

# HEALTH AND PHYSICAL EDUCATION SUGGESTED ACTIVITIES

## PP - 1



ROYAL EDUCATION COUNCIL

# HEALTH AND PHYSICAL EDUCATION

## Suggested Lesson Activities

Class PP and I



Royal Education Council  
Paro, 2020

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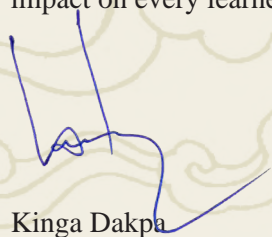
## FOREWORD

The 21<sup>st</sup> Century is increasingly observed as an era of comfort and luxury to the majority of the world's population. Unlike in the past, people travel to workplaces by cars, heavy manual works are done by machinery, and leisure time is spent largely on televisions, social media, and video games. Such sedentary lifestyles with an intake of energy-rich food risk becoming susceptible to a variety of non-communicable diseases. Globally and nationally, this scenario is a big concern as it heavily impacts the productivity of every citizen, and incurs heavy investment on the government in providing appropriate health and medical services.

In the light of the increasing plight of sedentary lifestyles and its consequences on youth, the school Health and Physical Education (HPE) curriculum provides learners the much-needed health and physical literacy education for leading healthy lifestyles. The investment in this area is perceived to fetch far-reaching dividends in terms of educational attainments, and in accelerating the productivity of citizens to serve the government and the society at their fullest capacity. At the same time, it can help minimise the pressure of medical expenses on the government. Therefore, every citizen is expected to acquire competencies for “active and healthy lifestyles” and “quality and productive life” through quality school HPE curriculum.

For achieving the goals of HPE, educational experiences must be practical and action-packed, wherein, both teachers and learners take vigorous and sustained physical activities during the lesson, as well as life outside schools. This competency-based curriculum, however, may necessitate individual teachers and the school authorities to make necessary adjustments with time and resources as per the curriculum policies. Therefore, this subject calls forth the participation and contribution of schools as a whole, and the community in the vicinity to reveal the relevance of the subject to every learner and citizen.

The Royal Education Council is optimistic that this subject will have a long-lasting impact on every learner in the school system and to the citizens at large.



Kinga Dakpa  
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*Suggested Lesson Activities*

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## 1. INTRODUCTION

Health and Physical Education (HPE) is a learning process that contributes to the optimum development of an individual's potential including health, growth and development, and physical and psycho-social, and educational competencies through a balanced and coherent range of physical activities.

The HPE curriculum draws inspiration from the philosophy of Gross National Happiness, and it aims at empowering learners to be active, healthy, and happy citizens through active engagement and authentic learning. It aspires to promote holistic growth and development of an individual in terms of health, physical, cognitive, emotional, and psycho-social competencies that are inevitable for leading an active, healthy, and harmonious lifestyles.

The HPE curriculum is founded on the 21<sup>st</sup> Century education principles of competency-based curriculum, pedagogies, and assessments. The suggested lesson activities for the learning themes in this book are developed to facilitate children in acquiring a set of HPE competencies at the end of key-stage I.

The book contains suggested activities for different themes for classes PP and I. The descriptions of each suggested activity include learning objectives, teaching-learning materials, set-up, procedures, variations, debriefing, and Teacher-Information. The 'Teacher-Information' for each activity can be referred to in teaching the key concepts, skills, and social-emotional learning through the activities.

## 2. CURRICULUM DELIVERY

- Instructional time for HPE is provided as per the education and curriculum policies.
- Teachers teaching HPE should teach the curriculum towards achieving HPE competencies in every learner.
- The HPE curriculum should be taught in schools like any other curricula during an instructional time with a proper lesson and assessment plans.
- Provide maximum practice opportunities in HPE lessons to maximise benefits in terms of fitness promotion and skill acquisition.
- Teachers and children can improvise teaching-learning materials, and also modify or use standard equipment available in the school.
- Provide opportunities for children to participate in after-school physical activities to support the learning and practice of skills and knowledge learned in HPE classes.

## 3. APPROPRIATE ATTIRE

- The students wear comfortable and safe attire to promote active participation and effective learning through HPE lessons.
- The HPE teachers and schools should promote and model proper attire and discipline for HPE lessons.
- Proper attire in HPE is necessary for maximum participation and achieving



*Suggested Lesson Activities*

the curricular competencies.

**4. SAFETY PRECAUTIONS**

- Children maintain proper order and decorum before, during, and after HPE classes.
- Children are encouraged to use proper hats and sun lotions on sunny days for health safety.
- Safe Teaching-learning materials including safe playgrounds are prepared, distributed, and used appropriately.
- Maintain a proper tempo of exercise for different learners.
- Provide adequate warming-up and cooling-down exercises.
- Avoid forcing children to do any physical activity that is beyond their interest and ability.
- Encourage children to take water-break for proper hydration.

**5. KEY-STAGE I COMPETENCIES**

The competency for the key-stage I is provided in 5.1.

**5.1 COMPETENCIES FOR KEY-STAGE I**

Movement and Physical activity	Personal and Interpersonal Development	Health and healthy lifestyle
<ul style="list-style-type: none"> <li>• Perform physical activities involving foundational movement skills for health and social engagement.</li> <li>• Perform physical activity using the concept of safety measures for injury prevention.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect diversity with a sense of belonging and social harmony.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic concepts, and practices of personal hygiene and sanitation to promote healthy living.</li> <li>• Make healthy food choices by using the knowledge and understanding of a balanced diet for personal health.</li> </ul>

**6. KEY-STAGE I COMPETENCY INDICATORS**

The indicators for the five competencies in HPE for the key-stage I are provided in 6.1 to 6.5.

**6.1 INDICATORS FOR COMPETENCY I**

<i>I. Perform physical activities involving foundational movement skills for health and social engagement</i>		
<ul style="list-style-type: none"> <li>• Name foundational movement skills in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic foundational movement skills in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Use foundational movement skills to carry out physical activities for health and social engagement.</li> </ul>

## 6.2 INDICATORS FOR COMPETENCY II

*II. Perform physical activity using the concept of safety measures to prevent injuries and apply First Aid*

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• State the concept and importance of safety and First Aid in physical activity.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform skills of maintaining safe space for active participation in physical activities.</li> <li>• Perform First Aid skills for minor injuries.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow safety rules during physical activities to prevent injuries.</li> <li>• Apply First Aid to minor injuries.</li> </ul> |
|--|---|---|

## 6.3 INDICATORS FOR COMPETENCY III

*III. Respect diversity with a sense of belonging and social harmony*

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• List differences in the physical appearance of individuals.</li> <li>• Explain the importance of respecting individual differences.</li> <li>• Explain the importance of being responsible and following rules and regulations.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the physical differences of individuals in the same class.</li> <li>• Identify ways to appreciate and motivate team-work.</li> <li>• Follow basic instructions during activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Display good behaviour while participating in an activity.</li> <li>• Accept individual differences while participating in physical activities.</li> <li>• Is courteous and respectful to each other.</li> </ul> |
|---|--|---|

## 6.4 INDICATORS FOR COMPETENCY IV

*IV. Apply basic concepts, and practices of personal hygiene and sanitation to promote healthy living*

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Explain the importance of cleanliness (home and school) and personal hygiene.</li> <li>• Explain the causes and effects of common diseases.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow hand washing skills and techniques.</li> <li>• Identify local health facilities to seek help when ill.</li> <li>• Identify types of waste and ways of disposing it at home and in schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Practise effective hand-washing techniques before and after daily activities.</li> <li>• Practise oral care for oral hygiene.</li> <li>• Keep home and school clean and waste-free.</li> <li>• Keep one's body clean.</li> </ul> |
|---|---|---|

*Suggested Lesson Activities*

## 6.5 INDICATORS FOR COMPETENCY V

*V. Make healthy food choices by using the knowledge and understanding of a balanced diet to enhance personal health*

<ul style="list-style-type: none"><li>• Explain the importance of mealtime and dietary habits.</li><li>• Explain the importance of healthy and unhealthy food.</li><li>• Relate healthy food with activity (need both physical activity and healthy food for a healthy body.</li></ul>	<ul style="list-style-type: none"><li>• Identify healthy and unhealthy foods.</li><li>• Identify the problems of taking unhealthy food.</li><li>• Categorise food into three groups- energy giving food; bodybuilding food and protective food.</li><li>• Demonstrate ways to make water safe for drinking.</li></ul>	<ul style="list-style-type: none"><li>• Practise drinking safe water to prevent illness.</li><li>• Practise eating three meals on time.</li><li>• Practise basic food safety.</li></ul>
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## 7. CLASS PP: THEMES AND LEARNING OBJECTIVES

The themes and learning objectives for PP is provided in 7.1.

### 7.1 THEMES AND LEARNING OBJECTIVES FOR PP

Learning Themes	Learning Objectives
<i>Fundamental Movement Skills For Active Participation</i>	<ul style="list-style-type: none"> <li>Name walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills necessary for performing physical activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Perform walking, running, jumping, throwing, rolling, turning, twisting, stretching, and catching skills with body balance and coordination.</li> </ul>
	<ul style="list-style-type: none"> <li>Use walking, running, jumping, throwing, rolling, turning, twisting, stretching, catching, and body balancing skills for effective participation in physical activities.</li> </ul>
<i>Safety for Active Participation</i>	<ul style="list-style-type: none"> <li>Explain self-space, body positions, and pathways in physical activities.</li> <li>Explain the importance of maintaining self-space, correct body positions, and pathways in physical activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Manage self-space, body positions, and pathways in physical activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Follow safety rules during physical activity to prevent injuries.</li> </ul>
<i>First Aid for Supporting and Saving Lives</i>	<ul style="list-style-type: none"> <li>Explain sunburn, fever, and nosebleed.</li> </ul>
	<ul style="list-style-type: none"> <li>Perform First Aid for sunburn, fever, and nosebleed.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply First Aid for sunburn, fever, and nosebleed.</li> </ul>
<i>Teamwork in Physical Activities</i>	<ul style="list-style-type: none"> <li>List differences in physical appearance (gender, height, weight) of individuals.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain ways of accepting individual differences in a team.</li> </ul>
	<ul style="list-style-type: none"> <li>Participate in team physical activities with respect and regard for individual differences.</li> </ul>

## Suggested Lesson Activities

<i>Personal Hygiene For Disease Prevention</i>	• Explain safe and unsafe drinking water.
	• Explain that drinking safe water can prevent disease.
	• Drink safe water (boiled, filtered) at homes and in schools.
	• Explain reasons for washing hands, brushing teeth, keeping toilets clean, and disposing of waste in designated places for personal hygiene and sanitation.
	• Use effective steps and techniques of hand-washing and brushing teeth.
<i>Healthy Foods For Growth</i>	• Practise hand and oral hygiene and proper disposal of waste.
	• 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.

## 8. CLASS PP: THEMES AND SUGGESTED LEARNING ACTIVITIES

### 8.1 THEME I: MOVEMENT AND SKILLS FOR ACTIVE LIFESTYLES AND SPORTS EXCELLENCE

#### 8.1.1. LET US MOVE

#### Learning Objectives

By the end of the lesson, the child will be able to:

1. tell differences between walking and jogging skills;
2. walk and jog with correct hand-leg coordination and body posture; and
3. use correct walking and jogging skills in daily physical activities.

#### Teaching-learning materials

- Markers



Figure 1: Teaching-learning materials

**Set-up**

Prepare the activity area as shown in Figure 2.

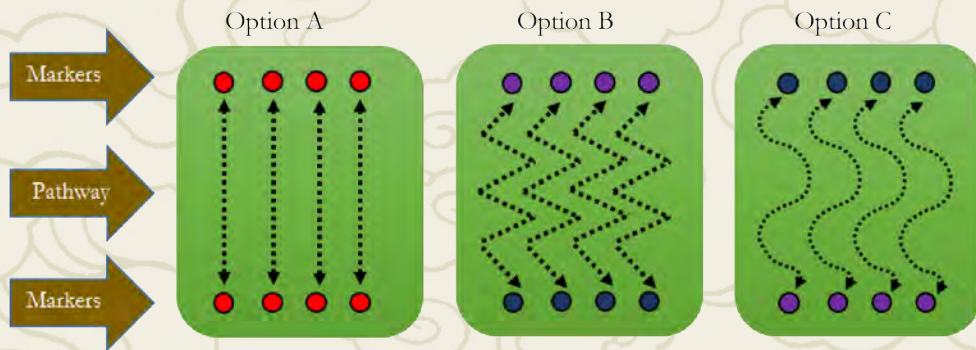


Figure 2: Setting for the activity

**Activity**

1. The teacher demonstrates the skills of walking and jogging with correct hand-leg coordination and body postures.
2. Children move freely imitating the teacher (repeat 2-3 times).
3. Children make three to four lines as per the class strength (shorter lines the better).
4. The teacher leads the children to perform walking and jogging through the pathway as given in Figure 3.
5. During the activity, the teacher observes and corrects the skills and body postures of the children.

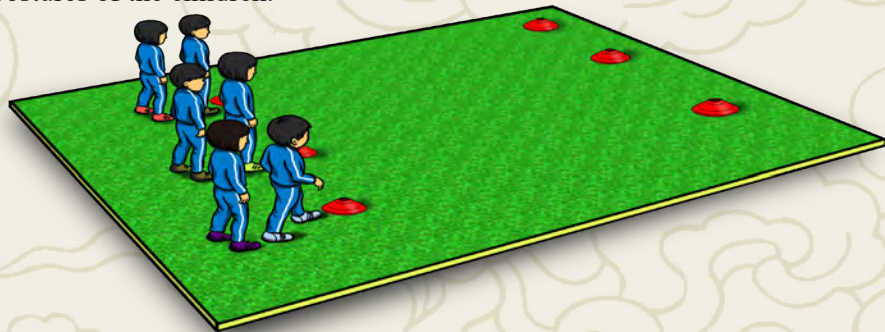


Figure 3: Pathways

**Variation**

- Adjust the pace of the activity to children with different abilities.

**Debriefing**

- Which parts of the body did you use for the activity?
- Name two movement actions learned in the activity?
- When do you walk and jog in your daily life?
- Why do you walk or jog?

Suggested Lesson Activities

**Teacher-Information**


Walk	Technical elements of the skill	Walking skill
A comfortable and proficient walking begins with a good foot strike that allows the ankle to move through its complete range of motion.	<ol style="list-style-type: none"> <li>1. The head is held in line with the spine.</li> <li>2. Eyes towards the direction of the move.</li> <li>3. The foot moves opposite to arm swing through a small arc with a slight bend in elbows.</li> <li>4. Leg pushes the body forward.</li> <li>5. Steps by rolling the foot from heel to toe.</li> <li>6. Heel contacts surface first.</li> <li>7. Knees bent after ground contact.</li> </ol>	

Figure 4: Walking skills

- **Body Posture:** refers to how we hold our body. It also refers to the overall physical form of an individual.
- **Hand-leg Coordination:** coordination refers to whether an individual can get different body limbs to work together in a coordinated/effective way. Therefore, hand-leg coordination refers to how an individual can synchronise his hand and leg movements simultaneously while performing physical activities.

**8.1.2. HIT THE TARGET**

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. tell at least one strategy to hit the target;
2. throw using proper skills to hit the target at least three times; and
3. use throwing skills correctly to carry out daily physical activities.

**Teaching-learning materials**

- PET bottles/cones
- Softballs/bean bags/improvised balls (paper rolled balls, rolled-up socks)



Figure 5: Teaching-learning materials

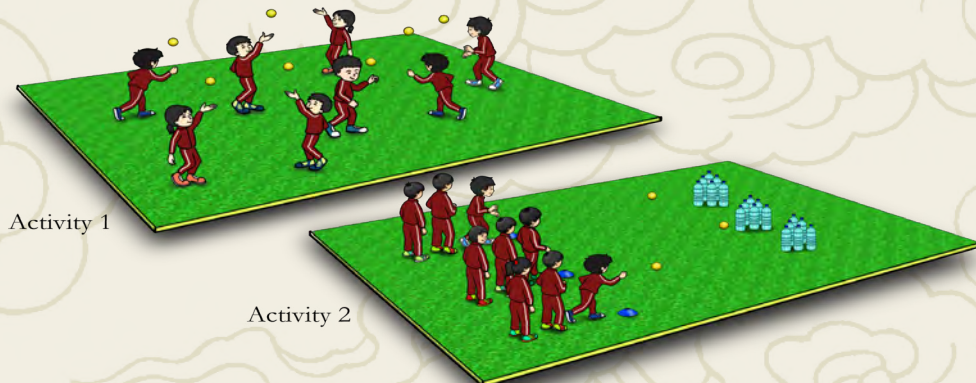
**Set-up**

- Prepare the activity area as shown in Figure 6.

