

Chapter 7

Yogic Practices (Yoga Sadhana)



339CH07

YG 6

Introduction

So far, we have learned about *Yama* and *Niyama* which helps us to be kind and develop good habits. Now, let us continue our Yogic journey to learn about *Asana* which is the third step of *Ashtanga* Yoga.

Have you observed animals, birds, trees and mountains? It is fun to mimic them. Let us try some of the poses mentioned below.



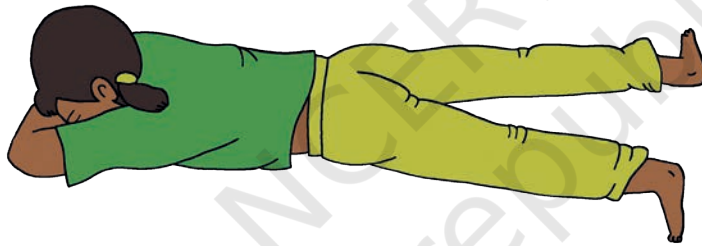
Pretend to be a mountain, and stretch your back with your hands and legs down.





Now, let's be tall and strong like a tree. Stand on one leg and raise your arms like its branches.

Pretend to be a butterfly and flap your legs just like its wings.



Finally, relax like a crocodile.

Did you enjoy these poses? Which one did you like the most?

Yoga has many *Asanas* which are similar to what you practiced above. These energise the body and help us to be healthy.



YG 7

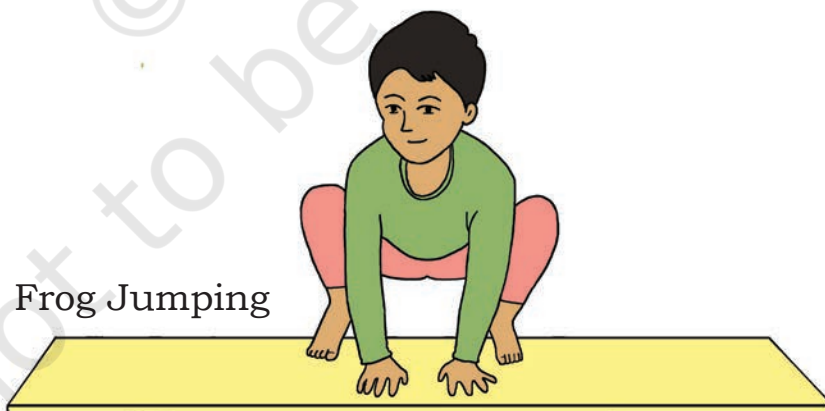
Preparatory Practices

Let us get ready to move and feel energised for our Yoga *Asana* practice! First, let us have some fun. Walk on your heels.

Notice how it feels different from regular walking.



Now, let us be like frogs and jump around!



Note for the teacher

Some more loosening practices such as— toe walking, walking on the inner side and outer side of the foot, simple jumping, forward and backward bending, neck movements, etc. can be taught to the children.



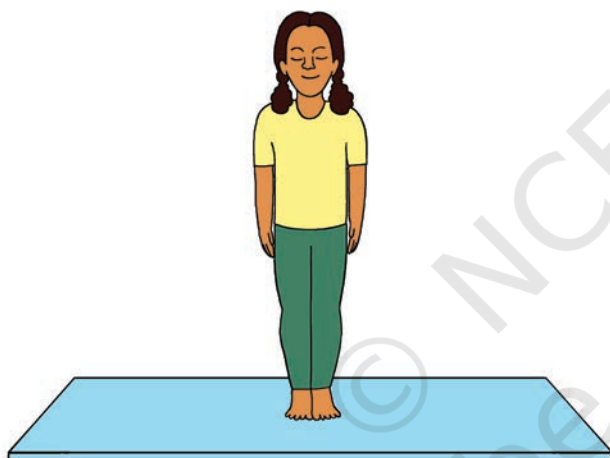
YG 8

Basic Postures

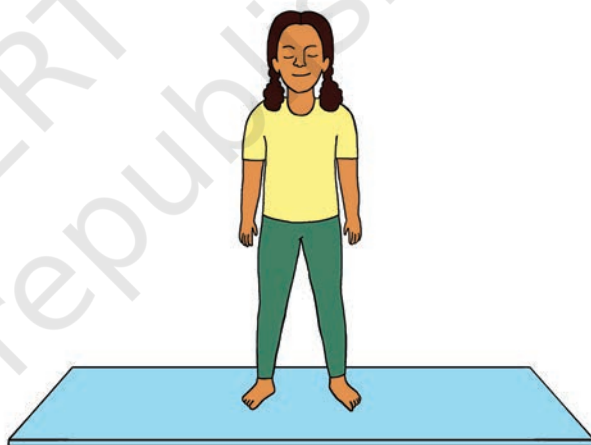
Broadly, there are four types of *Asanas* that are classified on the basis of one's position, namely, Standing, Sitting, Prone and Supine. Each type of *Asana* has an initial posture (*Sthiti*) and a final posture of relaxation (*Vishranti*).

1. Standing

Sthiti — *Tadasana*



Vishranti — *Shithila Tadasana*



2. Sitting

Sthiti — *Dandasana*



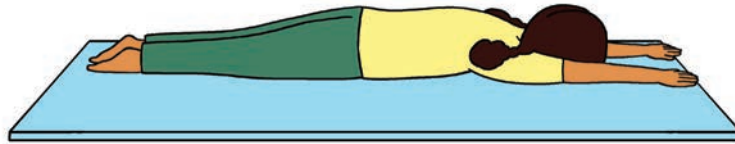
Vishranti — *Shithila Dandasana*





3. Prone

Sthiti — Lying down on the abdomen

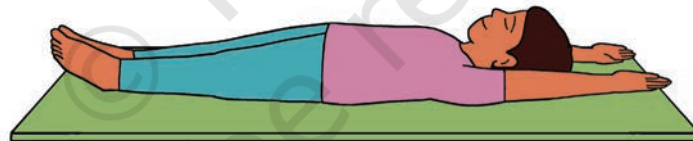


Vishranti — *Makarasana*



4. Supine

Sthiti — Lying down on the back



Vishranti — *Shavasana*



Note for the teacher

Encourage children to keep the spine erect and explain the importance of the same. Help and ensure that all children perfect the *Sthiti* and *Vishranti* for all four positions. In *Vishranti*, children should completely relax, and no muscles should be tight.



YG 9

Asana Practice

In Class 3 we shall perform the following *asanas* under the guidance of the teacher—

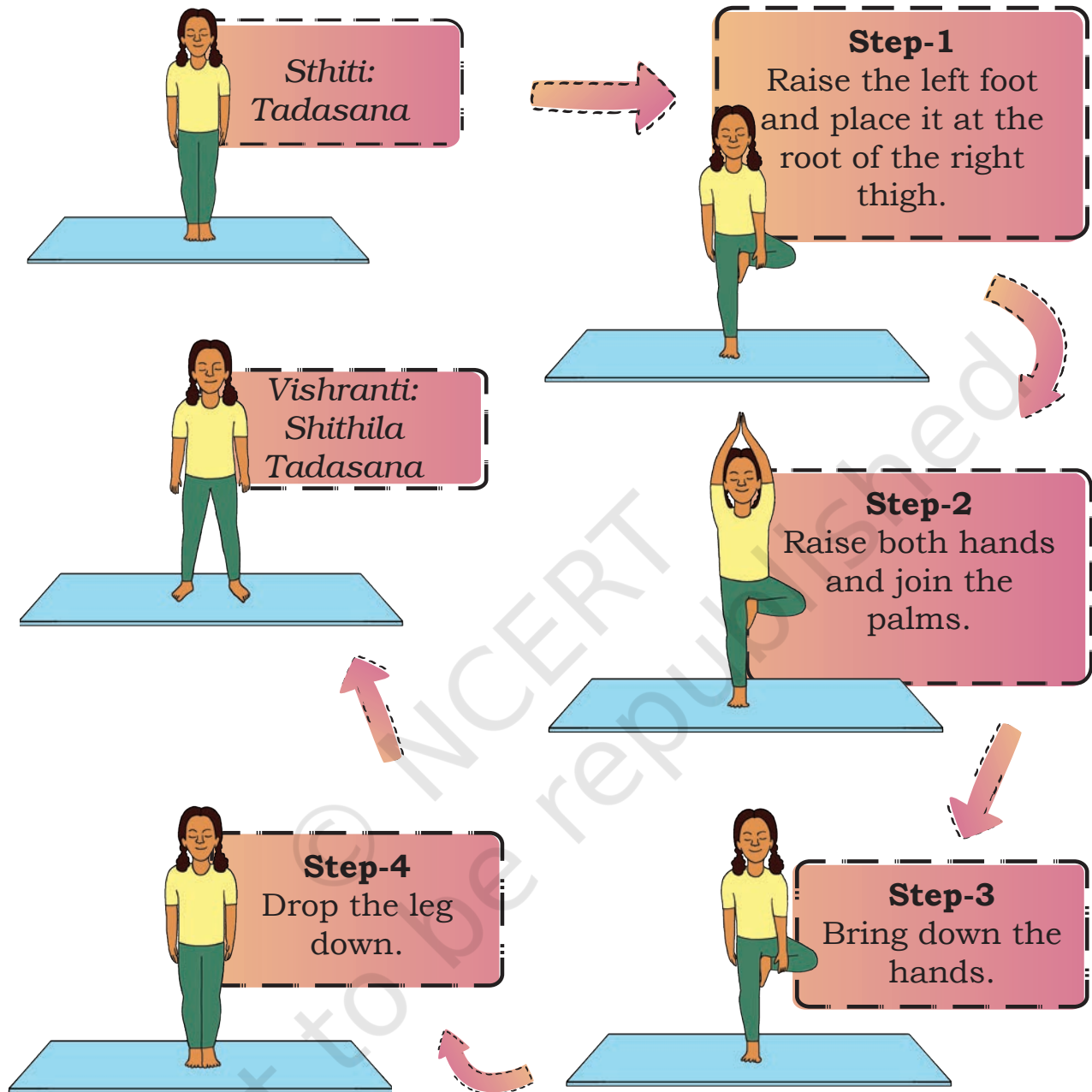
1. *Vrikshasana*
2. *Sukhasana*
3. *Vajrasana*
4. *Bhujangasana*
5. *Pavanamuktasana*

Perform each asana according to the steps provided.





