

HEALTH AND PHYSICAL EDUCATION
Suggested Lesson Activities
Class V



Department of Curriculum and Professional Development
Ministry of Education
Thimphu

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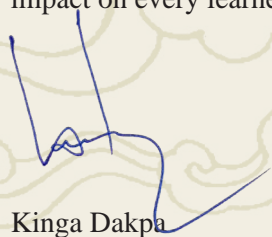
FOREWORD

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 V. 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 the key-stage II is provided in 5.1.

5.1 COMPETENCIES KEY-STAGE II

Movement and Physical activity	Personal and Interpersonal Development	Health and healthy lifestyle
<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 the key-stage II are provided in 6.1 to 6.6.

6.1 INDICATORS FOR COMPETENCY I

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.

Suggested Lesson 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.

6.4 INDICATORS FOR COMPETENCY IV

IV. Manage body growth and changes applying fundamental concepts, strategies and practices of sanitation and hygiene for promotion of active and healthy lifestyles		
<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

V. Make healthy food choices by using the concept of a balanced diet for enhancing personal health		
<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.

6.6 INDICATORS FOR COMPETENCIES VI

VI. Make healthy decisions on substance use by understanding the effect of substances on personal health		
<ul style="list-style-type: none"> Name commonly misused substances and their ill effects. Describe the preventive measures of substance misuse. 	<ul style="list-style-type: none"> Identify substances that are bad for health. Identify the ill-effects of misused substances. 	<ul style="list-style-type: none"> Follow the guidelines for the safe use of substances (including medicine). Practice healthy habits by avoiding the use of substances.

*Suggested Lesson Activities***7. THEMES AND LEARNING OBJECTIVES**

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

7.1 THEMES AND LEARNING OBJECTIVES FOR PP

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

WASH for Healthy Living	<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.
Healthy Food Habits	<ul style="list-style-type: none"> • Describe the balanced diet and healthy food plate. • List the benefits of healthy food choices (Reducing salt, saturated fat, sugar, junk food). • Explain the relationship between types of food intake and physical activities.
Health Impact of Substance Misuse	<ul style="list-style-type: none"> • Name commonly misused substances and their ill effects. • 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).

Suggested Lesson Activities

8. THEMES AND SUGGESTED LEARNING ACTIVITIES

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

8.1.1. LET US VOLLEY

Learning Objectives

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

1. explain the importance of using correct ways in volleying;
2. volley a ball using correct skills; and
3. use volleying skills in performing ball activities.

Teaching-Learning Materials

- Large sized soft ball/volley ball

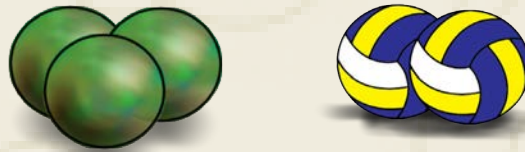
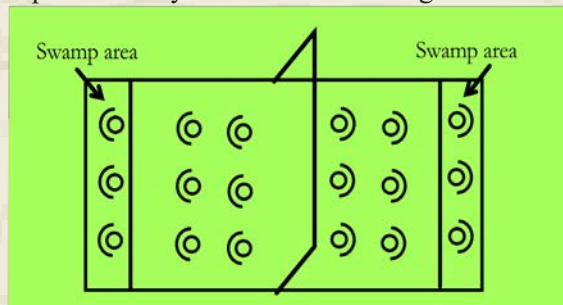


Figure 1: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 2.




 Student

Figure 2: Setting for the activity

Warming-up

- Students form teams of 3 members each and are provided with a ball each.
- The student with the ball tosses to one of the friends who volleys the ball to the next. Instead of continuing the volley, the student catches the ball and tosses to the next friend.
- Continue the activity till students get familiar with the volley skills.

Activity

1. Students form two teams and take their positions in the activity area as shown in Figure 3.

2. On the teacher's signal, the student throws the ball using underarm throwing skill to the other team.
3. The other team volleys and passes the ball to a teammate who catches it.
4. The activity is continued by throwing the ball back to the other team.
5. If the student drops the ball, the student moves to the swamp area located in other team's court as shown in Figure 3.
6. The members in the swamp are rescued only if they are able to catch the ball thrown to them by their team members.
7. Members are allowed to step out of the swamp area to catch the ball.

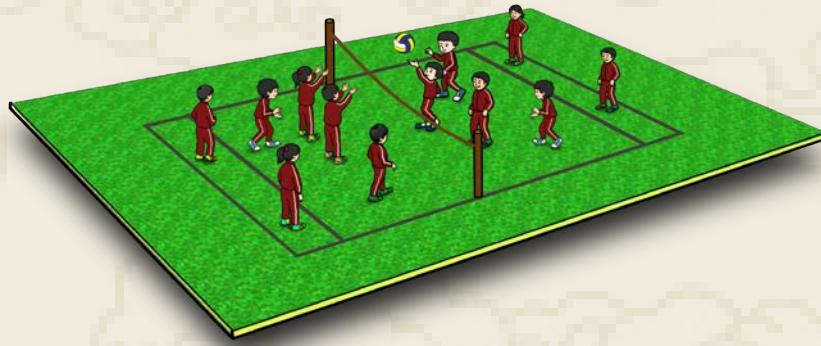


Figure 3: Main activity

Variation

- Increase the number of balls.

Cooling-down

Students jog around the activity area performing the following stretches.

Debriefing

- What movement skills did you use in the activity?
- How did you successfully volley the ball?
- Where can you use the skill of volleying?

Teacher Information

<i>Volleying</i>	<i>Technical elements of the skill</i>
<p>Volleying is a manipulative skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands.</p> <p>The ability to volley proficiently is important to most sports and games that involve an object, for example netball, basketball and playground games.</p>	<ol style="list-style-type: none"> 1. <i>Body weight is balanced firmly.</i> 2. <i>Shoulders face the target.</i> 3. <i>One foot placed slightly ahead of other.</i> 4. <i>Hands held slightly above forehead height (fingers rounded thumbs towards eyes).</i>

Suggested Lesson Activities

5. All fingers pad to contact ball.
6. Movement generate through the entire body and is extended following through the target.
7. Extend following through to target.

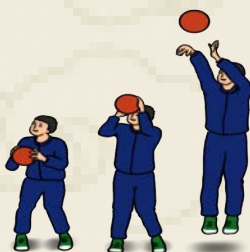
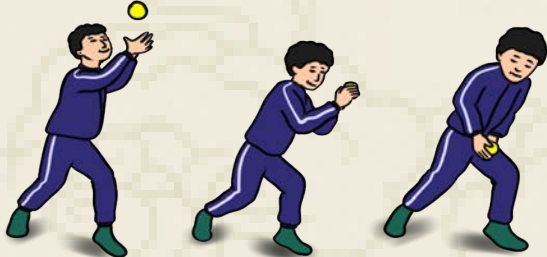


Figure 4: Volleying skills

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

Figure 5: Underarm throwing of the skills

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

Suggested Lesson Activities

8.1.2. ROUND THE BASES

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. perform proper arm swing during striking the ball with an implement; and
3. use the striking skills in daily activities.

