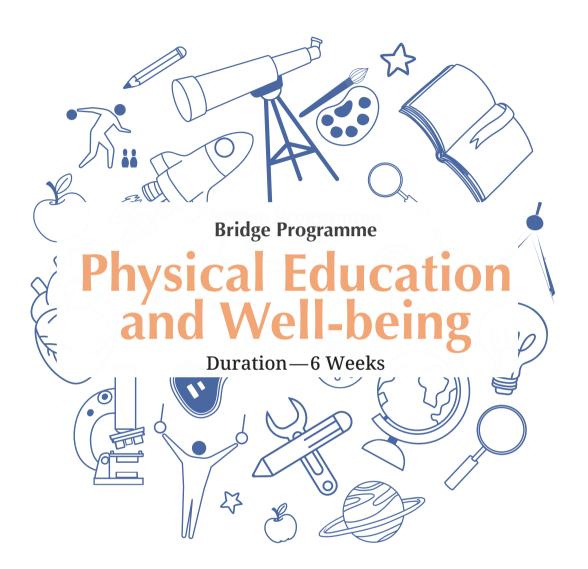
Bridge Programme

PHYSICAL EDUCATION AND WELL-BEING

FOR GRADE 8



Duration—6 Weeks



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 8, the culminating year for the Middle 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 8. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 8 serves as a bridge to the Secondary 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; Vijayan K., *Professor*, DCS&D, NCERT; Binay Pattanayak, *Chief Consultant*, Programme Office; Shalu Tiwari, *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 Deepti Garg and Dwaipayan Upadhyay, *Proofreaders*, (Contractual) Vivek Mandal, *DTP Operator* (Contractual).

ABOUT THE BRIDGE PROGRAMME

The Bridge Programme in Physical Education and Well-being for Grade 8 is designed to ensure that students develop the necessary motor skills, physical fitness, and understanding of sportsmanship required for effective participation in physical activities. This programme acts as a transitional programme to bridge learning gaps, reinforce foundational skills, and prepare students for more advanced physical education concepts. It serves as a preparatory programme designed to help learners transition smoothly from one level of education or training to another. The purpose of a bridge programme aims to:

- Enhance Motor Skills Running, jumping, rolling, zig-zag movements, catching, throwing, and striking with precision.
- Develop Physical Fitness Improving power, speed, strength, balance, flexibility, endurance, and reflexes.
- Develop Rhythmic and Strategic Movements Practicing coordinated movements, balancing, and tactical gameplay.
- Develop Game and Space Awareness Manipulating space and equipment effectively in sports and physical activities.
- Improve Teamwork and Leadership Skills Supporting teammates, handling challenges calmly, and taking responsibility.
- Improve Mental and Social Awareness Understanding bullying, mental health, and safety protocols in sports.
- Determine Fitness Goals and Well-being Setting personal fitness targets and linking physical activity to health, enjoyment, and social interaction.
- Understand Cultural and Scientific Aspects Exploring Bhartiya Khel (Traditional Indian games) and understanding the science behind physical education.



CONTENTS

Fron	n the Directors Desk	Ш
Aboı	ut the Bridge Programme	vii
Teac	chers' Section	1
Stud	lents' Section	5
Wee	ek 1	6-15
1.	The Ball Progression Game	
2.	Nalugu Rallu Ata	
3.	Kicking the Ball with the Inside of the Foot	
4.	Sūkshma Vyāyāma	
Wee	k 2	16-25
	Dhaan Ki Bori	
	Gidhada Gudkavan	
7.		
8.	Sūkshma Vyāyāma and Śhithalīkarana Vyāyāma	
Wee	k 3	26-32
9.	Atya-patya	
	Caterpillar Race	
	Football Game with Modified Rules	
12.	Śhithalīkarana Vyāyāma	
Wee	k 4	32-47
13.	Dapo Nyarka Sunam	
14.	Food for Health	
15.	Raiding Foot Work	
16.	Sūrya Namaskāra	
Wee	k 5	48-61
17.	Madhu and Manu	
18.	Skipping Song	
19.	Ankle Hold and Chain Hold	
20.	Sūrya Namaskāra	
Wee	k 6	61-68
21.	Bhastrika Prānāyāma	
22.	Mudras	
23.	Kabaddi Game with Modified Rules	
24.	Jatru Trataka	



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)

TEACHER'S SECTION

OVERVIEW

As per the National Curriculum Framework for School Education (NCF-SE) 2023, the learning outcomes in Physical Education focus on developing students' motor skills, physical fitness, teamwork, and social responsibility. Students are expected to demonstrate proficiency in various body movements, including running, jumping, balancing, and executing complex movement sequences with precision. They also learn to apply rhythmic movement skills in different contexts, enhancing their coordination, agility, and overall body awareness. The programme encourages the development of strength, endurance, flexibility, and power, ensuring that students can actively participate in a variety of physical activities, games, and sports. Additionally, learners engage in structured warm-up and cool-down exercises to prevent injuries and enhance their performance.

Beyond physical development, the learning outcomes emphasise emotional and social sensitivity, fostering values such as teamwork, leadership, and respect for others. Students learn to take responsibility for their actions, support their peers during challenges, and recognise issues like bullying, mental health concerns, and personal safety. The programme also instills the ability to design and implement game strategies, understand the relationship between physical education and scientific principles, and appreciate traditional Indian games (Bhartiya Khel). By achieving these outcomes, students develop a holistic understanding of physical education as a means of promoting health, self-expression, and social interaction.

Bridge Programme Structure

As per the Learning Standards (LS) given in the National Curriculum Framework (NCF) and for transitioning to Grade 8, this bridge programme covers the foundational basis of physical education and well-being, physical motor and fitness, fundamental skills of football and kabaddi, and yoga. The activities are mentioned below:

Week	Period 1	Period 2	Period 3 (Clubbed)	Period 4
Week 1	The Ball Progression Game	Nalugu Rallu Ata	Kicking the ball with the Inside of the Foot	Sūkshma Vyāyāma
Week 2	Dhaan Ki Bori	Gidhada Gudkavan	Receiving the ball Inside of the Foot	Sūkshma Vyāyāma and Śithalīkarana Vyāyāma
Week 3	Atya-patya	Caterpillar Race	Football Game with Modified Rules	Śithalīkarana Vyāyāma
Week 4	Dapo Nyarka Sunam	Food for Health	Raiding Foot Work	Sūrya Namaskāra
Week 5	Madhu and Manu	Skipping Song	Ankle Hold and Chain Hold	Sūrya Namaskāra
Week 6	Bhastrikā Prānāyāma	Mudras	Kabaddi Game with Modified Rules	Jatru Trataka

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

The activities in this programme are grouped according to different competencies that need to be developed. Teachers should select activities based on the timetable provided, ensuring that students engage in a variety of tasks that support their physical, cognitive, and social growth. Additionally, teachers may customise the activities or introduce similar local games or skill-based games that align with the required competencies. This flexibility allows for a more inclusive and adaptable learning experience, catering to the needs of different students.