1. Vrikshasana



Repeat the *asana* but this time with the right foot placed at the root of the left thigh.

Note for the teacher

As the students reach Step 2, advise them to focus on a point to maintain balance for a few seconds.



2. Sukhasana

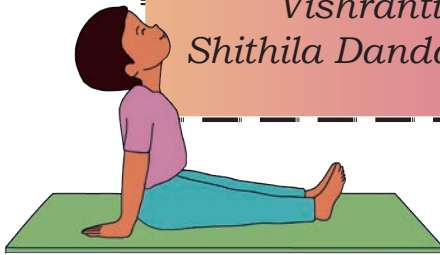
Sthiti:
Dandasana

Step-1

Fold the right leg and place it below the left thigh.



Vishranti:
Shithila Dandasana



Step-2

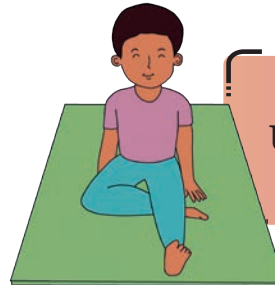
Fold the left leg and place it below the right thigh. Keep the back erect.



Step-4
Unfold the right leg.

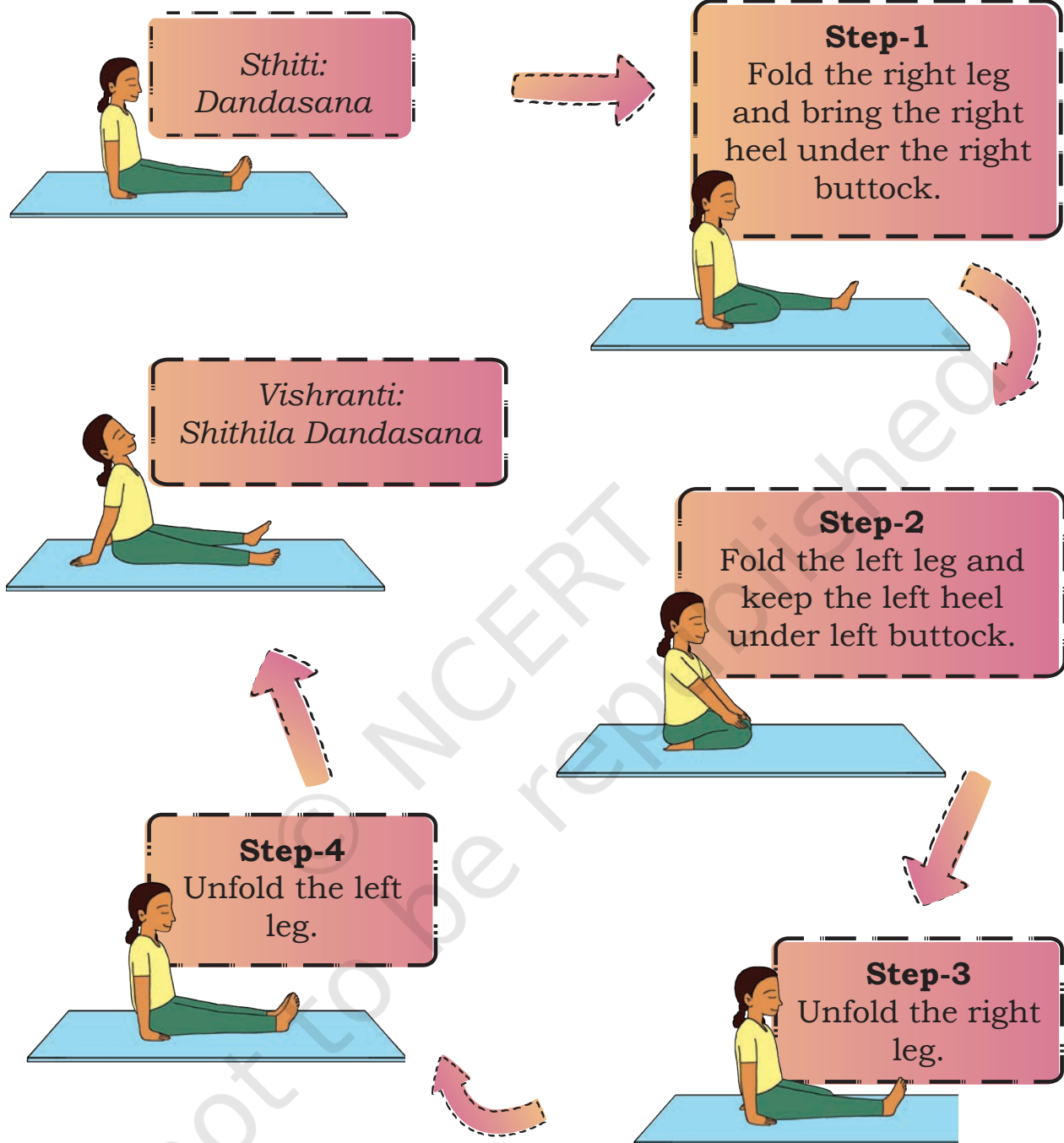


Step-3
Unfold the left leg.





3. Vajrasana

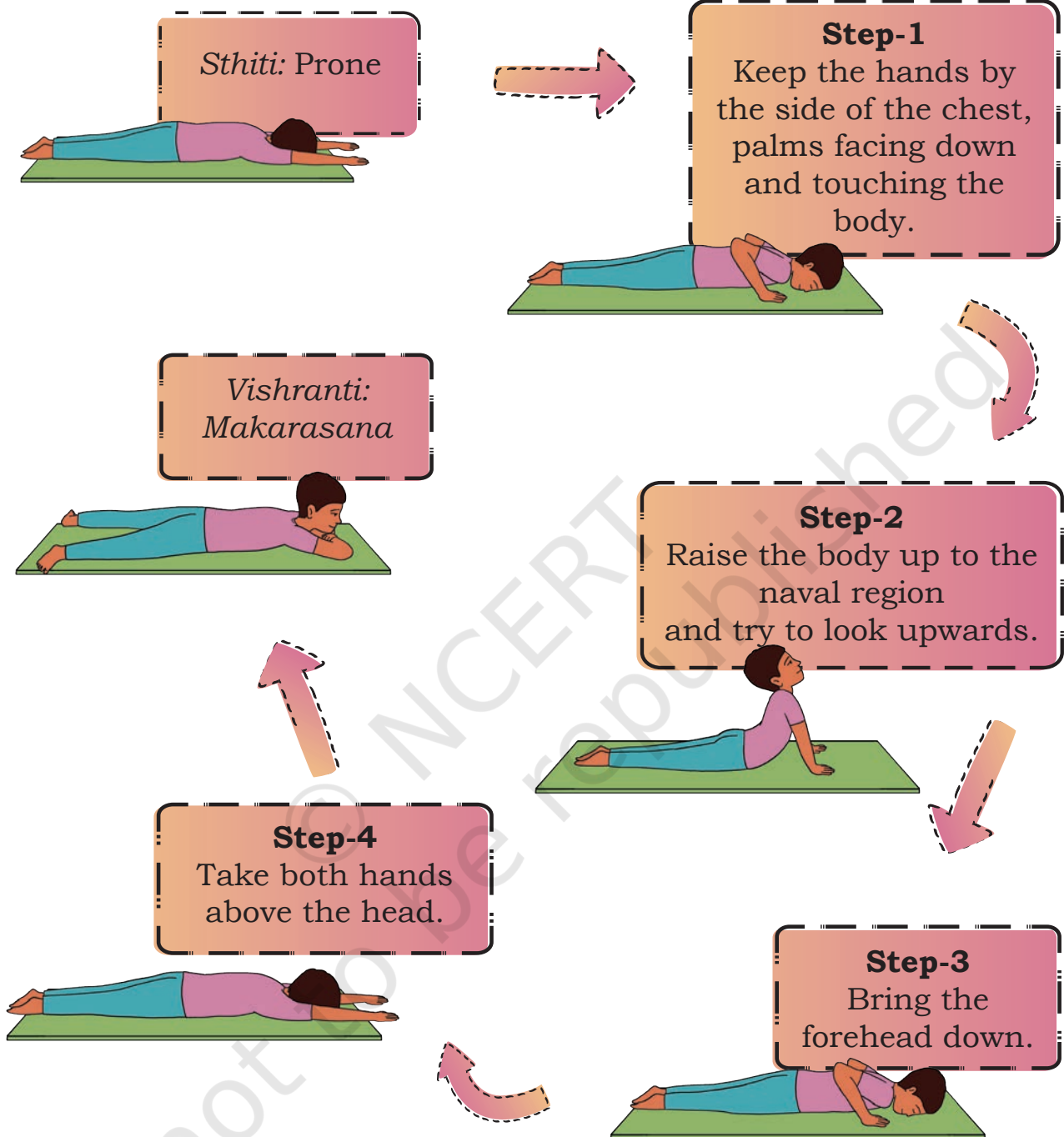


Note for the teacher

It is important to keep the spinal cord straight. Encourage children to keep the back straight and practice this even when they are sitting in the classroom and also at home.



