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NCERT

PARAKH
Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

PARAKH

Global Activity Bank

for Implementation of the

Holistic Progress Card



PARAKH

Global Activity Bank

for Implementation of the

Holistic Progress Card (HPC)

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Foreword

The Global Activity Bank, developed by PARAKH, NCERT, provides competency-based activities for the Foundational, Preparatory and Middle Stages. Each activity is aligned with curricular goals and competencies, offering observable evidence of learning to inform the Holistic Progress Card (HPC).

Aligned with the vision of NEP 2020, the Global Activity Bank promotes formative, competency-based assessment through meaningful learning experiences, observation and feedback. It is a flexible resource that teachers can adapt to learners' needs, languages and contexts, without turning activities into marks or rankings.

Its effective use calls for purposeful observation by teachers, support from school leaders and teacher educators, meaningful parent engagement, and contextual adaptation by States and Boards. The aim is to ensure that every learner gets the opportunity to demonstrate their abilities and that every HPC reflects an authentic picture of their progress and development.

Prof. Dinesh Prasad Saklani,
Director, NCERT, New Delhi

Preface

The National Education Policy 2020 asks the Indian school system to rethink what assessment is for. It envisages a shift away from summative testing that rewards memorisation towards assessment that is regular, formative and competency-based, that tests higher-order abilities such as analysis, critical thinking and conceptual clarity, and whose primary purpose is learning itself. Within this reorientation, the Policy calls for the progress card that schools share with parents to be redesigned completely, as a holistic, 360-degree and multidimensional account of the progress and uniqueness of each learner across the cognitive, affective and psychomotor domains, drawing on self-assessment, peer assessment and teacher assessment of project-based and inquiry-based learning, role plays, group work and portfolios. PARAKH, conceived as the National Assessment Centre, was entrusted with setting norms, standards and guidelines for student assessment and with helping school boards move their assessment practices in this direction.

PARAKH responded to this mandate by developing the Holistic Progress Card (HPC) for each stage of school education. The HPC does not, by itself, generate evidence of learning. It records evidence that the classroom must produce. A statement that a learner collaborates well with peers, or applies measurement principles in everyday situations, can be written with confidence only when the learner has had a genuine opportunity to demonstrate that capacity, and when the teacher has observed the demonstration with some structure and care. Where such opportunities are scarce, the card tends to be completed from general impression, and its promise of a detailed and trustworthy portrait of each child is weakened. The most consequential practical question in implementing the HPC is therefore not what to record, but what learners should do so that there is something worth recording.

The Global Activity Bank is PARAKH's response to that question. It brings together a curated collection of competency-based activities for the Foundational Stage (Balvatika to Grade 2), the Preparatory Stage (Grades 3 to 5) and the Middle Stage (Grades 6 to 8). Each activity is designed around identified curricular goals and competencies, describes the learning experience to be offered, and indicates the kinds of evidence a teacher may

look for and the domains of the HPC to which that evidence contributes. The word "global" signals a common pool rather than a prescribed set. The activities are not tied to any single textbook, board or language, so that they can serve learners in any school in the country, while teachers, schools and States remain free to localise them.

A word is necessary on how the Bank is meant to be used. It is a resource and not a syllabus, and it is not a checklist to be completed. Teachers are expected to select, sequence, translate and modify activities in the light of their learners, their languages, their resources and their school calendar. No teacher is expected to use every activity, and none is required to use an activity exactly as written. Assessment is embedded within each activity, so that observing, recording and offering feedback take place as part of teaching rather than as a separate event that adds to the burden on children or teachers. The activities are not intended to produce marks or to rank learners. Their purpose is to create occasions in which the strengths and needs of each learner become visible, and to give teachers, learners and parents a shared language for discussing progress, in the spirit of the Policy's description of the progress card as a link between home and school.

PARAKH places on record its gratitude to the subject experts, teacher educators and practising teachers who contributed to the conceptualisation, development and review of the activities in this Bank. Suggestions from users for its improvement will be received with thanks.

It is our hope that the Global Activity Bank will help teachers turn the vision of holistic assessment into everyday classroom practice, so that every Holistic Progress Card tells a true and complete story of a learner, because every learner has had real opportunities to show what they can do.

Prof. Indrani Bhaduri
CEO & Head PARAKH,
NCERT, New Delhi

Foundation Stage

(Balvatika 1, Balvatika 2, Balvatika 3, Grade 1 and Grade 2)

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.1** – Shows a liking for and understanding of nutritious food and does not waste food

ACTIVITY

Learning Outcome: Differentiates between things that can be eaten and cannot be eaten

Suggested Activity: "To Eat or Not to Eat"

In this activity, children explore and classify objects based on whether they can be eaten or not.

Step-by-step process:

1. Learners sit in pairs and are given a mix of real objects or picture cards.
2. Learners observe, touch, and discuss each item within their group.
3. They sort the items into two categories: "Can Be Eaten" and "Cannot Be Eaten."
4. Each group shares their choices and explains their reasoning.
5. The class reflects on why some things should never be eaten, even if they look attractive.

Note (for including CWSN): In an inclusive classroom, children with visual impairment can explore real objects using touch, smell, and texture. The teacher may use safe and familiar edible items like banana, roti, or apple, and non-edible objects like a spoon or ball. Clear verbal descriptions and peer support can help all children participate meaningfully.

ASSESSMENT QUESTIONS

Prompts such as the following may be used during the activity-

1. Which of these things can be eaten?
2. Which of these things cannot be eaten?
3. Will you eat things like soap and pencil?
4. Can you name one thing you should eat every day and one thing you use but should not eat?
5. Choose two items from a (given) list that you will serve to your friend for lunch.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Place some familiar food items (e.g., roti, fruit) correctly but misplaces everyday non-edible items (e.g., soap, pencil, chalk) in the edible group. • Waits for teacher cues, peer actions, or repetition of	• Sorts most items into correct groups. • Uses simple rules while sorting, such as separating "things we eat" and "things we use." • When shown confusing items (e.g., toy fruit), pauses, rechecks, and	• Sorts all items, including confusing ones, without hesitation or correction. • While sorting, handles, observes, and compares items before placing them. • Verbally states criteria such as "this is plastic", "this is for cleaning", "this grows as food", "this is good for our

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	instructions before sorting items. • Picks up items, looks at them briefly, and sorts based on appearance only (e.g., colour, shape, resemblance to food). • When asked "Why?", responds with "because it looks like food", repeats another child's answer, or remains silent.	then places correctly in most cases. • When asked "Why?", they give responses such as "we eat this at home" or "this is not food".	health" while making decisions. • When asked "Why?", give clear explanations with more than one reason (e.g., "we eat this and it is safe for our body").
Sensitivity	• Includes unsafe items (e.g., soap, chalk) while choosing food for self or others. • Continues the same choice even after the teacher or peers question it. • While discussing, laughs, ignores others, or shows no response when unsafe items are mentioned.	• Removes or avoids unsafe items when pointed out during discussion. • While selecting items for a task (e.g., lunch), check items again before finalising. • States simple responses such as "this is not for eating" when asked. • Accepts peer suggestions and modifies choice after discussion.	• Does not select any unsafe item during sorting or sharing tasks • While selecting items for others, actively check each item before placing it. • States clear reasons such as "this can make us sick", "this is only for cleaning". • When a peer selects an unsafe item, points it out and suggests a safe alternative. • Demonstrates care by saying or doing things that ensure others' safety (e.g., removing unsafe items from group sets).
Creativity	• Names only items that are already present in the activity. • Repeat the same example (e.g., "apple") when asked for more. • Does not respond or adds no new idea when asked to think beyond given items.	• Names items from daily life such as food eaten at home or school when prompted. • Adds related examples when asked (e.g., "we eat rice, dal"). • While discussing, connect sorting to routine situations like lunch or snacks.	• Names a variety of items from different contexts such as home, school, market, or festivals. • Suggests ideas such as what to pack for lunch or what to avoid eating outside. • Adds new ideas without prompting during discussion. • While explaining, it connects to real experiences (e.g., "my mother told me not to eat this", "we only eat cooked food"). • Gives more than one way of explaining choices (experience, observation, reasoning).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.2** – Practises basic self-care and hygiene

ACTIVITY

Learning Outcome: Uses personal care objects correctly and regularly. For example, brushes hair, teeth, etc.

Suggested Activity: "My Daily Routine"

In this activity, children explore personal care objects and identify how and when to use them in their daily lives.

Step-by-step process:

1. Each group of 4 students is given a set of real objects or picture cards of personal care items.
2. Children observe and identify each object and discuss its use within the group.
3. They match each object with its correct use (e.g., toothbrush for cleaning teeth, comb for arranging hair).
4. Then children create a simple "daily routine sequence" by arranging 2-3 personal care actions (e.g., brushing teeth in the morning, washing hands before eating) that they will follow at home.
5. Children participate in a short role-play demonstrating how to use one or two objects correctly.
6. Each group shares when and how they use these objects in their daily routine.
7. They share correct practices and clarify misuse (e.g., not sharing toothbrushes, proper hand-washing).

Note (for including CWSN): In an inclusive classroom, children with visual impairment can explore real objects through touch and shape. Verbal instructions and peer support can help ensure meaningful participation.

ASSESSMENT QUESTIONS

Prompts such as the following may be used -

1. Can you name one personal care habit you follow every day?
2. Why should we use soap and wash our hands regularly?
3. The teacher shows a toothbrush and a paintbrush and asks, "Which one is used for cleaning teeth? Why can't the other one be used?"
4. What do you think would happen if your toothbrush/ comb/ nail-cutter went missing for a month?
5. Which of these items would you share with your best friend and which one you won't? Why?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Recognises one or two personal care objects when directly pointed to or named by the teacher. Requires repeated prompts to state use (e.g., says "for teeth" after cues). Matches objects to use only after observing peers. Arranges actions randomly or based on imitation without clear sequence. Shows difficulty distinguishing between similar objects (e.g., toothbrush vs paintbrush).	Independently identifies commonly used personal care objects (toothbrush, comb, soap, towel, nail cutter). States their use using simple phrases (e.g., "for cleaning teeth", "for combing hair"). Correctly matches most objects with their function without prompts. Arrange 2–3 actions in a logical order when asked (e.g., wash hands before eating, brush teeth in the morning). Corrects own mistakes when given minimal cues.	Identifies a wide range of personal care objects including less frequently used ones (e.g., nail cutter, handkerchief). Explains their use with clarity and purpose (e.g., "to remove dirt and germs from hands"). Independently organises multiple actions into a coherent daily routine across contexts (morning, before meals, after play). Explains sequencing using cause or purpose (e.g., "we wash hands before eating to keep food clean"). Differentiates between similar-looking objects and justifies correct choice.
Sensitivity	Selects or uses objects without considering hygiene (e.g., indicates sharing toothbrush, towel, or comb without hesitation). Responds to situations without recognising risks (e.g., does not react when shown improper use). Needs direct correction to identify unsafe or unhygienic behaviour. Does not provide reasons for choices or repeats teacher statements.	Identifies basic hygiene practices when prompted (e.g., does not share a toothbrush, washes hands before eating). Distinguishes between shareable and non-shareable items in familiar contexts. Gives simple, experience-based reasons (e.g., "it can make us sick", "it is dirty"). Recognises correct and incorrect practices when shown contrasting examples but does not suggest preventive practices (e.g., keeping personal items separate, washing regularly). Responds appropriately in guided scenarios.	Consistently identifies hygienic and unhygienic practices across varied situations. Explains reasons clearly using ideas of health, cleanliness, and care for self and others (e.g., "germs can spread from one person to another"). Responds to real-life scenarios with appropriate actions (e.g., what to do if someone uses their comb or if an item is missing). Suggests preventive practices (e.g., keeping personal items separate, washing regularly). Demonstrates awareness of others' well-being in responses.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Repeats routines or examples exactly as discussed in class. Role-play is limited to imitation with minimal action or explanation. Provides one-step responses without connecting to personal routine (e.g., "I brush teeth"). Does not extend ideas beyond given examples.	Shares own daily routine using familiar actions (e.g., brushing teeth, washing hands). Demonstrates correct use of objects in role-play with some variation (e.g., morning or before eating). Adds simple details from personal experience (e.g., "I brush at night also"). Combines 2–3 actions into a routine with basic explanation.	Constructs a detailed and personalised routine including multiple steps across different times of the day. Adapts role-play to show varied contexts (home, school, before/after activities). Introduces new or less obvious examples (e.g., trimming nails weekly, washing hair twice a week). Explains changes in routine based on situation (e.g., after playing outside, during illness). Connects habits to outcomes (e.g., staying clean, feeling fresh, avoiding illness).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.3** – Keeps school/classroom hygienic and organised

ACTIVITY

Learning Outcome: Segregates garbage appropriately

Suggested Activity: "Where Does the Waste Go?"

In this group activity, children learn to identify and segregate different types of waste.

Step-by-step process:

1. Each group of 4 students is given a mix of clean waste items or picture cards (e.g., banana peel, paper, plastic bottle, dry leaves).
2. The teacher places two bins in the classroom labelled "Wet Waste" and "Dry Waste."
3. Children observe, touch, and discuss each item within their group.
4. They take turns placing each item into the correct bin.
5. Each group describes why they placed certain items in a particular bin.
6. Then, children choose two items from their surroundings (classroom or home examples) and decide how they will dispose of them properly.
7. At the end, they are asked to prepare a role play to tell their family members about why and how to segregate garbage.

ASSESSMENT QUESTIONS

Prompts such as the following may be used -

1. Which of these items should go into the wet waste bin?
2. Which of these items should go into the dry waste bin?
3. Why should we not mix all waste together?
4. Can you name one item from your home that goes into wet waste and one that goes into dry waste?
5. What would happen if we do not segregate our garbage in this way?
6. What would you do if you notice that no one in your family is segregating waste? How would you convince your family members to segregate waste at home? Prepare a role play on this in groups.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Picks up items and waits for cues from peers/ teachers before placing them. Place items correctly only after observing others or after correction. Names items (e.g., "banana", "paper") but does not state why they belong to a category. May place the same type of item inconsistently across turns. Gives one-word or unclear responses when asked "why". Needs repeated prompts to identify wet/dry examples from daily life.	Picks up, observes, and independently places most items in correct bins. States simple reasons linked to visible features (e.g., "this is food", "this is plastic", "this will rot"). Correctly identifies at least one wet and one dry waste item from home/school when asked. Maintains consistency in categorization across multiple items. Responds to "why" questions with short but meaningful explanations. Recognizes if an item is misplaced when pointed out and corrects it.	Independently scans, classifies, and places all items correctly without prompts. Explains classification using clear properties (e.g., leftover food, biodegradable, recyclable, non-recyclable). Compares categories (e.g., "wet waste rots, dry waste does not rot quickly"). Identifies multiple examples from different contexts (kitchen, classroom, outdoors). Detects and corrects incorrect placements made by self or peers with explanation. Extends understanding to unfamiliar items by reasoning (e.g., predicts where a new item should go).
Sensitivity	Participates in a group but may grab items or skip turns. Places items without consulting peers or ignores others' suggestions. Shows difficulty accepting a different answer (e.g., repeats own choice without listening). Needs reminders to use bins properly (e.g., dropping items outside, handling carelessly). Does not respond when peers mix waste or place items incorrectly. In role play, gives minimal or no attempt to explain importance of segregation.	Takes turns while handling materials and waits when others are speaking. Listens to peers' suggestions and may change placement after discussion. Responds to disagreement with simple statements (e.g., "this is food so it is wet waste"). Uses bins correctly and maintains cleanliness during activity. Attempts to explain to peers/family why waste should not be mixed (simple cause-based reasoning). In role play, participates in a short interaction showing basic persuasion or explanation.	Initiates group discussion before placing items (e.g., "what do you think this is?"). Listens actively, acknowledges others' ideas, and builds on them. Resolves disagreements by giving reasons, asking questions, or suggesting checking properties. Encourages peers to follow correct practices (e.g., reminds others to use the correct bin). Demonstrates responsible handling and disposal without prompts. In role play, presents a clear situation (e.g., family not segregating waste), uses reasoning, examples, and polite language to influence behavior, and responds to resistance constructively.
Creativity	Repeats examples already discussed (e.g., only	Suggests different examples from daily life	Generates varied, context-rich examples (home,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	banana peel, paper). Gives single-step responses (e.g., "put in bin") without elaboration. Role play shows imitation of teachers/peers with no change in context or dialogue. Does not connect activity to real-life situations beyond given examples. Struggles to suggest actions when situation changes.	(e.g., food waste, wrappers, leaves). Provides simple extensions (e.g., "keep two bins at home"). Combines ideas from discussion to create a short role play (home/classroom situation). Shows variation in responses across prompts (not repeating the same idea). Attempts to apply idea to a new but similar context when prompted.	school, neighborhood, public places). Suggests multiple actions: segregation, reuse, reducing waste, basic composting, avoiding plastic. Adapts solutions to constraints (e.g., "if no bin is there, keep waste separately and throw later"). In role play, creates a structured scenario with roles, problems, dialogue, and resolution. Introduces new ideas (e.g., labelling bins, teaching others, making posters/messages). Transfers learning across contexts and modifies approach based on situation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.4** – Practices safe use of material and simple tools

ACTIVITY

Learning Outcome: Independently uses scissors, small knife, nail cutter, etc.

Suggested Activity: "What Would You Do? Tool Safety Challenge"

In this hands-on activity, children demonstrate how to use everyday tools safely.

Step-by-step process:

1. Children are organized in pairs. Each pair is given a simple role-play situation such as: one child cutting paper using a cutter for a project, one child using a blunt knife to spread or peel, one child preparing to use a nail cutter, one child using a pair of scissors for cutting a cloth piece
2. Within each pair: one child performs the task using the tool, the other child observes and takes the role of a helper or guide
3. The child using the tool demonstrates how to handle and use it safely while completing the task.
4. The observing child watches carefully and: identifies if the tool is being used correctly, gives suggestions if something is unsafe, guides the partner using clear and respectful language.
5. The roles are then reversed so both children perform and guide.
6. The teacher introduces small variations such as: the child using the tool starts to act in a hurry, the tool is handled incorrectly, the partner does not listen to instructions.
7. Children respond to these situations through role-play, showing how they ensure safety while interacting respectfully.

ASSESSMENT QUESTIONS

(Used as prompts during observation, not as a written test)

1. How did you use the tool safely?
2. What did you notice when your partner was using the tool?
3. What did you say or do when something was unsafe?
4. How did you guide your partner to use the tool correctly?
5. What would you do if your partner does not listen?
6. How can you ensure safety while working together?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the tool when shown but requires prompting to begin use; holds or uses the tool in ways that may compromise safety (e.g., incorrect grip, unsafe direction); is unable to explain why a behavior is safe or unsafe; responses remain limited to immediate imitation.	Uses the tool with correct grip and direction in familiar tasks (e.g., cutting along a line, using nail cutter with control); identifies specific unsafe actions when observed (e.g., "running with scissors"); gives simple, task-linked reasons (e.g., "it can hurt").	Uses tools correctly across varied situations without prompts; explains safe use by referring to cause and consequence (e.g., "if held like this, it can slip and cut the skin"); identifies less obvious risks (e.g., distraction, speed, positioning) and explains them clearly.
Sensitivity	Continues task even when unsafe behavior is visible; does not intervene or responds only after teacher prompting; uses minimal or unclear language while interacting with partner; may ignore peer input.	Raises safety related concerns without any prompts; notices unsafe behavior during peer activity and responds verbally (e.g., "do it slowly", "hold it like this"); uses simple, direct language to guide partner; pauses own task when safety concern is observed.	Immediately identifies unsafe behavior and intervenes appropriately; uses clear, calm, and respectful language (e.g., "let's stop and fix how we are holding it"); ensures both self and partner follow safe practices; acknowledges and incorporates partner's suggestions.
Creativity	Responds only to direct prompts; repeats demonstrated actions without adjustment; is unable to respond when the situation changes (e.g., hurry, distraction).	Adjusts behavior when small variations are introduced (e.g., slows down when rushed, corrects grip when prompted); suggests one possible action to improve safety in a given situation.	Anticipates potential risks before they occur (e.g., "we should keep space between us while cutting"); suggests multiple strategies for safety across contexts (home, classroom, group work); adapts responses flexibly when conditions change (e.g., partner not listening, tool misuse, time pressure).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.5** – Shows awareness of safety in movements (walking, running, cycling) and acts appropriately

ACTIVITY

Learning Outcome: Identifies traffic symbols (traffic lights, symbols like - zebra crossing, U-turn, bridge/railway bridge, etc. with minimal prompts by the adult)

Suggested Activity: "Road Safety Explorers"

In this assessment activity, children are placed in simulated real-life road situations to demonstrate their understanding of traffic symbols through action, explanation, and decision-making.

Step-by-step process:

1. Setup of Assessment Stations:

   The classroom is organised into 3-4 stations representing road situations using simple materials (charts, floor markings, props):

   - Traffic light (red, yellow, green)
   - Zebra crossing
   - U-turn sign
   - Railway/bridge crossing

2. At each station, children are given a situation card. For example:

   - "You are walking and the signal turns red."
   - "You want to cross the road and see these white lines."
   - "A vehicle reaches a U-turn sign."
   - "You hear a train near a crossing."

3. At each station, the child is asked to:

   - Demonstrate what they would do
   - Explain why they would do it

   The teacher observes and records responses.

4. The teacher introduces a small change in the situation to assess deeper understanding. For example:

   - "What if your friend keeps walking?"
   - "What if no vehicles are coming?"

5. At one station, the teacher acts in an unsafe way (e.g., crossing without using zebra crossing).

   The child is asked to respond to the situation.

