

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



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

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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 IX	
Competency 1: Follow and give directions.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Directions.	➤ Follow and give three steps unfamiliar directions, tasks and routines.
<p>Topic: Directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Follow and give three steps unfamiliar directions, tasks and routines. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give three steps directions to follow as per their abilities. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children give directions to their peers. ○ Blended learning: <ul style="list-style-type: none"> ➤ Practice three step directions after watching the video (<i>Use resource link: https://youtu.be/J-QmN62g-gw</i> (Video song on the title ‘Three step directions’). ➤ 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: Talk about himself/herself and others.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Relationships.	➤ Tell relationship amongst their family members, relatives and the community.
<p>Topic: Relationships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Tell relationship amongst their family members, relatives and the community. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to mingle with people in the community and interact. 	

- Let children watch the video and address other persons appropriately (*Use resource link: <https://youtu.be/tDzv0Wclpn4>* (Video talk on relationships and family)).
- **Role play:**
 - Conduct role play on family relationship in the classroom.
- **Blended learning:**
 - Arrange video chat with the children and let them talk about their family members.
 - Seek parents' support to guide the 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: Manage emotions and behaviours.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Emotions.	➤ Identify emotional triggers and emote at appropriate time.

- Topic: Emotions.**
- Learning Objectives:**
- Identify emotional triggers and emote at appropriate time.
- Pedagogy/Learning experiences:**
- **Place-based learning:**
 - Allow children to talk 'How they are feeling at the very moment'.
 - Teach children the different emotions being emoted at certain situations (*Use resource link: <https://youtu.be/R7iY9W3sZVQ>* (Video on 'Feelings and Emotions with Emojis')).
 - **Blended learning:**
 - Let children express their thoughts and feelings after watching the video (*Use resource link: https://youtu.be/eMOnyPxE_w8* (Video song on the title 'Feelings and emotions')).

- 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.
 - **Video based/conferencing:**
 - Video chat with the children and parents to ask about how they are feeling at the moment.

Competency 4: Work cooperatively with others.

Core Concept

(Topic/chapter/themes)

Learning Objectives

➤ Work and play.

➤ Demonstrate the ability to work and communicate with others.

Topic: Work and play.

Learning Objectives:

- Demonstrate the ability to work and communicate with others.

Pedagogy/Learning Experiences:

- **Game-based learning:**
 - Let children play in groups to learn the skills to work in teams (*Use resource links: <https://youtu.be/4duPBWzf46E> (Motivational video on the title 'Teamwork') and <https://youtu.be/6fbE52YDEjU> (Video on the title 'Teamwork can make a dream work').*
- **Place-based learning:**
 - Take children out and let them work in kitchen/flower garden.
 - Let children do social work in the school.
- **Collaborative learning:**
 - Seek parents' support to guide the children to carry out the task assigned.

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.

Competency 5: Obey the rules both at work and play.

Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Work behaviour. 	<ul style="list-style-type: none"> ➤ Identify appropriate work behaviour and play behaviour. ➤ Demonstrates appropriate behaviours at appropriate time.

Topic: Work behaviour.

Learning Objectives:

- Identify appropriate work behaviour and play behaviour.
- Demonstrates appropriate behaviours at appropriate time.

Pedagogy/Learning Experiences:

- **Place based learning:**
 - Take children out to different work stations to observe work behavior.
 - Visit the playground to observe play behavior. (Use resource links: <https://youtu.be/k-6ws8LZECU> (video title 'R.E.S.P.E.C.T), and <https://youtu.be/XMYGd6lu8uY> (Video on the title 'Work and play')).
 - Teach children when to exhibit the appropriate behavior both at work and at play.

Assessment:

- **Anecdotal records:**
 - Develop the tools according to the need and use them to record the child's learning.
 - Keep record of the children's work.
- **Video-based/Conferencing:**
 - Make video clips while the child is performing the task assigned.
 - Video chat with children and parents to ask about the child's learning.

Competency 6: Practice proper hygiene.

Core Concept (Topic/chapter/themes/skills)	Learning Objectives
<ul style="list-style-type: none"> ➤ Personal hygiene. 	<ul style="list-style-type: none"> ➤ Maintain good personal hygiene by following a routine.

Topic: Personal hygiene.

Learning Objectives:

- Maintain good personal hygiene by following a routine.

Pedagogy/Learning Experiences:

- **Demonstration:**
 - Demonstrate how to make and follow the routine.

