

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VIII
SUBJECT – Physical Education and Well Being

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcomes	Assessment
No.	Name			Starting	Closing						
1	Foundations of Physical Education and Well-being	Progressive Mass Drill	Progressive Mass Drill	July Day 1	July	Students march in a circle while clapping and following simple commands.	Teacher demonstrates marching movements first. Students observe, follow instructions, and practice movements together in rhythm and coordination.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.1 Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).	Students perform marching movements with coordination and discipline while developing confidence, leadership, and teamwork skills.	
		Baraf Pani	Baraf Pani	Day 2		Students quickly move to “Baraf” or “Pani” area when the teacher calls out the name.	Teacher explains the rules of the game and gives commands. Students respond quickly by moving to the correct area, improving attention and reaction skills.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.1 Reflects on their personal reactions during an interaction and activity with others.	Students improve alertness and reaction skills while learning cooperation, listening, and decision-making skills.	
		Conduction Relay	Conduction Relay	Day 3		Students pass a ball or cone quickly in a line without dropping it.	Teacher organizes students into groups and explains relay rules. Students pass objects in sequence while practicing teamwork, coordination, and speed.	CG-4 Plans and achieves personal physical fitness goals with little help from teachers	C-4.1 Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.	Students develop speed and coordination while building teamwork, communication, and cooperation skills.	

		Motion- in - Action	Motion- in - Action	Day 4		Students copy funny body movements shown by the teacher.	Teacher demonstrates different body movements with actions. Students imitate movements through fun activities to improve flexibility and body control.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/s ports and develop their understanding.	C-1.1 Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing, kicking, hitting a ball far with precision).	Students improve flexibility and body control while expressing creativity, confidence, and self- awareness.	
2	Physical and Motor Fitness	Rock- Paper- Championship Run	Rock- Paper- Champions hip Run	Day 1	AUGUST	Students play rock- paper-scissors and run to a marked point.	Teacher explains the game and demonstrates the running activity. Students play in pairs and run quickly after each round to improve speed and alertness.	CG-4 Plans and achieves personal physical fitness goals with little help from teachers.	C-4.1 Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.	Students enhance speed and reflexes while learning fair play, patience, and quick decision- making.	
		Crab Crawl Ball Relay	Crab Crawl Ball Relay	Day 2		Students crab crawl for a short distance while balancing a ball.	Teacher demonstrates crab crawling technique and ball passing. Students practice in teams to improve balance, coordination, and teamwork.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value.	Students improve balance and strength while developing teamwork, coordination, and problem-solving skills.	
		Hitting Running Target Game	Hitting Running Target Game	Day 3		Students try to hit a slowly moving target with a soft ball.	Teacher demonstrates how to aim and hit the moving target safely. Students practice accuracy, concentration, and quick reactions	CG-3 Demonstrates self- awareness and mental engagement in physical activity and game situations.	C-3.2 Demonstrates calmness and courage in difficult situations.	Students improve aiming and reflexes while developing focus, patience, and confidence.	

							through repeated attempts.				
		Ropeless Tug of War	Ropeless Tug of War	Day 4		Students stand in teams and pretend to pull an imaginary rope.	Teacher explains body posture and balance techniques. Students participate in team activities to develop strength, cooperation, and coordination.	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.	Students build physical strength and balance while learning cooperation, team spirit, and responsibility.	
3	Fundamental skill of sports - Athletics	Crouch And Sitting Game	Crouch And Sitting Game	Day 1	SEPTEMBER	Students quickly crouch or sit when the teacher gives commands.	Teacher gives commands and demonstrates correct actions. Students respond quickly by crouching or sitting to improve focus and listening skills.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.2 Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.	Students improve coordination and focus while developing listening skills, discipline, and self-control.	
		Reaction Game	Reaction Game	Day 2		Students react to whistle sounds by jumping, clapping, or running.	Teacher uses signals, claps, or whistles for instructions. Students react quickly to commands, improving reflexes and concentration.	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context.	Students improve reaction time and concentration while learning alertness, confidence, and emotional control.	
		Hopping	Hopping	Day 3		Students hop on one foot in different directions.	Teacher demonstrates hopping techniques and balance positions. Students practice hopping activities individually and in groups to strengthen	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/s	C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional	Students improve balance and leg strength while developing confidence, persistence, and self-discipline.	

							leg muscles and balance.	ports and develop their understanding.	changes in direction, speed, tempo and flow.		
		Landing	Landing	Day 4		Students practice safe landing techniques to improve body control and stability.	Teacher demonstrates safe landing posture and techniques. Students practice controlled jumping and landing activities to improve stability and body balance.	CG-3 Demonstrates and practices physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.2 Demonstrates calmness and courage in difficult situations.	Students practice safe landing techniques while learning body awareness, safety habits, and self-confidence.	
	Fundamental skills of sports – Table Tennis	Grip	Grip	Day 1	OCTOBER	Students hold the racket correctly and balance a ball on it.	Teacher demonstrates the correct way to hold the racket. Students practice gripping techniques to improve hand control and confidence.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.	Students learn correct grip techniques while developing patience, focus, and confidence in skill performance.	
		Footwork	Footwork	Day 2		Students move quickly between cones in zig-zag patterns.	Teacher demonstrates movement patterns and positioning. Students practice quick foot movements through drills to improve speed and coordination.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.1 Reflects on their personal reactions during an interaction and activity with others.	Students improve agility and coordination while learning concentration, discipline, and active participation.	
		Forehand Push	Forehand Push	Day 3		Students gently push the ball to a partner using forehand movement.	Teacher demonstrates the forehand push technique step-by-step. Students practice the skill with partners to improve control and accuracy.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others	C-2.4 Creates and applies safety rules and protocols for physical activity.	Students improve racket control and accuracy while developing confidence, focus, and sportsmanship.	

