

# **Khel Yatra**

**Physical Education  
and Well-being**



**Grade  
7**



0787



**0787 — KHEL YATRA – PHYSICAL EDUCATION  
AND WELL-BEING**  
Textbook for Grade 7

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# Foreword

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the pañchakośhas in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages — including at least two languages native to India — to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different

curricular areas as these textbooks will play a central role in mediating between content and pedagogy — a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks. The book for Physical education and well-being, titled *Khel Yatra* for Grade 7, is meticulously designed to develop motor skills and engage children in the team sports of Badminton, Football and Kabaddi. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

*Khel Yatra* emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness.

The content and activities are designed to encourage peer group learning, and enrich the educational experience for both students and teachers. While this textbook is valuable, children should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

DINESH PRASAD SAKLANI

*Director*

National Council of Educational  
Research and Training

New Delhi

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## About the Book

The *National Curriculum Framework for School Education 2023* (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help the teachers and students achieve curricular goals of Physical Education and Well-being, for the first time a textbook has been designed for Grade 7. This book enables students to experience the joy of playing, explore diverse physical activities, practice fitness skills, learn basic sports skills, and immerse in the world of yoga. Sports and physical activities teach important motor skills, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

To achieve the goals of fitness, sports and holistic well-being, the Grade 7 textbook is designed to have five units.

1. Foundational Basis of Physical Education and Well-being
2. Physical Motor Fitness
3. Fundamental Skills of Badminton
4. Fundamental Skills of Football
5. Fundamental Skills of Kabaddi
6. Yoga

In Unit 1, students explore the connection between physical education (PE) and well-being, emphasizing its impact on personal and social

behaviour. Through playing games and engaging in discussions, students will understand the importance of living a healthy lifestyle and how physical activity adds to their overall enjoyment and success. Students will also learn about the safety measures to minimize the risk of injuries and create a healthy environment for the students.

In Unit 2, students learn different fitness components like endurance, strength, flexibility, and balance. The main aim is to understand how each of these components contributes to overall health.

In the Units 3, 4 and 5 focus is on learning new games. Badminton is introduced in Unit 3, Football in Unit 4 and Kabaddi in Unit 5. Through interactive sessions and group exercises, students will discover the excitement of sport and health advantages of physical activity. The emphasis will be on inclusivity, team cohesion, and enjoyment of movement.

In the last unit, students immerse in the holistic nature of yoga. They learn about *Yama* (social discipline) and *Niyama* (Personal discipline) to inculcate healthy habits for positive behavior. Systematic practice of various yogasanas starting with *Sūkshma Vyāyāma* (loosening exercises), preparatory breathing practices and step-by-step performance of each asana helps our body to be flexible, strong, balanced and disease free. Various techniques of *Prāṇāyāma* strengthen the lungs, improves functioning of major systems of our body, calm down the mind, improve concentration and help in achieving overall harmony and well-being. To explore the world within us and experience deep sense of peace, tranquility and bliss, students learn different techniques of *Dhārana* (single pointed concentration) and *Dhyāna* (meditation). Learning various yogic practices lays foundation for long and healthy life.

In this book, apart from learning the games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect, as well as, help each other, and

experience the joy of playing together. Inculcation of these values and dispositions will partly happen while children are engaged in the physical activities or games and partly, they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the Physical Education and Well-being periods.

## Structure and Flow of Classes

NCF-SE 2023 has recommended 120 periods for physical education and well-being in Grade 7. Suggestive timetable assumes at least 5 periods of 40 minute each, per week. NCF-SE recommends allocating block period (2 periods together) for physical education and well-being. If it is not possible to allocate two block periods and one single period every week, it is necessary to design single periods with different focus to ensure sufficient time for activities, game and circle time.

Suggestions are given below for two different scenarios of timetable.

- Scenario 1 – Five single periods per week.
- Scenario 2 – Two block periods for Units 1 to 4 and single period for yoga.

**Scenario 1:** Three different types of sessions have been visualised to effectively use the limited time in each period and achieve the learning outcomes.

- Type 1: Maximizes game practice.
- Type 2: Maximizes circle time after play to provide sufficient time for discussing cognitive and socio-emotional aspects.
- Type 3: Maximizes gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Period/Session Types				
Type 1	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time

Time in Minutes	5	25	5	5
Type 2	Warm-up – Preferably Gamified	Game Time	Cool-down	Circle Time
Time in Minutes	5	15	5	15
Type 3	Warm-up – Preferably Gamified	Gamified Drills/ Mini Games	Cool-down	Circle Time
Time in Minutes	5	25	5	5

**Scenario 2:** (Highly Recommended) – A block period of 80 minutes can effectively maximize game practice, drills and circle time. Two types of sessions can be planned with block periods.

- Type 4: Maximizes game time and drills.
- Type 5: Maximizes game time.