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

• Motor Skill Development Activities

- ♦ The Ball Progression Game (Week 1)
- ♦ Nalugu Rallu Ata (Week 1)
- ♦ Kicking the Ball by the Inside of the Foot (Week 1)
- Receiving the Ball Inside of the Foot (Week 2)
- Caterpillar Race (Week 3)
- ♦ Football Game with Modified Rules (Week 3)
- ♦ Raiding Foot Work (Week 4)
- ♦ Ankle Hold and Chain Hold (Week 5)
- ♦ Kabaddi Game with Modified Rules (Week 6)

Traditional and Cultural Games

- ♦ Dhaan Ki Bori (Week 2)
- ♦ Gidhada Gudkavan (Week 2)
- ♦ Atya-patya (Week 3)
- ♦ Dapo Nyarka Sunam (Week 4)
- ♦ Madhu and Manu (Week 5)
- ♦ Skipping Song (Week 5)
- ♦ Jatru Trataka (Week 6)

• Health and Wellness Activities

- ♦ Food for Health (Week 4)
- ♦ Relaxation Techniques (Week 5)

Yoga and Mindfulness

- ♦ Sūkshma Vyāyāma (Week 1)
- Sūkshma Vyāyāma and Śithalīkarana Vyāyāma (Week 2)
- ♦ Śithalīkarana Vyāyāma (Week 3)
- ♦ Sūrya Namaskāra (Week 4)
- ♦ Sūrya Namaskāra (Week 5)
- ♦ Bhastrikā Prānāyāma (Week 6)
- Mudras (Week 6)

ASSESSMENT: GUIDED SELF ASSESSMENT

SAFETY ON THE GROUND

1	2	3	4	5
I think the games could be safer	Some games are safer than others	Most of the games are safe	All the games are safe	If the games are not safe, we change or modify them to make them safe

CARING ATTITUDE

1	2	3	4	5
I like to play alone	Sometimes, I like to play with my classmates	I like to play in the group most of the time	I always like to play in a group	I like playing in a group because I can understand the benefits of playing with others

LINKAGE WITH NEW TEXTBOOKS

The Bridge Programme is designed to align with the new textbook, providing a smooth transition and reinforcement of key physical education concepts. It emphasises building on fundamental skills, strengthening basic motor movements to help students develop coordination and progress towards advanced sports techniques. Applying fitness concepts introduces structured training methods, flexibility exercises, and endurance-building activities for overall physical development. Enhancing game strategies fosters decision-making, teamwork, and tactical gameplay directly connecting with textbook lessons.

The Bridge Programme also highlights incorporating health and well-being, linking physical activity to nutrition, injury prevention, and overall fitness for a balanced lifestyle. Understanding scientific principles helps students relate movement, biomechanics, and sports science to textbook theories, making learning more practical. Additionally, exploring cultural and social aspects integrates Bhartiya Khel and traditional sports with modern physical education approaches, fostering cultural appreciation and holistic physical development.

The Bridge Programme is structured around key foundational areas from the textbook, 'Physical Education and Well-being' for grade 7, which builds awareness about the importance of physical activity; Physical Motor and Fitness, which enhances coordination, flexibility, and endurance; and Fundamental Skills of Sports, covering games like Football and Kabaddi to develop sport-specific techniques. The Yoga unit includes Ashtanga Yoga, Asanas, and Prānāyāma, promoting mindfulness, flexibility, and relaxation. To make yoga more engaging, Story-based learning is integrated, using narratives to help students understand and connect with yoga practices in an enjoyable and meaningful way.

For deeper reflection and understanding, the Bridge Programme incorporates Circle Time, where students share their experiences and insights on physical activities. 'Pop-up' and 'Did You Know?' facts are included to spark curiosity and provide interesting information about sports, fitness, and well-being.

The activities and competencies covered in this Bridge Programme align with the content for the transition to Grade 8.

STUDENTS' SECTION

The Bridge Programme is designed to help you transition smoothly into Grade 8 Physical Education. It ensures that you:

- Develop essential motor and movement skills.
- Improve fitness, strength, and endurance for advanced sports.
- Learn teamwork, leadership, and strategic thinking in games.
- Gain awareness about health, safety, and injury prevention.
- Build confidence and prepare for new challenges in Phyiscal Education Completing this programme will help you:
- Catch up on key skills so that you are ready for Grade 8 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 for guidance on improving movement techniques and fitness exercises.
- Seek feedback on your performance in sports and physical activities.
- Request support in understanding game rules, strategies, and safety protocols.

From Parents

- Get help in practicing exercises, stretches, or sports drills at home.
- Seek encouragement and motivation to stay active and fit.
- Discuss the importance of a healthy lifestyle, nutrition, and daily activity.

1. THE BALL PROGRESSION GAME

The Ball Progression Game is a fun and engaging activity that helps in improving coordination, teamwork, and ball-handling abilities. It challenges us to work together as we progress along a series of markers while passing the ball back and forth.

Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation,	The Ball	Slow/Static	Feel the muscle
Hip Circles	Progression Game	Stretching	

How to Play

- Draw a rectangle measuring 20 by 10 metres on the playground.
- Place markers at regular intervals from the centre line of the rectangle.
- Divide the students into pairs.
- Three pairs will play at a time, while the other pairs stand on the markers behind the end line.
- Each pair stands facing one another at the marker nearest to the centre line.
- The ball is passed to a partner by the student holding it.
- The partner catches the ball and throws it back.
- Following a well-executed catch and pass, both students move on to the second marker.
- After every throw and catch, the students will move in the direction of the marker.
- When a pair reaches the final marker, the students pass the ball to the next pair.
- The game keeps going until each pair gets their turn.





Circle Time – Feel the muscle

- Stand in a circle and take a throwing stance.
- Feel your own muscles in the legs, that are tight and soft, by gently touching them.
- Ask your teacher about the name of the muscle and write it down.
- You can also perform this activity in pairs and ask your partner to identify the muscles which tighten while performing an action.

Note for the teacher

Encourage students to observe and identify the forearm and other muscles during the activity, emphasising awareness and respect for personal boundaries while fostering gender sensitivity.

Pop up

Did you feel the different muscles in upper and lower body while throwing and receiving the ball?

2. Nalugu Rallu Ata

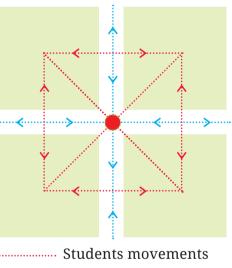
Nalugu Rallu Ata is a traditional Indian game, popular in the southern regions, especially in Andhra Pradesh and Telangana. The name means 'Four Stones Game.' Played by five participants, this game involves strategic movement and teamwork to avoid being caught by the 'denner' while collecting stones.

Warm-up	Skill	Cool-down	Circle Time
Leg Stretches, Ankle Rotations, Arm Swings, Alternate Toe Raise	Nalugu Rallu Ata	Quadriceps Stretch, Forearm Stretches (Wrist Flexors and Extensors Stretching)	Growing mentally strong

How to Play

this path.

- Draw the court as shown in the figure having boxes and a path.
- Place four stones right at the centre of the path.
- Four students take their positions inside their respective boxes, and four stones are placed at the center of the path as shown in the figure. The fifth person will be the denner.
- The objective of the students is to pick up the stones without being caught by the denner, who cannot enter the boxes but can move in
- Students can collaborate or act independently to pick up the stones and distribute them amongst each other, with each student ultimately having one stone.





- Once all students have their stones, they ask the denner to choose either 'Gumpu' (Group) or 'Chuttu' (Circling).
- If the denner chooses 'Gumpu', all students gather in one selected box with their stones.
- If the denner chooses 'Chuttu', each student must make three rounds around the boxes and return to their original position, while avoiding the denner's touch.
- Students are out if they are touched by the denner while moving between boxes. The game continues until one student is out.



Circle Time – Growing mentally strong

- Discuss with your classmates who all had the fear of getting caught while crossing the boxes.
- How did you handle the fear of getting caught, failure or being eliminated from the game?

Pop up

Focus on learning new skills and process of playing the game and not the outcome of the game. This will help you grow mentally strong.

3. KICKING THE BALL WITH THE INSIDE OF THE FOOT

Warm-up	Skill	Cool-down	Circle Time
Side Walk, Back Walk, Jogging Drills	Kicking the Ball with the Inside of the Foot	Floor Touch, Calf Stretch	Basic moves and strategies

Kicking the Ball with Inside of the Foot: Steps to Learn

Kicking *the Ball* with the inside of the foot is a fundamental skill in football that many players use for passing, shooting and controlling the ball.

You would have done similar activities in the preparatory stage (Grade 3 to 5). Let us learn the skill:



1. APPROACH

- Be in the direction of the ball.
 - Place the non-kicking foot pointing towards the target by the side (6 to 8 inches apart) of the ball.

2. EXECUTION OF THE SKILL

 The last step will be slightly bigger than the approach run. The kicking leg will get a good swing to connect the ball with the inside of the foot.



- Lock your ankle in such a way that the toes are pointing outside, whereby the whole inside of the foot comes in contact with the ball while kicking.
- Connect your foot at the centre and behind the ball.





3. FOLLOW THROUGH

 Make sure your kicking foot is in the direction of the target after making contact with the ball.