4. Bhujangasana

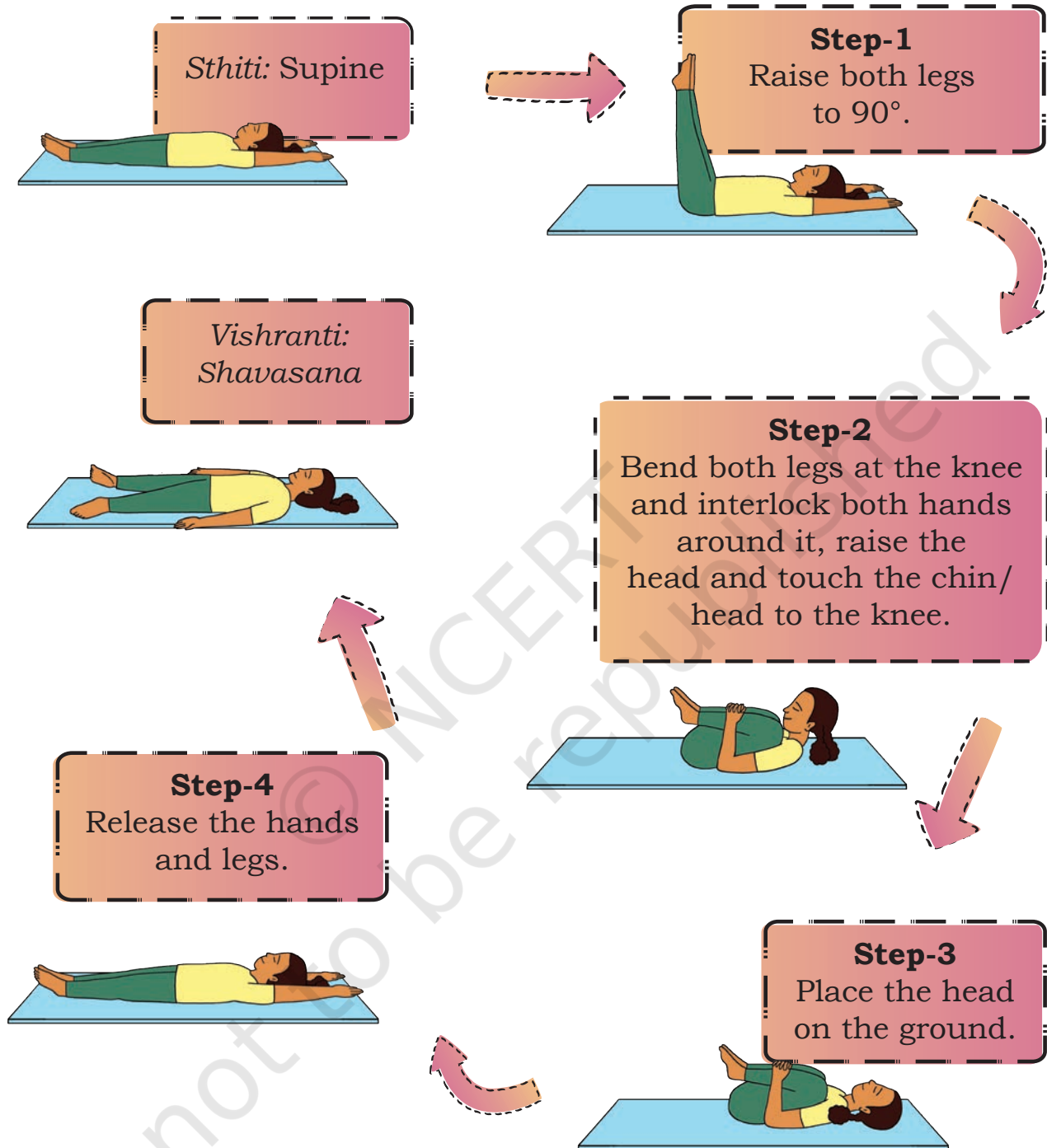


Note for the teacher

Help children rise backwards while keeping the thighs on the ground, ensuring the movements are slow and smooth. Elbows should touch the body as they rise up, while keeping the heels together and expanding the chest.



5. Pavanamuktasana





YG 10

Breathing Practices

Breath awareness

Keep the index finger below your nose. Do you feel your breath?

Do you feel the breathing in and out?

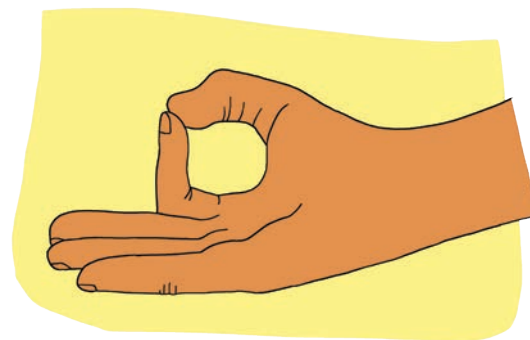
Do you breathe from the left or the right nostril or both?



Being aware of our breath is a preparation for *Pranayama*, the fourth aspect of *Ashtanga Yoga*.

Breath awareness using *Mudra*

1. Touch the tip of the right index finger to the tip of the right thumb and place it on your thighs as shown in the picture. Do the same with your left hand. This arrangement of fingers and palm is called *Chin-Mudra*.
2. Now, place the right palm on the abdomen and retain the left hand in *Chin-Mudra*.
3. Observe the movement of the abdomen as it moves up and down with every breath.





YG 11

“Om” Chanting

To activate internal systems in the body, and to feel the calmness of the mind, we chant “Om”. It consists of three sounds – A, U, M.

Now, let’s practice this...

Chanting of A, U, M.



1. Inhale deeply and while exhaling chant *A-kara*.
2. Observe vibrations in the lower abdomen region.

YG 10

3. Inhale deeply and while exhaling chant *U-kara*.
4. Observe vibrations in the chest region.



5. Again, inhale deeply and while exhaling chant *Ma-kara*.
6. Observe vibrations in the head region.

Repeat the practice for five rounds.

Did you experience the vibrations in different regions of your body?

Note for the teacher

Encourage the children to keep the back erect, press fingers gently for *Chin-Mudra* and be aware of their breathing. Discuss the experience after the practice.



YG 3

Eye Exercises

What should we do to keep our eyes healthy?

Let us do these simple eye exercises regularly.

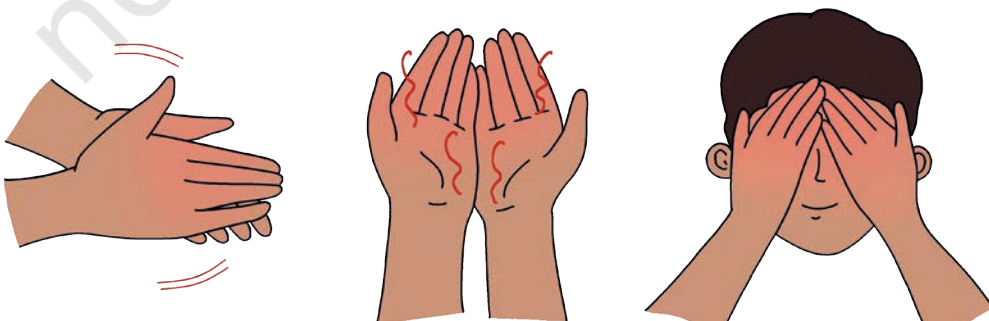
1. Relax your eyes with Palming.
2. Movement of eyeballs from right to left.
3. Movement of eyeballs up and down.
4. Diagonal movement of eyeballs.
5. Rotation of eyeballs.

1. Relax your eyes with Palming

Our eyes are constantly seeing things; they get tired. We should regularly relax them.

Simple palming procedure

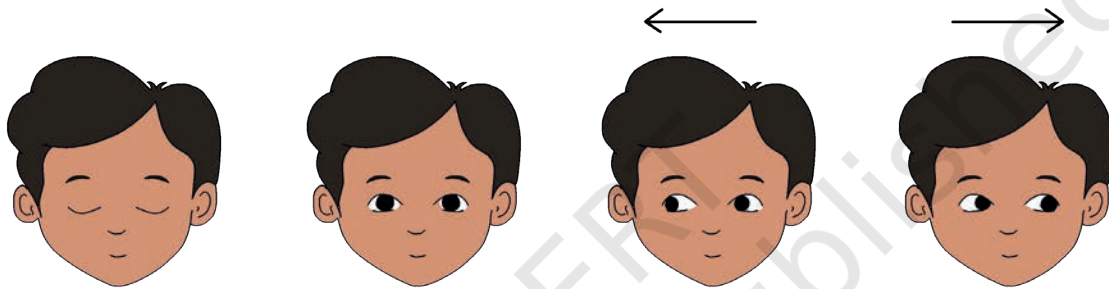
1. Rub both palms until they become warm.
2. Make a cup shape of the palms and place them gently over the eyes. (Do not put pressure on the eyeballs.)
3. Keep the eyes closed.
4. Keep the palms on eyes for 10–15 seconds, then gently remove the hands.





2. Movement of eyeballs from right to left.

1. Gently close your eyes for a few seconds, then slowly open the eyes.
2. Move the eyeballs from the right corner to the left and then from left corner to the right. Repeat this five times.
3. Do simple palming after the practice.



