

National School Curriculum

INSTRUCTIONAL GUIDE FOR HEALTH AND PHYSICAL EDUCATION

CLASS: IV-VI



**Department of Curriculum and Professional Development
Ministry of Education, Royal Government of Bhutan**



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

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Foreword

The instructional guide is vital for the implementation of the competency-based HPE curriculum in schools. The competency-based HPE curriculum, a different design from a knowledge-mastery curriculum, incorporates unique constructs and contents, facilitation of learning experiences, assessment practices, and support mechanisms for learners' progress in education.

The contextualised learning experiences, continuous assessments, and support for and in learning are central to the competency-based HPE curriculum. The facilitation of learning experiences in HPE are contextualised to a learner's interest, aptitude, and needs, and are objectively identified, designed, and facilitated to achieve HPE competencies. The individual learner's learning experiences, progress, and competency achievements are assessed, analysed, and supported continuously through alternative and authentic assessment practices.

Considering the changes in the competency-based HPE curriculum, the instructional guide is designed to support the facilitation of quality learning and competency development in learners. The instructional guide provides general insights and technical suggestions on which the teachers and learners can work towards achieving HPE competencies in primary schools. The instructional guide outlines scopes for individual teachers and learners to initiate contextualised learning experiences guided by the HPE curriculum framework.

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

Tashi Delek

A handwritten signature in black ink, appearing to read 'Tashi Namgyal', with a horizontal line underneath it.

Tashi Namgyal
Director

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1. INTRODUCTION

The competency-based health and physical education is critical for wholesome education, an education concept that emphasises the holistic growth and development of learners.

Through the HPE curriculum, learners can develop competencies that have a positive influence on their own and others' well-being, and that help learners develop into contributing members of the GNH pursuing society. Learnings experiences in HPE contribute to the overall education of a learner as it is the bedrock to the attainment of overall health, wellbeing, and attainment of academic, professional, and social excellence. Upon achieving the HPE competencies, which are aligned to lifelong learning needs and higher education studies, a class XII graduate would be competent to pursue higher academic and professional careers related to health sciences, nutrition, HPE, sports coaching, and sports medicines, and teaching, among others.

The outcomes of learning experiences identified for key stages and class levels include competencies in transversal, digital, health, physical, sports, social, emotional, life skills, aesthetic, academic and lifelong learning for the wholistic development of a learner. The HPE competencies for key stages and class levels include specific learning objectives on spirituality and values, language, entrepreneurship, transversal competencies, sustainability living, community vitality, and digital skills.

Importantly, the competency-based HPE curriculum, a different design from a knowledge-mastery curriculum, incorporates unique constructs and contents, facilitation of learning experiences, assessment practices, and support for learners' progress in education. The facilitation of learning experiences in HPE are contextualised to a learner's interest, aptitude, and needs, and are objectively identified, designed, and facilitated to achieve HPE competencies. The individual learner's learning experiences, progress, and competency achievements are assessed, analysed, and supported continuously through alternative and authentic assessment practices.

Considering the incorporated changes in the competency-based HPE curriculum, the instructional guide is designed to support the facilitation of quality learning and competency development in learners. The instructional guide provides general insights and technical suggestions on which the teachers and learners can work towards achieving HPE competencies in primary schools. The instructional guide outlines scopes for individual teachers and learners to initiate contextualised learning experiences guided by the HPE curriculum framework.

2. PURPOSE OF THE INSTRUCTIONAL GUIDE

In the revised national school curriculum, deep learning synonymous with “less is more” is facilitated through the use of an Instructional Guide for the specific grade levels. The guide suggests learning experiences and describes suggested pedagogies and strategies for facilitating student learning towards achieving competencies at each grade level.

The instructional guide is developed with the following objectives.

- i. Facilitate learning anywhere, any time with the learner being responsible for the learning.
- ii. Facilitate deep learning with awareness and sensitivity to the realities of the world around.
- iii. Strengthen competency-based learning and experiential learning to foster sensitivity to realities of life and environment.
- iv. Strengthen blended learning and flip classroom with multimedia, digital pedagogies, and ICT devices and websites as the tools and learning content.
- v. Guide parents in facilitating the learning of their children.
- vi. Inspire teachers to assume the roles of facilitation, guide, motivator, and evaluator.
- vii. Helps in the prioritisation of learning content with emphasis to create time and space for active engagement of learners.
- viii. Facilitate the use of CFA for learning through objective observation and guidance.

3. CLASS-WISE COMPETENCY, THEMES, OBJECTIVES, AND LEARNING EXPERIENCES

3.1 CLASS IV

3.1.1 Strand: movement and physical activity for active living and sports excellence

This broad theme covers the fundamental and specialised physical movements important for leading active lifestyles. The theme promotes competencies in physical activities, movement skills, sports skills, fitness, healthy and correct body postures, and safety in physical activities. The competencies and learning experiences under the theme are promoted mainly through practical experiences and physical practices during and after school sessions. A learner is provided ample opportunities to perform, reflect, correct, and execute the movement skills promoting active living.

3.1.1.1 THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

This theme focuses on acquiring the near-mastery to the mastery level of fundamental movement skills important for physical efficiency in physical activities including sports and athletics.

- Concepts: movement skills and their importance for physical efficiency
- Skills: correct skills of leaping, galloping, rolling, throwing and catching, sprinting, striking, and dynamic body balance.

Competency

- Perform continuous leaps, galloping, body rolling, throwing and catching, sprinting, striking with implements, and dynamic body balance for promoting physical efficiency.
- Use equipment safely with spatial awareness during physical activities for safety and mobility.

Learning objectives

- Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity.
- Perform continuous leaps, galloping, body rolling, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency.
- Use continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implements, dynamic body balance) for effective participation in recreational and social physical activities.

Learning experiences

- Learning and performing movement skills refer to tutorial video clips, illustrations, and interactive learning or lead up games for physical efficiency
- Participation in recreational games and sporting physical activities involving movement skills.

Pedagogies

The teacher uses a personalised learning approach/audio-visual/illustration/PowerPoint presentation to teach the skill of leaping, galloping, body rolling, throwing and catching, sprinting, striking with implements, and dynamic body balance.

- To deliver the skills, team up the students in interest or ability (skills) group. Group together kids with similar needs, strengths, skills, and interests. The teacher helps them to set a goal in the team as per their need, interest, and existing knowledge.
- Children/team chooses the platform to learn such as technology, online/offline audio-visual, peer, or media to empower learning. The students learn this skill in a team through those platforms and practices with teachers as mentors and guidance. The student is engaged in an activity involving the skill. It must be fun, and safe, with mass participation involving all the elements of the skills.
- On the other hand, students watch and practise the skills presented in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- The task is communicated to the student and the teacher follows up on the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.

Assessments

- The teacher conducts the assessment during modelling, practice, and activity using a checklist through observation. The checklist must contain indicators for concept understanding, elements, and application of the skills.
- The teachers assess the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task. The checklist can be prepared for the whole class or individual students. Students may keep records of the skill practised for reference if platforms to share with the teacher are not available.
- The skills presented through online and offline platforms are attended, watched, or seen by the teacher for assessment and further corrective feedback.
- Provide positive and corrective reinforcement and assign post-observation, intervention activities at the arranged time to check the improvement and progress.

Resources

- Health and Physical Education Suggested Activities, 4, Royal Education Council, 2020: <https://rec.gov.bt/textbooks-and-manuals/#683-894-wpfd-health-and-physical-education-1586090803>
- HPE Movement skills for Active Living: <https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

3.1.1.2 **THEME: SAFETY FOR ACTIVE PARTICIPATION**

This theme focuses on safety competencies related to the use of implements, spatial awareness, and exercises to prevent injuries, save lives, and participate actively in physical activities. The following concepts and skills are covered in the theme.

- Concepts: safety rules, use of implements, and body postures to promote active participation
- Skills: following rules, correct body postures for warming up and cooling down exercises, handling implements

Competency

- Use correct body postures to carry out appropriate warming-up and cooling down exercises before and after performing daily physical activities to prevent injuries.

Learning objectives

- State the importance of safety in physical activities.
- Use equipment safely with spatial awareness during physical activities.
- Use correct body postures to carry out appropriate warning-up and cooling down exercises before and after performing daily physical activities to prevent injuries. Use equipment safely with spatial awareness during physical activities.
- Use correct body postures to carry out appropriate warning-up and cooling down exercises before and after performing daily physical activities to prevent injuries.

Learning experiences

- Adherence to safety guidelines on the safe use of implements.
- Participation in lead-up games and instructional lessons on injury prevention.
- Practices of respect, personal space, and safe handling of implements in physical activities.
- Use of correct body postures, techniques, and body positioning in warming-up and cooling down exercises.
- Learning and practices of correct body postures using illustrations.
- Assessing body postures using different methods and through feedback.

Learning facilitation

- The teacher or student demonstrates and uses video clips, illustrations, or PowerPoint presentations to teach and learn about correct body postures, spatial skills, and warming up and cooling down to prevent injuries during physical activities.
- The demonstrations or the teaching materials must focus on the concepts and skills of correct body postures, spatial awareness, and safety in and during physical activities.
- Students perform each action correctly by explaining the proper ways focusing on the essential elements.
- The student participates in an organise activity involving all the essential skills.

- The teacher discusses with students when, where, and how well they can incorporate safety practices in their everyday life.

Assessments

The teacher assesses the skills of the students during the activity using a checklist through observations, online and offline conversations, and a thorough review of recordings of students' performance of the task.

- The checklist must contain indicators for concept understanding and efficient application of the skill.
- The checklist can be prepared for the whole class or individual students according to one or more components of a good body posture.
- Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback is provided for improvement.
- The students are provided with positive and corrective reinforcement and assigned with post-observation intervention activity at the arranged time to check their improvement and progress.

Resources

- Exercise Safety: <https://www.betterhealth.vic.gov.au/health/HealthyLiving/exercise-safety>
- Staying safe in Physical Activities: <https://healthpoweredkids.org/lessons/staying-safe-during-physical-activity/>
- Tips for safe and healthy exercise: <https://www.parents.com/fun/sports/exercise/5-tips-for-safe-and-healthy-exercise/>
- Exercise safety: <https://www.youtube.com/watch?v=iNxETz4R5YQ>
- The benefits of warming up and cooling down: <https://www.youtube.com/watch?v=zMReVEkdEnI>
- warming up and cooling down: <https://www.youtube.com/watch?v=AB1Go5Kpp9k>

3.1.1.3 THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

This theme focuses on common injuries and simple First aid competencies critical for supporting and saving lives. The concepts and skills covered in the theme are;

- Concepts: Importance of First Aid to avoid worsening of health conditions.
- Skills: First Aid skills for wounds, choking, lodged objects

Competency

- Perform First Aid for wounds, choking, and lodged foreign objects (eyes/ears/nose/mouth) to save a life.

Learning objectives

- Explain wounds, choking, and lodged foreign objects (eyes/ears/nose/mouth).
- Perform First Aid for wounds, choking, and lodged foreign objects (eyes/ears/nose/mouth).
- Provide First Aid for wounds, choking, and lodged foreign objects (eyes/ears/nose/mouth).

