

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS – III**  
**SUBJECT – PHYSICAL EDUCATION AND WELL BEING**

UNIT		Topic	Sub-Topic	Month		Suggested Ice-Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
01.	BASIC MOTOR MOVEMENTS	1. THROWING AND CATCHING	BM 1 CATCH AND THROW	July Day 1	July	Catch and Throw – Students stand in pairs and throw the ball to each other while moving slowly around the area.	Catch and Throw – Demonstration and practice method	<b>CG-1</b> Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.	C-1.1 Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).	To develop throwing and catching ability along with hand-eye coordination.	
			BM 2 PICK UP AND THROW	Day - 2		Pickup and Throw – Students pick up balls from the ground and throw them into a basket or target.	Pickup and Throw – Activity-based learning	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	C-3.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	To develop picking up and throwing ability and enhanced motor skills.	
			BM 3 HIT THE TARGET	Day -3		Hit the Target – Students aim and throw at a target such as cones, circles, or marks.	Hit the Target – Learning by doing method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly.	To develop accuracy in hitting balancing and physical fitness.	
			BM 4 KNOCK THE CONES	Day -4		Knock the Cones – Students try to knock down cones using a ball.	Knock the Cones – Demonstration method	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	To develop foot placement, focus and social interaction.	
			BM 5 RELAY CATCHING	Day -5		Relay Catching – Students work in teams to pass and catch the ball in relay form.	Relay Catching – Cooperative learning	<b>CG-1</b> Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different	C-1.2 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a	Fostering cognitive aspects, coordination, readiness and eagerness.	

								physical activities/games/sports.	partner in three-legged race, hand-eye coordination while bowling, throwing).		
			BM 6 BALL ON THE WALL	Day - 6		Ball on the Wall – Students throw the ball against a wall and catch it after bouncing back.	Ball on the Wall – Drill and repetition method	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	C-3.1 Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).	Nurturing confidence and progression of coordination along with eagerness.	
		2. KICKING AND RECEIVING	BM 7 PASS THE BALL	August Day 1		Pass the Ball – Students stand in a circle and quickly pass the ball to each other.	Pass the Ball – Peer learning method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.1 Explains the concept of some games, their rules, playing positions and basic moves.	To learn transferring skills, imitation anticipation.	
			BM 8 SHADOW BALL	Day -2		Pass the Ball – Students stand in a circle and quickly pass the ball to each other.	Flick the Ball – Demonstration and guided practice	<b>CG-6</b> Develops an understanding of the need to develop themselves and self-assess their progress.	C-6.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).	Development of coordination and emotional control.	
			BM 9 FLICK THE BALL	Day -3		Flick the Ball – Students flick the ball towards a target using fingers or equipment.	Flick the Ball – Demonstration and guided practice	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	Development of soft muscles involved in the flicking action.	
			BM 10 FLICK IN THE BOX	Day -4		Flick in the Box – Students try to flick the ball into a marked box.	Flick in the Box – Activity-based learning	<b>CG-1</b> Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.	C-1.3 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	Development of sense of distance and power required in flicking any object at certain distance and height.	

			BM 11 MONKEY IN THE MIDDLE	Day-5		Monkey in the Middle – One student stands in the center and tries to catch the ball while others pass it.	Monkey in the Middle – Play-way method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Fun filled learning and development of team work and hidden communication.	
			BM 12 SIT AND RISE	Day -6		Sit and Rise – Students sit and stand quickly on command.	Sit and Rise – Command and activity method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.	Cognitive development and ability of anticipating future challenges by the actions of others.	
		3. STRIKE THE BALL	BM 13 STRIKE THE BALLOON	September Day -1		Strike the Balloon – Students hit a balloon and keep it in the air.	Strike the Balloon – Fun-based learning	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	C-3.3 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing).	Improving hand-eye coordination and timing.	
			BM 14 BODY AND BALLOON	Day -2		Body and Balloon – Students move or balance a balloon using different body parts.	Body and Balloon – Experiential learning	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others	C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly	Development of focus and concentration, anticipation of balls trajectory.	
			BM 15 SOFT BALL CONTROL	Day -3		Soft Ball Control – Students gently roll, pass, or control a soft ball.	Soft Ball Control – Skill-based learning	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Development of sense for shifting strength and control on wrist and fingers.	
			BM 16 PLAYING PASS	Day -4		Playing Pass – Students continuously pass the ball in pairs or groups.	Playing Pass – Practice method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others	C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.	Development of anticipatory path of the moving ball, engagement of different body parts in coordination with each other and with the stick.	

