

**NEW NORMAL FUNCTIONAL CURRICULUM**  
**Instructional Guide for Special and**  
**Inclusive Education**  
**Health and Physical Education**  
**Class PP - VIII**



**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 PP	
Competency 1: Use basic movement skills in their daily life	
Core Concepts (Topic/Chapter/Theme)	Learning Objectives
Basic movement skills: <ul style="list-style-type: none"> <li>➤ Arm movement,</li> <li>➤ Catching skills,</li> <li>➤ Walking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Move arms back and forth with slight arm swing</li> <li>➤ Use basic catching skills</li> <li>➤ Walk with proper steps without tipping off, with or without support.</li> </ul>
<p><b>Topic: Arm movement.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Move arms back and forth with slight arm swing</li> </ul> <p><b>Pedagogy/Learning Experience:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate basic steps required for arm movement (<i>Use resource link: <a href="https://youtu.be/BJKDyxsIGco">https://youtu.be/BJKDyxsIGco</a></i>).</li> </ul> </li> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children do the activity together with the teacher</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Let children practice movements through audio-visual lessons.</li> <li>➤ Share clips with parents to help children practice movements at home.</li> </ul> </li> </ul> <p><b>Topic: Catching skills.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Use basic catching skills</li> </ul> <p><b>Pedagogy/Learning Experience:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate steps involved in catching/ holding/ gripping ball (<i>Use resource link: <a href="https://youtu.be/FYS9o-Mwl">https://youtu.be/FYS9o-Mwl</a></i>).</li> </ul> </li> </ul>	

- **Place-based learning:**
  - Make a child to continue practising hand coordination movement in collaboration with parents/ guardian/ peers and communities
  - Let children do the activity together with the teacher

**Topic:** Walking.

**Learning Objectives:**

- Walk with proper steps without tipping off, with or without support.

**Pedagogy/Learning Experience:**

- **Demonstration:**
  - Walking with proper steps without tipping off with support or without support (Use resource link: <https://www.aumsum.com>).
- **Place-based learning:**
  - Let children do the activity together with the teacher in their school campus or immediate environment

**Assessment:**

- **Observation/Checklists:**
  - Observe whether children can move arms back and forth with slight arm swing use basic catching skills and walk with proper steps.
  - Follow up with parents to find out if their children can walk without tipping off.
  - Use Google docs, Google sheets and any other suitable online apps or platforms for assessment.

**Competency 2:** Use basic concepts, and practices of good hygiene to promote active and healthy lifestyles

<b>Core Concepts (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
➤ Basic personal hygiene	➤ Explain ways to keep eyes, nose and mouth clean.

	➤ Exhibit habitual practices of washing hands.
<p><b>Topic:</b> Basic personal hygiene.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Explain ways to keep eyes, nose and mouth clean.</li> <li>○ Exhibit habitual practices of washing hands.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Explain basic hygiene practices to keep eyes, nose and mouth clean.</li> <li>➤ Demonstrate and relate how germs spread in the air by using powder (non-harmful)</li> <li>➤ Practice the steps of hand washing (<i>Use resource link: <a href="https://youtu.be/GYFWbwgf-2Q">https://youtu.be/GYFWbwgf-2Q</a></i>).</li> </ul> </li> <li>➤ <b>Place based learning:</b> <ul style="list-style-type: none"> <li>➤ Children learn and practice how to stay clean with support from teachers and families (<i>Use resource link: <a href="https://images.app.goo.gl/4fSTt8fR65ESNftS8">https://images.app.goo.gl/4fSTt8fR65ESNftS8</a></i>).</li> <li>➤ Inculcate hand washing habits in children using hand washing stations in school/home.</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>➤ Observe good hygienic practices to keep eyes, nose and mouth clean.</li> </ul> </li> <li>○ <b>Observation/Checklists:</b> <ul style="list-style-type: none"> <li>➤ Use checklists to observe if children can follow proper steps of hand washing.</li> <li>➤ Use Google docs, Google sheets and any other suitable online apps or platforms for assessment.</li> </ul> </li> </ul>	

<b>Competency 3:</b> Show respect for diversity, sense of belongingness and social dynamism in their daily life.	
<b>Core Concepts (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
➤ Respect for diversity	➤ Exhibit acceptance of participation from different social background
<p><b>Topic:</b> Respect for diversity.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Exhibit acceptance of participation from different social background</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate how to play game ‘hoola hoops’ in a group/pair using finger. (Use resource link: <a href="https://www.youtube.com/watch?v=o0tuB5_Rvjs&amp;feature=youtu.be">https://www.youtube.com/watch?v=o0tuB5_Rvjs&amp;feature=youtu.be</a>)</li> </ul> </li> <li>○ <b>Collaborative learning:</b> <ul style="list-style-type: none"> <li>➤ Let children play various games in teams (Use resource link: <a href="https://www.unicefkidpower.org/fun-team-building-activities-for-kids/">https://www.unicefkidpower.org/fun-team-building-activities-for-kids/</a>).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Observation/Checklists:</b> <ul style="list-style-type: none"> <li>➤ Observe children in formal, informal, natural setting.</li> <li>➤ Seek feedbacks from parents to check the progress of their children’s learning.</li> </ul> </li> </ul>	

Class I	
Competency 1: Use basic movement skills in their daily life	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> <li>➤ Hand and leg coordination</li> <li>➤ Throw and catch soft balls</li> <li>➤ Balance Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walk appropriately with proper arm swing.</li> <li>➤ Use eye-hand coordination to perform a simple throw and catch.</li> <li>➤ Balance a beanbag on specified body parts while maintaining balance.</li> </ul>
<p><b>Topic:</b> Hand and leg coordination.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Walk appropriately with proper arm swing.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate the movement of hands and legs. <i>(Use resource link: <a href="https://youtu.be/o4h9J6pXE8A">https://youtu.be/o4h9J6pXE8A</a>)</i></li> <li>➤ Show the steps how to walk along the rope.</li> </ul> </li> <li>○ <b>Place based learning:</b> <ul style="list-style-type: none"> <li>➤ Let parents guide and provide enough practice of movements at home</li> <li>➤ Children practise during free time (Recess) with the help of teachers and friends.</li> </ul> </li> </ul> <p><b>Topic:</b> Throw and Catch soft balls.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Use eye-hand coordination to perform a simple throw and catch.</li> </ul>	

**Pedagogy/Learning Experiences:**

○ **Demonstration:**

- Demonstrate the movement of hands, legs and eye coordination in throwing and catching activities (*Use resource link: <https://gmb.io/coordination/>*).

