

NEW NORMAL CURRICULUM
Instruction Guide
Subject: Health and Physical Education
Class: IV-VI



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Foreword

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

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

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

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Introduction

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

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

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

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

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

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

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

The curriculum adapted and grounded on the above wisdom, the principle of competency based learning, inspired by being aware of reality of the immediate environment, and the belief system of the society may be arbitrarily termed as the New Normal Curriculum. Learning is facilitated through the “Instructional Guide” with learners taking responsibilities of their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning.

Purpose of the Instructional Guide

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

The instructional guide is developed with the following objectives.

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

Class: IV

THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

i. Competencies

- Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity.
- Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency.
- Use continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance) for effective participation in recreational and social physical activities.

ii. Content focus of Teaching Learning

Concept: leaping, galloping, body roll, throwing, catching, sprinting and striking

Skill: Fundamental movement skills

Purpose: Efficient participation and leading an active lifestyle

iii. Pedagogy and learning experiences

The teacher will use personalized Learning approach/audio-visual/illustration/PowerPoint presentation to teach the skill of leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance.

- To deliver the skills, team up the students in interest or ability (skills) group. Pull together kids with similar needs, strengths, skills and interests. The teacher helps them to set a goal in the team as per their need, interest and existing knowledge.
- Children/team chooses the platform to learn such as technology, online/offline audio-visual, peer, or media to empower learning. The students learn this skill in a team through those platforms and practice with teachers as mentor and guidance. The student shall be engaged in activity involving the skill. It must be fun, safe, with mass participation involving all the elements of the skill.
- On the other hand, students will watch, and practice the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- The task is communicated to the student and the teacher 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 using checklist through observation. Checklist must contain indicators for concept understanding, elements, and application of the skills.
- The teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task. 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.

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

v. Resources

- Health and Physical Education Suggested Activities, 4, Royal Education Council, 2020: <https://rec.gov.bt/textbooks-and-manuals/#683-894-wpfd-health-and-physical-education-1586090803>
- 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: RESPECT FOR DIVERSITY IN TEAMWORK

i. Competencies

- Describe the differences in the physical appearances of individuals.
- Explain the importance of respecting each other (teamwork, successful completion of task, healthy relationship).
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.

ii. Content focus of Teaching Learning

Concept: Individual differences in appearance, Respect and cooperation

Skill: Teamwork and cooperation skills

Purpose: Active participation activities

iii. Pedagogy and learning experiences

The teacher initiates group or individual activities that involve students to observation, reflect and share about other individuals. The activity should focus on ways to accept, respect and value individual differences.

- The students observe and records similarities and differences they observe in self and others in terms of physical appearance and likes and dislikes.
- The students' observations on the similarities and differences are discussed to better understand them and generate acceptance of individuals as they are and to respect and cooperate with each other in any given task.

iv. Assessment

The teacher use checklists to observe and assess the students during the conversations and activities.

- The checklist must contain indicators for concept understanding, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- The concept learnt by the students through online and offline conversations and observations is recorded for consolidation of the ratings by the end of term.
- The students are provided with positive and corrective reinforcement and assign post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- <https://www.poehealth.org/celebrating-differences/>
- <https://www.scholastic.com/teachers/articles/teaching-content/teaching-diversity-place-begin-0/>
- HPE Assessment and recording <https://rec.gov.bt/textbooks-and-manuals/>
- Teamwork for success <https://www.youtube.com/watch?v=m-5G4pcAhiw&t=28s>

THEME: SAFETY FOR ACTIVE PARTICIPATION

i. Competencies

- State the importance of safety in physical activities.
- Use equipment safely with spatial awareness during physical activities.
- Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries. Use equipment safely with spatial awareness during physical activities.
- Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.

ii. Content focus of Teaching Learning

Concept: Safety, spatial awareness, correct body posture

Skill: Correct body postures

Purpose: healthy physical growth and development

iii. Pedagogy and learning experiences

- The teacher or student demonstrates, uses video clip, illustrations, or PowerPoint presentations to teach and learn about correct body postures, spatial skills and warming-up and cooling-down to prevent injuries during physical activities.
- The demonstrations or the teaching materials must focus on the concepts and skills of correct body postures, spatial awareness, and safety in and during physical activities.
- Students perform each action correctly by explaining the proper ways focusing on the essential elements.
- The student participates in an organised activity involving all the essential skills.
- The teacher discuss with students on when, where and how well they can incorporate safety practices in their everyday life.

iv. Assessment

The teacher assesses the skills of the students during the activity using a checklist through observations, online and offline conversations, and through review of recordings on students' performance of the task.

- Checklist must contain indicators for concept understanding, and efficient application of the skill.
- The checklist can be prepared for the whole class or for individual students according to one or more components of a good body posture.
- 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.
- The students are provided with positive and corrective reinforcement and assigned with post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- Exercise Safety: <https://www.betterhealth.vic.gov.au/health/HealthyLiving/exercise-safety>
- Staying safe in Physical Activities: <https://healthpoweredkids.org/lessons/staying-safe-during-physical-activity/>
- Tips for safe and healthy exercise: <https://www.parents.com/fun/sports/exercise/5-tips-for-safe-and-healthy-exercise/>
- Exercise safety: <https://www.youtube.com/watch?v=iNxETz4R5YQ>
- The benefits of warming up and cooling down: <https://www.youtube.com/watch?v=zMReVEkdEnI>
- warming up and cooling down: <https://www.youtube.com/watch?v=AB1Go5Kpp9k>

THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

i. Competencies

- Explain wounds, choking, lodged foreign objects (eyes/ears/nose/mouth).
- Perform First Aid for wounds, choking, lodged foreign objects (eyes/ears/nose/mouth).
- Provide First Aid for wounds, choking, lodged foreign objects (eyes/ears/nose/mouth).

ii. Content focus of Teaching Learning

Concept: wounds, choking, lodged foreign substance, first Aid

Skill: First Aids

Purpose: Safe life

iii. Pedagogy and learning experiences

Teacher uses an Instructional method to teach concept, skill and practices of first aid for choking, lodged foreign objects (eyes/ears/nose/mouth).

- The teacher introduces the concept (choking, lodged foreign object (eyes/ears/nose/mouth) by naming it through pictorial and demonstrations.
- Teacher provides clear, guided and accurate instructions on first aid for choking, lodged foreign objects (eyes/ears/nose/mouth)
- The teacher demonstrates the First Aid for choking, lodged foreign objects (eyes/ears/nose/mouth).
- The teacher initiates guided practices of the skills.
- The student practices the task with the support and guidance from the teacher, and then independently. The task must be fun, safe, with mass participation involving all the skills.
- The teacher motivates and corrects the skills in students.

Alternative pedagogy

- Teacher selects audio-visual or illustrated materials containing the skills of giving first aid for choking, lodged foreign object (eyes/ears/nose/mouth)
- The materials are made available to students and parents through online or offline platforms.
- Students will watch, and practice the skills in the audio-visual material and illustration. The student focuses on the techniques of performing first aid during the practice.
- The task is communicated to both the student and parents for guidance and support.
- 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 on the skills during activity part of skills practices 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.
- 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 in written for reference using the form provided by the teacher, if platforms (social media, telegram, Google classroom) to share with the teacher is not available
- The students are provided positive and corrective reinforcement and assigned with post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- <https://www.youtube.com/watch?v=IH3Th8KpA0w>

BROAD THEME: WASH FOR HEALTHY LIVING

Theme: Hand washing and facilities for WASH Promotion

i. Competencies

- Explain concepts of hygienic practices at critical junctures (hands, teeth, body) and proper waste disposal.
- Recognise WASH facilities.
- Explain the importance of cleanliness at home and schools for the prevention of WASH-related disease (diarrhoea, dysentery, cholera, cough, and cold).
- Practise hand-washing steps at critical junctures and clean toilet habits.

ii. Content focus of Teaching Learning

Concept: WASH, Critical junctures, WASH facilities

Skill: Hand washing steps

Purpose: Hygienic practices of WASH

iii. Pedagogy and learning experiences

The teacher uses a cooperative learning approach to teach the concept of washing hands at the critical junctures and WASH facilities.

