

UNIT 3

Yoga



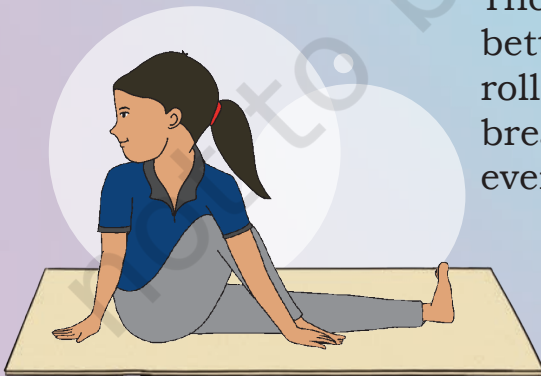
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Yoga is an ancient Indian science that helps us become strong, flexible, focused, and energetic, filling our minds with joy, peace, and happiness. In this unit we will learn about different aspects of yoga which can be practised every day.



The chapter on Yoga for Daily Life explores various ways to bring yoga in daily life through *Ahara* (food), *Vihara* (daily routine), *Achara* (behaviour), *Vichara* (thoughts), and *Nidra* (sleep). It also has two stories to explain the concepts of *Yama* and *Niyama*.

The chapter *Yoga Sadhana* (yoga practice) provides a few preparatory exercises and explores many new *asanas*. The practice of *pranayama* along with an introduction to *mudras* (hand gestures) is given as well as two *kriyas* (cleansing practices) and two *krida yoga* (yogic games) to make learning more engaging!



The more we practise, the better we become! So, let's roll out our mats, take a deep breath, and enjoy doing yoga every day.

Chapter 6

Yoga for Daily Life

Ahara, Vihara, Achara, Vichara and Nidra

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 |

Let us understand more about each of these aspects.

Ahara—Eating healthy

Food gives us the energy to play, study, and grow strong. Eating fresh fruits, vegetables, nuts, millets, milk and other home-cooked food keeps us healthy. Eating at the right time and in the right way is also important.



A few good eating habits are given below to practice daily:

- Eat fresh and healthy food.
- Pray before eating.
- Chew your food well.
- Eat together with family.
- Avoid junk and packaged food.
- Eat with awareness—avoid distractions like TV or gadgets.
- Never waste food.



Think and Answer

1. What is your favourite food? How often do you eat your favourite food?
2. What is a healthy meal according to you?

Vihara—Daily routine

Yoga helps us to develop a healthy daily routine. Here are a few good habits to follow:





- Wake up early in the morning.
- Brush your teeth and take a bath every day.
- Practise *asana* and *pranayama*.
- Play games instead of spending time with gadgets.
- Spend your free time in creative activities like drawing, singing, storytelling, etc.
- Help your family in doing small tasks.



Think and Answer

1. How do you spend your time after school?
2. Which creative activities do you enjoy during your free time?

Achara—Behaviour

Being kind, honest, and helpful makes us respectful human beings.

A few habits to cultivate positive behaviour:

- Speak politely with respect.
- Help others.
- Take care of plants and animals.
- Share things with friends and family.
- Say ‘thank you’, ‘sorry’ and ‘please’ when needed.





Think and Answer

1. How do you help your family members at home?
2. How do you take care of animals and plants around you?
3. How often do you share things like toys, books, etc., with your friends?

Vichara—Thoughts

Our thoughts make us who we are!

A few practices to cultivate positive thoughts:

- Think positive about yourself and others.
- Spend time with elders and family members.
- Read inspiring books regularly.
- Be in nature for a while.
- Listen to soothing music.



Think and Answer

1. Who is your role model and why?
2. Which is your favourite book? Why?



Nidra—Sleep

A sound sleep helps our body and mind to rest and relax.

A few ideal sleeping habits:

- Sleep early and wake up early.
- Read a book or listen to a story before sleeping.
- Pray before sleeping.
- Sleep in comfortable clothes.
- Avoid using gadgets at least an hour before bedtime.



Think and Answer

1. What time do you sleep and wake up every day?
2. What do you do before going to bed?

Let us learn a *shloka*

“युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु ।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा ॥” (भगवद्गीता 6.17)

yuktahara-viharasya yukta-cheshtasya karmasu ।

yukta-svapnavabodhasya yogo bhavati dukha-ha ॥

Bhagavad Gita chapter 6, verse 17

Meaning: For the one who eats and relaxes in a balanced way, who performs actions with moderation, and who sleeps and wakes up properly, Yoga destroys all sorrow.

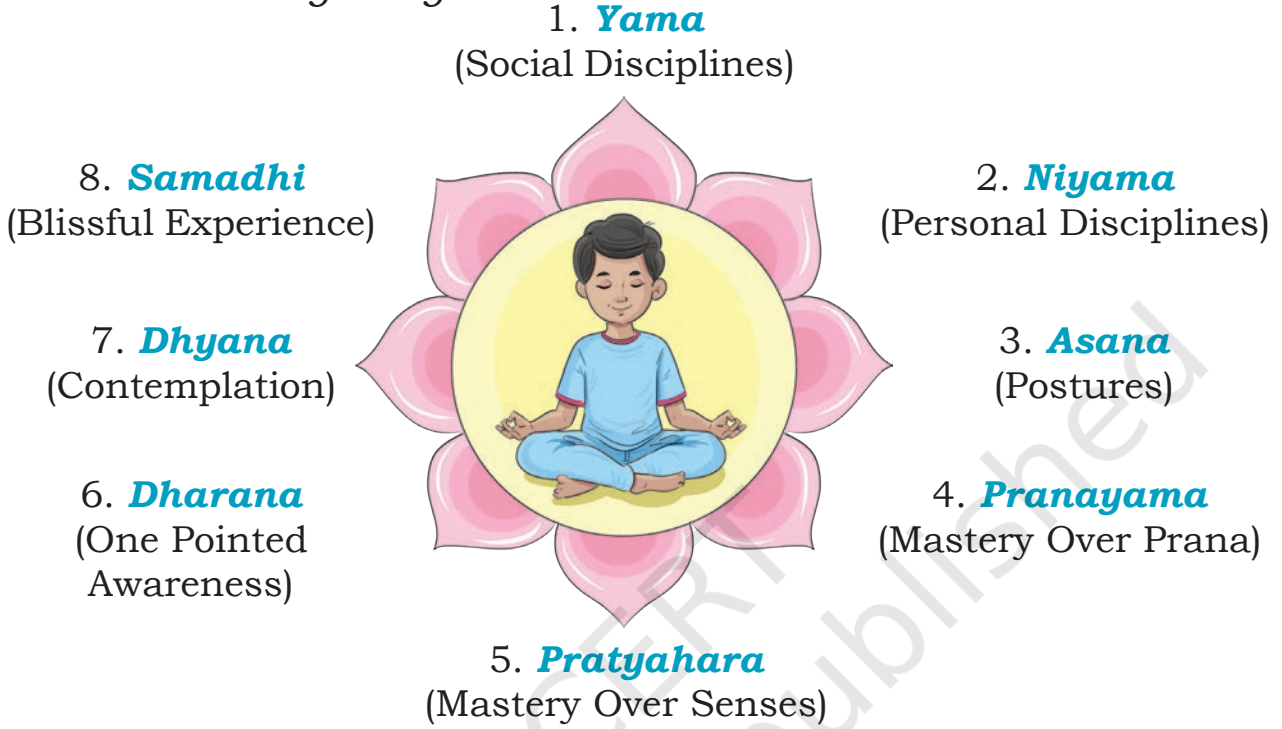
Note for the teacher

Encourage children to talk about their eating habits, daily activities, hobbies and sleep schedule.



Ashtanga Yoga

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
patanjalinm 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.





Let us learn about each limb in detail.

Yama

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.

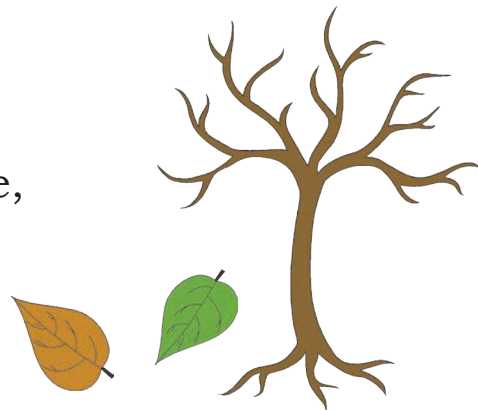


Think and Answer

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?

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?





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. **Santosha:** 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 *Santosha*.

Santosha

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

Let us understand the meaning of *Santosha* 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.”



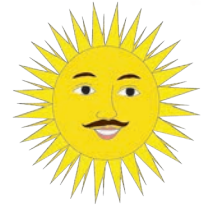
The next day, the woodcutter met a wise yogi in the forest and served him food and water. Pleased by his good deed, the yogi offered to grant a wish. The woodcutter wished to be rich. Though the yogi warned him to think carefully, he insisted. So, the yogi made him rich.

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 realized 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.

Chapter 7

Yoga Sadhana

Introduction

In Grade 3, we learnt *asanas* resembling a tree, snake, butterfly, mountain, and crocodile. Let us explore more postures that help us balance our body and mind.

