

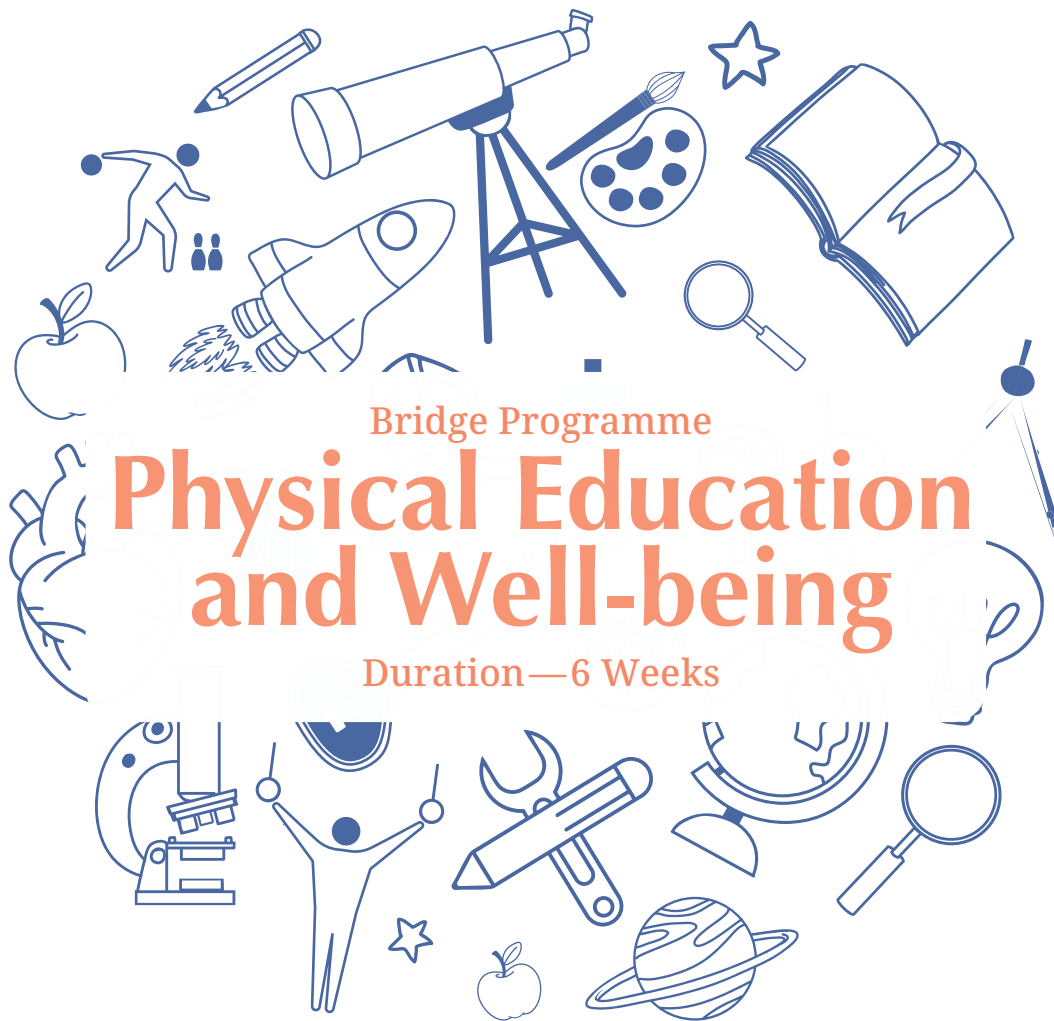
Bridge Programme

PHYSICAL EDUCATION AND WELL-BEING

FOR GRADE 5



Duration—6 Weeks



Bridge Programme

Physical Education and Well-being

Duration—6 Weeks

GRADE 5

BRIDGE PROGRAMME— PHYSICAL EDUCATION & WELL-BEING

Duration—6 Weeks

First Edition

March 2025 Chaitra 1947

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FROM THE DIRECTOR'S DESK

Dear Students and Teachers,

The National Council of Educational Research and Training (NCERT) welcomes all students stepping into Grade 5, the culminating year for the Preparatory Stage. This grade marks a significant transition, as we align our educational practices with the transformative vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

Our commitment is to provide a learning experience that is joyful, innovative, and deeply rooted in Indian ethos. The new syllabus and teaching-learning materials are designed for experiential, discovery-based, and inquiry-driven learning, making education a truly enriching journey. However, we know that our students are transitioning from the old curriculum that differed from this new approach. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week Bridge Programme across all subject areas, including Physical Education and Well-being.

This Bridge Programme is designed to prepare students for the innovative pedagogical approaches and content that await them in Grade 5. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 5 serves as a bridge to the Middle Stage, it is vital for laying a strong foundation for future learning.

We believe that after successfully completing this Bridge Programme, students will be well-equipped to fully appreciate and benefit from the new textbooks and other teaching-learning material. I earnestly urge all teachers to embrace the spirit of NEP 2020, fostering a culturally rooted, experiential education that resonates with the ethos of *Vasudhaiva Kutumbakam*— “The world is one family.” This is the first step in our journey, and together, we can demonstrate to the entire education fraternity the power of collaboration and teamwork in delivering quality education to every student.

Let us embark on this journey with dedication and enthusiasm, ensuring that every student experiences the joy of learning and achieves their full potential.

Dinesh Prasad Saklani
Director

National Council of Educational Research and Training



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ACKNOWLEDGMENTS

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of Pratyush Kumar Mandal, *Dean (Academic), Professor and Head*, Department of Education in Social Sciences; Shankar Prasad Mohanti, *Professor*, DCS&D, NCERT; Shivani Saini, *Assistant Professor*, DCS&D, NCERT.

The Council acknowledges and appreciates the contributions made by Satish, *Junior Project Fellow* from the Department of Education in Social Sciences, NCERT for providing support in the development of the textbook.

Special thanks are also due to the Publication Division, NCERT for their support to Soumma Chandra, *Editor (Contractual)* and Surender Kumar, *In charge*, DTP Cell, in giving this document its final shape NCERT gratefully acknowledges the contributions made by Kaiminlen DOUNGEL and Thanglenmang DOUNGEL, *Proof Readers*, (Contractual) Ajay Kumar Prajapati and Vivek Mandal, *DTP Operator* (Contractual).

ABOUT THE BRIDGE PROGRAMME

The Bridge Programme in Physical Education and Well-being for Grade 5 aims to equip students with essential motor skills, physical fitness and an understanding of sportsmanship, enabling them to participate effectively in various physical activities. Serving as a transitional programme, this course addresses learning gaps, strengthens fundamental skills and prepares students for more advanced physical education concepts. The course integrates structured activities that develop required competencies, ensuring students gain the necessary skills to transition smoothly to the next level. It serves as a preparatory course designed to help learners transition smoothly from one level of education or training to another. The purpose of a bridge programme aims to:

- Reinforce basic motor skills (running, jumping, throwing, catching) learned in earlier grades.
- Help students transition to more structured physical activities, games and fitness concepts.
- Develop coordination, balance, strength and endurance to prepare for more advanced sports and exercises.
- Educate students about the importance of exercise, healthy habits and personal well-being.
- Foster collaboration, communication and sportsmanship through group activities and games.
- Provide a foundation for more complex sports, including rules, techniques and strategies.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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TEACHERS' SECTION

OVERVIEW

As per the National Curriculum Framework (NCF–2023), the primary curricular goals and competencies to be developed in students before they enter the middle stage focus on fundamental movement skills, coordination and teamwork. These include demonstrating basic skills such as walking, running, jumping, catching, throwing, hitting and kicking to actively participate in physical activities and sports. Students are encouraged to practice a combination of motor and manipulative skills while moving, develop coordination with a partner, and perform warm-up exercises to enhance flexibility and strength. Additionally, they are expected to cultivate personal and social awareness, demonstrate teamwork and cooperation, establish game rules, and exhibit empathy towards peers. Understanding safe and unsafe touch, engaging mentally in activities, and expressing emotions during gameplay are also essential aspects of their development.

Based on the outlined curricular goals and competencies, a refined set of objectives has been designed to be achieved through the Bridge Programme. This includes demonstrating proficiency in basic movement skills while participating in various physical activities, developing motor components such as speed, strength, endurance, flexibility and coordination, and enhancing endurance to sustain activities with delayed fatigue. Students will also practice responsibility and care towards equipment and facilities while fostering teamwork and communication. Sensitivity to others injuries and emotional well-being, along with self-assessment of progress and goal-setting, are emphasised. These competencies aim to ensure holistic physical, mental and social development in students.

BRIDGE PROGRAMME STRUCTURE

As per the Learning Standards (LS) given in the National Curriculum Framework (NCF–2023) and for transitioning to Grade 5, this bridge programme covers Fundamentals of Basic Motor Movements, Our Games and Yoga.

Different activities in the bridge programme aim to develop the required competencies by incorporating movement-based exercises, skill drills and indigenous games. The timetable provides an overview

of the activities, while detailed descriptions of each activity are included in the following sections:

Weeks	Period 1	Period 2	Period 3-4 (Clubbed)	Period 5
Week 1	Overhead Reverse Toss	Run and Catch	Bowling	<i>Ashtanga Yoga</i>
Week 2	Bucket it up	Between the Door	Balance on the line	<i>Ashtanga Yoga</i>
Week 3	<i>Asana</i>	Zig-zag kicking	Majhya Mamcha Patra Haravla, tech mala sapatla	<i>Ardha Chakrasana</i>
Week 4	<i>Padahasthasana</i>	Sky Shuttle	Silent Kabaddi	<i>Shashankasana</i>
Week 5	Balloon Race	Relaxation Technique	Chho Chho	Breathing Practices
Week 6	Movement Circuit	<i>Pranayama</i>	Turai Kar	<i>Hasta Mudras</i>

The course will be conducted over a period to ensure fundamental skill development and learning reinforcement within a span of 6 weeks.

The activities in this section are grouped based on different competencies to ensure comprehensive skill development. Teachers should choose activities based on the timetable provided while keeping in mind the students abilities and learning needs. Additionally, teachers have the flexibility to customise the activities or use similar or local activities to achieve the required competencies effectively.






