



Physical Education And Wellness

STANDARD FOUR



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Tele MANAS Helpline

**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.

Government Decision No.: Study – 2116/(Pr.No.43/16) SD-4 dated 25.4.2016, in the meeting of the Coordination Committee dated 19.05.2026, it has been approved to prescribe this textbook for the academic year 2026–27.

Physical Education And Wellness

STANDARD FOUR

समग्र शिक्षा



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune-411004



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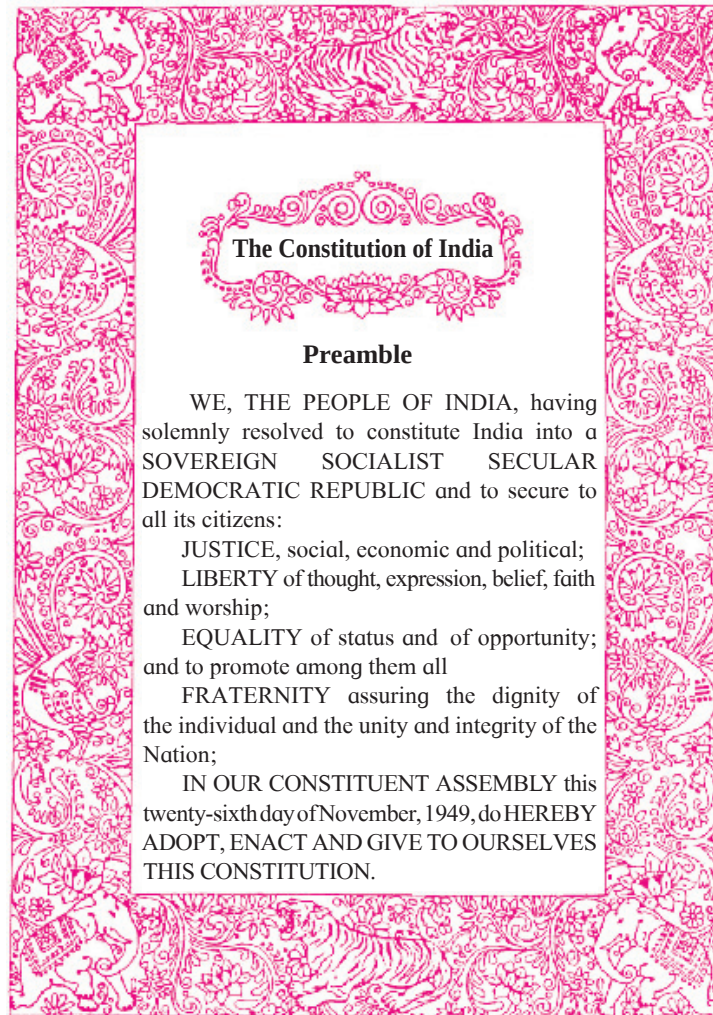
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The Constitution of India

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
Drāvida-Utkala-Banga

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.

Preface

The National Curriculum Framework for School Education was published in 2023 in accordance with the National Education Policy 2020.

Keeping this framework and the curriculum developed by the Central Government in view, the State Curriculum Framework for School Education 2024 (SCF-SE) for the state of Maharashtra has been prepared by considering the needs, characteristics, and traditions of Maharashtra.

Based on this government-approved curriculum, the Textbook Bureau is publishing a new series of textbooks for the subject Physical Education and Wellness. We are delighted to place in your hands this Std. IV textbook on Physical Education and Wellness from this series.

The entire teaching-learning process should be child centric, with emphasis on activity based learning and constructivism. By the end of primary education, students should acquire the physical, mental, intellectual, emotional, spiritual, and social competencies necessary for a healthy and wholesome lifestyle. This textbook has been designed keeping the perspective in mind that the learning process remains recreative and enjoyable.

The attractive presentation of the content and illustrations always appeal to children. Based on many illustrations, students will joyfully participate in various physical education activities. Considering their age group, all physical capacities of the students may not be fully developed. Keeping in mind their natural inclination towards play and being consistently remain active, this textbook provides opportunities for active participation and presents activities through illustrations that are easy to understand.

A variety of graded exercises, various recreative activities, and innovative learning experiences have been included and suggested in this textbook to ensure the development of all the competencies necessary for a healthy life and holistic well-being of students.

To ensure the highest quality and accuracy, this textbook has been reviewed by selected teachers from all regions of Maharashtra, along with educationists and subject experts. This textbook is given its final form by the Health and Physical Education Committee after duly considering the suggestions and feedback received during the review process. The Bureau is grateful to all those who extended their valuable cooperation in the review of this textbook.

This textbook has been prepared through the dedicated efforts of the grade wise subject committees working group and illustrators of the Bureau. It is hoped that students, teachers, and parents will welcome this textbook.

Pune

Date: 09-05-2026

Indian Solar Date : Vaishakh,
Kru.7, Shake, 1948.



Anuradha Oak

Director

Maharashtra State Bureau
of Textbook Production and
Curriculum Research, Pune

Curriculum Goals, Competencies, and Learning Outcomes

Curriculum Goal CG 1 : Demonstrating the use of fundamental skills to participate in various physical movements/activities, sports, and games (e.g., running, jumping, catching, throwing).

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.	1-64 3 47-64 42,70-73 1-40 64 41,42
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.	30-40 30-39 43-46
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.	15-40 47-64 47-59 47-64 1-74
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.	1-42 47-64 70-73

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.	47-64 1-65 47-64
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.	53-59
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.	79-81

C-2.5 Distinguishes between good and bad touch while performing sports activities and informs adults where necessary.	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.	66
Curriculum Goal CG -3 : 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 of various games	
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	82
Curriculum Goal CG-4 : Creating understanding about the need for self-progress and self-assessment		
C-4.1 : Reviews progress by setting small, simple, personal goals (eg., first throwing a ball 25 mts, 30 mts, then 40 mts. and before throwing perform high or long jump.	1.Tries to learn and adopt healthy eating habits 2.Develops healthy habits	76

- 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.



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 Wellness 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. It is essential to conduct medical examinations of all students in both semesters.
 4. Instill discipline in students regarding going to and returning from the playground.
 5. When dividing students into groups, consider their abilities, age, weight, and height to ensure the groups are balanced.
 6. Teachers should instruct students to remain alert on the playground and be mindful of other students’ abilities.
 7. 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.
 8. 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.
 9. Prepare a blueprint for each day’s class and make preparations on the playground accordingly. There should be no obstacles on the playground.
 10. When planning lessons, ensure that every student gets an opportunity to perform every activity and skill, and to handle sports equipment.
 11. Ensure that time is not wasted while changing activities and distributing equipment during the class.
 12. If there are inconveniences or a shortage of ground space, equipment, etc., utilize the available resources creatively.
 13. 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.
 14. 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.
 15. 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.
 16. Teachers should always keep their subject knowledge updated and utilize modern technology in their teaching.
 17. 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 Text book to raise their awareness.
 18. 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.
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राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा॥धृ॥

भिती 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॥

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Cleanliness Our Responsibility

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

Brush the teeth
twice a day



Wash hand and
cut nails



Cut hair



Wear clean
Uniform



Be happy

Drink Ample
Water



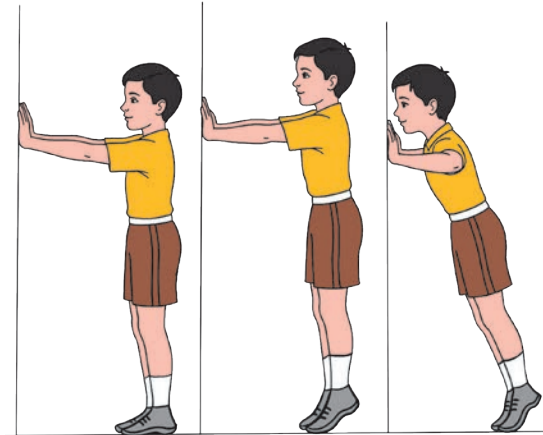


Section 1 : Fundamental movements



1.1 Non-Locomotor Movements

Observe and perform various movements such as Bending, Turning and Twisting.



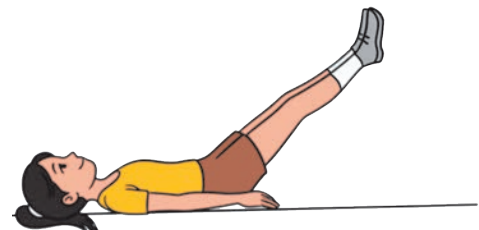
Wall Push-Ups



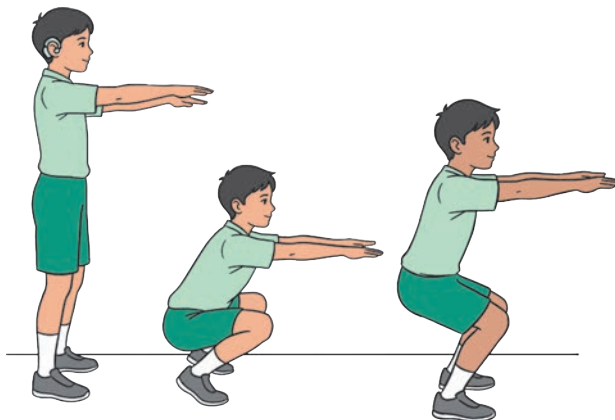
Modified Push-Ups



Balancing on Stomach



Lifting both legs while lying on the back



Squat Position



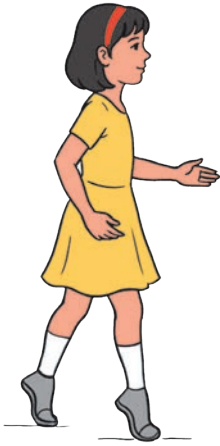
High Jump from the sitting position

For Students

- Which of these movement you found easy, Write-----
- Which of these movement you found difficult, Write-----
- Can you perform more movemnets other than this? If yes show your teacher.



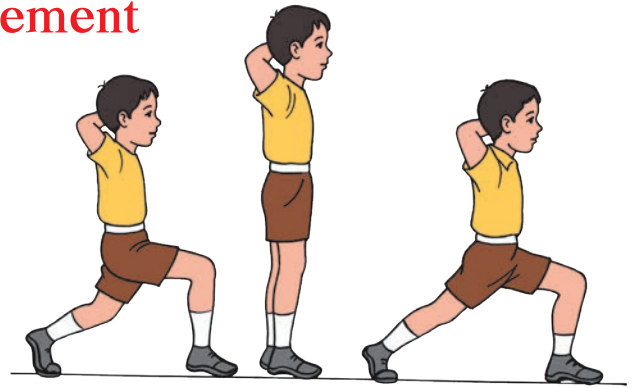
1.2 Locomotor Movement



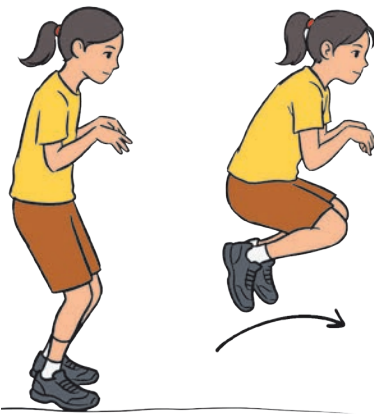
Toe Walking



Heel Walking



Lunge Walk



Kangaroo Jump

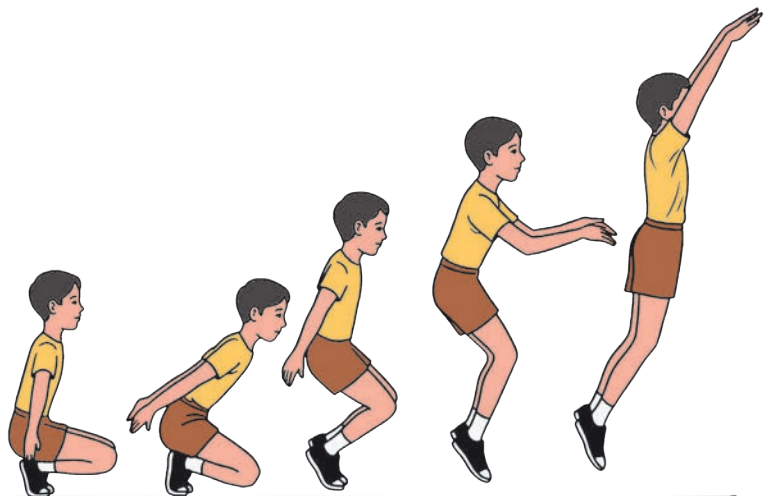


Duck Walk



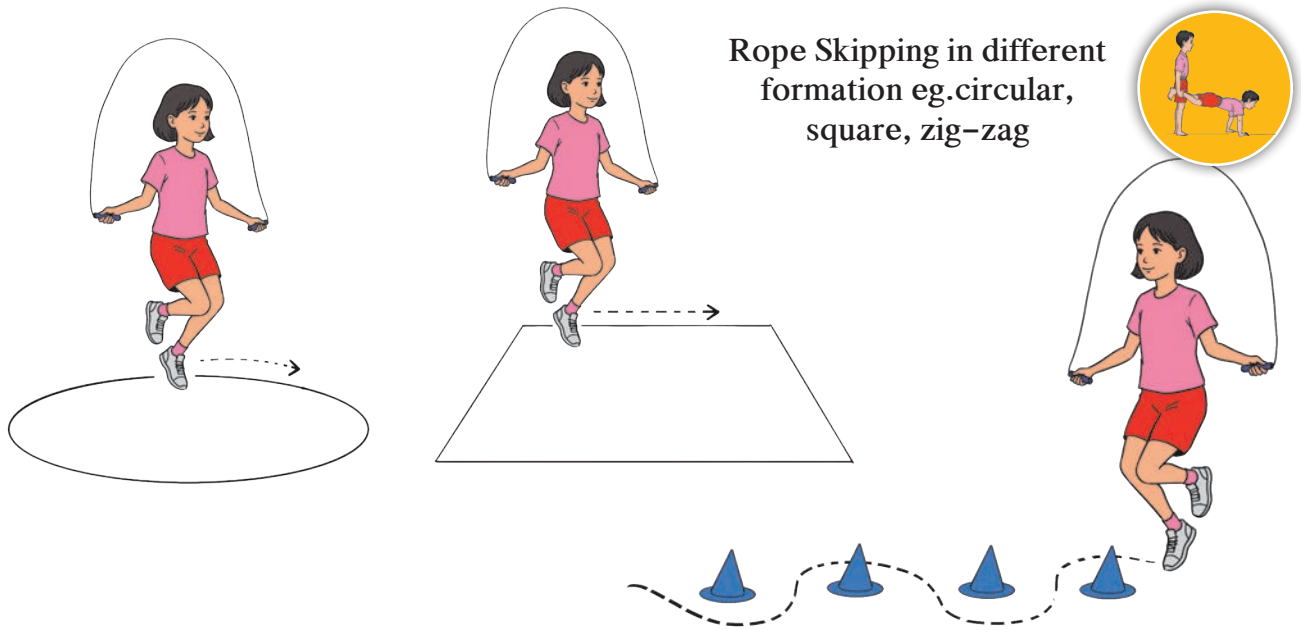
Camel Walk

Sitting on toes, jump high
and long



For Student

- Write about the movement in which you had to balance more -----
- Which movement you experienced more load on your hands, camel walk or Hand Cart, Write -----



1.3 Manipulative Movements

• Movements with Equipment



Basketball Dribble



Moving forward while dribbling football



Moving forward by pushing ball with stick



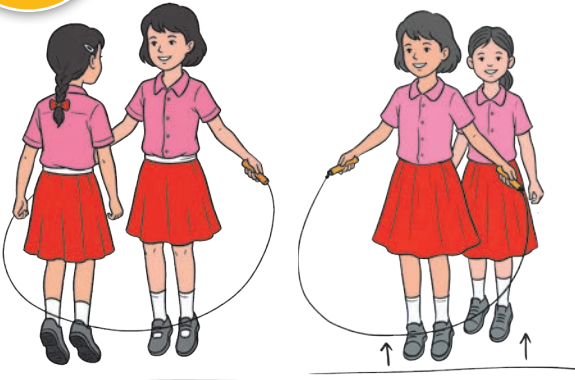
Throwing & Receiving Frisbee



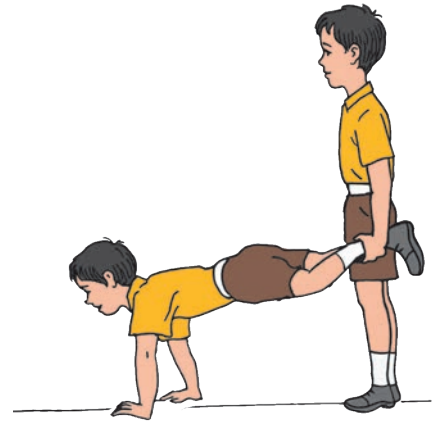
Throwing Tannikoi Ring



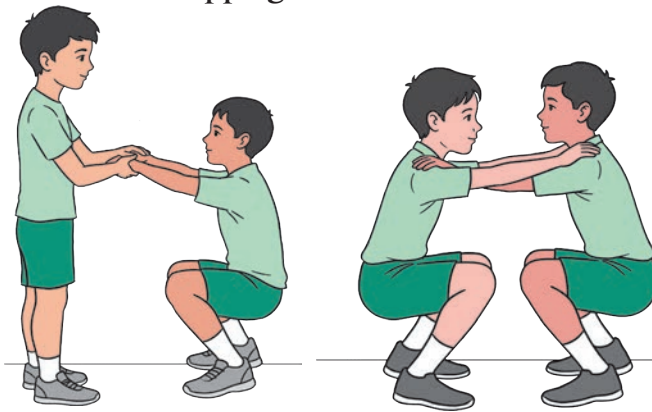
• Movement with Partners



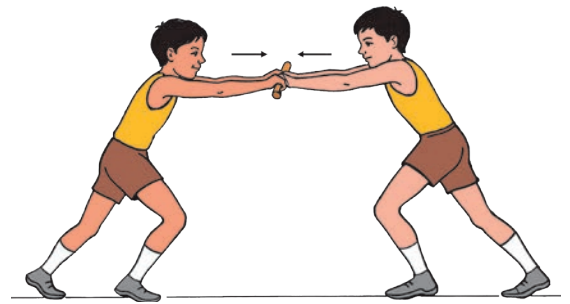
Skipping with Partners



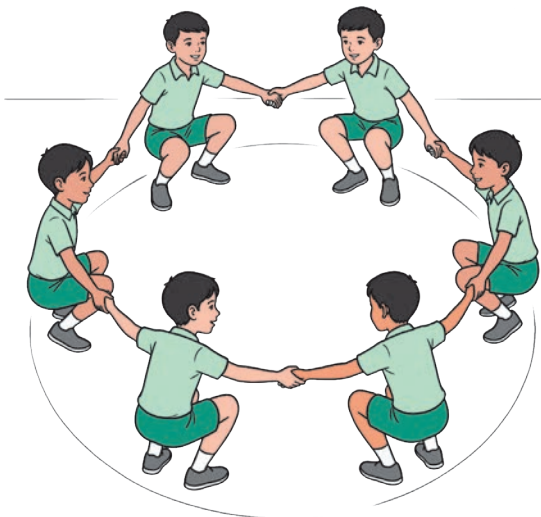
Hand Cart



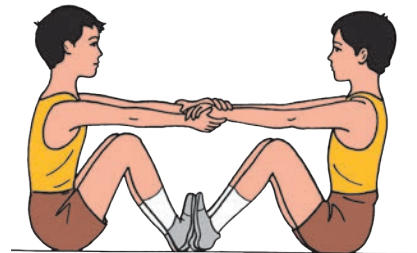
Squatting with the help of partner



Standing face to face and Pushing against each other



Squatting with the help of multiple partners

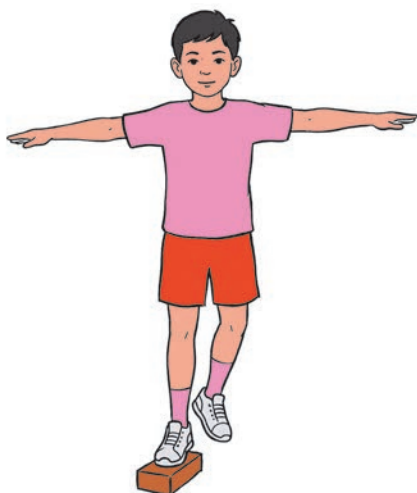


Sitting face to face Pulling each other

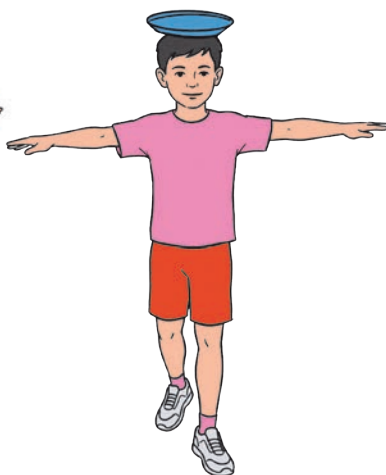
Moving with partner on the back



1.4 Body Awareness and Space Awareness During Movements



Balancing on a brick



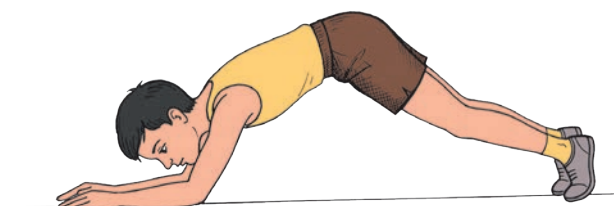
Walking while balancing things on the head e.g. Dish, Cone, Ring etc.



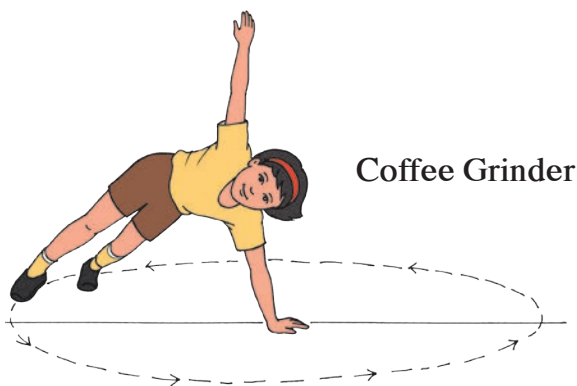
Bear Hug



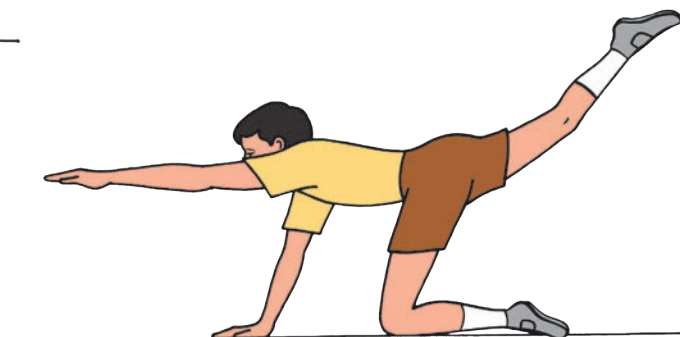
V-Up position



Dish position with forearm support



Coffee Grinder



Balancing on one knee.

For Student

- Perform Coffee grinder with left & right hand and perform Bear Hug with left & right legs.
- From which hand performing coffee grinder was simple and easy, Write -----

For Student

- During which of the following position, you felt maximum stretch? Indicate with ✓
- Dish position with forearm support. ☐
- Balancing on one knee and opposite hand. ☐
- V-Up position ☐





Section 2 : Various Exercises

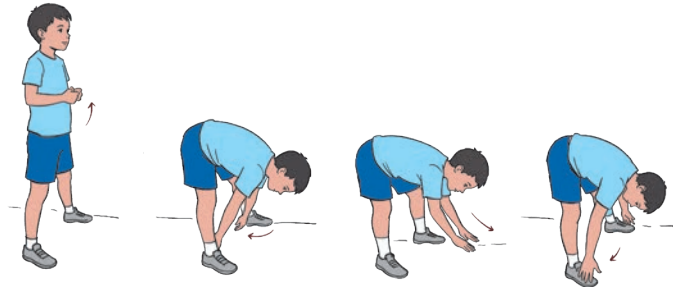


2.1 General Exercise

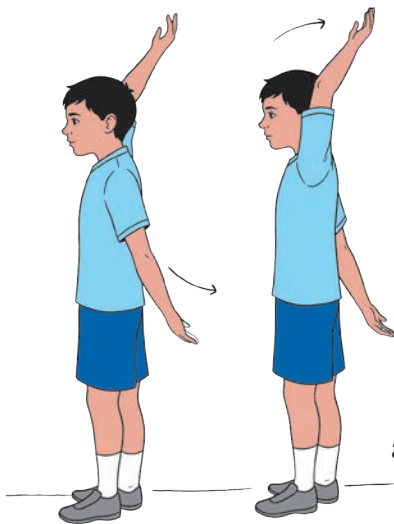
General Exercise are that exercise which we do before starting any physical activity
- Let's try this exercise.



High Knee



Keeping legs apart stretch hands forward, backward & sideward



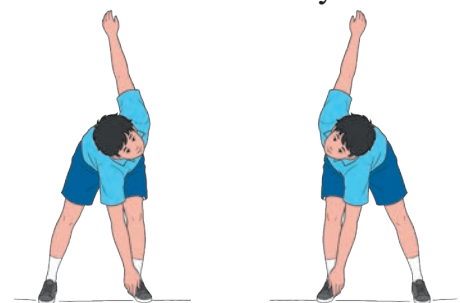
Swinging the arms up & down



Interlock the fingers and stretch arms overhead



Swing and Stretch arms sideways



Legs a parts, alternate toe touch with opposite hands

For Student

- Which of the exercise can be done while walking or running?

Write -----

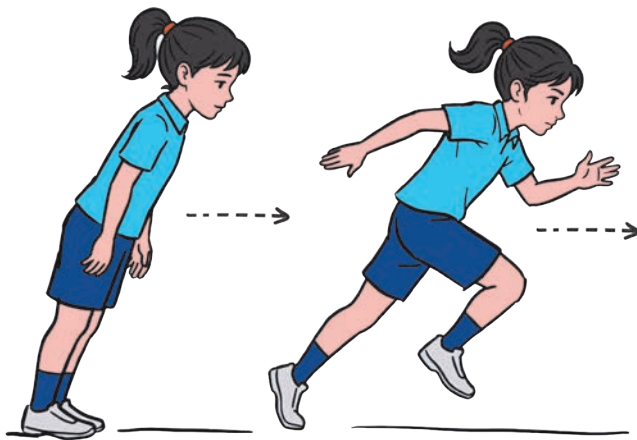
2.2 Specific Exercises

• A.B.C. Drills



(1) Knee up with wall support

As per the picture show bend your body forward by supporting the hands on the wall. Keeping the shoulders straight parallel to the ground. Lift up the left knee waist high and keep it down. Repeat the same with Right Knee.



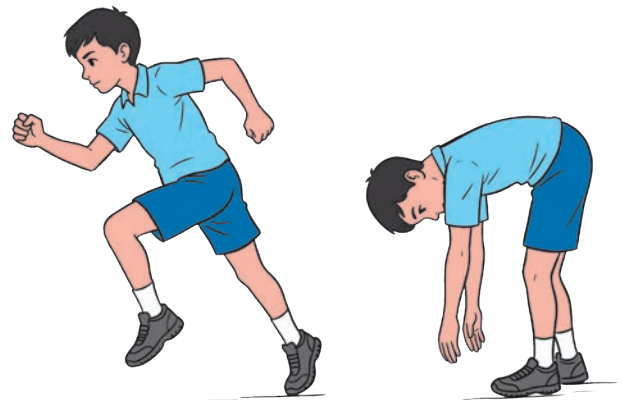
(2) Falling Start

Two Methods.

• Standing • By bending

• **Standing** : Keeping legs shoulder width apart, tilt the body forward till the point you experience imbalancing. Start running upto 15 mt. to 20 mt. with your full capacity.

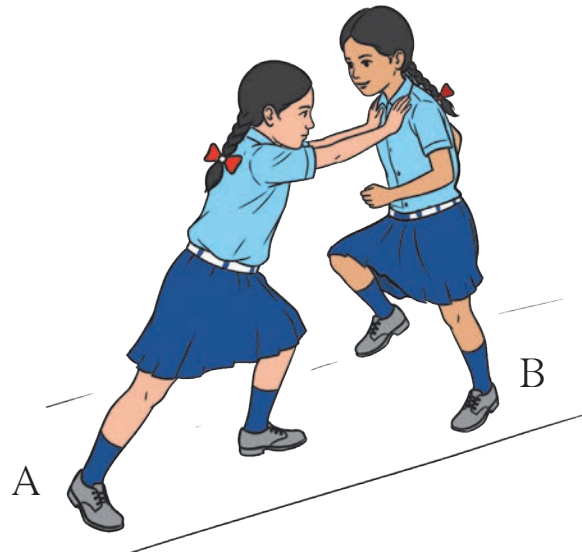
• **By Bending** : Keeping legs shoulder width apart, bend forward till you experience imbalancing. Start running by placing one-foot forward up to 15 to 20 mts. with your full capacity.





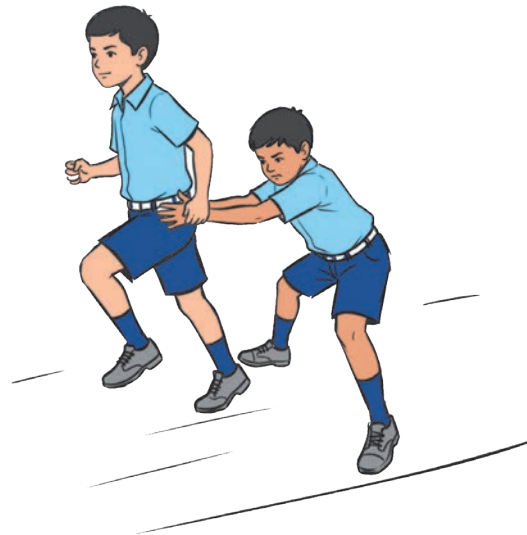
(3) High Knee Action : Resistance from front

This exercise is done with partner. Stand facing each other. 'B' should raise the knees and try to run. At the same time 'A' should keep her hands on the shoulders of 'B' and resist from front.



(4) High Knee Action : Resistance from behind

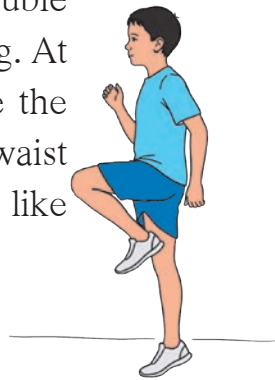
This exercise is done with help of partner. Both students should stand facing in same direction one behind the other. The student standing behind should hold the waist of the student in front. The student in front should try to perform high knee action. At the same time the student behind should resist.



For Student

- Both 'A' and 'B' plays should exchange than position for doing once High Knee action the other should exert opposing force.
- Write about whether while doing High Knee... exerting opposing force from front or behind is easy.

(5) A Skip : Double jump on alternate leg. At the same time raise the knee higher than waist and swing the hands like running action.



(6) B Skip : Double jump on alternate leg. While doing this, lift the leg straight forward. While doing so, pull back the toe while touching the ground. At the same time lift the other leg up and repeat this action with other leg.

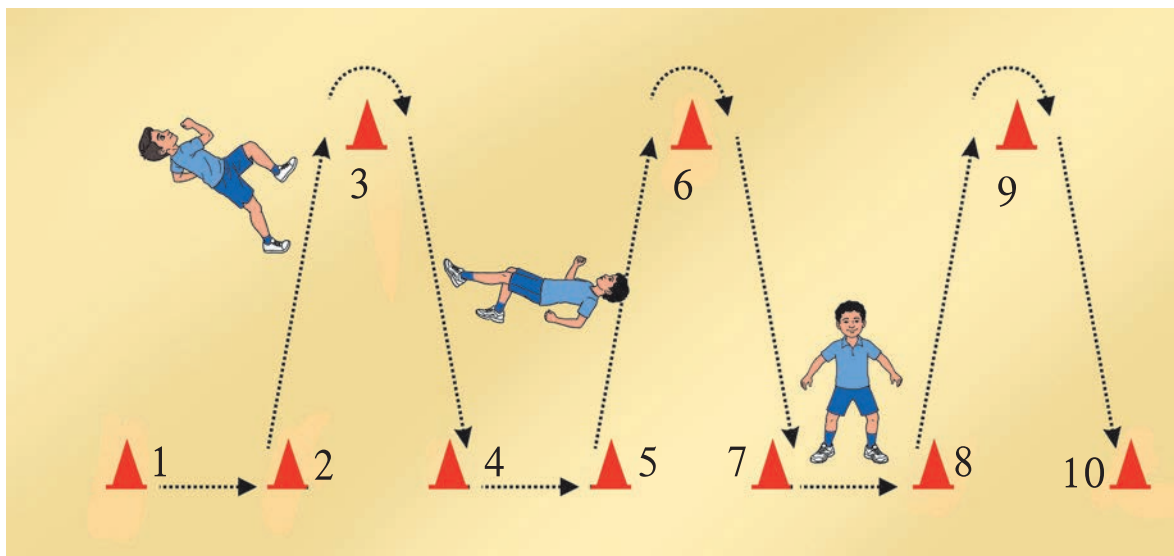


(7) C Skip : Perform double jump on one leg. continuously, at the same time, bend the other leg at the knee to 90° and lift in front up to best level. Then place the foot down and immediately lift the same leg outward to right side and place it down again.

• Agility Drill

In the previous standard, we have practiced the agility drills. To improve the ability, more agility drills are given below.