6. Children are asked to share:

   - Why following traffic symbols is important
   - Where else such rules are seen in daily life

ASSESSMENT QUESTIONS

(Used as prompts during the activity)

1. What do you see at this station? What does it tell you to do?
2. When should you stop, wait, or move here?
3. What is the safest way to cross the road at this place?
4. What did you notice about what your friend was doing? Was it safe?
5. What will you say or do if someone is trying to cross the road in hurry but the signed is green?
6. Why is it important to follow this traffic rule?
7. The signal is red but no vehicles are coming. What will you do? Why?
8. You see a zebra crossing but people are crossing from elsewhere. What should you do?
9. The road is empty. Can you ignore the sign? Why or why not?
10. If you are in a hurry, what would you do?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies some traffic symbols when prompted (e.g., traffic light, zebra crossing); requires cues to begin action; demonstrates movement with errors (e.g., starts moving on red, crosses without checking); is unable to clearly state what the symbol requires; responses remain limited to imitation of others.	Identifies common traffic symbols without prompts; demonstrates correct movement in familiar situations (e.g., stops at red, crosses at zebra crossing); checks for basic conditions (e.g., looks for vehicles before crossing); gives simple reasons linked to safety (e.g., "to avoid getting hurt")	Identifies multiple traffic symbols across stations without prompts; demonstrates correct and controlled movement consistently; explains what the symbol requires and when to act (e.g., waiting even if road is empty); refers to conditions such as signal, surroundings, and timing; identifies risks linked to actions
Sensitivity	Continues own action even when peer behaviour is unsafe; does not intervene or responds only after teacher prompting; uses minimal or unclear language when addressing peer; may follow others even if the action is unsafe	Notices unsafe actions during peer activity (e.g., crossing on red, ignoring zebra crossing); responds verbally to peer (e.g., "wait", "stop"); uses simple and direct language to guide; pauses own action when prompted to consider safety of others	Immediately identifies unsafe actions and responds without prompts; uses clear, calm, and specific language (e.g., "wait for green signal", "use the zebra crossing"); ensures both self and peer follow safe movement; continues to monitor peer behaviour and reinforces safety when needed
Creativity	Responds to situations only after direct	Responds to familiar situations and adjusts	Anticipates risks in changing situations (e.g.,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	prompting; repeats demonstrated actions; is unable to respond when situation changes (e.g., empty road, hurry, peer not listening); gives no alternative actions	action when variation is introduced (e.g., waits even if road is empty when prompted); suggests one possible safe action in a given situation; participates in role-play with basic adaptation	recognises that empty road does not change signal rule); suggests multiple possible safe responses (e.g., wait, check, guide others); adapts actions across contexts (road, school, neighbourhood); explains how behaviour should remain safe even under pressure (hurry, peer influence)

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-1** – Develops habits that keep them healthy and safe
Competencies *(Can choose one or more)*	**C-1.6** – Understands unsafe situations and asks for help

ACTIVITY

Learning Outcome: Identifies the adults who can help in dangerous situations (other than parents)

Suggested Activity: "Safe or Unsafe?"

In this discussion and role-play based group activity, children learn to recognise unsafe situations and practice asking for help confidently.

Step-by-step process:

1. 1.Warm-up conversation:

   Teacher asks: "What makes you feel safe? What makes you feel scared or uncomfortable?"
2. Teacher shows picture cards or narrates simple scenarios such as:
   - A stranger offering sweets
   - A child getting hurt while playing
   - Someone pushing on the stairs
   - Fire or sharp objects lying around
   - Being lost in a crowded place etc.
3. Children are divided into pairs and they sort situations into "Safe" and "Unsafe" categories and explain why.
4. The teacher introduces trusted adult cards (parents, teachers, police, helpers) and asks when and how to ask for help in each of those situations.
5. Children share one unsafe situation they might face and who they would ask for help. They also think through what they would do if that adult is not available or fails to attend to their concern at that time. They present this through a role play.

ASSESSMENT QUESTIONS

(In addition to the prompts given during the activity. The following questions would be asked to each group.)

1. What is an unsafe situation? Can you name one situation (other than the ones shown in the cards) where you should ask for help?
2. Who are the adults you can ask for help?
3. What do you do if you feel scared or uncomfortable?
4. What might happen if we do not ask for help in unsafe situations?
5. What would you do if you see your friend in trouble or hurt?
6. If someone tells you not to tell anyone about something that makes you uncomfortable, will you listen to it?
7. If a family member ignores your concern about an unsafe situation, how can you explain your feelings and seek help calmly without arguing? Enact the situation.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies unsafe situations only after prompts or by copying peers; may label situations incorrectly (e.g., treats unsafe as safe or vice versa); names only one familiar adult (e.g., parent) when asked whom to approach; is unable to explain why the situation is unsafe	Identifies common unsafe situations independently (e.g., getting hurt, being lost, stranger interaction, unsafe objects); names more than one trusted adult (e.g., teacher, police, helper); explains unsafe situations using simple cause statements (e.g., "can get hurt", "someone unknown")	Identifies both obvious and less obvious unsafe situations (e.g., being asked to keep an uncomfortable secret, being ignored when expressing discomfort); explains why the situation is unsafe using clear cause–effect reasoning; identifies different trusted adults depending on context (school, home, public place) and explains whom to approach in each case
Sensitivity	Shows limited or inconsistent concern for safety; may hesitate or remain passive in unsafe situations; needs prompting to respond	Demonstrates concern for own safety; responds appropriately in familiar situations (e.g., calling for help, moving away); shows basic concern when others are in trouble	Demonstrates strong concern for both self and others; promptly recognises discomfort or danger and takes responsible action; encourages peers to seek help and explains the importance of speaking up
Creativity	Gives responses that do not lead to safety (e.g., stays in the situation, does not seek help, gives unrelated actions); repeats phrases without demonstrating action; is unable to decide what to do when the situation changes (e.g., trusted adult not present, being told to keep a secret); does not demonstrate how to ask for help	Demonstrates one clear help-seeking action (e.g., goes to a teacher, calls out, informs an adult); shows how to ask for help using simple statements; changes action when prompted (e.g., chooses another adult if one is not available); participates in role-play with a relevant but single response pathway	Demonstrates multiple ways to reach safety (e.g., moves away, seeks a safe space, approaches different trusted adults, calls for help, refuses firmly); uses clear and assertive language (e.g., "I am not comfortable", "I will tell a teacher"); continues to seek help if the first adult does not respond; adapts actions to different situations (being alone, in a crowd, at home, in school); responds effectively when pressured to stay silent or ignore discomfort

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.1** – Differentiates between shapes, colours, and their shades

ACTIVITY

Learning Outcome: Differentiates between shapes, colours, and their shades in familiar contexts

Suggested Activity: "Let's sort this"

This activity integrates sensorial classification with discussion, disagreement, and group decision-making.

Step-by-step process:

1. Children work in groups of 4-5. Each group gets objects/cards with:
   - Shapes (circle, square, triangle, rectangle)
   - Colours (red, blue, yellow, green)
   - Shades (light/dark variations)
2. Teacher gives flexible instructions:
   - "Sort these in a way your group thinks is correct."
     (Different children may choose shape, colour, or shade leading to disagreement)
3. Children are asked to:
   - Listen to others' ideas
   - Decide together how to group the items
4. Teacher then asks:
   - "Can you sort them in another way?"
     (Encourages accepting others' perspectives)
5. Children discuss:
   - "Did your group agree or disagree?"
   - "How did you decide?"

ASSESSMENT QUESTIONS

During the activity the following prompts can also be used

1. Can you name this shape?
2. Which objects here are of the same colour?
3. Can you find something that is lighter or darker than this colour?
4. Can you group these objects based on their shape?
5. Which of these colours looks the darkest?
6. Observe and say how your friend has grouped the objects?
7. Can there be more than one correct way to group these objects? Why?
8. How did your group decide which grouping was correct?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Points to or picks up items when prompted; misnames shapes or colours (e.g., square for rectangle); does not distinguish shades unless directly shown; places objects randomly or copies peers without checking similarity; groups only a few items correctly and does not sustain grouping; gives no reason or repeats the question when asked why	Names common shapes and colours without prompts; distinguishes light and dark shades when items are compared; groups most items correctly based on one attribute; looks at and compares items before placing; repositions items after noticing mismatch; gives simple reasons such as "same colour", "same shape", "this is darker"	Names and differentiates shapes, colours, and shades across all items without prompts; compares items using relational language such as "lighter than", "same shape but different colour"; scans all items and applies a consistent grouping rule; identifies and corrects misclassification of own or peers' items; explains grouping rule clearly and applies it across the full set
Sensitivity	Focuses only on own sorting; does not attend to peers' work; interrupts, removes items, or withdraws from discussion; does not respond when peers explain a different grouping; continues own method even after group discussion begins	Looks at peers' groupings when prompted; listens while others explain and gives brief responses; changes placement of some items after discussion; participates in group decision when guided; accepts another grouping after teacher support	Observes and compares peers' groupings actively; waits for others to complete explanations; responds to specific ideas (e.g., refers to peer's grouping basis); suggests combining or reconsidering groupings; supports group in reaching a shared decision; acknowledges that more than one grouping can be correct and encourages participation
Creativity	Uses only one attribute and repeats the same grouping even when asked to change; is unable to shift grouping when instruction changes; continues previous arrangement despite prompts; does not explain or repeats peer reasoning without understanding	Groups objects based on one attribute and shifts to another when prompted; re-groups most items correctly after instruction; states grouping rule in simple terms (e.g., "now by shape"); checks and rearranges items while attempting a second grouping	Independently creates multiple groupings using different attributes; states the grouping rule before or during sorting; reorganises the entire set accurately when criteria change; suggests additional grouping methods (e.g., combining attributes, ordering by shade); connects grouping to familiar contexts and explains reasoning clearly

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.2** – Develops visual memory for symbols and representations

ACTIVITY

Suggested Activity: "Make It Clear for Others"

This task assesses how children understand, use, and create symbols to communicate meaning effectively.

Step-by-step process:

1. Children are given a set of familiar symbols (e.g., school signs, safety symbols, simple icons such as wash hands, no running, use of a dustbin, first aid, etc.).
2. They are presented with a real-life scenario, such as:
   - "Your classroom needs clear signs so that everyone knows what to do."
   - "You want to make your school safer and cleaner using signs."
3. Children are asked to:
   - Select or adapt appropriate symbols for the situation
   - Place them meaningfully (on a chart, drawing, or layout)
   - Create at least one new symbol if needed
   - Explain what each symbol means and why they used it
4. In the last step, children look at each other's work and try to interpret the symbols.

Note (for including CWSN):

The activity may be adapted to ensure meaningful participation of all children. Provide visual supports such as larger, high-contrast symbols or tactile cards for children with visual impairments. Allow flexible modes of response, including pointing, selecting, arranging, or explaining orally instead of drawing. Offer additional time and simplified choices (fewer symbols at a time) for children who require it.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What does each symbol in your work show?
2. Why did you choose these symbols for this situation?
3. Where should each symbol be placed and why?
4. Can others understand your symbols easily? How do you know?
5. Do you want to improve any of these symbols? Which one? Why?
6. What do you think your friend's symbols mean?
7. Review your friend's symbols and give them feedback on how they can be improved.
8. Work on the feedback that you have received on the symbols that you made.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Recognizes a few familiar symbols when prompted; selects symbols that are partially related or unrelated to the given situation; places symbols without clear linkage to location or purpose; relies on trial or imitation; is unable to explain why a symbol is placed in a particular position.	Identifies familiar symbols without prompts; selects symbols that match the given situation (e.g., dustbin for cleanliness, no running for safety); places most symbols in appropriate locations; checks placement by looking at the situation; explains selection using simple cause-based reasoning (e.g., "this is for throwing waste").	Identifies a range of symbols and distinguishes their specific functions; selects symbols that are fully aligned to the situation and purpose; organizes symbols systematically across the layout; justifies both selection and placement with clear reasoning (e.g., linking symbol to action, location, and need); identifies missing symbols and adds them appropriately.
Sensitivity	Explains symbols using single words or unclear statements; does not check whether others can understand the symbols; is unable to interpret peers' symbols or gives unrelated interpretations; does not respond to feedback.	Explains meaning and purpose of symbols in simple sentences; checks peer understanding when prompted; interprets most peer-created symbols correctly; responds to feedback by making small adjustments (e.g., repositioning, relabeling).	Explains symbols clearly, including meaning, purpose, and placement; anticipates how others may interpret the symbols and checks for clarity; identifies possible confusion (e.g., symbol too small, unclear shape) and refines accordingly; interprets peers' symbols with reasoning; gives constructive suggestions and incorporates feedback meaningfully.
Creativity	Uses ready-made or copied symbols without modification; creates symbols that are unclear, incomplete, or difficult to interpret; does not attempt alternative designs; does not revise work after initial attempt.	Selects or modifies symbols to suit the situation; creates at least one new symbol that communicates meaning with some clarity; makes minor changes after feedback; shows some effort to improve clarity (e.g., adding detail, adjusting placement).	Designs original symbols that clearly and efficiently communicate meaning; uses visual features effectively (size, shape, contrast, placement) to enhance clarity; creates multiple or alternative representations when needed; revises and improves symbols based on peer interpretation; ensures symbols are easily understood without explanation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.3** – Differentiates sounds and sound patterns by their pitch, volume, and tempo

ACTIVITY

Learning Outcome: Identifies, compares, and uses variations in pitch, volume, and tempo to interpret and create sound patterns.

Suggested Activity: "Sound Composer Challenge"

This task assesses how children recognize, interpret, and intentionally use sound variations.

Task Description:

1. The teacher plays or produces 3-4 short sound sequences using simple instruments or objects (e.g., clapping, tapping, bells, drums), varying:
   - Pitch (high/low)
   - Volume (loud/soft)
   - Tempo (fast/slow)
2. Children are asked to:
   - Compare the sounds (e.g., Which was louder? Which was faster?)
   - Group or match sounds based on similarities (same pitch, same tempo, etc.)
3. Children are then given a scenario, such as:
   - "Create a sound pattern for a rainy day."
   - "Make a sound sequence to show something moving fast and then slow."
     They create their own sound pattern using voice, body, or objects. They must also explain their choices (e.g., why they used loud/soft or fast/slow sounds) during discussion.
4. Lastly, children listen to each other's patterns and describe what they hear.

ASSESSMENT QUESTIONS

Prompts like the following can be used during the activity:

1. Which sound was loud or soft? Which sound was fast or slow? Why? Can you relate it to the pitch, volume, and tempo of the sound?
2. Did you find any similar sounds? Which ones?
3. What does your sound pattern represent?
4. Why did you choose these types of sounds (loud/soft, fast/slow, high/low)?
5. Is your friends sound different from yours?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child identifies sound features such as loud or soft, fast or slow, or high or low when prompted. Responses rely on everyday language or repetition of what is heard from the teacher or peers. The child compares sounds only when directed and may focus on one noticeable aspect without clearly explaining the basis.	The child identifies and compares sound features across given sequences using appropriate terms such as louder, softer, faster, slower, higher, or lower. The child groups or matches sounds on the basis of a stated feature and provides a brief explanation. The child describes changes within a sequence when prompted.	The child identifies pitch, volume, and tempo across all given sound sequences without prompts. The child compares multiple sounds and clearly states differences, for example indicating that one sound is faster but softer than another. The child classifies sounds into groups based on a chosen feature and explains the basis for grouping. Feature-specific vocabulary such as high or low pitch, loud or soft volume, and fast or slow tempo is used consistently. The child also recognizes and describes changes within a single sequence, such as identifying when a sound starts slow and becomes fast.
Sensitivity	The child describes sounds using non-specific responses such as “good” or “funny”. There is no clear connection made between sound features and meaning. The child provides single-word or unrelated interpretations of both their own and peers’ sound patterns. Responses to peers’ work occur only with prompting. The child does not modify interpretation even after listening again.	The child explains the meaning of their own sound pattern by linking it to one feature at a time, for example associating fast sounds with running. The child identifies what a peer’s sound pattern represents in familiar contexts such as rain or walking. There is a direct connection made between a sound feature and meaning, such as loud sounds representing something big or soft sounds representing something quiet. The child responds to peers’ work when prompted and may agree or disagree with a simple reason. Basic corrections are made after feedback or re-listening.	The child explains how multiple sound features together contribute to meaning, for example combining slow and soft sounds to represent calm rain and fast, loud sounds to represent a storm. The child interprets peers’ sound patterns and justifies the interpretation using specific sound features. Responses to others include extending or refining ideas, such as adding new interpretations or modifying initial responses. The child independently revises interpretations after listening carefully and recognizes that different listeners may interpret the same sound pattern differently.
Creativity	The child produces a sound sequence using a single repeated action	The child produces a sound sequence with noticeable variation and	The child produces a structured sound sequence with deliberate variation and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	such as clapping at the same speed and volume. There is no variation in *pitch*, *volume*, or *tempo* within the sequence. The child requires prompting to begin or continue the pattern. The created sound sequence does not clearly match the given scenario. The child is unable to explain how the sound pattern represents the intended idea.	a clear beginning and end. The pattern represents the given scenario in a recognizable way. The child uses voice, body, or objects purposefully and explains choices by linking them to the idea being represented.	clear transitions. The pattern communicates a specific idea or situation that others are able to interpret. The child combines different sound sources effectively and explains how choices in pitch, volume, and tempo work together to create meaning. The child refines or extends the sequence during or after performance to improve clarity or effect.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.4** – Differentiates multiple smells and tastes

ACTIVITY

Suggested Activity: "Sense and Sort Challenge"

This task assesses how children differentiate, interpret, and apply their understanding of smells and tastes.

Step-by-step process:

1. Children are provided with safe, familiar samples (e.g., lemon, sugar, salt, spices, coffee, soap, flowers), ensuring hygiene and safety.
2. Children are asked to:
   - Smell or taste (as appropriate) and group items based on similarities (e.g., sweet, sour, strong smell, mild smell)
   - Describe differences using their own words
3. They are then given a scenario-based task, such as:
   - "You are helping in the kitchen. How will you choose ingredients based on taste?"
   - "How can you organize items so that someone can easily find things with similar smells?"
4. Children must:
   - Classify and organize items meaningfully
   - Give their reasoning for grouping
5. At the end, children compare how others have grouped items and discuss similarities or differences.

Note (for including CWSN): The activity may be adapted to ensure inclusion of all learners. Use clear, familiar, and non-irritating samples, and allow children to opt out of tasting if needed. Provide visual or tactile cues (e.g., symbols for sweet, sour, strong, mild). Allow responses through pointing, sorting, gestures, or oral explanation. Offer fewer choices and additional time for children who require support. For children with sensory sensitivities, focus more on smell or visual classification rather than taste. The emphasis should remain on the child's ability to differentiate, describe, and meaningfully organize sensory experiences, rather than on the mode of response.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. Could you identify items with similar smells? Do you think they taste the same?
2. Can you find any item in your friend's grouping that has a similar smell or taste to yours?
3. Can you organise the kitchen items into pairs that smell the same but taste different?
4. How would you use these items in real life (e.g., cooking, identifying things)?
5. Do you agree with your friend's grouping? Why or why not?
6. What would you change in your grouping to make it clearer?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child identifies familiar smells or tastes such as sweet, sour, or strong when prompted. The child matches or groups items based on noticeable similarities with support. Descriptions rely on everyday expressions such as "nice smell" or "bad taste." The child shows inconsistency when differentiating between similar sensory inputs and may change responses when the same item is reintroduced.	The child identifies and differentiates common smells and tastes such as sweet, sour, salty, strong, or mild without repeated prompting. The child groups items based on a stated sensory basis and explains the grouping using simple feature-based language. The child distinguishes between similar items when presented together and maintains consistency in responses.	The child independently identifies and differentiates a range of smells and tastes and uses appropriate descriptive terms. The child classifies items based on a clear sensory basis and justifies the grouping. The child distinguishes between closely similar smells or tastes and explains how they differ. The child maintains consistency in identification across repeated trials and explains changes in perception where relevant.
Sensitivity	The child gives general or surface-level descriptions such as "good," "bad," or "strong" without linking them clearly to sensory features. The child states a grouping but does not explain the basis. The child listens to peers' groupings when prompted but does not respond to them or change their own grouping after discussion.	The child describes smells and tastes by linking them to familiar experiences or uses, such as connecting sour taste to lemon or strong smell to spices. The child explains their grouping using a stated reason. The child interprets a peer's grouping and indicates agreement or difference with a simple explanation. The child modifies their grouping or explanation after re-listening, comparison, or feedback.	The child explains how smells or tastes relate to use, context, or purpose, such as selecting ingredients for cooking or organizing items for easy identification. The child interprets peers' groupings and justifies agreement or disagreement using sensory features and reasoning. The child considers different perspectives, builds on others' ideas, and revises their own grouping or explanation where needed. The child recognizes that items may be grouped in more than one valid way depending on purpose or context.
Creativity	The child groups items in a basic manner, often placing similar items together without a clear organizing idea. The grouping does not clearly connect to the given scenario. The child requires support to explain how the grouping is useful.	The child organizes items into meaningful groups based on smell or taste and connects the grouping to a familiar context such as cooking or storage. The child explains how the grouping helps in using or finding items. The organization shows a clear structure.	Organizes items in original and purposeful ways; connects classification to real-life situations with clear and effective reasoning. Can come up with several ways in which the items can be classified.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.5** – Develops discrimination in the sense of touch

ACTIVITY

Suggested Activity: "Mystery Bag: What Do You Feel?"

In this assessment activity, children explore and differentiate objects using only their sense of touch.

Step-by-step process:

1. Children are presented with a set of cloth bags or boxes containing familiar objects with distinct textures such as cotton, sandpaper, sponge, stone, rubber ball, wooden block, etc. The objects are not visible to the child. A set of the same objects is kept on the table.
2. Each child is asked to put their hand inside the bag, feel one object carefully, and describe what they feel. They are asked to identify the object or match it with a visible set of objects placed outside.
3. Some situations include clear differences (soft vs hard), while others include closer variations (smooth vs slightly rough, soft vs spongy).
4. To assess deeper understanding, the teacher introduces small variations such as:
   - Asking the child to compare two objects only by touch
   - Asking which object would be more comfortable to hold or use in a given situation
   - Presenting short verbal scenarios (e.g., "You want to wipe water from the table. Which one would you choose?")
5. Afterwards, children are given a few more items. They work in pairs where one child describes and the other guesses, encouraging interaction and respectful listening.

ASSESSMENT QUESTIONS

(Used as prompts during observation, not as a written test)

1. What does this feel like? Can you describe it?
2. Can you find another object that feels similar or different?
3. What object do you think it is?
4. Which one feels softer/rougher/harder? How do you know?
5. Which object would you choose for these situations- wiping water, cleaning spectacles, to break open a pistachio, playing ping pong etc.? Why?
6. How can you help your friend understand what you are feeling?
7. Describe the object that you are touching and see if your friend can guess what it is.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child explores objects through touch but gives general descriptions such as "soft", "hard", or "nice" without clearly distinguishing between similar textures and associated vocabulary . The child identifies or matches objects when options are clearly different and may rely on guessing when textures are similar. The child compares objects only when prompted and may not explain how they are different.	The child identifies and describes textures such as soft, hard, rough, smooth, or spongy using appropriate words. The child matches objects with the visible set based on touch and explains the choice using a stated feature. The child compares two objects and states how they differ using touch-based evidence. Responses remain consistent when the same object is explored again.	The child differentiates between closely similar textures such as smooth and slightly rough or soft and spongy through careful touch. The child uses specific descriptive language and explains how textures differ based on what is felt. The child compares and classifies objects independently and justifies the grouping. The child maintains consistency across repeated exploration and explains differences clearly.
Sensitivity	The child gives immediate or surface-level responses about objects without linking them to use or context. During peer interaction, the child listens only when prompted and does not respond to or build on others' descriptions. The child does not modify their response after hearing another perspective or re-exploring the object.	The child explains what an object can be used for by linking its texture to a familiar situation, such as choosing a sponge for wiping or a soft object for comfort. The child listens to a peer's description and attempts to identify the object based on what is heard. The child responds to others' ideas and may adjust their own response after comparison or re-touching the object.	The child explains how texture influences choice and use across situations, such as selecting materials for comfort, cleaning, safety, or grip. The child interprets a peer's description and justifies the guess using specific touch-based clues. The child listens to different perspectives, asks or responds with reasons, and revises their own understanding when needed. The child recognizes that the same object may be chosen differently depending on purpose or context and explains these variations.
Creativity	The child selects or matches objects for a situation with support but does not clearly explain the choice. Responses remain limited to direct prompts and do not extend beyond the given example.	The child selects appropriate objects for familiar situations and explains the choice by linking texture to function, such as using a rough surface for scrubbing or a soft material for wiping. The child adapts responses when the situation changes and organizes objects in a meaningful way.	The child suggests and organizes objects for a variety of situations by considering texture, function, and context. The child explains choices by connecting touch properties to purpose, such as comfort, safety, or effectiveness. The child generates alternative uses or combinations of objects and refines choices to improve suitability for the given task.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-2** – Children develop sharpness in sensorial perceptions
Competencies *(Can choose one or more)*	**C-2.6** – Begins integrating sensorial perceptions to get a holistic awareness of their experiences

ACTIVITY

Suggested Activity: "What's Happening Here?" Multi-Sensory Situation Task

In this assessment activity, children experience short real-life scenarios that involve multiple senses and interpret them holistically.

