



Government of Karnataka

PHYSICAL EDUCATION

English Textbook

6

SIXTH STANDARD (REVISED)

KARNATAKA TEXT BOOK SOCIETY (R)

100 Feet Ring Road, Banashankari 3rd Stage
Bengaluru - 85

PREACE

“If education were identical with information, the libraries would be the greatest sages in the world and encyclopedias would be the rishis. We need life building, man making and character forming education Our country needs men with nerves of steel, muscles of iron and gigantic will which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion even if it meant going down to the depths of the ocean, meeting death face to face.” _ Swamy Vivekananda.

Swamy Vivekananda’s concept of education could be realized only when the system of education provides opportunities for the learner to train his/her body on healthy lines, acquire useful knowledge and competence to translate this knowledge into producing useful goods and services and a strong spirit with the power of Dhi.

The first aspect of education is taken care of physical education, health education and yoga. All the three form part of the curriculum recently revised, based on the principles of NCF 2005 and KCF 2007. Physical education has been a part of the curriculum from class I to X. It is made formal from class VI.

Accordingly textbook committees have been formed with representation from universities, colleges and schools. The syllabus for each class includes physical exercises, sports, games and yoga. The textbooks provide practical suggestions to the learners about various physical activities, sports and games. “Learning by doing” has been the guiding principle in each of the activities provided.

It is for the first time that Physical Education has been made an examination subject and CCE is extended to this subject. Procedures of evaluation both summative and formative have been evolved. Teachers are going to be trained in these aspects.

The Textbook Society expresses grateful thanks to the Chairpersons, Members, Scrutinizers, Artists and the members of the State Editorial Board for helping the Textbook Society in producing these books. The Society also thanks the printers for bringing out the books in a very attractive form.

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A NOTE TO THE TEACHER

“Sharira moolam amulyam” that is a healthy body is invaluable, Accordingly attempts are being made to integrate physical education with general education. Without proper physical education, it is difficult to achieve the goals of education.

Keeping in mind the general interest of the present day learners, efforts are made to lessen the load of syllabus. But to motivate in them learning with the help of illustrations pictures. Right from the primary stage learners will be aware of the fruits of physical education. Bringing up citizens healthy both in body and mind is the primary objective of this text book. Many experts, experienced teachers have contributed in producing this package.

In this book, attempts are made to integrate all the healthy exercises that complete the goals of physical education. We request teachers of physical education to look in the deficiencies are found, that will help us to improve the text and quality in the next publication. At the same time, we are extremely thankful to all the members of the text book committee to realise this long standing need.

We also thank the Director, office bearers of the Karnataka Textbook committee.

Our teachers have got to face many challenges that over are coming which we can realise the truth of the statement. “A Sound mind in a sound body.”

Many working teachers have added their mite by supplying valuable information to the committee. Working teachers will please see that the lessons are taught with maximum confidence. Attempts are made to provide the teachers with necessary guidance like ways of presentations, arrangement of topics, on a practical basic. So that the instructions is effective. We hope this book will be of good use to students and teachers.

With thanks

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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PART-1 PRACTICAL

GROUP GAMES

LESSON - 1. KABADDI

The following skills will be learnt in this lesson:

- Attacking skills- cant, leading foot raid, turning hand touch, simple toe touch, side kick and back kick.
- Defending skills- wrist catch, ankle catch.

Kabadi is one of the indigenous sports and now a days it has also gained international popularity. The game of kabaddi has been included as one of the sport in the Asian Games. This game is inexpensive and can be played in a very small area. This helps to develop courage and leadership qualities among the students.

ATTACKING/OFFENSIVE SKILLS :

Cant: The continuous clear chanting the word kabaddi in the course of one respiration during the raid is called as cant. Each ride along with cant can last upto maximum 30 seconds.

Entry: Starting cant from within one's court, a raider raids into opponent's court.

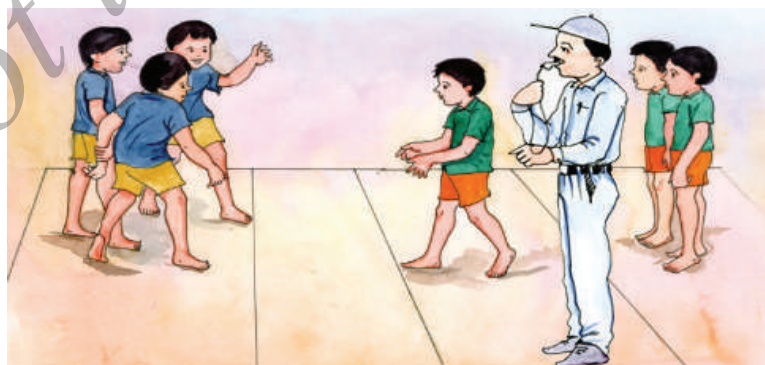


fig. 1.1 Raider's Entry

Movement : For successful raid the raider has to co-ordinate several movements of his legs and hands.

Leading foot Raid : Here the player's foot always leads the other in the direction of the movement. It is easy to anticipate the movements of the raider.

Natural leg raid: In this type of raiding the raider raids with a natural type of run or a walk all along the opponent's court. It includes changing the angle in opponents and moving with cant from one corner to another.

Shuffling foot raid: The combination of the natural and leading leg raid is a shuffling foot raid. This type of raid is very much helpful and aggressive as it allows the raider to cover a maximum of ground in a less time.

Turnning hand touch :
In this type of raid the raider runs through the opponent's court and try to touch the opponents by sweeping hands. This includes running speedily for touching opponent and returning to centre line safely.



fig. 1.2 Turnning hand touch



fig. 1.3 Simple toe touch

Simple toe touch: while raiding the raider should also watch the feet of defenders. He should try to reach the foot of the defender. He should try to reach and touch the nearest defenders foot with his toe. While doing this the raider should bend the other knees towards the center line and keep his body weight towards the center line.

Side kick : This skill is used in two side corners of the court. So it is called a side kick. It is done abruptly. When the raider's back is towards the corner of the court and defender



fig. 1.4 Side Kick

are covering the corners, the raider suddenly stops his forward movement, bends his knee and kicks straight with other leg side ways. When the raider executes this skill his body weight should be towards the centre line. Even if no points are earned of by this skill, it helps to in next movements of the raider.

8. Back kick : Kicking with either of the legs, completely backwards opposite to raiders direction of movements is known as back kick. This skill is useful while the defenders are following the raider close on his heels, and this skill disturb and confuse the defense and score points.

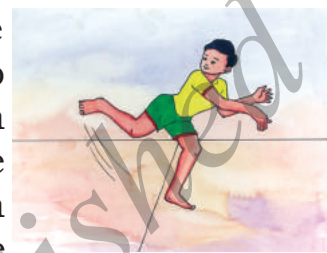


fig. 1.5 Back Kick

Defensive Skills : The skills used by the defensive players are also known as defensive skills.

Wrist Catch : Any part of the forehead of the raider may be held using this skill. It would be difficult to escape if the wrist itself is caught. When the raider extends his hand while raiding this skill may be used. The catcher acts as if he catches in this skill.



fig. 1.6 Wrist Catch

Ankle Catch : When the raider tries touch the toe skill can be is used. Here the anti hold and lifts the ankle of the raider and pulls the leg towards the end line.



fig. 1.7 Ankle Catch



fig. 1.8 Thigh Catch

Thigh Catch : When the raider is standing with legs apart or trying to touch with his hands of defensive player. he bends and rushes to catch the thigh. After catching the thigh, he lifts him up and pulls towards the end line. And he has to unbalance the raider.

Stance of Players: In kabaddi points can be scored by defence also. Defenders have to effectively use chain system for this.

2-3-2 system : This is a very popular system. All the players are active in this system.

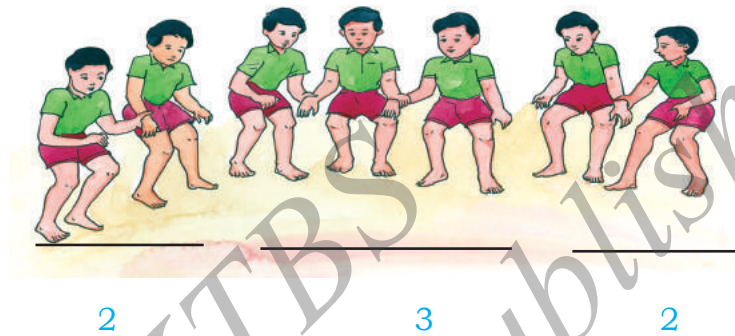


Fig. 1.9

2-1-2-2 system :

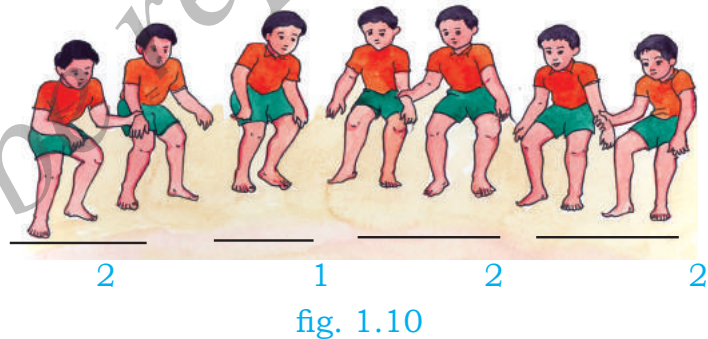


fig. 1.10

In this system one players is free from the chain.

- Rest of the players will same as in 2-3-2 system.
- This may be used to rest the players who just finished his raid.

Activity : Ask the students to practise the above skills.

* * * * *

LESSON - 2

KHO KHO

The following skills will be learnt in this lesson:

- Chasing skills
- Dodging skills

The game of Kho - Kho as Kabaddi is an indigeneous game. This game was founded in India. This game develops physical abilities like speed, alertness, strength endurance and has unique skills of its own.

Skills in the game of Kho Kho : There are 2 main types of skills in kho-kho they are:-

*** Chasing skills**

*** Dodging skills**

Chaser - One who is part of the chasing team.

Active Chaser - One who is actively chasing.

Dodger - Player who tries to dodge himself from the chaser to avoid getting out.

Chasing Skills :-

a) Sitting in the box :- Types of sitting in the box

1) Parallel toe Method: In this method the chaser sits in his box keeping both his feet parallel and in line with each other. In this method the Chaser sits in the centre of the box on his toes. The chaser keeps both his hands outside the center line out of the box without folding his arms. The thumbs should



fig. 2.1 Parallel toe Method

be facing inwards and other fingers facing the outward direction. The body is slightly bent forward and the whole body weight is equally distributed on the fingers of toes. The chaser uses this skill when the dodger uses the chain skill.



fig. 2.2 Bullet toe Method

Bullet toe Method: In this method the chaser sits on his toes, his strong feet touching the front line of the box and the other strong leg placed a little behind the strong leg. Both the hands should be placed as in the parallel toe method. This method is usually used when the dodger is using the ring method of dodging.

b) Giving Kho :-

There are two methods used to give Kho

1. Proximal Method 2. Distal Method

1) Proximal Method : In this method of giving Kho the chaser after getting a kho keeps the nearest foot outside the box at a short distance in the direction he has to move. He places this foot at 90° angle close with the center line. He then places his other foot ahead

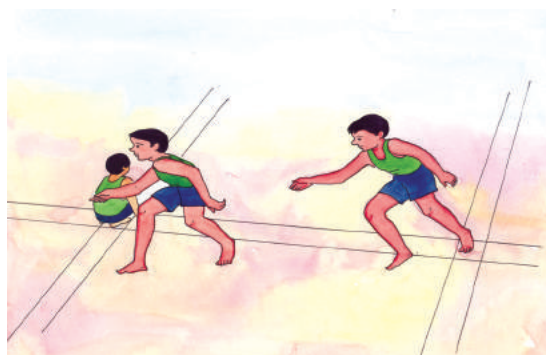


fig. 2.3 Proximal Method

of his strong foot at a distance. Later he keeps his strong foot close to the next box and bends forward and uses his nearest hand give kho to his team mate. Junior and Short players

while chasing uses this method more frequently. This skill is usually used when the dodger uses the chain method.

2) Distal Method: In this method of giving a kho the chaser after receiving a kho keeps the front leg outside the box in the direction he has to move. He then places the other leg close to the sitting box of his teammate and bend forward and gives kho using the nearest hand. The player should maintain his body balance when using this method. In this method the first step usually medium in size and the second bit longer. This method is more suited to experienced players. In this style the speed of the game is increased as kho is given using only 2 steps.

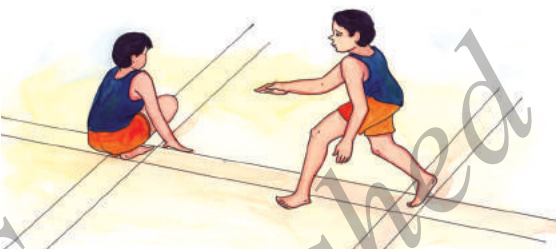


fig. 2.4 Distal Method

c) Cross line Covering : An active chaser uses this skill when a dodger is using the circle method or is away from the center line.



fig 2.5 Bipedal Method

1. Bipedal Method: In this method of covering when a chaser receives kho he gets up and starts walking with straight knees and his upper body slightly bent and his hands stretched straight and parallel to the ground.

1. Quadrapedal Method :

In this method of line cover the chaser watches the dodger and starts walking fast in a straight line with his body bent and keeping his hand sideways on the ground. The skill is used by the active chaser.



fig. 2.6 Quadrapedal Method

when the runner tries to escape. Further, this is used when there is an attempt to change the shoulder position of chaser.

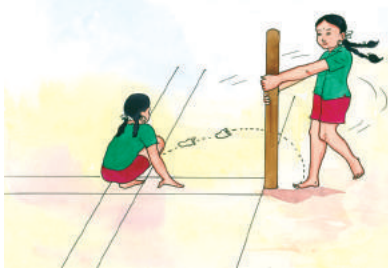


Fig-2.7 Pole Turn

d) Pole Turn : Pole turn is an important skill used by the chaser. The skill of pole turn helps to increase the speed of chaser or to change his direction. There are two types of pole turn.

*** Proximal * Distal**

1) Pole turn using proximal method : In this method the pole turn is done using 3 steps. In this skill the chaser first keeps ahead his leg close to the pole then takes a longer stride and keeps the other foot on the ground and simultaneously jump and firmly grips the pole. Then he takes the next step and turns on his toe in the free zone and starts running in that direction.

2) Pole turn using distal method : In this method the chaser sitting in the box next to the pole as soon as he gets a kho opposite leg towards the pole and he jumps from that foot and grips the pole with both the hands and places the other foot behind the pole in the free zone and turns in the other direction. During this skill the chaser should hold the pole firmly. Both palms should be in contact with pole and should not be placed one in the other.

Giving by kho : This is the skill of a chaser. In order to chase a active chaser, kho is given sequentially from one person to

another. The system of going kho is shown in the figure. Both proximal as well as distal method of giving kho can be used during this situation.

The active chaser gives kho to the first player sitting in the box from the pole. The player receiving the rushes to the right and gives kho. The second player receiving kho rushes to the right and gives kho. This method of giving kho from one person to another sequentially and speedily from one pole to the other is called by kho.

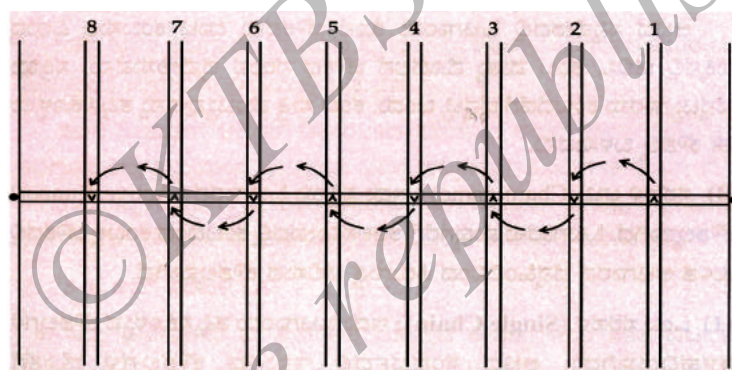


Fig. 2.8 Giving by kho

The still is used when the dodger runs in single chain

II. Dodging Skills :-

a) Entering in to the area between the pole and the first box: In a game situation when the dodger is chased till the pole and the chaser makes a turn using the pole, the dodger uses this skill of cutting through the zone between the pole and first box to avoid being caught.

b) Chain Game: This skill is mainly used by the active dodger. In this skill the dodger runs close to the centre line cutting through each box from behind the of player sitting in the boxes.

c) Single Chain: This is one of the basic skills used by the dodger as per the situation. This is mostly used by the sub junior players.

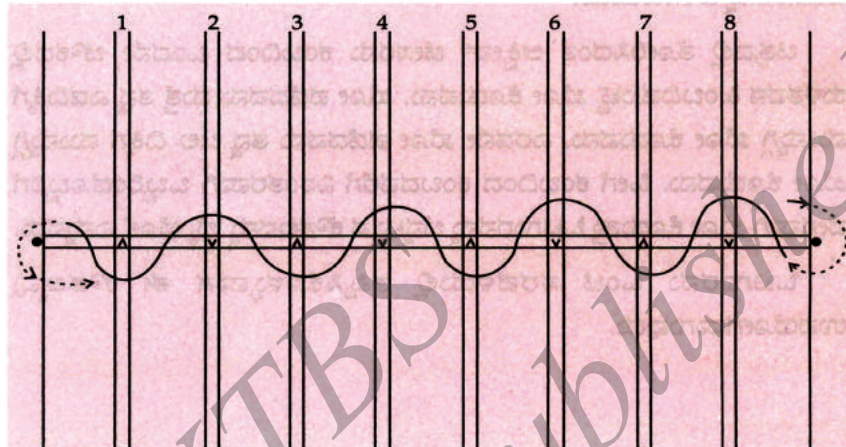


Fig 2.9 Single Chain

In this skill the dodger starts running from the first chaser and cuts through each box running close to the center line and running from behind each sitting chaser. The dodger runs through all the sitting boxes and after cutting through the last box again starts cutting through from between each box in a zig zag pattern.