			BM 17 SCOOP IN THE SQUARE	Day -5		Scoop in the Square – Students scoop and pass the ball inside a marked square.	Scoop in the Square – Guided activity method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others	C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.	After single or multiple efforts, succeeding to scoop the ball in its desired place builds confidence.	
			BM 18 RECEIVING WITH STICK	Day -6		Receiving with Stick – Students receive and stop the ball using a stick.	Receiving with Stick – Demonstration and correction method	<b>CG-3</b> Demonstrates mental engagement in physical activity/game situations.	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	Development mastery of receiving skills strengthens concentration, reaction time and positive transfers of training.	
	4. LITTLE STEPS		BM 19 BALANCING THE STICK	October Day -1		Balancing the Stick – Students balance a stick while standing or moving.	Balancing the Stick – Motor skill learning	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Develops balancing ability, strategic thinking, shifting of weights with or against gravity, and decision-making	
			BM 20 KEEP ON MOVING	Day -2		Keep on Moving – Students continuously walk, jog, or move around the space.	Keep on Moving – Active participation method	<b>CG-6</b> Develops an understanding of the need to develop themselves and self-assess their progress.	C-6.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).	Development of coordination, cognitive abilities and concentration.	
			BM 21 HOLD YOUR GROUND	Day -3		Hold Your Ground – Students maintain balance and resist gentle movement.	Hold Your Ground – Group learning method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.4 Practises care and responsibility towards physical activity material, playground and facilities.	To enrich the ability to remain stable with the help of limbs in changing situations.	
			BM 22 PLANKS	Day -4		Plans – Students discuss and make simple activity plans.	Plans – Discussion method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.1 Explains the concept of some games, their rules, playing positions and basic moves.	Enrichment of core muscles mental strength and will power	
			BM 23 FIND THE HOUSE BM	Day -5		Find the House – Students run to a marked safe area or “house.”	Find the House – Problem-solving method	<b>CG-1</b> Learns the use of basic skills (running, jumping, catching, throwing, hitting	C-1.3 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	Nurturance of mental acuity decision making and quick reaction time.	

								and kicking a ball) to participate in different physical activities/games/sports.			
			24 CHOR POLICE	Day -6		Chor Police – One group chases while another tries to escape.	Chor Police – Play-way method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.	Enrichment of cognitive abilities, balance and coordination and enhanced brain function.	
			BM 25 SHUTTLE RUN	Day -7		Shuttle Run – Students run back and forth between marked points.	Shuttle Run – Drill method	<b>CG-6</b> Develops an understanding of the need to develop themselves and self-assess their progress.	C-6.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).	Development of agility, coordinative ability.	
			BM 26 DODGING MOVE TO SAFETY	Day -8		Dodging Move to Safety – Students dodge obstacles and move to a safe zone.	Dodging Move to Safety – Learning by doing	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.5 Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them.	Development of quick reaction time, ability, coordinative ability and flexibility.	
			BM 27 VACCINE VIJAYATE	Day -9		Vaccine Vijayate – Students play an awareness-based movement activity.	Vaccine Vijayate – Participatory learning	<b>CG-3</b> Demonstrates mental engagement in physical activity/game situations.	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	Familiarization or development of awareness towards immunization and vaccination , avoiding fear of pricking.	
02	OUR GAMES	5. LOCAL AND TRADITIONAL GAMES	OG 1 SEVEN STONES	November Day -1		Seven Stones – Teams hit and rebuild stacked stones while avoiding the ball.	Seven Stones – Cooperative learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.2 Creates group norms and rules of the game/activity before playing and reviews these regularly.	Developing concentration, agility, accuracy, cooperation and patience.	
			OG 2 GOLAAP TOGOR	Day -2		Golaap Togor – Students play a traditional circle game.	Golaap Togor – Fun learning method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Fostering anticipation team , building , emotional , understanding , memorization and empathy .	

