



Global Citizenship Education (GCED)

Integration Guide and Lesson Exemplars

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

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

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

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

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

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

LIM Hyun Mook
Director, APCEIU



Introduction

The Health and Physical Education (HPE) curriculum is an integral part of education that promotes the physical, mental, and social well-being of learners. It equips students with the necessary knowledge and skills to make healthy choices, maintain active lifestyles, and lead fulfilling lives. The HPE curriculum aims to enhance students' overall health and fitness, foster healthy habits, and promote a positive attitude toward lifelong wellness through a wide range of topics and activities.

HPE can play a crucial role in promoting Global Citizenship Education (GCED) in schools by integrating global perspectives, fostering values, and encouraging holistic development. GCED encompasses values related to well-being, equity, and social justice.

Learning experiences in HPE contribute to the overall education of a learner. It provides excellent opportunities for learners to develop a wide range of virtues, such as sportsmanship, self-esteem, teamwork, a sense of appreciation, social excellence, and lifelong learning. HPE, through its thematic design of learning experiences, is aimed at enhancing competencies in transversal, digital, social, emotional, life skills, and aesthetics.

Particularly, the 'Personal and Interpersonal Development' learning theme has the potential to enhance GCED competencies in learners. The learning objectives for this strand include spirituality and values, language, transversal competencies, sustainable living, community vitality, and digital skills.

The GCED Integration Guide presents the mapped GCED and health and physical education contents, identifies gaps and opportunities, and provides suggestive GCED integration strategies and lesson exemplars for reference.

MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS

The health and physical education 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	Class IV topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> • Three musketeers 	<ul style="list-style-type: none"> • Social Justice and Equity
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> • Balance and drop the ball, • Strike with implement • Safety for Active Participation 	<ul style="list-style-type: none"> • Commitment to participation and inclusion • Informed and reflective actions • Cooperation and conflict resolution
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> • Waste in the bin. • Healthy Message in the box, 	<ul style="list-style-type: none"> • Concern and commitment for the sustainability of humanity and the environment. • Adaptation of sustainable living and lifestyles
4. Values for harmonious co- existence and peace.		
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> • Safety Maze 	<ul style="list-style-type: none"> • Informed and reflective actions
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> • Team Building 	<ul style="list-style-type: none"> • Build social bonding and collaborations
7. Behaviour and ethical actions for solidarity and harmony.		
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> • Catch the food 	<ul style="list-style-type: none"> • Adaptation of sustainable living and lifestyles

9. Engagement and contribution to sustainable development.	• Aerobic Dance	• Adaptation of sustainable living and lifestyles
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Grade V

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

Theme	Class V topics	GCED Attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	• Let Us Volley	• Individual and collective actions
2. Life skills for efficient and harmonious living.	• Round the Bases • Healthy Hands	• Adaptation of sustainable living and lifestyles
3. Issues threatening peace and sustainable development at local, national, and global levels.	• Touch Down	• Critical and creative thinking
4. Values for harmonious co- existence and peace.	• Punt Through (skills of throwing ball)	• Effective Communication
5. Recognition of and respect for diverse levels of identities and human dignity.	• Harmful Substance for Health	• Adaptation of sustainable living and lifestyles
6. Moral and social responsibilities for humanity and the environment.	• Fun at Puberty	• Adaptation of sustainable living and lifestyles
7. Behaviour and ethical actions for solidarity and harmony.	• Great Balancing Act	• Adaptation of sustainable living and lifestyles
8. Responsibility and actions for sustainable living.	• Food Wheel	
9. Engagement and contribution to sustainable development.	• Aerobic Dance • 4Rs for Zero Waste	

Grade VI

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

Theme	Class VI topics	GCED Attributes
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> • Changing Body • Wash Hands at Critical Junctures • Tour of the Toilet 	<ul style="list-style-type: none"> • Emotional intelligence • Self-awareness and reflection
4 Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> • Harmonious Society • Being Responsible • Let us Collaborate 	<ul style="list-style-type: none"> • Individual and collective actions • Behave and take actions with empathy and morality • Self-awareness and reflection
6 Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> • One’s Trash, Another’s Cash 	<ul style="list-style-type: none"> • Individual and collective actions • Concern and commitment for the sustainability of humanity and the environment
7 Behaviour and ethical actions for solidarity and harmony.	Aerobic Dance	

Grade VII

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

Theme	Class VII topics	GCED Attributes
Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> • Zangpo Drangpo 	<ul style="list-style-type: none"> • Self-awareness and reflection • Cooperation and conflict resolution
Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> • The SIX Fs • Red Experience 	<ul style="list-style-type: none"> • Health and Wellbeing • Self-awareness and reflection

	<ul style="list-style-type: none"> • You are what you Eat • Know Safety No Pain • Nge Ge Zugchi • Right use of Substances • Drama Time • Move For Fitness • Fitness Zone 	<ul style="list-style-type: none"> • Adaptation of sustainable living and lifestyles. • Consumption habits
Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> • Safety Hunt 	<ul style="list-style-type: none"> • Informed and reflective actions
Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> • Teenage Treasures 	<ul style="list-style-type: none"> • Build social bonding and collaborations
Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> • Wonderful wastes 	<ul style="list-style-type: none"> • Sustainable Development

Grade VIII

Table5. Grade VIII- mapping of subject topics, GCED themes, and attributes for integration.

Theme	Class VIII topics	GCED Attributes
Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> • Pass the Hoop 	<ul style="list-style-type: none"> • Self-awareness and reflection • Cooperation and conflict resolution • Social cohesion
Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> • Life-Line • My Period • Right food serving • Eat wrong suffer Long • Know Safety No Pain • Treasure Hunt • Fitness Track 	<ul style="list-style-type: none"> • Health and Wellbeing • Adaptation of sustainable living and lifestyles

	<ul style="list-style-type: none"> • Fitness Routine 	
Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> • Substance misuse and its impact 	<ul style="list-style-type: none"> • Consumption habits
Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> • Body Scan • Gear up 	<ul style="list-style-type: none"> • Informed and reflective actions
Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> • Know body postures 	<ul style="list-style-type: none"> • Commitment to participation and inclusion • Respect for people and their differences
Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> • My waste my Responsibility 	<ul style="list-style-type: none"> • Sustainable Development

CURRICULAR GAP, OPPORTUNITIES AND GCED INTEGRATION STRATEGIES

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

Grade IV

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

GCED Competency	Subject Topics	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. 	Three musketeers	The activity focuses on the collaboration within friends in a classroom setting than cooperating with family members at home.	Focus on collaborative effort in completing the task in effective and efficient way towards a common goal.
<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relation. 	Balance and drop the ball	Ways to communicate and collaborate with other individuals than coordination of different body parts for efficient movement.	Promote teamwork in completing a task
	Safety for Active Participation	Activity helps children improve their capacity to maintain steadiness, especially while handling moving objects. However, dwelling in habits and actions that impacts social relations is lacking.	Improve children's decision-making abilities.