#### Type 4

Block Period	Warm-up – Preferably Gamified	Game Time	Gamified Drills/ Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Gamified Drill is a mini game played between teams to target specific skills. Pure drills are not recommended at this stage.

Or

#### Type 5

Block Period	Warm-up – Preferably Gamified	Game Time Play 2 games	Cool-down	Circle Time
Time in Minutes	5	50	5	20

## Note for the Teachers

For a joyful experience, safety of children and effective development of competencies, teachers may follow the instructions given below:

- Ensure adequate play area and that there are no obstructions in the play area.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing the teams, make sure that the teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Ensure that a first-aid kit is available and accessible.
- Ensure that students are treated with respect and they feel emotionally and socially safe.
- Provide regular encouragement and support to all the students.
- Ensure students have access to fair redressal of grievances during the Physical Education period.
- Encourage students to be aware of their surroundings while playing.
- Instruct the students not to aim at the opponent.
- Encourage the students to be careful while pushing or pulling the opponent in the activity.
- Ensure that students do proper warm-up and cool-down.  
Encourage them to create their own routines.
- Provide opportunities to students for interactions before, during and after the class.

- Introduce sports skills gradually. Complexity can be increased by playing mini versions of the sport gradually building individual capacities such as observation, reflection, emotional regulation, expanding spatial awareness and peripheral vision, and making quick judgements based on gameplay.
- Discuss social capacities such as effective communication, collective decision-making, and working together towards a common goal, during circle time and at relevant moments in the sport.
- Encourage students to take more responsibility for building a culture of inclusive sports at school. Help them to take an active role in ensuring all students feel safe, motivated, and encouraged to play.
- Three sports are offered in this book, teachers has to opt any two as per the feasibility.
- Name of various sports introduced in this book are derived from various states, having different dialects. Teachers should encourage the students to learn correct pronunciation of these names.

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# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a **[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the **[unity and integrity of the Nation];**

**IN OUR CONSTITUENT ASSEMBLY**  
this twenty-sixth day of November, 1949 do  
**HEREBY ADOPT, ENACT AND GIVE TO  
OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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# Constitution of India

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

\*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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# **CONSTITUTION OF INDIA**

## **Part III (Articles 12 – 35)**

(Subject to certain conditions, some exceptions  
and reasonable restrictions)

guarantees these

## **Fundamental Rights**

### **Right to Equality**

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### **Right to Freedom**

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### **Right against Exploitation**

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### **Right to Freedom of Religion**

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### **Cultural and Educational Rights**

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### **Right to Constitutional Remedies**

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



# Warm-up and Cool-down

## Warm-up

Warm-up prepares the body for exercise by increasing blood flow, flexibility, and mobility.

It includes light activities like jogging, stretching, and dynamic movements.

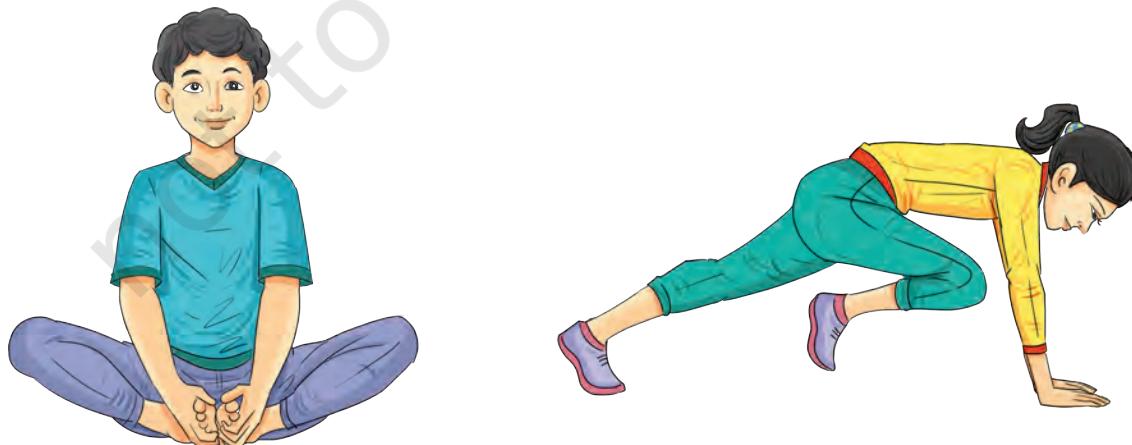
Warming up helps prevent injuries, enhances strength, and improves coordination.

It also sharpens focus and prepares both the body and mind for physical activity.

