

## Health and Physical Education

### *(How to remain physically, emotionally and mentally healthy)*

#### **Introduction**

Children continue to do physical activities including Yoga as suggested earlier. These should be considered as an integral part of the everyday activities towards an their overall development. Involving children studying in Classes VI, VII and VIII daily for 30-40 minutes in physical and yogic activities will enable them to remain active and healthy even staying at home during lock down. In this material, some other activities related to understanding about growing up, and helping children to be emotionally and mentally strong have also been included.

#### **Objectives**

- To help children know and accept individual and collective responsibility for healthy living at home.
- To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
- To help children improve their neuromuscular coordination through participation in yogic and other physical activities and to be physical fitness.
- develop healthy habits and lifestyle in children.
- To develop physical, emotional and mental health
- To provide skills for dealing with psycho-social issues
- To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, and strain of staying at home.



## Classes VI – VIII

<i>Learning Outcomes</i>	<i>Resources/ Materials</i>	<i>Suggested Activities</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>describes physical Fitness (Strength, Endurance and Flexibility) related activities and does every day to achieve Physical Fitness</li> <li>realises the importance of keeping bones healthy; • become aware of common bone injuries and learn how to deal with them;</li> <li>develops a positive attitude towards the differently abled children;</li> <li>emphasises the importance of maintaining a good posture to be free from postural defects.</li> <li>develops games and sport related Sports Awareness</li> <li>does yogic activities for achieving holistic health</li> <li>appreciates the diversity of, seasonal and locally available food Indian foods</li> <li>identifies differences in physical growth and changes that take place in boys and girls</li> <li>clarifies myths and misconceptions related to growth and development.</li> </ul>	<p><i>Health and Physical Education— A Teachers’ Guide for Class VI</i></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf</a></p> <p><i>Health and Physical Education A Teachers’ Guide for Class VII</i></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf</a></p> <p><i>Health and Physical Education A Teachers’ Guide for Class VIII</i></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/HaP_edu_tg.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/HaP_edu_tg.pdf</a></p>	<p><b>Activity 1</b></p> <p>Find the reason why Mother says you must drink milk and have a balanced diet so that you can grow? Do you think she is correct? Why?</p> <p>In many parts of the country, we find that 10-year-olds look like 5 or 6-year-olds. Draw the comparative pictures and write reasons for this.</p> <p><b>Activity 2</b></p> <p><b>How Bones are Joined Together</b></p> <p>If you have the facility of a computer, See the chart showing skeletal system. Build with clay or thermocole, the skull and the vertebrae or the limb bones. This you can also see in the science textbook.</p> <p>Ask the child to list joints such as knee, finger bones, wrist, ankle, etc.</p> <p>Asks the child to (i) rotate head; (ii) flex elbows; and (iii) bend knees. Find out —</p> <ul style="list-style-type: none"> <li>how is it that one can flex your elbow or the wrist but not any other part of the arms?</li> <li>how is it that you can flex your arm at elbows or bend knees inwards but not in all directions?</li> <li>how is it that the head cannot rotate a full circle?</li> <li>Why does an infant needs support for his/her head?</li> </ul> <p><b>Activity 3</b></p> <p><b>How Bones Can Be Kept Healthy</b></p> <p>Tells the child that food items rich in calcium are essential for bone building and are for keeping bones healthy as bones are made of calcium salts. Find out from the child how much they know about sources containing calcium. Ask the child to prepare a list of sources containing calcium?</p> <p><b>Activity 4</b></p> <p>Below are some food items—</p> <ul style="list-style-type: none"> <li>Milk (in the form of bottle or pouch or cow/buffalo</li> </ul>



