

**NEW NORMAL CURRICULUM**  
**Instruction Guide**  
**Subject: Health and Physical Education**  
**Class: PP-III**



**Curriculum Development Centre**  
**Royal Education Council**  
**Royal Government of Bhutan**

February 2021

**Published by:**

Royal Education Council, Paro in collaboration with the Ministry of Education

©REC 2021

**Adviser**

Kinga Dakpa, Director General, REC

Wangpo Tenzin, Curriculum Specialist II, Dean, CDC, REC

**Technical facilitation**

Dr. Dawa Gyaltsen (PhD), REC

**Writing**

Zangmo, Wanakha Central School, Paro

Deki Tshomo Gaupel, Paro

Pema Tshering, Gaupel, Paro

Jigme Tshewang, Woochu LSS, Paro

Provisional Edition

## **Acknowledgement**

The Royal Education Council is able to publish the New Normal Curriculum: Instruction Guide with the administrative and funding support of the Ministry of Education and remain optimistic that the continued support facilitates its effective implementation in school. REC also remains thankful to school principals for the administrative support and teacher participants for professional inputs and hard work.

In our endeavour in the development EiE curriculum material during the COVID19 pandemic, collaboration and financial support were forthcoming from diverse national and international development partners. In particular, technical and financial support of GPE through the Bhutan Save the Children, and UNICEF helped us to deliver the curriculum materials on time.

## **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 the world so that one can realise the purpose and be 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**

## Table of Contents

Acknowledgement .....	3
Foreword .....	4
Introduction .....	9
Purpose of the Instructional Guide .....	10
Class: PP .....	10
Theme: Fundamental Movement Skills for Active Participation .....	10
i. Competencies .....	10
ii. Content Focus of Teaching Learning .....	11
iii. Pedagogy and learning experiences .....	11
iv. Assessment .....	12
v. Resources (online and offline) .....	12
Theme: Safety and First Aid for Active Participation .....	12
i. Competencies .....	12
ii. Content Focus of Teaching Learning .....	12
iii. Pedagogy and learning experiences .....	12
iv. Assessment .....	13
v. Resources .....	13
Theme: First Aid for Supporting and saving lives .....	13
i. Competencies .....	13
ii. Content Focus of Learning Teaching .....	13
iii. Pedagogy and Learning Experiences .....	13
iv. Assessment .....	14
v. Resources .....	14
Theme: Teamwork in Physical Activities .....	14
i. Competencies .....	14
ii. Content Focus of Learning Teaching .....	14
iii. Pedagogy and Learning Experiences .....	15
iv. Assessment .....	15
v. Resources .....	15
Broad Theme: Personal Hygiene for Disease Prevention/Healthy Foods for Growth .....	16
Theme: Hand washing and brushing teeth .....	16
i. Competencies .....	16
ii. Content focus of teaching learning .....	16
iii. Pedagogy and Learning Experiences .....	16
iv. Assessment .....	16
v. Resources .....	17
Theme: Safe drinking water for disease prevention .....	17
i. Competencies .....	17
ii. Content Focus of Teaching Learning .....	17
iii. Pedagogy and Learning Experiences .....	17
iv. Assessment .....	18
v. Resources .....	18
Sub Theme: Importance of meals of a day .....	18
i. Competencies .....	18
ii. Content Focus of Teaching and Learning .....	18
iii. Pedagogy and Learning Experiences .....	18
iv. Assessment .....	19
v. Resources .....	19
Theme: Proper Disposal of waste .....	19

i.	Competencies .....	19
ii.	Content Focus of Teaching Learning .....	19
iii.	Pedagogy and Learning Experiences .....	19
iv.	Assessment .....	20
v.	Resources .....	20
Class: I .....		21
Theme: Fundamental Movement Skills for active participation.....		21
i.	Competencies .....	21
ii.	Content Focus of Teaching Learning .....	21
iii.	Pedagogy and Learning Experiences .....	21
iv.	Assessment .....	21
v.	Resources (online and offline):.....	22
Theme: Safety and First Aid for Active Participation .....		22
i.	Competencies .....	22
ii.	Content Focus of Teaching Learning .....	22
iii.	Pedagogy and Learning Experiences .....	22
iv.	Assessment .....	23
v.	Resources (online and offline).....	23
Theme: First Aid for Supporting and saving lives .....		23
i.	Competencies .....	23
ii.	Content Focus of Teaching Learning .....	23
iii.	Pedagogy and Learning Experiences .....	23
iv.	Assessment .....	24
v.	Resources (online and offline .....	24
Theme: Teamwork in Physical Activities.....		24
i.	Competencies .....	24
ii.	Content Focus of Teaching Learning .....	24
iii.	Pedagogy and learning Experiences .....	24
iv.	Assessment .....	25
v.	Resources (online and offline).....	25
Broad theme: Personal Hygiene for Disease Prevention/Healthy Foods for Go, Grow and Glow.....		25
Theme: Hand washing and brushing teeth.....		25
i.	Competencies .....	25
ii.	Content Focus of Teaching Learning .....	25
iii.	Pedagogy and Learning Experiences .....	25
iv.	Assessment .....	26
v.	Resource .....	26
Theme: Safe drinking water for disease prevention .....		26
i.	Competencies .....	26
ii.	Contents Focus of Teaching Learning.....	27
iii.	Contact Teaching .....	27
i.	Assessment .....	27
ii.	Resources.....	27
Theme: Importance of meals of a day.....		27
i.	Competencies .....	27
ii.	Content Focus of Teaching Learning .....	28
iii.	Pedagogy and Learning Experiences .....	28
iv.	Assessment .....	28
v.	Resources.....	28

Class II .....	30
Theme: Fundamental Movement Skills for Active Participation .....	30
i. Competencies .....	30
ii. Content Focus of Teaching Learning .....	30
iii. Pedagogy and Learning Experiences .....	30
iv. Assessment .....	30
v. Resources:.....	31
Theme: Safety for Active Participation.....	31
i. Competencies .....	31
ii. Content Focus of Teaching Learning .....	31
iii. Pedagogy and Learning Experiences.....	31
iv. Assessment .....	31
v. Suggested Resources .....	32
Theme: First Aid for Supporting and Saving Lives.....	32
i. Competencies .....	32
ii. Content Focus of Teaching Learning .....	32
iii. Pedagogy and Learning Experiences:.....	32
iv. Assessment .....	33
v. Resources (online and offline):.....	33
Theme: Teamwork in Physical Activities.....	33
i. Competencies .....	33
ii. Content Focus of Teaching Learning .....	33
iii. Pedagogy and Learning Experiences.....	34
iv. Assessment .....	34
v. Suggested Resources .....	34
Broad theme: Personal Hygiene for Disease Prevention .....	35
i. Competencies .....	35
ii. Content Focus of Teaching Learning .....	35
iii. Pedagogy and Learning Experiences.....	35
iv. Assessment .....	35
v. Resource .....	36
Theme: Importance of meals for Growth.....	36
i. Competencies .....	36
ii. Content Focus of Teaching Learning .....	36
iii. Pedagogy and Learning Experiences.....	36
iv. Assessment .....	37
v. Alternative Assessment .....	37
vi. Suggested Resource .....	37
Class: III.....	39
Theme: Fundamental Movement Skills for Active Participation .....	39
i. Competencies .....	39
ii. Content Focus of Learning Teaching .....	39
iii. Pedagogy and Learning Experiences.....	39
iv. Assessment .....	39
v. Resources.....	40
Theme: Safety for Active Participation .....	40
i. Competencies .....	40
ii. Content Focus of Teaching Learning .....	40
iii. Pedagogy and Learning Experiences.....	40
iv. Assessment .....	41

v.	Resources .....	41
	Theme: First Aid for Supporting and Saving Lives .....	41
i.	Competencies .....	41
ii.	Content Focus of Teaching Learning .....	41
iii.	Pedagogy and Learning Experiences .....	42
iv.	Contact Teaching Assessment .....	42
v.	Resources .....	42
	Theme: Teamwork in Physical Activities .....	43
i.	Competencies .....	43
ii.	Content Focus of Teaching Learning .....	43
iii.	Pedagogy and Learning Experiences .....	43
iv.	Assessment .....	43
v.	Resources .....	44
	Broad Theme: Personal Hygiene and Sanitation for Disease Prevention .....	44
i.	Competencies .....	44
ii.	Content Focus of Teaching Learning .....	44
iii.	Pedagogy and Learning Experiences .....	44
iv.	Assessment .....	45
v.	Resources .....	45
i.	Competencies .....	46
ii.	Content Focus of Teaching Learning .....	46
iii.	Pedagogy and Learning Experiences .....	46
iv.	Assessment .....	46
v.	Resources .....	46
i.	Competencies .....	47
ii.	Content Focus of Teaching Learning .....	47
iii.	Pedagogy and Learning Experiences .....	47
iv.	Assessment .....	47
v.	Resources .....	47
i.	Competencies .....	48
ii.	Content Focus of Teaching Learning .....	48
iii.	Pedagogy and Learning Experiences .....	48
iv.	Assessment .....	48
v.	Resources .....	49



## **Introduction**

The 21<sup>st</sup> 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: PP**

**THEME: FUNDAMENTAL MOVEMENT SKILLS FOR ACTIVE PARTICIPATION**

#### **i. Competencies**

- Name walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills necessary for performing physical activities.

- Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination.
- Use walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills for effective participation in physical activities.

## ii. **Content Focus of Teaching Learning**

*Concept:* walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing

*Skills:* locomotor and stability (walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing)

*Purpose:* effective participation in physical activities.

## iii. **Pedagogy and learning experiences**

The teacher uses demonstration and practice approaches through video clips, illustrations, PowerPoint presentation or dramatization to teach the skills of walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills. The pedagogy can be used for teaching any of the locomotor and the stability skills.

For teaching the concept of the skills, the teacher carries out any of the following approaches.

- The teacher names and performs each skill to give the concept of the skill.
- The teacher shows different movement skills and the student identifies the skills.
- The teacher names the skill and the students perform it.

The teacher demonstrates and explains key elements of each skill or students watch the videos/illustration. The student practises the elements of the skill with the teacher, parents, sibling or peer. The teacher/parent corrects and reinforce the practises of the elements of the skill.

