

# Khel Yoga

Physical Education and Well-being  
Textbook for Class 3



339

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**0339 – KHEL YOGA**

Physical Education and Well-being Textbook for Class 3

**ISBN 978-93-5292-864-4**

**First Edition**

*June 2024 Jyestha 1946*

**PD 1000T BS**

**©National Council of Educational  
Research and Training, 2024**

**₹ 65.00**

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi  
110 016 and printed at Tan Prints  
(India) Pvt. Ltd., 44 Km Mile Stone,  
National Highway 10, Rohtak Road,  
Village Rohad, Distt. Jhajjar  
(Haryana)-124 501

**ALL RIGHTS RESERVED**

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex  
Maligaon  
Guwahati 781 021 **Phone : 0361-2674869**

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Amitabh Kumar*

Editor : *Bijnan Sutar*

Production Officer : *Jahan Lal*

**Cover**

*Fatma Nasir*

**Illustrations and Design**

*Silja Bansariyar, Susnata Pal, Nanit BS,  
Palak Sharma and Gaurav Pandey*



## Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory stage acts as a bridge between the Foundational and the Middle stages, spanning three years from Class 3 to Class 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, plus the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCFSE), brought out as a follow-up to the NEP 2020, a new subject area called "Physical Education and Well-being" has been introduced at the Preparatory Stage. This subject aims to promote a love for physical activity and sports; develop capacities for skillful engagement in physical activity and sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellness. Physical Education and Well-being includes various aspects of Yoga starting from *Yama*, *Niyama*, *Asana*, *Pranayama* and *Dhyana* in a progressive way from Class 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.



The book for Physical Education and Well-being, titled *Khel Yoga* for Class 3, is meticulously designed to develop basic motor skills and engage children in local traditional games to have fun while playing and getting connected with our culture. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCFSE 2023 for this stage.

*Khel Yoga* emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness. The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, and am hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI  
*Director*

New Delhi  
31 May 2024

National Council of Educational  
Research and Training

## About the Book

Physical activity is integral to human life and, therefore, integral to the school curriculum. For an individual student, sports and physical activities teach important motor skills, practices of physical fitness, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

India has long recognised the centrality of a healthy body and healthy mind as part of any educational experience. A very rich heritage of physical activities and games such as wrestling, *malkhamb*, and archery along with the practice of Yoga emphasise these connections between body, health, well-being, and the holistic development of the human being.

The National Curriculum Framework for School Education 2023 (NCFSE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all other aspects of life. Considering the focus on holistic well-being, NCFSE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help teachers and students achieve the curricular goals of physical education and well-being, for the first time, a textbook has been designed for Class 3. This book enables students to experience the joy of playing, explore diverse physical activities, think and discuss, learn to play together, and treat each other with kindness. The book has three units: Basic Motor Movements, Our Games, and Yoga.

In **Unit 1—Basic Motor Movements**, students will engage in movements like throwing, catching, running, jumping, kicking, receiving and hitting with and without the help of apparatus. Objects of different sizes, weights and texture are used to facilitate these diverse types of movements. This unit is a continuation of the play-based approach to physical development from the Foundational Stage and prepares students to participate in a diverse set of physical activities.

Children generally love to play games. While playing, they interact with other children, discuss rules, strive to excel, help each other and enjoy being together. In our country, we have many local traditional games from different regions played by children and elders.





Some of these games are included in **Unit 2—Our Games**. It has 17 traditional games from different parts of the country. Instructions for how to play each game and illustrations showing the details are given in the book. It is possible that some of these games might be played differently in your region; you may customise the rules. After the presentation of each game, suggestions for variations in the rules are given to make the game more interesting and to encourage children to play these games at home with their family and friends.

**Unit 3—Yoga:** This unit introduces students to Yoga to foster holistic well-being. At this age, children are by nature happy and joyful. Yoga is introduced through interesting activities in a playful way to develop healthy habits and learn preparatory practices required for performing various Yogic techniques in higher classes. Introduction to *Ashtanga* Yoga (eight aspects of Yoga), and details about the Yoga unit for Class 3, are given in the section Information for Physical Education Teachers at the end of the book.

In this book, apart from learning games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect as well as help each other, and experience the joy of playing together. The development of these values and dispositions will partly occur while children are engaged in the physical activities and games and partly they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the physical education and well-being period.

The aim of **Circle time** is to develop the above values and dispositions through Physical Education. After completion of the physical activity or game, all the students sit in a circle to share their experience during the activity. It is important to set some ground rules for circle time to ensure that all students gets opportunities to express themselves.

- Everyone in the circle is equal; no one is more important than the others.
- Everybody should respect each other and their feelings.
- No one must interrupt while another person is speaking.
- Everyone in the circle must get the opportunity to speak, and others must pay full attention to what they are saying.



The teacher can guide the session by asking everyone to share their experience about the activity. This can be expressed through a ‘star’ and a ‘wish’.

A **‘star’** is something that the student really enjoyed in the session. It can be anything, right from the experience of winning the game or helping others to how other team members treated the student.

A **‘wish’** is something that the student wished had happened in the session. It could be something that they or their team could have done better, or it could also be an activity they wished had been included or had more time to play.

Every student can share a star and a wish, and then ‘tag’ another student to share. The process continues till each student gets a turn to share.

This star and wish can be modified over a period to get students to observe themselves, their actions and feelings, and those of others. Some pertinent and thought provoking questions can be discussed during this session, like—Are we biased towards our friends when we play? Are we including everyone equally in a game? Are some people not having as much fun?

Apart from star and wish, circle time can also involve engaging discussions related to the context of the game. For example, if some injury happens during the game, the teacher can choose to discuss ‘how to avoid injuries while playing’.

## Session planning

Physical education and well-being is allotted approximately 150 periods in the year. It is essential to plan these sessions effectively for the development of required competencies mentioned in NCFSE 2023. The three units given in the book should not be completed in sequence; a detailed period-by-period suggestive session plan is given at the end of the book in the section Information for Physical Education Teachers. You may modify the sessions based on the school time-table, but ensure that there is one Yoga period every week and students get sufficient block periods regularly to complete all the games from Unit 2—‘Our Games’.



For balanced development of skills and values, different types of activities may be planned in each period. Three types of sessions are given below to maximise learning in the given time:

**Type 1** Game practice.

**Type 2** Circle time after play to provide sufficient time for thinking and discussing socio-emotional aspects.

**Type 3** Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

- Warm-up and cool-down activities at the beginning and end of each session to avoid injuries and facilitate quick recovery from physical activity.
- Demonstration and modelling to help students understand what is expected of them.
- Planning the right levels of challenge for different groups of students.
- Planning should be focussed on the learning outcomes that need to be achieved. For example, jumping and hopping can be done through animal movement games like frog jumps, and running and dodging can be done through a game of tag or dodge-ball.

Physical Education is important for both physical and mental health and development. It helps improve a child's muscular and cardiovascular strength, flexibility, endurance, motor skills, and mind-body connection and wellness. It gives students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best for relaxation and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are more successful with other schoolwork as well. Finally, people who are physically active as young people tend to stay more fit as adults as well, leading them to lead longer, healthier, and more productive lives.





Teachers must ensure all physical education periods are conducted with sincerity giving importance to it equal to all other subjects in the school.