Teaching-Learning Materials

- Modified tee (cut top of a plastic bottle or roll a chart and place over a cone).
- Soft ball/paper ball, bases (marker/mat marker).
- Bat (rolled newspaper/chart paper).

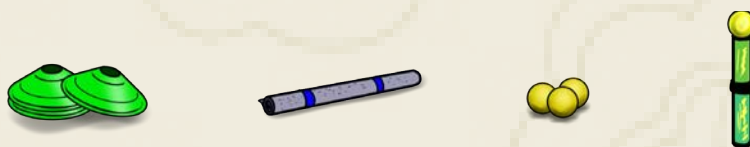


Figure 7: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 8.

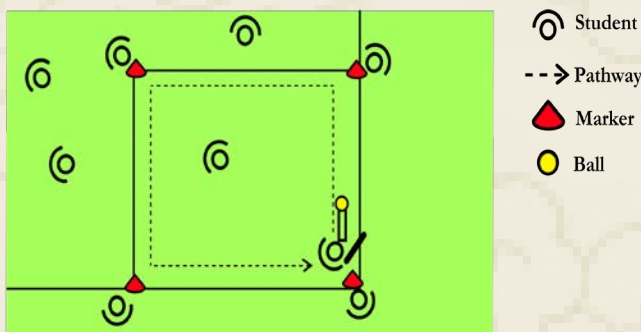


Figure 8: Setting for the activity

Warming-up

- Give a ball to each student and let them toss the ball in an open space.
- After some time, let them choose a friend and ask them to throw and catch the ball (Variation: throw a ball to each other and catch at the same time).

Activity

1. Two teams Set up on a baseball diamond-shaped activity area as shown in Figure 9.
2. One team starts with batting and fielding.

3. Students hit the ball as far as possible and run around the bases in order to reach home base giving the team a score.
4. The batter in motion (running) must touch the bases with some part of their body parts.
5. The batting team gets a turn to bat a ball that is put on a modified tee.
6. If the batter manages to hit the ball, they must make an effort to at least get to first base.
7. The fielding team prevents a point by successfully passing the ball to the base the batsman is running to.
8. Next batsman joins at the home base to bat the ball.
9. As the ball is hit by the new batsman, the teammate standing on the other bases (if any) must run as well.
10. The teams switch roles after each player on the batting team has batted.

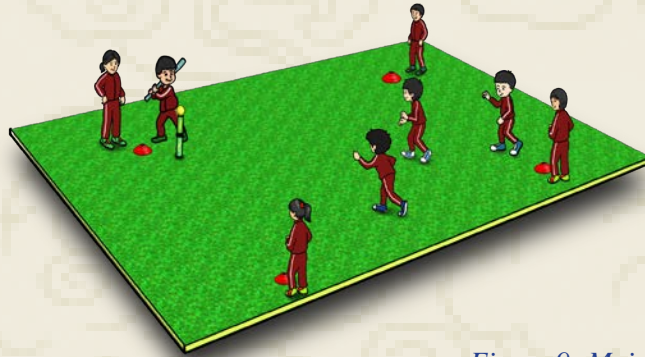


Figure 9: Main activity

Cooling-down

- Students walk around the activity area.
- As they walk around, they get at least ten high fives.

Debriefing

- How do you make your way around the bases as fast as possible?
- How do you successfully pass the ball around the bases as fast as possible?
- Where should you bat the ball to give yourself a better chance of getting around the bases?

Teacher Information

<i>Two-handed side-arm striking</i>	<i>Technical elements of the skill</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.	<ol style="list-style-type: none"> 1. <i>Stands side-on to target area.</i> 2. <i>Eyes focused on the ball throughout the strike.</i> 3. <i>Hands next to each other, bottom hand matches the front foot.</i>

Suggested Lesson Activities

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.

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.



Figure 10: Two-handed side-arm striking skills

Running

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 includes jogging, sprinting, chasing, dodging and evading. All of these skills are important to many games.

Technical elements of the skill

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 11: Running skills

8.1.3. PUNT THROUGH

Learning Objectives

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

1. tell the skills of punting a ball;
2. perform punting skills correctly to kick the ball; and
3. use proper leg-eye coordination skills to punt a ball during the game.

Teaching-Learning Materials

- Rope, poles, markers.
- Volleyball/football/paper balls/rolled-up socks.



Figure 12: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 13.
- Warming-up
- Students are paired up and given a ball each.
- Students kick the ball in the air to pass it to their partners.
- Students catch the ball and kick it back to their partners as shown in Figure 13.

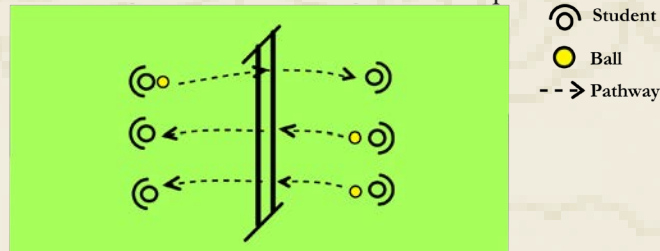


Figure 13: Setting for the activity

Activity

1. Teacher demonstrates the following punting skills.
 - Drop the ball with the hand in front.
 - Strike the ball with the bridge of the foot.
 - Follow through with the kicking foot.
2. Students are paired and given a ball each.
3. Students punt the ball through the ropes to pass the ball to their partners as shown in Figure 14.
4. Students on the other side of the court catch the ball with their hands and punt it back to their partners.
5. A student is awarded a point for every successful punting through the

Suggested Lesson Activities

ropes.

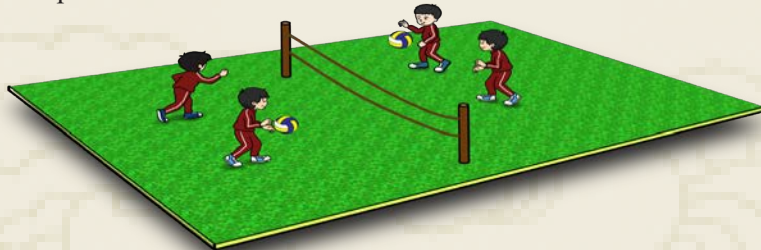


Figure 14: Main activity

Variation

- Punt the ball with non-kicking legs.
- Punt the ball into a carton.

Cooling-down

- Students perform ‘Mirroring’ activity by imitating) the actions of their partners (groin, sit-ups, breathe in and out, high knee walk).

Debriefing

- Which part of the body did you use to punt the ball in the activity?
- What skills did you use to punt the ball?
- When do you punt the ball?

