

National School Curriculum

INSTRUCTIONAL GUIDE FOR HEALTH AND PHYSICAL EDUCATION

CLASS: PP-III



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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Review and writing

Dr Dawa Gyaltsen, Curriculum Developer I, DCPD, MOE (Principal reviewer)
Jigme Wangchuk, Teacher, Drugyel Higher Secondary Schools, Paro
Zangmo, Teacher, Ziloen Namgay Primary School, Thim Throm
Choki Wangchuk, Teacher, Olathang Primary School, Paro
Jigme Tshewang, Teacher, Wochu Lower Secondary School, Paro
Tshering Dolkar, Teacher, Wangsel Institute, Paro
Pema Tshering, Teacher, Goupel Lower Secondary School, Paro
Phub Dorji, Teacher, Mendeygang Central School, Tsirang
Damcho Wangmo, Teacher, Pelrithang Higher Secondary School, Sarpang

Advisers

Tashi Namgyal, Director, DCPD, MoE
Wangpo Tenzin, Specialist & Dean, DCPD, MoE

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 mechanism 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 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.

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.

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' wellbeing, 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 competency-based HPE curriculum, deep learning synonymous with “less is more” is facilitated through the use of an Instructional Guide for the specific class level. The guide suggests learning experiences and describes suggested pedagogies and strategies for facilitating student learning towards achieving competencies at each class 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 of 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 facilitator, guide, motivator, and evaluator.
- vii. Helps in the prioritization of learning content with an 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 PRE-PRIMARY

3.1.1 STRAND: MOVEMENT AND PHYSICAL ACTIVITY FOR ACTIVE LIVING AND SPORTS EXCELLENCE

This 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 ACTIVE PARTICIPATION

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

- Concepts: fundamental movement skills, and their importance for active participation.
- Skills: correct skills of walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching

Competency

- Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination for physical fitness.

Learning objectives

- Name walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills necessary for performing physical activities.
- Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination.
- Use walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills for effective participation in physical activities.

Learning experiences

- Participation in recreational activities and structured lessons on physical activities involving fundamental movement skills.
- Learning and practising fundamental movement skills using video clips, or leading an active lifestyle.
- Understanding through illustrations, nature walks, and interactive learning.
- Guided learning approach for learner-initiated activity.
- The teacher selects, prepares, or develops audio-visual material and illustrations containing the skills of walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills. These materials are made available to students and parents through online or offline platforms.
- Students watch, imitate, and practise the skills using audio-visual materials and illustrations. The student focuses on the elements of the skill during the practice.
- The teacher, parents, guardians, and siblings guide and support the student in carrying out the task.
- Teachers follow up on the skill learned by the students through observations, or recordings of students' task performance.

Pedagogies

- The teacher uses demonstration and practice approaches through video clips, illustrations, PowerPoint presentations, or dramatization to teach the skills of walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills. The pedagogy can be used for teaching any of the locomotors and stability skills.
- For teaching the concept of the skills, the teacher carries out any of the following approaches.
 - The teacher names and performs each skill to give the concept of the skill.

- The teacher shows different movement skills and the student identifies the skills.
- The teacher names the skill and the students perform it.
- The teacher demonstrates and explains key elements of each skill or students watch the videos/illustrations. The student practises the elements of the skill with the teacher, parents, sibling, or peers. The teacher/parent corrects and reinforces the practices of the elements of the skill.
- The student participates in an organised activity. The activity can be either directed by the teacher/parent or initiated by the students themselves. The activity must be fun, safe, and of moderate intensity, involving walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching skills, and encouraging mass and active participation, with or without the use of equipment.

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

- Fundamental Movement Skills: https://drive.google.com/file/d/1MOv_UL1xIk-rtGro0ZQee8Xc7k607NJR/view?ts=6018d96f
- Technical elements of walking-page 8, throwing-page10, running- page12, Suggested lesson activities, Teacher Information <https://rec.gov.bt/textbooks-and-manuals/#683-865-wpfd-health-and-physical-education>
- HPE Movement skills for Active Living <https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

3.1.1.2 THEME: SAFETY AND FIRST AID FOR SAVING THE LIFE

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

- Concepts: safe personal space and body position for active participation and prevention of injuries in physical activities
- Skills: maintaining safe space, distance, and body positions in static and dynamic physical activities

Competency

- Manage self-space, body positions, and pathways in physical activities for active participation.
- Follow safety rules during physical activity to prevent injuries.

Learning objectives

- Explain self-space, body positions, and pathways in physical activities.
- Explain the importance of maintaining self-space, correct body positions, and pathways in physical activities.
- Manage self-space, body positions, and pathways in physical activities.
- Follow safety rules during physical activities to prevent injuries.

Learning experiences

- Participation in daily physical activities including educational games and play with safe space, distance, and body positions
- Learning and performing recreational activities which involve movements and spatial awareness through demonstration, video clips, illustrations, obstacle activities

Pedagogies

The teacher can use activity-based learning to learn about self-space, body postures, and pathways by engaging in the following activities.

- The obstacle course for the activity is set by the teacher, parents, siblings, or the students. The student walks or runs through (over, under, around) the obstacle course without touching the object or other person. The teacher, parents, siblings, friends, and students discuss how they carried out the activity and the importance of maintaining self-space with correct body postures.
- Proper body postures: the correct way of standing, sitting, writing, and sleeping.
 - The teacher, parent, friend, or sibling shows the proper body posture through video (<https://www.youtube.com/watch?v=Hak6fcNONNw>) clips, illustrations, PowerPoint presentations, or demonstrations and makes students follow. The teacher, parent, friend, sibling, and students discuss the impact of wrong body postures.
 - The students with a teacher or parental guidance walk outdoors along the footpath, in the bushes, or along the road. While walking, the students focus on self-space, directions, and safety with correct body postures.
 - The students should be aware of their own space and that of others while walking in groups. They avoid touching others, learn to negotiate with obstacles, and avoid hitting or bumping into others by being aware of space and respect for others.

Assessments

- The checklist is used to record and assess the concept, skills, and practices of self-space, body postures, and pathways. The checklist can be prepared for the whole class or individual students.
- The teacher or the student records the skills in the checklist through observation, conversation, or recording.
- The assessment records are used for providing positive and corrective reinforcement, interventions, and remedies for improvement and progress.

Resources

- https://www.gov.nl.ca/education/files/k12_curriculum_guides_physed_prim_elem_6.pdf
- HPE: key-stage I Body Posture for Safe Living - <https://www.youtube.com/watch?v=Hak6fcNONNw>

3.1.1.3 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: meaning of First Aid, and its importance
- Skills: First Aid skills for fever, nosebleed, and sunburn

Competency

- Perform First Aids for sunburn, fever, and nosebleed to prevent health hazards.

Learning objectives

- Explain sunburn, fever, and nosebleeds.
- Perform First Aid for sunburn, fever, and nosebleeds.
- Apply First Aid for sunburn, fever, and nosebleeds.

Learning Experiences

- Demonstration of First Aid skills for fever, nosebleed, and sunburn by First Aiders
- Learning and practices of First Aid skills through illustrations, group discussion, and experts demonstrations

Pedagogies

- The teacher uses the discussion and application approach to teach the concepts and skills of First Aid for sunburn, fever, and nosebleeds. The teacher selects audio-visual or illustrated materials containing the concept and skill of First Aid for sunburn, fever, and nosebleeds. The materials are made available to students and parents through online or offline platforms. The teacher initiates discussions on emergencies related to sunburn, fever, and nosebleeds.

- The student progresses in learning about a wider range of simple incidents, such as how to deal with burns (how, where, and when to apply sunburn/aloe-Vera), how and when to give cold compression for fever, or how, and ways to control nosebleeds. The students watch, imitate, and practice the skills in the audio-visual material and illustration. The student focuses on identifying and avoiding danger, concepts, and skills of giving First Aid for sunburn, fever, and nosebleeds.
- The student shares about saving or helping lives, or how to respond if someone has been injured.
- The student performs simple First Aid for the given scenarios (nosebleed, sunburn, fever) through dramatization, illustration, role-play, or mock drill. The teachers observe, record, provide corrective feedback, and suggest as the student performs the task.

Assessments

- The teacher conducts the assessment during the discussion, practice, and activity using a checklist through observation, conversation, or recording of the student's 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.
- 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 assessing and providing further corrective feedback for improvement.

Resources

- Information input on First Aid <https://www.redcross.org/take-a-class/first-Aid>
- (First Aid unburnt) <https://www.youtube.com/watch?v=4NPNS9lj73I>
<https://www.mayoclinic.org/first-Aid/first-Aid-sunburn/basics/art-20056643>
- (First Aid Fever) https://www.youtube.com/watch?v=En_PSapxiog
<https://www.mayoclinic.org/first-Aid/first-Aid-fever/basics/art-20056685>
- (First Aid Nosebleeds) <https://www.youtube.com/watch?v=ZZds86xbI74>
<https://www.mayoclinic.org/first-Aid/first-Aid-nosebleeds/basics/art-20056683>

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: TEAMWORK IN PHYSICAL ACTIVITIES FOR SUCCESS

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

- Concepts: individual difference and acceptance, its importance for team success
- Skills: respecting and accepting differences in physical appearances for team success

Competency

- Participate in team physical activities with respect and regard for individual differences to promote social skills.

Learning objectives

- List differences in physical appearance (gender, height, weight) of individuals.
- Explain ways of accepting individual differences in a team.
- Participate in team physical activities with respect and regard for individual differences.

Learning experiences

- Participation in team building and recreational activities that do not differentiate individuals
- Exploration of types of physical and recreational activities suitable for individuals
- The cooperative approach is used to learn the concept and applications using audio-visual, illustrations, and PowerPoint Presentations containing concepts and applications of respecting individual differences with regards and respect.

Pedagogies

The teacher shall use the following steps.

- The teacher selects team activities, which require the active participation of students in a team or with peers. Or students watch short video clips.
- Team activities are conducted focusing PIES- Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- The teacher may use guided questions to get precise information (why teamwork).

- The student shall form teams consisting of diverse individuals (gender, height, weight) and practise ways of respecting individual differences in activities and daily lives. The same skills can be practised after watching the videos on individual differences.
- The students share their views on respecting individual differences through pictorial illustration, verbal or recordings.

