



Global Citizenship Education (GCED)

Integration Guide and Lesson Exemplars

Values Education

Grades IV-VIII

Bhutan

2024



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

Ministry of Education and Skills Development, Bhutan

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

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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.

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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

The Bhutanese education system has been rooted in the age-old values of *Tha-Damtshig* and *Ley-Judrey* since its inception. These values, along with others, align with many attributes of the Global Citizenship Education (GCED) framework. However, what has been lacking is a stronger emphasis on these values, a more holistic approach, and a sense of urgency in the implementation process. With the GCED framework now in place, schools in Bhutan have the opportunity to take a systematic approach to help learners acquire GCED attributes and skills, inculcate values, and demonstrate desired behaviours and attitudes. The time students spend in schools should enable each of them to become active, engaged, and responsible global citizens.

By embracing the GCED framework and building upon the existing Bhutanese values, the education system can ensure that learners develop a strong foundation of knowledge, skills, and attitudes necessary for thriving in the 21st century. Integrating GCED into values education intends to develop the following in learners.

- Cognitive: Developing the knowledge and critical thinking skills to understand global issues and their interconnectedness.
- Socio-emotional: Fostering values, attitudes, and social skills that enable learners to live together with mutual respect and peace.
- Behavioural: Cultivating the motivation and willingness to take responsible actions at local, national, and global levels for a peaceful and sustainable world.

The GCED Integration Guide presents the mapped values education contents to GCED themes and identifies gaps and opportunities. It also provides suggestive GCED integration strategies and lesson exemplars for reference.

GCED Integration into Social Studies Lessons

MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS

The Values Education curriculum topics for each grade are mapped to the GCED themes. The GCED 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	Values Education Topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> • Dresses and Dress codes 	<ul style="list-style-type: none"> • Intercultural understanding • Self-awareness and reflection • Informed and reflective actions • Value and cultural diversity • Human Rights
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> • I Can Achieve! 	<ul style="list-style-type: none"> • Emotional intelligence • Decision-making • Effective Communication • Self-awareness and reflection
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> • I value things around me 	<ul style="list-style-type: none"> • Sustainable Development • Peace and Conflict • Adaptation of sustainable living and lifestyles • Resolve differences and conflicts using effective communication and strategies
4. Values for harmonious co-existence and peace.	<ul style="list-style-type: none"> • Important people in my life • Accept the spiritual truth of nature • My Language, My pride! 	<ul style="list-style-type: none"> • Power and Governance • Social Justice and Equity

	<ul style="list-style-type: none"> ● Offerings ● Our King: the guardian of my nation 	<ul style="list-style-type: none"> ● Practice of etiquette, conservation and promotion of identities ● Build social bonding and collaborations
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> ● Am I well behaved? ● Celebration and Significance ● Symbols: knowing my identity 	<ul style="list-style-type: none"> ● Human Rights ● Identity and diversity ● Respect for people and their differences
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> ● Civic responsibility, a citizen's responsibility ● Clean water ● My waste, my responsibility ● Nature and My Life 	<ul style="list-style-type: none"> ● Decision-making ● Intercultural understanding ● Self-awareness and reflection ● Individual, social, national participation ● Cooperation and conflict resolution ● Informed and reflective actions
7. Behaviour and ethical actions for solidarity and harmony.		
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> ● My Duties ● Me and my responsibilities ● Save the Earth, Save the Future. 	<ul style="list-style-type: none"> ● Decision-making ● Intercultural understanding ● Self-awareness and reflection ● Individual, social, national participation ● Cooperation and conflict resolution ● Manage complexity and uncertainty ● Informed and reflective actions
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> ● Life is a precious gift 	<ul style="list-style-type: none"> ● Empathy ● Decision-making ● Manage complexity and uncertainty

Grade V

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

Theme	Values Education Topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> ● The King, my nation builder 	<ul style="list-style-type: none"> ● Human Rights ● Manage complexity and uncertainty ● Value and cultural diversity
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> ● Clean air, healthy life ● Rituals and spiritual enrichment ● Our Flag, what it means to me” 	<ul style="list-style-type: none"> ● Intercultural understanding ● Self-awareness and reflection ● Informed and reflective actions ● Decision-making ● Manage complexity and uncertainty ● Manage complexity and uncertainty ● Globalization and Interdependence
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> ● Water for all! ● Significance of Lhakhangs 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Cooperation and conflict resolution ● Informed and reflective actions ● Critical and creative thinking ● Sustainable Development
4. Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> ● Rarity of human life 	<ul style="list-style-type: none"> ● Emotional intelligence ● Empathy ● Social Justice and Equity ● Behave and take actions with empathy and morality ● Commitment to social justice and equity

<p>5. Recognition of and respect for diverse levels of identities and human dignity.</p>	<ul style="list-style-type: none"> ● My Parents, My Life ● You are what you wear ● Language; The Nation's Identity 	<ul style="list-style-type: none"> ● Identity and Diversity ● Intercultural understanding ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Emotional intelligence ● Effective Communication ● Manage complexity and uncertainty ● Identity and diversity
<p>6. Moral and social responsibilities for humanity and the environment.</p>	<ul style="list-style-type: none"> ● Help Begets Help (NEED ACTIVITY) ● My Waste My responsibility ● 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Decision-making ● Cooperation and conflict resolution ● Manage complexity and uncertainty
<p>7. Behaviour and ethical actions for solidarity and harmony.</p>	<ul style="list-style-type: none"> ● Disciplined family ● Teachers' Day Celebration 	<ul style="list-style-type: none"> ● Informed and reflective actions ● Value and cultural diversity
<p>8. Responsibility and actions for sustainable living.</p>	<ul style="list-style-type: none"> ● Be responsible for what you do ● I can do it ● Preserve environment to serve myself 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Decision-making ● Cooperation and conflict resolution ● Manage complexity and uncertainty
<p>9. Engagement and contribution to sustainable development.</p>	<ul style="list-style-type: none"> ● "The price of greatness is responsibility"- Winston Churchill ● Positive Mind for Nature. 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Manage complexity and uncertainty

Grade VI

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

Theme	Values Education Topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> ● People that made difference in me ● Yes, we have a dress code 	<ul style="list-style-type: none"> ● Intercultural understanding ● Informed and reflective actions ● Sense of identity and self-esteem ● Respect for people and human rights ● Belief that people can bring positive change ● Human Rights
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> ● Recycling Champion 	<ul style="list-style-type: none"> ● Critical and creative thinking ● Self-awareness and reflection Individual, social, national participation ● Cooperation and conflict resolution ● Globalization and Interdependence ● Commitment to participation and inclusion
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> ● The Right Ways of living ● Put away the Chemicals Please 	<ul style="list-style-type: none"> ● Cooperation and conflict resolution ● Self-awareness and reflection ● Individual, social, national participation ● Informed and reflective actions ● Concern and commitment for the sustainability of humanity and the environment. ● Commitment to participation and inclusion ● Belief that people can bring positive change ● Sustainable Development

<p>4. Values for harmonious co-existence and peace.</p>	<ul style="list-style-type: none"> ● Love for nature ● Spiritual beliefs and protection of natural environment ● My dialect: My identity ● My King: my happiness. 	<ul style="list-style-type: none"> ● Social Justice and Equity ● Emotional intelligence ● Individual, social, national participation ● Effective Communication ● Cooperation and conflict resolution ● Sense of identity and self-esteem ● Value and cultural diversity ● Concern and commitment for the sustainability of humanity and the environment. ● Commitment to participation and inclusion
<p>5. Recognition of and respect for diverse levels of identities and human dignity.</p>	<ul style="list-style-type: none"> ● My Anthem! My identity! ● His Majesty, Birthday ● 	<ul style="list-style-type: none"> ● Identity and Diversity ● Individual, social, national participation ● Sense of identity and self-esteem ● Power and Governance
<p>6. Moral and social responsibilities for humanity and the environment.</p>	<ul style="list-style-type: none"> ● Civic Responsibility: My Responsibility ● Good choices, good life ● Forest Fire: Let's be responsible! 	<ul style="list-style-type: none"> ● Manage complexity and uncertainty ● Informed and reflective actions ● Individual and collective actions ● Commitment to participation and inclusion ● Belief that people can bring positive change
<p>7. Behaviour and ethical actions for solidarity and harmony.</p>	<ul style="list-style-type: none"> ● I believe in myself ● Spiritual Practices I inherit 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Individual, social, national participation ● Sense of identity and self-esteem ● Respect for people and human rights ● Value and cultural diversity
<p>8. Responsibility and actions for sustainable living.</p>	<ul style="list-style-type: none"> ● Beauty of nature, beauty of our life! 	

