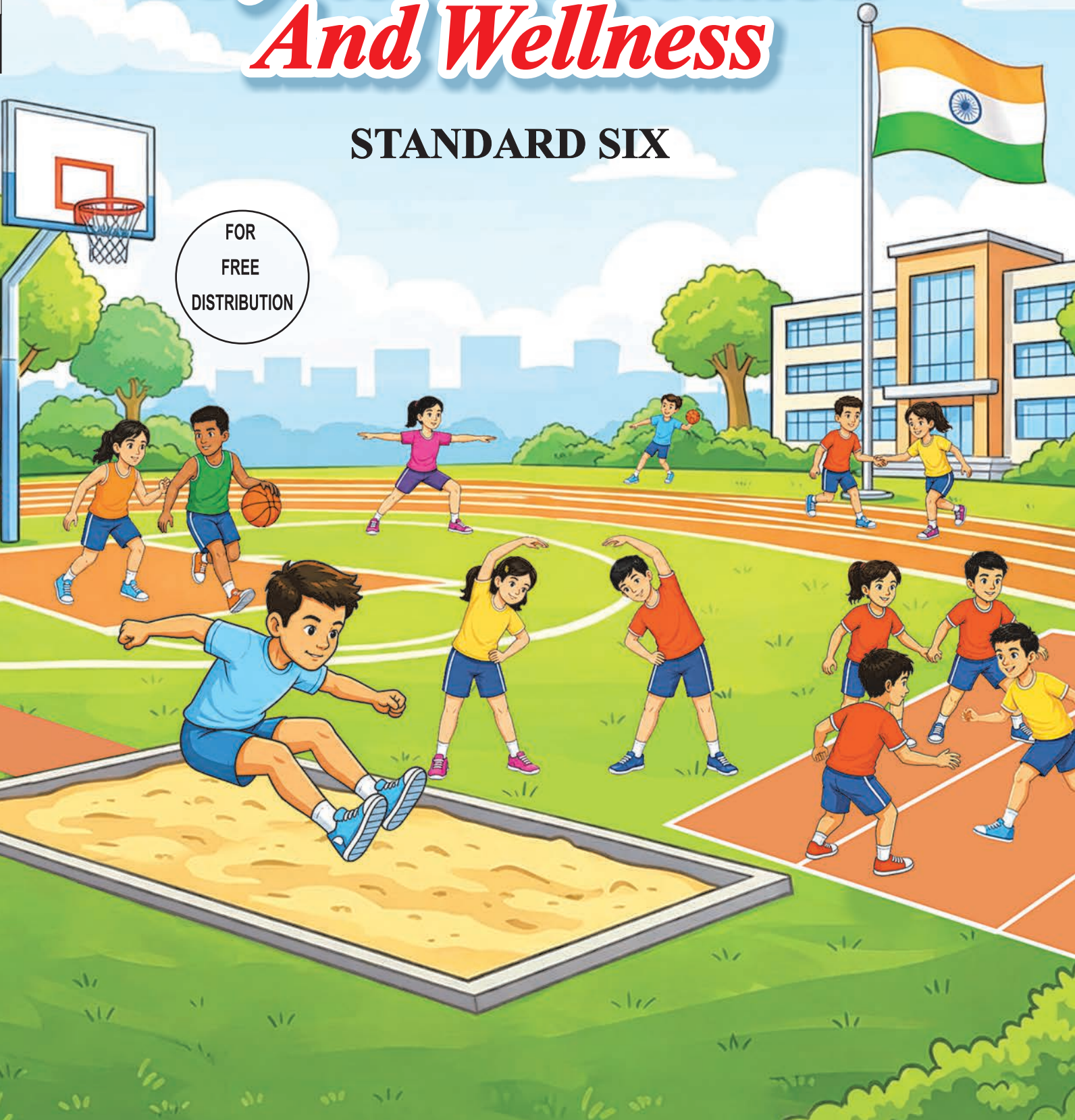




Physical Education And Wellness

STANDARD SIX

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Tele MANAS Program

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

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

Manodarpan

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

Physical Education And Wellness

समग्र शिक्षा



STANDARD SIX



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



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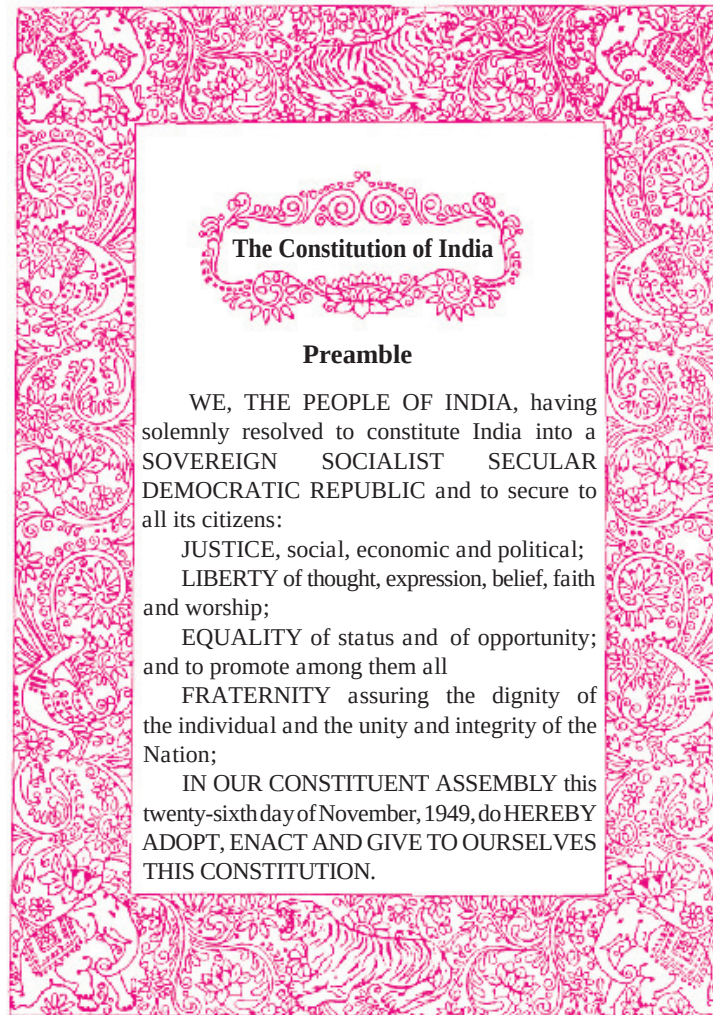
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The Constitution of India

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. VI 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 plays 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: 01-05-2026

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Anuradha Oak

Director

Maharashtra State Textbook Production
and Curriculum Research Board, Pune

Introductory

“Arogyam Dhanasampada” means that a healthy body is the true wealth. “Shariramadyam Khalu Dharm sadhanam” means that the body is the primary means for fulfilling all duties. Based on these timeless thoughts, the subject ‘Physical Education and Wellness’ form the foundation for the holistic development of students. The Indian Knowledge System describes five koshas, namely Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Anandamaya Kosha. It is stated that Physical Education, Sports and Yog play an important role in the development of the first two koshas. The Textbook Bureau has prepared this textbook of ‘Physical Education and Wellness’ for the students of Standard VI in Maharashtra. This textbook is not merely a collection of games and activities, but a guide to leading a happy, active, disciplined and healthy life. Accordingly, various physical activities, exercises and games have been included in it. In today’s fast-moving and technology-based lifestyle, children’s physical activity is decreasing considerably. Many researches show that students’ screen time has increased significantly and its harmful effects have started becoming visible. As a result, problems such as obesity, fatigue and stress are increasing even at a young age. Keeping this background in mind, various components have been included in this curriculum after considering the age-related needs of students, their curiosity, their need for recreation, their inherent qualities, as well as their physical and mental development.

This textbook has been designed with the aim of fostering physical and mental well-being, health awareness, the development of social, emotional, and ethical values, and the ability for self-protection through the various activities included in it.

The main aim of this textbook is to provide students with opportunities to enjoy free movement, to create awareness about physical fitness and health, to develop an interest in games and exercise, and to promote social, emotional and moral values.

“Khel khelata wadhate bala, maan hoi prassann Nirmala.”

“खेल खेलता वाढ़ते बळ, मन होई प्रसन्न निर्मळ।”

This simple verse highlights the importance of play. Games are not only meant for competition but are also essential for enjoying life, learning cooperation, discipline, leadership and tolerance. Several activities have been included in this textbook to help students become familiar with various movements, body postures and spatial awareness that touch upon different aspects of their development. Through these components different body shapes, proper posture and space awareness can be developed. The exercises included under different categories have been selected in such a way that students find them attractive and enjoyable. These include general exercises and preliminary movements, ABC drills, rhythmic movements, Suryanamaskar, adventurous exercises and obstacle course activities. Game’s foster qualities such as joy, sportsmanship, cooperation, leadership and competitiveness among students. Different types of games have been included in the textbook to encourage students to play every day and develop a regular habit and interest in games. These include races, lead up games and modified games. The components necessary for bringing about essential changes in the lifestyle of students and helping them achieve wellness have also been included. Information regarding balanced diet, adequate sleep, rest, regular exercise, staying away from harmful habits, personal hygiene and environmental cleanliness has been provided in this textbook.

An important part of this curriculum is value education. The book incorporates content designed to foster sportsmanship, adherence to rules, honesty, cooperation, and social skills among students through games. Teachers play a very important role in the successful implementation of this textbook. They are expected to encourage students, create a recreative environment, develop their physical abilities and help them become mentally strong. Participation should be ensured according to the abilities of each student. Greater importance should be given to participation and enjoyment than to competition. Activities should be planned with due attention to safety, and awareness of a healthy lifestyle be developed among students. Teachers should not only be guides but also sources of inspiration. Parents are the first teachers in a child’s life. They should provide time and encourage children to play, regulate the use of mobile phones and screen time, guide them to follow a balanced diet and proper daily routine, and themselves set an example by leading an active lifestyle. Schools and institutions should also provide safe and clean playgrounds to make the curriculum effective, ensure the availability of the necessary equipment, give Physical Education the same importance as other subjects, and create a suitable environment for the holistic development of students. The desired results will be achieved only if students, teachers, parents and institutions work together in implementing this curriculum.

This textbook is not only for study but also for developing a healthy lifestyle. It is our expectation that this textbook will help lay the foundation of activity, happiness, health and value-based living among students. Heartfelt thanks to all the teachers, experts, writers, and colleagues who participated in writing this textbook. We believe that this textbook will be useful for the bright, peaceful, and happy lives of students.

Physical Education and Wellness Committee, Textbook Bureau, Pune.

Curriculum Goals, Syllabus Competencies, & learning Outcomes

Curriculum Goal CG 1 : Participates happily in sports & physical activities, & develops physical movements, motor abilities, work skills, & safety habits.

(C) Competency	Learning Outcome (LO)	Page No
C-1.1: power, speed, ability, balance, flexibility, decision and motor movements & developing anticipation (Running and jumping, to roll in different directions in different speed, zig-zag movements, to catch a thing which is approaching fast, or to throw the ball with accuracy)	1. Different types of jumps 2. Hopping 3. throwing (Adopts throwing technique with the help of ball, discus or Shot Put) 4. To lift the weight comfortably 5. To push the things above 5 Kgs. 6. Develops motor skills like Speed & Velocity page No. 8,9,10,12 7. Fast stepping 8. Fast Skipping 9. Controls balance while performing bodily movements 10. performs actions after gathering knowledge of yogasanas & bodily movements / Exercises 11. Development of Anticipatory skills with the help of motor skills. Fast reaction. 12. Adopts agility skills from Rhythmic movement 13. Regulates inhalation & Exhalation. 14. Do Chandrabhedana pranayama.	7-23 3 1,43 11 12 28 to 43 43 17, 20 64 5, 46 55 to 57 28 to 46 14 to 21 57 -
C-1.2: Rhythmic movement skills (movable & immovable) viz., Direction, velocity, speed and does movements moving easily with purposeful changes in direction, speed, pace & flow, achieving balance & transferring weight	Balance skill are acquired by 1. movable-immovable movement 2. Adopts rhythmic movements skills by transferring weight.	5 to 46 14 to 21
C-1.3: Two or three fundamental movements (like – TO grab & throw the ball from competitor simultaneously) performed	1. Catches & throws the ball while running from the competitors & dodging 2. Dribbling efficiently the competitor.	1,2,3,28, 32 35 to 38,45
C-1.4: Handles space & objects appropriately in the context of play	1. Gets knowledge about the sports grounds. 2. Handles proper Equipment related to sports.	28 to 46 28 to 46
C-1.5: performs warming up exercises & cooling down exercises to avoid the acute & chronic injuries	1. Discusses about the movements to be performed before starting any sport to avoid injuries. 2. To avoid acute & chronic injuries he/she performs the warming up exercises 3. Handles the sports Equipments properly. 4. Specific exercises pertaining to specific sports are performed to avoid injuries. 5. Cooling down exercises are performed to avoid sports injuries.	5 5 28 to 46 28 to 46 6
C-1.6: performs actions to develop endurance, flexibility & agility (with or without Equipments)	1. Develops motor abilities with or without equipments 2. Trains in various types of exercises	28 to 46 1 to 24
Curriculum Goals – 2: Developing sensitivity towards their personal & social behaviour towards others / themselves & Developing sensitivity towards self & others regarding their personal & social behavior		
C-2.1: Gives personal responses while performing activities or interacting with others.	1. Shows eagerness to learn by observing behavioural patterns before, during & after playing.	28 to 46

C-2.2: Understand & helps maintain the emotional & physical well-being of others. (page F)	1. Shows empathy towards playmates regarding physical distress during play.	28 to 46
	2. Tries to reduce conflict / arguments among playmates during specific games.	28 to 46
	3. Correctly identifies the items in a first aid kit & understands their use.	74, 66
C-2.3: Decides the rules of the game & teaches them to others	1. Displays & develops leadership qualities by understanding the rules of outdoor games	28 to 46
C-2.4: Develops & applies rules & etiquette regarding physical safety	1. Follows safety rules related to physical movement & games.	1 to 46
	2. Understands & follows etiquette after learning information related to physical safety.	1 to 58
C-2.5: Gives highest priority to team goals, treat everyone equally, makes moral decisions, & takes responsibility for own mistakes.	1. Develops team spirit.	28 to 46
	2. Demonstrates the ability to work in a team & accept own mistakes.	28 to 46
	3. Develops the ability to take moral decisions in conflicting situations.	28 to 46
C-2.6: Identifies bullying as well as mental & physical harassment, & provides necessary information to appropriate authorities to take action.	1. Remains alert to physical & mental bullying.	51,52
	2. Expresses discomfort or fear towards individuals exhibiting bullying behaviour	51,52
	3. Keeps information about helpline numbers or self defense	51,52
	4. Explains good & bad touch or safe or unsafe touch	51,52
	5. Recognizes & describes inappropriate behaviour.	51,52
Curriculum Goal CG-3: Developing and practicing physical activities, motor skills, social responsiveness, mental health, & health habits through physical activities & sports		
C-3.1: Creates many simple & easy rules for games & uses them as per requirement	1. Creates simple & easy rules for various games.	28 to 46
	2. Uses rules made for games as per requirement.	28 to 46
C-3.2: Shows patience & restraint during difficult situations.	1. Shows patience & restraint during games	28 to 46
Curriculum goals CG-4: Achieving goals of personal physical fitness with the help of teachers		
C-4.1: Sets goals for physical activities & fitness, such as : identifying a good move / play, breaking the record for a self-timed 100-meter run.	1. Tries to set physical goals by identifying physical capacity & interest.	1 to 58
	2. Tries to set individual fitness goals.	1 to 58
	3. Sets goals for physical activity.	1 to 66
	4. Adopts a healthy lifestyle.	1 to 69
Curriculum goals CG-5: Understanding the bodily movements, health, happiness, challenges, emotions & social harmony.		
C-5.1: Talks about the movements activities, which brings (gives) contentment / satisfaction / joy.	1. Understands importance of diet.	62 to 64
	2. Knows various activities that brings satisfaction & happiness.	1 to 69
	3. participates in the different National days given in the instructions for the teachers	
C-5.2: Understands dance, physical action, local games, & conversational methods in the context of various cultures.	1. Identifies Indian dance forms	-
	2. Identifies the Indian traditional activity (like Mudgal, Dandpatta)	
	3. Collects information about Indian traditional, local & neighbourhood games.	22
	4. Identifies various forms of expression in sports.	28 to 46
C-5.3 Understands rhythmic movements and their values from an aesthetic perspective	1. Performs various rhythmic movements and understands their connection from an aesthetic perspective.	14 to 21

Guidelines for Teachers

Classes VI to VIII represent a very important stage of transition from Late Childhood to Early Adolescence. Students in this age group experience rapid development in physical growth, coordination, social awareness, and self-esteem. Therefore, while teaching, Physical Education teachers should focus not only on skill development but also on the holistic development of students through the Panchakosha approach.

Considering the characteristics of students in this age group, the following guidelines are suggested

1. Consideration of Age-Related Characteristics

- Students in this age group often experience growth spurts; therefore, emphasis should be placed on flexibility and coordination.
- Students possess high levels of energy; therefore, activities involving maximum movement should be selected. The intensity of movement can also be kept relatively high.
- As self-consciousness increases during this stage, avoid ridicule and create an encouraging environment in the class.

2. Lesson Planning and Academic Learning Time (ALT)

- In every lesson, make efforts to maximize Academic Learning Time (ALT) (minimum 50–70%). For this purpose, adopt the practice drill method.
- Give instructions that are brief, clear, and supported with demonstrations.
- Ensure that students spend minimum time standing in lines or waiting for their turn to practise skills.
- For large classes, plan instruction by dividing students into smaller groups.

3. Regarding Co-education

- Physical abilities of boys and girls may differ at this age; therefore, maintain balance while forming mixed groups.
- Some girls may experience hesitation; therefore, create a safe and respectful environment.
- Include more cooperative games rather than only competitive games.

4. Motor Skill Development

- Emphasis should be given on further refinement of Fundamental Movement Skills.
- Among the fundamental movement skills, give special emphasis to manipulative movements. Increase students' accuracy and control in these movements through practice drills.
- Students enjoy challenges; therefore, use this characteristic while planning lessons.

5. Utilization of School Facilities and Equipment

- Do not use limited equipment as a reason for not conducting Physical Education. Modify games and conduct them in adapted forms while ensuring participation of all students.
- Alternative equipment's should be prepared at the local level with the help of students.
- If the playground is small, organize games in smaller groups.
- Conduct a safety check of the playground and equipment beforehand.

6. Large Class Management

- Practice drills should be carried out with peers.
- In classes with a large number of students, use group work and peer teaching.
- Even when student numbers are high, ensure that every student gets an opportunity to participate. This can be effectively achieved through practice drills.

7. Students' Habits and Behaviour

- Competitiveness increases during this age; therefore, promote positive competition.
- Develop discipline through play by teaching adherence to rules.
- Develop leadership qualities by assigning responsibilities to students. They generally enjoy taking responsibility and leading others.

8. Motivation and Participation

- Provide immediate positive feedback, as it encourages students.
- Maintain variety in activities so that students do not become bored. Avoid conducting the same game repeatedly.
- Whenever possible, appreciate students' achievements, even at a small level. Such appreciation should be given publicly.
- Avoid pointing out mistakes in front of all other students.

9. Wellness and Lifestyle Education

- Improvement in students' lifestyle towards being physically active and healthy is expected; therefore, do not avoid teaching related to these aspects. Keep in mind that appropriate emphasis is necessary.
- A discussion should be held with the student and his/her parents regarding what does the student does after school time.

10. Appropriate Use of Technology in Physical Education

- Today's students are naturally inclined towards technology; therefore, use technology in teaching in a limited but effective manner.
- Encourage self-assessment to help students determine whether a skill has been acquired and whether progress has been made. This increases students' interest, participation, and self-awareness.

11. Regarding activities in the Textbook

- Practice the activities from the previous year's classes and teach the activities designated for this class.
- Modify activities according to local conditions. However, ensure the objectives of the curriculum are met / attained.
- Special days – Days like Yog day, Independence Day, National sports day, Sports week, Republic Day, as well as school-level special days are celebrated. On such occasions, organize practical demonstrations of various activities and ensure that the maximum number of students get an opportunity to participate.
- Apart from English, words from other languages that are widely (Prevailing) have been retained in this textbook because they are easy to understand.

- 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.



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Section 1

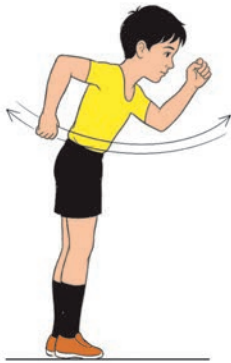
Fundamental Movements



By class fifth, you have learned various types of movement including non-locomotor movements, locomotor movements, and manipulative movements. It is a need to develop all movements during childhood only because of which movements are performed throughout life become easiest & reduce possibility of getting injuries. Furthermore, when various movements are integrated, Sports skill are performed for which is necessary to develop all these movements.

1.1 Running

To develop proper running technique, practice the following activities



Arms action
(swings arm at an
angle of 90°)



Keep body straight
and run forward

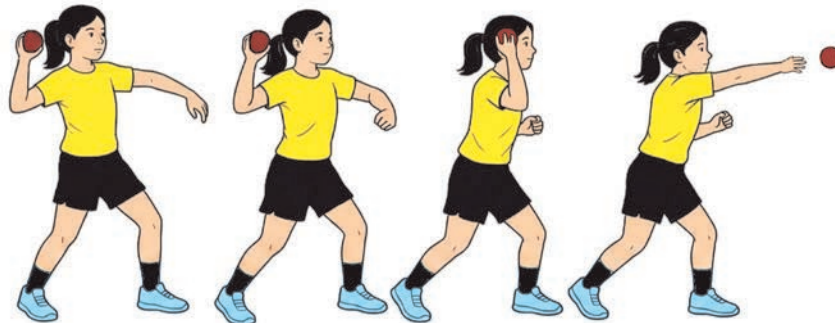


Forward run with
Buttkick

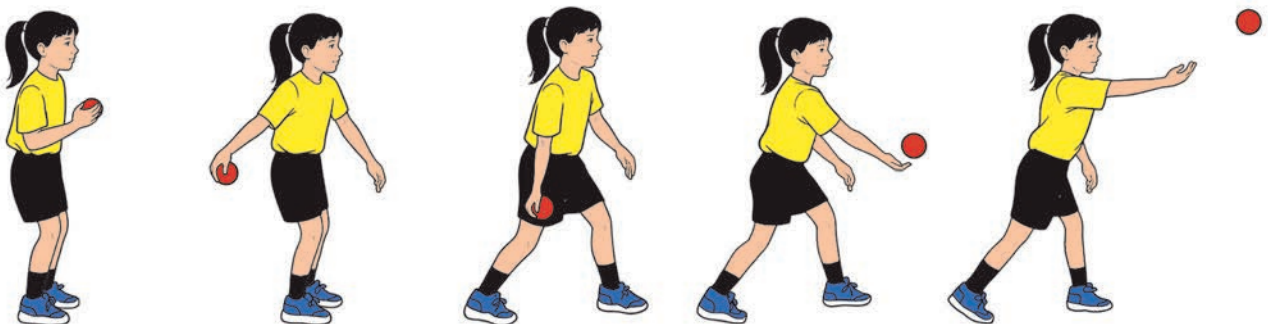


Run Backward
with High Knee

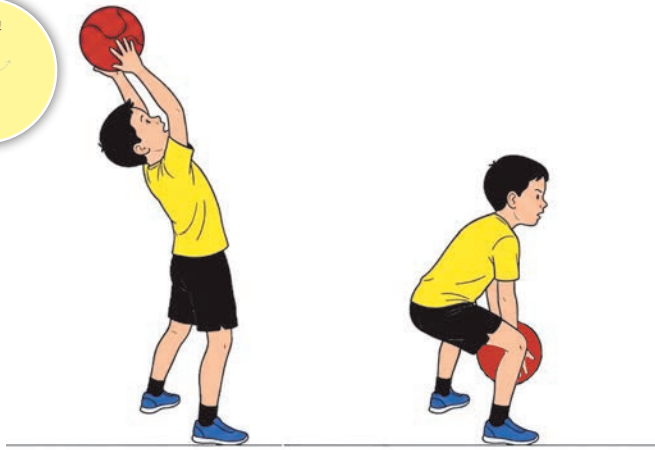
1.2 Throwing



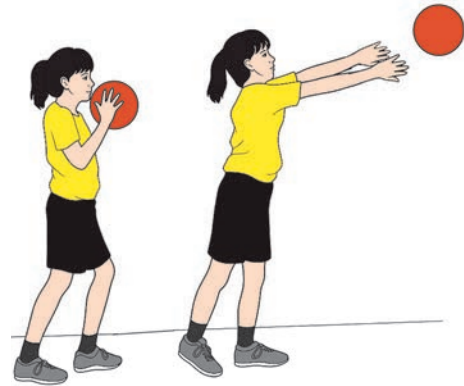
Take step forward and throw the ball forward



Take a step forward and throw the ball upward



Both hand over head back throw



Take a step forward and throw ball forward

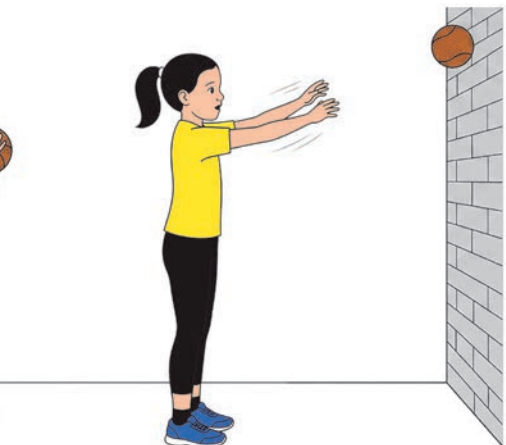
1.3 Catching



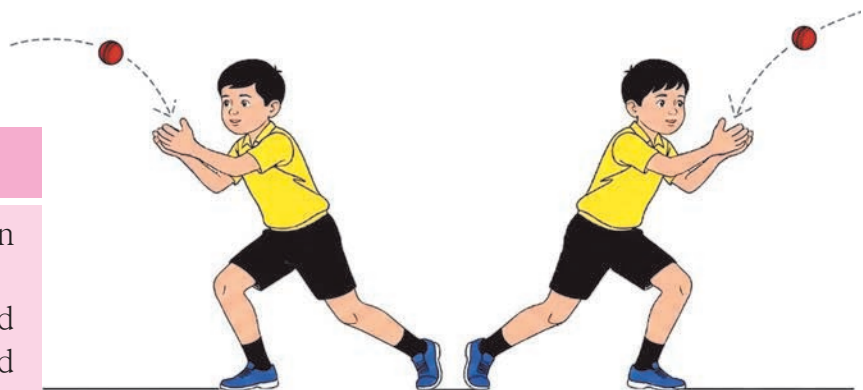
Trow the ball upword with one hand & catch it



Bounce the ball with one hand and catch



Throw the ball on the wall and catch

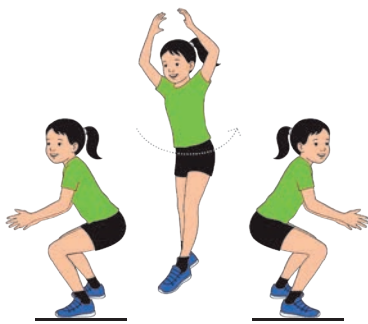


Catch the ball leaning right and left in one place

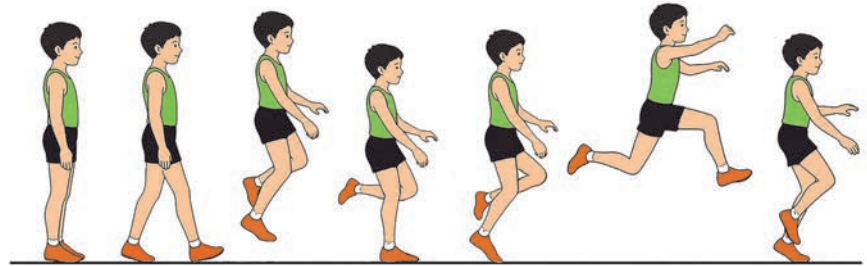
For Student

- Focus on the person catching the ball.
- Judge the speed and direction of the ball and bring your hands closer to your body while catching the ball.