Agility Practice Type 1



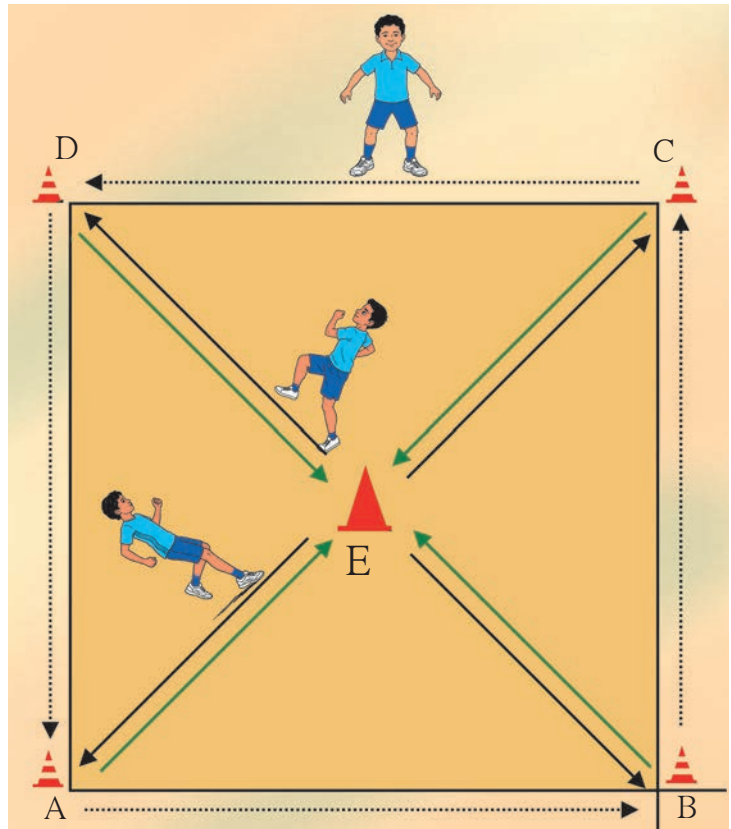
• Run sideways from cone 1 to cone 2 • Run straight from cone 2 to cone 3. • Run backward from cone 3 to cone 4 • Run sideways from cone 4 to cone 5 • run straight from cone 5 to 6 • Run backward from cone 6 to cone 7 • Run sideways from cone 7 to 8 • Run straight from Cone 8 to 9 • Run backwards from Cone 9 to Cone 10



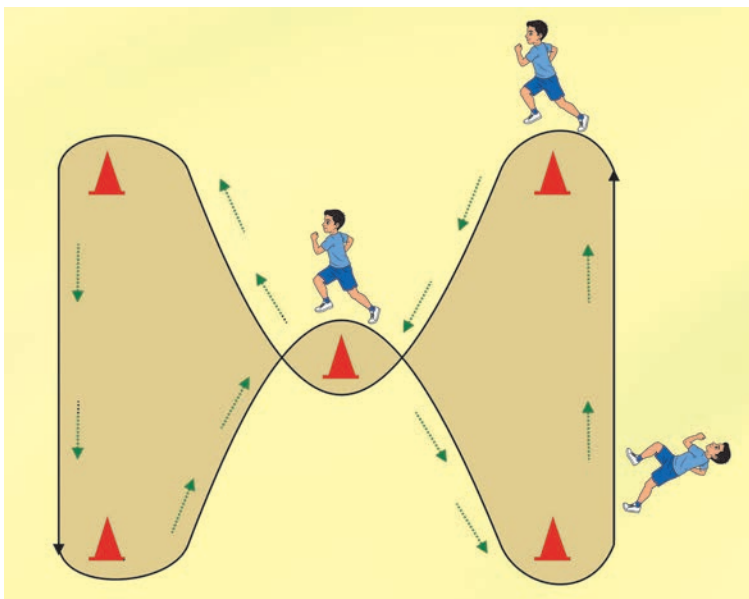


Agility Practice Type / Drill 2

- Facing the square, run sideways from Cone A to Cone B.
- Going around Cone B. Run straight to Cone E.
- Going around Cone E Run Backward to Cone B.
- Facing the square going around Cone B run sideways till Cone C
- Going around Cone C run straight to Cone E
- Run backwards from Cone E to Cone C
- Facing the square run ways from Cone C to Cone D
- Run straight from Cone D to Cone E and run backwards from Cone E to Cone D
- Facing the square run side-ways from Cone D to Cone A



Agility Practice Type / Drill 3

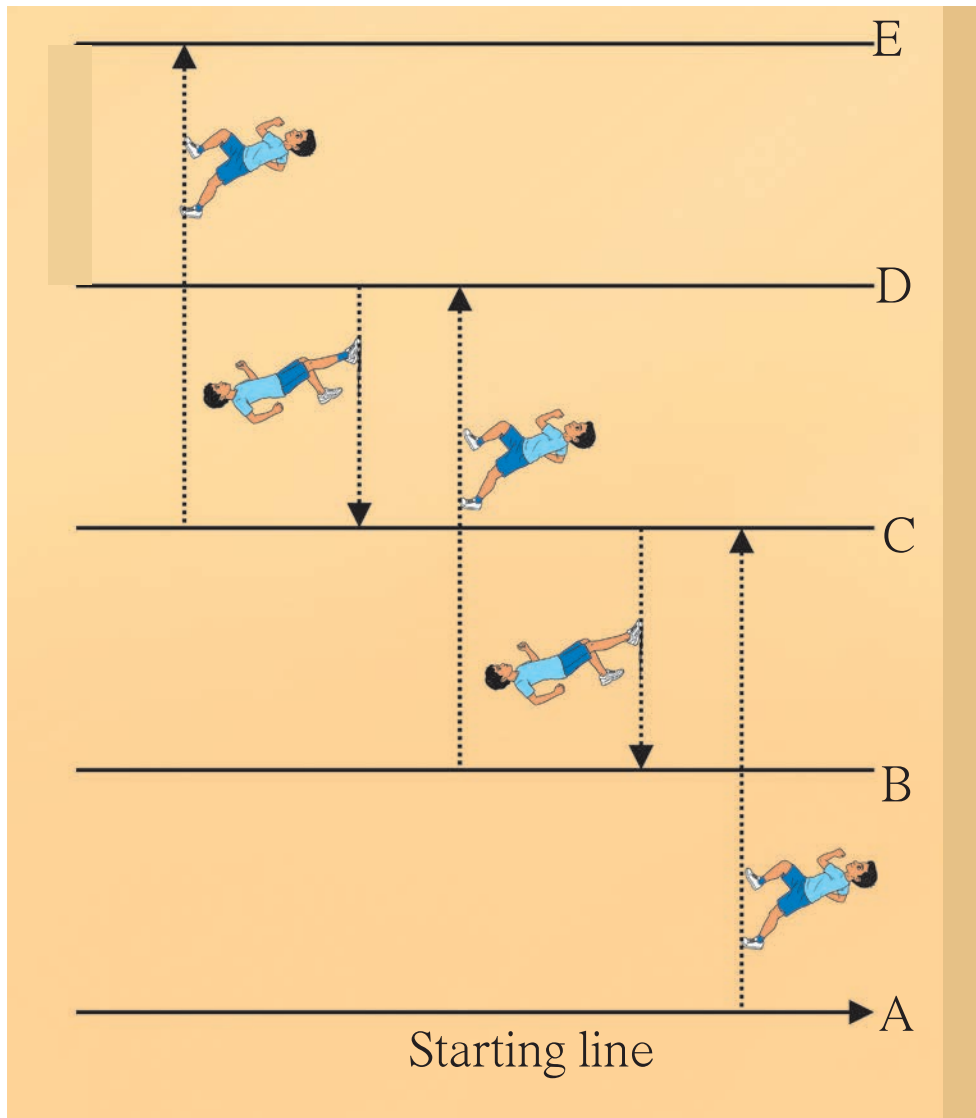


As shown in picture,
run in the Figure of 8

For student

When one student reaches Cone 1 then second student should start, when the second student reaches cone 1, the third student should start continue running in the same manner till the whole class finishes running.

Agility Practice Type / Drill 4



- Run straight from Line A to Line C
- Run backward from line C to Line B
- Run straight from Line B to Line D
- Run backwards from line D to line C
- Run straight from line C to line E

Variations

- While going run straight and while returning run backwards
- While going run straight while returning run sideways

For Studnets

- Run straight instead of backward run
- Try doing opposite actions while running. eg. Instead of running sideways, run straight. Instead of running straight try sideways, Instead of running backwards try running straight.



• Preparatory Exercise for Athletics



(1) Running : Run in a straight line, Shuttle run, backward run, sideways run. Circular run while changing directions. Clockwise & anti clockwise rotation around self.

(2) Jumping on the spot : Jumping on both legs. Increase heights with every jump. Move forward jumping on both legs.



(3) Standing broad Jump : Jump forward from the standing position as far as possible and land on both legs.



(4) Running long Jump : Run two to three steps take off with one leg and land on both legs.



(5) Throwing Ball

Hold a big ball with both hands in front of the chest and throw it forward. While throwing bend slightly backward from the waist and then throw the ball forward with full force.

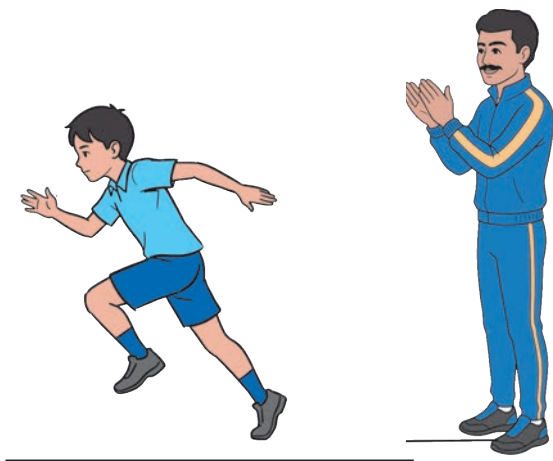


(6) Overhead Ball

Throw : Stand as shown in the picture. Hold the ball with both hands above the head. Take a step forward and throw the ball in front.

For Students

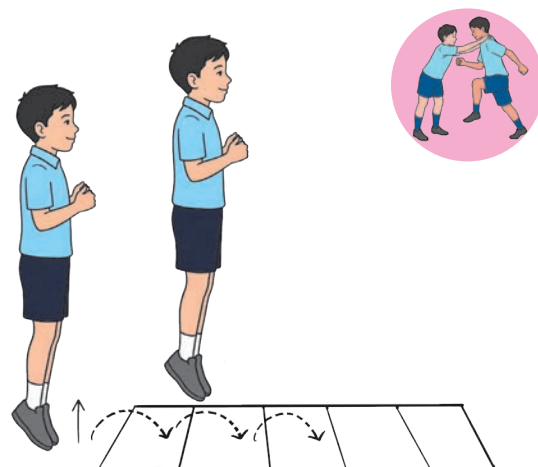
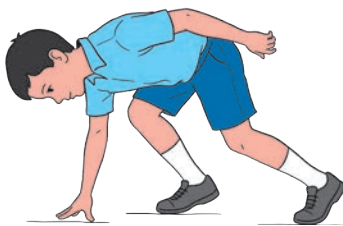
- Were you able perform all of the above exercise indicate with Yes ☐ No ☐
- If you were unable to perform, then inform your teacher.



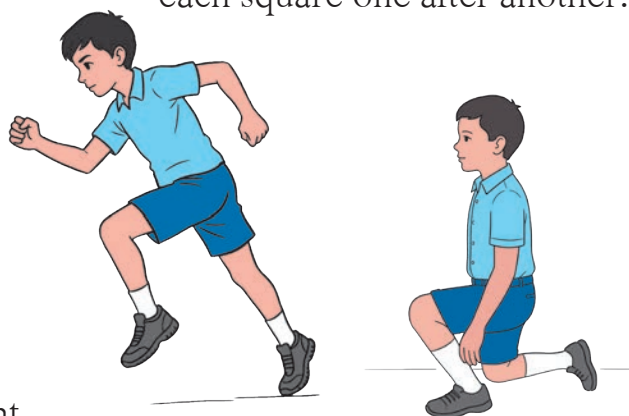
(7) Signal Run : Stand behind the line and close your eyes. On the teacher's signal open your eyes and run forward.

(9) Reaction drill 1 : Sit one knee touching the ground and other knee bent at 90° . On receiving the signal/hearing whistle/clap, get up and start running quickly up to 20 mts.

(10) Reaction drill 2 : Place the right foot forward, left foot behind and the right hand on the ground. on receiving the signal start running the quickly up to 20 mts. Repeat the same drill using the left foot forward.

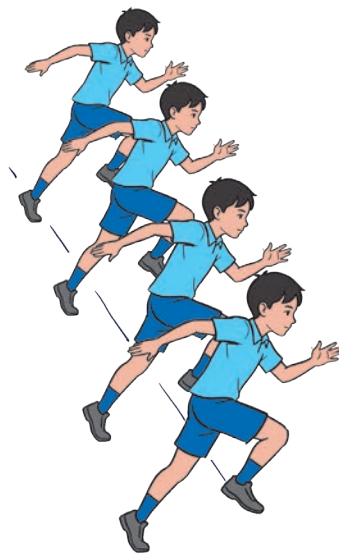


(8) Jumping in Squares : Stand behind the square boxes drawn. On receiving signal, jump with both legs and move forward into each square one after another.



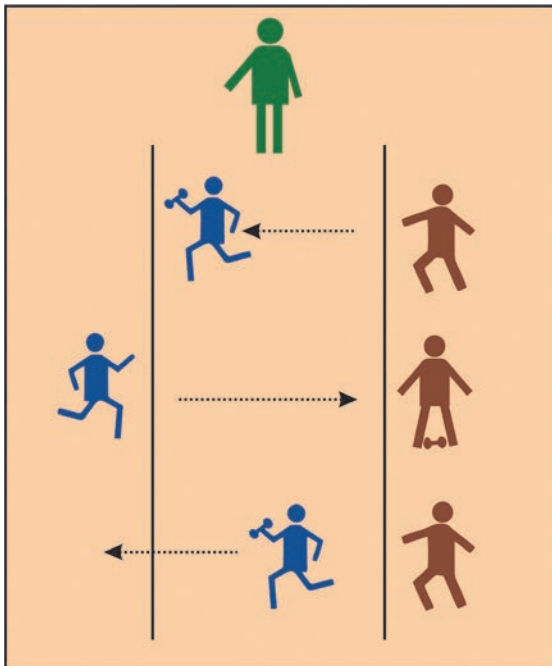
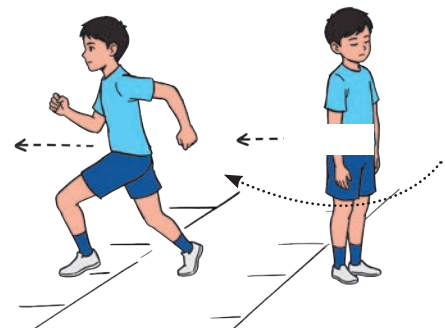
(11) Reaction drill 3 : Sit with both hands and one knee touching the ground on receiving the signal start running forward.





(12) Reaction Drill 4 : All the student stand behind the line facing in one direction. The teacher should stand behind the students. On receiving the voice signal, the students to start speed running forward up to 15 to 20 meters.

(13) Reaction Drill 5 : Stand facing opposite to the direction of running. On receiving the signal turn around and start running with full speed up to 15 to 20 meters.



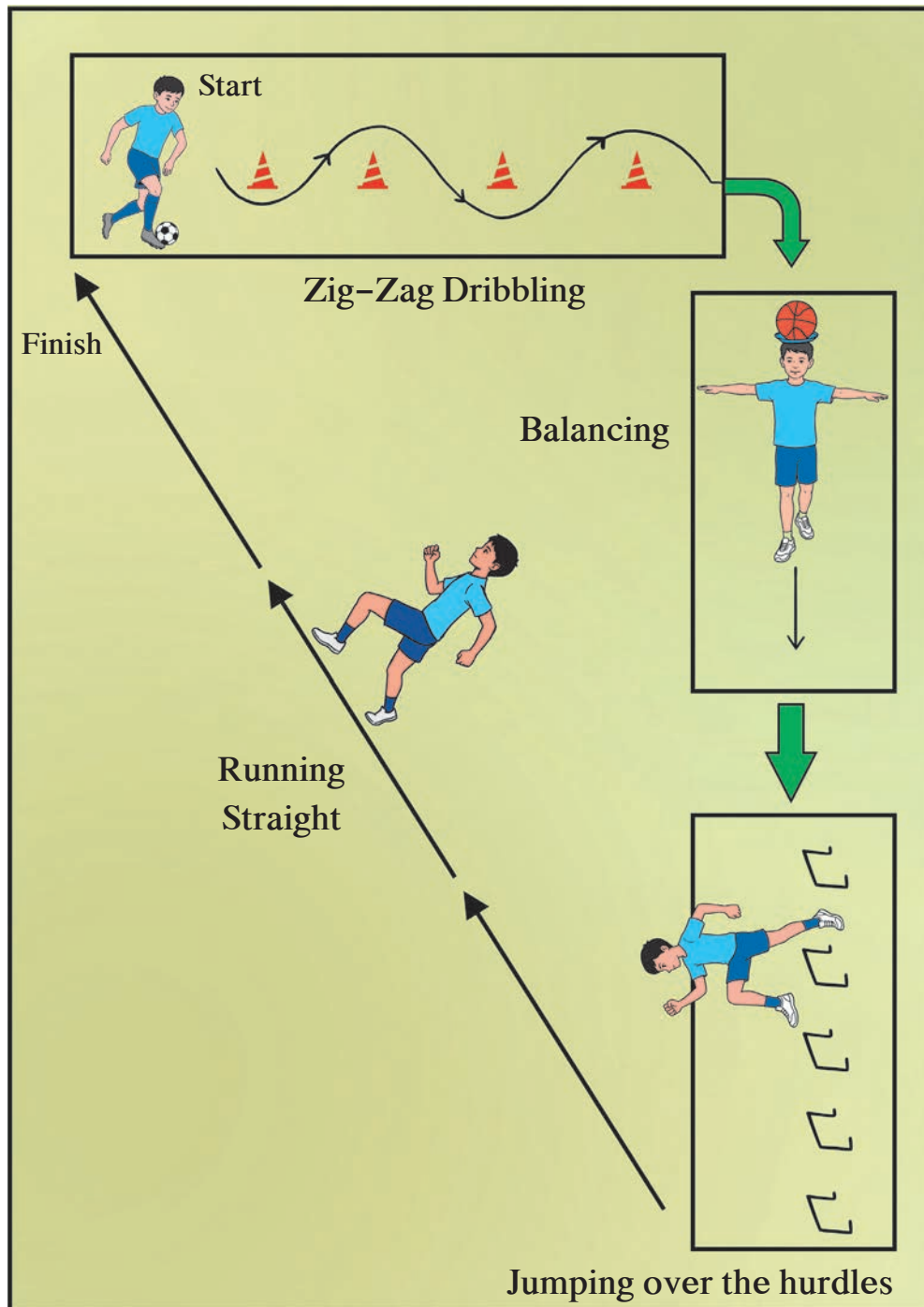
(14) Snatching the cone : Mark a distance of 20 mts. on the field. Two students should stand one behind the other. The student in front should stand with distance between his legs. Place cone/ball/bat/bat/dumbbells or similar object between the leg of the student standing in front. On receiving the signal such as 'Go', a clap or whistle, the student standing behind should quickly pick up the cone placed between the legs of the front student and start running in the opposite direction. As soon as he starts running, the student in front should chase and catch him. repeat the same by interchanging the places of the students.

For students

- How many reaction drill from above were you able to perform?
Write the in the given box
- If you were unable to perform the reaction drills, inform the teacher.

2.3 : Obstacle Course

Obstacle Course 1

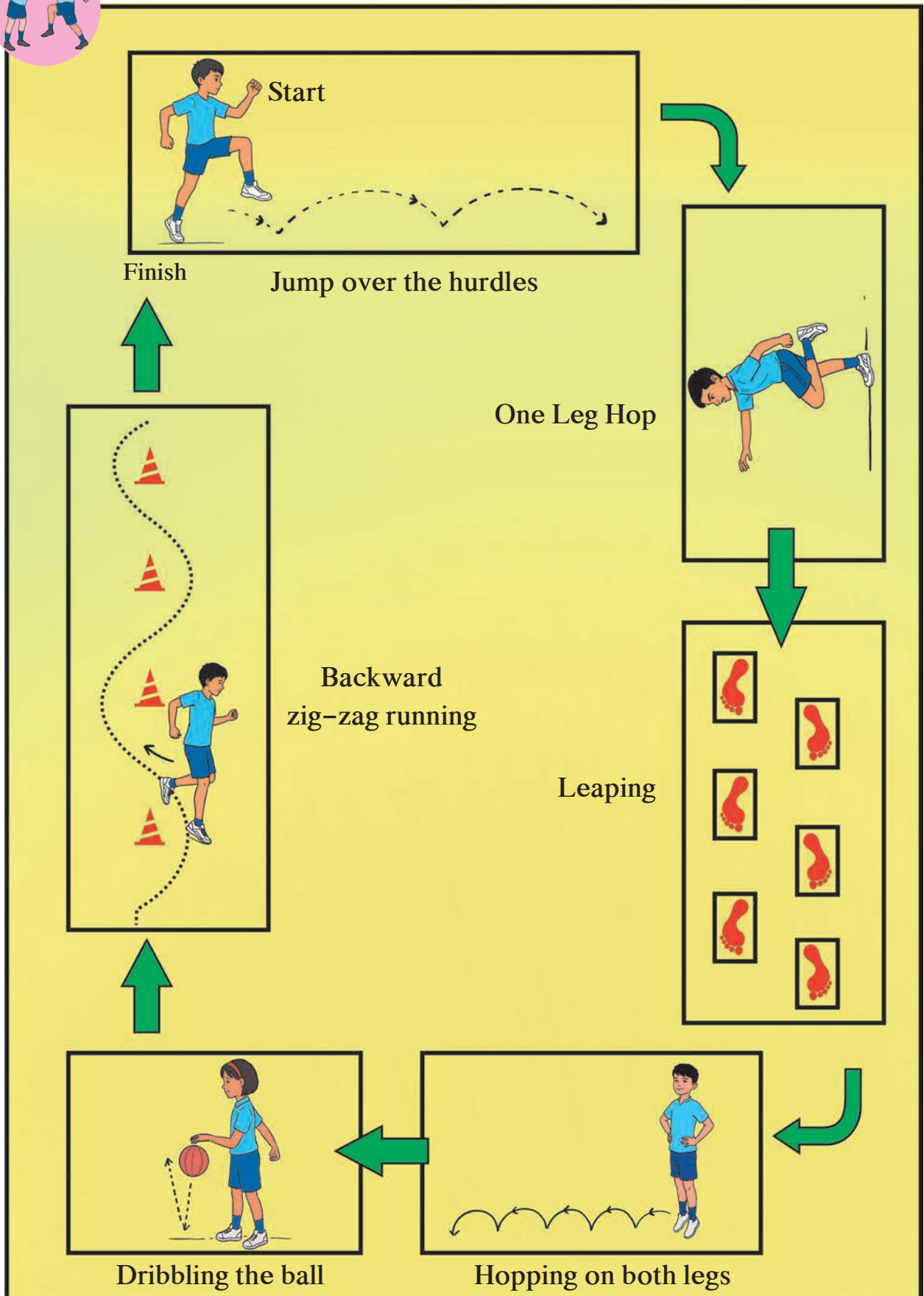


For Teachers

- Send the second student on the first obstacle when the first student reaches the third obstacle. Send all the students in the same sequence.
- Ensure that all the students get a chance to perform.
- Make the students with special needs participate in activities which they can do easily



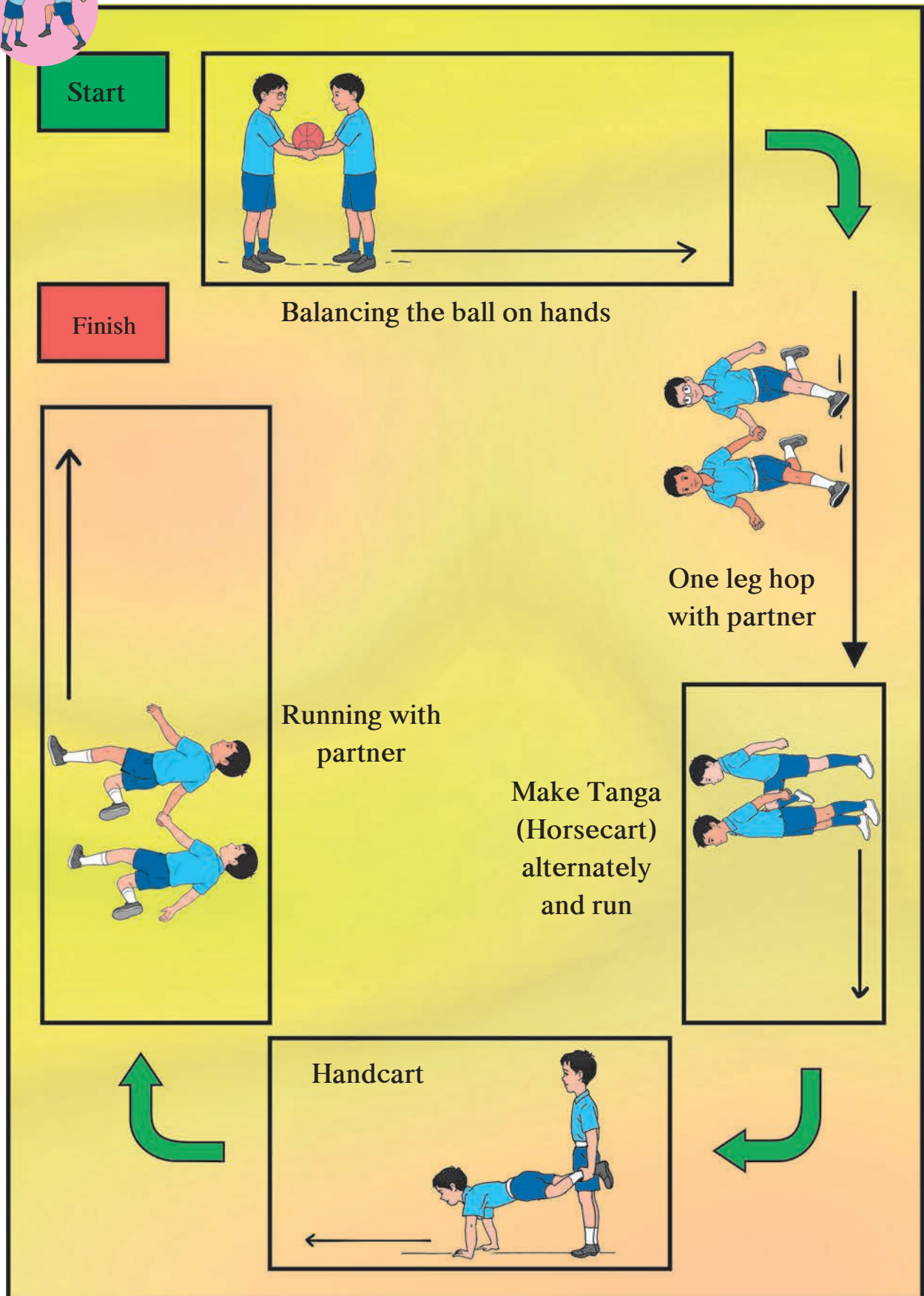
Obstacle Course 2



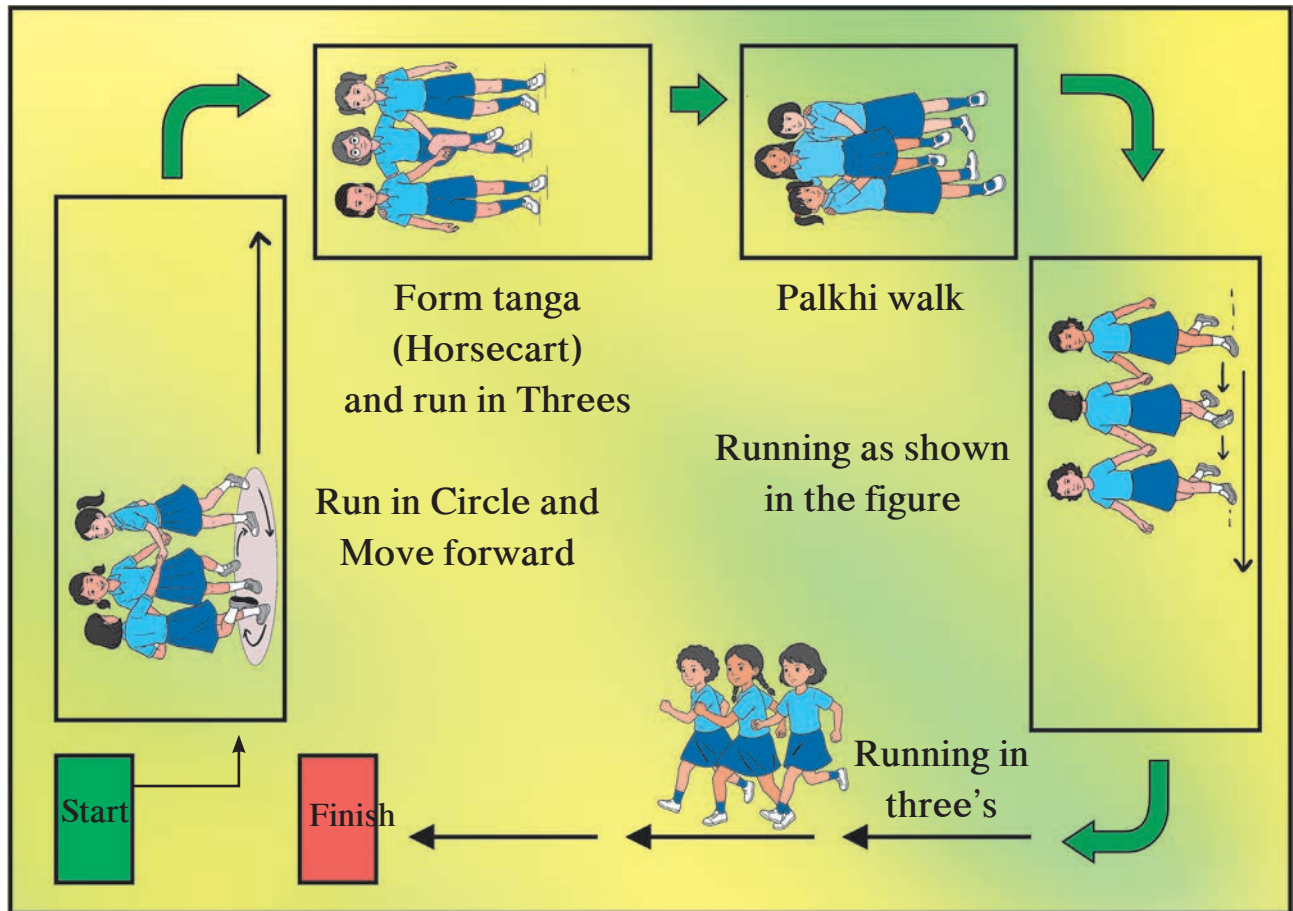




Obstacle Course 4



Obstacle Course 5



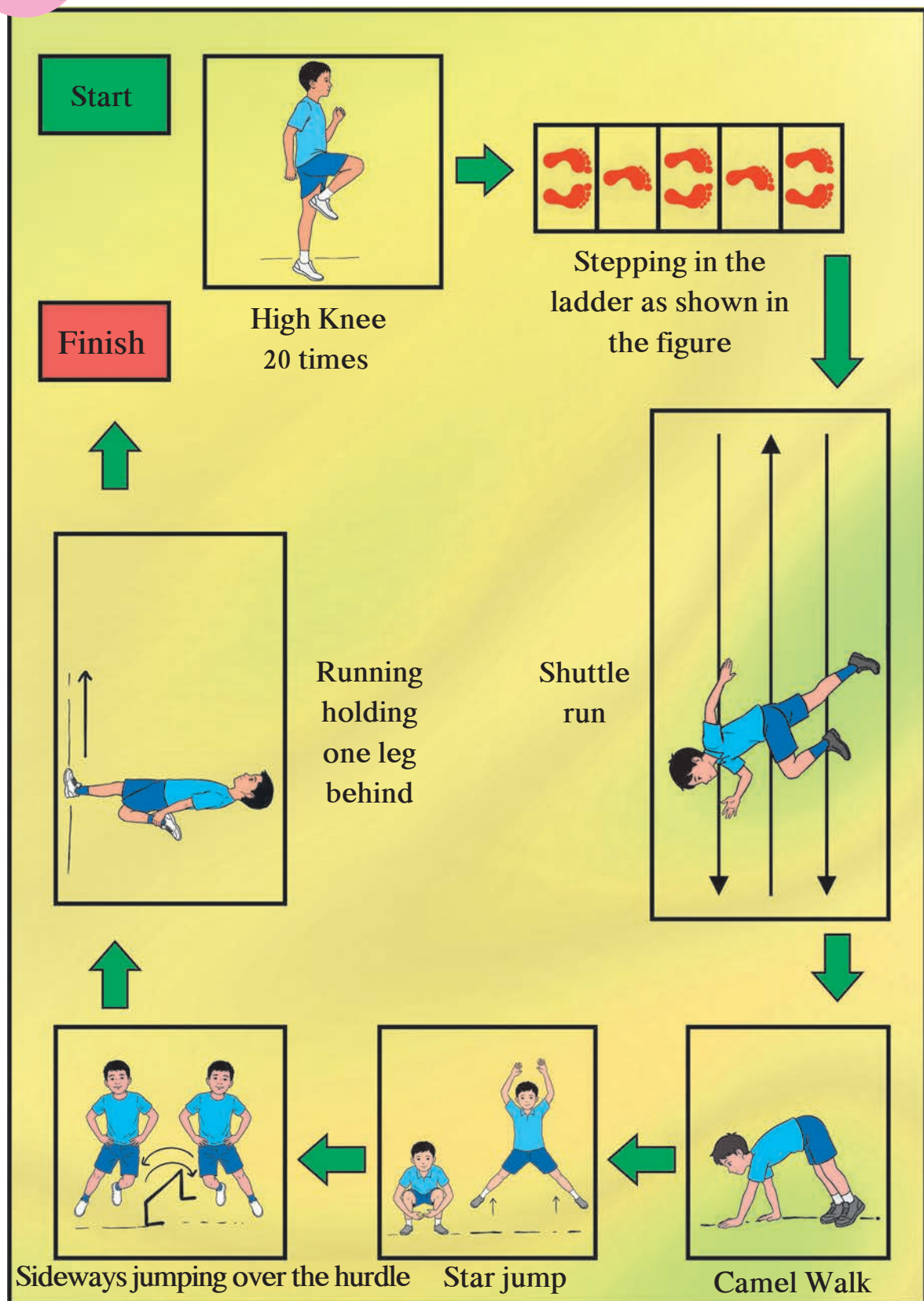
For Students

- How did you feel while doing obstacle course? Indicate with ✓ in correct box
 Enjoyed ☐
 Activity were difficult ☐
- Write which of activity you did not liked and why? -----

