

NEW NORMAL FUNCTIONAL CURRICULUM
Instructional Guide for Special and
Inclusive Education
Activities for Daily Living Skills
Classes IX-XII



Royal Education Council
Royal Government of Bhutan

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Tel: +975 - 08 – 271226

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Advisers

1. Kinga Dakpa, Director General, REC
2. Wangpo Tenzin, Curriculum Specialist, Dean, REC

Research and writing

1. Pema Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
2. Karma Norbu, Sr. Program Officer, ECCD&SEN Division, MoE, Thimphu
3. Pema Choegyel, Dy. Program Officer, ECCD&SEN Division, MoE, Thimphu
4. Nyendo, Principal, Changangkha MSS, Thimphu
5. DechenTshering, Principal, Wangsel Institute, Paro
6. Nidup (Ms), Teacher, Wangsel Institute, Paro
7. Tshering Wangmo, Teacher, Wangsel Institute, Paro
8. Dessang Dorji, Teacher, Wangsel Institute, Paro
9. Tshering Pelden, SSI, Wangsel Institute, Paro
10. Pema Wangmo, VP, Drukgyel LSS, Paro
11. Dema Wangmo, SENCo, Drukgyel LSS, Paro
12. Sonam Tobgyel, Teacher, Drukgyel LSS, Paro
13. Deki Dem, Teacher, Drukgyel LSS, Paro
14. Sangay Choden, Teacher, Drukgyel LSS, Paro
15. Namgay Dem, SENCo, Samtengang PS, Wangduephodrang
16. Kinley Namgyel, Curriculum Specialist, CDC, REC
17. Lhundup Dukpa, Offtg. Dean, PDC, REC
18. Sonam Tshering, Program Officer, IMD, REC
19. Karchung, CD, ECCD & SEN, CDC, REC
20. Wangchuk, CD, ECCD & SEN, CDC, REC

Layout and Design:

Karma Wangmo, IMD, REC

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.

TashiDelek



KingaDakpa

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 focuses 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 IX	
Competency 1: Apply the knowledge of cooking experiences in preparing different meals.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Meal Preparation.	➤ Prepare different meals following the instructions.
<p>Topic: Meal Preparation.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Prepare different meals following the instructions. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Present clear steps to be followed while preparing meals. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children prepare meals by following the directions being given. ➤ Ask children to be mindful of safety measures. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch videos and discuss the steps and procedures (<i>Use resource links:</i> https://youtu.be/Gfgui1QriN8 (How to make jaju), https://youtu.be/7LU_lzwtkOA (How to make gondodatshi), https://youtu.be/jv1b8HcHBkE (Kewa Datshi recipe), https://www.youtube.com/watch?v=draW0yQk8fM (4 Types of Ezay) and https://youtu.be/La1VWytG5rA (Mushroom Emadatshi). ➤ Send voice messages with clear instructions in social media groups. <p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child’s progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. 	

Competency 2: Maintain monthly expenditure records to manage money efficiently.**Core Concept****(Topic/chapter/themes)**

- Budget management.

Learning Objectives

- Make a monthly shopping list with total expenditure.

Topic: Budget management.**Learning Objectives:**

- Make a monthly shopping list with total expenditure.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Teach children how to make a shopping list with estimated rate of the goods.
 - Show them the sample shopping list.
- **Hands on practice:**
 - Let children make a shopping list with estimated rate of the goods.
 - Discuss the list made for more clarity.
- **Role play:**
 - Allow children to do role play as shopkeeper and customer.
 - Ask children to use their shopping list.
- **Collaborative learning:**
 - Seek parents' support to guide children to learn more.

Assessment:

- **Anecdotal records:**
 - Keep record of the children's work, behaviours and performances.
 - Develop CFA tools according to the need and use them to record the child's learning.

Competency 3: Practise the value of caring self and other's properties.**Core Concept****(Topic/chapter/themes)**

- Taking care of properties.

Learning Objectives

- Exhibit the value of ownership.

Topic: Taking care of properties.**Learning Objectives:**

- Exhibit the value of ownership.

Pedagogy/Learning experiences:

- **Direct teaching:**
 - Teach children the importance of ownership. Watch the video on public property (*Use resource links: <https://youtu.be/JQQkGDUYoKo>* (Video on 'Public Property').

- **Place-based learning:**
 - Take children to different places and explain how each property can be managed.
- **Collaborative learning:**
 - Seek parents' support to guide children to learn more.

Assessment:

- **Anecdotal records:**
 - Keep record of the children's work, behaviours and performances.
 - Develop CFA tools according to the need and use them to record the child's learning.

Competency 4: Apply social skills to live harmoniously in the community.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Community values.	➤ Participate in different community activities.

Topic: Community values.

Learning Objectives:

- Participate in different community activities.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Teach children the importance of community activities and participation.
 - Let children share their understanding of the community vitality.
- **Classroom visitors:**
 - Invite LG officials to talk about the community.
- **Place-based learning:**
 - Take children out to participate in the community activities.
 - Let children interact with the community.
- **Collaborative learning:**
 - Seek parents' support to take their children out in the community to learn.

