

Khel Yatra

Physical Education and Well-being

Textbook for Grade 6



0687

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NCERT

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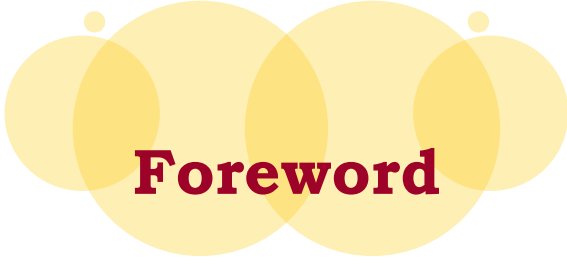
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Foreword

The *National Education Policy 2020* envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavours and knowledge, while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the *National Curriculum Framework for School Education* (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities and touching upon all the five planes of human existence, the *pañchakośhas*, in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8. The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages—including at least two languages native to India—to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development. Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a

judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establishing conceptual connections both within and across curricular areas. The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject experts, pedagogues, and practicing teachers as their members, have made all possible efforts to develop such textbooks.

Adhering to the recommendations of the National Curriculum Framework for School Education, a new subject area called ‘Physical Education and Well-being’ has been introduced at the Middle Stage. This subject aims to promote love for physical activity and sports; develop capacities for skillful engagement in sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellbeing. The subject of Physical Education and Well-being includes various aspects of Yoga starting from Yama, Niyama, Āsana, Prānāyāma and Dhyāna 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 Yatra* for Grade 6, is meticulously designed to develop motor skills and engage children in the team sports of Kho-kho and Hand ball. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yatra 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.

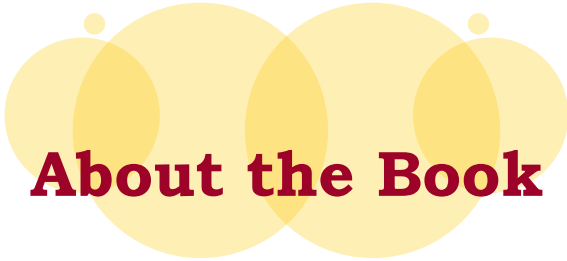
The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but also a valuable resource for parents and community.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so. With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

Dinesh Prasad Saklani

Director

National Council of Educational Research and Training



About the Book

The *National Curriculum Framework for School Education 2023* (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help the teachers and students achieve curricular goals of Physical Education and Well-being, for the first time a textbook has been designed for Grade 6. This book enables students to experience the joy of playing, explore diverse physical activities, practice fitness skills, learn basic sports skills, and immerse in the world of yoga. Sports and physical activities teach important motor skills, 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.

To achieve the goals of fitness, sports and holistic well-being, the Grade 6 textbook is designed to have five units.

1. Understanding the importance of Physical education
2. Motor fitness
3. Introduction to *Kho-Kho*
4. Introduction to Handball
5. Yoga

In Unit 1, students explore the connection between physical education (PE) and well-being, emphasizing its impact on personal and social behaviour. Through playing games and engaging in discussions,

students will understand the importance of living a healthy lifestyle and how physical activity adds to their overall enjoyment and success. Students will also learn about the safety measures to minimize the risk of injuries and create a healthy environment for the players.

In Unit 2, students learn different fitness components like endurance, strength, flexibility, and balance. The main aim is to understand how each of these components contributes to overall health.

In the Units 3 and 4 focus is on learning new games. Kho Kho is introduced in Unit 3 and Handball in Unit 4. Through interactive sessions and group exercises, students will discover the excitement of sport and health advantages of physical activity. The emphasis will be on inclusivity, team cohesion, and enjoyment of movement.

In the last unit, students immerse in the holistic nature of yoga. They learn about Yama (social discipline) and Niyama (Personal discipline) to inculcate healthy habits for positive behavior. Systematic practice of various yogasanas starting with Sūkshma Vyāyāma (loosening exercises), preparatory breathing practices and step-by-step performance of each asana helps our body to be flexible, strong, balanced and disease free. Various techniques of Prānāyāma strengthen the lungs, improves functioning of major systems of our body, calm down the mind, improve concentration and help in achieving overall harmony and well-being. To explore the world within us and experience deep sense of peace, tranquility and bliss, students learn different techniques of Dhāraṇa (single pointed concentration) and Dhyāna (meditation). Learning various yogic practices lays foundation for long and healthy life.