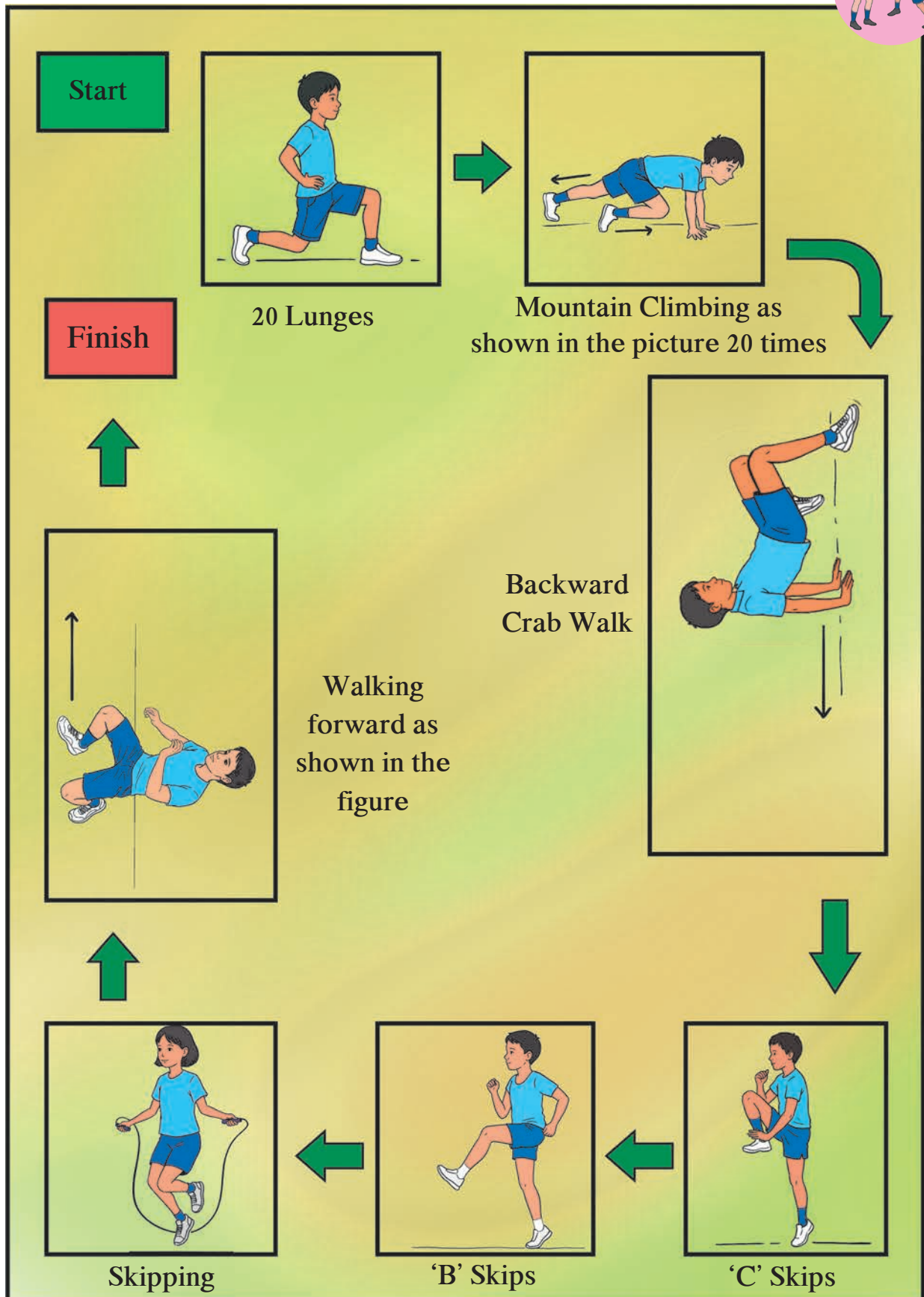


2.4 : Exercise Series

Exercise Series 1

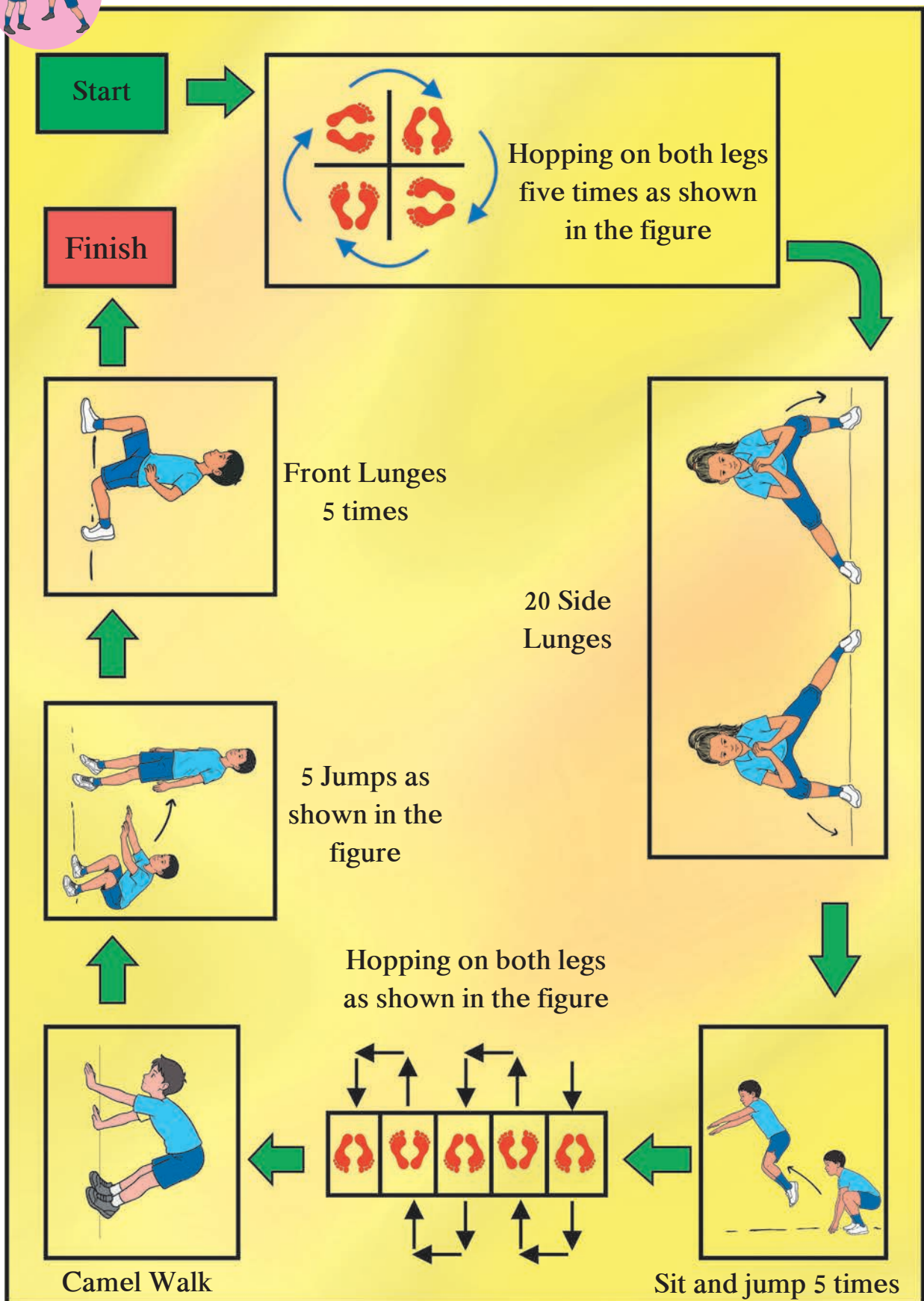


Exercise Series 2

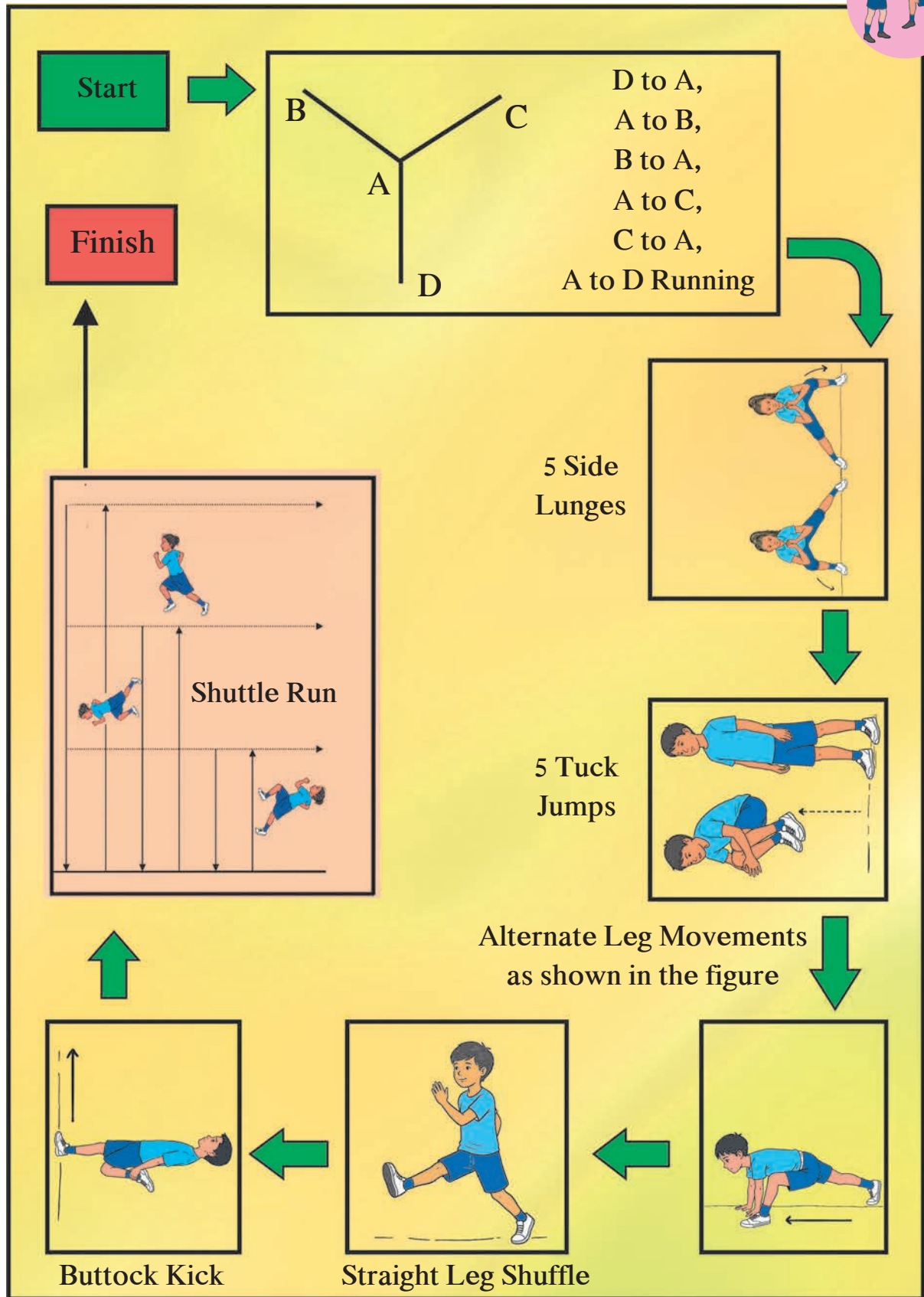




Exercise Series 3



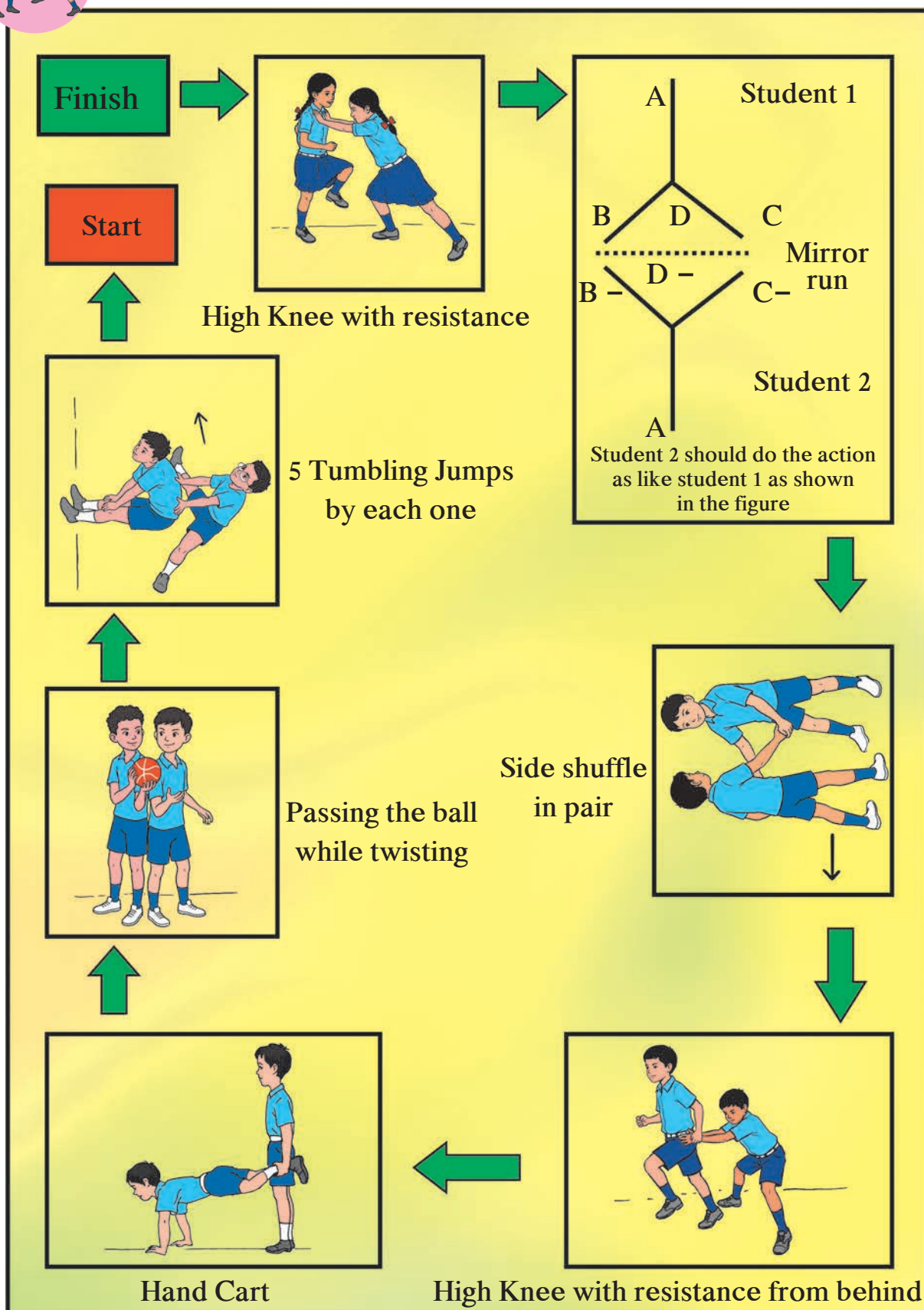
Exercise Series 4



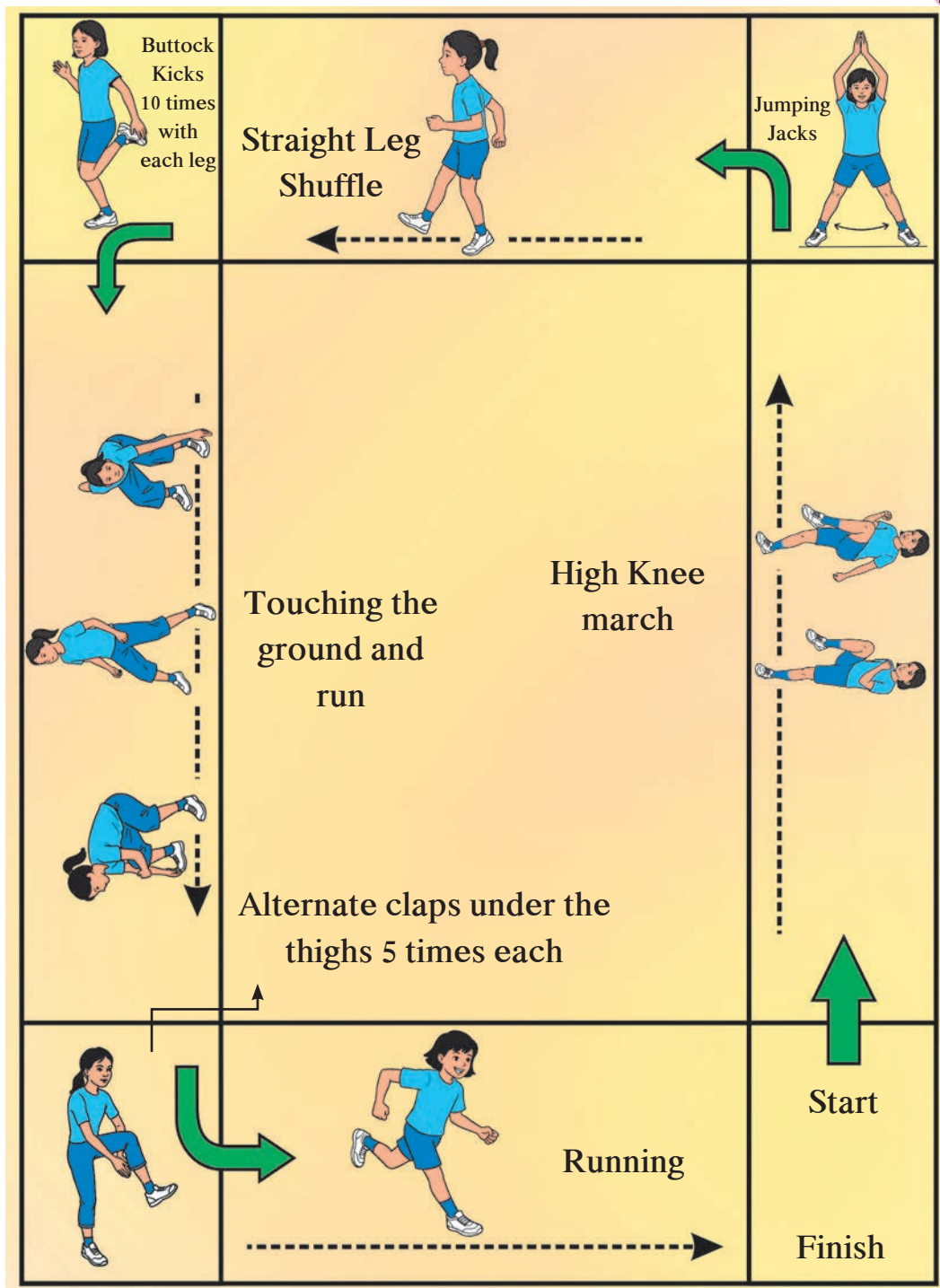


To be done with the partner

Exercise Series 5



Exercise Series 6



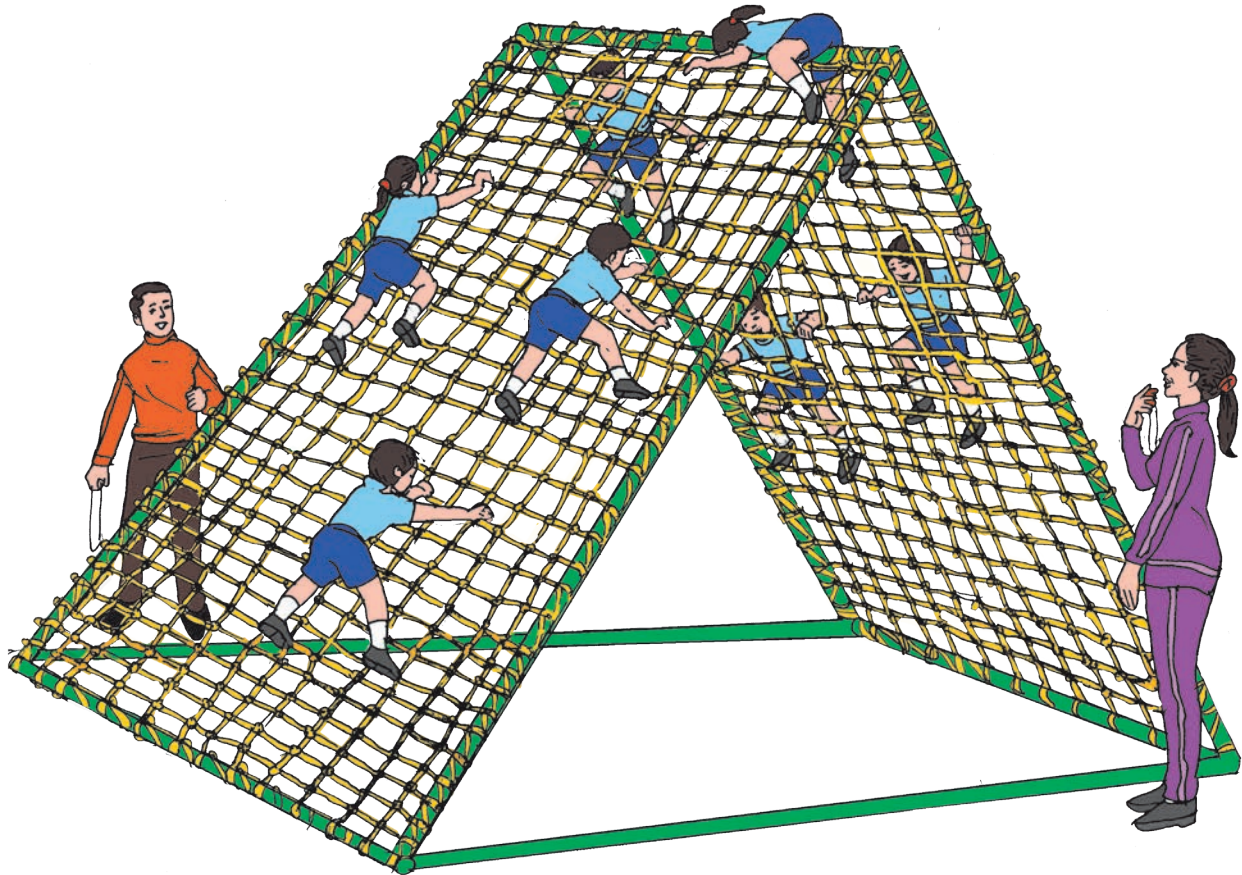
For Students

- What difference did you find between obstacle course and exercise series?
Explain to your teacher.
- Among these two series which more exercise you can do?
Try to perform first and then explain to your teacher later.



2.5 Adventurous Exercise

- Climbing and getting down over the net



For Teachers

- Teacher should always be close to the net to help the students
- Tell the students to move one hand or one leg at one time while climbing the net. Eg if the net is held with one hand then the other hand and both legs should not be moved.

For Students

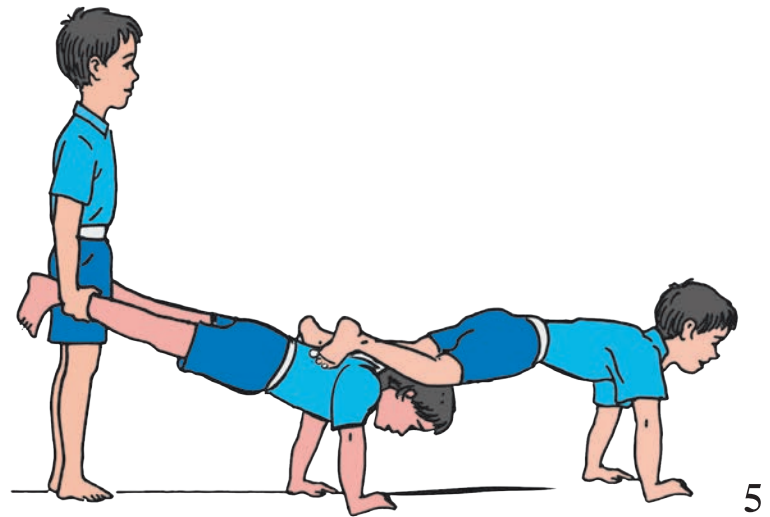
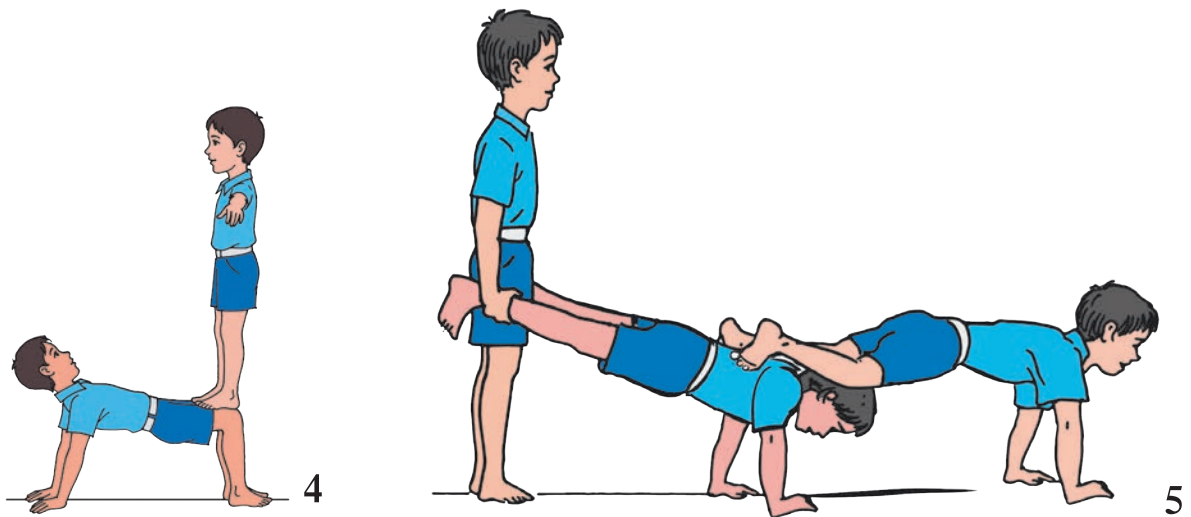
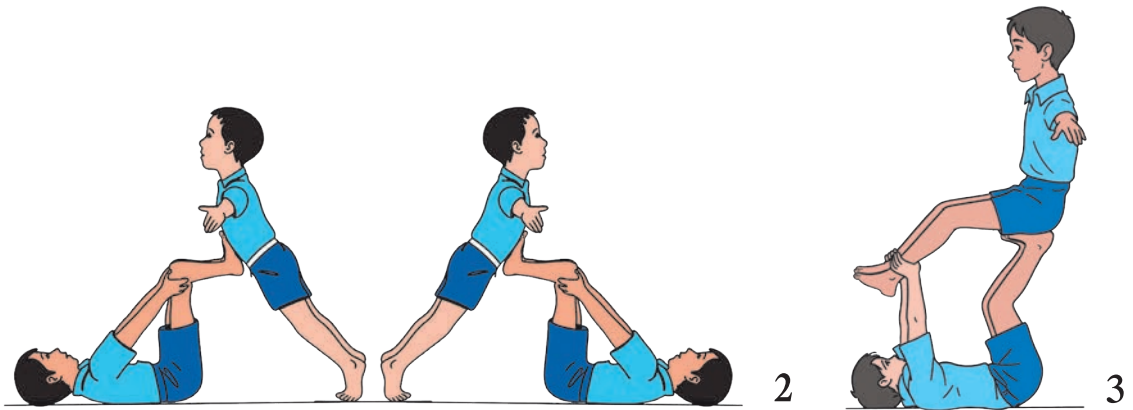
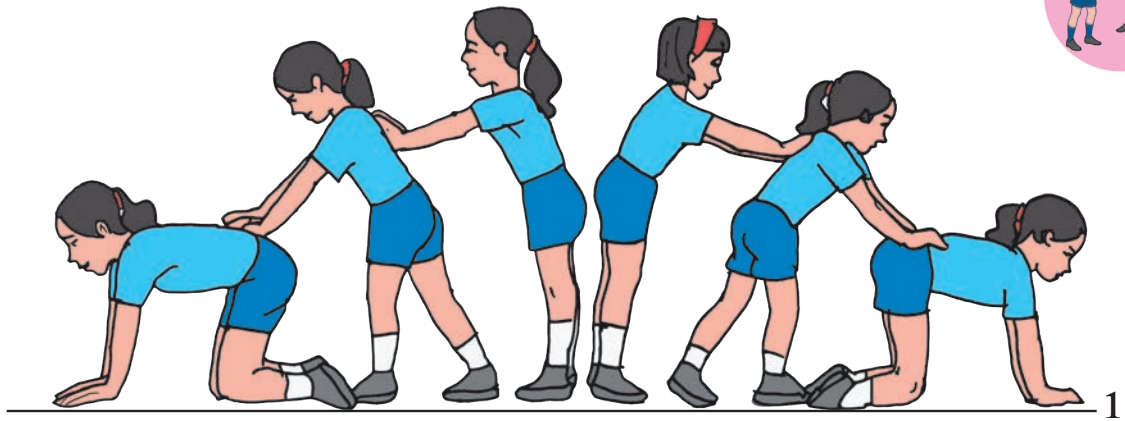
- How did you feel while climbing and getting down the net? Tick and show

Easy ☐

Enjoyed ☐

Scared ☐

• Human Pyramids

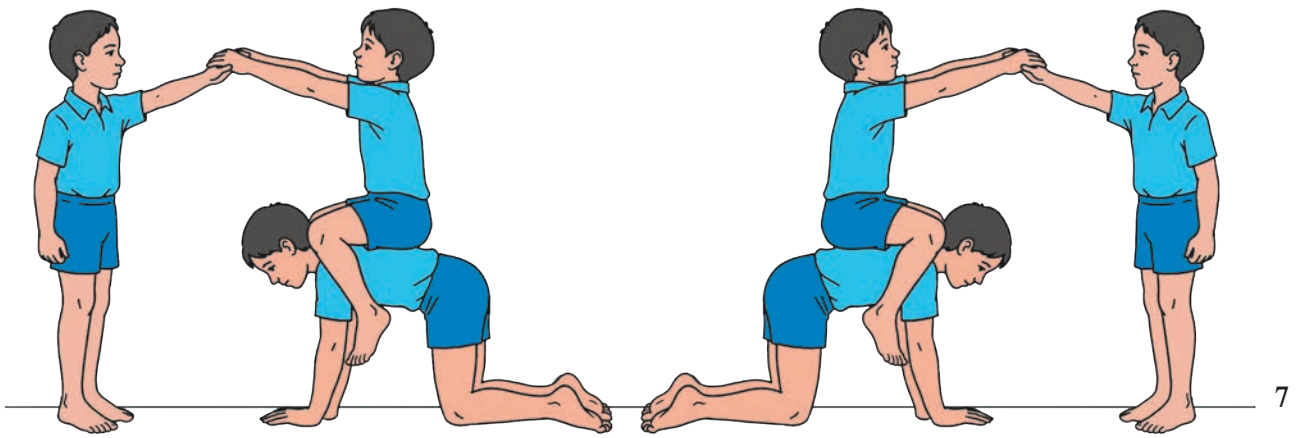


For Teachers

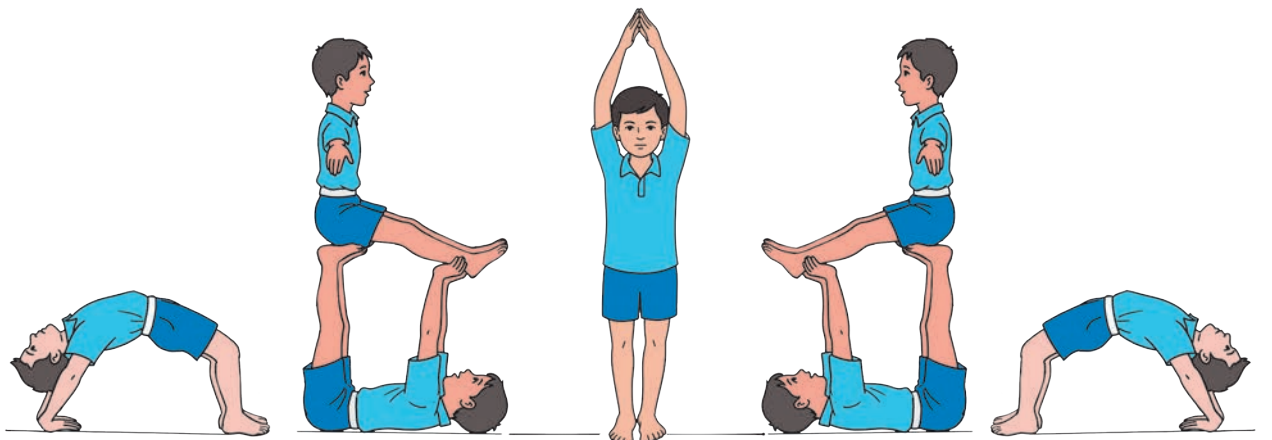
- Positions in Human Pyramids should be assigned according to students abilities.
- As a safety precaution for the students, human pyramids should be performed on gymnastic mats.
- Control the students if they are showing excessive enthusiasm.
- Help the students wherever necessary
- Students with special needs should be given positions in the pyramid that are easy and suitable for them.



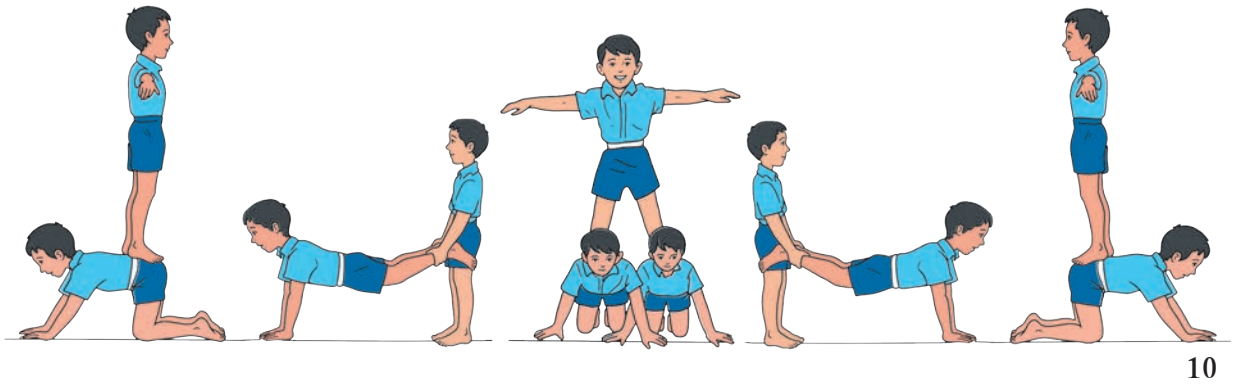
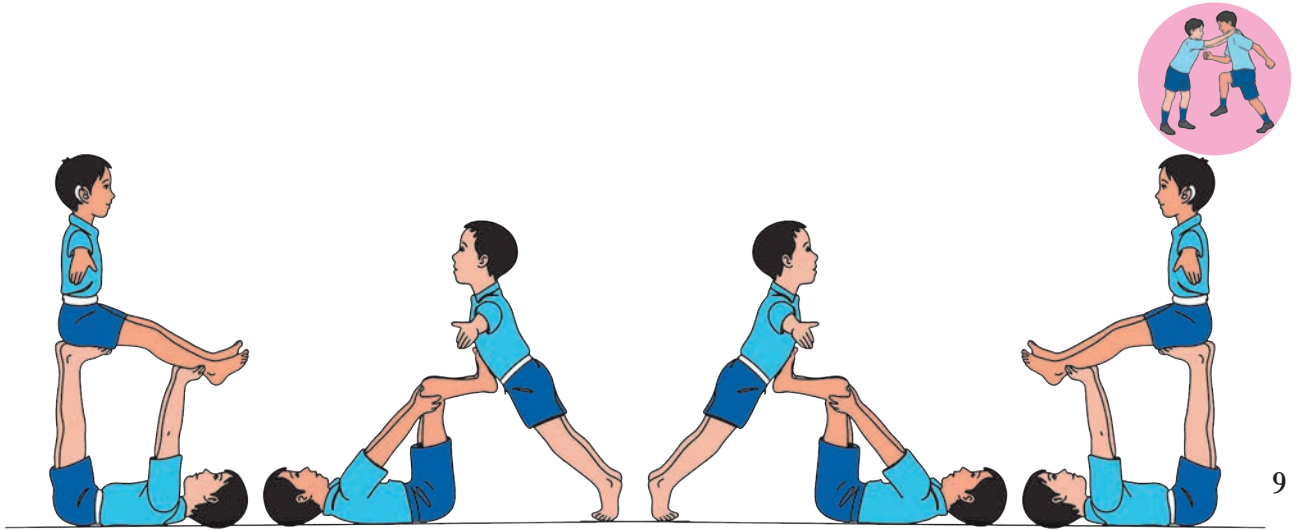
6



7



8



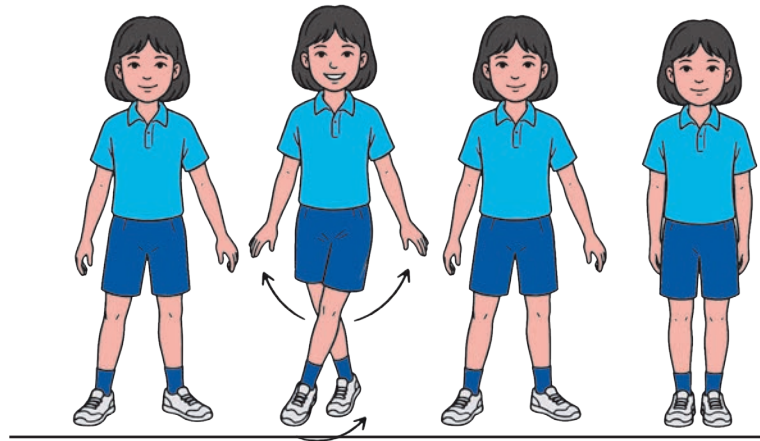
For Teachers

- Teacher should take photos and videos of the students while doing pyramids and share with the parents. This will encourage and motivate the students.

