

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS – V

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 HUSH HUSH THROW	July Day-1	July	BM 1 HUSH HUSH THROW: "Hot Potato Pass" — Students stand in a circle and quickly pass a soft ball while music plays; when it stops, the holder answers a quick sports question.	Command & Practice Method: Direct instruction on proper hand positioning for catching, followed by structured pair practice at varying distances.	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different 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, focusing on visual cues to hit the target).	To develop agility and coordination with quick decision making skills.	
			BM 2 COUNT AND REP	Day-2		BM 2 COUNT AND REP: "Simon Says Movements" — Rapid-fire physical movements based on numbers called out by the teacher.	Guided Discovery: Students explore different trajectories of throwing to see which one gets the ball to a target faster.	CG-5 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 develop coordination, concentration and reaction time.	
			BM 3 PASS AND SCORE	Day-3		BM 3 PASS AND SCORE: "Rapid Fire Passing" — In teams of 4, students complete as many chest passes as possible in 30 seconds.	Cooperative Learning: Peer-coaching where students work in pairs to observe and give positive feedback on each other's form.	CG-2 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 agility, coordination and teamwork.	
			BM 4 HAND THE BALL	Day-4		BM 4 HAND THE BALL: "Tunnel Relay" — Teams line up and pass the ball backwards over their heads and under their legs sequentially.	Cooperative Learning: Peer-coaching where students work in pairs to observe and give positive feedback on each other's form.	CG-1 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 spatial understanding and cooperation.	

			BM 5 CATCH AND HIT	Day-5		BM 5 CATCH AND HIT: "Dodge-Tag" — A soft-ball game where students practice tracking a moving object and evading or catching it.	Task Teaching: Setting up different target stations where students must throw/hand off balls based on specific spatial rules.	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different 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).	To develop accuracy in throwing and reaction time.	
			BM 6 BULL'S EYE	Day-6		BM 6 BULL'S EYE: "Target Knockdown" — Trying to hit a pyramid of plastic cones from a designated distance.	Social-Emotional Learning (SEL) Pedagogy: Group discussion where students design their own team rules and penalties before launching the game.	CG-4 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 power in their throw and also to foster a quick response.	
		2. KICKING AND RECEIVING	BM 7 FRIENDLY GOAL	August Day-1		BM 7 FRIENDLY GOAL: "Name-Pass Kick" — Call out a peer's name before gently passing the soccer ball to them.	Demonstration and Drill: Step-by-step breakdown of side-foot passing and stopping the ball with the sole of the foot.	CG-1 Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.	C-1.2 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).	To develop accuracy in kicking.	
			BM 8 CLEAR THE CENTRE	Day-2		BM 8 CLEAR THE CENTRE: "Defend the Castle" — Students guard a central cone using only their feet to deflect incoming balls.	Differentiated Instruction: Adjusting distance to targets and ball sizes based on individual skill levels to balance the challenge.	CG-2 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.	To develop response time with leg-eye coordination.	
			BM 9 WALL GOAL	Day-3		BM 9 WALL GOAL: "Rebound Rhythms" — Kicking a ball against a wall and trapping it cleanly to a steady metronome beat.	Rhythmic & Movement Integration: Syncing kicking patterns and movement steps to a musical tempo to build fluid motor habits.	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	C-3.2 Moves purposefully their body to a beat/rhythm/music.	To develop a sense of force and work the angles while kicking.	