Lead-up Activity

Pair up with your partner and kick the ball toward each other with your instep. Gradually increase the distance to 3 m, then 5 m, and finally 7 m, while also practicing with a moving ball. You can only kick the ball with the inside of the foot. Your partner will score a point if you fail to kick the ball through your instep. Try to increase the speed of the rally to unsettle each other.

Circle Time – Basic moves and strategies

Discuss the point of impact of the foot and the ball so that it remains on the ground and travels in the desired direction.

4. Sukshma Vyayama

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:

- Sūkshma Vyāyāma (Subtle Exercises) Warm-up and joint mobility exercises
- Sūrya Namaskāra (Sun Salutation) A sequence of postures for overall fitness
- Prānāyāma (Breathing Exercises) Techniques to enhance lung capacity and relaxation

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

Sukshma Vyayama

Sūkshma Vyāyāma is a series of gentle exercises designed to loosen the joints, release tension and improve flexibility and strength. The term 'Sūkshma Vyāyāma' comes from Sanskrit, where 'Sūkshma' means 'subtle or micro', and 'Vyāyāma' means 'exercise or movement'. These simple exercises are accessible to everyone with limited mobility, and beginners who are new to Yoga. They can be performed while sitting or standing.

Each movement should be sychronised with the breathing, enhancing the flow of *Prāṇa* (vital energy) throughout the body. This helps eliminate energy blockages in the joints and improves coordination, self-awareness and a sense of well-being. This set of practices promotes deep relaxation and prepares the body and mind for practicing Yogāsanas.

In this bridge programme, let's learn Sūkshma Vyāyāma for the fingers, wrists, elbows, shoulders and neck.



Practice 1 – *Sūkshma Vyāyāma* for strengthening of fingers: (*Aṅgulī Śakti Vikāsaka*)

Practice 2 – Strengthening of the wrist (*Maṇi Bandha Śakti Vikāsaka*)

Practice 3 – Wrist joint rotation clockwise and anti-clockwise (*Maṇi Bandha chakra*)

Practice 4 – Strengthening of elbows (*Kehuni Śakti Vikāsaka*)

Practice 5 – Strengthening of shoulder joint (Skandha Chakra)

STEP-BY-STEP GUIDE FOR CONDUCTING THE ABOVE PRACTICES

The instructions provided below outline the steps for all the $S\bar{u}kshma$ $Vy\bar{a}y\bar{a}ma$ Practices. These same steps should be followed for all other practices as well.

Physical Education and Well-b

1. Sūkshma Vyāyāma for strengthening of the fingers: (Aṅgulī Śakti Vikāsaka)

Sthiti



Step 1



Step 2

Sthiti: Vajrāsana or Sukhāsana

Step 1: Raise both hands in front of the body at shoulder level.

Step 2: While inhaling, stretch your fingers.

Step 3: While exhaling, compress your fingers and form a fist with the thumb inside. This completes one round. (Repeat the practice 10 times).

Step 4: After completing the practice, place your hands on your thighs and relax in *Vajrāsana*.



Step 3



Step 4

Note for the teacher

Encourage the students to do the practice with awareness and correct breathing patterns.

Once students master these practices, other variations can be introduced. Refer Classes 4 and 6 textbooks for more Sūkshma Vyāyāma practices.

5. DHAAN KI BORI

Dhaan Ki Bori is a lively and entertaining activity where pairs compete by racing with one student carrying the other on their back. It encourages to work in sync and cooperate with others. It helps in developing strength, balance and coordination.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Quadriceps Stretch and Torso Rotation	Dhaan Ki Bori	Calf and Hamstring Stretch, Trunk Backward Stretch and Forward Stretch	Own body weight as resistance (gravity)

How to play?

- Form a pair. One student will be the 'carrier', and the other will be the 'rider'.
- The race will start from the starting line to the finishing line.
- The rider will wrap their arms around the carrier's shoulders and their legs around the carrier's waist.
- Race will begin with the whistle, the carrier will run towards the finishing line while carrying the rider.
- After the carrier reaches the finishing line, the roles will switch 'carrier' will become rider and rider will be the 'carrier'. The pair will come back to the starting line to finish the race.
- The pair who finishes first will be the winner.



Circle Time – Own body weight as resistance (gravity)

- Discuss within your group to identify who found the race more challenging and why.
- List down some games or activities where you have to work against gravity, such as pull-ups or holding a plank.

Pop up

Use the different body postures to increase the difficulty.

6. GIDHADA GUDKAVAN

Gidhada Gudkavan is a traditional Indian game that replicates a chase between a hawk (*Gidhada*) and chickens (*gudkavan*). The game, popular in rural areas, encourages agility, teamwork, and strategy as the hawk tries to tag the chickens, while the mother hen leads the chickens to safety. This fast-paced game has been passed down through generations as an exciting and playful way to stay active.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Side Lunges, Arm Swings	Gidhada Gudkavan	Quadriceps Stretch, Overhead Arm Stretches	Working for each other

How to play?

Choose one student to be the hawk (*Gidhada*), while the rest of the students (mixed gender) are chickens (*gudkavan*). The chickens line up behind a leader, the 'mother hen'.

- The hawk's goal is to tag the chickens, symbolising catching its prey. The mother hen's role is to protect the chickens by leading them away from the hawk's attempts to tag them.
- The chickens hold onto each other's waists, forming a chain behind the mother hen.
- The hawk tries to tag the last chicken in line while avoiding being blocked by the mother hen, who tries to shield her brood.
- The game continues until all the chickens are tagged or the hawk gives up.
- Once a chicken is tagged, they are out of the game. The last remaining chicken becomes the next hawk.
- Encourage students to stay focused, move quickly, and use strategy to avoid being tagged.





Circle Time – Working for each other

- What role did you play in saving the last chicken from the hawk?
- Discuss how students of different genders and abilities will think to save the chicken.

Pop up

Winning as a team is far more important than achieving individual milestones and performance goals.

7. RECEIVING THE BALL INSIDE OF THE FOOT

Warm-up	Skill	Cool-down	Circle Time
Lower Limbs Rotations,	Receiving the Ball	Torso Twist,	Safety
High Knees	Inside of the Foot	Crossed-leg Toe Touch	measures

Receiving the Ball Inside of the Foot: Steps to Learn

Receiving the ball using the inside of the foot is a fundamental skill in football that allows players to control and direct the ball effectively.

You would have done similar activities in the preparatory stage (Grade 3 to 5). Let us learn the skill:

1. APPROACH

- Face the direction from which the ball is coming and align your body accordingly.
- Turn your shoulder and hips towards the direction of the passing to widen your body.

2. EXECUTION OF THE TECHNIQUE

- Place your receiving foot in front of your standing leg and allow the ball to touch your foot.
- To cushion the ball and slow it down, use the inside of your foot.



3. FOLLOW THROUGH

At the time of contact with the ball, the receiving foot will be taken back so that the cushioning effect will be there to control the ball.



Lead-up Activity

Pair with your partner, stand at a distance of 5 m and start kicking the ball towards each other with your inside of the foot. You have to receive the ball through your instep as explained. Make sure that you keep the ball in control while receiving. If the ball deflects while receiving, the shooter will score a point. Try to increase the speed of the rally to unsettle each other.



Circle Time – *Safety measures*

Discuss the point of impact of the foot while receiving the ball and ways to offset the impact so that the ball does not deflect.

8. Sukshma Vyayama and Shithalikarana Vyayama

Sūkshma Vyāyāma is discussed in Chapter 4. Śhithalīkarana Vyāyāma refers to a set of loosening exercises that prepare the body by building a solid foundation through increased flexibility, endurance and strength for intense Yoga practices. These exercises are designed to warm-up the body and improve spinal flexibility by repeatedly stretching and relaxing different muscle groups. They also enhance joint mobility and circulation. Śhithalīkarana Vyāyāma is often practiced at the beginning of a Yoga session to ensure that the spine and large muscles are adequately prepared for āsanas.

In this bridge programme, let us learn the following loosening practices:

- 1. Bending forward, backward and sideways: Improves mobility and flexibility of the spine region.
- 2. Spinal twists: Gentle twists to stretch and relax the spine.