The student participates in an organised activity. The activity can be either directed by the teacher/parent or initiated by the students themselves. The activity must be fun, safe and of moderate intensity, involving walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching skills, and encouraging mass and active participation, with or without use of equipment.

### *Alternative approach*

- Guided learning approach for learner initiated activity.
- Teacher selects, prepares or develops audio-visual material and illustrations containing the skills of walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills. These materials are made available to students and parents through online or offline platforms.
- Students watch, imitate and practice the skills in the audio-visual materials and illustrations. The student focuses on the elements of the skill during the practice.
- The teacher, parents, guardians and siblings guide and support the student in carrying out the task.
- Teachers follow up on the skill learnt by the students through observations, or recordings of students' task performance.

#### iv. Assessment

- The teacher conducts the assessment during demonstration, practice and activity part using checklist through observation, conversation or recordings of the student's task performance.
- Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### v. Resources (online and offline)

- Fundamental Movement Skills: [https://drive.google.com/file/d/1MOv\\_UL1xIk-rtGroZQee8Xc7k607NJR/view?ts=6018d96f](https://drive.google.com/file/d/1MOv_UL1xIk-rtGroZQee8Xc7k607NJR/view?ts=6018d96f)
- Technical elements of walking-page 8, throwing-page10, running- page12, Suggested lesson activities, Teacher Information <https://rec.gov.bt/textbooks-and-manuals/#683-865-wpfd-health-and-physical-education>
- HPE Movement skills for Active Living <https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>
- 

### THEME: SAFETY AND FIRST AID FOR ACTIVE PARTICIPATION

#### i. Competencies

- Explain self-space, body positions, and pathways in physical activities.
- Explain the importance of maintaining self-space, correct body positions, and pathways in physical activities.
- Manage self-space, body positions, and pathways in physical activities.
- Follow safety rules during physical activities to prevent injuries.

#### ii. Content Focus of Teaching Learning

**Concepts:** self-space, body positions, and pathways in physical activities.

**Skills:** self-space, body positions, and pathways in physical activities.

**Purpose:** maintaining self-space, correct body postures, and pathways in physical activities to prevent injuries and effective participation.

#### iii. Pedagogy and learning experiences

The teacher can use Activity-based learning to learn about self-space, body postures, and pathways by engaging in the following activities.

- The obstacle course for the activity is set by the teacher, parents, siblings or the students. The student walks or runs through (over, under, around) the obstacle course without touching the object or other person. The teacher, parents, siblings, friends and students discuss how they carried out the activity, and the importance of maintaining self-space with correct body postures.
- *Proper body postures:* Correct way of standing, sitting, writing and sleeping.

- The teacher, parent, friend or the sibling shows the proper body posture through video (<https://www.youtube.com/watch?v=Hak6fcNONNw>) clips, illustration, PowerPoint presentations or demonstration and makes students follow. The teacher, parent, friend, the sibling and students discuss the impact of wrong body postures.
- The students with teacher or parental guidance walk outdoors along the footpath, in the bushes, or along the road. While walking, the students focus on self-space, directions and safety with correct body postures.
- The students should be aware of their own space and that of others while walking in groups. They avoid touching others, learn to negotiate with obstacles, and avoid hitting or bumping into others by being aware of space and respect for others.

#### iv. **Assessment**

- The checklist is used to record and assess the student concept, skills and practises of self-space, body postures and pathways. The checklist can be prepared for the whole class or for individual students.
- The teacher or the student records the skills in the checklist through observation, conversation, or recording.
- The assessment records are used for providing positive and corrective reinforcement, interventions, and remedies for improvement and progress.

#### v. **Resources**

- [https://www.gov.nl.ca/education/files/k12\\_curriculum\\_guides\\_physed\\_prim\\_elem\\_6.pdf](https://www.gov.nl.ca/education/files/k12_curriculum_guides_physed_prim_elem_6.pdf)
- HPE: key-stage I Body Posture for Safe Living - <https://www.youtube.com/watch?v=Hak6fcNONNw>

### **THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES**

#### i. **Competencies**

- Explain sunburn, fever, and nosebleed.
- Perform First Aid for sunburn, fever, and nosebleed.
- Apply First Aid for sunburn, fever, and nosebleed.

#### ii. **Content Focus of Learning Teaching**

*Concept:* Sunburn, Fever and Nosebleed

*Skills:* First Aid for sunburn, fever and nosebleed

*Purpose:* Apply First Aid for sunburn, fever, and nosebleed.

#### iii. **Pedagogy and Learning Experiences**

- The teacher uses the discussion and application approach to teach the concept and skills of first aid for sunburn, fever and nosebleeds or the teacher selects audio-visual: or illustrated materials containing concept and skill of first aid for sunburn, fever and nosebleeds. The materials are made available to students and parents through online or offline platforms. The teacher initiates a discussion on emergencies related to sunburn, fever and nosebleed.

- The student progresses on learning about a wider range of simple incidents, such as how to deal with burns (how, where and when to apply sunburn/aloe-Vera), how and when to give cold compression for fever or how, and ways to control nosebleeds. The student will watch, imitate and practice the skills in the audio-visual material and illustration. The student focuses on identifying and avoiding danger, concept and skills of giving first aid for sunburn, fever and nosebleeds.
- The student shares about saving or helping lives or how to respond if someone has been injured.
- The student perform simple first aid for the given scenarios (nosebleed, sunburn, fever) through dramatization, illustration, role-play or mock drill
- The teacher will observe, record, provide corrective feedback and suggest as the student performs the task.

#### iv. **Assessment**

- The teacher conducts the assessment during discussion, practice and activity part using a checklist through observation, conversation, or recording of the student's performance.
- Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessing and providing further corrective feedback for improvement.

#### v. **Resources**

- Information input on First Aid <https://www.redcross.org/take-a-class/first-aid>
- (First Aid SunBurn) <https://www.youtube.com/watch?v=4NPNS9lj73I>  
<https://www.mayoclinic.org/first-aid/first-aid-sunburn/basics/art-20056643>
- (First Aid Fever) [https://www.youtube.com/watch?v=En\\_Psapxiog](https://www.youtube.com/watch?v=En_Psapxiog)  
<https://www.mayoclinic.org/first-aid/first-aid-fever/basics/art-20056685>
- (First Aid Nosebleeds) <https://www.youtube.com/watch?v=ZZds86xbI74>  
<https://www.mayoclinic.org/first-aid/first-aid-nosebleeds/basics/art-20056683>

### **THEME: TEAMWORK IN PHYSICAL ACTIVITIES**

#### i. **Competencies**

- List differences in physical appearance (gender, height, weight) of individuals.
- Explain ways of accepting individual differences in a team.
- Participate in team physical activities with respect and regard for individual differences.

#### ii. **Content Focus of Learning Teaching**

*Concept:* individual differences and acceptance

*Skills:* Respect and regards for individual differences

*Purpose:* Participate in team physical activities with respect and regard for individual differences.

### iii. Pedagogy and Learning Experiences

The teacher uses cooperative approach to teach the concept and application using audio-visual, illustrations, and PowerPoint Presentation materials containing concept and application of respecting individual differences with regards and respect.

Teachers shall the following steps.

- The teacher selects team activities, which require active participation of students in team or peer. Or students watch short video clips
- The team is formed with diversity of learners with individual accountability. Where there is PIES- Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- The activity must be interactive with different skills and mass participation or the students draw conclusions from the video clip.
- The teacher may use guided questions to get precise information (why teamwork).
- The student shall form teams consisting diverse individuals (gender, height, weight) and practise ways of respecting individual differences in activities and in daily lives. The same skills can be practised after watching the videos on individual differences.
- The students share their view on respecting individual differences through pictorial illustration, verbal or recordings.

### iv. Assessment

- The teacher conducts the assessment during discussion, practice and activity part using a Rubric through observation, watching task record, or conversation. Rubric must contain detailed indicators for concept understanding, and application. The rubric can be prepared for the whole class or for individual students.
- The students may keep records of the skill practiced for reference if platforms to share with the teacher is not available.
- The students' records of skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessing and providing corrective feedback for improvement.

### v. Resources

- <https://www.weareteachers.com/team-building-games-and-activities/>
- <https://www.youtube.com/watch?v=6fbE52YDEjU>
- Kagan Cooperative Learning, Kagan Publishing, Dr. Spencer Kagan and Miguel Kagan, chapter 10, key 5; Team Building

## **BROAD THEME: PERSONAL HYGIENE FOR DISEASE PREVENTION/HEALTHY FOODS FOR GROWTH**

### **THEME: HAND WASHING AND BRUSHING TEETH**

#### **i. Competencies**

- Explain reasons for washing hands and brushing teeth
- Use effective steps and techniques of hand-washing and brushing teeth.

#### **ii. Content focus of teaching learning**

*Concept:* Hand Washing, healthy teeth

*Skills:* Steps for washing hands and brushing teeth

*Purpose:* To control diseases, control germs, avoid tooth decay

#### **iii. Pedagogy and Learning Experiences**

- The teacher uses demonstration and practice approaches; or uses video clip, pictorial or PowerPoint Presentation to teach the skills of hand washing and brushing teeth.
- The teacher or parents ask questions on when and why handwashing is important and the student responds (When; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases).
- The steps of handwashing and brushing teeth are demonstrated or watched audio-visual and imitated by the student.
- Teacher uses pictorial illustrations to show that handwashing is important to get rid of germs that cause diseases.
  - Washing hands using soap is important after using a toilet and after physical activities.
  - The teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged to consume junk foods and sweets.
- The students practice the steps of hand washing and brushing teeth following the steps given in the illustration. The teacher corrects the steps.

#### **iv. Assessment**

- The teacher or student assess the steps of handwashing and brushing teeth through observation and recordings using the checklist. The teacher can also ask questions on when and why washing hands and brushing teeth is important.
  - Checklist parameters for handwashing must contain (after physical activities and visiting the toilet, etc.).
  - Checklist parameters for brushing must contain (brushing at least twice a day, avoiding sweets, etc.).
- The student uses a checklist to assess individual oral and personal sanitation.
  - Students relate the habits of handwashing and brushing by recording the changes using checklist or use any other method of recording. (Whiter teeth, foul smell/foul breath) and mark accordingly.
- Reflect on the benefits of adapting the habits of washing hands and brushing on a daily basis.



- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

*Note: The teacher carries out the assessment to report a student's attainment of competencies in HPE for Key Stage I. Individual children must fulfil all the learning competencies.*

*Students who are not able to fulfil all the competencies are given additional activities with different pedagogies that are appropriate for the student's level.*

#### v. Resources

- Steps of handwashing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth; [https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33\\_1461157745994.jpg](https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg)
- Steps of Brushing <https://w8n3m2p4.rocketcdn.me/wp-content/uploads/2016/03/Brushing-04-e1458217553598.jpg>
- Video clip on Washing hands <https://youtu.be/HKyLeeYwD8E>

### THEME: SAFE DRINKING WATER FOR DISEASE PREVENTION

#### i. Competencies

- Explain safe and unsafe drinking water.
- Explain that drinking safe water can prevent disease.
- Drink safe water (boiled, filtered) at homes and in schools.

#### ii. Content Focus of Teaching Learning

*Concept:* Safe and unsafe drinking water and diseases prevention

*Skills:* ways to manage safe drinking water

*Purpose:* Drink safe water to prevent diseases

#### iii. Pedagogy and Learning Experiences

The teacher uses an inductive, deductive or any other teaching methodologies to teach the concept of importance of safe drinking water.

- The teacher asks questions to the whole class and students carry out brainstorming sessions and come up with responses. The teacher elaborates on the responses given by the students and emphasizes on drinking filtered and boiled water to prevent diseases like diarrhoea
- The teacher uses pictorial illustrations (*chart showing child drinking water directly from the tap or any other contaminated sources*), *audio visual clips*. The students observe and watch the teaching and learning materials and understand the importance of drinking safe water.
- The students in groups discuss how drinking water at homes and schools are made safe and shared to the whole class. The teacher provides additional information and feedback. The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.

#### iv. Assessment

- The teacher carries out the assessment to check if children have bought water for the HPE classes and ask whether the water is safe to drink or the teacher provides a checklist through any social media platform to assess the method used by individual students at home for making water safe for drinking.
- The checklist contains parameters on how water is made safe for drinking, whether the water is boiled or filtered. The students use the checklist or any electronic gadgets available for keeping records for the teacher's assessment. The students record the information in the form of pictorial illustrations, audio-visuals clips for teacher's assessment.
- The teacher and parents encourage and monitor students in drinking boiled or filtered water at all times in schools and at homes.
- During the question and answer session the teacher focuses on drinking safe water to prevent diseases like diarrhoea. The teacher shows two bottles of water, one clean and other dirty water and asks the students which one is safe for drinking and why. The teacher elaborates on the ideas given by the students and class come to the common consensus that filtered and boiled water is safe to drink and drinking safe water prevents disease like diarrhoea. .

#### v. Resources

- Drinking unsafe water: [https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80\\_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg](https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg)

### SUB THEME: IMPORTANCE OF MEALS OF A DAY

#### i. Competencies

- List three important meals in a day (Breakfast, Lunch, and Dinner).
- Explain the health benefits of taking the right amount of three meals a day.
- Follow healthy meal routines.

#### ii. Content Focus of Teaching and Learning

*Concept:* Right amount of meals and importance of meal three Meals

*Skills:* Preparation of daily meals routines, management of food for different meals

*Purpose:* Right amount of meal for healthy living

#### iii. Pedagogy and Learning Experiences

Teacher uses an inquiry method to teach the names of three meals of a day or the teacher uses a guided learning approach to teach the concept and importance of meals and the variety of foods in the meals.

- Teacher uses audio-visual clips, pictorial illustrations or any other teaching aids to teach about three meals and different types of food in the meals. The teaching aids contain the name of the meals and different types of fruits and vegetables that help in proper growth and development of the body.
- The teacher asks questions and names the meals simultaneously (the meal taken in the morning is called breakfast, meals taken at noon is called lunch and meals taken at night are called dinner).

- The students practise meal time and consume different food with guidance from parents and teachers.
- The teacher and parents assist students in planning healthy meals containing a variety of foods and encourage eating meals on time.
- Students reflect on different types of food items they consume during the meal time and share with friends. The teacher reinforces the importance consuming on time and of varieties in the meals.

#### iv. **Assessment**

- The teacher conducts the assessment by asking questions about the names of the meals and importance of having breakfast during the physical activities or the teacher conducts the assessment by providing a checklist to the students on naming and consumption of three meals.
- With the guidance and support from the teachers and parents, students maintain personal journals on the consumption of different types of food. The students list different types of food they consume during meal times and record in the journal for future reference.
- The teacher uses a checklist to assess the consumption of three meals and different types of foods by the students. The checklist contains how many students take all the meals on a daily basis. The teacher uses the checklist for the whole class or for an individual child as per the convenience.

#### v. **Resources**

- Healthy eating: [https://image.freepik.com/free-vector/infographic-template-about-healthy-food\\_23-2147591305.jpg](https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg)
- Healthy meals: <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>

### **THEME: PROPER DISPOSAL OF WASTE**

#### i. **Competencies**

- Practice proper disposal of waste.

#### ii. **Content Focus of Teaching Learning**

*Concept:* Disposal of waste

*Skills:* practising proper disposal of waste

*Purpose:* for clean and healthy surrounding

#### iii. **Pedagogy and Learning Experiences**

The teacher uses the Visual-learning approach to teach the proper disposal of wastes. To teach the concept, the teacher carries out any of the following activities through audio-visual clip, posters, pictorial illustration or field visits. The teacher selects, prepares or develops audio-visual material and illustrations containing the information on waste management.

- Students watch the audio-visual and identify the problem of improper waste disposal or the teacher describes the problem to the children.

- The teacher asks questions on the causes of the problem, possible solutions to make the area clean, and what might happen if it is left littered.
- Through whole class discussion, list and share consequences of littering and possible solutions.
- Individual students choose the best ways to keep the surroundings clean and try out in and outside of schools on a daily basis. The students may design posters or recordings forms for keeping the surrounding clean.

#### iv. **Assessment**

- The teacher conducts the assessment during the identification of problems and group discussion using the checklist or from the video clips, illustration or posters.
- Checklist must contain problem statements, indicators for understanding the consequences of improper waste disposal and ways to keep the surrounding clean.
- It can be also assessed by their posters/recordings and illustrations.
- The checklist can be prepared for the whole class or for individual students. The students will keep records of the wastes they have collected daily and disposed into proper bins.
- The teacher will assess the daily practice through online and offline conversations, observations, or recordings of students' performance of the task using the excel sheet.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

#### v. **Resources**

- Improper waste disposal  
[https://www.iucn.org/sites/dev/files/styles/850x500\\_no\\_menu\\_article/public/cbc-mff0\\_01.jpg?itok=1TGz71DS](https://www.iucn.org/sites/dev/files/styles/850x500_no_menu_article/public/cbc-mff0_01.jpg?itok=1TGz71DS)
- Proper waste disposal: <https://http402home.files.wordpress.com/2018/10/trash-1024x707.jpg>
- Proper and improper disposal of waste: <https://junkit.ca/wp-content/uploads/2015/02/Improper-Waste-Disposal-Consequences.jpg>

## CLASS: I

### THEME: FUNDAMENTAL MOVEMENT SKILLS FOR ACTIVE PARTICIPATION

#### i. Competencies

- Recognise leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for performing physical activities.
- Perform leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency.
- Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency.

#### ii. Content Focus of Teaching Learning

*Concept:* Fundamental Movements

*Skills:* leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for performing physical activities.

*Purpose:* Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency and physical activities.

#### iii. Pedagogy and Learning Experiences

The teacher uses cooperative approach to teach the skill of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for performing physical activities. To give or cater the concept of the skills the teacher carries out the following steps;

- Teacher distributes the name of the skills to each team verbally, on a flashcard or written on the board or through video clips, pictorial, PowerPoint Presentation.
- Team works together discussing; what is the skill? How is it performed? What are the elements of the skill? When do we perform the skill? Why do we need to learn the skill? Where do we perform the skill? Or students learn what the skill is, how it is performed, what are the elements of skill, the skill is performed. The importance of learning that skill, identifying the activities to perform the skill, through discussion with their parents or siblings.
- Students participate in an organized activity initiated by the teacher or the students themselves. Introduce the Activity to the students, which involves the skills to be learnt. Through the process of the activity teacher monitors and intervenes on the execution of the skill focusing on the elements of the skill.
- Students refer to an organized activity initiated either by parents, siblings or the students themselves. The activity should be fun, involving the skill learnt and can be narrated by parents, siblings, or from television, books and video clips.

#### iv. Assessment

- Assigning roles to group members, such as summarizer, reflector, elaborator, and/or recorder/secretary provides a more formal mechanism for evaluating the progress of the group.
- In order to make sure that all students are working towards the same competency, it is helpful to provide a detailed description (possibly a rubric or checklist) of how the performance will be graded.

**v. Resources (online and offline):**

- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- HPE Movement skills for Active Living  
<https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

*Teacher information on designing rubrics*

Rubrics given to students before the learning activity helps them get a clear sense of what knowledge and skills they need in order to achieve a given grade. Scoring rubrics usually contain the following elements:

**THEME: SAFETY AND FIRST AID FOR ACTIVE PARTICIPATION**

**i. Competencies**

- Explain space awareness safety (direction and self-space).
- Explain the importance of space awareness in group physical activities for active and safe participation.
- Use safe self-space, body positions, and pathways for active participation in physical activities.

**ii. Content Focus of Teaching Learning**

*Concept:* Space awareness safety

*Skills:* Manage self-space, body positions, and pathways in physical activities.

*Purpose:* Use safe self-space, body positions, and pathways for active participation in physical activities to avoid injuries.