9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> ● How can I manage my time 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions
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Grade VII

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

Theme	Values Education Topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> ● Together Everyone Achieves More ● Take ownership for different identity 	<ul style="list-style-type: none"> ● Intercultural understanding ● Informed and reflective actions ● Sense of identity and self-esteem ● Respect for people and human rights ● Belief that people can bring positive change ● Human Rights
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> ● The Right Ways of Living ● Friendship 	<ul style="list-style-type: none"> ● Critical and creative thinking ● Self-awareness and reflection Individual, social, national participation ● Cooperation and conflict resolution ● Commitment to participation and inclusion
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> ● Save Food and Spare Bins 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Cooperation and conflict resolution
4. Values for harmonious co-existence and peace.	<ul style="list-style-type: none"> ● Honesty is the best policy ● Our anthem, our identity! ● My King: the guiding light of the country ● Our Language, our responsibility 	<ul style="list-style-type: none"> ● Emotional intelligence ● Empathy ● Social Justice and Equity ● Behave and take actions with empathy and morality ● Commitment to social justice and equity

5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> ● I can and I will! ● Zhabdrung Kuchoe ● National Day 	<ul style="list-style-type: none"> ● Human Rights ● Identity and diversity ● Respect for people and their differences
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> ● How to be responsible ● Sustainable environment for humanity ● Pollution Free world 	<ul style="list-style-type: none"> ● Decision-making ● Intercultural understanding ● Self-awareness and reflection ● Individual, social, national participation ● Cooperation and conflict resolution ● Informed and reflective actions
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> ● Common sense builders 	<ul style="list-style-type: none"> ● Self-awareness and reflection ● Individual, social, national participation ● Sense of identity and self-esteem ● Respect for people and human rights ● Value and cultural diversity
8. Responsibility and actions for sustainable living.		
9. Engagement and contribution to sustainable development.		

Grade VIII

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

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	GCED Gap	GCED 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. 	<ul style="list-style-type: none"> Dresses and Dress codes 		
<ul style="list-style-type: none"> Explore ways to communicate and collaborate effectively with others. Investigate individual habits and actions impacting social relation. 	<ul style="list-style-type: none"> I Can Achieve! 		
<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. 	<ul style="list-style-type: none"> I value things around me 	<ul style="list-style-type: none"> The activities are specific to Bhutanese context. 	<ul style="list-style-type: none"> Need to incorporate social context issues in relation to other cultures and contexts.
<ul style="list-style-type: none"> Explore essence of self-awareness and interdependences for harmonious living. Practice social etiquette to promote harmonious co- existence. 	<ul style="list-style-type: none"> Important people in my life Accept the spiritual truth of nature My Language, My 		

	<ul style="list-style-type: none"> pride! ● Offerings ● Our King: the guardian of my nation 		
<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"> ● Celebration and Significance 	<ul style="list-style-type: none"> ● The celebration is discussed at the local and the national level. 	<ul style="list-style-type: none"> ● Incorporate the celebrations across the globe.
<ul style="list-style-type: none"> ● Investigate how individual and group's actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	<ul style="list-style-type: none"> ● Civic responsibility, a citizen's responsibility ● Clean water ● My waste, my responsibility ● Nature and My Life 	<ul style="list-style-type: none"> ● It only talks about the personal perspective. 	<ul style="list-style-type: none"> ● Allow students to discuss how basic human needs vary from diverse socio-economic backgrounds.
<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"> ● Examine individual consumption habits that impact the immediate environment. ● Practice consumption habits to manage environmental pollution. 	<ul style="list-style-type: none"> ● Me and my responsibilities ● Save the Earth, Save the Future. 	<ul style="list-style-type: none"> ● It talks only about the Bhutanese classroom settings. 	<ul style="list-style-type: none"> ● Explore the classroom norms of different cultures.
<ul style="list-style-type: none"> ● Engage in social activities that contribute to the sustainability of livelihood. 	<ul style="list-style-type: none"> ● Life is a precious gift 		

Grade V

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

GCED Competency	Subject Topics	GCED Gap	GCED 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. 	<ul style="list-style-type: none"> ● My Parents, My Life 	<ul style="list-style-type: none"> ● Very specific to our own context. 	<ul style="list-style-type: none"> ● Needs to extend the objectives to explore how other people feel about their parents.
<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"> ● Clean air, healthy life ● Rituals and spiritual enrichment 	<ul style="list-style-type: none"> ● Just learning about the spiritual offerings in a local context. 	<ul style="list-style-type: none"> ● Needs to incorporate about how the offerings to the deities are done in different 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. 	<ul style="list-style-type: none"> ● Water for all! ● Significance of Lhakhangs 	<ul style="list-style-type: none"> ● The global values are defeated as it signifies only one religion. 	<ul style="list-style-type: none"> ● significance of different spiritual houses of worship needs to be incorporated.
<ul style="list-style-type: none"> ● Explore the essence of self-awareness and interdependencies for harmonious living. ● Practice social etiquette to promote harmonious co- existence. 	<ul style="list-style-type: none"> ● Rarity of human life 	<ul style="list-style-type: none"> ● Diverse beliefs in assorted societies prevail regarding human life. 	<ul style="list-style-type: none"> ● Changing the topic to “importance of human life” would serve a better purpose.
<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"> ● You are what you wear 	<ul style="list-style-type: none"> ● Dress isn’t the national identity in all the nations as many other dresses are similar in nature. 	<ul style="list-style-type: none"> ● An objective to learn other nations’ dresses need to be included.

<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"> ● Help Begets Help(NEED ACTIVITY) ● My Waste My responsibility 		
<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"> ● Informed and reflective actions ● Value and cultural diversity 	
<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"> ● Self-awareness and reflection ● Informed and reflective actions ● Value and cultural diversity ● Decision-making ● Cooperation and conflict resolution ● Manage complexity and uncertainty 	
<ul style="list-style-type: none"> ● Engage in social activities that contributes to the sustainability of livelihood. 		<ul style="list-style-type: none"> ● Self-awareness and reflection ● Informed and reflective actions ● Manage complexity and uncertainty 	

Grade VI

Table 6. Grade IV- Gaps, opportunities and Strategies for GCED integrations

GCED Competency	Subject Topics	GCED Gap	GCED 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. 	<ul style="list-style-type: none"> ● The Right Ways of living 	<ul style="list-style-type: none"> ● The topic does not discuss the right ways of living beyond one's family and the community. 	<ul style="list-style-type: none"> ● Incorporate an additional activity to explore and understand the right ways of living from diverse regional backgrounds.
<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"> ● The Right Ways of living 	<ul style="list-style-type: none"> ● The topic does not discuss the right ways of living beyond one's family and the community. 	<ul style="list-style-type: none"> ● Incorporate an additional activity to explore and understand the right ways of living from diverse regional backgrounds.
<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. 	<ul style="list-style-type: none"> ● Recycling Champion 	<ul style="list-style-type: none"> ● Does not talk about waste collection and segregation from a global perspective. 	<ul style="list-style-type: none"> ● Compare how students of other schools outside Bhutan manage and recycle wastes.
<ul style="list-style-type: none"> ● Explore the essence of self-awareness and interdependences for harmonious living. ● Practise social etiquette to promote harmonious co- existence. 	<ul style="list-style-type: none"> ● Love for nature 	<ul style="list-style-type: none"> ● Students write the perspectives only at the individual level. 	<ul style="list-style-type: none"> ● Activities could emphasize how students from different parts of the world cultivate values such as love, care, and a sense of belonging towards nature.
<ul style="list-style-type: none"> ● Exhibit care and respect for feelings, emotions, and needs of diverse individuals. ● Respect friends, team-mates and their 	<ul style="list-style-type: none"> ● My Anthem! My identity! 	<ul style="list-style-type: none"> ● There is no comparison of the significance and the reasons why the national anthem is associated with one's identity 	<ul style="list-style-type: none"> ● Let the students discuss and learn how the national anthem reflects and represents a nation's identity in other countries.

identities and individualities		as compared to other nations.	
<ul style="list-style-type: none"> ● Investigate how individual and group's actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	<ul style="list-style-type: none"> ● Civic Responsibility: My Responsibility 	<ul style="list-style-type: none"> ● The activities do not fulfil the first lesson objective. 	<ul style="list-style-type: none"> ● Align the objectives and the activities. Incorporate activities to connect, reflect and apply the concept of civic responsibilities by other students globally.
<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"> ● Spiritual Practices I inherit 	<ul style="list-style-type: none"> ● The topic does not cover how people associate rituals and spiritual well-being from a global perspective. 	<ul style="list-style-type: none"> ● Include activities to learn how people from different cultural backgrounds perform rituals and believe in spiritual well-being.
<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"> ● Beauty of nature, beauty of our life! 	<ul style="list-style-type: none"> ● The activities cover and provide students to understand and appreciate the interconnectedness between nature and life at their personal and local context. 	<ul style="list-style-type: none"> ● Include lessons to compare how students in other countries learn to appreciate the aesthetic beauty and the interconnectedness between nature and life.
<ul style="list-style-type: none"> ● Engage in social activities that contribute to the sustainability of livelihood. 	<ul style="list-style-type: none"> ● How can I manage my time 	<ul style="list-style-type: none"> ● Discussed only at home and school. Have not incorporated the best practices or similar ones with their friends and other students studying outside Bhutan. 	<ul style="list-style-type: none"> ● Include how they manage time and complete their roles while being at home, school, with friends in and out of Bhutan.

Grade VII

Table 7. Grade IV- Gaps, opportunities and Strategies for GCED integrations

GCED Competency	Subject Topics	GCED Gap	GCED 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. 	<ul style="list-style-type: none"> Together Everyone Achieves More Take ownership for different identity 	<ul style="list-style-type: none"> Focussed on the indigenous Dresses of Bhutan only. 	<ul style="list-style-type: none"> Include objectives and activities exploring the indigenous dresses 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 relation. 	<ul style="list-style-type: none"> The Right Ways of Living Friendship 		
<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. 	<ul style="list-style-type: none"> Save Food and Spare Bins 	<ul style="list-style-type: none"> The activities are specific to Bhutanese context. 	<ul style="list-style-type: none"> Need to incorporate social context issues in relation to other cultures and contexts.
<ul style="list-style-type: none"> Explore essence of self-awareness and interdependences for harmonious living. Practice social etiquette to promote harmonious co- existence. 	<ul style="list-style-type: none"> Honesty is the best policy Our Language, our responsibility 		
<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"> I can and I will! Zhabdrung Kuchoe 	<ul style="list-style-type: none"> The celebration is discussed at the local and the national level. 	<ul style="list-style-type: none"> Incorporate the celebrations across the globe.