Assessments

- The teacher conducts the assessment during the discussion, practice, and activity using a Rubric through observation, watching task records, or conversation. The rubric must contain detailed indicators for conceptual understanding and application. The rubric can be prepared for the whole class or individual students.
- The students may keep records of the skill practised for reference if other platforms are not available to share the practices with the teacher.
- The students' records of skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessing and providing corrective feedback for improvement.

Resources

- <https://www.weareteachers.com/team-building-games-and-activities/>
- <https://www.youtube.com/watch?v=6fbE52YDEjU>
- Kagan Cooperative Learning, Kagan Publishing, Dr. Spencer Kagan and Miguel Kagan, chapter 10, key 5; Team Building

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: PERSONAL HYGIENE FOR DISEASE PREVENTION AND DEVELOPMENTS

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

3.1.3.1.1 HAND WASHING AND BRUSHING TEETH FOR ORAL HEALTH

- Concepts: healthy habits to enhance personal hygiene. The importance of brushing teeth and washing hands to enhance personal hygiene
- Skills: performance of correct steps and techniques of hand washing and brushing teeth

Competency

- Use effective steps and techniques of hand-washing and brushing teeth to promote personal hygiene.

Learning objectives

- Explain reasons for washing hands and brushing teeth
- Use effective steps and techniques of handwashing and brushing teeth.

Learning experiences

- Demonstration and practice of steps for handwashing and brushing teeth
- Exploration of the benefits of brushing teeth and handwashing through video clips and illustrations.

Pedagogies

- The teacher uses demonstration and practice approaches, video clips, and pictorial or PowerPoint presentations to teach the skills of hand washing and brushing teeth.
- The teacher or parents ask questions on when and why handwashing is important and the student responds (when; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases).
- The steps of handwashing and brushing teeth are demonstrated or watched in the audio-visual and imitated by the student.
- The teacher uses pictorial illustrations to show that handwashing is important to get rid of germs that cause diseases.
 - Washing hands using soap is important after using a toilet and after physical activities.

- The teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged from consuming junk foods and sweets.
- The students practise the steps of handwashing and brushing teeth following the steps given in the illustration. The teacher corrects the steps.

Assessments

The teacher assesses to report a student's attainment of competencies in HPE for Key Stage I. Individual children must fulfill all the learning competencies. Students who are not able to fulfill all the competencies are given additional activities with different pedagogies that are appropriate to the student's level.

- The teacher or student assesses the steps of handwashing and brushing teeth through observation and recordings using the checklist. The teacher can also ask questions about when and why washing hands and brushing teeth are important.
 - Checklist parameters for handwashing must contain (after physical activities and visiting the toilet, etc.).
 - Checklist parameters for brushing must contain (brushing at least twice a day, avoiding sweets, etc.).
- The student uses a checklist to assess individual oral and personal sanitation.
 - Students relate the habits of handwashing and brushing by recording the changes using a checklist or using any other method of recording. (Whiter teeth, foul smell/foul breath) and mark accordingly.
- Reflect on the benefits of adopting the habits of washing hands and brushing teeth daily.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

Resources

- Steps of handwashing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth; https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg
- Steps of Brushing <https://w8n3m2p4.rocketcdn.me/wp-content/uploads/2016/03/Brushing-04-e1458217553598.jpg>
- Video clip on Handwashing <https://youtu.be/HKyLeeYwD8E>

3.1.3.1.2 SAFE DRINKING WATER FOR DISEASE PREVENTION

- Concepts: safe drinking water to prevent water-borne diseases.
- Skills: decision-making skills for safe drinking water.

Competency

- Follow safe drinking-water practices (boiled, filtered) at homes and in schools to prevent dehydration.

Learning objectives

- Explain safe and unsafe drinking water.
- Explain that drinking safe water can prevent disease.
- Drink safe water (boiled, filtered) at home and in schools.

Learning Experiences

- Developing habits of drinking safe water daily.
- Exploration of ways of making water safe for drinking through audio-visual clips and group discussion.

Pedagogies

The teacher uses inductive, deductive, or any other teaching methodologies to teach the concepts and the importance of safe drinking water.

- The teacher asks questions to the whole class and students carry out brainstorming sessions and come up with responses. The teacher elaborates on the responses given by the students and emphasises drinking filtered and boiled water to prevent diseases like diarrhoea
- The teacher uses pictorial illustrations (*charts showing a child drinking water directly from the tap or any other contaminated sources*), and audio-visual clips. The students observe and watch the teaching and learning materials and understand the importance of drinking safe water.
- The students in groups discuss how drinking water at homes and schools is made safe and shared it with the whole class. The teacher provides additional information and feedback. The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.

Assessments

- The teacher assesses to check if children have bought water for the HPE classes and ask whether the water is safe to drink or the teacher provides a checklist through any social media platform to assess the method used by individual students at home for making water safe for drinking.
- The checklist contains parameters on how water is made safe for drinking, and whether the water is boiled or filtered. The students use the checklist or any electronic gadgets available for keeping records for the teacher's assessment. The students record the

information in the form of pictorial illustrations, and audio-visual clips for the teacher's assessment.

- The teacher and parents encourage and monitor students in drinking boiled or filtered water at all times in schools and homes.
- During the question and answer session, the teacher focuses on drinking safe water to prevent diseases like diarrhoea. The teacher shows two bottles of water, one clean and the other dirty water, and asks the students which one is safe for drinking and why. The teacher elaborates on the ideas given by the students and the class come to the common consensus that filtered and boiled water is safe to drink and drinking safe water prevents disease like diarrhoea.

Resources

- Drinking unsafe water: https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg

3.1.3.1.3 HEALTHY MEAL ROUTINES FOR GROWTH

- Concepts: three meals and their importance for healthy body growth, the importance of consuming three meals.
- Skills: making healthy food choices. Identification of healthy and unhealthy foods.

Competency

- Follow healthy meal routines to develop healthy dietary habits.

Learning Objectives

- List three important meals in a day (breakfast, lunch, and dinner).
- Explain the health benefits of taking the right amount of three meals a day.
- Follow healthy meal routines.

Learning Experiences

- Follow meal routine at home and school.
- Watch audio-visual clips, pictorial illustrations, or any other teaching aids to learn about three meals and foods consumed.
- Practices of healthy meal routines

Pedagogies

- The teacher uses an inquiry method to teach the names of three meals of a day or the teacher uses a guided learning approach to teach the concept and importance of meals and the variety of foods for the meals.
- The teacher uses audio-visual clips, pictorial illustrations, or any other teaching aid to teach about three meals and the different types of food in the meals. The teaching aid contains the name of the meals and different types of fruits and vegetables that help in the proper growth and development of the body.

- The teacher asks questions and names the meals simultaneously (the meal taken in the morning is called breakfast, meals taken at noon are called lunch, and meals taken at night are called dinner).
- The students practise mealtime and consume different food with guidance from parents and teachers.
- The teacher and parents assist students in planning healthy meals containing a variety of foods and encourage eating meals on time.
- Students reflect on different types of food items they consume during mealtime and share with friends. The teacher reinforces the importance of consuming on time and of varieties in the meals.

Assessments

- The teacher conducts the assessment by asking questions about the names of the meals and the importance of having breakfast during the physical activities or the teacher conducts the assessment by providing a checklist to the students on the naming and consumption of three meals.
- With the guidance and support from the teachers and parents, students maintain personal journals on the consumption of different types of food. The students list different types of food they consume during meal times and record them in the journal for future reference.
- The teacher uses a checklist to assess the consumption of three meals and different types of foods by the students. The checklist contains how many students take all the meals daily. The teacher uses the checklist for the whole class or an individual child as per convenience.

Resources

- Healthy eating: https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg
- Healthy meals: <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>

3.1.3.1.4 PROPER DISPOSAL OF WASTE FOR HEALTH

- Concepts: disposal of waste for the clean and healthy surrounding
- Skills: practices of proper disposal of waste in schools and homes

Competency

- Practise proper disposal of waste to maintain a clean environment.

Learning objectives

- Explain waste
- Identify different waste disposals
- Practise proper disposal of waste.

Learning Experiences

- Exploration immediate surroundings
- Practices of proper disposal of wastes in the designated areas at homes, schools, and community.
- Taking ownership of individual wastes.

Pedagogies

The teacher uses the visual-learning approach to teach the proper disposal of wastes. To teach the concept, the teacher carries out any of the following activities through audio-visual clips, posters, pictorial illustrations, or field visits. The teacher selects, prepares, or develops audio-visual material and illustrations containing the information on waste management.

- Students watch the audio-visual and identify the problem of improper waste disposal or the teacher describes the problem to the children.
- The teacher asks questions about the causes of the problem, possible solutions to make the area clean, and what might happen if it is left littered.
- Through whole class discussion, list and share consequences of littering and possible solutions.
- Individual students choose the best ways to keep the surroundings clean and try out in and outside of schools daily. The students may design posters or recordings forms for keeping the surroundings clean.

Assessments

- The teacher conducts the assessment during the identification of problems and group discussion using the checklist or from the video clips, illustrations, or posters.
- The checklist must contain problem statements, indicators for understanding the consequences of improper waste disposal, and ways to keep the surroundings clean.
- It can be assessed by their posters/recordings and illustrations.
- The checklist can be prepared for the whole class or individual students. The students keep records of the wastes they have collected daily and disposed of in proper bins.

- The teacher assesses the daily practice through online and offline conversations, observations, or recordings of students' performance of the task using the excel sheet.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

Resources

- Improper waste disposal
https://www.iucn.org/sites/dev/files/styles/850x500_no_menu_article/public/cbc-mff0_01.jpg?itok=1TGz71DS
- Proper waste disposal: <https://http402home.files.wordpress.com/2018/10/trash-1024x707.jpg>
- Proper and improper disposal of waste: <https://junkit.ca/wp-content/uploads/2015/02/Improper-Waste-Disposal-Consequences.jpg>

3.2 CLASS I

3.2.1 STRNAD: 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 ACTIVE PARTICIPATION

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

- Concepts: fundamental movement skills, and their importance for physical efficiency, active participation in physical activities.
- Skills: correct skills of leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, transferring weight.