## **Instructions for teachers**

For a joyful experience, the safety of children and the effective development of competencies, teachers may follow the instructions given below—

- Ensure adequate play area to perform the activities given in the book.
- Ensure that there are no obstructions in the play area and it is safe for students to play.
- Ensure that a first aid kit is available and accessible.
- Ensure that students feel emotionally and socially safe, and are treated with respect, encouragement, support, and have access to fair redressal of grievances during a Physical Education class.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing students into teams, make sure that teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Encourage students to be aware of their surroundings while playing.
- Instruct students not to aim at the opponent, unless told otherwise, while performing any movement. Discuss why this is important.
- Encourage students to be considerate of teammate's skills while practising. For example, if they hit the ball too hard and their teammate is not able to handle it, they must reduce the force.
- Encourage students to be careful while pushing or pulling an opponent when participating in an activity that requires this.
- Encourage students to treat each other with kindness, focus on enjoying the game and not just on the outcome of the game.
- Encourage students to collect all equipment after their use.
- Ensure active participation of all students in all activities.



- Allow children to explore different types of materials and objects to play with, such as different sizes of softballs and bats, tyres, small spades (blunted), or any kind of local toy or object. Making a sand pit and having access to a small shallow water source can also be considered.
- Allow students to communicate with each other freely and encourage them to collaborate.
- Provide enough rest time for students between activities.
- Interesting stories and role models may be used to motivate children in improving their competencies.
- Be on the alert for situations where students may be facing some distress.
- Keep phone numbers of doctors and emergency services (e.g. ambulance) handy.

## **Warm-up and cool-down routines**

Warm-up and cool-down routines serve as transitions between rest and exercise, and between exercise and rest. It is important to do warm-ups before doing any activity and cool-downs to bring the body to rest. These routines are helpful in the prevention of injuries, reducing muscle discomfort and enabling quick recovery from physical activity. Teachers can choose warm-up and cool-down routines from the group of exercises given at the back of the textbook.

B. P. Bhardwaj,  
*Member Convenor, Professor & Head,*  
Division of Educational Research, NCERT

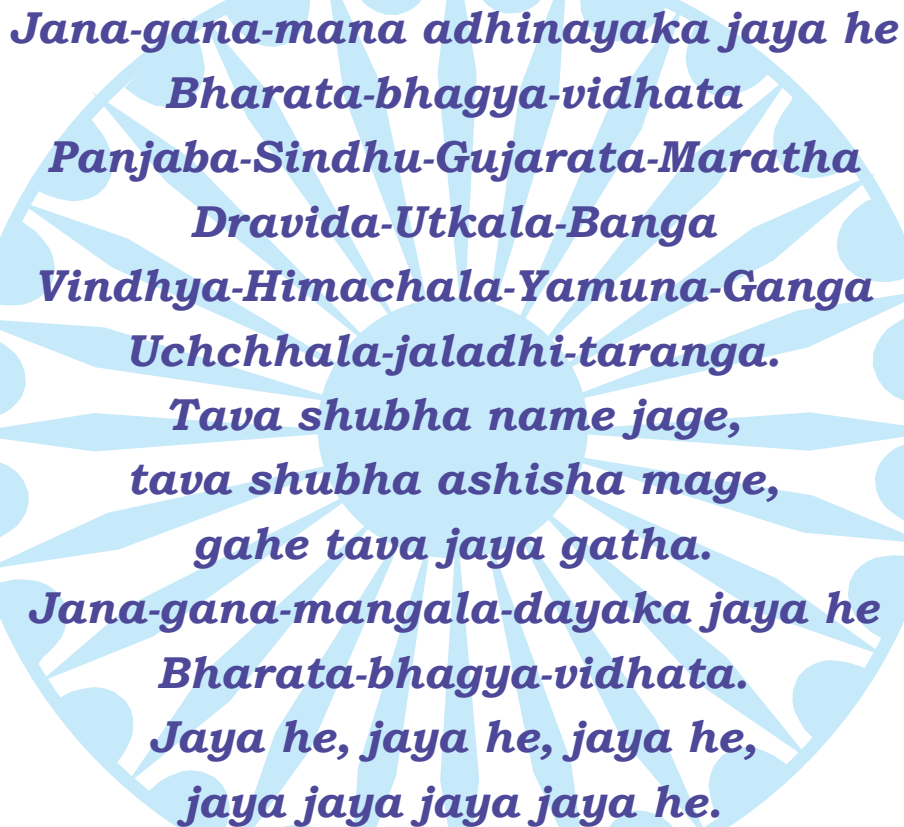
Atul Dubey,  
*Member Coordinator, Assistant Professor,*  
Physical Education, Department of Education  
in Social Science, NCERT

# National Syllabus and Teaching Learning Material Committee (NSTC)

1. M. C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA) (**Chairperson**)
2. Manjul Bhargava, *Professor*, Princeton University (**Co-Chairperson**)
3. Sudha Murty, Acclaimed Writer and Educationist
4. Bibek Debroy, *Chairperson*, Economic Advisory Council – Prime Minister (EAC – PM)
5. Shekhar Mande, Former *DG*, CSIR, *Distinguished Professor*, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, Music Maestro, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Visiting Professor*, IIT – Gandhinagar
10. Surina Rajan, *IAS (Retd.)*, Haryana; Former *DG*, HIPA
11. Chamu Krishna Shastri, *Chairperson*, Bhartiya Bhasha Samiti, Ministry of Education
12. Sanjeev Sanyal, *Member*, Economic Advisory Council – Prime Minister (EAC – PM)
13. M. D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai
14. Gajanan Londhe, *Head*, NSTC Programme Office
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Science, NCERT, New Delhi
17. Dinesh Kumar, *Professor and Head*, Planning and Monitoring Division, NCERT, New Delhi
18. Kirti Kapoor, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi (**Member-Secretary**)



# Our National Anthem



*Jana-gana-mana adhinayaka jaya he  
Bharata-bhagya-vidhata  
Panjaba-Sindhu-Gujarata-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga.  
Tava shubha name jage,  
tava shubha ashisha mage,  
gahe tava jaya gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
jaya jaya jaya jaya he.*

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the National Anthem of India on 24 January 1950.

# Textbook Development Team

## Guidance

Mahesh Chandra Pant, *Chairperson*, NSTC and *Member*,  
Coordination Committee, Curricular Area Group (CAG):  
Preparatory Stage

Manjul Bhargava, *Co-Chairperson*, NSTC and *Member*,  
Coordination Committee, CAG: Preparatory Stage

Suniti Sanwal, *Professor* and *Head*, Department of Elementary  
Education, NCERT, New Delhi and *Member-Convenor*,  
Coordination Committee, Curricular Area Group: Preparatory  
Stage

Gajanan Londhe, *Head*, NSTC Programme Office

## Chairperson, Physical Education and Well-being

Vimal Kumar, *Director*, Prakash Padukone Badminton Academy,  
Bengaluru

## Contributors

Abhishek Singh Rathore, *State Head*, Azim Premji Foundation,  
Madhya Pradesh

Amey Kolekar, *Sports Scientist*, Prakash Padukone Badminton  
Academy, Bengaluru

Anil Karwande, *President*, Sports Psychology Association of India

Jayprakash, *Professor*, IGIPSS, University of Delhi

Kavitha Arun, *Former National Coordinator*, S-VYASA University,  
Bengaluru

Lalit Sharma, *Professor*, IGIPSS, University of Delhi

Manoj Deolekar, *Centre Head*, Jnana Prabodhini Kridakul, Nigdi  
Center, Pune

Pralay Majumdar, *Chief Consultant*, Indian Institute of Technology,  
Madras

Rajinder Singh, *Former Director*, Jiwaji University, Gwalior

Sindhu R., *Research Associate*, Samvit Research Foundation,  
Bengaluru



Subir Debnath, *Professor*, Practice Sports, Indian Institute of Technology, Jodhpur

Sudheer Deshpande, *Former Registrar*, S-VYASA University, Bengaluru

Swathi Dilip, *Yoga Instructor*, Prakash Padukone Badminton Academy, Bengaluru

Swetank Pathak, *Project Manager*, Sports Science Indian Institute of Technology, Madras

### **Member-Convenor**

B.P. Bhardwaj, *Professor and Head*,  
Division of Educational Research, NCERT, New Delhi

### **Member-Coordinator**

Atul Dubey, *Assistant Professor*, Physical Education,  
Department of Education in Social Science, NCERT, New Delhi



## Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of Curricular Area Group (CAG) for their guidelines and important inputs in developing this textbook. The Council thanks Mayank Sharma, *PGT*, Physical Education, Directorate of Education, New Delhi, Vineet Mehta, *Assistant Professor*, SBSE College, New Delhi, Shweta, *PE Teacher*, Bal Bharati School, New Delhi for their help in providing the content.

