

**NEW NORMAL FUNCTIONAL CURRICULUM**  
**Instructional Guide for Special and**  
**Inclusive Education**  
**Pre-vocational Skills**  
**Class IV - VI**



**Royal Education Council**  
**Royal Government of Bhutan**

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## Foreword

COVID-19 has suddenly caused unforgiving disruptions in the 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 children 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 an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find 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 21<sup>st</sup> 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.

Tashi Delek



**Kinga Dakpa**  
Director General

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## Introduction

This guide has been developed for teachers teaching Functional Curriculum to the learners with special educational needs in special institute/schools with Special Educational Needs (SEN) Programme across the country for the implementation of the Functional curriculum. As Functional Curriculum for SEN is aimed at equipping the learners with a set of competencies, it is crucial for all the teachers to have the understanding about the intent of the curriculum so that they would be able to implement it as desired.

The functional curriculum for SEN has multiple learning areas. Each learning area has a set of competencies to be acquired and demonstrated by the learners at each stage of learning, which are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education. Children with disabilities are unique, and in that lies the hidden and unexplored talents and personal disposition. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. One of the alternatives to ensure that all children are educated and developed to their optimum capacities, is the implementation of functional curriculum. It caters to the learners with severe or multiple sensory impairments which hinder a learner from participating in the general curriculum setting.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

The major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move

towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and numeracy, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches and tools may be used for assessment, recording and reporting. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.



## Curriculum Content

The Functional Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at various classes. Cross curricular linkages, various approaches and other co-curricular activities also contribute towards a systematic and comprehensive learning. In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough so that teachers can select, structure and sequence them to best suit the learners need while maintaining coherence and consistency.

While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies. The teaching-learning materials should be used as means to create a learning environment that is competency-based where the students need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the given tasks. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills to realise their potential to the maximum.

Class IV	
Competency 1: Follow classroom instructions	
Core Concepts (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> <li>➤ Work behaviour and ethics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Follow basic instruction.</li> <li>➤ Perform classroom responsibilities.</li> <li>➤ Exhibit active listening/observation skills.</li> </ul>
<p><b>Topic:</b> Work behaviour and ethics.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Follow basic instruction.</li> <li>○ Perform classroom responsibilities.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain classroom responsibilities and let them carryout as directed.</li> </ul> </li> <li>○ <b>Activity-based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children listen to instructions and follow</li> </ul> </li> </ul>	
<p><b>Topic:</b> Work behaviour and ethics.</p> <p><b>Learning Objectives:</b> Exhibit active listening/observation skills.</p> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Make children listen/observe the activities to replicate.</li> </ul> </li> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Take children for field visit to observe and follow instructions.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records:</b> <ul style="list-style-type: none"> <li>➤ Use checklist to see if children are following instructions.</li> <li>➤ Follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).</li> </ul> </li> </ul>	

Competency 2: Express interests and choices.	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Pre-vocational Skills	➤ Exhibit interests and choices of trades.
<p><b>Topic:</b> Pre-vocational Skills.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Exhibit interests and choices of trades.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Organize study visits to explore their area of interest in vocation.</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Invite guest speakers to talk on various trades and future scopes.</li> </ul> </li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal record/Checklists:</b> <ul style="list-style-type: none"> <li>➤ Observe children in formal, informal, natural setting to find out their interest and preferences.</li> <li>➤ Use checklist to find out the child’s understanding of the various skills for different trades.</li> </ul> </li> </ul>	
Competency 3: Introduce the safety measures.	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Pre-vocational skills	➤ Importance of safety measures.
<p><b>Topic:</b> Pre-vocational skills.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Importance of safety measures.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Direct Teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain the safety measures in vocational trades.</li> <li>➤ Show different signs of safety measures displayed in the different areas/places (Use resource links: <a href="https://youtube/4bkr5lpKGUM">https://youtube/4bkr5lpKGUM</a>)</li> </ul> </li> </ul>	

(video on workplace safety) and <https://youtube/8am-gp9qL1g>  
(video on workplace safety tips).

- **Collaborative learning:**
  - Discuss safety measure practices.
  - Seek parents support to explore the different areas/places.

**Assessment:**

- **Anecdotal record/Checklists/Rubrics:**
  - Observe children in formal, informal and natural setting.
  - Follow up with the parents to track children’s learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).