Activity Area

*Figure 6: Setting for the activity***Activity**

1. The teacher provides a ball to each child. Children toss and catch the ball in an open space.
2. Increase the height of tossing according to the ability of a child.
3. Children form teams and stand in lines.
4. On signal, the child in front of each line throws the ball to hit the target.
5. The child collects the ball and comes back to join the line from behind.
6. The child rearranges the targets if toppled.
7. The rest of the children in line follows the same procedure.

*Figure 7: Skills in the activity***Variation**

- Distance between the thrower and the target can be varied.
- The number of targets can be increased.


**Debriefing**

- What did you do in this activity?
- How did you throw the ball to hit the target?
- Can you name any similar type of activity where you hit the target?



Suggested Lesson Activities

**Teacher-Information**

Throwing	Technical elements of the skill	
<p>The throwing is a manipulative skill frequently used in physical activities. The action is also used in athletics with the javelin.</p>	<ol style="list-style-type: none"> <li>1. Eyes are focused on the target throughout the throw.</li> <li>2. Stand side-on to the target.</li> <li>3. Throwing arm nearly straightened behind the body.</li> <li>4. Step towards the target with the foot opposite throwing arm during the throw.</li> <li>5. Marked sequential hip to shoulder rotation during the throw.</li> <li>6. Throwing arm follows through down and across the body.</li> </ol>	 <p>Figure 8: Throwing skills</p>

**8.1.3. GO UNDER A ROPE**

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. identify appropriate skipping, body balance, and running movements;
2. perform skipping movement, body balance and running during the activity; and
3. use skipping movement, body balance, and running skills correctly in
4. physical activities.

**Teaching-learning materials**

- Markers, ropes, poles

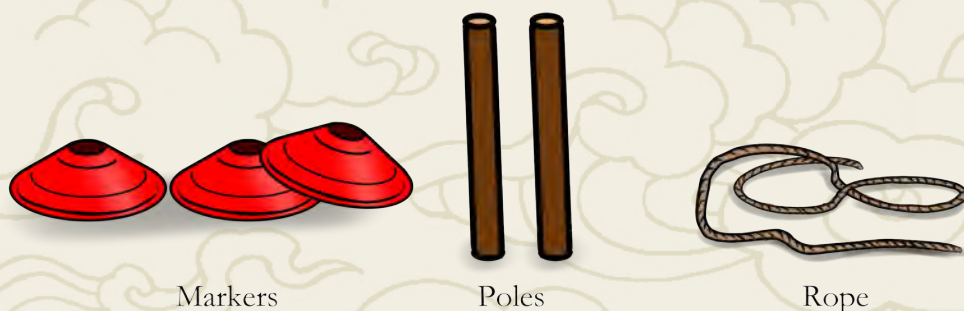


Figure 9: Teaching-learning materials

**Set-up**

- Set the activity area as shown in Figure 10.

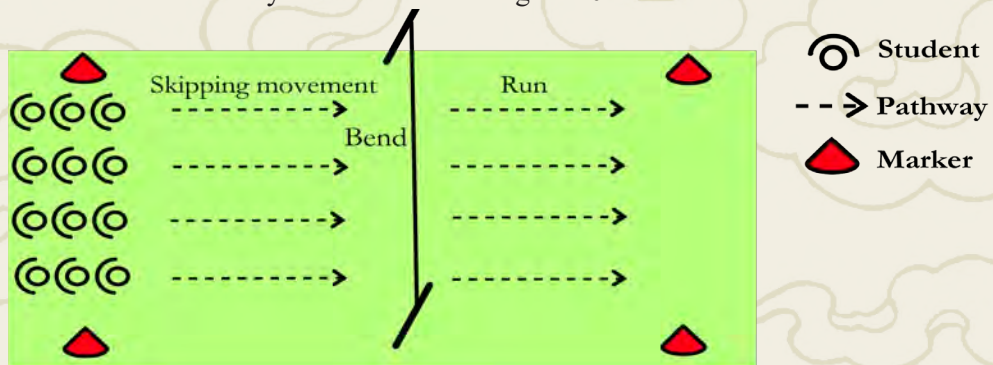


Figure 10: Setting for the activity

**Activity**

- Children along with the teacher perform actions shown in Figure 11 (Teacher demonstrates any three to four balancing postures).
- The teacher demonstrates the skills of skipping, bending, and running.
- Children move freely imitating the teacher (repeat 2-3 times).
- After that children in teams stand in line as shown in Figure 11.
- The teacher leads the children in performing skipping movements from the start line towards the rope.
- On reaching the rope, children bend under the rope and run towards the finish line.
- Once every child reaches the finish line, continue the activity from the finish line using different movement skills.

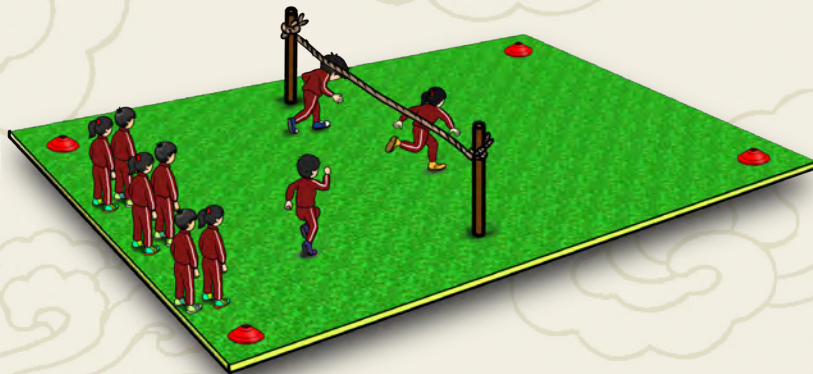


Figure 11: Movement skills

**Variation**

- Repeat the activity with different movements and pathways (jumping over the markers from the start line till the rope, run in zigzag pathway till the rope).
- Vary the height of the rope.
- Let the children jump instead of bending.

*Suggested Lesson Activities*

**Debriefing**

- Name the movements used in the activity?
- Which part of the body did you use for the activity?
- When do you bend and run?

**Teacher-Information**

<i>Running</i>	<i>Technical elements of the skill</i>
<i>Running is like walking except there is a period of suspension when both feet are set off the ground at the same time. The skills of running include jogging, sprinting, chasing, dodging, and evading. All of these skills are important to many games.</i>	<ol style="list-style-type: none"> <li>1. Eyes focused forward throughout the run.</li> <li>2. Knees bent at right angles during the recovery phase.</li> <li>3. Arms bent at elbows and move in opposition to legs.</li> <li>4. Contact ground with the front part of the foot.</li> <li>5. The body leans slightly forward.</li> </ol>



*Figure 12: Running skills*

<i>Skipping</i>	<i>Technical elements of the skill</i>
<i>Skipping is jumping over a rope which is held at both ends by oneself or two other people and turned repeatedly over the head and under the feet, as a game or for exercise.</i>	<ol style="list-style-type: none"> <li>1. Stand up straight.</li> <li>2. Arms bent about 45 degrees with elbows in close to sides and hands pointed outward.</li> <li>3. Keep arms relaxed and loose but firm (not stressed) grip on the handles.</li> <li>4. Turn the rope with wrists, not the entire arm.</li> <li>5. Bend knees slightly and jump on the balls of feet (heels should never touch the ground when skipping).</li> <li>6. Jump only 1/4 to 1/2 inch off the ground.</li> <li>7. Look forward.</li> </ol>

- *Body Balance: refers to an ability to maintain the line of gravity (vertical line from the centre of mass) of a body within the base of support with minimal postural sway. Sway is the horizontal movement of the centre of gravity even when a person is standing still.*

### 8.1.4. BALL IN THE BASKET

#### Learning Objectives

By the end of the lesson, the child will be able to:

1. identify the intensity of force to toss the ball during the activity;
2. perform the hand-eye coordination while tossing the ball during the activity; and
3. apply the tossing skills appropriately in daily activity.

#### Teaching-learning materials

- Carton box/basket.
- Poles.
- Improvised paper balls (paper balls, rolled-up socks: approximately 100).

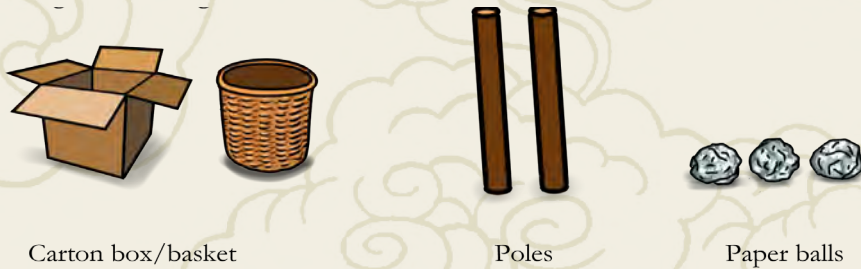


Figure 13 : Teaching-learning materials

#### Set-up

- Prepare the activity area as shown in Figure 14.

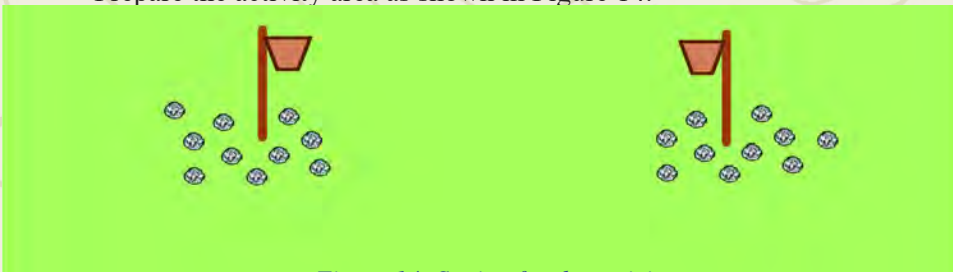


Figure 14: Setting for the activity

#### Activity

1. Provide a ball to each child and let them toss the ball in an open space for about 2-3 minutes.
2. Children make two teams and move to the activity area.
3. A child from each team holds the pole that is tied to a basket/carton and changes the role each time the activity is restarted. This can be avoided if the teacher has a friend to assist in the activity.
4. Children throw or toss as many balls as possible into the basket.
5. The activity continues for a minute and then the team counts the balls in the basket.

## Suggested Lesson Activities



Figure 15: Main activity

**Variation**

- Jump and put the ball in the basket.
- Vary the height of the basket.

**Debriefing**

- Which part of the body did you use for the activity?
- Name the movement used to put the balls in the basket during the activity?
- What would happen if you toss heavy objects?

**Teacher-Information**

*Toss:* Toss is to throw with an initial upward direction or to move (something) back and forth or up and down.

*Eye-hand coordination:* Eye-hand coordination (also known as hand-eye coordination) is the coordinated control of eye movement with hand movement and the processing of visual input to guide reaching and grasping along with the use of proprioception of the hands to guide the eyes.

Eye-hand coordination has been studied in activities as diverse as the movement of solid objects such as wooden blocks, archery, sporting performance, music reading, computer gaming, copy-typing, and even tea-making. It is part of the mechanisms of performing everyday tasks; in its absence, most people would be unable to carry out even the simplest of actions such as picking up a book from a table or playing a video game.

(Source: [https://en.wikipedia.org/wiki/Eye%E2%80%93hand\\_coordination](https://en.wikipedia.org/wiki/Eye%E2%80%93hand_coordination))

## 8.2 THEME II: BODY POSTURE, SAFETY REMEDIES FOR EFFICIENCY AND WELL BEING

### 8.2.1. BALLOON JUGGLING

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. tell the names of body parts used for juggling objects;
2. juggle the balloon with proper hand-eye coordination; and
3. use coordination skills in their daily physical activities.

### Teaching-learning materials

- Balloon/softballs/paper balls.



Figure 16: Teaching-learning materials

### Set-up

- Children stand freely within the marked area.



Student

Figure 17: Setting for the activity

### Activity

1. Children are provided with a balloon each.
2. The teacher demonstrates how to juggle the balloon using the palms.
3. On the teacher's signal, the children perform the activity individually.
4. The teacher asks them to count the number of juggles (repeat 2-3 times).
5. Next, the children perform the same activity in a sitting position.

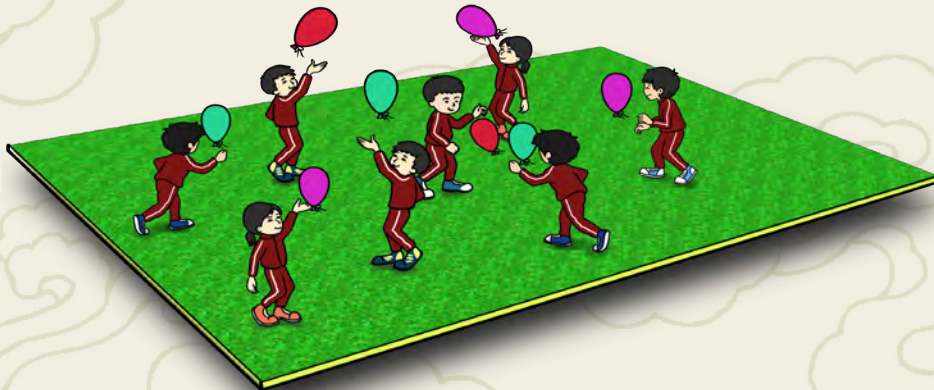


Figure 18: Main activity

### Variation

- Use other parts of the body like fingers, head, and legs with children of different abilities.

*Suggested Lesson Activities*

**Debriefing**

- Which parts of the body did you use for the activity?
- What other materials can be used for juggling?
- Why is juggling important in our life?

**Teacher-Information**

- *Juggle:* Juggle is to throw objects up into the air, and then catch and throw up repeatedly so that an object stays in the air, usually to entertain people.
- *Eye-hand coordination:* Refer activity 4, Ball in Basket.

**8.2.2. DRIBBLE AND PULL**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. tell the difference between push and pull;
2. dribble with correct hand-eye coordination skills; and
3. use push and pull skills correctly to carry out daily physical activities.

**Teaching Learning Materials**

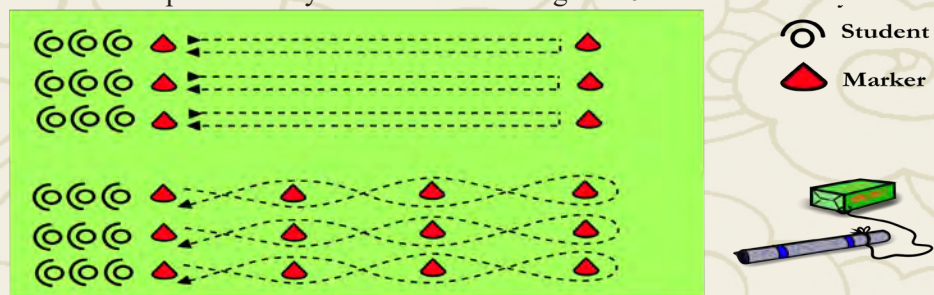
- Thread/string.
- Cone/marker.
- Implement (rolled newspaper/rolled chart paper).
- Deflated ball/small carton/bean bag/ plastic bottle half-filled with water/ rolled-up socks.



*Figure 19: Teaching-learning materials*

**Set-up**

- Attach the bat made from rolled newspaper/chart paper to the object using thread.
- Set up the activity area as shown in Figure 20.



*Figure 20: Setting for the activity*

### Activity

1. The teacher demonstrates how to dribble and pull the object using hands.
2. On the teacher's signal, children walk and dribble or pull the object that is tied to the implement.
3. Children dribble or pull the object around the activity area freely.
4. The teacher reminds the children to maintain a safe distance from each other during the activity.
5. After that children form teams and stand in lines (more teams for maximum participation).
6. On teacher's signal, the child in the front of each line dribble the object forward in a straight line and comes back pulling the object.
7. Repeat the activity with different pathways as shown in Figure 21.