○ **Place based learning:**

- Let parents guide and provide enough practice of hand and eye coordination activities at home

**Topic: Balance Flexibility.**

**Learning Objectives:**

- Balance a beanbag on specified body parts while maintaining balance.

**Pedagogy/Learning Experiences:**

○ **Demonstration:**

- Demonstrate how to balance an object- Balancing books on their heads (*Use resource link: <https://youtu.be/kko33wBk8C8>*).

○ **Place based learning:**

- Let parents guide and provide enough practice of movements at home
- Children practise during free time (Recess) with the help of teachers and friends.

**Assessment:**

○ **Observation/Checklists:**

- Observe in formal, informal and natural setting.
- Seek parents' feedbacks on their children's performance at home.
- Use online tools for assessment, recording and reporting.

<b>Competency 2:</b> Use basic concepts, and practices of good hygiene to promote active and healthy lifestyles	
<b>Core Concepts (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
○ Healthy Food	➤ Tell the names of 1-2 healthy foods they eat
<p><b>Topic:</b> Healthy Food.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Tell the names of 1-2 healthy foods they eat</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 nearby shops and let them identify the healthy and unhealthy foods (junks and healthy food).</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Teacher can browse different sources on the internet on healthy and unhealthy foods to teach the children.</li> <li>➤ Discuss about healthy and unhealthy food (<i>Use resource link: <a href="https://www.youtube.com/watch?v=rmtvBfrQ_6E">https://www.youtube.com/watch?v=rmtvBfrQ_6E</a></i>).</li> <li>➤ Invite a guest speaker to give a short talk on healthy and unhealthy food habits.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Checklists:</b> <ul style="list-style-type: none"> <li>➤ Observe food preferences of children</li> <li>➤ Seek parents' feedback on children's food preferences at home</li> </ul> </li> </ul>	



<b>Competency 3:</b> Show respect for diversity, sense of belongingness and social dynamism in their daily life.	
<b>Core Concepts (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>○ Feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate at least one facial expression to express their feelings.</li> <li>➤ Identify at least two basic emotions.</li> </ul>
<p><b>Topic:</b> Feelings and Emotions.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate at least one facial expression to express their feelings.</li> <li>○ Identify at least two basic emotions</li> </ul> <p><b>Pedagogy/Strategies:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate facial expressions of feelings.</li> <li>➤ Show expression cards to express the feelings (Sad, Happy, Angry...) (Use resource link: <a href="https://www.youtube.com/watch?v=VkAnfsGLfr4&amp;feature=youtu.be">https://www.youtube.com/watch?v=VkAnfsGLfr4&amp;feature=youtu.be</a> )</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Provide a poster/ charts/ cards/ videos of the different types of emotions.</li> <li>➤ Let children identify expression shown by their friends. (Group/ peer activity)</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe the activity on the expression of emotions.</li> <li>➤ Let group/peer observe activity carried out by other group.</li> <li>➤ Seek parents support to assists children at home.</li> </ul> </li> </ul>	

Class II	
Competency 1: Use basic movement skills in their daily life.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Running and Body Balance	<ul style="list-style-type: none"> <li>➤ Run with appropriate arm swing through the stations.</li> <li>➤ Exhibit spatial awareness in performing the activity</li> <li>➤ Run with arms and legs coordination.</li> <li>➤ Balance while walking through the cones.</li> </ul>
<p><b>Topic:</b> Running and Body balance.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Run with appropriate arm swing through the stations.</li> <li>○ Exhibit spatial awareness in performing the activity.</li> <li>○ Run with arms and legs coordination.</li> <li>○ Balance while walking through the cones.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration/ Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate how to maintain stability while walking and running (Use resource link: <a href="https://www.youtube.com/watch?v=tXsEEgHi05A">https://www.youtube.com/watch?v=tXsEEgHi05A</a> )</li> </ul> </li> <li>○ <b>Place based learning:</b> <ul style="list-style-type: none"> <li>➤ Carry out physical activities for spatial awareness (walk with arm swing in a group/ throwing and catching the ball).</li> </ul> </li> <li>○ <b>Gaming method:</b> <ul style="list-style-type: none"> <li>➤ Conduct games such as chasing and tagging (tiger and deer).</li> <li>➤ Children practice during free time (Recess) with the help of teachers and friends.</li> </ul> </li> </ul>	

<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe in formal, informal and natural setting.</li> <li>➤ Observe the main movements, strength and weakness during the activity.</li> </ul> </li> </ul>	
<p><b>Competency 2:</b> Use basic concepts, and practices of good hygiene to promote active and healthy lifestyles.</p>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>○ Healthy and unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify at least three healthy and unhealthy foods</li> </ul>
<p><b>Topic:</b> Healthy and Unhealthy foods.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Identify at least three healthy and unhealthy foods.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Explain/ show video clips on hygiene practices (<i>Use resource link: <a href="https://www.youtube.com/watch?v=zh7CACofsio">https://www.youtube.com/watch?v=zh7CACofsio</a></i>).</li> <li>➤ Explain the importance of safe drinking water and healthy foods.</li> </ul> </li> <li>○ <b>Place based learning:</b> <ul style="list-style-type: none"> <li>➤ Take children to nearby shops and let them identify the healthy and unhealthy foods (junks and healthy food).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/ Checklists:</b> <ul style="list-style-type: none"> <li>➤ Observe food preferences of children.</li> <li>➤ Seeks parents’ feedback on children’s food preferences at home.</li> </ul> </li> </ul>	

