



Global Citizenship Education (GCED)


Integration Guide and Lesson Exemplars

English

Grades IV-VIII

Bhutan

2024



Global Citizenship Education (GCED)

Integration Guide and Exemplars

English

Grades IV-VIII

Bhutan

2024



GCED Curriculum Development and Integration Project (GCEDCDI) 2022-2024

Ministry of Education and Skills Development, Bhutan

&

Asia-Pacific Centre of Education for International Understanding (APCEIU)

Copyright

© Ministry of Education and Skills Development, Bhutan and Asia-Pacific Centre of Education for International Understanding, 2024

Published by : Ministry of Education and Skills Development
: Asia-Pacific Centre of Education for International Understanding

Provisional Edition 2024

All rights reserved. This publication is not for sale. No part of this book may be produced without permission from the Ministry of Education and Skills Development

ISBN: 978-99936-0-677-2

APCEIU publication number: BE-IGCED-2024-053

Table of Contents

ACKNOWLEDGEMENT	1
INTRODUCTION	3
MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS.....	1
Grade IV	1
Grade V	2
Grade VI	3
Grade VII	5
Grade VIII	6
CURRICULAR GAP, OPPORTUNITIES AND GCED INTEGRATION STRATEGIES.....	8
Grade IV	8
Grade V	9
Grade VI	11
Grade VII	13
Grade VIII	17
LESSON EXEMPLAR	20
Grade IV	20
Grade IV: Lesson Exemplar 1	20
Grade IV: Lesson Exemplar 2	22
Grade V	24
Grade V: Lesson Exemplar 1	24
Grade V: Lesson Exemplar 2	27
Grade VI	30
Grade VI: Lesson Exemplar 1	30
Grade VI: Lesson Exemplar 2	33
Grade VII	37
Grade VII: Lesson Exemplar 1	37
Grade VII: Lesson Exemplar 2	39
Grade VIII	41
Grade VIII: Lesson Exemplar 1	41

Acknowledgement

The Department of School Education, Ministry of Education and Skills Development would like to extend our sincere appreciation to all those who contributed to developing the GCED-integrated lesson exemplars. Your unwavering support has been instrumental in bringing this project to fruition.

Special thanks go to the GCED Curriculum Development Committee members who tirelessly dedicated their time, expertise, and creativity to ensure the quality and effectiveness of the pilot testing guide. Your passion for education has significantly enriched this guide and will benefit countless learners.

Furthermore, we are grateful to the GCED expert team from the Asia Pacific Centre of Education for International Understanding (APCEIU) for their technical advice and support. Your support reflects a shared commitment to promoting education and empowering learners in and beyond Bhutan through GCED.

Technical Support:

- Dr. Dawa Gyaltsen, GCED Project Manager,
- Mr. Amber Bdr. Rai, Center for School Curriculum Development, Department of School Education
- Jamyang Drukda, Bhutan National Commission for UNESCO

Drafting Team:

- Dorokha Lower Secondary School, Samtse
- Gaselo Primary School, Wangdue Phodrang
- Nawakha Primary School, Punakha

Reviewing team

1. Sonam Dhendup, teacher, Nawakha Primary School
2. Tshering Wangchuk, Teacher, Gaselo Primary School, Wangduephodrang.
3. Namgay Bidha, Teacher, Dorokha Lower Secondary School, Samtse

Copy Editing:

Mr. Amber Bdr. Rai

Layout and Design:

Acknowledgement

With Gross National Happiness as the nation's core value, Bhutan proposes a new vision for the role of education and global citizenship education balanced across spiritual, cognitive, and practical dimensions. With this shared vision and goals for quality education, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been privileged to collaborate with the Ministry of Education, Bhutan, and its excellent educators for the last couple of decades.

To align these efforts for quality education with Sustainable Development Goals (SDGs), the APCEIU has been working on the ***Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project*** with multiple countries in the world, especially in the Asia-Pacific region since 2016. With SDG Target 4.7 and global indicator 4.7.1., this initiative supports UNESCO member states to incorporate Global Citizenship Education (GCED) into the designing and implementation of their national curricula and share the project outcomes worldwide.

As a partner country for the 4th Round (2022-2024) of the GCED CDI Project, Bhutan has demonstrated significant commitment and enthusiasm to integrating GCED into its national curriculum. This has resulted in the successful completion of the Project in Bhutan, with the development of GCED materials specifically tailored to the Bhutanese context.

On behalf of the APCEIU, I extend my heartfelt appreciation to the Ministry of Education and Skills Development (MoESD) and Secretary Mr. Tshewang Chophel Dorji for their unwavering support. Special thanks are also due to all GCED Curriculum Development Committee members and those who have contributed to the implementation of the Project, fostering the development of educational resources for GCED, such as *Integration Guide and Lesson Exemplars* across five subjects—Arts Education, English, Health and Physical Education, Social Studies, and Values Education—for grades IV-VIII.

We firmly believe education is the key to building a more just, peaceful, and sustainable world. The efforts and achievements of this project reaffirm our shared commitment to equipping students with the knowledge, skills, and values necessary to become responsible and engaged global citizens.

We look forward to witnessing the positive impact of these project outcomes in Bhutan and beyond. We remain dedicated to continuing and further strengthening our collaboration in advancing Global Citizenship Education (GCED) in the region and globally.

LIM Hyun Mook
Director, APCEIU



Introduction

Taking cognizance of the need for our learners to be “nationally rooted and globally competent”, the English curriculum has three broad goals in terms of cognitive, social and behavioural competencies. As learners explore and learn using a variety of resources available in today’s digital age, they should stay connected to the Bhutanese and universal ethos while possessing the following qualities:

1. Universal human values and ethics as the moral compass and character foundation for learning and behaviour to remain nationally rooted for greater harmony and peace,
2. 21st Century Skills and GCED attributes to be globally competent, and
3. Social and emotional competencies to cope with diverse situations and circumstances to contribute towards harmony and peace.

To achieve the above qualities and help learners grow up to be productive and life-long learners who contribute towards nation-building and global harmony and peace, the English curriculum integrates GCED knowledge, skills, and values required of a global citizen. The GCED concepts and attributes are integrated into four relevant English learning strands; Listening and Speaking, Reading & Literature, Writing and Language and Grammar. While enhancing language competencies, the English curriculum integrates the following GCED topics.

- Gender equality
- Peace and non-violence
- Human rights
- Sustainable development
- Health and well-being
- Interconnectedness.

The GCED Integration Guide presents the mapped GCED and English curriculum contents and identifies gaps and opportunities. It also provides suggestive GCED Integration strategies and lesson exemplars for reference.

GCED Integration into English Lessons

MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS

The English curriculum topics for each grade are mapped for the GCED themes. The learning attributes relevant to the lesson topics are then identified for integrating them into the subject topic lessons.

The following tables show the GCED themes and attributes mapped for subject topics.

GRADE IV

Table 1. Grade IV- mapping of subject topics, GCED themes, and attributes for integration

Theme	Subject Topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.		
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none">● No More Water (Poem)	<ul style="list-style-type: none">● Critical and creative thinking.● Decision-making● Self-awareness and reflection
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none">● Bully Bill (Short story)	<ul style="list-style-type: none">● Social Justice and Equity.● Behave and take actions with empathy and morality.
4. Values for harmonious co- existence and peace.	<ul style="list-style-type: none">● The Silent Buddha (Short story)	<ul style="list-style-type: none">● Belief that people can bring positive change.
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none">● The Quarrel. (Poem)● Daksaan (Short story).	<ul style="list-style-type: none">● Identity and Diversity● Sense of identity and self-esteem

6. Moral and social responsibilities for humanity and the environment.		
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> ● Thanks to My Family (poem) 	<ul style="list-style-type: none"> ● Respect for people and their differences ● Commitment to participation and inclusion
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> ● The Earth Speaks (Poem) ● Artificial Intelligence (Poem) 	<ul style="list-style-type: none"> ● Individual and collective actions
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> ● Picnics (Poem) 	<ul style="list-style-type: none"> ● Individual and collective actions. ● Self-awareness and reflection. ● Individual, social, national participation

GRADE V

Table 2. Grade V- mapping of subject topics, GCED themes, and attributes for integration

Theme	Class V topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> ● My Mother Saw a Dancing Bear 	<ul style="list-style-type: none"> ● Empathy ● Emotional intelligence
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> ● The Wise Old Woman ● Life Does not Frighten Me. 	<ul style="list-style-type: none"> ● Human Rights ● Value and cultural diversity
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> ● Like An Animal in A Cage 	<ul style="list-style-type: none"> ● Individual and collective actions
4. Values for harmonious co- existence and peace.		