<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. 	Waste in the bin.	Waste management issues at a global stage	Discussions on consumption habits in waste reduction, and advocacy for sustainable waste management practices globally.
<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 	Team Building	Help people of different nationality whenever necessary in daily life	Help others whenever necessary in daily life
<ul style="list-style-type: none"> ● Examine individual consumption habits that impact on the immediate environment. ● Practise consumption habits to manage environmental pollution. 	Safety Maze	Consumption habits and waste disposal strategies are applied to local context only.	Use experts input in the lesson
<ul style="list-style-type: none"> ● Engage in social activities that contributes to the sustainability of livelihood. 	Aerobic Dance	Focuses only on cardiovascular fitness than the whole fitness	Exercise to improve the efficiency of the body's cardiovascular system in absorbing and transporting oxygen.

Class: V

GCED Competency	Subject Topics	GCED Gap	GCED Integration Strategies
<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relation. 	Round the Bases	Building team spirits and collaboration While playing with effective communication	Team building Running skills Healthy lives Effective communication
<ul style="list-style-type: none"> ● Exhibit care and respect for feelings, emotions, and needs of diverse individuals. 		The effects of substance consumption on people's general well-being.	substance consumption and its ill effects on personal health

<ul style="list-style-type: none"> ● Respect friends, team-mates and their identities and individualities 	Harmful Substance for Health		
<ul style="list-style-type: none"> ● Investigate how individual and group's actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	Fun at Puberty	Water, sanitation, and hygiene for healthy living	<ul style="list-style-type: none"> ● Social wellbeing ● Individual morality ● Individual responsibility
<ul style="list-style-type: none"> ● Examine individual consumption habits that impact on the immediate environment. ● Practice consumption habits to manage environmental pollution. 	Food Wheel	Plan a dietary routine to promote healthy eating habits and reduce the environmental impact	<ul style="list-style-type: none"> ● Healthy food ● Healthy food choice ● Eating habits
<ul style="list-style-type: none"> ● Engage in social activities that contributes to the sustainability of livelihood. 	4Rs for Zero Waste	Productively use everyday waste to reduce pollution and environmental degradation.	<ul style="list-style-type: none"> ● Waste management ● Promote clean surrounding ● Waste recycles for productive purpose

Grade VI

GCED Competency	Subject Topics	GCED Gap	GCED Integration Strategies
<ul style="list-style-type: none"> ● Explore ways to communicate and collaborate effectively with others. ● Investigate individual habits and actions impacting social relation. 	Magic Pass	Communication with adults through respect.	<ul style="list-style-type: none"> ● Use effective communication skills in daily lives with friends and adults that is socially acceptable.

<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. 	Wash Hands at Critical Junctures	Washing hands alone may not prevent from communicable diseases.	<ul style="list-style-type: none"> ● Identify common health issues that might disrupt social harmony. ● Explore solutions to common issues
	One's Trash, Another's Cash	Focus on reduction of waste	<ul style="list-style-type: none"> ● 4Rs
<ul style="list-style-type: none"> ● Explore essence of self-awareness and interdependences for harmonious living. ● Practise social etiquette to promote harmonious co- existence. 	Tour of the Toilet	Identify wash facilities at school	<ul style="list-style-type: none"> ● Proper use of toilet to promote personal health
<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 	Let us Collaborate	Simply working together may lack care and respect for feelings.	<ul style="list-style-type: none"> ● Garner various ideas ● Explore diverse perspective ● Individual growth ● More happier ● Shared responsibility
<ul style="list-style-type: none"> ● Investigate how individual and group actions impact social well-being. ● Integrate environmentally responsible actions into daily lives. 	Synchronize Pull	This topic lets the students to identify Whole food & Processed food found in their locality but fails to identify the types of food found in societies of different culture	<ul style="list-style-type: none"> ● Teacher gives information on “Whole Food” and “Processed Food” found in their societies and societies of different cultures before the start of the activity
	Harmonious Society	Term Doma needs to be translated to English. Need to look at the harmful substances found in	<ul style="list-style-type: none"> ● Doma is changed to betel nut and leaves ● Prominent use of harmful substances found in different

		societies beyond our territorial boundaries	cultures are included in the flash card for the students to learn
	Aerobic Dance	The objective fails to teach the students that they can apply song of different societies to perform aerobic/ Zumba dances	<ul style="list-style-type: none"> During the aerobic practice, we can incorporate songs of different cultures having high tempo to carry out aerobic/ Zumba dances.
<ul style="list-style-type: none"> Promote inclusive environments that celebrate differences. Exhibit pleasant behaviours that are in conformity to social norms. 	Changing Body	Secondary sexual characteristics	<ul style="list-style-type: none"> Choices of sanitary pads to promote personal menstrual hygiene Healthy ways to dispose used sanitary pads
	I am a Nutrition Superstar	Function of all 3 categories of food.	<ul style="list-style-type: none"> Food journal to check the right intake of nutrients Nutritional balance in daily meal
<ul style="list-style-type: none"> Examine individual consumption habits that impact on the immediate environment. Practise consumption habits to manage environmental pollution. 	Doctor, Doctor	Prevention of nutritional deficient diseases	<ul style="list-style-type: none"> Replenishment of lost nutrients Proper consumption of foods
	Being Responsible	Responsible in the team only	<ul style="list-style-type: none"> Take ownership of one's own responsibility

LESSON EXEMPLAR

The following are the GCED-integrated lesson exemplars for grades IV-VI. The letters in red are new incorporation into the original lesson.

GRADE IV

Lesson Exemplar 1

Class: IV	Topic: Waste in a Bin	Duration: 50 Min
Prior knowledge: Students know the difference between degradable and non-degradable wastes.	Learning objectives: 1. Explain the importance of disposing waste in proper place to keep the surrounding clean 2. Identify degradable and non-degradable waste for proper disposal 3. Dispose daily wastes in the designated place 4. Compare waste management in Bhutan with other parts of the world	
GCED Theme: Concern and commitment for the sustainability of humanity and the environment.	GCED Competency: Investigate how individual and group actions impact social well-being. Integrate environmentally responsible actions into daily lives.	
Teaching Strategies: Activity based Learning	Skills in focus: environmental literacy Values in focus: impact of human activities on the environment, recognizing the importance of waste management.	
Introduction This lesson allows students to play a game in teams and identify degradable and non-degradable wastes. They learn the differences between degradable and non-degradable wastes and manage waste disposal in their surroundings.		Resources:

<p>Learners start with the warming up session – Blob Tag. On the teacher’s signal, students run within the circle. • The taggers try to tag the free runners with their free hands within the circle. • Once a student is tagged, he/she joins the tagger to form a blob. • The blob continues to chase and tag the free runners.</p>	<p>Playground</p>
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Students form four teams and teams stand in their respective stations. 2. Place a card box in the centre for each station containing the flash cards with the names of various degradable and non-degradable wastes. 3. Place two card boxes labelled as ‘DW’ (Degradable Wastes) and ‘NDW’ (Non-Degradable Waste). 4. When music is played, students perform jumping jacks in circle. When the music stops, students stand still. 5. Anyone from the team picks up a flash card from the card box and reads it aloud to teammates and respond saying either “Degradable” or “Non-degradable” wastes based on the name. 6. The student with the flash card slides to the centre and puts it in the correct bin. 7. The rest of the students in the circle clap for the member. 8. The student sprints to return to their respective stations. 9. On the teacher’s signal, the activity (step 2-6) is continued till all the flash cards from the card boxes are placed in the designated bins. 	<p>Cardboard boxes flash cards music player.</p>
<p>Reflection /debriefing</p> <ul style="list-style-type: none"> • Name three degradable wastes. • Name three non-degradable wastes. • Why should you separate the wastes as degradable and non-degradable? • Do you segregate waste at your home/school? • How would you segregate waste hereafter? • How do other countries manage waste? • In which ways do this activity show that we are connected with the other parts of the world? 	