	<p><i>Yoga A Healthy Way of Living</i>, Upper Primary Stage</p> <p><a href="http://www.ncert.nic.in/gpPDF/pdf/tiyhwlp1.pdf">http://www.ncert.nic.in/gpPDF/pdf/tiyhwlp1.pdf</a></p> <p>These books are available in Hindi, Urdu and English and in the NCERT website (<a href="http://www.ncert.nic.in">www.ncert.nic.in</a>).</p> <p>Pictures of athletes and sports persons Sports bulletins Sports records-making and breaking from various Sport Federations</p>	<ul style="list-style-type: none"> <li>• Any milk product : Yoghurt (curd), cheese (paneer)</li> <li>• Fish</li> <li>• Custard apple (<i>shareefa</i>)</li> <li>• Beans</li> <li>• Pluses</li> <li>• Almonds (<i>badam</i>)</li> <li>• Bottle gourd(<i>lauki</i>)</li> <li>• Water melon</li> <li>• Peanuts</li> <li>• Lemon</li> <li>• Ridge gourd(<i>Turai</i>)</li> </ul> <p>Write on a paper which item out of those listed above are consumed by you (i) regularly; (ii) at times; and (iii) hates to consume.</p> <p>Can you think about the items that are not included which strengthen bones? What about Vitamin D? From which sources is it available? Write in your note book and share with your parents.</p> <p><b>Activity 5</b> <b>Nutrients and the Process of Food Preparation</b></p> <p>Visit your home kitchen for a week, especially when food is being cooked, and observe the following points as given below—</p> <ul style="list-style-type: none"> <li>• Whether the vegetables or grocery items have been properly washed and cleaned before cooking.</li> <li>• Since overcooking reduces the nutritious value of the food, so observe this aspect when the cooking is in progress.</li> <li>• Look at the amount of oil used for cooking.</li> <li>• Whether variety of food items are cooked from time to time and seasonal fruits are served.</li> <li>• Whether a cooker or proper vessel for cooking is used.</li> </ul> <p>Share your experiences based on the observations.</p> <ul style="list-style-type: none"> <li>• Ask the students to prepare a chart showing the responses on the following observations in a week's time.</li> <li>• After a week, ask the students to make a presentation in the class.</li> <li>• Students can show pictures also while writing the responses</li> </ul>
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## Activity 6

### **Bone injuries and their management**

Parents ask the child what the picture shows by posing the following questions—

- What does this picture show?
- Why is the person's hand kept horizontal and hanging in a sling?



Child should also be asked to narrate the experience of someone who has had such an injury and have heard about it. Parents/ teacher then explain to the child. The child can also find out the answer of these questions.

1. What is a fracture?
2. How to identify from symptoms that a bone is broken?
3. What kind of first-aid may be given?
4. How bone injuries can be prevented?
5. How regular physical activities help in making bones strong?

## Activities 7

### **Development of Correct Posture**

- Our posture changes when we are walking, standing, sitting, running, etc.

Encourage the child to look into the mirror and see his/her posture. Parents help the child to correct these postures.

- Ask the child to find out the answer of the following questions
  - ✓ Why is it important to maintain correct posture?
  - ✓ What are the postural defects caused by lack of awareness of proper posture?
  - ✓ Why is maintenance of proper posture very important during growing years

Ask the child to collect picture of a good posture when one is walking, standing, sitting, running.

## Activity 8

### **Development of Physical Fitness**

- You are in lockdown. How can you as child improve /develop your physical fitness without going outside?
- List the physical exercises which one can do at home. See, out of the list how many physical exercises you are doing as child. If not, what physical exercises are you going to start soon?
- Find out the persons who are regularly doing physical exercises in your family. Talk to him/her and request for sharing the impact of such exercises.
- You must be having many questions in your mind. Prepare a list of question related to Physical fitness which you want to know. Ask your parents or teacher about these.

## Activities 9

### **Flexibility of Muscles**

Read the case study given below

Ravi is a student of Class X. He is a good player of football. However, he could not play football for the last few months, as he was preparing for the examinations. After remaining indoors for a long time, he went out to play football one day.

But he could not play well. After playing, he also felt pain in his leg muscles for the next few days.

- Answer the following questions. Write down their responses in your note book .
- Identify the probable cause why Ravi could not play well.
- Since Ravi had pain in his leg muscles, suggest some ways so that he does not face this problem in future.
- Do you think Ravi should have done some stretching exercises before playing the football game to develop flexibility?