Teacher Information

<i>Punting</i>	<i>Technical elements of the skill</i>
<p>The punt is a form of kicking, with the ball being released from the hands and kicked while it is still in the air. Although the performer is kicking a moving ball, they have control over the movement of the ball. The punt is used by the goal keeper in soccer, football and rugby.</p>	<ol style="list-style-type: none"> 1. <i>Eyes focused on ball.</i> 2. <i>Ball held lace forward, seams down – at hip height.</i> 3. <i>Step forward onto non-kicking foot.</i> 4. <i>Ball connects with straight instep.</i> 5. <i>Backward lean of trunk.</i> 6. <i>Hand matching kicking foot guides ball down toward foot.</i> 7. <i>Arm moves opposite to the kicking leg.</i> 8. <i>Follow through with kicking leg toward target area.</i>

Figure 15: Punting skills

8.1.4. TOUCH DOWN

Learning Objectives

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

1. explain skills to throw and catch an object correctly;
2. perform the correct way of throwing and catching skills; and
3. apply the skills of throwing and catching in daily physical activities.

Teaching-Learning Materials

- Paper balls, Hula hoop, Markers, Bean bags, bottle caps (to place in hula hoop).

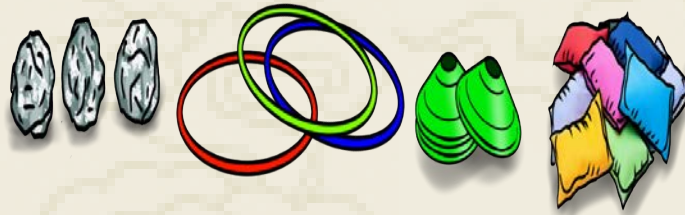


Figure 16: Teaching-Learning Materials

Set-up

- Scatter hula hoops in the activity area with a few objects in each hoop as shown in Figure 17.

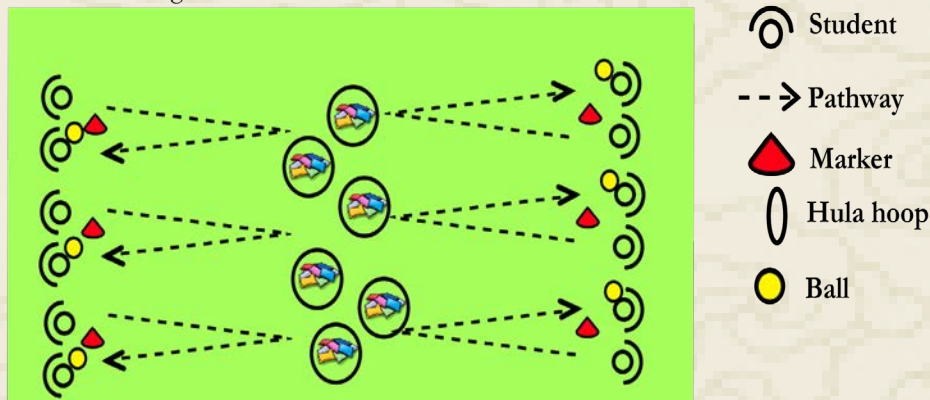


Figure 17: Setting for the activity

Warming-up

- Students form teams of three members and provide a ball in each team as shown in Figure 17.
- A student with the ball stands behind the other two partners, who have their back facing him/her.
- A student with the ball command 'NOW' and throws the ball to any of the two partners.

Suggested Lesson Activities

- The two catchers have to turn quickly and try to catch the ball before it bounces.
- Switch the role after every 5 throws.

Activity

4. Students in pairs stand near the marker with a ball each.
5. On the teacher's signal, one student from each pair runs towards the hula hoops.
6. The student with a ball standing at the marker passes the ball to the partner near the hula hoops.
7. If the student catches the ball, he/she returns to their area with the ball and one object from any hula hoops.
8. If the student misses the ball, he/she returns with the ball without an object.
9. The partner switches the role.
10. The activity is continued till there are no objects left in any of the hula hoops.

*Figure 18: Main activity***Variations**

- Number of objects can be varied.
- Assign points to different types of objects.

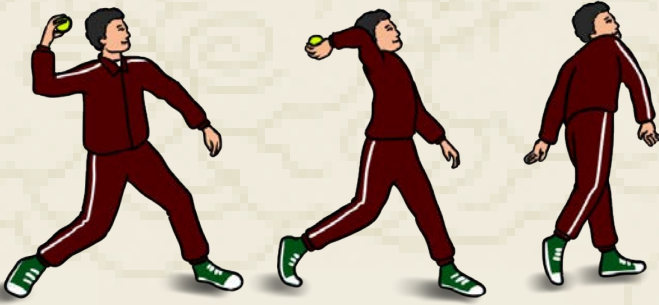
Cooling-down

- Students perform slow walk in an open space and various static stretching like quadriceps (pulling one leg at the back), groin (standing with feet apart) and hamstring (stand with the leg to be stretched just in front of the other one).

Debriefing

- What did you do in the activity?
- How did you catch a ball?
- When do you use throwing and catching skills?

Teacher Information

Throwing	Technical elements of the skills
<p>The throwing is a manipulative skill frequently used in physical activities. The action is also used in athletics with the javelin.</p>	<ol style="list-style-type: none"> 1. Eyes are focused on the target throughout the throw. 2. Stand side-on to the target. 3. Throwing arm nearly straightened behind the body. 4. Step towards the target with foot opposite throwing arm during the throw. 5. Marked sequential hip to shoulder rotation during the throw. 6. Throwing arm follows through down and across the body.
 <p style="text-align: center;"><i>Figure 19: Throwing skills</i></p> <p><i>Catch</i> (Refer activity 1, Let's Volley)</p>	

Suggested Lesson Activities

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

8.2.1. AEROBIC DANCE

Learning Objectives

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

1. tell at least three benefits of aerobics;
2. perform correct steps with safe space and proper rhythm; and
3. practice aerobics during leisure time.

Teaching-Learning Materials

- Music player



Figure 20: Teaching-Learning Materials

Set-up

- Students stand in line keeping safe distance.

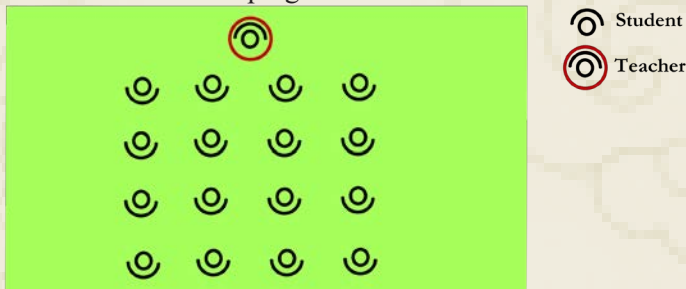


Figure 21: Setting for the activity

Warming-up: ‘Mirroring game’

- Students are paired up.
- One of the partners acts as a mirror and imitates the action performed by the other partner.
- Students move around performing actions of jumping, kicking, spinning, jumping jack.
- Students change the actions on the teacher’s command.