Step-by-step process:

1. The teacher creates 3-4 simple sensory stations or situations. Each situation is designed to involve at least two or more senses together. For example:
   - **Station 1:** A closed box with a soft object inside, along with a faint smell (e.g., cotton with perfume or soap)
   - **Station 2:** A sound clip (rain, traffic, animals) played while showing an unrelated picture
   - **Station 3:** A tray with different food items (sweet, sour, crunchy) to observe, touch, and smell
   - **Station 4:** A set of sealed containers with somethings that make a distinct sound when shaken (e.g., rice, pebbles), where children can listen, feel the movement, and guess the contents
2. Children rotate in small groups across stations. At each station, they:
   - explore using more than one sense
   - describe what they notice
   - explain what they think is happening
3. The teacher may introduce prompts such as:
   - "What clues did you use?"
   - "What made you think that?"
   - "Did all your senses tell you the same thing?"
4. To assess sensitivity, the teacher may also:
   - Encourage children to listen to others' interpretations
   - Create small disagreements (different clues) and observe how children respond

The activity focuses on how children combine sensory inputs to form understanding, not just isolated identification.

ASSESSMENT QUESTIONS

Prompts that may be used:

1. What did you notice using your senses?
2. Which senses helped you the most here?
3. What do you think is happening in this situation? Why?
4. Did any of your senses give you different information? What did you do then?
5. Discuss your predictions with your friends and see if you agree with them. If not, try to come to a consensus about what the item may be.
6. What did your friends notice that you did not?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Notices some sensory details (e.g., only what is seen or felt) but does not connect them; descriptions are vague or fragmented; struggles to explain what happened or gives unrelated responses.	Identifies two or more sensory inputs (e.g., sees water, feels wetness, hears sound) and begins to connect them; provides a simple, mostly accurate explanation of the situation; shows emerging understanding of how different senses provide clues.	Integrates multiple sensory inputs (sight, sound, touch, smell where applicable) in a coherent manner; clearly explains what happened and how each sensory clue contributed; recognizes when different sensory cues complement or contradict each other and resolves this logically.
Sensitivity	Focuses only on own interpretation; may ignore or dismiss others' ideas; needs repeated prompting to listen or respond; shows limited engagement in shared discussion.	Listens to peers when prompted; acknowledges that others may have different interpretations; responds appropriately in familiar situations; shows willingness to participate in group interaction.	Actively listens and responds thoughtfully to others' interpretations; demonstrates open-mindedness by considering alternative viewpoints; engages respectfully in discussion, especially when there is disagreement; builds on others' ideas to arrive at a shared or improved understanding.
Creativity	Gives a single, predictable explanation; relies heavily on prompts; struggles to extend thinking beyond immediate sensory input; limited justification.	Uses available sensory clues to form a logical explanation; attempts to justify thinking; shows flexibility when new clues or perspectives are introduced.	Generates multiple possible explanations based on sensory inputs; connects current experience with prior knowledge or similar situations; justifies thinking with clarity; adapts interpretation when new information is introduced and may suggest alternative ways to explore or understand the situation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-3** – Children develop a fit and flexible body
Competencies *(Can choose one or more)*	**C-3.1** – Shows coordination between sensorial perceptions and body movements in various activities

ACTIVITY

Suggested Activity: "Follow the Path" - Sensory Navigation Challenge

In this assessment activity, children move through a simple pathway while responding to sensory cues that guide their movement.

Step-by-step process:

1. The teacher creates a pathway in the classroom using materials such as ropes, chalk lines, mats, or cones. The path may include simple elements like straight lines, curves, stepping spots, or small obstacles.
2. As children move along the path, they receive sensory cues that influence how they move. For example:
   - Sound cues: drum beat (walk slowly), clap (jump), bell (stop)
   - Visual cues: coloured cards placed along the path indicating actions (e.g., blue = tiptoe, yellow = stretch arms, red = stop)
   - Surface cues (touch): different textures placed on the path (mat, rough surface, soft cloth) that require adjustment in movement
3. Children complete the pathway one by one or in pairs.
4. While children are engaged in an activity:
   - cues may change midway, requiring children to adjust quickly
   - some parts of the path may include combined cues (e.g., sound + surface)
   - children may be asked to repeat the path with a slight change in instructions
5. The teacher observes:
   - how children wait for their turn
   - how they maintain safe distance
   - how they respond if someone ahead makes a mistake

ASSESSMENT QUESTIONS

Prompts like the following can be used post-activity:

1. Did you ever make a different movement? Did you try to correct it?
2. When someone in front of you suddenly slowed down or stopped, what did you do?
3. Can you think of another way to move for this same signal? Why would you choose that?
4. If your partner followed a different movement for the same signal, what would you do then? Would you continue moving in your own way, stop and observe them or change your movement immediately?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child responds to a cue after it is repeated or after observing others. The movement does not always match the cue, for example continuing to walk when the signal requires stopping. The child focuses on cues in isolation and pauses when a cue changes. When asked, the child names the action performed but does not state which cue led to it.	Identifies different types of cues (sound, visual, touch) and links them to appropriate movements in familiar situations; follows simple sequences; explains actions using basic cause-effect (e.g., "I heard clap so I stopped").	Accurately interprets single and combined cues; coordinates movements smoothly in response to changing signals; explains how different cues influenced movement; recognizes sequence, timing, and priority when multiple cues are present.
Sensitivity	The child continues movement without adjusting when another child is ahead, stops suddenly only after contact or a reminder, or steps into another child's space. When a peer performs a different movement, the child continues their own action without checking or responding. The child repeats the same movement even after seeing or hearing a different response.	The child slows down, stops, or changes direction when another child is in the path. The child maintains distance when reminded and adjusts movement after noticing others. When a peer performs a different movement, the child looks, compares, and may change their own response after checking the cue.	The child adjusts movement such as speed, spacing, and direction while moving, based on the position and movement of others. The child avoids collision by changing pace or path in advance. When a peer performs a different movement, the child checks the cue, compares responses, and explains or modifies their action. The child recognizes that different responses may be possible and justifies the choice made.
Creativity	Responds to cues in a fixed or mechanical manner; depends on imitation or repetition; struggles when cues are changed or unfamiliar; gives limited or no alternative ways of moving; unable to explain choices.	The child changes movement when the cue is modified, such as adjusting speed or size of movement. When asked, the child suggests another way of responding to a cue and demonstrates it. The child adjusts movement based on available space or position on the path.	The child generates different movement responses for the same cue and selects one based on space, safety, or task. The child combines movements or changes them during performance to suit the situation. When asked, the child explains why a particular movement was chosen and may suggest a new way to perform the task.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-3** – Children develop a fit and flexible body
Competencies *(Can choose one or more)*	**C-3.2** – Shows balance, coordination, and flexibility in various physical activities

ACTIVITY

Suggested Activity: "Balance and Move"

In this assessment activity, children perform a sequence of simple physical tasks that require balance, coordination, and flexibility.

Step-by-step process:

1. The teacher sets up 3-4 simple movement tasks arranged in sequence. Each task targets a different aspect of physical control. For example:
   - **Task 1 (Balance):** Walk along a straight line or rope while keeping arms stretched
   - **Task 2 (Coordination):** Step over small objects or cones placed at intervals
   - **Task 3 (Flexibility):** Bend to pick up an object from the floor and place it on a raised surface
   - **Task 4 (Combined):** Hop on one foot to reach a point and then turn and return
2. Children perform the sequence one by one or in small groups.
3. While children are engaged in the activity:
   - the pace may be changed (slow/fast)
   - children may be asked to repeat with a slight change (e.g., backward walk, different foot)
   - simple sequences may be combined into longer ones
4. While children are engaged in the activity, the teacher observes:
   - how children respond to instructions
   - how they wait for their turn
   - how they maintain safe distance
   - how they respond when they lose balance or make an error

ASSESSMENT QUESTIONS

Prompts such as the following can be used during the activity:

1. Which part of the activity needed you to balance your body the most? What did you do to stay steady?
2. When you stepped over the objects, how did you control your legs and feet?
3. When you lost balance or saw someone else lose balance, what did you do?
4. How did you make sure you moved safely without disturbing others?
5. If you had to change the activity slightly, how would you change it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child attempts each task but pauses, steps off the line, or uses external support such as placing a foot down quickly or holding nearby objects to regain balance. Movements such as stepping over, bending, or hopping are performed with breaks in sequence. When asked, the child describes what was done but does not state how the body was adjusted.	The child completes tasks such as walking on a line, stepping over objects, bending, and hopping with visible control. Balance is maintained for most of the task, with recovery after minor loss of balance. Movements are coordinated in sequence with occasional pauses. When asked, the child explains actions using simple references to body control such as "I stretched my arms" or "I went slowly."	The child performs the full sequence with steady balance, coordinated movement, and smooth transitions between tasks. Adjusts posture, speed, and direction while moving, such as extending arms, slowing pace, or repositioning feet. Maintains balance during variations such as change in speed or direction. When asked, the child explains how specific body adjustments helped maintain control.
Sensitivity	Shows limited awareness of space and others; may rush, collide, run, or ignore turn-taking; needs frequent reminders for safe participation.	The child slows down, stops, or changes direction when another child is in the path. Maintains distance when reminded and resumes movement after a pause. When balance is lost, the child restarts or adjusts position to continue. Watches others' movement and adjusts pace in familiar situations.	The child adjusts speed, spacing, and direction while moving in relation to others. Maintains flow by slowing, stopping, or rerouting before contact occurs. After losing balance, the child repositions the body and continues without breaking the sequence. Observes others' movement and adapts pace and path to maintain safety and continuity of the activity.
Creativity	The child performs each task in the same way each time, such as walking at the same pace or hopping in the same pattern. When a variation is introduced, the child pauses, looks at others, or waits for instruction before responding. Does not suggest an alternative way of performing the task.	The child adjusts movement when a variation is introduced, such as changing speed, direction, or foot used. Demonstrates an alternative way of performing a task when prompted, such as stepping differently or changing arm position. Applies changes across similar tasks with guidance.	The child demonstrates different ways of performing the same task, such as varying pace, direction, balance strategy, or body positioning. Selects movement based on task demands such as space, sequence, or safety. Combines movements across tasks smoothly and adapts immediately to new or combined instructions. Explains why a particular movement strategy was chosen.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-3** – Children develop a fit and flexible body
Competencies *(Can choose one or more)*	**C-3.3** – Shows precision and control in working with their hands and fingers

ACTIVITY

Suggested Activity: "Careful Hands"

In this assessment activity, children perform a set of small tasks that require careful hand and finger control.

Step-by-step process:

1. The teacher provides children with a set of materials such as beads and thread, paper for folding, small objects for sorting, tongs or tweezers, and simple cutting shapes.
2. Children are asked to complete 2-3 short tasks such as:
   - threading beads in a pattern
   - folding paper along marked lines
   - picking and placing small objects using fingers or tools
   - cutting along a simple outline
3. Each task is designed to observe control, not speed. The teacher then introduces variation by:
   - Including slightly smaller objects or more precise patterns
   - Asking children to repeat the task with a small change (e.g., different pattern, smaller space)
   - Expanding the set of tools. Tools such as tongs/tweezers may be introduced to increase challenge
4. The teacher observes:
   - how children handle materials carefully
   - how they respond when they make an error
   - how they share and use materials in a group

Note (for including CWSN): Provide larger objects or thicker tools where needed, allow additional time and repeated attempts, offer hand-over-hand support initially if required, and reduce complexity by using simpler patterns or shapes.

ASSESSMENT QUESTIONS

1. How are you making sure the materials and tools are used carefully and not damaged?
2. If someone next to you is finding it difficult, what would you do, continue, help, or wait? Why?
3. How do you organize your materials so that you can work comfortably and others also get space?
4. If you cannot complete this task with your current way of holding or moving, what else can you try? Show me.
5. Can you show another way to do the same task using a different tool?
6. What will you do to make your work more neat and accurate?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child holds tools or materials with an unstable or shifting grip, for example changing finger position frequently or pressing too hard or too lightly. While threading, folding, placing, or cutting, the child moves outside the line or pattern and pauses to reposition. The child completes steps after watching others or after a reminder. When asked, the child names the action but does not describe how the hand was used.	The child uses a consistent grip suited to the task, such as holding beads, paper, or tools with controlled finger placement. The child follows lines, patterns, or placement with visible alignment, with occasional corrections such as adjusting finger position or re-placing an item. Movements are sequenced with short pauses between steps. When asked, the child states how the hand was used, for example "I held it steady" or "I moved slowly.	The child uses a stable and appropriate grip and adjusts finger position, pressure, and speed while working. The child maintains alignment while threading patterns, folding along lines, placing items precisely, or cutting along outlines. Movements are continuous with smooth transitions between steps. When asked, the child explains how grip, pressure, and movement were adjusted to achieve accuracy.
Sensitivity	The child places materials or tools without adjusting to shared space, for example reaching across others, dropping items into another's area, or using tools in a way that disrupts others. When an error occurs, the child stops or abandons the attempt until prompted. The child continues using materials without checking quantity or condition.	The child arranges materials within their workspace and adjusts hand movement to avoid disturbing others. Shares tools when reminded and returns them after use. When an error occurs, the child repositions the material or tool and continues. The child monitors materials such as keeping beads together or placing cut pieces in one area.	The child organises materials before and during the task, placing items for easy reach and maintaining a clear workspace. Adjusts hand movement, reach, and tool use in relation to others' positions. Shares and rotates tools without prompts and supports peers by demonstrating grip or guiding placement. When an error occurs, the child corrects it by adjusting grip, angle, or pressure and continues without breaking the flow.
Creativity	The child repeats the same way of holding or moving across tasks, even when the task changes, for example using the same grip for larger and smaller objects. When the pattern, size, or tool changes, the child pauses or waits for demonstration. Does not suggest another way of completing the task.	The child changes grip, finger placement, or movement when the task is modified, such as using a different finger position for smaller objects or adjusting movement for a new pattern. Demonstrates another way of completing the task when prompted, for example switching between fingers and a tool. Applies the change across similar tasks.	The child selects and switches between grips, finger use, and tools based on task demands such as size, pattern complexity, or available space. Demonstrates more than one way to complete the same task and chooses the one that gives better alignment or control. Adjusts speed, pressure, and sequence while working to improve neatness and accuracy. Explains why a particular method was chosen in relation to precision and efficiency.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical development	
Curricular Goals: *(Can choose one or more)*	**CG-3** – Children develop a fit and flexible body
Competencies *(Can choose one or more)*	**C-3.4** – Shows strength and endurance in carrying, walking, and running

ACTIVITY

Suggested Activity: "The Endurance Path Challenge"

In this assessment activity, children perform a continuous movement task that combines carrying, walking, and running over a short duration.

Step-by-step process:

1. The teacher sets up a simple loop or pathway in the playground/classroom. Children are given a light object (e.g., small bag, book, soft weight) to carry. The task includes:
   - **Walking phase:** walk along the path while carrying the object steadily
   - **Running phase:** run a short distance without dropping or losing control
   - **Carrying phase:** carry the object from one point to another and place it carefully
2. Children repeat the cycle for a fixed duration (e.g., 2-3 rounds), allowing observation of endurance.
3. To introduce variation, the teacher:
   - pace may be slightly increased or decreased
   - carrying style may change (both hands, one hand, balanced)
   - children may be asked to continue for an additional round
4. The teacher observes:
   - how children manage space while moving
   - whether they slow down or adjust to avoid collision
   - how they respond when tired or when others are slower

ASSESSMENT QUESTIONS

Prompts such as the following can be used:

1. Can you show another way to carry the same object so that it feels easier or more stable?
2. If you start feeling very tired, what will you change in your movement to continue without stopping?
3. If you had to complete more rounds, what would you do differently from the beginning?
4. If someone dropped their object or looked tired, what would you do, continue, slow down, or help? Why?
5. When you changed from walking to running, what did you change in your body (speed, steps, balance)?
6. At which point did your body start feeling tired? What did you notice in your breathing or movement?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins the task but pauses or stops between phases. While walking or running, the child changes speed abruptly or drops the object while carrying. The child shifts grip frequently or holds the object close to the body without adjusting. When tired, the child stops or slows down without changing posture, pace, or grip. When asked, the child describes what was done but does not state how the body was adjusted.	The child completes the sequence for the set rounds with visible control. Carries the object with a steady grip for most of the path and recovers after small slips. Changes from walking to running and back with a short pause. When signs of tiredness appear, the child slows down, adjusts steps, or repositions the object and continues. When asked, the child states changes such as "I slowed down" or "I held it tighter."	The child completes repeated rounds without stopping and maintains control across walking, running, and carrying. Adjusts pace, step length, posture, and grip while moving, such as shortening steps during fatigue or repositioning the object for stability. Transitions between phases smoothly without breaks. When asked, the child explains how changes in breathing, pace, and body position helped continue the task.
Sensitivity	The child moves forward without adjusting to others, for example running into another child's path or overtaking without spacing. Continues at the same speed even when someone ahead slows down. When an object is dropped nearby, the child continues without adjusting path or pace.	The child slows down, stops, or changes direction when another child is in the path. Maintains distance after a reminder and resumes movement. Adjusts pace when others slow down. When an object is dropped nearby, the child avoids it by changing path or speed.	The child monitors movement of others while carrying and adjusts speed, direction, and spacing before contact occurs. Maintains flow by pacing movement according to the group. Changes path or speed smoothly when objects are dropped or space narrows. May pause, signal, or assist without disrupting the sequence, and then resumes movement.
Creativity	The child uses the same way of carrying and moving in each round, even when the task changes. When pace or carrying style is changed, the child pauses or looks at others before responding. Does not suggest another way to carry or move.	The child changes movement when the task is modified, such as adjusting speed or switching hands for carrying. Demonstrates another way of carrying or moving when prompted. Applies the change in the next round.	The child selects and switches between ways of carrying and moving based on task demands, such as changing grip, alternating hands, adjusting pace, or balancing the object differently. Uses strategies to continue for longer duration, such as pacing movement or repositioning the object. Explains why a particular method helps in maintaining control and completing more rounds.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals *(Choose one or more)*	**CG3 —** Develops a fit and flexible body
Competencies (*Choose one or more)*	**C–3.1 —** Shows coordination between sensorial perceptions and body movements in various activities.
Learning Outcomes	The child shows eye-hand-body coordination by tapping plates in order from a plank position, with growing accuracy and control and completes tapping cycles in 30 seconds during games.

ACTIVITY

Plate Tapping

The child holds a plank and taps three plates in the order left, middle, right, middle, left, repeating as many correct cycles as possible in 30 seconds.

1. Get into the plank position with the tapping hand resting on the start plate. The other hand stays flat on the floor to support the body.
2. On the signal "Go", tap the plates in this order: left (start) → middle → right → middle → left.
3. Returning to the start plate completes one cycle. Keep going without stopping.
4. On the signal "Stop" at 30 seconds, freeze and rest.

Scoring

The score is the total number of correct cycles in 30 seconds.

Incomplete cycles are not counted.

Give the child one practice round before the timed trial.



ASSESSMENT QUESTIONS
1. Does the child tap the plates in the right order (left, middle, right, middle, left) and complete as many full cycles as possible in 30 seconds?
2. Does the child stay steady and gentle while tapping, follow "Go" and "Stop", and stay calm and kind, even after a mistake or while waiting for a turn?
3. Does the child try new ideas and make the task their own?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Needs the teacher to show or remind the order. Often skips or repeats a plate, or forgets to return to the start plate. Completes very few full cycles. (0 – 2 cycles)	Taps the plates in the right order on their own, with only a small slip now and then. Returns to the start plate each time. Completes the expected number of full cycles for the grade. (2 – 3 cycles)	Taps the plates in the right order every time, without any reminder. Notices a mistake and fixes it quickly. Completes more full cycles than expected for the grade. (3 or more cycles)
Sensitivity	Body wobbles or sags, and taps are uneven. Starts late or does not stop on the signals. Gives up or loses patience after a mistake or while waiting. Needs the teacher's help to calm down.	Stays steady and taps gently for most of the 30 seconds. Starts on "Go" and stops on "Stop". Stays calm after a mistake and waits for a turn patiently.	Stays steady and taps lightly and smoothly for the whole 30 seconds. Starts and stops exactly on the signals. Stays cheerful after a mistake, tries again by themselves and encourages friends while waiting.
Creativity	Copies only what the teacher shows. Does not try anything new, even when invited.	Tries one idea of their own, such as saying the order aloud or tapping to a beat. Can show a new way when asked.	Comes up with several ideas of their own, such as a chant, a rhythm or a change of speed. Tries them while keeping the order right, and can tell or show what they did.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals *(Choose one or more)*	**CG3 —** Develops a fit and flexible body
Competencies (*Choose one or more)*	**C–3.1 —** Shows coordination between sensorial perceptions and body movements in various activities.
Learning Outcomes	Catches a falling ruler with increasing speed and control, using hand and eyes together.

ACTIVITY

Ruler Drop Test

Children work in pairs. One is the catcher and the other is the tester. After a turn, they swap roles.

1. The catcher sits or stands comfortably with the hand open, thumb and index finger apart.
2. The tester holds the ruler at the top (0 cm mark) between the catcher's fingers, without touching them.
3. The catcher watches the ruler and keeps the eyes on it.
4. The tester drops the ruler without warning.
5. The catcher catches it as quickly as possible by closing the thumb and finger.
6. The tester reads the number just above the catcher's thumb. This is the distance in cm the ruler fell.
7. Repeat three times and record each score. Then swap roles.

Score: Distance (in cm) the ruler falls before it is caught. A smaller distance means a faster reaction.

Note: A 30 cm ruler. May use a wider, flat ruler or a strip of cardboard so it is easier to see and catch.