Competency

- Use the technique of leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, and transferring weight for physical efficiency.

Learning objectives

- Recognise leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, and transferring weight for performing physical activities.
- Perform leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, and transferring weight for physical efficiency.
- Use the technique of leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, and transferring weight for physical efficiency.

Learning experiences

- Participation in recreational activities and structured lessons on physical activities involving fundamental movement skills.
- Learning and practices of the fundamental movement skills using video clips, illustrations, nature walks, sporting activities, and interactive learning.

Pedagogies

The teacher uses a cooperative approach to teach the skill of leaping, sliding, hopping, catching, kicking, bending and curl-ups, static body balance, and transferring weight for

performing physical activities. To teach the concept of the skills the teacher carries out the following steps;

- The teacher distributes the name of the skills to each team verbally, on a flashcard or written on the board, or through video clips, pictorial, and PowerPoint presentations.
- The students work in teams to discuss the questions from the presentation: what is the skill? How is it performed? What are the elements of the skill? When do we perform the skill? Why do we need to learn the skill? And where do we perform the skill?
- Students participate in an organised activity initiated by the teacher or the students themselves. Introduce the activity to the students through which the skills are to be learned. Throughout the process of the activity, the teacher monitors and corrects the execution of the skills focusing on the technical elements of the skill.
- Students refer to an organised activity initiated either by parents, siblings, or the students themselves. The activity should be fun, involve the skill learned, and can be narrated by parents, siblings, or from television, books, and video clips.

Assessments

- Assigning roles to group members, such as summariser, reflector, elaborator, and/or recorder/secretary provides a more formal mechanism for evaluating the progress of the group.
- To make sure that all students are working towards the same competency, it is helpful to provide a detailed description (possibly a rubric or checklist) of how the performance is graded.
- Rubrics are given to students before the learning activity helps them get a clear sense of what knowledge and skills they need to achieve a given class. Scoring rubrics usually contain the following elements.

Resources

- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- HPE Movement skills for Active Living
<https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

3.2.1.2 THEME: SAFETY AND FIRST AID FOR ACTIVE PARTICIPATION

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

- Concepts: space awareness for active participation to prevent injuries.
- Skills: maintaining safe space, body positions, and pathways.

Competency

- Manage self-space, body positions, and pathways in physical activities for active participation.

Learning objectives

- Explain space awareness safety (direction and self-space).
- Explain the importance of space awareness in group physical activities for active and safe participation.
- Use safe self-space, body positions, and pathways for active participation in physical activities.

Learning experiences

- Demonstration of First Aid skills for fever, nosebleed, and sunburn by First Aiders.
- Learning and practices of First Aid skills through illustrations, group discussion, and expert demonstrations.

Pedagogies

Learn about self-space, body position, and pathways by engaging in the following activities; Students learn about self-space, body position, and pathways by engaging in the following activities;

- Students with parental guidance walk outdoors, along with the ally, in the bushes, and along the road. While walking students focus on the proper form of walking, maneuvering obstacles, and following the direction of the way.
- Students are made aware of their own space and that of others while walking in groups.
 - Avoid touching others and learn to negotiate with obstacles.
 - Look out for other students while moving to avoid hitting or bumping into them.
 - Discuss the need to walk consciously using their own space and respecting others' space.
- Parents promote spatial awareness in young children. For example, leaving a toy on the bed and talking about where the toy is, where the bed is, where the bedroom is, etc.
 - Using comparative terms. For example, mentioning which objects are closer and which objects are farther from a child's current location.

- Talking about relationships. For example, showing a child that a book is under a chair or that a video is on top of the shelf.

Assessments

Activity-based learning is assessed using a checklist. The tool should include indicators to check the attainment of knowing about the knowledge, performing of the skill, and application of the behavioural change. The teacher uses the same tools to record learning during the process of the activity.

Resources

- <https://study.com/academy/lesson/space-awareness-understanding-how-the-body-moves.html>
- <https://www.healthline.com/health/spatial-awareness>
- <https://rec.gov.bt/download/56/curriculum-framework/4133/health-physical-education-nnc-framework.pdf>
- <https://sites.google.com/site/cedarschoolpe/Home/movement-framework>

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: meaning of First Aid, and its importance in supporting and saving lives during emergencies.
- Skills: First Aid skills for fever, nosebleed, and sunburn.

Competency

- Perform First Aids for sunburn, fever, and nosebleeds to prevent health hazards.

Learning objectives

- Explain sunburn, fever, and nosebleeds.
- Perform First Aid for sunburn, fever, and nosebleeds.
- Apply First Aid for sunburn, fever, and nosebleeds.

Learning experiences

- Demonstration of First Aid skills for fever, nosebleed, and sunburn by First Aiders.
- Learning and practices of First Aid skills through illustrations, group discussion, and expert demonstrations.

Pedagogies

The teacher uses the discussion and application approach or selects audio-visual or illustrated materials containing the concept and skill of giving First Aid for sunburn, fever, and nosebleed to teach the concept and skills. Students watch, imitate, and practise the skills in the audio-visual material and illustrations. The student focuses on the concept and skills of First Aid for sunburn, fever, and nosebleeds.

- The teacher initiates a discussion on emergencies related to physical activities (sunburn, fever, and nosebleed).
- Students progress to learning about a wider range of simple incidents, such as how to deal with burns (how, where, and when to apply sunburn/aloe Vera), how and when to give cold compression for fever, and ways to control nosebleeds with guidance from teacher/parent or sibling. It focuses on identifying and avoiding danger.
- The student shares about saving or helping lives or how to respond if someone is injured.
- Students perform simple First Aid for the given scenarios (nosebleed, sunburn, fever) through dramatization, illustration, role play, or mock drill.
- 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 using a checklist that 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 practiced for reference if platforms to share with the teacher are not available.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Information input on First Aid: <https://www.redcross.org/take-a-class/first-Aid>
- Information input on First Aid: <https://www.redcross.org/take-a-class/first-Aid>
- (First Aid unburnt): <https://www.youtube.com/watch?v=4NPNS9lj73I>
- <https://www.mayoclinic.org/first-Aid/first-Aid-sunburn/basics/art-20056643>
- (First Aid Fever) https://www.youtube.com/watch?v=En_PSapxiog
- <https://www.mayoclinic.org/first-Aid/first-Aid-fever/basics/art-20056685>
- (First Aid Nosebleeds) <https://www.youtube.com/watch?v=ZZds86xbI74>
 - <https://www.mayoclinic.org/first-Aid/first-Aid-nosebleeds/basics/art-20056683>

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: TEAMWORK IN PHYSICAL ACTIVITIES FOR SUCCESS

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

- Concepts: the individual difference, its importance for team success
- Skills: respecting and accepting differences in physical appearance for team success.

Competency

- Respect individual physical differences and appearances to promote respect and social coexistence.
- Interact and behave well with others while participating in team physical activities to promote social skills.

Learning objectives

- List differences in physical appearance (gender, height, weight) of individuals.
- Respect individual physical differences from each other.
- Interact and behave well with others while participating in team physical activities.
- Follow basic instructions during physical activities.

Learning experiences

- Exploration of different physical and recreational activities suitable for individual and team participation.
- Participation in team building and recreational activities involving social skills and acceptance of individual differences.

Pedagogies

- The teacher uses a cooperative approach to teach the concept and application of respecting individual differences with regards and respect.
- The teacher selects team activities or audio-visual PowerPoint presentations or illustrations which require the active participation of students in a team or peer. Or students watch short video clips, pictorial or PowerPoint presentations.

- The team must be formed with a diversity of learners with individual accountability. Where there is PIES- Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- The activity must be interactive with different skills and mass participation or the students draw conclusions from video clips. The teacher may use guided questions to get precise information (why teamwork). Or, the students watch and practise respect for individual differences.
- 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 using a rubric through observation, conversation, or recording.
- The rubric must contain detailed indicators for concept understanding and application. Students may keep records of the skill practiced for reference if platforms to share with the teacher is not available
- The rubric can be prepared for the whole class or individual students. Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- <https://www.weareteachers.com/team-building-games-and-activities/>
- <https://www.youtube.com/watch?v=6fbE52YDEjU>
- Kagan Cooperative Learning, Kagan Publishing, Dr. Spencer Kagan and Miguel Kagan, chapter 10 key 5 Team Building.

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: PERSONAL HYGIENE AND FOOD FOR DISEASE PREVENTION AND GO, GROW AND GLOW

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

3.2.3.1.1 HAND WASHING AND BRUSHING TEETH

- Concepts: personal hygiene for disease prevention
- Skills: correct steps and techniques of handwashing and brushing teeth.

Competency

- Use steps and techniques of brushing teeth and hand-washing for personal health.

Learning objectives

- Tell the health benefits of oral hygiene and handwashing.
- Use steps and techniques of brushing teeth and handwashing.
- Practise oral health and handwashing skills.

Learning experiences

- Learning skills and techniques of handwashing and brushing through demonstrations, posters, and audio-visual resources on hand washing and brushing teeth.
- Practices of handwashing and brushing skills.

Pedagogies

- The teacher uses demonstration and practice approaches or audio-visual clips, and pictorial illustrations about the importance of washing hands and brushing teeth to teach the skills of hand washing and brushing teeth.
- The teacher asks questions on when and why handwashing is important and students respond (when; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases).
- The teacher demonstrates the steps of handwashing and brushing and students imitate the steps or the teacher uses pictorial illustrations to show that handwashing is important to get rid of germs that cause diseases.
- The teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged from consuming

junk foods and sweets. Parents assist and emphasise a daily habit of children washing hands and brushing. Teachers and parents guide and support students in practising the skills of handwashing and brushing.

Assessments

- The teacher conducts assessment by observing and using the checklist during the activity or provides a checklist on routine practices on hand washing and brushing teeth. The teacher/parents or siblings correct the steps of handwashing and brushing during the activity.
- The checklist parameters for handwashing and brushing teeth must contain (after physical activities and visiting the toilet, etc.). The student uses a checklist to assess individual oral and personal sanitation.
- Students relate the habits of handwashing and brushing by recording the changes using a checklist or using any other method of recording. (whiter teeth, foul smell/foul breath) and mark accordingly.
- The teacher assesses to report a student's attainment of competencies in HPE for Key Stage I. Individual children must fulfill all the learning competencies. Students who are not able to fulfill all the competencies are given additional activities with different pedagogies that are appropriate for the student's level.