Activity

1. Teacher demonstrates and students perform the activity using the following steps.

- | | |
|--|---|
| <ul style="list-style-type: none"> • <i>Marching 8 steps on the spot and repeat it after every variation.</i> • <i>High knees with hand coordination (8 times).</i> • <i>Double step touch (side) (8 times).</i> • <i>Butt kick (leg apart and hand at waist) (8 times).</i> • <i>V step (8 times).</i> | <ul style="list-style-type: none"> • <i>A step (8 times).</i> • <i>Kick front (8 times).</i> • <i>Arm cross swing (8 times).</i> • <i>Forward step touch (8 times).</i> • <i>Grapevine step (8 times).</i> • <i>Single step touch (back) (8 times).</i> |
|--|---|

2. The students perform all the activities continuously with music

3. Teacher shares the following benefits of Aerobic Exercises.

- improves cardiovascular health
- lowers blood pressure
- helps regulates blood sugar
- reduces chronic pain
- helps in having sound sleep
- regulates weight
- strengthens immune system
- improves brain powers

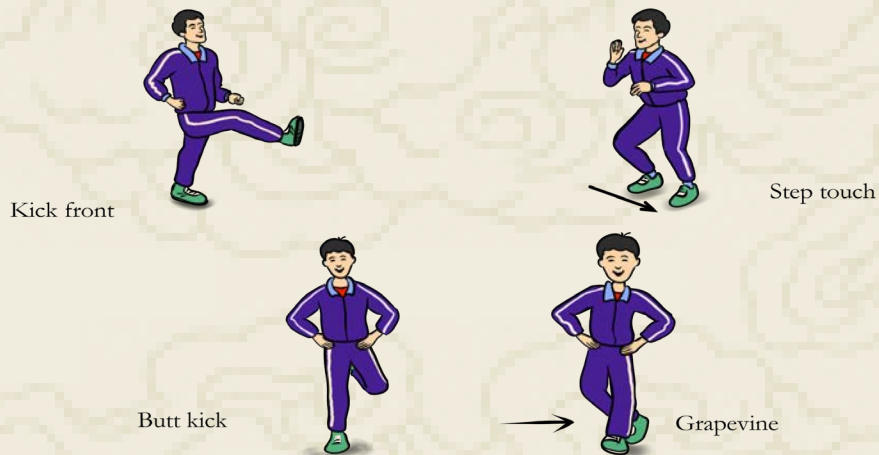


Figure 22: Main activity

Variation

- Use high tempo music.
- Introduce simple Zumba steps.

Cooling-down

Carry out the following steps with low tempo music:

- Torso twist (8 times)
- Front kicking (8 times)

Suggested Lesson Activities

- Arm stretching (8 times)
- Squat (8 times)
- Long breathing (inhale through nose and exhale through mouth) (8 times)

Debriefing

- Which steps were the easiest to perform?
- Which steps did you find the most challenging?
- Why do you practice aerobics?
- Why is it important to maintain safe space?

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 the 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>

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” 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.

Grapevine

Lead foot steps to the outside (that means right foot goes right, or if left foot's leading, left foot goes left), then other foot crosses behind. Lead foot steps to the side again and the other foot steps up to meet (touch) it. Step-cross, step-touch. Then go back the other way. The second foot becomes the lead foot and the other foot crosses behind.

Extension 1: Introduce step as described above. Practice the pattern 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

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

8.3.1. GREAT BALANCING ACT

Learning Objectives

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

1. tell the importance of eating fruits and vegetables for healthy growth;
2. classify food into different food groups; and
3. eat adequate foods daily from different food groups for healthy growth.

Teaching-Learning Materials

- Markers
- Flash cards for six food group items as listed below
- Food Journal Template

- Cereals and grains (eat adequately)
- Fruits (eat plenty)
- Vegetables (eat plenty)
- Milk and milk products (have moderate amount)
- Meat, eggs, legumes (eat moderate amount)
- Fats, salt and sugar (eat in small amounts/ sparingly)



Figure 23: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 24.
- Mark the shape of food pyramid with a twine thread and flash cards of foods.

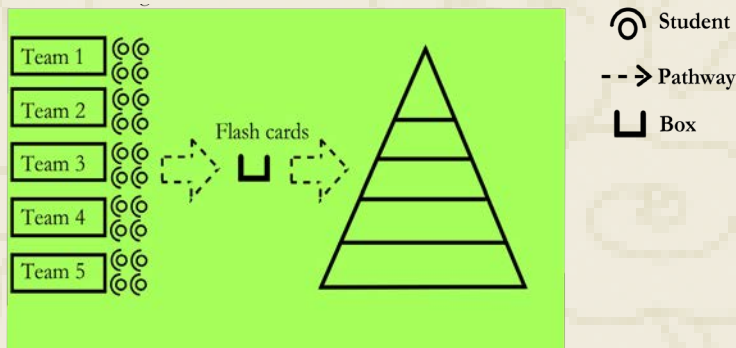


Figure 24: Setting for the activity

Warming-up

- Student move around like a crab with the music. Find a pair when the music stops.
- The pair plays ‘rock, paper, and scissors’. The winner becomes frog and the looser remains as crab.
- Frogs leap slowly at the side and dance to the music.
- The crab once again finds a pair and play ‘rock, paper and scissor’
- This time, the winner becomes horse and the looser remains as crab.
- Upon the signal from the teacher, frogs leap, horses gallop and the crabs crawl towards the activity zone.

Activity

1. Students form teams of equal members according to the class size.
2. On the teacher’s signal, a student from each team (runs, hops, leaps, gallops and jumps) toward the flash card station, picks up a flash card and slides towards the pyramid station.
3. In the pyramid station, the students form a new team of food groups according to the picture of the food on the flashcards.
4. Students in team take turns to move towards the pyramid station to form the food groups.
5. Teacher tells the teams to count the heads and share the importance of each food group in the food pyramid.
6. Teacher specifies that fruits and vegetables are important for our healthy body, irrespective of their colour and taste.
7. Students in their food pyramid raise their flashcards and yell “We eat healthy food.”

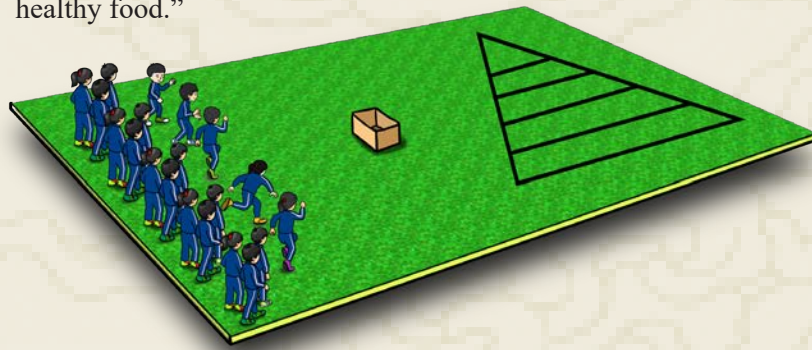


Figure 25: Main activity

Variation

- Increase or decrease the distance between the stations.
- Use different physical movement skills.