5. Recognition of and respect for diverse levels of identities and human dignity.		
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> • How Young Animals are Protected 	
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> • Let's Talk Advertising 	<ul style="list-style-type: none"> • Belief that people can bring positive change • Commitment to participation and inclusion
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> • Great, Wide, Beautiful, Wonderful World. 	<ul style="list-style-type: none"> • Build social bonding and collaborations
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> • The Ladybug Garden 	

GRADE VI

Table 3. Grade IV- mapping of subject topics, GCED themes, and attributes for integration

Theme	Class VI topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> • Celebration 	<ul style="list-style-type: none"> • Globalization and Interdependence • Individual, social, national participation • Respect for people and human rights
2. Life skills for efficient and harmonious living.		

3. Issues threatening peace and sustainable development at local, national, and global levels.		
4. Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> ● The Three Questions. ● Homesickness 	<ul style="list-style-type: none"> ● Decision-making. ● Power and Governance
5. Recognition of and respect for diverse levels of identities and human dignity.		
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> ● 1. Umbrella man ● 2. Learn About the Environment. 	<ul style="list-style-type: none"> ● Identity and Diversity. ● Value and cultural diversity ● Respect for people and human
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> ● The Orphan Boy ● The Old Brown Horse 	<ul style="list-style-type: none"> ● Emotional intelligence ● Cooperation and conflict resolution
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> ● People Who Hugged the trees ● Fly like an Eagle. ● Artificial Intelligence 	<ul style="list-style-type: none"> ● Build social bonding and collaborations ● Peace and Conflict
9. Engagement and contribution to sustainable development.		

GRADE VII

Table 4. Grade IV- mapping of subject topics, GCED themes, and attributes for integration

Theme	Class VII topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> Childhood. 	<ul style="list-style-type: none"> Practice of etiquette, conservation and promotion of identities Value and cultural diversity
2. Life skills for efficient and harmonious living.		
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> Tell the World - A Young Environmentalist Speaks 	<ul style="list-style-type: none"> Commitment to participation and inclusion Resolve differences and conflicts using effective communication and strategies
4. Values for harmonious co- existence and peace.		
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> Identity The Girl Who Could not See Herself. 	
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> Tell the World: A Young Environmentalist Speak Out 	<ul style="list-style-type: none"> Informed and reflective actions Concern and commitment for the sustainability of humanity and
7. Behaviour and ethical actions for solidarity and harmony.		
8. Responsibility and actions for sustainable living.		

9. Engagement and contribution to sustainable development.		
--	--	--

GRADE VIII

Table 5. Grade IV- mapping of subject topics, GCED themes, and attributes for integration

Theme	Class VIII topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	● 1.The Nest	<ul style="list-style-type: none"> ● Emotional intelligence ● Effective Communication ● Respect for people and their differences
2. Life skills for efficient and harmonious living.		
3. Issues threatening peace and sustainable development at local, national, and global levels.	● 1.The Unfortunate Breaks.	<ul style="list-style-type: none"> ● Globalization and Interdependence ● Resolve differences and conflicts using effective communication and strategies
4. Values for harmonious co- existence and peace.		
5. Recognition of and respect for diverse levels of identities and human dignity.		
6. Moral and social responsibilities for humanity and the environment.		

Theme	Class VIII topics	GCED attributes
7. Behaviour and ethical actions for solidarity and harmony.		
8. Responsibility and actions for sustainable living.		
9. Engagement and contribution to sustainable development.		

CURRICULAR GAP, OPPORTUNITIES AND GCED INTEGRATION STRATEGIES

The following tables identify gaps and opportunities in the subject topics, and strategies for GCED Integration.

GRADE IV

Table 4. Grade IV- Gaps, opportunities and Strategies for GCED Integrations

GCED competency	Subject Topics	Gaps	Integration strategies
<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relations. 	<ul style="list-style-type: none"> ● No More Water 	Objectives on GCED values missing in the subject objectives.	Importance of water – responsibilities. Need to develop objectives that will help children learn to critically and creatively and think about how ignorance can affect oneself and others.
<ul style="list-style-type: none"> ● Exhibit care and respect for feelings, emotions, and needs of diverse individuals. ● Respect friends, team-mates and their identities and individualities 	<ul style="list-style-type: none"> ● The Quarrel 	Subject objectives and GCED values do not match as the subject objectives are purely on language development and does not include any GCED values.	Importance of filial bonding and love – family values.
<ul style="list-style-type: none"> ● Investigate how individual and group actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	<ul style="list-style-type: none"> ● Some Small Mammals in Bhutan (Essay). 	This topic is entirely in Bhutanese context. Subject objectives and activities are set to fulfil the language development skill only.	Need to provide children an opportunity to learn by exploring animals found in other countries. write objectives and develop activities aligning with GCED values.

<ul style="list-style-type: none"> ● Promote inclusive environments that celebrate differences. ● Exhibit pleasant behaviours that are in conformity to social norms. 	<ul style="list-style-type: none"> ● Thanks to my Family (poem) 	GCED values such as ‘respect for people and their differences are missing in the subject objectives.	Need to include in the lesson objectives, the values in connection to family.
<ul style="list-style-type: none"> ● Examine individual consumption habits that impact the immediate environment. ● Practice consumption habits to manage environmental pollution. 	<ul style="list-style-type: none"> ● The Earth Speaks (Poem) ● Picnics (Poem) 	All objectives for both the poems are focusing only on language development.	Include GCED objectives 1. Write an essay on what people do during outdoor events like picnics that are harmful to the environment. However, identifying the theme of the poem is reflected.

GRADE V

Table 5. Grade V- Gaps, opportunities and Strategies for GCED Integrations

GCED competency	Subject Topics	Gaps	Integration strategies
<ul style="list-style-type: none"> ● Explore family structures and roles in promoting justice and happiness in communities. ● Identify family issues and their impacts on individual health and happiness. 	1. The Wise Old Woman	<ul style="list-style-type: none"> ● The objective does not address fostering empathy, respect for diversity, or a sense of global belonging. 	<ul style="list-style-type: none"> ● Identify the elements of short stories, including folktales, from diverse cultures and use them to make meaning in their reading accurately. ● Apply critical thinking to relate to towards different cultures.”