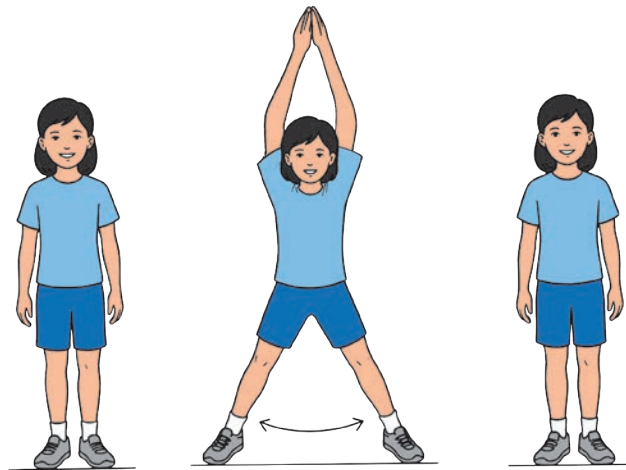


2.6 Rhythmic Exercises

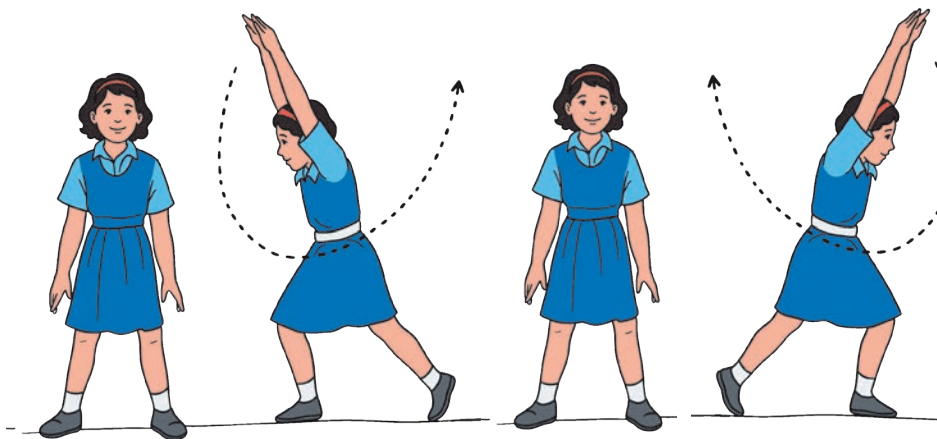
• Aerobics



Grape vine



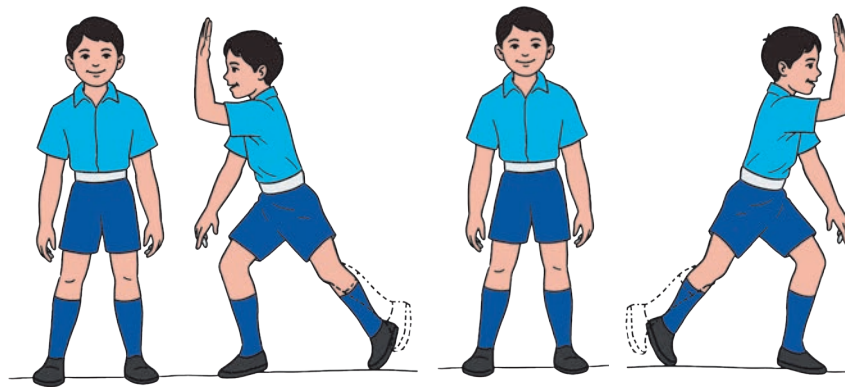
Jumping Jacks



Side Lunge + Both hand movement



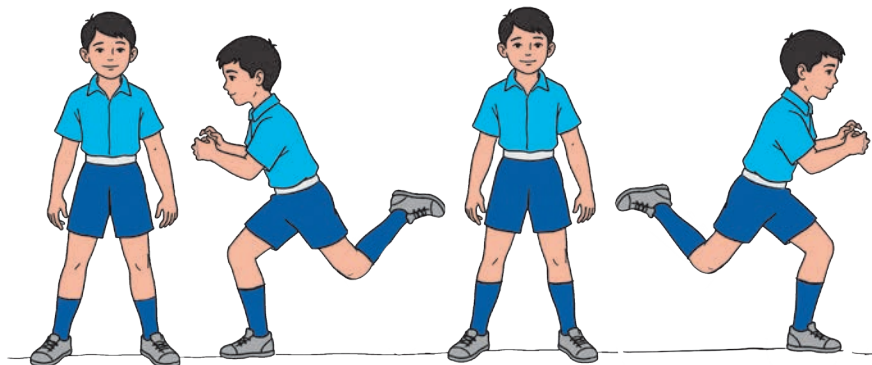
Side Lunge + Arm Stretch



Side Lunge + Arm Flexion



Side Lunge + Arm Stretch + Arm Flexion

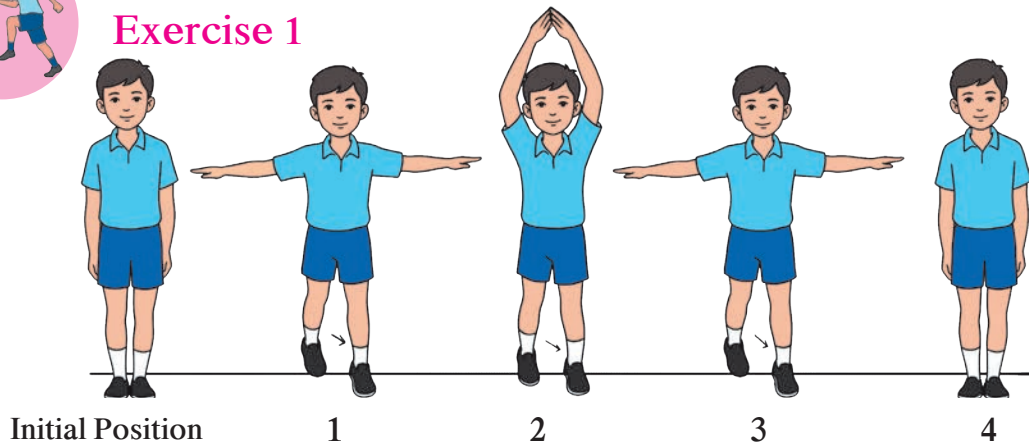


Leg Curl

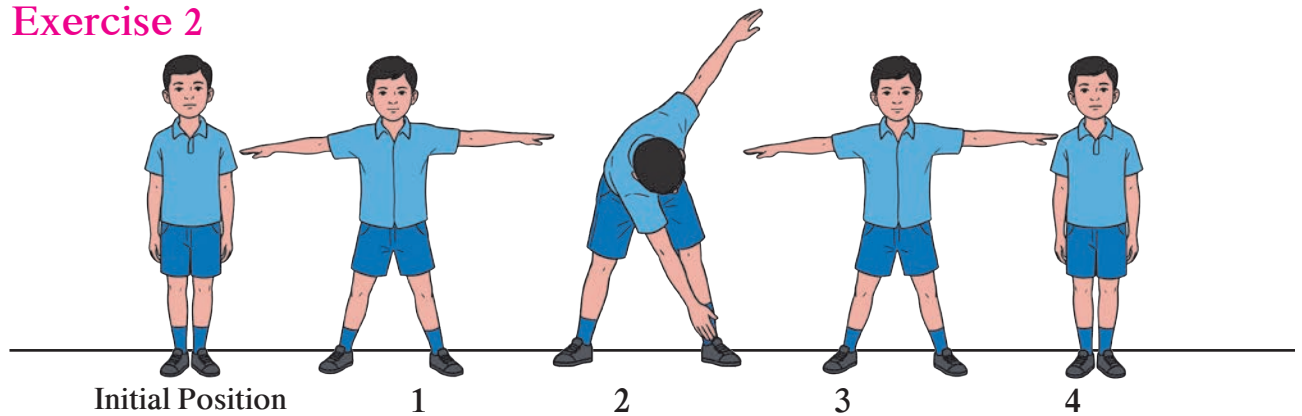


• Drill without Equipment : Standing Drill

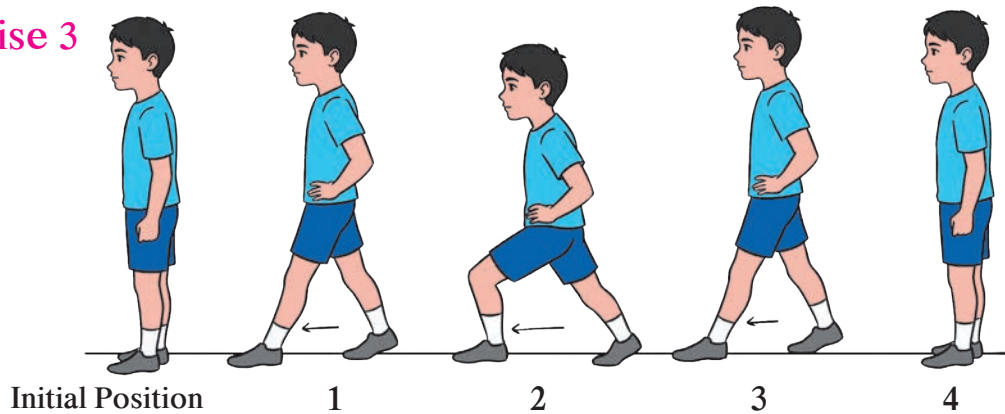
Exercise 1



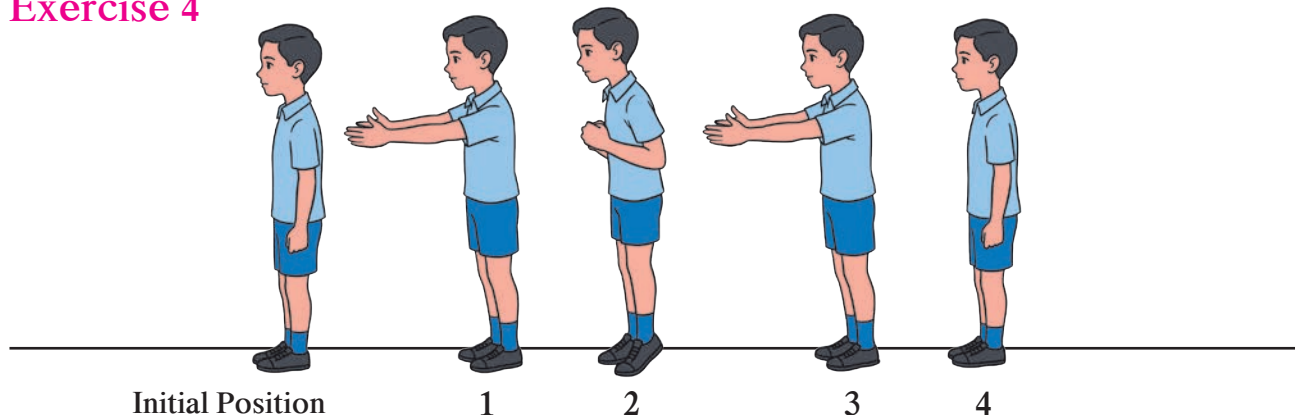
Exercise 2



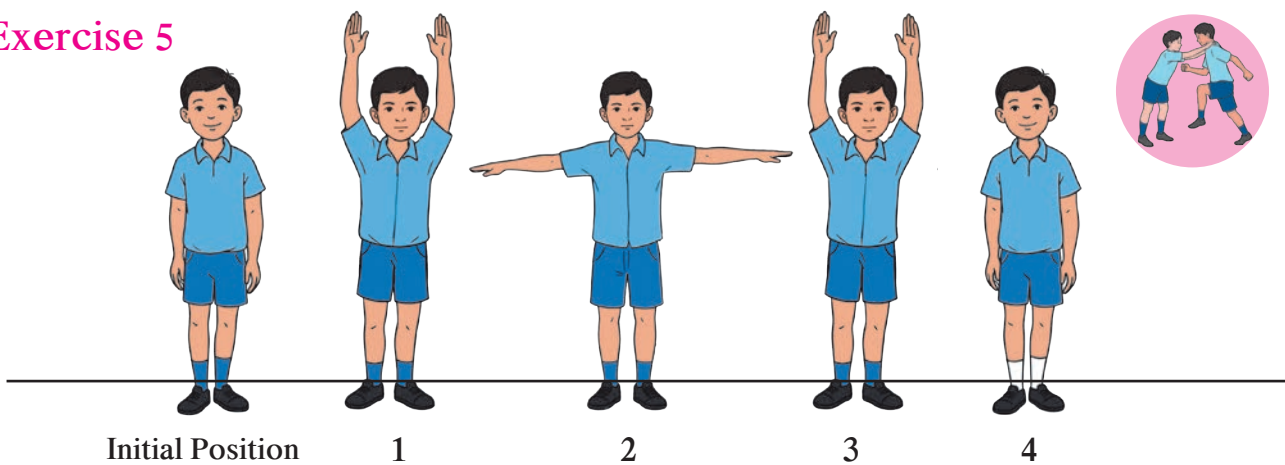
Exercise 3



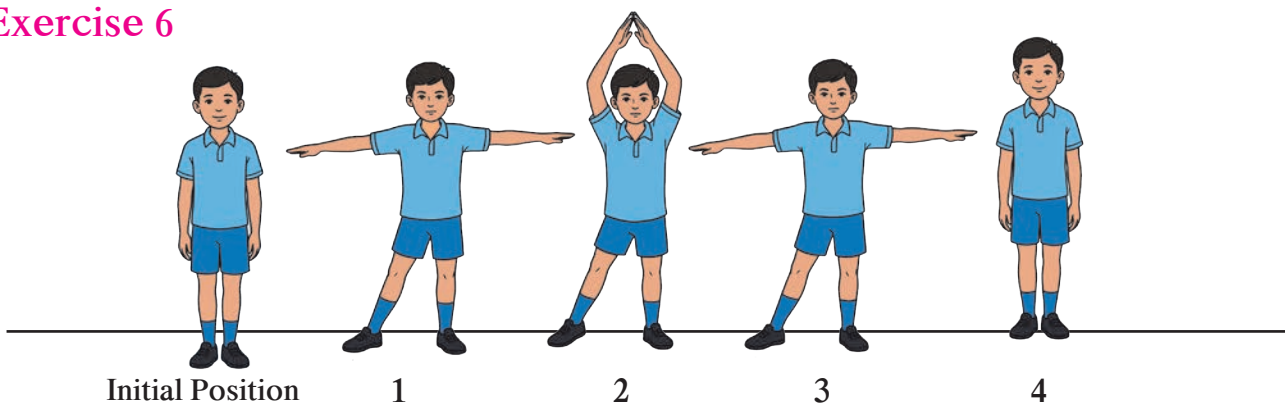
Exercise 4



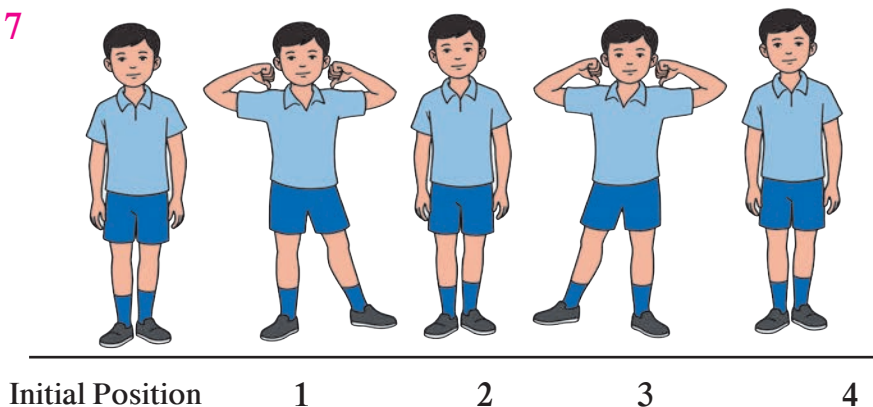
Exercise 5



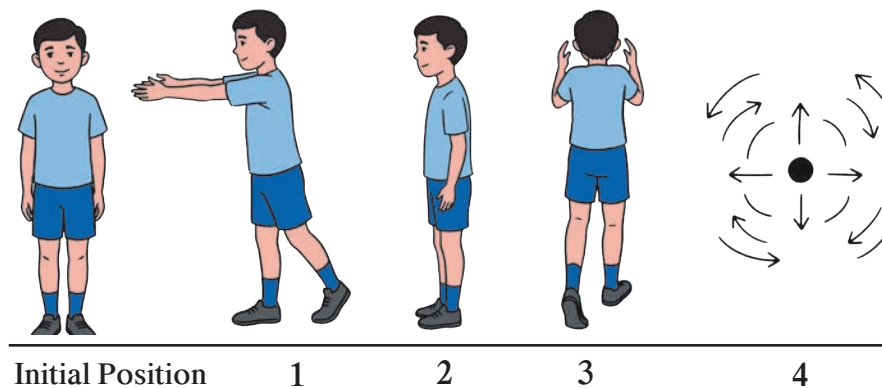
Exercise 6



Exercise 7



Exercise 8

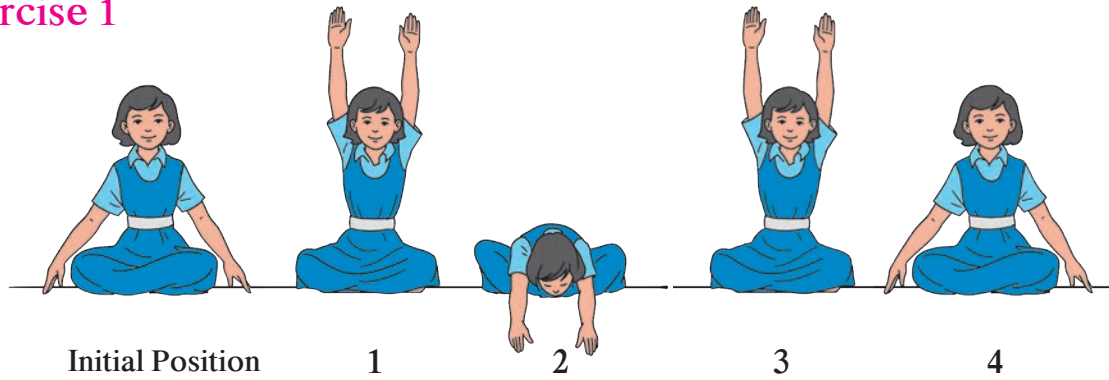


Perform the movements as shown in the picture, step one to three, turn to right and then return to initial position

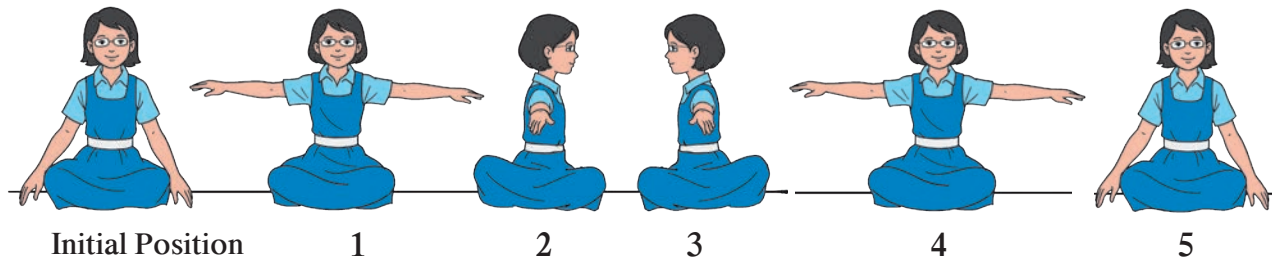


• Drill without Equipment : Sitting Drill

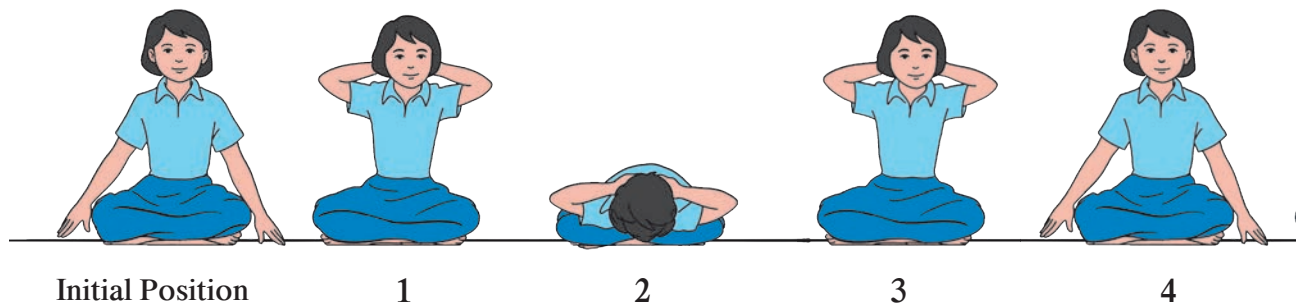
Exercise 1



Exercise 2



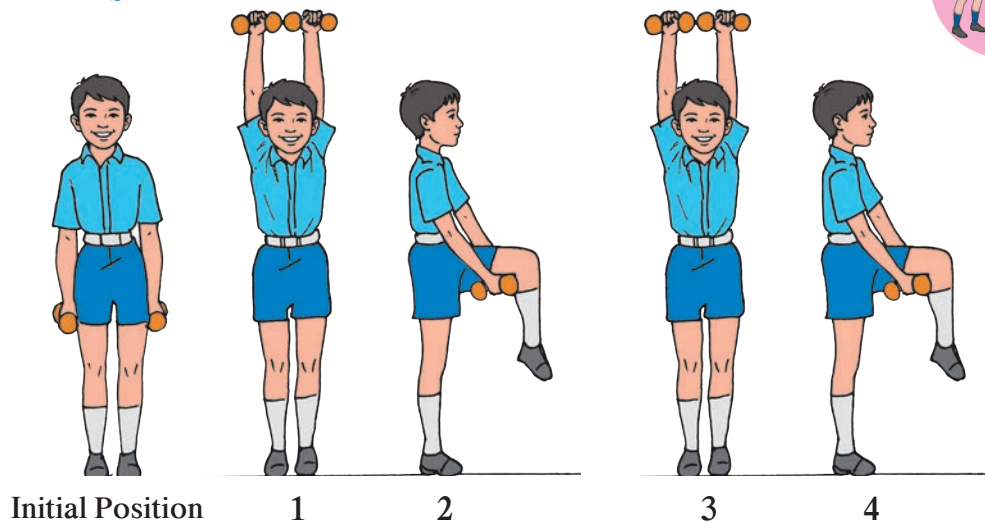
Exercise 3



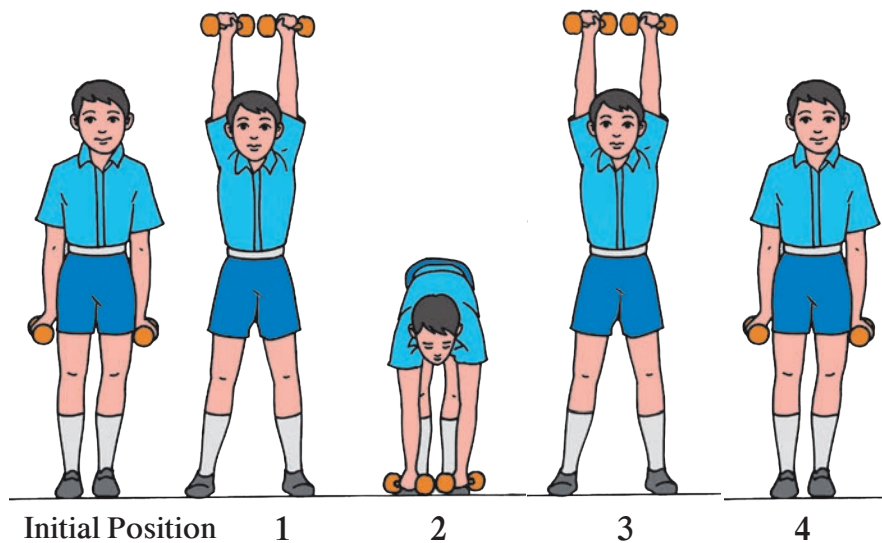
- Drill with Equipment
- Dumbbell Drills



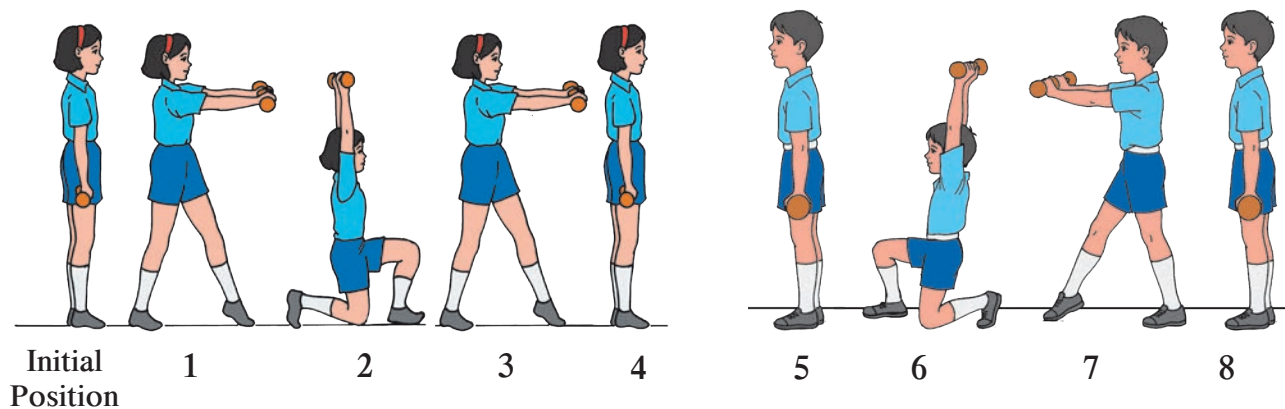
Exercise 1



Exercise 2



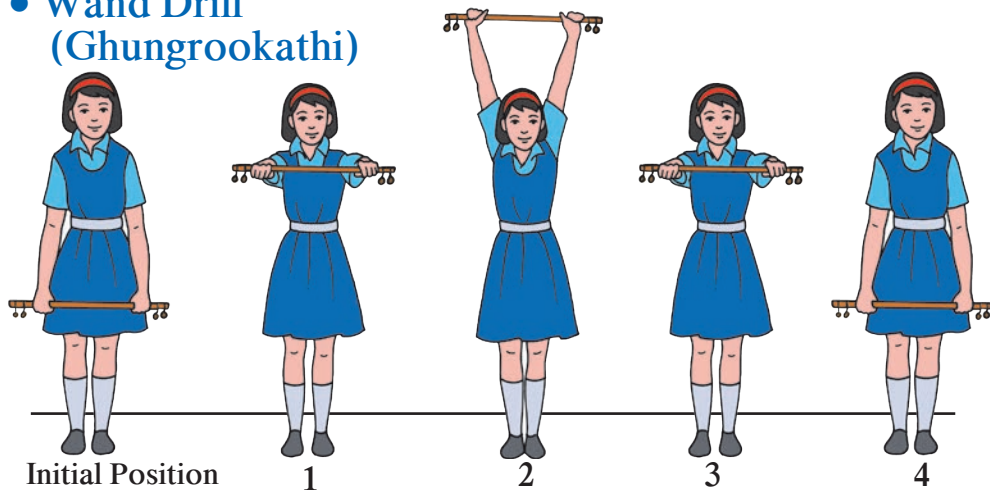
Exercise 3



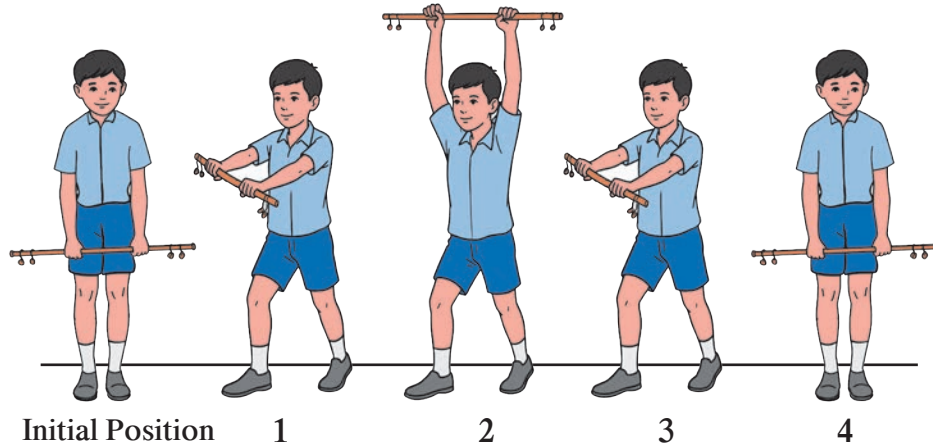


• Wand Drill (Ghungrookathi)