<ul style="list-style-type: none"> ● Investigate how individual and group's actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	<ul style="list-style-type: none"> ● How to be responsible ● Sustainable environment for humanity ● Pollution Free world 	<ul style="list-style-type: none"> ● It only talks about the personal perspective. 	<ul style="list-style-type: none"> ● Allow students to discuss how basic human needs vary from diverse socio-economic backgrounds.
<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"> ● Common sense builders 		
<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"> ● It talks only about the Bhutanese classroom settings. 	<ul style="list-style-type: none"> ● Explore the classroom norms of different cultures.
<ul style="list-style-type: none"> ● Engage in social activities that contribute to the sustainability of livelihood. 			

Grade VIII

Table 8. Grade IV- Gaps, opportunities and Strategies for GCED integrations

LESSON EXEMPLAR

The following are the GCED-integrated lesson exemplars for grades IV-VI. Letters in red are the new incorporations to the lessons.

Grade IV

Grade IV: Lesson Exemplar 1

Subject: Value Education Grade: IV	Subject topic: I Value Things Around Me.	Duration: 45 min.
Prior knowledge: Children have the basic knowledge of ownership acquired from family and friends at homes and schools.	Learning objectives: <ol style="list-style-type: none"> 1. Identify the basic ways of taking care of one’s belongings. 2. Explain that taking care of one’s belongings will help in valuing others’ property. 3. List THREE ways in which students of other countries value the things around them. 	
GCED theme: Issues threatening peace and sustainable development at local, national, and global levels.	GCED competency: <ol style="list-style-type: none"> 1. Explore the reason behind common social issues and their impact. 2. Collaborate to address common social issues respecting individual differences and contributions. 	
Teaching Strategy: Whole class and group discussion.	Skills in focus: <ul style="list-style-type: none"> ● Peace and Conflict, Adaptation of sustainable living and lifestyles, resolve differences and conflicts using effective communication and strategies Value in Focus: <ul style="list-style-type: none"> ● Love, Care, Honesty 	
Lesson Activity		Resources
Introduction		

<p>Introduce the following concept to students. <i>“Valuing things is very important in our life. We have to value things we have. Valuing things and taking care of our belongings help us to feel good about ourselves and happiness in our mind. We need to value not only the objects but also the places”.</i></p>	
<p>Main Activity Activity 1:</p> <ol style="list-style-type: none"> 1. Let the children look around in their own classroom and ask them to see if there is anything they can do to make the classroom more beautiful. 2. Make children share their observations. 3. Arrange their classroom as per their suggestions. 4. Discuss on the following questions. <ul style="list-style-type: none"> ● <i>What differences did you see in your classroom, before and after the arrangement of things in the classroom?</i> ● <i>What kind of feelings did you develop as you make your classroom look better?</i> <p>Activity 2:</p> <ol style="list-style-type: none"> 1. Watch the video clip related to valuing things by other countries. 2. Discussion on the questions; <ul style="list-style-type: none"> ● <i>Is it important to take care of your belongings? Mention TWO ways.</i> ● <i>Why is it important to value others’ property?</i> 3. List THREE ways in which students of other countries value things after watching the video clip in groups. 	<ul style="list-style-type: none"> ● Classroom objects ● Video: https://youtu.be/IesWWZEh604?si=-yDy01Gx6aLCkluI
<p>Reflection: List down the ways that would help you take care of the things that belong to you and others.</p>	
<p>Assessment Put a tick against each descriptor.</p>	<p>Checklist</p>

Checklist

SN.	Descriptors	Always	Sometimes	Never
1	I take care of my things.			
2	I take care of things around me.			
3	I take care of things around me.			
4	I respect what others value.			
5	I am responsible for others' happiness.			

Grade IV: Lesson Exemplar 2

Subject: Value Education	Subject topic: Celebration and Significance	Duration: 45 min.
Prior knowledge: Children have the basic knowledge of celebration acquired from family and friends at homes and schools.	Learning objectives: 1. Describe 'Celebration' in simple words. 2. Explain that celebration is a way of showing gratitude. 3. Compare the significance of various celebrations across the countries.	
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. ● Respect friends, team-mates and their identities and individualities 	
Teaching Strategy: Lecture, collaborative learning, inquiry-based learning	Skills in focus <ul style="list-style-type: none"> ● Respect for people and their differences 	

	Values in Focus:																		
	<ul style="list-style-type: none"> ● Gratitude, Appreciation, Identities 																		
Teacher/Learner Activities	Resources																		
Introduction <ul style="list-style-type: none"> ● Introduce concepts and importance of different national and international celebrations such as Tshechu, <i>Losar, Teachers' Day, Parents' Day, National Day, and International Day of Happiness.</i> 	Write-ups/ pictures/ videos on celebrations																		
Main Learning Activities <i>Part I</i> Children will work in teams of four to list down the celebrations that they participated in the previous year.	Worksheet as given in Part I																		
<table border="1"> <thead> <tr> <th><i>Date of celebration</i></th> <th><i>Celebration Participated</i></th> <th><i>Reasons</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Date of celebration</i>	<i>Celebration Participated</i>	<i>Reasons</i>																
<i>Date of celebration</i>	<i>Celebration Participated</i>	<i>Reasons</i>																	
<i>Part II</i> <i>Divide into groups and explore different types of celebrations and significance across the countries. (if the school does not have the internet access teacher can download the relevant videos and take ready)</i>																			
Assessment																			
<table border="1"> <thead> <tr> <th>SN.</th> <th>Descriptors</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>I came to know about the importance of celebrations.</td> <td> </td> <td> </td> </tr> <tr> <td>2</td> <td>I participate in the celebrations near me.</td> <td> </td> <td> </td> </tr> <tr> <td>3</td> <td>I know every country has their own celebrations.</td> <td> </td> <td> </td> </tr> </tbody> </table>	SN.	Descriptors	Yes	No	1	I came to know about the importance of celebrations.			2	I participate in the celebrations near me.			3	I know every country has their own celebrations.					
SN.	Descriptors	Yes	No																
1	I came to know about the importance of celebrations.																		
2	I participate in the celebrations near me.																		
3	I know every country has their own celebrations.																		

4	I respect every celebration and give equal importance.			
Reflection <ul style="list-style-type: none"> <li style="color: red;">● List down the common celebrations of the countries and its significance. 				

Grade IV: Lesson Exemplar 3

Subject: Value Education Grade: IV	Subject topic: Nature and My Life	Duration: 45 min.
Prior knowledge: Children know what they need to survive.	Learning objectives: <ol style="list-style-type: none"> 1. Name four basic needs for human survival. 2. Express that the four basic needs can be obtained from the environment. 3. Plant a tree and care for it. <li style="color: red;">4. Explore the needs of diverse socio-economic backgrounds compared with your needs. 	
GCED theme: Moral and social responsibilities for humanity and the environment.	GCED competency: <ul style="list-style-type: none"> ● Investigate how individual and group actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	
Teaching Strategy: Cooperative learning, experiential learning, inquiry-based learning	Skills in Focus: <ul style="list-style-type: none"> <li style="color: red;">● Decision-making, Self-awareness and reflection, Individual, social, national participation, Cooperation, and conflict resolution, Informed and reflective actions Values in Focus: <ul style="list-style-type: none"> <li style="color: red;">● Care, Respect 	
Lesson Activity		Resources
Introduction		

In order to survive, human beings need air, water, food and shelter. Everyone has their own ways of meeting their needs. As a teacher we need to trigger in our youth and give them the opportunity to realize these needs in connection to our natural world. Teachers are expected to let children recognize their needs.

Main Learning

Activities:

Part I

From the following list of things, ask children to arrange them in order of importance for our survival. Air, car, Television, water, sofa set, food, shelter, clothes, fire, computer, Discuss and link the list with nature.

Part II

Ask students to share their choice of listing.

SN.	Basic Needs	Why?
1	Water	
2	Air	
3	Food	
4	Shelter	

Part III

Explore the needs of diverse socio-economic backgrounds in groups of four and present to the class. (if the school does not have the internet access, then teacher can download relevant videos and take ready)

- **Worksheet**
- **Internet access** /video clips
- images related to our needs given in the value book

Reflection

- compare the needs of people from different socio-economic backgrounds
- Write now will you protect our nature.