The Council thanks Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru; Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development; Gouri Srivastav, *Professor and Head*, Department of Education in Social Sciences, NCERT; Anju Gandhi, *Senior Consultant*, Saket Bahuguna, *Assistant Professor* (Linguistics), Central Institute of Hindi, Delhi Centre and Suparna Diwakar, *Chief Consultant*, Programme Office, NSTC for their critical reviews. Our extended thanks to Renu Katyal, *APC*, DESS, NCERT and Padukone-Dravid Centre for Sports Excellence, Bengaluru.

The contributions of Soumma Chandra, *Editor* (Contractual), Praveen Kumar, *Proofreader* (Contractual), Fatma Nasir, *Artist*, Pawan Kumar Barriar, *Incharge*, DTP Cell; Sanju Sharma, Manoj Kumar and Bittu Kumar Mahato, *DTP Operators* (Contractual), Publication Division, NCERT in giving this book its final shape are also acknowledged.

It has not been possible to trace the copyright in all cases. The publisher extends apologies for any omissions and would be glad to hear from any such unacknowledged copyright holders.

# CONSTITUTION OF INDIA

## Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

## Fundamental Rights

### Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



# Contents

<i>Foreword</i>	<i>iii</i>
<i>About the Book</i>	<i>v</i>
<b>Unit 1 — Basic Motor Movements</b>	
Chapter 1: Throwing and Catching	2
Chapter 2: Kicking and Receiving	12
Chapter 3: Strike the Ball	21
Chapter 4: Little Steps	30
<b>Unit 2 — Our Games</b>	
Chapter 5: Local and Traditional Games	46
<b>Unit 3 — Yoga</b>	
Chapter 6: Yoga for Daily Life	70
Chapter 7: Yogic Practices (Yoga <i>Sadhana</i> )	85
<i>Session Structure and Suggestive Annual Plan for Teachers</i>	<i>111</i>



# UNIT 1

## Basic Motor Movements



### About the unit

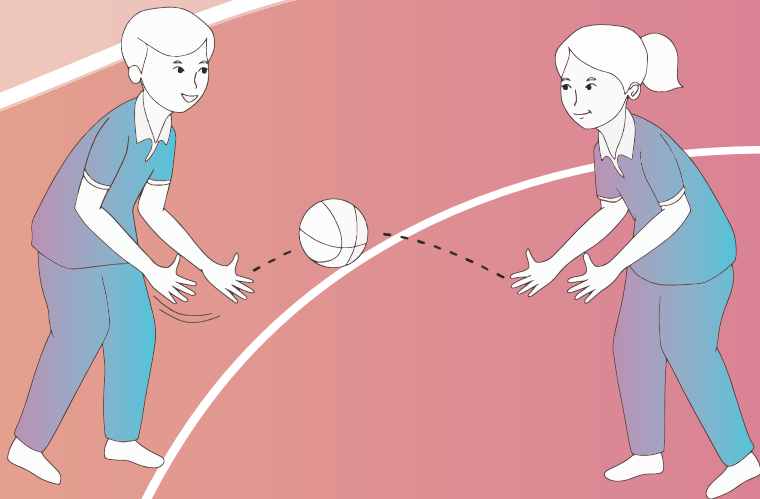
Welcome to the exciting world of movement!

Do you know that we engage our larger muscle groups to perform activities like jumping, throwing, catching, kicking, and hitting? These are also called *gross motor skills* which are crucial for day-to-day work, sports, and physical fitness.

When we involve smaller muscles, particularly those in the hands and fingers, for precise and delicate tasks, we are using *fine motor skills*. These skills involve the use of small muscles to write, sketch, draw, pick up small objects, grip, and pinch.

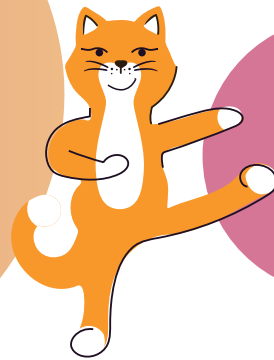
Basic motor movements involve both gross and fine motor skills.

Our journey begins with developing five basic motor movements—throwing, catching, kicking, receiving, and striking. Our overarching objective is to apply these movements in many engaging activities, utilising objects of varying sizes, weights, and textures.



# Chapter 1

## Throwing and Catching



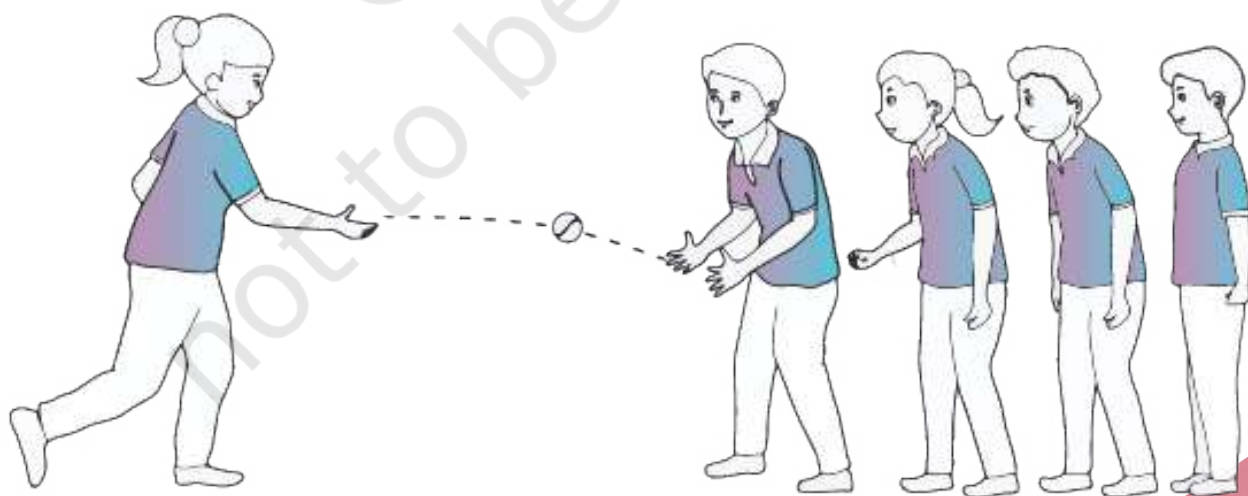
### Introduction



339CH01

Our first motor movement, throwing, is done with the help of arms, shoulders, and torso (upper part of the body, except the head and arms). However, hands are also used for releasing and catching an object.

