptive, etc. 2. Development of fundamental motor skills – gross and fine motor skills 3. Cognitive development 4. Psychosocial well-being 5. School readiness 6. Understanding child activity	▪ Prepare a chart on domain for early childhood development ▪ Prepare slide presentation on cognitive and psychological well-being

Learning Outcome 6.2: Identify factors influencing physical activities

Theory	Practical
1. Demographic factors (socio-economic status) 2. Biological factors (age, weight status) 3. Psychological factors 4. Behavioural factors 5. Social-cultural factors 6. Environmental factors	▪ Group activity on demonstration of factors influencing physical activities ▪ Write a paragraph on how environmental factors influence physical activity

Learning Outcome 6.3: Plan physical activities

Theory	Practical
1. Identifying physical activity sessions (everyday activities, recreational activities, sports) 2. Structuring physical activity sessions 3. Macro-planning 4. Meso-planning 5. Micro-planning 6. Weekly planning 7. Lesson plan	▪ Prepare flow chart on sequence of planning cycle ▪ Write a lesson plan

Learning Outcome 6.4: Conduct physical activities	
Theory	**Practical**
1. Arranging play spaces 2. Props and equipment required for physical activity sessions 3. Conducting physical activity sessions	▪ Write down brief note on the importance of equipment for conducting physical activities ▪ Group discussion on conducting physical activity sessions

Unit-7: Planning Age-appropriate Physical Activities

Learning Outcome 7.1: Plan activities for increasing physical strength and coordination	
Theory	**Practical**
1. Resources required for activities 2. Planning everyday activities 3. Planning recreational activities 4. Planning sports activities	▪ List down the activities to be planned for everyday physical strength session ▪ Draw a diagram of the area required for free play games and list down the equipment needed

Learning Outcome 7.2: Plan activities for developing cognitive skills	
Theory	**Practical**
1. Cognitive skills – reading, writing, numeracy, etc. 2. Activities to be organized – games, singing, dancing	▪ Prepare posters for the dancing and singing activity Discuss the various activities to develop cognitive skills

Learning Outcome 7.3: Manage class	
Theory	**Practical**
1. Designing a timetable 2. Understanding the duration of activities as per learning outcomes	▪ Prepare a timetable for the physical activity class ▪ Discussion on setting time duration for different activities

Unit-8: Organizing Age-appropriate Physical Activities

Learning Outcome 8.1: Identify games for everyday activities	
Theory	**Practical**
1. Fitness activities 2. Specific sports training 3. Sports periods 4. Games	▪ Identification of games appropriate for different classes and list them down ▪ Discussion on selection of games for school

Learning Outcome 8.2: Organize sports activities	
Theory	**Practical**
1. Sports days 2. Summer camp 3. Winter camp 4. Tournaments 5. Mass drills and display 6. Programs for parents and staff	▪ Prepare a poster for the invitation of sports day and explain about the sequence of games ▪ Prepare list of activities that can be conducted for the parents and staff and discuss in the class

Unit-9: Health and Safety of Children

Learning Outcome 9.1: Demonstrate the knowledge of child health care and habits	
Theory	**Practical**
1. Child health 2. Factors influencing child health and hygiene 3. General nutrition	▪ Prepare a chart on macro and micronutrients ▪ Prepare a poster on development of mental health Group discussion on factors influencing child health

Learning Outcome 9.2: Describe the various aspects of safety management and emergency response	
Theory	**Practical**
1. Storage facility for the equipment 2. Safe acts and safety measures in playground 3. Safety aspects related to use of equipment 4. Basic first aid and emergency response 5. Exit protocol	▪ Draw a diagram of the storage area for equipment ▪ List down the safety aspects for the use of equipment ▪ Prepare a chart on PRICE-R with relative pictures

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

To be assessed internally by the school.

For guidelines for Internal Assessment refer to Class X.