Assessment

Questions

1. Tell the basic human needs.

Questions

<p>2. Explain why our needs are different from other diverse socio-economic backgrounds.</p> <p>3. Explain the relation between our life and nature.</p>	
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Grade IV: Lesson Exemplar 4

Subject: Value Education	Subject topic: Me and my Responsibilities	Duration: 45 min.
Prior knowledge: Children know some of their responsibilities that they carry out daily.	Learning objectives: 1. Explain that being responsible is helping each other to complete the task 2. Take responsibility at home and school. 3. Explore the classroom norms of different economic backgrounds.	
GCED theme: Responsibility and actions for sustainable living.	GCED competency: <ul style="list-style-type: none"> Examine individual consumption habits that impact the immediate environment. Practice consumption habits to manage environmental pollution. 	
Teaching Strategy: Whole class and group discussion, inquiry-based learning, cooperative learning.	Skills in Focus: <ul style="list-style-type: none"> Decision-making, Intercultural understanding, self-awareness and reflection, cooperation, and conflict resolution, informed and reflective actions Values in Focus: <ul style="list-style-type: none"> Love, Care, Duty, Honesty 	
Teacher/Learner Activities:		Resources
Introduction <ul style="list-style-type: none"> Introduce the concept of individual and collective responsibilities Suggest ways to be responsible Students share the importance of being responsibilities 		Classroom job chart or any relevant job charts

Main Activity

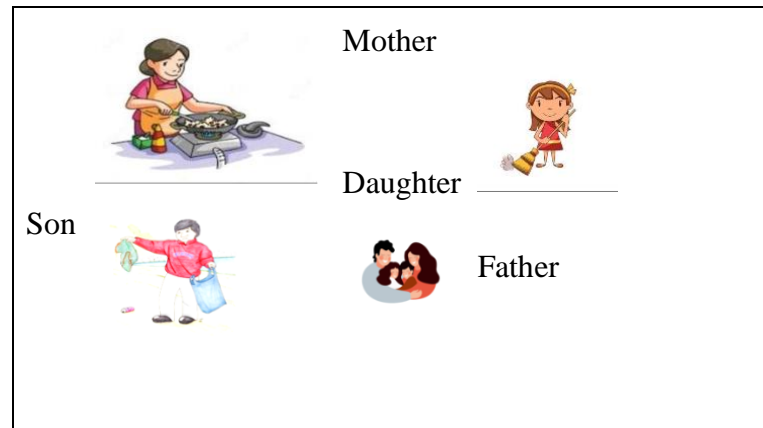
Part I

- The teacher will initiate a discussion on children's responsibilities at home, at school, self and to the community
- Let them fill in the blanks below.

<i>My Responsibilities</i>
<i>To Myself</i>
<i>In school</i>
<i>At home</i>
<i>To the community</i>

Part II

The teacher will instruct the students to look at the pictures and find out the responsibilities carried out by each person.



Answer the following questions.

- Share your understanding from the above pictures.
- How would life be if all the members of the family take their responsibilities as shown in the above

- Photos of being responsible as given in Part II
- Video downloaded by teacher on a relevant topic.
- ICT lab
- Worksheet as given

<p>pictures?</p> <p>c. What can you do to your parents to be a responsible child?</p> <p><i>Part III</i></p> <p>Teacher will show the relevant pictures or videos of classroom norms or if internet is available let children explore different cultures.</p>														
<p>Reflection</p> <p>After knowing others' classroom norms, reflect and write the changes you need to make in our classroom norms for a harmonious living.</p>														
<p>Assessment (I)</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What are our responsibilities? 2. Why are responsibilities important? 3. Compare and contrast the different classroom norms from different cultures. <p>Assessment II</p> <table border="1" data-bbox="203 815 1621 1153"> <thead> <tr> <th data-bbox="203 815 770 858">Important people in my life.</th> <th data-bbox="770 815 1621 858">To Do List</th> </tr> </thead> <tbody> <tr> <td data-bbox="203 858 770 986" rowspan="2">Parents</td> <td data-bbox="770 858 1621 901">E.g. I will listen to my parents.</td> </tr> <tr> <td data-bbox="770 901 1621 944">1.</td> </tr> <tr> <td data-bbox="203 944 770 986"></td> <td data-bbox="770 944 1621 986">2.</td> </tr> <tr> <td data-bbox="203 986 770 1066" rowspan="2">Teachers</td> <td data-bbox="770 986 1621 1029">1.</td> </tr> <tr> <td data-bbox="770 1029 1621 1066">2.</td> </tr> <tr> <td data-bbox="203 1066 770 1145" rowspan="2">Neighbours</td> <td data-bbox="770 1066 1621 1109">1.</td> </tr> <tr> <td data-bbox="770 1109 1621 1145">2.</td> </tr> </tbody> </table>	Important people in my life.	To Do List	Parents	E.g. I will listen to my parents.	1.		2.	Teachers	1.	2.	Neighbours	1.	2.	
Important people in my life.	To Do List													
Parents	E.g. I will listen to my parents.													
	1.													
	2.													
Teachers	1.													
	2.													
Neighbours	1.													
	2.													

Grade V

Grade V: Lesson Exemplar 1

Subject: Value Education	Topic: Rarity of Human Life							Duration: 90 Minutes
Prior Knowledge: Children know some DOs and DON'Ts of behaviour.	Learning Objectives: 1. Tell that it's difficult to be born as human being 2. Explain that life is precious as it is the result of our deed in previous life 3. Make life meaningful by helping others							
GCED Theme: Values for harmonious co-existence and peace.	GCED Competency: ● Explore the essence of self-awareness and interdependencies for harmonious living. ● Practice social etiquette to promote harmonious co-existence.							
Strategy: Visualization, blended learning, compare & contrast, student centered.	Skills in Focus: Compare, Reflect, listen, decision making, emotional regulation... Values in Focus: Care, helpfulness, honesty, duty, kindness, honour, love, respect, gratitude							
Lesson Activity							Resources	
Introduction							Worksheet	
Who did I help?								
<i>Name</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>		<i>Week 7</i>
Deki	Penjor							
Sonam								
Karma								
Main Activities <i>Part I</i> Narrate the story of the Blind Turtle Teacher will initiate a discussion on how to make life meaningful. <i>Part II</i>							<ul style="list-style-type: none"> ● Story: A Blind Story ● Table (worksheet) ● Video clip: https://www.youtube.com/ 	

- In groups children narrate an incident when they could help someone. Ask them how they felt and how the other person reacted.
- Let some children share experiences of having received help. Let them express their reactions.
- Value practice and facilitation
- Display a chart with children’s names. Draw a column for each week. Whenever they help their classmates, the person(s) who has received help will write his/her name in one of the columns. Make sure they help someone each week.

[com/watch?v=6QfYQCuMywQ](https://www.youtube.com/watch?v=6QfYQCuMywQ)

Who did I help?

Name	Week 1	Week2	Week3	Week4	Week5	Week6	Week7
Deki	Penjor						
Sonam							
Karma							

Part III

Show the video clip <https://www.youtube.com/watch?v=6QfYQCuMywQ> on perceptions of human life in other backgrounds.

Children share what they learnt from the video clip.

Reflection

- Play the game “Secret Helper” This game lets children perform random acts of kindness without taking credits for it. This game is useful for teaching kids that receiving credit for their good deeds is not as important as the deed itself.
- Assign each child a person for whom they will secretly do something nice that day.
- Ask children to do something for their parents/ siblings or neighbours every week.
- Later, get children to share what they have done for others.
- Appreciate those who could help others.

Assessment

Table

Name	4	3	2	1
Deki				
Sonam				
Karma				

At the end of each month, check the table and see if they have a name in each column. If they have all the columns filled, award a star that they can stick in their book.

Grade V: Lesson Exemplar 2

Subject: Value Education (V)	Topic: You are what you wear	Duration: 90 Minutes
Prior Knowledge: Children know the importance and pride of national dress by the culture of school.	Learning Objectives: At the end of the lesson, the child will be able to: 1. Tell that the dress we wear shows the identity of a person. 2. Explain that the national dress is one of our national identities. 3. Wear the national dress neatly and appropriately at any occasion. 4. Name and make at least two countries' national dress with paper.	
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. Respect friends, team-mates and their identities and individualities. 	
Strategy: student-centred exploration.	Skills in Focus: Designing, crafting, and Colouring. Values in Focus: Respect, love and care	

Lesson Activity	Resources												
<p>Introduction</p> <ul style="list-style-type: none"> ● Introduce different dresses of people from diverse culture ● The teacher gives a brief insight on the importance of national identity (Refer notes in teacher’s info) based on the dresses worn by people. 	<p>Pictures of people wearing different dresses</p>												
<p>Main Learning Activities</p> <p><i>Part I</i></p> <p>The teacher displays the pictures and invites children to talk about the pictures. The children will observe the pictures closely and discuss the questions in pairs/groups.</p> <p>Ask the following questions with the whole class:</p> <ul style="list-style-type: none"> ● What do you see in the picture? ● What are the common things that you observe in the picture? <p>The teacher may highlight the dress that the people wore in common. Talk about national dress and what it consists of.</p> <p><i>Part II</i></p> <p>Give children ‘think time’ to reflect on the Bhutanese costume. The students will write the answers for the following questions individually. Then few students will share their answers to the class.</p> <table border="1" data-bbox="206 1078 1646 1347"> <thead> <tr> <th><i>Places and occasions</i></th> <th><i>What did I wear?</i></th> </tr> </thead> <tbody> <tr> <td>1. Temples</td> <td>Gho</td> </tr> <tr> <td>2. Festivals</td> <td></td> </tr> <tr> <td>3. king’s Birthday</td> <td></td> </tr> <tr> <td>4. Annual Rimdro/Puja</td> <td></td> </tr> <tr> <td>5. Teacher’s Day</td> <td></td> </tr> </tbody> </table>	<i>Places and occasions</i>	<i>What did I wear?</i>	1. Temples	Gho	2. Festivals		3. king’s Birthday		4. Annual Rimdro/Puja		5. Teacher’s Day		<p>Dress UP Game Instruction</p> <p style="text-align: center;">Table</p>
<i>Places and occasions</i>	<i>What did I wear?</i>												
1. Temples	Gho												
2. Festivals													
3. king’s Birthday													
4. Annual Rimdro/Puja													
5. Teacher’s Day													

