

HEALTH AND PHYSICAL EDUCATION
Suggested Lesson Activities
Class VI



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
Director General
Royal Education Council, Paro

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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 VI. 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.

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

Suggested Lesson Activities

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

| <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 the key-stage II are provided in 6.1 to 6.6.

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

| 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. |

7. THEMES AND LEARNING OBJECTIVES

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

7.1 THEMES AND LEARNING OBJECTIVES FOR PP

| 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. |
| | <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. |
| <i>Safety for Active Participation</i> | <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. |
| <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). |
| | <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). |
| <i>Respect for Diversity in Team Work</i> | <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. |
| <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. |

Suggested Lesson Activities

| | |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <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. • 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. • 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. CROSS OVER THE ROPE

Learning Objectives

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

1. name at least three movements involved in the activity;
2. perform proper way of taking off and landing during the activity; and
3. use the skill of taking off and landing during daily physical activities.

Teaching-Learning Materials

- Long rope, PET bottles, carton boxes, cones.
- Set up the activity area as shown in Figure 1.



Figure 1: Teaching-Learning Materials

Set-up

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

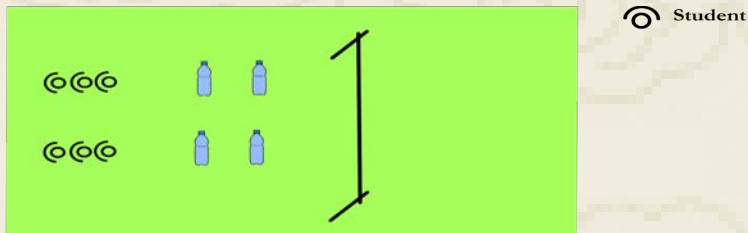


Figure 2: Setting for the activity

Warming-up

- Students perform stationary walking, jogging, sprinting and high knee.

Activity

1. Students form groups according to the size of the class.
2. Teacher demonstrates how to perform scissor kick over the inclined rope and straight rope.
3. Students in their respective groups run over the hurdles and perform scissor-kick over the rope.
4. Students continue the activity by increasing the height of the rope.

Suggested Lesson Activities

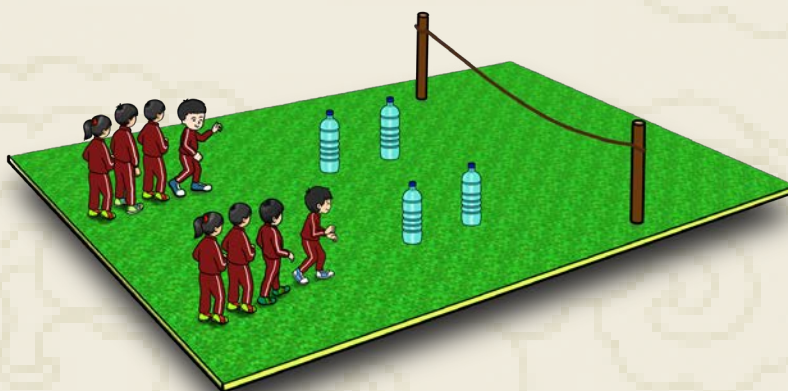


Figure 3: Main activity

Variation

- Repeat the activity using the cart wheel movement over the rope.

Cooling-down

Carry out the following steps as Cooling-down

- March on the spot with gentle swinging of arms.
- Touch shoulders with hands, and then reach up over head. Repeat the actions five times.
- Skip slowly on the spot.
- Kneel on the ground to relax the muscles.

Debriefing

- What have you learned from this activity?
- How many of you are confident with the scissors jump?
- When do we use jumping skills?

Teacher Information

| <i>Scissor-Jump</i> | <i>Technical elements of the skills</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Scissor jump is a high jump technique of crossing over a bar in a sitting position with the back straight and legs extended in the front. It allows jumpers to land on their feet. It is the style most often used by junior athletes.</i></p> | <ol style="list-style-type: none"> <i>1. Push off with non-dominant leg and thrusting the dominant knee into the air.</i> <i>2. Push off with non-dominant leg but swing dominant foot into the air, keeping your leg straight.</i> <i>3. Bent at the waist as if sitting on the floor, foot should never be higher than your hips.</i> <i>4. Keep back straight and legs extended in front to cross over the bar and land onto the ground.</i> |

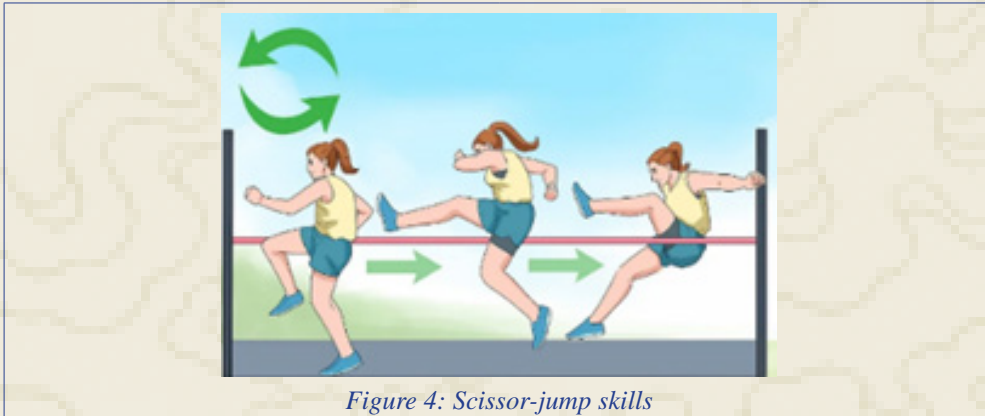


Figure 4: Scissor-jump skills

| Take-off | Landing |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. 1. Penultimate step should be a slightly longer, flat-footed step. 2. 2. Plant step should be short and quick hitting flat-footed, slightly ahead of the body. 3. 3. Swing leg drives up, heel to butt, knee lifting to a 90-degree angle. 4. 4. Active arm drive, in correlation with knee drive, helps generate lift and block forward rotation. | <ol style="list-style-type: none"> 1. 1. Prior to landing, arms should be over top of the head. 2. 2. The legs should be drawn up toward the chest, as the arms are driven downward. 3. 3. As the arms pass the legs, the legs should extend forward, heels out in front. 4. 4. Hit heels first, pull and reel the butt beyond the initial landing spot. 5. 5. Either pull to the side or straight ahead, scoop feet through the landing area. |

Suggested Lesson Activities

8.1.2. DRIBBLE WITH HAND

Learning Objectives

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

1. name the body parts used while dribbling and passing the ball;
2. perform hand dribbling and passing skills correctly to carry out the activities; and
3. use hand-eye coordination skills to dribble and pass a ball during the game.

Teaching-Learning Materials

- Markers, hula hoop, basketball/football/volleyball.



Figure 5: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 6.
- Increase the number of stations as per the number of students in the class.

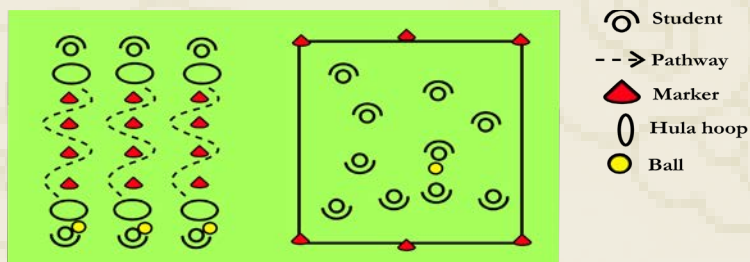


Figure 6: Setting for the activity

Warming-up

- Students bounce the ball ten times using their right and left hand alternatively.
- Students are paired up and made to perform the chest pass.

Activity

1. Students make 5 to 6 groups according to the class size.
2. Student dribbles the ball with hands in a zigzag pathway and chest passes the ball to the partner by bouncing it in the hula hoop as shown in Figure 7.
3. Student on the other side continues the activity.
4. For the next activity, students form two teams.
5. Students dribble and pass the ball using chest pass skill and try to topple the cone located in the opponent's area as shown in Figure 7.
6. For every closest attempt inside the scoring area the team is awarded a point.
7. The team that makes a successful attempt is awarded two points.



Figure 7: Main activity

Variation

- Increase the numbers of target.

Cooling-down

'Coming from the Jungle'

Students perform the following activities

- Jump over logs.
- Duck under branches.
- High knees through quicksand.
- Run from the tiger.
- Talk to the monkeys.
- Shout like Tarzan by tapping their chests.

Debriefing

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

Teacher Information

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

Suggested Lesson Activities



Figure 8: Dribbling skills

| Chest Pass | Technical elements of the skill |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Chest pass is performed by gripping the ball on the sides with the thumbs directly behind the ball. The chest pass is used in games that use a large ball such as basketball and netball. It is ideal for passing the ball to a team member over short or long distances. Similar skill criteria are important for the bounce pass.</i></p> | <ol style="list-style-type: none"> 1. Stands face on to the direction of throw. 2. Eyes focused on the target. 3. Fingers spread and thumbs behind around the ball. 4. Steps forward with either of the feet. 5. Keeps elbows down. 6. Follow through with arms and fingers, palms turned out. |

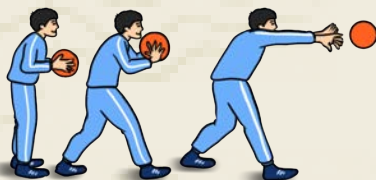


Figure 9: Chest pass

Eye–hand coordination

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

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

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

8.1.3. KEEP IT UP

Learning Objectives

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

1. name at least three skills used in the activity;
2. perform correct ways of volleying, tossing, and catching during the activity; and
3. apply skills of volleying, tossing, and catching in their daily physical activities.

