

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
Activities for Daily Living Skills
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 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

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

Tashi Delek



Kinga Dakpa
Director General

Table of Content

1. Acknowledgements.....	iii
2. Foreword.....	iv
3. Table of Content	v
4. Introduction	vi
5. Curriculum Content.....	viii
6. Class PP	1
7. Class I.....	3
8. Class II	7
9. Class III	11
10. Class IV	15
11. Class V	21
12. Class VI	27
13. Class VII	31
14. Class VIII	37

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: Apply personal hygienic skills in daily life.	
Core Concepts (Topic/Chapter/Theme)	Learning Objectives
➤ Health and hygiene	<ul style="list-style-type: none"> ➤ Apply personal hygienic skills ➤ Practise dressing and grooming skills
<p>Topic: Health and hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Apply personal hygienic skills. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate children how to wash hands, brush teeth, use soap, toilet, etc. ○ Blended learning: <ul style="list-style-type: none"> ➤ Use theme-based Audio-visual materials (songs, music, pictures, videos, and others) (<i>Use resource links:</i> https://youtu.be/dDHJW4r3eE (Video song on 'Washing hands') and https://youtu.be/088hBFNwn28 (video on the title 'Hygiene Education song') ➤ Help parents through online forum to teach basics of hygiene. <p>Topic: Health and hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Practise dressing and grooming skills. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate steps for dressing ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents support to carry out the activities at home. ○ Blended learning: <ul style="list-style-type: none"> ➤ Use theme-based Audio-visual materials (songs, music, pictures, videos, and others). 	

(Use resource links: <https://youtu.be/OAVh6StYLq8>

(video on the title 'Let's get dressed')

- <https://youtu.be/1GDFa-nEzlg> (video on the title 'This is the way we get dressed').

Assessment:

- **Anecdotal record:**
 - Observe children practicing hygiene and dressing skills.
 - Parents observe their children practicing hygiene skills, take short video clips and share with their respective teachers.
- Follow up with the parents to trace children's progress (Video Conference, Worksheet submission, telephone calls, etc.).

Competency 2: Exhibit appropriate eating manners in daily life

Core Concepts

(Topic/chapter/themes)

- Eating Etiquette

Learning Objectives

- Hold plate and spoon properly
- Use hand/spoon properly

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Orient eating etiquette.
 - Use theme-based Audio-visual materials (songs, music, pictures, videos, and others).
- Follow up with the parents to trace children's progress (Video Conference, Worksheet submission, telephone calls, etc.).

Assessment:

- **Checklists:**
 - Study whether children follow proper ways of eating.
- Follow up with the parents to trace children's progress (Video Conference, Worksheet submission, telephone calls, etc.).

Class I	
Competency 1: Apply personal hygiene skills in daily life.	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Health and Hygiene	<ul style="list-style-type: none"> ➤ Follow steps of hand washing, bathing and cutting nails. ➤ Use toilet properly ➤ Practice dressing and grooming skills
<p>Topic: Health and Hygiene</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow steps of hand washing, bathing and cutting nails. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show children how to wash hands, brush teeth, use soap, toilet, etc. ○ Place-based learning: ○ Take children out to the taps to carry out the washing activities. ○ Blended learning: <ul style="list-style-type: none"> ➤ Use theme-based Audio-visual materials (songs, music, pictures, videos, and others) (<i>Use resource links:</i> https://youtu.be/088hBFNwn28?list=RD088hBFNwn28 (video on the title ‘Hygiene Education song’), https://youtu.be/HVYXHMY7wvo (video on the title ‘Bath song’) and https://youtu.be/XyxVU8kDnSU (Video on the title ‘This is the way’). ➤ Help parent through online forum to teach basics of hygiene. <p>Topic: Health and Hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use toilet properly. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children for toilet and help them to use it. 	

- **Blended learning:**
 - Use theme-based Audio-visual materials (songs, music, pictures, videos, and others) (Use resource link: <https://youtu.be/RQFMvof650> (Video on title ‘Sitting on the potty’).
- Topic: Health and Hygiene**
- Learning Objectives:**
- Practice dressing and grooming skills
- Pedagogy/Learning Experiences:**
- **Demonstration:**
 - Demonstrate steps for dressing.
 - **Blended learning:**
 - Use theme-based Audio-visual materials (songs, music, pictures, videos, and others). (Use resource links: <https://youtu.be/jdqZFLKRZ0A> (video on the title ‘Let’s get dressed’) and <https://youtu.be/MLPVelhFZJM> (video on the title ‘This is the way we get dressed’).
 - Help parent through online forum to teach basics of hygiene.