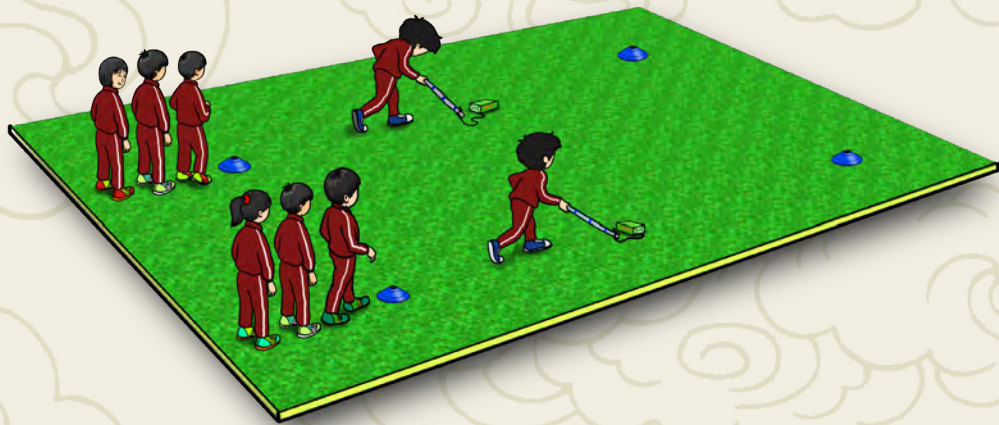


Figure 21: Main activity

### Variation

- Conduct the activity using a zigzag pathway

### Debriefing

- Which part of the body did you use for the activity?
- Name two movement actions used in the activity?
- When do you dribble or pull objects?

### Teacher-Information

- *Dribble: refers to the skill of moving an object along the ground with repeated hits.*
- *Eye-hand coordination: Refer activity 4, Ball in Basket*



Suggested Lesson Activities

### 8.2.3. SHOPPING RACE

#### Learning Objectives

By the end of the lesson, the child will be able to:

1. identify the body parts used in running;
2. perform running and picking the objects appropriately; and
3. use running and picking skills in daily physical activities.

#### Teaching Learning Materials

- Paper balls.
- Markers to designate the starting point.
- Sack/card box.

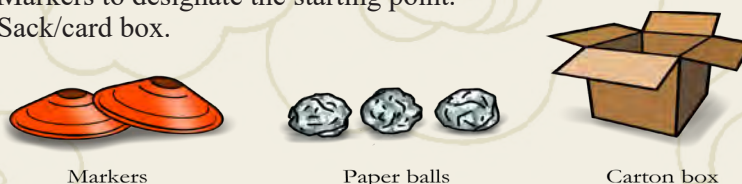


Figure 22: Teaching-learning materials

#### Set-up

- Set up the lesson area as shown in Figure 23.

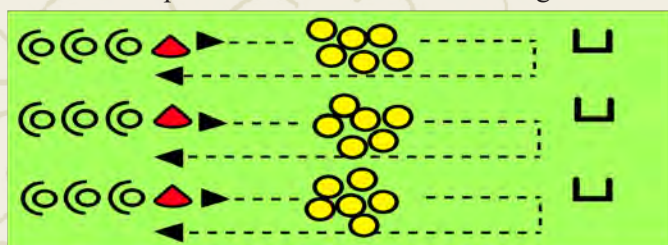


Figure 23: Setting of the lesson area

#### Activity

1. Children form teams according to the class strength and stand in line as shown in Figure 24.
2. On teacher's signal, first child from each team runs towards the ball.
3. Picks one ball, runs forward, and places the ball in the box.
4. The child runs back and tags the next child in line.
5. The activity is repeated till all the balls are put in the box.

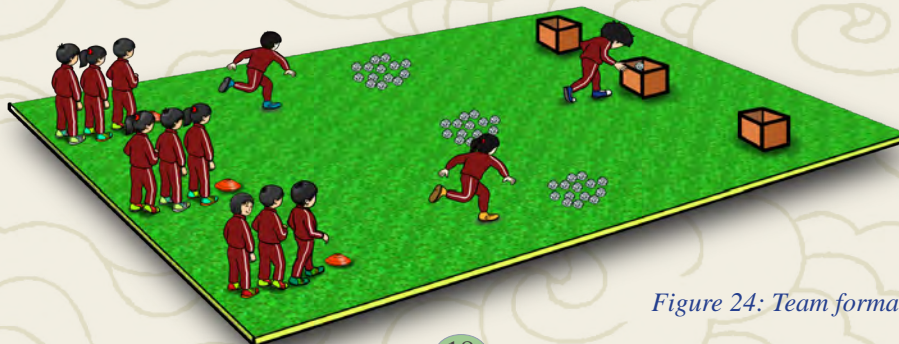


Figure 24: Team formation

**Variation**

- Add markers in the runway.

**Debriefing**

- What did you learn from the activity?
- What safety measures did you take during the activity?

**Teacher-Information**

<i>Running</i>	<i>Technical elements of the skill</i>
<i>Running is like walking except there is a period of suspension when both feet are set off the ground at the same time. The skills of running include jogging, sprinting, chasing, dodging, and evading. All of these skills are important to many games.</i>	<ol style="list-style-type: none"> <li>1. Eyes focused forward throughout the run.</li> <li>2. Knees bent at right angles during the recovery phase.</li> <li>3. Arms bent at elbows and move in opposition to legs.</li> <li>4. Contact ground with the front part of the foot.</li> <li>5. The body leans slightly forward.</li> </ol>



*Figure 25: Running skills*

### 8.3 THEME III: NUTRITION CHOICES AND HABITS FOR LONGEVITY AND SPORTS EXCELLENCE

#### 8.3.1. MOVE FOR FOOD

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. name three meals and the most important meal of the day;
2. identify food items for each meal through the movement activity; and
3. eat three meals daily on time.

**Teaching-learning materials**

- Markers, whistle, and flashcards of food items
- Pictures of food items in each station as shown in Table 1.

## Suggested Lesson Activities

Table 1: Food Items

Breakfast	Milk, fruits, bread, rice/noodles/roti/porridge/pasta, egg legumes, vegetables
Lunch	Rice/roti, dal, meat (lean), fruits, egg, and rainbow coloured vegetables.
Dinner	Rice/roti, dal, meat (lean), fruits, egg, and rainbow coloured vegetables.



Markers



Whistle



Flash cards

Figure 26: Teaching-learning materials

## Set-up

- Prepare the activity area as shown in Figure 27.
- Place pictures of food items for each meal in different stations

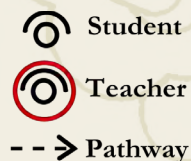
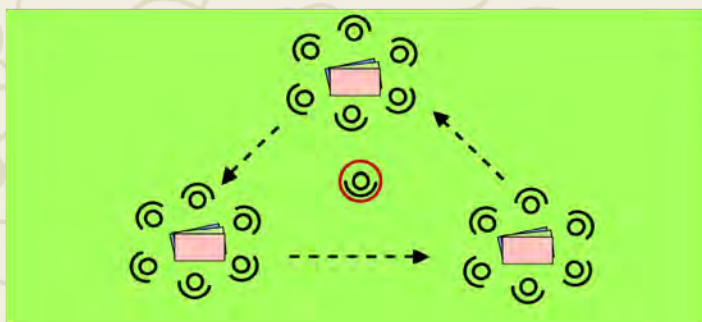


Figure 27: Setting of the activity area

## Activity

1. Form three teams and name them as Breakfast, Lunch, and Dinner.
2. Assign a station to each team.
3. Children discuss the flashcards in their respective stations and teacher reinforce by attending the stations (recall what they ate the previous day).
4. On the teacher's signal, children in their respective groups walk like a turtle towards the next station and discuss the flashcards with the teacher in their respective teams.
5. Repeat activity step 3, by jogging and hopping until the teams reach their initial stations.
6. On the teacher's signal, children walk to the centre after visiting all the stations.
7. The teacher leads the children to perform 'Pom Great Job Buddy'.



Figure 28: Main activity

### Variation

- Adjust the pace of the activity to the children with different abilities.
- Repeat the activity by using different movement skills.

### Debriefing

- What did you do in this activity?
- Name three meals.
- Why is it important to eat three meals every day?
- What did you eat for breakfast today?
- What food do you eat for breakfast?
- What might happen if you do not eat breakfast every day?

### Teacher-Information

#### Importance of the Breakfast

- Breakfast helps you control your weight.
- Breakfast boosts brainpower.
- A healthy breakfast may reduce the risk of illness.
- Breakfast helps you make better food choices.

#### Jogging:

- Avoid hitting the ground heel first.
- This is bad for your knees. Instead, try to hit the ground with the flat of your foot or, ideally, on the front/balls of your feet.
- Bend your arms at a 90° angle.
- Keep your head straight. Do not look down any more than you have to.

#### Hopping:

- Lift your left foot behind you so you are standing on your right leg only.
- Place your hands on your hips to help you feel if your hips are level.
- Then lift on to the toes on your standing leg and flex your knee and ankle slightly so you can hop up and down on your standing leg for the required duration.

Suggested Lesson Activities

8.3.2. WE ARE CLEAN

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. tell hand-washing with soap will prevent them from falling sick from common diseases such as diarrhoea and dysentery;
2. tell critical juncture/time to wash hands with soap before eating, after using the toilet and playing;
3. perform basic steps of washing hands with soap (wet, leather, scrub, rinse and dry); and
4. follow basic steps of washing hands with soap in daily life.

**Teaching-learning materials**

- Whistle and markers.
- Flashcards with pictures of five hand washing steps and critical junctures (wet, leather, scrub, rinse and dry) and (before eating, after using the toilet and playing).



Markers



Whistle



Flash cards

Figure 29: Teaching-learning materials

**Set-up**

- Prepare the stations as shown in Figure 30 according to the class size.
- Place the flashcards with the picture of hand-washing steps, ten steps away from home station 1.

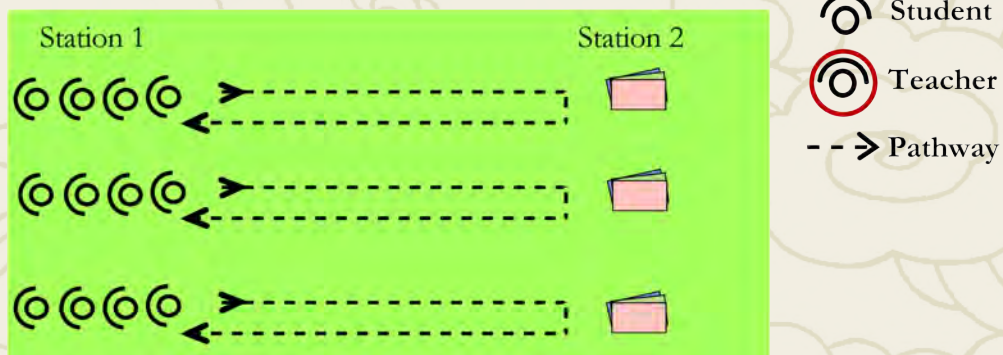


Figure 30: Setting of the activity area

### Activity

1. Children form teams and stand in line at the home stations.
2. On the teacher's signal, a child from each team runs to station 2 to collect a flashcard, while the rest of the children perform stationary jogging.
3. After collecting the flashcard, the child runs back to 'Station 1' and taps the next child in the group.
4. The flashcards collected by the child are kept with the teams.
5. The tapped child from the group runs to station 2 and follows Step 2.
6. After having collected all the flashcards, children practice five hand-washing steps in their homegroup.
7. On the teacher's signal, children refer to the flashcards and discuss correct hand washing steps using soap to prevent from falling sick. (Diarrhoea and dysentery)
8. On the teacher's signal, children yell together, "We are clean!"

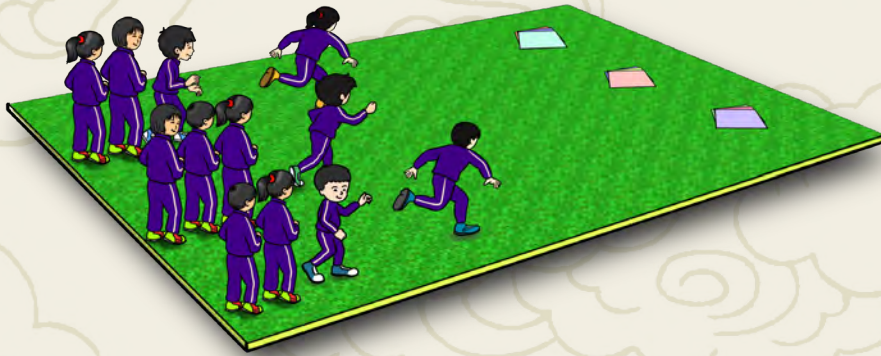


Figure 31: Main activity

### Variation

- After the main activity, teacher can take children to the water taps to wash their hands using soap.

### Debriefing

- What did you do in this activity?
- Why do we need to use soap while washing hands?
- What would you tell your parents about washing hands with soap?

### Teacher-Information

- *Critical junctures for washing hands: Before eating, after using the toilet and playing.*
- *Stationary jogging:*
- *While standing, mimic the movements that you would make if you were jogging, but stay in one place.*
- *Bend your knees and quickly raise one foot off the ground then land on the opposite foot as your pump your arms.*
- *Continue alternating feet for the desired amount of reps or time.*

### Hand-washing steps:

- *Step 1: Wet Hands. Wet your hands and apply enough liquid soap to create*

*Suggested Lesson Activities*

- a good lather.*
- *Step 2: Rub palms together.*
- *Step 3: Rub the back of hands.*
- *Step 4: Interlink your fingers.*
- *Step 5: Cup your fingers.*
- *Step 6: Clean the thumbs.*
- *Step 7: Rub palms with your fingers.*

**8.3.3. LET'S DRINK CLEAN WATER**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. tell boiled and filtered water is clean for drinking;
2. differentiate between clean and dirty water for drinking; and
3. drink boiled and filtered water to prevent diarrhoea in their daily life.

**Teaching-learning materials**

- Flash card with thumbs up, indicating clean water (boiled and filtered water, packaged bottled water) and dirty water with thumbs down (streams, rivers, drain, tap, pipe, and rain water).
- Markers and a whistle.



Markers



Whistle

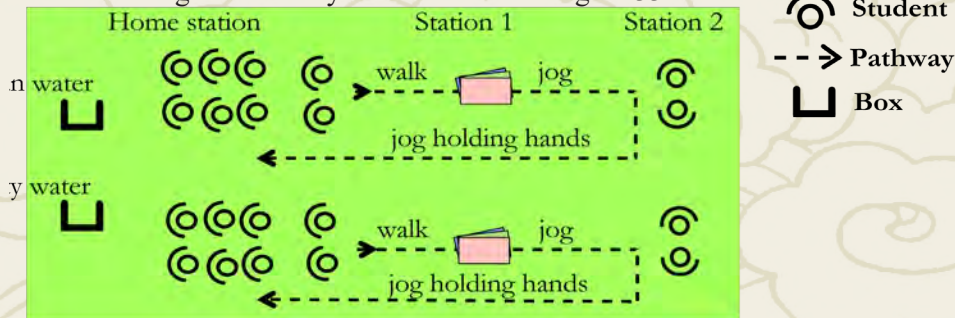


Flash cards

*Figure 32: Teaching-learning materials*

**Set-up**

- Arrange the activity area as shown in Figure 33.



*Figure 33: Setting for the activity*

**Activity**

1. Children form teams depending upon the stations prepared.
2. On the teacher's signal, teams walk (heel, sole and toe steps) towards station 1.

3. Child picks a flash card each from their respective station and jogs towards Station 2.
4. On reaching Station 2, member from each team faces each other and shows the flashcards to each other.
5. Pairs hold hands and jog towards their home station and show the flash card to their respective team members.
6. The activity is continued by the rest of the team members following steps 1-5.
7. In the home station, children segregate flash cards having thumbs up and thumbs down.
8. Teacher shares the purpose of thumbs up and thumbs down on the flash cards (Thumbs up: Clean water. Thumbs down: Dirty water)
9. On the teacher's signal, teams segregate flashcards having Thumbs down pictures in the designated bin to avoid drinking unsafe water.
10. Children raise hands, jump and say "WE DRINK CLEAN WATER EVERYDAY".

