

HEALTH AND PHYSICAL EDUCATION
Suggested Lesson Activities
Class IV



Department of Curriculum and Professional Development
Ministry of Education
Thimphu

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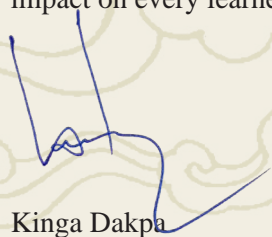
FOREWORD

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 class IV. 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 lessons.

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 II: COMPETENCIES

The competency for key-stage II is provided in 5.1.

5.1 COMPETENCIES FOR KEY-STAGE II

<i>Movement and Physical activity</i>	<i>Personal and Interpersonal Development</i>	<i>Health and healthy lifestyle</i>
<ul style="list-style-type: none"> • Perform physical activities involving fundamental movement skills for health and social engagement. • Apply safety concepts and skills for active participation in recreational and educational physical activities. • Manage growth and changes in the individual body. 	<ul style="list-style-type: none"> • Respect diversity in their daily life with a sense of belonging and social dynamism. 	<ul style="list-style-type: none"> • Applying fundamental concepts, strategies, and practices of sanitation and hygiene for the promotion of active and healthy lifestyles. • Make healthy food choices by using the concept of a balanced diet for enhancing personal health. • Make healthy decisions on substance use through understanding the effect of substances on personal health.

6. KEY-STAGE II COMPETENCY INDICATORS

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

6.1 INDICATORS FOR COMPETENCY I

Key-stage II		
I. Perform physical activities involving fundamental movement skills for health and social engagement		
<ul style="list-style-type: none"> Name fundamental movement skills necessary to perform physical activity. 	<ul style="list-style-type: none"> Perform fundamental movement skills for promoting physical efficiency. 	<ul style="list-style-type: none"> Use fundamental movement skills for effective participation in recreational and social physical activities.

6.2 INDICATORS FOR COMPETENCY II

II. Apply concepts and skills of safety and First Aid for active participation in recreational and guided physical activities		
<ul style="list-style-type: none"> State basic consideration and importance of safety in physical activities. 	<ul style="list-style-type: none"> Use equipment safely with spatial awareness during physical activities in preventing injuries. Perform First Aid skills for minor injuries. 	<ul style="list-style-type: none"> Apply spatial awareness in using equipment safely to enhance interest and prolonged active participation in physical activities. Apply safety skills to prevent injuries during physical activities. Apply First Aid for minor injuries.

6.3 INDICATORS FOR COMPETENCY III

III. Respect diversity with a sense of belonging and social dynamism in their daily life		
<ul style="list-style-type: none"> Describe differences in the physical appearances of individuals. Explain the importance of rules and respecting each other. Explain the benefits and importance of teamwork. 	<ul style="list-style-type: none"> Exhibit teamwork and cooperation regardless of ethnic or cultural diversity. Identify an individual's limitations and strengths. 	<ul style="list-style-type: none"> Accept one's strengths and weaknesses in teamwork. Display the sense of responsibility in performing a team activity. Cooperate with members in carrying out any team activities.

Suggested Lesson Activities

6.4 INDICATORS FOR COMPETENCY IV

<p>IV. Manage body growth and changes applying fundamental concepts, strategies and practices of sanitation and hygiene for promotion of active and healthy lifestyles</p>		
<ul style="list-style-type: none"> • Explain factors important for good health. • Explain basic health care options and practices. • Explain ways to maintain personal hygiene and sanitation. 	<ul style="list-style-type: none"> • Compare and contrast lifestyle choices for healthy habits. • Identify factors that promote personal hygiene for good health. 	<ul style="list-style-type: none"> • Practise personal hygiene and sanitation. • Practise maintaining the home and school cleanliness.

6.5 INDICATORS FOR COMPETENCY V

<p>V. Make healthy food choices by using the concept of a balanced diet for enhancing personal health</p>		
<ul style="list-style-type: none"> • Describe the healthy food pyramid/plate. • Explain ways to improve dietary habits. • Explain the relationship between types of food intake and physical activities. • Explain the effects of nutritional deficiency and excess. 	<ul style="list-style-type: none"> • Identify where foods fit in the food group in the food pyramid. • Identify 'Junk food' and healthy food choices. • Create a healthy eating plan. 	<ul style="list-style-type: none"> • Practise healthy eating habits and maintain food journals.

7. THEMES AND LEARNING OBJECTIVES

The themes and Learning Objectives for class IV are provided in 7.1.

7.1 THEMES AND LEARNING OBJECTIVES

Learning Themes	Learning Objectives
<i>Fundamental Movement Skills for Physical Efficiency</i>	<ul style="list-style-type: none"> Identify continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance necessary to perform physical activity. Perform continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance for promoting physical efficiency. Use continuous leap, galloping, body roll, throwing and catching, sprinting, striking with implement, dynamic body balance) for effective participation in recreational and social physical activities.
<i>Safety for Active Participation</i>	<ul style="list-style-type: none"> State the importance of safety in physical activities. Use equipment safely with spatial awareness during physical activities. Use correct body postures to carry out appropriate warning-up and cooling down exercise before and after performing daily physical activities to prevent injuries.
<i>First Aid for Supporting and Saving Lives</i>	<ul style="list-style-type: none"> Explain wounds, choking, lodged foreign object (eyes/ears/nose/mouth). Perform First Aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth). Apply First Aid for wounds, choking, lodged foreign object (eyes/ears/nose/mouth).
<i>Respect for Diversity in Team Work</i>	<ul style="list-style-type: none"> Describe the differences in the physical appearances of individuals. Explain the importance of respecting each other (Teamwork, Successful completion of task, Healthy relationship). Exhibit teamwork and cooperation regardless of ethnic or cultural diversity.

Suggested Lesson Activities

<i>WASH for Healthy Living</i>	<ul style="list-style-type: none"> • Explain concepts of hygienic practices at critical junctures (hands, teeth, body) and proper waste disposal.
	<ul style="list-style-type: none"> • Recognise WASH facilities. • Explain the importance of cleanliness at home and schools for the prevention of WASH-related disease (Diarrhoea, Dysentery, Cholera, Cough, and Cold).
	<ul style="list-style-type: none"> • Practise hand-washing steps at critical junctures and clean toilet habits. • Dispose individual waste in designated places. • Support and practice menstrual hygiene.
<i>Healthy Food Habits</i>	<ul style="list-style-type: none"> • Describe the balanced diet and healthy food plate.
	<ul style="list-style-type: none"> • List the benefits of healthy food choices (Reducing salt, saturated fat, sugar, junk food). • Explain the relationship between types of food intake and physical activities.
<i>Health Impact of Substance Misuse</i>	<ul style="list-style-type: none"> • Name commonly misused substances and their ill effects.
	<ul style="list-style-type: none"> • Identify the negative effects of the use of substances on health (Doma, Tobacco, and Alcohol). • Follow the guidelines for the safe use of substances (medicine).

8. THEMES AND SUGGESTED LEARNING ACTIVITIES

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

8.1.1. BALANCE AND DROP THE BALL

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

1. state the differences between balancing and dropping skills;
2. perform balancing and dropping skills correctly during the activity; and
3. use correct eye-hand coordination skills in daily physical activities.

Teaching-learning Materials

- Markers, PET bottles/paper cones/empty toilet paper roll.
- Bucket/carton box/jug/ tennis ball/ table tennis ball/paper ball/rolled-up socks.



Figure 1: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 2.
- Place PET Bottles/paper cones/empty toilet paper roll and a carton with four to eight balls in every station.
- Set up the stations as per the number of students in the class.

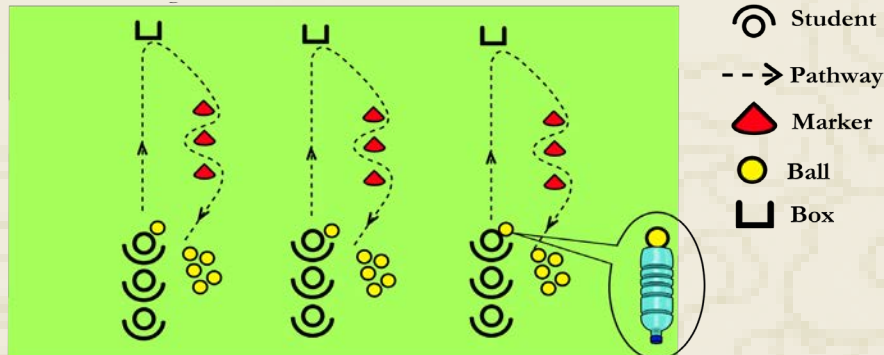


Figure 2: Setting for the activity

Suggested Lesson Activities

Warming-up

- Students walk freely by balancing the ball on the pet bottles/paper cones/empty toilet paper roll.

Activity

1. Teacher demonstrates how to perform the activity as shown in Figure 3.
2. Students walk in a straight line by balancing a ball on a PET bottle and drop the ball in the basket kept at a distance.
3. Students jog to the starting line following zig-zag pathway and pass the pet bottle to the next student.
4. The activity is continued until all the balls are transferred from one card box to the other.

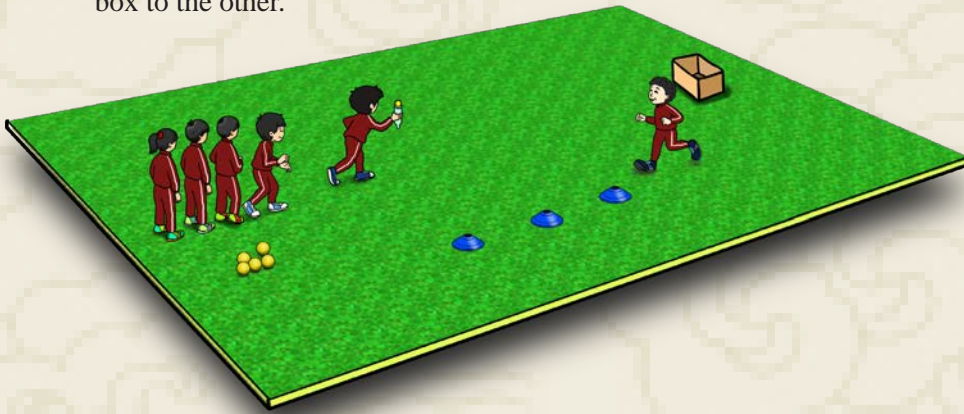


Figure 3: Main activity

Variation

- Carry out the activity by making students to scoop the marble with spoon from the ground to drop it into the bottle.
- Use different movements to reach the start line.

Cooling-down

- Students run, jog, and walk.
- Students perform the following imaginary activity:
 - Walk slowly through the sand.
 - Shake off the sand from the body.

Debriefing

- Name two skills you used in the activity?
- Which part of your body did you use to balance the object in the activity?
- When do you balance an object?

Teacher Information


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

Figure 4: Walking skills

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

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

Suggested Lesson Activities

8.1.2. STRIKE WITH IMPLEMENT

Learning Objectives

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

1. name at least two body parts involved in striking the ball with an implement;
2. strike a ball with an implement using correct arm swing; and
3. use striking movements in daily activities.

Teaching-learning Materials

- Modified ‘tee’ as shown in Figure 5.
- Markers, poles, rope, strings, soft balls/ paper balls.



Figure 5: Teaching-learning materials

Set-up

- Set up the activity areas as shown in Figure 6.

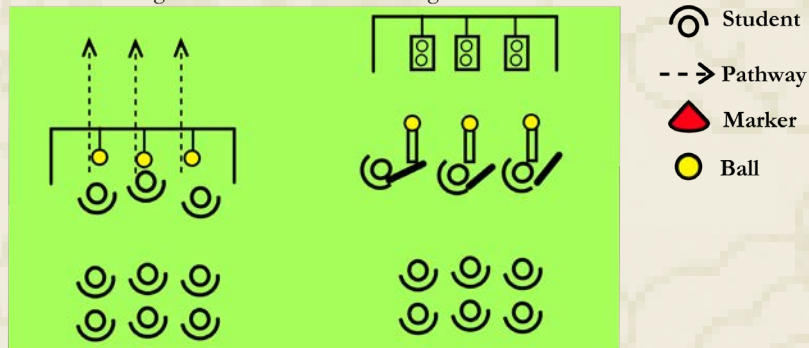


Figure 6: Setting for the activity

Warming-up

Let's Swim

- Each time teacher says a certain word related to swimming with demonstration, the students perform the movement actions accordingly a given below.

Front stroke – Students move arms as if to swim forward.
Side stroke – Students move arms as if to swim sideways.
Backstroke – Students move arms as if to swim backwards.
Breaststroke – Students move arms as if to do the breaststroke.
Jump in – Students jump into the air and land squatting down to the ground as if to simulate jumping into a pool or lake.

Activity

1. Students form teams as per the class size.
2. On the teacher's signal, the student standing in the front, jogs and strikes the ball with the palm.
3. Students wait at the other end to let each member complete the activity.
4. The activity is continued from the other end and students repeat the striking activity using the implement.
5. In the next activity, the teacher provides a ball to each student.
6. The ball is placed on the modified tee as shown in Figure 7.
7. The student tries to put the ball through the target by striking.
8. The student then returns to join the group.

