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ROYAL EDUCATION COUNCIL

HEALTH AND PHYSICAL EDUCATION

Suggested Lesson Activities

Classes II and III



Royal Education Council
Paro, 2020

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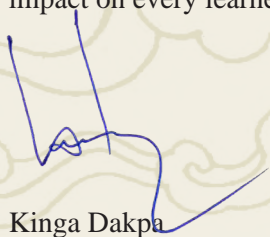
FOREWORD

The 21st 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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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 21st 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 II and III. 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.

*Suggested Lesson Activities***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 learning in achieving 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 Table 1.

5.1 COMPETENCIES FOR KEY-STAGE I

Table 1. Competencies for key-stage I

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

6. KEY-STAGE I COMPETENCY INDICATORS

The indicators for the five competencies in HPE for key-stage I are provided in Table 2 to 6.

6.1 INDICATORS FOR COMPETENCY I

Table 2. 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"> Name foundational movement skills in physical activities. 	<ul style="list-style-type: none"> Perform basic foundational movement skills in physical activities. 	<ul style="list-style-type: none"> Use foundational movement skills to carry out physical activities for health and social engagement.

6.2 INDICATORS FOR COMPETENCY II

Table 3. Indicators for competency II

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

6.3 INDICATORS FOR COMPETENCY III

Table 4. Indicators for competency III

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

Suggested Lesson Activities

6.4 INDICATORS FOR COMPETENCY IV

Table 5. Indicators for competency IV

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

6.5 INDICATORS FOR COMPETENCY V

Table 6. Indicators for competency V

<i>V. Make healthy food choices by using the knowledge and understanding of a balanced diet to enhance personal health</i>		
<ul style="list-style-type: none"> • Explain the importance of mealtime and dietary habits. • Explain the importance of healthy and unhealthy food. • Relate healthy food with activity (need both physical activity and healthy food for a healthy body). 	<ul style="list-style-type: none"> • Identify healthy and unhealthy foods. • Identify the problems of taking unhealthy food. • Categorise food into three groups- energy giving food; body-building food; and protective food. • Demonstrate ways to make water safe for drinking. 	<ul style="list-style-type: none"> • Practise drinking safe water to prevent illness. • Practise eating three meals on time. • Practise basic food safety.

7. CLASS II: THEMES AND LEARNING OBJECTIVES

The themes and learning objectives for II are provided in Table 7.

7.1 CLASS II: THEMES AND LEARNING OBJECTIVES

Table 7. Class II: Themes and learning objectives

Learning Themes	Learning Objectives
Fundamental Movement Skills for Active Participation	<ul style="list-style-type: none"> Identify skipping, galloping, bouncing, and striking, static body balance necessary to perform physical activity.
	<ul style="list-style-type: none"> Perform skipping, galloping, bouncing, striking, static body balance as efficient physical activity.
	<ul style="list-style-type: none"> Apply the techniques of skipping, galloping, bouncing, striking, static body balance in dance, and rhythmic activities.
Safety for Active Participation	<ul style="list-style-type: none"> State the concept of space awareness (direction, self-space)
	<ul style="list-style-type: none"> Imitate the skills of space awareness for active and safe participation in physical activity.
	<ul style="list-style-type: none"> Use proper attire, maintain safe space, and take timely water breaks during physical activity.
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
	<ul style="list-style-type: none"> Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
	<ul style="list-style-type: none"> Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
Teamwork in Physical Activities	<ul style="list-style-type: none"> Explain the importance of respecting individual differences in abilities.
	<ul style="list-style-type: none"> Identify ways to appreciate and motivate for team-work.
	<ul style="list-style-type: none"> Listen and follow instructions during activities (walk and run, catch and throw, sit and stand).
Personal Hygiene for Disease Prevention	<ul style="list-style-type: none"> Explain hand, oral, body, and food hygiene (cleanliness and food safety, teeth, body).
	<ul style="list-style-type: none"> Practise effective hand-washing techniques before and after daily activities.
	<ul style="list-style-type: none"> Maintain a clean body.
<i>Healthy Foods for Go, Grow and Glow</i>	<ul style="list-style-type: none"> Explain healthy food for Go, Grow and Glow, and junk food.
	<ul style="list-style-type: none"> Identify the health risk of taking unhealthy and junk food.
	<ul style="list-style-type: none"> Practice eating habits for Go, Grow and Glow.

Suggested Lesson Activities

8. CLASS II: THEMES AND SUGGESTED LEARNING ACTIVITIES**8.1 THEME I: MOVEMENT AND SKILLS FOR ACTIVE LIFESTYLES AND SPORTS EXCELLENCE****8.1.1. BOUNCE THE BALL****Learning Objectives**

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

1. tell differences between bouncing and passing skills;
2. use hand-eye coordination skills to bounce and pass an object; and
3. apply bouncing skills correctly in/while carrying out the dribbling activities.

Teaching-learning Materials

- Cones/cartons/small buckets/sacks, volleyball net/rope/ poles, hula hoops
- Football/volleyball/basketball(size 5)



Figure 1: Teaching-learning materials

Set-up

- Set-up the activity area as shown in Figure 2.
- Set-up the stations as per the class size.

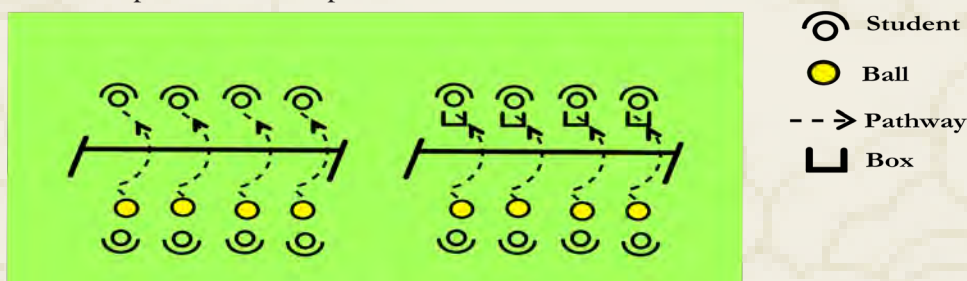


Figure 2: Setting for the activity

Activity

1. The teacher demonstrates bouncing and passing skills using both hands.
2. Children form pairs and take a ball each for the activity.
3. On the teacher's signal, pairs bounce and pass the ball to each other.
4. Children perform the next activity of bouncing and passing the ball over an obstacle.
5. Children perform the third activity by bouncing the ball over an obstacle to their partners who receive the ball with the help of a bucket or a cone.

6. Children who receive the ball roll the ball back using under-arm throw.
7. Children switch roles after every child has performed five passes each or after a specified time.

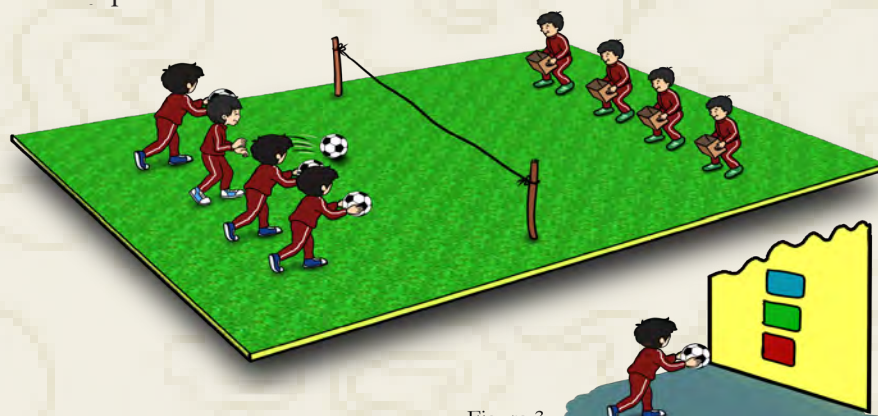


Figure 3: Main activity

Variation

- Carry out the activity as shown in Figure 3.
- Use ropes/boxes as an obstacle to bounce and pass the ball over to the next partner.

Debriefing

- Which part of the body did you use for the activity?
- Name three skills used in the activity?
- In what games do you bounce, pass and catch the ball?

Teacher Information

Ball bounce	Technical elements of the skill
<i>Ball bounce is a manipulative skill that involves being able to absorb and control the force of an object with the hands. The ability to bounce proficiently is important to most sports and games that involve controlling an object, for example in basketball.</i>	<ol style="list-style-type: none"> 1. Eyes focused forward throughout the bounce. 2. Contact the ball with the fingers of one hand at about the height of the hip. 3. Wrist and elbows bent and then straighten to push the ball. 4. Hips and knees slightly flexed during the bounce. 5. Ball bounce in front of and to the side of the body

Suggested Lesson Activities

Figure 4: Bouncing skills

Eye-hand coordination: Eye-hand coordination (also known as hand-eye coordination) is the coordinated control of eye movement and hand movement. It is an important skill necessary in carrying out physical activities such as picking up things, cooking, dressing, games, sports.

https://en.wikipedia.org/wiki/Eye%E2%80%93hand_coordination

8.1.2. MAGIC LADDER

Learning Objectives

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

1. name at least two fundamental movements involved in the activity;
2. perform basic movements such as hopping, jumping and sliding during the activity; and
3. use the skills of hopping, jumping and sliding in their daily activities.

Teaching-learning Materials

- Ladders, markers and ropes

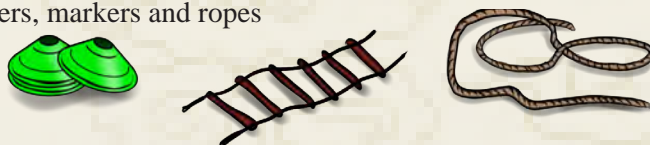


Figure 5: Teaching-learning materials

Set-up

- Prepare a ladder as shown in Figure 6 (Footprints shown are for teacher's reference only, and Figures 1.1, 1.2, 1.3 and 1.4 are the variations for the activity).

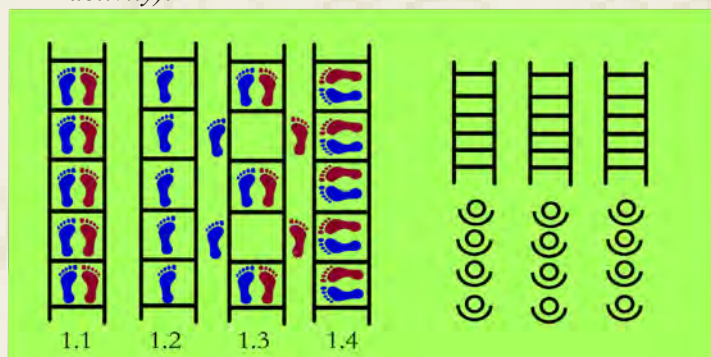


Figure 6: Setting for the activity

Activity

1. Children form teams of three members and are provided with a Jump-rope each.
2. Two children hold the rope at each end and turn the rope round for the third friend who jumps over it.
3. Children switch roles after the count of 10 or 15. The child restarts the jump when the rope hits the foot or other body parts and continues the count.
4. In the next activity, children form teams and stand in line in their respective activity areas.
5. The teacher demonstrates the steps before the start of each activity.

Suggested Lesson Activities

6. On the teacher's signal, the child standing in the front starts the activity, followed by the rest of the children as shown in Figure.7.
7. Repeat the activity with the other formations given in Figure 7.

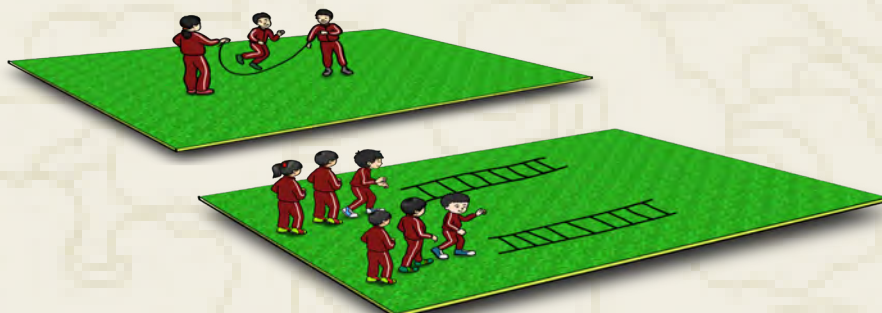


Figure 7: Main activity

Variation

- Increase or decrease the ladder squares

Debriefing

- What are the movement skills used in the activity?
- Which activity is easy to perform?
- When do you use jumping and sliding movement skills in your life?

Teacher Information

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

Figure 8: Hopping skills


Slide	Technical elements of the skill
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.	<ol style="list-style-type: none"> 1. Knee slightly bent with weight on balls of feet. 2. Lead footsteps quickly in direction of travel. 3. The free foot moves quickly to lead foot. 4. Little upward lift, arms out for balance. 5. Weight shifts sideways. 6. Slide sideways in both directions
	

Figure 9: Sliding skills

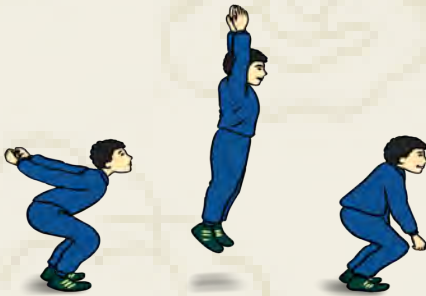
Jump for Height (Vertical Jump)	Technical elements of the skill
The vertical jump is a locomotor skill that involves jumping as high as possible. It is the basis for jumps used in gymnastics, some forms of dance, and a range of sports such as basketball, volleyball, and football. It is similar to the standing broad jump in terms of its phases, components, and preparation and landing. Since the vertical jump is related to a wider range of sports, games, and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.	<ol style="list-style-type: none"> 1. Eyes focused forward or upward throughout the jump. 2. Crouches with knees bent and arms behind the body. 3. Forceful forward and upward swing of the arms. 4. Legs straighten in the air. 5. Lands on balls of the feet and bends knees to absorb the landing. 6. Controlled landing with no more than one step in any direction.
	

Figure 10: Vertical jumping skills

Suggested Lesson Activities

8.1.3. JUMP AND STRIKE

Learning Objectives

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

1. name at least two body parts involved in jumping;
2. perform jumping skills with correct arm swing for take-off and landing; and
3. use correct jumping skills in their daily activities.

Teaching-learning Materials

- Rope, poles, strings, softball/ paper balls

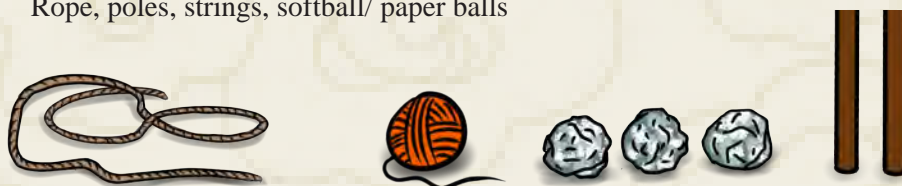


Figure 11: Teaching-learning materials

Set-up

- Rope tied to the poles
- Balls attached to a string
- Striking the ball activity (Figure 12)
- Tossing and striking the ball activity (Figure 12)

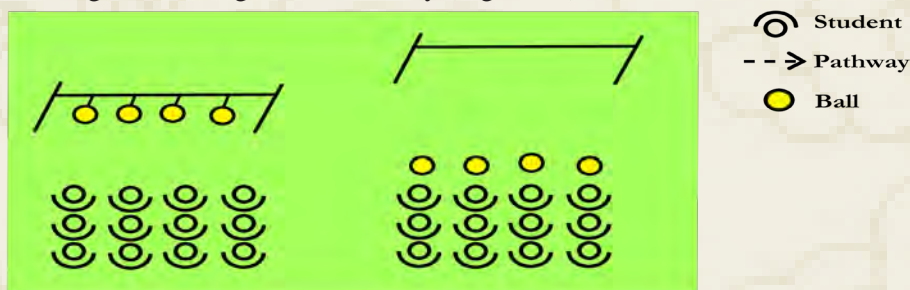


Figure 12: Settings for the activity

Activity

1. The teacher leads the children by demonstrating 'running' and 'leaping' over the markers as shown in Figure 13.
2. The teacher introduces "jumping and hitting in the air" movement whenever they come across the marker.
3. The teacher asks the children to be in four teams (teams can vary as per the stations).
4. On the teacher's signal, the child standing in the front jogs and hit the ball which is hanging from a bar and reaches the other end.
5. The activity is continued from the other end.

6. In the next activity, the children are provided with a ball each.
7. With the same team, each child takes a turn to toss the ball and strike with the hand to put the ball through the target as shown in Figure 13.



Figure 13: Main activity

Variation

- Change the distance of the target.

Debriefing

- What movement skills were used to strike the ball during the activity?
- How do you jump for height?
- What would happen if you do not swing your arms while jumping?

Teacher Information


Running	Technical elements of the skill
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.	<ol style="list-style-type: none"> 1. Eyes focused forward throughout the run. 2. Knees bent at right angles during the recovery phase. 3. Arms bent at elbows and move in opposition to legs. 4. Contact ground with the front part of the foot. 5. The body leans slightly forward.
	