<p><i>Part III</i></p> <p>Discuss the following questions to enable children to realize how important our national dress is.</p> <ul style="list-style-type: none"> ● How do you feel when you wear gho and Kira? ● Draw yourself in your national dress and write a phrase to show how you feel about it. ● Is it important for you to wear our national dress? ● List down at least two reasons why it is important to wear national dress appropriately. <p>Part IV</p> <p>Let the children cut and make the other dresses out of paper and crayons using the photos.</p>	
<p>Reflection</p> <p>Discuss the following questions to enable children to relate the lesson to their real-life situation.</p> <ol style="list-style-type: none"> 1. How do you want to present yourself to others? 2. Why do you think he/she won the competition? 3. How can you show others that you are a Bhutanese? 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Name our national dress. 2. What is the importance of the national dress? 3. Tell me two names of other countries' dresses. 	<p>Questions</p>

Grade V: Lesson Exemplar 3

<p>Subject: Value Education (V)</p>	<p>Topic: Significance of Lhakhang</p>	<p>Duration: 90 Minutes</p>
<p>Prior Knowledge:</p>	<p>Learning Objectives: At the end of the lesson, the child will be able to:</p>	

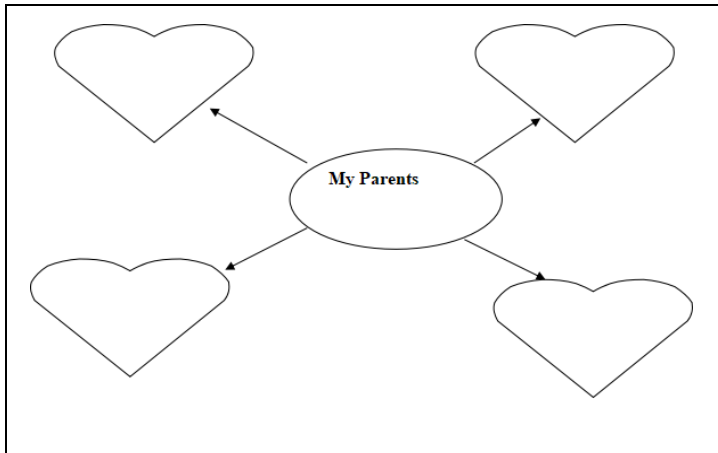
<p>Children have been to the Lhakhangs and have basic knowledge of it.</p>	<ol style="list-style-type: none"> 1. Tell of the spiritual activities carried out in the Lhakhangs. 2. Explain the significance of the Lhakhang and the activities carried out in the Lhakhangs. 3. Participate and help in carrying out the activities in the Lhakhangs. 4. The significance of two other spiritual houses of worship. 	
<p>GCED Theme: Issues threatening peace and sustainable development at local, national, and global levels.</p>	<p>GCED Competency:</p> <ol style="list-style-type: none"> 1. Explore the reason behind common social issues and their impact at school level. 2. Collaborate to address common social issues respecting individual differences and contributions. 	
<p>Strategy: Collaborative learning, inquiry based learning,</p>	<p>Skills in Focus: compare & Contrast, Values in Focus: Respect and Responsibility</p>	
<p>Teacher/Learner Activities</p>		<p>Resources</p>
<p>Introduction Information for teachers</p> <p>Temples in Bhutan are known as Lhakhangs while monasteries are known as Gompas or Goenpas. Lhakhang are religious structures that house sacred objects and a place where religious activities are carried out. Lhakhang literally means the house of gods, and in the Bhutanese Buddhist context ‘Gods’ refer to enlightened beings such as the Buddha, his followers, and other deities. They are found everywhere in the country. Lhakhangs and monasteries have an important place in Bhutanese history and saints and lamas often supervised their constructions. They serve as the religious centres, as the venue for social and cultural functions and events. They are a place for employment for laymen who work. Lhakhangs are considered to be homes of gods and are used for prayer and meditation. People approach Lhakhang with much respect and devotion. Thus, they wear formal clothes, take off their shoes, and adopt a respectful manner when they enter the Lhakhang. It is a common practice in Bhutan for people to visit Lhakhangs on holy days or as a part of pilgrimage.</p> <p>The activities under this topic will enable children to talk about the significance of Lhakhang and the activities. The activities will provide opportunities where children can participate and help in spiritual activities.</p>		

<p>Main Learning</p> <p style="text-align: center;">Part I</p> <p>a) Provide each child with four Meta cards b) Present the topics (Sample attached for reference)</p> <ul style="list-style-type: none"> ● Name of the Lhakang ● Adjectives to describe the Lhakang ● Importance of the Lhakang ● Activities carried out <p>c) Children will write notes about each topic on their Meta cards d) Children will paste the Meta cards on the charts under the correct topic e) Carry out Gallery Walk</p> <p style="text-align: center;"><i>Part II</i></p> <p>Value Practice and Facilitation Children will fill in the following whenever they visit a Lhakang and hand it over to the teacher. Three things you did before visiting the Lhakang and other spiritual sites of other culture Two things you did in the Lhakang One activity you did there to help others</p> <p>Assessment: Write down one similarity and difference between Lhakang and other houses of worship.</p>	<p>Charts, markers, Meta cards, cello tapes</p>
<p>Reflection (if needed): Let the children share about the similarities and differences of different worship houses in their groups.</p>	

Grade V: Lesson Exemplar 4

Subject: Value Education (V)	Topic: My Parents, My Life	Duration: 90 Minutes
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<p>Prior Knowledge: There is a culture of teaching gratitude and other discipline at home by family.</p>	<p>Learning Objectives: At the end of the lesson, the child will be able to:</p> <ol style="list-style-type: none"> 1. List down the things their parents did for them 2. Explain that their state of being today is the result of parents hard work and sacrifices 3. Explore how children of other countries' help parents to show gratitude for hard work and sacrifices 	
<p>GCED Theme: Systems and power dynamics impacting interactions, connectedness, and peace.</p>	<p>GCED Competency:</p> <ol style="list-style-type: none"> 1. Explore family structures and roles in promoting justice and happiness in communities. Identify family issues and their impacts on individual health and happiness. 	
<p>Strategy: Effective communication, Exploration</p>	<p>Skills in Focus: Listening, Values in Focus: Love, care, helpfulness, gratitude, respect, honesty</p>	
<p>Teacher/Learner Activities</p>		<p>Resources</p>
<p>Introduction Information for teachers The attitude and the character an individual possesses as an adult correlate with the company that the child spends the majority of his childhood time with. This valued time would shape his character, attitude, behaviour and personality. It is parents who spend the most time with their children. Parents serve as a role model through direct interaction. Children start learning before they are born, that's why they are their first teacher. There is more to the upbringing of a child than the love and support of parents. The grooming of a child is a cooperative and a collective process. Children's grooming process involves the guidance of teachers, care of kith and kin and interaction with peers. Our children should know their responsibility to their parents and value them. This activity enables children to realize what their parents did for them. They ask to write the message to their future son/daughter so that they will feel what responsibilities they have to carry to be a good parent.</p>		

**Part I**

Write things that your parents do for you.

- Now in your team, share how each of your parents is helping you and how you as a son/daughter of your parents are going to repay their helpfulness
- Share with the class.
- Teacher may also narrate their experiences as a parent.

Part II

Write a message to your future son/daughter about what you will do for them.

Ask, “what did you feel when you wrote this letter?”

Do you think parents play an important role in your life? How?

In each value class read out one letter from the jar and mention who has written it.

Your teacher will have a jar for you to put your message and label it ‘**My message**’.

Main Learning

Part III		
Show a short video clip https://www.youtube.com/watch?v=uhq-36fHE4o		
Assessment		
<ol style="list-style-type: none"> 1. How important are the parents? 2. Can we be happy without parents? 3. How do children in other countries help their parents? 		
Reflection(if needed):	Create something that you want to show your parents that you love them and share to the class what you did. Get help from your teacher.	

Grade V: Lesson Exemplar 5

Subject: Value Education (V)	Topic: Rituals and spiritual enrichment	Duration: 90 Minutes
Prior Knowledge: Children have observed and participated in their local ritual ceremonies.	Learning Objectives: At the end of the lesson, the child will be able to:	
	<ol style="list-style-type: none"> 1. Name the deity/deities of their own community. 2. Express that performing ritual activities such as Lhasoel, Choesung, soelkha,Luesoel, etc lead to spiritual enrichment. 3. Identify and act on the different ways of performing rituals for the deity and its impact on the environment. 	
GCED Theme: Life skills for efficient and harmonious living.	GCED Competency:	
	<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relations. 	
Strategy: effective communication,	Skills in Focus: communication, team work	
	Values in Focus: care, trust, faithful	

<p>places in the community.</p> <p>a. Do all the people in the community believe in the deities? Why?</p> <p>b. Why do you think people do not disturb or harm the objects nearby the places where deities live?</p> <p>Values practice and facilitation</p> <p>Students will complete the brainstorming circles about the ways they practice the rituals to protect their village.</p>	
<p>Reflection</p> <p>Free talk on the lesson learned on a random basis.</p>	