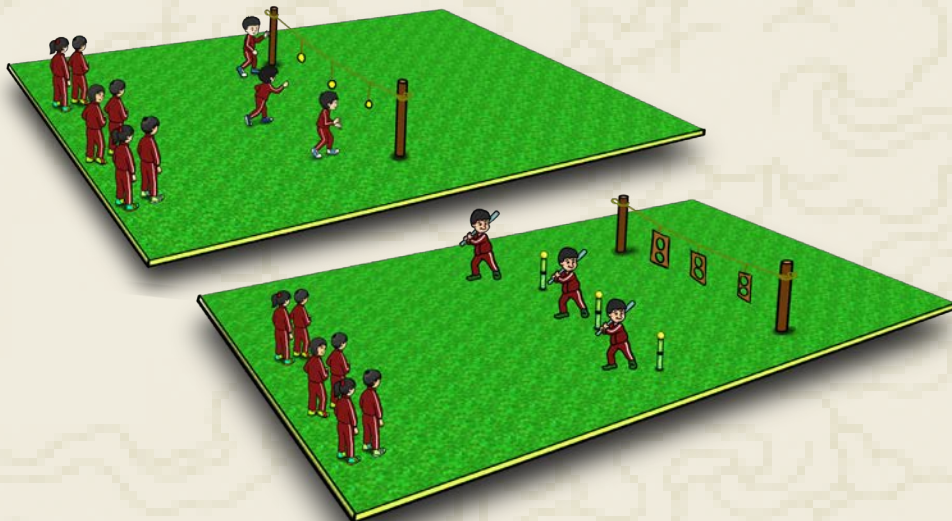


Figure 7: Main activity

Cooling-down

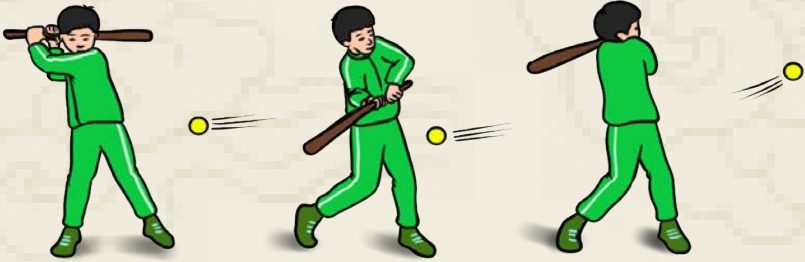
- Students perform the 'fruit salad' activity.

Debriefing

- What movements did you make to strike the ball during the activity?
- How did you strike the ball with an implement?
- What activities can you perform using the striking movement?

Suggested Lesson Activities

Teacher Information

Two-hand side-arm striking	Technical elements of the skill
<p><i>The two-hand strike is a manipulative skill in which force is applied to an object using a bat or a racquet. It forms the foundation to more advanced games and sports-specific skills, such as the strike in T-ball, baseball and softball; the drive in cricket and hockey; the golf swing; and ground strokes in racquet sports, handball and volleyball.</i></p> <p><i>Because of the variability of ball tosses, performing the two-hand strike from a T-ball stand is the focus in this resource. Although these striking actions may differ slightly in performance, the same mechanical principles apply to both.</i></p>	<ol style="list-style-type: none"> 1. Stands side-on to target area. 2. Eyes focused on the ball throughout the strike. 3. Hands next to each other, bottom hand matches the front foot. 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made on front foot with straight arms. 7. Follows through with bat around the body.
 <p style="text-align: center;"><i>Figure 8: Two-hand striking skills</i></p>	

8.1.3. HIT THE TARGET

Learning Objectives

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

- explain the ways to hit the objects accurately;
- identify throwing skills to hit an object; and
- use the throwing skills to hit the object in daily activities.

Teaching-learning Materials

- Markers/cones, balls.
- Bean bag/plastic bottle (collection of objects).



Figure 9: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 10.
- Make a zigzag line with markers.
- Place 5 cones/markers one meter apart in horizontal line.
- On top of each cone/marker, place an object as a target.
- Set a number of points, for example bean bag 5 points, book 3 points, a soccer ball 2 points and a pen 1 point.

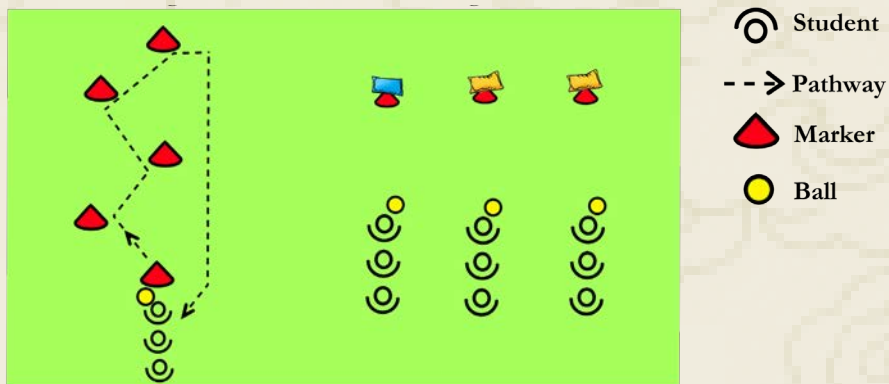


Figure 10: Setting for the activity

Warming-up

- Teacher places the markers as shown in 10, and students in teams stand behind each station.
- On the teacher's signal, the first student carries the ball and runs from the starting line touching the markers placed in a zigzag pathway.
- The student sprints back and passes the ball to the next student.
- Rest of the students follow the same procedures.

Activity

1. Students form teams according to the number of stations and stand in line.
2. The student in the front tries to hit the target using underarm or overarm throwing skills and the rest of the students follow.
3. Each student gets four attempts.

Suggested Lesson Activities

4. If a student knocks the target off the cone, he or she counts the number of points that the target is worth.
5. If a target is knocked down, the thrower resets the target before the next student starts the activity.
6. Each student takes turn to hit the target to accumulate as many points as possible during his/her turn.
7. The activity is continued until all the students in the team get a chance to hit the target.

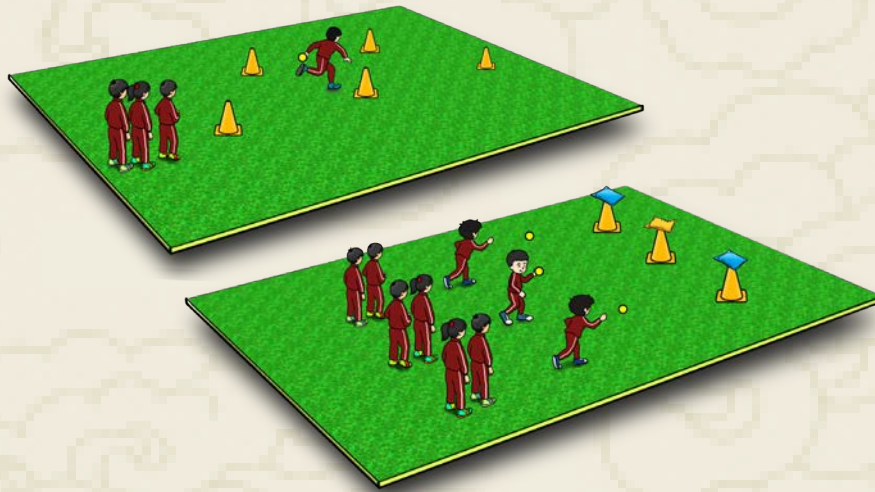


Figure 11: Main activity

Variations

- Carry out the activity by varying the distance and increasing the number of objects in the target.


Cooling-down

- Students walk around the activity area giving high-five and sharing how many points they have scored among themselves.

Debriefing

- What did you do in this activity?
- How did you throw a ball to knock down objects?
- How did you choose the targets that you aimed at?

Teacher Information

<i>Underarm Throw</i>	<i>Technical elements of the skill</i>
<i>The underhand or underarm throw is useful for short distances, particularly when accuracy is important. 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.</i>	<ol style="list-style-type: none"> 1. <i>Stands face on to the direction of throw.</i> 2. <i>Stable head and trunk, eyes focused on target area.</i> 3. <i>Ball held in front of body.</i> 4. <i>Steps forward with opposite foot to throwing arm.</i> 5. <i>Well timed release.</i> 6. <i>Follows through with straight arm.</i>
	
<i>Figure 12: Under-arm throwing skills</i>	

<i>Overarm Throw</i>	<i>Technical elements of the skill</i>
<i>The overarm throw is a manipulative skill frequently used in physical activities, such as batting, hitting and throwing. The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.</i>	<ol style="list-style-type: none"> 1. <i>Eyes focused on target area throughout the throw.</i> 2. <i>Stands side-on to target area.</i> 3. <i>Throwing arm moves in a downward and backward arc.</i> 4. <i>Steps towards target area with foot opposite throwing arm.</i> 5. <i>Hips then shoulders rotate forward.</i> 6. <i>Throwing arm follows through, down and across the body.</i>

Suggested Lesson Activities

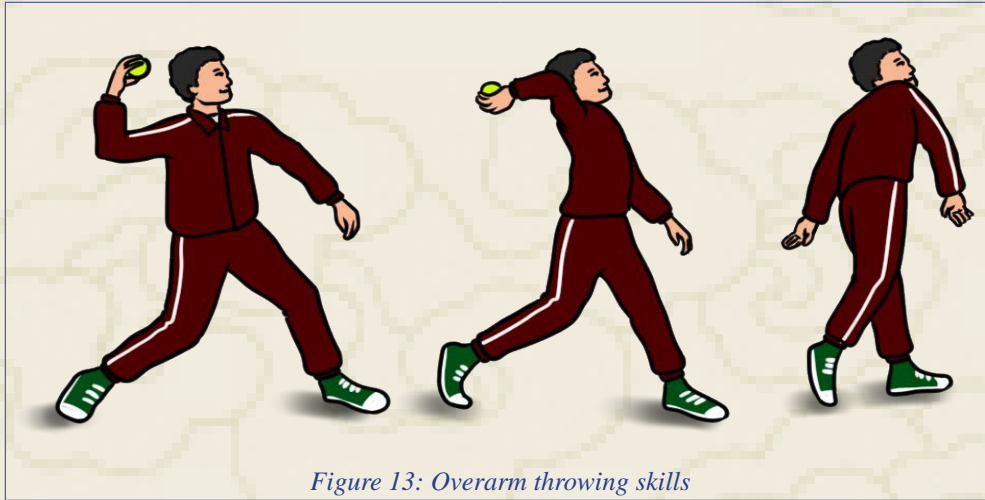


Figure 13: Overarm throwing skills

8.1.4. GOLD RUSH

Learning Objectives

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

1. tell at least two strategies to improve the reaction time;
2. maintain balance while the body is in motion; and
3. apply the reaction skills in carrying out the daily physical activities.

Teaching-learning Materials

- Markers, bean bags/pet bottles.



Figure 14: Teaching-learning materials

Set-up

- Set up the activity areas as shown in Figure 15.
- Bean bags/pet bottles as gold.

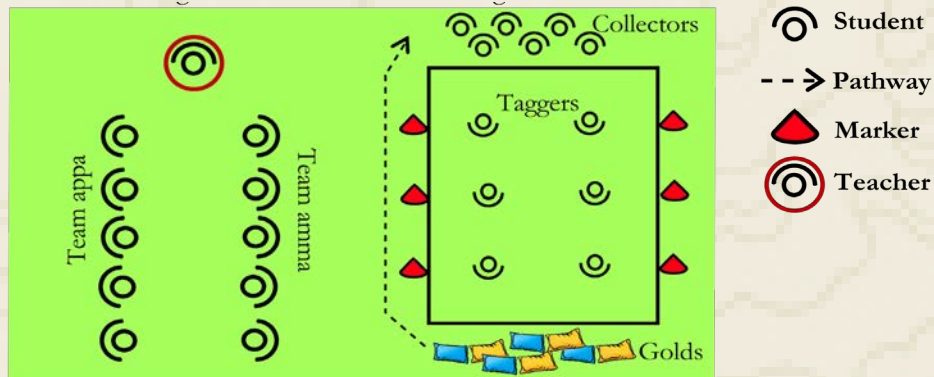


Figure 15: Settings for the activity

Warming-up

Appa Amma

- Students form two teams and stand in line as shown in Figure 15.
- Teams are named as 'Appa' and 'Amma' respectively.
- When the teacher calls 'Appa', the team 'Appa' runs towards the safe zone and team 'Amma' tries to tag the team 'Appa'.
- Teacher calls out other family names like "Aacho, Azhim" randomly apart from Appa and Amma.
- The activity is repeated 2 to 3 times.

Activity

1. Students form teams of equal members (as per the class size).
2. The teams further divide themselves into "Taggers" and "Collectors".
3. Taggers and collectors stand in the station as shown in Figure 16.
4. Taggers run along the horizontal line while the Collectors run through the line without being tagged by the tagger.
5. Collectors collect gold and return from the side-line (i.e. safe zone).
6. Once all the gold are collected, the collectors swap roles with taggers and continues the activity.



Figure 16: Main activity

Suggested Lesson Activities

Variation

- Carry out the activity by varying the number of taggers.