While doing this skill the dodger has to keep safe distance from the active chaser and keep a watch on the kho being given. While doing so the dodger should run keeping a upper body slightly bent forward. If the player of the chasing team are slow then this skill is the best to be used.

d) 3-6 up Chain run : This is an important and affective skill used by the dodger. This skill involves continuous running and is more stable and safe. This skill helps to maintain safe

distance run from the chaser and all along the field, keeping an eye on the chaser movement.

As in the figure the dodger runs along the center line and cuts after crossing the third box and the fourth box and makes the chaser give a kho to the player sitting in the 3rd box. The runner then again runs straight and cuts through the 6th and 7th box and runs straight towards the pole. During this run the dodger constantly looks backs and keeps running to the front. Depending on which player gets a kho the dodger decides his pattern of run.

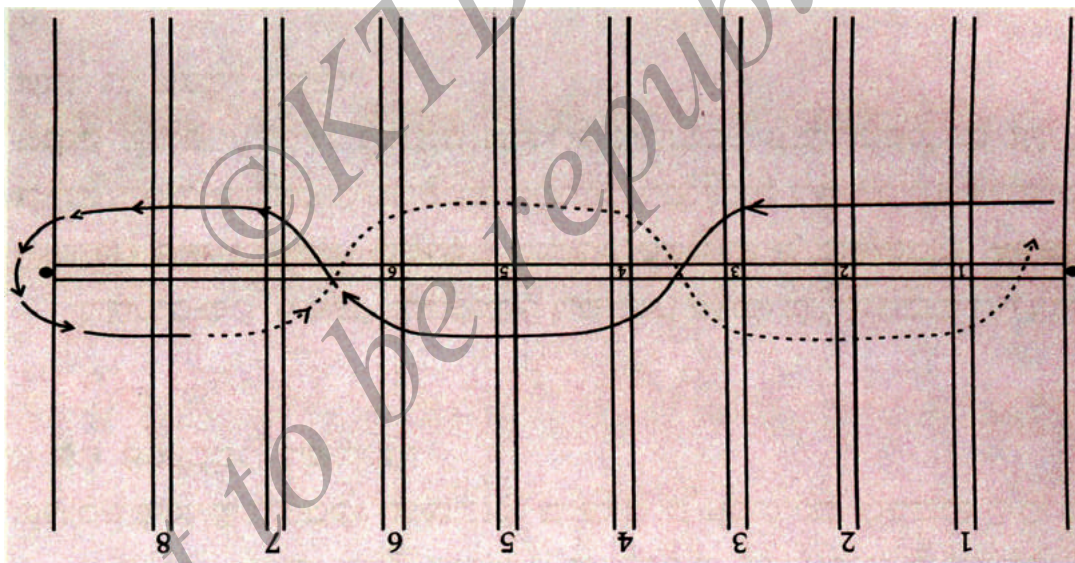


Fig 2.10 3 -6 up Chain Method

- chaser from the 6th box runs straight the dodger cuts between the pole and the 8th box and continues his run.
- If the chaser in the 6th box gives a kho to the chaser in the 7th box, the dodger runs towards the pole and stabilizes himself.

- If the chaser from the 7th box runs straight at the dodger, the dodger pushes the pole and runs in the opposite direction.
- If the chaser in the 7th box gives kho to the player in the 8th box the dodger accordingly changes direction and starts running towards the other pole. During the 3-6 up chain run the runner should always stay away from behind the player sitting in the box and should always be 2-3 feet away from the center line.

a) Chasing during 3.6 up chain: The active chaser runs faster in order to chase the dodger running in 3.6 up chain. The chaser has to give kho to the chaser who is sitting ahead of the dodger running at the other side of center lane.

b) Dodging by the ring method : This is a skill used by this runner. This skill involves lot of techniques and is very difficult skill. In this method the runner does not get tired very easily. When the runner is running away from the center line or when the active chaser gives an advance kho or when the chaser in the center of the field are weak this skill can be used.

There are 3 variations in this skills :-

- **Short ring method**
- **Medium ring method**
- **Long ring method**

Runing in short ring method:

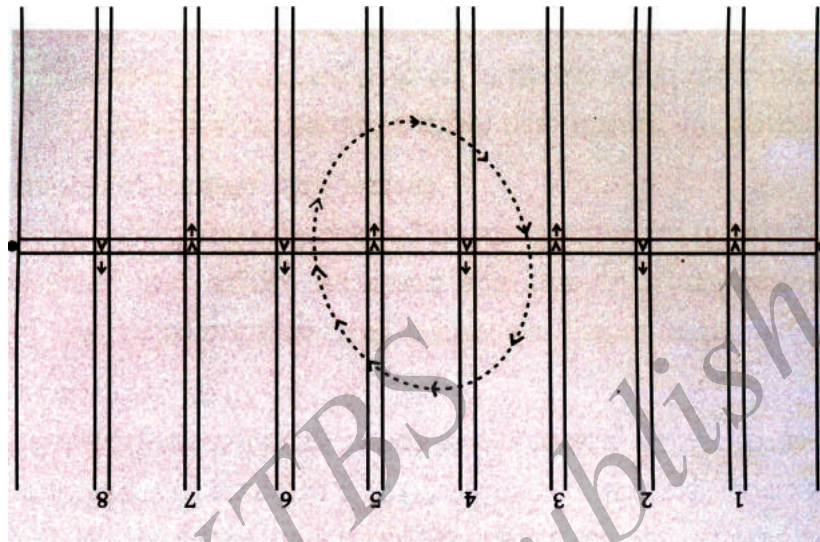


Fig 2.11 Short ring method

When the chaser in the 2nd box tries to cover the cross lane the dodger faces him and shifts back at 30°-45° angle to the centre lane towards the side line, while maintaining a safe distance.

The dodger should maintain his balance and give a body fake forcing the active chaser to change his shoulder line.

If this is not possible, the dodger should quickly cut across the centre lane between the 4th and 5th box and then quickly pivot and face the chaser again.

This situation is again repeated in the direction of the 5th box and again cutting the center lane from between the 4th and 3rd box. This ring continues at an approximate angle of 45°. This ring is about 1.5 mtr and hence called as the short ring.

ii. Medium ring : This is similar to the short ring. In this skill the dodger always tries to maintain a distance of around 2 mtrs from the center lane. When the active chaser is capable

of covering larger distance this skill is to be used.

a) Change of direction : This is a skill used by the dodger. This skill is used to cross lane the dodger uses a body fake and makes the chaser change his direction.

The dodger stands at 45° exactly opposite to the chaser running in the cross lane at approximately at a 4 to 6 mtrs and then we makes body fake to get the dodger thrown off balance.

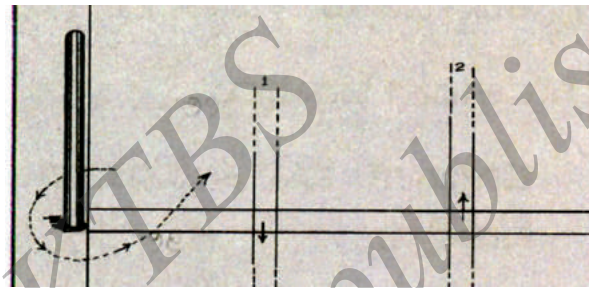


Fig 2.12 Running from the first square towards the pole

b) Running from the first square towards the pole :

This is a skill used by the chaser. As soon as an active chaser receives a kho the chaser runs towards the dodger standing near the pole.

c) Escaping when the chaser rushes to the pole: In this skill the dodger pushes the pole strongly and changes direction in order to escape from the chaser rushing towards him.

d) Single chain : To practise the skills provide about 2 min. Ask all the players of both the teams to perform this skill. The team that makes fewer number of fouls is the winner.

e) Pole turn : Allow 2 min for each team. Provide opportunity to all players to exhibit this skill. The team that mekes fewer number of fouls is the winner.

S3-6 up chain skill: Allow 3 minutes for each team to practise running close to the center lane, change of direction, short ring and running towards the pole. The team that makes fewer number of fouls while exhibiting this skills is declared the winner.

Conditioning Exercises :

1. Running in a zigzag manner to the front, back and sideways.
2. Sprinting and running.
3. Bounding and running, swinging arms and legs alternately in the air.
4. Hopping, jumping on the spot, skipping, and performing frog jumps.
5. Running forward by bending and holding the toes with the fingers.
6. Start running on the blow of a whistle and then stop and sit on the ground on the second whistle and again jump up and start running at the next whistle.
7. Running using bipedal position and turning around the pole.
8. Sprints upto 50 meters.

Activity : Ask the students to practise the above skills.

Note :

While playing Kho Kho game students should wear shorts and jersey bearing a number.

LESSON - 3

FOOTBALL

The following skills will be learnt in this lesson:

- Dribbling (Moving with a ball)
- Passing - In step and out step pass
- Trapping - with the thigh and foot
- Goal keeping skills.

Introduction:-

This game is played and enjoyed by most of the children. This game is played using the foot. This game is played in more than 200 countries around the world. This game helps in the development of strength, endurance, speed and explosive strength in children.

1. SKILLS OF THE GAME FOOTBALL

DRIBBLING :

Dribbling is nothing but moving with a ball. In this skill player controls the ball with legs and moves forward.

- The ball should be placed to one foot away from the leg.
- The ball should be kicked from inside and outside of the feet. The ball should not go beyond control.
- The ball should be then kicked ahead from outside of the feet.
- The ball should be done repeatedly.



fig. 3.1 Dribbling

2. PASSING THE BALL (Inside and outside of the foot):

INSIDE OF THE FOOT :

- Face towards the direction of passing.
- The ball should be within 1 to 2 feet from the legs.
- Plant the rear leg firmly, slightly lean forward, swing the striking leg back and both hand stretched sideward.
- Push the ball with inside of the foot.



fig. 3.2 Inside of the Foot

OUTSIDE OF THE FOOT :

- Similar to inside of foot, slightly lean forward swing the striking leg back and both had stretched sideward.
- Swing the striking leg forward , bend the toe inside and pass the ball by kicking with from outside of the feet.



fig. 3.3 Outside of the foot

3. STOPING THE BALL THROUGH FOOT AND THIGH

FOOT STOP :

- Watch the path of the ball.
- Stretch the leg upward before the ball hieght and the leg should be above 4 to 5 inches from the ground.
- As the ball comes into contact with the foot be it should be taken a little backward.



fig. 3.4 Foot Stop

**“The future of the children decides not in the class rooms,
But in the foot ball ground” Swami Vivekananda**

THIGH STOP :

- Watch the path of the ball
- As the ball reaches the player he should raise his either thigh up to the trunk level and feet should be down
- Try to take ball on the thigh and place the leg on the ground.



fig. 3.5 Thigh Stop

GOAL KEEPING SKILL :



- The goal keeper with specific uniform should stand in front of the goal post and face the ball.
- Knees should be slightly bent and lean forward.
- Open the palms and stretch towards ball direction.
- Knees should be together. Ball should not pass between them.
- He should move towards the direction of the ball.
- After grabbing the ball he should kick or throw to his partners.

Activity : Ask the students to practise the above skills.

Note : The Students should Know about the equipment used in the game of football such as studs (shoes), Stockings (Socks), jerseys, goal keeper's is kit and flags used in football.

LESSON - 4

ATHLETICS (SPRINT)

The following skills will be learnt in this lesson:

- Start- Crouch start.
- Finishing techniques- Run through, lunge and shoulder shrug.

Sprinting events : Sprinting consists of the following events -60 mts indoor, 100 mts, 200 mts, 400 mts, 100 mts Hurdles (women), 110 mts Hurdles (men) and 400 mts Hurdles.

Sprinting events help to increase the speed of the runners. All events including 400 or less than 400 mts are considered sprinting events.

General conditioning exercises :-

General warm up starts by running round the track or in a straight line. Later the student has to perform loosening and stretching exercises for 3-4 minutes. By doing warming up exercises the body will get ready to undergo hard training.

Exercises for the arms :

- Rotation of arms from back to front of the body.
- Alternate arm rotation.
- Swinging both the arms on either side simultaneously.
- Twisting the trunk and alternately swinging both the arms sideways.
- Alternate swinging arms upward.

Exercises for the shoulders :

- Placing the fingers on the shoulders and rotating the arms.

- Lifting the right elbow above the head and stretching the right hand with the left hand and vice versa.
- Stretch the right hand in line with the shoulders to the front of the body and then using the left hand stretch the right hand towards your left side and later vice versa.

Exercises for the turnk

- Rotating the trunk from one side to other and vice versa.
- Bending the body front and back at the trunk level.
- Bending the body to the right and left side at the trunk level.

Exercises for the legs:

- Swing the legs front, back and side
- Stretching the legs both to the front and back and side.

Action of the hands while running :

- Hands should be bent at the elbows at 90° angle.
- The arms should be swung so that the fingers of one hand should be in line with the shoulder and the fingers of the other hand should be in line with the trunk level.
- The arms and legs of the runners should swing back and front alternately in the direction of the run.
- Arms should be relaxed. Fingers can be closed but care should be taken to see that the fist is not held tight.

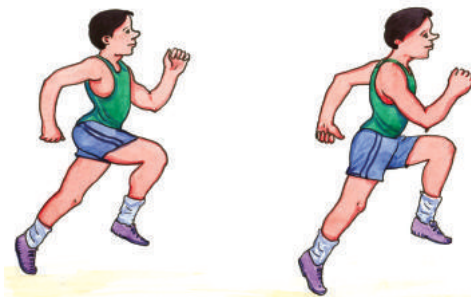


fig. 4.1 Action of the legs

Action of legs while running :

- The legs of the runner should be swinging front and back in the direction of the run.
- The knee should be held straight in the direction of the run.
- While running only the front portion of the feet that should be used. This helps in increasing the speed of the runner, and save time also.

Position of the body :

- While running the upper body of the runner should be bent around 15° to 20° to the front.
- The runner should maintain his body balance.
- The runner should keep his head and neck in line with his trunk.
- The runner should keep his neck and face relaxed while running. The runner should run straight in the track.

Start:

The action a runner performs to push his body from a stationery position to a running position in quick time is called start. This type of start is known as the 'crouch start' and it is compulsory for all the sprinting events.

Position during crouch start :

The runner should kneel down on the ground and keep both his palms on the ground. At this time he should see that his body portion from the trunk to the shoulder is exactly parallel to the ground. At that point of time the body of the runner is making contact with the ground at three places one at the hands, the second at the knees and third at his feet. The runner observe these three points.

The runner then has to place his rear leg at the point where his feet was touching the ground and the other leg at the place where his knees had touched the ground. He then has to place both his arms in line with the shoulders at the point where his hands had touched the ground. This is how a runner should take his starting position.

Starting blocks:

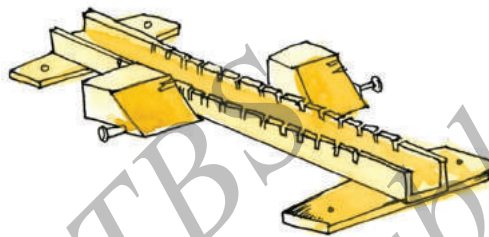


fig. 4.2

- Runners use their own starting blocks during races. It is their individual choice.
- The starting block is pushed at the back so that the runner gets a speedy start.

Crouch start

On your marks position :

- The runner takes the position on the ground using the three point mark and distributes his whole body weight on his hands and knees.
- His hands should be kept in line with the shoulder and the fingers kept in a cup shape, so that both the thumbs are facing inwards.



fig. 4.3 On your mark position

Set

- On the command of set the runner slowly raises his trunk in line with his shoulder and shifts his whole body weight on his arms. At this point of time the shoulders are pushed a bit front in line with the fingers.
- The head of the runner should be downward and looking at the track.

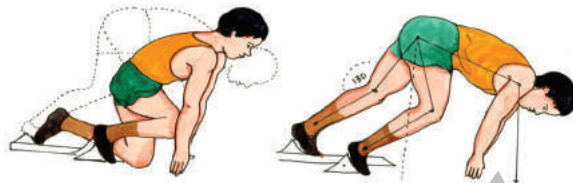


fig. 4.4 Set Position

Go

- In the Set Position as soon as the gun is fired the runner pushes the starting block back and runs forward forcefully.



fig. 4.5 Go Position

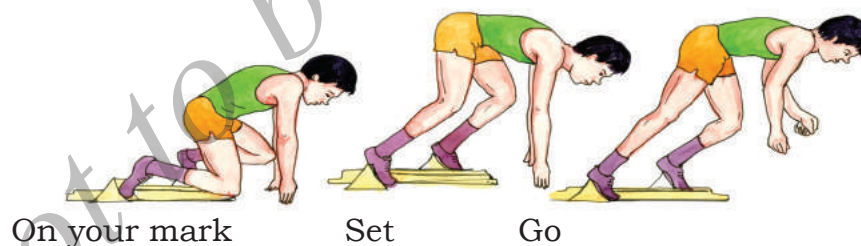


fig. 4.6

Finish:

All races finish at finishing line. The finishing of sprint races is very important. It is essential to cross the finish line ahead of other runners by changing the body position other than running.

There are Three types of 'finish' Techniques.

1 Run Through

2. Lunge

3. Shoulder shrug

Run through Technique:

The sprinter without reducing speed crosses the finish line. He even tries accelerate speed in the last five to ten metres of the distance. It is better to bend forward a little on the last stride of the race. This technique is suitable for beginners.



fig. 4.7 Run through

Lunge Technique:

This technique is useful for experienced sprinters. The sprinter when comes close to the finish line swings his arms backward and down, bending the body quickly to cross the finish line. This technique helps the sprinters to cross finish line quickly.

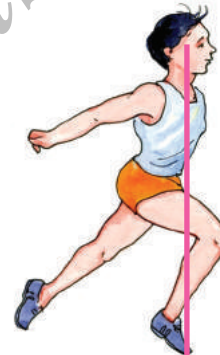


fig. 4.8 Lunge

Shoulder Shrug Technique:

It is very simple and useful to all sprinters. When the sprinter comes very close to the finish line he immediately pushes his shoulder to complete his race.



fig. 4.9 shoulder Shrug

Activity:

Practise above said technique with your friends.