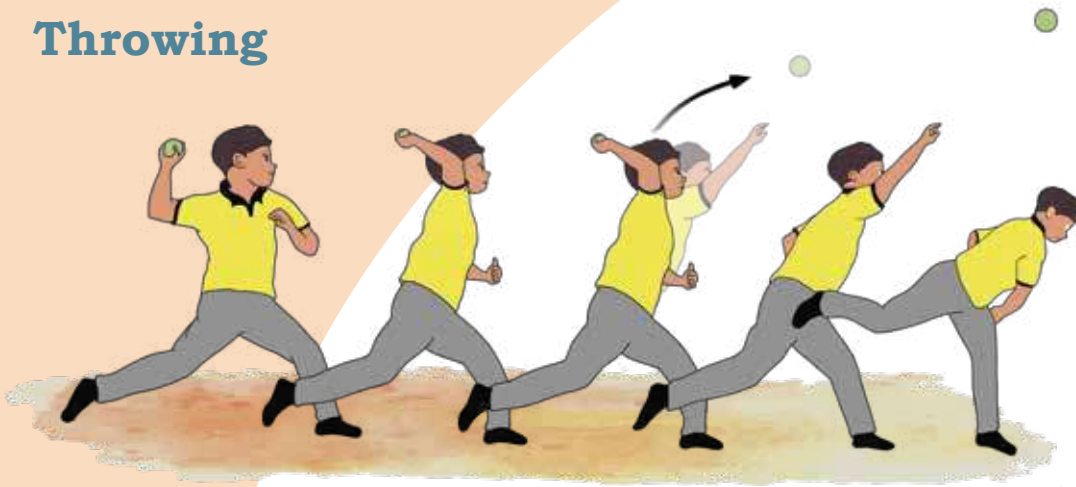
Let us learn how to throw and catch through some interesting games.







## Throwing

**1**

Hold the ball firmly with spread fingers and stand with slightly bent knees.

**2**

Swing the throwing hand behind and twist the upper body.

**3**

Take one step forward and balance your body. Do not wobble.

**4**

Bring the hand forward and throw the ball with force.

### Note for the teacher

Ensure the following while children practice throwing—

1. Grip: children hold the ball firmly with fingers spread out.
2. Stance: the eyes of the player are fixed on the target, legs are spread to form a stable grounding and knees are slightly bent.
3. Throw: the action of twisting the upper body is smooth, taking back the throwing arm and swinging the arm forward to throw the ball.
4. Follow through: the player takes one step forward after the release and balance their body.
5. Use soft balls for throwing and increase the level of difficulty of activities progressively.





## Catching

1

Stand with knees slightly bent like you are getting ready to jump.



2

Join your palms together to form a cup. Keep your eyes on the ball.



3

Catch the ball softly at eye level.



4

Hold the ball firmly and pull your elbows towards the body.



### Note for the teacher

Ensure the following while children practice catching—

1. Stance: legs are shoulder width apart and knees are not bent too much.
2. Catching: body is behind the line of the ball, palms are joined and pointing upwards, hands are soft and eyes are on the ball.
3. Follow through: knees are bent slightly to minimise the impact and hands are pulled back.
4. Use soft balls for catching and increase the level of difficulty of activities progressively.



## BM 1

### Catch and Throw

#### Required Material

Balls of different sizes

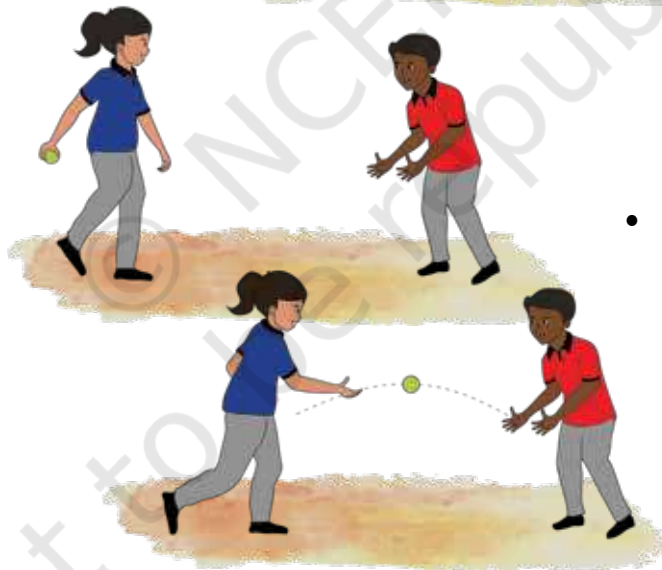
#### How to play

Throwing and catching without dropping the ball is fun. Pair up with a classmate and practice different types of throwing and catching as shown below:

- Underarm throw using both hands.



- Underarm throw using one hand.

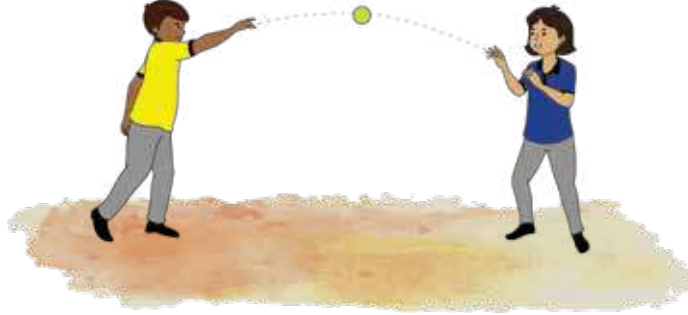


- Overhead throw using both hands.





- Overhead throw using one hand.



- Pass the ball with one bounce to your partner.

- Throw and catch the ball with each other as many times as possible without dropping.



### Note for the teacher

#### Purpose

To develop throwing and catching ability along with hand-eye coordination.

#### Variations

- Increase the distance between the pairs.
- Change objects and alternate throwing hands between left and right.

#### Circle Time

Star and Wish







## BM 2

### Pick Up and Throw

#### Required Material

Old newspaper

Marking powder

#### How to play

- Form two teams and draw a court having a centre line and two equal halves for the game.
- Make paper balls and scatter them equally into each part of the court.
- Start throwing balls to the opponents' side of the court on the blow of the whistle.
- Stop when the whistle blows again.
- The team having fewer balls on its side wins.



#### Note for the teacher

##### Purpose

To develop picking up and throwing ability and enhanced motor skills.

##### Variations

- Switch your throwing arm after each round.
- Alternate between overhead and underarm throwing.

##### Circle Time

How to identify physical injury, e.g., discomfort in movement, bruises and rashes, cuts, intense pain, etc.







## BM 3

# Hit the Target

### Required Material

Chalk

Socks ball or soft  
sponge ball

### How to play

- Form teams of five members each. Take balls made of soft sponge or socks.
- Draw a circle on the wall and a throwing line some distance away from the wall.
- Each team player will try to throw the ball within the circle.
- The team with the maximum number of hits in the circle wins.
- Make sure not to cross the line drawn on the ground while throwing.



### Note for the teacher

#### Purpose

To develop accuracy in hitting, balancing and physical fitness.

#### Variations

- Increase the distance from the wall to enhance the difficulty level.
- Draw a circle on the ground and play the same game.

#### Circle Time

Discuss how to throw, including good stance, grip, release and focus.





## BM 4

### How to play

## Knock the Cones

### Required Material

Soft Ball

Cones or locally available material

- Form teams depending on the number of students in the class.
- Place an odd number of cones in the centre and two opposing teams stand equidistant from it.
- Start the game on the blow of a whistle— hit the cones with soft balls.
- The team that knocks down more cones within a fixed time duration wins the game.



### Note for the teacher

#### Purpose

To develop foot placement, focus and social interaction.

#### Variations

- Use the weaker hand to throw.
- Replace cones with cricket stumps and play the game.

#### Circle Time

Share one good and one bad feeling about the game.







## BM 5

### Relay Catching

#### Required Material

Soft Ball or  
Tennis ball

#### How to play

- Form multiple teams with five members each and a designated leader of each team. Members stand in a line and their leader stands at some distance facing the team.
- On the blow of the whistle, all the team leaders throw the ball to the first player in the line.
- The first player will catch the ball, return it to the leader and run to the end of the queue and halt.
- The leader throws the ball to the next player and the game continues.
- After completion of everyone's turn, the team with the maximum number of catches wins the game.