- Assessment:**
- **Anecdotal record:**
 - Observe children practicing hygiene and dressing skills.
 - Parents observe their children practicing hygiene skills, take short video clips and share with their respective teachers.
 - Follow up with the parents to trace children’s progress (Video Conference, Worksheet submission, telephone calls, etc.).

Competency 2: Exhibit appropriate eating manners in daily life	
Core Concepts (Topic/chapter/themes)	Learning Objectives
➤ Eating Etiquette	<ul style="list-style-type: none"> ➤ Hold plate and spoon properly ➤ Use hand/spoon properly

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Orient eating etiquette
 - Use theme-based Audio-visual materials (songs, music, pictures, videos, and others).
- Follow up with the parents to trace children's progress (Video Conference, Worksheet submission, telephone calls, etc.).

Assessment:

- **Checklists:**
 - Study whether children follow proper ways of eating.
- Follow up with the parents to trace children's progress (Video Conference, Worksheet submission, telephone calls, etc.).

Class II	
Competency 1: Apply grooming methods to promote personal hygiene in daily life.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Grooming	<ul style="list-style-type: none"> ➤ Maintain personal cleanliness (face washing, brushing and bathing). ➤ Use toilet properly.
<p>Topic: Grooming.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain personal cleanliness (face washing, brushing and bathing). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to wash hands and face using soap, brushing teeth and bathing. ➤ Show children how to apply cream if available. ○ Experiential learning: <ul style="list-style-type: none"> ➤ Let children do the activities on their own with the teacher's guidance in school as well as at home with parent's support. ○ Blended learning: <ul style="list-style-type: none"> ➤ Talk to children and parents to provide guidance on how to help the child with the required skills. ➤ Show basic steps of washing, let children carry out the activities and share in online learning platform (Use resource links: https://youtu.be/fSdEIVoElu4 (video song on getting dressed) and https://youtu.be/EjXi7oa9Ujk (video song on grooming)). <p>Topic: Health and Hygiene.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use toilet properly. <p>Pedagogy/Learning Experiences:</p>	

- **Place-based learning:**
 - Take children for toilet and help them to use it.
- **Blended learning:**
 - Use theme-based Audio-visual materials (songs, music, pictures, videos, and others) (*Use resource link: <https://youtu.be/BpHdhVh9qUU>* (video on title ‘Sitting on the potty’).

- Assessment:**
- **Anecdotal records/Checklist:**
 - Keep periodical records of the children’s hygiene habits.
 - Develop the tools according to the need and use them to record the child’s progress.
 - **Video-based/Conferencing.**
 - Video call with parents and children.
 - Make videos while the child performs the assigned task.

Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Self-care 	<ul style="list-style-type: none"> ➤ Carry out simple skills of cutting nails, combing hair and cleaning of ears safely. ➤ Wear foot wears (shoe lacing and buckling) neatly.

- Topic:** Self-care.
- Learning Objectives:**
- Carry out simple skills of cutting nails, combing hair and cleaning of ears safely.
- Pedagogy/Learning Experiences:**
- **Modelling by Teacher:**
 - Demonstrates how to cut nails, comb hair, cleaning ears by allowing children to observe and then do it by themselves.
 - **Songs and Rhymes:**
 - Play rhymes and teachers act out with creative and attractive gestures.

- **Blended Learning:**
 - Let children watch videos and learn (*Use resource links:*
<https://youtu.be/aM6aMteH7zk> (video song on title 'Nail clipper')
<https://youtu.be/4ggUCpM3-Es> (video song on clipping your nails).

Topic: Self-care.

Learning Objectives:

- Wear foot wears (shoe lacing and buckling) neatly.

Pedagogy/Learning Experiences:

- **Modelling by Teacher:**
 - Demonstrates how to lace and buckle shoes neatly.
- **Experiential learning:**
 - Provide opportunities for hands-on practice (lacing & buckling) with the real objects or innovative models created by the teacher.
- **Songs and Rhymes:**
 - Play rhymes and teachers act out with creative and attractive gestures.
- **Blended Learning:**
 - Let children watch videos and learn
(Use resource links: https://youtu.be/-jBfb33_KHU (Video song on the title 'Put on your shoes') and
<https://youtu.be/BeSkBOYUlag> (Video song on the title 'Tying shoe's laces).