Note: Students should make use of spikes (Shoes), Shorts, and starting blocks for sprinting events.

LESSON - 5

LONG JUMP

The following skills will be learnt in this lesson:

- Check Mark
- Take of action in the air flight.
- Landing collapse.

General conditioning exercises:

1. To develop speed - 30 Mtrs Sprint, 4-5 repetitions.
2. To develop jumping ability - bounding, hopping, and rabbit jump.
3. To develop strength in trunk and legs - leg press, half squat etc.
4. To develop flexibility - sit and reach.
5. To develop vertical jump ability- standing vertical jump.
6. To develop broad jump ability - standing broad jump.

NOTE: Before practising the above exercise athlete has to do proper warm up exercise i.e., 10 min slow running followed by simple calisthenic exercises. A proper warm up helps the body to get ready for regress activities.

Standing Broad Jump:

- An athlete should stand on the edge of the take off board, at the same time arms should back, get in to the half squat position, body should bent forward. And head erect.



fig. 5.1 Standing Jump

- The Jump should be attempted by the backward swing of the arms.
- Landing should be on the both feet.

Check Mark:

Check mark is the most important aspect in the long jump. Check mark is nothing but fixing the running mark for Long jump on the runway.

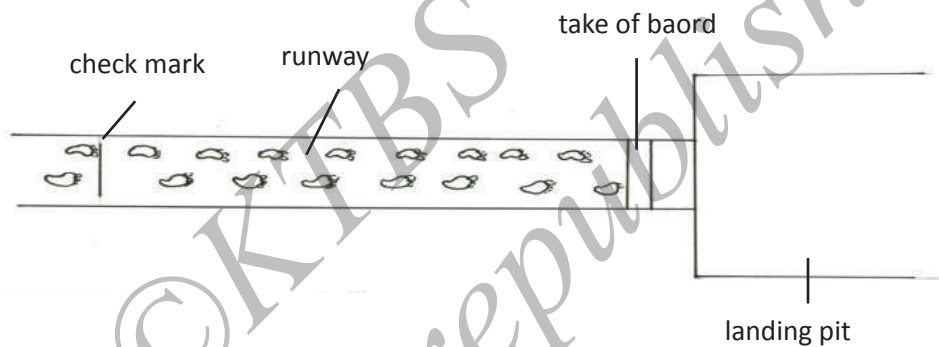


Fig. 5. 2 check Mark

Long Jump with approach turn

For fixing the check mark athlete should be in front of the take off board, run forward with the maximum speed as much as he requires. Fix the mark while taking a jump. Always the last step should be short one.

Styles in long jump:

Action in the Air - Sail Technique:

While in the air:

After taking a jump athlete should bring both his feet forward and raise them as high as possible and body should lean forward, arms should be on side of the feet.



fig. 5.3 action in the air

Landing collapse:

Landing collapse: At the time of landing both leg should be brought forward and land on both feet but heels should touch the sand first and then hips by leaning forward.

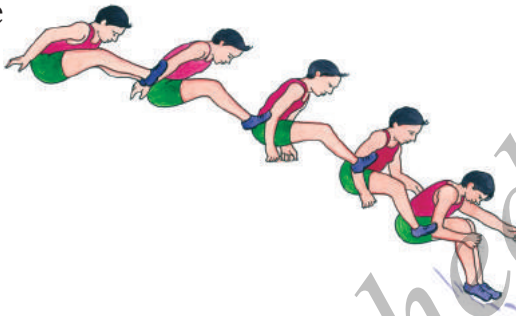


fig. 5.4 Landing Collapse

Activity:

Ask the students to practise the above shown techniques in their village or school ground.

Olympic motto

More distance, more strength, more speed.



LESSON - 6

YOGA

The following skills will be learnt in this lesson:

- Initial Position ➤ Stages of surya namaskar
- Asanas- Standing, sitting and sleeping postures

SURYA NAMASAKAR (12 STAGES)

Initial position - Sama Sthiti:

1. Both feet should join together.
2. Body should be held straight and vision to the front.
3. Hands should be straight in line with the body



(Note: This is the initial position for all standing asanas)

Stage 01 : Namaskara (Hands folded) position: Join both palms after raising hands at chest level (as shown in figure)



fig.6.1

Stage 02 : Oordhwasana (Puraka) :- Raise both arms over the head and bend back, stretch the front part of the body, slowly inhale and consciously feel the muscular stress in the upper part of the back and stretching the chest, abdomen and front of the thigh.



fig. 6.2

Advantages : The thigh and back muscles will become strong.

Stage 03 : Hastha Padasana:- (Rechaka) :- Slowly exhale and bend forward place both the hands by the side of feet. Bend the neck forward and place the forehead between the knees. Keep the knees straight. Feel the pressure in the lower abdomen, the trunk, and in the back of thigh.



fig. 6.3

Advantages : All parts of the body are exercised, blood circulation to the brain increases.

Stage 04 : Ekpada Prasarnasana :- (Puraka) :- Place both hands firmly on the floor, bend the left knee and stretch the right leg straight back the right knee and the toes should be in contact with the floor. Bend the back leg like a bow and look up. In this posture slowly inhale and concentrate in the middle of the eye brows.



fig. 6.4

Advantages : With this posture the back muscles loosen and the sinus problems attenuate.

Stage 05 : Dwipada Prasarnasana (Puraka) :- Inhale gradually, stretch the left leg to join right leg, the body weight is on the two hands and the two toes. the mind has to concentrated in the navel part of the body.



fig. 6.5

Advantages : With this posture leg and neck muscles are strengthened.

Stage 06 : Bhudharasana : (Rachaka) : Strighten arms and legs with heels touching the ground. Bring head downward

between arms. Lift hips up and create a triangle. Look towards big toes or umbilicus.

Stage 07 : Sastanga Pranipatasana (Puraka-Rechaka) :- bend the elbow and lower the body, the forehead, two palms, the chest, two knees and two toes (totally 8 parts) are in contact with the floor in this posture with focus on the central part of the body.



fig. 6.6

Advantages : With this posture all the parts of the body will get exercise and concentration increases.

Stage-08 : Bhujangāsana (Puraka) gradually inhale, lift the head and chest by pushing the floor. Push the head back while the thigh and trunk are in contact with the floor and look up as much as possible.



fig. 6.7

Advantages : With this posture the back bone will become strong.

Stage-09 : Bhudharāsana (Rechaka) Lift the back and hips by pushing the hands and legs against the floor. Try to touch whole foot in contact with the floor. Bend the neck forward between the arms to press the chin against the chest. Exhale slowly.



fig. 6.8

Advantages: With this the thigh and arm muscles get exercise.

Stage-10 : Eka pad prasaranāsana (puraka) Here follow the rules of stage 03.



fig. 6.9

Posture (i.e fig No. 6.5)

Stage-11 : Hastapadasana (Rechaka):- Here follow the rules of stage 02 posture.

(i.e fig No. 6.4



figure 6.12

Stage-12: Namaskarasana:- (Puraka)

Here follow the Rules of Stage No. 01 or starting positions of surya namaskara (The salutation.) (i.e. fig. No. 6.1 and 6.2)



fig. 6.10



figure 6.11

STANDING ASANAS:

Starting position :- Samasthit.

- Keep both the feet together and parallel to each other.
- Stand straight with chest and neck Straight.
- Both arms hanging straight down along with the body (Note: Samasthit is starting position for all standing yogasanas.)

01. Thadasana:- Meaning of Thadasana is “Tada” in sanskrit means Mountain, standing without movement of any kind, like a mountain, is known as “Thadasana”.



figure 6.13

Method:- Starting Position – Samasthiti.

Count 01. Raise the hands side word

Count 02. Gradually turn the palms upword inhaling.

Count 03. Raise the arms further to form “V” shape over the head and continue inhale.and exhale.



figure 6.14

Count 04. Join the hands straight over the head and be (like namaskara position) in this posture for some time.

Advantages:- This Hasana helps in beautifying posture.

02. Utakatasana:

Utkata means Chair in Sanskrit. Person in this posture appears to be seated on the chair.

Method:- Starting position Samasthiti

1. Raise both the arms sideward and inhale gradually.
2. Raise the arms further to form 'V' shape over the head.
3. Join the hands straight over the head and hold them together.
4. Slowly exhale, bend the knee and lower the hips straight till the thighs are parallel to the floor.



fig. 6.16
Utakatasana

Count 5 to 8, reverse the actions 3,2,1 and starting position.

Precautions – Persons with pain in the knee and legs should avoid this asana.

Advantage – Muscles of legs will be strengthen.

3. Ardhakati Chakrasana:

In this posture, the yoga performer bends backward from his trunk, this looks like half wheel.

Starting position- Samasthiti.

Count 01. Arms sideward rise to shoulder level and inhale slowly.

Count 02. Hands on trunk (hips) inhale and expand the

chest. Extend the shoulder joint so that the bows are behind the back.

Count 03. Continue to inhale and bend the head and neck backward.

Count 04. Bend the trunk backward as far as you can. The upper back should be parallel to the ground. Breathe normally in this posture.

Gradually straighten back. Leave hands down and return to samasthithi.

Advantage: The Back will be strengthened.



fig. 6.17 Ardhakati Chakrasana

4. Parshwa Chakrasana

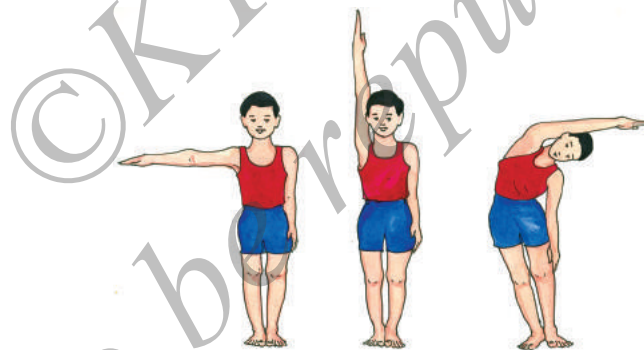


fig. 6.18 Parshwa Chakrasana

Starting position:- Samasthithi.:

Count 01. Raise the right arm sideward to the shoulder level, and inhale gradually.

Count 02. Raise the right hand over the head, stretch the right side of the body.

Count 03. Exhale slowly bend towards the left side and slide the left hand along the left thigh.

Count 04. Hold the same posture for some time and breathe normally.

Count 5 to 8, reverse the actions 3,2,1 and starting position and repeat the same on the right side with left arm raised.

Advantages:- While both sides are stretched this asana helps to relieve the pain in those parts. Efficiency of the liver improves.

SITTING ASANAS:

5 Padmasana:- While Sitting in this position, a person appears like 'Lotus Flower' position of the legs appears like the leaves of 'Lotus' plant and the palms placed on the knees give the appearance of open lotus petals. Hence, the name of this asana is 'Padmasana' or the 'Lotus Posture.'



fig. 6.19

Starting Position:- Dandasana (Note: Dandasana is starting position of all sitting asana.

Count 01. Bend the right leg at the knee and place the right foot on the left thigh, the right heel should get as close to naval as much as possible.

Count 02. Bend the left leg at the knee and place the left foot on the right thigh the left heel should get as close to naval as possible.

Count 03. Bend the hands at the elbow and hold the hands in 'Chinmudra' at the level of chest.

Count 04. Keep the hands on the knees.

Advantage: This asana helps in concentration of mind and improves flexibility of knees.

6. Bhoonamana Padmasana :

Starting positions:- Dandasana



figure 6.20

Count No.01 Here follow the rules of Padamasana up to no 3 and Count 3 hold the hands back behind the hips. Exhale and bend forward and touch the forehead to the floor, reverse the action 3, 2, and 1 and came to starting position.

Advantage: This asana helps in strengthening of muscles of trunk.

7-Badda- Padmasana:

Starting Position – Dandasana

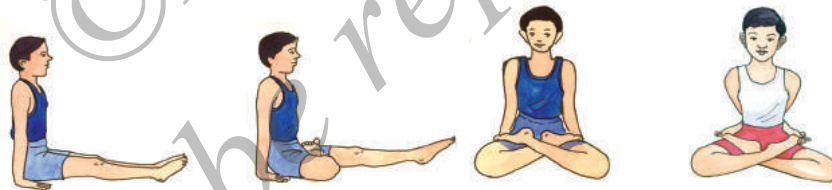


figure 6.21

Count No. 1 and 2 follow the rules of padamasana.

Count No.03. Take both the hands back behind and hold the left foot with left hand and same with right hand. Body should be straight.

Count No. 4 – Hold for some time in this posture breathe normally.

Count No 5 to 8 reverse the action 3, 2, 1 and starting position.

Advantage: It helps in strengthening of muscles and abdomen.

Laying Asanas :

8. Uthita dwipada meru dandasana

Starting Position:- Samasthiti (Supine Position)



fig. 6.22

Count 01. (Purak) Raise the both the legs up to 30° . And try to hold the legs for some time.

Count No.02 (Rechaka) bring the legs down slowly and exhale. (Repeat the same for 3-4 time to make it effective)

Advantages ; The trunk muscles and stomach muscles are strengthened.

9. Sheersha badda hasta meru dandasana.

Starting Position- Samasthiti (Supine position)

Count No.01. Take both the arms below the head and inter lock the fingers.

Count No.02. (Rechaka) Lift the back as you can and you can not move the legs. And try to hold the positions for some time and breathe normally.

Count No. 03. Bring the back slowly towards floor.

Count No.04. Bring the arms sideward and relax.

Repeat the same 3-4 time to make it effective.

Advantages:- the muscles of the trunk and arms are exercised.



figure 6.23

3. Shavasana : Starting Position Samasthiti (Supine Position)



figure 6.24

This asana provides complete rest to the body lying down on the floor like a dead body (after practising of all asanas) is known as Shavasana and relieves the tensions and fatigue of our body.

2 Method :- Lie on your back keep the legs and hands slightly apart. And keep the palms facing upward. The head may be kept straight or little a side. Close your eyes and concentrate on each part of your body from toe to head and relax yourself in following order.

3. Think of your toes, feet, heels, ankle, lower legs, calf, knees, thighs, hips, lower abdomen, coxigial bones, trunk, etc and try to relax the body parts when you feel all organs are free and relaxed and the mind becomes calm and cool.

Advantage: This Asana helps to overcome the stress occurred due to the yoga practice and help to energize your body.

Note: There shall not be anxiety those mental pressure while doing asanas. Mind should be cool and calm. Concentrate only on breathing.

LESSON - 7

PRANAYAMA

The following skills will be learnt in this lesson:

- Breathing activity
- Breathing exercises.

The benefits of slow and deep breathing can be obtained by systematic breathing pattern and it is called as Pranayam. It develops the ability of concentration and alertness.

BREATHING EXERCISES:

1. Stand in Samasthiti :-

Note: 1. Puraka : Inhaling

2. Rechaka : Exhaling

3. Kumbhaka : Holding breathing inside.



fig. 7.1

1. Inhale deeply and raise the hands forward to shoulder level parallel to the ground.

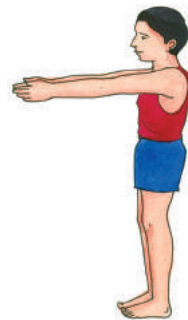


fig. 7.2



fig. 7.3

2. Exhale and let the hands down.

3. Inhale deeply and raise the hands sideways to shoulder level parallel to the ground.



fig. 7.4



fig. 7.5

4. Exhale and let the hands down.

EXERCISE 2:

1. Inhale deeply and raise the hands forward in Namaskara position.

2. Exhale and raise the hands over the head and stretch as you can.

3. Inhale and let the hands down and come to the starting position.

Note: Repeat the same exercises inhaling and exhaling effectively.)



fig. 7.6

Note to the Teacher

Repeat the above Asanas and concentrate on the rhythmic breathing.

Activities : Ask the students to practise daily and adopt it in their life.



LESSON - 8

MUDRAS

The following skills will be learnt in this lesson:

- Introduction of Mudras
- Need.
- Types of Mudras - Chin Mudra, Chinmaya Mudra, Adi Mudra and Brahma Mudra.

Introduction:- Several mudras are to be used to perform Pranayama. The following mudras are used most and they are :- Chinmudra, Chinmaya mudra, Bhrahma mudra, Aadi mudra.

Neccesity of mudras:- Mental concentration on body posture will improve by these mudras. So mudras are very essential to do pranayama.

1. Chinmudra:- The tips of thumb and pointing fingers of (both hands) are joined togher and the rest three fingers are held together and straight.



fig. 8.1

2. Chinmaya mudra:- The tips of thumb and pointing fingers of both hands are joined together as in Chinmdra. The three fingers are pressed agianst the palm.

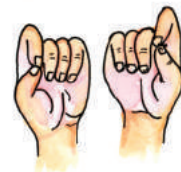


fig. 8.2

3. Aadi mudra:- Press the thumbs against the palm and fold rest of all the fingers on the thumb.



fig. 8.3

4. Brahma Mudra:- Hold the hands as aadi mudra palms facing upward, press the knuckles of both hands against each other.



fig. 8.4

Activities : Teacher ask the students to practise daily and adopt the above mudras.

**Adopt
in your life Hitabuk,
Mitabuk and Rutubuk.
meaning - eat good and limited
food as per season then only
you can protect your
health**



LESSON - 9

RHYTHMIC ACTIVITIES

HINDI LEZIEM

The following skills will be learnt in this lesson:

- Leziem skund, Leziem araam
- Char awaz, Ek Jagahe, Adi Lagau, Gaj Bel and Pavitra

Leziem is a popular rhythmic activity. It develops neuromuscular coordination and the ability to concentrate.

➤ **BASIC POSITION :**

Hold the small iron handle in the right hand and let the wooden big handle hang freely on the right side. While the performer stands in attention:



fig. 9.1

➤ **LEZIEM SKUND :**

COUNT 1: Hang the leziem on the left shoulder

with wooden handle at back perpendicular to the ground and the iron handle in front.



fig. 9.2

COUNT 2: Bring down the right hand and stand in attention position.

➤ **LEZIEM ARAAM :**

COUNT 1 : Hold the iron handle with right hand, with palm facing the chest.