#### Note for the teacher

##### Purpose

Fostering cognitive aspects, coordination, readiness and eagerness.

##### Variations

- Vary the distance and play.
- Change leaders. Use underarm or overhand throw to play the game.

##### Circle Time

Star and Wish







## BM 6

### Ball on the Wall

#### Required Material

Handball or  
Tennis ball

#### How to play

- Form two teams and stand in a queue.
- Each member of the team throws the ball on the wall and catches it on the rebound.
- The team with maximum catches wins.



Note for the teacher

#### Purpose

Nurturing confidence and progression of coordination along with eagerness.

#### Variations

- Increase the distance between the wall and the player.
- Play a variation where the next player in the queue catches the ball.

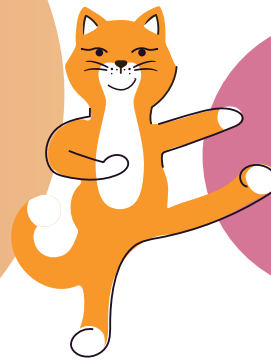
#### Circle Time

Discuss what things one should keep in mind while catching.



## Chapter 2

# Kicking and Receiving



## Introduction

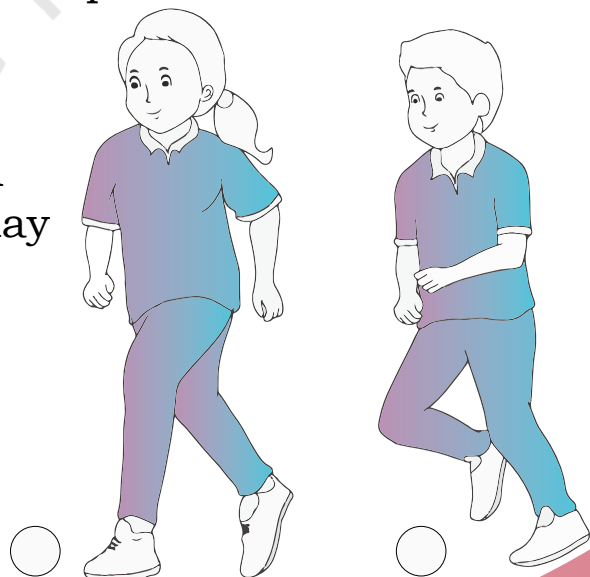
Have you played football?

In football, we kick the ball to our partner and receive the ball as well.

*Kicking* is an important movement in which we kick a ball using our feet in the desired direction.

*Receiving* is also an important movement in which we receive a ball with the help of our feet without losing control.

Let us learn about how to kick and receive a ball with our feet and then play some games!





## Kicking

1

Stand behind the ball and keep your eyes focused on it.



2

Move towards the ball.



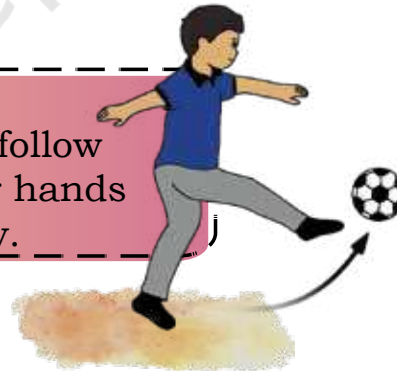
3

Keep the non-kicking leg to the side of the ball and then swing the other leg to kick the ball.



4

Let the kicking leg follow the ball. Move your hands to balance the body.



### Note for the teacher

Ensure the following while children practice kicking—

1. Stance: legs are shoulder width apart and knees are not bent too much.
2. Approach: approach is slightly to the side of the ball while stepping forward on the kicking foot.
3. Kicking: streamlined action of leaping forward on the non-kicking foot to the side of the ball. Swinging back the kicking leg and bringing it swiftly to kick the ball.
4. Follow through: arm opposing the kicking leg goes forward and the body is in balance.



## Receiving

1

Stand with knees bent and body facing the direction of the ball.



2

Raise one leg to receive the ball. Keep the other leg firmly on the ground.



3

Receive the ball and move the leg slightly backwards.



4

Balance your body as the ball touches the ground.



### Note for the teacher

Ensure the following while children practice receiving skills—

1. Stance: legs are shoulder width apart, knees are not bent too much and the body is facing towards the direction of the ball.
2. Anticipate and be ready: anticipates the path of the ball and keeps non-receiving foot firm on the ground.
3. Receiving: shifts the body weight on non-receiving foot, always receives the ball on instep of receiving foot and on contact takes the foot slightly back.
4. Follow through: keeps the body low and balances the body by shifting the body weight as required.





## BM 7

### Pass the Ball

#### Required Material

Soft Ball or  
Cloth Ball

#### How to play

- Take a soft ball and place it between your feet.
- Pass the ball from one leg to another while standing.
- Control the ball while balancing your body.



**Note for the teacher**

#### Purpose

To learn transferring skills, imitation and anticipation.

#### Variations

- Increase the distance between feet.
- Walk, jog, run, side step while passing the ball from one leg to another.

#### Circle Time

Star and Wish





## BM 8

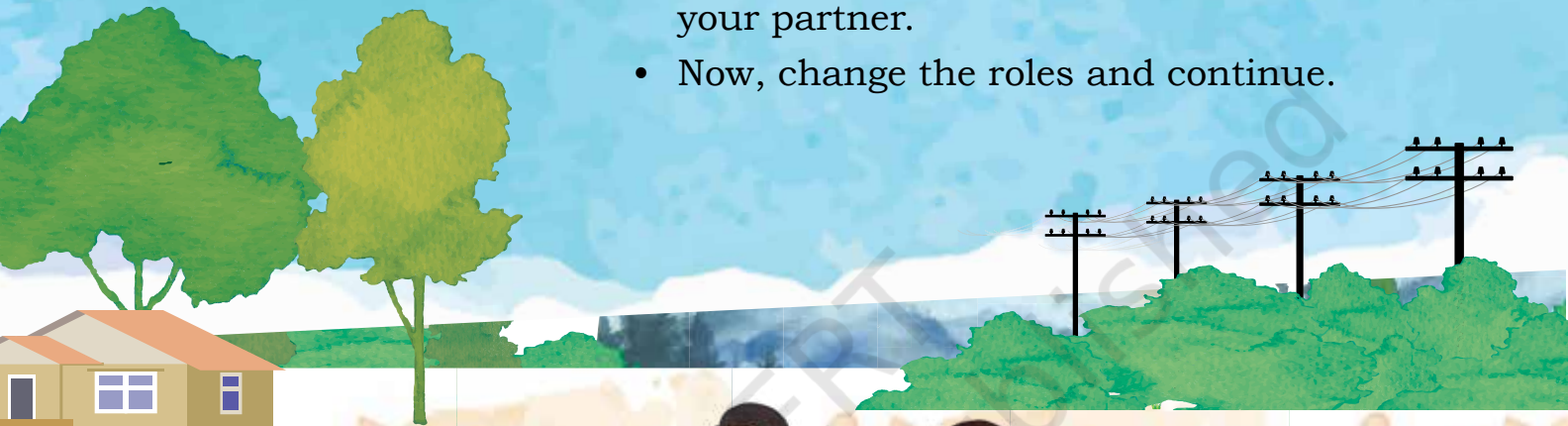
### Shadow Ball

#### Required Material

Soft ball or  
Cloth ball

#### How to play

- Take a soft ball and pair up with a classmate.
- One of you take the lead and walk ahead dribbling the ball while the partner follows.
- On the blow of the whistle, face each other and kick the ball towards your partner.
- Now, change the roles and continue.



#### Note for the teacher



#### Purpose

Development of coordination and emotional control.

#### Variations

- Use the weaker leg to hit the ball.