	2. We Take Care of Each Other.	<ul style="list-style-type: none"> • The objective addresses fostering empathy, respect for diversity but does not address the empathy, respect for diversity, or a sense of global belonging. • Family structure as it includes only Bhutanese family structure 	<ul style="list-style-type: none"> • Needs to incorporate family structure of different culture and context
<ul style="list-style-type: none"> • Explore the reason behind common social issues and their impact at school level. • Collaborate to address common social issues respecting individual differences and contributions. 	The Ladybug Garden	<ul style="list-style-type: none"> • The lesson aims to develop students' language skills to enhance vocabulary and comprehension of text 	<ul style="list-style-type: none"> • Incorporate GCED values by letting learners analyse on this question.” How individual responsibility and good decision-making lead to positive change around the world.
<ul style="list-style-type: none"> • Exhibit care and respect for feelings, emotions, and needs of diverse individuals. • Respect friends, team-mates and their identities and individualities 	1. How Young Animals are Protected	<ul style="list-style-type: none"> • Gap - make text to life connection through group discussion to tell how they are protected by their parents. 	<ul style="list-style-type: none"> • make text to life connections globally to tell how they are protected by their parents to respect diverse levels of identities and human dignity.
<ul style="list-style-type: none"> • Investigate how individual and group's actions impact social well-being. • Integrate environmentally responsible actions into daily lives. 	1. How Young Animals are Protected	<ul style="list-style-type: none"> • make text to life connection through group discussion to tell how they are protected by their parents. 	<ul style="list-style-type: none"> • make text to life connection globally to tell how they are protected by their parents.

<ul style="list-style-type: none"> ● Examine individual consumption habits that impact the immediate environment. ● Practice consumption habits to manage environmental pollution. 	2.Great, Wide, Beautiful, Wonderful World.	<ul style="list-style-type: none"> ● provides information of cause and effects only 	<ul style="list-style-type: none"> ● include how to take actions to protect community environment and environment across. ● How can personal contribution to the environment benefit the sustainability of livelihood across the world?
--	--	--	---

GRADE VI

Table 6. Grade VI- Gaps, opportunities and Strategies for GCED Integrations

GCED competency	Subject Topics	Gaps	Integration strategies
<ul style="list-style-type: none"> ● Explore the essence of self-awareness and interdependencies for harmonious living. ● Practise social etiquette to promote harmonious co- existence. 	Celebration	<ul style="list-style-type: none"> ● Discuss on moods is limited to the contents of the poem 	<ul style="list-style-type: none"> ● Write a poem expressing the moods of different nationals across the world.
<ul style="list-style-type: none"> ● Exhibit care and respect for feelings, emotions, and needs of diverse individuals. ● Respect friends, team-mates and their identities and individualities 	The orphan Boy	<ul style="list-style-type: none"> ● Discuss on the significance of characters and roles are related to the story only 	<ul style="list-style-type: none"> ● Discuss the roles of character in recognition for diverse identities and human dignity.
<ul style="list-style-type: none"> ● Promote inclusive environments that celebrate differences. ● Exhibit pleasant behaviours that are in conformity to social norms. 	Learn about Environment	<ul style="list-style-type: none"> ● The promote of environmental awareness in limited to Bhutanese community/context 	<ul style="list-style-type: none"> ● Discuss environmental awareness beyond the country context
<ul style="list-style-type: none"> ● Examine individual consumption habits that impact the immediate environment. ● Practice consumption habits to manage environmental pollution. 	People Who Hugged the trees	<ul style="list-style-type: none"> ● Writing an essay on the importance of forests are limited to writing steps. 	<ul style="list-style-type: none"> ● Let the children write a paragraph on the importance of forest in context of other nations

<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relations. 	Learn about Environment	<ul style="list-style-type: none"> ● How will you promote environmental awareness to everyone in your community? (limited to Bhutanese community/context) 	<ul style="list-style-type: none"> ● How will you promote environmental awareness globally (beyond country) ● What can we do to minimise the waste problems in other nations?
<ul style="list-style-type: none"> ● Explore the reason behind common social issues and their impact at school level. ● Collaborate to address common social issues respecting individual differences and contributions. 	Learn about Environment	<ul style="list-style-type: none"> ● How will you promote environmental awareness to everyone in your community? (limited to Bhutanese community/context) ● How can we reduce the amount of litter we see in our environment? 	<ul style="list-style-type: none"> ● How will you promote environmental awareness globally (beyond the country) ● What can we do to minimise the waste problems in other nations? Children come up with various ways to tackle waste problems.
<ul style="list-style-type: none"> ● Explore the essence of self-awareness and interdependencies for harmonious living. ● Practise social etiquette to promote harmonious co- existence. 	Celebration	<ul style="list-style-type: none"> ● Discuss how personification contributes to the overall meaning and mood of the poem to enhance comprehension. 	<ul style="list-style-type: none"> ● Write a poem expressing the moods of different nationals across the world.
<ul style="list-style-type: none"> ● Exhibit care and respect for feelings, emotions, and needs of diverse individuals. ● Respect friends, team-mates and their identities and individualities 	The orphan Boy	<ul style="list-style-type: none"> ● Discuss the significance of characters in the story to demonstrate a comprehensive understanding of their roles and impact on the narrative. 	<ul style="list-style-type: none"> ● Discuss the roles of character in recognition for diverse identities and human dignity. Students will learn and appreciate living in harmony with one another.
<ul style="list-style-type: none"> ● Investigate how individual and group actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	Umbrella man	<ul style="list-style-type: none"> ● What is the favour asked by the old man? 	<ul style="list-style-type: none"> ● Relate the moral and social responsibilities for humanity
<ul style="list-style-type: none"> ● Promote inclusive environments that celebrate differences. ● Exhibit pleasant behaviours that are in conformity to social norms. 	Learn about Environment	<ul style="list-style-type: none"> ● limited to Bhutanese community/context) 	<ul style="list-style-type: none"> ● include global environmental awareness ● minimising the waste problems in other nations?

			<ul style="list-style-type: none"> discuss ways to reduce waste so that it can contribute to the cleanliness of mother earth.
<ul style="list-style-type: none"> Examine individual consumption habits that impact the immediate environment. Practice consumption habits to manage environmental pollution. 	People Who Hugged the trees	<ul style="list-style-type: none"> Let the learners write an essay on the importance of forest following the writing steps. 	<ul style="list-style-type: none"> Let the children write about the importance of the Amazon rainforest.
<ul style="list-style-type: none"> Engage in social activities that contribute to the sustainability of livelihood. 	People Who Hugged the trees	<ul style="list-style-type: none"> Let the learners write an essay on the importance of forest following the writing steps. 	<ul style="list-style-type: none"> Let the children write the importance of Amazon rainforest

GRADE VII

Table 7. Grade VII- Gaps, opportunities and Strategies for GCED Integrations

Key-stage 3 Competency	Subject Topics	Gaps	Integration strategies
<ul style="list-style-type: none"> Explore community structure and power dynamics and their impact on collaborative initiatives for social development. Identify solutions to issues faced in the community and nation. 	One Day A Stranger Came.	Subject objectives Focuses on comprehending skills through reading strategies and it does not address fostering empathy, emotional intelligence, cooperation, and conflict resolution	Let the learner analyse how characters in the story work together to solve problems, highlighting the value of cooperation and community support in addressing common challenges at local, national, and global.
<ul style="list-style-type: none"> Analyse the human consumption habits that impact the health and well-being of citizens. 			
<ul style="list-style-type: none"> Compare common community and global issues threatening peace and sustainable development. 	Tell the World:	No Gap as the objectives clearly reflect to analyse and evaluate the speech in	