COUNT 2 : Let the wooden handle from the left hand, bring the left hand to its attention position and let the lezeim hang down by the right thigh as shown in the figure.



fig. 9.3

Initial Position : Hoshiyar

COUNT 1 : Hold the iron handle with the right hand with palm facing the chest.



fig 9.3

COUNT 2 : Pull the leziem out from the left shoulder, hold wooden handle with the left hand and



fig. 9.5

bring the leziem in front with wooden handle perpendicular to the ground and parallel to the body line. Stretch the left arm parallel to the ground in front with wooden handle in the hand. The right hand with the iron handle pulls the leziem open and bent at the elbow is held parallel to the ground as shown in the figure.

B. EXERCISES

EXERCISES 1: CHAR AVAZ

Starting postition: Leziem Hoshlar.

COUNT 1 : Bend forward bring both iron and wooden handles together near the toes, left palm facing forward and right palm facing backward. The leziem should be held parallel to the shoulder and to the ground. The legs should be straight.



fig. 9.6

COUNT 2 : Slightly lift the body up and pull the iron rod up to open the leziem near the knee. The left hand holding the wooden handle should be straight.



fig. 9.7

COUNT 3 : Stand up straight bend the right elbow at 90° angle make the forearm perpendicular and upper arm parallel to the ground. Take the wooden handle held by the left hand towards the inside of the right elbow. The left arm which bent at the elbow, also be parallel to the ground.



fig. 9.8

COUNT 4 : Lift the wooden handle up and pull the iron handle down. Keep the leziem open and hold it in front of your face in such a way that you look through the leziem.



fig. 9.9

EXERCISE 2: EK JAGAHE

Starting Position: Hoshiar or last Count of Char avaz.

COUNT 1 : Swing the Leziem towards the left and bend towards the left side. Join the two handles left side of the left ankle (see the figure). The wooden handle shall be inside and the iron handle shall be outside. The wooden handle is parallel to the ground and to the shoulder line.



fig. 9.10

COUNT 2 : Swing the trunk to the right side and slightly lift the body. Open the leziem as in count No.2 of Char avaz, near the right knee.



fig. 9.11

COUNT 3: Stand up erect, keep the trunk twisted to the right and perform as was done in count no.3 of Char avaz but on the right side.



fig. 9.12

COUNT 4 : Extend the left arm straight to the right side holding the wooden handle perpendicular to the floor and pull the iron handle near the elbow of the left hand as is done in 'Hoshiar'.



fig. 9.13

COUNT 5 : Bend body towards right, joint leziem outside the right fist.

COUNT 6 : Turn trunk towards left to strighten and open the leziem.

COUNT 7 : Strighten body, bend right elbow upto 90° and hold forearm perpendicular to ground. The upper arm should be parallel to the ground. Hold the longer handle inside right hand similar to count 3.

COUNT 8 : Stretch left hand towards right side and hold leziem perpendicular to ground. Pull the short hand of leziem towards body.

NOTE : During the first four counts (1-4) the leziem and body should swing from left to right and during the second four counts (5-8). The leziem and the body should swing from right to left.

EXERCISE 3 : AADI LAGAU.

Starting position : Hoshia or last count of Ek Jaghe

COUNT 1 : As in count - 1 of 'Ek JAGHE' on the left side.



fig. 9.14

COUNT 2 : As in count -2 'EK JAGHE' on the right side. (fig. 9.11)



fig. 9.15

COUNT 3 : As in count -3 of 'EK JAGHE' the left foot should be placed across the right foot with left foot touching the ground and toe helps mentain the balance of body.



fig. 9.16

COUNT 4 : As in count -4 of 'EK JAGEHE' on the right side. There is no leg movement.



fig. 9.17

COUNT 5 : As in counts -5 'EK JAGEHE', on the right side. The left leg is carried back to its original place. The weight is on both feet.



fig. 9.18

COUNT 6 : As in count -6 of the 'EK JAGEHE' on the left side.



fig. 9.19

COUNT 7 : As in count -7 of 'EK JAGEHE' on the left side and the right leg crosses over the left foot.



fig. 9.20

COUNT 8 : As in count -8 'EK JAGEHE' on the left side. There is no movement of the leg.

NOTE : Here all the leziem actions are similar to those of 'Ek JAGEHE' on all odd counts (3, 5, 7 & 1). The Position of the leg is changed.

Exercise 4 : GAJBEL

Starting Position : Hoshiar or last count of AAdi Lagav.

COUNT 1 : Keep the left foot forward, bend forward and join both handles of leziem as in 'Char awaz' Keep the knee straight.



fig. 9.21

COUNT 2 : Open the leziem near the left knee as in count -2 of Char awaz.



fig. 9.22

COUNT 4 : Join the right foot to the left, stand up and take the wooden handle of the leziem on the forehand as in count -3 of 'Char awaz'.



fig. 9.23

COUNT 5 : As in hoshiar position.

NOTE : Repeat same 1-4 counts for 5-8 counts Next 8 counts repeat the same 8 counts, but going backwards with right foot.

EXERCISE 5 : PAVITRA.

Starting Position : Pavitra hoshiar

Keep right leg one step backward and lunge on left leg as in fig. Hold the leziem in loshiyar position in front of the body.



fig. 9.24

COUNT 1 : Bend forward, join the two hands together as in 'Char awaz' without changing the leg position.



fig. 9.25

COUNT 2 : Turn the trunk to the right open the leziem between both the legs.



fig. 9.26

COUNT 3 : Slightly shift the weight to the right leg, Pivot on the right heel turn to the opposite direction. Lunge on the right leg, right toe pointing in the opposite direction. The leziem position as in count -3 of Char Awaz.



fig. 9.27

COUNT 4 : Pivot on both heels and turn to original direction. Left toe pointing in the original direction, lunge on the left leg in the original direction hold the leziem as in pavitra hoshiar. (i.e. fig No. 9.24)



fig. 9.28

Activities : Ask the students to practise the exercises daily.

LESSON - 10

DRILL AND MARCHING

The following skills will be learnt in this lesson:

- Savadhan, Visram, Kadam taal and Line formation.

Movements:

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

A. Savadhan:- Command-Class--Saav-Dhan.

Join the heels, keep the legs straight, distance between toes of both feet should be nearly 6" -7". The whole body should be straight the fist should be held against the thigh along seams of the pants, the head held high and the eyes looking straight forward.



Fig. 10.1

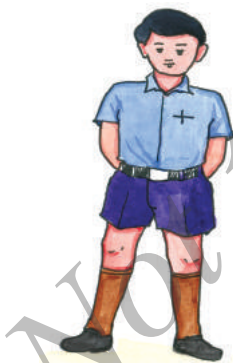


Fig. 10.2

B. Vishram:- "Command - Class Veesh---ram. lift the left leg about 6"-7" and place about 1.6 feet away from right leg. At the same time bring the hands back without losing contact with the body. lap the right palm over the left and the right thumb locks over the left thumb. The chest held high and shoulders broad. The body weight should be equally distributed on both feet.

C. Aaramse:- Command- "Class araa---se this is to provide rest in between. This must be used only in 'Vishram' position on the command 'Araamse'----relax the arms and the upper body. But do not leave the hands. Though relaxed, stand still.

D. Kadam - tal: command - 'Class kadam --taal'

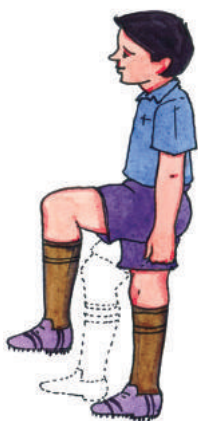


Fig. 10.3

On count one stamp the left leg on the ground and lift the right leg up and count two, stamp the right leg on the ground, and lift the left leg up. 'continue to stamp the legs rhythmically on the spot without moving forward. The hands should stay stuck to the body as in attention.

E. Tham: - Command - Class (on left leg---class---on right leg ----tham.) On the command count -1 stamp with left foot on the spot and lift the leg as usual and on count -2 join the right foot to the left and stop kadamtal.

F. Splitting the line :- for parade (teen line ban command - 1:- 'Class --- lamba dahine---chota Bayen--- mere samane --- ek line ban")

Command -2 - "Class -dahine se ek se theen tak geenti - kar"

Children counts from the right 1-2, 3, 1-2,3, till the end of the line.

Command-3 Number ek- apne jagah par, Number do- do kadam aage, Number teen, - char kadam aage, katara pahal jao, the students follow the instructions and form three lines.

Command-4 "Class dahine chalega, Dahine..., Mood, on this command the students turn to their right and form three lines taking one arm distance to their front and right side.

Activity : Ask the students to practise all the above skills at their home.

LESSON - 11

RECREATIONAL GAMES

Every one wishes to enjoy ones leisure time. The activities in which an individual or a group of individuals indulge in activites to satisfy desires; they are known as recreational activities. The charactristics of such games are as follows:-

- They have no specific rules and time.
- They have no specific space and measurments
- There is no specific rule for the number of players.
- Main objective of the game is active participation of normal and handicaped students.
- The students who get out while playing the game are asked to contiune the play till the end of the game.

1. Bull Fight

2. Post Office

3. Lagori

4. Teacher and Student

5. Fisherman's Net

6. Touch with the Foot

7. Good Morning

8. Gandhiji, Swamiji, Netaji

9. Ant's Line

10. Find the Leader

11. Snake and Mongoose

12. Carrying the partner

1. BULL FIGHT

Divide the students in to two equal groups and make them stand in two lines facing each other. Give them serial numbers to both the lines. Now teacher should call any one number, same number from both the lines should hopping on one leg while holding the other leg with both hands at the back. The knee of the folded leg should be pointed down, and come to the small circle push each other with their shoulder. The one who losses his balance and falls on the ground or leaves the non hopping leg or is pushed out side the circle will loses the contest. The winner gets a point, the play continues.



fig. 11.1 Bull Fight

“Strength is life, weekness is death”

Note : To avoid injuries the students are asked to push with their shoulder and not use their heads.

2. POST OFFICE

Make the children stand in 7-8 equal lines and name each line e.g. Bengaluru, Mysuru, Bidar etc. The leader stands outside and says mail goes from Bidar to Bengaluru. Immediately children named Bidar and Bengaluru change their place while the leader runs and stand in the vacant places. The player who does not get the empty place becomes the leader and tells the names of other places. In this way the game continues, everyone should get a chance to be the leader.

“Bend the Body, Mend the mind”

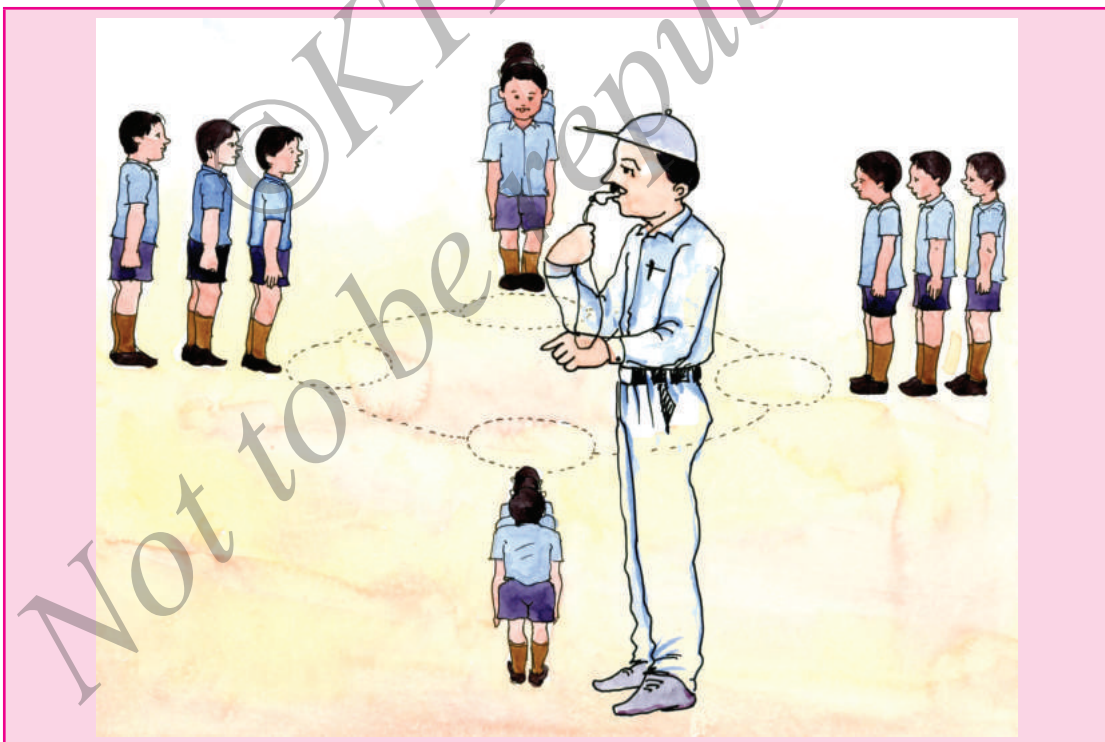


fig. 11.2 Post office

Note : This game will be practised as a lead up game for Kho-Kho

3. LAGORI

Divvide the children into two groups. Take 7-8 small flat stones keep them one above another at a distance of 8 to 10 mtrs away. A child in a group who won the toss will try to hit the stones 3 times by a ball and make them fall. Another group standing behind the lagori will try to catch the ball. If they catch the ball his/her turn, who was striking at the stones is over. Another chance the group which strikes the lagori and continues makes them fall have to run fast, the other group try to hit the opposite group with the ball. If the ball hits the player above the knee they have to strike at the lagories. The lagori group who struck the lagori has to escape form the hit and arrange the stones one above the other as before. So that they will score a point again the same group will strike at the lagori and also they can kick the ball far so that one among them can arrange the lagori. The opposite group can pass the ball to the one who is near the lagori so that he/she can avoid them in arranging the stones.

“Try again and again until you succeed”.



fig. 11.3 Lagori

4. TEACHER AND STUDENT

Make a circle in a group identify one as a teacher and another as a student, remaining should stand inside the circle. When the teacher order his student to 'Catch' the student has to bring the captured one to the teacher. The teacher guides them and order both to catch the others, like this the play continues. The one who could not be captured or remains till the end should be rewarded as the 'best student'

"Sight till you have eyes, run till you have legs"

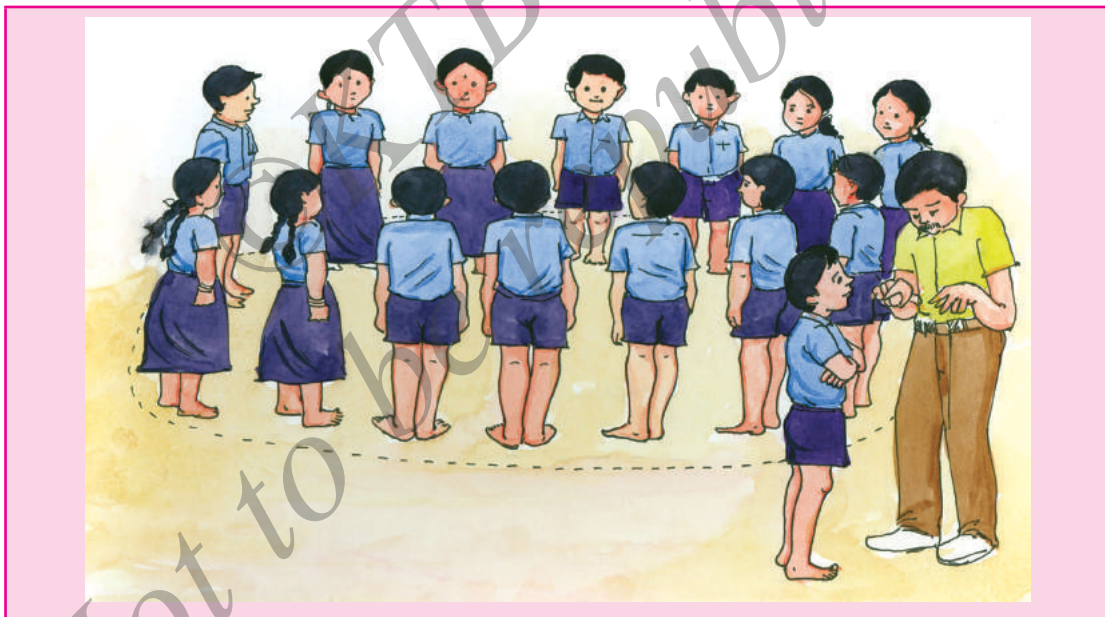


fig. 11.4 Teacher and student

Note : Teacher decides the game duration according to student strength.

5. FISHERMAN'S NET

Draw a circle among the players one should be a fisherman. remaining should be inside the circle. When teacher blow the whistle the fisherman tries to catch the fishes inside the circle, the fishes tries to escape, if any one caught by fisherman, should hold the hand of the fisherman and both will try to capture other fishes. The captured one becomes the fisherman's net. The last two of the net should be the fisherman the fishes can escape below the net, but should not cut the net. The one goes out of the circle will join the net. The one who remains till the end is the 'strongest fish' and he has to be rewarded.