## Activity 10

### **Relationship of Games and Fitness**

- Write any five rules of the game of your choice. How the game of your choice helps to improve the fitness.? Write in detail about skill of the game of your choice. If you have to play that game/sport at home, what modifications are required? Prepare a chart and start playing.



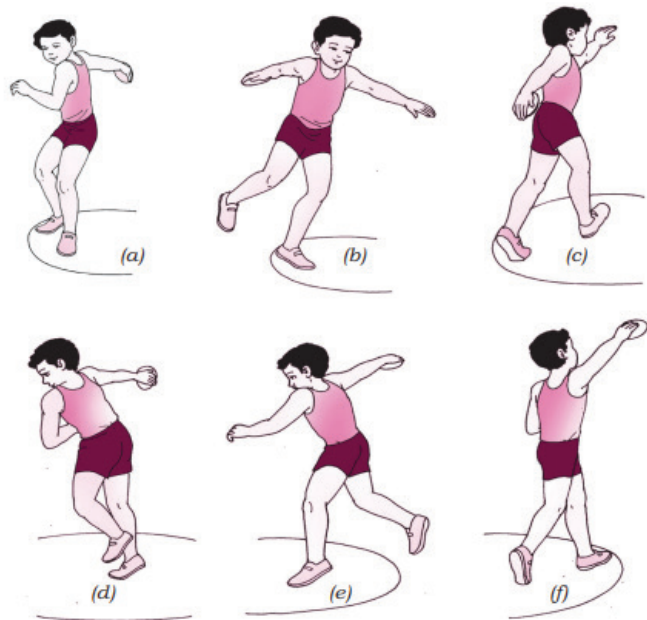
- Also mention the modification required if you have to play with a friend with special needs.

### Activity 11

#### Identification of the Game

Observe the picture given below.

Find the name of the game and discuss with your parents or write about it in your note book.



For reference you can see this link

[http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/hehped101.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf)

### Activity 12

#### Find the Games as per Award

- Mention the area/field in which the following awards have been instituted?
  - Arjuna Award
  - Dronacharya Award
  - Rajiv Gandhi Khel Ratna Award
  - Dhyan Chand Award
- Name any two sportspersons who have been conferred with above awards.

### Activity 13

#### Memory Game

The process is as follows—

- Parent/teacher asks the child to place about 10 to 15 small items (e.g., pencil, watch, comb, shoelace, spoon, toy car, etc.) on a tray and cover them with a cloth.
- Sit with the child along with other family members in a circle.
- Place the tray in the middle of the circle and remove the cloth for 60 seconds.
- Everyone has to remember the objects. When the time is up, put the cloth back.
- In turn, each one must name an object in the tray.
- If the first person fails to name an object, and repeats the same or names something which is not in the tray, is out.
- The tray is, then, removed and some or all of the objects are replaced, and the game is restarted with the person following the one who is out. If the parent/ teacher feels that the game is too easy for the group, more objects may be added, or the time may be reduced.

### Activity 14

#### Yogic Practices

Yogic activities can be done by all children including children with special needs. However, children with special needs should perform these activities in consultation with yoga experts/yoga teacher.

The following General Guidelines for Yogic Practices need to be followed before under taking any Yogic practices.

The child be made aware of the following general guidelines. Yogic practices should be—

- done early morning but it can also be practiced in the evening with empty stomach about three hours after lunch
- not practiced in hurry or when exhausted.
- in a clean and non-disturbing place.
- done on a durry, a mat or a blanket.
- simple in the beginning and gradually proceed to do advanced practices.
- done regularly with sincerity and faith.
- started again if practices are discontinued with the basic



The duration and time of yogic practices depend on your availability. However 20-30 minutes is also good for yoga related activities. In Yoga, dos and don't are very important. Therefore these should be kept in mind while doing yogic practices.

The child must be encouraged to do the following yogic activities keeping the comfort level of the child into consideration.