<ul style="list-style-type: none"> ● Examine personal and societal values contributing to community and global issues. ● Participate in community services to address social issues. 	The Unfortunate Break	conveying the message to the readers where the readers need to apply critical thinking skills to bring positive change which is one of the GCED values.	
<ul style="list-style-type: none"> ● Adopt universal values of empathy, compassion, respect and non-violence. ● Apply universal values to promote social justice and equity. 	Thank You, Ma'am	The objectives focus on the content on writing sentences using different conjunction and no GCED values are incorporated in the lesson although the story inculcates more GCED values.	To bridge the gap between GCED values and the subject objective of writing coherent paragraphs using a variety of sentence structures and linking words, we can design the lesson by focusing on how Mrs. Jones' kindness towards Roger changes the course of the story. Discuss how understanding others' perspectives can lead to positive outcomes at individual and international level
	Identity	subject objectives poems are focusing on language development and language contexts.	By valuing the weed's unique qualities, the poem implicitly promotes respect for diversity and the acceptance of different perspectives and lifestyles, which is a fundamental GCED principle Write a letter to a friend explaining how the poem "Identity" by Julio Noboa Polanco inspired you to embrace your own uniqueness. Describe a personal experience where you chose to be true to yourself despite external pressures. How did this decision affect you and those

			around the world?
<ul style="list-style-type: none"> ● Explore diversities in peoples' identities and abilities. ● Communicate respectfully with people from diverse cultural and social background. 	<p>The Girl Who Couldn't See Herself</p> <p>Childhood</p>	Objectives concerning GCED attributes missing in the subject objectives	<p>Suggest ways that a person can connect with others and feel more included globally.</p> <p>Encouraging creativity and imagination, as depicted in the essay, is vital for fostering innovation and critical thinking</p> <p>Explore the childhood days of different individual around the world with respect to diverse culture.</p>
<ul style="list-style-type: none"> ● Empathise with friends and people of different needs and abilities. ● Explore individual responsibilities and ways to promote a moral excellence. 	Unfolding Bud	Subject objectives Focuses on comprehending skills through reading strategies and it does not address any GCED values	<p>Have students reflect on how the process of unfolding a poem is similar to understanding global issues. Encourage them to think about the importance of critical thinking in addressing these issues.</p> <p>OR</p> <p>Develop an appreciation for diversity by comparing the poem's metaphor to the variety of cultural expressions and ideas. Engage students in a discussion about how different cultures and perspectives can be compared and each adding value and beauty to the whole.</p>
<ul style="list-style-type: none"> ● Inculcate SMART (<i>Sincere, Mindful, Astute, Resilient, Timeless</i>) attributes in being proactive citizens. ● Practise positive thought, speech, and actions in promoting well-being and 			

happiness.			
<ul style="list-style-type: none"> ● Act responsibly to protect natural environment for the wellbeing of ecosystem. ● Explore the efficient use of resources for sustainable living. 	The Cherry Tree	The Subject objectives emphasize on the four strands in English subject.	<p>Organize a class discussion or debate on the importance of biodiversity and protecting local ecosystems. Encourage students to share their own experiences with nature and discuss different cultural attitudes towards the environment. Emphasize the value of listening to diverse perspectives and working together to solve environmental issues.</p> <p>OR</p> <p>Listen to stories or watch documentaries about environmental conservation efforts from around the world. Compare these real-life examples with the story of "The Cherry Tree." Discuss how individuals and communities worldwide are taking action to protect their environment and how students can be inspired by these efforts.</p>
<ul style="list-style-type: none"> ● Volunteer for social programmes to promote community vitality and wellness. 			

GRADE VIII

Table 8. Grade VIII- Gaps, opportunities, and Strategies for GCED Integrations

Key-stage 3 Competency	Subject Topics	Gaps	Integration strategies
<ul style="list-style-type: none"> ● Explore community structure and power dynamics and their impact on collaborative initiatives for social development. ● Identify solutions to issues faced in the community and nation. 			
<ul style="list-style-type: none"> ● Analyse the human consumption habits that impact health and well-being of citizens. 			
<ul style="list-style-type: none"> ● Compare common community and global issues threatening peace and sustainable development. ● Examine personal and societal values contributing to community and global issues. ● Participate in community services to address social issues. 			
<ul style="list-style-type: none"> ● Adopt universal values of empathy, compassion, respect, and non-violence. ● Apply universal values to promote social justice and equity. 	Red Sweater	Subject objective focuses on the comprehending skills and it does not incorporate GCED values	<p>Discuss the emotional significance of the red sweater in the story. Encourage students to share similar experiences where an item held sentimental value for them.</p> <p>Role-play scenarios where the characters have to consider each other's needs. How could the narrator and the boy find a way to connect</p>

			despite their different circumstances?
<ul style="list-style-type: none"> ● Explore diversities in peoples' identities and abilities. ● Communicate respectfully with people from diverse cultural and social background. 	The Nest	Subject objectives Focuses on comprehending skills through reading strategies and it does not address any GCED values	<p>Discuss how it feels to be constantly controlled and then suddenly given autonomy. Encourage students to share their own experiences of similar situations.</p> <p>Role-play different scenarios where students practice expressing and understanding emotions from multiple perspectives of diverse society.</p>
	The Night Train at Deoli	Subject objectives Focuses on comprehending skills through reading strategies and it does not address any GCED values	<p>Explore the contrast between the narrator's comfortable life and the girl's situation at Deoli. Discuss the challenges faced by people in rural areas and the importance of understanding different realities.</p> <p>Write a short story from the girl's perspective. What are her dreams? What challenges does she face? This exercise encourages students to develop empathy and see the world through another's eyes.</p>
	Anne Frank's Diary	Focuses on understanding and making connection within the personal experiences and it does not have incorporated the GCED attributes.	<p>Anne's experiences highlight the dangers of prejudice and discrimination. Analyse how intolerance fuelled the Holocaust and explore ways to promote understanding and acceptance of diverse groups.</p> <p>Compare Anne Frank's situation with a modern-day human rights struggle around the world. How are the core issues of human dignity and freedom similar or different in the diverse culture?</p>

<ul style="list-style-type: none"> ● Empathise with friends and people of different needs and abilities. ● Explore individual responsibilities and ways to promote a moral excellence. 	Drop a Pebble in the Water	Objectives emphasise on the comprehend of the text rather than values incorporates in the lesson	Identify the importance of environmental conservation and develop responsibility towards living creatures by creating and implementing a plan to protect local wildlife and also explore how the environment is protected around the world.
<ul style="list-style-type: none"> ● Inculcate SMART (<i>Sincere, Mindful, Astute, Resilient, Timeless</i>) attributes in being proactive citizens. ● Practise positive thought, speech, and actions in promoting well-being and happiness. 			
<ul style="list-style-type: none"> ● Act responsibly to protect natural environment for the wellbeing of ecosystem. ● Explore the efficient use of resources for sustainable living. 	1.The Fun They Had	No gap as Subject Objectives focus on the critical Reading skills which is the GCED skills and values as when learner do critical reading they have to think critically.	
<ul style="list-style-type: none"> ● Volunteer for social programmes to promote community vitality and wellness. 			

LESSON EXEMPLAR

The following are the GCED-integrated lesson exemplars for grades IV-VI.

GRADE IV

Grade IV: Lesson Exemplar 1

Subject: English (IV)	Subject topic: Some Small Mammals of Bhutan	Duration: 120 min.
Prior knowledge: Children know about some common animals.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Distinguish between facts and opinions accurately while reading a text. 2. Apply the skill of noting down both facts and opinions from a given text, showcasing an understanding of their distinctions. 3. Write at least two paragraphs about a mammal that is found in other parts of the world. 	
GCED theme: Moral and social responsibilities for humanity and the environment.	GCED competency: Integrate environmentally responsible actions into daily lives.	
Teaching Strategy: Activity Based Learning	Skills in focus: critical and creative thinking, individual and collective actions. decision making, effective communication Values in focus: respect, collaboration, unity, empathy	
Teacher/Learner Activities		Resources
Introduction Discuss the difference between fact and opinion with the learners. <ul style="list-style-type: none"> ○ Write two examples of each on the board. ○ Make the examples challenging. For example, "Summer is awesome!" Many learners may guess this is a fact, because they agree with the statement. ○ Remind learners that an opinion cannot be proven. 		Video lesson on facts and opinion Laptop.