**Competency 4: Identify skills required and equipment/tools for pre-vocation.**

<b>Core Concepts (Topic/chapter/themes)</b>	<b>Learning Objectives</b>
➤ Prevocational skills	<ul style="list-style-type: none"> <li>➤ Recognize various equipment/tools for various vocational trades.</li> <li>➤ Identify skills for various trades.</li> </ul>

**Topic:** Prevocational skills.

**Learning Objectives:**

- Recognize various equipment/tools for various vocational trades.
- Identify skills for various trades.

**Pedagogy/Learning Experiences:**

- **Place-based learning:**
  - Let children identify tools and materials required for various trades.
  - Explain skills required for different vocational trades.
- **Blended learning:**
  - Let children watch the video clips on tools for various trades (*Use resource link: <https://youtube/eA1p5FKygnk> (video on tools at Khuruthang Technical Training Institute).*

**Assessment:**

○ **Anecdotal records/Checklists/Rubrics:**

- Observe children in formal, informal and natural setting.
- Follow up with the parents to track children's learning and performances (Video Conference, Worksheet submission, telephone calls, etc.).

Class V	
Competency 1: Apply positive work behaviour and etiquette.	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Work behaviour and ethics	<ul style="list-style-type: none"> <li>➤ Follow instructions.</li> <li>➤ Explain the importance of punctuality.</li> <li>➤ Exhibit respect to leaders and supervisors.</li> </ul>
<p><b>Topic:</b> Work behaviour and ethics.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Follow instructions.</li> <li>○ Explain the importance of punctuality.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Explicit instruction:</b> <ul style="list-style-type: none"> <li>➤ Provide clear instruction to carry out specific tasks (<i>Use resource link: <a href="https://youtube/DhxfoRsZ9M4">https://youtube/DhxfoRsZ9M4</a></i> (video on following instructions).</li> </ul> </li> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain importance of punctuality.</li> </ul> </li> <li>○ <b>Activity based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children practice assigned tasks on time to understand punctuality.</li> </ul> </li> </ul>	
<p><b>Topic:</b> Work behaviour and ethics.</p> <p><b>Learning Objectives:</b> Exhibit respect to leaders and supervisors.</p> <ul style="list-style-type: none"> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Take children to different workplaces and let them interact.</li> </ul> </li> <li>○ <b>Role play:</b> <ul style="list-style-type: none"> <li>➤ Conduct a role play to practice respecting leaders and supervisors.</li> </ul> </li> <li>○ <b>Collaborative learning:</b> <ul style="list-style-type: none"> <li>➤ Seek parents support to initiate practicing the greeting and courtesies words at home.</li> </ul> </li> </ul>	

<b>Assessment:</b> <ul style="list-style-type: none"> <li>○ <b>Checklists/Rubrics:</b> <ul style="list-style-type: none"> <li>➤ Observe children in formal, informal and natural setting to see if children are following instructions and being punctual.</li> </ul> </li> </ul>	
<b>Competency 2: Express career aspirations.</b>	
<b>Core Concepts (Topic/chapter/themes)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Career</li> </ul>	<ul style="list-style-type: none"> <li>➤ Talk about the occupation that they are interested in.</li> </ul>
<p><b>Topic: Career.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Talk about the occupation that they are interested in.</li> </ul> <p><b>Pedagogy/ Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Discussion:</b> <ul style="list-style-type: none"> <li>➤ Discuss about their future aspirations.</li> </ul> </li> <li>○ <b>Inquiry learning:</b> <ul style="list-style-type: none"> <li>➤ Interview different professionals to learn about their occupations.</li> </ul> </li> </ul>	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Observation:</b> <ul style="list-style-type: none"> <li>➤ Observe interest and attitude of children in different career.</li> <li>➤ Use checklist to see if children are following safety measures while practicing vocational trades.</li> </ul> </li> </ul>	
<b>Competency 3: Apply vocational skills in the trades of their interest.</b>	
<b>Core Concepts (Topic/chapter/themes)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Pre-vocational skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practice safety measures.</li> <li>➤ Practice vocational skills related to interested trades.</li> </ul>

**Topic:** Pre-vocational skills.

**Learning Objectives:**

- Practice safety measures.
- Practice vocational skills related to interested trades.

**Pedagogy/ Learning Experiences:**

- **Demonstration:**
  - Demonstrate how to use tools safely for specific trades.
- **Activity based learning:**
  - Let children practice vocational trades with safety measures in place.
- **Place based learning:**
  - Visit vocational trade classrooms to orient children on various tools required for various trades.
  - Observe processes involved in vocational activities.
  - Interview vocational instructors to find out the safety measures in each vocation.
- **Project based learning:**
  - Design a project for students to exhibit their vocational skills related to their interest.
- **Blended learning:**
  - Let children watch videos on safety measures (*Use resource links:* <https://www.youtube.com/watch?v=4bkr5lpKGUM> (Workplace safety protocols) and <https://www.youtube.com/watch?v=1uXi2rT2Llg> (Workplace safety)).