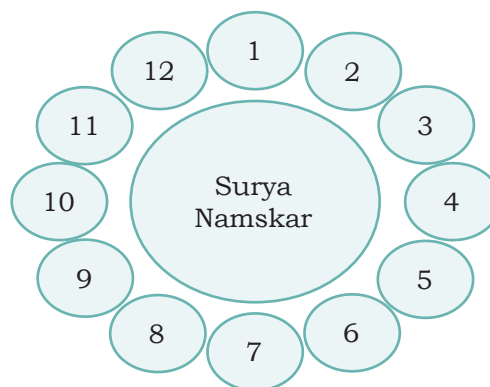
**As suggested earlier, continue to do Yogic Practice. These are given class wise.**

### Activity 15

#### Surya Namaskara (It is optional)

Surya Namaskara is a series of 12 physical postures. These postures stretch various muscles and spinal column and give flexibility to the whole body. The details are given in the Textbook on Yoga for Healthy Living for the Upper Primary Stage.

Write the names of 12 physical postures. Write down the benefits of Surya Namaskara.



### Activity 16

#### Yogic Practices for Class VI

- |                  |                          |
|------------------|--------------------------|
| • Tadasana       | • Niralamba Bhujangasana |
| • Vrikshasana    | • Ardha-Shalabhasana     |
| • Utkatasana     | • Makarasana             |
| • Vajrasana      | • Uttanapadasana         |
| • Swastikasana   | • Pawanmuktasana         |
| • Ardhapadmasana | • Shavasana              |



**Activity 17****Yogic Practices for Class VII**

- |  |                                       |
|--|---------------------------------------|
| • Yogic Practices to Enhance Flexibility | • <i>Dhanurasana</i>                  |
| • <i>Surya Namaskara Asanas</i>          | • <i>Makarasana</i>                   |
| • <i>Tadasana</i>                        | • <i>Supta Vajrasana</i>              |
| • <i>Hastottanasana</i>                  | • <i>Chakrasana</i>                   |
| • <i>Trikonasana</i>                     | • <i>Ardhahalasana</i>                |
| • <i>Katichakrasana</i>                  | • <i>Shavasana</i>                    |
| • <i>Padmasana</i>                       | • <i>Kriya Kapalabhati Pranayamas</i> |
| • <i>Yogamudrasana</i>                   | • <i>Anuloma-viloma</i>               |
| • <i>Paschimottanasana</i>               | • <i>Bhastrika Meditation</i>         |

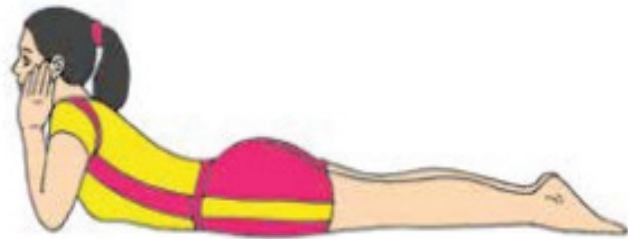
**Activity 18****Yogic Practices for Class VIII**

- |  |                         |
|--|-------------------------|
| Yogic Practices for Health and Harmony | • <i>Naukasana</i>      |
| <b>Asanas</b>                          | • <i>Setubandhasana</i> |
| • <i>Garudasana</i>                    | • <i>Halasana</i>       |
| • <i>Baddhapadmasana</i>               | • <i>Shavasana</i>      |
| • <i>Gomukhasana</i>                   | • <i>Kriya</i>          |
| • <i>Ardhamatsyendrasana</i>           | • <i>Agnisara</i>       |
| • <i>Bhujangasana</i>                  | • <i>Pranayamas</i>     |
| • <i>Shalabhasana</i>                  | • <i>Anuloma-viloma</i> |
| • <i>Makarasana</i>                    | • <i>Seetkari</i>       |
| • <i>Matsyasana</i>                    | • <i>Bhramari</i>       |
|  | • <i>Meditation</i>     |

Pictures of some of the Yogic Practices are given below. For detailed information you can see the link given under resources

**Vrikshasana (Tree Posture)**

**Utkatasan**



*Ardhapadmasana* (Half Lotus Posture) is a meditative posture



**Vajrasana**

This is a meditative posture. It is the only asana which can be practised immediately after taking meals.