Grade VI

Grade VI: Lesson Exemplar 1

Subject: Value Education	Topic: The Right Ways of Living.	Duration: 90 Minutes
<p>Prior Knowledge:</p> <p>Have learnt about the roles and responsibilities in class IV.</p>	<p>Learning Objectives: At the end of the lesson, each child will be able to:</p> <ol style="list-style-type: none"> state the eight right ways of living explain that living a life with right ways lead to peace within family and society explore how people in other countries practice the right ways of living within their family and society. 	
<p>GCED Theme:</p> <p>Systems and power dynamics impacting interactions, connectedness, and peace.</p>	<p>GCED Competency:</p> <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. 	
<p>Teaching Strategy:</p> <p>Collaborative Learning</p>	<p>Skills in Focus:</p> <ul style="list-style-type: none"> Critical thinking, Respect, Social responsibility, Interconnectedness, <p>Values in Focus:</p> <ul style="list-style-type: none"> Kindness, Love, Respect 	

Teacher/Learner Activities	Resources
<p>Introduction Distribute worksheets for students to write about what brings them happiness.</p>	Worksheets
<p>Main Learning Activities</p> <p style="text-align: center;">Part I</p> <p>Discuss how we can be happy. As children point out the ways, the teacher will reinforce on the right way that it falls under eight right ways. Let children read the description of the eight right ways of living given below. Use examples for each. To lead a happy life, there are eight right ways that they can follow:</p> <ol style="list-style-type: none"> 1) Right Understanding: You should understand that life involves suffering and change. 2) Right Thought: Do not have emotions of anger, hatred, jealousy, and selfishness. 3) Right Speech: Avoid saying things that will hurt other people. Speak the truth. 4) Right Action: Control what you do. 5) Right Livelihood: Do not harm others for your own benefit. 6) Right Effort: Put effort into living a good life which will help end suffering. 7) Right Awareness: Be aware of your own actions and thoughts. 8) Right Meditation: Be calm and positive. Take time to concentrate and reflect <p style="text-align: center;">Part II</p> <p>Ask, “How many of you think you are blessed/lucky?” <u>Count Your Blessings</u></p> <ul style="list-style-type: none"> ● The teacher will ask children to think of the blessings that they have which makes them happier than many other children in the world e.g. a good home, parents, caring siblings, a good school etc. 	PPT Slides containing the eight right ways of living.

<ul style="list-style-type: none"> ● The teacher will place pebbles or seeds in each group. Let children take one for each blessing that they have. After they have finished, let them count their blessings. ● The teacher will ask those who said that they were not happy to show how many blessings they have and talk about it. Let them think if they should be unhappy when they have those blessings. ● Get them to explain what those blessings that they have are. ● In groups children talk about the blessings that they have. <p style="text-align: center;">Part III</p> <ul style="list-style-type: none"> ● Divide the class into small groups. ● Identify the right ways of living after watching the videos of their dream country. 	<p>Video link-Students can choose the videos of their <i>dream country</i>.</p>				
<p>Reflection <u>The Right Corner</u></p> <ul style="list-style-type: none"> ● Paste papers with one of the eight right ways written on each one of them in eight different areas/corners of the classroom. ● Let children think carefully and see which one they have practiced at least once, ask them to go to that corner. ● Share how they have practiced it. ● Next, let them choose one that they will practice the following week. ● In the next class let them share what they have done. ● This activity can be done from time to time throughout the year. 	<p>The eight right ways written on papers</p>				
<p>Assessment <i>List down the best practices</i></p> <table border="1" data-bbox="208 1203 1684 1337"> <thead> <tr> <th data-bbox="208 1203 1059 1273"><i>Best Practices</i></th> <th data-bbox="1059 1203 1684 1273"><i>Justifications</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="208 1273 1059 1337"><i>1. Use of toilet</i></td> <td data-bbox="1059 1273 1684 1337"></td> </tr> </tbody> </table>	<i>Best Practices</i>	<i>Justifications</i>	<i>1. Use of toilet</i>		
<i>Best Practices</i>	<i>Justifications</i>				
<i>1. Use of toilet</i>					

2.	
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Grade VI: Lesson Exemplar 2

Subject: Value Education	Topic: Recycling Champion	Duration: 90 Minutes
Prior Knowledge: <i>They have learnt about, “My waste, my responsibility” in class IV.</i>	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. identify ways of recycling things. 3. explain that recycling can help reduce waste at home, school, and community. 4. <i>compare how people outside Bhutan manage and recycle wastes.</i> 	
GCED Theme: Issues threatening peace and sustainable development at local, national, and global levels.	GCED Competency: <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. 	
Teaching Strategy: <i>Experiential Learning</i>	Skills in focus: <ul style="list-style-type: none"> ● Critical and creative thinking, Self-awareness and reflection, Conflict resolution Values in focus: <ul style="list-style-type: none"> ● Duty, Interdependence, Commitment to participation and inclusion 	
Teacher/Learner Activities		Resources
Introduction Discuss the significance of waste management and its impacts. The amount of waste in our country is increasing every year. This has a huge impact on the country and the environment to collect and dispose of the waste. Now we must change the way we view waste. We must realize that		Chart

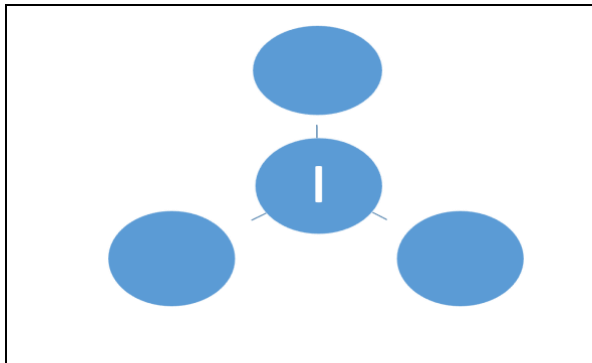
much of what we throw away can be recycled. This can also be used to generate income by arranging a vendor/scrap dealer. Recycling helps protect the environment, this is because the recyclable waste would be burnt or disposed of in landfills. Pollution of the land, air, and water are reduced.

Main Learning

Activities

Part I

- Let children reflect and write how they recycle things.
- Cut a large piece of chart paper.
- Draw a big "I" in the middle of the sheet.
- Around the "I" draw a large thought balloon that connects the following phrase or ideas to the "I" in the middle of the paper.
- Leave enough space in each of the balloons for children to paste stickers/write their sentences.



- Sentences may include: I...encourage my friends to recycle.

Reuse materials-Believe recycling makes a difference

Part II

Fill in the worksheet in groups to find out how waste is managed and how it affects the environment. They can choose any nation of their choice.

Papers

Worksheets

<u>Waste Surveying Worksheet</u>					
<i>Bhutan</i>			<i>Singapore</i>		
<i>Materials found in the trash.</i>	<i>Are they recycled? (put a TICK or a CROSS)</i>	<i>It's impact on the environment.</i>	<i>Materials found in the trash.</i>	<i>Are they recycled? (put a TICK or a CROSS)</i>	<i>It's impact on the environment.</i>
Reflection/debriefing Write ONE good practice of the other chosen country that you would like to apply in managing and recycling wastes.					Coloured cut-out papers
Assessment Complete the table individually.					Checklist
SN.	Descriptors		Put a Tick or a CROSS		
01	I am aware of waste management practices and its impacts.				
02	I do not litter.				
03	I manage my own waste.				
04	It is important to segregate waste.				
05	I dispose of the waste regularly.				
06	We have sufficient disposal bins at strategic points.				
07	One man's waste is another man's treasure.				
08	My waste is affecting globally.				

Grade VI: Lesson Exemplar 2

Subject: Value Education	Topic: My Anthem! My Identity	Duration: 90 Minutes
Prior Knowledge: Students are already aware of the national symbols.	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. tell what the national anthem is. 2. explain that the national anthem is the identity of a nation. 3. discuss how the national anthem in Bhutan is different to other countries in recognition of one's national identity. 	
GCED Theme: Recognition of and respect for diverse levels of identities and human dignity.	GCED Competency: <ul style="list-style-type: none"> ● Respect friends, team-mates and their identities and individualities 	
Teaching Strategy: Cooperative Learning	Skills in focus: <ul style="list-style-type: none"> ● Identity, Diversity, Sense of identity and self-esteem, Power, and Governance Values in focus: <ul style="list-style-type: none"> ● Respect, Care, Pride 	
Teacher/Learner Activities		Resources
Introduction <p>The national anthem is a solemn patriotic song (pledge) officially adopted by a country as an expression of national identity. The National Anthem depicts the nation. It shows one's identity or sense of belonging to one nation.</p> <p>Provide a copy of the national anthem to each student. Read aloud the wordings of the national anthem with clear pronunciation. Play the audio of the national anthem. Children listen carefully. Children sing along with the audio. Practice singing without the help of the audio.</p>		Notes Audio of the Standard National Anthem

<p style="text-align: center;">Main Learning</p> <p>Activities This activity enables children to understand what a national anthem is and explain that the national anthem is the national identity. Children can sing the national anthem mindfully/respectfully in the assembly. The audio will help children all over the nation to adapt to the standard tune of the national anthem.</p> <p style="text-align: center;">Part I</p> <p>Step 1 Children discuss what the national anthem is and why it is a national identity (brainstorming).</p> <p>Step 2 The teacher explains what the national anthem is and why the national anthem is a national identity.</p> <p style="text-align: center;">Part II</p> <p>In groups, children reflect on the following questions:</p> <ol style="list-style-type: none"> Do you know the wording of the National Anthem by heart? Do you sing the national anthem mindfully? How do you feel when you see your friends talking and playing while others are singing the anthem? Is it important to sing the national anthem every day? Why or why not? <p>Part III Write how your national anthem is your identity different from one of your friends in India.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; color: red;">My National Anthem, My Identity</td> </tr> <tr> <td style="text-align: center; color: red;">To me</td> <td style="text-align: center; color: red;">To my friend in India</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>	My National Anthem, My Identity		To me	To my friend in India			Whiteboard/interactive board/greenboard
My National Anthem, My Identity							
To me	To my friend in India						
	Worksheets						
	Worksheets						
<p>Assessment Read and put a tick or a cross against each statement.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; color: red;">Descriptors</td> <td style="text-align: center; color: red;">YES or NO</td> </tr> <tr> <td style="color: red;">I can pronounce all the words of the national anthem correctly.</td> <td></td> </tr> </table>	Descriptors	YES or NO	I can pronounce all the words of the national anthem correctly.		Checklist		
Descriptors	YES or NO						
I can pronounce all the words of the national anthem correctly.							