#### Circle Time

Star and Wish



## BM 9

### Flick the Ball

#### Required Material

Soft ball or  
Cloth ball

#### How to play

- Take a softball and find a partner from your class for this activity.
- Stand facing each other and flick the ball using the top of your foot.
- When one of you flick the ball the other catches it and flick the ball back.
- Try to use alternate legs to flick up the ball.



#### Note for the teacher



#### Purpose

Development of soft muscles involved in the flicking action.

#### Variations

- Hit a target while flicking the ball.
- Flick the ball twice or thrice before catching it.

#### Circle Time

Star and Wish





## BM 10

### Flick in the Box

#### Required Material

Empty Box

Soft Ball or Cloth Ball

#### How to play

- Place a box on the ground and stand in a line at some distance from the box.
- Make teams of four members each.
- Each member of the team flicks the ball aiming to put it in the box.
- The team that puts more balls in the box wins.



#### Note for the teacher

##### Purpose

Development of sense of distance and power required in flicking any object at certain distance and height.

##### Variations

- Place boxes at different distances. Different scores for different boxes can be given.
- Use a hoop to increase the target area.

##### Circle Time

Star and Wish





## BM 11

# Monkey in the Middle

### Required Material

Football

### How to play

- Stand in a circle with one student in the middle.
- Students standing in the circle pass the ball to each other without getting caught by the student in the middle.
- The student in the middle tries to stop or catch the ball.
- If the ball is caught, the student who passed the ball stands in the middle and the game continues.



### Note for the teacher

#### Purpose

Fun filled learning and development of team work and hidden communication.

#### Variations

- Use two students in the middle.
- Try to flick the ball or use head or shoulders to pass the ball.

#### Circle Time

Star and Wish







## BM 12

### Sit and Rise

#### Required Material

Soft ball

#### How to play

- Form a circle. Make one player stand in the centre.
- The player in the middle will pass the ball to any one of the players in the circle.
- The player receiving the ball will do so with their foot.
- The players who are on the left and right side of the player receiving the ball will sit as soon as the receiving player receives the ball.
- If the player fails to receive the ball, then this player will be replaced with the player in the centre. Also, if the player standing on the right or left of the receiving player fails to sit, then the one who did not move at all will replace the player in centre.



#### Note for the teacher



#### Purpose

Cognitive development and ability of anticipating future challenges by the actions of others.

#### Variations

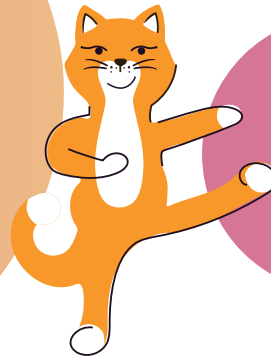
- Receive the ball with your head or chest.

#### Circle Time

Come up with one modification of the rule that will make this game more interesting.

## Chapter 3

# Strike the Ball



## Introduction



339CH03

In cricket or hockey, we strike the ball with a bat or stick.

In hockey, when someone strikes the ball, the other player must receive it. Receiving the ball correctly helps us gain control of the ball.

Let us learn how to strike and receive the ball to score!







## Striking the ball with a bat

1

Hold the bat and stand sideways as shown in the picture with knees slightly bent.



2

Step forward and swing the bat. Rotate shoulders and hips.



3

With your hands fully extended and eyes on the ball, hit it with the bat.



4

After hitting, take the bat in follow-through along your body as shown in the picture.



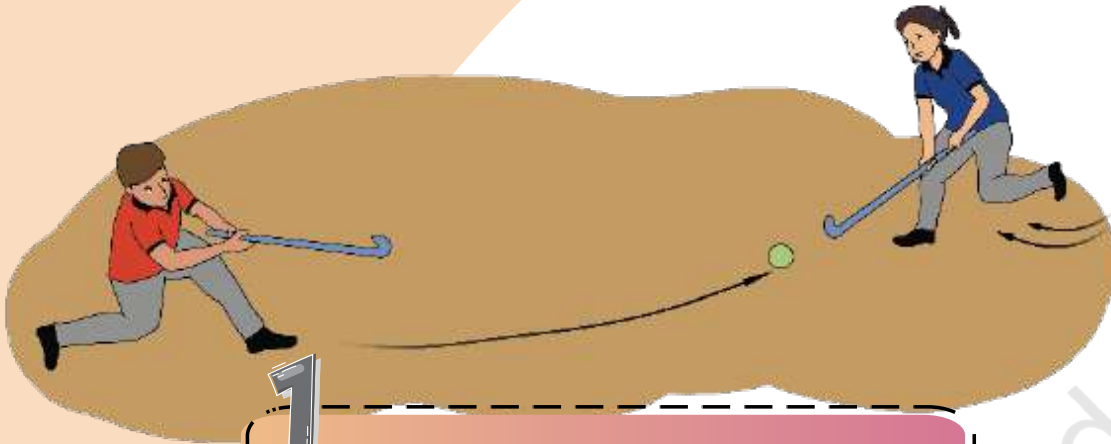
### Note for the teacher

Ensure the following while children practice hitting skills—

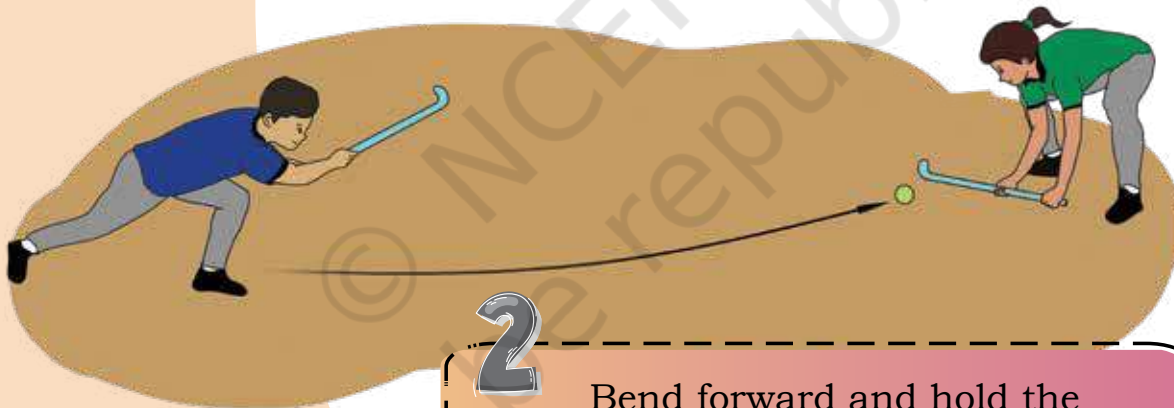
1. Stance: stands sideways, legs are shoulder width apart, knees are slightly bent, and eyes are always on the ball.
2. Grip of the bat: the dominant hand is always at the top and non-dominant hand is placed lower on the handle towards the end of the bat as shown in the picture above.
3. Hitting: steps forward on front foot, swings and rotates hips and shoulder during hitting, keeps eyes on the ball, extends arms fully at the contact point and hits.
4. Follow through: upper body swings along with the bat which goes around the body, and finishes over the shoulder of the non-dominant hand.



## Receiving the ball with a stick



1 Stand with knees slightly bent and with the stick facing the direction of the incoming ball.



2 Bend forward and hold the stick close to the ground. Keep the hands gentle on impact.

### Note for the teacher

Ensure the following while children practice receiving with stick—

1. Stance: keeps feet shoulder width apart, knees slightly bent, and body facing the ball.
2. Grip: holds the stick gently with both hands.
3. Anticipate: predict the path of the ball, keeps the body low and align the body accordingly.
4. Receiving: receive with soft hands and yield slightly to minimise the impact.