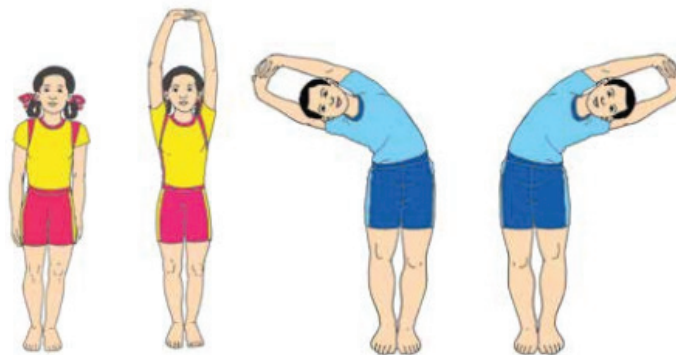
Let us perform the Vajrasana by following the steps given below:

Starting position: Sit with legs extended together, hands by the side of the body, resting on the ground.

6. Fold the left leg at the knee and place the foot under the left buttock.

**Hastottanasana**

*Hastottanasana* is made of three words: *hasta*, *uttana* and *asana*. *Hasta* means 'arms'; *uttana* means 'stretch up' and *asana* means 'posture'. In this posture, the arms are stretched upwards, hence, it is called *Hastottanasana*.



**Yogamudrasana****Uttanapadasana**

It is beneficial in constipation, indigestion, nervous weakness and diabetes. It strengthens the abdominal muscles. It balances the navel centre.

**Shavasana****Activity 19****Pranayama**

*Anuloma-Viloma  
Pranayama (Alternate  
Nostril Breathing)*

The Anuloma means 'towards' and Viloma means 'reverse'. In this pranayama nostrils are alternately used in reverse order for each inhalation and exhalation. This pranayama is also called *Nadi-Shodhana Pranayama*.



**Bharamari  
Pranayama**

The word *bhramari* is derived from a Sanskrit word *bhramara* which means a 'black humming bee'. In *Bharamari Pranayama*, a sound resembling the sound of a black bee is produced, therefore, it is called *Bhramari Pranyama*.

**Activity 20****Meditation**

Concentrate on inhalation and exhalation. During this, your mind may wander here and there. Try to concentrate on your breath only. Keep breathing normally. Try not to think about anything. Give attention to the breath only. This makes the body and mind relaxed.

Along with yogic practices, it is important to take nutritious and healthy food. We should take at least eight hours of sound sleep. Some of the asanas are shown below

Have you experienced any change in your body after performing Surya Namaskara? Did you experience any change in your body after performing the asanas? Write down in your diary.

**Activity 21**

Make a chart of Asanas

1. Make a chart of any two Asanas with pictures. Write how to do these asanas. What are the benefits of these asanas? Also explain the Dos and Don'ts .
2. Make a chart of any two asanas which are performed in standing position. Write their benefits also.

**Write Yes or No**

1. *Agnisara* increases respiratory efficiency.
2. In *Garudasana*, the person stands on two legs.
3. We make forceful exhalation in *Anuloma-viloma pranayama*.
4. *Agnisara* is an *asana*.
5. In *Shalabhasana*, the body takes the shape of a locust.



6. While performing an *asana*, movements of the body are coordinated with breathing.
7. There are 10 principles of *yama*.
8. Meditation improve concentration.

**Fill in the Blanks**

1. In *Halasana*, the body looks like a \_\_\_\_\_ .
2. There must be a gap of \_\_\_\_\_ hours between the meals and performing of yogic practices.
3. Alternate nostrils are used for each inhalation and exhalation in \_\_\_\_\_
4. *Ardhamatsyendrasana* is a simpler version of \_\_\_\_\_.
5. A soft humming sound is made in \_\_\_\_\_.
6. The five types of *yama* are \_\_\_\_\_, *brahmacharya*, *asteya*, *aparigraha*.
7. The five types of *niyama* are *shaucha*, \_\_\_\_\_, *tapas*, \_\_\_\_\_, *ishwarapranidhana*.
8. In *matsyasana*, one experiences a feeling of \_\_\_\_\_.

