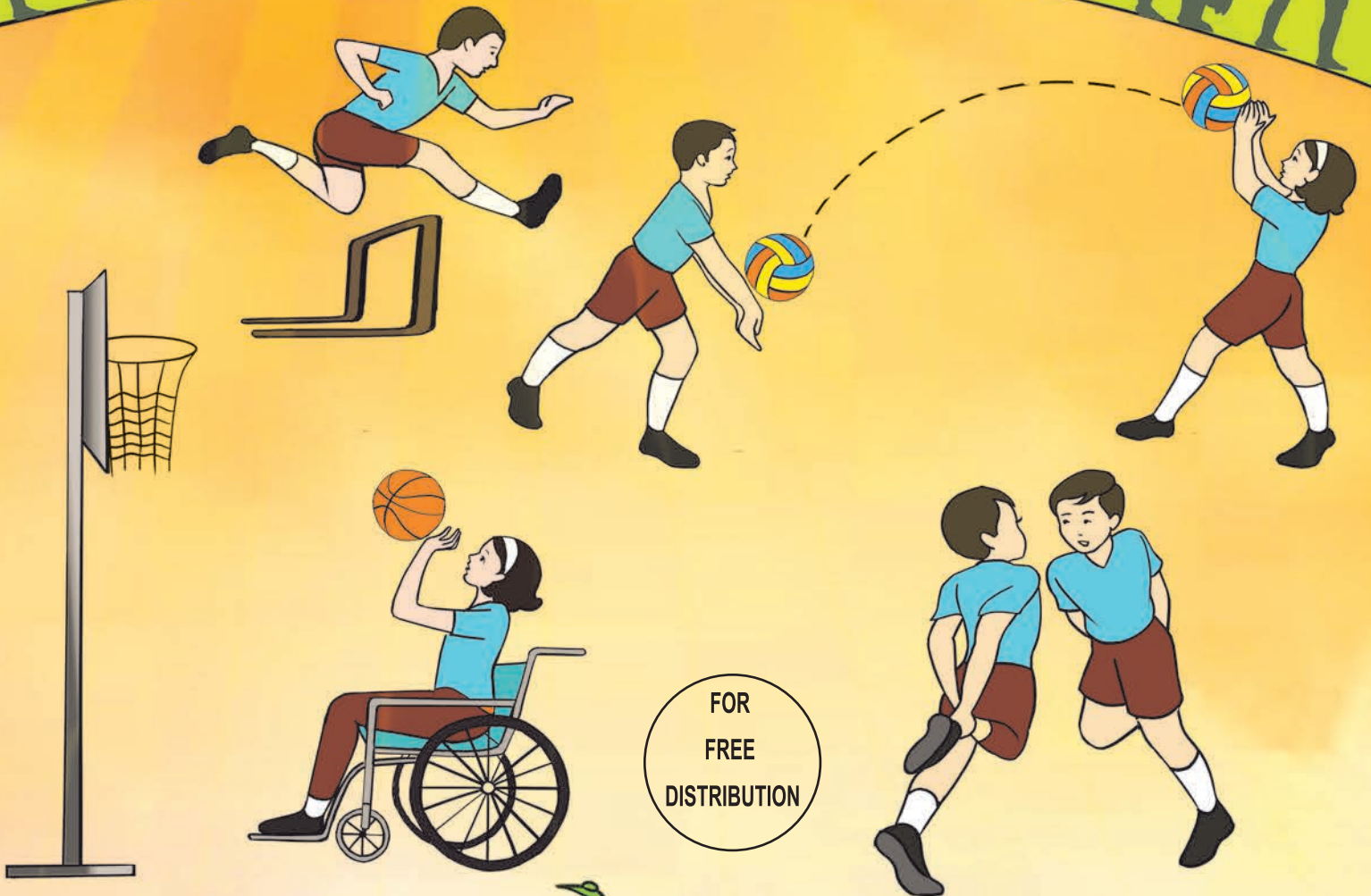




Physical Education And Wellness

STANDARD THREE



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Government Decision No.: Study – 2116/(Pr.No.43/16) SD-4 dated 25.4.2016, in the meeting of the Coordination Committee dated 13.04.2026, it has been approved to prescribe this textbook for the academic year 2026–27.

समग्र शिक्षा

Physical Education And Wellness

STANDARD THREE



**Maharashtra State Bureau of Textbook Production
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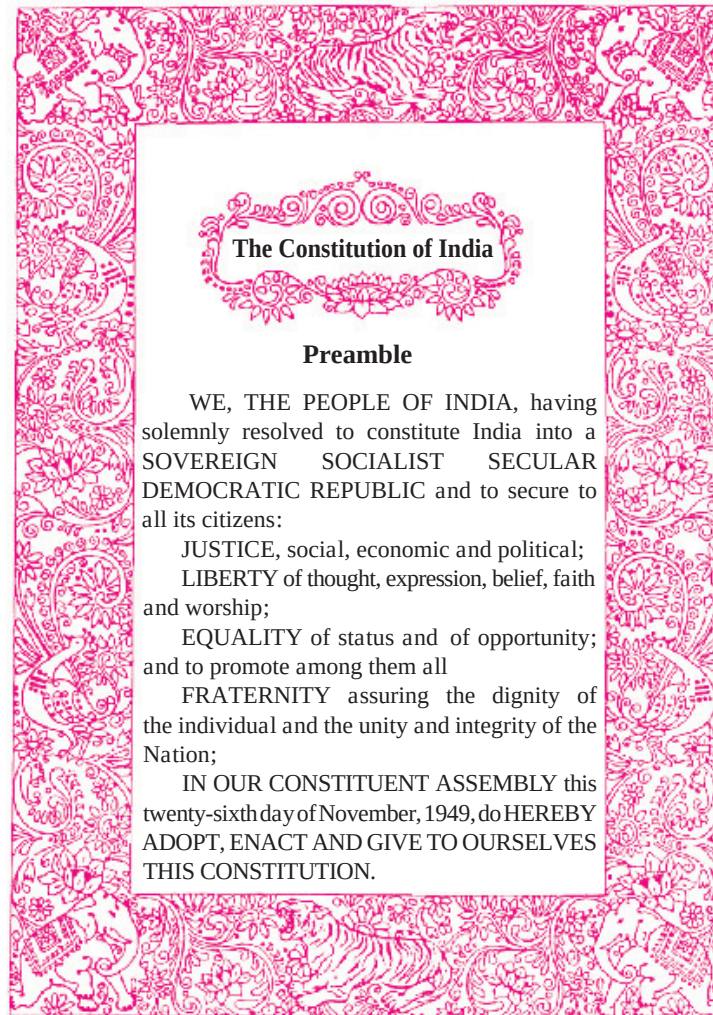
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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Bangā

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

भित्ती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Preface

The National Framework for School Education was Published in 2023 as per the National Education Policy 2020.

The Maharashtra State Curriculum 2024 (SCF-SE) was prepared by considering the needs, characteristics and traditions of Maharashtra.

The Textbook Bureau is publishing a new series of textbooks for the subject of Physical Education and Wellness, based on this government-approved curriculum. We are especially pleased to present to you this third-grade textbook on Physical Education and Wellness from this series.

The textbook is designed with the vision that the entire teaching-learning process should be child-centric and emphasize activity-based learning and constructivism. It also aims to ensure that by the end of primary education, students attain the physical, mental, intellectual, emotional, spiritual, and social competencies necessary for a healthy life, and that the learning process itself is interesting and enjoyable.

Attractive presentation of content and illustrations in textbooks always attract children. Based on many illustrations, students will joyfully participate in various activities in physical education. Considering the age group of the students, their physical abilities are not fully developed. Keeping in mind their natural inclination towards sports and staying constantly active, this is a textbook where activities are explained with simple-to-understand illustrations that provide opportunities for their activity.

Various graded exercises and diverse, entertaining, and innovative activities have been provided and suggested in the textbook so that all competencies necessary for the students' healthy life are developed.

To ensure this textbook is as flawless and high-quality as possible, it has been reviewed by selected teachers from all regions of Maharashtra, as well as some education experts and subject experts. The suggestions and feedback received during the review were appropriately considered by the Health and Physical Education Committee to give the textbook its final form. The Bureau is grateful for the cooperation provided by everyone during the review.

The textbook has been prepared through the diligent efforts of the grade-wise Subject Committee, Working Group, and illustrators of the Bureau. It is hoped that students, teachers, and parents will welcome this textbook.

Pune

Date : 19 April 2026

Indian Solar Date : Vaishakh Shu. 2

Shake 1948, Akshaya Tritiya



Anuradha Oak

Director

Maharashtra State Textbook Production
and Curriculum Research Board, Pune

For Teachers

Points to keep in mind while conducting classes

1. Never refer to the Physical Education and Wellness subject class as a “PT period.”
2. Physical Education and Health classes should be conducted to develop students’ physical abilities and achieve the objectives of the subject. They should not be used for other subjects or reasons.
3. Instill discipline in students regarding going to and returning from the playground.
4. Teachers should instruct students to remain alert on the playground and be mindful of other students’ abilities.
5. When dividing students into groups, consider their abilities, age, weight, and height to ensure the groups are balanced.
6. When planning lessons, ensure that every student gets an opportunity to perform every activity and skill, and to handle sports equipment.
7. Prepare a blueprint for each day’s class and make preparations on the playground accordingly. There should be no obstacles on the playground.
8. Ensure that time is not wasted while changing activities and distributing equipment during the class.
9. If there are inconveniences or a shortage of ground space, equipment, etc., utilize the available resources creatively.
10. When it is not possible to conduct Physical Education classes on the playground due to weather, Physical Education activities should be conducted in the classroom or hall. This book contains several activities that can be performed in indoor spaces, such as rhythmic sequences, exercise sequences, fundamental movements, introduction to Yoga, and health education.
11. While teaching Physical Education, Yoga, and health-related activities, teachers should provide information to students about life skills at the appropriate time and should always strive to ensure that students internalize those skills.
12. Teachers should always keep their subject knowledge updated and utilize modern technology in their teaching.
13. During school parent meetings, the Physical Education teacher should inform parents about this subject. They should explain the importance of sports, exercise, activity, and nutrition for students’ robustness and health, and inform them about the qualities that develop through these. If parents want more information, they should be referred to this Physical Education and Wellness textbook to raise their awareness.
14. Many activities and types of exercises in the textbook have English terms, but these have been kept as they are because they are commonly used. Translating them into Marathi might not necessarily make the activities easier to understand.
15. It is essential to conduct medical examinations of all students in both semesters.
16. Students who are physically injured or have recently recovered from an illness should not be allowed to perform strenuous exercise immediately. Also, they should not be allowed to participate in competitions.
17. Teachers should pay special attention to students with special needs. They should have these students perform movements and exercises that they are capable of. Without depriving these students of Physical Education, plans should be made to implement appropriate activities by considering their abilities.
18. Important phone numbers, such as those for doctors and ambulances, should be available on the playground. A first-aid kit should be kept near the playground.

Competency (C)	Learning Outcome (LO)	Page Number
C-1.1 Practices physical movements, motor skills, and handling skills together (e.g., catching, throwing, kicking, focusing on visual cues to hit a target).	1. Can perform various physical movements with skill and coordination. 2. Can perform movements with various equipment and with peers. 3. Uses motor skills correctly and practices them for progress. 4. Uses necessary skills while playing complementary, traditional, and recreational games. 5. Performs Surya Namaskar and various asanas in the correct order and with proper posture. 6. Performs activities related to running, throwing, and jumping. 7. Learns information and skills regarding the use of self-defense activities and equipment. 8. Learns Indian exercise types.	1,2,3,4,5 6,7,8,9,10 6,7,16 45-70 41,74-78 3-38, 40,45-70 72 40-41
C-1.2 Performs rhythmic, steady, and musical movements with awareness of the body.	1. Performs movements to the rhythm of music. 2. Performs drills and drills with equipment rhythmically. 3. Shows enthusiasm and joy. 4. Performs drill formation activities correctly.	33-38 34-36 85 42-44
C-1.3 Possesses the ability to coordinate with objects and peers (e.g., coordinates with peers during relay races, maintains eye-hand coordination when throwing a ball while playing ball games).	1. Coordinates while playing with equipment and peers. 2. Enjoys learning and practicing fundamental sports skills. 3. Understands movements while playing, participates, and maintains a friendly attitude towards peers and competitors. 4. Remains joyful and enthusiastic while learning and practicing sports skills. 5. Follows rules and discipline.	20-38,45-72 11-72 11-72 11-41,45-72 45-72
C-1.4 Performs fundamental stimulating exercises and some body exercises to increase body strength and flexibility.	1. Performs various exercise types and physical movements to increase body strength; flexibility will increase.	11-41 45-78
Curriculum Goal CG-2: Creating sensitivity towards personal and social behavior towards oneself and others.		
C-2.1 Shows ability to play and act while maintaining team spirit, cooperation, personal responsibility, and exchange of ideas.	1. Maintains team spirit with teammates while playing various games. 2. Understands personal responsibility and acts accordingly. 3. Develops the ability to cooperate and be sensitive by exchanging ideas with teammates.	45-73 11-41,45-73 45-65
C-2.2 Prepares rules and criteria for games before playing and reviews them from time to time.	1. Accepts leadership of the team while playing games.	45-65
C-2.3 Remains sensitive to the pain of a player when they are injured or not feeling well, or experiencing emotional stress.	1. Helps sick or injured teammates by showing empathy.	81
C-2.4 Maintains care and a sense of responsibility for the playground, equipment, and facilities.	1. Participates responsibly in keeping the playground clean. 2. Handles sports equipment and alternative equipment with care.	82 83,84

C-2.5 Distinguishes between good and bad touch while performing sports activities and informs adults where necessary. C-3.1 Clarifies some game concepts, fundamental situations, rules, and movements.	1. Knows the difference between safe and unsafe touch. 2. Complains to the appropriate person regarding intentional inappropriate touch. 3. Takes care to ensure that inappropriate touch does not happen while playing.	85 85 85
Curriculum Goal CG -3.1: Becoming one with mind in physical activities and games		
Competency C-3.1: Clarifies some game concepts, fundamental situations, rules, and movements	1. Understands game concepts, fundamental situations, and rules	45-72
Competency C-3.2: Describes their thinking process and emotional state during games	1. Knows individual benchmarks for physical fitness and capability 2. Sets aside time for daily practice of various games, exercises and activities	11-72 86
Curriculum Goal CG-4: Creating understanding about the need for self-progress and self-assessment		
Competency C-4.1: Reviews progress by setting small, simple, personal goals (eg., first throwing a ball 25	1. Tries to learn and adopt healthy eating habits 2. Develops healthy habits	79-85

- When conducting the teaching-learning process for students with special needs, use Sign Language as well as other supplementary pedagogical methods.
- Provide students with special needs the opportunity to express themselves in whichever way is possible for them.
- Instead of only giving oral instructions, use placards, gestures, visual cues, etc.





Tele MANAS Program

Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(14416 / 1800-89-14416)

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Manodarpan

The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents, and teachers can call this helpline to receive the necessary guidance and counseling.

Table of Contents

Section 1 : Fundamental Movements 1

1.1 Non Locomotor Movements.....	1
1.2 Locomotor Movements	3
1.3 Manipulative Movements	6
1.4 Body Awareness and Space Awareness During Movements	10

Section 2 : Various Exercises 11

2.1 General Exercises.....	11
2.2 Specific Exercises	15
• A.B.C. Drills.....	15
• Agility Practice	16
2.3 Obstacle Course	20
2.4 Exercise Series.....	24
2.5 Adventurous Exercises	30
• Jungle gym.....	30
• Human Pyramids	31
2.6 Rhythmic Exercises.....	33
• Aerobics	33
• Exercise Drill Without Equipment.....	34
• Exercise Drill With Equipment.....	36
• Dancercise	38
2.7 Indian Exercises	40
• Fugdi	40
• Zimma.....	40
• Rope Jumping	40
2.8 Suryanamaskar	41

Section 3 : Drill and Marching 42

3.1 Savdhan	42
3.2 Vishram	43
3.3 Aaram se	43
3.4 Salute.....	44
3.5 Kadamtal aur Tham.....	44
3.6 Daudake Kadamtal aur Tham.....	44

Section 4 : Various Games and Races.....45

4.1 Various Games	45
• Minor Games	45
• Traditional Games.....	53
• Recreational Games	57
4.2 Races.....	58
4.3 Lead Up Games	65
4.4 Preparation for Athletics	70
4.5 Combats.....	72
4.6 Acquaintance with Water	73

Section 5 : Yogic Practices.....74

5.1 Yog : <i>Niyam</i>	74
5.2 Yogic Practice : Prayer.....	75
5.3 Yogasan.....	76
5.4 Pranayam Preparation	78

Section 6 : Wellness79

6.1 Components of Wellness.....	79
6.2 Health.....	80
• Personal hygiene.....	80
• Diet	80
• Exercise.....	81
• Rest and sleep	81
6.3 Playground-related habits and cleanliness.....	82
6.4 Sports Attire	83
6.5 Sports equipment	83
6.6 Safety on the playground	84
6.7 First aid	84
6.8 Prohibiting bad habits	85
6.9 Touch Awareness.....	85

Section 7 : Self-Evaluation86

7.1 Self-assessment chart.....	86
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Section 8 : Appendices89

8.1 For students with special needs.....	89
8.2 Method of conducting lesson.....	91
8.3 Planning	92

Cleanliness Our Responsibility

From today, I will keep my school,
home and surrounding clean

Brush the teeth
twice a day



Wash hands
and cut nails



Cut hair



Wear clean
Uniform



Be happy

Drinks ample
water



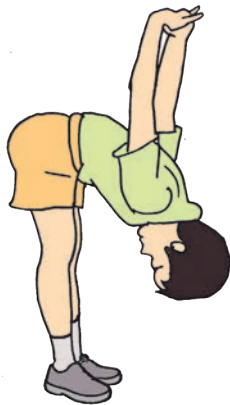


Section 1 : Fundamental Movements



1.1 Non Locomotor Movements

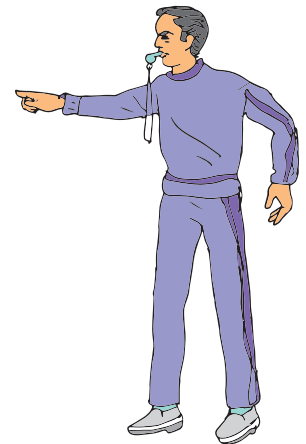
See and do the movements such as bending, turning and different types of twisting movements. Are you able to do any other similar movements?



Forward Bending



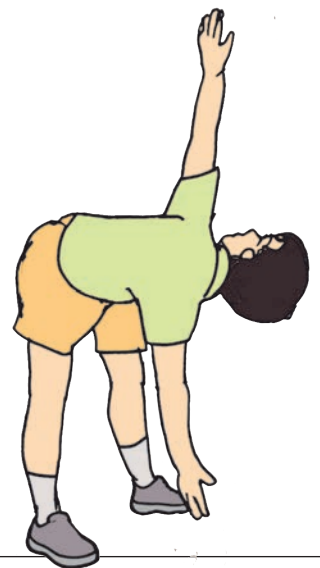
Backward Bending



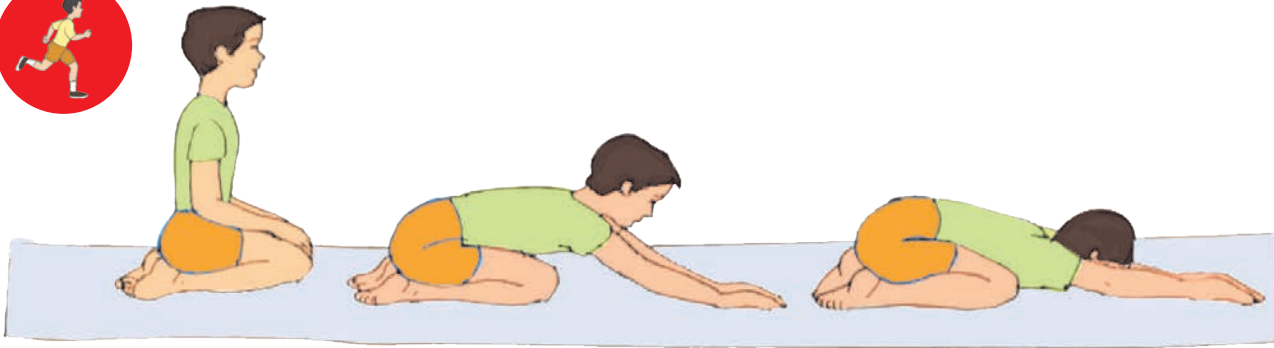
Side Bending



Turning



Twisting



Sliding

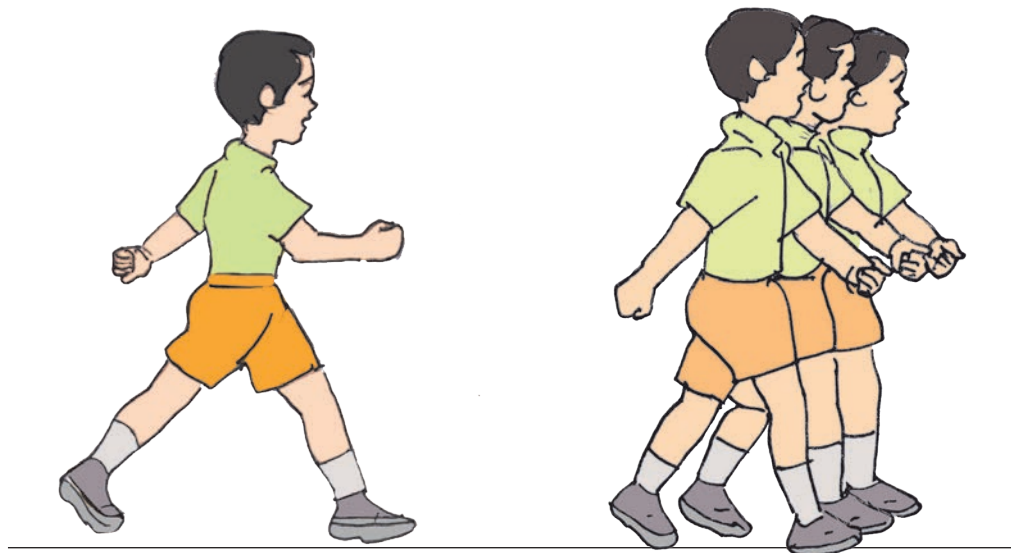


Balancing in
Various Positions

Self-Evaluation

- Did you do all the given fundamental skills? Show by ticking Yes ☐ No ☐
- Which of these movements were easier for you to perform? Write _____
- Which of these movements were difficult for you to perform? Write _____
- Do the movement with the help of your friend which you find difficult

1.2 Locomotor Movements



Walking



Running



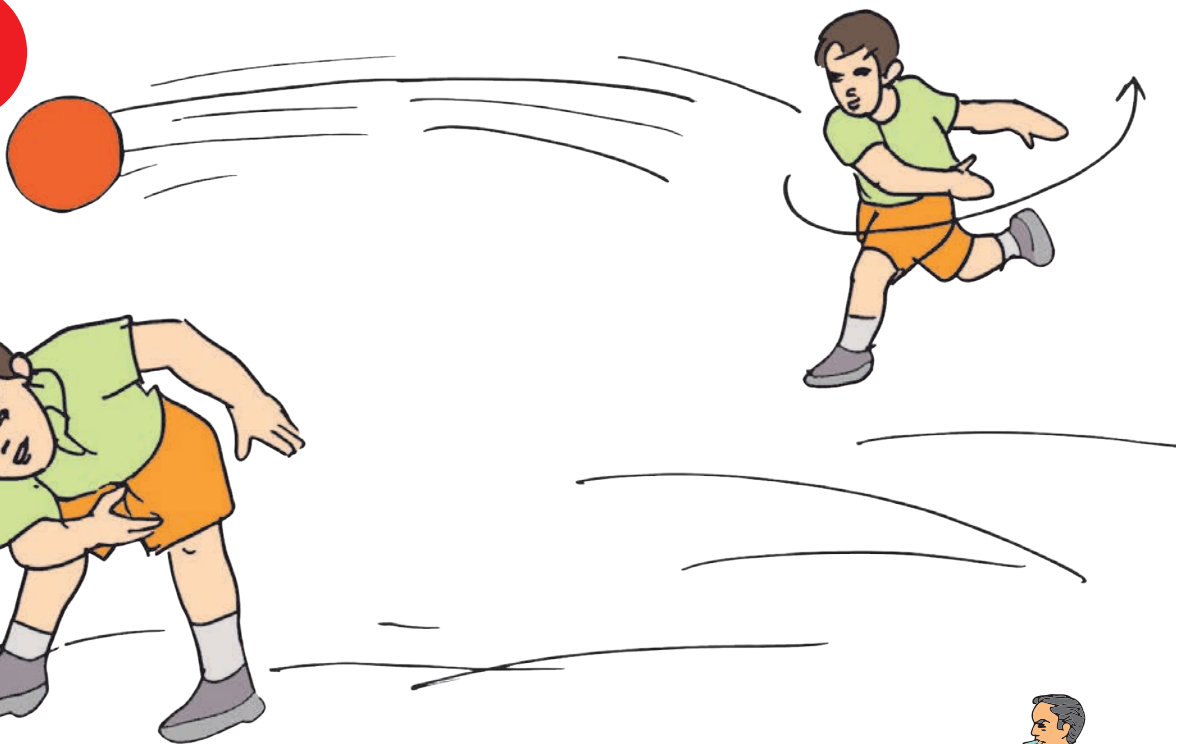
Hopping



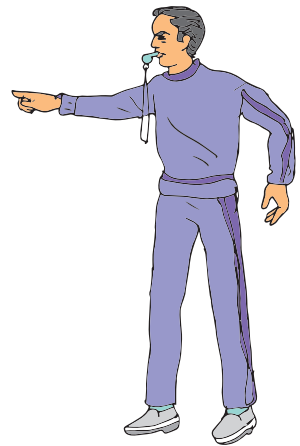
Jumping



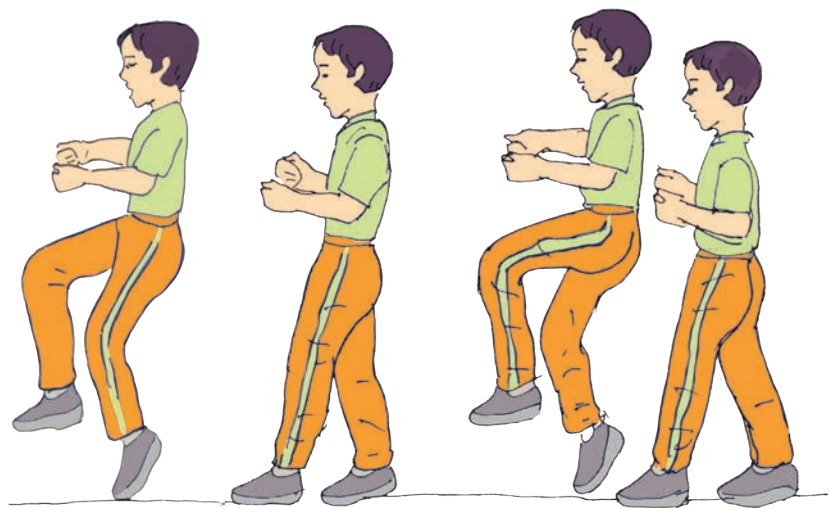
Striding



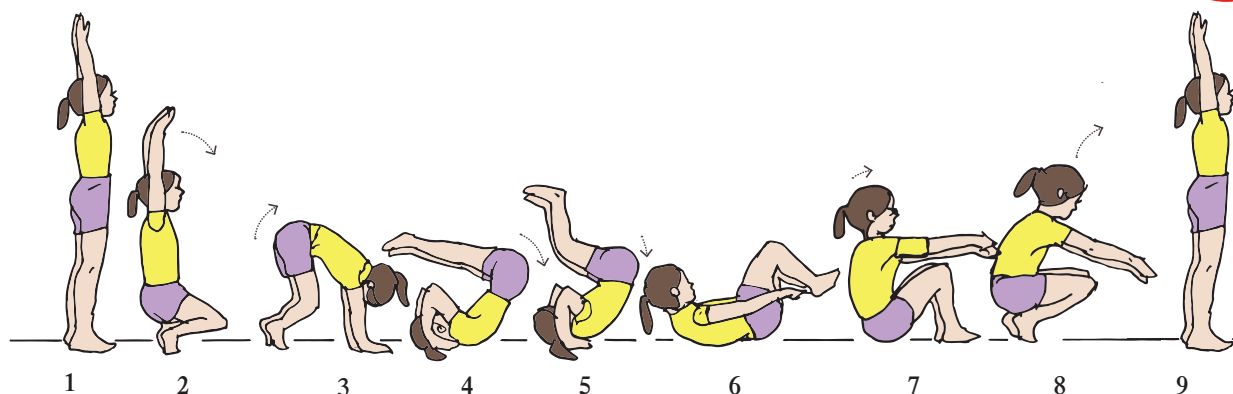
Dodge the ball



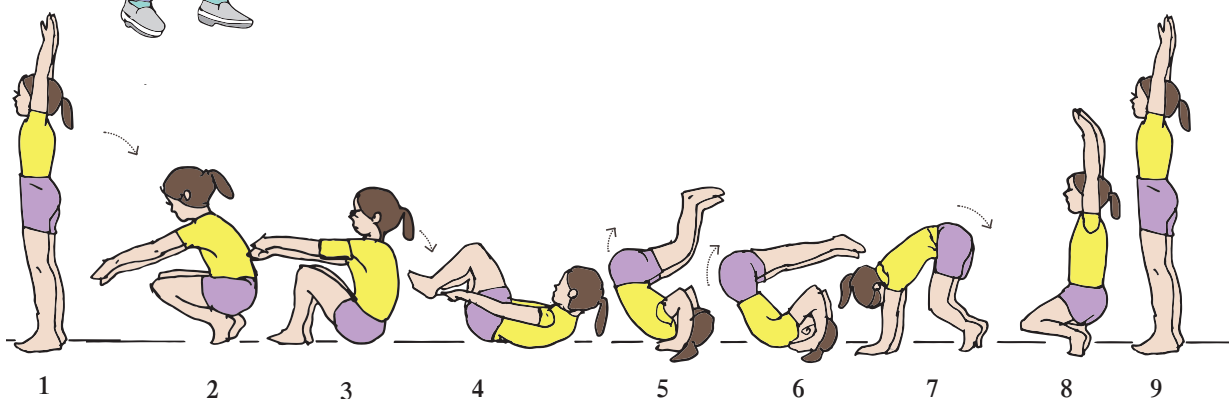
Feinting



Galloping



Forward Roll



Backward Roll

Self-Evaluation

- Did you like to do the movements while changing the place? ✓ Tick Yes ☐ No ☐
- If you know any movements other than these movements show it to your teacher.
- Were you able to do forward roll? ✓ Tick Yes ☐ No ☐
- Were you able to do backward roll? ✓ Tick Yes ☐ No ☐



1.3 Manipulative Movements



Kicking the ball



Stopping the ball



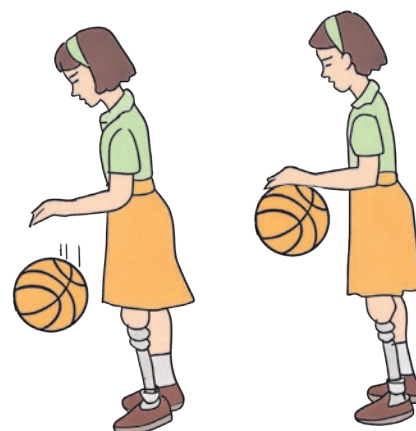
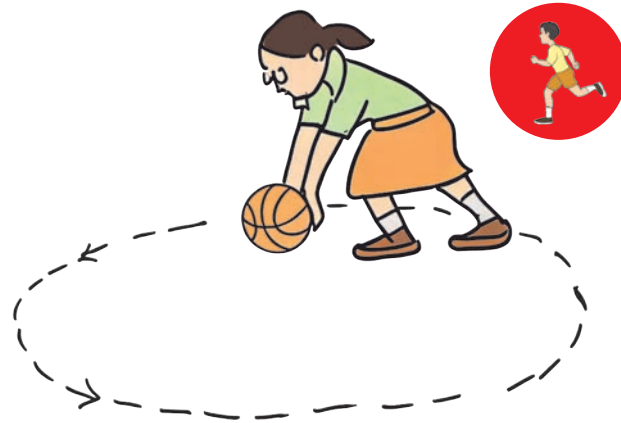
Returning the ball

Self-Evaluation

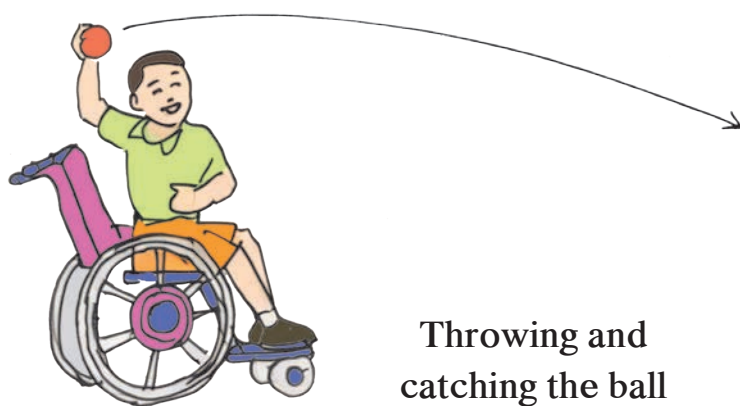
- Were you able to kick the ball as shown in the figure?
Tick and show Yes ☐ No ☐
- Write down, who returns the ball well from your class?