Teaching and Learning Materials

- Cones, poles, markers.
- Soft ball (size of a volleyball).
- Rope/plastic strips.
- Paper ball/bean bags.

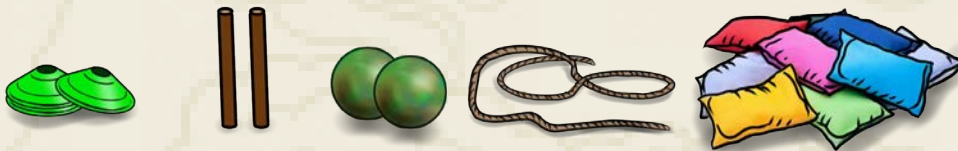


Figure 10: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 11.

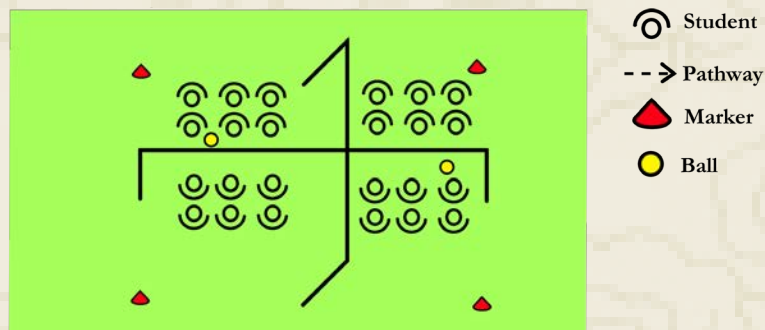


Figure 11: Setting for the activity

Warming-up

- Students form two teams.
- The equal number of toppled and upright cones are scattered all around the activity area.
- Teacher assigns one team to topple the cone and another team to put it upright.
- The activity is performed for 1 minute and students switch the role.

*Suggested Lesson Activities***Activity**

1. Students are paired up as shown in Figure 12.
2. The student tosses the bean bag/paper ball and tries to drop it in the space of the opponent's area.
3. The activity is performed for 2 minutes and can be continued with different sets.
4. In the next activity, the students form 4 teams and take their positions as given in Figure 12 (number of members can vary).
5. The activity is carried out between the teams (A and B) and (C and D) with a ball each.
6. On the teacher's signal, the player volleys the ball over the line/rope to the opposing team.
7. The opponent team makes sure not to drop the ball and volleys back.
8. Each team can volley the ball 3 times for returning the ball.
9. Player may not volley the ball 2 times consecutively.
10. The activity stops when one of the team scores 10 points or for a stipulated time.

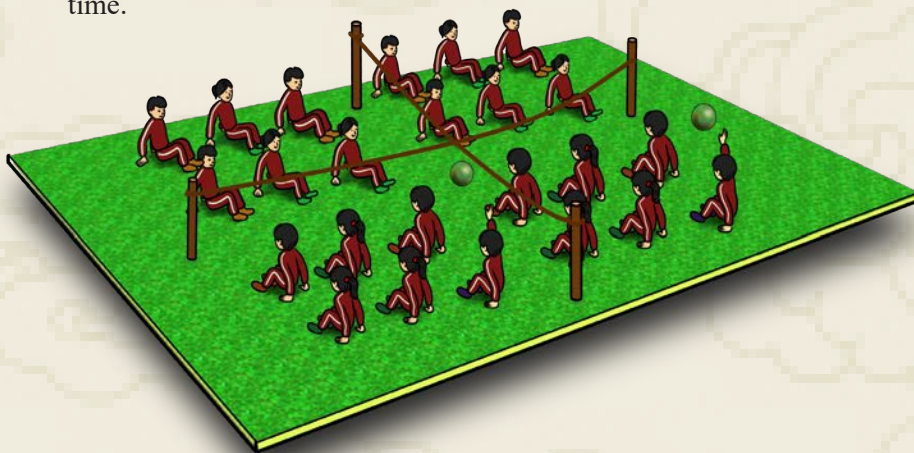


Figure 12: Setting for the activity

Variation

- Change the teams playing against.
- Use only one ball for the whole class.


Cooling-down*'Statues and Mirror'*

- Students are paired and assigned the role of being a statue and the sculptor.
- Sculptor performs different stretching poses and the statue tries to imitate as the mirror.
- Switch the role after 1 minute.

Debriefing

- What were the movements used during the activity?
- What should you do to drop the ball in the opponent's court?
- Where can you apply the skills learned in the activity?

Teacher Information

| Volleying | Technical elements of the skill |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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. 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. Body weight is balanced firmly. 2. Shoulders face the target. 3. One foot placed slightly ahead of other. 4. Hand held slightly above forehead height (fingers rounded thumbs towards eyes). 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. |
|  <p>Figure 13: Volleying skills</p> | |

| Catch | 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. 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. Eyes focused on the object throughout the catch. 2. Feet move to place the body in line with the object. 3. Hands move to meet the object. 4. Hands and fingers relaxed and slightly cupped to catch the object. 5. Catches and controls the object with hands only (well-timed closure). 6. Bend elbows to absorb the force of the object. |

Suggested Lesson Activities

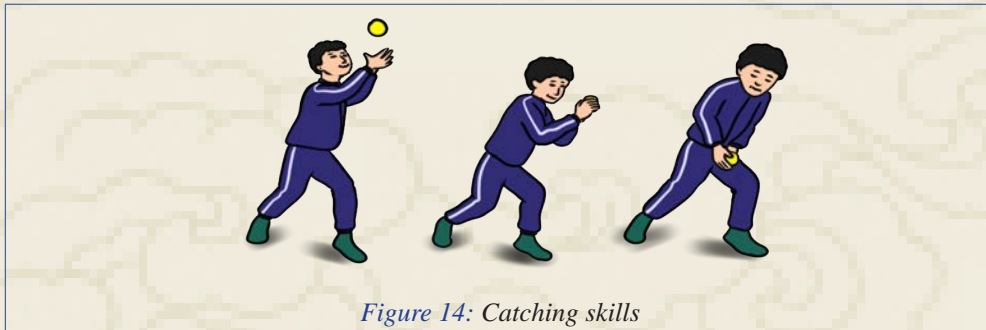


Figure 14: Catching skills

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

8.1.4. COLLECTING TOYS

Learning Objectives

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

1. explain at least two movements used in the activity;
2. perform proper hand-eye coordination during the activity; and
3. apply correct hand-eye coordination in the daily physical activities.

Teaching and Learning Materials

- Hula Hoop, bean bags (any objects).



Figure 15: Teaching-Learning Materials

Set-up

- Place hula hoops in the activity area.
- Scattered many bean bags (any objects) in the activity area.

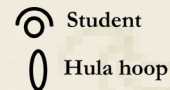
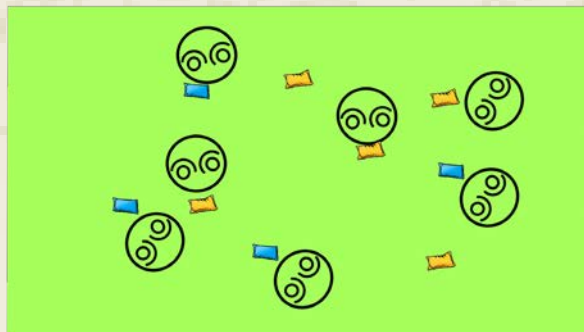


Figure 16: Setting for the activity

Warming-up

- Teacher places the hula hoops in the activity area.
- Students perform “rock, paper, scissors” game for Warming-up activity.
- Assign half the students to be in the hula hoop as king/queen and the rest becomes the challenger.
- On the teacher’s signal, challengers go to any king/queen and play rock, paper and scissors to decide a winner.
- The loser performs jumping jack for 3 times.
- The winner keeps the reign of the spot and the loser finds a new king/queen to challenge.

Activity

1. Students are paired up for the activity.
2. Put hula hoop around their waist and students stand in front of the starting

Suggested Lesson Activities

- line as shown in Figure 17.
3. The teacher scatters the objects throughout the activity area.
 4. On the teacher's signal, the pairs run to the activity area with hula hoop around their waist.
 5. They collect an object and keep it in their station at the starting line and go for another object.
 6. If pairs drop hula hoop before they reach activity area, return to the starting line and continue.
 7. The activity is continued till all the objects are collected.

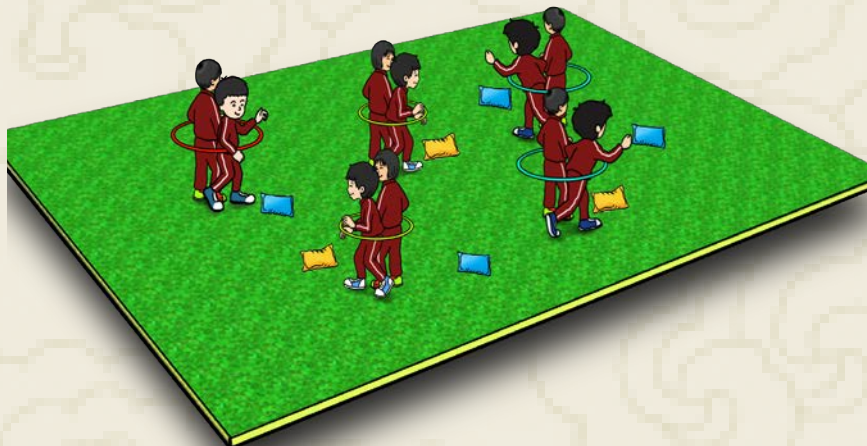


Figure 17: Main activity

Variations

- Students form two teams to collect objects from opponent's area.