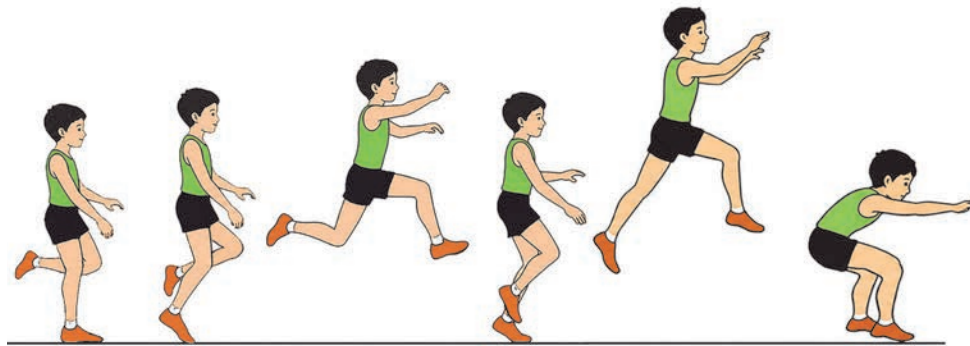
1.4 Integration of Various Fundamental Movements



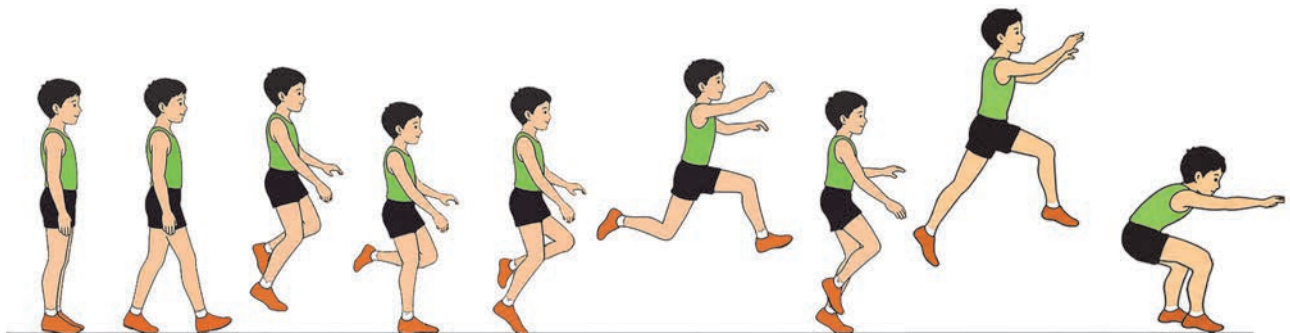
Spot Jump and Land
while turning in 180°



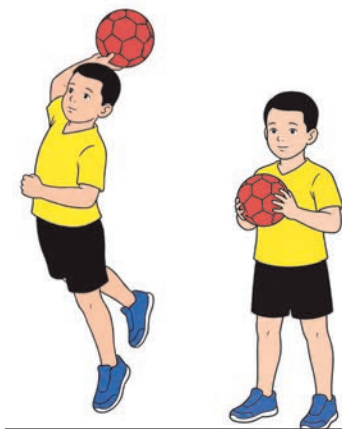
Taking one step ahead
hop and take off



Take off and land



Hop, step and jump



Take off and throw the ball

What did we learn

Student in this lesson, we learned running throwing, catching and jumping. To get proficiency in these activities, we should practice it regularly. Just as hopping, stepping jumping movements are continued in this lesson. Similarly other various movements can be continued and practice it.



Exercise

1. Fill in the blanks by choosing the correct options.

1. When catching the ball, the eyes should always be focused on the _____.
(A) Ground (B) Ball (C) Thrower
2. While throwing, the body weight shifts forward from the _____ foot.
(A) Rear (B) Front (C) Both
3. While throwing the ball, the hand should be moved straight in the _____ direction.
(A) Downward (B) Backward (C) Target
4. While catching a ball, if the hands are brought _____ the body, the impact is reduced / low.
(A) Towards the ball (B) Forcefully (C) Straight
5. When running to catch a ball, it is first necessary to control the _____.
(A) Speed (B) Sound (C) Confusion

2. Match the following

Column A

- (1) Running
- (2) Catching
- (3) Throwing

Column B

- A. Reaching the target
- B. Catching the ball
- C. Covering the distance

3. State your preference.

1. I like to perform the movement of running
(A) Like a lot (B) Like a little (C) Do not like it.
2. I like to perform the movement of throwing
(A) Like a lot (B) Like a little (C) Do not like it.

4. Self-assess and record.

- (A) I have actually performed the movement of running
 - Yes, I can do it as given in the book / cannot do it properly / cannot do it at all.
- (B) I have actually performed the movement of catching
 - Yes, I can do it as given in the book / cannot do it properly / cannot do it at all.
- (C) I can throw the ball exactly where I want to.
 - Yes, I can throw it / It is thrown there, but not always / The thrown ball never reaches where I want.
- (D) I can catch the ball correctly.
 - Yes, perfectly / Cannot catch it properly / Cannot catch it at all.
- (E) I understand when to use the movement of running, catching, and throwing at the right time.
 - Yes / A little bit / Still do not understand.

5. When do you use running, throwing or catching in your daily life? Give two examples.

• The teacher should observe each student as follows

- (A) Does the student coordinate hands and legs properly while running?
 - Yes / No / Needs improvement.
- (B) What is the one good thing the student did while catching the ball? Record your observations.
- (C) Communicate informally with the students, point out necessary improvements, and guide them.





Section 2

Various Exercises



Regular Exercises are very essential to keep human body healthy, fit & efficient. Various types of Exercises not only develop the body, but also promotes mental, social & emotional development. Development of agility, coaordination, endurance, balance, flexibility, confidence & discipline is attained through warming-up exercises, fundamental exercises, ABC Drills & nourishing exercises, adventurous activities, obstacle course, exercises series, rhythmic exercises along with the Indian traditional exercises. It is essential to habituets all these exercises enjoyable/pleasurable, safe & according to the physical abilities.

2.1 Warming up and cooling down

Warming up

- Before starting Exercies, warming up is enential to prepare the body.
- Start whith slow jogging or walking.
- Perform movements sequentially .. as neck, hand, legs or reverse vif. legs trunk, hands & neck.
- Maintain correct body posture.
- While doing exercises keep your breathing normal.
- Slowly increase the pace, start your specific exercise or sport only.
- The main game or exercise should be started only after performing warm-up activities.

Warming up : Set 1 – Neck to Toe

- Slow jogging for 1.5 to 2 minutes.
- 10-20 Butt Kicks.
- Neck rotations 5 to 7 repetitions slowly.
- 10-20 Repetition of Arms rotations.
- Clockwise and anticlock wise trunk rotations. 10 repetitions.
- Left and right sideway bending. 10 repetitions.
- High Knee action.
- Spot jump 10-15 repetitions.

Warming up : Set 2 – Toe to Neck

- Zig-Zag running for 1-2 minutes.
- 1 minute skip jumps (with out ropes)
- Forward lunges, repetitions on each leg.
- Jump and raise your hands, 10-12 repetitions.
- 10-12 repetition shoulder elevation.
- Neck movement left to right and front and back 5 to 8 repetitions each.
- Slowly increase the pace of movement. Do not rush suddenly.
- Only after warming up exercise, the main game/exercise should be started.





Cooling Down

Cooling down should be done after exercising, playing or performing any continuous physical activity to bring the body's muscles back to their normal state.

- Instead of walking slowly or jogging, movements should be done at a slow, gentle pace.
- Do light stretching exercises to stretch the muscles.
- Take deep breaths to relax the body.
- Do not sit down immediately or drink too much of water immediately after playing.
- Perform slow movements to relax the body.
- The sequence and speed of cooling down is exactly opposite to that of warming up.
- Transition in cooling down goes from fast movements to slow movements.
- Cooling down helps to recover quickly from exercise or sports fatigue and brings the body back to its original state.

Cooling down : Set 1

- walk slowly for about 20–30 meters.
- Swing your arms and move your body up and down from the waist, 5–8 repetitions while taking deep breaths.
- Stretch your hands high up and hold that position while counting from 10–12 counts.
- To stretch the hamstring muscles bend forward from the tailbone while counting from 10–12 counts.
- To stretch the calf muscles, place one leg forward and bend the front knee while keeping the back leg straight. Both the feet should face forward, and the entire foot should be flat on the ground.
- Repeat the above activities alternately with both legs 3 times each.
- Sit with legs apart (straddle sitting), and stretch the thighs while counting from 10 to 12.
- Close your eyes and relax your body.

Cooling down : Set 2

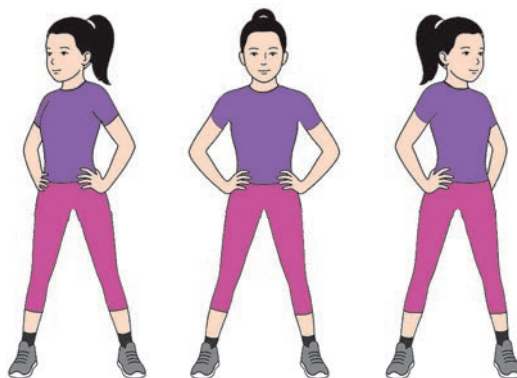
- walk slowly for 1:30 to 2 minutes.
- Take deep breaths – 5 times.
- Gently loosen your neck and shoulders to loosen them – 5 times.
- Kneel down on the ground, arch your body back like a cat or a camel to stretch your back – 10 repetitions.
- Sit cross legs and move your thighs like butterfly wings. 10 to 12 repetitions.
- Raise your hands to stretch your shoulders and back. count up to 10 counts.
- Close your eyes and sit quietly – 1 minute.

Note: These sets help students participate enthusiastically in physical education classes, calm their body, mind and help them to rejuvenate.

2.2 General Exercises



Alternate Toe touch



Turn body – Left and Right



Side Lunges



13



1 and 14



2



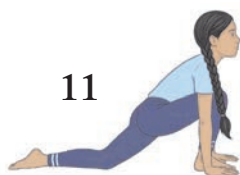
3



4



12



11



10



9



8



7



5



6 A



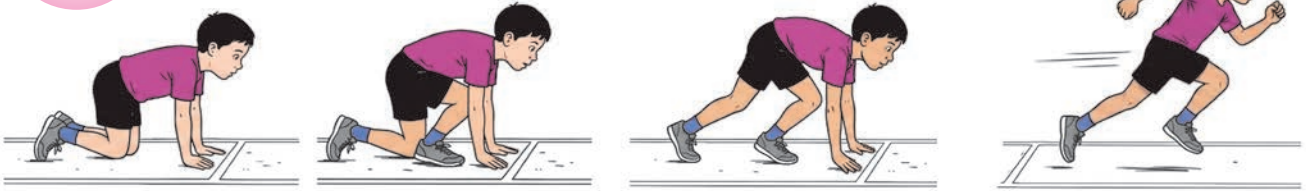
6 B

Suryanamaskar Type 2

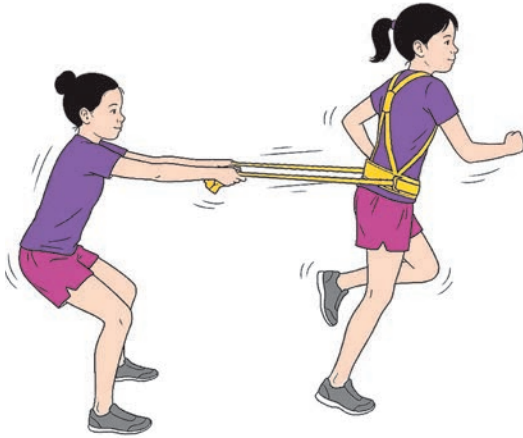
- Suryanamaskar is done in 12 counts, but here we will do in 14 counts.



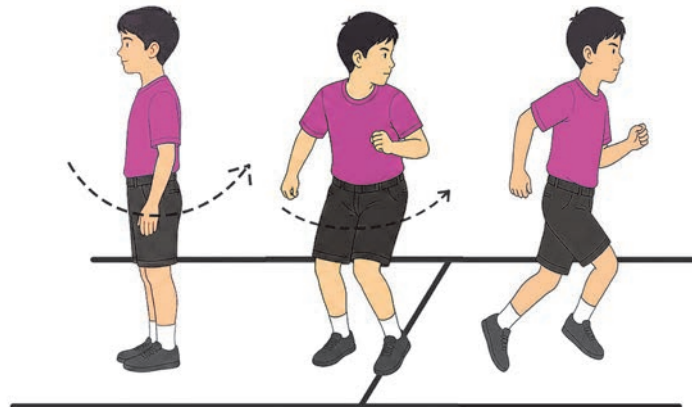
2.3 ABC Drills



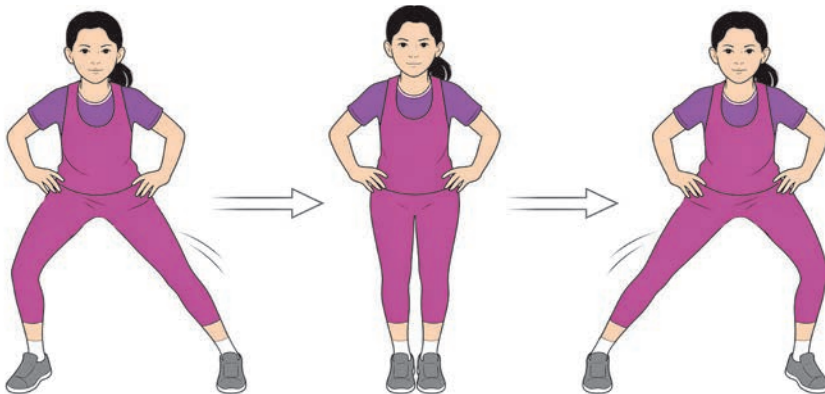
Crouch Start



Thera Band (Harness) High Knee
Running with a partner



Run in the opposite
direction on signal

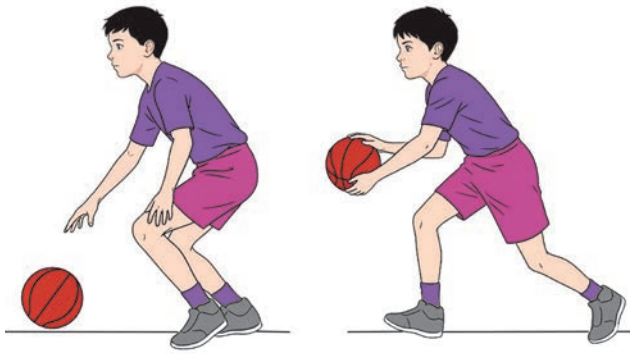


Side Shuffle

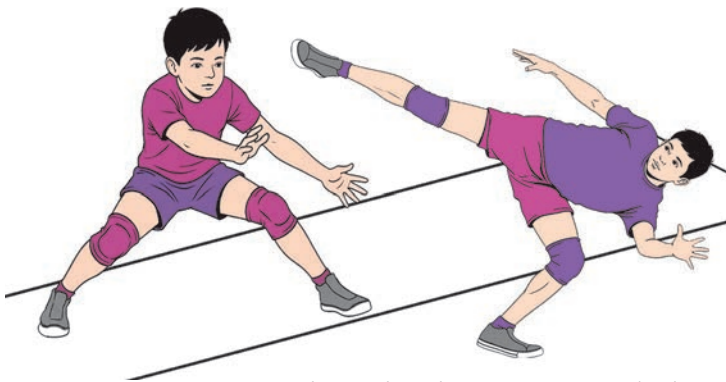


Move forward in
High Knee action

2.4 Leadup exercise



Dribbling the ball while walking

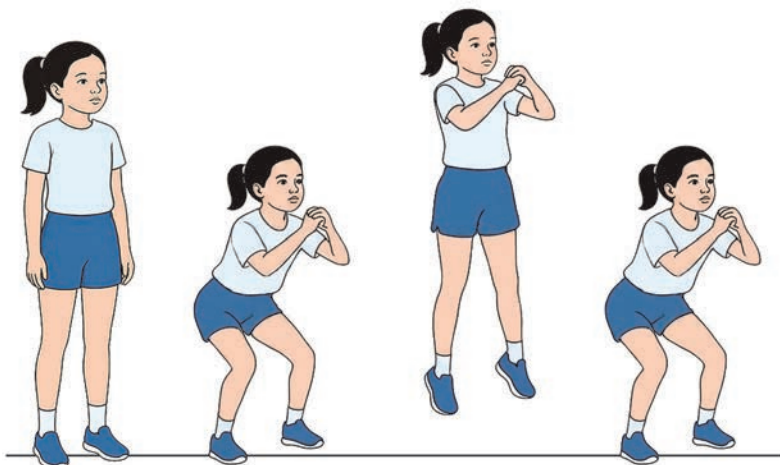


Back Kick taking one step behind

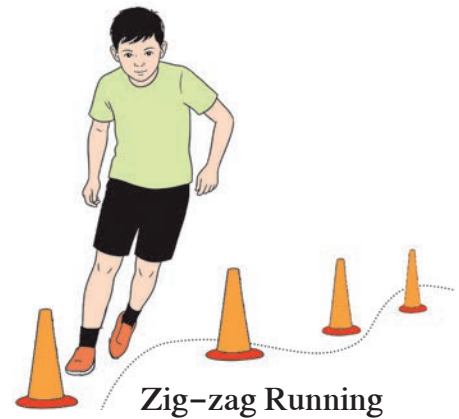


Dribbling with inside foot and move forward

2.5 Developmental Exercise



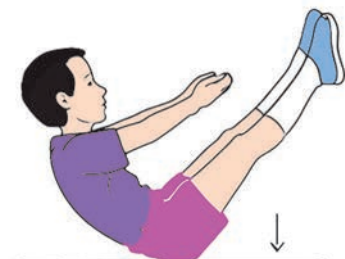
Jump and Squat

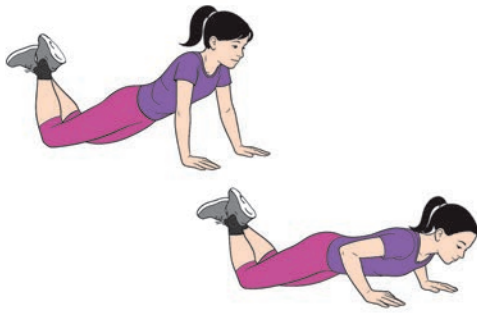


Zig-zag Running

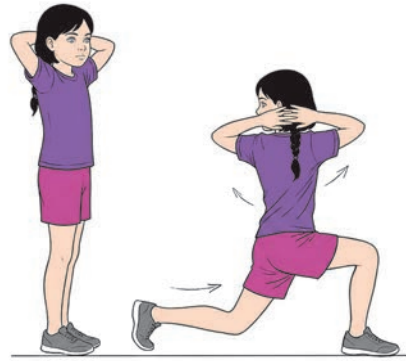


'V' Sit up

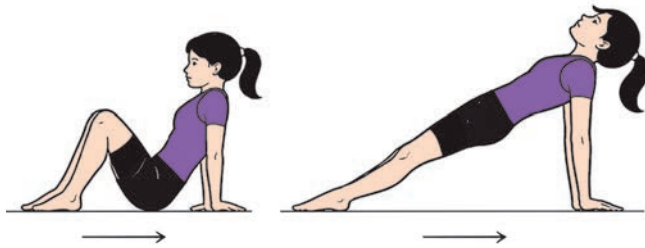




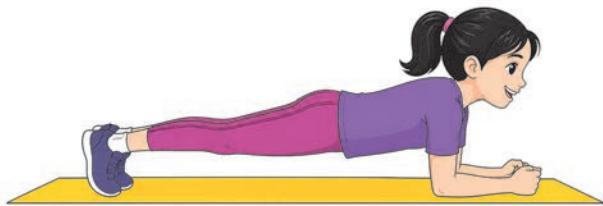
Modified pushups



Lunges with twist



Reverse Plank



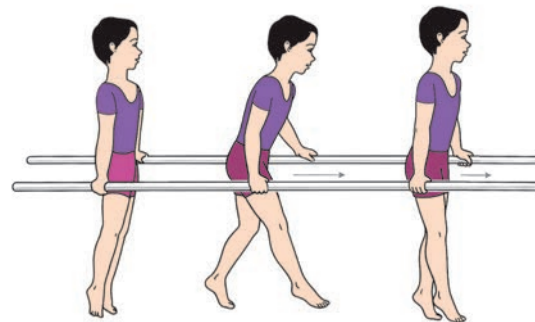
Elbow plank hold 30–45 sec., 2–3 sets

2.6 Adventurous Exercise

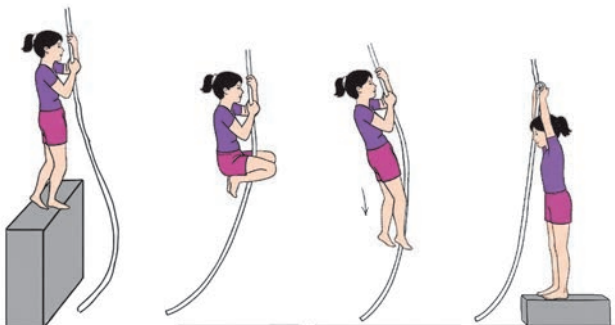
• Gymnastics



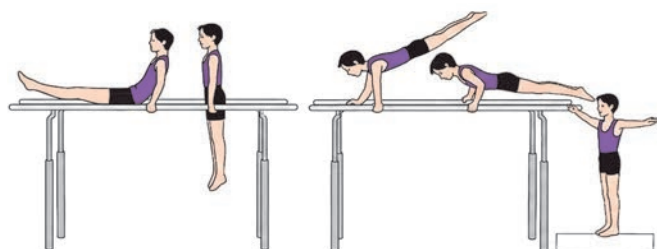
Horizontal Bar : Chin ups



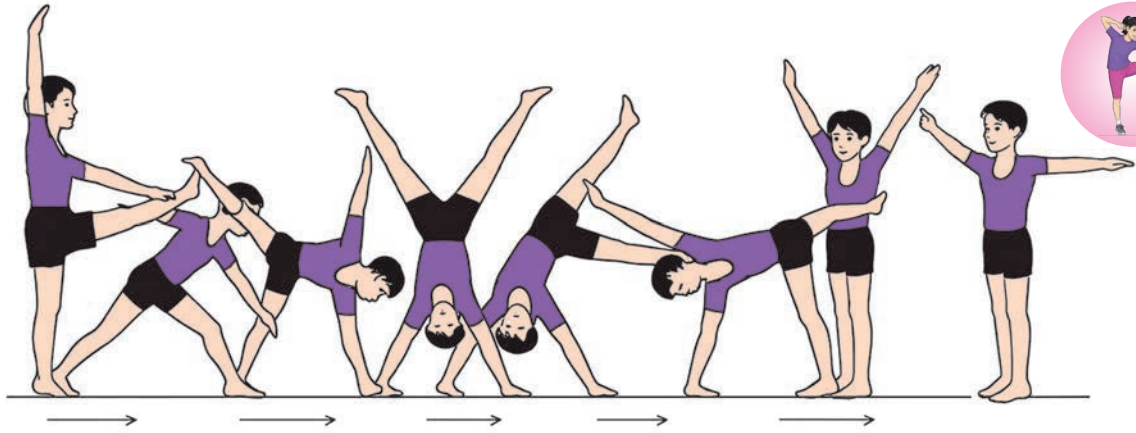
Parallel Bar March



Tarzan jump and land



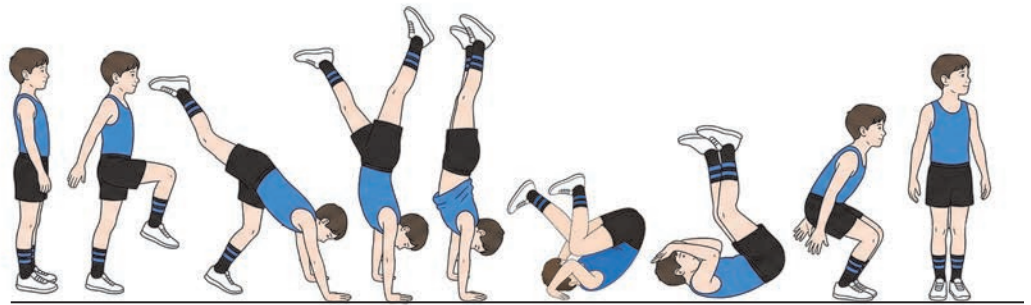
Parallel Bar side vault jump



Round off

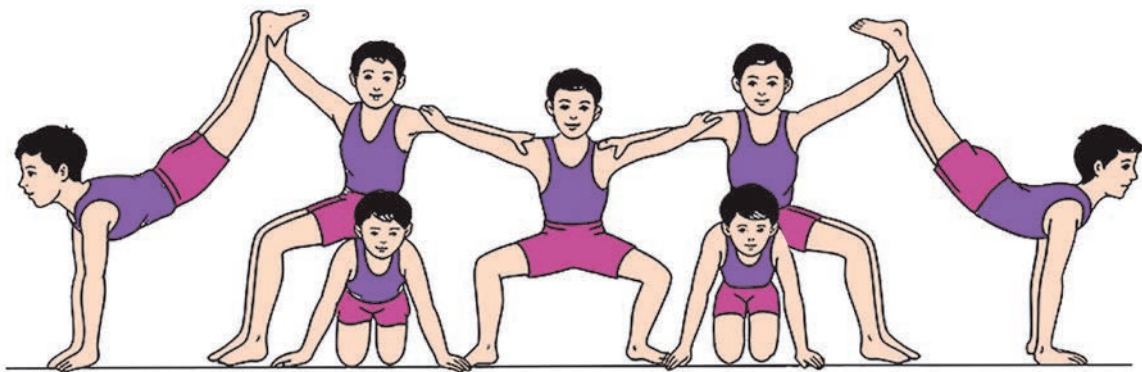


Jumping over a partner's back and landing



Handstand and front roll

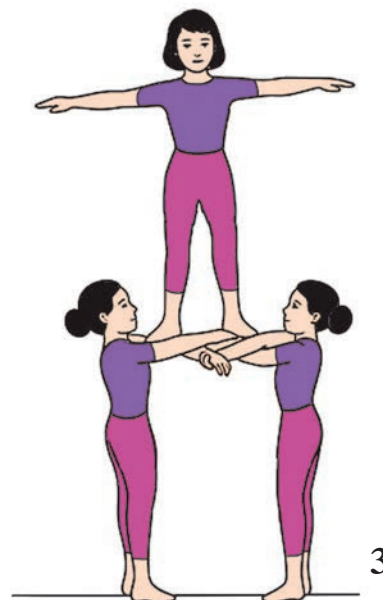
• Human Pyramids



1

For Teachers

- Always keep strong and healthy students at the base.
- As the layers of the pyramids increases the students should be of light weight and height.
- Top layer students should be more skillful.
- Increase the skill, difficulty of pyramids as per the class.
- Difficulty of pyramids should be as per the ability of the student.
- Avoid unnecessary difficult and very high pyramids.
- On the basis of above pyramids, create different pyramids from the students and practice.



2.7 Obstacle Course

Obstacle Course Series 1

An obstacle course means completing different types of exercises one after the other, without stopping, without breaking the momentum and in the minimum possible time.

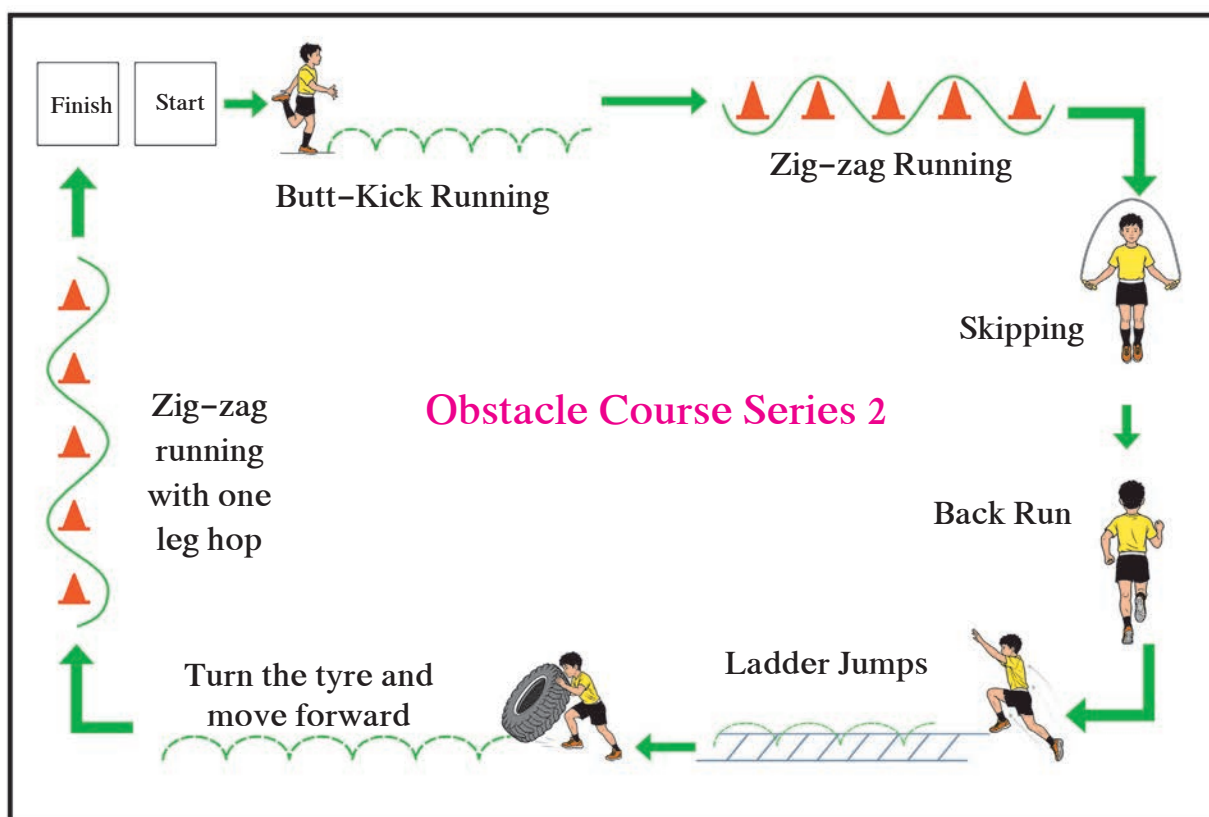
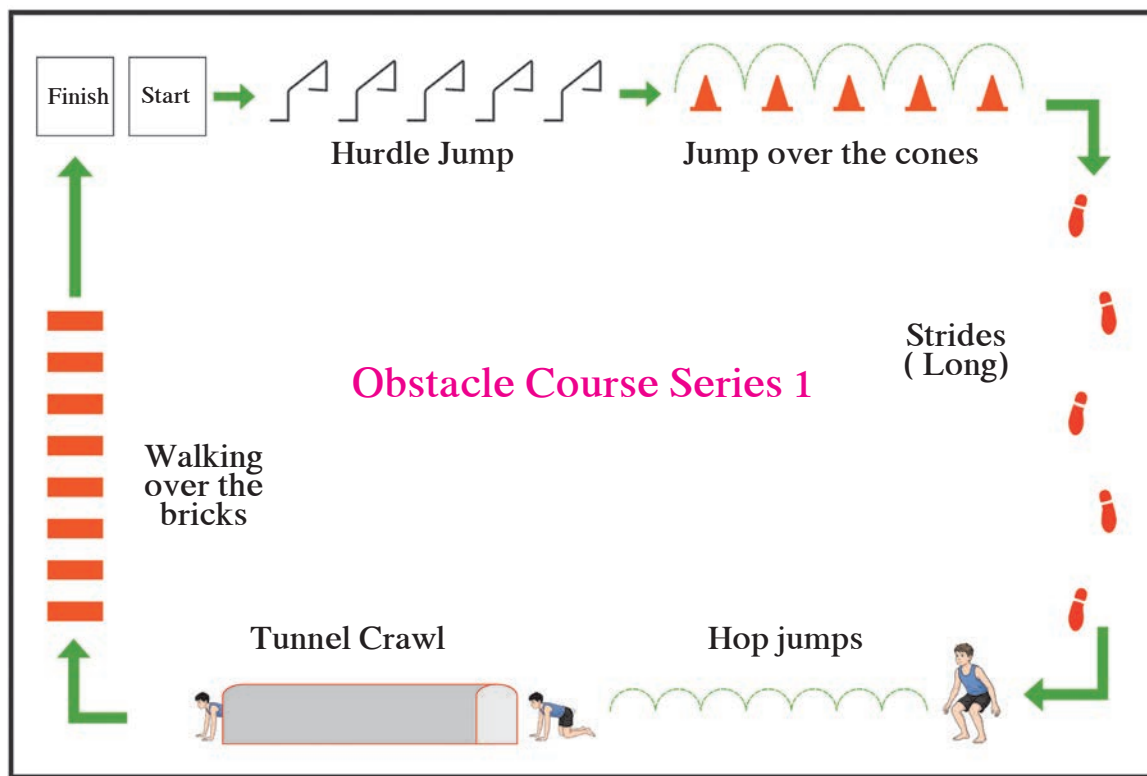
For Example : Sprinting 20 meters – placing 4–5 cones and jumping over them – climbing up and down 4 to 5 steps for 2 to 3 minutes – passing through a tyre – jumping over a bench – forward roll (on grass / mattress) – running 10 meters.