Assessment:

- **Anecdotal records:**
 - Keep periodical records of the children's habits/performances.
 - Send guidelines to the parents with clear instructions on helping children with the required skills.
- **Video-based/conferencing:**
 - Make video clips while the child performs the assigned task.
 - Video call with parents and children.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Room Management	➤ Arrange the room neatly by sweeping, dusting and using waste bins.
<p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to clean the rooms. ○ Experiential learning: <ul style="list-style-type: none"> ➤ Let children follow the demonstration. Instruct parents to let children carry out the activities at home. ○ Structured guideline: <ul style="list-style-type: none"> ➤ Prepare guidelines to allow children to perform the task. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Make video clip and send. Talk with children and parents online (Use resource links: https://youtu.be/v1rBxf4VqaA (Video song on cleaning) and https://youtu.be/S8wp_plgkv4 (Video song on cleaning my room)). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep periodical records of the children’s habits/performances. ➤ Send guidelines to the parents with clear instructions on helping children with the required skills. ○ Video-based/conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child performs the assigned task. ➤ Video call with parents and children. ➤ Seek parents support and ask for short clips. 	

Class III	
<p>Competency 1: Apply the knowledge and skills of grooming and personal hygiene in their daily lives.</p> <p>Competency 2: Demonstrate the skills learnt in earlier classes in their daily lives.</p>	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Grooming. 	<p>Groom themselves presentably by:</p> <ul style="list-style-type: none"> ➤ Wearing gho and kira properly. ➤ Washing hands and legs. ➤ Keeping skin and hair clean.
<p>Topic: Grooming</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Groom themselves presentably by: ○ Wearing gho and kira properly. ○ Washing hands and legs. ○ Keeping skin and hair clean. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to wear gho and kira (<i>Use resource links:</i> https://youtu.be/ySa38sFwTRY (Video on the title ‘Bhutanese traditional & culture’ (Wearing kira) and https://youtu.be/88Ob1iL3GS0 (Video on the title ‘Gho the national dress of Bhutan’). 	

HOW TO WEAR A GHO?



HOW TO WEAR A KIRA?



Steps on how to wear gho and kira.

- **Place-based learning:**
 - Take children out to wash hands and legs, then apply cream (Use resource link: <https://youtu.be/Br4sQmiJ1jU> (Video instruction on the title 'How to wash your hands')).
- **Experiential learning:**
 - Let children do the activities on their own with the teacher's guidance in school as well as at home with parent's support.
- **Blended learning:**
 - Talk to children and parents to provide guidance on how to help the child with the required skills.
 - Show steps to wear gho and kira, let children carry out the activities and share in online learning platform.

Assessment:

- **Observation:**
 - See whether the child does the activity or not and keep record.
- **Video-based/Conferencing:**
 - Make video clips while the child performs the assigned task.
 - Video call to parents and children.
- **Anecdotal records:**
 - Keep periodical records of the children's activities.

Core Concept

(Topic/chapter/themes)

Room management

Learning Objectives

Follow routines to clean up the rooms.

	<ul style="list-style-type: none"> ➤ Arrange books in the shelves ➤ Clean (sweep) the room ➤ Use waste bins.
<p>Topic: Room Management</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow routines to clean up the rooms. ○ Arrange books in the shelves ○ Clean (sweep) the room ○ Use waste bins. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to clean and manage rooms (<i>Use resource link: https://youtu.be/oY-H2WGThc8</i> (Video song on cleaning). ○ Experiential learning: <ul style="list-style-type: none"> ➤ Allow children to perform the cleaning task skilfully. ○ Blended learning: <ul style="list-style-type: none"> ➤ Let children watch videos and learn (<i>Use resource links: https://youtu.be/S8wp_plgkv4</i> (Video song on cleaning my room) and https://youtu.be/ZLHT8oKN_RE (Talk on the title ‘Keeping our house clean’). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child performs assigned task. ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep periodical records of the children’s habits/performances. ➤ Send guidelines to parents with clear instructions on helping children with the required skills. 	
<p>Core Concept (Topic/chapter/themes)</p>	<p>Learning Objectives</p>
<ul style="list-style-type: none"> ➤ Routine for personal hygiene 	<ul style="list-style-type: none"> ➤ Maintain good personal hygiene by following a routine. (Wash hands and face, brush teeth, proper use of toilet, etc....)

Topic: Routine for personal hygiene

Learning Objectives:

- Maintain good personal hygiene by following a routine (wash hands and face, brush teeth, proper use of toilet, etc....).

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate hygienic activities (*Use resource link:* <https://youtu.be/D5BtnvQqbWs> (Video talk on title 'Personal hygiene').
- **Hands-on practice:**
 - Make a routine for children to follow and carry out the desired task.
- **Structured guideline:**
 - Prepare guidelines to allow children to perform the task.
- **Blended learning:**
 - Make video clips and share with children and parents.
 - Talk with children and parents online (*Use resource links:* <https://youtu.be/lquu1MWZIFQ> (Video song title 'good habits') and https://youtu.be/3kQAXD_B8RU (Video rap on the title 'Flush when you are done').