Cooling-down

Students carry out the activity called "Slow leak" for cooling-down.

- Stand, arms circled over their heads, pretending to be a great big 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.
- Repeat the activity.

Debriefing

- What did you learn from this activity?
- How did you help your partner in collecting objects?
- How is this activity useful for you?

Teacher Information

Eye-hand coordination (Refer activity 2, Dribble with Hand).

8.1.5. TIC-TAC-TOE RELAY

Learning Objectives

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

1. explain balancing skills in tic-tac-toe relay;
2. run and drop the object safely while performing the activity; and
3. apply decision making skills in performing team task.

Teaching and Learning Materials

- Hula hoop/markers.
- Objects (bibs/bean bags/cloth pieces).
- Cones to designate the starting point.



Figure 18: Teaching-Learning Materials

Set-up

- Set up activity area as shown in Figure 19.

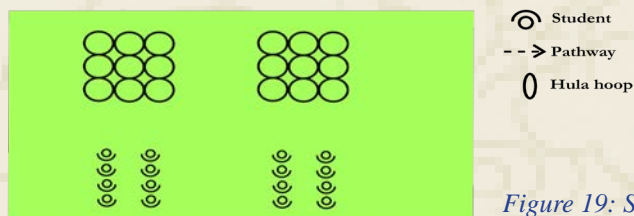


Figure 19: Setting for the activity

Warming-up

Meet in the middle

- Students form two teams of equal members.
- Each team stands at the end of the lines as shown in 19.
- On the teacher's signal, both the teams run towards the midline.
- They give a high five to the partner and runs back.
- The activity is repeated by giving high five by the other hand and the next with both hands.

Activity

1. Students form teams as per the class size.
2. Within respective teams, students form sub-teams of equal members and are provided an object (same colour) each.
3. On the teacher's signal, a student from each team runs to the tic-tac-toe area and places the object in one of the hula hoops.
4. After placing an object, students run back to the line and give a high-five to the next student with an object.
5. The next student in line runs and places the object in the open hula hoop.
6. The activity is continued until one of the team completes 'Tic-Tac-Toe' by

Suggested Lesson Activities

- aligning the objects in rows, columns or diagonals.
- The team who completes the activity gives cheers to the rest of the team members.

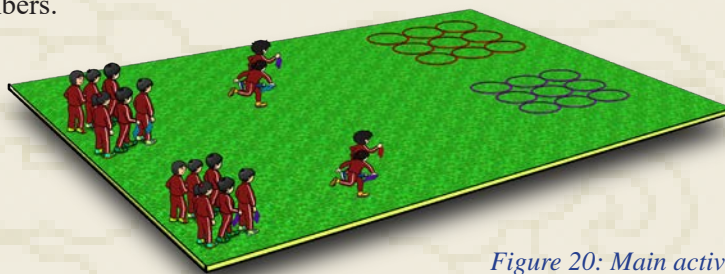


Figure 20: Main activity

Variation

- Carry out the activity by using different movements.
- Place hurdles on the pathways.

Cooling-down

- Students stand face-to-face with a cone placed in between them.
- Students put their hands on the head, shoulders, knees or toes according to the teacher’s command.
- When the teacher says ‘cone’, every student in the pair tries to be the first one to touch the cone.
- The activity is repeated for 3 to 4 times.

Debriefing

- What did you learn from the activity?
- How did you arrange the objects in the hula hoop?
- Where will you use the skills of Tic-Tac-Toe in your daily life?

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"> <i>Eyes focused forward throughout the run.</i> <i>Knees bent at right angles during the recovery phase.</i> <i>Arms bent at elbows and move in opposition to legs.</i> <i>Contact ground with front part of foot.</i> <i>Body leans slightly forward.</i> |

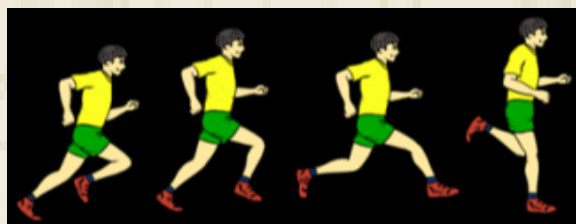


Figure 21: Running skills

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 aerobic exercise;
2. perform correct aerobic steps with safe space and proper rhythm; and
3. practise aerobics exercise during leisure time.

Teaching and Learning Materials

- Music player



Figure 22: Teaching-Learning activity

Set-up

- Students stand in line keeping safe distance.



Figure 23: Setting for the activity

Warming-up

Traffic light

Teacher calls the colours of the light and students perform the following activities;

- Green light - run.
- Yellow light - jog.
- Red light - stop.
- Students move to the other side of the activity area and teacher keeps on calling the colour.

Activity

1. Teacher leads the activity by demonstrating the following steps.

| Running | Technical elements of the skill |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Marching 8 steps on the spot and repeat it after every variation. • Step side (8 times). | <ul style="list-style-type: none"> • V step backward with hand coordination (8 times). • A step forward with hand coordination (8 times). |

Suggested Lesson Activities

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • <i>Butt kick (8 times).</i> • <i>Single step touch (8 times) (8 times) (8 times).</i> • <i>Double step touch (8 times).</i> • <i>V step forward with hand coordination (8 times)</i> | <ul style="list-style-type: none"> • <i>A step backward with hand coordination (8 times).</i> • <i>Grapevine (8 times).</i> • <i>Front kick (8 times).</i> • <i>Marching slowly (8 times).</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. Teacher shares the following benefits of aerobic exercise.

- 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.

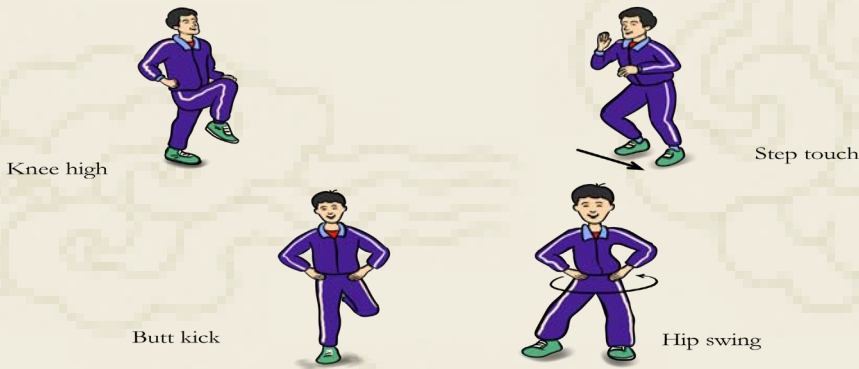


Figure 24: Main activity

Variation

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

Cooling-down

Pass the squeeze

Perform the following activity with slow music.

- Students stand in a circle holding their hands with eyes closed and take a deep breath for 5 times.
- Teacher squeezes the left hand of any student who then passes the squeeze around the circle.
- Teacher asks students to open their eyes.
- Teacher breaks the chain at the point where a particular student becomes the leader and goes around the activity area in chain.

Debriefing

- Which steps was the easiest to perform?
- Which steps did you find the most challenging?
- Why do you practice aerobics?

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 lungs, 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>

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.

Suggested Lesson Activities

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 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.

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

8.3.1. I AM A NUTRITION SUPERSTAR

Learning Objectives;

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

1. explain the importance of consuming fruits and vegetables for “go, grow and glow”;
2. differentiate between the function of carbohydrates and minerals for healthy growth; and
3. maintain food journal to check the right intake of nutrients in the meals.

Teaching-Learning Materials

- Fruits and vegetables flash cards, water bottles, markers.



Figure 25: Teaching-Learning Materials

Set-up

- Provide the lyrics with a tune to the students a week before the conduct of the activity to familiarise.
- Set up the activity area as shown in Figure 26.

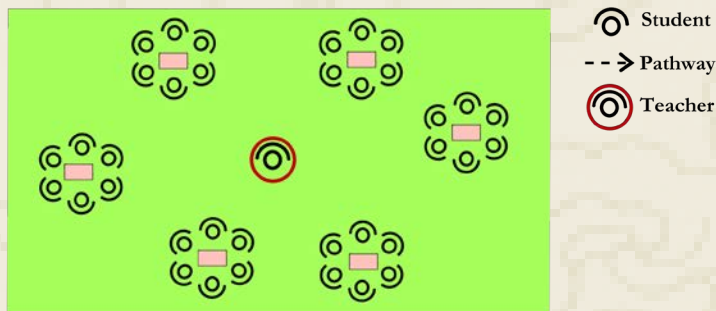


Figure 26: Setting for the activity

(Follow the tune of “If you are happy and you know it, clap your hands”)

Station 1

*I'm happy that I'm growing, see my face,
It's soft and beautiful, see my face,
My skin is glowing; I have grown, if you
want to be the same, drink water.*

Station 4

*I'm happy that I'm growing, See my
legs,
I can kick front and back, see my legs
,
I'm really strong, I have grown, if you want
to be the same, have eggs and milk.*

Suggested Lesson Activities

Station 2

*I'm happy that I'm growing, See my weight,
I'm normal and fit too, see my weight!
My health is really fit and I have grown, if
you want to be the same, have cereals.*

Station 3

*I'm happy that I'm growing, See my height,
I'm tall that I reach high, see my height.
My height is really tall and I have grown, if
you want to be the same, eat more fruits.*

Station 5

*I'm happy that I'm growing, See my hands
I can grab everything, see my hands,
I'm really active, I have grown, if you want
to be the same, take less salt.*

Station 6

*I'm happy that I'm growing, look at me,
I'm happy that I'm fit and strong, look at
me,
I feel fresh and healthy; I have grown, if you
really feel the same, say "Go, Grow Glow!"
"GO! GROW! GLOW!"*

Warming-up**Shark attack**

- Keep few volunteers as shark on the line.
- Sharks are allowed to move only in their line.
- Students will try to pass the shark.
- Whoever passes the third shark will be the fastest fish.