 Practice 1

Forward-backward bending







Practice 3

Bending and twisting



Practice 4

Twisting







GENERAL GUIDELINES FOR CONDUCTING ŚHITHALĪKARANA Vyāyāma stepwise

The instructions provided below outline the steps for all the Śithalīkarana Vyāyāma practices. The same steps should be followed for all other practices as well.

Practice 1

Forward-backward bending



Stithi: *Tāḍāsana*



Step 1



Step 2



Viśrānti: Śhithila Tāḍāsana

Come to Stithi

Step 1: Keep your legs apart. While inhaling, bend backward.

Step 2: While exhaling, bend forward and swing your hands.

Repeat this practice 10 times.

Make sure not to bend your knees.

Relax in *Viśrānti*.

Note for the teacher

- Encourage the students to do the practice with awareness and correct breathing
- Once students master these practices, other variations can be introduced.

9. АТУА-РАТУА

Atya-patya is a traditional Bhartiya tag and running game, often referred to as a game of agility and strategy. The playing field is a rectangular court. The objective is for the 'runners' to cross as many trenches as possible while the 'defenders' try to tag them out. The game emphasises speed, quick decision-making and teamwork. Similar type of game is played in other parts of the country with different names and rules like *Dariya Bandha*, etc.

Warm-up	Skill	Cool-down	Circle Time
Spot Jogging, Leg Swings and Calf Stretches	Atya-patya	Quadriceps Stretch, Hamstring Stretch, Torso Stretch	Prerequisites for playing the game

How to play?

- Form two teams, one as the 'runners' and the other as the 'defenders'.
- The runners attempt to cross all nine lanes from one side of the court to the other without getting tagged by the defenders.
- Defenders stand in each lane and can only move sideways within their designated lanes to tag runners. One of the defenders can start and move in the centre lane.
- The runners score points for every lane they successfully cross without being tagged.
- If a runners is tagged, they are out, and the next runner takes their place.
- After all the runners have taken their turn, teams switch roles. The team with the most points at the end wins.
- Ensure safety by encouraging controlled movements and maintaining sportsmanship throughout the game.

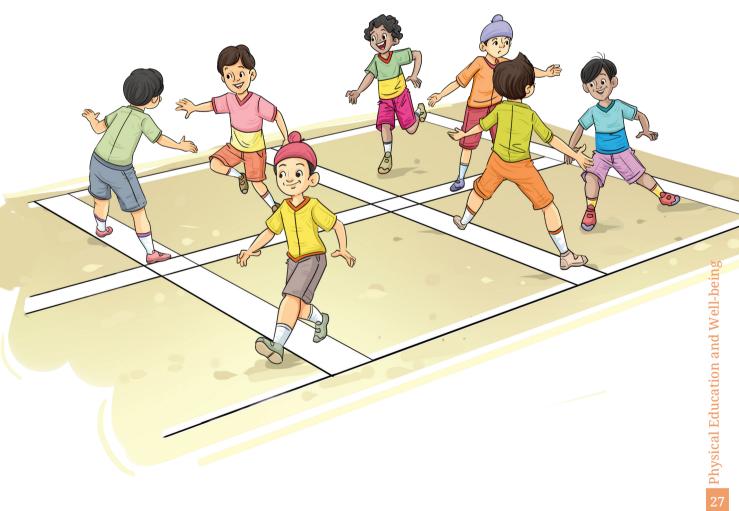
The game ends after 4 innings (scoring turns) of 7 minutes each, with each team having two innings to score. The team that scores more points will be declared the winner.

Circle Time – *Prerequisites for playing the game*

Discuss the prerequisite skills that influence the outcome of the game, for example, changing the direction while running. Describe more such skills.

Pop up

Prerequisite skills will help you minimise the chances of injury and play the game better.



10. CATERPILLAR RACE

Caterpillar Race is an enjoyable and demanding team activity. It emphasises the value of teamwork because each team member's contribution is essential to the group's success. It helps to develop coordination and timing because all team members have to work together to progress. It is a fantastic method to have fun, build unity among participants, and inspire teamwork.

Warm-up	Skill	Cool-down	Circle Time
Forward and Backward Bending, Crossed Toe Touch	Caterpillar Race	Calf Shaking, Both Knee Hugs	Working with others

How to play?

- Students will form different teams. The number of students per team can vary depending on the size of the group.
- Form a straight line, each team member sits on the ground behind the others.
- Each student extends their arm to hold the ankles of the student behind them.
- The team slides on the ground to move forward in sync. The idea is for every member of the team to move together mimicking a caterpillar's motion.
- The team members use their legs and arms to push and pull themselves forward while maintaining their grip on the ankles of the student at the back.
- The first team to cross the finish line with all members still connected in their original positions wins the race.



Circle Time – Working with others

Discuss the movements which helped you move better together and discuss the movements which created an obstacle or hindrance.

Pop up

Coordinated movements improve efficiency.

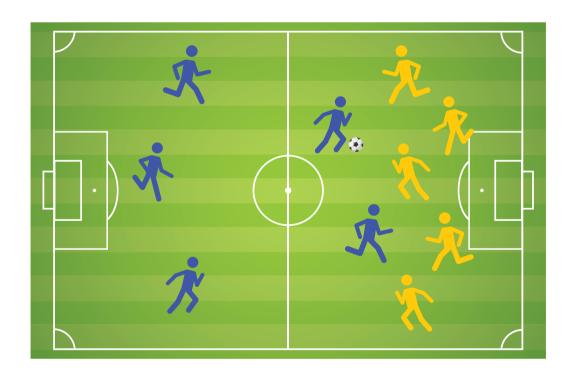
Bridge Programme for Grade 8

11. FOOTBALL GAME WITH MODIFIED Rules

Warm-up	Skill	Cool-down	Circle Time
Fast running on the Spot, Head to Toe Stretch	Football Game with Modified Rules	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Personal Behaviour during Game and Appreciating Strong Player

Football Game with Modified Rules: Steps to Learn

- Divide the players into groups of five each.
- Mark a small area of 30 by 40 yards.
- Use the cones to mark the goal area.
- A match will be played for 5 minutes each. The team that wins the match will play the next round.





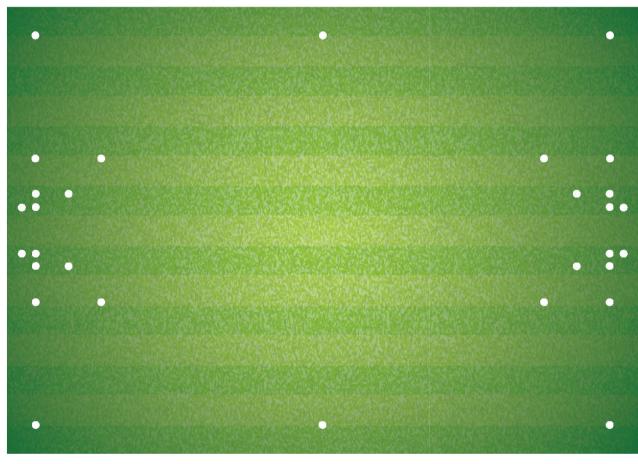
Circle Time – Personal Behaviour during Game and Appreciating Strong Players

Discuss how goal scorers dribbled and what thought appeared in your mind when someone tackled ball from your possession.

Below is a puzzle to create a football ground—explore the rules and measurements as per the guidelines of the international body and adopted by the national federations.

Complete the following task:

- Mark the court by joining the dots in the figure below.
- Find out the courts dimensions for junior boys and junior girls and label it.
- Find out the basic rules of Football and discuss them with your peers.



Bridge Programme for Grade 8

12. SHITHALIKARANA VYAYAMA

Already discussed in Activity 8

13. Dapo Nyarka Sunam

Dapo Nyarka Sunam, also known as Bamboo Wrestling, is a traditional wrestling game played by the tribes of Northeast states. This unique sport showcases strength, technique and strategy, as two students engage in a contest using a bamboo stick as their primary tool.

Warm-up	Skill	Cool-down	Circle Time
Butt Kicks and Ankle Toe Rotation	Dapo Nyarka Sunam	Static Stretches for Arms and Legs	Feeling the different muscles

How to play?

The game involves two students who face each other, each gripping one corner of a bamboo stick.