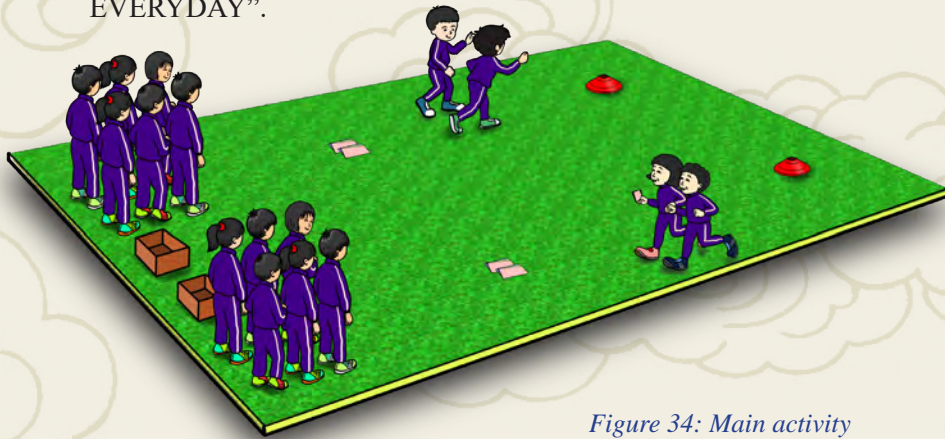


Figure 34: Main activity

### Variation

- Increase or decrease the distance between the stations.
- Carry out the activity in more teams.
- Use zigzag path ways and hurdles in between the stations.
- Use real water with the label on each bottle (sealed bottled water, boiled and filtered water rain/stream/tap water in the bottle).

### Debriefing

- What type of water is safe for you to drink?
- If you have filtered water and stream water, which is safer for you to drink?
- If your friends give you water directly from the tap, is it safe to drink?

### Teacher-Information

*Benefits of drinking filtered and safe water*

- Aids digestion.
- Calms central nervous system.
- Helps relieve constipation.



*Suggested Lesson Activities*

- Keeps you hydrated.
  - May aid in weight loss.
  - Improves circulation.
- Can decrease stress levels:*
- Filtered water tastes better.
  - Water filtration system removes lead.
  - Protects babies and young children.
  - Important for growing children.
  - Helps reduce the risk of cancer.
  - Protection against toxins.
  - Helps with combating dehydration in the home.

**8.3.4. WASTES IN THE BIN**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. tell disposing waste in a designated area can help to keep surrounding clean;
2. put different wastes in designated bins; and
3. dispose daily wastes in proper place.

**Teaching-learning materials**

- Markers and waste bins
- Balls made from different waste materials



Waste bins



Markers

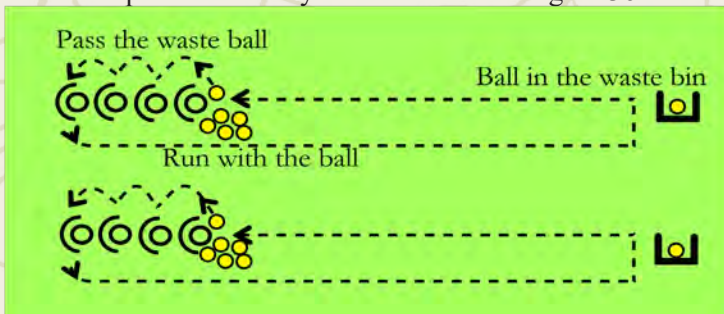


Waste balls

*Figure 35: Teaching-learning materials*

**Set-up**

- Prepare the activity area as shown in Figure 36.



*Figure 36: Setting for the activity*

### Activity

1. Children stand in a circle and the teacher stands in the centre.
2. On the teacher's signal, children jog in clockwise direction performing 'Far to the mountain, run ...run...run'.
3. When the teacher calls a number, children form teams.
4. Each team stand in line in designated stations.
5. On the teacher's signal, a child standing in front picks and passes the waste ball until it reaches the last person.
6. The last member in the team jogs towards the waste bin to dispose the waste ball into the waste bin.
7. The same child runs back and collects the waste ball from the basket and passes the different waste ball (repeat step-5 and 6).
8. The activity is continued until all the children get chance to dispose the waste ball into the waste bins.
9. The teacher instructs the children to collect the waste balls and dispose it into the designated bins.
10. Teacher tells children regarding the importance of disposing waste in a designated area to keep surrounding clean.
11. Repeat steps 5-6 with different ways of passing like side wise and over the head.

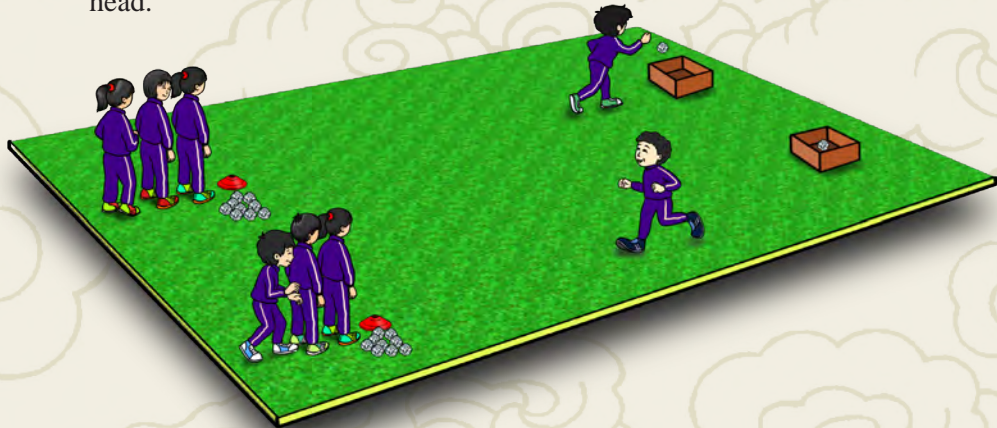


Figure 37: Main activity

### Variation

- Adjust the pace of the activity for the children with different abilities.

### Debriefing

- What did you do in the activity?
- What will you do if you find waste?
- What will you tell the people, if you see them throwing waste everywhere?
- Will you throw waste wherever you like? Why?

### Teacher-Information

- *Benefits of disposing wastes in proper place:*
1. Proper safety measures and waste disposal methods make for a cleaner, safer world with less diseases and lower potential harm to both humans

*Suggested Lesson Activities*

- and animals.
- 2. When done right, waste management can also conserve energy and reduce dangerous deforestation including cutting down less trees for paper production.
- 3. Recycling in schools has the obvious benefit of helping the environment.
- 4. It saves the schools money that would otherwise be spent on waste disposal.
- 5. They can set up the recycling bins and run competitions for signs and posters about recycling.

**8.3.5. ORAL HYGIENE**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

- 1. tell brushing helps in keeping teeth healthy and strong;
- 2. tell brushing teeth twice a day helps to maintain good oral hygiene (toothache, tooth decay, bad breath);
- 3. perform five steps to brush teeth correctly to avoid gum injury; and
- 4. adopt habits of brushing twice a day on a regular basis.

**Teaching-learning materials**

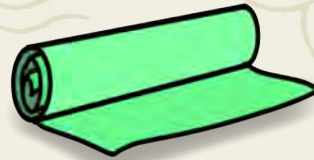
- Chart showing pictures of five steps of brushing teeth correctly.
- Tooth brush and tooth paste.



Tooth brush



Tooth brush



Chart

*Figure 38: Teaching-learning materials*

**Set-up**

- Choose a safe area.
- Children form a semicircle.

**Key**

- Student
- Teacher



*Figure 39: Setting for the activity*

**Activity**

1. Teacher provides the following information:
  - Brushing teeth properly removes food particles and prevent toothache. / decay.
  - Brush twice a day to maintain good oral hygiene.
2. Teacher demonstrates correct ways of brushing (step by step) as shown in Figure 40.
  - Step 1- one .....two.... (Whole body bending) pick up the brush.
  - Step 2- three .... four..... (Side body swing) apply the toothpaste.
  - Step 3. Five...six.... (Stretch arms and raise above the head) brush your teeth.
  - Step 4- seven...eight.... (Hip rotation) circular motion
  - Step 5- nine...ten.... (Squatting) inner surfaces.
  - Step 6- eleven...twelve....(wiggle your body) rinse your mouth.
3. Children follow the correct ways of brushing as per teacher's demonstration.
4. After having demonstrated the five correct steps of brushing, children practice brushing using five steps of brushing.



Figure 40

**Variation**

- Use real toothbrush and toothpaste for the activity.
- Infuse other body movements to teach the steps of brushing.

**Debriefing**

- How many times do you need to brush in a day?
- Why do you need to brush your teeth?
- Can you show five correct steps of brushing? (Students volunteer).

**Teacher-Information***Benefits of oral care:*

- It helps to remove the bacteria and plaque that cause tooth decay and gum disease.
- It is recommended that everybody brush their teeth twice a day – in the morning before breakfast and before going to bed at night.

*Suggested Lesson Activities*

8.4 THEME IV: BEHAVIOURS AND LIFE SKILLS FOR SOCIAL HARMONY

**8.4.1. LET'S WORK TOGETHER**

**Learning objective**

*By the end of the lesson, the child will be able to:*

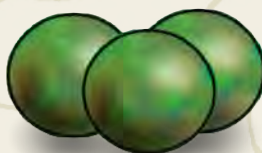
1. tell 'working with friends' can help complete the task easily;
2. take turns in listening and speaking to complete the task; and
3. speak politely and listen carefully to others.

**Teaching-learning materials**

- Softballs and markers



Markers

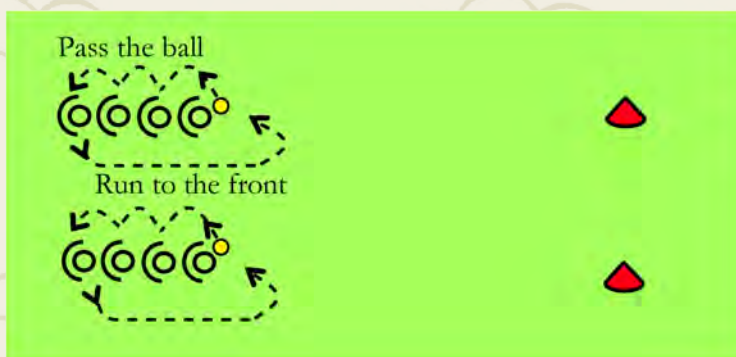


Soft balls

*Figure 41: Teaching-learning materials*

**Set-up**

- Set an activity area as shown in Figure 42.
- The distance between starting point and end point varies according to the class strength.
- Children form four teams of equal members as illustrated in Figure 42.
- Children name their teams.
- Keep adequate distance between each child in a team to avoid collision.
- Provide a ball each to all the teams.



- Student
- Pathway
- Marker
- Ball

*Figure 42: Setting for the activity*

**Activity**

1. Children remember the names of their teammates.
2. Teacher teaches ways to speak politely and listen actively to each other while demonstrating the activity.
3. Children in team stand near the starting point/marker.

- Children pass the ball sideways to their teammates.
- The first child passes the ball to the next and it goes on till the last child on the team gets the ball.
- In the process of carrying out activity, children communicate politely with each other using as many polite phrases as possible. Children use the phrases like THANK YOU while receiving the ball and calling the name of the friend or say EXCUSE ME while passing the ball.
- The last child from the team gets the pass and run in front of the first child in the row.
- The team continues till they reach the end point/marker.
- Team yells 'BINGO' when they reach the end point.



Figure 43: Main activity

### Variation

- In team, children perform overhead/underarm pass.
- Increase the distance between starting point and end point.
- In a circle, use two balls and pass the balls in opposite direction.

### Debriefing

- Could you pass the ball to your friend without letting it drop to the ground?
- Did you listen to your friends?
- What would you do in the future to complete your work on time?
- Did working with your friends help you complete the activity?

### Teacher-Information

#### Polite phrases

- Introduce some courtesy words and phrases like 'Please' when asking for something, 'thank you' when receiving something. Say 'excuse me' when you need somebody's attention or if you bump into somebody.

#### Factors leading to complete work on time.

- Plan and share it to the members
- Keep a time limit for each task (Time management)
- Block out distractions
- Avoid stress
- Take Breaks
- Start your work early
- Take care of yourself

## Suggested Lesson Activities

## 8.4.2. GREETINGS

## Learning Objectives

By the end of the lesson, the child will be able to:

1. tell few greeting words/phrases;
2. use greeting words and show body gestures to each other; and
3. greet each other with respect using right words and body gestures in daily life.

## Teaching-learning materials

- Music (tape-recorder or mobile phone), whistle, markers.



Music player



Whistle

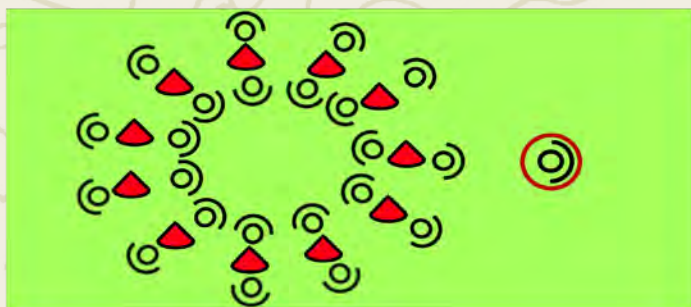


Markers

Figure 44: Teaching-learning materials

## Set-up

- Children form 2 teams (A and B).
- Mark a circle with markers.
- Children make two circles with a marker each between them as shown in Figure 45.



-  Student
-  Teacher
-  Pathway
-  Marker

Figure 45: Setting for the activity

## Activity

1. When the music is played, the children moves freely within their boundary.
2. When the teacher pauses the music, children finds a partner who is standing across the marker.
3. The partners shake hands, greet each other (E.g. Good morning, Kuzu Zangpo, etc.), show gestures and speak out to share their favourite toys.
4. Children thank their partners for sharing about their favourite toys.
5. The activity proceeds with different body movements until a child gets to interact with at least five new partners.



Figure 46: Main activity

### Variation

- Children share about their favourite animals/person/games.
- In a circle, when the music is played, children in the outer circle walks/dance in a clockwise direction and children in the inner circle walks/dance in anti-clockwise direction.

### Debriefing

- How would you greet others in the morning?
- When do you greet your teacher?
- How would you greet others when you meet them?

### Teacher-Information

Shaking hands is not a Bhutanese way of greeting but it is becoming quite common, especially in the towns. A formal greeting is to bow with hands open and outstretched and the palms up. When wishing to be polite or to indicate interest, as Bhutanese add “la” to the end of sentences during a conversation.



*Suggested Lesson Activities*

### 8.4.3. ANIMALS WE LIKE

#### Learning Objectives

*By the end of the lesson, the child will be able to:*

1. share about the animals they like;
2. respect individual likes by working collectively; and
3. show respect for individual likes and dislikes.

#### Teaching-learning materials

- Picture card/stuffed animal toys, whistle, rope, box, markers.



Flash cards

Whistle

Rope

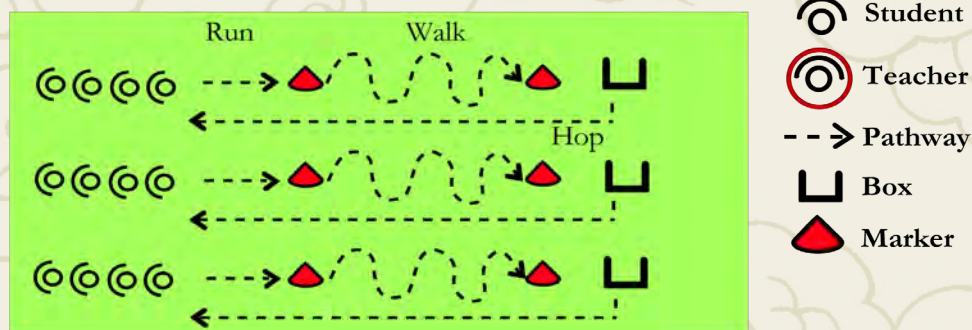
Cartoon box

Marker

*Figure 47: Teaching-learning materials*

#### Set-up

- Children form four teams according to the class size.
- Make roads or trails with rope as in Figure 48.
- Place boxes of picture of different animals/stuffed animal toys.



*Figure 48: Setting for the activity*

#### Activity

1. Children practice along with the teacher's demonstration.
2. Teacher blows the whistle and the first member from each team run towards hoop/marker and walks on the trails.
3. Meanwhile the other members cheer for their friend to complete the task.
4. At the end of the trail children walk towards the box and pick the animal they want to save and hop back to the start line.
5. A child from each team takes turn until the entire team members get their chance.
6. Upon collecting the picture of the animal by all the members, each child share about how to take care of the animals.