Activity

1. Teacher provides a flashcard each to all the students.
2. Students form six teams of equal members and stand in their respective areas and sing rhyme placed in their station.
3. On the teacher's signal, teams "line walk" to the next station (station 1 to station 2, station 2 to station 3, station 3 to station 4, station 4 to station 5, station 5 to station 6, station 6 to station 1) and sing the rhyme.
4. The activity is continued till the teams sing the rhymes in all the stations by using different movements as suggested below.

- slide (station 2 to 3, 4, 5, and 6, station 6 to station 1, then station 1 to station 2)
- gallop (station 3 to 4, 5, and station 6, station 6 to station 1, 2, and 3)
- hop (station 4 to station 5 and 6, station 6 to station 1, 2, 3 and then 4)
- leap (station 5 to station 6, station 6 to station 1, 2, 3, 4, and to station 5)
- squat and move (station 6 to station 1, 2, 3, 4, 5, and to 6)

5. On the teacher's signal, students run towards the centre of the activity area with the flashcards and place it on the different levels of the pyramid.
6. Students sing the entire rhyme together.

Variation

- Increase or decrease the number of stations and teams.
- Paste the food pyramid in school health board/safe place for the students to refer.
- Use treasure or scavenger hunt game.

Cooling-down

- Students form a circle and perform run, jog and walk in a circular form.

Debriefing

- Which food makes our skin glow?
- Distribute the format of food journal.
- What would happen if we lack calcium in our body?
- Teacher explains that the food journal would help them to ensure nutritional balance in their daily meal.

Food journal

| <i>Food Journal</i> | | | | | | | | |
|---------------------|------------------|----------------------------|----------------|-------------|-----------------|-----------------|--------------|--------------|
| <i>Week</i> | <i>Meals</i> | <i>Carbo- hydrates</i> | <i>Protein</i> | <i>Fats</i> | <i>Vitamins</i> | <i>Minerals</i> | <i>Fiber</i> | <i>Water</i> |
| <i>One</i> | <i>Breakfast</i> | | | | | | | |
| | <i>Lunch</i> | | | | | | | |
| | <i>Dinner</i> | | | | | | | |
| <i>Two</i> | <i>Breakfast</i> | | | | | | | |
| | <i>Lunch</i> | | | | | | | |
| | <i>Dinner</i> | | | | | | | |
| <i>Three</i> | <i>Breakfast</i> | | | | | | | |
| | <i>Lunch</i> | | | | | | | |
| | <i>Dinner</i> | | | | | | | |
| <i>Four</i> | <i>Breakfast</i> | | | | | | | |
| | <i>Lunch</i> | | | | | | | |
| | <i>Dinner</i> | | | | | | | |

Teacher Information**Functions of carbohydrates**

The primary role of carbohydrates is to supply energy to all cells in the body. Many cells prefer glucose as a source of energy versus other compounds like fatty acids.

Functions of minerals

Just like vitamins, minerals help your body grow, develop, and stay healthy. The body uses minerals to perform many different functions — from building strong bones to transmitting nerve impulses. Some minerals are even used to make hormones or maintain a normal heartbeat.

Food groups

- Vegetables and legumes/beans.
- Fruit.
- 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.

Suggested Lesson Activities

8.3.2. DOCTOR, DOCTOR

Learning Objectives

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

1. explain the importance of consuming nutritious foods to prevent nutritional deficiency diseases;
2. identify foods essential for the replenishment of lost nutrients during menstruation; and
3. consume foods containing nutrients helpful for the replenishment of lost nutrients during menstruation.

Teaching-Learning Materials

- Two types of flash cards: one with patient's statement and the other with doctor's statement. The statements are numbered below.
- Markers

| Patient | Doctor |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. "Doctor Doctor! My legs bow outward and I cannot walk properly" | 1. You lack Vitamin D and you have rickets. Eat fish, cheese, egg and milk. |
| 2. "Doctor Doctor! My gums really hurt and they are always bleeding. Please help me!" | 3. "You don't have good oral hygiene. You lack vitamin C and you have Scurvy. Brush at least twice a day and eat tomatoes and citrus fruits - lemons, oranges and limes, berries, broccoli" |
| 4. "I can't see clearly, please Doctor, help me!" | 5. "You have vitamin A deficiency disease called Xerophthalmia/night blindness. You must eat oranges and red coloured vegetables like pumpkin and carrots" |
| 6. "Doctor Doctor! I am feeling sleepy always. I sleep early but I feel tired. What should I do?" | 7. "You have low levels of vitamin D and Iron. Eat meat, nuts, dark leafy vegetables and meat or plant protein like legumes and soya chunk" |
| 8. "Doctor Doctor! My tummy aches; I could not eat much now a days. What happened to me?" | 9. "You have bad constipation. Eat foods which have high fibre like oats, bread, cereals, fruits , dark green leafy vegetables and drink plenty of water" |
| 10. "My menstrual cycle is irregular and my body aches. What should I do Doctor? " | 11. "You have imbalanced diet. Eat red meat, dark green leafy vegetables, and legumes to get enough iron" |



Figure 27: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 28.
- Prepare stations as per the class size.

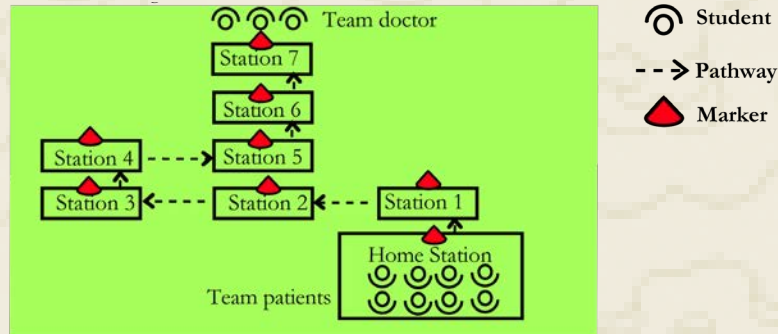


Figure 28: Setting for the activity

Warming-up activity

- Students hold hands and form a big circle and release their hands.
- Teacher in the centre of the circle calls out a number 1-4 randomly.
- For each number, students perform different movements as listed below;
 - a. Number 1- jog clockwise direction
 - b. Number 2- Jog anti-clockwise direction
 - c. Number 3- Jump
- Number 4- Clap

Activity

1. Students form teams as per the class size.
2. The teams further divide themselves into two sub teams (Doctor and Patient) and take their positions as shown in Figure 29.
3. Teacher provides a set of flash cards to each sub-team- patients and doctors statement.
4. On the teacher's signal, team Patients reads aloud their disease statement to team Doctors.
5. Upon hearing the disease statement, team Doctor reads aloud the advice statement and ask team Patient to overcome the obstacles and move to the next level.
6. Team Doctor performs Jumping Jack/Knee high/stationary jog/squat and stand/heel touch till the Team Patient reaches the next level.
7. After completing all the levels, Team Patients switch roles with team Doctor to continue the activity.

Suggested Lesson Activities

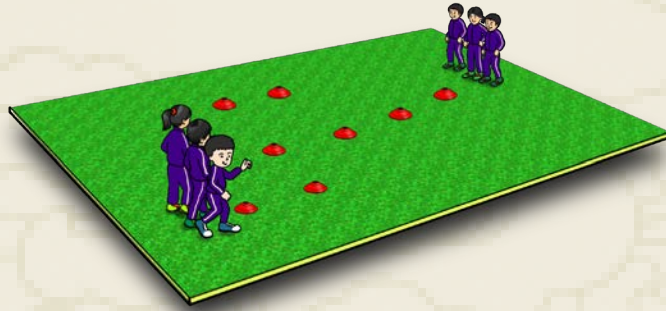


Figure 29: Main activity

Variation

- Carry out the activity with the most common illness in the community.
- Carry out the activity by placing the flashcards at different levels.

Cooling-down: Breath and hug

- Students march in circular form, keeping arms over head.
- Slowly take a deep breath in through the nose and out through the mouth.
- Wrap arms around shoulders and give a big and tight self-hug and a gentle pat on the left shoulder.

Debriefing

- Teacher shares that Dry Beri Beri is also caused by a deficiency of vitamin B1 and the symptoms are; swollen leg and falling down, tiredness, weakness in /muscle weakness/numbness of the feet.
- What are the diseases caused by the nutrition deficiencies?
- How can we prevent dry beriberi?
- What would happen if your body lacks Vitamin A?
- Share the importance of having iron rich foods to prevent iron deficiency disease like anaemia.

Teacher Information**Nutrition deficiency disease**

A nutritional deficiency occurs when the body doesn't absorb or get the necessary amount of nutrient from the food one eats.

Essential nutrition during menstruation

Foods that may help to relieve some symptoms include complex carbohydrates and high-calcium foods. Stick to a diet that includes plenty of fresh fruits and vegetables, whole-grain products, non-fat dairy products, lean fish, and poultry; also drink plenty of water. Besides a healthy diet, be sure to exercise regularly.