Assessment

- Explore the waste segregation system of neighbouring countries and present in the next lesson.
- Tools
 - Use checklists to assess whether children can segregate wastes in proper bins.
 - Collect feedback from parents on children’s performance on **reducing, reusing, and recycling waste** at home.
 - Ask questions based on wastes.

Lesson Exemplar 2

Class: IV	Topic: Catch the Food	Duration: 50 Min
Prior knowledge: Students know different types of food like proteins, fats, and carbohydrates	Learning objectives: <ol style="list-style-type: none"> 1. Tell proteins help in body building; 2. Identify foods for go, grow and glow to make healthy food choices for each meal; and 3. Include GO, GROW and GLOW food in their daily meal plate. 4. Discuss how access to protein-rich foods varies around the world and the impact of nutrition on global health. 	
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 Strategies:	Skills in focus: environmental literacy Values in focus: impact of human activities on the environment, recognizing the importance of waste management, and learning how to properly sort and dispose of waste.	

Introduction

‘Catch the Food’ is a physical activity, where the children match source food and product food through different movements in a playful nature. It not only encourages the balanced diet but also the healthy plate for physical, psychological, and emotional health.

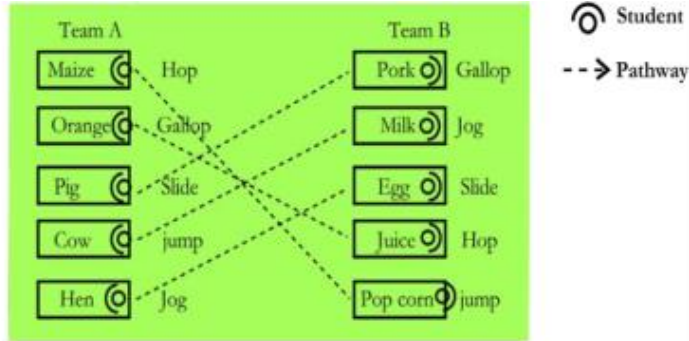
- Children form two teams (A and B).
- Keep ten cones standing and other ten cones upside down.
- On the teacher’s signal, Team A tries to turn the cones upside down while team B does vice-versa.
- Once the first round is over, let the teams reverse the role.

Resources:

- Ten cones upright
- Ten cones laid on the ground

Main Activity

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



Flashcards with names like:

- maize,
- Orange,
- Pig,
- Cow,
- Hen,
- pork,
- milk,
- egg,
- juice,
- popcorn,

Debriefing/closure

- Which foods make your skin glow?

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

Assessment

Children commits for a healthy plate, filling up the following table.

Name:

Class/sec:

Food consumed	Types of food	Is it a healthy plate?	Commitment for a healthy plate
Example; Breakfast Rice with boiled egg	Whole grain and protein	No, because there is no fruits and vegetables in my plate.	I will not pick out onions and tomatoes from the curry to throw away. I will also eat fruits and vegetables.
Lunch Rice and potato	Whole grain	No, because both contains more carbohydrates and the amount of food group is not balanced	I will eat either rice or potato in a meal, with vegetables.

Reflection needed:

In which ways do this activity show that we are similar with the other people of the world?

Lesson Exemplar 3

Class: IV	Topic: Three Musketeers	Duration: 50 Min
Prior knowledge: Children are prepared to work together for a common goal.	Learning objectives: <ol style="list-style-type: none"> 1. Share the importance of teamwork in completing the task. 2. Work collaboratively with the team members. 3. Show different ways of team building skills in performing a task. 	
GCED Theme: Moral and social responsibilities for humanity and the environment.	GCED Competency: Investigate how individual and group actions impact social well-being.	
Teaching Strategies: Game based Learning	Skills in focus: Team building Values in focus: Collaboration and cooperation	
Introduction This lesson allows students to play a game in teams and identify degradable and non-degradable wastes. They learn the differences between degradable and non-degradable wastes and manage waste disposal in their surroundings. Warming up <ul style="list-style-type: none"> • Children stands randomly in an activity area. • A child gets a balloon each. • On the signal, the child will start juggling a balloon using different body parts. 		Resources: Playground Ballons

Main Activity

1. Children form teams of three and hold hands in a circle as shown in set-up figure.
2. Teacher provides a balloon to each team.
4. Teacher demonstrates the activity with two children.
5. On the teacher's signal, teams toss the balloon in the air and the balloon should not touch the ground.
6. Teams keep on tossing the balloon in the air and simultaneously move towards the end line.
7. Teams communicate by calling out the names of the team members to guide them to keep the balloon in the air.
8. If the balloon drops on the ground, the team restarts the activity.
9. Children can use any parts of their body (head, hands, legs, shoulder) to toss the balloon.
1. 8. Upon reaching the end line, the team says “we did it”! And cheers for the upcoming teams.

- Balloon,
- Marker

set-up



Reflection /debriefing

- Children stand in a circle with a child in the centre and pass a ball/balloon.
- How do you feel about your team’s performance in the activity?
- What are the challenges you faced in the activity?
- How do you think you can improve your team’s performance in similar activities next time?

Assessment

- Use checklists to assess how often children communicate to keep the ballon in air.
- Collect positive comments from teams on how they could achieve the goal.
- Ask questions on importance of working together.

Checklist Table
Feedback form

GRADE V

Lesson Exemplar 1

<p>Class: V</p>	<p>Topic: Food Wheel</p>	<p>Duration: 50 Min</p>
<p>Prior knowledge: Know the healthy food choice</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of eating a variety of food in one’s diet; 2. Make healthy food choices including a variety of foods in one’s daily meals. 3. Practice healthy dietary habits that are environment friendly. 	
<p>GCED Theme: Responsibility and actions for sustainable living. (Theme 8)</p>	<p>GCED competency: Examine individual consumption habits that impact the immediate environment. Practice consumption habits to manage environmental pollution.</p>	
<p>Teaching Strategies: Learning by Doing</p>	<p>Skills in focus: Folding, cutting, coiling, assembling Values in focus: Taking care of waste</p>	
<p>Introduction This lesson allows students to explore various food items to form a complete healthy meal. They learn the differences between healthy foods and junk foods.</p> <p>Warming up: Chain Tag</p> <ul style="list-style-type: none"> • Two student’s volunteers. • They hold hands and chase other friends. • Any person they tag joins the chain. • The Chain tag continues till all the students get tagged. <p>Set up: Prepare ‘My Plate’ area as per the class size. Divide ‘My Plate’ area into six parts of different food.</p>		<p>Resources:</p> <p>Playground</p>

