GOVERNMENT OF TAMIL NADU

PHYSICAL EDUCATION

TEACHER'S RESOURCE BOOK

CLASSES : 1 - 5

UDARKALVI - UYIRKKALVI

Department of School Education

Untouchability is Inhuman and a Crime

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Government of Tamil Nadu

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Teacher's Resource Book

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Preface

"Movement is life and life is movement"

Udarkalvi Uyirkkalvi

The Department of School Education has launched a comprehensive physical education programme for holistic development across all the schools of the state. This initiative aims not only to boost physical fitness but also to foster character building, social skills and overall well-being among students.

The regular lifestyle of students was affected due to the restrictions that prevailed during the COVID-19 pandemic period and thereafter. They were unable to use the playgrounds for regular physical activities, which reduced the functioning of their immune system. To change the situation, proper physical education curriculum for students is mandatory. Hence, the Department of School Education has taken steps to implement a physical education curriculum. This initiative is not merely a response to current trends but a proactive step towards nurturing all-rounded students who are equipped to face the challenges of the 21st century.

The curriculum framework-2017 by the Tamil Nadu government emphasises, "It is important to make our students understand and feel proud of our rich cultural heritage, tradition, history, art and literature". Keeping this in mind, this initiative focuses on the students' overall development of physical and cognitive abilities with a wide range of activities that will help to nurture their values and attitudes towards our culture and heritage. Special provisions are made to ensure that children with special needs (CWSN) are fully integrated into the programme. Adaptations and modifications are implemented to make physical activities accessible and enjoyable for all students, regardless of their physical abilities or limitations.

The Tamil proverb says, "சுவரில்லாமல் சித்திரம் வரைய முடியாது" which means nothing can be developed without strong base. Primary level students undergo significant physical growth at this age. Hence, importance is given to movement education, fundamental motor skills, asanas sensory adaptation exercises, Tamil folk games and joyful games at the primary level to develop motor skills properly with confidence and also to acquire values.

This programme provides opportunities for students to excel and win medals at state, national and even international levels, further enhancing their sense of achievement and pride in their physical endeavours. Let us wholeheartedly welcome this initiative and collaborate towards creating a healthy and happy future for the students.

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CLASSES : 1 - 3

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TEACHER'S RESOURCE BOOK

Learning Objectives

- To improve joint flexibility, coordination and body awareness through movement education.
- To develop proficiency in locomotor skills such as walking, running, jumping and hopping.
- To develop proficiency in manipulative skills such as throwing, catching, striking and kicking.
- To gain proficiency in non-locomotor skills such as stretching, static balance and body shapes.
- To acquire spatial awareness and neuromuscular coordination while practicing locomotor, manipulative and non-locomotor skills.
- To achieve physical and mental relaxation by practicing asanas.
- To make the students understand the importance of the five senses of the body through sensory development exercises.
- To encourage the students to play Tamil folk games and joyful games with interest, fun and joy.
- To make the students understand the importance of chess, its position, value, placement and movement of chessmen.
- To foster the overall health and well-being of Children with Special Needs (CWSN) through suitable activities.
- To promote the overall development of physical, mental, emotional and social well-being through physical education and sports.

Day 1

Walk Ease

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 5 times in a circular motion in clockwise and anti-clockwise directions.

Up and Down Movement of the Neck

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Touching the chin to the chest.

b. Look up at the ceiling or sky.

Flexion

Extension

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Walking

Instruct the students to follow the following techniques while walking.

Ask the students to walk and observe whether they perform the following instructions in order.

- Walk slowly
- Walk fast
- Walk in a line, in a circle, in a zigzag way
- Making shapes, letters and numbers while walking

Walk Tall | Arms Swing | Knees Bend | Heel to Toe | Toe Forward

The Remote Control

Ask the students to do the following actions as per the command.

- Play - Walk inside the classroom
- Pause - Freeze on the spot and hold a balance
- Rewind - Walk backwards carefully
- Fast forward - Walk as fast as possible
- Slow motion - Walk as slowly as possible
- Record - Make various expressions to classmates

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Day 2

Animal Walk

30 Minutes

Warming Up

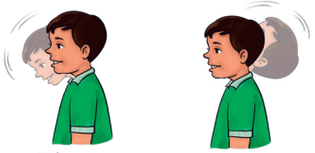
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Up and Down Movement of the Neck

The teacher has to demonstrate and ask the students to follow the movements.

a. Touching the chin to the chest.

b. Look up at the ceiling or sky.



Flexion Extension

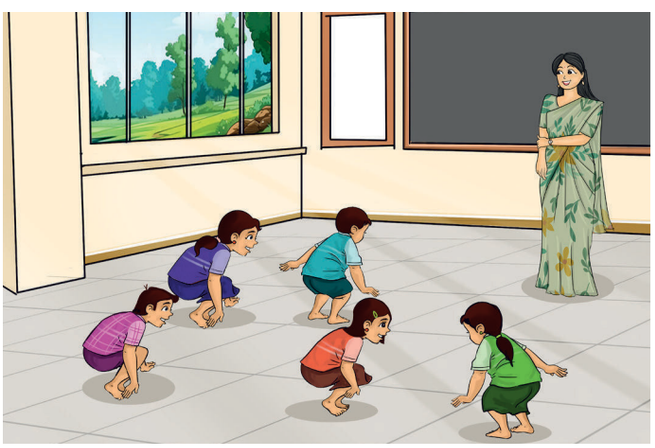
Walking

Instruct the following movements and make students walk like:

- Bear Walk
- Duck Walk
- Elephant Walk

Animal Walk

Two opposite walls of the class are treated as both ends of the classroom. Students should walk from one end to another end in line, leaving a gap in between them. Students have to freeze when the teacher says, "PAUSE" and move like animals when the teacher says, "Animal's name" such as duck, elephant, bear, cat, lion, etc. Students have to change their walking style in between, depending upon the instruction from the teacher. The game continues like this.



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Day 3

Road Trip

30 Minutes

Warming Up

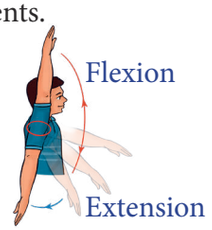
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed while jogging. Continue the same for about 20 metres.

Up and Down Movement of the Shoulder

The teacher has to demonstrate and ask the students to follow the movements.

a. Reaching up to grab something from a high shelf.

b. Reach backward to stretch the back.



Walking

The teacher has to demonstrate the movements that follow.

- Walking on heels
- Walking like a Robot
- Walking on a line

Road Trip

When the music starts, the students have to move around the play area, holding up an imaginary steering wheel. The teacher has to give the commands that follow.

- Green : Go
- Yellow : Slow down
- Red : Halt.
- Windscreen wipers : Move the arms back and forth.
- Brake : Balance on one foot.

The students act on the above mentioned commands.

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Day 4

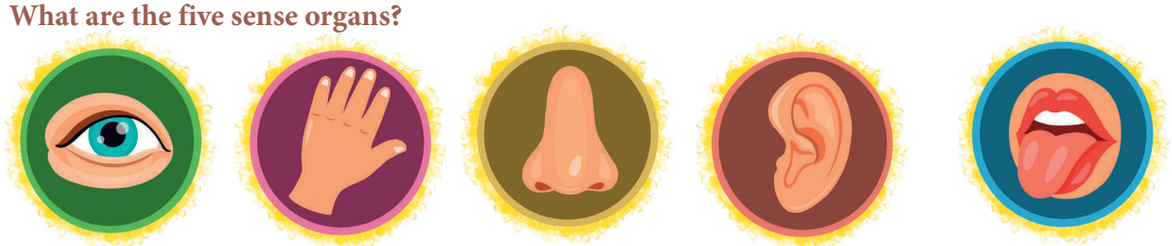
Let's Sense

30 Minutes

Sensory Adaptation Exercise

- Sit in a comfortable place.
- Keep the eyes closed and take a breath through the nose.
- Hold the breath for a moment and imagine the smell and taste of a lemon.
- Feel the smell and slowly breathe out.
- Take one more breath.
- Listen to any music or song.
- Hold the breath.
- Touch the friend close to you.
- Breathe out slowly and open the eyes

What are the five sense organs?



EYES - SIGHT | SKIN – TOUCH | NOSE – SMELL | EAR – HEARING | TONGUE – TASTE

Kichu kichu Thambalam

Organise the students into two pairs and instruct the pairs to sit on the sand facing each other as shown in the picture. One of the students has to hold a small stick, two inches in size with the fingers and move it gently into the sand and hide it. When concealed, sing the following song.

Kichu kichu thambalam
Kiyya kiya thambalam
Machu machu thambalam
Maya maya thambalam

The sand bank has to be restored again. Another student has to guess and put his or her interwined fingers on the sand bank. The student who hid the stick searches the small stick in areas other than the place of the interwined fingers and he or she is awarded a point if the little stick is identified. If he does not find the small stick, the other student who has interwined on the sand bank gets a point.

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Day 5

Run for Fun

30 Minutes

Warming Up

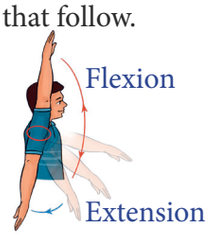
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Up and Down Movement of the Shoulder

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Reaching up to grab something from a high shelf.

b. Reaching out backward to stretch the back.



Running

Instruct the students to follow the techniques while running as given in the picture.

- Let's try to run on the toes.
- Slightly lean forward while running.
- Run at your own pace.

Observe the run and correct the students if required

Head up

Elbow flex

Arms Swing

High Knee

Kick back

Toe to Heel

Lean slightly forward

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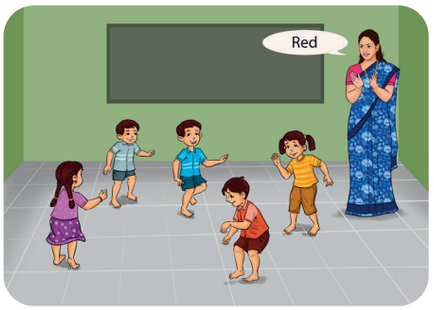
Road Trip with Modification

Invite the students to find a space in a large open play area where they are not in contact with anyone else. Now the students move around the play area in response to the following commands.

- Red: Stop
- Yellow: Walk
- Green: Run



Continue this game for a specific time.

Day 6

Run to Win

30 Minutes

Warming Up

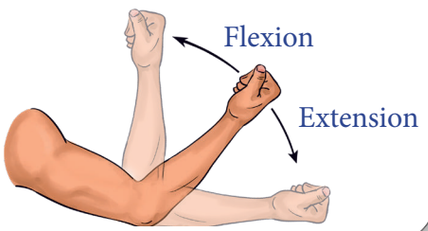
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

Up and Down Movement of the Elbow

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Bring the hand to the mouth like eating food.

b. Reach out to shake someone's hand.



Running

The teacher has to demonstrate the movements that follow.

- Run on the spot.
- Run forward, moving the arms.

Mid Foot Strike

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Collect the Pebbles

Organise the students into groups of four. At one end of the class or playing area, each group forms a queue behind a hoop or a circle on the floor. Place some pebbles on the opposite side of the playing area at a distance of 5 metres. Ask the first student in each group to run and take a pebble and return to their group and place the pebbles into their hoop or circle. In the same way, the students in the respective groups have to collect the pebbles. The group that collects all the pebbles first will win.

Day 7

Chess

30 Minutes

Chess

Chess Board and the Placement of Pieces

A chess board has 64 small squares. If the first square is white in colour, then the next square will be in black and vice-versa.

Introducing the Pieces

There are 32 black squares and 32 white squares.

There are 16 black pieces and 16 white pieces. All the sixteen pieces are not the same. They are different in size, shape and power.

Sensing the Coins

1 King

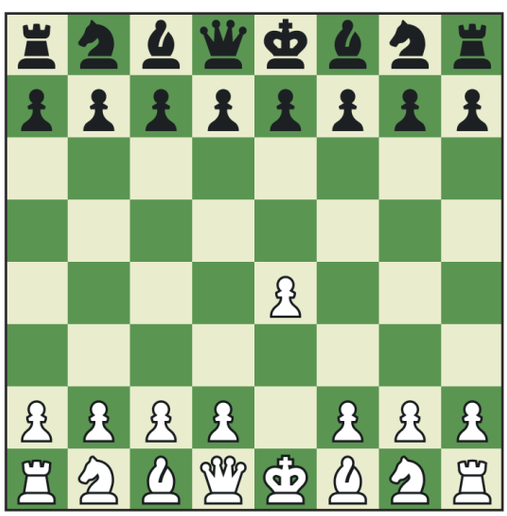
1 Queen

2 Rooks

2 Knights

2 Bishops

8 Pawns



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Day 8

Train Run

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 5 times in a circular motion in clockwise and anti-clockwise direction.

Up and Down Movement of the Elbow

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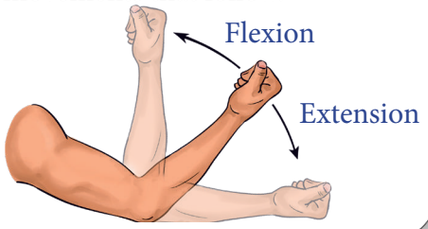

Running

Instruct the students to demonstrate the movements that follow.

- Run forward with arms moving.
- Run backward.
- Run with friends by holding their hands.

Forward run

Backward run

Running by holding hands

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Train Engine

Encourage the students to stand one behind the other in a defined playing space. The first student plays the role of an "Engine" and others are considered as compartments.

- Instruct the students to run on various running techniques, such as leaning backward or forward, using long or short strides, by following the engine.
- After completing the running techniques for sometime, choose one of the other students to act as an "Engine".

Day 9

Shape

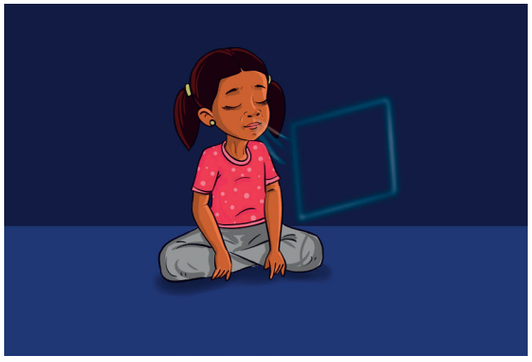
30 Minutes

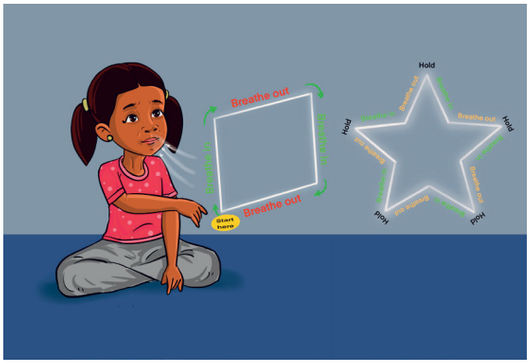
Shape Breath

Procedure

- Sit comfortably.
- Take a deep breath through the nose and imagine drawing a square in the air with a hand.
- Hold the breath and imagine tracing the lines of the square's corners.
- Slowly breathe out and draw the square again.

In the same way, continue the breathing technique, with a star shape.





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Kulai Kulaya Munthiri Kai

Draw a circle according to the number of students and ask the students to sit outside the circle. Select one student as 'IT' and give him a handkerchief and tell him to run around the students.

All the seated students have to sing the following song.

Kulai kulaya munthirikka (Running student)
Nariyae Nariyae suthi vaa (Other students)
Kollai adichavan enga irukkan (Running student)
Kootathil iruppan kandupidi (Other students)

While running, the 'IT' places the handkerchief behind any one of the students sitting outside the circle and goes around the circle. The student who finds the handkerchief behind him picks up the handkerchief and runs quickly and tries to touch the back of the 'IT'. The 'IT' has to run fast and try to occupy the vacant place. If 'IT' occupies the vacant place before being touched, the chaser becomes the 'IT'. Like this, the game continues for a specific time.

Day 10

Let's Throw

30 Minutes

Warming Up

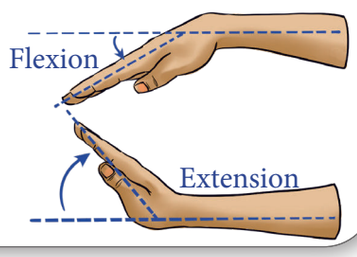
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Up and Down Movement of the Wrist

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Hand signal to the students to come closer.

b. Hand signal like a traffic police to stop the vehicle.



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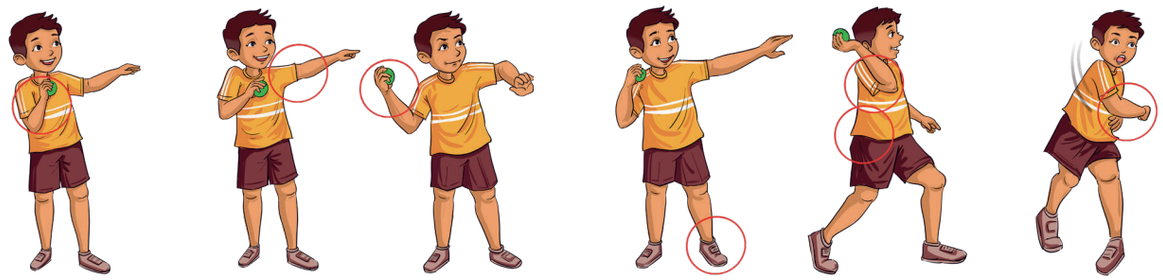
Throwing

Instruct the students to follow the techniques while throwing,

- Hold the ball firmly.
- Stand with feet apart.
- Swing throwing arm back.
- Step forward.
- Rotate the hip and the shoulder.
- Throw and release.

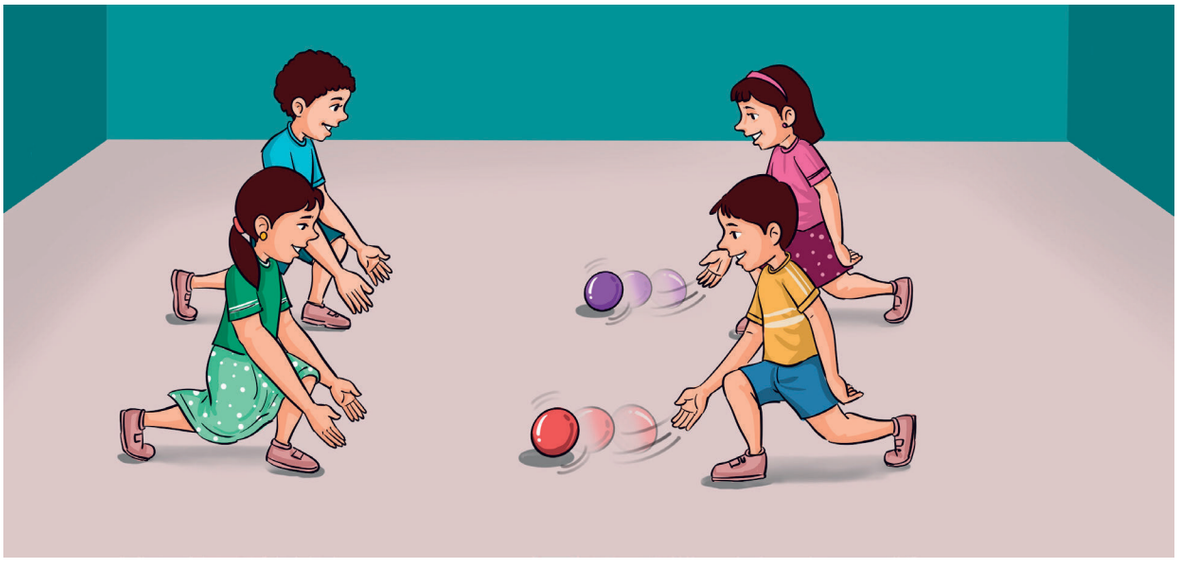
Observe whether the students perform the following actions in sequence correctly.



Hold | Focus | Swing | Step – in | Hip and shoulder Turn | Throw

Pair Throw

Organise the students into groups of two and ask them to face each other 3 metres apart and give a ball to each pair. Instruct the students to roll the ball back and forth to one another, using both hands, one hand and then use alternate hands. Practice rolling and catching the ball.



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Day 11

Throw Far

30 Minutes

Warming Up

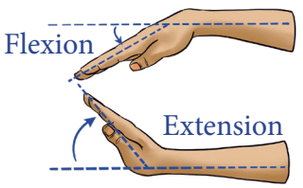
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Up and Down Movement of the Wrist

The teacher has to demonstrate and ask the students to do the movements.

a. Hand signal to the students to come closer.

b. Hand signal like a traffic police to stop the vehicle.



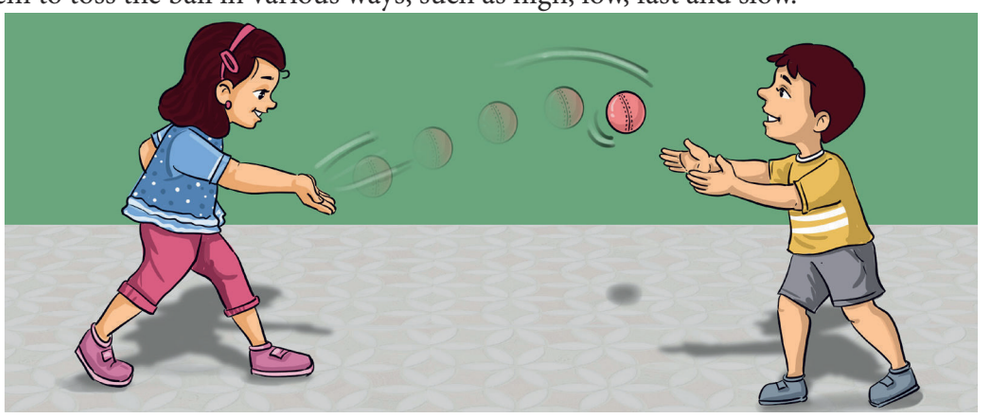
Throwing

Instruct the following movements and make students to

- Throw as far as possible.
- Throw as high as possible.
- Throw without moving feet.
- Step forward and throw.

Under Arm Throw

Ask the students to stand in pairs with a ball. Encourage them to select a spot in the play area. The students have to practice throwing the ball to each other using the underarm technique. Ask them to toss the ball in various ways, such as high, low, fast and slow.



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Day 12

Target Throw

30 Minutes

Warming Up

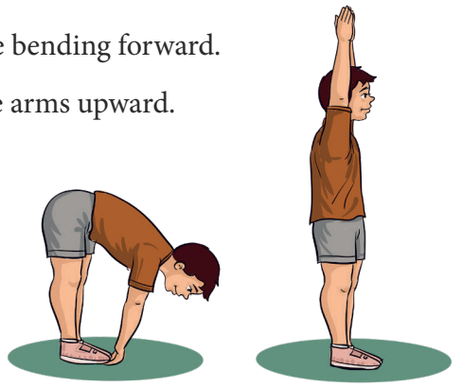
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Up and Down Movement of the Trunk

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Touch the toes while bending forward.

b. Extend and raise the arms upward.



Flexion Extension

Throwing

Guide the students to perform the movements that follow.

- Hit the ball on the target, which is on the ground.
- Throw the ball to the partner.
- Throw the ball with right and left hands and find the dominant hand.
- Concentrate on follow through.

Throwing sequence

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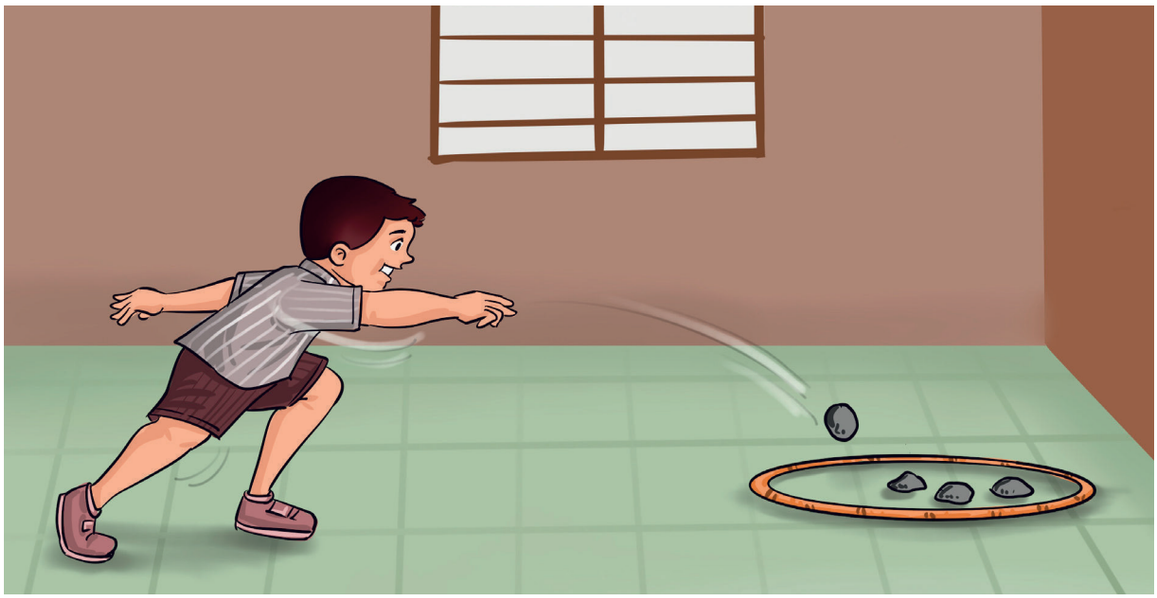
Throw to the Target

Give each student a ball and a hoop. Invite them to select a spot in the playing area and position their hoop in the middle. Ask them to stand one metre away from their hoop and throw their ball into it. If they succeed, they can take a step back and continue for their next throw (throwing distance increases). If they are unsuccessful, they have to attempt again from the same distance.



Day 13

Chess Piece

30 Minutes

Chess

Moves of the Pieces

The King

The King can move in any direction but only one step.

The Queen

The Queen can move any number of squares in any direction. It is the most powerful piece in the game.

The Rook

Rooks are also one of the most powerful pieces on the board. These pieces can move forward, backward and sideward in a straight line.

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Chess

The Bishop

Bishops can move diagonally. The bishop which is in the white box shall always move only in white rows but diagonally. The bishop in the black box shall move diagonally in the black rows only.

The Knight

Knights on the chess board will always take a "L" shape move. They can move towards the right or left but only in 'L' shape.

The Pawns

Pawns can move either one or two steps in the starting move. In all the other moves, they can move only one step in the forward position. The pawn can move diagonally, only when it captures the opponent pieces.

Day 14

Learn to Catch

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

Up and Down Movement of the Trunk

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Touch the toes while bending forward.

b. Extend and raise the arms upward.

Flexion

Extension

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Catching

Instruct the students to follow the techniques while catching a ball.

- Catch while sitting
- Catch while kneeling
- Catch while standing
- Catch while walking

Observe the activities below and make corrections if required.

Eyes Focus

Move Feet

Hands Reach

Hands Cupped

Catch & Control

Absorb Impact

Learn to Catch

Give each student a foam ball or a plastic ball. Ask them to practice throwing it in the air and catching it while standing still. Ask the students to walk around while continuing to throw and catch the ball.