Resources

- Steps of handwashing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth; https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg

3.2.3.1.2 SAFE DRINKING WATER FOR DISEASE PREVENTION

- Concepts: safe drinking water to prevent water-borne diseases, the importance of safe drinking water
- Skills: decision-making skills for safe drinking water.

Competency

- Make a decision on drinking safe water (boiled, filtered) at homes and in schools to prevent dehydration.

Learning objectives

- Explain safe and unsafe drinking water.
- Explain that drinking safe water can prevent disease.
- Drink safe water (boiled, filtered) at home and in schools.

Learning experiences

- Development of daily habits of drinking safe water.
- Exploration of ways of making water safe for drinking through audio-visual clips, group discussions, and observation of scientific practices.

Pedagogies

- The teacher uses inductive, deductive, or any other teaching methodologies or audio-visual clips, and pictorial illustrations on the importance and benefits of drinking safe water. The teacher asks questions to the whole class and students carry out brainstorming sessions and come up with responses, or the students use the information in the teaching aid to understand the importance of drinking safe water and practice drinking safe water. The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.
- The teacher elaborates on the responses given by the students and emphasises drinking filtered and boiled water to prevent diarrhoea. On the other hand, the teacher provides information on the importance of drinking filtered and boiled water. The teacher uses pictorial illustrations (charts showing a child drinking water directly from the tap or any other contaminated sources), and audio-visual clips. The students observe and watch the teaching and learning materials and understand the importance of drinking safe water. The students in groups discuss how drinking water at homes and schools is made safe and shared with the whole class and the teacher provides additional information and feedback.

Assessments

- The teacher assesses to check if children have bought water for the HPE classes and ask whether the water is safe to drink, or the teacher provides a checklist through any social media platform to assess the method used by individual students at home for making water safe for drinking.
- The checklist contains parameters on how water is made safe for drinking, and whether the water is boiled or filtered. The students use the checklist or any electronic gadgets available for keeping records for the teacher's assessment.
- The students record the information in the form of pictorial illustrations, and audio-visual clips for the teacher's assessment.

Resources

- Drinking unsafe water: https://media.npr.org/assets/img/2016/03/22/gettyimages-170500700-80_custom-6e297a74919e634290d76db30f06f4153f7e2079.jpg

3.2.3.1.3 IMPORTANCE OF MEALS OF A DAY

- Concepts: three meals and their importance for healthy body growth.
- Skills: comprehension of Food for Go, Grow, and Glow. Making healthy food choices. Identification of healthy and unhealthy foods.

Competency

- Follow healthy meal choices and routines to develop healthy dietary habits.

Learning objectives

- Explain the importance of healthy and unhealthy food.
- List three important meals in a day (breakfast, lunch, and dinner).
- Explain the concept of Food for Go, Grow, and Glow.
- Explain the health benefits of taking the right amount of food for three meals a day.
- Follow healthy meal choices and routines.

Learning experiences

- Follow healthy meal routines at home and school.
- Learning through audio-visual clips, illustrations, or any other teaching aid to teach about three meals and the right amount of food.

Pedagogies

- The teacher uses deductive teaching methods to teach Go, Grow and Glow and unhealthy foods. The teacher uses pictorial illustrations, video clips, or any other teaching aid to explain Go, Grow and Glow and unhealthy foods. The teaching aid contains pictures of Go, Grow and Glow foods and unhealthy foods.
- The teacher explains Go, Grow and Glow with examples like, Go is for energy giving food, Grow is for bodybuilding foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food, and students categorise the foods into healthy and unhealthy foods respectively.
- Students reflect on different types of food items they consume during mealtime and categorise them into Go, Grow and Glow. The students use the teaching aid to identify the foods into healthy and unhealthy foods.
- The students select and consume healthy food. The students use the information in the teaching aid to prepare healthy meal plans.
- The teacher and parents guide and support students in consuming healthy food daily.

Assessments

- The teacher conducts the assessment by asking questions about Go, Grow and Glow and unhealthy food during the physical activities.
- The teacher uses a checklist to assess the consumption of Go, Grow and Glow. Or the teacher uses pictorial illustrations, audio-visual clips, or any other teaching aid to be

carried out by the students. The teaching aid contains instructions for students to carry out the assessment.

- With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow and daily practices of healthy food habits.
- The teacher and parents guide students to plan individual diets using Go, Grow and Glow. Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Healthy Foods for Go, Grow, and Glow
<https://www.youtube.com/watch?v=MpSdJGnW0zc>
- Healthy eating: https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg
- Healthy meals <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>

3.2.3.1.4 PROPER DISPOSAL OF WASTE

- Concepts: disposal of waste for the clean and healthy surrounding
- Skills: practices of proper waste disposals

Competency

- Practise proper disposal of waste to protect the environment.

Learning objectives

- Identify wastes.
- Explain the importance of controlling waste.
- Practise proper disposal of waste.

Learning experiences

- Practices of proper disposal of wastes in the designated areas at homes, schools, and community.
- Learning to take ownership and responsibility for individual wastes.

Pedagogies

The teacher uses the visual-learning approach to teach the proper disposal of wastes. To teach the concept, the teacher carries out any of the following activities through audio-visual clips, posters, pictorial illustrations, or field visits. The teacher selects, prepares, or develops audio-visual material and illustrations containing the information on waste management.

- Students watch the audio-visual and identify the problem of improper waste disposal or the teacher describes the problem to the children.
- The teacher asks questions about the causes of the problem, possible solutions to make the area clean, and what might happen if it is left littered.

- Through whole class discussion, list and share consequences of littering and possible solutions.
- Individual students choose the best ways to keep the surroundings clean and try out in and outside of schools daily. The students may design posters or recordings forms for keeping the surroundings clean.

Assessments

- The teacher conducts the assessment during the identification of problems and group discussion using the checklist or from the video clips, illustrations, or posters.
- The checklist must contain problem statements, indicators for understanding the consequences of improper waste disposal, and ways to keep the surroundings clean.
- It can be assessed by their posters/recordings and illustrations.
- The checklist can be prepared for the whole class or individual students. The students keep records of the wastes they have collected daily and disposed of in proper bins.
- The teacher assesses the daily practice through online and offline conversations, observations, or recordings of students' performance of the task using the excel sheet.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

Resources

- Improper waste disposal
https://www.iucn.org/sites/dev/files/styles/850x500_no_menu_article/public/cbc-mff0_01.jpg?itok=1TGz71DS
- Proper waste disposal: <https://http402home.files.wordpress.com/2018/10/trash-1024x707.jpg>
- Proper and improper disposal of waste: <https://junkit.ca/wp-content/uploads/2015/02/Improper-Waste-Disposal-Consequences.jpg>

3.3 CLASS II

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 ACTIVE PARTICIPATION

This theme promotes an intermediate level of competencies in fundamental movement skills necessary for active participation in general and more specific physical activities for health and physical literacy.

- Concepts: fundamental movement Skills, and their importance for active participation
- Skills: correct skills of skipping, galloping, bouncing, striking, and static body balance

Competency

- i. Identify skipping, galloping, bouncing, striking, and static body balance necessary for efficient physical activity.
- ii. Perform skipping, galloping, bouncing, striking, and static body balance for efficient physical activity.

Learning objectives

- Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activities.
- Perform skipping, galloping, bouncing, striking, and static body balance for efficient physical activities.
- Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities.

Learning experiences

- Participation in recreational activities and structured lessons on physical activities involving fundamental movement skills.
- Learning and practising fundamental movement skills using video clips, illustrations, and interactive learning to perform daily activities.
- Participation in games and sporting activities involving proper attire
- Practices of safe space for physical activities and timely water breaks for body hydration and rehydration before, during, and after physical activities.

Pedagogies

To deliver the concept of the skills,

- The teacher and students identify the skill to start the process and talk about it in open discussion. In this open discussion, either the teacher or the students add details of the skill or the students watch, imitate, and practise the skills using audio-visual material and illustrations. The student focuses on the elements of the skill during the practice
- The teacher assigns skills to the students and asks them to practise the skill. The teacher then supports and guides them as they practise.
- Students perform their skills as per the instructions and pictorials of skipping, galloping, bouncing, and striking which occur at their home.
- In the end, again open discussion on what they have learned, how it can be performed in a better way, or what is the importance of these skills in everyday life.
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment and to provide further feedback for further improvement.

Assessments

- The teacher conducts the assessment during the practice and activity part, using a checklist through observation.
- The checklist must contain indicators of concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or individual students.
- Teachers assess the skills learned by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial/pictorial representation task assigned.
- Students keep a record of the skills 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 and further constructive feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- https://www.edu.gov.mb.ca/k12/cur/physhlth/Class_2.html
- <http://growingyoungmovers.com/+pub/document/FMS%20Initiative/Movement%20skills%20one%20page%20reference.pdf>
- https://www.youtube.com/watch?v=uZajX-K_cmU
- HPE Movement skills for Active Living
<https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

3.3.1.2 THEME: SAFETY FOR INJURY PREVENTION AND ACTIVE PARTICIPATION

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

- Concepts: safety measures to prevent injuries and promote active participation, comprehension of the importance of water breaks.
- Skills: selection of proper attire and application of spatial awareness.

Competency

- Use proper attire, maintain a safe space, and take timely water breaks during physical activity for physical efficiency and safety.

Learning objectives

- State the concept of space awareness (direction, self-space).
- Imitate the skills of space awareness for active and safe participation in physical activities.
- Use proper attire, maintain a safe space, and take timely water breaks during physical activities.

Learning experiences

- Participation in games and sporting activities involving proper attire
- Practices of safe space for physical activities and timely water breaks for body hydration and rehydration before, during, and after physical activities

Pedagogies

- Visit the playground, home surroundings, or immediate environment to encourage learners to move around different pieces of equipment e.g. swings, roundabouts, slides, climbing frames.
- Create a simple obstacle course for small children by placing several cushions on the floor, much like a series of stepping-stones. An obstacle course is ideal for both school and home settings. Obstacle courses are useful for encouraging children to move their bodies in many directions.
- Gradually increase the height, width, and size of the cushions to encourage the child to walk and climb up the steps.
- Use obstacles where the child needs to move under/over/through/behind/in front of.