Jumping Jack

Stand upright with your legs together, arms at your sides.

Bend your knees slightly, and jump into the air.

As you jump, spread your legs to be about shoulder-width apart. Stretch your arms

out and over your head.
Jump back to starting position.

Knee high

Stand with your feet hip-width apart. Lift up your left knee to your chest.
Switch to lift your right knee to your chest. Continue the movement, alternating legs and moving at a sprinting or running pace.

Stationary jogging

While standing, mimic the movements that you would make if you were jogging, but stay in one place.
Bend your knees and quickly raise one foot off the ground then land on the opposite foot as your pump your arms.
Continue alternating feet for the desired amount of reps or time.

Squat and stand

Step 1: Stand straight with feet hip-width apart. ...
Step 2: Tighten your stomach muscles. ...
Step 3: Lower down, as if sitting in an invisible chair. ...
Step 4: Straighten your legs to lift back up. ...
Step 5: Repeat the movement.

Heel touch

Step 1: Lay down with your back on the ground and your knees bent and pointed towards the ceiling.
Step 2: With your arms on your side raise your shoulders slightly off the ground.
Step 3: Using your abs rotate your right hand down to your right foot and then back up.

Suggested Lesson Activities

8.3.3. SYNCHRONIZE PULL

Learning Objectives

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

1. explain the importance of consuming whole food to enhance dietary choices;
2. choose whole foods over processed food for a healthy body; and
3. consume whole foods in daily meals for healthy living.

Teaching and Learning Materials

- Rope, flashcards, markers.



Figure 30: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 31 and place a rope and a flash card each at the stations.
- Flashcards have the following movements;
 - Station 1; (*Jumping Jack, 5 times*)
 - Station 2; (*Push up, 5 times*)
 - Station 3; (*chest jump, 5 times*)
 - Station 4; (*Squat, 5 times*)

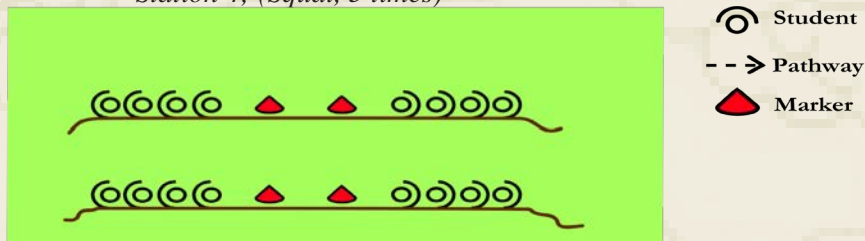


Figure 31: Setting for the activity

Warming-up

Green Light! Yellow light!

- Students jog in a clockwise direction in a circle.
- When the teacher says “green light”, students run and when the teacher says, “Yellow light!” the students jog.
- Continue till the teacher signals to stop.

Activity

1. Teacher gives information on “Whole Food” and “Processed Food” before the start of the activity.
2. Students form teams of equal members and stand in their respective stations.
3. Teams further form sub-teams of equal members and name themselves as

- “Whole Food” and “Processed Food”.
4. On the teacher’s signal, teams perform the movement written on the flashcard, then pull the rope and try to pull the other team towards their boundary.
 5. The team pulled by the other team towards their boundary share about their food (Whole food or processed food).
 6. On the teacher’s signal, teams change the stations by (hopping, sliding, galloping, continuous leaping).
 - Station 1 to Station 2: (Hopping)
 - Station 2 to Station 3: (Sliding)
 - Station 3 to Station 4: (Gallop)
 - Station 4 to Station 1: (Continuous leaping)
 7. The activity is continued till all the teams complete the activity in all the stations.
 8. On the teacher’s signal, students run towards the centre of the activity area and gives “WOW” cheers to themselves.

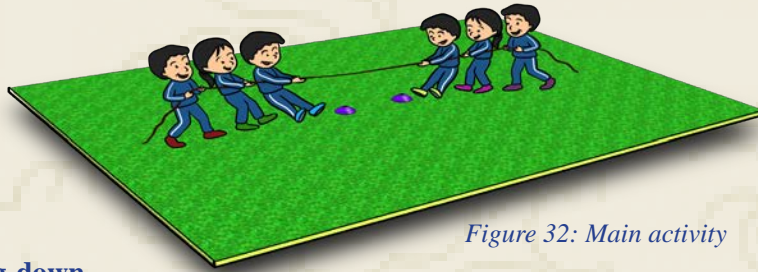


Figure 32: Main activity

Cooling-down

Protect Yourself

- Students form two teams and be in their own areas.
- A team with a ball tries to hit the members of another team.
- The student who is hit by a ball comes out of the activity area by skipping and perform any 3 body stretching they know.
- The activity is continued until the teacher signals to stop.

Debriefing

- What is your favourite food?
- Why we should not eat processed food?
- Name some foods which will help your body to grow.
- What would you include in your meal plate for your healthy body growth?

Teacher Information

Whole foods

Whole foods are plant foods that are unprocessed and unrefined, or processed and refined as little as possible, before being consumed. Examples of whole foods include whole grains, tubers, legumes, fruits, vegetables.

Benefits of consuming whole food

Whole foods are plant foods that are unprocessed and unrefined, or processed and refined as little as possible, before being consumed. Examples of whole foods include whole grains, tubers, legumes, fruits, vegetables.

Suggested Lesson Activities

8.4 THEME IV: WASH FOR HEALTHY LIVING

8.4.1. TOUR OF THE TOILET

Learning Objectives:

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

1. explain the importance of proper use of toilet to promote personal health and sanitation;
2. identify wash facilities at school to enhance personal health and hygiene; and
3. practice appropriate use of toilets on a daily basis to prevent diseases.

Teaching-Learning Materials

- Flash cards showing the following pictures;
 - i. A person passing stool (faeces) in an open area
 - ii. Fingers,
 - iii. Flies,
 - iv. Fields
 - v. Fluids(water)
 - vi. Food
 - vii. Face (mouth)
- Carton boxes

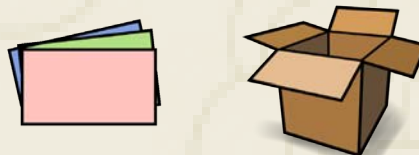


Figure 33: Teaching-Learning Materials

Set-up

- Set up the activity station as shown in Figure 34.
- Place boxes with flash cards in the flash card zone.

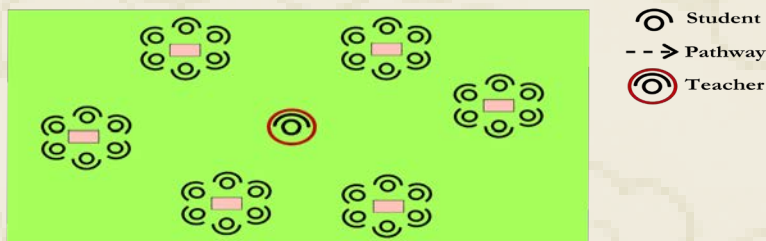


Figure 34: Setting for the activity

Warming-up

Exercise Circle

- Students stand in a circle at an arm’s length apart.
- Students follow the leader to perform various exercises for 20 to 30 seconds (jumping jacks, sit-ups, squat, galloping, and star jumps).

Activity

1. Students form four teams and teacher provides four empty flashcards to each team.
2. Teams jog towards the toilets for observation to write two good points and two points they can improve on the flashcards.
3. Teams jog back to the activity area and stand in their respective stations to discuss the points and leave the flash cards at their respective stations.

4. On the teacher's signal, teams swap stations by carrying out the movements as illustrated in Figure 35 to discuss the points.
5. The activity is continued till the teams read the points in all the stations.
6. On the teacher's signal, students run towards the centre of the activity area and form a semi-circle.
7. Teacher introduces the 'F' diagram (Faecal Oral Transmission route) to the students as shown in Figure 35.
8. Teacher focuses on the different faecal oral transmission pathways and discusses on hand washing with soap during critical junctures.



Figure 35: Main activity

Variation

- Students visit toilets in two teams.

Cooling-down

Sit and Reach

- Sit on the floor with the torso tall and legs fully extended in front of the body.
- Reach for the toes with your fingers by stretching forward. Exhale while reaching to the toe and inhale while coming back to the position.
- Repeat the stretch for 4 to 5 times.

Debriefing

- What did you observe during the tour to the toilet?
- What are the different pathways for reaching stool/faeces to our food?
- How can you prevent the germs from reaching the mouth?
- Why do you have to wash your hands using soap after using the toilet?

Teacher Information

WASH Facilities

The term "WASH in health care facilities" refers to the provision of water, sanitation, health care waste management, hygiene and environmental cleaning infrastructure, and services across all parts of a facility.

| | | |
|---------|-------------------------------------------------|--------------|
| Fingers | A person passing stool (faeces) in an open area | Fluids |
| Fields | | Food |
| Flies | | Face (mouth) |

Suggested Lesson Activities

8.4.2. WASH HANDS AT CRITICAL JUNCTURES

Lesson objectives:

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

1. explain the importance of washing hands using soap at critical junctures to prevent diseases;
2. identify critical junctures in a day to wash hands with soap to prevent diseases;
3. practice washing hands with soap at critical junctures to prevent diseases on a daily basis.

Teaching-Learning Materials

- Flash cards, buckets, soap, jug (improvised).



Figure 36: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 37.
- Place flash cards with the written statements of various activities carried out in a day as given below.
- Place four buckets filled with water, four jugs and four soaps at the four corners of the activity area.