Students have to record how many catches they have made while walking.

Day 15

Roll the Ball

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 5 times in a circular motion in clockwise and anti-clockwise direction.

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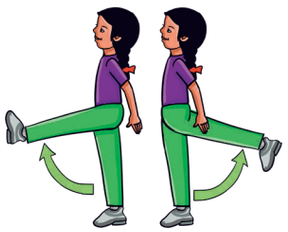
Up and Down Movement of the Hip

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Step forward as if taking a long stride.

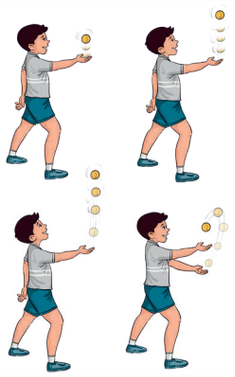
b. Swing the leg backward to kick a ball.



Catching

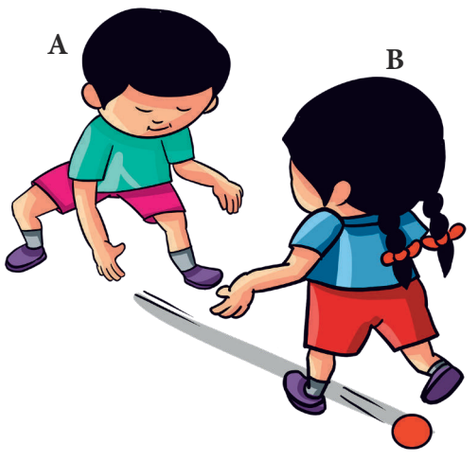
Instruct the students to do the following activities with the foam ball.

- Catch with one hand at a low height.
- Catch with one hand at a medium height.
- Catch with one hand with maximum possible height.
- Practice with both left and right hands.
- Catch with both hands.



Roll the Ball

Ask the students to stand in pairs facing each other at 1 metre distance. The student 'A' rolls a tennis ball in between the student B's legs. Student 'B' has to act rapidly to retrieve the ball and return the ball to student 'A'. Repeat the activity five times before changing roles and play again.



Day 16

Bounce and Catch

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

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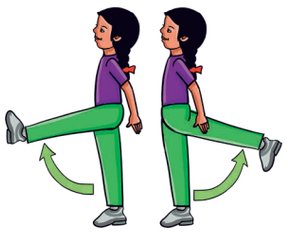
Up and Down Movement of the Hip

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Step forward as if taking a long stride.

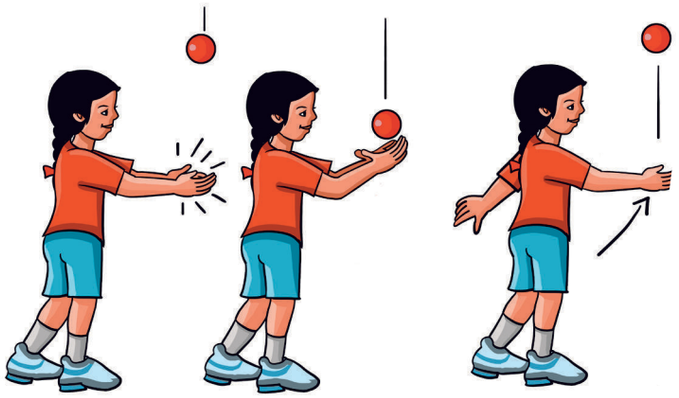
b. Swing the leg backward to kick a ball.



Catching

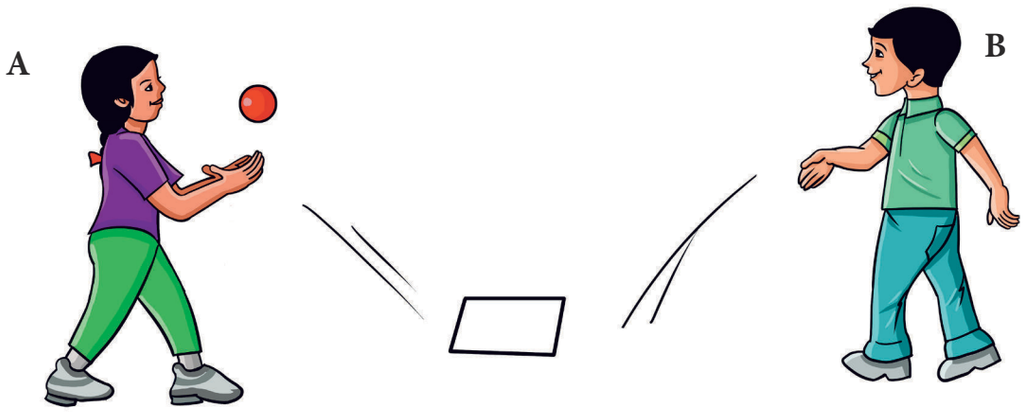
Instruct the students to do the following activities.

- Clap and catch the ball.
- Clap under the leg before catching the ball.
- Turn around before catching the ball.



Bounce and Catch

Ask the students to stand facing each other at 5 metres distance. Place a spotmarker on the floor at the centre and keep an equal distance from one another. The student 'A' bounces the ball on or near the designated place for their partner to catch. The student 'B' then repeats the process.



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Day 17

Capturing

30 Minutes

Chess-Capturing

Attacking with the Pawn

The Pawn attacks any piece in one square diagonally forward. But the pawn cannot move backward.

Attacking with the Knight

The Knight moves and attacks the opponent's pieces in the 'L' shape.

Attacking with the Rook

The Rook moves and attacks the opponent pieces forward, backward and both sideways in a straight line.

Day 18

Running Relay

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

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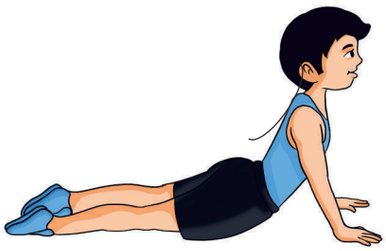
Stretching

Instruct the students to perform the following actions:

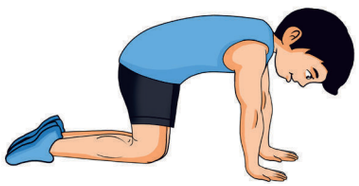
Stretching – Animal Stretching

- Butterfly Stretch
- Snake Stretch
- Cat - Cow Stretch

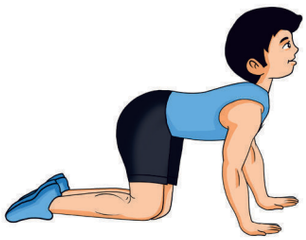
Butterfly Stretch



Snake Stretch



Cat Stretch



Cow Stretch

Running Relay

Organise the students into two equal groups. Mark a starting line for each team and place an object located at a distance, such as a piece of wood or cones. The teacher has to stand between the two teams. When the teacher says, "GO" the first runner has to run around the object and return to their group and touch the next runner. Likewise, the game has to be continued for all the players in the group. The group that successfully completes the task first will be declared as the winner.

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Day 19

Statue

30 Minutes

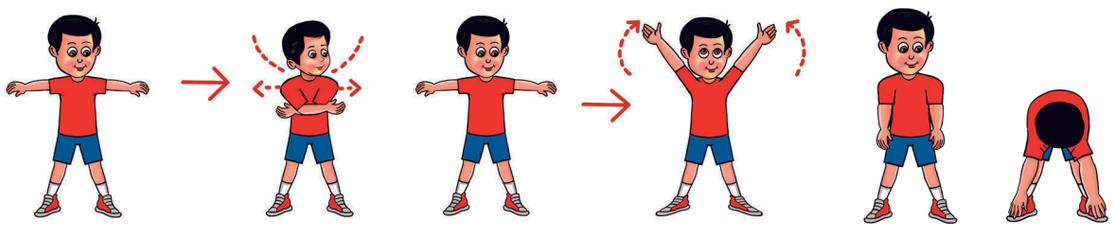
Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Stretching

Organise a dance session where kids can move freely to music. Include stretching and reaching movements in the dance routine to promote flexibility,

- Swinging the arms sidewards
- Swinging the arms up and down
- Touching the toes



Statue Tag

Draw a circle of diameter of 15 metres. Select one student to be the "Catcher". The remaining students have to stand inside the circle. On the teacher's signal, the designated catcher must attempt to tag the other students. Runners must freeze and adopt a pose like that of Bharatanatyam dancing or any other actions like throwing, running, kicking to avoid being tagged. If a runner is tagged by the catcher, he or she becomes the new catcher, while the previous catcher joins with the other runners inside the circle.

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Day 20

Be Calm

30 Minutes

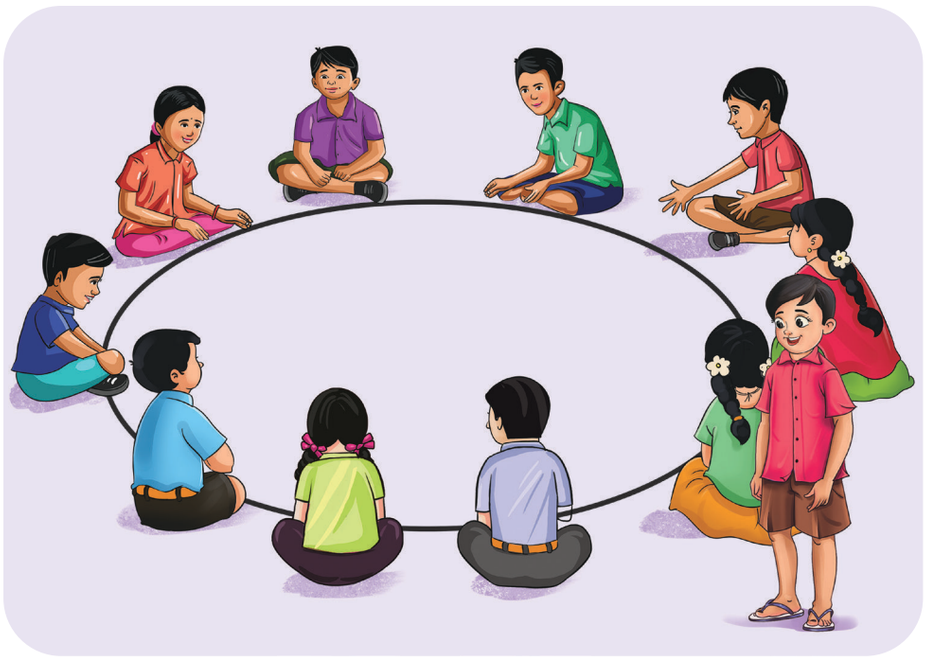
Deep Breath

Procedure:

- Sit comfortably.
- Keep the eyes closed and place one hand on the belly.
- Breathe in slowly through the nose and feel the belly come out like a balloon.
- Hold the breath for a moment and breathe out slowly.

Kaka Para Para

Ask the students to form a circle and sit on the floor as shown in the picture. Select a student as a captain and direct him or her to stand outside the circle. When the captain says, **"Kaka Para Para"**, all the remaining students fly like a crow by swinging their hands sideward and repeat **"Kaka Para Para"**. Whenever the leader says the name of the other birds, they have to repeat the same. When the leader says the name of an animal, they should not do the action of a flying crow. The student who does the action of a flying crow will be eliminated from the game. Continue the game till only one student remains in the game and that student will be the winner.



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CLASSES : 1 - 3

Term - II

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2.	Jump High	25
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Day 1

Capture

30 Minutes

Chess

Attacking with the Bishop

The Bishop moves and attacks in the same way as it advances. There are two Bishops, a white coloured Bishop and a black coloured Bishop. The white coloured Bishop can attack the pieces of an opponent which are in white squares and the black coloured Bishop can attack the pieces of the opponent, which are in black squares.

Attacking with the Queen

The Queen moves any number of squares and attacks the opponents' pieces in all directions.

Attacking with the King

The King can capture the pieces in one square near him.

Day 2

Jump High

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Up and Down Movement of the Knee

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Sit on the chair, extend the legs and see the toes.

b. Bend the knees and touch the chair with the heels.

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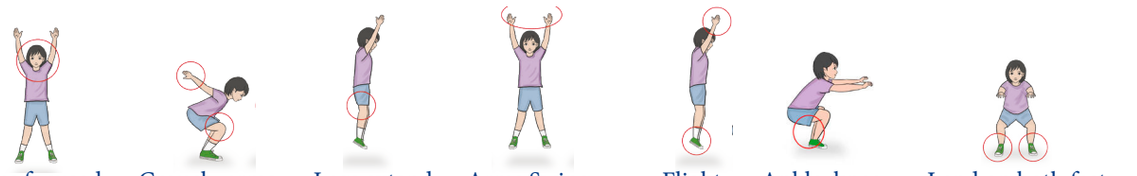
Jumping

Instruct the students to follow the techniques while jumping as given in the picture,

- Ask the students to jump
- Jump high

Observe the activity and make corrections if required.



Eyes focused | Crouch, arms behind | Legs extend | Arms Swing | Flight | Ankle, knee, hip bend | Land on both feet with toe to heel action

Spot Jump

- The students begin to walk around the playing area when the music starts. When the music stops, ask the students to

Jump on the spot
Jump forward
Jump backward
Jump forward and backward

On the spot | Forward and Backward

- When the music starts again, the students have to walk around the playground or classroom. Continue the game until the music stops.

Day 3

Adventure Walk

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Up and Down Movement of the Knee

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Sit on the chair, extend the legs and see the toes.
b. Bend the knees and touch the chair with the heels.

Extension

Flexion

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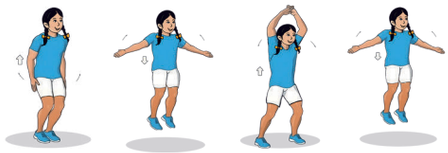
Jumping

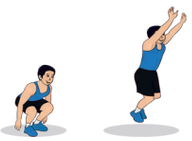
Instruct the students to do the following techniques while jumping,

- Frog Jump
- Jumping Jacks
- Squat Jump

Frog Jump



Jumping Jacks



Squat Jump

Adventure Walk

Arrange different equipment, including books, bags, boxes, cones and hoops. Ask the students to walk around and imagine as if they are going on a lion safari and follow the teachers' directions given below whenever they come across an object.

- Dodge around the trees (box).
- Jump over the rocks (balls).

The following instructions could alternatively be given by the teacher:

- "Shhh" – Move quietly, the lion is approaching.
- "Roarrrrr!" – The lion hears us and runs towards the parachute!

Use a parachute(bag) to duck and hide from the lion. Gather everyone beneath it for protection.

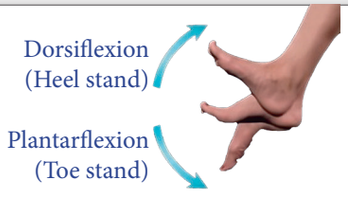
Day 4 — Jump and Turn — 30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity
- Start with slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Up and Down Movement of the Ankle

The teacher has to demonstrate and ask the students to do the movements that follow.



a. Stand on heels.

b. Stand on the tip of the toes as high as possible.

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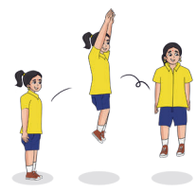
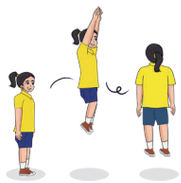
Jumping

Instruct the students to do the following techniques while jumping (vertically) as given in the picture.

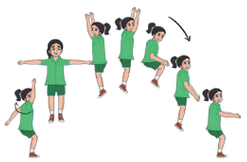
- Jump and turn right
- Jump and turn left
- Jump and make a full turn



Jump and turn right



Jump and turn left



Jump and full turn

Shop Centre

Choose a student as a shopkeeper and all the remaining students have to act as customers. The customers ask the shopkeeper, "What have you got today?" The shopkeeper replies, "Today I've got rabbits, tennis balls and scissors". Then the students imitate the action of the object as given below.

- Rabbits - Jumping forward,
- Tennis balls - Jumping high,
- Scissors - Jumping in the air by extending their legs.

Rabbits

Tennis balls

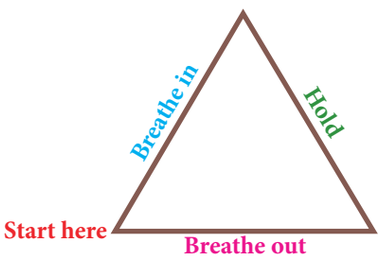
Scissors

Day 5 — Feel Calm — 30 Minutes

Shape Breathing

Triangle Breathing

- Sit in a comfortable place. Take a deep breath through the nose and slowly breathe out through the mouth.
- Now, imagine and draw a big triangle in the air with the finger. Start at one corner, go down to the bottom, then back up to the other corner and finally back to where it started.



- While tracing the triangle with the finger, breathe in slowly through the nose as you trace moving up the side of the triangle. Fill the lungs with air, like blowing up of a balloon.
- Hold the breath at the top corner for a moment and then slowly breathe out through the mouth as you trace moving down the other side of the triangle. Feel your body relaxed with each breath.

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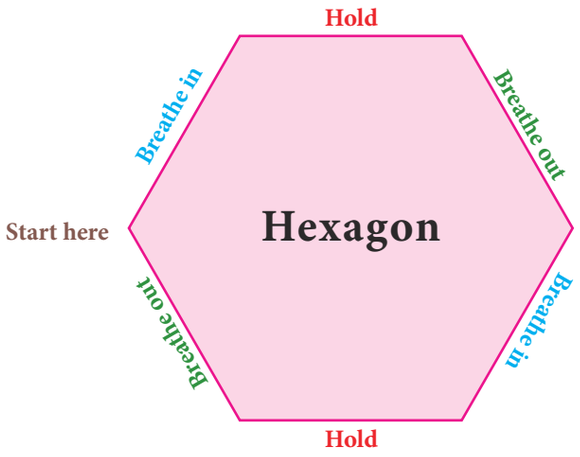
Shape Breathing

Hexagon Breathing



- Take a deep breath in through the nose and then slowly breathe out through the mouth.
- Now, imagine and draw a big hexagon in the air with the finger. Start at one corner, go up, hold then down and keep going until you make six sides.
- As tracing the hexagon with finger, breathe in slowly through the nose.
- Hold the breath gently at the corner for a moment and then slowly breathe out through the mouth as you trace down the next side. Feel the body relaxing with each breath out.
- Repeat this process a few times.

Urundai Thirandai

Select one student and instruct him or her to bend forward. The other students have to stand around him or her and extend their hands over his or her back. Choose one of the students as a common person and give him or her a pearl in his or her hand. All the students move here and there and pretend as having a pearl in their hand and sing the following song.

Muthana Muthu, Urunda Muthu
Muthana Muthu, Thiranda Muthu
Muthana Muthu, Oyyaramana Muthu
Mathippu Mikka Muthu, Maraindhirukkum Muthu
Muthana Muthai
Kandupidi Kandupidi

The student who bends forward should stand up and find out which student has the pearl in his palm. If he cannot identify the student who possesses the pearl, the same student should bend forward again. If he or she finds out correctly, the student who possesses the pearl should bend forward and restore the game. In the same way, the game should be continued.

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Day 6

Path Jump

30 Minutes

Warming Up

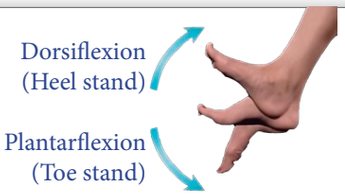
- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front at the hip level. While walking raise the knees and try to touch the palms. Gradually increase the speed and continue the process for 20 metres.

Up and Down Movement of the Ankle

The teacher has to demonstrate and ask the students to do the movements that follow.

a. Stand on heels.

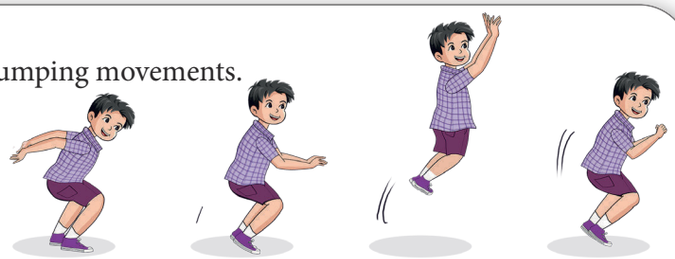
b. Stand on the tip of the toes as high as possible.



Jumping

Instruct the students to perform proper jumping movements.

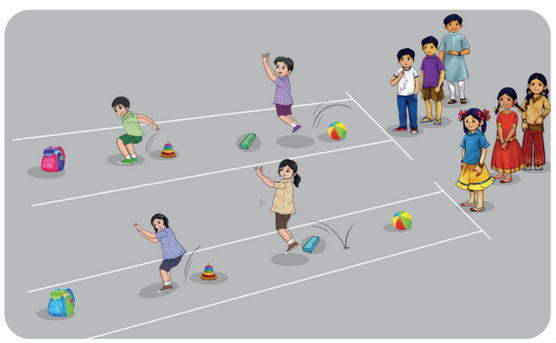
- Slow Jump
- Jump from a crouched position
- Jump as high as possible
- Land softly on toes (toe to heel)



Jump from a crouched position

Lane Jump

Draw two parallel lines of length 5 metres and the distance between the lines is 2 metres. Organise the students into two equal groups. Ask the students to stand in a line at the starting line. Within the parallel lines, they place balls, bats and cones as obstacles. When the teacher gives the instructions, the first student of each group jumps over the obstacles without stepping on any of the obstacles. After reaching the end line, return to the starting line in the same way and touch the second student. All the students should perform the same action. If the students jump on any of the equipment, they have to begin from the place where they committed the mistake. The team which finishes first will be the winner.



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Day 7

Let's Kick

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Hold one arm out in front of the body grab the shoulder with the opposite arm and pull it across the body.

Movement of the Neck in sideways

- Keep the palm on the head and lean to the right and left sides, alternatively.

Lateral flexion of Neck

Kicking

Instruct the students to do the following techniques while kicking,

- Ask the students to kick with the right leg first and then the left leg

The teacher shall demonstrate the following techniques as given in the picture
Observe the activity and make corrections if required.

Approach | Ball near non kicking foot | Leg swing | Contact with ball | Arms swing | Trunk leans | Follow through

Self pass

Give a ball to each student and ask them to stay apart from each other. Students place the ball down at their feet then, remaining in the same position, pass or slide the ball from one foot to the other foot. Continue this activity for a specific time.

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Day 8

Kick to Me

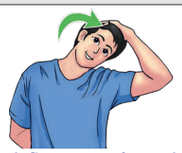
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 10 times in a circular motion in clockwise and anti-clockwise direction.

Movement of the Neck in Sideways

- Keep the palm on the head and lean to the right and left sides alternatively.



Lateral flexion of Neck

Kicking

Instruct the students to perform proper kicking movements.

- Kick with the left leg
- Kick the ball to hit the cone

Happy Feet

Arrange the students in pairs and give each pair a ball. Students should be positioned three to five metres apart. Student 'A' kicks the ball slowly with his feet to student 'B'. After receiving the ball, student 'B' repeats the process.

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Day 9

Chess Rule

30 Minutes

BASIC RULES

1. Touch Move - Self:

If a player touches one of their own pieces with the intention of moving it, then the player is obligated to move that piece if it is a legal move. This means if you touch a piece, you must move it if it's possible to do so legally.

2. Touch Move - Opponent:

If a player touches one of the pieces of the opponent, then the player is generally not obligated to move it. However, if a player touches one of the pieces of the opponent with the intention of attacking it, she or he should attack that piece if it's legally possible to do so.

3. Adjusting Pieces:

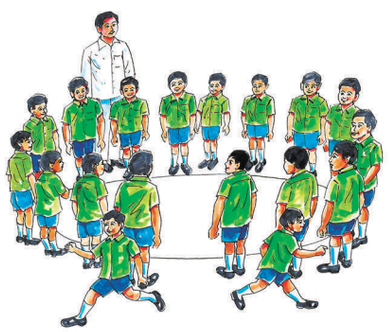
Before touching a piece, a player can announce "I adjust". This indicates that the player is merely adjusting the position of the piece on its square without intending to move it. This is particularly useful for ensuring that pieces are correctly centred on their squares or for avoiding accidental movements.

4. Illegal Movement:

If a player attempts to make an illegal move (e.g. moving a piece in a way that is not allowed to move according to the rules of chess), the move is considered invalid.

Adhering to these rules helps to maintain fairness and clarity during the game of chess, ensuring that each move is deliberate and the established guidelines of the game should be followed.

Good Morning - Good Morning



Draw a circle with a diameter of 15 metres. Students should stand facing inside the circle. A student who is assigned as a toucher has to stand outside.

Once the teacher gives the command, the student designated as the toucher has to run around the circle on the left side. While running, he or she has to touch the back of any student in the circle. The student who is touched should immediately run around the circle in the opposite direction to the student who touched him or her. When they meet, they should shake their hands with each other and say Good morning three times.

Then they have to run fast in their direction and occupy the empty space in the circle. The student who is unable to occupy empty space becomes a toucher and the game should be continued for the specified time.

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Day 10

Coconut Tree

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Side to Side Movement of the Trunk

- Lean the body on the side like a coconut tree.
- Lean towards the right side.
- Lean towards the left side.

Lateral flexion of Trunk

Kicking

Instruct the students to perform proper kicking movements.

- Kick with the right leg.
- Kick the ball towards the target.

Kick the Ball through Tunnel

Organise the students into pairs, each holding a ball. Each student has to take a position facing his or her partner, who is positioned 10 metres away from him or her. Using two cones, create a gate in between each pair. Student 'A' should try to kick the ball through the cone barrier to student 'B'. The student who kicks the ball through the gate successfully will get one point. Then student 'B' kicks the ball to student 'A'. The pair that gets the most points during the specified time will be the winner.

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Day 11

Target Kick

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Side to Side Movement of the Trunk

- Lean the body on the side like a coconut tree.
- Lean towards the right side.
- Lean towards the left side.

Lateral flexion of Trunk

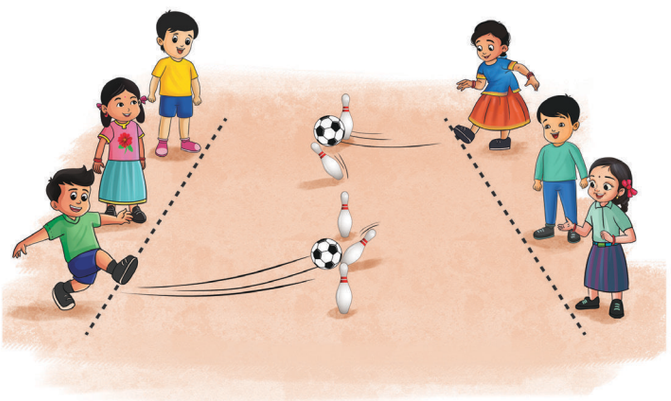
Kicking

Instruct the students to perform proper kicking movements.

- Kick as near as possible.
- Kick as far as possible.
- Kick to the partner.

Kick the Cones

Organise the class into pairs and make the students stand in a row facing each other at a distance of five metres apart. Place a row of cones or water bottles in the centre for each pair serving as targets. The objective of the game is to kick a ball towards the target in the centre of the court in order to knock it down. Students are asked to stay behind their kicking line all the time and the game goes on until every target is knocked down.