Figure 14: Running skills

Suggested Lesson Activities


Leaping	Technical elements of the skill
<p>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.</p>	<ol style="list-style-type: none"> 1. Forward movement sustained throughout the leap. 2. Eyes focused forward throughout the leap. 3. Take off from one foot and land on the opposite foot. 4. During the flight, legs are straightened with the arms held in opposition to legs. 5. Controlled landing without losing balance.
 <p>The illustration shows a girl in a purple tracksuit performing a leaping skill in three sequential stages. In the first stage, she is in a starting crouch with her right foot forward. In the second stage, she is in mid-air with both legs extended forward and arms held back. In the third stage, she is landing on her left foot with her right foot forward, returning to a crouched position.</p>	

Figure 15: Leaping skills

Jump for Height (Vertical Jump): Refer activity 2, Magic Ladder.

8.1.4. LONE SKIPPING

Learning Objectives

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

1. explain the procedures used in skipping;
2. transfer weight from one foot to another while skipping; and
3. use the skipping movement skill to improve hand-leg coordination in the daily activities.

Teaching-learning Materials

- Skipping rope/rope



Figure 16: Teaching-learning materials

Set-up

- Children stand freely in the activity area.

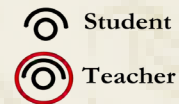
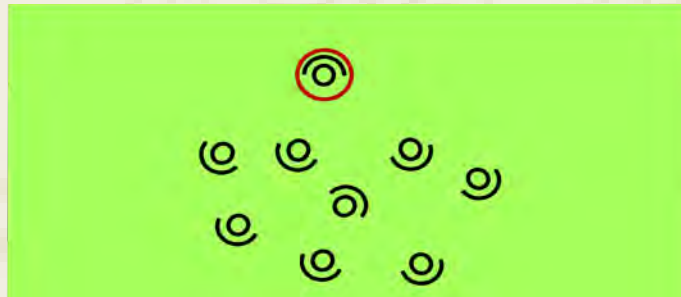


Figure 17: Setting for the activity

Activity

1. Children stand freely in the activity area and march on the same spot with a rhythm.
2. The children perform skipping movement without rope.
3. Children are provided with a jump rope each.
4. Children turn the rope slowly without jumping to find out when to jump.
5. The activity is continued by turning the rope and jumping over it.

Suggested Lesson Activities

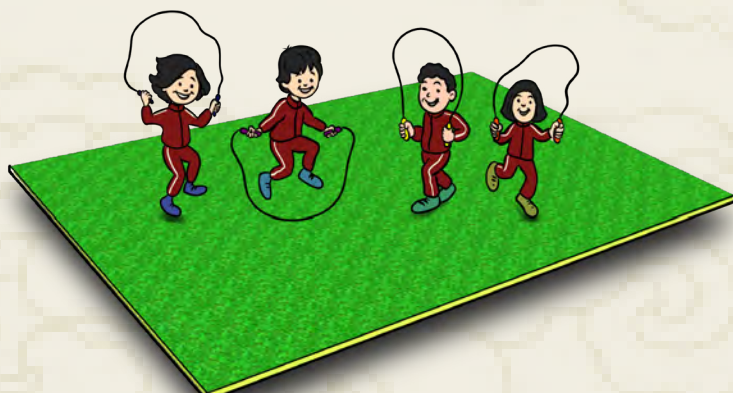


Figure 18: Main activity

Variation

- Skip on one foot.
- Jump forward.
- Jog and skip.

Debriefing

- Name some activities where the skipping movement is used?
- What are the movements used while skipping?
- Why do we need to learn the skipping movement?

Teacher Information

<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"> 1. Stand up straight. 2. Arms bent about 45 degrees with elbows in close to sides and hands pointed outward. 3. Keep arms relaxed and a loose but firm (not stressed) grip on the handles. 4. Turn the rope with wrists, not the entire arm. 5. Bend knees slightly and jump on the balls of feet (heels should never touch the ground when skipping). 6. Jump only 1/4 to 1/2 inch off the ground. 7. Keep the eyes forward.

Transfer of weight: Transfer of weight is the ability to safely move body weight from one side of the body to the other or shifting body weight to and from different body parts. Only when the person can safely transfer weight from one side of the body to the other can they start to attempt to take a step with support.

8.1.5. CATCHING RING

Learning Objectives

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

1. state at least two ways of catching an object correctly;
2. perform under-arm throw in catching the ring safely; and
3. use hand-eye coordination to catch objects in daily physical activities.

Teaching-learning Materials

- Tenniquois ring/hand-made ring

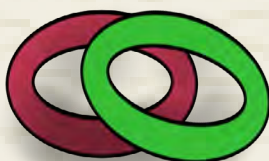


Figure 19: Teaching-learning material

Set-up

- Children stand freely within the marked area as shown in Figure 20.



Figure 20: Setting for the activity

Activity

1. The teacher provides a ring to all the children.
2. The teacher demonstrates under-arm throw of the ring and catching skills.
3. On the teacher's signal, the children perform the activity individually.
4. Children repeat the activity by increasing the height of the throw.
5. Children form pairs and name themselves as A and B.
6. Child A throws the ring to child B and vice versa.

Suggested Lesson Activities

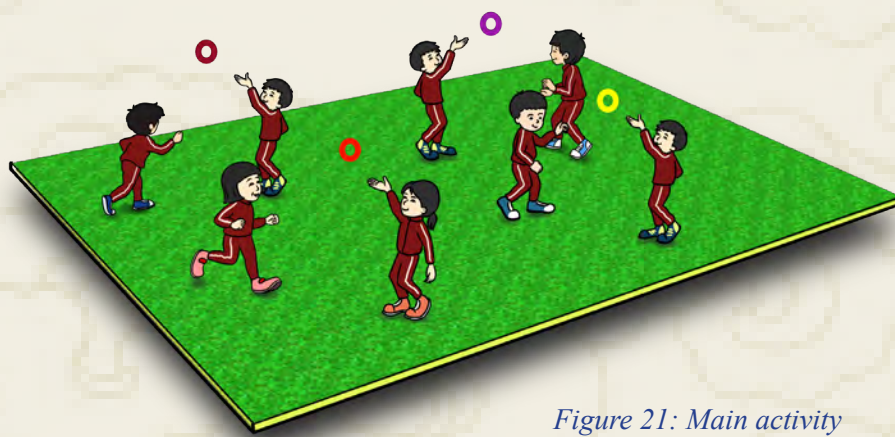


Figure 21: Main activity

Variation

- Clap after throwing the ring or roll the ring for children with different abilities.
- Repeat the activity by varying the number of teams.

Debriefing

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

Teacher Information

Catch	Technical elements of the skill
<i>Catching is one of the manipulative skills that involves being able to absorb and control the force of an object with the hands. The ability to catch proficiently is important to most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics, and playground games.</i>	<ol style="list-style-type: none"> 1. Eyes focused on the object throughout the catch. 2. Feet move to place the body in line with the object. 3. Hands move to meet the object. 4. Hands and fingers relaxed and slightly cupped to catch the object. 5. Catches and controls the object with hands only (well-timed closure). 6. Bend elbows to absorb the force of the object.

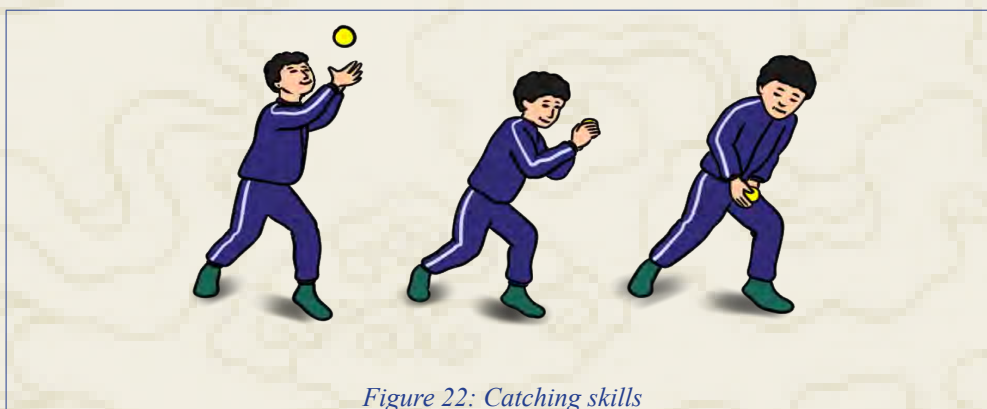


Figure 22: Catching skills

Underarm Throw	Technical elements of the skill
<p>The underhand or underarm throw is useful for short distances, particularly when accuracy is important. The underarm throw is used in actions like serving in volleyball and badminton. The skill is important for the underhand roll, except the ball is released along the ground by bending the knees and leaning forward. The underhand roll is used in tenpin bowling and in rolling a hoop or a tyre.</p>	<ol style="list-style-type: none"> 1. Stands face on to the direction of the throw. 2. Stable head and trunk, eyes focused on the target area. 3. Ball held in front of the body. 4. Steps forward with the opposite foot to throwing arm. 5. Well-timed release. 6. Follows through with straight arm.

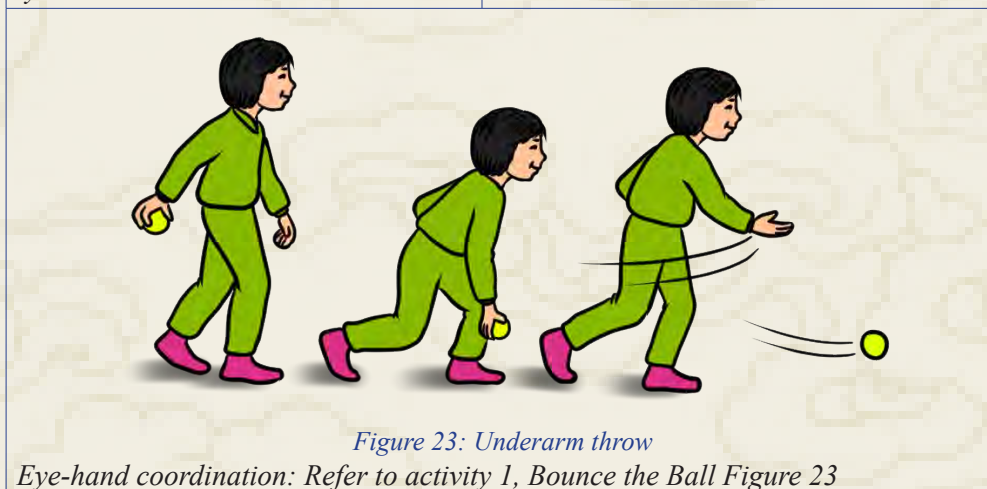


Figure 23: Underarm throw

Eye-hand coordination: Refer to activity 1, Bounce the Ball Figure 23

Suggested Lesson Activities

8.1.6. AEROBIC DANCE

Learning Objectives

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

1. tell at least one benefit of aerobic dance;
2. perform two aerobic steps with proper rhythm; and
3. practice aerobic dance during leisure time.

Teaching Learning Materials

- Music player.



Figure 24: Music player

Set-up

- Children stand in line by keeping a safe distance.
- Teacher chooses the music, suitable to the children, movement skills suggested in the activity and the environment.



Figure 25: Setting for the activity

Activity

The teacher starts the aerobic dance with mild marching, followed by the below mentioned movement skills.

1. March till the count of 8.
2. Step front and back (4 times with each foot).
3. Vertical jump (4 times).
4. Clap and squat (4 times).
5. Punch up in the air (4 times).
6. Punch front in the air (4 times).
7. Punch side in the air (4 times).
8. Punch down in the air (4 times).
9. Sidestep/step touch till the count of four.

10. Slide sidewise (4 steps each side).
11. Repeat all the steps for 3-4 times.
12. Marching with low intensity.

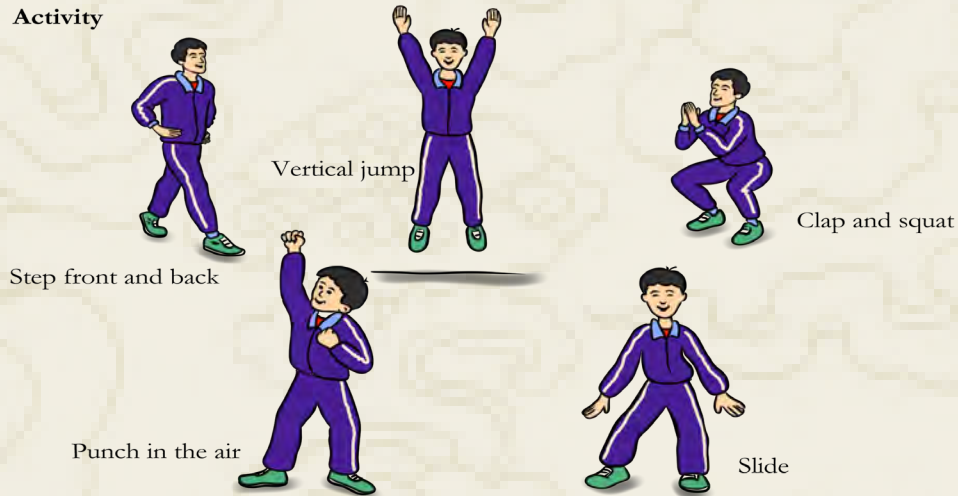
Activity

Figure 26

Variation

- Use music with a faster tempo.

Debriefing

- What did you do during the activity?
- Which was the easiest step for you to perform?
- Which step did you find most challenging? or Which step is the most challenging for you to perform?
- What is the benefit of doing aerobics?

Teacher Information

Aerobic Exercise: The word aerobic relates to or denotes exercise taken to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen. Aerobic exercise is any physical activity that makes you sweat, causes you to breathe harder, and gets your heart beating faster than at rest. It strengthens the capacity of heart and lungs and trains your cardiovascular system to manage and deliver oxygen more quickly and efficiently throughout your body. Aerobic exercise uses your large muscle groups and can be maintained continuously for at least 10 minutes.

Benefits of aerobic exercise: In addition to strengthening your heart and cardiovascular system, participation in regular aerobic exercise has many health benefits as listed below:

Suggested Lesson Activities

- *Improves circulation and helps the body use oxygen better*
- *Increases energy*
- *Increases endurance, which means one can work out longer without getting tired*
- *Helps reduce the risk of developing heart disease*
- *Helps reduce the risk of developing diabetes*
- *Helps reduce body fat*
- *Helps maintain a healthy weight*
- *Helps reduce stress, tension, anxiety, and depression*
- *Improves sleep*

Example of Aerobic exercise (Source: <https://study.com>)

- *Walking*
- *Jogging*
- *Indoor cycling or aerobic dance*

Rhythm: Rhythm is that music component that makes us move, or even just tap the foot when we listen to a song. Source: <https://www.songacademy.co.uk/rhythm-important/>.

8.2 THEME III: WATER, SANITATION, AND HYGIENE FOR HEALTHY LIVING

8.2.1. WATER TAG

Learning objective

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

1. tell drinking unsafe water causes diarrhoea, typhoid, vomiting, and fever;
2. identify the impact of drinking clean and dirty water during the activity; and
3. drink safe water daily to prevent diseases caused by drinking unsafe water.

Teaching-learning Materials

- Markers, whistle, soft paper ball, paper, marker pen
- Name tag of diseases (diarrhoea, typhoid, vomiting, and fever)



Figure 27: Teaching-learning materials

Set-up

- Prepare the activity area as shown in Figure 28.

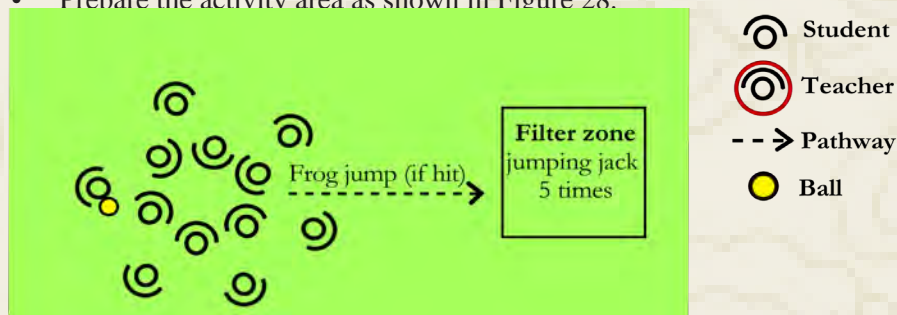


Figure 28: Setting for the activity

Activity

1. Form two teams and name them as Water and Disease.
2. The water team stands in the outer circle and the disease team stands within the inner circle as shown in Figure 29.
3. The teacher provides a soft paper ball to the Water team.
4. On the teacher's signal, the Water team tries to hit the disease team with the soft paper ball.
5. The Disease team dodges and escapes from getting hit.
6. If any member of the disease team gets hit by the ball, he/she immediately performs frog jump and move towards the 'Filter' zone.

Suggested Lesson Activities

7. On reaching the 'Filter' zone, children perform jumping jack for five times and join the water team.
8. The activity is continued until all the members in the disease team are in the water team.
9. The team then yells "We are safe".

