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CLASS X · PHYSICAL ACTIVITY TRAINER (418) · SKILL SUBJECT · CBSE BOARD EXAMINATION 2027

PART B · UNIT 1

Roles and Responsibilities of a PA Facilitator

Unit Booklet · Short Notes · Board-Pattern Questions · Model Answers

Part B · 10 of 40 theory marks | 29 questions with model answers | Geetesh Sir | Taught: Mon 23 Nov

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STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

UNIT FINISHED ON _____

OBJECTIVE SELF-CHECK _____ / 16

1

READ THIS FIRST · SHORT NOTES

Unit Notes

The job of an Early Years Physical Activity Facilitator: duties, qualities of a good teacher, discipline, mass drill, talent identification, running basketball and volleyball sessions, safety checks, dealing with parents, rules and etiquette, paperwork, conflicts and emergencies.

THIS UNIT IN THE BOARD PAPER

10 / 40

PAT Part B has four units of **10 marks each**, so Unit 1 is a quarter of the subject theory. Expect about **5 one-mark items**, **one or two 2-mark** and **one 4-mark** question (the paper gives internal choice).

SYLLABUS 2026–27 · WHAT CBSE LISTS FOR THIS UNIT

- Job description of an Early Years PA Facilitator
- Qualities of a good teacher
- Discipline; pros and cons of mass drill; talent identification
- Basketball and volleyball skill-development sessions
- Altering a programme for turnout and skill level
- Facilities and equipment: risk-management checks
- Dealing with customers; rules, regulations and etiquette
- Paperwork: activity plans, participant feedback
- Conflict resolution and emergencies (first aid, CPR)

HOW THE CBSE SKILL-SUBJECT PAPER IS SET (THEORY 50 MARKS · 2 HOURS)

1 mark
Objective: MCQ, assertion–reason, fill in the blank, true/false, match. Q1 is Part A; Q2–Q5 (answer 5 of 6 in each) are Part B.

2 marks
Short answer in **20–30 words**: two clear points. Part B: answer any 4 of 6 (Q11–Q16).

4 marks
Long answer in **50–80 words**: four points, or 2 + 2. Answer any 3 of 5 (Q17–Q21); often case-based.

Part B = 40
Objective 20 + short 8 + long 12. Part A (Employability Skills) = 10. Practical = 50.

Write in points, start each point with the key word, and stay inside the word limit. Objective answers: write the option letter **and** the answer.

PRACTICAL WORK FOR THIS UNIT

Group discussion on ways to build discipline · group discussion on the pros and cons of mass drill · discussion on why talent identification matters. Keep a note of each in your practical file.

1 Who is an Early Years PA Facilitator?

> **Early Years Physical Activity Facilitator:** a trained person who plans and conducts safe, age-appropriate physical activities and games for young children, so that they develop movement skills, fitness and good social habits.

Works in schools, play schools, sports clubs, academies and community centres.

Fundamental movement skills taught in the early years:

- **Locomotor:** running, jumping, hopping, skipping, galloping.
- **Stability (non-locomotor):** balancing, bending, twisting, turning.
- **Object control:** throwing, catching, kicking, striking, dribbling.

2 Job description: roles and responsibilities

- **Plan** sessions to suit age, number and skill level of children (activity plan).
- **Conduct** sessions: warm-up → skill practice → game → cool-down.
- **Keep children safe:** check ground and equipment, supervise all the time, give first aid.
- **Observe and assess** each child; give feedback; keep records.
- **Motivate** every child and include children with special needs.
- **Identify talent** and guide able children to sports training.
- **Maintain discipline** and settle conflicts fairly.
- **Communicate** with parents, school heads and colleagues.
- **Manage equipment** and do the paperwork.

3 Qualities of a good teacher / facilitator

Quality	Why it matters
Knowledge and skill	Can explain and demonstrate each skill correctly
Good communication	Gives short, clear instructions children understand
Patience and caring	Young children learn slowly and need encouragement
Enthusiasm	An energetic teacher makes children want to play
Role model	Fit, punctual, neatly dressed, follows the rules
Fairness	Treats every child equally; no favourites
Creativity	Turns drills into fun games; changes plans when needed
Leadership and organisation	Manages groups, time, space and equipment well
Safety awareness	Spots dangers early; trained in first aid

4 Discipline: how to build it

> **Discipline:** following rules and instructions willingly, so that every child is safe and can learn.