Cooling-down

- Teacher along with the students goes around the activity area performing the following movements:
 - Jogging
 - Leg and arm stretching
 - Breathing deeply

Debriefing

- Which part of the body did you use for the activity?
- Name three skills used in the activity?
- When can you use the skills in your daily activity?

Teacher Information

<i>Running</i>	<i>Technical elements of the skill</i>
<i>Running is like walking except there is a period of suspension when both feet are set off the ground at the same time. The skills of running include jogging, sprinting, chasing, dodging and evading. All of these skills are important to many games.</i>	<ol style="list-style-type: none"> 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 front part of foot. 5. Body leans slightly forward.



Figure 17: Running skills

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.

Reaction time/Quick reaction

Reaction time is the amount of time it takes to respond to a stimulus.

(Source: <https://www.yourdictionary.com/reaction-time>)

8.1.5. THE TALENTED

Learning Objectives

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

1. tell at least two skills used in sprinting;
2. perform sprinting correctly during the activity; and
3. apply sprinting skills in daily physical activities.

Teaching-learning Materials

- Hula hoop.
- Small balls.

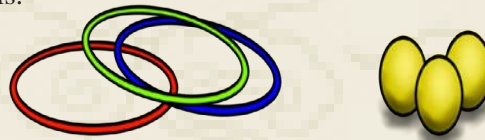


Figure 18: Teaching-learning materials

Set-up

- Place hula hoop in activity area as shown in Figure 19.
- Place equal number of balls in the hoops.

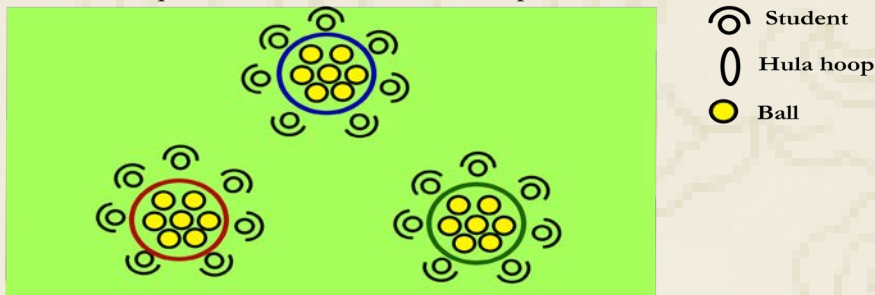


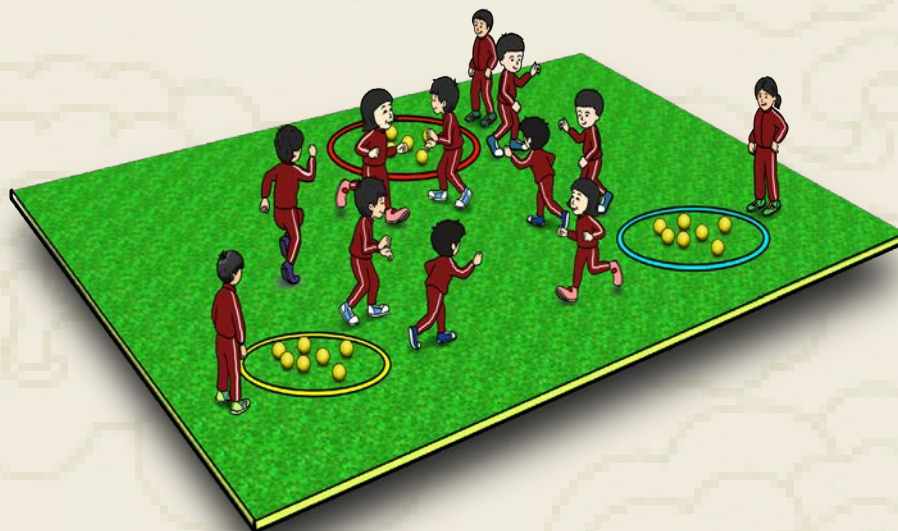
Figure 19: Setting for the activity

Warming-up

- Students perform the following activity individually for 5 times each: Jumping jack, lunge, chest stretch, and skip.

Activity

1. Students form teams according to the class size.
2. A member from each team makes sure that the team members from the other stations takes only one ball at a time.
3. On the teacher's signal, the team members run towards the other stations, runs back with a ball and place it in their station in the hula hoop.
4. The activity is continued until the teacher signals to stop.
5. The team counts the number of balls they have collected.

Suggested Lesson Activities*Figure 20: Main activity***Variation**

- Instead of collecting the balls, let students take the balls from their own station to other's station and see which group manages to have the least number of balls.


Cooling-down*Dancing Tree*

- Students walk around slowly pretending they are trees blowing in the wind, using their arms as branches.
- Perform variety of slow movement steps such as pumping arms back and forth and slow pace stretches of the muscles.

Debriefing

- What did you learn from this activity?
- What were some of the challenges that you faced in this activity?
- Can you apply the skills learnt in any other physical activities?

Teacher Information

<i>Sprinting</i>	<i>Technical elements of the skill</i>
<p><i>Sprinting is running with highest speed within a short period of time such as 100 metre race.</i></p>	<ol style="list-style-type: none"><i>1. Feet land along a narrow path.</i><i>2. Foot close to buttocks and a high knee lift.</i><i>3. Head and trunk stable.</i><i>4. Eyes focused forward.</i><i>5. Elbows bent at 90 degrees.</i><i>6. Arms drive vigorously forward and backward.</i>
 <p><i>Figure 21: Sprinting skills</i></p>	

Suggested Lesson Activities

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

8.2.1. RISING SUN

Learning Objectives

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

1. tell at least two strategies to control objects in motion;
2. control the object without using hands; and
3. use the object controlling skills to perform daily activities.

Teaching-learning Materials

- Large sized soft balls and markers.



Figure 22: Teaching-learning materials

Set-up

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

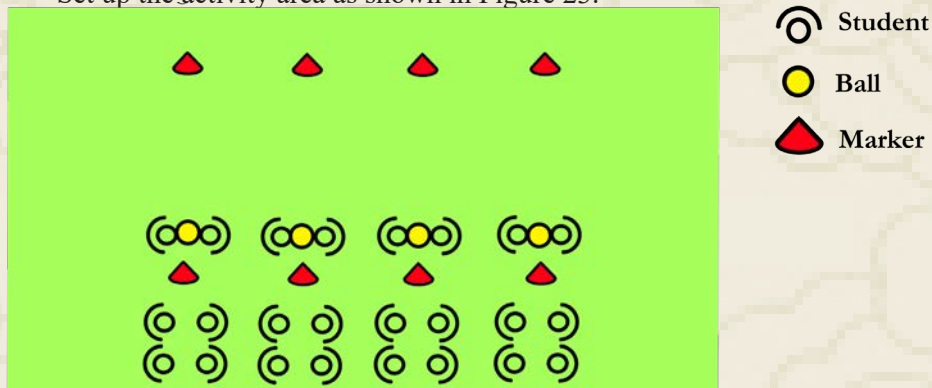


Figure 23: Settings for the activity

Warming-up

Let's Walk Together

- Students in pair walk and slide together by holding each other's hands.

Activity

1. Teacher provides a ball each to the pairs.
2. Students use their hands to place the ball between their heads.
3. The pair squat facing each other with a ball between their foreheads.
4. On the teacher's signal, the pair stands up without dropping the ball and

- moves from the starting line towards the finish line.
- If they drop the ball before reaching the end line the pair will restart from the starting point.



Figure 24: Main activity

Variation

- Carry out the activity in teams of three with varied distance.
- Use different sizes of balls and big balloons.

Cooling-down

Slow Leak

- Stand, arms circled over their heads, pretending to be a great balloon.
- Pretend there is a hole in the balloon and the air is slowly leaking out.
- Move slowly downward to the floor, until the balloon has no more air.

Debriefing

- What did you learn from this activity?
- What were some of the challenges that you faced in this activity?
- Can you apply the skills learnt in any other physical activities?

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"> <i>Knee of the forward leg is aligned with the ankle.</i> <i>Heel of the rear leg is lifted off the floor.</i> <i>Back knee bends enough to form a straight line from shoulder to hip to knee.</i> <i>Back is neutral, and chin is parallel to the floor.</i> <i>Shoulders and hips are even.</i> <i>Abdominal muscles are pulled in.</i>

Suggested Lesson Activities

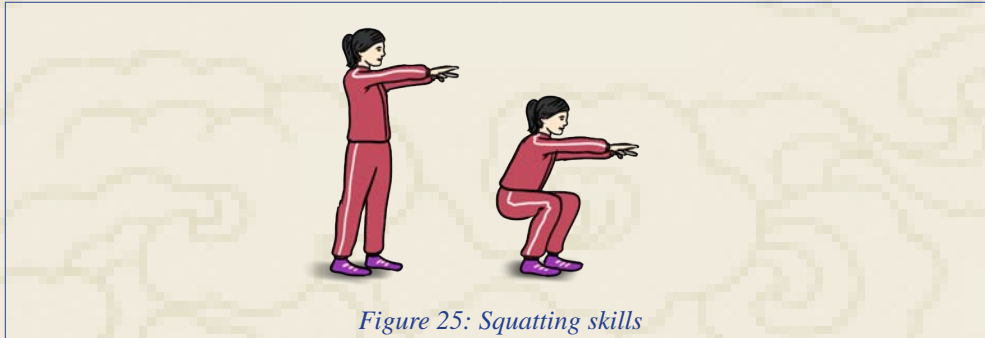


Figure 25: Squatting skills

Object control

Object control skills are motor skills that involve moving or using an object with the hands or feet to achieve a goal or complete a task. These skills are also called manipulative skills, and they are necessary for important motor tasks like holding and controlling objects.

Object control skills help children in the growth of muscles and bones which develops gross motor skills into fine motor skills. It enhances child's sense of movement to balance and body coordination.

8.2.2. MARKER PYRAMID

Learning Objectives

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

1. state the importance of using different strategies in making pyramid;
2. stack the markers using correct eye-hand coordination to make a pyramid; and
3. coordinate with the team members to make a marker pyramid.

Teaching-learning Materials

- Markers



Figure 26: Teaching-learning material

Set-up

- Place ten markers at the starting point of each line.

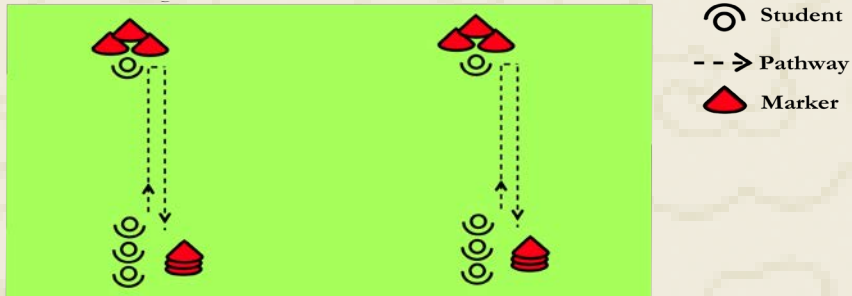


Figure 37: Setting for the activity

Warming-up

- Students carry out the activity called 'Volcanoes and Ice-cream'.
- The markers are placed in the activity area (volcano and ice cream).
- Students form two teams with the names 'team volcano' and 'team ice cream'.
- On the teacher's signal, the respective team flips the markers converting to ice-cream markers and volcano markers accordingly.
- Carry out the activity out for about 1-2 minutes.

Activity

- Students form teams according to the class size.
- Students stand in line as per the number of teams.
- On the teacher's signal, the first student from each team picks a marker, run towards the marked area and start placing the marker to stack them.
- After placing the marker, they race back to their line and give a high five to the next member in the line.
- The next member runs with a marker and stack on the marker placed by the teammate to make a pyramid.
- The activity is continued till all the markers are stacked.

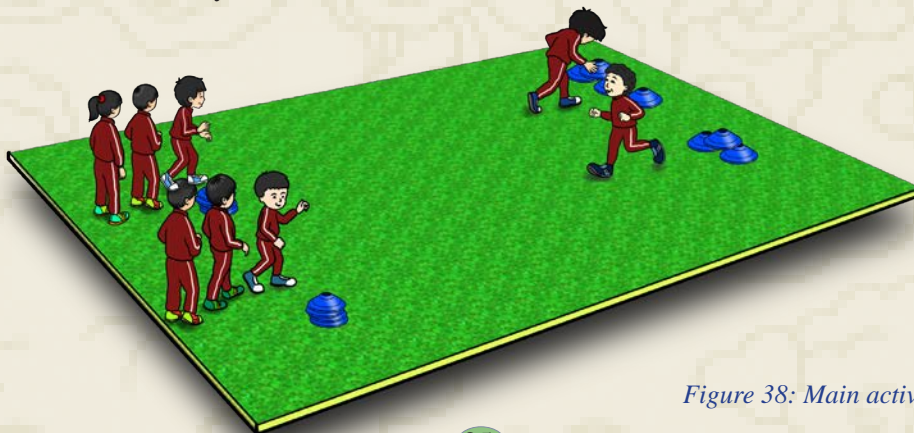


Figure 38: Main activity

Suggested Lesson Activities

Variation

- Jump three times before running.
- Place markers on the runway.