Assessments

- Use a checklist to assess the competency of a learner
- The teacher conducts the assessment during the practice and activity part, or from recordings using a checklist through observations. The checklist must contain indicators of concept understanding, skill elements, and application of the skills. The checklist can be prepared for the whole class or individual students.

- Teachers assess the skills learned by the students through online and offline conversations, observations, or recordings of students' performance of the task or the pictorial/pictorial representation task assigned.
- Students keep records of the skills practised for reference, if other platforms are not available to share with the teacher.
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment and further constructive feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress

Resources

- <https://study.com/academy/lesson/space-awareness-understanding-how-the-body-moves.html>
- <https://www.healthline.com/health/spatial-awareness>
- <https://rec.gov.bt/download/56/curriculum-framework/4133/health-physical-education-nnc-framework.pdf>
- <https://sites.google.com/site/cedarschoolpe/Home/movement-framework>
- <https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>
- https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html

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: performance of First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters.

Competency

- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blisters to save a life.

Learning objectives

- Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.
- Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.

Learning experiences

- Demonstrations and practices of First Aid on cuts, hot liquid and steam burns, bites, and stings (animal, snake, insects).
- Learning First Aid skills from experts, video lessons, from audio-visual resources.

Pedagogies

The teacher uses an interactive approach or selects audio-visual or illustrated materials containing the skills to teach concepts, skills, and practices of giving First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blisters.

- The teacher initiates interactive discussions (Round-Robin, Round-Table) on the importance of First Aid.
 - why their safety must come first
 - how to assess if someone got cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), blister
 - what to say and do during such emergency
- The 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 student learns and practises how to give First Aid to someone who has cuts, hot liquid, steam burns, bites, and stings (animal, snake, and insects on dolls, dummy, puppets, or soft toys).
- The students plan and present simple First Aid demonstrations to other classes, or create posters.
- The teacher, parent, or siblings can support and guide as the child performs the skill-based task.

Assessments

- The teacher conducts the assessment during interactive discussion, practice, and activity part or from the recordings using a checklist through online and offline conversations, observations, or recordings of students' performance of the task.
- 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 is not available
- Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- First Aid for cuts: https://www.youtube.com/watch?v=0fQ99_MS-Eo
- Treating Burns: <https://www.youtube.com/watch?v=O1kiguGUt3o>
- Bites and Stings: https://www.youtube.com/watch?v=lpe_lukjKpQ
- First Aid For all: <https://www.webmd.com/first-Aid/first-Aid-tips#1>

3.3.2 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: TEAMWORK IN PHYSICAL ACTIVITIES FOR SUCCESS

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

- Concepts: the importance of appreciation and motivation to enhance team success.
- Skills: listening and motivational skills for team coordination and success. Identification of individual roles and contributions for the effective completion of team tasks.

Competency

- Identify ways to appreciate and motivate others to promote team spirit.
- Listen and follow instructions during activities (walk and run, catch and throw, sit and stand) for social coherence.

Learning objectives

- Explain the importance of respecting individual differences in abilities.
- Identify ways to appreciate and motivate teamwork.
- Listen and follow instructions during activities (walk and run, catch and throw, sit and stand)

Learning experiences

- Taking up individual roles and responsibilities in teamwork.
- Participation and engagement in cooperative physical activities focusing on listening, coordination, and motivational skills.
- Practices of respect and appreciation of individual differences and contributions.
- Exploration of the importance of appreciation and motivational skills for team success from audio-visuals, discussion, and individual experiences.

Pedagogies

The teacher uses a joint productive approach to teach concepts, skills, and practices of teamwork.

- The teacher selects instructional activities requiring student collaboration in teamwork to accomplish a joint task. The teacher teaches the importance of respect and listening to instructions during physical activities for successful accomplishment of the task or the teacher provides pictorial illustration, audio-visual clips, or any other teaching aid to teach the concept of teamwork.
- The teacher assigns any group activity that involves teamwork and listening skills. The students carry out the activity by listening to the instructions given by the teacher. The teaching aid contains recorded instructions for the assigned activity or the students and parents can select activities that involve teamwork.
- During the physical activities, the students pay attention to the instructions and help teammates. The students respect the ideas and differences of team members without any judgments. The students appreciate and motivate each other upon the successful accomplishment of the team task.
- The selected activities can involve parents, neighbours, siblings, and friends to interact and collaborate. The selected activities range from completing simple household chores to outdoor activities mostly enjoyed by the children.

Assessments

- The teacher conducts assessment through observation and using a checklist. The checklist must contain the parameters to assess the general conduct of the students such as usage of listening skills, the portrayal of respect, and motivation. The checklist can be used for a whole class, in groups, or for an individual child. The assessment can be carried out before, during, or at the end of the physical activities.
 - The teacher asks verbal questions focusing on the importance of teamwork, listening skills, and respect for the successful completion of the task.
- OR
- The teacher provides a checklist on the usage of listening skills and respecting friends during physical activities. The checklist contains the frequencies of paying attention to the instructions and respecting friends and motivating teams in completing the team tasks.
 - Students use a checklist to assess individual participation in teamwork and parents and siblings guide them in carrying out the tasks at home.
 - Students can record video clips and take pictures of the tasks carried out to be assessed by the teacher.
 - Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

Teamwork:

- <https://www.youtube.com/watch?v=y0FtXhSu0J0&t=60s>
- <https://www.youtube.com/watch?v=KT2TQGFwcko>
- <https://en.velitessport.com/teamwork-can-improve-physical-performance/>

3.3.3 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: PERSONAL HYGIENE FOR DISEASE PREVENTION

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

3.3.3.1.1 HAND WASHING AND BRUSHING TEETH

- Concepts: healthy habits and their importance to enhance personal hygiene.
- Skills: correct steps and techniques of bathing, handwashing, and brushing teeth.
Comprehension of the importance of maintaining a clean body and oral hygiene..

Competency

- Reflect to maintain a clean body to promote personal hygiene.
- Practise effective hand-washing techniques before and after daily activities health safety.

Learning objectives

- Explain hand, oral, body, and food hygiene (cleanliness and food safety, teeth, body).
- Practise effective handwashing techniques before and after daily activities.
- Maintain a clean body.

Learning experiences

- Practices of correct steps of handwashing, bathing, and brushing teeth.
- Exploration of handwashing, bathing, and brushing skills through posters, audio-visuals, presentations, and other relevant resources.

Pedagogies

The teacher uses demonstration and practice approaches to teach the skills of handwashing, taking baths, and brushing teeth.

- The teacher asks questions on when and why handwashing is important and students respond (When; after physical activities, after visiting the toilet, why; to prevent diarrhoea and other diseases, taking a bath is important for a clean body).
- The teacher demonstrates the steps of handwashing and brushing and students imitate the steps. The teacher uses pictorial illustrations to show that hand washing is important to get rid of germs that cause diseases. Washing hands using soap is important after using a toilet and after physical activities. The teacher provides information about the importance of brushing at least twice a day for healthy oral hygiene. For healthy teeth, students are discouraged from consuming junk foods and sweets. On the other hand, the teacher also emphasises children taking a bath after physical activities.
- Students practise the steps of handwashing and brushing and the teacher corrects the students or the teacher uses a Guided learning approach to teach the concept of personal hygiene such as the importance of having a clean body, washing hands, and brushing. The teacher uses audio-visual clips, and pictorial illustrations about the importance of washing hands, taking baths and brushing. The teaching materials contain the steps of handwashing, taking baths, and brushing.
- Students practise the skills of hand washing and brushing using the teaching Aid. The parents and teacher guide and encourage students to develop the habit of taking bath after physical activities.
- Parents assist children in washing hands and brushing as a daily habit.

Assessments

The teacher conducts assessment through observation and using a checklist. The checklist contains areas to assess like the cleanliness of students' necks, clothes, and hands.

- The teacher corrects the steps of handwashing and brushing during the activity.
- Questions on why and when washing hands and brushing are asked during the activity. Or the teacher provides a checklist of routine practices on handwashing, taking baths, and brushing.
- Checklist parameters for hand washing and must contain (after physical activities and visiting the toilet, etc.).
- Checklist parameters for brushing must contain (brushing at least twice a day, avoiding sweets, etc.).
- Students use a checklist to assess individual oral and personal sanitation. The checklist contains the importance of taking bath (taking a bath frequently, washing hands, and brushing).
- Students relate the habits of handwashing, taking baths, and brushing by recording the changes using a checklist or using any other method of recording. (Whiter teeth, foul smell/foul breath, reduced skin problems).

- Reflect on the benefits of adopting the habits of washing hands, taking baths, and brushing daily.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resource

- Steps of handwashing; <https://www.askideas.com/media/61/7-Steps-To-Handwashing-Global-Handwashing-Day.jpg>
- Steps of brushing teeth; https://i.dailymail.co.uk/i/pix/2016/04/20/14/335B26A100000578-3549725-image-a-33_1461157745994.jpg

3.3.3.1.2 HEALTHY MEAL ROUTINES FOR GROWTH

- Concepts: food for Go, Grow, and Glow
- Skills: identification of foods for Go, Grow, and Glow. Decision-making skills on healthy food choices.

Competency

- Practise eating habits for Go, Grow, and Glow for optimum development

Learning objectives

- Explain healthy food for Go, Grow, and Glow, and junk food.
- Identify the health risk of taking unhealthy and junk food.
- Practise eating habits for Go, Grow and Glow.

Learning experiences

- Practices healthy eating habits by taking the right amount of Go (energy-giving) Grow (bodybuilding) and Glow (protective) food.
- Exploration of the food pyramid to make the right choices of foods for individuals

Pedagogies

Teachers use deductive teaching methods to teach Go, Grow and Glow and unhealthy foods.

- The teacher uses pictorial illustrations, video clips, or any other teaching aid to explain Go, Grow and Glow and unhealthy foods. The teacher explains Go, Grow and Glow with examples like, Go is for energy giving food, Grow is for bodybuilding foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food, and students categorise the foods into healthy and unhealthy foods respectively. The teaching aid contains the negative impacts of consuming unhealthy food such as can lead to obesity. Students reflect on different types of food items they consume during mealtime and categorise them into Go, Grow and Glow.