**iii. Pedagogy and Learning Experiences**

Learn about self-space, body position and pathways by engaging in the following activities; Students learn about self-space, body position and pathways by engaging in the following activities;

- Students with parental guidance walk outdoors, along the ally, in the bushes, along the road. While walking students focus on the proper form of walking, negotiating with the obstacles and following the direction of the way.
- Students are made aware of their own space and that of others while walking in groups.
  - Avoid touching others and learn to negotiate with obstacles.
  - Look out for other students while moving to avoid hitting or bumping into them.
  - Discuss on the need to walk consciously using their own space and respecting others' space.
- Parents promote spatial awareness in young children, through discussing locations. For example, leaving a toy on the bed and talking about where the toy is, where the bed is, where the bedroom is, etc.
  - Using comparative terms. For example, mentioning which objects are closer and which objects are farther from a child's current location.
  - Talking about relationships. For example, showing a child that a book is under a chair or that a video is on top of the shelf.

#### iv. Assessment

Activity based learning will be assessed using a checklist. The tool should include indicators to check the attainment of knowing about the knowledge, performing of the skill and application of the change in behaviour. The Teacher will make use of the same during the process of the activity.

#### v. Resources (online and offline)

- <https://study.com/academy/lesson/space-awareness-understanding-how-the-body-moves.html>
- <https://www.healthline.com/health/spatial-awareness>
- <https://rec.gov.bt/download/56/curriculum-framework/4133/health-physical-education-nnc-framework.pdf>
- <https://sites.google.com/site/cedarschoolpe/Home/movement-framework>

### THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

#### i. Competencies

- Explain sunburn, fever, and nosebleed.
- Perform First Aid for sunburn, fever, and nosebleed.
- Apply First Aid for sunburn, fever, and nosebleed.

#### ii. Content Focus of Teaching Learning

*Concept:* Sunburn, fever, and nosebleed

*Skills:* Perform First Aid for sunburn, fever, and nosebleed

*Purpose:* Perform First Aid for sunburn, fever, and nosebleed during emergencies.

#### iii. Pedagogy and Learning Experiences

The teacher uses the discussion and application approach or selects audio-visual or illustrated materials containing concept and skill of giving first aid for sunburn, fever and nosebleed to teach the concept and skills. Students will watch, imitate and practice the skills in the audio-visual material and illustration. The student focuses on the concept and skills of giving first aid for sunburn, fever and nosebleeds.

- The teacher initiates a discussion on emergencies related to physical activities (sunburn, fever and nosebleed).
- Students' progress to learning about a wider range of simple incidents, such as how to deal with burns (how, where and when to apply sunburn/aloë Vera), how and when to give cold compression for fever or how, and ways to control nosebleeds with guidance from teacher/parent or sibling. . It focuses on identifying and avoiding danger.
- The student shares about saving or helping lives or how to respond if someone has been injured.
- Students perform simple first aid for the given scenarios (nosebleed, sunburn, fever) through dramatization, illustration, role play or mock drill.
- Teachers will follow up on the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

#### iv. Assessment

- The teacher conducts the assessment using a checklist that must contain indicators for concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or for individual students.
- Teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### v. Resources (online and offline)

- Information input on First Aid: <https://www.redcross.org/take-a-class/first-aid>
- Information input on First Aid: <https://www.redcross.org/take-a-class/first-aid>
- (First Aid Sunburn): <https://www.youtube.com/watch?v=4NPNS9lj73I>
  - <https://www.mayoclinic.org/first-aid/first-aid-sunburn/basics/art-20056643>
- (First Aid Fever) [https://www.youtube.com/watch?v=En\\_PSapxiog](https://www.youtube.com/watch?v=En_PSapxiog)
  - <https://www.mayoclinic.org/first-aid/first-aid-fever/basics/art-20056685>
- (First Aid Nosebleeds) <https://www.youtube.com/watch?v=ZZds86xbI74>
  - <https://www.mayoclinic.org/first-aid/first-aid-nosebleeds/basics/art-20056683>

### THEME: TEAMWORK IN PHYSICAL ACTIVITIES

#### i. Competencies

- List differences in physical appearance (gender, height, weight) of individuals.
- Respect individual physical differences from each other.
- Interact and behave well with others while participating in team physical activities.
- Follow basic instructions during physical activities.

#### ii. Content Focus of Teaching Learning

*Concept:* Individual Differences

*Skills:* Respect individual physical differences from each other and Interact and behave well with others while participating in team physical activities.

*Purpose:* Respect individual difference in everyday lives.

#### iii. Pedagogy and learning Experiences

- The teacher uses cooperative approach to teach the concept and application of respecting individual differences with regards and respect.
- The teacher selects team activities, or audio-visual, PowerPoint presentation or illustrations which require active participation of students in team or peer. Or students watch short video clips, pictorial or PowerPoint Presentation.



- The team must be formed with diversity of learners with individual accountability. Where there is PIES- Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- The activity must be interactive with different skills and mass participation or the students draw conclusions from the video clip. The teacher may use guided questions to get precise information (why teamwork). Or the students will watch, and practice respecting individual differences with regards and respect.
- Teachers will follow up on the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

#### iv. **Assessment**

- The teacher conducts the assessment using a rubric through observation, conversation or recording.
- Rubric must contain detailed indicators for concept understanding, and application. Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- The rubric can be prepared for the whole class or for individual students. Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### v. **Resources (online and offline)**

- <https://www.weareteachers.com/team-building-games-and-activities/>
- <https://www.youtube.com/watch?v=6fbE52YDEjU>
- Kagan Cooperative Learning, Kagan Publishing, Dr. Spencer Kagan and Miguel Kagan, chapter 10 key 5 Team Building

### **BROAD THEME: PERSONAL HYGIENE FOR DISEASE PREVENTION/HEALTHY FOODS FOR GO, GROW AND GLOW**

#### **THEME: HAND WASHING AND BRUSHING TEETH**

##### **i. Competencies**

- Tell the health benefits of oral hygiene and hand-washing.
- Use steps and techniques of brushing teeth and hand-washing.
- Maintain hygienic practices of teeth and hand-washing for health.

##### **ii. Content Focus of Teaching Learning**

*Concept:* Hand washing and Brushing Teeth

*Skills:* Use steps and techniques of brushing teeth and hand-washing.

*Purpose:* Maintaining teeth and body

##### **iii. Pedagogy and Learning Experiences**

The teacher uses demonstration and practice approaches or audio-visual clips, pictorial illustrations about the importance of washing hands and brushing to teach the skills of hand washing and brushing teeth. Teacher asks questions on when and why handwashing is

important and students respond (When; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases).

The teacher demonstrates the steps of handwashing and brushing and students imitate the steps or the teacher uses pictorial illustrations to show that handwashing is important to get rid of germs that cause diseases. Washing hands using soap is important after using a toilet and after physical activities.

Teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged to consume junk foods and sweets. Parents assist and emphasize children on washing hands and brushing as a daily habit. Teacher and parents' guide and support students in practicing the skills of hand washing and brushing.

#### **iv. Assessment**

- The teacher conducts assessment by observing and using the checklist during the activity or provides a checklist on routine practices on hand washing and brushing teeth. The teacher/parents or siblings correct the steps of hand washing and brushing during the activity.
- Checklist parameters for handwashing and brushing teeth must contain (after physical activities and visiting the toilet, etc.). The student uses a checklist to assess individual oral and personal sanitation.
- Students relate the habits of handwashing and brushing by recording the changes using checklist or use any other method of recording. (Whiter teeth, foul smell/foul breath) and mark accordingly.
- The teacher carries out the assessment to report a student's attainment of competencies in HPE for Key Stage I. Individual children must fulfil all the learning competencies. Students who are not able to fulfil all the competencies are given additional activities with different pedagogies that are appropriate for the student's level.

#### **v. Resource**

- Steps of handwashing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth; [https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33\\_1461157745994.jpg](https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg)

### **THEME: SAFE DRINKING WATER FOR DISEASE PREVENTION**

#### **i. Competencies**

- Explain safe and unsafe drinking water.
- Explain that drinking safe water can prevent disease.
- Drink safe water (boiled, filtered) at homes and in schools.

## ii. Contents Focus of Teaching Learning

*Concept:* Safe Drinking Water

*Skills:* Ways to make drinking water safe

*Purpose:* Prevent waterborne diseases

## iii. Contact Teaching

- The teacher uses an inductive, deductive or any other teaching methodologies or audio-visual clips, pictorial illustrations on the importance and benefits of drinking safe water. The teacher asks questions to the whole class and students carry out brainstorming sessions and come up with responses or the students use the information in the teaching aids to know the importance of drinking safe water and practice drinking safe water. The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.
- The teacher elaborates on the responses given by the students and emphasizes on drinking filtered and boiled water to prevent diarrhoea. On the other hand the teacher provides information on the importance of drinking filtered and boiled water. The teacher uses pictorial illustrations (*chart showing child drinking water directly from the tap or any other contaminated sources*), *audio visual clips*. The students observe and watch the teaching and learning materials and understand the importance of drinking safe water. The students in groups discuss how drinking water at homes and schools are made safe and shared to the whole class and the teacher provides additional information and feedback.

## i. Assessment

- The teacher carries out the assessment to check if children have bought water for the HPE classes and ask whether the water is safe to drink or the teacher provides a checklist through any social media platform to assess the method used by individual students at home for making water safe for drinking.
- The checklist contains parameters on how water is made safe for drinking, whether the water is boiled or filtered. The students use the checklist or any electronic gadgets available for keeping records for the teacher's assessment.
- The students record the information in the form of pictorial illustrations, audio visuals clips for teacher's assessment.

## ii. Resources

- Drinking unsafe water:

[https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80\\_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg](https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg)

## THEME: IMPORTANCE OF MEALS OF A DAY

### i. Competencies

- Explain the importance of healthy and unhealthy food.
- List three important meals in a day (breakfast, lunch, and dinner).
- Explain the concept of Food for Go, Grow, and Glow.
- Explain the health benefits of taking the right amount of food for three meals a day.
- Follow healthy meal choices and routines.

## ii. Content Focus of Teaching Learning

*Concept:* Meal and Routine

*Skills:* Explain the importance of healthy and unhealthy food. List three important meals in a day (breakfast, lunch, and dinner) and explain the health benefits of taking the right amount of food for three meals a day.