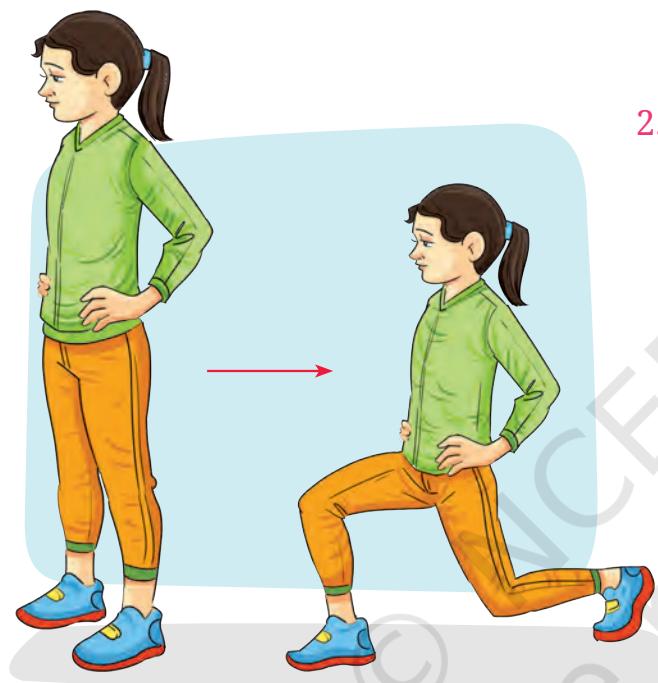
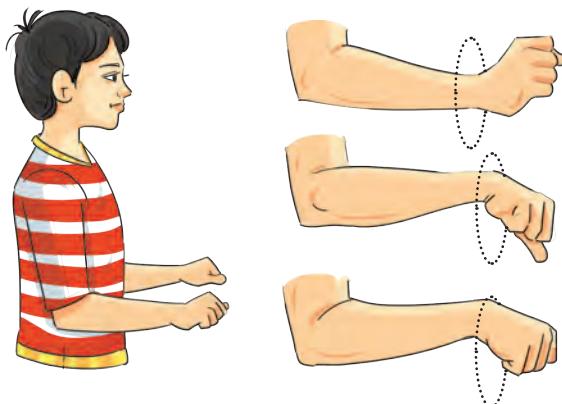
## Cool-down

Cool-down allows the body to relax and recover after exercise by gradually slowing down movements.

Gentle stretching and deep breathing help reduce muscle stiffness, prevent soreness, and promote flexibility.



1. **Wrist Rotation:** Stand or sit with your back straight. Extend your arms in front and form fists. Slowly rotate your wrists in circular motions, first clockwise and then to counter-clockwise. This helps warm-up your wrist joints.



2. **Backward Lunges:** Stand with your feet hip-width apart. Step one leg back and lower your body until both knees are bent at 90 degrees. Push through your front heel to return to the starting position. Repeat on the other side. This exercise strengthens your legs and glutes.



3. **Toe Raise, Arm Swing:** Stand with your feet shoulder-width apart. Raise your left leg and touch your left hand to your left toe while swinging your right arm back. Lower your leg and repeat on the other side. This exercise improves coordination and flexibility. This can be done alternatively also.

- 4. Side Lunges:** Stand with your feet together. Step one foot out to the side and bend that knee, keeping your other leg straight. Push through your bent leg to return to the starting position. Repeat on the other side. This targets your inner thighs and hips.

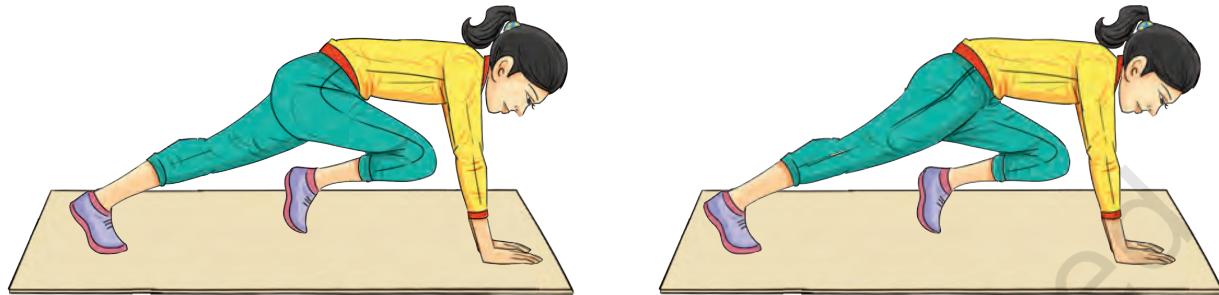


- 5. Forward and Sideward Lunges with Side Rotation:** Perform a forward lunge by stepping one foot forward and lowering your body until both knees are bent at 90 degrees. Twist your torso towards the side of your front leg. Return to the starting position and perform a side lunge with the same side rotation. Repeat on the other side. This combines strength and flexibility.



- 7. Butt Kicks:** Stand with your feet hip-width apart. Jog in place, kicking your heels up towards your buttocks. Swing your arms naturally as you jog. This exercise helps improve your cardiovascular fitness and stretches your quadriceps.