- The teacher asks questions focusing on the importance of washing hands at the critical junctures and WASH related diseases.
- In small groups (Round Robin/Rally Robin /simultaneous Round Robin), the students discuss and carry out the activity as per the instructions given by the teacher and come up with the answers and share with the whole class.
- The teacher provides additional information on WASH facilities and importance of washing hands at the critical junctures.

Alternative Pedagogy

- The students explore the WASH facilities around the school campus and at home. Or, the teacher shows the video clips on
 - Washing hands at the critical junctures (after feeding event, using toilets, child cleaning, before preparing food).
 - WASH related diseases (diarrhoea, dysentery, cholera, cough, and cold) and students relate the importance of WASH facilities with that of personal hygiene and sanitation.
- The teacher emphasizes on using soap to wash hands at the critical junctures.
- The teacher reinforces and conducts routine monitoring of handwashing practices and care of WASH facilities in the schools.

iv. Assessment

- The teacher carries out the assessment by asking questions focusing on the importance of washing hands at the critical junctures and WASH facilities during the physical activities.
- The teacher uses pictorial illustrations, audio-visual clips or any other sources that contain WASH facilities and critical junctures to assess students.
- The students use a checklist to assess care of WASH facilities at homes and in school. The checklist must contain the routine habit of hand washing at the critical junctures and keep record of caring habits of WASH facilities. Students keep record on their handwashing and WASH related practices of in the checklist.
- The students maintain journals and records of WASH facilities available at homes and take pictures of simple maintenance work carried out to improve the WASH facilities.
- The teacher and parents' guide and support.
- Students are provided positive and corrective reinforcement and assigned with post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- WASH related diseases-<https://www.youtube.com/watch?v=sJdwmD92RK4>
- Critical juncture-
<https://i.pinimg.com/564x/22/17/0e/22170efd61e2268a84fc526f1f7d0abb.jpg>

MENSTRUAL HYGIENE AND CLEANLINESS

i. Competences

- Support and practice menstrual hygiene.

ii. Content focus of Teaching Learning

Concept: Menstruation, Menstrual hygiene

Skill: Proper use of sanitary pads, proper disposal of pads, alternative of sanitary pads during emergency

Purpose: Respect and support each other

iii. Pedagogy and learning experiences

The teacher uses a deductive approach to teach the concept of menstrual hygiene.

- The teacher uses pictorial illustration/audio-visual clips to impart conceptual knowledge on menstrual hygiene. The teaching aids must contain information about puberty, sanitary pads and proper use and disposal of used sanitary pads.
- The students watch the video clips and explore alternatives for sanitary pads during emergencies.
- The teacher shows real sanitary pads and demonstrates the proper use and disposal of used pads.
- The teacher talks about the alternatives of using cloth in place of sanitary pads or show videos on the hygienic ways of using cloth.
- The teacher encourages boys to help their mothers, sisters, friends especially girls who are menstruating in buying sanitary pads and support them whenever needed.

iv. Assessment

- The teacher carries out the assessment by asking questions focusing on the importance of menstrual hygiene. The questions must encompass the proper use and disposal of used pads. The assessment can be carried out during the physical activities or through any social media platform through recorded audio or pictorial illustration.
- Students carry out self-assessment using a checklist on the proper usage and disposal of sanitary pads. Provide positive and corrective reinforcement and assign post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- Menstrual cycle: <https://www.youtube.com/watch?v=nzVKrDDarjs>
- Sanitary pads during emergency: <https://www.youtube.com/watch?v=-5nEZ8SLs7A>
- Proper use of sanitary pads: https://www.youtube.com/watch?v=VycHbYTK_c8

THEME: HEALTHY DIETARY HABITS

i. Competencies

- Describe the balanced diet and healthy food plate.
- List the benefits of healthy food choices (reducing salt, saturated fat, sugar, ‘junk food’).
- Explain the relationship between types of food intake and physical activities.

ii. Content focus of Teaching Learning

Concept: balance diet, healthy meal

Skill: follow healthy plate, avoid junk food

Purpose: Promote healthy dietary habits for growth and development

iii. Pedagogy and learning experiences

The teacher uses an inductive teaching method to teach the concept of a balanced diet and healthy plate. The video clips and pictorial illustrations containing the importance of balanced diet and healthy plate for active participation in physical activities are used for the lesson.

- The teacher uses YouTube or any video containing healthy plate and balanced diet information for the students to discuss. The teacher reinforces the students' understanding on balanced diet, healthy food plate, benefits of healthy food choices (reducing salt, saturated fat, sugar, 'junk food'), and relationship between types of food intake and level of individual participation in physical activities.
- The students discuss the ill effects of high consumption of salt, fats, sugar and junk food. Using Round Robin or any other cooperative learning structure, the students discuss the negative impacts of unhealthy eating including high consumption of salt, fats, sugar and junk food.
- The students share a point following clockwise or counter clockwise direction. The teacher signals to stop the activity and students share it with the whole class.
- The students' understanding of the concepts are complemented and supplemented by the teacher.

iv. Assessment

- The teacher carries out the assessment through general observation using checklist or any other tools and techniques of assessments.
- The checklist must contain the indicators to assess the importance of a balanced diet and planning for a healthy plate.
- The checklist can be used during the physical activities or it can also be used at home.
- The students plan routine individual dietary plans, keep records in the form of pictures or video clips for the assessment.
- 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.youtube.com/watch?v=IH3Th8KpA0w>

THEME: IMPACT OF SUBSTANCES ON HEALTH

i. Competencies

- Name commonly misused substances.
- Identify the negative effects of the use of substances on health (Doma, tobacco, and alcohol).
- Follow the guidelines for safe use of substances (medicines).

ii. Content focus of Teaching Learning

Concept: substance misuse,

Skill: Identify the negative effects of the use of substances on health and follow the guidelines for safe use of substances (medicines)

Purpose: personal and social wellbeing

iii. Pedagogy and learning experiences

The teacher uses discussion and application approach to teach the negative effects of substances.

- The teacher asks questions to the whole class to write the names of substances they know or have seen people consuming (friends, family, and public in TV, Photos, neighbours, town)
- The teacher provides information on medicines, which are also a substance but used for health purposes.
- Students carry out the discussion in pairs or in small groups to come up with the response. The teacher asks questions to find out the effects of those substances on our health.
- The teacher may use video clips or illustrations related to the substances spelled out by the students. The video clip or illustration must contain information on the ill effects of Doma, Tobacco, and Alcohol to give clear information on the ill impacts of the substances.
- The teacher asks the students to express their ideas on harmful effects of consuming those substances in the form of pictures or diagrams to advocate for their friends, parents and community. Students can also include the possible ideas that every individual can practice to avoid the use of harmful substances.