Learning experiences

- Exploration of First Aids on wounds and choking through video tutorials and demonstration by First Aids professionals.
- Comprehend the importance of First Aids in saving and supporting lives from conceptual and practical experiences.

Pedagogies

The teacher uses an instructional method to teach the concept, skill, and practices of First Aid for choking and lodged foreign objects (eyes/ears/nose/mouth).

- The teacher introduces the concept (choking, lodged foreign object (eyes/ears/nose/mouth) by naming it through pictorials and demonstrations.
- The teacher provides clear, guided, and accurate instructions on First Aid for choking lodged foreign objects (eyes/ears/nose/mouth)
- The teacher demonstrates the First Aid for choking, lodged foreign objects (eyes/ears/nose/mouth).
- The teacher initiates guided practises of the skills.
- The student practises the task with the support and guidance from the teacher, and then independently. The task must be fun, and safe, with mass participation involving all the skills.
- The teacher motivates and corrects the skills of students.

Alternative pedagogy

- The teacher selects audio-visual or illustrated materials containing the skills of giving First Aid for choking, lodged foreign objects (eyes/ears/nose/mouth)
- The materials are made available to students and parents through online or offline platforms.

- Students watch and practise the skills in the audio-visual material and illustration. The student focuses on the techniques of performing First Aid during the practice.
- The task is communicated to both the student and parents for guidance and support.
- Teachers follow up on the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.

Assessments

- The teacher conducts the assessment of the skills during the activity part of skills practices using a checklist through observation.
- The checklist must contain indicators for concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or individual students.
- The teachers assess the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Students may keep records of the skill practised in writing for reference using the form provided by the teacher if platforms (social media, Telegram, Google classroom) to share with the teacher are not available.
- The students are provided positive and corrective reinforcement and assigned with post-observation intervention activity at the arranged time to check their improvement and progress.

Resources

- <https://www.youtube.com/watch?v=LH3Th8KpA0w>

3.1.2 Strand: personal and interpersonal development for individual and social harmony

The theme focuses on inter-and intra-personal skills necessary for active participation in health and physical activities, involving both individual and social settings. The theme facilitates the development of a learner's values, life skills, social skills, and emotional intelligence that enable a learner to self-regulate and promote social harmony and dynamism for active living. The competencies and education experiences for the theme include behaviour and life skills necessary for social harmony. Further, the competencies under this theme are also promoted through integration in the activities under two other interrelated themes.

3.1.2.1 THEME: RESPECT FOR DIVERSITY IN TEAMWORK

This theme promotes teamwork competencies involving understanding individual differences and working together for success.

- Concepts: cooperation, its importance for team success
- Skills: teamwork, collaboration, communication skills, decision making, problem-solving skills, respectful behaviours, conduct, and actions accepting individual differences.

Competency

- Cooperate in team activities regardless of ethnic or cultural differences to develop social skills

Learning objectives

- Describe differences in the physical appearances of individuals.
- Explain the importance of respecting each other (teamwork, successful completion of tasks, healthy relationships).
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.

Learning experiences

- Taking up individual roles and responsibilities in the team, family, and school activities.
- Participate and engage in cooperative physical activities promoting respect, peer motivation, and appreciation of teammates.
- Exploration of skills and importance of individual differences, appreciation, and motivation using online resources, presentations, and discussions.

Pedagogies

The teacher initiates group or individual activities that require students to observe, reflect and share about other individuals. The activity should focus on ways to accept, respect, and value individual differences.

- The students observe and record similarities and differences they observe in themselves and others in terms of physical appearance and likes and dislikes.

- The students' observations on the similarities and differences are discussed to better understand them and generate acceptance of individuals as they are and respect and cooperate in any given task.

Assessments

The teacher uses checklists to observe and assess the students during the conversations and activities.

- The checklist must contain indicators for concept understanding and application of the skills.
- The checklist can be prepared for the whole class or individual students.
- The concept learned by the students through online and offline conversations and observations is recorded for consolidation of the ratings by the end of the term.
- The students are provided with positive and corrective reinforcement and assigned post-observation intervention activities to check their improvement and progress.

Resources

- <https://www.scholastic.com/teachers/articles/teaching-content/teaching-diversity-place-begin-0/>
- HPE Assessment and recording <https://rec.gov.bt/textbooks-and-manuals/>
- Teamwork for success <https://www.youtube.com/watch?v=m-5G4pcAhiw&t=28s>

3.1.3 Strand: health and healthy lifestyle (HHL) for wellbeing

This theme focuses on hygiene, sanitation, WASH, food and nutrition, reproductive health, personal safety, and substance abuse. The learning experiences can directly impact the health and wellbeing of individual learners and communities. The specific competencies and education experiences in the theme include Water, Sanitation, and Hygiene for Healthy Living; Nutrition Choices and Habits for Longevity and Sports Excellence; and Healthy and Ethical Use of Substances.

3.1.3.1 THEME: WASH FOR HEALTHY LIVING

The theme promotes key concepts, skills, values, and practices related to WASH for developing healthy living competencies in a learner.

- Concepts: WASH, personal hygiene, and sanitation to prevent illness
- Skills: correct steps of handwashing, brushing, and bathing skills, proper waste disposal

Competency

- Practise hand-washing steps at critical junctures and clean toilet habits to prevent diseases.

Learning objectives

- Explain concepts of hygienic practices at critical junctures (hands, teeth, body) and proper waste disposal.
- Recognise WASH facilities.
- Explain the importance of cleanliness at home and schools for the prevention of WASH-related diseases (diarrhoea, dysentery, cholera, cough, and cold).
- Practise handwashing steps at critical junctures and clean toilet habits.

Learning experiences

- Practises handwashing and brushing steps at critical junctures.
- Cultivation of habits of disposing of individual wastes in the designated places daily.
- Exploration of handwashing and brushing steps through video clips, posters, illustrations, and other relevant sources.

Pedagogies

The teacher uses a cooperative learning approach to teach the concept of washing hands at critical junctures and WASH facilities.

- The teacher asks questions focusing on the importance of washing hands at critical junctures and WASH-related diseases.
- In small groups (round-robin/rally robin /simultaneous round-robin), the students discuss and carry out the activity as per the instructions given by the teacher and come up with the answers and share them with the whole class.

- The teacher provides additional information on WASH facilities and the importance of washing hands at critical junctures.

Alternative pedagogy

- The students explore the WASH facilities around the school campus and at home. Or, the teacher shows the video clips on
 - Washing hands at the critical junctures (after feeding event, using toilets, child cleaning, before preparing food).
 - WASH-related diseases (diarrhoea, dysentery, cholera, cough, and cold) and students relate the importance of WASH facilities with that of personal hygiene and sanitation.
- The teacher emphasises using soap to wash hands at critical junctures.
- The teacher reinforces and conducts routine monitoring of handwashing practices and care of WASH facilities in the schools.

Assessments

- The teacher assesses by asking questions focusing on the importance of washing hands at critical junctures and WASH facilities during physical activities.
- The teacher uses pictorial illustrations, audio-visual clips, or any other sources that contain WASH facilities and critical junctures to assess students.
- The students use a checklist to assess the care of WASH facilities at home and in school. The checklist must contain the routine habit of handwashing at critical junctures and keep a record of the caring habits of WASH facilities. Students keep a record of their handwashing and WASH-related practices on the checklist.
- The students maintain journals and records of WASH facilities available at home and take pictures of simple maintenance work carried out to improve the WASH facilities.
- The teacher and parents' guide and support.
- Students are provided positive and corrective reinforcement and assigned with post-observation, intervention activity at the arranged time to check their improvement and progress.

Resources

- WASH-related diseases-<https://www.youtube.com/watch?v=sJdwmD92RK4>
- Critical juncture-
<https://i.pinimg.com/564x/22/17/0e/22170efd61e2268a84fc526f1f7d0abb.jpg>

3.1.3.2 **THEME: HYGIENIC PRACTICES AND WASTE DISPOSAL AT HOME AND IN SCHOOLS**

The theme promotes competencies important for individual health, and in addressing littering problems faced by the world.

- Concepts: personal hygiene and sanitation to prevent illness
- Skills: proper waste disposals

Competency

- Dispose of individual waste in designated places and practice menstrual hygiene to protect the environment from pollution.

Learning objectives

- Explain the origins of waste
- Explain the impacts of waste on individual wellbeing
- Dispose of individual waste in designated places.

Learning experiences

- Cultivation of habits of disposing of individual wastes daily in the designated places.
- The activity-based model can be used to teach/learn the concept of disposal of wastes in the designated places.
- The activity can be carried out both online and offline making the materials available in hard and soft copy. The online drag and drop activity related to degradable and non-degradable wastes can be used to learn the concept of segregation and proper disposal of wastes in the designated places.
- Students may collect wastes around their surroundings and try to segregate and dispose of them in the correct bins under the guidance of their parents, guardian, or siblings.
- The teacher and parents guide and encourage students to practise the proper disposal of wastes daily for clean surroundings. Assist and emphasise on segregation of the waste and proper disposal at all times in and out of their home.

Assessments

- The students self-assess the concept of proper disposal of wastes by keeping the score records from the drag and drop activity or from the posters focusing on the types of waste.
- The checklist on proper segregation of waste can be used during the activity. Students use the checklist on degradable and non-degradable wastes provided by the teacher to self-check or assess in peers.
- Students maintain records in the form of checklists to keep a daily track of their waste segregation and management practices in their homes.
- The teachers collect the record of waste segregation practised by individuals in their homes either in video/audio or in pictures.

- Provide positive and corrective reinforcement and assign post-observation, intervention activities at the arranged time to check the improvement and progress.

Resources

- The suggestive activities. <https://westvancouver.recycle.game/>.

3.1.3.3 THEME: MENSTRUAL HYGIENE AND CLEANLINESS

This theme promotes peer and social support in promoting menstrual hygiene and practices.

- Concepts: peer support, menstrual hygiene, and sanitation
- Skills: respectful conduct, proper use of sanitary pads, and disposal

Competency

- Dispose of individual waste in designated places and practice menstrual hygiene to protect the environment from pollution.

Learning objectives

- Explain menstrual hygiene and sanitation
- Identify practices of menstrual hygiene
- Support and practise menstrual hygiene.

Learning experiences

- Exploration of menstrual hygiene through discussions
- Empathy and social support practices
- Cultivation of habits of disposing of individual wastes daily in the designated places.

Pedagogies

The teacher uses a deductive approach to teach the concept of menstrual hygiene.

- The teacher uses pictorial illustration/audio-visual clips to impart conceptual knowledge on menstrual hygiene. The teaching aids must contain information about puberty, sanitary pads, and proper use and disposal of used sanitary pads.
- The students watch the video clips and explore alternatives for sanitary pads during emergencies.
- The teacher shows real sanitary pads and demonstrates the proper use and disposal of used pads.
- The teacher talks about the alternatives of using cloth in place of sanitary pads or shows videos on the hygienic ways of using cloth.
- The teacher encourages boys to help their mothers, sisters, and friends, especially girls who are menstruating by buying sanitary pads and supporting them whenever needed.