**8. Mountain Climbers:** Start in a push-up position with your hands directly under your shoulders. Quickly alternate bringing one knee towards your chest while keeping the other leg extended. Continue switching legs in a running motion. This exercise strengthens your core and increases your heart rate.



**9. Star Jump:** Stand with your feet together and arms by your sides. Jump up, spreading your legs out wide and raising your arms overhead to form a star shape. Land softly with your feet together and repeat. This exercise improves cardiovascular fitness and coordination.



**10. Both Leg Knee Hugs:** Lie on your back with your legs extended. Bring both knees towards your chest and wrap your arms around them, hugging them close to your body. Hold for a few breaths and then release. This stretches your lower back and relieves tension.



**11. Child's Pose:** Kneel on the floor and sit back on your heels.

Extend your arms forward and lower your chest towards the ground, resting your forehead on the floor. This pose gently stretches your back, hips, and shoulders.



**12. Mountain Pose:** Start on your hands and knees.

Lift your hips up and back, straightening your legs and arms to form an inverted V-shape with your body. Keep your head between your arms and your heels reaching towards the ground.



This pose stretches your hamstrings, calves, and shoulders.

**13. Cat-Camel Stretch:** Start on your hands and knees with a flat back. Inhale, arch your back, and lift your head and tailbone towards the ceiling (Camel Pose). Exhale, round your back, and tuck your chin towards your chest (Cat Pose).

Repeat, moving smoothly between the two poses. This stretch improves flexibility in your spine.



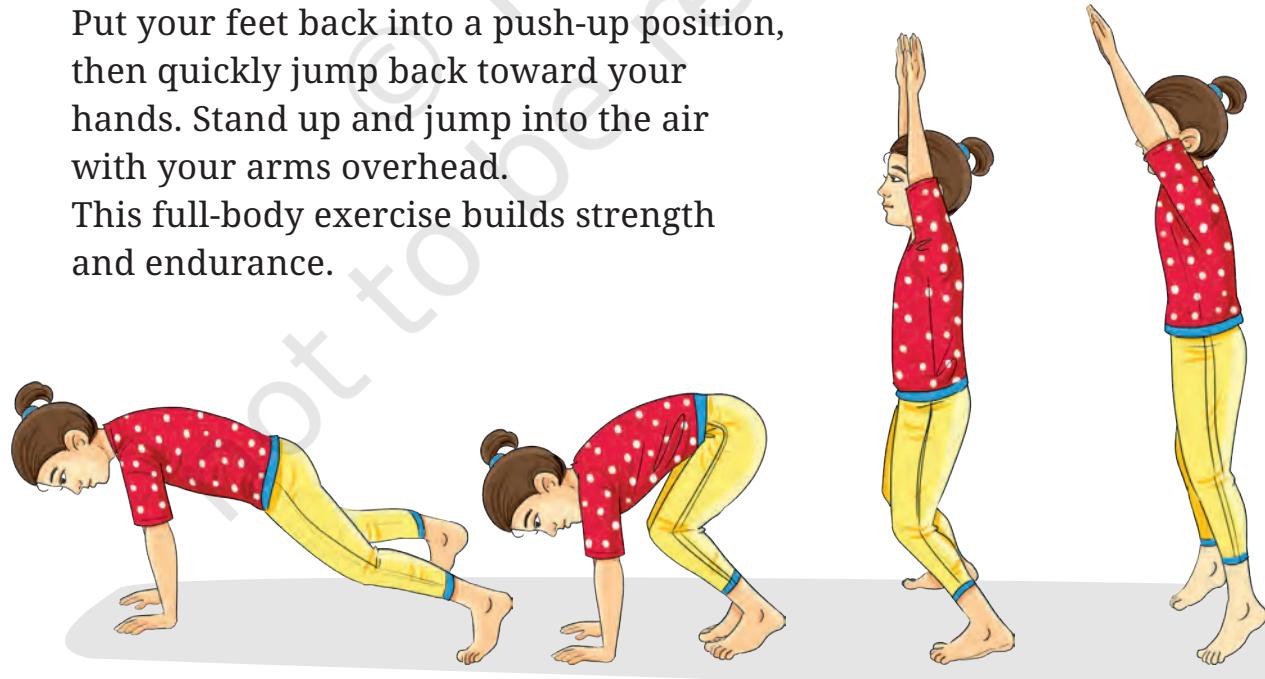
**14. Butterfly Stretch:** Sit on the floor with your feet together and your knees bent outwards to the sides. Hold your feet with your hands and gently press your knees towards the ground. This stretch targets your inner thighs and hips.



**15. Seated Forward Fold:** Sit on the floor with your legs extended straight in front of you. Reach forward with your hands towards your toes, keeping your back as straight as possible. Hold the position for a few seconds. This stretch improves flexibility in your hamstrings and lower back.