Class X

*There will be **one** written paper of **two hours** duration carrying 100 marks and Internal Assessment of Practical of 100 marks.*

COURSE STRUCTURE:

PART I: THEORY – 100 MARKS
Employability Skills – 30 Marks
Unit 1: Communication Skills – II
Unit 2: Self-management Skills – II
Unit 3: Basic Information and Communication Technology Skills – II
Unit 4: Entrepreneurial Skills – II
Unit 5: Green Skills – II
Vocational Skills – 70 Marks
Unit 6: Roles and Responsibilities of Early Years Physical Activity Facilitator
Unit 7: Assessment and Evaluation of Students
Unit 8: Free Play
Unit 9: Monitoring and Inventory Management
PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS
Practical Work – 70 Marks
Practical Examination – 40 Marks
Practical File – 10 Marks
Viva Voce (based on Practical Examination/File) – 20 Marks
Project Work – 30 Marks
Report of Field Visit/Project – 10 Marks
Student Portfolio – 10 Marks
Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

PART I: THEORY – 100 MARKS

Employability Skills

Unit-1: Communication Skills – II

Learning Outcome 1.1: Demonstrate knowledge of various methods of communication

Theory	Practical
1. Methods of communication: (i) Verbal (ii) Non-verbal (iii) Visual	▪ Writing pros and cons of written, verbal, and non-verbal communication ▪ Listing dos and don'ts for avoiding common body language mistakes

Learning Outcome 1.2: Provide descriptive and specific feedback

Theory	Practical
1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback – written comments or conversations 4. Specific and non-specific feedback	▪ Constructing sentences for providing descriptive and specific feedback

Learning Outcome 1.3: Apply measures to overcome barriers in communication

Theory	Practical
1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	▪ Enlisting barriers to effective communication ▪ Applying measures to overcome barriers in communication

Learning Outcome 1.4: Apply principles of communication

Theory	Practical
1. Principles of effective communication 2. 7Cs of effective communication	▪ Constructing sentences that convey all facts required by the receiver ▪ Expressing in a manner that shows respect to the receiver of the message ▪ Exercises and games on applying 7Cs of effective communication

Learning Outcome 1.5: Demonstrate basic writing skills	
Theory	**Practical**
1. Writing skills related to the following: (i) Sentence (ii) Phrase (iii) Kinds of Sentences (iv) Parts of Sentence (v) Parts of Speech (vi) Articles (vii) Construction of a paragraph	▪ Demonstration and practice of writing sentences and paragraphs on topics related to the subject

Unit-2: Self-management Skills – II

Learning Outcome 2.1: Apply stress management techniques	
Theory	**Practical**
1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying going to vacations and holidays with family and friends 4. Taking nature walks	▪ Exercises on stress management techniques – yoga, meditation, physical exercises ▪ Preparing a write-up on an essay on experiences during a holiday trip

Learning Outcome 2.2: Demonstrate the ability to work independently	
Theory	**Practical**
1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	▪ Demonstration on working independently on goals ▪ Planning of an activity ▪ Executing tasks in a specific period, with no help or directives ▪ Demonstration on the qualities required for working independently

Unit-3: Basic Information and Communication Technology Skills – II

Learning Outcome 3.1: Distinguish between different operating systems

Theory	Practical
1. Classes of operating systems 2. Menu, icons, and taskbar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders	▪ Identification of taskbar, icons, menu, etc. ▪ Demonstration and practice of creating, renaming, and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin

Learning Outcome 3.2: Apply basic skills for care and maintenance of computer

Theory	Practical
1. Importance and need of care and maintenance of a computer 2. Cleaning computer components 3. Preparing maintenance schedule 4. Protecting computer against viruses 5. Scanning and cleaning viruses and removing SPAM files, temporary files, and folders	▪ Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software