- Explain **simple rules** at the start and apply them the **same way** every day.
- Use clear **signals**: whistle, raised hand, a fixed "freeze" word.
- **Praise** good behaviour; give small rewards (leading the warm-up).
- Keep everyone **busy**: short queues, enough balls, small groups.
- Give **responsibilities**: team captains, equipment monitors.
- Be a **role model**: on time, calm, fair.
- Use fair consequences such as a short time-out. **Never** use physical punishment or insults – the RTE Act, 2009 bans them.

5 Mass drill: pros and cons

Mass drill (mass PT): a large group doing the same exercises together, to commands, counts or music – e.g. at morning assembly, Sports Day or Yoga Day.

Pros (advantages)	Cons (limitations)
Many children exercise at one time	No individual attention or correction
Builds discipline, rhythm, unity and coordination	Becomes boring and repetitive
Needs little equipment	Same load for all; ignores differences in fitness and age
Easy to supervise; makes a fine display	Little skill learning; needs a big ground

6 Talent identification

Talent identification: spotting children who have high potential for a sport, early, so they can be trained in the right sport.

How: watching children play; **body measurements** (height, weight, arm span); **fitness tests** (sprint for speed, long run for endurance, sit-and-reach for flexibility, standing broad jump for leg power); **skill tests**; attitude and will to learn.

Why it matters: early start; right sport for the right child; training money and time are used well; the country gets more champions (e.g. talent search under **Khelo India**).

7 Running a skill session: basketball and volleyball

Session plan: warm-up (5–10 min) → explain and **demonstrate** the skill → practice drills → small-sided game → cool-down → feedback.

Game	Basic skills	Simple facts
Basketball	Dribbling, passing (chest, bounce, overhead), shooting (set shot, lay-up), pivot, defending	5 players a side on court; walking with the ball without dribbling = **travelling**
Volleyball	Serve (underarm for beginners), forearm pass (dig), overhead pass (set), spike, block	6 players a side; a team may touch the ball **3 times** before sending it over

FOR YOUNG CHILDREN
Use lighter, smaller balls and lower hoops and nets (mini-basketball, mini-volleyball) for young children.

8 Changing the plan: turnout and skill level

The facilitator must adjust the session when more or fewer children come, or when their skill is different from what was planned. A simple way to remember the changes is **STEP**:

Change the …	Example
Space	Make the court smaller for beginners; larger for advanced players
Task	Allow one bounce in volleyball; ask advanced players to use the weaker hand
Equipment	Softer or bigger ball, lower net or hoop, more balls
People	More, smaller groups or stations when turnout is high; pairs when it is low; mix abilities fairly

9 Facilities, equipment and risk checks

- **Before the session:** ground free of stones, water, holes and glass; boundaries marked; lighting and shade.
- Posts, hoops and nets **firmly fixed**; balls properly inflated; broken equipment removed.
- Right size of equipment for the age group.
- **First-aid box**, drinking water and an emergency phone number ready.
- Check the **weather**: avoid hard play in strong heat; plan water breaks.

> **Risk management:** find the hazard → judge how likely and serious the harm is → take steps to remove or reduce it → record the check and review it.

10 Customers, rules and etiquette

Customers = the children, their parents, the school or club. Be polite, listen to concerns, reply quickly, share schedules and progress, and stay professional.

- **Rules and regulations:** rules of the game, safety rules, the school or club code of conduct.
- **Etiquette:** fair play, respect for team-mates, opponents and officials, handshake after the game, no bad language, proper sports dress, punctuality, care of equipment, accepting defeat gracefully.

11 Paperwork

Record	Purpose
Attendance register	Who came to each session
Activity / session plan	What will be done, how, for how long, with what equipment
Participant information and consent forms	Contact details, health problems, parents' permission
Participant feedback form	What children or parents liked and what to improve
Accident / incident report	What happened, when, first aid given, who was informed
Equipment (stock) register	Items available, issued, damaged or needing repair

12 Conflicts and emergencies

Conflict between children: stay calm → stop the activity and separate them → listen to both sides → decide fairly using the rules → help them shake hands → inform parents if serious.

