

NEW NORMAL CURRICULUM

Instruction Guide

Subject: Values Education

Class: PP-VI



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Foreword

COVID-19 has suddenly caused unforgiving disruptions in public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for students living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person, not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, learning the treasure within, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as integrated and based on themes and problems that allow learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world, and finding purpose and being better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

(Kinga Dakpa)

Director General

Introduction

The 21st Century Education framework stipulates the emphasis on the thematic based learning areas with a comprehensive support system. The theme-based approach lends greater opportunities for experiential learning contextualized to the learner's physical, social, political, economic, spiritual and cultural setting. An approach, which mandates learning through active engagement of learners. Roles of teachers are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator.

The conventional education, which is predominantly knowledge based and examination centred teaching and learning has been the time old practices, and the stress of this model is on the learning of textual information perceived by educators important for the grade. On the other hand, with the advancement in ICT, the world is flooded with such information, which are widely read by all at their leisure. What learners cannot acquire from the multiple sources are the skills, which are crucial in facilitating learners to realise their potential to be socially responsible and productive individuals and contribute in the nation building processes – economic, social, political development. In the contemporary world, the knowledge-based education compromises the development of psychomotor and affective domains of learning, which affects the holistic development of learners.

Despite the stigma of COVID 19 pandemic as destroyer, it presents wider scope and opportunities for creation and innovation, generally perceived more efficient and effective in workplaces and social activities. The pandemic situation explicated that the old ways of working, teaching and learning, and lifestyle have limitations. Consequently, new normal ways of how we work and live, teach and learn are the contemporary traditions. In this context, an overhaul of how we think and do is an imperative, not a choice.

The transformation of classroom instruction from teacher centred to learner centred teaching and learning, however calls for the following adjustment, or even the overhaul of a few practices.

- i. Reduction of learning content to facilitate deep learning as opposed to the width of the teaching through the active engagement of learners.
- ii. Integration of ICT as tools and ends of learner's education. The use of multimedia and ICT software is commonly utilized in teaching and learning as innovation to introduce variation in stimuli and sustain learner's interest and zeal in learning.
- iii. Adoption of theme based learning content, which facilitates to broaden the horizon of learning beyond the four walls, and stimulates the transfer of learnt concepts to the learner's immediate environment. This arrangement makes learners aware of the realities of the social, political, economic and cultural practices and ethos of the society. Being aware of the immediate environment of the scopes and challenges, the learner is sensitized of the opportunities and issues, which may need attention for a better future for the society.
- iv. Consideration to ground the curriculum design and instruction approaches the epistemological theories is imperative to facilitate deep learning as opposed to

factual learning. However, the selection and use of them is subject to the nature of the respective subject. For instance, constructivism is more apt for science, while connectivism is relevant for languages and ICT curricula.

- v. Active engagement of learners is imperative of competency-based education and learning. Inevitably, summative assessment has limitations in gauging the progressive development of the learner. This is achieved objectively by the use of the continuous formative assessment (CFA). However, if summative assessment evidences are used to provide feedback to help learners in learning, it can serve as one of the techniques of CFA.

The curriculum adapted and grounded on the above wisdom, the principle of competency based learning, inspired by being aware of reality of the immediate environment, and the belief system of the society may be arbitrarily termed as the New Normal Curriculum.

Learning is facilitated through the “Instructional Guide” with learners taking responsibilities of their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning.

Purpose of the Instructional Guide

In the New Normal Curriculum, deep learning synonymous to “less is more” is facilitated through the use of Instructional Guide for specific class level. The instructional describes suggested pedagogies and strategies for facilitating student learning towards achieving values competencies at each class level.

The instructional guide is developed with the following objectives.

- i. Facilitate learning anywhere, any time with the learner being responsible for the learning.
- ii. Facilitate deep learning with awareness and sensitivity of the realities of the world around.
- iii. Strengthen competency based learning and experiential learning to foster sensitivity of realities of the life and environment.
- iv. Strengthen blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as the tools and learning content.
- v. Guide parents in facilitating learning of their children.
- vi. Inspire teachers to assume the roles of facilitation, guide, motivator and evaluator.
- vii. Helps in the prioritization of learning content with emphasis to create time and space for active engagement of learners.
- viii. Facilitate the use of CFA for learning through objective observation and guidance.

Class I

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Express love and care through the practice of respect, and honesty with teachers and family for developing a sense of belongingness and good relationships.
- Practise basic family etiquettes in their daily living to promote respect and care for the family.
- Behave with love, care, respect and honesty with family and the teacher to promote mutual happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, honesty, sense of belonging, and good relationship

Values skills: Care, respect, honesty

Purpose: promote mutual happiness, good relationships

iii. Pedagogy and learning Experience

a. Evocation approach

The student's understanding and expression of love and care through respect and honesty can be developed and clarified through brainstorming exercises. The brainstorming can be carried out using strategies such as corners, rally robin, round robin, or any other strategies appropriate to the learning situation and learning styles and participation of the students. The discussion in the brainstorming exercise is initiated to help students understand the concept of respect and honesty in relation to practise of courtesy, gratitude and responsibility.

Brainstorming

The student's understanding and expression of love and care through respect and honesty can be developed and clarified through brainstorming exercises. The brainstorming can be carried out using strategies such as corners, rally robin, round robin, or any other strategies appropriate to the learning situation and learning styles and participation of the students. The discussion in the brainstorming exercise is initiated to help students understand the concept of respect and honesty in relation to practise of courtesy, gratitude and responsibility.

The brainstorming exercises emphasizes on the following areas:

- **Who** do we love, care (family, the teacher and any others depending on your location).
- **Why** love, care (The teacher emphasizes on explaining the sacrifices of the parents and the teacher for which we need to be grateful and show respect).
- **How to love and care** (How to be respectful, and honest: by being courteous, grateful, caring and how we can be responsible in accordance to one's etiquettes and culture).
- **When and Where** (related to the aforesaid values- in the mornings, afternoon, evenings, in the school, at home and in the community).

- The skills for expression of love and care through practices of respect and honesty could be facilitated with the use of corners ensuring diversity of options to choose. The following samples of corners can be used in any order and of with any level of activity.
 - Corner- Role play (ways to express love and care, respectful, honesty, courtesy, gratitude in accordance to one's etiquettes and culture)
 - Corner- Explanation
 - Corner- Rhymes
 - Corner- Posters (expression of love, care)
 - any other corner
- Following the brainstorming and the skills practices through corners, students share their understanding on the concept of love and care, and the ways to express it to teachers, friends, and parents. The students share ways and skills to care, respect, honesty, and to be responsible.
- The teacher **clarifies and confirms** the students understanding of the concepts and skills involved in expression of love and care through practices of respect and honesty.
- The teacher observes and reinforces students' practices of care, honesty, respect in the classroom, school and with their friends and teachers
- The teachers and school staff role model the value with and in the presence of students at all times.

b. Alternative approach

The teacher shares relevant resources such as videos (be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message expressing love and care through the practice of respect, and honesty at home, classroom and school on clean living norms and is violence free), stories, rhymes, poems, posters or any others available on the internet and at home that promotes the concept of love and care through practices of respect and honesty. This can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and Telegram that the teacher and the students' use.

Additionally, the teacher encourages the parents to share their side of personally engaging and moving stories on the recurring themes of love and care. The parents and students discuss and deliberate, listen and reflect to further the concept of love and care.

Furthermore, the teacher encourages the willing parents to share in the common forums.

iv. Assessments

Direct observation of students

- Different assessment tools are used for checking the student's learning on the concepts, skills, and practices of love and care through being respectful, honest, caring and responsible.
- Teacher prepares and adapts customized assessment tools (checklist, observation records and others).
- The assessment tools encompasses indicators such as WHO, WHEN, WHERE and WHY to practice respect, honesty, responsibility and care.

- The teacher uses the assessment results to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment: Assessment through student's self-recordings

- The teacher prepares or adapts a checklist on the values and makes it available online or in hard copies for the students to self-record their value practices.
- In place of words and sentences, the checklist may have pictures displaying WHO, WHEN, WHERE and WHY practices of the values that are being assessed in the students.
- The child marks with smiley, tick and star against values element in the checklist.
- The parents and guardians support and guide the students in ensuring timely recording in the checklist.
- Apart from the checklist, the parents and guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.

v. Resources

B. BROAD THEME: NATURE AND ENVIRONMENT

i. Competencies

- Explain that a clean home and classroom leads to good health.
- Follow clean-living norms in keeping home and classrooms clean and safe from diseases.

- Dispose waste into proper places to maintain clean surroundings for healthy living.

ii. Content focus of teaching learning

Concepts: Cleanliness, responsibility

Values skills: Cleanliness, responsibility, care, helpfulness

iii. Pedagogy and Learning Experiences

a. Awareness approach

This approach helps to identify and become aware of their own values regarding cleanliness. The student's share their own experiences and understanding of cleanliness and its impact on one's health. The discussions should help students understand the concept of cleanliness and its importance through the practices of value skills which promote cleanliness such as responsibility, care and helpfulness. Videos, posters, stories, observations and pictures can be used to help students identify and become aware of their own value practices:

Videos and Posters

The video and poster focuses on students displaying responsible actions for following clean living norms in the home and classroom. It should be gender neutral, culturally appropriate, free of violent contents, has Bhutanese values, and has a strong message on clean living norms. Given below is link for a suggested video.

<https://www.youtube.com/watch?v=6qhekb0rE1k>: *The video advocates on behavioural change in waste disposals, responsibility and irresponsibility in keeping our surrounding clean and proper waste disposal through reduce, reuse and recycle.*

- *Stories:* Use personal experiences and moral stories on the importance of clean living norms.
- *Observations:* Students observe the immediate environment which includes classroom, school surroundings and home.
- *Pictures:* *Pictures depict responsible actions that lead to clean surroundings. Some suggested activities are available in Values and Citizenship Education (Royal Education Council, 2017), Class PP Student Workbook, pages 15 and 16. The teacher chooses any other videos/posters/pictures/stories as described above for Videos and poster.*

- Reflect, review and discuss the takeaway on cleanliness from the above mentioned strategies. The students can share their learning through illustrations/comic strips/posters/role play.
- Students' awareness can be further stimulated by discussing about maintaining cleanliness in their immediate environment:

List the attributes for each one as in the sample given below:

Clean homes	Clean classrooms	Clean environment
Well swept floor	Organized sitting arrangement	Trash free environment

- Facilitate roles and responsibilities of the students in the classroom to maintain a clean classroom such as arranging books, dusting, sweeping, and others.
- The students could then identify their roles and responsibilities and practice of the values at home, classroom and environment. The teacher refers and adapts online and offline sources for the pedagogy. For example:
 - *Class PP student workbook, page 17,18 (Royal Education Council, Values and Citizenship Education, Provisional Edition 2017)*
 - *Class I, student workbook, page number 17(Royal Education Council, Values and Citizenship Education, Provisional Edition 2017)*
- School staff and parents reaffirm the collective responsibility of practicing the values such as cleanliness, responsibility, care, helpfulness by role modelling.

b. Alternative approach

The teacher shares relevant resources such as videos/posters/stories/pictures. The contents of the video and poster should be on responsible actions for clean living norms at homes and in the classroom.