**16. Burpees:** Stand with your feet shoulder-width apart. Squat down and place your hands on the floor in front of you. Put your feet back into a push-up position, then quickly jump back toward your hands. Stand up and jump into the air with your arms overhead. This full-body exercise builds strength and endurance.

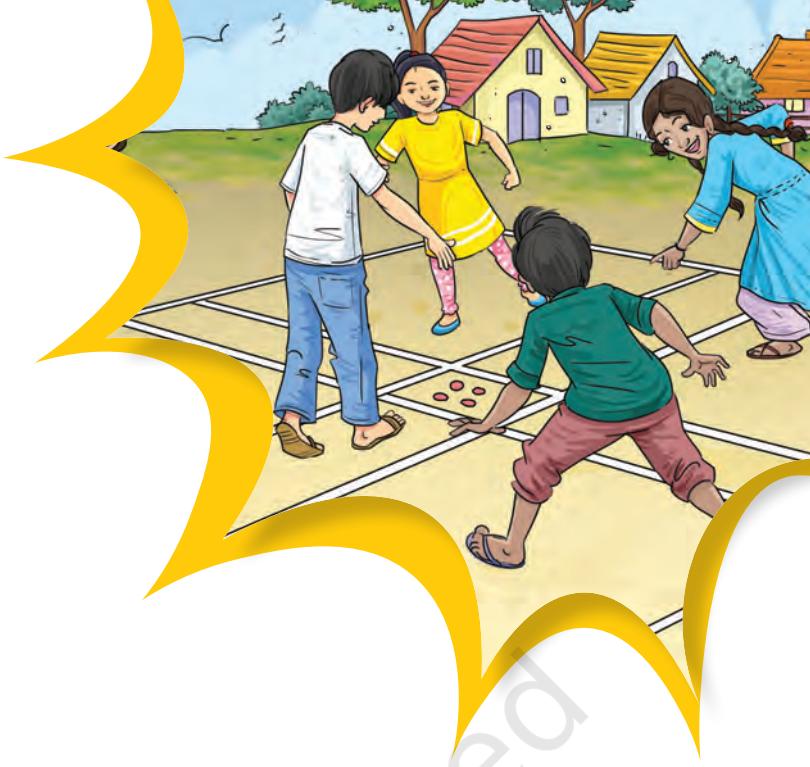




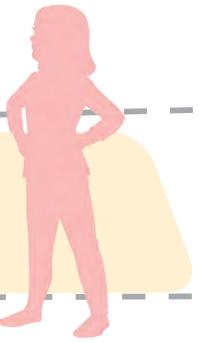
# UNIT 1

## Foundational Basis of Physical Education and Well-being

This unit highlights the connection between physical activity and personal growth, emphasizing fitness, mental resilience, teamwork, and the importance of safety rules. Students will develop motivation, courage, and discipline to take on physical challenges, track their progress, and stay committed to self-improvement. They will also learn to recognize and report bullying, mental health concerns, and inappropriate behavior, helping to create a safe and respectful environment.



# The Ball Progression Game



**The Ball Progression Game** is a fun and engaging activity that helps in improving coordination, teamwork, and ball-handling abilities. It challenges us to work together as we progress along a series of markers while passing the ball back and forth.

Warm-up	Skill	Cool-down	Circle Time
Wrist Rotation, Hip Circles	The Ball Progression Game	Slow/Static Stretching	Feel the muscle

## How to play?

- Draw a rectangle measuring 20 by 10 metres on the playground.
- Place markers at regular intervals from the centre line of the rectangle.
- Divide the students into pairs.
- Three pairs will play at a time, while the other pairs stand on the markers behind the end line.
- Each pair stands facing one another at the marker nearest to the centre line.
- The ball is passed to a partner by the student holding it.
- The partner catches the ball and throws it back.



- Following a well-executed catch and pass, both students move on to the second marker.
- After every throw and catch, the students will move in the direction of the marker.
- When a pair reaches the final marker, the students pass the ball to the next pair.
- The game keeps going until each pair gets their turn.



### Circle Time – *Feel the muscle*

- Stand in a circle and take a throwing stance.
- Feel your own muscles in the legs, that are tight and soft, by gently touching them.
- Ask your teacher about the name of the muscle and write it down.
- You can also perform this activity in pairs and ask your partner to identify the muscles which tighten while performing an action.

#### Note for the teacher

Encourage students to observe and identify the forearm and other muscles during the activity, emphasising awareness and respect for personal boundaries while fostering gender sensitivity.



Did you feel the different muscles in your upper and lower body while throwing and receiving the ball?

# Ghorpadiche Shepoot



**Ghorpadiche Shepoot** is a thrilling and enjoyable approach to improve cooperation and physical capabilities. Get ready to run with the *ghorpad* (also known as *goh* or *goyra*) and enjoy the excitement of the chase!