3. Movement of eyeballs up and down.

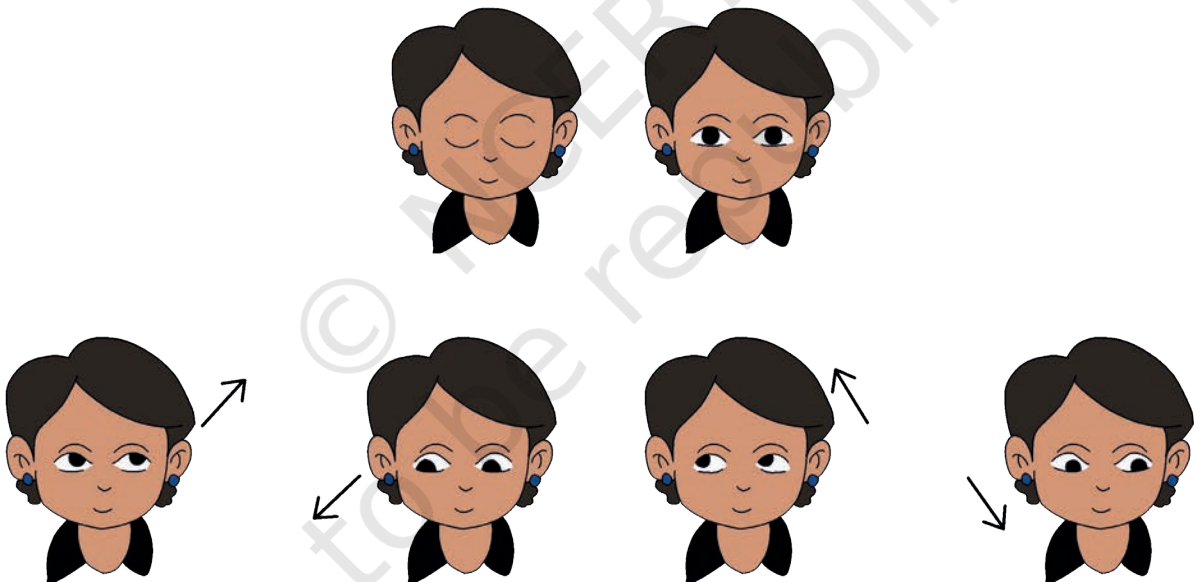
1. Gently close your eyes for a few seconds, then slowly open the eyes.
2. Move the eyeballs fully down and then slowly move them up. Repeat this five times .
3. Do simple palming after the practice.





4. Diagonal movement of eyeballs.

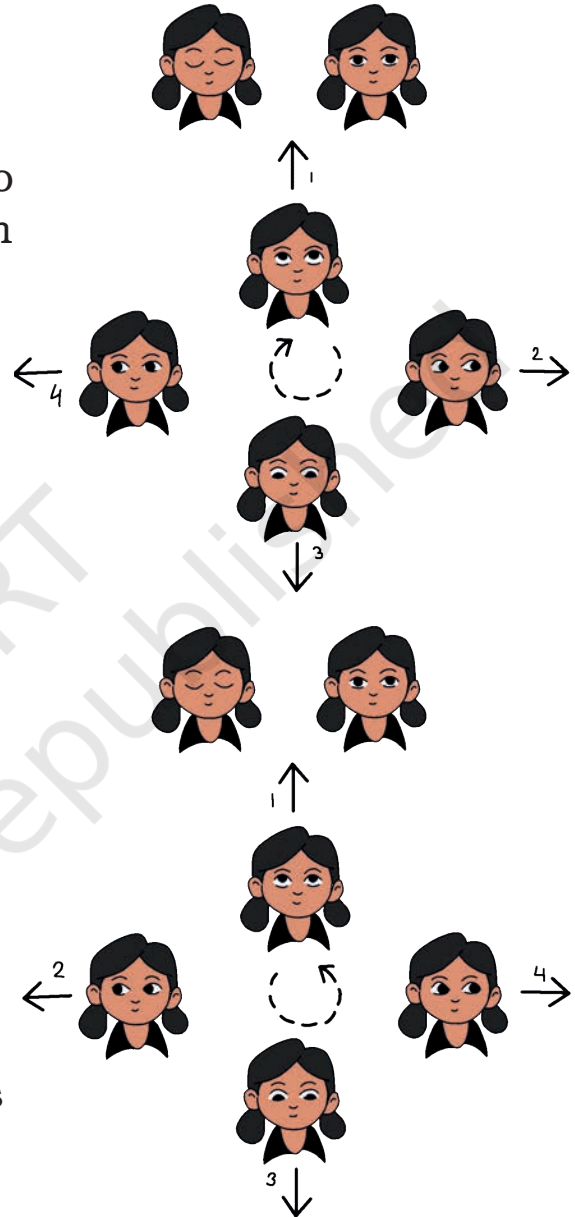
1. Gently close your eyes for a few seconds then slowly open the eyes.
2. Move the eyeballs up on the right corner and down on the left corner. Repeat the practice thrice.
3. Slowly open the eyes and move the eyeballs left up and right down. Repeat the practice thrice.
4. Do simple palming after the practice.





5. Rotation of eyeballs

1. Gently close your eyes for a few seconds then slowly open the eyes.
2. Move the eyeballs fully to the right, then take them down, then move to the left and then up. This forms a circle. Slowly move the eyeballs in a circle five times.
3. Relax the eyes with simple palming.
4. Now let us rotate the eyes in the other direction. Move the eyeballs to the full left, then take them down, then move them to the right and then up. This completes the circle. Slowly move the eyeballs in the circle five times.



5. Close your eyes for a while and then slowly open them.
6. Relax the eyes with simple palming.

Note for the teacher

Encourage the children to keep their backs erect. There should be only eyeball movement in this exercise and no neck movement.

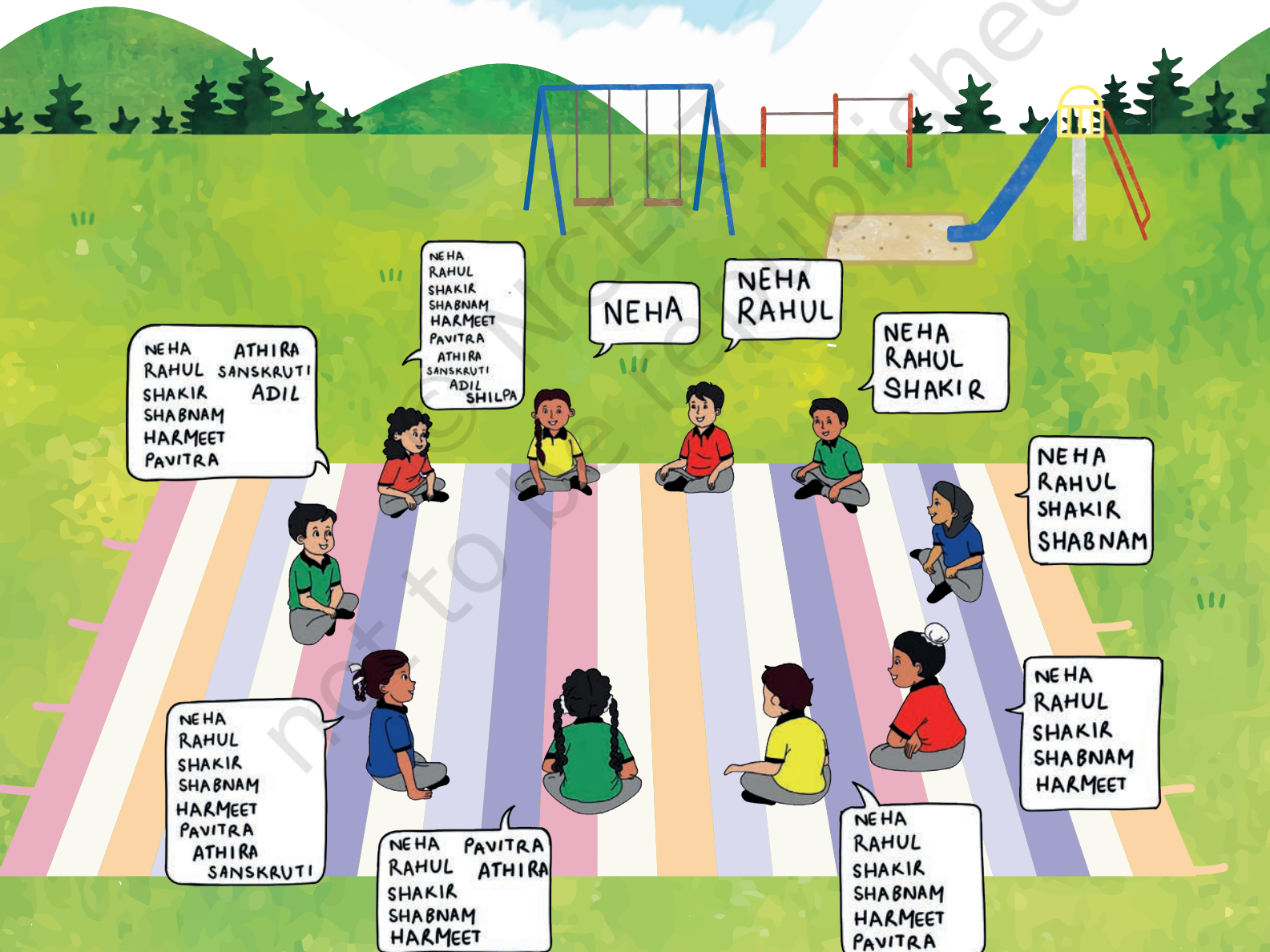


YG 12

Krida Yoga

Do you like to play and enjoy with your friends?

Here are some games for us to play. Through these games we will learn about different aspects of Yoga.

Chain of Names



How to play

- Students sit in a circle and say their name aloud along with the names of previous students to create a garland of names.
- The first student says her/his name, the next student repeats the name of the first student and adds her/his name. Each student says the names of all the previous students sitting in the circle, followed by adding her/his own name. The game goes on till everyone recalls and says all the names.

Note for the teacher

The purpose of this game is to improve memory and awareness. Different variations of the game can be tried:

- Use the names of fruits or vegetables.
- Say the names in reverse order.
- Say the names with eyes closed.



Mind Game

How to play

- Students sit in a circle and count the numbers aloud in a sequence. At every multiple of five each student on their turn says “Bharat” instead of a number.
- Students who do not say “Bharat” on their turn at a multiple of five are out.
- The counting continues in circle till the children like it.



Note for the teacher

The purpose of this game is to improve concentration and awareness.