			OG 3 PAKDAM - PAKDAI	Day -3		Pakdam Pakdayi – One student catches others in a chase game.	Pakdam Pakdayi – Play-way learning	<b>CG-6</b> Develops an understanding of the need to develop themselves and self-assess their progress.	C-6.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).	Developing agility , speed , quick reaction time , determination and endurance	
			OG 4 CHAIN (SANKALI)	Day -4		Chain (Sankal) – Tagged students join hands and form a chain.	Chain (Sankal) – Team coordination method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.	Developing agility , strength , determination , coordination and unity .	
			OG 5 AANKH MICHOLI	Day -5		Aankh Micholi – Students hide while one student searches.	Aankh Micholi – Exploratory learning	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	Enriching keen sense of hearing ,anticipation , collaboration and patience .	
			OG 6 BITTA KUD	Day -6		Bitta Kud – Students jump across marked spaces.	Bitta Kud – Practice method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	Nurturing accuracy, leg strength , stability and courage to overcome obstacles.	
OUR GAMES	5. LOCAL AND TRADITIONAL GAMES		OG 7 HOPSCOTCH	December Day -1		Hopscotch – Students hop through numbered boxes on one foot.	Hopscotch – Activity-based method	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	C-3.2 Moves purposefully their body to a beat/rhythm/ music.	Fostering leg strength, balance , stability , patience and will power .	
			OG 8 COCKFIGHTING	Day -2		Cockfighting – Students balance on one leg and gently push opponents.	Cockfighting – Physical learning method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.	Developing balance , full body coordination , leg shoulder strength , and resilience .	

			OG 9 KUMAR DENGA	Day-3		Kumar Denga – Students play a traditional running and chasing game.	Kumar Denga – Play-way learning	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.1 Explains the concept of some games, their rules, playing positions and basic moves.	Nurturing leg , strength , alertness , quick reaction time ,and dynamic and static balance .	
			OG 10 HUM PHOOLON KI SADAK PAR CHALTE HAI	Day -4		Hum Foolon Ki Sadak Pr Chalte He – Students walk carefully on a marked path.	Hum Foolon Ki Sadak Pr Chalte He – Fun activity method	<b>CG-6</b> Develops an understanding of the need to develop themselves and self-assess their progress	C-6.1 Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).	Discovering potential and enriching overall strength of the body , and team spirit .	
			OG 11 DODGE BALL	Day -5		Dodge Ball – Students avoid being hit by a thrown ball.	Dodge Ball – Team strategy learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	Strengthen agility , concentration , accuracy and self defense .	
			OG 12 SPOON RACE	Day -6		Spoon Race – Students balance an object on a spoon while running.	Spoon Race – Motor skill practice	<b>CG-1</b> Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/ sports.	C-1.1 Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).	Enriching concentration , balance , determination and neck muscle strength .	
			OG 13 GADDA MAAR	Day-7		Gadda Maar – Students aim and hit a target.	Gadda Maar – Skill practice method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.4 Practises care and responsibility towards physical activity material, playground and facilities.	Fostering accuracy , focus agility , self-defense and quick reaction time .	
			OG 14 TUG OF WAR	Day -8		Tug of War – Two teams pull a rope against each other.	Tug of War – Cooperative learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	Nurturing overall strength determination strategy and team work .	
			OG 15 THREE - LEGGED RACE	Day -9		Three Legged Race – Two students run	Three Legged Race – Teamwork learning	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping,	C-3.3 Demonstrates coordination abilities with a partner and	Enriching coordination , balance determination and respect.	