Below are the different types of activities included in this section:

- **Motor Skills Development Activities**— Overhead Reverse Toss, Sky Shuttle, Run and Catch, etc.
- **Teamwork and Coordination Games**— Chho Chho, Silent Kabaddi, Sky Shuttle, Run and Catch, Turai Kar, etc.
- **Flexibility, Balance and Strength Exercises**— Movement Circuit, Balance on the line, *Asana*, etc.
- **Yoga Practices**— *Asana*, *Pranayama*, etc.

ASSESSMENT: GUIDED SELF-ASSESSMENT

To help students track their progress, a simple guided-assessment method will be used. For example, in a throwing activity, students will try to hit a target 20 metres away. After their attempts, they will think about their

performance—did they hit the target, how many tries did it take, and what they can do better next time.

1	2	3	4	5
				
I can sometimes hit the target with different ball sizes at a short distance	I am working on my follow-through and using enough force to throw farther.	I can mostly throw accurately to my partner while using proper technique.	My throws reach the target with good power, but I need to improve my aim.	My throws are strong, smooth, and natural. I also help my teammates improve.

The activities and competencies covered in this Bridge Programme align with the content for the transition to Class 5.

LINKAGE WITH NEW TEXTBOOKS

The Bridge Programme is closely linked with the new textbooks, ensuring a structured and progressive learning experience. The Basic Motor Movements unit aligns with textbook lessons on fundamental skills, helping students develop coordination, balance and control needed for various sports and activities. The Our Games unit connects with lessons on teamwork, strategy and traditional as well as modern sports, reinforcing concepts through practical application. The Yoga unit supports textbook teachings on flexibility, mindfulness and overall well-being, encouraging students to incorporate yoga into their daily routine. Additionally, the curriculum integrates fitness concepts, health awareness and scientific principles of movement, making learning more engaging and holistic. The inclusion of *Bhartiya Khel* and traditional sports in the curriculum also reflects the textbook's emphasis on cultural and social aspects of physical education, helping students appreciate India's rich sporting heritage while developing essential physical and cognitive skills.

For deeper reflection and understanding, the Bridge Programme incorporates Circle Time, where students share their experiences and insights on physical activities.

STUDENTS' SECTION

The Bridge Programme is designed to help you transition smoothly into Grade 5 Physical Education. It ensures that you:

- Refresh and strengthen the basic movement skills you learned in earlier grades.
- Build confidence in participating in physical activities and sports.
- Develop fitness and coordination to improve overall health and well-being.
- Understand the importance of teamwork and playing fairly with others.
- Prepare for new sports and exercises that will be introduced in this grade.

Completing this programme will help you

- Catch up on key skills so that you are ready for Grade 5 activities.
- Stay active and healthy, improving your strength, endurance and flexibility.
- Feel more comfortable and confident in group activities, games and sports.
- Reduce the risk of injuries by learning the correct techniques for exercises.

HOW CAN YOU SEEK HELP FROM YOUR PARENTS AND TEACHERS?

From Teachers

- Ask your PE teacher to demonstrate movements or explain rules of games.
- Request feedback on your posture, technique and skills during activities.
- Participate in class discussions about fitness, health, and sportsmanship.

From Parents

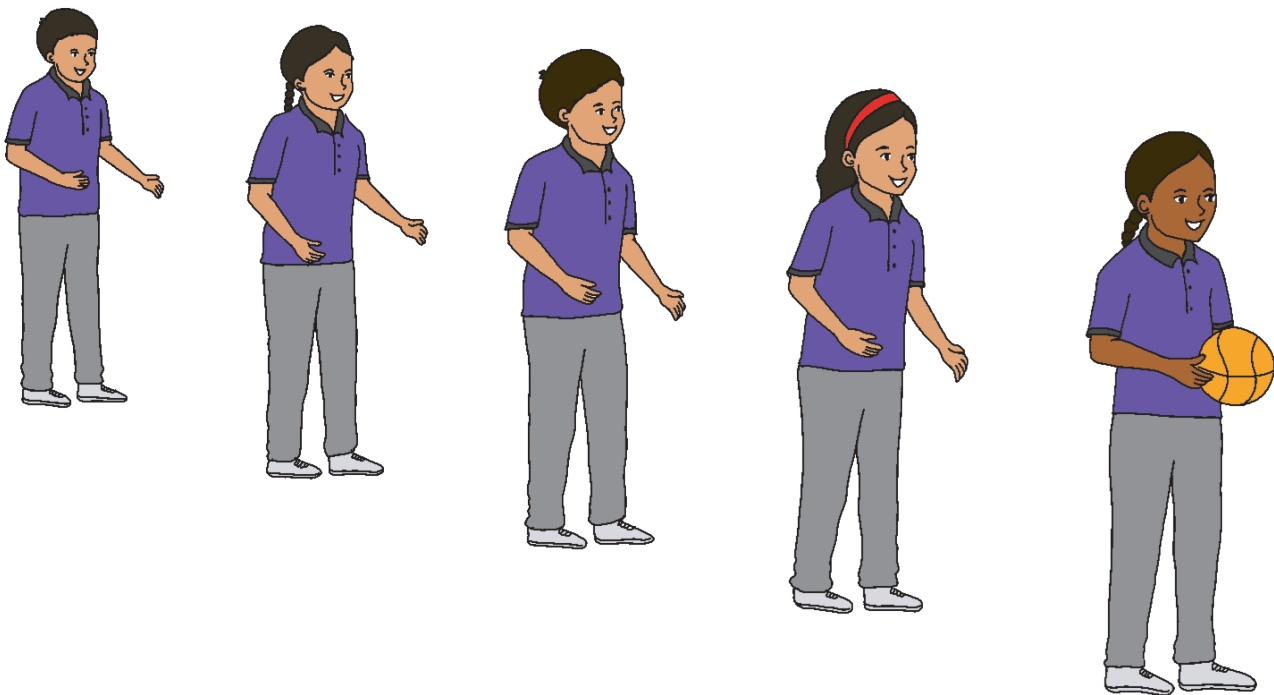
- Ask them to practice simple exercises or play games with you at home.
- Request help in setting up a daily exercise routine to stay active.
- Talk to them about any challenges you face in sports or physical activities.

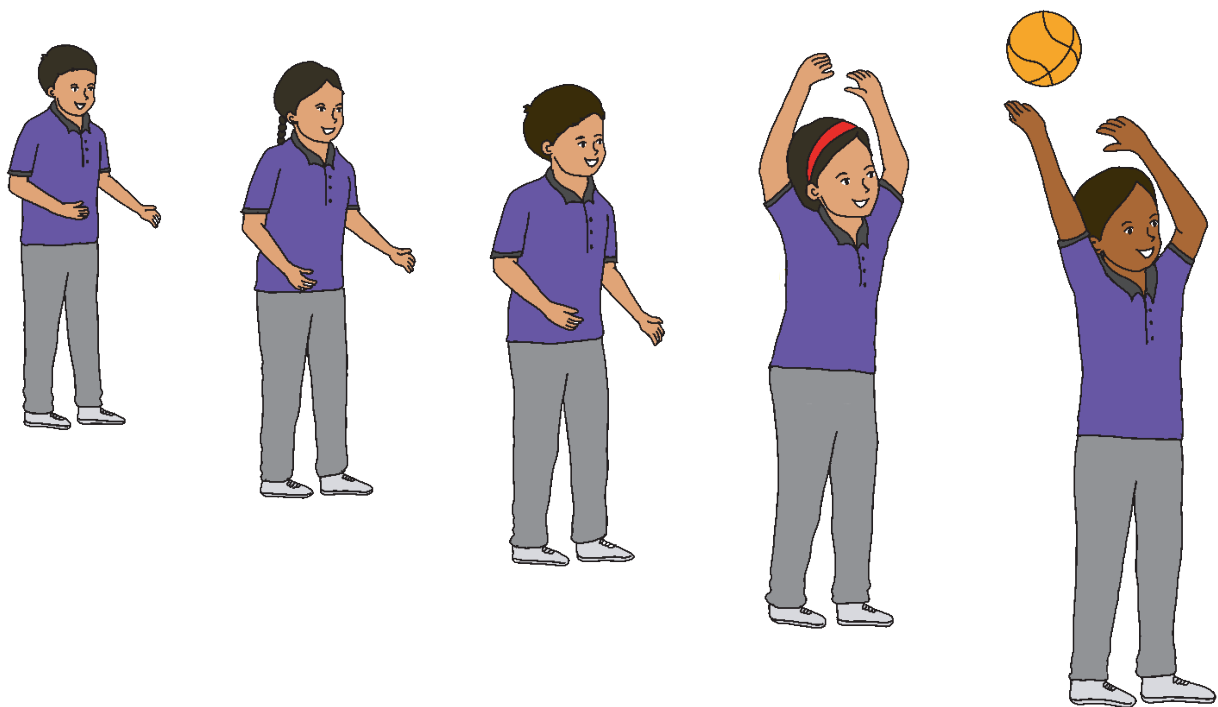
1. OVERHEAD REVERSE TOSS

Required Material: Balls of different sizes

How to play

- Form multiple teams with five students each and stand in a straight line facing each other's back at a distance of one metre.
- First student has the ball and at the sound of the whistle, the student will throw the ball over his head to the student behind him.
- The second student will try to catch the ball and throw the ball over his head to the student behind him.
- In the meantime, the first student will run and join the line at the back.
- This will continue until each student catches and throws the ball at least ten times.





Note for the teacher

When students are throwing balls of different sizes, the teacher will help the students realise that force is applied differently according to the size and weight of the ball in order to throw and catch the ball accurately.

Purpose: To develop throwing and catching skills as well as the reaction time.

Variations: Vary the distance and size of the ball. Change the direction and types of passes from behind to front, from direct to bounce, pass from their sides or between the legs.