- The primary aim is to push the opponent back and out of the marked circle while maintaining balance and control of the bamboo stick.
- Students must use their strength and technique to push their opponent off balance, causing them to fall or push out of the circle. The student who succeeds in making their opponent fall or push out is declared the winner of that round.
- Students can use footwork, body positioning and leverage to outmanoeuvre their opponent.
- The game is typically played in an open and circular marked area, allowing students to move freely while engaging in the contest.



Circle Time – Feeling the different muscles

Try to remember the name of muscles as discussed with the teacher in Unit 1 and enlist the muscles which you felt while performing the activity.

Note for the teacher

Teacher will discuss how to feel the major muscles involved, – for example. Front Thigh and

While touching the partner to feel the muscle involved, educate the student on gender sensitivity.

Pop up

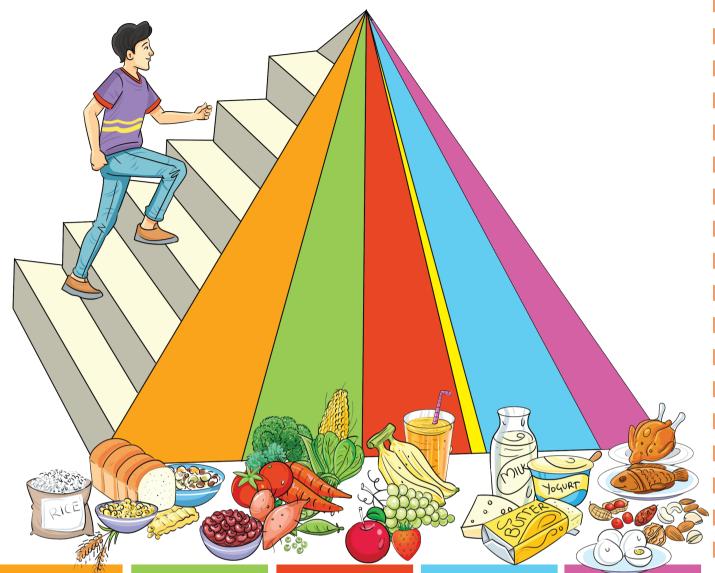
Do you know there are approximately 630 muscles in the human body.

14. FOOD FOR HEALTH

Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks, Lunges, Spot Running	Food for Health	Full Body Stretch	Make your own plate

How to play?

- Divide the students in two groups, first group will be called as 'type of food' and the other will be 'source of food'.
- Choose four students for 'type of food' group and give three students the name of Macronutrients i.e. Protein, Fats and Carbohydrates and one student as junk foods.
- Now give remaining students the name of their favourite food such as soyabean, bread, butter, pizza, etc., and they will be called as 'source of food' group.
- On the blow of whistle students will start running in the designated area and the 'type of food' group will chase and try to catch its sources.
- Whichever source catches all its sources first will win.
- Reverse the roles in the next round.



GRAINS

Make half your grains whole

Eat at least 85.05 g of whole grain cereals, breads, rice, etc., every day.

28.35 g is about 1 slice of bread, about 1 cup of breakfast cereal or 1/2 cup of cooked rice, cereal.

VEGETABLES

Vary your veggies

Eat more dark green veggies like spinach and other dark leafy greens.

Eat more orange vegetables like carrot and sweet potatoes.

Eat more dry beans and peas like french beans, kidney beans and lentils.

FRUITS

Focus on fruits

Eat a variety of fruits.

Choose fresh, or dried fruits.

Go easy on fruit juices.

MILK

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt and other milk products.

If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages.

PROTIEN-RICH FOODS

Go lean with protein

Choose low-fat or lean non-veg and poultry.

Bake it, broil it or grill it.

Vary your protein routine—choose more fish, beans, peas, nuts and seeds.

For a 2000-calorie diet, you need the amounts below from each food group. Find the amount that is right for you.

Eat 170 g every day.

Eat $2\frac{1}{2}$ cups every day.

Eat 2 cups every day.

Get 3 cups every day.

Get 156 g every day.

36

Lead-up Activity

The students will form a circle and the antakshari will be played:

- Divide the students into two teams and one student will stand up and randomly call one food item of their region.
- The student will be asked to narrate the called food item's type and source. [for example: Dal and kidney beans are source of lentils and are types of protein.]
- The correct narration of the type of the food and its source will get a point.
- The next student will call the food item starting from the last alphabet of the food item called by the previous student.
- The team that gets the highest marks will be the winner.



Circle Time - Make Your Own Plate

Teacher will discuss about balanced diet and the students will paint a *thali* with their local or regional dishes representing a balanced diet.

15. RAIDING FOOT WORK

Raiders perform offensive skills in the opponents half to touch the defenders and score points for their team.

Warm-up	Skill	Cool-down	Circle Time
Jumping Jacks, High knees, Butt kicks, Jogging Drills	Raiding Foot Work	Hamstring Stretch, Calves Stretch, Crossed-leg Toe Touch	Footwork and Anticipation

The primary aim of the raiding foot work technique is to prevent raider from defender and return safe after a raid to their own half.

Raiding Foot Work: Steps to Learn

1. STANCE

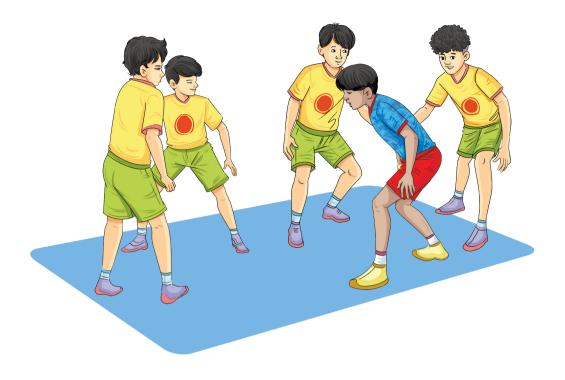
- Keep your feet apart in a parallel or diagonal position; body weight should be evenly distributed on both feet.
- Keep your legs apart with knees bent, head held high, slightly leaning forward and elbows slightly bent and balanced.

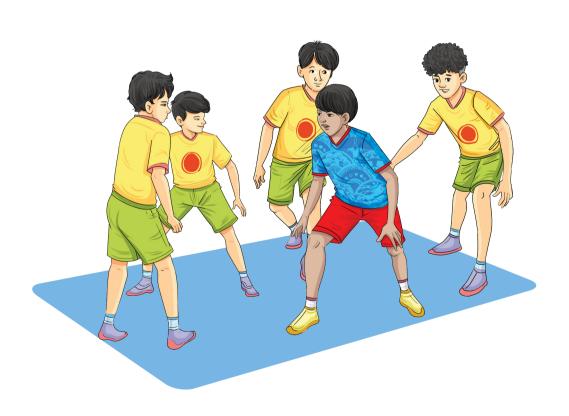
2. EXECUTION

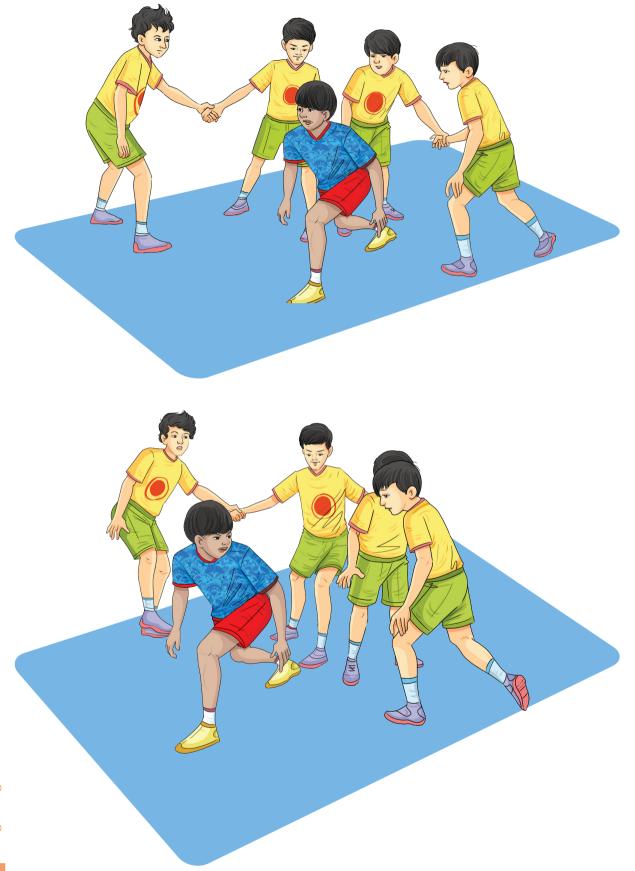
- Foot work movement is executed in different directions with agility, anticipation, orientation ability and skill.
- It includes moving forward, sideward and backward randomly but with a purpose to tag a student.