Assessments

- The teacher assesses by asking questions focusing on the importance of menstrual hygiene. The questions must encompass the proper use and disposal of used pads.

The assessment can be carried out during physical activities or through any social media platform through recorded audio or pictorial illustration.

- Students carry out self-assessments using a checklist on the proper usage and disposal of sanitary pads.
- Provide positive and corrective reinforcement and assign post-observation, intervention activities at the arranged time to check the improvement and progress.

Resources

- Menstrual cycle: <https://www.youtube.com/watch?v=nzVKrDDarjs>
- Sanitary pads during an emergency: <https://www.youtube.com/watch?v=-5nEZ8SLs7A>
- Proper use of sanitary pads: https://www.youtube.com/watch?v=VychHbYTK_c8

3.1.3.4 THEME: HEALTHY DIETARY HABITS

The theme promotes competencies related to individual dietary habits important for leading healthy and active lifestyles.

- Concepts: healthy food choices, and their importance in performing physical activities efficiently
- Skills: create a healthy food plate. Decision-making skills on healthy food choices

Competency

- Reflect on the benefits of healthy food choices (reducing salt, saturated fat, and sugar, junk food) to make a personal decision for health.
- Explain the relationship between types of food intake and physical activities to prevent obesity.

Learning objectives

- Describe the balanced diet and healthy food plate.
- List the benefits of healthy food choices (reducing salt, saturated fat, sugar, 'junk food').
- Explain the relationship between types of food intake and physical activities.

Learning experiences

- Exploration of right choices of food and amount of intake through video clips and posters to make and discussions.
- Preparation of a healthy food plate and healthy dietary plans.
- Execution of individual dietary plans based on food available at home, schools, and communities

Pedagogies

The teacher uses an inductive teaching method to teach the concept of a balanced diet and healthy plate. The video clips and pictorial illustrations containing the importance of a

balanced diet and healthy plate for active participation in physical activities are used for the lesson.

- The teacher uses YouTube or any video containing healthy plate and balanced diet information for the students to discuss. The teacher reinforces the students' understanding of a balanced diet, healthy food plate, benefits of healthy food choices (reducing salt, saturated fat, sugar, 'junk food), and the relationship between types of food intake and level of individual participation in physical activities.
- The students discuss the ill effects of high consumption of salt, fats, sugar, and junk food. Using Round Robin or any other cooperative learning structure, the students discuss the negative impacts of unhealthy eating including high consumption of salt, fats, sugar, and junk food.
- The students share a point following a clockwise or counterclockwise direction. The teacher signals to stop the activity and students share it with the whole class.
- The student's understanding of the concepts is complemented and supplemented by the teacher.

Assessments

- The teacher assesses through general observation using a checklist or any other tools and techniques of assessments.
- The checklist must contain the indicators to assess the importance of a balanced diet and planning for a healthy plate.
- The checklist can be used during physical activities or it can also be used at home.
- The students plan routine individual dietary plans and keep records in the form of pictures or video clips for the assessment.
- Provide positive and corrective reinforcement and assign post-observation, intervention activities at the arranged time to check the improvement and progress.

Resources

- <https://www.youtube.com/watch?v=LH3Th8KpA0w>

3.1.3.5 **THEME: IMPACT OF SUBSTANCES ON HEALTH**

The theme facilitates individual understanding and decision-making skills related to substance use.

- Concepts: healthy and ethical use of substances for health benefits
- Skills: analytical skills for safe use of substances.

Competency

- Follow the guidelines for the safe use of substances (medicines) for positive impacts on health.

Learning objectives

- Name commonly misused substances.
- Identify the negative effects of the use of substances on health (doma, tobacco, and alcohol).
- Follow the guidelines for the safe use of substances (medicines).

Learning experiences

- Identification and understanding of the negative effects of substances on health.
- Consultation with medical professionals for use of medicines and substances.
- Comprehension of instructions and advice for using medicines and substances.
- Exploration and understanding of policies, rules, and regulations on the use of medicines and substances.

Pedagogies

The teacher uses discussion and application approaches to teach the negative effects of substances.

- The teacher asks questions to the whole class to write the names of substances they know or have seen people consuming (friends, family, and public on TV, photos, neighbours, town)
- The teacher provides information on medicines, which are also a substance used for health purposes.
- Students carry out the discussion in pairs or in small groups to come up with a response. The teacher asks questions to find out the effects of those substances on our health.
- The teacher may use video clips or illustrations related to the substances spelled out by the students. The video clip or illustration must contain information on the ill effects of doma, tobacco, and alcohol to give clear information on the ill impacts of the substances.
- The teacher asks the students to express their ideas on the harmful effects of consuming those substances in the form of pictures or diagrams to advocate for their friends, parents, and community. Students can also include the possible ideas that every individual can practise to avoid the use of harmful substances.

Alternative Pedagogy

The teacher uses a guided-learning approach for learner-initiated activities.

- The teacher selects, prepares, or develops audio materials, photos, or infographics containing the effects of consuming different substances like alcohol, doma, tobacco, cigarette, and medicine. These learning materials are made available to students and parents through online or offline platforms.
- Teachers may ask the children to name the substances consumed by the people on TV, photos, videos, neighbours, or in town.
- Students watch the photos/ infographics to list down all the effects shown in the learning materials. The student focuses on the ill effects of the substances during the observation.
- Teachers follow up on the concept learned by the students through online and offline conversations, observations, or recordings of students' task performance.

Assessments

- The teachers assess the students during the process of discussion using rubrics. The rubrics must contain indicators like promptness and initiative, relevance to the topic, presentation of the points, and completion of work. The teacher uses the rubrics to assess check the understanding of competencies
- The teacher provides a checklist through any social media platform to assess the posters and recordings of the children. The checklist contains parameters focusing on the negative implication of substances and prevention strategies. The student uses the checklist or any electronic gadgets available for keeping records for the teacher's assessment.
- The teacher and parents encourage and monitor students to avoid the use of those substances after knowing the concept by observation.
- Provide positive and corrective reinforcement and assign post-observation, intervention activity at the arranged time to check the improvement and progress.

Resources

- Effects of smoking:
<https://i.pinimg.com/564x/a2/85/98/a285987aec508b7aef57f9c784925e02.jpg>
- Effects of alcohol: https://blog.ohiohealth.com/wp-content/uploads/2017/02/3_17_Binge_Drinking-921x1024.jpg

3.2 CLASS V

3.2.1 Strand: movement and physical activity for active living and sports excellence

This broad theme covers the fundamental and specialised physical movements important for leading active lifestyles. The theme promotes competencies in physical activities, movement skills, sports skills, fitness, healthy and correct body postures, and safety in physical activities. The competencies and learning experiences under the theme are promoted mainly through practical experiences and physical practices during and after school sessions. A learner is provided ample opportunities to perform, reflect, correct, and execute the movement skills promoting active living.

3.2.1.1 THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

This theme focuses on acquiring the near-mastery to the mastery level of fundamental movement skills important for physical efficiency in physical activities including sports and athletics.

- Concepts: movement skills and their importance for physical efficiency
- Skills: correct skills of continuous leap in multi-direction, sprinting, punting, striking with implements, and volleying, dynamic body balance.

Competencies

- Perform continuous leaps in multi-direction, sprinting, punting, striking with an implement, and volleying and dynamic body balance for physical efficiency.

Learning objectives

- Identify continuous leaps in multi-direction, sprinting, punting, striking with an implement, volleying, dynamic body balance, and physical activity.
- Perform continuous leaps in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for physical efficiency.
- Use continuous leaps in multi-direction, sprinting, punting, striking with an implement, and volleying, dynamic body balance for effective participation in recreational and social physical activities.

Learning experience

- Learning and practices of movement skills using video clips, illustrations, and interactive learning or lead-up games for leading an active lifestyle.
- Participation in games, athletics, recreational social, and sporting physical activities involving movement skills.

Pedagogies

The teacher uses instructional methods to teach the skills of leaping, sprinting, punting, striking, volleying, and dynamic body balance.

The concept of the skills is presented as:

- The teacher introduces or reviews the skills through pictures and naming them.

- Teachers present the materials and provide clear, guided, and explicit instructions, so students can grip and apply the new information.
- Guided practice of the skill is initiated by the teacher.
- The teacher demonstrates the task to the students and the students practise the task with the support and guidance from the teacher.
- Finally, students practise independently through fun, safe, mass participation activities.
- The teacher provides corrective feedback and guidance.

Alternative pedagogy

- The teacher or the student selects audio-visual or illustrated materials containing the skills of leap in multi-direction, sprinting, punting, striking with an implement, volleying, dynamic body balance
- The materials are made available to students through online or offline platforms. Children may send the materials they selected to the teacher for feedback.
- Students watch, imitate, and practise the skills in the audio-visual material and illustration. The student focuses on the elements of the skill during the practice.
- The task is communicated to the student and the student carries out the task.
- Teachers follow up on the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.

Assessments

- Teachers assess the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- The teacher conducts the assessment during the practice and activity part using a checklist through observation. The checklist must contain indicators for concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or individual students.
- Students may keep records of the skill practised for reference if platforms to share with the teacher are not available.
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback are provided for improvement.

Resources

- Health and Physical Education 2020, Suggested Activities, 5
<https://rec.gov.bt/textbooks-and-manuals/#683-901-wpfd-health-and-physical-education-1586092607>
- <https://www.framingham.k12.ma.us/cms/lib/MA01907569/Centricity/Domain/2993/PE%20K-5%20Curriculum%20PDF.pdf>

- <https://mo01910164.schoolwires.net/cms/lib/MO01910164/Centricity/Domain/103/K-4%20PE%20MERGE.pdf>

3.2.1.2 THEME: SAFETY TO PREVENT INJURIES

This theme focuses on safety competencies related to body positions, spatial awareness, and exercises to prevent injuries, save lives, and participate actively in physical activities. The following concepts and skills are covered in the theme.

- Concepts: safe use of equipment to prevent injuries
- Skills: follow safety guidelines in handling equipment

Competency

- Explain basic considerations of safety in physical activities to prevent injuries.
- Use correct body postures to carry out appropriate warming-up and cooling down exercises before and after performing daily physical activities for efficient participation.

Learning objectives

- State basic consideration of safety in physical activities.
- Use equipment safely to prevent injuries.
- Use correct body postures to carry out appropriate warning-up and cooling down exercises before and after performing daily physical activities to prevent injuries.

Learning experiences

- Learning and practicing correct body postures through illustrations, video clips, and instructional lessons.
- Performance of incidental physical activities, sporting activities, and warming-up and cooling down exercises applying correct body postures, positions, and techniques.
- Use of implements safely during physical activities.
- Assessments of body posture through peer and team feedback using postural analysis techniques.