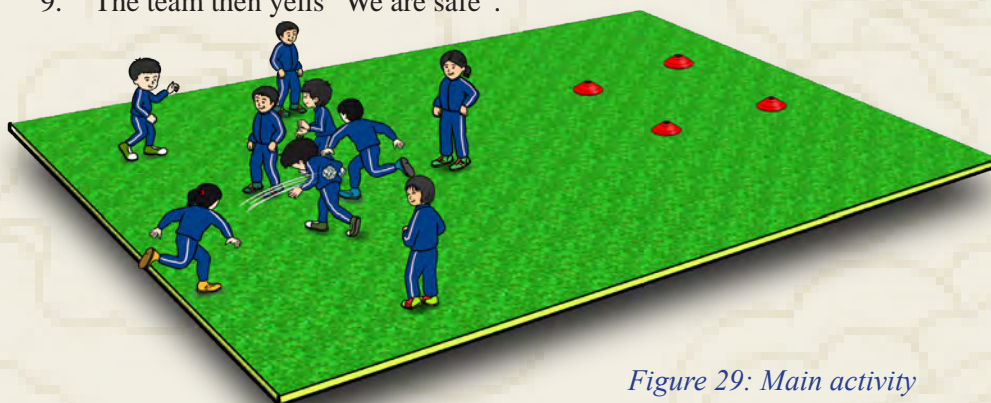


Figure 29: Main activity

Variation

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

Debriefing

- What did you do in this activity?
- What will happen if you drink dirty/unsafe water?
- How can we convert dirty/unsafe water to safe/clean drinking water?

Teacher Information

Importance of drinking water during the physical activities

- It replaces the water lost through sweating.
- It prevents the body from becoming dehydrated.
- Drink fluids before, during, and after physical activities.

Dodging

- Head up
- Low body position
- Plant one foot and quickly change direction
- Step/lean one way, go the other
- Move quickly
- Bend knees to stop

Jumping Jack

1. Stand upright with your legs together, arms at your sides
2. Bend your knees slightly, and jump into the air
3. As you jump, spread your legs to be about shoulder-width apart. Stretch your arms out and over your head
4. Jump back to starting position

8.2.2. MY CLEAN HANDS

Learning Objectives

By the end of a lesson, the child will be able to;

1. tell eight steps and the critical junctures of hand wash to prevent diseases;
2. identify the parts of hands for effective washing to prevent infections; and
3. wash hands using soap applying eight hand-washing steps before and after eating, after using the toilet, and after physical activities daily.

Teaching-learning Materials

- Flashcards of hand-washing steps
- Instructions for every station:

Station 1: Read and do: "Your palms are dirty, rub them together." (Jog to station 2)

Station 2: Read and do: "Look at the back of your hand! Rub them gently." (Jump to station 3)

Station 3: Read and do: "Oops! Your fingers are not clean. Interlock and rub them" (Hop to station 4)

Station 4: Read and do: "Are the fingers clean? No, rub the back of your fingers" (Gallop to station 5)

Station 5: Read and do: "Nails are beautiful but not clean. So rub them on your palm" (Slide to station 6)

Station 6: Read and do: "Thumbs are important. So let's rub and make them clean. Also the wrist!" (Run to station 7)

Station 7: Read and do: "Oh! Let's not forget the wrist. Rub it as well" (Walk to the home station)

Home station

"Now rinse with clean water. All parts of your hands are clean."

Figure 30: Teaching-learning material

Set-up

- Prepare the activity area as shown in Figure 31.
- In each station, place the flashcards containing the instructions for eight hand washing steps.

Suggested Lesson Activities

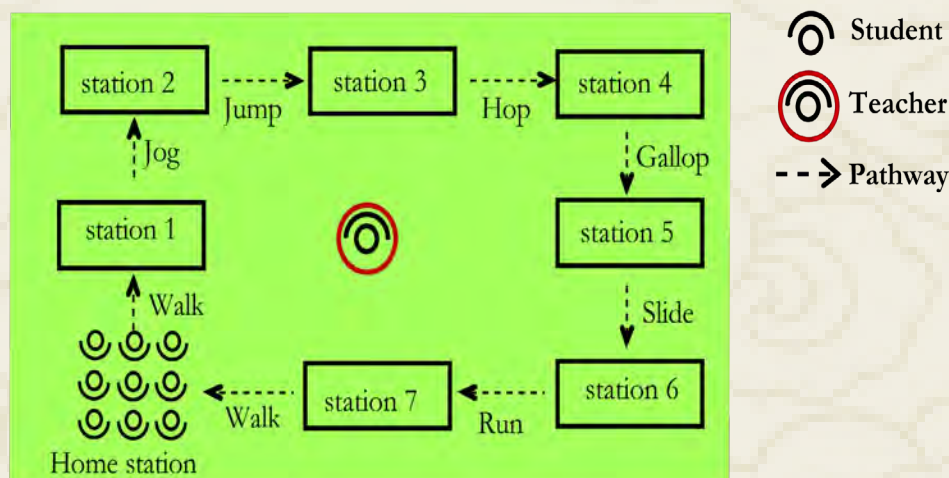


Figure 31: Setting for the activity

Activity

1. Children form teams as per the class size and stand in their 'Home group'
2. On the teacher's signal, children in the team walk towards the station 1 and perform the activity in each station after reading message together loudly.
3. Observe pictures in the flashcard until the teacher signals to move to another station.
4. On the teacher's signal, children perform the locomotive movement skills as indicated in Figure 32.
5. The activity is continued until the children reach the last station.
6. On the teacher's signal, children sing the rhyme (Use the tune of row row row your boat).

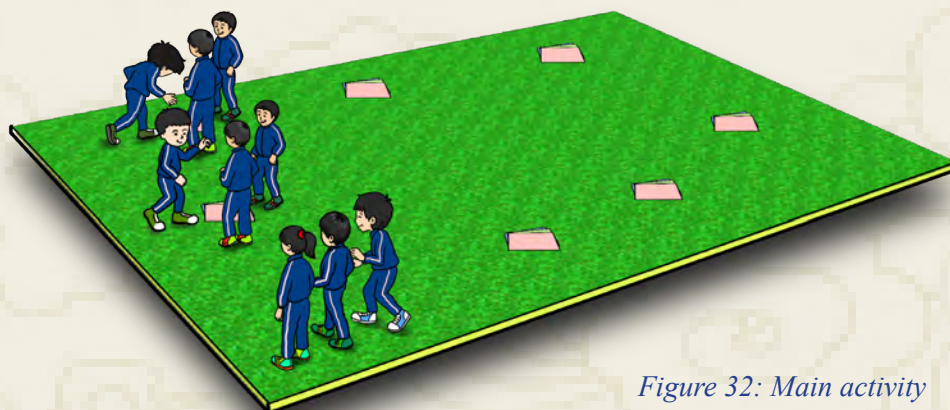


Figure 32: Main activity

(Wash...wash...wash your hands...wash it every day.
Father, Mother, Brother, Sister wash it every day)

Variation

- Use different physical movements between each station.
- Increase or decrease the distance between the stations.
- Use water, soap and a clean piece of cloth for the activity.

Debriefing

- Why do we interlock and rub our fingers while washing hands?
- Can you show eight steps of washing hands?
- Why is it important to wash our hands using soap?

Teacher Information

Eight steps of hand-washing

1. *Wet hands with clean warm running water*
2. *Apply a small amount of soap*
3. *Rub your palms together (away from the water)*
4. *Rub your fingers and thumbs and bits in between*
5. *Rub your nails on your palms*
6. *Rub the back of each hand*
7. *Rinse with clean running water*
8. *Dry with a clean towel or paper towel*

Importance of washing hands at critical junctures: Before and after eating, after using the toilet, and after physical activities daily to prevent infection and diseases.



Figure 33: Hand-washing skills (google.com)

Suggested Lesson Activities

8.2.3. HEALTH TIPS

Learning Objectives

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

1. tell brushing teeth twice a day regularly using five steps correctly help in maintaining healthy teeth;
2. tell drinking safe (boiled and filtered or treated) water every day can prevent sickness;
3. show steps of brushing teeth correctly and five steps (wet, lather, scrub, rinse and dry) of washing hands;
4. show correct ways to use different types of toilet pans (squatting /sitting);
5. brush teeth twice a day and wash hands with soap using five steps every day; and
6. cough into handkerchief/into the joint of your elbow to prevent germs from spreading.

Teaching-learning Materials

- Markers, dice chart
- One big dice (number the dice from 1-6)

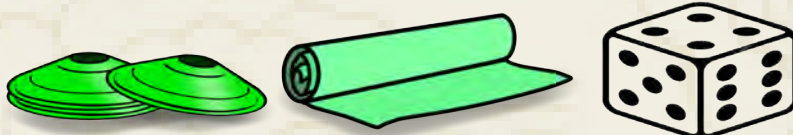


Figure 34: Teaching-learning materials

Set-up

- Arrange the activity area as shown in Figure 35.
- Form teams as per the class size.

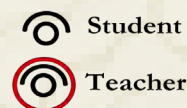
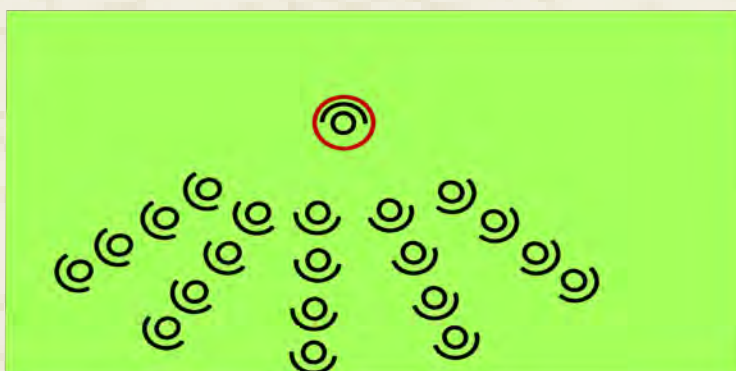


Figure 35: Setting for the activity

Dice Chart		
<i>Cough into handkerchief/ arms to prevent the spread of germs (show correct ways to cough).</i>	<i>Wash hands with a soap to prevent diarrhoea and dysentery (warrior pose).</i>	<i>Take a bath every day. Wash socks twice a week (Triangle pose).</i>
<i>Show five steps of brushing teeth.</i>	<i>Put waste in the right bin prevents sickness and landfills (tree pose for 5 sec).</i>	<i>Wash hands with a soap before eating and after using the toilet and physical activities (jump twist).</i>

Activity

1. The activity is carried out with the whole class.
2. Children perform stationary jogging.
3. Roll the dice on the ground and carry out the movement as per the number on the dice chart.
4. The teacher demonstrates pose or movement and reads/says what is in the dice chart.
5. Children read after the teacher and perform different poses/movements.

Variation

- Take children to a water tap and demonstrate 5 steps of brushing teeth (music played).
- Use different movements for information in the dice chart.

Debriefing

- Why you should put waste in the right bin?
- Show how to cough/sneeze?
- Show how to use different types of toilet pans correctly?
- Show five steps of brushing teeth?
- What will happen if you drink unboiled and unfiltered water?

Teacher Information

Benefits of using toilets

- *Use toilets to manage human waste.*
- *Prevents diarrhea and other serious health problems.*
- *Prevents germs from getting into the environment, and protects the health of the whole community.*

Stationary jogging

- *Start standing with hip-distance apart between the feet.*
- *Lift one foot then the other to jog in place working your legs and increasing your heart rate.*

Suggested Lesson Activities

8.3 THEME IV: NUTRITION CHOICES AND HABITS FOR LONGEVITY AND SPORTS EXCELLENCE

8.3.1. FOOD FOR GO, GROW AND GLOW

Learning Objectives

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

1. tell 'go' is for energy, 'grow' is for bodybuilding and 'glow' is for the smart brain;
2. identify foods that fall under Go, Grow, and Glow category for a healthy body; and
3. include Go, Grow, and Glow food in their daily meals for a healthy body.

Teaching-learning Materials

- Flashcard (pictures of food from *Table 1* for Go, Grow and Glow

GO, GROW and GLOW

1. Foods that give us energy are "GO" foods. E.g. Rice, Noodles, Bread, Chapatti (sukkah roti), etc. (Let the students move their body)
2. Foods that help us get strong are "GROW" foods. E.g. meat, egg, milk, pulses, soya chunks, legumes, etc. (Children show arms)
3. Foods that help our skin, teeth, and hair look nice, help our brain think, and help our body feel good are "GLOW" food. E.g. fruits and vegetables (except starchy vegetables) (Children give a full-toothed smile and frame their faces with their hands).



Figure 36: Teaching-learning material

Set-up

- Prepare the activity field as shown in Figure 37.
- Photocopy the Go! Grow! Glow! Worksheet.

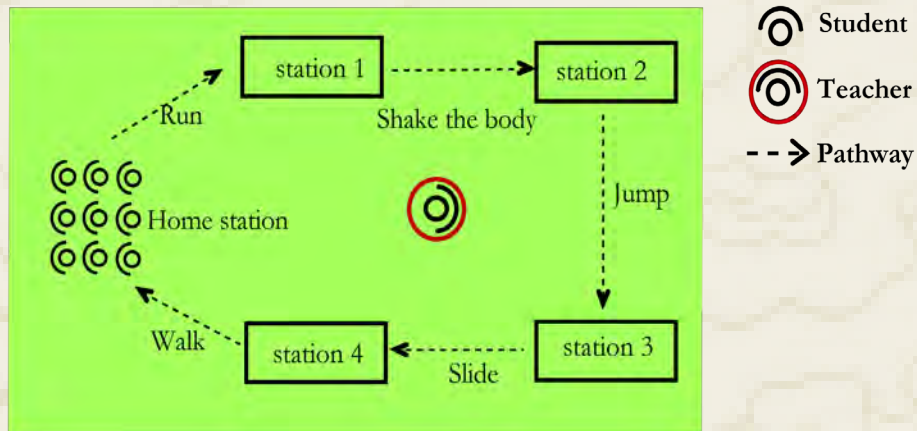


Figure 37: Setting for the activity

Activity

1. Children form teams of 5 members.
2. Each child in a team picks his/her favourite food from the first station.
3. Children shake their whole body and say, "I can shake my body" while moving to the second station.
4. Pick another food from the second station and show their arms, jumping to the third station saying, "I am strong".
5. Picking up another food from the third station, children say, "I'm smart" and run to the endpoint, following the pathway shown in Figure 38.
6. Upon reaching the home station, the teacher explains Go, Grow, and Glow foods referring the *Table 1* under the teaching-learning materials.

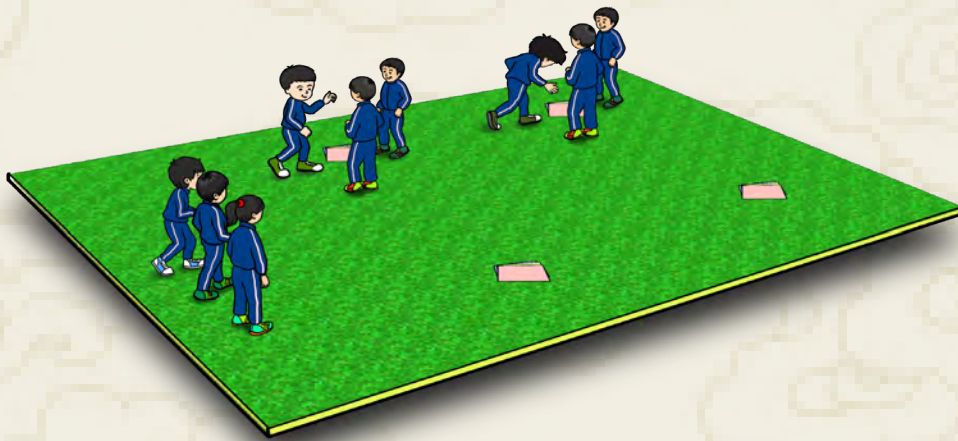


Figure 38: Main activity

*Suggested Lesson Activities***Variation**

- Use varieties of locally available real food items.
- Increase or decrease the distance between the stations.

Debriefing

- What foods help us to Go, Grow, and Glow?
- Which food is important for you to grow strong?
- What foods would you include in your daily meals?

Teacher Information

<i>Go (Energy giving Foods)</i>	<i>Grow (Bodybuilding foods)</i>	<i>Glow (Protection foods)</i>
<i>Rice</i>	<i>Beans</i>	<i>Fruits and vegetables</i>
<i>Potato</i>	<i>Lentils</i>	
<i>Bread</i>	<i>Meat</i>	
<i>Sugar</i>	<i>Egg</i>	

8.3.2. HEALTHY EATING

Learning Objectives

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

1. name some healthy foods they eat at home;
2. tell fruits and vegetables are important for healthy body growth;
3. choose healthy food items for a healthy body; and
4. eat fruits and vegetables as part of a healthy eating habit.

Teaching-learning Materials

- Markers, name tag of different foods (suggested foods: noodles, chips, milk, rice, water, fruits, packed foods, tomato, and chili)



Figure 39: Teaching-learning materials

Set-up

- Prepare the activity area as shown in Figure 40.
- Make a square to indicate the food plate and another as a chair.
- Children form teams of 15 members each (10 in the plate with food tag and 5 on the chair as food eaters).