*Purpose:* Take meals on time to stay healthy

## iii. Pedagogy and Learning Experiences

- The teacher uses deductive teaching methods to teach Go, Grow and Glow and unhealthy foods. The teacher uses pictorial illustrations, video clips or any other teaching aids to explain Go, Grow and Glow and unhealthy foods. The teaching aids contain pictures of Go, Grow and Glow foods and unhealthy foods.
- Teacher explains Go, Grow and Glow with examples like, Go is for energy giving food, Grow is for body building foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food and students categorize the foods into healthy and unhealthy foods respectively.
- Students reflect on different types of food items they consume during the mealtime and categorize into Go, Grow and Glow. The students use the teaching aids to identify the foods into healthy and unhealthy foods.
- The students select and consume healthy food over unhealthy food on a daily basis. The students use the information in the teaching aids to plan healthy meals.
- The teacher and parents' guide and support students in consuming healthy food on a daily basis.

## iv. Assessment

- The teacher conducts the assessment by asking questions about Go, Grow and Glow and unhealthy food during the physical activities.
- The teacher uses a checklist to assess the consumption of Go, Grow and Glow. Or the teacher uses pictorial illustrations, audio-visual clips or any other teaching aids to be carried out by the students. The teaching aids contain instructions for students to carry out the assessment.
- With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow and practice consuming healthy food on a daily basis.
- The teacher and parents' guide students to plan individual diets using Go, Grow and Glow. Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

## v. Resources

- Healthy Foods for Go, Grow and Glow  
<https://www.youtube.com/watch?v=MpSdJGnW0zc>
- Healthy eating: [https://image.freepik.com/free-vector/infographic-template-about-healthy-food\\_23-2147591305.jpg](https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg)
- Healthy meals <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>



## Class II

### THEME: FUNDAMENTAL MOVEMENT SKILLS FOR ACTIVE PARTICIPATION

#### i. Competencies

- Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activity.
- Perform skipping, galloping, bouncing, striking, static body balance as efficient physical activity.
- Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities.

#### ii. Content Focus of Teaching Learning

*Concept:* skipping, galloping, bouncing, and striking, static body balance

*Skills:* Fundamental Movement

*Purpose:* Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities.

#### iii. Pedagogy and Learning Experiences

The teacher uses Role-Play method or selects audio-visual or illustrated materials containing the skills of skipping, galloping, bouncing, and striking to teach the skill of skipping, galloping, bouncing, and striking.

To deliver the concept of the skills,

- The teacher and students identify the skill to start the process and talk about it in open discussion. In this open discussion, either the teacher or the students add details of the skill or the students watch imitate and practice the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice
- Teacher assigns skills to the students and asks them to practice the skill. Teacher then supports and guides as they practice.
- Students perform their skills as per the instruction. It must be fun and safe, with mass participation involving all the skills or the child illustrates one each pictorial form of skipping, galloping, bouncing and striking which occurs at their home and share.
- At the end, again open discussion on what they have learned, how it can be performed in a better way or what is the importance of these skills in everyday life.
- Skills presented through online or offline platforms are attended, watched or seen by the teacher for assessment or for further improvement with constructive feedback

#### iv. Assessment

- The teacher conducts the assessment during the practice and activity part, using a checklist through observation.
- Checklist must contain indicators of concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Teachers assess the skills learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial/pictorial representation task assigned.
- Students Keep record of the skills practiced for reference, if platforms to share with the teacher is not available

- Skills presented through online or offline platforms are attended, watched or seen by the teacher for assessment and further constructive feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

**v. Resources:**

- [https://www.edu.gov.mb.ca/k12/cur/physhlth/grade\\_2.html](https://www.edu.gov.mb.ca/k12/cur/physhlth/grade_2.html)
- <http://growingyoungmovers.com/+pub/document/FMS%20Initiative/Movement%20skills%20one%20page%20reference.pdf>
- [https://www.youtube.com/watch?v=uZajX-K\\_cmU](https://www.youtube.com/watch?v=uZajX-K_cmU)
- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- HPE Movement skills for Active Living <https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

**THEME: SAFETY FOR ACTIVE PARTICIPATION**

**i. Competencies**

- State the concept of space awareness (direction, self-space).
- Imitate the skills of space awareness for active and safe participation in physical activity.
- Use proper attire, maintain safe space, and take timely water breaks during physical activity.

**ii. Content Focus of Teaching Learning**

*Concept:* Space awareness

*Skills:* Space awareness for active and safe participation in physical activity

*Purpose:* Use proper attire, maintain safe space, and take timely water breaks during physical activity to stay fit and healthy

**iii. Pedagogy and Learning Experiences**

- Visit the playground, home surrounding or immediate environment to encourage your child to move around different pieces of equipment e.g. swings, roundabouts, slides, climbing frames.
- Activity-Obstacle Course: An obstacle course is an activity that is ideal for both school and home settings. Obstacle courses are useful for encouraging children to move their bodies in many directions.
- Create a simple obstacle course for small children by placing several cushions on the floor, much like a series of stepping-stones.
- Gradually increase the height, width and size of the cushions to encourage the child to walk and climb up the steps.
- Use obstacles where the child needs to climb under/over/through/behind/in front of.

**iv. Assessment**

- Use checklist to assess the fulfilment of competency
- The teacher conducts the assessment during the practice and activity part, or from recordings using a checklist through observation. Checklist must contain indicators of

concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or for individual students.

- Teachers assess the skills learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial/pictorial representation task assigned.
- Students Keep records of the skills practiced for reference, if platforms to share with the teacher are not available.
- Skills presented through online or offline platforms are attended, watched or seen by the teacher for assessment and further constructive feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

#### v. **Suggested Resources**

- <https://study.com/academy/lesson/space-awareness-understanding-how-the-body-moves.html>
- <https://www.healthline.com/health/spatial-awareness>
- <https://rec.gov.bt/download/56/curriculum-framework/4133/health-physical-education-nnc-framework.pdf>
- <https://sites.google.com/site/cedarschoolpe/Home/movement-framework>
- <https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>
- [https://www.edu.gov.mb.ca/k12/cur/physhlth/out\\_of\\_class/checklists/index.html](https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html)

### **THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES**

#### i. **Competencies**

- Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister.
- Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister.

#### ii. **Content Focus of Teaching Learning**

*Concept:* cuts, hot liquid and steam burns, bites and stings

*Skills:* Perform First Aid for cuts, hot liquid and steam burns, bites and stings

*Purpose:* Perform first aid to injuries

#### iii. **Pedagogy and Learning Experiences:**

Teacher uses interactive approach or selects audio-visual or illustrated materials containing the skills to teach concept, skill and practices of giving first aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister.

- The teacher initiates interactive discussion (Round-Robin, Round-Table) on importance of First Aid.
  - why their own safety must come first



- how to assess if someone got cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister
- what to say and do during such emergency
- The students can will watch, imitate and practice the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- The student learns and practices how to give first aid to someone who has cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects on dolls, dummy, puppets or soft toys).
- The students plan and present simple first aid demonstrations to other classes, or create posters.
- The teacher, parent or siblings can support and guide as the child performs the skill based task.

#### iv. **Assessment**

- The teacher conducts the assessment during interactive discussion, practice and activity part or from the recordings using checklist through online and offline conversations, observations, or recordings of students' performance of the task.
- Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### v. **Resources (online and offline):**

- First Aid for cuts: [https://www.youtube.com/watch?v=0fQ99\\_MS-Eo](https://www.youtube.com/watch?v=0fQ99_MS-Eo)
- Treating Burns: <https://www.youtube.com/watch?v=O1kiguGUt3o>
- Bites and Stings: [https://www.youtube.com/watch?v=Ipe\\_IukjKpQ](https://www.youtube.com/watch?v=Ipe_IukjKpQ)
- First Aid For all: <https://www.webmd.com/first-aid/first-aid-tips#1>

### **THEME: TEAMWORK IN PHYSICAL ACTIVITIES**

#### i. **Competencies**

- Explain the importance of respecting individual differences in abilities.
- Identify ways to appreciate and motivate team-work.
- Listen and follow instructions during activities (walk and run, catch and throw, sit and stand)

#### ii. **Content Focus of Teaching Learning**

*Concept:* Individual Differences

*Skills:* Identify, appreciate and practice team spirit

*Purpose:* Effective social skills and living

### iii. Pedagogy and Learning Experiences

The teacher uses a joint productive approach to teach concept, skill and practices of teamwork.

- The teacher selects instructional activities requiring student collaboration in teamwork to accomplish a joint task. The teacher teaches the importance of respect and listening to instructions during physical activities for successful accomplishment of the task or the teacher provides pictorial illustration, audio-visual clips or any other teaching aids to teach the concept of teamwork.
- The teacher assigns any group activity that involves teamwork and listening skills. The students carry out the activity by listening to the instructions given by the teacher. The teaching aids contain recorded instructions for the assigned activity or the students and parents can select activities that involve teamwork.
- During the physical activity, the students pay attention to the instructions and help teammates. The students respect the ideas and differences of team members without any judgments. The students appreciate and motivate each other upon the successful accomplishment of the team task.
- The selected activities can involve parents, neighbours, siblings and friends to interact and collaborate. The selected activities range from completing simple household chores to outdoor activities mostly enjoyed by the children.

### iv. Assessment

- Teacher conducts assessment through observation and using a checklist. The checklist must contain the parameters to assess general conduct of the students such usage of listening skills, portrayal of respect and motivation. The checklist can be used for a whole class, in groups or for an individual child. The assessment can be carried out before, during or at the end of the physical activity.
- The teacher asks verbal questions focusing on the importance of teamwork, listening skills and respect for the successful completion of the task.

OR

- Teacher provides a checklist on usage of listening skills and respecting friends during physical activities. The checklist contains the frequencies of paying attention to the instructions and respecting friends and motivating teams in completing the team tasks.
- Students use a checklist to assess individual participation in teamwork and parents and siblings provide guidance in carrying out the tasks at homes.
- Students can record video clips and take pictures of the tasks carried out to be assessed by the teacher.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

### v. Suggested Resources

Team work:

- <https://www.youtube.com/watch?v=y0FtXhSu0J0&t=60s>
- <https://www.youtube.com/watch?v=KT2TQGFwcko>

- <https://en.velitessport.com/teamwork-can-improve-physical-performance/>

## **BROAD THEME: PERSONAL HYGIENE FOR DISEASE PREVENTION**

### **Theme: Hand washing and brushing teeth**

#### **i. Competencies**

- Explain hand, oral, body, and food hygiene (cleanliness and food safety, teeth, body).
- Practice effective hand-washing techniques before and after daily activities.
- Maintain a clean body.