- 'Go to the kitchen and cook'
- 'Make a call to your mother'
- 'Eat your food'
- 'Change the baby's diaper'
- 'Go and buy some vegetables from the market'
- 'Pick up the papers from the floor'
- 'Go and clean your bedroom'
- 'Sweep the floor'
- 'Empty the dustbin'
- 'Play outside with your younger sister'
- 'Go and study'
- 'Put off the lights'
- 'Go and use the toilet'
- 'Clean the toilet'

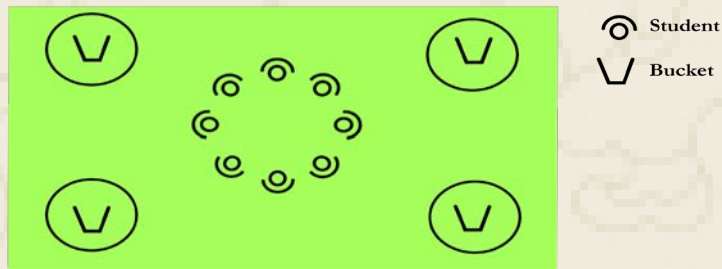


Figure 37: Setting for the activity

Warming-up

- Students to form ‘Inside - Outside - Circle’ and walk, jog and run in clockwise and anticlockwise directions with medium and fast paces.

Activity

1. Students line up at the start line.
2. On the teacher’s signal, students jog from the start line towards the centre and form teams.
3. In a team, five members are flash card holders (keep about 2 meters between the flash card holders), one member is a task doer and one member gives any activity to the doer.
4. On the teacher’s signal, teams begin the activity until the teacher gives the signal to stop.
5. A student in the team gives activity to the ‘task doer’ by reading activities on the flash card.
6. The ‘actor’ runs from flash card to flash card while carrying out the tasks.
7. Read the activity one after another to create some confusion in the actor.
8. The actor in the team performs the activity accordingly.
9. There will be a call when the time is up from the teacher after two minutes.
10. The member who is giving the activities checks if the actor remembers to wash hands using soap after carrying out the activity.
11. If the actor forgets to wash hands using soap, team reminds the actor to wash hands with soap.
12. The actor runs towards the bucket and washes his hands using soap.
13. When the activity is in progress, one of the team members will hide the soap and check if the actor searches for soap to wash his hands (Often when we are in haste, we forget to use soap to wash hands).
14. The activity is continued until all students in the team gets an opportunity to switch roles.
15. On the teacher’s signal, students sprint towards the centre of the activity area to form semi-circle and discuss more about washing hands with soap at critical junctures.
16. Teacher explains the importance of washing hands with soap at critical junctures to the entire class.

Suggested Lesson Activities



Figure 38: Main activity

Variation

- Increase the number of activities and time.

Cooling-down**Cloud Pose**

- Inhale and bend your knees and scoop the invisible clouds in front of you.
- Exhale and straighten your legs, lifting legs, lifting your arms above your hands.

Debriefing

- Why do you wash your hands using soap at the critical junctures?
- Give some examples of critical junctures?
- What would happen if you don't wash your hands using soap after attending a phone call?
- Why it is important to wash your hands using soap after playing outside?

Teacher Information**Critical junctures to wash hands**

Before, during, and after preparing food.

Before eating food. Before and after caring for someone at home who is sick with vomiting or diarrhoea?

Benefits of healthy hands

Prevents common respiratory illnesses caused by poor hand hygiene include the common cold, influenza, chicken pox, and meningitis.

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

8.5.1. CHANGING BODY

Learning Objectives

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

1. explain onset of menstrual cycle at puberty;
2. list choices of sanitary pads to promote personal menstrual hygiene;
3. identify healthy ways to dispose used sanitary pads to enhance personal menstrual hygiene;
4. explain the secondary sexual characteristics during puberty to accept physical changes in the body; and
5. apply the concept of healthy choices of foods and exercises required during menstruation.

Teaching-Learning Materials

- Marker pens, height measuring scale, weight measuring machine.
- Chart paper showing pictures of different sanitary pads.
- Chart paper showing written statement about secondary sexual characteristics in both males and females.



Figure 39: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 40.
- Place height measuring scale and name list of students in Station 1.
- Place weighing machine and name list of students in Station 2.
- Place charts having pictures of different types of sanitary pads and proper usage in Station 3.
- Place written information about secondary sexual characteristics in Station 4.

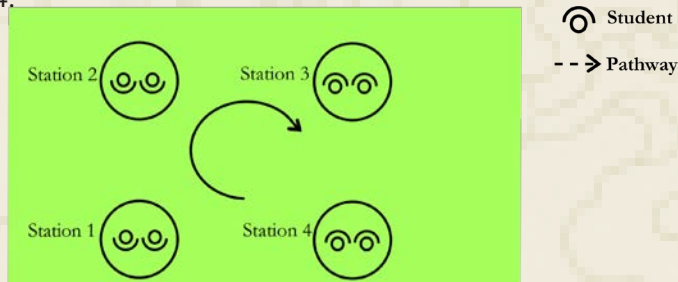


Figure 40: Setting for the activity

*Suggested Lesson Activities***Secondary sexual characteristics in females**

1. Development of breasts and enlargement of nipples.
2. Growth of body hair, most prominently underarm and pubic hair.
3. Widening of hips; lower waist to hip ratio than adult males.
4. Starts to menstruate.

Secondary sexual characteristics in male

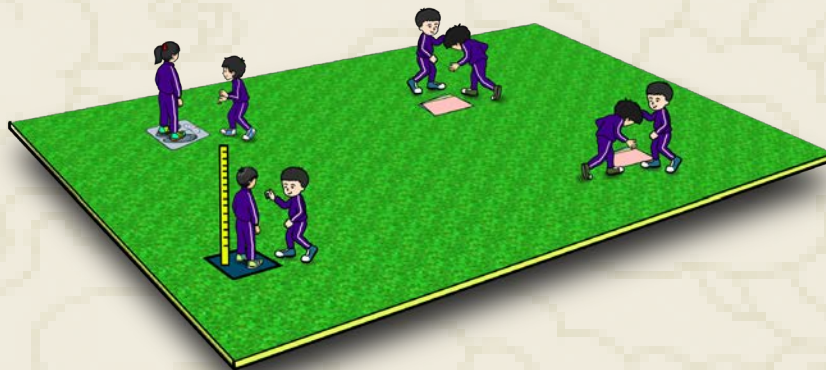
1. Growth of body hair, including underarm, abdominal, chest hair and pubic hair.
2. Growth of facial hair.
3. Broader shoulders.
4. Enlargement of larynx (Adam's apple) and deepening of voice.
5. Starts to produce sperm cells.

Warming-up

- Students form a circle and run clockwise direction by singing 'Fire on the mountain run, run, and run.'
- Teacher calls out random number and students form teams accordingly.

Activity

1. Students line up behind the start line.
2. Students look for a partner to carry out the activity.
3. On the teacher's signal, a pair runs to Station 1, pair take turns to measure height and record on the chart against their name.
4. The pair holds their hand and gallop to Station 2, measure weight and record on the chart against their names.
5. The pair holds hands and sprints to Station 3 and look at the charts, showing pictures of different types of sanitary pads and its proper usage.
6. The pair runs to Station 4 and read about the secondary sexual characteristics.
7. The activity is continued till all the students visit three stations.

*Figure 41: Main activity*

Variation

- Carry out the activity in teams consisting of more than two students.
- Carry out the activity using different movements.

Cooling-down

- Students spread freely on the activity area and perform body massage of limbs and perform a comical walk.

Debriefing

- Do you see any changes in your body compared to last year?
- Why do you think your body is changing?
- Can you define puberty in your own words?
- Do we get different types of sanitary pads in shops?
- How many times do you change your pad in a day during menstruation?

Teacher Information

Secondary sexual characteristics

It is, any physical characteristic developing at puberty which distinguishes between the sexes but is not directly involved in reproduction.

Recommended exercises during menstruation

Light walking, running, swimming, stretching dancing, yoga, etc.

Suggested Lesson Activities

8.5.2. ONE’S TRASH, ANOTHER’S CASH

Lesson objectives

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

1. state at least two ways to reuse wastes to prove one’s trash can be another’s cash;
2. sort out the wastes for reusing and recycling to keep the surroundings clean; and
3. reuse and recycle the wastes to provide purpose to the materials.

Teaching-Learning Materials

- Sand/soil, waste, airtight waste bin, ball.



Figure 42: Teaching-Learning Materials

Set-up

- Set up the activity area as shown in Figure 43.

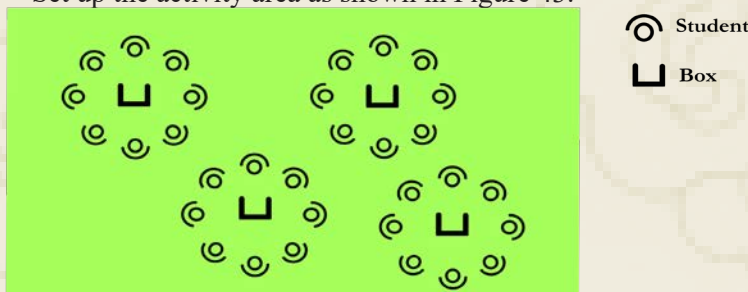


Figure 43: Setting for the activity

Warming-up

Piggy in the middle

- Make a circle with a student in the middle of the circle.
- Students outside the circle passes the ball to other friends without letting the student in the middle to touch
- If the student in the middle touches the ball, student who passes the ball in the middle continue the activity till the teacher’s signal.