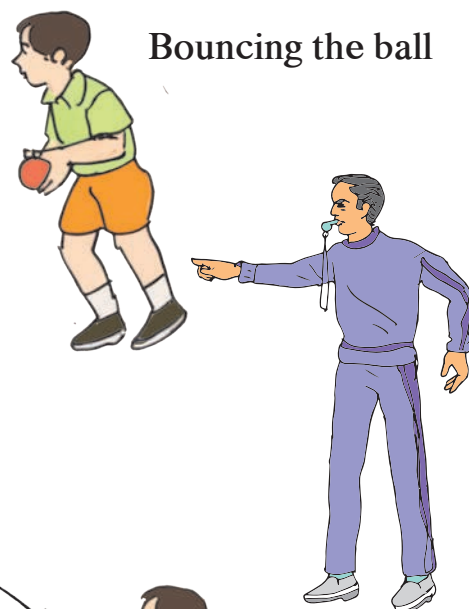
Rolling the ball



Bouncing the ball

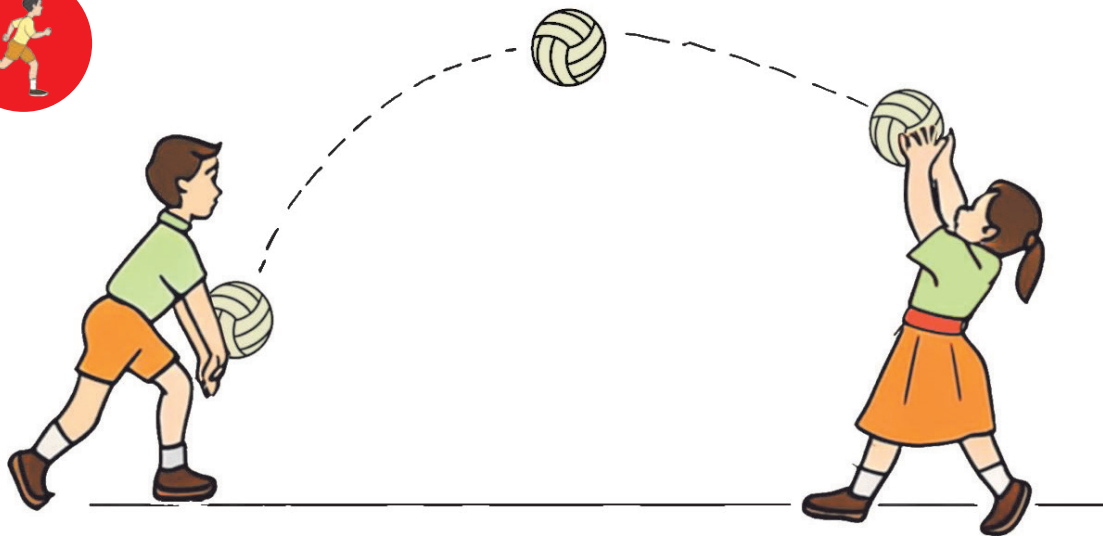


Throwing and catching the ball

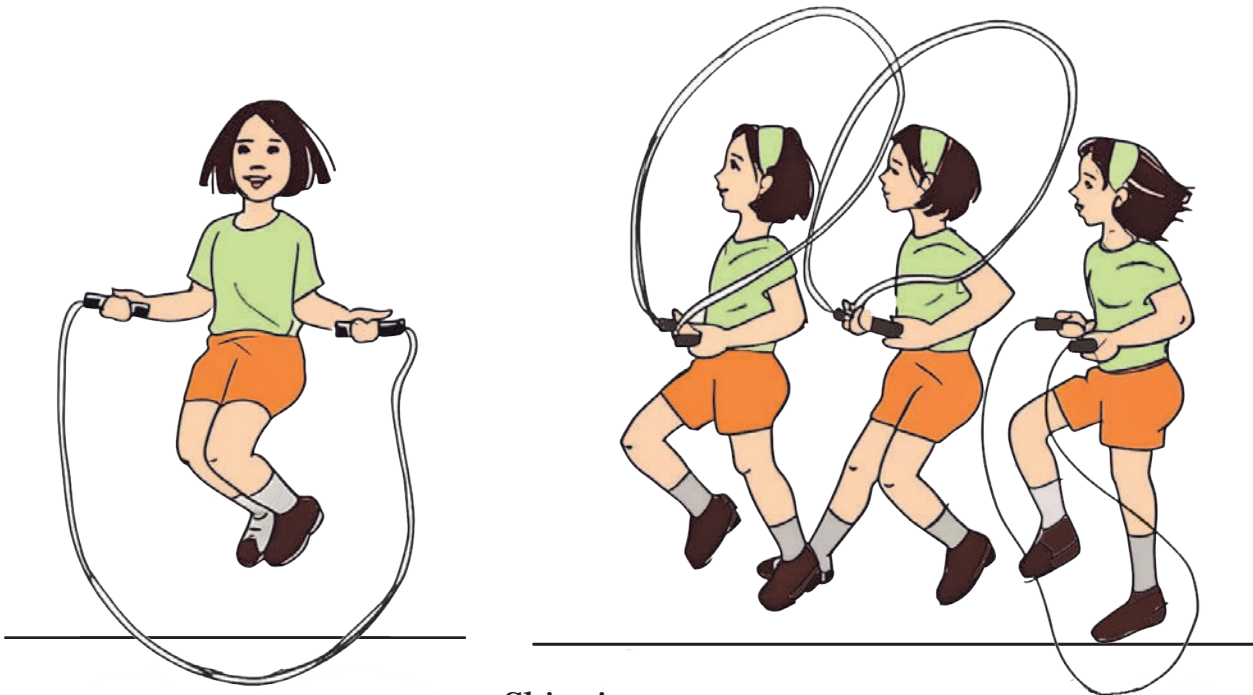


Throwing and catching the ball





Returning the ball



Skipping

Self-Evaluation

- Were you able to return the ball to your partner. Tick and show Yes ☐ No ☐
- Your _____ friend _____ jumped skips



Parachute Activity

Parachute Activity

Students should hold the parachute and do the following movements –

- Up and down hand movement
- Raise the hand up and sit down
- Raise the hand and come close and go back to the place
- Sit down while turning the parachute in the hand towards right side.
- Everybody turn around
- Stretch and hold the parachute, put a big ball in the middle of the parachute and blow the parachute high and catch the ball on the parachute itself.
- Stretch and hold the parachute, put 15 to 20 frisbees in the middle of the parachute and blow the parachute high and catch the frisbees on the parachute itself.



1.4 Body Awareness and Space Awareness During Movements



Naukasan on the stomach



Forward Bend



Backward Bend



Twisting and passing
the ball to the partner



Half Squat





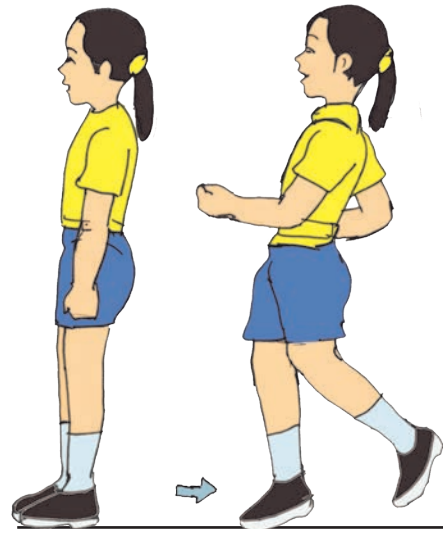
Section 2 : Various Exercises



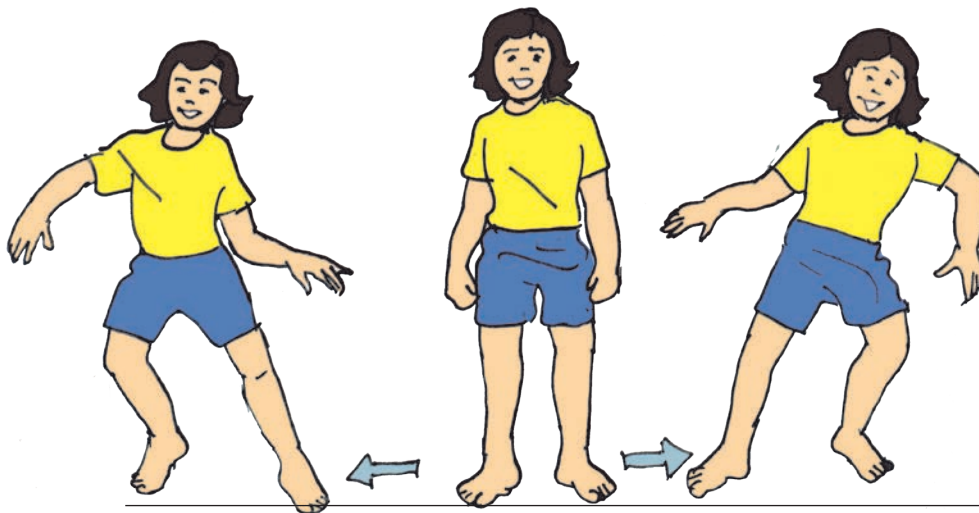
2.1 General Exercises



Running forward



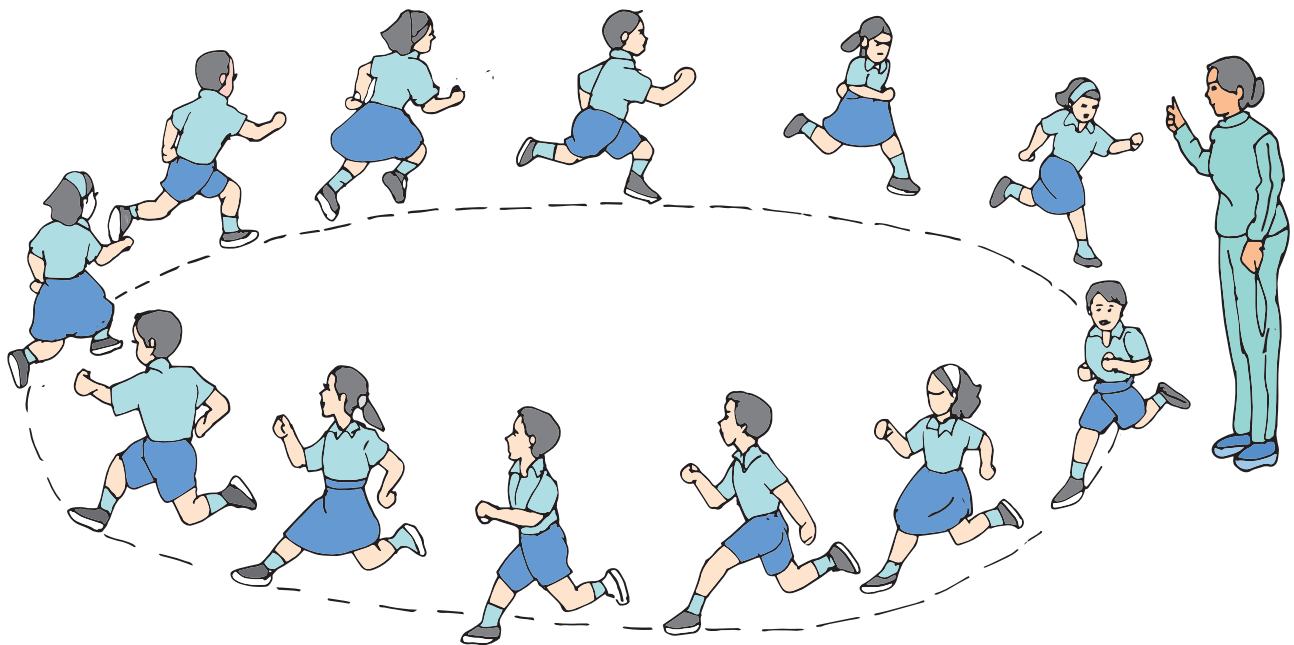
Backward Running



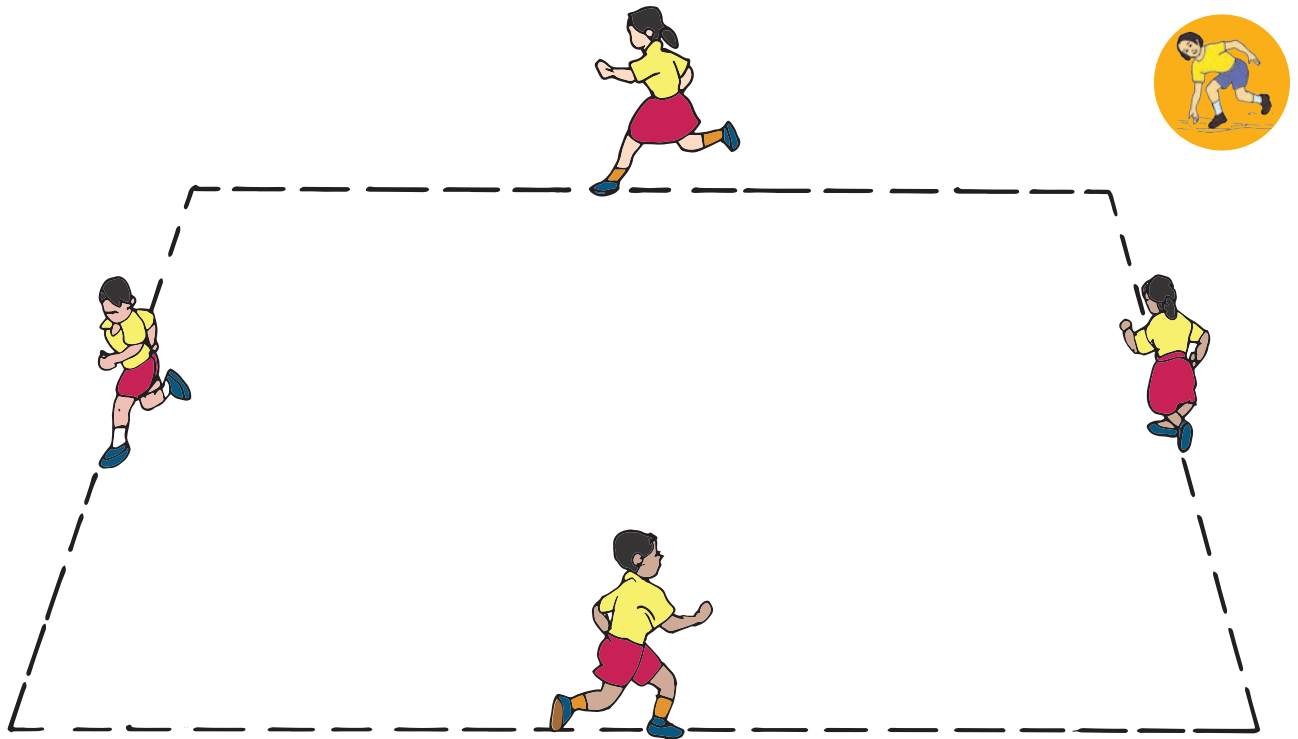
Sideways Running



Zig-zag running



Running in circle

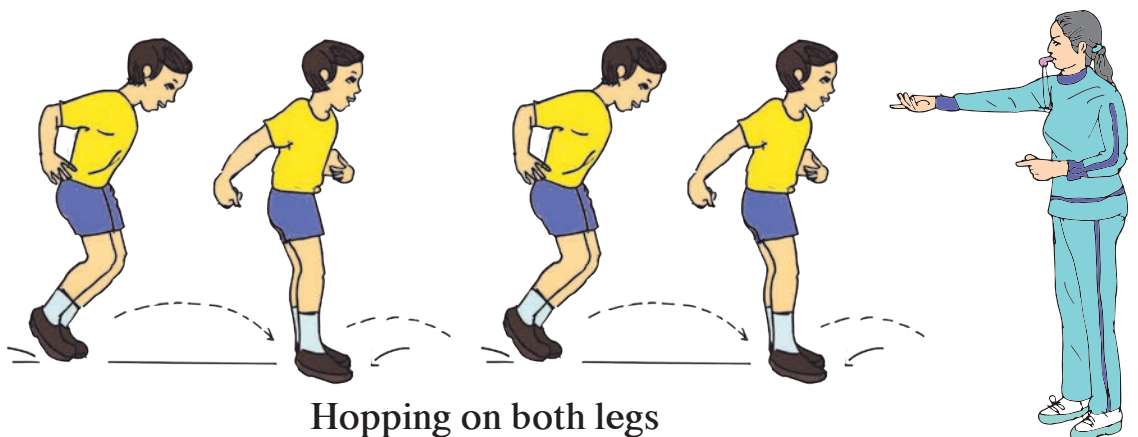


Running on the Square



- Touching the ground with alternate hands while running

Touching the ground while running



Hopping on both legs

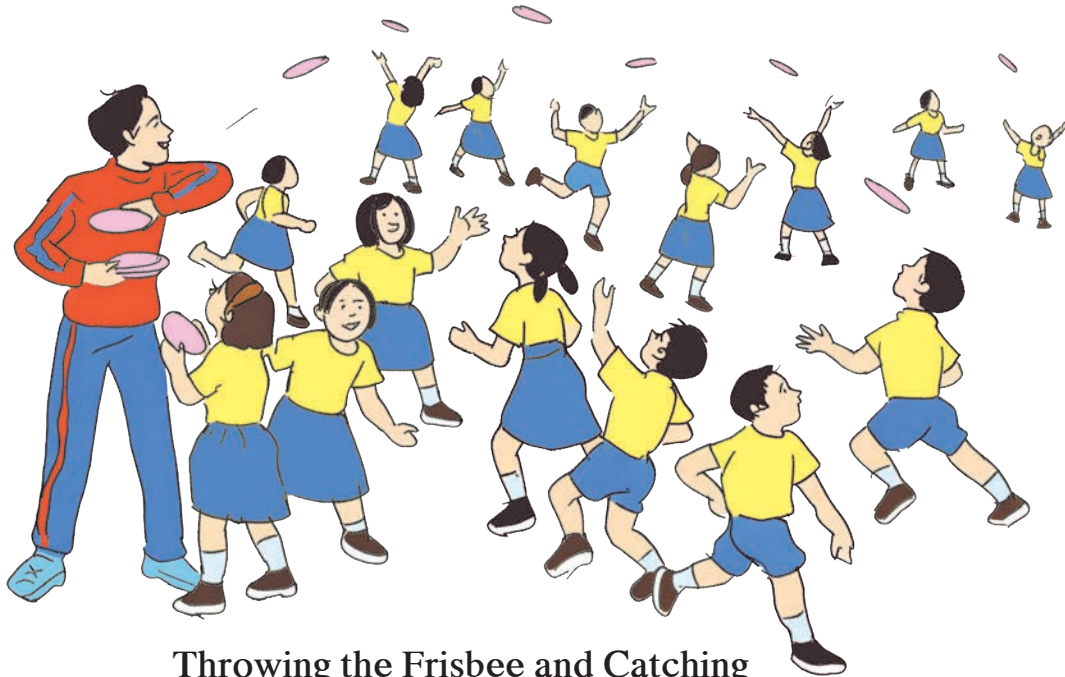
For Students

- You must have liked these various types of running exercises. If you must be knowing any other exercises apart from these, tell the teacher or demonstrate and show them

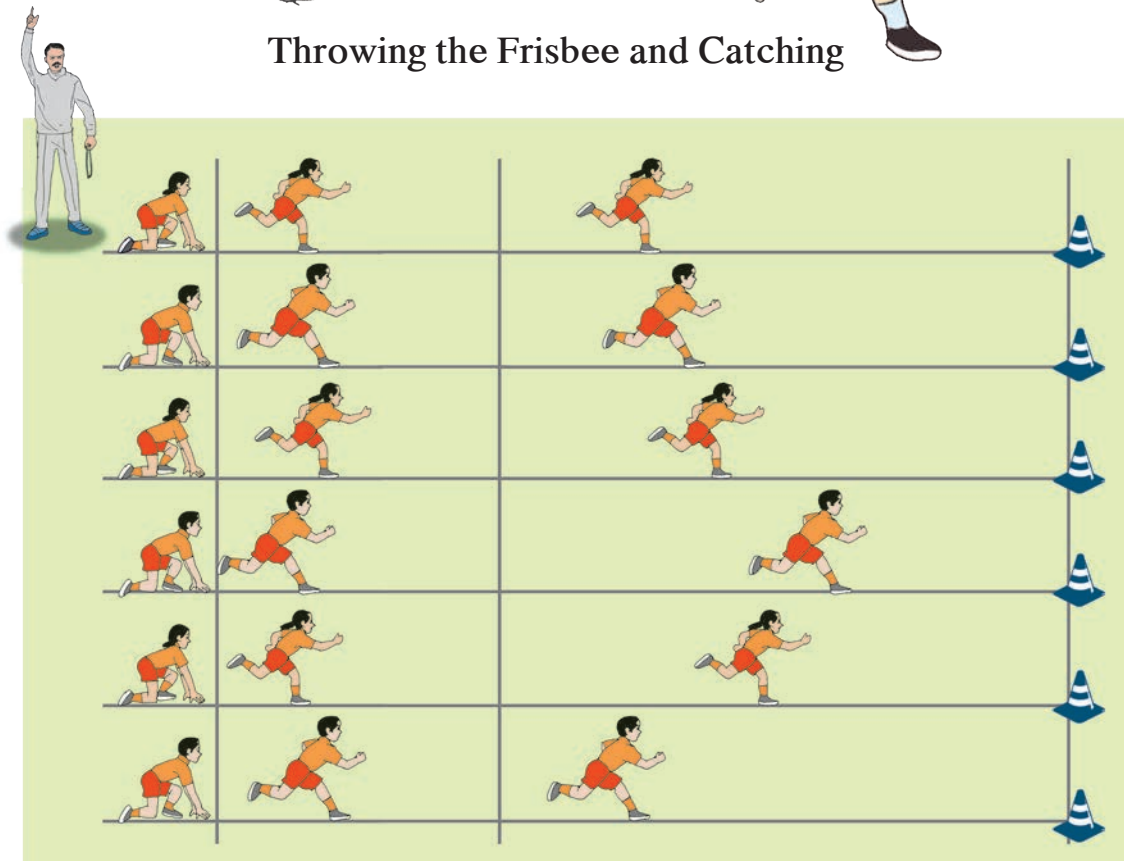


Specific Exercises in Groups

Teacher should throw the Frisbee and the students should catch it and throw it back to the teacher.



Throwing the Frisbee and Catching



Start

Running Competition

End

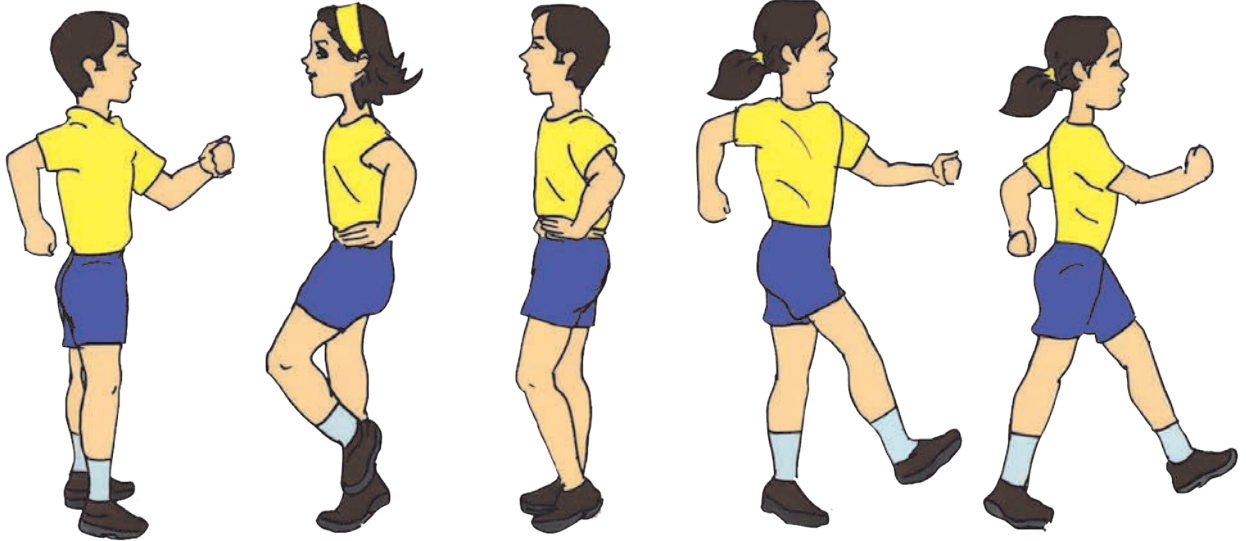
For Teachers

- Try different informal activities for taking specific exercises

2.2 Specific Exercises



• ABC Drills



Arm Swing

Jogging on
the Spot

Alternate
heel raises

Straight Leg
Shuffle



Bouncing



Buttock Kick



High Knee



Split Squat
Jump

For Teachers

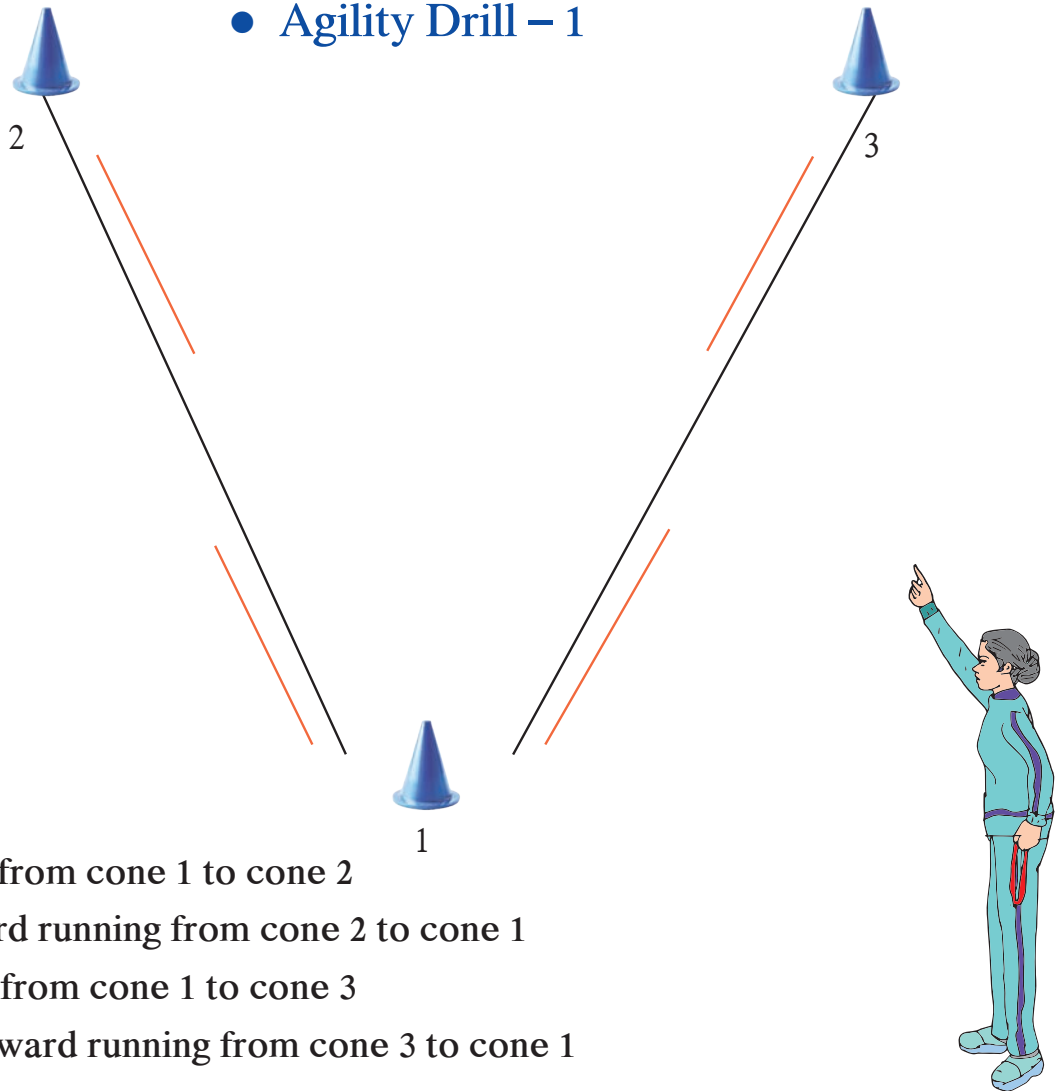
- A- Agility, B-Balance, C-Coordination exercises, practices, actions done to improve these abilities
- Drills = Practice



● Agility Drill Practice

We need to run forward, backward, sideways while playing games. To run while changing the direction is called agility. It is beneficial to practice it in different ways as follows.

● Agility Drill – 1



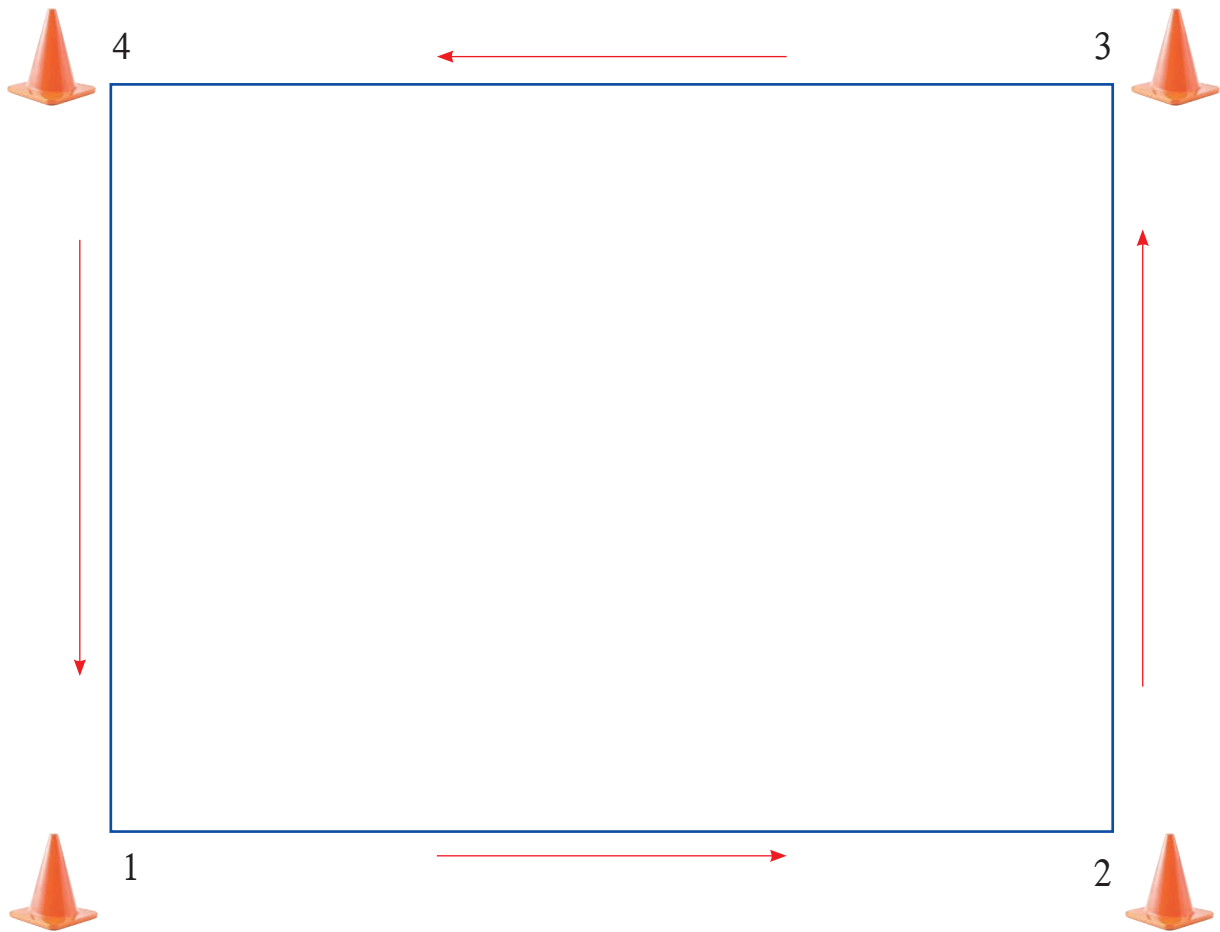
- Go running from cone 1 to cone 2
- Go backward running from cone 2 to cone 1
- Go running from cone 1 to cone 3
- Come backward running from cone 3 to cone 1

Variation

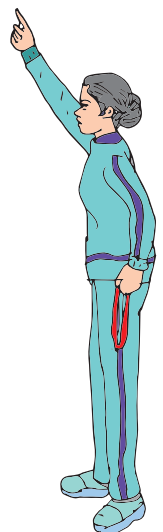
From the Cone:

- Sideways running while coming and going
- Jumping while coming and going
- Bend and touch the line while coming and going

● Agility Drill – 2



- Cone 1 to 2 – running
- Cone 2 to 3 – Cross leg running (face outer side)
- Cone 3 to 4 – Backward running
- Cone 4 to 1 – Cross leg running (face inner side)





2



1

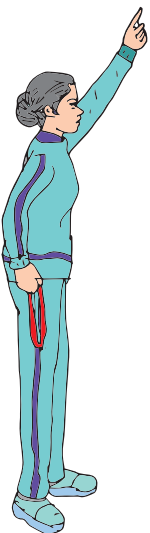
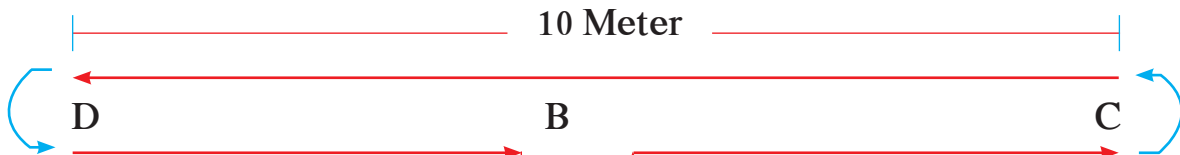
● Agility Drill – 3

- Go running from cone 1 to 2, 2 to 3 and 3 to 1, take a round around cones 2 and 3 and come back to cone 1



3

● Agility Drill – 4



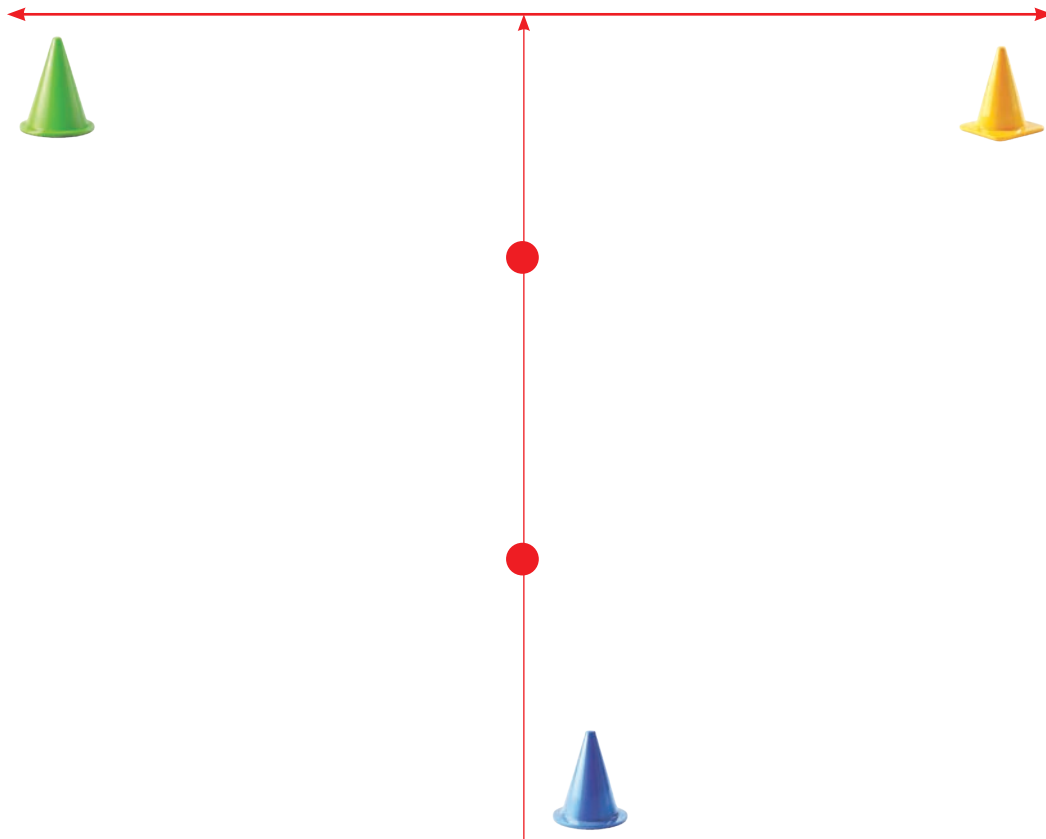
- A to B – Go running
- B to C – Shuffle to the right side
- C to D – Shuffle to the left side
- D to B – Shuffle to the right side
- B to A – Backward running

End

A

Start

● Agility Drill – 5



- Start running from the blue cone
- After you reach the first red circle, take a round around the circle and then go running towards the second red circle
- After taking a round around the second red circle go straight to the horizontal line
- Before reaching the line, teacher will tell you to run towards the green or yellow cone, run towards that cone, Run forward that cone.