Alternative Pedagogy

The teacher uses a Guided learning approach for learner-initiated activity.

- Teacher selects, prepares or develops audios materials, photos or infographics containing the effects of consuming different substances like alcohol, Doma, Tobacco, cigarette and medicine. These learning materials are made available to students and parents through online or offline platforms.
- Teachers may ask the children to name the substances consumed by the people in TV, Photos, Videos, Neighbours or in town.
- Students watch the photos/ infographics to list down all the effects shown in the learning materials. The student focuses on the ill effects of the substances during the observation.
- Teachers follow up on the concept learnt by the students through online and offline conversations, observations, or recordings of students' task performance.

iv. Assessment

- The teachers assess the students during the process of discussion using rubrics. The rubrics must contain indicators like promptness and initiative, relevance to topic,

presentation of the points and completion of work. The teacher use the rubrics to assess check the understanding of competencies

- The teacher provides a checklist through any social media platform to assess the posters and recording of the children. The checklist contains parameters focusing on negative implication of substances and prevention strategy. The student uses the checklist or any electronic gadgets available for keeping records for the teacher's assessment.
- The teacher and parents encourage and monitor students to avoid use of those substances after knowing the concept by observation.
- Provide positive and corrective reinforcement and assign post observation, intervention activity at the arranged time to check the improvement and progress.

v. Resources

- Effects of smoking: <https://i.pinimg.com/564x/a2/85/98/a285987aec508b7aef57f9c784925e02.jpg>
- Effects of alcohol: https://blog.ohiohealth.com/wp-content/uploads/2017/02/3_17_Binge_Drinking-921x1024.jpg

THEME: HYGIENIC PRACTICES AND WASTE DISPOSAL AT HOME AND IN SCHOOLS

i. Competencies

- Dispose individual waste in designated places.

ii. Content focus of Teaching Learning

Concept: Degradable and non-degradable wastes,

Skill: Proper Disposal of wastes, segregation of wastes

Purpose: promote hygiene and manage waste

iii. Pedagogy and learning experiences

The Activity-based model can be used to teach/learn the concept of disposal of wastes in the designated places.

- The activity can be carried out both online and offline making the materials available in hard and soft copy. The online Drag and drop activity related to degradable and non-degradable wastes can be used to learn the concept of segregation and proper disposal of wastes in the designated places. The suggestive activity is made available by clicking the link. <https://westvancouver.recycle.game/>. The same activity can be carried out in offline using the hard copy given in the link below:

<https://westvancouver.ca/sites/default/files/dwv/assets/home-building-property/docs/garbage-recycling/DWV%20What%20Goes%20Where%20Recycling%20Flyer.pdf>

- 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 students self-assess the concept of proper disposal of wastes by keeping the score records from the drag and drop activity or from the posters focusing on the types of wastes.
- The checklist on proper segregation of waste can be used during the activity. Student's use the checklist on degradable and non-degradable wastes provided by the teacher to self-check or assess in peer.
- Students maintain records in the form of checklists to keep a daily track of their waste segregation and management practices in their homes.
- The teachers collect the record of waste segregation practiced by individuals in their homes either in video/audio or in pictures.
- Provide positive and corrective reinforcement and assign post observation, intervention activity at the arranged time to check the improvement and progress.

Class: V

THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

i. Competencies

- Identify continuous leap in multi-direction, sprinting, punting, striking with an implement, volleying, dynamic body balance, and physical activity.
- Perform continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for physical efficiency.
- Use continuous leap in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for effective participation in recreational and social physical activities.

ii. Content Focus of Teaching Learning

Concept: continuous leap in multi-direction, sprinting, punting, striking with an implement, volleying, dynamic body balance.

Skills: object control and stability skills like Leaping, sprinting, punting, striking, volleying, and dynamic body balance.

Purpose: effective participation in recreational and social activities

iii. Pedagogy and learning experience

The teacher will use instructional methods to teach the skills of leaping, sprinting, punting, striking, volleying, and dynamic body balance.

The Concept of the skills will be presented as:

- Teacher will introduce or review the skills through pictures and naming it.
- Teachers shall present the materials and provide clear, guided and explicit instructions, so students can grip and apply the new information.
- Guided practice of the skill shall be initiated by the teacher.
- Teacher demonstrates the task to the students and the students practise the task with the support and guidance from the teacher.
- Finally students practice independently through fun, safe, with mass participation activities.
- The teacher provides corrective feedback and guidance.

Alternative

- The teacher or the student selects audio-visual or illustrated materials containing the skills of leap in multi-direction, sprinting, punting, and striking with an implement, volleying, dynamic body balance
- The materials are made available to students through online or offline platforms. Children may send the materials they selected to the teacher for feedback.
- 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 task is communicated to the student and the student carries out the task.
- 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

- Teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- The teacher conducts the assessment during practice and activity part using a 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.
- 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.

v. Resources

- Health and Physical Education 2020, Suggested Activities, 5
<https://rec.gov.bt/textbooks-and-manuals/#683-901-wpfd-health-and-physical-education-1586092607>
- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- <https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/Domain/2993/PE%20K-5%20Curriculum%20PDF.pdf>
- <https://mo01910164.schoolwires.net/cms/lib/MO01910164/Centricity/Domain/103/K-4%20PE%20MERGE.pdf>

THEME: SAFETY TO PREVENT INJURIES

i. Competencies

- State basic consideration of safety in physical activities.
- Use equipment safely to prevent injuries.
- Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.

ii. Content Focus of Teaching Learning

Concept: basic consideration of safety

Skills: safe use of equipment

Purpose: safe participation in activities

iii. Pedagogy and learning experiences

The teacher uses explanation and demonstration method to teach about safety

- The concepts of skills are discussed with students followed by demonstration of the safe use of implements or equipment in activities.
- The following activities and guidelines may be used for understanding and learning about safety for injury prevention.
 - Be aware of your body. Think about how the particular exercise is making you feel. If something does not feel right, stop immediately.
 - Warm up and cool down. Try slow stretches and go through the motions of your activity before starting. Cool down with slow stretching.

- Pace yourself. Have at least one recovery day each week to rest. If you are experiencing pain, rest until the pain has gone.
- Strap or tape. If a joint is prone to injury, consider strapping or taping it before physical activity.
- Stay hydrated. You can lose around one and a half liters of fluid for every hour of physical activity, so drink water before, during and after the session.
- Be weather aware. Take it easier in hot weather and wear clothing and sunscreen to protect yourself from the elements.
- Do it right? Try to get the technique right from the beginning, to ensure you are using your muscles correctly.
- Check your gear. Make sure your shoes and equipment fit properly and are right for the activity. Look after your equipment and check it regularly for safety.

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**

- <https://www.betterhealth.vic.gov.au/health/ten-tips/10-tips-to-exercise-safely>
- <https://kidshealth.org/en/teens/sport-safety.html>

THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

i. **Competencies**

- Explain poisoning and lodged foreign objects (eyes/ears/nose/mouth).
- Perform First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth).
- Apply First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth)

ii. **Content Focus of Teaching Learning**

Concept: poisoning and lodged foreign objects (eyes/ears/nose/mouth)

Skills: First Aid

Purpose: Stay safe

iii. **Pedagogy and learning experiences**

Teacher uses an Instructional method to teach concepts, skills and practices of giving first aid for poisoning, lodged foreign objects (eyes/ears/nose/mouth).