Descriptions for the selection of the videos and posters

- It should be gender neutral, culturally appropriate, free of violent contents, in the context of Bhutanese values, and should have strong messages and skills on clean living norms. The suggested video: <https://www.youtube.com/watch?v=6qhekb0rE1k>
- The learning materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and Telegram that the teacher and the students' use.
- Facilitate the students in taking roles and responsibilities at home to maintain a clean home and surrounding such as doing dishes, dusting, sweeping, and others.

iv. Assessment

- Teacher prepares customized assessment tools (checklist, observation records and others). For example refer *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Class PP student workbook, page 17,18*
 - *Class I, student workbook, page number 17*
- The assessment tools encompass indicators for clean home, classroom and environment
- The assessment tools make a mention of observable behaviours.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- Teacher prepares or adapts customized assessment tools (checklist, observation records and others) and makes it available online or in hard copies for the students to self-assess their value practices. For example, refer *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Class PP student workbook, page 17,18*

- *Class I, student workbook, page number 17*
 - The child marks the checklist with smiley, tick or star.
 - The parents/guardians monitor and guide the students and ensure timely follow up on the checklist.
 - Apart from the checklist the parents/guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.
- v. **Suggested Resources**
- <https://www.youtube.com/watch?v=6qhekb0rE1k>
 - Values and Citizenship Education, Student Workbook , Class PP –I Provisional Edition (REC,2017)

C. BROAD THEME: COUNTRY

i. Competencies

- Explain practice of basic classroom rules to promote self-discipline for success.
- Take roles in classroom activities to develop team spirit and leadership.
- Follow rules and regulations in classrooms to become a responsible team member.

ii. Content focus of teaching learning

Concepts: Responsibility, self-discipline, team spirit

Values skills: Responsibility, self-discipline (punctuality, friendliness, sharing and helpfulness), cooperation, and collaboration

Purpose:

iii. Pedagogy and Learning Experiences

a. Inculcation Approach

It is an approach geared towards instilling and internalizing norms into person's own value systems. Students learn about the importance of following rules and regulations in the classroom through values such as Responsibility, Self-discipline (punctuality, friendliness, sharing and helpfulness), Cooperation and collaboration

- Explore the basic classroom rules and regulation to promote self-discipline for success through the following strategies:

i. Pictures

Pictures that show responsible and acceptable behaviours in relation to following classroom rules and regulations. Find the suggested activities in Values and Citizenship Education (Royal Education Council, 2017), Class I Student Workbook page 12: Some responsibilities of students, Page 19: Friendliness.

ii. Role Play

Initiate role-plays on Responsibility, Self-discipline (punctuality, friendliness, sharing and helpfulness), Cooperation and collaboration. It should demonstrate acceptable behaviours in the classroom for building team spirit and responsibility. Suggested activity on Friendliness is available in Values and Citizenship Education (Royal Education Council, 2017), Class PP Student Workbook page 20

iii. Stories

Choose moral stories with themes highlighting the importance of being responsible students by following the rules and helping each other.

iv. Videos and Posters

The video and poster focuses on students exhibiting responsible actions by following rules and regulations in the classroom. It should be gender neutral, culturally appropriate, promotes Bhutanese values and has a strong message on the importance of following basic rules and regulation.

- Discuss and agree on classroom norms that would encourage every child in the classroom to be accountable and responsible for one's action.

- Assign roles and responsibilities to the students in the classroom and during the activities to ensure accountability and responsibility in the students. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017).

Checklist sample:

- *Class PP Student Workbook: Page 8, 9 (Punctuality)*
- *Class PP Student Workbook: Page 32, 33 (Helping Behaviour)*
- *Class I Student Workbook: Page: 13, 17 (Being Responsible)*
- *Class I Student Workbook: Page 25 (Caring)*

Art and Illustration samples:

- *Class I Student Workbook: Page 20, 28, 29(Being Friendly)*
- *Class I Student Workbook: Page 23, (Sharing)*
- *Class I Student Workbook: Page 26 (Caring)*

Observation record sample:

- *Class I Student Workbook: Page 30 (Being Helpful)*
- The teacher/parents observe/monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher/parent plays a pivotal role promoting responsibility.

b. Alternative approach: Student-initiated learning

The teacher shares relevant resources such as videos, stories, rhymes, poems, posters or any others available on the internet and at home that promotes the concept of basic classroom/home rules through practices of responsibility, punctuality, sharing, caring, and helpfulness. The content and nature of the listed learning materials should be gender neutral and culturally appropriate. It should promote Bhutanese values and has strong message on the importance of being responsible by following rules and regulations in the classroom.

- The materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teacher and the students' use.
- Students' practice the learned values.
- Parents observe/monitor students' behaviour and reinforce accordingly.
- ROLE MODELING by teachers and parents by sharing responsibilities, cooperating and collaborating, consciously practicing self-discipline (punctuality, friendliness, sharing and helpfulness) with and in the presence of students at all times.

iv. Assessment

Teacher-initiated assessments

- Teacher prepares and adapts customized assessment tools (checklist, observation records and others) for assessment
- The assessment tools explore students' understanding of basic classroom rules and regulations. The assessment tools make a mention of the observable behaviours. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017)

Checklist sample:

- *Class PP Student Workbook: Page 8, 9 (Punctuality)*
- *Class PP Student Workbook: Page 32, 33 (Helping Behaviour)*
- *Class I Student Workbook: Page: 13, 17 (Being Responsible)*
- *Class I Student Workbook: Page 25 (Caring)*

Art and Illustration samples:

- *Class I Student Workbook: Page 20, 28, 29 (Being Friendly)*
- *Class I Student Workbook: Page 23, (Sharing)*
- *Class I Student Workbook: Page 26 (Caring)*

Observation record sample:

- *Class I Student Workbook: Page 30 (Being Helpful)*
- Follow up: Use students' self-assessed record to identify individual learning needs.
- Design and provide support/interventions individually or as a whole class approach.

Alternative assessment: student self-recording of Values Practices

Teacher prepares or adapts customized assessment tools (checklist, observation records and others) and makes it available online or in hard copies for the students to self-assess their value practices. For example, refer *Royal Education Council, Values and citizenship education, Provisional Edition 2017*.

Checklist sample

- *Class PP Student Workbook: Page 8, 9 (Punctuality)*
- *Class PP Student Workbook: Page 32, 33 (Helping Behaviour)*
- *Class I Student Workbook: Page: 13, 17 (Being Responsible)*
- *Class I Student Workbook: Page 25 (Caring)*

Art and Illustration samples

- *Class I Student Workbook: Page 20, 28, 29(Being Friendly)*
- *Class I Student Workbook: Page 23, (Sharing)*
- *Class I Student Workbook: Page 26 (Caring)*
- In place of words and sentences, the checklist may consists of pictures depicting identified value practices
- The parents/guardians monitor and guide the students and ensure timely follow up on the checklist.
- Apart from the checklist the parents/guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.

v. **Resources**

- Values and Citizenship Education, Teacher's Guide and Student Hand Book, Class I (Royal Education Council, 2017)

Class: II

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Express love and care through the practice of respect, obedience and honesty with their family and teacher for developing a sense of belonging and social bond.
- Practise basic etiquettes at home and school to promote self-discipline and positive behavioural changes.
- Behave with love, care, respect and honesty with family and teachers to promote mutual happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, obedience, honesty, sense of belonging, and social bond

Values skills: Care, respect, obedience, honesty, social bond (friendliness, sharing, helpfulness)

Purpose:

iii. Pedagogy

Evocation approach

The student's understanding and expression of love and care through respect, obedience, and honesty can be developed and clarified through brainstorming exercises.

- The brainstorming can be carried out using strategies such as Corners, Rally Robin, Round Robin, Mix-Pair-Share, Place Mat Consensus or any other strategies that deems appropriate according to the situation, participation, learning styles and pace of the students.
- The discussion in the brainstorming exercise is initiated to help students understand the concept of respect, obedience, and honesty in relation to practise of care, respect, obedience, honesty, social bond (friendliness, sharing, and helpfulness) with their family and teachers for developing a sense of belonging and social bond.

Brainstorming

Brainstorm and discuss about the ways of expressing love and care through practice of respect, obedience and honesty. The discussion emphasizes on the following areas:

- *Who (family and teacher)*
 - *When and Where (Whenever required and at home and in the school)*
 - *How (How to be caring, How to be respectful, How can we be honest and obedient in accordance to one's etiquettes and culture)*
 - *(The teacher discusses the importance of respect, obedience and honesty to develop a sense of belonging and to promote social bond)*
- The teacher and parents facilitate expression of love and care through practices of respect, obedience and honesty using any appropriate strategies or methods. Given below is a list of suggested strategies:

- Role modelling of the values (the teacher and parents).
 - Moral stories, poems, rhymes (For example refer Values and Citizenship Education, Student Handbook Class II, page 40, 41, 46, 59).
 - Role-play on being caring, respectful, obedient, honest, social bond (friendliness, sharing, helpfulness).
 - Narration of personal experiences related to the values.
 - TED talk: inviting parents as guest speakers to share their personal and family experiences.
- The teacher **clarifies and confirms** the students understanding of the concepts and skills involved in expression of love and care through practices of care, respect, obedience, and honesty to promote sense of belonging and social bond.
 - The students reflect on their behaviour and the impact on the family. Students commit to be caring, respectful, obedient and honest to promote self-discipline and positive behavioural changes.
 - The teacher observes and reinforces students' practices of care, respect, obedience and honesty in the classroom, school and with their family and teachers.

Reinforcement Sample Reference:

- <https://www.google.com/search?q=Star+of+the+week&tbm=i>
- <https://www.google.com/search?q=appreciation+tree&tbm=isch&source>
- <https://www.amazon.co.uk/Behaviour-Reward-Chart-including-Stickers>

Note: Refer and adapt the reinforcement samples for the identified value skills in accordance to student's interest, acceptance and response

- The teachers and school staff role model the value with and in the presence of students at all times.