Different variations in the game can be tried:

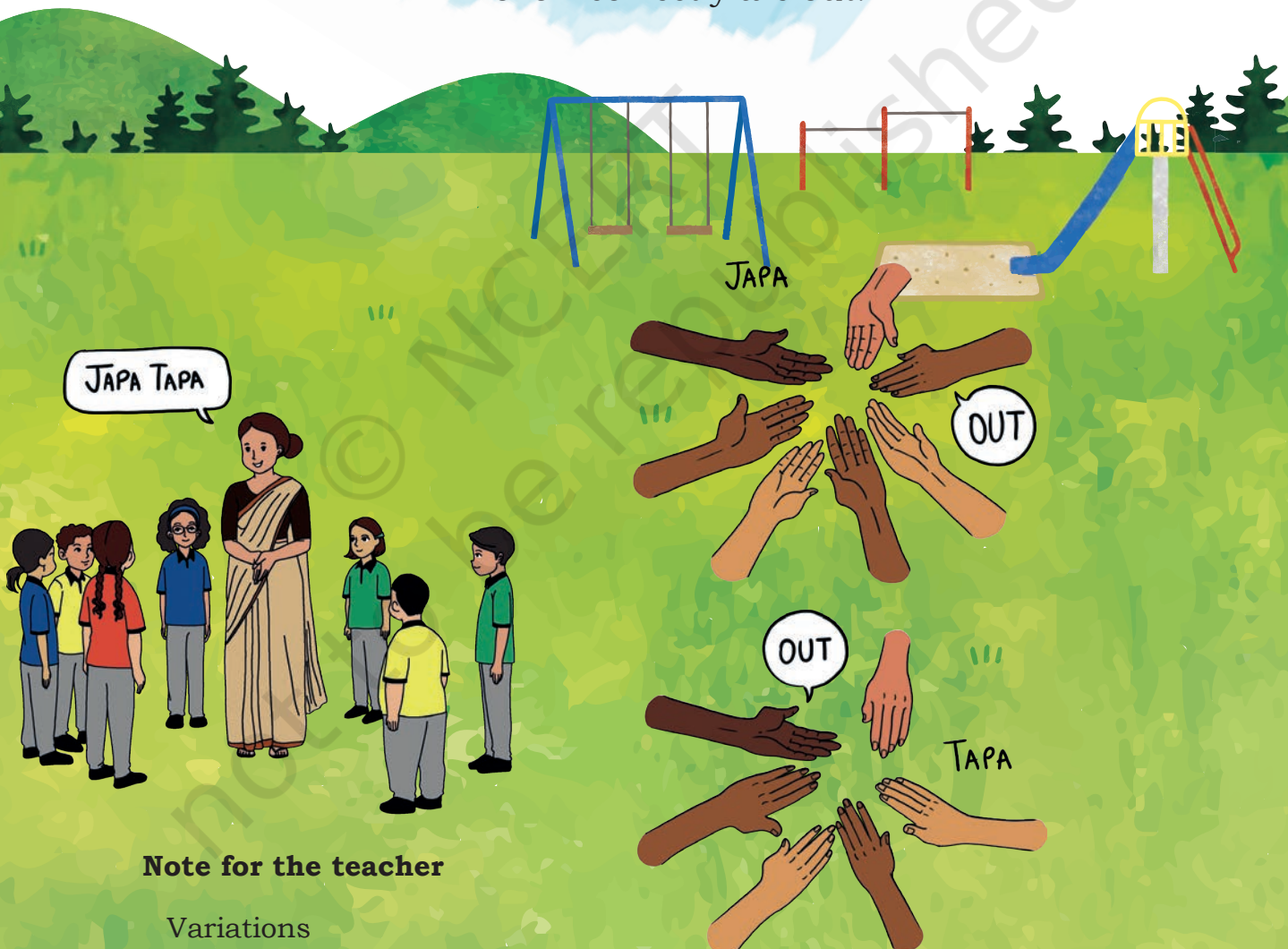
- Use different multiples and different names.

YG 13

Japa-Tapa

How to play

- Students sit in a circle or square and follow the teacher.
- When the teacher says “*Japa*” aloud all the children keep their palms up and when the teacher says “*Tapa*” children put their palms down.
- The teacher continues to say aloud “*Japa*” or “*Tapa*” randomly. Students who fail to follow correctly are out.



Note for the teacher

Variations

- Making a fist and releasing the fist.
- Elbow extension and flexion.
- Instead of *Japa-Tapa*, use *Lava-Kusha*, *Nala-Nila*, etc.



Power of Breath

How to play

- The students sit in a circle.
- One student starts the game by taking a deep breath, and begins running around the circle chanting a long “Om”.
- The next turn is of the student sitting at the place where the first student finishes chanting “Om”. The game continues till all the students participate.



Note for the teacher

The purpose of this game is to help in voice culturing and increase the duration of breath. Different variations of the game can be tried with different types of sounds.

YG 14

**Rishi
Patanjali
Says****How to play**

- Students stand in a circle and follow the instructions of the teacher.
- The teacher gives the instructions in the name of *Patanjali*. Students follow only if 'Patanjali says' is included in the instruction.
- Students who act on the instructions without 'Patanjali says' are out.

**Note for the teacher**

Variations in the game are encouraged:

- Use Netaji instead of *Patanjali*.
- Eye exercises like opening and closing the eyes.
- Postures like *Tadasana*, *Utkatasana*, *Padahastasana*.



YG 15

Shabda Grahi

How to play:

- Students form a circle. One student whose eyes are covered by a cloth is made to stand in the centre of the circle.
- Any student sitting in the circle claps, and the student in the centre has to guess who has clapped.
- Each student has ten chances. The one with the most accurate guesses wins.



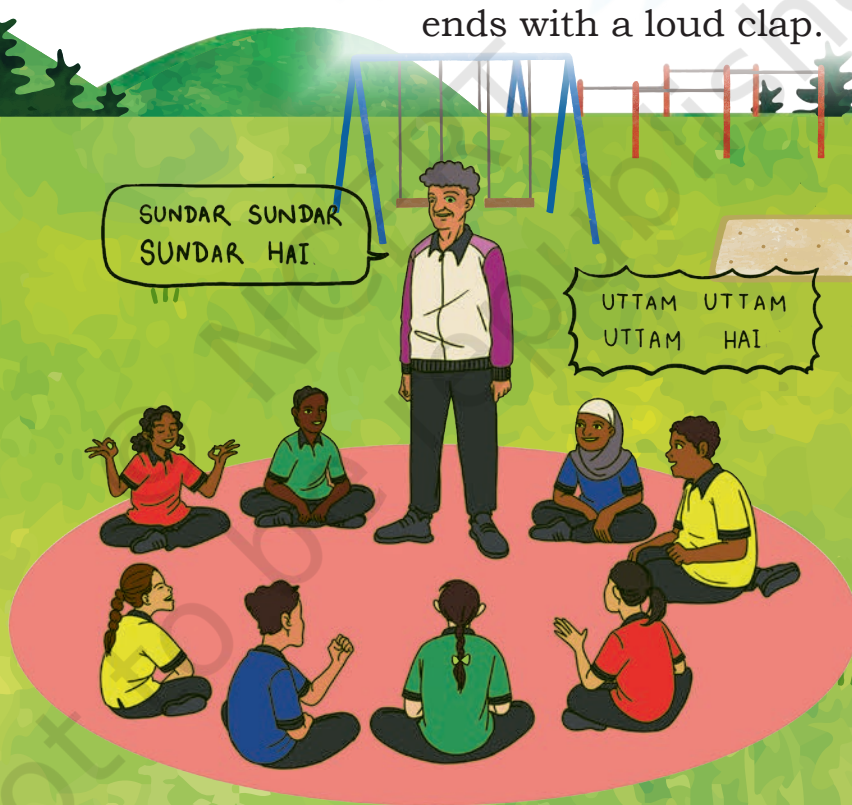
Note for the teacher

Variations in the game are encouraged. The teacher can instruct the students to make a sound instead of clapping.

Sundar-Uttam

How to play

- Students sit in a circle around the teacher. The teacher says 'Sundar Sundar Sundar Hai' and students respond as 'Uttam Uttam Uttam Hai'.
- The teacher can repeat *Sundar* numerous times (1, 2, 3, 4, 5, 6, etc.) and in different tones.
- The students should match the number and the tone. When the tone becomes very low, the game ends with a loud clap.



Note for the teacher

Variations in the game are encouraged.

NOTES

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Session Structure and Suggestive Annual Plan for Teachers

Session Structure and Annual Plan Information for the teachers

NCFSE 2023 has listed Physical Education and Well-being as a separate curricular area and suggested allocating a minimum of 90 hours (which is approximately 135 periods of 40 minutes each) in the timetable.

Khel Yoga textbook for Class 3 is designed to sufficiently develop the competencies defined in NCFSE 2023. The book has three units and several chapters. The basic motor movement activities, games and Yoga sessions can be planned in parallel for continuous and consistent development throughout the year.

Suggestive session structure and annual plan is given below to conduct activities effectively. You may customise the plan based on your needs.



Structure and Flow of Periods

- This book is divided into 3 units. Each unit has chapters and activities.
- NCF-SE 2023 has recommended 150 periods for physical education. Suggestive timetable assumes at least 5 periods of 40 minutes each per week.
- NCF-SE recommends allocating block periods (2 periods together) for Physical Education and Well-being
- Suggestions are given below for two types of period allocation in the timetable:
 - ♦ Scenario 1: Five single periods per week allocated in the timetable
 - ♦ Scenario 2: Two block periods for Motor skills and team games, and one single period for Yoga allocated in the timetable

Scenario 1— Three different types of sessions are visualised to effectively use the limited time in each period and achieve the desired learning outcomes.

Type 1: Maximises game practice.

Type 2: Maximises circle time after play to provide more time for thinking, and discussing socio-emotional aspects.

Type 3: Maximises gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Session Activity	Type 1	Type 2	Type 3
Warm-up	5	5	5
Game/Activity Time	25	15	25
Cool-down		5	5
Circle Time	5	15	5



Scenario 2 (Highly Recommended)— A block period of 80 minutes can effectively maximise game practice, drills and circle time. Two types of sessions can be planned with block periods:

Type 4: Gamified Drills (mini games played between teams) can be planned to target specific skills.

Type 5: Two games played in a single block period.