I know the national anthem by heart.	
I stand straight and still while singing the anthem?	
I talk with my friends when others are singing the national anthem?	
I sing the anthem mindfully.	
I pay respect to my Kings while singing the national anthem.	
I know the significance of our national anthem.	
My national anthem is my identity.	
My anthem is my pride.	

Grade VI: Lesson Exemplar 2

Subject: Value Education	Topic: Love for Nature	Duration: 90 Minutes
Prior Knowledge: Knows about their environment around them.	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. State different human actions that would help protect the natural environment 2. Explain importance of protecting the natural environment for our survival 3. Show how the actions of people across the globe can impact the natural resources for our survival. 	
GCED Theme: Values for harmonious co- existence and peace.	GCED Competency: <ul style="list-style-type: none"> ● Explore the essence of self-awareness and interdependencies for harmonious living. ● Practice social etiquette to promote harmonious co- existence. 	
Teaching Strategy: Project-based Learning	Skills in focus: <ul style="list-style-type: none"> ● Social justice and equity ● Emotional intelligence ● Individual, social, national participation ● Effective communication ● Cooperation and conflict resolution Values in focus: <ul style="list-style-type: none"> ● Duty, Love, Care 	

Teacher/Learner Activities	Resources																					
<p>Introduction</p> <p>The teacher explains how much air, water, food and shelter are important and we get all of those from our natural environment. And for that, we have a responsibility towards caring for our natural environment for the needful we enjoy out of it. Then, the teacher will go through their diary to slowly develop a habit in children to develop caring for our natural environment.</p>	<p>Whiteboard/greenboard/interactive board/chart</p>																					
<p style="text-align: center;">Main Learning</p> <p>Activities</p> <p style="text-align: center;">Part I</p> <p>List as many ways that you can help protect our natural environment. <i>For example:</i></p> <table border="1" data-bbox="206 735 1610 874"> <thead> <tr> <th>SN.</th> <th>Activity</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>I turn off the light when not in use.</td> <td>Everyday</td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">Part II</p> <p>List out the benefits of protecting the natural environment. <i>For example:</i></p> <table border="1" data-bbox="206 1002 1610 1141"> <thead> <tr> <th>SN.</th> <th>Activity</th> <th>Why</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>I turn off the lights when not in use.</td> <td>It saves energy.</td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	SN.	Activity	Remarks	1	I turn off the light when not in use.	Everyday	2			SN.	Activity	Why	Remarks	1	I turn off the lights when not in use.	It saves energy.		2				<p>Worksheets</p>
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<p>Assessment</p> <p>A Rubric to assess how human actions across the globe can impact natural resources for our survival.</p> <table border="1" data-bbox="206 1257 1559 1385"> <thead> <tr> <th rowspan="2">Assessment Domain</th> <th colspan="5">Descriptors</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>Advancing</td> <td>Meeting</td> <td>Approaching</td> <td>Beginning</td> </tr> </tbody> </table>	Assessment Domain	Descriptors					Exceeding	Advancing	Meeting	Approaching	Beginning	<p>Rubric</p>										
Assessment Domain		Descriptors																				
	Exceeding	Advancing	Meeting	Approaching	Beginning																	

Understanding of Impact	Listed 5 actions that affect nature, with many good examples.	Listed 4 actions that affect nature, with many good examples.	Listed 3 actions that affect nature, with many good examples.	Listed 2 actions that affect nature, with many good examples.	Listed 1 action that affects nature, with many good examples.	
Use of facts	Used accurate facts from the internet to support ALL the 5 actions with sources.	Used accurate facts from the internet to support ONLY 4 actions with sources.	Used accurate facts from the internet to support ONLY 3 actions with sources.	Used accurate facts from the internet to support ONLY 2 actions with sources.	Used accurate facts from the internet to support ONLY 1 action with sources.	
Clarity and Coherence	Information is very clear and easy to understand, well-organized.	Information is mostly clear and organized.	Information is somewhat clear, basic organization.	Information is not very clear, poorly organized.	Information is very unclear, no organization.	
Solutions Proposed	Suggests very good, doable, and helpful solutions.	Suggests good, doable solutions.	Suggests some doable solutions.	Suggests a few solutions, not very doable.	Suggests no solutions, or not doable.	

Grade VI: Lesson Exemplar 3

Subject: Value Education	Topic: Civic Responsibility: My Responsibility	Duration: 90 Minutes
Prior Knowledge: Aware of their responsibilities at homes and schools.	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. Tell that a productive, responsible and caring person is a responsible citizen of the country 2. Explain that taking civic responsibilities promotes general welfare in the community 3. Examine how people's duties in different places around the world help make their communities better. 	

<p>GCED Theme: Moral and social responsibilities for humanity and the environment.</p>	<p>GCED Competency:</p> <ul style="list-style-type: none"> ● Investigate how individual and group’s actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	
<p>Teaching Strategy: Experiential Learning</p>	<p>Skills in focus:</p> <ul style="list-style-type: none"> ● Manage complexity and uncertainty, Informed and reflective actions, Individual and collective actions, Commitment to participation and inclusion <p>Values in focus:</p> <ul style="list-style-type: none"> ● Duty, Responsibility, Unity 	
Teacher/Learner Activities		Resources
<p>Introduction Initiate a whole class discussion to share their understanding about what rules and common responsibility mean to them. Rules: Rules exercise ultimate power or authority over an area and its people. For example; school rules, community rules and government/ country rules. Common Responsibility: It is an act of doing things through volunteerism or without having to be reminded by others to create a harmonious society. For example, picking papers, respecting elders and putting off the lights after class. As a human being every individual is governed by a set of rules and regulations to follow and some need to come out naturally to earn a living and make themselves a good citizen and have civic responsibilities.</p>		PPT slides
<p style="text-align: center;">Main Learning</p> <p>Activities</p> <p style="text-align: center;">Part I</p> <p>Instruct the students to list all examples and non-examples of civic responsibility in the community. Examples are</p>		

given in the table below.

<i>Examples</i>	<i>Non-examples</i>
1. <i>Taking part in cleaning campaigns.</i>	1. <i>Cutting down the trees without permission.</i>
2.	2.

Part II

Copy some examples of civic responsibilities and their benefits for the betterment of the community in the table below.

Examples of civic responsibilities	Benefits in the community
1.	1.

Part III

Discuss in pairs and list **FOUR** ways people in different parts of the world help make their communities better.

Reflection

Assessment

I Know My Duties:

SN.	Domain	Put a TICK or a CROSS	
		YES	NO
01	Sorting and disposing of wastes properly.		
02	Planting trees to conserve and protect natural resources.		
03	Taking care of the things around me and my community.		

Worksheets

Worksheets

Checklist

04	Volunteerism is one of the voluntary social services.		
05	Self-awareness is the key to civic responsibility.		
06	Obeying local laws can keep everyone safe.		
07	Assisting elderly or disabled neighbours with chores or errands.		
08	Following rules brings peace and unity.		
09	Respecting people equally.		
10	Knowing one's rights is one's duties.		

Grade VI: Lesson Exemplar 4

Subject: Value Education	Topic: Spiritual Practices I Inherit	Duration: 90 Minutes
Prior Knowledge: Know about festivals.	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. Explain different spiritual practices such as Lochey, Rimdro, Diwale, Kuchoe, Consecration of buildings, and marriage 2. State that performing rituals promotes the spiritual well-being of individuals, families, and the community 3. Identify the significance of spiritual practices performed by the people living across the world. 	
GCED Theme: Behavior and ethical actions for solidarity and harmony.	GCED Competency: <ul style="list-style-type: none"> ● Promote inclusive environments that celebrate differences 	

Teaching Strategy: Student-centred	Skills in focus: <ul style="list-style-type: none"> • Self-awareness and reflection, Individual, social, national participation, Sense of identity and self-esteem, Respect for people and human rights, value, and cultural diversity Values in focus: <ul style="list-style-type: none"> • Gratitude, Respect, Care
Teacher/Learner Activities	Resources
<p style="text-align: center;">Introduction</p> <p>Explain rituals and different spiritual practices (Lochey, Rimdro, Diwale, Kuchoe, Consecration of buildings, and marriage).</p> <p><i>Activity</i></p> <p style="text-align: center;">Part I</p> <p>Discuss the following questions in your groups:</p> <ol style="list-style-type: none"> 1. What is a ritual? 2. Why do we perform rituals? 3. Did you participate in any of the rituals? Describe what you did? 4. Is it important to participate in such activities? Why? 	<p>PPT slides-use information from the Value Textbook on page number-45.</p> <p>Worksheets-Write the questions of the activity</p>
<p>Main Learning</p> <p style="text-align: center;">Part II</p> <p>Complete the activity individually.</p> <ol style="list-style-type: none"> 1. Choose any country. 2. Choose a ritual that is similar or different to the ones that you practice. 3. Give reasons for your choice. 	<p>Worksheets-Write the direction of the activity</p>
<p>Reflection</p> <p>It is important to practice one's spiritual practices as well as respect others' spiritual beliefs/practices.</p>	<p>Journaling</p>

Assessment						Checklist-To assess the spiritual practices performed by the people living across the world
Domain	Descriptors (put a TICK or a CROSS)					
	Individual	Local	Community	National	Globally	
I practice rituals.						
I respect religious practices.						
I understand the significance of rituals.						
I am interested in learning how rituals are practised and believed.						
Practicing rituals promotes spiritual well-being.						
Engaging in rituals provides a sense of continuity and stability.						
Rituals foster a sense of community and belonging.						
I find deeper meaning and purpose in life.						
Practicing rituals allows me to honour traditions and sacred moments.						