Alternative approach

- Teacher reads stories or gives independent reading to students. (Refer Values and Citizenship Education; class II, student workbook pages 3,36,39,53 and 58).
- The teacher shares value-learning materials such as rhymes, poems, posters videos (emphasize on Bhutanese context). The learning materials should contain themes and practices of respect, obedience, honesty, love and care. The learning materials should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong morals on respect, obedience and honesty.
- The learning materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teacher and the students' use. Additionally, the teacher and willing parents can share their side of personally engaging and moving stories on the recurring themes of love and care in the light of hardships and struggles which will enhance practice of respect, obedience and honesty.
- The parents and students discuss and deliberate, listen and reflect to further the concept of respect, obedience and honesty through love and care.
- Assign roles and responsibilities to students in completing simple home chores.

iv. Assessment

- The teacher prepares or adapts customized assessment tools (checklist, observation records and others).
- The assessment tools encompasses indicators such as WHO, WHEN, WHERE, HOW and WHY on respect, obedience and honesty.
- The assessment tools make a mention of observable behaviours. For example, refer and adapt *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Student Handbook, Class II, page 43 and 44 (Acts of love and kindness)*
 - *Student Handbook, Class II, page 50, 51, 52 (Helpfulness)*
 - *Student Handbook, Class II, page 54, 55, 56, 57 (Honesty)*
 - *Student Handbook, Class II, page 50, 51, 52 (Helpfulness)*
 - *Student Handbook, Class II, page 62 (Obedience)*
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- The teacher prepares or adapts customized assessment tools (checklist, observation records and others) and make it available online or in hard copies for the students to self-assess their value practices.
- The checklist encompasses indicators such as WHO, WHEN, WHERE, HOW and WHY we need to practice the identified values skills.
- In place of words and sentences, the checklist may consists of pictures depicting identified value practices. For example, refer *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Student Handbook, Class II, page 43 and 44 (Acts of love and kindness)*
 - *Student Handbook, Class II, page 50, 51, 52 (Helpfulness)*
 - *Student Handbook, Class II, page 54, 55, 56, 57 (Honesty)*
 - *Student Handbook, Class II, page 50, 51, 52 (Helpfulness)*
 - *Student Handbook, Class II, page 62 (Obedience)*
- The parents/guardians monitor and guide the students and ensure timely follow up on the checklist.
- Apart from the checklist the parents/guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

v. Resources

- Star of the Week: <https://www.google.com/search?q=Star+of+the+week&tbm=i>
- AppreciationTree: <https://www.google.com/search?q=appreciation+tree&tbm=>

- Behavior Chart: <https://www.amazon.co.uk/Behaviour-Reward-Chart-including-Stickers>
- Values and Citizenship Education, Teacher’s Guide and Student Hand Book, Class II(Royal Education Council, 2017)

B. BROAD THEME: NATURE AND ENVIRONMENT

i. Competencies

- Explain that a clean home and school leads to good health
- Follow clean living norms at home and school to keep home and school surrounding clean for a safe and clean environment.
- Dispose waste into the proper place to maintain clean surrounding for healthy living.

ii. Content focus of teaching learning

Concepts: cleanliness, responsibility

Values skills: cleanliness, responsibility, care, helpfulness

iii. Pedagogy

a. Awareness approach

This approach helps students to become aware and identify their own values and good practices with regard to cleanliness for good health. The students share their experiences and realize the impact of their practices on maintaining a clean home, school and surrounding for healthy living.

- Students learn and understand the concept of cleanliness through values practices such as responsibility, care, helpfulness using any of the following strategies:

Videos and Posters

The video and poster focuses on students displaying responsible actions for following clean living norms at home and in the school. The video or the poster should convey a strong messages on clean living norms such as sweeping, dusting, cleaning, picking up garbage and disposing it properly in the waste bin. It contains audio-visuals of cleaning school surroundings for maintaining cleanliness. It should be gender neutral, culturally appropriate, and free of violence. Given below are some sample references.

- <https://www.youtube.com/watch?v=6qhekb0rE1k&t=14s> (Bhutanese animation “Clean and Beautiful”)
- <https://www.youtube.com/watch?v=JC2I6E5WHts> (Waste is our Responsibility)

Stories

Read aloud moral stories on the theme “Cleanliness”. Students carry out independent reading of comics or simple stories with the guidance of an elder. The reading comprehension materials on any theme and message can be downloaded and adapted from this link.

- <http://www.k5learning.com/> (The link extends an understanding of clean home, living norms and waste disposal through the given worksheets, stories and audios)

Bedtime Moral stories

Share inspiring morals stories which will encourage students to maintain cleanliness and to take care of their home, school and surrounding.

Observations

Students observe their immediate environment (home and school) to understand the importance of maintaining cleanliness, and how they can contribute towards promoting clean and healthy home and school surroundings. The students can also visit waste yards, walk around the school campus and other nearby sites to hand first-hand knowledge and insight.

Pictures

Use pictures that show responsible actions that lead to maintaining clean surroundings. Some suggested activities are available in Values and Citizenship Education (Royal Education Council, 2017), Class II Student Workbook, p. 37.

- The concept is further enhanced by reflecting and discussing the takeaway from the above mentioned strategies. The students can share their observations and understanding through illustrations/comic strips/posters/role-play.
- Assign roles and responsibilities to the students in the classroom and school to maintain clean class such as arranging books, dusting, sweeping, cleaning drains, picking up papers in the surroundings, and maintaining flower gardens. Students take up duties at home to complete simple home chores like cleaning toilets, washing small kitchen utensils, dusting, sweeping and cleaning home surroundings.

b. Alternative approach

- The teacher shares relevant resources such as videos and posters. The videos and posters focus on students displaying responsible actions for following clean living norms in the home, classroom and school. It should be gender neutral, culturally appropriate, promotes Bhutanese values and has a strong message on clean living norms and is violence free.
- The materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and Telegram that the teacher and the students can access.
- Assign roles and responsibilities to the students at home to maintain clean home such as doing dishes, dusting, sweeping, and others.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- **ROLE MODELING** of the values by the teacher and parents plays a pivotal role.

iv. Assessment

- The teacher prepares and adapts customized assessment tools (checklist, observation records and others). For example, refer Values and Citizenship Education (Royal Education Council 2017):

- *Class II, student work book, page number 38.*

- The assessment tools encompasses indicators of clean home, school and surrounding.
- The assessment tools make a mention of observable behaviours.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- The teacher prepares or adapts checklist on the values according to the students' level and focus of the lessons. The checklist can be similar to one provided in the Values and Citizenship Education (Royal Education Council 2017) for class II student workbook (p. 38).
- The checklist is made available to students online or offline.
- The students write their daily practices / behaviours which promotes cleanliness of their home and school environment.
- The parents/guardians monitor and guide the students and ensure timely follow up on activities indicated in the checklist.
- Apart from the checklist, the parents and guardians can share the observations of their child's behaviour through audio or visual recordings with the teacher.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

v. Resources

- Values and Citizenship Education, Teacher's Guide and Student Hand Book, Class II (Royal Education Council, 2017)

C. BROAD THEME: COUNTRY

i. Competencies

- Explain basic family and classroom rules with the understanding that it promotes self-discipline and team building.
- Take individual roles at home and classroom to develop team spirit and leadership.
- Follow rules and regulations at home and classroom for harmonious living.

ii. Content focus of teaching learning

Concepts: Responsibility, Self-discipline, team building

Values skills: Responsibility, Self-discipline (punctuality, friendliness, sharing, helpfulness, determination), Team building (Cooperation, collaboration, communication)

Purpose:

iii. Pedagogy

Inculcation Approach

This approach is geared towards instilling and internalizing norms into person's own value systems. Students learn about basic family and classroom rules and its importance to promote self-discipline and team building. The practice of values such as responsibility, self-discipline (punctuality, friendliness, sharing, helpfulness, and determination), team building (Cooperation, collaboration, communication) can be facilitated using relevant strategies and methods. Given below are suggested strategies:

i. Stories

Choose moral stories with themes highlighting the importance of basic rules at home and in the classroom to be responsible.

ii. Pictures

Pictures that show responsible and acceptable behaviours in relation to following rules and regulations at home and in the class.

iii. Videos and Posters

The video and poster focuses on students exhibiting responsible actions by following rules and regulations in the classroom. It should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message on importance of following basic rules and regulation.

iv. Role Play

Initiate role-plays on the focused values. The role plays should demonstrate acceptable behaviours at home and in the classroom for building self-discipline and team building.

- Discuss and agree on classroom norms that would encourage every child in the classroom to be accountable and responsible for one's action. Students could agree on the same at home after discussion with the parents.
- Assign roles and responsibilities to the students in the classroom and at home to ensure development of team spirit and leadership.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.

- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

Alternative approach

· The teacher share relevant resources such as videos (be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message on importance of being responsible by following rules and regulations in the classroom), stories, rhymes, poems, posters or any others available on the internet and at home that promotes the concept of basic classroom/home rules through practices of responsibility, self-discipline (punctuality, friendliness, sharing, helpfulness, determination), team building (Cooperation, collaboration, communication).

- This can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teacher and the students' use.
 - The students' practice the learned values
 - The parents observe and monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher/parent is the most crucial

iv. Assessment

- The teacher prepares customized assessment tools (checklist, observation records and others) for assessment
- The assessment tools explore students' understanding of basic home and classroom rules. The assessment tools make a mention of the observable behaviours.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- Using an example of checklist adapted from Values and Citizenship Education, students' record their practices on the aforementioned values.
- The child marks the checklist with smiley, tick or star.
- The parents/guardians monitor and guide the students and ensure timely follow up on the checklist.
- Apart from the checklist the parents/guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.
- Follow up:
- Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities

v. Resources

- Values and Citizenship Education, Teacher's Guide and Student Hand Book, Class I (Royal Education Council, 2017)

Class: III

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Express love and care through the practice of respect, obedience, kindness and honesty with their teacher, family and friends for developing a sense of belonging and social bond.
- Practise basic skills of family etiquette in their daily lives with the understanding that it promotes respect and healthy family relationships.
- Behave with love, care, respect, honesty and kindness with family, the teacher and friends to promote mutual respect and happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, obedience, kindness, honesty, sense of belonging, and social bond

Values skills: Care, respect, obedience, kindness, honesty, social bond (friendliness, sharing, helpfulness, cooperation, collaboration)

Evocation approach

The student's understanding and expression of love and care through respect, obedience, kindness and honesty can be developed and clarified through brainstorming exercises. The brainstorming can be carried out using strategies such as Corners, Rally Robin, Round Robin, Mix-Pair-Share, Place Mat Consensus or any other strategies that deems appropriate according to the situation, participation, learning styles and pace of the students. The discussion in the brainstorming exercise is initiated to help students understand the concept of respect, obedience, kindness and honesty in relation to practise of care, respect, obedience, kindness, honesty, social bond (friendliness, sharing, helpfulness, cooperation, collaboration) with their family, teachers and friends for developing a sense of belonging and social bond.