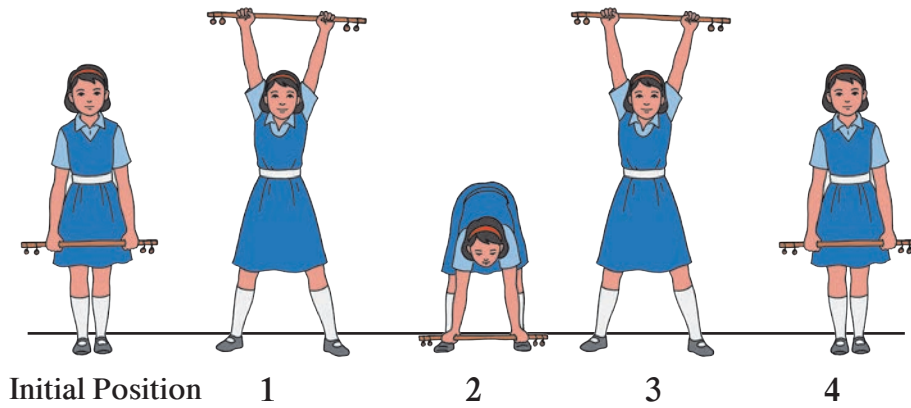
Exercise 1



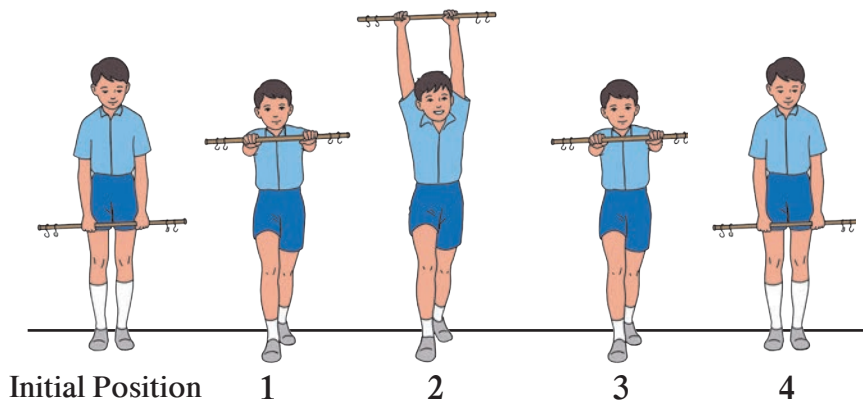
Exercise 2



Exercise 3

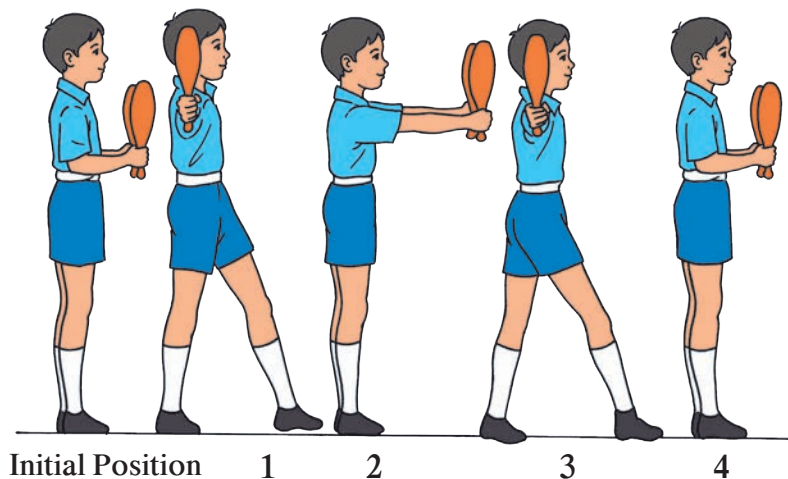


Exercise 4

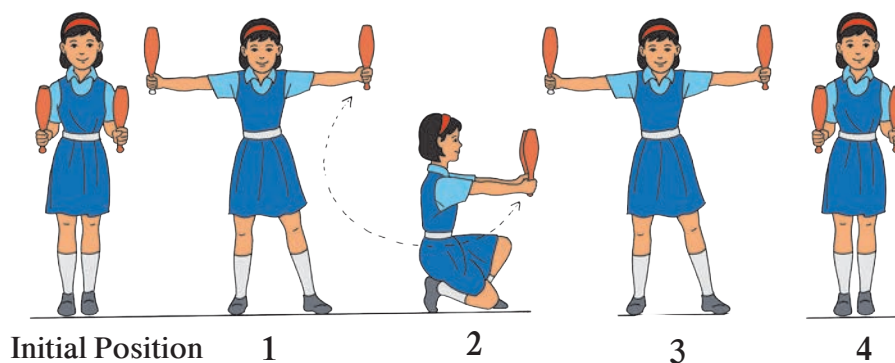


• Indian Club Drill

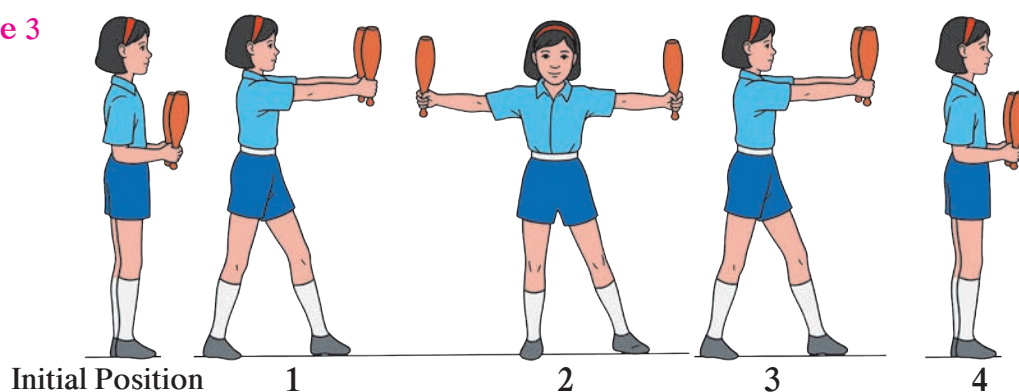
Exercise 1



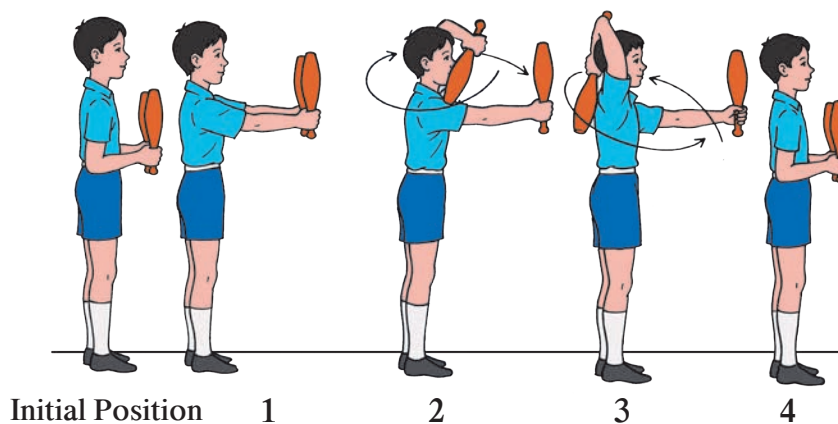
Exercise 2



Exercise 3



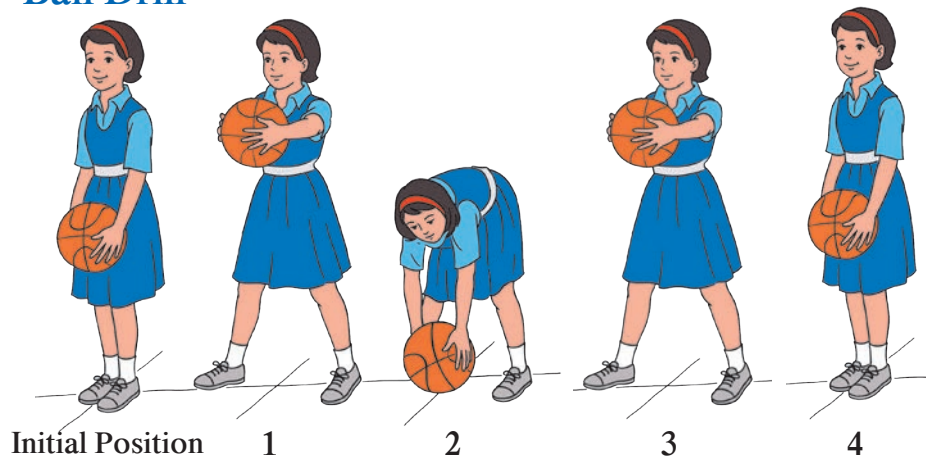
Exercise 4



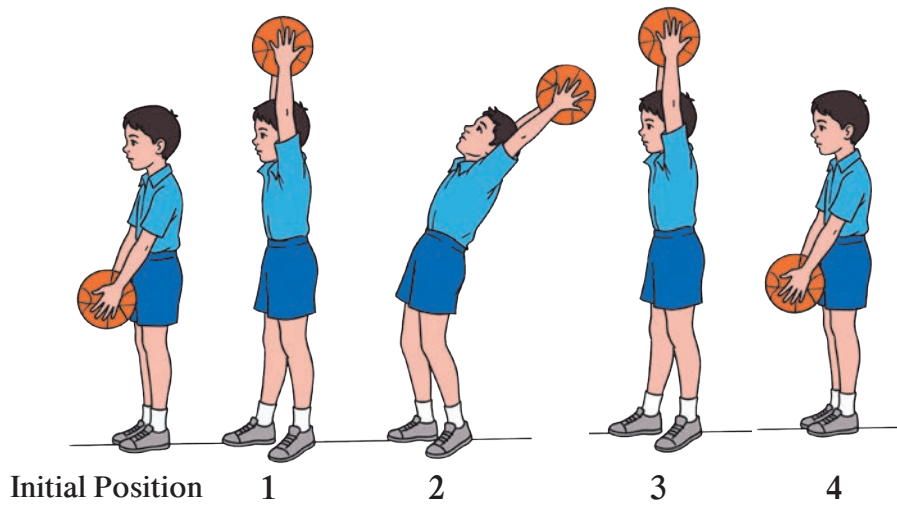


• Ball Drill

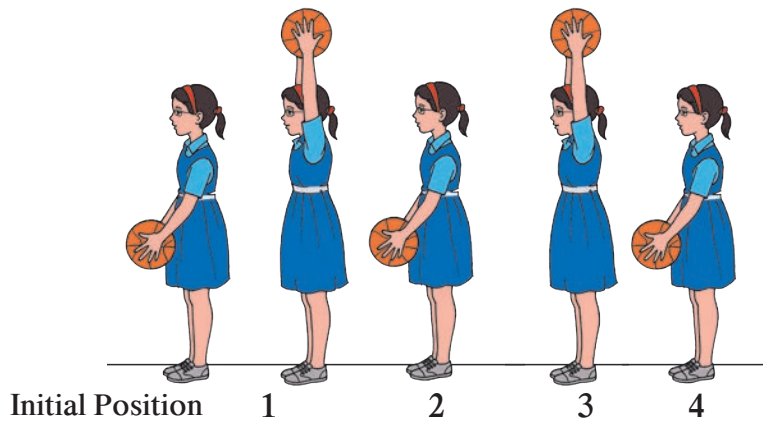
Exercie 1



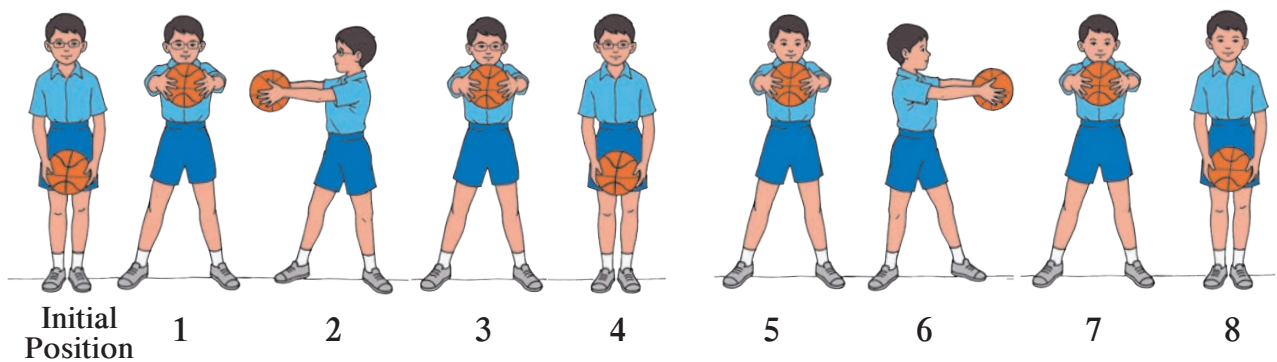
Exercie 2



Exercie 3

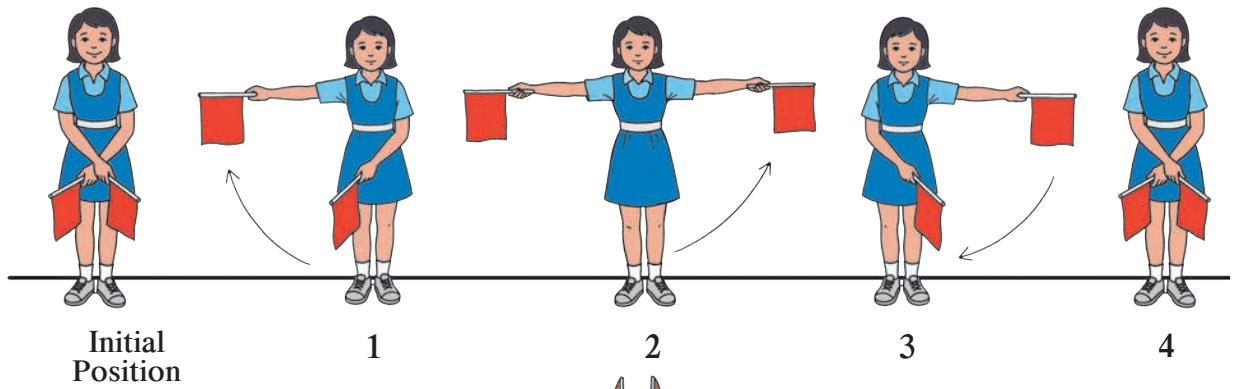


Exercie 4

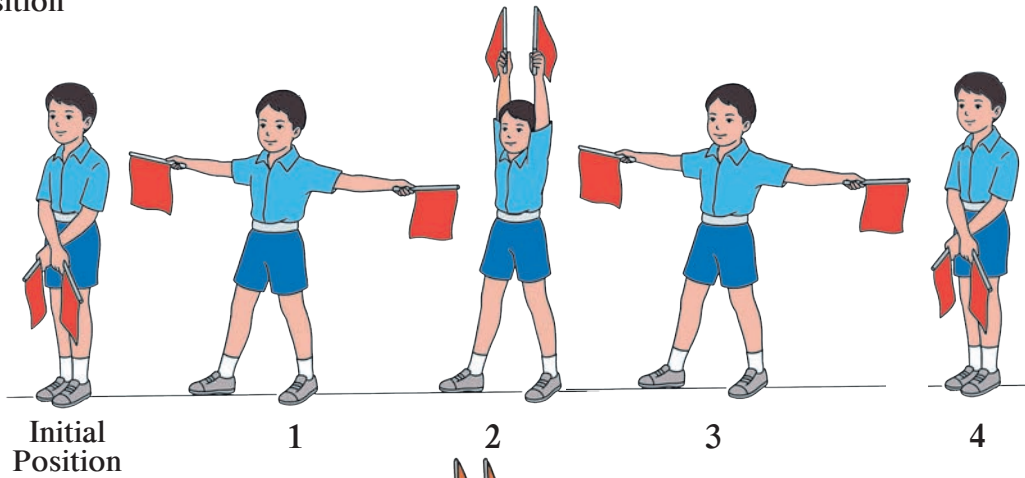


• Flag Drill

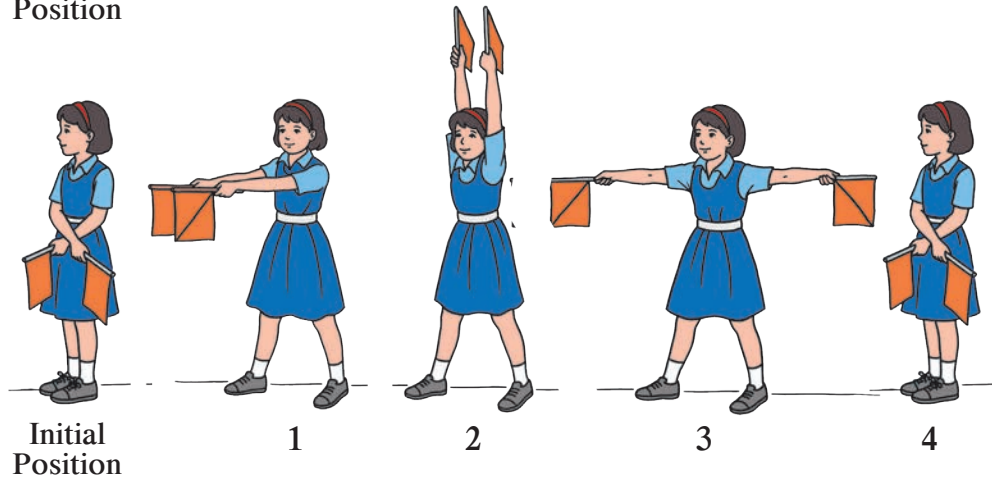
Exercise 1



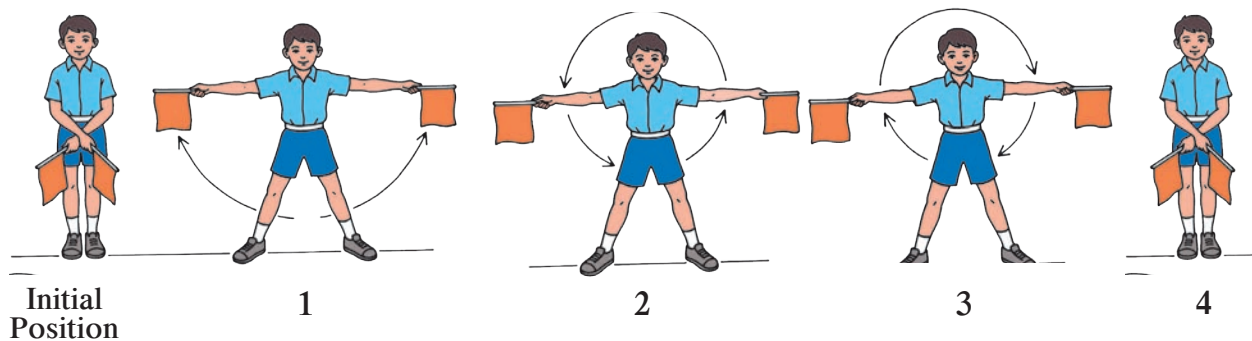
Exercise 2



Exercise 3

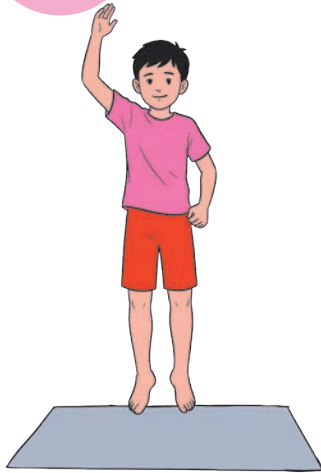


Exercise 4

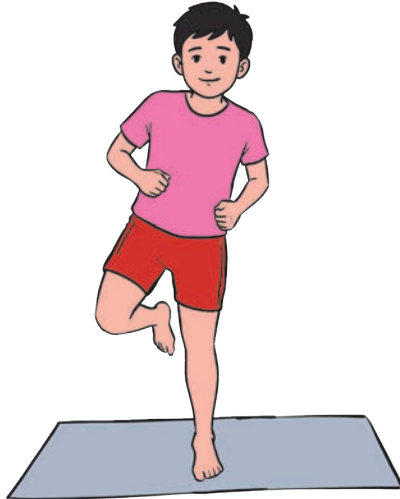




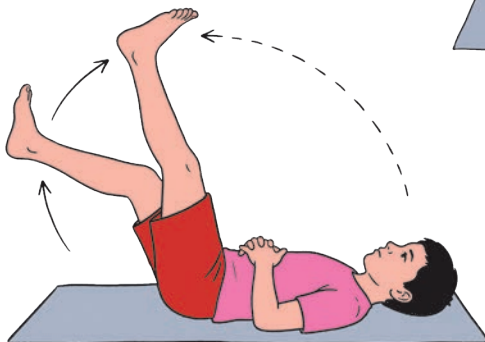
• Dancercise



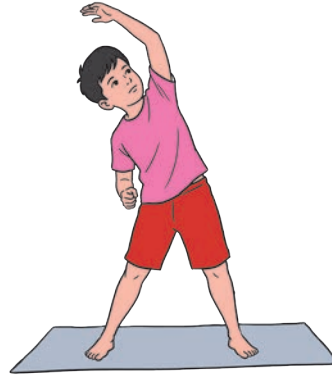
1. Punching while jumping



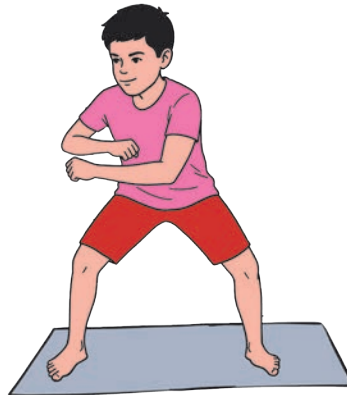
5. Jumping alternately on one foot



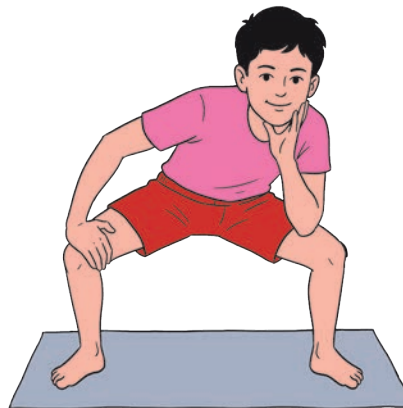
7. Lying down and moving the legs up and down



2. Raising the hand while coming on toes



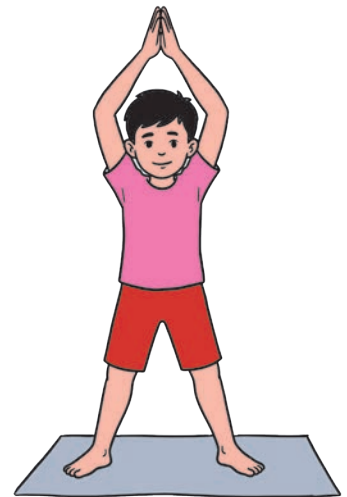
4. Rotating the hand sideways



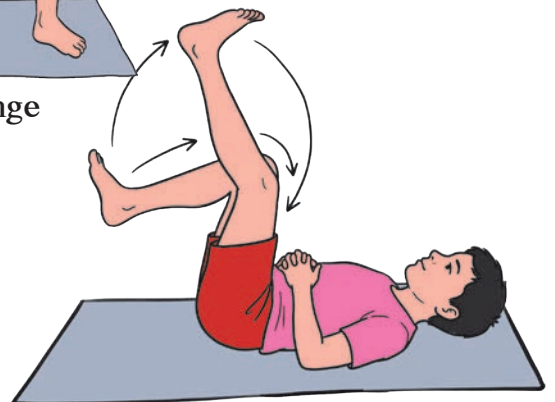
6. Side Lunge



3. (A) Tapping the floor in squat position



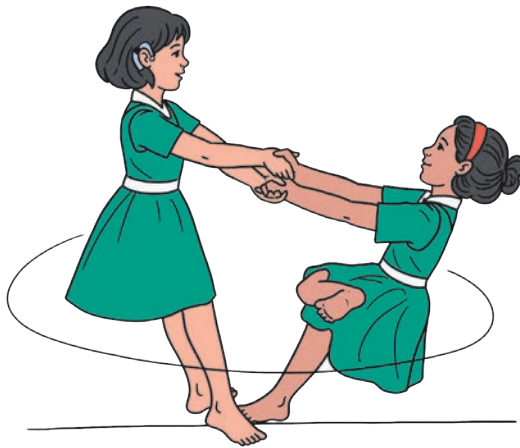
3. (B) Standing up and clap over the head



8. Lying down and cycling

2.7 : Indian Exercises

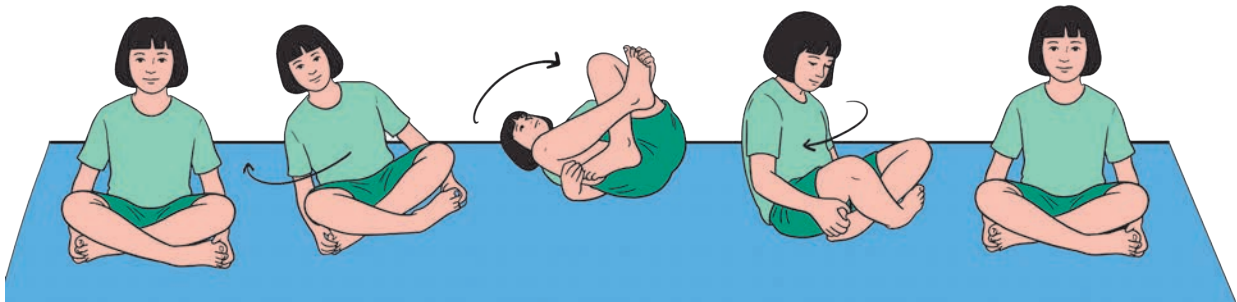
● Fugdi



Fugdi grindstone



Sitting Fugdi

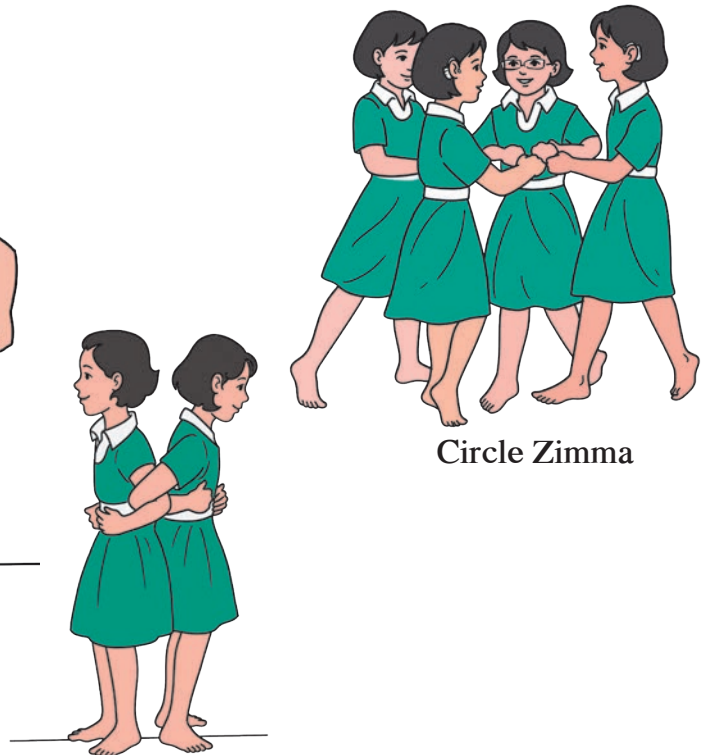


Rolling Fugdi or Bundle roll

● Zimma



Snapping Zimma

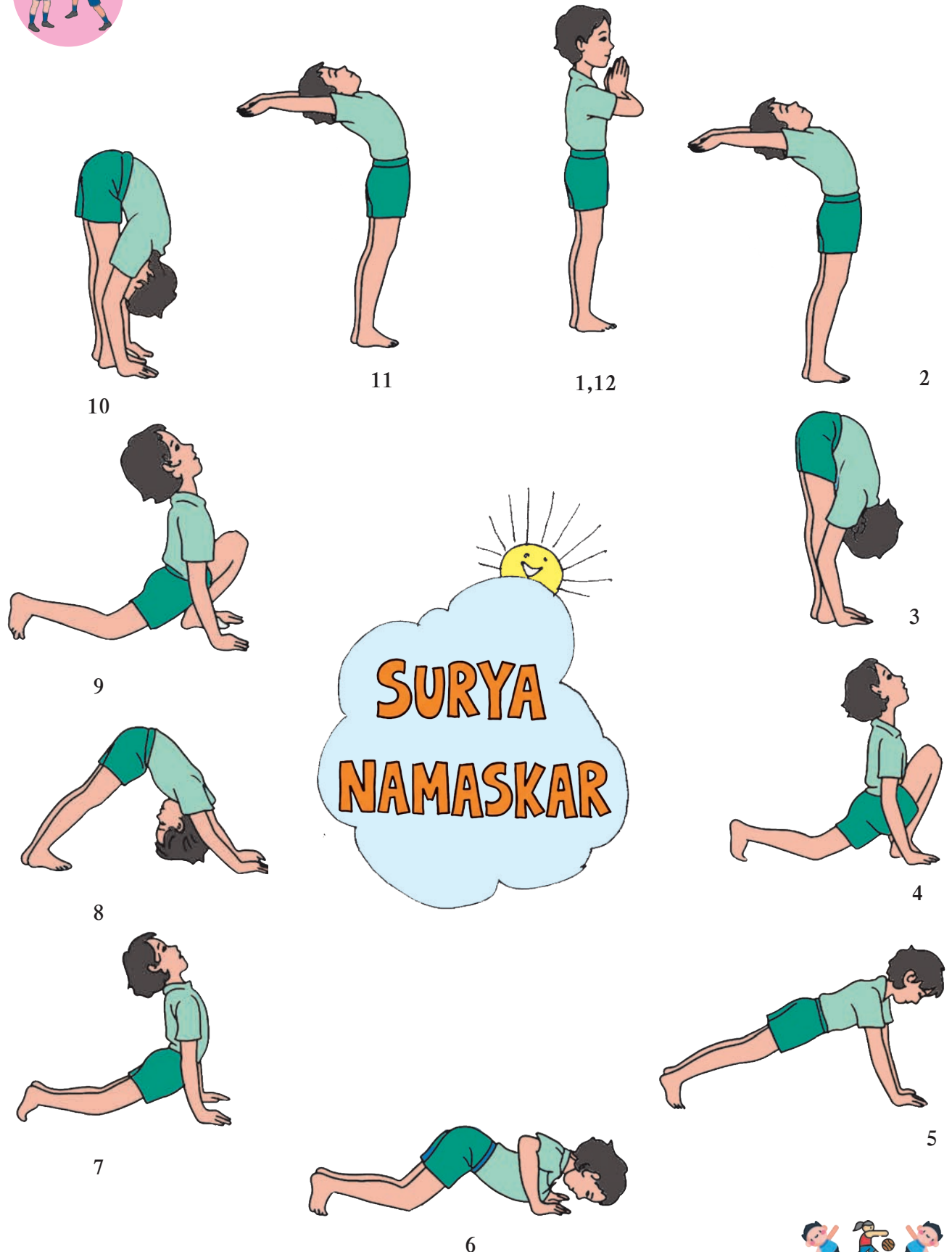


Circle Zimma

Back Fugdi



2.8 Suryanamaskar





Section 3 : Drill and Marching



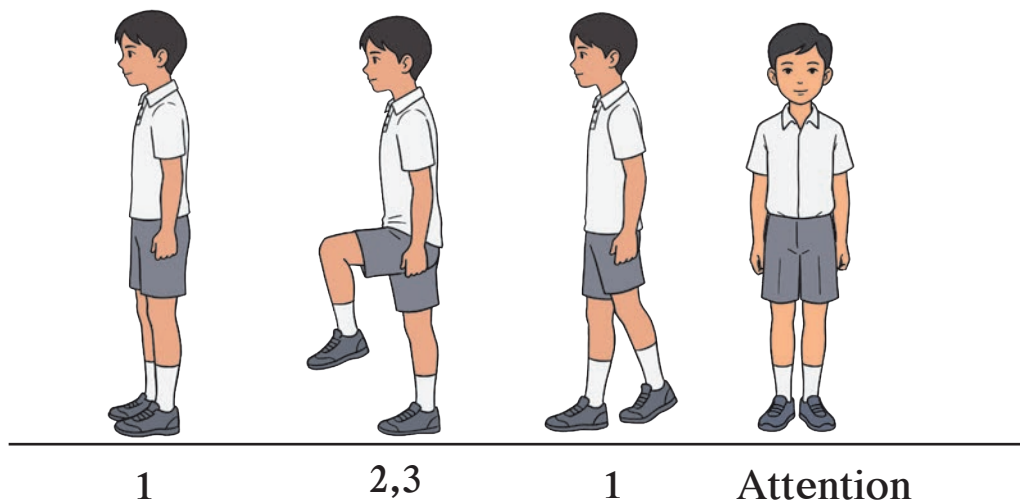
3.1 *Dahine Mud*

Order : 'Squad, *Dahine mud*

Counting : 'Ek, Do-Teen, Ek'

Necessity : To turn right while standing in one place.

Action : On the count of 'Ek' turn right on the right heel and left toe. On the count of 'Do Teen' place the right toe on the ground and left leg should be raised up in 90°. On the count of 'Ek' stamp the left leg down which is raised up in 90° near the right leg and stand in *Savadhan* position.



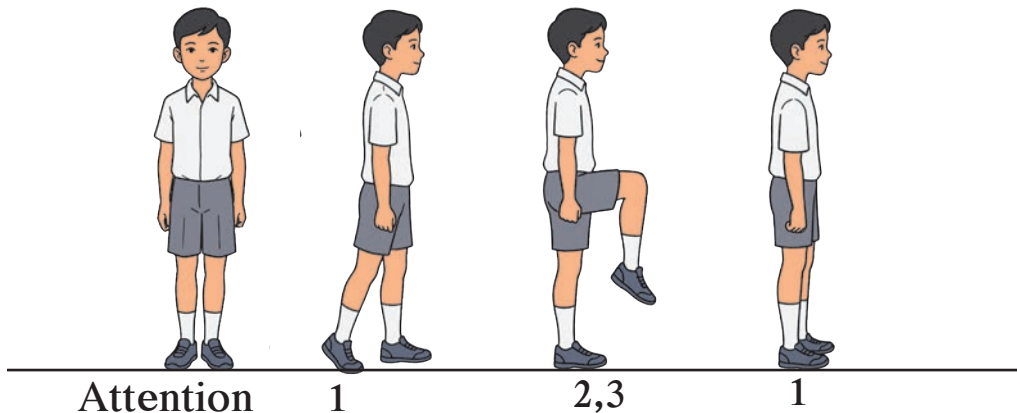
3.2 *Baye Mud*

Order : 'Squad, *Baye mud*

Counting : 'Ek, Do-Teen, Ek'

Necessity : To turn left while standing in one place.

Action : On the order of 'Baye mud' do all the actions as per *Dahine mud* but to the left side with opposite legs.





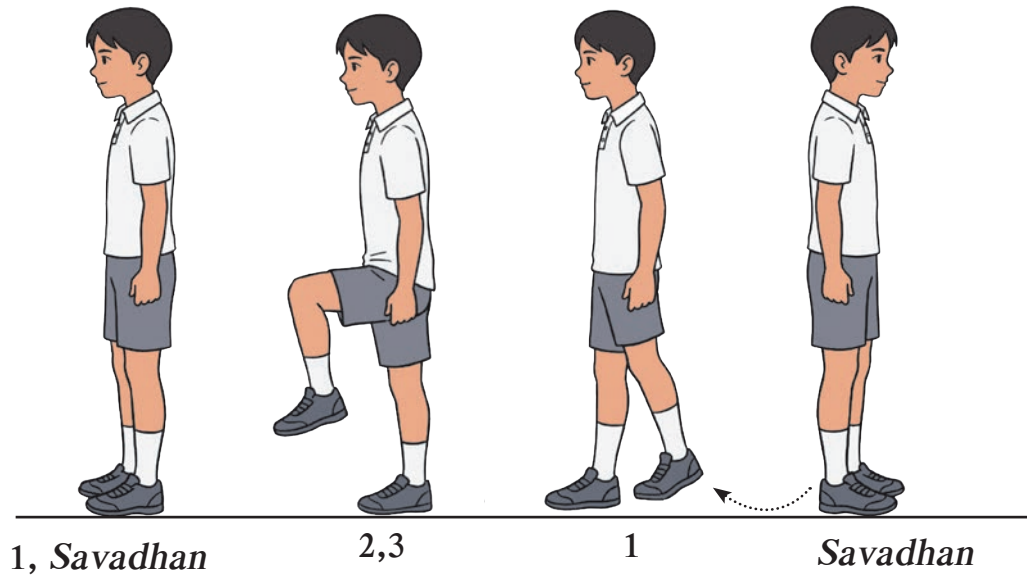
3.3 Picche Mud

Order : 'Squad, Picche Mud'

Counting : 'Ek, Do-Teen, Ek'

Necessity : To turn around while standing in one place.

Action : On the count of 'Ek' turn around from the right side in 180°. Keep the body straight and hands close to the body. On the count 'Do Teen' raise the left leg up at 90° angle. On the count of 'Ek' stamp the left leg down near the right leg and stand in *Savadhan* position.



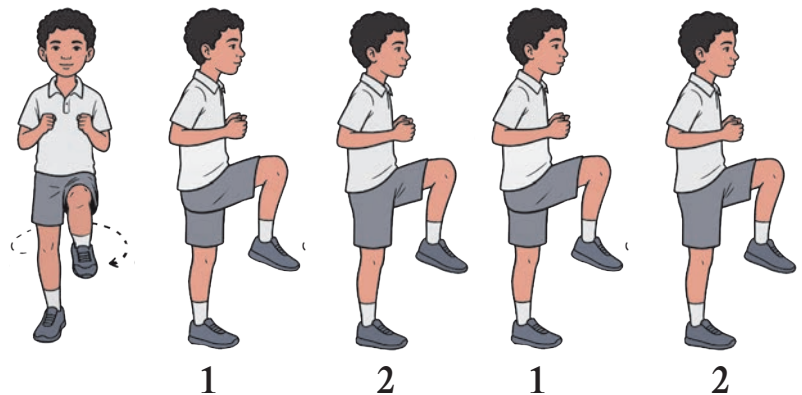
3.4 Daudke Chal

Order : 'Squad, Daudke Chal'

Counting : 'Ek-Do, Ek-Do'

Necessity : While from one place to the other quickly.

Action : While doing 'Daudke Chal' do the same action as *Kadamtal* and step forward with the speed of 180 steps per minute. On the count of 'Ek'



fold both the hands at elbow and hold close to the chest. Raise the left leg upto 90° and place it forward on the toe. On the count of 'Do', as the left toe lands on the ground, raise the right leg in 90° and place it on the ground forward. The position of the hands will be same as count 'Ek'. Keep moving forward accordingly.

3.5 Daudke chal me Tham

Order : 'Squad, Tham'

Counting : 'Ek-Do, Teen, Char'

Necessity : To halt the marching squad.

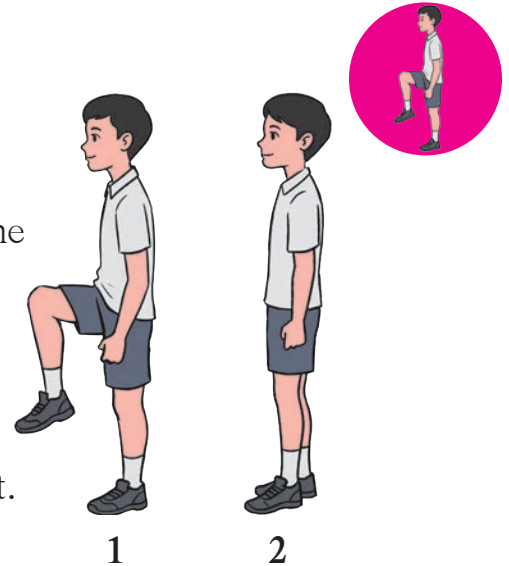
Action : On the order of *Daudke chal me tham*, do the following action on the count of *Ek, Do, Teen, Char*

'Ek' : Left leg on the ground

'Do' : Right leg on the ground

'Teen' : Left leg on the ground

'Char' : stamp the right leg near the left leg and halt.



While turning left, right, around in *Daudke chal*, the position of the hands will be same as like *Kadamtal*.

3.6 Daudke chal me Dahine Mud

Order : 'Squad, Dahine Mud'

Counting : 'Khali Ek-Do'

Necessity : To turn the whole squad 90° to the right while *Daudke chal*.

Action : Give the order on the right leg. At the same time turn 90° to the right while placing the left leg across in front of the right toe and continue '*Daudke chal*' to the right. On the count of '*Khali*' turn right on the right leg heel while raising the left leg up in 90°. On the count of '*Ek*', stamp the left leg near the right leg and come to *savdhan* position. Afterwards again on '*Ek*' take the left leg forward and continue doing '*Daudke chal*'.

3.7 Daudke chal me Baye Mud

Order : 'Squad, Baye Mud'

Counting : 'Khali Ek-Do'

Necessity : To turn the whole squad 90° to the left while *Daudke chal*.

Action : Give the order on the left leg. At the same time turn left while placing the right leg across in front of the left toe and continue '*Daudke chal*' to the left. On the count of '*Khali*' turn left on the left leg heel while raising the right leg upto 90°. On the count of '*Ek*', stamp the right leg near the left leg and come in *Savadhan* position. Afterwards again on '*Ek*' take the left leg forward and continue doing '*Daudke chal*'



3.8 Daudke Chal me Pichhe Mud

Order : ‘Squad, Pichhe Mud’

Counting : ‘Khali Ek-Do’

Necessity : To turn the entire squad to 180° backward while ‘Daudke chal’

Action : Give the order on the left foot. Continue ‘Daudke chal’ while executing the turn in One, Two, Three, Four counts.

One – Cross the left foot in front of the right foot. The feet form a shape like the letter ‘T’. Body is turn in One, Two, Three, Four count.

Two – Lift the right foot and stamp its toe near the toe of the left foot. The feet form a shape like letter ‘L’.

Three – Lift the left foot and stamp it beside the toe of the right foot.

Four – Complete 180° turn. Stamp the toe of the right foot. Beside the toe of the left foot and come to the *Savadhan* position.

For Students

- Tick whether would you like to do the activities in Drill and March every day?
Yes ☐
No ☐
- Watch the Republic Day Parade to be held in Delhi and tell the teacher how did you feel about it?





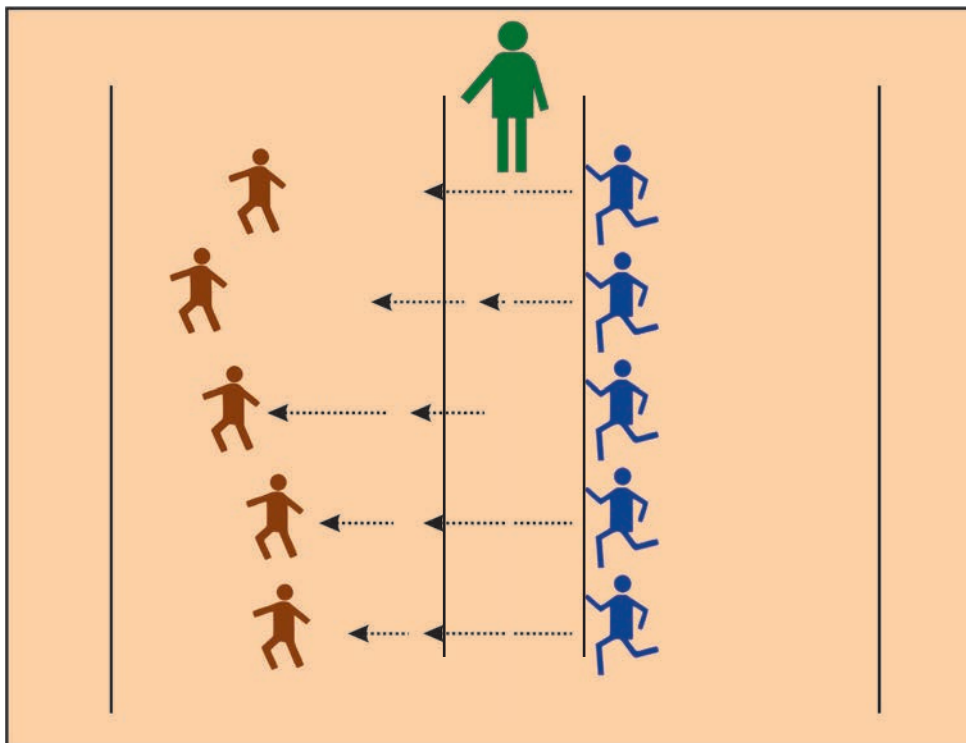
Section 4: Various Games, Races and Combats



4.1 Minor Games

(1) Duck-Dove

Mark 2 parallel lines 15–20 meters away from each other. Consider these lines as the end lines. Mark one more parallel line in the center of these two lines. Make 2 equal groups of the students and name them Duck and Dove. The teacher should stand on one side of the center line. Duck and Dove groups should stand on either side of the center line approximately 2 mts. away and facing each other. When the game starts, the teacher shall start saying D,D,D,..... and suddenly shall say Duck or Dove. If the teacher says Duck, the students of Duck group shall try to run across their end line and students of Dove group shall try to catch the Ducks. Those who will be caught shall join the Dove team and play as Doves. In this way, continue playing this game till a specific time or till all the students from any group get caught.