- **Emergency action:** keep the other children safe, give first aid, call for help (112 or 108), inform the school and parents, write an incident report.
- **Sprain: RICE** – Rest, Ice, Compression, Elevation.
- **Heat exhaustion:** move to shade, loosen clothing, give water.
- **CPR** (only if trained) for a person who is unresponsive and not breathing normally: call for help, then press hard and fast in the centre of the chest, about **100–120 times a minute**, until help arrives.

Key terms

16 terms

PA Facilitator: person who plans and leads physical activities

Locomotor skills: moving from place to place: run, hop, jump

Object control: throwing, catching, kicking, dribbling

Activity plan: written plan of a session

Discipline: following rules willingly for safety and learning

Mass drill: same exercises by a large group together

Talent identification: spotting children with high potential for a sport

Warm-up: light activity that prepares the body

Cool-down: slow activity that brings the body back to rest

STEP: change Space, Task, Equipment, People

Risk management: finding and reducing dangers

Etiquette: polite and fair behaviour in sport

Incident report: written record of an accident

RICE: Rest, Ice, Compression, Elevation

CPR: chest compressions for a person not breathing

Travelling: walking with the basketball without dribbling

Common mistakes and exam tips

AVOID THESE

- Do not write “punish the child physically” as a way to keep discipline – it is banned and earns zero.
- In “pros and cons of mass drill”, give **both** sides when the question asks for both.
- Talent identification answers need **how** (tests, observation) and **why** (early start, right sport).
- Session order: warm-up comes **first** and cool-down **last**.
- STEP = Space, Task, Equipment, People – name the letter and give an example.

A

PART A · 1 MARK EACH

Objective Questions

16 questions: MCQs, assertion–reason, fill in the blanks and true/false, like Q2–Q5 of the board paper. Answers in Part E.

ASSERTION–REASON: HOW TO ANSWER

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A1. Hopping, skipping and galloping are examples of: [1]

(a) Object-control skills
(b) Locomotor skills
(c) Stability skills
(d) Fine motor skills

A2. Which of these is the correct order of a well-planned activity session? [1]

(a) Game → warm-up → skill → cool-down
(b) Warm-up → skill practice → game → cool-down
(c) Skill → game → warm-up → cool-down
(d) Cool-down → warm-up → game → skill

A3. Which is a limitation of mass drill? [1]

(a) Many children exercise together
(b) Needs little equipment
(c) No individual attention to each child
(d) Builds unity and rhythm

A4. A facilitator makes the court smaller and uses a softer ball for beginners. In STEP, he has changed: [1]

(a) Space and Equipment
(b) Task and People
(c) People and Space
(d) Task and Equipment

A5. A standing broad jump in a talent-identification test mainly measures: [1]

(a) Flexibility
(b) Leg power (explosive strength)
(c) Endurance
(d) Balance

A6. In volleyball, how many times may a team touch the ball before it must go over the net? [1]

(a) Two **(b)** Three **(c)** Four **(d)** Unlimited

A7. A child twists an ankle during play. The correct first aid is: [1]

(a) Massage hard and continue playing
(b) RICE – Rest, Ice, Compression, Elevation
(c) Apply hot water at once
(d) Ask the child to run it off

A8. Which record shows what happened in an accident and what first aid was given? [1]

(a) Attendance register
(b) Stock register
(c) Incident report
(d) Activity plan

A9. Shaking hands with the opponents after a match is an example of: [1]

(a) Sports etiquette
(b) Talent identification
(c) Risk assessment
(d) Mass drill

A10. Walking with the basketball without dribbling it is called: [1]

(a) Double dribble (b) Travelling (c) Blocking (d) Pivoting

A11. ASSERTION–REASON [1]

Assertion (A): A facilitator should check the playground for stones and holes before every session.

Reason (R): Risk-management checks help prevent injuries.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A12. ASSERTION–REASON [1]

Assertion (A): Mass drill is the best way to teach each child the correct technique of a skill.

Reason (R): In mass drill a large group performs the same exercises together.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A13. FILL IN THE BLANK [1]

Spotting children with high potential for a sport at an early age is called _____.

A14. FILL IN THE BLANK [1]

During CPR, the chest is pressed about _____ times a minute.

A15. TRUE OR FALSE [1]

Physical punishment is an acceptable way to maintain discipline in a PE class.

A16. TRUE OR FALSE [1]

A participant feedback form helps the facilitator improve future sessions.

B — Short Answer Questions

PART B · 2 MARKS EACH

Answer in 20–30 words: two clear points. Model answers in Part E.