- The students identify unhealthy food and understand the ill effects of unhealthy food on individual health. Students consume Go, Grow and Glow foods for the healthy growth and development of the body or the teacher uses a guided learning approach to teach the concept and importance of Go, Grow and Glow.
- The teacher uses audio-visual clips, pictorial illustrations, or any other teaching aid to teach Go, Grow and Glow and unhealthy foods that lead to obesity. The teaching aid contains pictures of Go, Grow and Glow foods and unhealthy foods.
- The students use the teaching aid to identify healthy and unhealthy foods. The teaching aid contains information about obesity caused by consuming unhealthy food.
- The students choose and consume healthy foods daily. The students use the information in the teaching aid and plan healthy meals.
- The teacher and parents can guide and support students in consuming healthy food daily.

Assessments

- The teacher conducts the assessment by asking questions about Go, Grow and Glow and unhealthy food during the physical activities. The questions focus on the consequences of consuming unhealthy food.
- The teacher uses a checklist to assess the consumption of Go, Grow and Glow. The checklist can be used for the whole class or an individual child.
- The teacher uses pictorial illustrations, audio-visual clips, or any other teaching aid to carry out the assessment. With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow food.
- The students can develop a checklist of different types of junk food they consume.
- The teacher and parents can guide students in planning a healthy diet using Go, Grow and Glow.

Resources

- Healthy eating: https://image.freepik.com/free-vector/infographic-template-about-healthy-food_23-2147591305.jpg
- Healthy meals: <https://www.unlockfood.ca/getattachment/en/Articles/Food-guides/Eating-well-with-Canada-s-Food-Guide/CFGPlate.png.aspx>

3.3.3.1.3 PROPER DISPOSAL OF WASTE

- Concepts: disposal of waste for the clean and healthy surrounding
- Skills: practices of proper disposal of waste

Competency

- Practise proper disposal of waste to protect environment.

Learning objectives

- Identify the sources of waste.
- Explain the causes of littering.
- Practise proper disposal of waste.

Learning experiences

- Practices of proper disposal of wastes in the designated areas at homes, schools, and community.
- Take ownership of individual wastes.

Pedagogies

The teacher uses the Visual-learning approach to teach the proper disposal of wastes. To teach the concept, the teacher carries out any of the following activities through audio-visual clips, posters, pictorial illustrations, or field visits. The teacher selects, prepares, or develops audio-visual material and illustrations containing the information on waste management.

- Students watch the audio-visual and identify the problem of improper waste disposal or the teacher describes the problem to the children.
- The teacher asks questions about the causes of the problem, possible solutions to make the area clean, and what might happen if it is left littered.
- Through whole class discussion, list and share consequences of littering and possible solutions.
- Individual students choose the best ways to keep the surroundings clean and try out daily in and outside of schools. The students may design posters or recordings forms for keeping the surroundings clean.

Assessments

- The teacher conducts the assessment during the identification of problems and group discussion using the checklist or from the video clips, illustrations, or posters.
- The checklist must contain problem statements, indicators for understanding the consequences of improper waste disposal, and ways to keep the surroundings clean.
- It can be assessed by their posters/recordings and illustrations.
- The checklist can be prepared for the whole class or individual students. The students keep records of the wastes they have collected daily and disposed of in proper bins.
- The teacher assesses the daily practice through online and offline conversations, observations, or recordings of students' performance of the task using the excel sheet.

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

Resources

- Improper waste disposal
https://www.iucn.org/sites/dev/files/styles/850x500_no_menu_article/public/cbc-mff0_01.jpg?itok=1TGz71DS
- Proper waste disposal: <https://http402home.files.wordpress.com/2018/10/trash-1024x707.jpg>
- Proper and improper disposal of waste: <https://junkit.ca/wp-content/uploads/2015/02/Improper-Waste-Disposal-Consequences.jpg>

3.4 CLASS III

3.4.1 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.

3.4.1.1 THEME: FUNDAMENTAL MOVEMENT SKILLS FOR ACTIVE PARTICIPATION

This theme promotes an intermediate to the advanced level of competencies in fundamental movement skills necessary for active participation in general and more specific physical activities for health and physical literacy.

- Concepts: fundamental movement skills to enhance physical efficiency
- Skills: correct skills of dodging, lunging, and dribbling with hands, dribbling with legs, dribbling with long implements, and static body balance.

Competency

- Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, and dribbling with long implements necessary to perform physical activity.
- Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, and dribbling with a long implement for promoting physical efficiency.

Learning objectives

- Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, and dribbling with long implements necessary to perform physical activities.
- Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, and dribbling with a long implement for promoting physical efficiency.
- Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with along implement for effective participation in recreational activities

Learning experiences

- Participation in recreational, sporting activities and structured lessons on physical activities involving fundamental movement skills.
- Learning and practices of fundamental movement skills using video clips, illustrations, and interactive learning to perform daily activities.

Pedagogies

The teacher uses an instructional method or selects audio-visual or illustrated materials containing the skills of dodging, lunging, dribbling with hands, dribbling with legs, and static body balance.

- The teacher introduces or reviews the skills by naming them. The teacher presents the materials and provides clear and accurate instructions so that students can grasp the new information. The teacher initiates the guided practice of the skill involving demonstrations, directed practice, reinforcement, and independent tasks carried out by the learners.
- Students watch, imitate, and practise the skills contained in the audio-visual material and illustrations. The student focuses on the elements of the skill during the practice. The skill practices must be fun, safe, and be of mass participation involving all the skills.
- The teacher provides corrective feedback and guidance and 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 the modelling, 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 for individual students or the teachers assesses 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 shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Dribbling skill <https://jr.nba.com/how-to-dribble-a-basketball/>
- <https://functionalbasketballcoaching.com/tag/dribble/>
- dodging skill
<https://pdst.ie/sites/default/files/Teaching%20FMS%20in%20Games%20Booklet%2012.10.17.pdf>
- Lunging skills https://www.youtube.com/watch?v=-L7fA_AEEem0
- eBook on FMS <https://drive.google.com/drive/u/0/my-drive>
- HPE Movement skills for Active Living
<https://www.youtube.com/watch?v=gV7YB5aoSxQ&t=24s>

3.4.1.2 THEME: SAFETY FOR INJURY PREVENTION AND ACTIVE PARTICIPATION

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

- Concepts: body postures to enhance performance in physical activities.
- Skills: correct body postures for sitting, standing, lying, sleeping, writing, lifting, pushing, and pulling objects. Identification of corrective activities to promote body postures. Self-assessments of individual postures.

Competency

- Carry out daily physical activities with correct body postures for physical efficiency.

Learning objectives

- State the importance of correct body position in physical activities.
- Use correct body postures of sitting, standing, lying, sleeping, writing, lifting, pushing, and pulling objects.
- Carry out daily physical activities with correct body posture.

Learning experiences

- Participation in corrective physical activities for individual body posture development.
- Learning and practices of correct body postures using video clips, illustrations, and video lessons.
- Planning and practices of individual corrective exercises for postural development and corrections.

Pedagogies

- The teacher asks students to practically show how they would be sitting, standing, lying, sleeping, writing, lifting, pushing, and pulling objects. Or, the teacher selects audio-visual materials to use correct body positions of sitting, standing, lying, sleeping, writing, lifting, pushing, and pulling objects. Through the process, the teacher corrects the students' body postures and explains the following health benefits.
 - Keeps bones and joints in the correct position (alignment) so that muscles are being used properly.
 - Helps cut down on the wear and tear of joint surfaces (such as the knee) to help prevent the onset of arthritis.
 - Decreases the strain on the ligaments in the spine.
 - Prevents the spine from becoming fixed in abnormal positions.
 - Prevents fatigue because muscles are being used more efficiently, which allows the body to use less energy.
 - Prevents backache and muscular pain.

- The teacher makes the students perform each action correctly by explaining the proper ways focusing on the efficient action. Training of the body for good posture to give the least strain on muscles and ligaments is practised as a whole class in a synchronised manner with the teacher's guidance and support.
- The student can discuss with parents and siblings when, where, and how well daily physical activities are carried out with correct body postures.

Assessments

- The teacher conducts the assessment during an interactive discussion, in the practice session using a checklist through observation or the teacher assesses the skill learned by the students through online and offline conversations, observations, or recordings of students' performance of the task.
- A checklist must contain indicators for concept understanding and efficient application of the skills. The checklist can be prepared for the whole class or individual students according to one or more components of a good body posture. Skills presented through online or offline platforms are attended, watched, or seen by the teacher for assessment or further corrective feedback shall be provided for improvement
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Postural education: <https://my.clevelandclinic.org/health/articles/4485-back-health-and-posture>
- Proper sitting posture: https://www.youtube.com/watch?v=PjhRka4b_Qw
- Proper standing position: <https://www.youtube.com/watch?v=Y78esCbNiIY>

3.4.1.3 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: technical understanding of First Aid, and their importance for supporting and saving lives
- Skills: identification of types of injuries. Provide First Aid for cuts, hot liquid and steam burns, blisters bites, and stings. Comprehension of the importance of First Aid in saving and promoting lives.

Competency

- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters to save a life.

Learning objectives

- Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.
- Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blisters.
- Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, and insects), and blister

Learning experiences

- Demonstrations and practices of First Aid on cuts, hot liquid and steam burns, bites, and stings (animal, snake, insects)
- Learning First Aid skills from experts, video lessons, from audio-visual resources.

Pedagogies

The teacher uses an interactive approach to teach concepts, skills, and practices, or the teacher selects audio-visual or illustrated materials containing the skills of giving First Aid to cuts, hot liquid and steam burns, bites, and stings (animal, snake, and insects), and blisters.