Preparatory Practices

Have you seen singers preparing themselves before singing a song?

Similarly, preparatory exercises help loosen our joints and prepare our bodies making it easier and safer to perform yoga poses or *asanas*.

Here are a few preparatory practices

Have you ever tried to walk like a camel or only on your toes or like a crab?

Note: These preparatory practices are designed only to enhance students' flexibility and strength for improved performance during yoga asana classes. They are not a part of traditional yoga practices.



Follow the instructions given below –

1. Camel Walk

STEPS

Step 1: Stand on four limbs with your hips raised, forming an inverted V posture.

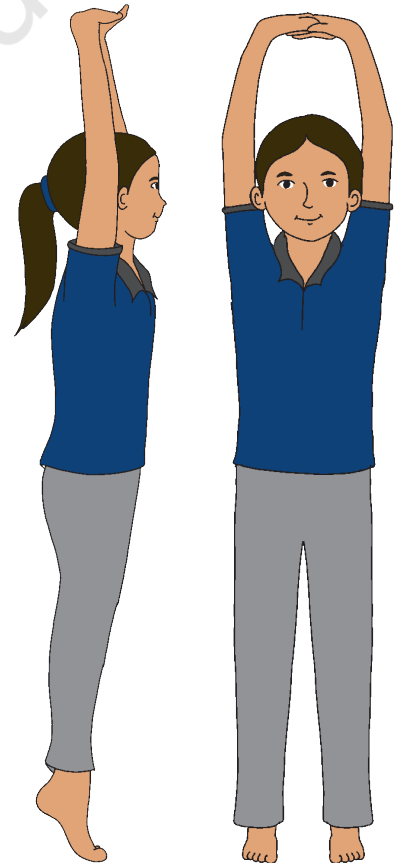


Step 2: Now, start walking like a camel. First, move your right hand and left leg forward together, then move your left hand and right leg forward. Keep your knees straight and avoid bending them. Continue walking this way for a few minutes.

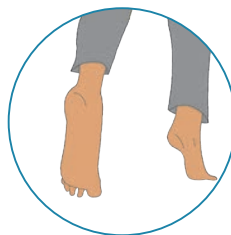
2. Toe Walk

STEPS

Step 1: Stand with your legs together, interlock your fingers with palms facing out, and raise your hands above your head.



Step 2: Now, start walking on your toes, moving forward and backwards.

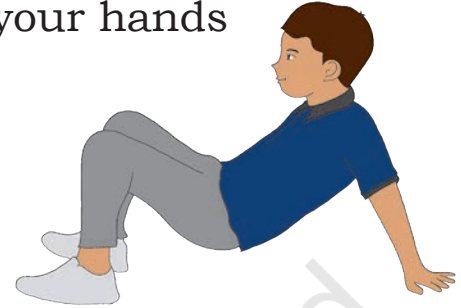




3. Crab Walk

STEPS

Step 1: Sit on your buttocks with your hands placed behind, palms flat on the floor, and knees bent. Keep your feet flat on the ground and with a small gap between them.



Step 2: Lift your buttocks, while keeping your hands and feet on the ground.

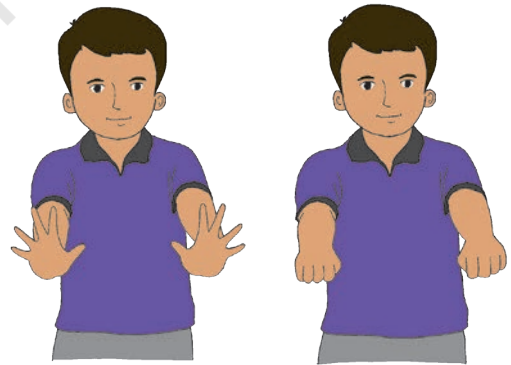
Step 3: Now, slowly start walking backwards or forwards using your hands and feet. Begin with small steps and maintain your balance.

4. Anguli Shakti Vikaasaka (Strengthening the Fingers)

STEPS

Step 1: Stand with a little gap between your legs.

Step 2: Stretch your arms forward. While inhaling, spread the fingers wide. While exhaling, compress your fingers.



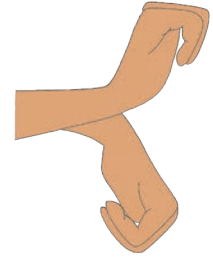
5. Manibandh Shakti Vikaasaka (Strengthening the Wrist Joints)

STEPS

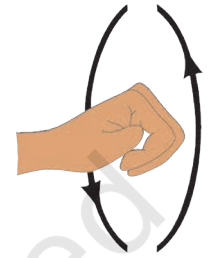
Step 1: Stand with a little gap between your legs.



Step 2: Stretch both arms forward, parallel to the ground. Make fists and move your wrists up as you inhale and down as you exhale. Repeat this for five times.



Step 3: Now, rotate your wrists clockwise five times and then anticlockwise five times each.



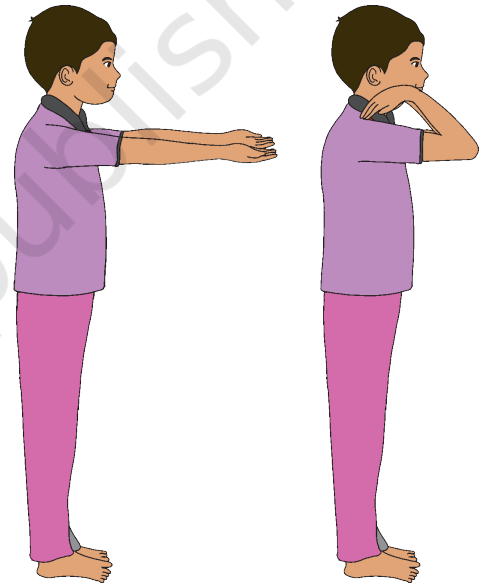
6. *Kaponi Shakti Vikaasaka* (Strengthening the Elbow Joints)

STEPS

Step 1: Stand with a little gap between your legs.

Step 2: Raise both arms parallel to the ground with your palms facing the ceiling.

Step 3: While inhaling, bend your elbows and while exhaling, stretch your arms forward.



7. *Bhuja Bandha Shakti Vikaasaka* (Strengthening the Shoulder Joints)

STEPS

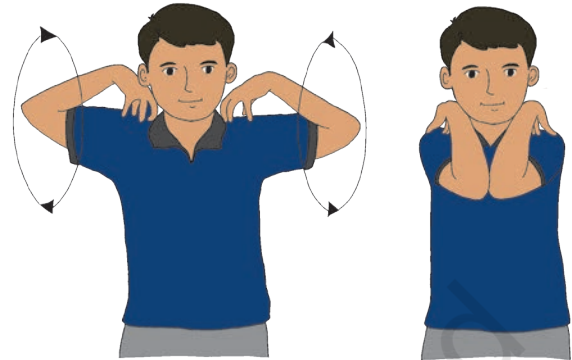
Step 1: Stand with a little gap between your legs.

Step 2: Form a cup shape with your palms and place them on your shoulders.



Step 3: Start rotating your shoulders clockwise for five times. While rotating, bring both the elbows together. Breathe normally.

Step 4: Repeat the same movement in an anticlockwise direction five times.



Note for the teacher

Shoulder rotations can also be performed without placing the palms on the shoulders; this is known as free shoulder rotation.

8. Hands Stretch Practices

These stretching practices are intended to coordinate breathing with movements.

STEPS

A hand stretch is performed in three ways: **horizontal**, **oblique**, and **vertical**.

Step 1: Stand straight with a little gap between your legs.

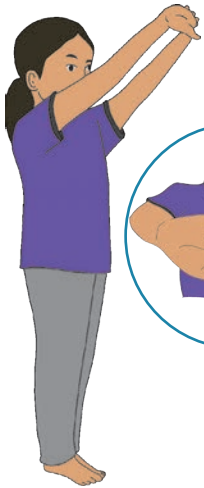
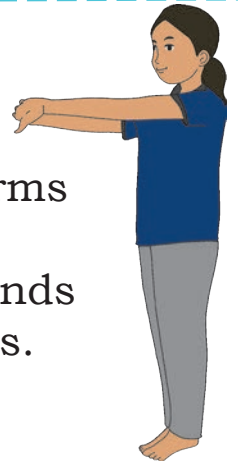
Bring the hands in front of your chest and interlock your fingers palm facing inwards.





Step 2

- (a) **Horizontal Stretch** – Inhale and stretch your arms horizontally with your palms facing outward (as shown in the picture). Exhale and bring your hands back in front of your chest. Repeat this five times.



Step 3

- (b) **Oblique Stretch** – Inhale and stretch your arms diagonally (obliquely), as shown in the picture. Exhale and bring your hands back in front of your chest. Repeat this five times.



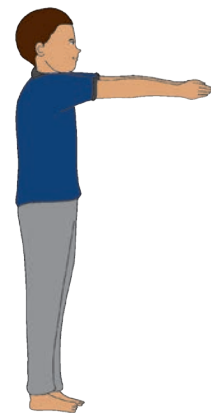
Step 4

- (c) **Vertical Stretch** – Inhale and stretch your arms vertically above your head with your palms facing the ceiling. Exhale and bring your hands back in front of your chest. Repeat this five times.