3. Follow Through

 After execution regain body balance and change the direction of the body towards the mid line.







Lead-up Activity

Mark two parallel lines of 30 feet each (9.15 m). Set up two blocks 30 feet apart, opposite each line. Keep two blocks on the other side of the starting line. The student will stand at the starting line opposite the blocks, the participant will start running towards the blocks as fast as possible on the signal "Ready? Go!". They will pick up a block and return to place it behind the starting line, then run fast to pick up the second block, then run with it backward across the line. The student who takes the minimum time to finish the activity will be the 'winner'.



Circle Time – Footwork and Anticipation

Discuss what type of footwork you used for quickly running to the opposite block, picking up the block, taking a turn and returning.

Pop up

Types of Raid:

- Leading Leg Raid Shuffling Leg Raid Natural Run Raid

16. Surya Namaskara

In this bridge programme, let us learn how to stretch, strengthen and rejuvenate our body and mind through the practice of *Sūrya Namaskāra*.

The Sun is important for life on Earth. It provides us with light and warmth, which are essential for plants to grow and for us to live. It is also a major source of Vitamin D, which helps our bodies stay strong and healthy. In many cultures, the Sun is seen as a symbol of power and knowledge. We can show our gratitude for the Sun by appreciating its life-giving energy and respecting its power.

Sūrya Namaskāra is a series of Yoga poses performed in a sequence. It's a great way to greet the sun and start the day with positivity. *Sūrya Namaskāra* combines *Āsana*, *Prānāyām* and mantras. It's a complete workout for both body and mind. It also serves as an excellent warm-up for advanced Yoga practices or as a standalone routine for overall health and well-being.

Benefits of Sūrya Namaskāra

- 1. Strengthens muscles, improves flexibility and enhances cardiovascular health.
- 2. Stimulates digestion and metabolism.
- Engages various muscle groups, building strength in arms, legs, core and back.
- 4. Boosts endurance and stamina, beneficial for athletes and overall fitness.
- 5. Aids in the smooth transition from childhood to adolescence by influencing hormones.
- 6. Combined with mindful breathing, reduces stress and anxiety, promoting mental clarity and focus.

- Enhances mood and reduces feelings of depression.
- 8. Aids in anger management, boosts self-esteem and supports academic achievement.

LIMITATIONS

Students with certain serious or chronic physical conditions, heart issues or fatigue should avoid the practice.

Step 1: Pranamāsana

Prayer before starting the practice

Adopt Namaskāra mudra and chant the prayer:



Meaning of the prayer

"O Pūṣan, please move the bright golden disk blocking the truth, so I, who seek truth, can see you." This prayer is taken from Isha Upanishad.

Step 2: Hasta Utthanāsana

- While inhaling, raise both hands above the head and bend the trunk backward as much as possible.
- Let the biceps touch the ears.
- Feel the stretch from the navel to the head, with a contraction at the back.





Step 3: Padahastāsana

- While exhaling, slowly bend forward and place the hands by the side of the feet.
- Let the forehead touch the knees and the abdomen rest on the thighs.
- Initially, bending forward and touching the knees with the forehead may seem difficult, but with continuous practice, it becomes easier.

Step 4: Ashwasanchālanāsana

- While inhaling, slightly bend the knees and stretch the right leg back.
- Keep your right knee and toes on the ground.
- Fold the right thigh and let the chest rest on it.
- Place the left foot such that the area from the toe to the knee is perpendicular (90°) to the ground.
- Lower the spine, arch the chest and thoracic region and look up.
- The left leg and the palms should be in a straight line.



Step 5: Dandāsana

- While exhaling, take the right leg back and bring the whole body in a straight line. Keep your arms perpendicular to the floor.
- The body looks like a slide in its final position.



Step 6: Ashtāṅga Namaskara

- While inhaling and exhaling, place the forehead, chest, palms and knees on the ground so that eight parts of the body touch the floor (forehead, chest, two palms, two knees and two toes).
- Do not let the abdomen touch the ground.
- Raise the hips slightly upward.



- Hold your breath and stay in this position as long as possible, with ease and comfort.
- Initially, it may seem difficult, but with sufficient practice, it will become easier.

Step 7: Bhujangāsana

- While inhaling, slowly raise the body upward and the head towards the ceiling.
- Let the spine arch.
- Keep the thighs and hips on the floor, with the arms supporting the trunk.



Step 8: Parvatāsana

- While exhaling, raise the waist.
- Keep the palms and feet flat on the ground, bringing the head towards the floor.
- The entire body weight should be distributed evenly between the palms and the feet.
- With continuous practice, you will be able to touch the head to the ground.



Step 9: Ashwasanchālanāsana

- While inhaling, bring the right leg between the palms.
- Keep your left knee and toes on the ground.
- Fold the right thigh and let the chest rest on it.



- Place the left foot such that the area from the toe to the knee is perpendicular (90°) to the ground.
- Lower the spine, arch the chest and thoracic region and look up.
- The left leg and the palms should be in a straight line.

Step 10: Padahastāsana

- While exhaling, slowly bend forward and place the hands by the side of the feet.
- Let the forehead touch the knees and the abdomen rest on the thighs.
- Initially, bending forward and touching the knees with the forehead may seem difficult, but with continuous practice, it becomes easier.



Physical Education and Well-being

Step 11: Hasta Utthanāsanā

- While inhaling, raise both hands above the head and bend the trunk backward as much as possible.
- Let the biceps touch the ears.
- Feel the stretch from the navel to the head, with the corresponding contraction at the back.
- Keep the face smiling and the eyes gently closed.



Step 12: Pranamāsana

Slowly come to Step 1





Note for the teacher

Ensure students perform this practice with ease and without jerky movements.

17. MADHU AND MANU

Madhu and Manu is a tag game where two teams, the madhu and manu, race to their respective safety zones without getting tagged by the other team.

Warm-up	Skill	Cool-down	Circle Time
Mountain Climbers, Jogging	Madhu and Manu	Lower Body Stretching	Agility

How to play?

- Establish two goal lines on opposite sides of an area. The class is divided into two groups—madhu and manu.
- The groups face each other at the centre of the area, about 5 feet apart.
- The leader calls out either 'Madhu' or 'Manu' using a ma-a-a-a-a sound at the start of either word to mask the result.
- If 'Madhu' is the call, the madhu chase the manu to the goal line.
- If 'Manu' is the call, then the manu chase the madhu to the goal line.
- Any student caught goes over to the other side and becomes a member of that group. The goal is to capture the most number fo students.







VARIATIONS

- 1. Toe-to-toe: Instead of facing each other, students stand back-to-back about a foot apart in the centre.
- 2. Red and Blue: Instead of using calls, throw a piece of cardboard (red on one side and blue on the other) into the air between the teams. If red comes up, the red team chases, and vice versa.
- 3. Nouns and Verbs: When the leader calls out any verb, the nouns team chases, and vice versa.
- 4. Odd and Even: Throw a large foam rubber dice in the air. If they come up even, the even team chases. If they come up odd, the odd team chases.

Circle Time – Agility

Discuss with your teacher about the difference between running straight and changing direction while running.

Pop up

Agility is the ability to quickly change body position, vary your speed, maintain balance and react swiftly.

Note for the teacher

Discuss some activities with the players which involve a change of direction quickly while moving.

Physical Education and Well-being

18. SKIPPING SONG

A skipping song involves a combination of two locomotor skills— a step and a hop. Like a gallop, a skip has an uneven rhythm with more emphasis on the step than the hop. This results in a light, gliding motion where the feet briefly lift off the ground before reconnecting.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Circumduction, Flexion and Extension of Shoulder, Half Squat, Lunges	Skipping Song	Child's Pose, Downward Dog	Cardiovascular endurance

How to play?