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Day 12

Kick Straight

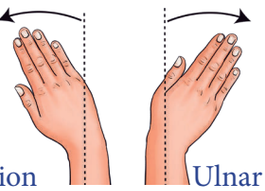
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Side to Side Movement of the Wrist

- Can you make a zigzag line with a crayon and your wrist? Show me how you'd do it.
- Do it with your right hand and left hand.



Radial deviation Ulnar deviation

Kicking

Instruct the students to perform proper kicking movements.
The students kick the ball.

- In air
- For a short distance
- For a long distance
- To the Target

Kick Straight

Organise the students into four different groups comprising of four students in each group. Give a ball to each group. For each group, a straight line of four cones located five metres apart is to be set up. Ask every student to take a distance away from one cone in the row. The student standing near the first cone has to kick the ball first, to the student near the second cone and move to the second cone. Then the second student to the third student and move to the third cone and so on. Finally, the last student has to dribble the ball back to the first cone and the game continues.

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Day 13

In and Out

30 Minutes

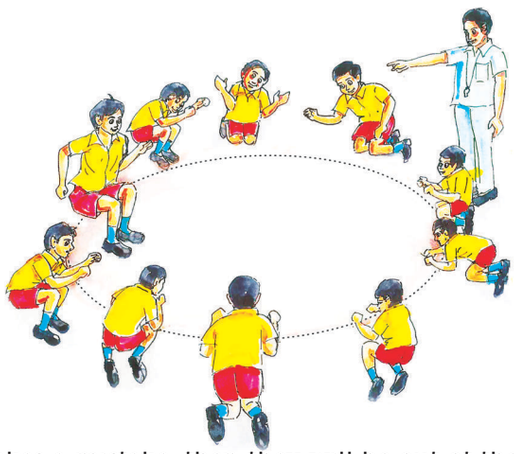
Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Static Balance

Ask the students to move in different ways throughout the classroom as the music starts. Walking, running, sideward walking, backward walking and skipping are a few examples of possible movements. When the music stops, at the instruction of teacher, the students stand at once. For example, balance with one leg.

In the Pond, On the Bank



Draw a circle according to the number of students. Make the students stand around the circle facing in. When the teacher says, 'In' the students immediately have to jump forward and stand inside the circle. If the teacher says, 'Out' they have to jump backward and stand out of the circle. In order to deceive the students, the teacher may say, 'In' again when the students are inside and again 'Out' when the students are outside and the teacher can say it alternatively. If the student makes a mistake, then they will be out of the game. Thus, the student who does not make any mistakes till the end wins the game.

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Day 14

Do as I do

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Static Balance

The students should gather in the middle of the playing area and form a big circle. One student should be chosen to accomplish a chosen action (e.g. standing on one leg) with balance. The other students in the circle should execute the same with balance and hold it for five counts. Then the next student in the circle should do so, until every student has a turn.

Ostrich Tag

Draw a circle according to the number of the students. Designate a student as a toucher. Other students should stand within the circle. When the teacher gives command, the toucher chases and touch the other students. When they are chased, the runners act as an ostrich, with their hands up from below the knees and hold their noses with the same hand. The student who acts in this way should not be touched. The student who does not act as an ostrich can be touched. The student who is touched will be the toucher. It will be very entertaining to see students not acting to be ostriches to deceive the toucher when the student is speeding to touch. The game continues for a specific time.

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Day 15

Visualise the colours

30 Minutes

Rainbow Breathing

- Sit comfortably. Take a deep breath through the nose and then slowly breathe out through the mouth.
- Now, visualise there's a big, beautiful rainbow in front of you and the colours – violet, indigo, blue, green, yellow, orange and red stretching across the sky.
- While breathing slowly through the nose, visualise painting the red colour to the rainbow. Feel the warmth of red spreading throughout your body.
- Hold the breath for a moment and then slowly breathe out through the mouth. Visualise painting the orange colour. Breathe out and experience the calmness.
- Keep breathing in and out slowly, paint each colour of the rainbow with your breath. Feel the colours filling up with happiness and calmness.
- Once the whole rainbow is painted, then take one more deep breath and then let it all out with a big sigh.

Scorpion Race

Draw a boundary line 15 metres from the starting line. Organise the students into two groups. Each group stands in pairs. When the teacher instructs, the second student lifts the legs of the first student. The first student's hands should be on the floor for support. As soon as the teacher gives the command "GO", the paired students have to move to the 15 metre boundary line and return to the starting line. All the pairs in both groups continue the race. The group that finishes first is the winner.

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Day 1

Bird's Wing

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

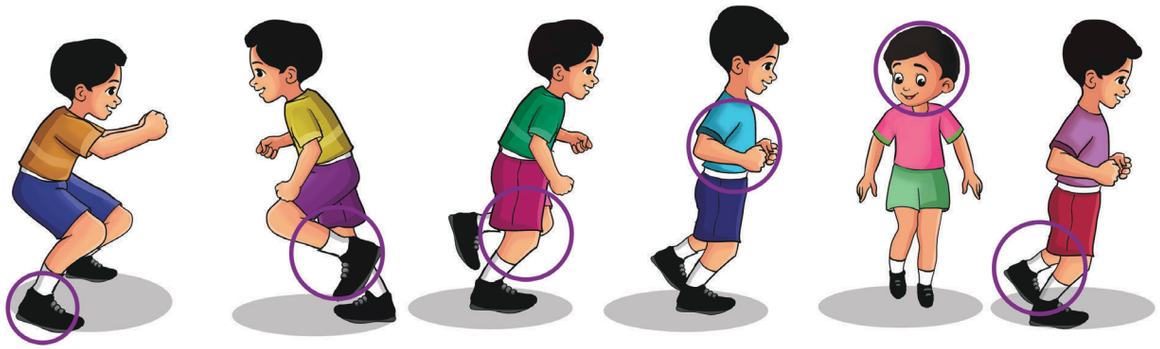
Side to Side Movement of the Shoulder

- Spread the hands on sides like a bird spreading its wings.
- Come back to the normal position.

Adduction and Abduction of shoulder

Hopping

- Ask the students to hop and observe whether they perform the following techniques in sequence.



Push from toe | Rear leg swing | Bend support leg | Arms Swing | Head, trunk stable | Land on toe

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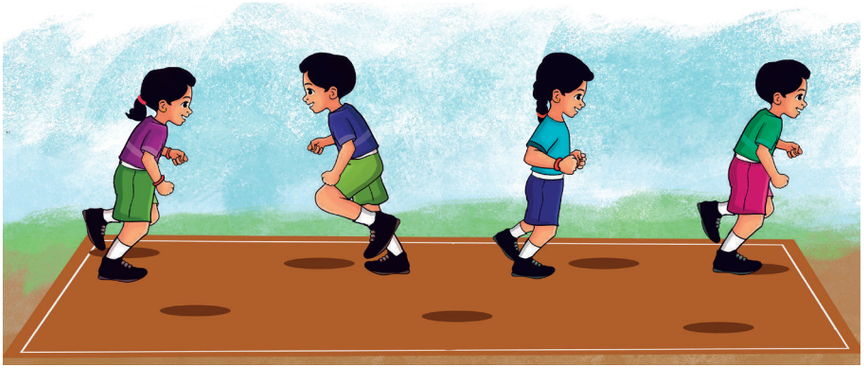
Spot Hop

Set up spot markers for all the students in the play area. The students have to do the physical movements (walking, running, walking backwards and walking sideways) to the music. When the music stops, the students have to locate a spot marker and perform hopping on one foot until the music starts. The same action is continued for a specific time.



Day 2

Hop Alternate

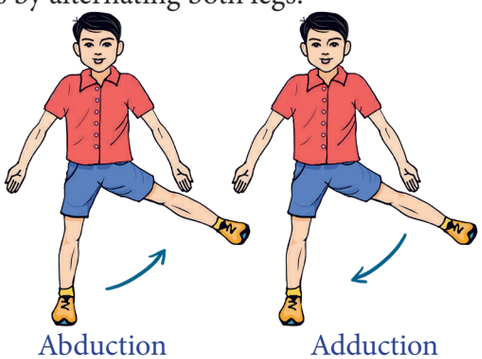
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 10 times in a circular motion in clockwise and anti-clockwise direction.

Side to Side Movement of the Hip (Abduction and Adduction)

- Start with a standing position with feet together. Swing the right leg to the right and bring it back to standing position. Alternate the movement with the other leg.
- Make dancing moves by alternating both legs.



Abduction Adduction

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Hopping

Instruct the students to perform hopping properly.

- Hop on the spot.
- Hop on the left leg.
- Hop on the right leg.

Hopping Tag

Draw 5 or 10 small circles inside a big circle. The small circles will serve as safety zones. Select four students to be taggers. Except taggers, the other students have to stand inside the bigger circle. To the signal "GO", taggers will chase the other students by hopping. The other students must jump with both legs to escape from the taggers. The smaller circles serve as safe zones for the students. When students are in the smaller circles, they must balance on one-leg. If their second leg touches the ground at any point, they must exit the safe zone. If the taggers tag any student, the tagged student becomes the tagger. The game continues.

Day 3

Let's Dance

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

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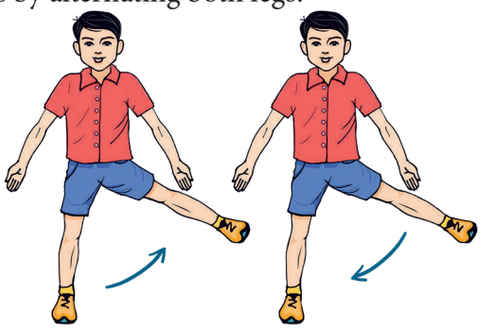
Side to Side Movement of the Hip (Abduction and Adduction)

- Start with a standing position with feet together. Swing the right leg to the right and bring it back to standing position. Alternate the movement with the other leg.
- Make dancing moves by alternating both legs.

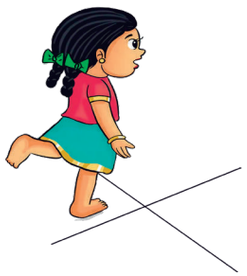


Abduction Adduction

Hopping

Instruct the students to perform hopping properly.

- Hop one step forward.
- Hop one step backward.



Hop Challenge

Create a path like a maze on the floor for the hopping and jumping challenge. Place cones and mark circles on the path. Based on teacher's instructions, students should jump and hop along the path to complete the challenge. Create different paths and make students complete the challenge. This activity can be continued for some time.

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Day 4

Senses

30 Minutes

Five Senses Drill (5-4-3-2-1 Technique)

Equipment

- Objects or items for sensory exploration (e.g. fruits, toys, textured items).

Instruction

- Explain about the senses: sight, hearing, touch, smell and taste in a simple language.
- Emphasise that senses help us understand the world around us and experience different things.
- Introduce the 5-4-3-2-1 technique in simple terms.

Activity

- Name five things that you can see.
- Name four things that you can feel.
- Name three sounds that you can hear.
- Name two things that you can smell.
- Name one thing that you can taste.

Provide examples for each step to ensure clarity.

Ottraiya? Rettaiya?

Organise the students into pairs of two. Each student should be given 100 tamarind seeds, which are called pearls. One student has to take a few tamarind seeds in his hand and keep his hand closed. He or she has to ask the corresponding paired student to tell “ottraiya?” or “rettaiya?". After saying ottraiya, rettaiya the tamarind seeds will be counted. If the paired student says it correctly, he has to give all the tamarind seeds to the student who answered correctly. If one answers correctly the same number of tamarind seeds should be returned to the student. This game continues till one loses all the tamarind seeds.

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Day 5

Hop Relay

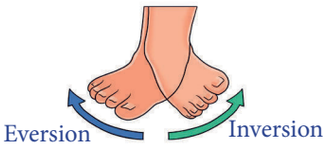
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Side to Side Movement of the Ankle

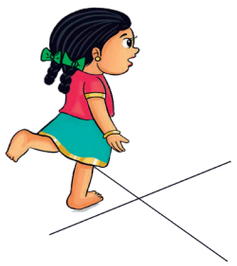
- Use the foot to draw a semicircle in the air.
- Draw a circle on the ground by holding a pencil on the toes.



Hopping

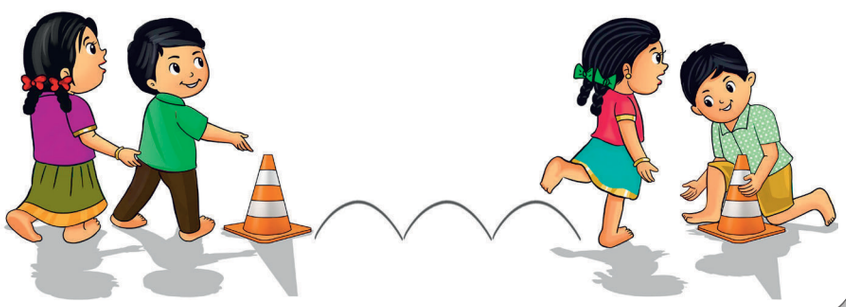
Instruct the students to perform hopping properly.

- Hop one step to the right side.
- Hop one step to the left side.



Hop Relay

Organise the students into two teams. Each team has a cone. Then each team lines up behind the starting line in the playing area. The first student from each team starts at the starting line and makes three hops as far as they can. The second student places the cone where the first student landed. Then the entire team walks to the cone and the second student makes three hops as far as he or she can. The cone is pushed forward to the place where the second student landed after three hops. The process continues until all the team members from both teams have hopped. The team that covers the maximum distance will be the winner.



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Day 6

Hopscotch

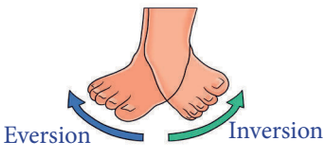
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Side to Side Movement of the Ankle

- Use the foot to draw a semicircle in the air.
- Draw a circle on the ground by holding a pencil on the toes.

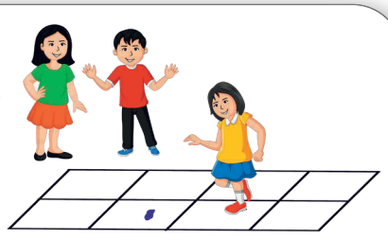


Hopping

Instruct the students to perform hopping properly.

- Hop for the maximum possible height.
- Hop for the maximum possible distance.

Hopscotch



Draw a large rectangle divided into eight squares. Group the students in two's and four's. The game starts from the right corner of the rectangle. The student throws the chip (sillu) inside the first square, hops on the chip and picks it up. Then, continues to hop in all the squares one by one and reaches the eighth square. The game continues, as the student throws and hops inside the 2nd square, 3rd square, 4th square and so on upto 8th square. If the chip lands on the line or the student fails hopping, the game ends and the opponent gets the chance. The first student restarts the game from the square wherein it missed previously. After passing through all the squares, the student balances the chip on the other side of the palm, forefoot and head respectively and hops to complete the game. Then the student turns to the opposite direction of the rectangle and throws the chip over the head. This student has to push the chip (sillu) out of the square where it landed, with the foot while hopping. Then, the particular square belongs to the student who threw the chip (sillu) and it is termed as 'Pazham'. In the same way, the game ends if all the squares are owned as 'Pazham'. The student who owns the maximum number of 'Pazham' is the winner of the game.

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Day 7

Lead Chess

30 Minutes

Chess - Lead up games with attack concept

1. **Pawn Race:** A game played with the King and Pawns alone is called "Pawn race." Set up a pawn race where each player has a few pawns on the board and the objective is to promote one of your pawns to be a queen before your opponent does. This game emphasises the importance of advancing pawns efficiently and creating passed pawns to promote.
2. **Pawn Endgame Practice:** Start with a pawn endgame position with just a few pawns on the board. Players can practice manoeuvring their pawns to create passed pawns and promote them while trying to prevent their opponent from creating a passed pawn. This exercise helps players to understand the principles of pawn endgames, including pawn promotion and pawn breakthrough.

By regularly incorporating these exercises into your chess training routine, students can improve their strategic understanding and tactical skills in these important areas of the game.

Day 8

Hop Forward

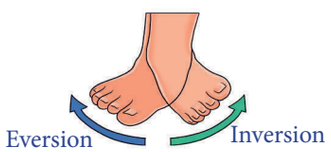
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

Side to Side Movement of the Ankle

- Use the foot to draw a semicircle in the air.
- Draw a circle on the ground by holding a pencil on the toes.



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Hopping

Instruct the students to perform the movements that follow.

- Hop on the spot.
- Hop from one place to the left, right, forward and backward.
- Hop for the maximum distance and height.

Chain Hop

Draw a turning line 10 metres away from the starting line. Place one cone at the starting line and another at the turning line. Organise the students into two groups of five. The students are made to assemble behind the starting line. To the signal "GO", the first student in both groups has to hop to the turning line and circle around the cone and comes back to the starting line. The first student then gathers the second student and they jointly hop around the cone by joining their hands and return to the starting line. This pattern has to be repeated until the entire group hops together. If the chain breaks while hopping, the group restarts.

Day 9

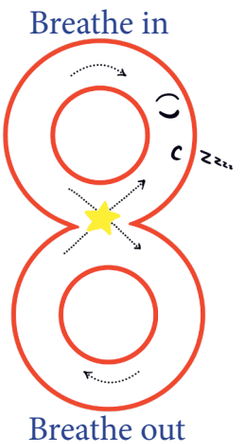
Simple '8' Breathing

30 Minutes

Simple '8' Breath

Today we're going to learn a special breathing exercise called "Simple 8 Breathing".

Imagine drawing a big simple number 8 with the finger in the air. As the top loop is drawn, breathe in slowly through the nose, filling up the belly with air. Then, as the bottom loop is drawn, breathe out slowly through the mouth, like blowing out birthday candles.



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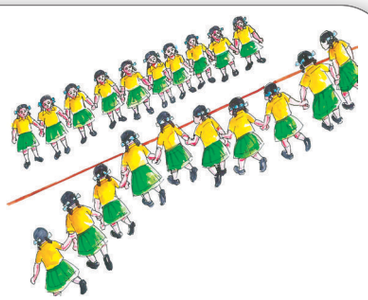
Victorious Breath

Imagine a snake hissing. Inhale deeply through the nose and exhale out slowly and smoothly through the mouth, making a long "SSSS" sound.

Repeat this three times. Feel the body becoming more relaxed and calm down with each breath.

Pooparikka Varugirom



Organise the students into two teams, draw a midline and make them stand 10 metres apart on either side. While playing, the members of team '1' can use their actual names and members of team '2' must use flowers name. Students have to join their hands and move forward and backward up to the centre line. While doing so, the students should sing the following song.

Pooparikka varugirom. pooparika varugirom. (First Batch Students)
Endha poovai parikkirai? Endha poovai parikkirai? (Second Batch Students)
Roja (Name of a student) poovai parikkirom! Roja poovai parikkirom! (First Batch Students)
Yarai vittu parikirai? Yarai vittu parikirai? (Second Batch Students)
Raniyai (Name of a student) vittu parikkirom! Raniyai vittu parikkirom! (First Batch Students)
Yeppodhu vandhu parikkirai? Yeppodhu vandhu parikkirai? (Second Batch Students)
Ippodhu vandhu parikkiraen! ippodhu vandhu parikkiraen! (First Batch Students)

When both teams have selected the respective students, they have to run towards the centre line and grab the hands of each other and pull each other. Whoever is pulled beyond the line must join the opposite group. Then, as before, someone else has to sing the song. Like this, the game continues and the team that has the most number of students at the end is declared the winner.

Day 10

Strike with Hand

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 15 times in a circular motion in clockwise and anti-clockwise direction.

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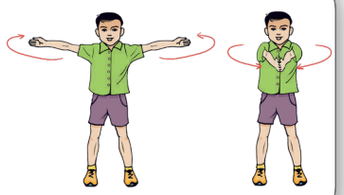
Inward and Outward movement of the Shoulder

- What happens to the arms when attempted to show a large imaginary object?
- Start from touching each palm in front of the body and stretch to the maximum distance and return to the starting point.



Striking with Hand

- Ask the students to strike the ball and observe whether they perform the following techniques in order.

Eyes on ball | Knees bent | Lean forward | Spread fingers | Push downwards | Hands back | Below waist | Front of the body

Balloon Tap

Give each student a balloon. They have to throw it upwards in the air and maintain it in the air by tapping at the bottom of the balloon with their hand. After a few minutes, ask them to change tapping the balloon from the right hand to the left and then from the left to right hand. The students have to keep the balloon in the air until the game is completed. The student who keeps the balloon in the air for the longest time will be declared the winner.

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Day 11

Walk and Volley

30 Minutes

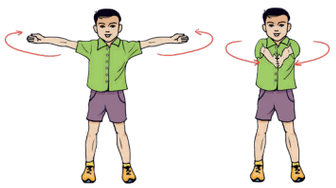
Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Inward and Outward movement of the Shoulder

What happens to the arms when attempted to show a large imaginary object?

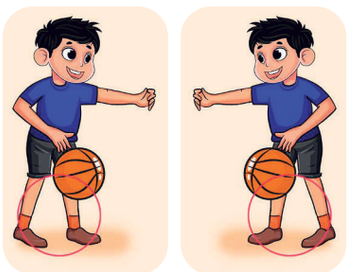
- Start from touching each palm in front of the body and stretch to the maximum distance and return to the starting point.



Striking with Hand

Instruct the students to perform striking with hands properly.

- Strike the ball on the spot.
- Strike it with the right hand.
- Strike it with the left hand.



Balloon Volley and Walk

Organise the students into teams of three and provide a balloon for each team. Draw a starting line and an end line at 10 metres distance. Line up the teams behind the starting line. When the teacher instructs, each team has to volley the balloon to the end line. They should not allow the balloon to touch the ground. A student cannot touch the balloon more than once. The team that reaches the end line first will be the winner.

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Day 12

Strike the Ball

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Start with a slow walk by stretching the hands in front at hip level. While walking raise the knees and try to touch the palms. Gradually increase the speed and continue the process for 20 metres.

Inward and Outward Movement of the Hip

- Turn the toes facing outward.
- Turn the toes facing inward.
- Practice with the right and left legs.

Lateral Rotation

Medial Rotation

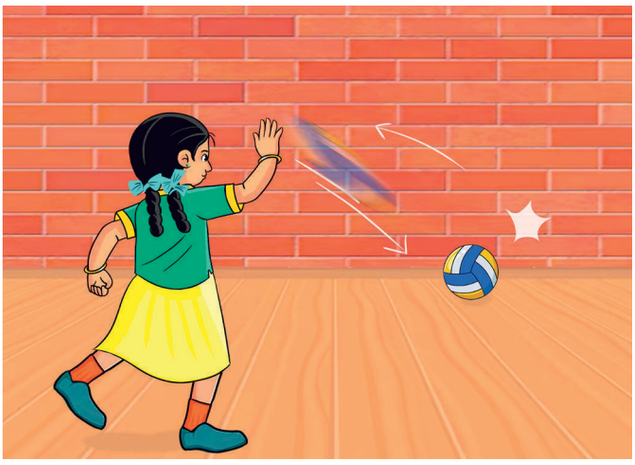
Striking with Hand

Instruct the students to perform striking with hands properly.

- Strike the ball without seeing the ball.

Hit Ball to Wall

Provide each student a volleyball and make them stand behind the line, which is drawn two metres away from the wall. The teacher has to demonstrate striking the ball towards the wall with his hands. Then the students have to strike the ball with their hands towards the wall repeatedly after the rebound. Repeat the activity as much as possible to develop control over the ball.



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Day 13

Strike the Target

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front, place the other hand under the upper arm and stretch the upper arm across the body.

Inward and Outward Movement of the Hip

- Turn the foot toes facing outward.
- Turn the foot toes facing inward.
- Practice with right and left legs.

Lateral Rotation

Medial Rotation

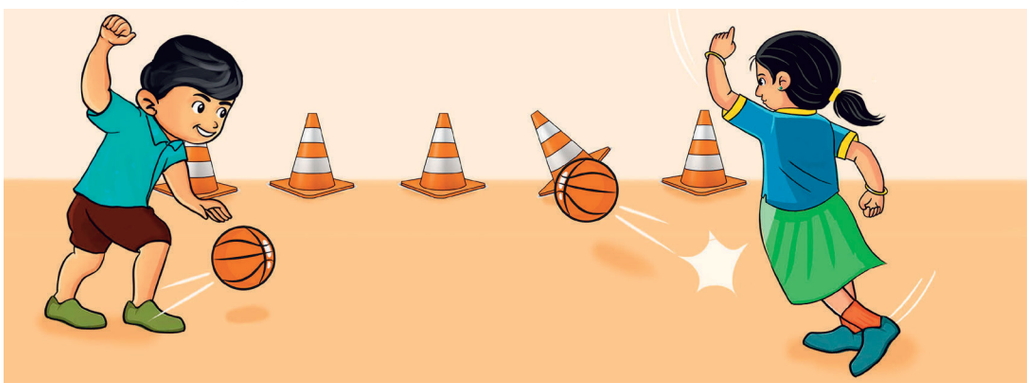
Striking with Hand

Instruct the students to perform striking with hands properly.

- Strike the ball with hand and walk forward.
- Strike the ball with hand and jog forward.

Target Hit

Place a line of water bottles or other suitable targets near a wall for the students to knock down with their ball. Make the students form a line. Each student will be given a football or a volleyball or a foam ball. Students are asked to position themselves behind a line four metre away from the wall. The students can use their hands to strike the ball against the wall to knock down the targets. Each student is given a chance till they strike all the water bottles down.



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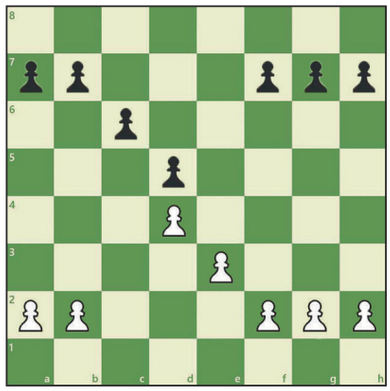
Day 14

Pawn Success

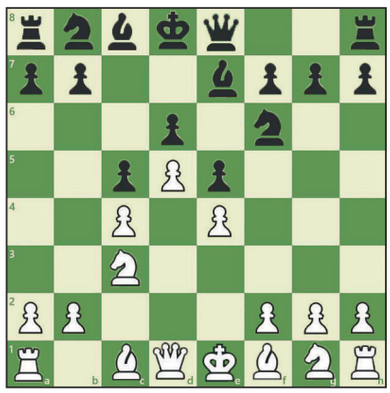
30 Minutes

Lead up Games with attack concept

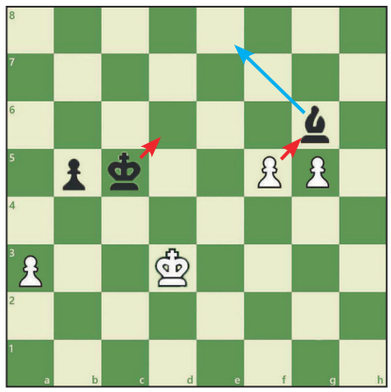
1. **Pawn Wars:** In this game, players start with only pawns on the board and take turns at making moves. The goal is to capture as many of your opponent's pawns as possible while protecting your own. This exercise teaches players how to create pawn weaknesses in the opponent's position and exploit them.