Assessment:

- **Observation/Checklist/Anecdotal records:**
 - Observe children's tasks.
 - Maintain record of their learning progress.
- **Video-based/Conferencing:**
 - Make short clips and share online.
 - Seek parents' support and ask for short clips.

Class IV	
Competency 1: Perform short grace before meals and maintain proper sitting posture while eating.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Dining Manners. 	<ul style="list-style-type: none"> ➤ Perform short grace before eating meals. ➤ Apply the knowledge of holding plates, cups and proper use of hands/spoons to exhibit eating manners.
<p>Topic: Dining Manners.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Perform short grace before eating meals. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Teach simple meal grace/prayers. ○ Place-based learning: ○ Let children sing the prayer before eating. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Talk to children and parents to provide guidance on how to help the child with the required skill. <p>Topic: Dining Manners.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Apply the knowledge of holding plates, cups and proper use of hands/spoons to exhibit eating manners. <p>Pedagogy/ Learning experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate table manners. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children eat in the gatherings. ○ Blended Learning: 	

<ul style="list-style-type: none"> ➤ Talk to children and parents to provide guidance on how to help the child with the required skill. ➤ Show video on table manners and let children carry out the activities with appropriate skills (<i>Use resource links: https://youtu.be/eGDCMzuoNIU (Video on the title 'Learn table manners')</i> and https://youtu.be/XUb7FEy2uqo (Video on the title 'Manners at the table')). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's activity to see if they are performing appropriately. ○ Video-based /Conferencing: <ul style="list-style-type: none"> ➤ Make video clips of the child performing the assigned task. ➤ Video call to parents and children. 	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Orientation of sitting posture	➤ Maintain proper sitting posture while eating.
<p>Topic: Orientation of sitting posture.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain proper sitting posture while eating. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate and train them to sit properly. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children sit properly in community gatherings/crowds. ○ Blended learning: <ul style="list-style-type: none"> ➤ Let children watch video clips and learn (<i>Use resource links: https://youtu.be/MqqNY8qM6Vg (Video talk on sitting posture).</i> 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make videos of the child performing the assigned task. 	

- Video call with parents and children.
- **Anecdotal records:**
 - Keep periodical records of the children’s habits/performances.

Competency 2: Identify cooking utensils and acquire the skill of scrubbing utensils and stacking them properly after use.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Identifying utensils	➤ Identify and name cooking utensils and stacking them after use.

Topic: Identifying utensils.

Learning Objectives:

- Identify and name cooking utensils and stacking them after use.

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children to the kitchen and let them name cooking utensils.
- **Hands on practice:**
 - Let children stack the utensils properly after use.
 - Prepare guidelines to allow children to perform the task.
- **Blended learning:**
 - Make videos and share.
 - Seek parent’s support to help children perform the activities at home (*Use resource links:*
<https://youtu.be/6yYez3zAeQQ> (Video talk on kitchen terms) and <https://youtu.be/v6Q7d-jwYkY> (Video talk on how to clean and sanitize kitchen tools).

Assessment:

- **Observation:**
 - Observe children and guide them to perform the task.
 - Maintain record of their learning progress.

<ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make short clips and share with children in the online platform. Seek parents support. 	
<p>Competency 3: Apply the skills of folding blankets, quilts and clothes.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Folding of clothes 	<ul style="list-style-type: none"> ➤ Fold blankets, quilts and clothes after use.
<p>Topic: Folding of clothes</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Folding of clothes <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate the ways of folding the clothes and blankets and let them do it together. ○ Blended learning: <ul style="list-style-type: none"> ➤ Seek parents support and allow children to practice the habit at home too (Use links: https://youtu.be/qHT9bUGA-VM (Life skill video on folding clothes) and https://youtu.be/dN31kOk76fY (Video on how kids fold clothes)). ○ Game-based learning: <ul style="list-style-type: none"> ➤ Allow children play with the papers and cloth pieces folding them. This will instill in children the skills of folding evenly and properly. ○ Flipped classroom model: <ul style="list-style-type: none"> ➤ Allow student to work at their own pace by watching teacher’s instructional videos (In lieu of classroom learning or PBE). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Observation: <ul style="list-style-type: none"> ➤ Observe children folding clothes, blankets and quilts and record their skills. ➤ Collect parent’s feedback about the children’s activity at home. 	