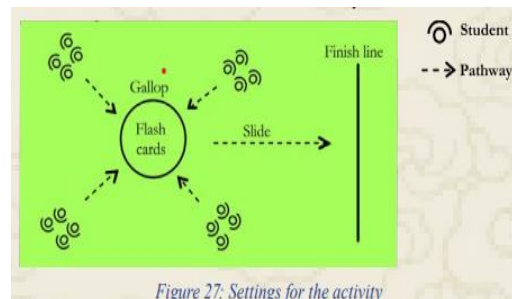
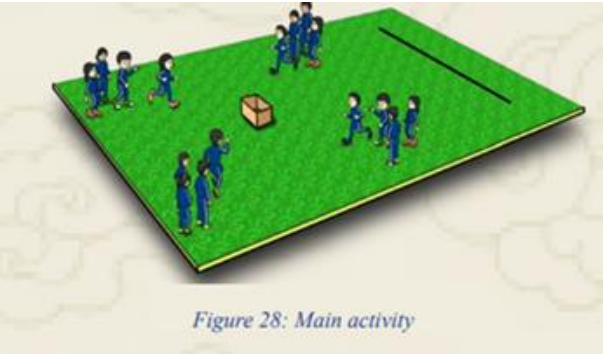


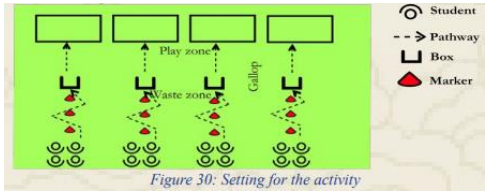
Figure 27: Settings for the activity

<p>Place the flash cards in the centre of the activity area.</p>	
<p>Activity:</p> <ol style="list-style-type: none"> 1. Place flash cards in a circle at the centre of the activity area. 2. Students form teams as per the class size and stand in their respective stations as shown in Figure 28. 3. Each student from the team gallops towards the centre to collect a flashcard and gallops back to their home station. 4. Upon reaching the station, the student tags the next member in the team. 5. The activity continues till all the members in the team collect a flashcard each. 6. On the teacher’s signal, students run towards the centre and find friends of different food items to form “My Plate” (example: cereals and grains, fruits, vegetables, milk products, meats, fats). 7. Students after forming “My Plate” slide towards the finish line and yell ‘WE EAT HEALTHY FOOD 8. Discuss healthy food habits to minimize the consumption of packaged food. <ul style="list-style-type: none"> • Encourage them to make a positive impact on both their health and the environment. • Plan a dietary routine by incorporating more plant-based foods into meals like fruits, veggies, whole grains, and legumes which are nutrient-dense and have a lower environmental footprint compared to animal products. • Aim to minimize food waste by meal planning, buying only what is needed, and using leftovers creatively. 	 <p style="text-align: center;"><i>Figure 28: Main activity</i></p> <ul style="list-style-type: none"> • My plate area • Flash cards • Food item paper strips • Health and physical education suggested lesson activities class v (p. 27-29) • Healthy food habits video • https://www.youtube.com/watch?v=a-084pqi05u
<p>Reflection needed:</p> <ul style="list-style-type: none"> • Students stand in a circle. • Arms circled over their heads, pretending to be a great big balloon. 	

<ul style="list-style-type: none"> • Imagine there is a hole in the balloon and the air is slowly leaking out. • Move slowly downward to the floor, until the balloon has no more air. 	
<p>Assessment</p> <p>Use these questions to evaluate learners' understanding of healthy food habits aimed at reducing the consumption of packaged food and its environmental impact.</p> <ul style="list-style-type: none"> • Do you eat fruits and vegetables every day? • Do you drink at least 3 cups of milk every day? • How about choosing local fruits for a snack or milk instead of fizzy drinks and packaged junk foods to help reduce air pollution? • The teacher will pass out a blank My Plate shape and ask the students to record the food they eat the next day in the area it belongs. This will help them to see if they consume a variety of foods. 	

Lesson Exemplar 2

Class: V	Subject topic: 4Rs for Zero Waste	Duration: 60 min.
<p>Prior knowledge: 4Rs, information about the waste</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of the 4Rs to promote clean surroundings. 2. Identify the materials that can be reduced, reused, and recycled. 3. Productively use everyday waste to reduce pollution and environmental degradation. 	
<p>GCED Theme: Engagement and contribution to sustainable development. (Theme 9)</p>	<p>GCED competency: Engage in social activities that contribute to the sustainability of livelihood.</p>	

<p>Teaching Strategy: Activity based Learning</p>	<p>Skills in focus: Identification of waste under the 4Rs principle Values in focus: wash for healthy living</p>
<p>Introduction</p> <ul style="list-style-type: none"> • Set up four stations by keeping enough distance between each station as shown in Figure 30. • Students form four teams and line up at the starting line in their respective station • In each waste zone, place one carton box each containing materials like plastics, clothes, ropes, pet bottles, papers, thread etc. <p>Warming-up</p> <ul style="list-style-type: none"> • Spray and the Cockroach • Teacher demonstrates the activity. • On the teacher’s signal, students in the spray team chase the cockroach and tag them • Cockroaches when tagged by the spray must balance their body on a foot with their arms raised. • The cockroaches free their sprayed partners by tagging them. 	<p>Resources</p> <p>Health and physical education suggested lesson activities class v:</p> <p>https://rec.gov.bt/textbooks-and-manuals/#683-894-wpfd-health-and-physical-education-1586090803</p>  <p>Figure 30: Setting for the activity</p>
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Teacher explains the importance of the 4Rs. 2. Students form four teams and pair themselves within the team. 3. On the teacher’s signal, a pair from each team runs through the cones in a zigzag movement to the ‘Waste zone’ and collects a handful of waste from the carton box. After collecting the waste, the pair gallop to the ‘Play zone’. 4. When the pair reaches the ‘Play zone’, the next pair from the team performs the activity (steps 1-4). 5. At the ‘Play zone’, the pairs jog as they wait for the rest of the members to complete the activity. 	<ul style="list-style-type: none"> • Waste materials like plastics, clothes, ropes, pet bottles. • papers, thread. • Four carton boxes.

6. After collecting waste by all members in the team, students start making soft balls.
7. On the teacher's signal, all the teams from the play zone sprints back and place the soft balls near their respective waste zones.
8. Students play with the balls they have made out of waste.
9. Explore how the productive use of everyday waste can reduce pollution and environmental degradation through responsible waste management.

Reduction of Waste Generation: By minimizing the amount of waste produced, less waste ends up in landfills or incinerators, leading to reduced pollution and resource consumption.

Recycling and Reuse: Recycling and reusing materials prevent the need for new raw materials, which reduces the environmental impact associated with extraction, processing, and transportation. This conserves natural resources and decreases greenhouse gas emissions.

Composting Organic Waste: Composting organic waste reduces the amount of waste sent to landfills, where it would produce methane, a potent greenhouse gas. Composting also creates nutrient-rich soil amendments, promoting healthier soil and reducing the need for chemical fertilizers.