9. Hands in-and-out breathing

STEPS

Step 1: Stand straight with a little gap between your legs. Stretch your arms forward, keeping them parallel to the ground, with your palms together.



Step 2: Inhale and spread your arms horizontally as shown in picture. Exhale, bring your arms forward. Repeat this five times.





We are now ready to begin our asana practices!

Asana

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.

Types of various Asanas

| | |
|---|--|
| <p>Standing asanas</p> <p><i>Ardha Chakarsana</i> <i>Pada Hastasana</i></p> <p>Balancing asana</p> <p><i>Trikonasana</i></p> <p>Sitting asanas</p> <p><i>Shashankasana</i> <i>Ushtrasana</i></p> | <p>Twisting asana</p> <p><i>Vakrasana</i></p> <p>Supine asanas</p> <p><i>Setubandhasana</i> <i>Uttana Padasana</i></p> <p>Prone asanas</p> <p><i>Salabhasana</i> <i>Dhanurasana</i></p> |
|---|--|

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.



1. *Ardha Chakrasana*



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

Sthiti: Stand with feet slightly apart.

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

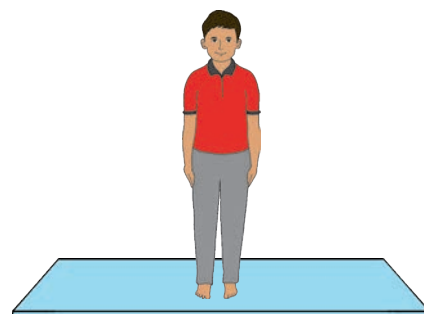
Step 2: Inhale, bend backwards from the waist, supporting your back with palms. Hold the posture and breathe normally.

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

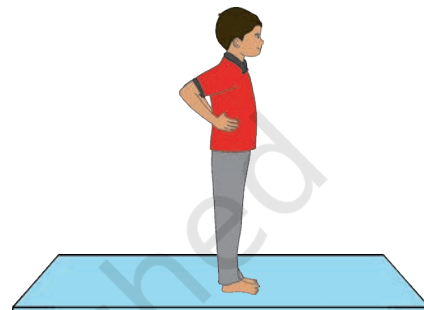
Vishranti: Exhale and relax keeping the legs apart and hands by the side of the body.

Note for the teacher

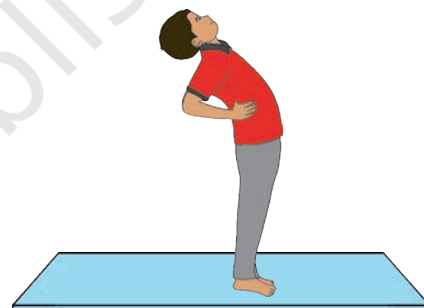
It is important to keep the knees straight and elbows parallel to each other while bending back. Push the abdomen forward and bend back from the waist.



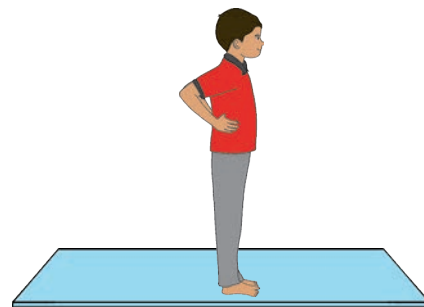
Sthiti



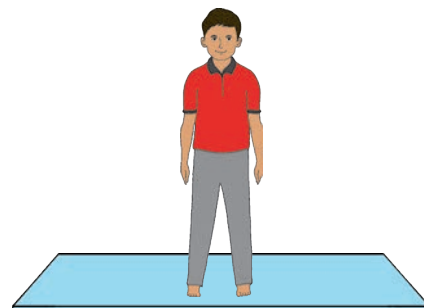
Step 1



Step 2



Step 3



Vishranti



2. *Padahastasana*



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

***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.

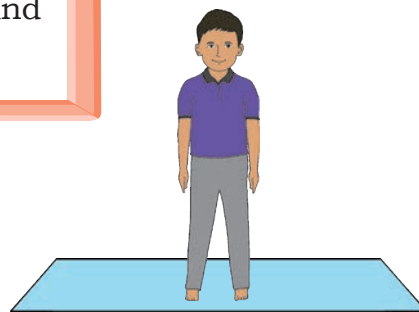
Step 3: Bend further, place palms beside feet, and try to touch the forehead to the knees. Hold the posture.

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

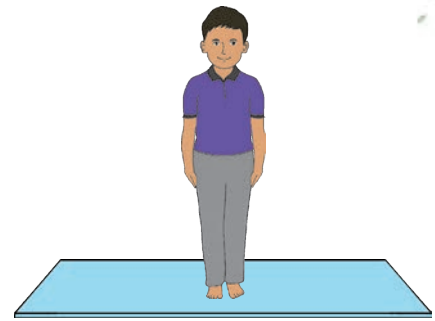
***Vishranti*:** Relax keeping the legs apart and hands by the side of the body.

Note for the teacher

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



Vishranti



Sthiti



Step 1



Step 2



Step 3



Step 4



3. *Trikonasana*



‘Tri’ means three, ‘Kona’ means angle or corner. In the final posture of *Trikonasana*, three angles (triangles) are formed by the body.

Sthiti: Stand with feet slightly apart.

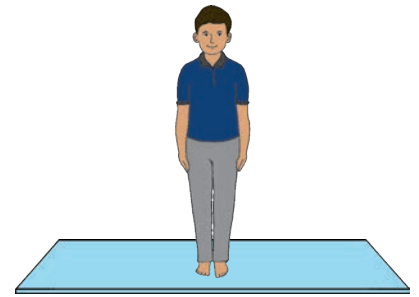
Step 1: Inhale, spread legs 2 to 3 feet apart, stretch arms sideways, palms facing down.

Step 2: Exhale, bend to the right, touch the right foot with the right hand, and extend the left arm up. Look at the left hand. Hold the posture.

Step 3: Inhale, bring hands parallel to the ground.

Vishranti: Bring the feet closer, lower the arms and relax.

Repeat the same on the left side.



Sthiti



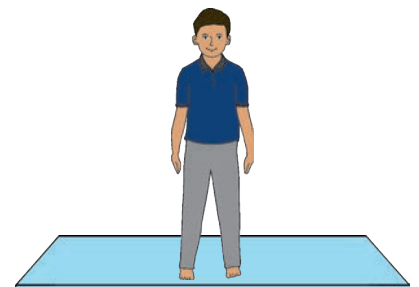
Step 1



Step 2



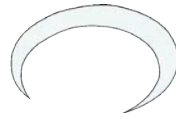
Step 3



Vishranti



4. 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



Step 3



Vishranti



5. Ushtrasana



'Ushtra' means camel. The final posture resembles the back of the camel.

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

Step 1: Kneel, place hands on hips, inhale, and bend backwards (**Ardha Ushtrasana**). Hold for a few seconds with normal breathing.

If possible, the student can perform **Poorna Ushtrasana** as given in the following steps:

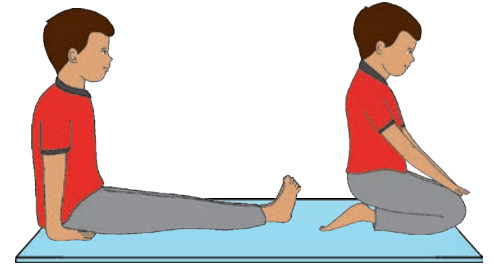
Step 2: Inhale, place hands on heels, push hips forward with thighs vertical to the floor. Hold the posture with normal breathing.

Step 3: Inhale, release hands, straighten back, and return to **Vajrasana**.

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

Note for the teacher

Poorna Ushtrasana is performed only if the child is flexible enough.



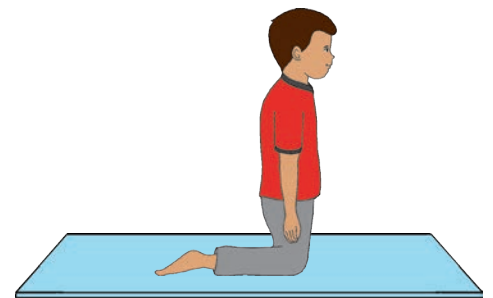
Sthiti



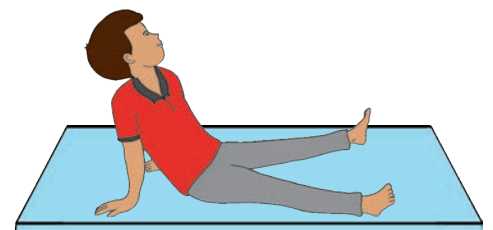
Step 1- Ardha Ushtrasana



Step 2 - Poorna Ushtrasana



Step 3



Vishranti



6. Vakrasana



‘*Vakra*’ means twist. The upper body is twisted to one side in the final posture.



Sthiti

Sthiti: Sit in ***Dandasana***.

Step 1: Inhale, fold the right leg, placing the foot beside the left knee.



Step 1

Step 2: Exhale, twist right, hold the right foot with the left hand, and place the right hand behind. Hold the posture.



Step 2

Step 3: Inhale, release hands, and turn forward.



Step 3

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



Vishranti

Repeat the same on the left side.