Activity

1. Students form two teams.
2. On the teacher’s signal, students leap in a zigzag manner towards the waste zone and sort out the degradable and non-degradable wastes.
3. Teams dispose degradable waste in the bin allocated in the next station.
4. On the teacher’s next signal, teams in line slide to the next zone carrying the non-degradable wastes and segregate the bottles.
5. Teams gallop to the next station and fill the bottles with sand/soil.
6. Teacher shares on refuse, reduce, reuse and recycle citing an example of

- reusing PET bottles.
7. Students shares the financial benefits of 4Rs in managing wastes for clean environment.

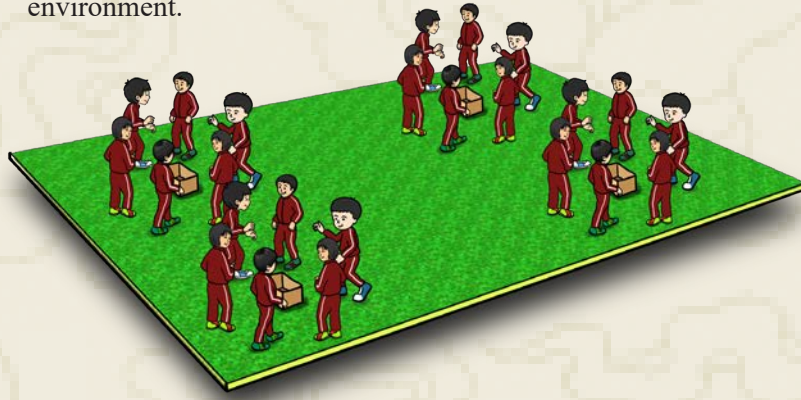


Figure 44: Main activity

Variation

- Increase or decrease the distance between each station.
- Carry out the activity using wastes from the classroom/staffroom.
- Students can collect wastes while coming to school to carry out the activity.

Cooling-down

Pass the ball

- Students line up with the ball with first student.
- Pass ball to next student using alternative side to side, over and under.
- Student at the back joins the front of the line and starts again.
- Continue till the teacher's signal.

Debriefing

- How did you recycle wastes while carrying out the activity?
- What difference did you find between recycling and reusing?
- What will you do with the sand filled bottles? (the teacher suggests the students to use sand-filled bottles for fencing the flowers and some of the creative arts out of plastic bottles to try at home).
- What are the benefits of the 4Rs?

Teacher Information

Benefits of using 4R's in managing wastes

Reuse, refuse, recycle and reduce, popularly known as 4rs. Reusing, refusing, recycling and reducing of plastics will help our world survive. Excess usage of plastic bags is spoiling our environment. We can reduce the usage of plastics by many ways such as using jute bags, using metal tiffin boxes, etc.

(Galloping)

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

Suggested Lesson Activities

8.6 THEME VI: HEALTHY AND ETHICAL USE OF SUBSTANCES

8.6.1. HARMONIOUS SOCIETY

Learning Objectives:

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

1. state the harmful effects of substances on personal health;
2. identify substances commonly misused in the society; and
3. create awareness on substance misuse and its effects on peace and harmony of the society.

Teaching-Learning Materials

- Flash cards, card boxes (improvised)



Figure 45: Teaching-Learning Materials

Set Up

- Set up the stations as shown in Figure 46.
- Keep card boxes in the centre of the activity area containing messages written on the flashcards

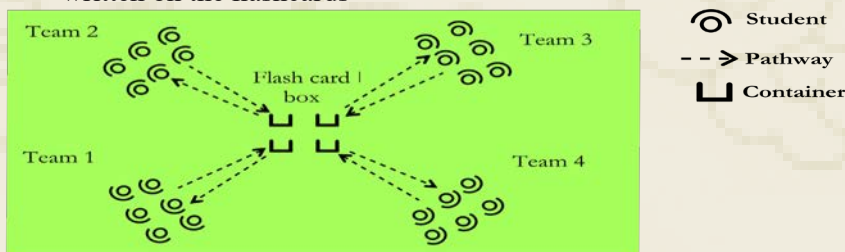


Figure 46: Setting for the activity

Contents of the flashcards

- Chewing doma stains teeth.
- Chewing doma causes stomach cancer.
- Lime in makes place dirty.
- Doma wrappers pollute the environment.
- Smoking tobacco causes different types of cancer.
- Buying and selling tobacco products are illegal.
- Drinking below eighteen years is prohibited.
- Tobacco smoke pollutes air.
- Smoking causes breathing problem.
- Tobacco products are expensive.
- Alcohol damages brain.
- Alcohol creates problems in family and in society.
- Alcohol causes financial problems.
- Money spent in alcohol can buy fruits and vegetables.

Warming-up

Ice-Water-Sun

1. Select two students as Ice and Sun, while the rest are water and run around to avoid getting tagged by the ice.
2. Ice tags the water to freeze them, while the sun tags to the frozen water to free them to become water again.

Activity

1. Students form four teams of equal members and number themselves as 1, 2, 3, 4, 5, and 6.
2. Teacher calls out the numbers randomly and a student from each team moves towards the centre to collect a flashcard.
3. After collecting a flashcard, students gallop back to their home stations.
4. Rest of the team members cheer saying “go, go, go...”
5. The activity is continued till all the team members collect a flashcard and discuss the messages in their respective stations.
6. Team members use different movement skills like sliding, galloping, leaping or lunging while moving to the centre.
7. The activity is continued until the message boxes are empty.

Variation

- Carry out the activity by increasing or decreasing the distance between the stations and the centre of the activity area.
- Use different movements to carry out the activity.

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 is the effect of alcohol on our body?
- What are some problems that you may find at home?
- What would be some of the causes of problems at home?
- What are some of the commonly misused substances in your society?
- What can you do to make your community peaceful?

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.

Effect of substance misuse on individual health

Short-term effects can range from changes in appetite, heart rate, blood pressure, and/or mood to heart attack, and even death.

Suggested Lesson Activities

8.7 THEME VII: BEHAVIOUR AND LIFE SKILLS FOR SOCIAL HARMONY

8.7.1. LET US COLLABORATE

Learning Objectives

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

1. tell the importance of teamwork in building team spirit;
2. participate collaboratively with team members to achieve team success; and
3. work collaboratively in completing team tasks.

Teaching-Learning Materials

- Whistle, basket, marker, softball, score sheet, stop watch.



Figure 47: Teaching-Learning Materials

Set up

- Set up the activity area as shown in Figure 48.
- Develop a score sheet/scoreboard.

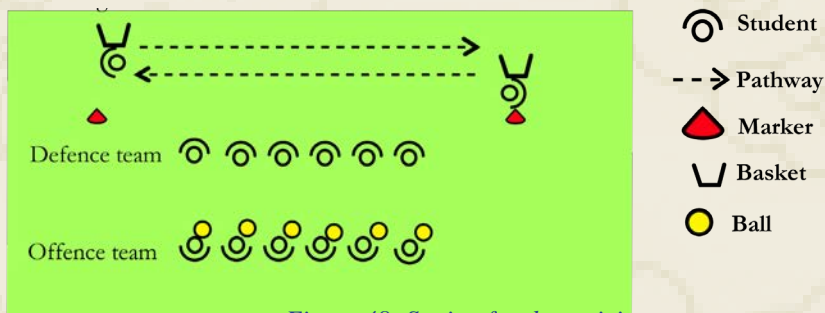


Figure 48: Setting for the activity

Warming-up

- Teacher asks students to take a ball each from the basket.
- Students walk randomly around the playground and toss the ball in the air.
- Students toss the ball for about 3-4 minutes with variations suggested below.

Note: Variations include:

- Toss the ball, clap once and then catch the ball.
- Teacher can continue by increasing number of claps.

Activity

1. Students form into two teams (A and B) of equal members and teacher provides balls to the teams.
2. Team A acts as “ball scorer” and Team B acts as “ball receiver”.
3. A member each from the teams move on the side of the activity area to

- receive the ball.
4. Team A tries to score the ball by throwing underarm to the team members.
 5. The Team is awarded a point upon making one score and the score is written on the score sheet.
 6. The team cannot pick the dropped balls and make a score.
 7. Team B tries to block the balls from getting scored.
 8. On the teacher's signal, the teams switch roles and continue the activity.

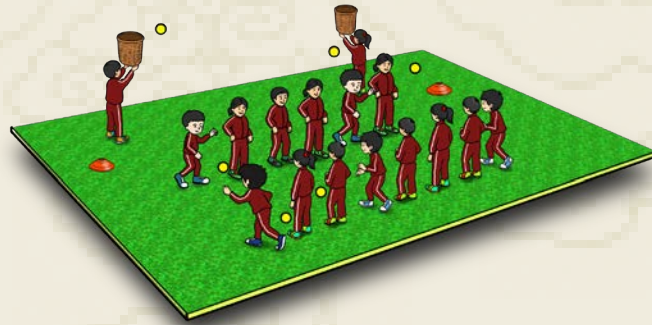


Figure 49: Main activity

Cooling-down

- Students take a short and slow walk in a circle and carry out stretching from head to toe, massage the body muscles and take a long breath.

Variation

- Increase/decrease the number of basket holders.
- Use overhead throw to score the balls in the baskets.

Debriefing

- Why do you think your team scored more baskets?
- How can you improve the teamwork?
- Why is it important to work as a team?