Safe Disposal of Waste: Properly managing and disposing of waste prevents harmful chemicals from contaminating soil, water, and air, protecting ecosystems and human health.

Pollution Prevention: Implementing responsible waste management practices

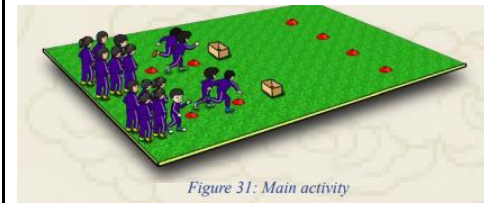


Figure 31: Main activity

Video link on proper waste management

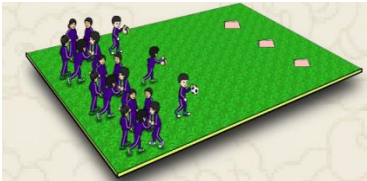
<https://www.youtube.com/watch?v=Qyu-fZ8BOnI>

<p><i>reduces the release of pollutants into the environment, including plastics, heavy metals, and toxic substances, which can harm wildlife and ecosystems.</i></p> <p><i>Public Education and Awareness: Educating the public about responsible waste management practices encourages more sustainable behaviours, leading to widespread reductions in waste and pollution.</i></p>	
<p>Debriefing/closure</p> <ol style="list-style-type: none"> 1. How can we minimize the waste in our community? 2. Name three wastes that can be recycled or reused. 3. How do you recycle or reuse the waste materials in your daily life? 	<p>Video Link https://www.youtube.com/watch?v=EGzg77rx7Uo</p>
<p>Assessment</p> <p>Through questions</p> <ul style="list-style-type: none"> • How can we use our everyday waste to reduce pollution and environmental degradation? 	

Lesson Exemplar 3

<p>Class: V</p>	<p>Subject topic: Harmful substances for health</p>	<p>Duration: 60 min.</p>
<p>Prior knowledge: Consumption of substances affects the personal health</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explain substance consumption and its ill effects on personal health. 2. Identify substances consumed for good health 3. How consumption of harmful substances impacts the general well-being of the people. 	

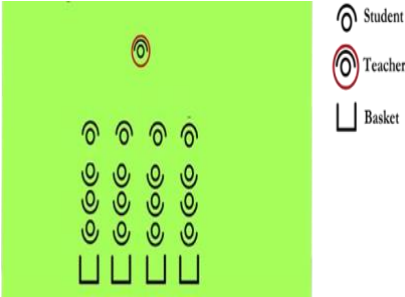
<p>GCED Theme:</p> <p>Recognition of and respect for diverse levels of identities and human dignity.</p>	<p>GCED competency:</p> <ol style="list-style-type: none"> 1. Exhibit care and respect for feelings, emotions, and needs of diverse individuals. 2. Respect friends, team-mates and their identities and individualities
<p>Teaching Strategy:</p> <p>Activity based Learning</p>	<p>Skills in focus: ill effects of substances</p> <p>Values in focus: consumption of substances affects health</p>
<p>Introduction</p> <p>Chart paper 1; Healthy Teeth. (Avoid consuming betel nut and tobacco products)</p> <p>Chart paper 2; Medicine (Consume medicines as per the doctor's prescription)</p> <p>Chart paper 3. learning better (Avoid the use of products like cigarettes, tobacco, and alcohol)</p> <p>Chart paper 4. The effects of substance consumption on people's general well-being.</p> <p>Chart paper 5. happy family (Domestic violence starts with consumption of substances like alcohol.)</p>	<p>Resources</p> <p>Chart paper and pen</p>

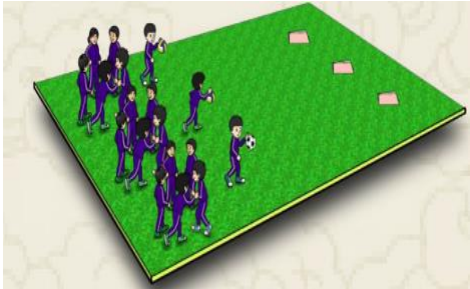
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Students form teams according to the class size, and make circles in their respective stations. 2. On the teacher’s signal, a student from each team bounces the ball towards the “Activity Zone” to collect the chart paper. 3. The rest of the team members perform stationary jogging until their team member returns with the chart paper. 4. Students In their respective stations discuss the topics on the chart papers. 5. The chart paper is placed back to the ‘Active Zone’. 6. On the teacher’s signal, teams lunge to the next station (station 1 to station 2, station 2 to station 3, station 3 to station 4, station 4 to station 1). 7. The activity is repeated in every station by following the steps 2, 3 and 4. 8. At the teacher’s signal, students gather in the centre of the activity area to discuss with the teacher how substance consumption affects people's general well-being in following areas: <ul style="list-style-type: none"> • Physical health • Mental health • Social and interpersonal relationships • Cognitive function • Emotional well-being 	 <p>Chart papers, Balls, Four chart papers</p>
<p>Reflection/debriefing</p> <ol style="list-style-type: none"> 1. How does substance consumption impact health? 2. Identify substances consumed for good health? 3. Why is it important to consume medicines only after doctor’s advice? 4. How can we have a happy family? 	
<p>Assessment</p> <p>How consumption of harmful substances impacts the general well-being of the people.</p>	

CLASS VI

Lesson Exemplar 1

<p>Class: VI</p>	<p>Topic: Magic Pass</p>	<p>Duration: 60 min.</p>
<p>Prior knowledge: The children understand that working together brings success. They can also cooperate with respect to each other.</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. explain the importance of communication skills in a team work; 2. communicate effectively within the team members to complete the team task; and 3. use effective communication skills in daily lives 	
<p>GCED Theme: Explore ways to communicate and collaborate effectively with others.</p>	<p>GCED competency: Life skills for efficient and harmonious living.</p>	
<p>Teaching Strategy:</p>	<p>Skills in focus: Effective communication skill Values in focus: Collaboration, Working together cooperatively</p>	
<p>Introduction Warming-up Activity</p> <ol style="list-style-type: none"> 1. Teacher asks students to pair up. 2. Teacher asks one member from each pair to get a ball from the basket. 3. Let students pass the ball to each other keeping in mind the fundamental skills of underarm throwing and catching. 4. Students continue the activity for 3-4 minutes. 		<p>Resources</p> <p>Ring, cloth piece, rope, markers, basket.</p>