Brainstorming

- Brainstorm and discuss about the ways of expressing love and care through practice of respect, obedience, kindness and honesty. The discussion emphasizes on the following areas:
 - *Who (family, the teacher and friends)*
 - *When and Where (Whenever required and in the school, home and within their friend circle)*
 - *How (How to be caring, How to be respectful, how to show kindness, How can we be honest and obedient in accordance to one's etiquettes and culture)*
 - *(The teacher discusses the importance of respect, obedience, kindness and honesty to develop a sense of belonging and to promote social bond)*
- The teacher and parents facilitate expression of love and care through practices of respect, obedience, kindness and honesty using any appropriate strategies or methods. Given below is a list of suggested strategies:
 - *Role modelling the values (the teacher and parents),*

- *moral stories (For example, refer Values and Citizenship Education, Student Workbook Class III page no. 26(Care),page no.46 to 47(Telling Truth) pageno.54 to 57(Obeying parents)*
 - *role-play on being caring, respectful, obedient, kind, honest, social bond (friendliness, sharing, helpfulness, cooperation, collaboration)*
 - *narrating personal experiences,*
 - *inviting parents as guest speakers to share their personal and family experiences*
- The teacher clarifies and confirms the students understanding of the concepts and skills involved in expression of love and care through practices of care, respect, obedience, kindness, honesty, social bond.
 - The students pledge to be loving, caring, respectful, obedient, kind and honest with family, the teacher and friends to promote mutual respect and happiness. For example, refer Royal Education Council, Values and Citizenship Education, Student Workbook Class III page 32 (Care), 58 (Obedience), 18 (Responsibility)
 - The students can also maintain a journal to record their actions and its impact on promotion of respect and healthy family relationships. For example, refer Royal Education Council, Values and Citizenship Education, Student Workbook Class III page no. 33.
 - The teacher observes and reinforces students’ practices of care, respect, obedience, kindness, honesty, social bond (friendliness, sharing, helpfulness, cooperation, collaboration) in the classroom, school and with their friends and teachers. Samples are given below:
 - Reinforcement Sample Reference
 - Retrieved from <https://www.google.com/search?q=Star+of+the+week&tbm=i>
 - Retrieved from <https://www.google.com/search?q=appreciation+tree&tbm=isch&source>
 - Retrieved from <https://www.amazon.co.uk/Behaviour-Reward-Chart-including-Stickers>

(Note: Refer and adapt the reinforcement samples for the identified value skills in accordance to student’s interest, acceptance and response)

- The teachers and school staff role model the value with and in the presence of students at all times.

Alternative approach

- Teacher reads stories or gives independent reading to students ((For example, refer Values and Citizenship Education, Student Workbook Class III page no. 26(Care),page no.46 to 47(Telling Truth) pageno.54 to 57(Obeying parents)
- The teacher shares value-learning materials such as rhymes, poems, posters videos (emphasize on Bhutanese context). The learning materials should contain themes and practices of respect, obedience, kindness, honesty, love and care. The learning materials should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong morals on respect, obedience, kindness and honesty.
- The learning materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teacher and the students’ use. Additionally, the teacher and willing parents can share their side of

personally engaging and moving stories on the recurring themes of love and care in the light of hardships and struggles which will enhance practice of respect, obedience, kindness and honesty.

- The parents and students discuss and deliberate, listen and reflect to further the concept of respect, obedience, kindness and honesty through love and care.
- Assign roles and responsibilities to students in completing simple home chores.

iii. Assessment

- Teacher prepares or adapts customized assessment tools (checklist, observation records and others).
- The assessment tools encompasses indicators such as WHO, WHEN, WHERE, HOW and WHY on respect, obedience, kindness and honesty.
- The assessment tools make a mention of observable behaviours. For example, refer and adapt *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Student Handbook, Class III, page 8 and 9 (Respect)*
 - *Student Handbook, Class III, page 15 (Responsibility)*
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- The teacher prepares or adapts customized assessment tools (checklist, observation records and others) and make it available online or in hard copies for the students to self-assess their value practices.
- The checklist encompasses indicators such as WHO, WHEN, WHERE, HOW and WHY we need to practice the identified values skills
- In place of words and sentences, the checklist may consists of pictures depicting identified value practices
- For example, refer *Royal Education Council, Values and citizenship education, Provisional Edition 2017*:
 - *Student Handbook, Class III, page 8 and 9 (Respect)*
 - *Student Handbook, Class III, page 15 (Responsibility)*
- The parents/guardians monitor and guide the students and ensure timely follow up on the checklist.
- Apart from the checklist the parents/guardians could share the observation of their child's behaviour through audio or visual recordings with the teacher.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

iv. Resources

- Star of the Week: <https://www.google.com/search?q=Star+of+the+week&tbm=i>
- Appreciation Tree: <https://www.google.com/search?q=appreciation+tree&tbm=>
- Behaviour Chart: <https://www.amazon.co.uk/Behaviour-Reward-Chart-including-Stickers>

- Values and Citizenship Education, Teacher’s Guide and Student Hand Book, Class III (Royal Education Council, 2017)

B. BROAD THEME: NATURE AND ENVIRONMENT

i. Competencies

- Explain the impact of individual consumption habits on the promotion of a clean environment for good health
- Interact with nature with love and care to sustain life.
- Manage one’s own waste to maintain a clean surrounding for healthy living.

ii. Content focus of teaching learning

Concepts: Cleanliness, responsibility

Values skills: Cleanliness, responsibility, care, helpfulness

iii. Pedagogy

c. Awareness approach

This approach helps students to become aware and identify their own values and good practices with regard to responsible and right consumption choices. The students share their experiences and become aware of the impact of their consumption habits on environment for healthy living and sustainable coexistence with the nature. The students learn and understand the concept of responsible and right consumption choices through values practices such as cleanliness, responsibility, care, helpfulness using any of the following strategies:

i. Videos and Posters

The video and poster focuses on students displaying responsible actions and consumption choices in their daily lives. The video or the poster should convey strong messages on making responsible and right consumption choices for healthy and sustainable life. The videos should be gender neutral, culturally appropriate, and free of violence. Given below are some samples for reference:

- <https://www.youtube.com/watch?v=6qhekb0rE1k&t=14s> (Bhutanese animation “Clean and Beautiful”)
- <https://www.youtube.com/watch?v=JC2I6E5WHts> (Waste is our Responsibility)
- https://www.youtube.com/watch?v=OasbYWF4_S8 (Reduce, Reuse and Recycle, to enjoy a better life)
- <https://www.youtube.com/watch?v=TDL3xOEjAe8> Going Green Song. This is a Going Green Song for learning how to go green and reduce, reuse and recycle.

ii. Stories

Read aloud moral stories on the themes “Exploring responsible and right consumption choices for healthy and sustainable life”. Students carry out independent reading of comics or simple stories with the guidance of an elder. Reading comprehension materials on any theme and message can be downloaded and adapted from this link.

<http://www.k5learning.com/> (The link extends an understanding of clean home, living norms and waste disposal through the given worksheets, stories and audios)

iii. *Bedtime Moral stories*

Share inspiring morals stories which will encourage students to make right and responsible consumption choices in their daily lives for healthy and sustainable life.

iv. *Observations*

Students observe their immediate environment (home and school) to understand individual consumption habits and its impact on the environment. The students can also visit waste yards, walk around the school campus and other nearby sites to gain first-hand knowledge and insight.

v. *Pictures*

Use pictures that show responsible and right consumption choices that promotes healthy and sustainable life.

- The concept is further enhanced by reflecting and discussing the takeaway from the above mentioned strategies. The students can share their observations and understanding through illustrations, comic strips, posters, role-play.
- The students commit and make responsible consumption choices that not only promotes clean environment but also ensures harmonious co-existence with the nature. For example, following **3Rs** (Refuse, Reduce, Reuse) and segregating waste.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- **ROLE MODELING** of the values by the teacher and parents plays a pivotal role.

Alternative approach

- The teacher shares relevant learning materials such as videos, posters, stories, rhymes, and poems on the values that explains the impact of individual consumption habits on the promotion of a clean environment for good health.
- The students commit and make responsible consumption choices that not only promotes clean environment but also ensures harmonious co-existence with the nature. For example, following **3Rs** (Refuse, Reduce, Reuse) and segregating waste.
- The teachers and parents or guardians help the student to reflect and realize the impact of their behaviours on good health and the environment.

iv. Assessment

- The teacher prepares and adapts customized assessment tools (checklist, observation records and others).
- The assessment tools encompasses indicators of responsible and right consumption habits that promotes good health and harmonious co-existence with the nature.
- The assessment tools make a mention of observable behaviours.
- Follow up: Use assessment evidence to identify individual learning needs, design, and deliver appropriate interventions.

Alternative assessment

- The teacher prepares or adapts checklist on the values according to the students' level and focus of the lessons. The checklist is made available to students online or offline.
- The assessment tools encompasses indicators of responsible and right consumption habits that promotes good health and harmonious co-existence with the nature.
- The students write their daily practices / behaviours.
- The parents/guardians monitor and guide the students and ensure timely follow up on activities indicated in the checklist.
- Apart from the checklist, the parents and guardians can share the observations of their child's behaviour through audio or visual recordings with the teacher.
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

v. Resources

- <https://www.youtube.com/watch?v=6qhekb0rE1k&t=14s> (Bhutanese animation "Clean and Beautiful")
- <https://www.youtube.com/watch?v=JC2I6E5WHts> (Waste is our Responsibility)
- https://www.youtube.com/watch?v=OasbYWF4_S8 (Reduce, Reuse and Recycle, to enjoy a better life)
- <https://www.youtube.com/watch?v=TDL3xOEjAe8> Going Green Song. This is a Going Green Song for learning how to go green and reduce, reuse and recycle.
- Values and Citizenship Education, Teacher's Guide and Student Hand Book, Class II (Royal Education Council, 2017)

C. BROAD THEME: COUNTRY

i. Competencies

- Explain school rules and regulations in relation to becoming a self-disciplined individual for success.
- Take roles in classroom activities and household chores to develop leadership skills and unity.
- Follow rules and regulations in the school and at home with awareness that it helps in becoming a self- disciplined and responsible person.

ii. Content focus of teaching learning

Concepts: Responsibility, self-discipline, unity

Values skills: Responsibility, Self-discipline (punctuality, friendliness, sharing, helpfulness, determination), unity (Cooperation, collaboration, communication)

iii. Pedagogy

Inculcation Approach

It is an approach geared towards instilling and internalizing norms into person's own value systems. Students learn about school rules and regulations and its importance

through values such as punctuality, responsibility, friendliness, sharing, caring and helpfulness.

- Any one of the following strategies can be used for understanding the importance of rules and regulation in the school and at home:

i. Stories

Choose moral stories with themes highlighting importance of basic rules of responsibility in the school and at home. For example, refer Values and Citizenship Education (Royal Education Council, 2017):

- *Class III Student Workbook: Page 11, 12 (Story on punctuality)*
- *Class III Student Workbook: Page 17 (Being Responsible)*
- *Class III Student Workbook: Page 21 (Generosity)*
- *Class III Student Workbook: page 57 (Obeying parents and elders)*

ii. Pictures

Use pictures that show responsible actions and behaviours related to rules and regulations in the school and at home.

iii. Videos and Posters

Use videos and posters that focus on students' responsible actions and behaviours related to rules and regulations at home and in the school. The material selected should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message on importance of following basic rules and regulation.

iv. Role Play

Initiate role-plays on punctuality, responsibility, friendliness, sharing, caring and helpfulness. The role-play should demonstrate acceptable behaviours and actions at home and in the school for becoming self-disciplined.

v. Orientation on Students Code of Conduct

Orient students on school rules and student code of conduct. The orientation will make them aware of their roles and responsibilities. Discuss and agree on classroom norms that would encourage every child in the classroom to be accountable and responsible of one's action. Students could agree on the same at home after discussion with the parents. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017).