- **Blended learning:**
 - Make video clips and share with children through various social media groups. (*Use resource link: <https://youtu.be/iDf7syFdqw0> (5 Personal Hygiene Habits One Should Incorporate in Daily Life).*
- **Collaborative learning:**
 - Seek parents' support to guide children to carry out the task assigned.

Assessment:

- **Anecdotal records:**
 - Keep record of the children's work.
 - Develop the CFA tools according to the need and record child's learning.
- **Video based/conferencing:**
 - Make video clips while the child is performing the task assigned.
 - Video chat with children and parents to ask about the child's learning.

Class X	
Competency 1: Follow and give directions.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Directions.	➤ Give and follow simple directions.
<p>Topic: Directions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Give and follow simple directions. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Differentiated Instructions: <ul style="list-style-type: none"> ➤ Give simple directions to follow as per their abilities. ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children give directions to their peers. ➤ Ask children to follow the directions themselves. ○ Blended learning: <ul style="list-style-type: none"> ➤ 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 formally, informally and in natural settings. ➤ Develop CFA tools according to the need and use it to record the child’s progress. 	
Competency 2: Relationship with self and others.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Relationships.	➤ Be kind to anyone whom they interact with.
<p>Topic: Relationships.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Be kind to anyone whom they interact with. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to mingle with people in the community and interact. ➤ Let children watch the video and address other person appropriately (<i>Use resource links:</i> https://www.youtube.com/watch?v=cAFq6PcFYgl (Video talk on compassion in action) and https://www.youtube.com/watch?v=oca-ll4V358 (Video on always be kind to others)). 	

Assessment: <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s behaviours and performances. ➤ Develop CFA tools according to the need and use them to record the child’s learning. 	
Competency 3: Work cooperatively with others.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Cooperation.	➤ Demonstrate the ability to work and communicate with others.
<p>Topic: Cooperation.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Demonstrate the ability to work and communicate with others. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Place-based learning: <ul style="list-style-type: none"> ➤ Allow children to work with others in their immediate environment. ➤ Let children respect others willingly and adhere to specific rules and regulations. ○ Blended learning: <ul style="list-style-type: none"> ➤ Let children watch video and discuss the values they observed (<i>Use resource links:</i> https://www.youtube.com/watch?v=uL5mHE3H5wE (Video on cooperation) and https://www.youtube.com/watch?v=fUXdrI9ch_Q (Video on good teamwork and bad teamwork)). 	
Assessment: <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 4: Practice proper personal hygiene.

Core Concept (Topic/chapter/themes)	Learning Objectives
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➤ Personal hygiene.	➤ Maintain good personal hygiene.
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Topic: Personal hygiene.

Learning Objectives:

- Maintain good personal hygiene.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Teach children the basics of personal hygiene and use of sanitary pads.
 - Explain the safe disposal of the sanitary pads.
 - Give age-appropriate adolescent talks.
- **Collaborative learning:**
 - Seek parents' support to guide the children to carry out the task assigned.

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.

Competency 5: Obey the rules of a specific work setting/area.

Core Concept (Topic/chapter/themes)	Learning Objectives
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➤ Work behaviour.	➤ Demonstrate appropriate behaviours at appropriate time.
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Topic: Work behaviour

Learning Objectives:

- Demonstrate appropriate behaviours at appropriate time.

Pedagogy/Learning Experiences:

- **Place based learning:**
 - Take children out to different work stations to observe work behavior.
 - Watch the video and list the work behavior observed (*Use resource link: <https://youtu.be/XMYGd6lu8uY>* (Video on the title 'Work and play').
 - Teach children when to exhibit the appropriate behavior at work.

<ul style="list-style-type: none"> ○ Role play <ul style="list-style-type: none"> ➤ Let children do the role-play on different jobs exhibiting specific behaviors. ➤ Explain safety rules while carrying out different works. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Develop the tools according to the need and use them to record the child’s learning. ➤ Keep record of the children’s work. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. ➤ Video chat with children and parents to ask about the child’s learning. 	
<p>Competency 6: Manage personal belongings.</p>	
Core Concept (Topic/chapter/themes/skills)	Learning Objectives
➤ Caring personal belongings.	➤ Maintain personal belongings in their home and school.
<p>Topic: Caring personal belongings</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain personal belongings in their home and school. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Teach children how to take care of their personal belongings at home and outside. ➤ Explain the benefits of caring the belongings. ○ Collaborative learning: <ul style="list-style-type: none"> ➤ Learn from peers through observation in the general classrooms. ➤ Seek parents’ support to guide children to carry out the task assigned. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch the video and let them follow (<i>Use resource links:</i> https://www.youtube.com/watch?v=PKIzOG8mtgc (Video on care of belongings) and https://www.youtube.com/watch?v=rbjZH1qM2tE (Video on Tips in Taking Care of Personal Belongings)). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s work. ➤ Develop the CFA tools according to the need and record child’s learning. ○ Video based/conferencing: <ul style="list-style-type: none"> ➤ Make video clips while the child is performing the task assigned. ➤ Video chat with children and parents to ask about the child’s learning. 	