Warm-up	Skill	Cool-down	Circle Time
Side Walk, Back Walks, Jogging Drills	Ghorpadiche Shepoot	Single-leg Knee Hugs, Double-leg Knee Hugs	Working together

## How to play?

- Students should be divided into groups of five to eight students each.
- Each team lines up, holding the person in front of them by the waist to form a *Ghorpad*.
- Draw boundaries for the play area with cones or markers.
- One team's "head" (the person at the front of the line) must be in contact with the other team's "tail" (the student at the back of the line) without letting their own tail getting touched.
- Teams start moving together at the teacher's signal, with heads attempting to touch the tails of other teams.
- Students need to maintain communication and unity within their team.



- When a team's head successfully touches another team's tail, they score a point.
- Students can choose to keep playing without resetting their positions when a point is scored.
- The game will be played for a set duration of time (let's say 10 minutes).
- The team with the most points at the end of the given time frame wins.



### Circle Time – Working together

- Ghorpadiche Shepoot is about moving together and moving fast. Discuss what helped you move fast and better.
- Have you seen a centipede (*Kanchala*)? Observe how it moves its legs. How would you move your legs together to move fast?
- Discuss how Marathi warrior Tanaji Malusare used *Ghorpad* to win the castles.



In a team game, coordinated movements help you achieve better results.

# Nalugu Rallu Ata

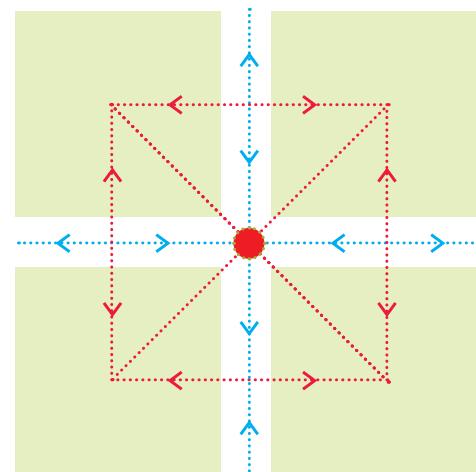


**Nalugu Rallu Ata** is a traditional Indian game, popular in the southern regions, especially in Andhra Pradesh and Telangana. The name means ‘Four Stones Game’. Played by five participants, this game involves strategic movement and teamwork to avoid being caught by the ‘denner’ while collecting stones.

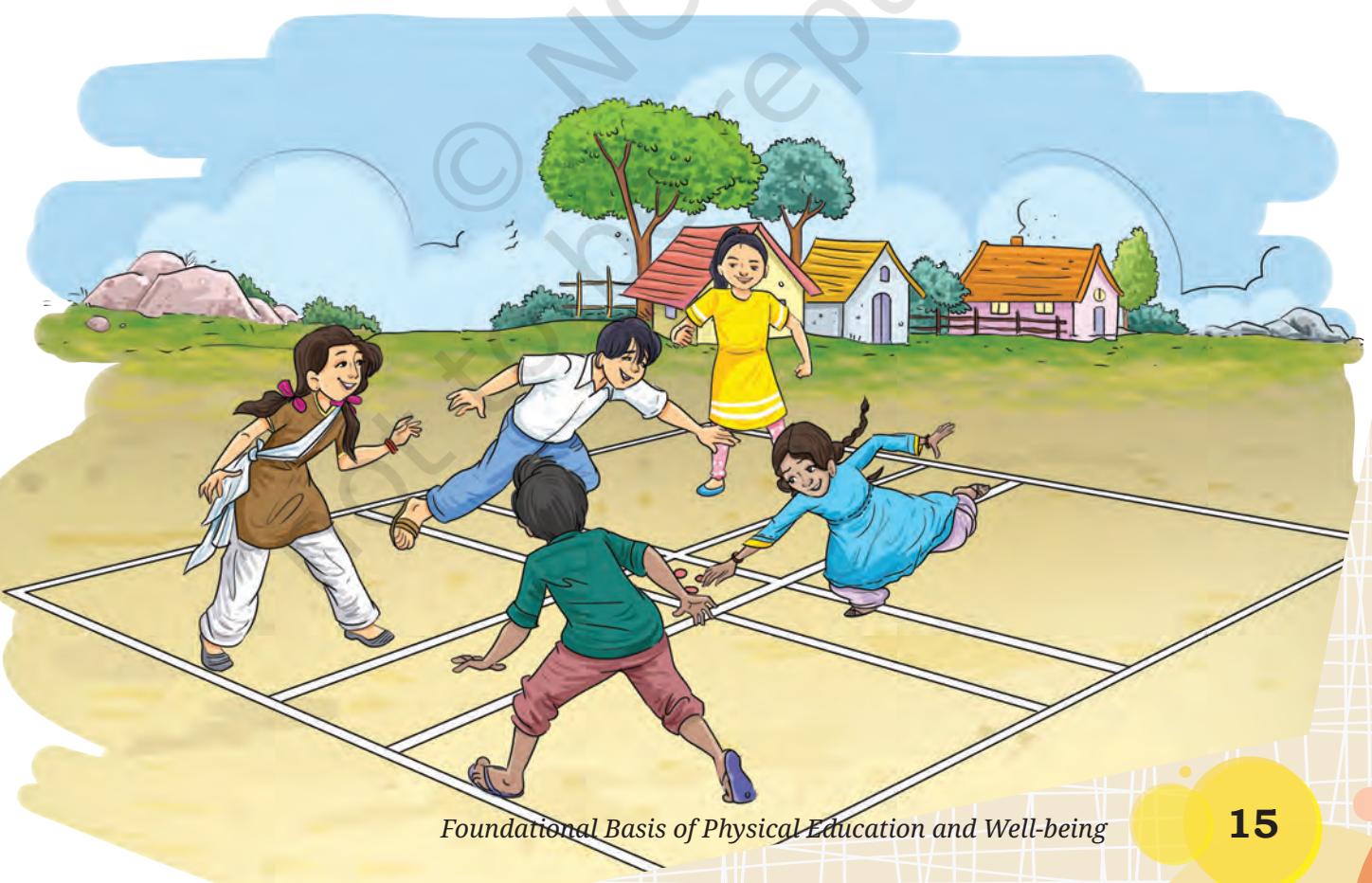
Warm-up	Skill	Cool-down	Circle Time
Leg Stretches, Ankle Rotations, Arm Swings, Alternate Toe Raise	Nalugu Rallu Ata	Quadriceps Stretch, Forearm Stretches (Wrist Flexors and Extensors Stretching)	Growing mentally strong