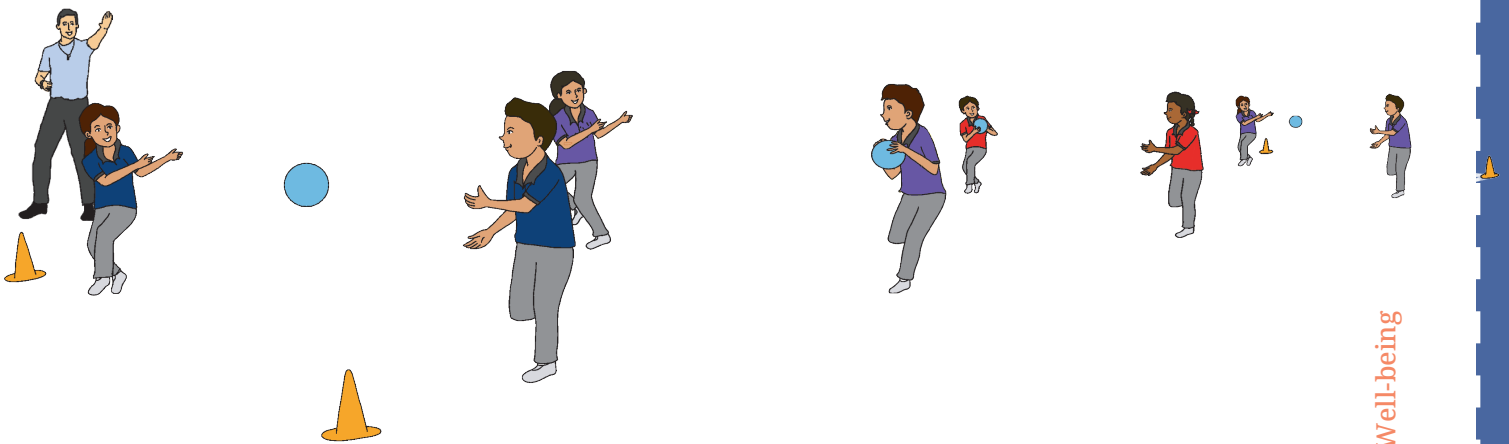
Circle Time: While tossing the ball over your shoulder to your partner behind you, discuss how you controlled your throw to ensure it reached the intended target.

2. RUN AND CATCH

Required Material: A softball.

How to play

- Divide up the students in pairs and make them stand in line two metres apart at one end of the field.
- At the blow of the whistle, the first pair will walk or run forward and at the same time pass the ball to each other until they reach the other end of the field.
- On crossing the halfway mark on the field, the whistle will be blown and the next pair will start walking, passing the ball back and forth at the same time.
- Once the pair reaches the other end of the field they will jog back to the starting point from the edge of the field.
- The team finishing first with the least drops will win.



Note for the teacher

Purpose: To develop hand - eye coordination as well as reaction time.

Variations: Change the distance and type of pass.

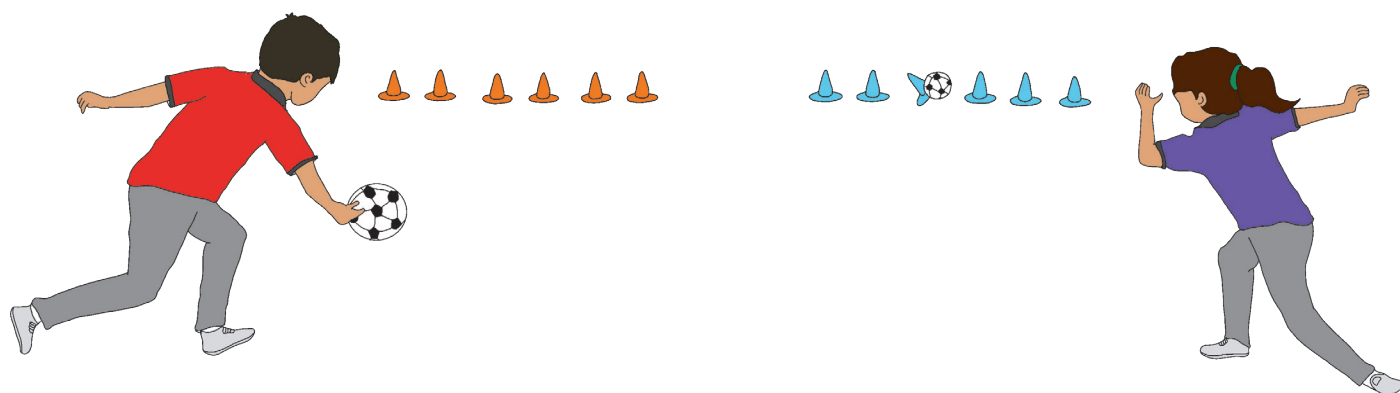
Circle Time: Discuss how did you anticipate the position of your partner while moving and passing the ball and the likely position of the ball while receiving it back.

3. BOWLING

Required Material: Cones, Medium sized balls

How to play

- Divide the students into teams consisting of four students each.
- Place cones in a line and students should stand five meters away from the cones.
- At the whistle, students will take turns to knock the cones by rolling the ball on the ground.
- The student will retrieve the ball after their turn and throw it to the next student in the line.
- The team that knocks out their cones first will win the game.



Note for the teacher

Purpose: To develop control on the wrist and arm movements.

Variations: Use of alternate hands in rolling the ball. Vary the distance and size of the ball.

Circle Time: Star and Wish

4. YOGA

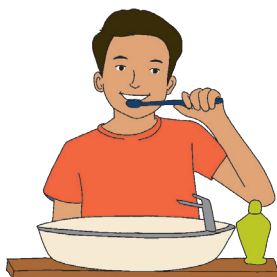
Yoga plays a crucial role in developing flexibility, concentration and overall well-being. In this section, students will engage in various yoga practices designed to improve their physical and mental health. The following yoga components will be covered:

- *Ashtanga Yoga*
- *Asanas*
- *Pranayama*
- *Mudras*

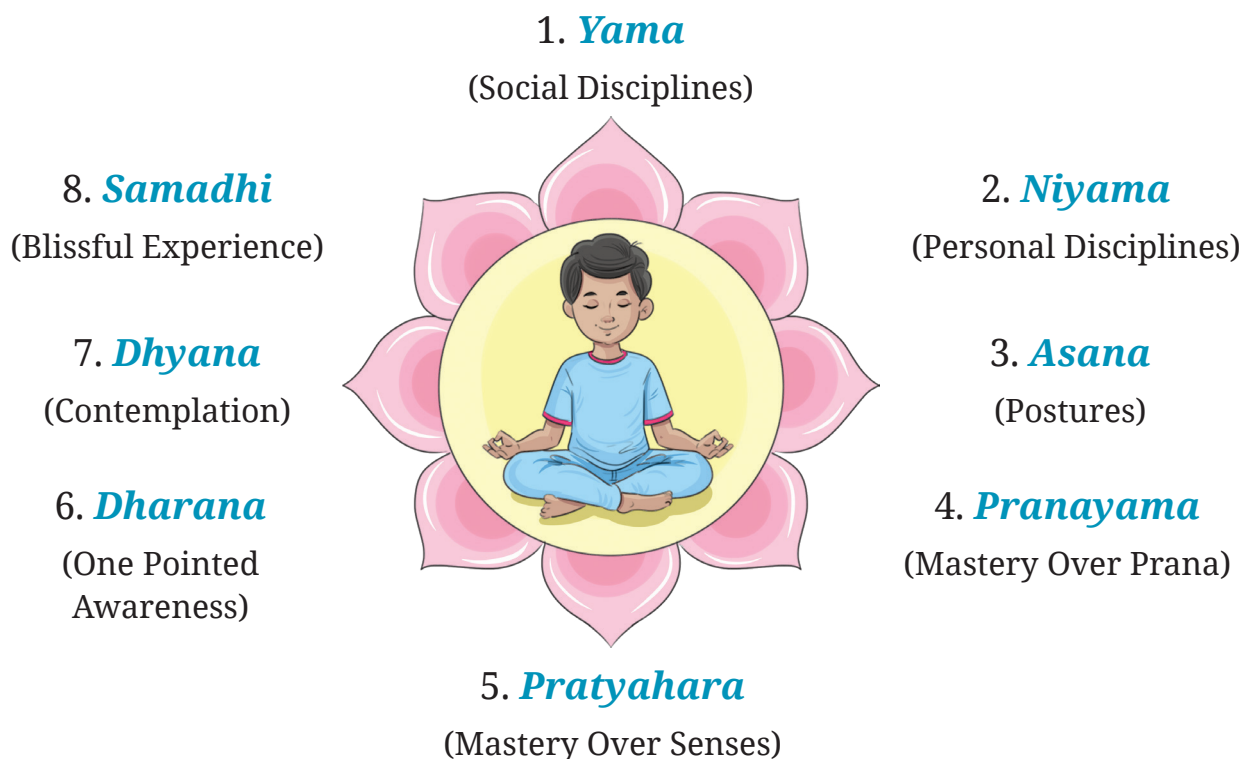
These yoga practices will help students improve their endurance, focus and mindfulness, contributing to their holistic development.

We can make yoga a part of our daily life by focusing on five important aspects. These will help us stay healthy, happy and strong. They are as follows:

<i>Ahara</i>	What we eat, how we eat and how much we eat
<i>Vihara</i>	How we spend our day
<i>Achara</i>	How we behave with others
<i>Vichara</i>	What we think
<i>Nidra</i>	How we rest and sleep



ASHTANGA YOGA: THE WOODCUTTER AND THE AXE



The following picture summarises the key aspects of *Ashtanga Yoga*.
Ashtanga Yoga means the ‘eight limbs of yoga.’ Maharishi Patanjali, who lived in Bharat about two thousand years ago, gifted us with this complete system.

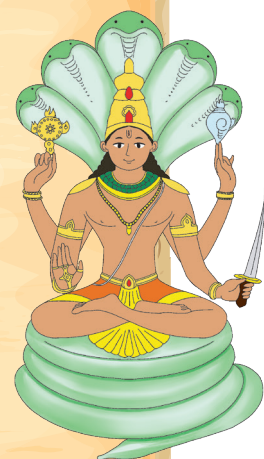
Now, let us chant the given shloka:

योगेन चित्तस्य पदेन वाचां ।
मलं शरीरस्य च वैद्यकेन ॥
योऽपाकरोत्तमं प्रवरं मुनीनां ।
पतञ्जलिं प्राञ्जलिरानतोऽस्मि ॥

*Yogena cittasya, padena vacam,
malam sarirasya ca vaidyakena ।
Yo'pakarot tam pravaram muninam
patanjalin pranjalir anato'smi ॥*

– Patanjali Charita

Meaning: I bow to the great sage *Patanjali*, who purified the mind through Yoga, speech through grammar and body through Ayurveda.