ASSESSMENT QUESTIONS

The teacher watches each group during the three turns and observe the following:

1. Does the catcher watch the scale, while the tester holds it steady before dropping it?
2. Does the catcher catch the scale within a small distance (in cm), and the tester read it correctly, while they both stay calm and encourage each other?
3. Do the children try safe new ways to play, or set a fun challenge, like beating their last distance (in cm), together?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Catcher watches the scale with reminders. Tester holds the scale steady with help.	Catcher watches the scale on their own. Tester holds the scale steady before dropping it.	Catcher keeps watching the scale in every try with full attention. Tester always holds the scale steady and waits calmly before dropping it.
Sensitivity	Catches the scale at more than 28 cm. Reads the distance with help. Stays calm and encourages with support.	Catches the scale at 12 cm to 28 cm. Reads the distance correctly. Stays calm and encourages the partner.	Catches the scale at less than 12 cm. Reads the distance correctly and quickly. Stays calm and cheers the partner on in every try.
Creativity	Tries a new way or a challenge when the teacher or partner suggests it.	Tries safe new ways or sets a fun challenge, like beating the last distance, together.	Comes up with new safe ways and sets fun challenges, then tries them together and improves the distance in cm.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals *(Choose one or more)*	**CG3 —** Develops a fit and flexible body
Competencies (*Choose one or more)*	**C–3.2 —** Shows balance, coordination, and flexibility in various physical activities
Learning Outcomes	Can stand on one leg with the other leg folded for a minute.

ACTIVITY

Flamingo Balance Test with a Fun Twist

Tell the class they are flamingos resting in a shallow lake. Flamingos sleep standing on one leg to stay warm and safe.

Children stand in pairs, one as the "Flamingo" and one as the "Timekeeper and Friend". Roles are swapped after each turn.

How to play:

1. Stand tall on a flat, clear spot with your eyes open and hands on your hips.
2. When the teacher says "Flamingo, go!", lift one foot and place the sole of it on the side of the other knee, never on the knee joint itself.
3. Hold the position as long as you can, up to 60 seconds, and look at one spot in front of you.
4. The timer stops if you move your supporting foot or hop, take a hand off your hip, let the lifted foot slip off the knee or touch the floor, or reach 60 seconds.
5. Rest, then try again on the other leg. Record the time for each leg.

To record: Write the seconds held on the left and right leg (up to 60). Count a stable round as a hold without any stop condition for at least 10 seconds (you can change this for each grade).

Note: Keep a clear space around each child, and let children begin near a wall or a friend's hand if they need it. Children should never be pushed to stay up. Everyone may stop whenever they feel tired.

ASSESSMENT QUESTIONS

1. For how many seconds (up to 60) can the child stand steady on one leg like a flamingo, looking at one spot, on each leg?
2. How many stable Flamingo rounds can the child repeat, while keeping a safe space, resting when tired and being a kind Timekeeper and Friend?
3. Does the child invent and try a safe new flamingo pose while balancing?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Holds the stand for up to 10 seconds on each leg with some wobbling, and is beginning to look at one spot and keep hands on hips.	Holds the stand for 11 to 30 seconds on each leg, looking at one spot and keeping hands on hips most of the time.	Holds the stand for 31 to 60 seconds on each leg, calmly looking at one spot, with hands on hips and a steady supporting foot.
Sensitivity	Repeats 1 stable round, keeps a safe space and rests when tired with a reminder, and is beginning to count and cheer for the friend.	Repeats 2 stable rounds, keeps a safe space, rests when tired and counts and cheers for the friend kindly.	Repeats 3 or more stable rounds, keeps a safe space, rests when tired, and counts, cheers and helps the friend kindly without being reminded.
Creativity	Tries a new pose after seeing a friend or the teacher try it.	Invents one safe new pose and tries it while balancing.	Invents more than one safe new pose, and shares an idea with a friend or tries the friend's idea safely.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals *(Choose one or more)*	**CG3 —** Develops a fit and flexible body
Competencies (*Choose one or more)*	**C–3.4 —** Shows strength and endurance through play and gymnastic activity
Learning Outcomes	The child holds their body weight while hanging from a bar for a longer time with each try, showing growing upper-body strength and endurance.

ACTIVITY

(Dead Hang)

Be a Sleepy Bat!

Bats hang upside down from branches all day without getting tired. Today, you are a bat! Hold the branch (the bar) tight with both hands, lift your feet up, and hang still like a sleepy bat. How long can you hang before your bat wakes up?

- Children work in pairs: one hangs, the other counts and cheers.
- The teacher stays close to the bar and watches every turn.

Steps:

Warm up: Children do shoulder circles, arm swings and gentle stretches.

Grip: The child holds the bar with both hands, palms facing away, hands about shoulder-width apart.

Hang: The child lifts their feet off the floor, keeps arms straight and the body still, and looks ahead.

Count: The partner counts the seconds aloud, or the teacher times with a stopwatch.

Stop: The turn ends when the child lets go, their feet touch the floor, or they say "I'm done."

Repeat: Each child gets three tries with a short rest between them, then swaps with their partner. Record the time for each try and note whether it improves.

Score: Time held on the bar (in seconds)

ASSESSMENT QUESTIONS

1. Does the child hang with straight arms, lifted feet and a still body, and know when to stop?
2. Does the child watch their partner and count the seconds aloud in order?
3. Does the child notice when their arms feel tired and stay steady or let go safely?
4. Does the child cheer kindly and wait calmly for their turn?
5. Does the child act like a sleepy bat and try new ways to hang longer?
6. Does the child find their own fun ways to count and cheer?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child hangs for 1-5 seconds and, with reminders, keeps arms straight, feet lifted and body still, and stops when told. As the counter, the child watches the partner and counts aloud with help.	The child hangs for 6-15 seconds with straight arms, lifted feet and a still body, and knows when to stop. As the counter, the child watches the partner and counts the seconds aloud in order.	The child hangs for more than 15 seconds with correct form every try and decides on their own when to stop. As the counter, the child counts accurately and notices exactly when the hang starts and ends.
Sensitivity	The child sometimes notices tired arms and needs help to stay steady, rest or let go safely. As the cheerer, the child cheers with prompting and needs reminders to wait for their turn.	The child notices tired arms and stays steady or lets go safely. As the cheerer, the child cheers kindly and waits calmly for their turn.	The child notices tired arms early, then chooses to hold steady, rest or let go safely. As the cheerer, the child cheers in ways that match their partner's effort and waits patiently and safely.
Creativity	The child copies the bat idea shown and tries the hang in the same way each time. As the cheerer, the child counts or cheers in a simple way.	The child acts like a sleepy bat and tries new ways to hang longer. As the cheerer, the child finds their own fun ways to count and cheer.	The child adds their own bat ideas and tries different ways to improve each try. As the cheerer, the child invents lively ways to count and cheer that keep their partner going.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 1: Physical Development	
Curricular Goals *(Choose one or more)*	**CG3 —** Develops a fit and flexible body
Competencies (*Choose one or more)*	**C–3.4 —** Shows strength and endurance through play and gymnastic activity
Learning Outcomes	Moves hand over hand along the bars, crossing more bars with each try, showing growing arm strength and grip.

ACTIVITY

(Hanging Walk)

Be a Monkey Swinger! 🐿

Monkeys swing from branch to branch high up in the trees. Today, you are a monkey! Hold the first branch (the bar) with both hands, lift your feet up, and move hand over hand from branch to branch. How many branches can you reach before you come down?

- Children work in pairs: one swings, the other counts the bars and cheers.
- The teacher stays close to the bars and watches every turn.

Steps:

1. **Warm up:** Children do shoulder circles, arm swings and gentle stretches.
2. **Grip:** The child holds the first bar with both hands, palms facing away, hands about shoulder-width apart.
3. **Walk:** The child lifts their feet off the floor and moves forward hand over hand, one bar at a time, looking ahead.
4. **Count:** The partner counts the bars aloud as each one is held with both hands, or the teacher counts.
5. **Stop:** The turn ends when the child lets go, their feet touch the floor, or they say "I'm done."
6. **Repeat:** Each child gets three tries with a short rest between them, then swaps with their partner. Record the number of bars for each try and note whether it improves.

Score: Number of bars traversed

ASSESSMENT QUESTIONS

1. Does the child hold the bar with both hands and move hand over hand to the next bar, knowing when to stop?
2. Does the child watch their partner and count the bars aloud in order?
3. Does the child notice when their hands or arms feel tired and keep going steadily or come down safely?
4. Does the child cheer kindly and wait calmly for their turn?
5. Does the child act like a monkey and try new ways to cross more bars?
6. Does the child find their own fun ways to count and cheer?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child crosses 1-2 bars and, with reminders, holds with both hands and moves hand over hand, and stops when told. As the counter, the child watches the partner and counts aloud with help.	The child crosses 3-5 bars, holding with both hands and moving hand over hand, and knows when to stop. As the counter, the child watches the partner and counts the bars aloud in order.	The child crosses more than 5 bars with correct form every try and decides on their own when to stop. As the counter, the child counts accurately and notices exactly when each bar is held.
Sensitivity	The child sometimes notices tired hands and needs help to keep steady, rest or come down safely. As the cheerer, the child cheers with prompting and needs reminders to wait for their turn.	The child notices tired hands and keeps going steadily or comes down safely. As the cheerer, the child cheers actively and waits calmly for their turn.	The child notices tired hands early, then chooses to adjust their grip, slow down, rest or come down safely. As the cheerer, the child cheers in ways that match their partner's effort and waits patiently and safely.
Creativity	The child copies the monkey idea shown and walks the bars in the same way each time. As the cheerer, the child counts or cheers in a simple way.	The child acts like a monkey and tries new ways to cross more bars. As the cheerer, the child finds their own fun ways to count and cheer.	The child adds their own monkey ideas and tries different ways to cross more bars on each try. As the cheerer, the child invents lively ways to count and cheer that keep their partner going.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.1** – Starts recognising 'self' as an individual belonging to a family and community

ACTIVITY

Suggested Activity: "My Place, My People"

Step-by-step process:

1. Each child is given time to prepare a simple representation of themselves using drawing, picture cards, or symbols. They include themselves and people from their family and community such as parents, siblings, neighbours, friends, or helpers.
2. Once ready, each child presents their representation to the teacher or a small group. During the presentation, the child explains who the people are, what their relationship is with them, and where they interact with them (home, school, neighbourhood, etc.).
3. As the child presents, the teacher asks prompts such as "Who do you go to when you need help?" or "Where do you meet people outside your home?" to elicit how the child understands connections and belonging.
4. The teacher further probes by introducing situations like "When you are at home and when you are at school or the playground, what changes about what you do?" so that the child reflects on how their role shifts across contexts.
5. After individual presentations, children listen to a few peers. During this, the teacher observes how they respond to others' ideas, whether they recognise differences in family or community structures, and how they express agreement, curiosity, or respect.
6. The activity concludes with each child stating one way they are connected to their family or community and one role they play in it.

ASSESSMENT QUESTIONS

Prompts that can be used during the activity:

1. In your presentation, who are the people you included? What is your relationship with each of them?
2. Choose one person and explain what you do with them or for them. What do they do for you?
3. If one person from your map is not there for a day, what will change for you? Why?
4. How do the people you included help you feel that you belong? Give one example.
5. If two people in your family or group want different things, what can you do to handle that situation?
6. Can you show another way to represent your family or community (without drawing)? Explain your idea.
7. If you go to a new place where you do not know anyone, what will you do to become part of that group?
8. Can you think of a situation where your role changes (for example, helping at home vs playing with friends)? Explain how you act differently.
9. What is one thing you can do to make your family or community better?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child names self and familiar people such as family members. Describes people using labels such as "mother", "friend" or "teacher" without explaining relationships or roles. When asked about activities, the child states what they do with a person but does not describe how the relationship works. Responses remain the same across contexts such as home and school.	The child identifies self, family members, and familiar people from the community. Explains relationships using connections such as "she helps me", "we play together", or "he teaches me". Describes what they do in different places such as home, school, or neighbourhood. Shows that actions change across contexts when prompted.	The child explains self in relation to family and community by describing roles, interactions, and responsibilities, such as helping at home, learning in school, or playing with peers. Describes how roles and actions change across contexts without prompting. Explains how different people contribute to their daily life and how they are connected to each other.
Sensitivity	The child listens to others' presentations but does not respond or repeats their own ideas. When hearing a different family or community example, the child does not comment or shifts attention. When given a situation, the child states what they would do without referring to others involved.	The child listens to peers and responds by identifying similarities or differences, such as "I also have…" or "mine is different because…". When given a situation, the child refers to another person's role, such as "I will ask my mother" or "I will tell my teacher". The child changes or adds to their response after hearing another example or after a prompt.	The child listens and responds to peers by asking, comparing, or building on ideas. Acknowledges different family or community structures and explains them without judging, such as recognising that people may live with different members or have different roles. In situations, the child considers multiple people and explains actions based on roles and relationships. Revises their response after discussion and explains what changed in their thinking.
Creativity	The child represents self and others using a single format such as a basic drawing or naming. Adds people without showing connection between them. When asked to change the representation or situation, the child repeats the same idea or waits for support.	The child represents self and others using drawing, symbols, or oral explanation and shows connections such as who lives together or interacts regularly. When prompted, the child shows another way to represent the same idea or adds new people or roles. Applies understanding to a familiar situation such as home or school.	The child represents self and relationships using multiple formats such as drawing, symbols, or explanation and shows clear connections between people, roles, and places. Extends representation to include community members and interactions. Applies understanding to new situations such as entering a new group and explains what they would do to belong. Explains choices and changes representation based on purpose.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.2** – Recognises different emotions and makes deliberate efforts to regulate them appropriately

ACTIVITY

Suggested Activity: "What Would You Do Now?"

In this assessment activity, children are presented with short, familiar situations and asked to interpret emotions and explain how they would respond to regulate them.

Step-by-step process:

1. The teacher divides the students into small groups and asks them to enact situations such as the following:
   - A child's toy breaks
   - Two friends are not letting someone join a game
   - A child wins a game while another loses
   - Someone is scolded in class
2. Each child in the audience is asked to present their understanding of the situation (If the class size is large, not all students need to respond to all the presentations. One response can be taken per learner). They identify what the person might be feeling and explain why they think so, using clues from the situation.
3. They are then asked to explain what they would do in that situation to manage or regulate the emotion (their own or the other person's), and why that response would help.
4. The teacher may slightly vary the situation (e.g., "What if this happens again?" or "What if the other person reacts differently?") to observe whether the child can adapt their response.
5. Children listen to a few peers' responses. During this, the teacher observes how they respond to different ideas, whether they acknowledge alternative ways of handling emotions, and how they react to perspectives that differ from their own.
6. The activity concludes with children sharing one strategy they can use when they feel a strong emotion such as anger, sadness, or excitement.

ASSESSMENT QUESTIONS

Used as prompts during/after presentation:

1. What is the person in this situation feeling? What in the situation made you think so?
2. Can the same situation make someone feel something different? What else could they feel? Why?
3. When you feel this way, what happens to your body or behaviour?
4. How do you know that someone else is feeling this emotion? What signs do you notice? If your friend is feeling this way, what would you say or do to help them? Why?
5. If someone reacts differently from what you expected, how would you respond?

6. When two people feel differently in the same situation, what can be done so both feel okay?
7. What can you do to calm yourself when you feel this way? Show or explain.
8. Can you think of another way to handle this situation? Which one is better? Why?
9. How would your response change if the situation happens at home vs school?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The child names an emotion such as happy, sad, or angry when a situation is presented. Identifies the emotion using a single visible cue, for example "he is crying so he is sad." When asked about other possible feelings, the child repeats the same emotion or pauses. Describes feelings without linking them clearly to the situation or context.	The child identifies emotions such as happy, sad, angry, or worried and explains them using clues from the situation, for example "he lost the game so he feels upset." States that different people may feel differently in the same situation when prompted. Refers to behaviour or context while explaining emotions.	The child identifies and differentiates emotions such as disappointment, excitement, embarrassment, or anger and explains them using multiple cues such as situation, behaviour, and context. States more than one possible emotion for the same situation and explains why. Recognises that emotions may change depending on the person or context.
Sensitivity	The child states what they would do in a situation without referring to the other person's feelings, for example "I will go away" or "I will keep playing." When listening to peers, the child repeats their own response or does not respond to others' ideas. When a different reaction is presented, the child does not change or explain their response.	The child suggests a response that considers the other person, for example "I will help them" or "I will talk to them." Refers to the other person's feeling while explaining the response. Listens to peers and responds by agreeing, comparing, or adding a point when prompted. Modifies their response after hearing another idea or when the situation is slightly changed.	The child suggests responses that consider both self and others, such as calming oneself, offering help, or resolving the situation. Explains why the response would support emotional regulation. Listens to different perspectives, compares them, and explains agreement or difference with reasons. Revises their response when the situation or another person's reaction changes and explains what influenced the change. Recognises that more than one response may be appropriate.
Creativity	The child suggests a single familiar response such as "don't cry" or "say sorry." Repeats the same response across situations. When the situation is changed, the child pauses or repeats the earlier answer. Does not show how the response would help manage the emotion.	The child suggests more than one way to respond, such as calming down, asking for help, or changing the activity. Adapts the response when the situation changes, for example choosing a different action at home and at school. Explains how the chosen response helps manage the emotion.	The child generates different strategies such as calming techniques, seeking support, changing action, or preventing the situation from escalating. Selects a response based on context such as place, people involved, and intensity of emotion. Explains how and why the strategy works. Suggests preventive actions and alternative ways to handle the situation if it occurs again.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.3** – Interacts comfortably with other children and adults

ACTIVITY

Suggested Activity: "Find Someone Who…"

In this assessment activity, children move around the classroom and interact with multiple peers and adults through short, purposeful exchanges.

Step-by-step process:

(Invite other teachers and members of the school to participate in this activity.)

1. Each child is given a simple sheet or oral prompts such as:
   - Find someone who likes the same game as you
   - Find someone who helps at home
   - Find someone who likes a different activity from you
2. Children move around the classroom and interact with different peers and adults by asking simple questions (e.g., "Do you like…?", "What do you do at home?") and noting responses (verbally or by simple marks/drawings).
3. Children are encouraged to speak to different classmates and adults, not just familiar friends. The teacher moves around and also interacts briefly with children, asking or responding to questions to observe how they engage with an adult.
4. As the activity progresses, the teacher may prompt children to:
   - ask a follow-up question
   - respond to something new they heard
   - speak to someone they have not interacted with yet
5. The activity concludes with a quick whole-class sharing where a few children report what they found (e.g., "I found two people who like…") and respond to others' sharing.

Throughout the activity, the teacher observes how children initiate interaction, respond to others, listen, maintain comfort while speaking, and adjust their communication across peers and adults.

ASSESSMENT QUESTIONS

Prompts such as the following can be used during the post-activity discussion:

1. What did you say to start a conversation with someone?
2. How did you decide what question to ask another person?
3. When someone gave an answer different from yours, how did you respond?
4. How did you speak to someone you do not usually talk to?
5. How did you change the way you spoke when talking to a teacher/ adult and to a friend?
6. If someone did not understand your question, what else did you say or do?
7. How did you make sure the other person was comfortable while talking to you?
8. How did you continue the conversation after the first question?
9. Can you ask the same question in a different way?
10. What did you do when the conversation stopped or became quiet?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child approaches a peer or adult after a prompt and asks a short or incomplete question such as "Do you like this?" without follow-up. Responds to questions with single words or short phrases. Pauses after the first exchange and does not continue the interaction unless prompted.	The child initiates interaction by asking a clear question such as "Do you like this game?" and responds to answers with a related comment or second question. Understands and repeats key information from the response. Continues the interaction for more than one exchange in familiar situations.	The child initiates interaction independently with different peers and adults using appropriate questions. Listens to responses and sustains the exchange through follow-up questions, comments, or connections. Adjusts questions based on what the other person says and maintains the flow of conversation across multiple turns. When asked, the child explains how the interaction developed and what helped continue it.
Sensitivity	The child speaks without waiting for the other person to finish or looks away while the other person is speaking. Gives a response that does not connect to what the other person said. Continues speaking in the same way with peers and adults. Does not adjust when the other person shows confusion or disengagement.	The child listens to the other person and responds to what was said, for example by agreeing, adding, or asking a related question. Waits for a turn when reminded. Adjusts tone or words when speaking to an adult after a prompt. Repeats or changes the question when the other person does not understand.	The child listens fully, maintains eye contact or attention, and responds directly to what the other person says. Adjusts language, tone, or form of question when speaking to different people such as peers and adults. Notices when the other person is confused, unsure, or quiet and changes the way of speaking to support the interaction. Includes others by inviting them into the conversation or responding to their ideas.
Creativity	The child uses the same question or sentence repeatedly, such as asking the same question to all peers without change. When the conversation stops, the child remains silent or moves away. Does not attempt another way of asking or continuing the interaction.	The child asks questions in more than one way when prompted, such as rephrasing or adding a follow-up. Continues the conversation by asking another related question or sharing a short response. Try another way of asking when the first attempt does not work.	The child uses different ways of starting and continuing conversations, such as rephrasing, giving examples, or linking to what the other person said. Maintains interaction by asking follow-up questions, sharing ideas, and connecting responses across people. Changes the way of asking or responding to suit the person and situation and explains why the change helps the conversation continue.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.4** – Shows cooperative behaviour with other children

ACTIVITY

Suggested Activity: "Work Together to Complete"

In this assessment activity, children work in small groups to complete a shared task that requires coordination, sharing, and joint decision-making.

Step-by-step process:

1. Children are divided into small groups and given a common task such as arranging picture cards in sequence, building a structure, or completing a simple puzzle together.
2. The group is given a single set of materials so that children need to share, take turns, and coordinate their actions to complete the task.
3. As the task begins, children decide how to proceed, who will do what, and how to organise the work. The teacher observes how roles are taken up naturally or negotiated.
4. During the activity, the teacher introduces small situations such as limited materials, differing suggestions, or a minor problem in the task to observe how children respond, whether they listen to each other, adjust their ideas, or attempt to resolve the situation together.
5. Children continue working until the task is completed. The teacher observes how they sustain cooperation, include others, and manage disagreements or interruptions.
6. After completion, a brief group sharing is done where children explain how they worked together and what helped them complete the task.