- The teacher initiates interactive discussion (Round-Robin, Round-Table) on why it is important to learn First Aid, why their safety must come first, and how to assess if someone got cuts, hot liquid and steam burns, bites, and stings (animal, snake, and insects), blister, and what to say and do during such emergency or else 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 student learns and practises how to give First Aid to someone who has cuts, hot liquid, steam burns, bites, and stings (animal, snake, and insects). The students plan and present simple First Aid demonstrations to other classes, or create posters
- The parents, guardians, and siblings guide and support the student in carrying out the task.
- 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 interactive discussions, practices, and activities using a checklist through observation or through online and offline conversations, observations, or recordings of students' performance of the task.
- The checklist must contain indicators for concept understanding, elements, and application of the skills.
- The checklist can be prepared for the whole class or for individual students.
- Students may keep records of the skills 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 shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- <https://www.healthline.com/health/first-Aid/bites-stings>
- <https://www.redcross.org/take-a-class/first-Aid/performing-first-Aid/first-Aid-steps>
- <https://www.procpr.org/blog/training/first-Aid-guide-and-emergency-treatment-instructions>
- https://healthywa.wa.gov.au/Articles/U_Z/Wounds-first-Aid

3.4.2 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.

3.4.2.1 THEME: TEAMWORK IN PHYSICAL ACTIVITIES

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

- Concepts: acceptance of individual differences for team success
- Skills: respectful behaviour and conduct appropriate for family, school, and community practices. Teamwork, collaboration, and cooperation skills.

Competency

- Participate in team physical activities with courtesy and respectful manners with each other accepting individual differences for social development.

Learning Objectives

- Explain the importance of good behaviour while participating in team physical activities.
- Accept individual differences while participating in team physical activities.
- Display courtesy and respectful manners to each other.

Learning experiences

- Participation in teamwork and cooperative activities.

- Practises social norms, behaviour, and conduct appropriate in the family, school, and community.
- Learning of social norms, behaviours, and conduct from peers, schools, communities, and online resources.

Pedagogies

The teacher uses a cooperative approach to teach the concept and application of the importance of good behaviour in team activities. Teamwork must consist of openness, trust, support, and respect.

- The teacher selects team activities that require the active participation of students in teams or with peers, or students watch short video clips, PowerPoint, or illustrated materials containing concepts and applications of importance on good behaviour in team activities.
- The team must be formed consisting of diverse learners with individual accountability. Where there are PIES- positive interdependence, individual accountability, equal participation, and simultaneous interaction the students watch and practice the importance of good behaviour in team activities.
- The activity must be interactive with different skills and mass participation or the students draw conclusions from the video clip. The teacher may use guided questions to get precise information (why teamwork). The teacher must focus on organisational skills, with meaningful conservation and good conflict resolution where every member takes the responsibility with a strong work ethic.
- The teacher forms teams composed of diverse students (gender, height, weight), and clearly defines the roles
- The students from the team share their views on how and why the activity went well or not through role-play, presentations, or audio-visual.
- 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 activity part using a checklist indicating organisational skills, accurate and meaningful communication, responsibility and clearly defined roles, and creative and innovative ideas.

- A checklist must contain detailed indicators for concept understanding and application.
- The checklist can be prepared for the whole class or for 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 shall be provided for improvement.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- <https://www.edutopia.org/discussion/social-and-academic-benefits-team-sports>
- <https://smallbusiness.chron.com/top-10-qualities-build-successful-work-team-25444.html>
- <https://ideas.repec.org/a/rom/marath/v5y2013i1p90-96.html>

3.4.3 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.

3.4.3.1 THEME: PERSONAL HYGIENE AND SANITATION FOR DISEASE PREVENTION

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

3.4.3.1.1 CLEANLINESS OF TOILETS FOR HEALTH AND HYGIENE

- Concepts: hygienic practices to enhance healthy living
- Skills: identification of healthy practices for waste disposal. Identification of appropriate places to dispose of waste at home, schools, and communities

Competency

- Maintain the cleanliness of toilets for health and hygiene.

Learning objectives

- Explain the concepts of personal hygiene and sanitation practices.
- Identify hygienic practices and common individual waste disposal at home and in schools.
- Maintain the cleanliness of toilets for health and hygiene.

Learning experiences

- Practices of appropriate waste disposals at homes, schools, and community
- Maintaining safe and clean toilets
- Disposal of individual waste at designated places at home and schools

Pedagogies

The teacher uses a variety of teaching strategies to teach the concept of personal hygiene and sanitation practices.

- The teacher asks questions about the importance of personal hygiene and sanitation practices. The questions focus on the importance of knowing the proper use of toilets, taking bath, washing hands, and brushing.
- The teacher uses various teaching aid containing pictorial illustrations and audio-visual clips on personal hygiene and sanitation. The students use the teaching Aid, reflect on personal hygiene, and share with friends. The teacher provides additional information on the benefits of maintaining personal hygiene. The teacher and parents encourage and monitor students in maintaining personal hygiene.

OR

- The teacher uses a guided learning approach to teach the concept of personal hygiene and sanitation. The teacher provides information on the importance of personal hygiene and sanitation through various social media platforms. The teaching aid must contain explanations of the importance of personal hygiene. The students follow the instructions given in the learning materials and practise healthy habits for maintaining personal hygiene and sanitation.
- Parents guide students in carrying out the activity at home.

Assessments

The teacher conducts assessment through observation and using a checklist. The checklist must contain the parameters to assess general cleanliness such as hair, uniform, and fingernails. The checklist can be used for a whole class, in groups, or for an individual child. The assessment can be carried out before, during, or at the end of the physical activities.

- The teacher asks questions focusing on the frequencies of taking bath, clipping nails, washing socks, hands, and brushing. The teacher encourages and supports students in practising personal hygiene and sanitation at all times. Or the teacher provides a checklist of routine practises on handwashing, taking bath, clipping nails, and brushing. Students use the checklist for recording and reflecting purposes.
- Students use a checklist to assess individual oral and personal sanitation. The checklist contains the frequency (taking a bath frequency, washing hands, and brushing.
- Students relate the habits of handwashing, taking baths, clipping nails, and brushing by recording the changes using a checklist or using any other method of recording. (Whiter teeth, foul smell/foul breath, reduced skin problems).
- Reflect on the benefits of adapting the habits of washing hands, taking baths, and brushing on a daily basis.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- concepts of personal hygiene and sanitation
<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l~ohp-enhealth-manual-atsi-cnt-l-ch3~ohp-enhealth-manual-atsi-cnt-l-ch3.7>
- Hygiene habits: <https://www.youtube.com/watch?v=D5BtnvQqbWs>
- Hygienic practises
<https://www1.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l~ohp-enhealth-manual-atsi-cnt-l-ch3~ohp-enhealth-manual-atsi-cnt-l-ch3.7>
- Hygienic practises <https://www.cdc.gov/healthywater/hygiene/etiquette/index.html>
- study of hygiene practises
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=189&printable=1>

3.4.3.1.2 HYDRATION AND REHYDRATION

- Concepts: water breaks and their benefits in physical activities.
- Skills: comprehension of ways to keep hydrated and the effects of dehydration

Competency

- Take regular water breaks for hydration and rehydration of the body.

Learning objectives

- Explain the importance of water for health.
- Explain safe drinking water.
- Take regular water breaks for hydration and rehydration of the body.

Learning experiences

- Encouraging students to drink filtered and boiled water at all times.
- Exploring pictorial illustration, audio-visual clips, or any other teaching aid to learn the importance of water breaks, hydration, and rehydration.

Pedagogies

The teacher uses an inductive teaching method to teach the concept of hydration, rehydration, and the importance of water breaks.

- The students brainstorm and discuss in a team or with parents. The teacher uses pictorial illustrations, audio-visual clips, or any other teaching aid to teach the importance of water breaks, hydration, and rehydration. The students observe the teaching aid to understand the concept. The teacher asks questions focusing on the importance of water breaks and rehydration during the physical activities. The teacher states the benefits of water breaks during the physical activities.

- The teacher and parents encourage and monitor students to drink filtered and boiled water at all times.

Assessments

- The teacher keeps a record of students bringing water and how well they stay hydrated. The teacher may develop a form or checklist to assess.
- Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Dehydration and rehydration in competitive sports
<https://pubmed.ncbi.nlm.nih.gov/21029189/>
- Dehydration its causes and symptoms
<https://my.clevelandclinic.org/health/treatments/9013-dehydration>
- Hydration, its importance <https://familydoctor.org/hydration-why-its-so-important/>
- ways to keep hydrated
<https://www.betterhealth.vic.gov.au/health/healthyliving/Exercise-the-low-down-on-water-and-drinks>

3.4.3.1.3 IMPORTANCE OF MEALS OF A DAY

- Concepts: food for Go, Grow, and Glow
- Skills: identification of foods for Go, Grow, and Glow. Decision-making skills on healthy food choices

Competency

- Practise healthy food habits for Go, Grow, and Glow to develop into health and efficient individuals.

Learning objectives

- Relate healthy food with a healthy body and active participation in physical activities.
- Explain healthy food habits.
- Practise healthy food habits for Go, Grow, and Glow.

Learning experiences

- Exploration of the food pyramid and the right choices of foods using online print and audio-visual materials
- Practices of healthy eating habits by taking the right amount of Go (Energy giving food) Grow (body-building food) and Glow (protective food) foods

Pedagogies

- The teacher uses deductive teaching methods to teach Go, Grow and Glow and unhealthy foods with pictorial illustrations, video clips, or any other teaching aid to explain Go, Grow and Glow and unhealthy foods. The teacher explains Go, Grow and

Glow with examples like, Go is for energy giving food, Grow is for body-building foods and Glow is for protection foods. The teacher shows pictorial illustrations of healthy food (Go, Grow and Glow) and unhealthy or junk food, and students categorise the foods into healthy and unhealthy foods respectively. The teacher relates healthy food to active participation in physical activities. The teaching aid contains the negative impacts of consuming unhealthy food such as eating junk foods lead to obesity.

- Students reflect on different types of food items they consume during mealtime and categorise them into Go, Grow and Glow. The students identify unhealthy food and understand the ill effects of unhealthy food on individual health.
- Students consume Go, Grow and Glow foods for the healthy growth and development of the body.

Assessments

The teacher uses pictorial illustrations, audio-visual clips, or any other teaching aid to carry out the assessment. With the guidance and support from the teachers and parents, students maintain personal journals on Go, Grow and Glow food. The teacher and the parents guide the students to develop a checklist of different types of junk food they consume. The teacher and parent guide students in planning a healthy diet using Go, Grow and Glow.