2. **Pawn Structure Practice:** With your opponent set up different pawn structures on the board and analyse them. Discuss the strengths and weaknesses of each pawn structure and how they influence the game. Understanding pawn structures is crucial for planning attacks and creating winning opportunities in pawn end games.



3. **King and Pawn Endgame Practice:** Focus on king and pawn endgames where both players have one or two pawns remaining. Practice calculating pawn movements and evaluating key positions to determine the outcome of the endgame. Understanding these endgames is essential to know when to push your pawns to promote and when to hold back to create check mating threats.



By regularly incorporating these exercises into the chess training routine, one can improve the strategic understanding and tactical skills in these important areas of the game.

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Day 15

Dribble to Throw

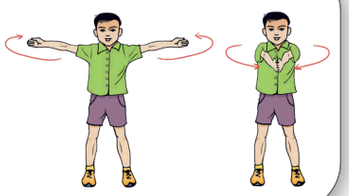
30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Inward and Outward movement of the Shoulder

- What happens to the arms when attempted to open a large imaginary object?
- Start from touching each palm in front of the body and stretch to the maximum distance and return to the starting point.



Dribble with Hand

Instruct the students to perform dribble with hands properly.

- Dribble the ball, alternating hands on the spot.
- Dribble the ball, alternating hands while walking.

Dribble and Walk

Organise the class into two equal teams 'A' and 'B'. With a basketball or soft bouncy ball in their hands, make the students stand behind a line marked at one end of the classroom. Team 'A' and 'B' dribbles the ball down the hall to the other side, throws it against the wall and catches it again. They then dribble back and pass it to their team. Then, the next student repeats the same action. The process has to be continued till all the students complete the task. The team that completes the task first will be the winner.

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Day 16

Dribble Dynamo

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity – walk slowly, increase the speed of walking and gradually reduce the speed and stand comfortably to perform the activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

Inward and Outward Movement of the Hip

- Turn the toes facing outward.
- Turn the toes facing inward.
- Practice with the right and left legs.

Lateral Rotation

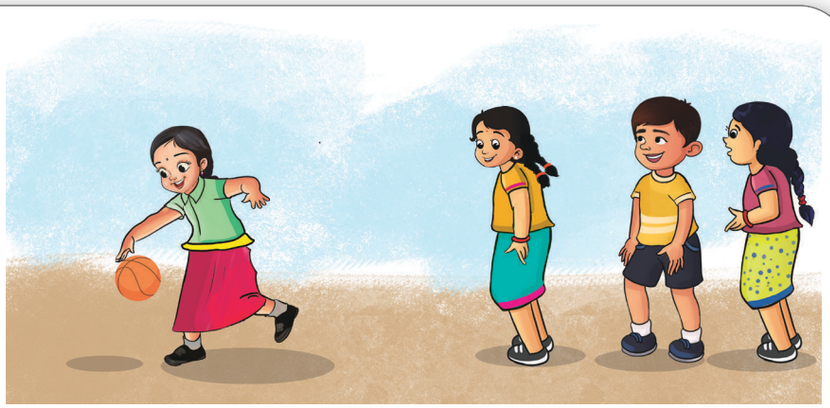
Medial Rotation

Dribble with Hand

Instruct the students to perform dribble with hands properly.

- Dribble both hands, alternating.
- Dribble without seeing the ball.
- Dribble the ball with hands while running forward.

Dribble Relay



Organise the class into two equal groups and keep a cone as a turning point 10 metres away from the starting line and make the students to form a line one behind another. When the teacher gives the command, the first student in each group has to run and dribble the ball towards the cone and return to his or her group to pass the ball to the second runner of his or her group and stand behind the last student in their respective group. The game has to be continued till all the students in the group complete dribbling. The group that finishes first will be the winner.

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Day 17

Chess Recap

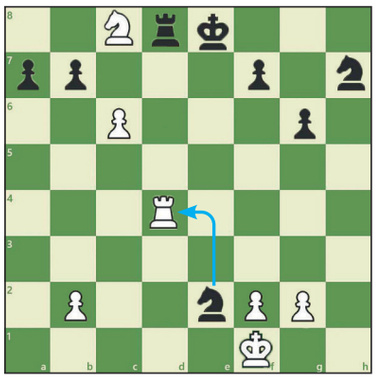
30 Minutes

Recap – Chess

The arrangements of the piece and moves of the coins.

Capturing

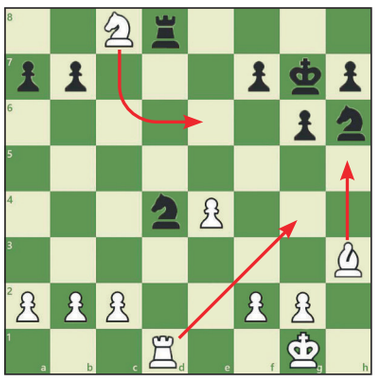
- Attacking with a Pawn
- Attacking with a Knight
- Attacking with a Bishop
- Attacking with a Rook
- Attacking with the Queen
- Attacking with the King



Attacking with the Knight

Basic Rules

- Touch piece
- Touch move
- Adjusting pieces
- Illegal movement
  (In the figure, the red mark denotes an illegal move.)



Illegal movement

Day 18

Body Shapes

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

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Non- Locomotor (Body Shapes)

Standing (Sculpture Garden)

- Students have to be divided into pairs or small groups.
- One person becomes the 'Sculptor' and the others are the 'Sculpture'.
- The sculptor moulds the sculptures into various non-locomotor shapes by gently guiding their arms, legs and body.
- Encourage creativity and play with different shapes.

Seated leg lifts

Sitting (Chair Aerobics)

- Students are asked to sit in a comfortable position (chair, box).
- Simple aerobic exercises are done in a seated position. (such as arm circles, seated marches and seated leg lifts).
- It helps to improve cardiovascular health.

Seated leg lifts

Hen and Chicks

Draw a circle with a diameter of 15 metres. Organise the students into two equal groups. Let one group stand around the circle facing inwards. The other group has to stand inside the circle in a way that the hen (student leader) stands in front and the chicks (other students) stand directly behind the hen. Chicks should hold the hips of the other chicks in front and form single line with hen in front. The teacher has to give a volleyball or softball to the group standing around the circle for 5 to 10 minutes. The students standing outside the circle have to hit the chicks that are standing inside the circle with the ball.

When the ball is thrown, the chicks can move and escape without being hit by the ball. But all the chicks have to keep holding the waist of the other chicks in front.

Only the hen in front can put his hands on the ball to avoid the chicks being hit. Chicks which are hit by the ball are out of the game. Thus, the game continues till the specified time is reached. Both groups interchange their positions and continue playing. At the end of the stipulated time, the group that hits the maximum number of chicks will be the winner.

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Day 19

Ball Stream

30 Minutes

Warming Up

- Ask the students to walk inside the classroom or around the playground and prepare themselves for the activity.
- Ask them to start with a slow walk, increase the speed of walking and then gradually reduce the speed and stand comfortably to perform the activity.

Non- Locomotor (Body Shapes)

Lying - Supine position (Guided imagery storytelling)

- Guide the students through a storytelling experience while they lie down with their eyes closed.
- Describe a peaceful and engaging scene, such as a walk through a forest or a journey to far-off land.
- Encourage participants to use non-locomotor movements to act out the story in their imagination.
  (Such as mimicking a cat, snake, wolf, lion or elephant.)

Kneeling (Kneeling Push-ups)

- Students kneel in a comfortable position with their hands placed on the floor.
- Begin in a kneeling position with the palms placed on the ground at shoulder width.
- Lower the chest towards the ground by bending the elbows, keeping the body in a straight line from head to knees.
- Push back up to the starting position.

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Up and Down Ball relay

Draw a turning line 10 metres away from the starting line. Students are organised into three or four equal teams. Teams have to stand behind the starting line with feet slightly apart, as shown in the figure. A cone is placed on the turning line for each team as a turning point. Each team is provided with a ball (Volleyball or Football). At the signal 'GO', the student having the ball in front passes the ball over his head to the second student.

In turn, the second student passes it to the third student in between his or her legs. Like this, all the students pass the ball up and down till it reaches the last student. Then, the last student who has the ball runs to the turning point and returns to their respective teams and stands in front and continues passing. Every student in the team has to do this activity.

This relay is finished by a student who stood in front at the time of starting has to collect the ball and run towards the turning line and returns to his or her team and raises the ball above his head. Thus, the team that runs and finishes first will be the winner.

Day 20

Animal Breath

30 Minutes

Animal breathing

- Find a comfortable sitting position on the floor.
- Take in a deep breath through the nose. Feel the chest and belly filled up with air like a big balloon.
- Now, assume as different animals while breathing out. Let's start with the Lion's breath.

Lion's Breath

- Breathe out slowly and loudly through the mouth like a lion roaring. Make a big 'HA' sound.
- Repeat this three times. Feel the chest and shoulders relax with each breath.

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Bunny Breath (Rabbit)

- Sit up tall with the back straight and head tilted up toward the sky.
- Take three short breaths like a bunny sniffing a flower.
- Hold the breath for a moment, then exhale through the mouth.
- Repeat this for three to five counts.

Eliyum Poonaiyum

Draw a big circle on the play area. All the students except two (cat and rat) stand on the circle by holding their hands. At the start, the rat has to be allowed inside the circle and the cat has to stand outside the circle.

To the signal 'GO', cat runs and tries to enter the circle to catch the rat. While students on the circle sing the following song and hold their hands tightly to prevent the cat to enter the circle. If the cat enters the circle, students on the circle relax their hand hold to give way to the rat to go out of the circle.

Poonai yengae pochi
Eli pidikka pochi
Eli yengae pochi
Veetukkulae pochi
Veetukkulae varalama
varavae kuddathu

If the rat is caught by the cat, the teacher selects the other two students as cat and rat and the game continues.

Learning Outcomes

- Students can exhibit proper movements of the joint and improved flexibility with awareness of the body.
- Students can execute locomotor, manipulative and non-locomotor skills with confidence with the knowledge of spatial awareness and neuromuscular coordination.
- Students can execute motor skills with proper balance and confidence.
- Students achieve physical and mental relaxation by practicing asanas.
- Students can improve their ability to breathe and develop the sensory perception of objects around them.
- Students can play and enjoy joyful games by respecting the peer group and developing interpersonal skills.
- Students can play and enjoy Tamil folk games with cultural heritage.
- Students can develop critical thinking abilities and decision-making skills by playing chess.
- Children with Special Needs (CWSN) improve overall health and well being through suitable activities.
- Students develop physical, mental, emotional and social well-being through physical education and sports.

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CLASSES : 4 & 5

Term - I

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Learning Objectives

- To recognise and identify the significance of range of motion through movement education at various joints of the body through physical activity.
- To improve locomotor skills such as skipping, dodging and sidestepping.
- To master manipulating skills, including punting, volleying, serving and striking with equipment.
- To master non-locomotor skills to achieve spatial awareness.
- To understand the proper techniques and improve coordination, balance and agility with structured motor skill drills.
- To practice sensory development activities to improve proprioception, vestibular and tactile senses.
- To practice basic asanas to improve physical, mental and social well-being.
- To understand traditional Tamil folk games and their cultural relevance and also to understand teamwork, cooperation and social skills by participating in Tamil folk games.
- To teach fundamental sports skills and concepts as a foundation for major sports.
- To encourage sportsmanship, fair play and respect among peers through sports and games.
- To develop critical thinking, problem-solving and decision-making skills through chess.
- To promote the health and well-being of children with special needs through appropriate activities.
- To promote physical skills, teamwork, character development, creativity and imagination through Physical Education.

Day 1

Learn to Skip

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keep the arms in the sides and palms facing down at shoulder height. The arm is moved 10 times in a circular motion in clockwise and anti-clockwise direction.

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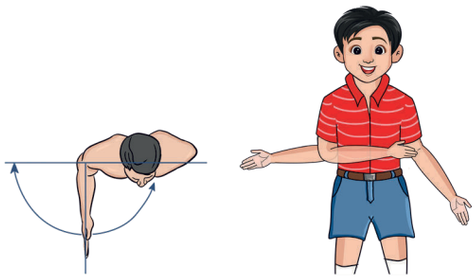
Rotation of Arm (Lateral and Medial)

Demonstrate the movements that follow with your arms.

- An elephant swinging its ears
- A traffic police moving his hand to allow the vehicles to move forward.

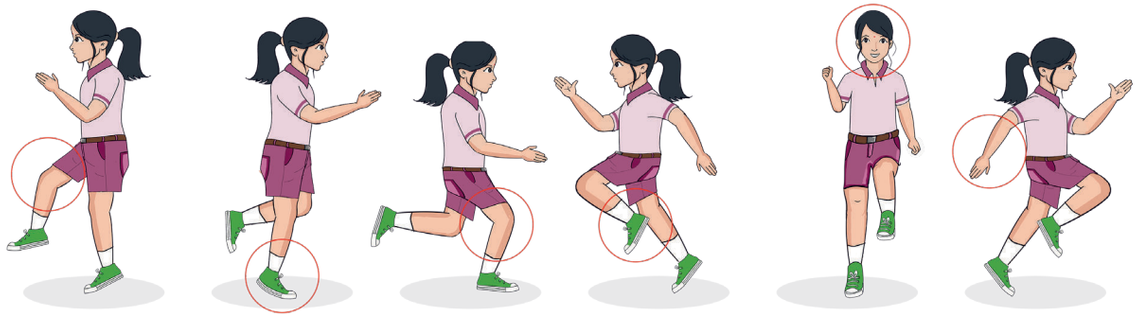


Skipping

Instruct the students to follow the following techniques while skipping.

Ask the students to skip and observe whether they perform the following instructions in order.

- Skip low
- Skip medium
- Skip high

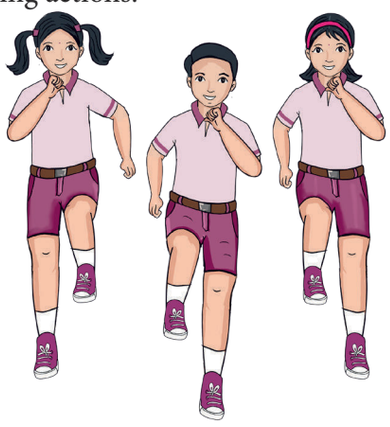


High Knee | Land on Toes | Rear Leg Bent | Built Rhythm | Head Stable | Arms Relaxed

Learn to Skip

Ask the students to do the following actions as per the instruction. Instruct the skipping techniques. The students skip freely around the classroom. After some time, encourage the students to move around the play area using a variety of skipping actions.

- Like a clown, smile and skip.
- Skip high.
- Skip forward.
- Skip happily.



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Day 2

Statue Skip

30 Minutes

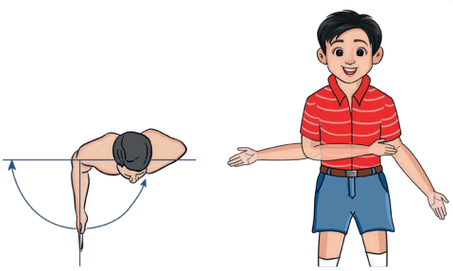
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Rotation of Arm (Lateral and Medial)

Demonstrate the movements that follow with your arms.

- An elephant swinging its ears
- A traffic police moving his hand to allow the vehicles to move forward.



Skipping

Instruct the students to perform skipping.

- On the spot skipping.
- Forward skipping.
- Skip with alternate hands.

Statue Skip

Encourage the students to skip freely throughout the play area. When they are instructed to 'freeze', the students have to balance and stand still for 5 counts. After reaching the fifth count, they have to continue skipping freely throughout the space. Instruct the students to stand in a single leg with balance, change hands alternatively and stand in various positions.

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Day 3

Musical Chair

30 Minutes

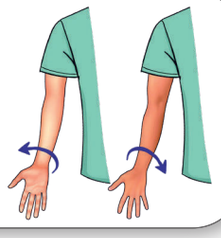
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes and gradually reduce the pace and stand comfortably to perform the activity.
- While walking, try to touch your butt with your heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Pronation and Supination

Demonstrate the movements that follow.

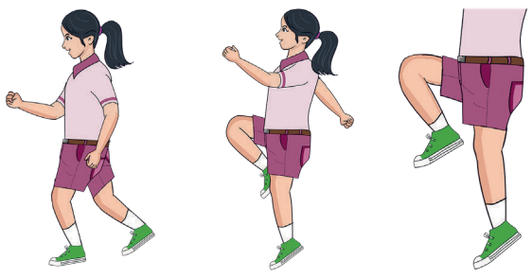
- Imagine a mother turning a dosa on the pan.
- Imagine locking and opening the door with a key (left and right hand).



Skipping

Instruct the students to perform skipping.

- Slowly
- Quickly
- Slowing down
- Speeding up



Musical Chair

Ask the students to form a circle around chairs. The chairs are less than the total number of students by one. Ask them to skip around the circle while keeping a safe distance from one another. Play music to encourage the students to skip to the beat and learn rhythm while skipping. When the music stops, the students have to find a chair and sit in it as quickly as possible and the student who has not sat in a chair is eliminated. Then one chair is removed. Again the music is played and the game continues, till only one chair is left and is occupied by one student. The student whoever occupies the chair is the winner.

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Day 4

Be Calm

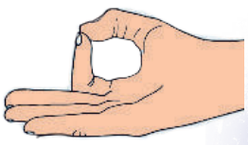
30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom.
Give the following instructions.

- Look up at the ceiling, look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anti-clockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

Sukhasana



- Sit with the legs stretched straight in front of the body (long sitting position).
- Bend the right leg and place the foot under the left thigh.
- Bend the left leg and place the foot under the right thigh.
- Keep the head, neck and back straight, without strain in consciousness gesture (chin mudra) position and close the eyes.
- After some time return to the starting position.

Benefits: It facilitates mental and physical balance without causing strain or pain.

Padmasana

- Sit and spread out both legs to the front. Hands to be on the side, palms on the ground and fingers joined together (long sitting position).
- Slowly lift the right toe with the left hand and right ankle with the right hand and place it on the left thigh.
- In the same manner, hold the left toe and ankle. Place it on the right thigh. (with the ankle close to the groin)
- Place the hands on the knees with consciousness gesture position in meditative posture and close the eyes.
- Remove the left leg first from the thigh.
- Then, remove the right leg too and return back to the initial position.

Benefits:

- Padmasana is useful for mediation and for breathing practice.
- It promotes physical and mental stability.

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Relaxation

- Ask the students to lie down in the supine position (facing the ceiling). Keep the arms on the sides of the body (palm facing upward).
- Keep the legs slightly apart. Close the eyes, be relaxed and calm.

Senses Adaptation (5-4-3-2-1 Technique)

Bumblebee (Humming bee) Breathing

Today, we're going to do a fun breathing exercise called Bumblebee Breathing. It's called so because it sounds like the buzzing of a bumblebee! This exercise can help us feel calm and relaxed.

- Sit comfortably with back straight and feet flat on the floor.
- Close the eyes gently and feel comfortable.
- Inhale through the nose, fill the lungs with air and hold the breath in for three counts.
- Slowly breathe out through the mouth, making a buzzing sound like a bumblebee. Keep lips gently closed while exhaling and let the sound vibrate in the throat. Imagine buzzing like a happy bumblebee flying around.
- Repeat this process three times.

Tummy Breathing

We are going to learn a cool breathing exercise called "Tummy Breathing".

- Sit on a chair comfortably.
- Place one hand on the chest and the other hand on the tummy, just below the ribcage.
- Close the eyes gently and feel comfortable.
- Take in a slow, deep breath through the nose. As you breathe in, feel your tummy pushing out against hand. Imagine a balloon filling up with air.
- Now, slowly breathe out through the mouth. Feel the tummy going back towards the spine. Imagine deflation of the balloon.
- Continue breathing in and breathing out slowly and gently, focusing on the rise and fall of tummy.
- Try to make each breath deeper and slower than the last one.

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- Keep breathing for about 3 to 5 minutes, or as long as you like.
- When ready to finish, take one last deep breath and slowly breathe out.

Benefits

- Tummy breathing helps to calm the mind and the body.
- It can reduce stress, anxiety and helps to improve concentration better. Doing this exercise regularly, can make you feel more relaxed and peaceful.

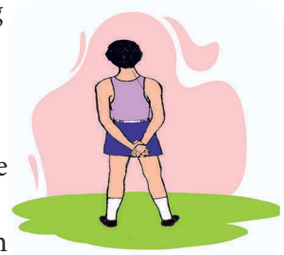
Attention – Stand at Ease

Drill and marching are creative expressions of body posture. They bring discipline, they contain instructions as to move while standing, sitting and in locomotion.

A. Attention

Command - Class - Atten….tion

- Join the heels and form a 'V' shape.
- Distance between toes of both feet should be nearly 6″ to 7″.
- The whole body should be straight, the fist should be held against the thighs along the seams of the pants.
- The head should be held high and the eyes should be looking forward.



B. Stand at Ease

Command - Class (Stand at …… Ease)

- From the attention position lift the left leg about 6″ to 7″ and place left feet about 1 feet away from the right leg.
- At the same time, bring the hands behind without losing contact with the body. Lap the right palm over the left and the right thumb locks over the left thumb.
- The chest should be high and shoulders wide. The body weight should be equally distributed on both feet.

Day 5

Lock Open

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

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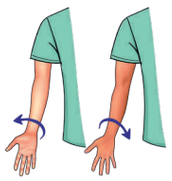
Pronation and Supination (Hand)

Demonstrate the movements that follow.



- Imagine a mother turning a dosa on the pan.
- Imagine locking and opening the door with a key (left and right hand).

Skipping

Instruct the students to perform skipping in the following pattern.

- Straight line.
- In curved line.
- Making a figure of 8.

Don't Touch

Form a circle according to the size of the group and ask the students to skip around the circle. If any one of the students touches another, he becomes affected and must place one hand behind his back. If he again touches another student, he is out.

When a student is declared "out" he has to freeze in place and stretch out his hands to serve as a warning that if any student touches the student who is in the middle is out. The second student who got out should join inside the circle and stretch his hands as first student. The game continues until the last student is out.

Day 6

Skip Relay

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

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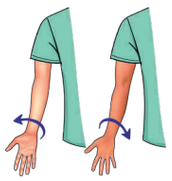
Pronation and Supination (Hand)

Demonstrate the movements that follow.

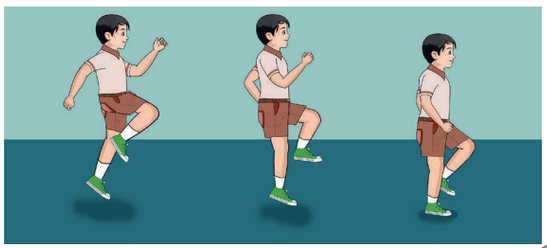
- Imagine a mother turning a dosa on the pan.
- Imagine locking and opening the door with a key (left and right hand).



Skipping

Instruct the students to perform skipping in the following ways,

- In the length of the hall.
- In the playground.
- Count the number of steps you skip.



Skip Relay

Organise the class into two equal groups. Draw a starting line and an end line at a distance of 10 metres. Draw two circles at the starting line and ending line. Pebbles are kept in the circles at the end line. Ask the students to stand one behind the other in the starting line. When the teacher gives a command, the first student in both groups has to skip towards the end line, pick a pebble, return to the starting point and drop it in the nearby circle and touch the second student. Thus the game continues. The group that completes first is the winner.

Day 7

Chess Moves

30 Minutes

Chess

Moves of the Pieces

The King : The king can move in any direction but only one step.

The Queen : The Queen can move any number of squares in any direction. It is the most powerful piece in chess.

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Chess

Rook : The rook is the most important piece in the game of chess. It moves forward, backward and laterally from its position.

Bishop : The bishop moves along diagonally on the chess board. The black bishop piece moves in the black diagonal and the white minister piece moves in the white diagonal.

Knight: The knight moves in the shape of the most familiar English letter 'L'. That is, the knight moves in 'L' shape. That is two squares in one direction (Horizontally or Vertically) and then one square in perpendicular direction.

Pawn: The pawn is the most numerous and weakest piece in the game of chess. It may move one square directly forward; it may move two squares directly forward on its first move. And it may capture one square diagonally forward.

Fire on the Mountain, Run..., Run..., Run..

Draw two circles with a diameter of 10 metres and 12 metres. Organise the students into two equal groups. Select one student as a chaser and make him to stand in the middle of the circle. One group has to stand on the inner circle facing the outer circle with raising the arms forward. Another group should stand in the outer circle. The student who stands in the centre of the inner circle should say 'Fire on the mountain'.

The students who stand in the outer circle have to run in an anti-clockwise direction and shout, 'Run Run Run…', after saying several times, the chaser suddenly says, 'Go home'. After that, immediately, the runners in the outer circle should run to the nearest student who is standing in the inner circle and find a place under his or her raised arm. At the same time, the chaser also should run and occupy a place in the inner circle. The student who doesn't find a place to stand will become a new chaser.

Then, the inner circle students move to outer circle, outer circle students move to the inner circle. Thus, the game continues for a specific time.

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Day 8

Cross Skip

30 Minutes

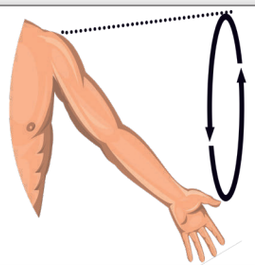
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart keep, the arms sidewards and palms facing downward at shoulder height. Make the circular motion of arms 10 times in each direction.

Rotation at Shoulder (Circumduction)

Demonstrate the movements that follow.

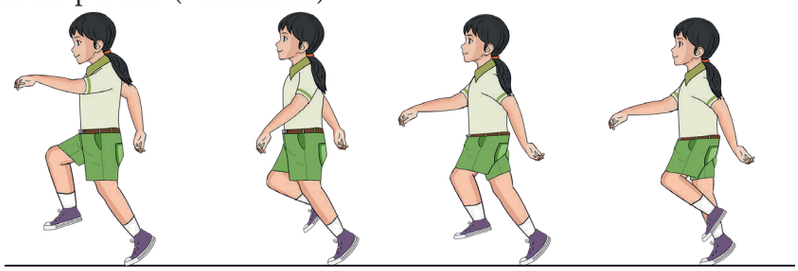
- Move the arm in a small circular path and then in a larger circular path
- Start with the right hand and then change to the left hand and continue to move both hands in the same path.



Skipping

Instruct the students to perform skipping in the following ways.

- Maintain coordination with the partner.
- Move both arms and legs together with the partner.
- Move with the partner (with music).



Cross Skip

Instruct the students to perform skipping in the following ways. Randomly place different objects within the playing area or classroom. Let the students skip one by one, avoiding the obstacles. While skipping the student must shift handkerchief to and fro between the left and right hands. This will help arm's swing to become natural while skipping.

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Day 9

Breeze

30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom. Give the instructions that follow.

- Look up at the ceiling; look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anticlockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

Asana – Tadasana

- Stand with the feet together and the arms by the sides.
- Raise the arms over the head, interlock the fingers and turn the palms upwards.
- Inhale and stretch the arms and shoulders.
- Raise the heels and balance the entire body on the toes.
- Exhale and relax your fingers.
- Now, drop your arms down and return to the initial position.