Cooling-down

Let's Get the Rhythm

- Students stand in semi-circle formation.
- As the teacher say “Let’s get the rhythm of feet”, the students stomp 4 times.
- Teacher continues with other body terms like knees, stomach, shoulder, head, thighs, calf etc. (for this the students tap the named body parts four times).

Debriefing

- What did you learn from the activity?
- How did you arrange the markers in the game?
- What safety measures did you take during the activity?

Teacher Information

- **Running** (Refer activity 4, Gold Rush)
- **Eye-hand coordination** (Refer activity 1, Balance and Drop the Ball)

8.3 THEME III: FITNESS FOR HEALTH AND ACTIVE LIFESTYLES

8.3.1. AEROBICS

Learning Objectives

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

1. tell at least two health benefits of aerobics;
2. perform movements with safe space and proper rhythm during the aerobics; and
3. practice aerobic dance during leisure time.

Teaching-learning Materials

- Music player



Figure 39: Teaching-learning material

Set-up

- Students stand in line keeping safe distance.

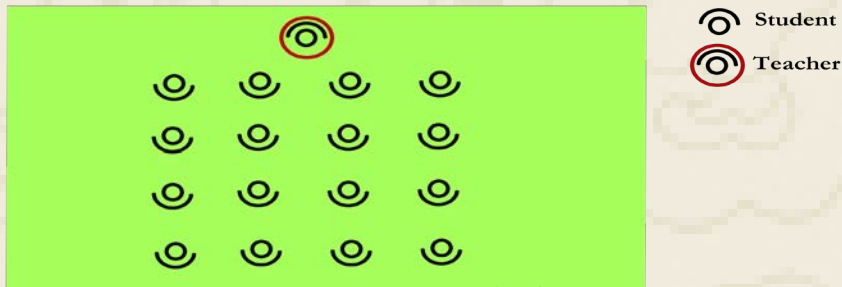


Figure 40: Settings for the activity

Warming-up

Teacher demonstrates the following movements and let the students perform with the music:

- Jogging
- Skipping steps
- Jumping Jack

Activity

1. Teacher demonstrates and students perform the activity using the following steps.
 - Marching 8 steps on the spot and repeat it after every variation.
 - Step touch (side wise with hand at waist) (8 times).
 - High knees with hand coordination (8 times).
 - A step (8 times).
 - V step (8 times).
 - A step with hand coordination (8 times).
 - V step with hand coordination (8 times).
 - Hip swings (back-forth and side wise (8 times).
 - Forward step touch (8 times).
 - Double step touch (side) (8 times).
 - Butt kick (leg apart and hand at waist) (8 times).
2. Teacher shares the following benefits of aerobic exercises.
 - Improves cardiovascular health.
 - Lowers blood pressure.
 - Helps regulate blood sugar.
 - Reduces chronic pain.
 - Helps in having sound sleep.
 - Regulates weight.
 - Strengthens immune system.
 - Improves brain powers

Suggested Lesson Activities

Variation

- Use high tempo music
- Cooling-down
- Perform breathing exercise.
- Carry out the static stretching.

Debriefing

- Which was the easiest step for you to perform during the activity?
- Which step did you like the most?
- What did you learn from the activity?

Teacher Information

Aerobic

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

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 your 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, is rhythmic in nature, and can be maintained continuously for at least 10 minutes.

Benefits of Aerobic Exercise

- *In addition to strengthening the capacity of your heart and cardiovascular system, participation in regular aerobic exercise has many health benefits as listed below:*
- *Improves circulation and helps 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

- Walking
- Jogging
- Indoor cycling or aerobic dance.

Source: <https://study.com/academy/lesson/what-is-aerobic-exercise-definition-benefits-examples.html>

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/>

A-Step

Lead foot steps forward and in, then other foot steps forward and in. Lead foot steps back and out, then other foot steps back and out – make an “A” shape with feet.

Extension 1: Introduce step as described above. Practice the patter without the use of the steps. Extension 2: Using the step, practice the patter.

Extension 3: Perform step to music. Can use step or not.

V-Step

Lead foot steps forward and out, then other foot steps forward and out. Lead foot steps back in, then other foot steps back in - make a “V” with feet. Sometimes the lead leg is alternated for each four-count (right step-out, step-out, right step-back, step-back, then left step-out, step-out, left step back, step-back).

Extension 1: Introduce step as described above. Practice the patter without the use of the steps. Extension 2: Using the step, practice the pattern.

Extension 3: Perform step to music. Can use step or not.

Step-Touch

This is one of the most versatile moves in aerobics. Put one foot out to the side and bring the other foot up to touch it, then take that foot, put it out to the side and touch it with the first foot. Step-touch, step-touch, back and forth, back and forth.

Step-touches can also be done by stepping forward-touch, back-touch. A step touch can become an L-Step - step-touch, then you turn to face inside and step first foot to the side again for another step-touch (your feet are making an L-shaped pattern).

Extension 1: Introduce step as described above. Practice the patter without the use of the steps.

Extension 2: Using the step, practice the pattern.

Extension 3: Perform step to music. Can use step or not.

Suggested Lesson Activities

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

8.4.1. CATCH THE FOOD

Learning Objectives

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

1. tell proteins help in body building;
2. identify foods for go, grow and glow to make healthy food choices for each meal; and
3. include GO, GROW and GLOW food in their daily meal plate.

Teaching-learning Materials

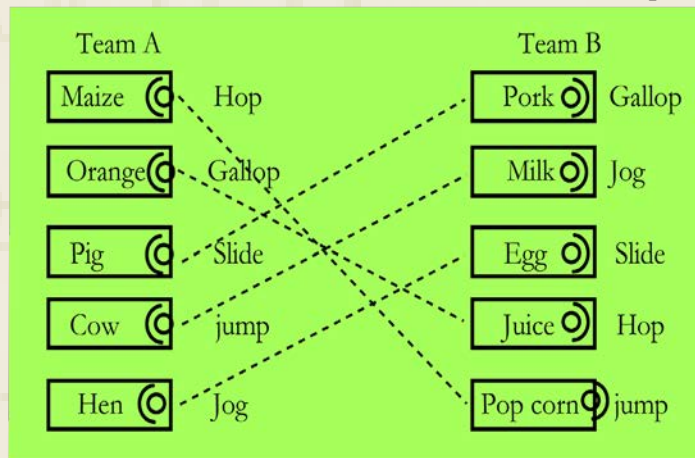
- Flashcards



Figure 41: Teaching-learning material

Set-up

- Set up the activity area as shown in Figure 42.
- Paste a movement skill near each food source and products in the team.



⊙ Student
 --> Pathway

Figure 42: Settings for the activity

Warming-up

- Students form two teams (A and B).
- Keep ten cones standing and other ten cones upside down.

- On the teacher's signal, Team A tries to turn the cones upside down while team B does vice-versa.
- Once the first round is over, let the teams reverse the role.

Activity

1. Students form two teams and each team further divides into five sub-teams.
2. Team "A" forms the source group and the Team "B" forms the product group.
3. Students stand near each food in the team as shown in Figure 43.
4. On the teacher's signal, first sub-team (maize) from the source group move towards their product by hopping.
5. The matching sub-team for 'Maize' that is Popcorn team moves towards the source group station by jumping.
6. When two teams are on the move, the rest of the teams copy their movement in their respective stations (source and product teams).
7. Once all the sub-teams complete their movement, teacher shares 'Go, Glow and Grow' (Go- food containing Carbohydrate for energy Grow- foods containing Protein for growth and Glow- foods containing vitamins and minerals for protection) with examples.

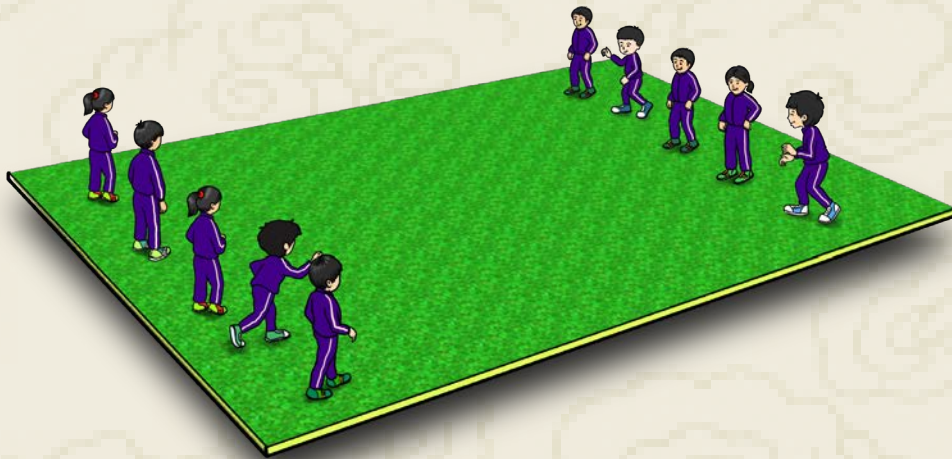


Figure 43: Main activity

Variation

- Carry out the activity with foods containing specific nutrients.
- Use different physical movements and food items.

Cooling-down

- Students form a big circle and jog around.
- Follow the movements as the teacher demonstrates with the rhyme; 'stir the porridge round and round, stir in the pot. Stir the porridge round and round, make it nice and hot- follow the tune of 'wheels on the bus go round and round'.

Suggested Lesson Activities

Debriefing

- Which foods make your skin glow?
- Name some foods which help to grow our body.
- What would you include in your meal plate for your healthy body growth?

Teacher Information

Protein is the building block of your muscles. Therefore, eating adequate amounts of protein helps you maintain your muscle mass and promotes muscle growth when you do strength training.

Sack/card box.

<i>Go (Energy giving Foods)</i>	<i>Grow (Body building foods)</i>	<i>Glow (Protection foods)</i>
<i>Sugar Maize Honey Sweet potato</i>	<i>Lean meat and poultry Fish Eggs Milk Yoghurt Cheese</i>	<i>Fruits and vegetables</i>

Balanced diet

A healthy diet or balanced diet is a diet (what you eat) that contains the right amounts of all the food groups. It includes fruit, vegetables, grains, dairy products, and protein.

8.5 THEME V: WASH FOR HEALTHY LIVING

8.5.1. WASTE IN THE BIN

Learning Objectives

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

1. explain the importance of disposing waste in proper place to keep the surrounding clean;
2. identify degradable and non-degradable wastes for proper disposal; and
3. dispose daily wastes in the designated place.

Teaching-learning Materials

- Card boxes



Figure 44: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 45.
- Label two bins as 'DW' (Degradable Waste) and 'NDW' (Non-Degradable Waste).

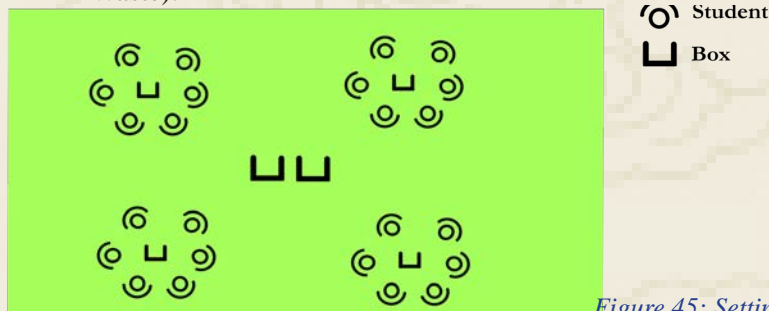


Figure 45: Settings for the activity

Warming-up*Blob Tag*

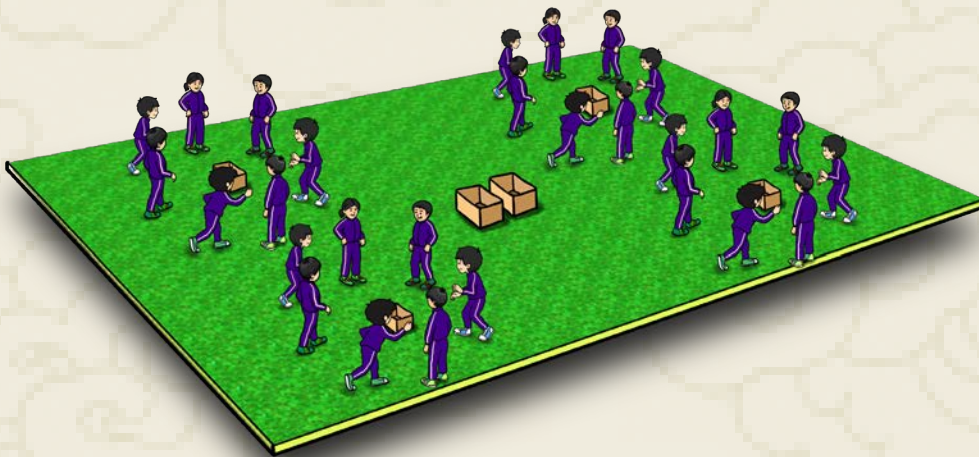
- On the teacher's signal, students run within the circle.
- The taggers try to tag the free runners with their free hands within the circle.
- Once a student is tagged, he/she joins the tagger to form a blob.
- The blob continues to chase and tag the free runners.