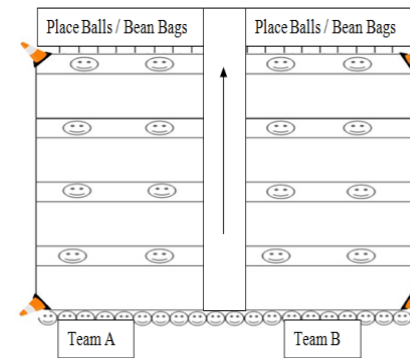
<p>Main Activity</p> <ol style="list-style-type: none"> 1. Students form three teams of equal members. 2. All the team's line-up in their respective stations and teacher provides the objects to the teams to score. 3. The first student in the line lifts an object without using his or her hand and passes over to the next student in the line 4. The next student receives the object using other body parts except hands and again passes it to the next person in the line until the object is received by the last student in the line. 5. When the object reaches the last student, he or she attempts to drop the object in the basket (the student can adjust the basket to score) 6. After the score, the last student takes the place of the first student in the line and continues to pass different objects placed in the hoop or circle. 7. During the activity, students in their respective teams encourage each other for the success of the team. 8. Once all the objects are placed in the basket, the team holds the basket up in the air and yells 'SUCCESS!' 	 <p>Chart papers, Balls, Four chart papers</p>
<p>Reflection/debriefing</p> <ol style="list-style-type: none"> 1. Is communicating with each other important in team work? 2. What are the benefits of working together with the team? 3. If you are to do this activity again, how would you do it differently to achieve success in the team? 	
<p>Assessment Group discussions</p>	

Lesson Exemplar 2

Class: VI	Topic: Being Responsible	Duration: 60 min.
Prior knowledge: The children understand that working together brings success. They can also cooperate with respect to each other.	Learning objectives: <i>By the end of the lesson, the student will be able to:</i> <ol style="list-style-type: none"> 1. Explain the importance of being responsible in the team. 2. Take one’s own responsibility through active participation. 3. Take ownership of one’s own responsibility in daily lives 	
GCED Theme: Issues threatening peace and sustainable development at local, national, and global levels.	GCED competency: Collaborate to address common social issues respecting individual differences and contributions.	
Teaching Strategy: Active Learning	Skills in focus: Responsibility Values in focus: Taking ownership	
Introduction Warming-up Activity <ul style="list-style-type: none"> • Children form a circle. • Ask one volunteer child to come in the centre of the circle. • A child calls out his or her name along with instructions like- Sonam says, “swing your arms”. • Rest of the children follow the instructions. • Children take turns to call out and demonstrate an action to warm-up and stretch. 		Resources <ul style="list-style-type: none"> • playfield

Main Activity

1. Children form teams of equal members.
2. In teams, children take the roles of ‘collectors’ and ‘protectors’
3. Protectors take their respective areas to protect the balls/bean bags by restricting the collectors to pass through the activity area.
4. Collectors run and dodge from the protectors to cross and clear the path to collect the balls/bean bags.
5. If a member from the collector’s team is tagged by a protector, he or she goes back to the start line and redo the activity.
6. If a member from the collectors’ team could collect balls/bean bags, the team gets one point.
7. A collector who is successful in collecting the balls/bean bags and reaches his or her territory, places the ball/bean bag there and try collecting another one.
8. Children wait for the teacher’s signal, to switch roles.
9. After completion of the activity, teams come together and say “we are responsible people!”



- Markers,
- Paper balls
- Bean bags

Reflection

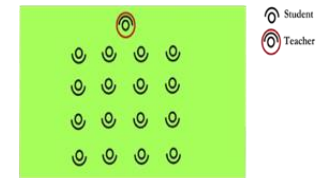
1. Is it important for us to be responsible? Why?
2. How did you help your team to score more points?
3. What would you do for yourself and others to succeed as a team?

Assessment

Recording

Lesson Exemplar 2

Class VI	Topic: Aerobic	Duration: 50 minutes
Prior knowledge: doctor, doctor	Learning objectives: <i>By the end of the lesson, the student will be able to:</i> <ol style="list-style-type: none"> 1. Tell at least three benefits of aerobic exercise;^[1]_[SEP] 2. Perform correct aerobic steps with safe space and proper rhythm; and 3. Applying songs of different cultures to practice aerobics and Zumba dances during leisure time. 	
GCED: Theme Engagement and contribution to sustainable development	GCED competency: Engage in social activities that contribute to the sustainability of livelihood.	
Teaching Strategy: Peer Teaching Approach	Skills in focus: - knee high, step touch, butt- kick, hip swing, A-step, V-step & grapevine Values in focus: knowledge on the benefits of doing aerobic exercise/ dances	
Introduction <i>Teacher shows a video on what is aerobic & benefits of doing aerobic exercise/ dance.</i> source: https://study.com/academy/lesson/what-is-aerobic-exercise-definition-benefits-examples.html Warming-up Traffic light Teacher calls the colours of the light and students perform the following activities; <ul style="list-style-type: none"> • Green light - run. • Yellow light - jog. • Red light - stop. • Students move to the other side of the activity area and the teacher keeps on calling the colour. 		Resources Video Description <i>Aerobic</i> <i>Aerobic Exercise</i> <i>Benefits of Aerobic Exercise</i> <i>Example of Aerobic exercise</i>



Main Activity

Teacher leads the activity by demonstrating the following steps.

Running	Technical elements of the skill
<ul style="list-style-type: none"> • <i>Marching 8 steps on the spot and repeating it after every variation.</i> • <i>Step side (8 times).</i> • <i>Butt kick (8 times).</i> • <i>Single step touch (8 times) (8 times) (8 times).</i> • <i>Double step touch (8 times).</i> • <i>V step forward with hand coordination (8 times)</i> 	<ul style="list-style-type: none"> • <i>V step backward with hand coordination (8 times).</i> • <i>A step forward with hand coordination (8 times).</i> • <i>A step backward with hand coordination (8 times).</i> • <i>Grapevine (8 times).</i> • <i>Front kick (8 times).</i> • <i>Marching slowly (8 times).</i>

- Students perform along with the teacher
- After the aerobic dance, Teacher shares the benefits of aerobic exercise

Activity 2: Variation

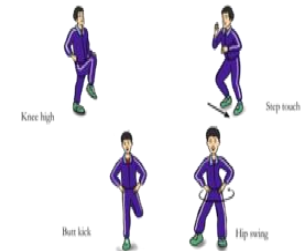
- Use songs from different cultures having high tempo music to perform aerobic exercise/ dance.
- Introduce basic Zumba steps.

Cooling-down

Pass the squeeze

- Perform the following activity with slow music.
- Students stand in a circle holding their hands with eyes closed and take a deep breath for 5 times.

Music player



<ul style="list-style-type: none"> • Teacher squeezes the left hand of any student who then passes the squeeze around the circle. • Teacher asks students to open their eyes. • Teacher breaks the chain at the point where a particular student becomes the leader and goes around the activity area in the chain. 					
	<i>Exceeding</i>	<i>Very good</i>	<i>Good</i>	<i>Need improvement</i>	
Techniques & form- [observes specific movements, alignments, posture & overall technique]					
Consistency and endurance- [observing the student's ability to maintain performance quality throughout the routine]					
Reflection (if needed): Which steps were the easiest to perform? Which steps did you find the most challenging? Why do you practice aerobics?					
Assessment Asking questions 1. What are the benefits of aerobic exercise? 2. What are examples of aerobic exercise?					Observation checklist and rubrics