<b>Competency 3:</b> Show respect for diversity, sense of belongingness and social dynamism in their daily life.	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>○ Team work and self confidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Cooperate with their peers during the activity.</li> <li>➤ Exhibit self confidence in performing the activity.</li> </ul>
<p><b>Topic:</b> Teamwork and Self confidence.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Cooperate with their peers during the activity.</li> <li>○ Exhibit self confidence in performing the activity.</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>➤ Provide different group/peer activities with positive reinforcement.</li> </ul> </li> <li>○ <b>Visualization:</b> <ul style="list-style-type: none"> <li>➤ Let children meditate to build self-confidence by bringing dull academic concepts to life with visual and practical learning experiences.</li> </ul> </li> <li>○ <b>Cooperative learning:</b> <ul style="list-style-type: none"> <li>➤ Let children tell their strengths and weaknesses through peer and group activities.</li> </ul> </li> <li>○ <b>Gaming method/ Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Explore and provide different fun games (<i>Use resource link: <a href="https://www.youtube.com/watch?v=jn9JL2L1Ung">https://www.youtube.com/watch?v=jn9JL2L1Ung</a></i>).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/ Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe the activity carried out in formal, informal and natural setting.</li> <li>➤ Group to group observation and feedback.</li> </ul> </li> </ul>	



Class III	
Competency 1: Use basic movement skills in their daily life	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Throwing	➤ Throw an object into another team's area.
<p><b>Topic:</b> Throwing.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Throw an object into another team's area.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate steps of throwing objects.</li> </ul> </li> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Let children watch video clips and practice (<i>Use resource link: <a href="https://www.youtube.com/watch?v=2QfQZOm7LNI">https://www.youtube.com/watch?v=2QfQZOm7LNI</a></i>).</li> <li>➤ Improvise the use of equipment such as plastic balls and beanbags.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/ Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe the activity carried out in formal, informal and natural setting.</li> <li>➤ Collect feedback from parents on the children's performance at home.</li> </ul> </li> </ul>	
Competency 2: Use dodging skills learnt in their daily living	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Dodging	➤ Dodge comfortably with flexibility.
<p><b>Topic:</b> Dodging.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Dodge comfortably with flexibility.</li> </ul>	

<p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Show dodging steps (Use resource link: <a href="https://youtu.be/8d-3pTZrmSw">https://youtu.be/8d-3pTZrmSw</a>).</li> <li>➤ Adapt movement patterns to improve body flexibility-both static and dynamic stretching (Use resource link: <a href="https://www.youtube.com/watch?v=wK99III1oFM">https://www.youtube.com/watch?v=wK99III1oFM</a>).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe the activity carried out in formal, informal and natural setting.</li> <li>➤ Collect feedback from parents on the children’s performance at home.</li> </ul> </li> </ul>	
<p><b>Competency 3:</b> Use basic concepts, and practices of good hygiene to promote active and healthy lifestyles.</p>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>○ Healthy foods</li> </ul>	<ul style="list-style-type: none"> <li>➤ Name three fruits that keep us healthy.</li> <li>➤ Tell any two benefits of taking fruits and vegetables.</li> </ul>
<p><b>Topic:</b> Healthy Foods.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Name three fruits that keep us healthy.</li> <li>○ Tell any two benefits of taking fruits and vegetables.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Inquiry Based Learning:</b> <ul style="list-style-type: none"> <li>➤ Let children name the fruits/vegetables that keep us healthy.</li> <li>➤ Ask few questions on benefits of taking fruits and vegetables.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ <b>Place Based Learning:</b> <ul style="list-style-type: none"> <li>➤ Take students to nearby shops to identify fruits and vegetables.</li> </ul> </li> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Make them draw the pictures and colour it.</li> <li>➤ Let children watch videos and songs related to fruits/vegetables (<i>Use resource link: <a href="https://www.youtube.com/watch?v=9VtxCxtsMAI">https://www.youtube.com/watch?v=9VtxCxtsMAI</a></i>).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/ Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe the activity carried out in formal, informal and natural setting.</li> <li>➤ Collect feedback from parent’s on children’s preferences of fruits and vegetable at home.</li> </ul> </li> </ul>	
<p><b>Competency 4:</b> Show respect for diversity, sense of belongingness and social dynamism in their daily life.</p>	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> <li>➤ Emotions and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express their emotions for effective communication.</li> <li>➤ Identify the emotions shown by their partner.</li> <li>➤ Tell five good things about self.</li> </ul>
<p><b>Topic:</b> Emotions and self-awareness.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Express their emotions for effective communication.</li> <li>○ Identify the emotions shown by their partner.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Show different facial expression cards/ posters (Sad, Happy, and Angry).</li> <li>➤ Make children identify different facial expression.</li> </ul> </li> </ul>	



- **Blended learning:**
  - Provide videos of the different types of emotions.
  - Let children identify emotions shown by others.
- **Gaming method:**
  - Let children play pair game on facial expressions (*Use resource link: <https://youtu.be/6Zd6IObXbW4>*).

**Topic:** Emotions and self-awareness.

**Learning Objectives:** Tell five good things about self.

**Pedagogy/Learning Experiences:**

- **Peer learning:**
  - Let children find out good things about themselves and share.

**Assessment:**

- **Observation/Checklist:**
  - Observe their facial expression.
  - Check behavioural changes of children in formal, informal and natural settings.

<b>Class IV</b>	
<b>Competency 1:</b> Perform specific physical fitness activities (sliding, jumping and hoping skills) applying simple concept skills.	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Fundamental movement skills (Sliding, jumping, arm swings, hoping skills, body balance, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate some sliding movements to perform the activity.</li> <li>➤ Jump over the obstacles using arm swing.</li> <li>➤ Name at least two body parts involved in jumping.</li> <li>➤ Hop over the marker by balancing their body on one foot.</li> <li>➤ Demonstrate proper skills of the body balance during the process of activity.</li> </ul>
<p><b>Topic:</b> Fundamental movement skills (Sliding, Jumping, Arm swing, Hopping skills, Body balance, etc.)</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate some sliding movements to perform the activity.</li> <li>○ Name at least two body parts involved in jumping.</li> <li>○ Demonstrates proper skills of the body balance during the process of activity.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration/ Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate how to slide, jump, hop and balance the body.</li> <li>➤ Let children name the body parts involved while jumping.</li> </ul> </li> </ul>	

- **Blended Learning:**
  - Let children watch audio-visual clips and practice the activities (*Use resource links: <https://www.youtube.com/watch?v=V1wYD7IE5Ao> <https://www.youtube.com/watch?v=tXsEEgHi05A>*).