Class XI	
Competency 1: Identify strengths and weaknesses of self.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ Strength and weakness.	➤ Identify personal abilities and communicate that information to others.
<p>Topic: Strength and weakness.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Identify personal abilities and communicate that information to others. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children brainstorm and list their strengths and weaknesses. ➤ Ask children to share the strengths and weaknesses of each other. ➤ Let children maintain a journal on their abilities. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch video (Use resource link: https://www.youtube.com/watch?v=tmaxmmTkaR0 (Know your strengths and weaknesses). ➤ Share videos on building self-esteem to remove the weaknesses from the individuals with efficient explanation (Use resource link: https://www.youtube.com/watch?v=yLkIYch5Gv0 (10 Easy Ways to Improve Your Self Esteem)). 	
<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 formally, informally and in natural settings. ➤ Develop CFA tools according to the need and use it to record the child’s progress. 	

Competency 2: Apply decision making skills.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Decision making.	➤ Use information of the personal abilities to make decisions.
<p>Topic: Decision making.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use information of the personal abilities to make decisions. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Game-based learning: <ul style="list-style-type: none"> ➤ Let children play tic-tac-toe game to help them decide the right choices (<i>Use resource link: https://www.youtube.com/watch?v=OmC07DvEayY</i> (Video on always win tic-tac-toe). ➤ Decision making games (Keep a box with picture cards of animals and let children choose any picture cards of animal and let them explain why they chose that animal). ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out to observe different situation where they need to make decisions (Going out for shopping). 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s decision-making skills formally, informally and in natural settings. 	
Competency 3: Manage personal belongings.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Caring personal belongings.	➤ Maintain personal items in their home and school.
<p>Topic: Caring personal belongings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain personal items in their home and school. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Teach children how to maintain their personal belongings neatly in schools as well as at home. ➤ Share with children the benefits and importance of caring their personal belongings always. 	

- **Hands on practice:**
 - Allow children to arrange their books and lunch boxes neatly in the classroom.
- **Blended learning:**
 - Let children watch the video and discuss the values they observed (*Use resource links:* <https://www.youtube.com/watch?v=UVSfBCovcT8> (Video on the title “Keep Things Tidy - Animated Short Stories for Kids in English”) and <https://youtu.be/PKlz0G8mtgc> (Video on title ‘Care of Belongings’).

Assessment:

- **Anecdotal records:**
 - Keep record of the children’s behaviours and performances.
 - Observe children’s behaviour informally and in natural settings as well.
 - Develop CFA tools according to the need and use them to record the child’s learning.

Competency 4: Identify individual differences.

Core Concept (Topic/chapter/themes)	Learning Objectives
<ul style="list-style-type: none"> ➤ Individual differences. ➤ Career choices. 	<ul style="list-style-type: none"> ➤ Identify likes and dislikes. ➤ Share information in polite manner. ➤ Make choices related to their preferences.

Topic: Individual differences.

Learning Objectives:

- Identify likes and dislikes.
- Share information in polite manner.

Pedagogy/Learning Experiences:

- **Direct teaching:**
 - Let children list their likes and dislikes.
 - Allow children to share their list amongst themselves accepting the differences and similarities.
- **Collaborative learning:**
 - Help children focus on their likes relating it to their abilities/strengths.
 - Seek parents’ support to guide children to focus on their likes which in turn helps develop skills in certain areas.

Topic: Career choices.

Learning Objectives:

- Make choices related to their preferences.

Pedagogy/Learning Experiences:

- **Direct Teaching:**
 - Let children refer to their list of likes and dislikes.
 - Talk about their innate skills and try matching these skills with their likes and dislikes.
- **Activity Based learning:**
 - Talk about their innate skills, likes and dislikes.
 - Let children match these skills with the career opportunities available.
- **Blended Learning:**
 - Let children watch video on various careers. (*Use resource link:* <https://youtu.be/x8tF2aQoukY> (Video on 'Jobs and occupations').