- Teacher will introduce the concept (poisoning, lodged foreign object (eyes/ears/nose/mouth) by naming it through pictorial and practical expressions. Teacher provides clear, guided and accurate instructions on first aid for

poisoning, lodged foreign objects (eyes/ears/nose/mouth), so students can grip the new information.

- Guided practice of the skill shall be initiated by the teacher. Firstly the teacher models how to perform first aid on poisoning, lodged foreign objects (eyes/ears/nose/mouth) are done with information.
- The student practices the task with the support and guidance from the teacher, and independently with peer support. The practices are done through fun, safe and mass participation.
- The teacher provides corrective feedback and guidance.

Alternative Pedagogy

- Teacher selects audio-visual or illustrated materials containing the skills of giving first aid for poisoning, lodged foreign objects (eyes/ears/nose/mouth). The materials are made available to students and parents through online or offline platforms.
- Students will watch, and practice the skills in the audio-visual material and illustration. The student focuses on the techniques of performing first aid during the practice. The task is communicated to both the student and parents for guidance and support.
- 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 demonstrations, 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.
- 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.

v. Resources

- First Aid on lodged foreign object <https://medlineplus.gov/ency/article/000036.htm>
- Poisoning: First Aid <https://www.mayoclinic.org/first-aid/first-aid-poisoning/basics/art-20056657>
- Foreign bodies in ear, nose, and airway: <https://www.stanfordchildrens.org/en/topic/default?id=foreign-bodies-in-the-ear-nose-and-airway-90-P02035>

THEME: RESPECT FOR DIVERSITY IN TEAMWORK

i. Competencies

- Respect for diversity in teamwork.
- Explain the importance of rules and respecting each other.
- State the benefits and importance of teamwork (a win-win situation, successful completion of a task, promote friendship).
- Exhibit teamwork and cooperation regardless of ethnicity.

ii. Content Focus of Teaching Learning

Concept: importance of Teamwork

Skills: respect for rules

Purpose: professional and social success

iii. Pedagogy and learning experiences

An analytical approach can be used to teach about the importance of teamwork and cooperation for success in life. The approach uses practical scenarios or real world challenges faced in completing a task individually.

- The student or the teacher present the situation through video clip/PowerPoint Presentation/illustration/demonstration to teach the concept and apply diversity in teamwork (rules and respecting each other) . The situation can be as shown in the video clip/illustration/PowerPoint Presentation or the student/teacher can prepare a short demonstration guided by these key elements.
 - That treat people how you'd like to be treated: with kindness, courtesy and politeness.
 - Encourage other co-workers to share their valuable ideas.
 - Actively listen to others. Never interrupt or put in your two cents before they are finished.
- The students in a team or individually practice the rules and respect teamwork guided by the teacher/elders/parents. Team/individual prepares and presents an activity involving the key elements of rules and respecting in teamwork.
- Presentation of the activity can be role-play, PowerPoint Presentation, video-clip, illustration, descriptive writing piece, picture text, or voice recording.
- The teacher can support the learners in the activity noting the key elements and providing feedback.

Alternative pedagogy

- Teacher students discuss the importance of teamwork (a win-win situation, successful completion of a task, promotion of friendship) and cooperation regardless of ethnicity through video clip/PowerPoint Presentation/illustration/dramatization/ demonstration to teach concept, state benefits and exhibit teamwork and cooperation.
- Teacher or the student presents a situation where students have to find ways to resolve a win-win situation. (Suggestive example... You are trying to sleep but your brother is watching TV very loudly. How can you make this scenario win-win?) In this activity students will discover collaboration builds more success than that of a competitive

spirit. The activity should highlight that working towards a common goal yields far better results. The activity must offer lessons in collaboration both within teams as well as across teams.

- The student practices the importance of teamwork (a win-win situation, successful completion of a task, promoting friendship) and exhibits teamwork and cooperation in their daily lives/behaviour/activities regardless of individual background.

iv. **Assessment**

- Rubrics containing the elements of rules and respecting teamwork can be used to assess in team or individually through observation.
- The Rubric can be prepared for the whole class or for individual students.
- The rubric must contain all the detailed key indicators with rating scale.
- Assessment can be conducted during practice or from the activity.
- 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.

Alternative assessment

- Checklist containing the elements of importance of teamwork (a win-win situation, successful completion of a task, promoting friendship) can be used to assess a team or individually through observation. The checklist must contain all the detailed key indicators.
- Assessment can be conducted during practice or from the activity. 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. The checklist can be prepared for the whole class or for individual students.

v. **Resources**

- Teamwork Motivational guide: <https://www.youtube.com/watch?v=fm1gh5GAmWc>
- Principles of teamwork: <https://www.youtube.com/watch?v=y0FtXhSu0J0>
- Rules of teamwork: <https://www.compilatio.net/en/blog/the-perfect-teamwork-guide>
- Health and Physical Education Suggested Activities,5, Royal Education Council, 2020
- Win-Win situations: <https://www.youtube.com/watch?v=2EgF5bpNu8c>
- Cooperative Games: <https://www.youtube.com/watch?v=k3Ki7HArTRI>

THEME: WASH FOR HEALTHY LIVING

i. **Competencies**

- Explain WASH-related diseases (diarrhoea, dysentery, cholera, cough and cold), and ways to maintain personal hygiene and sanitation and facilities.
- Identify factors influencing practices of personal hygiene and sanitation-related to WASH.
- Practice oral and hand hygiene and sanitation-related to the toilet.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.

ii. Content Focus of Teaching Learning

Concept: Hand washing and WASH-related diseases.

Skills: oral and hand hygiene

Purpose: Healthier growth and development

iii. Pedagogy and learning experiences

The teacher uses a discovery-learning approach to teach the concept of washing hands at the critical junctures, maintaining and identifying WASH facilities.

- The teacher uses pictorial illustrations, audio-visual clips or any teaching aids containing WASH facilities to teach the WASH concept.
- The students take a tour of the school campus to examine the condition and functioning of the WASH facilities.
- After careful observation, the students discuss the ways to improve the WASH facilities such as (toilet doors/latches, toilet pans, washbasins, bibcock, garbage bins, and water tanks) at home and schools.
- The students discuss the negative impacts of poor WASH facilities and its consequences on individual health.
- The discussion must include WASH related diseases (diarrhoea, dysentery, cholera, cough and cold).
- The teacher provides additional information on the benefits of cared and improved WASH facilities.

iv. Assessment

- The teacher conducts the assessment by asking questions focusing on the importance of washing hands at the critical junctures and WASH facilities during the physical activities.
- The teacher asks questions on the ways to improve and maintain WASH facilities during the physical activities.
- The students use a checklist to examine the functioning WASH facilities in school and at home. The checklist must contain indicators identifying ways to maintain and improve WASH facilities in school and at homes.
- The students use a checklist to examine the WASH facilities at home and keep records for future assessment by the teacher.
- The students keep the record in the form of pictures, or audio-visual clips for teacher's assessment.
- The teacher and parents' guide students to use and maintain WASH facilities in the school and at home.

v. Resources

- WASH related diseases: <https://www.youtube.com/watch?v=sJdwmD92RK4>
- Critical junctures: <https://i.pinimg.com/564x/22/17/0e/22170efd61e2268a84fc526f1f7d0abb.jpg>

THEME: WASH FOR HEALTHY LIVING (MENSTRUAL HYGIENE)

i. Competencies

- Identify factors influencing practices of personal hygiene and sanitation-related to WASH.
- Practice menstrual (red dot) hygiene and sanitation-related to the toilet.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.