Benefits

- Improves balance and flexibility.
- Enhances mental awareness.

Asana – Trikonasana

- Place the right leg to the right side in such a way the legs are 2 feet apart.
- Slowly raise the arms sidewards up to shoulder level without bending the elbows, facing downward. (Breathe in)
- Slowly bend sidewards towards the right leg and try to touch the right foot or floor with the right hand. (Breathe out)
- Keep the left arm perpendicular to the floor with the palm facing forward. Slowly turn the head and look up at the middle finger.

Benefits

- Trikonasana reduces the excess fat in the sides.
- It improves the balancing power of the body.
- It regulates the digestive and circulatory systems.

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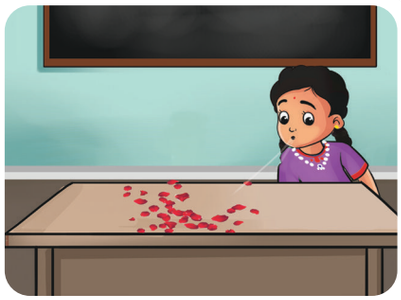
Relaxation

- Ask the students to lie down in the supine position (facing the ceiling). Keep the arms on the sides of the body (palm facing upward).
- Keep the legs slightly apart. Close the eyes, be relaxed and calm.

Rose Breathing



We are going to learn a fun breathing exercise called "Rose Breathing". It's as easy as blowing rose petals in the wind! Let's try.

- Close eyes gently and feel comfortable.
- Imagine you're holding a big rose in your hand.
- Take in a slow, deep breath through the nose.
- Imagine that you're smelling the sweet scent of the rose petals.
- Now, slowly breathe out through your mouth.
- Imagine that you are blowing the rose petals.
- Breathe out and make a gentle blowing sound like "whoosh" or "shhh".
- Keep breathing in through your nose and out through your mouth, blowing the rose petals.
- Try to make each breath deep and gentle, like a soft breeze.
- Repeat breathing for 3 to 5 minutes.

Nangu Moolaikal

Draw a 10 metre × 10 metre square and draw a small square measuring 1 metre × 1 metre at the four corners of the square. Draw a small circle at the centre of the square. Four stones or a cone should be placed in the centre of the circle. Five students must play this game. The student selected as the chaser has to stand outside the small circle. The other four students should stand in the corners of each small square. They try to pick up the stones or cones from the middle of the circle. Students from all four corners can help each other take the cones one by one from the centre of the circle and place them in the four corners. If the chaser touches any one, the one who is touched by the chaser would become the new chaser. The chaser has to stand outside the centre of the circle. The game continues for a specific time.

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Day 10

Punt and Catch

30 Minutes

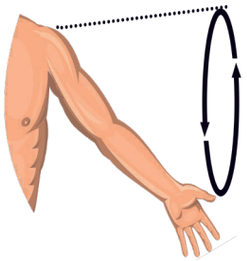
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Rotation at Shoulder (Circumduction)

Demonstrate the movements that follow.

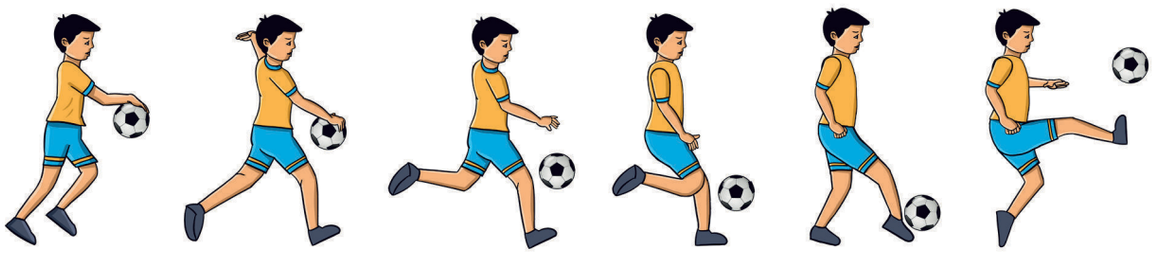
- Move the arm in a small circular path and then in a larger circular path
- Start with the right hand and then change to the left hand and continue to move both hands in the same path.



Punting

Instruct the students to follow the following techniques while punting and observe whether they perform the following instructions in order.

- Parallel stance and eyes focused.
- Ball is to be held hip-high.
- Step forward onto a non-punting foot.
- Swing the foot backward, bending the knee of the kicking leg.
- Drop the ball down, with one hand, towards the top of the foot.
- Punting leg follows through towards the target after the ball has been kicked.



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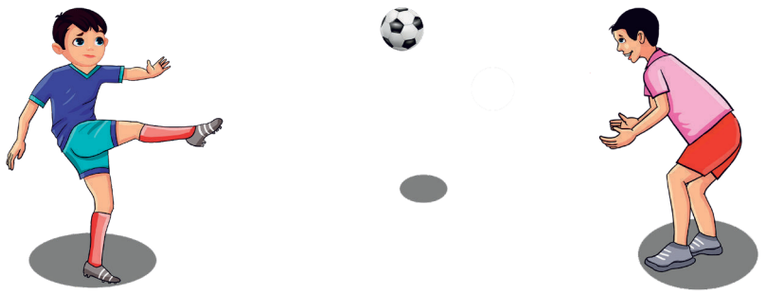
Punt and Catch

Pair up the students and have them stand some distance apart. One student punt the ball while the other tries to catch it. Rotate roles after each attempt. Encourage them to focus on the accuracy of their punts and the timing of their catches.



Day 11

Target Punting

30 Minutes

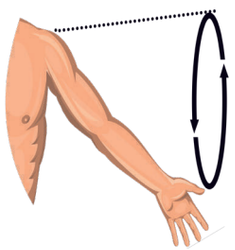
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- While walking, try to touch your butt with your heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Rotation at Shoulder (Circumduction)

Demonstrate the movements that follow.

- Move the arm in a small circular path and then in a larger circular path
- Start with the right hand and then change to the left hand and continue to move both hands in the same path.



Punting

Instruct the students to punt the ball.

- Punt with left leg.
- Punt with right leg.

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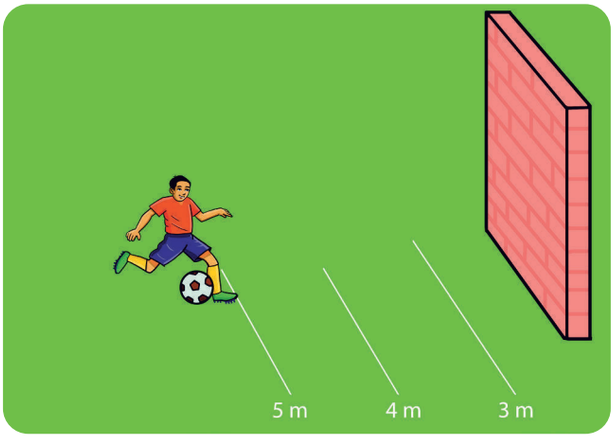
Punting to the Target

Mark 3, 4 and 5 metre lines to the wall. Organise the students into two equal teams and make them stand in a 3 metre line. Give a ball to the first student. After the teacher's command, the first student kicks the ball against the wall after dropping the ball from the hand. Likewise, every student gets a chance for 3 metre kicking. Thereafter, students are provided a chance to kick the ball from the 4 and 5 metre lines. 2 and 3 points are awarded for all the successful kicks from the 4 and 5 metre line, respectively. At the end, the team scoring the highest point is declared the winner.



Day 12

Punt the Ball

30 Minutes

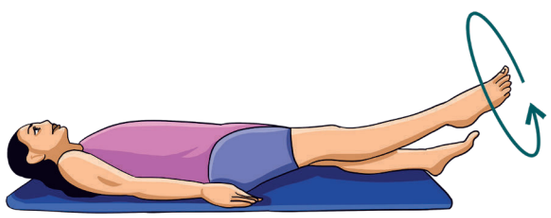
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Rotation at Hip (Circumduction)

Demonstrate the movements that follow.

- Draw a circle with one leg on the floor (right and left leg).
- Lie down on the mat, legs stretched forward, lift the right leg off the ground and move around the leg to form an imaginary circle and repeat the same with the other leg.



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Punting

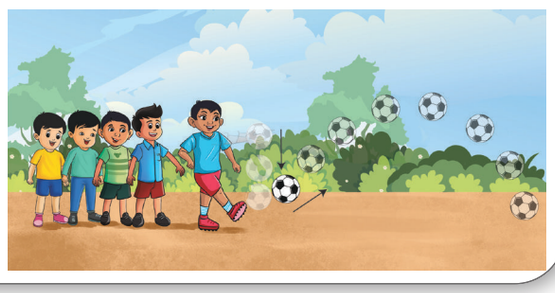
Instruct the students to punt the ball in the following ways:

- Walk one step and punt the ball.
- Walk two or more steps and punt the ball.
- Walk quick and punt the ball high.

Approach Kicking Follow through

Punt and follow

Organise the class into two equal teams. Place a cone at the starting point and ask the students to stand in a line and provide each team a ball. The first student has to punt the ball to the maximum from the starting point and the second student has to continue punting the ball from the landing spot. The team that covers the maximum distance wins.



Day 13

Chess Champion

30 Minutes

Chess (Basic Tactics)

Castling is a special type of move in chess. In castling, the student simultaneously moves the king and one of the rooks. The king moves two squares towards a rook and the rook moves to the square on the other side of the king.

Short castling

In short castling the King-side rook is used.

Long castling

In long castling the Queen-side rook is used.

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Chess (Basic Tactics)

Rules for Castling

- The king and the rook should not have moved earlier in the game.
- There should not be any piece between the king and the rook.
- The king should not be in check.
- The king should not pass through or finish on a square that is attacked by a piece of the opponent.

Check

In chess, "check" is a term used to indicate that a player's king is under immediate threat of capture by the opponent's pieces. When a king is in check, the player has to respond by moving the king out of harm's way, capturing the threatening piece, or blocking the attack by interposing another piece between the king and the attacking piece (if such a move is possible).

Checkmate

If a player's king is in check and there are no legal moves that can remove the threat, the situation is called "checkmate," and the game ends with the player whose king is checkmated losing the game.

Double attack

A double attack means attacking two chessmen of the opponent with single chessmen.

Frog Relay

Organise the students into 3 or 4 equal groups. Line up the students in each group one by one behind the starting line. Draw a boundary line of 15 metres long and place a cone for each team. When the teacher instructs, the first student in each team sits down, leaps like a frog with both hands, goes around the cone and returns to his team and touches the second student to continue the race. The team that finishes first will be the winner.

Day 14

Hip Rotation

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm in front, place the other hand under the upper arm and stretch the upper arm across the body.

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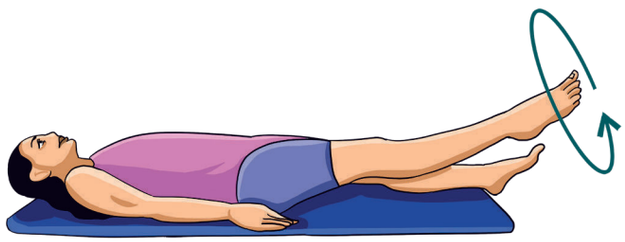
Rotation at Hip (Circumduction)

Demonstrate the movements that follow.

- Draw a circle with one leg on the floor (right and left leg).
- Lie down on the mat, legs stretched forward, lift the right leg off the ground and move around the leg to form an imaginary circle and repeat the same with the other leg.

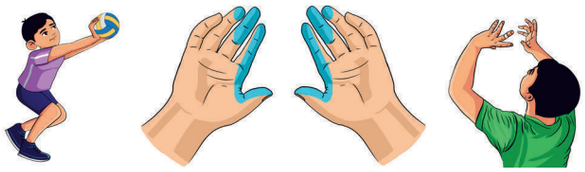


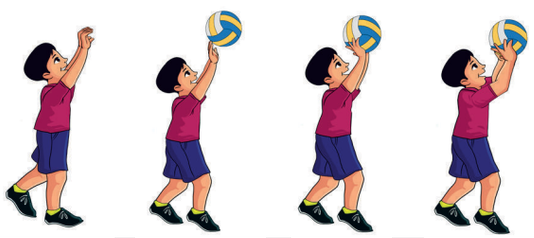
Volleying at the Wall

Instruct the students to follow the following techniques in volleying.

Ask the students to volley the ball and observe whether they perform the following instructions in sequence.

- Parallel or Diagonal stance.
- Slightly bent at the knees.
- Elbows bent.
- Volley the ball with arms above the forehead towards the wall.





Circle Volley

Ask the students to form a circle. A student volleys the ball to another student in the circle. Keep the ball moving along the circle. Encourage students to use proper volleying techniques. If a student fails to volley the ball or if the ball touches the ground the student is out. And the game continues until only one student remains not out.

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Day 15

Keep above the Net

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keep the arms sidewards and palms facing downward at shoulder height. Make the circular motion of arms 10 times in each direction.

Diagonal movement at the Shoulder (Abduction and Adduction)

Demonstrate the movements that follow.

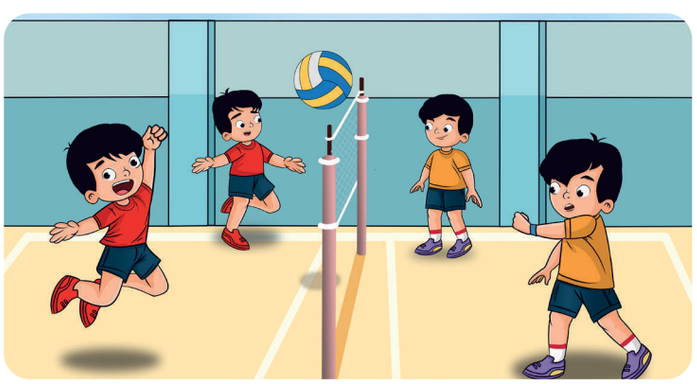
- Raise arms upward, holding an imaginary rubber ball and throw it forcefully and follow through.
- Repeat it in both hands.

Volleying with hands

Instruct the students to perform volleying in the following ways:

- Flex wrist backwards
- Ball should contact hands on inner edge
- Extend the arms, exert power using the leg muscles and release the ball.

Volleying up



Set up a net (or a line on the ground). Organise the class into two teams. Each team starts on one side of the net. Use a soft volleyball. The objective is to volley the ball over the net without letting it touch the ground on your side. The students can only touch the ball once before it is volleyed over the net. If the ball touches the ground on one team's side, the other team gets a point. Play to a certain point or for a fixed time.

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Day 16

Volleying

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

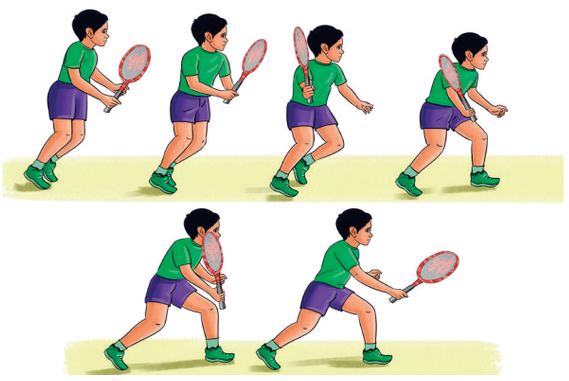
Diagonal movement at the Shoulder (Abduction and Adduction)

Demonstrate the movements that follow,

- Raise arms upward, holding an imaginary rubber ball and throw it forcefully and follow through.
- Repeat it in both hands.

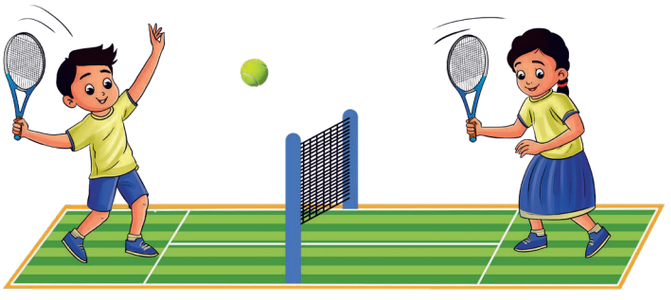
Volleying with racquet

- Hold the racquet out in front and take a light split step to move forward.
- Turn your upper body slightly to your right side, taking the racquet back.
- Continue forward momentum and bring the racquet forward.
- Keep moving your feet and body weight for follow through.



Racquet volley

Organise the students in pairs and provide them a tennis racquet with a low compressed ball. Both students volley the ball between each other to and fro. Try to keep the ball in control with medium height. Give chance to all students



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Day 17

Pawn Power

30 Minutes

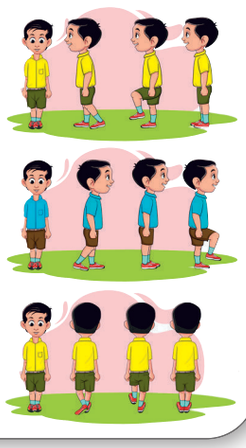
Chess (Pawn Promotion)

Promotion is a chess rule that requires a pawn that reaches its eighth rank to be immediately replaced by the player's choice of a queen, knight, rook, or bishop of the same colour. The new piece replaces the pawn on the same square, as part of the same move. The choice of new piece is not limited to pieces previously captured, thus promotion can result in a player owning, for example, two or more queens despite starting the game with one.

Pawn promotion, or the threat of it, often decides the result in an endgame. Since the queen is the most powerful piece, the vast majority of promotions are to a queen. Promotion to a queen is often called queening; promotion to any other piece is referred to as under promotion. If the promoted piece is not physically available, FIDE rules state that the player should stop the game clock and summon the arbiter for the correct piece. Under US Chess Federation rules and in casual play, an upside-down rook may be used to designate a queen.

Turns

1. **Right Turn:** The students will turn 90 degrees to the right on their right heel of right foot and toes of the left foot at 45 degrees. Bring your left foot forward, raise the knee to waist height and join to the right foot and come to the attention position. Both feet should be in 'V' shape.
2. **Left Turn:** The students will turn 90 degrees to the left on their right heel of left foot and toes of the right foot at 45 degrees. Bring your right foot forward, raise the knee waist height and join the feet together and come to attention position. Both feet should be 'V' shape.
3. **About-turn:** The students will turn 180 degrees in a clockwise direction with their right heel of the right foot and toes of the left foot also at 180 degrees. Bring the left foot forward, raise the knee waist height and join to the right foot and come to attention position.



Note: Maintain the feet together, forming the 'V' shape with toes in attention position and also in all turns.

Day 18

Roll

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes. Gradually slow the pace to a stand still. Stand comfortably to perform the activity.

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Non-locomotor Skills (Body Rolls)

Roll

- Lie flat on a mat with your arms stretched straight over the head and feet stretched away from the body.
- Roll to the left or right, completing a full rotation of the body.

- Keep your ankles and feet together.
- Squeeze your tummy, leg and bum muscles together.
- Complete many rotations one after the other.

Safety Points

- The rolling can be begun by lying on the back or front.
- Keep the body tight and straight while rolling.
- Maintain a tucked chin.

Potato Collecting Relay

Organise the class into 3 or 4 equal groups. Draw a start and a finish line. In between the start and finish lines draw circles of equal numbers for each group. In each circle, one potato(stone) is placed.

When the teacher signals, the first player from each group runs forward, picks up the potato from the circle in front of his group, places it at the finishing line, one by one and runs back to touch the second player of his group. The second player runs, picks up the potato and places it in each circle one by one as originally placed and touches the third. The relay continues in the same manner. The group that finishes first is the winner.

Day 19

Rolling like Egg

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

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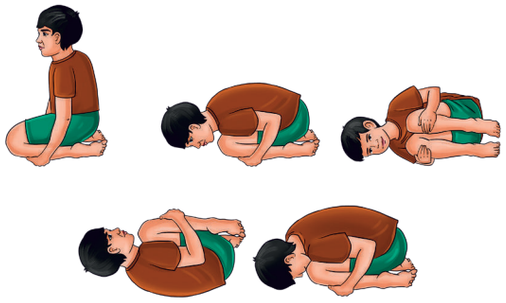
Non-locomotor Skills

Rolling like Egg



- Kneel on the floor, bend the knees under the chest and hold the arms tight to the side of the body.
- Keep the chin tucked in and shoulders just off the floor to keep the rounded shape.
- Roll to the left or right, until return to the starting position, completing a full roll of the body.
- Remain in the same position and continue to roll.

Safety Points

- Bend as much as possible – as a snail!
- Body should be curled up tightly when rolling.

Ball Pass Relay

Organise the students into 3 or 4 equal groups. Line up each group behind the starting line. Draw a boundary line 20 metres in front of the starting line and place a cone in line with each group.

Give a volleyball to the first student of the group. When instructed by the teacher, the student with the ball should take the ball in his hand and go around the cone, hand over the ball to the second student of his group. Then sits at the end of the row. The second student should take the ball in his hand as the first student did and give it to the third student.

This is what all students should do. The group that finishes first is the winner. In this way, the game continues for a certain time.

Day 20

Water to Flower

30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom.
Give the instructions that follow.

- Look up at the ceiling; look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anti-clockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

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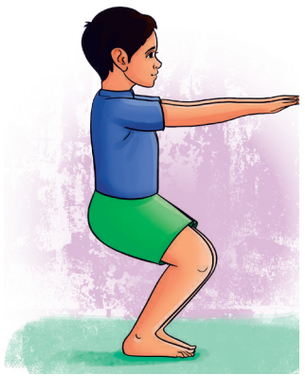
Utkatasana

Procedure

- Stand with an erect spine and arms to the side.
- Maintain some distance between the feet.
- Stretch hands forward and keep them parallel to the ground. Hands should be straight and palms should face downwards.
- Bend knees and bring the pelvis down like sitting on a chair.
- Try to bring thighs parallel to the ground.
- Hold this position for a minute and keep breathing normally. Bring a smile to your face.
- Now, release your pose to come to the starting position.
- Repeat for 3 to 4 times.



Benefits

- Strengthens the abdomen.
- Boosts the immune system.
- Stimulates heart and diaphragm.

Feather Breathing

- Find a comfortable spot to sit comfortably. Students can sit on a chair, cushion, or even on the floor with their legs crossed. Close eyes gently if you feel comfortable doing so. Imagine holding a tiny feather in your hand. Picture its softness and how effortlessly it floats in the air.
- Take in a slow, deep breath through your nose. Imagine that you are gently lifting the feather with your breath.
- Now, slowly breathe out through the mouth. Imagine that you are releasing the feather and watching it float gracefully downward. While breathing out, make a gentle blowing sound like "whoosh" or "shhh" to mimic the air carrying the feather. Keep breathing in through your nose and out through the mouth, lifting and releasing the feather with each breath. Try to make each breath as light and airy as possible, just like the feather floating in the breeze. When you are ready to finish, take one last deep breath in through your nose and slowly exhale through the mouth. Imagine that the feather is gently settling on the ground.
- Continue this feather breathing for about 3 to 5 minutes.

Benefits

- Feather breathing helps to calm your mind and body by focussing on your breath and imagination.
- It can reduce stress and tension and even help you feel more grounded and centred.
- Doing this exercise regularly can make you feel lighter and more peaceful.

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Relaxation

- Make the students lie down in the supine position (facing the ceiling).
- Keep arms on the sides of the body (palm facing upward).
- Keep legs slightly apart.
- Close eyes; be calm and relaxed.

Oru Kudam Thaneer ootri

Select two students and ask them to stand facing each other. They have to hold their hands and raise it above their head. The other students are asked to stand in a long line one behind the other in front of them.

When the teacher instructs, all the students run in the figure of eight around the two students and sing the following song,

Oru Kudam Thanneer Ootri, Orae Poo Poothatham
Irandu Kudam Thanneer Ootri, Irandu Poo Poothatham
Moonru Kudam Thanneer Ootri, Moonru Poo Poothatham
Nangu Kudam Thanneer Ootri, Nangu Poo Poothatham
Ayndhu Kudam Thanneer Ootri, Ayndhu Poo Poothatham
Aaru Kudam Thanneer Ootri, Aaru Poo Poothatham
Yezhu Kudam Thanneer Ootri, Yezhu Poo Poothatham
Ettu Kudam Thanneer Ootri, Ettu Poo Poothatham
Onbadhu Kudam Thanneer Ootri, Onbadhu Poo Poothatham
Pathu Kudam Thanneer Ootri, Pathu Poo Poothatham

While they are singing "Pathu kudam Thanneer Ootri..", a student who happens to enter the middle will be caught by the two students.

Chinna chinna bommaikal tharugiren, vittuvidu

Periya periya bommaikal tharugiren, vittuvidu

Athaividа periya periya bommaikal tharugiren, vittuvidu

The boy who is caught, performs gestures showing big size, bigger size, etc. with his hands. Likewise, the game continues.

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CLASSES : 4 & 5

Term - II

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Day 1

Chess Kingdom

30 Minutes

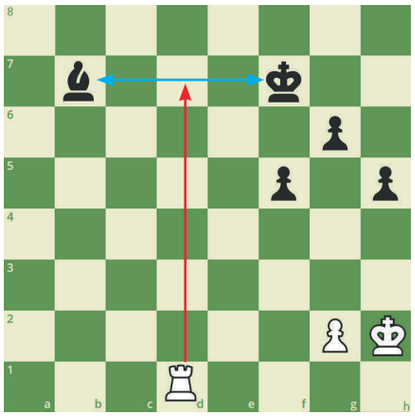
Tactics

A Tactic refers to a sequence of most that limits the opponent option and may result in gain of material or checkmate. The fundamental building blocks of tactics are more sequences in which the opponent is unable to respond to all threats. So the first player realises an advantage. In the second and third term we are going to see the following tactics in the category, Double attack, Discovered attack, Discovered check, Double check and Pin.

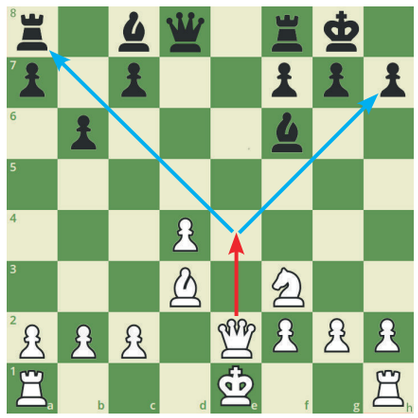
Double attack

The first tactical theme that we are going to see here is double attack. When one move results in attacking two or more pieces, it is called the double attack. In most cases, a double attack will result in a gain in material as the other player may not be able to defend against multiple threats at the same time.

Example 1 : Move Rook d1 to d7. Now it is in double attack.

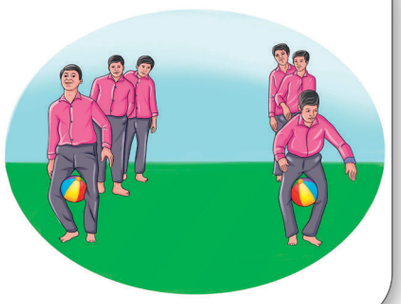


Example 2 : Now move queen e2 to e4. Queen attacks the Rook on a8, at the same time it can attack Pawn on h7. Now it is in double attack.