<p>○ Explain that many facts are linked to history, geography, and science. Click the link on the right to show a video on the ‘facts and opinions.’</p> <p>Tell learners that they will analyse sentences in the text to help them understand how to find the difference between facts and opinion.</p>		https://youtu.be/Flyt5pEcE_g
<p>Main Learning Activity 1: For this activity, distribute worksheet no 22 and ask the learners to figure out facts from opinions from the story they read. Activity 2 Let learners read the text ‘Some Small Mammals in Bhutan’ and list down five facts and opinions each from the text. Activity 3: Let children draw and write at least two paragraphs about their favourite mammals that are found in other parts of the world. Make them think critically and talk about a situation like:</p> <ul style="list-style-type: none"> ● What if there were no animals in the world? ● How human activities have impacted the lives of animals around the world? 		<p>Worksheet English textbook page no. 25,26 and 27. https://drive.google.com/drive/folders/1pfdJclol-wVWTpHx-MvXSQtYA0m64RVZ?usp=sharing Notebook</p>
<p>Closure Ask a few volunteers to tell one example of fact and one opinion on the importance of an animal.</p>		
Assessment	Checklist to assess children’s writing	Use the checklist attached below to assess children’s writing.

Checklist to assess children’s writing

Criteria	Description	Yes	No
Content	Clear and relevant topic presentation		
	Consistency in staying on topic		
	Well-developed ideas with supporting details/examples		
	Evidence of understanding the subject matter		

Organization	Clear beginning, middle, and end.		
	Proper use of paragraphs.		
	Logical sequence of events/ideas		
	Effective use of transition words		
Presentation	Neat presentation.		
	Legible handwriting		
Word Choice	Precise and descriptive language.		
	Correct spelling and word usage		
Creativity	Originality and creativity in ideas and expression		
	Use of humour, figurative language.		
Audience	Appropriateness for the intended audience.		
	Considers from different cultural/ knowledge background		

Grade IV: Lesson Exemplar 2

Subject: English (IV)	Subject topic: The Quarrel (Poem)	Duration: 50 min.
Prior knowledge: Learners have quarrelled at least once, or have seen somebody involved in quarrelling.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Read aloud with fluency and expression. 2. Use phonemic skills to pronounce unfamiliar words correctly. 3. Examine the components of a fluent reader to read the text fluently. <ul style="list-style-type: none"> • recognize the function of punctuation marks in reading to read the poem with the correct tone and intonation. • talk about how quarrelling can impact self and others. 	
GCED theme: Recognition of and respect for diverse levels of identities and human dignity.	GCED competency: <ul style="list-style-type: none"> • Exhibit care and respect for feelings, emotions, and needs of diverse individuals. 	

Teaching strategy: Activity Based Learning	Skills in focus: coping with stress and emotions, critical and creative thinking Values in focus: respect, peace, forgiveness,	
Teacher/Learner Activities		Resources
Introduction Tell the learners to look at the poem “The Quarrel” by Eleanor Farjeon. let learners observe the format of the text and ask them if they could see any difference from the text, they have read so far such as essays and short stories. (Expected answer: essays and short stories are written in paragraphs and poems are written in stanzas). Introduce the poem after sharing their views.		Text
Main Learning Learning Experience 1: Reading <i>Activity 1: Reader’s Theatre</i> <ul style="list-style-type: none"> Have learners skim and scan the poem and familiarize themselves with the vocabulary. After the word familiarization, the model read with fluency, expression, rhythm, and intonation. Let learners listen and follow along the text while the teacher reads aloud. After the model reading, invite learners to read together in unison. Re-read the text three to four times until the learners get familiar with the words. Then let learners read in pairs. Encourage them to use phonemic cues to pronounce unfamiliar words while stressing fluency, expression, and intonation. Once they are done with buddy reading, set the timer and instruct the learners to read independently within a given time. Activity 2. (Discussion) <ul style="list-style-type: none"> Divide children into groups. Discuss on how to solve issues like quarrelling with friends, siblings or others. Children may also discuss some precautionary steps one can take to avoid getting into quarrelling. 		Students use English Textbook page no.32 and 33. https://drive.google.com/drive/folders/1pfdJclol-wVWTpHx-MvXSQtYA0m64RVZ?usp=sharing
Assessment		checklist

Sample Checklist (Yes/No)

<i>Name</i>	<i>Able to read a poem with rhythm</i>	<i>Able to define ten vocabularies</i>	<i>Able to speak with correct sentence structure</i>	<i>Able to write an informal letter with a structured format</i>	<i>Able to talk about the negative impacts of quarrelling.</i>	<i>Remarks</i>

GRADE V

Grade V: Lesson Exemplar 1

Subject/Class: English – V	Subject topic: We take care of each other.	Duration: 100 minutes
Prior knowledge: The learners are aware that they come from different family structures.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Explain the importance of empathy and understanding in diverse family structures after the discussion to help critical thinking. 2. Take part in a role play of a scene from the poem with their friends to develop empathy, creativity, and critical thinking. 3. Analyse different family structures depicted in different cultures to become informed and empathetic citizens in community and wider society. 	
GCED theme: Systems and power dynamics impacting interactions, connectedness, and peace.	GCED competency: Identify family issues and their impacts on individual health and happiness.	
Teaching Strategy: Inquiry Based Learning	Skills in focus: Critical and creative thinking, Empathy and Emotional intelligence Values in focus: Sense of identity and self-esteem	

<p>Introduction</p> <p>The lesson revolves around engaging activities that help learners to explore diverse family structures, analyse a narrative essay, and discuss themes of empathy and understanding. The guided reading questions facilitate a deep understanding of the essay's content, while the closing reflection allows for personal connection and application of the learned concepts.</p> <ul style="list-style-type: none"> • Teacher will take three pictures of different family structures to class. If possible, have pictures of Bhutanese families (The first picture will have both the parents and a few children. The second picture will have a single mother with a few children. The third picture will have a single father with a few children) and begin by discussing different family structures in Bhutan, using pictures. • Show pictures of different families from around the world and ask students to describe what they see. • Briefly discuss how families can look different depending on cultural, social, and economic contexts 	<p>Resources:</p> <p>English Text book class 5 – page no. 47</p>
<p>Main Activities</p> <p>Ask learners to discuss the importance of empathy and understanding in diverse family structures.</p> <p>Activity 1. Exploring Family Structures (20 minutes)</p> <ol style="list-style-type: none"> 1. Group Work: Divide students into small groups and assign each group a different country or culture family structure. 2. Explore: Each group uses the internet and provides handouts to learn about their assigned family structure. 3. Presentation Preparation: Groups create a short presentation (using posters or digital slides) about the family structure they explore in different countries. <p>Activity 2: Presentations and Discussion (20 minutes)</p> <ol style="list-style-type: none"> 1. Presentations: Each group presents their findings to the class. 2. Discussion: After each presentation, facilitate a discussion using questions like: <ul style="list-style-type: none"> ○ How does this family structure compare to your own? ○ What are the strengths and challenges of this family structure? 	<p>1.video lesson on family structure. https://youtu.be/LYQYqFGnROQ?si=XPG0VwL89OonlgAK</p>

<ul style="list-style-type: none"> ○ How do you think children in this family structure might feel about their identity and self-esteem? <p>Activity 3; Role-Playing on Empathy:</p> <ul style="list-style-type: none"> • Divide learners into groups and ask them to create a short role play of a scene from the poem. Assign each group a scene from the poem that reflects one of the identified themes This encourages them to understand the emotions of the characters and encourages creativity and collaboration among group members. • After each group presents their role play, facilitate a class discussion about the emotions and themes portrayed. Connect the role plays to real-life situations, reinforcing the understanding of themes discussed in the introduction • Have students write a short reflection on how they felt in their role and how it might feel to be a member of that family structure. 	
<p>Debriefing/closure</p> <ul style="list-style-type: none"> • Conclude the lesson by having few learners share one insight gained from the role play and other activities. • Facilitate a brief class discussion, encouraging learners to express how the themes of the poem resonate with their own lives. Emphasize the importance of empathy, compassion, and ethical responsibility. • Wrap up with a commitment to inculcate the values explored in the poem. 	
Assessment	Rubrics