7. Setubandhasana



‘Setu Bandha’ means formation of a bridge. The final posture resembles a bridge as the spine forms a bridge-like curve.

Sthiti: Lie on your back.

Step 1: Bend the knees, bring heels close to the hips, and hold ankles with the hands.

Step 2: Inhale, lift the hips up, keeping thighs parallel to the ground. The chin should touch the chest. Hold the final posture for a few seconds with normal breathing.

Step 3: Exhale, lower the hips, release the hands and legs.

Vishranti: Relax in *Savasana*.



Sthiti



Step 1



Step 2



Step 3



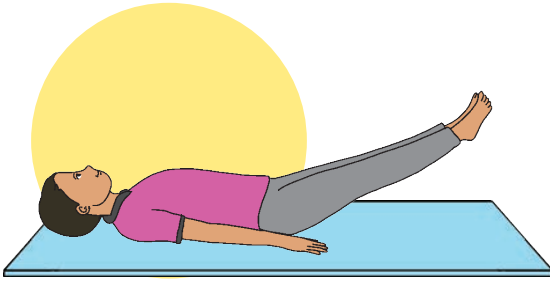
Vishranti

Note for the teacher

It is important that the chin touches the chest in the final posture.



8. Uttanapadasana



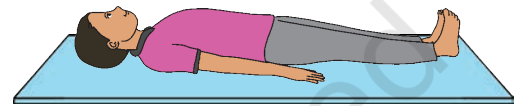
'Uttana' means raised and 'pada' means legs. In the final posture, the person lies on the back and the legs are raised about 1.5 to 2 feet height from the floor. Hence, it is named as *Uttanpadasana*.

Sthiti: Lie on your back.

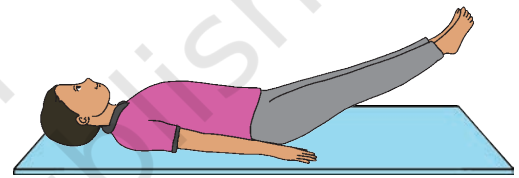
Step 1: Inhale and slowly lift the legs straight up to about 1.5 to 2 feet above the ground, keeping the knees straight. Hold the final posture for a few seconds with normal breathing.

Step 2: Exhale and slowly lower your legs back to the mat.

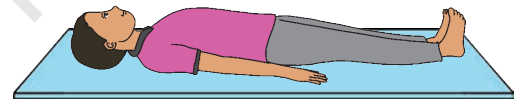
Vishranti: Relax in *Savasana*.



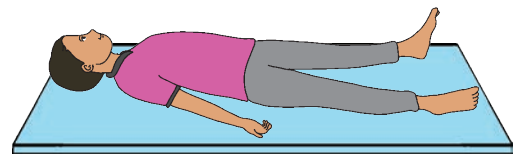
Sthiti



Step 1



Step 2



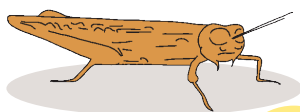
Vishranti

Note for the teacher

The legs can be raised up to 30 to 60 degrees. Ensure students keep their knees straight throughout the practice. Encourage them to breathe normally and hold the final pose comfortably. Lower the legs slowly on the ground without bending the knees.



9. Shalabhasana



The word '*Shalabha*' means locust. The final posture resembles a locust.

Sthiti: Lie on the abdomen with legs together and hands by the side.

Step 1: Place hands below the thighs, palms facing downwards, with chin resting on the ground.

Step 2: Inhale and raise both legs, keeping the knees straight. Hold the posture for a few seconds with normal breathing.

Step 3: Exhale slowly, bring the legs down and release the hands.

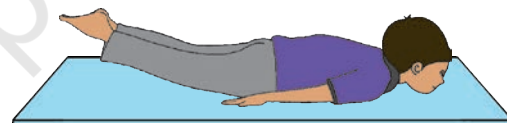
Vishranti: Relax in *Makarasana*.



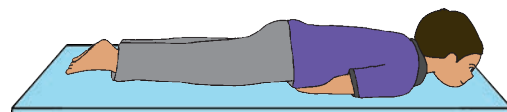
Sthiti



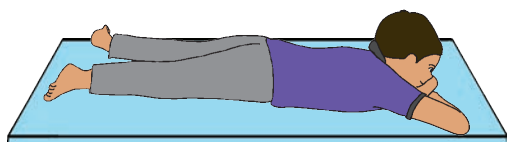
Step 1



Step 2



Step 3



Vishranti

Note for the teacher

Ensure the students keep their knees straight and their chin resting gently on the ground during the final posture.

Complementary posture: Practice *Shashankasana*.



10. Saral Dhanurasana



'Dhanu' means bow. In the final posture, the body forms a shape resembling a bow, with the back arched.

Sthiti: Lie on the abdomen with legs together and hands by the sides.

Step 1: Bend your knees, bringing heels close to the buttocks. Hold the ankles.

Step 2: Inhale, lift the chest and pull the legs upward. Look forward and breathe normally.

Step 3: Exhale, lower the legs and chest, release the hands, and straighten the legs.

Vishranti: Relax in Makarasana.



Sthiti



Step 1



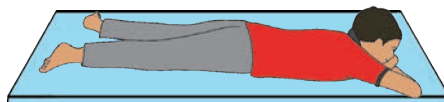
Step 2



Step 3

Note for the teacher

Complementary posture: Practice Shashankasana.



Vishranti



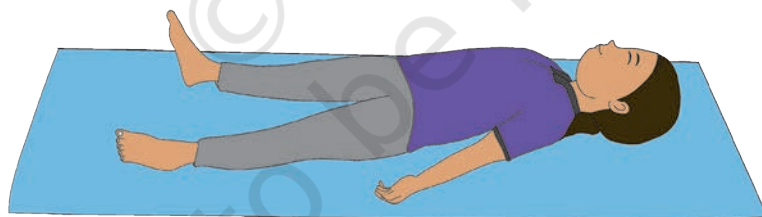
Relaxation Technique

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.



Pranayama

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 five 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 “UUUUUUUUU” slowly.

STEP 4: Inhale again and during exhalation chant “MMMMMMMMM” 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.



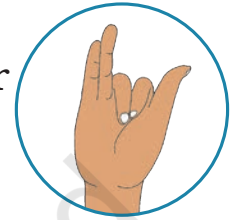


3. *Anuloma Viloma Pranayama*

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.

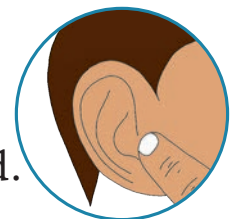


This completes one round. Repeat the process for five rounds.

4. *Brahmari Pranayama*

METHOD

STEP 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.

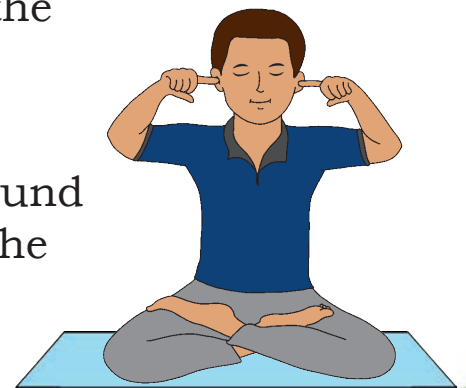


STEP 2: Gently close the ears by pressing the tragus with the index fingers.

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 five rounds.





Hasta Mudras

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

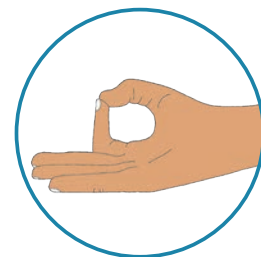


Hasta Mudras are unique ways of positioning the hands and fingers during *Pranayama* or *Dhyana*. You may have seen pictures of Gods, Yogis or Maharishis with their hands in certain positions. These hand positions are called *Hasta Mudras*.

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

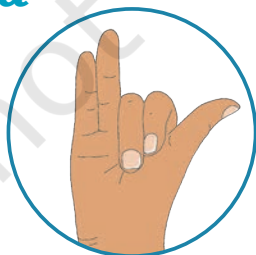
The hand gestures focus on different combinations of the thumb and fingers.

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*

Kriya



.....



.....



Taking a shower, trimming nails regularly, washing hands, and brushing teeth are a few activities that help cleanse our external body. Yoga has special techniques to clean the body from within. They are called *Kriyas*.

In this class, we shall learn two techniques called ***Karnarandra Dhauti*** and ***Kapalarandra Dhauti***.

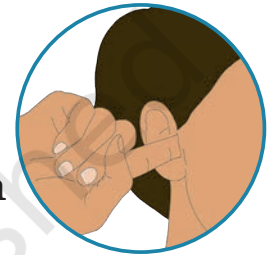
1. ***Karnarandra Dhauti***: ‘Karna’ refers to ears, ‘Randra’ means hole. It’s cleaning (*Dhauti*) the ear canals.

METHOD

STEP 1: Use an index or ring finger with neatly trimmed nails.

STEP 2: Wet the finger and gently insert it into the ear canal moving it in a circular motion. Clean out any dirt or wax from inside.

Practice this daily to maintain ear hygiene and improve hearing ability.