Suggested Lesson Activities

Cooling-down

- Students hop as many times as they can in a minute. If they land both the legs on the ground, they will start their count all over again.

Debriefing

- Which food group is the most important according to the food pyramid?
- What does the food pyramid tells us about our food diet?
- What would you include in your meal plate for your healthy body growth?
- Teacher share the following food journal format to ensure balanced diet intake.

Food Journal							
Week	Meals	Cereals and grains	vegetables	Fruits	Milk and milk products	Meat	Fats, sugar and salt
One	Breakfast						
	Lunch						
	Dinner						
Two	Breakfast						
	Lunch						
	Dinner						
Three	Breakfast						
	Lunch						
	Dinner						
Four	Breakfast						
	Lunch						
	Dinner						

Teacher Information

Benefits of eating fruits and vegetables

The vitamins, minerals, fibre and antioxidants found in fruits and vegetables provide the following benefits: Promote good health and protect against disease, both now and in the future. To ensure the child’s healthy growth and development. Strengthen a learner’s immune system and help fight illnesses.

Food groups

- *Vegetables and legumes/beans.*
- *Fruits.*
- *Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties.*
- *Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans.*
- *Milk, yoghurt cheese and/or alternatives, mostly reduced fat.*

8.3.2. FOOD WHEEL

Learning Objectives

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

1. explain the importance of eating a variety of food in one's diet;
2. plan dietary routine to enhance healthy eating habits; and
3. make healthy food choices including a variety of foods in one's daily meals.

Teaching-Learning Materials

- Name of food items on the paper strips as listed below (one food item per paper strip).
 - i. cereals and grains (eat enough)
 - ii. fruits (eat plenty)
 - iii. vegetables (eat plenty)
 - iv. milk and milk products (eat moderate)
 - v. meat, eggs, legumes (eat moderate)
 - vi. fats, salt and sugar (eat in small amounts/ sparingly)



Figure 26: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 27.
- Prepare 'My Plate' area as per the class size.
- Divide 'My Plate' area into six parts of different food.
- Place the flash cards in the centre of the activity area.

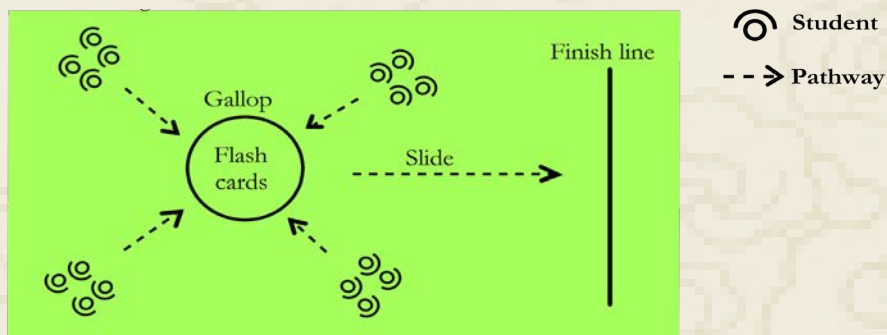


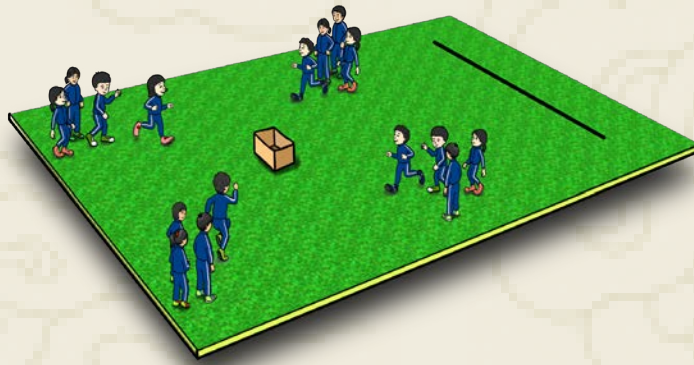
Figure 27: Settings for the activity

Warming-up: Chain Tag

- Let two students volunteer.
- They hold hands and chase other friends.
- Any person they tag joins the chain.
- The Chain tag continues till all the students gets tagged.

*Suggested Lesson Activities***Activity**

1. Place flash cards in a circle at the centre of the activity area.
2. Students form teams as per the class size and stand in their respective stations as shown in Figure 28.
3. Each student from the team gallops towards the centre to collect a flashcard and gallops back to their home station.
4. Upon reaching the station, the student tags the next member in the team.
5. The activity is continued till all the members in the team collect a flashcard each.
6. On the teacher's signal, students run towards the centre and find friends of different food items to form "My Plate" (example: cereals and grains, fruits, vegetables, milk products, meats, fats).
7. Students after forming "My Plate" slide towards the finish line and yell 'WE EAT HEALTHY FOOD'.

*Figure 28: Main activity***Variation**

- If the class size is small, each student can be given two or more flashcards.

Cooling-down

1. Students stand in a circle.
2. Arms circled over their heads, pretending to be a great big balloon.
3. Imagine there is a hole in the balloon and the air is slowly leaking out.
4. Move slowly downward to the floor, until the balloon has no more air.

Debriefing

1. Do you eat fruits and vegetables every day?
2. Do you drink at least 3 cups of milk every day?
3. How about trying veggies and fruits for a snack or milk instead of fizzy drinks?
4. Teacher will pass out a blank My Plate shape and ask the students to record the food they eat the next day in the area it belongs. This will help them to see if they consume a variety of foods.

Teacher Information***Healthy eating***

Healthy eating means eating a variety of foods that give you the nutrients you need to maintain your health, feel good, and have energy. These nutrients include protein, carbohydrates, fat, water, vitamins, and minerals. Nutrition is important for everyone.

A healthy diet is one that helps maintain or improve overall health. A healthy diet provides the body with essential nutrition: fluid, macronutrients, and adequate calories.

A healthy diet may contain fruits, vegetables, and whole grains, and includes little to no processed food and sweetened beverages. The requirements for a healthy diet can be met from a variety of plant-based and animal-based foods, although a non-animal source of vitamin B12 is needed for those following a vegan diet. Various nutrition guides are published by medical and governmental institutions to educate individuals on what they should be eating to be healthy. Nutrition facts labels are also mandatory in some countries to allow consumers to choose between foods based on the components relevant to health.