ASSESSMENT QUESTIONS

(To be used as prompts during/after activity, not as a written test)

1. What did you do to work together with your group?
2. How did you decide who will do which part of the task?
3. When your group had different ideas, what did you do?
4. What did you do when someone needed help?
5. How did you make sure everyone got a chance to participate?
6. What did you do when your idea was not accepted?
7. How did you share materials or take turns?
8. What did your group do when something did not go as planned?
9. What was your role in helping the group complete the task?
10. What would you do differently next time to work better together?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child starts the task by picking up materials or beginning an action without checking with the group. Works on one part without coordinating with others or repeats what another child is doing. Takes up a role after a prompt. When asked, the child states what they did but does not describe how the group worked together.	The child takes up a role such as arranging, building, or placing materials and completes that part while others work alongside. Shares materials and follows turn-taking. Checks others' actions and adjusts their own to continue the task. When asked, the child explains their role and how it helped complete the task.	The child recognises the shared goal and organises or adjusts actions with others, such as suggesting who can do what or shifting roles during the task. Moves between roles when required and aligns actions with group progress. Checks whether the task is moving forward and responds accordingly. When asked, the child explains how different roles and actions contributed to completing the task.
Sensitivity	The child takes or uses materials without checking availability or others' needs, for example holding items for long periods or reaching across others. Speaks while others are speaking or continues their own action without responding to others' suggestions. When a different idea is presented, the child repeats their own idea or withdraws from the task. Responds to peers only after a prompt and may not maintain eye contact or attention. Does not adjust behaviour when another child is left out, interrupted, or unable to participate.	The child listens when others speak and responds after a pause or prompt. Shares materials by giving or taking turns when reminded. Acknowledges another idea by agreeing, repeating, or making a small change in their action. Adjusts behaviour when a peer signals difficulty, for example pausing, waiting, or allowing space. Accepts help or offers help when suggested. Maintains participation without interrupting for short exchanges.	The child listens without interrupting, maintains attention to speakers, and responds directly to what others say. Shares materials by offering, requesting, or rotating use without prompts. When different ideas are presented, the child compares them, combines elements, or suggests a way forward that includes others. Notices when a peer is not participating and invites them through words or gestures. Adjusts pace, tone, and action to maintain group comfort and participation. Responds to disagreement by explaining, negotiating, or modifying action so the group continues working.
Creativity	The child follows one way of completing the task, for example repeating the same arrangement or method, even when it does not progress. When a problem occurs, such as pieces not fitting or sequence not forming, the child stops, waits, or looks	The child suggests a different way of completing the task when prompted, such as changing arrangement, sequence, or role distribution. Try another approach when the first does not work, for example rearranging	The child suggests multiple ways to complete the task and explains how each could help the group, for example changing sequence, reorganising roles, or altering arrangement. Selects or combines ideas from

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	to others or the teacher for direction. Does not suggest an alternative approach or change in action. Continues the same method across attempts.	pieces or shifting positions. Adjusts action when the group plan changes. Participates in resolving a problem by contributing one idea or following a new approach.	group members to improve progress. Changes approach during the task based on what is working or not working. Anticipates possible difficulties, such as lack of space or repeated errors, and proposes adjustments before the task stops. Helps the group move forward by initiating or refining strategies.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.5** – Understands and responds positively to social norms in the classroom and school

ACTIVITY

Suggested Activity: "Common Resource Challenge"

In this assessment activity, children work in small groups with limited and shared resources, creating natural situations that require them to follow and respond to social norms.

Step-by-step process:

1. Children are organised into small groups and given a task such as completing a worksheet, painting a picture, or creating a poster or a model.
2. Each group is provided with fewer materials than required (e.g., fewer crayons, tools, or pieces), so that children must naturally share, wait, and manage access.
3. As the task progresses, situations emerge such as waiting for materials, negotiating turns, asking for help, or responding to others' use of shared items.
4. The teacher observes how children behave in these situations, how they speak to each other, how they handle waiting, and whether they follow expected norms without being told.
5. The teacher may introduce subtle changes such as giving additional materials to one group or delaying distribution to observe how children adjust their behaviour.
6. After the task, children are asked to explain how they managed sharing, waiting, or interacting with others during the activity.

ASSESSMENT QUESTIONS

Prompts such as the following can be used:

1. What did you do when you needed a material that someone else was using?
2. How did you decide when it was your turn to use something?
3. How did you ask someone for a material or space?
4. What did you do if someone did not follow the same way of sharing or waiting?
5. What helped your group work smoothly together?
6. What might happen if everyone tried to take materials at the same time?
7. How did you change your behaviour when the situation became more difficult (less materials, more waiting)?
8. What would you do differently next time in a similar situation?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child reaches for or uses materials without checking availability or turn, for example taking items from another child's hand or using materials continuously without pause. Waits only after a direct instruction. Follows a norm such as sharing or waiting after observing others or after a reminder. When asked, the child describes what was done, such as "I took it" or "I waited", without explaining why that behaviour is expected. Does not refer to what may happen if the norm is not followed.	The child waits for a turn, shares materials, and responds when another child requests access. Checks whether a material is free before taking it or asks using simple phrases such as "Can I use this?". Follows group routines such as passing materials or taking turns during the task. When asked, the child explains actions using simple reasons such as "so everyone can use" or "so we don't fight". Refers to outcomes when norms are not followed when prompted.	The child follows norms such as sharing, turn-taking, and requesting without prompts across the activity. Checks availability, offers materials, and signals turns using words or gestures. Applies the same norms when conditions change, such as fewer materials or longer waiting time. When asked, the child explains why norms are needed by referring to fairness, order, or completion of the task, and describes what may happen if they are not followed.
Sensitivity	The child continues using materials while others are waiting, interrupts or ignores requests, or leaves the task when waiting is required. When another child does not follow norms, the child reacts by taking materials back, stopping participation, or calling the teacher without attempting to respond. Adjusts behaviour only after a direct instruction.	The child shares materials after a reminder, waits for a turn, and responds to requests such as passing or exchanging items. When another child does not follow norms, the child waits, asks, or informs the teacher. Adjusts behaviour when the situation changes, such as slowing down or giving space when others are waiting. Maintains participation during short periods of waiting.	The child shares materials by offering, rotating, or organising use without prompts. Waits while staying engaged in the task or supporting others. When norms are not followed, the child responds by reminding, negotiating, or suggesting a way to continue, such as "let's take turns" or "you use it after me". Adjusts behaviour to maintain fairness and flow, such as shortening use time or reorganising access when materials are limited. Supports others in following norms so the group continues working.
Creativity	The child follows one way of sharing or waiting, such as taking turns in a fixed order, and continues the same approach even when it leads to delay or conflict. When the situation changes, such as fewer materials or more waiting, the child pauses,	The child suggests a different way to manage sharing or waiting when prompted, such as changing turn order or passing materials differently. Try another approach when the first does not work, for example shortening turns	The child suggests multiple ways to manage shared resources, such as creating turn systems, grouping usage, or sharing simultaneously in parts. Selects or combines ideas to suit the situation, such as reducing waiting time or balancing access.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	repeats the same action, or waits for teacher direction. Does not suggest an alternative way to manage the situation.	or switching materials. Adjusts behaviour when the situation changes and participates in resolving small issues.	Anticipates challenges such as crowding or delay and proposes adjustments before conflict arises. Explains why a particular approach helps the group work fairly and smoothly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.6** – Shows kindness and helpfulness to others (including animals, plants) when they are in need

ACTIVITY

Suggested Activity: "How would you help?"

In this activity, children are presented with short, familiar situations and asked to identify needs and demonstrate how they would respond helpfully.

Step-by-step process:

1. The teacher presents each child (or small group) with 2-3 short situations using picture cards or short descriptions. For example:
   - A child drops their books and looks confused
   - A plant in the classroom looks dry
   - A classmate is unable to reach something
   - A small animal is sitting alone or appears uncomfortable
2. Each child is asked to explain what is happening in the situation and identify who or what needs help.
3. The child then demonstrates or explains what they would do in that situation to help, showing their response through action or verbal explanation.
4. The teacher probes further by slightly changing the situation (e.g., "What if you are in a hurry?" or "What if no one asks for help?") to observe whether the child still chooses to respond helpfully.
5. Children listen to a few peers' responses. The teacher observes how they respond to different ways of helping and whether they recognise multiple appropriate responses.
6. The activity concludes with children sharing one situation where they would choose to help even without being asked and explaining why.

ASSESSMENT QUESTIONS

1. What is happening in this situation? Who or what needs help?
2. How did you know that help was needed?
3. What would you do in this situation? Show or explain.
4. Why is your action helpful in this situation?
5. What would you do if no one asks for help?
6. What would you do if you are busy or in a hurry?
7. Can there be another way to help in this situation?
8. What might happen if no one helps?
9. How would your response change if this happens at home vs school?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child identifies a need when it is clearly visible, such as books falling or someone crying. Refers to a single cue, for example "he dropped it" or "the plant is dry". When asked who needs help, the child names the person or object but does not explain the situation further. When the situation is changed slightly, the child repeats the same response or pauses.	The child identifies who or what needs help in familiar situations such as a classmate struggling or a plant needing water. Explains the need using cues from the situation, such as behaviour, condition, or context, for example "she cannot reach it" or "the plant has no water". Recognises the need when the situation is slightly changed and adjusts the explanation.	The child identifies need in both clear and less obvious situations, such as noticing hesitation, discomfort, or incomplete tasks. Explains the need using multiple cues, including situation, behaviour, and context. Recognises that help may be required even when not expressed directly and explains how they identified it. Adjusts understanding when the situation changes and explains the difference.
Sensitivity	The child suggests helping only after a prompt or after seeing others respond. In situations such as being in a hurry, the child states they would leave or continue without helping. When listening to peers, the child repeats their own idea or does not respond. Demonstrates helping action only when directed.	The child suggests and demonstrates a helping action such as picking up items, offering water, or assisting a peer. Responds to need when it is pointed out or when asked. In situations with slight variation, such as being busy, the child states they may still help or ask someone else. Listens to peers' responses and acknowledges them by agreeing or adding a point when prompted.	The child initiates helping without being prompted, such as approaching, offering, or assisting when a need is noticed. Continues to respond helpfully even when the situation becomes less convenient, such as being in a hurry or when help is not requested. Consider both self and others, for example deciding how to help directly or by informing someone else. Listens to peers, compares responses, and explains which action may work better and why.
Creativity	The child suggests one common way of helping, such as "pick it up" or "give water", and repeats the same response across situations. When the situation is changed, the child repeats the earlier response or waits for support. Does not explain how the action will help.	The child suggests more than one way to help in a situation, such as helping directly, calling someone, or sharing materials. Adapts the response when the situation changes, for example choosing a different action at home or school. Explains how the action supports the person, animal, or plant.	The child elects actions based on context, such as urgency, place, or available support. Explains how different actions lead to different outcomes, for example immediate help, continued support, or preventing further difficulty. Anticipates needs, such as watering plants regularly or checking on someone, and suggests preventive or sustained helping actions. Combines ideas from others to improve the response.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-4** – Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms
Competencies *(Can choose one or more)*	**C-4.7** – Understands and responds positively to different thoughts, preferences, and emotional needs of other children

ACTIVITY

Suggested Activity: "Different Choices, One Group"

In this activity, children are presented with short peer-based situations where differences in ideas, preferences, or emotions arise, and they are asked to respond to them.

Step-by-step process:

1. The teacher presents each pair (or small group) with 2-3 short situations through picture cards or short descriptions. For example
   - Two children want to play different games
   - A child feels sad when not included
   - A group has different ideas about how to complete a task
   - One child prefers to work quietly while another prefers talking
2. The children discuss and demonstrate what they would do in that situation to respond appropriately and keep the interaction positive. They perform a role play on the situation.
3. Children sitting in the audience are asked to explain what is happening in the situation and identify the different thoughts, preferences, or feelings involved.
4. The teacher slightly varies the situation (e.g., "What if both children strongly disagree?" or "What if someone is upset?") to observe how the child adapts their response.
5. The performing pair/group listens to a few peers' responses. The teacher observes how they respond to different viewpoints and whether they acknowledge multiple possible ways of handling the situation.
6. The activity concludes with children sharing one way they can handle differences while working or playing with others.

ASSESSMENT QUESTIONS

Prompts for the whole-class discussion:

1. What is happening in this situation? What are the different ideas or feelings here?
2. How do you know that the children are thinking or feeling differently?
3. What would you do in this situation? Show or explain.
4. How will your action help both children?
5. What would you do if both children do not agree with each other?
6. What would you do if someone is feeling left out or upset?
7. Can there be another way to handle this situation?
8. What might happen if no one listens to each other?
9. How would your response change in a different place (class vs playground)?
10. Which response do you think is best? Why?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When a situation is presented, the child points to one idea or feeling, often the most visible one. Other viewpoints remain unmentioned or are overlooked. Explanations rely on a single cue, such as what someone is doing or saying. When asked about alternatives, the child either repeats the same response or pauses.	The child identifies more than one idea, preference, or feeling in familiar situations. Differences are explained using observable cues such as actions, expressions, or outcomes. With prompting, the child recognises that people in the same situation may think or feel differently and can describe these differences.	Multiple perspectives are identified without prompting, including differences in preferences, intentions, and emotional states. The child explains these using a mix of cues such as behaviour, tone, and context. Situations are reinterpreted when conditions change, and the child explains how and why perspectives may shift.
Sensitivity	Responses tend to centre on one person's point of view, often the child's own. When different ideas are presented, the child may dismiss them, repeat their own preference, or withdraw from the discussion. Engagement with peers' responses happens only after prompting and does not continue beyond a single exchange.	The child acknowledges different ideas or feelings and responds in ways that keep the interaction going, such as agreeing, suggesting turns, or offering a simple compromise. In situations of disagreement or exclusion, the child attempts to include others or reduce tension, especially when guided. Responses show attention to both people involved, though balance may not always be maintained.	The child responds by considering multiple viewpoints together and works towards a solution that includes all participants. During disagreement, the child listens, compares ideas, and suggests ways to move forward, such as combining choices or taking turns. Emotional needs are addressed alongside task needs, for example noticing when someone is upset and adjusting the response. The child explains why a particular approach supports both individuals.
Creativity	A single response is suggested and used across situations, such as always choosing one option or asking one person to adjust. When the situation becomes more complex or changes, the child continues with the same approach or waits for direction. Little connection is made between the response and the needs of those involved.	The child suggests more than one way to respond, such as taking turns, choosing together, or asking for help. When the situation changes, the child adjusts the response with support. Explanations begin to connect the chosen action with fairness or resolving the situation.	The child generates a range of responses and selects one based on the situation, considering fairness, context, and emotional needs. Ideas may include combining options, sequencing choices, or creating new ways to include everyone. The child anticipates how different actions may affect others and adapts accordingly. Explanations clearly show how the chosen response balances different perspectives and leads to a positive outcome.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-5** – Children develop a positive attitude towards productive work and service or 'Seva'
Competencies *(Can choose one or more)*	**C-5.1** – Demonstrates willingness and participation in age-appropriate physical work towards helping others

ACTIVITY

Suggested Activity: "Who Will Do What?"

In this assessment activity, children are given a shared physical task with multiple components and must decide, take up, and carry out roles that require effort and participation.

Step-by-step process:

1. The teacher presents a classroom task that requires physical work, broken into parts (e.g., arranging books, carrying materials, setting up space, cleaning up items). All materials are placed in one area, and the work needs to be completed within a given time.
2. Children are told that the task needs to be completed together, but roles are not assigned. They must decide who will do what and begin the work.
3. As the task progresses, the teacher observes:
   - who takes initiative to start
   - who joins willingly or hesitates
   - how children choose tasks (easy vs effortful)
   - whether they sustain participation till completion
4. The teacher introduces small variations such as increasing the amount of work, redistributing materials, or creating a need for additional effort (e.g., heavier items, reorganization) to observe whether children continue participating or withdraw.
5. The teacher also observes how children respond when others need help, whether they take on additional responsibility, continue their own task, or disengage.
6. After completion, individual children are asked to explain what they chose to do, why they chose it, and how they contributed to completing the task.

ASSESSMENT QUESTIONS

Prompts such as the following can be used:

1. What part of the task did you choose to do? Why?
2. How did you decide to start working?
3. What did you do when the task became more or needed more effort?
4. Did you change your role during the activity? Why?
5. What did you do when someone else needed help?
6. What did you do when you felt tired or did not feel like continuing?
7. How did your work help in completing the task?
8. What did you do when the work increased or changed?
9. What would you do differently next time in a similar task?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	At the start of the task, the child waits or looks at others before choosing what to do. When selecting a role, the child moves towards tasks that require less effort or shorter involvement, such as handling fewer materials or staying in one place. During the activity, the child completes only a small part and does not check how the rest of the work is progressing. When asked, the child describes the action performed but does not explain how it contributed to completing the overall task.	The child identifies a part of the task and begins work without waiting for repeated prompts. Takes up a role such as arranging, carrying, or organizing materials and continues with it until a visible part is completed. During the task, the child notices when work remains unfinished and continues or resumes activity after a pause. When asked, the child explains what they did and how it helped in completing the task.	The child recognizes what the task requires as a whole and selects or moves into roles accordingly. Work begins without delay, and actions are adjusted as the task progresses, such as shifting from one part to another when needed. The child keeps track of what remains to be done and aligns effort with the group's progress. When asked, the child explains how different parts of the work connect and how their contribution supported completion.
Sensitivity	Participation begins after prompting or after observing others. When effort increases, such as carrying more items or repeating a task, the child pauses, reduces involvement, or moves away from the activity. If another child is struggling, the child continues their own task without responding. Engagement reduces when the task becomes physically demanding or repetitive.	The child joins the task and continues working through familiar levels of effort. When work increases, the child continues after a pause or reminder. Responds to others' needs when pointed out, for example by helping carry items or completing an unfinished part. Shows willingness to contribute but may return to a preferred role after helping briefly.	The child begins and sustains participation without prompts, even as effort increases. Takes up tasks that require carrying, repeating, or reorganizing work. Notices when others need help and responds by assisting, sharing load, or taking over a part of the task. Continues working despite tiredness by adjusting pace or method. Shows responsibility for completing the shared work rather than focusing only on personal effort.
Creativity	The child follows one way of participating, such as repeating the same task or staying in one role, even when the situation changes. When additional work is introduced, the child pauses or waits for direction. Does not suggest changes in how the task can be completed.	The child adjusts participation when the task changes, such as taking up a different role or modifying how materials are handled. Try another way of working when prompted, for example carrying fewer items at a time or changing position. Contributes to solving small challenges during the task.	The child actively reorganizes participation based on task needs, such as redistributing roles, combining tasks, or changing the sequence of work. Takes up additional or more effortful roles when required. Anticipates what may slow down the task and suggests ways to improve efficiency, such as grouping materials or coordinating actions. Explains how these changes help complete the work more effectively.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 2: Socio-Emotional and Ethical Development	
Curricular Goals: *(Can choose one or more)*	**CG-6** – Children develop a positive regard for the natural environment around them
Competencies *(Can choose one or more)*	**C-6.1** – Shows care for and joy in engaging with all life forms

ACTIVITY

Suggested Activity: "Observe and Respond"

In this activity, children engage with living elements (plants, small animals, or natural surroundings) and demonstrate how they respond to them.

Step-by-step process:

1. The teacher provides access to living elements such as plants in the classroom, a garden area, or observation of small animals (e.g., birds, insects, or class pets where appropriate).
2. Children are allowed to observe and interact within safe limits, such as touching leaves gently, watering plants, watching animals, or moving around the space.
3. Without directing behavior, the teacher observes how children approach these life forms, whether they show care, curiosity, hesitation, or disregard.
4. After returning back to the class, the teacher introduces small situations such as a plant needing water, a fallen leaf, or an animal/insect nearby, to observe whether children respond with care or indifference.
5. Children are then asked to create a role play on what they would do in such situations and how they interact with living beings.
6. The focus remains on observing both emotional engagement (joy, curiosity) and behavioral response (care, gentleness, responsibility).

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What did you notice about the plant/animal?
2. How did you interact with it? What did you do?
3. How did you know what is safe or caring behavior here?
4. What would you do if the plant looks dry or unhealthy?
5. What would you do if you saw an insect or small animal in a difficult situation nearby?
6. What did you feel while observing or interacting? Why?
7. What might happen if we do not take care of living things?
8. Can you think of another way to care for this plant/animal?
9. What would you do differently next time?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	During observation, attention remains brief or shifts quickly from the plant or animal. The child names what is seen, such as "leaf" or "bird", without describing condition or need. When interacting, actions such as touching or moving closer are done without checking what is appropriate. When asked, the child describes what was done but does not explain how the living being might be affected.	The child observes features such as colour, movement, or condition, for example noticing dry soil or a moving insect. Identifies basic needs like water or space when prompted by the situation. Interaction becomes more controlled, such as touching gently or maintaining distance. When asked, the child explains actions by linking them to simple needs, for example "it needs water" or "we should not touch it."	Attention is sustained and focused on changes or conditions, such as drooping leaves, stillness, or movement patterns. The child interprets these as signs of need or well-being and explains them using context, for example linking dryness to lack of water. Before acting, the child considers what is appropriate and adjusts behavior accordingly. Explanations include cause and effect, such as what may happen if care is not provided.
Sensitivity	Interaction with living beings happens without adjusting force, distance, or pace, for example touching repeatedly, stepping too close, or ignoring signs of disturbance. Care actions such as watering or protecting occur only after a direct prompt. Emotional responses are brief or not connected to behavior.	The child handles plants or observes animals with controlled movement, such as touching lightly, keeping distance, or avoiding disturbance. When a need is pointed out, the child responds by watering, moving away, or informing the teacher. Shows interest through comments or questions and remains engaged during the activity.	Behaviour shows consistent care, such as approaching slowly, adjusting touch, and maintaining a safe distance without reminders. The child notices when a plant or animal may be disturbed and changes action immediately. Care is extended through actions like watering, protecting, or guiding others. Expressions of curiosity and enjoyment are visible through sustained engagement, careful observation, and thoughtful response.
Creativity	Interaction follows a single pattern, such as only looking or only touching, and remains unchanged across situations. When the situation changes, such as a different plant or condition, the child repeats the same action or waits for guidance. Suggestions for care are limited to one familiar action.	The child suggests more than one way to interact or care, such as watering, not plucking, or keeping distance. When the situation changes, the child adjusts behavior, for example touching less or observing from afar. Explanations begin to connect actions with outcomes, such as helping the plant grow or keeping the animal safe.	The child proposes different ways to care depending on the situation, such as adjusting water, protecting from disturbance, or observing without contact. Anticipates needs by noticing early signs, for example watering before the plant dries completely. Suggests preventive or sustained care actions and explains how these support well-being over time. May combine ideas or extend them to new contexts, such as caring for different living beings in different settings.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-7** – Children make sense of world around through observation and logical thinking
Competencies *(Can choose one or more)*	**C-7.1** – Observes and understands different categories of objects and relationships between them

ACTIVITY

Suggested Activity: "Sort and Explain"

In this assessment activity, children classify a set of objects and explain the basis of grouping and relationships between them.