By practicing a series of such various activities taught to you, physical capacities can be developed. While doing the course, the speed naturally decreases when moving from one activity to another; however without stopping in between, one should immediately clear the obstacle of the next activity.

All the students should stand in a line at the starting line. Each student should start completing the obstacle course one by one. As soon as the first student starts performing the third activity, the next student should proceed.

For Teachers

If the number of students is more, the same course should be set up at two or three different places on the ground. Practice should be conducted. Apart from the given examples, teachers should creatively design various obstacle courses according to the available facilities, amenities, and equipment to conduct practice sessions.





2.8 Rhythmic Movement

• Lezim

Lezim is an authentic, traditional Marathi art form. In historical times, Lezim was played alongside dhol (drum) troupes to give a send-off to the army heading out for battle up to the border; whereas, upon returning after winning the battle, it was played to welcome the army. Lezim used to be played on many occasions to express joy.

Lezim is also considered a type of dance form. In different parts of Maharashtra, Lezim is played by performing footwork in various styles. Along with rural areas, Lezim-playing troupes can be seen in urban areas as well. Instruments like the dhol, tasha, jhanj, and halgi provide the accompaniment for Lezim. The young men and women in the Lezim troupe play Lezim wearing traditional Marathmoli (Maharashtrian) attire.

When Lezim is played to the beat of music, it serves as a form of aerobics exercise. Movements of the legs and hands occur to the rhythm of the instruments. From a health perspective, this is a highly beneficial form of exercise. In the fifth standard, you learned the various basic positions required for the Lezim form. Similarly, you also learned types such as the two count sound and four count sound. Now, by practicing the types learned in the previous class, we have to learn the next new types.

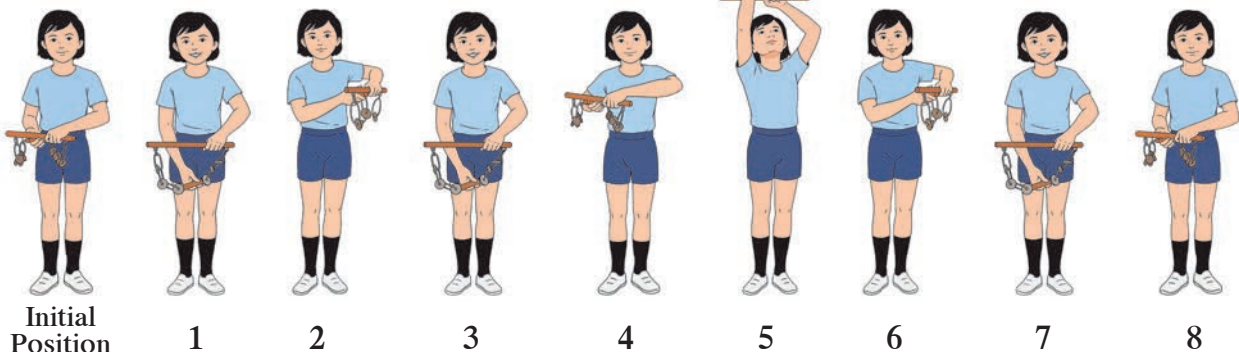
(1) Aath Awaj – (count 8+2)

Initial Position : *Hoshiyar sthiti*

Action: 1 to 4 count as per “Char Awaz”

- (1) Open the lezim in front while swinging right to left.
- (2) Tap the small handle over the large handle and bring the lezim close to the left armpit (close the lezim) in a closed position.
- (3) Swing the lezim from left to right & open it in front of body.
- (4) Tap the small handle over the large handle & bring the lezim close to the right armpit (close the lezim).
- (5) After the fourth count, continue the movement & bring the closed lezim from the right side up over the head. Open the lezim while holding the small handle with the right hand & rotate the large handle in forward motion using left hand.
- (6) Close the lezim near left armpit without interrupting the circular movement.
- (7) Swing the lezim from left to right & open it in front.
- (8) Close the lezim & return to the initial position.

Perform the above actions in rhythm.



Guidelines Instructions for Teachers



- In all the subsequent types of Dakkhani Lezim, the movement of the Lezim is similar to the movements in the Aath Thoke type. There is a change only in the footwork. Therefore, since the eight-count type is the fundamental form, ensure the students practice it well. Specifically, as the fifth count is more important, it should be made more graceful and majestic.
- The hand movements of the eight-count type should be practiced without the Lezim instrument first.
- It should be noted that on every odd number (count), the Lezim should be opened by stretching its chain, whereas on every even number, the Lezim should be closed by striking the smaller wooden handle against the larger wooden handle.
- Numbers (counts) should be counted in a rhythmic manner. To prevent getting breathless while counting continuous numbers, counts 7 and 8 should not be counted verbally; instead, one should take a breath at that time. Alternatively, to ensure children grasp the rhythm of the Lezim, occasionally ask them to count the numbers collectively as a team. Once a variation/type is well-mastered, there is no need to count the numbers at all.
- If one type needs to be linked continuously to another type, then during the last two counts of the first type, one should say *prakar badal* in rhythm, or call out the name of the second type.

(2) Aage Paav (count 8 + 2)

Initial position : “Hoshiyaar Stithi”

Action : Perform the movement 1 to 4 as per “Chaar awaz”

Count 5 to 8, the movement of the hand should be as per “Aath awaz” and the leg movements is as follows:

- (5) While holding the lezim above the head step right leg forward & raise both the heels.
- (6) Close the lezim near left armpit & bring both the heels on the ground.
- (7) While bringing right foot near the left foot, swing the lezim from left to right & open it.
- (8) Bring right foot near the left foot & close the lezim.

After completing the above action stop “Aage paon” in two counts.



Guidelines Instructions for Teachers

- Practice without the Lezim first. this will ensure coordination in the movements of the hands and legs.

(3) Picche Paav (count 8 + 2)

Initial Position : Hoshiyar sthiti

1. Take right leg backward, shift body weight on it and bend at knee, and open lezim near at right leg.
2. While straightening bring lezim in front and close it.
3. Lift the right leg, bring it close to left leg open the lezim right side near the waist.

Bring the right leg close to left leg while raising and close the lezim.

after completing the above counts stop the picche pav action in 2

counts. During counts 5 to 8, on the 5th count, tap the right foot near the left foot.





All remaining movements to be performed according to counts 5 to 8 of the Aath Aawaa type.

Guidelines Instructions for Teachers

Please note that in the above type, during the first four counts, the swing of the Lezim goes from back to front. Children often make mistakes here initially. They take the Lezim straight from front to back. To avoid this and to ensure the swing comes from back to front, practice the hand and leg movements without the Lezim first. Since this movement will feature in most of the subsequent types, please note that the back-to-front swinging movement of the hands after moving the leg back is highly important.

(4) Aage – Piche Paav (Number of Counts: 8 + 2)

Initial Position : *Hoshiyaar Stithi*

For counts 1 to 4, perform the action according to counts 1 to 4 of the Piche Paav type.

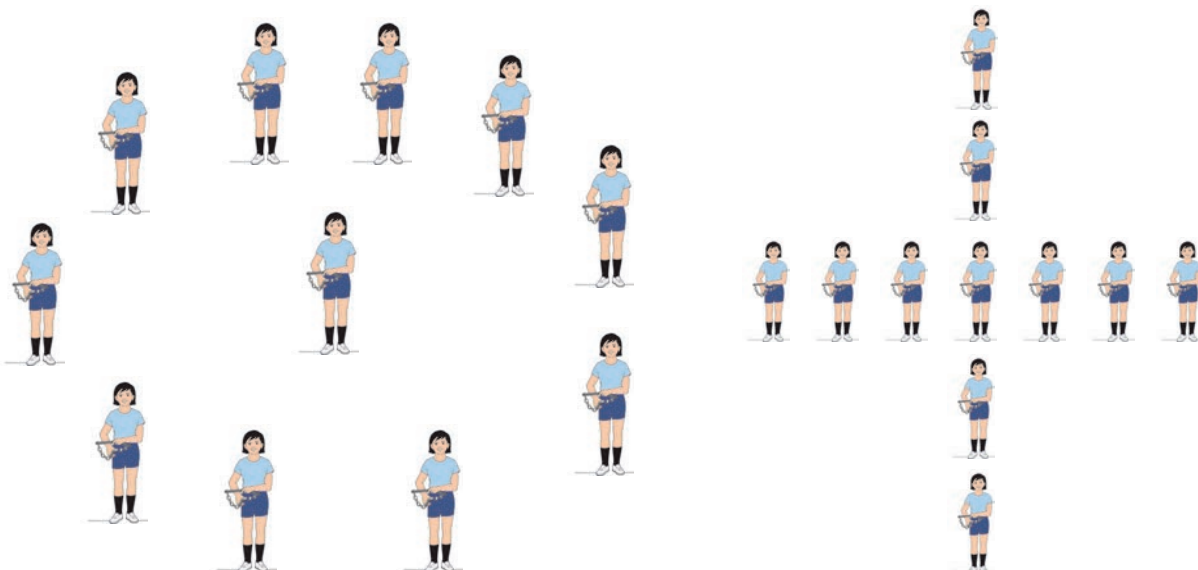
For counts 5 to 8, on the fifth count, without touching the foot to the ground, perform the action of counts 5 to 8 from the Aage Paav type. After completing the above actions, finally stop the Aage Paav – Piche Paav action within 2 counts



Guidelines Instructions for Teachers

- Although the name of this type is Aage Piche Paav, please note that the movement for Piche Paav comes first at the beginning, followed by the movement for Aage Paav.
- While stopping, the right foot that was brought close on the eighth count should be placed on the ground on the first count of the two extra counts. If the type is to be performed continuously a second time or multiple times, the right foot brought close on the eighth count should be kept raised and taken back in the same position for the first count.
- While moving the right foot forward and backward, do not move the left foot from its position.

Sample information for Lezim demonstrations

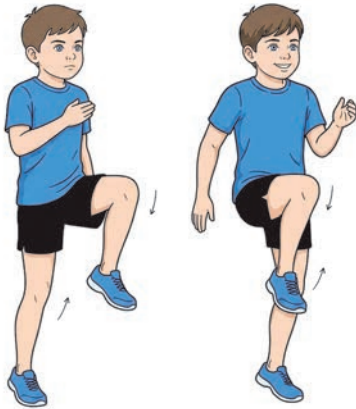


• Aerobics



Aerobics is a beautiful combination of rhythmic movements, music, and exercise. Performing aerobics keeps the body, light and energetic. It improves the efficiency of the heart and lungs. Regular practice of aerobics increases the Endurance. become more efficient and agile. While doing aerobics, many organs of the body work collectively. This Improves blood circulation Aerobics is not just an exercise but a joyful collection of movements. Exercises done rhythmically keeps us happy and help to control and reduce the weight.

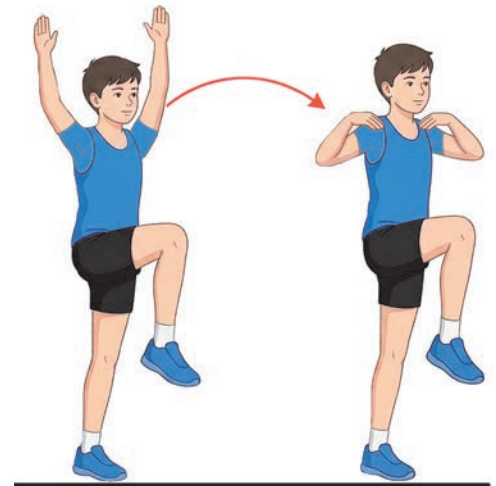
Set 1



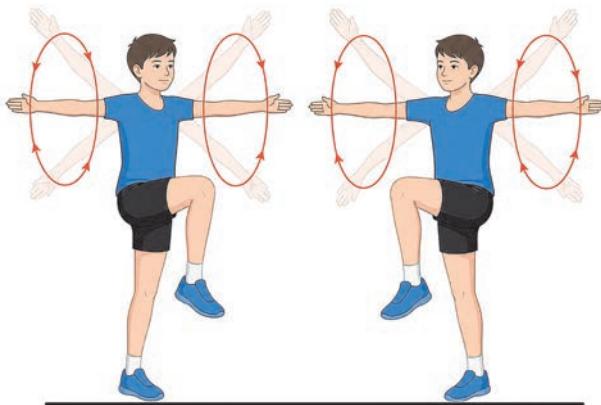
Marching on the spot



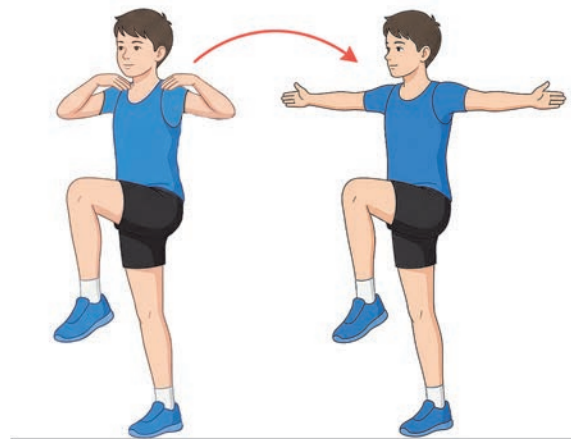
Marching with shoulder rotation



Marching with arms up and down



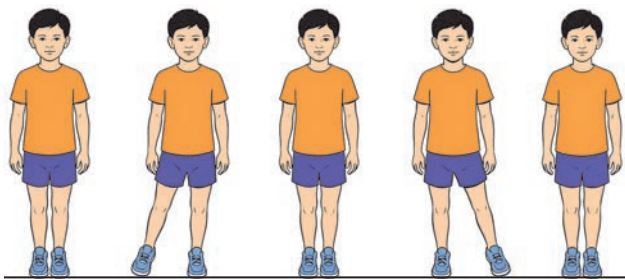
Marching with arms circle



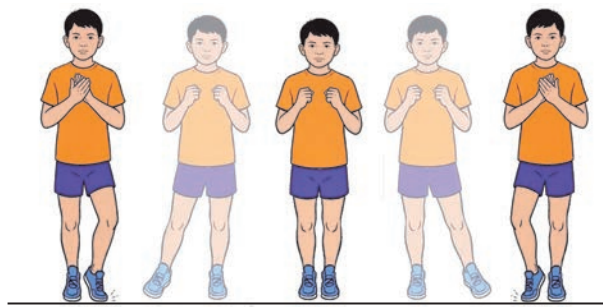
Marching with sweep out



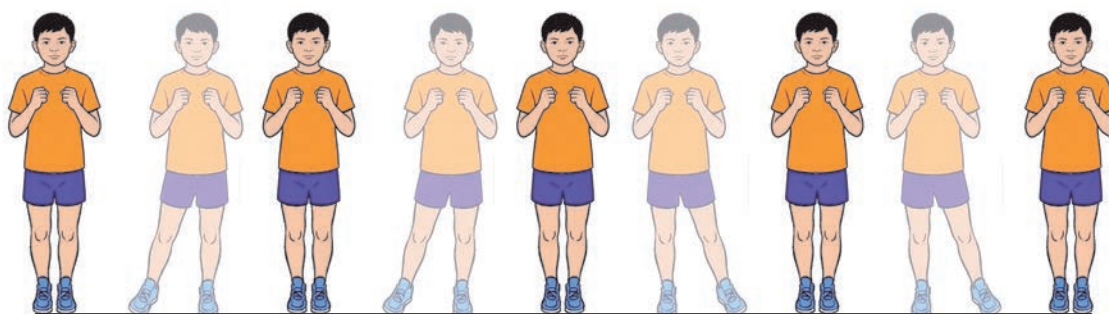
• Aerobics – Set 2



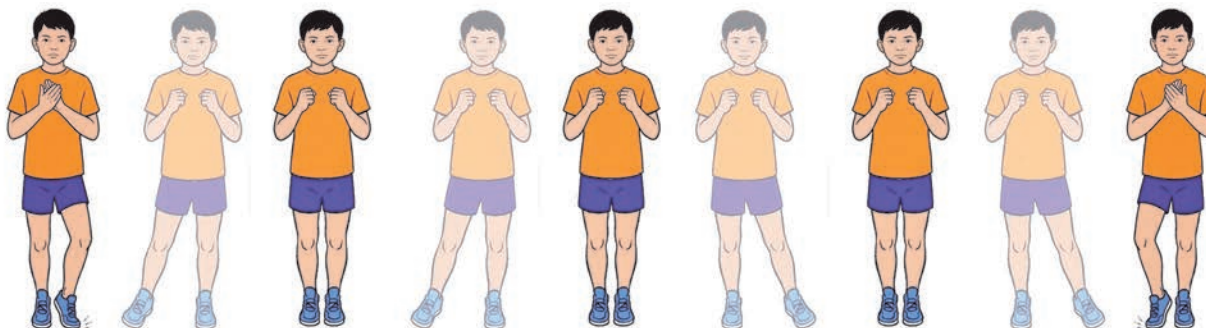
Side to side



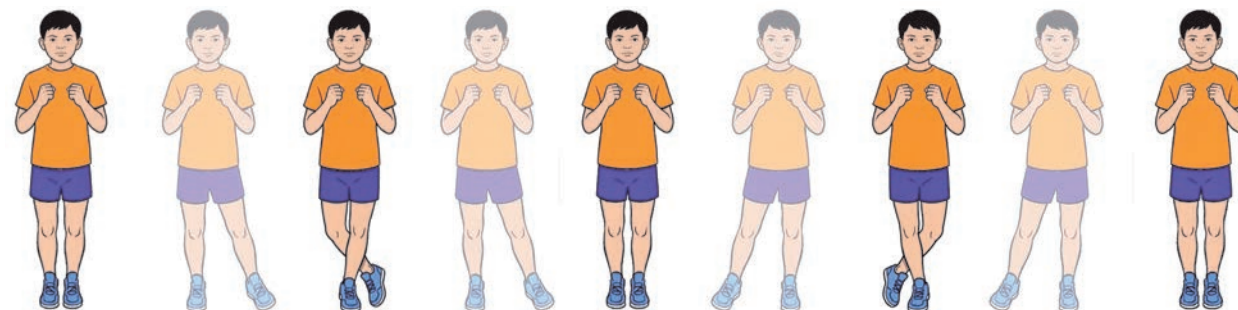
Side to side with claps



Side to side Double Step



Side to side double steps with claps



Initial
Position

1

2

3

4

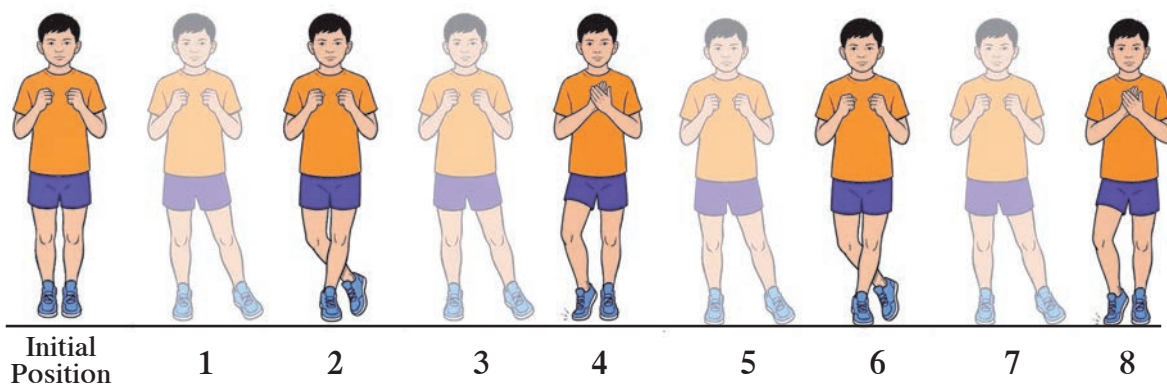
5

6

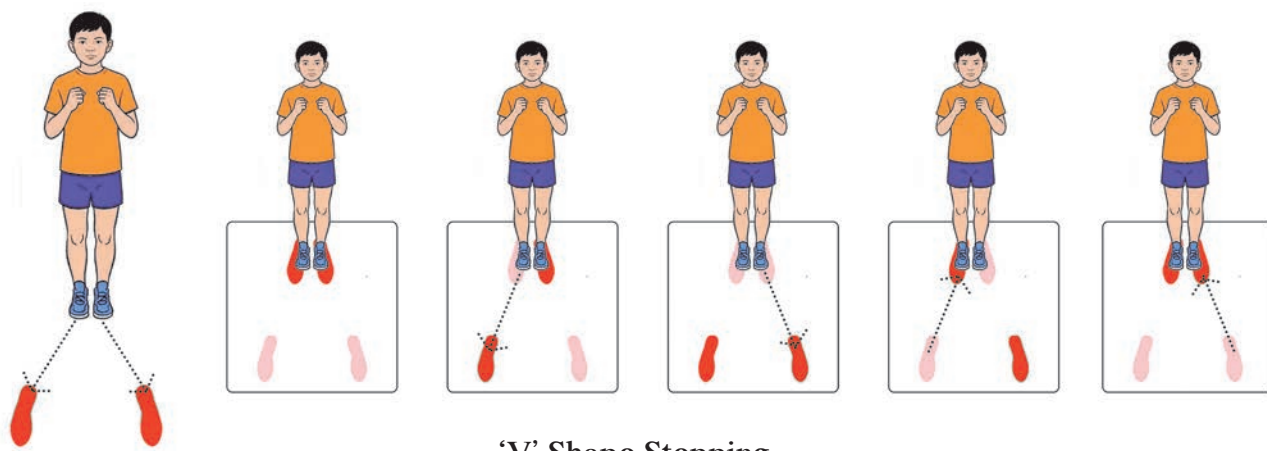
7

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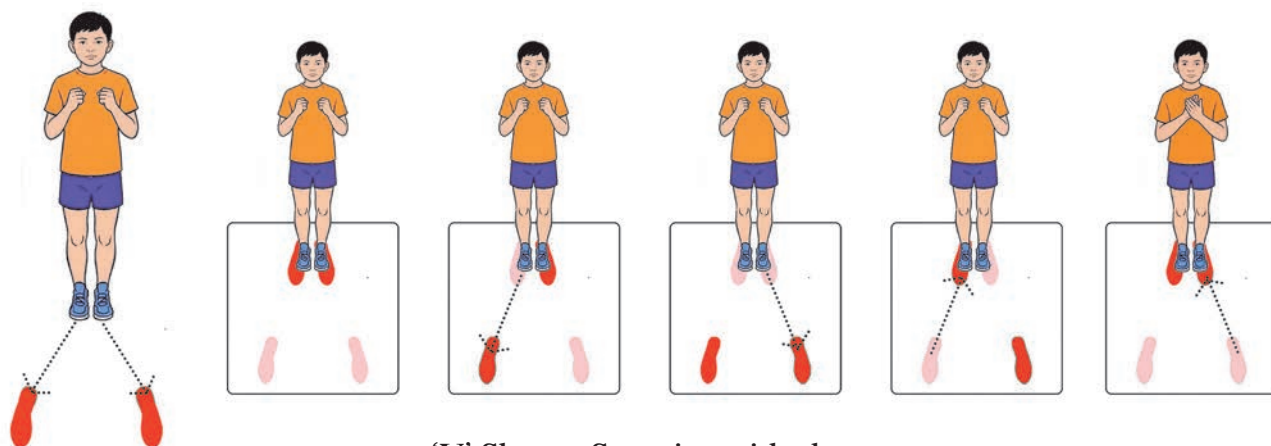
Grapevine



Grapevine with claps



'V' Shape Stepping

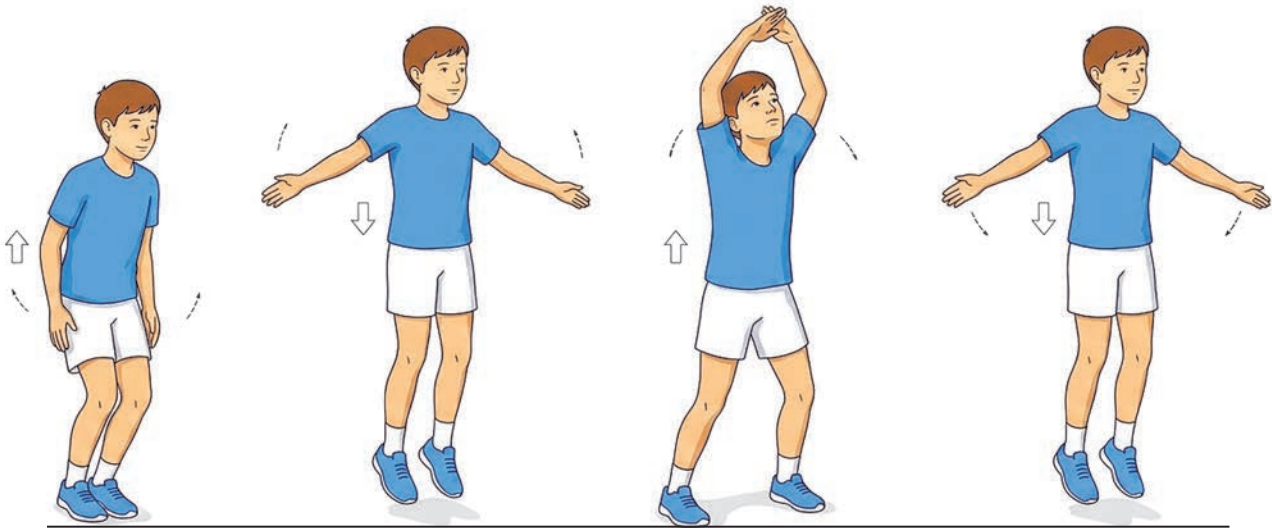


'V' Shapes Stepping with clap

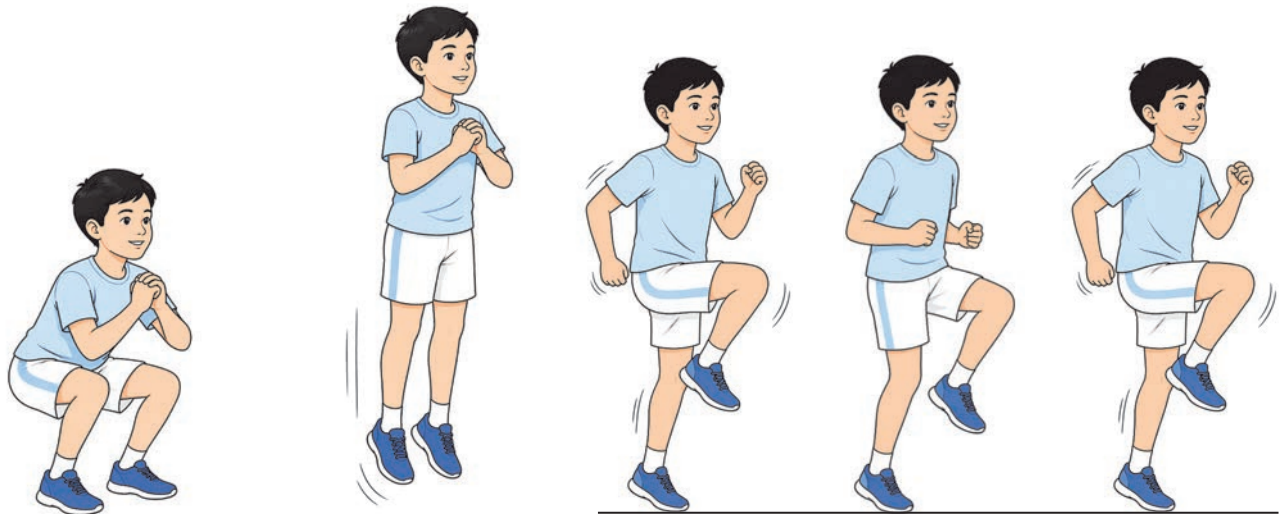


• Dancercise

Dancercise helps to increase cardio vascular endurance, joint strength and flexibility. Muscles strength and balance improves. A joyful feeling of accomplishment from being able to perform all the movements it increases mental strength.