## BM 13

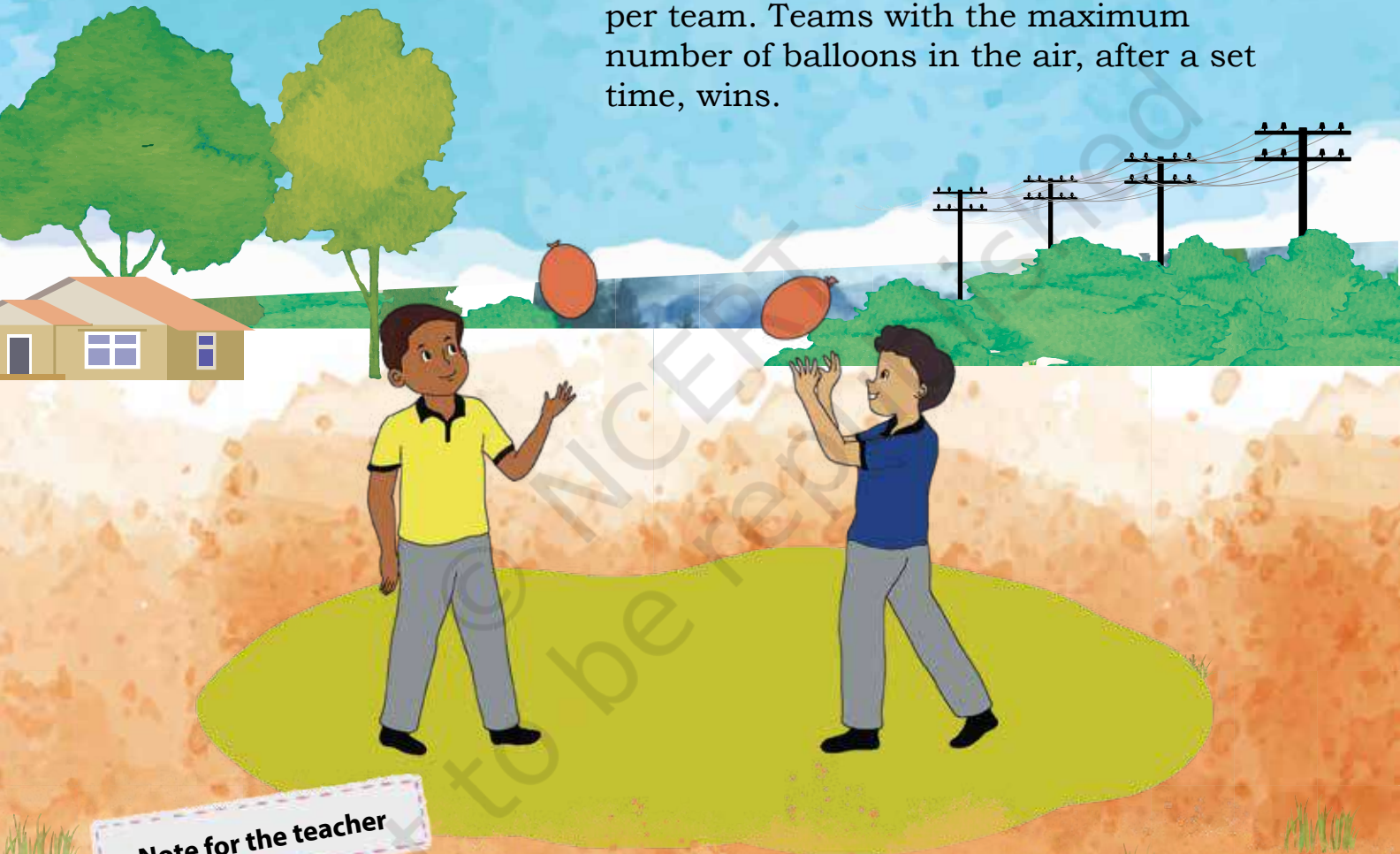
# Strike the Balloon

### Required Material

Balloons

### How to play

- Take a balloon and find an open space in the playing area.
- On the blow of the whistle throw the balloon in the air and try to strike the balloon with your fingertips. Do not let the balloon touch the ground.
- Now play it in teams with five balloons per team. Teams with the maximum number of balloons in the air, after a set time, wins.



Note for the teacher

### Purpose

Improving hand-eye coordination and timing.

### Variations

- Make pairs and rally the balloon back and forth.
- Blow air from mouth instead of hitting with fingers.

### Circle Time

Star and Wish







## BM 14

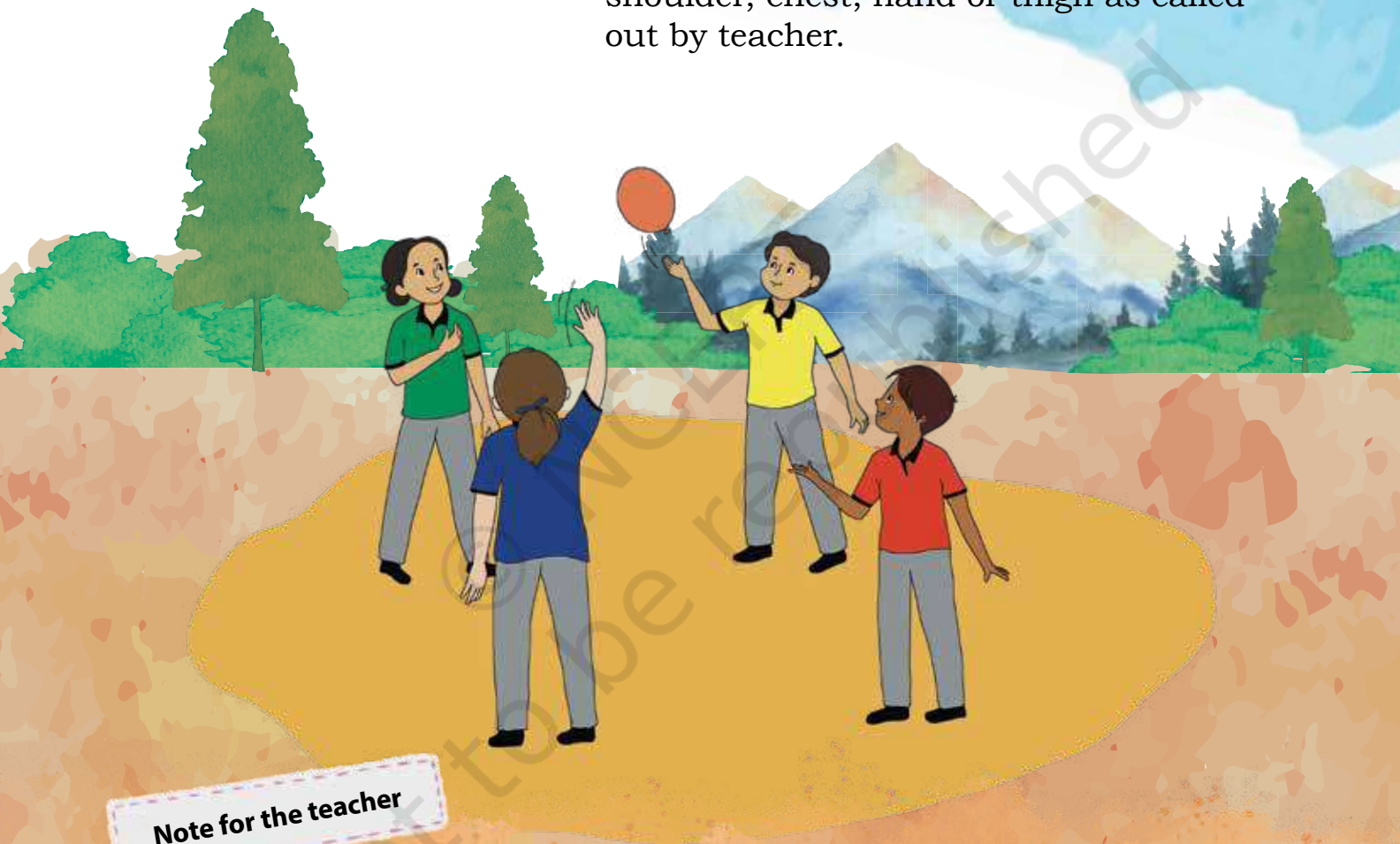
# Body and Balloon

### Required Material

Balloons

### How to play

- Take a balloon from the teacher and find a safe space in the playing area.
- On the blow of the whistle, throw the balloon in the air and try to strike it with your palms or fingertips. Do not let it touch the ground.
- Hit the balloon with your head, shoulder, chest, hand or thigh as called out by teacher.