Assess the Roleplay

Criteria	Exceeding (5)	Advancing (4)	Meeting (3)	Approaching (2)	Beginning (1)
<i>Engagement in Role</i>	Fully engaged and stayed in character throughout	Mostly engaged, stayed in character most of the time	Somewhat engaged, occasionally out of character	Rarely engaged, frequently out of character	Not engaged, did not stay in character
<i>Understanding of Family Structure</i>	Demonstrates deep understanding of the	Demonstrates good understanding	Demonstrates basic understanding	Shows limited understanding	Shows no understanding

	assigned family structure				
<i>Empathy and Respect</i>	Exhibits strong empathy and respect for the role and other characters	Exhibits good empathy and respect	Shows some empathy and respect	Shows limited empathy and respect	Shows no empathy or respect
<i>Communication Skills</i>	Communicates clearly and effectively	Communicates well, with minor issues	Communicates adequately, but with noticeable issues	Struggles to communicate effectively	Unable to communicate effectively
<i>Collaboration and Cooperation</i>	Collaborates seamlessly with peers	Collaborates well, with minor issues	Collaborates, but with some difficulties	Struggles to collaborate effectively	Does not collaborate with peers

Grade V: Lesson Exemplar 2

Subject/Class: English – V	Subject topic: The Wise Old Woman	Duration: 100 mins
Prior knowledge: Learners are aware of the elements of a short story.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Identify the elements of short stories including folktales and use them to make meaning in their reading accurately after the reading. 2. Respond correctly to the questions based on the story after reading to understand the plot, theme, characters and setting. 3. appreciate the significance of respecting and valuing the contributions of all individuals, regardless of age and culture across the world. 	

GCED theme: Systems and power dynamics impacting interactions, connectedness, and peace.	GCED competency: Explore family structures and roles in promoting justice and happiness in communities.	
Teaching Strategy: Activity Based Learning	Skills in focus: Value and cultural Diversity and Human Rights Practice of etiquette, conservation and promotion of identities. Values in focus: Respect for people and human rights	
Introduction <ul style="list-style-type: none"> • Begin with a thought-provoking question to develop students' curiosity. • Example: "Have you ever heard the saying 'With age comes wisdom'? What do you think that means?" • Introduce the story, "The Wise Old Woman," and the author, Yoshiko Uchida, and explain that this is a folktale set in Japan, touching on themes of family love, wisdom, and respect for the elderly. • Before reading a folktale, encourage students to make predictions about the story based on the title, cover illustration, or an introductory summary. 		Resources: English Textbook - Page no. 9
Main Activities Activity 1 Making Prediction <p>The learners in pairs will read the story. Both learners read the text aloud simultaneously (Choral Reading). Each pair of learners will read the story two pages at a time. At the end of each two-page reading, they will stop and make predictions about what will happen next using the form like the one given below (Learners will either be given the form or the teacher may draw the form on the board and have the learners copy it in their notebooks). They will also fill in the “What actually happened” section from the previous two pages.</p> <ul style="list-style-type: none"> • Pairs will share their predictions with the class. Learners should notice that their predictions near the end should be close to what actually happened in the story since they have more information as the story progresses. However, learners must be reminded that no predictions are ever “wrong” but students should be able to explain their thinking. 		Worksheet with questions

- Engage students in both whole-class discussions and small group activities to answer these questions, fostering a collaborative learning environment. Use open-ended questions to promote deeper analysis and ensure students understand the values across the world with different culture.

Worksheet

Page Number	Prediction	What Actually Happened

Activity 2

Initiate a whole class discussion after the story is read. Encourage learners to share their perspectives and experiences. The following questions may be asked:

- Why do you think the lord said that people over 70 years old were not useful?
- What would you have done if you were a young farmer?
- What details tell you how the mother and son felt about each other?
- How did the old woman solve each task? What does that tell you about her?
- Does it surprise you that she was able to do that? Explain.
- Would an old man have been able to solve these tasks? Why or why not?
- How are old people treated in Japan now?
- How do you think old people should be treated?
- Discuss ways to promote respect and value for the elderly in your own community and around the world?
- Find and provide examples of how elderly people are treated in different cultures today?
- Compare and contrast these examples with the treatment of the elderly woman in the story?

Debriefing/closure

Ask learners in their groups to discuss what they learned from the story and summarise key insights from the story.

- Discuss ways to promote respect and value for the elderly in your community and around the world.
- Find and provide examples of how elderly people are treated in different cultures today.

<ul style="list-style-type: none"> Compare and contrast these examples with the treatment of the elderly woman in the story? 	
Assessment	Checklist

Assessment: Checklist

Criteria	Yes	No
The answer provides a clear summary of how the elderly woman is treated at the beginning of the story.		
The answer describes how the elderly woman's wisdom changes her status and the perceptions of those around her		
The answer discusses the cultural values and beliefs depicted in the story regarding the elderly		
The answer includes researched examples of how elderly people are treated in different cultures today		
The answer highlights both similarities and differences in the treatment and value of elderly people across cultures		

GRADE VI

Grade VI: Lesson Exemplar 1

Subject/Class: English/VI	Subject topic: Learn about environment	Duration: 80 minutes
Prior knowledge: Learners observe nature firsthand every day as they commute to school. They understand the significance of maintaining a clean school environment, appropriately disposing of waste, and contributing to tree-planting initiatives.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> Write a summary of the text including the main ideas and concepts to retain the information. Apply 4Rs (refuse, reduce, reuse and recycle) for waste management. 	

<ul style="list-style-type: none"> ● GCED theme: Act responsibly to protect the natural environment for the wellbeing of the ecosystem. 	GCED competency: Students will be responsible citizens for protecting the natural environment for the wellbeing of the ecosystem by managing their own waste.
Teaching Strategy: Student centred learning	Skills in focus: critical thinking Values in focus: Concern and commitment for the sustainability of humanity and the environment.
<p>Introduction</p> <p>The lesson aims to enhance the learners’ knowledge and understanding of environment conservation, ecology, recycling, and pollution. The lesson also aims to help learners develop concepts about environmental awareness and practise these concepts outside the classroom. Such information may be particularly important for the school administration/teachers to develop support programmes for the protection, restoration, and enhancement of the school’s physical environment.</p> <ul style="list-style-type: none"> ● Let learners share their personal stories about how they deal with garbage at home and in the classroom (speaking) ● Imagine you are located in a place full of garbage. Suggest ways to reduce the issue of garbage? ● Ask learners whether they are aware of the four R’s of garbage management (Refuse, Reduce, Reuse, and Recycle). ● Arouse discussions about environmental conservation using a video .. 	
<p>Main Activities</p> <ul style="list-style-type: none"> ● Divide the class into groups of 4-5 learners. ● Give each heading to each group (for instance <i>Learn about the Environment</i> to group 1, <i>Send It Back, Send It Back-Recycle</i> to group 2, etc). ● Draw the learners’ attention to the reading tip –skim before reading –in the text. Let learners skim for information under the heading they are allocated with, keeping in mind illustrations, graphs and additional information given in the boxes. ● Model how to skim by recording what’s being learnt on a chart paper or the chalkboard. ● Highlight on how learners can use skimming to find out specific information from the text. ● Write a letter to your friend telling him/her about the waste problems faced in your school. 	<p>Resources: https://fb.watch/pJZnJAfkZU/</p> <p>Chart, text, video clips on impacts of waste, chart, text</p>
<p>Debriefing/closure</p> <p>Lead a whole class discussion using questions such as the following:</p>	

1. Why do you think it is important to Reduce, Reuse and Recycle? 2. What new ideas did you get from the text that you can apply in your own life? Name at least three. 3. How can we reduce the amount of litter in your school/community? 4. How can we reduce the amount of litter in the streets of the world? 5. Mention three ways in which we can conserve the environment.	
Assessment	Checklist

Assessment

Writing reflection

Example: I will combat **waste**in my little ways by.....