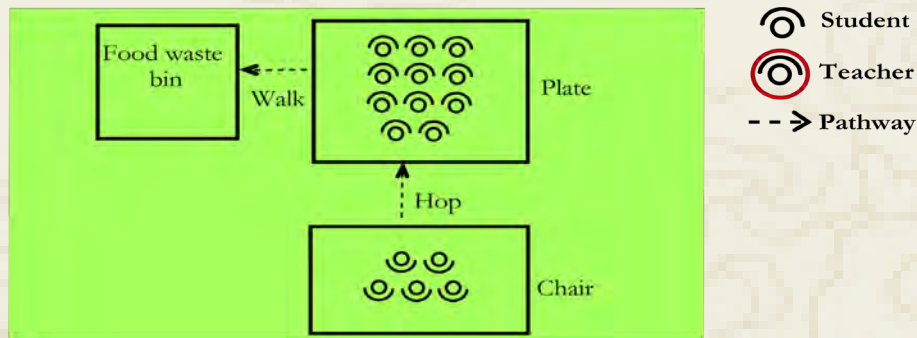


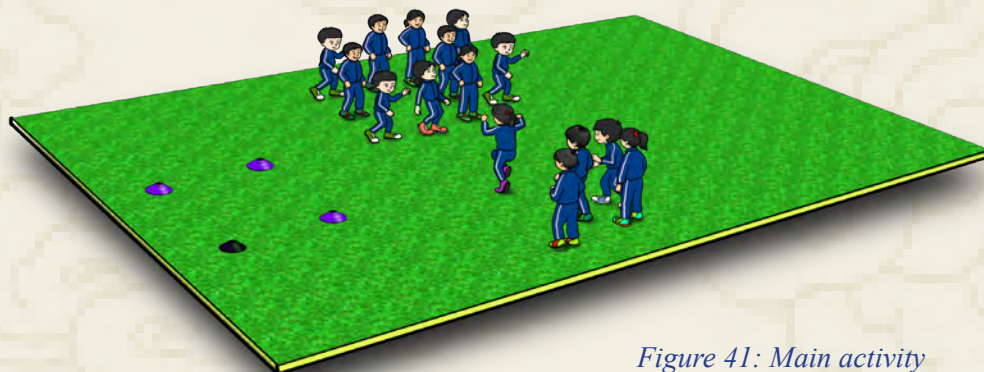
Figure 40: Settings for the activity

Activity

1. Upon the teacher's instruction, children carefully observe the plate and decide to choose an item for a food group from the plate.
2. Upon the teacher's signal, the first child from each team hops towards the plate zone to collect one food item.

Suggested Lesson Activities

3. The first child with the plate holds the hand of a child with his/her favourite food and returns to the chair.
4. Rest of the members in the team perform stationary jogging and cheer their teammates.
5. Upon reaching back to the chair, the child taps the next eater and the eater follows the pathway towards the plate.
6. The activity is continued until all the team members get an opportunity to bring their favourite food.
7. Leftover food in the plate walks towards the waste bin.
8. On the teacher's signal, teams discuss the food items they have collected in the team.
9. Children sort out the food (Junk food, fruits, vegetables, grains, milk, egg, meat/dal, etc.)
10. The teacher shares the importance of eating a variety of foods in their daily life to the whole class.

*Figure 41: Main activity***Variation**

- Use varieties of locally available real food items.
- Switch the roles of Food and Eaters in their respective team.

Debriefing

- Can you name the food items that you eat during breakfast?
- Why is it important to include varieties of food items in our daily meals?
- What kind of food should you eat for a healthy body?
- Will your hands be clean if you follow seven steps without soap?

Teacher Information*Benefits of eating fruits and vegetables*

- *Promotes health and protects against disease, both now and in the future.*
- *Ensures the child's healthy growth and development.*
- *Strengthens a child's immune system and help fight illnesses.*

8.4 THEME V: BEHAVIOURS AND LIFE SKILLS FOR SOCIAL HARMONY

8.4.1. EXPRESS YOUR FEELINGS

Learning Objectives

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

1. recognise at least three emotions;
2. share the importance of expressing emotions; and
3. express emotions in healthy and appropriate ways.

Teaching-learning Materials

- Chart paper,

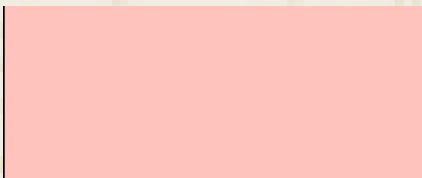


Figure 42: Teaching-learning material

Set-up

- Display the song written on a chart paper as shown in Table 1.
- Children form teams.

Table 1: Emotion Rhyme

1. *If you are happy, and you know it, clap your hands (2 times). If you are happy, and you know it and you really want to show it, if you are happy, and you know it, clap your hands.*
2. *If you are angry, and you know it, count to ten (2times). If you are angry, and you know it and you really want to show it, if you are angry, and you know it, count to ten.*
3. *If you are sad, and you know it, stoop your body (2 times). If you are sad, and you know it and you really want to show it, if you are sad, and you know it, stoop your body.*

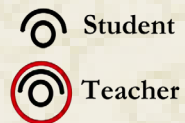
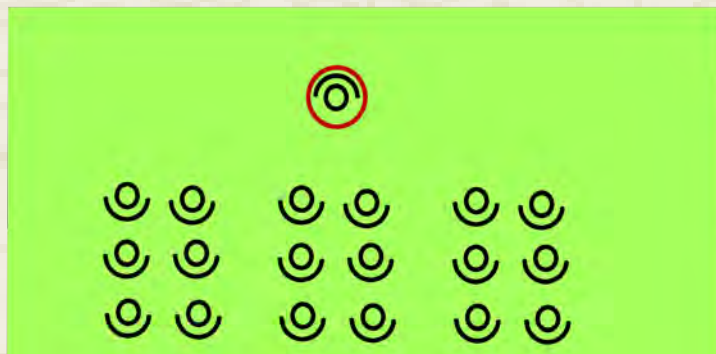


Figure 43: Setting for the activity

Suggested Lesson Activities

Activity

1. The teacher introduces the lyrics of the 'Emotion Rhyme' to the children.
2. The whole class sings along with the teacher.
3. The teacher demonstrates actions according to the lyrics of the 'Emotion Rhyme' as Happy- clap your hands, Angry- stomp your foot, Sad- stoop yourself.
4. The entire class sings the 'Emotion Rhyme' with marching actions.
5. Children show different expressions and actions according to the lyrics of the 'Emotion Rhyme'.
6. Children form into smaller teams.
7. On the teacher's signal, teams practise the 'Emotion Rhyme' along with the actions.

Variation

- Add some lyrics to the 'Emotion Rhyme', example shocked: disgusted, scared

Debriefing

Do simple role-play by children, "show me how you would react if":

- You get a birthday present.
- A dog barks at you.
- Your friend puts a worm in your hand.
- You come across a snake on the way back home.
- You fall down and tear your new dress.
- A friend breaks your toy.

Teacher Information**Emotions**

- *Fear* → feeling of being afraid, frightened, scared.
- *Anger* → feeling angry. A stronger word for anger is rage
- *Sadness* → feeling sad. Other words are sorrow, grief (a stronger feeling, for example when someone has died)
- *Joy* → feeling happy. Other words are happiness, gladness
- *Disgust* → feeling something is wrong or nasty. Strong disapproval.
- *Surprise* → being unprepared for something.
- *Trust* → a positive emotion; admiration is stronger; acceptance is weaker.

Importance of expressing emotion (<https://www.kansashealthsystem.com>)

- Helps see problems in a new light
- Makes decision-making and problem-solving easier
- Gets rid of the power of the feeling
- Reduces anxiety
- Eases depression

8.4.2. KNOW YOUR FRIEND

Lesson objectives

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

1. tell at least two advantages of active listening;
2. listen actively during interactions; and
3. build friendships with others through healthy conversations.

Teaching-learning Materials

- Cloth piece, markers



Figure 44: Teaching-learning materials

Set-up

- Set-up the activity area as shown in Figure 45.

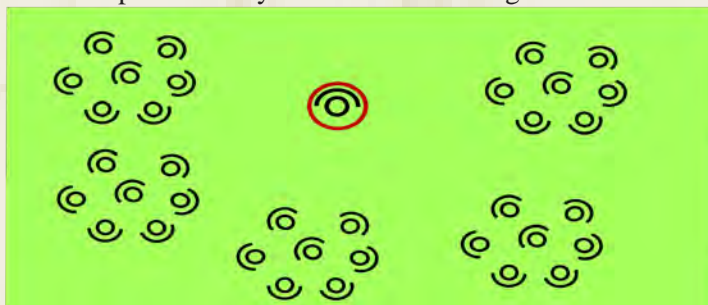


Figure 45: Setting for the activity

Activity

1. Children make five teams and stand in circles.
2. Give a number each to every member of the team, starting from 1.
3. Ask children to share in teams about their likes, dislikes, best friend, favourite vegetable, fruit, and game.
4. The child numbered 1 in each team is blindfolded.
5. The blindfolded child moves around and tries to tag other friends.
6. When a friend is tagged, the blindfolded child tries to identify the friend who remains silent.
7. The blindfolded child is allowed to ask three questions and guesses three times to identify the tagged friend.
8. Responses to the question for the tagged friend are provided by the friends standing around.
9. If the blindfolded child names the tagged player correctly, he/she is rewarded with cheers 'Wow! You are a magician!'
10. If the blindfolded child fails to identify, make him or her dance, jump or hop while saying 'sorry, I will try better next time'.

Suggested Lesson Activities

11. The activity is continued until all the children get a chance to be blindfolded.

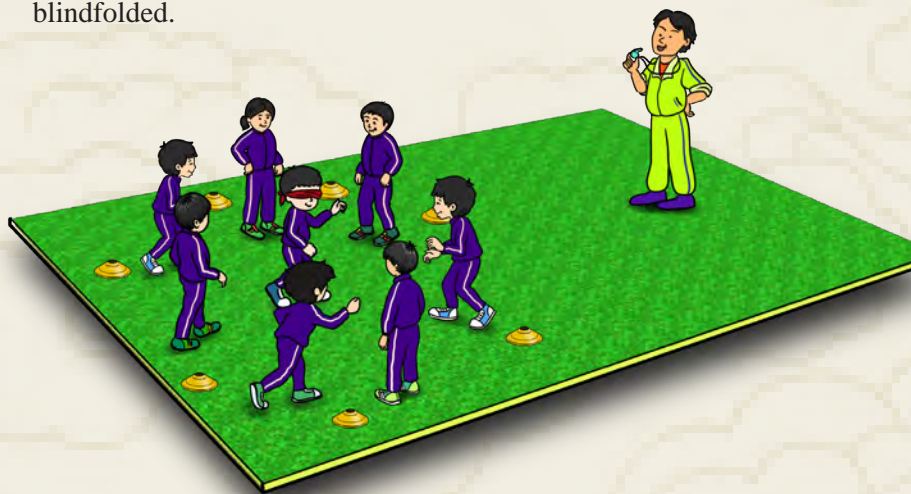


Figure 46: Main activity

Variation

- Involve more than one blindfolded child at a time in a single game.

Debriefing

- How did you feel when you were blindfolded?
- How does good listening help you?
- What things helped you to identify the person?

Teacher Information

Benefits of active listening (<https://www.google.com>)

- Complete task on time.
- Saves time.
- Respect each other's views.
- Build trust within the members.
- Enhance relationship.

8.4.3. PLAYING WITH PARTNERS

Learning Objectives

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

1. explain two benefits of active listening;
2. follow the instructions of the activity; and
3. display good behaviour while participating in any activities.

Teaching Learning Materials

- Balls, markers



Figure 47: Teaching-learning materials

Set-up

- Team prepare the activity area as shown in Figure 48.
- Place four balls in the centre.

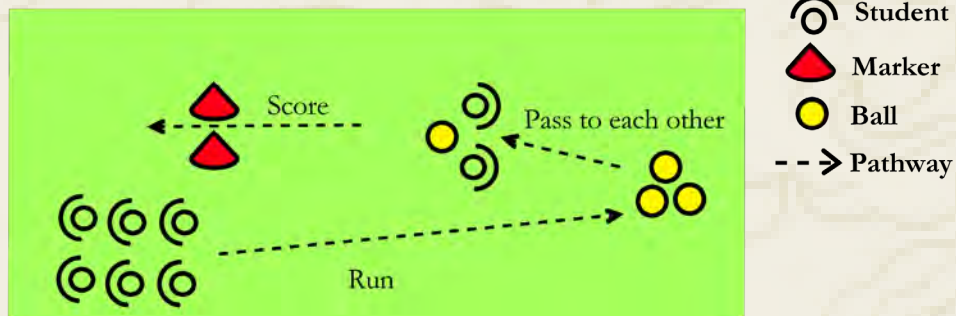


Figure 48: Setting for the activity

Activity

1. Children form four teams with equal members and stand in four stations of the activity area, as shown in Figure 49.
2. Name the teams as, A, B, C and D and let the children stand in pairs.
3. The teacher demonstrates how to pass the ball and score goals.
4. On the teacher's signal, the pairs in the front from each team run towards the ball as shown in Figure 49.
5. Pairs collect the ball, passes to each other and takes it to the station to score.
6. Pairs communicate with each other in the process of scoring.
7. If the pairs score, the rest of the team members cheers for them.
8. After scoring, the pair passes the ball to the next players, and joins their team from behind.

Suggested Lesson Activities

9. The activity is continued until all the pairs get a chance to score.



Figure 49: Main activity

Variation

- Add zigzag obstacles on the way to the goal posts.

Debriefing

- Did you follow the instructions properly?
- What is the importance of doing the activity effectively?
- What would you do next time to score more goals?

Teacher Information

Teamwork behaviours

- *Respect the views and opinions of the team members*
- *Being responsible*
- *Taking credit in team, not individually*
- *Sincere*
- *Punctual*

8.4.4. KNOW YOURSELF

Learning Objectives

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

1. list individual likes and dislikes to understand individual differences;
2. express one's likes and dislikes, such as their favourite colour, food, subject, and what they are good at to build friendship; and
3. show respect to individual likes and dislikes in day to day life.

Teaching-learning Materials

- Rhyme

(I like this and I like that. Each of us like different things.) 2 Times 1, 2, 3, 4- FOOD	Jog while singing this stanza
(I like this and I like that. Each of us like different things.) 2 Times 1, 2, 3, 4-COLOUR	Hop while singing this stanza
(I like this and I like that. Each of us like different things.) 2 Times 1, 2, 3, 4- FRUIT	Dance while singing this stanza
(I like this and I like that. Each of us like different things.) 2 Times 1, 2, 3, 4-VEGETABLE	March while singing this stanza



Figure 50: Teaching-learning material

Set-up

- In the circle as shown in Figure 50, children are teamed as “Food”, “Colour”, “Fruit”, and “Vegetable”.

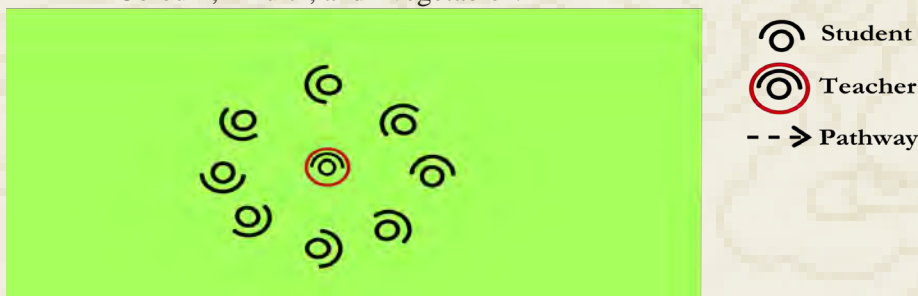


Figure 51: Setting for the activity

Suggested Lesson Activities

Activity

1. Teach children the song given below with the tune of “I like coffee, I like tea”.
2. Children jog, hop, dance and march according to/ in accordance with the rhyme in stanza mentioned above.
3. Teach children some encouraging/expressive words, such as yum, wow, cool, lovely, amazing, awesome, great, excellent, and wonderful.
4. On the teacher’s signal, children jog around in a circle and sing the lyrics given below (I like this and I like that. We like so many different things).
5. At the end of each stanza, the teacher shouts 1-2-3-4.
6. Children stop running. Make each member of the “Food” team shout the name of their favourite food in turn.
7. Other teams say the words like “Yum Yum, Wow, Cool, Lovely, Amazing, Awesome, Great, Excellent and Wonderful”.
8. The activity is continued until all the children name their favourite fruits, vegetables, food and colours.



Figure 52: Main activity

Variation

- Form smaller groups to perform the activity.
- In pairs, children share more information about self.

Debriefing

- Make students discuss freely about those favourite things that they wish to share, which are not covered during the activity. This helps students to recognise their own feelings, which is the foundation of emotional intelligence.