2. ***Kapalarandra Dhauti***: ‘Kapalarandra’ refers to an upper hallowed region of the head. This practice helps to remove tiredness and makes us active.

STEPS

STEP 1: Use your right hand and make a cup shape with the palm. Fill some water into it.

STEP 2: Bend forward slightly and gently pat the middle portion of your head three to four times with your wet palm, ensuring the hair is also moistened.





This practice is performed daily while bathing in the morning.

Note for the teacher

Demonstrate the *Kriyas* in class to provide a clear understanding of the techniques. Encourage the children to practice these at home regularly.

Krida Yoga

'*Dharana*' is the sixth limb of *Ashtanga Yoga*. It means focusing the mind on one thing. The following games help reduce distractions and develop the practice of *Dharana*.

PURPOSE: These games are designed to enhance attention and concentration.

1. *Lakshyam*

How to play

- Pair up the students.
- One student holds an A4 paper at chin level with a dot marked on it.
- The other student stands 5 feet away and focus only at the dot.
- The student holding the paper makes funny faces to try and distract the other's attention.





- The second student tries to maintain focus on the dot without laughing at the distractions.
- After one minute, the students switch roles.
- The student from that particular pair who maintains focus for the longest time is the winner.
- Another pair of students continues the game till the winner is not determined.

2. *Kanduka Tadanam (bouncing or striking a ball)*

MATERIALS REQUIRED: A basketball and chalk

HOW TO PLAY

- Form teams of five members each.
- Draw a circle 5 times the size of a basketball.
- Each student takes turns pitching the basketball inside the circle for 1 minute.
- If the ball bounces out of the circle, the student is out.
- The student who keeps the ball inside the circle the longest wins.





Assessment

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

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

Yoga for Daily Life

The assessment can be done based on teachers observation, parents feedback, and also students self-reflection.

Ahara—Eating habits

The teacher can assign a task where each student records their meals—breakfast, lunch, and dinner—for a week. They should also note whether they ate with or without distractions and whether any food was wasted. Based on these entries, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|------------------------------------|-----------------|---------------------|---------------------|-------------------|
| Eats fresh and healthy food | Daily | 4 to 5 times a week | 2 to 3 times a week | Very rarely |
| Avoids junk food | Never | Occasionally | Very often | Frequently |
| Eats with awareness | No distractions | Few distractions | Often distracted | Always distracted |
| Avoids food wastage | Never wastes | Rarely wastes | Sometimes wastes | Frequently wastes |



Vihara—Daily routine

The teacher can assign a task where each student records their wake-up time, daily practice of *asana* and *pranayama*, playing outside, helping others, etc., for a week. Based on these entries, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|--|------------|---------------------|---------------------|-------------|
| Wakes up early | Daily | 4 to 5 times a week | 2 to 3 times a week | Sleeps late |
| Practices <i>asana</i> and <i>pranayama</i> | Daily | 4 to 5 times a week | 2 to 3 times a week | Never |
| Plays outside | Daily | 4 to 5 times a week | 2 to 3 times a week | Never |
| Helps at home | Daily | Often | Sometimes | Never |

Achara—Behaviour

The teacher can assign a task where each student observes and records their actions—using polite words, helping others, sharing with friends, watering plants and feeding animals—for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|----------------------------|------------|-------------------------|---------------|------------|
| Speaks politely | Always | Often polite | Sometimes | Never |
| Helps others | Always | Often helps | Sometimes | Never |
| Shares with friends | Always | Often shares | Sometimes | Never |
| Waters the plants | Always | Often waters the plants | Sometimes | Never |
| Feeds animals | Always | Often feeds animals | Sometimes | Never |



Vichara—Thoughts

The teacher can assign a task where each student records aspects such as the type of thoughts they have, the books they read, the time spent with family, engaging in gardening or going for a walk in the park for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|---|------------|-----------|---------------|----------------|
| Thinks positively | Always | Often | Occasionally | Often negative |
| Spends time with family | Daily | Often | Occasionally | Rarely |
| Read good books | Daily | Often | Occasionally | Rarely |
| Engages in gardening, or goes for a walk in the park | Daily | Often | Occasionally | Rarely |

Nidra—Sleep

The teacher can assign a task where each student tracks their bedtime, whether they read a book or listen to a story before sleeping, and their gadget usage before bed for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|---|------------|-----------|---------------|-------------|
| Sleeps early | Always | Often | Sometimes | Sleeps late |
| Listens to story, read book before bed | Always | Often | Sometimes | Never |
| Reads good books | Always | Often | Sometimes | Never |
| Avoids gadgets before bed | Daily | Often | Occasionally | Rarely |



Ashtanga Yoga




Yama – Satya and Niyama - Santosha

Story completion

The teacher can divide the students in groups. Each group is given an incomplete story and is asked to complete the story after discussing in the group and share their views with the class.

Example:




- (a) “A child finds a lost wallet in the playground”.
- (b) “Sharath always demands for new toys instead of playing with what he has”.

| Criteria | Excellent  | Good  | Scope for improvement  |
|---|--|---|--|
| Does the student understand the values of truthfulness and contentment? | Clear understanding | Not very clear | Needs some guidance |
| Is the story well-structured? | Creative and meaningful | Meaningful but lacks creativity | Unstructured |
| Did the student participate in the group discussion and contributed by giving ideas? | Active participation | Partial engagement | Participates minimally |






Yoga Sadhana

1. Asana—*Ardha Chakrasana, Padahastasana, Trikonasana, Shashankasana, Ushtrasana, Vakrasana, Setubandhasana, Uttanapadasana, Shalabhasana and Sarala Dhanurasana*

| Criteria | Excellent  | Good  | Scope for improvement  |
|-----------------------------|--|---|--|
| Demonstrates asanas | Performs all <i>asanas</i> correctly | Performs all <i>asanas</i> correctly but needs minor corrections | Requires repeated guidance |
| Follows instructions | Very attentive | Attentive | Requires repeated guidance |
| Identifies asanas | Correctly identifies all <i>asanas</i> | Identifies most <i>asanas</i> correctly | Requires repeated guidance |

2. Pranayama

| Criteria | Excellent  | Good  | Scope for improvement  |
|--|--|---|--|
| Chants 'Om' | Rhythmic | Requires minor corrections | Requires repeated guidance |
| Identifies and demonstrates Mudras | Yes | Can identify but faces difficulty in performing | Requires repeated guidance |
| Identifies and demonstrates different Pranayama | Yes | Can identify but faces difficulty in performing | Requires repeated guidance |

Session Structure and Suggestive Annual Plan for Teachers

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

Khel Yoga textbook for Grade 4 is designed to sufficiently develop the competencies defined in NCF-SE 2023. The book has three units and several chapters. The basic motor movement activities, games and Yoga sessions can be planned in parallel for continuous and consistent development throughout the year.

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



Structure and Flow of Periods

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

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

Type 1: Maximises game practice.

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

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

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

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



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

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

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

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

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



Structure of Yoga Session

General instructions to begin and end a Yoga session:

- Sit comfortably in *Sukhasana* with your back straight.
- Close your eyes, relax your face, and bring your awareness to your breath.
- Place your hands in *Chin Mudra*, observe your natural breath for a few moments. Then, take a deep and slow breath. As you exhale, gently chant 'Om'.
- Chant the opening prayer at the beginning of the session and the closing prayer at the end of the session.
- Notice how you feel after chanting.
- Gently rub your palms together. Place them over your closed eyes, and gently open your eyes into the warmth of your hands.

Start your Yoga session with the following prayer. This prayer is a special way to honour the connection between the student and the teacher. Together, they ask for divine guidance, protection, and wisdom. They also wish for peace for everyone and everywhere.

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

After the opening prayer, follow the session plan for various yogic activities. These activities include *Yama* and *Niyama*, *Suksma Vyayama*, *Shithilikarana Vyayama*, *Asanas* (postures), *Pranayama*, *Pratyahara*, *relaxation*, *Dharana*, *Dhyana*, and *Krida Yoga*.

End each Yoga session with the following prayer. A closing prayer helps students assimilate knowledge and reinforce the day with positivity and happiness.