Lesson summary: Write a paragraph about what you understood from the lesson.

Grade VII

Grade VII: Lesson Exemplar 1

Subject: Value Education	Topic: Zhabdrung Kuchoe	Duration: 50 Minutes
<p>Prior Knowledge: The child knows zhabdrung kucchoe is a government holiday and it's an important day to remember what zhabdrung did for us.</p>	<p>Learning Objectives: At the end of the lesson, each child will be able to:</p> <ol style="list-style-type: none"> 1. explain that Zhabdrung Kuchoe is observed to pay homage to Zhabdrung’s Contributions. 2. state that Bhutan today stands as a Nation because of Zhabdrung’s Contribution. 3. explore the other important days celebrated throughout different cultural backgrounds and its significance. 	
<p>GCED Theme: Recognition of and respect for diverse levels of identities and human dignity.</p>	<p>GCED Competency: Exhibit care and respect for feelings, emotions, and needs of diverse individuals. Respect friends, team-mates and their identities and individualities</p>	
<p>Teaching Strategy: Group work Experiential learning</p>	<p>Skills in focus:</p> <ul style="list-style-type: none"> ● Self-awareness and reflection, Informed and reflective actions, Value and cultural diversity, cooperation and conflict resolution <p>Values in focus:</p> <ul style="list-style-type: none"> ● Gratitude, Respect 	
Teacher/Learner Activities		Resources
<p>Introduction Zhabdrung Kuchoe is observed on the tenth day of the third Bhutanese month. Zhabdrung Nawang Namgyel entered into meditation on this day in 1651. Zhabdrung’s death was announced 25 years later. Zhabdrung’s death anniversary was observed since then every year on the 10th day of the 3rd Bhutanese month. The day is observed in Bhutan to pay homage to the Bhutanese leader who first united our country as a state. Zhabdrung built many dzongs across the country, fought many battles both within and outside the country and unified the country. People take time out of their work to pay homage and express gratitude for his contributions. People observe the day by</p>		<p>Bhutanese Calendar</p>

<p>visiting temples, monasteries and dzongs to offer butter lamps, to pray and chant ‘Jigten Wangchuk’. Different communities and organisations conduct rituals in lhakhangs and unfurl Thongdrals on that day.</p>	
<p>Main Learning Activities</p> <p style="text-align: center;">Part I</p> <ol style="list-style-type: none"> a) Children will read the passage about Zhabdrung and prepare questions and answers as a team (provide a copy of the teacher’s information) b) Teacher correct their questions and answers c) Distribute the answer cards to the students d) Place a stack of question cards face down in the middle of each of the student tables e) Designate a student to turn over a question card. The child says “The question is..... Who has the answer?” f) All students check their answer cards to see if they have the answer or a possible answer. If a child thinks he or she has an answer. She / he read the answer. If it is a match, the student with the answer turns over the next question card, reads the question aloud, and the process continues. g) Discussion in the plenary. <p style="text-align: center;">Part II</p> <p>Children will write about Zhabdrung Kuchoe using the following guidelines;</p> <ul style="list-style-type: none"> · Title of the ritual · 4 / 5 activities carried out during the day (Zhabdrung Kuchoe) · Activities you participated and helped · Things we have to be mindful of while observing the day · Significance of the day <p>Children will write the notes on a chart and carry out Table Walk.</p> <p style="text-align: center;">Part III</p> <p style="color: red;">Divide in groups and let them explore the important days celebrated in their dream countries and its significance.</p>	<p>(provide a copy of the teacher’s information)</p> <p>Chart paper ICT lab, computers, phones, laptops</p>

Present to the class.			
Reflection/debriefing			
Write the similarities about the important days celebrated after learning about zhabdrung Kuchoe and learning from the presentations of their friend's dream country.			
Assessment Complete the table		Checklist	
SN.	Descriptors		Put a TICK or a CROSS
01	Zhabdrung kuchhoe is important in Bhutan.		
02	I visit religious sites and temples during zhabdrung Kuchhoe.		
03	People around the world have their own important days to celebrate.		
04	My dream country celebrates their important days differently from my country.		
05	I want to participate in the important day celebration of my dream country in future.		

Grade VIII

Grade VIII: Lesson Exemplar 1

Subject: Value Education	Topic: Take Ownership of Different Identity	Duration: 90 Minutes
Prior Knowledge:	Learning Objectives: At the end of the lesson, each child will be able to: <ol style="list-style-type: none"> 1. explain different indigenous/ ancient dresses of Bhutan 2. express that promoting and preserving indigenous dresses of Bhutan will conserve the unique identity of a community 3. cultivate respect and appreciation for the diversity of indigenous dresses across the Himalayan countries. 	

<p>GCED Theme: Systems and power dynamics impacting interactions, connectedness, and peace.</p>	<p>GCED Competency:</p> <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. 	
<p>Teaching Strategy: Experiential Learning</p>	<p>Skills in focus:</p> <ul style="list-style-type: none"> ● Intercultural understanding ● Informed and reflective actions ● Sense of identity and self-esteem ● Respect for people and human rights ● Belief that people can bring positive change ● Human Rights <p>Value in focus:</p> <ul style="list-style-type: none"> ● Respect, Care, Responsibility 	
<p>Teacher/Learner Activities</p>		<p>Resources</p>
<p>Introduction</p> <div data-bbox="203 852 768 1321" data-label="Diagram"> <pre> graph TD A((Indigenous dresses of Bhutan)) --- B((Gho and Kira)) A --- C((Lhops)) A --- D((Merak Sakteng)) A --- E((Layap)) </pre> </div> <p>The teacher will show the pictures and briefly talk about national dress and other ancient dresses that people</p>		<p>Pictures from the textbook on page number-49</p>

<p>wear in Bhutan.</p> <p>Children will discuss in their groups and find out who all have a unique dress code in their locality.</p> <p>The teacher will ask the following suggested questions:</p> <ol style="list-style-type: none"> 1. What kind of dresses do Layaps, Merak Saktengpas, Bumthangpas, and Doyaps wear? 2. Collect the pictures of different indigenous dresses of Bhutan and paste them on the chart provided in your group. 																
<p style="text-align: center;">Main Learning</p> <p style="text-align: center;">Part I</p> <p>The teacher involves students in discussing the significance of ancient dresses in our country.</p> <p>Children will discuss the questions in groups.</p> <ol style="list-style-type: none"> 1. Why do people from different localities wear different dresses? 2. Why is it important to preserve the indigenous dresses of Bhutan? 3. How can we preserve those dresses for generations? <p style="text-align: center;">Part II</p> <p style="color: red;">Discuss how people can cultivate respect and appreciation for the diversity of indigenous dresses globally.</p>	<p>Interactive board/whiteboard/greenboard</p> <p>Chart</p>															
<p>Assessment</p> <p>Follow the components to assess the presentations.</p> <table border="1" data-bbox="206 1042 1626 1345"> <thead> <tr> <th>SN.</th> <th>Components</th> <th>Marking</th> </tr> </thead> <tbody> <tr> <td style="color: red;">01</td> <td style="color: red;">Layout</td> <td style="color: red;">/2</td> </tr> <tr> <td>1.1</td> <td>Neatness</td> <td>/1</td> </tr> <tr> <td>1.2</td> <td>Legibility</td> <td>/1</td> </tr> <tr> <td style="color: red;">02</td> <td style="color: red;">Content</td> <td style="color: red;">/4</td> </tr> </tbody> </table>	SN.	Components	Marking	01	Layout	/2	1.1	Neatness	/1	1.2	Legibility	/1	02	Content	/4	<p>Presentation Evaluation Rubric</p>
SN.	Components	Marking														
01	Layout	/2														
1.1	Neatness	/1														
1.2	Legibility	/1														
02	Content	/4														

2.1	Information input	/2
2.2	Relevancy	/1
2.3	Creativity	/1
03	Presentation Skills	/4
3.1	Confidence	/1
3.2	Clarity	/1
3.3	Use of Language	/2
4	Total	/10

Description

Layout (2 points)

- Neatness (1 point): Evaluate how tidy and orderly the presentation appears.
- Legibility (1 point): Assess how easy it is to read the text and view visual elements.

Content (4 points)

- Information input (2 points): Measure the accuracy and comprehensiveness of the information provided.
- Relevancy (1 point): Determine the pertinence of the content to the topic.
- Creativity (1 point): Evaluate the originality and creative approach in presenting the content.

Presentation Skills (4 points)

- Confidence (1 point): Assess the presenter's self-assurance and presence.
- Clarity (1 point): Evaluate the clearness of speech and ideas.
- Use of Language (2 points): Measure the effectiveness and appropriateness of language used.