Unit-4: Entrepreneurial Skills – II

Learning Outcome 4.1: List the characteristics of a successful entrepreneur

Theory	Practical
1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	▪ Writing a note on entrepreneurship as a career option ▪ Collecting success stories of first generation and local entrepreneurs ▪ Listing the entrepreneurial qualities – analysis of strength and weaknesses ▪ Group discussion of self-qualities that students feel are needed to become successful entrepreneurs ▪ Collect information and related data for a business ▪ Making a plan in team for setting up a business

Unit-5: Green Skills – II

Learning Outcome 5.1: Demonstrate the knowledge of importance, problems and solutions related to sustainable development

Theory	Practical
1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	▪ Identify the problem related to sustainable development in the community ▪ Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage ▪ Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values ▪ Preparing models on rainwater harvesting, drip/sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.

Vocational Skills

Unit-6: Roles and Responsibilities of Early Years Physical Activity Facilitator

Learning Outcome 6.1: Identify roles and responsibilities of a physical activity facilitator

Theory	Practical
1. Job description of an Early Years Physical Activity Facilitator 2. Qualities of a good teacher	▪ Discussion on the methods of inculcating discipline in students ▪ Group discussion on pros and cons of mass drill ▪ Discussion on the importance of talent identification in sports

Learning Outcome 6.2: Describe the various activities to be conducted by the physical activity facilitator

Theory	Practical
1. Conducting basketball and volleyball skill development sessions 2. Altering the programs to meet the participant turn-out and skill level 3. Arranging facilities and equipment for performing risk management checks on the facility 4. Dealing with customers and answering questions 5. Established rules and regulations and	

etiquette guidelines 6. Ensuring the completion of all administrative paperwork activity plans, and participant feedback 7. Responding to situations requiring conflict resolution and emergency incidents, including first aid or CPR	

Unit-7: Assessment and Evaluation of Students

Learning Outcome 7.1: Describe the various types and tools of assessment

Theory	Practical
1. Meaning of assessment and evaluation 2. Diagnostic assessment 3. Skill assessment 4. Assessment tools and processes	▪ Prepare a chart on the difference between assessment and evaluation ▪ Classroom discussion on which of the assessments is better – formative or summative

Learning Outcome 7.2: Prepare assessment report and provide feedback

Theory	Practical
1. Preparation of report (i) Information identification (ii) Analysis of report (iii) Conclusion and recommendation (iv) Revise your report (v) Providing feedback 2. Steps of documenting feedback (i) Objectives of feedback	▪ Slide presentation on steps of report preparation and feedback

Unit-8: Free play

Learning Outcome 8.1: Describe the importance and purpose of free play

Theory	Practical
1. Free play 2. Components of free play 3. Importance of free play in student's life 4. Factors influencing recreational activities	▪ Write a paragraph on importance of free play in student's life ▪ Make a chart of factors influencing free play

Learning Outcome 8.2: Organize free play activities	
Theory	**Practical**
1. Objective of activity 2. Selection of suitable free play activity 3. Categorisation and division of groups 4. Area selection 5. Equipment selection 6. Organisation of free play activities	▪ Group discussion on importance of categorization and grouping in recreational activities ▪ Prepare a speech on equipment selection in free play activity

Learning Outcome 8.3: Demonstrate the knowledge of rehabilitation through free play	
Theory	**Practical**
1. Role of free play in rehabilitation 2. Heterogeneous to homogeneous group 3. Selection of suitable free play activity 4. Session timing and timetable 5. Recording data of each session	▪ Prepare a pie chart on rehabilitation through free play

Unit-9: Monitoring and Inventory Management

Learning Outcome 9.1: Describe the process of inventory management	
Theory	**Practical**
1. Importance of periodic inventory check 2. Process of maintaining inventory	▪ Write a paragraph about importance of listing the equipment ▪ Prepare a flowchart on the steps of listing the equipment

Learning Outcome 9.2: Manage props and equipment	
Theory	**Practical**
1. Report of listed equipment 2. Estimation of fund for new equipment 3. Estimation of money for repair of equipment 4. Monetary report of equipment purchased and repaired	▪ Prepare a report of equipment in school sports storeroom ▪ Prepare a report of sports equipment