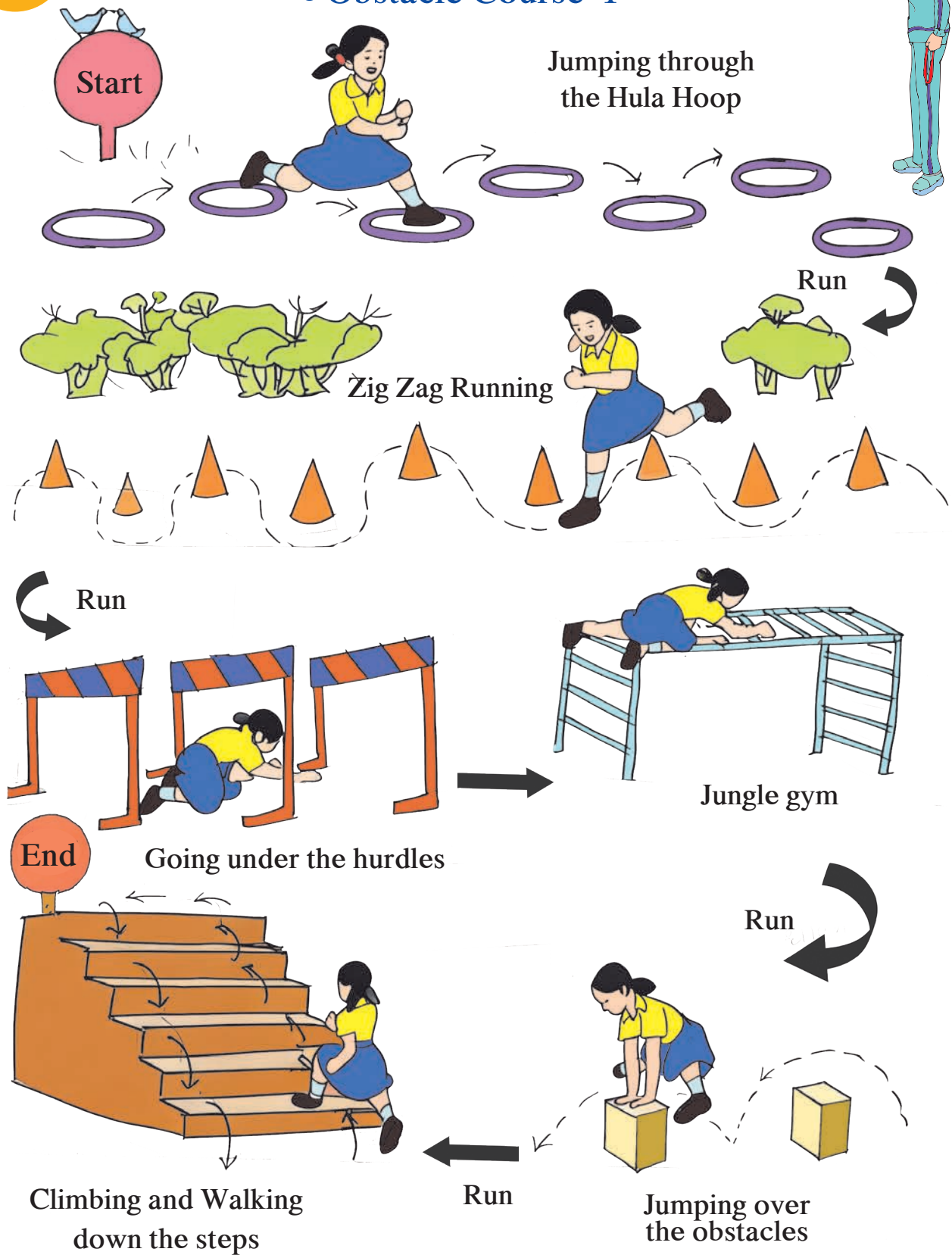
Variation

- Run in a straight line from the first cone to the second cone
- Sideways running
- Backward running

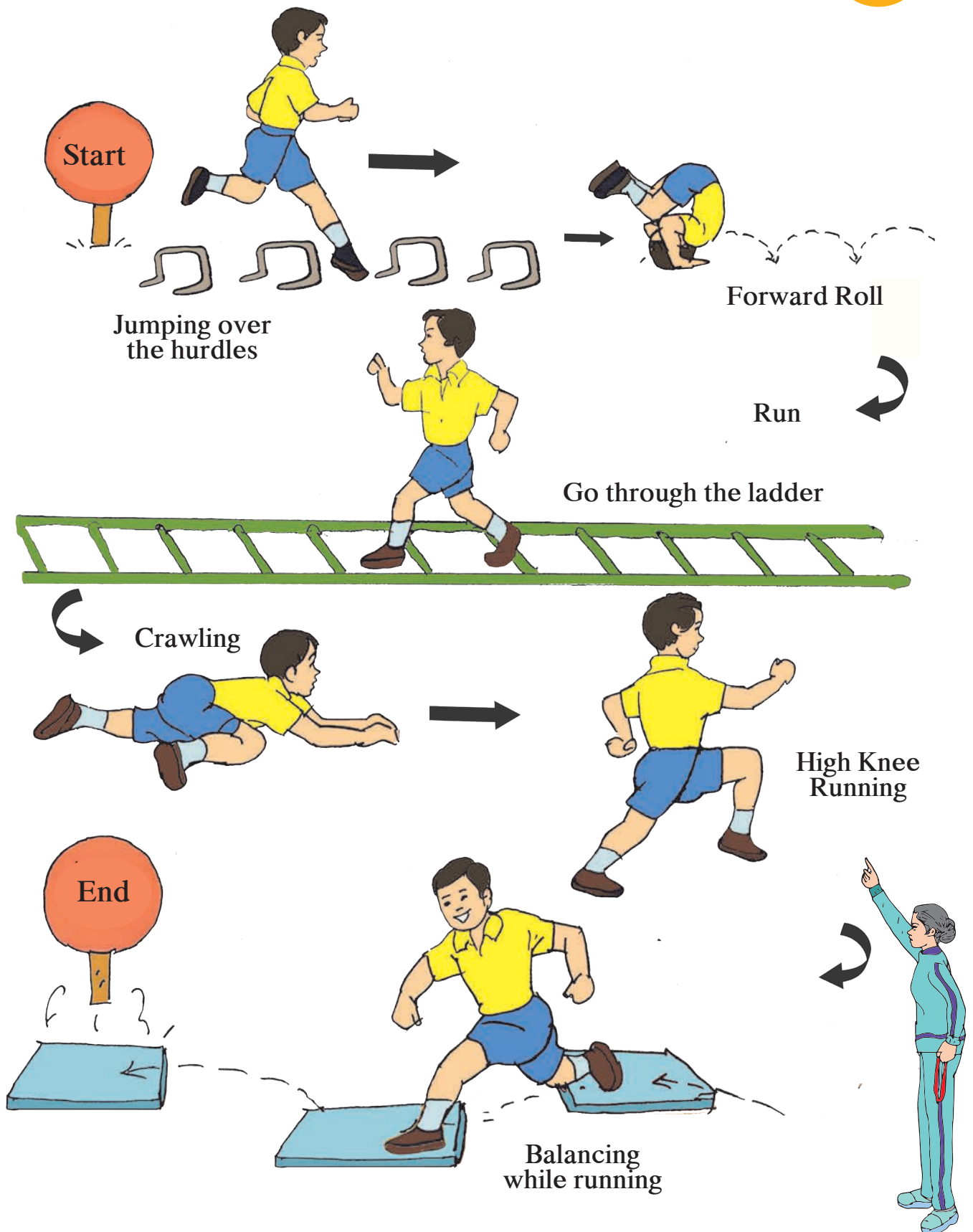


2.3 Obstacle Course

● Obstacle Course 1

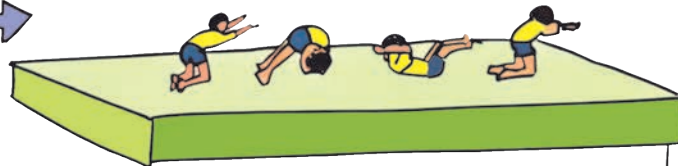
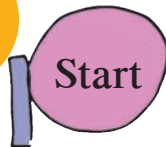


● Obstacle Course 2

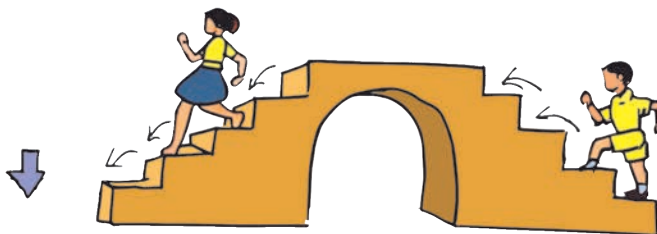




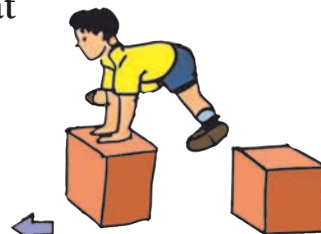
• Obstacle Course 3



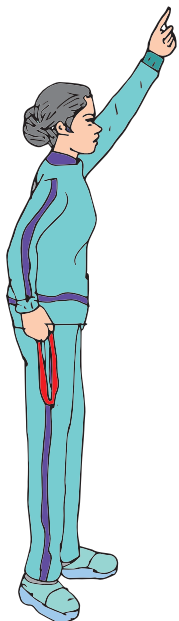
Swing while hanging and forward roll after landing on the mat



Climbing and walking down the steps



Jumping with hard supports over the box



Run



Going under the hurdles



For Teachers

- Take the exercises as shown in the figure
- You can change the sequence
- The repetitions and number of activities should be kept as per the availability of time
- Create new obstacle courses and make them do it by the students.

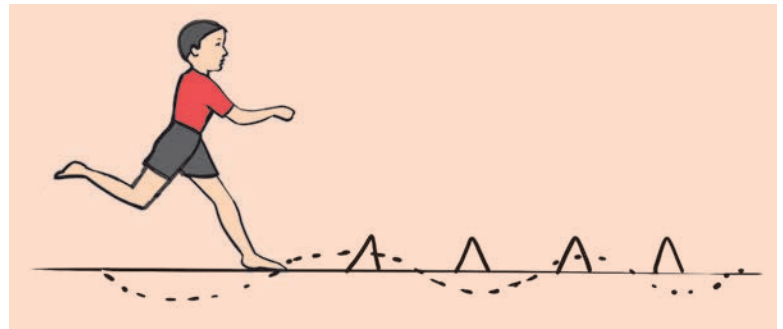
● Obstacle Course 4



10 Squats



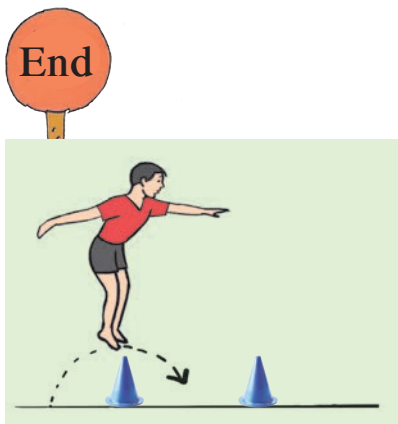
Run



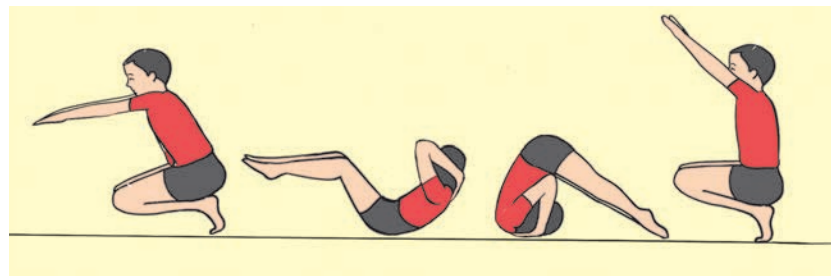
Zig Zag Running



Run



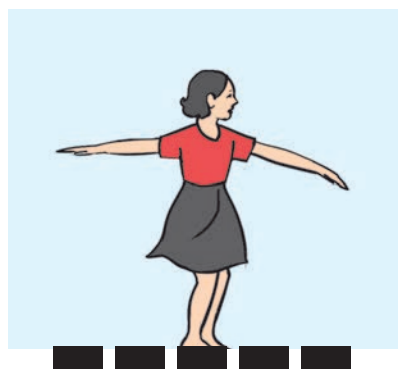
Jumping over the hurdle



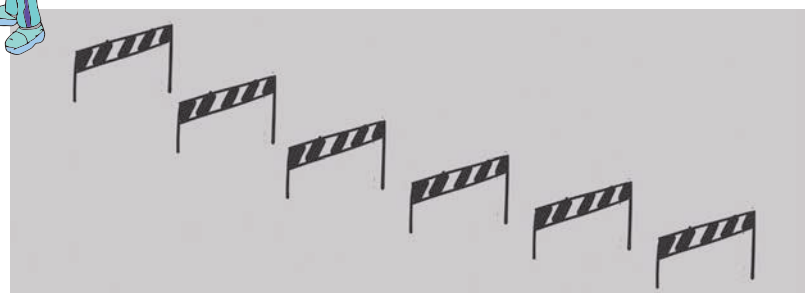
Forward Roll



Run



Balancing while walking

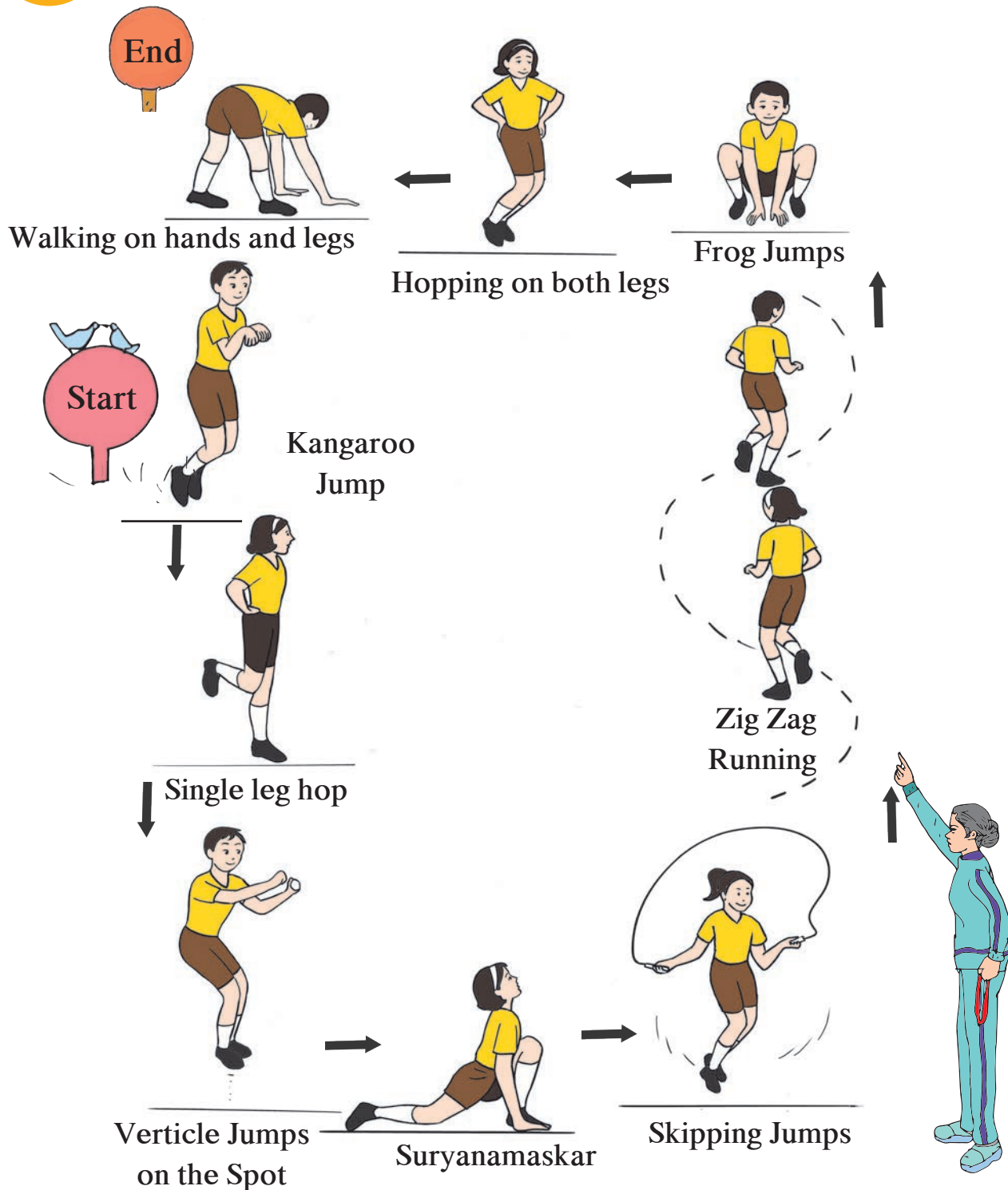


Jumping over the hurdles



2.4 Exercise Series

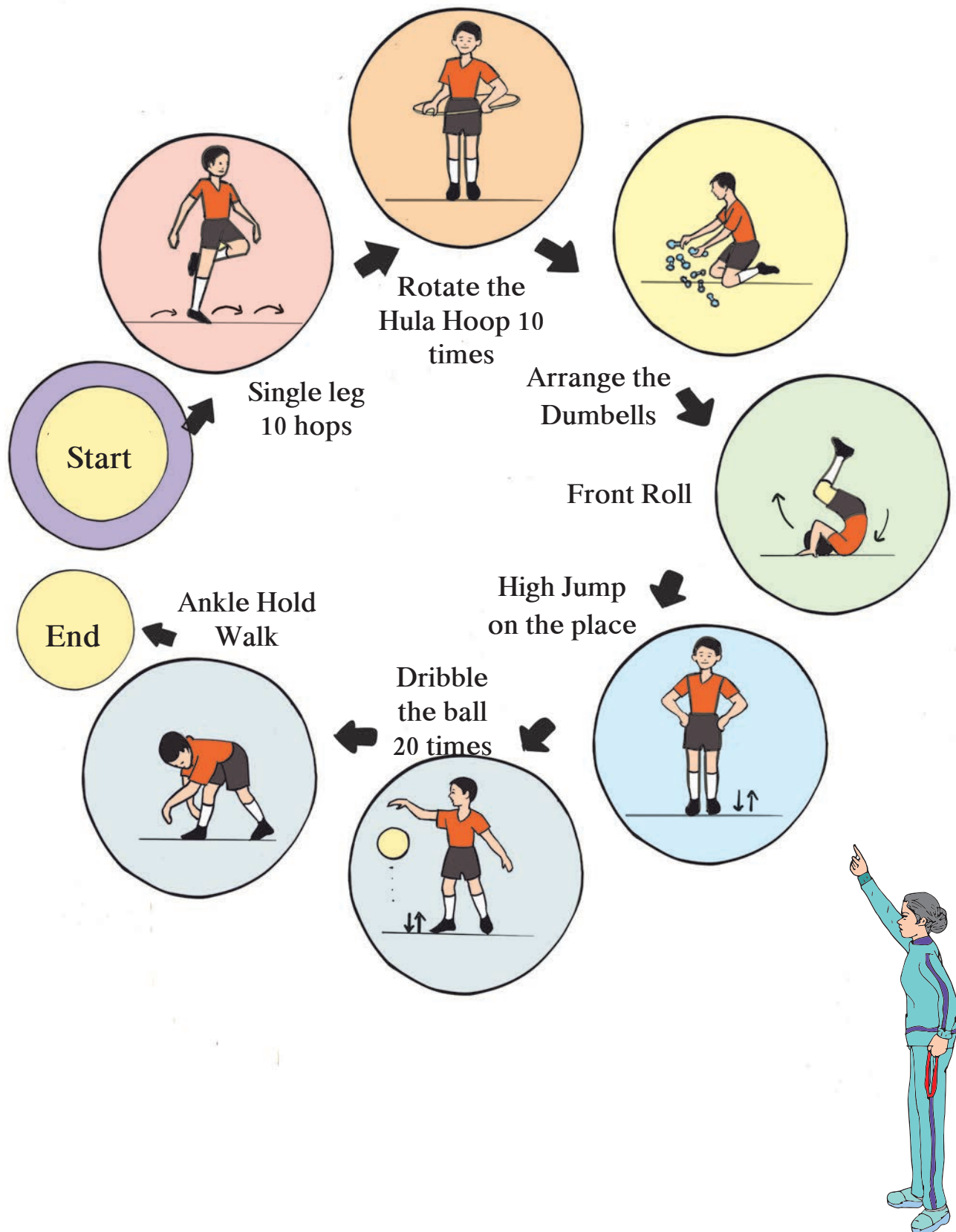
• Exercise Series 1



Self-Evaluation

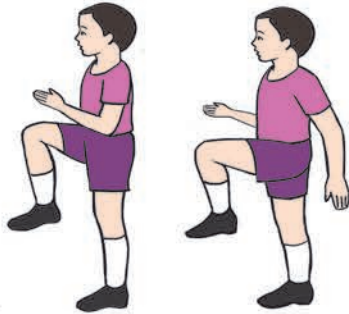
- Do you like obstacles race Yes ☐ No ☐
- Write and explain orally which race / series was difficult.

• Exercise Series 2





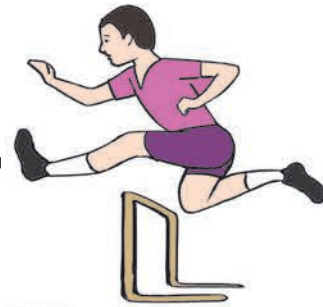
● Exercise Series 3



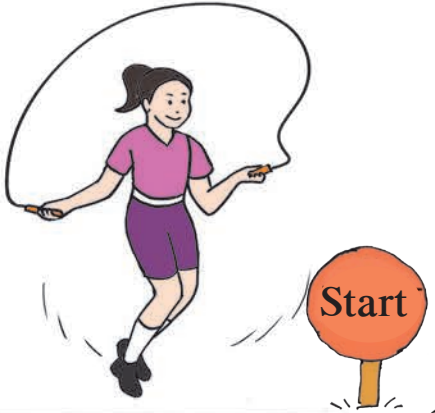
High Knee on the spot
10 times



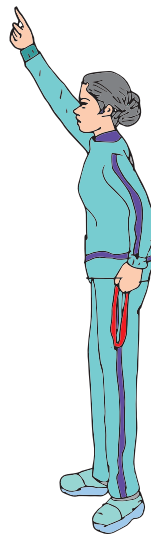
Walking on hands
and legs



Jumping over the
hurdle



20 Skipping



Backward Running
20 Steps



10 One leg hops

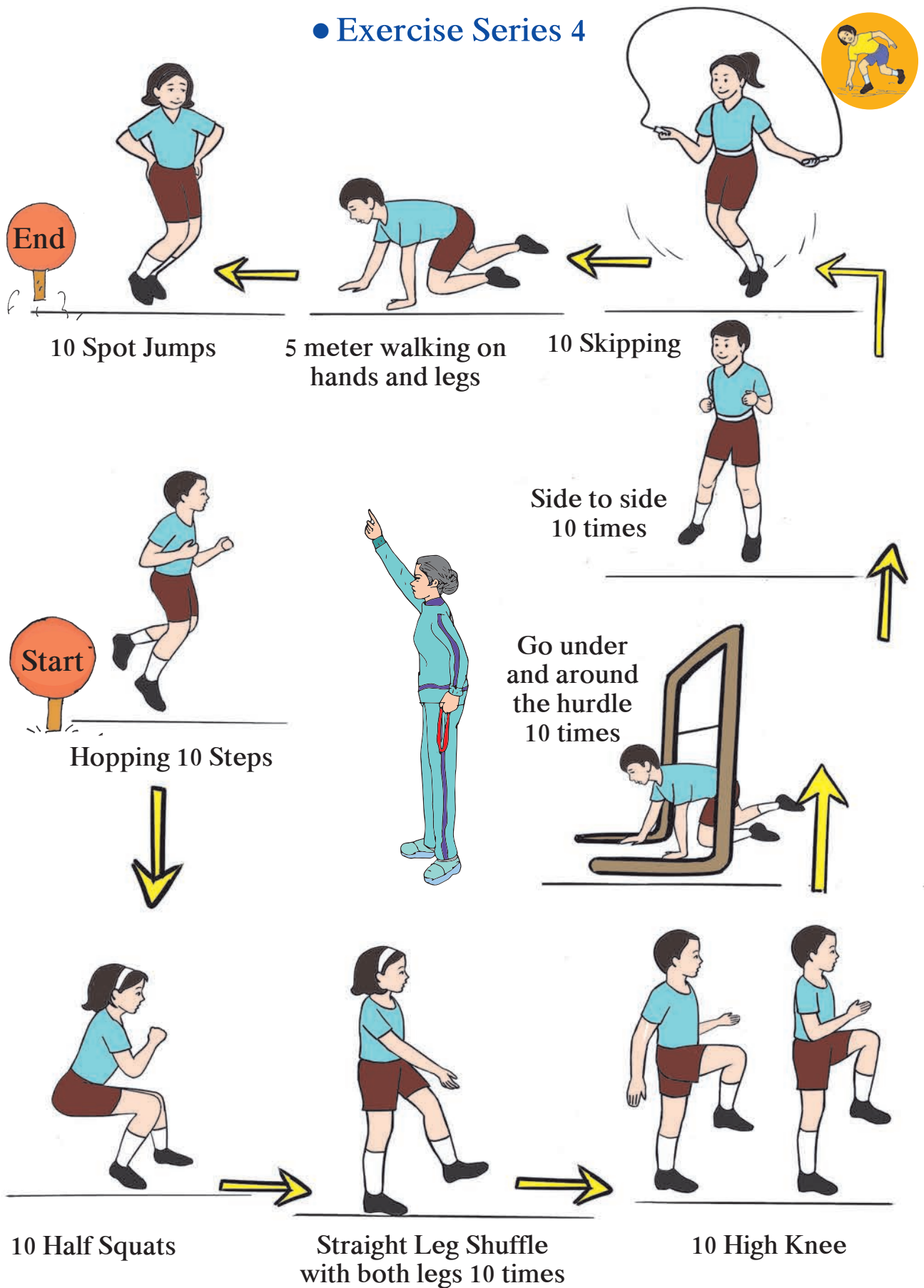


Dribble for 5 meters



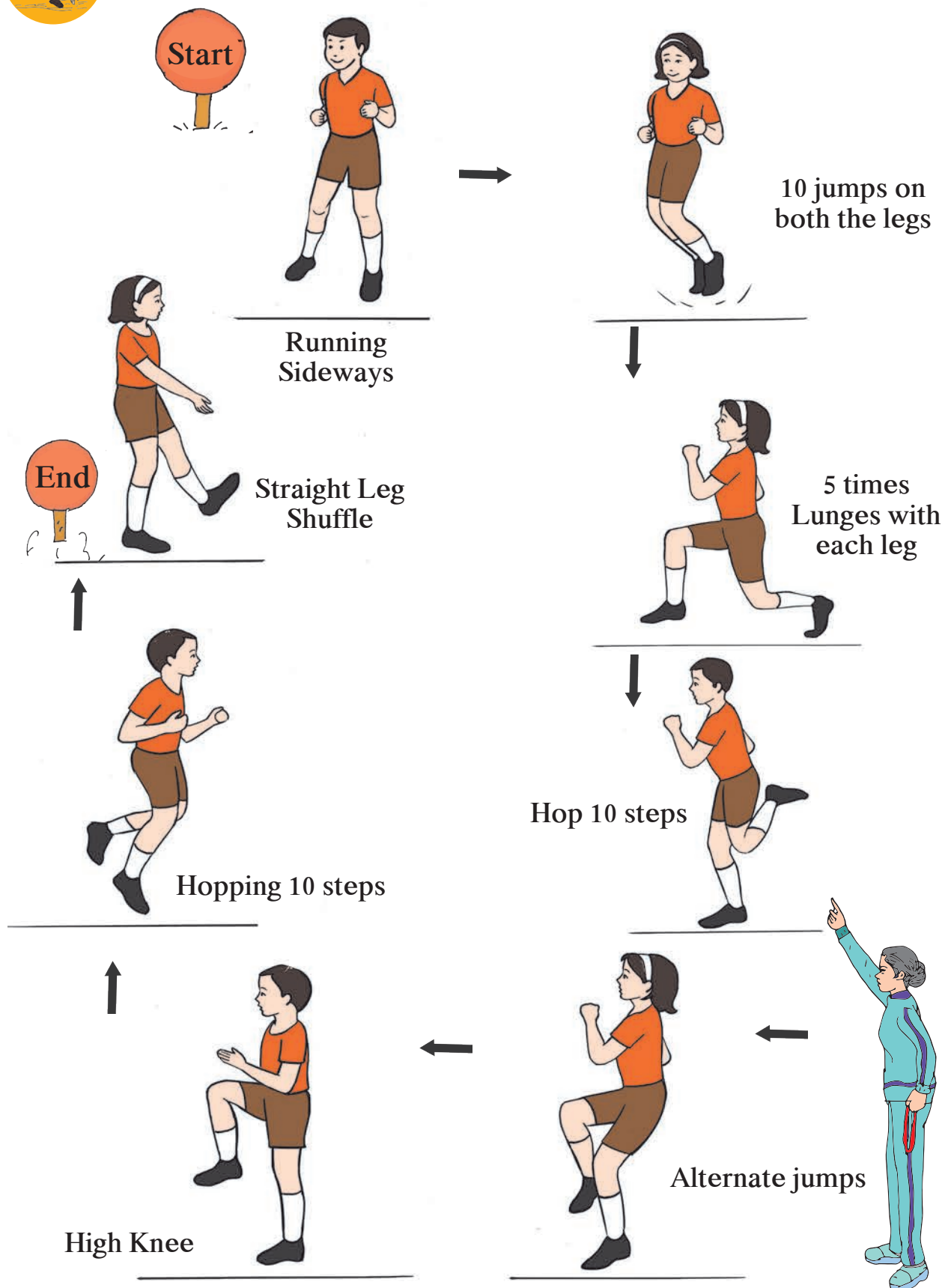
Forward Roll

● Exercise Series 4

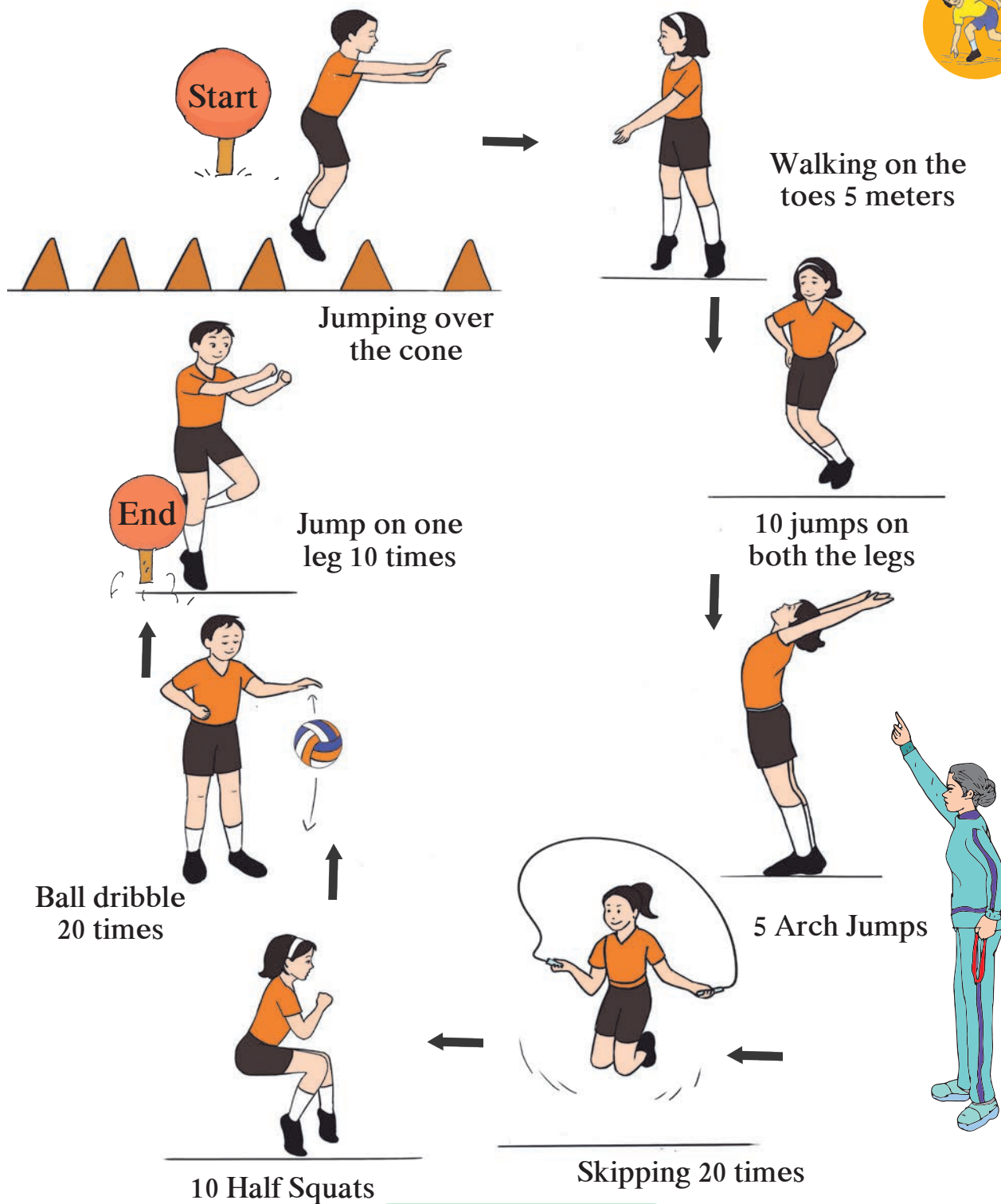




● Exercise Series 5



• Exercise Series 6



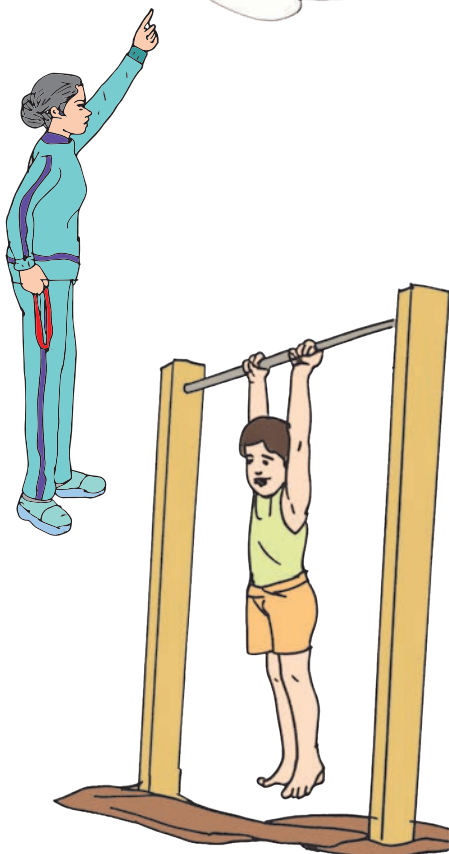
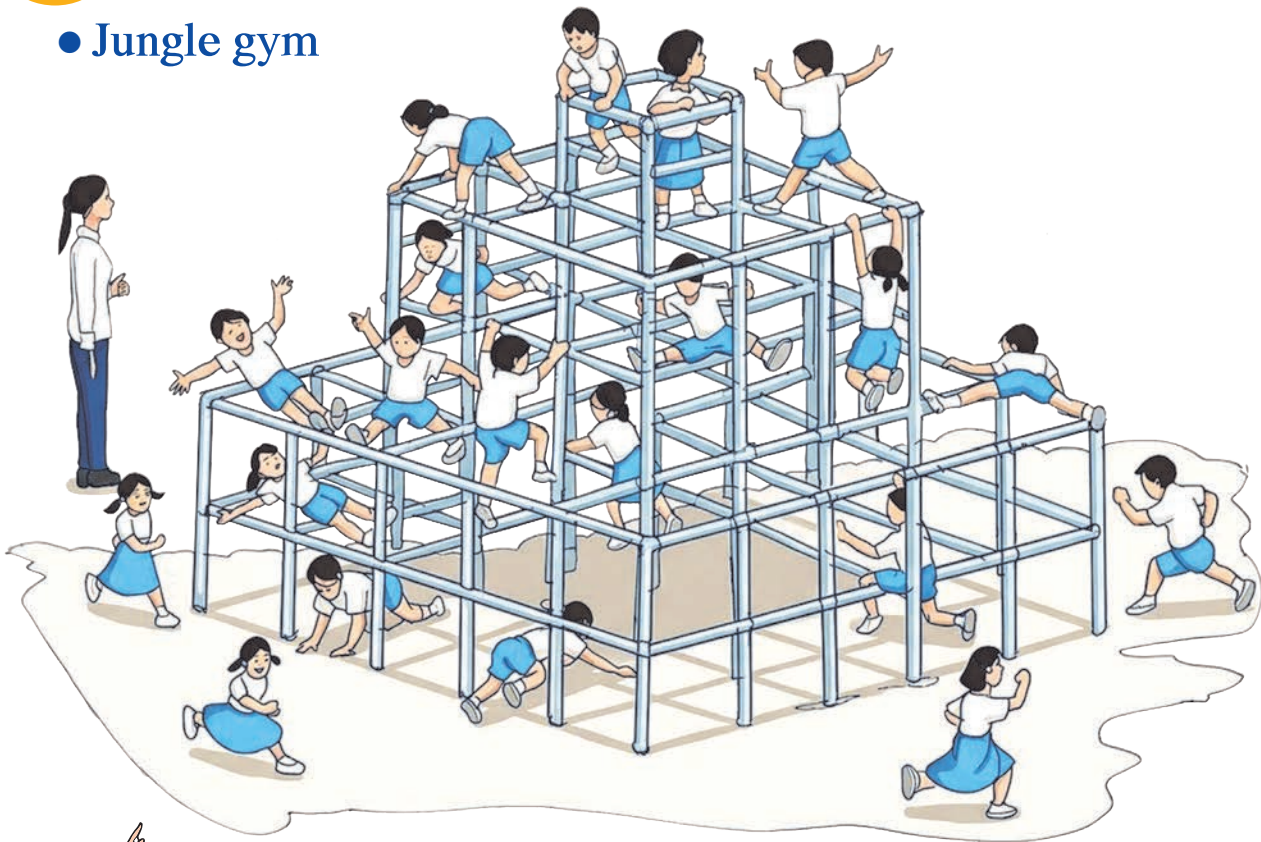
Self-Evaluation

- Did you like the Exercise Series? Tick and show – Yes ☐ No ☐
- Were you able to do all the exercises? Tick and show – Yes ☐ No ☐
- Which series did you find difficult? Write and show _____