Teacher Information

Ways to show respect to other's choice

- *Listening to what another person has to say about their choice is a basic way to respect.*
- *Encourage- When we encourage, we are giving evidence that they are better and respected.*
- *Be kind and polite.*

9. CLASS III: THEMES AND LEARNING OBJECTIVES

The themes and learning objectives for class III are provided in 9.1.

9.1 THEMES AND LEARNING OBJECTIVES

Learning Themes	Learning Objectives
Fundamental Movement Skills for Active Participation	<ul style="list-style-type: none"> Identify dodging, lunging, dribbling with hands, dribbling with legs, static body balance, dribbling with long implement necessary to perform physical activity.
	<ul style="list-style-type: none"> Perform dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for promoting physical efficiency.
	<ul style="list-style-type: none"> Use dodging, lunging, dribbling with hands, dribbling legs, static body balance, dribbling with a long implement for effective participation in recreational activities.
Safety for Active Participation	<ul style="list-style-type: none"> State the importance of correct body position in physical activity.
	<ul style="list-style-type: none"> Use correct body positions of sitting, standing, lying, sleeping, writing, and lifting, pushing, and pulling objects.
	<ul style="list-style-type: none"> Carry out daily physical activities with correct body posture.
First Aid for Supporting and Saving Lives	<ul style="list-style-type: none"> Explain cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
	<ul style="list-style-type: none"> Perform First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
	<ul style="list-style-type: none"> Apply First Aid for cuts, hot liquid and steam burns, bites and stings (animal, snake, insects), and blister.
Teamwork in Physical Activities	<ul style="list-style-type: none"> Explain the importance of good behaviour while participating in team physical activity.
	<ul style="list-style-type: none"> Accept individual differences while participating in team physical activities.
	<ul style="list-style-type: none"> Display courtesy and respectful manner to each other.
Personal Hygiene and Sanitation for Disease Prevention	<ul style="list-style-type: none"> Explain the concepts of personal hygiene and sanitation practices.
	<ul style="list-style-type: none"> Identify hygienic practices and common individual waste disposal at home and in schools.
	<ul style="list-style-type: none"> Maintain the cleanliness of toilets for health and hygiene.
	<ul style="list-style-type: none"> Dispose of individual waste at designated places.
Healthy Foods for Go, Grow and Glow	<ul style="list-style-type: none"> Relate healthy food with a healthy body and active participation in physical activities.
	<ul style="list-style-type: none"> Take regular water breaks for hydration and rehydration of the body.
	<ul style="list-style-type: none"> Practice healthy food habits for Go, Grow, and Glow.

Suggested Lesson Activities

10.THEMES AND SUGGESTED LEARNING ACTIVITIES**10.1 THEME I: MOVEMENT AND SKILLS FOR ACTIVE LIFESTYLES AND SPORTS EXCELLENCE****10.1.1. DRIBBLE WITH IMPLEMENT****Learning Objectives**

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

1. name at least two body parts involved in dribbling with implement;
2. control an object using implement during the activity; and
3. apply proper hand-eye coordination in their daily activities.

Teaching-learning Materials

- Newspapers rolled bats
- Empty tissue boxes/shoe boxes
- Paper ball(bigger size)/deflated balls
- Markers



Figure 53: Teaching-learning material

Set-up

- Set-up the activity area as shown in Figures 54.

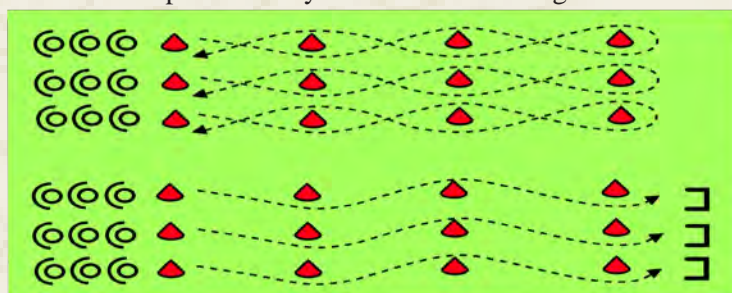


Figure 54: Setting for the activity

Activity

1. Children are given an implement and a box each.
2. Children push and dribble the box with the implement freely in the open space without hitting the box.
3. Children form teams and stand in lines.
4. Teacher places the markers as shown in Figure 55.1 and asks them to dribble through the markers. The activity is carried out using box and later with the ball.
5. The activity is continued from the other end as well.

6. In the next activity, the teacher asks the children to be in teams of fewer members (teams can vary as per the stations)
7. Teacher places an empty carton at the end as shown in Figure 55.2.
8. Children dribble the ball through the markers and score into the carton box.
9. Children grab the ball and run back to join their friends.



Figure 1

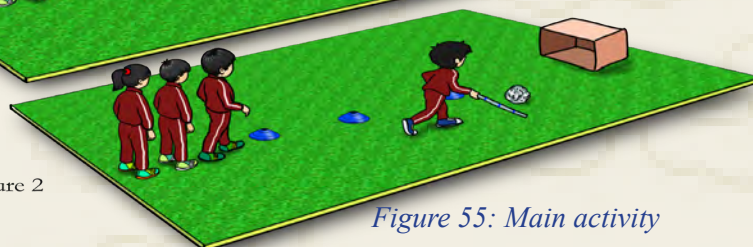


Figure 2

Figure 55: Main activity

Debriefing

- What were the movements used during the activity?
- How do you hold the implement while dribbling the box?
- Where can you apply the dribbling with the implement movement?

Teacher Information

<i>Dribbling with implement</i>	<i>Technical elements of the skill</i>
<i>Dribbling with implement involves controlling an object with an implement (usually a stick) and travelling with it. It is a common skill in games like hockey and football. This is a good hand-eye coordination movement skill that requires a child to track and control a moving object on the ground while maintaining stability of his moving body.</i>	<ol style="list-style-type: none"> 1. <i>Hold the implement with both hands at the top of the implement.</i> 2. <i>Push object forward, making contact with ball on either side with implement.</i> 3. <i>Chase object with some directional control of the ball.</i> 4. <i>Eyes focused on the object or implement.</i>

Figure 56: Dribbling skills

Suggested Lesson Activities

10.1.2. DRIBBLE TO SCORE

Learning Objectives

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

1. state the difference between kicking and passing skills;
2. kick and pass a ball with correct leg-eye coordination during the activity; and
3. apply dribbling and passing skills correctly in their daily activities.

Teaching-learning Materials

- Cone/marker
- Carton/small sided goal post
- Football/volleyball/paper ball/rolled-up socks



Markers



Carton boxes



Balls

Figure 57: Teaching-learning materials

Set-up

- Setup the activity area as shown in Figure 58.
- Children form pairs for the first activity.
- Children form a team of not more than six members for the second and third activities.
- Setup the stations as per the number of children.



Figure 58: Setting for the activity

Activity

1. Teacher demonstrates how to dribble and push-pass the ball.
2. Children in pairs dribble and push-pass the ball to each other.
3. Children form teams and take up the position as shown in Figure 59.
4. The child in front of the line dribbles the ball, passes to the friend standing on the other side and joins them from behind.

5. The child with the ball follows the same procedures.
6. Children perform the next activity of dribbling and passing to score the ball through a goal post as shown in Figure 59.

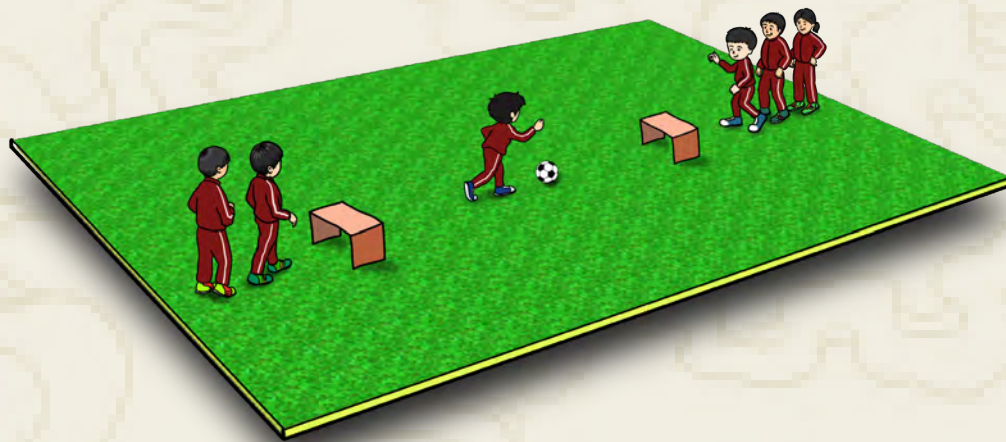


Figure 59: Main activity

Variation

- Children dribble and use push-pass skill to hit the target placed at a distance.

Debriefing

- Which part of the body did you use for the activity?
- Name two skills used in the activity?
- Which sports allow you to dribble, pass and score?

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. The stationary place kick is the focus of this skill and involves kicking an object which is still. 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.</i>	<ol style="list-style-type: none"> 1. Eyes focused on the ball throughout the kick. 2. Swing of arm opposite to kicking leg. 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.

Suggested Lesson Activities

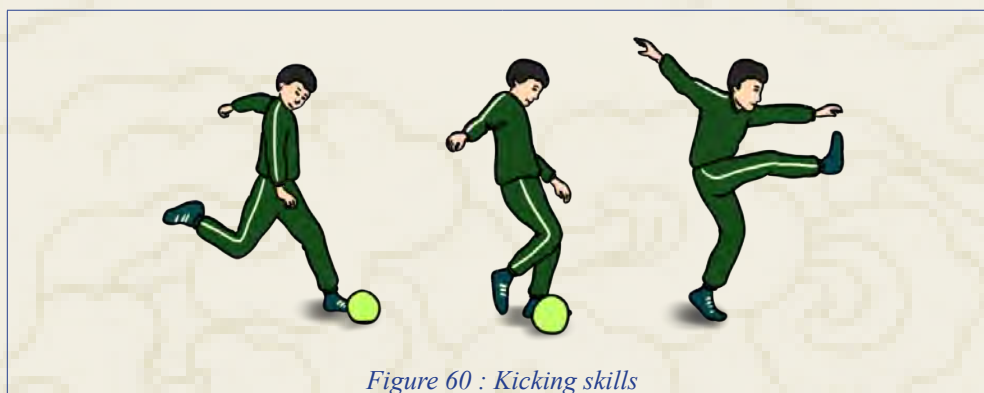


Figure 60 : Kicking skills

Push-pass	Technical elements of the skill
<i>Push-pass is the most basic pass in soccer. It is effective over short distance and it does not require much leg strength. The pass is frequently used because it is the most accurate skills of passing a ball.</i>	<ol style="list-style-type: none"> 1. Supporting foot pointed in the direction of pass. 2. Place non-kicking foot next to the ball. 3. Hips open to allow kicking foot to make proper contact with an object. 4. Bend knees and lock ankle (only for kicking foot). 5. Keep heel of the kicking foot down and toes up. 6. Strike the middle portion of the ball and follow through stepping towards passing target with kicking foot.
Dribbling With Foot	Technical elements of the skill
<i>Controlling the ball with the foot is important in the popular football code of soccer and in a number of minor games. The foot dribble involves a series of short kicks to move the ball along the ground. The main concern is to keep the ball close to the feet and under control.</i>	<ol style="list-style-type: none"> 1. Dribbles with inside and outside of feet. 2. Moves ball from one foot to the other. 3. Maintains even balance. 4. Lifts head to look around. 5. Arms move to assist action.



Figure 61: Dribbling skills



Figure 62: Dribbling skills

Dribble: Refer activity 1, Dribble with Implement.

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 leg and eye movements simultaneously while performing physical activities.

10.1.3. LET US DRIBBLE

Learning Objectives

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

1. tell at least two skills involved while dribbling;
2. dribble the ball using hands in the front and to the side of the body; and
3. maintain proper body balance while dribbling.

Teaching-learning Materials

- Markers, hula hoop, volleyball/football/basketball
- Objects (small in size)



Markers



Hula hoops



Balls



Bean bags(objects)

Figure 63: Teaching-learning materials

Set-up

- Set stations placing hula hoop according to the number of children.
- Keep a ball in each station.
- Place different objects in the centre (bean bag/ flashcards/small balls).

Suggested Lesson Activities

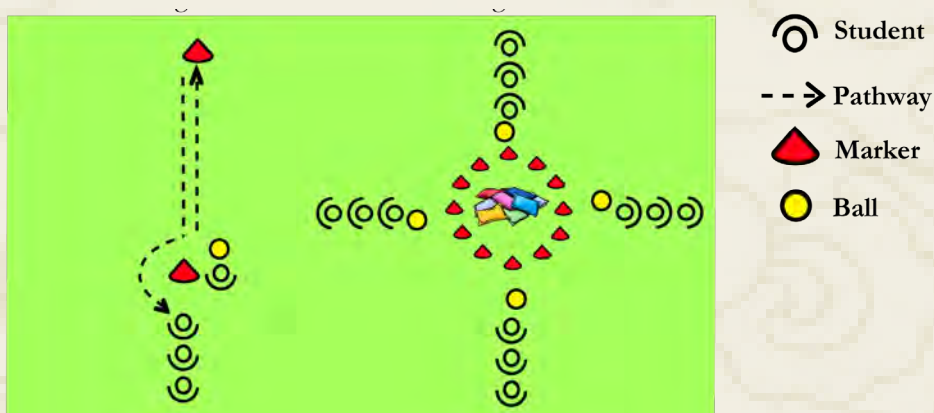


Figure 64: Setting for the activity

Activity

1. Teacher demonstrates how to dribble the ball using hands.
2. Children dribble the ball freely around the activity area.
3. Children form teams and stand in lines behind the markers as given in Figure 65.
4. On the teacher's signal, child standing in the front dribbles from marker A to marker B, touches the marker, and dribbles back and pass the ball to the next child.
5. Rest of the children continues the activity for 5 minutes.
6. In the next activity, children form teams with equal members and assign them the stations as shown in Figure 65.
7. On the teacher's signal, the first child from each station dribbles the ball to the centre, picks any object and dribbles the ball back to their station.
8. Gives the ball to the next child and places the object in their station.
9. Children continue to dribble and pick an object until there is no objects left in the centre.

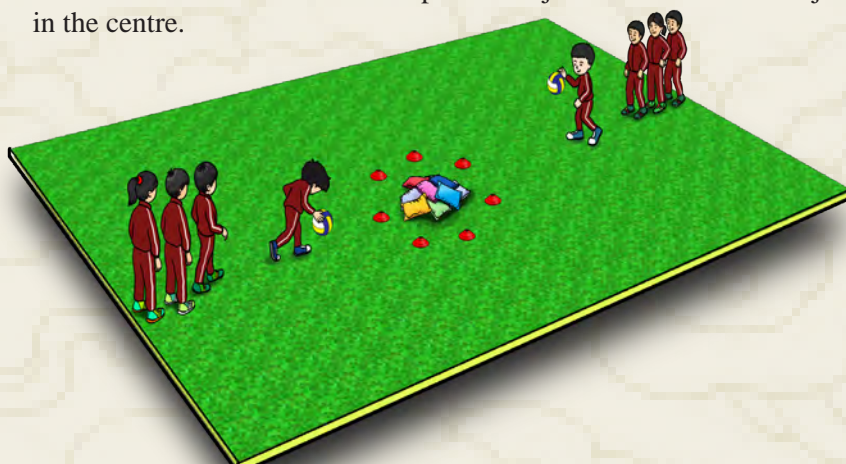


Figure 65: Main activity

Variations

- Increase the distance between the station and the centre area
- Decrease/increase the objects in the centre

Debriefing

- What did you do in this activity?
- How did you dribble the ball?
- In which game do we use dribbling skills?

Teacher Information


<i>Dribbling with hand</i>	<i>Technical elements of the skill</i>
<i>Ball bouncing or hand dribbling while moving is used in many recreational activities and is useful for developing eye-hand coordination. Bouncing the ball while standing still is one of the earliest object control skills to be mastered, however, it is much harder to walk or run while dribbling a ball. The main sports that involve the hand dribble are basketball and handball.</i>	<ol style="list-style-type: none"> 1. Pads of fingers contact top of ball. 2. Wrist firm yet flexible. 3. Hand pushes ball to floor. 4. Hand absorbs ball slightly on return. 5. Knees bent slightly. 6. Back straight with slight forward lean. 7. Head up looking for open space.
	

Figure 66

Body Balance: refers to an ability to maintain the line of gravity (vertical line from 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.

Dribble: Refer activity 1, Dribble with Implement.

Suggested Lesson Activities

10.1.4. LUNGI KHORLO

Learning Objectives

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

1. name at least four movement patterns used in the activity;
2. coordinate the body movements during the physical activities; and
3. apply physical movement skills in carrying out daily activities.

Teaching-learning Materials

- Soft ring/ribbons, markers, rope, hula hoops



Figure 67: Teaching-learning materials

Set-up

- Prepare the activity area for each group as shown in Figure 68.
- Children form groups with equal members.