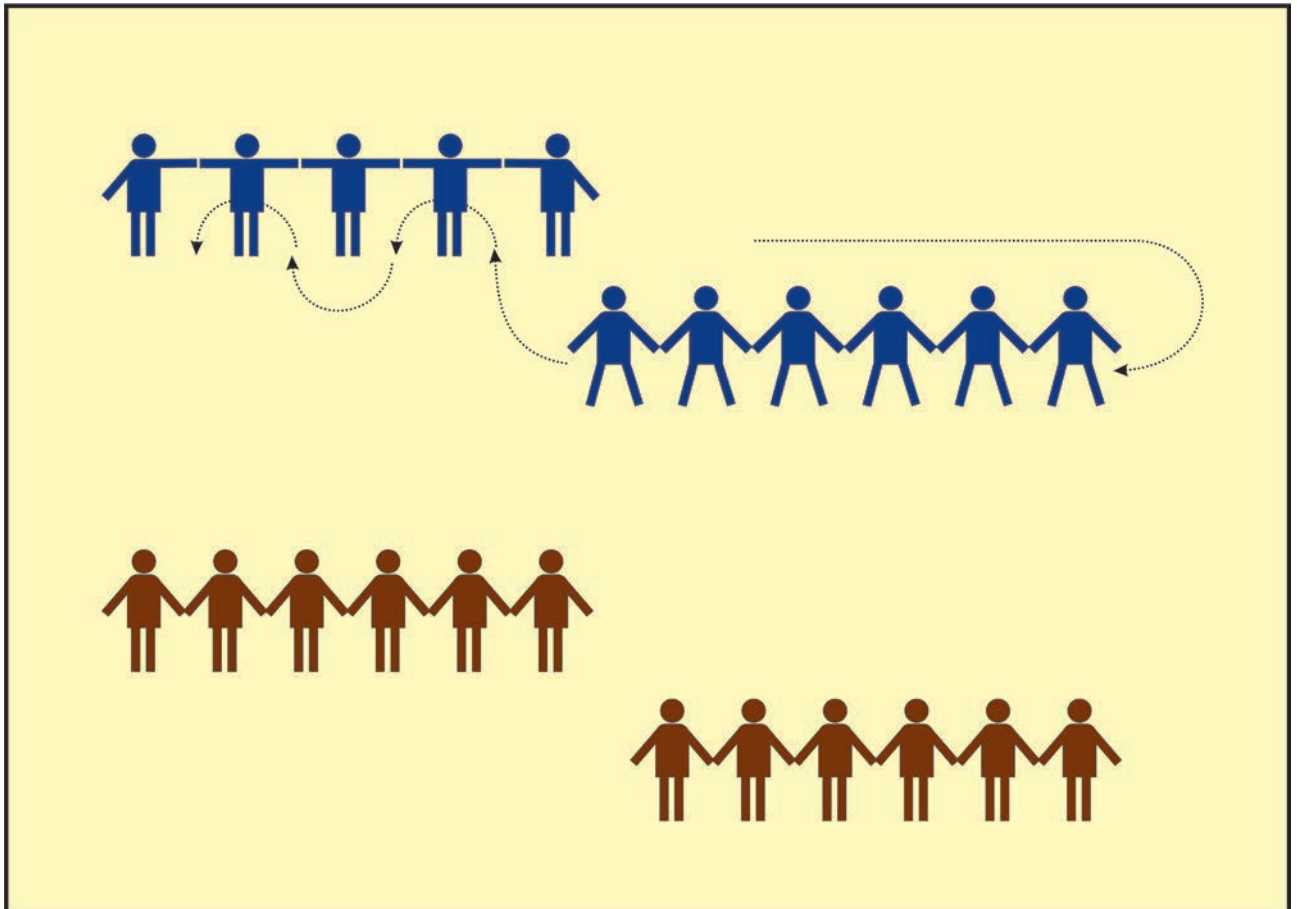
For Students

- Congratulate the student from your group who has played well.
- Congratulate the winning team.



(2) Snake

Make 2 chains of equal potential and number of students in a line. The distance between the 2 chains in the line should be approx., 8 steps. On the whistle, the first chain of each group should go through under the hands of the second chain of their group without breaking the chain and stand 8 steps away from that chain. Immediately second chain will go through under the hands of the first chain and stand 8 steps away from them. The group that shall finish this game first shall be declared as the winner.



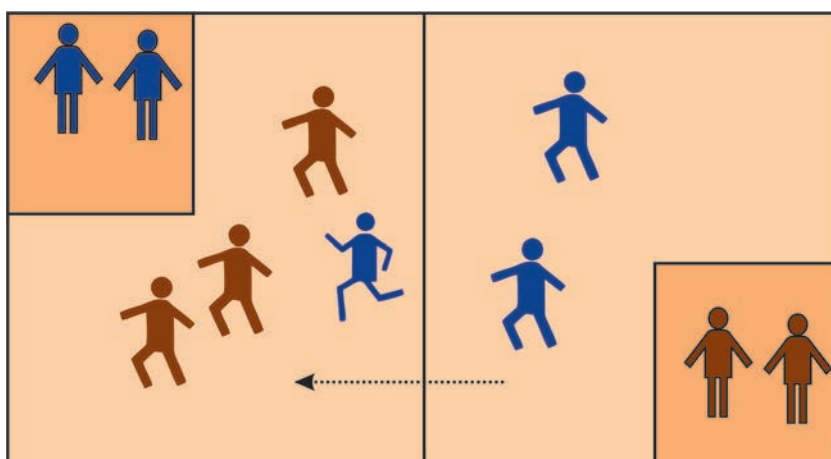
Variation

1,2,3,..... students can go under the chain at one time instead of the full chain.

(3) Lock and Key

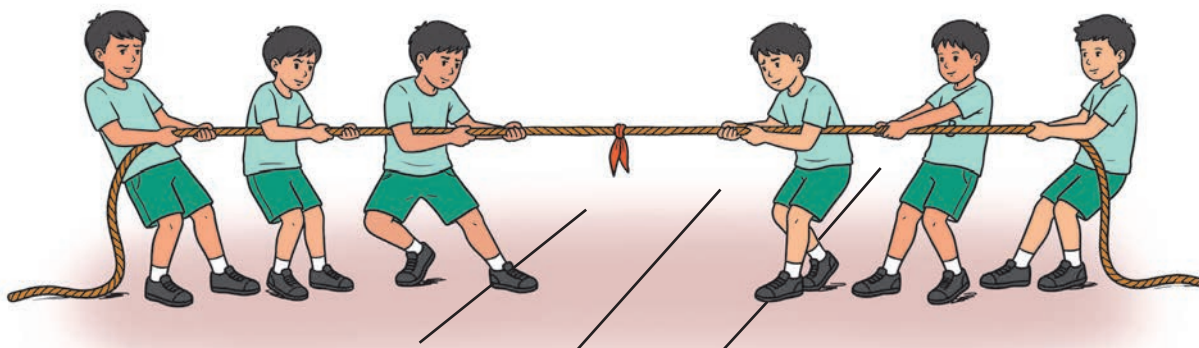


Make two equal parts of the ground. Mark two squares diagonally opposite to each other in both the parts. This shall be their house. Make two equal groups of the students. They shall stand in their respective halves. As the game starts, students from both the groups shall enter in to the opposite half and try to catch the students and say 'Lock'. The students who shall be caught by the other group, should be made to sit in the square of that group. The students who have been caught shall try to escape from the hands of the student while he is been taken to their square. The students locked in the square shall be freed by the student from their team by putting his hand on the head and saying 'Key'. Both, the student giving the 'Key' and the student who has got the 'Key' shall try to get back in their half. While coming back the opposite team students should again try to 'Lock' them. In this way keep the game going. At the end of the game, the team which has a smaller number of 'Lock' students shall win.



(4) Tug of War

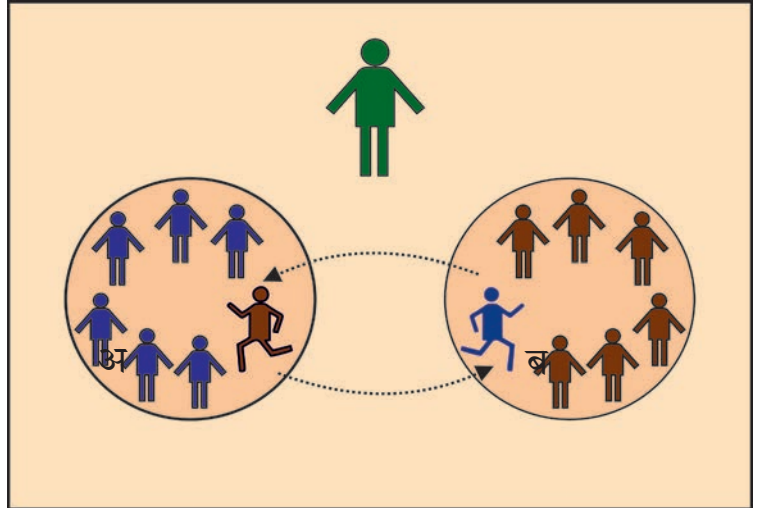
Make two balanced groups of the class. Stand as shown in the figure. As the game starts, both the groups shall try to pull the ropes towards them. Whichever group pulls the center of the rope in their half shall be declared as the winner.





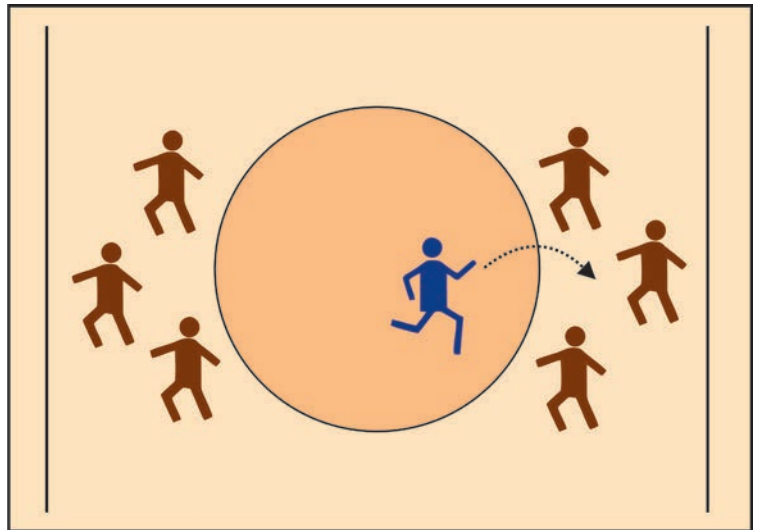
(5) Making the student out in the circle

Mark two circle with 5-to-7-meter radius as shown in the figure. Make two equal groups 'A' and 'B' of the students and make them stand in the circle. Make one student of group 'A' stand in the group 'B' circle and one student from group 'B' in the group 'A' circle. On the signal, the student of group 'A' should try to catch the students of group 'B' circle and the student of group 'B' to the students of group 'A' circle. The group which makes all the students out of the other circle first should be awarded one point. Afterwards both the students should go back and join their group and the other students shall go to the other circle to make them out. In this way, continue giving opportunity to all the students. The group which scores the maximum points shall be declared as winner.



(6) Go Home

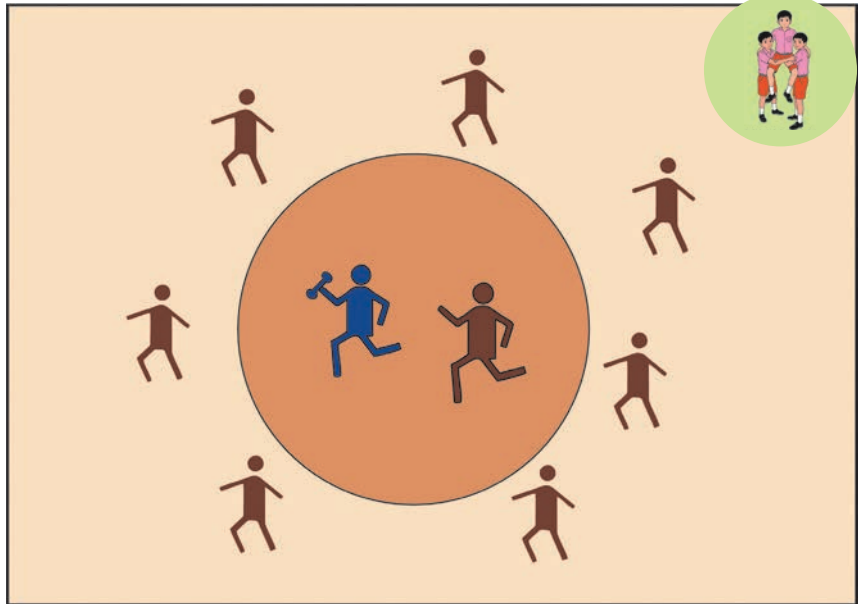
Mark two parallel lines 20-25 meters away from each other. Mark a circle in the center of these lines with a radius of 3 meters. The student who will take the den shall stand in this circle. The others should move around the circle while clapping. The teacher should suddenly say 'Go Home', the students moving around the circle should run and try to cross



any end line. The denner should try to make the students out before they cross the line. The student who is out shall take the den and the earlier denner shall join the other students and continue the game. In this way, the student who remains not out till the end should be declared as the winner.

(7) Stealing the Dumbbell

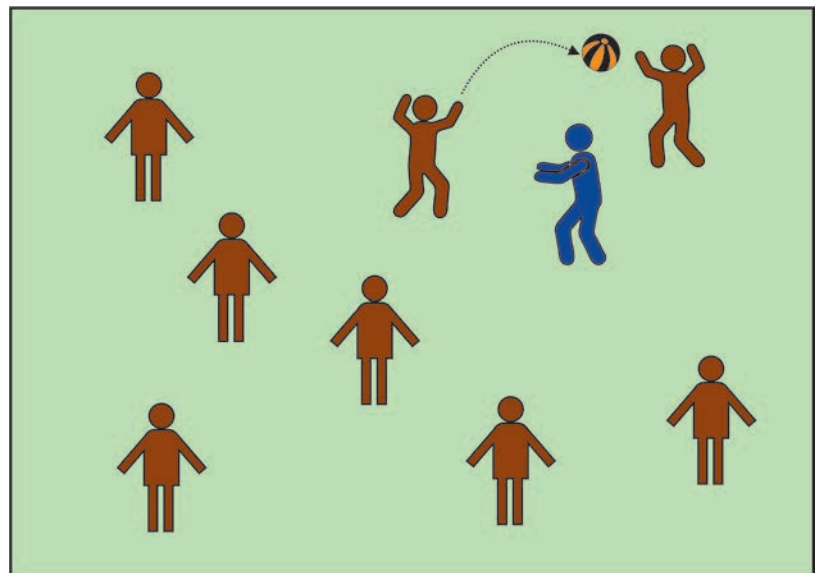
Mark a circle and keep a dumbbell in the center of the circle. One student should stand in the circle to guard the dumbbell. The other students should run around the circle. After the game starts the students outside the circle should try to steal the dumbbell and take it outside the circle. While stealing the dumbbell if the



guard touches the student, then that student shall guard the dumbbell and the guard shall join another student and run outside the circle.

(8) 10 Passes with Ball

Make two groups of the class and stand on the ground. The teacher should toss the coin and give the ball to the group which wins the toss. The group which has got the ball should try to make ten passes between them. The opposite group shall try to intercept and take the ball.



Rule : Do not run with the ball. Two students should not pass the ball consecutively to each other. Do not snatch the ball from the others hand.

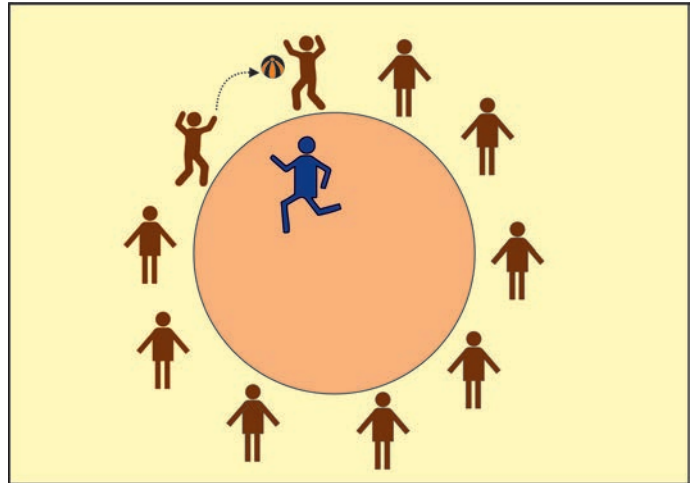
Variation

- Tennikoit ring, Frisbee, etc can be used instead of the ball.
- Five passes rule can be made instead of 10 passes.
- Only bounce pass may be allowed.
- Only overhead passes may be allowed.



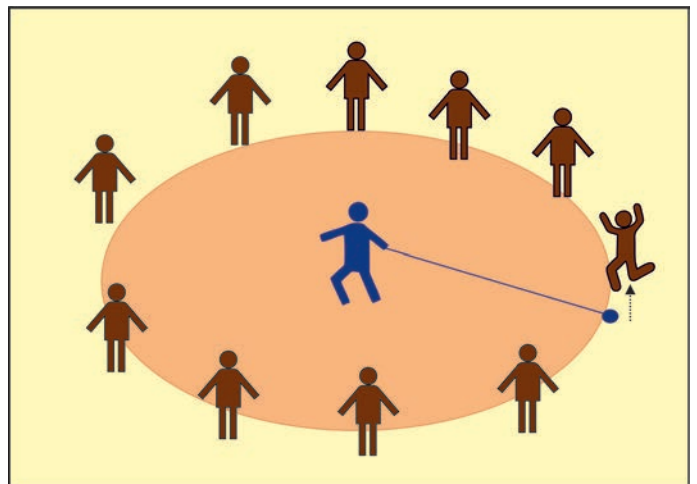
(9) Getting the Ball

Mark a circle on the ground. One student should stand in the circle and take the den while the others should stand on the circle facing inside. The distance between the two students should be 2–3 meters. Give a ball to one student on the circle. As the game starts, the students on the circle should pass the ball to each other in such a way that the denner should not get it. In this way, everyone should keep the ball rolling on the circle. The denner should try to take the ball. If the ball is taken by the denner whether in the air or on the ground, the student with the last pass shall take the den and denner shall join the others.



(10) Jumping over the moving rope

One student should take the den and standing in the center of the circle. The other students should stand on the circle facing the denner. Tie a rubber or plastic ball or ring to the end of the rope and give it to the denner. This thing should not injure the students. As the game starts, the denner should move the rope in such a manner that it will go underneath the students legs.



As the rope comes close to the student, the student shall jump over the rope in his place so that the rope shall pass under his legs. If the denner moves the rope faster the students shall have to jump continuously, which shall make the game more entertaining. If the rope touches any student's legs, that student shall take the den.

Variation

- The speed of the rope shall be slow in the beginning and then increased gradually.
- The height of the thing tied at the rope should be increased gradually from the ground.

4.2 Races



(1) Throwing the things and catching

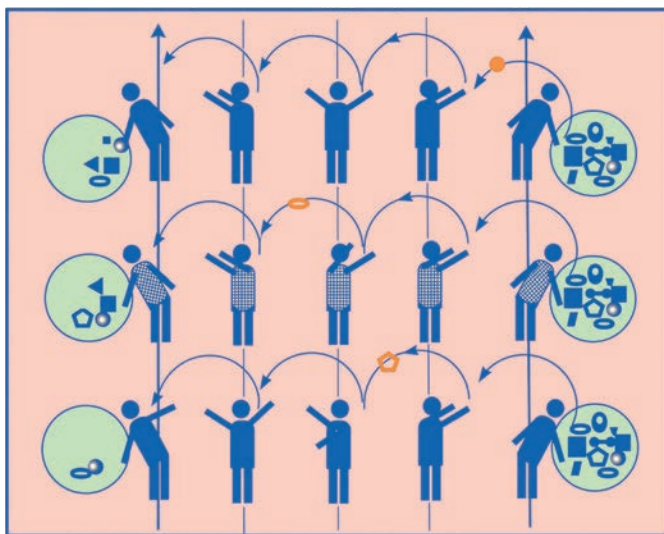
Make 3–4 equal groups with equal number of students. Mark a starting line on the ground. Mark a finish line parallel to it. All the groups should stand in a line behind the starting line. Make marks on the ground every 3 meters from the starting line. Every student in the group shall stand on these marks. Mark a circle with 1 meter radius outside the start and finish line. Keep 10–12 equipment inside the circle. (Dumbbells/Indian clubs/balls etc.). Every student from the group shall stand on the mark and turn to the right side.

As the game starts the first student near the starting line shall pick up an equipment one at a time from the circle and throw it to the second student. The second student shall throw it to the third student. In this way, the equipment should reach the last student standing near the finish line. He shall then keep the equipment in the circle outside the finish line. All the equipment's in the circle shall be passed and kept in the circle outside the finish line. The group which keeps all the equipment's in the circle first, shall be declared as the winner.

Note : While passing the equipment, the students should throw it to the next student and not pass hand to hand. If the equipment falls down, the student who has thrown the equipment shall pick it up and pass from the same place.

Variation

- Ring, paper balls, sponge balls, empty water bottles can be used as the equipment.



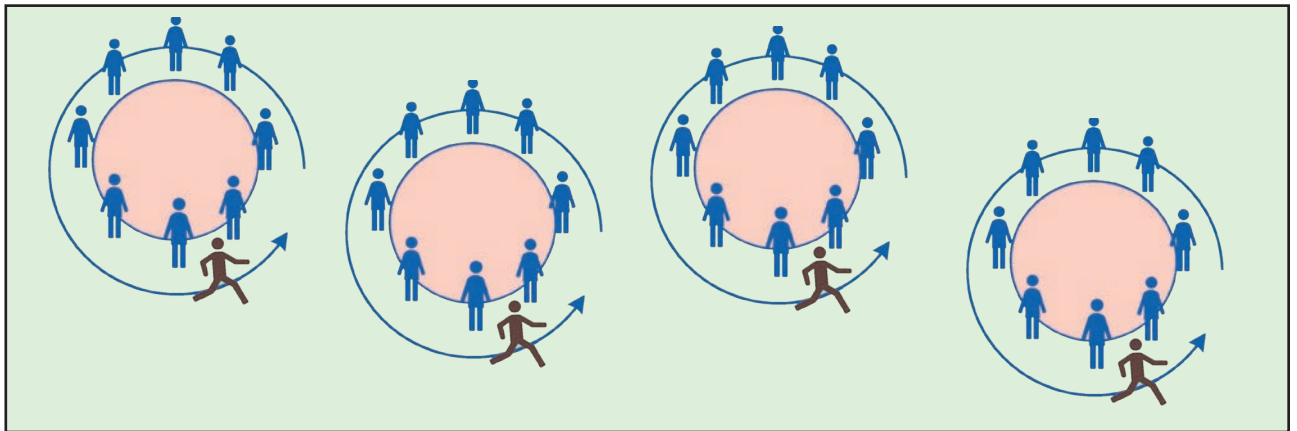
For Students

- Competition should be fair. Keep the environment friendly during the competition.
- Be careful that friends around you are not injured.
- Congratulate the winning group.



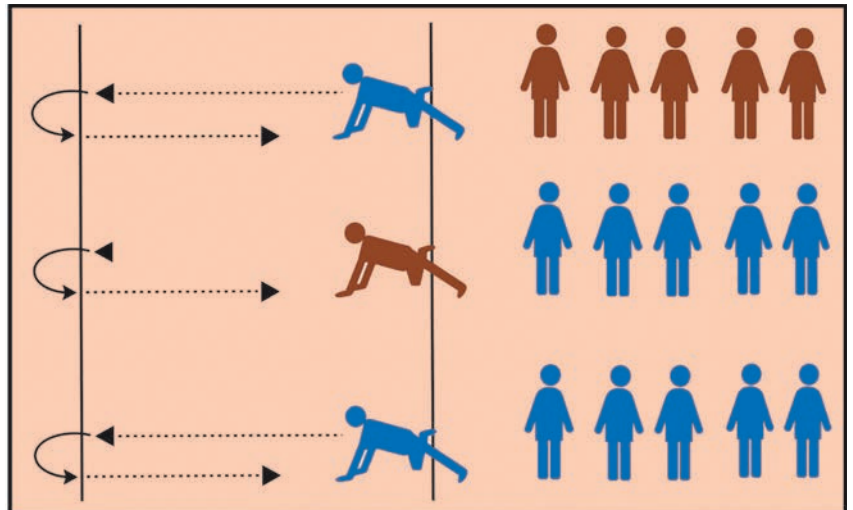
(2) Circle Race

Make 4-5 groups with equal number of students and make them stand on one circle each facing inside as shown in the figure. As the race starts, the first student from each group should take a round around his circle, give a clap to the next student and stand in his own place. The student who receives the clap shall start running. Continue the race in this manner. The group which finishes the race first shall be declared as the winner.



(3) Three legged race

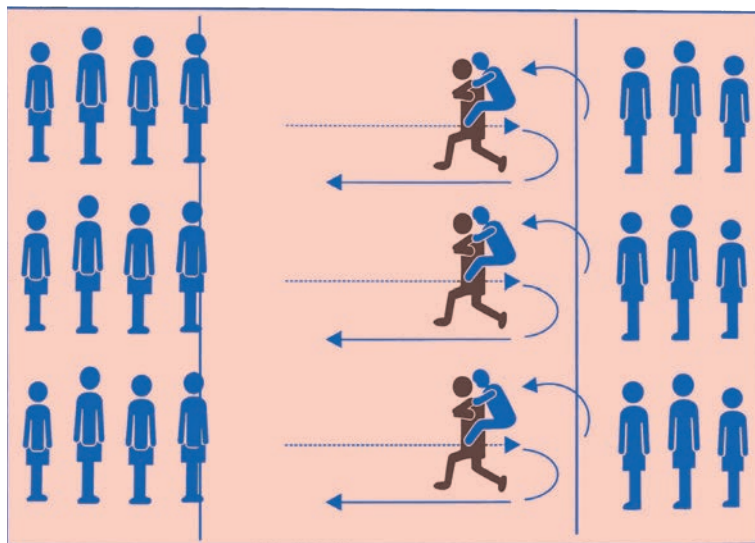
Make 4-5 groups with equal number of students. Mark a starting line on the ground. Mark a finish line 10 to 15 meters parallel to the starting line. Every student from the group should stand in a line behind the starting line. The first student from each group should place both hands and one leg on toe, on the ground and bend the other leg at the knee and take the position.



As the race starts, the student shall move forward in this position and cross the finish line, then come back to the starting line, give a clap to the next student and go and stand behind his own group. The group that finishes the race first shall be declared as the winner.

(4) Back Sack Race

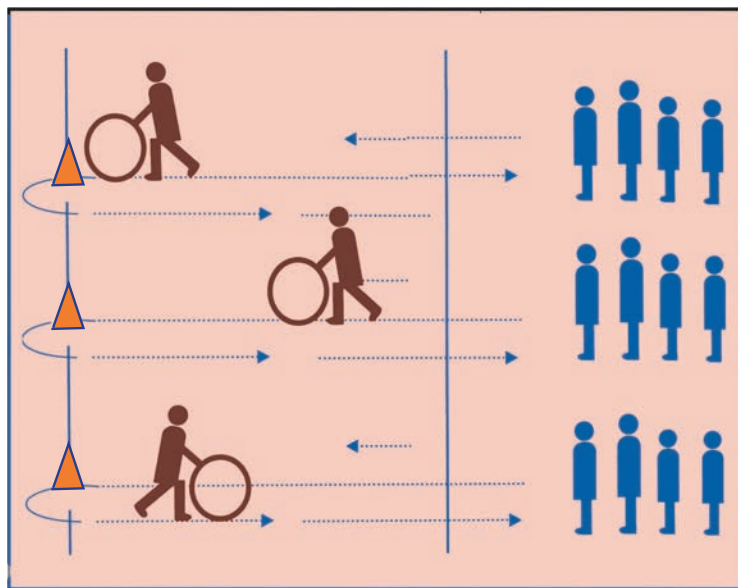
Make groups with equal number of students. Mark a starting line on the ground. Mark a line at distance of 10 meters parallel to it. Make sub groups 'A' and 'B' of the groups and make them stand opposite to each other behind the lines. As the game starts, the first student from 'A' group will run and carry the student of group 'B' from his team on his back after coming back to his line, give a clap to the next student and both of them will go and stand behind the line. In this way the race will end when the last student is brought back.



The group which shall cross the line with their last pair first shall be declared as the winner.

(5) Hula Hoop Race

Make 4-5 groups with equal number of students. Mark a starting line on the ground.



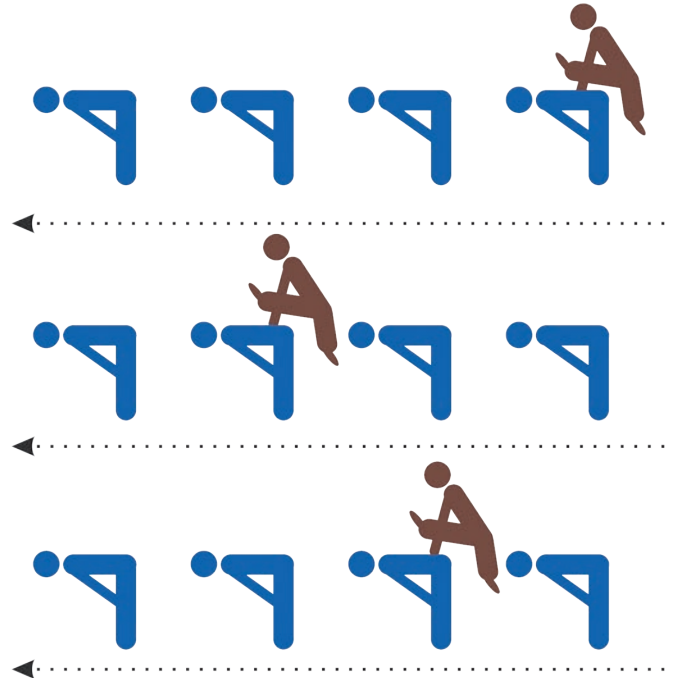
Mark a finish line at of distance of 20 meters parallel to it. Keep a cone on the finish line as a marker for turning around. Everyone should stand behind the starting line. Give a Hula Hoop to the first player of each group. As the game start, each student with the Hula Hoop shall run rolling the Hula Hoop, towards end line he then go around the cone, come back and pass the Hula Hoop to the next student and stand behind the line.

In this way, everyone in the line shall finish the race. The last student from a group to cross the line first, that group shall be declared as the winner. A tyre can be used instead of the Hula Hoop.



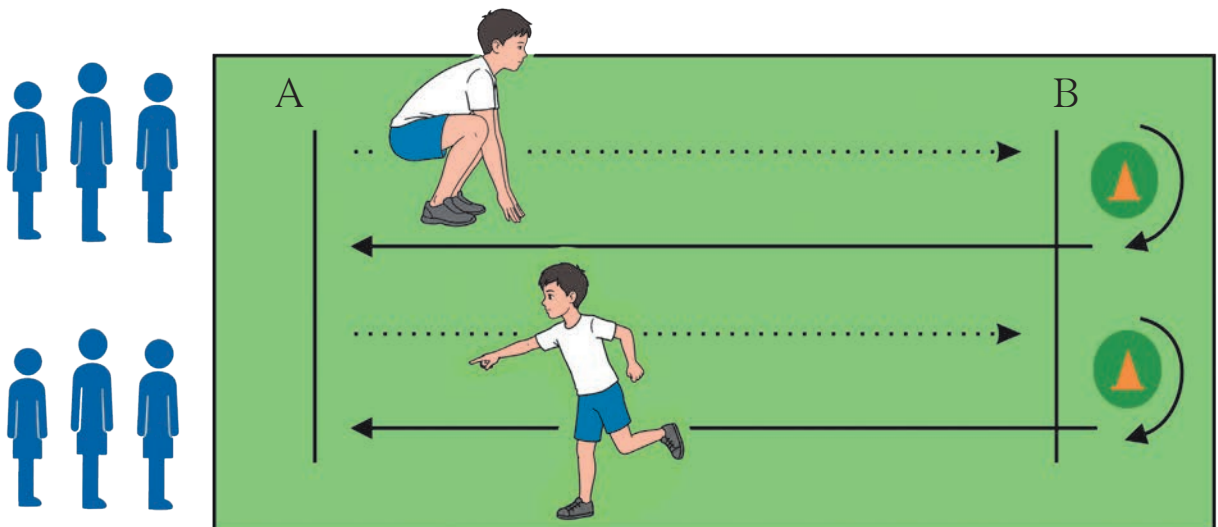
(6) Tumbling Jump Race

Make 4-5 groups with equal number of students. Mark a line on the ground. All the students should stand behind the starting line. Leaving the last student, all the other students in the line shall bend forward keeping their both hands on both the knees. As the race starts, the last student shall start jumping over the bent student keeping his hands on their back and then stand bended after jumping over the first student. After he bends then only the last student should start jumping. In this way, the race will get over when the first student shall come back to his place again. The group from which the first student comes back in his place first, that group should be declared as the winner.



(7) Going Frog, Coming Langdi

Make two equal groups of the student and make them stand behind line 'A'. As the game starts, the first student shall go leaping like a frog and take a round around the cone kept on line 'B'. While coming back he shall do langdi and give a clap to the next student and go and stand behind the line. Everyone should repeat the same action. The group that finishes the race first shall be declared as the winner.

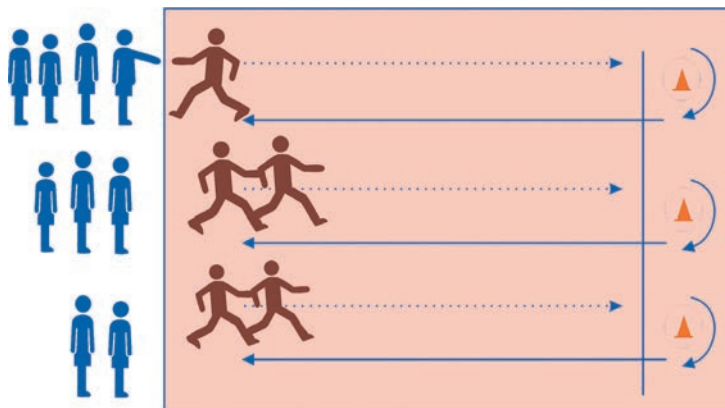


(8) Chain Race

Make 4-5 groups with equal number of students. Mark a starting line on the ground and a line at of distance of 30 meters parallel to it. All



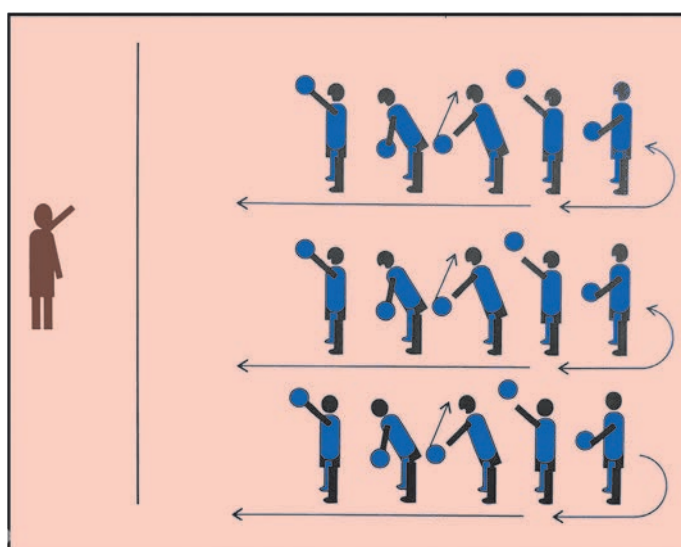
the groups shall stand behind the starting line. As the race starts, the first student from the group shall go running and take a round around the cone, come back running and hold the hand of the 2nd student from the group. Both the students then will go running holding their hands, take a round around the cone and come back to their place. The first



student shall then leave the hand of the 2nd student and go and stands behind the line. The 2nd student shall then hold the hand of the 3rd student and come back taking a round around the cone holding each other's hands. In this way all the students in the group shall complete the race in pairs. The last student in the line shall hold the hand of the first student on his second turn and come back and stands behind the line. In this way, the race shall end when the group from which the last student and the first student come back in a chain. The pair from a group that comes first, that group shall be declared as the winner.