Activity

1. Students form four teams and teams stand in their respective stations.
2. Place a card box in the centre for each station containing the flash cards with the names of various degradable and non-degradable wastes.
3. Place two card boxes labelled as 'DW' (Degradable Wastes) and 'NDW'

Suggested Lesson Activities

- (Non-Degradable Waste).
- When music is played, students perform jumping jacks in circle. When the music stops, students stand still.
 - Anyone from the team picks up a flash card from the card box and reads it aloud to teammates and respond saying either “Degradable” or “Non-degradable” wastes based on the name.
 - The student with the flash card slides to the centre and puts it in the correct bin.
 - The rest of the students in the circle clap for the member.
 - The student sprints to return to their respective stations.
 - On the teacher’s signal, the activity (step 2-6) is continued till all the flash cards from the card boxes are placed in the designated bins.

*Figure 46: Main activity***Cooling-down**

- Students from different team stations jog in line to the nearby water tap or tippy tap and wash their hands. Students walk to the starting line for debriefing.

Variation

- Students collect the actual waste from the nearby surroundings and put them into the appropriate bins.

Debriefing

- Name three degradable wastes.
- Name three non-degradable wastes.
- Why should you separate the wastes as degradable and non-degradable?
- Do you segregate waste at your home/school?
- How would you segregate waste hereafter?

Teacher Information

<i>Degradable wastes</i>	<i>Non-Degradable wastes</i>
<p><i>A biodegradable material can be defined as a kind of substance which can be broken down by natural organisms.</i></p> <p><i>Biodegradable wastes are those which can be decomposed or dissolved by natural agents.</i></p> <p><i>Example: Human and animal waste, plant products, wood, paper, food waste, leaves.</i></p>	<p><i>A non-biodegradable material can be defined as a kind of substance which cannot be broken down by natural organisms and acts as a source of pollution.</i></p> <p><i>Non-biodegradable wastes are those that cannot be decomposed or dissolved by natural agents. They remain on earth for thousands of years without any degradation.</i></p> <p><i>Example: plastics, metals, glasses, batteries</i></p>

8.5.2. DODGE FOR MAGIC LATHER**Learning Objectives**

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

1. state the need to wash hands using soap after feeding baby, changing diapers, before cooking, and after using the toilet to prevent from falling sick;
2. list ways to keep toilets clean at home and school;
3. list disadvantages of defecating in an open area and improper use of toilet; and
4. use toilet for defecation on a daily basis.

Teaching-learning Materials

- Soap, rope, soft balls, markers, buckets filled with water.



Figure 47: Teaching-learning materials

Set-up

- Set up the stations as shown in Figure 48.
- Provide the teams with soft balls labelled with the following messages;
 - Hand washing with soap before eating, after using the toilet, changing diapers, before feeding a baby, after playing, after changing pad.
 - It is unhealthy to pass stool in the open area.

Suggested Lesson Activities

- Always flush after using the toilet.
- Clean toilets at home and school.
- Place four buckets filled with water in all the stations.
- Provide teams with softballs.
- Place a jug (improved by cutting a pet bottle) and a soap near the buckets.

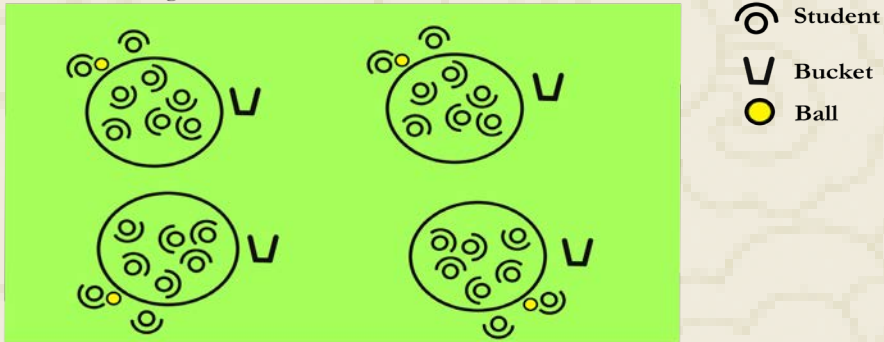


Figure 48: Settings for the activity

Warming-up

- Students spread themselves in the play area and do fast stationary jogging.

Activity

1. Teams stand in their respective stations as shown in Figure 49.
2. A pair with a ball from each team stays outside the circle (about 2 metres) to throw the balls at the rest of the members.
3. The team members in the circle dodge and if they get hit by the ball, they must pick up the ball and read the statement loud to the rest of the members.
4. Students hit by the ball go near the bucket and wash their hands using soap and join the students outside the circle to hit the students inside the circle.
5. First pair outside the circle is replaced by the students who gets hit by the balls.
6. The activity is continued till all the members get a chance to wash hands.

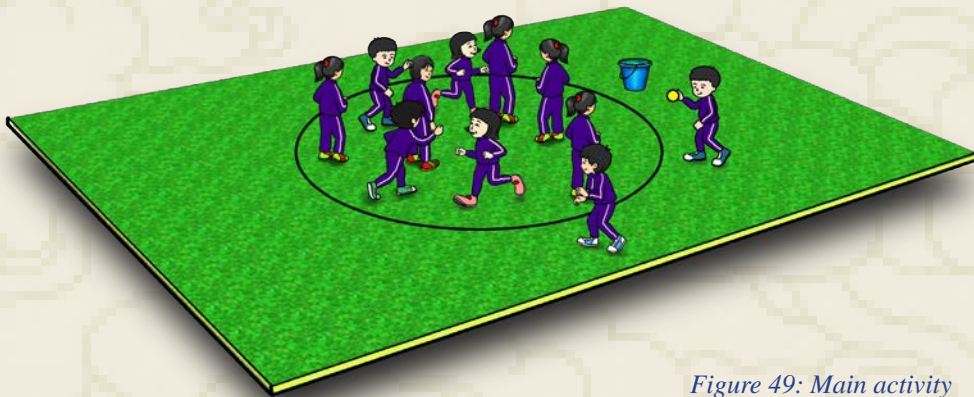


Figure 49: Main activity

Variation

- Decrease the distance between the centre and the members who are throwing the soft balls.
- Increase the number of soft balls.

Cooling-down

- Students form semi-circle and carry out body stretching from head to toe, focusing on the lower parts of the body as the teacher demonstrates.

Debriefing

- What did you do in the activity?
- Why do you use soap to wash hands?
- When do you wash your hands?
- Why do you wash hands after changing the baby's diaper?
- Why do you need to wash hands after changing pad?

Teacher Information***Benefits of washing hands using soap***

- *Hand washing with soap removes germs from hands.*
- *This helps prevent infections because: People frequently touch their eyes, nose, and mouth without even realising it.*

Ways to keep toilets clean at school and home

- *Reduce water usage.*
- *Clean them regularly.*

Health implications of defecating in an open area

- *Germs can get into the body through the eyes, nose and mouth and make us sick.*
- *Open defecation can pollute the environment and cause health problems.*
- *High levels of open defecation are linked to high child mortality, poor nutrition, poverty, and large disparities between rich and poor.*

Suggested Lesson Activities

8.5.3. A NATURAL PROCESS

Learning Objectives:

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

1. tell the concept of menstruation as a natural phenomenon;
2. explain pad choices during menstruation to promote personal menstrual hygiene;
3. list ways for proper disposal of used pads to enhance personal menstrual hygiene; and
4. use the basics of menstrual hygiene management for privacy and safety.

Teaching-learning Materials

- Cardboards, markers, card boxes (improvised), stick (around 50 cm), cello tape, basketballs.

Teaching and Learning Materials

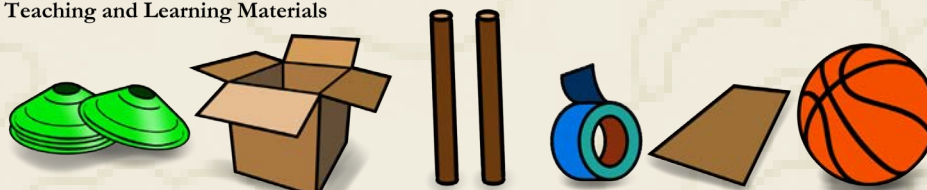


Figure 50: Teaching-learning materials

Set-up

- Set up the station as shown in Figure 51.
- Place cardboard, sticks, basketball and cello tapes in the respective stations.
- Written statements about menstruation on the paper strips, as given in Table 1.

Table 1: Facts about menstruation

- Use sanitary pads during menstruation.
- You can prevent infections if you change your pads after every three hours.
- All women around me (my sister, mother and friend) menstruate
- Washing your body during menstruation is a healthy practice.
- Disposing the used pads in a proper bin is a good practice.
- If you need support during menstruation, talk to your friends, parents and teachers.
- Menstruation is a natural process, let us not tease girls.
- Menstruation is a source of life.

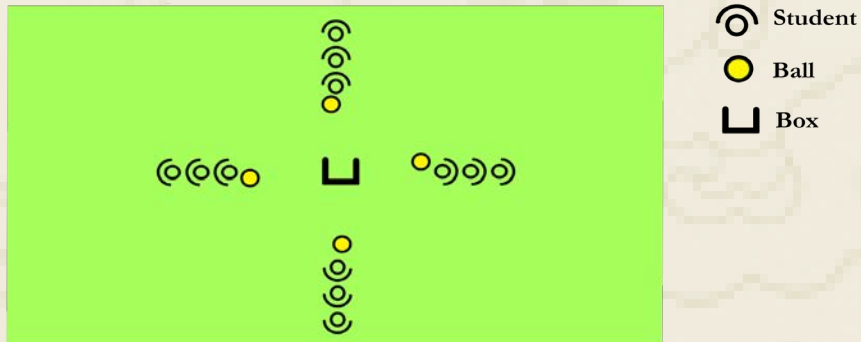


Figure 51: Settings for the activity

Warming-up

- Students in pairs perform “Mirror activity”, where they imitate each other.

Activity

- Students form teams and stand in different stations.
- On the teacher’s signal, each member from the station bounces basketball towards the centre to collect a written statement from the carton box and bounces the basketball back to their team.
- The teams read the statement, discuss with the teacher and paste it on the cardboard.
- The ball is passed to another member of the team and the activity continues until all the team members have collected the paper strip.
- Teams paste paper strips on the cardboard and make a stand using the stick.
- One of the team members raises the stand and the team members shout out “Menstruation is a natural process”.

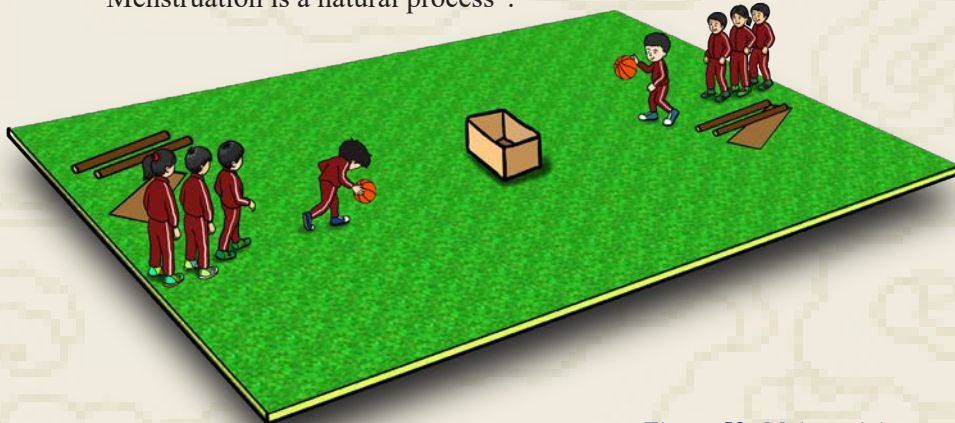


Figure 52: Main activity

Variation

- Increase the distance between the centre and the stations.
- Team members pair up and chest throw the basketball to collect the paper strip.

Suggested Lesson Activities

Cooling-down

- Students walk on the spot, moving arms in gentle swinging motion.

Debriefing

- What did you do in the activity?
- Why sanitary pads are used during menstruation?
- Can girls use dirty clothes as sanitary pads?
- Is it good to tease girls who undergo menstruation?
- Why do girls have to wash their body during menstruation?

Teacher Information

Menstrual Hygiene

Menstrual Hygiene Management (MHM) is defined as 'Women and adolescent girls using a clean menstrual management material to absorb or collect blood that can be changed in privacy as often as necessary for the duration of the menstruation period, using soap and water for washing the body as required, and having access.'

Ways to dispose used pads

- Wrap it up and throw it in the trash.
- Wrap it in a piece of toilet paper or the wrapper from a fresh pad.
- Then, drop it in the garbage.

8.5.4. HEALTHY MESSAGES IN THE BOX

Learning Objectives

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

1. tell benefits of using toilet properly to prevent from falling sick;
2. explain clean kitchen and store prevent sickness;
3. list the benefits of drinking boiled and filtered water on a daily basis to prevent sickness; and
4. cough in arms to prevent the spread of disease.