Pedagogies

The teacher uses explanation and demonstration methods to teach about safety

- The concepts of skills are discussed with students followed by a demonstration of the safe use of implements or equipment in activities.
- The following activities and guidelines may be used for understanding and learning about safety for injury prevention.
 - Be aware of your body. Think about how the particular exercise is making you feel. If something does not feel right, stop immediately.
 - Warm-up and cooling-down. Try slow stretches and go through the motions of your activity before starting. Cool down with slow stretching.

- Pace yourself. Have at least one recovery day each week to rest. If you are experiencing pain, rest until the pain has gone.
- Strap or tape. If a joint is prone to injury, consider strapping or taping it before physical activity.
- Stay hydrated. You can lose around one and a half litre of fluid for every hour of physical activity, so drink water before, during, and after the session.
- Be weather aware. Take it easier in hot weather and wear clothing and sunscreen to protect yourself from the elements.
- Do it right? Try to get the technique right from the beginning, to ensure you are using your muscles correctly.
- Check your gear. Make sure your shoes and equipment fit properly and are right for the activity. Look after your equipment and check it regularly for safety.

Assessments

- The teacher conducts the assessment during the demonstration, practice, and activity using a checklist through observation, conversation, or recordings of the student's task performance.
- The checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or individual students.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

Resources

- <https://www.betterhealth.vic.gov.au/health/ten-tips/10-tips-to-exercise-safely>
- <https://kidshealth.org/en/teens/sport-safety.html>

3.2.1.3 THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

This theme focuses on simple First aid competencies critical for supporting and saving lives.

The concepts and skills covered in the theme are;

- Concepts: First Aid to avoid worsening of health conditions
- Skills: First Aid for poisoning and lodged foreign objects

Competency

- Perform First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth) to save a life.

Learning objectives

- Explain poisoning and lodged foreign objects (eyes/ears/nose/mouth).
- Perform First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth).
- Apply First Aid for poisoning and lodged foreign objects (eyes/ears/nose/mouth)

Learning experiences

- Exploration of First Aid on wounds and choking through video tutorials and demonstrations by First Aid professionals.
- Practices of First Aid for wounds lodged foreign objects and choking.
- Comprehension of the importance of First Aid in saving and supporting lives.

Learning facilitation

The teacher uses an instructional method to teach concepts, skills, and practices of giving First Aid for poisoning, lodged foreign objects (eyes/ears/nose/mouth).

- The teacher introduces the concept (poisoning, lodged foreign object (eyes/ears/nose/mouth) by naming it through pictorial and practical expressions. The teacher provides clear, guided, and accurate instructions on First Aid for poisoning, and lodged foreign objects (eyes/ears/nose/mouth), so students can grip the new information.
- Guided practice of the skill is initiated by the teacher. The teacher demonstrates how to perform First Aid on poisoning, lodged foreign objects (eyes/ears/nose/mouth) are done with the information.
- The student practises the task with the support and guidance from the teacher, and independently with peer support. The practices are done through fun, safe, and mass participation.
- The teacher provides corrective feedback and guidance.

Alternative Pedagogy

- The teacher selects audio-visual or illustrated materials containing the skills of giving First Aid for poisoning, lodged foreign objects (eyes/ears/nose/mouth). The materials are made available to students and parents through online or offline platforms.
- Students watch, and practise the skills in the audio-visual material and illustration. The student focuses on the techniques of performing First Aid during the practice. The task is communicated to both the student and parents for guidance and support.
- Teachers follow up on the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.

Assessments

- The teacher conducts the assessment during demonstrations, practice, and activity part using a checklist through observation. The checklist must contain indicators for concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or individual students.
- Teachers assess the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- Students may keep records of the skill practised for reference if platforms to share with the teacher is not available

- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback is provided for improvement.

Resources

- First Aid on lodged foreign object <https://medlineplus.gov/ency/article/000036.htm>
- Poisoning: First Aid <https://www.mayoclinic.org/first-aid/first-aid-poisoning/basics/art-20056657>
- Foreign bodies in ear, nose, and airway: <https://www.stanfordchildrens.org/en/topic/default?id=foreign-bodies-in-the-ear-nose-and-airway-90-P02035>

3.2.2 Strand: personal and interpersonal development for individual and social harmony

The theme focuses on inter-and intra-personal skills necessary for active participation in health and physical activities, involving both individual and social settings. The theme facilitates the development of a learner's values, life skills, social skills, and emotional intelligence that enable a learner to self-regulate and promote social harmony and dynamism for active living. The competencies and education experiences for the theme include behaviour and life skills necessary for social harmony. Further, the competencies under this theme are also promoted through integration in the activities under two other interrelated themes.

3.2.2.1 THEME: RESPECT FOR DIVERSITY IN TEAMWORK

This theme promotes teamwork competencies involving understanding individual differences and working together for motivation, appreciation, and success.

- Concepts: cooperation and its importance for team success.
- Skills: teamwork, collaboration and communication skills, decision making and problem-solving skills

Competency

- Respect for diversity in teamwork for social coherence.

Learning objectives

- Discuss respect for diversity in teamwork.
- Explain the importance of rules and respecting each other.
- State the benefits and importance of teamwork (a win-win situation, successful completion of a task, promoting friendship).
- Exhibit teamwork and cooperation regardless of ethnicity.

Learning experiences

- Taking up individual roles and responsibilities in the team recognizing respect and appreciation for individual differences and contributions to team success.

- Participation and engagement in cooperative learning and physical activities.
- Exploration of the importance of individual differences in teamwork using audio-visuals, video lessons, and reflection on individual and social experiences.

Pedagogies

An analytical approach can be used to teach about the importance of teamwork and cooperation for success in life. The approach uses practical scenarios or real-world challenges faced in completing a task individually.

- The student or the teacher presents the situation through a video clip/PowerPoint presentation /illustration/demonstration to teach the concept and apply diversity in teamwork (rules and respecting each other). The situation can be as shown in the video clip/illustration/PowerPoint presentation or the student/teacher can prepare a short demonstration guided by these key elements.
 - treat people how you'd like to be treated: with kindness, courtesy, and politeness
 - encourage other co-workers to share their valuable ideas
 - actively listen to others
 - never interrupt before they are finished
- The students in a team or individually practise the rules and respect teamwork guided by the teacher/elders/parents. Team/individual prepares and presents an activity involving the key elements of rules and respecting teamwork.
- Presentation of the activity can be a role-play, PowerPoint presentation, video clip, illustration, descriptive writing piece, picture text, or voice recording.
- The teacher can support the learners in the activity noting the key elements and providing feedback.

Alternative pedagogy

- Teacher students discuss the importance of teamwork (a win-win situation, successful completion of a task, promotion of friendship) and cooperation regardless of ethnicity through video clip/PowerPoint presentation/illustration/dramatization/ demonstration to teach concepts, state benefits, and exhibit teamwork and cooperation.
- The teacher or the student presents a situation where students have to find ways to resolve a win-win situation. (Suggestive example: You are trying to sleep but your brother is watching TV very loudly. How can you make this scenario a win-win?) In this activity, students discover that collaboration builds more success than a competitive spirit. The activity should highlight that working towards a common goal yields far better results. The activity must offer lessons in collaboration both within teams as well as across teams.

- The student practises the importance of teamwork (a win-win situation, successful completion of a task, promoting friendship) and exhibits teamwork and cooperation in their daily lives/behaviour/activities regardless of individual background.

Assessments

- Rubrics containing the elements of rules and respecting teamwork can be used to assess a team or individually through observation.
- The rubric can be prepared for the whole class or individual students.
- The rubric must contain all the detailed key indicators with a rating scale.
- Assessment can be conducted during practice or from the activity.
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback is provided for improvement.

Alternative assessment

- A checklist containing the elements of the importance of teamwork (a win-win situation, successful completion of a task, promoting friendship) can be used to assess a team or individually through observation. The checklist must contain all the detailed key indicators.
- Assessment can be conducted during practice or from the activity. Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback is provided for improvement. The checklist can be prepared for the whole class or individual students.

Resources

- Teamwork Motivational guide: <https://www.youtube.com/watch?v=fm1gh5GAmWc>
- Principles of teamwork: <https://www.youtube.com/watch?v=y0FtXhSu0JO>
- Rules of teamwork: <https://www.compilatio.net/en/blog/the-perfect-teamwork-guide>
- Health and Physical Education Suggested Activities,5, Royal Education Council, 2020
- Win-Win situations: <https://www.youtube.com/watch?v=2EgF5bpNu8c>
- Cooperative Games: <https://www.youtube.com/watch?v=k3Ki7HArTRI>

3.2.3 Strand: health and healthy lifestyle (HHL) for wellbeing

This theme focuses on hygiene, sanitation, WASH, food and nutrition, reproductive health, personal safety, and substance abuse. The learning experiences can directly impact the health and wellbeing of individual learners and communities. The specific competencies and education experiences in the theme include Water, Sanitation, and Hygiene for Healthy Living; Nutrition Choices and Habits for Longevity and Sports Excellence; and Healthy and Ethical Use of Substances.

3.2.3.1 THEME: WASH FOR HEALTHY LIVING

The theme promotes healthy living through the promotion of competencies related to WASH, personal hygiene, and sanitation.

- Concepts: WASH and its importance for personal hygiene and sanitation.
- Skills: maintaining personal hygiene and sanitation. Taking care of WASH facilities practises of care and maintenance of WASH facilities in school, home, and community to build a sense of ownership.

Competency

- Identify factors influencing practices of personal hygiene and sanitation-related to WASH for problem-solving.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools to promote individual responsibilities.

Learning objectives

- Explain WASH-related diseases (diarrhoea, dysentery, cholera, cough, and cold), and ways to maintain personal hygiene and sanitation and facilities.
- Identify factors influencing practices of personal hygiene and sanitation related to WASH.
- Practise oral and hand hygiene and sanitation-related to the toilet.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.

Learning experiences

- Exploration of ways to prevent WASH-related diseases through video, posters, discussions, observation, and other relevant resources.
- Practices of care and maintenance of WASH facilities in school, home, and community to build a sense of ownership.

Pedagogies

The teacher uses a discovery-learning approach to teach the concept of washing hands at critical junctures and maintaining and identifying WASH facilities.

- The teacher uses pictorial illustrations, audio-visual clips, or any teaching aids containing WASH facilities to teach the WASH concept.
- The students take a tour of the school campus to examine the condition and functioning of the WASH facilities.
- After careful observation, the students discuss the ways to improve the WASH facilities such as (toilet doors/latches, toilet pans, washbasins, bibcock, garbage bins, and water tanks) at home and in schools.
- The students discuss the negative impacts of poor WASH facilities and their consequences on individual health.
- The discussion must include WASH-related diseases (diarrhoea, dysentery, cholera, cough, and cold).
- The teacher provides additional information on the benefits of caring for and improving WASH facilities.

Assessments

- The teacher conducts the assessment by asking questions focusing on the importance of washing hands at critical junctures and WASH facilities during physical activities.
- The teacher asks questions on the ways to improve and maintain WASH facilities during the physical activities.
- The students use a checklist to examine the functioning WASH facilities in school and at home. The checklist must contain indicators identifying ways to maintain and improve WASH facilities in school and at home.
- The students use a checklist to examine the WASH facilities at home and keep records for future assessment by the teacher.
- The students keep the record in the form of pictures, or audio-visual clips for the teacher's assessment.
- The teacher and parents guide students to use and maintain WASH facilities in the school and at home.