Kangaroo Relay

Mark the starting and finishing lines of 10 metres. Organise the students into two equal groups and make them stand in a line. The first person in the group has to hold a ball between his knees and jump forward towards the target and return back to his team and touch the second runner. If the ball is slipped from the knee, he has to recover the ball and place between the knees and continues the race from where the ball is dropped. The team that completes first will be the winner.



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Day 2

Freeze

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue this process for about 20 metres.

Diagonal movement at hip

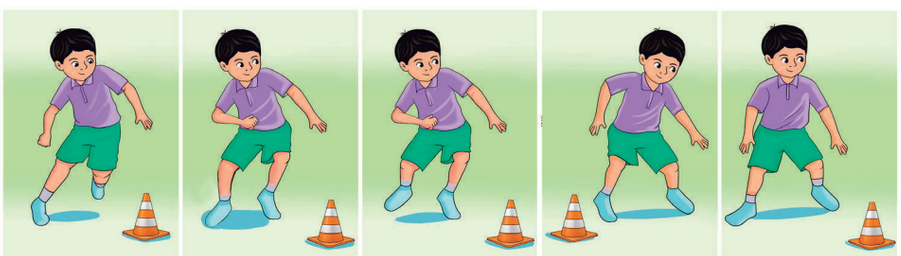
Demonstrate the movements that follow.

- Swing right leg diagonally forward and backward while standing on left leg.
- Repeat swinging on the left leg.

Dodging

Instruct the students to follow the following techniques while dodging.

- Ask the students to dodge and observe whether they perform the following instructions in order.



Eyes focused | Lowering the body | Push from exterior foot | Lean one way | Practice on both legs

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Music Statue

Ask the students to stand in the play area. When music is played, students have to move around the space using locomotor skills such as walking, running, hopping, skipping and leaping. When a student comes across another student on his way around the area, they have to dodge to avoid them. When the music stops, students have to balance and hold their position for a count of five. Restart the music and change the locomotor skill to repeat the activity.

Day 3

Dodge and Chase

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Start with a slow walk by stretching the hands palms facing down in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Diagonal movement at hip

Demonstrate the movements that follow.

- Swing right leg diagonally forward and backward while standing on left leg
- Repeat swinging on the left leg.

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Dodging

Instruct the students to perform dodging.

- Walk and dodge slowly.
- Jog and dodge at medium phase.
- Run and dodge quickly.

Dodge and chase

Organise the class into two equal groups and provide one group with a saucer cone. The students without cones are the chasers, whereas students with cones should avoid them. When a chaser catches a student with a cone, he or she is out. The student who was holding the cone must drop it and become a chaser. The chaser then picks up the cone and joins the other students with cones and the game continues.

Day 4

Dodging and Driving

30 Minutes

Warming Up

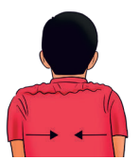
- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm forward, place the other hand under the upper arm and stretch the upper arm across the body.

Shoulder movement (Protraction and Retraction)

Demonstrate the movements that follow.

- Palms touching each other at shoulder level. (Scapula moves forward to the sides.)
- Bring both arms backward as much as possible. (Scapula move back and towards the middle.)

This action also helps in learning boxing.



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Dodging

Instruct the students to perform dodging.

- Hop for a few steps and dodge.
- Skip for a few steps and dodge.

Dodging Driving

Organise the students into groups. Draw a shape of 5 metre by 5 metre square and ask the groups stand in each square. Give a ball or any one object to each student and ask them to hold the ball out in front of them like a steering wheel and ask them to move around the square without touching other students in the square. After the allotted time, pause the activity, take a break and play again.

Day 5

King and Queen

30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom.
Give the instructions that follow.

- Look up at the ceiling, look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anti-clockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

Asana – Padahastasana

Posture: Forward bending

Position: Standing position

Teaching method:

Starting Position Count 1: Stand erect.

Count 2: Slowly raise both hands to shoulder level and keep them parallel to the floor. Raise the hands above the shoulder with arms touching ears and palms facing forward.

Count 3: Exhale, slowly bend the body forward keeping the back parallel to the floor and touch the floor with palms. Bend further towards the floor and place the palms at the lateral border of the feet. Touch the knee with the forehead and hold this position for 10 to 20 seconds.

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Asana – Padahastasana

Count 4: Inhale, return to the count 2 position.

Count 5: Exhale, return to the starting position.

Benefits:

- Padahastasana improves flexibility. It strengthens the abdominal and the pelvic region.
- The heart and lungs are benefited.
- The supply of blood to the brain increases.

Sensory

Candle Breath

- Imagine that there's a candle in front.
- Take a deep breath through the nose and imagine, smelling the scent of the candle.
- Then, blow out through the mouth and gently blow out the flame.

Raja Rani

Organise the students into groups of five. Each group can play the game. The names King, Rani, Minister, Thief and Police are written on five pieces of paper. Each piece has the following points. They are Raja: 10000, Rani: 5000, Minister: 1000, Police: 500, Thief: 0. Each person has to take one piece of paper.

While playing this game, the student holding the police slip has to find the student holding the slip thief. If found correctly, the police will be given 500 points. The police will be given 0, if he or she does not find the right student. Finally, the student with the most points is declared the winner.

Day 6

Chain Running

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keep the arms sideward and palms facing downward at shoulder height. Make the circular motion of arms 10 times in each direction

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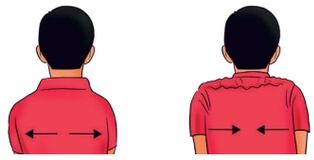
Shoulder movement (Protraction and Retraction)

Demonstrate the movements that follow.

- Extend the arms at shoulder level palms touching each other (Scapula moves forward to the sides).
- Bring both arms backward as much as possible (Scapula moves back and towards the middle).



This action helps in learning boxing.

Dodging

Instruct the students to perform dodging.

- With the body upright.
- With body dropped down low (Slightly flex the knees with body dropped down).
- With the arms kept close by the side.

Chain Running

Draw a boundary and make the students to stand inside. The teacher has to ask one student to be the first chaser. When the game begins, the first student chases the other students, trying to tag them. Students who are tagged, join hands with the first student to extend the chain and only the students at the ends are allowed to tag the runners. If the chain breaks, no tagging can happen until it is joined together again. Students cannot break through the chain by running through their arms. The student one who does not get tagged till the end is the winner.

Day 7

Serve and Run Relay

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

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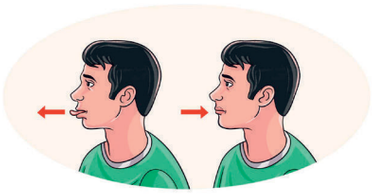
Projecting forward (Protrusion and Retrusion)

Demonstrate the movements that follow.

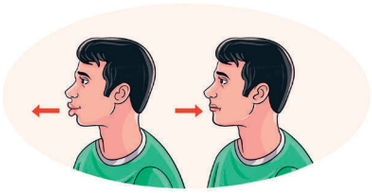
Protrusion and Retrusion of the tongue.

- Project the tongue outside the mouth.
- Move the tongue back to the mouth.



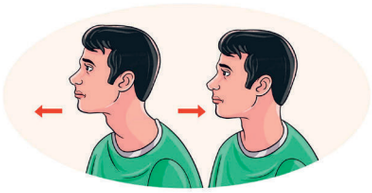
Protrusion and Retrusion of lips.

- Project the lips outward.
- Bring it back to normal.



Protrusion and Retrusion of the lower jaw (mandible).

- Project the lower jaw forward.
- Bring it back to normal.



Serving with hand (Under arm serve)

Instruct the students to follow the following techniques while serving with foam balls or volleyball. Ask the students to observe and perform the instructions that follow in order.

1. Diagonal stance.
2. Arms swing.
3. Ball at hip level.
4. Toss the ball.
5. Hit with hand.
6. Step the rear leg forward.

1 2 3 4 5 6

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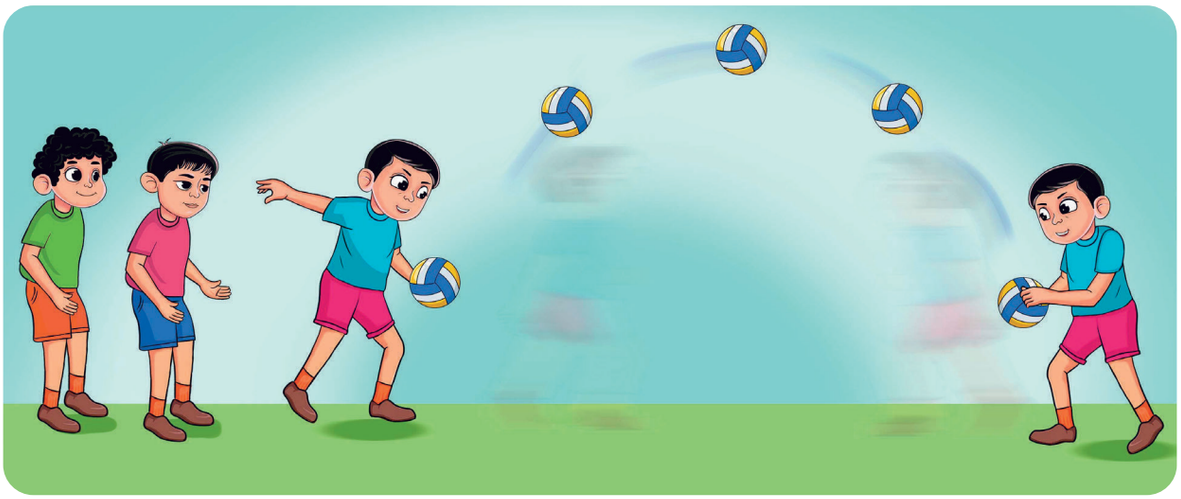
Serve and Run Relay



- Organise the class into two teams.
- Set up a relay course with cones or markers.
- Place a target at a distance of 5 metres at the end of the course.
- The first student in each team serves the ball underarm and then runs to the other side to retrieve it.
- Once they retrieve the ball, they give it to the next student in the line and stands at the end of the line.
- The next student serves and the process is repeated.
- The team that completes the relay course first is declared the winner.

Day 8

Serve and Catch

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- While walking, try to touch the butt with the heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

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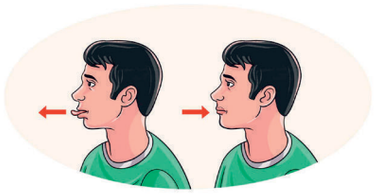
Projecting forward (Protrusion and Retrusion)

Demonstrate the movements that follow.

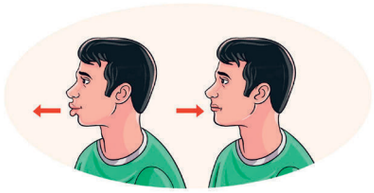
Protrusion and Retrusion of the tongue.

- Project the tongue outside the mouth.
- Move the tongue back to the mouth.



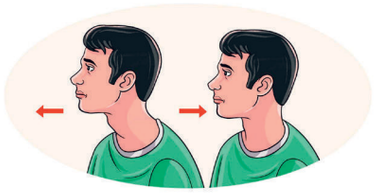
Protrusion and Retrusion of lips.

- Project the lips outward.
- Bring it back to normal.



Protrusion and Retrusion of the lower jaw (mandible).

- Project the lower jaw forward.
- Bring it back to normal.



Serving with hand (Under arm serve)

Instruct the students to follow the following techniques while serving with foam balls or volleyball.

Ask the students to observe and perform the instructions that follow in order.

1. Diagonal stance.
2. Arms swing.
3. Ball at hip level.
4. Toss the ball.
5. Hit with hand.
6. Step the rear leg forward.

1 2 3 4 5 6

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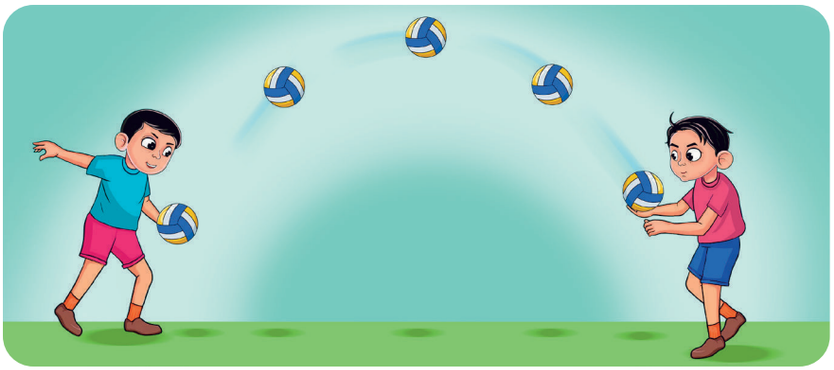
Serve and Catch

- Pair the students and make them stand, facing each other.
- One student serves the ball underarm to their partner.
- The receiving student must catch the ball after it is served.
- After some time the partners switch their roles and serve their partner.
- Continue switching the roles for a set amount of time or until a certain number of successful serves.



Day 9

Mindful Moves

30 Minutes

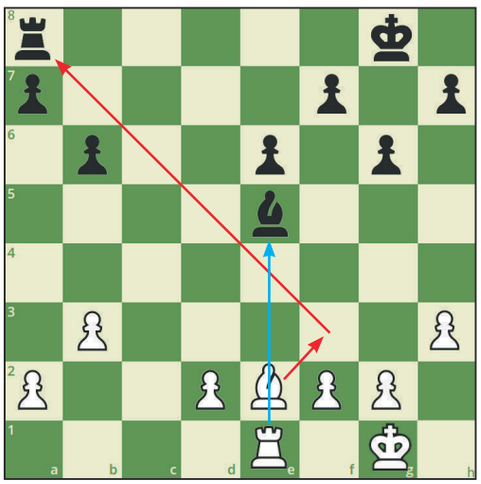
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

Discovered Attack

A "Discovered Attack" occurs when a piece moves and attack one of the opponent pieces while revealing a hidden piece behind it that attacks another opponent's piece.

As you can see in the given example, the bishop on e2 can move to f3, attacking the rook mean while the hidden rook on e1 comes to live and attacks the bishop on e5. Now Bf3 black cannot protect both his pieces at a time and hence white wins.



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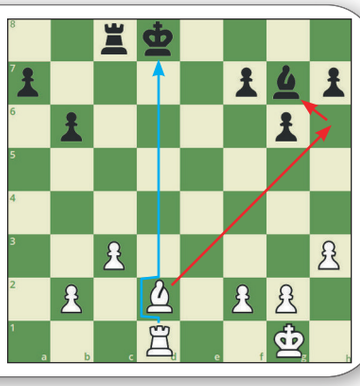
Discovered Check

A Discovered Check is similar to discovered attack, but in this case, when a piece moves and attack one of the opponent pieces while revealing a hidden piece which delivers a check.

In the given example, the bishop on d2 can move to Bh6+ attacking the bishop, while the hidden Rook on d1 checks the black King. Since black is forced to respond to the check and white gains time to capture the bishop on g7.



Spider and Flies

Draw a small circle of 1 metre diameter. Draw a boundary line 10 metres away from the circle. Assign a student as a spider in the centre of the circle and have him sit on his heels. Other students should stand around a small circle by turning to the right. They act as flies.

When instructed by the teacher, the flies have to move around the circle, clapping their hands, walking and jumping. Suddenly the spider gets up and tries to touch the flies. The students have to escape from him and flee to the borderline. If anyone is caught while running, he should become a spider.

In this way, the game continues for a certain time.

Day 10

Float Serve

30 Minutes

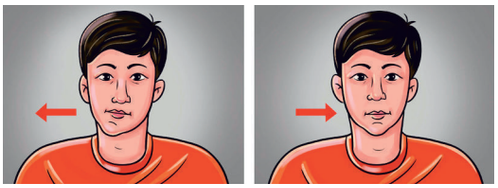
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Side-to-Side movement of the lower jaw (Excursion)

Demonstrate the movements that follow slowly.

- Slowly move the lower jaw from mid to right and left (Excursion of Mandible).



Excursion of lower jaw (Mandible)

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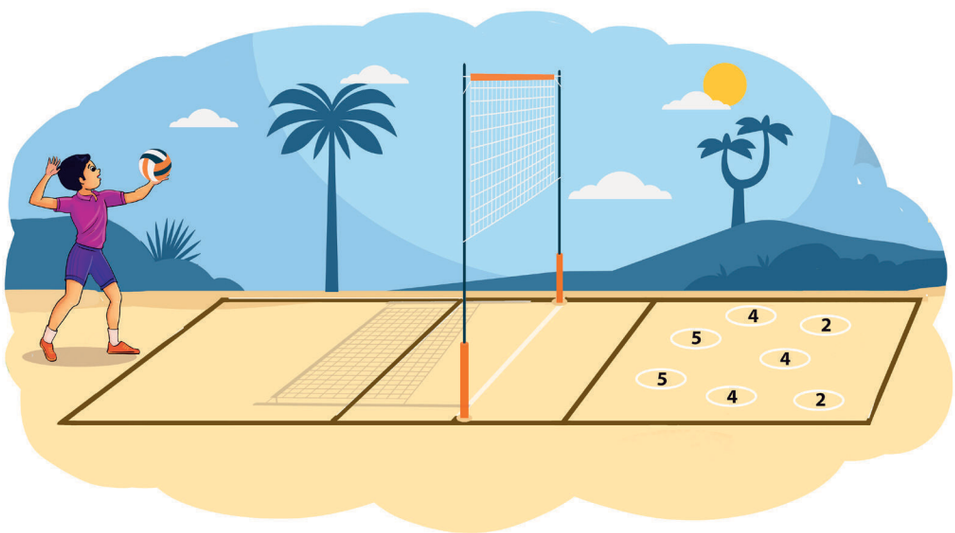
Serving (Overarm serve)

Instruct the students to follow the following techniques while serving. Ask the students to observe and perform the following instructions in order:

- Step forward with the foot opposite to the serving hand.
- Toss the ball, 3 to 4 feet above the head.
- Create a bow and arrow with a serving arm.
- Contact ball with open palm.
- Follow through and transfer weight from back to front.

Target Practice

Mark a restraining line and end line on either side of the court with a distance of five metres apart. Set up targets on the opposite side of the court by drawing circles. Organise the students into teams and have them take turns serving. Each successful serve that hits the target earns points for the team. This game helps the students to serve properly.



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Day 11

Serve Again

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm in front, place the other hand under the upper arm and stretch the upper arm across the body.

Side-to-Side movement of the lower jaw (Excursion)

Demonstrate the movements that follow slowly.

- Slowly move the lower jaw from mid to right and left (Excursion of Mandible).

Excursion of lower jaw (Mandible)

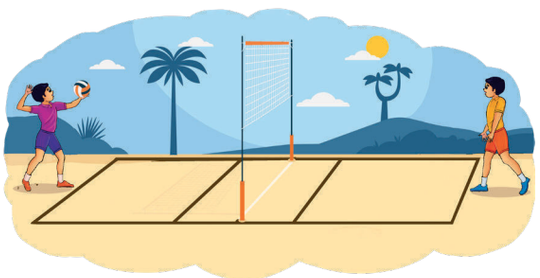
Serving (Overarm serve)

Instruct the students to follow the following techniques while serving. Ask the students to observe and perform the following instructions in order,

- Step forward with the foot opposite the serving hand.
- Toss the ball, 3 to 4 feet above the head.
- Create a bow and arrow with a serving arm.
- Contact ball with open palm.
- Follow through and transfer weight from the back to the front.

Serve and Receive

Mark a restraining line and end line on either side of the court. Pair up students and have them practice serving each other. The server earns a point for every successful serve and the receiver earns a point for successfully returning the serve. Continue this for a specific time. This game helps to develop serving and receiving skills.



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Day 12

Serve to Score

30 Minutes

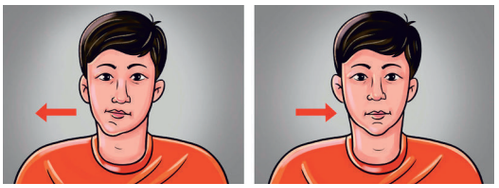
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keep the arms sidewards and palms facing downward at shoulder height. Make the circular motion of arms 10 times in each direction

Side-to-Side movement of the lower jaw (Excursion)

Demonstrate the movements that follow slowly.

- Slowly move the lower jaw from mid to right and left (Excursion of Mandible).



Excursion of lower jaw (Mandible)

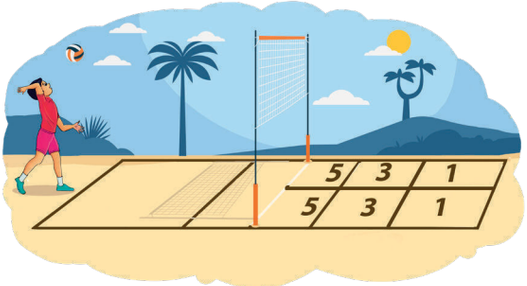
Serving (Overarm serve)

Instruct the students to follow the following techniques while serving. Ask the students to observe and perform the following instructions in order,

- Step forward with the foot opposite the serving hand.
- Toss the ball, 3 to 4 feet above the head.
- Create a bow and arrow with a serving arm.
- Contact ball with open palm.
- Follow through and transfer weight from the back to the front.

Serve and Score

Mark a restraining line and end line on either side of the court. Divide the opposite side of the court into zones and assign different points to each zone. Organise the students into two equal teams. Students have to serve the ball into the designated zones to earn points. Continue this activity until all the students in each team had served the ball. The team that scores maximum points is the winner.



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Day 13

Roll and Raise

30 Minutes

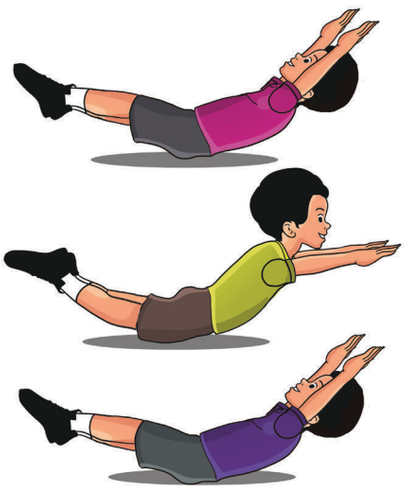
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes. Gradually reduce the pace and stand comfortably to perform the activity.

Non-Locomotor Skills

Dish - Roll

- Lie on your back with your lower back pressed into the mat.
- Lift your shoulders, arms and legs off the mat, making a dish shape.
- Keep your arms, legs and shoulders as straight as possible.
- Turn your head, look under your arm and initiate the roll.
- Roll onto your tummy into an arched 'superman' position.
- Keep your head between your arms and squeeze the legs together.
- Keep arms and legs straight and off the ground.
- Roll again onto your back into the dish position.
- Repeat the roll to the right side.



Safety Points

- The roll can begin by lying on the back or the front.
- Keep arms close to your ears with palms facing outwards.
- Lower back remains on the ground in dish position.
- Shoulders and legs should remain off the ground in both positions.

Teddy Bear Roll

- Sit on the floor with your legs straight and spread apart in a straddle shape.
- Sitting erect, place your hands behind your knees. Maintain this shape throughout the roll.

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Non-Locomotor Skills

- Lean to the left, drawing your right leg upwards to initiate the rolling action.
- Roll sideways across your back and shoulder.
- Finish in a straddle shape facing in the opposite direction from where you started.
- Repeat the roll again until you have completed a full circle.

Safety Points

- Other students should maintain a safe distance from the student rolling to avoid injury.

Three-legged race

Organise the students into two equal groups and make the students stand in pairs of the same group. The left leg of one student should be tied to the right leg of the other with a cloth or handkerchief. When the teacher commands, the paired students walk towards the end line and return to the start line and tag the next pair. Then the next pair have to repeat the same as the first pair and the game continues until all the pairs from each group completes. The group that finishes first will be the winner.

Day 14

Shoulder Roll

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

Non-Locomotor Skills

Shoulder Roll

- Kneel at the edge of the mat.
- Extend the right leg away from the mat, creating an upside down 'V' shape with the legs.

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Non-Locomotor Skills

- Place each hand on the front of the opposite shoulder or extend the arms out in front, interlacing the fingers.
- Begin the roll by rolling onto the left shoulder, over the back and onto the right shoulder.
- Finish the roll by kneeling on the opposite leg. The other leg extends fully as before.

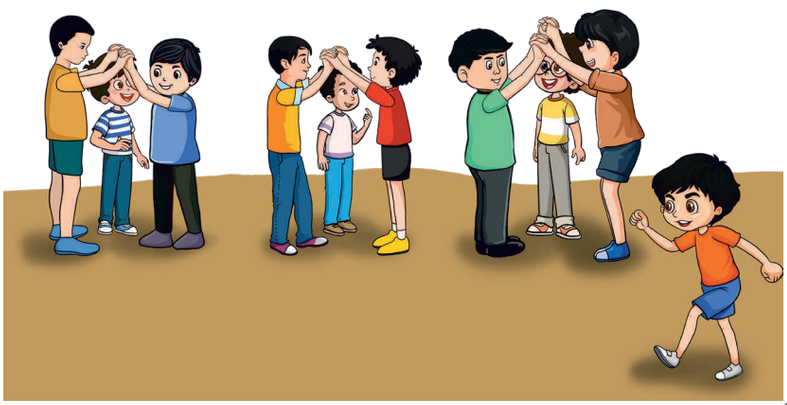
Safety Points

- Ensure that other students maintain a safe distance from the student rolling to avoid injury.

Squirrels in the tree

Group the class as trees and squirrels. Students who act as trees should be paired (As shown in the figure). The number of squirrels will exceed the number of trees by one. Ask the trees to stand at an equal distance. Each squirrel finds a tree to stand under it and naturally one squirrel finds no tree and hence it is made to stand near the teacher.

When the teacher blows the whistle, squirrels run and interchange the trees. Meanwhile, the squirrel which has no tree attempts to find one. The squirrel which does not find a tree has to perform any action as instructed by the teacher (e.g. Jumping, hopping, dancing, etc.). The game continues for a specific time. Then squirrels and trees can be interchanged accordingly.



Day 15

Mountain Pose

30 Minutes

Asana – Parvatasana

Posture: **Mountain pose**

Position: **Sitting position**

Procedure:

- Sit in a long sitting position.
- Fold the right leg and keep the foot on the left thigh near the groin.
- Fold the left leg and keep the foot on the right thigh near the groin by crossing the right leg in such a way that both roles should face the sky. Keep the hand on the knee joint without bending the elbows.

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Asana – Parvatasana

- Slowly raise both hands towards the sky with arms touching the ears without bending the elbows with palms joined together.
- Remain in this posture for 20 seconds with eyes closed and meditate.
- Return to the long sitting position step by step and relax.

Benefits:

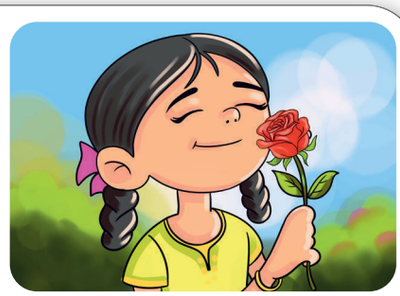
- It strengthens shoulders, chest and abdominal regions.
- Both hands, nerves, backbone and ribs are strengthened.