- Mark an area of about 20 by 10 metres.
- Students will stand in the starting line with a skipping rope in hand.
- While running, students will skip the skipping rope with their right leg or both legs (and then repeat with the other foot).
- Students will perform the activity for as long as they can without any break.
- Some students will learn to skip by pretending the floor is very hot and that as soon as they step on it with one foot, they will want to hop right back off it.
- Some students may learn by imitation, and others learn by holding hands and skipping with someone who knows how. The latter method is particularly effective for students who can skip on one side and not on the other.





VARIATIONS

- Play 'Skipping Song' and ask the students to accompany it with skipping. Some students may find that the rhythm of the music helps.
- Once students are skipping successfully, provide some variety by suggesting them to skip in circles, as lightly as possible, quickly and in curving and zig-zag paths.





Circle Time – Cardiovascular endurance

- Discuss how skipping for long time feels like and enlist the reasons which helped you to perform the activity even when you were already tired.
- Discuss why do we need to do such exercises that are done for long durations and what kind of fitness is required to do so.

Note for the teacher

Teacher will discuss how to feel the major muscles involved. For example: Front Thigh and Rear Thigh. While touching the partner to feel the muscle involved, educate the student on gender sensitivity.

Pop up

Activities that are performed for a longer duration strengthen your heart and lung capabilities.

19. Ankle Hold and Chain Hold

Ankle Hold

Warm-up	Skill	Cool-down	Circle Time
Trunk Twist, Side ward	Ankle Hold	Triceps Stretch, Shoulder	Reaction
and Forward Lunges, Burpees Push Ups		Stretch, Hamstring Stretch Calf Stretch	Time

The primary aim of the defensive ankle hold technique is to catch the attacker in such a way that the raider loses their breath of 30 seconds in the defensive court during a raid.

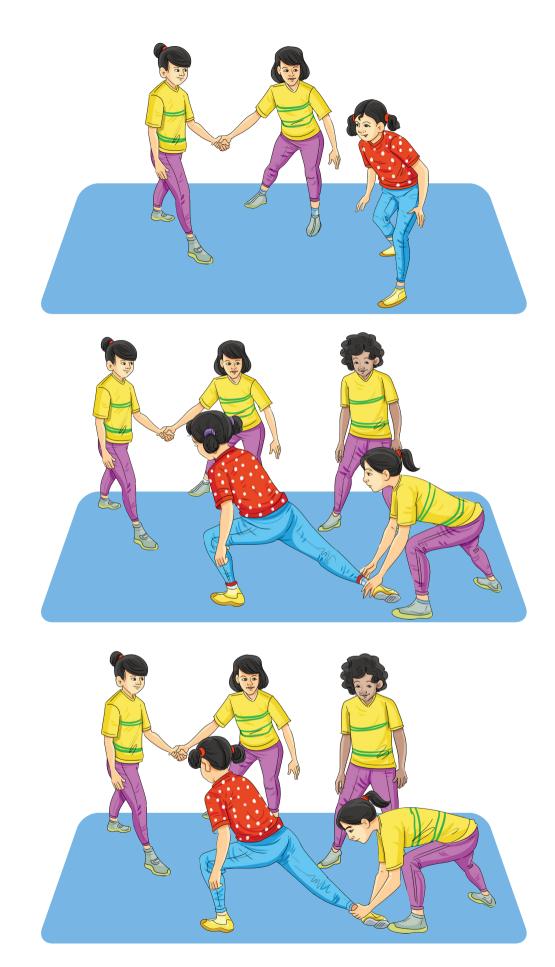
Ankle Hold: Steps to Learn

1. Body Position

- Wider stance
- Upper body slightly inclined towards the raider.
- More body weight on the leading leg and pointed towards the raider.
- Knees slightly flexed to balance.
- Hands should be free.
- Eyes on the target.

2. APPROACH

- Before going in for ankle hold, the defender should observe the raider's foot, and anticipate the next movement of the raider's footwork.
- Bend the upper body towards the raider's leg completely by bending the leading leg, at the same time bringing both hands towards the raider's ankle.









3. EXECUTION

The inner hand should be placed on the joint of the raider's ankle, other hand supporting a firm grip on the ankle of the raider.

FOLLOW THROUGH

Once the raider is caught, the defender should maintain stability and firm grip, lift the raider up towards the inner shoulder or pull by taking the leading leg back, shifting the body weight backwards or taking small steps towards the end line.

Lead-up Activity

Draw four different shapes in the court and place four defenders just behind the shape. Every student has a chest number and when the number is called out, the student will run to the baulk line. Just before the student reaches the baulk line, the teacher will randomly call out a shape. The student has to quickly run and toe touch the shape while the defender will try to ankle hold at the time of toe touch. The objective of the student is to return safely while the defender ankle holds. One point will be awarded for every ankle hold. Each defender will get equal chances.



Circle Time – Reaction Time

- Each defender will discuss what was going in their mind when the student was approaching the shape for toe touch.
- Discuss which defenders used the right method to ankle hold as suggested in the body position and execution parts above.

Chain Hold

Warm-up	Skill	Cool-down	Circle Time
Frog Jump, Chest and Back Stretch	Chain Hold	Overhead Arm Stretch, Torso Twist, Crossed-leg Toe Touch	Safety for students

The primary aim of the chain hold technique is to prevent the raider from escaping or returning to their own half of the court after a raid, so that defending team can gain points.

Chain Hold: Steps to Learn

1. How to form the chain?

 Hold either the wrist or a palm of the other students to form a chain while forming a grip.

2. APPROACH

- Form the chain: Chain should be formed with the help of the supporting students.
- Cover the path and outer shoulder of the raider and observe the path and attack of the raider very carefully in order to anticipate the movement.
- Maintain the grip while approaching the raider.

3. STANCE

- Stance must be wide.
- Shoulder of the students involved in chain must be parallel and close to each other.
- Grip should be firm in formation of chain.
- Position your head towards the line of attack of the raider.

4. EXECUTION

• Defender involved in chain formation will come close to the raider and cover the raider.

- Chain should be placed on the abdominal region of the raider.
- Other hand opposite to the chain formation will be used as support to lift the raider from holding the thigh from behind.

FOLLOW THROUGH

Two methods are used in follow through action:

- Lifting the raider at the same spot by taking the wider stance.
- Change the direction of the raider by pushing him away from mid line with the chain.







Lead-up Activity

Make two teams. Line up both the teams facing each other at a distance of six metres approximately. One student from each team will come in the centre and will lock elbows with each other. Both students will sing one to two lines of any folk song while moving in a circle. As the first round ends, both the students will try to pull each other towards their own side. The student that successfully pulls the other student towards their side earns one point. Repeat the process until everyone gets their turn.



Circle Time – Safety for students

Discuss a set of instructions on avoiding head collision during chain hold.

Complete the following task

- Mark the court by joining the dots in the figure below.
- Find out the courts dimensions for junior boys and junior girls and label it.
- Find out the basic rules of Kabaddi and discuss them with your peers.
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Physical Education and Well-being

20. Surya Namaskara

Already discussed in Activity 16

21. BHASTRIKA PRANAYAMA

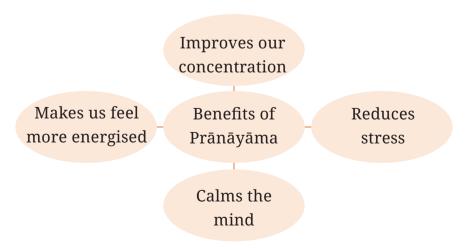
Prānāyāma

In this bridge programme let us learn more about breathing through the fourth aspect of Ashtānga Yoga which is Prānāyāma.

Prānāyāma is the practice of controlling our breath. In Yoga, our breath is considered a powerful tool. Breathing techniques that promote our life force are *Prānāyāma*. The word *Prānāyāma* comes from two words: 'Prana' means 'vital energy' and 'Yama' means 'to control or extend'. So, *Prānāyāma* is the way by which we consciously control and direct our breath to make ourselves happier and healthier.