Resources

- WASH-related diseases: <https://www.youtube.com/watch?v=sJdwmD92RK4>
- Critical junctures:
<https://i.pinimg.com/564x/22/17/0e/22170efd61e2268a84fc526f1f7d0abb.jpg>

3.2.3.2 **THEME: WASH FOR MENSTRUAL HYGIENE AND HEALTHY LIVING**

This theme promotes skills, values, and social practices to support menstrual hygiene and sanitation.

- Concepts: menstrual hygiene and sanitation, factors influencing practices of personal hygiene
- Skills: maintaining menstrual (red dot) hygiene and sanitation

Competency

- Practise oral, hand, and menstrual (red dot) hygiene and sanitation related to the toilet for hygiene.

Learning objectives

- Identify factors influencing practices of personal hygiene and sanitation related to WASH.
- Practise menstrual (red dot) hygiene and sanitation related to the toilet.
- Care for WASH facilities (toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.

Learning experiences

- Exploration of menstrual hygiene using video, posters, discussions, observation, and other relevant resources.

Pedagogies

- The teacher uses a collaborative teaching approach to teach the concept of menstrual hygiene.
- The students discuss the importance of menstrual hygiene. The discussion includes the choice of sanitary pads, proper use, and disposal of used sanitary pads.
- The teacher uses pictorial illustration, and audio-visual clips to provide additional conceptual knowledge on menstrual hygiene. The teaching aids must contain information about puberty, choice of sanitary pads, and proper use and disposal of used sanitary pads.
- The students watch the video clips and explore alternatives for sanitary pads during emergencies.
- The teacher shows real sanitary pads and demonstrates the proper use and disposal of used pads.
- The teacher talks about the alternatives of using cloth in place of sanitary pads or shows videos on the hygienic ways of using cloth.
- The teacher encourages boys to support and help their mothers, sisters, friends, and especially girls.

- The teacher shares the importance of using a clean cloth and sun drying it if the cloth is used as a pad.

Assessments

- The teacher assesses by asking questions focusing on the importance of menstrual hygiene. The questions must encompass the choice of sanitary pads, proper use, and disposal of used pads. The assessment can be carried out during physical activities or through any social media platform through recorded audio or pictorial illustration.
- Students carry out self-assessments using a checklist on the choice of sanitary pads, proper usage, and disposal of sanitary pads.
- The students maintain a journal on the practice of menstrual hygiene and share it with friends and family members.
- The teachers, parents, siblings, neighbours, and friends support menstruating girls without stigmatisation and judgment.

Resources

- Menstrual cycle- <https://www.youtube.com/watch?v=nzVKrDDarjs>
- Sanitary pads during emergency-<https://www.youtube.com/watch?v=-5nEZ8SLs7A>
- Proper use of sanitary pads https://www.youtube.com/watch?v=VycHbYTK_c8

3.2.3.3 THEME: HEALTHY FOOD HABITS (DIETARY HABITS)

This theme promotes competencies in healthy dietary habits for individual growth and development.

- Concepts: diet and nutrition for healthy growth and development.
- Skills: create a healthy food plate. Decision-making skills on healthy food choices.

Competency

- Create a healthy eating plan applying the concepts of a balanced diet to promote healthy dietary habits.

Learning objectives

- Explain ways to improve dietary habits.
- Create a healthy eating plan.
- Maintain food journals to reflect on balanced daily food intake.

Learning experiences

- Maintaining a food journal based on the five food groups (fruits, vegetables, grains, protein foods, and dairy products).
- Exploration of the understanding and practice of healthy eating habits using video, posters, and relevant materials

Pedagogies

The teacher uses a personalised teaching approach to teach healthy dietary habits.

- Explain ways to improve dietary habits. Create a healthy eating plan. Maintain food journals to reflect on balanced daily food intake.
- The students brainstorm about their daily dietary habits and share them with their friends.
- Using Rally-Robin, round-robin, simultaneous interaction, or any other cooperative learning strategy, the students discuss and share individual dietary habits and plan on the improvement of dietary habits.
- After the discussion, the teacher uses video clips and pictorial illustrations containing healthy dietary habits to further understand the concept.
- The students use the information in the teaching aids and plan a healthy dietary plan.
- The teacher and parents guide the students to plan and practice individual healthy dietary plans.

Assessments

- The teacher assesses through general observation, BMI, checklist, or use of any other assessing methodologies.
- The checklist must contain the indicators to assess the importance of healthy dietary habits.
- The students use a checklist reflecting on the daily consumption of nutrients and plan individual dietary plans.
- The students prepare routine individual dietary plans and keep records in the form of pictures or video clips for the assessment.
- The students maintain a journal on the daily consumption of nutrients and record the evidence for the teacher to assess and support.

Resources

- <https://healthengine.com.au/info/improving-your-diet>
- https://www.nhlbi.nih.gov/health/educational/lose_wt/eat/calories.htm
- <https://www.healthlinkbc.ca/healthy-eating/food-journal>

3.2.3.4 THEME: IMPACT OF SUBSTANCE ABUSE ON HEALTH

This theme focuses on healthy habits and the health implications of substances used in daily life.

- Concepts: healthy and ethical use of substances for health benefits
- Skills: analytical skills for safe use of substances

Competency

- Relate the ill effects of substance misuse on personal health and family to guide individual decisions on the use of substances.

Learning objectives

- Describe the preventive measures for substance misuse.
- Relate the ill effects of substance misuse on personal health and family.
- Practise healthy habits by avoiding the use of substances.

Learning experiences

- Consult medical professionals for use of medicines and substances.
- Adherence to instructions and advice for using medicines and substances.
- Exploration of policies, rules, and regulations on the use of medicines and substances, including impacts on individuals, families, and society.

Pedagogies

The inductive teaching strategy can be used to teach a concept on substance abuse, preventive methods, and its effects on individual health and their family.

- The teacher asks the students to name some of the common substances (doma, alcohol, cigarette, tobacco) abused in their locality either by the family members or relatives.
- The teacher or parents may use the learning materials either in the form of a video or infographic containing the effects of substance abuse and preventive methods. The suggestive infographic can be viewed using the link- <https://i.pinimg.com/564x/1e/df/f1/1edff166bed266f723ccc0fd748e49ff.jpg> and the video link- <https://www.youtube.com/watch?v=WttQVYeCnPI>
- The teacher provides information on the effects and preventive methods of the substances named by the students. The information can be provided using the infographic of the video given in the above link.
- Once the concept is delivered to the students, the teacher or parents may display some of the images containing the ill effects of the substances.
- The students observe the images and deduce the effects of the consumption of those substances on the individual and their locality. They may also express their ideas in the form of posters to share the cause, effect, and preventive measures of substance misuse and its effects on individuals.

Assessments

- The teacher uses the posters designed by the students to check their understanding of substance abuse and prevention strategies.
- The teacher can also use the assessed work to provide feedback and redesign the teaching strategy for those who do not understand the concept.
- The students may record the video explaining the effects of substance abuse on their health and community with the possible prevention methods and send it to the teacher for the assessment.
- The teacher may use the sample rubrics (given in the link) to assess the poster's design on substance abuse.

Resources

- Doma-
<https://i.pinimg.com/564x/b8/6b/a1/b86ba101977a89b5a5a79b63a3d339c3.jpg>
- Smoking- <https://wmsmile.com/wp-content/uploads/2018/03/smoke-mouth.jpg>
- Drinking- <https://www.webpages.uidaho.edu/gbabcock/IMAGES/alcohol%20dv.jpg>
- Tobacco-<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT8RlrV8Xq8iu6vmF3ejz1BgcWFekh2BwGbQ&usqp=CAU>

3.3 CLASS VI

3.3.1 Strand: movement and physical activity for active living and sports excellence

This broad theme covers the fundamental and specialised physical movements important for leading active lifestyles. The theme promotes competencies in physical activities, movement skills, sports skills, fitness, healthy and correct body postures, and safety in physical activities. The competencies and learning experiences under the theme are promoted mainly through practical experiences and physical practices during and after school sessions. A learner is provided ample opportunities to perform, reflect, correct, and execute the movement skills promoting active living.

3.3.1.1 THEME: FUNDAMENTAL MOVEMENT SKILLS FOR PHYSICAL EFFICIENCY

This theme focuses on acquiring the near-mastery to the mastery level of fundamental movement skills important for physical efficiency in physical activities including sports and athletics.

- Concepts: movement skills and their importance for physical efficiency
- Skills: correct skills of continuous leap, balance, dribbling, sprinting, and jump

Competency

- Identify skills while performing continuous leaps in a game situation, dynamic body balance, hand dribbling, sprinting and jumping for distance for promoting physical efficiency.

Learning objectives

- Identify continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting, and jumping for the distance necessary to perform physical activity.
- Perform continuous leaps in a game situation, dynamic body balance, hand dribbling, sprinting, and jumping for distance for promoting physical efficiency.
- Use continuous leaps in a game situation, dynamic body balance, hand dribbling, sprinting and jumping for distance for effective participation in recreational and social physical activities.

Learning experiences

- Learning and practices of movement skills using video clips, illustrations, and interactive learning or lead-up games for leading an active lifestyle.
- Participation in games, athletics, recreational social, and sporting physical activities involving movement skills and specific techniques

Pedagogies

The teacher uses the “Jigsaw” method to teach the skill of continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting and jumping. The teacher and students can use audio-visual, PowerPoint or illustrations.

- The teacher divides the student into teams (Home Group) and presents them with skills of continuous leap in-game situations, dynamic body balance, hand dribbling, sprinting, and jumping. From the Home-group students move to the Expert Group to learn and practise their skills. In this group, students learn the skills from various sources to present to the Home-group later on. Teachers support and guide them as they discuss or practise. The students move back to the Home-group to share their skill (Expertise). Sharing can be done through demonstration, modelling, or practice approach. Students practise independently and it must be fun, and safe, with mass participation involving all the skills and the teacher provides corrective feedback and guidance.
- The students watch, imitate, and practise the skills in the audio-visual material and illustrations. The student focuses on the elements of the skill during the practice.
- The teachers follow up on the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.

Assessments

- The teacher conducts the assessment during practice and the activity part using a checklist through observation. The checklist must contain indicators for concept understanding, elements, and application of the skills. The checklist can be prepared for the whole class or individual students.
- The teachers assess the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- The students may keep records of the skill practised for reference if platforms to share with the teacher is not available.
- The skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback is provided for improvement.

Resources

- Health and Physical Education Suggested Activities, 6, Royal Education Council, 2020<https://rec.gov.bt/textbooks-and-manuals/#683-908-wpfd-health-and-physical-education-1586092794>
- Games for Fundamental skills)
<https://www.youtube.com/watch?v=K0w4EYvpi1k&list=PLB9Gwrie1rEBwsadKYp21MI8dNtRZNYhX>
- <https://www.youtube.com/watch?v=kbpwFOHNNng>
- <https://www.youtube.com/watch?v=6HzlWIUmpkg>
- <https://www.youtube.com/watch?v=cycQCK8w1-o>

3.3.1.2 **THEME: SAFE USE OF EQUIPMENT**

This theme focuses on safety competencies related to body positions, spatial awareness, exercises, and the safe use of implements to prevent injuries, save lives, and participate actively in physical activities. The following concepts and skills are covered in the theme.