**Topic:** Fundamental movement skills (Sliding, Jumping, Arm swing, Hopping skills, Body balance, etc.)

**Learning Objectives:**

- Jump over the obstacles using arm swing.
- Hop over the marker by balancing their body on one foot.

**Pedagogy/ Learning Experiences:**

- **Activity based learning:**
  - Let children play “Am I right?” (Hopscotch game).

**Assessment:**

- **Observation/check lists:**
  - Use checklists to assess the students’ performance by observing the activity related Sliding, Jumping, Arm swing, Hopping skills, Body balance, etc.
  - Collect feedback from parents on children’s performance at home through video-conferencing and other online platforms.

**Competency 2:** Perform team activities cooperatively respecting individual differences.

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Communication, emotions and Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read the facial expression of a person to understand the state of emotions (such as happy, excited, tender, scared, angry, and sad, in their own words).</li> </ul>

**Topic:** Communication, emotions and Teamwork.

**Learning Objectives:**

- Read the facial expression of a person to understand the state of emotions (such as happy, excited, tender, scared, angry, and sad, in their own words).

**Pedagogy/Learning Experiences:**

- **Blended learning:**
  - Let children watch the video (*Use resource link:*  
<https://www.youtube.com/watch?v=8yGhNwDMT-g>)
  - Let children watch video on maintaining team spirits during the activity (*Use resource link:*  
<https://www.youtube.com/watch?v=0iHXqmASIBI> )
- **Collaborative learning:**
  - Use flash cards to communicate (show and read) the facial expressions of friends in groups
  - Share views on the importance of team spirits.

**Assessment:**

- **Checklists:**
  - Use checklist to assess the students' collaborative skills exhibited through communication of emotions group activity carried out in formal, informal and natural setting.
  - Carry out peer assessment through video recording and social platforms.

<b>Competency 3:</b> Demonstrate habitual practices of health, hygiene and sanitation (eating healthy food and taking care of body) in physical activities.	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>○ Healthy and Unhealthy practices/habits</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tell at least five healthy and unhealthy practices/habits.</li> <li>➤ Tell ways to take care of the body.</li> </ul>
<p><b>Topic:</b> Healthy and Unhealthy practices/habits.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Tell at least five healthy and unhealthy practices/habits.</li> <li>○ Tell ways to take care of the body.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration/Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Explain the importance of safe drinking water, hand washing and maintaining cleanliness (<i>Use resource link:</i> <a href="https://youtu.be/60Big9Ut6Mc">https://youtu.be/60Big9Ut6Mc</a>).</li> </ul> </li> <li>○ <b>Self-directed learning:</b> <ul style="list-style-type: none"> <li>➤ Let children explore why some foods are good or bad for health</li> <li>➤ Describe a day's dietary habit.</li> <li>➤ Explain the importance of healthy living (<i>Use resource link:</i> <a href="https://www.youtube.com/watch?v=S-12Zj_JIRQ">https://www.youtube.com/watch?v=S-12Zj_JIRQ</a>).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Checklists:</b> <ul style="list-style-type: none"> <li>➤ Use checklist to find out if the children can spell out healthy habits/practices.</li> <li>➤ Collect feedback from parents about children's food habits/practices and hygiene practices.</li> </ul> </li> </ul>	

<b>Class V</b>	
<b>Competency 1:</b> Perform specific physical fitness activities applying simple concept skills.	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Balance and Flexibility,</li> <li>➤ Throwing and catching,</li> <li>➤ Walk, hop, jump and dodge.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Demonstrate skills of flexibility in body balancing.</li> <li>➤ Explain proper technique of throwing and catching the ball.</li> <li>➤ Tell four advantages of throwing and catching the ball properly.</li> <li>➤ Perform walk, hop, jump, dodge, and other movements appropriately.</li> </ul>
<p><b>Topic:</b> Balance and Flexibility.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate skills of flexibility in body balancing.</li> </ul> <p><b>Pedagogy/learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration/ Place-based:</b> <ul style="list-style-type: none"> <li>➤ Teacher demonstrate the steps of different movements (<i>Use resource links: <a href="https://www.youtube.com/watch?v=uE0cYB-9UYw">https://www.youtube.com/watch?v=uE0cYB-9UYw</a> <a href="https://www.youtube.com/watch?v=77fyMsRWrYs">https://www.youtube.com/watch?v=77fyMsRWrYs</a></i>)</li> </ul> </li> <li>○ <b>Activity based Learning:</b> <ul style="list-style-type: none"> <li>➤ Organise activity to practice skills required for body balancing.</li> </ul> </li> </ul> <p><b>Topic:</b> Throwing and catching.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Exhibit proper technique of throwing and catching the ball.</li> <li>○ Tell four advantages of throwing and catching the ball properly.</li> </ul> <p><b>Pedagogy/learning Experiences:</b></p>	

- **Demonstration/ Place-based:**
  - Demonstrate the techniques of throwing and catching.
  - Take children out and let them practice the techniques.
  - Explain the importance of throwing and catching balls in correct ways.

**Topic:** Walk, hop, jump and dodge.

**Learning Objectives:**

- Perform walk, hop, jump, dodge and other movements appropriately.

**Pedagogy/learning Experiences:**

- **Demonstration:**
  - Demonstrate how to walk, hop, jump and dodge.
- **Place-based Learning:**
  - Take children to the immediate environment and let them practice.
  - Seek parents support to assists children at home to practise the skills.

**Assessment:**

- **Observation/Checklists:**
  - Use checklists to assess the students’ performance by observing children walk, hop, jump and dodge in formal, informal and natural setting.
  - Follow up with parents to assess children’s learning and request parents to share video clips.