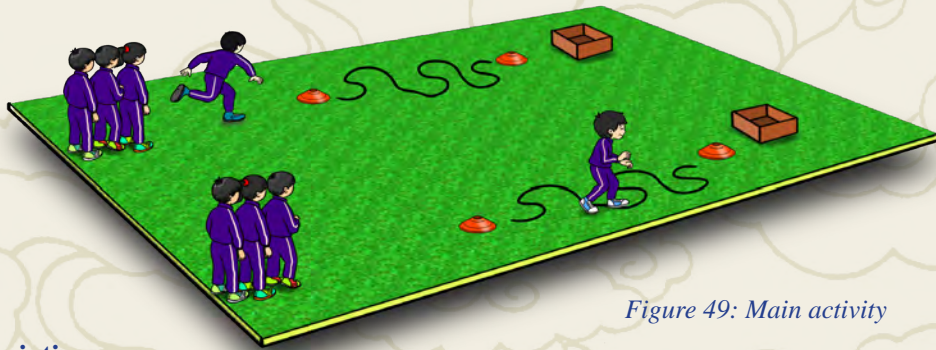


Figure 49: Main activity

### Variation

- Change the set of pictures in the box with wild animals, domestic animals, insects, birds, etc.
- Increase/decrease the distance between the hoops.
- Each team jog/slide towards hoop/marker and hop/skip on the trails.

### Debriefing

- Name some animals you saved in your team.
- Which animal did your team like the most?
- What would you do, if you see an injured animal beside the road?

### Teacher-Information

Encourage children to cover at least the following things while sharing about their animal.

- *Name of the animal*
- *Wild or domestic?*
- *What is the colour?*
- *Why he/she likes that particular animal?*

*Importance of caring animals:*

- *Animals have life and feelings too.*
- *They are our loyal friends.*
- *Life is incomplete without animals because we depend on them and they depend on us. They also like to be loved*

## Suggested Lesson Activities

**9. CLASS I: THEMES AND LEARNING OBJECTIVES**

The themes and learning objectives for class one is provided in 9.1.

**9.1 TABLE THEMES AND LEARNING OBJECTIVES FOR CLASS ONE**

<i>Learning Themes</i>	<i>Learning Objectives</i>
<i>Fundamental Movement Skills for active participation</i>	<ul style="list-style-type: none"> <li>Recognise leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for performing physical activities.</li> </ul>
<i>Safety And First Aid for Active Participation</i>	<ul style="list-style-type: none"> <li>Perform leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the technique of leaping, sliding, hopping, catching, kicking, bend and curl, static body balance, transferring weight for physical efficiency.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain space awareness safety (direction and self-space)</li> <li>Explain the importance of space awareness in group physical activities for active and safe participation.</li> </ul>
	<ul style="list-style-type: none"> <li>Manage self-space, body positions, and pathways in physical activities.</li> <li>Use safe self-space, body positions, and pathways for active participation in physical activities.</li> </ul>
<i>First Aid for Supporting and Saving Lives</i>	<ul style="list-style-type: none"> <li>Explain sunburn, fever, and nosebleed.</li> </ul>
	<ul style="list-style-type: none"> <li>Perform First Aid for sunburn, fever, and nosebleed.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply First Aid for sunburn, fever, and nosebleed.</li> </ul>
<i>Teamwork in Physical Activities</i>	<ul style="list-style-type: none"> <li>List differences in physical appearance (gender, height, weight) of individuals.</li> <li>Respect individual physical differences of each other.</li> </ul>
	<ul style="list-style-type: none"> <li>Interact and behave well with others while participating in team physical activities.</li> <li>Follow basic instructions during physical activities</li> </ul>
<i>Personal Hygiene for disease prevention</i>	<ul style="list-style-type: none"> <li>Explain safe and unsafe drinking water.</li> </ul>
	<ul style="list-style-type: none"> <li>Explain that drinking safe water can prevent disease.</li> </ul>
	<ul style="list-style-type: none"> <li>Drink safe water (boiled, filtered) at homes and in schools.</li> </ul>
	<ul style="list-style-type: none"> <li>Tell the health benefits of oral hygiene and hand-washing</li> </ul>
	<ul style="list-style-type: none"> <li>Use steps and techniques of brushing teeth and hand-washing.</li> <li>Maintain hygienic practices of teeth and hand-washing for health.</li> </ul>

<i>Healthy Foods for Go, Grow and Glow</i>	• Explain the concept of Food for Go, Grow, and Glow.
	• Explain the importance of healthy and unhealthy food.
	• List three important meals in a day (Breakfast, Lunch, and Dinner).
	• Explain the health benefits of taking the right amount of food for three meals a day.
	• Follow healthy meal choices and routines.

## 10. THEMES AND SUGGESTED LEARNING ACTIVITIES

### 10.1 THEME I: MOVEMENT AND SKILLS FOR ACTIVE LIFESTYLE AND SPORTS EXCELLENCE

#### 10.1.1. LEAP AND RUN

#### Learning Objectives

*By the end of the lesson, the child will be able to:*

1. tell the difference between leap and run;
2. perform leaping and running in the activity after the teacher's demonstration; and
3. use leaping and running skills correctly to carry out daily physical activities.

#### Teaching-learning materials

- Marker.
- Paper ball.
- Carton box/container.



Carton box



Markers



Paper balls

Figure 50: Teaching-learning materials

#### Set-up

- Set the activity area as shown in Figure 51.
- Provide equal numbers of balls to each pair.

Suggested Lesson Activities

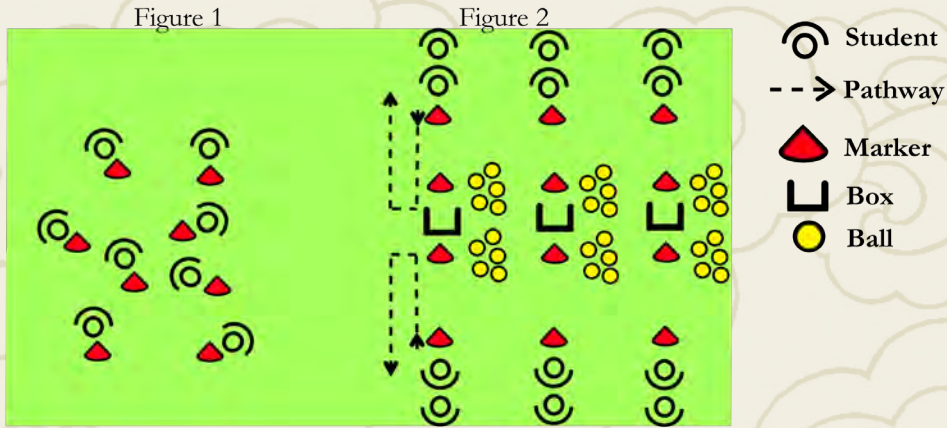


Figure 51: Setting for the activity

**Activity**

1. Teacher places the markers on the activity area and demonstrates running and leaping movement.
2. Children run around and leap whenever they come across the marker.
3. Teacher asks children to be in pairs as shown in Figure 52.
4. On the teacher’s signal, a child from each pair jumps 3 times, runs and leaps over the marker, picks a ball, tries to put in the basket and returns to tag the friend to initiate the run.
5. The activity is continued until all the balls are put in the basket.
6. Teacher demonstrates simple stretching and makes the children follow and move around in the open space as cooling down activity.

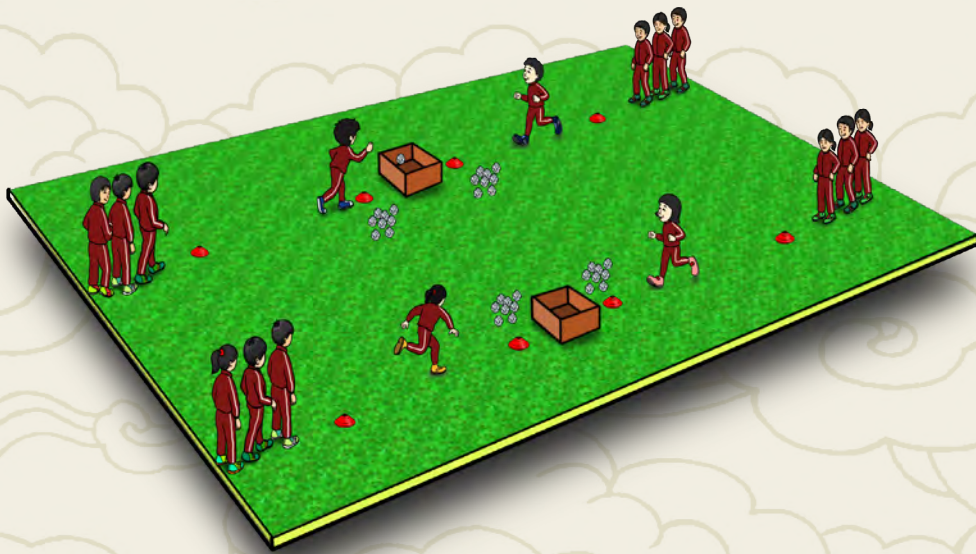


Figure 52: Main activity


**Variation**

- Perform the activity by increasing the number of stations to leap.
- Increase the distance of the baskets.
- Increase the number of balls.

**Debriefing**

- Name the movements used in the activity?
- Can anyone demonstrate how to leap?
- When do you use leaping and running movement?

**Teacher-Information**

<i>Leaping</i>	<i>Technical elements of the skill</i>
<i>The leap is a large step, taking off from one foot and landing on the other, in which the flight phase is increased in a forward and upward direction. Single and continuous leaps are used in playground games such as hopscotch games and fly, track and field events such as hurdles and triple jump, traditional dances, and sports such as basketball, baseball, netball, and football.</i>	<ol style="list-style-type: none"> <li>1. Forward movement sustained throughout the leap.</li> <li>2. Eyes focused forward throughout the leap.</li> <li>3. Take off from one foot and land on the opposite foot.</li> <li>4. During flight legs are straightened with the arms held in opposition to legs.</li> <li>5. Controlled landing without losing balance.</li> </ol>
	
<p><i>Figure 53: Leaping skills</i></p> <ul style="list-style-type: none"> <li>• Running: Refer activity 3, Go under the Rope, class PP.</li> </ul>	

**10.1.2. PASSING THE BALL****Learning Objectives**

By the end of the lesson, the child will be able to:

1. name at least two movements used during the activity;
2. perform bending and passing the object after the demonstration by the teacher; and
3. apply bending movement appropriately in daily physical activity.

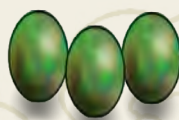
**Teaching-learning materials**

- Hula hoop.
- Soft ball/volleyball/paper ball (similar size as volleyball).

Suggested Lesson Activities



Hula hoops



Soft balls

Figure 54: Teaching-learning materials

Set-up

- Set up as shown in Figure 55.

Figure 1

Figure 2

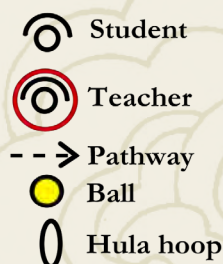
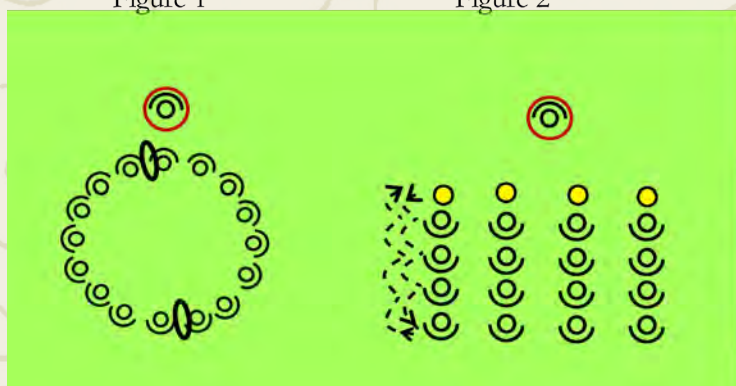


Figure 55: Setting for the activity

Activity

1. Children form a circle and hold their hands. .
2. Pass the hula hoop completely around the circle as quickly as possible.
3. Continue the activity by adding more hula hoops.
4. Children line up in teams of 8-10 members.
5. A ball is placed on the marker in front of each line.
6. The teacher demonstrates the passing movement to the children.
7. On the teacher's signal the ball is passed back to the friend over the head. The children turn around after passing because when the last child gets the ball, he or she turns around and passes the ball back.
8. A successful round of the activity is when the ball is back to the person who started with it and is placed on the marker.

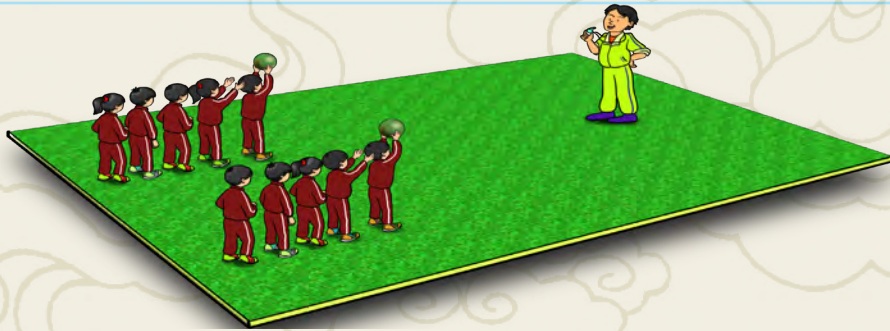


Figure 56: Main activity

**Variation**

- Pass under the legs, from the right side, and from the left side.

**Debriefing**

- Name the movement used to pass the ball.
- What was the strategy used to pass hula hoop during the activity?
- What was the strategy used to pass the ball during the activity?
- Why is proper passing important?

**Teacher-Information**

- *The activity should encourage individual creativity and judgments about the situations. The passing of the object and bending are done correctly.*

### 10.1.3. PASS THROUGH THE GOALIE

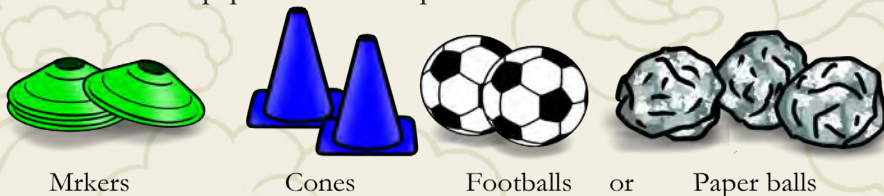
**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. state the difference between kicking and controlling skills;
2. kick and control an object using leg-eye coordination; and
3. use push-pass correctly to perform physical activities.

**Teaching-learning materials**

- Marker and cones.
- Football/paper ball/rolled-up socks.



Markers

Cones

Footballs

or Paper balls

Figure 57: Teaching-learning materials

**Set-up**

- Set up the activity area as shown in Figure 58.
- Increase the number of stations as per the class strength.



Suggested Lesson Activities

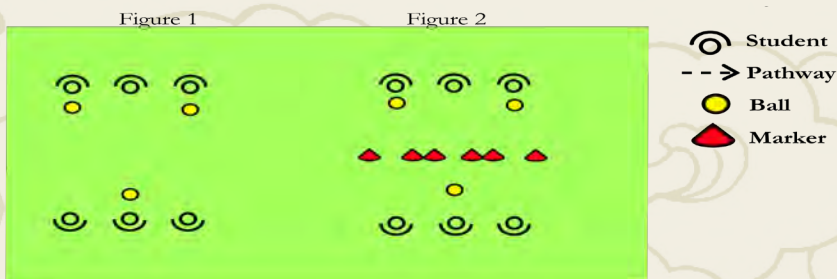


Figure 58: Setting for the activity

**Activity**

- Teacher demonstrates ‘Push Pass’ skill to control and pass the ball.
- Children are paired and given a ball each for the activity.
- On the teacher’s signal, children pass the ball using Push Pass skill to their partner.
- Place two cones in between the partners as shown in Figure 59.
- Children pass the ball through the cones using Push Pass skill to their partner.
- A ball that passes through the cones without touching would give a point to the passer.



Figure 59: Main activity

**Variation**

- Children use Push-Pass to kick the ball to the target placed at a distance.

**Debriefing**

- Name two movements used in the activity?
- Which parts of the body did you use for the activity?
- In which games do you use the skill of passing and kicking the ball?

**Teacher-Information**

Kicking	Technical elements of the skill
<i>The kick is a manipulative striking skill characterised by producing force from the foot to an object.</i>	<ol style="list-style-type: none"> <li>1. Eyes focused on the ball throughout the kick.</li> <li>2. Swing of arm opposite to kicking leg.</li> </ol>

The stationary place kick is the focus of this skill and involves kicking an object which is still. It is basic to kicks used in all football codes. It is also important for foot-eye coordination. The stationary place kick has been chosen as it is the most widely used kick by primary school children. It is the easiest skill to develop proficiency, and more closely related to lead-up activities and modified games than other kicks.

3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. Contacts ball with top of the foot (a "shoelace" kick) or instep.
6. Kicking leg follows through high towards target area.