(9) Passing the ball overhead and through the legs

As the race starts the first student shall pass the ball overhead head to the student standing behind him. That student shall then pass the ball through his legs to the 3rd student. In this way, the ball shall be passed overhead and through the legs in alternate manner till it reaches the last student. The last student after getting the ball shall come running and stand in the first place and pass the ball overhead to the 2nd student. The race shall end when the first



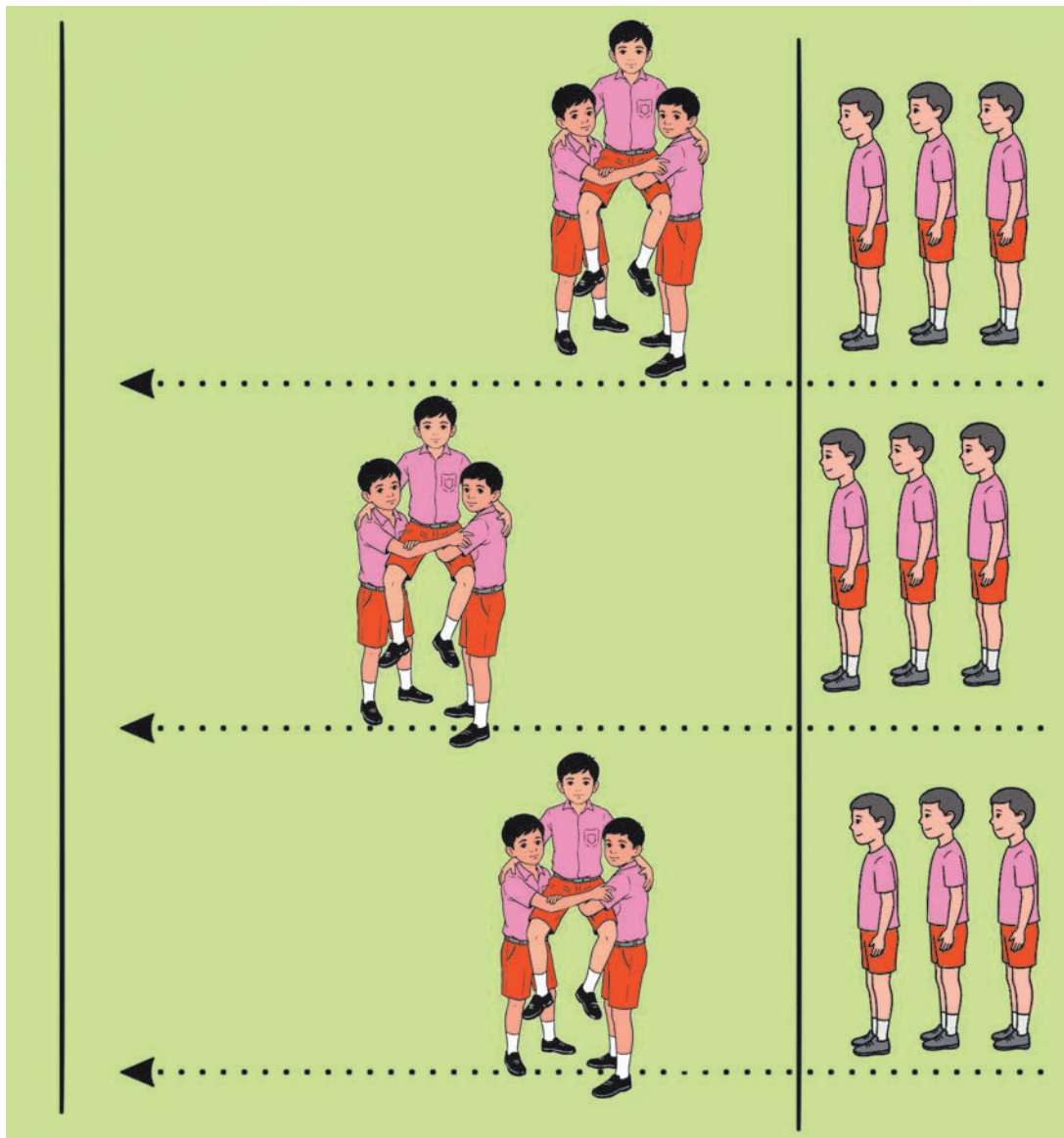
student who had started the race shall come back to his initial place. The group that finishes the race first shall be declared as the winner.



(10) *Palkhi Race*

Make groups with equal number of students. Mark a starting line on the ground. Mark another line at of distance of 10 -15 meters parallel to it.

All the students should line up behind the starting line. As the race starts, the first student shall become the king and the number 2 and 3 students shall hold each other's hands and make a Palkhi. Hold the partner's left arm with the right hand and hold each other elbow with the left hand to make the Palkhi. The king shall sit in the gap which is created with the hands, keeping both his legs on both side of the hands and the king shall be carried to the finish line. The king shall stand on the finish line and number 2 and 3 students shall come back running to the starting line. Afterwards, number 2 shall become the king and number 3 and 4 students shall make the Palkhi. The group whose last student is carried across the finishing line first is declared as the winner.



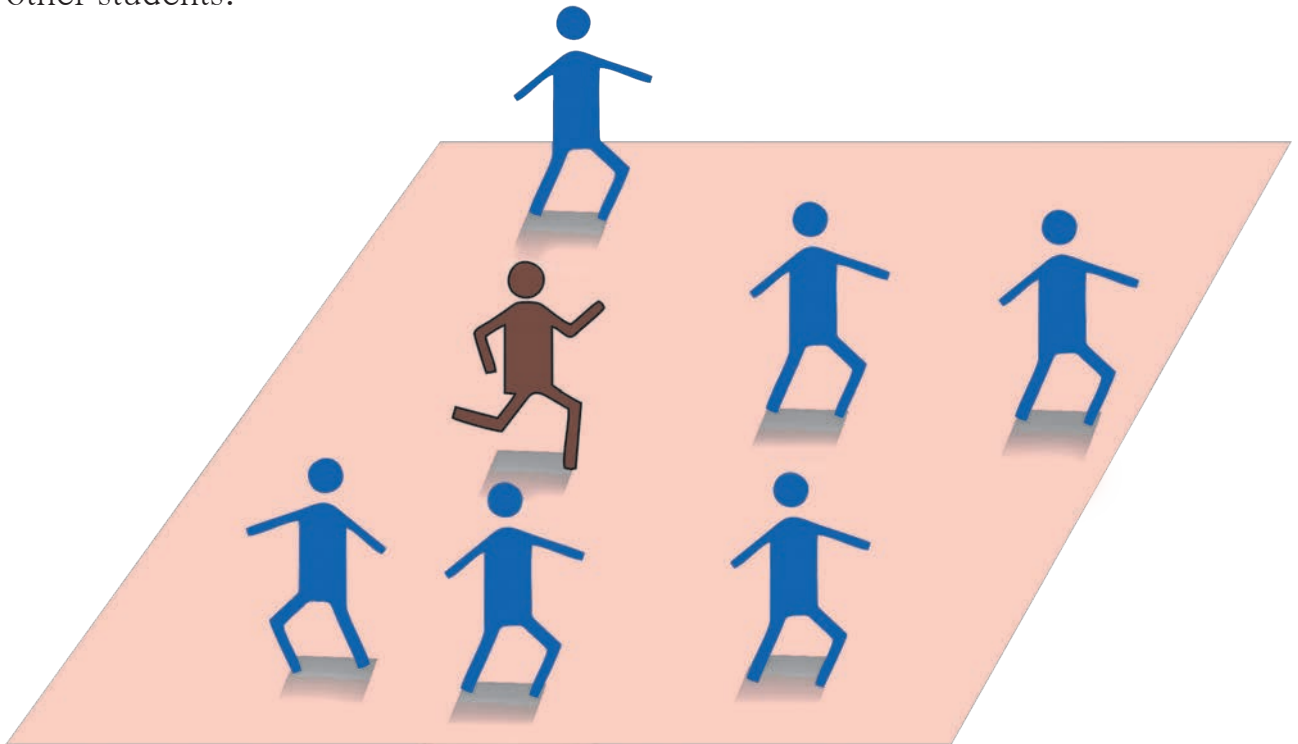
4.3 Lead Up Games



- **Kabaddi**

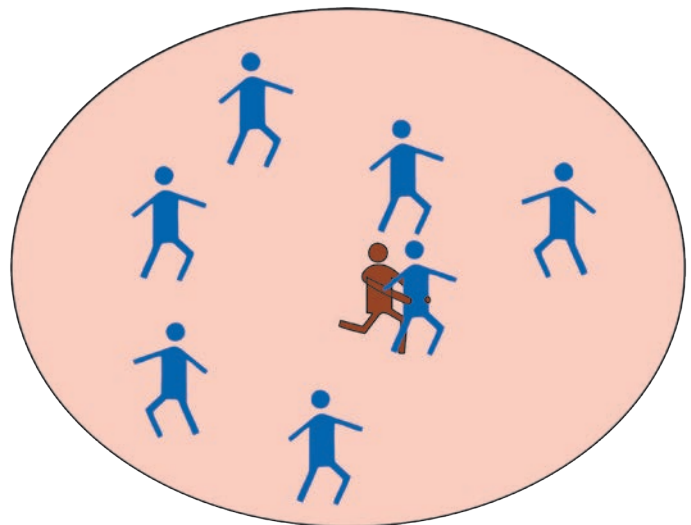
- **Catch the Shadow**

Stand in the square marked on the ground. One by one everyone shall take the den. The denner shall make the students out by stamping on the shadow of the students. The student who is out shall take the den and the previous denner should join the other students.



- **Catch the Waist**

Teacher should ask the students to run on the ground. One student shall take the den. The denner, on the signal, shall try to hold the waist of the other students and make them out. The student who is out shall take the den. The game shall be continued in this way.



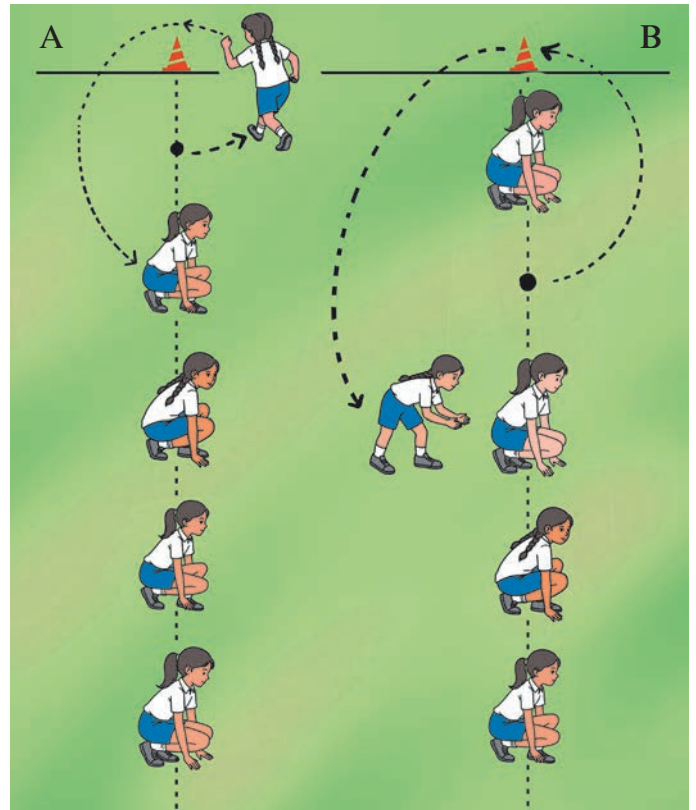
For Teachers

This game should be taken separately for boys and girls.



- ***Kho-Kho***
- ***Kho-Kho Race***

Students should sit as shown in the figure. Keep cones on line 'A' and 'B'. On the signal, the first student from both the groups shall stand and take a round around the cone and give a Kho to the second student in his group. The second student should do the same action as student number one. In this way, all the students in the group shall complete the race in order. That group from which the last student finishes the race first, will be declared as the winner.

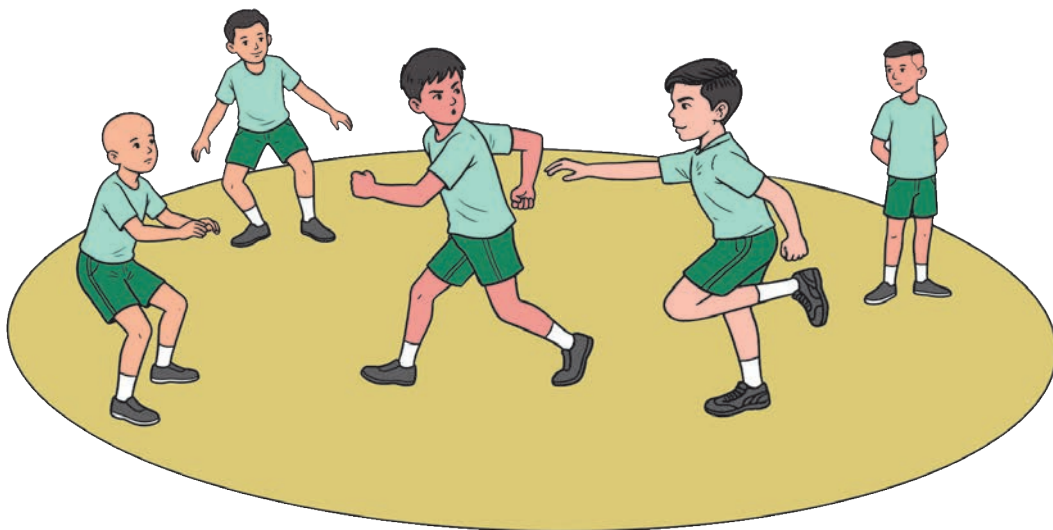


Group 1

Group 2

- ***Langdi***

Everyone should run in a circle as shown in the figure. One student should take the den and shall try to make the other students out while doing langdi. The students running shall try and dodge the denner by moving to the left or right. The student who is out shall become the denner and try to make the other students out.



- **Hockey**
- **Rolling the ball**

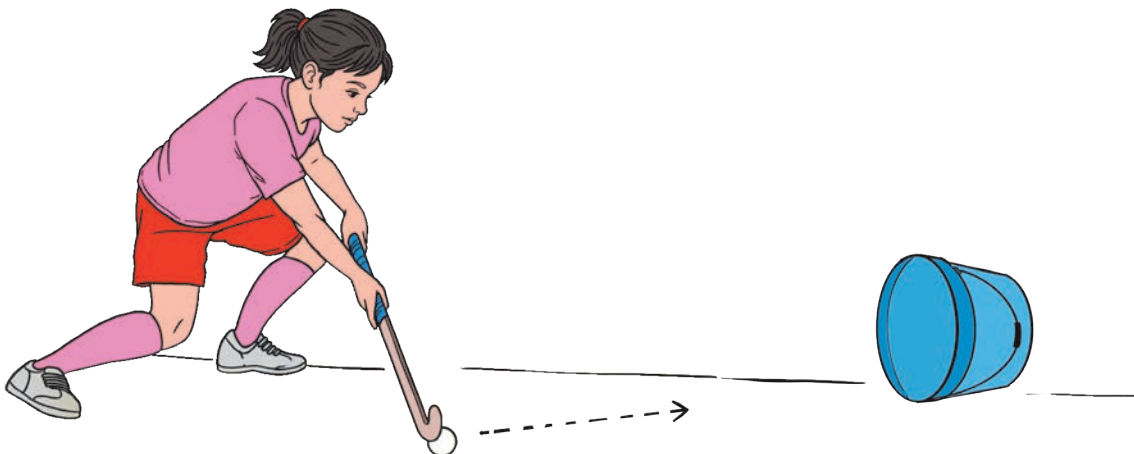


Mark a circle on the ground. Take a round by pushing the hockey ball over the circle with hockey stick. The ball should not go away from the line. Count the number of students who are able to push the ball over the line.



- **Pushing the ball in the bucket**

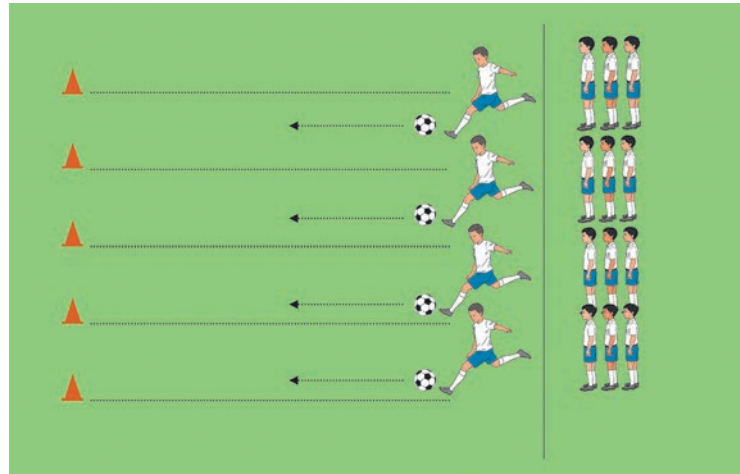
Keep a bucket horizontally on the ground as shown in the figure. Make two groups of the students. Mark a line 5 meters away from the bucket. Try pushing the hockey ball in the bucket with a hockey stick while standing behind this line. The group from which maximum students are able to push the ball in the bucket shall be declared as the winner.



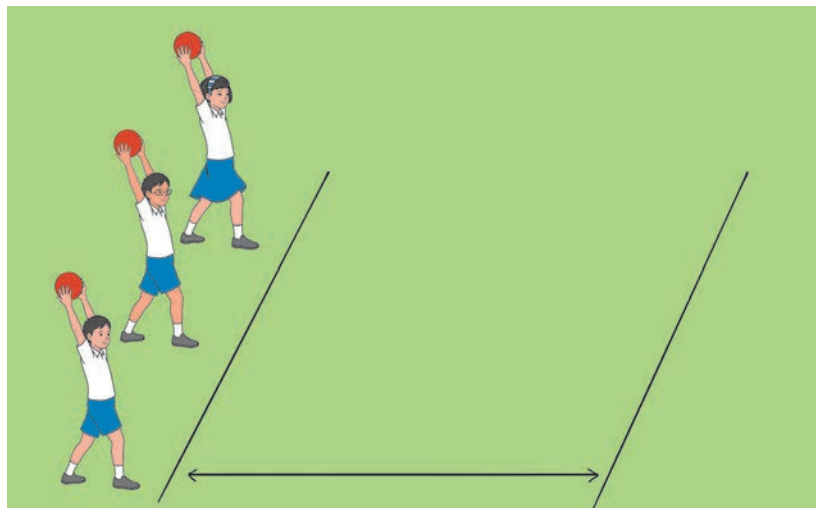


- **Football**
- **Score a Goal**

Make 4-5 groups with equal number of students on the ground. Keep two cones 15 -20 feet away in front of each group as shown in the figure. The students standing behind the line shall try to kick the ball between the two cones. The group who shoots maximum goals shall be declared the winner.



● **Ball throwing competition :** Mark a line on the ground. Mark another line approximately 10 meters away from the line. Make 4-5 groups of students stand behind one line. Every student from each group shall throw the ball overhead beyond the other line. The maximum number of students from a group to throw the ball beyond the other line, shall be declared as the winner.



Variation

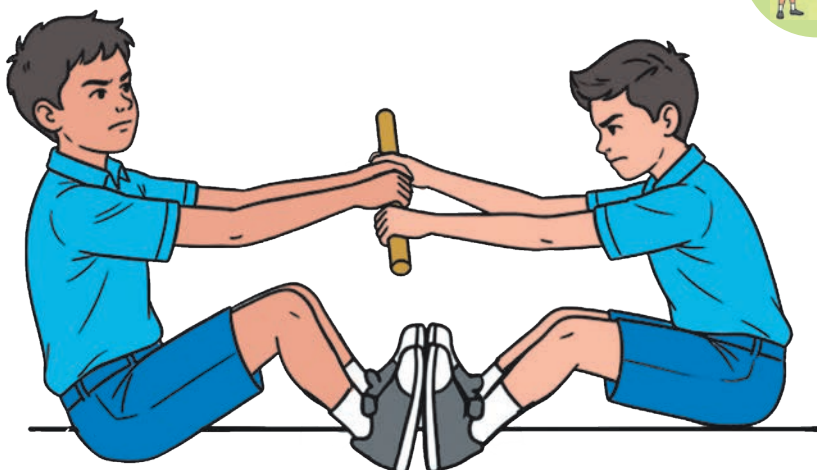
- Throw the ball beyond the line keeping both the hands in front of the chest.
- Throw the ball with one hand

4.4 Combats



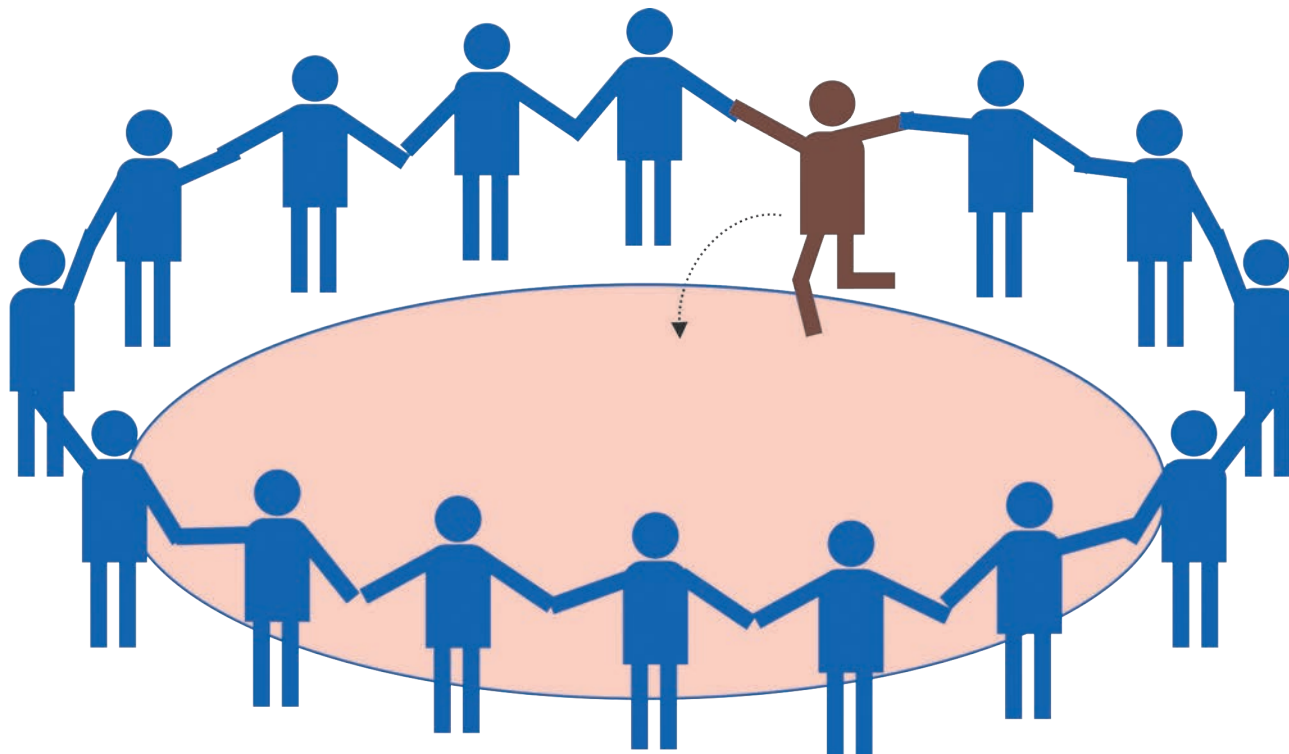
● Pulling the Stick

Two students should sit with a stick in their hands touching their feet to each other on the center line to each other and try pulling the stick towards them.



● Pushing inside the circle.

Everyone should stand holding their hands on a circle. As the game begins, each student should try to push the other student besides him inside the circle. The student shall be out if any of his body part goes inside the circle. In this way, the game shall continue till the last student on the circle. The last student to remain on the circle will be the winner.





● Untie the handkerchief on the leg

Make pairs of two students each. Tie a handkerchief to the left leg of each student and start the game on the signal of the teacher. Both the students in the pair shall try to untie the handkerchief of their partner.



Variation

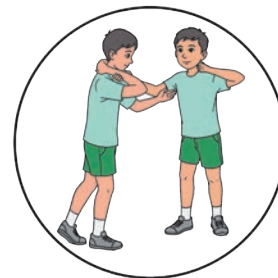
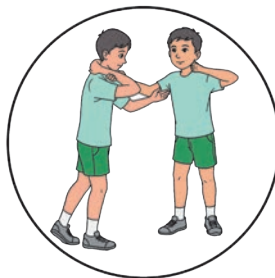
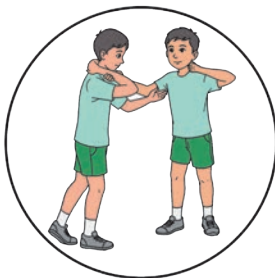
- In a big circle all the students shall try to untie the handkerchief of the other students. This game can be played making two groups.

For Teachers

- Ask the students how did they like the combats?
- Teach the students if you know any other types of combats.
- Ask the students why should we make pairs of students with equal strength and height?

● Removing the hand from the neck

Make pairs of two students each. Both the students from the pair should keep their right hand on the neck. As the game starts, both the students should try to remove the hand over the neck of the other student. The one who removes shall be the winner.



For Teachers

- Make pairs of students with equal strength
- Be aware of the safety of the students
- See that 3 to 4 pairs can play the combative games at one time
- The other students should motivate them at that time.

4.5 Acquaintance with water



For Teachers

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





Section 5: Awareness of Touch and Self-Protection



Chitra and the Three Secrets of Safety

Students named Mahi, Ojas, Riya, Pari, Soham, and Onkar study in the fourth grade. Their class teacher, Sarita madam, was very loving and caring. One day, the atmosphere in the class was not but happy as usual. Soham was not smiling like he always does. The teacher noticed this, and asked, "What happened soham?" but shoham was quiet and looked scared then she called him near to reassure him, and asked him gently. With a tearful voice, Soham told her, "Teacher... yesterday, a man sat very close to me in the school van... I felt strange... but I didn't say anything... he just wouldn't move away from me... I felt very scared then".

All the students in the class were quiet. The teacher told everyone in a soft voice, "Children, today I am going to tell you a story about Chitra. Through this story, let's see how important our safety is". The teacher began the story : "There was a girl named Chitra. She was very sweet but a little shy. Once, she went to play at a uncles house. At first, everything was fine. But suddenly, the man came very close to her and started touching her. Chitra felt uneasy. She remembered what her mother had told her, 'If you don't like someone's touch, then that is a "bad touch"'. Chitra immediately moved back and said loudly, 'No! I don't like it!' She quickly came out from there, went straight to her mother, and told her everything. Her mother hugged her and said, 'You are very brave!'".

The teacher explained: "Children, remember that your body is your own and it is necessary to protect it. There are three secrets to our safety:"

1. Recognize Good and Bad Touch

- Touch from people close to you like mother-father, grandmother-grandfather, sister-brother makes us feel safe; that is a good touch.
- The touch that makes you feel uneasy, scared, or confused is a bad touch.

2. Speak up, say "No!"

- If someone behaves wrongly, or if they touch you in appropriately, say loudly, "No! Stop!"
- Opposing in a loud voice is being brave.

3. Get away and tell someone immediately

- Move away from that place immediately.
- Tell a close, trusted person like mother, father, grandmother, friend, or teacher immediately.



How to perform a physical escape

Pari asked, "Teacher, what if someone holds my hand?" The teacher said, "You are small, but you are smart! If they hold your hand, try to jerk it away, kick hard with your legs, and run away immediately. If you cannot do this, scream loudly for help."



• Class Discussion

Onkar asked, "Teacher, what if it's a known person?" The teacher said seriously, "Even if it is someone you know, the rules are the same. If anyone behaves wrongly, it is not okay!" Soham bravely said, "I will tell my mother everything today!" The teacher smiled, "Very good! Well done, Soham! Telling a trusted person close to you if something bad happens or if you feel unsafe is also part of safety."

• Importance of Self-Confidence

That day, all the children learned a new lesson. They understood that for self-protection, one should scream loudly, and without delay inform a trusted person like grandparents, parents, teachers, friends, or relatives about everything that has happened. One should have the courage like Chitra, and always remember, "My body is my own! Saying 'no' is bravery!"

• Message of the Story

- If any touch makes you feel uneasy, recognize it immediately.
- Say "No" loudly.
- Go away from there and tell a close, trusted person. So, children, think about this story a little. Learn to be a little brave, and most importantly, stay aware of your own safety.

Awareness of Touch

Children, you should know the proper names of all parts of your body. Your body is entirely yours. No one else has any right over it. Only you have the right. The touch that makes you feel happy or safe is called a 'Good Touch'. And the touch that makes you feel uneasy, scared, or makes you feel like you are being threatened is a 'Bad Touch'. If someone touches you in such a way and asks you to keep it a secret, then it is definitely a 'Bad Touch'. The parts of the body that we cover with clothes while swimming are our 'private parts'. No one should see these parts or touch them. We should also not touch such parts of others.





Section 6 : Yoga Practice



6.1 Yog : Yam

The eight limbs of 'Yoga' and the extensive knowledge of Yoga science have been provided by Sage Patanjali in the text 'Patanjal Yogasutra'. He has presented the Yogasutras and provided detailed knowledge. This text lists the eight limbs of 'Yoga'. Following them elevates one's quality of living.

The eight limbs and their brief meanings are as follows

1. **Yam** : Rules of moral conduct.
2. **Niyam** : Self-purification through rules.
3. **Asan** : Physical posture.
4. **Pranayam** : Rhythmic control of inhalation and exhalation.
5. **Pratyahar** : Freeing the mind from the influence of senses and external objects.
6. **Dharan** : Concentration of the mind.
7. **Dhyan** : Forgetting everything and continuously contemplating only one subject.
8. **Samadhi** : A state of equilibrium (Sthitaprajna).

Remember : Never say 'Yoga' (with a long 'a' sound). This word should be pronounced as 'Yog'.

There are five Yama : Saty, Ahimsa, Astey, Aparigrah, and Brahmachary.

Saty : Means always speaking the truth. Satya means true.

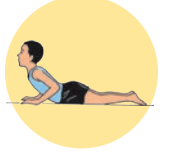
Ahimsa : Ahimsa means not causing harm to others. This includes speaking ill of others, hitting and similar actions.

Astey : Steya means theft. One should never steal. 'A' means 'not'.

Aparigrah : Parigraha means accumulating things. One should not unnecessarily hoard things. We should take only as much as we need.

Brahmachary : Brahmacharya means having control over one's desires.

6.2 Yogabhyas : Prarthana



(१) योगेन चित्तस्य पदेन वाचा ।

मलं शरीरं च वैद्यकेन ।

योऽपाकरोत्तं प्रवरं मुनीनां ।

पतंजलिं प्रांजलिरानतोऽस्मि ॥

Meaning : I bow with folded hands to Sage Patanjali, who taught how to remove the impurities of the mind by writing the science of Yoga, purified speech through grammar, and told how to eliminate physical impurities by creating medical science.

(२) सह ना ववतु । सह नौ भुनक्तु ।

सह वीर्यं करवावहै ।

तेजस्विनावधीतमस्तु ।

मा विद्विषावहै ।

शान्तिः शान्तिः शान्तिः ॥

Meaning : May we both (Guru and disciple) be protected together, may we be nourished together, may we work together with great energy. May our studies be brilliant. May there be no hatred between us.

(३) असतो मा सद्गमय ।

तमसो मा ज्योतिर्गमय ।

मृत्योर्मा अमृतं गमय ।

शान्तिः शान्तिः शान्तिः ॥

Meaning : Lead me from untruth to truth. Lead me from darkness to light. Lead me from death to immortality.

(४) सर्वेऽपि सुखिनः सन्तु ।

सर्वे सन्तु निरामयाः ।

सर्वे भद्राणि पश्यन्तु ।

मा कश्चित दुःखमाप्नुयात् ॥

Meaning : May all be happy. May all be healthy. May all see auspiciousness. May no one suffer.

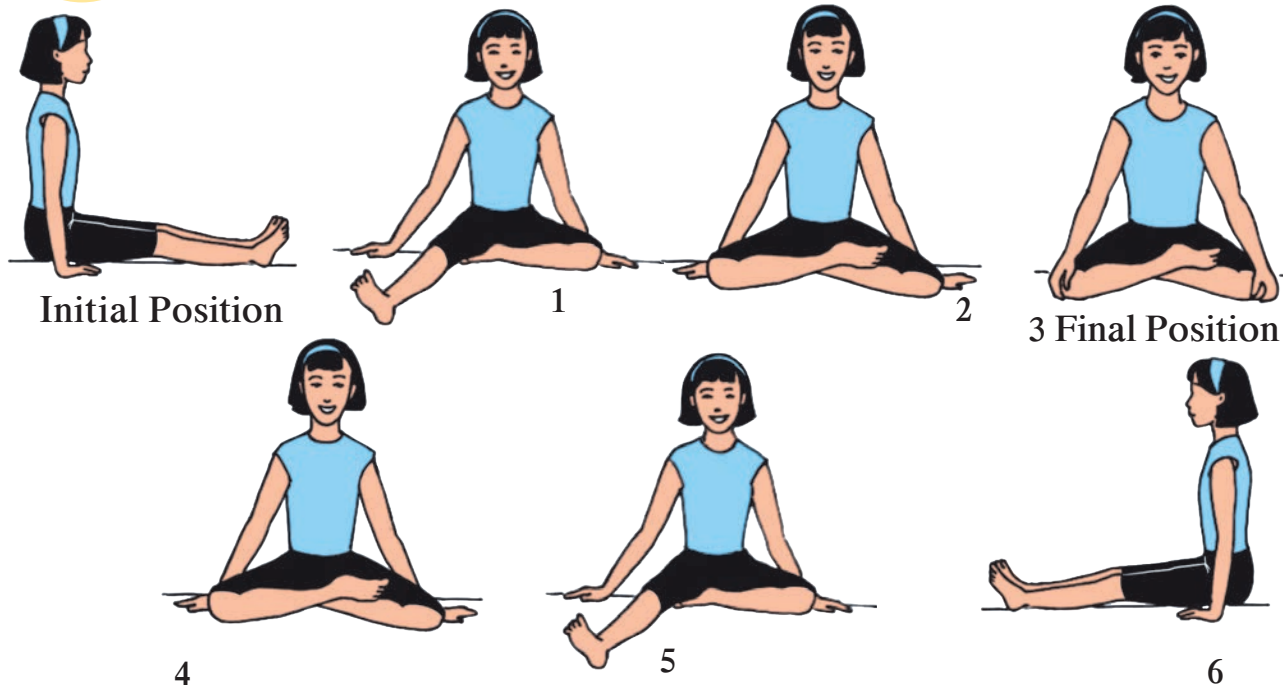
For Teachers

At the beginning of a yoga practice session, have the students recite prayers number 1 and 2, and after the teaching session is over, have them recite prayers number 3 and 4.