Teaching-learning Materials

- Whistle, card boxes, three balls (green, yellow and red)
- 4 sets of flash cards with following messages:

<p>-Use sheet pot correctly to keep toilets clean.</p> <p>-Keeping toilet clean prevents diseases.</p> <p>-Pass stool /urinate in the toilet not outside the toilet.</p> <p>-Wash hands properly before eating.</p> <p>-Wash hands properly after using the toilet.</p> <p>-Wash hands properly after playing.</p> <p>-Wash hands properly after other daily activities.</p>	<p>-Washing hands properly prevents diseases like diarrhoea, dysentery, and stomach ache.</p> <p>-Keep kitchen and store clean to prevent sickness.</p> <p>-Drink boiled and filtered water.</p> <p>-Drinking dirty water causes diseases like cholera, typhoid and other worm diseases.</p> <p>-Cough in arms when handkerchief is not available to prevent the spread of cough and cold.</p>
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Figure 53: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 54.
- Place four boxes containing healthy messages for each team in the centre.

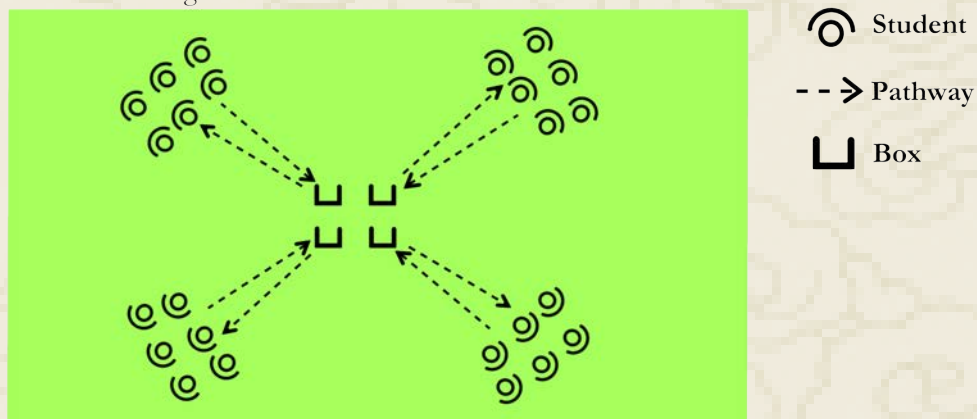


Figure 54: Teaching-learning materials

Warming-up

- Students perform the ‘Red light and Green light’ activity.
- Students stand in a circle.
- Students run fast when the teacher shows “Green Ball”,
- Students run slowly when the teacher shows “Yellow Ball”,
- Students stop running when the teacher shows “Red Ball”

Suggested Lesson Activities

Activity

1. Students form four teams for stations A, B, C and D, keeping a distance of about 20 steps approximately between each station.
2. Each student in a team is assigned with a number.
3. Teacher calls a random number and the student bearing the same number from each team runs towards the centre to pick a message.
4. Upon reaching the station, teams read the message together.
5. The activity is continued, using different movement skills, till all the message boxes are empty.

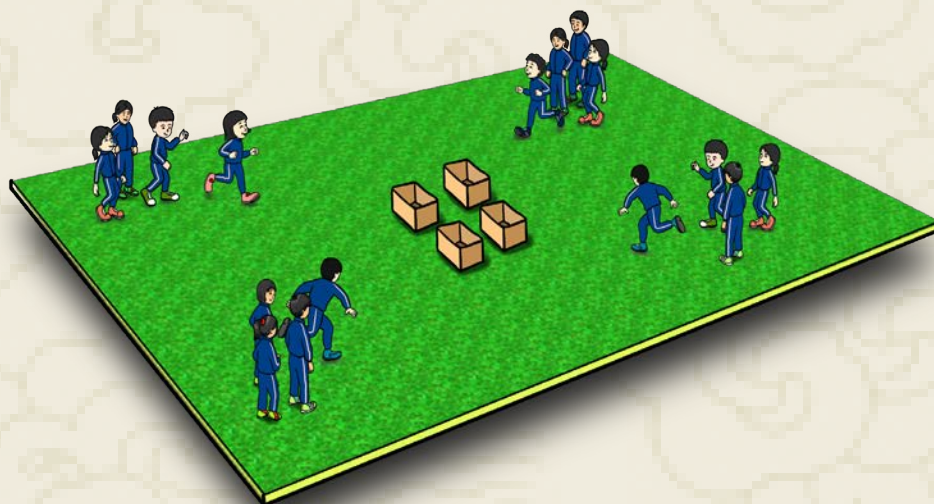


Figure 55: Main activity

Variation

- Increase the distance between the centre and the stations.
- Carry out the activity using different movement skills.

Cooling-down

- Carry out simple stretching exercises/yoga poses (Mountain pose, tree pose, warrior pose, squat pose).

Debriefing

- What diseases will you get if you pass stool/urinate in open air?
- Show me how to cough/sneeze?
- Show me how to use sheet pots correctly.
- Show five steps of brushing teeth.
- What will happen if you drink unboiled and unfiltered water?

<i>Flammable (Track 1)</i>	<i>Poison (Track 2)</i>	<i>Explosive (Track 3)</i>	<i>Corrosive (Track 4)</i>
<i>Do not inhale or drink petrol.</i>	<i>Do not play with poison.</i>	<i>Do not keep the gas regulator 'on' when not in use.</i>	<i>Always wash your hands with soap after using lime and acids.</i>
<i>Always use mask while handling it.</i>	<i>Fruits and vegetables treated with pesticides must be washed thoroughly before eating.</i>	<i>Do not burn the old batteries.</i>	<i>Always use hand gloves and goggles to handle it.</i>
<i>Do not make fire near Petrol pump.</i>	<i>Do not use outdated canned foods or drinks.</i>	<i>Do not use mobile phones while charging.</i>	<i>Avoid exposure to dust and the vapour of it.</i>
<i>Keep flammable things away from heat, sparks and source of heat.</i>	<i>Do not chew pencil tips.</i>	<i>Do not play with it.</i>	<i>Do not inhale or eat it.</i>
<i>Do not use water to put off the fire in case of fire accident.</i>	<i>Wash your hands thoroughly with soap after handling poison..</i>	<i>Do not splash water on the bulb.</i>	<i>Do not store it high on the shelves.</i>
<i>Keep out of reach of the students.</i>	<i>Do not consume medicine without the doctor's prescription.</i>	<i>Avoid use of insect repellents near the flame.</i>	<i>Keep it in proper ventilated place.</i>
<i>Do not use mobile phones in the petrol pump station.</i>	<i>Do not eat or drink from the leaked cans.</i>	<i>Do not bite or hammer on exhausted batteries.</i>	<i>Do not apply on the body.</i>
<i>Store in a safe place.</i>	<i>Do not eat unknown mushrooms or fruits from the forest.</i>	<i>Do not burn empty closed cans or bottles.</i>	<i>Do not eat chalk.</i>
<i>Do not use petrol to make Fire.</i>	<i>Do not eat or drink in the place where there are insecticides or chemicals.</i>	<i>Do not play with firecrackers in the petrol pump station.</i>	<i>Do not play with car or torch batteries.</i>

Suggested Lesson Activities

<i>Do not play with petrol.</i>	<i>Keep out of the reach of students.</i>	<i>Wash your body parts properly if they are exposed to it.</i>	<i>Wash your body parts properly if they are exposed to it.</i>
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Teacher Information

Benefits of using toilet properly

Using toilets prevents germs from getting into the environment, diarrhoea and other serious health problems and protects the health of the whole community.

Benefits of drinking filtered water

- *Filtration of chemicals.*
- *Encourages the drinking of water.*
- *Saves money on bottled water.*

8.6 THEME VI: HEALTHY AND ETHICAL USE OF SUBSTANCES

8.6.1. SAFETY MAZE

Learning Objectives

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

1. tell the dangers of consuming medicines without a doctor's consultation;
2. identify remedies for illness caused by different substances;
3. wash fruits and vegetables before consumption to prevent food related illness; and
4. segregate daily wastes before disposal.

Teaching-learning Materials

- Flash cards, carton boxes, rope, markers.

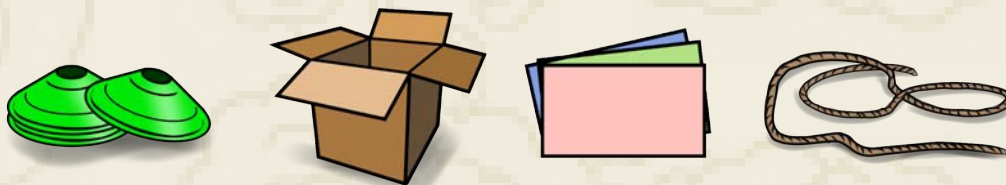


Figure 56: Teaching-learning materials

Set-up

- Set up the activity area shown in Figure 57.
- Place the card box with the safety precaution coupons. Each coupon should contain only one safety precaution message and the track number on the back of the coupon.
- Safety precautions for each hazardous substance group have specific track number.
- Place different coloured ropes or twine threads on the ground as maze of the tracks.

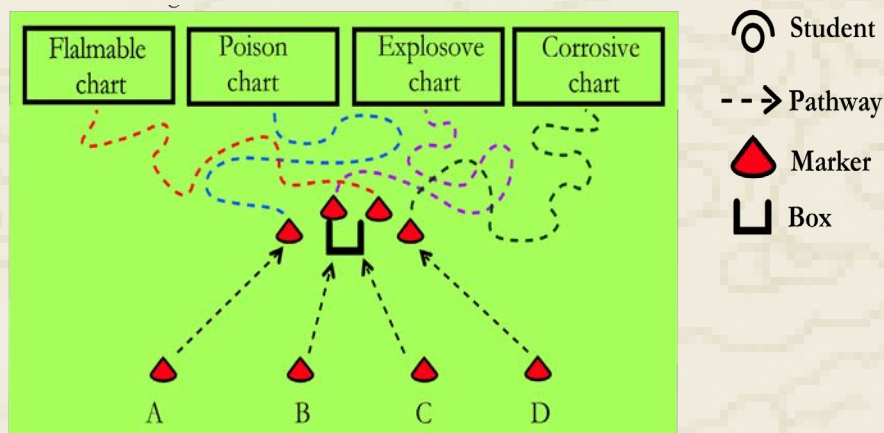


Figure 57: Settings for the activity

Suggested Lesson Activities

Warming-up

- Students form a big circle and perform the following movements as the teacher demonstrates.
- On the teacher's signal, do forward cat stretch and backward cat stretch.
- Sprint to and fro with proper arm swing.

Activity

1. Students form four teams as A, B, C and D.
2. On the teacher's signal, a student from each team runs to the card box to pick a safety precaution flash card.
3. Other group members perform upper body stretching in their respective group stations.
4. The students with the flash card identify the track based on the direction provided in the flash card.
5. The student performs Russian walk as given in the illustration through the identified track to reach and paste safety precaution message on the chart.
6. The student then sprints back to his or her group to tap the next member and performs lower body stretching along with the other remaining group members.
7. The tapped member from each group repeats the steps 2 to 5.
8. The last member from each group carries the chart to the respective group stations.
9. The charts of the groups are to be used for sharing the information during debriefing.
10. The activity is continued till all the safety precaution messages on the respective charts are completed and students perform 'Scouts Clap'.

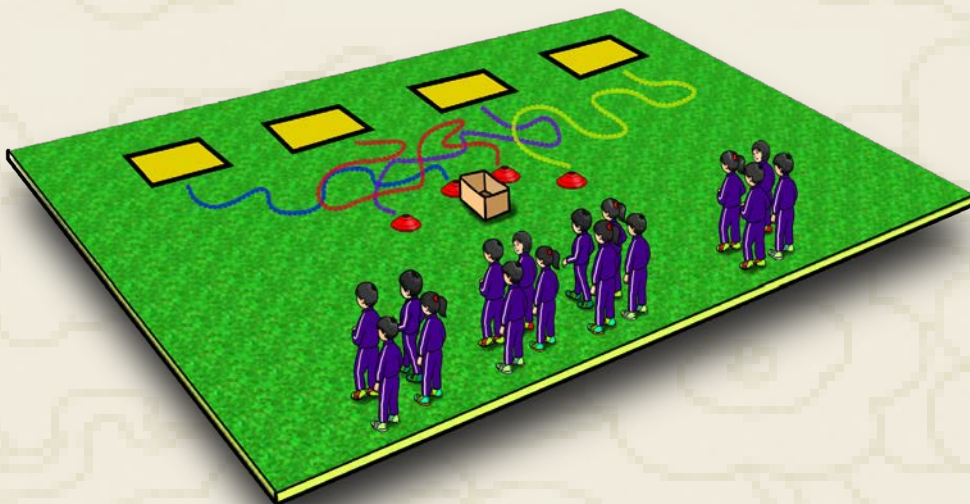


Figure 58: Main activity

Cooling-down

- Students form semi-circle in their respective groups and perform body massage of legs, stomach and arms along with the teacher's demonstration.

Variation

- Increase or decrease the distance of the tracks.
- Use different physical movements.
- Use pictorial messages for better understanding.

Debriefing

- What is the precaution for the poisonous substance?
- What message of harmful substances can you share to your parents?

Teacher Information

Health implications of consuming medicines without doctor's advice

Self-medication is also likely to lead to wrong drug dosages, especially when the medicine dosage should be based on the weight of an individual.

Taking medications without proper medical consultation can also lead to drug reactions.

Some drugs react negatively when taken together with certain medicines.