Jumping Jacks 15 to 20 Repetitions

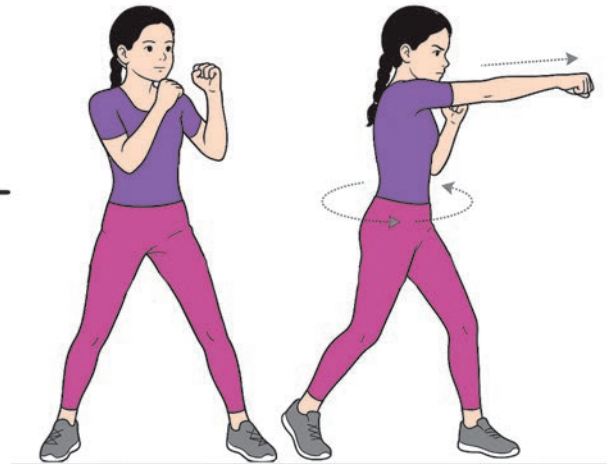


Squat and jump & close the legs
10–12 Repetitions

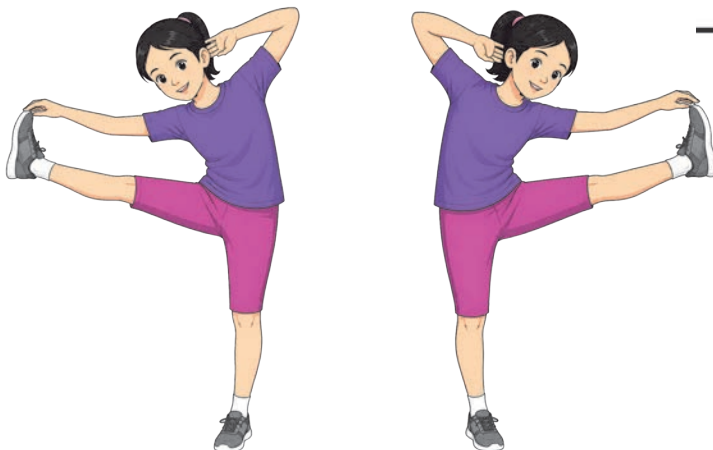
Slow–fast running at the
place, 30 second



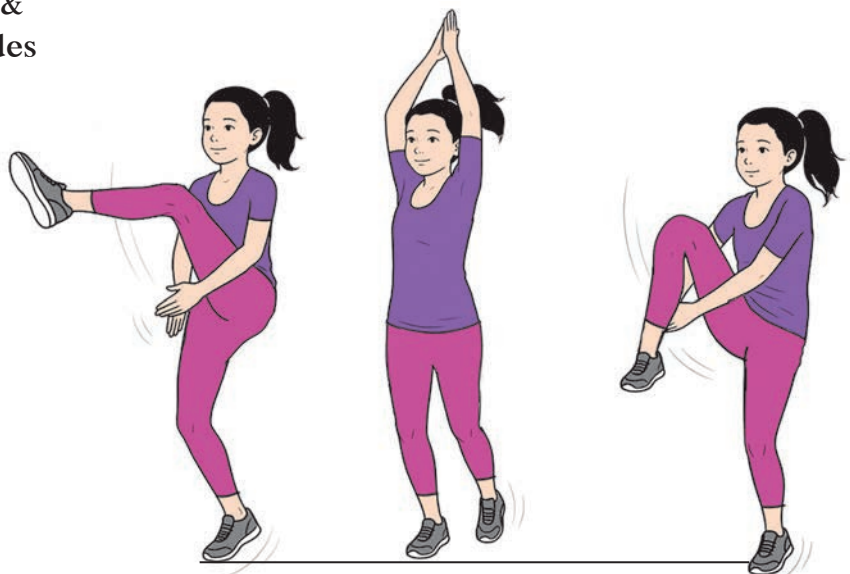
Front and side kicks
(Both legs) 10–20 Repetitions



Cross punch with both
hands 10–15 Repetitions



Sides ways bend &
leg up both the sides
10 repetitions



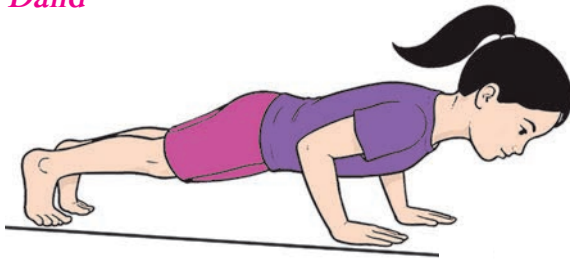
Leg raise and clap 10–12 repetitions



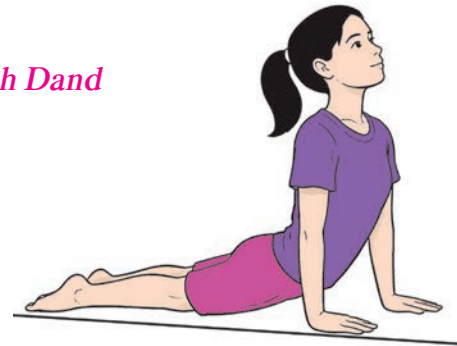
2.9 Indian Exercise

• **Dand (Push ups)** : Among the various traditional methods in traditional exercises dand (Push ups) and Baithaka (Squats) are prominent types of exercise. Through them, various major muscles of the body get exercises at the same time. There is no need for any artificial equipments or partner for these exercises. These can be performed in very limited space. This type of exercise is also referred to as *Jor*.

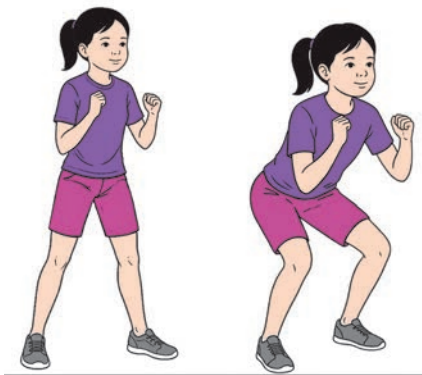
• **Dand**



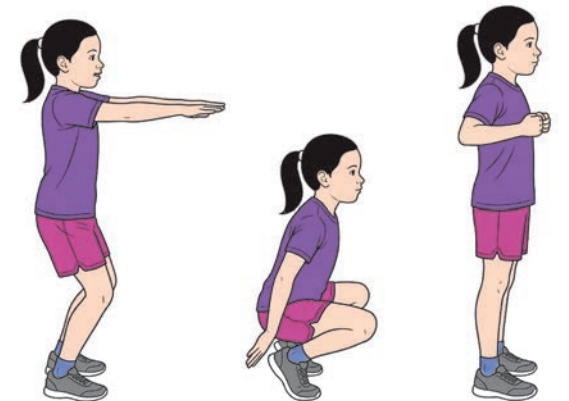
• **Ardh Dand**



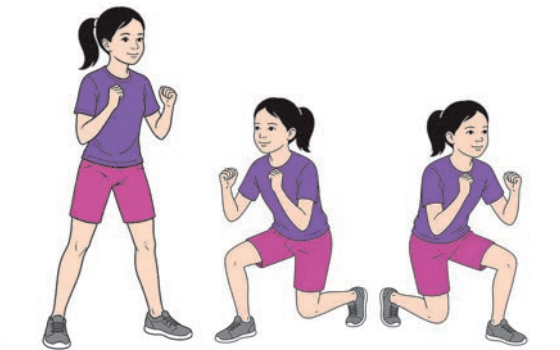
• **Baithaka (Squats)** : Baithaka is an ancient form of exercise in India. We usually perform activities like walking, running, jumping and swimming to strengthen our leg muscles dequate workout to all the muscles of the legs without using any equipment.



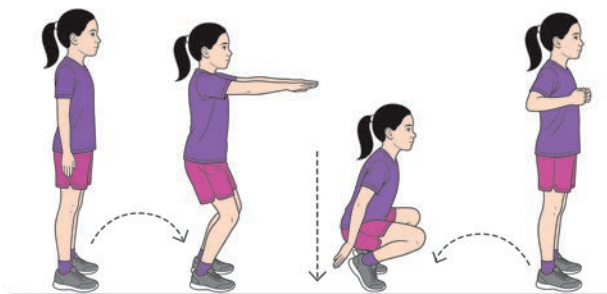
Ardh Baithak (Half squat)



Sadhi Baithak (Squat)



Kutaki Baithak : with left & right leg



Sarak Baithak

2.10 Exercise Series



In this section of "Various Exercises," we have learned many different exercises. With the help of the teacher, create "stations" for these exercises and perform at least 7 to 9 stations one after the other. A layout of the exercises stations should be prepared, and exercises should be performed at each station according to the teacher's instructions. The duration of the exercise at each station should be a minimum of 15 seconds to a maximum of 20 seconds. One should not exercise for a longer duration at a station in the exercise series than this. Doing so leads to fatigue, and the circuit cannot be completed. Repetitions should be decided considering the intensity of the exercise and should be completed according to one's capacity. After completing the exercise at each station, take rest for 45 seconds to 1 minute. When the exercises at all the stations in the series are completed (one circuit), perform 2 to 3 such sets. If you feel any discomfort or trouble, inform the teacher immediately.

Series 1 : Total body Development Exercise Series

Objective Set up : Strength, power, movement ability

Arrangement : Arrange the exercise stations in a circuit

Sn. No	Exercise	Repetitions
1.	Baithak/Squats	12
2.	Wall push-ups	12
3.	Toe touching while walking forward	12
4.	Lunges	12
5.	High Knee action	12
6.	Half situps	12

Series 2 : Balance and coordination

Objective : To develop body control, balance & coordination

Sn. No	Exercise	Repetitions
1.	Skipping	20
2.	Throwing the ball high & Catching it	8
3.	Dribbling the ball between the cones	6
4.	Burpees	6
5.	Leaping forward through the hulla hoops placed on the ground and return with back running.	4
6.	Bouncing the ball in the circle	12
7.	Dribbling the ball between the cones and run to and thro.	4





Series 3 : Flexibility & Body control/series

Objective : Increase muscle strength and make bones strong

Set up : Draw two lines at a distance of 5–7 meters or place cone at each station.

Sn. No	Exercise	Distance
1.	Bear Walk	5 to 7 Meters
2.	Duck Jump	5 to 7 Meters
3.	Frog Walk	5 to 7 Meters
4.	Crab Walk	5 to 7 Meters
5.	Snake Walk	5 to 7 Meters
6.	Rabbit Jump	5 to 7 Meters
7.	Crocodile Walk	5 to 7 Meters
8.	Elephant Walk	5 to 7 Meters

Series 4 : Speed and Endurance

Objective : To increase speed and endurance

Sn. No	Exercise	Repetitions
1.	High knee on the spot	15 sets
2.	Jump and squat	8 sets
3.	Tuck Jump	6 Sets
4.	Run over 5–7 hurdles in a straight line	4 times
5.	Mountain Climber	15 Sets
6.	Ladder Drill	4 Sets
7.	10 Mt. Shuttle run	4 Sets
8.	20 Mt. Straight leg run	4 Sets

Definitions of Health-Related and Skill-Related components of Physical Fitness.

- (1) **Speed :** The ability to perform maximum actions / movements in minimum time is called as speed.
- (2) **Agility :** The ability to accurately change body position and directions in minimum time is called agility.
- (3) **Strength :** The ability of muscles to exert force is called strength.
- (4) **Coordination :** It is synchronized communication between brain, nerves and muscles.

Exercise



Q.1. Fill in the blanks with correct option

1. **Before playing any sport, it is necessary to do _____.**
(A) warming-up (B) Cooling down (C) Vigorous exercises
2. **Due to warming-up movements, body temperature _____.**
(A) Increases (B) Decreases (C) Does not change
3. **Cooling down helps to _____ fatigue in the body.**
(A) Reduce (B) Increase (C) Remain Constant
4. **While exercising, breathing should always be taken and released _____.**
(A) Rhythmically (B) By pausing (C) Any how
5. **Repetition of movements should be done _____.**
(A) As per the requirement (B) Frequently (C) Not at all
6. **ABC drill movements are meant for developing _____.**
(A) Coordination (B) Strength (C) Flexibility
7. **Due to supplementary exercises, _____.**
(A) Strength increases (B) Laziness increases (C) Weight loss stops
8. **Rhythmic exercises are performed to the rhythm of _____.**
(A) Whistle (B) Music (C) Both
9. **_____ is an Indian form of exercise.**
(A) Dand (B) Push-ups (C) Lunges
10. **In the obstacle series, students should _____.**
(A) Cross the obstacles (B) Do Exercises (C) Do Cool down

Q.2. Say True or False

1. It is appropriate to start playing a sport directly without doing warming-up (True/False)
2. Muscles become stiff due to cooling down (True / False)
3. All exercises should be done at a very fast pace (True / False)
4. The sequence of exercise should be from easy to difficult (True / False)
5. It is correct to do exercises while holding your breath (True / False)
6. Level up Exercise is related to the sport (True / False)
7. Exercising while ignoring safety measures is called adventurous exercises. (True / False)
8. Aerobics is performed with the help of music, hence it is called rhythmic exercise. (True / False)
9. Endurance increases due to specific exercises. (True / False)
10. Speed agility and coordination are not required in the obstacle series. (True / False)

Q.3. Match the following

Column A	Column B
1. Warming up exercises	Crossing the obstacles
2. Cooling down	Strength & endurance
3. Breath control while doing warming-up exercises	Fundamental movements
4. Repetition	Courage and balance
5. Hop, step and jump	Repetition of movements
6. Drill	Related to rhythm
7. Specific exercises	Proper oxygen supply
8. Adventurous exercise	Physical ability
9. Rhythmic Movement	Preparing the body
10. Obstacle series	Relaxing muscles

Q.4. Give short answers.

1. Write any two benefits of warming-up exercises.
2. State any two benefits of cooling down.
3. What should be the correct sequence of exercises while doing warming-up exercises?
4. Give reasons why the repetitions of movements should be in an appropriate proportion.
5. Name any two A.B.C drills.
6. Demonstrate any two supplementary exercises.
7. What are the benefits of rhythmic exercises?
8. Give any two examples of Indian exercises other than those mentioned in the book.
9. What skill do you think is required in the obstacle series?

Peer Review

1. My friend maintains _____ while doing warming up exercises.
(A) Correct sequence (B) Speed control (C) Balance
2. Improvement is needed in his / her _____.
(A) Breathing (B) Coordination of movements (C) Speed control
3. The sequence of warming-up movements was _____.
(A) Correct (B) Incorrect (C) A little wrong
4. The coordination between breathing and speed was _____.
(A) Proper (B) Improper (C) Partial
5. Give one suggestion to your friend to improve _____.
 - Do the movements a bit slow and run a controlled manners
 - Keep breathing normal
 - Increase practice by keeping the sequence in mind
6. My friend performed the _____ ABC Drill well.
7. While crossing the obstacle series, it feels that he / she needs to improve in _____.
8. Write down who had better coordination during the movements.
9. Write down who had better speed and balance.

Teacher Observation and Feedback

Teacher to observe each student at least twice a year and provide appropriate remarks as "Does excellent / Sometimes does correctly / Need improvement / Does not do correctly."



- (1) Does the student perform warm up movements in the correct sequence?
- (2) Does the student maintain pace while exercising?
- (3) How is the breathing method?
- (4) Does the student perform proper movements during cooling down?
- (5) Does the student perform various exercises in the correct manner?
- (6) Is the sequence and technique of the movements correct?
- (7) Does the student follow safety rules?

Teacher's Remark _____.

Demonstration

- (1) Demonstrate five different exercises warm-up movements to each other in your group of friends.
- (2) Try doing the exercises given in the book in the correct sequence. Try performing 5, 8 and 10 repetitions of each movement. Understand the exact difference.
- (3) Perform ABC Drills with other friends in your neighbourhood / residential complex on a holiday.
- (4) After returning home from school, check with your friends how many rope skips you and he could perform in 30 seconds. Check if the count has increased.
- (5) Present a demonstration of activities like Lezim, Aerobics on occasion of some programs. For eg. Gudi Padwa, procession, foundation day of the society, etc.
- (6) Check in school who completes the obstacle course and in how much time.
- (7) Perform the Suryanamaskar daily as taught by the teachers and increase the number of Suryanamaskar everyday. Note down the time taken to perform, 13 suryanamaskars.

Project

- (1) List out movements other than the warm up and cooling down movements given in the book.
- (2) Make a list of all types of exercises given in your book, collect their pictures and paste them in your notebook.
- (3) Learn about all types of exercises and search the internet to find out exactly how they differ. Make a note of it and get it checked by your teachers. Discuss it with your parents.
- (4) Collect pictures of Indian athletes while they are exercising, find out the names of the exercises they are doing and write them down.
- (5) Interview any two uncles and aunts living near you, regarding whether they exercise. Make a note of it and show it to your teacher.
- (6) Undertake a project to make all the members in your family do exercise daily for at least 10 minutes throughout the week. Make a video of it and send it to your relatives.



What we learnt

Various types of exercises are useful for our holistic development. Regular exercise keeps the body healthy and strong, brings accuracy to movements and creates awareness of a healthy lifestyle. Rhythmic movements increase joy and enthusiasm while Indian exercise preserve tradition and physical culture.

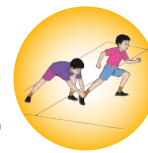
Exercising in the correct manner, following safety rules, and practicing regularly helps to develop self-confidence, team spirit and a positive attitude.





Section 3

Modified Games and Leadup Games



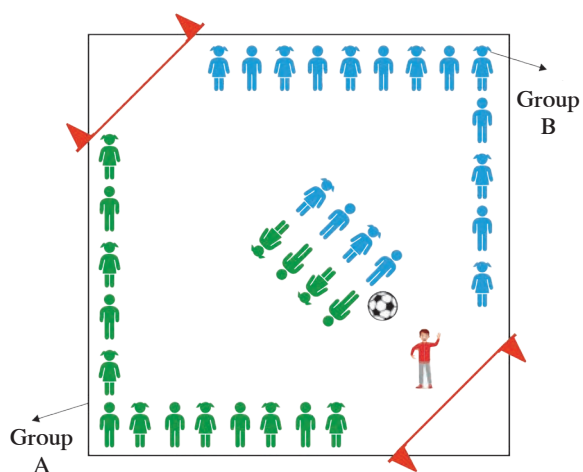
Lead up Games and Modified games are useful for teaching the fundamental skills of various sports in a joyful and simple manner. Games like Football, Kabaddi, Basketball, Kho-Kho and Athletics helps to develop qualities such as running, catching, ball control, agility, coordination, decisionmaking and team spirit. By making necessary changes to the rules according to age, ability and available space, these games are made safer, more inclusive and entertaining.

3.1 Football : Modified Games

● **Field-Shield Football :** In this game, 4-6 students from each of the two teams should participate. The remaining students should be positioned at the corners of the square along the boundary lines of the field, as shown in the diagram. Students of one team should stand at one corner, and students of the opposite team should stand at the diagonally opposite corner. The lines on which these students stand should be considered the goal lines.

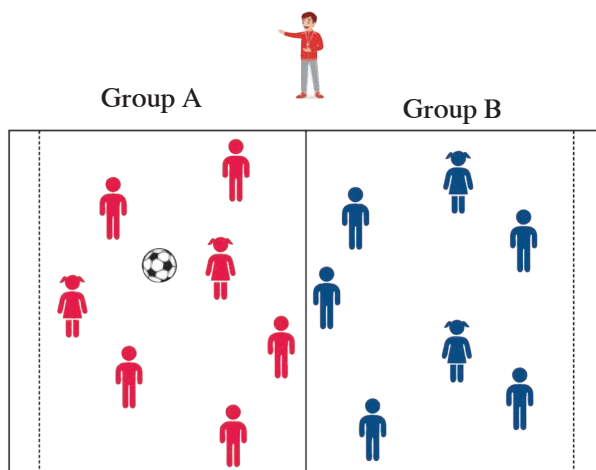
The students inside the field should start playing by passing the ball and using control skills. To win this game, a team must try to send the ball past the goal line through the opposite team's students. One point is awarded, if the ball crosses the goal time of the opposite tem. If the ball goes out through the teams goal line that team is awarded one Point.

The students on the goal line should save the ball by blocking the ball kicked by the opposite team player. The team that scores most points within the stipulated time is declared the winner.

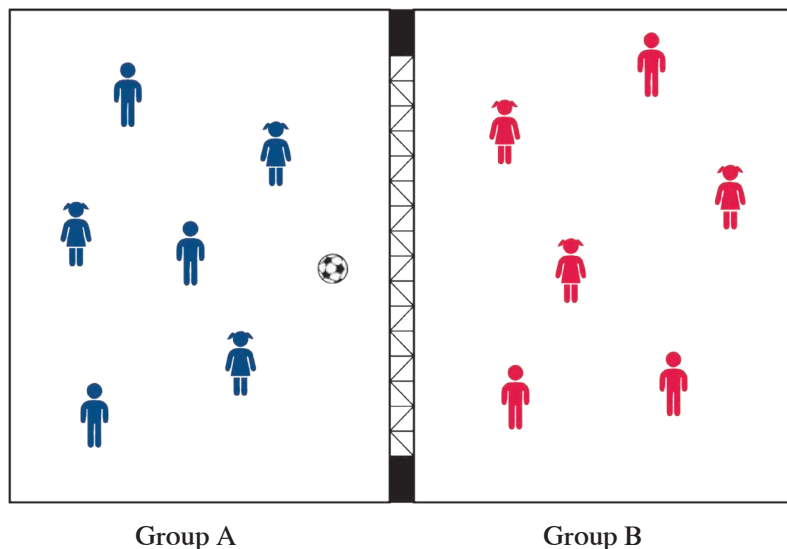


● **Football without Goalpost :** This is an entertaining variation of football where there are no goalposts. Mark a large square or rectangle on the ground. Form two equal teams. Each team should have 5-7 students or a maximum of 15 students. Adjust the number of players according to the size of the ground. Just like in regular football, each team should move forward by passing the ball. In this game, instead of scoring goal into the goalpost, ball needs to be taken across the goal line.

The team that kicks the ball across the opposite teams goal line will be awarded 1 point. Students should play only with their feet. If hands are used, they will be penalized as a foul, and the possession of the ball will be given to the opposite team. The opposite team should try to get control of the ball. If the ball goes out of bounds, restart from that spot. At the end of specified time, the team with / maximum points will be declared as the winner.

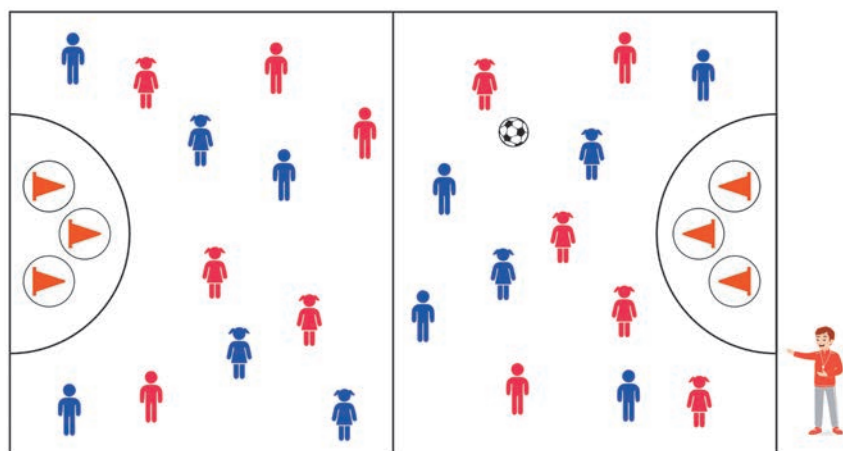


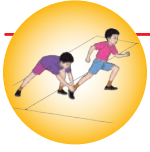
● **Football tennis :** It is a fun combination of football and tennis. Fix a rope or a net in the center of the court. Form two teams (Team A and Team B). The ball must be played only with feet and / or head and/or chest. The ball should cross the net. A team can bounce / kick the ball on their side for a maximum of 3 times. After 3 passes, the ball must be sent back to the opponents side. Scoring should be like volleyball or tennis. If the ball bounces twice on the ground or goes out of bounds, a point will be awarded to the opponent team. The game should be started by kicking the ball with the foot. The team that scores the most points within the stipulated time or reaches a set number of points should be declared the winner.



● **Play Football, Conquer the Fort :**

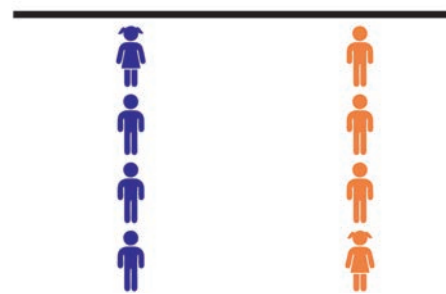
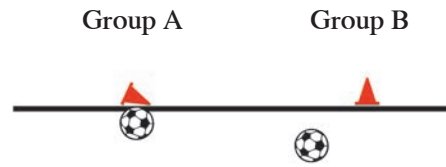
Generally, this game should be played on a field size of a handball court. Form two teams of 10 to 12 players each. As shown in the diagram, draw a circle inside the handball 'D' on both the sides or place 3 to 5 cones inside a hula hoop. While playing football, players must kick the ball into the opponent's goal area and knock down the cones placed inside the circle within the 'D'. Points should be based on how many cones are knocked down. The team that scores the highest points within the stipulated time should be declared the winner.



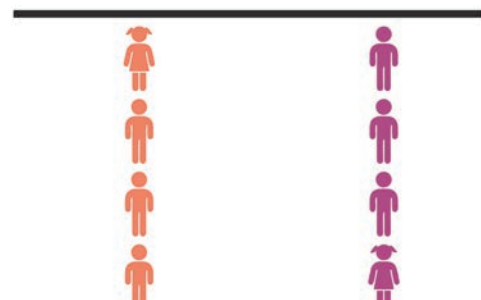
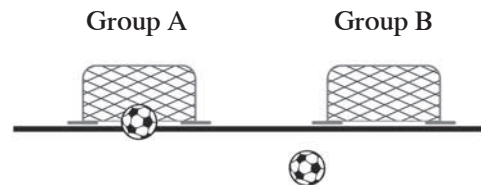


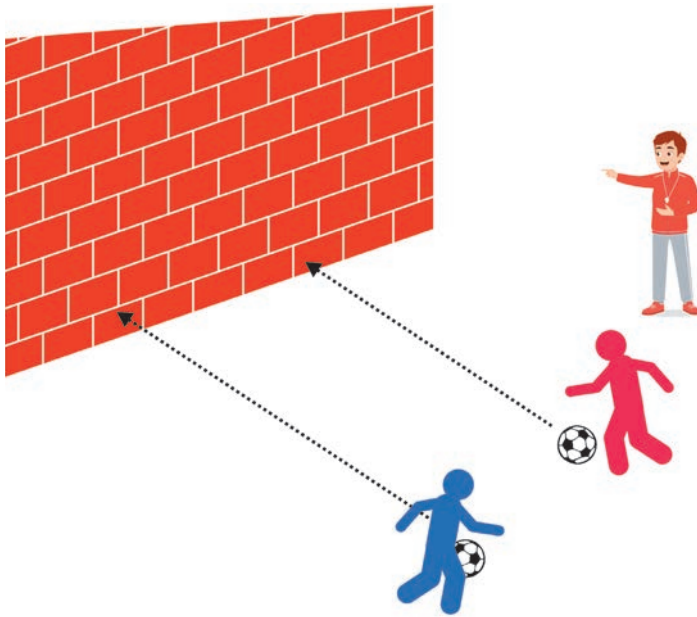
3.1 Football : Leadup Games

● **Kick the Ball, Hit the Target :** This game is useful for developing accurate kicking skills in football. Draw two lines on the ground at a distance of 5 to 8 meters from each other. Make both teams stand on one line. Place cones on the opposite line, to serve as the target. Give the ball to the student at the front of each line. As soon as the whistle blows, they must kick the ball towards the target to knock down the cone. If the ball hits the target, 1 point is awarded. Every student from both the teams should be given a chance. In the end, team with the highest points should be declared the winner.



● **Mini Goal Scorer :** This game is useful for developing kicking and goal-scoring skills in football. Set two small goalposts on the ground. Form two teams 'A' and 'B' with 10 to 12 students in each team. Team should line up in a row. On the signal of the whistle, the first student from each team should take a step forward and kick the ball, placed at a set distance to score a goal. After kicking, the student should go and stand at the end of their teams line. The next student should immediately step forward and kick in the same manner. If the ball goes into the goalpost, the team is awarded 1 point. In the end, the team that scores most goals should be declared the winner.





● Push Pass

Make the students stand facing the wall. On the teacher signals, they should push the ball with the inside of their foot so that it hits the wall in front of them. When the ball rebounds, they should push the ball again. Each student should be given chance to complete at least 10 pushes.

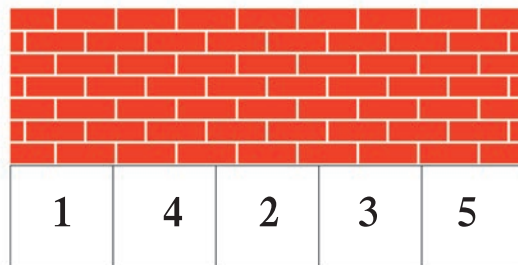
Variations

- Push only with left foot.
- Push only with right foot.
- Push alternately using both feet.

● Target Pass

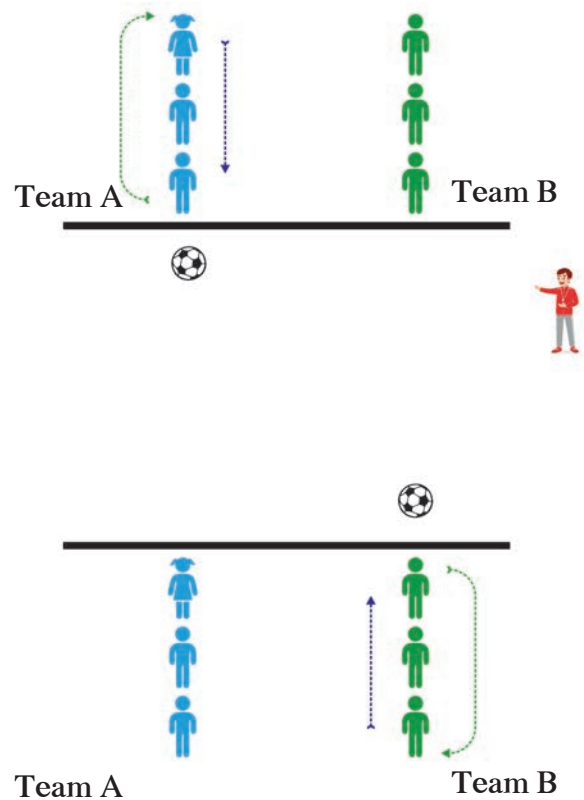
As shown in the diagram, draw squares on the wall and number them. Do push pass with the sequentially onto the squares numbered 1 to 5 on the wall. The teacher should call out the number at random, accordingly the student should do a push pass onto the specific number.