Yama

Let us learn about each limb in detail.

Yama is the first limb of *Ashtanga Yoga*. It is a set of five principles that guide us in our social interactions with our parents, siblings, friends, teachers, schoolmates and others.

Yama guides us in making the right choices to live happily with others. The five *Yamas* are:

1. **Ahimsa**— Love all living beings and pray for their well-being.
2. **Satya**— Be truthful and honest.
3. **Asteya**— Share whatever you have and avoid taking things from others which do not belong to you.
4. **Brahmacharya**— Keep your mind, body, and thoughts focused on positive things and live with discipline.
5. **Aparigraha**— Avoid having more things than necessary.

In this class, we shall understand what *Satya* is.

Satya

Satya means being truthful in one's thought, speech and action. Let us explore more about *Satya* in the following story:

The Woodcutter and the Axe

Once, a hardworking and truthful woodcutter lived in a village. Every day, he would go to the nearby forest to gather wood, which he sold at the market to support his family. He led a simple life and found joy in his work.

One day, while chopping wood by the river, his axe slipped from his hand and fell into the water. Helpless, he sincerely prayed to the Goddess. Moved by his humility, the Goddess appeared and listened to his prayer.



She dived into the river and came up with a golden axe. "Is this your axe?" she asked.

The woodcutter replied, "No."

She then brought out a silver axe and asked the same question.

Again, the woodcutter said, "No."



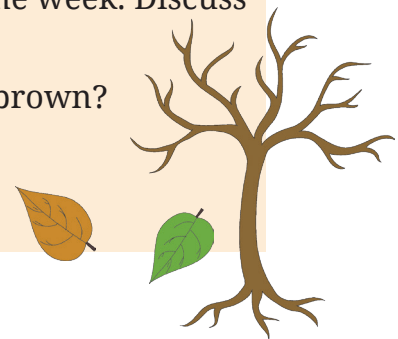
Finally, the Goddess emerged with an iron axe. This time, the woodcutter smiled and said, "Yes, this is mine."

Pleased by his honesty, the Goddess rewarded him with all three axes.

Activity

Draw a tree with only branches in your notebook, similar to the one shown below. Every time you speak the truth during the day, draw a leaf on the branches and colour it green. For every lie you tell, draw a leaf and colour it brown. Practise this for a week. Count the number of green and brown leaves at the end of the week. Discuss the activity in class.

1. Which colour dominates your tree – green or brown?
2. What situations made you lie, and why?
3. What did you learn from this activity?



Think and Answer

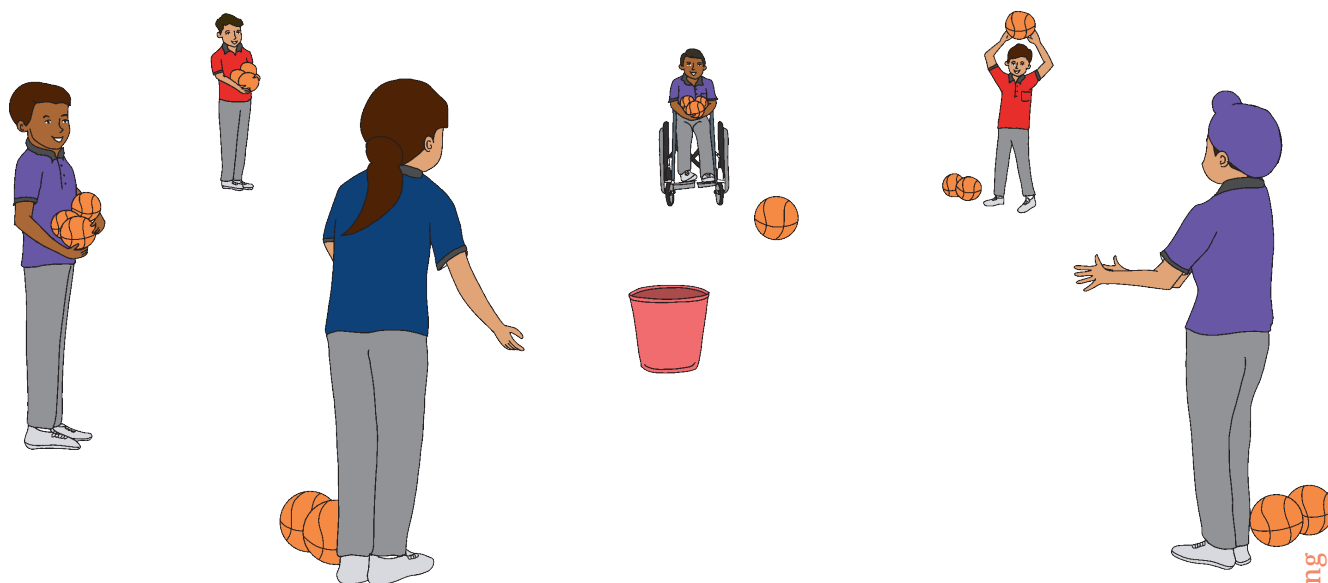
1. Why do you think the woodcutter chose to tell the truth instead of keeping the golden or silver axe? What you would have done if you were in his place?
2. Can you share a situation where you were honest?

5. BUCKET IT UP

Required Material: Buckets, Balls of different size.

How to play

- Form multiple teams of four to five students and ask them to stand in a circle with a bucket placed in the middle.
- Each student will have three soft balls and on the sound of the whistle they will try to throw the ball into the bucket.
- They can throw the ball either underarm or overhead.
- If one student fails to throw the ball in the bucket, the other students from the team will collect the ball and bring it back.
- The first team to finish the task will win.



Note for the teacher

Purpose: To develop a sense of space, distance and accuracy.

Variations: Vary the number of balls per team. Vary the distance between the bucket and students. Vary the type of balls. Unused and scrapped clothes or paper can be used to make the ball.

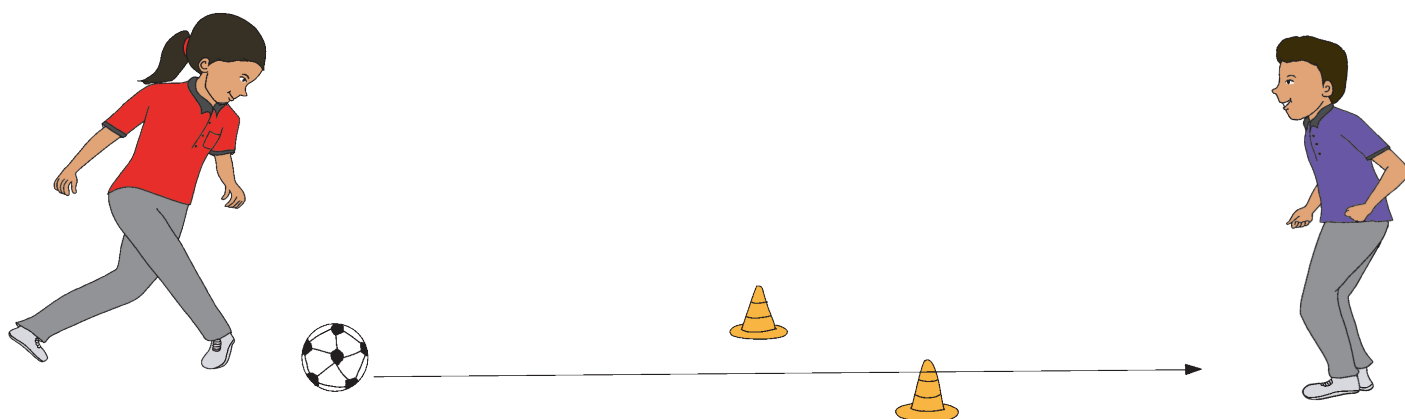
Circle Time: How did you realise the force required to throw the ball in a bucket accurately? Discuss with peer groups about their experiences. Discuss how waste papers and clothes can be utilised in making playing equipment.

6. BETWEEN THE DOOR

Required Material: Cones and large size balls.

How to play

- Line up the students ten metres apart, as shown in the figure.
- Place two cones in the middle, parallel to each other, forming a door.
- Instruct the students to kick the ball between the cones.
- Each student will kick the ball at their turn and will rejoin the line at the end. In case the ball doesn't go through the door, the student will recover the ball and pass it on to the next.
- Increase or decrease the distance between students based on their skill levels and needs.



Note for the teacher

The teacher will help the student to minimise the distractors (for example lack of confidence, difficult target, fear of failure, anxiety, stress, lack of interest).

Purpose: To foster focus, concentration, and precision.

Variations: Vary the size of the door to make it more difficult or easier for the students.

Use of alternate legs to kick the ball. Vary the size of the ball.