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

General Instructions to Begin and End a Yoga Session

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



Suggestive Session Plan for 24 Sessions

Month 1

| | 3rd Period | 6th Period | 9th Period | 12th Period |
|----------------------------|---|--|---|--|
| Yoga for Daily Life | Revision of Grade 3 (10 mins) Introduction to <i>Ashtanga Yoga</i> (10 mins) | <i>Ahara, Vihara</i> (15 mins) | <i>Achara, Vichara, Nidra</i> (15 mins) | Learn <i>Bhagavad Gita Shloka, 6.17</i> (10 mins) |
| Yoga Sadhana | <i>Krida Yoga</i> (15 mins) | Camel walk, Toe walk, Crab walk (20 mins) | <i>Anguli shakti vikaasaka,</i> <i>Manibandha shakti vikaasaka,</i> <i>Kaponi shakti vikaasaka,</i> <i>Bhujabandha shakti vikaasaka</i> (20 mins) | <i>Ardha Chakrasana,</i> (10 mins) <i>Padahastasana,</i> (10 mins) <i>Savasana</i> (5 mins) |

Month 2

| | 15th Period | 18th Period | 21st Period | 24th Period |
|----------------------------|---|---|---|--|
| Yoga for Daily Life | Introduction to <i>Ashtanga Yoga,</i> <i>Maharishi Patanjali Shloka</i> (15 mins) | <i>Yama - Satya</i> related story – The Woodcutter and the Axe (15 mins) | <i>Yama – Satya</i> – Think and Answer (15 mins) | <i>Yama – Satya</i> Activity (10 mins) |
| Yoga Sadhana | Preparatory practices (10 mins) | Preparatory practices (10 mins) | Hands stretch practices— Horizontal, Oblique, Vertical Hands in-and-out breathing (15 mins) | Preparatory practices— Camel walk, Toe walk, Crab walk (15 mins) <i>Ushtrasana,</i> <i>Savasana</i> (5 mins) |
| | <i>Trikonasana,</i> <i>Savasana</i> (10 mins) | <i>Shashankasana,</i> <i>Savasana</i> (10 mins) | Deep breathing (5 mins) | Om Chanting (5 mins) |



Month 3

| | 27th Period | 30th period | 33rd Period | 36th Period |
|----------------------------|---|--|--|---------------------|
| Yoga for Daily Life | <i>Niyama – Santosha—</i> In Search of Happiness (20 mins) | <i>Niyama – Santosha—</i> Think and Answer (15 mins) | <i>Santosha</i> Activity (10 mins) | Mid-Term Assessment |
| Yoga Sadhana | Preparatory practices, (5 mins) <i>Vakrasana, Savasana</i> (10 mins) | Deep Breathing (5 mins) <i>Krida Yoga</i> (15 mins) | Preparatory practices, (5 mins) <i>Ardha chakrasana, Padahastasanan,</i> <i>Shashankasna, Ushtrasana, Savasana</i> (15 mins) | |

Month 4

| | 39th Period | 42nd Period | 45th Period | 48th period |
|----------------------------|--|---|---|---|
| Yoga for Daily Life | Revision on <i>Ahara, Vihara</i> (10 mins) | Revision on <i>Achara, Vichara</i> (10 mins) | Revision on <i>Nidra</i> (10 mins) | <i>Yama –</i> Revision – Story (10 mins) |
| Yoga Sadhana | Hands stretch practices Hands in-and-out breathing (10 mins) | Preparatory practices (5 mins) | Preparatory practices (5 mins) | Preparatory practices (5 mins) |
| | Om Chanting (15 mins) | <i>Setubandhasana, Savasana</i> (10 mins) | <i>Uttanapadasana, Shashankasana, Savasana</i> (10 mins) | <i>Shalabasana, Savasana</i> (5 mins) |



| | | | | |
|--|--|--|---|--------------------------------|
| | | <i>Anuloma Viloma Pranayama</i> (10 mins) | Deep breathing and Om chanting (10 mins) | <i>Krida Yoga</i> (15 mins) |
|--|--|--|---|--------------------------------|

Month 5

| | 51st Period | 54th period | 57th Period | 60th period |
|----------------------------|---|---|---|---|
| Yoga for Daily life | <i>Niyama</i> – Revision - Story (10 mins) | <i>Patanjali Shloka</i> (5 mins) | Learn <i>Bhagavad Gita Shloka</i> , 6. 17 (5 mins) | Revision of <i>Ashtanga Yoga</i> (10 mins) |
| Yoga Sadhana | Preparatory practices (5 mins) | Preparatory practices (10 mins) | Preparatory practices (10 mins) | <i>Setubandhasana, Savasana</i> (10 mins) |
| | <i>Saral Dhanurasana, Savasana</i> (10 mins) | <i>Vakrasana, Savasana</i> (10 mins) | <i>Vakrasana, Savasana</i> (5 mins) | <i>Krida Yoga</i> (15 mins) |
| | <i>Bhramari Pranayama</i> (10 mins) | <i>Kriya Practice – Karnarandra Dhauti</i> (10 mins) | Deep breathing and <i>Anuloma Viloma Pranayama</i> (10 mins) <i>Kriya Practice – Kapalrandra Dhauti</i> (5 mins) | |



Month 6

| | 63rd Period | 66th Period | 69th Period | 72nd Period |
|---------------------|---|---|---|-------------|
| Yoga Sadhana | Preparatory practices (10 mins) | Preparatory practices (10 mins) | Preparatory practices (10 mins) | Assessment |
| | <i>Saral Dhanurasana, Uttanapadasana, Savasana</i> (10 mins) | <i>Setubandhasana, Ushtrasana, Savasana</i> (15 mins) | Revision of all Asanas (15 mins) | |
| | Deep breathing, <i>Anuloma Viloma pranayama</i> <i>Bhramari pranayama</i> (15 mins) | <i>Kriya Practice – Karnarandra Dhauti, Kapalrandra Dhauti</i> (10 mins) | Revision of <i>Anuloma Viloma pranayama</i> (5 mins) | |
| | | | Revision of <i>Hasta Mudras</i> (5 mins) | |



Annual Session Plan

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

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

| Annual Session Plan | | | | | | |
|---------------------|--------|-----------------------|----------------|--|--------------|-------|
| Period | Unit | Skill | Type | Activity Name | Activity No. | Count |
| 1 | Unit 1 | Throwing and Catching | Type 3 | Overhead Reverse Toss | BM-1 | 1 |
| 2 | Unit 1 | Throwing and Catching | Type 2 | Throw It Back | BM-2 | 2 |
| 3 | Unit 1 | Throwing and Catching | Type 3 | Throw It Back | BM-2 | 3 |
| 4 | Unit 1 | Throwing and Catching | Type 2 | Run and Catch | BM-4 | 4 |
| 5 | Unit 3 | Yoga | Yoga Practices | <i>Ashtanga Yoga</i> | YG-1 | 1 |
| 6 and 7 | Unit 2 | Our Games | Type 4/5 | Anti Pil | OG-1 | 2 |
| 8 | Unit 1 | Catch | Type 3 | Run and Catch | BM-4 | 5 |
| 9 | Unit 1 | Throw | Type 3 | Bucket it Up | BM-3 | 6 |
| 10 | Unit 1 | Catch | Type 3 | Meethe Angoor | BM-6 | 7 |
| 11 | Unit 1 | Throw | Type 3 | Coordinate and Conquer | BM-5 | 8 |
| 12 and 13 | Unit 2 | Our Games | Type 4/5 | Majhya Mamcha Patra Haravla, Tech Mala Sapatla | OG-2 | 4 |
| 14 | Unit 3 | Yoga | Yoga Practices | <i>Yama</i> | YG-2 | 3 |



| | | | | | | |
|-----------|--------|-----------|----------------|------------------------|-------|----|
| 15 | Unit 1 | Catch | Type 1 | Run and Catch | BM-4 | 9 |
| 16 | Unit 1 | Throw | Type 2 | Coordinate and Conquer | BM-5 | 10 |
| 17 | Unit 1 | Throw | Type 1 | Overhead Reverse Toss | BM-1 | 11 |
| 18 | Unit 1 | Catch | Type 1 | Coordinate and Conquer | BM-5 | 12 |
| 19 | Unit 1 | Throw | Type 2 | Run and Catch | BM-4 | 13 |
| 20 | Unit 1 | Throw | Type 1 | Bucket it Up | BM-3 | 14 |
| 21 and 22 | Unit 3 | Yoga | Yoga Practices | <i>Krida Yoga</i> | YG-3 | 4 |
| 23 | Unit 1 | Throw | Type 1 | Coordinate and Conquer | BM-5 | 15 |
| 24 and 25 | Unit 2 | Our Games | Type 4/5 | Indur Beral | OG-3 | 6 |
| 26 | Unit 1 | Kicking | Type 3 | Dribble and Pass | BM-7 | 16 |
| 27 | Unit 1 | Kicking | Type 3 | Drop it to Kick it | BM-8 | 17 |
| 28 | Unit 1 | Kicking | Type 3 | Between the Door | BM-9 | 18 |
| 29 | Unit 1 | Kicking | Type 3 | Kick Through | BM-10 | 19 |
| 30 and 31 | Unit 2 | Our Games | Type 4/5 | Tekeli Bhonga | OG-4 | 8 |
| 32 | Unit 3 | Yoga | Yoga Practices | <i>Krida Yoga</i> | YG-3 | 5 |
| 33 | Unit 1 | Kicking | Type 3 | Zig-zag Kicking | BM-11 | 20 |
| 34 | Unit 1 | Kicking | Type 3 | Foot Baseball | BM-12 | 21 |
| 35 | Unit 1 | Kicking | Type 3 | Dribble and Pass | BM-7 | 22 |
| 36 | Unit 1 | Kicking | Type 3 | Drop it to Kick it | BM-8 | 23 |
| 37 | Unit 1 | Kicking | Type 3 | Between the Door | BM-9 | 24 |
| 38 | Unit 1 | Kicking | Type 3 | Kick Through | BM-10 | 25 |