- Concepts: body posture to prevent injuries
- Skills: correct body posture for warming-up and cooling down exercises

Competency

- Use equipment safely with spatial awareness during physical activities to prevent injuries.
- Use correct body postures to carry out appropriate warming-up and cooling down exercises before and after performing daily physical activities for physical efficiency.

Learning objectives

- State basic consideration and importance of safety in physical activities.
- Use equipment safely with spatial awareness during physical activities in preventing injuries.
- Use correct body postures to carry out appropriate warming-up and cooling-down exercises before and after performing daily physical activities to prevent injuries.

Learning experiences

- Learning and practicing correct body postures through illustrations, video clips, and instructional lessons.
- Performance of incidental physical activities, sporting activities, and warming-up and cooling down exercises applying correct body postures, positions, and techniques.
- Use of implements safely during physical activities
- Assessments of body posture through peer and team feedback using postural analysis techniques.

Pedagogies

The demonstration and discussion approach can be used for the lessons.

- Discussion is initiated on the students' experiences or observations on the use of different equipment in physical activities. The students can think of any equipment they have used or have seen others wear while playing sports or doing other physical activities.
- The teacher discusses the safe, unsafe, correct, and incorrect use of the equipment. The rationale for correct use and consequences of incorrect use of equipment are also discussed.
 - Helmet: always wear a helmet made for the sport or physical activity you are playing. Helmets should fit snugly but comfortably on your head and shouldn't tilt backward or forward.

- Eye protection: eye gear for sports and physical activity is made from a plastic called polycarbonate.
- Facemasks, either a guard or shield, attached to helmets should also be made of polycarbonate.
- Goggles should be worn to cover prescription eyeglasses.
- Wrist, knee, and elbow guards or pads: You should wear guards or pads when doing any activity that requires moving on wheels, such as skateboarding.
- Guards or pads can prevent breaks, and cuts, and absorb shock from falls.
- Guards or pads should fit snugly and comfortably.
- Footwear: football, baseball, softball, and soccer are some sports that require cleats. Replace cleats and shoes that have worn out or are no longer supportive.

Assessments

- The assessment tool on safety should revolve around questions such as:
 - Is the floor surface in good condition?
 - Is safety glazing provided in all areas used for ball activities?
 - Is the equipment appropriate for the age group concerned?
 - Are students wearing appropriate clothing/footwear for the planned activity?

Resources

- <https://www.betterhealth.vic.gov.au/health/ten-tips/10-tips-to-exercise-safely>
- <https://www.physicalactivityaustralia.org.au/exercise-safety/>
- <https://www.nap.edu/read/18314/chapter/8>

3.3.1.3 THEME: FIRST AID FOR SUPPORTING AND SAVING LIVES

This theme focuses on simple First aid competencies critical for supporting and saving lives. The concepts and skills covered in the theme are;

- Concepts: First Aid to avoid worsening of health conditions
- Skills: First Aid skills for heatstroke, lodged objects, and abrasion

Competency

- Apply First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion to save a life.

Learning objectives

- Explain heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion.
- Perform First Aid for heatstroke, lodged foreign object (eyes/ears/nose/mouth), and abrasion.
- Apply First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion.

Learning experiences

- Identification of types of abrasion and lodged foreign objects and their uses through online resources and instructional learnings.
- Exploration and practice of First Aid on heatstroke, abrasion, and lodged foreign object through video tutorials and demonstration by First Aid professionals.
- Comprehension of the importance of First Aid in saving and supporting lives.

Pedagogies

The teacher uses the role-play method/audio-visual/ppt/illustration to teach the skill of giving First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion.

- The teacher and students initiate discussion on First Aid for heatstroke, lodged foreign objects (eyes/ears/nose/mouth), and abrasion. In this open discussion, both the teacher and the students can talk about the concept and possible ways to practise.
- The teacher aligns these concepts to the practice of the students and ask them to practise the skill. The teacher supports and guides them as they practise.
- Students perform skills of First Aid as per the instructions and under the teacher's guidance
- At the end again open discussion on what they have learned, how it can be performed in a better way, or what are the importance of this First Aid in everyday life are discussed.

Assessments

- Teachers assess the concept and procedures learned by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial representation task assigned.
- Students may keep records of the procedures or any other documents for reference if platforms to share with the teacher is not available
- Concepts and procedures presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedbacks are provided for improvement.

Resources

- <https://firstaidforlife.org.uk/first-aid/>
- <https://www.teacherplanet.com/pages/first-aid-saves-lives-word-search>
- <https://www.mayoclinic.org/first-aid/first-aid-heatstroke/basics/art-20056655#:~:text=If%20you%20suspect%20heatstroke%2C%20call,Spray%20with%20a%20garden%20hose.>

3.3.2 Strand: personal and interpersonal development for individual and social harmony

The theme focuses on inter-and intra-personal skills necessary for active participation in health and physical activities, involving both individual and social settings. The theme facilitates the development of a learner's values, life skills, social skills, and emotional intelligence that enable a learner to self-regulate and promote social harmony and dynamism for active living. The competencies and education experiences for the theme include behaviour and life skills necessary for social harmony. Further, the competencies under this theme are also promoted through integration in the activities under two other interrelated themes.

3.3.2.1 THEME: RESPECT FOR DIVERSITY IN TEAMWORK

This theme promotes intra and inter-personal competencies that promote social harmony.

- Concepts: social conduct and personal development to enhance personal and social harmony.
- Skills: teamwork, collaboration, and cooperation skills

Competency

- Follow rules and regulations for personal and social harmony.
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity for social harmony.

Learning objectives

- Explain the importance of teamwork and cooperation regardless of ethnic or cultural diversity (mixed group, effective communication, role sharing, target setting, and collaboration).
- Follow rules and regulations for personal and social harmony.
- Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.

Learning experiences

- Taking up social roles and responsibilities recognizing respect and appreciation for individual differences and contributions to team success.
- Participation and engagement in cooperative learning and physical activities require patience, tolerance, and self-control.
- Exploration of the importance of acceptance of individual differences in society using audio-visuals, video lessons, and through reflection on individual and social experiences.

Pedagogies

- Students or the teacher is involved in a fun game (hide and seek, musical chair) through video clip/ppt/illustration/demonstration to teach the concept and apply the importance of teamwork and cooperation regardless of ethnic and cultural

diversity. The situation can be as shown in the video clip/illustration/ppt or the student/teacher can carry out a short demonstration guided by these key elements:

- Communication: efficient communication with respect for speakers offering encouragement and being a good listener.
 - Delegation: teams that work well together understand the strengths and weaknesses of each team member. One of the benefits of strong teamwork is that team leaders and members allocate tasks to the most appropriate team members.
 - Efficiency: through working together, students are aware of their capabilities and the capabilities of the group, in general, can organise the workload accordingly.
 - Ideas: when a team works well together, a respectful and trusting team environment not only enables colleagues to think more creatively but will lead to more productivity and collaboration.
 - Support: all tasks and diversity in a team can be challenging, but having a strong bond and respect for diversity can act as a support mechanism for team members. They can help each other improve and progress.
- The students are involved in teams or individually in an activity guided by the teacher/elders/parents. The activity must be fun enclosing the key elements to build teamwork and cooperation irrespective of ethnic and cultural diversity. Presentation of the activity can be a role-play, ppt, video-clips, illustration, descriptive writing piece, picture text, or voice recording. The teacher can support the learners in the activity noting the key elements and providing feedback.

Assessments

- The assessment can be conducted using a rubric containing the key elements on the importance of teamwork and cooperation regardless of ethnic or cultural diversity. The rubric must contain all the detailed key indicators.
- Assessment can be conducted during practice or from the activity. Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback are be provided for improvement.
- The rubric can be prepared for the whole class or individual students. A rubric can be used to assess the student.

Resources

- Tips to promote team building:
<https://national.macaronikid.com/articles/59a70aaa6a33644cae651292/6-tips-for-teaching-your-children-teamwork>
- Cooperation Games: https://thephysicaleducator.com/game_category/cooperation/
- Team Building Fun Game): <https://www.youtube.com/watch?v=Pde0FKYthEY>

- Team Building Activity: <https://www.youtube.com/watch?v=EemxMnxU8DE>
- Health and Physical Education Suggested Activities, class VI, Royal Education Council, 2020.

3.3.3 Strand: health and healthy lifestyle (HHL) for wellbeing

This theme focuses on hygiene, sanitation, WASH, food and nutrition, reproductive health, personal safety, and substance abuse. The learning experiences can directly impact the health and wellbeing of individual learners and communities. The specific competencies and education experiences in the theme include Water, Sanitation, and Hygiene for Healthy Living; Nutrition Choices and Habits for Longevity and Sports Excellence; and Healthy and Ethical Use of Substances.

3.3.3.1 THEME: HEALTHY DIETARY HABITS FOR GROWTH AND DEVELOPMENT

The theme promotes competencies related to individual food habits for enhancing growth and development and healthy living.

- Concepts: dietary habits and importance in improving a healthy lifestyle, nutrition, and its importance to prevent nutrition deficiency diseases
- Skills: analytical skills on choosing the right food choice for healthy dietary habits. Planning of a healthy food plate, decision-making skills on healthy food choices, analyses of individual dietary habits, and nature of individual physical activities

Competency

- Compare and contrast lifestyle choices for healthy lifestyles and dietary habits for decision making.

Learning objectives

- Identify where foods fit in the food pyramid.
- Practise healthy eating habits and maintain food journals.
- Explain the relationship between the type of food intake and physical activities in terms of health benefits and diseases (nutrients, vitamins and minerals, carbohydrates, protein, and fats).

Learning experiences

- Exploration of the understanding and practice of healthy eating habits using video, posters, and relevant materials.
- Practices of healthy dietary habits and maintaining individual food journals.
- Evaluation of individual dietary habits and enhancing healthy dietary practices to prevent lifestyle diseases.
- Generation of understanding about individual food intake and energy use in physical activities, interpretation of individual food choices, and food pyramid for healthy lifestyles.

- Maintaining and reviewing individual food journals to enhance healthy dietary.

Pedagogies

- The teacher uses an integrative teaching approach to teach the food pyramid.
- Using the food pyramid, the students learn about the different types of food groups in the food pyramid.
- The students brainstorm on their daily dietary habits and share them with their friends. Using Rally-Robin, the students discuss and share individual dietary habits and plan on the improvement of dietary habits.
- The students use the food pyramid to learn about types of food that include nutrients such as vitamins and minerals, carbohydrates, protein, and fats.
- The students select foods related to the type of physical activities students prefer. Discuss the relationship between nutrient intake and their deficiency diseases.
- The students use videos containing nutrients and their deficiency diseases to explore further the concept.
- The teacher uses pictorial illustrations, audio-visual clips, or any teaching aids containing food pyramids.