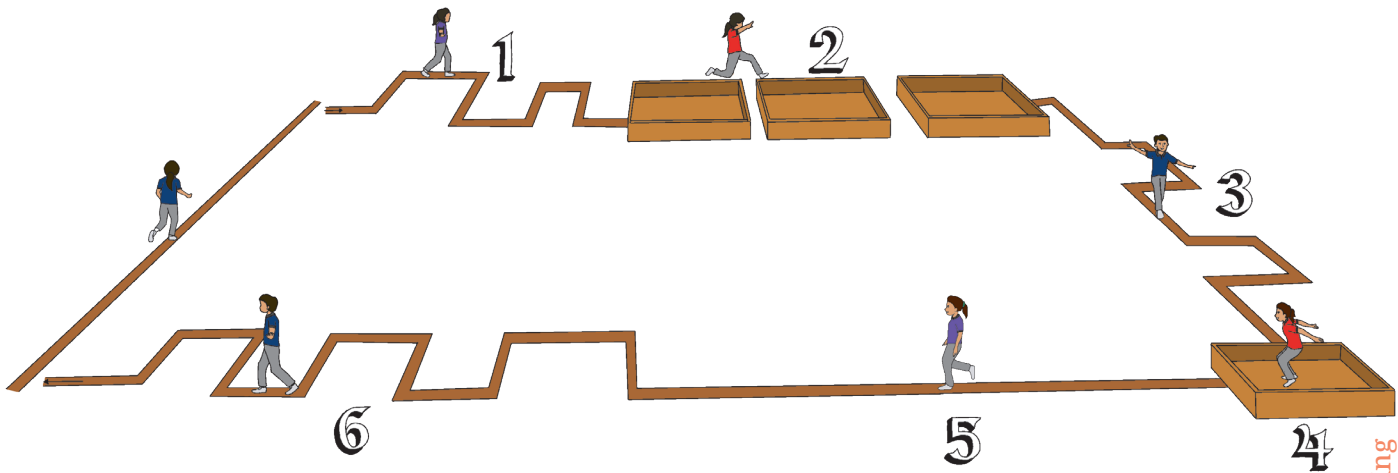
Circle Time: Identify and share the distractors which created disturbances while hitting the ball precisely between the two cones.

7. BALANCING ON THE LINE

Required Material: Marking powder

How to play

- Students stand on the starting line at point 1 in the figure.
- At the blow of the whistle, they start walking on the path while balancing their body.
- They jump with one leg on the box or hula hoop, then balance again on the line.
- They reach the next box and do a vertical jump into the box or hula hoop.
- They start hopping on the next path till the line, and again start balancing until they reach the finishing line.



Note for the teacher

Create a list of source of motivation share by the students and display it in the class room.

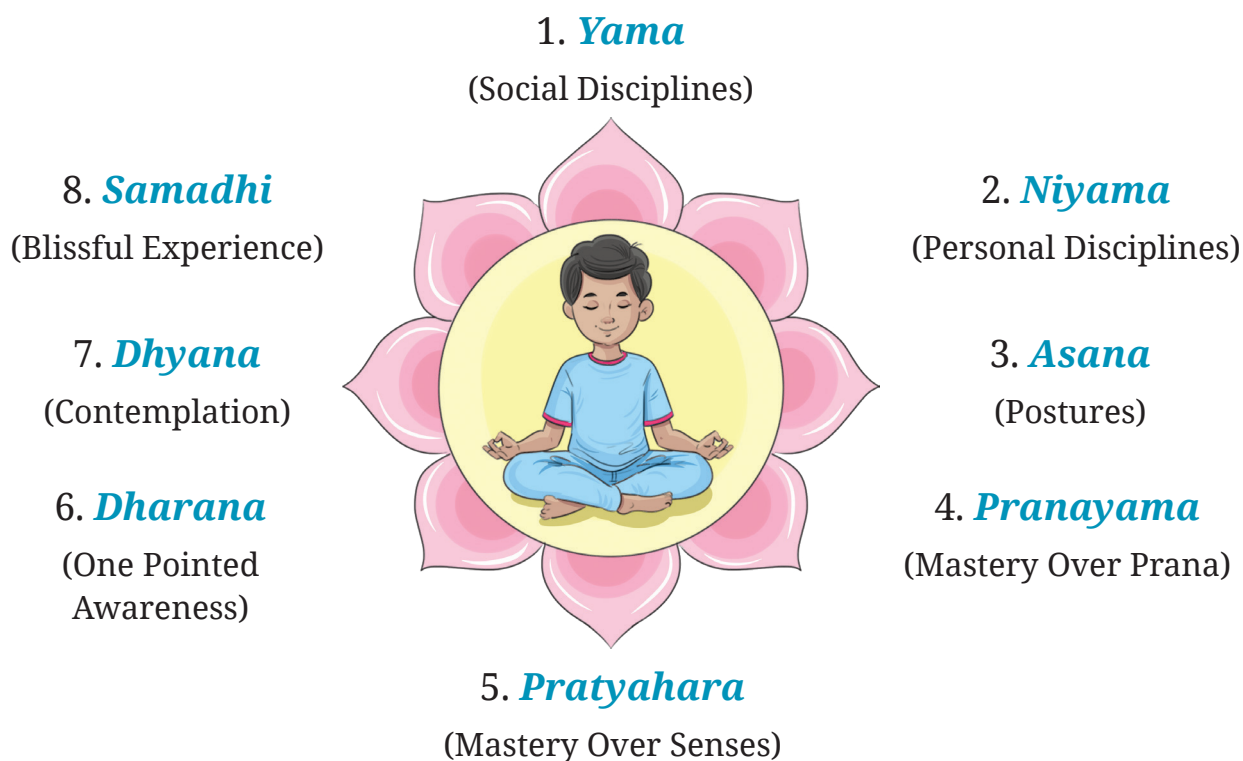
Purpose: To develop balance and coordination.

Variations: Vary the different types of jumps and walks.

Vary the distance between stations. Box can be replaced with hula hoops.

Circle Time: Star and wish

8. ASHTANGA YOGA: IN SEARCH OF HAPPINESS



The following picture summarises the key aspects of *Ashtanga Yoga*.

Ashtanga Yoga means the ‘eight limbs of yoga.’ Maharishi Patanjali, who lived in Bharat about two thousand years ago, gifted us with this complete system.

Now, let us chant the given shloka:

योगेन चित्तस्य पदेन वाचां ।
मलं शरीरस्य च वैद्यकेन ॥
योऽपाकरोत्तमं प्रवरं मुनीनां ।
पतञ्जलिं प्राञ्जलिरानतोऽस्मि ॥

*Yogena cittasya, padena vacam,
malam sarirasya ca vaidyakena ।
Yo'pakarot tam pravaram muninam
patanjalin pranjalir anato'smi ॥*

– Patanjalicharita

Meaning: I bow to the great sage *Patanjali*, who purified the mind through Yoga, speech through grammar and body through Ayurveda.



Niyama

Niyama is the second limb of *Ashtanga Yoga*. It is a set of five practices for self-discipline and individual growth.

The five *Niyamas* are—

1. **Saucha**: Purity or cleanliness of both body and mind.
2. **Santosh**a: Satisfaction or contentment. Find satisfaction and happiness in whatever you have.
3. **Tapas**: Self-discipline and dedication.
4. **Swadhyaya**: Study daily and read inspiring books.
5. **Ishvarapranidhana**: Dedicate your deeds to God.

In this class we will focus on *Santosh*a.

Santosh

*Santosh*a means contentment or satisfaction. It is about appreciating and valuing what we have instead of wanting more.

Let us understand the meaning of *Santosh*a with the help of the following story:

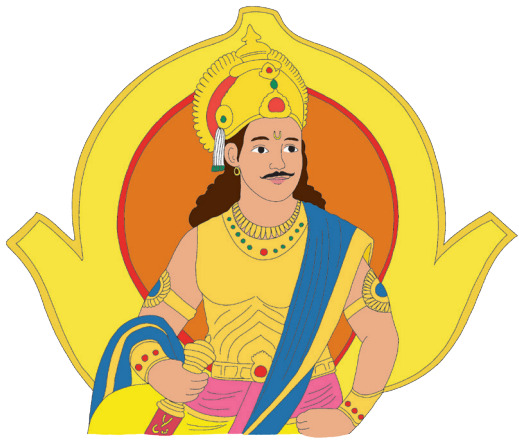
In search of Happiness

Once, a woodcutter earned his living by chopping wood in the forest and selling it at the market.

One day, he saw a rich man surrounded by many servants, enjoying delicious food. The woodcutter thought, “If I were rich, I would be truly happy.”

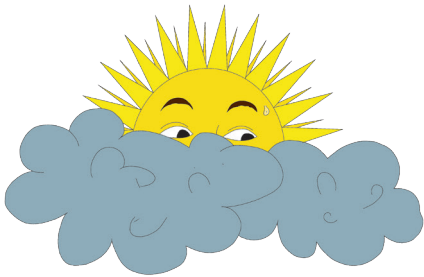
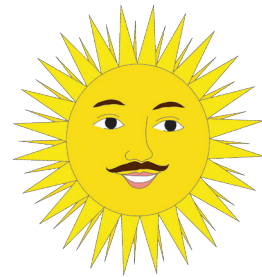


The next day, the woodcutter met a wise yogi in the forest and served him food and water. Pleased by his good deed, the yogi offered to grant a wish. The woodcutter wished to be rich. Though the yogi warned him to think carefully, he insisted. So, the yogi made him rich.



Once, the rich man met the king and wondered if he, too, could become powerful like the king. He returned to the yogi, requesting to become a king. The yogi agreed, and the woodcutter became a king.

One day, as the king walked outside, the sun was so hot that he could not bear it. Unable to bear the sun's heat, the king wished to be the sun, thinking he would be more robust. The yogi fulfilled his wish.



He became the sun and was happy—until the clouds covered him one day. Now, he thought the clouds were stronger and wished to become a cloud.

As the cloud poured rain, he noticed a strong tree standing tall. The rain and wind could not move the tree. He wished to become the tree. So, the yogi made him a tree. The tree felt proud, thinking it was the strongest—until a woodcutter came to chop it down.





The tree realised it would rather be the woodcutter again. The yogi finally gave the woodcutter his original form and said, “We try to find happiness in people and things around us. Everyone has their strengths, abilities, and unique nature. Be content with yourself and what you have, rather than always wishing for something else.”



Think and Answer

1. Why do you think the woodcutter was never satisfied with what he had?
2. What did you learn from the story?

Activity

Discuss in class what you desire to have, such as a toy, a bicycle, a dress, going out for a trip, or eating something special.

Now, on a sheet of paper, write or draw five things you already have that make you happy. You can share what you have written and discuss in small groups using the questions given below:

1. What makes you really happy?
2. Does wanting more stop you from enjoying what you already have?
3. Do you always try to fulfil your desires, or do you enjoy what you already have?

Note for the teacher

Talk to children about what makes them happiness. Motivate the students to live in a simple way.

9. ASANA

We are now ready to begin our *asana* practices!