“What is superior to brute force”

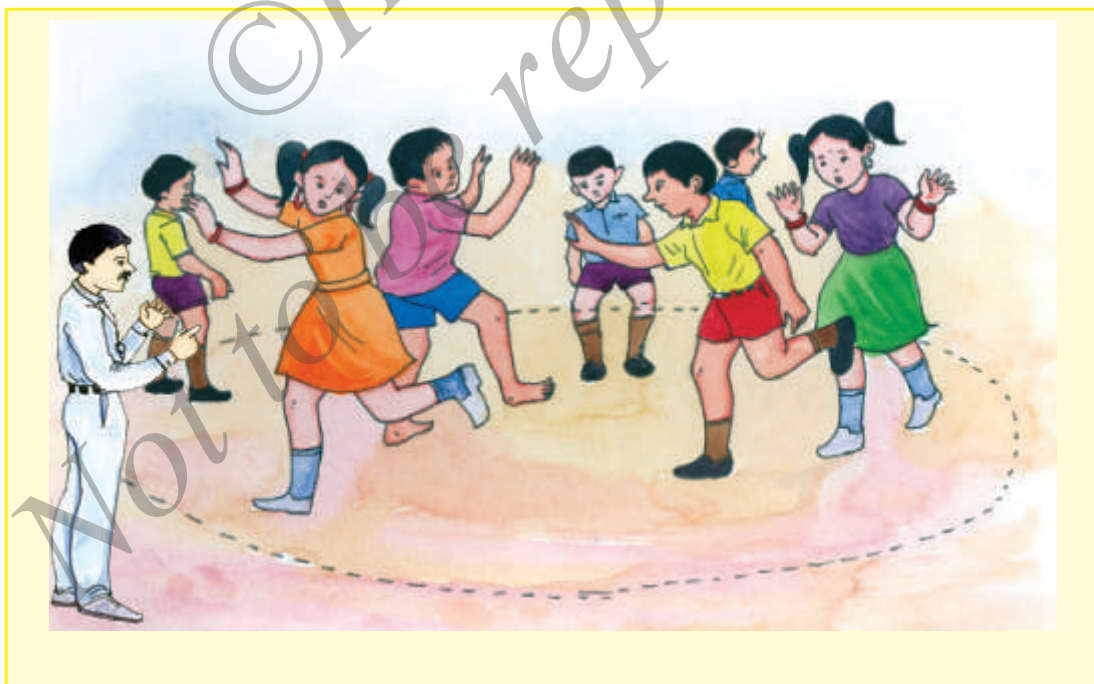


fig. 11.5 Fishermen's Net

Note : This game can be practised as a lead up game for the game Kabaddi.

6. TOUCH WITH THE FOOT

Mark a circle, let the children be in the circle. One among the children will be the (donkey) let the palms and legs be on the ground. (Like a donkey) when the teacher says 'start' the donkey walks inside the circle. He/she has try to touch the children in the circle by his/her leg. If it happens so the touched student will be the donkey. One who moves out of the circle will also be the donkey. In these two, whichever happens earlier will be the donkey and the game continues. The donkey should not lift its fore legs nor stand.

"Hard work pays off"



fig. 11.6 Touch with the Foot

Note :

This game can be practised as a lead up game for the game Kabaddi

7. GOOD MORNING

Let the children sit in a circle one among them will be out of the circle. That child has to run around the other children. The child should touch whom he/she wishes and run. They both shake the hands and wish each other “good morning how are you?” after saying this whoever comes first to the vacant place will occupy the place. The other will run and the game continues the same. All should get the chance.

Arise, awake stop not till you reach the goal.



fig. 11.7

8. GANDHIJI, SWAMIJI, NETAJI.

The players should stand in a semi circle. The teacher should stand in front of them. When teacher says “Gandhiji” the players should act like holding a stick in right hand. When the teacher says “Swamiji” the player should join both the hands and bend their head. When the teacher says “Netaji” the player should stand in attention and salute. In this way the teacher should repeat the names and observes the children and test their concentration. One who the mistakes is considered out and teacher asks them to help the teacher. And the game continues until the last student.

“ The More you speak the less you work”.

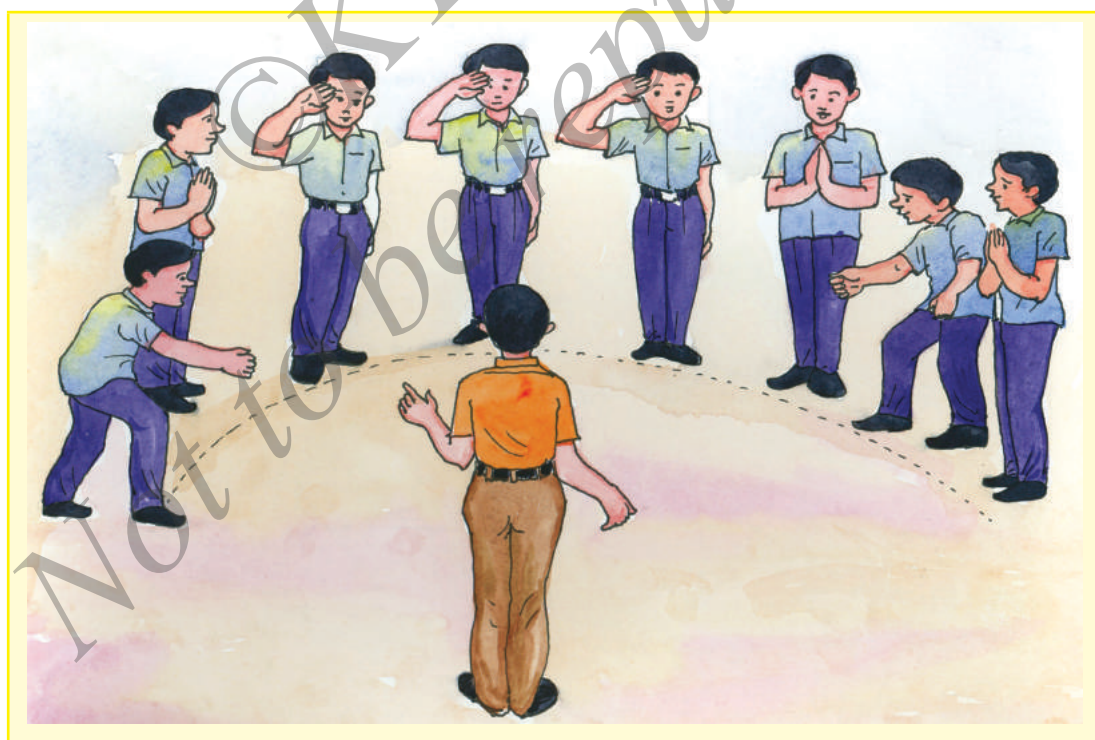


fig. 11.8

9. ANT'S LINE

Divide the players in two groups equally. Draw the starting and the end line at a distance of 20 mtrs. When the teacher blows the whistle the players of the both group starts crawling like ants one behind another. The last player of whichever group reaches the end line first will be the winner.

“Health and happiness by play”

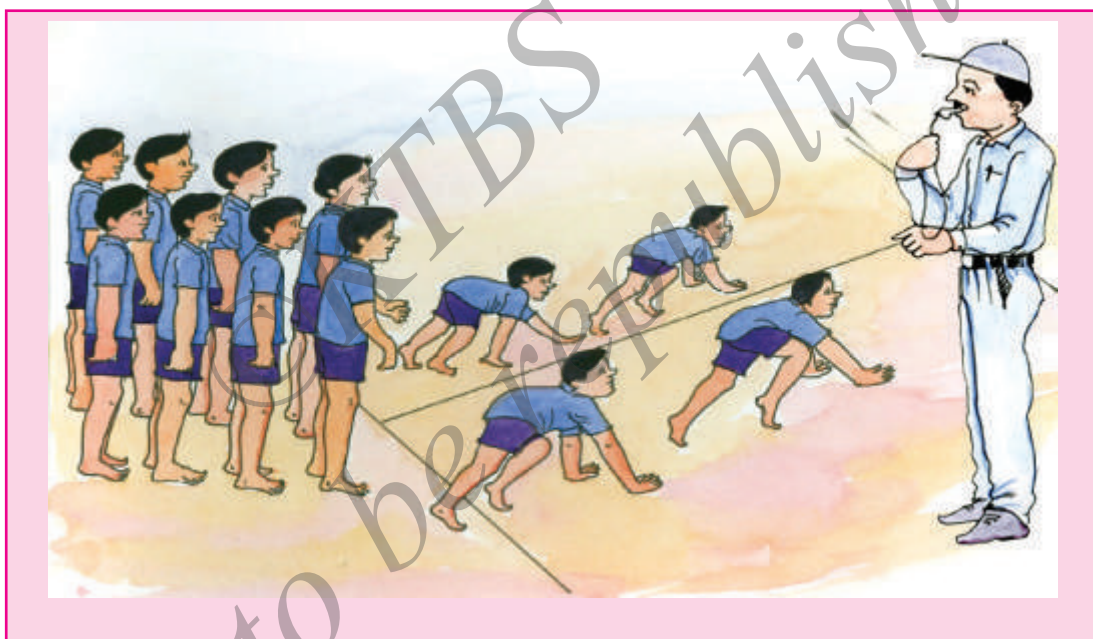


fig. 11.9

Note :

This game can be practised as a lead up game for the game Kho-Kho

10. FIND THE LEADER

Teacher asks all the students to stand in a circle. Among the students teacher appoints one student as a policeman and ask him to stand little away from the circle. After that teacher appoints another student as leader of the circle. After the clap the game starts. The police man comes in the circle and at the same time the circle leader performs various activities without coming to the knowledge of policeman and others have to follow the leader. At that policeman has to find the leader. If he finds the student leader he becomes a policeman and the game continues.

“Every human being is unique”



fig. 11.10

11. SNAKE AND MONGOOSE

Teacher asks all the students to stand in line according to their height. One of the tallest students stands in front of the line and the shorter students followed him. The tallest student raises his hands and makes a posture of a snake head and other students hold the trunk of each other and make a snake formation. One student who nominated as a mongoose will try to touch the tail or lost boy of the line but snake head try to stop the mongoose. If the mongoose touches the tail then that student becomes the snake head and the tail student becomes the mongoose, in this way the game continues.

“Try to reach the goal in any circumstances”



fig. 11.11

Note : (This game can be practised as a lead up game for the game Kho-Kho)

12. CARRYING THE BUNDLE

Teacher makes two equal groups of students and asks them to stand in two line in their respective groups. Then teacher draws two starting line at a distance of 15-20 mtrs. Then teacher places an object in the circle of the marked area. After the whistle by the teacher, each student has to pick one student of the group on his back and starts to run towards the center object and returns to their respective group. The group which finishes the first will declared as a winning team.

“A healthy person is an asset to the nation”

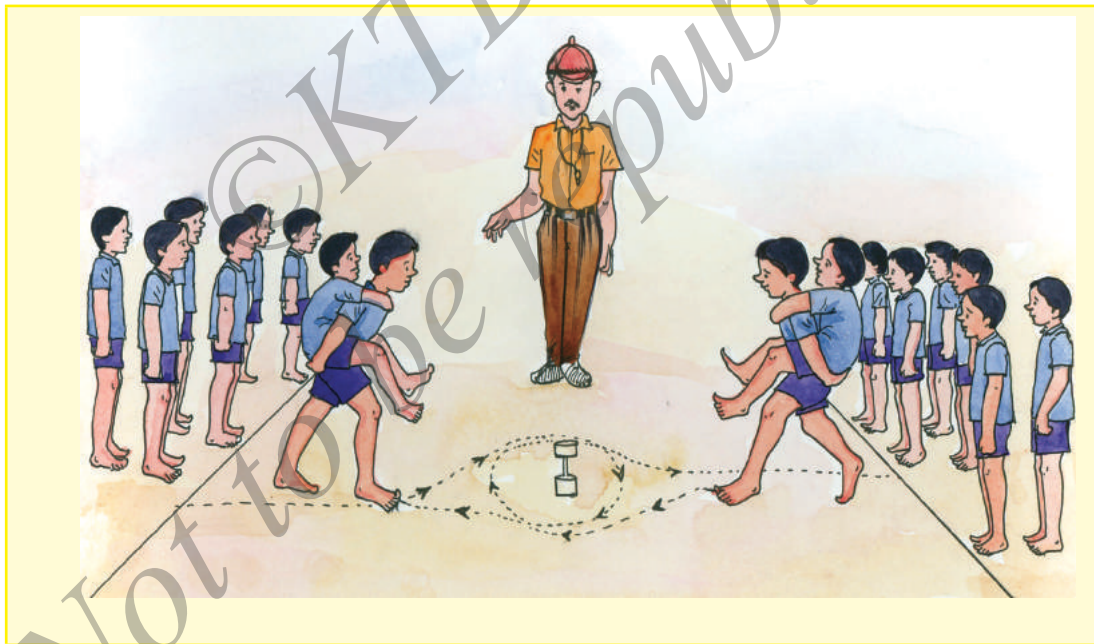


fig. 11.12

Note :

This game can be practised as a lead up game for the game Kabaddi

LESSON - 12

NATIONAL INTEGRATION

A Zanda Ooncha Rahe Hamara

Zanda Oonchaa Rahe Hamara
Vijyaee Vishwa Tiranga Pyara || Zanda Oonchaa ||
Sada Shakti Sarasanewala
Premsudha Barasanewala
Veeronko Harshanewala
Matrubhoomika Tanumana Sara || Zanda Oonchaa ||
Shanana Isaki Jane Paye
Chahe Jan Bhale Hee Jaye
Vishwa Vijay Karke Dikhlaye
Tab Ho Wey Prana Poorna Hamara || Zanda Oonchaa ||
Aavo Pyare Veero Aavo
Ek Sath Sab Milkari Gao
Bharath Maki Jay Jay Bolo
Zanda Hein Pranase Pyara || Zanda Oonchaa ||

Syamalal Gupta.....

(Note :- Teacher can give practice to the student by using band set or any other music sets).

SUMMARY:

The Tri colour Flag is flying in the sky. It gives energy and love to all the brave people of India.

To save the pride of India we are ready give up our life for our country. And we are proud for that we are ready take an oath to make it complete.

Come lovely brave people sing all together. Say Jai Jai to Mother India. The Tri colour is more than our soul and life.

(Note :- The teacher may teach any other songs if time permits).

PART-2 THEORY

LESSON - 13

MEANING OF PHYSICAL EDUCATION

Meaning of the following components will be learnt in this lesson:

- Meaning of Physical Education.
- Definitions of Physical Education.

Introduction:-

Physical education is an integral part of general education, where as general education stresses the theoretical aspects and physical - education practical as well as theoretical.

Definition:-

1. Learning by doing various physical activities is physical education.
2. According to Marshal "Learning by doing is physical education".
3. According to C V Bukker "Physical education tends towards the overall development of human kind i.e., physical mental, social, and emotional."

"Sharira Madhyam Khalu Dharma Sadhanam"

A student can be made strong by giving exercises to various parts of the body through physical education. It helps in inculcating leadership qualities like courage, sportsman spirit, cooperation by means of enjoyable play. In this way physical education helps in creating good citizen of nation.

The aim of physical education is to provide physical activities to every child and create healthy environment. Physical education is through physical activities. It strengthens

physical, mental and social dimensions of a person. Sports, games and other physical activities included in physical education help in the development of personality.

“Better to construct a stadium instead of ten hospitals.”

-Swami Vivekananda

“Life without sports is equal to a rotten fruit”

EXERCISE

I Fill in the blanks.

1. Education is theoretical and physical education is _____.
2. Regular exercises develop _____.
3. Physical education helps in the development of body and _____.

II Match the followings:

A

1. Fit body
2. Life without sports
3. Exercise

B

immunity
sound mind
rotten Fruit

LESSON-14

KABADDI

The following components will be learnt in this lesson:

- History of the game
- Rules of the game
- Skills of the game

Introduction:-

Kabaddi is one of the purely indigenous game that has its roots in villages of India, and developed upto the Asian games. Kabaddi is a game of physical abilities and tactics. It is simple and least expensive. This game requires small area and no specific equipments. Strength, agility, concentration and courage are necessary for this game.

History:-

It is believed that Kabaddi is played in early “Mahabharatha”. It was played in different parts of India, under different names such as Chudu-gudu, Hututu, Hu-du-du- etc.

The game was named “Kabaddi” in 1918 at Amaravati of Maharashtra. The word “Kabaddi” was originally “Koun Bada” which means Challenge to the opponent “who is great”

➤ In 1923 the first rules were made by Baroda’s ‘Hind Vijay Gymkhana’, in the early days it was played as Jaimini, Amar and Sanjeevini methods. Now a days all three methods are in use.

➤ In 1950 “All India Kabaddi Federation” was established and rules have been reframed.

➤ In 1972 Amateur Kabaddi Federation of India was established.

➤ The game Kabaddi was included in Asian Games in the year 1990 Beijing Asiad.

General Rules of the Game:-

1. There shall be 12 players in a team where 7 players are active players and 5 players for substitute.
2. Raider has to start chanting Kabaddi from his court in one breath.
3. When all the players of team get out the opponents team get 2 extra points as “Lona”
4. Players shall not come in contact with the restricted area (Lobbies) except during a struggle.
5. If a raider crosses bonus line in the presence of atleast six anties, the raider’s team is awarded one bonus point. Players who are put out shall not enter the play on bonus points or any technical points.
6. Players cannot enter the court for bonus points and technical points. Technical points are awarded during:
i) Late entry ii) Double entry iii) Raid for more than 30 seconds iv) Not returning to court within 5 seconds when all opponents are out. v) Giving instructions to same team player when he is in opponent court. vi) Players stepping out of the court during time out.
7. Players are not allowed to cross the endline at the time of play. If they do so players declared as “out”.