		Backhand Push	Backhand Push	Day 4		Students use the backhand push technique to develop balance and quick response.	Teacher explains body position and racket movement. Students practice backhand pushing activities to improve balance and response time.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.	Students improve balance and coordination while learning patience, persistence, and self-control.	
		Backspin Service	Backspin Service	Day 1	NOVEMBER	Students try spinning the ball softly on the racket before serving.	Teacher demonstrates proper serving technique with spin. Students practice repeated serves to improve control and skill performance.	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	C-3.2 Demonstrates calmness and courage in difficult situations.	Students develop serving skills while improving concentration, confidence, and goal-setting abilities.	
		Forehand Drive	Forehand Drive	Day 2		Students hit the ball forward to a target area.	Teacher demonstrates correct swing and body movement. Students practice forehand drives to improve power, timing, and coordination.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow	Students improve timing and power while learning determination, confidence, and positive participation.	
		Smash	Smash	Day 3		Students practice downward arm swings without the ball first.	Teacher demonstrates smashing technique and safety rules. Students practice powerful downward shots to improve timing and confidence.	CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations.	C-3.1 Designs and executes simple strategies for a game.	Students develop strength and timing while building courage, confidence, and emotional control.	

5	Fundamental Skills of Sports - Volleyball	Underhand Pass	Underhand Pass	Day 1	DECEMBER	Students pass the volleyball in pairs using underhand movement.	Teacher demonstrates passing posture and hand position. Students practice passing activities in pairs and groups to improve teamwork and ball control.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.4 Creates and applies safety rules and protocols for physical activity.	Students improve passing skills while learning teamwork, cooperation, and communication skills.	
		Overhead pass	Overhead pass	Day 2		Students toss and catch the ball above the head repeatedly.	Teacher explains and demonstrates overhead passing technique. Students practice accurate passing through repeated drills and partner work.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.1 Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision	Students improve coordination and ball control while developing cooperation, responsibility, and focus.	
		Underhand Serve	Underhand Serve	Day 3		Students practice serving the ball over a short distance.	Teacher demonstrates correct serving action and stance. Students practice serving activities to improve confidence and coordination.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others	C-2.1 Reflects on their personal reactions during an interaction and activity with others.	Students develop serving techniques while building confidence, discipline, and perseverance.	
		Dig	Dig	DAY 1	JANUARY	Students try to save soft throws from touching the ground.	Teacher demonstrates defensive body position and movement. Students practice digging techniques to improve reflexes and game readiness.	CG-3 Demonstrates self-awareness and mental engagement in physical activity and game situations	C-3.1 Designs and executes simple strategies for a game.	Students improve defensive skills and reflexes while learning alertness, resilience, and teamwork.	

		Ball Rotation Activity	Ball Rotation Activity	Day 2		Students stand in a circle and pass the ball quickly.	Teacher organizes students in a circle and explains passing rules. Students rotate and pass the ball to improve teamwork and coordination.	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others.	C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes.	Students improve coordination while developing social interaction, cooperation, and group participation skills.	
		Ball Throw Activity	Ball Throw Activity	Day3		Students throw and catch the ball with a partner.	Teacher demonstrates correct throwing and catching techniques. Students practice ball activities to improve accuracy and motor skills.	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	C-1.6 Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.	Students improve motor skills while building confidence, coordination, and cooperation.	
		11 – Point Match	11 – Point Match	Day 4		Students play a short fun match in small teams.	Teacher explains game rules and scoring system. Students participate in short matches to apply learned skills and develop sportsmanship.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.2 Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.	Students apply sports skills while learning teamwork, leadership, fair play, and emotional balance.	
6	YOGA	Yoga for daily life	Yoga for daily life	Day 1	FEBRUARY	Students perform simple stretching and deep breathing exercises.	Teacher demonstrates simple yoga poses and breathing exercises. Students practice yoga activities to improve flexibility, relaxation, and fitness.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	C-5.1 Discusses activities that bring personal satisfaction.	Students improve flexibility and fitness while developing self-awareness, relaxation, and healthy habits.	

		Yoga sadhana	Yoga sadhana	Day 2		Students sit quietly and practice breathing for one minute.	Teacher guides students through meditation and yoga practices. Students perform activities regularly to improve concentration and inner peace.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-5.2 Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.	Students improve concentration and posture while learning patience, emotional balance, and inner peace.	
		Asana	Asana	Day 3		Students imitate simple yoga poses demonstrated by the teacher.	Teacher demonstrates proper yoga postures with correct breathing techniques. Students practice asanas carefully to improve balance, flexibility, and focus.	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value.	Students perform yoga postures correctly while developing focus, discipline, mindfulness, and self-confidence.	