ii. Content Focus of Teaching Learning

Concept: menstrual hygiene and sanitation, factors influencing practices of personal hygiene

Skills: maintaining menstrual (red dot) hygiene and sanitation

Purpose: staying clean and healthy

iii. Pedagogy and learning experiences

- The teacher uses a collaborative teaching approach to teach the concept of menstrual hygiene.
- The students discuss the importance of menstrual hygiene. The discussion includes choice of sanitary pads, proper use and disposal of used sanitary pads.
- The teacher uses pictorial illustration, audio-visual clips to provide additional conceptual knowledge on menstrual hygiene. The teaching aids must contain information about puberty, choice of sanitary pads and proper use and disposal of used sanitary pads.
- The students watch the video clips and explore alternatives for sanitary pads during emergencies.
- The teacher shows real sanitary pads and demonstrates the proper use and disposal of used pads.
- The teacher talks about the alternatives of using cloth in place of sanitary pads or show videos on the hygienic ways of using cloth.
- The teacher encourages boys to support and help their mothers, sisters, friends especially girls.
- The teacher shares the importance of using clean cloth and sun drying it if the cloth is used as a pad.

iv. Assessment

- The teacher carries out the assessment by asking questions focusing on the importance of menstrual hygiene. The questions must encompass the choice of sanitary pads, proper use and disposal of used pads. The assessment can be carried out during the physical activities or through any social media platform through recorded audio or pictorial illustration.
- Students carry out self-assessment using a checklist on the choice of sanitary pads, proper usage and disposal of sanitary pads.
- The students maintain a journal on the practice of menstrual hygiene and share with friends and family members.
- The teacher, parents, siblings, neighbours and friends support menstruating girls without stigmatization and judgement.

v. Resources

- Menstrual cycle- <https://www.youtube.com/watch?v=nzVKrDDarjs>
- Sanitary pads during emergency-<https://www.youtube.com/watch?v=-5nEZ8SLs7A>
- Proper use of sanitary pads https://www.youtube.com/watch?v=VycHbYTK_c8

THEME; HEALTHY FOOD HABITS (DIETARY HABITS)

i. Competencies

- Explain ways to improve dietary habits.
- Create a healthy eating plan.
- Maintain food journals to reflect on balanced daily food intake.

ii. Content Focus of Teaching Learning

Concept: ways to improve dietary habits

Skills: creating healthy eating plan

Purpose: individual healthy dietary habits for growth and development

iii. Pedagogy and learning experiences

The teacher uses a personalized teaching approach to teach healthy dietary habits.

- Explain ways to improve dietary habits. Create a healthy eating plan. Maintain food journals to reflect on balanced daily food intake.
- The students brainstorm on the daily dietary habits and share with the friends.
- Using Rally-Robin, round robin, simultaneous interaction or any other cooperative learning strategy, the students discuss and share individual dietary habits and plan on the improvement of dietary habits.
- After the discussion, the teacher uses video clips and pictorial illustrations containing healthy dietary habits to further aid on the concept.
- The students use the information in the teaching aids and plan a healthy dietary plan.
- The teacher and parents' guide the students to plan and practise individual healthy dietary plans.

iv. Assessment

- The teacher carries out the assessment through general observation, BMI, checklist or use any other assessing methodologies.
- The checklist must contain the indicators to assess the importance of healthy dietary habits.
- The students use a checklist reflecting on the daily consumption of nutrients and plan individual dietary plans.
- The students plan routine individual dietary plans, keep records in the form of pictures or video clips for the assessment.
- The students maintain a journal on the daily consumption of nutrients and record the evidence for the teacher to assess and support.

v. Resources

- <https://healthengine.com.au/info/improving-your-diet>
- https://www.nhlbi.nih.gov/health/educational/lose_wt/eat/calories.htm
- <https://www.healthlinkbc.ca/healthy-eating/food-journal>

THEME: IMPACT OF SUBSTANCE ABUSE ON HEALTH

i. Competencies

- Describe the preventive measures of substance misuse.
- Relate the ill effects of substance misuse on personal health and family.
- Practice healthy habits by avoiding the use of substances.

ii. Content Focus of Teaching Learning

Concept: substances and use

Skills: preventive measures of substance misuse

Purpose: self-awareness and growth

iii. Pedagogy and learning experiences

The inductive teaching strategy can be used to teach a concept on substance abuse, preventive methods and its effects on individual health and their family.

- The teacher asks the students to name some of the common substances (Doma, Alcohol, Cigarette, Tobacco) abused in their locality either by the family members or relatives.
- The teacher or parents may use the learning materials either in form of video or infographic containing the effects of substance abuse and preventive methods. The suggestive infographic can be viewed by clicking the link- <https://i.pinimg.com/564x/1e/df/f1/1edff166bed266f723ccc0fd748e49ff.jpg> and the video link- <https://www.youtube.com/watch?v=WttQVYeCnPI>
- The teacher provides related information on effects and preventive methods of the substances named by the students. The information can be provided using the infographic of the video given in the above link.
- Once the concept is delivered to the students, the teacher or parents may display some of the images containing the ill effects of the substances. The suggestive images can be used by clicking the given links:
 - Doma- <https://i.pinimg.com/564x/b8/6b/a1/b86ba101977a89b5a5a79b63a3d339c3.jpg>
 - Smoking- <https://wmsmile.com/wp-content/uploads/2018/03/smoke-mouth.jpg>
 - Drinking- <https://www.webpages.uidaho.edu/gbabcock/IMAGES/alcohol%20dv.jpg>
 - Tobacco- <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT8RlrV8Xq8iu6vmF3ejz1BgcWFekhx2BwGbQ&usqp=CAU>
- The students observe the images and deduce the effects of the consumption of those substances to the individual and their locality. They may also express their ideas in the form of posters to share the cause, effect, preventive measures of substance misuse and its effects on individuals.

iv. Assessment

- The teacher uses the posters designed by the students to check their understanding on the substance abuse and prevention strategies.

- The teacher can also use the assessed work to provide feedback and redesign the teaching strategy to those who do not understand the concept.
- The students may record the video explaining the effects of substance abuse to their personal health and community with the possible prevention methods and send it to the teacher for the assessment.
- The teacher may use the sample rubrics (given in the link) to assess the poster's design on the substance abuse.

v. Resource

- file:///C:/Users/Pema%20Tshering/Downloads/Making_A_Poster_Rubric_1_.pdf

Class: VI

THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

i. Competencies

- Identify continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting, and jump for distance necessary to perform physical activity.
- Perform continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for promoting physical efficiency.
- Use continuous leap in a game situation, dynamic body balance, hand dribbling, sprinting, and jump for distance for effective participation in recreational and social physical activities.

ii. Content Focus of Teaching Learning

Concept: continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting, and jump for distance

Skills: leaping, body balance, dribbling, sprinting, and jump.

Purpose: Active participants in physical activities and sports

iii. Pedagogy and learning experiences

The teacher will use the “Jigsaw” method to teach the skill of continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting, and jump. The teacher and students can use audio-visual, PowerPoint or illustrations.