**Competency 2:** Perform team activities cooperatively respecting individual differences.

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Team spirit and Cooperation,</li> <li>➤ Roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exhibit co-operation and team spirit in completing a task.</li> <li>➤ Explain the importance of roles each member plays in a group activity.</li> </ul>

**Topic: Team spirit and Cooperation.**

**Learning Objectives:**

- Exhibit co-operation and team spirit in completing the Task.

**Pedagogy/learning Experiences:**

- **Direct teaching:**
  - Explain and demonstrate appropriate behaviours when participating in any physical group activities.
- **Gaming method:**
  - Make children play different fun activities (*Use resource link: <https://www.youtube.com/watch?v=jn9JL2L1Ung>*).

**Topic: Roles and responsibilities.**

**Learning Objectives:** Explain the importance of roles each member plays in a group activity.

**Pedagogy/ Learning Experiences:**

- **Gaming method:**
  - Make children play different fun game activities (*Use resource link: <https://www.youtube.com/watch?v=jn9JL2L1Ung>* ).
  - Express the importance of the roles of individuals in an activity.

**Assessment:**

- **Observation/Checklists:**
  - Use checklists to assess the students' ownership sense in group activity, collaborative skills for respecting diversity through observations in formal, informal and natural setting.



Competency 3: Demonstrate habitual practices of health, hygiene and sanitation in physical activities.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> <li>➤ Importance of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the effects of physical exercises on the pulse rate and breathing.</li> <li>➤ Appreciate the importance of healthy practices for healthy living.</li> </ul>
<p><b>Topic:</b> Importance of physical activity.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Explain the effects of physical exercises on the pulse rate and breathing.</li> <li>○ Appreciate the importance of healthy practices for healthy living.</li> </ul> <p><b>Pedagogy/ Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Perform different exercises to relate their pulse rate and breathing rate to physical activities (eg. Jogging, running, jumping, etc.)</li> </ul> </li> <li>○ <b>Activity based learning:</b> <ul style="list-style-type: none"> <li>➤ Watch and practice through the video (<i>Use resource link:</i> <a href="https://www.youtube.com/watch?v=H8C1JmUILhk">https://www.youtube.com/watch?v=H8C1JmUILhk</a>)</li> <li>➤ Discuss positive effects of physical activities and sanitation on the physical and mental wellbeing.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/ Checklists:</b> <ul style="list-style-type: none"> <li>➤ Use checklist to find out if the children can explain the relation between pulse rate and physical activities and importance of physical activities</li> </ul> </li> <li>○ <b>Anecdotal records:</b> <ul style="list-style-type: none"> <li>➤ Observe the behavioural changes in children in relation to physical activities.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>➤ Collect feedback from parents about children’s food habits/practices and hygiene practices.</li> </ul>	
<p><b>Competency 4:</b> Practice healthy food habits with understanding on its effects and implications on health.</p>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Food groups and Three meals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify at least three different food groups.</li> <li>➤ Name food items suitable for the three meals of the day.</li> </ul>
<p><b>Topic:</b> Food groups and Three Meals.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Identify at least three different food groups.</li> <li>➤ Name food items suitable for the three meals of the day.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Differentiated instructions:</b> <ul style="list-style-type: none"> <li>➤ Explain balanced diet chart.</li> <li>➤ Explain ways to improve dietary habits.</li> </ul> </li> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Maintain daily log of food consumed.</li> <li>➤ Sorting activity using varieties of foods.</li> <li>➤ Through video lesson (Use resource link: <a href="https://www.youtube.com/watch?v=Z51bWG17m-Q">https://www.youtube.com/watch?v=Z51bWG17m-Q</a> )</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Observation/Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe and track the food habits of children.</li> <li>➤ Seek feedback from parents to find out the food habits of their children.</li> </ul> </li> </ul>	



Class VI	
Competency 1: Perform specific physical fitness activities applying simple skills	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> <li>➤ Object Handling and controlling,</li> <li>➤ Static stretching,</li> <li>➤ Aerobics,</li> <li>➤ Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the importance of using controlling skills in handling object effectively.</li> <li>➤ Practice stretching in carrying out daily physical activities.</li> <li>➤ Synchronize body movements with the rhythm of the music.</li> <li>➤ Maintain body space for safety of oneself or others.</li> </ul>
<p><b>Topic: Object Handling and controlling.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Explain the importance of using controlling skills in handling object effectively.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Combine different motor skills for specific activities such as object handling and controlling (<i>Use resource link: <a href="https://www.youtube.com/watch?v=qCQ7BcTG4yQ">https://www.youtube.com/watch?v=qCQ7BcTG4yQ</a></i> ).</li> </ul> </li> </ul> <p><b>Topic: Static stretching.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Practice stretching in carrying out daily physical activities.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Demonstrate how to do stretching as a part of daily physical activities and before and after a game.</li> </ul> </li> </ul>	

- **Blended learning:**
  - Explore several strategies that affect various movement performances  
(Use resource link: <https://www.youtube.com/watch?v=zTBBVJksal>).
  - **Activity-based Learning:**
    - Let children carry out static stretching in pairs or groups

**Topic:** Aerobics.

**Learning Objectives:**

- Synchronize body movements with the rhythm of the music.

**Pedagogy/Learning Experiences:**

- **Demonstration/ Blended learning:**
  - Perform simple patterns of movements in creative dance and rhythmic activities (Use resource link: <https://www.youtube.com/watch?v=pURUmY8O8Kl>).
  - Execute different tactics when participating in physical activities.

**Topic:** Spatial awareness.

**Learning Objectives:**

- Maintain body space for safety of oneself or others.

**Pedagogy/Learning Experiences:**

- **Demonstration:**
  - Demonstrate how to maintain space between the participants during physical activities to ensure safety.
- **Flipped classroom model:**
  - Allow students to work at their own pace by watching teachers' instructional videos.
- **Place-based Learning:**
  - Let children practice spatial awareness activities during recess or at home or school campus

**Assessment:**

- **Checklists.**
  - Use checklist to assess the specific physical fitness activities of children by observing in formal, informal and natural setting.
- **Video-based/Conferencing:**
  - Seek parents support to assists children at home to practise different skills.