Figure 68: Settings for the activity

Activity

1. Teacher demonstrates sprinting, hopping, jumping over and under the rope and bear walk.
2. Teacher takes the children to every station and let them practice the skills.
3. Children form teams as per the number of stations.
4. The teams are placed in different stations.
5. On the teacher's signal, each team starts the activity simultaneously.
6. Teams sprint, following the zigzag pathway to the next station.
7. Teams place their legs on the hula hoops to perform hopping (three times with their right leg followed by their left leg).
8. Upon reaching the next station children jump over the rope, crawl under the rope and jump over the rope.

9. Teams sprint to the next station and toddle like a bear from one marker to another.
10. The activity continues until every member completes the course.

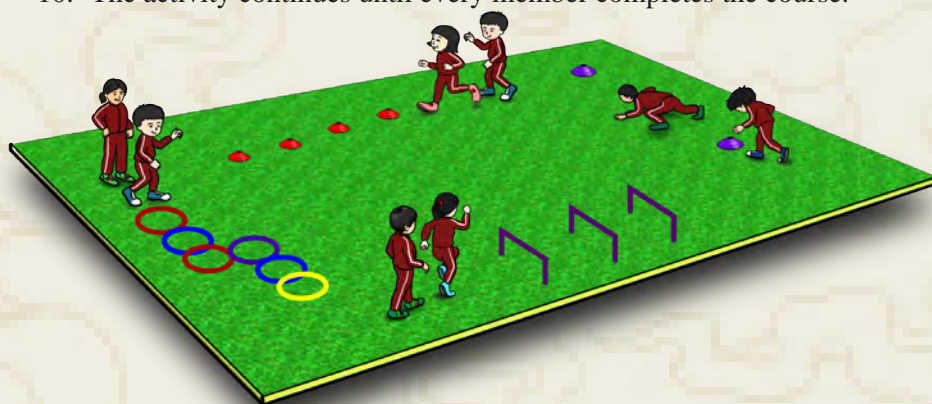


Figure 69: Main activity


Variation

- Vary the size of the station.
- Vary the distance between the stations

Debriefing

- What did you do in this activity?
- Why does this activity have zigzag path? or, Why is there a zigzag path in this activity?
- In what type of physical activities do you balance your body?

Teacher Information

<i>Sprinting</i>	<i>Technical elements of the skill</i>
<i>Sprinting is running with highest speed within a short period of time such as 100 meter race and running for life.</i>	<ol style="list-style-type: none"> 1. Feet land along a narrow path. 2. Foot close to buttocks and a high knee lift. 3. Head and trunk stable. 4. Eyes focused forward. 5. Elbows bent at 90 degrees. 6. Arms drive vigorously forward and backward.
 <p style="text-align: center;"><i>Figure 70: Sprinting skills</i></p> <p><i>Hop: Refer activity 2, Magic Ladder, class II.</i></p> <p><i>Jump for Height (Vertical Jump): Refer activity 2, Magic Ladder, class II</i></p>	

*Suggested Lesson Activities***10.2 THEME II: BODY POSTURE, SAFETY REMEDIES FOR EFFICIENCY AND WELLBEING****10.2.1. DODGE BALL****Learning Objectives**

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

1. name at least two fundamental movement skills involved in the activity;
2. perform dodging and throwing movements correctly; and
3. apply dodging and throwing movements properly in physical activities.

Teaching-learning Materials

- Soft ball



Figure 71: Teaching-learning materials

Set-up

- Mark the dodge ball area as given in Figure 72.
- Volleyball court without the net can also be used for the activity.
- Teams stay in either sides of the court.
- Three children stay outside the other team's court to throw the balls without entering the court.

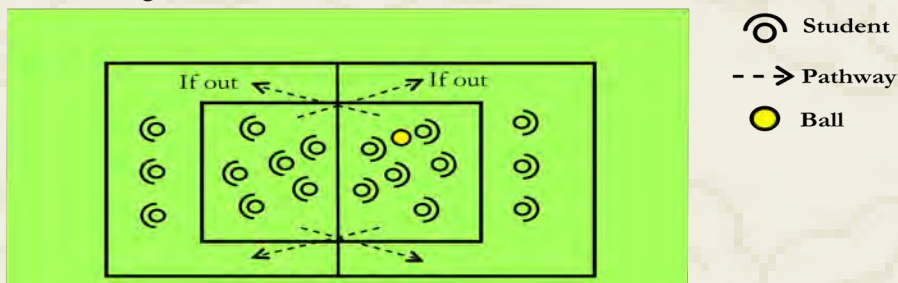


Figure 72: Setting for the activity

Activity

1. The team with the ball tries to hit the other team members. (children are not allowed to hit the ball on their friends face and head).
2. The other team member escapes from getting hit by dodging or catching the ball.
3. If they get hit, they leave their court and join their friends staying outside the other team's court to throw the ball.
4. If they drop the ball on the court, the ball goes to the other team.
5. The activity continues until all the children of any teams are hit.

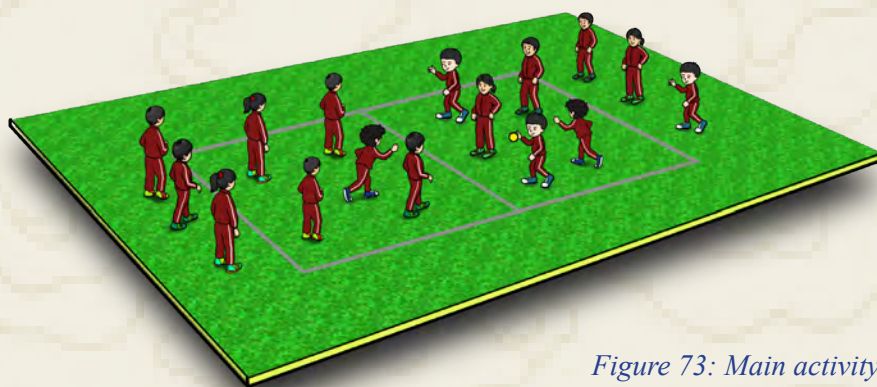


Figure 73: Main activity

Variation

- Vary the number of the ball.
- Vary the size of the court.

Debriefing


- Were you able to hit your friends with the ball?
- How many balls did you catch?
- What did you do to prevent yourself from getting hit?
- In what physical activities do you use these skills?

Teacher Information

<i>Dodge</i>	<i>Technical elements of the skill</i>
<i>The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprinting and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.</i>	<ol style="list-style-type: none"> 1. Changes direction by bending knee and pushing off the outside foot. 2. Change of direction occurs in one step. 3. Body lowered during change of direction or in the direction of travel. 4. Eyes focused forward. 5. Dodge repeated equally on both sides.

Figure 74

Suggested Lesson Activities

Throw	Technical elements of the skill
<p>Throwing is a manipulative skill that involves skills to absorb and control the force of an object with a part of the body, preferably the hands. The ability to throw skilfully is important in most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics, and playground games.</p>	<ol style="list-style-type: none"> 1. Stand non-throwing shoulder to target. 2. Opposite foot steps forward. 3. Weight transfers from back to lead foot. 4. Hips and spine rotate. 5. Non-throwing arm raised. 6. Throwing arm extends in back-swing. 7. Throwing arm moves forward. 8. Non-throwing arm moves downward. 9. Hand releases ball. 10. Hand follows through to target.
 <p><i>Figure 75: Throwing skills</i> <i>Catch: Refer activity 5, Catching Ring, class II</i></p>	

10.2.2. FASTEST OF ALL

Learning Objectives

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

1. locate different parts of body;
2. react quickly and pick the object during the activity; and
3. apply skills of quick reaction in their daily activities.

Teaching-learning Materials

- Markers/cones
- Three different coloured objects or bean bags



Figure 76: Teaching-learning materials

Set-up

- Set-up the activity area as shown in Figure 77.



Figure 77: Settings for the activity

Activity

1. Children in pair squat facing each other with a cone in the centre (safe distance to avoid collision).
2. Teacher calls out the names of body parts including cone.
3. Children touch their body parts when the teacher calls the names of the body parts.
4. At the call of 'cone', they need to be the first one to pick it.
5. Repeat the activity in teams of three and taping the cone with legs.

Suggested Lesson Activities



Figure 78: Main activity

Variations

- Use three different coloured objects and call out a colour
- The child who grabs the object runs to a designated side of the activity area before the other child tags them.

Debriefing

- What did you do during the activity?
- Name different body parts learned in the activity?
- What safety measures did you take during the activity?

Teacher Information

<i>Squat</i>	<i>Technical elements of the skill</i>
<i>Squat is a simple exercise. It offers a total leg work out to the children. It is crouching or sitting with one's knees bent and heels close to or touching one's buttocks or the back of one's thighs. Proper form when squatting is essential to avoid injuring the knees or back.</i>	<ol style="list-style-type: none"> 1. <i>Knee of the forward leg is aligned with the ankle.</i> 2. <i>Heel of the rear leg is lifted off the floor.</i> 3. <i>Back knee bends enough to form a straight line from shoulder to hip to knee.</i> 4. <i>Back is neutral, and chin is parallel to the floor.</i> 5. <i>Shoulders and hips are even.</i> 6. <i>Abdominal muscles are pulled in.</i>

Figure 79: Squatting skills

Reaction time: Reaction time is the amount of time it takes to respond to a stimulus.
 (Source: <https://www.yourdictionary.com/reaction-time>)

10.2.3. AEROBIC DANCE

Learning Objectives

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

1. tell at least three movement skills used in aerobic dances;
2. use aerobic movements with safe space and proper rhythm; and
3. perform aerobic dances for the health benefits.

Teaching-learning Materials

- Music player.



Figure 80: Teaching-learning material

Set-up

- Children stand in a line, keeping a safe distance.
- Teacher chooses the music, suitable to the children, movement skills suggested in the activity and the environment.

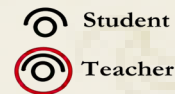
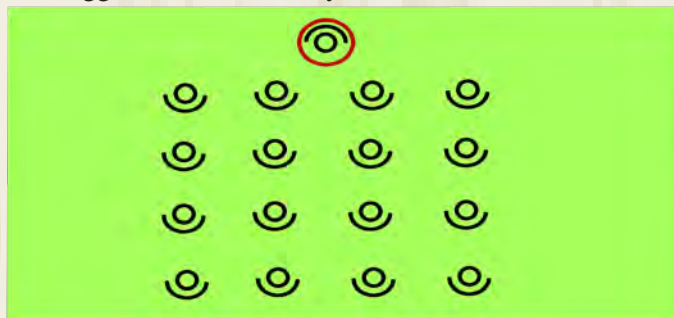


Figure 81: Settings for the activity

Activity

Teacher starts the aerobic dance with mild marching, followed by the below mentioned movement skills.

1. Marching of 8 steps is repeated after every movement skills.
2. Shrug shoulder (8 times).
3. Knee high (8 times).
4. Single step slide (8 times each sides).
5. Single step slide with clap (8 times each sides).
6. Double step slide (8 times).
7. Double step slide with side punch. (8 times).
8. Side swing using arms (8 times).
9. Single step touch (8 times).

Suggested Lesson Activities

10. Single step touch with clapping (8 times).
11. Double step touch using arms (8 times).
12. Repeats all the steps with proper coordination and synchronization.

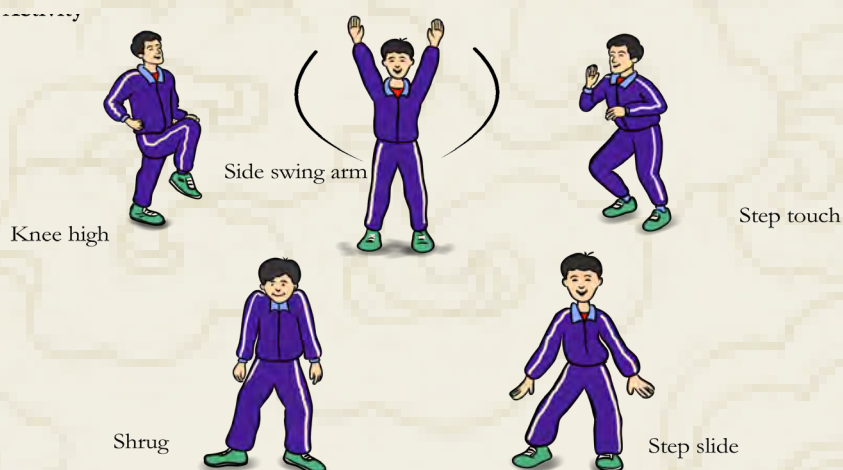


Figure 82: Main activity

Variation

- Use music with faster tempo.

Debriefing

- What did you do during the activity?
- Which was the easiest step for you to perform?
- Which step did you find the most challenging?
- What are the benefits of doing aerobics?

Teacher Information

Refer activity 6 on Aerobic Dance Aerobics for class II for information on Aerobic exercise; Benefits of aerobic exercise; Example of aerobic exercise, and Rhythm.

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

10.3.1. PROTECTIVE FOOD

Learning Objectives

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

1. tell eating vegetables and fruits are healthier eating habits over packaged food for the body;
2. identify foods for go, grow and glow of the body; and
3. eat fruits and vegetables in the daily meals to prevent diseases.

Teaching-learning Materials

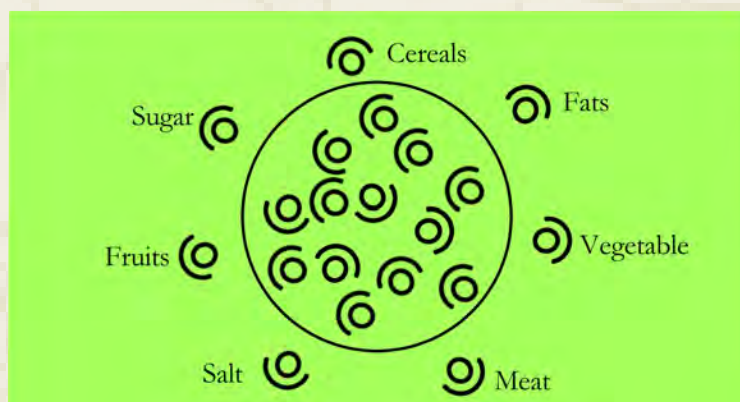
- Marker and whistle
- Labelled tags for sugar, fat, vegetable, salt, meat, cereals and fruits.



Figure 83: Teaching-learning materials

Set-up

- Set the activity area as shown in Figure 84.
- Teacher selects seven children and provides food tag(sugar,fat, vegetable, salt, cereals, meat and fruits).




 Student

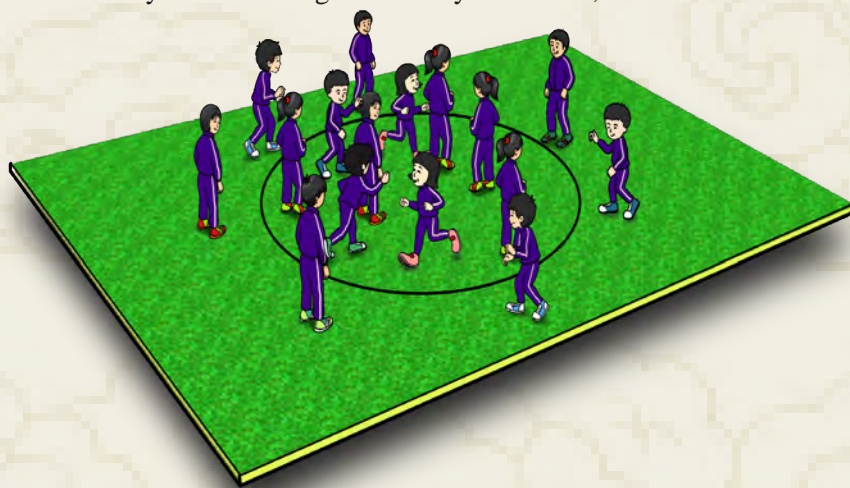
Figure 84: Settings for the activity

Activity

1. Children with food tags jog around the circle and rest of the children remain inside the circle moving randomly.
2. On the teacher's signal, Salt, Sugar and Fat run to tag children in the

Suggested Lesson Activities

- circle, while Vegetable, Fruits, Meat and Cereals run to rescue the tagged children.
3. Children run and dodge to avoid getting tagged by either 'Sugar', 'Salt', or 'Fat'.
 4. If they get tagged, the child acts sluggish and moves slowly.
 5. If the tagged child calls a name of a fruit/vegetable/cereals/meat, the child who is a fruit/vegetable/meat/cereals, runs to tag and rescue accordingly.
 6. Once rescued, the child becomes active and runs again to avoid getting tagged.
 7. Children switch the role and continue the activity until the teacher signals to stop.
 8. Teacher shares the following information to the children;
 - GO- energy giving food like cereals
 - GROW- Body building food like milk, egg, meat
 - GLOW- cognitive and body improving (skin and teeth) foods like fruits, water and vegetables
 9. Children perform 'vegetables are good for me' from class I Anthology.
 10. Children take a piece of paper from the teacher and list out the name of food they named during the activity under GO, GROW and GLOW food.

*Figure 85: Main activity***Variation**

- Number of the taggers and rescuers can be varied.
- Increase or decrease the size of the circle as shown in Figure 85.