Important Skills :

- a. Offensive skills b. Defensive skills

a. offensive skills / Attacking :

1. Cant
2. Movement
3. Entry
4. Leading leg raid
5. Shuffling foot raid
6. Natural leg raid
7. Running hand touch
8. Simple toe touch
9. Back kick
10. Side kick

b. Defensive Skills :

1. Wrist catch
2. Ankle catch
3. Thigh catch
4. Chain catch (positions of the players)

4. Position of players :

- 2 - 3 - 2 ➤ 2 - 1 - 2 - 2

“Healthy body is Palace for soul”

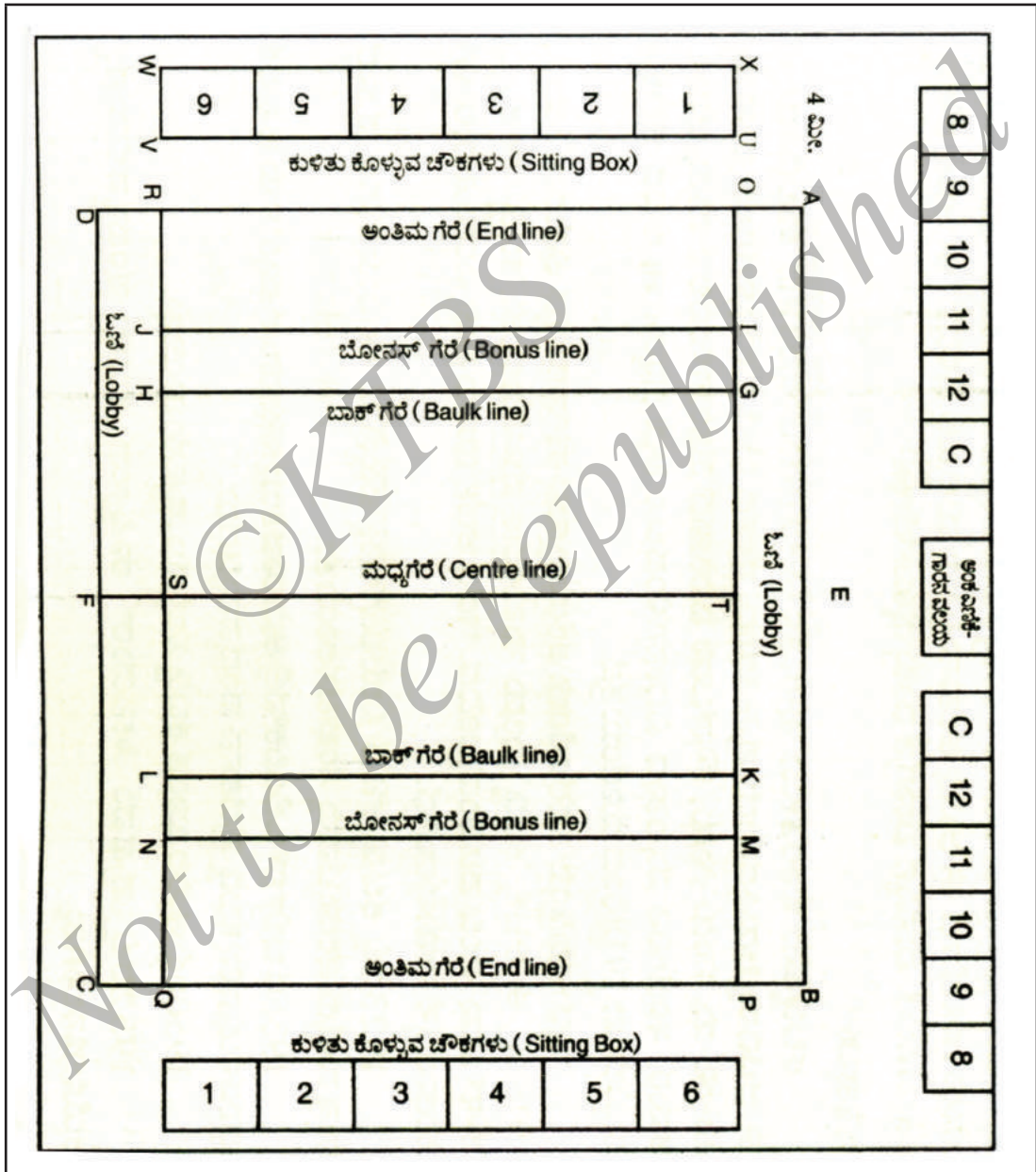
Introduction of court :- Court should even and soft mud layer. And There should be 4 to 5 meters free area from the court.

Competitions conducted by Department of Public Instructions in Karnataka and Player categorization for the tournament.(SGFI):-

| Section | Gender/Age | Dimensions of the court | Body weight |
|----------------|-----------------------------|-------------------------------|-----------------------------------|
| Primary School | Boys & Girls under 14 years | 11×8 Mtrs 15 - 5 - 15 = 35 | 51 k.g. (Boys) 48 k.g. (Girls) |

KABADDI COURT

Diagram of court



Exercises

I Fill in the Blanks.

1. Kabaddi word is derived from _____ word.
2. Lona means _____ Points.
3. Cant is a _____ skill.

II Tick the appropriate answers among the following

1. Total number of players in Kabaddi _____
a. 7+5 b. 8+4 c. 6+6 d. 9+3
2. Bonus point provides a team with _____ points.
a. 1. b. 3. c. 4 d. 2
3. The game of Kabaddi got its name in the year _____
a. 1818 b. 1919 c. 1920 d. 1928

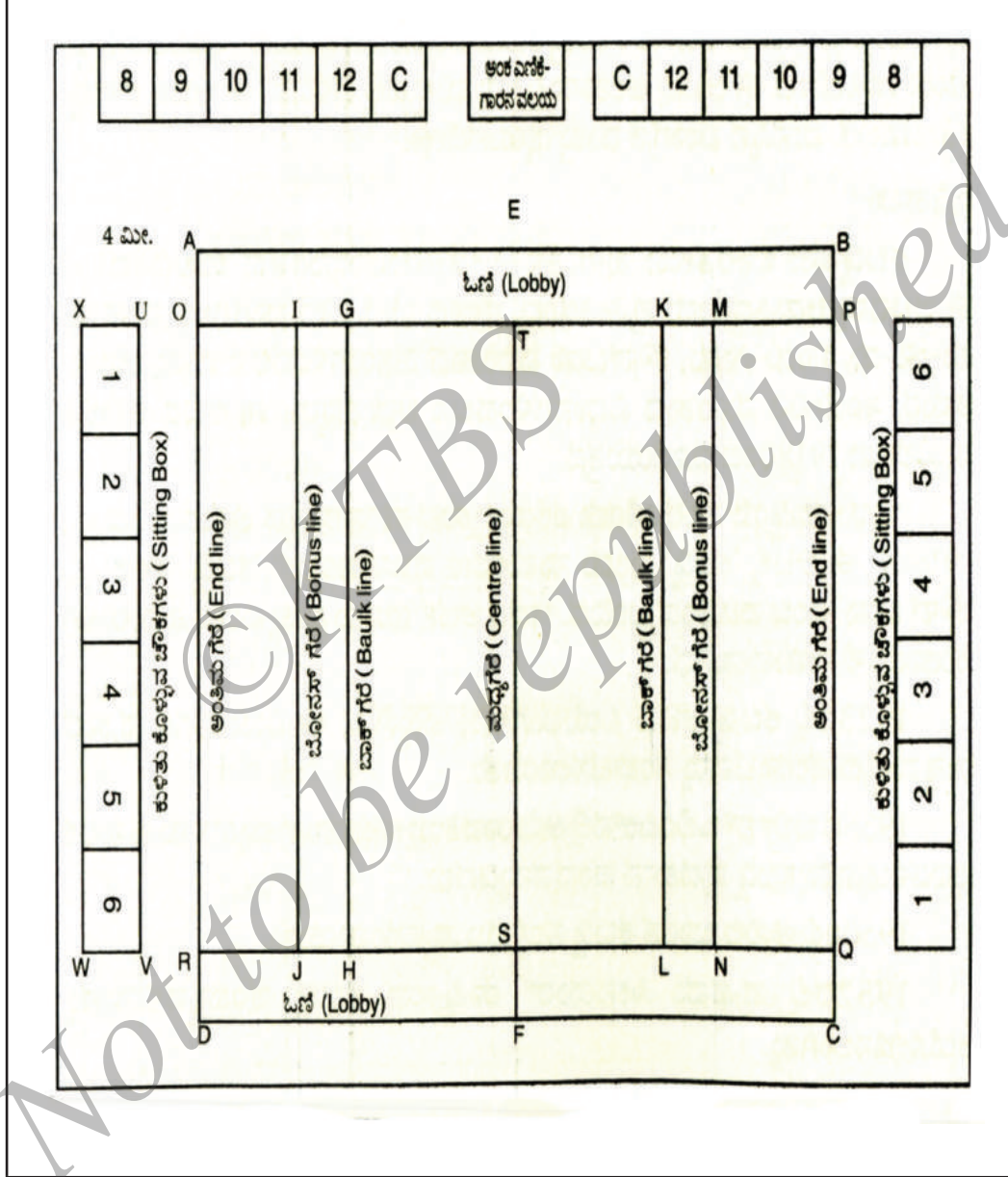
III Match the followings:

- | A | B |
|------------------|-------------|
| 1. Raiding Skill | Koun bada |
| 2. Defensive | Back kick |
| 3. Kabaddi means | Ankle catch |

IV Answer the following in one sentence.

1. How should be a Kabaddi court?
2. Which is Indias ancient sport?
3. How many types of skills are there?
4. 00000

Kabaddi court.



LESSON - 15

KHO-KHO

The following components will be learnt in this lesson:

- History of the game. ➤ Rules of the game
- Dimensions of Kho-Kho court.

INTRODUCTION:-

The game of kho kho is a purely an indigeneous game. This game is very popular among the people of India and is fast becoming a national sport.

Speed is of utmost important in this game. Abilities like strength, endurance, agility and team work also play an important role in this game.

HISTORY

The game of kho kho has been a popular sport since ancient days. This game had its foundation at Pune in Maharastra. This game was played during festivals like Holi, Deepavali and Dasehara. National leaders like Tilak, Gokhale and Paranjape worked for the development of this game. Due to the Popularity of the game and national pride this game evolved and developed.

There are no proof to suggest how and when this game came in to exist. Some historians believe that the word “kho” had its origin from the Sanskrit element “Sev (Touch Go)”. Earlier this game was played in temples where players used to run from the pillar to pillar to catch the other players, many other games similar to the game of Kho Kho were played in different parts of the country.

DEVELOPMENT OF THE GAME KHO KHO:- The Pune Deccan Gymkhana was the first institution in the year 1914 framed some rules for the game of kho kho. Later in the year 1924 the “Akhil Maharashtra Shikshan Mandal” started a coaching course for the game kho kho and in the year 1935 published a rule book titled “Rules of kho kho. Kho kho was played as an exhibition game during the 1960 Olympic at Berlin.

The kho kho federation of India (KKFI) came in to existence in the year 1957. This game saw many changes in the year 1960. Many skills and techniques were introduced to this game during that period. In the year 1960 the first national kho kho championship was held at Vijaywada in Andhra Pradesh. This game also exhibited at the Asian games during year 1982. KKFI and other institutions have been working hard for the development of this game.

INTRODUCTION OF THE PLAY FIELD AND MEASUREMENTS:

1. END LINE :- This line indicates the width of the kho -kho court. Line AD and BC indicates the end line.

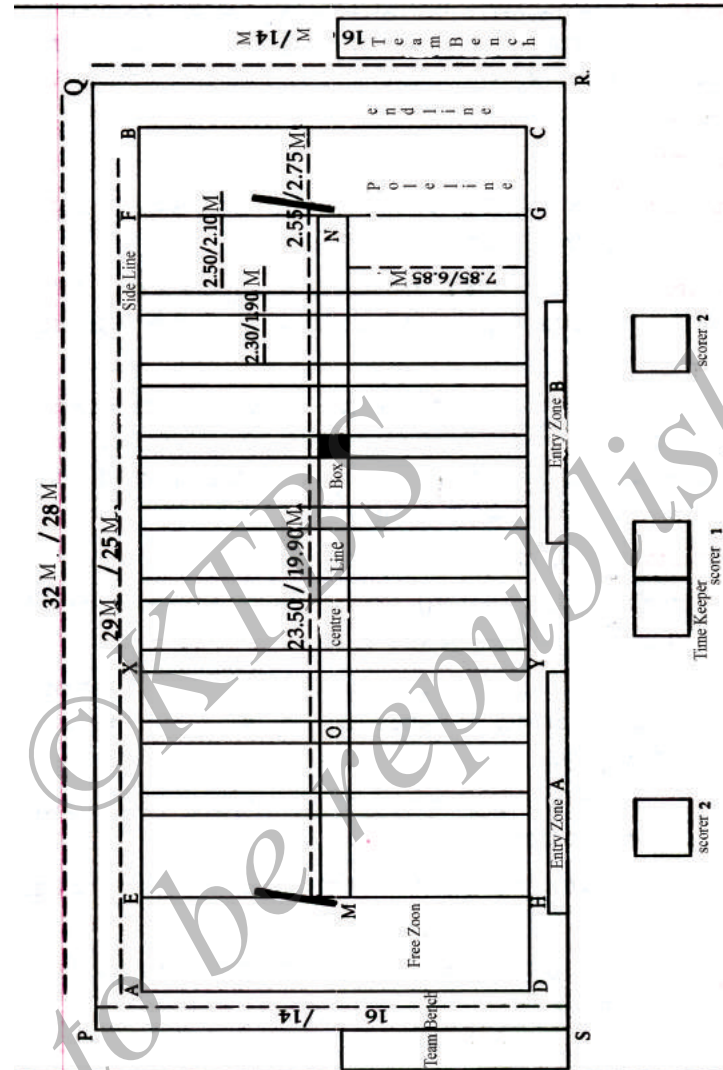
Measurements :- Sub Jr. Boys and Girls: 14 mtrs

Jr. Boys and Girls 16 mtrs

2. SIDE LINE :- This line indicates the length of the court. Line AB and DC indicates the side line.

Measurement :- Jr. Boys and Girls: 29 mtrs

Sub Jr. Boys and Girls: 25 mtrs.



3. **GROUND :-** The portion indicated as ABCD in the figure is called as the ground. The area enclosing the end line and side lines are called as the kho kho ground.
4. **COURT :-** The rectangular area enclosing EFGH between the two post line is called the court.
5. **POLES :-** Two solid wooden poles firmly fixed in the center of the two pole lines of the court (M&N)

Height of the pole; 120 cm to 125 cm

Circumference of pole: 9cm to 10 cm.

6. POST LINE :- Lines EH and GF indicates the post lines.

7. CENTER LANE :- A line which is 30 cm wide indicates as MN is called as centre lane. Measurements Jr. Boys and Girls: 23.50 mtrs. Sub Jr. Boys and Girls: 19.90 mtrs.

8. CROSS LANES :- Box indicating XY measuring 30 cm x 16/14 mtrs are drawn parallel to the post line.

9. SQUARES :- There will be 8 squares measuring 30x30 cms. These squares are formed by the cross lanes cutting through the centre lane at equal distances. These squares are meant for the chaser to sit before receiving kho.

10. FREE ZONE :- Rectangular area indicating ADHE and BCGF.

11. LOBBY :- A free zone area of 1.50 mtrs around the ground PQRS.

CHASERS:- There are total of 9 chasers during the play out of which 8 chasers occupy one square each. The 9 th chaser is an active chaser who tries to catch the dodger.

ACTIVE CHASER- The 9th chaser chasing to touch the defender is called the active chaser.

DODGER/RUNNER :- Players other than the chasers are known as dodger or runner.

DEFENDERS :- The 3 players present in the ground during play and try to dodge themselves from the chasers are called defenders.

GIVING KHO :- An active chaser who gets behind a chaser sitting in a box and taps his back and shouts “kho”

FOUL :- When an active player violates any rule it is called foul.

TAKING DIRECTION :- Any direction taken by an active chaser from one post line to the other is called taking direction.

SHOULDER LINE :- An active chaser running in the direction in which his shoulder is directed is shoulder line.

RECED LINE :- After having taken a direction and having covered an area in the court moving backwards or changing of direction is called recede.

LEAVING THE FREE ZONE :- Losing contact of the ground in the free zone area with both feet and entering the court by the chaser is called leaving the free zone.

OUT SIDE THE GROUND :- When a dodger loses contact of both his feet and touches the area outside the ground it is said to be outside the ground.

ENTRY :- A dodger after having lost contact with area outside the play field and then regains contact with the play field is called entry.

EQUIPMENTS REQUIRED TO ORGANISE A KHO KHO TOURNAMENT:-

- | | |
|------------------|------------------|
| ➤ 02 poles | ➤ Score board |
| ➤ Marking rope | ➤ Time indicator |
| ➤ Measuring tape | ➤ Marking powder |
| ➤ Stop watch | ➤ Whistle |
| ➤ Score sheet | ➤ Sports wear |

RULES OF THE GAME:-

1. After winning the toss the captain of the team should inform the umpires if his team chooses to chase or dodge.
2. At the start of play 3 players of the dodging team should enter the ground.
3. While the game is played a passive chasers shall not get up without getting kho or changing his direction.
4. An active chaser should not touch or cross the centre lane during chasing.
5. No player sitting in the square should get up from his square before getting a kho from the active chaser.
6. An active chaser after having lost the contact with the cross lane should move in the same direction and can give kho to the next sitting chaser.
7. When a active chaser is moving ahead in a cross lane he has the liberty to either turn left or right.
8. Chaser should not obstruct the dodger
9. Active chaser have no restriction of the free zone.
10. An active chaser may leave the play ground but should not change his direction of run.

11. If a dodger loses contact with the play field and comes in contact with the ground outside he is declared out.
12. If an active chaser touches a runner without any foul dodger it declared out.
13. When an active chaser commits a foul the official shall indicates foul with small sound of whistles and hand signals. After the whistle the chaser can change his direction of run and give kho to a sitting chaser.

RULES OF THE MATCH :

1. A kho kho team consists of 12 players. Among them, 9 players will be playing and and 3 players are substitutes.

DURATION OF THE GAME:-

| 1st Innings | | | | | 2nd Innings | | | TOTAL |
|--------------------------------------|----------|-------------|----------|-------|-------------|-------------|----------|--------|
| Sections | Turn 1 | Short Break | Turn 2 | BREAK | Turn 1 | Short Break | Turn 2 | |
| Men/ Women/ Jr.boys / girls | 9 Min | 5 Min | 9 Min | 9 Min | 9 Min | 5 Min | 9 Min | 55 Min |
| Sub Jr./ boys / girls | 7 Min | 3 Min | 7 Min | 6 Min | 7 Min | 3 Min | 7 Min | 40 Min |

EXERCISE

I Fill in the blanks

1. Length of the Jr. boys kho kho field is _____mtrs and breadth is _____ mtrs
2. The game of kho kho started in _____ state.
3. The rules for the game of kho kho were first published in _____
4. Height of kho kho pole is _____

II Tick the appropriate answer:

1. The word Kho has been derived from the following word
a). Pyu b Sev c. Que d. shu
2. All India Kho Kho Federation was formed in the year _____
a. 1967 b. 1977 b. 1957 d. 1987
3. Kho-Kho game was exhibited in the 1936 _____ Olympics
a. Beijing b. Berlin c. Athens d. China

III Match the following

- | A | B |
|-------------|--------------------------|
| 1. Chaser – | Defending player |
| 2. Dodger – | Violation of rule |
| 3. Foul – | 30x30 cms |
| 4. Lobby – | player of attacking team |
| 5. Square – | 1.50 mtrs |

IV Answer in one sentence

1. Give the expanded form of KKFI
2. Which is the institution which framed the rules of kho kho for the first time?
3. How many innings are there in the game kho kho?
4. How many players are there in Kho-Kho team?