Relaxation

- Ask the students to lie down in the supine position (facing the ceiling).
- Keep the arms to the sides of the body (palm facing upward).
- Keep the legs slightly apart.
- Close the eyes and be calm and relaxed.

Smell of Flower

- Imagine a flower and hold it close to the nose.
- Inhale deeply through the nose, taking in the scent.
- Slowly breathe out and feel calm.



Sottankal

Students can play the game in pairs or groups. Materials needed to play this game are five or seven small stones.

A student has to throw a stone up, simultaneously pick a stone and catch before the stone, which is thrown up reaches the ground. Similarly, the student has to pick all the stones one by one. The game continues by picking stones in twos, threes and fours, etc. Finally, all the stones are thrown up and balanced on the other side of the palm. Scores are awarded based on the count of the stones balanced.

The game begins again by throwing and picking stones one by one. In this process, if the student misses to catch the stones, the chance will go to the other student. The group or the pair that scores more points is the winner of the game.

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CLASSES : 4 & 5

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Day 1

Step and touch

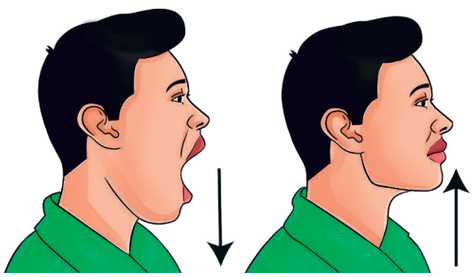
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Elevation and Depression movement of the jaw (Mandible)

- Depression – opening of mouth
- Elevation – closing of mouth



Side Stepping

Instruct the students to follow the following techniques while sidestepping.

- Ask the students to sidestep and observe whether they perform in the following order.

Stand straight

Feet apart arms stretched outside

Foot off from the ground

Movement rhythm

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Sidestep and Touch

Draw a rectangle play area according to the number of the students. Place spot markers randomly throughout the play area. Invite the student to find a space inside the area where they are not in contact with anyone. When the teacher blows a whistle, walk slowly around the play area. If the teacher calls for "touch," all students must sidestep quickly to their nearest spot and touch it with their toe and repeat the walking again till the teacher calls for a "touch". The game continues for a time.

Day 2 Chase with Sidestep

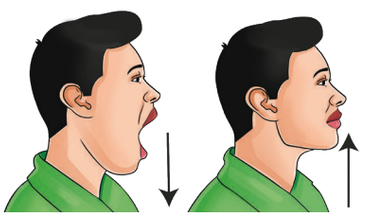
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- While walking, try to touch your butt with your heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Elevation and Depression movement of the jaw (Mandible)

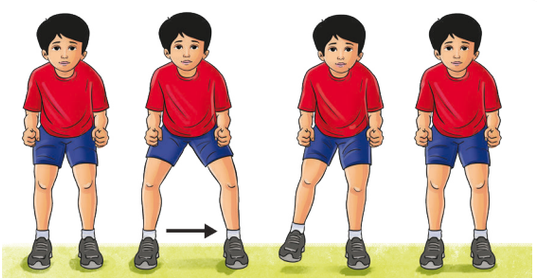
- Depression – opening of mouth
- Elevation – closing of mouth



Sidestepping

Instruct the student to perform sidestepping.

- Short sidesteps
- Long sidesteps



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Sidestep and chase

Make the students to sit in a circle. One student begins sidestepping in a circle around the other students. When the student taps a seated student on the shoulder and says duck, the tapped student stands up and chases the student who tapped him before they make their way around the circle and occupy the vacant seat. Side stepping is the only movement permitted to the student moving around the circle.

Day 3

Sidestepping Relay

30 Minutes

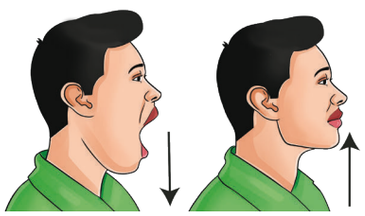
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

- Start with a slow walk by stretching the hands in front to the hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Elevation and Depression movement of the jaw (Mandible)

- Depression – opening of mouth
- Elevation – closing of mouth



Sidestepping

Instruct the student to perform sidestep,

- Hold the partner's hands and move in the left and right directions.
- Hands at the sides.
- Hands stretched out.

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Sidestepping Relay

Organise the class into two equal groups. Fix two cones for each group at a distance of 10 metres. All the students in each group have to line up at the starting point where one cone is placed. The first student of each group has to sidestep around the other cone and come back to their group. Then, by holding the hands of the second student in the line, side step around the cone and come back to their respective groups. This pattern continues until the whole group side steps together around the cone. The group that completes sidestepping quickly without breaking the chain will be the winner.

Day 4

Eagle pose

30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom.
Give the instructions that follow.

- Look up at the ceiling; look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anti-clockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

Garudasana

Posture: Eagle pose

Count 1: Stand in attention position.

Count 2: Slowly bend the left knee to convenient level. Then with the help of right leg, place the right thigh on the left thigh and take a round turn with the help of the ankle and foot and get good grip with the earth ground by pressing the left foot. Slowly cross the right elbow with the left elbow and make a round. Place the two palms facing each other.

Count 3: Stay in this pose with normal breathing for 10 to 20 seconds.

Count 4: Return to count-2.

Count 5: Return to count-1.

Count 6: Do it with other hands and legs.

Benefits:

- It increases the flexibility of body and improves concentration. It is good for cerebrum, cerebellum and middle ear for maintaining the equilibrium.

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Relaxation

- Ask the students to lie down in the supine position (facing the ceiling). Keep the arms to the sides of the body (palm facing upward).
- Keep the legs slightly apart. Close the eyes and be calm and relaxed.

Deep Breathing

- Sit comfortably with back erect.
- Breathe in slowly through the nose, counting to 4. Then exhale slowly through the mouth, counting to 4.
- Repeat it several times.

Blow Pearls

Organise the students in pairs. Then, toss the coin and select the first student to start the game. Draw a small circle and pile up the tamarind seeds inside the circle. Student should blow the tamarind seeds forcefully. The seeds that are blown out of the circle belong to him. Then, the second student can blow the seeds and the seeds, which are blown out of the circle belong to him. The game should be continued, until all the seeds are blown out. Finally, the one who gets the highest number of seeds at the end will be the winner.

Day 5

Fox and Hen

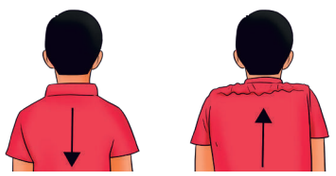
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm in front, place the other hand under the upper arm and stretch the upper arm across the body.

Elevation and Depression movement of Scapula

- Elevation – Raising the shoulder upward
- Depression – Shoulder to the normal position



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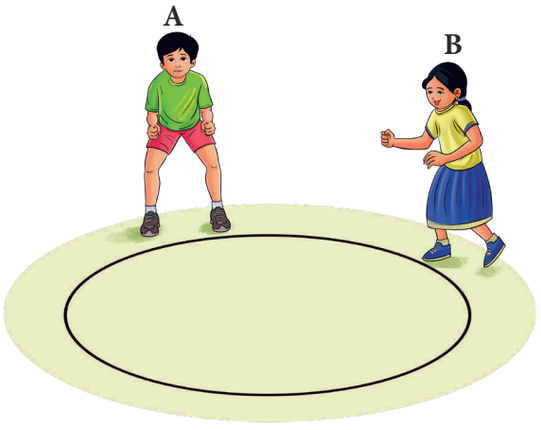
Sidestepping

Instruct the students to perform sidestep,

- Sidestep with slightly bending knees.
- Sidestep in both directions.

Fox and Hen

Ask the students to stand in pairs. Draw a circle according to the space availability. The pairs have to stand outside the circle in such a way that they don't have contact with each other. Student 'A' acts as the hen and the student 'B' as the fox. On receiving the signal the fox chases the hen. Fox and hen have to move only by sidestepping. The hen has to sidestep around the circle to escape from the fox. When a hen is caught, they become a fox and begin to chase the hen.



Day 6

Freeze and Balance

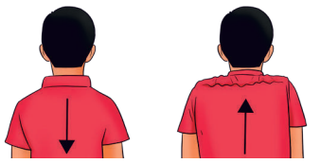
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keep the arms sidewards and palms facing downward at shoulder height. Make the circular motion of arms 10 times in each direction.

Elevation and Depression movement of Scapula

- Elevation – Raising the shoulder upward
- Depression – Shoulder to the normal position



Sidestepping

Instruct the students to perform sidestep,

- Sidestep along the line.
- Sidestep with the pair.

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Freeze and Balance

Arrange a playing area with boundaries. Students sidestep around the playing area until the teacher calls freeze. When freeze is called, the students stop and perform a balance.

- Balance on one foot.
- Balance with one foot by arms raising.
- Balance with alternate foot with hands raised.

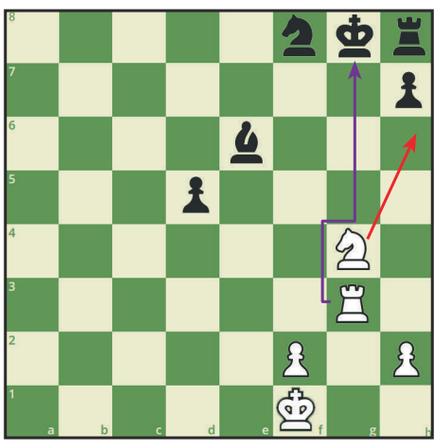
Day 7

Pawn Storm

30 Minutes

Double Check

If two pieces simultaneously check the King then it is called double check. Double check can be achieved only by discovered check. Double check cannot be defended by blocking or capturing. The only way to defend the King is to move the King away from the check. And if the King does not have any legal move, it is a checkmate hence double check is a powerful weapon.



In the given example, by moving Nh6# you give a double check as you can see the Knight and rook on g3 simultaneously check the King. The Knight on h6 not only checks the King but also controls the only escape square (f7) for the King. Hence it's a checkmate.

S.No.	Name	Symbol	Value
1	King	K	Infinite
2	Queen	Q	9
3	Rook	R	5
4	Bishop	B	3
5	Knight	N	3
6	Pawn	No symbol	1

Symbol	Expression
+	Check
#	Checkmate
×	Capture

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Driving a Lamb to Market

Organise the students into two teams. The teams are arranged in parallel lines. Place a dumb-bell on the floor in front of each team. Give the first student of each team a stick. When the teacher says, 'START' the first student rolls the dumb-bells to the turning line. Then, rolls it back to the start line and gives the stick to the second student who repeats. The dumb-bell must be rolled and not pushed or tossed with the stick. The team that completes first will be the winner.

Day 8

Pebbles Collection

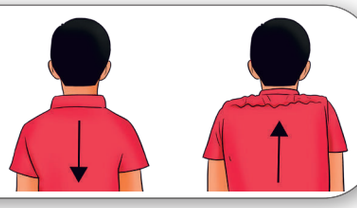
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Elevation and Depression movement of Scapula

- Elevation – Raising the shoulder upward
- Depression – Shoulder to the normal position



Sidestepping

Instruct the students to practice all the sidestepping skills that were already introduced,

- Short sidesteps
- Long sidesteps
- Holding hands with partner
- With bent knees
- In both directions

Pebbles Steps

Set up a rectangular play area. Organise the class into two equal groups and place a variety of obstacles, such as skipping ropes, balls, cones and spot markers throughout the play space and keep pebbles at one end of the play area. The first student has to get over and around (sidestep) these obstacles and collect a pebble and return to his group in the same way. The second student

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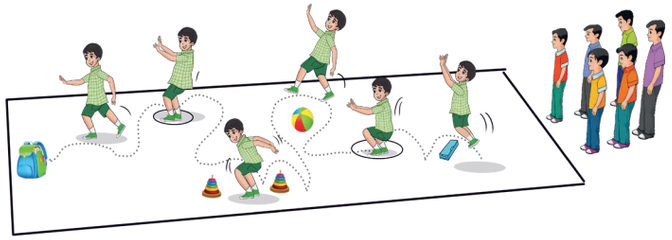
from his group has to get over and around (sidestep) these obstacles and collects the pebble and return to his group. This activity has to be continued. The group that collects more number of pebbles within a short time will win.



Day 9

Let's Balloon

30 Minutes

Vajrasana

Step 1: Sit with long sitting (extended), legs together, hands by the side of the body. Palm resting on the ground. Fingers pointing forward.

Step 2: Fold the right leg at the knee and place the foot under the right buttock. Similarly fold the left leg and place the left foot under the left buttock.

Step 3: Place both heels so that the big toes overlap each other.

Step 4: Position the buttocks in the space between the heels.

Step 5: Keep hands on respective knees.

Step 6: Keep the spine erect with hands front and close the eyes for 20 to 30 seconds.

Step 7: While returning to the original position, bend a little towards the right side and take out your left leg and extend it.

Step 8: Similarly, extend your right leg and return to the original position.

Benefits:

- Willpower improves.
- Improves digestion.
- Strengthens the back.
- Gives relief to patient's suffering from lower back problems.
- Strengthen the pelvic muscles.
- Strengthen thigh muscles and calf muscles.

Relaxation

- Ask the students to lie down in the supine position (facing the ceiling). Keep the arms on the sides of the body (palm facing upward).
- Keep the legs slightly apart. Close the eyes, be relaxed and calm.

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Balloon Breathing

- Assume the belly is a balloon.
- Take a deep breath through the nose and imagine inflating the balloon.
- Then exhale slowly through the mouth and imagine deflating the balloon.

Nooranguchi

Draw a circle of 30 cm diameter. Select two students and make them sit outside the circle opposite each other. Toss the coin and decide who should start to play the game. Ask him to hold 10 small sticks 12 cm long and roll them inside the circle. As they roll the sticks, if any stick comes out of the circle, he will be out of the game. After rolling the sticks inside the circle, he has to pick those sticks with the help of an 18 cm long stick without disturbing the other sticks. When the sticks are taken, other sticks should not be disturbed, if disturbed he will be out of the game and the next student will begin the game. Equal opportunity should be given to both of them. The one who picks up more sticks will be the winner.

Day 10

Ball Balancing

30 Minutes

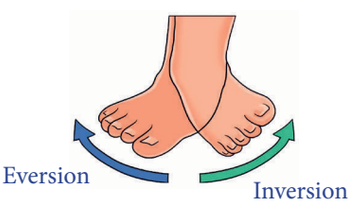
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes and gradually reduce the pace and stand comfortably to perform the activity.

- While walking, try to touch your butt with your heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Side to Side movement of the Ankle (Inversion and Eversion)

- Using the foot, draw a semicircle in the air.
- Draw a circle on the ground in such a way that by holding a pencil in between the fingers of the toes.



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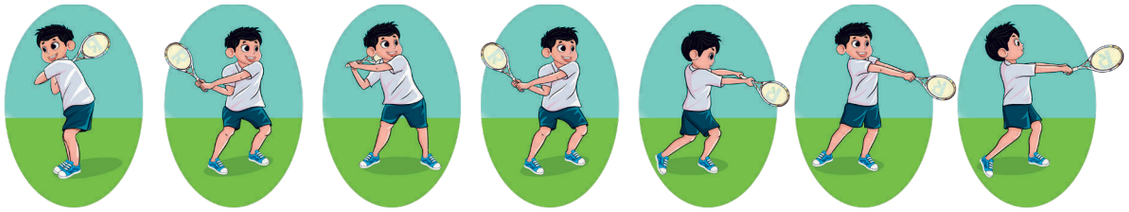
Striking with equipment

Instruct the students to follow the following techniques while striking with equipment,

- Ask the students to strike with an equipment like tennis racquet, cricket bat, baseball stick and observe whether they perform in the following order



Stand Side | Eyes focused | Hands together | Knees slightly bent | Step forward | Arms extend fully | Follow through

Ball Balance

Make the students stand in pairs and give each pair a ball and a bat. Student A has to balance the ball on the bat from a standing position and maintain control. If the ball drops, student B has to perform the action. While balancing the ball, ask the students to walk forward, backward and sideward. While balancing the ball, ask the students to sit and stand while maintaining the ball.

Day 11

Balance and Walk

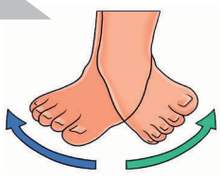
30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Start with a slow walk by stretching the hands in front at hip level. While walking, raise the knees and touch the palms. Gradually increase the speed and repeat the same for 20 metres.

Side-to-Side movement of the Ankle (Inversion and Eversion)

- Using the foot, draw a semicircle in the air.
- Draw a circle on the ground in such a way that by holding a pencil in between the fingers of the toes.



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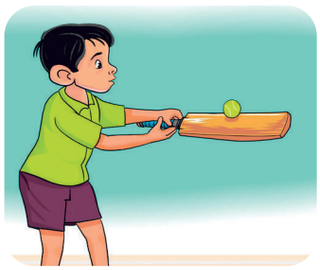
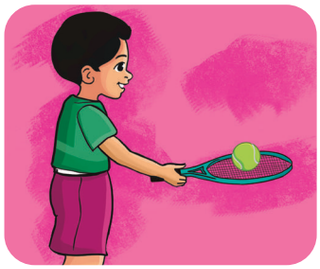
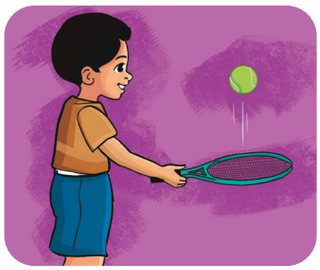
Striking with equipment

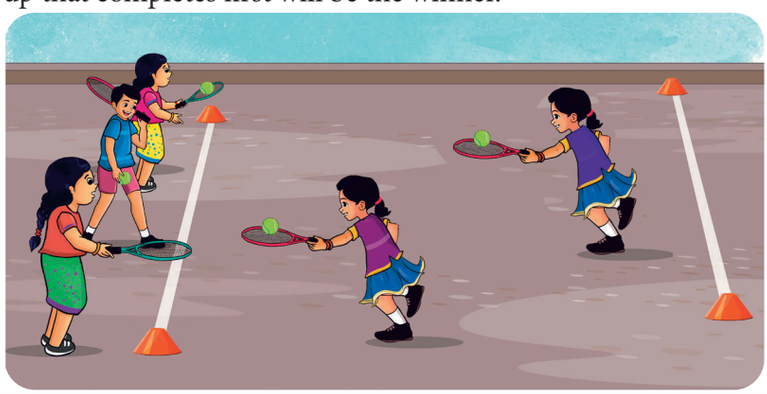
Instruct the students to perform striking

- Balance the ball on a tennis racquet or cricket bat.
- Tap the ball while seeing it.
- Practice with both hands.

Balance and Walk

Organise the class into two equal groups. Draw a 5 metre line between the start line and the end line. Make the students stand behind the start line and give a tennis ball and racquet to the first student. The aim of the activity is to use the racquet to balance the tennis ball to the other end and back to the beginning. Then the ball is passed to the next student in the line and he repeats the activity. The group that completes first will be the winner.



Day 12

Ball Control

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Extend one arm in front and place the other hand under the upper arm and stretch the upper arm across the body.

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Side-to-Side movement of the Ankle (Inversion and Eversion)

- Using the foot, draw a semicircle in the air.
- Draw a circle on the ground in such a way that by holding a pencil in between the fingers of the toes.

Striking with equipment

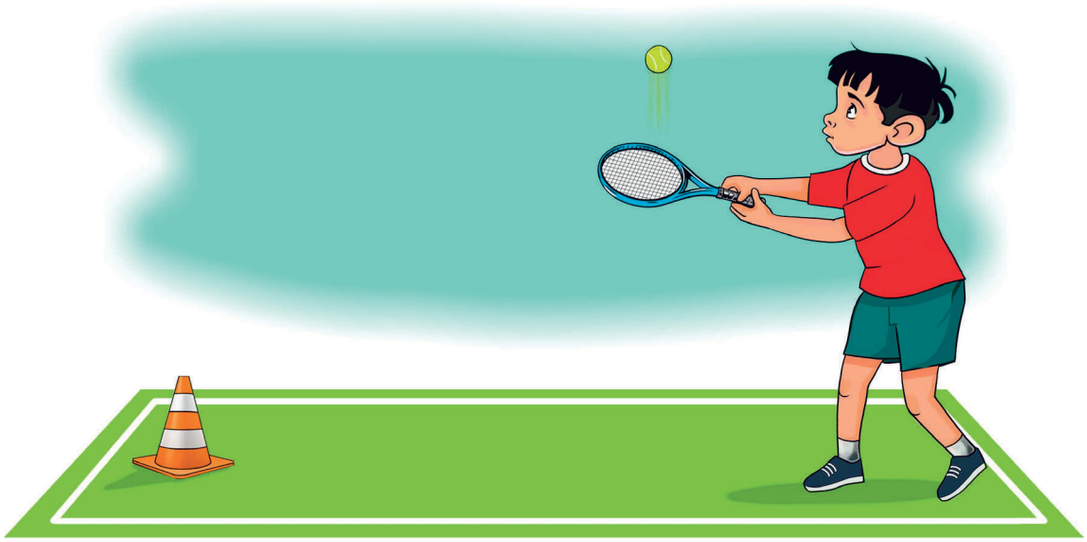
Instruct the students to perform striking while holding the racquet,

- Tap the ball with forearm.
- Tap the ball with backarm.
- Tap the ball, alternating forearm and backarm.
- Practice with both hands.

Keep it High

Organise the class into two equal halves and provide a tennis racquet for the first student of each team. Place a cone 5 metres away from the starting line of each team and instruct the students to tap the ball and walk towards the cone and return back to the starting point and pass it to the next student. This activity has to be continued until all the students complete it. The team that finishes first will be the winner.

1. Extend the racquet in front of their body, flat side facing upwards and place the ball on the surface of the racquet.
2. If the ball is missed while walking, it has to be recovered and then start from the point where he or she missed it.



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Day 13

Chess club

30 Minutes

Chess - PIN

These tactics occur when a defending piece cannot be moved out of an attacking piece's line of attack without exposing an even more valuable defending piece behind it. The pin can be classified into two categories.

1. Absolute pin

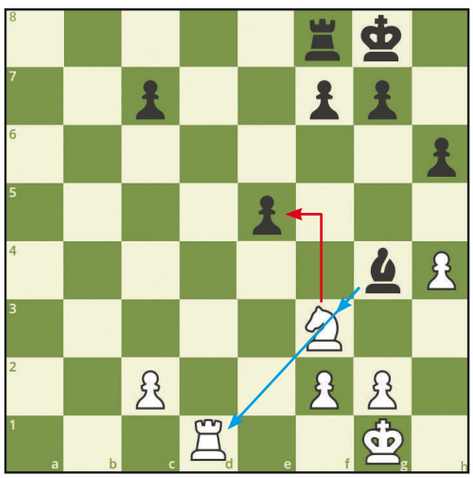
The pin piece cannot be moved as it will result in a check.

2. Relative pin

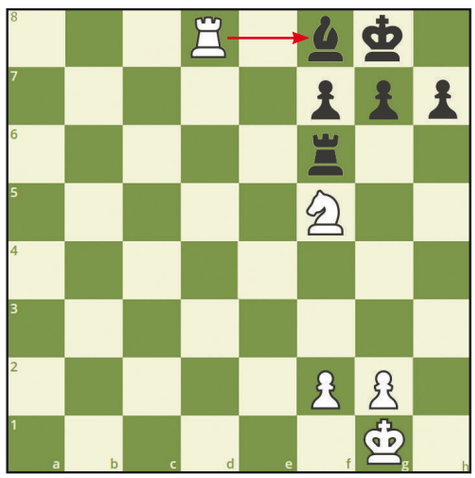
- The pinned piece can move but it might lose another piece of higher value.
- Let us go through the following examples to understand this theme better.

First picture: In this first example, we can see that the bishop on g4 is pinning the knight on f3 because if the knight moves white will lose its rook. Now black exploits the pin procedure. By playing 1..e4 attacking the knight, in this case white can move its knight but will lose the rook. This is a relative pin

Second picture: In the second example we can see because of the rook on d8 the bishop on f8 cannot move because it exposes the black king into a check. Hence the bishop on f8 is absolutely pinned now white takes full advantage of that pin by playing Ne7+ forcing Kh8 and then white delivers a checkmate by playing 2Rxf8#. This is an absolute pin.



Example 1



Example 2

Joyful Cat

Students sit on the floor in a circle. One student from the group sits in the middle of the circle and keeps his hands and knees bent like a cat shouting "miaow, miaow". If any of the students in the group smiles while shouting "miaow, miaow," the student who smiled first will be out. He or she will become the cat and sit in the centre and the game continues.

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Day 14

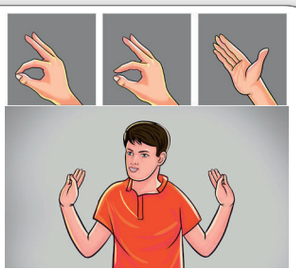
Bouncing Relay

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Stand shoulder-width apart, keeping the arms sideward and palms facing downward at shoulder height. Make the circular motion of the arms 10 times in each direction (clockwise and anti-clockwise).

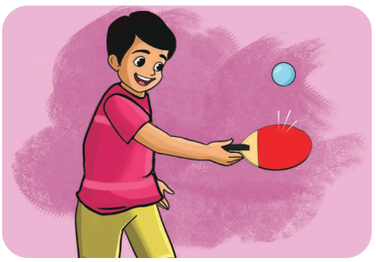
Movement of Fingers (Opposition and Reposition)



Demonstrate the movements that follow in a slow manner.

- Make an "O" shape with fingers touching the thumb.
- Make sure to touch with the tip of the fingers.
- Try to touch the thumb with all four fingers.

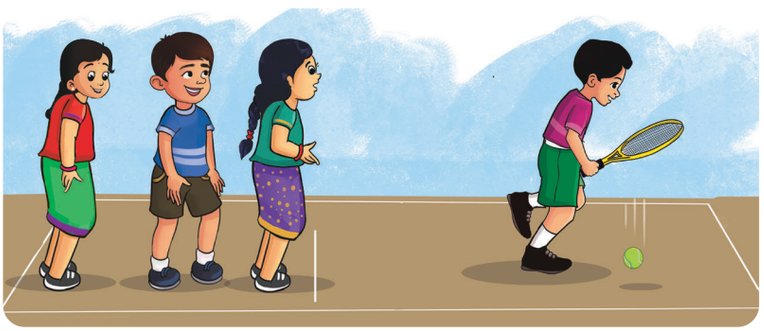
Striking with equipment



Instruct the students to perform striking.

- Tap the ball and walk forward while seeing the ball.
- Tap the ball and walk forward without seeing.
- Practice with both hands.

Bouncing Relay



Organise the students into two equal groups with a racquet and a ball. Each group lines up behind a cone along the edge of the playing area. Place another cone approximately five metres away from the starting cone in front of each group. When the teacher gives the command, the first student in each group runs out around the opposite cone, bounces the ball on the ground using the racquet and returns to their group. Continue this activity until all the students have their turn. The group that finishes first will be the winner.

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Day 15

Bucket Ball

30 Minutes

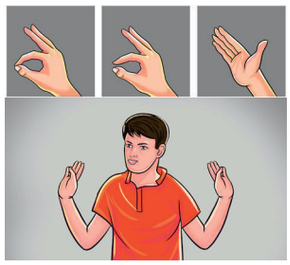
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- Move arms across the chest, criss-cross each other and repeat crossing with the opposite arm on the top. Repeat for 20 to 30 seconds.