Assessments

- The teacher assesses through general observation, BMI, checklist, or use any other assessing methodologies.
- The checklist must contain the indicators to assess the importance of nutrient intake for individual preferred physical activities.
(<https://www.sciencedirect.com/topics/medicine-and-dentistry/nutritional-assessment#:~:text=Goals%20and%20Importance%20of%20Nutritional,against%20dis ease%20later%20in%20life>).
- The checklist must contain indicators for nutrient intake and their deficiency diseases.
- The students use a checklist reflecting on the daily consumption of nutrients and plan individual dietary plans.
- The students plan individual dietary routines and keep records in the form of pictures or video clips for the teacher's assessment.
- The students reflect on the daily consumption of meals and plan a healthy diet to improve individual dietary habits.
- The teacher and parents guide and support students in consuming a balanced diet healthy

Resources

- Food pyramid <https://www.chp.gov.hk/en/static/90017.html>
- Relationship between food intake and physical activity
<https://www.healthlinkbc.ca/health->

topics/ta1294#:~:text=Food%20provides%20energy%20for%20physical, rebuild%20issues%20such%20as%20muscles.

- Nutritional Assessment <https://www.sciencedirect.com/topics/medicine-and-dentistry/nutritional-assessment#:~:text=Goals%20and%20Importance%20of%20Nutritional,against%20disease%20later%20in%20life>.

3.3.3.2 THEME: IMPACT OF SUBSTANCE ABUSE ON HEALTH

This theme focuses on healthy habits and the health implications of substances used in daily life.

- Concepts: healthy and ethical use of substances for health benefits and a harmonious society
- Skills: self-awareness, analytical and decision-making skills on the safe use of substances

Competency

- Make informed decisions on substance use.
- Follow the guidelines for the safe use of substances (medicine) to develop healthy conduct.

Learning objectives

- Identify the ill effects of misused substances.
- Follow the guidelines for the safe use of substances (medicine).
- Avoid the use of substances that have ill effects on personal health and influence family and society.

Learning experiences

- Identification and understanding of negative effects of substances on personal health, family, community, and society as a whole.
- Consultation of medical professionals for use of medicines and substances.
- Follow instructions and advice for using medicines and substances.
- Exploration of policies, rules, and regulations on the use of medicines and substances, including implications to individuals, families, and society.

Pedagogies

- The teacher uses an inductive teaching strategy to teach the concept of substance misuse (medicines), preventive methods, and its ill effects on individual health and their family. To execute the strategy, the teacher or parents use either videos or infographic materials containing the effects of substance misuse and preventive methods. The teacher uses any video clips containing the ill effects of misusing medicines to teach the importance of healthy consumption of medicines. The videos must contain the importance of consuming medicines using a doctor's prescription.

- The students use Round-Robin or any other strategies to discuss the commonly misused substances including the medicines. In the process of discussion, students list down some commonly misused substances (doma, alcohol, cigarette, tobacco, medicines). On the other hand, the students discuss the ill effects of consuming medicines without a doctor's prescription. The teacher provides related information on the ill effects and preventive measures for substance misuse. The information is provided using the infographic materials in the form of a video given in the above link.
- The teacher and parents discuss the ill effects of substance misuse using the following links. The suggestive images can be used from the links given in the resource.
- The students observe the images and deduce the consequences of substance misuse and its ill effects on individual health, family, and society. The students create awareness of substance misuse in the school and in society.

Assessments

- The teacher conducts the assessment by asking questions during the physical activities. The questions must focus on the importance of consuming medicines only after a doctor's prescription and the ill effects of substance misuse.
- The students use the information provided by the teacher in creating awareness of substance misuse at home and in society.
- The students use a checklist to keep track of the healthy consumption of medicines. The checklist must contain the indicators for the doctor's prescription of medicines.
- The students practise consuming medicines with a doctor's prescription and refrain from substance misuse.
- The students record the practice in the form of video clips or journals and send them to the teacher for assessment and necessary feedback.
- The teacher and parents guide and encourage students to consume medicines with a doctor's prescription and help them to refrain from substance misuse.

Resources

- Prescribed medicine and OTC- <https://www.youtube.com/watch?v=IWd694Rozno>
- Difference between medicine and OTP
<https://www.youtube.com/watch?v=PCnxHnfbgZY>
- https://www.mibluesperspectives.com/wp-content/uploads/2016/10/PHARMACY_OTCvsRxMedications_V3-01.png
- Side effects of medicine <https://admin.americanaddictioncenters.org/wp-content/uploads/2015/10/what-are-ambien-side-effects.jpg>
- The suggestive infographic materials can be viewed by clicking the link- <https://i.pinimg.com/564x/1e/df/f1/1edff166bed266f723ccc0fd748e49ff.jpg> and the video link- <https://www.youtube.com/watch?v=WttQVYeCnPI>

- Doma-
<https://i.pinimg.com/564x/b8/6b/a1/b86ba101977a89b5a5a79b63a3d339c3.jpg>
- Smoking- <https://wmsmile.com/wp-content/uploads/2018/03/smoke-mouth.jpg>
- Drinking- <https://www.webpages.uidaho.edu/gbabcock/IMAGES/alcohol%20dv.jpg>
- Tobacco-<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT8RlrV8Xq8iu6vmF3ejz1BgcWFekhx2BwGbQ&usqp=CAU>
- Medicines -
[https://www.verywellhealth.com/thmb/c5PwJObMI4oED I8598oHxNmI10=/700x0/filters:no_upscale\(\):max_bytes\(150000\):strip_icc\(\):format\(webp\)/is-an-otc-asthma-inhaler-available-200670_color2-5b95df2b4cedfd002521025e.png](https://www.verywellhealth.com/thmb/c5PwJObMI4oED I8598oHxNmI10=/700x0/filters:no_upscale():max_bytes(150000):strip_icc():format(webp)/is-an-otc-asthma-inhaler-available-200670_color2-5b95df2b4cedfd002521025e.png)

4. ASSESSMENT TOOLS AND TECHNIQUES

The assessments in HPE at the primary level focus on the formative assessment, analyses, and continuous support of learning. Three forms of assessments can be conducted in HPE using different tools and techniques to assess a learner's achievements in three types of competencies.

- *Authentic Assessment*

This type of assessment is carried out more like in a real-life setting. It gives a new outlook for learners and teachers, unlike monotonous paper-pencil testing. The testing is done in a real situation of activity, instead of testing skills and knowledge separately from actual game situations. It enables teachers to assess the ability of learners to apply skills and knowledge in a real-life situation.

- *Alternative Assessment*

An alternative assessment is different from those assessments, which is normally given to learners (i.e., true/false, matching, essay questions, standardised tests, etc.). An alternative assessment is "untraditional", and includes assessments in the forms of drawing a picture, making a video of a particular skill, etc. On many occasions, this type of assessment allows learners to create a product that the teacher has to class learners mostly using a rubric. Often learners are made to work with other classmates to complete a task to be assessed.

- *Performance-based Assessment*

In performance-based assessment, learners are asked to make, do, or create something in context to a learning area in focus. Depending on the objectives and theme of lessons, learners can be given a performance task (performing skills), product task (project), or portfolio task (essay, brochure). It provides learners a chance to do things that are more practical rather than just answering questions.

4.1 ASSESSMENTS, RECORDING, AND REPORTING

The learners' learning progress and competency achievements are assessed in terms of learning objectives identified for each class. Each of the competencies in a learner is assessed in terms of its corresponding learning objectives and learning experiences. The teachers continuously assess and record the achievement level of the Learning objectives; identified for each competency achievement. Each of the learning objectives for competency is assessed using appropriate tools and techniques and recorded in terms of objective scores (1 to 3 points). The scores for the Learning objectives are the main basis for calculating the learner's achievement levels in individuals and the overall competencies in HPE.

The summative assessment results at the end of a term or year are generated from the formative assessment results and other learning evidence. The summative results are

reported in terms of the five-level competency benchmarking provided in table 4. The following steps are provided to assist teachers in the assessments, recording, analyses, and reporting of learners' competency achievements.

Step 1. A learner is assessed for each Learning objective and the results are recorded in the following table using the three-point score: *1: not achieved-still at conceptual and factual level; 2: achieving-intermediate level of using concepts, facts, and skills to a learning context, and 3: achieved-use concept, fact, skills to the learning context and beyond.* Each competency objective is assessed out of 3 points.

Competency	Competency Learning objectives	Assessment results	Teacher's remark and support required
Competency 1	Objective 1		
	Objective 2		
	Objective 3		

Example

Competency for class VI	Competency Learning objectives	Assessment results (total 9 points)	Teacher remark and support
i. Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	i. State basic consideration and importance of safety in physical activities.	3	Can well reason the importance of safety measures in any given context of physical activities
	ii. Use equipment safely with spatial awareness during physical activities in preventing injuries.	2	Can follow safety measures mostly in the guided activities. Limited spatial awareness beyond the learning context
	iii. Use correct body postures to carry out appropriate warming-up and cooling down exercise before and after performing daily physical activities	1	Frequently uses incorrect body positing in the learning activity.
Assessment results for the competency		6/9 X 100= 67%	<ul style="list-style-type: none"> Achieving the competency.

		<ul style="list-style-type: none"> Require more practice on safety skills and use of correct body postures
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Note: Similarly the learner’s progress in the Learning objectives for all the competencies identified for the class level are assessed and recorded.

Step 2. Generating Summative Assessment Results for a term or a year

<i>Competencies for the class</i>	<i>Sum of the scores for the Learning objectives</i>	<i>Term or year-end competency level</i>
Competency 1: Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	X	Provide the benchmarking level in which the learner’s overall competency score falls.
Competency 2	Y	
Competency 3...	Z	
Sum of the scores for all the competencies	T	
% Competency score	T/no of competencies assessed= overall competency score for the term or a year	

Example

<i>Competencies for the class</i>	<i>Sum of the scores for the Learning objectives</i>	<i>Term or year-end competency level</i>
Participate safely in physical activities applying equipment safely and spatial awareness to prevent injuries	67% (from the example in step one)	Referring to the benchmarking the assessment result for the learner can be reported as 59 % or Meeting Level or GPA of 2 depending upon the assessment reporting policies and practices.
Competency 2	40 % (dummy)	
Competency 3...	70% (dummy)	
<i>Sum of the scores for all the competencies</i>	177	
<i>% Of overall competency score for the term or year</i>	177/3=59%	
<p>Result report: The learner needs more support in competency 2.</p>		

4.2 ASSESSMENT TOOLS AND TECHNIQUES

A teacher can choose any assessment tools and techniques provided in table 3 depending on the type of assessment selected to assess a domain competency.