			BM 10 FOOT CRICKET	Day-4		BM 10 FOOT CRICKET: "Kick & Run" — A modified cricket setup where the batter kicks a stationary or rolling playground ball.	Tactical Games Approach: Emphasizing fielding positions and base-running strategies through open-ended tactical questioning.	CG-1 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 teamwork and coordination among teammates.	
			BM 11 KICK IN THE SQUARE	Day-5		BM 11 KICK IN THE SQUARE: "Grid Passing" — Keep-away game inside a marked chalk square without letting defenders intercept.	Spatial Awareness Training: Teaching students to scan the open spaces before receiving and executing a kick.	CG-3 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).	To develop leg-eye coordination, sense of space, and sense of force with respect to distance.	
			BM 12 HIT THE POTATO	Day-6		BM 12 HIT THE POTATO: "Moving Target" — Kicking a slow-rolling large ball to try and bump a smaller target ball.	Problem-Solving Method: Challenging students to calculate the speed of a moving object to accurately time their kick.	CG-4 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.	Develop a sense of space with respect to moving objects and accuracy.	
		3. STRIKE THE OBJECT	BM 13 HANDLE WITH CARE	September Day-1		BM 13 HANDLE WITH CARE: "Feather Balance" — Keeping a lightweight object balanced on a hand or ruler while walking.	Experiential Learning: Students rotate roles between being strikers, retrievers, and target referees to foster total responsibility.	CG-4 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.	To develop concentration and balance.	
			BM 14 BALLOON STRIKE	Day-2		BM 14 BALLOON STRIKE: "Volley-Keep-Up" — Using pool noodles or bare hands to keep balloons afloat while jogging forward.	Kinesthetic Learning / Coupling Movements: Drills combining continuous locomotor movement (running) with hand-eye coordination tasks.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.1 Explains the concept of some games, their rules, playing positions and basic moves.	Develop coupling movements (hitting while running) with cooperation among teammates.	

			BM 15 CATCH TO WIN	Day-3		BM 15 CATCH TO WIN: "Partner Volley" — Striking a tennis ball or sponge ball to a partner who must safely catch it in a cone.	Reciprocal Styles: Students take turns coaching each other on striking posture, focusing on the swing radius and grip force.	CG-2 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 hand-eye coordination, accuracy and range of striking with a sense of force.	
			BM 16 CORNER TENNIS	Day-4		BM 16 CORNER TENNIS: "Four-Square Strike" — Using hands or small paddles to strike a ball into quadrant corners.	Cognitive-Tactical Approach: Encouraging students to anticipate the opponent's placement by analysing their body alignment.	CG-3 Demonstrates mental engagement in physical activity/game situations.	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	To develop accuracy and anticipation with quick decision-making.	
			BM 17 HIT AND COVER	Day-5		BM 17 HIT AND COVER: "Strike & Base Sprint" — Striking a ball into an open zone and sprinting to touch a marker before the defence fields it.	Circuit Training Method: Interval stations emphasizing upper body follow-through, sprint starts, and ready-positions.	CG-1 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 upper body strength, speed and hand-eye coordination.	
			BM 18 HIDDEN BALL	Day-6		BM 18 HIDDEN BALL: "Blindside Targets" — Striking targets that are partially obscured or revealed at the last moment.	Peer Evaluation Pedagogy: Students work in small focus groups to evaluate and log progress on target-striking accuracy.	CG-4 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 sense of coordination and improve accuracy when hitting a target.	
		4. LITTLE STEPS	BM 19 CRAB WHEEL	October Day-1		BM 19 CRAB WHEEL: "Crab Soccer Mini" — Playing a slow-paced soccer match while entirely in the inverted crab-walk position.	Bodyweight Resistance Training: Fun, imaginative animal-walk variations that naturally challenge core and upper extremity structures.	CG-5 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 develop upper body strength and flexibility.	
			BM 20 LISTEN CAREFULLY	Day-2		BM 20 LISTEN CAREFULLY: "Traffic Lights" — Red, green, and yellow callouts mapping to fast sprints, slow walks, or frozen balances.	Interactive Audio Modelling: Directing motor shifts based on prompt audio cues, paired with post-session gear cleanup duty.	CG-2 Exhibits awareness of personal and social behaviour towards themselves and others.	C-2.4 Practises care and responsibility towards physical activity material, playground and facilities.	To develop different motor movements and response time.	