Step-by-step process:

1. The teacher provides each child or small group with a mixed set of objects or picture cards (e.g., fruits, vegetables, animals, tools, vehicles, classroom items, etc.).
2. Children are asked to sort or group the items in any way they think makes sense, without being told the criteria.
3. Once the grouping is done, each child explains how they grouped the objects and why they belong together.
4. The teacher then asks the child to reorganise the same set using a different rule (e.g., by use, size, place, or type) to observe flexibility in thinking.
5. The child is further asked to identify relationships across groups (e.g., "How are these two groups different?" or "Can something belong to both groups?").
6. Children listen to each other and reflect on the rationale using which others have classified their items.
7. The teacher observes how children notice features, form categories, and explain relationships between them.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. How did you group these objects? What rule did you use?
2. Why do these objects belong together?
3. Can you group them in another way? Show and explain.
4. How are these two groups similar or different?
5. Can any object belong to more than one group? Why?
6. What feature did you notice first while grouping?
7. What did you change when you made a new group?
8. How do you decide which object goes where?
9. What would happen if you used a different rule?
10. What kind of grouping did your friends use? What feedback would you give to them?
11. Which grouping do you think is better? Why?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins grouping quickly, often placing items together without a clear or consistent rule. For instance, a banana, a toy car, and a pencil may be placed in one group simply because they are picked up together. When asked to explain, the child may say, "these are same" or repeat names of objects without referring to any shared feature. If regrouping is suggested, the child either repeats the same arrangement or moves a few items without explaining why. Attention appears centred on individual objects rather than noticing what connects them.	The child groups objects based on a visible and understandable feature such as type, use, or place. For example, fruits are kept together, or tools are separated from animals. When asked, the child explains using simple reasoning such as "these are things we eat" or "these are used in school." On being asked to regroup, the child is able to change the rule, for instance shifting from "things we eat" to "things that grow on plants," though this may require a pause or prompt. The child begins to notice differences between groups when asked, even if the explanation remains brief.	The child spends time looking across the set before grouping and often touches or rearranges items while thinking. Groups are formed using clear and sometimes multiple features, such as separating "things we eat raw" from "things we cook," or grouping vehicles by where they move. When explaining, the child refers to specific features and relationships, for example, "these are all fruits but these grow above the ground and these grow below." On regrouping, the child shifts the rule independently and explains the change. The child also identifies connections across groups.
Sensitivity	The child remains focused only on their own grouping and may not attend when others explain their ideas. When another grouping is shown, the child may dismiss it or continue rearranging their own set without looking up. If asked to respond, the child may repeat their own rule rather than engaging with the other perspective. There is little visible attempt to compare or reconsider their grouping.	The child listens when others present their groupings, especially when prompted by the teacher. For example, they may look at a peer's arrangement and say, "they kept all the animals together." The child may try to adjust their own grouping after hearing another idea, though this change may be partial or tentative. There is visible willingness to consider that more than one grouping is possible, even if the child returns to their original idea.	The child shows clear engagement with others' thinking, often pausing to observe or ask questions such as "why did you keep these together?" The child may compare two groupings and comment on differences, for example, "you grouped by colour but I grouped by use." In some cases, the child incorporates another child's idea into their own regrouping or suggests combining rules. The interaction reflects attention, respect, and an active effort to understand multiple ways of organising the same set.
Creativity	When asked to regroup, the child either repeats the same grouping or waits for direction. Changes, if made, are minimal and not clearly	The child is able to reorganise the objects using a different rule when prompted, such as shifting from "living and non-living" to "big and	The child generates multiple ways of grouping, sometimes even before being asked. For instance, the same set may be organised as

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	based on a new rule. For example, one or two items may be shifted without altering the overall pattern. The child rarely suggests a new way of grouping on their own.	small" or "things we use indoors and outdoors." The second grouping shows that the child recognises that objects can be organised in more than one way. Explanations may include simple links such as "these are big things" or "these are used outside."	"things we eat," "things we use," and then "things that come from plants." The child shifts between rules with ease and explains the reasoning behind each. In some cases, the child identifies overlaps, such as noting that an object can belong to more than one group depending on the rule. The child may also extend the idea by suggesting new categories not immediately visible, showing flexibility and exploration in thinking.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-7** – Children make sense of world around through observation and logical thinking
Competencies *(Can choose one or more)*	**C-7.2** – Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

ACTIVITY

Suggested Activity: "What Will Happen?"

In this activity, children are presented with simple natural situations and asked to predict, observe, and explain outcomes.

Step-by-step process:

1. The teacher divides the students in pairs and presents 2-3 simple natural situations or setups, such as:
   - A plant kept in sunlight vs shade
   - Water poured on dry soil
   - An object placed in water (floating/sinking)
   - Ice kept outside in direct sunlight vs in shade
2. Before observing the outcome, children are asked to predict what will happen and explain why they think so.
3. Children then observe the situation or demonstration carefully over a short period.
4. After observation, children explain what actually happened and compare it with their initial prediction.
5. The teacher asks children to explain why the change happened, encouraging them to connect cause and effect based on what they observed. They respond to each other's predictions and explanations as well.
6. The teacher may slightly vary the situation (e.g., "What if we change this condition?") to observe whether the child can extend or modify their reasoning.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What do you think will happen in this situation? Why?
2. What did you notice when you observed it?
3. Was your prediction the same or different from what happened? Why?
4. What caused this change to happen? Can there be another reason for this happening?
5. What would happen if we change one thing in this situation?
6. How did your observation help you understand what happened?
7. Can you think of a similar situation where this happens?
8. What would you predict next time in a similar situation?
9. Which part of the situation was most important in causing the change?
10. What do you think about your friend's explanation and prediction?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When asked to predict, the child often responds quickly with a guess such as "it will grow" or "it will sink," without referring to what in the situation might cause it. For example, when shown a plant in sunlight and shade, the child may say both will grow "because plants grow" without distinguishing conditions. During observation, attention may drift, or the child notices only the most visible change (e.g., "it became wet") without tracking what led to it. After the activity, the child describes what happened but does not connect it to a cause.	The child pauses to look at the setup before predicting and often refers to a visible feature or prior experience. For instance, "this plant will grow more because it is in sunlight," or "this will sink because it is heavy." During observation, the child notices key changes such as soil becoming darker after water is poured or ice reducing in size. When comparing prediction and outcome, the child can say whether it was the same or different and begin to explain why? The explanation may still be brief but shows an emerging link between what was observed and what caused it.	The child examines the situation carefully before predicting and often verbalises reasoning such as "this one is in shade, so it may grow slower because it gets less sunlight." While observing, the child attends to multiple changes, for example noticing both the melting of ice and the water collecting around it. Afterward, the child compares prediction and outcome thoughtfully, sometimes correcting their own idea: "I thought it would not melt quickly, but it melted faster because it was in direct sunlight."
Sensitivity	The child remains focused on their initial answer and shows little interest in what others predicted or observed. Even when outcomes differ, the child may repeat their original statement without reconsidering it. For example, after seeing an object float when they predicted it would sink, they may still insist "it sinks" without looking again or listening to peers. Engagement with discussion is minimal unless directly prompted.	The child listens when others share their predictions or observations, especially when encouraged. There is visible acknowledgement that different outcomes or explanations are possible, such as saying, "I thought it would sink, but it floated." With some prompting, the child revisits their own prediction and adjusts it. The child begins to use observation as a reason to rethink, even if the explanation remains simple.	The child shows active engagement during discussion, often looking at others' demonstrations and responding to them. When observations differ from their prediction, the child revises their thinking independently, for example, "I was wrong earlier because I did not think about the weight." The child may ask questions like "what made yours melt faster?" or compare results across groups. There is clear willingness to reconsider ideas based on evidence and to build

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			understanding by listening to others.
Creativity	The child tends to give one fixed prediction and finds it difficult to change it, even when the situation is modified. For example, when asked "what if we keep the ice in shade?", the child may repeat the same answer or wait for guidance. Alternative explanations or predictions are rarely offered.	The child is able to adjust their prediction when a condition changes, especially with prompting. For instance, when asked about ice in the shade, the child may say "it will melt slowly." The child may suggest another possible outcome or explanation when encouraged and begins to apply similar reasoning to familiar situations, such as linking melting ice to hot weather at home.	The child generates multiple possibilities without waiting for prompts. For example, they may say, "if we keep the plant in sunlight, it will grow more, but if we forget to water it, it may still dry." When conditions are changed, the child adjusts reasoning easily and may compare outcomes across situations. The child often extends thinking beyond the given setup, connecting it to real-life examples such as "clothes dry faster in the sun for the same reason." Explanations reflect flexible thinking, where more than one factor is considered and justified using observation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-7** – Children make sense of world around through observation and logical thinking
Competencies *(Can choose one or more)*	**C-7.3** – Uses appropriate tools and technology in daily life situations and for learning

ACTIVITY

Suggested Activity: "Which Tool Will You Use?"

In this activity, children are presented with everyday tasks and a set of tools, and are required to choose, use, and justify the most appropriate option.

Step-by-step process:

1. The teacher presents 2-3 simple tasks such as:
   - Cutting paper along a shape
   - Picking up small objects
   - Pouring water/sand from one container to another
   - Taped boxes to open
   - Some vegetables to peel and chop
2. For each task, children are given a set of possible tools (e.g., scissors, spoon, cup, tongs, hands, container, etc.), including both appropriate and less appropriate options.
3. Each child selects a tool they think is suitable and uses it to complete the task.
4. After completing the task, the child explains why they chose that tool and whether it worked effectively.
5. The teacher may slightly vary the task (e.g., smaller objects, less water, different material) to observe whether the child changes their choice or adapts usage and is concerned about safety of self and peers.
6. Children may observe others' choices, and the teacher notes whether they reconsider or refine their own decisions.

ASSESSMENT QUESTIONS

Prompts such as the following may be used -

1. Which tool did you choose for this task? Why?
2. How did this tool help you complete the task?
3. Did you face any difficulty while using this tool? What did you do?
4. Would another tool work better? Why or why not?
5. What would you choose if the task becomes more difficult or changes?
6. How do you decide which tool is right for a task if you and your friend choose different tools?
7. What might happen if you use a different tool?
8. Which tool is your friend using? What feedback would you give to him/her?
9. What would you do if you see your friend using a tool in an unsafe way?
10. Can you use this tool for another task? Give an example.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child often reaches for a tool quickly, usually the one they are most familiar with, without looking closely at the task. For example, while asked to pick up small beads, the child may choose hands even when tongs are available, or pick scissors for a task that does not require cutting. While using the tool, movements may appear unsure or ineffective, such as struggling to cut along a line or spilling water while pouring. When asked why the tool was chosen, the child may respond with "I like this" or name the tool without linking it to the task.	The child looks at the task and selects a tool that generally fits its purpose. For instance, choose scissors to cut paper or a cup to pour water on. While using the tool, the child shows reasonable control, even if small adjustments are needed (e.g., repositioning paper while cutting). When asked, the child explains the choice in simple functional terms such as "this helps me cut" or "this is easy to hold." If the task changes slightly, the child may pause and reconsider the tool, sometimes with guidance.	The child studies both the task and the available tools before making a choice, often comparing options. For example, while picking up very small objects, the child may choose tongs over hands, explaining that it gives better grip. Tool use appears purposeful and efficient, such as cutting along a shape with control or pouring without spilling. When explaining, the child refers to specific features like size, grip, sharpness, or capacity (e.g., "this cup is better because it holds more and won't spill"). If the task changes, the child independently adjusts the tool choice and explains.
Sensitivity	The child handles tools without much attention to safety or surroundings. For example, may wave scissors while talking, spill water near others, or try to force open a box with inappropriate tools. Movements can be hurried or careless, and the child may continue using a tool even when it is not working effectively. Awareness of peers or shared space	The child uses tools with basic care, especially in familiar situations. For example, hold scissors correctly and keep them pointed downward while moving, or pour water slowly when reminded. There is some awareness of others nearby, such as adjusting position when space is shared. If difficulty arises, the child may pause or look to the teacher before continuing. Safety is	The child consistently demonstrates careful and responsible tool use. For example, checks grip before cutting, keeps tools in a safe position while moving, and ensures materials are handled without causing spills or harm. The child adjusts actions based on the context, such as slowing down when others are close or choosing a safer option when unsure. If a peer is

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	is limited unless the teacher intervenes.	generally maintained, though it may depend on prompts.	using a tool unsafely, the child may point it out or model correct use. Safety and appropriateness are visible in both action and decision-making, without the need for reminders.
Creativity	The child tends to stick to one tool choice, even when it does not work well. For example, continues using hands to pick up very small objects or struggles with a large cup for a small pouring task. When the situation changes, the child may pause or wait for direction instead of trying a different option. Suggestions for alternatives are minimal or absent.	The child is able to try a different tool when prompted or when the first attempt does not work well. For instance, switches from hands to tongs after noticing difficulty, or chooses a smaller container for pouring when asked. The child begins to recognise that different tools can be used for the same task and explains this in simple terms such as "this one work better." Flexibility is visible, though it may still depend on support.	The child explores several possibilities, sometimes even before starting the task. For example, may say, "I can use tongs or a spoon, but tongs will be easier for small things." When conditions change, such as less water or smaller objects, the child adapts quickly by selecting or modifying tools. In some cases, the child combines approaches, such as using one tool to transfer and another to adjust. Explanations include comparisons, such as why one tool is more efficient, safer, or precise than another.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.1** – Sorts objects into groups and sub-groups based on more than one property

ACTIVITY

Suggested Activity: "Sort and Split"

In this activity, children sort objects into groups and then further divide them into sub-groups based on more than one property, while explaining their reasoning.

Step-by-step process:

1. The teacher provides each child or group with a mixed set of objects or cards (e.g., shapes of different colors and sizes, animals with different habitats and features, classroom items with different uses and materials, etc.).
2. Children are first asked to create main groups based on any one property of their choice (e.g., color, type, use).
3. Once the main groups are formed, children are asked to further divide each group into sub-groups using a different property (e.g., size within color, habitat within animal type, material within object type).
4. The child explains both levels of grouping:
   - why the main groups were formed?
   - how and why sub-groups were created
5. The teacher then asks the child to reorganize the same set differently, changing both grouping and sub-grouping criteria, to observe flexibility.
6. The child is also asked to identify if any object can belong to more than one group or sub-group and explain why.

ASSESSMENT QUESTIONS

Prompts such as the following may be used for the discussion:

1. How did you make your first group? What rule did you use?
2. How did you divide your groups further?
3. Why do these objects belong together in this sub-group?
4. Can you make a different set of groups and sub-groups? Show and explain.
5. Can any object belong to more than one group or sub-group? Why?
6. How are your groups and sub-groups connected to each other?
7. What is your opinion on the way your peers have grouped the items?
8. What did you change when you reorganized the objects?
9. Which way of grouping do you think is better? Why?
10. What will happen if you choose a different property for grouping?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins sorting quickly, often placing objects together based on what is most immediately noticeable, such as color or familiarity. For instance, all red objects may be grouped together, but when asked to divide further, the child may either stop or rearrange a few items without a clear second rule. At times, objects within a group may not fully match the stated rule. When asked to explain, the child may say, "these are same" or name items rather than describe the property connecting them. The idea of sub-groups is not clearly visible in how the child organizes or explains the set.	The child creates a main group using a clear property, such as color, type, or use, and is able to further divide it using another visible feature. For example, within "animals," the child may separate "water animals" and "land animals," or within "red shapes," divide "big" & "small." The grouping is mostly consistent, even if a few placements need correction. When explaining, the child refers to both levels, though briefly, such as "these are animals, and these live in water." The child recognizes that grouping can happen in layers, even if the relationship between them is not fully elaborate	The child takes time to examine the entire set before beginning, sometimes rearranging items while thinking. Groups and sub-groups are formed with clarity and purpose, often using meaningful combinations such as "things we eat" divided into "raw" and "cooked," or "shapes" divided by both color and size. The child maintains consistency across the set and explains both levels clearly, for example, "these are all fruits, and I divided them into those with seeds inside and those with seeds outside." There is a visible understanding of how one level of grouping sits within another.
Sensitivity	The child remains focused on their own arrangement and may continue sorting even when others are explaining. When shown a different grouping, the child may not look closely or may repeat their own rule without considering the alternative. There is little visible attempt to compare or rethink the grouping unless directly prompted.	The child listens when others explain their groupings, especially when encouraged. There may be moments of comparison, such as noticing that another child has grouped by size instead of color. With some prompting, the child may try to adjust their own grouping or acknowledge that more than one way is possible. Engagement with others' ideas is present, though not sustained.	The child shows clear interest in how others have grouped the same set, often pausing to observe or ask questions such as "why did you divide it this way?" The child may compare two approaches, for example, "you grouped by color, but I grouped by use," and reflect on how both are valid. In some cases, the child revises or refines their own grouping after discussion, showing that others' reasoning has been understood and considered. Interaction is respectful and focused on understanding different ways of organizing the same objects.
Creativity	When asked to reorganise, the child often repeats the same	The child is able to reorganise the same set using a different property	The child suggests alternative ways of doing the activity without being

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	grouping or makes small changes without introducing a new rule. For example, items may be moved around, but the overall structure remains based on the same property. The child may wait for direction before attempting a different approach and rarely suggests an alternative independently.	when prompted, such as shifting from "colour" to "use" or from "type" to "size." Sub-groups are recreated with some variation, showing that the child understands that objects can be classified in more than one way. The child may begin to notice simple relationships, such as an object fitting into two groups depending on the rule.	asked. For instance, the same objects may be grouped as "things we use," "things we eat," and then further divided within each group. The child shifts between properties with ease and may combine them in different ways. There is also an awareness of relationships such as overlap and hierarchy, for example noting that "this can be in both groups depending on whether we look at color or use." Explanations include comparisons, and the child may suggest which grouping works better for a given purpose and why.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.2** – Identifies and extends simple patterns in their surroundings, shapes, and number

ACTIVITY

Suggested Activity: "Find, Continue, Create"

In this activity, children identify patterns, extend them, and create their own patterns across different contexts.

Step-by-step process:

1. The teacher presents children with different types of simple patterns using objects, shapes, colors, sounds, or numbers (e.g., red-blue-red-blue, clap-tap-clap-tap, 2-4-2-4, circle-square-circle-square).
2. Children are first asked to identify the pattern and explain what is repeating.
3. They are then asked to extend the pattern by adding the next few elements.
4. The teacher introduces slight variations such as missing elements, broken patterns, or extended sequences to observe whether children can still recognize and continue correctly.
5. Children are then asked to create their own pattern using given materials or actions and explain the rule behind it.
6. The teacher may ask children to modify their friend's pattern (e.g., change one element, increase complexity) to observe flexibility in thinking.

ASSESSMENT QUESTIONS

Prompts such as the following may be used during the activity:

1. What is repeating in this pattern? How did you recognize it?
2. What comes next in this pattern? Why?
3. Can you continue this pattern further? Show and explain.
4. What will happen if one part of the pattern is missing or changed?
5. Can you find a pattern like this around you? Where?
6. Work in pairs and create your own pattern.
7. Review your friends' patterns. Which rule have they followed to create that pattern?
8. Where in nature can you see patterns? What inspired your pattern?
9. How can you change your pattern to make it different?
10. Can there be another way to continue this pattern?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child looks at the pattern and may begin by copying what is already shown rather than identifying what is repeating. For example, in a red–blue–red–blue sequence, the child may continue by imitating the last colour seen without clearly recognizing the repeating unit. When asked what is repeating, responses may be partial to naming elements. In cases where a part of the pattern is missing or changed, the child may hesitate or place elements randomly. During extension, errors may occur after one or two correct placements, especially when the pattern becomes longer or slightly varied.	The child identifies the repeating unit in familiar patterns such as AB or AAB, often pointing to it while explaining (e.g., "red, blue is repeating"). When extending, the child continues the sequence correctly for several steps. If a part of the pattern is missing, the child can fill it by referring back to what repeats, though this may take a moment of checking. Explanations are brief but connected to the idea of repetition (e.g., "it goes like this again and again"). The child begins to recognize patterns across different forms, such as colors, shapes, or sounds.	The child examines the pattern as a whole and often identifies the unit before acting. When the pattern is extended, the continuation remains consistent even over longer sequences or when variations are introduced. If a part is missing or altered, the child reconstructs it by referring to the underlying rule rather than guessing. Explanations clearly describe the structure, sometimes breaking it into parts. The child recognizes patterns across contexts such as numbers, movements, and objects, and explains them using a common idea of repetition and order.
Sensitivity	The child focuses mainly on their own response and may continue working without attending to others' patterns or explanations. When a peer suggests a different continuation, the child may ignore it or repeat their own answer without comparison. Engagement in discussion is minimal unless directly prompted.	The child listens when others explain their patterns or continuations, especially when encouraged. There may be moments of comparison, such as noticing that another child continued the same pattern in a different way. The child begins to accept that there can be more than one way to extend or represent a pattern, even if they return to their original response.	The child actively engages with others' patterns, often looking closely and asking questions such as "what is repeating in yours?" The child compares different continuations and may point out similarities or differences in rules. In some cases, the child revises their own response after discussion or integrates another idea into their thinking. There is clear openness to multiple valid approaches, especially when patterns allow variation.
Creativity	When asked to create a pattern, the child often produces a simple sequence with limited variation, such as repeating one or two	The child creates a recognizable pattern, such as AB or AAB, using colors, shapes, sounds, or numbers. When asked to modify it, the child is able	The child creates patterns with variety and intention, sometimes combining more than one feature, such as color and size, or sound and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	elements without a clear structure. For example, placing colors randomly or repeating a single color. If asked to modify the pattern, the child may repeat the same arrangement or wait for guidance. There is little attempt to explore new combinations independently.	to change one element or extend the sequence, for example adding more repeats or switching one color. The child shows that patterns can be changed while still following a rule, even if the explanation remains simple.	movement. For example, "clap–tap–clap–tap" combined with stepping forward and back. When asked to modify, the child experiments by increasing complexity, changing the unit, or introducing a new rule. The child may suggest multiple ways the same pattern can continue or be transformed. Explanations reflect an understanding of how patterns are built and how they can be changed while still remaining structured.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.3** – Counts up to 99 both forwards and backwards and in groups of 10s and 20s

ACTIVITY

Suggested Activity: "Start, Change, Continue"

In this assessment activity, children respond to changing counting instructions, requiring them to shift direction and grouping while maintaining accuracy.

Step-by-step process:

1. Each child is given a starting number (random, not always multiples of 10, e.g., 27, 43, 68).
2. The child begins by counting forward for a few steps. At any point, the teacher interrupts with a new instruction such as "go backwards", "count in 10s", or "count in 20s".
3. The child must immediately adjust and continue counting according to the new instruction without restarting.
4. The teacher introduces multiple changes in sequence (e.g., forward – backward – 10s – backward – 20s) to observe flexibility and control over number sequences.
5. The child is then asked to exchange their number with their friend's initial number and continue the activity. They compare their last number with their friend's at the end.