LESSON - 16

FOOTBALL

The following components will be learnt in this lesson:

- History of the game. ➤ Rules of the game
- Dimensions of the Football ground.

INTRODUCTION:

Football is one of the most popular games in the world. This is also called 'Soccer'. More than 200 countries play football in the world. This game is a kicking game. Many people like to play football. Passing the ball to teammates, dribbling, controlling the ball and attempting to kick the ball into opponents goal are the purposes of this game. The team which scores maximum number of goals in the specified time is declared winner.

HISTORY:

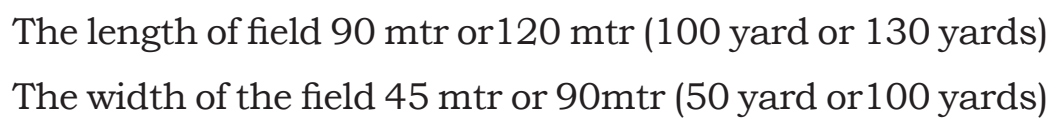
It is believed that the sport of football was in existence before 500 B.C. Modern football started in 1863. The guardians of football established "London Football Federation" and called the sport "Kicking Game."

Federation International de football Association (FIFA) was established in 1904 at Paris. This Association organized its first world cup at Uruguay. All India Football Federation was established at Simla in 1937. FIFA governs the football sport all over the India.

In 1900 the sport of football was included in Olympics

Measurements of Football field :

The football field is rectangular depending upon the size of the play field available, the football field may be accommodated.



Equipments required to Organise the game Football :-

- Ball ➤ Goal Posts ➤ Flags ➤ Whistle ➤ Nets
- Stop watch

1. Ball :-

The circumference of the ball is 68 c.m. to 70 c.m. The weight of the ball is 410 gram to 450 gram. Football is made of synthetic leather. The ball is sperical in shape.

2. Goal posts :-

The goal shall be 7.32 mtr (8 yards) wide the height shall be 2.44 mtr (2.67 yards). There shall be a net across the goal to stop the ball within the goal.

3. Flag :-

Total 6 (six) flags used in the football field. The flags shall be 5 feet above the ground. Four flags are fixed in the four corner of the field and the remaining two are fixed 1 yard (3 feet) away from the side line.



fig. 16.1 Flag

GENERAL RULES OF THE GAME :-

For the healthy and fair play every sportsman should know the general rules. It helps in development of the game.

1. There should be 16 players in a team, but only 11 players can actively play the game.
2. The toss winning team gets to choose either to start the game or the side (goal) they defend.
3. Duration of the game should be two halves of 45 minutes and 15 minutes rest in between.

4. The game should start with the kick off at the center line.
5. It is a foul, if the ball touches the hand during game.
6. It is 'Goal' when the entire ball passes through the mouth of the Goal post.
7. When the ball goes out through the side line 'Throw in' will be given.
8. When a defensive player kicks the ball out of field over the end line the offensive team gets a 'Corner Kick'.
9. For an intentional 'foul' within the goal area by the defensive team, 'A Penalty Kick' is awarded to the offensive team.
10. During the game only three substitution may be allowed.
11. If no goal is scored in the stipulated time or if the goals scored by both teams are equal, an extra time of 30 minutes (2 half of 15 minutes each) is played. After extra time if the goals scored are still equal, 5-5 penalty kicks 'Tie breaker' rule is used. If the tie is still not resolved, 'Sudden death' rules (1-1 penalty kicks) is enforces.

EXERSISE

I. Fill in the blanks :-

1. _____ is the another name of football.
2. In the _____ year modern football was started.
3. The Width is _____mts and length is _____mts of football court.

II Tick the appropriate answer

- Weight of the football is _____
a. 410- 450 gms b. 260- 280 gms
c. 400- 410 gms d. 450-480 gms
- Football is also known in China by the name of _____
a. Isu chu b. Chu shu yu c. Mi Suchu d. Kick chu
- The All India Football federation was started at Simla in the year _____
a. 1947 b. 1938 c. 1937 d. 1949

III Match the following

- | A | B |
|-------------------------------------|--------------------|
| 1. Playing time of football | Uruguay |
| 2. Number of football players | 90 minuts |
| 3. First Football world cup held at | 15 - 15 extra time |
| 4. If goal equalise | 11+5 |

IV Answer in one sentence :-

- In early days in Chaina what was football known as?
- When did Football Association founded?
- In which year the football game was introduced in Olympics?

LESSON -17

ATHLETICS

SPRINTS

The following components will be learnt in this lesson:

- Running events.
- Rules of sprinting events
- Fouls committed by the sprinters.
- Track formation
- State, National and International records

Introduction :

Athletics is known as the father of all the sporting events. In 400 mtrs standard track one can organize running events, throwing events, and jumping events.

The word “ATHLETIC” is derived for Greek word “ATHLAN” which means “COMPETITION” A standard track consists of two straights and two curves.

Various Sprinting Events:

100 meters, 200 meters, 400 meters, 60 meters hurdle race (indoor), 100 meters hurdles, 110 meters hurdles and 400 meters hurdles row.

Sprints are divided into 2 catagories

1. Short distance sprints - 100m, 200m, 80m, 100 m hurdles. 110 hurdles.
2. Long distance sprints - 400m, 400m hurdles.

Basic rules of the sprint events:

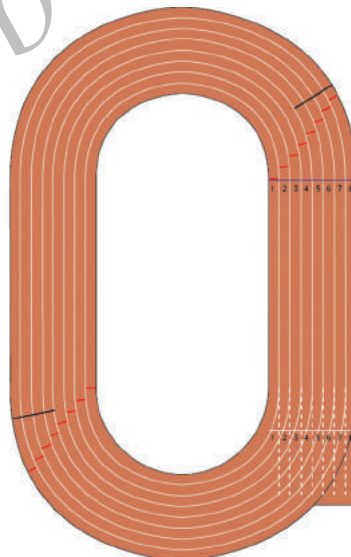
1. Athlete should take crouch start.
2. Athlete should run in his own lane.

3. Spikes or shoes must be used for the competition.
4. Athlete should wear a sports uniform.
5. Athlete should follow the commands of starter.

Fouls:

1. Foul start of any Athlete for the first time has to be warned and if any athlete does for the second time he will be disqualified from the competition.
2. Cutting of track for advantage of distance means disqualification.
3. Disturbing the other competitors during the competition also disqualification.
4. If an athlete found drugged during the competition he will not be allowed to participate in the competition. If the athlete is found guilty after the competition in such cases, the medals and prizes will be withdrawn from the athlete and he will be imposed ban for a several years or for life time.

Construction of Track and Measurement:



Types of Events:

SCHOOL GAME FEDERATION OF INDIA (SGFI) conducts 100 mtrs, 200 mtrs, 400 mtrs, and 600 mtrs track events to under 14 years school children.

State, National and International Records:

State Records (Men Section):

| | | |
|--------------------|--------------|----------|
| 1. Lionel Johnas | 100 Mtrs Run | 10.4 Sec |
| 2. Clifford Joshef | 200 Mtrs Run | 21.0 Sec |
| 3. Uday K Prabhu | 400 Mtrs Run | 46.6 Sec |

State Records (Women Section):

| | | |
|---------------------|--------------|-----------|
| 1. E. B. Shaila | 100 Mtrs Run | 11.5 Sec |
| 2. Ashwini Nachappa | 200 Mtrs Run | 23.4 Sec. |
| 3 Rosa Kutti | 400 Mtrs Run | 53.6 Sec. |

National Records (Men Section):

| | | |
|------------|---------------------|-----------|
| 100 Meters | Amiya kumar mallick | 10.26 Sec |
| 200 Meters | Dharambir sing | 20.45 Sec |
| 400 Meters | Muhammed Anas | 45.32 Sec |

National Records (Women Section):

| | | |
|------------|----------------|-----------|
| 100 Meters | Dutee Chand | 11.24 Sec |
| 200 Meters | Saraswati Saha | 22.82 Sec |
| 400 Meters | Manjit kaur | 51.05 Sec |

International Records Men:

| | | |
|-------------------------|------------|-----------|
| 1. Usain Bolt- Jamaica | 100 Mt Run | 9.58 Sec |
| 2. Usain Bolt -Jamaika. | 200 Mt Run | 19.19 Sec |
| 3.Wayne Van Niekerk. | 400 Mt Run | 43.03 Sec |

International Records Women:

| | | |
|---------------------------------|------------|----------|
| 1. Florence Griffith Joyner-USA | 100 Mt Run | 10.49Sec |
| 2. Florence Griffith Joyner-USA | 200 Mt Run | 21.34Sec |
| 3.Marita Koch-East Germany. | 400 Mt Run | 47.60Sec |

Famous Athletes of the Karnataka State:

1. Udaya K. Prabhu
2. Kenneth Powell
3. Vandana Rao
4. Ritha Abhram
5. Rosa Kutti
6. Shoba Javur
7. Ashwini Nachappa
8. Beena Mol
9. Angel Mary Joseph.

Exercise

I Fill in the blanks

1. A standard track consist of _____ and _____ .
2. Meaning of the Athlan is _____

3. Athletics is _____ of the other games.

II Answer in one sentence.

1. Give the expanded form of the SGFI.
2. Which are sprint events?
3. Name the renowned sprinters of Karnataka.

Olympic Motto
Faster, Higher, Stronger



LESSON - 18

LONG JUMP

The following components will be learnt in this lesson:

- Dimension of the landing pit. ➤ Take off board
- Run way ➤ Rules for jumping events
- Fouls committed by the Jumpers.
- Records at state, National and International level.

Introduction:-

Long jump is an important athletic event. Children love this event very much as it provides lot of fun and enjoyment. Speed, explosive strength of legs and neuromuscular co-ordination determine an athletes performance in long jump.

Dimensions of long jump Pit.

1. Long jump pit:-

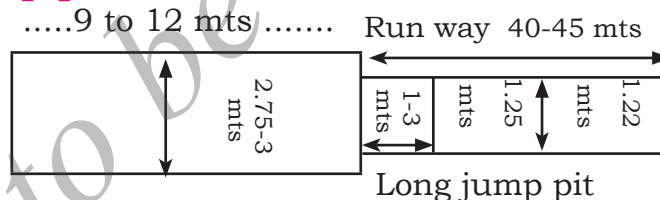


Fig: 18.1

- Land area should be filled with a wet sand to the ground surface around the runway.
- Width of the Landing area should be minimum of 2.75 mtrs and maximum of 3.00 mtrs.
- The landing area should be minimum 9 meters and maximum 12 meters.

2. Take off board:-

- Take off board should be made of wood.
- Measuring 1.22 mtrs to 1.25 mtrs in length and 20cm

width and 10 cm thick. It should be white coloured.

- It may be located from 1.00 mtrs to 3mtrs away from the nearest end of the landing area.

3. Run way:-

- The run way is about 40 to 45 mtrs long and 1.22mtrs to 1.25 mtrs wide. The lane shall be marked white with 5 cm wide line.

Basic rules of the event:-

1. If an athlete touches the front line of the take off board and jumps, the jump is a foul jump.
2. If an athlete runs down the take off board then also it is counted as foul.
3. Each athlete gets 3 chances to take a jump.
4. After the jump from the nearest point of landing from the take off board will be measured and taken in to account.
5. After the call of officials an athlete has to take jump within 90 sec.

Fouls:-

- If an athlete touches the inside line of the take off board then it is foul.
- If an athlete fails to take his attempt within the allotted time then the attempt is considered foul and the next athlete has been given a chance to take the jump
- After the jump if an athlete comes back and crosses take off board then such attempt is considered a foul attempt.

Records of International level Events:

Men:-

| |
|---|
| In 1991 USA's Mike Powell jumped 8.95 mtrs. |
|---|

Women:-

Galina Chistyakova of Russia Jumped 7.52 mtrs.

Indian Athletes Records:-

Men:-

Ankit Sharma of Uttar Pradesh 8.19 mtrs.

Women

Anju Bobby George of Kerala Jumped 6.83 mtrs.

Karnataka state Athletes Records:-

Men:-

C.Kunjuman jumped 7.86 mtrs.

Women:-

G.G. Pramila jumped 6.52 mtrs.

Exercise

I Fill in Blanks:-

1. The width of the take off board is _____.
2. The width of the Jumping pit is _____.
3. The national record of Anju Bobby George is _____.

II Answer the following in one sentence each:-

1. What is the shape of jumping pit.
2. Write the length and width of the run way of long jump.
3. Write on the preparation of the take off board.

LESSON - 19

YOGASANA

SURYA NAMASKAR

The following components will be learnt in this lesson:

- Meaning of Suryanamaskar and its benefits.

Introduction :

Suryanamaskar is a set of yogic asanas performed in a definite order. It is effective in enhancing physical fitness, mental health and overall well being.

Meaning :

Saluting the sun who is the source of energy for all living being on the universe. Suryanamaskar is essential for mental concentration and physical fitness.

Definitions :-

With an object of keeping oneself alert by co-ordinating body and mind, a special type of yogic exercise, specially designed by ancient yogis is 'Surya Namaskar'.

Suryanamaskar should be practised in the morning hours with a prayer to remove the darkness of ignorance and to get fresh energy. the practice of surya namaskar involves different asana postures, bending backward and forward in 10 counts. The breathing is regulated according to bending and stretching. Puraka and rechaka are systematically done while performing Suryanamaskara.

Advantages :

1. Routine practice of surya namaskar asana strengthen the muscles, joints and lungs.
2. Because of deep breathing the vital energy increases and improves digestion.
3. The performer gets 'D' vitamin by doing surya namaskar early in the morning.
4. Skin decease, undaigetion problems will solve.

Remember :

1. Psychological tension reduces by practice of surya namaskar.
2. Focus on breathing enhances memory.

“Arogyam Bhaskarath Ichet” Meaning
“Suryadeva gives us health”

Exercises

I Fill in the blanks.

1. Surya namaskar has _____ asanas.
2. It is better to perform surya namaskar in the _____ .
3. Surya namaskar will prevent _____ pressure.

II Tick the appropriate answer

1. Who among the following is praised during the practice of Suryanamaskara
a. Moon b. Planets c. Earth d. Sun
2. The Vitamin that bring charm to the skin
a. vit B b. vit D c. vit C d. vit A

3. Breathe in means

a. Pooraka b. Rechaka c. Kumbhaka d. Shunyaka

III Answer the following in a sentence.

1. Write the meaning of Suryanamaskar?
2. Write 4 benefits of practicing Suryanamaskara?
3. Which diseases can be cured through Suryanamaskara?

Activities

Ask the Student to practise surya namaskar daily at home.

**'Yogah Karmasu Kousalam
' Meaning Doing the work skillfully is yoga.**

LESSON - 20

YOGA

The following componets will be learnt in this lesson:

- Meaning of Yoga
- Values of Yoga
- Benifits of Yoga

Our body is naturally has the quality of 'Tamasa' and the Atma having the quality of 'Satwa' so the performer has to try to bring both together in one way through yoga. That is why yoga is important to the mind and the body.

Meaning of Yoga

"Yoga" means "join" or "bind". This word yoga derived from "Yuz" and focusing body and mind together is yoga.

Father of Yoga is Sage Patanjali who wrote Yoga Sutra in the 2nd century B.C. He summerized the principles of 'Yoga' in the name "Yoga sutra." It has complete information about yoga.

VALUES OF YOGA :

Generally 'Value' means 'cost' of 'rate'. Yoga has its own value and status. Body is well constructed and beautiful. To make it more beautiful and strong like diamond everybody need yoga. Yoga helps human beings to share happiness and the sorrows equally in life. The performer gets physical mental and spiritual strength by the practise of yoga.

Yoga is related to the body and mind. It is not only useful to body also to mind. Regular practice of yoga results development

of mental and physical strength and the performer can control over breathing. Slow and deep breathing practice increases life span of any animal. (**Ex:** Tortoise and Python.) In the same way one who breathe fast, his life span will get reduced (**Ex:** Rabbit and Dog.) So performer of yoga has to practise deep and slow breathe to live happy and healthy.

Remember

1. Yoga is related to body, mind and breathing.
2. Regular practice of yoga results in the development of mental strength.

**Yogah Chitta Vritti Nirodaha' Means
Yoga controls the fickleness of mind.**

Advantages

1. Regular practice of yoga keeps a way the laziness and helps in rejuvenating body.
2. Practise of Yogasanas improves the memory power of the students.
3. Helps in improving blood circulatin and enhanees immunity.

EXERCISES

I Fill in the blanks.

1. Regular practice of Yoga develops our_____.
2. Yoga derived from _____.
3. Practice of deep breathing increases our_____.

II Tick the appropriate answer

1. The word yoga is derived from the Sanskrit word _____
a. Yogam b. Yuz c. Yogas d. Yogasana
2. Animal that lives longer is _____
a. Rabbit b. Dog c. Cat d. Tortise
3. Father of Yoga is _____
a. Valmiki b. Pathanjali
c. Vishwamithra d. Ayyangar

III Answer the following in one sentence each.

1. When was yoga sutra written?
2. Who wrote yoga Sutra?
3. Which body parts are benefitted from yoga practice.

Mind your self.

Practise yoga and be free from
diseases



HEALTH EDUCATION

LESSON - 21

PERSONAL HEALTH

The following components will be learnt in this lesson:

- Definition of Health
- Importance of health
- Personal health and cleanliness

Health is very important to every individual. Only a healthy individual can be energetic. And a healthy person can be resourceful.