Competency 4: Apply their mobility skills while walking around.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Orientation and mobility	➤ Follow safety rules while walking around.
<p>Topic: Orientation and mobility</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow safety rules while walking around. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out to zebra crossing and walk with them (<i>Use resource link: https://youtu.be/WBu_tK87CKs</i> (Video on Zebra crossing). ➤ Train children to walk on the right/safe side of the road. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Let children watch self-created videos by the teacher and learn. ➤ Orient and train parents to guide walking on the right/safe side of the road. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Observe children while walking around and correct/compliment. ➤ Use checklists and rubrics to record the child's activity. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Parents videotape the child while walking on the road and share. 	

Class V	
Competencies 1: Apply the skill of maintaining body posture while sitting on the chairs and on the floor.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Sitting posture	➤ Maintain proper sitting postures in day to day life.
<p>Topic: Sitting posture</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain proper sitting postures in day-to-day life. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Teacher sit with the children and train them to sit properly. ○ Place Based Learning: <ul style="list-style-type: none"> ➤ Take children to the community gathering and let them sit in the crowd. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Let children watch the videos and learn (<i>Use resource links:</i> https://youtu.be/siq7PbVHAtI (Video talk on sitting posture). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Observation. <ul style="list-style-type: none"> ➤ See whether the child does the activity or not and keep record. ➤ Make video clips while the child is performing the assigned task. ➤ Video call to parents and children. ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep records of the activities done by the children. 	
Competency 2: Prostrate correctly in Chhoesham and Lhakhangs without using kabneys.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Prostrations	➤ Prostrate properly in chhoesham and Lhakhangs without kabneys.

Topic: Prostrations

Learning Objectives:

- Prostrate properly in chhoesham and Lhakhangs without kabneys.

Pedagogy/Learning Experiences:

- **Place Based Education:**
 - Take children to the nearby monasteries to observe people prostrating.
 - Attend religious ceremonies, get blessed and let children observe.
- **Demonstration:**
 - Demonstrate how to prostrate in the school alter room and let them observe and follow.
- **Collaborative learning:**
 - Attend evening prayer in school and prostrate with the rest of the students.
 - Seek help from friends and family to help them learn how to prostrate.

Assessment:

- **Video-based/Conferencing:**
 - Make video clips while the child is performing the assigned task.
 - Video call with parents and children.
- **Anecdotal records.**
 - Keep records of the children’s habits/performances.
 - Seek parents support to maintain records of their progress.

Competency 3: Exhibit presentable table manners during meals.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Table manners.	➤ Exhibit presentable table manners during meals.

Topic: Table manners

Learning Objectives:

- Exhibit presentable table manners during meals.

Pedagogy/Learning Experiences:

- **Place-based Learning:**
 - Take children to the dining hall.
 - Eat with children in their SEN room.
 - Prepare guidelines to allow children to perform the task (*Use resource links: <https://youtu.be/YRLLHWKW2MI> (Video on the title 'Kids dining etiquette') and <https://youtu.be/b9JAJTb3I3w> (Video on 'Table manners at school).*
- **Blended learning:**
 - Make video clips and send.
 - Talk with children and parents online.
 - Seek parent's support to help children do the activities at home.

Assessment:

- **Observation:**
 - Observe children, guide children to perform the task.
 - Maintain record of their learning progress.
- **Video-based/Conferencing:**
 - Make short clips and send it to children in online platform.
 - Seek parents support.

Competency 4: Apply the knowledge of cutting vegetables and cooking.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cooking.	➤ Use the skill of cutting vegetables and cooking.

Topic: Cooking.

Learning Objectives:

- Use the skill of cutting vegetables and cooking.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Show children the steps to cut vegetables, let them do it together.
 - Seek parents support and allow children to practice the habit at home too (*Use resource link: <https://youtu.be/The6vuJocTI> (Video on the title 'Vegetable cutting')*).

- **Place-based learning:**
 - Cook in the SEN room (*Use resource link: <https://youtu.be/XCxhX2miwqs>* (Video on the title ‘Kids cooking classes’).
- **Flipped classroom model:**
 - Allow student to work at their own pace by watching teacher’s instructional videos.

Assessment:

- **Observation:**
 - Let children cut the vegetables and cook.
 - Observe and record their skills.
 - Videotape steps, children copy and try copying the steps.
 - Seek parents support to assist children at home to practice the skill.

Competency 5: Apply the knowledge of currency and use it in daily lives.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Money	➤ Identify and count a few Bhutanese currency from 1 to 100

Topic: Money

Learning Objectives:

- Identify and count a few Bhutanese currency from 1 to 100.