Debriefing

- Which food do you prefer to eat (fruit, vegetable, sugar, fats, and salt)?
- What messages did you get from this activity?

- Why do we need to eat fruits and vegetables?
- Name the foods that contain sugar?
- What foods would you eat to GO, GROW and GLOW?

Teacher Information

Effects of consuming packaged foods on health

A diet high in processed foods, such as fried food, sweet desserts, sugary snacks, refined flour and cereals can increase the risk for anxiety and depression in kids.

Kids who drink four or more cups of soda or sweetened fruit drink a day—including diet versions—have a higher risk for depression.

Examples of packaged foods

- *Ready-to-eat frozen entrees, tin fish, frozen chicken nuggets and hamburgers patties, crackers and granola bars, ice cream, cakes and cookies, pop and juice, pre-washed salad, bagged frozen fruit, and canned tuna.*

Suggested Lesson Activities

10.4 THEME IV: 'WASH' FOR HEALTHY LIVING

10.4.1. HEALTHY MESSAGES

Learning Objectives

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

1. state the need of washing hands with soap before eating, after using the toilet and after playing to prevent sickness;
2. brush teeth twice a day on a regular basis using all the steps of brushing for strong and healthy teeth;
3. drink boiled, filtered or treated water every day to prevent sickness; and
4. use handkerchief while coughing to prevent the spread of diseases.

Teaching-learning Materials

- Four containers
- Paper strips containing messages as shown in Table 1.1.

Table 1.1

<ul style="list-style-type: none"> • Always eat your breakfast. • Take three meals on time. • Eat fruits as snacks. • Do not eat junk food. • Drink boiled and filtered water. • Wash hands using soap before eating, after using the toilet and playing. • Brush your teeth twice a day using toothpaste. • Use handkerchief while coughing and sneezing. 	<ul style="list-style-type: none"> • Menstruation is natural and happens to every girl. • Keep food away from flies and dust. • Do not skip your meals. • Wash fruits and vegetables before eating. • Let us dispose waste in the bin. • Brush gently in circular direction. • Drink a lot of water. • Use toilet pots correctly.
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Figure 86: Teaching-learning material

Set-up

- Prepare the activity area as shown in Figure 87.
- Mark four stations as 'Water', 'Hand Washing', 'Sanitation' and 'Solid Waste'.
- The distance between centre to each station is 20 steps (approximately).
- Place four container with healthy messages each for every team in the centre.

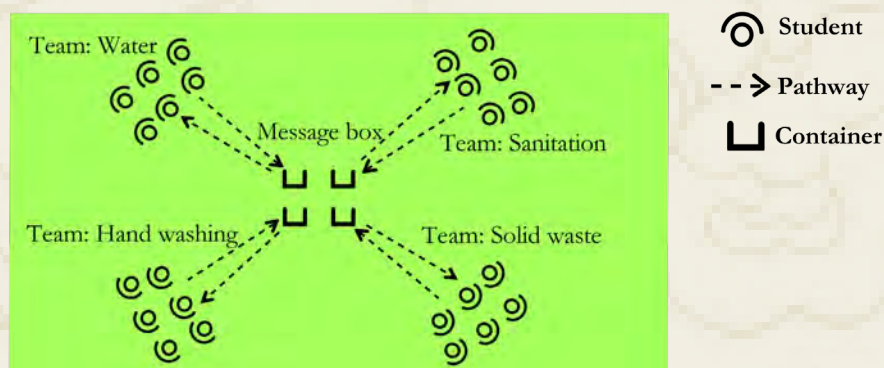


Figure 87: Setting for the activity

Activity

1. Children form four teams with the names as Water, Hand Washing, Sanitation and Solid Waste.
2. Children in their respective teams number themselves.
3. When the teacher calls out random numbers, children with same numbers from individual team run towards the centre to pick a message each and run back to their respective stations.
4. Upon reaching the station, teams read the message and leave it in their station.
5. On the teacher's signal, teams slide (sideways) towards the next station and repeat the step 3 until each of the teams reach to their original station.
6. The activity continues until all the message boxes are empty.

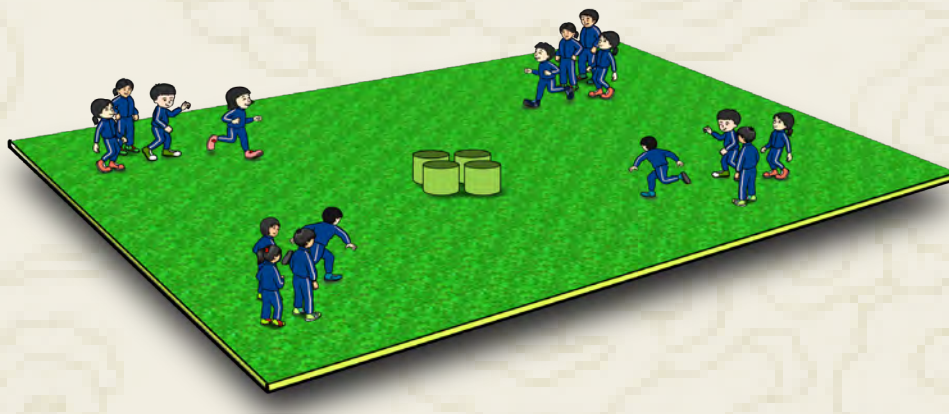


Figure 88: Main activity

Variation

- Increase or decrease the distance between the stations according to student's ability.
- Change the locomotive skills such as hop, gallop, and jump.

Suggested Lesson Activities

Debriefing

- What messages did you get from the container?
- What would happen if you don't brush your teeth?
- What should you do when coughing to avoid spreading germs to others?
- What would be the best way to make water safe for drinking?
- Teacher shares the steps of brushing for strong and healthy teeth.

Teacher Information

Critical junctures for washing hands

- *Wash hands using soap before eating, after using the toilet and after playing to prevent sickness.*
- *Brush teeth twice a day on a regular basis using all the steps of brushing for strong and healthy teeth.*

Treated water

- *Treated water is any type of hydrogen dioxide that undergoes processing to serve a specific end use. The water treatment process involves either the subtraction of components from the water, the addition of components to the water, or both. There is more than one way to produce treated water. There are also multiple types of treated water. Among other applications, water treatment is used for drinking.*
- *Drink boiled, filtered or treated water every day to prevent sickness.*
- *Use handkerchief while coughing to prevent the spread of diseases.*

10.4.2. RED DOT

Learning Objectives

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

1. tell menstruation is a natural process happening to every girl;
2. state menstruation happens at puberty;
3. seek help from friends, parents, and teachers during menstruation; and
4. use sanitary pads during menstruation.

Teaching-learning Materials

- Charts, glue, paper strips, markers



Figure 89: Teaching-learning materials

Set-up

- Mark the activity area as shown in Figure 90.
 - Place a chart paper and glue in all the stations.
 - Write information on the paper strips as given below;
- *Menstruation is a natural process happening to every girl.*
 - *A sign of the healthy reproductive cycle of women and girls.*
 - *May suffer from abdominal pains, nausea, tiredness, headache, back ache or discomfort.*
 - *You need to talk with your parents and teachers when you experience menstruation.*
 - *If you experience it in school, you can go to your health in-charge or teacher for help.*
 - *Use pads during menstruation which needs to be changed every 3-4 hours.*
 - *Dispose menstrual waste safely.*
 - *Boys should know about menstruation and provide help to girls when necessary (Help in buying and disposing pads).*
 - *You can also use a clean cloth as pad.*

Suggested Lesson Activities

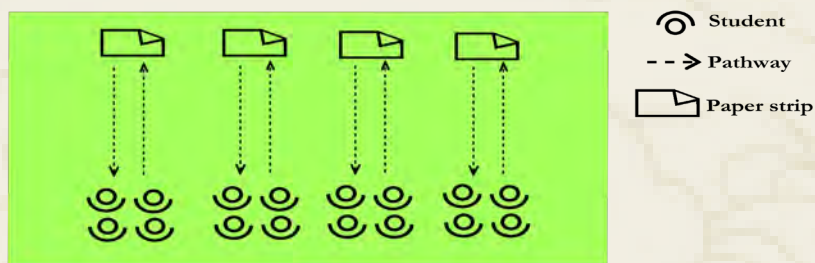


Figure 90: Setting for the activity

Activity

1. Children form four teams.
2. On the teacher's signal, each member from all the teams hop to the end of the activity area to pick a paper strip and hop back to their home stations.
3. Upon reaching the station, rest of the team members read the information written on the paper strip and paste it on the chart paper provided.
4. The activity is continued until all the members in each team collect a paper strip each using any of the movements (galloping, sliding, and leaping).
5. On the teacher's signal, children jog towards the centre of the activity area to discuss with the teacher (teacher shows the real sanitary pad and its correct usage to the children).

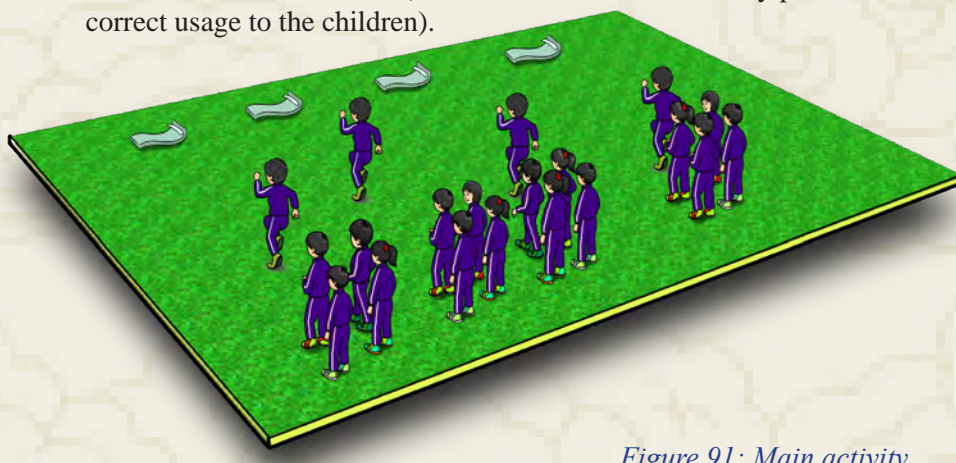


Figure 91: Main activity

Variation

- Carry out the activity by increasing or decreasing the distance and number of paper strips in stations according to children's ability.

Debriefing

- How was the activity?
- Whom would you ask for help when you experience menstruation?
- What will you use when you experience menstruation?
- Would you panic when you experience menstruation?
- How often should you change sanitary pad?

Teacher Information

Puberty: *Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. It is initiated by hormonal signals from the brain to the gonads: the ovaries in a girl, the testes in a boy.*

Galloping: *Galloping is a forward slide movement: front foot steps forward with a little spring followed by the transfer of body weight to the back foot. As the back foot receives the body weight, the front foot repeats the forward step movement. The same lead foot always stays in front throughout the gallop.*

Menstruation: *Menstruation, or period, is normal vaginal bleeding that occurs as part of a woman's monthly cycle. Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus, or womb, sheds its lining. The menstrual blood is partly blood and partly tissue from inside the uterus.*

Leaping: *Stand upright with your legs together; arms at your sides. Bend your knees slightly, and jump into the air. As you jump, spread your legs to be about shoulder-width apart. Stretch your arms out and over your head.*

Suggested Lesson Activities

10.4.3. MANAGING WASTE

Learning Objectives

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

1. tell waste can be reused to make balls/toys to keep surrounding clean;
2. tell plastics, papers, and metal can be sold to scrap dealers for recycling; and
3. reuse waste to keep surroundings clean and prevent diseases in the daily life.

Teaching-learning Materials

- Four card boxes,
 - A speaker and music/tape recorder,
 - Flash cards with following messages;
- *Plastic, paper, and tins can be reused in creative ways.*
 - *Collect plastics, papers, tins and sell them to scrap dealers.*
 - *Put waste in the waste pits.*
 - *Kitchen waste can be composted.*
 - *Waste can make water source dirty.*
 - *Separating waste makes surrounding clean.*
 - *Recycling waste helps to keep place clean and prevents diseases.*



Figure 92: Teaching-learning materials

Set-up

- Arrange the activity area as shown in Figure 93.
- Place a box each containing flash cards in different directions.
- Teacher can select any interesting music to play during the activity.

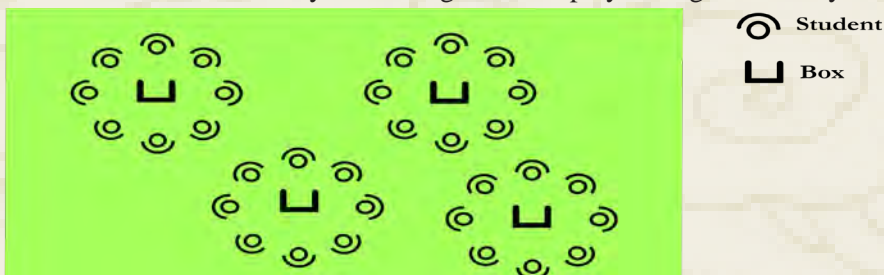


Figure 93: Settings for the activity

Activity

1. Children form four teams and stands in a circle in their stations.
2. Teacher explains messages in the boxes clearly.
3. Teacher plays music and children dance freely.
4. When music stops a child picks up one flash card and reads aloud.
5. Rest of the group members read the message together.
6. Children in their respective teams discuss the message in the flash card.
7. Repeat steps 3 and 4.
8. The activity ends when children pick all the flash cards from the box.



Figure 94: Main activity

Variation

- Carry out the activity with different flash cards (messages for managing waste)

Debriefing

- What should you do to keep surrounding clean?
- Tell some ways to reuse waste.
- How will you reduce waste?

Teacher Information

- *Conserves natural resources such as timber, water, and minerals.*
- *Increases economic security by tapping a domestic source of materials.*
- *Prevents pollution by reducing the need to collect new raw materials.*
- *Saves energy.*

*Suggested Lesson Activities***THEME V: BEHAVIOURS AND LIFE SKILLS FOR SOCIAL HARMONY****10.4.4. LISTEN AND ACT****Learning Objectives**

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

1. identify active listening skills while performing the activity;
2. use active listening skills in performing the activity; and
3. apply listening skills in daily activities to complete the task effectively.

Teaching-learning Materials

- Instruction sheet for teachers (use the instructions provided for the activity)



Instruction sheet

Figure 95: Teaching-learning material

Set-up

- Set the activity area as shown in Figure 96.

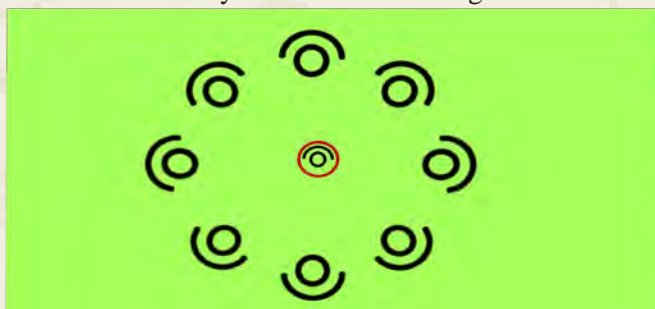


Figure 96: Setting for the activity

Activity

1. Children form a circle, facing the teacher as shown in Figure 97.
2. Teacher says “1, 2” and children listen and responds “eyes on you!”
3. On that signal, all the children pay attention to the teacher’s instruction without any disruption.
4. Teacher says: “I see!” and children listen and respond, “What do you see?”
5. The teacher says, “I see children walking in the circle.”
6. Children walk until the teacher says, “I see.”
7. Children stop again and respond: “What do you see?”
8. The activity continues until the teacher says other movements (hop, slide, jump, crawl, leap, turn, jog, and squat).
9. Children listen and perform the movement skills according to the instructions of the teacher.



Figure 97: Main activity

Variation

- Children play in small teams or in pairs.

Debriefing

- Did listening to the instructions help you to complete the task?
- Which sense organ did you use in this activity?
- Why is this activity important in your life?

Teacher information

Active listening skills

- *Ask specific questions.*
- *Use verbal affirmation.*
- *Build trust and establish rapport.*
- *Avoid misunderstandings.*
- *Build relationship of trust and mutual understanding.*
- *Pay Attention and give the speaker your undivided attention.*
- *Provide feedback.*
- *Respond appropriately.*

Suggested Lesson Activities

10.4.5. RIGHT TALK

Learning Objectives

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

- tell at least five courtesy words that they used in the activity;
- use different courtesy words in the right context; and
- reciprocate with the courtesy, irrespective of individual differences.