| | | | | | | |
|-----------|--------|-----------|----------------|-------------------------------------|-------|----|
| 39 | Unit 3 | Yoga | Yoga Practices | <i>Niyama</i> | YG-4 | 6 |
| 40 and 41 | Unit 2 | Our Games | Type 4/5 | Rinky Pinky Ponk | OG-5 | 10 |
| 42 | Unit 1 | Kicking | Type 3 | Zig-zag Kicking | BM-11 | 26 |
| 43 | Unit 1 | Kicking | Type 3 | Foot Baseball | BM-12 | 27 |
| 44 | Unit 1 | Kicking | Type 3 | Dribble and Pass | BM-7 | 28 |
| 45 | Unit 1 | Kicking | Type 3 | Foot Baseball | BM-12 | 29 |
| 46 | Unit 1 | Kicking | Type 3 | Between the Door | BM-9 | 30 |
| 47 | Unit 1 | Kicking | Type 3 | Kick Through | BM-10 | 31 |
| 48 | Unit 3 | Yoga | Yoga Practices | Activity | YG-5 | 7 |
| 49 and 50 | Unit 3 | Yoga | Yoga Practices | <i>Krida Yoga</i> | YG-6 | 9 |
| 51 and 52 | Unit 2 | Our Games | Type 4/5 | <i>Sundarikku Abhushanam Kuthal</i> | OG-6 | 12 |
| 53 | Unit 1 | Hitting | Type 3 | Balloon Race | BM-13 | 32 |
| 54 | Unit 1 | Hitting | Type 1 | Bowling | BM-14 | 33 |
| 55 | Unit 1 | Hitting | Type 3 | Balloon Race | BM-13 | 34 |
| 56 | Unit 1 | Hitting | Type 1 | Sky Shuttlecock | BM-16 | 35 |
| 57 and 58 | Unit 3 | Yoga | Yoga Practices | <i>Asana—Preparatory Practices</i> | YG-7 | 11 |
| 59 and 60 | Unit 3 | Yoga | Yoga Practices | Basic Postures | YG-8 | 13 |
| 61 and 62 | Unit 2 | Our Games | Type 4/5 | Gaind Tora | OG-7 | 14 |
| 63 | Unit 1 | Hitting | Type 2 | Place the Shuttlecock | BM-17 | 36 |
| 64 | Unit 1 | Hitting | Type 3 | Play it Together | BM-18 | 37 |
| 65 | Unit 1 | Hitting | Type 1 | Bowling | BM-14 | 38 |
| 66 | Unit 1 | Hitting | Type 2 | Tap the Ball | BM-15 | 39 |



| | | | | | | |
|--------------|--------|-------------------------------|----------------|-----------------------------|-------------|----------|
| 67 and 68 | Unit 2 | Our Games | Type 4/5 | Chho Chho | OG-8 | 16 |
| 69 | Unit 1 | Hitting | Type 3 | Play it Together | BM-18 | 40 |
| 70 | Unit 1 | Hitting | Type 1 | Tap the Ball | BM-15 | 41 |
| 71 | Unit 1 | Coordination | Type 2 | Sky Shuttlecock | BM-16 | 42 |
| 72 | Unit 3 | Yoga | Yoga Practices | Asana Practice | YG-9 | 14 |
| 73-81 | | Half Yearly Assessment | | Summative Assessment | SA-1 | 9 |
| 82 and 83 | Unit 3 | Yoga | Yoga Practices | Asana Practice | YG-9 | 16 |
| 84 and 85 | Unit 2 | Our Games | Type 4/5 | Puchi Khela | OG-9 | 18 |
| 86 | Unit 1 | Coordination | Type 1 | Roll Around | BM-19 | 43 |
| 87 | Unit 1 | Coordination | Type 3 | Movement Circuit | BM-21 | 44 |
| 88 | Unit 1 | Coordination | Type 1 | Push Circuit | BM-22 | 45 |
| 89 | Unit 1 | Coordination | Type 3 | Leg Circuit | BM-23 | 46 |
| 90 | Unit 3 | Yoga | Yoga Practices | Asana Practice | YG-9 | 17 |
| 91 and 92 | Unit 2 | Our Games | Type 4/5 | Silent Kabaddi | OG-10 | 20 |
| 93 | Unit 1 | Coordination | Type 2 | Run into Hula Hoops | BM-24 | 47 |
| 94 | Unit 1 | Personal Goals | Type 3 | Balancing on the Line | BM-25 | 48 |
| 95 | Unit 1 | Personal Goals | Type 3 | Run into Hula Hoops | BM-24 | 49 |
| 96 and 97 | Unit 2 | Our Games | Type 4/5 | Dhop Khela | OG-11 | 22 |
| 98 | Unit 1 | Coordination | Type 2 | Balancing on the Line | BM-25 | 50 |
| 99 | Unit 1 | Coordination | Type 2 | Movement Circuit | BM-21 | 51 |
| 100 | Unit 3 | Yoga | Yoga Practices | Breathing Practices | YG-10 | 18 |



| | | | | | | |
|-------------|--------|----------------|----------------|----------------------------|-------|----|
| 101 | Unit 1 | Personal Goals | Type 3 | Roll Around | BM-19 | 52 |
| 102 | Unit 1 | Personal Goals | Type 1 | Balancing on the Line | BM-25 | 53 |
| 103 | Unit 1 | Personal Goals | Type 3 | Push Circuit | BM-22 | 54 |
| 104 | Unit 1 | Personal Goals | Type 1 | Leg Circuit | BM-23 | 55 |
| 105 and 106 | Unit 3 | Yoga | Yoga Practices | Chanting of 'Om' – A, U, M | YG-11 | 20 |
| 107 and 108 | Unit 2 | Our Games | Type 4/5 | Anding Oka | OG-12 | 24 |
| 109 | Unit 1 | Personal Goals | Type 1 | Leg Circuit | BM-23 | 56 |
| 110 | Unit 1 | Personal Goals | Type 3 | Balancing on the Line | BM-25 | 57 |
| 111 | Unit 1 | Personal Goals | Type 1 | Roll Around | BM-19 | 58 |
| 112 | Unit 1 | Personal Goals | Type 3 | Sky Shuttlecock | BM-16 | 59 |
| 113 | Unit 3 | Yoga | Yoga Practices | <i>Krida Yoga</i> | YG-12 | 21 |
| 114 and 115 | Unit 2 | Our Games | Type 4/5 | Anding Oka | OG-12 | 26 |
| 116 and 117 | Unit 2 | Our Games | Type 4/5 | Turai Kar | OG-13 | 28 |
| 118 and 119 | Unit 2 | Our Games | Type 4/5 | Anti Pil | OG-1 | 30 |
| 120 | Unit 1 | Coordination | Type 3 | Cross Together | BM-20 | 60 |
| 121 | Unit 1 | Coordination | Type 3 | Push Circuit | BM-22 | 61 |
| 122 and 123 | Unit 2 | Our Games | Type 4/5 | Chho Chho | OG-8 | 32 |
| 124 | Unit 1 | Coordination | Type 3 | Leg Circuit | BM-23 | 62 |
| 125 | Unit 1 | Coordination | Type 3 | Roll Around | BM-19 | 63 |



| | | | | | | |
|----------------|--------|-----------------------------|----------------|-----------------------------|-------------|-----------|
| 126 | Unit 3 | Yoga | Yoga Practices | Japa-Tapa | YG-13 | 22 |
| 127 | Unit 1 | Coordination | Type 2 | Balancing on the Line | BM-25 | 64 |
| 128 | Unit 3 | Yoga | Yoga Practices | <i>Rishi Patanjali Says</i> | YG-14 | 23 |
| 129 | Unit 1 | Coordination | Type 3 | Cross Together | BM-20 | 65 |
| 130 | Unit 2 | Our Games | Type 4/5 | Turai Kar | OG-13 | 33 |
| 131 | Unit 3 | Yoga | Yoga Practices | Shabda Grahi | YG-15 | 24 |
| 132 | Unit 2 | Our Games | Type 4/5 | Indur Beral | OG-3 | 34 |
| 133 | Unit 1 | Coordination | Type 1 | Movement Circuit | BM-21 | 66 |
| 134 | Unit 1 | Kicking | Type 1 | Between the Door | BM-9 | 67 |
| 135 and 136 | Unit 2 | Our Games | Type 4/5 | Rinky Pinky Ponk | OG-5 | 36 |
| 137 | Unit 1 | Coordination | Type 1 | Balancing on the Line | BM-25 | 68 |
| 138 | Unit 1 | Kicking | Type 1 | Dribble and Pass | BM-7 | 69 |
| 139 and 140 | Unit 2 | Our Games | Type 4/5 | Dhop Khela | OG-11 | 38 |
| 141-150 | | Assessment | | Yearly Assessment | SA-2 | 19 |
| | | Yoga | 24 | | | |
| | | Our Games | 38 | | | |
| | | Basic Motor Movement | 69 | | | |
| | | Assessment | 19 | | | |
| | | Total | 150 | | | |








Summative Assessment

1. Basic Motor Movements






Instructions

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

Throwing

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|---|
|  |  |  |  |  |
| I can hit the targets sometime with different size of ball at the near distance. I need to practice more for proper follow-through. | I can mostly throw the ball to my partner while looking in their eyes with proper technique. I need to use more force to cover more distance. | My throws reach the target with moderate power. I need to improve my aim for accuracy and consistency. | My throws are strong, smooth, and natural. | Discuss with the teammates about how to throw better. |

Catching

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
|  |  |  |  |  |
| I occasionally catch the ball on the spot with both hands and with a single hand. I misjudge the ball when it is little bit far from me. | My focus is increasing but I need to work on coordination for better catch. | I can mostly catch the ball with both hands, while moving. I need to work on one-hand skill. | I can consistently catch the throws with single hand at different distances with right technique. | I always appreciate other students who take a good catch. |








Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for themselves.