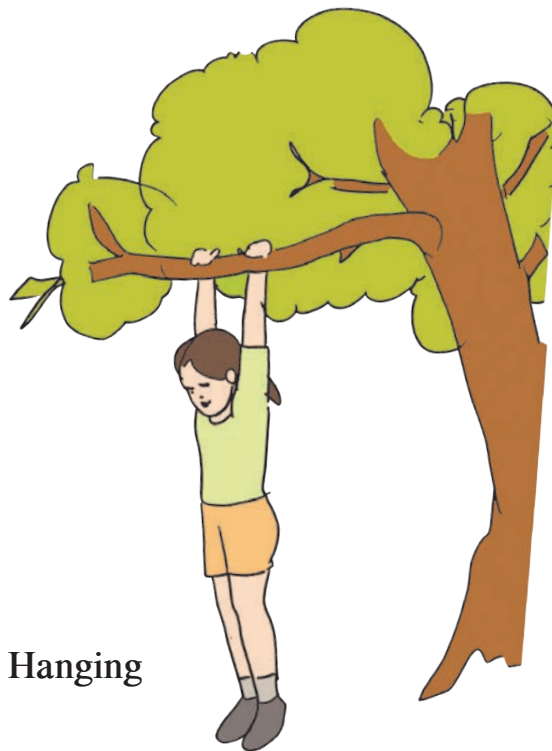


2.5 : Adventurous Exercises

● Jungle gym

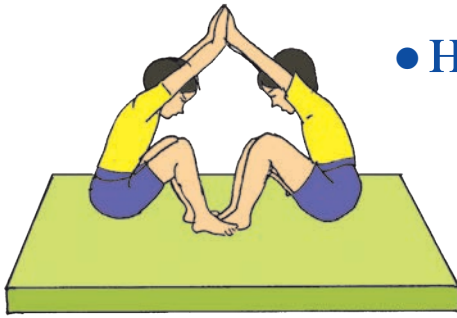


Hanging

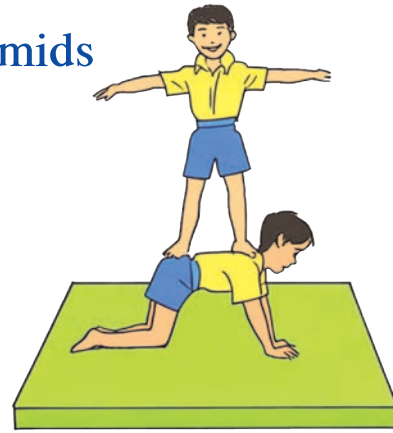


Swinging while
Hanging

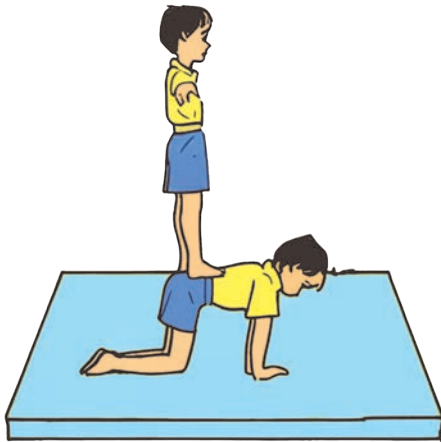
• Human Pyramids



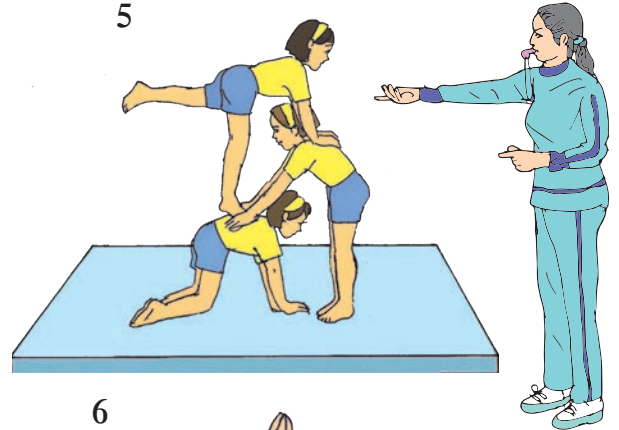
1



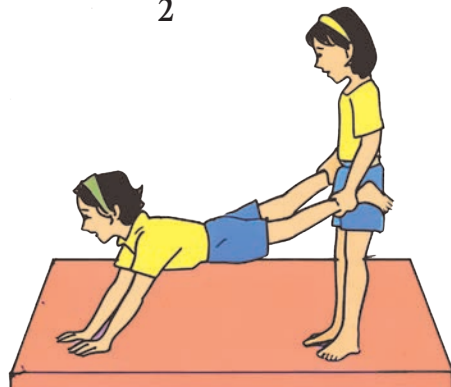
5



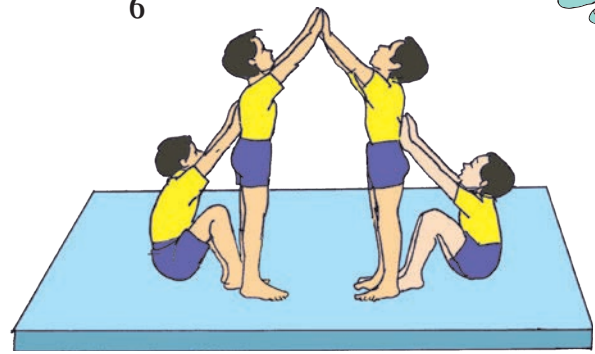
2



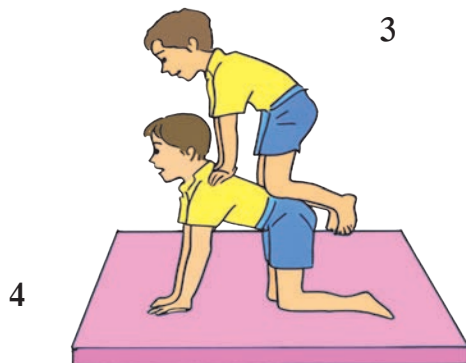
6



3



7



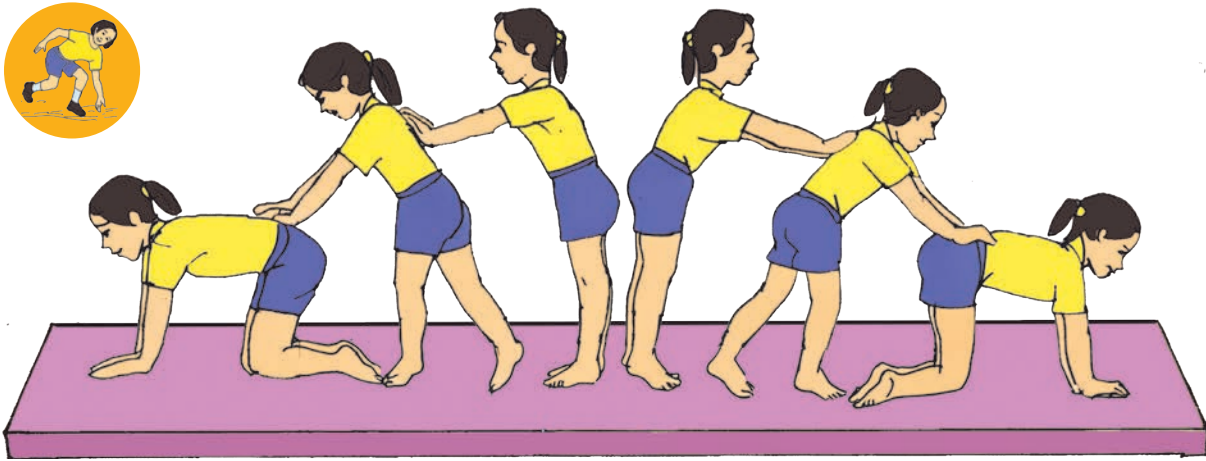
4



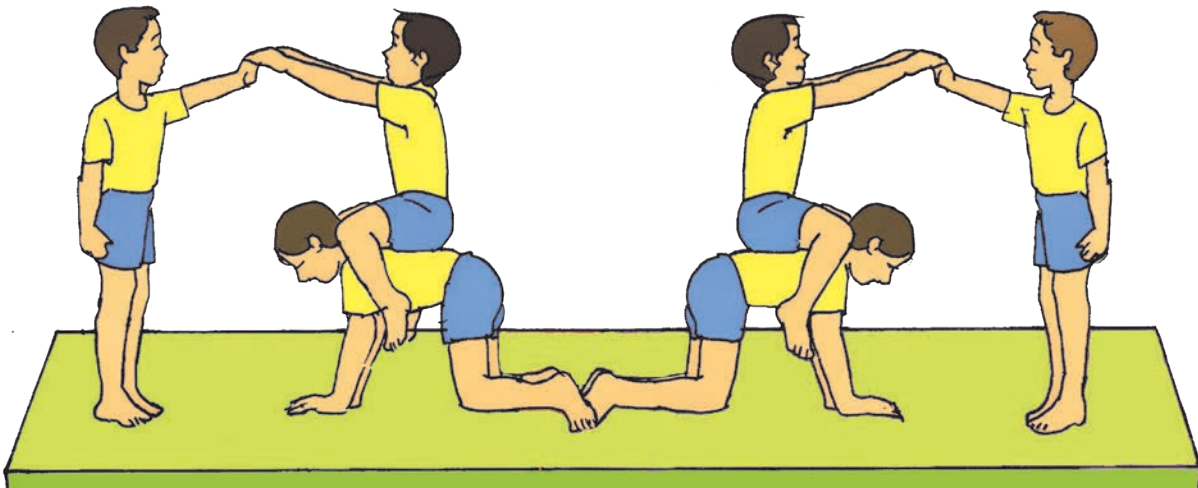
8

For Teachers

- Considering the ability of the students, place them accordingly while doing the human pyramids
- As a safety precaution for the students, take the human pyramids on the gymnastic mats.
- Control the students if they are showing extra daring
- Help the students wherever necessary



9



10



Human Pyramid

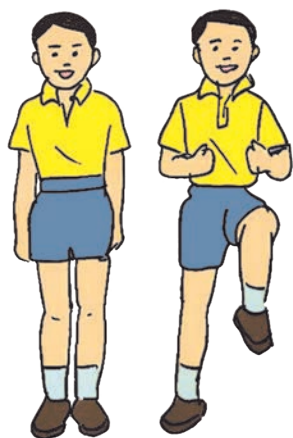
11

Self-Evaluation

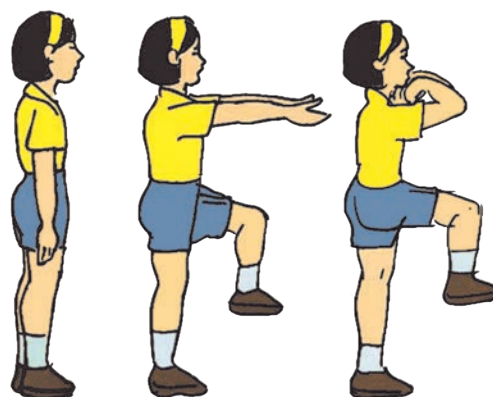
- Tick whether you were able to hold the balance while doing the pyramids
Yes ☐ No ☐
- Show which of the pyramids you felt was difficult for you.

2.6 : Rhythmic Exercises

● Aerobics



Knee up



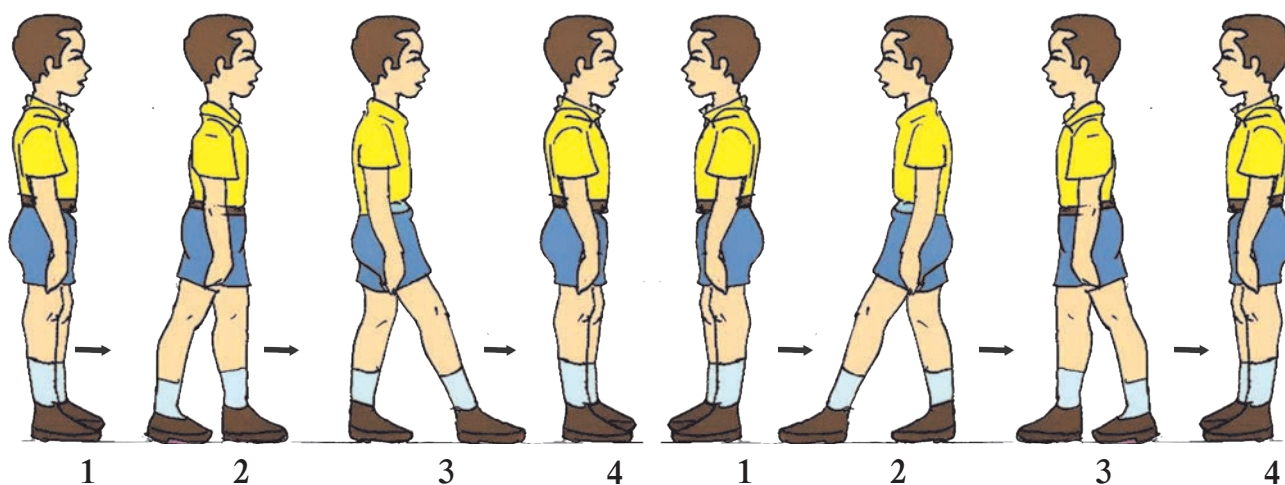
Knee up with hand movements



Side-to-side



L - Shape



Front Step

Back Step



● Exercise Drill Without Equipment : Sitting Position



Initial Position

1

2

3

4

Exercise 1



Initial Position

1

2

3

4

Exercise 2



Initial Position

1

2

3

4

Exercise 3



Initial Position

1

2

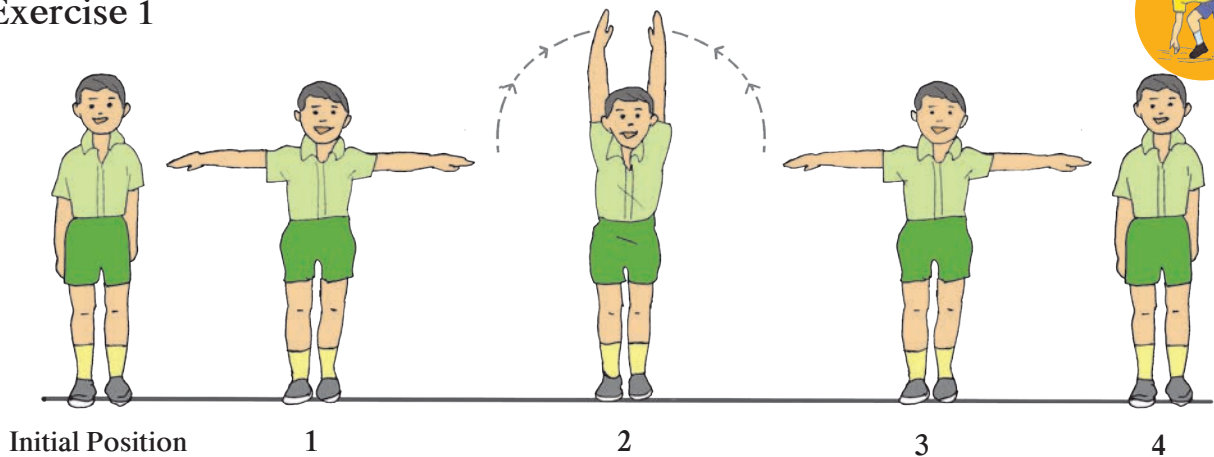
3

4

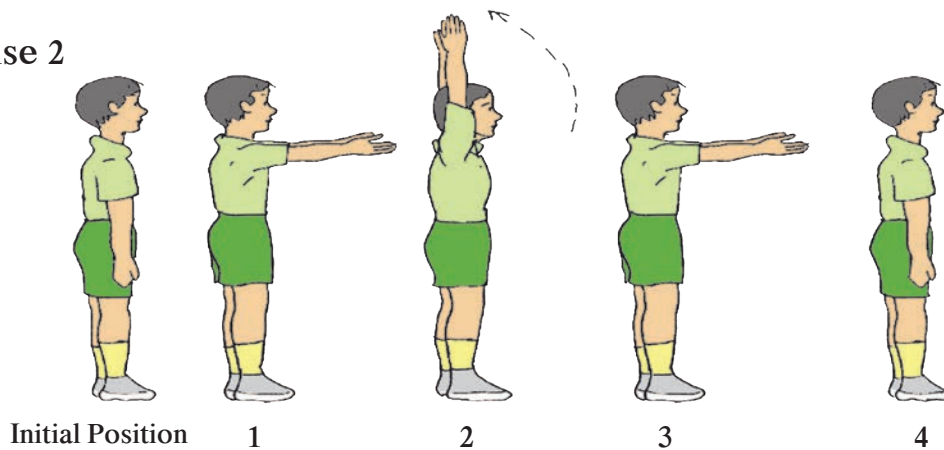
Exercise 4

● Exercise Drill Without Equipment : Standing Position

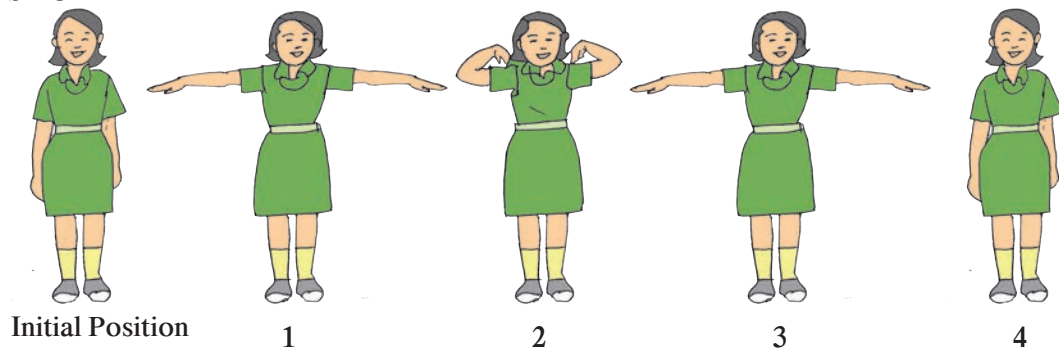
Exercise 1



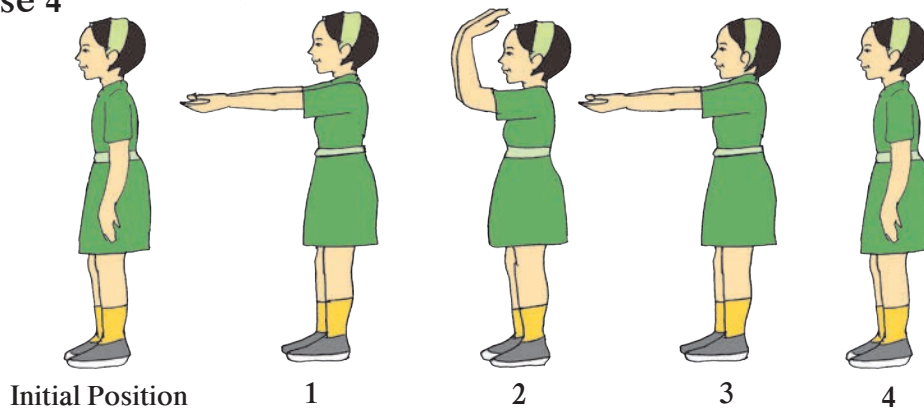
Exercise 2



Exercise 3

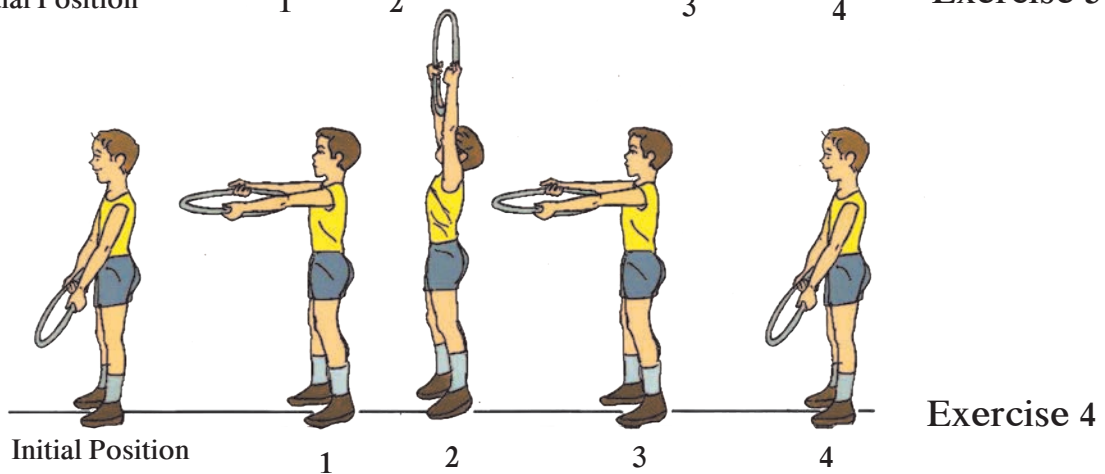
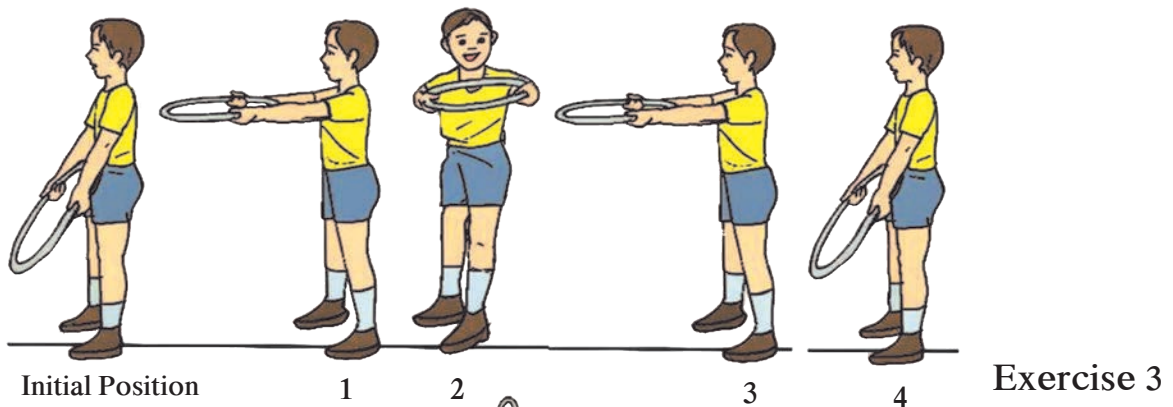
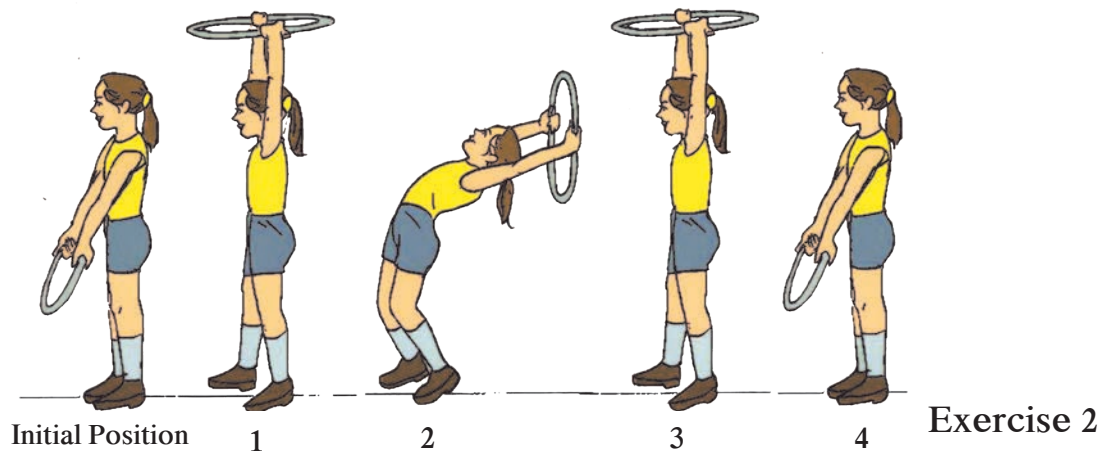
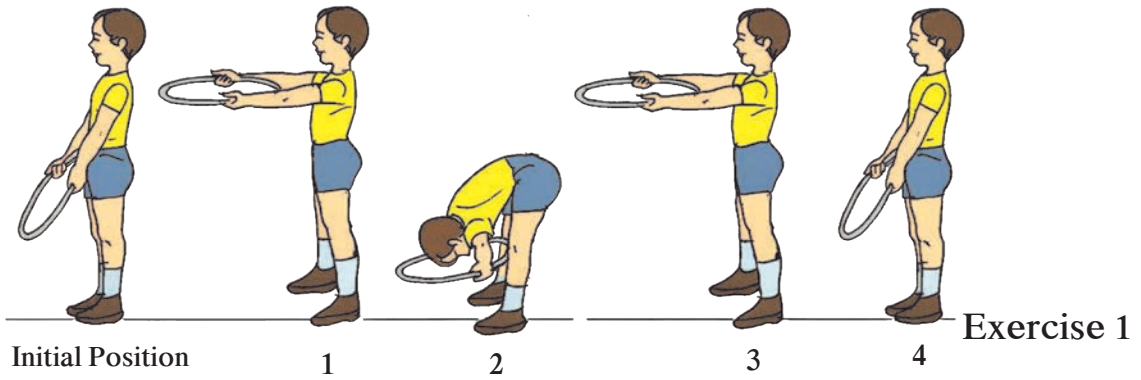


Exercise 4

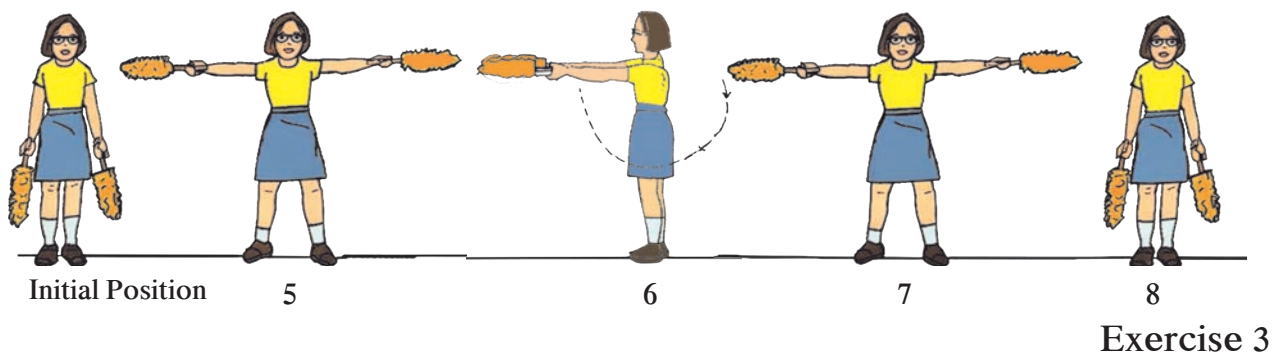
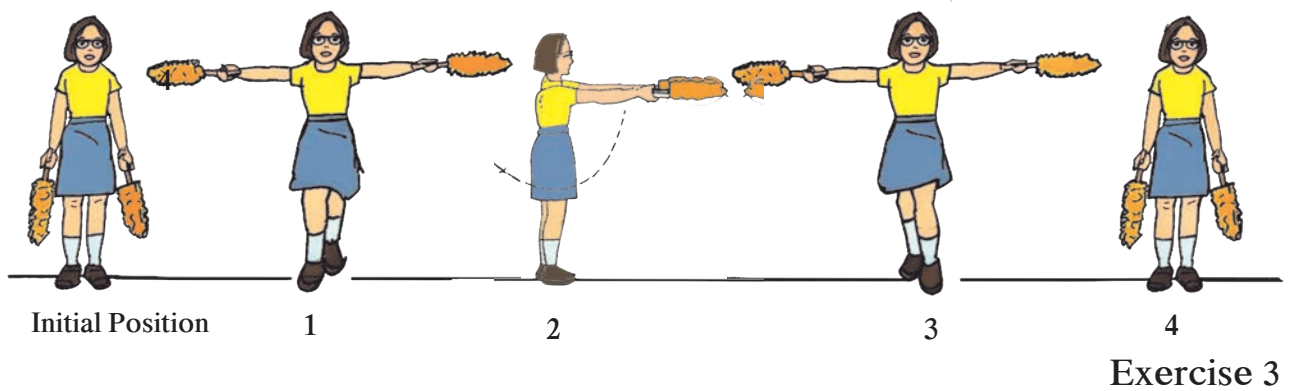
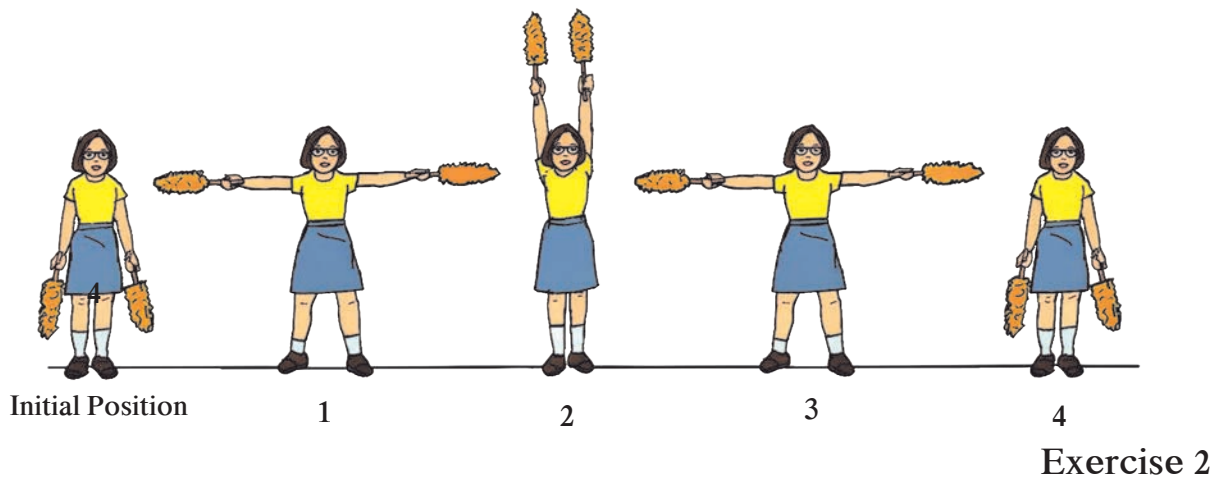
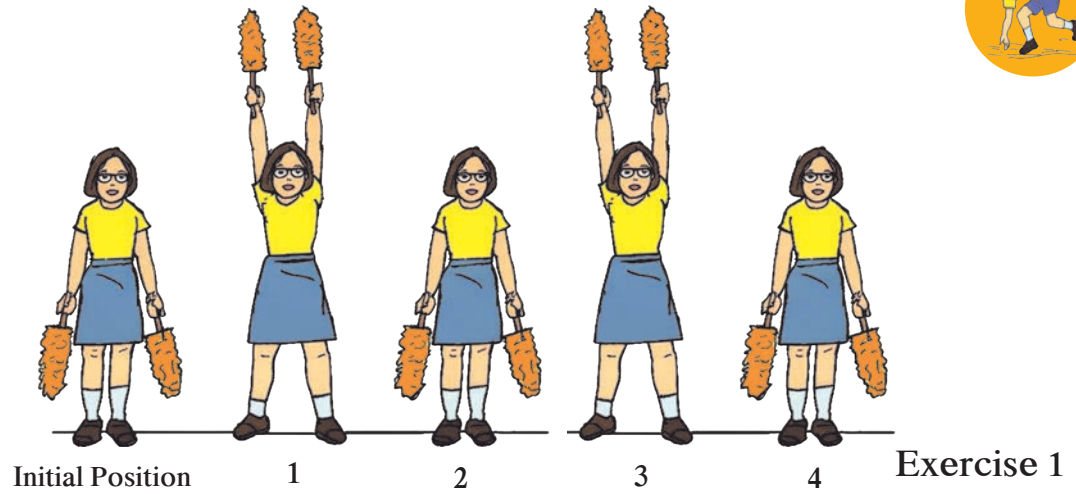




● Exercise Drill with Equipment

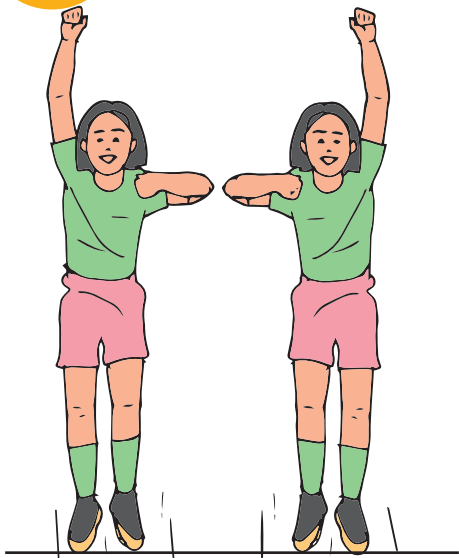


● Pom-Pom Drill

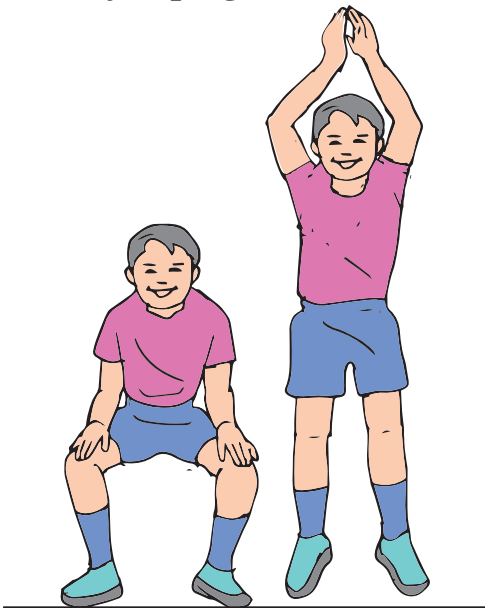




• Dancercise

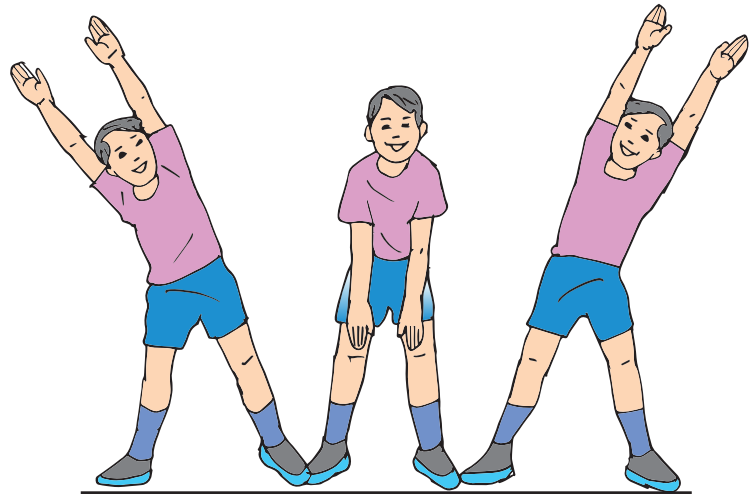


1. Take left and right hand up while jumping

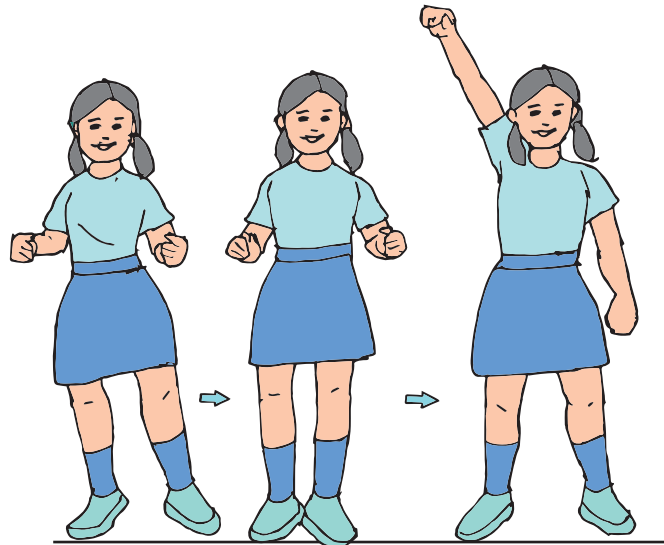


3. Tap on the thighs while doing half squats and then give a clap overhead being straight.

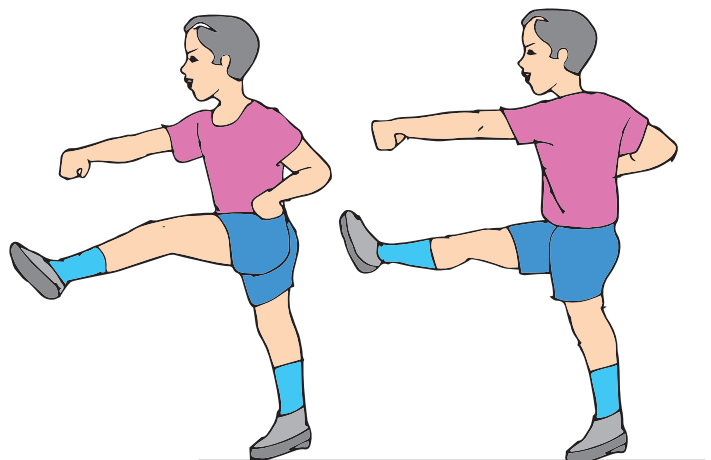
5. Punch with the right hand while lifting the left leg up forward and then punch with the left hand while lifting the right leg up forward