B1. Who is an Early Years Physical Activity Facilitator? [2]

B2. Write any two advantages and any two limitations of mass drill. MUST DO [2]

B3. Give any two reasons why talent identification is important. [2]

B4. List any four checks a facilitator should make before a session. [2]

B5. How should a facilitator deal with a fight between two children during a game? [2]

B6. Name any two basic skills each of basketball and volleyball. [2]

C — Long Answer Questions

PART C · 4 MARKS EACH

Answer in 50–80 words: four points, or two points with an example each. Model answers in Part E.

C1. Describe any four roles and responsibilities of an Early Years Physical Activity Facilitator. [4]
MUST DO

C2. Explain any four qualities of a good physical education teacher. [4]

C3. Suggest four methods a facilitator can use to build discipline in a physical activity session. [4]
MUST DO

C4. Fifty children turn up for a session planned for twenty-five. Some are beginners. How should the facilitator change the plan? Use STEP. [4]

C5. Name four records a facilitator keeps and give the purpose of each. [4]

D

PART D · CASE AND COMPETENCY BASED

Case-Based Questions

Read the situation, then answer from it and from the unit. These are the 4-mark board questions that test application.

D1. Case-Based · A hot afternoon at the volleyball court [4]

Coach Anil runs a volleyball session for 30 children aged 9–10 at 2 p.m. in May. The net is tied loosely and two balls are flat. Half the children have never played before. During the game, Riya falls and twists her ankle, and two boys start arguing over a point.

(i) Name two risk-management checks Anil should have done before starting. [1]

(ii) What first aid should be given to Riya? [1]

(iii) How should Anil settle the argument, and what record must he write after the session? [2]

D2. Competency-Based · Mass drill for Sports Day [4]

For Sports Day, 200 students of Classes III–V will perform a mass drill to music. The PE teacher has two weeks to prepare. Some parents feel the practice is boring and that their children are not learning any real sport.

(i) Give two benefits of the mass drill for the students. [1]

(ii) Give two limitations the parents are pointing to. [1]

(iii) Suggest two ways the teacher can keep students interested and also respond to the parents. [2]

E

PART E · ANSWERS IN CBSE MARKING-SCHEME STYLE

Answers

Objective key with a reason, then model answers: numbered value points, key word first, the mark for each point in orange, and the word count under each answer. Any other correct, relevant point also earns the mark.

Objective questions – answer key

Part A

Write the option letter **and** the answer, as the marking scheme does.

Q	Answer	Why (one line)
A1	**(b) Locomotor skills**	They move the body from place to place.
A2	**(b) Warm-up → skill practice → game → cool-down**	Warm-up first, cool-down last.
A3	**(c) No individual attention to each child**	The other three are advantages.
A4	**(a) Space and Equipment**	Court size = space; ball = equipment.
A5	**(b) Leg power (explosive strength)**	It shows the power of the legs.
A6	**(b) Three**	Three touches per side.
A7	**(b) RICE – Rest, Ice, Compression, Elevation**	RICE reduces swelling and pain.
A8	**(c) Incident report**	It is written right after the event.
A9	**(a) Sports etiquette**	Fair play and respect.
A10	**(b) Travelling**	It is a violation in basketball.
A11	**(a) Both true; R explains A**	R gives the reason for A.
A12	**(d) A false, R true**	A is false – mass drill gives no individual correction; R is true.
A13	**Talent identification**	Done through observation and tests.
A14	**100–120**	Hard and fast in the centre of the chest.
A15	**False**	Correct: physical punishment is banned (RTE Act, 2009); use rules, praise and fair consequences.
A16	**True**	It shows what worked and what did not.

Short answers

Part B · 2 marks

B1. Who is an Early Years Physical Activity Facilitator? [2]

1. **Meaning:** a trained person who plans and conducts safe, age-appropriate activities for young children. 1
2. **Aim:** to develop their movement skills, fitness and social habits. 1

24 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B2. Write any two advantages and any two limitations of mass drill. [2]

1. **Advantages:** many children exercise together; builds discipline and unity. 1
2. **Limitations:** no individual attention; becomes boring and repetitive. 1

17 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | ½ mark for each point | MUST DO

B3. Give any two reasons why talent identification is important. [2]

1. **Early start:** able children begin proper training at the right age. 1
2. **Right sport:** each child is guided to the sport that suits his or her body and skill. 1