Assessment:

- **Anecdotal records:**
 - Develop the CFA tools according to the need and use them to record the child's learning.
 - Keep record of the children's work.
- **Video-based/Conferencing:**
 - Video chat with children and parents to ask about the child's learning.

Class X	
Competency 1: Conduct religious activities such as offering <i>yoenchhap</i> , butter lamps and incense.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Religious offerings.	➤ Performs religious activities on auspicious days like offering of butter lamps, incense, fruits, foods and special prayers to accumulate merits.
<p>Topic: Religious offerings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Performs religious activities on auspicious days like offering of butter lamps, incense, fruits, foods and special prayers to accumulate merits. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to conduct religious offerings appropriately. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children perform the task under guidance. ➤ Ask children to be mindful of the safety measures. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Visit temples and monasteries and let them observe the correct ways of offering. ○ Classroom visitors: <ul style="list-style-type: none"> ➤ Invite <i>Lams/gelongs</i> to talk on importance and benefits of religious offerings. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch video and discuss the steps and procedures (<i>Use resource links:</i> https://youtu.be/ENE2hJTG8UI (Video talk on ‘Tibetan Water Offering Bowls: How to Use them’) and https://youtu.be/Q7D7tXm-AOQ (Video on ‘THE EIGHT AUSPICIOUS OFFERING’). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child’s progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. 	

Competency 2: Exhibit cooking and serving skills.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cooking and Serving skills.	➤ Prepare and serve meals in schools and at home.
<p>Topic: Cooking and serving skills.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Prepare and serve meals in schools and at home. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Teach children how to prepare meals (<i>Use resource links: https://youtu.be/7gvLd3sES1c (Video on 'HOW TO MAKE KEWA DATSGI AND CHEESE') and https://youtu.be/wSwHMfXqlr4 (Video on 'Bhutanese EmaDatshi Recipe')</i>). ➤ Show children the process of preparing meals with safety measures. ○ Demonstration: <ul style="list-style-type: none"> ➤ Show children the different ways of serving skillfully. ➤ Practice mindfulness in carrying out the task assigned. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children prepare meals. ➤ Discuss the processes and skills required. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to guide children to learn more. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work, behaviours and performances. ➤ Develop CFA tools according to the need and use them to record the child's learning. 	
Competency 3: Nurture the nature around and interact with animals and plants.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Understanding nature.	➤ Talk about nature and animals around them.
<p>Topic: Understanding nature.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Talk about nature and animals around them. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to the immediate environment, let them observe nature and feel the positive vibes. 	

- Teach children the varieties of plants and talk about the animals living in it.
- **Blended learning:**
 - Watch the video (Use resource link: <https://youtu.be/SNF8b7KKJ2I> (Video on the title 'Ecosystems for kids').
 - Discuss the nature and its importance.

- Assessment:**
- **Anecdotal records:**
 - Keep record of the children's work, behaviours and performances.
 - Develop CFA tools according to the need and use them to record the child's learning.

Competency 4: Promote local culture and traditions.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cultural and traditional values.	➤ Describe in few sentences the local cultural and traditional practices.

- Topic:** Cultural and traditional values.
- Learning Objectives:**
- Describe in few sentences the local cultural and traditional practices.
- Pedagogy/Learning Experiences:**
- **Place-based learning:**
 - Take children out in the locality and let them observe the culture and traditional practices.
 - Talk about the culture and traditions followed and discuss further.
 - Let children participate in community festivals and activities.
 - **Collaborative learning:**
 - Seek parents' support to instil the values of culture and traditions.
 - **Project-based learning:**
 - Let children write a project on the most interesting culture practice of their own village.

- Assessment:**
- **Anecdotal records:**
 - Develop the CFA tools according to the need and use them to record the child's learning.
 - Keep record of the children's work.

Class XI	
Competency 1: Conduct religious offerings every day.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Religious offerings.	➤ Practice offering of <i>Yoenchhap</i> , butter lamp and incense daily.
<p>Topic: Religious offerings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Practice offering of <i>Yoenchhap</i>, butter lamp and incense daily. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Let children demonstrate the appropriate ways of offering <i>Yoenchhap</i>, butter lamp and incense. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children perform the task under guidance. ➤ Ask children to be mindful of the safety measures. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Make visits to temples and monasteries. ➤ Let children write short report on the observations. ○ Blended learning: <ul style="list-style-type: none"> ➤ Let children watch the videos and discuss the steps and procedures (<i>Use resource links:</i> https://youtu.be/ENE2hJTG8UI (Video talk on ‘Tibetan Water Offering Bowls: How to Use them’) and https://youtu.be/Q7D7tXm-AOQ (Video on ‘THE EIGHT AUSPICIOUS OFFERING’). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child’s progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. 	