Asana is the third limb of *Ashtanga Yoga*. It refers to different body postures practised to keep the body strong, flexible and healthy. The practice of *asana* needs two qualities:

1. Stability— holding in final pose.
2. Comfort— do as much as your body allows.

Standing <i>asanas</i> <i>Ardha Chakarsana</i> <i>Pada Hastasana</i> Balancing <i>asana</i> <i>Trikonasana</i> Sitting <i>asanas</i> <i>Shashankasana</i> <i>Ushtrasana</i>	Twisting <i>asana</i> <i>Vakrasana</i> Supine <i>asanas</i> <i>Setubandhasana</i> <i>Uttana Padasana</i> Prone <i>asanas</i> <i>Salabhasana</i> <i>Dhanurasana</i>
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Common guidelines while practicing *asana*, *pranayama*, *kriya* and other practical aspects:

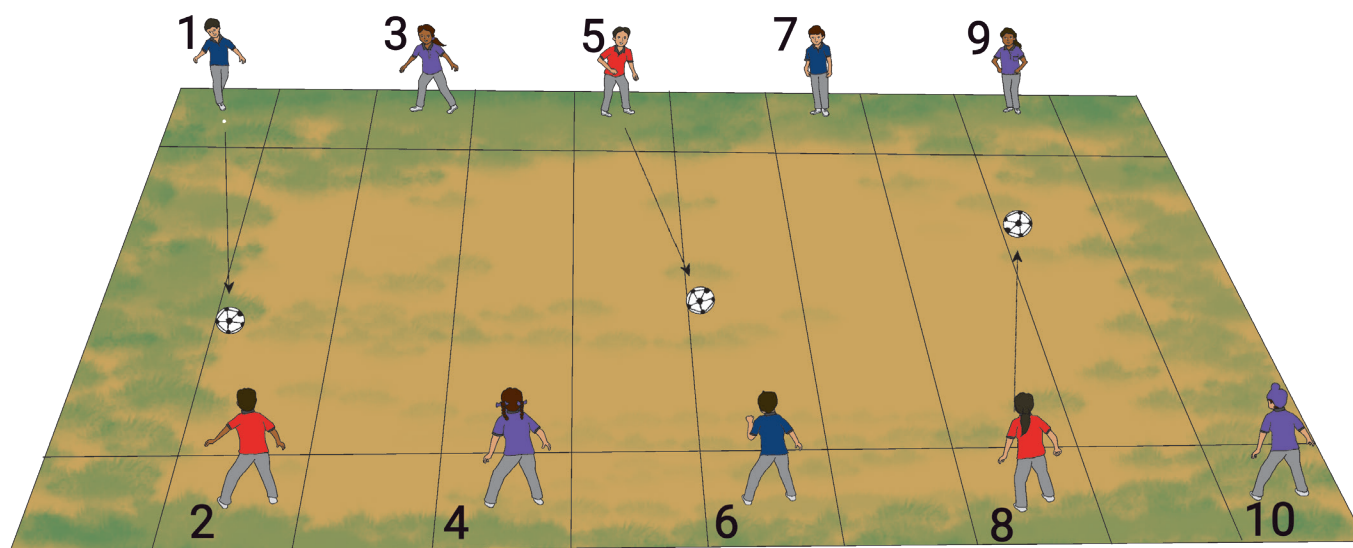
1. Always practice on an empty stomach.
2. Practice on yoga mat or on clean, non-slippery surface.
3. Perform *asanas* slowly to avoid injuries.
4. Perform complementary *asanas* after the practice of given *asana*.
5. If you feel uncomfortable or unwell, inform your teacher immediately.
6. Children with specific medical conditions such as epilepsy, asthma, bronchitis, etc., should inform the teacher before yoga practice.

10. ZIG-ZAG KICKING

Required Material: Marking Chalk, Football

How to play

- Line up and number the students as shown in the figure.
- The first student will kick the ball to the next student standing diagonally to them (one to two, two to three, three to four and so on).
- The students will receive the ball and then kick the ball to the next student standing diagonally to them.
- The ball will reach the last student and the process will be repeated in reverse.
- The student should aim to minimise the time between receiving and passing the ball.



Note for the teacher

Purpose: To develop coupling ability with precision and anticipation.

Variations: Vary the distance between the student. Place one defender in the middle to increase the difficulty. Vary the leg at every pass.

Circle Time: Discuss ideas on how you can minimise the time between receiving and passing the ball.

11. MAJHYA MAMCHA PATRA HARAVLA, TECH MALA SAPATLA

This game is popularly known as *Kokilla Chipake* but it has different names and versions across India.

How to play

- Students will sit in a circle, and one denner will walk outside the circle in an anticlockwise direction.
- Denner will have a handkerchief in hand and the students in the circle will say *Majya mamcha patra haravla* (my uncle's letter is missing) and the student running outside the circle will say *tech mala sapatla* (I found the lost letter).
- Denner will secretly leave the handkerchief behind any one student and run around the circle.
- The student will pick up the handkerchief and run after the denner to catch them.
- If the student catches them, then they will again give the den and if he runs around the circle and sits at the place of the chaser then the chaser will then be the denner.



will pick the handkerchief after a run around the circle and start tapping with the same, while the student will get up and run after completing one circle. That student will then hold the handkerchief and become the denner.

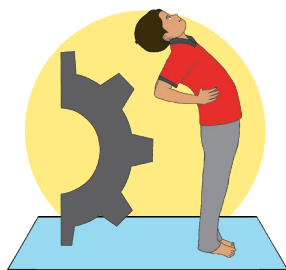
Note for the teacher

Purpose: To develop anticipation and alertness from possible threat.

Variations: Increase the number of denners.

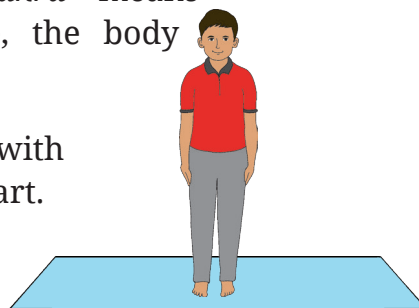
Circle Time: Discuss how you could anticipate that the handkerchief will be dropped behind you.

12. ARDHA CHAKRASANA

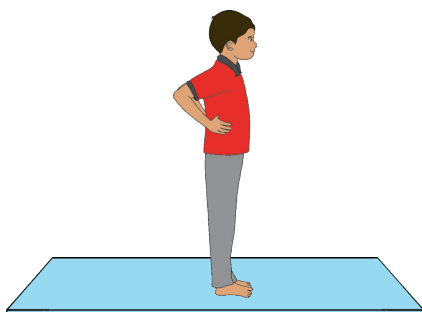


'Ardha' means half and 'chakra' means wheel. In the final posture, the body resembles a halfwheel.

Sthiti: Stand with feet slightly apart.



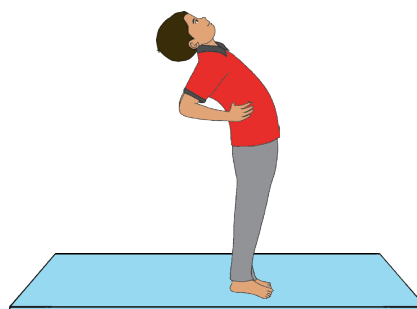
Sthiti



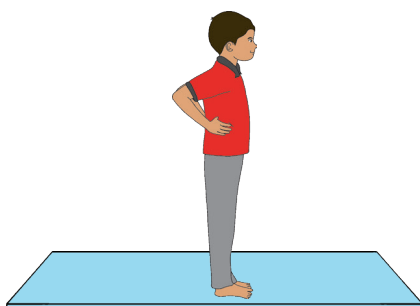
Step 1

Step 1: Place your hands on your lower back, fingers pointing forward, elbows parallel to each other.

Step 2: Inhale, bend backwards from the waist, supporting your back with palms. Hold the posture and breathe normally.



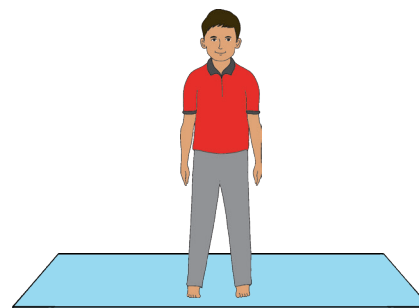
Step 2



Step 3

Step 3: Slowly straighten the back and release the hands.

Vishranti: Exhale and relax keeping the legs apart and hands by the side of the body.



Vishranti

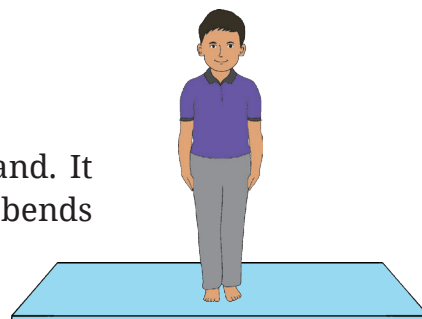
Note for the teacher

It is important to keep the knees straight and elbows parallel to each other while bending back. Push the abdomen forward and bend back from the waist.

13. *PADAHASTASANA*



'Pada' means foot and 'Hasta' means hand. It is a hands to feet pose, where the body bends forward.



Sthiti

Sthiti: Stand with feet slightly apart.

Step 1: Inhale and stretch the arms above the head.

Step 2: Exhale, bend forward with straight knees, keeping the trunk parallel to the floor.

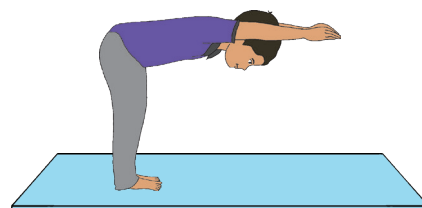
Step 3: Bend further, place palms beside feet, and try to touch the forehead to the knees. Hold the posture.

Step 4: Inhale, raise hands and head, and straighten the back.

Vishranti: Relax keeping the legs apart and hands by the side of the body.