**Assessment:**

- **Anecdotal records/Observation:**
  - Observe interest and attitude of children in different career.
  - Use checklist to see if children are following safety measures while practicing vocational trades.





Class VI	
<b>Competency 1:</b> Exhibits work related etiquettes.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Work behaviour and ethics	➤ Identify skills and qualities needed for different trades.
<p><b>Topic:</b> Work behaviour and ethics.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Identify skills and qualities needed for different trades.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Take children to various workplaces and let them discuss and present what they have observed.</li> </ul> </li> <li>○ <b>Activity based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children discuss their opinion about different vocations.</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Let children watch videos on different vocations (<i>Use resource link: <a href="https://youtube/zDT3FPUQGf0">https://youtube/zDT3FPUQGf0</a></i> (The Painting School of Bhutan).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal record/Rubrics/Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe children to find out if they are able to complete the assigned task on time.</li> <li>➤ Use rubrics/checklists to assess their expression of job preferences.</li> <li>➤ Check how children are able to present themselves in workplace.</li> </ul> </li> </ul>	
<b>Competency 2:</b> Adhere to punctuality for doing work.	
Core Concept (Topic/chapter/themes)	Learning Objectives
Work behaviour and ethics.	Complete simple activity on stipulated time.

**Topic:** Work behaviour and ethics.

**Learning Objectives:**

- Complete simple activity on stipulated time.

**Pedagogy/Learning Experiences:**

- **Cooperative learning:**
  - Allow children to carry out the activities within the time bound.
- **Explicit instruction:**
  - Provide directions to carry out the tasks.
- **Blended learning:**
  - Watch video clips on the importance of time/being punctual at work  
(Use resource link: <https://youtube/jS172zSDw4U> (Importance of punctuality)).

**Assessment:**

- **Anecdotal record/Rubrics/Checklist:**
  - Observe children to find out if they are able to complete the assigned task on time.
  - Use rubrics/checklists to assess their expression of job preferences.
  - Check how children are able to present themselves in workplace.

**Competency 3:** Apply vocational skills in related trades.

**Core concept**

(Topic/chapter/themes)

**Learning Objectives**

- Prevocational skills.

- Practice vocational skills related to their interested trades following safety measures.

**Topic:** Prevocational skills.

**Learning Objectives:**

- Practice vocational skills related to their interested trades following safety measures.

**Pedagogy/Learning Experiences:**

- **Place-based learning:**

- Take children out to practice the skills and let them share their experiences.
- Discuss the safety measures required while carrying out the activities.
- **Activity based learning:**
  - Let children carry out the different vocational activities.
  - Let them express their areas of interest in vocational trades.
- **Blended learning:**
  - Let children watch videos on different vocational activities (Use resource link: [https://youtube/k3CBe\\_cPXDE](https://youtube/k3CBe_cPXDE) (video on how to make wire bag), <https://youtube/Vg5K15VfOQA> (video on cake recipe) and [https://youtube/bs3LO\\_fQJV0](https://youtube/bs3LO_fQJV0) (video on Hand embroidery).

**Assessment:**

- **Anecdotal record/Rubrics/Checklist:**
  - Use checklist to see how children can effectively communicate with friends on their areas of interest on vocational trades.

**Competency 4: Develop simple career plan.**

<b>Core Concept (Topic/chapter/themes)</b>	<b>Learning Objectives</b>
➤ Career.	➤ Talk about their future career aspirations and plan.

**Topic: Career.**

**Learning Objectives:**

- Talk about their future career aspirations and plan.

**Pedagogy/Learning Experience:**

- **Activity-based learning:**
  - Let children share about their ambition to the class- Where do you see yourself in 10 years from now?
  - Help children develop simple individual career plan.
- **Blended learning:**
  - Watch video and let them share their aspirations/ambition (Use resource link: <https://www.youtube.com/watch?v=RUup841pZrs>)

(Children telling their ambition) and <https://www.youtube.com/watch?v=83ZITfQnws> (Self-evaluation to choose career).

**Assessment:**

- **Anecdotal record/Rubrics/Checklist:**
  - Keep record of the children's ambition and area of interest.
  - Use rubrics/checklist to keep track of children's progress in practicing vocational trades of their interest.