Resources

- Health benefits of eating well <https://www.nhsinform.scot/healthy-living/food-and-nutrition/eating-well/health-benefits-of-eating-well#:~:text=Eating%20a%20healthy%20diet%20that,leading%20cause%20of%20weight%20gain.>
- image of junk food <https://i2.wp.com/nypost.com/wp-content/uploads/sites/2/2019/09/junk-food-turns-kid-blind.jpg?quality=80&strip=all&ssl=1>
- image of healthy and unhealthy foods <https://i.pinimg.com/originals/7d/43/e0/7d43e03083011cb23fa2cdb48d24f51c.jpg>
- Healthy food for Go, Grow and Glow <https://www.youtube.com/watch?v=MpSdJGnW0zc>

3.4.3.1.4 HYGIENIC PRACTICES OF WASTE DISPOSAL AT HOME AND IN SCHOOLS

- Concepts: waste disposal to enhance personal hygiene and sanitation
- Skills: comprehension of the importance of waste disposal in the designated areas.
Identification of types of wastes produced by individuals

Competency

- Dispose individual waste at designated places to control environmental pollution.

Learning objectives

- Explain the composition of wastes
- Explain the effect of waste on individual health
- Dispose of individual waste at the designated place

Learning experiences

- Practices of proper disposal of wastes in the designated areas at homes, schools, and community
- Taking ownership of individual wastes

Pedagogies

The teacher uses an activity-based model to teach the concept of segregation of waste like degradable and non-degradable waste.

- To deliver the concept, the teacher carries out activities using the materials like charts, illustrations, audio-visual, or the waste available in the classroom. The chart and the audio-visual contain degradable and non-degradable wastes. These materials are made available through online and offline platforms.
- The teacher shows the chart or audio-visual to identify the types of waste or shows the real waste from classrooms.
- Students are sent out to collect different kinds of waste from the school surrounding. Students segregate the collected waste into degradable and non-degradable waste and explain why they segregated the waste as they do.
- Students in the team do a pictorial representation of waste management at home and present it to the class.

Alternative

- The teacher selects the drag and drop activity (both online and hard copy) related to the degradable and non-degradable wastes to teach the concept and practise the ideas. Through the activity, students learn how to segregate the waste based on degradable and non-degradable waste.
- 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, guardians, or siblings.

- The teacher and parents guide and encourage students to practise the proper disposal of wastes daily for clean surroundings. Assist and emphasise children on segregating the waste and proper disposal at all times in and out of their home.

Assessments

The teacher assesses students during the identification of wastes from the video clip or the illustration by asking questions focusing on the types of waste.

The checklist on proper segregation of waste can be used during the activity. The student uses the checklist on degradable and non-degradable wastes provided by the teacher to self-check or assesses peers. Provide positive and corrective reinforcement and assign post-observation intervention activity at the arranged time to check the improvement and progress.

Resources

- Proper waste disposal <https://www.kamtecs.co.jp/en/disposal/about.html>
- Biodegradable and non-biodegradable waste
<https://www.youtube.com/watch?v=YeVLBkypPRU>
- pictorial representation of waste management at home
<https://www.deped.gov.ph/als-est/PDF/Proper%20Waste%20Management%20at%20Home.pdf>

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 the actual situation of activities, performance, and applications. 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, standardized 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 assesses 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	$6/9 \times 100 = 67\%$	<ul style="list-style-type: none"> Achieving the competency. 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.

Competencies for the class	Sum of the scores for the Learning objectives	Term or year-end competency level
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	$T/\text{no of competencies assessed} = \text{overall competency score for the term or a year}$	

Example

Competencies for the class	Sum of the scores for the Learning objectives	Term or year-end competency level
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
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>	$177/3=59\%$	

		reporting policies and practices.
Result report: The learner needs more support in competency 2.		

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
<i>Cognitive Competency</i>	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
<i>Performance Competency</i>	Performance-based Assessment	performance task, product task (essay, brochure)	Rubrics	Observation, Project Work, Portfolio Task
<i>Behavioural Competency</i>	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	Checklist Rubrics Viva-voice Rating scale Anecdotal records Likert Scale Reflective journals	Observation, Questionnaire Interview Self-report Interview/ conference Projects and Presentations	

Performance	Citizenry Engagement Rubric Ethical Reasoning Rubric Lifelong Learning Rubric Teamwork Rubric Written	Quizzes, tests and examinations Collection of relevant work involving Knowledge, skills and attitudes and abilities Performance evaluation Google Forms	
Behavioural	Communication rubrics Portfolio Proficiency test Achievement test Diagnostic Test		

4.3 SAMPLE OF ASSESSMENT TOOLS

4.3.1 PRE-PRIMARY

4.3.1.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Roll No	Name	The head is held in line with the spine	Eyes are focused towards the direction of the move	Foot moves opposite to arm swing	Remarks
1	Dechen				
2	Dorji				

Note: The ratings are translated for the learning, improvement, and application of the skills.

4.3.1.2 RUBRIC TO ASSESS TEAMWORK IN PHYSICAL ACTIVITIES

Name:Class:Section:

Date:

Team Traits	Rating scales			
	<i>Achieved (3)</i>	<i>Achieving(2)</i>	<i>Not achieved (1)</i>	Remarks
Positive Interdependence	Uses concepts, facts, and skills of interdependence in the learning context and beyond	Intermediate level of using concepts, facts, and skills of interdependence in a learning context	Still at the conceptual and factual level of understanding interdependence	
Individual Accountability	Uses concepts, facts, and skills of individual accountability in the learning context and beyond	Intermediate level of using concepts, facts, and skills of individual accountability in a learning context	Still at the conceptual and factual level of understanding individual accountability	
Equal Participation	Uses concepts, facts, and skills of equal participation in the learning context and beyond	Intermediate level of using concepts, facts, and skills of equal participation in a learning context	Still at the conceptual and factual level of understanding equal participation	

4.3.2 CLASS I

4.3.2.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Sliding	Throwing
<ul style="list-style-type: none"> • Knee slightly bent with weight on balls of feet • Lead footsteps quickly in direction of travel • The free foot moves quickly to the lead foot • Little upward lift, arms out for balance • Weight shifts sideways • Slide sideways in both directions 	<ul style="list-style-type: none"> • Stand non-throwing shoulder to target. • Opposite footsteps forward. • Weight transfers from back to lead foot. Hips and spine rotate. • Non-throwing arm raised Throwing arm extends in the backswing. • Throwing arm moves forward. • Non-throwing arm moves downward. • Hand releases the ball. • Hand follows through to the target.
Catching	
<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 move to meet 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 	

4.3.3 CLASS II

4.3.3.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Bouncing	Side Gallop
<ul style="list-style-type: none"> • Eyes focused forward throughout the bounce. • Contact the ball with the fingers of one hand at about hip height. • Wrist and elbows bend then straighten to push the ball. • Hips and knees slightly flexed during the bounce. • Ball bounce in front of and to the side of the body 	<ul style="list-style-type: none"> • Smooth rhythmical movement • 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
Striking with both arms	
<ul style="list-style-type: none"> • Stand side-on to the target area. • 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 then shoulders rotate forward. • Ball contact made on the front foot with straight arms. 	

- Follow through with the bat around the body.

4.3.3.2 CHECKLIST FOR SPATIAL AWARENESS

Roll No	Name	Knows where the body is in relation to the objects	Moves around in relation to direction, distance and location.	Keeps safe space amongst friends	Use proper attire for physical activities	Remarks
1	Dechen					
2	Dorji					

4.3.3.3 CHECKLIST FOR LISTENING SKILLS

Name	I always listen to the instructions to carry all the physical activities. (For example, to carry out 5 physical activities)	I listen to the instructions sometimes to carry out all the physical activities. (For example, to carry out 3 physical activities)	I never listen to the instructions to carry any physical activities. (For example, does not listen to the instructions at all)
Dawa			
Checklist			
Pema			

4.3.3.4 CHECKLIST FOR CORRECT SITTING POSITION

- Sit up with your back straight and your shoulders back.
- A normal back curve should be present while sitting.
- Sit at the end of the chair and slouch completely.
- Pull up and accentuate the curve of your back as far as possible.
- Release the position slightly (about 10 degrees).

4.3.3.5 CHECKLIST TO ASSESS GOOD BEHAVIOUR IN TEAM ACTIVITIES

Name of the child:

Class/Sec:

Date:

Sl No	Potentials	Yes	No	Remarks
1	Team carries out the task in ordered and structured with respect and regards			
2	All team members communicate ideas and issues for the success of the task. Conversations take place in which everyone listens to the speaker and members respect the speaker.			
3	The team identifies the conflict and takes turns in stating it to agree on a solution with respect and trust.			
4	The team has members with a sense of responsibility to the team and the task.			
5	Each individual ensures task is done well and on time			
6	The team has clearly defined the roles of each member, and everyone contributes equally.			
7	Issues and challenges are looked from different perspective to come up with new ideas			
8	Each team members are equally participating in the task.			

4.3.4 CLASS III

4.3.4.1 TECHNICAL CHECKLIST FOR ASSESSING PHYSICAL SKILLS

Dodging	Lunging	Dribbling
<ul style="list-style-type: none"> Head up and eyes focused forward. Low body position. To change direction plant, foot, bend the knee, and push off from the outside of the foot. Lower the body during the change of direction. To add a deceptive element to the dodge, step/lean one way and push off in the other direction. Practise on both sides. 	<ul style="list-style-type: none"> Begin in a forward-back stance. Drop the back knee down toward the ground. Keep the knee of the front leg over the ankle. When the knee of the back knee drops, it should form a square with the ground as the bottom. 	<ul style="list-style-type: none"> Pads of fingers contact top of ball. Wrist firm yet flexible. Hand pushes ball to floor. Hand absorbs ball slightly on return. Knees bent slightly. Back straight with slight forward lean. Head up looking for open space.

Continuous Leap	Gallop
<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 The arm 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. 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.

4.3.4.2 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						
Checklist						
Pema						

4.3.4.3 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					
Checklist					
Pema					

4.3.4.4 SAMPLE CHECKLIST FOR DEGRADABLE AND NON-DEGRADABLE WASTES

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