						together with one leg tied.		catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing		
			OG 16 IN AND OUT	Day- 10		In and Out – Students move inside or outside a boundary on command.	In and Out – Command method	<b>CG-3</b> Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	C-3.3 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing	Developing leg strength , attention and quick reaction time.	
			OG 17 LIGHT AND SHADE	Day -11		Light and Shade – Students run to a safe area when instructed.	Light and Shade – Activity method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others	C-4.2 Creates group norms and rules of the game/activity before playing and reviews them regularly.	Fostering agility , quick reaction time and time work .	
03	YOGA	6 YOGA FOR DAILY LIFE	YG 1 BEING HAPPY	January Day - 1		Being Happy – Students greet and smile with classmates.	Being Happy – Positive learning method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	1. Being Happy – Develops positive thinking, emotional well-being, and cheerful behavior.	
			YG 2 YAMA ( GOOD BEHAVIOR)	Day -2		Yama (Good Behaviour) – Students discuss and practice good behaviour.	Yama (Good Behaviour) – Moral learning method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.	2. Yama (Good Habits) – Learners understand discipline, honesty, non-violence, and good behavior.	
			YG 3 EYE EXERCISES	Day -3		Eye Exercises – Students move eyes in different directions for relaxation.	Eye Exercises – Health education method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	3. Eye Exercise – Improves eye coordination, concentration, and relaxation.	
			YG 4 NIYAMA ( GOOD HABITS)	Day -4		Niyama (Good Habits) – Students share and discuss healthy habits.	Niyama (Good Habits) – Value-based learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.5 Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them.	4. Niyama (Good Habits) – Develops cleanliness, self-discipline, positive habits, and self-control.	

			YG 5 TICK THE ACTIVITY	Day -5		) Tick the Activity – Students identify and tick correct activities.	Tick the Activity – Participatory method	<b>CG-3</b> Demonstrates mental engagement in physical activity/game situations.	C-3.2 Expresses their emotions and thinking process during the game.	5. Tick the Activity – Enhances observation, decision-making, and participation skills.	
		7. YOGIC PRACTICE	YG 6 INTRODUCTION	February Day -1		Introduction – Students introduce themselves to the group.	Introduction – Interactive learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.	6. Introduction – Builds confidence, communication, and social interaction.	
			YG 7 PREPARATORY PRACTICE	Day -2		Preparatory Practice – Students perform warm-up exercises.	Preparatory Practice – Demonstration method	<b>CG-3</b> Demonstrates mental engagement in physical activity/game situations.	C-3.2 Expresses their emotions and thinking process during the game.	7. Preparatory Practice – Improves readiness, coordination, and basic movement skills.	
			YG 8 BASIC POSTURE	Day -3		Students practice correct standing and sitting posture.	Basic Posture – Guided learning method	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.2 Creates group norms and rules of the game/activity before playing and reviews these regularly.	1. Basic Posture – Improves body balance, correct posture, and physical coordination.	
			YG 9 ASANA PRACTICE	Day -4		Students perform simple yoga poses.	Asana Practice – Demonstration and practice method	<b>CG-3</b> Demonstrates mental engagement in physical activity/game situations.	C-3.2 Expresses their emotions and thinking process during the game.	2. Asana Practice – Develops flexibility, strength, concentration, and body control.	
			YG 10 BREATHING PRACTICES	Day -5		Students do deep breathing exercises	Breathing Practice – Guided practice method	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.	3. Breathing Practice – Enhances lung capacity, relaxation, focus, and calmness of mind.	
			YG 11 "OM" CHANTING	Day -6		Students chant “Om” together for relaxation.	Om Chanting – Relaxation method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	8. Om Chanting – Enhances concentration, calmness, and mental relaxation.	
			YG 12 KRIDA YOGA	Day -7		Students play yoga-based games and activities.	Krida Yoga – Activity-based learning	<b>CG-2</b> Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.1 Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.	Outcome for Krida Yoga – Develops physical fitness, concentration, flexibility, coordination, discipline, and mental relaxation through playful yoga activities.	

			YG 13 JAPA - TAPA	Day -8		Students repeat words or sounds for concentration	Japa tapa – Concentration method	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	9. Japa tapa – Develops focus, patience, and inner peace.	
			YG 14 RISHI PATANJALI SAYS			Students listen and discuss yoga teachings	Rishi Patanjali Says – Discussion method	<b>CG-4</b> Develops an awareness of their personal and social behaviour towards themselves and others.	C-4.4 Practises care and responsibility towards physical activity material, playground and facilities.	10. Rishi Patanjali Says – Increases understanding of yoga values and discipline.	
			YG 15 SHABDA GRAHI			Students listen carefully and respond to words or sounds.	Shabda grahi – Audio-learning method fostering.	<b>CG-5</b> Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	Improve listening , understanding and response skills.	