- *Class III Student Workbook: Page 12 (Punctuality)*
- *Class III Student Workbook: Page 18 (Being Responsible)*
- *Class III Student Workbook: Page 39 (Helping Hands)*

- Assign roles and responsibilities to the students in the classroom and at home to ensure accountability and responsibility in the students. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017): *Class III Student Workbook: Page 19 (Being Responsible)*

- The teacher and parents or guardians observe and monitor students' behaviours and reinforce accordingly. ROLE MODELING of the values by the teacher and parent is the most crucial.

Alternative approach

- The teacher share safe and informative learning materials that promote the concept of following rules and regulations at home and the school through practices of responsibility, punctuality, sharing, caring, and helpfulness.
- The materials could include videos stories, rhymes, poems, posters or any others available on the internet and at home
- The materials selected should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message on importance of being responsible by following rules and regulations in the classroom.
- The materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teacher and the students' use.
- Students' practice the learned values at home and schools.
- Parents observe and monitor students' behaviours and reinforce accordingly.
- ROLE MODELING of the values by the teacher and parent is the most crucial

iv. Assessment

- Teacher prepares customized assessment tools (checklist, observation records and others) to assess students value practice
- The assessment tools explores students' understanding on rules and regulations that students have to follow in the school and at home.
- The assessment tools make a mention of the observable behaviours. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017):
 - *Class III Student Workbook: Page 12 (Punctuality)*
 - *Class III Student Workbook: Page 19 (Being Responsible)*
 - *Class III Student Workbook: Page 15 (Determination)*
 - *Class III Student Workbook: Page 24 (Generosity)*
 - *Class III Student Workbook: Page 39 (Helping Hands)*
 - *Class III Student Workbook: page 57 (Obeying parents and elders)*
- Follow up: Use the assessment evidence to identify learning needs of the students and provide support individually or as a whole class through extended or reinforcement learning activities.

Alternative assessment

- Using an example of checklist adapted from Values and citizenship education, students' record their practices on the aforementioned values. For example, refer and adapt Values and Citizenship Education (Royal Education Council, 2017).
 - *Class III Student Workbook: Page 12 (Punctuality)*
 - *Class III Student Workbook: Page 19 (Being Responsible)*
 - *Class III Student Workbook: Page 15 (Determination)*
 - *Class III Student Workbook: Page 24 (Generosity)*

- *Class III Student Workbook: Page 39 (Helping Hands)*

- The child marks the checklist with smiley, tick or star.
- The parents/guardians monitor and guide the students and ensure timely follow up on checklist.
- Apart from the checklist the parents/guardians could share the observation of their child's behaviours through audio or visual recordings with the teacher.

v. Resources

- Values and Citizenship Education, Teacher's Guide and Student Hand Book, Class III (Royal Education Council, 2017)

Class: IV

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Express the importance of respect, love, care, honesty, obedience, and generosity for the family, teachers and friends for the happiness and wellbeing of self and others.
- Practise positive speech and actions guided by cultural and social norms for positive behavioural changes.
- Behave with positive speech and actions with family, teachers and friends guided by cultural and social norms for promoting mutual happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, honesty, obedience, generosity and good relationship

Values skills: Care, respect, honesty, obedience, generosity, kindness, friendliness, sharing helpfulness, cooperation, collaboration, communication

iii. Pedagogy

Commitment Approach

This approach enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner-relative members of a social group and system. The teacher assess students' prior knowledge on the importance of respect, love, care, honesty, obedience and generosity in relation to their family, teachers and friends in their lives. The implementation of the strategies focuses on identifying and rationalizing the importance of practicing these values (respect, love, care, honesty, obedience, and generosity) with their friends, family and teachers:

- *Why and How (students' analyse their actions at home, in the class and in the school to identify, express and determine their beliefs and values.*
- *Subsequently, teachers will reinforce, clarify and supplement on students' belief and values)*
- To identify the significance of such values in their lives, teachers use any appropriate strategies or methods. Value grid, introspection or self-analysis, small group discussion, are some suggestive strategies that can be used in accordance to the situation, learning styles and participation of the students.

A sample of using Value Grid is provided below.

Draw a grid that has 4 columns:

Values	Definitions	Related Beliefs	Related Behaviours
<i>Write each of your values (one per line) Example: Respect</i>	<i>What does this value mean to me?</i>	<i>Why is this value important to me?</i>	<i>Write what behaviours are related to each of your values</i>

- As students complete this exercise, they will start to see just how important such values are and how much values impact your behaviours and habits.
- The teacher facilitates practices of positive speech and actions guided by cultural and social norms for positive behavioural changes using the following strategies:

Scenario Cards

- Prepare, design or adapt scenario cards and give it to students in pairs or groups. Include the components from the table given below in the scenario cards.

The sample Scenario cards



(Scenario Cards: https://worksheetplace.com/mf_pdf/Social-Skills-Role-Play-Cards.pdf)

- ii. Students read the scenario cards, identify and fill in the table as they find appropriate.

Values	Acceptable Speech	Unacceptable Speech	Acceptable Action	Unacceptable Action
Example: Respect				

(Note: The activity could also include other values such as love, honesty, care, obedience, generosity and spread out for a year)

- Students present the contents from the table and discuss to finalize the acceptable and unacceptable speech and actions.
- Students practise positive speech and actions with family, teachers and friends guided by cultural and social norms for promoting mutual happiness.
- Students share about what they practise and its impact on mutual happiness.
- Teachers reinforce students' behaviours in the classroom, school and with their friends and teachers through observations
- Teachers and parents role model the value practices with and in the presence of the students.

Alternative approach

- To explore students understanding on significance of respect, love, care, honesty, obedience, and generosity through practices of basic driglam skills, consider using virtual sharing using videos, audio and written texts through:
- Zoom, Google Meet, Camtasia, Webinar, Messenger, We Chat, telegram

- The students review and reflect on their experience and identify any inconsistencies between experience and understanding of the learned values. This can be conducted using Mentimeter
- Use Mentimeter or other interactive platform to reflect and present their takeaway from the sharing)
- The teachers and students collectively confirm and supplement their reflections in order to adopt new ideas or modify their practices and concepts.
- Student's practise or exhibit behaviours related to the focused vales in their daily lives.
- Parents or guardians guide the students at home by providing the materials available at home. Parent shares local wisdom on Zha-Cha-Dro-Sum.

iv. Assessment

- Teacher prepares and adapts customized assessment tools (checklist, observation records and others) to assess value practices.
- The assessment tools explores students' understanding of the focused values with their friends, family and teachers.
- The assessment tools make a mention of the observable behaviors.
- Or students can use self-evaluation techniques to assess themselves as they practise the values using:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Follow up: Use students' self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.
- Use of teacher journals can also ensure immediate interventions on students' value practices.

Alternative assessment

- Students use self-evaluation techniques to assess and record their value practices on daily basis using:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.
- The parents or guardians monitor and guide the students and ensure timely follow up on the self-assessment record.
- Apart from the self-evaluation record, parents or guardians could share the observation of their child's behaviours through audio or visual recordings with the teacher.

v. **Resources**

- Scenario Cards: https://worksheetplace.com/mf_pdf/Social-Skills-Role-Play-Cards.pdf)

B. BROAD THEME: NATURE AND ENVIRONMENT

i. **Competencies**

- Examine individual choice of food and things, and its impact on the survival of immediate natural environment.
- Protect immediate natural environment realizing that humans depend on it for their basic needs and survival.
- Care immediate environment in everyday life by minimizing on the package food items realizing the importance of maintaining a clean environment for healthy living.

ii. **Content focus of teaching learning**

Concepts: Care, responsibility

Values skills: Care, responsibility, helpfulness

iii. **Pedagogy and learning experiences**

Value Clarification Approach

- The approach encourages student's rational and emotional thinking to examine their values regarding individual choice of food and things. The students reflect and alter their habits and choices for sustainable co-existence with the nature. The concept of individual choice of food and things and its impact on the survival of natural environment can be guided through the values of, care, responsibility, and helpfulness.
- The individual choice of food and things and its impact on natural environment could be taught through the following strategies.
 - i. *Concept mapping*

The concept mapping explores the individual habits and choices of food and things and its impact on natural environment

ii. *Videos/documentaries/abstracts*

The video illustrates the impacts of dietary habits and things on the environment.

While the video has an exciting content of science and fun to engage students it must contain factual thoughts and data to support the claim on the impacts of their habits and choices. The video elucidates the contents on the impacts of our choices on diet and things we use in our everyday life.

Sample reference:

- *Think before you think-How Your Food Choices Can Save the Environment)*
(<https://m.youtube.com/watch?v=yaiAEvPImYw>,
- *The video correlates the interdependence of human and natural environment.*
- <https://m.youtube.com/watch?v=-HE8HnoXbBs>, *Conversion of environment/Science/grade 4-5/Tutway/*

iii. *Jot thought*

The jot thought inspect the WHY aspect, pattern and habit of their choices on food and things.

iv. Frayer model

The frayer model constitutes four corners on habits, choices, impacts and food and things.

v. Creative Art

The art contains images of the habits and choices on diet and things. The concept could be facilitated by asking the student to come up with a creative art to show the about individual choice of food and thing and its impacts.

vi. Role play

The script of the role play should touch the emotional aspect of students. It should be gender sensitive, free of violent contents and culturally appropriate. The aim of the role play should highlight the emotions and feelings.

- The debriefing of the class could be done through placemat consensus where there is a listing of habits, choices and impacts of food and things on natural environment.
- The students could adopt a tree, flower garden and take a pledge to protect and care the environment. The pledge can entail the practices of 3Rs (Refuse, Reduce, Reuse).
- The students could be encouraged to develop a roadmap which allows them to consciously track their progress on self-assessment, Ownership/responsibility of one's growth, evidence of their own growth and to keep them on track and informed about what they need to do differently on the care and protection of environment, dietary habits and use of things.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

Alternative approach

- The examining of choice and things could be done through the use of varied strategies as follows:
 - *Videos*

The video contains the impact of dietary habits and use of things on environment. It should hinge on rational and factual information based on science to underscore the relationship between our habits and use of things on environment. It could contain elements telling a persuading interdependence narrative between human and natural environment. The video can show the practices of shouldering responsibility, gratitude and courtesy to underpin the care for environment and responsible behaviours.

Sample reference:

The video casts light on the food choices and its impacts on the environment. The sample of the video link but not limited is given here

(<https://m.youtube.com/watch?v=yaiAEvPImYw>, *Think before you think-How Your Food Choices Can Save the Environment*)

- The students can adopt a tree, flower garden and take a pledge to protect and care the environment. The pledge can entail the practices of 3Rs (Refuse, Reduce, Reuse).
- The students could be encouraged to develop a roadmap which allows them to consciously track their progress on self-assessment, Ownership/responsibility of one's growth, evidence of their own growth and to keep them on track and informed about

what they need to do differently on the care and protection of environment, dietary habits and use of things.

- The teacher and parents or guardians help the student too reflect and alter their behaviour for harmonious co-existence with the nature
- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

iv. Assessment

- Teacher designs and adapts assessment tools (checklist, rubrics, running records and others) to mark the observable behaviours listing the purpose (WHY) , process(HOW), Time (When) , concept (What) of individual choice of food and things and its impact on the environment through the practice of focused values.
- Or students can also maintain self-assessment records through journals
- Use assessment evidences to identify individual learning needs, design and deliver appropriate interventions.