Teacher Information

Benefits of team work;

1. Variety of great ideas.
2. Diverse perspectives come up with winning innovations.
3. Team work can make you happier.
4. When you work in a team, you grow as an individual too.
5. Sharing the workload makes the work easier.
6. Dividing the work creates space for individuals to contribute their unique talents in the group.
7. Recognition of one team member can improve the team's productivity.
8. Working in a team helps you take risks.
9. When you work in a team, you'll feel less stressed.
10. Boosts your creativity.
11. For more information, log on to <https://www.atlassian.com/blog/teamwork/the-importance-of-teamwork>

Suggested Lesson Activities

8.7.2. MAGIC PASS

Learning Objectives

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

1. explain the importance of communication skills in a team work;
2. communicate effectively within the team members to complete the team task; and
3. use effective communication skills in daily lives.

Teaching-Learning Materials

- Ring, cloth piece, rope, markers, basket.



Figure 50: Teaching-Learning Materials

Set up

- Set up the activity area as given in Figure 51.

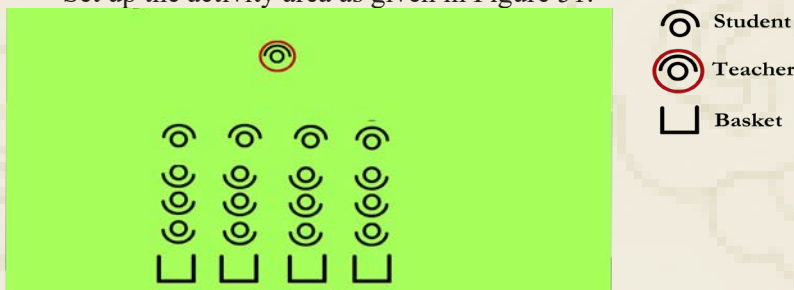


Figure 51: Setting for the activity

Warming-up

1. Teacher asks students to pair up.
2. Teacher asks one member from each pair to get a ball from the basket.
3. Let students pass the ball to each other keeping in mind the fundamental skills of underarm throwing and catching.
4. Students continue the activity for 3-4 minutes.

Activity

1. Students form three teams of equal members.
2. All the teams line-up in their respective stations and teacher provides the objects to the teams to score.
3. The first student in the line lifts an object without using his or her hand and passes over to the next student in the line
4. The next student receives the object using other body parts except hands and again passes it to the next person in the line until the object is received by the last student in the line.
5. When the object reaches the last student, he or she attempts to drop the

- object in the basket (the student can adjust the basket to score)
6. After the score, the last student takes the place of the first student in the line and continues to pass different objects placed in the hoop or circle.
 7. During the activity, students in their respective teams encourage each other for the success of the team.
 8. Once all the objects are placed in the basket, the team holds the basket up in the air and yells ‘SUCCESS!’



Figure 52: Main activity

Cooling-down

- Jog and walk in a circular formation.
- Do simple stretching.

Variation

- Students lay down head-to-toe to pass over the objects through their body and score in the basket.
- Keep 1m-2m between the members in the group and let the students lift or drag the objects and pass over to the next in line.

Debriefing

- Is communicating with each other important in team work?
- What are the benefits of working together with the team?
- If you are to do this activity again, how would you do it differently to achieve success in the team?

Teacher Information

Effective communication skill

- Active Listening
- Nonverbal communication
- Being clear and succinct
- Clarifying and summarising
- Provide and accept feedback
- Being mindful

Refer <https://www.habitsforwellbeing.com/9-effective-communication-skills/> for information

Suggested Lesson Activities

8.7.3. BEING RESPONSIBLE

Learning Objectives

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

1. explain the importance of being responsible in the team;
2. take one’s own responsibility through active participation; and
3. take ownership of one’s own responsibility in daily lives.

Teaching-Learning Materials

- Markers, paper balls/ bean bags.



Figure 53: Teaching-Learning Materials

Set up

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

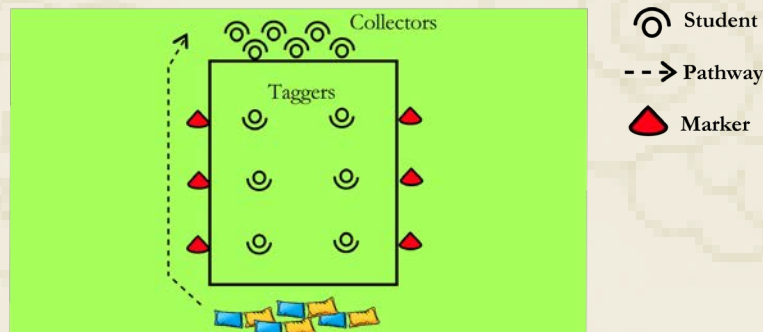


Figure 54: Setting for the activity

Warming-up

- Students form a circle.
- Ask one volunteer student to come in the centre of the circle.
- A student calls out his or her name along with instructions like- Sonam says, “Swing your arms”.
- Rest of the students follow the instructions.
- Students take turns to call out and demonstrate an action to warm-up and stretch.

Activity

1. Students form teams of equal members.
2. In teams, students take the roles of ‘collectors’ and ‘protectors’.
3. Protectors take their respective areas to protect the balls/bean bags by restricting the collectors to pass through the activity area.
4. Collectors run and dodge from the protectors to cross and clear the path to

- collect the balls/bean bags.
5. If a member from the collector's team is tagged by a protector, he or she goes back to the start line and redo the activity.
 6. If a member from the collectors' team could collect balls/bean bags, the team gets one point.
 7. A collector who is successful in collecting the balls/bean bags and reaches his or her territory, places the ball/bean bag there and try collecting another one.
 8. Students wait for the teacher's signal, to switch roles.
 9. After completion of the activity, teams come together and say "we are responsible people".



Figure 55: Main activity

Cooling-down

- Students form a large circle, sitting down and facing inward with the teacher sitting in the middle of the circle.
- On the teacher's command "1, 2, 3 Freeze!" all the students in the circle must freeze while sitting.
- If a student moves, s/he comes in the centre and lay down taking a long breath.
- The activity is continued until a few students remains.

Variation

- Carry out the activity by switching the roles instantly during the activity.

Debriefing

- Is it important for us to be responsible? Why?
- How did you help your team to score more points?
- What would you do for yourself and others to succeed as a team?

Suggested Lesson Activities

Teacher Information

Benefits of being responsible (for the first question in debriefing part and objective 2-3)

- *Build strong, long lasting relationship with others*
- *Able to show compassion towards others*
- *Make best use of any situations.*

For detailed information: <https://everydaypower.com/7-reasons-become-responsible-person/>

Factors leading the team to achieve success *(For third question in debriefing part)*

1. *Effective communication- communicate openly their thought, opinion and ideas to the members of the team.*
2. *Set team goals- plan with the clear direction can be set, rather than focusing on the amount of their work.*
3. *Every one contributes- understand the work load and the responsibilities of the individuals.*
4. *Support each other- Assist each other, irrespective of their own work share.*
5. *Diverse team members- team members should possess different skills, personalities, age, culture, experience, interest, etc. so that particular role can be assigned.*
6. *Strong leader- a leader that can be trusted, respected and hold the team together with encouragement and motivation.*
7. *Organisation- everything should be planned beforehand, each member should complete the work efficiently and all should be on the same page.*
8. *Fun- should enjoy and have fun to make relaxed environment and reduce conflicts.*

For detailed information: <https://www.google.com>.

9. ASSESSMENT

The following assessment matrix in 9.1 is 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 |

9.2 ASSESSMENT TOOLS AND TECHNIQUES

Assessment task, tools and techniques

| <i>Domain</i> | <i>Assessment Type</i> | <i>Task</i> | <i>Tools</i> | <i>Techniques</i> |
|--------------------|-------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------|
| <i>Concepts</i> | <i>Alternative Assessment</i> | <i>Drawing a Picture, Making a Video, Colleague, Songs, Concept Mapping Projects</i> | <i>Checklist Rubrics</i> | <i>Conferencing Interview</i> |
| | <i>Standardized Tests</i> | <i>True/False, Matching, Multiple choice, Essay questions,</i> | <i>Paper-pencil Test</i> | <i>Testing</i> |
| <i>Skills</i> | <i>Performance-Based Assessment</i> | <i>Performance Task, Product Task, (Essay, Brochure)</i> | <i>Rubrics</i> | <i>Observation, Project Work, Portfolio Task</i> |
| <i>Application</i> | <i>Authentic Assessment</i> | <i>Knowledge and Skills Applied in an Actual Situation (In and Beyond Instructional Activities)</i> | <i>Cheek List, Rubrics, Journal</i> | <i>Observation Journalling</i> |

Suggested Lesson Activities

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

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

| <i>Theme: Movement and Skills for Active Lifestyles 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> |
| | 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 |

| <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 |

Suggested Lesson Activities

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

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

Generation of Assessment Results (process)

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

Suggested Lesson Activities

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 | |
| Class | I | Competency Description | Area of Strength | Area for Improvement |
| Section | <i>B</i> | <i>The learner demonstrates progress towards the expected competencies.</i> | <ul style="list-style-type: none"> - 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. | <i>- Application and skill competency in Movement and skills for active lifestyles and sports excellence (skills and applications).</i> |
| Overall Competency Level | Total Score | | | |
| <i>DEVELOPING</i> | <i>63</i> | | | |
| Theme and Domain competency level | | | | |
| Themes | Domains | | | Theme competency |
| | Performance and Skills | Application | Knowledge | |
| <i>Movement and skills for active lifestyles and sports excellence</i> | <i>Beginning</i> | <i>Beginning</i> | <i>Developing</i> | <i>Beginning</i> |

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