PART II: INTERNAL ASSESSMENT (PRACTICAL) – 100 MARKS

Practical Work

- Practical Examination – 40 Marks
- Practical File – 10 Marks
- Viva Voce (based on Practical Examination/File) – 20 Marks

The Practical Work allows candidates to demonstrate that they have knowledge and understanding of performing a task. This will include the hands-on Practical Examination and viva-voce. In addition, candidates will be required to maintain a practical file of the work done throughout the year.

*Candidates will be required to perform any **two** practicals selected by the external examiner. The two practicals selected by the external examiner will be from different units of the syllabus.*

Project Work

- Report of Field Visit/Project – 10 Marks
- Student Portfolio – 10 Marks
- Viva Voce (based on Report of Field Visit/Student Portfolio/Project) – 10 Marks

Project Work aims at assessing the practical skills of candidates over a certain period of time. This includes report of field visits, project undertaken, student portfolio along with viva-voce.

*Candidates are required to have completed **one** project on a topic of their choice from any topic/allied aspect covered in the syllabus. The project may include case study (example, study of a local industry/business), survey, model making, poster making/creation of audio-visual aids, interview of an entrepreneur from the local industry, etc.*

Candidates should maintain record of the field visits undertaken during the year. This should include subject-specific information obtained from the experts/observations made during the field visits.

The student portfolio is a compilation of work done by the candidate throughout the year, and may include reports, articles, photos of products prepared by the candidate in relation to the unit of competency.

EVALUATION

The practical and project work is to be evaluated by the subject teacher and by an External Examiner. The External Examiner shall be nominated by the Head of the school and may be a teacher from the faculty, but not teaching the subject in the relevant section/class.

The Internal Examiner and the External Examiner will assess the candidate's work independently.

Award of Marks	(100 Marks)
Subject Teacher (Internal Examiner)	50 marks
External Examiner	50 marks

The total marks obtained out of 100 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

Teaching-learning Activities

For effective transaction of the subject content a combination of classroom activities, practical work and field visits/educational tours are to be used by the teacher.

Special emphasis should be laid on occupational safety, health and hygiene while conducting the teaching-learning activities.

Classroom Activities

Classroom activities, including, interactive lecture sessions followed by discussions should be conducted by the subject teachers, using a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc.

Practical Work

Practical work may include but not be limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques.

Field Visits/Educational Tours

Students should be taken for field visits to give them an opportunity to interact with experts and to expose them to the various tools, equipment, materials, procedures, and operations in the workplace. During field visits, students should obtain subject-specific information from the experts or make a record of the activities observed.

A checklist of observations to be made by the students during the field visits should be developed by the teachers for systematic collection of information by the students on the various aspects.

For example, a visit may be organised to a stadium with latest machines and equipment. During the visit, students should obtain the following information from the owner or the supervisor or the officer in-charge of the stadium or playing field:

- Location of the playing field and playground
- Different areas of the playing field and indoor play areas
- Locker and safety facilities
- Number of physical activities organised
- Storage area for tools and equipment

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace. Schools may identify different opportunities for field visits within a short distance from the school and make necessary arrangements for the same.

List of Equipment and Materials

Only basic tools, equipment and accessories should be procured by the school so that the routine tasks can be performed by the students regularly for practice and for acquiring adequate practical experience. A set of weight plates, bars, and other weights with one cable machine may be procured for training and regular field visits should be organized to provide opportunities to the students/trainees for observation and hands-on practice.

Teacher Qualifications

The suggestive qualifications and minimum competencies for the subject teacher are as follows:

- Post-graduation in Physical Education from a recognized Institute/University, with at least 1 year work/teaching experience
- Effective communication skills (oral and written)
- Basic computing skills
- Technical competencies