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

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

Kicking

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|
|  |  |  |  |  |
| I can kick different kinds of balls with proper technique over short and long distances. | I struggle to kick the ball in different directions. My accuracy and force varies. | I show better technique by kicking with moderate accuracy and force. | I can kick the ball with proper leg and hand movements to my partner in any direction and distance. | I listen to the teacher and follow their instructions. |

Receiving

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
|  |  |  |  |  |
| I can receive both short and long pass smoothly on the spot. | I find it hard to balance and control the ball when it is a few steps away. | I react quickly and control the ball, even if it is a little far. | I can confidently receive passes from any direction and control them easily. | I help pick up the balls after practice. |






**Note for the teacher**

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

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

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

Hitting

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|---|
|  |  |  |  |  |
| I can consistently hit the ball toward my partner or a target at a short distance with proper balance. | I struggle to hit the ball and lack power and timing when it is a bit fast. | I am able to hit the ball with strong force and accuracy, making only a few mistakes. | I can hit the ball confidently during a game. | Even after losing the game, I stay positive and try again. |

Note for the teacher






The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Hitting: *Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips*



and shoulders, extend arms fully at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.

Jumping






| 1 | 2 | 3 | 4 | 5 |
|--|---|---|--|---|
|  |  |  |  |  |
| I can jump confidently on one leg and shift directions smoothly while maintaining balance. | I can jump in multiple directions with control, adjusting body movements for stability. | I can use body awareness to hop smoothly and land gracefully. | I am able to execute fast and controlled jump/hop, combining turns with ease. | Encourage others by cheering for them. |

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Jumping: Encourage students to develop balance, coordination, and leg strength by keeping knees slightly bent, using arms for balance, landing softly.

Walk or Run

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
|  |  |  |  |  |
| I can walk for 5 min without any discomfort. | I can walk for 7 min without any discomfort. | I can continuously jog for 3 min. | I can continuously jog for 5 min. | I enjoy while running and walking. |

**Note for the teacher**

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Walk and run: *These actions should be done with proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.*






2. Our Games**Instructions**

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

Enjoyability (Motivation to play) My ward –

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|--|
|  |  |  |  |  |
| Takes part actively, displaying energy and enjoyment during play. | Shows high energy and motivation to engage in both familiar and new activities. | Takes initiative to start games, encourages peers to join, and enjoys trying different roles. | Demonstrates leadership by guiding others, explaining rules, and ensuring fair play. | Innovates new ways to play, modifies rules to make games more engaging, and encourages teamwork. |

Helping Others and Kindness My ward –

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
|  |  |  |  |  |
| Regularly offers help without being asked. | Engages in helping others with a genuine sense of empathy. | Happily assists others and feels good to be kind. | Shows empathy and takes initiative to support others in need. | Sets a positive example by treating everyone with respect and fairness. |



Feel Safe with Others My ward –

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|---|
| | | | | |
| Feels happy and secure while engaging in social activities with others. | Comfortably shares thoughts in discussions and cooperates with others. | Builds positive relationships, shows empathy, and supports others in social settings. | Takes initiative to include others, ensuring everyone feels valued and accepted. | Demonstrates strong social confidence, fostering a welcoming and inclusive environment for all. |

Active Lifestyle My ward –

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|--|
| | | | | |
| Comfortably performs physical activities with coordination and control. | Maintains enthusiasm and actively engages in physical activities. | Performs physical activities with speed, balance, and confidence. | Loves challenges, pushes personal limits, and enjoys movement-based tasks. | Excels in physical challenges, inspires others, and enjoys staying active. |

Responsibilities My ward –

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|--|
| | | | | |
| Takes initiative in handling schoolwork and daily duties without frequent reminders. | Takes responsibility for daily personal and shared duties with consistency. | Organises tasks efficiently and completes them on time without reminders. | Balances different duties with ease and takes ownership of tasks. | Takes initiative in supporting others to develop strong habits of discipline and responsibility. |



3. Yoga

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

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

Yoga for Daily Life

The assessment can be done based on teachers observation, parents feedback, and also students self-reflection.

Ahara—Eating habits

The teacher can assign a task where each student records their meals—breakfast, lunch, and dinner—for a week. They should also note whether they ate with or without distractions and whether any food was wasted. Based on these entries, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|------------------------------------|-----------------|---------------------|---------------------|-------------------|
| Eats fresh and healthy food | Daily | 4 to 5 times a week | 2 to 3 times a week | Very rarely |
| Avoids junk food | Never | Occasionally | Very often | Frequently |
| Eats with awareness | No distractions | Few distractions | Often distracted | Always distracted |
| Avoids food wastage | Never wastes | Rarely wastes | Sometimes wastes | Frequently wastes |



Vihara—Daily routine

The teacher can assign a task where each student records their wake-up time, daily practice of *asana* and *pranayama*, playing outside, helping others, etc., for a week. Based on these entries, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|--|------------|---------------------|---------------------|-------------|
| Wakes up early | Daily | 4 to 5 times a week | 2 to 3 times a week | Sleeps late |
| Practices <i>asana</i> and <i>pranayama</i> | Daily | 4 to 5 times a week | 2 to 3 times a week | Never |
| Plays outside | Daily | 4 to 5 times a week | 2 to 3 times a week | Never |
| Helps at home | Daily | Often | Sometimes | Never |

Achara—Behaviour

The teacher can assign a task where each student observes and records their actions—using polite words, helping others, sharing with friends, watering plants and feeding animals—for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|----------------------------|------------|-------------------------|---------------|------------|
| Speaks politely | Always | Often polite | Sometimes | Never |
| Helps others | Always | Often helps | Sometimes | Never |
| Shares with friends | Always | Often shares | Sometimes | Never |
| Waters the plants | Always | Often waters the plants | Sometimes | Never |
| Feeds animals | Always | Often feeds animals | Sometimes | Never |



Vichara—Thoughts

The teacher can assign a task where each student records aspects such as the type of thoughts they have, the books they read, the time spent with family, engaging in gardening or going for a walk in the park for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|---|------------|-----------|---------------|----------------|
| Thinks positively | Always | Often | Occasionally | Often negative |
| Spends time with family | Daily | Often | Occasionally | Rarely |
| Read good books | Daily | Often | Occasionally | Rarely |
| Engages in gardening, or goes for a walk in the park | Daily | Often | Occasionally | Rarely |

Nidra—Sleep

The teacher can assign a task where each student tracks their bedtime, whether they read a book or listen to a story before sleeping, and their gadget usage before bed for a week. Based on these observations, the teacher will assess the students using the following criteria:

| Criteria | Always (4) | Often (3) | Sometimes (2) | Rarely (1) |
|---|------------|-----------|---------------|-------------|
| Sleeps early | Always | Often | Sometimes | Sleeps late |
| Listens to story, read book before bed | Always | Often | Sometimes | Never |
| Reads good books | Always | Often | Sometimes | Never |
| Avoids gadgets before bed | Daily | Often | Occasionally | Rarely |



Ashtanga Yoga




Yama – Satya and Niyama - Santosha

Story completion

The teacher can divide the students in groups. Each group is given an incomplete story and is asked to complete the story after discussing in the group and share their views with the class.

Example:




- (a) “A child finds a lost wallet in the playground”.
- (b) “Sharath always demands for new toys instead of playing with what he has”.

| Criteria | Excellent  | Good  | Scope for improvement  |
|---|--|---|--|
| Does the student understand the values of truthfulness and contentment? | Clear understanding | Not very clear | Needs some guidance |
| Is the story well-structured? | Creative and meaningful | Meaningful but lacks creativity | Unstructured |
| Did the student participate in the group discussion and contributed by giving ideas? | Active participation | Partial engagement | Participates minimally |






Yoga Sadhana

1. Asana—*Ardha Chakrasana, Padahastasana, Trikonasana, Shashankasana, Ushtrasana, Vakrasana, Setubandhasana, Uttanapadasana, Shalabhasana and Sarala Dhanurasana*

| Criteria | Excellent  | Good  | Scope for improvement  |
|-----------------------------|--|---|--|
| Demonstrates asanas | Performs all <i>asanas</i> correctly | Performs all <i>asanas</i> correctly but needs minor corrections | Requires repeated guidance |
| Follows instructions | Very attentive | Attentive | Requires repeated guidance |
| Identifies asanas | Correctly identifies all <i>asanas</i> | Identifies most <i>asanas</i> correctly | Requires repeated guidance |

2. Pranayama

| Criteria | Excellent  | Good  | Scope for improvement  |
|--|--|---|--|
| Chants 'Om' | Rhythmic | Requires minor corrections | Requires repeated guidance |
| Identifies and demonstrates Mudras | Yes | Can identify but faces difficulty in performing | Requires repeated guidance |
| Identifies and demonstrates different Pranayama | Yes | Can identify but faces difficulty in performing | Requires repeated guidance |