**Competency 2:**Exhibit respect for diversity, sense of belongingness and social dynamism in their daily life

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Decision Making,</li> <li>➤ Feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use decision making skills to make proper decision.</li> <li>➤ Explain the importance of sharing thoughts or feelings.</li> </ul>

**Topic:** Decision Making.**Learning Objectives:**

- Use decision making skills to make proper decision.

**Pedagogy/learning Experiences:**

- **Collaborative Learning/Discussion:**
  - Provide team activity to enhance decision making skills (*Use resource link: <https://www.youtube.com/watch?v=lc4n9qK6ZQ>*).
  - Discuss the values of proper thoughts and decision making in teams.

**Topic:** Feelings and Emotions.**Learning Objectives:**

- Explain the importance of sharing thoughts or feelings.

**Pedagogy/learning Experiences:**

- **Self-directed learning:**

- Let children share thoughts/ feelings related to their real life situations or related to a classroom activity.

**Assessment:**

- **Anecdotal records/Observation/ Checklist:**
  - Use checklist to assess the students’ decision making and ability to share by observing the activity carried out in formal, informal and natural setting.
  - Seek parents support to assists children’s learning at home and share their observation with the teachers.

**Competency 3:** Practice eating healthy foods in their daily living for healthy living.

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Food groups and food pyramid</li> </ul>	<ul style="list-style-type: none"> <li>➤ Categorize the food items into different food groups.</li> <li>➤ Name the different components of the food pyramid.</li> </ul>

**Topic:** Food groups and food pyramid.

**Learning Objectives:**

- Categorize the food items into different food groups.
- Name the different components of the food pyramid.

**Pedagogy/learning Experiences:**

- **Direct teaching:**
  - Explain balanced diet chart/food pyramid.
  - Let children tell two ways to improve dietary habits.
  - Explain relationship between the types of food intake and physical activities.
- **Project based learning:**
  - Maintain daily log of food consumed.

<ul style="list-style-type: none"> <li>○ <b>Activity based learning:</b> <ul style="list-style-type: none"> <li>➤ Carry out sorting activity using varieties of foods.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Observation/ Checklists:</b> <ul style="list-style-type: none"> <li>➤ Use checklist to assess the students' eating habits/food preferences by observing the activity carried out in formal, informal and natural setting.</li> </ul> </li> </ul>	
<p><b>Competency 4:</b> State simple concepts of growth and development of the body, and the reproductive health.</p>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Puberty</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the physical changes in puberty.</li> </ul>
<p><b>Topic:</b> Puberty.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Identify the physical changes in puberty.</li> </ul> <p><b>Pedagogy/learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Use video/ audio clips (<i>Use resource link:</i> <a href="https://www.youtube.com/watch?v=TIfsGKDoVIQ&amp;t=160s">https://www.youtube.com/watch?v=TIfsGKDoVIQ&amp;t=160s</a>).</li> </ul> </li> <li>○ <b>Self-directed learning:</b> <ul style="list-style-type: none"> <li>➤ Let children identify physical changes during the growing process.</li> </ul> </li> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain ways to cope with psychological changes.</li> <li>➤ Explain puberty related to human growth.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Observation:</b> <ul style="list-style-type: none"> <li>➤ Observe students 'behaviour in formal, informal and natural setting.</li> <li>➤ Seek parents support to assists children's learning at home.</li> </ul> </li> </ul>	





Class VII	
Competency 1: Perform fitness activities for healthy and active living.	
Core Concept (Topic/Chapter/Theme)	Learning objectives
<ul style="list-style-type: none"> <li>➤ Galloping Skills</li> <li>➤ Hoping skills</li> <li>➤ Skipping skills</li> <li>➤ Body parts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Combine hopping and skipping motor skills in galloping.</li> <li>➤ Identify the body parts involved in galloping, hopping and skipping</li> </ul>
<p><b>Topic: Hoping, skipping and galloping skills.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Combine hopping and skipping motor skills in galloping.</li> </ul> <p><b>Pedagogy/ Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Collaborative Learning:</b> <ul style="list-style-type: none"> <li>➤ Discuss the importance of different motor skills for specific activities- hopping, skipping and galloping.</li> <li>➤ Discuss the importance of healthy living.</li> </ul> </li> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Perform simple skills of movement for fitness activities (<i>Use resource link: <a href="https://www.youtube.com/watch?v=7xPSzEOEQFc">https://www.youtube.com/watch?v=7xPSzEOEQFc</a></i>).</li> <li>➤ Allow students to work at their own pace by watching teacher’s instructional videos to develop different skills (<i>Use resource link: <a href="https://www.youtube.com/watch?v=uZajX-K_cmU">https://www.youtube.com/watch?v=uZajX-K_cmU</a></i>).</li> </ul> </li> </ul> <p><b>Topic: Body parts.</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Identify the body parts involved in galloping, hopping and skipping</li> </ul> <p><b>Pedagogy/ Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Enquiry Based Learning:</b> <ul style="list-style-type: none"> <li>➤ Let children identify and talk on the body parts involved in galloping, hopping and skipping.</li> </ul> </li> </ul>	

**Assessment:**

○ **Observation/Checklists:**

- Use checklists to assess whether children can perform fitness activities such as galloping, skipping and hopping by involving body parts.
- Collect feedback from parents on children’s performance at home through online platforms.
- Ask questions based on fitness skills.

**Competency 2:** Use the knowledge of interpersonal, communication, and social skills to sustain personal conduct and friendly relationships

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning objectives</b>
<ul style="list-style-type: none"><li>➤ Offensive /Defensive</li><li>➤ Passing skills</li><li>➤ Responsibility</li><li>➤ Communication and positive attitude</li></ul>	<ul style="list-style-type: none"><li>➤ Perform defensive and offensive activities for fun.</li><li>➤ Pass the ball using a sense of spatial awareness</li><li>➤ Exhibit the sense of individual responsibility while participating in a team activity.</li><li>➤ Develop confidence in sharing thoughts with the team.</li></ul>

**Topic:** Offensive /Defensive.

**Learning Objectives:**

- Perform defensive and offensive activities for fun.