## How to play?

- Draw the court as shown in the figure having boxes and a path.
- Place four stones right at the centre of the path.
- Four students take their positions inside their respective boxes, and four stones are placed at the centre of the path as shown in the figure. The fifth person will be the denner.



..... Students movements  
..... Denner's movements



- The objective of the students is to pick up the stones without being caught by the denner, who cannot enter the boxes but can move in this path.
  - Students can collaborate or act independently to pick up the stones and distribute them amongst each other, with each student ultimately having one stone.
  - Once all students have their stones, they ask the denner to choose either ‘*Gumpu*’ (Group) or ‘*Chuttu*’ (Circling).
  - If the denner chooses ‘*Gumpu*’, all students gather in one selected box with their stones.
  - If the denner chooses ‘*Chuttu*’, each student must make three rounds around the boxes and return to their original position, while avoiding the denner’s touch.
  - Students are out if they are touched by the denner while moving between boxes. The game continues until one student is out.
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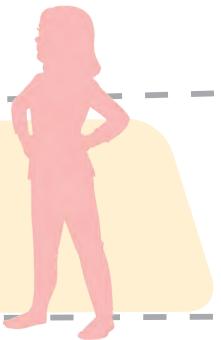
### **Circle Time – *Growing mentally strong***

- Discuss with your classmates who all had the fear of being caught while crossing the boxes.
- How did you handle the fear of being caught, failure or being eliminated from the game?



Focus on learning new skills and process of playing the game and not on the outcome of the game. This will help you grow mentally strong.

# Gidhada Gudkavan



**Gidhada Gudkavan** is a traditional Indian game that replicates a chase between a hawk (*gidhada*) and chickens (*gudkavan*). The game, popular in rural areas, encourages agility, teamwork, and strategy as the hawk tries to tag the chickens, while the mother hen leads the chickens to safety. This fast-paced game has been passed down through generations as an exciting and playful way to stay active.

Warm-up	Skill	Cool-down	Circle Time
Shoulder Rotation, Side Lunges, Arm Swings	Gidhada Gudkavan	Quadriceps Stretch, Overhead Arm Stretches	Working for each other

## How to play?

- Choose one student to be the hawk (*Gidhada*), while the rest of the students (mixed gender) are chickens (*gudkavan*). The chickens line up behind a leader, the ‘mother hen’.
- The hawk’s goal is to tag the chickens, symbolising catching its prey. The mother hen’s role is to protect the chickens by leading them away from the hawk’s attempts to tag them.
- The chickens hold onto each other’s waists, forming a chain behind the mother hen.
- The hawk tries to tag the last chicken in line while avoiding being blocked by the mother hen, who tries to shield her brood.

- The game continues until all the chickens are tagged or the hawk gives up.
- Once a chicken is tagged, they are out of the game. The last remaining chicken becomes the next hawk.
- Encourage students to stay focused, move quickly, and use strategy to avoid being tagged.



### **Circle Time – Working for each other**

- What role did you play in saving the last chicken from the hawk?
- Discuss how students of different genders and abilities will strategise to save the chicken.