Pedagogy/Learning Experiences:

- **Hands on practice:**
 - Show children real notes to identify.
 - Talk about the currency, its value and functions.
- **Blended learning:**
 - Let children watch video clips and learn.
 - Seek parents help to let children purchase things for themselves using money (*Use resource links: <https://youtu.be/aTh9sP4sdwY>* (Video on old Bhutanese currency)).

Assessment:

- **Video-based/Conferencing:**
 - Ask children to recognize the currency and count them.

➤ Ask parents to support children’s learning.	
Competency 6: Apply their mobility skills while walking around.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Orientation and mobility	➤ Follow general safety rules of orientation and mobility
<p>Topic: Orientation and mobility</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow general safety rules of orientation and mobility. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out to the road where there is zebra crossing, walk with the children and show them (<i>Use resource link: https://youtu.be/1-FCYyZ2clo</i> (Video on Zebra crossing). ➤ Children practice safe walking by the road side. ○ Blended learning: <ul style="list-style-type: none"> ➤ Let children watch video clips and learn. ➤ Parents to support children walk safely on the side of the road and use of zebra crossing. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Observe children while walking around, record their habits. ➤ Use checklists and rubrics to record the child’s activity. ➤ Ask parents to make video clips of the child walking on the road. 	

Class VI	
Competencies 1: Apply the skill of using kabneys/rachu while prostrating.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Driglam Namzha	➤ Use kabneys/rachu properly while prostrating and whenever necessary.
<p>Topic: Driglam Namzha</p> <p>Learning Objectives: Use kabneys/rachu properly while prostrating and whenever necessary.</p> <p>Pedagogy/ Learning experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to prostrate. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children observe in community gatherings of important occasions where kabneys and rachus are used for prostrating. ➤ Use kabney and rachu to prostrate. ○ Blended learning: <ul style="list-style-type: none"> ➤ Share videos and let children learn. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the assigned task. ➤ Video call to parents and children. ➤ Keep records of the activities done by the children. 	
Competency 2: Use currency notes up to 100.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Shopping.	➤ Use currencies notes up to 100 to purchase basic things.

Topic: Shopping.

Learning Objectives:

- Use currencies notes up to 100 to purchase basic things.

Pedagogy/Learning Experiences:

- **Place -based learning:**
 - Take children to the shop to purchase things.
 - Give Hands on practice in classroom (*Use resource links: <https://youtu.be/BLKOCmCSor8>* (Video on Bhutanese one ngultrum currency)).
- **Collaborative learning:**
 - Let children play shopkeeper-customer game.
 - Seek help from friends and family to help them count and handle cash.

Assessment:

- **Video-based/ Conferencing:**
 - Make video clips while the child is performing the assigned task.
 - Video call with parents and children.
- **Anecdotal records:**
 - Keep periodical records of the children’s habits/performances.
 - Seek parents support to maintain records of their progress.

Competency 3: Demonstrate the use of cleaning equipment to clean the room.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cleaning.	➤ Clean their rooms using cleaning equipment.

Topic: Cleaning.

Learning Objectives:

- Clean their rooms using cleaning tools.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate how to clean the rooms.

<ul style="list-style-type: none"> ➤ Use various equipment to clean the room. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and send. Talk with children and parents online. ➤ Seek parent’s support to help children do the activities at home (Use resource links: https://youtu.be/v1rBxf4VqgA and (Video song on clean up), https://youtu.be/S8wp_plgkv4 (Video song on cleaning my room)). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Observation: <ul style="list-style-type: none"> ➤ Observe children performing the task in formal, informal and natural settings. ➤ Maintain record of their learning progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make short clips and send it to the children in the online platform. Seek parents support. 	
<p>Competency 4: Use the knowledge of lighting cooking stove at home and in school.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Meal preparation. 	<ul style="list-style-type: none"> ➤ Light gas stove safely ➤ Prepare meals on their own.
<p>Topic: Meal preparation.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Light gas stove safely. ○ Prepare meals on their own. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to light a stove, but under strict guidance. ➤ Allow children to practice the habit at home too with parents’ guidance. 	

- **Place-based learning:**
 - Conduct cooking class in SEN room (*Use resource links:* <https://youtu.be/XCxbX2miwqs> (Video on the title 'Kids cooking classes) and <https://youtu.be/8RrufR-zLag> (Video on the title 'Vegetable cutting').
- **Flipped classroom model:**
 - Allow student to work at their own pace by watching teacher's instructional videos.