Note for the teacher

### Purpose

Development of focus and concentration, anticipation of balls trajectory.

### Variations

- Form teams and play. The team keeping the balloon in the air the longest wins.

### Circle Time

Star and Wish





## BM 15

### Soft Ball Control

#### Required Material

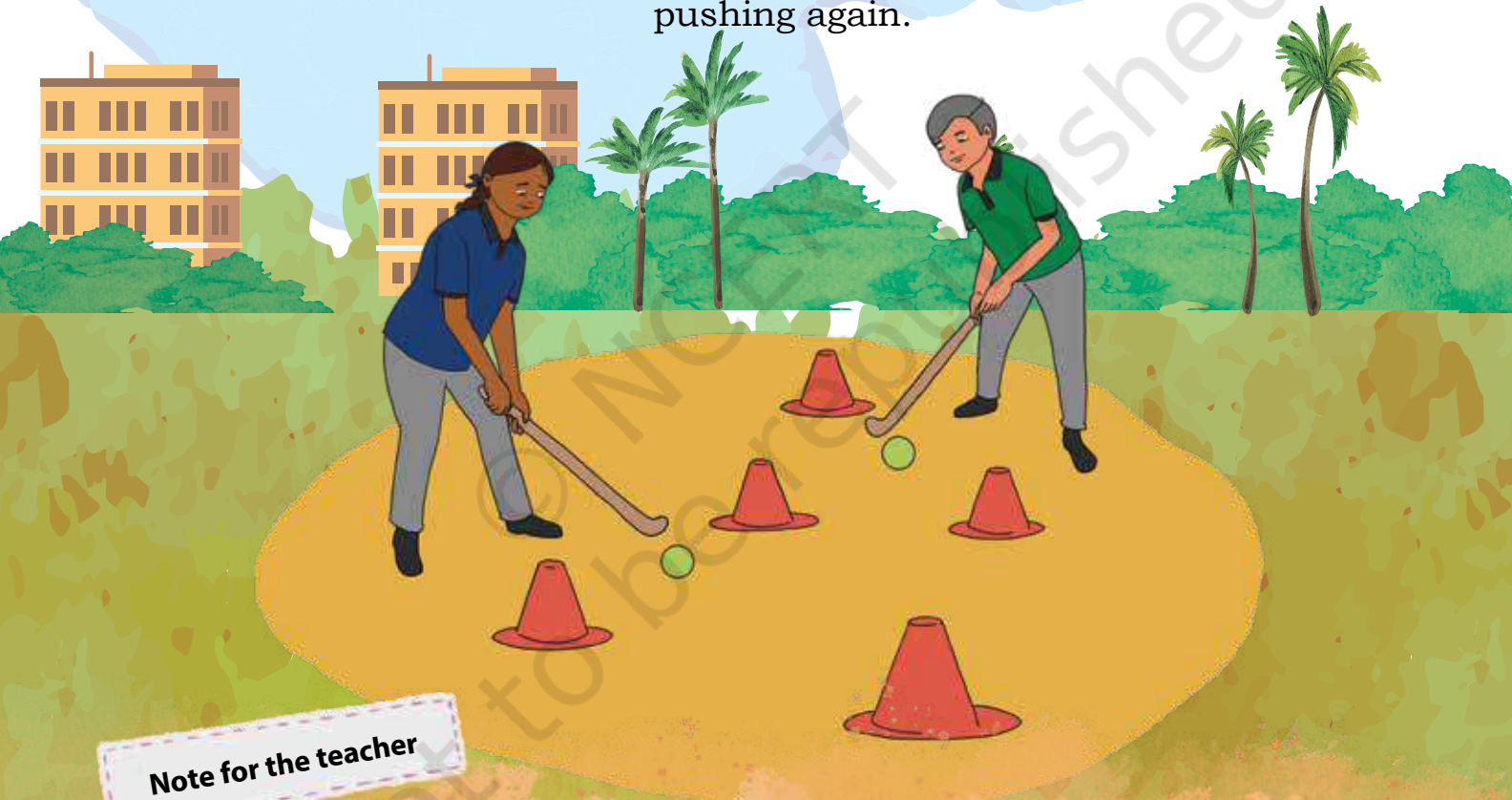
Sticks

Soft ball

Cones

#### How to play

- Place the cones randomly in the playing area.
- Hold the stick with the dominating hand at the top and the other below it.
- Now, on the blow of the whistle start pushing the ball through the gaps between the cones with the help of the stick.
- As you reach the last cone, stop the soft ball, change the direction and start pushing again.



Note for the teacher

#### Purpose

Development of sense for shifting strength and control on wrist and fingers.

#### Variations

- Play with the directions given by the teacher such as go straight, turn right, turn left, etc.

#### Circle Time

Discuss the benefits of putting the equipment back into its place after play.







## BM 16

### Playing Pass

#### Required Material

Stick

Soft Ball

#### How to play

- Find a partner. Stand facing each other at some distance.
- Now push the ball back and forth gently with the stick towards each other.
- The student who is receiving the ball will stop it first and then pass it back.
- After some practice, increase the speed and force while passing the ball.



#### Note for the teacher

##### Purpose

Development of anticipatory path of the moving ball, engagement of different body parts in coordination with each other and with the stick.

##### Variations

- You can use a tennis racquet or a cricket bat to pass the ball.
- Use balls of different sizes.

##### Circle Time

Discuss the role of muscles in increasing and decreasing force.







## BM 17

### Scoop in the Square

#### Required Material

Stick

Marking powder

Soft balls

#### How to play

- Make squares at progressive intervals as shown in the picture.
- Divide the class into teams with equal numbers of students in each. Make each team stand in a queue.
- Every team will get a stick and a soft ball, and play as follows.
- The first player of the team scoops the soft ball so that it falls in the first square. In case it falls exactly in the first square, the second player scoops the soft ball aiming at the second square. The players will keep on scooping, aiming for the next square, until the scooped ball misses the desired square.
- The team with the maximum number of successful scoops in the given time wins the game.



Note for the teacher

#### Purpose

After single or multiple efforts, succeeding to scoop the ball in its desired place builds confidence.

#### Variations

- Use different shapes like circle, rectangle, etc.
- Make squares next to each other with no space in between the squares.

#### Circle Time

Star and Wish







## BM 18

### Receiving with Stick

#### Required Material

Stick

Soft balls

#### How to play

- Select one classmate and form a pair.
- Stand some distance apart from each other.
- The player throwing the ball will make sure to throw it away from the player receiving it so that the receiver has to run while doing so.
- The receiver will receive with the stick while in motion and send it back to the partner. Change roles and play.



#### Note for the teacher

##### Purpose

Developing mastery of receiving skills strengthens concentration, reaction time and positive transfers of training.

##### Variations

- Pass the ball in random directions to increase the difficulty level.

##### Circle Time

Star and Wish