**Pedagogy/ Learning Experience:**

○ **Activity based learning/Gaming Method:**

- Let children take turns to offend and defend while playing football/basketball.

- Modify the games as per the children's learning ability.

**Topic:** Passing skills.

**Learning Objectives:**

- Pass the ball using a sense of spatial awareness.

**Pedagogy/ Learning Experiences:**

- **Activity-based learning:**
  - Conduct an activity-passing bean bag/soft balls to create spatial awareness.
  - Let children share their experiences based on the activity.

**Topic:** Responsibility, Communication and Positive attitude.

**Learning Objectives:**

- Exhibit the sense of individual responsibility while participating in a team activity.
- Develop confidence in sharing thoughts with the team.

**Pedagogy/ Learning Experience:**

- **Blended learning:**
  - Watch and learn the value of individual responsibility in a team game/activity (*Use resource link:* <https://www.youtube.com/watch?v=lMo7l-mTabg>).
  - Conduct team activity to enhance communication skills (*Use resource link:* <https://www.youtube.com/watch?v=8yGhNwDMT-g>).

**Assessment:**

- **Anecdotal records/Observation/Checklist:**
  - Use checklist to assess the student's progress by observing the activity carried out in formal, informal and natural setting.
- **Video-based/Conferencing:**
  - Collect feedback from parents on children's progress at home.

<b>Competency 3: Identify basic first aids and components.</b>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning objectives</b>
➤ Basic First Aid	<ul style="list-style-type: none"> <li>➤ Name at least five components of a First Aid box.</li> <li>➤ Make a basic First Aid box.</li> <li>➤ Handle First Aid components safely.</li> </ul>
<p><b>Topic:</b> Basic First Aid.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Name at least five components of a First Aid box.</li> <li>○ Make a basic First Aid box.</li> <li>○ Handle First Aid components safely.</li> </ul> <p><b>Pedagogy/Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Name and explain the significant of first Aid components (<i>Use resource link: <a href="https://www.youtube.com/watch?v=8assGpZvwG4">https://www.youtube.com/watch?v=8assGpZvwG4</a></i>).</li> </ul> </li> <li>○ <b>Place-based learning:</b> <ul style="list-style-type: none"> <li>➤ Children visit and explore local health care centre (BHU).</li> </ul> </li> <li>○ <b>Project-based learning:</b> <ul style="list-style-type: none"> <li>➤ Make first aid box.</li> </ul> </li> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain the safe use of first aid in common sports injuries.</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Checklist:</b> <ul style="list-style-type: none"> <li>➤ Observe children making first aid box.</li> <li>➤ Seek feedback from parents to check if children are able to share the ideas of first aid box.</li> </ul> </li> </ul>	

<b>Competency 4:</b> Perform habitual practices of health, hygiene and sanitation for healthy living.	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning objectives</b>
➤ Healthy practices	➤ Demonstrate healthy practices that can be applied in daily activities.
<p><b>Topic:</b> Healthy practices.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate healthy practices that can be applied in Daily activities.</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 importance of time-based activity for a healthy living.</li> <li>➤ Make children compare and contrast lifestyle choices and healthy habits.</li> </ul> </li> <li>○ <b>Activity-based learning:</b> <ul style="list-style-type: none"> <li>➤ Allow/let children identify adults who can help them practice healthy living in the school and at home.</li> <li>➤ Create/develop cleaning routine for children to practice healthy living.</li> <li>➤ Let children identify and compare how health practices/habits of family and friends affects their own lifestyle (Suppose, impact of good habits on life and vice versa).</li> </ul> </li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Checklists:</b> <ul style="list-style-type: none"> <li>➤ Observe students' health practices/habits in formal, informal and natural settings.</li> </ul> </li> <li>○ <b>Video-based/Conferencing:</b> <ul style="list-style-type: none"> <li>➤ Collect feedback from parents on children's health habits/practices at home.</li> </ul> </li> </ul>	

Competency 5: Practice healthy eating habits preparing a daily meal plans.	
Core Concept (Topic/Chapter/Theme)	Learning objectives
➤ Healthy meal	➤ Prepare a personal healthy meal plan.
<p><b>Topic:</b> Healthy meals.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Prepare a personal healthy meal plan</li> </ul> <p><b>Pedagogy/learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Create and explain how to prepare a personal diet/meal plan.</li> <li>➤ Discuss balanced diet chart using the resource link (<i>Use resource link: <a href="https://www.youtube.com/watch?v=RcTSD3-M7sc">https://www.youtube.com/watch?v=RcTSD3-M7sc</a></i>).</li> </ul> </li> <li>○ <b>Activity based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children make a personal dietary plan and practice it.</li> </ul> </li> <li>○ <b>Direct teaching/Cooperative learning:</b> <ul style="list-style-type: none"> <li>➤ Discuss the relationship between the type of food intake and physical activities.</li> <li>➤ Let children practice timely eating habits in the school and at home.</li> </ul> </li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Anecdotal records/Checklists:</b> <ul style="list-style-type: none"> <li>➤ Use checklist to assess the student’s dietary habits.</li> <li>➤ Collect feedback from parents on children’s dietary habits at home.</li> </ul> </li> </ul>	

Class VIII	
Competency 1: Participate in physical fitness activities with adequate understanding of importance for active and healthy lifestyle	
Core Concept (Topic/Chapter/Theme)	Learning objectives
<ul style="list-style-type: none"> <li>➤ Fundamental Movement Skills (FMS)</li> <li>➤ Physical fitness</li> <li>➤ Communication skills</li> <li>➤ Views and opinions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform physical activities applying basic techniques of fundamental movement skills.</li> <li>➤ Perform physical fitness activities to promote general fitness and health</li> <li>➤ Apply communication skills for building social and professional coherence in the community</li> <li>➤ Share individual views and opinions using skills of listening and expressing ideas.</li> </ul>
<p><b>Topic:</b> Fundamental Movement Skills (FMS).</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Perform physical activities applying basic techniques of fundamental movement skills.</li> </ul> <p><b>Pedagogy/ Learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Let children watch the video clip on FMS and practice (<i>Use resource link: https</i>).</li> <li>➤ Discuss on how to improve controlling skills relevant to physical activities.</li> </ul> </li> </ul>	



**Topic: Physical Fitness.**

**Learning Objectives:**

- Perform physical fitness activities to promote general fitness and health.