Type 4					
Block Period	Warm-up Preferably Gamified	Game Time	Gamified Drills/Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Type 5				
Block Period	Warm-up Preferably Gamified	Game Time Play 2 games	Cool-down	Circle Time
Time in Minutes	5	50	5	20



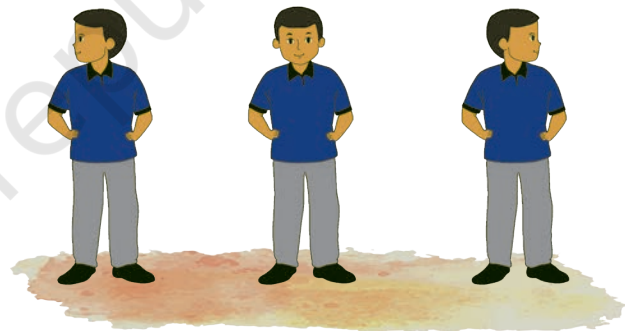
Warm-up and Cool-down

Warm-up and cool-down activities are essential components of physical exercise and games. It helps to prepare our bodies for activity, improving overall performance and decreasing the risk of injuries by gradually raising the heart rate and loosening the joints. Cool-down activities help to gradually lower the heart rate, prevent muscle stiffness and promote relaxation. Proper warm-up and cool-down routines are crucial for ensuring safe and effective physical activities. They help in releasing stress in the body, improve postural deformities and develop a positive attitude towards exercise.

Warm-up and cool-down exercises should be age appropriate, and can be customised on the basis of physical activity to be done and the fitness levels of the students. A few commonly used exercises for warm-up and cooling down are given below. Teachers may select the exercises from this list or use other exercises appropriate for the students and activity to be performed.



Upward downward neck stretch



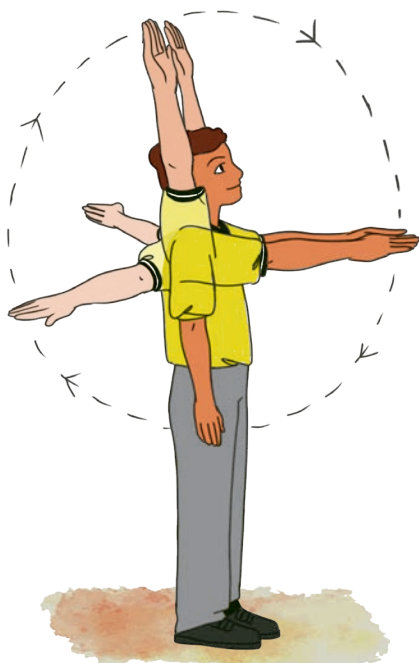
Right-left neck rotation



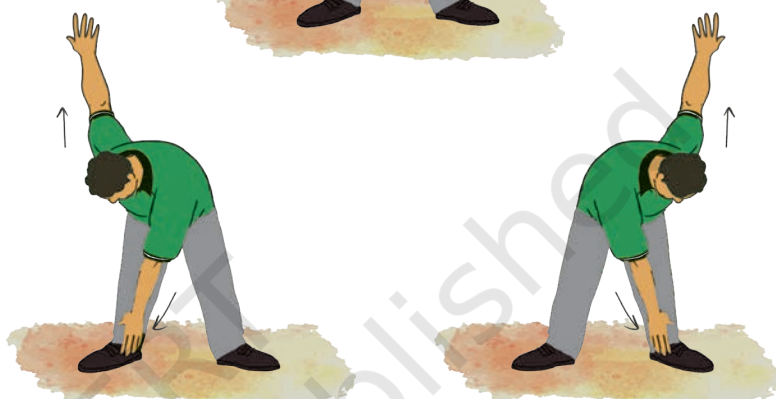
Sideward neck stretch



Shoulder rotation



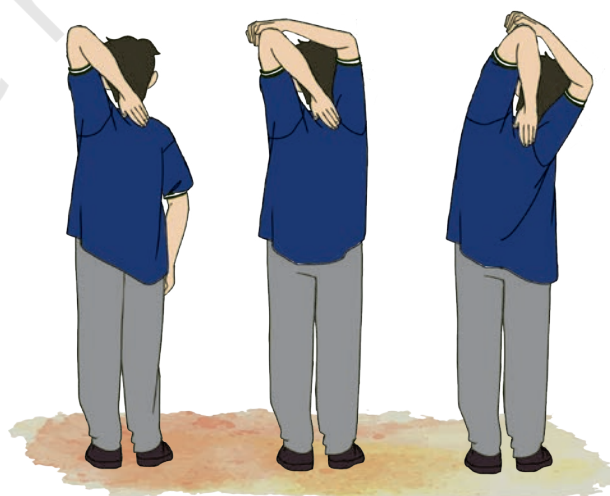
Arm rotation



Alternate toe touch



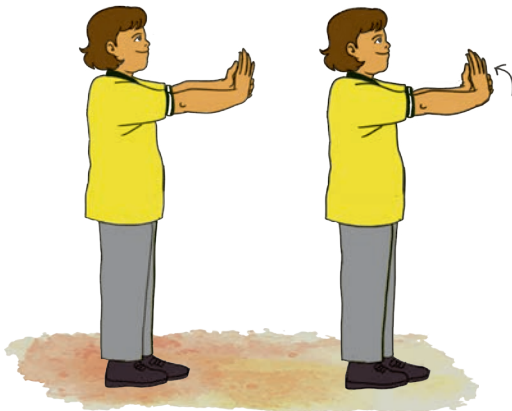
Ankle rotation



Shoulder blade stretch



Across arm shoulder stretch



Wrist stretch extension



Wrist stretch flexion



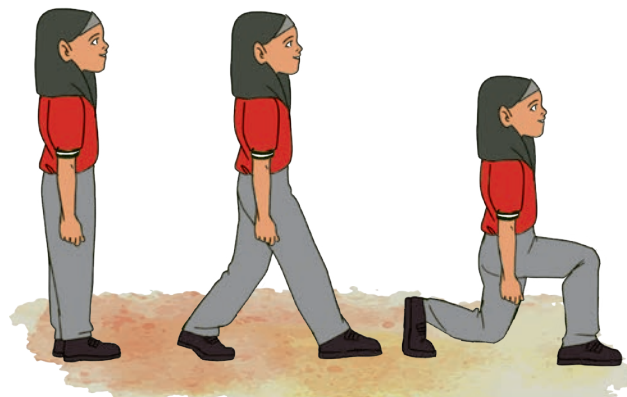
Forward and backward bend



Sideward bend



Sideward rotation



Forward leg lunges



Structure of Yoga Session

Begin each Yoga session with a prayer as given below. This prayer is about the sacred bond between student and teacher. Both of them pray together to illuminate their paths with divine protection and nourishment with wisdom. They wish for peace everywhere and for everyone.

Opening Prayer ॐ सह नाववतु । सह नौ भुनक्तु । सह वीर्यं करवावहै । तेजस्विनावधीतमस्तु मा विद्विषावहै ॥ ॐ शान्तिः शान्तिः शान्तिः ॥	<i>Om Saha Navavatu / Saha Nau Bhunaktu / Saha Viryam Karavavahai / Tejasvinavadhitamastu Ma Vidvishavahai // Om Shantih Shantih Shantih //</i>
Meaning of the Prayer May we both (<i>Guru</i> and <i>Shishya</i>) be protected. May we both be nourished. May we practice with great vigour and energy. Let our studies be fruitful and enlightening. Let us not live with hate.	

After the opening prayer conduct activities as per the session plan. It includes preparatory practices, *Asana*, eye exercises, and *Krida* Yoga.

End each Yoga session with a prayer as given below. A closing prayer helps students assimilate knowledge and reinforce the day with positivity and happiness.

Closing Prayer ॐ सर्वे भवन्तु सुखिनः । सर्वे सन्तु निरामयाः । सर्वे भद्राणि पश्यन्तु । मा कश्चिद् दुःखभाग् भवेत् ॥ ॐ शान्तिः शान्तिः शान्तिः ॥	<i>Om Sarve Bhavantu Sukhinah / Sarve Santu Niramayah / Sarve Bhadrani Pashyantu Ma Kashchid Duhkhabhag Bhavet / Om Shantih Shantih Shantih //</i>
Meaning of the Prayer May all be happy. May all be free from illnesses. May all see what is auspicious. May no one suffer. Let there be peace everywhere.	



General Instruction to Begin and End a Yoga Session

- Sit in a comfortable *Sukhasana* posture.
- Keep the back straight, eyes closed, and have a gentle smile on the face.
- Place your hands in *Chin-Mudra* and become aware of your breath. Observe the breathing for a few seconds then take a deep breath in and as you exhale chant Om.
- Gently place your hands in *Namaskarah-Mudra* and chant the prayer.
- Observe changes after the chanting.
- Gently rub the palms, make a cup out of it, and place it on the eyes.