ASSESSMENT QUESTIONS

Some of the prompts that can be used:

1. What number did you start from? How did you continue from there?
2. When the instruction changed, what did you do differently?
3. How did you count in 10s from this number? Explain.
4. How did you count in 20s from this number? Explain.
5. What did you do when the direction changed suddenly?
6. What do you notice when you count in 10s or 20s?
7. Can you start from a different number and follow the same rule?
8. How does your final number compare with your friend's? Discuss in case there are differences.
9. Which part was difficult and how did you manage it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins counting from the given number but may hesitate or lose track after a few steps, especially when the starting number is unfamiliar. When the instruction changes, such as "go backwards" or "count in 10s," the child may pause, restart from the beginning, or continue in the same direction. For example, after counting 27, 28, 29… the child may struggle to shift to 28, 27 or to 37, 47. Skip counting may appear memorized only from round numbers (10, 20, 30), and becomes difficult when starting from numbers like 34 or 56.	The child is able to continue counting forward and backward from most starting numbers, though there may be brief pauses while adjusting. When the instruction changes, the child shifts direction or grouping after a moment of thinking, for example moving from 43, 44, 45 to 44, 43, or to 53, 63 when counting in 10s. Skip counting in 10s or 20s is generally accurate, especially when the child keeps track of the pattern. When asked to explain, the child may say "I added 10 each time" or "I went back by one," showing an emerging understanding of how the sequence changes.	The child begins confidently from any given number and maintains a steady sequence without losing track. When instructions change, the shift is immediate and accurate, for example moving from 68, 69, 70 directly to 69, 68 when reversed, or to 78, 88 when counting in 10s. The child handles non-round starting points with ease, recognizing patterns such as how the last digit stays the same when counting in 10s. While explaining, the child refers to number relationships, such as "I am adding 20 each time, so the numbers jump like this," or "the one's place stays the same."
Sensitivity	When instructions change suddenly, the child may stop counting, look at the teacher or peers for help, or restart from the beginning. There may be visible frustration or withdrawal, especially after an error. The child's attention remains on completing their own sequence and may not shift to listening when others are counting.	If an error occurs, the child may correct it with support or continue after reassurance from peers. The child listens when others are counting, especially when prompted, and may notice differences such as where someone started or how they continued. Notices lapses and does not hesitate to approach others for help. Engagement with others is present but may fluctuate when tasks become more complex.	The child listens to others' counting and may comment or compare, for example noticing different starting points or patterns. Engage in conversations with peers when there are differences. Attempts to sort differences amicably and offers support to others. There is visible confidence in handling change and a willingness to stay engaged with others even when the sequence becomes challenging.
Creativity	The child relies on familiar counting patterns and finds it difficult to adapt when the task changes. For example, may continue counting forward even after being asked to go backwards, or struggle to move into skip	The child shows some flexibility in adapting to new instructions, especially with support. For instance, when asked to count in 10s, the child may use fingers or pause to think before continuing. In situations	The child uses flexible strategies to manage changing instructions, such as mentally tracking jumps of 10 or 20, or briefly visualizing the number line. When conditions change, the child adapts quickly

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	counting without restarting. When faced with a missing number or a sudden change, the child may guess or wait for direction. There is little use of strategy beyond repetition.	where numbers are skipped or missing, the child attempts to fill the gap by continuing the pattern. The child begins to recognize that different strategies can be used, even if they are not applied consistently.	without losing continuity. For example, while counting in 20s from 34 (34, 54, 74), the child continues accurately and can explain the pattern. The child may anticipate what comes next or identify patterns such as repeating digits or consistent jumps. There is evidence of strategic thinking, where the child selects and adjusts approaches based on the task rather than relying on memorization.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.4** – Arranges numbers up to 99 in ascending and descending order

ACTIVITY

Suggested Activity: "Arrange, Compare, and Justify"

In this assessment activity, children arrange numbers, compare their arrangements with peers, and justify their reasoning.

Step-by-step process:

1. Each child is given a set of number cards (e.g., 23, 45, 12, 67, 34) and asked to arrange them in ascending order, explaining how they decided the order.
2. The child then rearranges the same set in descending order and explains the change.
3. Children are paired or placed in small groups to compare their arrangements. They observe similarities and differences and explain their reasoning to each other.
4. If there are differences, children discuss and decide which arrangement is correct, or revise their own based on peer input.
5. The teacher introduces variation by adding or inserting new numbers. Children adjust their arrangement and may again compare with peers to confirm or refine placement.
6. Throughout, the teacher observes how children justify their thinking, respond to peers' ideas, and refine their understanding of number order.

ASSESSMENT QUESTIONS

1. How did you arrange these numbers from smallest to largest?
2. What did you look at to compare two numbers?
3. How did your partner arrange the numbers? What is the same or different?
4. If your arrangement and your partner's arrangement are different, how will you decide which one is correct?
5. Did you change your arrangement after talking to your partner? Why?
6. How did you arrange the numbers from largest to smallest? What changed?
7. Where will this new number fit in your arrangement? Why?
8. How do you know which number is bigger or smaller?
9. What will you do if two numbers are very close (e.g., 45 and 46)?
10. Which way of arranging do you think is correct? How can you check?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins arranging numbers by looking at them one by one, often placing a few correctly and then hesitating. For example, while arranging 23, 45, 12, 67, 34, the child may correctly place 12 first but then position 45 before 34, relying on how the number "looks" rather than comparing values. When asked how the decision was made, the child may say "this is bigger" without explaining how. When switching to descending order, the child may repeat the same sequence or make partial changes.	The child arranges most numbers correctly in ascending order and is able to reverse the sequence for descending order after a brief pause. While comparing numbers, the child refers to tens or overall size, for example, "67 is bigger because it has 6 tens," or "34 comes before 45." When a new number is introduced, the child finds a place for it by checking nearby numbers, even if it takes some trial. Explanations are simple but show an emerging understanding of how numbers increase or decrease.	The child approaches the set by scanning all numbers and often begins by identifying the smallest and largest before filling in the middle. While comparing, the child clearly refers to place value. The arrangement is accurate and maintained even when switching between ascending and descending. When new numbers are added, the child inserts them efficiently without disturbing the entire sequence. Explanations are structured and refer to how tens and ones determine order, and the child may also notice patterns such as numbers increasing by one or forming sequences.
Sensitivity	The child remains focused on their own arrangement and may not look up when a peer explains a different order. If differences arise, the child may insist on their own answer without checking or may wait for the teacher to confirm. There is little visible effort to compare or reconsider unless prompted.	The child listens when a peer explains their arrangement, especially when encouraged to compare. Differences such as placement of two numbers are noticed, and the child may check again and make changes with support. There is an emerging understanding that arrangements can be discussed and verified rather than simply accepted.	The child actively compares arrangements with peers, often placing the two sequences side by side or pointing to specific numbers to discuss differences. For example, the child may say, "you placed 34 after 45, but it should come before because it has 3 tens." The child is willing to revise their own arrangement based on discussion or to explain and justify it clearly. There is visible collaboration in arriving at the correct order, with attention to both their own and others' reasoning.
Creativity	When a new number is introduced, the child may restart the entire arrangement or place the	The child is able to adjust the arrangement when a new number is added, usually by comparing it	The child handles changes in the set with ease, inserting or repositioning numbers without

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	number randomly. Adjustments are often slow and depend on trial and error. The child tends to follow a fixed approach and finds it difficult to adapt when the set changes.	with one or two nearby numbers. For example, placing 50 between 45 and 67 after checking both. The child shows some flexibility in handling changes, though it may involve rechecking parts of the sequence. Strategies such as looking at tens first begin to appear.	restarting the entire sequence. For example, when a number like 36 is added, the child quickly locates its place between 34 and 45 by comparing tens and then ones. The child may use efficient strategies such as grouping numbers by tens first and then ordering within each group. There is also an ability to anticipate placement, for instance predicting where a number will go before physically moving it. Explanations include comparisons and reasoning, showing flexible and efficient thinking.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.5** – Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system

ACTIVITY

Suggested Activity: "Build, Show, and Explain"

In this assessment activity, children represent given quantities using materials, numerals, and place value understanding, and engage with peers to compare and refine their representations.

Step-by-step process:

1. The teacher gives each child a quantity (through objects, pictures, or verbal prompts, e.g., 36 beads, 48 sticks).
2. The child is asked to build the quantity using materials such as sticks, beads, or blocks, grouping them into tens and ones where possible.
3. The child then writes or selects the numeral corresponding to the quantity and explains how the number represents the groups (e.g., 3 tens and 6 ones).
4. Children are then paired or placed in small groups to compare their representations. Each child explains their grouping and numeral, while others observe and respond. If there are differences, children discuss and decide whether to revise or justify their representation.
5. The teacher introduces variations such as:
   - giving a numeral and asking children to build it
   - slightly changing the quantity (e.g., adding/removing objects)
   - presenting close numbers (e.g., 39 and 43) to compare place value
6. Throughout, the teacher observes how children represent quantities, explain place value, and engage with peers' ideas, including how they listen, respond, and adjust their thinking.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. How many objects are there? How did you count them?
2. How did you group them into tens and ones?
3. What numeral represents this quantity? Why?
4. What does each digit in this number represent?
5. How is your representation similar to or different from your partner's?
6. If your partner has a different answer, how will you decide which one is correct?
7. Did you change your grouping or number after discussion? Why?
8. What happens if we add or remove some objects? How will the number change?
9. How are these two numbers (e.g., 39 and 43) different? Can you show the same number in another way?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins by counting objects one by one, often touching each item but occasionally losing track or recounting. When materials such as sticks or beads are available, grouping may not happen naturally; objects remain scattered or are loosely clustered without forming clear tens. For example, when given 36 beads, the child may count up to 36 but not organize them into 3 groups of ten and 6 ones. When asked to write or identify the numeral, the child may rely on recall rather than connecting it to the quantity.	The child counts objects with reasonable accuracy and begins to organise them into tens and ones, especially when materials support bundling (e.g., tying 10 sticks or grouping beads). For instance, 48 may be shown as 4 groups of ten and some loose ones. The child connects this grouping to the numeral, saying "4 tens and 8 ones makes 48." While explaining, the child refers to tens and ones, though sometimes checks again to confirm. When comparing numbers like 39 and 43, the child may say "43 is bigger because it has more tens," showing an emerging place value understanding.	The child approaches the quantity by organizing it efficiently, often grouping into tens early rather than counting each object individually. The numeral is linked clearly to the grouping, with explanations such as "3 tens is 30 and 6 ones make 36." When comparing or modifying quantities, the child uses place value flexibly, for instance explaining that adding one more to 39 changes it to 40 because a new ten is formed. The connection between quantity, grouping, and numeral is consistently visible and logically explained.
Sensitivity	The child remains focused on their own materials and may not attend when peers explain their grouping or number. If a difference arises, such as a peer showing a different grouping for the same number, the child may ignore it or wait for the teacher to confirm the correct answer. There is little attempt to compare or reconsider the representation independently.	The child listens when a peer explains their grouping, especially when prompted to compare. Differences, such as one child grouping into tens while another counts individually, are noticed. With support, the child may check their own work again and make adjustments. There is a growing awareness that the same quantity can be represented in similar or slightly different ways.	The child actively engages with others' representations, often looking closely at how peers have grouped materials. For example, the child may say, "you have 3 tens and 6 ones like me, but you grouped them differently." When differences arise, the child compares and reasons through them, sometimes revising their own representation or explaining why it is correct. There is clear participation in discussion, with attention to both their own and others' thinking, leading to a shared understanding.
Creativity	The child tends to represent numbers in a single way, usually by	The child shows some flexibility in representation, such as	The child represents numbers in multiple ways and adapts easily when

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	counting all objects one by one. When the quantity changes, such as adding or removing objects, the child may restart counting from the beginning. There is little attempt to regroup or adjust the representation strategically.	grouping into tens and ones when prompted or when materials make it easier. When the quantity changes, the child may adjust by adding or removing objects and recounting part of the set. There is an emerging understanding that grouping can help manage larger numbers.	the quantity changes. For example, the child may regroup 10 ones into a new ten without recounting everything, or break a ten into ones if needed. When given a numeral, the child can build it directly using tens and ones, and may also show alternative representations. The child anticipates how changes will affect the number, for instance recognizing that adding one to 49 creates a new ten. Explanations include comparisons and reasoning, showing flexible and efficient thinking with place value.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.6** – Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition

ACTIVITY

Suggested Activity: "Solve, Show, and Compare"

In this activity, children solve 2-digit addition and subtraction problems, demonstrate their method, and compare strategies with peers.

Step-by-step process:

1. The teacher presents each child with 2 - 3 problems involving 2-digit addition and subtraction (e.g., 34 + 28, 52 - 19), ensuring variation in structure.
2. The child is asked to solve the problem using any method and show how they did it (e.g., breaking into tens and ones, counting on, adjusting numbers).
3. The child explains their method, focusing on how they combined or broke numbers (e.g., 34 + 20 + 8, or 52 - 20 + 1).
4. Children are then paired or placed in small groups to compare their methods. They observe similarities and differences, explain their reasoning, and decide whether to keep or revise their approach.
5. The teacher introduces variations such as:
   - changing one number slightly (e.g., 34 + 28 changing into 34 + 30)
   - asking for a different way to solve the same problem
   - presenting problems where regrouping is needed
6. The child is asked to solve again or explain how their strategy would change, allowing observation of flexibility and understanding.

ASSESSMENT QUESTIONS

Prompts such as the following can be used:

1. How did you solve this problem? Show your steps.
2. How did you break or combine the numbers?
3. Why did you choose this method?
4. Can you solve the same problem in another way?
5. How is your method similar to or different from your partner's?
6. Did you change your method after discussion? Why?
7. What happens if one number changes slightly? How will you solve it now?
8. How do you decide when to add or subtract tens and ones?
9. Which method do you think is easier or faster? Why? How do you check if your answer is correct?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins solving by counting, often using fingers or verbal counting, especially for problems like 34 + 28. Counting may restart midway or skip numbers. When solving 52 - 19, the child may count backwards one by one without recognising that 19 is close to 20. There is little visible breaking of numbers into tens and ones. When asked to explain, the child may describe steps ("I counted like this") without referring to how numbers are made. Errors often occur when regrouping is needed, such as moving from 30 to 20 while subtracting.	The child begins to break numbers into tens and ones, especially in familiar problems. For example, 34 + 28 may be solved as "30 + 20 = 50, and 4 + 8 = 12, so 50 + 12 = 62." In subtraction, the child may attempt "52 - 20 + 1" after some thinking. There is a visible attempt to use number structure, even if steps are sometimes checked again. Explanations include references to tens and ones, such as "I added the tens first." The child manages regrouping with some support and shows an emerging understanding of how numbers can be adjusted.	The child approaches problems by reorganising numbers strategically. For example, 34 + 28 may be solved as "34 + 30 = 64, then minus 2 gives 62," or 52 - 19 as "52 - 20 = 32, then plus 1 gives 33." There is clear use of composition and decomposition, with numbers being adjusted mentally for efficiency. Regrouping is handled smoothly, and the child explains each step in relation to place value (e.g., "I made it easier by turning 28 into 30"). The child demonstrates control over number structure and uses it to simplify calculations.
Sensitivity	The child remains focused on completing their own method and may not attend when peers explain different approaches. If another method is shown, the child may ignore it or wait for the teacher's confirmation. There is little visible comparison between strategies unless prompted.	The child listens when peers explain their methods, especially when encouraged to compare. Differences in approach, such as adding tens first versus counting on, are noticed. The child may try to follow another method or adjust their own after discussion, though this may require support. There is a growing awareness that more than one method can lead to the same answer.	The child actively engages with others' strategies, often comparing them step by step. For example, the child may say, "you added 20 first, but I added 30 and then subtracted 2." The child evaluates which method is quicker or easier and may adopt a new strategy after discussion. There is visible openness to refining thinking, along with the ability to justify why one approach works better in a given situation. Interaction supports deeper understanding rather than just confirming answers.
Creativity	The child tends to rely on one familiar method, usually counting, even when the numbers change. When the problem is modified, such as 34 + 28 becoming 34 + 30, the	The child is able to try a different strategy when prompted, such as switching from counting to breaking numbers into tens and ones. When numbers	The child moves easily between strategies, selecting methods based on what makes the calculation simpler. For example, choosing compensation (34 + 30 - 2), breaking apart

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	child may restart rather than adjust the previous strategy. Alternative methods are rarely attempted without guidance.	change slightly, the child may adapt by adjusting part of the calculation, for example recognizing that adding 30 is easier than adding 28. Flexibility is visible, though it may not yet be consistent across problems.	numbers, or using known facts. When the problem changes, the child adapts without restarting, often anticipating how the change will affect the result. The child may also solve the same problem in more than one way and compare methods. Explanations include reasoning about efficiency, such as why one approach is faster or easier.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.7** – Recognises multiplication as repeated addition and division as equal sharing

ACTIVITY

Suggested Activity: "Same Number, Different Ways"

In this activity, each group works with the same quantity but is challenged to represent it in different ways through grouping and sharing.

Step-by-step process:

1. Each group is given the same number of objects (e.g., 12 or 16 counters).
2. The teacher gives a challenge:
   - "Show this number in two different ways using equal groups."
   - "Now show the same number by sharing it equally among people."
3. Groups decide how to organize the objects and create at least two different arrangements (e.g., 3 groups of 4 and 4 groups of 3, or sharing among 2 vs 4 people).
4. Groups record or explain their work using repeated addition (for grouping) and equal sharing statements (for division).
5. Each group presents their representations. Other groups observe and compare how the same number has been organised differently.
6. The teacher introduces a condition such as:
   - "Which arrangement is easier to explain?"
   - "Which one shows equal sharing clearly?"
   - "Can both ways be correct? Why?"
7. Groups discuss, justify, and may revise their representation based on peer discussion.

ASSESSMENT QUESTIONS

Prompts to be used during the activity:

1. How did your group show this number using equal groups?
2. Can you show the same number in another grouping?
3. How did you share the same number equally? What did each one get?
4. How do you know all groups or shares are equal?
5. How is one grouping different from another grouping of the same number?
6. How is grouping different from sharing in your example?
7. Which way was easier for your group? Why?
8. How did your group decide which method to use?
9. Did you change your idea after seeing another group's work? Why?
10. Can the same number always be grouped or shared in more than one way? Explain.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins arranging objects but groups may not be equal. For example, while working with 12 counters, one group may have 5 and another 7, without noticing the difference. When asked to share equally, the child may distribute unevenly or stop midway to check. The idea of "same number in each group" is not consistently applied. When explaining, the child may describe what was done ("we made groups") without referring to equality or repeated addition. The connection between grouping and sharing is not yet visible.	The child forms equal groups in familiar ways, such as 3 groups of 4 or 4 groups of 3, and checks that each group has the same number. When sharing, the child distributes objects one by one until each person has an equal amount. The child begins to express grouping as repeated addition, for example "4 + 4 + 4 = 12," and can say how many each person gets when shared. There is a basic understanding that grouping and sharing both organize the same quantity, even if the connection is not fully explained.	The child explores the quantity by trying out different equal groupings, such as showing 12 as 2 groups of 6, 3 groups of 4, or 4 groups of 3, and checks equality independently. While sharing, the child ensures equal distribution and may predict the result before completing it. Explanations clearly link grouping to repeated addition (e.g., "3 groups of 4 is 4 + 4 + 4") and sharing to equal distribution. The child also recognizes the relationship between the two, for example explaining that grouping into 3 groups of 4 and sharing 12 among 3 both result in 4 in each.
Sensitivity	The child handles materials independently and may continue arranging without attending to group discussion. When others suggest a different grouping, the child may ignore it or continue with their own arrangement. Participation in deciding or explaining is limited unless prompted.	The child takes part in group activity, especially when encouraged. Listens to others' suggestions, such as trying a different grouping (e.g., "let's make 4 groups instead of 3"). The child may adjust their own arrangement after seeing another group's work, though this may require support. There is visible participation, even if not sustained throughout.	The child actively contributes ideas to the group, suggesting different ways to organise the same number. For example, "we can also make 2 groups of 6." The child listens carefully to others, compares approaches, and may combine ideas. If a difference arises, the child engages in discussion to check which arrangement is equal or clearer. There is shared decision-making, with the child helping the group arrive at a common understanding.
Creativity	The child tends to show the number in one way, often repeating the same grouping even when asked to try another. For example, once 12 is shown as 3 groups of 4,	The child is able to show the same number in more than one way when prompted, such as moving from 3 groups of 4 to 4 groups of 3. When sharing, the child can try	The child generates multiple groupings and sharing arrangements without waiting for prompts. For example, may say, "12 can be 2 groups of 6, 3 groups of 4,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	the child may rearrange objects but keep the same structure. When asked to share differently, the child may hesitate or wait for direction. Alternative representations are limited.	a different number of people and observe how the result changes. There is an emerging understanding that the same quantity can be organized in different but valid ways	or 6 groups of 2." The child shifts easily between grouping and sharing and may compare them, noting how the number in each group changes. There is also an ability to explain which arrangement might be easier to show or understand and why. The child recognizes that different representations are equivalent and uses this idea to explore the number further.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.8** – Recognises basic geometric shapes and their observable properties

ACTIVITY

Suggested Activity: "Which Shape Fits?"

In this assessment activity, children identify shapes based on their properties and justify their choices.

Step-by-step process:

1. The teacher provides each group with a mixed set of shapes (e.g., circle, square, rectangle, triangle) in different sizes and orientations.
2. The teacher gives a property-based challenge instead of naming shapes directly, such as:
   - "Find all shapes with no corners"
   - "Find shapes with 4 sides"
   - "Find shapes with equal sides"
3. Groups select shapes that match the given property and explain why they chose them.
4. The teacher introduces new or overlapping conditions (e.g., "Find shapes with 4 sides but not all equal") to observe deeper understanding.
5. Groups compare their selections with other groups and discuss differences, explaining their reasoning and revising if needed.
6. The teacher may ask children to describe a shape without naming it, while others identify it based on properties.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which shapes did you choose? What property did you use?
2. How do you know this shape fits the condition?
3. What makes this shape different from the others?
4. Can this shape fit in more than one group? Why?
5. How are these two shapes similar or different?
6. How did your group decide which shapes to select?
7. Did your group change its answer after discussion? Why?
8. Can you describe a shape without naming it? What properties will you use?
9. What will happen if the shape is turned or rotated? Does it change?
10. Which property helps you identify the shape most easily? Why?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins by picking shapes that "look familiar," often relying on names rather than properties. For example, when asked to find shapes with no corners, the child may still select a square if it resembles a known shape. Attention is drawn to overall appearance rather than specific features such as sides or corners. When asked to explain, the child may say "this is a square" or "this looks like a circle" without referring to why it fits the condition. If the shape is rotated or shown in a different size, the child may hesitate or misidentify it.	The child identifies shapes using visible properties such as number of sides or corners. For example, when asked to find shapes with 4 sides, the child selects squares and rectangles and may say "these have 4 sides." When conditions become slightly more specific, such as "4 sides but not all equal," the child begins to differentiate, though may pause to check. Explanations include simple references to properties, even if not detailed. The child recognizes shapes in different sizes and begins to accept that orientation does not change the shape.	The child approaches the task by examining features carefully, often tracing sides or pointing to corners before selecting. For example, when asked to find shapes with equal sides, the child distinguishes between a square and a rectangle by checking side lengths. The child explains using clear property-based reasoning, such as "this has 4 sides but they are not all equal." When shapes are rotated or resized, identification remains consistent.
Sensitivity	The child focuses on their own selection and may continue sorting without attending to others' choices. When another group presents a different answer, the child may not compare or may wait for the teacher to confirm. There is limited participation in discussion unless prompted.	The child listens when others explain their selections, especially when encouraged to compare. Differences, such as including or excluding a rectangle in a group, are noticed. The child may recheck their own selection and make changes with support. There is an emerging understanding that reasoning can be discussed and refined.	The child actively engages with others' reasoning, often looking closely at their selected shapes and asking questions such as "why did you include this?" The child compares different selections and uses properties to agree or disagree. For example, pointing out that a rectangle should not be in "all sides equal." The child may revise their own choices or defend them with clear reasoning. Discussion becomes a way to refine understanding rather than just confirm answers.
Creativity	The child relies on one obvious property at a time and may struggle when conditions overlap or change. For example, when asked to find	The child uses more than one property when prompted, such as combining "4 sides" with "not all equal" to select rectangles. When	The child flexibly uses multiple properties to identify and classify shapes, even when conditions overlap. For example, recognising that

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	shapes with "4 sides but not all equal," the child may still select all 4-sided shapes. When asked to describe a shape without naming it, the child may repeat the name or give limited description. Alternative ways of identifying shapes are rarely explored.	describing a shape, the child may mention features like "it has 3 sides" or "it has no corners." The child adapts to slightly changing conditions, though it may take time to adjust. There is an emerging ability to think beyond a single feature.	a square fits both "4 sides" and "all sides equal," while a rectangle fits only one. When describing a shape without naming it, the child gives enough detail for others to identify it (e.g., "it has no corners and is round"). The child may also point out relationships, such as "a square is a special kind of rectangle," showing deeper understanding. There is ease in shifting between properties and using them purposefully.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.9** – Performs simple measurements of length, weight and volume of objects in their immediate environment

ACTIVITY

Suggested Activity: "Measure, Compare, and Adjust"

In this assessment activity, children measure objects using different types of measurement (length, weight, volume) and justify their methods.