Criteria	Description		
Content		yes	No
- Depth of Reflection	Does the reflection demonstrate deep thinking and analysis of the experience or topic?		
- Critical Analysis	Does the reflection critically analyse the strengths, weaknesses, and implications of the experience or topic?		
- Insightfulness	Does the reflection provide insightful observations or discoveries about the experience or topic?		
- Connection to Learning	Does the reflection connect the experience or topic to broader learning objectives or personal growth?		
- Use of Examples	Are specific examples or evidence used to support reflections?		
Organization			
- Structure	Is the reflection well-organised with a clear beginning, middle, and end?		
- Logical Flow	Is there a logical progression of ideas and transitions between different points?		
Clarity			

- Writing Quality	Is the reflection well-written with proper grammar, spelling, and punctuation?		
- Clear Expression	Are ideas expressed clearly and concisely?		
- Coherence	Are ideas connected coherently throughout the reflection?		
Engagement			
- Personal Engagement	Does the reflection demonstrate personal engagement with the experience or topic?		
- Engagement with Audience	Does the reflection engage the reader by addressing their potential questions or concerns?		
- Reflective Practice	Does the reflection indicate a commitment to ongoing reflective practice and growth?		
Overall Impression			
- Originality	Does the reflection offer original insights or perspectives?		
- Self-awareness	Does the reflection demonstrate self-awareness and understanding of one's own thoughts and feelings?		
- Impact	What overall impact does the reflection have on the reader's understanding or perspective?		

Grade VI: Lesson Exemplar 2

Subject: English (VI)	Subject topic: The People Who Hugged the Trees	Duration: 80 minutes
Prior knowledge: Learners have read the story in their earlier classes and are familiar with the features of realistic fiction	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> Engage in discussion to find out how the use of voices and points of view contribute to the overall narration of the story. Engage in discussion by drawing connections between the text and their personal experiences to apply scenarios in real-life applications. 	

GCED theme: Responsibility and actions for sustainable living.	GCED competency: Care for the natural environment in everyday life realising its importance for healthy living
Teaching strategy: Activity-based learning	Skills in focus: critical thinking Values in focus: develop love for trees, plants, and the greenery.
Teacher/Learner Activities	Resources
Introduction Facilitate group discussions among learners to share and visually represent their insights from previous classes. Next, they will present their discussions to the class. The teacher will provide additional information if necessary.	
Main Learning Activity 1 Let learners read the story in groups. Later discuss the following questions in the class to develop learners' skills in connecting the text to their real life. <ul style="list-style-type: none"> • Who are the characters in the story? • Who is the main character in the story? • What is the setting of the story? • Why were the trees important for Amrita and the villagers? How important is a tree to living beings? Give three reasons. • Do you think trees are important? Why? • What does Amrita do to save the trees? • What would you have done if you were in Amrita's situation? • Have you ever saved something in your life? (A small flower, plant, insect, or any other living thing). How? • How would you contribute to saving the environment at a larger cause? • Do you think it is important to set goals? Why or why not? • What is the theme of the story? After the discussion learners will carry out the given task	Chart, textbook, video link on importance of trees.

https://docs.google.com/document/d/18LEmwijsKU7uMn_Te4IQy2Sm-kZ-dWg/edit?usp=drive_link&ouid=111407137489977797235&rtpof=true&sd=true	
Activity 2 Learners will write realistic fiction including all its features to enhance their writing skills. Later they will present their write-up to the class. The teacher will provide constructive feedback.	
https://www.youtube.com/watch?v=0K-aoZBKrNs (watch video on debate) Conduct classroom debate on the given statement ' <i>Is urbanisation a threat to forest ecosystem.</i> '	
Home work Write an essay on the importance of forest following the writing steps	

Assessment

criteria	Description		
Content		Yes	No
- Clarity of Arguments	Are the arguments presented clearly and logically?		
- Strength of Arguments	Are the arguments well-supported with evidence and examples?		
- Relevance of Arguments	Do the arguments directly address the topic and stay on point?		
- Originality	Are there innovative or unique arguments presented?		
- Use of Evidence	Are statistics, examples, and references effectively used to support arguments?		
Organization			
- Introduction	Does the debater provide a clear introduction that outlines the main points to be discussed?		
- Logical Flow	Is there a clear progression of ideas throughout the debate?		
- Transitions	Are there smooth transitions between different points and speakers?		

- Conclusion	Does the debate end with a concise summary of key points?		
Rebuttal			
- Addressing Opposing Arguments	Does the debater effectively counter arguments present by the opposing side?		
- Relevance of Rebuttal	Are the rebuttals pertinent to the discussion and focused on key points?		
- Strength of Rebuttal	Are counterarguments well-supported and persuasive?		
Delivery			
- Clarity	Is the speaker's delivery clear and easy to understand?		
- Confidence	Does the speaker appear confident and poised?		
- Engagement	Does the speaker engage the audience and maintain their interest?		
- Use of Voice and Body Language	Are voice modulation and body language effectively used to emphasise key points?		
Overall Impression			
- Persuasiveness	How effectively does the debater persuade the audience of their position?		
- Professionalism	Does the debater conduct themselves professionally throughout the debate?		
- Impact	What overall impact did the debater's performance have on the audience?		

GRADE VII

Grade VII: Lesson Exemplar 1

Subject: English (VII)	Subject topic: The Girl Couldn't See Herself	Duration: 120 mins.
Prior knowledge:	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Analyse the story "The Girl Couldn't See Herself" to understand its themes, characters, and plot. 2. Students will enhance their reading comprehension, vocabulary related to the story. 3. Suggest ways on how a person can connect with others and feel more included globally 	
GCED theme: Recognition of and respect for diverse levels of identities and human dignity.	GCED competency: <ul style="list-style-type: none"> • Explore diversities in peoples' identities and abilities. • Communicate respectfully with people from diverse cultural and social background. 	
Teaching strategy: Activity Based Learning	Skills in focus: Emotional intelligence, Decision Making Values in focus: Sense of identity and self-esteem	
Teacher/Learner Activities		Resources
Introduction Start the lesson with this question Ask students, "What do you see when you look in the mirror?" and "How do you think others see you?"		
Main Learning Activity 1: Reading and Discussion <ul style="list-style-type: none"> • Read "The Girl Couldn't See Herself" aloud to the class or have students read in pairs. 		

<ul style="list-style-type: none"> • Pause periodically to discuss key points and ensure comprehension. • Discussion Questions: • Who is the main character, and what is her challenge? • How does the girl's inability to see herself affect her interactions with others? • What do other characters in the story represent (e.g., friends, family, and society)? • How can we apply the lessons from the story to our own lives? <p>Activity 2. Vocabulary and Comprehension</p> <ul style="list-style-type: none"> • Introduce and explain new vocabulary words from the story. • Have students write sentences using these words. <p>Comprehension Check:</p> <ul style="list-style-type: none"> • Ask students to summarize the story in their own words. • Conduct a quick Q&A session to check your understanding. <p>Writing</p> <ul style="list-style-type: none"> • Imagine you are a friend of the girl who couldn't see herself in the story. Write a letter to her offering your support and advice. In your letter, discuss the importance of self-awareness and empathy. Reflect on how understanding and appreciating diversity can help her see herself more clearly and feel valued in her community. <p>Conclusion</p> <ul style="list-style-type: none"> • Summarize the main points of the lesson. • Reinforce the connection between the story, values, and their personal experiences. 	Class VII English text book page no.
<p>Debriefing</p> <p>Discuss the importance of knowing and understanding oneself.</p>	
<p>Assessment</p>	Rubric for writing

Rubric to assess writing

Criteria	(4)	(3)	(2)	(1)
Content	Thoroughly addresses self-awareness, empathy, and diversity with insightful advice and support.	Addresses self-awareness, empathy, and diversity with clear advice and support.	Mentions self-awareness, empathy, and diversity but lacks depth or clarity.	Does not adequately address self-awareness, empathy, or diversity.
Organization	Letter is well-organized with a clear introduction, body, and conclusion.	Letter has a clear structure but could be better organized.	Letter has some structure but lacks clarity in parts.	Letter is poorly organized with little structure.
Empathy and Support	Shows deep understanding and offers heartfelt support and advice.	Shows understanding and offers supportive advice.	Shows some understanding and offers limited advice.	Shows little understanding or support.
Reflection on Diversity	Insightfully reflects on the importance of diversity and how it can help the girl.	Reflects on diversity and its importance with some insights.	Mentions diversity but with limited reflection.	Does not adequately reflect on diversity.
Grammar and Mechanics	Few to no grammatical errors; clear and fluent writing.	Some grammatical errors; generally clear writing.	Several grammatical errors; writing sometimes unclear.	Numerous grammatical errors; writing often unclear.