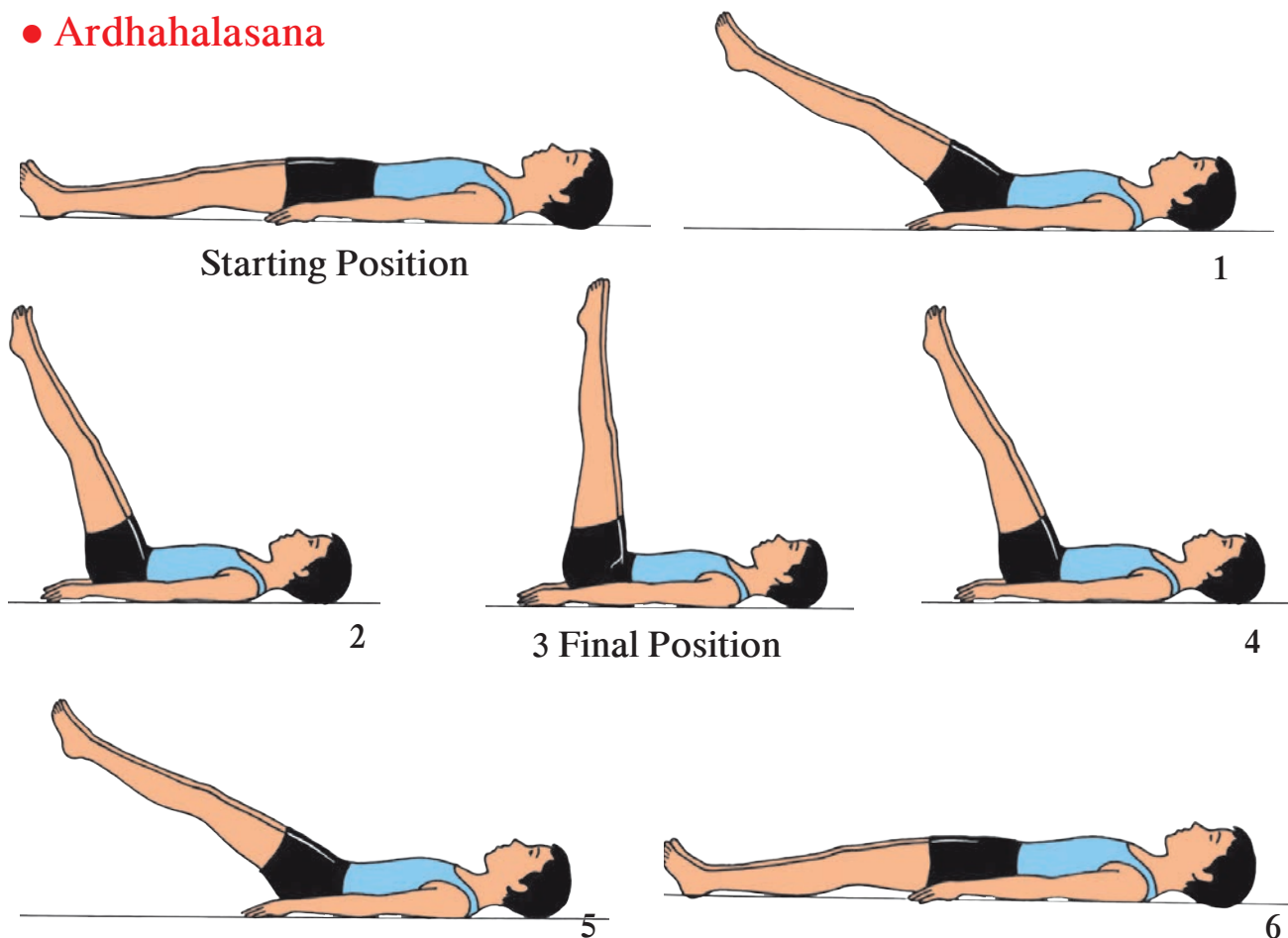


6.3 : Yogasan

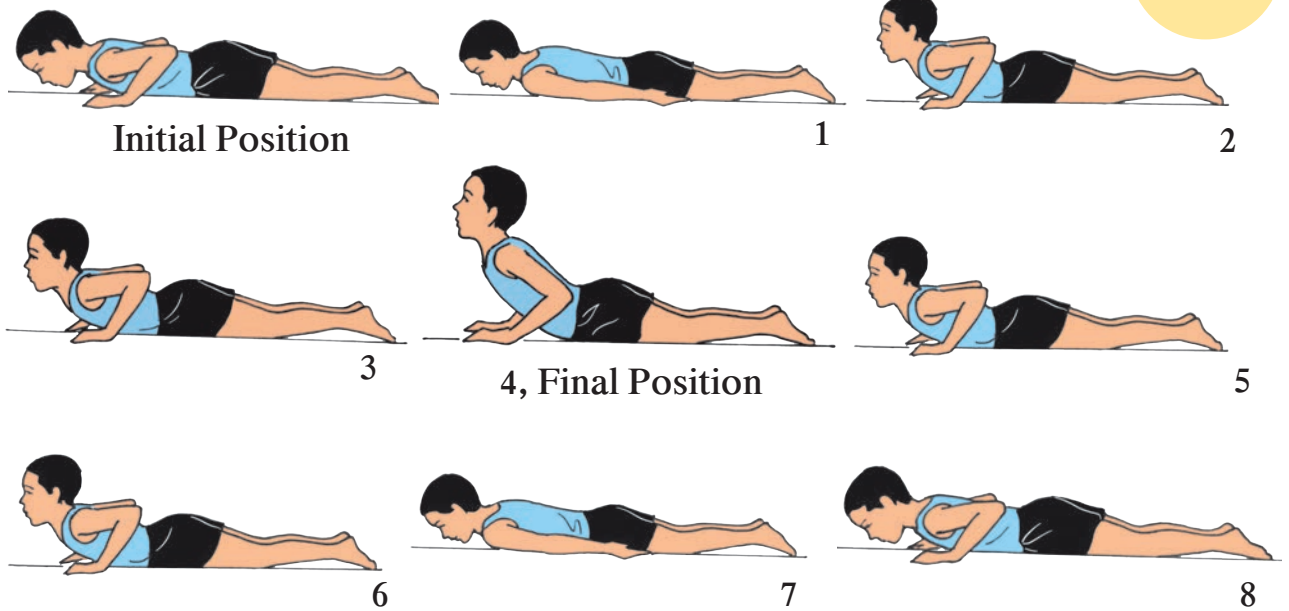
• Ardhapadmasana



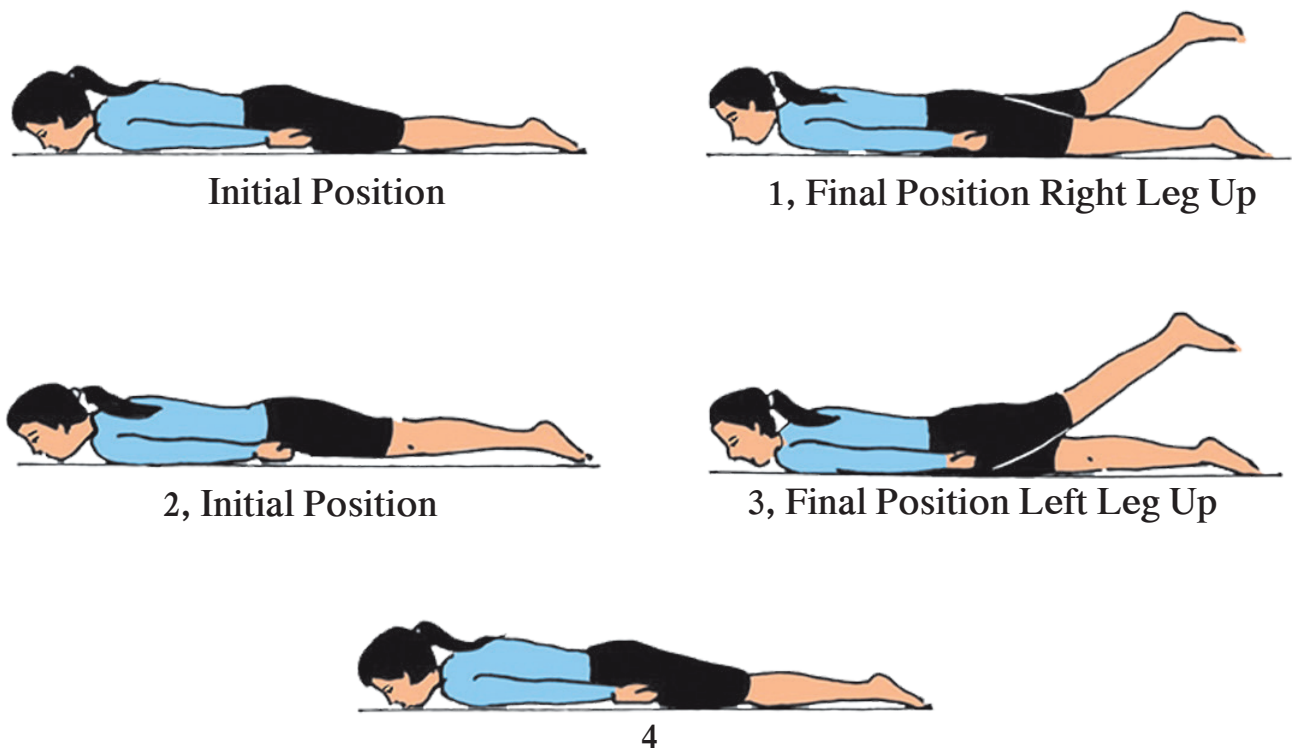
• Ardhalasana



● Bhujangāsana



● Ardhashalabhasana





• Vajrasana



Initial Position



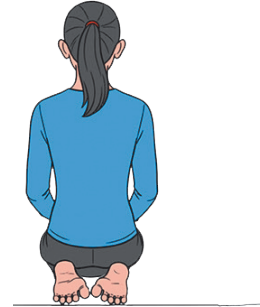
1



2



3, Final Position



3



4

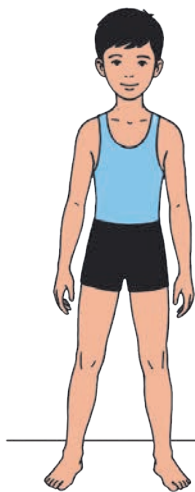


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6

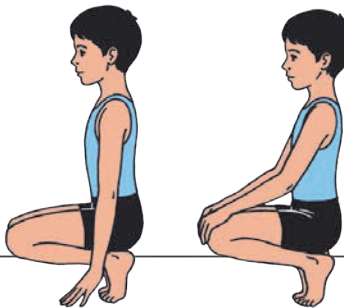
• Utkatasana



Initial Position



1



2,



3, Final position

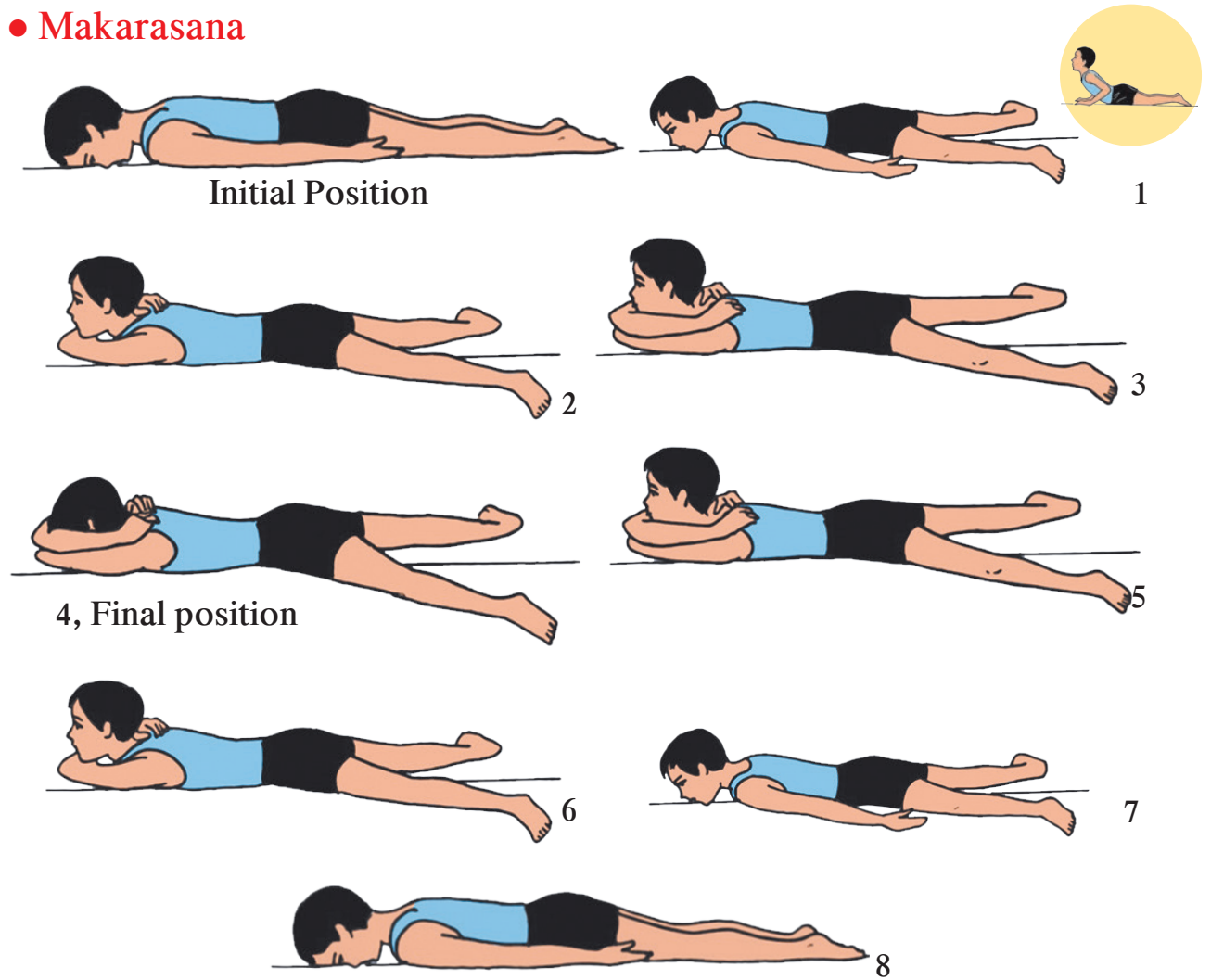


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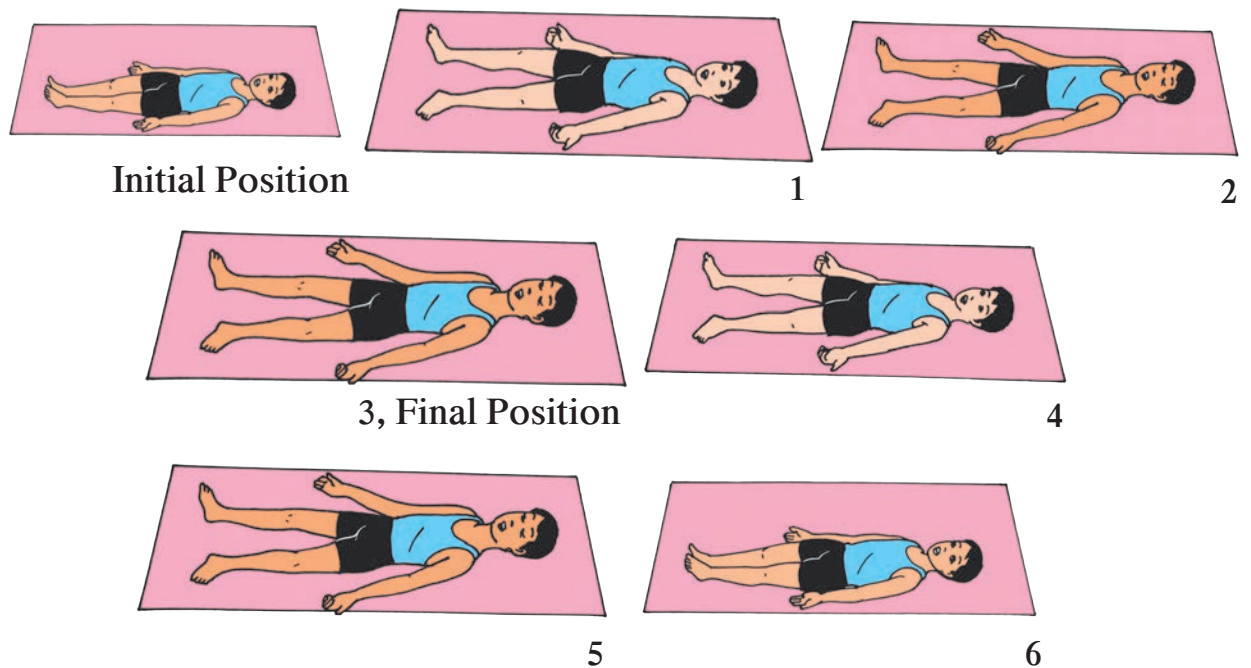


5

● Makarasana



● Shavasana





6.4 : Pranayam Preparation (Respiratory Level)

● **Sitting in silence**

Sit in Sukhasana or in any comfortable position. Close the eyes. Sit quietly for 2 to 3 minutes in this position in the beginning.

This helps in keeping the body and mind silent and improves concentration.

● **Expanding chest while slowly in Inhaling and Exhaling through Nose.**

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

Blowing Out Hard

Sit in a relaxed position. Take a long/deep breath. Blow out as hard as possible in minimum time. This blowing out practice is to be done as a preparation of the cleansing process 'Kapalbhati' to be learnt in the next standard.





Section : 7 Factors of Wellness



7.1 Factors of Wellness





7.2 : Health

● Personal Hygiene

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



● **Diet :** Only fresh and home-cooked food should be eaten. One should not watch TV or use a mobile phone while eating."



- Before taking every bite of food, one should pause and reflect : Why should I consume this food? Oh god grant me strength so that the energy I get from food should help me in giving public service.

- Mouth should be kept closed while eating and having meals. Similarly one should not make noise while eating.



- **Exercise :** Play games/Exercises one hour every day.



• Rest and Sleep

Sleep every night for 8 to 10 hours. Sleep early at night and wake early in the morning. Physical wear and tear is repaired due to rest and sleep.

Rest and Sleep



For Students

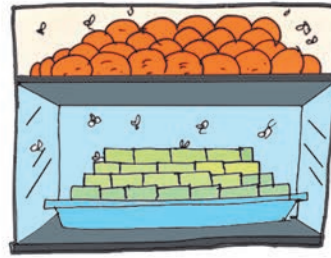
- Write everyday how many hours do you sleep _____
- Write which exercise you do and for how long you do it? ____



• Prohibiting Bad Habits



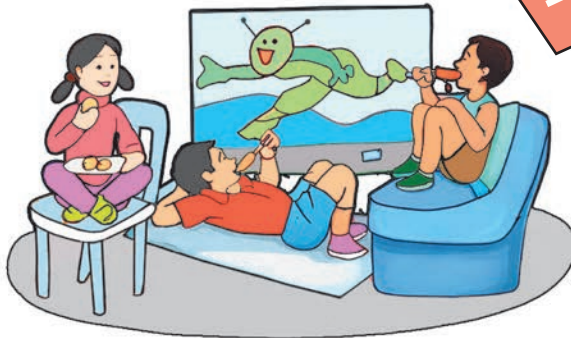
- Drink Cold Drinks



- Eat lots of sweets



- Eat while watching the mobile (Screen Time)



- Sleep and watch TV while eating



- Eat outside food

Self-Evaluation

- Write down your good habits

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- Write down which work you do regularly at home

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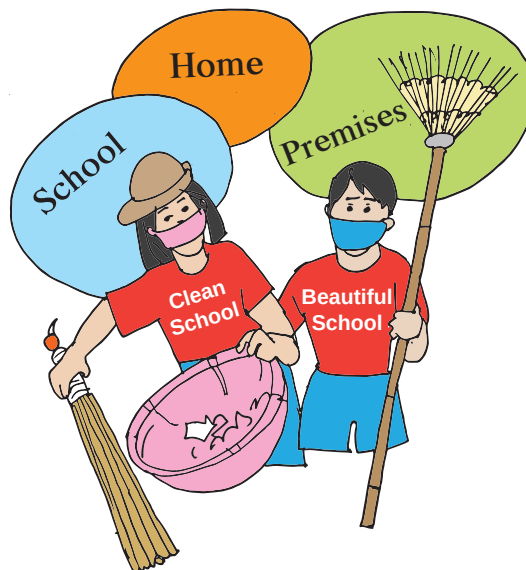




Section 8 : Ground Related Habits



- **Playground related habits and Cleanliness :** Ground should be cleaned, watered before playing and then play.





- **Appropriate Attire for Sports :** Wear appropriate attire while playing, for easy and smooth movements



- **Sports Equipment :** Sports Equipment should be kept neatly in the sports room



● Safety on the Playground

- Take care of 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 inform the teacher in case of any injury on the ground.
- Do not go on the ground in scorching heat.
- Do not go to play on the ground empty stomach.



- **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
- Antiseptic Liquid





Section 9 : 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 ✓ 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 ✓ 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-Evaluation 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 improvement 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, learning the information of the rules and competitions.
- Use different tools such as record 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 child is regularly making notes of their evaluation.
- Parents should provide appropriate guidance where necessary.
- Pay attention to the good/bad habits of your child.
- Parents should discuss their child's progress with teachers.
- Parents of children with special needs should ensure that their child participates in all activities.
- If possible, conduct the activities at home.
- Encourage participation in activities outside of school.

In the 21st century, information regarding various opportunities in multiple fields is available to parents and children at a click of a computer. Accordingly, parents are planning for their child's future. For physical and mental development, it is essential to pay attention to the child's diet, recreation, and health habits. It is necessary to provide proper direction and guidance regarding exercises for the child's growth.

Parents must keep in mind that daily physical movement helps utilize the energy generated in the body in a proper way. It develops sportsmanship, builds a positive outlook towards looking at things, inculcates many social qualities, and fosters discipline. The mind remains happy and enthusiastic, and all these things are necessary to be successful in life. Instead of forcing our desires on the child, parents should understand their interests, capacity, and mindset, and provide them with proper opportunities and a favorable environment.

Parents should keep in mind that Physical Education is a subject for the overall development of your child. Parents can get proper guidance on how to get various physical education activities done by the child from the textbook 'Physical Education and Wellness'. Regular daily exercise and participation in various activities will help in the overall development of the child. They will also understand that adopting an active lifestyle is necessary to maintain health.

Parents

- Write down the good habits your child has.

- Write down the habits of your child that may deteriorate their health.

- Write down the changes that you have observed in your child's health-related habits.





Section 10 : Appendix



10.1 For students with special needs

Points in this Section

Examples of activities

1. For those with less strength and Endurance.
2. For those with poor Coordination.
3. For those with poor Balance and Agility.
4. For those with intellectual and comprehension difficulties.

Students who have some physical or behavioral limitations have special needs. While these students learn in the mainstream education system, they should be included in various physical education activities without emphasizing their limitations, so that their self-confidence and joy in life increases. While including students with special needs, consideration should be given to the type and extent of their limitations.

Example Activities

(1) For those with less strength and Endurance

- If there is problem/defect in legs, opportunities can be provided by reducing the distance and height required for throwing a ball through ring.
- The weight of equipment used for striking activities can be reduced, or the length can be shortened and used.
- Modified games can be played using simple rules.

(2) Students with poor co-ordination

- Students with poor coordination may be afraid of objects coming towards them through air. For this, participation can be increased by making them use protective equipment's/gears.
- Activities that requires less accuracy and more force can be included. For example, bouncing a ball, throwing a ball, etc.
- While teaching accurate ball striking in dodgeball, initially ask them to hit the ball at a specific place/point on the wall (target) for practice. Then give practice in the actual game.



(3) For those with poor Balance and Agility

- Activities can be modified by increasing or decreasing the width and height of the support on which balance to be maintained. For example, walking on a plank, walking on foot prints, etc.
- Activities in which a greater part of body remains in contact with the ground can be included. For example, side roll, walking on hands and feet on coir mat, etc.
- Various movements can be performed to avoid stiffness in the muscles. For example, jumping, rolling, etc.
- Activities that provide maximum support from a partner can be included. For example, various exercises done with partner.
- Floor shouldn't be slippery.

(4) For those with intellectual and comprehension difficulties

- More emphasis to be given on simple activities. For example, carrying and distributing equipment's, classification and handling of different types of balls, performing simple exercises, etc.
- More emphasis should be placed on activities that can be done slowly by giving very clear instructions. For example, walking a fixed distance, passing a ball, hanging etc.
- They can be included in daily teaching after considering their abilities. Likewise, if they are involved in different responsibilities according to their limitations, their self-confidence will improve. This does not require much extra time. For example, a student who cannot perform leg movements may be given the responsibility of timekeeper, scorekeeper, etc.
- They can also be included in games played with hands. For example, putting a ball into basket, throwing, catching etc.
- Students with visual impairment should not be kept inactive; they should be kept engaged imaginatively along with others. Their safety should be ensured. By providing assistance, games can be played using a sounding ball or other equipment's and they can be involved in the activity.

While planning activities, the affected body part, severity of limitation, and the mentality of the students should be taken into consideration. Other normal students should be encouraged to include such children. Care should be taken that teasing and troubling them does not occur.



10.2 Planning of Periods for Teaching and Evaluation For Teachers



Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
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.	Talk about/observe personal hygiene	Recreational Games, Cooling Down and Interaction
2		Give information about Healthy Diet	
3		Ask to exercise daily	
4		Ask to take enough rest and sleep	
5		Prayer, yoga, ardhapadmasana, ardhahalasana, bhujangasan, ardhashalabhasan	
6		Ask to stay away from bad habits	Recreational Games, Cooling Down and Interaction
7		Ask to keep the area clean	
8		Give information about safety on the ground	
9		Talk about/observe personal hygiene	
10		Prayer, yoga, ardhapadmasana, ardhahalasana, bhujangasan, ardhashalabhasan	
11	*Specific exercises should not be taken on the day when height and weight is to be measured.	Give information about Healthy Diet	Recreational Games, Cooling Down and Interaction
12		Ask to exercise daily	
13		Ask to take enough rest and sleep	
14		Ask to stay away from bad habits	
15		Prayer, yoga, ardhapadmasana, ardhahalasana, bhujangasan, ardhashalabhasan	
16		Ask to keep the area clean	Recreational Games, Cooling Down and Interaction
17		Give information about safety on the ground	
18		Talk about/observe personal hygiene	
19		Give information about Healthy Diet	

Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
20		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardhashalabhasan	
21		Ask to exercise daily	
22		Ask to take enough rest and sleep	Recreational Games, Cooling Down and Interaction
23	Specific exercises should not be taken during the Yoga period	Ask to stay away from bad habits	
24		Ask to keep the area clean	
25		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardhashalabhasan	
26		Give information about safety on the ground	Recreational Games, Cooling Down and Interaction
27		Give information about First Aid	
28		Give information about Good Touch- Bad Touch	
Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
29		Ask which exercise student do daily	
30		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardhashalabhasan	
31		Give information about First Aid 1.1, 4.5	Recreational Games, Cooling Down and Interaction
32		Give information about Good Touch- Bad Touch	
33		Ask the students if they are not being touched intentionally by anyone	
34	*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.	Ask how the students maintain personal hygiene	
35		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardhashalabhasan	
36		Give information about First Aid	Recreational Games, Cooling Down and Interaction
37		Give information about Good Touch- Bad Touch	
38		Ask the students whether they do not eat and drink too many sweets and cold drinks	
39		Ask how do the students keep the area clean	
40		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardhashalabhasan	

Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
41		Ask how the students maintain personal hygiene	Recreational Games, Cooling Down and Interaction
42		Get information regarding the students' daily diet	
43		Ask which exercises the student do regularly	
44	*Specific exercises should not be taken on the day when height and weight is to be measured.	Ask how much time the students take rest and sleep	
45		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardashalabhasan	
46		Ask how do the students keep the area clean	Recreational Games, Cooling down and interaction
47		Ask the students if they are not being touched intentionally by anyone	
48		Ask how the students maintain personal hygiene	
49		Take information which diet do the students take daily	
50		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardashalabhasan	
51		Ask how much the students take rest and sleep	Recreational Games, Cooling down and interaction
52		Ask the students whether they do not eat and drink too many sweets and cold drinks	
53		Ask how do the students keep the area clean	
54		Ask the students if they are not being touched intentionally by anyone	
55		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardashalabhasan	
56	Specific exercises should not be taken during the Yoga period	Take information which diet do the students take daily	Recreational Games, Cooling down and interaction
57		Ask which exercises do the students do daily	
58		Ask how much the students take rest and sleep	
59		Ask the students whether they do not eat and drink too many sweets and cold drinks	
60		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasan, ardashalabhasan	
61		Ask the students if they are not being touched intentionally by anyone	Recreational Games, Cooling down and interaction

Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
62		Ask how the students maintain personal hygiene	
63		Take information which diet do the students take daily	
64		Ask which exercises do the students do daily	
65		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasana, ardhahalabhasana	
66		Ask the students whether they do not eat and drink too many sweets and cold drinks	Recreational Games, Cooling down and interaction
67		Ask how do the students keep the area clean	
68		Ask the students if they are not being touched intentionally by anyone	
69		Evaluation	Take practice of activities completed
70		Prayer, yoga, ardhapadmasana, ardhalasana, bhujangasana, ardhahalabhasana	
71		Ask which exercises do the students do daily	Recreational Games, Cooling down and interaction
72	Specific exercises should not be taken during the Yoga period	Ask how much the students take rest and sleep	
73		Ask the students whether they do not eat and drink too many sweets and cold drinks	
74		Ask how do the students keep the area clean	
75		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
76		Ask how the students maintain personal hygiene	Recreational Games, Cooling down and interaction
77		Take information which diet do the students take daily	
78		Ask which exercises do the students do daily	
79		Evaluation	Take practice of activities completed
80		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
81		Ask how do the students keep the area clean	Recreational Games, Cooling down and interaction
82		Ask the students if they are not being touched intentionally by anyone	
83		Ask how the students maintain personal hygiene	
84		Take information which diet do the students take daily	

Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
85		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
86		Ask how much the students take rest and sleep	Recreational Games, Cooling down and interaction
Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
87		Ask the students whether they do not eat and drink too many sweets and cold drinks	
88	*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.	Ask how do the students keep the area clean	
89		Evaluation	Take practice of the activities completed
90		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
91		Take information which diet do the students take daily	Recreational Games, Cooling down and interaction
92		Ask which exercises do the students do daily	
93		Ask how much the students take rest and sleep	
94		Ask the students whether they do not eat and drink too many sweets and cold drinks	
95		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
96		Ask the students if they are not being touched intentionally by anyone	Recreational Games, Cooling down and interaction
97		Ask how the students maintain personal hygiene	
98	*Specific exercises should not be taken on the day when height and weight is to be measured.	Take information which diet do the students take daily	
99		Evaluation	Take practice of the activities completed
100		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
101		Ask the students whether they do not eat and drink too many sweets and cold drinks	Recreational Games, Cooling down and interaction
102		Ask how do the students keep the area clean	
103		Ask the students if they are not being touched intentionally by anyone	
104		Ask how the students maintain personal hygiene	

Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
105		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
106		Ask which exercises do the students do daily	Recreational Games, Cooling down and interaction
107		Ask how much the students take rest and sleep	
108		Ask the students whether they do not eat and drink too many sweets and cold drinks	
109		Evaluation	Take practice of the activities completed
110		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
111		Ask how the students maintain personal hygiene	Recreational Games, Cooling down and interaction
112		Take information which diet do the students take daily	
113		Ask which exercises do the students do daily	
114		Ask how much the students take rest and sleep	
115		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
116		Ask how do the students keep the area clean	Recreational Games, Cooling down and interaction
117		Ask the students if they are not being touched intentionally by anyone	
118		Ask how the students maintain personal hygiene	
119		Evaluation	Take practice of the activities completed
120		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
121		Ask how much the students take rest and sleep	Recreational Games, Cooling down and interaction
122		Ask the students whether they do not eat and drink too many sweets and cold drinks	
123		Ask how do the students keep the area clean	
124		Ask the students if they are not being touched intentionally by anyone	
125		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
126		Take information which diet do the students take daily	Recreational Games, Cooling down and interaction
127		Ask which exercises do the students do daily	
128		Ask how much the students take rest and sleep	

129		Evaluation	Take practice of the activities completed
Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
130	Specific exercises should not be taken during the Yoga period	Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
131		Ask the students if they are not being touched intentionally by anyone	Recreational Games, Cooling down and interaction
132		Ask how the students maintain personal hygiene	
133		Take information which diet do the students take daily	
Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
134		Ask which exercises do the students do daily	
135		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
136		Ask the students whether they do not eat and drink too many sweets and cold drinks	Recreational Games, Cooling down and interaction
137		Ask how do the students keep the area clean	
138		Ask the students if they are not being touched intentionally by anyone	
139		Evaluation	Take practice of the activities completed
140		Prayer, yoga, vajrasana, utkatasana, makarasana, shavasana	
141		Ask which exercises do the students do daily	Recreational Games, Cooling down and interaction
142		Ask how much the students take rest and sleep	
143		Ask the students whether they do not eat and drink too many sweets and cold drinks	
144		Ask how do the students keep the area clean	Recreational Games, Cooling down and interaction
Period No.	Warm Up Exercises (5 min)	Teaching Part (20 min)	Cooling down and interaction (5 to 10 min)
145		Ask the students if they are not being touched intentionally by anyone	
146		Ask how the students maintain personal hygiene	
147		Take information which diet do the students take daily	Recreational Games, Cooling down and interaction
148		Ask which exercises do the students do daily	

Notes

[illegible]

Notes

[illegible]

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...

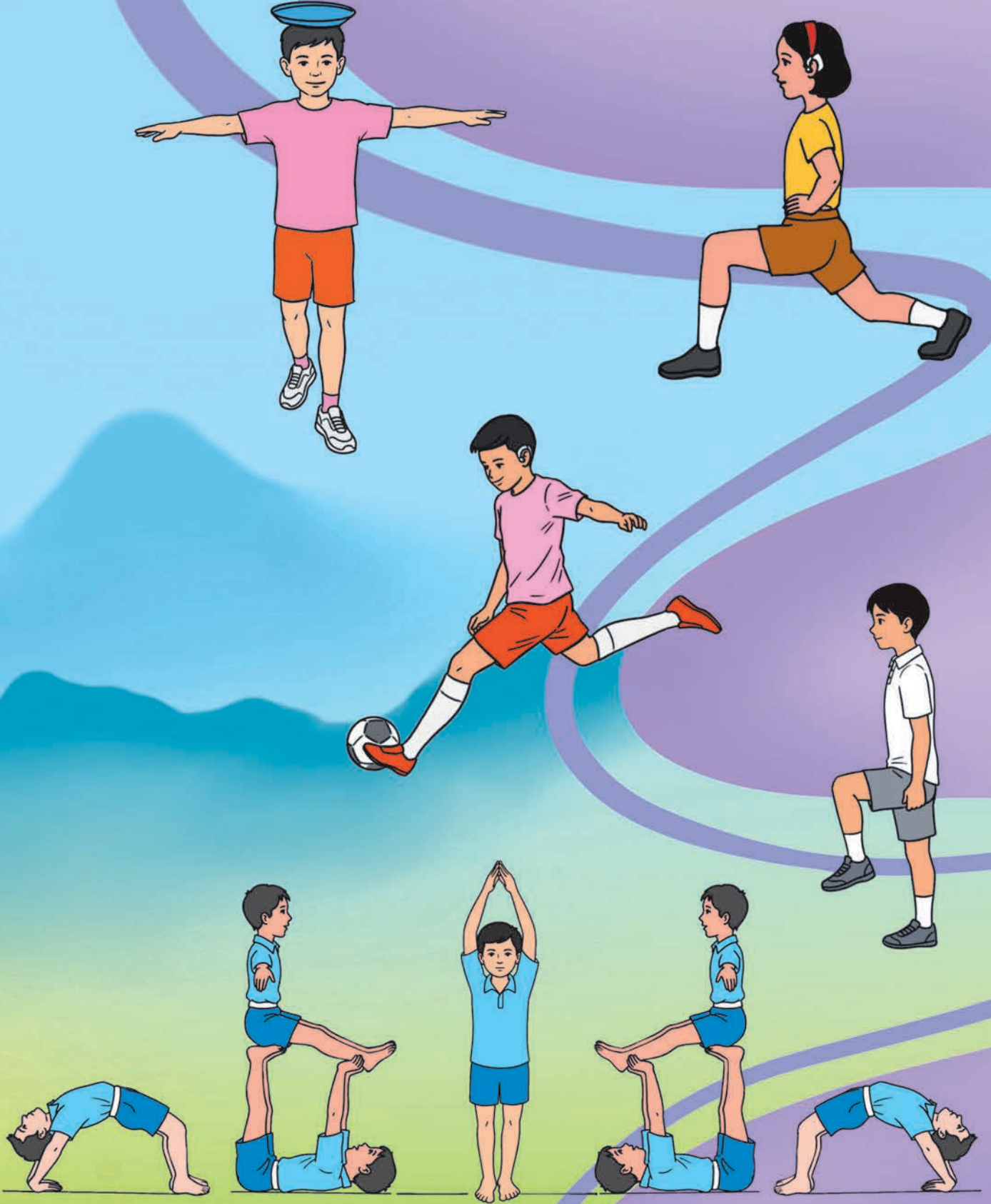
*Call 1098...because some numbers are good!
They change lives!!!*



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



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