			BM 21 RUN AND FUN	Day-3		BM 21 RUN AND FUN: "Tail Tag" — Snatching cloth pinnies tucked into the waistbands of peers while protecting one's own.	Self-Directed Goal Setting: Students keep a physical tracking log to note metrics (e.g., jump length or sprint seconds) over trials.	CG-6 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).	To develop speed and lower body strength.	
			BM 22 PUSH AND PULL	Day-4		BM 22 PUSH AND PULL: "Tug of War Variation" — Sitting face-to-face holding hands/hoops, gently pulling partners to a standing posture.	Partner-Based Resistance Work: Heavily supervised, slow-resistance interactions emphasizing symmetry, grounding, and clear vocal calls.	CG-4 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.	To develop upper body and lower body strength.	
			BM 23 RUN AND CROSS THE RIVER	Day-5		BM 23 RUN AND CROSS THE RIVER: "Island Hopping" — Jumping between designated foam mats across the gym floor.	Structured Warm-Up & Recovery Practice: Incorporating systematic dynamic stretches before active jumping sequences to build good safety habits.	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports	C-3.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	To develop a sense of accomplishment with the lower body strength.	
			BM 24 SIDE ROLL	Day-6		BM 24 SIDE ROLL: "Log Roll Relay" — Lateral rolling smoothly on soft mats while maintaining tight straight alignment.	Kinesthetics Alignment / Safety First: Guided progression from simple rocking shapes to safe dynamic rolls on specialized mats.	CG-4 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.	To develop dynamic balance.	
02	OUR GAMES	5. LOCAL AND TRADITIONAL GAMES	OG 1 NADAN PANTHU KALI	November Day-1		OG 1 NADAN PANTHU KALI: "Circle Kick Pass" — Keeping a soft rag-ball airborne using legs and knees in a traditional circle format.	Cultural Storytelling Integration: Brief storytelling about the origins of the game followed by skill practice focusing on foot angles.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	To develop hand-eye, leg-eye coordination and range for kicking.	
			OG 2 ATTAKALAM	Day-2		OG 2 ATTAKALAM: "Ring Evasion" — Circle tag variant where inside players dodge incoming outside tag attempts.	Collaborative Strategy Sessions: Teams meet for 2 minutes mid-game to alter tactics, re-assign defensive rings, and establish norms.	CG-2 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.	To develop strength and teamwork.	

			OG 3 JODI BAKI	Day-4		Collaborative Strategy Sessions: Teams meet for 2 minutes mid-game to alter tactics, re-assign defensive rings, and establish norms.	Cooperative Movement Drill: Sprinting and changing vectors together while physically attached to a partner to build coordination.	CG-1 Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.	C-1.2 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	To promote teamwork and quick decision-making skills.	
			OG 4 NAKAL KHO	Day-5		OG 4 NAKAL KHO: "Shadow Mimic Kho" — Chasers copy the specific zigzag movements of the runner ahead of them.	Values-Infused Instruction: Guided briefing and scenario discussions outlining appropriate spatial contact, safe boundaries, and reporting rules.	CG-2 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.	To develop lower body strength and teamwork.	
			OG 5 MAI BHI MAINDHAK	Day-6		OG 5 MAI BHI MAINDHAK: "Frog Jump Tag" — All students are restricted to hopping around like frogs inside a safe perimeter.	Calisthenics & Movement Literacy: Linking muscle endurance exercises (plyometric frog hops) with interactive group play.	CG-1 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.	To improve balance, coordination, agility, and quick reflexes.	
			OG 6 DAMRU RELAY	Day-7		OG 6 DAMRU RELAY: "Hourglass Sprints" — Runner's travel in an 'X' shape or hourglass layout around designated markers.	Self-Referenced Evaluation: Students track personal baseline timings across 3 relay loops, aiming for custom pacing targets.	CG-6 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).	To run efficiently and start quickly.	
OUR GAMES	5. LOCAL AND TRADITIONAL GAMES	OG 7 AAHWAN KABADDI	December Day-1		OG 7 AAHWAN KABADDI: "Chant Sprints" — Practicing the rhythmic, unbroken breath-chant while executing fast defensive side-steps.	Tactical Game Simulations: Breaking down specialized Kabaddi roles (raider vs. defenders) using controlled, low-contact drills.	CG-1 Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.	C-1.2 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).	To improve agility reaction time strategic thinking and breath control, while promoting teamwork and excitement.		