Grade VII: Lesson Exemplar 2

Subject/Class: English – VII	Subject topic: Summarization and information transfer	Duration: 50 minutes
Prior knowledge: Learners know different reading strategies and skills to comprehend texts.	Learning objectives: <i>At the end of a lesson students will be able to:</i> <ol style="list-style-type: none"> 1. Refer to relevant ideas and information in the text to support their explanations. 	

	2. Read critically about issues in the national and international community (non-fiction text, newspapers, magazines, and technology assisted sources) and discuss how these issues relate to them.	
GCED theme: Issues threatening peace and sustainable development at local, national, and global levels	GCED competency: Examine one's own behaviours by comparing personal values with societal values to guide behaviour change for harmonious living.	
Teaching Strategy:	Skills in focus: Critical and creative thinking, emotional intelligence, decision making, Values in focus: Respect for people and human rights	
Introduction Provide the news article on migration (the article is provided below) and ask the students to read the article carefully highlighting the key points on the causes of migration with special focus on the statistics provided in the article. <i>Question:</i> <ul style="list-style-type: none"> Are you aware of such a situation happening in your locality? What ways and measures do you think will reduce the problem of migration in Bhutan? 		News articles: https://kuenselonline.com/migration-of-bhutanese/
Main Activities Activity 1 Read the article individually and analyse the causes critically by taking note of author's main ideas Discuss, reflect and share their ideas and insights to the class. Activity 2 Divide the class into groups of four and ask each to collect the data based on migration from their locality. They can ask questions like do people from our village migrate to urban areas for better life. Or do we face problems when most of the youths move towards towns and cities? Collect data from family members or elderly citizens/people in the community on migration.		Resources: Articles chart paper,

<p>Discuss the questions to be asked to collect data.</p> <p>Activity 3</p> <p>Compare and contrast the information they collected.</p> <p>Finalise their work in different forms like graph, ppt, video, simulation etc...</p> <p>Gather the data they have collected and share, discuss and reflect on it in their respective groups.</p> <p>Present the work they finalised as a gallery work or through presentation</p>	
<p>Debriefing/closure</p> <p>Review key points of the lessons and GCED concepts and value understanding</p>	
Assessment	Checklist

GRADE VIII

Grade VIII: Lesson Exemplar 1

Subject/Class: <i>English – VIII</i>	Subject topic: The Nest (Short story)	Duration: 100 mins
<p>Prior knowledge:</p> <p>Learners will have experiences of engaging with literature and develop a deeper understanding of characters and themes.</p>	<p>Learning objectives:</p> <p><i>At the end of a lesson students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain themes and characters in the story 2. Relate the character to real life experiences 3. Appreciate ‘big’ ideas expressed in literature- for example, forgiveness, loyalty and love 	

GCED theme: Recognition of respect for diverse level of identities and human dignity	GCED competency: Respect friends, teammates and their identities and individualities.	
Teaching Strategy: P.E.A.C.E Pedagogy	Skills in focus: Effective communication, decision making, Empathy, Critical and creative thinking and cooperation Values in focus: Respect for diversity.	
Introduction This lesson will teach learners how to choose apt words to present their opinions and ideas with positive behaviour and attitude and also to present their critical ideas and thoughts to debate in different circumstances. Discuss the importance of reading in unlocking knowledge and wisdom. Conduct a brief oral quiz to assess learners' prior knowledge about the importance and the purpose of reading and the different genres of texts. This will help gauge their understanding and identify any misconceptions		Resource: Text book, board, chart paper, laptop, projector
Main Activities Ask the following questions to create background to the story: <ol style="list-style-type: none"> 1. Have you ever felt that the decisions made by your parents/elders are wrong? Why? 2. Do you make your own decisions or get help from your parents/elders? Allow a few minutes for the whole class discussion. Let a few children volunteer to answer the questions. Ask learners to sit in a circle for exchanging their ideas and understanding <i>P (Participatory learning) Discuss answers to the questions and respond.</i> <i>Activity 2</i> After the exchange of dialogue, the teacher divides children into groups of five. Provide the following instructions: <ol style="list-style-type: none"> 1. In your groups you will be acting out the characters in the story by taking out the dialogues from the story. 2. Each one of you will be acting on a character (mother, father, Paul, Jimmy) and the other one will be the narrator. 		

<p>3. Use your creativity while acting out. You will be given 15 minutes to stage your show)</p> <p>4. Tell that their drama will be assessed by their peers.</p> <p>Provide some preparation time. Most probably the next day or in a next class.</p> <p><i>Activity 3</i></p> <p>After the children's creative feedback, provide some questions for the children to think and enhance their creative thinking skills.</p> <p>Questions can be:</p> <ol style="list-style-type: none"> 1. Do you think it is wise for the parents to test a child's ability to make the right decision? Why or why not? 2. As a teenager, how can you overcome life's obstacles and find the true identity of yourself? Mention some ways you think you can do it? 3. How can you convince your parents if you feel someone under the influence of drugs is eventually a good person and needs some support? <p>Let children write a reflective writing highlighting on how to support teenage children when they go astray.</p> <p>Q1. What are some common challenges that astray teenagers face across different regions? How do these challenges affect their personal and social development?</p> <p style="text-align: center;">OR</p> <p>Q2. How can local communities contribute to supporting teenagers? provide examples of successful community-based initiatives from different parts of the world?</p> <p>The best and appealing letters can be displayed in the classroom walls.</p>	
<p>Debriefing/closure</p> <p>Summarise the key story concepts and GCED values</p>	
<p>Assessment:</p>	<p>Rubric - reflective writing</p>

Rubric - reflective writing

Criteria/ levels	Exceeding	Advancing	Meeting	Approaching	Beginning
Content & Ideas	Writing shows deep thinking with many specific examples.	Writing shows clear thinking with several specific examples.	Writing shows thinking with some specific examples.	Writing shows some thinking with a few examples.	Writing shows little thinking and few or no examples.
Organization	Writing is very well-organized with a clear beginning, middle, and end.	Writing is well-organized with a clear beginning, middle, and end.	Writing has a beginning, middle, and end but may be unclear at times.	Writing has parts that are unclear and hard to follow.	Writing is unorganized and hard to follow.
Reflection	Writing shows deep understanding and clear connections to personal experiences.	Writing shows understanding and connections to personal experiences.	Writing shows some understanding and some connections to personal experiences.	Writing shows limited understanding and few connections to personal experiences.	Writing shows little understanding and no connections to personal experiences.
Use of Language	Writing uses a wide variety of words and different types of sentences.	Writing uses many different words and types of sentences.	Writing uses some different words and sentence types	Writing uses simple words and sentences.	Writing uses very simple words and repetitive sentences.