**Activity 22**

**Case study on water pollution**

See the picture and also read the case study.



A polluted stretch of the industrial waste discharged into river Ganga.

Rahul is complaining of a stomach ache. His mother wants to know if he ate something outside. Later, he tells his mother that he had some snacks from a local vendor's stall. The local vendor's stall was just next to a garbage dump, which had not been cleared for a long time. Garbage dumps are a perfect breeding place for flies. As garbage begins to rot, many micro-organisms appear on the garbage. When flies sit on the garbage, the pathogens (disease-causing micro-organisms) stick to their bodies, and when these flies sit on uncovered food items, they leave those germs on the food. So, when we consume the infected food, we fall sick.

After reading the above case study, initiate a discussion with the child on the basis of questions given below:

1. Why did Rahul complain of stomach ache?
2. What happens when garbage accumulates in our surroundings?
3. What are the diseases transmitted by flies?

### **Activity 23**

***Prepare a chart on the different types of environmental pollution***

Give two examples each of the sources of pollution. You can use pictures from newspapers. Also suggest the ways for controlling the pollution.

### **Activity 24**

***Growing up issues***

The sign for male is (M) and for female (F). Listed below are five changes that take place in growing children. Put the correct male or female sign in front of the change that occurs only in boys or only in girls or in both.

***List of changes***

- Hair on upper lip
- Breast development
- Increase in height
- Hair growing under arms
- Change in voice



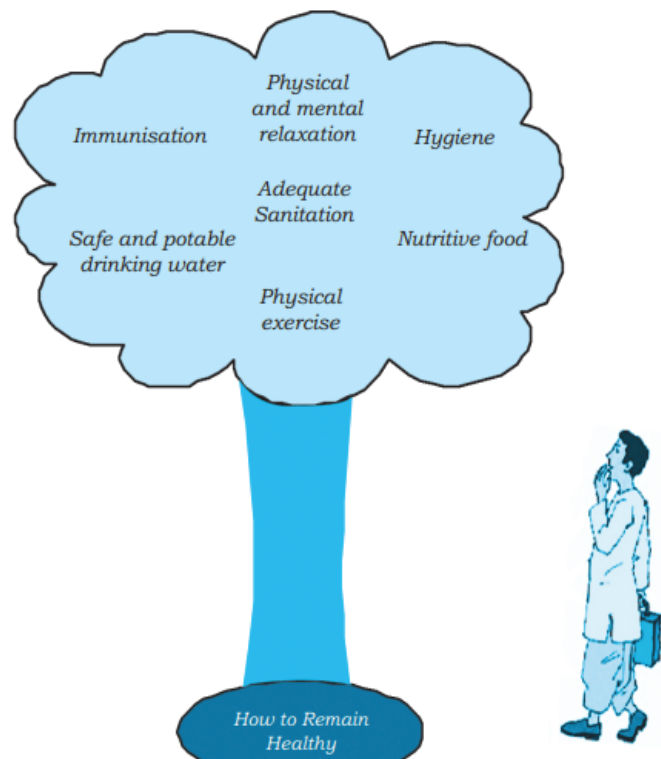
## Activity 25

### **How to remain healthy**

Imagine the person in the picture is representing you.

List under each aspect, what are your actions in your daily life.

What else you would like to do to strengthen your health?





## ***Become Emotionally and Mentally Healthy***

Parents and children should know that children in the age group of 10- 14 years develop and maintain social and emotional habits which are important for mental well-being. These include eating healthy food, adopting healthy sleep patterns, doing regular exercise, coping with negative emotions, problem-solving, and interpersonal skills.

### **Do You Know ?**

- As we grow, we experience physical, mental, emotional and psycho-social changes
- All these changes do not take place at the same time. Some children mature early, others mature later.
- It is possible that physical changes may take place early, but psycho-social changes take place later in the same individual. It may also happen the other way around.
- We may find these changes sometimes exciting, good or scary, and painful.
- Sometimes, we can influence the changes in our lives and at other times we have little control over them.
- If we are prepared for them, we may be able to manage them better.
- Know and respond to these changes in positive and responsible ways.