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 XII	
Competency 1: Identify strengths and weaknesses of self.	
Core Concept (Topic/Chapter/Theme)	Learning Objectives
➤ My strengths.	➤ Use their strengths to correct weaknesses.
<p>Topic: My Strengths.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Use their strengths to correct weaknesses. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Hands on practice: <ul style="list-style-type: none"> ➤ Let children list their weaknesses. ○ Discussion: <ul style="list-style-type: none"> ➤ Talk about the weaknesses as the growing source of strength (Its okay to have weaknesses). ➤ Ask children to share their weaknesses and ways to overcome the weaknesses. ➤ Let children maintain a journal on their growing abilities. ○ Blended learning: <ul style="list-style-type: none"> ➤ Watch the video (Use resource link: https://youtu.be/s_30jf4Zmlc (Video on the title 'Personal Mastery, Find Your Strengths')). ➤ Seek parent's support in observing the child's behaviours to find the weaknesses by changing them to strengths. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children's behaviours and performances formally, informally and in natural settings. ➤ Develop CFA tools according to the need and use it to record the child's progress. 	

Competency 2: Manage personal belongings.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Care of personal belongings.	➤ Maintain personal items in their home and school.
<p>Topic: Care of personal belongings.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Maintain personal items in their home and school. <p>Pedagogy/Learning Experiences:</p> <ul style="list-style-type: none"> ○ Activity-based learning: <ul style="list-style-type: none"> ➤ Allow children to clean up classrooms. ○ Place-based learning: <ul style="list-style-type: none"> ➤ Take children out to observe different housekeeping styles to observe the differences. ○ Discussion: <ul style="list-style-type: none"> ➤ Let children discuss which style of housekeeping was better. ➤ Let children follow the best housekeeping style. 	
<p>Assessment:</p> <ul style="list-style-type: none"> ○ Anecdotal records: <ul style="list-style-type: none"> ➤ Keep record of the children’s maintenance ability/skills. ○ Video-based/Conferencing: <ul style="list-style-type: none"> ➤ Video chat with both children and parents to observe their home setting. ➤ Recommend parents to allow children practice the skills at home. 	
Competency 3: Coping with stress and emotions.	
Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Stress and emotions.	➤ Identify emotional triggers and emote at appropriate time.
<p>Topic: Stress and emotions.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ○ Identify emotional triggers and emote at appropriate time. <p>Pedagogy/Learning experiences:</p> <ul style="list-style-type: none"> ○ Direct teaching: <ul style="list-style-type: none"> ➤ Teach children the differences between emotions and stress. ➤ Share with children the types of emotions and the sources of stress. 	

- **Activity-based learning:**
 - Allow children to express the types of emotions they are experiencing at the moment and also at different situations.
 - Let children list the emotions and ways to resolve it.
- **Blended learning:**
 - Let children watch the videos (*Use resource links:* <https://www.youtube.com/watch?v=3Nf2Pzcketg> (Video on Stress Management Tips for Kids and Teens!) and <https://www.youtube.com/watch?v=jetoWelJJk> (Video on Emotions for Kids - Happiness, Sadness, Fear, Anger, Disgust and Surprise).

- Assessment:**
- **Anecdotal records:**
 - Keep record of the children’s behaviours and performances.
 - Observe children’s behaviour informally and in natural settings as well.
 - Develop CFA tools according to the need and use them to record the child’s learning.

Competency 4: Identify career options that match their interest and abilities.

Core Concept (Topic/chapter/themes)	Learning Objectives
➤ Career options.	<ul style="list-style-type: none"> ➤ Identify the resources available in their home community. ➤ Identify the job options that match their interest and abilities.

- Topic:** Career options.
- Learning Objectives:**
- Identify the resources available in their home community.
 - Identify the job options that match their interest and abilities.
- Pedagogy/Learning Experiences:**
- **Direct teaching:**
 - Talk about the resources available in the community and allow children to share what they have seen in the community as well.
 - Allow children to share their aspirations in life (“Where do I see myself in 10 years from now?”).
 - Let children watch the video on various careers. (*Use resource link:* <https://youtu.be/x8tF2aQoukY> (Video on ‘Jobs and occupations’).
 - **Place-based learning:**
 - Take children to different work stations to observe and learn about the skills required to perform the task.
 - **Classroom Visitors:**
 - Invite guest speakers to the classroom to talk about their work and skills needed.

○ **Collaborative learning:**

- Ask children to share with their friends on their choices and gather feedbacks.
- Seek parents' support to guide children to focus on their choice of career to develop the skills required.

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.