Suggested Lesson Activities

8.4 THEME IV: WASH FOR HEALTHY LIVING

8.4.1. 4Rs FOR ZERO WASTE

Lesson Objectives

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

1. explain the importance of the 4Rs to promote clean surroundings;
2. identify the materials that can be reduced, reused, and recycled; and
3. use daily wastes for productive purpose following ideas of reuse, recycle, and reduce.

Teaching-Learning Materials

- Waste materials like plastics, clothes, ropes, pet bottles.
- papers, thread.
- Four carton boxes.



Figure 29: Teaching-Learning Materials

Set-up

- Set up four stations by keeping enough distance between each station as shown in Figure 30.
- Students form four teams and line up at the starting line in their respective station.
- In each waste zone, place one carton box each containing materials like plastics, clothes, ropes, pet bottles, papers, thread etc.

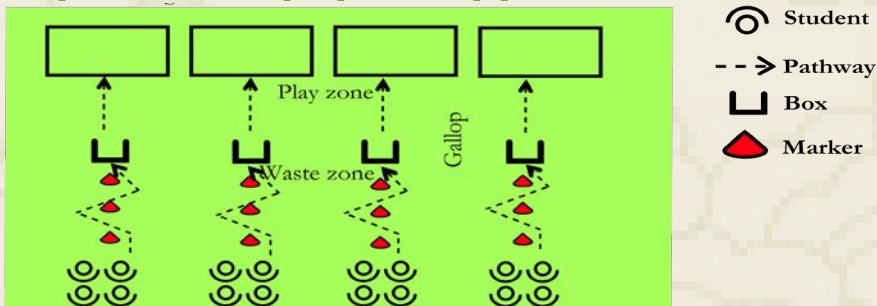


Figure 30: Setting for the activity

Warming-up

- Spray and the Cockroach
- Teacher demonstrate the activity.
- On the teacher’s signal, students in the spray team chase the cockroach and tag them.
- Cockroaches when tagged by the spray must balance their body on a foot with their arms raised.

- The cockroaches free their sprayed partners by tagging them.

Activity

1. Teacher explains the importance of the 4Rs.
2. Students form four teams and pair themselves within the team.
3. On the teacher's signal, a pair from each team runs through the cones in a zigzag movement to the 'Waste zone' and collects a handful of waste from the carton box. After collecting the waste, pair gallop to the 'Play zone'.
4. When the pair reaches the 'Play zone', the next pair from the team performs the activity (steps 1-4).
5. At the 'Play zone', the pairs jog as they wait for the rest of the members to complete the activity.
6. After collecting waste by all members in the team, students start making soft balls.
7. On the teacher's signal, all the teams from play zone sprints back and place the soft balls near their respective waste zones.
8. Students play with the balls they have made out of waste.

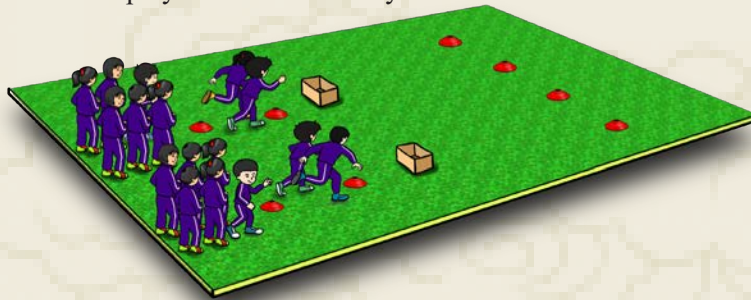


Figure 31: Main activity

Cooling-down

- Students use paper balls to juggle.

Variation

- Increase or decrease the distance between the zones.
- Physical movements can be varied.

Debriefing

- How can we minimise the waste in our community?
- Name three wastes that can be recycled or reused.
- How do you recycle or reuse the waste materials in your daily life?

Teacher Information

The 4Rs; Reduction, Reuse, Recycling and Recovery

Materials that can be reused

- Polythene bags.
- Papers.
- Old clothes

Suggested Lesson Activities

8.4.2. HEALTHY HANDS

Learning Objectives

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

1. state the importance of healthy hands;
2. list ways to recognize the functionality of toilets and water taps in school; and
3. keep toilets clean at homes and schools.

Teaching-Learning Materials

- Jars(improvised with cut pet bottles)/box
- Flash cards containing the following messages;

<ul style="list-style-type: none"> • <i>Washing hands with soap is a healthy practice.</i> • <i>Wash hands with soap; before eating, after using the toilet, before cooking, after changing the baby's diaper, before and after changing pads.</i> • <i>Proper hand washing dislodge germs.</i> • <i>Follow Proper hand washing steps (wet, lather, scrub, rinse and dry) to wash hands.</i> • <i>I wash my hands with soap, because it smells good.</i> 	<ul style="list-style-type: none"> • <i>My sisters, female friends and mother menstruate every month.</i> • <i>I always keep my toilet clean both at home and school.</i> • <i>Taking care of my toilet is my responsibility.</i> • <i>I report about the broken taps, windows, toilet pots and doors to the teachers.</i> • <i>I share to my parents about clean toilet.</i> • <i>I always close the water tap after I use.</i>
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Figure 32: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 33.
- Place four empty jars in the centre of the activity area for the individual team.
- Place a jar at the end of zigzag path way containing messages for maintaining healthy hands.

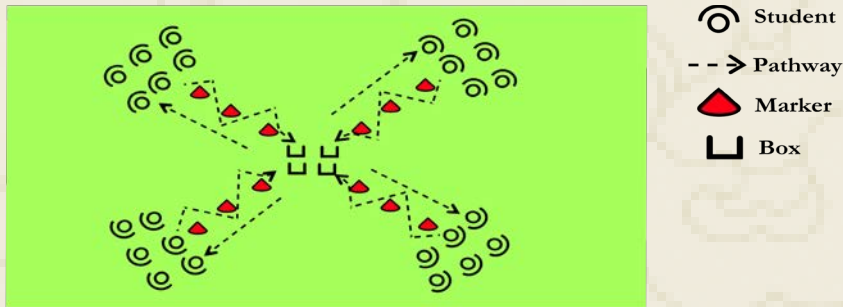


Figure 33: Setting for the activity

Warming-up

- Students in circle jog in a clockwise direction and perform physical movements as the teacher instructs and demonstrates (Teacher can demonstrate hopping, jumping, arm swing and leg swing).

Activity

- Students form four teams and stand in their respective stations.
- On the teacher's signal, a member from each team slides through the markers in a zigzag pathway to collect a message and put it in the group jar box. Placed at the centre. The student then returns to their home station jumping over the markers and tag the next student in the team.
- Students in their home stations perform five jumping jacks every time their team member returns to the station.
- The activity is continued till all the members in the team have collected a message each.
- On the teacher's signal, the teams sit down and discuss about the messages.
- Teams do general discussion and share their understanding with the teacher.