Suggested Lesson Activities

8.7 THEME VII: BEHAVIOUR AND LIFE SKILLS FOR SOCIAL HARMONY

8.7.1. THREE MUSKETEERS

Learning Objectives

By the end of the lesson, the student will be able to

1. share the importance of teamwork in completing the task;
2. work collaboratively with the team members; and
3. show different ways of team building skills in performing a task.

Teaching-learning Materials

- • Balloon, marker.

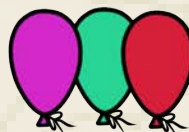


Figure 59: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 60.
- Provide a balloon each to a team.
- Mark start and end line as illustrated in Figure 60.

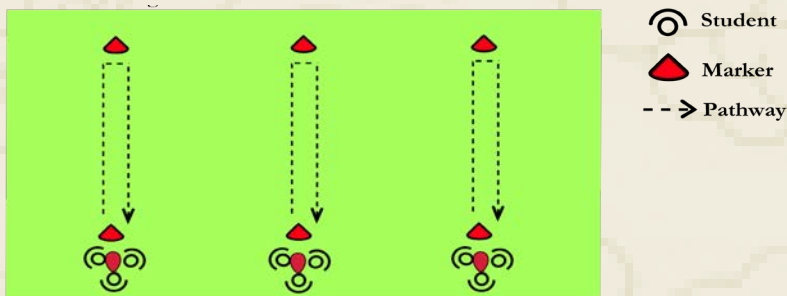


Figure 60: Settings for the activity

Warming-up

- Students stands randomly in an activity area.
- A student gets a balloon each.
- On the signal, students start juggling a balloon using different body parts.

Activity

1. Students form teams of three and hold hands in a circle as shown in Figure 61.
2. Teacher provides a balloon to each team.
3. Teacher demonstrates the activity with two students.
4. On the teacher’s signal, teams toss the balloon in the air and the balloon

- should not touch the ground.
5. Teams keep on tossing the balloon in the air and simultaneously move towards the end line.
 6. Teams communicate by calling out the names of the team members to guide them to keep the balloon in the air.
 7. If the balloon drops on the ground, the team restarts the activity.
 8. Students can use any parts of their body (head, hands, legs, and shoulders) to toss the balloon.
 9. Upon reaching the end line, the team says “we did it”! And cheers for the upcoming teams.

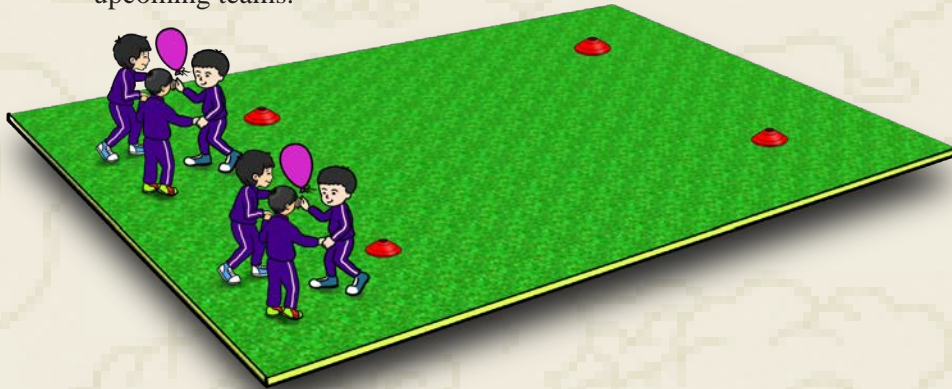


Figure 61: Main activity

Cooling-down

- Students stand in a circle with a student in the centre and pass a ball/ balloon.

Variation

- Use softball/plastic bags instead of balloon.

Debriefing

- How do you feel about your team’s performance in the activity?
- What are the challenges you faced in the activity?
- How do you think you can improve your team’s performance in similar activities next time?

Teacher Information

Effective communication: *The ability to get our point across, and truly understand what other people want to tell us is the cornerstone of effective teamwork.*

Conflict resolution: *Ways we deal with the issues as they arise by not letting it escalate matters and the best team players are also great mediators.*

Rapport-building and listening: *We can only build rapport if we listen to other people’s voices. It’s equally important to pay heed to their enthusiasm and the lack*

Suggested Lesson Activities

of it.

Decision-making: Opinions may differ but we need to make an unpopular decision. What distinguishes great team players from the average ones is the ability to see the big picture, put their egos aside, and work towards the common goal.

Problem-solving: The very idea behind organising a team is to solve a problem. That's why problem-solving skills are fundamental for each and every team member. The ability to look at an issue from multiple angles and utilise time on the basis of individual team member's skills drive the entire team's performance and success.

Reliability: Teams can achieve more than what a member could on their own. When working together as a team we depend on the others as much as they depend on us and show our reliability by sticking to deadlines, delivering our tasks, and overcoming any obstacles along the way.

Respectfulness: Show our respect by not taking anyone for granted, and listening to them actively.

Tolerance: Tolerance and respectfulness go hand in hand. Be open-minded and eager to learn from others and form the opinions afterward. Don't let any common misconceptions fool us. More information at <https://zety.com/blog/teamwork-skills>

8.7.2. FIND THE WAY

Learning Objectives

By the end of the lesson, the student will be able to

1. tell the importance of teamwork in completing a task; and
2. listen and act to the directions in performing the team task.

Teaching-learning Materials

- Balloon, marker, carton box, sticks, any type of balls.

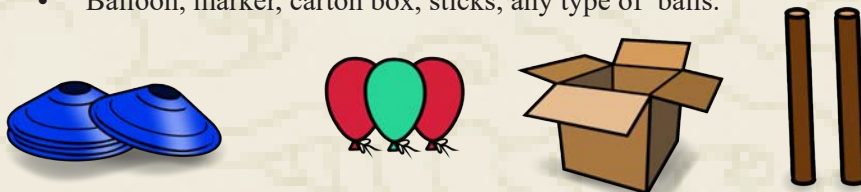


Figure 62: Teaching-learning materials

Suggested Lesson Activities

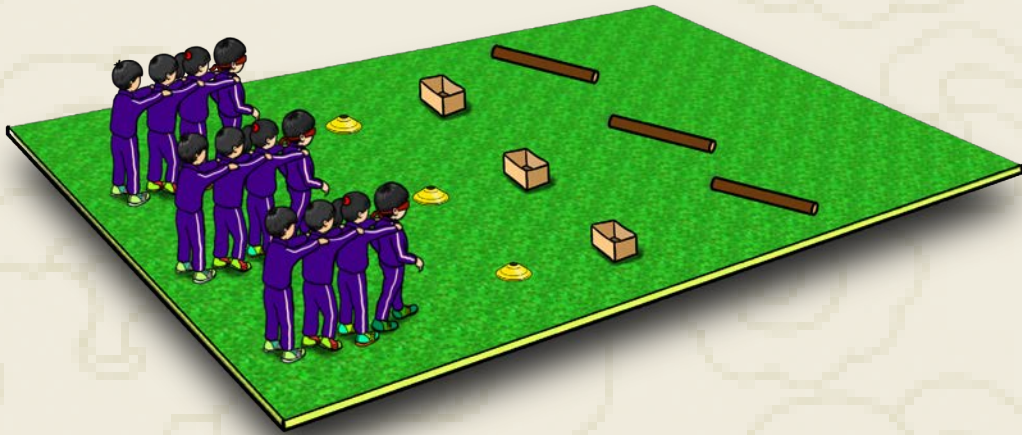


Figure 64: Main activity

Cooling-down

- Students perform “Sonam Says” in a circle.
Teacher: “Sonam Says”
 - walk in a circle
 - stretch your body
 - take a long breath
 - disperse

Variation

- Place objects in zig-zag formation, in a curve or in circle and continue the activity.

Debriefing

- Do you think it is important to have a determination?
- How determined are you to find a way through the jungle?
- How do you think this activity can help you to build a determination?

Teacher Information

Some of the action verbs that can be used during the activity are sit, stand, walk, read, jump, run, write, sing, cut, carry, skip, and swim.

Benefits of teamwork in completing the task

- *Teamwork creates higher quality outcomes utilising on the strengths of the team members.*
- *It involves every team member in creating decision, making the team players feel important and heard. This can improve members’ job satisfaction, enhance self-esteem and fun at the workplace.*
- *Generates a bigger pool of ideas resulting to more unique and outside-the-box ideas. Can produce a wide range of possible solutions to each specific problem and determine the most effective one from the range through*

- collective input and interaction.*
- *Completes the project faster and more efficient than trying to accomplish it individually. By allowing tasks to be shared equally among members, it boosts productivity.*
 - *Establishes strong relationships, allows members to build trust and share a strong bond with each other, creating an environment where workers feel more comfortable to communicate freely and openly.*
 - *Enables sharing area of expertise. Bringing different information and knowledge to bear from a team that made up of diverse members can result to more effective solutions and approaches. When members apply different skills to same problem, they can come up with a more helpful solution than one person alone working on the same problem.*
 - *Members can feel greater sense of accomplishment when they achieve a goal they could not have reached if they had worked by themselves.*
 - *Teamwork demonstrates strong work ethic and team spirit.*
 - *Team members can learn from each other.*
 - *Working as team regularly can enhance members' communication skills.*

8.7.3. THE ZEKO

Learning Objectives

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

1. explain ways to be honest;
2. record the correct scores of a team on the score sheet; and
3. admit individual mistakes or lapses in the process of performing activities.

Teaching-learning Materials

- Ring/improvised (Zeko), markers, water bottle.

Teaching and Learning Materials

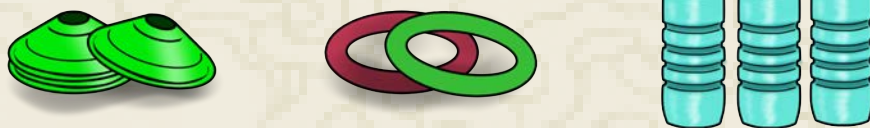


Figure 65: Teaching-learning materials

Set-up

- Place a bottle on the activity area for each team in a straight line as shown in Figure 66.
- Mark stations for each team measuring 1mtr, 2mtrs, and 3mtrs of distance from the pole.

Suggested Lesson Activities

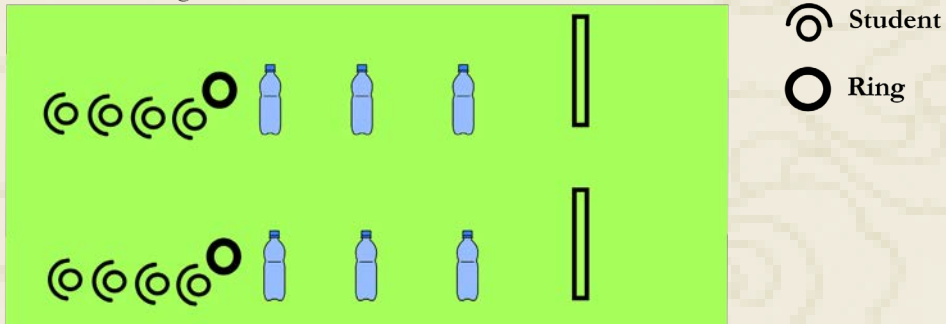


Figure 66: Settings for the activity

Warming-up

- Pass the ring amongst the team members while running in a circle.
- Juggle the Zeko and pass to team members while performing jumping jack or star jumps.

Activity

1. Students form teams and provide a Zeko (ring) and a score sheet to the teams.
2. Teams appoint a member each to record the scores and collect Zeko.
3. Each team consists of a thrower (1), retriever (2), scorer (3), and bottle (4).
 - a. *Thrower:* one who tries to score the Zeko over the pole.
 - b. *Retriever:* retrieves the Zeko and pass on to the thrower.
 - c. *Scorer:* records the score of the thrower.
 - d. *Pole guard:* places the pole on the mark and helps to upright whenever it falls down.
4. On the teacher’s signal, the first person from the team runs forward, chooses the distance, and throws the Zeko over the pole.
5. If the player scores over the pole, the team gets the point corresponding to the distance chosen.
6. Every member takes turn to perform the activity once.
7. Other members of the team actively participate as a team member in carrying out the assigned tasks, and also cheers for their teammates.



Figure 67: Main activity

Cooling-down

- Cooling-down: repeat the warming-up activities from high intensity to low intensity leading to near resting state of the body.

Variation

- Make the game challenging by varying the distance of the stations.
- Arrange the stations in a circular formation.

Debriefing

- What things did you discuss in your team before starting the activity?
- How did your decisions make a difference in scoring for your team?
- How do you feel about your team's performance in the activity?
- How do you think you can improve your team's performance in similar activities next time?

Teacher Information

Attributes of honesty:

- *Trustworthiness, fair play, discipline, commitment and dedication, integrity, morality, contentment, accountability, transparency, faithfulness.*

Ways to demonstrate honesty

- *Think before you speak.*
- *Say what you mean and mean what you say.*
- *Communicate in an open and honest fashion.*
- *Simplify your statements so that everyone clearly understands your message.*
- *If you have a personal bias or a conflict of interest, make it known.*
- *Tell people the rationale behind your decisions so that your intent is understood.*
- *If something is misinterpreted, quickly correct the record.*
- *Willingly accept responsibility by admitting a mistake or an error.*

Suggested Lesson Activities

8.7.4. TEAM BUILDING

Learning Objectives

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

1. explain the importance of teamwork in carrying out the team task;
2. provide helping hands in the activity for the success of the team; and
3. help others whenever necessary in daily life.