Definitions of health:

- In general terms, “Safe and healthy living is health”.
- According to J F. William, “Health is quality of life, which contributes to serve most to live best.”
- According to WHO- “health is not merely the absence of disease but being in a state of mental, physical and social wellbeing.”
- It is clear from above definitions that, “ health is not just good physical condition but also it is having proper mental balance.

“Health is Wealth”

Importance of health:

- Growth and development of various body organs according to age is possible only with good health.
- Good health helps to increase the work efficiency of organic system.
- Health helps to develop resistance to diseases.
- Health helps to perform day to day tasks with vigour.
- Health helps to improve the standing posture and refrain from physical deformity and handicaps.
- Health helps to develop the all round personality of an individual and be a good citizen.

A healthy population is the wealth of the nation

PERSONAL HEALTH AND HYGIENE

The word personal means self or individual. Personal health can be safeguarded through personal hygiene. Cleanliness and health are like two faces of the same coin.

Cleanliness that can be done by self is called as personal hygiene.

Activity:

– Make the list of the personal hygienic activities that can be done by one self.

“Healthy mind in healthy body”

Cleanliness of body parts should be done as follows—

Cleanliness of Nails:

The hands, fingers and nails being the end part of the upper body are easily prone to getting dirty. This dirt may get in contact with the food being eaten and hence may become the cause of illness. Nails may also be a cause of injury. So better to cut nails at regular intervals.



Fig. 21.1

Activity:

➤ Make a list of the practices done to keep the nails clean.

CLEANLINESS OF TEETH:

Healthy and clean teeth are like personal wealth of an individual. It is necessary to have healthy and clean teeth for good speech and proper chewing of food. And twice a day clean the teeth to avoid bad smell of our mouth and to maintain cleanliness.

- It is possible to have healthy teeth by brushing twice at morning as well as night and consuming calcium rich food items like fish, meat, oil products, eggs, fruits etc.

Activity:- Make a list of the work done to keep the teeth clean. Learn the types of teeth and their functions.

Sense organs :

Here we have to study about of our sense organs namely, skin, eyes, nose, ear and tongue.

CARE OF SKIN :

Skin helps to feel the sense of touch and also serves as a protection to the internal organs and helps to remove waste products from the body in the form of sweat. A healthy and glowing skin enhances an individual's beauty.



Fig. 21.2 Cleanliness of skin

The dust particles, bacteria and other small insects in the air may be a cause to infection of the skin and hence lead to illness. Hence cleanliness and protection of the skin should be our priority. The sun rays which are the main source of vitamin 'D' are essential for a healthy skin. Foods rich in vitamins and lemon juice are essential for a glowing skin.

Activity :

- How do you protect your skin in winter? list them.

CARE OF EYES :



Fig. 21.3

Eyes are the sense organs which help us to see. Eyes help us to see the beautiful world around us. They serve as a tool to gather information about the physical environment around us. Life without sight is very hard to imagine. Protecting the from infection and injury is very important and hence every care should be taken towards it. Eating food rich in vitamin 'A' helps us to maintain our sight in the best possible way.

Activity:

- Make a list of all the activities done towards protection of eyes.
- Make a list of all the foods rich in vitamin 'A'.

Donate eyes, gift sight

CARE OF EAR :

Ear is another important sensory organ. It is very delicate sensory organ and is very easily susceptible to infection and injury. So to take care for the ear is very important.

Activity : Make list of the activities to keep your ear clean and gather the information about all the minute organs present in your body, Which help to protect us and keep us healthy.

CARE OF NOSE :

The nose serves as a sense organ to smell and also works as a gateway for the process of breathing. The nose also enhances the beauty of a person. The small hair in the nose serve as a protective layer from all the dust particles and bacteria present in the air which we take in while breathing. When there are some problems with the nose we breathe through our mouth that is when the bacteria and dust particles enter our body and cause illness. That is why we should protect our nose to see that clean air enters our body.



Fig. 21.5 Cleanliness of Nose

Activity: Make a list of the activities to keep your nose clean and safe.

CARE OF TONGUE :

Tongue is one of the sense organ of our body which helps to find the various tastes like sweet, bitter, salty etc. So we have to take care about the cleanliness of our tongue. And we have to clean our tongue early morning and before go to bed with the help of the tongue cleaner. It will avoid the bad smell of our mouth.

Activity: Take the help of your parents to clean your tongue.

Donate eyes after death

KNOW THIS:

1. To protect the vision of your eyes the television should be watched from atleast 10 feet distance.
2. Keeping the body and mind in a proper condition is health.
3. Where there is cleanliness there is health.
4. Vitamin 'D' is good for healthy skin.
5. Keep your nails short using a nail cutter once a week.
6. Brush your teeth atleast twice a day.
7. Consume foods rich in Vitamin 'A' for better vision.
8. Do not insert pieces of chalk, grains, pins or other things in your nose and ears.

Exercise

I Tick the appropriate answer.

1. Food rich in _____ has to be consumed for good eye sight.
a. vitamin -B b. vitamin-A
c. vitamin -D d. vitamin -B2
2. Healthy body has a healthy _____.
a. work b. mind c. skin d. nails
3. Health and Cleanliness are like _____ faces of the same coin.
a. two b. four c. one d. three

II Match the following.

- | | |
|---------------------------|----------------------|
| 1) Healthy citizen is the | good for skin |
| 2) Vitamin 'D' is | wealth |
| 3) Health is | wealth of the nation |

III Answer the following questions in one sentence each.

- 1) What is health ?
- 2) What is personal hygiene?
- 3) Which are your sense organs?

LESSON - 22

PERSONAL SAFETY

The following components will be learnt in this lesson:

- safety on roads
- Safety in schools
- Safety in playground
- Safety at home

Accidents take place unexpectedly due to which there may be loss of life or injury to the body which cannot be cured. The precautions taken by an individual in order to minimize these types of day to day accidents is called personal safety.

Accidents usually take place due to an individual fault, his carelessness or due to a haste. By following some rules one can avoid these sort of accidents. The safety rules followed by an individual not only helps him but also avoids accidents caused by other people too. The safety factors are to be followed in order to stop accidents.

SAFETY RULES ON ROADS:

Many people lose their lives and many others become physically handicapped due to the accidents taking place on roads. In order to avoid these accidents on road the safety rules are as follows :

SAFETY RULES TO BE FOLLOWED ON ROADS:

- Always walk on the right side of the road.
- Always walk on the footpath meant for the pedestrians.
- Always use the “zebra crossing” lines while crossing the roads.



Fig. 22.1 Zebra crossing

- Always follow the road signals while travelling by vehicles.
- Always overtake the vehicles from the right side only.

Activity: Make list of some of the safety rules to be followed on the road.

“Urgency leads to accident”

SAFETY MEASURES TO BE FOLLOWED IN SCHOOLS:

If the students maintain discipline and patience many accidents can be prevented in the schools.

- Safety measures to be followed by student and schools.
- Do not touch open electric wires.
- Be careful when using sharp or pointed instruments.
- Take full precautions while handling chemicals and glass equipments in the laboratory.
- Do not go near the areas where the danger boards are kept.
- Be careful while running in the corridors or while using the staircases. In such places steel grills or cement barricades should be used.



Fig. 22.2 Open wire

Activity: Make list of some of the safety rules to be followed in schools.

SAFETY PROCEDURES IN THE GROUND:

All children love to play but they should also know that when they play unless they take precautions they will not only keep themselves safe and help the others to be safe.

- Take precautions while playing cricket, Hockey or using javelin, discus, shotput etc.

- They should not play under hot sun, raining, hard surface and which should not full of small stones.
- While playing on a wet ground sprinkle enough saw dust on the wet patch of the ground.
- Use protective gear like helmets, gloves, pads and use proper shoes as per the requirement of the game.
- Always play under the supervision of a teacher.

Activity: Make a list of some of the safety rules to be followed in the ground.

“Read for knowledge, Play for health”

SAFETY RULES AT HOME:

Children spend most of their time at home. This is where a lot of children meet with incidents which are dangerous and harmful. Parents should always be vigilant towards such incidents.

SAFETY RULES TO BE FOLLOWED AT HOME BY CHILDREN AND PARENTS:

- Teach the children to keep themselves away from matchbox, kerosene and gas.
- Use precautions while using electrical appliances.
- Keep cleaning products such as bleaching powder, floor cleaners and poisons used to kill rats out of the reach of children.
- Hand gloves have to be used and hands should be washed with soap after using some chemical products.
- Keep medicines used in first aid out of the reach of children.

Activity: Make list of some of the safety rules to be followed at home.

Know this:

- * Accidents occurs due to human errors, negligence and hurry.
- * Use 'Zebra crossing' while crossing the road.
- * Vehicle drivers should observe the road signals.
- * We can avoid accidents by carefulness and descipline.
- * Keep the children away from dangerous things.

Exercise**I FILL IN THE BLANKS:**

- 1) Use of _____ should be done while crossing the roads.
- 2) Overtaking of vehicles should be done from the _____ side.
- 3) You should not play barefooted on a ground with hard surface and which is full of _____.
- 4) Children should play under the supervision of the _____.

II Tick the appropriate answer:

- 1) While we crossing the roads always use the section un markerd for _____.
a) Vehicles b) Animals c) Two wheelers d) Pedestrians
- 2) Before playing in a ground which is wet with water put sand and _____.
a) Small stones b) Cement c) Tree bark d) saw dust.
- 3) Parents should always be _____ to avoid injuries
a) negligent b) alert c) expecting d) excited

III Match the following:

A

- 1) Sports for health
- 2) Haste is
- 3) While walking on the roads

B

- walk on the left side
- books for knowledge
- the cause for accidents

IV Answer the following in one sentence each :

- 1) What does personal safety mean ?
- 2) Make list of any safety measures to be followed on road.
- 3) How do accidents take place.

It is important to play with determination to win rather than mere participation.

LESSON - 23

FIRST AID

The following components will be learnt in this lesson:

- Meaning of first aid ➤ Importance of first aid
- Tools for first aid ➤ Golden rules of first aid

Today life is uncertain. Due to large number of vehicals and large population accidents are common.

Meaning – First aid is the help given to a person prior to the arrival of medical help in order to save the life of the person who has met with an accident.

IMPORTANCE OF FIRST AID:

- Protect the injured by stopping bleeding.
- Reduce the intensity of pain.
- To give moral support and confidence to the victim.
- Enhances self confidence of the victim by giving him confidence.
- Helping him to get further treatment.

First aid saves the life of persons who meet with accidents-immediatly.

Equipments used in first aid:

A person giving first aid should have with him essential items like different types of bandages, cotton, pain reducing sprays, tablets, tincture, iodine, sodium bi carbonate, blade, scissors, ice, foreceps and ointments.

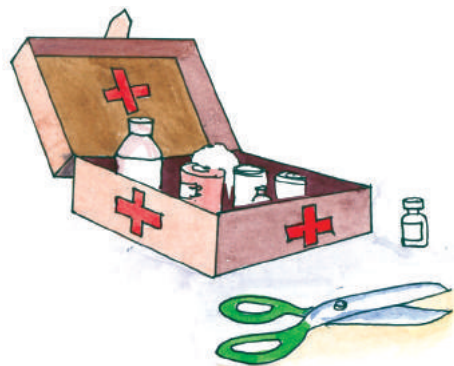


Fig. 23.1 first Aid Box

GOLDEN RULES OF FIRST AID:

- The person giving first aid should have training in giving first aid or atleast know the procedure of treating an injured person.
- Give artificial breath if necessary
- Give treatment as per the intensity of the injury.
- The person giving first aid should not be in a hurry.
- The person giving first aid should not allow people to crowd around the injured person which helps in provides fresh air to the victim
- Stop bleeding if any: immediately
- If the injured person is unconscious then a little water should be sprinkled on his face and bring him to a conscious state and then start to give first aid.
- Give confidence to the injured and his relatives.
- Transport the victim to the hospital along with first aid as early as possible.
- Do not waste time in unnecessary treatment

This way giving first aid helps in saving the life of an injured person. That is why understanding the meaning of first aid and giving it properly is our duty.

‘Know this’

- The first aid service was started in the year 1879 in England by the “St Johns Ambulance” association.
- Giving help to a injured person before the arrival of medical help is called first aid.
- A person giving first aid should know about first aid
- First aid helps in saving the life of an injured person.

Need not expect the first aid and donot neglect the petients.

I Fill in the blanks.

1. _____ Association started first aid for the first time.
2. First aid helps in saving the _____ of a injured person.

II Tick the appropriate answer.

- 1) While giving first aid the patient should be given _____
a) Fear b) Confidence
c) Self belief d) Motivation
- 2) First aid help in avoiding _____ of victims.
a) Betterment of condition b) Worsening of condition
c) Stable of condition d) Strengthening of condition
- 3) First aid means _____
a) Prior Treatment
b) Treatment given after the doctors intervention
c) Long term treatment
d) Accidental treatment.

III Match the following:

- | A | B |
|----------------------------|--------------------------|
| 1) Frist Aid for | 1879 |
| 2) First aid Introduced in | away from injured person |
| 3) Keep people | rescues life |

IV Answer the Following in one sentence each:

- 1) Make list of the essentail tools needed for first aid.
- 2) Make list of any one golden rule of first aid?

NATIONAL INTEGRATION

LESSON - 24

NATIONAL FLAG

The following components will be learnt in this lesson:

- Discription ➤ Occassions of Usage

Introduction : Every country has a national flag of its own. It inculcates a sense of pride in every citizen. Protecting the national flag is every individual's duty. The tricolour flag symbolically represents our freedom. It brings people together of different castes, creed and culture under one umbrella and signifies unity of the people in the country. It instils national pride among all individuals. The national flag serves as a representation of our country at the international level.

ORIGIN OF NATIONAL FLAG:

- In the year 1907 a handful of patriotic individuals formed the National flag.
- In the year 1916 some Hindu youth formed a flag made of 5 red and 4 green colours.
- A flag made of 3 colours and a wheel at the centre was formed in the year 1921.
- In the year 1931 the Indian National Congress unveiled a flag of saffron colour with a blue wheel at the top left corner of the flag.
- The constitutional committee approved the present "tricolour" flag on 22nd july 1947.

Description of our National Flag:

Our National flag has 3 colours, Saffron at the top, White in the middle and Green at the bottom. There is dark blue wheel called as the 'Ashok Chakra' at the centre of the white strip.

- | | | |
|-----------|---|---------------------------------|
| ➤ Saffron | : | Denotes Strength and Sacrifice. |
| ➤ White | : | Denotes truth and peace. |
| ➤ Green | : | Denotes Prosperity |

Ashok Chakra : It is a wheel with 24 spokes. It has been taken from the Ashok sthamba at Saranath. The 24 spokes indicated 24 hours of a day and also denotes the progress of our country. The blue colour of the wheel denotes the blue sea and sky.



fig. 24.1

Occasions in which the National flag is used:

- The hoisted flag should always be honoured and properly displayed.
- The flag should be made to fly from sunrise to sunset.
- The National flag may be hoisted daily on all the Government and government recognized institutions in a proper way.
- It is compulsory for all schools and colleges to hoist the national flag on national festivals like 15th August and 26th January.

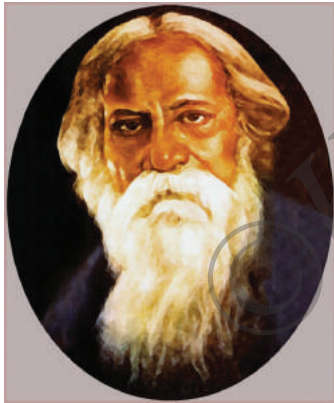
In International sporting events the national flag of the gold medal winning team/individual will be hoisted and the national anthem will be played.

“Medals and prizes are the possession of achievers and not of lazy persons.”

LESSON - 25

NATIONAL ANTHEM

Jana Gana Mana is our national anthem. The first 13 lines of national anthem is taken from the work 'Geetanjali' written by the Nobel Prize Winner and a renowned Poet Rabindranath Tagore. The national anthem is to be sung within a span of 48 to 52 seconds. This song was constitutionally declared as the National anthem in the year 1950 January 24th.



Jana Gana Mana Adhinayaka Jayahe ।

Bharat Bhagya Vidhata ॥

Punjab Sindhu Gujarat Maratha ।

Dravid Utkala Vanga ॥

Vindya Himachala Yamuna Ganga ।

Ucchala Jaladhi Taranga ॥

Tava shubh naame jaage ।

Tava shubh Ashisha Maage ॥

Gaahe tava jaya Gatha ।

Jana Gana Mangala Dhayaka Jaya he ।

Bharat Bhagya Vidhata ।

Jaya he ... Jaya he... Jaya he... ॥

Jaya Jaya Jaya Jaya he.... ॥

SUMMARY:

You are the ruler of the minds of all people, dispenser of India's destiny. The name rouses the hearts of Punjab, Sindh, Gujarat, Maratha. Dravid, Orissa and Bengal. Your name echoes in the hills of Vindhya and Himalayas, mingles in the music of Yamuna and Ganga rivers and is chanted by the waves of the Indian Sea. They pray for your blessing and sing your praise. The salvation of all people is in your hand, you are the dispenser of India's destiny. Victory, Victory, Victory to you.

Exercises

I Fill in the Blanks.

1. National flag is hoisted on _____ days.
2. The National anthem is taken from _____.
3. There are _____ number of spokes in the Ashoka Chakra.

II Tick the appropriate answer.

1. Date on which the National flag was officially hoisted
 - a) July 22 nd 1947
 - b) Jan 20 th 1947
 - c) June 22 1947
 - d) July 22 1948
2. Ashok Chakra is at the centre of the strap with the colour
 - a. Saffron
 - b. White
 - c. Green
 - d. Blue
3. Only the first _____ lines are taken from the Geetanjali
 - a. 13
 - b. 15
 - c. 10
 - d. 14

III Match the Following.

| A | B |
|---------------------|-------------------|
| i. Saffron | 48-52 Seconds |
| ii. National Anthem | National festival |
| iii. White | Sacrifice |
| iv. January 26 | truth |

IV Answer the following questions in one sentence each.

1. Which are the colours found in the national flag?
2. When was the national anthem accepted?
3. What does the green colour in the flag denote?