- Teacher divides the student into teams (Home Group) and presents them with skills. (Continuous leap in-game situation, dynamic body balance, hand dribbling, sprinting, and jump.) From Home Group students move to Expert Group to learn and practice their skills. In this group students learn the skills from various sources to present to Home Group later on. Teachers will support and guide them as they discuss or practice. The students move back to Home Group to share the skill (Expertise). Sharing can be done through demonstration, modelling or practice approach. Students practice independently and it must be fun, safe, with mass participation involving all the skills and the teacher provides corrective feedback and guidance.
- The students will watch, imitate and practise the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- 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 the activity part using a checklist through observation. The 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.
- The teachers will assess the skill learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task.

- The students may keep records of the skill practiced for reference if platforms to share with the teacher is not available.
- The 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.

v. Resources

- Health and Physical Education Suggested Activities, 6, Royal Education Council, 2020 <https://rec.gov.bt/textbooks-and-manuals/#683-908-wpfd-health-and-physical-education-1586092794>
- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- Games for Fundamental skills) <https://www.youtube.com/watch?v=K0w4EYvpi1k&list=PLB9Gwrie1rEBwsadKYp21MI8dNtRZNYhX>
- <https://www.youtube.com/watch?v=kbpwFOHNNng>
- <https://www.youtube.com/watch?v=6HzlWIUmpkg>
- <https://www.youtube.com/watch?v=cycQCK8w1-o>

THEME: SAFE USE OF EQUIPMENT

i. Competencies

- State basic consideration and importance of safety in physical activities.
- Use equipment safely with spatial awareness during physical activities in preventing injuries.
- Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities to prevent injuries.

ii. Content Focus of Teaching Learning

Concept: basic consideration and importance of safety

Skills: safe use of equipment with spatial awareness

Purpose: safe and efficient use of equipment

iii. Pedagogy and learning experiences

The demonstration and discussion approach can be used for the lessons.

- Discussion is initiated on the students' experiences or observations on use of different equipment in physical activities. The students can think of any equipment they have used or have seen others wear while playing sports or doing other physical activities.
- The teacher discusses safe, unsafe, correct and incorrect use of the equipment. The rationale for correct use and consequences of incorrect use of equipment are also discussed.
 - Helmet; always wear a helmet made for the sport or physical activity you are playing. Helmets should fit snugly but comfortably on your head and shouldn't tilt backward or forward.
 - Eye Protection: Eye gear for sports and physical activity is made from a plastic called polycarbonate.

- Facemasks, either a guard or shield, attached to helmets should also be made of polycarbonate.
- Goggles should be worn to cover prescription eyeglasses.
- Wrist, Knee, and Elbow Guards or Pads: You should wear guards or pads when doing any activity that requires moving on wheels, such as skateboarding.
- Guards or pads can prevent breaks, cuts, and absorb shock from falls.
- Guards or pads should fit snugly and comfortably.
- Footwear: Football, baseball, softball and soccer are some sports that require cleats. Replace cleat and shoes that have worn out or are no longer supportive.

iv. Assessment

The assessment tool on safety should revolve around questions such as:

- Is the floor surface in good condition?
- Is safety glazing provided in all areas used for ball activities?
- Is the equipment appropriate for the age group concerned?
- Are students wearing appropriate clothing/footwear for the planned activity?

v. Resources

- <https://www.betterhealth.vic.gov.au/health/ten-tips/10-tips-to-exercise-safely>
- <https://www.physicalactivityaustralia.org.au/exercise-safety/>
- <https://www.nap.edu/read/18314/chapter/8>

THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

i. Competencies

- Explain heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion.
- Perform First Aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth) and abrasion.
- Apply First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth) and abrasion.

ii. Content Focus of Teaching Learning

Concept: heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion

Skills: First Aid

Purpose: prevent injuries to safe life

iii. Pedagogy and learning experiences

The teacher will use the Role-Play method/audio-visual/ppt/illustration to teach the skill of giving first aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth) and abrasion.

- The teacher and students shall initiate discussion on First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth) and abrasion. In this open discussion, both the teacher and the students can talk about the concept and possible ways to practice.
- The teacher shall align these concepts to the practice of the students and ask them to practice the skill. The teacher supports and guides as they practice.
- Students will perform skills of First Aid as per the instructions and under teacher's guidance

- At the end again open discussion on what they have learned, how it can be performed in a better way or what are the importance of these first aid in everyday life shall be discussed.

iv. **Assessment**

- Teachers will assess the concept and procedures learnt by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial representation task assigned.
- Students may keep records of the procedures or any other documents for reference if platforms to share with the teacher is not available
- Concepts and procedures 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.

v. **Resources**

- <https://firstaidforlife.org.uk/first-aid/>
- <https://www.teacherplanet.com/pages/first-aid-saves-lives-word-search>
- <https://www.mayoclinic.org/first-aid/first-aid-heatstroke/basics/art-20056655#:~:text=If%20you%20suspect%20heatstroke%2C%20call,Spray%20with%20a%20garden%20hose.>

THEME: RESPECT FOR DIVERSITY IN TEAMWORK

i. **Competencies**

- Explain the importance of teamwork and cooperation regardless of ethnic or cultural diversity (mixed group, effective communication, role sharing, target setting, and collaboration).
- Follow rules and regulations for personal and social harmony.
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.

ii. **Content Focus of Teaching Learning**

Concept: teamwork, cooperation, and importance

Skills: teamwork and cooperation skills

Purpose: professional and social success

iii. **Pedagogy and learning experiences**

- Students or the teacher is involved in a fun game (hide and seek, Musical Chair) through video clip/ppt/illustration/demonstration to teach the concept and apply the importance of teamwork and cooperation regardless of ethnic and cultural diversity. The situation can be as shown in the video clip/illustration/ppt or the student/teacher can carry out a short demonstration guided by these key elements:
 - Communication- Efficient communication with respect for speakers offering encouragement and being a good listener.
 - Delegation- Teams that work well together understand the strengths and weaknesses of each team member. One of the benefits of strong teamwork is

that team leaders and members allocate tasks to the most appropriate team members.

- Efficiency- Through working together, students will be aware of their own capabilities and the capabilities of the group in general can organize the workload accordingly.
- Ideas- When a team works well together, a respectful and trusting team environment will not only enable colleagues to think more creatively, but will lead to more productivity and collaboration.
- Support- All tasks and diversity in a team can be challenging, but having a strong bond and respect for diversity can act as a support mechanism for team members. They can help each other improve and progress.
- The students are team or individually involved in an activity guided by the teacher/elders/parents. The activity must be fun enclosing the key elements to build teamwork and cooperation irrespective of ethnic and cultural diversity. Presentation of the activity can be role-play, ppt, video-clip, illustration, descriptive writing piece, picture text, or voice recording. The teacher can support the learners in the activity noting the key elements and providing feedback.

iv. Assessment

- The assessment can be conducted using rubric containing the key elements on importance of teamwork and cooperation regardless of ethnic or cultural diversity. The rubric must contain all the detailed key indicators.
- Assessment can be conducted during practice or from the activity. 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.
- The rubric can be prepared for the whole class or for individual students. A rubric can be used to assess the student.

v. Resources

- Tips to promote team building:
<https://national.macaronikid.com/articles/59a70aaa6a33644cae651292/6-tips-for-teaching-your-children-teamwork>
- Cooperation Games: https://thephysicaleducator.com/game_category/cooperation/
- Team Building Fun Game): <https://www.youtube.com/watch?v=Pde0FKYthEY>
- Team Building Activity: <https://www.youtube.com/watch?v=EemxMnxU8DE>
- Health and Physical Education Suggested Activities, class VI, Royal Education Council, 2020.