Figure 60: Kicking skills

#### Push-pass

Push-pass is the most basic pass in soccer. It is effective over a short distance and it does not require much leg strength. The push-pass is frequently used because it is the most accurate passing skill.

#### Technical elements of the skill

- Supporting foot pointed in the direction of the pass.
- Place non-kicking foot next to the ball.
- Hips open to allow kicking foot to make proper contact with an object.
- Bend knees and lock ankle (only for kicking foot).
- Keep heel of the kicking foot down and toes up.
- Strike the middle portion of the ball and follow through with the kicking foot.

- *Leg-eye coordination:* coordination refers to whether a child can get different body limbs to work together in a coordinated/effective way. Therefore, leg-eye coordination refers to how a child can synchronise his or her leg and eye movements simultaneously while performing physical activities.

## Suggested Lesson Activities

## 10.1.4. FUN WITH HOPSCOTCH

## Learning Objectives

By the end of the lesson, the child will be able to:

1. name at least two fundamental movements used in the activity;
2. perform basic movements such as hopping and sliding during the activity;  
and
3. apply the body balancing skills during the daily physical activities.

## Teaching-learning materials

- Bean bag/small flat stone/coin.
- Hopscotch lines.



Bean bags

or



flat rocks

or



coins

Figure 61: Teaching-learning materials

## Set-up

- Draw hopscotch lines/using rope/rolled newspaper as shown in Figure 62.
- You do not have to draw the footprints. They are as a guide for the activity.

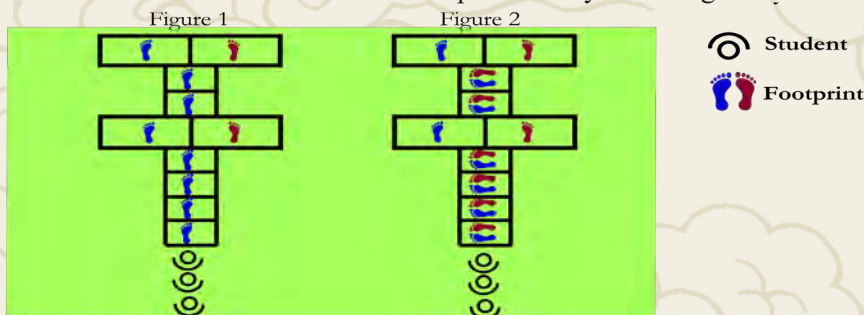


Figure 62: Setting for the activity

## Activity

1. Teacher demonstrates the skills of hopping and sliding.
2. Children move freely imitating the teacher. Repeat 2-3 times.
3. After that children form teams of fewer members and stand in lines'
4. On the teacher's signal, the child standing in the front hop through the squares as shown in Figure 63.
5. On reaching the last squares children turn around to hop back following the same pattern.
6. Rest of the children perform the activity following the same procedure.
7. On completion of the activity, the teacher gives second signal for children to slide through the squares as illustrated in Figure 63.
8. On reaching the last squares children turn around to slide back.
9. Rest of the children carry out the same procedure.

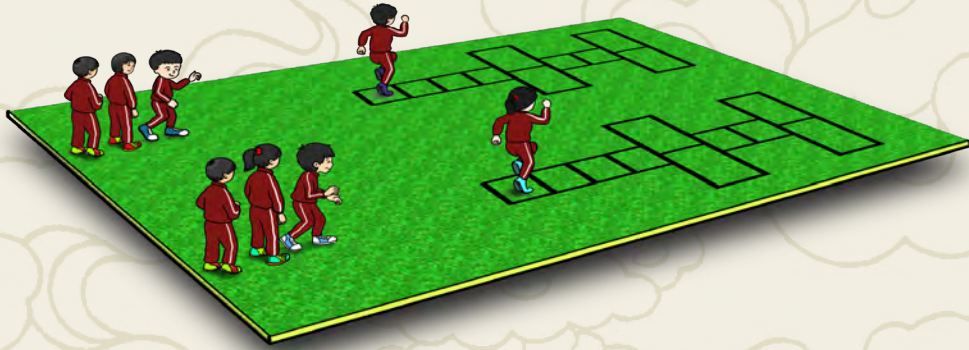


Figure 63: Main activity

### Variation

- Increase the number of squares.
- Children perform the hopping and sliding skills by balancing bean bag/handkerchief/coin on their head, hand or shoulder.

### Debriefing


- What skill is easy to perform?
- Which parts of the body is used more in the activity?
- When do you hop or slide in your day-to-day life?

### Teacher-Information

Hop	Technical elements of the skill
<p><i>Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in triple jumps and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving.</i></p>	<ol style="list-style-type: none"> <li>1. Support leg bends on landing, and then straightens to push off.</li> <li>2. Lands and pushes off on the ball of the foot.</li> <li>3. Non-support leg bent and swings in rhythm with the support leg.</li> <li>4. Head held stable, and eyes focused forward throughout the jump.</li> <li>5. Arms bent and swing forward as support leg pushes off.</li> </ol>

Figure 64: Hopping skills

*Suggested Lesson Activities*

Slide	Technical elements of the skill
<p><i>Sliding is a type of frictional motion between two surfaces in contact. It is moving from one side to another by a one-count movement with the leading foot stepping to the side and the other foot following quickly.</i></p>	<ol style="list-style-type: none"> <li>1. Knee slightly bent with weight on balls of feet.</li> <li>2. Lead footsteps quickly in direction of travel.</li> <li>3. Free foot moves quickly to lead foot.</li> <li>4. Little upward lift, arms out for balance.</li> <li>5. Weight shifts sideways.</li> <li>6. Slide sideways in both directions</li> </ol>
 <p><i>Figure 65: Sliding skills</i></p>	

- *Body Balance: Refer activity 3, 'Go under the Rope', class PP*

**10.2 THEME II: BODY POSTURE, SAFETY REMEDIES FOR EFFICIENCY AND WELLBEING**

**10.2.1. BALANCING**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. state proper ways of balancing the body during the activity;
2. balance the body with and without an object; and
3. use body balancing skills to prevent falls and injuries in daily activities.

**Teaching-learning materials**

- Beanbag/bibs/cloth piece/bottles.



*Figure 66: Teaching-learning materials*

**Set-up**

- Children stand freely within the marked area as shown in Figure 67.

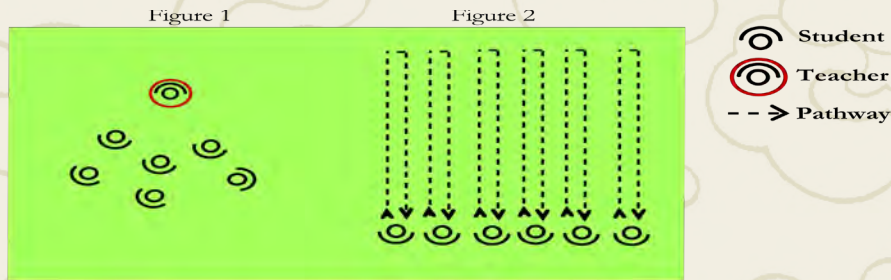


Figure 67: Setting for the activity

**Activity**

- Children and teacher balance their body on alternate foot with arms extended till the count of 10.
- Repeat the activity with closed eyes to feel the difference. Children can switch their legs.
- Children are provided with a beanbag each.
- Practice the balancing skills with bean bags placed on different body parts (arms, head, shoulder, bridge of the leg, thigh).
- Children squat and stand with the beanbag placed on different parts of the body to balance.
- On the teacher's signal, children walk from one side to another in a straight line balancing the beanbag as given in Figure 68.



Figure 68: Main activity

**Variation**

- Carry out the activity in pairs or in teams.

**Debriefing**

- What did you do in the activity?
- How did you balance the bean bag?
- When do you balance your body?
- Why do we need to balance our body?

**Teacher-Information**

- Body Balance: Refer activity 3, 'Go under the Rope', class PP.*

## Suggested Lesson Activities

## 10.2.2. GET INTO HULA HOOP

**Learning Objectives**

By the end of the activity, the child will be able to:

1. state at least two body movements to pass the hula hoop;
2. adjust body posture and movement to pass the hula hoop; and
3. apply the use of adjusting the body posture and movement in daily activities.

**Teaching-learning materials**

- Hula-hoop.



Figure 69: Teaching-learning material

**Set-up**

- Children stand in a circle as in Figure 70.

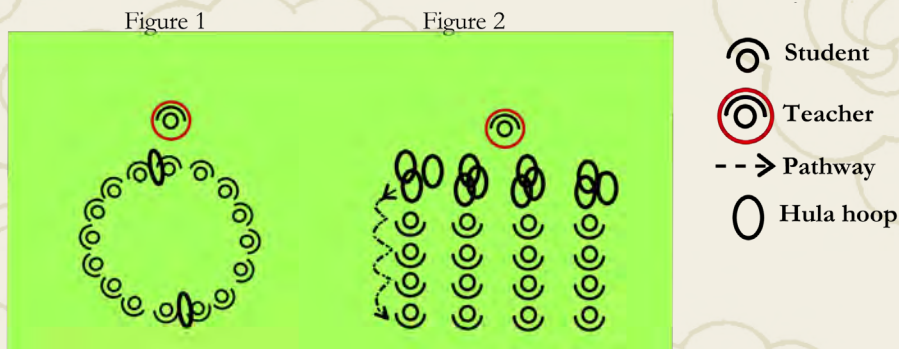


Figure 70: Settings for the activity

**Activity**

1. Children form teams and stand in a circle holding their hands.
2. Each team is provided with a hula hoop.
3. Children pass the hula hoop around the circle without letting go of the hands.
4. Once the round is complete, repeat the activity adding more hula hoops.
5. In the next activity, children form teams of equal members and stand in line holding their hands as given in Figure 71.
6. Equal number of hula hoops are placed in front of each team.
7. On the teacher's signal, the child standing in the front line picks a hula hoop and start passing.
8. The activity is to pass as many hula hoops as possible within a given time.

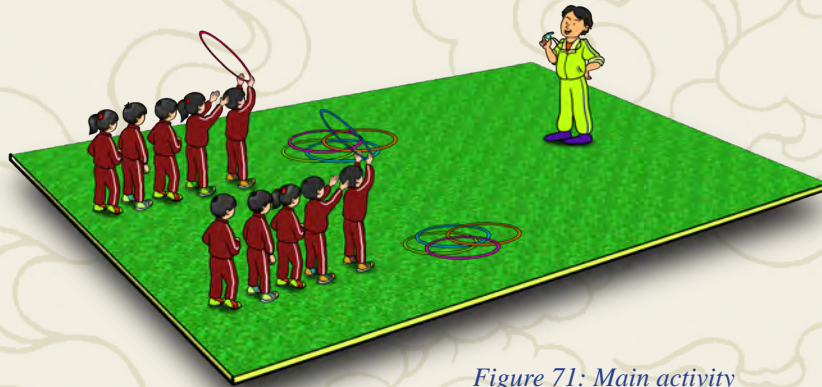


Figure 71: Main activity

**Variation**

- Repeat the activity by adding more hula hoops on the opposite side of the moving hula hoop.

**Debriefing**

- Which part of the body did you use for the activity?
- How do you catch an object?
- Why is proper catching important in our life?

**Teacher-Information**

- *Body posture: Refer activity 1, 'Let us Move', class PP.*

### 10.3 THEME III: NUTRITION CHOICES AND HABITS FOR LONGEVITY AND SPORTS EXCELLENCE

#### 10.3.1. KNOW YOUR FOOD

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. name at least four healthy foods that they eat regularly;
2. differentiate healthy food from unhealthy food; and
3. eat fruits and vegetables daily as part of healthy eating habits.

**Teaching-learning materials**

- Markers.
- Four sets of Flashcards with pictures of fruits and food items like chocolates, packaged or canned foods enough for all the children.



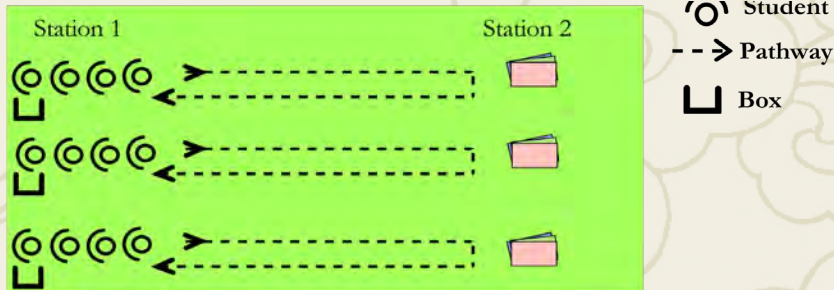
Figure 72: Teaching-learning materials



*Suggested Lesson Activities*

**Set-up**

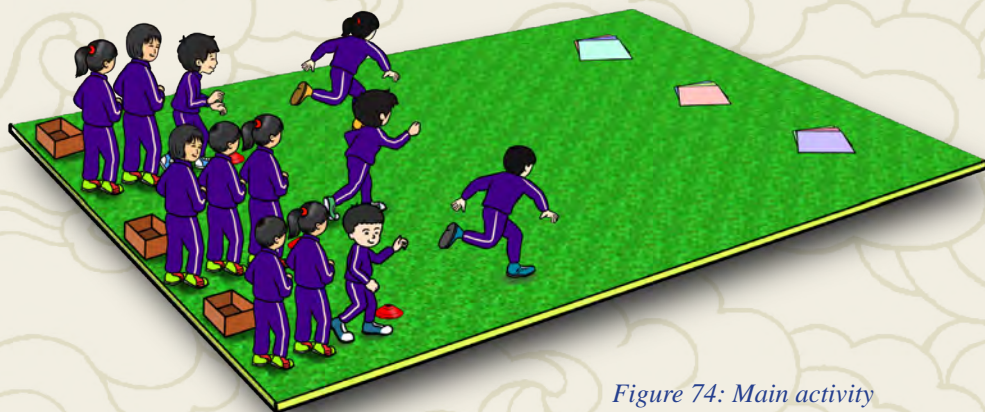
- Prepare the activity area as indicated in Figure 73.
- Place the flash cards as shown in Figure 73



*Figure 73: Settings for the activity*

**Activity**

1. Children form a circle and the teacher stands in the centre.
2. On the teacher's signal, children jog in clockwise direction performing 'Fire on the mountain, run...run...run'
3. When the teacher calls a number, children form teams accordingly and stand in line at the starting point.
4. On signal from the teacher, a child from each team slides to the station where flash cards are placed.
5. Upon reaching the station, a child picks a flash card and hops back to their respective station.
6. Once the child reaches back, s/he places the flash cards in the empty card box and taps the next member in the team.
7. Next child repeats the activity step 4-6 and tap the next member in line.
8. Children collect the flash cards until the box is empty.
9. Children in their respective teams sort the food items into 'Regular foods' and 'Sometimes foods'.
10. After the team completes sorting the flash cards, they also discuss the advantages of eating healthy food and disadvantages of eating unhealthy food along with the teacher.



*Figure 74: Main activity*

**Variation**

- Repeat the activity with different pathways such as zigzag or place safe obstacles between the start line and the food bag.
- Adjust the pace of the activity for children with different abilities.

**Debriefing**

- Name four healthy foods that you eat every day
- Why do you consider it as healthy food?
- What is your favourite food?
- Why do you consider it as unhealthy food?
- Can you name some fruits which are available in your village?
- What advice would you give to others regarding foods they eat?

**Teacher-Information**

<i>Healthy foods</i>	<i>Unhealthy foods</i>
<i>Yogurt</i>	<i>Sugary drinks</i>
<i>Popcorn</i>	<i>Most pizzas</i>
<i>Fruits</i>	<i>White bread</i>
<i>Vegetables</i>	<i>Most fruit juices</i>
<i>Egg</i>	<i>Sweetened breakfast cereals</i>
<i>Meat</i>	<i>Fried, grilled, or broiled food</i>
<i>Cereals</i>	<i>Pastries, cookies, and cakes</i>

**Benefits of eating healthy foods**

- Stabilizes energy.
- Improves minds.
- Boost moods.
- Helps maintain a healthy weight.
- Help prevent mental health conditions (depression, anxiety, and ADHD).

**10.4 THEME IV: WATER, SANITATION, AND HYGIENE FOR HEALTHY LIVING****10.4.1. I DRINK SAFE WATER****Learning Objectives**

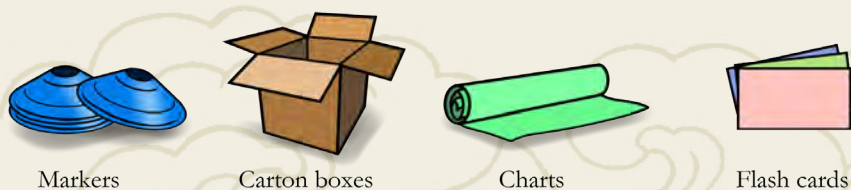
*By the end of the lesson, the child will be able to:*

1. tell that diarrhoea and dysentery can be caused by drinking unsafe water;
2. identify the health impacts of drinking unsafe water; and
3. drink boiled and filtered water daily as part of a healthy habit.