28 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | Any two, 1 mark each

B4. List any four checks a facilitator should make before a session. [2]

1. **Ground:** free of stones, holes and water. ½
2. **Equipment:** safe, right size, nets and posts fixed. ½
3. **First aid:** box and water ready. ½
4. **Weather:** avoid hard play in strong heat. ½

28 words · CBSE asks 20–30 words | Marking: ½ + ½ + ½ + ½ = 2 | 4 × ½ = 2

B5. How should a facilitator deal with a fight between two children during a game? [2]

1. **Stop and separate:** stay calm, stop the game and separate the two children. 1
2. **Settle fairly:** listen to both, decide by the rules, and help them shake hands. 1

27 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B6. Name any two basic skills each of basketball and volleyball. [2]

1. **Basketball:** dribbling and passing (also shooting, pivot). 1
2. **Volleyball:** serving and forearm pass / dig (also set, spike). 1

16 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | ½ for each skill

Long answers

Part C · 4 marks

C1. Describe any four roles and responsibilities of an Early Years Physical Activity Facilitator. [4]

1. **Planning:** prepares activity plans suited to age, numbers and skill. 1
2. **Conducting:** leads warm-up, skill practice, games and cool-down. 1
3. **Safety:** checks ground and equipment, supervises, gives first aid. 1
4. **Assessment:** observes each child, gives feedback and keeps records. 1

36 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | Any four, 1 mark each | MUST DO

C2. Explain any four qualities of a good physical education teacher. [4]

1. **Knowledge:** explains and demonstrates skills correctly. 1
2. **Communication:** gives short, clear instructions children understand. 1
3. **Patience:** encourages slow learners kindly. 1
4. **Role model:** fit, punctual, fair and follows the rules. 1

27 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | Any four, 1 mark each

C3. Suggest four methods a facilitator can use to build discipline in a physical activity session. [4]

1. **Clear rules:** explain simple rules and apply them every day. 1
2. **Signals:** use a whistle or raised hand to stop and start. 1
3. **Praise:** reward good behaviour, e.g. let the child lead the warm-up. 1
4. **Busy children:** small groups and short queues so no one stays idle. 1

44 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | Any four, 1 mark each | MUST DO

C4. Fifty children turn up for a session planned for twenty-five. Some are beginners. How should the facilitator change the plan? Use STEP. [4]

1. **Space:** divide the ground into more, smaller courts. 1
2. **Task:** simpler drills for beginners; harder ones for skilled children. 1
3. **Equipment:** more balls, softer balls and lower nets. 1
4. **People:** more small groups or stations that rotate. 1

34 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark for each STEP letter applied

C5. Name four records a facilitator keeps and give the purpose of each. [4]

1. **Attendance register:** who attended each session. 1
2. **Activity plan:** what will be done and with which equipment. 1
3. **Feedback form:** views of children or parents to improve sessions. 1
4. **Incident report:** details of an accident and the first aid given. 1

37 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | ½ name + ½ purpose, × 4

Case-based answers

Part D

D1. Case-Based · A hot afternoon at the volleyball court (passage printed in Part D) [4]

(i) Name two risk-management checks Anil should have done before starting. [1]

Tie the **net firmly** and remove or inflate the **flat balls** (also: plan shade and water for the heat).

(ii) What first aid should be given to Riya? [1]

RICE: Rest, Ice, Compression, Elevation; then inform her parents.

(iii) How should Anil settle the argument, and what record must he write after the session? [2]

(1) Stop the game, separate the boys, listen to both and decide by the rules; help them shake hands. (2) Write an **incident report** about Riya's injury and the first aid given.

Marking: 1 + 1 + 2 = 4 | 1 + 1 + (1 + 1)

D2. **Competency-Based · Mass drill for Sports Day** (passage printed in Part D) **[4]**

(i) **Give two benefits of the mass drill for the students.** [1]

It builds **discipline and coordination**, and gives many students exercise together.

(ii) **Give two limitations the parents are pointing to.** [1]

It is **monotonous** and gives **no individual skill learning**.

(iii) **Suggest two ways the teacher can keep students interested and also respond to the parents.** [2]

(1) Add small-group games or skill stations after each practice, so children also learn a sport. (2) Explain the aim to parents politely and share a short practice schedule and progress (dealing with customers).

Marking: 1 + 1 + 2 = 4 | 1 + 1 + 2