Assessment:

- **Observation:**
 - Let children cook. Teacher observe and record their skills.
 - Videotape steps of lighting stove safely.
 - Seek parents support to assist children at home to practice the skill.

Class VII	
Competencies 1: Demonstrate the skills of prostrating and chhaglen in appropriate situations to promote our unique cultural values.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Driglam Namzha.	<ul style="list-style-type: none"> ➤ Use the skills of prostrating appropriately. ➤ Use the skills of chhaglen appropriately.
<p>Topic: Driglam Namzha.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use the skills of prostrating appropriately. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show children the ways to prostrate. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Make videos and let children learn from it. <p>Topic: Driglam Namzha.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use the skills of chhaglen appropriately. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show different ways of chhaglen. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and let them follow the etiquettes taught. ○ Blended learning: <ul style="list-style-type: none"> ➤ Make video clips and let children learn from it. ➤ Seek parents' support to let children practice the etiquettes at home. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Make video clips while the child performs the assigned task. ➤ Video call to parents and children. ➤ Keep records. 	

Competency 2: Promote household chores by applying acquired skills.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Household chores.	➤ Cook simple dish and do laundry works with guidance.
<p>Topic: Household chores.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Cook simple dish and do laundry works with guidance. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration and Application: <ul style="list-style-type: none"> ➤ Demonstrate children the steps and procedures of cooking and laundry. ○ Experiential learning: <ul style="list-style-type: none"> ➤ Hands on practice in classroom (<i>Use resource links:</i> https://youtu.be/jv1b8HcHBkE (Video lesson on the title ‘How to make kewa datshi’) and https://youtu.be/R2FXgQUu_3I (Video lesson on the title ‘How to make Ema datshi’). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Let children work in groups. ➤ Seek help from friends and family to learn the skills. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make videos while the child is performing the assigned task. ➤ Video call with parents and children. ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep records of children’s habits/performances. ➤ Seek parents support to maintain records of their progress. 	
Competency 3: Manage currency up to 1000 to buy necessary things.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Currency management (Purchase & Negotiate).	➤ Use currencies up to 1000 to buy necessary things.

Topic: Currency management (Purchase & Negotiate).

Learning Objectives:

- Manage currency up to 1000 to buy necessary things.

Pedagogy/Learning Experiences:

- **Role play:**
 - Let children act shopkeeper and customer role.
- **Place-based learning:**
 - Students visit shops and do the transactions.
- **Blended learning:**
 - Make video clips and share.
 - Talk with children and parents online.
 - Seek parent's support to help children do the activities at home.

Assessment:

- **Observation:**
 - Observe children and guide them to perform the task in formal, informal and natural settings.
 - Maintain record of their learning progress.
- **Video-based/Conferencing:**
 - Make short video clips and share in the online platform.
 - Seek parents support.

Competency 4: Apply the knowledge of social skills to build harmonious relations in the community.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Community values	➤ Participate in mass community activities like mass cleaning and local celebrations.

Topic: Community values

Learning Objectives:

- Participate in mass community activities like mass cleaning and local celebrations.

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Take children out for cleaning and celebrations.
 - Let children participate in social gatherings.
- **Blended learning:**
 - Video clips on mass cleaning (*Use resource link:*
<https://youtu.be/3MSELq4j9Ho> (Video title on ‘Clean Bhutan’) and
<https://youtu.be/6qhekb0rE1k> (Video title ‘Bhutanese animation Clean and beautiful’))

Assessment:

- **Anecdotal records.**
 - Keep record of children’s habits/performances.
 - Seek parents support to maintain record.
 - Observe and record their social skills.
 - Seek parents support to assist children during the visit.

Competency 5: Exhibits the mobility skills to participate in community activities.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Orientation and mobility	➤ Move around independently in immediate environment (Visit local places such as bus terminal, post office, town, gewog office, BHU and others).

Topic: Orientation and mobility

Learning Objectives:

- Move around independently in immediate environment (Visit local places such as bus terminal, post office, town, gewog office, BHU and others).

Pedagogy/Learning Experiences:

- **Place-based learning:**
 - Let children visit local places to move around to understand the immediate environment.

- **Collaborative learning:**
 - Seek parents' support during the visits.

Assessment:

- **Anecdotal records.**
 - Keep records of the children's awareness about their immediate environment.
 - Observe and record their skills.