Suggestive Session Plan for 24 Sessions

Month 1

	3rd Period	6th Period	9th Period	12th Period
Yoga for Daily Life	Introduction to Yoga Being Happy (15 min)	<i>Ahimsa</i> story and Activity (15 min)	Being Healthy (15 min)	<i>Ahimsa</i> in daily life (15 min)
Yoga Sadhana	Garland of names Memory game (15 min)	<i>Patanjali</i> Says Game for attention in action (15 min)	Eye Exercises (15 min)	<i>Shabda Grahi</i> Game for sound attention (15 min)



Month 2

	15th Period	18th Period	21st Period	24th Period
Yoga for Daily Life	Being Good (15 min)	<i>Niyama</i> <i>Shaucha</i> story (15 min)	<i>Shaucha</i> related activity (15 min)	Cleanliness in daily life (15 min)
Yoga Sadhana	Eye Exercises (15 min)	Play of Sound Game for breath strengthening (15 min)	Eye Exercises (15 min)	Slogans Game for sound and movement awareness

Month 3

	27th Period	30th period	33rd Period	36th Period
Yoga for Daily Life	Good eating habits (15 min)		Good sleeping habits (10 min)	
Yoga Sadhana	Breath awareness activity with <i>mudra</i> (15 min)	Introduction to <i>Asana</i> with activity (15 min)	Heel walking and Frog Jumping (10 min)	Assessment
		<i>Japa-Tapa</i> Game for sound-action awareness (15 min)	Chanting of “Om” – A, U, M (10 min)	



Month 4

	39th Period	42nd Period	45th Period	48th period
Yoga Sadhana	Basic Postures <i>Tadasana</i> and <i>Shithila Tadasana</i> (15 min) Introduce Standing Asanas <i>Vrikshasana</i> (15 min)	<i>Dandasana</i> and <i>Shithila Dandasana</i> (15 min) Introduction to <i>Sukhasana</i> (15 min)	<i>Prone Sthiti</i> and <i>Makarasana</i> (15 min) Introduction to <i>Bhujangasana</i> (15 min)	<i>Supine Sthiti</i> and <i>Shavasana</i> (15 min) Introduction to <i>Pavana-muktasana</i> (15 min)

Month 5

	51st Period	54th period	57th Period	60th period
Yoga Sadhana	<i>Asana Practice Vrikshasana</i> (20 min)	<i>Asana Practice Vajrasana</i> (20 min)	<i>Asana Practice Pavana-muktasana</i> and <i>Shavasana</i> (20 min)	<i>Asana Practice Bhujangasana</i> and <i>Shavasana</i> (20 min)
	Chanting of “Om” – A, U, M (10 min)	Play of Sound (15 min)	Chanting of “Om” – A, U, M (10 min)	Number and Clap Mind awareness game (10 min)

Month 6

	63rd Period	66th Period	69th Period	72nd Period
Yoga for Daily Life	<i>Yama and Niyama</i> Revision (15 min)	Revision of All 5 Asanas (30 mins)	Happy assembly (30 mins)	Assessment
Yoga Sadhana	Revision of Eye Exercises (15 min)			



Annual Session Plan

The table given below shows the sequence of activities planned in the given 150 periods for the entire year. It is important to follow this sequence for effective development of required competencies. Type of session and activity number is given in the table for easy reference in the textbook.

Note: For a block period, club the activities of two consecutive periods. Periods of Our Games and Yoga are already clubbed wherever a block period is required.

Annual Session Plan						
Period	Unit	Skill	Type	Activity Name	Activity No.	Count
1	Unit 1	Throwing and Catching	Type 3	Catch and Throw	BM-1	1
2	Unit 1	Picking up and Throwing	Type 2	Pick up and Throw	BM-2	2
3	Unit 1	Throwing and Catching	Type 3	Catch and Throw	BM-1	3
4	Unit 1	Picking up and Throwing	Type 2	Pick up and Throw	BM-2	4
5	Unit 3	Yoga	Yoga Practices	Being Happy	YG-1	1
6 & 7	Unit 2	Our Games	Type 4/5	Seven Stones	OG-1	2
8	Unit 1	Catch	Type 3	Relay Catching	BM-5	5
9	Unit 1	Throw	Type 3	Hit the Target	BM-3	6
10	Unit 1	Catch	Type 3	Relay Catching	BM-5	7
11	Unit 1	Throw	Type 3	Hit the Target	BM-3	8
12 & 13	Unit 2	Our Games	Type 4/5	Golaap Togor	OG-2	4
14	Unit 3	Yoga	Yoga Practices	Yama	YG-2	3
15	Unit 1	Catch	Type 1	Ball on the Wall	BM-6	9
16	Unit 1	Throw	Type 2	Pick up and Throw	BM-2	10
17	Unit 1	Throw	Type 1	Knock the Cones	BM-4	11
18	Unit 1	Catch	Type 1	Ball on the Wall	BM-6	12
19	Unit 1	Throw	Type 2	Pick up and Throw	BM-2	13



20	Unit 1	Throw	Type 1	Knock the Cones	BM-4	14
21 & 22	Unit 3	Yoga	Yoga Practices	Eye Exercises	YG-3	4
23	Unit 1	Throw	Type 1	Knock the Cones	BM-4	15
24 & 25	Unit 2	Our Games	Type 4/5	<i>Pakdam-Pakdai</i>	OG-3	6
26	Unit 1	Kicking	Type 3	Pass the Ball	BM-7	16
27	Unit 2	Kicking	Type 3	Monkey in the Middle	BM-11	17
28	Unit 3	Kicking	Type 3	Pass the Ball	BM-7	18
29	Unit 4	Kicking	Type 3	Monkey in the Middle	BM-11	19
30 & 31	Unit 2	Our Games	Type 4/5	Chain (<i>Sankali</i>)	OG-4	8
32	Unit 3	Yoga	Yoga Practices	Eye Exercises	YG-3	5
33	Unit 1	Kicking	Type 3	Shadow Ball	BM-8	20
34	Unit 1	Kicking	Type 3	Flick the Ball	BM-9	21
35	Unit 1	Kicking	Type 3	Shadow Ball	BM-8	22
36	Unit 1	Kicking	Type 3	Flick the Ball	BM-9	23
37	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	24
38	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	25
39	Unit 3	Yoga	Yoga Practices	<i>Niyama</i>	YG-4	6
40 & 41	Unit 2	Our Games	Type 4/5	<i>Aankh Micholi</i>	OG-5	10
42	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	26
43	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	27
44	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	28
45	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	29
46	Unit 1	Kicking	Type 3	Flick in the Box	BM-10	30
47	Unit 1	Kicking	Type 3	Monkey in the Middle	BM-11	31



48	Unit 3	Yoga	Yoga Practices	Activity	YG-5	7
49 & 50	Unit 3	Yoga	Yoga Practices	Introduction Yogic Practices	YG-6	9
51 & 52	Unit 2	Our Games	Type 4/5	<i>Bitta Kud</i>	OG-6	12
53	Unit 1	Hitting	Type 3	Strike the Balloon	BM-13	32
54	Unit 1	Hitting	Type 1	Body and Balloon	BM-14	33
55	Unit 1	Hitting	Type 3	Strike the Balloon	BM-13	34
56	Unit 1	Hitting	Type 1	Body and Balloon	BM-14	35
57 & 58	Unit 3	Yoga	Yoga Practices	<i>Asana</i> — Preparatory Practices	YG-7	11
59 & 60	Unit 3	Yoga	Yoga Practices	Basic Postures	YG-8	13
61 & 62	Unit 2	Our Games	Type 4/5	<i>Aankh Micholi</i>	OG-5	14
63	Unit 1	Hitting	Type 2	Soft Ball Control	BM-15	36
64	Unit 1	Hitting	Type 3	Playing Pass	BM-16	37
65	Unit 1	Hitting	Type 1	Scoop in the Square	BM-17	38
66	Unit 1	Hitting	Type 2	Soft Ball Control	BM-15	39
67 & 68	Unit 2	Our Games	Type 4/5	Hopscotch	OG-7	16
69	Unit 1	Hitting	Type 3	Playing Pass	BM-16	40
70	Unit 1	Hitting	Type 1	Scoop in the Square	BM-17	41
71	Unit 1	Coordination	Type 2	Sit and Rise	BM-12	42
72	Unit 3	Yoga	Yoga Practices	<i>Asana</i> Practice	YG-9	14
73-81		Half Yearly Assessment		Summative Assessment	SA-1	9
82 & 83	Unit 3	Yoga	Yoga Practices	<i>Asana</i> Practice	YG-9	16
84 & 85	Unit 2	Our Games	Type 4/5	Hopscotch	OG-7	18
86	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	43



87	Unit 1	Coordination	Type 3	Receiving with Stick	BM-18	44
88	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	45
89	Unit 1	Coordination	Type 3	Receiving with Stick	BM-18	46
90	Unit 3	Yoga	Yoga Practices	Asana Practice	YG-9	17
91 & 92	Unit 2	Our Games	Type 4/5	Cockfighting	OG-8	20
93	Unit 1	Coordination	Type 2	Balancing Stick	BM-19	47
94	Unit 1	Personal Goals	Type 3	Hold your Ground	BM-21	48
95	Unit 1	Personal Goals	Type 3	Planks	BM-22	49
96 & 97	Unit 2	Our Games	Type 4/5	<i>Kumir Denga</i>	OG-9	22
98	Unit 1	Coordination	Type 2	Balancing Stick	BM-19	50
99	Unit 1	Immunisation	Type 2	Vaccine <i>Vijayate</i>	BM-27	51
100	Unit 3	Yoga	Yoga Practices	Breathing Practices	YG-10	18
101	Unit 1	Personal Goals	Type 3	Hold your Ground	BM-21	52
102	Unit 1	Personal Goals	Type 1	<i>Chor-Police</i>	BM-24	53
103	Unit 1	Personal Goals	Type 3	Planks	BM-22	54
104	Unit 1	Personal Goals	Type 1	Find the House	BM-23	55
105 & 106	Unit 3	Yoga	Yoga Practices	Chanting of “Om” – A, U, M	YG-11	20
107 & 108	Unit 2	Our Games	Type 4/5	<i>Kumir Denga</i>	OG-9	24
109	Unit 1	Personal Goals	Type 1	<i>Chor-Police</i>	BM-24	56
110	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	57
111	Unit 1	Personal Goals	Type 1	Vaccine <i>Vijayate</i>	BM-27	58