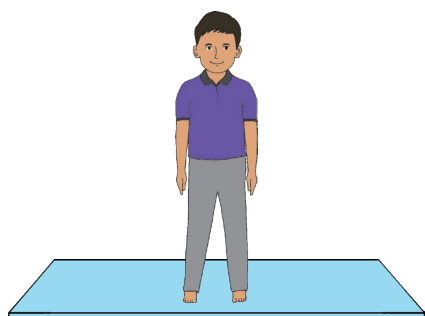
Step 1



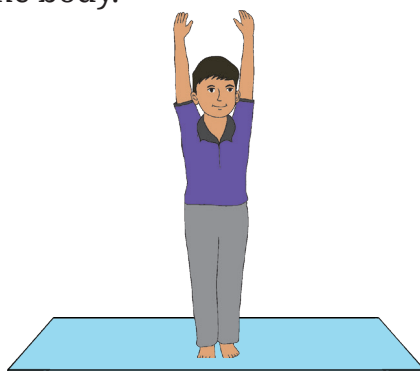
Step 2



Step 3



Vishranti



Step 4

Note for the teacher

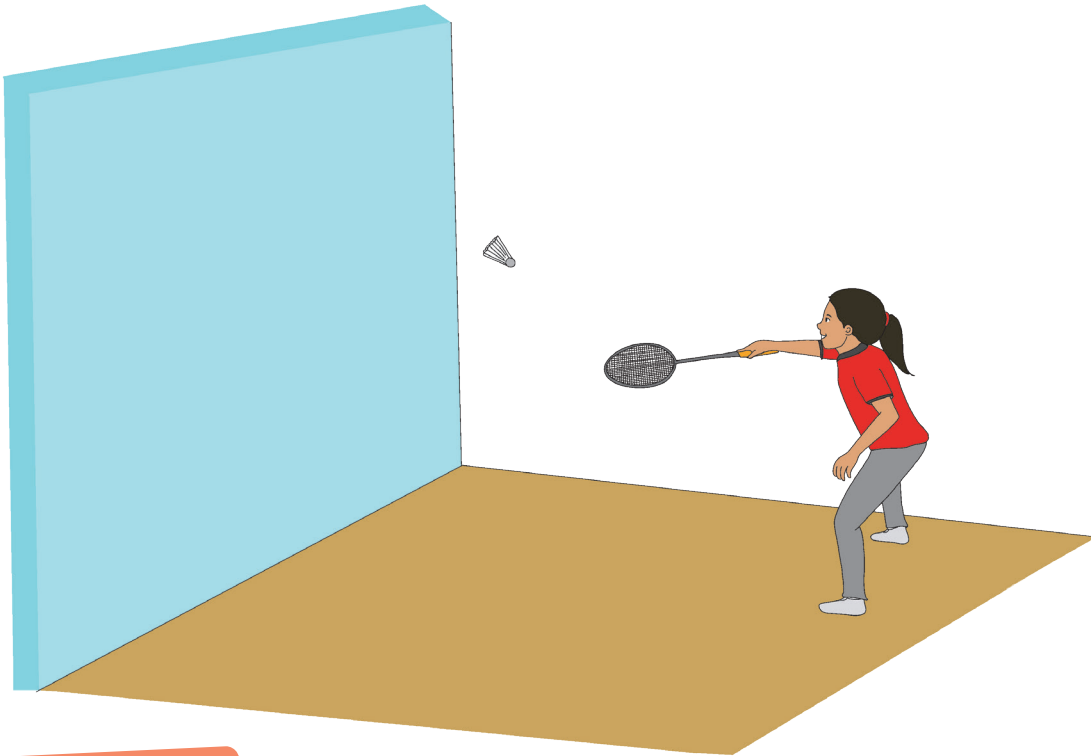
It is important to keep the knees straight and back straight.

14. SKY SHUTTLECOCK

Required Material: Badminton racquet, shuttlecock

How to play

- Give each student a racquet and a shuttlecock. If these are not available, use a soft ball and any flat object (rough copy, card board, hand) for hitting.
- Stand one metre away from a wall.
- Hit the shuttlecock or ball with the object on the wall.
- Make sure that the shuttlecock or ball doesn't fall on the ground.
- In your next chances set a personal goal that how many times you were able to anticipate correctly.



Note for the teacher

Purpose: To develop anticipation and concentration.

Variations: Vary the distance to enhance the force required. Change the shuttlecock with a plastic ball. Instead of hitting the wall, hit the shuttlecock in the air.

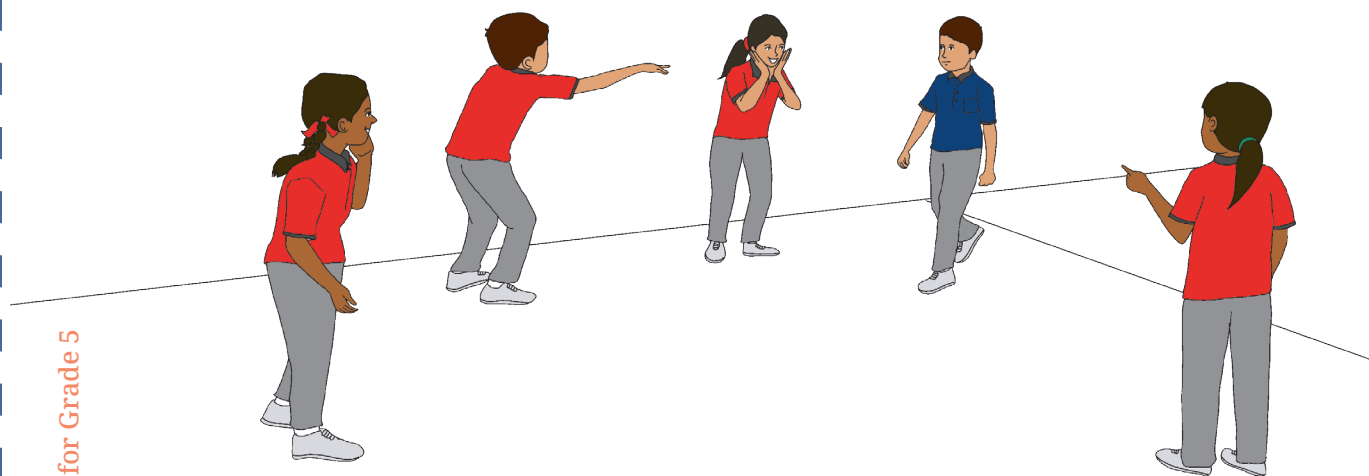
Circle Time: How many times were you able to anticipate the path of the ball or shuttlecock correctly and how? Is there any pattern in the path of the ball or shuttlecock while returning?

15. SILENT KABADDI

This fun game is ideal to improve the social skills of the students.

How to play

- Form two teams and make them stand apart with a line in the middle.
- Every student will take turns and go into the area of their opponent similar to Kabaddi.
- The raider will remain silent keeping a straight face.
- The opposing team will try to mimic, say things or sing, to make the raider laugh or smile or change facial expressions.
- The time of each raid will be 30 seconds.
- If the raider laughs or smiles or changes facial expressions, the opponent will get a point and the raider will be out. The raider scores a point by maintaining a straight face till the end.
- The team with the maximum number of points will win.



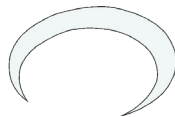
Note for the teacher

Purpose: Develop socio-emotional skills of students.

Variations: Vary the time limit for each raid.

Circle Time: Discuss which comments of your opponent affected you the most and how you refrained from reacting to them.

16. SHASHANKASANA



Shashanka means rabbit or crescent moon. The final posture of this *asana* resembles a rabbit's round spine or the shape of a crescent moon.

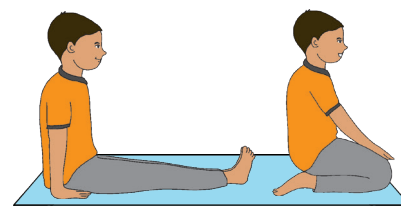
Sthiti: Sit in *Dandasana*, then come to *Vajrasana*.

Step 1: Inhale, raise both arms above the head.

Step 2: Exhale, bend forward, placing forehead and palms on the ground. Keep heels touching buttocks and chest resting on thighs. Hold for a few seconds.

Step 3: Inhale, slowly come up, release hands, and sit back.

Vishranti: Stretch legs forward and relax in *Shithila Dandasana*.



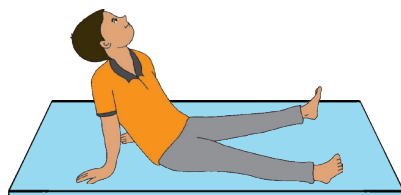
Sthiti



Step 1



Step 2



Vishranti



Step 3

17. BALLOON RACE

Required Material: Balloons

How to play

- Divide the students into two groups consisting of four students each.
- Mark the starting and finish line.
- Provide one balloon to each group and make them stand at the starting line.
- On the blow of the whistle, ask them to hit the balloon in the air one after the other and finish the race without holding on to it or letting it touch the ground.
- The students who hit the balloon, can again hit it only at their turn.



Note for the teacher

Purpose: To develop collaborative and communication skills with coordination.

Variations: Increase the number of balloons per group.

Students cannot touch the balloon with other body parts except hands. Ask students to do lunges after hitting the balloon.

Circle Time: Discuss how you respect the other students chance and the instances where the teammates created difficulty in letting the student take their own chance.

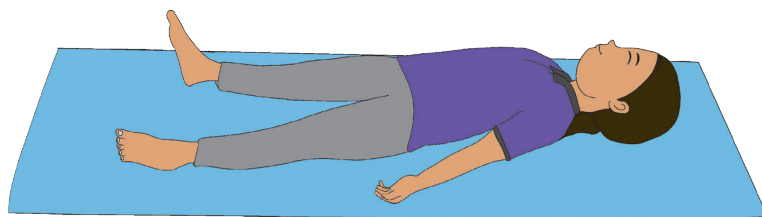
18. RELAXATION TECHNIQUE

Why do we sleep at night?

From the time we wake up in the morning, we do many activities like brushing our teeth, taking a bath, praying, doing asanas, eating, going to school, playing, reading books and watching TV. These activities use energy and can make us tired. That is why we sleep at night to rest and get ready for the next day. In the same way, after doing asanas, our body and mind also need to relax. Let us now learn *Shavasana*, a practice that helps us to experience relaxation.