**Teaching-learning materials**

- Picture of dirty (river, stream, drain, rain, etc.) and clean water (boiled, filtered, bottled, etc.)
- Markers and pictures of healthy body parts.
- Flash cards with picture of diseases caused by drinking unsafe water.

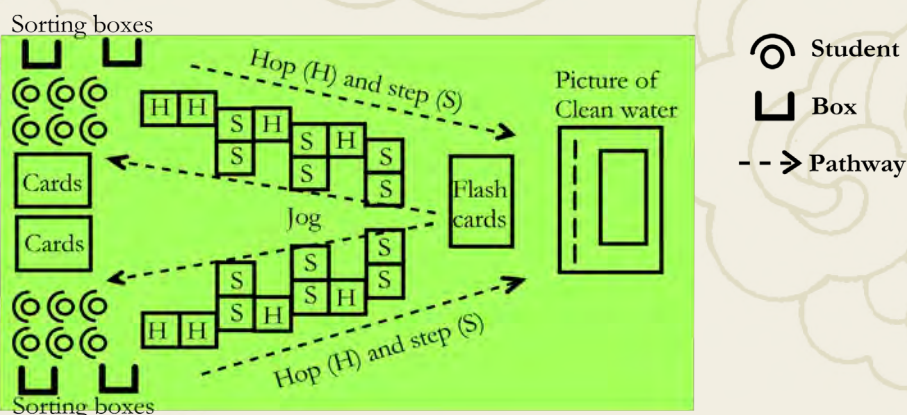
*Suggested Lesson Activities*



*Figure 75: Teaching-learning materials*

**Set-up**

- Arrange the activity area as shown in Figure 76.
- Children form teams according to their class size.
- Set-up the stations according to the numbers of teams.
- Keep two sets of alphabets in each station (1A and 1B).
- Keep the flash card of diseases and healthy body parts.



*Figure 76: Settings for the activity*

**Activity**

1. Children (station 1A and 1B) observe the picture displayed in station 2 and identify the word “Clean Water”.
2. Pick the first letter [letter C-for ‘clean water’] and follow the path way (hop step pattern) to reach station 2.
3. On reaching station 2, the child places the letter “C” in the space provided on the chart.
4. Then pick another flash card from station 2 and jog to station 3.
5. On reaching station 3, place the flash card under clean or dirty water accordingly.
6. Rest of the members in the team follow the steps 2-5 till the correct name (CLEAN WATER) is completed on the chart in station 2.
7. When a child is on the move towards the stations, other team members cheer for their team members.
8. On the teacher’s instruction, children perform ‘WOW’ Cheer to celebrate their success.
9. Teacher explains the health impacts of drinking clean and dirty water in station 3.

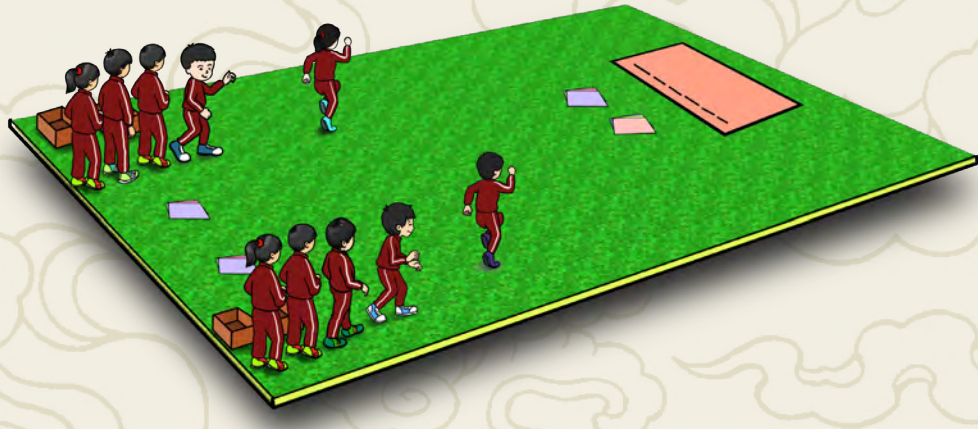


Figure 77: Main activity

**Variation**

- Increase/decrease the number of squares to reach station 2.

**Debriefing**

- What is the main message that you got from this activity?
- What causes diarrhoea?
- What type of water would you choose to drink?
- What happens when we drink dirty water?

**Teacher-Information**

- *Health risks of drinking unsafe water: Causes gastrointestinal and stomach illnesses like nausea, vomiting, cramps, diarrhoea and headache by drinking contaminated water.*

### 10.4.2. WASH AND FLUSH

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. tell that washing hands can remove germs from the hands;
2. perform five steps of washing hands correctly during the activity; and
3. flush toilet after use and wash hands using soap after touching wounds and pets to prevent from diseases.

**Teaching-learning materials**

- The rhyme song written on the chart.



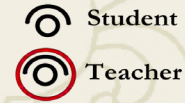
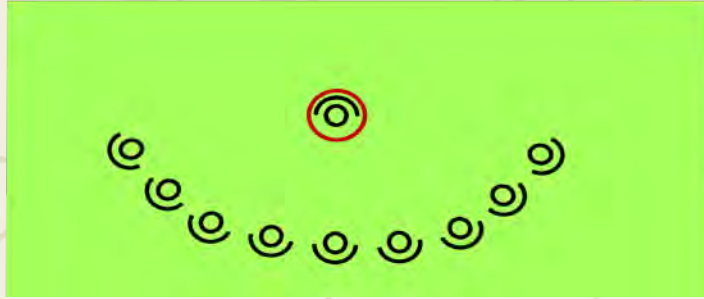
Chart paper

Figure 78: Teaching-learning material

*Suggested Lesson Activities*

**Set-up**

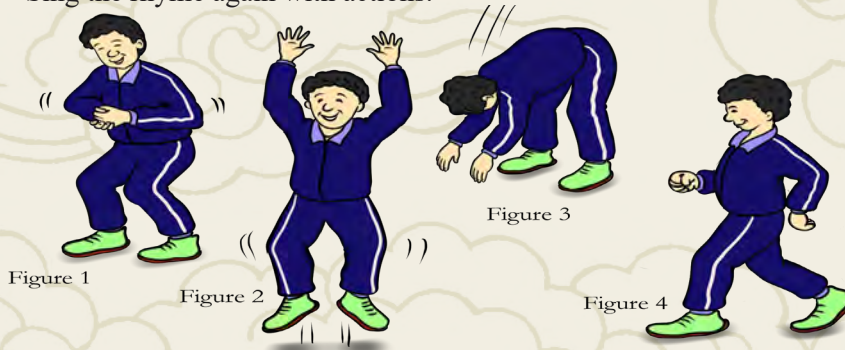
- Arrange the playfield as indicated in Figure 79.
- Provide the lyrics with a tune to the children before a week to familiarise for the activity next week.



*Figure 79: Setting for the activity*

**Activity**

1. Children stand in a semi-circle facing towards the teacher.
2. Teacher sings and demonstrates the actions/moves while singing the rhyme. (Sing rhyme to the tune of ‘twinkle, twinkle, and little star’)
3. Teacher explains the message conveyed by the rhyme.
4. Sing the rhyme again with actions.



*Figure 80: Main activity*

**Variation**

- Sing rhymes in groups with different physical movements.

**Debriefing**

- Why do we need to wash hands before eating and after visiting the toilet?
- Can you demonstrate correct steps of washing hands? (all together)
- What should you do after using the toilet?

**Teacher-Information**

*Benefits of washing hands using soap.*

- *Washing hands using soap removes germs.*
- *Hand washing using soap is the first line of defence against the spread of many illnesses such as the common cold to more serious infections, such as*

*meningitis, dysentery, flu, hepatitis A, and many types of diarrhoea.*

**Hand washing steps**



Figure 81: Handwashing skills (<https://www.pinterest.com> )

**10.4.3. WASTE IN THE RIGHT BIN**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. tell disposing waste in a designated area can help to keep surrounding clean;
2. segregate waste in appropriate bins to keep school clean and prevent from sickness; and dispose daily waste in appropriate bin as a good habit.

**Teaching-learning materials**

- Markers



Figure 82: Teaching-learning material

**Set-up**

- Arrange the activity area as indicated in Figure 83.

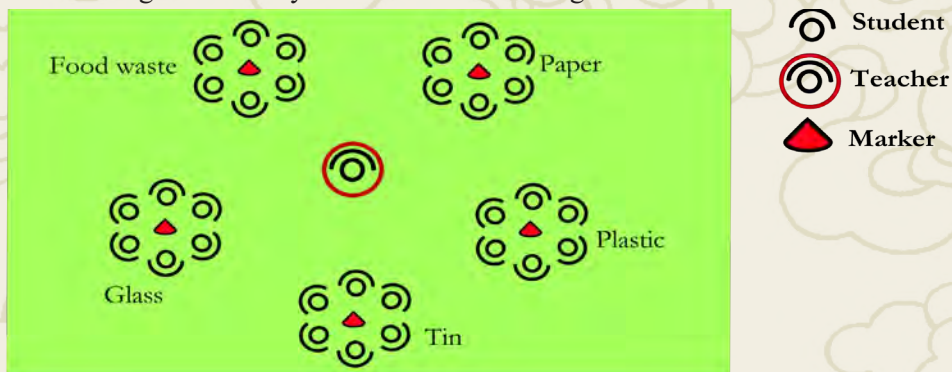


Figure 83: Setting for the activity

## Suggested Lesson Activities

**Activity**

1. Children forms five teams and are named as Paper, Plastic, Bottle, Food Waste, and Tin
2. Teacher shows a picture of landfill and explains how landfill causes sickness and makes place dirty.
3. Each team moves to their station according to their team name.
4. Children perform stationary jogging in their respective station.
5. When the teacher calls out 'Paper and plastic', the Paper and Plastic teams exchange their station with bunny hop movement.
6. Similarly, when the teacher calls out the name of any two teams, they swap their station with bunny hop movement.



Figure 84: Main activity

**Variation**

- Take children to landfill or a place where waste is disposed.
- Carry out the activity using different movements.

**Debriefing**

- How can we keep our school surroundings clean?
- What did you learn from the activity?
- Why should you put waste in the right bin?
- What will you tell your friends about waste?

**Teacher-Information**

Refer class PP activity 'Waste in the Bin' for the benefits of disposing wastes in the proper place.

"Waste segregation" means dividing waste into dry and wet. Dry waste includes wood and related products, metals and glass. Wet waste typically refers to organic waste usually generated by eating establishments and is heavy in weight due to dampness.

**Steps of bunny jump**

- Place your right foot out to the side, but do not put your weight on it, then bring it back next to your left foot.
- Place your left foot out to the side, but do not put your weight on it, then bring it back next to your right foot.
- Now take a small hop forward, and pause for one beat.

## 10.5 THEME V: BEHAVIOURS AND LIFE SKILLS FOR SOCIAL HARMONY

## 10.5.1. WHAT TIME IS IT, CHARO?

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. tell listening is essential to carry out the task;
2. listen to others carefully; and
3. act accordingly to the instructions and message.

**Teaching-learning materials**

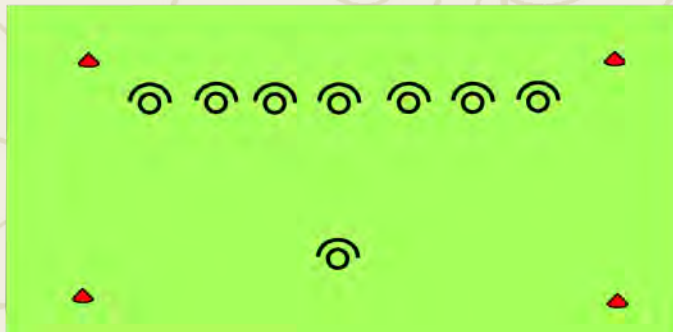
- Markers



Figure 85: Teaching-learning materials

**Set-up**

- Set the boundary as shown in Figure 86.
- A child volunteer to be 'CHHARO' and stands about 10 meters away from others, turning his/her back to friends.
- Rest of the children stand in a straight line as shown in Figure 86.




 Student

Figure 86: Settings for the activity

**Activity**

1. On the teacher's signal, children shout at once "What time is it, CHHARO?"
2. The CHHARO decides on any time from 1 to 12, and respond "It is \_\_\_ O'clock."
3. Children take a number of steps equal to the said time towards CHHARO.
4. Children keep asking the time until the CHHARO decides to say "it is lunch time".
5. When CHHARO says its lunch time, CHHARO turns around and chases the other members within the marked area and tries to tag them.
6. If a child gets tagged, they switch the role and restart the game.



## Suggested Lesson Activities

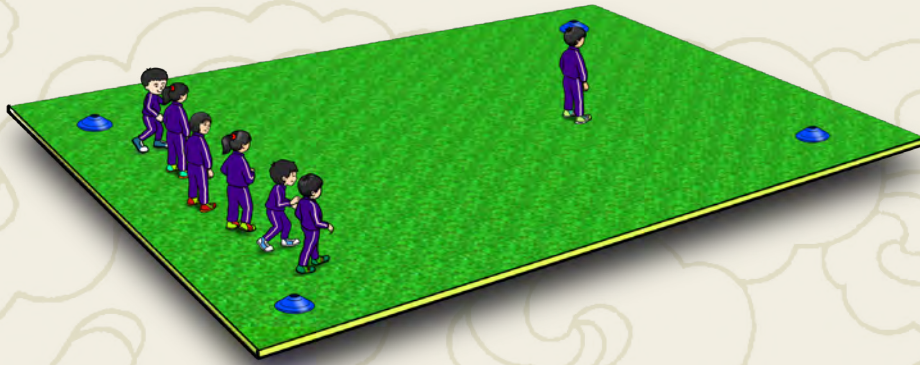


Figure 87: Main activity

**Variation**

- Increase the number of children to take up a role of ‘CHHARO’.
- Place a few hula-hoops in the activity area as a safe zone. Children can get in the hoops if they are not able to run further so that they can remain safe. Rest of the children keep running away from Mr/Ms CHHARO until they are being tagged.

**Debriefing**

- Did you listen to CHHARO?
- Why do you think some of you got tagged?
- Can you hear when you close your ears?
- As a student, do you think that listening is important?

**Teacher-Information**

*Importance of listening (<https://www.quora.com>)*

- Improves relationships
- Improves knowledge
- Boosts understanding
- Solves problem
- Saves time and energy
- Helps to achieve better result

## 10.5.2. LEARNING ABOUT THE FEELINGS

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. identify six basic emotions through facial expression;
2. imitate the expression from the displayed picture; and
3. show appropriate facial expressions according to the situation in their daily life.

**Teaching-learning materials**

- Pictures of six facial expressions (universal emotions)
- Pencil and Paper



Figure 88: Teaching-learning materials

### Set-up

- Children form into six teams and allocate a station to each team.
- Prepare six stations as shown in the illustration in Figure 89.
- Display one picture of feeling (anger, disgust, fear, happiness, sadness and surprise) at each station.

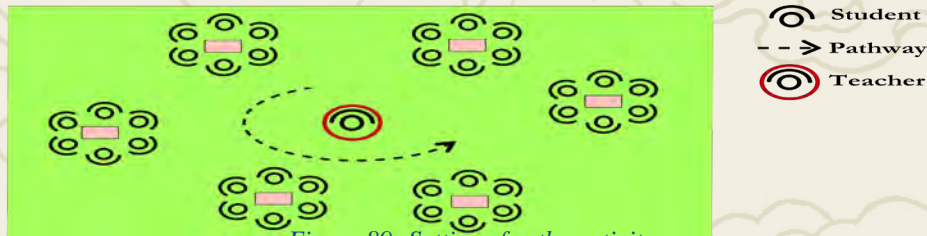


Figure 89: Settings for the activity

### Activity

1. In teams, children look at the picture and imitate the feelings.
2. Let team members discuss and observe each other's feelings being expressed.
3. After 2 minutes, children jog to the next station in clockwise direction, showing a particular facial expression along with gestures.  
*Station 1 Anger: Stomp your feet, Station 2 Happy: High Five, Station 3 Surprise: Raise your hand, Station 4 Fear: Shiver, Station 5 Disgust: swing the hands and voice out "Ewww", Station 6 Sad: Stoop down.*
4. The activity is continued until every team reaches all the stations.
5. Upon reaching the initial station, all members in the teams mimic the facial expressions imitated in six stations and share different situations where they have experienced in their lives.