Alternative assessment

- Teacher prepares and adapts customized assessment tools (checklist, rubrics, running records and others) that is handy for students to use.
- The assessment tool should contain observable behaviours listing the purpose (WHY) , process(HOW), Time (When) , concept (What) of individual choice of food and things and its impact on the environment through the practice of focused values.
- Or students can also maintain self-assessment records through journals
- The parents or guardians can monitor and guide the assessment tools through rigorous observation and consultation with teachers.

v. Resources

- Think before you think-How Your Food Choices Can Save the Environment) (<https://m.youtube.com/watch?v=yaiAEvPImYw>,
- The video correlates the interdependence of human and natural environment.
- <https://m.youtube.com/watch?v=-HE8HnoXbBs>, Conversion of environment/Science/grade 4-5/Tutway/

C. BROAD THEME: COUNTRY

i. Competencies

- Explain significance of individual language, dress and food in promoting individual identity, pride and security.
- Care individual language, dress and food at home and school to promote individual pride, security and identity.
- Protect individual language, dress and food, and celebrate family events with the pride of promoting family identity.

ii. Content focus of teaching learning

Concepts: Care, respect, sense of belonging, identity, pride, security
Values skills: Care, respect, responsibility

iii. Pedagogy

Experiential Learning approach

- Initiate discussion on student's personal experiences and learning experiences from class IV with regard to their language, dress and food. To explore students experiences and learn about the values, consider using the following strategies:

- Think-Pair-Share
- Mixed-Pair-Share
- Inside Outside Circle
- Stir the Class
- Virtual Sharing (using videos, audio and written texts through Zoom, Google Meet, Camtasia, Webinar, Messenger, We Chat, telegram)
- The students review and reflect on their experience and identify any inconsistency between experience and understanding of the learned values. This can be conducted using:
 - *One minute paper (Write their reflections/experiences/understanding for one minute)*
 - *3-2-1 Paper (3 experiences, 2 new ideas I gained from the sharing, 1 thing I want to learn more)*
 - *Jot Thoughts (Write what they learned/understood from their sharing)*
 - *Mentimeter*
- The teacher and students collectively confirm and supplement their reflections in order to adopt new ideas or modify their practices and concepts. Teachers and students make use of documentaries, stories, research articles (abstracts) and listen to podcasts as supplementary learning material.
- The students make individual pledge and practise or exhibit behaviours promoting our language, dress and food.
- Students' initiate, plan and execute family events with the pride of promoting family identity.

Alternative approach

- Use Experiential Learning approach to initiate discussion on student's personal experiences and learning experiences from class IV with regard to their language, dress and food.
- To explore students experiences and learn about the values, consider using virtual sharing using videos, audio and written texts through Zoom, Google Meet, Camtasia, Webinar, Messenger, We Chat, telegram
- The students reviews and reflects on their experience and identifies any inconsistencies between experience and understanding of the learned values. This can be conducted using Mentimeter.
- Use Mentimeter or other interactive platform to reflect and present their takeaway from the sharing)
- The teachers and students collectively confirm and supplement their reflections in order to adopt new ideas or modify their practices and concepts.
- The students make individual pledge and practise/exhibit behaviours promoting our language, dress and food.
- The students' initiate, plan and execute family events with the pride of promoting family identity.

iv. **Assessment**

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values. The tools mentions observable behaviours.
- The students can also use self-evaluation techniques to assess themselves as they practice the values:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Use of teacher journals can also ensure immediate interventions on students' value practice.
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach.

Alternative assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values and hand it to the students. The tools mentions observable behaviours.
- The students use self-evaluation techniques to assess themselves as they practice the values:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- The parents or guardians monitor and guide the students and ensure timely follow up on the self-assessment record.
- Apart from the checklist the parents or guardians can share the observation of their child's behaviours through audio or visual recordings with the teacher.

Class V

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Express the importance of respect, love, care, honesty, obedience, and generosity for the family, teachers and friends for the happiness and wellbeing of self and others.
- Practise basic Driglam skills guided by the principles of *Za-Cha-Dro-Sum* for positive behavioural changes.
- Behave with positive speech and actions with family, teachers and friends guided by cultural and social norms for promoting mutual happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, honesty, obedience, generosity, good relationship, *Za-Cha-Dro-Sum*,

Values skills: Care, respect, honesty, obedience, generosity, *Za-Cha-Dro-Sum*

Purpose:

iii. Pedagogy

Commitment Approach

This approach enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner-relative members of a social group and system. The teacher assess students' prior knowledge on the importance of respect, love, care, honesty, obedience and generosity in relation to their family, teachers and friends in their lives. Strategies such as Think-Pair-Share, Inside-Outside Circle, and Round Robin strategies can be incorporated to stimulate students understanding of aforementioned values.

- The implementation of the strategies focuses on identifying and rationalizing the importance of practicing these values (respect, love, care, honesty, obedience, and generosity) with their friends, family and teachers:
 - *Why and How (students' analyse their Driglam skills guided by Za-Cha-Dro-Sum at home, in the class and in the school to identify, express and determine their beliefs and values.*
 - *Subsequently, teachers will reinforce, clarify and supplement on students' belief and values)*
 - *Demonstration (teachers, senior students, parents or guardians and guest speakers)*
 - *dramatization*
 - *Role play*
- Additionally, Character Sketch can be used to identify the practices of basic Driglam skills guided by the principles of *Za-Cha-Dro-Sum*. This can also provide a platform for the students to clarify and confirm their understanding of the focused values and individual practices:
 - Identify the focused values*
 - Name or draw a person/s they perceive to possess the focused values skills*

-State their actions in relation to the value skills

A sample of Character Sketch is given below:



Retrieved from <https://www.google.com/search?q=character+analysis+by+Thomas>

(Note: The teachers and the students can refer and adapt the character sketch in accordance to the focused value skills)

- Students practise basic Driglam skills guided by the principles of with family, teachers and friends guided by Za-Cha-Dro-Sum for promoting mutual happiness. Students share about what they practise and its impact on mutual happiness.
- Teachers reinforce students' behaviours in the classroom, school and with their friends and teachers through observations.
- Teachers and parents role model the value practices with and in the presence of the students.

Alternative approach

- To explore students understanding on significance of respect, love, care, honesty, obedience, and generosity through practices of basic Driglam skills, consider using virtual sharing using videos, audio and written texts through Zoom, Google Meet, Camtasia, Webinar, Messenger, We Chat, telegram
- The students reviews and reflects on their experience and identifies any inconsistencies between experience and understanding of the learned values. This can be conducted using Mentimeter. Mentimeter or other interactive platform are used to reflect and present their takeaway from the sharing).
- The teachers and students collectively confirm and supplement their reflections in order to adopt new ideas or modify their practices and concepts.
- The students practise or exhibit behaviours related to the focused vales in their daily lives.
- Parents or guardians guide the students at home by providing the materials available at home. Parent shares local wisdom on Zha-Cha-Dro-Sum.

iv. Assessment

- The teacher prepares customized assessment tools (checklist, observation records and others) to assess value practices.

- The assessment tools explores students’ understanding of the focused values with their friends, family and teachers. The assessment tools make a mention of the observable behaviours.
- Also, the students can use self-evaluation techniques to assess themselves as they practise the values using:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Follow up: Use students’ self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.
- Use of teacher journals can also ensure immediate interventions on students’ value practices.

Alternative assessment

- Teacher prepares customized assessment tools (checklist, observation records and others) to assess value practices and hand it to the students.
- The assessment tools explores students’ understanding of the focused values with their friends, family and teachers.
- The assessment tools make a mention of the observable behaviours.
- Also the students can also use self-evaluation techniques to assess and record their value practices on daily basis using:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- The parents or guardians monitor and guide the students and ensure timely follow up on the self-assessment record.
- Apart from the self-evaluation record, parents or guardians could share the observation of their child’s behaviours through audio or visual recordings with the teacher.
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.

B. BROAD THEME: NATURE AND ENVIRONMENT

i. Competencies

- Examine individual choice of food and things, and its impact on the survival of immediate nature and environment.
- Protect immediate nature and environment realizing that humans depend on it for their basic needs and survival.
- Care immediate nature and environment in everyday life by minimizing the consumption of package food items realizing its impact on the healthy environment.

ii. Content focus of teaching learning

Concepts: Care, cleanliness, responsibility

Values skills: Care, cleanliness, responsibility, helpfulness

Purpose:

iii. Pedagogy

Value Clarification approach

The approach encourages student's rationale and emotional thinking to examine their values for behaviour change. Brainstorming exercises can be carried out to examine individual values for choosing food and things, and their impact on the survival of immediate nature and environment. The impact of individual choice of food and things on environment could be taught through any of the strategies;

- *Picture with a story line discussing a situation*

The picture should include a thematic content on the choices of food and things and its impact on the survival of immediate nature and environment. Teacher could then take on the debrief session to clarify the assumptions and values.

- *Videos*

The video has characteristics of choice of food and things and its impact on the immediate nature and environment.

Sample reference:

The video shows a telling example of how the human behaviours and choices have impacted our environment. (<https://m.youtube.com/watch?v=Um-bo2MWDsQ>, *Human Impact/Environment/Biology/Fuseschool*)

- *Case study*

The teacher explores and presents a case study relevant to the grade level and motivates students to evaluate the case. The case study should be on the choices of food and things and its impact on the natural environment. The case study should emphasize on developing the evaluative and analytical skills of students.

- *Circle Time*

During the circle time the students explore:

- *the impact of individual choice of food and things on the survival of immediate nature and environment, protection of environment and interdependence of human with the environment,*
- *individual roles and responsibilities in minimising the impact on environment,*
- *ways to manage individual choices of food and things to care the environment.*

- *The debriefing of the class could be done through stir the class where there is a listing of habits, choices and impacts of food and things on natural environment.*
- Use Service Learning approach to explore and act upon the problems in the school or community to protect immediate nature and environment realizing that humans depend on it for their basic needs and survival:
 - *Identify a problem in the school and community that is a result of individual consumption of food and things.*
 - *Assess and explore the problem using strategies such as field visit, interviews, reading and videos*
 - *Find a solution to the problem in partnership with the school and the community*
 - *Sensitization and presentation through posters, videos, PowerPoint presentation, role-play*
- The students could be encouraged to develop a roadmap to sustain the service learning program by planning in collaboration with the school and community.
- The students can also practice the focused values by pledging to protect and care the environment by practicing 3Rs (Refuse, Reduce, Reuse). The pledge can also be on adopting trees, parks, streams and open gardens.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

Alternative approach

A varied strategies could be used including the videos, audio books, stories, pictures, case studies and podcast. The materials selected should be on the protection and care of nature and environment through the management of individual habits and choices of food and things for living.