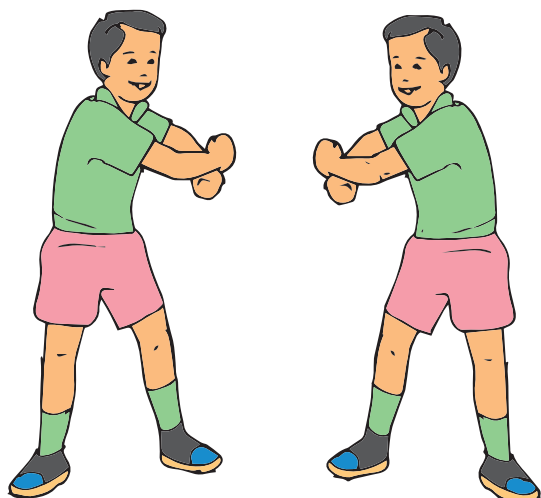


2. Take distance between the legs, raise both the hands upwards left and right

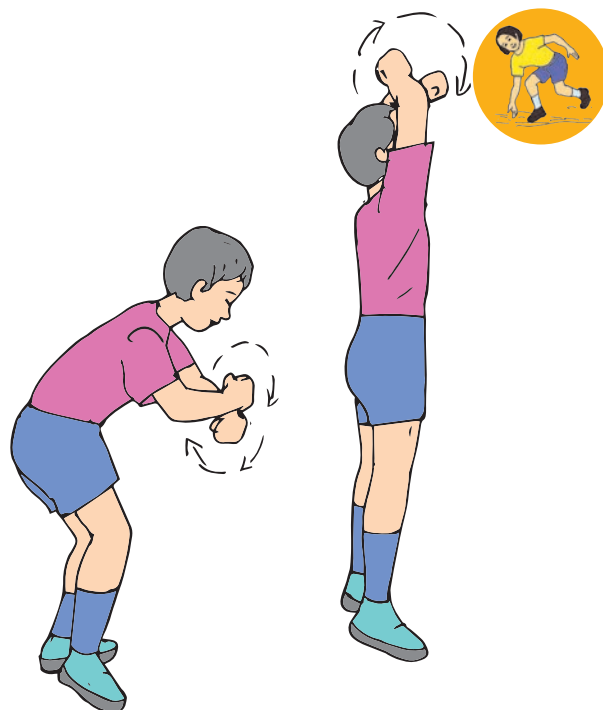


4. Go two steps to the left and punch up and do the same action to the right side

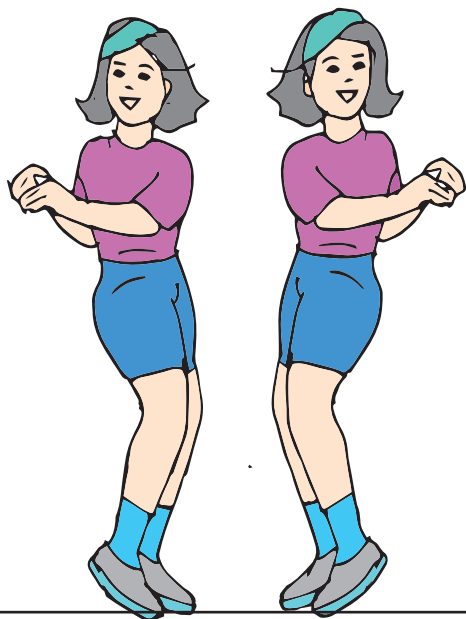




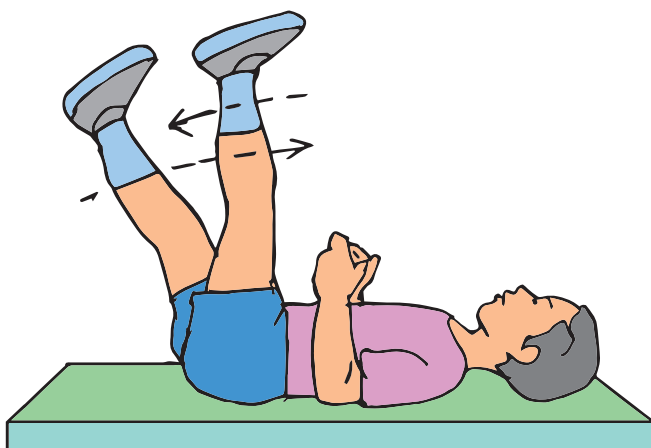
6. Putting the left foot on the left side rotate the hands to the left side above each other. Then putting the right foot on the right side rotate the hands to the right



7. Rotate the hands down and up putting the legs as per action 6

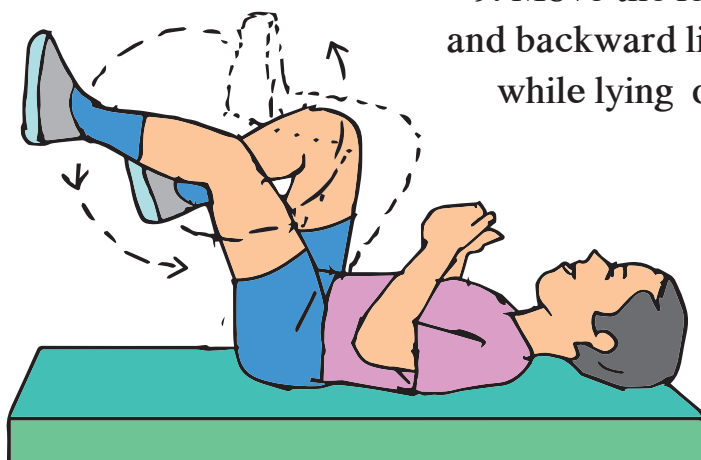


8. Twist on both the legs. Fold the hands at the elbow



9. Move the legs forward and backward like walking while lying on the back

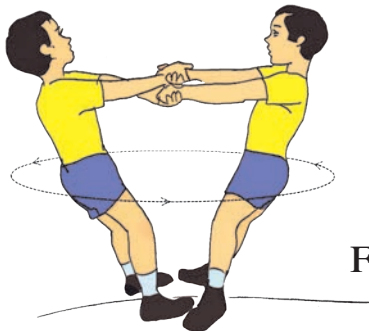
10. Move the legs like cycling while lying on the back



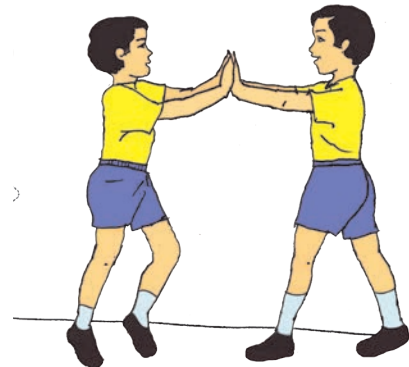


2.7 Indian Exercises

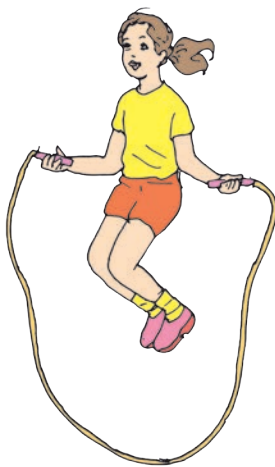
• Traditional Exercises



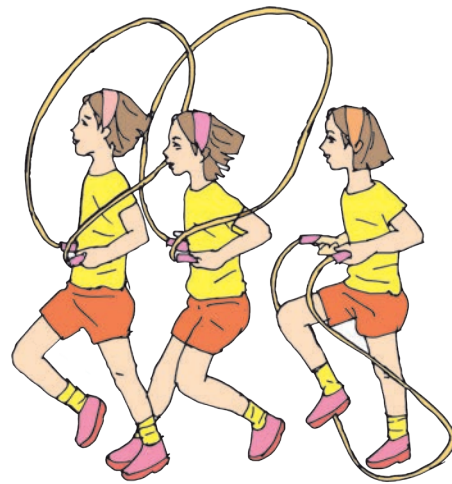
Fugadi



Zimma



Rope Skipping



Rope Skipping with one leg

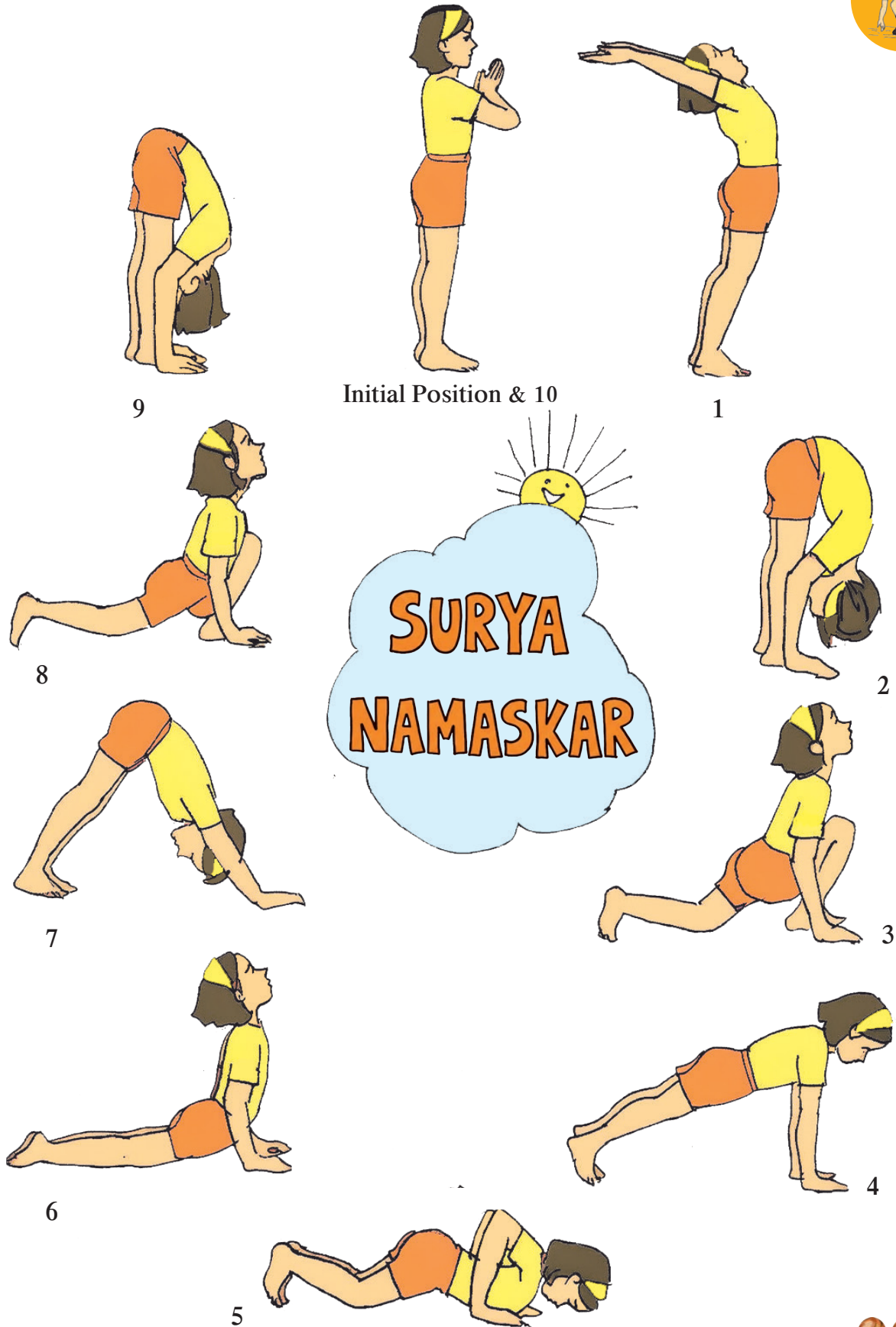


Rope Skipping in Three's

Self-Evaluation

- Tick what did you like when Rope Skipping in Three's Jumping ____ Rotating the rope ____ Both ____
- Make pairs and note down the jumps of each other _____

2.8 Suryanamaskar





Section 3 : *Drill and Marching*



For Teachers

- Shoes necessary
- All the orders should start on the left leg and end on the right leg
- The teacher himself should always be in Attention while giving the orders
- Show ideal demonstration
- Do not say *Shuru Kar* before any order

3.1 *Savadhan*

All the orders start in *Savadhan*

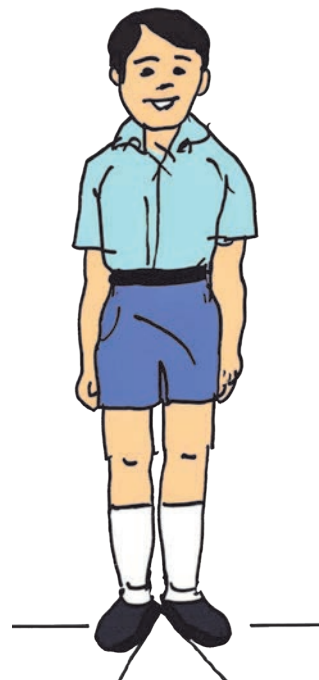
Order : Squad *Savadhan*

Counting : 'Ek'

Need : Be in *Savadhan* while talking or having conversation with the seniors.

Action : Do the following action on the order.

- *Ek* : Lift the left leg in 90 degrees and stamp its heel hard besides the heel of the right leg.
- Stand straight.
- Join both the heels and make 30 degree angle in the heels.
 - Keep the shoulders parallel to the ground.
 - Pull the hands down straight besides the body.
 - Close the fist gently.
 - Keep your eyes straight ahead.



3.2 Vishram

Order : Squad *Vishram*

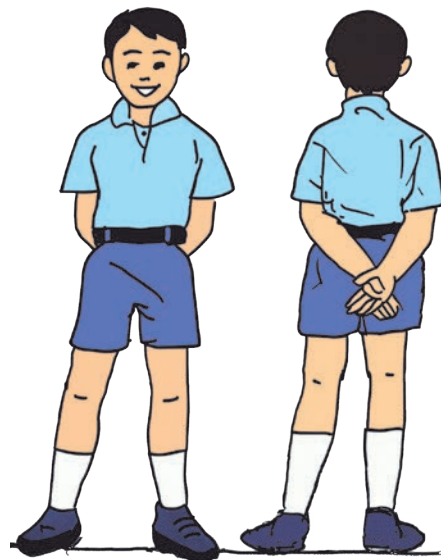
Counting : 'Ek'

Need

- This action is done when you have to stand for a long time while talking to the seniors.
- When the teacher is showing any demonstration.
- After the actions are over in the March past.

Action

- Lift the left leg up in 90 degree and stamp it hard on the left side and say 'Ek' so that everybody's action will be at the same time.
- The distance between both the toes should be 10 to 12 inches (shoulder distance)
- Take both the hands behind. Place the right hand fingers on the left hand and the right hand thumb on the left. Keep equal weight on both the legs.



Important : The hands should be close to the body while moving from 'Savadhan' to 'Vishram' and vice versa.

While doing 'Savadhan' and 'Vishram' do not do unnecessary movements such as bending the neck, moving the hands, lifting the shoulders, bending in the waist, etc.



3.3 Aaram se

Aaram se is done if we have to stand for a long time in 'Vishram' position. In 'Aaram se' position the legs are not permitted to move however the upper body can be relaxed. The movement of neck and shoulders is permitted. Do not move the hand position.

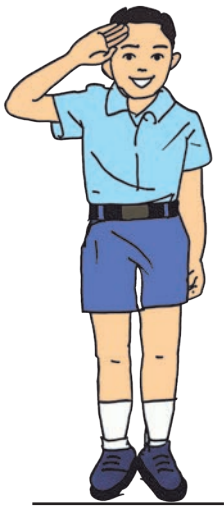
Order Squad *Aaram se*

Need

- To give the body rest after performing a continuous activity for a long time.
- When the teacher needs more time for explanation.

Action : On the order of 'Aaram se' stand in 'Vishram' position keeping the upper body relaxed without moving the legs.

3.4 Salute



Order : Squad Salute

Counting : 'Ek, Do-Teen, Ek'

Need : To show respect to the flag and dignitaries.

Action : Do the following action after the Squad Salute order.

- (1) 'Ek' : On this count take the right hand up keeping it parallel to the ground, fold it from the elbow, keep the palm straight and place the index finger on the right eyebrow with the palm facing forward.
- (2) 'Do-Teen' : Keep the palm there without doing any action.
- (3) 'Ek' : Making the fist of the right hand bring it down swiftly. close to the body.

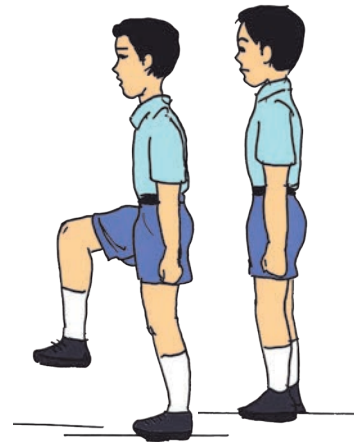
3.5 Kadamtal aur Tham

Order : Squad Kadamtal

Counting : 'Ek-Do', 'Ek-Do', 'Ek-Do'

Need : To adjust all the files in the squad one behind the other and to make the distance equal in the squad.

Action : Lift the right leg up keeping the left leg on the ground and then lift the left leg up keeping the right leg on the ground. Do this continuously.



Tham

Order : Squad Tham

Counting : 'Ek Do'

Need : To Tham the Kadamtal

Action : On the order of Squad Tham, bring the left leg down on the count of 1 and then the right leg on the count of 2 in the Savadhan position.

3.6 Daudake chal and Tham

Daudake kadamtal and Tham are to be done like Kadamtal on the spot while jogging. At that time the hands should be bent in the elbows and held in front of chest.





Section 4 : Various Games and Races

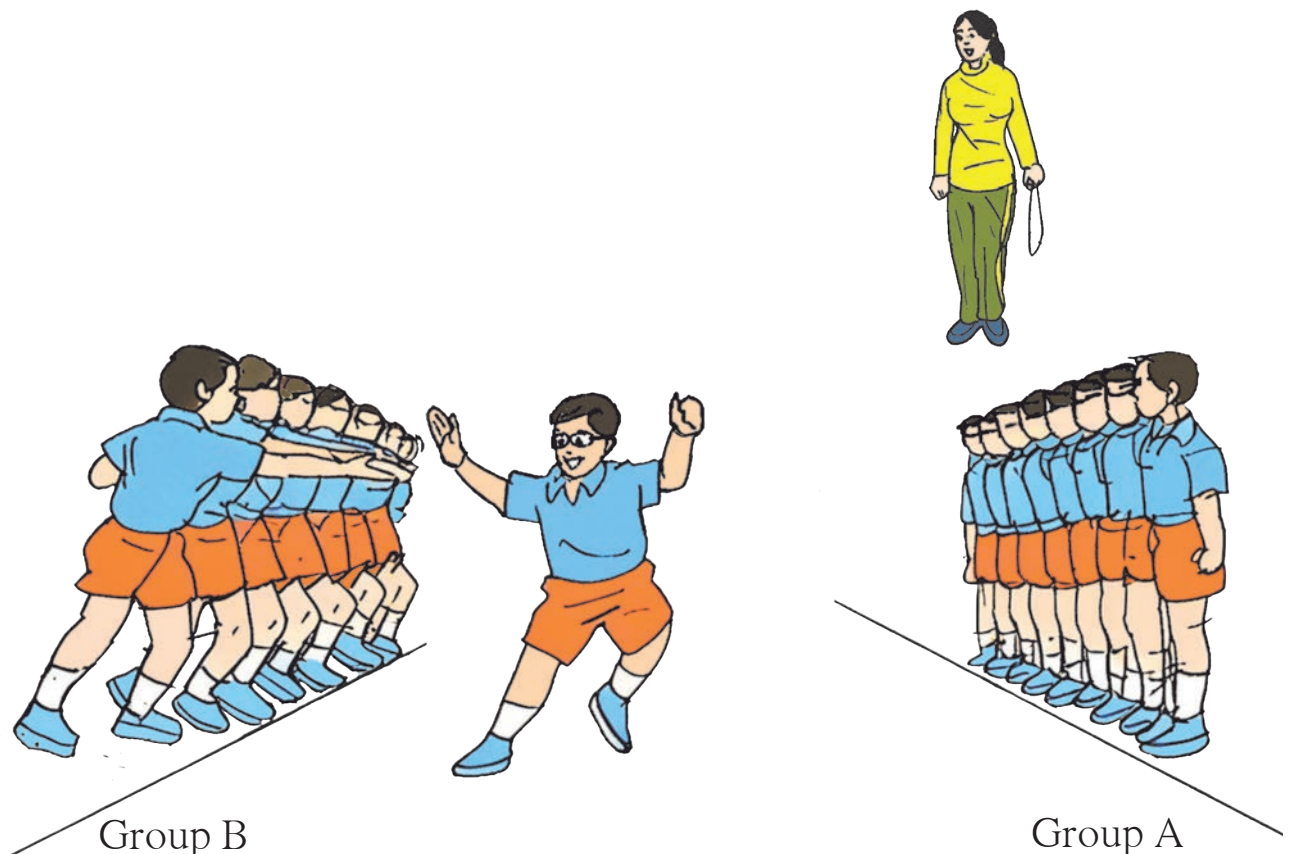


4.1 : Various Games

● Minor Games

(1) Touch and Run

Make two groups of the students A and B. Mark two lines 15 to 20 meters opposite to each other and make the students stand behind the line facing other. As the game starts, the students from group A shall go one after the other as per their turn to group B. Students of group B should stand with their one hand in the front. The student from group A should give a clap on any of the students of group B and come back to the group. The student who has got the clap should try to catch the student who has given the clap, before crossing his line. If touched the student from group A should stand behind group B and if not touched the student from group B should stand behind group A. The same action should be done by group B going to group A. The students who are out, should be the prisoners of the other group. The group which has more prisoners shall win.





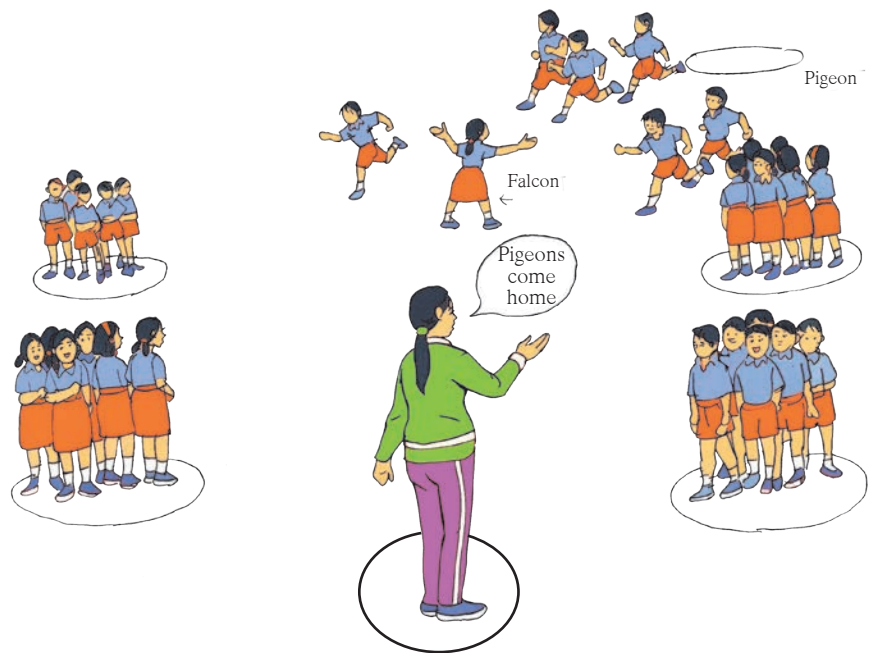
(2) Rotating Ball

Mark a circle on the ground. One student should stand outside the circle. Other students should stand taking double hand distance on the circle. As the game starts, the students standing on the circle should pass the ball from the right or left side. While passing the ball if the ball is intercepted by the student standing outside the circle, then that student shall interchange his place with the student who has thrown the ball.



(3) Mother Bird

One student should become a Falcon bird. Teacher should become a mother bird. Make small groups of the other students and give them names of a bird. Each group shall stand in different corner. Make the Falcon stand in the center. As the game starts, the teacher should call out the name

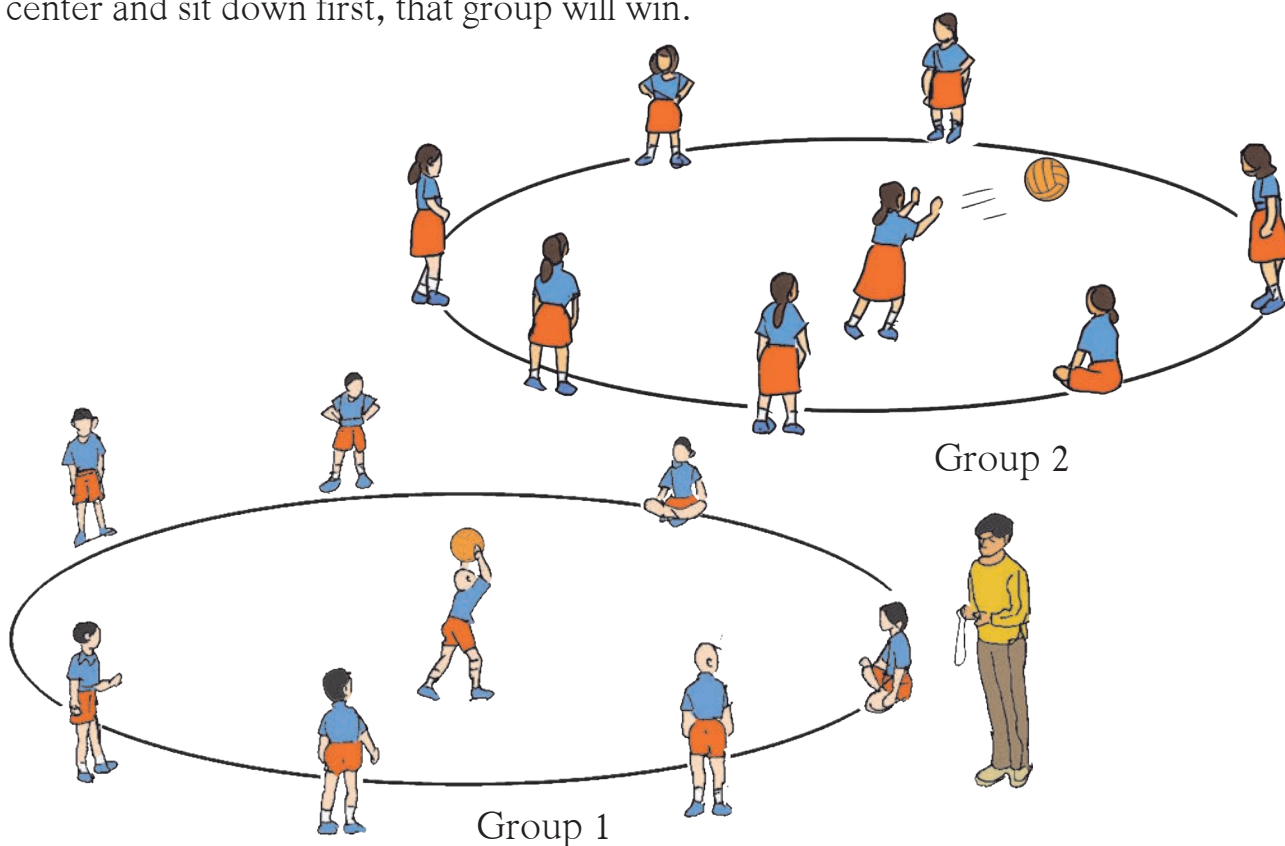


of the bird and as say 'come home'. Eg. Pigeons come home. At that time all the students from the Pigeon group shall go and stand around the teacher (mother bird) in a circle. At the same time the Falcon bird should try to catch as many pigeons as is possible. Those caught shall be out. The one who is out first shall become the Falcon and the previous Falcon shall join the Pigeon group with the students who are not out.

(4) Throw the ball and sit



Make two groups with equal number of students. Mark two circles on the ground keeping distance between the two. One student from both the group should stand at the center of the circle of their group. Give the ball to him. As the game starts, the student standing at the center of both the circle should throw the ball to any student of their group. That student shall throw the ball back to the student at center and sit down. The last student from a circle to throw the ball in the center and sit down first, that group will win.



For Teachers

- If the number of students are more then make more groups instead of two

Variation

- Run from the right side of the circle before sitting in the place.
- Do one baithak before the run and then come and sit in the place.
- Take a round around the circle while doing one leg hop.
- Run backwards while taking a round around the circle.
- Run from the left and right side of the circle.



(5) Sudden Langdi

Limited area. Every student should have a number. Student should run anywhere in the limited area. The student whose number shall be called shall immediately start doing langdi and try to make the other students out. The student who will be out should take the den and the student doing langdi should join the other students for running.



(6) Tug of War

Make two equal groups and stand opposite to each other. Mark a contest line in the center. Every student should tightly hold the waist of the student standing in the front. The first student from both the groups should try to pull the opposite group towards them. The group which will pull the opposite group towards their side of the contest line should be declared as the winner.



(7) Treasure Hunt

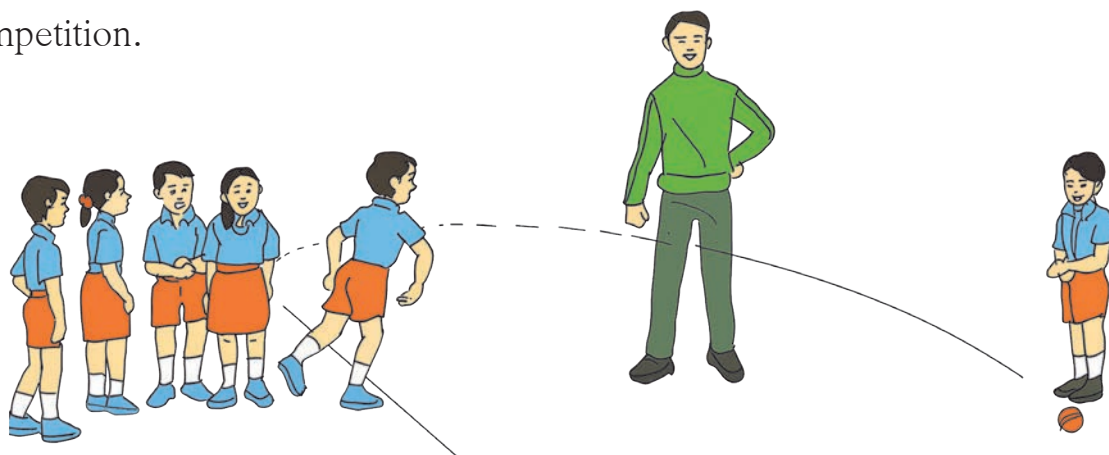


Mark a big square on the ground as shown in the figure. Keep various kind of sports equipment on it. Eg. Dumbbells, lagori, various balls, racquets, bats, karela, cones, rings, lezim, etc. This is the treasure. Make 2 groups of the students and make them stand opposite to each other keeping the treasure in the middle. On the signal, the first student from each group shall go and get any one thing from the treasure and keep it in front of the group. Immediately the second student will go to get the treasure. In this way all the students from both the groups will go and get the treasure. The group where all the students bring the treasure first will win.



(8) Ball Throw

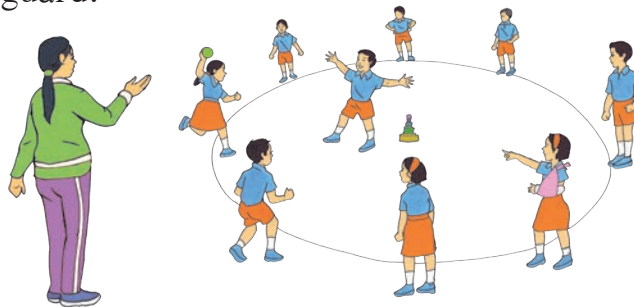
Mark a 1.5 to 2 meter long line on the ground. Give one ball to the first student in the group. All the students should stand in an order behind the line. After the start of the competition the first student should throw the ball as far as possible. He should go and stand wherever the ball bounces. After that the second student will throw the ball from behind the line. If the ball bounces before the first student where he is standing, then the second student will be out. But if the ball bounces beyond the first student then the first student will be out and the second student should go and stand where the ball has bounced. In this way, all the students should throw the ball one after the other. The student who throws the ball at a maximum distance should be declared as the winner. A soft ball or a rubber ball should be used for this competition.





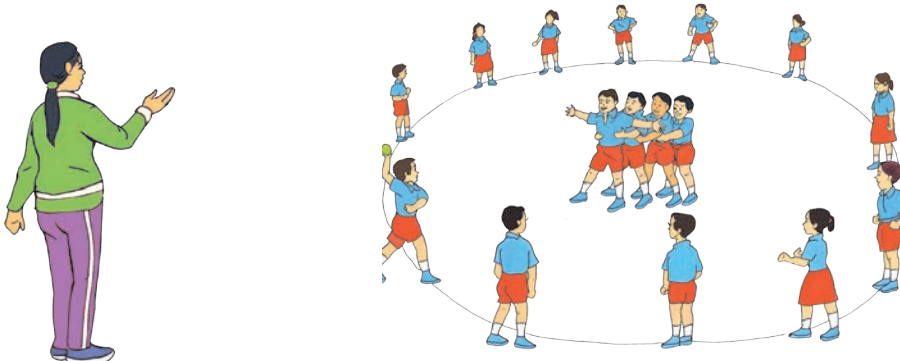
(9) Guarding the fort

Mark a circle with 4.5 m radius on the ground. Mark a small circle with 50 cm in the middle of the circle. Keep a lagori in the middle of that circle. A student should stand and guard the lagori. Other students should stand outside the big circle. Give a ball to a student standing on the big circle. On the start of the game, the student having the ball should throw the ball on the lagori and try to break it. The student guarding should guard the lagori from the ball. If the lagori falls down, the guard should again assemble it. At the same time the students outside the circle should hit the ball and try not let the guard assemble the lagori. If the ball hits the guard while assembling the lagori, the guard will be out. However if the lagori is assembled before the ball is being hit, then the guard should be applauded. After that the guard should join the other students on the circle and the student hitting the ball should become the guard.