Teaching-learning Materials

- Football and markers

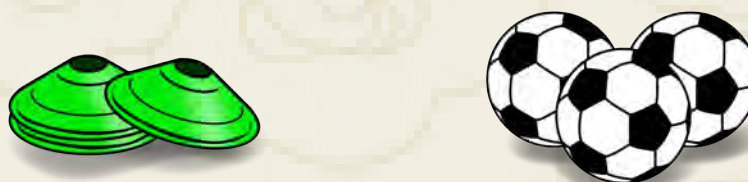


Figure 98: Teaching-learning materials

Set-up

- Make a big circle using markers

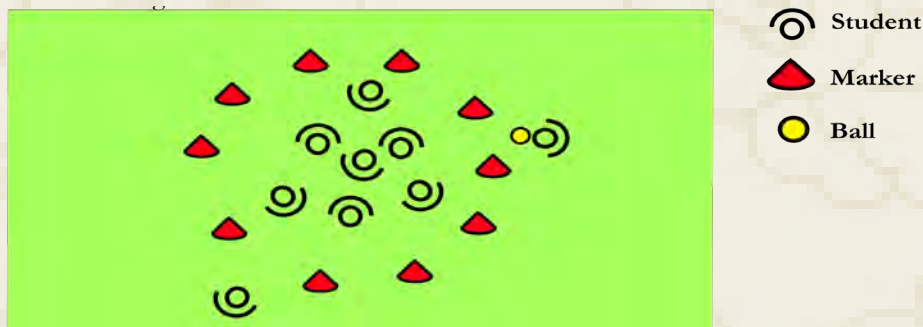


Figure 99: Settings for the activity

Activity

1. Children form teams of equal members.
2. Teacher demonstrates the activity to the children (e.g. two outfield players and 6 infield players) as shown in Figure 100.
3. Two outfield players try to hit the infield player with the rolling ball using underarm throw.
4. When the ball hits the infield player/s, he/she says “Excuse me! I am out” and outfield players say, “It is okay, Please come and join us.”
5. Children continue to perform the activity as shown in Figure 100 until all the infield players are hit by the ball.
6. After the activity, children stand face-to-face in a line and shake hands

- with each other to express their respect and unity.
7. Children appreciates by saying, “Good game!”, “Well done!”, “You did well”, “Thank you!”, “Never mind, you will do better next time!”, and “Nice throw!”



Figure 100: Teaching-learning materials

Variation

- Increase or decrease the number of balls.

Debriefing

- What did you do to make your friends feel good?
- What courtesy words did you use during the activity?
- When do you use courtesy words?

Teacher Information

Courtesy (noun) essentially means politeness and civility. It is used to describe a certain formality, cordiality or gracious gesture. Courtesy can also refer to anything which is done for free, out of generosity or as a favour.

Courtesy words (<http://www.knowsouthernhistory.net>)

- *I am sorry*
- *Please!*
- *Excuse me*
- *Thank you*
- *You are welcome*
- *Pardon me!*
- *May I?*

Suggested Lesson Activities

10.4.6. GETTING ALONG WITH OTHERS

Learning Objectives

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

1. tell individual roles and responsibilities in a team;
2. take up individual roles and responsibilities to complete the task of the team; and
3. cooperate with each other for the success of the team.

Teaching-learning Materials

- Soft balls, markers, whistle, carton box



Figure 101: Teaching-learning materials

Set-up

- Prepare the activity area as shown in Figure 102.

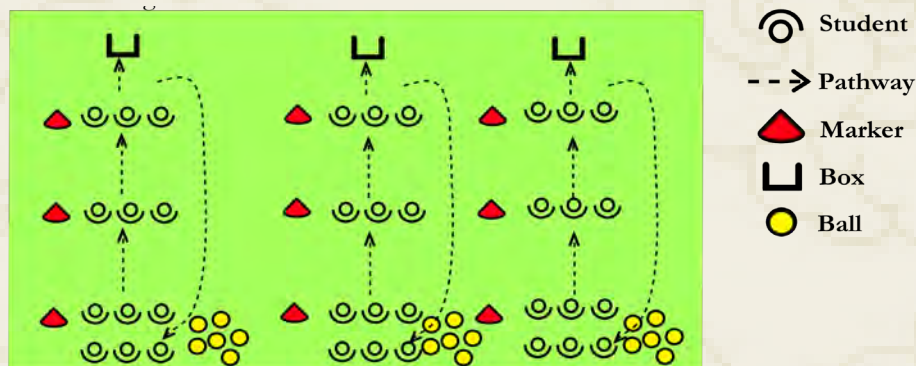


Figure 102: Settings for the activity

Activity

1. Children form three teams and each team is provided with five balls.
2. Within the teams, children form smaller sub-teams of three members each or depending on the class strength/team strength.
3. The sub-teams hold their hands with their teammates and stands within their team's lane as shown in Figure 103.
4. Teacher demonstrates the activity with the first team and let the children practice.
5. On the teacher's signal, the first sub-team on the start line holds the ball and runs with a ball to the next sub-teams in the lane.
6. As soon as the first team leaves its station, the second sub-team replaces

- the first station.
7. The first team passes the ball and stands in the second station until the next team takes the place after passing the ball.
 8. The sub team, who reaches the end line, place the ball in the box and runs back to the starting line from their right hand side. The team picks the second ball from the starting line and passes to the second team.
 9. The activity continues in the similar way till each team gets back to their initial position.
 10. Children appreciate saying, “Good job!”, “You did well”, “Thank you!”, “Never mind, you will do better next time!”

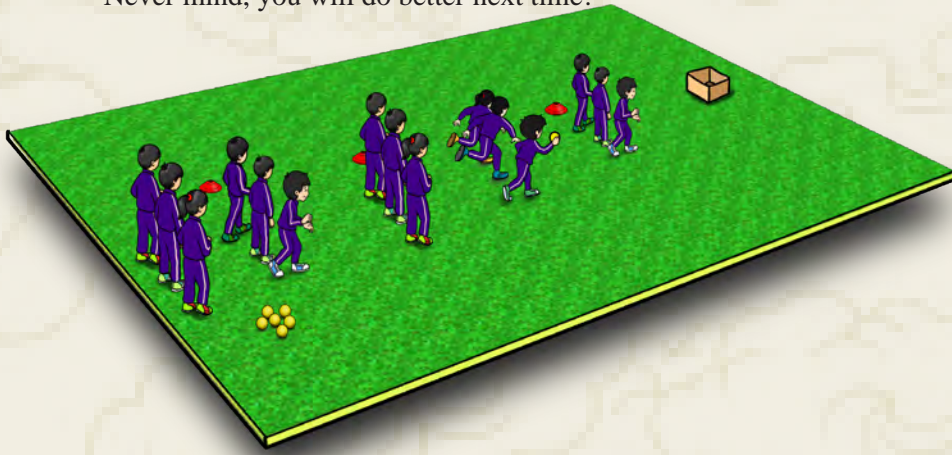


Figure 103: Main activity

Variation

- Add obstacles in between the sub-teams.
- Perform the activity using different objects.

Debriefing

- Do you think working in teams is important?
- How did you help your teammates to collect all the balls in the box?
- Share your understanding of working together with your friends?

Teacher Information

Benefits of team work

- *Quick solution*
- *Work load distribution*
- *Diversity of ideas*
- *Better decision*
- *Motivation, inspiration and confidence*
- *Greater learning from each other*

Suggested Lesson Activities

10.4.7. LITTLE BUDDHA

Learning Objectives

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

1. tell two benefits of mindfulness practice;
2. follow the correct pose while sitting for breathing exercise; and
3. perform mindfulness practice to deal with unfavourable emotions in the daily life.

Teaching-learning Materials

- Pictures of emotions
- Mats/torn cart boxes



Figure 104: Teaching-learning materials

Set-up

- Children stand in a semi-circle facing the teacher.

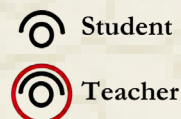
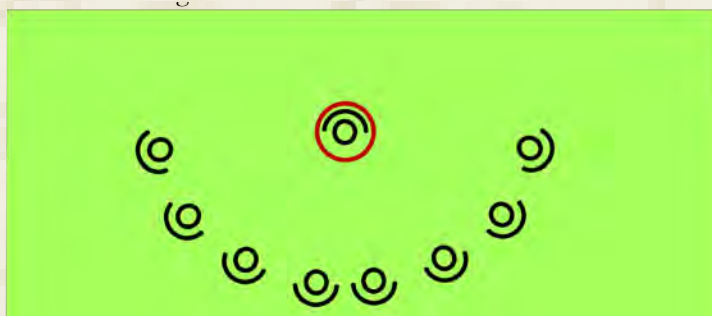


Figure 105: Settings for the activity

Activity

1. Teacher shows the pictures of different emotions.
2. Ask children to think of one unfavourable emotion.
3. Teacher explains how to overcome the unfavourable emotions- practise some exercises like noticing the breath and five-finger starfish meditation.
4. Ask children to sit in the correct position (legs crossed or on knees, back straight with good posture) at a distance of about one meter from their nearest friends.
5. Teacher begins by drawing attention of each child to their own breathing.

6. Teacher instructs children on two ways of mindfulness practices to overcome unfavourable emotions as follows:

Noticing the Breath

- Close your eyes if you wish to, and breathe deeply.
- Keep a finger under your nose to feel the warmth and moisture as you breathe out.
- Keep one hand on your tummy to feel the rise and fall of the belly as you breath.

7. Children practice and focus their concentration on breathing for not more than 30 seconds.

Five-finger starfish meditation

- Close your eyes and breathe deeply.
- Spread your fingers out like a starfish on one hand.
- Take your finger from the other hand and trace around your finger and hand.
- As you do this, concentrate on only how it feels and let other thoughts float away.
- Continue until you feel relaxed and calm.

8. Children focus their concentration on the hand for a minute.
9. Teacher talks about the benefits of mindfulness practices;
- Strengthens self-control.
 - Lowers anxiety and stress.
 - Increases positive mood.
 - Improves social skills and communication.



Figure 106: Main activity

Variation

- Practice walking meditation, where the children observe and be aware of every movement while walking.

Debriefing

- Children reflect on the activity and share their experience on one mindful practice.

Teacher Information

Health Benefits of mindfulness practise

- Get better sleep.
- Make progress toward your weight-loss goals.

Suggested Lesson Activities

- Lower your stress levels.
- Decrease loneliness in seniors. ...
- Banish temporary negative feelings.
- Improve attention. ...
- Manage chronic pain. ...
- Help prevent depression relapse.
- Reduce anxiety.

One correct pose while sitting for breathing exercise (<http://www.knowsouthernhistory.net>)

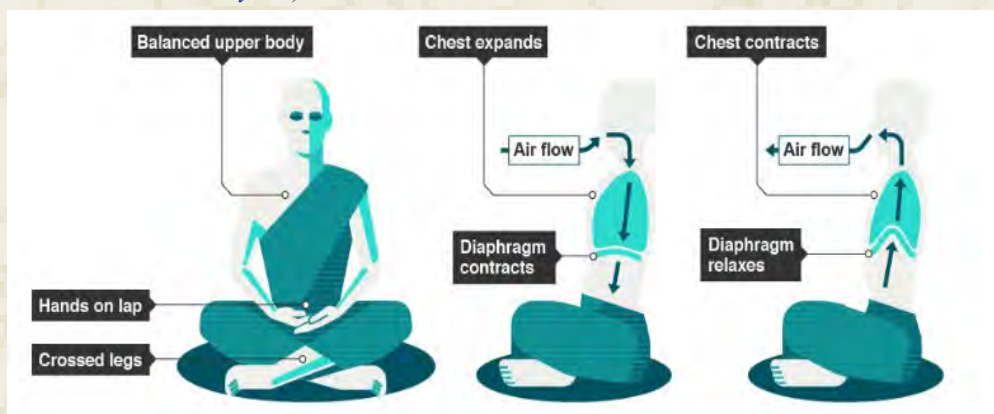


Figure 107: Sitting position

10.4.8. TEAM UP

Learning Objectives

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

1. tell the elements of a good team;
2. share responsibility based on members' ability to complete the task during the activity; and
3. coordinate and help each other in completing the task in the daily life.

Teaching-learning Materials

- Balls and cloth or towel



Figure 108: Teaching-learning materials

Set-up

- Mark the activity area as shown in Figure 109.

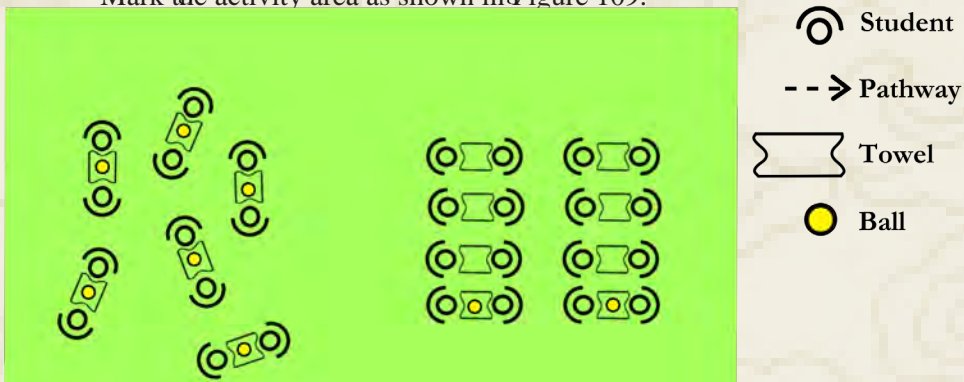


Figure 109: Settings for the activity

Activity

1. Children form a pair.
2. Each pair has a cloth piece or towel and a ball.
3. The pairs find an appropriate place.
4. On the teacher's signal, the pairs try to bounce the ball on the towel for ten times as shown in Figure 110.
5. After ten bounces, each pair goes back to their groups.
6. The groups line up in pairs behind the start line.
7. The last pair in the group bounces and passes the ball to another as shown in Figure 110.
8. The pair now runs and joins the line after the first pair to continue the pass

Suggested Lesson Activities

and reach the finish line.



Figure 3



Figure 4

Figure 110: Main activity

Variation

- In a group, the pairs pass the ball to another and try to score in a basket.
- Increase the number of balls.

Debriefing

- What difficulties did you face in this activity?
- Can you do this activity without your partner in the group?
- Tell two good things about working with others?

Teacher Information

Behaviour of a good team member

1. *Shares ideas and options*
2. *Listens to ideas and views of others*
3. *Cooperates*
4. *Works toward common goal*
5. *Focuses on task*
6. *Shares responsibilities*
7. *Appreciates the differences*
8. *Supports and motivates other team members*
9. *Possess good leadership quality*

11. ASSESSMENT

The following assessment matrix are used for assessing and reporting a learner's attainment of competencies in HPE for key-stage I.

11.1 THE ASSESSMENT MATRIX

Table 8. The Assessment matrix

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

11.2 ASSESSMENT TOOLS AND TECHNIQUES

Table 9. Assessment task, tools and techniques

Domain	Assessment Type	Task	Tools	Techniques
Concepts	Alternative Assessment	Drawing a Picture, Making a Video, Colleague, Songs, Concept Mapping Projects	Checklist Rubrics	Conferencing Interview
	Standardised Tests	True/False, Matching, Multiple choice, Essay questions,	Paper-pencil Test	Testing
Skills	Performance-Based Assessment	Performance Task, Product Task, (Essay, Brochure)	Rubrics	Observation, Project Work, Portfolio Task

Suggested Lesson Activities

Application	Authentic Assessment	Knowledge and Skills Applied in an Actual Situation (in and beyond instructional activities)	Cheek List, Rubrics, Journal	Observation Journaling
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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 periodic 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 Table 10. A learner for the key-stage is assessed at least twice on every learning objective for all the themes in a year.

Table 10. Template for recording of assessment results for theme learning objectives

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

The details of the above assessment and recording for an individual learner would look like in step two.

Step Two

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

Automatic Assessment result entry template: The sample is 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

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
Total	11	70		30	70		35	70

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

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
Total	11	70		30	70		35	70

Suggested Lesson Activities

Theme: Water, Sanitation, and Hygiene for Healthy Living

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
Total	11	70		30	70		35	70

Theme: Nutrition Choices and Habits for Longevity and Sports Excellence

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
Total	11	70		30	70		35	70

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
Total	11	70		30	70		35	70

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, at the end of the year assessment results are reported in terms of competency levels achieved by a learner, which is expressed in term of rubrics. Similarly, achievement levels in the themes and the 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.

Table 11. Generation of Assessment Results (process)

Learner's scores and competency level	Calculations	Competency level
Score and competency level for the domains in a theme	<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>	A: 95 and above B: 81-94 C: 66-80 D: 46-65 E: 45 and below
Score and competency level for the themes	<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>	
Score and competency level in the domains of learning in HPE	<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>	
Overall score and competency level in HPE	<i>A sum of total points scored by a student in the three domains of learning in HPE.</i>	

Suggested Lesson Activities

Step Four**11.5 GENERATION OF ASSESSMENT REPORT**

Based on the sample assessment results recorded in the assessment spread sheet (sample provided above), the child's assessments report would look like one given in Table 12.

Table 12. Generation of Assessment Report

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

Body postures, safety, and remedies for efficiency and wellbeing	Exceeding	Exceeding	Exceeding	Exceeding
Water, sanitation, and hygiene for healthy living	Exceeding	Exceeding	Exceeding	Exceeding
Nutrition choices and habits for longevity and sports excellence	Exceeding	Exceeding	Exceeding	Exceeding
Behaviours and life skills for social harmony	Exceeding	Exceeding	Exceeding	Exceeding