

Khel Yoga

Physical Education and Well-being
Textbook for Class 3



339

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

0339 – KHEL YOGA

Physical Education and Well-being Textbook for Class 3

ISBN 978-93-5292-864-4

First Edition

June 2024 Jyestha 1946

PD 1000T BS

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

₹ 65.00

*Printed on 80 GSM paper with NCERT
watermark*

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

ALL RIGHTS RESERVED

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

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus Sri Aurobindo Marg New Delhi 110 016	Phone : 011-26562708
108, 100 Feet Road Hosdakere Halli Extension Banashankari III Stage Bengaluru 560 085	Phone : 080-26725740
Navjivan Trust Building P.O.Navjivan Ahmedabad 380 014	Phone : 079-27541446
CWC Campus Opp. Dhankal Bus Stop Panihati Kolkata 700 114	Phone : 033-25530454
CWC Complex Maligaon Guwahati 781 021	Phone : 0361-2674869

Publication Team

Head, Publication Division	: Anup Kumar Rajput
Chief Editor	: Shveta Uppal
Chief Production Officer	: Arun Chitkara
Chief Business Manager	: Amitabh Kumar
Editor	: Bijnan Sutar
Production Officer	: Jahan Lal

Cover

Fatma Nasir

Illustrations and Design

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

Foreword

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

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

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



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

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

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

DINESH PRASAD SAKLANI
Director

New Delhi
31 May 2024

National Council of Educational
Research and Training

About the Book

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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

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

Session planning

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



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

Type 1 Game practice.

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

Type 3 Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

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

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



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

Instructions for teachers

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

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



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

Warm-up and cool-down routines

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

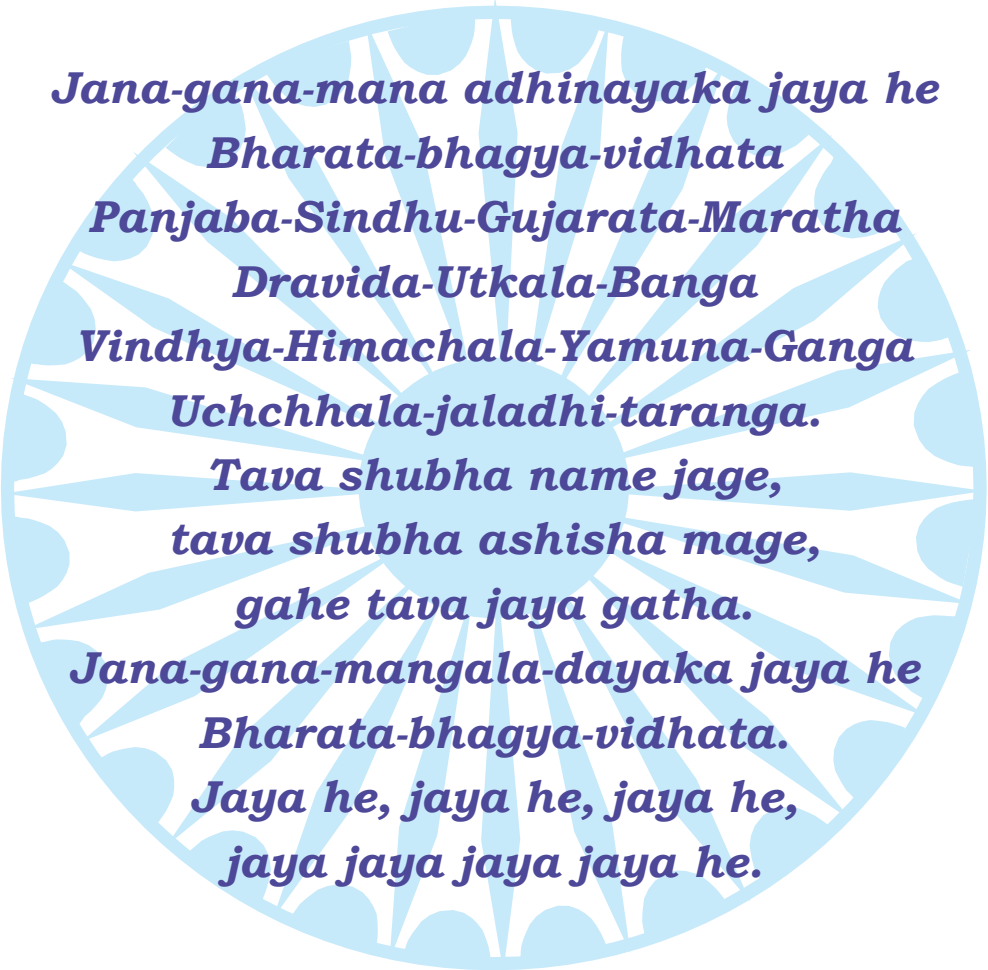
B. P. Bhardwaj,
Member Convenor, Professor & Head,
Division of Educational Research, NCERT

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

National Syllabus and Teaching Learning Material Committee (NSTC)

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

Our National Anthem



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

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

Textbook Development Team

Guidance

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

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

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

Gajanan Londhe, *Head*, NSTC Programme Office

Chairperson, Physical Education and Well-being

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

Contributors

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

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

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

Jayprakash, *Professor*, IGIPES, University of Delhi

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

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

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

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

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

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



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

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

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

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

Member-Convenor

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

Member-Coordinator

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

Acknowledgements

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

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

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

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

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

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

guarantees these

Fundamental Rights

Right to Equality

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

Right to Freedom

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

Right against Exploitation

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

Right to Freedom of Religion

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

Cultural and Educational Rights

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

Right to Constitutional Remedies

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



Contents

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