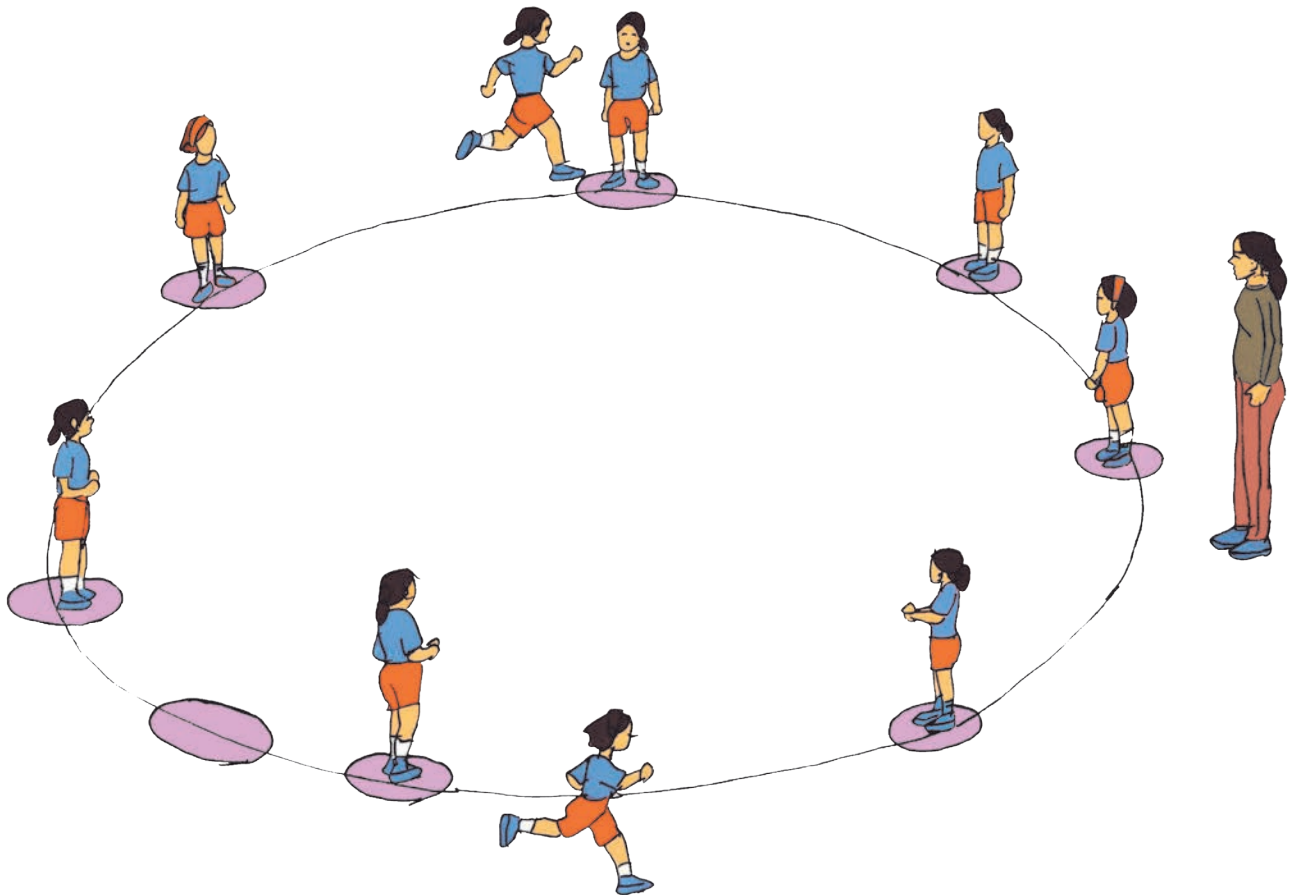
(10) Make the last person out

Students should stand away from each other over a circle. 4 to 5 students should stand in a line holding the waist in the middle of the circle. The student standing on the circle should hit ball to the last student in the line. The first student in the line should try and guard the last student. If the ball hits the last student, the student who has hit the ball should go and stand in the last students place and the first student should go and stand on the circle and join the other students. In this way, after the ball hits the last student in the line, the students standing in the line should keep changing places. If the number of students is more, the number of students in the line should be increased or the number of circles should be increased. This makes the game more entertaining.



(11) Catch the circle

All the students should stand on the circle. One student should take the den and run from outside the circle. As the game starts, the student outside the circle should run from behind the students standing on the circle. While running touch any student's back and say "Run" and keep running in the same direction as before. The student who has been told to "Run" will run in the opposite direction. In this way, both the students should run in the opposite direction and try to stand first in the empty circle. The student who doesn't get the circle shall take the den. Continue the game in this manner.



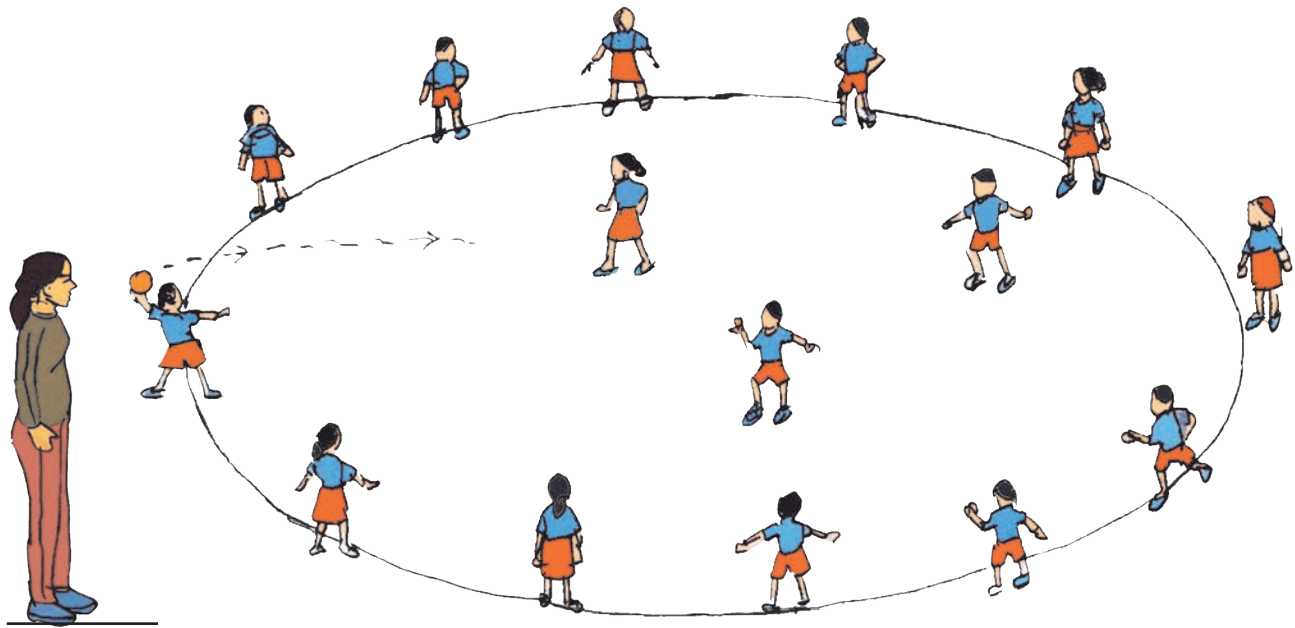
Variation

The student who is running from behind and saying "Run" should do any action while crossing with the other student. The other student should repeat the action and try to catch the empty place first. Eg. Actions- jumping jacks, animal walks, acting, etc.



(12) Dodgeball

All the students should stand in a circle. Out of these, three students should stand in the middle of the circle. Give the ball to any one student standing on the circle. As the game starts, the student should hit the ball to the students in the middle and make them out. The student will be out when the ball touches any part of the body. The student who will make the inner student out shall go and stand in the middle. In this way the game should be continued.



For Students

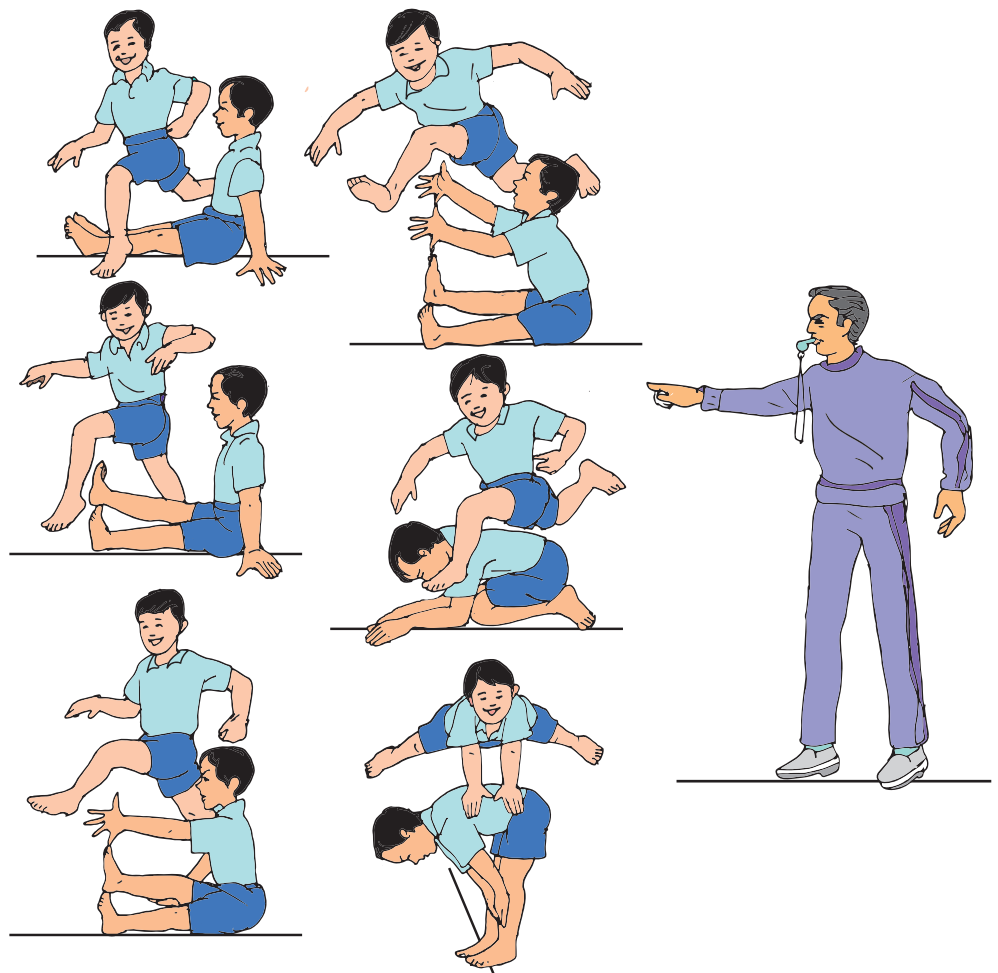
- You have played 12 minor games till now. Create your own game with your creativity and try playing them.
- Make a group of 4-6 students to create a game and try playing the game.
- You can make any number of games like this. Make a list and show it to the teacher.

● Traditional Games



(1) *Kandaphod*

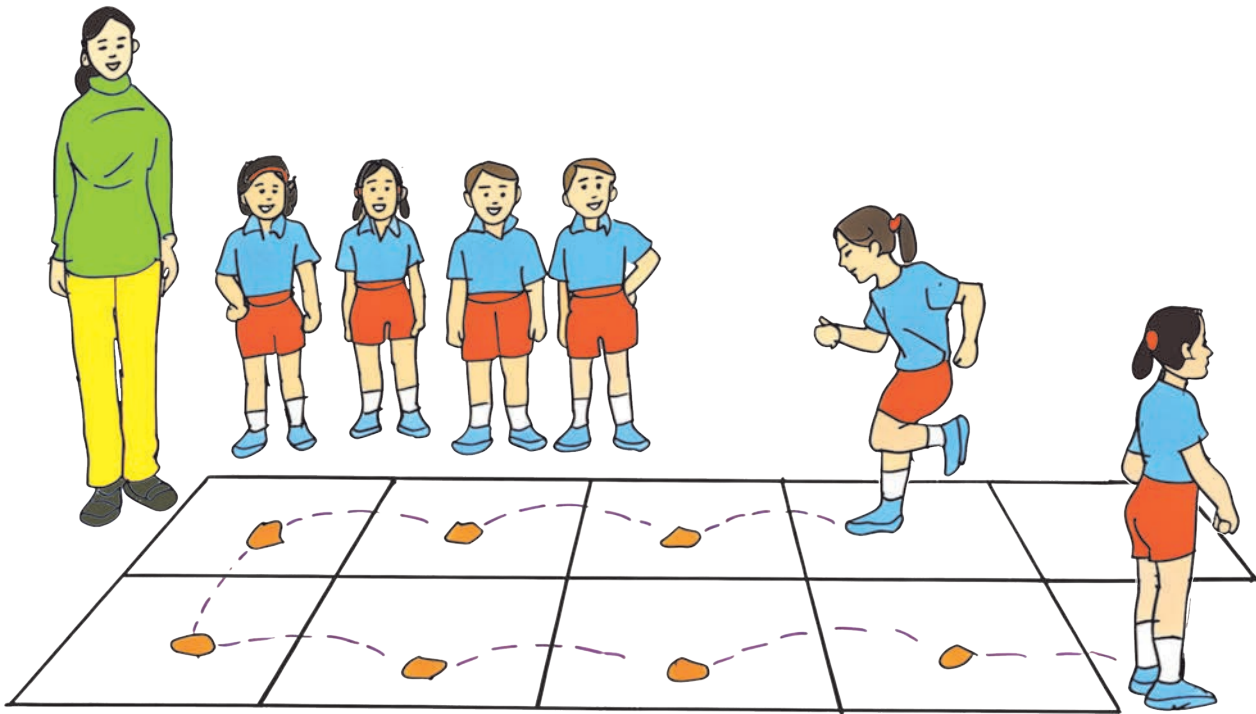
One student should sit with his both legs stretched. The other students should come from a distance of 5 meter and try to go over the legs of the sitting student without touching his legs and come back to their own place. Afterwards the student who is sitting should keep one leg on the other. The other students will again jump over the legs without touching. Then the student in sitting position will bend forward and first keep his one span over the top leg and then the other gradually increasing the height. Then he will bend down and touch his head on the ground and then gradually will keep increasing the height. When the student sitting down will bend forward keeping his hands on the knees, the other students will run and jump over him with their legs spread, keeping their hands on his back as shown in the figure. The student sitting in position while increasing the height shall conveniently place his hands and increase the height. The students in the line should attempt every jump. While jumping if anyone touches his legs to the student sitting down, that student shall be out and should sit out. Others should continue the game.





(2) *Thikkar Billa*

This game can be played in a small area of a house with tiled flooring. Mark the squares as shown in the figure. Take a flat small piece of a tile which will be known as *Thikkar*. Make a group of 4–5 students for this game. The students in the group should decide their sequence. The first student while standing behind the first square shall throw the *Thikkar* in the first square. Then while hopping on one leg he shall push the *Thikkar* with his foot in 2,3,4,5,6,7,8 square according to the sequence. After coming in the 8th square, the student shall push the *Thikkar* out with his foot and then come out hopping on both legs. If the *Thikkar* or foot lands on the line, then the student is out. In this way the game should continue till every student gets a chance.



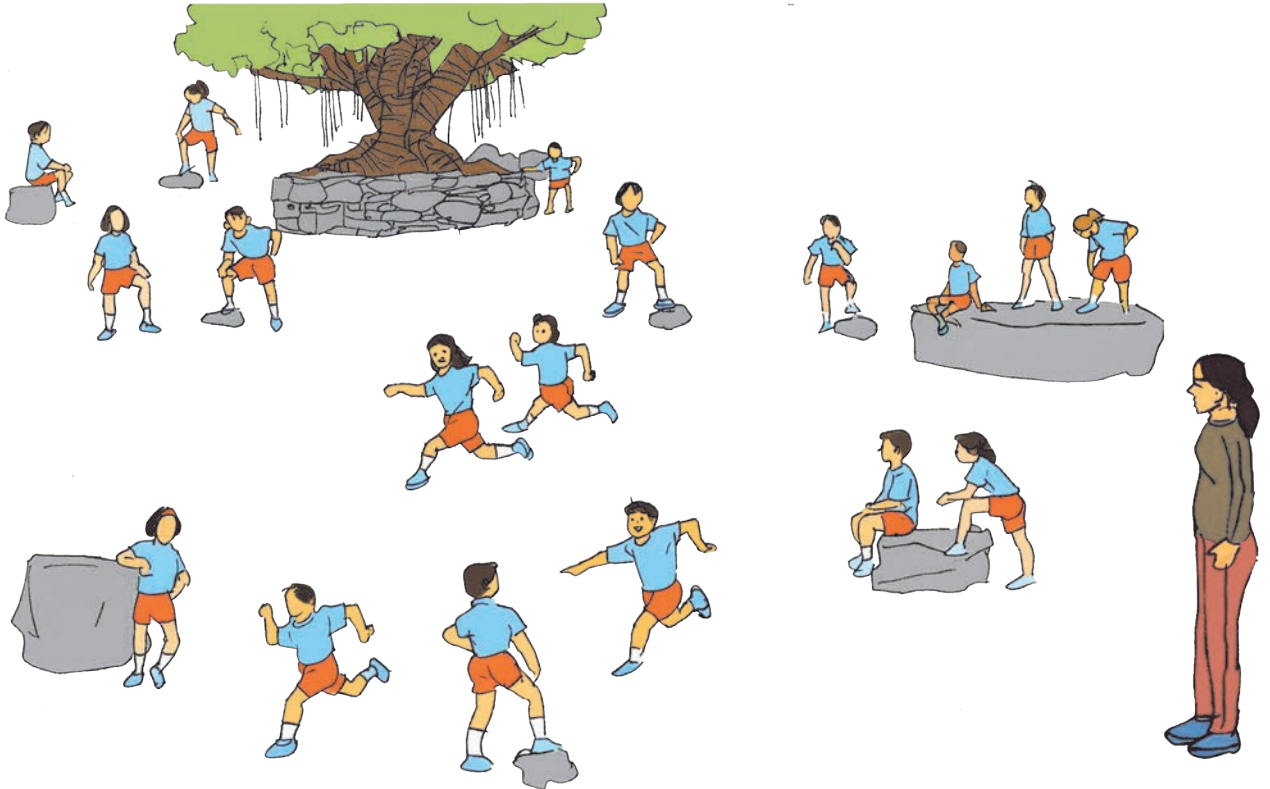
For Students

- Do you play any similar traditional games at home
- Tell the teacher if you play
- Make any playing equipment of your own from the waste eg. Ball, beanbag, cone, etc.

(3) Rock or sand

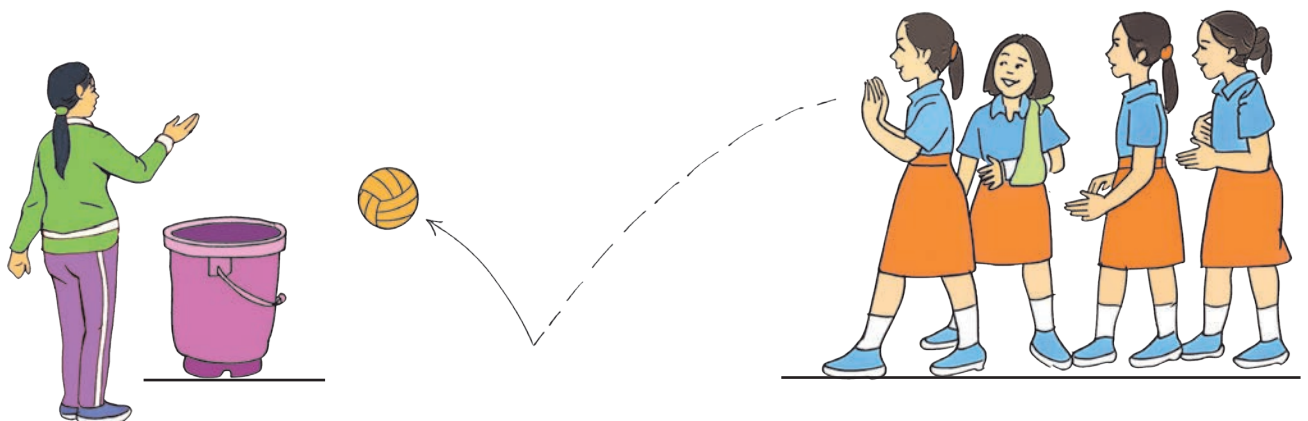


One student should take the den out of the students playing. The other students should ask the denner 'Rock or sand'. If the denner say 'Sand' that means the other students have to touch or stand on a Rock. If the denner touches a student before standing or touching a Rock then that student will be out. The student who will be out should take the den and the denner before should join the other students.



(4) Throwing the ball in the bucket

The students should stand in a single line behind a line as shown in the figure. Keep an empty bucket 10 meters away from the line. On the signal of the teacher try to throw the ball in the bucket with one bounce.





(5) *Kachapani*

Make groups of 2 or 4 students each. Mark a circle in front of every group. Decide the sequence of play before starting the game. The first player should take the broken bangles in the hands and release them gently in the circle. Afterwards remove one piece out of the circle with one finger. See that while removing no other piece should be touched. The student shall be out if the piece doesn't go out of the circle in one flick or the other piece is touched while removing. Keep the pieces with you which the player has removed outside the circle. Afterwards the second student will take the turn. In this way each student will remove the pieces one after the other according to their turn till all the pieces in the circle get over. After everybody's turn is over, count the number of pieces with every student. The student with most number of pieces wins.



Variation

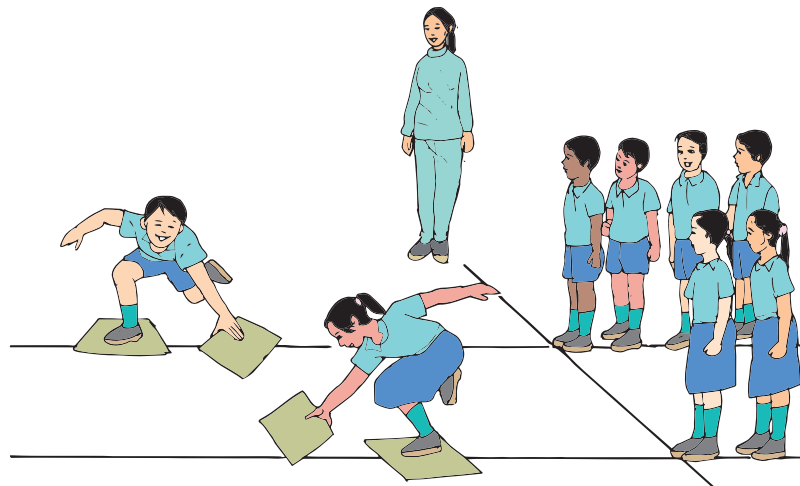
- Any other shape can be taken instead of a circle or a square.
- Instead of broken bangles clams, clam shells, tamarind seeds, etc. can also be taken.

● Recreational Games

(1) Stepping on Paper



Mark a starting line. Mark a finish line 8–10 meters parallel to the starting line. All the students should stand behind the starting line. Give 1 to 1.5 feet two square card sheets to every student. As the race starts, everyone should keep one card sheet in the front and step on it. Then keep the other card sheet in the front and step on it. Then keep the card sheet from behind in the front and step on it. In this way, whoever crosses the finish line first keeping the card sheets from behind in the front and stepping on it without keeping their leg on the ground should be declared as the winner.



Variation

- This game can also be played with a partner. As the race starts one partner should keep the card sheet in the front and the other partner should step on it with one foot. Then keep the other card sheet and the partner will step with other leg on it. In this way one partner should keep the card sheet and the other should step on it without keeping his leg on the ground and cross the finish line. One who crosses the finish line first should be given the first place.
- Paper can also be used in place of card sheet. Collect the card sheets and paper and keep them together after the race is over.

(2) Say “Tho”

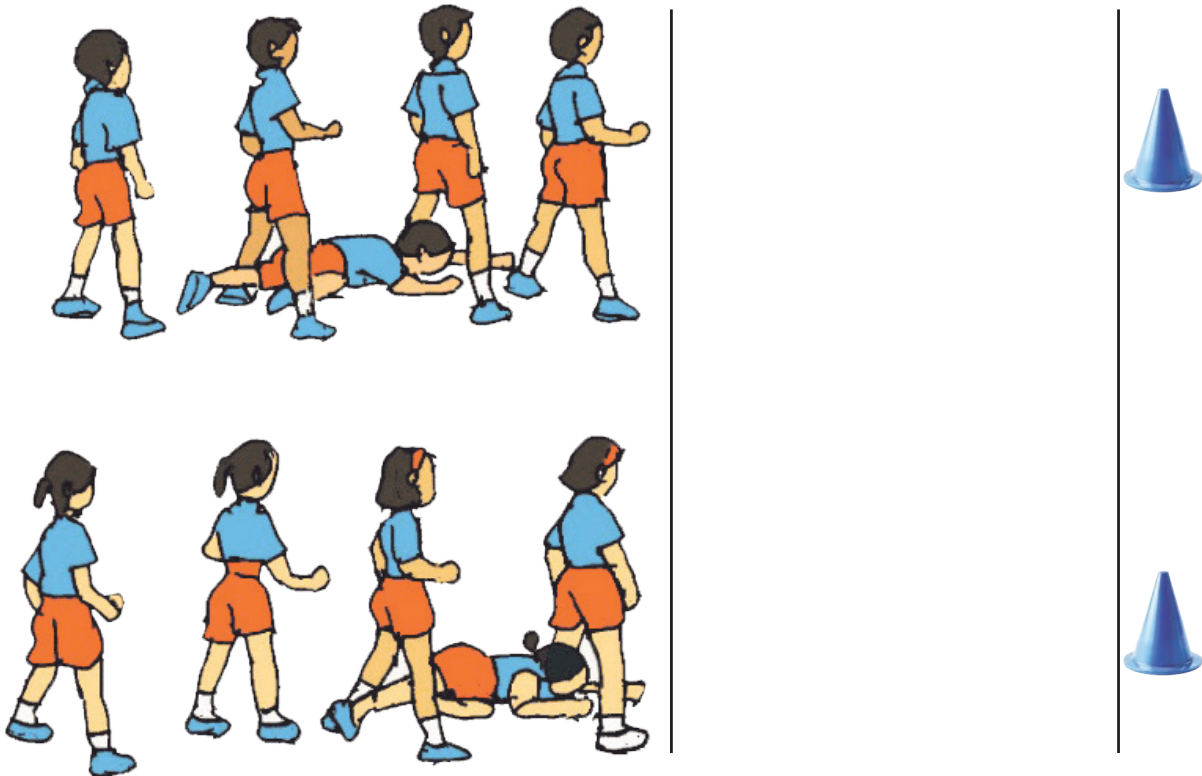
Students should sit in a circle. Every student shall start counting 1,2,3,4,..... On the count of 5 Instead of 5, the student shall say “Tho”. In this way students shall keep counting the numbers and in the multiples of 5 they should say “Tho” eg. 5,10,15 students should say “Tho” The student who fails to say “Tho” shall be declared out and the game shall continue from 1, 2 again. The number on which “Tho” should be said can be changed.



4.2 Races

(1) Tunnel Race

Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a finish line 15 meters parallel to the starting line. All the groups should stand in a line behind the starting line. As the race starts, the last student from each group will go through the legs of the other students, take a round around the finish line, give a clap to the first student in the group and go through the legs of all the students again and stand on the same place. In this way all the students should complete the race. The group from which all the students complete their race first should be declared as the winner.



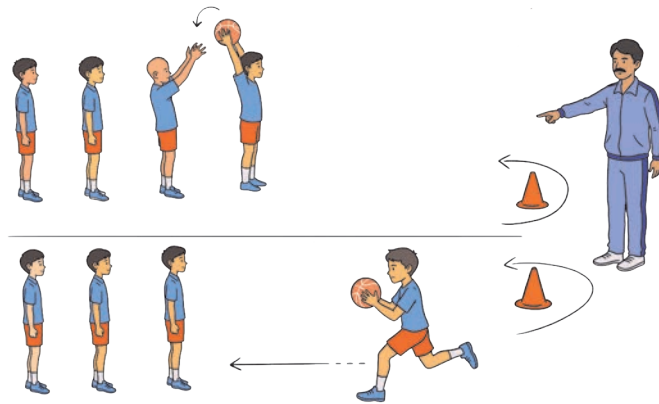
Variation

- As per the above, the students should stand bending down keeping distance. Starting from the last student go jumping over all the students in the line.

(2) Passing the ball relay

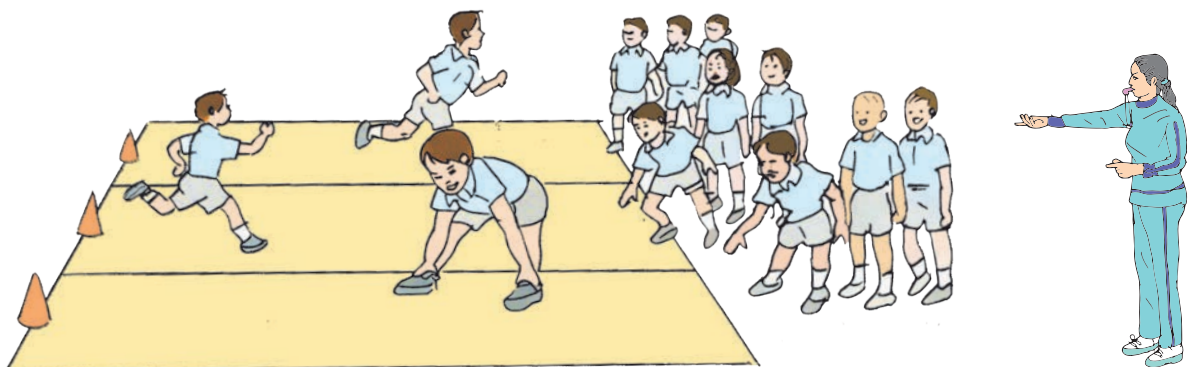


Make 3-4 groups of the students. Mark a starting line on the ground. Mark a line 10 meters parallel to the starting line. All the groups should stand in a line behind the starting line facing the teacher, as shown in the figure. Keep 2-4 meters distance between the two lines. Give one ball to the first student in each line. As the race starts, number 1 student from the group will pass the ball above the head to number 2 student, number 2 to 3, in this manner till the ball reaches the last student in the group. After receiving the ball the last student will run with the ball, cross the finish line and come back and stand in front of the first student and continue passing the ball overhead. At the same time all the students should keep moving backwards till the last student's place. Continue the race accordingly. The group from which first student comes back to his own place should be declared as the winner.



(3) Ankle Hold Walk

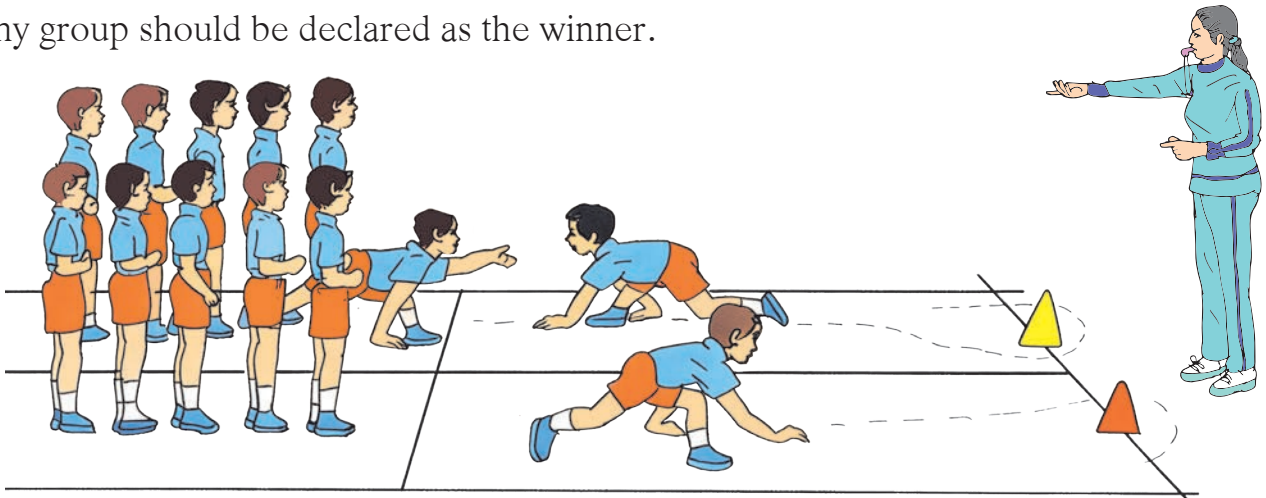
Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a finish line 10-15 meters parallel to the starting line. All the groups should stand in a line behind the starting line. The first student from each group should stand holding his ankle. As the race starts, the first student from each group should go running holding his ankle and coming back running without holding the ankles. Give a clap to the next student in the group and stand behind the line. The group to finish this race first should be declared as the winner.





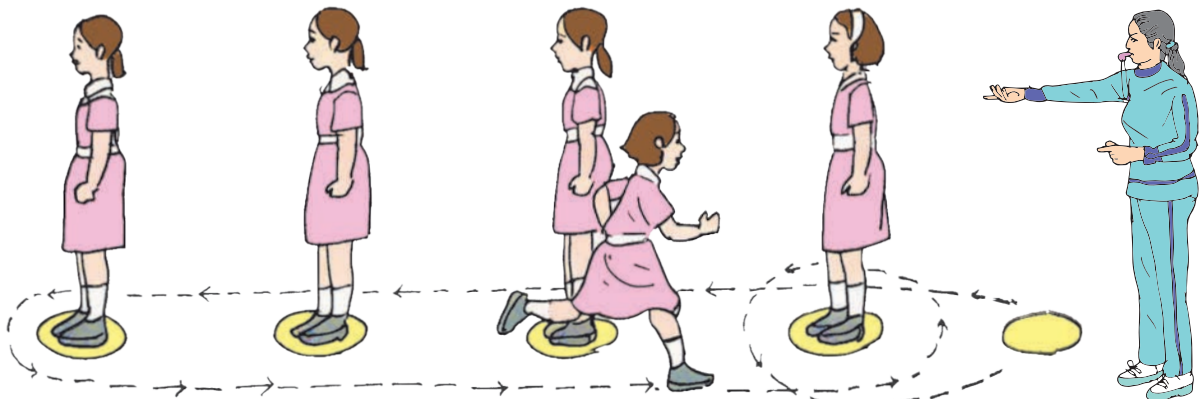
(4) Walking on Hands and Legs

Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a line 15-20 meters parallel to the starting line. The groups should stand in a line behind the starting line. Keep a cone on the finish line in front of each group for turning. As the race starts the students should place their hands and legs on the ground and go walking till the finish line, take a round around the cone, come back and give a clap to the next student and stand in the line behind the group. Continue the race in this manner. The last student to finish the race from any group should be declared as the winner.



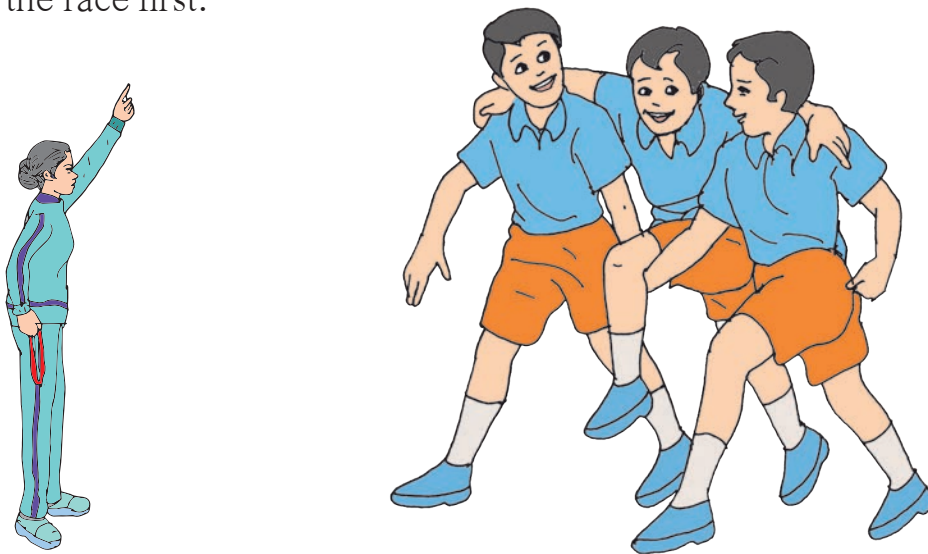
(5) Group Circle

Make 4-5 groups with equal number of students. The students should stand one behind the other keeping a distance of 1 meter between them. As the race starts the last student from each group will start running from the right side. Take a round to their group and come back from the left side. Take a round around the student in the front, give a clap and stand in their own place. After receiving the clap, the other students should also run around the group in the same manner. Take a round around the last student and take a round from the front around the student standing in the front and stand in their own place. In this way, the group from which the student standing first comes back first in his place should be declared as the winner.



(6) Carraige Race

Make 4-5 groups with odd number of students. Mark a starting line on the ground. Mark a finish line 10-15 meters parallel from the starting line. Number 1 and 2 students from each group should hold their hands and stand behind the starting line as shown in the figure. This is the Carraige. Number 3 student should lock his leg over the locked hands of the first two students and keep his hands on their shoulders. As the race starts, the students holding the hands should start running. At the same time number 3 student (who has locked his legs) should go hopping on one leg. After crossing the finish line, number 1 student should stand there and number 2 and 3 student should come back to the starting line. Then number 3 and 4 student should make the Carraige and number 2 student should sit in the Carraige. Number 3 and 4 should run to the finish line and leave the number 2 student over there and come back to the starting line. Then number 4 and 5 student should make the Carraige and number 3 should sit in the Carraige. In this way, that group should be declared as the winner, from which the last three students complete the race first.



(7) Making the player out with head

Everyone should stand in the circle. One student should take the den. The denner should fold his hands behind his back and try to make the other students out with his head. The student who is out should go outside the circle and keep the game going. In this way the last student to remain in the circle should be declared as the winner.