THEME: HEALTHY DIETARY HABITS

i. Competencies

- Identify where foods fit in the food pyramid.
- Practise healthy eating habits and maintain food journals.

- Explain the relationship between the type of food intake and physical activities in terms of health benefits and diseases (nutrients, vitamins and minerals, carbohydrates, protein, and fats).

ii. **Content Focus of Teaching Learning**

Concept: food pyramid,

Skills: identification of foods,

Purpose: Healthy eating habits

iii. **Pedagogy and learning experiences**

- The teacher uses an integrative teaching approach to teach the food pyramid.
- Using the food pyramid, the students learn about the different types of food groups in the food pyramid.
- The students brainstorm on the daily dietary habits and share with the friends. Using Rally-Robin, the students discuss and share individual dietary habits and plan on the improvement of dietary habits.
- The students use the food pyramid to learn about types of food that includes nutrients such as vitamins and minerals, carbohydrates, protein, and fats.
- The students select foods in relation to the type of physical activities students prefer. Discuss relationship between nutrients intake and their deficiency diseases.
- The students use videos containing nutrients and their deficiency diseases to explore further on the concept.
- The teacher uses pictorial illustration, audio-visual clips or any teaching aids containing food pyramids.

iv. **Assessment**

- The teacher carries out the assessment through general observation, BMI, checklist or use any other assessing methodologies.
- The checklist must contain the indicators to assess the importance of nutrient intake for individual preferred physical activities
(<https://www.sciencedirect.com/topics/medicine-and-dentistry/nutritional-assessment#:~:text=Goals%20and%20Importance%20of%20Nutritional,against%20disease%20later%20in%20life>).
- The checklist must contain indicators for nutrient intake and their deficiency diseases.
- The students use a checklist reflecting on the daily consumption of nutrients and plan individual dietary plans.
- The students plan individual dietary routine, keep records in the form of pictures or video clips for the teacher's assessment.
- The students reflect on the daily consumption of meals and plan a healthy diet to improve individual dietary habits.
- The teacher and parents guide and support students in consuming balanced diet healthy

v. **Resources**

- Food pyramid <https://www.chp.gov.hk/en/static/90017.html>
- Relationship between food intake and physical activity
<https://www.healthlinkbc.ca/health->

[topics/ta1294#:~:text=Food%20provides%20energy%20for%20physical,rebuild%20tissues%20such%20as%20muscles](https://www.sciencedirect.com/topics/ta1294#:~:text=Food%20provides%20energy%20for%20physical,rebuild%20tissues%20such%20as%20muscles).

- Nutritional Assessment <https://www.sciencedirect.com/topics/medicine-and-dentistry/nutritional-assessment#:~:text=Goals%20and%20Importance%20of%20Nutritional,against%20disease%20later%20in%20life>.

THEME: IMPACT OF SUBSTANCE ABUSE ON HEALTH

i. Competencies

- Identify the ill effects of misused substances.
- Follow the guidelines for the safe use of substances (medicine).
- Avoid the use of substances that have ill effects on personal health and influence family and society.

ii. Content Focus of Teaching Learning

Concept: ill effects of misused substances

Skills: safe use of substances (medicine)

Purpose: healthy living

iii. Pedagogy and learning experiences

- The teacher uses an inductive teaching strategy to teach the concept of substance misuse (medicines), preventive methods and its ill effects on individual health and their family. To execute the strategy, the teacher or parents use either videos or infographic materials containing the effects of substance misuse and preventive methods. The teacher uses any video clips containing the ill effects of misusing medicines to teach the importance of healthy consumption of medicines. The videos must contain the importance of consuming medicines using doctor's prescription. The suggestive infographic materials can be viewed by clicking the link- <https://i.pinimg.com/564x/1e/df/f1/1edff166bed266f723ccc0fd748e49ff.jpg> and the video link- <https://www.youtube.com/watch?v=WttQVYeCnPI>
- The students use Round-Robin or any other strategies to discuss the commonly misused substances including the medicines. In the process of discussion, students list down some commonly misused substances (Doma, Alcohol, Cigarette, Tobacco, Medicines). On the other hand, the students discuss the ill effects of consuming medicines without doctor's prescription. The teacher provides related information on the ill effects and preventive measures on substance misuse. The information is provided using the infographic materials in the form of video given in the above link.
- The teacher and parents discuss the ill effects of substance misuse using the following links. The suggestive images can be used by clicking the given links:
 - Doma- <https://i.pinimg.com/564x/b8/6b/a1/b86ba101977a89b5a5a79b63a3d339c3.jpg>
 - Smoking- <https://wmsmile.com/wp-content/uploads/2018/03/smoke-mouth.jpg>
 - Drinking- <https://www.webpages.uidaho.edu/gbabcock/IMAGES/alcohol%20dv.jpg>

- Tobacco-<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT8RlrV8Xq8iu6vmF3ejz1BgcWFekhX2BwGbQ&usqp=CAU>
- Medicines -
[https://www.verywellhealth.com/thmb/c5PwJObMl4oED_I8598oHxNmI10=/700x0/filters:no_upscale\(\):max_bytes\(150000\):strip_icc\(\):format\(webp\)/is-an-otc-asthma-inhaler-available-200670_color2-5b95df2b4cedfd002521025e.png](https://www.verywellhealth.com/thmb/c5PwJObMl4oED_I8598oHxNmI10=/700x0/filters:no_upscale():max_bytes(150000):strip_icc():format(webp)/is-an-otc-asthma-inhaler-available-200670_color2-5b95df2b4cedfd002521025e.png)
- The students observe the images and deduce the consequences of substance misuse and its ill effects on individual health, family and society. The students create awareness on substance misuse in the school and society.

iv. Assessment

- The teacher conducts the assessment by asking questions during the physical activities. The questions must focus on the importance of consuming medicines only after doctor's prescription and the ill effects of substance misuse.
- The students use the information provided by the teacher in creating awareness on substance misuse at homes and in the society.
- The students use a checklist to keep track of healthy consumption of medicines. The checklist must contain the indicators for doctor's prescription on medicines.
- The students practice consuming medicines with doctor's prescription and refrain from substance misuse.
- The students record the practice in the form of video clips or journals and send them to the teacher for assessment and necessary feedback.
- The teacher and parents guide and encourage students to consume medicines with doctor's prescription and help them to refrain from substance misuse.

v. Resources

- Prescribed medicine and OTC-
<https://www.youtube.com/watch?v=IWd694Rozno>
- Difference between medicine and OTP
<https://www.youtube.com/watch?v=PCnxHnfbgZY>
- https://www.mibluesperspectives.com/wp-content/uploads/2016/10/PHARMACY_OTCvsRxMedications_V3-01.png
- Side effects of medicine <https://admin.americanaddictioncenters.org/wp-content/uploads/2015/10/what-are-ambien-side-effects.jpg>

ANNEXURE/APPENDIX

Class IV

Annexure I Technical Elements of;

Continuous Leap	Galloping
<ul style="list-style-type: none"># Knees bend slightly to absorb landing then extend to take off.# Off and lands on the ball of the feet.# Can lead with either leg.#Head and Trunk stable.# Eyes focused forward# Arm opposite leading leg stretches forward and upward.	<ul style="list-style-type: none"># Smooth rhythmical movement# Brief period where both feet are off the ground.# weight on the balls of the feet.# Hips and shoulders point to the front.# Head stable, eyes focused forward or in the direction of travel.
Overarm Throwing	Catching
<ul style="list-style-type: none"># Eyes focused on target area throughout the throw# Stands side-on to target area# Throwing arm moves in a downward and backward arc.# Steps towards the target area with the foot opposite the throwing arm.# Hips then shoulders rotate.Throwing arm follows through, down and across the body.	<ul style="list-style-type: none"># Eyes focused on the object throughout the catch.# Feet move to place the body in line with the object.# Hands and fingers relaxed and slightly cupped to catch the object.# Catches and controls the object with hands only (well timed closure).# Elbows bend to absorb the force of the object.
Striking	Sprinting