Two students should stand at a time. One should do a push pass, the other should receive it, and then immediately push it towards the number called out by the teacher.



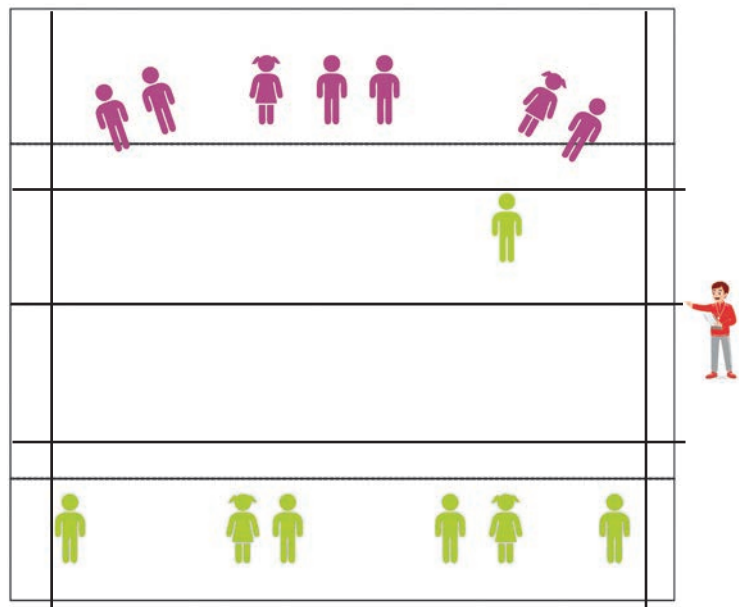


● **Partner Pass Kick :** Mark two parallel lines approximately at a distance of 5 to 8 meters. Divide the students of the class in two to four groups. Further divide each group into two sub-groups. Give one football to each group. As soon as the whistle blows, the student at the front of each sub-group must pass the ball by kicking it towards the student of their own sub-group in the opposite line, and immediately go and stand at the end of their own sub-group. Upon receiving the pass, each student should stop the ball with their foot and immediately pass it to the student facing them, and go and stand at the back of the line. In this way, every player in the sub-group should be given a turn. Try to pass with maximum speed and accuracy. The team that completes the passes, should be declared the winner.

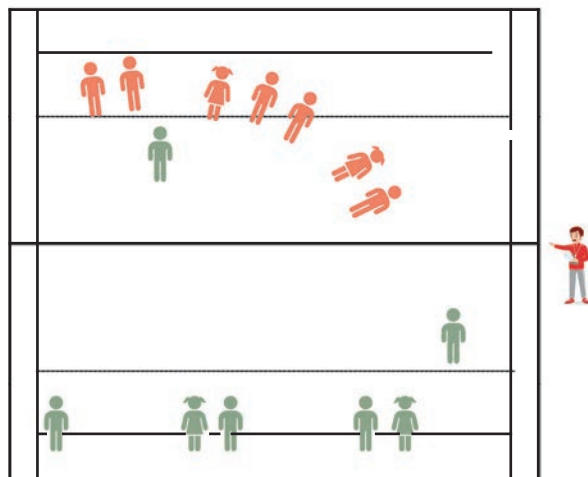


3.2 Kabbadi : Modified Games

● **Hand touch :** Form two groups with equal number of players. Make both groups stand in the two halves of the Kabaddi ground. Every student from both the should be given a 30 seconds raiding opportunity turn by turn. If the raiding student touches the opponent with their hand, 1 point should be awarded and if they cross the bonus line, 2 points should be awarded. Record the points scored. If the raiding students fails to score any point or gets caught, one point will be awarded to the opponent team. This game should be played using 'Amar' system. This means the player remains in their own court for defense instead of going out. The group that scores maximum points is declared the winner.

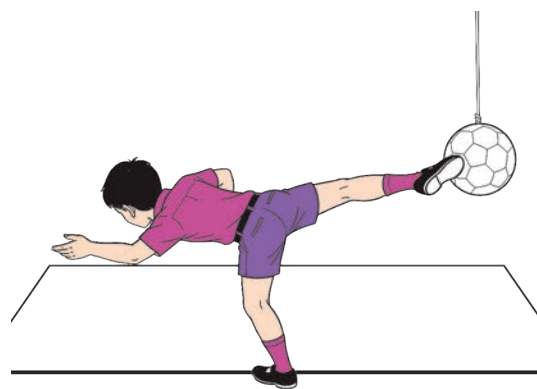


- **Toe touch :** Form two groups with equal number of players. Make both groups stand in two halves of the Kabaddi ground. Turn by turn each student from both the groups should be given a 30 seconds raiding opportunity; If the raiding student successfully touches the opponent using only their foot, one point should be awarded and if they cross the the bonus line, two points should be awarded. Record the points scored by the groups. If the raiding student fails to score a point, the opponent team should get one point. This game will be played using 'Amar' system (As explained earlier). The group that scores maximum points should be declared the winner.

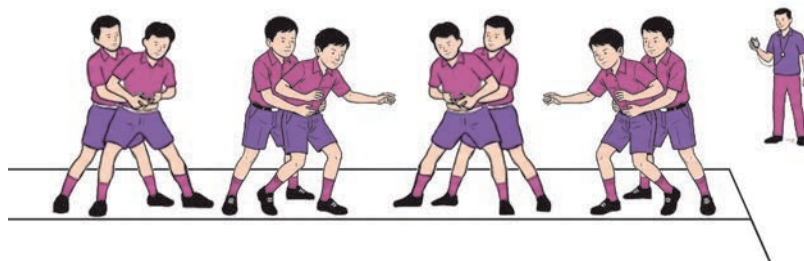


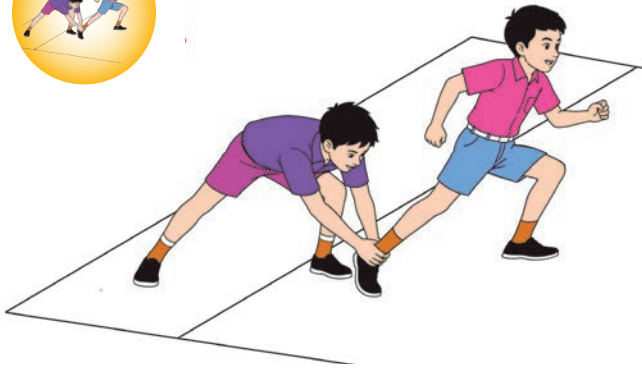
3.2 Kabaddi : leadup games

- **Kicking :** Form two groups of students. On the sports ground, let the two groups stand in two separate lines along the center line. In front of them, place a stand on the bonus line of the Kabaddi ground and hang a ball on it. One by one all the students from each group should approach the bonus line and without crossing it, kick the suspended ball using the Kabaddi kicking skill. If the student touches the ball, 1 point should be given. Record the points for both the teams. The team that scores most points should be declared the winner.



- **Escape from a waist Hold :** Form two groups of students. Position one group on the end line of the ground. Let every student of the other group stand in front of the first group student. The students over the end line should grab and pull the waist of the student standing in front of them. As soon as the teacher blows the whistle, student whose waists is held should try to reach the center line. They can use any trick/tactics to reach the center line. The teacher should count up to to ten immediately after blowing the whistle. On the count of ten, again blow the whistle and count the number of students who successfully reached the centerline and award them those many points. Similarly, give a turn to the second group and count their points. The group that scores most points should be declared the winner.



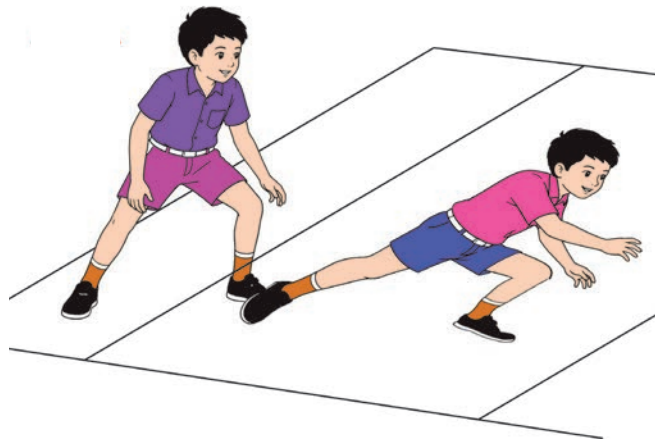


● **Bonus point and Ankle hold :**

Form pair of two students. As soon as the signal is given, one student should raid and try to score a point by touching the bonus line. At the same time, the other student should try to catch the ankle of the student crossing the bonus line. Award 1 point each to whoever is successful. Afterwards swap the roles of both the students and practice the skill.

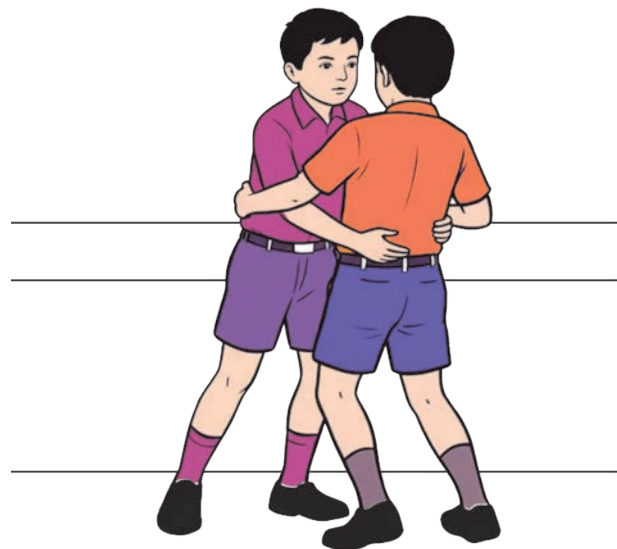
● **Sitting toe touch :** Form pair of two students each. As soon as the signal is given, one student should sit down and get the other student out by toe touch who is waiting at the bonus line.

Variation : Instead of getting out by the player, the defender should try to catch their ankle. This helps to practice both the skills accurately; sitting toe touch and ankle hold.

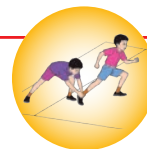


● **Escape from a Block :** Form pair of two students each. As soon as the signal is given, one student should attack. At that moment, the defender should block them. While escaping from the block, the raider should try to cross the center line. If they are successful, award them 1 point.

Variation : The raider should try to score a bonus point, and simultaneously the defender should try to block them. The raider must try to escape. If they successfully escape after scoring a bonus, award them 2 points.



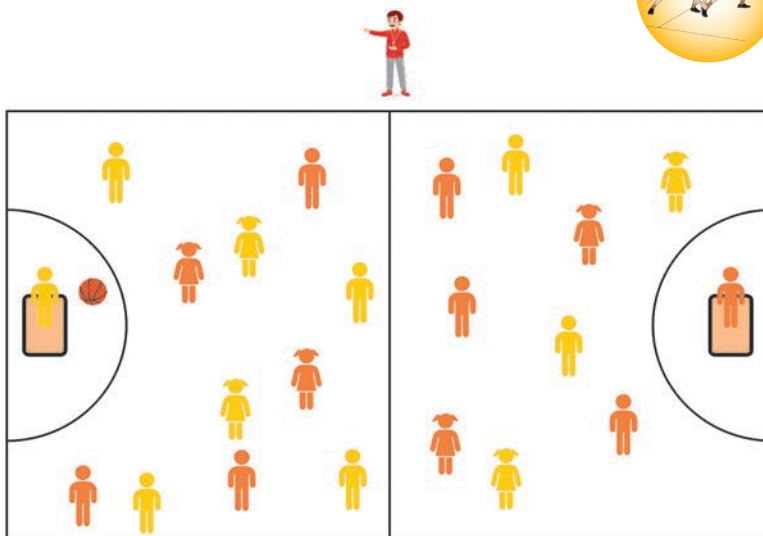
3.3 Basketball : Modified Games



● **Stool Basketball :**

Divide the students into two groups. Place one stool for each group on two opposite sides of the ground. One student from each respective team should stand on each stool. The remaining students should divide into two teams and stand on the ground. Start the game by passing the ball. Students should move forward by passing the ball to each other. The objective is to accurately pass the ball to the student of your own team

who is standing on the stool. If the student on the stool catches the ball, that team gets 1 point. The opposite team should try to intercept the ball. The game should be played in 2 halves of 5–5 minutes each. The team with the highest points at the end should be declared the winner. Players should decide the rules before playing. While playing, activities like fighting, pushing, pulling, scratching, or tickling should not be done. While playing this game, basketball rules should be applied, or some rules can be modified.



● **Five Pass – Vijay Khas**

Form groups of students. All students should stand in their respective positions on the ground.

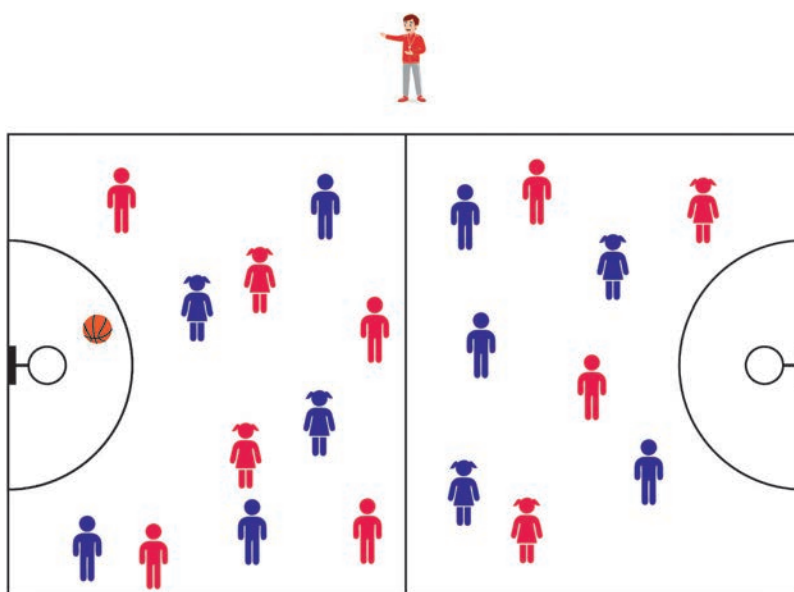
- The game should begin as soon as the teacher blows the whistle. Keep passing the ball only among the students of your own team.

- Students of the opposite team should try to intercept the ball and gain possession of it.

- Each team must complete 5 consecutive successful passes. The team that completes five consecutive passes will be awarded 1 point.

- If the ball falls down or is intercepted while passing, the count should start over again.

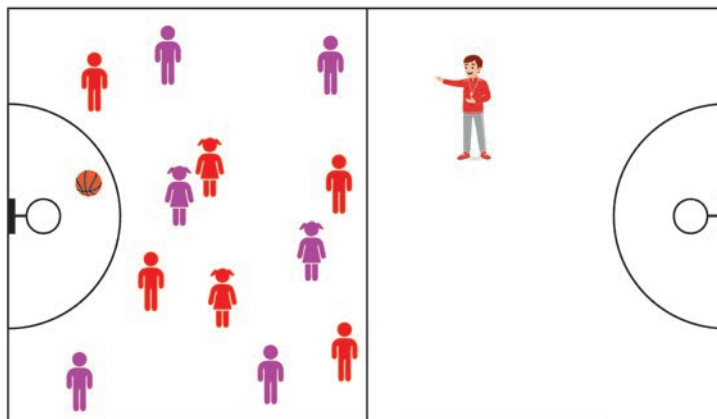
- The game should be played for a specific designated time. The team with the highest points at the end should be declared the winner.





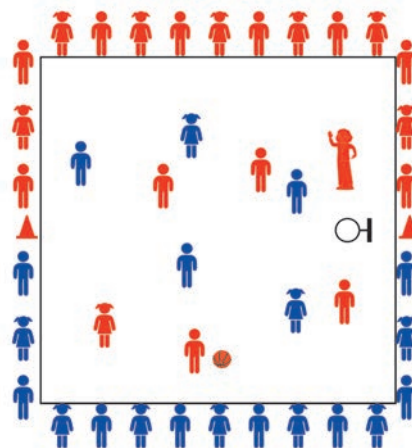
● **Half Court – Jhakaas Sport :** Half court should be used in this game instead of the full court. Two groups of students

should be formed and they should play on half court. The number of students in both groups should be equal (4 to 6 students each). Since there is only one basketball hoop for both groups, each group should attack that same basket. To start the game, a pass should be given after the whistle blows. Skills like passing and dribbling should be used to play this game. All rules should be



similar to the game of basketball, or some rules can be modified. The group that successfully throws the ball into the basket should be awarded one point. The opposite team should try to gain possession of the ball and launch their own attack. If the ball goes beyond the designated boundary lines, restart the game. The game should be played at a fast pace. The group with the highest points at the end should be declared the winner.

● **Seema Pass (Boundary Pass) – Half Court :** Half of a basketball court should be used. Form two groups of 4 to 5 students each. The remaining students should be positioned along the boundary lines as shown in the picture. The game should begin by blowing the whistle. The on-court players of both teams should start playing by passing to each other. The on-court players should play by utilizing passing and dribbling, skills. While trying to score points by putting the ball in the basket, help can be taken from your own team's players standing on the boundary lines to pass the ball back and forth when necessary. A rule can be made that before scoring a point, the ball must be passed at least once to your team players standing on the boundary line. The boundary player must then pass the ball back to the players on the court.



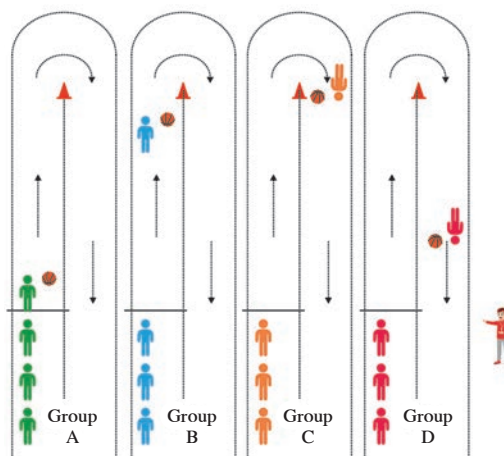
If the ball goes into the basket, that group should be given 1 point. The players of the opposite group should gain possession of the ball and try to score points by shooting into the basket in the same manner. If the ball goes out of the boundary line, the game should be restarted from that spot. General basketball rules should be applied, or modified rules may be applied. The game should end at the stipulated time. The group scoring the most points should be declared the winner.

Instruction for Teachers

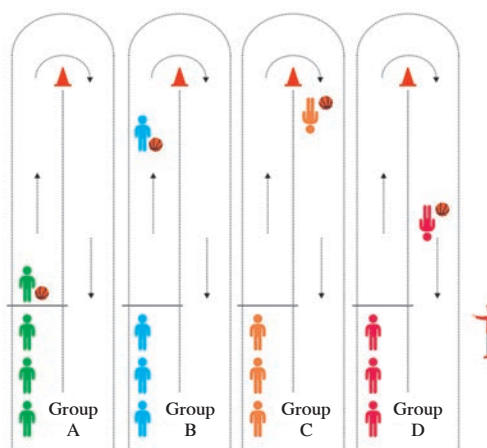
Plan the session in such a way that all students get an opportunity to play on the court as well as on the boundary lines within a single period. Keep the rules simple initially and increase the complexity later. Start by giving an opportunity to students with lower skill levels to act as boundary players.

3.3 Basketball : Leadup Games

● **Ball Dribbling Race 1 :** Form equal groups of 3, 4, or 5 students from the class. Draw a long line as shown in the diagram and place cones to create lanes. To easily identify the student standing at the very front of each line, they should be given coloured wristbands to wear. Place a cone at a distance of 10–12 meters from the student. On the whistle of the teacher, the frontmost student in each group's line must run forward while dribbling the basketball up to the cone ahead, loop around it, and try to return as quickly as possible. Before reaching back to their starting spot, they must pass the ball to the next student standing at the front



of their group. Upon receiving the pass, the second student must perform the exact same action as the first student. In this manner, all students must complete the activity. The ball must then be passed to the student who completed the activity first. As soon as they receive the pass, they must run towards the front cone holding the ball in their hands and stand there holding the ball up.

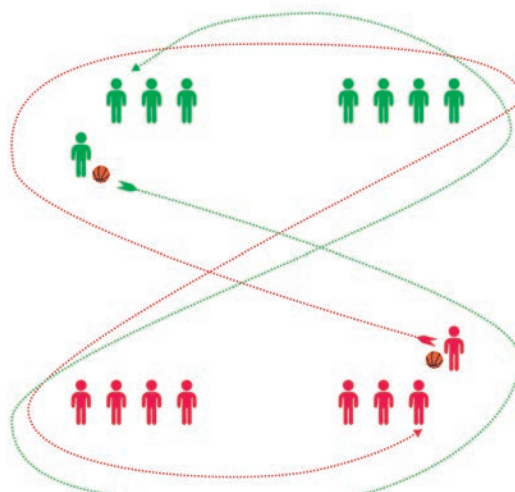


Once all the students have completed the above activity in sequence, the team whose student reaches near the cone first and holds the ball above their head shall be declared the winner.

● **Ball Control Dribbling Race 2 :** In this race, all actions will be exactly like Race 1. The only difference is that while going forward, everyone must dribble using their right hand, and after looping around the cone, they must dribble using their left hand while returning.

● **Ball Control Dribbling Race 3 :** As shown in the diagram, students should divide into two groups and stand facing each other. As soon as the game begins, the first-numbered students facing each other from both groups must run while dribbling in the shape of the English figure '8' as illustrated in the diagram. They must then hand over the ball to the next student in their group and stand back in their place.

In this manner, half of the students in each group should dribble from their left side, and the remaining half of the students should dribble from their right side. This means the dribbling will happen in the shape of the English figure '8'. The group that completes the race first should be declared the winner.

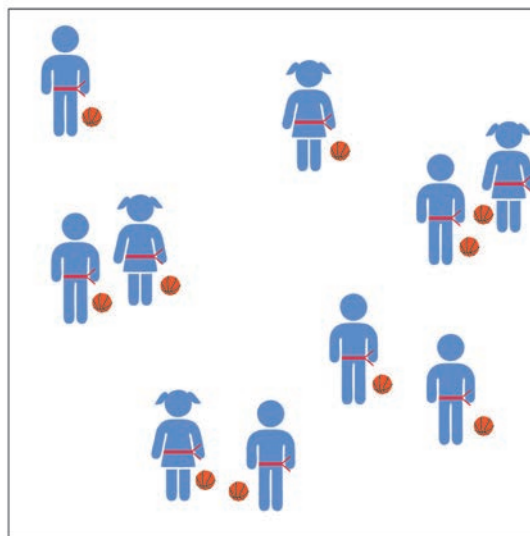




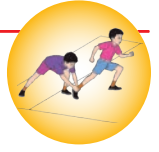
● **Bounce Pass and Defense :** Divide the students in the class into groups of 3. Give one basketball to each group. Out of the 3 students in the group, two will be attackers and one will be a defender. As soon as the game starts, one of the attackers should give a bounce pass to the second attacker. They should be allowed to move only one foot. The second attacker should run anywhere in the court. The defender should try to intercept the ball from the passer in the middle. If successful there is intercepting, award one point to the defender. If the pass is successful, award one point to the attacker. In this manner, keep the game going until all the students in both groups get a turn. The group that scores the most points should be declared the winner.



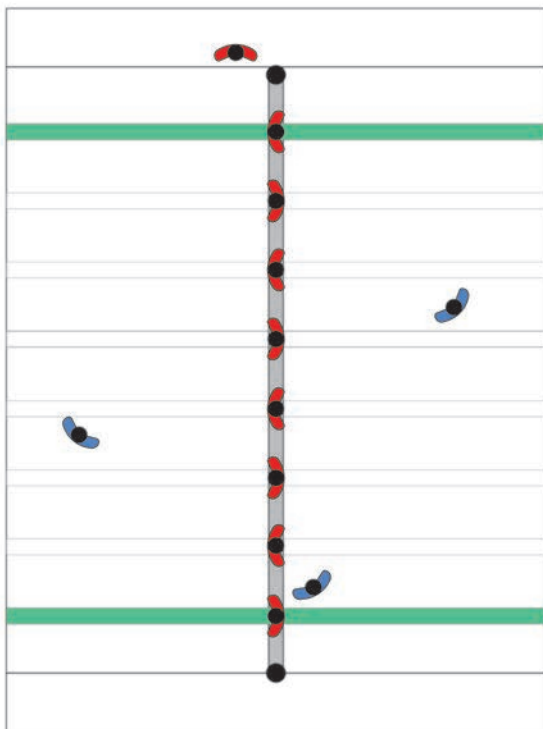
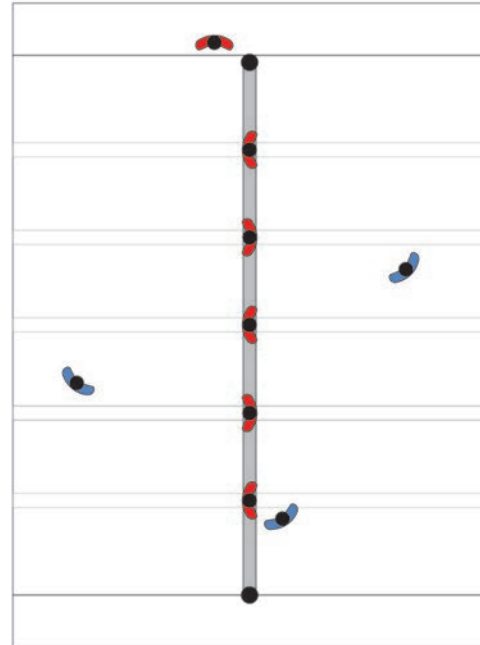
● **Dribble and Tag (Strap Pulling Game) :** Each student should take a basketball and tuck a cloth ribbon/strap into their waist. On the blow of whistle, all students should start moving around while dribbling the ball. While dribbling the ball, they should try to pull the ribbon from other students' waists. At the same time, they must protect the ribbon tucked into their own waist. Stopping the dribbling is forbidden; doing so will result in the student being declared out. The student whose waist ribbon is pulled should be temporarily removed from the game. Each student should collect as many ribbons as possible within the specified time. Award one point for each ribbon. In the end, the student with the highest points should be declared the winner.



3.4 Kho-Kho : Modified Games



● **Five Lane Kho-Kho :** In this game, two teams of students should be formed, just like in regular Kho-Kho. On the ground, instead of eight lanes, draw only five lanes. The distance between two lanes should be kept greater than in regular Kho-Kho. Just like in regular Kho-Kho, the chasing student should pursue the runner on the lanes to get them out. Keep the rule of giving a 'Kho' the same as in regular Kho-Kho. Because the chasing students sit further apart, the runners get a greater opportunity to run. The chasing student must use speed, change of direction, and planning. The game should be played for a fixed duration, and both teams should be given an equal opportunity. Ultimately, the team that gets the most runners out should be declared the winner.



● **Wazir Kho-Kho :** In this game, two teams of students should be formed, just like in regular Kho-Kho. Draw 8 lanes on the ground. The sitting students should sit on the lanes facing alternating opposite directions. The chasing student should try to get the runner out. The players sitting near both the poles should be called 'Wazir'. Even if the Wazirs change their direction, it is not considered a foul. If a Wazir gives a 'Kho' to any student from the second, third to the seventh student from the pole and takes their place, the rules of a regular player will apply to them. All other rules should be kept the same as Kho-Kho. Both teams should be given an equal opportunity to get the runners out in stipulated time, and the team that gets the most players out from the opposing team should be declared the winner.

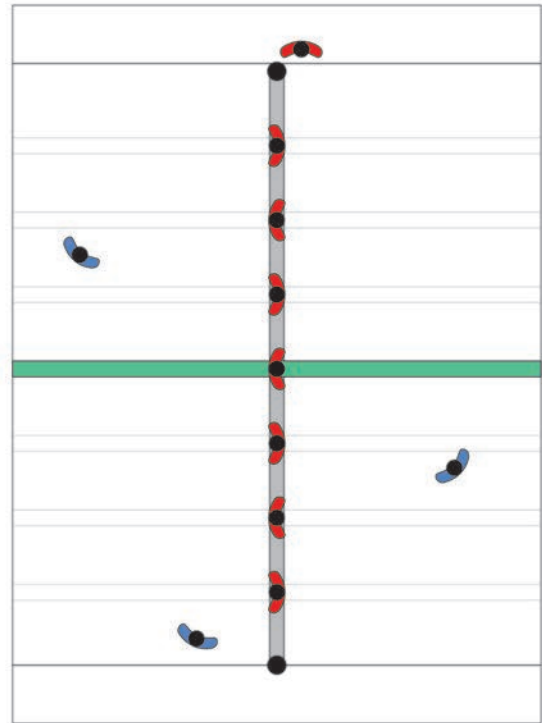




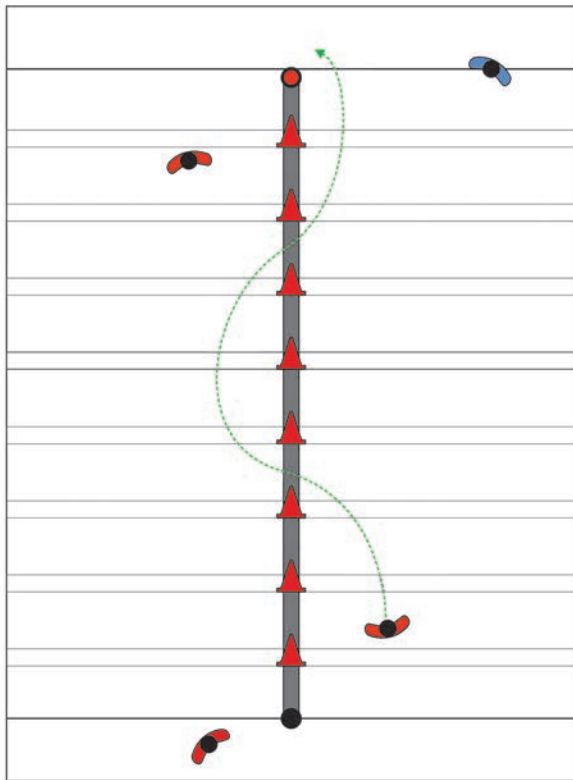
● Super Zone Kho-Kho

Two teams should be formed just like in regular Kho-Kho.