Table 3. Assessment Task, Tools and Techniques

Domain	Assessment type	Task	Tools	Techniques
Cognitive Competency	Alternative Assessment	Drawing a picture, making a video, colleague, songs, concept mapping, project	Checklist Rubrics	Conferencing Interview
	Standardised Test	True/false, matching, multiple choice, essay questions	Paper-Pencil Test	Testing
Performance Competency	Performance-based Assessment	performance task, product task (essay, brochure)	Rubrics	Observation, Project Work, Portfolio Task
Behavioural Competency	Authentic Assessment	Application of knowledge, values and skills in actual situations (in and beyond instructional activities)	Checklist, Rubrics, Journal	Observation, Journaling

The following are the other tools and techniques one can adapted in HPE

Competencies	Assessment		Performance Benchmarking
	Tools	Techniques	
Cognitive	<ul style="list-style-type: none"> ● Checklist ● Rubrics Viva-voice ● Rating scale ● Anecdotal records ● Likert Scale ● Reflective journals 	<ul style="list-style-type: none"> ● Observation, Questionnaire ● Interview ● Self-report ● Interview/ conference ● Projects and Presentations ● Quizzes, tests, and examinations ● Collection of relevant work involving ● Knowledge, skills and 	
Performance	<ul style="list-style-type: none"> ● Citizenry Engagement Rubric ● Ethical Reasoning Rubric ● Lifelong Learning 		

	Rubric <ul style="list-style-type: none"> ● Teamwork Rubric ● Written 	attitudes, and abilities <ul style="list-style-type: none"> ● Performance evaluation ● Google Forms 	
Behavioural	<ul style="list-style-type: none"> ● Communication rubrics ● Portfolio ● Proficiency test ● Achievement test ● Diagnostic Test 		

4.3 SAMPLE OF ASSESSMENT TOOLS

4.3.1 Class IV

4.3.1.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Continuous Leap	Galloping
<ul style="list-style-type: none"> ● Knees bend slightly to absorb landing then extend to take off. ● Off and lands on the ball of the feet. ● Can lead with either leg. ● Head and Trunk stable. ● Eyes focused forward ● Opposite the leading leg stretches forward and upward. 	<ul style="list-style-type: none"> ● Smooth rhythmical movement ● A brief period where both feet are off the ground. ● Weight on the balls of the feet. ● Hips and shoulders point to the front. ● Head stable, eyes focused forward or in the direction of travel.
Overarm Throwing	Catching
<ul style="list-style-type: none"> ● Eyes focused on target area throughout the throw ● Stands side-on to target area ● Throwing arm moves in a downward and backward arc. ● Steps towards the target area with the foot opposite the throwing arm. ● Hips then shoulders rotate. ● Throwing arm follows through, down and across the body. 	<ul style="list-style-type: none"> ● Eyes focused on the object throughout the catch. ● Feet move to place the body in line with the object. ● Hands and fingers relaxed and slightly cupped to catch the object. ● Catches and controls the object with hands only (well-timed closure). ● Elbows bend to absorb the force of the object.

Striking	Sprinting
<ul style="list-style-type: none"> ● Eyes focused on the ball throughout the strike ● Hands next to each other, bottom hand matches the front foot. ● Steps towards the target area with the front foot. ● Hips and shoulders rotate forward. ● Ball contact made on the front foot with straight arms. ● Follow through with a bat around the body. 	<ul style="list-style-type: none"> ● Upper body posture- tall with head, neck and shoulders directly on top of hips. ● Arm movement balances the body, increases force production. Arms move front to back. ● Lower body positions- pelvis or hips should be neutral (not tilting forward or backwards) ● Foot land directly underneath the centre of mass. ● Bring the calf muscles near the hamstring by lifting the knee high. ● Have short ground contact times during upright sprinting.

4.3.1.2 SAMPLE CHECKLIST FOR WASH FACILITIES

Name	I wash my hands before handling food	I wash my hands before feeding	I wash my hands after visiting toilet	I wash my hands after physical activities	I keep toilets clean at home and in school	I dispose wastes in the proper bins
Dawa						
Cheki						
Pema						

4.3.1.3 SAMPLE CHECKLIST FOR MENSTRUAL HYGIENE

Name	I use sanitary pad	I use cloth	I take bath during menstruation	I dispose used pads in the proper bin	I wash my hands after changing into new pads.
Dawa					
Cheki					
Pema					

4.3.1.4 SAMPLE CHECKLIST FOR DEGRADABLE AND NON-DEGRADABLE WASTES

	Plastics	Paper	Food waste	E-waste
Apple			✓	
Newspaper				
Water bottle	✓			

4.3.2 Class V

4.3.2.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Punting	Dynamic body balance (Line or beam walk)
<ul style="list-style-type: none"> ● Eyes focused on the ball. ● Ball held lace forward, seams down- at hip height. ● Step forward onto the non-kicking foot. ● The ball connects with the instep of the foot. ● Backward lean of the trunk. ● Matching hand with the foot guides the ball down toward the foot. ● Opposite arm with kicking leg lifts forward and sideward. ● Follow through with kicking leg toward the target area. 	<ul style="list-style-type: none"> ● Use a stepping action i.e., alternate feet. ● Walk fluidly without pause. ● Keep both feet on the beam or line with toes facing the front. ● Head and trunk stable. ● Use arms when necessary to maintain balance.
Volleying	Sprinting
<ul style="list-style-type: none"> ● Bodyweight is balanced firmly. ● Shoulders face the target. ● One foot placed slightly ahead of the other. ● Hands held slightly above forehead. ● All fingers pad to contact the ball. ● Generate movement through the entire body and is 	<ul style="list-style-type: none"> ● Upper body posture- tall with head, neck, and shoulders directly on top of hips. ● Arm movement balances the body, increases force production. Arms move front to back. ● Lower body positions- pelvis or hips should be neutral (not tilting forward or backward) ● Foot land directly underneath the centre of mass. ● Bring the calf muscles near the hamstring by lifting to the knee-high. ● Have short ground contact times during

extended following through the target.	upright sprinting.
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Note: Sample activities for The Win-Win Situation Games at <https://www.amazon.com/Win-Win-Games-All-Ages-Co-operative/dp/086571441X>

4.3.2.2 SAMPLE RUBRIC RULES AND RESPECTING EACH OTHER

Name: Grade/Sec: Date:

	<i>Achieved (3)</i>	<i>Achieving (2)</i>	<i>Not achieved (1)</i>
Cooperation	Uses concepts, facts, and skills of cooperation in the learning context and beyond	Intermediate level of using concepts, facts, and skills of cooperation in a learning context	Still at the conceptual and factual level of understanding cooperation
Communication	Uses concepts, facts, and skills of communication in the learning context and beyond	Intermediate level of using concepts, facts, and skills of communication in a learning context	Still at the conceptual and factual level of understanding communication
Teamwork	Uses concepts, facts, and skills of teamwork in the learning context and beyond	Intermediate level of using concepts, facts, and skills of teamwork in a learning context	Still at the conceptual and factual level of understanding teamwork

4.3.2.3 SAMPLE CHECKLIST TO ASSESS IMPORTANCE OF TEAMWORK

Name: Grade/Sec: Date:

Indicators	Yes	No	Remarks
Everyone works together listening to each other's view			
There is lead and follow system in team while taking out the activities			
Students share their ideas			
There is communication and feedbacks			

Each members/child pays attention			
Each member/child contributes his/her ideas			

4.3.2.4 SAMPLE CHECKLIST FOR MAINTAINING AND IMPROVING WASH FACILITIES

Name	I wash my hands using soap at the critical junctures	I can identify WASH facilities in school and at homes.	I know unhealthy WASH practices leads to poor personal hygiene	I help in maintaining toilet doors/latches, toilet pans, washbasins, bib-cock, garbage bins, and water tanks) at home and schools.
Dawa				
Cheki				
Pema				

4.3.2.5 SAMPLE CHECKLIST FOR MENSTRUAL HYGIENE

Name	I use sanitary pad	I use cloth	I wash and sundry the cloth	I take bath during menstruation	I dispose used pads in the proper bin	I wash my hands after changing into new pads.
Dawa						
Cheki						
Pema						

4.3.3 Class VI

4.3.3.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Hand Dribbling	Jump for distance
<ul style="list-style-type: none"> • Pads of fingers contact the top of the ball. • Wrist firm yet flexible. • A hand pushes the ball to the floor. • Hand absorbs ball slightly on return. • Knees bent slightly. 	<ul style="list-style-type: none"> • The preparatory crouch is low and consistent. • Arms swing to back and above waist level. • During the jump, arms swing forward and are held high. • Full stretching or extension of legs at take-off. • The body at take-off is kept at about 45°, with full emphasis on achieving distance.

<ul style="list-style-type: none"> • Back straight with slight forward lean. • Head up looking for open space. 	
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4.3.3.2 SAMPLE RUBRIC TO ASSESS TEAMWORK AND COOPERATION

Name: Grade/Sec: Date:

Key Elements	<i>Achieved (3)</i>	<i>Achieving(2)</i>	<i>Not achieved (1)</i>
Communication Efficient and Meaningful communication with respect and appreciation	Uses concepts, facts, and skills of communication in the learning context and beyond	Intermediate level of using concepts, facts, and skills of communication in a learning context	Still at the conceptual and factual level of understanding communication
Delegation Appropriate task allocation to the members	Uses concepts, facts, and skills of job deligation in the learning context and beyond	Intermediate level of using concepts, facts, and skills of job deligation in a learning context	Still at the conceptual and factual level of understanding job deligation
Efficiency Allocation of task as per the capacity and capability of the individual	Uses concepts, facts, and skills of effeciency in the learning context and beyond	Intermediate level of using concepts, facts, and skills of effeciency in a learning context	Still at the conceptual and factual level of understanding effeciency
Ideas Creative and valuable contributions of the idea	Uses concepts, facts, and skills of contribution in the learning context and beyond	Intermediate level of using concepts, facts, and skills of contribution in a learning context	Still at the conceptual and factual level of understanding contribution
Supportive Support and signify every members ideas and opinion	Uses concepts, facts, and skills of supporting each other in the learning context and beyond	Intermediate level of using concepts, facts, and skills of supporting each other in a learning context	Still at the conceptual and factual level of understanding supporting each other

4.3.3.3 SAMPLE CHECKLIST FOR SUBSTANCE MISUSE

Name	I take medicines only doctor's prescription.	My parents, teacher, siblings, and neighbours help me for healthy consumption of medicines.	I don't use substances that affect my health.	I inform my parents when I fall sick and inquire about the medicines I need to take.	I don't purchase medicines from the pharmacy without my parent's consultation.
Dawa					
Cheki					
Pema					

The theme addresses foundational competencies related to physical skill to promote active participations in physical activities. It covers the basic concepts and skills in physical education promoting active participation and health.

This theme focuses on fundamental safety competencies related to body positions, spatial awareness, and movement pathways to prevent injuries and safe lives. The following concepts and skills are covered in the theme.

This theme focuses on simple First aid competencies critical for supporting and saving lives. The concepts and skills covered in the theme are;

This theme promotes teamwork competencies involving understanding of individual differences and working together for success.

The theme covers competencies for personal hygiene practices to prevent diseases and to promote healthy growth and development. The theme is divided into sub-theme related to different aspects of personal hygiene.