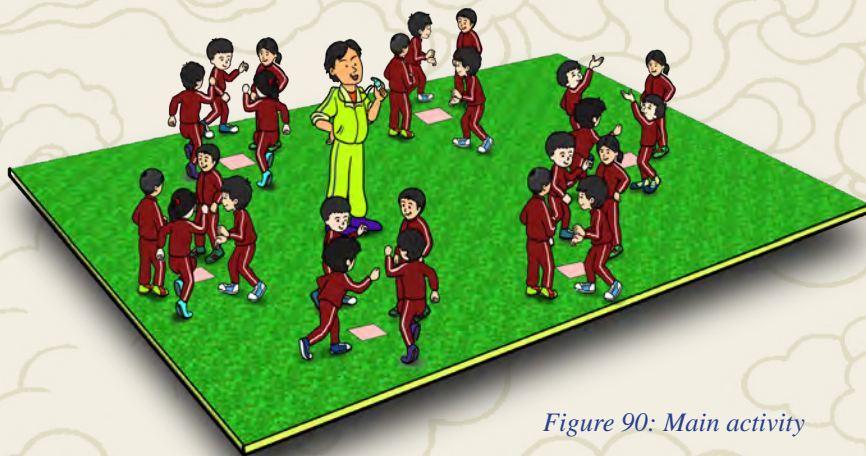


Figure 90: Main activity

*Suggested Lesson Activities*

**Variation**

- Children can draw the facial expressions on a paper provided.
- Children walk/runs/hop/skip while moving from one station to another.

**Debriefing**

- Which expression did you like the most? Why?
- Which expression did you find difficult to imitate?
- How does your friend’s face look like when they get angry?
- Which expressions do you feel good to see on others face?
- Which facial expressions you need to show to others normally?

**Teacher-Information**

- The learners are encouraged to express their emotions in healthy ways and in a socially acceptable manners.

**10.5.3. GUIDE EACH OTHER**

**Learning Objectives**

*By the end of the lesson, the child will be able to:*

1. listen to the instructions to complete the activity;
2. give clear directions to accomplish the task; and
3. talk to each other to develop trust among friends.

**Teaching-learning materials**

Markers and cloth pieces



Markers

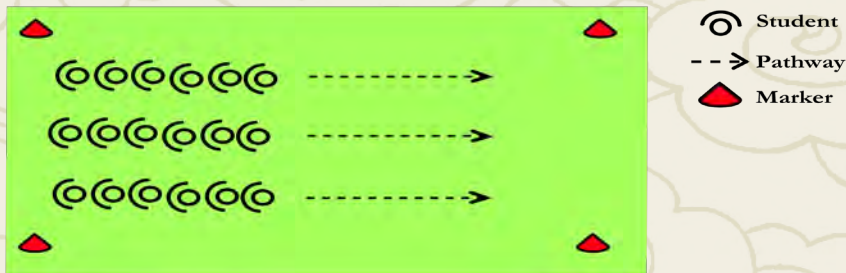


Cloth pieces

*Figure 91: Teaching-learning materials*

**Set-up**

- Teacher makes the route and places the markers in each corner, as shown in Figure 92.
- Keep a distance of around five meters between each marker.
- Children form teams of equal members.
- Assign a number (example: from 1 to 6) to each member in the team.



*Figure 92: Settings for the activity*

### Activity

1. Teacher demonstrates the activity and the children practice.
2. The first child in a team is blindfolded and the last child is the guide.
3. The rest of the members become followers and hold each other's shoulder between the first and the last child.
4. On signal by the guide, the blindfolded child (leader) leads the pathway followed by the other members.
5. The guide provides instructions like “stop”, “turn right”, “turn left”, “move forward” so that the blindfolded child leads the team. When they reach the finish line, the team chooses a new guide and the blindfold child.
6. Activity continues until all the members in the team gets a chance of becoming a guide and the leader.



Figure 93: Main activity

### Variation

- Increase the distance of the route.
- Increase the members and decrease the team.
- Keep some obstacles on the way.
- Pick and drop the object from one station to the other station.

### Debriefing

- Did you listen to the instructions of your friends properly?
- How did you help your friends as a guide?
- What would you do to move forward to complete the task if you are blindfolded?
- What will you do in the class if you do not understand the lesson?

### Teacher-Information

- Trust means to believe in others who are honest and reliable.
- Some of the ways to be trust worthy;
  - Be truthful.
  - Do what you said/promised.
  - Respect others.
  - Be honest.
  - Help others.
  - Be kind.

For more information: <https://www.liveyourtruestory.com>

## Suggested Lesson Activities

## 10.5.4. PLAYING TOGETHER

**Learning Objectives**

By the end of the lesson, the child will be able to:

1. tell the importance of working as a team to complete the activity;
2. use coordination and collaborative skills to perform the activity; and
3. collaborate with each other to perform the task better.

**Teaching-learning materials**

- Sticks made out of rolled newspapers.
- Markers.



Figure 94: Teaching-learning materials

**Set-up**

- Form children into teams of six members each.
- Make a triangle of equal distance at all three vertices as shown in Figure 95.



Figure 95: Settings for the activity

**Activity**

1. Children form teams of three and stand on the vertices of the triangle.
2. Teacher demonstrates the activity with a few volunteer children.
3. Other children observe and ask questions if the demonstrations are not clear.
4. When the teacher blows the whistle, the child stationed at vertex A runs to B and catches the stick before it falls down. Similarly, the other two members change their places as well.
5. Three friends talk with each other on how to keep the stick standing, so that the next friend who is catching is able to hold the stick before it falls down.
6. The team continues till one of the sticks falls down.
7. The game concludes when all the children get the chance.
8. Teacher goes around to observe children and ensure children's safety.

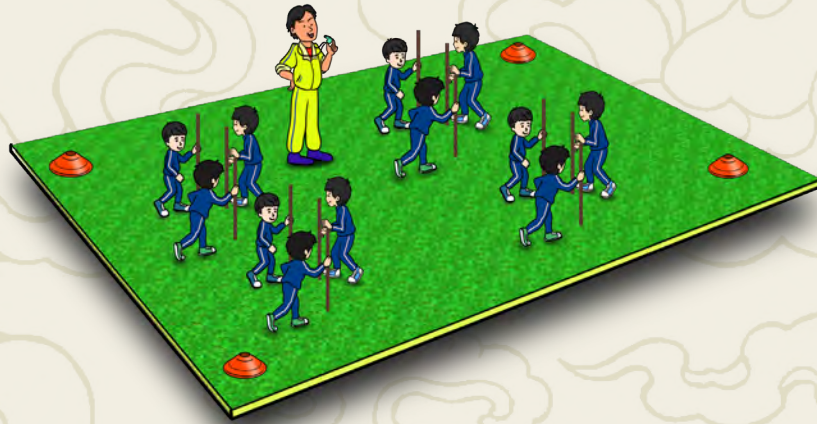


Figure 96: Main activity

### Variation

- Increase the distance between the corners of the triangle.
- If children find difficult to do the activity with a triangle, children try with two stations.
- Perform the activity in a circle/placing children at the vertices of a square as illustrated in Figure 96.

### Debriefing

- What did you do to keep the stick standing?
- How did you communicate with your friends to carry out the activity?
- Why do you have to talk to your friends in this activity?
- How does working with your friends help you to complete your task?

### Teacher-Information

Benefits of working in team:

*Fosters Creativity and Learning. Creativity thrives when people work together on a team.*

- Builds trust and relationship.
- Teaches conflict resolution skills.
- Promotes a wider sense of ownership.
- Balance is maintained between group productivity.
- Support each other for the common goal.
- Encourages healthy risk-taking.
- Develop disciplined work habit.
- Grow team spirit.
- Stimulates the confidence and self-esteem.

*For further information: <https://the-happy-manager.com>*

## Suggested Lesson Activities

**11. ASSESSMENT**

The assessment matrix in 11.1 is to be used for assessing and reporting a learner's attainment of competencies in HPE for key-stage I.

**11.1 ASSESSMENT MATRIX FOR KEY-STAGE I**

<i>Themes</i>	<i>Performance and Skills (physical, health, and social)</i>	<i>Application (participation and practices of healthy and active living)</i>	<i>Knowledge (concepts, reasoning, critical thinking)</i>	<i>Total</i>
<i>Movement and skills for active lifestyles and sports excellence</i>	18	21	11	50
<i>Body postures, safety, and remedies for efficiency and wellbeing</i>	4	5	1	10
<i>Water, sanitation, and hygiene for healthy living</i>	6	6	3	15
<i>Nutrition choices and habits for longevity and sports excellence</i>	4	4	2	10
<i>Behaviours and life skills for social harmony</i>	6	6	3	15
<i>Total</i>	38	42	20	100

**11.2 ASSESSMENT TOOLS AND TECHNIQUES***Assessment task, tools and techniques*

<i>Domain</i>	<i>Assessment Type</i>	<i>Task</i>	<i>Tools</i>	<i>Techniques</i>
<i>Concepts</i>	<i>Alternative Assessment</i>	<i>Drawing a Picture, Making a Video, Colleague, Songs, Concept Mapping Projects</i>	<i>Checklist Rubrics</i>	<i>Conferencing Interview</i>
	<i>Standardized Tests</i>	<i>True/False, Matching, Multiple choice, Essay questions,</i>	<i>Paper-pencil Test</i>	<i>Testing</i>

<i>Skills</i>	<i>Performance-Based Assessment</i>	<i>Performance Task, Product Task, (Essay, Brochure)</i>	<i>Rubrics</i>	<i>Observation, Project Work, Portfolio Task</i>
<i>Application</i>	<i>Authentic Assessment</i>	<i>Knowledge and Skills Applied in an Actual Situation ( In and Beyond Instructional Activities)</i>	<i>Cheek List, Rubrics, Journal</i>	<i>Observation Journaling</i>

### 11.3 ASSESSMENT, RECORDING, AND REPORTING

The assessment results of a learner can be recorded in the following automatic table (excel sheet provided separately to schools). The assessments are carried out by the teacher in a progressive and periodically manner, and the results are recorded for each learner.

At the end of the year, a learner should be assessed and results recorded for all the learning objectives for the class level.

#### Step One

The assessments and recording of every learning objective for the three domains (concepts, skills, and application) for the given class can be carried out as indicated in the table given below. A learner is assessed at least twice in a year for all the learning objectives under all the themes for the key-stage.

*Table: Template for Recording of Assessment Results for Theme Learning Objectives*

<i>School:</i>	<i>Theme:</i>				<i>Date:</i>	
<i>Class:</i>	<i>Learning Objectives</i>					
<i>Year:</i>	<i>Skill:</i>		<i>Application:</i>		<i>Concept:</i>	
<i>Name of Students</i>	<i>Points Scored</i>	<i>Full Point</i>	<i>Points Scored</i>	<i>Full Point</i>	<i>Points Scored</i>	<i>Full Point</i>
<i>1</i>						
<i>2</i>						
<i>3</i>						

The details of the above assessment and recording for an individual learner would look like the tables given below.

#### Step Two

Automatic assessment result entry template: The sample provided below is based on the assessment weighting for the key-stage.



*Suggested Lesson Activities*

*Automatic assessment result entry template: Sample in based on the weighting for the key-stage*

School:	Kangkhu	Year	2020
Name:	Pema		
Class:	I		
Section B			

*Theme: Movement and Skills for Active Lifestyles and Sports Excellence*

<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	5	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		10	10		5	10
	1	10		10	10		5	10
<b>Total</b>	<b>11</b>	<b>70</b>		<b>30</b>	<b>70</b>		<b>35</b>	<b>70</b>

*Theme: Body Postures, Safety, and Remedies for Efficiency and Wellbeing*

<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	5	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		10	10		5	10
	1	10		10	10		5	10
<b>Total</b>	<b>11</b>	<b>70</b>		<b>30</b>	<b>70</b>		<b>35</b>	<b>70</b>

<i>Theme: Water, sanitation, and hygiene for Healthy Living</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	5	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		10	10		5	10
	1	10		10	10		5	10
<b>Total</b>	<b>11</b>	<b>70</b>		<b>30</b>	<b>70</b>		<b>35</b>	<b>70</b>

<i>Theme: Nutrition Choices and Habits for Longevity and Sports Excellence</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	5	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		10	10		5	10
	1	10		10	10		5	10
<b>Total</b>	<b>11</b>	<b>70</b>		<b>30</b>	<b>70</b>		<b>35</b>	<b>70</b>

## Suggested Lesson Activities

Theme: Behaviours and Life Skills for Social Harmony								
Skill			Application			Concepts		
Learning objectives	Points Scored	Full points	Learning objectives	Points Scored	Full points	Learning objectives	Points Scored	Full points
	5	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		2	10		5	10
	1	10		10	10		5	10
	1	10		10	10		5	10
<b>Total</b>	<b>11</b>	<b>70</b>		<b>30</b>	<b>70</b>		<b>35</b>	<b>70</b>

## Step Three

## 11.4 AUTO-GENERATED ASSESSMENT RESULTS AND REPORTING

Depending on the above entry of assessment results and the weighting for the key-stage, the results will be auto-generated at any given point of time. However, the end of the year assessment results is reported in terms of competency levels achieved by a learner, which is expressed in term of rubrics. Similarly, achievement levels in the themes and domains of learning will be indicated in the report.

- A. Exceeding:** A gross points of 95 and above. The learner demonstrates exemplary expected competencies.
- B. Advancing:** A gross points of 81-94. The learner demonstrates advancement towards exemplary competencies.
- C. Meeting:** A gross points of 66-80. The learner demonstrates the expected competencies.
- D. Developing:** A gross points of 46-65. The learner demonstrates progress towards the expected competencies.
- E. Beginning:** A gross points of 45 and below. The learner demonstrates limited expected competencies.

*Generation of Assessment Results (process)*

<i>Learner's scores and competency level</i>	<i>Calculations</i>	<i>Competency level</i>
<i>Score and competency level for the domains in a theme</i>	<i>Total points scored by a student in a domain under a theme divided by the total out-of-points of the assessments in the domain and multiplied by the total point for the domain provided in the table: Key-stage competency points for the themes</i>	<i>A: 95 and above B: 81-94 C: 66-80 D: 46-65 E: 45 and below</i>
<i>Score and competency level for the themes</i>	<i>Total points scored by a student in the theme divided by the total out-of-points of the assessments in theme and multiplied by the total points for the theme provided in the last column of the table: Key-stage competency points for the themes</i>	
<i>Score and competency level in the domains of learning in HPE</i>	<i>Total points scored by a student in a domain under all the themes divided by the total out-of-points of the assessments in the domain for all themes and multiplied by 100.</i>	
<i>Overall score and competency level in HPE</i>	<i>A sum of total points scored by a student in the three domains of learning in HPE.</i>	

**Step Four**

Generation of Assessment Report (Sample- varies for key-stages)

Based on the sample assessment results recorded in the assessment spread sheet (sample provided above), the child's assessments report would look like as given in the table below.

*Suggested Lesson Activities*

<b>Student Report: Health and Physical Education</b>				
<b>School:</b>			<b>Year</b>	
<b>Class</b>	<b>I</b>	<b>Competency Description</b>	<b>Area of Strength</b>	<b>Area for Improvement</b>
<b>Section</b>	<i>B</i>	<i>The learner demonstrates progress towards the expected competencies.</i>	<i>-Body postures, safety, and remedies for efficiency and wellbeing. -Water, sanitation, and hygiene for healthy living.</i>	<i>-Application and skill competency in Movement and skills for active lifestyles and sports excellence (skills and applications).</i>
<b>Overall Competency Level</b>	<b>Total Score</b>			
<i>DEVELOPING</i>	<i>63</i>			
<b>Theme and Domain competency level</b>				
<b>Themes</b>	<b>Domains</b>			<b>Theme competency</b>
	<b>Performance and Skills</b>	<b>Application</b>	<b>Knowledge</b>	
<i>Movement and skills for active lifestyles and sports excellence</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Developing</i>	<i>Beginning</i>
<i>Body postures, safety, and remedies for efficiency and wellbeing</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>
<i>Water, sanitation, and hygiene for healthy living</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>
<i>Nutrition choices and habits for longevity and sports excellence</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>
<i>Behaviours and life skills for social harmony</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>	<i>Exceeding</i>