By responding to the case studies given below, see how comfortable you are with the changes occurring to you.

Let us try to remain emotionally and mentally healthy.

### ***A. Tune in to your feeling!***

Get in touch with your own feelings and get to know yourself better.

Given below is a chart of five feelings. Read through the list and ask yourself, if you had any of these feelings lately. Put a in the column that shows how often you have had these feelings during the past one week.



***In the past one week I felt****Contentment**Fearful**Sad**Loved**Angry*

<b><i>Emotions</i></b>	<b><i>Almost all the time</i></b>	<b><i>Often</i></b>	<b><i>A few times</i></b>	<b><i>Hardly</i></b>	<b><i>Not at all</i></b>
<b><i>Fearful</i></b>					
<b><i>Content</i></b>					
<b><i>Anger</i></b>					
<b><i>Loved</i></b>					
<b><i>Sad</i></b>					

This will show how well you understand yourself and your emotions. You can discuss with your parents, siblings and friends and see what feedback they have to give you and how they assess your feelings as coming across to them.

***B. Self-acceptance***

Think about a time or situation that reflects the following—

1. I am a brave person. I was brave \_\_\_\_\_

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2. I am capable of being happy. A time I was happy

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3. I am a good friend. A time I was there for a friend

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4. I am capable of making decisions for myself. A time I made a good decision was \_\_\_\_\_

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5. I am loved and cared about. People who care about me are \_\_\_\_\_

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6. Two things I am really good at are \_\_\_\_\_

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Note down as many as you feel like from the above and feel free to share it with your family and friends.

### **C. Managing Stress and Anger**

<i>Situation/ Reason for Provocation</i>	<i>Anger Response</i>	<i>Consequences</i>	<i>Response Helpful (Yes/No)</i>

Now see your responses and judge whether they were helpful or not.



**D. Think about alternative ways to express the anger and to resolve the issue or conflict. Some are given below.**

**Meditation and do yogic exercise**

**Laugh a lot**

**Read a book of interest**

**Spend time with family**

**Try something new**

**Write a journal or story**

**Sing and dance to music**



***E. Identify your strengths, weaknesses, opportunities and threats. List the actions to be taken to improve your strengths and weaknesses***

***Reflect and analyse***

***Strengths***

What do I do very well?

What feedback have others given me about my strengths?

What achievements am I most proud of?

What are the things I do that help me stay happy and deal with this lock down situations?

***Weaknesses***

What learning or skills am I lacking or need to improve?

What do my teachers or, classmates, friends or parents generally say about my weaknesses?

What are the things I need not to do during this situation?

***Opportunities***

What are the opportunities available to me to learn new skills?

What are the opportunities available to me to keep myself fit?

Who are the people who can support me to stay happy and deal in these difficult situations from a social distance and how?

***Threats***

What external resources do I lack?

What external factors block me from remaining stress free?

***Remember***

- Identifying and using one's strengths can promote well being.
- Strengths can also be applied to manage personal challenges as well as make good use of available time and opportunities.
- Identifying areas of improvement or weaknesses helps individuals grow and become better.
- It is important for one to identify resources at this time of social distancing. This can support them to learn new skills and abilities and can help create opportunities.



## ***Nutrition, Health And Sanitation***

### ***My Food Tracker***

Track whether you are eating healthy. Discuss with your parents at the end of the day and see how you can eat healthy food within the family budget, in case there are any gaps.



### ***Safe Use of Internet and Social Media Behaviour***

- Time is precious; therefore it is very important to see how productively we spend our valuable time.
- It is important to have a check on what are you accessing through media.
- If you encounter any kind of uncomfortable message which you are unsure of, please talk to a trusted adult of your family before talking to your peers.
- Show your time plan to a your parents at home and take their help in making a plan that will result you to be healthy and happy.
- Focus not only on the time spent but content reviewed too.
- Try to follow the plan for one week.
- Use the Internet and social media to learn new skills related to your favorite game and yogic activities. Practice them.
- Observe the change in your physical and mental health.