			OG 8 BHUKHA SHER	Day-2		OG 8 BHUKHA SHER: "The Hungry Lion" — One central player attempts to block peers from crossing a designated threshold zone.	Problem-Solving & Roleplay Pedagogy: Prompting students to think through patterns of distraction to get past the defender.	CG-4 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.	To develop core strength and anticipation.	
			OG 9 GHAR PEHCHANO	Day-3		OG 9 GHAR PEHCHANO: "Find Your Base" — Blindfolded or spin-redirection paths guided entirely by the verbal directions of peers.	Empathy-Driven Integration: Pairing up activities that require complete trust, alongside debriefs about safety checks and supporting teammates.	CG-2 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.	Development of anticipation, perception, spatial sense and feel of patriotism for our beloved soil.	
			OG 10 DAICHOLU	Day-4		OG 10 DAICHOLU: "Regional Hopscotch Variations" — Traditional balanced single-leg grid jumping tasks using tokens.	Kinesthetics Alignment / Core Focus: Instructing proper hip posture and core engagement required to hold balance on a single foot.	CG-2 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.	To develop core strength.	
			OG 11 CHIKKA - CHIKKA	Day-5		OG 11 CHIKKA-CHIKKA: "Rapid Line Footwork" — Quick, rhythmic alternating lateral jumps across an indoor boundary layout.	Direct Instruction & Video/Visual Modelling: Visual breakdowns of efficient foot placement adjustments to transition directions quickly.	CG-3 Demonstrates mental engagement in physical activity/game situations.	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	To develop spatial sense and agility.	
			OG 12 GOCHA PAARI	Day-6		OG 12 GOCHA PAARI: "Traditional Target Toss" — Throwing small native pebbles or stones smoothly into sand targets.	Reflective Expression Pedagogy: Encouraging students to openly voice feelings about competition, success, and handling errors during class.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game	To develop eye-hand coordination sense and spatial sense.	
03	YOGA	6 YOGA FOR DAILY LIFE	YG 1 JNANA YOGA	January Day-1		YG 1 JNANA YOGA: "Mindful Silence" — Sitting quietly with closed eyes, focusing entirely on room sounds for 60 seconds.	Socratic Questioning / Discussion: Group circles mapping how thoughts arise, defining focus, and developing custom group norms.	CG-2 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.	To develop self-awareness and critical thinking skills.	

			YG 2 BHAKTI YOGA	Day-2		YG 2 BHAKTI YOGA: "Compliment Circle" — Passing a token; each recipient shares one kind word about a peer's performance.	Affective / Value-Based Pedagogy: Structured reflection prompts focusing on abstract terms like gratitude and emotional awareness.	CG-5 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 develop feeling of love, devotion, gratitude and compassion.	
			YG 3 YAMA	Day-3		YG 3 YAMA: "Truthful Mirrors" — Partners mirror each other's slow-moving physical gestures perfectly without laughing.	Cooperative Ethics Discussion: Translating classical yoga values (Yama) into explicit daily school rules like fair play and respect.	CG-2 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.	Develop ethical values and responsible behavior.	
			YG 4 ASTEYA	Day-4		YG 4 ASTEYA: "Shared Resource" — Group tasks where scarce sports materials must be shared equitably without arguments.	Role-Play & Reflective Dialogue: Reflecting on honesty and fairness during interactive game scenarios.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Develop honesty, integrity and fairness in their behavior.	
			YG 5 NIYAM	Day-5		YG 5 NIYAM: "Self-Care Checklist" — A quick group check on personal hydration, posture, and orderly storage of shoes/mats.	Experiential Self-Discipline: Guiding students to execute personal care and cleanliness routines independently before practice.	CG-3 Demonstrates mental engagement in physical activity/game situations.	CG-3 Demonstrates mental engagement in physical activity/game situations.	Apply positive values and personal responsibility in everyday life	
Unit 3	7. YOGA SADHANA	1.HASTA UTTANASANA	February Day-1			1. HASTA UTTANASANA: "Sky Reach Challenge" — Inhaling deeply while stretching arms up to touch imaginary high clouds.	Step-by-Step Analytical Anatomy: Directing specific visual alignment cues for shoulders, neck, and lower back extensions.	CG-4 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.	To improve flexibility of the spine, shoulder and arms	
		2. UTKATASANA	Day-2			2. UTKATASANA: "Invisible Chair Game" — Testing leg stamina by holding a shallow squat position as if sitting on a chair.	Kinesthetics Modelling / Breath Work: Instructing controlled, deep exhalations during intense isometric muscle holds to lower tension.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Experience a sense of calmness and reduced body tension	
		3.VIRABHADRASAN A	Day-3			3. VIRABHADRASAN A: "Statue Warriors" — Holding strong side-lunge poses while checking on the balance of neighbours.	Task-Oriented Care Pedagogy: Directing students to carefully inspect, lay out, and pack away delicate yoga mats safely.	CG-4 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.	Enhance flexibility of the legs, hips and shoulders.	