Competency 2: Promote national culture and tradition.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cultural and traditional values.	➤ Explore different national cultural and traditional practices.
<p>Topic: Cultural and traditional values.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Explore different national cultural and traditional practices. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Explain the importance of different cultures followed in different regions in the country (talk on the beauty of cultural diversity). ➤ Cite few examples of culture and tradition which are of utmost importance. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Let children participate in national events. ➤ Let children express their opinion of the national events. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents' support to teach the national culture and traditions. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's work, behaviours and performances. ➤ Develop CFA tools according to the need and use them to record the child's learning. 	
Competency 3: Promote saving culture.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Saving culture.	➤ Deposit and withdraw money from the bank account.
<p>Topic: Saving culture.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Deposit and withdraw money from the bank account. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Teach children to fill the deposit and withdrawal forms. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to the bank to observe the setting and the works done. 	

<ul style="list-style-type: none"> ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children fill the deposit and withdrawal forms. ➤ Teach children the steps to be followed. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use them to record the child’s learning. 	
<p>Competency 4: Nurture the nature around and interact with animals and plants.</p>	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Relationship with nature.	➤ Take care of the environment and animals living in it.
<p>Topic Relationship with nature.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Take care of the environment and animals living in it. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to immediate environment and let them observe the nature. ➤ Talk about the life of animals and their relation with the nature. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents’ support to teach children the relationship between nature and animals living in it. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch the videos (Use resource links: https://youtu.be/Sy0nAo-x4GY (Video on ‘BEAUTIFUL BHUTAN’) and https://youtu.be/Qaku0M89rzo (Bhutan- A short video about a girl living in Phobjikha Valley)). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Develop the CFA tools according to the need and use them to record the child’s learning. ➤ Keep record of the children’s work. 	

Class XII	
Competency 1: Conduct religious offerings every day.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Religious offerings.	➤ Practice offering of <i>Yoenchhap</i> , butter lamp and incense daily.
<p>Topic: Religious offerings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Practice offering of <i>Yoenchhap</i>, butter lamp and incense daily. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Let children demonstrate complete steps of offering <i>Yoenchhap</i>, butter lamp and incense appropriately. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children perform the task without the guidance. ➤ Ask children to be mindful of the safety measures. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to nearby <i>lhakhangs/dzongs</i> to offer butter lamps and incense. ➤ Let children practice these offerings daily at home. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch the videos and discuss the steps and procedures. (<i>Use resource links:</i> https://youtu.be/ENE2hJTG8UI (Video talk on ‘Tibetan Water Offering Bowls: How to Use them’) and https://youtu.be/Q7D7tXm-AOQ (Video on ‘THE EIGHT AUSPICIOUS OFFERING’). ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Tell parents to guide children practice religious offering at home every day with safety measures. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use it to record the child’s progress. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. 	

Competency 2: Promote national culture and tradition.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cultural and traditional values.	➤ Explore different national cultural and traditional practices.
<p>Topic: Cultural and traditional values.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Explore different national cultural and traditional practices. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Explain the importance of cultural and traditional diversity. ○ Project-based learning: <ul style="list-style-type: none"> ➤ Let children choose any topic on cultural and traditional practices and let them write its importance and significance. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Seek parents’ support to teach children the national culture and traditions. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work, behaviours and performances. ➤ Develop CFA tools according to the need and use them to record the child’s learning. 	
Competency 3: Promote saving culture.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Money transactions.	<ul style="list-style-type: none"> ➤ Use ATM cards for money transactions. ➤ Perform card less transactions.
<p>Topic: Money transactions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use ATM cards for money transactions. ○ Perform card less transactions. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Demonstration: <ul style="list-style-type: none"> ➤ Demonstrate how to carry out/conduct card less transaction using mobile. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children to nearby ATM booth to see the card less money transaction. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Allow children to practice the use of ATM and Card less withdrawal. 	

- Teach children the steps to be followed.
- **Blended learning:**
 - Watch videos (*Use resource links:* <https://youtu.be/YpD1tJK9vIA>(Video on ‘How to Withdraw Money from ATM Machine properly’), <https://youtu.be/mg07a8tiS4E> (Video on ‘ATM Cash Withdrawal Process, Bank of Bhutan’).
 - Discuss the steps, convenience and safety measures.

Assessment:

- **Anecdotal records:**
 - Keep record of the children’s work, behaviours and performances.
 - Develop CFA tools according to the need and use them to record the child’s learning.

Competency 4: Nurture the nature around and interact with animals and plants.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Relationship with nature.	➤ Take care of the environment and animals living in it.

Topic: Relationship with nature.

Learning Objectives:

- Take care of the environment and animals living in it.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Explain the value of life of plants and animals relating to human life.
 - Explain the spiritual beliefs attached to nature and animals.
 - Explain the benefit of harmonious co-existence amongst human, animals and plants.
- **Place-based learning:**
 - Take children on pilgrimage.
- **Collaborative learning:**
 - Seek parents’ support to teach children the relationship between nature and animals living in it.
- **Blended Learning:**
 - Watch the videos (*Use resource links:* <https://youtu.be/Sy0nAo-x4GY> (Video on ‘BEAUTIFUL BHUTAN’) and <https://youtu.be/Qaku0M89rzo> Bhutan- A short video about a girl living in Phobjikha Valley).

Assessment:

- **Anecdotal records:**
 - Develop the CFA tools according to the need and use them to record the child’s learning.
 - Keep record of the children’s work.