Movement of Fingers (Opposition and Reposition)

Demonstrate the movements that follow in a slow manner.

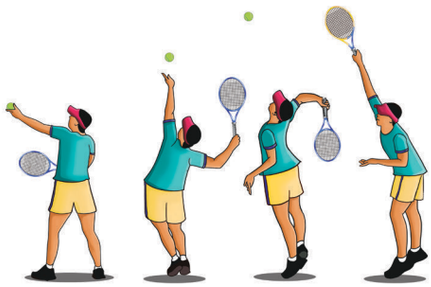
- Make an "O" shape with fingers touching the thumb.
- Make sure to touch with the tip of the fingers.
- Try to touch the thumb with all four fingers.



Striking with equipment

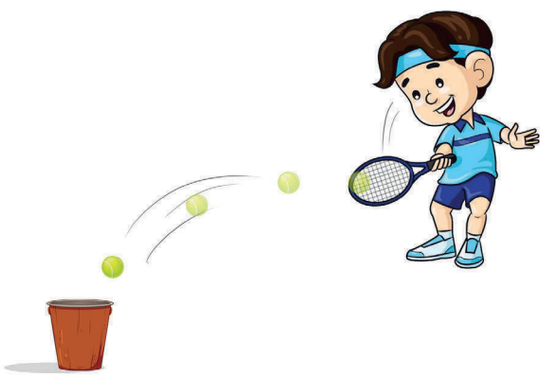
Instruct the students to perform striking,

- Bounce the ball and hit with a racquet
- Drop the ball and hit.
- Toss the ball and hit it with a tennis racquet.
- Practice with both hands.



Bucket Ball

- Arrange several buckets or bins at different distances and heights around the playing area.
- Provide students with soft balls. Challenge them to strike with the racquet to land the balls in the buckets.
- Adjust the difficulty by changing the size or distance of the targets.



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Day 16

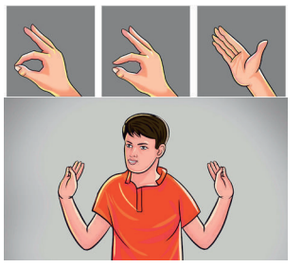
Wall Bounce

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity. Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.
- While walking, try to touch your butt with your heels. Gradually increase the speed of this while jogging. Continue the same for about 20 metres.

Movement of Fingers (Opposition and Reposition)



Demonstrate the movements that follow in a slow manner.

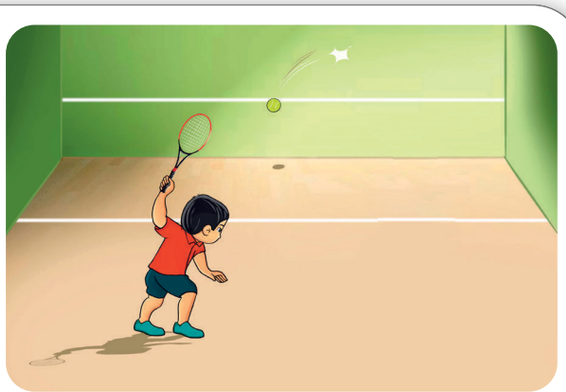
- Make an "O" shape with fingers touching the thumb.
- Make sure to touch with the tip of the fingers.
- Try to touch the thumb with all four fingers.

Striking with equipment

Instruct the students to perform all the skills that were learnt.

- Tap the ball with a racquet upward while seeing it.
- Tap the ball with a racquet upward without seeing.
- Tap the ball with a racquet upward and walk forward while seeing.
- Tap the ball with a racquet upward and walk forward without seeing.
- Tap the ball with a racquet forearm and backarm alternately.
- Bounce the ball and hit with a racquet or bat.
- Toss the ball and hit with a tennis racquet.

Wall bounce



Draw a one-metre-high line along the wall using chalk. Draw a second line on the ground, one metre away from the wall. Strike the ball at the wall above the line and return. Hit the ball before or after one bounce. Students are not permitted to enter the one-metre line on the ground. At least, make each student have ten strikes with the ball. The goal of the game is to strike the ball at the wall.

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Day 17

Chess Tactics

30 Minutes

Chess

Introduction

We have seen the names of the chess pieces and their moves. Also, we have learnt the fundamental rules and a certain amount of tactical moves in the previous lessons.

Learning the moves

- Piece by piece: Teach the movements and rules for each chess piece (pawn, rook, knight, bishop, queen and king) through interactive demonstrations and practice games.
- Practice makes perfect: Provide ample opportunities for the students to practice moving the pieces correctly.

Strategy and Tactics

- Think ahead: Introduce the basic chess strategies, such as controlling the centre and developing pieces and protecting the king.
- Tactical move: Teach simple tactics like forks, pins and skewers using practical examples and puzzles to the students.

Practice match

- Friendly matches: Organise friendly chess games among the students to apply what they've learnt in a supportive environment.
- Peer feedback: Encourage the students to analyse their games and offer constructive feedback to each other.

Chess Competition

- Tournament preparation: Prepare the students for a friendly chess competition by reviewing rules, etiquette and strategies.
- The big day: Host a chess tournament where students can showcase their skills and sportsmanship.

Conclusion

Congratulations on completing the chess unit. By introducing students to the world of chess, which not only provides them with a fun recreational activity but also helps develop their critical thinking, problem-solving and sportsmanship skills. Keep practicing and enjoying the game!

King of the Ring

Draw a circle according to the number of students. Ask them to stand inside the circle. When the teacher gives the command, each has to hop within the circle and push others outside the circle with their shoulders. The students who are pushed out and who put both feet on the ground inside the circle will be eliminated from the game. The one who remains hopping till the end will be the king of the game.

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Day 18

Front Rolls

30 Minutes

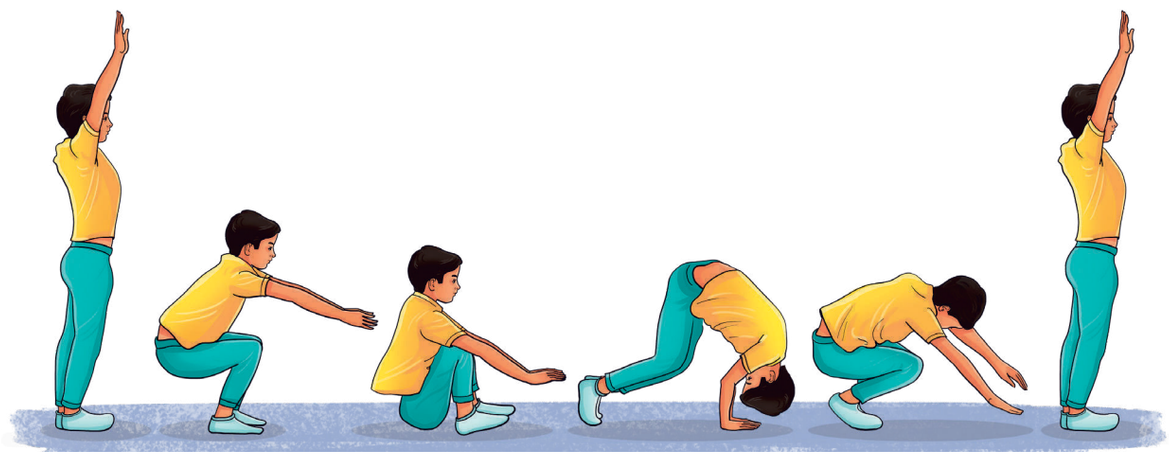
Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

Non-Locomotor Skills

Forward Roll

- Stand with the feet together. Bend your knees and sit on the mat. Place the palms of your hands on the mat at shoulder width with the fingers pointing forward.
- Lift the hips and bottom. Tuck the chin into the knees.
- Push up from the feet.
- Roll like a ball onto the shoulders and upper back. Continue to roll to arrive at the feet.
- Stretch arms upward and forward to achieve the final position.



Safety Points

- The students head should be tucked in and should not touch the mat.

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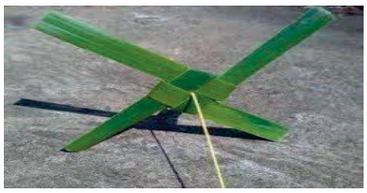
Karangu

How to make a Karangu?



- Take two palm or coconut leaves or two pieces of paper in equal size as shown in the figure. Knit or paste the leaves and make it like a fan or karangu by keeping a nail at the centre point. Place a nail at the centre to make this like a fan.

Playing Method

- Based on the number of students, make them stand in a line and run for a distance of 20 to 30 metres.
- When the students are running, holding the fan in their hands, the fan or karangu, rotates according to the force of the wind like a windmill.
- Likewise, make everyone play.

Day 19

Back rolls

30 Minutes

Warming Up

- Ask the students to jog around the classroom or playground and prepare themselves for the activity.
- Jog slowly for a few minutes, gradually reduce the pace and stand comfortably to perform the next activity.

Non-locomotor skills

Backward Roll

- Sit or squat at the edge of the mat, facing away from the mat, with your knees tucked in and your feet close to your bottom.
- Place your hands on your shoulders with palms facing up.
- Rock backwards onto your back so that your hands come into contact with the mat.
- In one motion, bring your feet over your head, lifting your hips and pressing your hands into the mat, rolling over onto your feet.

Safety Points

- Ensure that the students have mastered all the other rolls before beginning to practice the backward roll.
- Provide students ample time for practice and rolling. Initially, some students may be able to bring their legs over their shoulders.

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Magic stick

Draw a start line. Appoint a student as a magician and give him a wand. All the students should follow him and do the same as the magician do while holding the magic stick in his hand and performing different actions like walking, running, jumping and crouching. If the magician suddenly drops the wand on the ground, all the students have to run towards the start line. If the magician touches someone while running, he will become a magician and the game continues. If the magician cannot touch any of the students before crossing the start line, he or she has to continue the game again as a magician from the start line. Thus, the game continues for a certain time.

Day 20

Uppu Mootai

30 Minutes

Preparatory Exercise

Organise the students to form a circle and walk around the classroom.
Give the following instructions,

- Look up at the ceiling, look down at the floor.
- While walking, raise both arms up and down, sideways.
- While walking, rotate the wrist clockwise and anticlockwise.
- Bend forward and walk.
- Walk on toes, walk on heels.

Asana – Yogamudra

Procedure

Count 1: Sit in Padmasana - legs crossed and soles facing upward, close to the navel. Hold one wrist right behind the back with the other hand.

Count 2: Exhale, bend forward and keep the spine straight. Bring the forehead close to the floor and try to touch the ground surface. Breathe in slowly and deeply and focus on relaxing the whole body. Remain in this position as long as it is comfortable.

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Asana – Yogamudra

Count 3: Do not overstrain the back, knees, thighs or ankles by forcing the body into this posture.

Count 4: Return slowly to the starting position.

Practice this pose 3 to 4 times.

Benefits

- It helps to strengthen the digestive organs.
- It helps to bring enhanced flexibility to the spine and the hip.

Relaxation

- Ask the students to lie down in the supine position (facing the ceiling). Keep the arms on the sides of the body (palm facing upward).
- Keep the legs slightly apart. Close the eyes, be relaxed and calm.

Balloon Breathing

- Shape (imagine) the belly as a balloon.
- Take a deep breath through the nose; imagine as inflating the balloon.
- Then exhale slowly through the mouth; imagine as deflating the balloon.

Uppu Mootai

Draw a start line and finish line for 10 metres. Organise the students into two equal groups and form pairs in the same group.

The first student (the porter) has to carry the second student (the bundle) from the start line to the finish line. Then the pair interchanges their roles and comes back to the start line and tags the next pair. The next pair has to do the same and the game continues. The group that finishes first will be the winner.

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Annexure

Pallanguzhi

The class is organised into pairs and make them sit facing each other. Keep the 'Pallanguzhi' board in between them or dig 14 pits to hold the seeds. Fill each cup with five tamarind seeds. The first student starts by picking up all the tamarind seeds from one cup of the board and starts dropping it one by one into the cup in an anti-clockwise direction. When there are no more seeds to drop, then the student picks up the tamarind seeds from the very next cup. If the very next cup is empty, then the student wins all the tamarind seeds in the cup next to the empty cup. But, if there are two empty cups consecutively, the opposite student takes the chance. The student who has the highest number of seeds is declared the winner of the game.

Koodal Izhaithal

Organise the students into two equal teams and make them sit opposite to each other at a distance of 10 metres. Then, draw a circle one metre in diameter between the two teams and spread sand in it (If the ground is not sandy). Then the student is to draw a big circle where the beginning and the ending points meet accurately. Points are awarded for the successful completion of the circle. Points are not awarded if the beginning and ending points do not meet. Similarly the game continues and all the students are given chances to draw the circle. The team that scores the highest point is the winner. This game can be played inside the classroom on rainy days.

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Thumbi

The students are grouped in pairs. a pair stands facing each other holding their hands crossed, fingers interlocked and legs together. They start to spin slowly and then gradually increase the speed. During the spin, it is natural that they pull each other. While spinning, they have to sing a patriotic song.

Nadu Pidikkum Vilayattu

Draw a square 10 metres in size. Draw a small square of size 1 x 1 metre in the four corners of the square. Draw a small circle in the centre of the big square. Divide the class into groups of five students according to the number of students. A group should consist of one Khottan and four Nattans.

They sing the following song and play the game of conquest.

Khottan : Naattare Naattare
Nattil Enna Seiginreer!

Nattans : Khottanae! Khottanae!
Khottil Ninroam Khottanae

Khottan : Khottil Sariyai Nilungal,
Kholagalamai Mazhilungal

Nattans : Nattin Arumai Purinthathu
Nammai Kakka Therindhadhu

After singing, the students in the 4 corners will change places. When the Nattans interchange in their places the Khottan tries to capture any country. Now, the Nattan who lost his country becomes the Khottan and vice versa. Likewise, the game continues.

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Naarpadhu

Note: Before playing, the nails should be kept trimmed.

Front side Back side	This game is played in pairs. Toss a coin and choose a student to begin the game. Four cowrie shells are used for this game. When the student throws the shells, the following events will occur.

RULE 1

	If all four cowrie shells fall facing the front any student can pick them up quickly and each cowrie will carry 10 points.

RULE 2

	If all four cowrie shells fall facing the backside, 8 points will be awarded for the student who throws the cowrie shells.

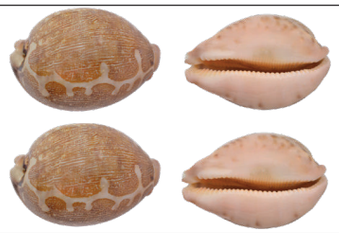
RULE 3

	If 3 shells fall facing the backside and 1 falls facing the front 1. One point will be awarded, for hitting the nearest backside facing cowrie shell with another back facing cowrie shell. 2. One point will be awarded, for hitting a front side facing cowrie shell with backside facing cowrie shell. 3. If the student is unable to hit the cowrie shells, the turn goes to the next student.

RULE 4

	If 3 cowrie shells fall facing the front side and 1 cowrie shell falls facing back, the student loses the game and the turn goes to the next student.

RULE 5

	If 2 cowrie shells fall facing the front side and 2 cowrie shells fall facing the backside, one point shall be awarded to the student for hitting the nearest backside facing cowrie shell with a backside facing cowrie shell. If the student fails to hit the cowrie shell, the chance will go to the next student.

The student who gets 100 points first is declared the winner.

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Learning Outcomes

- Students can exhibit movements at various joints of the body with improved flexibility and range of motion through regular practice.
- Enhanced kinesthetic (body) awareness and control in physical activities.
- Development of manipulative skills including punting, volleying, serving and striking with equipment.
- Achieve spatial awareness by doing nonlocomotor activities.
- Improved sensory integration and awareness through sensory exercises.
- Increased flexibility, strength and relaxation through regular practice of asanas.
- Development of teamwork, cooperation and social interaction skills through Tamil folk games.
- Achieve sportsmanship, fair play and respect among peers through sports and games.
- Acquisition of foundational skills and tactics that are necessary for participation in organised sports.
- Enhanced cognitive abilities such as critical thinking, problem-solving and decision-making are developed through chess.
- Enhance the physical and mental health of children with special needs.
- Physical education promotes physical skills, teamwork, character development, responsibility, creativity and imagination.

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Rubrics for Assessment

Teacher Observation: **Name of the Student:**

Put ✓ mark for correct action.

Class	Skill	Sequence of Action								Remarks
1	**Walking**	**Legs** Toes facing forward and consistent stride		**Arms** Natural swinging and coordination with leg		**Head** Body and head straight		**Action** Smooth walking		
	Running	**Legs** Leg Kicks Back High Knee Lifts Correct Stride		**Arms** Movements with arms and leg coordination		**Head** Stable		**Phase** Maintain good phase		
	Throwing	**Body** Facing the throwing direction		**Legs** Step one foot forward		**Arms** Non throwing arm is raised and pointing at the target		**Body Weight** Transfer from the rear leg to front leg		
2	**Jumping**	**Trunk** Knees are bent to "L" shape in the crouching position		**Take off and Flight** Arms and legs are fully extended		**Arms and Legs** Leg and arm coordination		**Landing** Controlled landing		
	Catching	**Eyes** Focussing on the ball		**Body** In line with the ball		**Hand** Hands and fingers are spread and relaxed to catch		**Arms** Absorbing the force while catching		
	Hopping	**Legs** Hopping with dominant leg with the support of non-hopping leg		**Trunk** Body leans forward over the hopping foot		**Arms** Arms are coordinated and move in rhythm with the hopping action		**Balance** Hopping action is continuous and rhythmical		
3	**Kicking**	**Movement** Correct approach		**Trunk** Smooth movement with a bend at the trunk		**Legs** Backward swing of kicking leg		**Contact** Correct kicking		
	Striking with Hands	**Eyes** Focussing the ball		**Hands** Relaxed fingers, with wrist action		**Trunk** Straight		**Bounce** Smooth Bouncing action		
	Skipping	**Arms** Well coordinated arm and leg action		**Trunk** Straight		**Legs** Landing on toes		**Step-hop Pattern** Smooth action		

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Class	Skill	Sequence of Action								Remarks
4	**Punting**	**Movement** Dropping the ball to the foot		**Head and Eyes** Eyes focussing on target and head stable		**Trunk** Straight		**Legs** Proper execution of punting		
	Volleying with Hands	**Head** Stable		**Eyes** Focussing the ball		**Fingers** Cup shape		**Knees** Slight Bend		
	Dodging	**Movement** Quick movements		**Legs** Slight Bend		**Trunk** Straight		**Body** Correct Execution		
5	**Serving**	**Stands** Diagonal		**Eyes** Focussing on the ball		**Trunk** Straight		**Hands** Correct execution		
	Side Stepping	**Legs** Feet on the floor		**Head** Straight		**Flight** Correct Balance		**Movement** Smooth movement		
	Striking with equipment	**Eyes** Focussing the Ball		**Trunk** Sidewards action		**Transfer of weight** Correct Balance		**Contact** Correct striking with equipment		

✓✓✓✓- Excellent (Gold Medal)

✓✓✓ - Very Good (Silver Medal)

✓✓ - Good (Bronze Medal)

✓ - Satisfactory

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PET_Class_ 4 to 5_EM.indd 139

Grid – Classes: 1 – 3

Term - I

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1	Up and Down movement of the Neck	Walking	The Remote Control	
2	Up and Down movement of the Neck	Walking	Animal Walk	
3	Up and Down movement of the Shoulder	Walking	Road Trip	
4			Introduction to five senses, Kichu Kichu Thambalam	
5	Up and Down movement of the Shoulder	Running	Road Trip with modification	
6	Up and Down movement of the Elbow	Running	Collect the pebbles	
7				Introduction to Chess
8	Up and Down movement of the Elbow	Running	Train Engine	
9			Shape Breath, Kulai Kulaya Munthiri Kai	
10	Up and Down movement of the Wrist	Throwing	Pair Throw	
11	Up and Down movement of the Wrist	Throwing	Under Arm Throw	
12	Up and Down movement of the Trunk	Throwing	Throw to the Target	
13				Chess Piece
14	Up and Down movement of the Trunk	Catching	Learn to Catch	
15	Up and Down movement of the Hip	Catching	Roll the Ball	
16	Up and Down movement of the Hip	Catching	Bounce and Catch	
17				Chess - Capturing
18		Stretching	Running Relay	
19		Stretching	Statue Tag	
20			Deep Breath, Kaka Para Para	

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Grid – Classes: 1 – 3

Term - II

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1				Capture
2	Up and Down movement of the Knee	Jumping	Spot Jump	
3	Up and Down movement of the Knee	Jumping	Adventure Walk	
4	Up and Down movement of the Ankle	Jumping	Shop Centre	
5			Shape Breathing, Urundai Thirandai	
6	Up and Down movement of the Ankle	Jumping	Lane Jump	
7	Movement of the Neck in sideways	Kicking	Self Pass	
8	Movement of the Neck in sideways	Kicking	Happy Feet	
9			Good Morning Good Morning	Basic Rules
10	Side to side movement of the Trunk	Kicking	Kick the ball through Tunnel	
11	Side to side movement of the Trunk	Kicking	Kick the cones	
12	Side to side movement of the Wrist	Kicking	Kick Straight	
13		Static Balance	In the Pond on the Bank	
14		Static Balance	Ostrich Tag	
15			Rainbow Breathing, Scorpion Race	

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PET_Class_ 4 to 5_EM.indd 141

Grid – Classes: 1 – 3

Term - III

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1	Side to side movement of the Shoulder	Hopping	Spot Hop	
2	Side to side movement of the Hip	Hopping	Hopping Tag	
3	Side to side movement of the Hip	Hopping	Hop Challenge	
4			Five Senses Drill, Ottraiya Rettaiya	
5	Side to side movement of the Ankle	Hopping	Hop Relay	
6	Side to side movement of the Ankle	Hopping	Hopscotch	
7				Lead up games - Attack
8	Side to side movement of the Ankle	Hopping	Chain Hop	
9			Simple 8 Breath , Victorious Breath , Pooparika Varugirom	
10	Inward and Outward movement of the Shoulder	Striking	Balloon Tap	
11	Inward and Outward movement of the Shoulder	Striking	Volley and Walk	
12	Inward and Outward movement of the Hip	Striking	Hit Ball to Wall	
13	Inward and Outward movement of the Hip	Striking	Target Hit	
14				Lead up games - Attack
15	Inward and Outward movement of the Shoulder	Dribbling	Dribble and Walk	
16	Inward and Outward movement of the Hip	Dribbling	Dribble Relay	
17				Chess - Recap
18	Non - Locomotor (Standing, Sitting)		Hen and Chicks	
19	Non - Locomotor (Lying, Kneeling)		Up and Down Ball Relay	
20			Animal Breathing, Eliyum Poonaiyum	

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Grid – Classes: 4 & 5

Term - I

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1	Rotation of Arm (Lateral and Medial)	Skipping	Learn to Skip	
2	Rotation of Arm (Lateral and Medial)	Skipping	Statue Skip	
3	Pronation and Supination	Skipping	Musical Chair	
4		Marching	Bumblebee Breathing, Tummy Breathing, Sukhasana, Padmasana	
5	Pronation and Supination (Hand)	Skipping	Don't Touch	
6	Pronation and Supination (Hand)	Skipping	Skip Relay	
7			Fire on the Mountain Run.. Run.. Run..	Chess - Moves
8	Rotation at Shoulder	Skipping	Cross Skip	
9			Rose Breathing, Nangu Moolaikal, Tadasana, Trikonasana	
10	Rotation at Shoulder	Punting	Punt and Catch	
11	Rotation at Shoulder	Punting	Punting to the Target	
12	Rotation at Hip	Punting	Punt and Follow	
13			Frog Relay	Basic Tactics
14	Rotation at Hip	Volleying	Circle Volley	
15	Diagonal movement at Shoulder	Volleying	Volleying Up	
16	Diagonal movement at Shoulder	Volleying	Racquet Volley	
17		Marching - Turns		Pawn Promotion
18	Non – Locomotor (Body Rolls)		Potato Collecting Relay	
19	Non – Locomotor (Body Rolls)		Ball Pass Relay	
20			Feather Breathing, Utkatasana, Oru Kudam Thaneer ootri	

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Grid – Classes: 4 & 5

Term - II

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1			Kangaroo Relay	Tactics
2	Diagonal movement at Hip	Dodging	Music Statue	
3	Diagonal movement at Hip	Dodging	Dodge and Chase	
4	Shoulder movement (Protraction and Retraction)	Dodging	Dodging and Driving	
5			Candle Breath, Padhahastasana, Raja Rani	
6	Shoulder movement (Protraction and Retraction)	Dodging	Chain Running	
7	Projecting forward (Protrusion and Retrusion)	Serving	Serve and Run Relay	
8	Projecting forward (Protrusion and Retrusion)	Serving	Serve and Catch	
9			Spider and Flies	Tactics
10	Side-to-Side movement of the lower Jaw (Excursion)	Serving	Target Practice	
11	Side-to-Side movement of the lower Jaw (Excursion)	Serving	Serve and Receive	
12	Side-to-Side movement of the lower Jaw (Excursion)	Serving	Serve and Score	
13	Non–Locomotor (Dish Roll)		Three-Legged Race	
14	Non–Locomotor (Shoulder Roll)		Squirrels in the Tree	
15			Smell of flower, Parvatasana, Sottankal	

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Grid – Classes: 4 & 5

Term - III

DAY	MOVEMENT EDUCATION	FUNDAMENTAL MOTOR SKILLS	SENSORY ADAPTATION EXERCISES / TAMIL FOLK GAMES / JOYFUL GAMES	CHESS
1	Elevation and Depression movement of Jaw	Sidestepping	Side Step and Touch	
2	Elevation and Depression movement of Jaw	Sidestepping	Side Step and Chase	
3	Elevation and Depression movement of Jaw	Sidestepping	Side Stepping Relay	
4			Blow Pearls, Garudasana	
5	Elevation and Depression movement of Scapula	Sidestepping	Fox and Hen	
6	Elevation and Depression movement of Scapula	Sidestepping	Freeze and Balance	
7			Driving the Lamb to Market	Tactics
8	Elevation and Depression movement of Scapula	Sidestepping	Pebbles steps	
9			Balloon Breathing, Vajrasana, Nooranguchi	
10	Side to Side movement of Ankle	Striking	Ball Balance	
11	Side to Side movement of Ankle	Striking	Balance and Walk	
12	Side to Side movement of Ankle	Striking	Keep it High	
13			Joyful Cat	Tactics
14	Movement of Fingers	Striking	Bouncing Relay	
15	Movement of Fingers	Striking	Bucket Ball	
16	Movement of Fingers	Striking	Wall Bounce	
17			King of the Ring	Chess Master
18	Non - Locomotor (Forward Roll)		Karangu	
19	Non - Locomotor (Backward Roll)		Magic stick	
20			Balloon Breathing, Yogamudra, Uppu Mootai	

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Note: Teachers should teach activities ensuring the health, environment and safety of students while engaging them in games, exercises, asanas and breathing exercises.

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PHYSICAL EDUCATION

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CLASSES : 1 – 5

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