			4. TRIKONASANA	Day-4		4. TRIKONASANA: "Triangle Windmills" — Slowly tilting laterally to touch the shin while keeping both legs straight.	Proprioceptive Awareness Training: Directing student gaze upward toward the extended fingertips to build full-body space sense.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Develop concentration and body awareness.	
			5. PARVATASANA	Day-5		5. PARVATASANA: "Mountain Peak" — Interlocking fingers and stretching palms upward while sitting firmly in a cross-legged position.	Peer-Led Form Checks: Students form pairs to check that their partner's spine is perfectly upright and shoulders are relaxed.	CG-4 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.	Improve flexibility of the spine hips, and legs.	
			6. SHRISHASANA	Day-6		6. SHRISHASANA: "Wall Support Prep" — Simple dolphin poses or forward head-to-mat inversions using wall bases.	High-Scaffold Safety Pedagogy: Highly controlled, heavily assisted progressions focusing completely on neck alignment and spotter care.	CG-4 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.	To improve confidence and mental focus.	
			7. GOMUKHASAN	Day-7		7. GOMUKHASAN: "Behind-Back Hand Clasp" — Trying to hook fingers together behind the shoulder blades from above and below.	Stretching Literacy: Demonstrating passive torso opening while keeping an aligned sitting posture.	CG-3 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate indifferent physical activities/games/sports.	C-3.4 Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.	Improve sitting posture and joint mobility.	
			8. ARDHA MATSYENDRASAN	Day-8		8. ARDHA MATSYENDRASAN: "The Seated Twist" — Wrapping one leg over and gently twisting the upper body backwards.	Direct Cognitive Modelling: Using simple physical reference points (e.g., "point chest to side wall") to teach rotational angles.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.1 Explains the concept of some games, their rules, playing positions and basic moves.	Develop balance, concentration, and body awareness.	
			9. SARPASANA	Day-9		9. SARPASANA: "Snake Lift" — Lying prone on the belly, interlocking hands at the back, and lifting the chest up.	Empathy & Group Encouragement: Cultivating positive verbal support among peers as they attempt core spine extensions.	CG-2 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.	Develop balance and body coordination.	

			10. TIRYAKA BHUJANGASANA	Day-10		10. TIRYAKA BHUJANGASANA: "Twisting Cobra" — Arching up from the stomach and turning the neck to peer at opposite heels.	Visual Tracking Drills: Guiding smooth muscular adjustments by instructing students to track a specific spot on the wall behind them.	CG-3 Demonstrates mental engagement in physical activity/game situations.	C-3.1 Explains the concepts of some games, their rules, playing positions, and basic moves.	To develop balance, coordination, and body control.	
			11.MATSYASANA	Day-11		11. MATSYASANA: "Fish Pose Chest Lift" — Arching the upper back upward while resting softly on the crown of the head.	CG-2 / C-2.2: Creates group norms and rules before starting and reviews them.	CG-2 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.	Improve flexibility of the chest neck and spine.	
			12. SIMHA GARJANA ASANA	Day-12		12. SIMHA GARJANA ASANA: "The Roaring Lion" — Kneeling down, leaning forward, extending the tongue, and letting out a deep "haaaa" sound.	Expressive Arts Pedagogy: Encouraging uninhibited vocalization to break tension and help shy students build comfort in front of a group.	CG-5 Demonstrates mental engagement in physical activity/game situations.	C-5.2 Expresses their emotions and thinking process during the game.	Develop confidence and self-expression.	
			13. PRANAYAM	Day-13		13. PRANAYAM: "Alternate Nostril Breathing" — Slow, rhythmic breathing cycles using fingers to alternate airflow lanes.	Guided Meditation & Somatic Focus: Lowering lights/ambient sound to guide deep respiratory pacing for stress relief.	CG-4 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 experience relaxation and stress reduction.	