Winning as a team is far more important than achieving individual milestones and performance goals.

# Stand Up, Speak Out



**Stand Up, Speak Out or Bully Role Play** is an effective activity for learning about the effects of bullying, identifying its various forms, and practicing suitable reactions. Students may explore various viewpoints—those of the bully, the target, and the bystanders—through role-play and learn appropriate responses in practical scenarios.

Warm-up	Skill	Cool-down	Circle Time
Sideward Bending And Skipping Jumps, Hip And Pelvic Muscle Stretch	Stand Up and Speak Out	Arm Swinging, Shoulder Shrug, Hamstring Stretch, Calf Stretch	Treating each other well (effects of bullying)

## How to play?

- Divide the students into two teams.
- Students will be playing kho-kho.
- Teacher will secretly assign roles to four students from the team, who will not share their roles with other students:
  - Bully** (the one doing acts of bullying) – bully will deliberately tease other students by different names or push them or display anger.

2. **The target**, or the victim of bullying – the target while knowing that the bully is not doing this on purpose acts as if they are a victim.
  3. **Bystanders** are individuals who observe bullying but do not do anything and some of them join the bully in harassing the victim.
  4. **An up-stander** is a bystander who chooses to take action and confront the bully.
  5. After the game, the students will discuss the acts of bullying during the circle time.
- 





### Circle Time – Treating each other well

Discuss the following questions while sitting in a circle

- If you were bullied, how would you feel?
- Why does somebody engage in bullying?
- What did the bystanders do, and how did their actions affect the situation?
- What could have been done differently to prevent or stop bullying?



Treat others the way you want to be treated. Treating others well will make you happy.

# Harassment Prevention Skit



**Harassment Prevention Skit** is to build students' confidence in handling difficult situations and to promote a culture of respect and safety. Harassing anyone physically, mentally, or emotionally can lead to serious repercussions for both the victim and the harasser. Through this activity, we will learn how to eliminate this harmful act from our society.

Warm-up	Skill	Cool-down	Circle Time
Exercise of Facial Expression Manifesting or Depicting Anger, Happiness, Pain, Pleasure and Anxiety	Harassment Prevention Skit	Deep Breathing Exercise to Control Anger and Anxiety	Treating each other well

## How to play?

- Make groups of 7–8 students.
- Prepare a set of scenarios that can include situations like someone making uncomfortable (which has sexual undertones) comments, inappropriate touching, poking or peer pressure as per the POCSO Act.
- Assign different roles to different students in each scenario such as the perpetrator/offender and the victim.

- Describe the objective of the role-playing exercise. Explain that it is to show the harassment as per the understanding of the students.
- Students enact the scenarios according to the roles they have been assigned.
- Encourage them to share their thoughts and feelings about each scenario.



### **Circle Time – Discussion about the harassment prevention**

Discuss on the following topics while sitting in a circle:

- What was challenging about responding to the situation?
- How would you handle a similar situation in real life?



### Note for the teacher

- Please read the prevention of sexual harassment under the POCSO Act before conducting this activity.
- Teacher must provide different scenarios to groups of seven to eight students and ask them to prepare a different skit.
- Ensure that all of the possibilities in role plays are hypothetical and that this is a safe place for learning.
- Be sensitive and prepare a skit in such a manner that students can share their feelings openly.
- Identify the good touch and bad touch.
- Also, make students aware of where to report such incidents and seek help.



Sexual harassment is a punishable offence. It can lead to severe legal punishment.

## Self-Assessment

Read the statement and tick the most suitable answer for you.

### SAFETY ON THE GROUND

1	2	3	4	5
I think the games could be safer.	Some games are safer than others.	Most of the games are safe.	All the games are safe.	If the games are not safe, we change them to make them safe.

### CARING ATTITUDE

1	2	3	4	5
I like to play alone.	Sometimes, I like to play with my classmates.	I like to play in the group most of the time.	I always like to play in a group.	I like playing in a group because I can understand the benefits of playing with others.

### UNDERSTAND BULLYING

1	2	3	4	5
Bullying does not happen around me.	Bullying happens around me, and I am able to identify bullying.	I am able to identify bullying, and I speak up when it happens.	I am able to identify bullying and sympathise with the victim.	I am able to stand against bullying if it happens around me.

## UNDERSTAND HARASSMENT

1	2	3	4	5
Harassment does not happen around me.	Harassment happens, and I am able to identify it.	I am able to identify harassment, and I speak up when it happens.	I am able to identify harassment and sympathise with the victim.	I am able to stand against harassment if it happens around me.

## EMOTION CONTROL

1	2	3	4	5
I find it difficult to control my emotions.	I get frustrated only when things are not going my way.	Occasionally, I lose control and get frustrated, but I recover very soon.	I am able to stay calm during the game.	I am able to stay calm and help others to calm down.