#### **ii. Content Focus of Teaching Learning**

*Concept:* Hand washing and brushing teeth

*Skills:* Steps for hand Washing and brushing teeth

*Purpose:* Wash hands to stay clean and healthy

#### **iii. Pedagogy and Learning Experiences**

The teacher uses demonstration and practice approaches to teach the skills of hand washing, taking bath and brushing teeth.

- Teacher asks questions on when and why hand washing is important and students respond (When; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases, taking bath is important for a clean body).
- The teacher demonstrates the steps of hand washing and brushing and students imitate the steps. Teacher uses pictorial illustrations to show that hand washing is important to get rid of germs that cause diseases. Washing hands using soap is important after using a toilet and after physical activities. Teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged to consume junk foods and sweets. On the other hand, the teacher also emphasizes on taking bath after physical activities.
- Students practice the steps of hand washing and brushing and the teacher corrects the students or alternatively the teacher uses a Guided learning approach to teach the concept of personal hygiene such as the importance of having a clean body, washing hands and brushing. Teacher uses audio visual clips, pictorial illustrations about the importance of washing hands, taking baths and brushing. The teaching materials contain the steps of hand washing, taking baths and brushing.
- Students practice the skills of hand washing and brushing using the teaching aids. The parents and teacher guide and encourage students to develop the habit of taking bath after physical activities.
- Parents assist and emphasize children on washing hands and brushing as a daily habit.

#### **iv. Assessment**

Teacher conducts assessment through observation and using a checklist. The checklist contains areas to assess like the cleanliness of students' necks, clothes and hands.

- Teacher corrects the steps of hand washing and brushing during the activity.
- Questions on why and when washing hands and brushing are asked during the activity. Or the teacher provides a checklist on routine practices on hand washing, taking baths and brushing.

- Checklist parameters for hand washing and must contain (after physical activities and visiting the toilet, etc.).
- Checklist parameters for brushing must contain (brushing at least twice a day, avoiding sweets, etc).
- Students use a checklist to assess individual oral and personal sanitation. The checklist contains the importance of taking bath (taking bath frequency, washing hands and brushing).
- Students relate the habits of hand washing, taking bath and brushing by recording the changes using a checklist or using any other method of recording. (Whiter teeth, foul smell/foul breath, reduced skin problems).
- Reflect on the benefits of adapting the habits of washing hands, taking baths and brushing on a daily basis.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

**v. Resource**

- Steps of hand washing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth;  
[https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33\\_1461157745994.jpg](https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg)

**THEME: IMPORTANCE OF MEALS FOR GROWTH**

**i. Competencies**

- Explain healthy food for Go, Grow, and Glow, and junk food.
- Identify the health risk of taking unhealthy and junk food.
- Practice eating habits for Go, Grow, and Glow.

**ii. Content Focus of Teaching Learning**

*Concept:* Healthy Food

*Skills:* Explain and Identify Healthy Food

*Purpose:* Eat healthy food to stay healthy

**iii. Pedagogy and Learning Experiences**

Teachers use deductive teaching methods to teach Go, Grow and Glow and unhealthy foods.

- The teacher uses pictorial illustrations, video clips or any other teaching aids to explain Go, Grow and Glow and unhealthy foods. Teacher explains Go, Grow and Glow with examples like, Go is for energy giving food, Grow is for body building foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food and students categorize the foods into healthy and unhealthy foods respectively. The teaching aids contain the negative impacts of consuming unhealthy food such as it can lead to obesity. Students reflect on different types of food items they consume during the mealtime and categorize into Go, Grow and Glow.

- The students identify unhealthy food and understand the ill effects of unhealthy food on individual health. Students practice consuming Go, Grow and Glow foods for the healthy growth and development of the body or the teacher uses a guided learning approach to teach the concept and importance of Go, Grow and Glow.
- The teacher uses audio visual clips, pictorial illustrations or any other teaching aids to teach Go, Grow and Glow and unhealthy foods that lead to obesity. The teaching aids contain pictures of Go, Grow and Glow foods and unhealthy foods.
- The students use the teaching aids to identify healthy and unhealthy foods. The teaching aids contain information about obesity caused by consuming unhealthy food.
- The students choose and consume healthy food over unhealthy food on a daily basis. The students use the information in the teaching aids and plan healthy meals.
- The teacher and parents can guide and support students in consuming healthy food on a daily basis.

#### **iv. Assessment**

- The teacher conducts the assessment by asking questions about Go, Grow and Glow and unhealthy food during the physical activities. The questions focus on the consequences of consuming unhealthy food.
- The teacher uses a checklist to assess the consumption of Go, Grow and Glow. The checklist can be used for the whole class or for an individual child.

#### **v. Alternative Assessment**

- The teacher uses pictorial illustrations, audio-visual clips or any other teaching aids to carry out the assessment. With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow food.
- The students can develop a checklist on different types of junk food they consume.
- The teacher and parents can guide students in planning a healthy diet using Go, Grow and Glow.

#### **vi. Suggested Resource**

- Healthy eating: [https://image.freepik.com/free-vector/infographic-template-about-healthy-food\\_23-2147591305.jpg](https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg)
- Healthy meals: <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>



## **Class: III**

### **THEME: FUNDAMENTAL MOVEMENT SKILLS FOR ACTIVE PARTICIPATION**

#### **i. Competencies**

- Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling with long implement necessary to perform physical activity.
- Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for promoting physical efficiency.
- Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with long implement for effective participation in recreational activities

#### **ii. Content Focus of Learning Teaching**

*Concept:* dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling

*Skills:* Fundamental Skills

*Purpose:* Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with long implement for effective participation in recreational activities

#### **iii. Pedagogy and Learning Experiences**

The teacher will use an instructional method or the teacher selects audio-visual or illustrated materials containing the skills of dodging, lunging, dribbling with hands, dribbling with legs, static body balance.

- Teacher will introduce or review the skills by naming it. Teacher presents the materials and provides clear, guided and accurate instructions, so students can grip the new information. Guided practice of the skill shall be initiated by the teacher. Firstly the teacher models how to do the task to the students, then students do the task with the support and guidance from the teacher and finally students practice independently.
- Students will watch, imitate and practice the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice. Students practicing independently must be fun, safe, with mass participation involving all the skills.
- The teacher provides corrective feedback and guidance, and will follow up on the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

#### **iv. Assessment**

- The teacher conducts the assessment during modelling, practice and activity part using checklist through observation.
- Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students or the teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available

- Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

**v. Resources**

- Dribbling skill <https://jr.nba.com/how-to-dribble-a-basketball/>
- <https://functionalbasketballcoaching.com/tag/dribble/>
- dodging skill  
<https://pdst.ie/sites/default/files/Teaching%20FMS%20in%20Games%20Booklet%2012.10.17.pdf>
- Lunging skills [https://www.youtube.com/watch?v=-L7fA\\_AEEem0](https://www.youtube.com/watch?v=-L7fA_AEEem0)
- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- HPE Movement skills for Active Living  
<https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

**THEME: SAFETY FOR ACTIVE PARTICIPATION**

**i. Competencies**

- State the importance of correct body position in physical activity.
- Use correct body postures of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects.
- Carry out daily physical activities with correct body posture.

**ii. Content Focus of Teaching Learning**

*Concept:* body postures of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects.

*Skills:* Use correct body postures of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects.

*Purpose:* Use correct body postures of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects to avoid injuries.

**iii. Pedagogy and Learning Experiences**

- Teacher asks students to show in action how they would be sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects or the teacher selects audio-visual materials to use correct body positions of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects. Through the process the teacher corrects the actions performed by students.
  - Stress on the importance of good posture, which would help in the following ways:
  - Keeps bones and joints in the correct position (alignment) so that muscles are being used properly.
  - Helps cut down on the wear and tear of joint surfaces (such as the knee) to help prevent the onset of arthritis.
  - Decreases the strain on the ligaments in the spine.
  - Prevents the spine from becoming fixed in abnormal positions.



- Prevents fatigue because muscles are being used more efficiently, which allows the body to use less energy.
- Prevents backache and muscular pain.
- Teacher makes the students perform each action correctly by explaining the proper ways focusing on the efficient action. Training of the body for good posture to give least strain on muscles and ligaments is practiced as a whole class in a synchronized manner with the teacher's guidance and support.
- The student can discuss with parents and siblings on when, where and how well daily physical activity are carried out with correct body postures.

#### iv. **Assessment**

- The teacher conducts the assessment during interactive discussion, in the practice session using checklist through observation or the teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Checklist must contain indicators for concept understanding, and efficient application of the skills. The checklist can be prepared for the whole class or for individual students according to one or more components of a good body posture. Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress..

#### v. **Resources**

- Postural education: <https://my.clevelandclinic.org/health/articles/4485-back-health-and-posture>
- Proper sitting posture: [https://www.youtube.com/watch?v=PjhRka4b\\_Qw](https://www.youtube.com/watch?v=PjhRka4b_Qw)
- Proper standing position: <https://www.youtube.com/watch?v=Y78esCbNiIY>

### **THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES**

#### i. **Competencies**

- Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister.
- Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blister

#### ii. **Content Focus of Teaching Learning**

*Concept:* cuts, hot liquid and steam burns, bites and stings

*Skills:* Perform First Aid for cuts, hot liquid and steam burns, bites and stings

*Purpose:* Perform First Aid

### iii. Pedagogy and Learning Experiences

Teacher uses an interactive approach to teach concept, skill and practices or the teacher selects audio-visual or illustrated materials containing the skills of giving first aid to cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.