Draw 7 squares (cross-lanes) on the ground. Students should sit as they normally do in a Kho-Kho game. In this setup, the area from the posts on both sides up to the fourth square should be called the 'Super Zone'. The chasing student is allowed to change direction within the 'Super Zone'. By touching inside the fourth square, that student can change direction. After changing the directions, if he / she touches the opponent, 1 point should be awarded to the team. All other rules remain the same as in regular Kho-Kho. Both teams should be given an equal opportunity to run and chase. The team that scores the maximum points should be declared the winner.

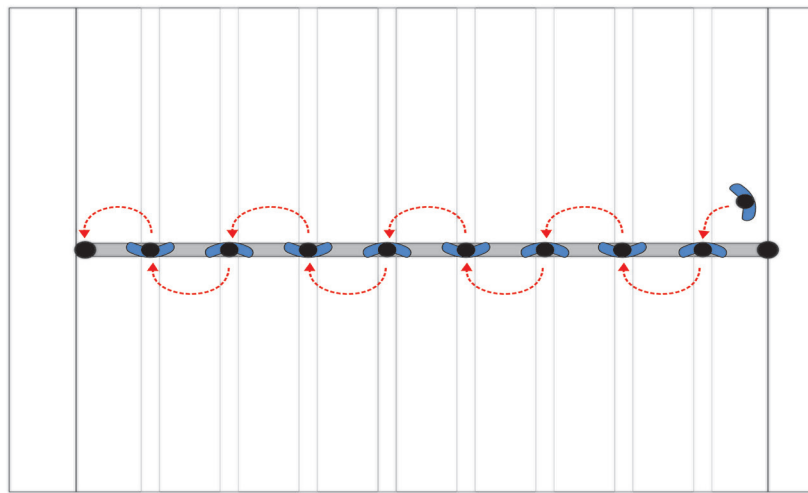


3.4 Kho-Kho : Leadup Games

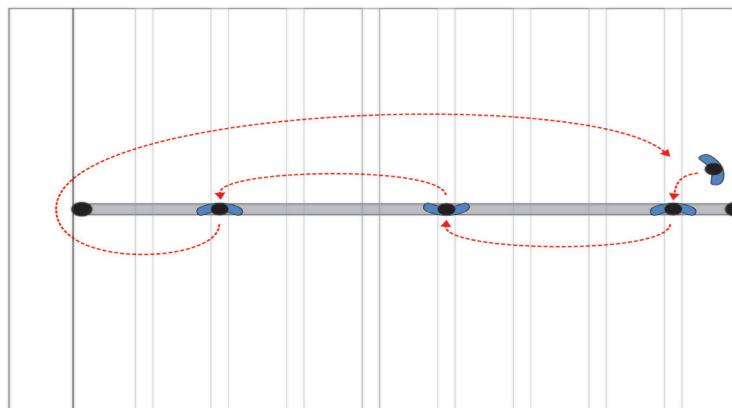


● **3-6-9 Kho-Kho Run** : Form two teams of students with an equal number of players. Place a cone on each square (cross-lane) on both sides of the Kho-Kho ground. All students should stand in a queue at the end-line of their respective team's zone. On the blow of the whistle, the first student should start running. The leading student of each team must run in a zigzag manner through the cones, changing directions according to the "3-6-9" pattern. The body direction must be changed at every cone. The player must run all the way to the last square, then run back and give a clap to the next student in line to send them running. All students in the team must complete the run in sequence. If a student takes a wrong direction or misses a cone, they must be made to restart from that specific square. After all students have finished running, the team that completes the race first should be declared the winner.

- Continuous Kho :** Two groups of students should be formed. The students should sit as they do in a standard Kho-Kho game. One student, acting as the chaser, should start from near the pole and give a 'Kho' to the first sitting student. That student should then give a 'Kho' to the second, the second to the third, and so on, continuing sequentially. As soon as the last student receives the 'Kho', they must run, go around the pole, and immediately give a 'Kho' to the student sitting in the first square. They should then continue giving 'Kho' to the next person in sequence, all the way until the last student is reached. Keep the game going in this manner. The teacher should record the time taken by both groups. Afterwards, the second group should perform the exact same activity. The group that takes the lesser amount of time should be declared the winner.



- Alternate Kho :** Divide all the students in the class into groups of 4 students each. From one group, three students should sit on squares 1, 4, and 7, while the fourth student should stand near the pole. As soon as the game begins, the student at the pole should run and give a 'Kho' to the student sitting in the first square. That student should then go and give a 'Kho' to the student in the fourth square. The fourth student should then give a 'Kho' to the student in the seventh square. The student from the seventh square must run back to the pole near the first square and give a 'Kho' in the same manner as described above. In this way, everyone in the group should play until they return to their original starting positions.

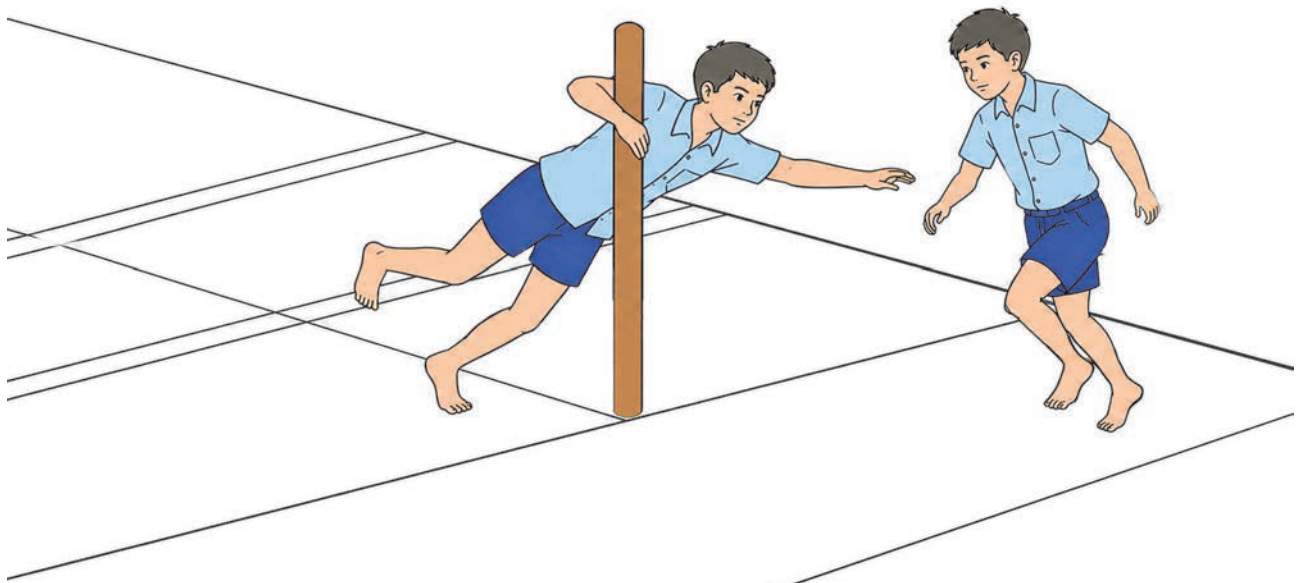




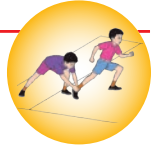
● **Going Around the Pole :** All students should divide themselves into 3 to 4 equal groups according to their strength and stand in lines behind one pole. Upon receiving the signal, the first student from the line should run fast from their post to the second pole, hold the pole to swing around it, and then run back to the first pole. After finishing, they should go and stand at the back of the queue. All groups should practice this drill in the same manner. The time taken by each group should be recorded. The group that takes the least amount of time should be declared the winner.



● **Pole dive :** Divide the students of the class into groups of 6 players each. Only two groups should play at a time one as defenders and the other as chaser. One defender should stand near the pole. Only 2 students from the chasing group should actively play. The active chaser (who gives Kho) can either run directly to get the defender at the pole out, or they can give a 'Kho' to a teammate from their group sitting in the first cross-lane. Upon receiving the 'Kho', the sitting player should immediately try to do pole dive the defender standing at the post. If successful, 1 point should be awarded to the attacking group. Every group should be given an equal opportunity to play like this. Afterwards, the defending group should become chasers, and the chasers should become defenders. The group that scores maximum points should be declared the winner. Do pole dive and try to touch the defender standing near the pole and make him out.



3.5 Athletics



Students, every day you walk, run, jump, throw objects, and play with your friends which means you are participating in Athletics.

What is Athletics?

Your natural movements like walking, running, jumping, and throwing are what constitute athletics. Athletics is highly important not just for competitions, but also for making your body strong, agile, and flexible.

What happens because of Athletics?

- Your body becomes healthy and strong.
- Your speed and stamina increase.
- You get joy and entertainment.
- It is fun to play with friends.

Events of Athletics

Are there any students or athletes from your school participating in athletic competitions?

By practicing a specific event well throughout the year, we can participate at the inter-school level in tournaments.

Running : Running is the easiest category. Running in athletics includes short, middle, and long-distance races, hurdle races, and relays. What can we do to increase this running capacity?

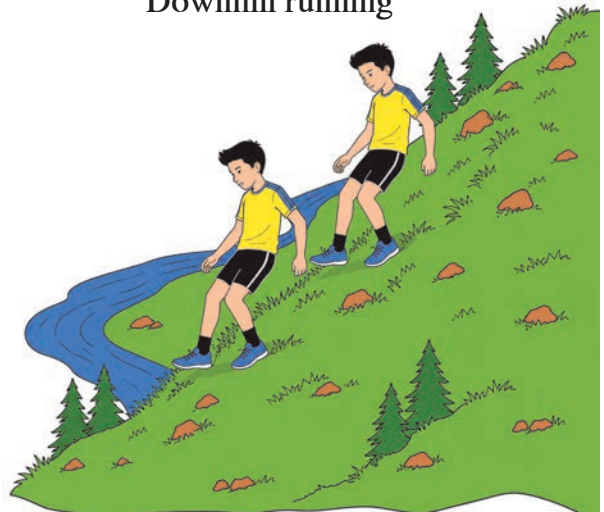
• Running straight • Running fast • Running uphill/on an incline • Running downhill while maintaining balance. Running fast and altering your speed while running. Running backward, running to the right and left sides. Participating in competitions, etc. Regular running practice will increase your speed and agility.

● **Jumping :** Competitions in this category include the long jump, high jump, triple jump, and pole vault. We naturally jump in various ways every day without even realizing it. This includes performing a long jump to cross greater distance, perform high jump to reach greater height by jumping upward. Sometimes, distance can be touched by taking long strides.

Uphill running



Downhill running



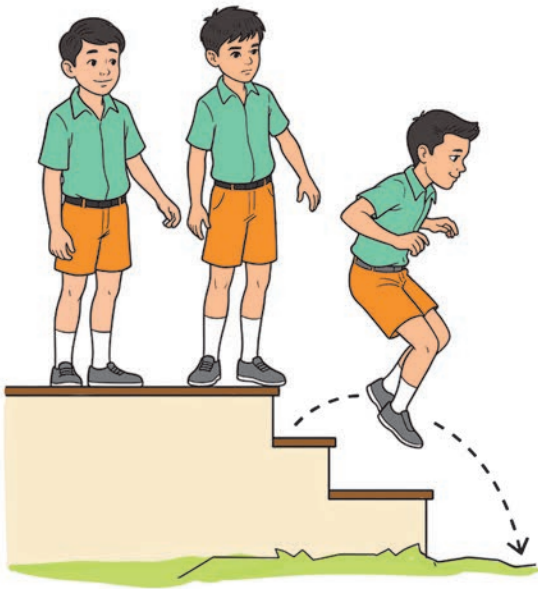


Perform the following fun jumping activities

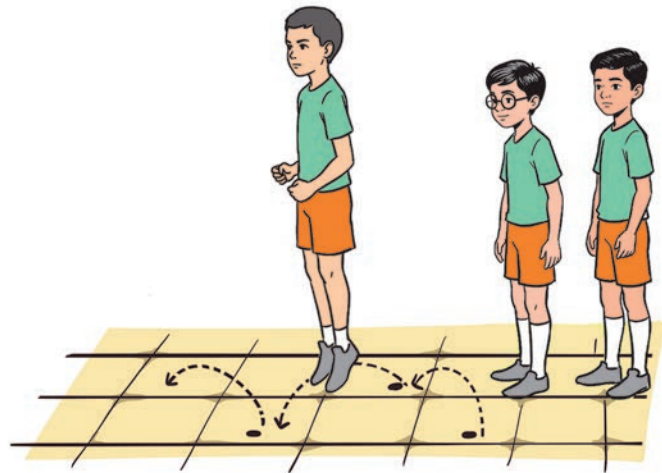
- Performing a standing long jump from a fixed spot.
- Standing close to a wall, jumping high, and touching the highest possible point on the wall with your hand.
- To practice jumping, perform both of the above activities using your right and left legs alternately.
- Skip rope. Try to perform a variety of different types of jumps while skipping.

Special Exercises for Jumping

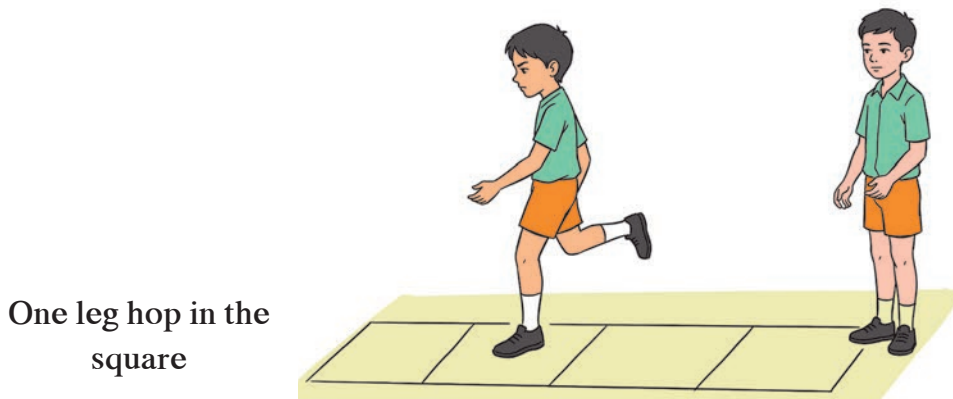
- Jumping down to the ground from a step or a raised platform. Jumping up from the ground onto a step or a raised platform.
- Moving forward by jumping into each square of the square-tiled floor at home or in school.
- Moving forward by hopping on one leg inside those same squares.



Jumping down from a step



Zig-zag jump on a square tiles



One leg hop in the square



- **Throwing :** We practice this activity many times a day, consciously or unconsciously. Throwing means using the strength of our body hurl an object far away. Not just balls, but many different objects can be thrown. Try throwing balls of various types and sizes. Throw a ball to a friend, and also try throwing objects of different shapes and weights to them from a distance. Throw a ball to a friend from a distance, and through this, understand what kind of ability is required. You will realize that the abilities required differ based on the shape and weight of the objects. Examples include throwing a javelin, throwing a stone with a sling, skimming a flat, smooth stone across the surface of a pond or river bed, throwing a cricket ball to a friend standing far away, etc. From these experiments, you must have realized that different physical abilities are required.



What Did We Learn?

Lead and modified games create an interest in mainstream sports and help develop selfconfidence, cooperation, discipline, and sportsmanship. Practicing fundamental skills through these games develops physical fitness, agility, and endurance. Regular participation helps students understand the rules of games and builds a strong foundation for future sports education.

Exercise

1. Choose the correct option and fill in the blanks.

- (1) In the game of football, the ball is.....
(A) passed with the foot (B) caught with the hands (C) picked up
- (2) In Kabaddi, the game is played while holding the breath and chanting.....
(A) Kabaddi-Kabaddi (B) Run-Run (C) Catch-Catch
- (3) In the game of basketball, the ball has to be thrown into the.....
(A) Ring (B) Hula Hoop (C) Goalpost
- (4) In Kho-Kho, the chasing player sends a player from their team forward by.....
(A) giving a Kho (B) jumping (C) running
- (5) Athletics includes running, jumping, and.....
(A) throwing (B) one leg hopping (C) catching

2. Match the Following

Column A

- (1) Football
- (2) Kabaddi
- (3) Basketball
- (4) Kho-Kho
- (5) Athletics

Column B

- (A) Breath control
- (B) Chasing
- (C) Running / Jumping
- (D) Playing with the leg
- (E) Throwing the ball with the hand



3. Write True or False

- (a) In modified games, the rules of the original game are changed to make them easier or harder. (True/False)
- (b) Lead-up games are not useful for learning the skills of the main game.

(True/False)

- (c) Breath control is important in Kabaddi. (True/False)
- (d) In the game of basketball, the ball can be kicked with the foot. (True/False)
- (e) Speed and agility are necessary to play Kho-Kho. (True/False)
- (f) In football, it is more beneficial to take the ball yourself rather than passing. (True/False)

4. Answer in brief

- (a) Which modified game did you like and why? Write in two sentence.
- (b) Which skills did you like among Football, Kabaddi, Basketball, and Kho-Kho? Arrange them in order of your preference.
- (c) Do you like to chase or run for defense in Kho-Kho? Write down and give the reason why you like it.
- (d) What events are included in Athletics?

5. Peer Observation

- (a) Out of passing, running, speed, and agility, my friend's is the best.
- (b) While playing, his/her coordination is (Good / Medium / Low).
- (c) While playing modified games, my friend (follows / does not follow) the rules.
- (d) While playing Football, your friend's control over the ball is (Excellent / Good / Needs Improvement).
- (e) Name the game that your friend plays effortlessly among Football, Kabaddi, Basketball, Kho-kho, and Athletics.
- (f) Give one positive feedback for your friend :

6. Parents Observation

- (a) Does your child regularly participate in games with others in the neighborhood after returning from school?
- (b) Which game does he/she like the most and why? Discuss with them about that game.
- (c) Does your child maintain team spirit while playing?
- (d) Compared to last year, what improvements have you noticed in your child's physical movements?
- (e) Do you feel that playing has increased your child's self-confidence?

Parent's Feedback :

7. Teachers Evaluation (Observation, Remarks & Instructions)

- (a) Does the student apply the learned skills while playing lead-up games? (Yes / Sometimes / No)
- (b) Do students enthusiastically participate in modified games because the rules are simplified? (Yes / Sometimes / No)
- (c) Does he/she maintain discipline and safety? (Yes / Sometimes / No)
- (d) Is team spirit and cooperation visible? (Yes / Sometimes / No)
- (e) How is the decision making ability in sports? (Yes / Sometimes / No)

Teacher's positive remark :

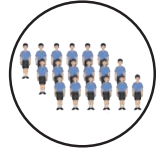
Suggestion for improvement :





Section 4

Drill and Marching



In Drill and Marching, everyone must perform the same action identically at the same time on receiving a command. This is possible through discipline. Drills help to develop discipline, concentration, alertness, and the habit of working in group. Commands like "Khuli Line Chal", "Sajjaa", "Line Tod" etc. teach how to stand in a proper formation, follow the orders and move with team spirit. Regular drill practice improves body posture and also develops self-confidence and leadership qualities.

4.1 Khuli Line Chal

Command : 'Squad, Khuli Line Chal'

Count : 'EK - EK - DO'

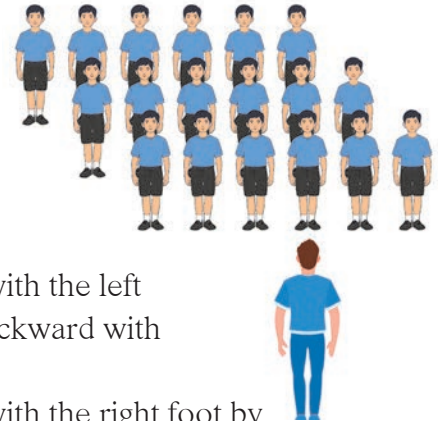
Requirement

- For inspection by officials.
- To check the students' uniforms.

Action : As soon as the command is received

- **On the count of 'Ek' :** The front row should step forward with the left foot by approximately 15 inch. The rear row should step backward with the left foot by approximately 15 inch.
- **On the count of 'Ek' :** The front row should step forward with the right foot by approximately 15 inch and the rear row should step backward with right foot by approximately 15.

On the count of 'Do' : Both rows should bring the left foot to meet the right foot and come to "Savdhan" position. During the above counts, the middle row remains in their position without performing any action. Swap the positions of all three rows so that all students get practice.



4.2 Nikat Line Chal

Command : 'Squad, Nikat Line Chal'

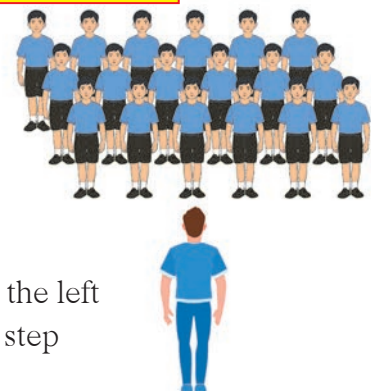
Count : 'Ek - Ek - Do'

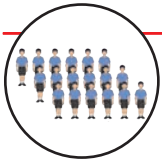
Requirement

- To bring the squad back to its original formation after the inspection and uniform check are complete.

Action : As soon as the command is received

- **On the count of 'Ek' :** The front row should step backward with the left foot by approximately 15. At the same time, the rear row should step forward with the left foot by approximately 15 inch
- **On the count 'Ek' :** The front row should step backward with right foot approximately 15 inch. The rear row should step forward with the right foot by approximately 15 inch
- **On the count of 'Do' :** Both rows should bring the left foot to meet the right foot and come to the 'Savdhan' position. During the above counts the middle row should stand in their place, without performing any action. Swap the positions of all three rows so that every student gets practice.





4.3 Saj Ja

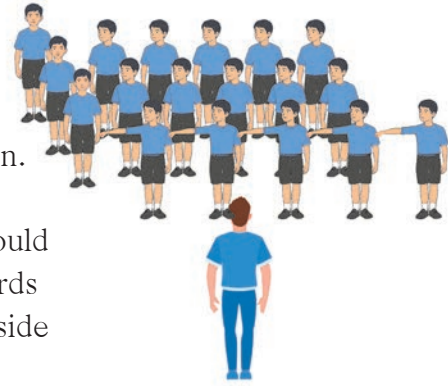
• **Command :** ‘Squad Saj Ja’

• **Count :**

Requirement

- If the distance / spacing within the squad has become uneven.
- To align with the ‘*Dahina Darshak*’ after forming three lines.

Action : As soon as the command is received, all students should take short, quick steps, turn their head to the right, look towards the ‘*Dahina Darshak*’ and correct their spacing from the right side and from the front.



4.4 Fall Out

• **Command :** Call the specific student by name and say “*Fall Out*”.

• **Count :**

Requirement : To call out specific student from out of the squad formation.

Action : If a student from the squad needs to be called out, the action should be performed as follows

- If the student is in the front row, he should take one step forward with the left foot, salute and proceed straight towards the officer calling them,
- If the student is in the second row, he should take a short step of 15 inch with the left foot, salute, turn towards the side of officer (left or right) and in ‘*Tej Chal*’ go to the officer by shortest path.
- If the student is in the third row, he should take one step backward with the left foot, salute, turn towards the side of officer (left or right) and in ‘*Tej Chal*’ go towards the officer by shortest path.



4.5 Fall In

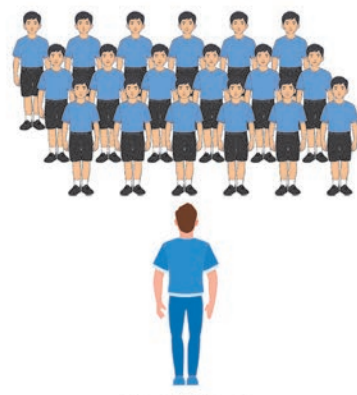
Command : Call the specific student by name who needs to fall in and say “*Fall In*”.

Count :

Requirement : For a student who was called out of the squad to return to their position.

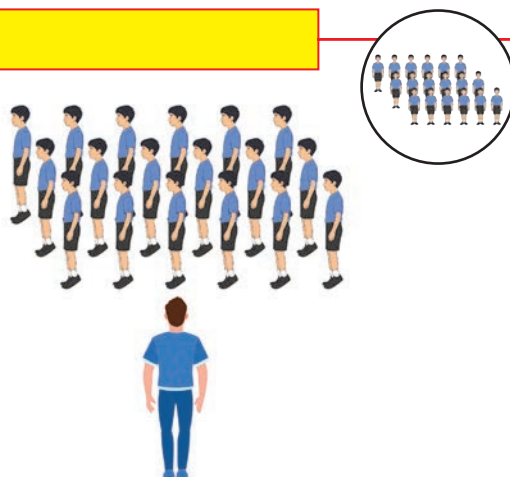
Action : Once their task is completed, the student who has fallen out should return to their spot using the same path and stand in their place / position.

Note : The command ‘Fall In’ is also given to assemble the entire squad together into three lines.



4.6 Line Tod

- **Command :** ‘Squad, Line Tod’
- **Requirement :** To give break or rest for a specific duration.
- **Count :** ‘Ek, Do-Teen Ek, Do, Teen, Chaar.....’
- **Action :** As soon as the command is received, the squad must do ‘Dahine Mud’, take four steps forward, break the formation and leave.



4.7 Visarjan

- **Count :** ‘Ek, Do Teen Ek, Do Teen Ek, Do Teen Ek, Ek, Do Teen, Char’
- Requirement :** To end the marching class after the drill and marching session is completed. To leave the ground when there is no need to return for parade.
- Action :** Upon receiving the command, action should be performed according to the counts as follows:
- ‘Ek, Do Teen, Ek’ – ‘Dahine Mud’
 - ‘Do Teen, Ek’ – First Salute
 - ‘Do Teen, Ek’ – Second Salute
 - ‘Ek, Do Teen, Char’ – On this count, take four steps forward and leave the ground.

For Teachers

While teaching ‘Khuli Line’, teachers should first mark the ground so that the distance between the steps remains uniform. Practice should be conducted with the students on how to give commands for the actions in drill and marching.

What Did We Learn?

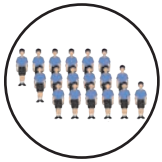
Drill and marching is an important component of Physical education and is useful for holistic development. Following commands in the correct manner increases the ability to perform disciplined and coordinated movements. Marching creates awareness of the importance of time, responsibility, and forms the habit of working in groups, which is useful in daily life as well.

Exercise

Qs 1. Choose the correct option and fill in the blanks.

1. After the command ‘Saj Jaa’ is given, students stand _____.
(A) In ‘Savdhan’ (B) In ‘Vishram’ (C) With hands raised
2. ‘Fall In’ means students should _____.
(A) Stand in formation (B) Go out of the formation / Line (C) Go off the ground





3. When the command 'Khuli Line Chal' is given, the distance between the students

_____.

(A) Increases (B) Decreases (C) Remains the same

4. In 'Nikat Line Chal' the distance _____.

(A) Is decreased (B) Is increased (C) Does not change

5. When the 'Visarjan' command is given, the formation _____.

(A) Is dispersed (B) Is formed (C) Is extended

2. Answer in brief

- (A) What is the purpose of the command 'Saj Jaa'?
- (B) What is the difference between 'Fall Out' and 'Fall In'?
- (C) Write, when is 'Khuli Line Chal' performed.
- (D) Why is 'Nikat Line Chal' necessary? Present your answer in two lines.
- (E) What should be done after the teacher gives the 'Line Tod' command?
- (F) Why is discipline important in drill and marching?

3. Teachers Observation

	Yes	Sometimes	No
(A) Does the student react immediately after hearing the command?	☐	☐	☐
(B) Does the student follow discipline?	☐	☐	☐
(C) Is coordination and discipline visible in the student's movements?	☐	☐	☐
(D) Does the student perform action on time according to the commands?	☐	☐	☐
(E) Does the student pay attention to the commands given by the teachers?	☐	☐	☐

Teachers Remark : _____

Suggestions for Improvement : _____

4. Parents Observation

	Yes	Sometimes	No
(A) Does your child talk about drill and marching at home?	☐	☐	☐
(B) Does your child maintain discipline at home?	☐	☐	☐
(C) Does your child complete the work given by you immediately?	☐	☐	☐
(D) Is self-confidence visible in your child while performing an action?	☐	☐	☐

Parents Feedback : _____





Section 5

Self Defense



Self Defense : The Key of Courage

Four friends Aarav, Siya, Ved, and Kavya were studying in the sixth grade at a school. All four were very smart, but they were all different by nature. Aarav and Siya were athletic, and therefore, both were confident. Ved was a bit timid, while Kavya was a very quiet and innocent girl. One day, a workshop on the topic of "Self-Defense" was held at their school. The trainer who came to teach self-defense said, "Children, courage does not just mean strength; it is also about awareness, resisting, shouting for help, and taking action for an appropriate defense!" Aarav and Siya learned attentively in the self-defense workshop. Keeping a distance from strangers, staying alert on a deserted street, being cautious when alone in an elevator, shouting loudly if danger is sensed, and if necessary, using kicks, knees, hands, elbows, and punches. But Ved and Kavya said, "Why would we ever need all of this?"