Sample reference: *Human Impact* :(<https://m.youtube.com/watch?v=Um-bo2MWDsQ>,

- The students can also practice the focused values by pledging to protect and care the environment by practicing 3Rs (Refuse, Reduce, Reuse). The pledge can also be on adopting trees, parks, streams and open gardens.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

iv. Assessment

- Teacher prepares and adapts customized assessment tools (checklist, rubrics, running records and others) that is handy for students to use.
- The assessment tool should contain observable behaviours listing the purpose (WHY), process (HOW), Time (When), concept (What) of individual choice of food and things and its impact on the environment through the practice of focused values.
- Or students can also maintain self-assessment records through journals
- Use assessment evidences to identify individual learning needs, design and deliver appropriate interventions.

Alternative assessment

- Teacher prepares or adapts and hands a customized assessment tool (checklist, rubrics, running records and others) that is handy for students to use.
- The assessment tool should contain observable behaviours listing the purpose (WHY), process(HOW), Time (When) , concept (What) of individual choice of food and things and its impact on the environment through the practice of values (responsibility, gratitude, courtesy)
- The parents could monitor and guide the assessment tools through rigorous observation and consultation with teachers.

v. Resources

- *Human Impact:* <https://m.youtube.com/watch?v=Um-bo2MWDsQ>,

C. BROAD THEME: COUNTRY

i. Competencies

- Explain significance of individual language, dress and food in promoting family identity, pride and security.
- Care individual language, dress and food at home and school to promote family pride, security and identity.
- Protect individual language, dress and food, and celebrate family events with the pride of promoting family identity.

ii. Content focus of teaching learning

Concepts: Care, respect, sense of belonging, identity, pride, security

Values skills: Care, respect, responsibility

Purpose:

iii. Pedagogy

Persuading

It helps in convincing the learner to accept certain values and behave in accordance with what is acceptable. The teachers ensure that the students are able to understand the significance of individual language, dress and food in promoting family identity, pride and security. Students will then be able to internalize and practice the focused values. To understand the significance of our language, dress and food in promoting individual identity, pride and security, any one of the following strategies can be used:

- *Written stories/Audio books*

Choose moral stories with themes highlighting significance of our language, dress and food rules at home and in the classroom. Use written texts such as our history books or Google to explore the origin of our language, dress and food rules. Some other alternatives include audio books which is a recording of book or other work being read aloud.

- *Videos*

Video focuses on themes highlighting significance of our language, dress and food rules at home and in the classroom. It should be gender neutral, culturally appropriate,

promotes Bhutanese values and has strong message on importance of following basic rules and regulation.

Sample reference;

- <https://www.youtube.com/watch?v=ySa38sFwTRY> (Introduction to Bhutanese Traditional Dress)
- <https://www.youtube.com/watch?v=ukbT6C6ihss> (How to wear Full Kira, Bhutanese Traditional Dress)
- <https://www.youtube.com/watch?v=K20TzXDF2Oc> (Gho-The national dress of Bhutan)

- *Role Play*

Initiate role-plays to identify the important aspects of our culture which includes our language, dress and food. It is also important to place emphasis on understanding the significance of our language, dress and food. Role plays should promote individual identity, pride and security through values such as respect, care, honour, obedience and unity.

- Use Inquiry Based Learning (IBL) approach to explore individual students language, dress and food at home and school to promote individual pride, security and identity:
 - i. Teachers provide open-ended questions to explore about individual student's experience and prior knowledge on language, dress and food to promote individual identity, pride and security.
 - ii. Let the students explore and find out about individual language, dress and food. Following strategies to be considered:
 - *Interviews*
 - *Reading (Home and Expert group)*
 - *Video*
 - *Field visit*
 - iii. Findings from the investigation can be presented in the following manner:
 - *Posters (Gallery Walk, Table Walk, Paper Walk)*
 - *Power Point Presentation*
 - *Role Play*
 - iv. Reflect on the findings using 'The Five W's':
 - *What: What do you want students to reflect on after the presentation?*
 - *Who: Who is responsible to promote individual language, food and dress?*
 - *When: When can individual language, dress and food be promoted?*
 - *Where: The places/occasions/situations where individual language, dress and food can be promoted.*
 - *Why: Why is it important to respect and promote individual language, dress and food?*

(Note: Focus should be to promote family identity, pride and security)

- Each student make individual pledges to protect our language, dress and food, and celebrate family events with the pride of promoting family identity.
- Students' practise and exhibit the 'The Five W's'.

Alternative approach

Teachers share relevant resources such as videos, written stories and audio books explaining the significance of our language, dress and food. It should be gender neutral, culturally appropriate, promotes Bhutanese values and has strong message on significance of preserving and promoting ones culture and tradition with particular regard to individual language, dress and food.

Sample reference:

- <https://www.youtube.com/watch?v=ySa38sFwTRY> (Introduction to Bhutanese Traditional Dress)
 - <https://www.youtube.com/watch?v=ukbT6C6ihss> (How to wear Full Kira, Bhutanese Traditional Dress)
 - <https://www.youtube.com/watch?v=K20TzXDF2Oc> (Gho-The national dress of Bhutan)
- The materials can be shared using any convenient learning platforms such as Google Classroom, Wechat, Whatsapp, and telegram that the teachers and the students' use.
 - Use Inquiry Based Learning (IBL) approach to explore individual students' language, dress and food at home and school to promote individual pride, security and identity. Reflection on the findings from the investigation can be done using 'The Five W's' as explained above.
 - Each student make individual pledges to protect our language, dress and food, and celebrate family events with the pride of promoting family identity.
 - Students' practise and exhibit the 'The Five W's'

iv. Assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values. The tools mentions observable behaviours.
- The students can also use self-evaluation techniques to assess themselves as they practice the values:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Use of teacher journals can also ensure immediate interventions on students' value practice.
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach.

Alternative assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values and hand it to the students. The tools mentions observable behaviours.
- The students can also use self-evaluation techniques to assess themselves as they practice the values:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*

- *Jot Thought*

- The parents or guardians monitor and guide the students and ensure timely follow up on the self-assessment record.
- Apart from the self-evaluation record, the parents or guardians can also share the observation of their child's behaviours through audio or visual recordings with the teacher.

v. **Resources**

- <https://www.youtube.com/watch?v=ySa38sFwTRY> (Introduction to Bhutanese Traditional Dress)
- <https://www.youtube.com/watch?v=ukbT6C6ihss> (How to wear Full Kira, Bhutanese Traditional Dress)
- <https://www.youtube.com/watch?v=K20TzXDF2Oc> (Gho-The national dress of Bhutan)

Class VI

A. BROAD THEME: HUMAN LIFE

i. Competencies

- Examine one's own Driglam skills guided by the principles of Driglam Choesum for positive behavioural changes.
- Behave with positive speech and actions with family, teachers and friends guided by principles of Driglam Choesum (etiquette, culture and religion) for promoting mutual happiness.
- Act rationally with family, teachers and friends being aware of the importance of respect, obedience, love and care for one's own happiness.

ii. Content focus of teaching learning

Concepts: Love, care, respect, honesty, sense of belonging, and good relationship

Values skills: Care, respect, honesty

Purpose:

iii. Pedagogy

Value analysis Approach

The teacher helps students use both rational thinking and emotional awareness to examine their personal feelings, values and behaviours patterns. It helps students become aware of and identify their own values and those of others. The teacher can use strategies such as simulations and role play, guest speakers and videos to practise Driglam skills:

Role play

Role plays elucidates a story line with Driglam skills to make it more exciting and fun. Teacher organizes Driglam Dialogue to inspect individual Driglam Skills. Driglam Dialogue discusses, debates and deliberates on the appropriate skills, principles and purpose of Driglam Choesum. Teacher plans and strategizes Driglam Dialogue to explore on WHY (significance) to internalize the value. Driglam Dialogue focuses on examining the skills and principles of Driglam Choesum. Teacher uses the value grid to underscore the examination of value.

Guest Speaker

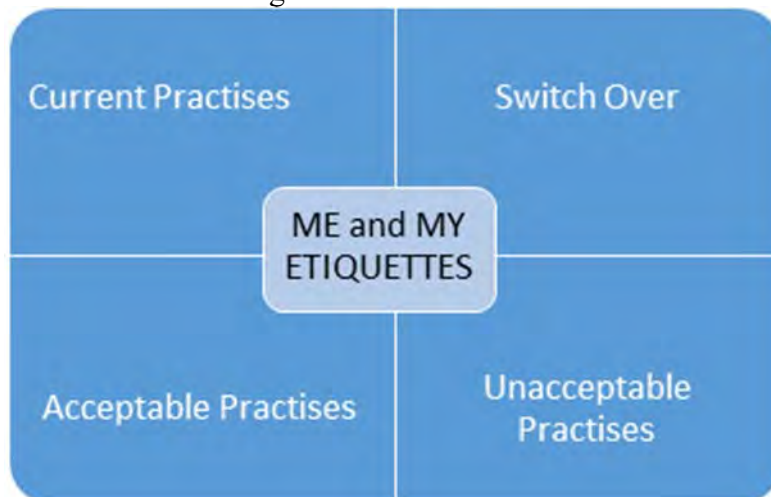
Guest speaker role models the Driglam Skills guided by the principles of Driglam Chosum. The guest speaker highlights the WHY (significance) of Driglam Choesum, HOW (process) and what (purpose).

Videos

The videos shows the exact skill required for Driglam Chosum that promotes positive speech and actions

- Furthermore, to identify and practice positive speech and actions with family, teachers and friends guided by principles of Driglam Choesum (etiquette, culture and religion) teachers use any appropriate strategies or methods.

- Inquiry Based Learning (IBL) approach can also be used as a suggestive strategy to explore individual students Driglam skills guided by principles of Driglam Choesum (etiquette, culture and religion) for promoting mutual happiness:
 - i. Teachers provide open-ended questions to explore about individual student's experience and prior knowledge on Driglam skills (etiquette, culture and religion)
 - ii. Let the students explore and find out about Driglam skills guided by the principles of Driglam Choesum (etiquette, culture and religion). Following strategies to be considered:
 - Interviews
 - Reading (Home and Expert group)
 - Video
 - iii. Findings from the investigation can be presented in the following manner:
 - Posters (Gallery Walk, Table Walk, Paper Walk)
 - Power Point Presentation
 - Role Play
 - iv. Reflect on the findings



- The students make individual pledges to behave with positive speech and actions with family, teachers and friends guided by principles of Driglam Choesum (etiquette, culture and religion) for promoting mutual happiness.
- The teachers and the parents monitor and reinforce students value practices
- The teachers and the parents role model the desired behaviours.

Alternative approach

- Teachers share relevant resources such as videos, audio books and audio recordings to enable students to examine one's own Driglam skills guided by the principles of Driglam Choesum for positive behavioural changes through any convenient platforms such as Zoom, Google Meet, Webinar, Messenger, We Chat, and Telegram.
- The students reviews and reflects on their experience and identifies any coexistence between experience and understanding of the learned values. This can be conducted

using Mentimeter. Use Mentimeter or other interactive platform to reflect and present their takeaway from the sharing)

- The teachers, students and parents can collectively confirm and supplement their reflections in order to adopt new ideas or modify their practices and concepts.
- Parents or guardians guide and reinforce the students practise or exhibit behaviours related to the focused values in their daily lives.

iv. Assessment

- Teacher prepares and adapts customized assessment tools (checklist, observation records and others) to assess the observable behaviours on the principles and significance of Driglam Choesum.
- The assessment tool should contain descriptors describing the principles of Driglam Choesum, positive words and actions.
- The students can maintain a journal describing their progression and use of Driglam skills, positive words and actions.
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.