- The teacher initiates interactive discussion (Round-Robin, Round-Table) on why it is important to learn first aid, why their own safety must come first, and how to assess if someone got cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister, and what to say and do during such emergency or else students will watch, imitate and practice the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- The student learns and practices how to give first aid to someone who has cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects). The students plan and present simple first aid demonstrations to other classes, or create posters
- The parents, guardians and siblings guide and support the student in carrying out the task.
- The teachers will follow up on the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

### iv. Contact Teaching Assessment

- The teacher conducts the assessment during interactive discussion, practice and activity part using checklist through observation or through online and offline conversations, observations, or recordings of students' performance of the task.
- Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

### v. Resources

- <https://www.healthline.com/health/first-aid/bites-stings>
- <https://www.skylinecollege.edu/publicsafety/assets/documents/emergency/13%20burns.pdf>
- <https://www.redcross.org/take-a-class/first-aid/performing-first-aid/first-aid-steps>
- <https://www.procpr.org/blog/training/first-aid-guide-and-emergency-treatment-instructions>
- [https://healthywa.wa.gov.au/Articles/U\\_Z/Wounds-first-aid](https://healthywa.wa.gov.au/Articles/U_Z/Wounds-first-aid)

## THEME: TEAMWORK IN PHYSICAL ACTIVITIES

### i. Competencies

- Explain the importance of good behaviour while participating in team physical activity.
- Accept individual differences while participating in team physical activities.
- Display courtesy and respectful manners to each other.

### ii. Content Focus of Teaching Learning

*Concept:* Individual Differences and team work

*Skills:* Display courtesy and respectful manners to each other in a team.

*Purpose:* Respect individual differences in everyday lives.

### iii. Pedagogy and Learning Experiences

The teacher uses cooperative approach to teach the concept and application of importance of good behaviour in team activities. Teamwork must consist of openness, trust, support and respect.

- The teacher selects team activities which require active participation of students in team or peer or students watch short video clips, PowerPoint or illustrated materials containing concept and application of importance on good behaviour in team activities.
- The team must be formed with diversity of learners with individual accountability. Where there is PIES- Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction or the students will watch, and practice on importance of importance on good behaviour in team activities.
- The activity must be interactive with different skills and mass participation or the students draw conclusions from the video clip. The teacher may use guided questions to get precise information (why teamwork). The teacher must focus on organizational skills, with meaningful conversation and good conflict resolution where every member takes the responsibility with a strong work ethic.
- The teacher must form the team with diversity of students in the team, clearly defining the roles (gender, height, weight)
- The students share their view from the team on how and why the activity went well or not through role-play, presentation or audio-visual.
- The teachers will follow up on the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

### iv. Assessment

- The teacher conducts the assessment during practice and activity part using a Checklist with following elements:
  - Organizational skills
  - Accurate and meaningful communication
  - Responsibility and clearly defined roles
  - Creative and innovative ideas
- Checklist must contain detailed indicators for concept understanding, and application.
- The checklist can be prepared for the whole class or for individual students.

### *Alternative*

- Teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- Skills presented through online or offline platforms will be attended, watched or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### **v. Resources**

- <https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports>
- <https://smallbusiness.chron.com/top-10-qualities-build-successful-work-team-25444.html>
- <https://ideas.repec.org/a/rom/marath/v5y2013i1p90-96.html>
- [https://www.youtube.com/watch?v=BZL\\_-kVtMGg](https://www.youtube.com/watch?v=BZL_-kVtMGg)

## **BROAD THEME: PERSONAL HYGIENE AND SANITATION FOR DISEASE PREVENTION**

### **Sub Theme: Cleanliness of toilets for health and hygiene**

#### **i. Competencies**

- Explain the concepts of personal hygiene and sanitation practices.
- Identify hygienic practices and common individual waste disposal at home and in schools.
- Maintain the cleanliness of toilets for health and hygiene.

#### **ii. Content Focus of Teaching Learning**

*Concept:* Personal Hygiene

*Skills:* Maintain the cleanliness of toilets for health and hygiene

*Purpose:* Keep toilets clean to be healthy

#### **iii. Pedagogy and Learning Experiences**

The teacher uses a variety of teaching strategies to teach the concept of personal hygiene and sanitation practices.

- The teacher asks questions about the importance of personal hygiene and sanitation practices. The questions focus on the importance of knowing the proper use of toilets, taking bath, washing hands and brushing.
- The teacher uses various teaching aids containing pictorial illustration, audio-visual clips on personal hygiene and sanitation. The students use the teaching aids, reflect on personal hygiene, and share with friends. The teacher provides additional information on the benefits of maintaining personal hygiene. The teacher and parents encourage and monitor students in maintaining personal hygiene.

**OR**

- The teacher uses a guided learning approach to teach the concept of personal hygiene and sanitation. The teacher provides information on the importance of personal

hygiene and sanitation through various social media platforms. The teaching aids must contain explanations on the importance of personal hygiene. The students follow the instructions given in the teaching aids and practice healthy habits for maintaining personal hygiene and sanitation.

- Parents' guide students in carrying out the activity at homes.

#### iv. **Assessment**

Teacher conducts assessment through observation and using a checklist. The checklist must contain the parameters to assess general cleanliness such as hair, uniform, fingernails. The checklist can be used for a whole class, in groups or for an individual child. The assessment can be carried out before, during or at the end of the physical activity.

- The teacher asks questions focusing on the frequencies of taking bath, clipping nails, washing socks, hands and brushing. The teacher encourages and supports students in practicing personal hygiene and sanitation at all times. Or the teacher provides a checklist on routine practices on hand washing, taking bath, clipping nails and brushing. Students use the checklist for recording and reflecting purposes.
- Students use a checklist to assess individual oral and personal sanitation. The checklist contains on the frequency (taking bath frequency, washing hands and brushing).
- Students relate the habits of hand washing, taking bath, clipping nails and brushing by recording the changes using a checklist or use any other method of recording. (Whiter teeth, foul smell/foul breath, reduced skin problems).
- Reflect on the benefits of adapting the habits of washing hands, taking baths and brushing on a daily basis.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

#### v. **Resources**

- concepts of personal hygiene and sanitation  
<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-1~ohp-enhealth-manual-atsi-cnt-1-ch3~ohp-enhealth-manual-atsi-cnt-1-ch3.7>
- Hygiene habits: <https://www.youtube.com/watch?v=D5BtvQqbWs>
- Hygienic practices  
<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-1~ohp-enhealth-manual-atsi-cnt-1-ch3~ohp-enhealth-manual-atsi-cnt-1-ch3.7>
- Hygienic practices <https://www.cdc.gov/healthywater/hygiene/etiquette/index.html>
- study of hygiene practices  
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=189&printable=1>

## Sub Theme: Hydration and rehydration

### i. Competencies

- Take regular water breaks for hydration and rehydration of the body.

### ii. Content Focus of Teaching Learning

*Concept:* Hydration and Rehydration

*Skills:* Explore ways to keep hydrated and dehydrated

*Purpose:* Develop habits of hydration for health

### iii. Pedagogy and Learning Experiences

The teacher uses an inductive teaching method to teach the concept of hydration, rehydration and importance of water break.

- The students brainstorm and discuss in a team or with parents. The teacher uses pictorial illustration, audio-visual clips or any other teaching aids to teach the importance of water breaks, hydration and rehydration. The students observe the teaching aids to understand the concept. The teacher asks questions focusing on the importance of water breaks and rehydration during the physical activities. The teacher states the benefits of water breaks during the physical activities.
- The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.

### iv. Assessment

- The teacher keeps the record of students bringing water and how well they stay hydrated. The teacher may develop a form or checklist to assess.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

### v. Resources

- Dehydration and rehydration in competitive sports  
<https://pubmed.ncbi.nlm.nih.gov/21029189/>
- Dehydration its causes and symptoms  
<https://my.clevelandclinic.org/health/treatments/9013-dehydration>
- Hydration, its importance <https://familydoctor.org/hydration-why-its-so-important/>
- ways to keep hydrated  
<https://www.betterhealth.vic.gov.au/health/healthyliving/Exercise-the-low-down-on-water-and-drinks>

## Sub Theme: Importance of meals of a day

### i. Competencies

- Relate healthy food with a healthy body and active participation in physical activities.
- Practice healthy food habits for Go, Grow, and Glow.

### ii. Content Focus of Teaching Learning

*Concept:* Healthy Food Habit

*Skills:* Relate healthy food with a healthy body and active participation in physical activities. Practice healthy food habits for Go, Grow, and Glow

*Purpose:* Practice healthy food habits for Go, Grow, and Glow. Practice healthy food habits in their everyday live to stay healthy

### iii. Pedagogy and Learning Experiences

- The teacher uses deductive teaching methods to teach Go, Grow and Glow and unhealthy foods with pictorial illustrations, video clips or any other teaching aids to explain Go, Grow and Glow and unhealthy foods. Teacher explains Go, Grow and Glow with examples like, Go is for energy giving food, Grow is for body building foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food and students categorize the foods into healthy and unhealthy foods respectively. The teacher relates healthy food for active participation in physical activities. The teaching aids contain the negative impacts of consuming unhealthy food such as eating junk food will lead to obesity.
- Students reflect on different types of food items they consume during the meal time and categorize into Go, Grow and Glow. The students identify unhealthy food and understand the ill effects of unhealthy food on individual health.
- Students practice consuming Go, Grow and Glow foods for the healthy growth and development of the body.

### iv. Assessment

The teacher uses pictorial illustrations, audio-visual clips or any other teaching aids to carry out the assessment. With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow food. The teacher and the parents' guide the students to develop a checklist on different types of junk food they consume. The teacher and parent guide students in planning a healthy diet using Go, Grow and Glow.

### v. Resources

- Health benefits of eating well <https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefits-of-eating-well#:~:text=Eating%20a%20healthy%20diet%20that,leading%20cause%20of%20weight%20gain>.
- image of junk food <https://i2.wp.com/nypost.com/wp-content/uploads/sites/2/2019/09/junk-food-turns-kid-blind.jpg?quality=80&strip=all&ssl=1>

- image of healthy and unhealthy foods  
<https://i.pinimg.com/originals/7d/43/e0/7d43e03083011cb23fa2cdb48d24f51c.jpg>
- Healthy food for Go, Grow, and Glow  
<https://www.youtube.com/watch?v=MpSdJGnW0zc>

## Hygienic practices of waste disposal at home and in schools

### i. Competencies

- Dispose individual waste at designated place

### ii. Content Focus of Teaching Learning

*Concept:* Waste Disposal

*Skills:* Dispose individual waste at designated places.