**Pedagogy/ Learning Experiences:**

○ **Direct teaching:**

- Explain the concept of wellness and the benefits of regular exercise to improve health.

**Activity based/cooperative learning:**

- Let children perform various physical activities

**Topic: Communication skills and views and opinions.**

**Learning Objectives:**

- Apply communication skills for building social and professional coherence in the community.
- Share individual views and opinions using skills of listening and expressing ideas.

**Pedagogy/ Learning Experiences:**

○ **Problem-based learning:**

- Create problem solving and decision-making activity (such as jigsaw puzzle) and let them fix/solve.
- Let children explore solutions to problems faced in group activities.

○ **Activity-based learning:**

- Conduct activity to exhibit ability to cooperate and collaborate in a group activity (share ideas, listen to others, try completing task using different solution with discussion and problem solving).

<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation/Checklist</b> <ul style="list-style-type: none"> <li>➤ Observe if children exhibits aptitude for physical fitness activities to show their understanding of its importance in active and healthy living in formal, informal and natural setting.</li> <li>➤ Collect feedback from parents on children’s performance at home.</li> <li>➤ Ask questions based on fitness skills.</li> </ul> </li> </ul>	
<p><b>Competency 2:</b> Demonstrate how to prevent from injuries and provide immediate first-aid.</p>	
<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning objectives</b>
<ul style="list-style-type: none"> <li>○ First aid</li> <li>○ Body position</li> <li>○ Efforts</li> <li>○ Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain the first aid treatment for minor injuries.</li> <li>➤ Explain the importance of body, effort and spatial awareness in performing physical activities safely</li> </ul>
<p><b>Topic:</b> First aid.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Explain the first aid treatment for minor injuries.</li> </ul> <p><b>Pedagogy/ Learning Experience:</b></p> <ul style="list-style-type: none"> <li>○ <b>Demonstration:</b> <ul style="list-style-type: none"> <li>➤ Explain and demonstrate the use of first aid components during common sports injuries.</li> </ul> </li> <li>○ <b>Blended learning:</b> <ul style="list-style-type: none"> <li>➤ Watch video and mock play on the use of first aids and components (Use resource link: <a href="https://www.youtube.com/watch?v=8assGpZvwG4">https://www.youtube.com/watch?v=8assGpZvwG4</a>).</li> </ul> </li> </ul>	

**Topic:** Body position, Efforts and Spatial awareness.

**Learning Objectives:**

- Explain the importance of body, effort and spatial awareness in performing physical activities safely.

**Pedagogy/ Learning Experience:**

- **Demonstration:**
  - Demonstrate the right use of body energy and spatial awareness safely.
  - Demonstrate the correct postures in performing physical activities.
- **Activity based learning:**
  - Let children make connection/ relationship between spatial awareness and effort-start and stop, movement awareness.

**Assessment:**

- **Observation/Checklists:**
  - Observe how students careful are and cautious about their safety while carrying out any physical activity in formal, informal and natural setting.
- **Video-based/Conferencing:**
  - Collect feedback from parents on children’s consciousness on their safety while playing at home.

**Competency 3:** Perform habitual practices of health, hygiene and sanitation for healthy living.

<b>Core Concept (Topic/Chapter/Theme)</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li>➤ Personal Journals.</li> <li>➤ Concept of Balance diet.</li> <li>➤ Food safety at home and school.</li> <li>➤ Social and Emotional effects of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintain personal diary (individuals feelings and emotional state)</li> <li>➤ Manage to consume balanced diet at home.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Practice food safety at home and school.</li> <li>➤ Identify physical activities that promote and maintain social and emotional wellbeing.</li> </ul>
<p><b>Topic:</b> Personal journals.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Maintain personal diary (individual feelings and emotional state).</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 importance of maintaining daily logbook/journals or personal dairy.</li> </ul> </li> <li>○ <b>Project-based learning:</b> <ul style="list-style-type: none"> <li>➤ Let students maintain their own diary or daily logbook/journals.</li> </ul> </li> </ul> <p><b>Topic:</b> Concept of Balance diet, Food safety at home and school.</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>○ Manage to consume balanced diet at home.</li> <li>○ Practice food safety at home and school.</li> </ul> <p><b>Pedagogy/learning Experiences:</b></p> <ul style="list-style-type: none"> <li>○ <b>Blended Learning:</b> <ul style="list-style-type: none"> <li>➤ Show clips on balance diet that can lead to good physical and mental health (<i>Use resource link:</i> <a href="https://www.youtube.com/watch?v=bREPaPWc2zI">https://www.youtube.com/watch?v=bREPaPWc2zI</a>).</li> <li>➤ Lifestyle choices and healthy habits (<i>Use resource link:</i> <a href="https://www.youtube.com/watch?v=oKHs-6oR6s">https://www.youtube.com/watch?v=oKHs-6oR6s</a>).</li> </ul> </li> <li>○ <b>Direct teaching:</b> <ul style="list-style-type: none"> <li>➤ Explain the importance of food intake and personal health.</li> </ul> </li> <li>○ <b>Project-based learning:</b> <ul style="list-style-type: none"> <li>➤ Let children maintain the daily log of food consumption and make a write-up of how they feel over a week or two.</li> </ul> </li> </ul>	

**Topic:** Social and Emotional effects of physical activities.

**Learning Objectives:**

- Identify physical activities that promote and maintain social and emotional wellbeing.

**Pedagogy/learning Experiences:**

- **Direct teaching:**
  - Explain the importance of physical activities to keep oneself socially and emotionally healthy and stable.
  
  - Explain the disadvantages of arrogant gaming culture and vice versa.

**Assessment:**

- **Observation/ Checklists:**
  - Use checklist to assess the student's health, hygiene and sanitation practices in formal, informal and natural setting.
  - Collect feedback from parents on children's habits/practices at home.
  - Ask questions based on diet/activity plan.