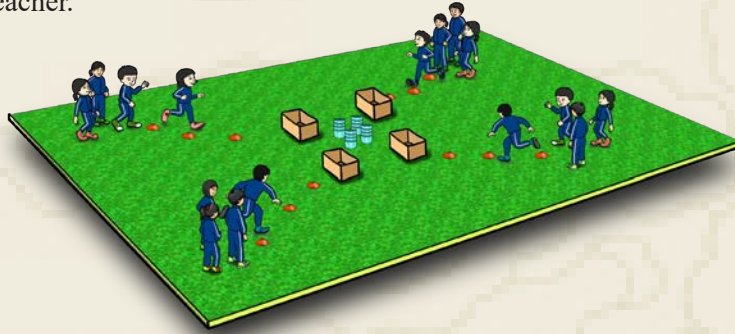


Figure 34: Main activity

Variation

- Increase the distance between the start line and the centre.
- Carry out the activity using different movement patterns on different pathways.

Suggested Lesson Activities

Cooling-down

Climb the Ladder

- Students stand with feet slightly apart.
- Move arms and legs up and down as if climbing a ladder.
- Climb a ladder for 20 – 30 steps.

Debriefing

- How would you help school to maintain clean toilets?
- How can you maintain water taps at homes and schools?
- Why is it important to eat healthy foods during menstruation?
- Where must you dump used pads and why?
- Why do girls have to take iron tablets during menstruation?

Teacher Information

Hand-washing: can prevent from diseases and sickness.

8.5 THEME V: WATER, SANITATION AND HYGIENE FOR HEALTHY LIVING

8.5.1. FUN AT PUBERTY

Learning Objectives:

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

1. state the concept of menstruation and menstrual cycle to accept puberty;
2. list ways to maintain personal menstrual hygiene;
3. make healthy food choices during menstruation to replenish nutrients; and
4. use pads following steps to change.

Teaching-Learning Materials

- Chart papers
- Markers



Figure 35: Teaching-Learning Materials

Set-up

- Set-up the activity area as shown in Figure 36 (station A, station B and station C).
- Place the information given in Table 1 different stations.

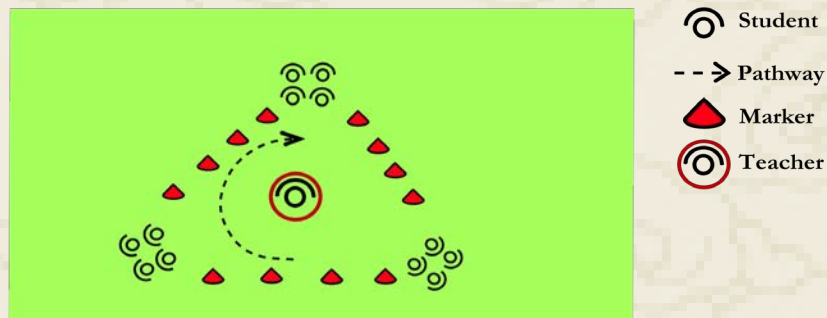


Figure 36: Setting for the activity

Table 1: Menstruation

<p>Station A: contains information about Menstruation on the chart paper as below; i. Puberty is experienced by every girl student.</p>	<p>Station B: These are the written information on the chart paper regarding the steps of sanitary pad and its proper disposal.</p>	<p>Station C: The chart contains written information on healthy diet during menstruation.</p>
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Suggested Lesson Activities

<p>ii. Menstruation usually happens during puberty at any age.</p> <p>iii. During menstruation, unwanted blood flows out from our body.</p> <p>iv. You have to talk about menstruation with your parents, friends and teachers if you do not know what to do.</p> <p>v. Use clean clothes if sanitary pads are not available.</p> <p>vi. Wash and sundry your sanitary clothes.</p> <p>vii. Keep yourself clean during menstruation by taking regular bath.</p> <p>viii. Do not use soap to wash your reproductive organ.</p> <p>ix. Experiencing menstruation means, there is a possibility of getting pregnant.</p> <p>x. Teenage pregnancy has adverse effect on the health of both mother and baby.</p>	<ol style="list-style-type: none"> 1. Wash and dry your hands with soap and water. 2. Use pads with the wings for better absorption. Remove the pad from the wrapper. 3. Peel off the long paper that covers the sticky back of the pad. 4. Place the sticky side down to cover the crotch panel of your underwear- the area that goes between your legs. Be sure not to put it too far to the front or back. 5. Peel the wrapper off the wings and wrap them around the underside of your underwear. 6. Dispose pad after it has become saturated. Pull it off your underwear and roll it up like a sleeping bag. 7. Begin the wrapper from the fresh pad before disposing of it in the bin. Never flush a pad down the toilet. 8. Wash your hands using soap. 	<ul style="list-style-type: none"> • Milk • Blueberries • Salmon(fish) • Beans Spinach • oats • Capsicum • Yogurt • Nuts • Eggs • Iron tablet (Iron Thursday)
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Warming-up

- Students play “Ice-Water-Sun” game.
- Identify two students as Ice and Sun, while the rest are Water. Water team runs around freely to avoid being tagged by the Ice.
- Ice tags the Water and freeze them, while the Sun tags the frozen Water to free them.

Activity

1. Students form three teams and stand in their respective stations.
2. Teams read and discuss the information.
3. On the teacher's signal, teams swap their stations, leaping over the markers in a clockwise direction.
4. Team members take turns to leap to the next station.
5. When all the team members reach the next station, they read and discuss the "information charts" placed in the station.
6. The activity is continued till the teams reach back to their home station.
7. On the teacher's signal, students jog towards the centre of the activity area to discuss with the teacher.

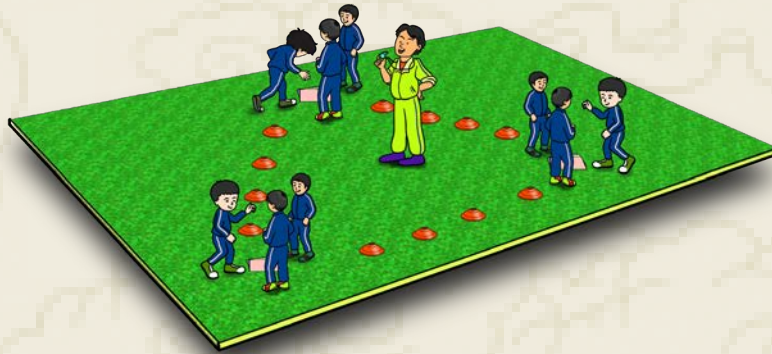


Figure 37: Main activity

Variation

- Increase the number of teams and distance between the stations.
- Carry out the activity using different movement
- Pathways can be altered between the stations and the centre of the activity area.

Cooling-down

- Students stand in a semi-circle facing the teacher and do the stretching along with the teacher.
- Students sit in a circle and practice breathing meditation for 2 minutes.