*Purpose:* Manage waste in and beyond schools

### iii. Pedagogy and Learning Experiences

The teacher uses an Activity based model to teach the concept of segregation of waste like degradable and non-degradable waste.

- To deliver the concept, the teacher carries out activities using the materials like Charts, illustrations, audio-visual or the wastes available in the classroom. The chart and the audio-visual contain the degradable and non-degradable wastes. These materials will be made available through online and offline platforms.
- The teacher shows the chart or audio-visual to identify the types of wastes or shows the real wastes from the classroom.
- Students are sent out to collect different kinds of waste from the school surrounding. Students will segregate the collected waste into degradable and non-degradable waste and explain why they segregated the waste as they did.
- Students in the team do a pictorial representation of waste management at home and present it to the class.

#### *Alternative*

- The teacher selects the Drag and drop activity (both online and hard copy) related to the degradable and non-degradable wastes to teach the concept and practice the ideas. Through the activity, students will learn how to segregate the waste based on degradable and non-degradable.
- Students may collect wastes around their surroundings and try to segregate and dispose in the correct bins under the guidance of their parents, guardian or siblings.
- The teacher and parents' guide and encourage students to practice the proper disposal of wastes on a daily basis for clean surroundings. Assist and emphasize children on segregating the waste and proper disposal at all times in and out of their home.

### iv. Assessment

The teacher assesses students during the identification of wastes from the video clip or the illustration by asking the questions focusing on the types of wastes.

The checklist on proper segregation of waste can be used during the activity. The student uses the checklist on degradable and non-degradable wastes provided by the teacher to self-check



or assess in peer. Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

**v. Resources**

- Proper waste disposal <https://www.kamtecs.co.jp/en/disposal/about.html>
- Biodegradable and Nonbiodegradable waste  
<https://www.youtube.com/watch?v=YeVLBkypPRU>
- pictorial representation of waste management at home <https://www.deped.gov.ph/als-est/PDF/Proper%20Waste%20Management%20at%20Home.pdf>

## Annexure/Appendix

### Class PP: Checklist on technical elements of Walking

Roll No	Name	Head is held in line with spine	Eyes are focused towards the direction of the move	Foot moves opposite to arm swing	Remarks
1	Dechen				
2	Dorji				

- ❖ The ratings will be translated for the learning, improvement and application of the skills.

#### *Teacher information on safety and first aid for active participation*

- Spatial awareness refers to being aware of the surroundings and the position relative to them. It's important for a number of reasons, including knowing about location, distance, and personal space.
- Children typically develop spatial awareness at a young age. However, some health conditions may impact this. Damage to areas of the brain associated with spatial awareness can also lead to problems with spatial awareness.
- We can promote spatial awareness in children by talking about the location, distance, and size of objects. Activities like building with blocks or playing games like "Simon Says" may also be helpful.
- Adults can also work to improve spatial awareness by staying active, taking up hobbies like photography, or doing puzzles.

#### Sample Rubric to Assess Teamwork in Physical Activities

Name: .....Class: .....Section:  
 ..... Date: .....

Team Traits	Rating scales				
	Outstanding	Meeting	Approaching	Beginning	Remarks
<b>Positive Interdependence</b>	100% of the students contribution is observed	More than 80% of the students contribution is observed	More than 60% of the students contribution is observed	Only 25% of the students contribution is observed	

<b>Individual Accountability</b>	100% of accountability for her/his performance and. Learning is observed	More than 80% of accountability for her/his performance and. Learning is observed	More than 60% of accountability for her/his performance and. Learning is observed	Only 25% of accountability for her/his performance and. Learning is observed	
<b>Equal Participation</b>	100% of equal shares of responsibility and input is observed	More than 80% of equal shares of responsibility and input is seen.	More than 60% of equal shares of responsibility and input is seen.	Only 25% of equal shares of responsibility and input is seen.	
<b>Simultaneous Interaction</b>	100% of student engagement is seen.	More than 80% of student engagement is seen.	More than 60% of student engagement is seen	Only 25% of student engagement is seen	

## **Class I**

### ***Fundamental movement skills***

Technical elements of sliding;

1. Knee slightly bent with weight on balls of feet
2. Lead footsteps quickly in direction of travel
3. Free foot moves quickly to lead foot
4. Little upward lift, arms out for balance
5. Weight shifts sideways
6. Slide sideways in both directions

Technical elements of Throwing;

1. Stand non-throwing shoulder to target.
2. Opposite foot steps forward.
3. Weight transfers from back to lead foot.
4. Hips and spine rotate.
5. Non-throwing arm raised.

6. Throwing arm extends in backswing.
7. Throwing arm moves forward.
8. Non-throwing arm moves downward.
9. Hand releases ball.
10. Hand follows through to the target.

Technical elements of Catching;

1. Eyes focused on the object throughout the catch.
2. Feet move to place the body in line with the object.
3. Hands move to meet the object.
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure)
6. Elbows bend to absorb the force of the object.

*Teacher information on safety and first aid for active participation*

Spatial awareness refers to being aware of the surroundings and the position relative to them. It's important for a number of reasons, including knowing about location, distance, and personal space.

Children typically develop spatial awareness at a young age. However, some health conditions may impact this. Damage to areas of the brain associated with spatial awareness can also lead to problems with spatial awareness.

We can promote spatial awareness in children by talking about the location, distance, and size of objects. Activities like building with blocks or playing games like "Simon Says" may also be helpful.

Adults can also work to improve spatial awareness by staying active, taking up hobbies like photography, or doing puzzles.

**Sample Rubric to Assess Teamwork in Physical Activities**

**Name:** ..... **Class:** ..... **Section:** .....  
**Date:** .....

Team Traits	Rating scales				
	Outstanding	Meeting	Approaching	Beginning	Remarks

<b>Positive Interdependence</b>	100% of the students contribution is observed	More than 80% of the students contribution is observed	More than 60% of the students contribution is observed	Only 25% of the students contribution is observed	
<b>Individual Accountability</b>	100% of accountability for her/his performance and. Learning is observed	More than 80% of accountability for her/his performance and. Learning is observed	More than 60% of accountability for her/his performance and. Learning is observed	Only 25% of accountability for her/his performance and. Learning is observed	
<b>Equal Participation</b>	100% of equal shares of responsibility and input is observed	More than 80% of equal shares of responsibility and input is seen.	More than 60% of equal shares of responsibility and input is seen.	Only 25% of equal shares of responsibility and input is seen.	
<b>Simultaneous Interaction</b>	100% of student engagement is seen.	More than 80% of student engagement is seen.	More than 60% of student engagement is seen	Only 25% of student engagement is seen	

## **Class II**

### *Teacher Information*

Technical elements of bouncing;

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounce in front of and to the side of the body

### *Technical elements of the side Gallop*

1. Smooth rhythmical movement
2. Brief period where both feet are off the ground

3. Weight on the balls of the feet
4. Hips and shoulders point to the front
5. Head stable, eyes focused forward or in the direction of travel

*Technical elements of striking with both arms;*

1. Stand side-on to the target area.
2. Eyes focused on the ball throughout the strike.
3. Hands next to each other, bottom hand matches the front foot.
4. Steps towards the target area with the front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on the front foot with straight arms.
7. Follow through with the bat around the body.

Roll No	Name	Knows where the body is in relation to the objects	Moves around in relation to direction, distance and location.	Keeps safe space amongst friends	Use proper attire for physical activity	Remarks
1	Dechen					
2	Dorji					

**Teacher-information**

Spatial awareness is knowing where your body is in space in relation to objects or other people. To have good spatial awareness you also need to understand and respond to a change in position from these objects. This is a complex skill that children develop from an early age.

Spatial awareness is a complex cognitive skill that tells us our position relative to objects around us, and the relative position of objects to each other. It involves understanding the concepts of direction, distance, and location, and it's at the heart of learning and performing countless tasks.

Sample checklist to check the safety for active participation

**Sample checklist for listening skills**

Name	I always listen to the instructions to carry all the physical activities. (For example, to carry out 5 physical activities)	I listen to the instructions sometimes to carry all the physical activities. (For example, to carry out 3 physical activities)	I never listen to the instructions to carry any physical activities. (For example, does not listen to the instructions at all)
------	---	--	--

Dawa			
Cheki			
Pema			

Correct sitting position steps

- Sit up with your back straight and your shoulders back.
- Normal back curve should be present while sitting.
- Sit at the end of the chair and slouch completely.
- Pull up and accentuate the curve of your back as far as possible.
- Release the position slightly (about 10 degrees).

**Sample Checklist to assess Good Behavior in Team Activities**

**Name of the Child:**

**Class/Sec:**

**Date:**

Sl No	Potentials	Yes	No	Remarks
1	Team carries out the task in ordered and structured with respect and regards			
2	All team members communicate ideas and issues for the success of the task. Conversations take place in which everyone listens to the speaker and members respect the speaker.			
3	Team identifies the conflict and take turns in stating it to agree on a solution with respect and trust.			
4	Team has members with a sense of responsibility to the team and the task.			
5	Each individual ensures task is done well and on time			
6	Team has clearly defined the roles of each member, and everyone contributes equally.			
7	Issues and challenges are looked from different perspective to come up with new ideas			
8	Each team members are equally participating in the task.			

### Class III

#### Annexure I Technical elements of;

Dodging	Lunging	Dribbling
<ul style="list-style-type: none"><li># Head up and eyes focused forward</li><li># Low body position</li><li># To change direction plant foot, bend knee and push off from the outside of the foot</li><li># Lower the body during the change of direction</li><li># To add a deceptive element to the dodge, step/lean one way and push off in the other direction</li><li># Practise on both sides</li></ul>	<ul style="list-style-type: none"><li># Begin in a forward-back stance</li><li># drop the back knee down toward the ground</li><li># keep the knee of the front leg over the ankle</li><li># when the knee of the back knee drops, it should form a square with the ground as the bottom</li></ul>	<ul style="list-style-type: none"><li># Pads of fingers contact top of ball</li><li># Wrist firm yet flexible</li><li># Hand pushes ball to floor</li><li># Hand absorbs ball slightly on return</li><li># Knees bent slightly</li><li># Back straight with slight forward lean</li><li># Head up looking for open space</li></ul>