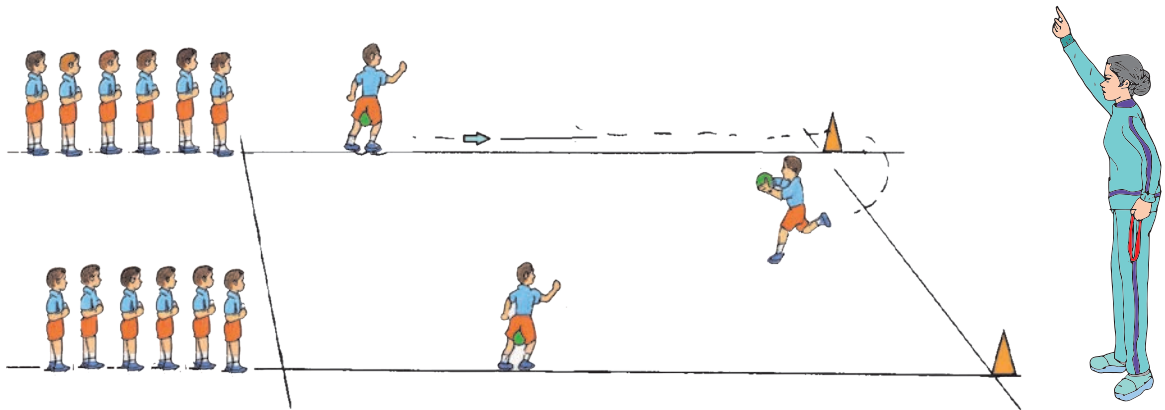
Variation

- The denner should change after 3 students are out



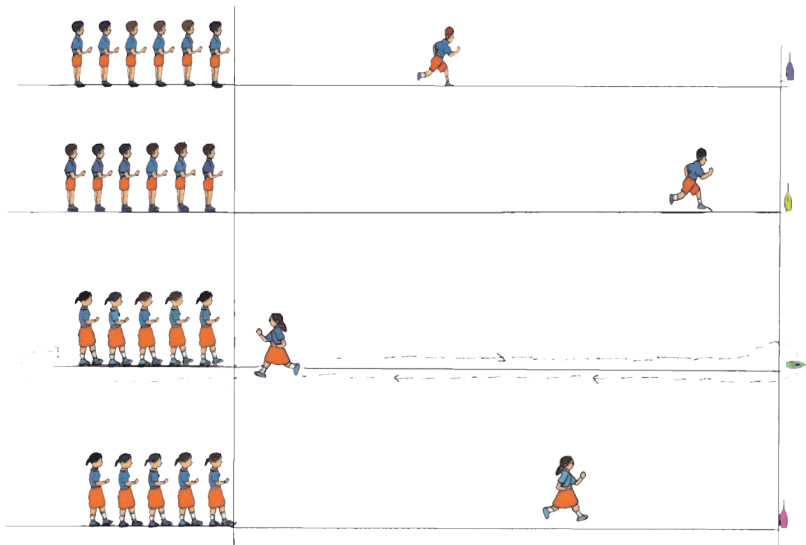
(8) Kangaroo Jump Race

Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a finish line 10 meters away from the starting line. All the groups should stand in a line behind the starting line. Give a football to the first student of each group. As the race starts, the first student from each group should go hopping holding the football between their knees without the support of their hands, cross the finish line and come back running, holding the football in their hands, pass the ball to the next student and stand behind their own group. The race will continue in this manner till the last student of each group goes and comes back. The winner team should be declared as per the last student from each group completes the race.



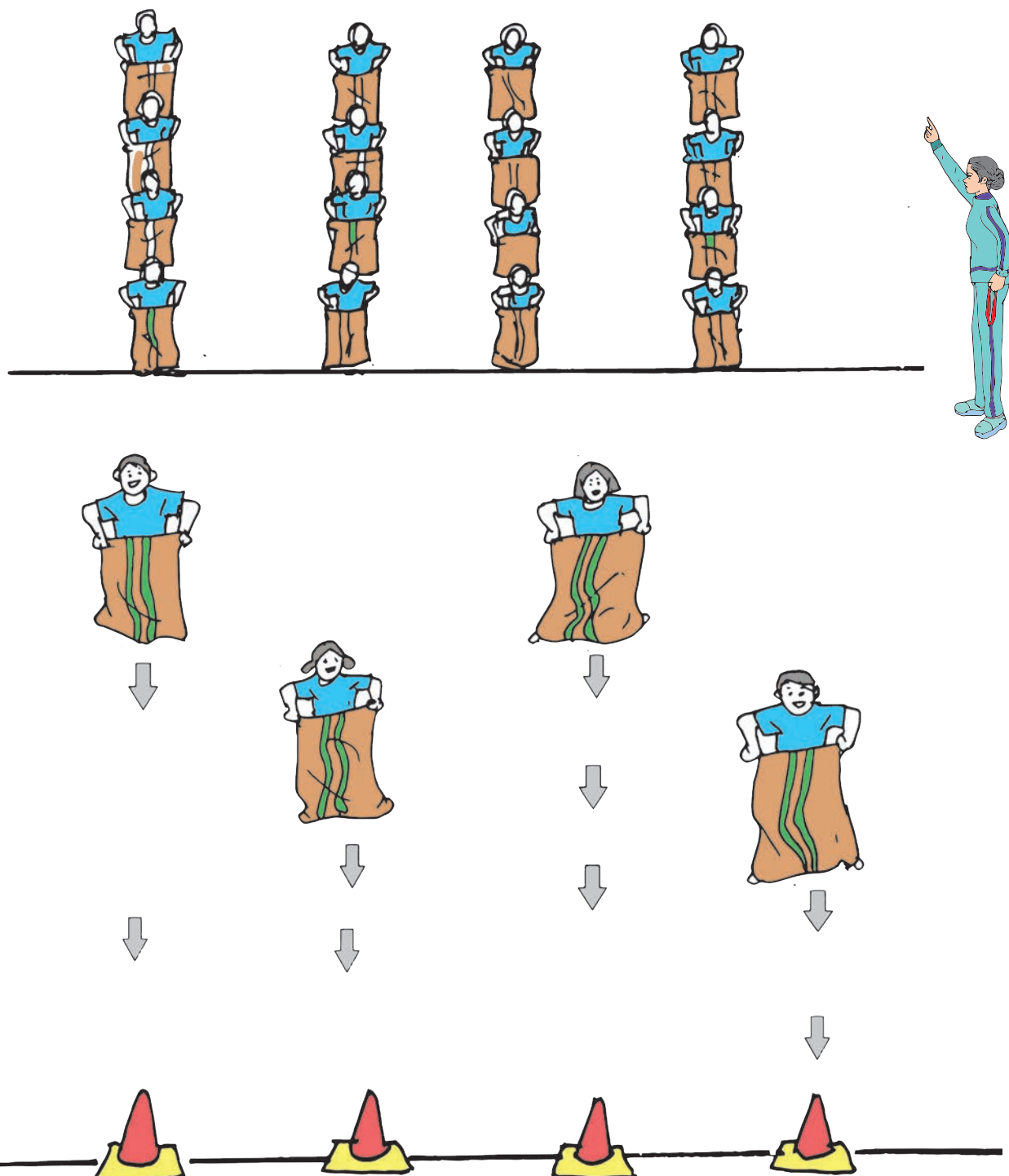
(9) Dropping down the cone race

Make two to four group with equal number of students. Stand as shown in the figure. As the race starts, the first student from each group will run and drop the cone down kept opposite to their group, come back and give a clap to the next student and stand behind their own groups. The next student shall then go and keep the cone straight and come back. All the students should complete the race in this sequence. The group which completes the race first should be declared as the winner.



(10) Sack Race

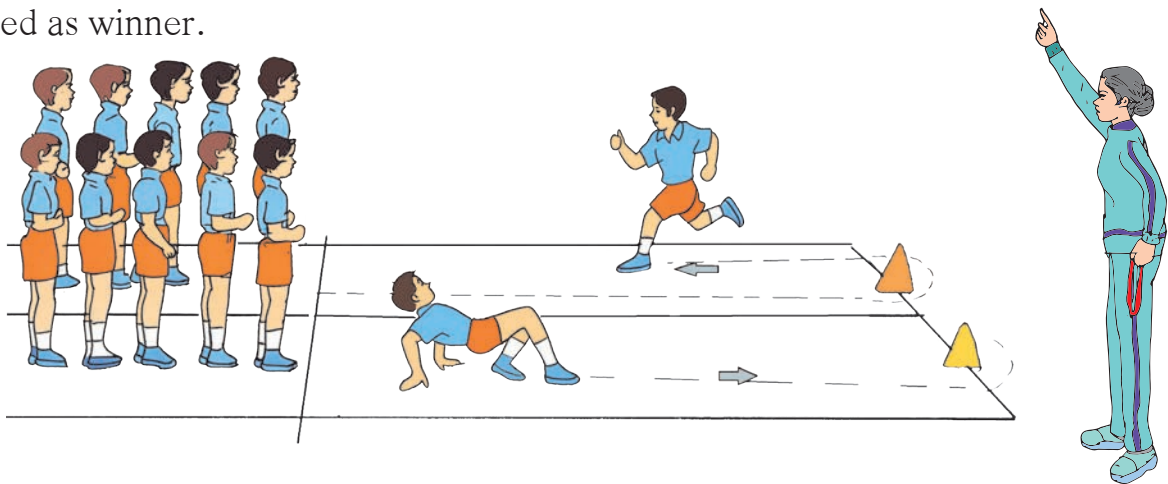
Mark a starting line on the ground. Mark a finish line 15–20 meters away parallel to the starting line. Make the students stand behind the starting line and give one sack to each of them. The sack should be waist size big. All the students should step in the sack and pull up till the waist. As the race starts all the students should go hopping with the sack and try to cross the finish line first. The student who crosses the finish line first should be declared as the winner.





(11) Crab Walk Race

Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a finish line parallel line 5 meters away from the starting line. Students should stand in their groups in a line behind the starting line. First student from each group should sit on the ground as shown in the figure. Touch both the hands behind so as to make a position like a crab. As the race starts, the students will go walking in this position, stand behind the finish line and go running back to the group. Number 2 student from the group will take the position of the crab and be ready. Number 1 student after completing his race should touch the number 2 student and stand behind the line. In this way, all the students from the group will complete the race. The group which will complete the race first should be declared as winner.



(12) Hula Hoop Race

Make two group with equal number of students. Keep minimum 5 Hula Hoops joint with each other in from of each group. On the signal, first student from each group will go stepping in each Hula Hoop, touch the finish line and come back in the same manner. Give a clap to the next student in the group and stand behind the group. In this way, the group that will finish the race first will win.



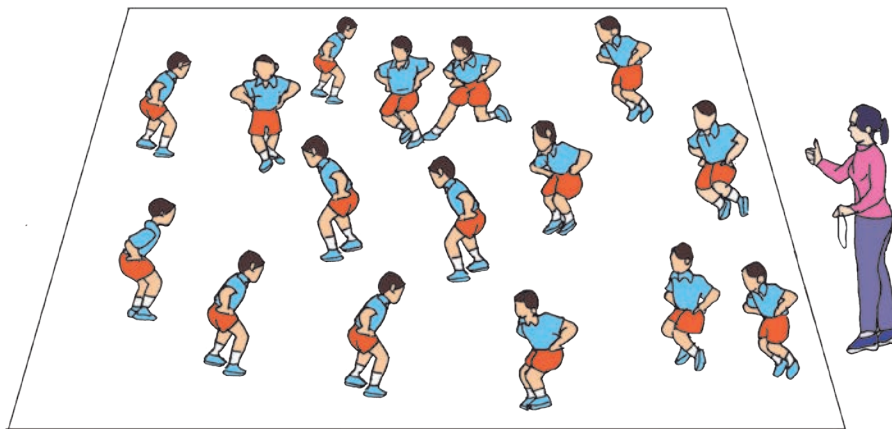
4.3 Lead Up Games



(1) Kabaddi

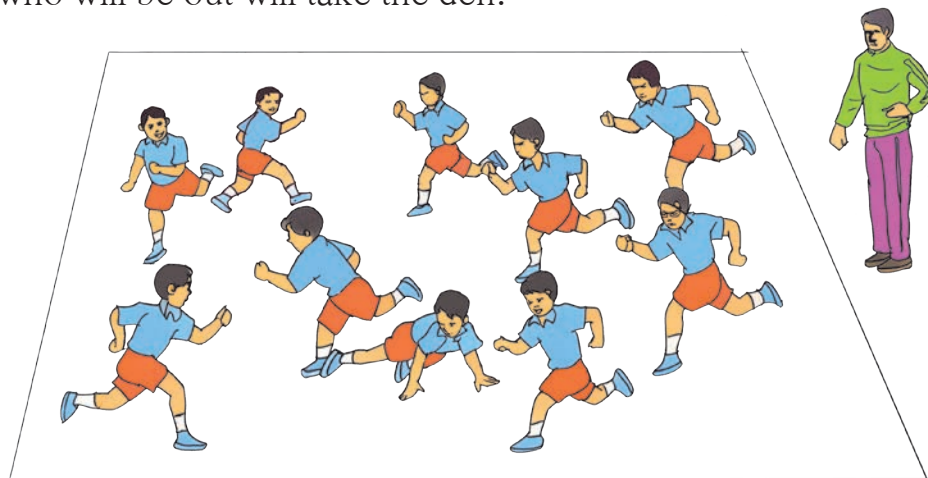
● Stepping over the foot

Students should stand in the square marked on the ground keeping their hands on the waist. On the signal of the teacher, try to step on the other student's foot while hopping. At the same time students should try to avoid anyone stepping on their foot. Whoever's foot is stepped by the other student, that student will be out. In this way, the student who has not been stepped on till the end shall be the winner.



● Frog kicks

In a square ground one student should take the den and others should run. The denner should go leaping like a frog and make the other students out with his leg. The student who will be out will take the den.



Variation

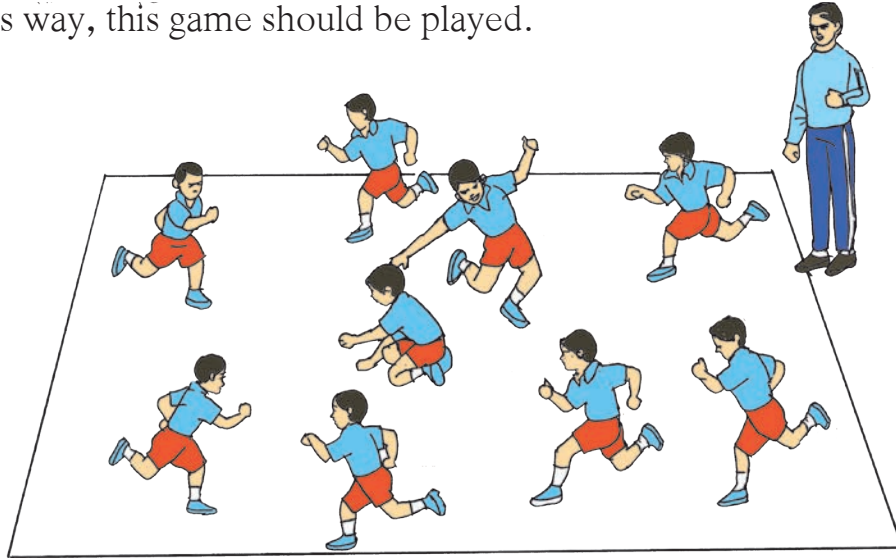
The denner and the student who is out both should take the den. In this way, keep the game going. The student who remains till the end should be declared the winner.



(2) Kho-Kho

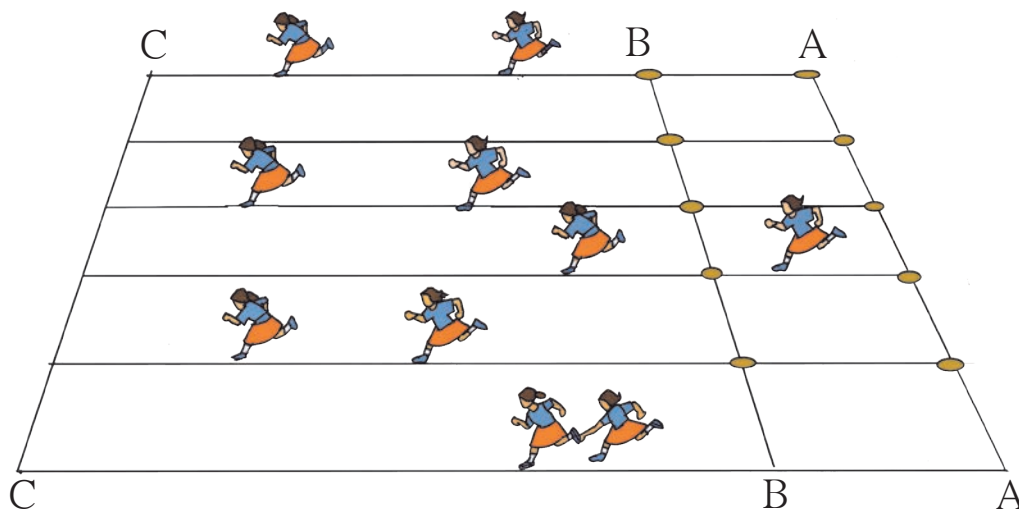
● Lock and Key

All students should stand in the marked ground and one should take the den. On the signal of the teacher, the denner should try to make the other students out. As the denner comes close, the student running should sit down. The denner should keep his hand on the sitting student's head and say 'Lock'. The student who is locked should sit down. When any student who is running keeps his hand on the back of the locked student and says 'Key' then the locked student will start running again. In this way, this game should be played.



● Chasing Race

Make two teams with equal number. On the signal, the students on Line A and B will start running towards line C. The student on line A shall make the line B student out before reaching the line C. In this way, inter change the students on line A and B and take the chasing race accordingly.

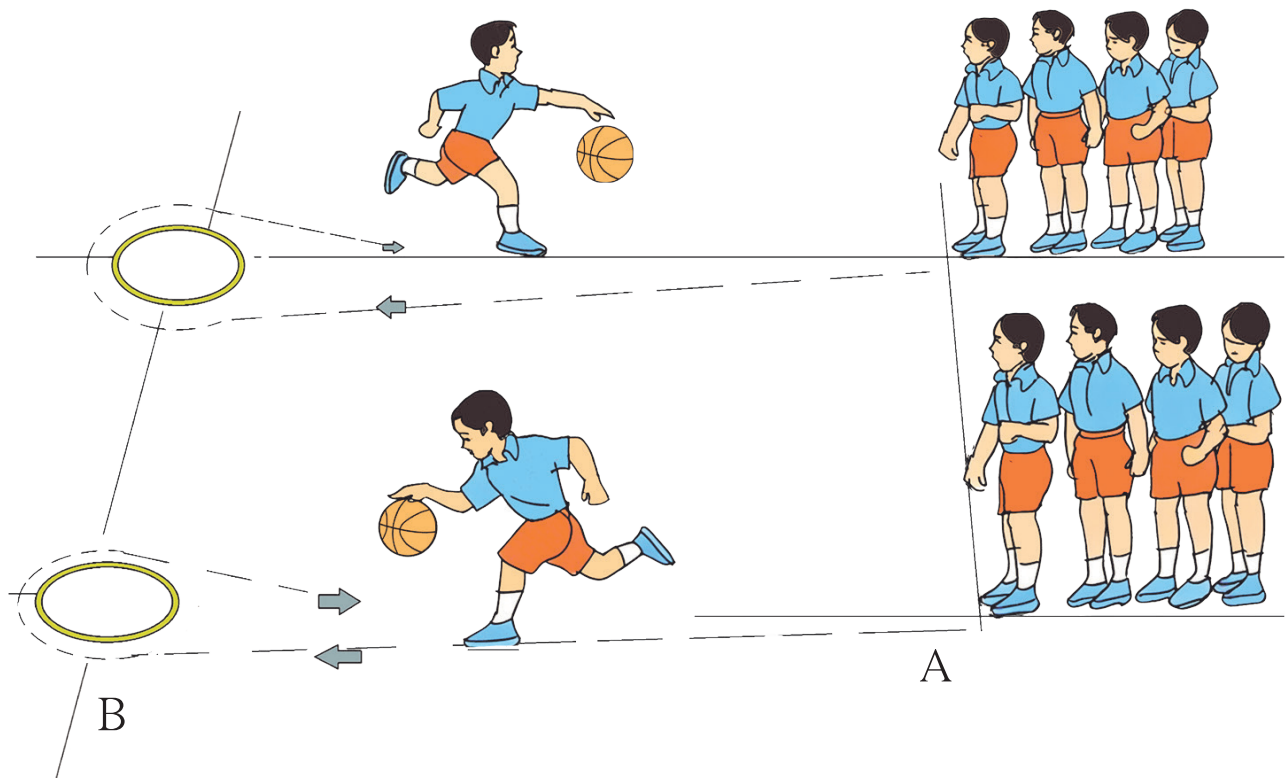


(3) Basketball

● Bouncing Race



Make two groups with equal number of students. On the signal, the first student from each group will go bouncing the ball, take a round around the Hula Hoop kept on the opposite line, pass the ball to the next student in the group and stand behind his own group. In this way, the group which completes the race first should be the winner.



For Students

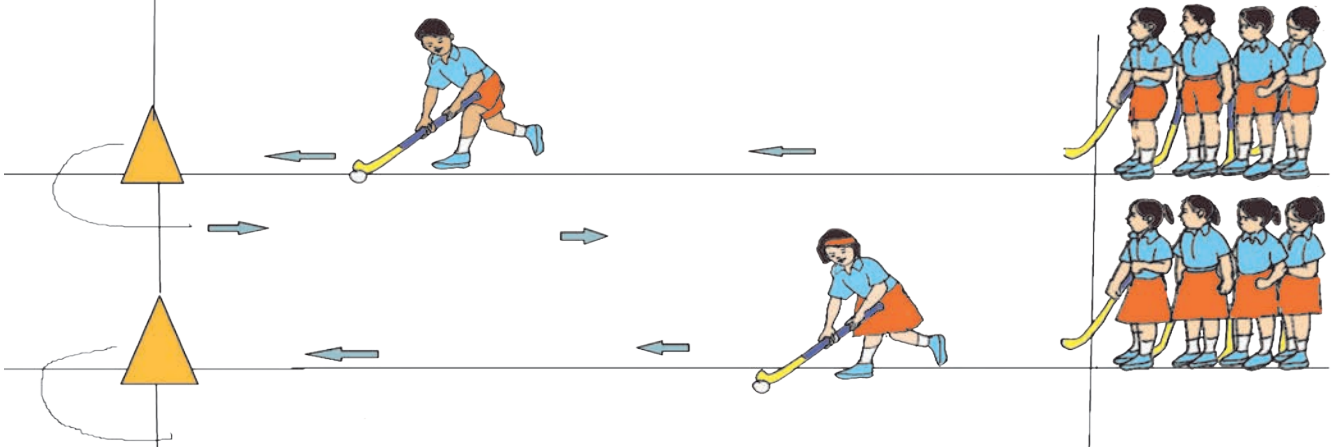
- Make two equal groups of students from your class. Both the groups should prepare two games with the ball and try playing them.



(4) Hockey

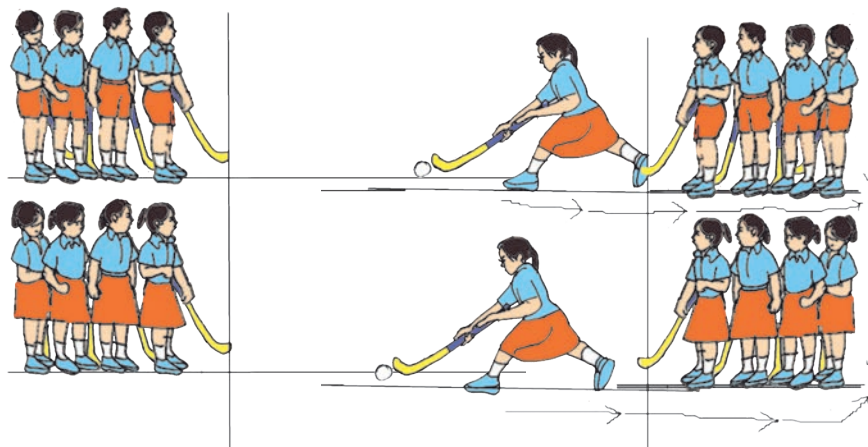
● Pushing the ball

Make two groups with equal number of students. On the signal, the first student in the group will go pushing the ball with the hockey stick and take a round around the cone, pass the ball to the next student in the group and go and stand behind the group. In this way, all the students will go pushing the ball and take a round around the cone. The group which comes first back to the place should be declared as the winner.



● Pushing the ball race

Mark two lines opposite to each other at a short distance. Make two groups A and B with equal number of students. Divide the teams again in two equal teams and make them stand opposite to each other behind the lines. On the signal the first student in the group shall pass the ball with the hockey stick to the opposite student of the same team and go and stand behind his own group. The student standing opposite should also do the same action. In this way, the group which completes the race first should be declared as the winner.

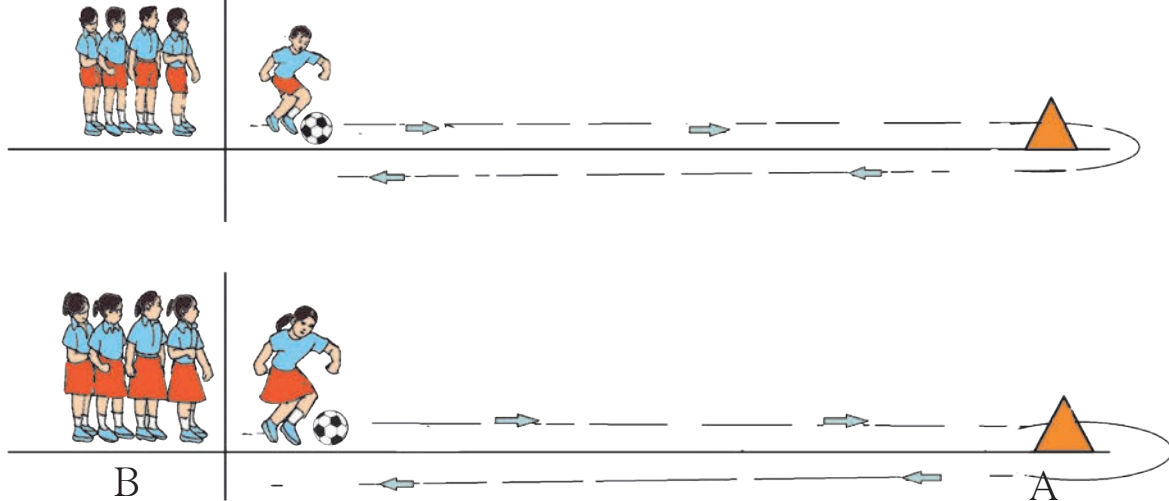


(5) Football

● Dribbling Race

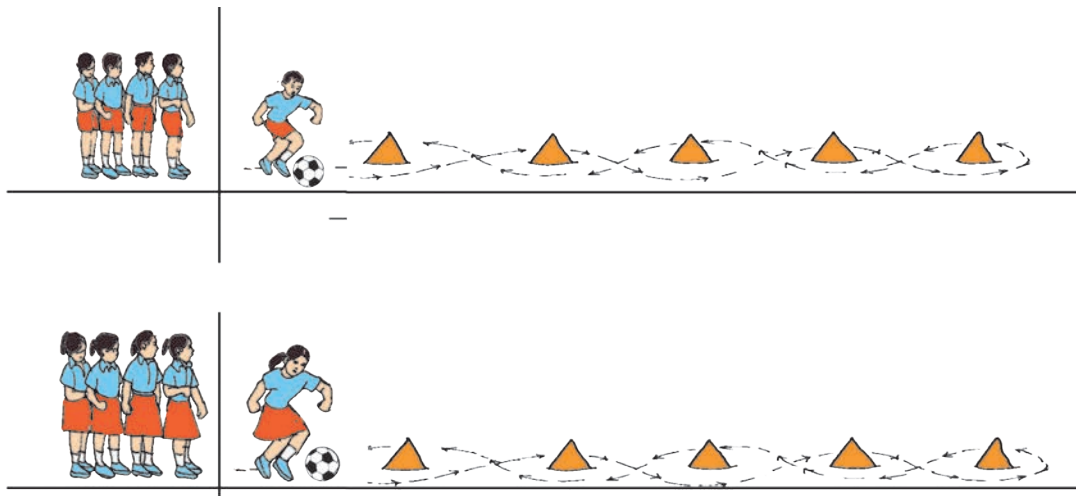


Make two groups with equal number of students. The first student from both the groups shall dribble the ball with his legs from line A and take a round around the cone kept on line B and come back and pass the ball to the next student standing in front of the team and go and stand behind the team. In this way both the groups should complete the race in this manner. The team which finishes the race first should be declared as the winner.



● ZigZag Dribbling Race

Make two groups with equal number of students. Five to Eight cones should be kept in front of both the groups. On the signal of the teacher, the first student from each group shall go dribbling the ball zigzag through the cones and take a turn after the last cone, come back dribbling the ball zigzag through the cones and pass the ball to the next student in the group. In this way both the teams should complete the race with zigzag dribbling.

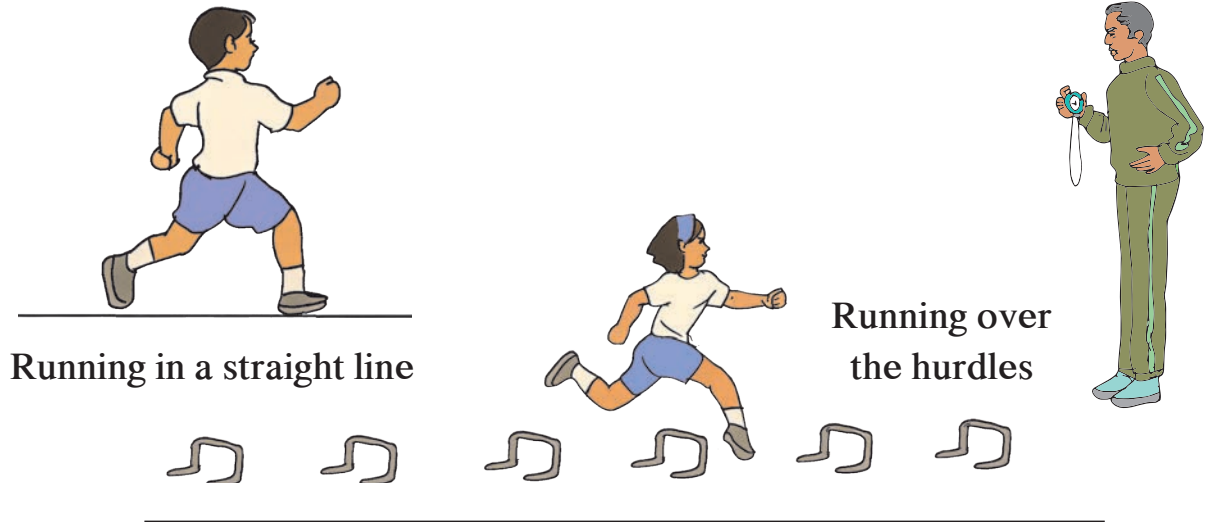




4.4 Preparation for Athletics

(1) Running

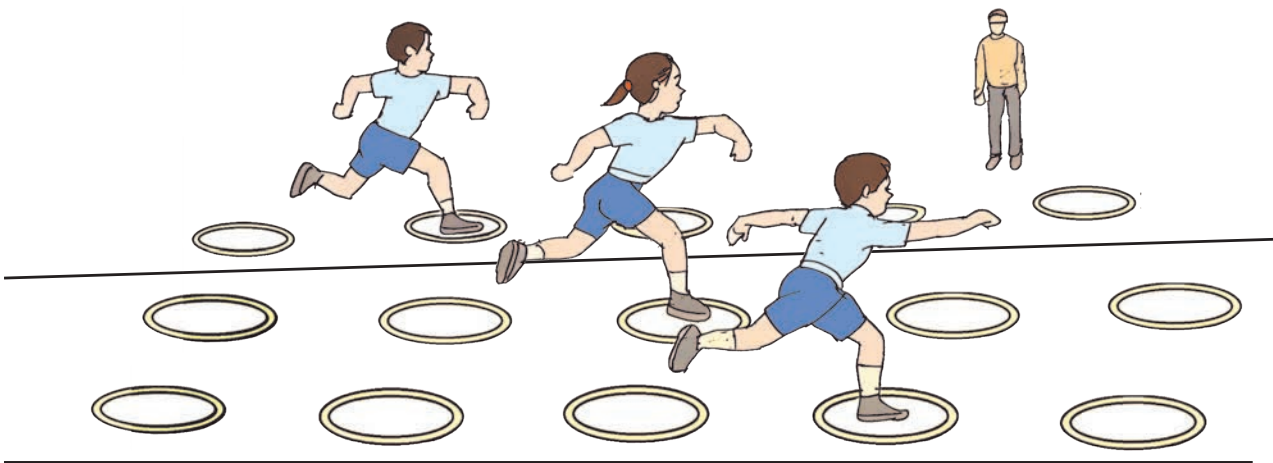
- Run straight at a distance of 25 to 30 meters
- Run over the small hurdles keeping them at a distance of 3–3 meters



(2) Jumping

● Jumping in the Hula Hoop

Keep the Hula Hoops on the ground as shown in the figure. On the signal, students should go jumping stepping their right leg in the first Hula Hoop, left in the second, right in the third again and so on.



For Teachers

- Increase the distance between the Hula Hoops for practicing the fundamental skill of Triple Jump



● Jump and touch the ball

Teacher should tie a ball to a stick as shown in the figure.

Student should take 3,5,7 steps and try to touch the ball with one hand or both the hands. Teacher should raise the height of the stick so that the student should be able to jump higher. This activity is useful for take-off skill in high jump.

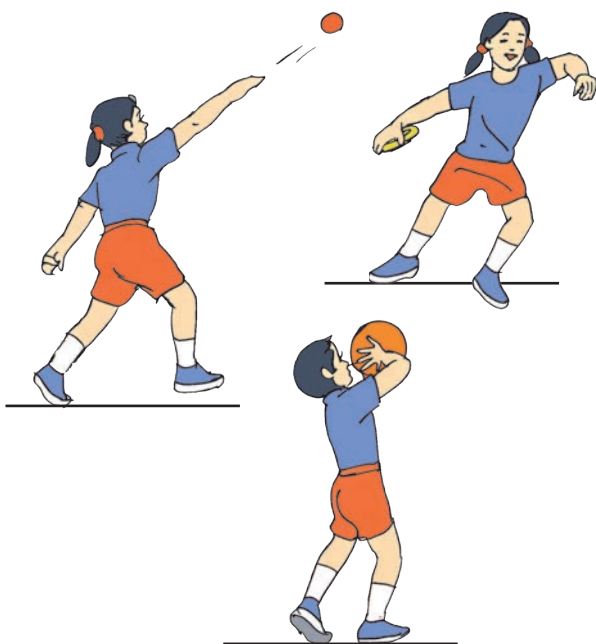
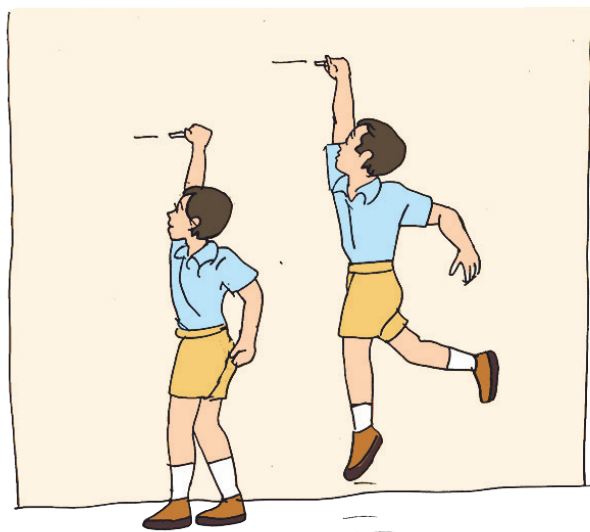


● Standing Vertical Jump

Student should stand near the wall raising his hand as shown in the figure. Make a mark with a chalk on the wall till the hand reaches. Afterwards jump as high as possible and make a mark. Observe how much the high jump was and then try to increase the distance.

For Teachers

While standing, first tell the students to jump high taking their one leg forward and then while taking three steps. This practice is useful for preparation of high jump.