<ul style="list-style-type: none"> # Eyes focused on the ball throughout the strike # Hands next to each other, bottom hand matches the front foot. # Steps towards the target area with the front foot. # Hips and shoulders rotate forward. # Ball contact made on the front foot with straight arms. # Follow through with a bat around the body. 	<ul style="list-style-type: none"> # Upper body posture- tall with head, neck and shoulders directly on top of hips. # Arm movement balances the body, increases force production. Arms move front to back. # Lower body positions- pelvis or hips should be neutral (not tilting forward or backwards) # foot land directly underneath the centre of mass. # bring the calf muscles near the hamstring by lifting the knee high. #have short ground contact times during upright sprinting.
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Annexure II Sample checklist for WASH facilities

Name	I wash my hands before handling food	I wash my hands before feeding	I wash my hands after visiting toilet	I wash my hands after physical activities	I keep toilets clean at home and in school	I dispose wastes in the proper bins
Dawa						
Cheki						
Pema						

Annexure III Sample checklist for menstrual hygiene

Name	I use sanitary pad	I use cloth	I take bath during menstruation	I dispose used pads in the proper bin	I wash my hands after changing into new pads.
Dawa					
Cheki					
Pema					

Sample checklist for degradable and non-degradable wastes

	Plastics	Paper	Food waste	E-waste
Apple			✓	
Newspaper				
Water bottle	✓			

Class V

Annexure I Technical elements of;

Punting	Dynamic body balance(Line or beam walk)
<ul style="list-style-type: none"> # Eyes focused on ball. # ball held lace forward, seams down- at hip height. #step forward onto non-kicking foot. # ball connects with instep of the foot. # Backward lean of the trunk. # Matching hand with the foot guides the ball down toward foot. # Opposite arm with kicking leg lifts forward and sideward. # Follow through with kicking leg toward the target area. 	<ul style="list-style-type: none"> # Use a stepping action i.e. alternate feet. # walk fluidly without pause. # keep both feet on the beam or line with toes facing the front. # Head and trunk stable. # Use arms when necessary to maintain balance.
Volleying	Sprinting
<ul style="list-style-type: none"> # Body weight is balanced firmly. # Shoulders face the target. # One foot placed slightly ahead of other. # Hand held slightly above forehead. # all fingers pad to contact ball. # Generate movement through entire body and is extended following through the target. 	<ul style="list-style-type: none"> Upper body posture- tall with head, neck and shoulders directly on top of hips. # Arm movement balances the body, increases force production. Arms move front to back. # Lower body positions- pelvis or hips should be neutral (not tilting forward or backwards) # foot land directly underneath the centre of mass. # bring the calf muscles near the hamstring by lifting the knee high. #have short ground contact times during upright sprinting.

(Sample activities for The Win-Win Situation Games) <https://www.amazon.com/Win-Win-Games-All-Ages-Co-operative/dp/086571441X>

Annexures II Sample Rubric rules and respecting each other

Name: Class/Sec: Date:

	Exceeding	Meeting	Approaching	Beginning
Did we corporate?	Everyone works together, listens to each other, there was lead and follow systematically	Most of the members work together and listen to each other. There was no argument, lead and follow system is seen frequently.	Almost 50% of the team members work together and listen to each other. There was less argument.	No corporation, team members did their own thing, there was lots of arguing
Did we communicate?	Everyone shares and listens to each other's ideas. There is communication with feedback.	Most of the members talk and listen.	Few members talk/listen. There is very less communication.	Nobody talks and nobody listens whenever there is a speaker.
Did we concentrate?	All team members are paying attention, thinking and contributing ideas.	Most of the team members are paying attention, thinking and contributing ideas.	Few team members are paying attention and contributing ideas.	Team members are doing their own work.

Annexure III Sample Checklist to assess importance of Teamwork

Name: Class/Sec: Date:

Indicators	Yes	No	Remarks
Everyone works together listening to each other's view			
There is lead and follow system in team while taking out the activities			
Students share their ideas			
There is communication and feedbacks			

Each members/child pays attention			
Each member/child contributes his/her ideas			

Annexure IV Sample checklist for maintaining and improving WASH facilities

Name	I wash my hands using soap at the critical junctures	I can identify WASH facilities in school and at homes.	I know unhealthy WASH practices leads to poor personal hygiene	I help in maintaining toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.
Dawa				
Cheki				
Pema				

Annexure VI Sample checklist for menstrual hygiene

Name	I use sanitary pad	I use cloth	I wash and sundry the cloth	I take bath during menstruation	I dispose used pads in the proper bin	I wash my hands after changing into new pads.
Dawa						
Cheki						
Pema						

Class VI

Annexure I Technical elements of;

Hand Dribbling	Jump for distance
<ul style="list-style-type: none"> # Pads of fingers contact top of ball. # Wrist firm yet flexible. # Hand pushes ball to floor. # Hand absorbs ball slightly on return. # Knees bent slightly. # Back straight with slight forward lean. # Head up looking for open space. 	<ul style="list-style-type: none"> # Preparatory crouch is low and consistent. # Arms swing to back and above waist level. # During jump, arms swing forward and are held high. # Full stretching or extension of legs at take-off. # Body at take-off is kept at about 45°, with full emphasis on achieving distance.

Annexure II Sample Rubric to Assess Teamwork and Cooperation

Name: Class/Sec: Date:

Key Elements	Exceeding	Meeting	Approaching	Beginning	Remarks
Communication Efficient and Meaningful communication with respect and appreciation	Every member involves in efficient and meaningful communication with respect and appreciation	Most of the members involves in efficient and meaningful communication with respect and appreciation	Few member involves in efficient and meaningful communication with respect and appreciation	All the members involves in worthless and meaningless communication	
Delegation Appropriate task allocation to the members Efficiency Allocation of task as per the capacity and capability of the individual	Each member is assigned with task as per their capacity and capability.	Most of the members is assigned with task as per their capacity and capability.	Few of the members is assigned with task as per their capacity and capability.	None of the members got task as per their capacity and capability. Every member seem lost and out of track.	
Ideas Creative and valuable contributions of the idea	Each member contributes creative and valuable ideas for the accomplishment of the goal.	Most of the members contribute creative ideas and valuable ideas.	Few members contribute a few ideas.	None of the members contribute any ideas and teams seem drawn up with ideas.	
Supportive Support and signify every members ideas and opinion	Views and opinions from each member are supported and valued.	Views and opinions are mostly supported and acknowledged	Most of the views and opinions shared are argued and disputed.	No views and ideas are neither shared nor valued.	

Annexure III Sample checklist for substance misuse

Name	I take medicines only doctor's prescription.	My parents, teacher, siblings, and neighbours help me for healthy consumption of medicines.	I don't use substances that affect my health.	I inform my parents when i fall sick and inquire about the medicines i need to take.	I don't purchase medicines from the pharmacy without my parents
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					consultation.
Dawa					
Cheki					
Pema					