Incident 1 : A Scary, Deserted Street One evening, all the friends were heading home from class. Suddenly Kavya said, "This road is a shortcut for me to go home, I will go through here." That road was deserted and dark. Just then, a stranger started approaching Kavya. Taking advantage of the fact that Kavya was alone, he grabbed her. Kavya got scared and did not say anything. Her legs started trembling. She began to cry. Siya was watching this from a distance. She shouted loudly, "Kavya, shout loudly!" Siya's voice gave Kavya some courage, and gathering her bravery, she started shouting loudly, "Save me, help me, help!" Hearing Kavya's shouting, the man got scared and ran away. By then, Siya and her friends reached her side. That day, Kavya realized that shouting loudly is also a form of safety. One must shout for help.



Incident 2 : The Mystery of a Stranger and Suspicious Person



in the Society Ved lived in a large residential society. One day, Ved came into the society all by himself. He noticed that a stranger was following him. As he entered the elevator, that suspicious person entered the elevator as well. Seeing this, Ved suddenly rushed out and ran toward the stairs. Because he saw an uncle from his society on the stairs, he was saved. However, he felt very scared. That day, he realized that without awareness and preparedness, danger increases. In such situations, running away is also important.



Incident 3 : A Test of Courage

A few days later, Siya and Aarav were walking home. A man had been following them for quite some time. The situation was critical. Siya noticed it and said, "Aarav, that man is following us!" Then, both of them increased their walking pace. However, seeing that the man had come close and there was no one else



on the street, he started threatening them. He began saying, "Act exactly as I tell you." Just then, Siya started shouting loudly, "Help, help!" As soon as Siya screamed, the man stepped forward and tried to grab her. At that moment, Aarav quickly and forcefully kicked him. Because of this, the man stumbled. At the exact same time, Siya also struck him hard with her knee. Aarav then punched him with all his might, and together, they pushed the man hard. The man fell down. Immediately, both of them ran away from there to a safe place. A few days later, all four friends met again and shared the incidents that had happened to them with each other. Kavya said, "I realized that just staying quiet doesn't work." Ved said, "I was scared, but now I will learn self-defense skills." Aarav smiled and said, "Self-defense does not just mean fighting; it means making the right decision and taking action at the right time." Siya said, "Let's all practice self-defense together!" After that, they met their physical education teacher and deliberately made sure to attend the self-defense classes organized by the school. By the next year, Aarav and Siya were even selected for the inter-school karate competition. They represented their school.

Let's see what each person learned from this

Name	What did they learn?	What was their experience?
Kavya	One should shout loudly for help when the situation demands it	Overcame fear and stayed safe.
Ved	Awareness is necessary.	Felt more fear because a suspicious person followed him.
Siya and Aarav	Technique + Courage	Danger was averted due to self-defense.

Message of the Lesson

- Stay alert : Recognize your surroundings, people, and situations.
- Raise your voice : If you feel danger, shout loudly.
- Learn self-defense techniques : Learn to use your feet, knees, hands, elbows, and fists to strike.
- Keep courage : Overcome your fear.

Exercise



Question 1: Choose the correct option and fill in the blanks.

- (1) If you sense danger from an unknown person on a deserted street, first of all.....
(A) remain calm (B) shout loudly (C) pick a fight
- (2) To save herself, Kavya.....
(A) closed her eyes (B) shouted loudly (C) stood quietly
- (3) While being alone in an elevator / lift
(A) go carelessly (B) be alert (C) remain calm
- (4) After recognizing danger while walking on the street, Siya and Aarav increased their.....
(A) speaking volume (B) walking pace (C) laughing sound
- (5) For self-defense, one can use.....
(A) feet, knee, hand (B) hair, ear, nose (C) clothes, boots, bag
- (6) Self-defense is a combination of Awareness + Voice +
(A) Fear (B) Right Action (C) Confusion

Question 2 : Write True or False

- (1) It is necessary to remain alert while walking alone on a deserted street. (True/False)
- (2) Even if you sense danger, you should not shout, because the unknown person becomes alert. (True/False)
- (3) If an unknown person comes close, it is right to maintain a distance. (True/False)
- (4) Even if there is a suspicious person in the elevator lift staying quiet is safe. (True/False)
- (5) Various parts of the body can be used in self-defense. (True/False)
- (6) It is important to make a quick decision after recognizing danger. (True/False)

Question 3 : Answer in brief

- (1) What two things should be kept in mind while walking on a deserted street?
- (2) How will you explain the 'importance of voice' through Kavya's incident?
- (3) What do you think Ved should have done during the incident in the elevator?
- (4) What did Siya and Aarav do to avoid danger?
- (5) Which parts of the body can be used for self-defense? Write with examples.
- (6) Write in your own words what you felt about 'Awareness' and 'Courage' from this story.

Question 4 : For Teacher's Evaluation

- (1) Does the student understand the situation and choose the right action?
- (2) Does the student answer by giving examples?
- (3) How is the student's decision-making ability between right and wrong?
- (4) Does the student explain how they will apply this learning in real life?

Question 5 : Parent's Observation

- (1) Does the boy/girl observe their surroundings while going out? Are they aware of the situation?
- (2) Do they maintain a safe distance from unknown people?
- (3) Are they prepared to shout loudly for help if they sense danger?
- (4) Does the boy/girl discuss self-defense actions at home?
- (5) Do you feel that the boy/girl will try to make the right decision by recognizing a dangerous situation? Discuss it with him/her.





Section 6

Yogic Practices



6.1 Yog : Pranayam

Yogic practice is an important part of the Indian lifestyle that strikes a balance between body, mind, and intellect. Regular practice of yog, prayers, asanas, pranayama and purification processes (shuddhikriya) helps keep the body healthy and the mind calm and focused. Yogic practice proves useful for developing discipline, self-confidence, positive thinking, and a wholesome, disease-free lifestyle.

The fourth limb of Yog is Pranayam. Pranayam means the rhythmic control of inhalation and exhalation. 'Prana' means breath and 'Ayam' means length, expansion, stretching, or regulation. Pranayam means extending and controlling the breath. This control applies to all processes of breathing. These processes are as follows :

Inhalation (Inhaling breath) : This is called Puraka.

Exhalation (Exhaling breath) : This is called Rechaka.

Holding the breath : This is called Kumbhaka. In this state, there is neither inhalation nor exhalation. Therefore, Pranayam is the science of breathing; it is the axis around which the wheel of life revolves.

There are two types of Kumbhak :

Antar Kumbhak : Taking the breath in and holding it inside is called Antar Kumbhaka.

Bahya Kumbhak : Holding the breath out after exhaling is called Bahya Kumbhaka.

6.2 Yogic Practice : Prayer

Out of these prayers, the first two prayers should be chanted at the beginning of the yogic practice session, and 2 prayers should be chanted at the end of the session.

(१) योगेन चित्तस्य पदेन वाचा ।

मलं शरीरं च वैद्यकेन ।

योऽपाकरोत्तं प्रवरं मुनीनां ।

पतंजलिं प्रांजलिरानतोऽस्मि ॥

Meaning : Respectful salutations to Sage Patanjali, who taught us how to remove the impurities of the mind by writing the science of Yoga, removed the impurities of speech through grammar, and showed how to eliminate the impurities of the body by composing medical science (Ayurveda)

(२) ॐ सह ना ववतु । सह नौ भुनक्तु ।

सह वीर्यं करवावहै ।

तेजस्विनावधीतमस्तु ।

मा विद्विषावहै ।

ॐ शान्तिः शान्तिः शान्तिः ॥

Meaning : May He protect us both (teacher and student) together. May He nourish us both together. May we work together with great energy. May our study be enlightening and effective. May there be no animosity or misunderstanding between us. Om Peace, Peace, Peace.



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

Meaning – Lead me from untruth to truth. Lead me from darkness to light. Lead me from death to immortality. Om Peace, Peace, Peace.

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

Meaning – May all people be happy. May all people remain healthy. May everyone see auspicious things. May no one suffer from sorrow.

6.3 Yogasan

● Padmasan

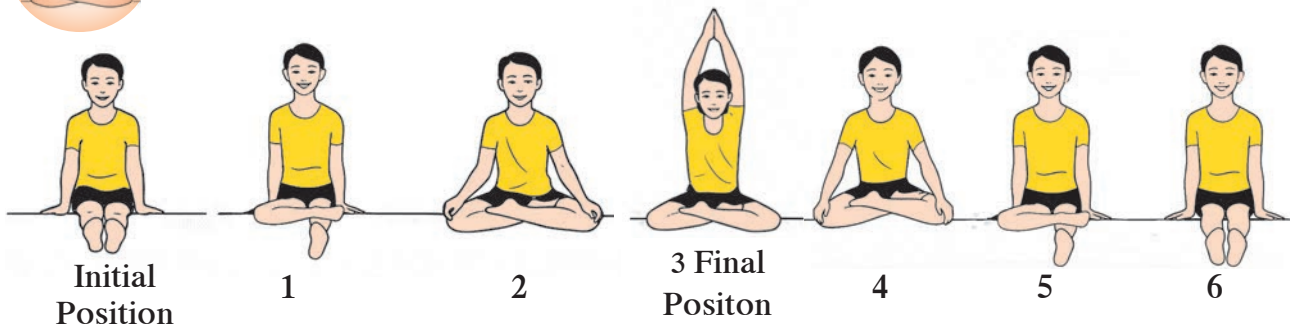


● Bramhamudra

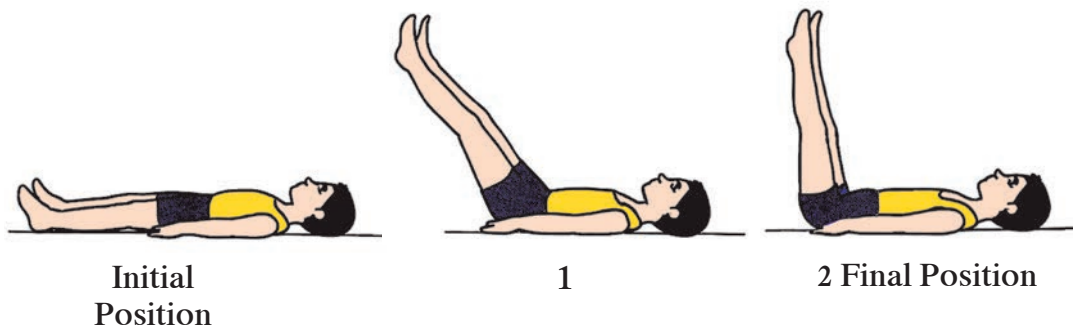




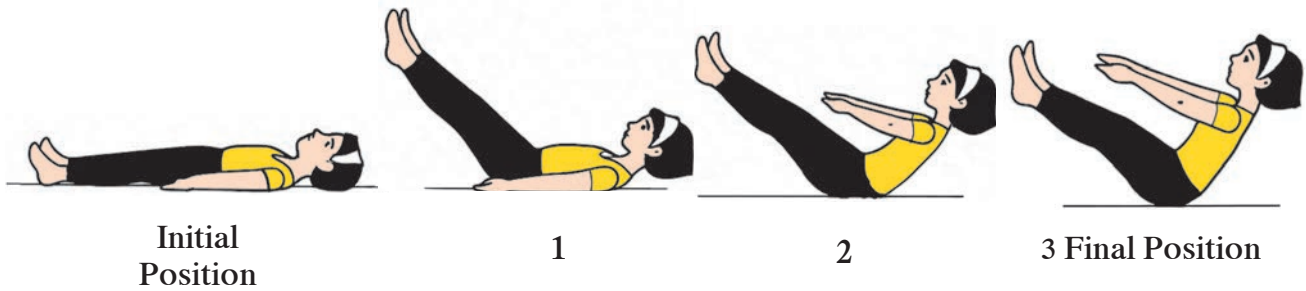
● Parvatasan



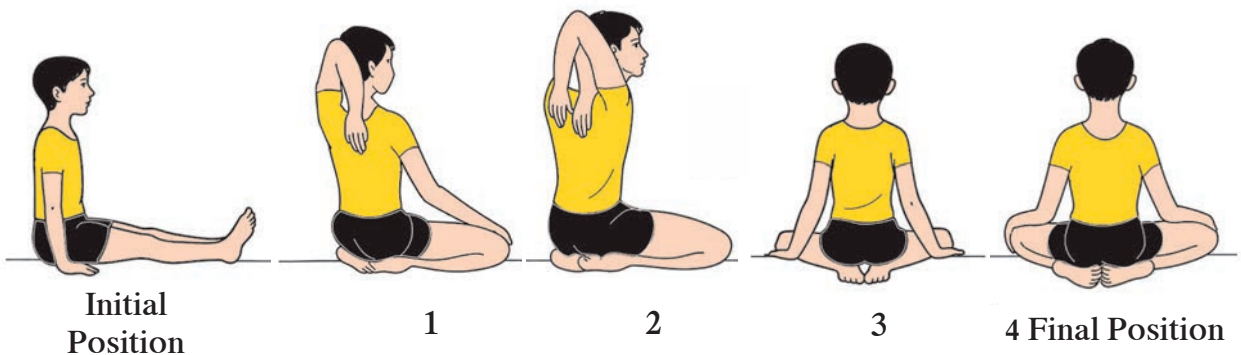
● Ardhalhasan

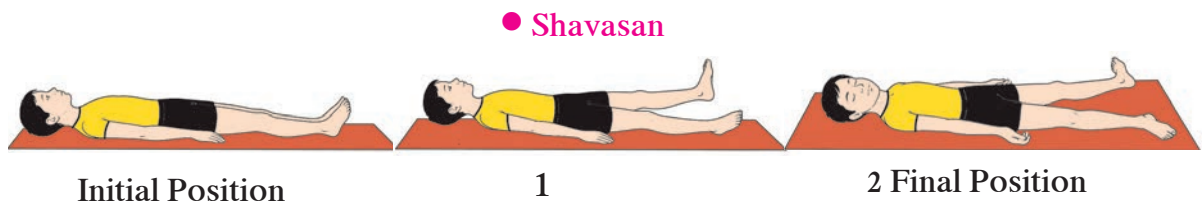
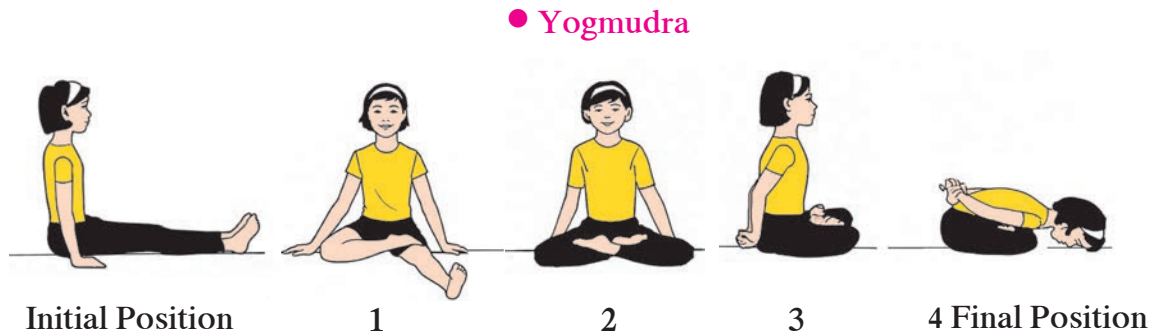


● Naukasan



● Uttan Mandukasan





6.4 Pranayam and Shuddhikriya (Purification Process)

● **Pranayam : Anulom–Vilom**

Steps of Practice :

Initial position : Swastikasan, Padmasan, or any other comfortable posture.

- (1) Sit comfortably. Place your hands on your knees.
- (2) Raise your right hand, and fold the index finger and middle finger. Keep the thumb and the last two fingers straight.
- (3) Place the thumb on the right nostril to close it, and slowly inhale through the left nostril.
- (4) As soon as inhalation is complete, close the left nostril with the ring finger and little finger. Remove the thumb from the right nostril and perform a deep, prolonged exhalation.
- (5) Immediately upon completing the exhalation, keep the fingers on the left nostril and slowly inhale through the right nostril.
- (6) Close the right nostril with the thumb, lift the fingers from the left nostril, and perform a deep, prolonged exhalation. Repeat the steps from number 3 to 6 ten times or as per your capacity.
- (7) Place your right hand back on your right knee.
- (8) Release the sitting posture.



Things to Do

- (1) Inhale and exhale slowly into the chest.
- (2) The stomach should remain pulled outward during inhalation and inward during exhalation.

Things to Avoid

- (1) Avoid making a sound while inhaling.
 - (2) Do not apply excessive pressure when closing the nostril with your fingers.
 - (3) Avoid the temptation to hold your breath unnecessarily.
- Generally, if you inhale for about 5 seconds, you should try to gradually extend the exhalation up to 10 seconds. There is a simple rule to remember for performing this action during Anulom-Vilom (inhaling and exhaling through the nostrils): you must not exhale through the same nostril that you used to inhale.

Repetitions : Perform 10 to 12 rounds of this.

• *Shuddhikriya (Purification Process) : Kapalbhata*

Steps of Practice

Starting position : Sit in Sukhasana or any other comfortable posture.

- (1) Place both hands on both knees.
 - (2) Exhale forcefully and rapidly through the nose while pulling the stomach inward.
 - (3) Relax the stomach naturally and inhale.
- (Repeat the steps from number 2 and 3 ten to twelve times or as per your capacity.)
- (4) Remove your hands from your knees.
 - (5) Return to the starting position.

Things to Do (Do's)

- (1) Keep your back straight while performing Kapalbhata.
- (2) Relax the stomach and inhale as soon as exhalation is complete, and exhale as soon as inhalation is complete.
- (3) Minimize chest movement during breathing.
- (4) Keep a pleasant expression on your face while exhaling.

Things to Avoid (Don's)

- (1) Do not jerk the stomach while exhaling.
- (2) Avoid movement of the chest.
- (3) Avoid moving the torso while breathing.
- (4) Do not perform Kapalbhata after consuming food.
- (5) Do not perform Kapalbhata at a rapid pace until the coordination between breathing and stomach movement is properly mastered.

Repetitions : 10 to 15 times continuously.

What We Learned

Yogic practice develops physical fitness along with mental stability, concentration, and self-control. Prayer brings joy to the mind, asanas make the body flexible and capable, while pranayama and purification processes (shuddhikriya) help in body cleansing and health promotion. Practicing yoga regularly builds the habit of living a healthy, happy, and balanced life.



Exercise

Question 1 : Choose the correct option and fill in the blanks

- (1) Anulom-Vilom is a type of
(A) Pranayam (B) Meditation (C) Action / Kriya
- (2) Kapalbhata is a action.
(A) Purification (Shuddhi) (B) Asan (C) Game
- (3) “Saha Na Vavatu” is a prayer.
(A) Yog (B) Sports (C) National
- (4) In Shavasan, the body is kept completely
(A) in a stiff position (B) in a normal/relaxed position (C) holding the breath
- (5) While doing Padmasan, the legs are kept
(A) stretched out straight (B) crossed over on the thighs (C) backward

Question 2 : Write True or False.

- (1) In Anulom-Vilom pranayam, breath is taken from only one nostril. (True/False)
- (2) While doing Kapalbhata, breath is exhaled forcefully. (True/False)
- (3) Makarasan is a relaxation pose. (True/False)
- (4) In Naukasan, the body shape looks like a boat. (True/False)
- (5) “Asato Ma Sadgamaya” is not a yog practice prayer. (True/False)

Question 3 : Answer in brief

- (1) What is meant by Pranayam?
- (2) Write in brief the method of doing Anulom-Vilom.
- (3) Write two benefits of Kapalbhata.
- (4) Why is Shavasan performed?
- (5) State the names of any two yog prayers.



Teacher's Evaluation

The teacher should observe the students while they perform various asanas, pranayam and kriya, and evaluate the students based on the following chart.

Criteria	Excellent	Good	Need Improvement	Require produce
(A) Accurate technique of Pranayam	☐	☐	☐	☐
(B) Position & balance of asanas	☐	☐	☐	☐
(C) Discipline & participation	☐	☐	☐	☐
(D) Participation in Prayer	☐	☐	☐	☐
(E) Follows instructions	☐	☐	☐	☐

Parental Observations

Parents should discuss various Asanas, Pranayam, Kriyas etc with their child, observe them, and record the child's progress based on the table below.

Observation Components	Yes	Occasionally	No
(A) The boy/girl practices yog at home.	☐	☐	☐
(B) Practices Pranayam regularly	☐	☐	☐
(C) Noticed an increase in concentration	☐	☐	☐
(D) Body posture has improved	☐	☐	☐





Section 7

Wellness



Personal hygiene, balanced diet, regular exercise, and safely habits are extremely important for living a healthy and disease free (wellness) life. Adopting good habits from childhood makes the body healthy, mind cheerful and capable personality. The concept of “My development” brings awareness to one’s own physical, mental and social development. The components in this section will help develop a healthy lifestyle, self-discipline, and a sense of responsibility.

Students, we often say, “I am fine,” or “My friend is perfectly healthy.” But wellness does not mean just that. wellness means an integrated state of a healthy body, peaceful mind, stable intellect, a content disposition, and social awareness. wellness is also a balance of proper diet, good lifestyle, good actions and appropriate sleep and rest.



7.1 Daily Routine

Everything we do from the time we wake up in the morning until we go to sleep at night is called a daily routine. This includes waking up early in the morning, attending to morning chores, cleanliness, exercise, having breakfast, going to school, regular studies, playing with friends, having dinner and sleeping. As far as possible staying away from TV and mobiles phones is part of a good daily routine.



7.2 Diet

Vedant was alone at home with his grandmother. Today at school, he had eaten a nice, full tiffin box. After school (was over), he came home, where his grandmother was making pickle. To watch her do it, he sat down next to her.

“Grandma, why do we eat pickle, and when should we eat it? Every day you just give me poli-bhaji (flat bread / roti and vegetable curry Give me this in my tiffin, instead of vegetable Curry I like pickle very much.”

‘Oh Vedoo, it doesn’t work like that, dear! Didn’t I tell you about the six tastes (*Rasas*) that should be included in your meal? This is one of them – spicy / pungent taste. There is also a proper order for when to eat pickle.”

Our meals should always be Shadrasatmak (Comprising of Six tastes).

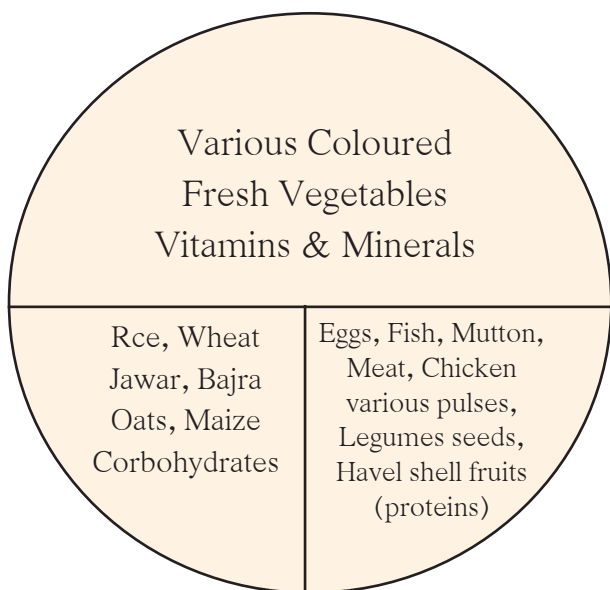
These tastes are : 1. Sweet 2. Sour 3. Salty 4. Bitter 5. Spicy / Pungent 6. Astringent We take many items on our plate and eat them. However, each item should be eaten in the right proportion. Read carefully and see if your diet matches the components, you must have been taught about in school.

Look this is was Vedoo’s story, but students keep in mind that excessive consumption of sugar, jaggery

and honey should be avoided. The consumption of Maida (refined flour), sugar, salt, polysaturated and unsaturated oils should also be avoided.

Naturally processed oils should be used. Drink as much water as needed to quench your thirst. Instead of drinking fruit juice, fruits should be eaten whole. Meals should be consumed at least four times a day.

Junk food : You should know what junk food means, Junk food means substances that are ‘devoid of nutritional values’ but which the tongue constantly craves. These are the items that can be prepared instantly, or are fried, or use excessive oil. These substances cause an increase in body fat. It has been observed that their excessive consumption causes damage to the liver. These substances contain high amount of sugar, salt, fatty elements, and chemical preservatives used to



Milk and Milk products like Curd, Paneer, Buttermilk, Cheese etc.

increase the shelf life.

Because these items are tasty / savory one feels like eating them. However, eating these foods should be avoided. Excessive consumption of such foods lead to obesity / overweight issues. Consequently, one has to face diseases like diabetes, high blood pressure, heart disease and cancer.

Do you know? Obesity is the result of overnutrition. In a 2005 UNICEF observation, it was found that the rate of obesity is increasing among children in India. Out of all the obese children in the world, 10% of the children are in India.



• Diet According To The Weather

Summer Season : Marathi months (as in the text book) Months in English: April-May

उन्हाळा (ग्रीष्म ऋतू) : मराठी महिने – वैशाख-जेष्ठ : इंग्रजी महिने – एप्रिल-मे



आला आला उन्हाळा पडते ऊन कडक,
उन्हात जाऊ नका हो सूर्य आहे भडक.
कपडे घाला सैलसर, सुती तलम आणि मऊ,
भरपूर प्या पाणी, सरबते आणि घ्या हलका खाऊ.
जायचे झाले उन्हात, तर बूट-चप्पल नक्की,
आणि डोके झाकायला स्कार्फ किंवा टोपी.
कलिंगड, टरबूज, आंबा, जांभूळ ह्यांना करा मित्र,
बाहेरचे पाणी, उघड्यावरचे पदार्थ नक्की टाळा नाही, तर सुरू होईल आजारपणाचे सत्र.
सकाळी उठू लवकर आणि व्यायाम करू हलका,
आनंदी आणि निरामय असा उन्हाळा नक्कीच जाईल नाही का ?



Meaning: Summer season is very enjoyable. In summer, children enjoy holidays. The sun shines very hot and bright. In this season, we enjoy cold drinks like cold water, sherbet, and milk. We eat juicy fruits like watermelon, mango, and grapes. We also enjoy swimming and playing outdoor games. We wear light cotton clothes to stay cool. But we should also take care of our health in summer, because the heat of the sun is very strong.

Rainy Season : Marathi months (as in the text book) Months in English : June – July

पावसाळा (वर्षा ऋतू) : मराठी महिने – आषाढ, श्रावण : इंग्रजी महिने – जून-जुलै

हिरवीगार झाडे, डोंगर घेऊन आला आता पावसाळा,
कधी गारवा कधी पाऊस पण बुडवू नका शाळा.
मध्येच सर्दी, मध्येच खोकला येतो कधी ताप,
जर भिजलात, तर लगेच घ्या वाफ.
जवळ असावे नेहमी छत्री रेनकोट आणि पावसाळी बूट,
नको ओले कपडे, नाहीतर आजारांपासून कधीच नाही सूट.
पाणी पिऊ उकळून नको फळांचे रस,
गरम ताजे घरचे अन्न एवढेच आहारात बस.
सर्दी खोकला झाल्यास वापरू मास्क नक्की,
आजार इतरांना न होण्याची ही खात्री पक्की.
दुधाचे पदार्थ, मिठाई, बाहेरचे अन्न नको खायला,
पावसाळा छान जाईल गड-डोंगर, धबधबे फिरायला.



Meaning : In the rainy season, dark clouds cover the sky and rain begins. The dry earth becomes green and fresh. Rivers and lakes fill with water, and nature looks beautiful. We see rainbows and enjoy the cool weather. People use umbrellas and raincoats to protect themselves from rain. Children enjoy playing in the rain and sailing paper boats. But sometimes heavy rain causes problems like flooding and muddy roads. Still, farmers are happy because rain helps crops grow.



Winter Season : Marathi months (as in the text book) Months in

English : December– January

हिवाळा (हेमंत, शिशिर ऋतू) : मराठी महिने – पौष, माघ : इंग्रजी महिने – डिसेंबर, जानेवारी

आहे आता सगळीकडे खूप खूप थंडी,
चला घालूया स्वेटर आणि गरम कपडे व बंडी.
भरपूर खाऊ बदाम, बेदाणे, अक्रोड नि काजू,
भाज्या, फळे आणि कच्चे दाणे आधी भाजू.
भरपूर खेळू, व्यायाम करू, झोपू रात्री लवकर,
अंडी, मासे, मांस दुपारीच जेवताना खाऊ पोटभर.
रोज लावू अंगाला भरपूर सारे तेल,
मग होईल सुदृढ शरीर आणि आजार होतील फेल.



Meaning : It is very cold everywhere now, so let us wear sweaters and warm clothes. We should eat plenty of dry fruits like almonds, raisins, walnuts, and cashews. We should also eat vegetables, fruits, and other nutritious foods. We should play a lot, do exercise, and sleep early at night. We should eat eggs, meat, and other healthy foods during meals. We should apply oil on our body daily, so that our body becomes healthy and diseases stay away.

• Obesity

How does obesity occur?

There are many reasons for obesity in boys and girls of this age. Among them are a lack of simple/wholesome and home-cooked food, a lack of physical movement, sitting for a long time watching TV and mobiles, hormonal changes, etc.

If you do not want obesity, children should definitely ensure the following things.

- (1) Waking up early in the morning and sleeping early at night.
- (2) Exercising for at least one hour every day.
- (3) Keeping the body clean.
- (4) Eating nutritious, fresh, and hot food at home.
- (5) Drinking a little water whenever you feel thirsty.

Definitely avoid the following things.

1. Watching TV and mobile.
2. Sitting inactive.
3. Sleeping at unusual times / irregular hours.
4. Drinking cold drinks / aerated drinks.
5. Eating outside food kept in the open.
6. Eating stale, oily, and spicy items in your diet.
7. Constantly eating wafers, farsan (savory snacks), and other food items just for the sake of passing time or because you like them when you are not hungry.

If weight increases, you will not be able to breathe properly. You will get tired quickly. You will sweat heavily. You will feel embarrassed while being with other friends due to frequent urination.