(3) Throwing

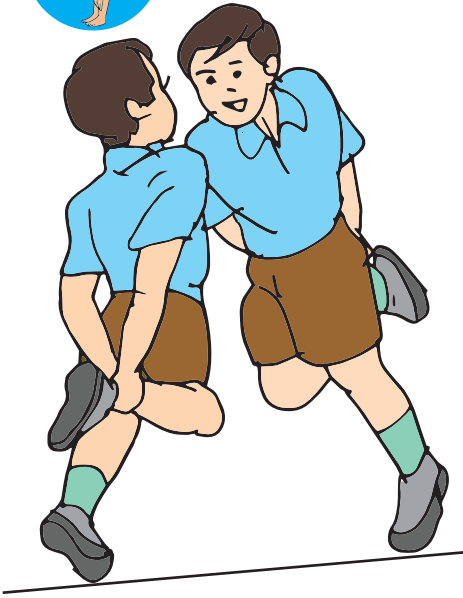
- **Medicine Ball** : Students should throw the ball far with both hands in forward direction.
- **Ring** : Throw the ring with supine hand position in forward direction as shown in the figure
- **Ball** : Throw the ball far in forward direction as shown in the figure.

For Teachers

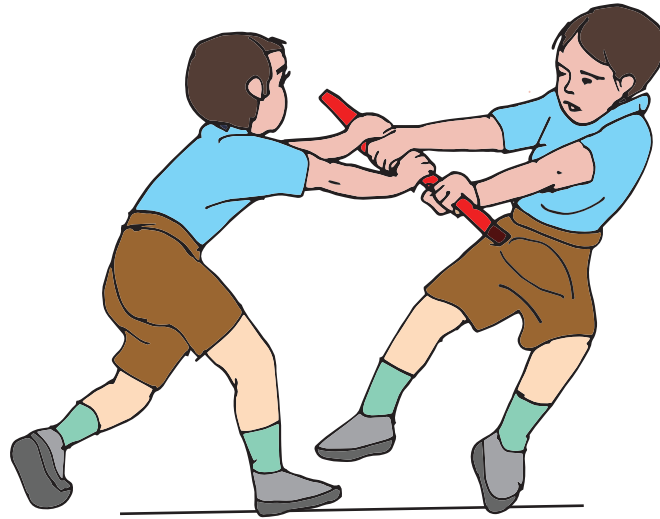
- Tell the students to prepare bean bags, sand bags instead of the ball for throwing.



4.5 Combats



Cock fight



Pulling the stick



Pulling with the hand



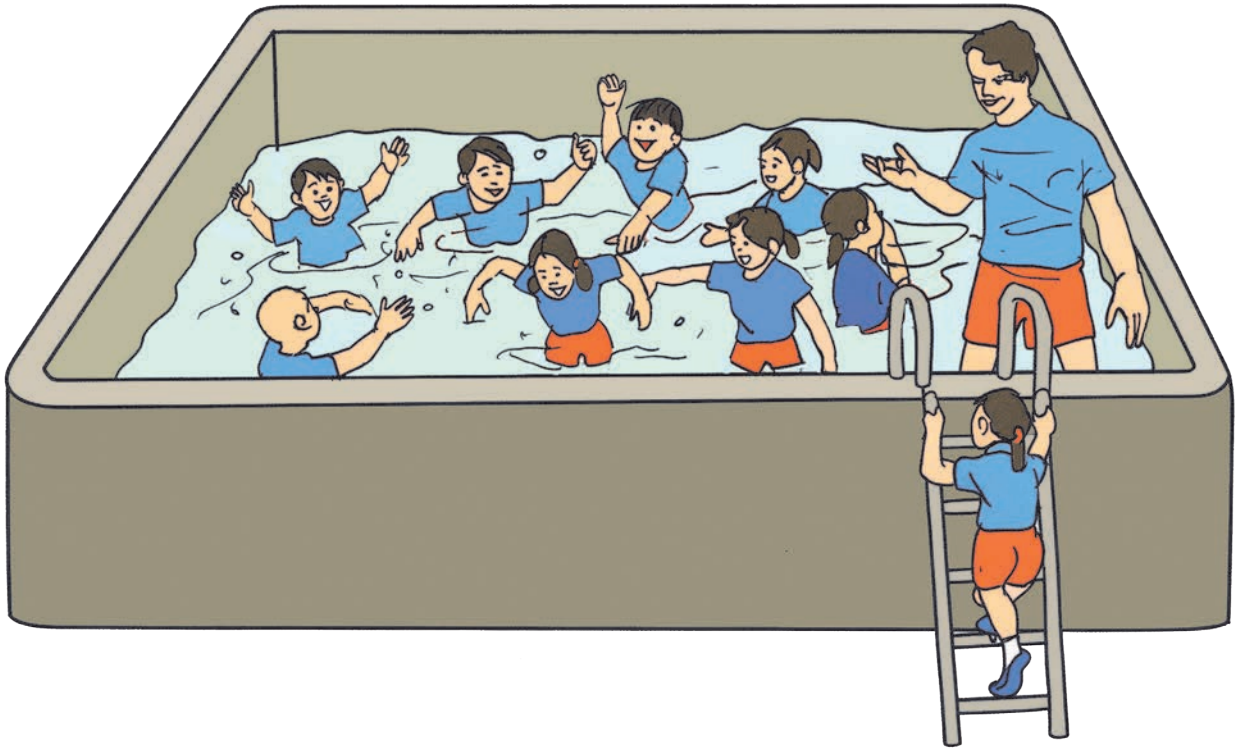
Pushing outside the circle



For Teachers

- Make pairs of students with same strength

4.6 Acquaintance with water



Teacher should take the students to a water pool in order to draw away the fear from them and take activities such as walking in the water, splashing water on each other, playing in the water, etc. Teacher should be present while doing these activities.





Section 5 : Yogic Practices



5.1 Yog : *Niyam*

Yoga is an ancient science. It has a very old tradition. There are total 8 parts of yoga. Yama, Niyama, Asana, Pranayama, Pratyahara, Dhyana, Dharana, and Samadhi. Students, this year we will learn about only Niyama. They will be easy to understand for you. You have to follow them regularly.

There are 5 rules to be followed in daily life. Shouch, Santosh, Tapa, Swadhyaya, IshwarPranidhaan.

- Shouch : Shouch means cleanliness. It is necessary to keep our body clean for good health. Have a bath every day and clean all our body parts. Similarly, it is necessary to pass urine and go for the toilet every morning after waking up.
- Santosh : Stay happy and satisfied means Santosh.
- Tapa : To keep trying for good things means Tapa.
- Swadhyaya : Practicing good habits consistently to keep our health good and to practice good behavior means Swadhyaya.
- Ishwar Pranidhaana : To focus completely on your work and to consciously try to improve it means IshwarPranidhaan.

For Teachers

- While teaching the students Physical Education and Wellness subject, when teaching yoga, tell them to follow ‘Yama and Niyama’ both the parts together out of the eight parts of Yoga.
- It is not necessary to arrange for different periods for giving this information. Students should be told to inculcate the above five rules in their behavior.

5.2 Yogic Practices : Prayer



(१) योगेन चित्तस्य पदेन वाचा ।
मलं शरीरं च वैद्यकेन ।
योऽपाकरोत्तं प्रवरं मुनीनां ।
पतंजलिं प्रांजलिरानतोऽस्मि ॥

Meaning – I bow with folded hands to the best of sages, Patanjali, who removed the impurities of the mind through yoga, of speech through grammar and of the body through medicine.

(२) सह ना ववतु । सह नौ भुनक्तु ।
सह वीर्यं करवावहै ।
तेजस्विनावधीतमस्तु ।
मा विद्विषावहै ।
शांतिः शांतिः शांतिः ॥

Meaning – May the Lord protect both of us the teacher and the student, may he nourish both of us together with knowledge and strength, may we work together with great energy and vigor, may our study be enlightening and effective, may there be no misunderstanding or hatred among us, peace, peace, peace

(३) असतो मा सद्गमय ।
तमसो मा ज्योतिर्गमय ।
मृत्योर्मा अमृतं गमय ।
शांतिः शांतिः शांतिः ॥

Meaning – Lead me from untruth to truth, lead me from darkness to light, lead me from death to immortality, peace, peace, peace

(४) सर्वेऽपि सुखिनः सन्तु ।
सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु ।
मा कश्चित् दुःखमाप्नुयात् ॥

Meaning – May all be happy, may all be free from illness, may all see auspiciousness, may no one suffer from sorrow, peace, peace, peace

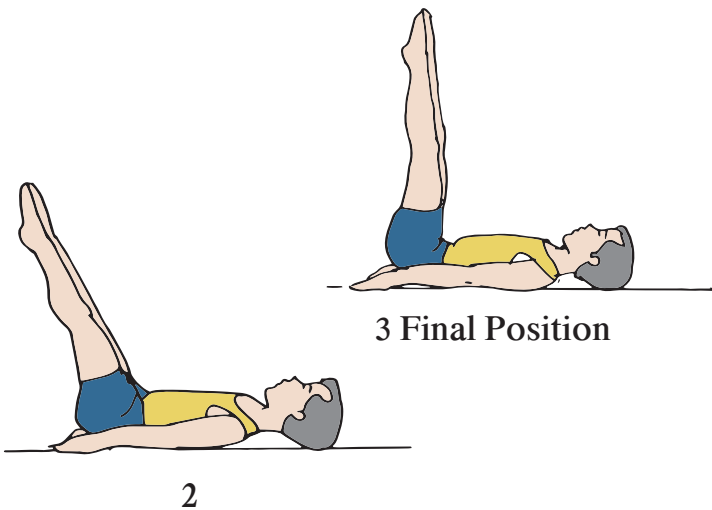
For Teachers

- At the beginning of the yoga practice session, prayers numbered 1 and 2 should be recited by the students. After the teaching/practice portion is completed, prayers numbered 3 and 4 should be recited.”

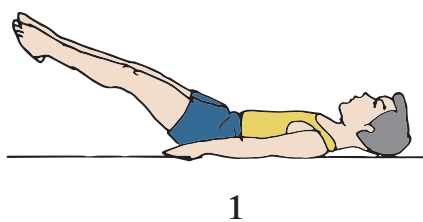
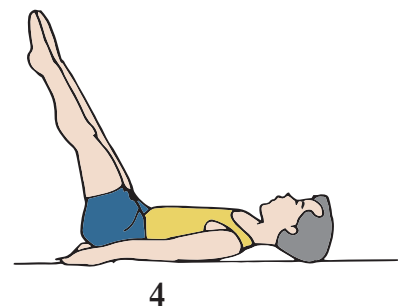


5.3 Yogasanas

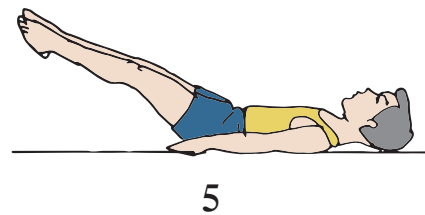
• Sukhasana



3 Final Position



• Ardha Halasana



Initial Position and 6

Self-Evaluation

- Show by ___ sign on which part of the body did you feel the stress:

Stomach ☐ Back ☐ Waist ☐ Legs ☐



१



२



३



• Bhujangangasana



Initial Position



5



Final Position 4



3



4 Final Position



5

• Parvatasana



2



6



1



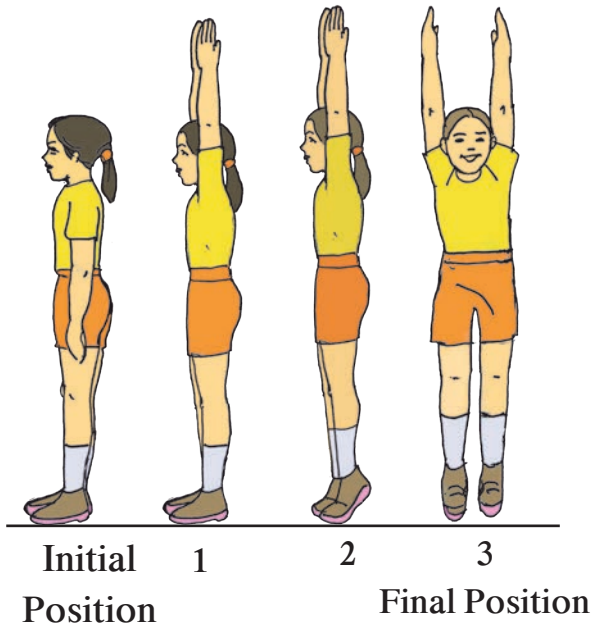
Initial Position



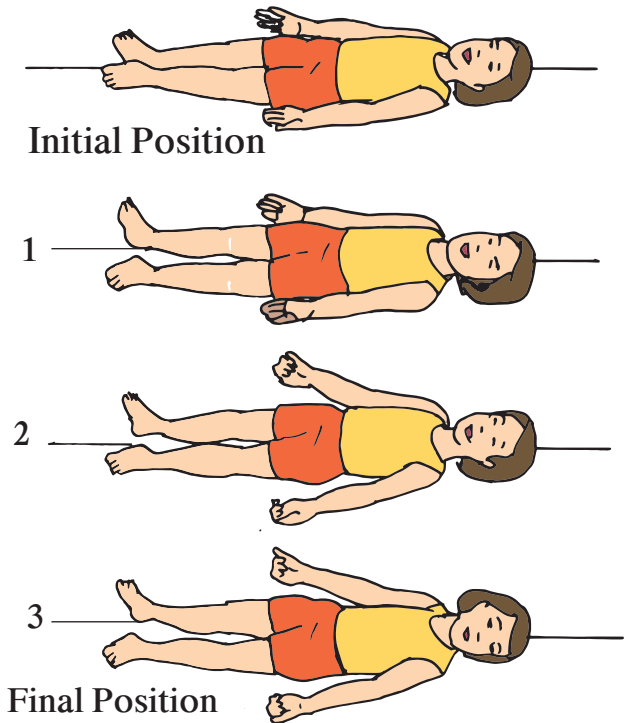
7



• Tadasana



• Shavasana



5.4 Pranayam Preparation

• Sitting in silence

Sit in sukhasana or in any easy position. Close the eyes. Sit for 2 to 3 minutes in this position in the beginning.

This helps in keeping the mind silent and to improve concentration.

• Inhale and exhale easily while taking the chest out

- Fold the legs and sit quietly. Close the eyes.
- Inhale deeply while slowly taking the chest out

- Exhale slowly

- Do this 10 times to complete one rotation

• Inhale and Exhale slowly while blowing the stomach out

- Fold the legs and sit quietly. Close the eyes.
- Inhale deeply while slowly taking the stomach out
- Exhale slowly
- Do this 10 times to complete one rotation

For Teachers

- Insist for the end position of the asana but do not force the students to do it.
- Children with special needs should be made to do those asanas which would be easily possible for them.
- Give help or support whenever necessary.





Section 6 : Wellness



6.1 Components of Wellness





6.2 Health

• Personal Hygiene

1. Hands, legs, face should be washed neatly. 2. Cleanliness saves from germs, virus and dust. 3. Body and mind remain fresh and happy 4. Boosts Confidence 5. Becomes disciplined and self-reliant.



मुखी घास घेता करावा विचार
कशासाठी हे अन्न मी सेविणार
माझिया हातुनि घडो लोकसेवा
म्हणोनि मिळावी मला शक्ती देवा

• Diet



Lips should be kept closed while eating and having meals. Similarly, one should not make noise while eating.

*Before taking every bite of food, one should
pause and reflect*

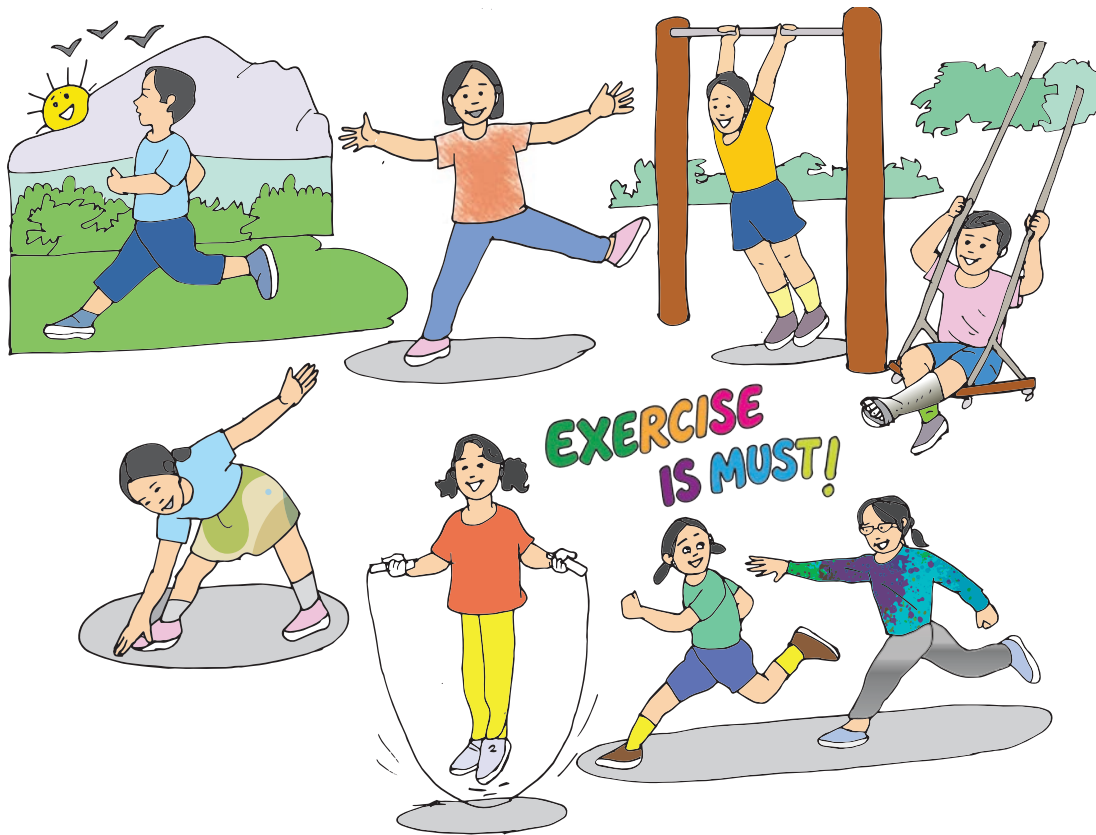
Why should I consume this food

*I should be able to perform public service
through the food consumed*

*Oh God grant me strength, to accomplish this
noble service*



- **Exercise :** Exercises/Games should be done every day in the morning or evening for at least an hour



- **Rest and Sleep**

Rest and Sleep





6.3 : Playground related habits and cleanliness

Ground should be cleaned, watered before playing and then should play

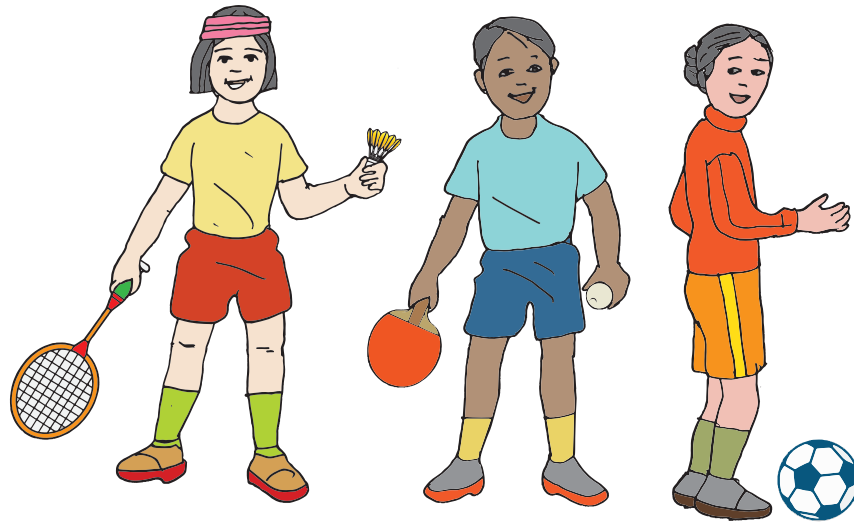


Self-Evaluation

- Write your good habits

6.4 Sports Attire

Wear appropriate attire while playing for easy and smooth movements



6.5 Sports Equipment

Sports Equipment should be kept neatly in the sports room





6.6 Safety on the Ground

- Take care from the goal posts, kho-kho poles, jumping pit, etc. materialistic obstruction on the ground.
- Do not go near the swimming tank without the teacher.
- Girls should not wear bangles and earrings while playing.
- Do not put clips or pins in the hair. Similarly, do not keep the hair open.
- Immediately tell the teacher in case of any injury on the ground.
- Do not go on the ground in scorching heat.
- Do not go on the ground empty stomach.



6.7 First Aid

First Aid box should be near the ground



• Material in the First Aid Box

Cotton

Band Aid

Bandage

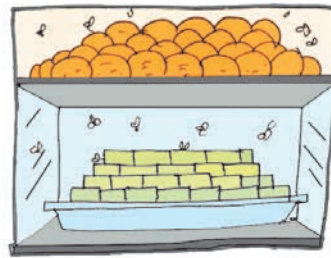
Pain Relief tablets and ointment

Dettol

6.8 Prohibiting Bad Habits



Drinking Cold Drinks



Eating lots of sweets



Watching the mobile while eating
(screen time)



Sleeping and watching TV
while eating



Eating street food
which is not covered

6.9 Touch Awareness

If anybody is unnecessary touching your body in school or outside school then oppose that orally, move away from there and tell your parents or teachers immediately.

For Teachers

- Use visual intimations, presentations and related short films to make the students understand **Good Touch Bad Touch**.





Section 7 : Self-Evaluation



- Students should do this and compare with themselves

S. No.	Element	August	November	February	May
1	My Weight	_____ kg	_____ kg	_____ kg	_____ kg
2	My Height	_____ cms	_____ cms	_____ cms	_____ cms
3	Standing Broad Jump	_____ cms	_____ cms	_____ cms	_____ cms
4	Cricket/Tennis Ball Throw	_____ meter	_____ meter	_____ meter	_____ meter
5	Distance covered in 3 consecutive one leg hops	_____ meter	_____ meter	_____ meter	_____ meter
6	Count the no. of ball bounces in 30 sec	_____ bounces	_____ bounces	_____ bounces	_____ bounces
7	Awareness about Balanced Diet Indicate with tick✓ whether the food item shown are part of your daily diet	Pulses ☐ Fruits ☐ Leafy Vegetables ☐ Meat ☐ Eggs ☐ Milk ☐ Milk ☐ Products ☐	Pulses ☐ Fruits ☐ Leafy Vegetables ☐ Meat ☐ Eggs ☐ Milk ☐ Milk ☐ Products ☐	Pulses ☐ Fruits ☐ Leafy Vegetables ☐ Meat ☐ Eggs ☐ Milk ☐ Milk ☐ Products ☐	Pulses ☐ Fruits ☐ Leafy Vegetables ☐ Meat ☐ Eggs ☐ Milk ☐ Milk ☐ Products ☐
8	My Habits Indicate with tick✓ which of these habits you follow daily.	Daily Bath ___ Cutting Nails ___ Waking up early ___ Regular Studies ___ Regular Games ___ Enough rest and sleep ___	Daily Bath ___ Cutting Nails ___ Waking up early ___ Regular Studies ___ Regular Games ___ Enough rest and sleep ___	Daily Bath ___ Cutting Nails ___ Waking up early ___ Regular Studies ___ Regular Games ___ Enough rest and sleep ___	Daily Bath ___ Cutting Nails ___ Waking up early ___ Regular Studies ___ Regular Games ___ Enough rest and sleep ___
Signature of the Parent _____					

Self-Assessment Table

Element						
	June	July	August	September	October	November
Suryanamaskars done by me						
Number of Skips done by me	December	January	February	March	April	May

Instructions

For Students

- Follow the factors on Page no. 86
- Inform all the factors to your parents
- Note down all the factors properly
- Take help of your peers/teachers/parents while evaluating the previous factors
- Tell your friend to measure your details while you measure his
- Compare the activities given in 3 to 6 with your own performance and check whether there is an improved or not
- Check whether there is a consistency in activities 7 and 8

For Teachers

- Check whether the evaluation of the above factors is done appropriately
- Motivate the students to do evaluation
- Guide wherever necessary
- Consider the following steps while doing physical education evaluation
- In the beginning student evaluation should be done seeing the level of demonstration. For that, student observation should be done while playing or doing any activities on the ground.
- The behavior and values of the students should also be evaluated while doing the demonstration of the activity.
- The following things should be checked through written exam eg. Understanding the growth and development of the body, taking the information of the rules and competitions.
- Use different tools such as process writing and self-evaluation to check the knowledge and understanding of the students.
- Participation of the students (how many students come on the ground)
- Uniform and shoes
- Appropriate warm up exercises
- Fair competitions
- Evaluation criteria for children with special needs should be decided by the teacher.

For Parents



- Check whether your ward is noting down his evaluation regularly or not
- Parents should guide appropriately wherever necessary
- Pay attention to the good / bad habits of your ward.
- Parents should discuss about the progress of their child with the teacher
- Parents of children with special needs should see whether their ward is participating in all the activities.
- The activities that are possible should be taken at home
- Motivate to participate in activities elsewhere apart from the school.

In the 21st century the information regarding career opportunities in various sectors is available to parents and wards at the click of a button. Accordingly, parents are planning for their ward's future. It is necessary to pay attention to the ward's diet, recreation, and health-related habits for physical and mental development. In growing age of their ward, it is necessary to provide them with proper direction and guidance. Parents should take special note that the energy generated in the body through daily physical activity is properly utilized. It helps in developing a sportsman spirit and a positive outlook toward viewing everything. Many social qualities are inculcated and discipline is learned. The mind is happy and energetic and all the things are necessary to be successful in life.

Instead of imposing your own interests on your ward, you should provide them with the right opportunities and a favourable environment, keeping their interests, abilities, and mindset in mind.

Physical Education is a subject for the all-round development of your ward. Parents should note this. Parents can get proper guidance on getting their ward to perform various activities in Physical Education from physical education and wellness textbook. They will also understand that adopting an active lifestyle is necessary to maintain health.

Parents

- Write down the good habits of your ward.

- Write down which of your ward's habits could lead to poor health.

- What changes in health related habits have you observed in your ward?





Section 8 : Apendix

8.1 : For Children with Special Needs

Actions for example

1. For those having less strength and endurance
2. For those having less coordination
3. For those having less balance and agility
4. For those having Cognitive and Perceptual Difficulties

Those students in whom physical and behavioral deficiencies are found are the students with special needs. So, when the students are facing problem, instead of exaggerating their deficiencies, they can be included in various physical education activities which will enhance their self-confidence and gain happiness. While including these students, you should think of their deficiency and intensity of their deficiency.

Actions for example

For those having less strength and endurance

- Students with deficiency in legs can be given an opportunity to throw the ball through the ring by reducing its distance and height.
- The equipment used for punting can be given by reducing the weight or by reducing the height and length.
- Modified games can be played with a simple version.

For those having less coordination

- Students with less coordination are scared of objects coming through the air. Their participation can be increase by making them wear safety equipment.
- Activities with strength can be given more emphasis than activities with accuracy. Bouncing the ball, throwing the ball, etc.

- For a player to learn hitting the ball accurately in dodgeball, initially he should be told to hit the ball on the wall (target) and given practice. After that actual practice should be given.

For those having less balance and agility

- Balancing activity can be taken by increasing the thickness and width of the plank on which the weight has to be balanced. Eg. Walking over a plank, steps, etc.
- Such activities can be taken in which maximum body parts should touch the ground eg. Side roll, walking on hands and legs
- The floor should not be smooth. Various movements should be taken on the coir mat eg. Jumping, rolling, etc.
- Activities with maximum partner support should be included. eg. Activities with the partner.

For those with cognitive and perceptual difficulties

- More and more emphasis should be given on simple types of activities eg. Taking-Bringing and distribution of equipment, doing classification, handling different types of balls, easy parts of drills, etc.
- Emphasis should be given on activities to be done slowly by giving more and more easy instructions eg. Walking a specific distance, passing the ball, hanging, etc.
- They can be included in the day-to-day teaching. Considering the shortcomings in their abilities, if these students are included in responsible work, this will boost their self-confidence. It is not necessary to give extra time for this work. Eg. Those students having difficulty in moving their legs can be given the responsibility of the timekeeper, scorekeeper, etc. Similarly, they can be included in the games which can be played by hands. Eg. Throwing the ball in the ring, throwing, catching, etc. Students with visual impairments should not be left inactive, but should be creatively engaged with others. They should be kept active by giving them an assistant, sound-making balls or other equipment. Activities should be taken considering the deficiency of the organs and their intensity, the mental capacity of the students, etc. Other regular students should be told to include these students. Measures should be taken that teasing; troubling shall not happen.



8.2 Method of conducting lesson

1. Warm-up Exercises : 5 minutes
2. Learning Part : 20 minutes
3. Activities : 10 minutes

Warm-up exercises should be started when all the students gather together. Students not feeling well should be asked to sit aside and observe the class. Children with special needs should be given easy and simple exercises and games as per their ability. If a student is having permanent illness and if he is not able to the exercises, then that student should be permitted to do the exercises which suit him. Afterwards the period should be taken in the following way:

1. Warm-up Exercises :

Every period should always be started with warm-up exercises. This prepares the body for doing the next exercises. This way the organs do not get injured by twisting, bending, jerking, etc. 5 minutes time has been kept for doing warm-up exercises. Within this time flexibility and stretching exercises should be taken. Suryanamaskars should be taken in the end.

2. Teaching part :

It is expected to teach in this part, the specific exercises or planned activities and games given in the textbook to develop the physical ability of the student. The capability and the available time of the student should be taken into consideration. Suppose if the learning is not completed by teaching both types of exercises in a planned time, then the skills given in the activities for teaching should be planned and taught.

3. Activities :

Various types of activities, minor games, races are given in the text book. All the abilities are achieved together through these activities, hence any of the activity should be taken at the end of the period so that the students will feel entertained and they will be fresh for the next period.

8.3 Planning of Periods for Teaching and Evaluation (For Teachers)

Information to be given to the students	Period Number
Tell about Personal Hygiene	1,10,18
Give information about healthy diet	2,11,19
Tell to exercise regularly	3,12,20
Tell to take enough sleep and rest	4,13,21
Tell to stay away from bad habits	5,14,22
Tell about keeping the area clean	6,15,23
Tell about safety measures on the ground	7,16,24
Give information about First Aid	8,17,25
Give information about Good Touch and Bad Touch	9,18,26
Information to be taken from the student	Period Number
Personal Hygiene	27,34,41,48,55,62,69, 76,83,90, 97,104,111,118,125,132,139,146
Daily Diet	28,35,42,49,56,63,70, 77,84,91,98,105,112,119,126,133, 140,147
Regular Exercise	29,36,43,50,57,64,71,78,85,92,99,106,113, 120,127,134,141,148
Sleep and Rest	30,37,44,51,58,65,72,79,86,93,100,107,114, 121,128,135, 139, 150
Consumption of Cold Drinks and Sweets	31,38,45,52,59,66,73,80,87,94,101,108,115, 122,129,136,143,150
Cleanliness of the Area	32,39,46,53,60,67,74,81,88,95,102,109,116, 123,130,137,144
Intentional Bad Touch	33,40,47,54,61,68,75,82,79,96,103,110,117,124,131,138,145

8.3 Planning of Periods for Teaching and Evaluation (For Teachers)

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number,	Exercise sequence	Activity number and type of activity
*5 min of general exercises should be taken as a part of the warm up during every period. eg. Jumping of the placing, jogging, flexibility exercises, stretching exercises, etc. and then suryanamaskar should be taken in the end.	1	1.1., 3.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	2	2.1., 3.1.	
	3	3.1., 3.1.	
	4	4.1.	
	5	Prayer, Yoga, Sukhasan	
	6	1.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	7	2.1.	
	8	3.1., 3.1.	
	9	4.1.	
	10	Prayer, Yoga, Sukhasan	
*Warm-up exercises should not be taken on the day when height and weight is to be measured.	11	3.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	12	1.1.	
	13	2.1.	
	14	4.1.1.3	
	15	Prayer, Yoga, Sukhasan	
	16	3.1., 3.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	17	4.1.	
	18	4.1.	
	19	2.1.4	
	20	Prayer, Yoga, Sukhasan	
	21	4.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	22	4.3.	

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number,	Exercise sequence	Activity number and type of activity
Warm-up exercises should be taken during the Yoga period	23	4.3	
	24	1.1	
	25	Prayer, Yoga, Sukhasan	
	26	2.1	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	27	4.1	
	28	1.1	
	29	2.2	
	30	Prayer, Yoga, Sukhasan	
	31	4.1	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	32	1.2	
	33	2.2	
*5 min of general exercises should be taken as a part of the warm up during every period. eg. Jumping of the placing, jogging, flexibility exercises, stretching exercises, etc. and then suryanamaskar should be taken in the end.	34	4.3	
	35	Prayer, Yoga, Sukhasan	
	36	1.2	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	37	2.2	
	38	4.1.2.1	
	39	4.2	
	40	Prayer, Yoga, Sukhasan	
	41	1.2	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	42	2.2	
	43	4.2	
*Warm-up exercises should not be taken on the day when height and weight is to be measured.	44	4.1	
	45	Prayer, Yoga, Sukhasan	

	46	1.2.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	47	4.1.	
	48	4.2.	
	49	1.2.	
	50	Prayer, Yoga, Sukhasan	
	51	2.2.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	52	4.2.	
	53	4.1.	
	54	1.2.	
	55	Prayer, Yoga, Sukhasan	
Warm-up exercises should be taken during the Yoga period	56	4.2.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	57	4.1.	
	58	4.2.	
	59	Evaluation	Take practice of activity completed
	60	Prayer, Yoga, Sukhasan	
	61	1.2.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	62	4.2.	
	63	4.1.	
	64	4.2.	
	65	Prayer, Yoga, Sukhasan	
	66	1.2.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	67	2.3.	
	68	4.1.	
	69	Evaluation	
	70	Prayer, Yoga, Sukhasa	
	71		Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number	Exercise sequence	Activity number and type of activity
Warm-up exercises should not be taken during the Yoga period	72	1.2	
	73	2.3	
	74	4.1	
	75	Prayer, Yoga, Sukhasan	
	76	4.3	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	77	4.3	
	78	4.1	
	79	Evaluation	Take practice of activity completed
	80	Prayer, Yoga, Sukhasan	
	81	4.3	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	82	4.1	
	83	1.3	
	84	2.3	
	85	Prayer, Yoga, Sukhasan	
	86	4.3	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	87	4.1	
*5 min of general exercises should be taken as a part of the warm up during every period. Eg. Jumping of the placing, jogging, flexibility exercises, stretching exercises, etc. and then suryanamaskar should be taken in the end.	88	1.3	
	89	Evaluation	Take practice of activity completed
	90	Prayer, Yoga, Sukhasan	
	91	2.4	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	92	4.1	
	93	4.1	
	94	1.3	
	95	Prayer, Yoga, Sukhasan	

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number	Exercise sequence	Activity number and type of activity
	96	4.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	97	4.2.	
	98	4.3.	
	99	Evaluation	Take practice of activity completed
	100	Prayer, Yoga, Sukhasan	
	101	1.3.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	102	2.4.	
	103	4.3.	
	104	4.1.	
	105	Prayer, Yoga, Sukhasan	
	106	1.3.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	107	2.4.	
	108	4.1.	
	109	Evaluation	Take practice of activity completed
	110	Prayer, Yoga, Sukhasan	
	111	4.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	112	1.3.	
	113	2.4.	
	114	4.3.	
	115	Prayer, Yoga, Sukhasan	
	116	4.1.	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	117	1.3.	
	118	4.2.	

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number	Exercise sequence	Activity number and type of activity
	119	Evaluation	Take practice of activity completed
	120	Prayer, Yoga, Sukhasan	
	121	2.4	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	122	4.3	
	123	1.4	
	124	2.4	
	125	Prayer, Yoga, Sukhasan	
	126	4.2	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	127	4.3	
	128	1.4	
	129	Evaluation	Take practice of activity completed
	130	Prayer, Yoga, Sukhasan	
	131		Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	132	2.4	
	133	4.2	
	134	4.2	
	135	Prayer, Yoga, Sukhasan	
	136	2.4	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	137	4.2	
	138	4.2	
	139	Evaluation	Take practice of activity completed
	140	Prayer, Yoga, Sukhasan	
	141	1.4	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	142	2.4	
	143	4.2	

Warm-up Exercises (5 minutes)	Period No.	Teaching Part (20 minutes)	Activity (10 minutes)
	Section number	Exercise sequence	Activity number and type of activity
	144	4.3	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	145	4.2	
	146	2.4	
	147	4.2	Lead up game, Recreational game, Races, Combative games, Traditional games, Self developed games, Cooling down.
	148	4.3	
	149	4.2	
	150	Evaluation	Take practice of activity completed



Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless.

You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development.



Provide students with age-appropriate guidance on recognizing and understanding good touch and bad touch, ensuring their physical and emotional well-being.



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