Shavasana

Shavasana is typically practised at the end of an *asana* session as a relaxation technique. However, it can be performed whenever relaxation is desired.



Steps to perform *Shavasana*

- STEP 1:** Lie down in a supine posture on the mat, with the legs and hands apart. Keep your eyes closed and palms facing upwards.
 - STEP 2:** Completely relax the entire body. Take slow and deep breaths. Focus on the breath and the movement of the abdomen. As you inhale, the abdomen rises, and as you exhale, it sinks. Stay in this posture for 5 minutes.
 - STEP 3:** Slowly turn to the right side and gently sit up.
- Shavasana* helps to relieve all physical tiredness and calms the mind.

Note for the teacher

Ask the children to avoid making unnecessary body movements during practice of *shavasana*. Encourage them to remain as still as possible and stay awake, as this is meant only for relaxation.

19. CHHO CHHO

This is a traditional game played by the people of northeast India on the occasion of the Hornbill festival.

How to play

- Ask the students to form a circle.
- The group will choose a leader who will stand in the center and others will sit around him forming the circle.
- The leader will point upwards and ask what is it?
- Students will say sky while standing up. The student to stand last will be the denner.
- The denner will do a bear walk inside the area and other students will try to dodge him while chanting *Chho-Chho*. They cannot move outside the circle.
- The Denner can kick sideways or touch with one hand while keeping three limbs on the ground.
- Whoever gets caught by the bear or denner will become the next denner.
- The student who does not get a chance to become the denner till the last will be the winner.



Note for the teacher

Purpose: To learn to use limbs together and develop overall strength.

Variations: Vary the number of students. Make a bear team and a running team. Scoring can be done based on how many students are caught within a specific time.

Circle Time: Star and wish

20. BREATHING PRACTICES

1. Deep breathing

METHOD:

- STEP 1:** Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed. Adopt *Chin Mudra*.
- STEP 2:** Inhale and exhale slowly through the nose.
- STEP 3:** Observe the movement of your chest and abdomen as you inhale and exhale.
- STEP 4:** Practise this for 5 rounds.



2. Om chanting

METHOD:

- STEP 1:** Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed. Adopt *Chin Mudra*.
- STEP 2:** Inhale deeply and then chant the syllable “AAAAAAA” while exhaling slowly.
- STEP 3:** Inhale again and while exhaling, chant “UUUUUUUU” slowly.
- STEP 4:** Inhale again and during exhalation chant “MMMMMMMM” slowly.
- STEP 5:** Finally, inhale, and while exhaling slowly chant “AUM” in a single breath. Observe the sensations in your body.
- STEP 6:** Practise this for five rounds.

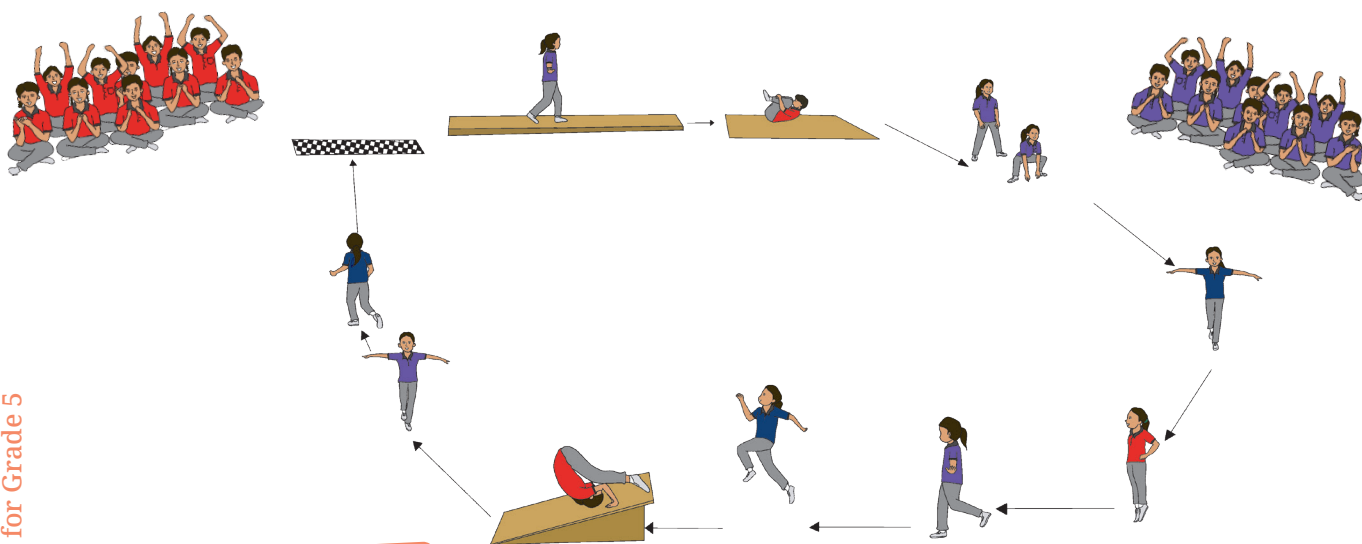


21. MOVEMENT CIRCUIT

Required Material: Mats, Box

How to play

- At the blow of the whistle students will walk on a path of width nine inch towards the first mat and do rocking five times.
- After that, the student will move to the next station while doing frog jumps and T- balance on left leg for 5 seconds.
- After that, the student will walk on toes to the next station and T-balance on right leg for 5 seconds.
- Then the student will do hanuman jump till they reach the mats placed on a slope.
- Student will climb the mat and do a forward roll keeping the chin close to the chest.
- After that students will walk backwards for five-metre followed by a five-metre sprint to complete the circuit.



Note for the teacher

The stations can be changed according to locally available resources and fitness level of students. Local stations can be incorporated to develop the desired outcome (balance, neuromuscular, leg strength, explosive strength, flexibility and speed).

Purpose: To develop basic motor movements and fitness.

Variations: The sequence and frequency of exercises may be changed to increase or decrease the difficulty.

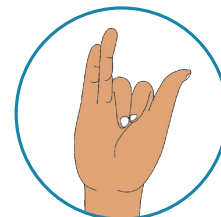
Circle Time: Star and Wish

22. PRANAYAMA

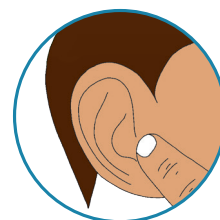
1. Anuloma Viloma Pranayama

METHOD:

- STEP 1:** Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.
- STEP 2:** Use your right hand to form *Nasika Mudra*, as shown in the picture, while keeping your left hand on your left thigh in *Chin Mudra*.
- STEP 3:** Gently close your right nostril with your right thumb and inhale slowly through your left nostril.
- STEP 4:** Close your left nostril using your ring and little finger, then exhale through your right nostril.
- STEP 5:** Now, inhale through your right nostril, then close it and exhale through your left nostril.



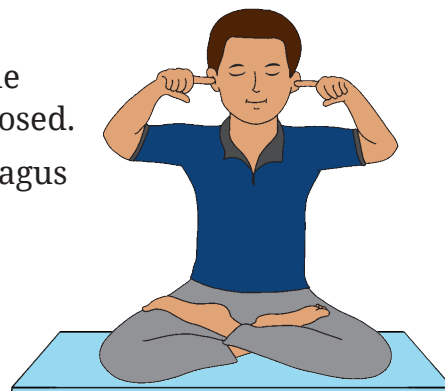
This completes one round. Repeat the process for five rounds.



2. Brahmari Pranayama

METHOD:

- STEP 1:** Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.
- STEP 2:** Gently close the ears by pressing the tragus with the index fingers.
- STEP 3:** Inhale deeply through the nose.
- STEP 4:** Exhale slowly while making the sound of a humming bee (MMMM). Feel the vibrations in your head area.
- STEP 5:** Repeat this for 5 rounds.



23. TURAI KAR

This game is played in the Himalayan Region. *Turai Kar* means do your best and it encourages love and compassion towards nature.

How to play

- Divide students into two teams — protectors and attackers, with four members each.
- The protector will try to protect the tree from the attackers.
- The protector team will form a reverse circle by locking their elbows as shown in the figure.
- The attackers will approach the tree and try to touch its trunk.
- Protectors will protect the tree by continuously moving in a circle and taking the side step.
- In this process, if an attacker touches any defender, that attacker is eliminated.
- If attackers succeed in touching the trunk of the tree, the roles are reversed.



Note for the teacher

The teacher should initiate the discussion related to the environment.

Purpose: To develop awareness about the protection of the environment.

Variations: Teachers can vary the size of the playing area. Teachers can divide the team unequally to make it difficult.

Circle Time: Discuss what you can do to protect the environment and think of a similar game.

24. HASTA MUDRAS

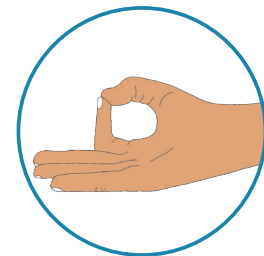
In *Pranayama* practices we used *Chin Mudra* and *Nasika Mudra*, they are called *Hasta Mudras*.

Hasta Mudras are unique ways of positioning the hands and fingers during *Pranayama* or *Dhyana*. You may have seen pictures of Gods, Yogis or Maharishis with their hands in certain positions. These hand positions are called *Hasta Mudras*.

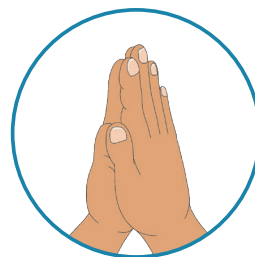
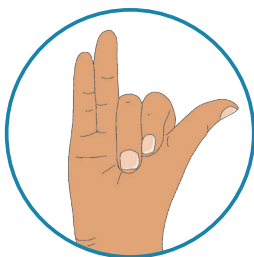
In the picture, hands are held in *Namaskara Mudra*.

The hand gestures focus on different combinations of the thumb and fingers.

Example: In *chin mudra*, the tip of the index finger gently touches the tip of the thumb. *Chin mudra* is often used during meditation to help calm the mind and improve concentration. Each *Mudra* has its unique benefits.



Identify the following *Mudras*



NOTES



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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