In this book, apart from learning the 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. Inculcation of these values and dispositions will partly happen while children are engaged in

the physical activities or 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 periods.

Structure and Flow of Classes

NCF-SE 2023 has recommended 120 periods for physical education and well-being in Grade 6. Suggestive timetable assumes at least 5 periods of 40 minute each, per week. NCF-SE recommends allocating block period (2 periods together) for physical education and well-being. If it is not possible to allocate two block periods and one single period every week, it is necessary to design single periods with different focus to ensure sufficient time for activities, game and circle time.

Suggestions are given below for two different scenarios of timetable.

- Scenario 1 – Five single periods per week.
- Scenario 2 – Two block periods for Units 1 to 4 and single period for yoga.

Scenario 1: Three different types of sessions have been visualised to effectively use the limited time in each period and achieve the learning outcomes.

- Type 1: Maximizes game practice.
- Type 2: Maximizes circle time after play to provide sufficient time for discussing cognitive and socio-emotional aspects.
- Type 3: Maximizes gamified drills to focus on one specific skill.

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

Period/Session Types				
Type 1	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	25	5	5

Type 2	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	15	5	15
Type 3	Warm-up – Preferably Gamified	Gamified Drills or Mini Games	Cool-down	Circle Time
Time in Minutes	5	25	5	5

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

- Type 4: Maximizes game time and drills.
- Type 5: Maximizes game time.

Type 4

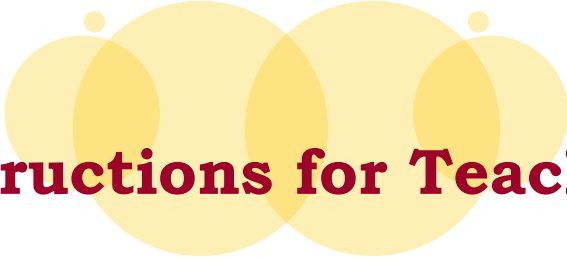
Block Period	Warm-up – Preferably Gamified	Game Time	Gamified Drills or Mini Games	Cool- down	Circle Time
Time in Minutes	5	30	20	5	20

Gamified Drill is a mini game played between teams to target specific skills. Pure drills are not recommended at this stage.

OR

Type 5

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



Instructions for Teachers

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

- Ensure adequate play area and there are no obstructions in the play area.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing the teams make sure that the teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Ensure that a first aid kit is available and accessible.
- Ensure that students are treated with respect and they feel emotionally and socially safe.
- Provide regular encouragement and support to all the students.
- Ensure students have access to fair redressal of grievances during the Physical Education period.
- Encourage students to be aware of their surroundings while playing.
- Instruct the students not to aim at the opponent, unless told otherwise, and discuss why this is important.
- Encourage the students to be careful while pushing or pulling the opponent in the activity.
- Ensure that students do proper warm-up and cool-down. Encourage them to create their own routines.
- Provide opportunities to students for interactions before, during and after the class.

- Introduced sports skills gradually. Complexity can be increased by playing mini versions of the sport gradually building individual capacities such as observation, reflection, emotional regulation, expanding spatial awareness and peripheral vision, and making quick judgements based on gameplay.
- Discuss social capacities such as effective communication, collective decision making, and working together towards a common goal, during circle time and at relevant moments in the sport.
- Encourage students to take more responsibility for building a culture of inclusive sports at school. Help them to take an active role in ensuring all students feel safe, motivated, and encouraged to play.

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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

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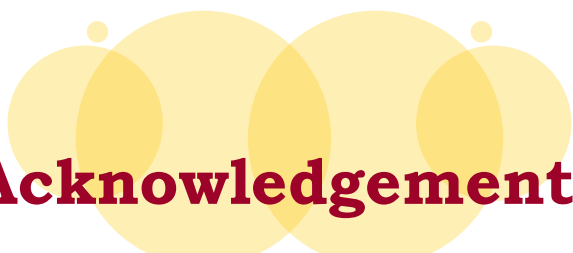
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CONSTITUTION OF INDIA

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.