GRADE VII

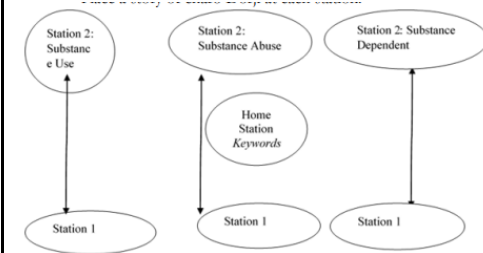
Lesson Exemplar 1

<p>Subject: HPE (VII)</p>	<p>Subject topic: Right use of substances</p>	<p>Duration: 60 min.</p>
<p>Prior knowledge: Substances misuse and addiction</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explain problems caused due to substance misuse and addiction. 2. Discuss ways to prevent substance misuse and its ill effects on personal health. 3. Practice the skills of saying ‘No’ to harmful substances and habits 4. Reduce the incidence and consequences of substance misuse and addiction for individuals and society. 	
<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>Teaching Strategy:</p>	<p>Skills in focus: Prevent substance misuse Values in focus: Healthy and Ethical use of substances</p>	
<p>Introduction <i>Warming Up</i></p> <ol style="list-style-type: none"> 1. A large group of players work together to form rows and columns (streets and alleys). 2. Streets and alleys are the pathways for the cat and mouse to travel through. The cat tries to chase the mouse. 		<p>Resources</p>

3. But the group (which consists of something like a 5 x 5 members) keeps switching who they're holding hands with, depending on when the caller/teacher calls "Streets" or "Alleys".
4. Students in the large group must be close enough that they can easily switch who they are holding hands with to form the streets and alleys.
5. The cat and mouse are NOT allowed to run – they must do BRISK WALK.
6. Also, the cat and mouse cannot go under or over or through the people holding hands.
7. Give a time limit, or go until the mouse gets caught and then give other students a chance to be the cat or mouse.

Main Learning

1. Children stand in the home station, form three teams and leap towards station 1 to read the story about substances.
2. On the teacher's signal, children run towards station 2 and discuss the Term in their respective stations.
3. A pair from each team runs towards the home station to pick a keyword matching with the Term.
4. The activity is continued until the teams collect four terms.
5. On the teacher's signal, teams hop towards the home station to cross check keywords for the Terms.
6. On completion of the task, teams celebrate by performing cheers of their choice.
7. The teacher and children discuss the concept, problems and preventive measures related to substance misuse



Flashcards with keywords, charts with terms and corresponding keywords, Story about substances

Terms and Keywords				
Terms	Keywords			
Substance Use	First time	Consumes	Occasionally	Not addicted
Abuse	Regularly	Issues	Consequences	warning
Dependence	Full-blown	Tolerance	withdrawal	addicted

Debriefing/closure

Discuss the problems and preventive measures related to substance use, misuse, and addiction in the society	
Assessment Through questions <ol style="list-style-type: none"> 1. How can communities build resilience against substance misuse through engagement and collaboration among local stakeholders? 2. What are the most effective programs for preventing substance use among teenagers in society? 	

Lesson Exemplar 2

Subject/Class: VII	Subject topic: KNOW SAFETY, NO PAIN	Duration: 50 Min
Prior knowledge: Students know how to play football / basketball.	Learning objectives: <ol style="list-style-type: none"> 1. Explain remedies of food safety to enhance food choices for healthy dietary habits. 2. Identify ways to segregate contaminated foods over fresh foods for healthy eating habits. 3. Cook food following healthy cooking tips to save nutrients in the food. 4. Discuss the global impact of food safety practices and how different cultures address food safety to promote healthy dietary habits worldwide. 	
GCED Theme: 8. Responsibility and actions for sustainable living	GCED Competency: <ul style="list-style-type: none"> • Examine individual consumption habits that impact on the immediate environment. 	
Strategies: Discussion Method	Skills in focus: Demonstrating the ability to apply food safety knowledge and cooking techniques in real-life scenarios to enhance health and nutrition. Values in focus: Recognizing the importance of food safety and taking proactive steps to ensure one's own health and the health of others.	

Introduction

Students watch first about offence and defence, play basketball/football and share thoughts

- Children form teams according to the class size.
- A pair from each team holds the jump rope at each end and swing the rope in clock wise direction while other members of the team perform rhythmic jumping over the rope.

Main Activities

1. Children form teams of four members each and stand in their respective stations.
2. Teams follow the ‘direction signal’ to jump facing it, towards the station.
3. The teams balance the box on crossed rods and follow the zigzag path ways towards station 3
5. Upon reaching station 3, teams segregate the flash cards under ‘Fruits, Vegetables, Meat, Dairy products and contaminated food’.
6. Children run back and forth through 1st, 2nd and 3rd marker from station 3 until they reach station 4 as shown in Figure.
7. Team sits in a safe sitting posture and discusses the healthy cooking tips kept in the station 4.
8. Teacher shares the nutritional, financial and health benefits of healthy cooking and shares about the taste, smell and colour/texture of contaminated food.
9. Children perform cheers of their choice

Activity 2.

Discuss the dietary habits of people in other parts of the world.

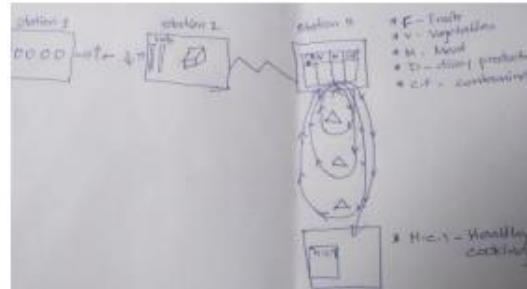
- Food safety practices
- Approaches to ensure food safety
- Food safety in Asian culture

Resources:

Rods, card box, flash cards, rope (Healthy cooking tips to be written on the paper Aeroplan)

- Wash hands with soap before cooking
- Scrub vegetables rather than peeling them as many nutrients are found close to the skin
- Use small amount of water to avoid over boiling
- Iodized salt is best but add at the end of the cooking.
- Add herbs such as coriander, ginger, garlic, chili and lemongrass at the end of cooking for additional flavour, instead of adding monosodium glutamate (tasting powder)
- Cook meat thoroughly but keep the vegetables half cooked.

- Food safety in Western culture
- Protection from harmful contaminants
- Food supply chain
- Ensure a healthier population



- Steam rather than frying and boiling

Debriefing/closure.

- Ask volunteers to share any other food safety measures they know. (proper packages, pest free environment and the personal carelessness; hair, nails, stones, pins, and other unhealthy cooking recipes) and then discuss ‘Clean, cook, chill and separate food’ as the remedies to enhance food safety.