Debriefing

- What happens during puberty?
- How many steps are there in changing a new pad?
- Where do you have to dispose the used pads?
- Why is it unhealthy to flush the used pads down the toilet pots?
- Why is it important to take iron tablets during menstruation?
- What food items are essential during menstruation?

Suggested Lesson Activities

Teacher Information

Healthy food choices during menstruation

- *Water, fruit, leafy green vegetables, ginger, chicken, fish, turmeric, dark chocolate.*

Steps of changing into a new pad

1. *Bring a fresh pad to the bathroom.*
2. *Wash your hands before you change the pad. You want your hands to be clean when you handle the new pad.*
3. *Change your pad every three to four hours if your period is heavy.*
4. *If the pad you are using begin to smell, change it promptly.*

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.'

8.6 THEME VI: HEALTHY AND ETHICAL USE OF SUBSTANCES

8.6.1. HARMFUL SUBSTANCE FOR HEALTH

Learning Objectives:

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

1. explain substance consumption and its ill effects on personal health;
2. identify substances consumed for good health; and
3. consume medicines as per doctor's advice to prevent health problems.

Teaching-Learning Materials

- Chart papers, Balls, Four chart papers containing the following topics to discuss.
- Chart paper 1; Healthy Teeth. (Avoid consuming doma and tobacco products)
- Chart paper 2; Medicine (Consume medicines as per the doctor's prescription)
- Chart paper 3; learning better (Avoid the use of products like cigarettes, tobacco and alcohol)
- Chart paper 4; happy family (Domestic violence starts with consumption of substances like alcohol.)



Figure 38: Teaching-Learning Materials

Set-up

- Set up stations as per the number of students as shown in Figure 39.
- Place a ball at each station.
- Place four chart papers on the activity zone.

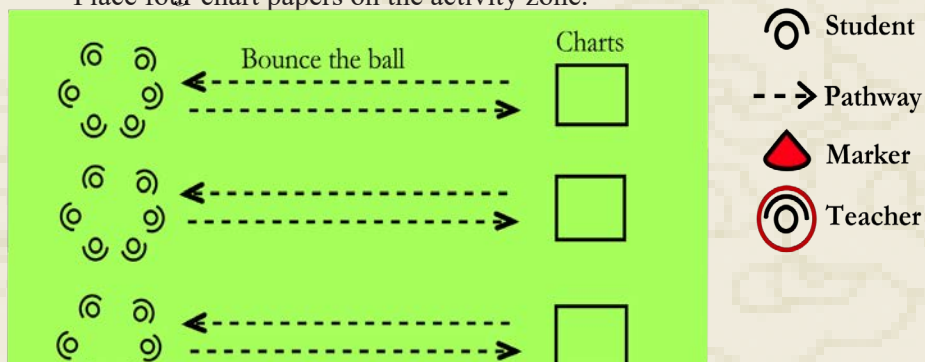


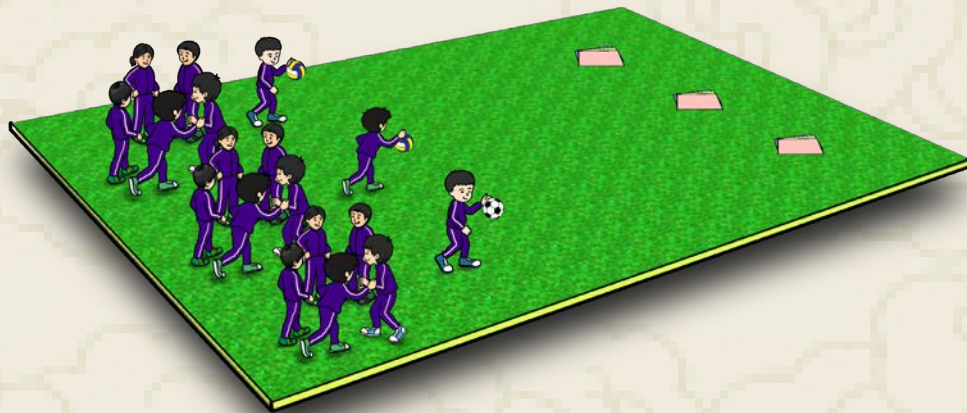
Figure 39: Setting for the activity

*Suggested Lesson Activities***Warming-up**

- Students in circle jog in a clockwise direction and perform physical movements as the teacher instructs and demonstrates movement skills like hopping, jumping, arm swing, leg swing, and body shaking.

Activity

1. Students form teams according to the class size, and make circles in their respective stations.
2. On the teacher's signal, a student from each team bounces ball towards the "Activity Zone" to collect the chart paper.
3. The rest of the team members perform stationary jogging until their team member returns with the chart paper.
4. Students In their respective stations discuss about the topics on the chart papers.
5. The chart paper is placed back to the 'Active Zone'.
6. On the teacher's signal, teams lunge to the next station (station 1 to station 2, station 2 to station 3, station 3 to station 4, station 4 to station 1).
7. The activity is repeated in every station by following the steps 2, 3 and 4.
8. On the teacher's signal, students gather in the centre of the activity area to discuss with the teacher.

*Figure 40: Main activity***Variation**

- Increase the distance between the stations and the centre of the activity area.
- Change the station if there is enough time.
- Use different movement skills by adding hurdles/cones.

Cooling-down***Climb the Ladder***

- Students stand with feet slightly apart.
- Move arms and legs up and down as if climbing a ladder.
- Climb a ladder for 20 – 30 steps.

Debriefing

- What are the ways to keep our teeth healthy?
- How can you learn better/faster as we grow?
- Why is it important to consume medicines only after doctor's advice?
- How can we have a happy family?

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 interactions.*
- *Some drugs react negatively when taken together with certain medicines.*

Suggested Lesson Activities

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

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

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)	Check 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 the 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 in based on the assessment weighting for the key-stage.

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

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

Suggested Lesson Activities

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

Theme: Body Postures, Safety, and Remedies for Efficiency and Wellbeing								
Skill			Application			Concepts		
Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points
	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

Theme: Water, Sanitation, and Hygiene for Healthy Living								
Skill			Application			Concepts		
Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points
	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

Theme: Nutrition Choices and Habits for Longevity and Sports Excellence								
Skill			Application			Concepts		
Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points
	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

Theme: Healthy and Ethical use of Substances								
Skill			Application			Concepts		
Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points
	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

Theme: Behaviours and Life Skills for Social Harmony								
Skill			Application			Concepts		
Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points	Learning Objectives	Points Scored	Full points
	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

Suggested Lesson Activities

Step Three

9.4 AUTO-GENERATED ASSESSMENT RESULTS AND REPORTING

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

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

Generation of Assessment Results (process)

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

Overall score and competency level in HPE	A sum of total points scored by a student in the three domains of learning in HPE.	
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Step Four*Generation of Assessment Report*

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

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

Suggested Lesson Activities

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