Why is Prānāyāma Important for Students?

Just like we need healthy food to stay physically fit, likewise to keep the body energised and calm the mind, we need to do Prānāyāma practices. It is especially helpful for students because it helps with focus during studies, staying calm during exams, and even feeling more energised for sports or daily activities.



Try practicing *Prānāyāma* for a few minutes every morning. You will feel ready to take on your day with more energy and less stress.

In this bridge programme let us practice what we had learnt in the previous grade like

1. Sectional Breathing

Sectional breathing is a preparatory breathing practice for *Prānāyāma*. It corrects the wrong breathing pattern and increases the vital capacity of the lungs.

2. Nādīśuddhi Prānāyāma

Nādīśuddhi Prānāyāma is a simple and powerful technique that balances the flow of *Prānā* (life force) and cleans the subtle energy channels.

3. Bhrāmarī Prānāyāma

Bhrāmarī Prānāyāma is a calming technique, which has a soothing effect on the mind and nervous system.

(Refer to Khel Yatra Grade 6 textbook for the above practices).

Let us learn how to perform Bhrāmarī Prānāyāma by adopting Shanmukhi Mudra.

Shanmukhi means six gates or faces. Shanmukhi mudra involves

redirecting the awareness inside by closing the six doors of outer perception the two eyes, the two ears, the nose and the mouth. This practice promotes a state of *Pratyāhāra*. In other words, it closes the six gates of perception in the head with the fingers of both hands.

- Sit in Sukhāsana with the spine erect, face smiling and eyes gently closed.
- Now raise both the arms to shoulder



level, bend your elbows and close the ears with the thumb.

- Place the index finger gently on the eyelids, middle finger on both the nostrils and ring and small finger above and below the lips as shown in the picture.
- Inhale slowly and deeply and fill the lungs completely.
- As you exhale, make a steady, low-pitched humming sound like a bee. (Makara sound from Omkāra chanting)
- Feel the vibration of the sound resonate through your head and body. Repeat the practice five times.

BENEFITS OF SHANMUKHI MUDRA

- Shanmukhi Mudra calms the mind and nervous system.
- It also balances internal and external awareness.
- It also enhances focus and helps in managing anxiety.

In this grade let us learn about *Bhastrikā Prānāyāma* step by step

Bhastrikā Prānāyāma

Bhastrikā is a special breathing exercise that gets its name from

Note for the teacher

- Ask the students whether they could feel the resonance during the practice.
- Ask about their state of mind after the practice.

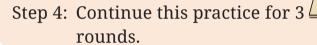
'bellows', because it is like breathing in and out like a bellow. You can do it slowly or quickly, whichever feels comfortable.

During Bhastrikā, you breathe deeply and fully, so your body gets lots of oxygen. You use your chest like a bellow to breathe in and out strongly.

There are two parts to Bhastrikā—the first part is like a cleansing breath, and the second part is slower and calmer breath. That is why *Bhastrikā* is sometimes called a bridge between cleansing breaths and calmer breathing exercises.

Stepwise practice of Bhastrikā Prānāyāma

- Step 1: Sit in a comfortable posture *Sukhāsana* or *Vajrāsana*. Keep your head and spine straight, and close the eyes and relax the whole body.
- Step 2: Take a deep breath through both nostrils and fill the lungs with air.
- Step 3: After full inhalation, quickly exhale continuously for 5 times. This completes one round of *Bhastrikā*.





BENEFITS

- Bhastrikā Prānāyāma strengthens the lungs and improves blood circulation.
- It relaxes the body and mind and improves concentration.

Limitations: The students with low stamina should avoid this practice.

Note for the teacher

Ensure students gently practice this Prānāyāma without any jerks.

22. Mudras

INTRODUCTION TO HAND MUDRAS

Let us explore hand mudras! Have you ever seen pictures of saints or gods with their hands in special positions? These are called hand mudras.

Mudras are hand gestures that help connect our body, mind and energy. The word 'mudra' means 'gesture' or 'seal' in Sanskrit. They are like special hand signals that can help our energy flow freely.

People have been using *mudras* for a very long time to feel better physically and mentally.

In this grade let us learn about *Inana mudra*.

Inana mudra is an important and simple mudra which calms the mind.

STEPWISE PRACTICE OF INANA MUDRA

- Sit in a comfortable posture Sukhāsana or Vajrāsana or on a chair with the back straight.
- Place your hands on thighs with your palm facing upwards.
- Now gently touch the tip of the thumb with the tip of the index finger. Do not press hard.
- Stretch the other fingers straight, let the palm face upward.
- Keep the focus on your breath.
- Practice it for 10 minutes every day.

BENEFITS

- *Inana mudra* reduces mental tension, anger and stress.
- It increases memory power.
- It gives energy to the brain and muscles.

We also learnt *Shanmukhi Mudra* with *Bhrāmarī Prānāyāma* in the previous chapter.

Note for the teacher

• Encourage students to practice this mudra every day especially before studies.

Pratyāhāra

Hello students,

Have you heard of *Pratyāhāra*?

Pratyāhāra is a special tool which helps us to focus. It is a cool way to develop our concentration and remain calm.

Pratyāhāra is the fifth step of *Ashtāṅga* Yoga, which teaches us how to concentrate deeper and stronger.

So, in this grade let us learn how to reduce distraction by doing the below activity.

Activity to develop focus by engaging your ear to the sound of a bell

• Let us listen to the sound of a temple bell. Listen closely as it starts with a strong 'bong!' and then continues to ring. Notice how the ringing changes—it might be loud at first and then become softer and softer until it finally disappears. Try to feel the vibrations of the sound within you.

23. KABADDI GAME WITH MODIFIED RULE

Already discussed in Activity 19

24. JATRU TRATAKA

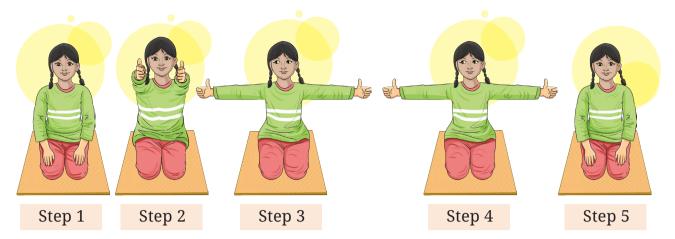
Jatru trataka is yogic gazing that helps to bring one pointed concentration or focus. It is a practice where the gaze is fixed on an object or the target. Before starting it is a good idea to cleanse your eyes with cold water.

Cleansing of eyes using your palms

Wash your hands with soap thoroughly. Make a cup of your right palm and fill it with clean water. Now, immerse your right eyeball in this water. Blink the eyes for few rounds. Repeat the same practice with the left eye.

- Step 1: Sit in Vajrāsana or Sukhāsana comfortably. Keep your eyes open and hands on the thighs.
- Step 2: Now stretch both the hands in front, make fists out of them with the thumbs raised upwards.
- Step 3: Move both hands outwards to keep both the shoulders parallel to the ground and keep gazing at the tip of the thumbs. Stretch the hands sideways as far as possible until the reach of the vision.
- Step 4: Maintain this position for a while by holding the hands at both the ends. Slowly move the hands back to the original position while gazing at the tip of the thumbs. Do not move your head but move only the eyeballs sideways. Repeat this practice for 3 — 5 rounds.
- Step 5: After the practice do simple palming and relax in Vajrāsana or Sukhāsana.





Simple palming procedure

- Rub both palms until they become warm.
- Cup your palms and place them gently over the eyes (do not put pressure on the eyeballs).
- Keep your eyes closed.
- Keep your palms on your eyes for 10–15 seconds, then gently lift them.



- Sideways viewing of *Jatru trataka* relaxes the muscles around the eyes.
- It also prevents and corrects squint.
- It also improves eyesight, vision and concentration.

Limitations: Students with severe headaches should avoid this practice.

Note for the teacher

Ensure that students remove their glasses and wrist watches. Encourage them to sit with the head, neck and spine erect during the practice. Always open your eyes with a few blinks. Ensure palming is done after each practice. For up and down and right and left movement of the Jatru trataka refer to the Khel Yatra Grade 6 textbook.





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