112	Unit 1	Personal Goals	Type 3	<i>Chor-Police</i>	BM-25	59
113	Unit 3	Yoga	Yoga Practices	<i>Krida Yoga</i>	YG-12	21
114 & 115	Unit 2	Our Games	Type 4/5	<i>Hum Phoolon Ki Sadak Par Chalte Hain</i>	OG-10	26
116 & 117	Unit 2	Our Games	Type 4/5	Dodge Ball	OG-11	28
118 & 119	Unit 2	Our Games	Type 4/5	Spoon Race	OG-12	30
120	Unit 1	Personal Goals	Type 3	Dodging Move to Safety	BM-26	60
121	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	61
122 & 123	Unit 2	Our Games	Type 4/5	<i>Gadda Maar</i>	OG-13	32
124	Unit 1	Personal Goals	Type 3	Dodging Move to Safety	BM-26	62
125	Unit 1	Personal Goals	Type 3	Shuttle Run	BM-25	63
126	Unit 3	Yoga	Yoga Practices	<i>Japa-Tapa</i>	YG-13	22
127	Unit 1	Immunisation	Type 2	<i>Vaccine Vijayate</i>	BM-27	64
128	Unit 3	Yoga	Yoga Practices	<i>Rishi Patanjali Says</i>	YG-14	23
129	Unit 1	Personal Goals	Type 3	<i>Vaccine Vijayate</i>	BM-27	65
130	Unit 2	Our Games	Type 4/5	Tug of War	OG-14	33
131	Unit 3	Yoga	Yoga Practices	<i>Shabda Grahi</i>	YG-15	24
132	Unit 2	Our Games	Type 4/5	Three-legged Race	OG-15	34
133	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	66
134	Unit 1	Kicking	Type 1	Flick in the Box	BM-10	67
135 & 136	Unit 2	Our Games	Type 4/5	In and Out	OG-16	36
137	Unit 1	Coordination	Type 1	Keep on Moving	BM-20	68



138	Unit 1	Kicking	Type 1	Flick in the Box	BM-10	69
139 & 140	Unit 2	Our Games	Type 4/5	Light and Shade	OG-17	38
141-150		Assessment		Yearly Assessment	SA-2	19
		Yoga		24		
		Our Games		38		
		Basic Motor Movement		69		
		Assessment		19		
		Total		150		

Assessment Protocol

Physical Education and Well-being

The purpose of this exercise is to track children's progress in Physical Education classes, emphasising self-improvement and personal growth rather than comparison with others. In Class 3, the emphasis is on developing basic motor movements, developing specific personal and social behaviour, getting mentally engaged in activities (Our Games) and getting introduced to self-assessment. It ensures a holistic and supportive learning environment.

UNIT 1: Basic Motor Movements

Guided Self-assessment for Students

Instructions

Read the statements and tick the mark which is most suitable for you.

Throwing

1 	2 	3 	4 	5 
I can hold and throw the ball to my partner roughly.	I can successfully throw the ball with my right and left hand. Only 3 to 5 out of 10 throws reach my partner.	I can throw the ball 8 to 10 times. I need to work on the swing and upper body twist to achieve perfection.	I can hit most of the targets set at different distances by the teacher.	Communicate with other teammates on how to make the throw better.



Catching

1	2	3	4	5
				
I can position my hands for catching, but I often miss the ball.	I occasionally catch the ball on the spot with both hands. I lost balance and need to improve my focus.	I can mostly catch the ball with both hands. I need to work on one-hand skills.	I can catch most of the throws from my partner at different distances with proper technique.	I can catch in-game situations confidently. I help my teammates to improve their catching skills.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Throw: Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.

Catch: Keep eyes on the target with a stable stance.

Kicking

1	2	3	4	5
				
I struggle to make the ball go in the right direction.	I can kick the ball correctly sometimes. I need to improve my balance and control for consistency.	I can hit the target with my preferred foot. I need to practice with my non preferred foot.	I can kick the ball with proper leg and hand movement to my partner over short and long distances.	I am playing safely to avoid injuries. Help other teammates if they get hurt.



Receiving

1 	2 	3 	4 	5 
I can receive the ball but often lose control over the ball.	I can receive the ball sometimes. I need to improve my reaction time and control to stop it correctly.	I can receive the ball with my preferred foot with consistency. I need to practice using my non-preferred foot for better control.	I can receive both short and long passes smoothly and control it with consistency.	I help to collect the equipment and balls after practice.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Kicking: Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.

Receiving: Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.

Hitting

1 	2 	3 	4 	5 
I can hold the apparatus properly. I need to improve my technique to hit the ball.	I can hit the ball sometimes correctly. I need more practice to control the apparatus to hit the object.	I can consistently hit the ball toward my partner or a target at a short distance with proper balance.	I can hit the ball with proper hand movement and make it accurate over short and long distances.	I never give up, even if I miss the target.

**Note for the teacher**

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Hitting: Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips and shoulders, fully extend arms at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.

Jumping

1	2	3	4	5
				
I can jump using my both feet. I need to land properly with better balance.	I can jump on my toes and land with good balance consistently. I need to practice hopping on one leg.	I can jump forward while hopping on one leg, and I am now practising to change direction smoothly while staying balanced.	Adjust and use the whole body to jump/hop while maintaining the balance.	Enjoy the activities which includes a lot of jumps and hops.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Jump: Ensure leg strength by keeping knees slightly bent, using arms for balance, landing softly.



Walk/Run

1	2	3	4	5
				
I can walk for 3 min without any discomfort.	I can walk for 5 min without any discomfort.	I can continuously jog for 2 min.	I can continuously jog for 3 min.	I enjoy while running and walking.

Note for the teacher

The teacher will guide the students to observe the following point while performing the skills and or assessing the skill for oneself.

Walk and run: With proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.

UNIT 2: Our Games

Parents/Grandparents/Guardian

The purpose of this exercise is to help parents and guardians to track their child's growth regarding the social and emotional development through Physical Education, and how these social and emotional qualities are transform from ground to the daily life of the child. Focusing on individual progress rather than competition.

Instructions

Read the statements and tick the mark which is most suitable for your ward.

**Enjoyability (Motivation to play):** My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Joins in for a short time but gets bored or distracted quickly.	Plays sometimes, enjoys certain parts, but isn't fully engaged.	Enjoys playing most of the time but may need motivation in new games.	Actively participates, smiles, and shows Excitement while playing.	Always excited and highly motivated to play and enjoy new games.

Helping Others & Kindness: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Helps others when asked but is still learning to take the initiative to offer help.	Willing to help others when needed and shows care for family, friends, and neighbours.	Willing to help everyone, known or unknown.	Actively helps others with kindness and enjoys working together.	Always kind, ready to help, and makes everyone feel valued.

Feel Safe with Others: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Needs support to feel comfortable and confident around others. Learning to engage in group interactions.	Feels comfortable in known settings but takes time to adjust to new people.	Feels mostly confident but sometimes needs reassurance in new environments.	Enjoys interacting with peers and finds comfort in social activities.	Always Feels comfortable a enjoys being with friends and meeting new people.



Active Lifestyle: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Gets easily tired while doing work that involves physical movements.	Is able to do some of the work that involves physical movements.	Is able to do most of the work that involves physical movements.	Is able to do all the work that involves physical movements.	Is always excited to perform work which involves physical movements.

Responsibilities: My ward—

1 Neither Satisfied or Satisfied	2 Satisfied	3 Somewhat Satisfied	4 Very Satisfied	5 Extremely Satisfied
Needs frequent reminders to finish tasks and care for personal belongings.	Sometimes completes tasks like tidying up but needs encouragement.	Takes care of schoolwork and small household duties when reminded.	Manages schoolwork and family responsibilities independently most of the time.	Always responsible, takes initiative in family tasks, and sets a good example.

UNIT 3: Yoga

In General, following criteria can be used to assess practice of Ashtanga Yoga in schools:

1. *Yama* and *Niyama*—Self-reflections, behavioural changes.
2. *Asana*—Balance, strength, endurance, flexibility.
3. *Pranayama*—Pulmonary functions like inhalation and exhalation time, breath holding capacity, etc.
4. *Pratyahara*—Emotional and Social awareness.
5. Relaxation techniques, Meditation—Stress and anxiety levels.



Yoga for Daily Life

A. Happiness and Social Interaction

1. What activities make you happy? How often are you engaged in such activities?
2. How do you like to spend your free time with friends?

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)
			

B. Healthy Habits

1. Do you eat fruits and vegetables every day?
2. What type of food do you usually eat for lunch?
3. How often do you play outside?
4. How much time do you spend watching T.V or any gadgets every day?
5. How many hours of sleep do you get at night every day?
6. Do you brush twice a day?
7. Do you wash your hands before eating?

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)
			

C. Act of Kindness

1. What would you do if you saw someone throwing stones at a puppy?
2. If your friend has missed getting lunch to the school, what would you do?
3. If you happened to see a blind person struggling to cross the road, what would you do?



4. The teacher can ask students to bring a healthy food item to class and then discuss its benefits together.

Always (4 points)	Often (3 points)	Sometimes (2 points)	Rarely (1 point)

Teachers Observation Scale

Aspect	Excellent	Good	Scope for improvement
Vocabulary	Uses expressive words	Not very expressive	Very limited
Body Language	Confident	Comfortable	Shy, hesitant
Emotional expression	Express the feelings clearly	Sometimes expresses the feelings	Struggles to express the feelings
Behaviour	Interacts well	Sometimes interacts well	Avoids interaction

Ashtanga Yoga

A. Yama – Ahimsa — Discussion Questions:

What would you do?

1. If you see your friend getting injured due to a fall?
2. Someone breaks your toy accidentally?
3. If you see a stray cat looking for food?

Kind and peaceful response	Try to be kind	Unsure of how to react	Responds with anger

**B. Niyama – Shaucha**—Activity based:

1. Conduct a 5 minute clean up activity where the student is advised to clean their books, desk, and classroom.
2. Observe which students are tidy and keep their things clean and organised.

Very clean and tidy	Tries to be clean after advice	Scope for improvement	Not clean
			

Yoga Sadhana

1. Asana—Vrikshasana, Sukhasana, Vajrasana, Bhujangasana, Pavanamuktasana

Criteria	Excellent	Good	Needs improvement
			
Demonstration of asanas	Performs all asanas correctly	Performs all asanas correctly but needs minor corrections	Requires repeated guidance
Follow instructions	Very attentive	Attentive	Requires repeated guidance
Identification of asanas	Correctly identifies all asanas	Identifies most asanas correctly	Requires repeated guidance

2. Pranayama

Criteria	Excellent	Good	Needs improvement
			
Om chanting	Rhythmic	Requires minor corrections	Requires repeated guidance
Identification of Mudra and demonstration	Yes	Can identify but difficult to perform	Requires repeated guidance

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