Class VIII	
Competencies 1: Demonstrate the skills of prostrating and chhaglen in appropriate situations to promote our unique cultural values.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
<ul style="list-style-type: none"> ➤ Driglam Namzha 	<ul style="list-style-type: none"> ➤ Use the skills of prostrating appropriately. ➤ Use the skills of chhaglen appropriately.
<p>Topic: Driglam Namzha.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use the skills of prostrating appropriately. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show children the ways to prostrate. ○ Blended Learning: <ul style="list-style-type: none"> ➤ Make videos and let children learn from it (Use resource link: https://youtu.be/yV0TnJEQJG8 (Video title 'Driglam namzha')). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take students to Monasteries and Lhakhangs to follow correct ways of prostrating using kabney and rachu. ○ Direct teaching: <ul style="list-style-type: none"> ➤ Explain the significance and benefits of prostration. <p>Topic: Driglam Namzha.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use the skills of chhaglen appropriately. <p>Pedagogy/ Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Show different ways of chhaglen with and without the use of kabney and rachu. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out and let them follow the etiquettes taught. 	

- **Blended learning:**
 - Make video clips and let children learn from it.
 - Seek parents’ support to let children practice the etiquettes at home.
- **Direct teaching:**
 - Explain the significance of chhaglen.

- Assessment:**
- **Anecdotal records:**
 - Make video clips while the child is performing the assigned task.
 - Video call to parents and children.
 - Keep records.

Competency 2: Promote household chores by applying acquired skills.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Household chores.	➤ Practice efficient housekeeping.

- Topic:** Household chores
- Learning Objectives:**
- Practice efficient housekeeping.
- Pedagogy/Learning Experiences:**
- **Demonstration and Application:**
 - Demonstrate to children the steps and procedures of efficient housekeeping.
 - Hands on practice in classroom (*Use resource links:* <https://youtu.be/qKrbn1W8QjU> (Video on the title ‘Households chores’) and <https://youtu.be/YABN7swaaYM> (Video on the title ‘Household chores’)).
 - **Collaborative learning:**
 - Let children work in groups.
 - Seek help from friends and family to learn the skills.

Assessment:

- **Video-based/ Conferencing:**
 - Make video clips while the child performs the assigned task.
 - Video call with parents and children.
- **Anecdotal records.**
 - Keep record of children’s habits/performances.
 - Seek parents support to maintain record of their progress.

Competency 3: Manage currency up to 1000 to buy necessary things.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Currency management (Purchase & Negotiate).	➤ Value all currency denominations up to 1000 and use them properly.

Topic: Currency management (Purchase & Negotiate).**Learning Objectives:**

- Value all currency denominations up to 1000 and use them properly.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Explain the value of a single penny and its management.
 - Teach them negotiation/bargaining skills and strategies while purchasing.
 - Teach them to calculate the money changes.
- **Role play:**
 - Let children apply negotiation/bargaining skills in a role play of customer and shopkeeper.
- **Place-based learning:**
 - Let students visit shops and do the transactions using shopping skills.
- **Blended learning:**
 - Make video clips and share.
 - Talk with children and parents online.

➤ Seek parent’s support to help children do the activities at home.	
Assessment: <ul style="list-style-type: none"> ○ Observation: <ul style="list-style-type: none"> ➤ Observe children and guide them to perform the assigned task. ➤ Maintain record of their learning progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make short video clips and share to in the online platform. ➤ Seek parents support. 	
Competency 4: Apply the knowledge of social skills to build harmonious relations in the community.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Community values	➤ Participate in mass community activities like mass cleaning, local celebrations.
Topic: Community values Learning Objectives: <ul style="list-style-type: none"> ○ Participate in mass community activities like mass cleaning, local celebrations. Pedagogy/Learning Experiences: <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let students participate in cleaning and celebrations. ○ Blended learning: <ul style="list-style-type: none"> ➤ Video clips on mass cleaning (<i>Use resource link:</i> https://youtu.be/4FOSvPlcY9Y (Video title on ‘Clean Bhutan’) and https://youtu.be/6qhekb0rE1k (Video title ‘Bhutanese animation Clean and beautiful’). 	
Assessment: <ul style="list-style-type: none"> ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep records of the children’s habits/performances. ➤ Observe and record their activities of participation. ➤ Seek parents support to assist children during the visit. 	

Competency 5: Exhibits the mobility skills to participate in community activities.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Orientation and mobility	➤ Move around independently in immediate environment (Visit local places such as bus terminal, post office, town, gewog office, BHU and others).
<p>Topic: Orientation and mobility</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Move around independently in immediate environment (Visit local places such as bus terminal, post office, town, gewog office, BHU and others). <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let students perform independent movement in their immediate environment. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents support during the visits. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records. <ul style="list-style-type: none"> ➤ Keep records of the children’s habits/performances. ➤ Observe and record awareness of their immediate environment. ➤ Seek parents support to assist children during the visit. 	