7.3 Exercise



Children, do you like to play? Of course, you must! Playing provides exercise. Whether it is playing various games on the playground, running, or riding a bicycle. When you play on the ground and sweat, a kind of magic happens inside your body.

Remember, a physical education class is not just a playing hour, but an hour to experience this magic. The key to keeping the body robust, strong, and the mind happy is to perform this magic on the field, either together or collectively, and through it, carry out other activities of physical education. Exactly what positive effects the physical movements we perform, the exercises we do, the games we play, and the competitions we participate in have on our body and mind are given below. Having a healthy body is highly essential for a happy life. Many physical movements or activities like running, jumping, playing, and cycling are a part of physical education. Due to physical education, our body becomes strong and we remain healthy. Exercising is an extremely important part of our daily routine. Daily exercise has positive effects on the functioning of all the systems in the body. Let's see what those are and how they happen.

Physical education is the key to a robust body, a healthy mind, and staying happy.

It has good effects on all the systems in our body. Out of those, let's see what effects regular exercise has on the respiratory system and the circulatory system in this grade.

Respiratory System : The efficiency of the respiratory system increases. More air enters the lungs with a single breath, which increases the supply of oxygen and elevates the rate of blood purification. The muscles of the lungs become strong, which means the capacity of the lungs increases. After inhaling, the maximum amount of oxygen from the air that enters the lungs gets mixed into the blood. One does not get breathless quickly after performing any physical activity. Moreover, even if one gets out of breath, it subsides quickly. We return to our normal state very soon.

Circulatory System : By exercising regularly or playing games, the muscles of the heart become strong. The heart can supply blood to the body as per its requirement. The blood vessels in the body become strong and more efficient. Due to regular exercise or playing games, the regular blood supply to the body increases. When we run, the working speed of the heart increases, causing the heart to beat faster because the body requires more blood and oxygen.

7.4 Personal Hygiene

"Mother, my tooth is hurting a lot." Seema came crying bitterly. Eating chocolates and candies constantly was her daily habit. More than that, she was extremely lazy about brushing her teeth. Mother pulled her close, scolded her firmly, and said, "That's it, I am not going to tell you again, listen carefully." Saying, "What, are you going to say the same thing again?" Seema started crying loudly, and Mother replied, "Yes."

From tomorrow, I will brush my teeth as soon as I wake up in the morning and before going to bed at night.

I will rinse my mouth thoroughly with water after eating anything.

I will not brush my teeth too hard so that the shiny, hard outer coating (enamel) on the teeth is not stripped away.

I will brush my teeth carefully around the gums and the fleshy parts.





• Dental Care

Massage the gums gently with a light hand without injuring them. The brush should not be rough. Do not use too much toothpaste.

- Brush teeth twice a day—in the morning and at night after having dinner.

- Rinse the mouth thoroughly with water after eating anything.

• **Physical Hygiene :** Having complete knowledge of our body at this age is necessary. We must maintain the cleanliness of all our body parts. Especially hands, feet, fingers and toes, soles of the feet, armpits, groin, areas of urination and defecation, genitals, etc. One must learn to consciously clean all parts of the body. Keep these points in mind while bathing.

• **For Teachers :** Complete information about the care to be taken by girls should be given independently by a female teacher, and complete information about the care to be taken by boys should be given independently by a male teacher.

7.5 First Aid

Students, while playing on the ground, you can often get hurt or injured, and it is necessary to administer first aid immediately. The materials in your school's first aid box will be available as per the list given below. Everyone should learn how to use these materials.

Materials in the First Aid Box and Their Use

Sr No	Material	Use
1.	Sterile Cotton	To clean the wounds
2.	Bandage Roll	To bind/ tie wounds and to reduce swelling
3.	Adhesive bandage	to cover small wounds and bruises
4.	Antiseptic lotion	to disinfect wounds
5.	Scissors	To cut bandage, tape, or cloth
6.	Tweezer	To remove thorns, glass etc
7.	Gloves	For protection against infection
8.	Painkiller tablets	to reduce headache, fever or pain
9.	O.R.S powder	to avoid dehydration
10.	Iodine and Betadine	to disinfect wounds
11.	Emergency contact numbers	To establish contact during emergency

Information regarding cleaning a wound

When cleaning a wound, first wash your own hands clean with soap. Wear gloves. Try to stop the bleeding by applying light pressure with clean cotton. The wound should be washed clean with clean water or an antiseptic solution. If there is dust, soil, or glass inside the wound, remove it gently and carefully using tweezers. Apply antiseptic cream over the wound to avoid infection. Cover the wound with a sterile bandage. Change the dressing and bandage regularly if they become dirty. If the wound is deep, if the bleeding does not stop, or if signs of infection appear, go to a doctor immediately.

7.6 Social Wellness

Roop Savale Sunder....



Dr. Nandu Mulmule

"Saru, hey Saru, oh come on wake up dear, it's time for school," as her mother started waking her up, Sarika sat up with a start. Actually, she had been awake since six in the morning. She had a terrifying dream last night. It was her final exam for the sixth grade and she had forgotten about it. The moment she remembered, she started running, but her feet wouldn't lift—as if someone had tied heavy weights to them. The exam time was slipping away, and she was trying her level best to run. Somehow, she managed to reach the school, only to find the English teacher standing at the door with a cane in hand. All the children inside the exam hall were writing rapidly, and she didn't have her compass box, notebook, or pen. "Why aren't you wearing the uniform?" the teacher screamed. Not a single word could come out of her mouth. Suddenly, all the children came to the door, pointed fingers at her, and started shouting, "Darky, hey darky! Foolish in the head,



crow-like in appearance, here she comes, here comes our darky," and they burst into laughter. She covered her face and started running away. Suddenly, she woke up shivering.

Sarika used to have such dreams every single day. The reason? Because she actually had a dark skin complexion. Her mother was fair-skinned, while her father was dark-skinned. Sarika and her younger brother were born inheriting their parents' genes. Her father's genes were dominant, so both of them turned out dark-complexioned. She used to wonder, what if I had taken after my mother's complexion? Because of her dark skin tone, Sarika was given the nickname "Savli" (Darky) in her class. No one would call her Sarika except for her mother. No matter how much she studied, no matter how excellently she answered, her identity in class remained just "Savli". Everyone's attention was always on Pooja, who sat next to her, simply because she was fair! The English teacher, math teacher, and geography teacher—all of them praised Pooja. They would ask her first. If she didn't know the answer, they would turn to Sarika. Even if Sarika gave the correct answer, they would just say, "Good, sit down," and that was it, or so she felt. Because of this, she didn't feel like going to school. She hated being around the children who constantly called her by the name "Savli". In reality, subjects like science, mathematics, and biology were her favorites; yet today, Sarika left for school half-heartedly.

The school was three kilometers away, and midway through the road lay a dense thicket of trees with a winding trail that seemed to beckon her. Today, she was completely fed up with school. Those same children would tease her, "Savli, Savli." Those same girls would ask her, "Did you take a bath today? The water must have turned pitch black, right?" And then Anu would laugh loudly. Sarika used to feel terrible. Nobody looks at my studies, nobody looks at my drawings, she thought. Dragging her feet step





by step, Sarika kept walking. Just then, her gaze shifted toward that trail in the woods. A sweet sound of a flute began to drift out from that forest. Who could be playing it?

Such a beautiful flute? Krishna loves the flute—she remembered the story her mother had told her. Out of curiosity, she stepped onto that trail. It was as if the path itself began pulling her along. She kept walking forward. The sound of the flute grew clearer, feeling as though it was coming closer. Her curiosity reached its peak, and she felt a little scared too. Who is playing such a beautiful flute? Where did this Krishna from the mythologies come from? Sarika took just one more step forward and what did she see?

Leaning against a banyan tree, Lord Krishna himself was sitting there. A peacock feather in his hair, a flute at his lips, and a mischievous smile on his face! Sarika stared in absolute astonishment. "Krishna? You... here?" the words somehow escaped her mouth.

"Sarika, come here dear. Isn't it your school time? Aren't you going today?"

"Oh wow Krishna, you remember me?" she was overjoyed. Then she softly muttered, "I don't feel like going to school. You know everything by now, so you must know that everyone teases me because of my color."

"Yes, that's exactly why I have been waiting for you!"

"Meaning? Are you going to make me fair like Pooja? Is my color going to change?"

Krishna laughed. "Silly girl, look at me, I am also dark-skinned. If it were possible to change color, wouldn't I have made myself fair first?" Sarika also burst into a smile.

"I have come to tell you that skin color has nothing to do with a person's intelligence, success, or beauty. Why did nature create dark and fair skin colors? What does it mean for someone to be dark or fair? Let me explain. The sunlight is more intense in equatorial regions, where the sun's rays fall perpendicularly on the Earth. The distance between the Sun and Earth there is shorter, so the rays are strong. This results in more ultraviolet rays, which increases melanin production in the skin. Because of this, people are dark-complexioned."

"Ultraviolet rays, which can cause cancer in the body?" Sarika recalled her science lesson.

"Exactly. Nature has given a dark coat to the skin to protect against them. As we move northwards from the equator, the sun's rays begin to fall at an angle. Therefore, those people look fair. Melanin in the skin decreases. Whether a person is dark, dusky, fair, or bright—there is such simple science behind it." Sarika's mind suddenly lit up with clarity. Now, how do I explain this to the kids at school? All they know is that fair means beautiful.

"Many actresses famous for their acting, and many leaders who sacrificed their lives for our country's independence were dark-skinned. Even in nature, life-giving rain showers fall from dark clouds!" Krishna read the doubt in Sarika's mind and cleared it away.

"From today, take pride in having a dark complexion. If anyone calls you 'Savli' (Darky), do not feel upset or embarrassed at all." Saying this, Krishna held the flute back to his lips.

While Sarika was storing that beautiful form in her mind, her foot slipped and she fell onto the floor from the bed with a thud.

"Oh wake up dear, I have a lot of work to do," her mother was shaking her vigorously! Sarika sat





up with a start. Getting ready quickly, she stood in front of the mirror. A round face, two tightly braided plaits, bright red ribbons, expressive eyes, and a dark complexion! She giggled softly to herself. The moment she stepped into the school, her friend called out, "Hey Savli (Darky)... I mean Sarika, did you solve the math problems the teacher gave yesterday?"



"Yes, I solved them. If you want, I can give you my notebook. And yes, you can call me Savli. I like that name!" The music of the flute began to echo in Sarika's mind and a completely different kind of self-confidence had come over her. Her friend just stared at her happy face in amazement...

"Yes, I solved them. If you want, I can give you my notebook. And yes, you can call me

Savli. I like that name!" The music of the flute began to echo in Sarika's mind and a completely different kind of self-confidence had come over her. Her friend just stared at her happy face in amazement...

What We Learned

Healthy habits do not just keep us away from illnesses, but they also help us live a happy, active, and confident life. It is necessary for everyone to make habits like maintaining cleanliness, eating a proper diet, exercising regularly, and taking safety precautions a part of their daily life. A healthy body, a calm mind, and good behavior together shape an excellent personality.

Exercise

Question 1: Choose the correct option and fill in the blanks.

(1) For wellness, is not an important factor.

- (A) diet (B) exercise (C) playing on mobile

(2) To keep the body fit, regular is necessary.

- (A) sleep (B) diet (C) exercise

(3) In wellness, it is necessary to prevent habits.

- (A) good (B) bad (C) new

(4) Illnesses can be avoided by maintaining personal

- (A) cleanliness (B) habit (C) friendship

(5) The body gets rest

- (A) by getting enough sleep (B) by running a lot (C) by playing regularly



Question 2: Write True or False

- (A) Only exercise is important for wellness. (True/False)
- (B) Eating a good diet regularly helps maintain health. (True/False)
- (C) Bad habits are harmful to health. (True/False)
- (D) Having social awareness is not a part of wellness. (True/False)
- (E) Getting regular sleep keeps the body refreshed. (True/False)

Question 3: Short Answer Questions

- (1) State any three factors of wellness.
- (2) What care will you take during the rainy season, winter, and summer according to the weather?
- (3) Write two healthy benefits of a proper diet.
- (4) What benefit did you get from personal hygiene? Write about it.

Question 4: Evaluation for Teachers

Criteria	Excellent	Good	Needs Improvement
(A) Understanding the factors of Wellness	☐	☐	☐
(B) Adopting healthy habits	☐	☐	☐
(C) Maintaining cleanliness	☐	☐	☐
(D) Classroom participation	☐	☐	☐
(E) Wellness habits	☐	☐	☐

Question 5: Parents Observation

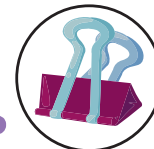
Observation Components	Yes	Sometimes	No
(A) The boy/ girl eats a balanced diet	☐	☐	☐
(B) Does Exercises / yoga regularly	☐	☐	☐
(C) Sleeps on time	☐	☐	☐
(D) Maintains personal hygiene	☐	☐	☐
(E) Stays away from bad habits	☐	☐	☐





Section 8

Appendices



8.1 Points to be kept in mind by teachers and parents for students with special needs

Students who present with certain physical or behavioral limitations have special needs. While these students study within the mainstream education system, instead of making a fuss about their shortcomings, they can be included in various physical education activities to boost their self-confidence and joy of living. While integrating these students, factors such as the type of limitation and the extent of the limitation should be considered. Some of these types are as follows

- (1) For those with less strength and endurance.
- (2) For those with less coordination.
- (3) For those with less balance and agility.
- (4) For those with cognitive and perceptual difficulties.
- (5) For those with obesity.

(1) For those with less strength and endurance

- If students lack strength due to defects in their legs or hands, opportunities can be provided by reducing the distance and height required to throw a ball through a ring. Many times, even average students can have low strength and endurance.
- Equipment used for striking can be provided by reducing its weight, or by reducing its length and width.
- Modified games can be played using simpler rules.

(2) For those with less coordination

- Students with less coordination feel afraid of objects flying through the air. For this reason, their participation can be increased by giving them protective gear to wear.
- Activities that place less emphasis on accuracy and more emphasis on effort can be included. E.g., bouncing a ball, throwing a ball, etc.
- Example: In dodgeball, to teach a player how to hit the ball accurately, practice should initially be given by asking them to hit the ball at a specific spot (target) on a wall. Afterward, practice for the actual game should be conducted.

(3) For those with less balance and agility

- Activities can be conducted by increasing or decreasing the thickness and width of the equipment





on which balance needs to be maintained. E.g., walking on a plank, walking on steps, etc.

- Activities can be chosen where the maximum parts of the body come into contact with the ground. E.g., side rolls, walking on hands and feet, etc.
- The floor should not be slippery. Various movements should be carried out on a coir mat. E.g., jumping, rolling, etc.
- Activities structured in a way that relies heavily on a partner's support can be included. E.g., various exercises to be done with a partner.

(4) For those with cognitive and perceptual difficulties

- Maximum emphasis should be placed on simple types of activities. E.g., fetching and distributing equipment, sorting/classifying items, handling different types of balls, performing simple types of drills, etc.
- Emphasis should be placed on activities that are executed slowly by giving increasingly clear and uncomplicated instructions. E.g., walking a fixed distance, passing a ball, hanging/sus a bar, etc.

They can be integrated into regular daily teaching by keeping their needs in mind. Involving them in different responsibilities during the class session will boost their self-confidence. There is no need to allocate a separate time for this. E.g., students who are unable to move their legs can be given the responsibility of being a timekeeper, a scorer, etc. Similarly, they can be included in games played with hands. E.g., dropping a ball into a hoop, throwing, catching, etc. Instead of leaving visually impaired students inactive, keep them creatively engaged along with the other students. Care should be taken for their safety. By providing them an assistant, using a sound-making ball, or other tracking equipment, various games should be conducted to keep them active.

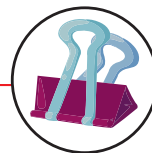
(5) For those with obesity

Apart from these, children of this age face certain issues which include physical changes, mental stress, pressure, and behavioral changes taking place in them. Due to reasons like these, obesity occurs in children. Solutions to this can include regular exercise, fresh, nutritious home-cooked meals, open communication, and counseling if necessary.

Teachers should conduct activities by keeping in mind factors such as the impaired organs and their severity, and the mentality of those students. Other average students should be asked to integrate such children. Care must be taken to ensure that teasing and harassment do not take place.



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



Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
1	At the beginning of each period, as a warm-up, conduct any physical movements for up to 5 minutes. E.g., jumping on the spot, running, warming up activities, stretching exercises, etc.	Talk about / check personal hygiene.	Recreational games, cooling down, and mutual discussion.
2		Provide information about a proper diet.	
3		Instruct to exercise daily.	
4		Instruct to take sufficient rest and sleep.	
5		Prayer, Yogic practice, Padmasan, Brahmamudra, Parvatasan, Ardha-Halasan, Naukasan, Makarasan, Shavasan, Kapalbhati.	
6		Instruct to stay away from bad habits.	Recreational games, cooling down, and mutual discussion.
7		Talk about the use and care of sports equipment.	
8		Talk about safety on the playground.	
9		Talk about personal hygiene.	
10		Prayer, Yogic practice, Padmasana, Brahmamudra, Parvatasan, Ardha-Halasan, Naukasana, Makarasana, Shavasana, Kapalbhati.	
11	On the day weight and height measurements are to be taken, do not conduct warming up activities and exercises.	Provide information about a proper diet.	Recreational games, cooling down, and mutual discussion.
12		Instruct to exercise daily.	
13		Instruct to take sufficient rest and sleep.	
14		Instruct to stay away from bad habits.	
15		Prayer, Yogic practice, Padmasan, Brahmamudra, Parvatasan, Ardha-Halasan, Naukasan, Makarasan, Shavasan, Kapalbhati.	
16		Instruct to keep the surroundings clean.	Recreational games, cooling down, and mutual discussion.
17		Talk about safety on the playground.	
18		Talk about personal hygiene.	
19		Provide information about a proper diet.	

Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
20		Prayer, Yogic practice, Padmasana, Brahmamudra, Parvatasana, Ardha-Halasana, Naukasana, Makarasana, Shavasana, Kapalbhati.	
21		Instruct to exercise daily.	Recreational games, cooling down, and mutual discussion.
22		Instruct to take sufficient rest and sleep.	
23	Do not conduct warming up activities during yoga practice periods.	Instruct to stay away from bad habits.	
24		Instruct to keep the surroundings clean.	
25		Prayer, Yogic practice, Padmasana, Brahmamudra, Parvatasana, Ardha-Halasana, Naukasana, Makarasana, Shavasana, Kapalbhati	
26		Talk about safety on the playground.	Recreational games, cooling down, and mutual discussion.
27		Provide information about first aid.	
28		Advise on what care to take when playing on the ground under high or low temperatures.	
29		Provide information regarding what kind of clothing/attire should be worn while playing games on the ground.	
30		Prayer, Yogic practice, Padmasana, Brahmamudra, Parvatasana, Ardha-Halasana, Naukasana, Makarasana, Shavasana, Kapalbhati.	
31		Provide information about first aid.	Recreational games, cooling down, and mutual discussion.
32		Advise on what care to take when playing on the ground under low or high temperatures.	
33		Provide information regarding what kind of clothing/attire should be worn while playing games on the ground.	
34	At the beginning of each period, allocate up to 5 minutes for preparatory movements/warm-up. E.g., spot jumping, running, stimulating movements, stretching exercises, etc.	Inquire about how students maintain personal hygiene.	
35		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhati.	

Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
36		Provide information about First Aid.	Recreational games, relaxation, and mutual interaction/dialogue.
37		Provide information about (good/bad) touch.	
38		Inquire whether students avoid eating cold drinks and overly sweet food items.	
39		Inquire about how students keep their surroundings clean.	
40		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
41		Inquire about how students maintain personal hygiene.	Recreational games, relaxation, and mutual interaction/dialogue.
42		Gather information about what daily diet students consume.	
43		Inquire about which daily exercises students perform.	
44	On days when weight and height measurements are to be taken, stimulating movements and heavy exercises should not be conducted.	Inquire about how much time students spend on sleep and rest.	
45		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
46		Provide information regarding appropriate clothing/attire while playing on the sports field.	Recreational games, relaxation, and mutual interaction/dialogue.
47		Explain what precautions should be taken while playing on the field during high or low temperatures.	
48		Inquire about how students maintain personal hygiene.	
49		Gather information about what daily diet students consume.	
50		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	



Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
51		Inquire about how much time students spend on sleep and rest.	Recreational games, relaxation, and mutual interaction/dialogue.
52		Inquire whether students avoid eating cold drinks and overly sweet food items.	
53		Explain what precautions should be taken while playing on the field during high or low temperatures.	
54		Provide guidance regarding the use and care of sports equipment.	
55		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
56	Stimulating movements / warm-ups should not be conducted during the yoga practice period.	Gather information about what daily diet students consume.	Recreational games, relaxation, and mutual interaction/dialogue.
57		Inquire about which daily exercises students perform.	
58		Inquire about how much time students spend on sleep and rest.	
59		Inquire whether students avoid eating cold drinks and overly sweet food items.	Practice/review the activities that have been completed.
60		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
61		Explain what precautions should be taken while playing on the field during high or low temperatures.	Recreational games, relaxation, and mutual interaction/dialogue.
62		Inquire about how students maintain personal hygiene.	
63		Gather information about what daily diet students consume.	
64		Inquire about which daily exercises students perform.	
65		Prayer, Yog practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
66		Inquire whether students avoid eating cold drinks and overly sweet food items.	Recreational games, relaxation, and mutual interaction/dialogue.
67		Explain what precautions should be taken while playing on the field during high or low temperatures.	

Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
68		Provide guidance regarding the use and care of sports equipment.	
69		Evaluation.	Practice/review the activities that have been completed.
70		Prayer, Yoga practice, Padmasana, Brahmamudra, Parvatasana, Ardha Halasana, Naukasana, Makarasana, Shavasana, Kapalbhathi.	
71		Inquire about which daily exercises students perform.	Recreational games, relaxation, and mutual interaction/dialogue.
72	Stimulating movements / warm-ups should not be conducted during the yoga practice period.	Inquire about how much time students spend on sleep and rest.	
73		Inquire whether students avoid eating cold drinks and overly sweet food items.	
74		Explain what precautions should be taken while playing on	
75		Prayer, Yog practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom, Vilom Pranayam.	
76		Inquire about how students maintain personal hygiene.	Recreational games, relaxation, and mutual interaction/dialogue.
77		Gather information about what daily diet students consume.	
78		Inquire about which daily exercises students perform.	
79		Evaluation.	Practice/review the activities that have been completed.
80		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom, Vilom Pranayam.	
81		Explain what precautions should be taken while playing on the field during high or low temperatures.	Recreational games, relaxation, and mutual interaction/dialogue.
82		Provide guidance regarding the use and care of sports equipment.	
83		Inquire about how students maintain personal hygiene.	



Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
84		Gather information about what daily diet students consume.	
85		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
86		Inquire about how much time students spend on sleep and rest.	Recreational games, relaxation, and mutual interaction/dialogue.
87		Inquire whether students avoid eating cold drinks and overly sweet food items.	
88	At the beginning of each period, allocate up to 5 minutes for preparatory movements/warm-up. E.g., spot jumping, running, stimulating movements, stretching exercises, etc.	Explain what precautions should be taken while playing on the field during high or low temperatures.	
89		Evaluation.	Practice/review the activities that have been completed.
90		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom-Vilom	
91		Gather information about what daily diet students consume.	Recreational games, relaxation, and mutual interaction/dialogue.
92		Inquire about which daily exercises students perform.	
93		Inquire about how much time students spend on sleep and rest.	
94		Inquire whether students avoid eating cold drinks and overly sweet food items.	
95		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
96		Explain what precautions should be taken while playing on the field during high or low temperatures.	Recreational games, relaxation, and mutual interaction/dialogue.
97		Inquire about how students maintain personal hygiene.	
98	On days when weight and height measurements are to be taken, stimulating movements and heavy exercises should not be conducted.	Gather information about what daily diet students consume.	
99		Evaluation.	Practice/review the activities that have been completed.

Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
100		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
101		Inquire whether students avoid eating cold drinks and overly sweet food items.	Recreational games, relaxation, and mutual interaction/dialogue.
102		Explain what precautions should be taken while playing on the field during high or low temperatures.	
103		Provide guidance regarding the use and care of sports equipment.	
104		Inquire about how students maintain personal hygiene.	
105		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
106		Inquire about which daily exercises students perform.	Recreational games, relaxation, and mutual interaction/dialogue.
107		Inquire about how much time students spend on sleep and rest.	
108		Inquire whether students avoid eating cold drinks and overly sweet food items.	
109		Evaluation.	Practice/review the activities that have been completed.
110		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
111		Inquire about how students maintain personal hygiene.	Recreational games, relaxation, and mutual interaction/dialogue.
112		Gather information about what daily diet students consume.	
113		Inquire about which daily exercises students perform.	
114		Inquire about how much time students spend on sleep and rest.	
115		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
116		Explain what precautions should be taken while playing on the field during high or low temperatures.	Recreational games, relaxation, and mutual interaction/dialogue.



Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
117		Provide guidance regarding the use and care of sports equipment.	
118		Inquire about how students maintain personal hygiene.	
119		Evaluation.	Practice/review the activities that have been completed.
120		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
121		Inquire about how much time students spend on sleep and rest.	Recreational games, relaxation, and mutual interaction/dialogue.
122		Inquire whether students avoid eating cold drinks and overly sweet food items.	
123		Explain what precautions should be taken while playing on the field during high or low temperatures.	
124		Provide guidance regarding the use and care of sports equipment.	
125		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam	
126		Gather information about what daily diet students consume.	Recreational games, relaxation, and mutual interaction/dialogue.
127		Inquire about which daily exercises students perform.	
128		Inquire about how much time students spend on sleep and rest.	
129		Evaluation.	Practice/review the activities that have been completed.
130	Stimulating movements / warm-ups should not be conducted during the yoga practice period.	Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
131		Explain what precautions should be taken while playing on the field during high or low temperatures.	Recreational games, relaxation, and mutual interaction/dialogue.
132		Inquire about how students maintain personal hygiene.	
133		Gather information about what daily diet students consume.	
134		Inquire about which daily exercises students perform.	

Period No.	Warming Up Activities (5 minutes)	Teaching Part (20 minutes)	Cooling Down & Mutual Discussion (5 to 10 minutes)
135		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom- Vilom Pranayam.	
136		Inquire whether students avoid eating cold drinks and overly sweet food items.	Recreational games, relaxation, and mutual interaction/dialogue.
137		Explain what precautions should be taken while playing on the field during high or low temperatures.	
138		Provide guidance regarding the use and care of sports equipment.	
139		Evaluation.	Practice/review the activities that have been completed.
140		Prayer, Yoga practice, Shalabhasana, Uttanmandukasana, Yogamudra, Chakrasana, Makarasana, Shavasana, Anulom Vilom Pranayam.	
141		Inquire about which daily exercises students perform.	Recreational games, relaxation, and mutual interaction/dialogue.
142		Inquire about how much time students spend on sleep and rest.	
143		Inquire whether students avoid eating cold drinks and overly sweet food items.	
144		Provide information regarding appropriate clothing/attire while Students playing on the sports field.	Recreational games, relaxation, and mutual interaction/dialogue.
145		Explain what precautions should be taken while playing on the field during high or low temperatures.	
146		Inquire about how students maintain personal hygiene.	
147		Gather information about what daily diet students consume.	Recreational games, relaxation, and mutual interaction/dialogue.
148		Inquire about which daily exercises students perform.	
149		Inquire about how much time students spend on sleep and rest.	
150		Evaluation.	Practice/review the activities that have been completed.



Cleanliness Our Responsibility

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

**Brush the teeth
twice a day**



**Wash hands
and cut nails**



Cut hair



**Wear clean
Uniform**



Be happy

**Drinks ample
water**



Notes

This image shows a full page of a document template. It consists of a solid light blue background with horizontal dashed lines spaced evenly apart, providing a guide for writing. There are no margins, text, or other markings on the page.

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥४॥

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॥

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!!!*

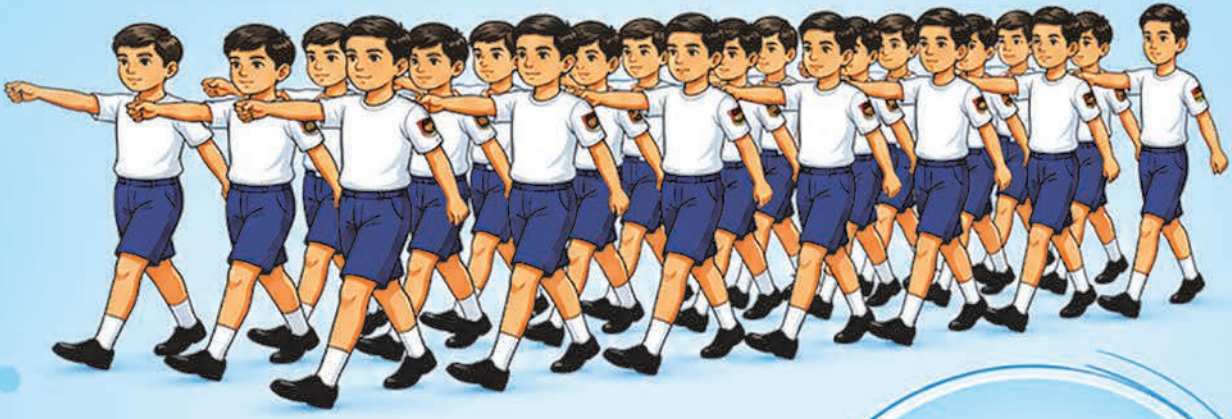


**CHILD
LINE**
1098
NIGHT & DAY

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.



नए समाज की ओर
Towards a new dawn



MAHARASHTRA STATE BUREAU OF
TEXTBOOK PRODUCTION AND
CURRICULUM RESEARCH, PUNE.



समग्र शिक्षा
Samagra Shiksha

शारीरिक शिक्षण व निरामयता
इयत्ता सहावी (इंग्रजी माध्यम) (For free distribution)