Teaching-learning Materials

- Coloured ribbons/ paper strips.



Figure 68: Teaching-learning materials

Set-up

- Set up a boundary (a large circle) in the activity area; ensure that the space is enough for the students to run safely.

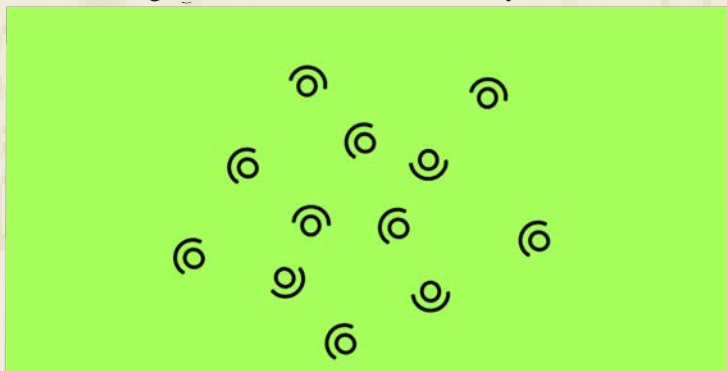


Figure 69: Settings for the activity

Warming-up

- Choose two students to be cats and rest will be rats.
- The rats will tug a tail behind their back and try to escape from the cats.
- The cats will try pulling out the tails of as many rats as possible.
- Once the tails are pulled out, the rats will go out of the circle and cheer for their partner by jumping.

Activity

1. Students form two teams: one team as spray and other teams as cockroach (the spray team should be $\frac{1}{4}$ of the cockroach's team).
2. Team spray chases the cockroach team and try to tag them.
3. Cockroaches, when tagged by the spray must lie on their back with their

- feet and hands extended in the air.
4. The cockroaches free their partners by tagging them.
5. If all the cockroaches are laid on their back then the spray team gets a cheer and if all the tagged cockroaches are freed by their partners then the cockroach team gets a cheer.
6. If no one in the teams get a cheer, they switch the roles after 3 minutes.
7. The activity is continued till all the teams perform the role of a spray.

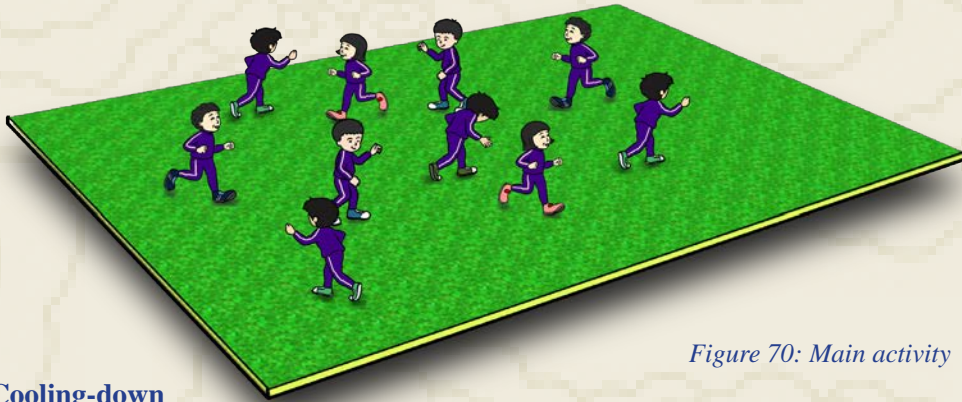


Figure 70: Main activity

Cooling-down

- Students stand in a circle and stretch their arms and legs taking a deep breath.

Variation

- Increase the number of “Spray Team” to make the game easier.
- Increase the activity area.

Debriefing

- How did your teammates help you in the game?
- Why do you think it is important to work in a team?
- How would you help your team to complete the task?

Teacher Information

- Suggested cheers (<https://www.google.com>)

Suggested Lesson Activities

8.7.5. WE ARE TEAM

Learning Objectives

By the end of the lesson, the student will be able to

1. explain ways to help each other to complete a task;
2. design simple offensive and defensive strategies for the success of the team; and
3. respect individual differences.

Teaching-learning Materials

- Volleyball, rope, poles, cloth piece (bed sheet/table cloth/window curtains).

Teaching and Learning Materials

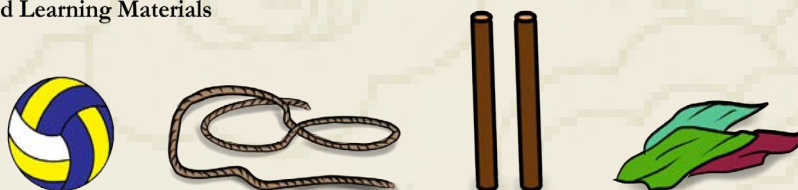


Figure 71: Teaching-learning materials

Set-up

- Set up the activity area as shown in Figure 72.

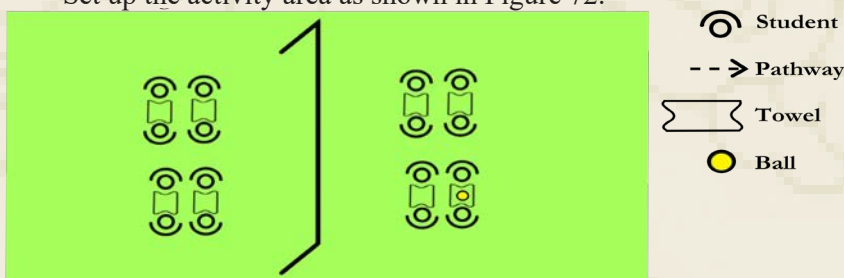


Figure 72: Settings for the activity

Warming-up

- Students work in teams of equal member.
- Students jog around the designated court for the activity.
- Students study the boundaries of the game they will be playing that day.
- Students in pairs have a ball.
- Students in the pair throw and try catching the ball.
- The pair then joins the team.

Activity

1. Students form teams as per the class size.
2. Teams further divides themselves into sub-teams A and B and stand on either side of the activity area.
3. Provide a cloth piece to each team.

4. Teams hold the cloth piece and teacher places the ball on team A's cloth.
5. Ask members to talk among themselves on how, when and where to throw the ball.
6. The teams on the other side communicates about the strategy to receive the ball.
7. If the team drops the ball, the other team gets a chance to throw the ball.
8. The activity is continued till the teacher signals to stop the activity.

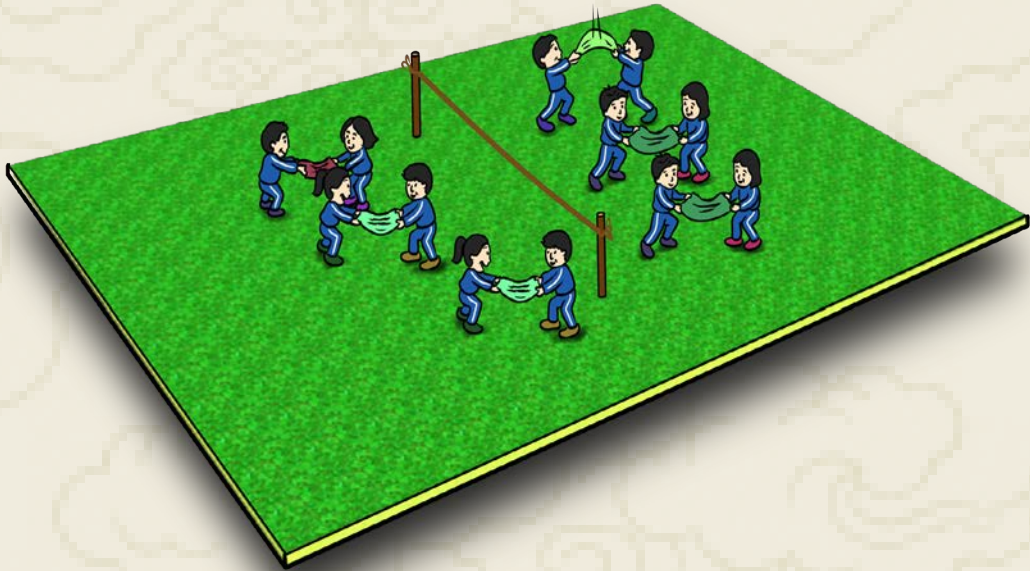


Figure 73: Main Activity

Cooling-down

- Students form a circle.
- Students march on the spot and raise their arms overhead.
- Students act to draw a variety of shapes in the sky.

Variation

- Carry out the activity by increasing the height of the rope and balls.

Debriefing

- Why is it important to talk to your teammates during this activity?
- What ideas did your team use to get more opportunities to throw the ball?

Suggested Lesson Activities

Teacher Information

Guidelines to team communication

- *Be specific with relevant facts and details.*
- *Be accurate with true and reliable information.*
- *Be truthful.*
- *Be logical and make sure that the messages are easy to flow.*
- *Provide complete information but in brief.*
- *Ask for the feedback from the message recipients.*

Simple offensive and defensive strategies for the success of the team:

- *Know your members.*
- *Foster transparency.*
- *Collaboration is the key.*
- *Create clear goals and objectives.*
- *Celebrate success.*
- *Build mutual trust.*
- *Pave the way for success with motivation and encouragement.*
- *Share constructive feedbacks.*
- *Maintain the inter- team dispute with unity.*

9. ASSESSMENT

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

9.1 THE ASSESSMENT MATRIX

<i>Themes</i>	<i>Performance and Skills (physical, health, and social)</i>	<i>Application (participation and practices of healthy and active living)</i>	<i>Knowledge (concepts, reasoning, critical thinking)</i>	<i>Total</i>
<i>Movement and skills for active lifestyles and sports excellence</i>	20	20	10	50
<i>Body postures, safety, and remedies for efficiency and wellbeing</i>	4	4	2	10
<i>Water, sanitation, and hygiene for healthy living</i>	4	4	2	10
<i>Nutrition choices and habits for longevity and sports excellence</i>	4	4	2	10
<i>Healthy and ethical use of substances</i>	2	2	1	5
<i>Behaviours and life skills for social harmony</i>	6	6	3	15
<i>Total</i>	40	40	20	100

Suggested Lesson Activities

9.2 ASSESSMENT TOOLS AND TECHNIQUES

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
	Standardized 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
Application	Authentic Assessment	Knowledge and Skills Applied in an Actual Situation (In and Beyond Instructional Activities)	Cheek List, Rubrics, Journal	Observation Journaling

9.3 ASSESSMENT, RECORDING , AND REPORTING

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

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

Step One

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

Table: 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 the tables given below.

Step Two

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

Automatic assessment result entry template: Sample is based on the weighting for 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
	9	10		5	20		5	10
	9	10		5	10		5	10
	9	10		5	10		3	10
	9	10		5	10		2	10
	9	10		5	10		5	10
	9	10		5	10		8	10
	9	10		5	10		5	10
Total	63	70		35	80		33	70

Suggested Lesson Activities

<i>Theme: Body Postures, Safety, and Remedies for Efficiency and Wellbeing</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	3	7		3	7		6	10
	3	7		3	7		6	10
	3	7		3	7		6	10
	3	7		3	7		6	10
	3	7		3	7		6	10
	3	7		3	7		6	10
	3	7		3	7		6	10
Total	21	49		21	49		42	70

<i>Theme: Water, Sanitation, and Hygiene for Healthy Living</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	10	10		7	10		8	10
	10	10		7	10		8	10
	10	10		7	10		8	10
	10	10		7	10		8	10
	10	10		7	10		8	10
	10	10		7	10		8	10
	10	10		7	10		8	10
Total	70	70		49	70		56	70

<i>Theme: Nutrition Choices and Habits for Longevity and Sports Excellence</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	2	10		6	10		7	10
	2	10		6	10		7	10
	2	10		6	10		7	10
	2	10		6	10		7	10
	2	10		6	10		7	10
	2	10		6	10		7	10
	2	10		6	10		7	10
Total	14	70		42	70		49	70

<i>Theme: Healthy and Ethical use of Substances</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
Total	70	70		70	70		63	70

<i>Theme: Behaviours and Life Skills for Social Harmony</i>								
<i>Skill</i>			<i>Application</i>			<i>Concepts</i>		
<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>	<i>Learning Objectives</i>	<i>Points Scored</i>	<i>Full points</i>
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
	10	10		10	10		9	10
Total	70	70		70	70		63	70

Step Three

9.4 AUTO-GENERATED ASSESSMENT RESULTS AND REPORTING

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

- A. Exceeding:** A gross points of 95 and above. The learner demonstrates exemplary expected competencies.
- B. Advancing:** A gross points of 81-94. The learner demonstrates advancement towards exemplary competencies.

Suggested Lesson Activities

- C. Meeting:** A gross points of 66-80. The learner demonstrates the expected competencies.
- D. Developing:** A gross points of 46-65. The learner demonstrates progress towards the expected competencies.
- E. Beginning:** A gross points of 45 and below. The learner demonstrates limited expected competencies.

Generation of Assessment Results (process)

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

Step Four

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

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

Student Report: Health and Physical Education				
School:			Year	2020
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.	-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