Assessment

Rubrics to assess students’ knowledge on Food Safety

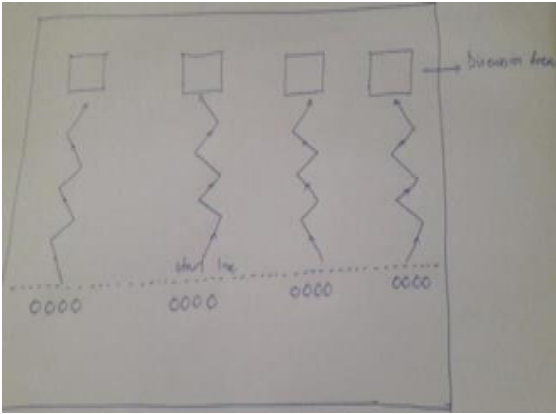
	<i>Beginning</i>	<i>Apprentice</i>	<i>Proficient</i>	<i>Expert</i>
<i>Understanding of Food Safety Practices</i>	<i>Shows limited understanding of food safety practices and their importance related to healthy dietary habits.</i>	<i>Demonstrates basic understanding of food safety practices and their impact on healthy eating habits.</i>	<i>Displays a good understanding of food safety practices and their role in promoting healthy dietary habits.</i>	<i>Exhibits an advanced understanding of food safety practices and their significance in maintaining healthy dietary habits worldwide.</i>
<i>Content Knowledge</i>	<i>Inaccurate or limited information provided about food safety practices and their effects on dietary habits.</i>	<i>Basic information presented about food safety practices and their influence on healthy eating habits.</i>	<i>Well-researched and accurate information shared about food safety practices and their impact on promoting healthy dietary habits.</i>	<i>Comprehensive and detailed information provided about food safety practices and their global implications on maintaining healthy dietary habits.</i>

<i>Presentation Skills</i>	<i>Struggles to present information coherently and with little organization.</i>	<i>Presentation is somewhat organized but lacks engaging elements.</i>	<i>Effectively presents information in a structured manner with some engaging elements.</i>	<i>Impressively presents information cohesively and creatively, engaging the audience throughout.</i>
<i>Preparation of Materials</i>	<i>Shows little effort in preparing materials and resources for the presentation.</i>	<i>Puts some effort into preparing materials but lacks detail and thoroughness.</i>	<i>Prepares materials thoughtfully with adequate detail and relevance to the topic.</i>	<i>Demonstrates thorough and meticulous preparation of materials, enhancing the quality of the presentation.</i>
Reflection needed:				

GRADE VIII

Lesson Exemplar 1

Subject/Class: VIII	Subject topic: Life-line	Duration: 50 minutes
Prior knowledge:	Learning objectives: <ol style="list-style-type: none"> 1. Explain the importance of maintaining water tanks to promote WASH facilities. 2. Identify ways to protect water tanks in school and in schools of different societies to enhance adequate water supply. 3. Maintain water tanks in schools and in public areas to promote WASH facilities 	
GCED themes:	GCED competency: <ul style="list-style-type: none"> • Explore the reason behind common social issues and their impact at school level. 	

<p>Issues threatening peace and sustainable development at local, national, and global levels.</p>	<ul style="list-style-type: none"> • Collaborate to address common social issues respecting individual differences and contributions.
<p>Teaching Strategy:</p>	<p>Skills in focus- Self-awareness and reflection & Individual, social, national participation Values in focus- Sustainable Development, Environment Conservation.</p>
<p>Introduction</p> <p>Set –up</p> <ol style="list-style-type: none"> 1. Arrange the activity area as shown in Figure 2. Place a chart paper and a marker pen each in all the stations. <p>Warming up</p> <p>Children run towards the school water tank/ water storage container, observe it and run back to the activity area. Do stationary jogging until all the children reach back in the activity area.</p> <p>Activity</p> <ol style="list-style-type: none"> 1. On the teacher’s signal, children form pairs and stand randomly in the activity area. 2. Teacher provides a checklist for all the pairs. 3. Children recollect the observations made while observing the water tank and write “Yes” or “No” on the checklist. 4. On the teacher’s signal, children run towards the start line, form teams, and move towards the discussion zone, performing continuous leaping. 5. Children discuss and write down ways to maintain safe drinking water sources in the school, at home and at school & at homes of societies of different cultures. 	 <p>Resources:</p> <p>Checklist, chart papers, marker pens, card box (Questions to write on the checklist)</p> <p>To disinfect the plumbing lines and fixtures, turn the tap(s) on. Once you smell the chlorine Odor at each outlet, close the tap.</p>

<p>6. On the teacher’s signal, children form a semicircle and share ideas of maintaining safe drinking water sources.</p> <p>Variation Perform the activity by varying the number of teams and questions in the checklist.</p>	
<p>Debriefing (Slow Leak) Children stand circling the arms over their heads to make a shape of a big balloon. Teacher tells the children that there is a hole in the balloon and the air is slowly leaking out. Children move slowly downward to the floor, until the balloon has no more air.</p> <p>Debriefing (5 minutes)</p> <ol style="list-style-type: none"> 1. Discuss the importance of maintaining safe drinking water sources. 2. Encourage children to help in maintaining safe drinking water sources at home and in school. <p>Teacher Information WASH (Safe water, sanitation, and hygiene) WASH facilities refer to;</p> <ul style="list-style-type: none"> ● The provision of safe water includes clean water sources such as water tank, water storage, taps, cups ● Sanitation includes clean home, toilets and surrounding, managing wastes. ● Hygiene includes menstrual hygiene, washing hands using soap at critical junctures ● Health care facilities, including BHU, hospital and other health care facilities. <p>Importance of maintaining water tanks in promoting WASH facilities and ways of maintaining safe drinking water sources needs to be added.</p>	

Lesson Exemplar 1

Subject/Class: VIII	Subject topic: FUN PASS	Duration: 50 Min
<p>Prior knowledge: Students know how to play football / basketball/volleyball.</p>	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Explain the importance of passing accurately in a chest pass. 2. Identify the six technical elements of chest pass. 3. Apply six technical elements to perform a chest pass. 4. Understand and articulate the role of teamwork and effective communication in performing successful chest passes within a global context. 	
<p>GCED Theme: 2. Life skills for efficient and harmonious living.</p>	<p>GCED Competency: Respect friends, team-mates and their identities and individualities</p>	
<p>Teaching strategies: Game based Learning</p>	<p>Skills in focus: Fine motor skills to perform accurate chest pass.</p> <p>Values in focus: Emphasizing the importance of consistent practice and effort to improve skills.</p>	
<p>Introduction Students develop their technical abilities in performing a chest pass and foster important attributes of teamwork and respect.</p> <p>Warming up session Provide a jump rope to every individual child.</p> <ul style="list-style-type: none"> · Children stand randomly in the activity area. · Skip on the spot. 		<p>Resources: Basketball/volleyball/football, marker, whistle.</p>

<p>Main Activities</p> <ol style="list-style-type: none"> 1. Teacher demonstrates the six technical elements of chest pass and children practice simultaneously. 2. Children form teams as per the class size and stand in their designated areas. 3. A member from each team volunteers to be the catcher and stands in the catcher's zone in the other team's area. 4. Teacher tosses the ball in the air and the team that gets the ball starts the activity. 2. Children pass the ball at chest level to their team members and move forward to pass the ball to their respective ball catcher to score while other team members block the pass by dodging and raising arms. 3. In case the ball goes out of the designated area, the other team gets the ball to restart the activity. 4. The activity is continued until all the team members get the chance to become the ball catcher. <p>Debriefing/closure.</p> <ul style="list-style-type: none"> ● Discuss the ways to perform the chest pass correctly. ● Share the usage of the skills of chest pass in performing various physical activities 	
<p>Assessment</p> <ul style="list-style-type: none"> • Observe the six technical elements of chest pass and mark against each element whether P or A. 	