Alternative Assessment

- Teacher prepares and adapts customized assessment tools (checklist, observation records and others) to assess the observable behaviours on the principles and significance of Driglam Choesum and hand it to the students.
- The assessment tool should contain descriptors describing the principles of Driglam Choesum.
- The students can maintain a journal describing their progression and use of Driglam skills.
- Follow up: Use students' self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.

v. Resources

B. BROAD THEME: NATURE AND ENVIRONMENT

i. Competencies

- Examine individual choice of food and things, and its impact on the survival and sustainability of immediate nature and environment.
- Protect the natural environment realizing that humans depend on it for their basic needs and survival.
- Care environment in everyday life realizing the importance of maintaining a clean environment for healthy living.

ii. Content focus of teaching learning

Concepts: Care, cleanliness, responsibility, healthy living, sustainability

Values skills: Care, cleanliness, responsibility

Purpose:

iii. Pedagogy

Persuading

It helps in convincing the learner to accept certain values and behave in accordance with what is acceptable. The teachers ensure that the students are able to examine individual choice of food and things and its impact on the survival and sustainability of immediate nature and environment. Students will then be able to reflect and practice the focused values. To understand the concept of individual choice of food, things and its impact on the survival and sustainability by using the following strategies;

Use short video clip

The video clip must contain information on individual choice of food, things and its impact on the survival and sustainability. The clip should not be gender sensitivity. It should be culturally appropriate. The clip should touch the emotion of every individual child and make them feel responsible for their doings.

Sample reference

- (<https://www.greenbiz.com/article/12-eye-opening-sustainability-videos-2016>, Nature is Speaking: Joan Chen is Sky)
- https://m.youtube.com/watch?v=hPL_mTVwCFc, Human Dependence on the environment.
- To make the students understand about choice of food and its impact on the survival and sustainability, let the students reflect on their choice of food and its impact on the survival. Encourage students to discuss on the ways and means to change individual food choices to preserving and protecting nature and environment.
- Teacher fosters knowledge on importance of preserving and protecting nature for survival and sustainability to make a good choice of food. To make the students understand adopt following strategies;

Role play

The role play should be on importance of preserving and protecting nature for survival and sustainability.

Case study

The teacher explores and presents a case study relevant to the grade level and motivates students to evaluate the case. The case study should be on the choices of food and things and its impact on the natural environment. The case study should emphasize on developing the evaluative and analytical skills of students.

Picture with a story line discussing a situation

The picture should include a thematic content on the choices of food and things and its impact on the survival of immediate nature and environment. Teacher could then debrief to clarify the assumptions and values. The teachers clarify and confirm students understanding of the focused values.

- Use Project based Learning approach to initiate discussion on preservation and protection of natural environment for survival and sustainability:
 - i. The teachers and the students unanimously decide on topics for the project. Teachers divide the students into groups of four or five students and assign each group with topics or students choose their own topics.
 - ii. Teachers and students do webbing on the selected topics highlighting the areas to cover and investigate.
 - iii. Students' investigate on their selected topics using any of the following strategies:
 - *Site Visit*
 - *Guest Speaker*
 - *Watch videos*
 - *Read books and articles*
 - iv. Teachers and students check and confirm their progress and understanding of the selected topic.
 - v. Students present their projects through any of the following strategies and in presence of a small review panellists comprising of relevant stakeholders.
 - *Role-plays*
 - *Demonstration*
 - *Presentation: Power Point, Chart, Poster, Audio-visual (presentation of recorded audios and videos)*
 - vi. Students organize waste management activities to curb waste management issues at school and the community. They can also adopt and reclaim areas that require interventions. Such areas can be areas prone to landslide, barren areas, and abandoned dump yards.
- The teacher and parents observe or monitor students' behaviour and reinforce accordingly.
- ROLE MODELING of the values by the teacher and parents plays a pivotal role.

Alternative Approach

- Use short video clip: The video clip must contain information on individual choice of food, things and its impact on the survival and sustainability. The clip should not be gender sensitivity. It should be culturally appropriate. The clip should touch the emotion of every individual child and make them feel responsible for their doings.
 - <https://www.greenbiz.com/article/12-eye-opening-sustainability-videos-2016>, Nature is Speaking: Joan Chen is Sky)
 - https://m.youtube.com/watch?v=hPL_mTVwCFc, *Human Dependence on the environment*
- Teacher can use any of the following virtual learning plate form to deliver the lesson:
 - *Google classroom*
 - *We chat*
 - *Telegram*

- *Sherig LMS*
- *Whats aap*
- The students promote measures of preserving and protecting nature environment for survival and sustainability. Parent in consultation with teacher can observe their behaviours in keeping the surrounding clean for healthy living. Parents can guide the students in practicing the healthy dietary habits for healthy living.

iv. Assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values. The tools mentions observable behaviours.
- The students can also use self-evaluation techniques to assess themselves as they practice the values:
 - *Journals*
 - *One minute paper*
 - *Quiz-Quiz Trade*
 - *Jot Thought*
- Use of teacher journals can also ensure immediate interventions on students' value practice.
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach to plan and deliver interventions activities.

Alternative Assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values and hand it to the students. The tools mentions observable behaviours.
- The students keep a record of their participation and contributions in promotion of their community pride and identity through preservation of language, food and dress:
 - *Journals*
 - *Photographs*
 - *Diary*
 - *Sharing (Authors Chair)*
- Share the records through virtual platforms such as Zoom Meet, Camtasia, Google Meet, Webinar, Messenger, We Chat, telegram
- The parents or guardians observe and monitor student's behaviour and reinforce accordingly.
- Follow up: Use students' self-assessed record to identify learning needs and provide support individually or as a whole class approach.

v. Resources

- (<https://www.greenbiz.com/article/12-eye-opening-sustainability-videos-2016>, *Nature is Speaking: Joan Chen is Sky*)

- https://m.youtube.com/watch?v=hPL_mTVwCFc, *Human Dependence on the environment.*

C. BROAD THEME: COUNTRY

i. Competencies

- Explain significance of individual language, dress and food in promoting community identity, pride and security.
- Care individual language, dress and food at home and school to promote community pride, security and identity.
- Protect individual language, dress and food, and celebrate community events with the pride of promoting community identity.

ii. Content focus of teaching learning

Concepts: Care, respect, sense of belonging, community identity, community pride, community security

Values skills: Care, respect, responsibility

iii. Pedagogy

Action Learning Approach

This approach emphasizes on providing students with opportunities and chances to discover and act on their values. In this approach, teachers encourage students to view themselves as personal social interactive beings, not fully autonomous, but members of a community or social system.

- Use Project based Learning approach to initiate discussion on the significance of individual language, dress and food in promoting community identity, pride and security through individual language, dress and food.
- Teachers and the students unanimously decide on topics for the project. Teachers divide the students into groups of four or five students and assign each group with topics/students choose their own topics.

A sample guide for topic selection is given below.

Language	Dress	Food
Dzongkha	a. Formal Clothes: <i>Gho & Kira</i> <i>Kabney & Rachu</i> <i>Tshoglam</i> <i>Patang</i>	Regional Cuisine like: a. Hoentey (Haa) b. Jomja (Paro) c. Puta (Bumthang) d. Nya Dosem (Wangdue Phodrang) Any other in accordance to student's background
Tshangla		
Lhotshamkha		
Any other local dialects		
	b. Local Costumes <i>Lhop Community</i> <i>Merak Sakteng</i> <i>Any other as per regional culture</i>	

- Teachers and students do webbing on the selected topics highlighting the areas to cover and investigate. Sample is provided below:

Ways to preserve and promote

- The students' investigate on their selected topics using any of the following strategies:
 - *Site Visit*
 - *Guest Speaker*
 - *Watch videos*
 - *Read books and articles*
- The teachers and students 'check and confirm their progress and understanding of the selected topic.
- The students present their projects through any of the following strategies and in presence of a small review panellists comprising of relevant stakeholders.
 - Role-plays
 - Demonstration
 - Presentation: Power point, Chart, Poster, Audio-visual (presentation of recorded audios and videos)
- The students uphold the findings from the projects by practising the learned values to celebrate community events with the pride of promoting community identity.

Alternative approach

- Use Project based Learning approach to initiate discussion on the significance of individual language, dress and food in promoting community identity, pride and security through individual language, dress and food. Conduct the discussion using virtual platforms such as Zoom Meet, Camtasia, Googl, Webinar, Messenger, We Chat, telegram.
- The teachers and the students unanimously decide on topics for the project. Teachers divide the students into groups of four or five students and assign topics/students choose their own topics. A sample guide for topic selection is given below:

Language	Dress	Food
Dzongkha	Formal Clothes: <i>Gho & Kira</i> <i>Kabney & Rachu</i>	Regional Cuisine like: a. Hoentey (Haa) b. Jomja (Paro) c. Puta (Bumthang) d. Nya Dosem (Wangdue Phodrang)
Tshangla	<i>Tshoglam</i> <i>Patang</i>	
Lhotshamkha	Local Costumes <i>Lhop Community</i>	Any other in accordance to student's background

Any other local dialects	<i>Merak Sakteng</i> <i>Any other as per regional culture</i>	
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- The teachers and students do webbing on the selected topics highlighting the areas to cover and investigate. Sample is provided below:
Ways to preserve and promote
- The students' investigate on their selected topics using any of the following strategies:
 - *Guest Speaker*
 - *Watch videos*
 - *Read books and articles*
- The teachers and students' check and confirm their progress and understanding of the selected topic.
- The students present their projects through any of the following strategies and in presence of a small review panellists comprising of relevant stakeholders.
 - *Recorded Demonstration*
 - *Presentation: Power point, Chart, Poster, Audio-visual (presentation of recorded audios and videos)*
- The students' uphold the findings from the projects by practising the learned values to celebrate community events with the pride of promoting community identity.

iv. Assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values. The tools mentions observable behaviours.
- The students keep a record of their participation and contributions in promotion of their community pride and identity through preservation of language, food and dress:
 - *Journals*
 - *Photographs*
 - *Diary*
 - *Sharing (Circle Time, Authors Chair)*
- Follow up: Use students self-assessed record to identify learning needs and provide support individually or as a whole class approach through extended or reinforcement learning activities.

Alternative assessment

- The teacher designs and adapts assessment tools (checklist, rubrics, running records and others) for practice of focused values and hand it to the students. The tools mentions observable behaviours.

- The students keep a record of their participation and contributions in promotion of their community pride and identity through preservation of language, food and dress:
 - *Journals*
 - *Photographs*
 - *Diary*
 - *Sharing (Authors Chair)*
- Share the records through virtual platforms such as Zoom Meet, Camtas, Google Meet, Webinar, Messenger, We Chat, telegram
- Follow up: Use students' self-assessed record to identify learning needs and provide support individually or as a whole class approach.