Step-by-step process:

1. Each group is given a set of everyday objects (e.g., book, bottle, pencil, container with water, small weights or similar items).
2. The teacher gives tasks such as:
   - "Find which object is longer/shorter"
   - "Find which object is heavier/lighter"
   - "Find which container holds more/less"
3. Children choose how to measure or compare (e.g., direct comparison, non-standard units like hand spans, blocks, or simple tools if available).
4. The group carries out the measurement and records or explains their findings.
5. The teacher introduces variation such as:
   - asking children to use a different method
   - giving objects that are close in size/weight/volume
   - asking for estimation before measuring
6. Groups compare their results with others and discuss differences in methods and outcomes, revising if needed.

ASSESSMENT QUESTIONS

Prompts that can be followed:

1. What did you measure or compare? How did you do it?
2. Why did you choose this method or tool?
3. Which object is longer/heavier/holds more? How do you know?
4. Can you measure or compare it in another way?
5. What did you notice when you changed the method?
6. How close was your estimate to the actual result?
7. How did your group decide what to do?
8. How is your method similar to or different from another group's?
9. Which method do you think is better? Why?
10. What would you do if the objects are very similar in size or weight?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins by looking at objects and making quick judgments such as "this is bigger" or "this is heavier" without checking. For example, while comparing two bottles, the child may decide which holds more just by looking, without pouring or testing. When asked how they measured, the child may say "I saw it" or repeat the outcome without describing a method. If given tools or materials like blocks or hand spans, the child may use them inconsistently or not at all. There is little connection between the property (length, weight, volume) and the method used.	The child selects a simple way to compare or measure, such as placing two objects side by side for length, lifting them to compare weight, or pouring water from one container to another. For example, when comparing pencils, the child aligns them at one end before deciding which is longer. The child may also use non-standard units like blocks or hand spans when suggested. Explanations include references to what was done, such as "I put them together to see" or "I poured this into that." There is a basic understanding that different properties require different ways of measuring.	The child considers the task before choosing a method, often matching the method to the property being measured. For example, aligning objects carefully for length, using repeated units (blocks, spans) to measure, or pouring liquid to compare volume accurately. When objects are similar, the child refines the method, such as measuring more carefully or using smaller units. Explanations clearly link the method to the purpose, for instance, "I used blocks so I could count how long it is," or "I poured to check which holds more."
Sensitivity	The child engages with materials but may not attend to group discussion. When others suggest a different way to measure, the child may continue with their own method or wait for the teacher's confirmation. There is limited interaction around how or why a method is used.	The child participates in group activity and listens when others explain their methods, especially when encouraged. For example, may observe another child pouring water and then try the same approach. Differences in results or methods are noticed, and the child may recheck their own work with support. There is emerging participation in shared decision-making.	The child actively engages in group discussion, often suggesting or comparing methods such as "let's use blocks instead of guessing" or "we should align them properly." When different results appear, the child works with others to check and refine the method. The child listens carefully, responds to others' ideas, and contributes to arriving at a shared and justified conclusion. Interaction supports deeper understanding of measurement rather than just completing the task.
Creativity	The child tends to rely on one approach, often visual guessing, even when it is not effective. When the situation changes, such as objects being very close in	Tries alternative methods when prompted; adapts measurement approach in familiar. The child is able to try a different method when prompted, such as	The child explores multiple ways of measuring, sometimes suggesting alternatives without prompts. For example, estimating first

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	size, the child may hesitate or repeat the same method without adjusting. Alternative strategies are rarely attempted independently.	switching from guessing to aligning objects or using blocks to measure length. When conditions change, the child may adapt by checking more carefully or using another available tool. There is an emerging understanding that methods can be changed depending on the situation.; shows emerging flexibility.	and then checking by measurement, or comparing both by lifting and then confirming by balance or repeated units. When objects are very similar, the child refines the approach, such as using smaller units or repeating the process for accuracy. The child may also compare methods, explaining which is more reliable or easier and why. There is clear flexibility in adapting strategies based on the task and context.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.10** – Performs simple measurements of time in minutes, hours, day, weeks, and months

ACTIVITY

Suggested Activity: "Plan the Day, Fix the Time"

In this assessment activity, children work in groups to plan and organize a sequence of activities within given time constraints and adjust their plan based on conditions.

Step-by-step process:

1. Each group is given a simple scenario such as:

- planning a class event
- organizing a school day
- preparing a weekly routine

Along with this, they are given a set of activity cards (e.g., assembly, playtime, lunch, study, travel, rest), each with approximate time durations (in minutes or hours).

2. The group is asked to arrange the activities in a logical sequence and assign appropriate time units (minutes/hours) to each. They also decide how activities fit within a day, week, or month where relevant.

3. Once the plan is ready, the group explains:

- how much time each activity takes
- how they organized the day/week
- why they chose that sequence and duration

4. Groups then compare their plans with another group, discussing differences in duration, sequence, or time units. They may revise their plan after discussion.

5. The teacher introduces changes such as:

- reducing total available time
- adding a new activity
- delaying or extending one activity

Groups adjust their plan accordingly and explain the changes.

6. The focus is on how children use time units, how they adjust plans, and how they work together to make decisions.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. How did your group decide the order of activities?

2. How much time did you give to each activity? Why?

3. Which activities take minutes and which take hours? How do you know?

4. How did you use days, weeks, or months in your plan?
5. What did you change when the time was reduced or increased?
6. How did your group decide what to change?
7. How is your plan similar to or different from another group's?
8. Did you change your plan after discussion? Why?
9. What would happen if one activity takes more time than planned?
10. Can you think of another way to organize the same activities?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child places activity cards in a sequence, but the order may not always reflect real-life flow, such as placing lunch before assembly without noticing the mismatch. Time durations are often assigned without clear connection to the activity, for example giving "5 minutes" for travel or "2 hours" for a short task. There is visible confusion between units, with minutes, hours, and days used interchangeably. When asked to explain, the child may repeat the assigned time without linking it to how long the activity actually takes.	The child arranges activities in a generally logical sequence, such as starting the day with assembly, followed by study, lunch, and playtime. Time is assigned in a way that broadly fits the activity, for example giving minutes for short tasks and hours for longer ones. The child begins to distinguish between units, saying things like "playtime takes minutes but school takes hours." When asked to explain, the child connects duration to experience, even if the explanation is brief.	The child organises activities with attention to both sequence and duration, often checking whether the plan "fits" within the available time. For example, ensuring that multiple hour-long activities do not exceed the total day. Time units are used appropriately and consistently, with clear distinctions between minutes, hours, days, and beyond. The child explains decisions by referring to real-life sense of time, such as "travel takes longer than assembly, so it needs more time."
Sensitivity	The child participates in placing some cards but may not engage in group discussion about sequence or timing. When others suggest changes, the child may continue with their own idea or wait for direction. If the plan needs adjustment, the child may withdraw or rely on the teacher to decide.	The child contributes to group planning and listens when others suggest different sequences or time allocations. For example, may agree to shift an activity after hearing a peer's reasoning. When conditions change, such as reduced time, the child participates in discussion about what to adjust, though decisions may still rely on group support. There is visible cooperation and	The child actively engages in planning, often suggesting changes such as "we can shorten this to make space for the new activity." During discussion, the child listens carefully, responds to others' suggestions, and helps the group reach a shared decision. When the plan changes, the child contributes to reorganizing both sequence and duration. There is a clear sense of collaboration, with the

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
		willingness to consider others' ideas.	child supporting the group in making practical and balanced decisions.
Creativity	The child creates a plan and tends to keep it fixed, even when conditions change. For example, if total time is reduced, the child may not know how to adjust durations or sequence. Changes are made only with direct guidance, and alternative plans are rarely suggested.	The child is able to adjust the plan when prompted, such as reducing time for one activity or moving it to another part of the day. There is some flexibility in reorganizing the schedule, especially in familiar contexts. The child may suggest simple alternatives and relevant suggestions, such as "we can do this later", "we can make this shorter", "this might need more time considering how important it is" etc.	The child approaches planning as flexible and adjustable, often anticipating the need for change. Example, when a new activity is added, the child may suggest redistributing time or combining tasks. The child explores different ways to organize the same set of activities, such as shifting from a daily to a weekly plan. When time constraints change, adjustments are made efficiently, with clear reasoning about what can be shortened, extended, or moved. The child explains choices in terms of practicality and balance, showing an understanding that time planning involves structure and flexibility.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.11** – Performs simple transactions using money up to INR ₹ 100

ACTIVITY

Suggested Activity: "Classroom Market"

In this activity, children participate in a role-play market where they buy and sell items using money up to INR 100.

Step-by-step process:

1. The classroom is set up as a small market. Some children take the role of shopkeepers, while others are buyers. Items (real or picture cards) are displayed with prices (e.g., Rs. 10, Rs. 25, Rs. 40, Rs. 75).
2. Each buyer is given a limited amount of money (within Rs. 100) and a simple goal (e.g., "buy two items within Rs. 50" or "spend exactly Rs. 60").
3. Buyers interact with shopkeepers to select items, ask for prices, and make payments. Shopkeepers calculate the total and return change where required.
4. Roles may be switched so that each child experiences both buying and selling.
5. The teacher introduces variations in conditions such as:
    - limited money
    - need to choose between items
    - incorrect payment or change
    - multiple items to combine within a budget
6. Throughout the activity, the teacher observes how children calculate, make decisions, interact with others, and handle real-life situations such as waiting, negotiating, or correcting errors.

ASSESSMENT QUESTIONS

Prompts that can be used post-activity:

1. What did you buy or sell? How much did it cost?
2. How did you decide what to buy within your money limit?
3. How did you calculate the total amount?
4. How did you check if the payment or change was correct?
5. What did you do when you did not have enough money?
6. How did you interact with the shopkeeper/buyer?
7. What did you do if there was a mistake in payment or change?
8. How did you decide between two items?
9. Can you think of another way to spend the same amount?
10. What would you do differently next time?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Items are chosen without checking whether the total fits the available money. For example, a child may select items costing Rs. 75 while holding Rs. 50. During payment, notes or coins are handed over without verifying the amount. While acting as a shopkeeper, totals or change are guessed or skipped. Counting may happen one note at a time, without combining values (e.g., Rs. 20 and Rs. 10 not recognized as Rs. 30). Explanations describe actions ("I gave this") rather than how the amount was calculated.	The child checks the budget before finalising choices and adds amounts step by step (e.g., 25 + 10 = 35). Notes and coins are combined to match the required amount. While acting as a shopkeeper, totals for one or two items are calculated and simple change is returned after checking (e.g., Rs. 50 given for Rs. 40 leads to Rs. 10 back). Explanations include references to addition or subtraction, even if brief.	Before selecting items, the child plans combinations that match the budget (e.g., Rs. 25 + Rs. 35 = Rs. 60). During payment, different note combinations are used and verified. As a shopkeeper, totals and change are calculated accurately (e.g., Rs. 100 – Rs. 75 = Rs. 25), and alternative ways of giving change may be suggested. Explanations clearly show how amounts are combined, adjusted, or checked.
Sensitivity	Participation is visible, though actions may be hurried. Speaking may overlap with others, and materials may be handled without waiting for a turn. Exchanges remain brief, with little attention to what others say. When errors occur, they may go unnoticed or lead to abrupt reactions.	Turn-taking is followed in most interactions. The child asks for items, listens to responses, and uses simple polite expressions. When an error occurs, there is a pause to check and correct it, often with support. Interaction helps the activity continue smoothly, though attention may shift at times.	Interaction is steady and organised. The child asks, confirms, and responds clearly during transactions. Turn-taking is maintained without reminders. When an error appears, the child checks, explains, and corrects it calmly. Peers may also be supported by pointing out mismatches or helping resolve confusion, contributing to a smooth exchange.
Creativity	Choices are made quickly and remain unchanged even when the budget does not fit. When money is insufficient, the child may stop or wait instead of adjusting the plan. New conditions, such as reduced money, are handled only after guidance.	Different options are considered while staying within the budget. For example, one item may be replaced with another to fit the amount. When money is not enough, the number of items or type of items is adjusted after checking totals. Some flexibility is visible when prompted.	Multiple combinations are explored to reach a target amount (e.g., Rs. 60 as 30 + 30 or 25 + 35). When conditions change, the child adjusts quickly by reorganizing choices. Decisions reflect planning, such as keeping some amount aside or selecting items strategically. Explanations include why a particular combination works better in that situation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.12** – Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements

ACTIVITY

Suggested Activity: "Explain So Others Understand"

In this activity, children explain mathematical ideas using appropriate vocabulary while others interpret, question, and respond.

Step-by-step process:

1. Children are divided into small groups. Each group is given a task card related to a concept (e.g., describing a shape, explaining how to measure length, comparing quantities, explaining position or direction).
2. Within each group, one child takes the role of the "explainer" and describes the concept or process without showing directly (e.g., describing a shape without naming it, explaining how to measure using steps, describing position using words like near, far, above, below).
3. Other group members listen and try to identify, follow, or represent what is being described based only on the explanation.
4. Group members may ask questions if the explanation is unclear. The explainer refines or adjusts their language to make it more precise and understandable.
5. Roles are rotated so that each child gets a chance to explain and respond.
6. Groups may briefly compare how different members explained the same concept and discuss which explanation was clearer and why.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What words did you use to explain your idea? Why?
2. How did you make sure others understood your explanation?
3. What did you do when someone did not understand you?
4. What questions did you ask to understand someone else's explanation?
5. How is your explanation similar to or different from your group member's?
6. Which words helped you understand the concept clearly? Why?
7. Can you explain the same idea in another way?
8. What words can you use to describe size, shape, or position more clearly?
9. How did your group decide which explanation was clearer?
10. What would you do differently next time to explain better?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The problem is stated in fragments or as a description of the situation rather than a clear question. For example, "there are 5 pencils and 3 more" without asking what needs to be found. Important details may be missing or unrelated information may be included. While solving, the child may begin calculations without connecting them to the problem. Steps are shown, but the link between the situation and the answer is not evident. When explaining, the child describes actions taken rather than how the problem was understood.	Mathematical words begin to appear during explanations, such as "side," "corner," "longer," "shorter," "near," or "above." Descriptions usually include at least one relevant feature, for example "it has four sides" or "you measure from here to here." The explanation is generally understandable, though some steps or details may be brief. When listeners ask questions, the child adds or adjusts a part of the explanation, sometimes by including an extra feature or clarifying the sequence. Words and ideas are increasingly linked, though not always fully elaborated.	Vocabulary is selected to match the concept and used consistently throughout the explanation. For example, "it has four equal sides and four corners," or "start measuring from one end and count each unit." The explanation unfolds in a clear sequence, allowing others to follow and act on it. When listeners hesitate or respond incorrectly, the child revises the explanation by adding detail, reorganizing steps, or choosing more precise words. Connections between words and concepts are clearly established, showing both conceptual understanding and control over expression.
Sensitivity	While others are explaining, attention may shift to materials or unrelated actions. Responses are brief or absent, even when the explanation is unclear. Questions are rarely asked, and there is little attempt to check understanding. When prompted, the child may repeat a part of what was heard without engaging with its meaning. Interaction does not contribute to improving the explanation.	The child listens to others' explanations, especially when encouraged to respond. Questions such as "what do you mean?" or "which one?" are asked when something is unclear. There is a visible effort to follow the explanation and respond to it. When prompted, the child compares ideas or points out differences. Participation supports understanding, though it may not continue throughout the discussion.	Listening is focused and sustained, with attention directed toward both words and meaning. Questions are specific and help clarify ideas, such as "do you mean the longer side or the shorter one?" or "where exactly should we start measuring?" The child responds by building on others' explanations, comparing approaches, or suggesting improvements. Interaction contributes directly to making explanations clearer and more precise for the group.
Creativity	Explanations follow a single pattern and remain unchanged even when others do not understand. When confusion arises, the same words or	When prompted, the child changes part of the explanation by adding a feature, giving an example, or using a different word. For	The child expresses the same idea in more than one way without waiting for prompts. For example, combining description, comparison, and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	gestures are repeated. Alternative descriptions, comparisons, or examples are not introduced. The explanation remains fixed, regardless of the listener's response.	instance, "it is big" may be extended to "it is longer than this one." The child shows an ability to adjust expression, though changes may be partial or require support. Different ways of describing the same idea begin to emerge.	sequence: "first measure this side, then compare it with the other," or "it is longer than this but shorter than that." Language is adjusted based on how others respond, with explanations becoming simpler, more detailed, or reorganized as needed. Multiple strategies are used to make meaning clear, showing flexibility and control over expression.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 3: Cognitive Development	
Curricular Goals: *(Can choose one or more)*	**CG-8** – Children develop mathematical understanding and abilities to recognize the world through quantities, shapes and measures
Competencies *(Can choose one or more)*	**C-8.13** – Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements.

ACTIVITY

Suggested Activity: "Make the Problem, Solve the Problem"

In this assessment activity, children create and solve their own mathematical problems based on given situations, and engage with peers to refine and compare their thinking.

Step-by-step process:

1. Each group is given a simple situation or context (e.g., objects in a classroom, arrangement of shapes, sharing items, measuring space, or comparing quantities).
2. The group is asked to formulate at least one mathematical problem based on the situation (e.g., combining quantities, comparing sizes, arranging shapes, measuring length or space).
3. The group then solves the problem they created and prepares an explanation of both the problem and the solution.
4. Groups exchange their problems with another group. Each group now attempts to solve a problem created by peers.
5. After solving, groups compare answers and discuss:
   - whether the problem was clear
   - whether multiple solutions were possible
   - how the solution was arrived at
6. The teacher introduces a variation (e.g., change in quantity, condition, or constraint), and groups revise their problem and solution accordingly.

ASSESSMENT QUESTIONS

1. What problem did your group create? How did you think of it?
2. What information did you use to make the problem?
3. How did you solve your problem? Show and explain.
4. How did you understand and solve another group's problem?
5. Was the problem clear? What helped you understand it?
6. Did you find a different way to solve the same problem?
7. What did you change when the situation was modified?
8. How is your solution similar to or different from another group's?
9. What makes a problem easy or difficult to solve?
10. What would you do differently next time while creating a problem?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child states a situation but the problem is not framed as a clear question. For example, "there are 5 books and 3 more" without indicating what needs to be found. Some details may be missing or unrelated details may be added. While solving, numbers are used, but the steps do not clearly connect to the question. For instance, addition or subtraction may be attempted without explaining why. When asked to explain, the child describes actions taken rather than how the problem was understood and solved.	The child frames a complete problem using information from the situation, such as "there are 5 books and 3 more are added, how many are there now?" Relevant details are included and unnecessary ones are avoided. While solving, the child selects an appropriate operation such as combining, comparing, or arranging. The answer matches the question. During explanation, the child refers to how the numbers were used, even if the explanation is brief or step-wise. The link between the situation, method, and answer is visible.	The child constructs a well-defined problem with all necessary information and a clear question. Details are selected purposefully from the situation, such as focusing on quantity, shape, space, or measurement as required. While solving, the child chooses a strategy that fits the problem and may adjust it if needed. Each step is explained in relation to the situation, for example why addition, subtraction, or measurement is used. The explanation shows how the problem, method, and solution are logically connected.
Sensitivity	During group work, participation may focus on completing a task rather than discussing ideas. When another group's problem is presented, the child may begin solving without checking what is being asked. Responses to peers are brief, and differences in answers may not be explored. The child may wait for confirmation instead of engaging in discussion.	The child takes part in discussion and listens when peers explain their problems. Before solving, there is an attempt to understand the question, sometimes by re-reading or asking for clarification. While comparing answers, the child checks steps and notices differences. After discussion, the child may adjust the solution or accept another method with support. Interaction helps in understanding the task, though it may not be sustained throughout.	The child engages actively with both own and peers' problems. Questions are asked to clarify meaning, such as identifying what needs to be found or which information is important. While solving another group's problem, the child explains the approach and compares it with the original solution. Differences are discussed using reasoning, and the child may revise or defend their thinking. Interaction contributes to improving both the problem and the solution for the group.
Creativity	The problem follows a familiar pattern, often repeating previously seen examples such as simple addition of two numbers. When the situation changes, the structure of the problem remains the	The child creates variations by changing numbers, conditions, or context, such as turning a combining situation into a comparison. When the situation is modified, the problem is adjusted to	The child generates different types of problems from the same situation, such as combining quantities, comparing differences, arranging shapes, or measuring space. When

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	same and only numbers are altered. If asked to modify the problem, the child may change values but not the type of question. One method of solving is used, and alternative approaches are not explored.	reflect the new condition after some thought. The child may attempt another way of solving the same problem when prompted. There is visible flexibility in both problem creation and solution, though it may not appear consistently across tasks.	conditions change, the problem is redesigned to match the new situation rather than simply altering numbers. More than one solution path may be explored, and the child explains how each leads to the answer. The approach shows flexibility in thinking, with clear reasoning about why a particular method or problem structure is effective.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.1** – Listens to and appreciates simple songs, rhymes, and poems

ACTIVITY

Suggested Activity: "Whose Idea Fits?"

In this assessment activity, children listen to a rhyme or poem and evaluate different possible interpretations, deciding which ones best match what they heard.

Step-by-step process:

1. The teacher plays or recites a short rhyme, song, or poem once. Children listen without interruption.
2. Each group is then given multiple response options (visuals, short statements, or actions), some of which match the text closely and others that do not (e.g., different moods, meanings, or interpretations).
3. Groups discuss and select the options they think best match the rhyme or poem. They must justify their choices using what they heard.
4. Groups present their selections and reasoning. Other groups may agree, disagree, or add their own interpretation.
5. The teacher plays or recites the text again. Groups may confirm, revise, or refine their choices based on closer listening.
6. As a final step, groups are asked to suggest one more matching idea or response of their own, beyond the given options.

ASSESSMENT QUESTIONS

1. Which option did you choose? Why does it match the rhyme/poem?
2. What part of the text helped you decide your answer?
3. Which option did you not choose? Why?
4. Did your group members have different ideas? How did you decide?
5. Did you change your answer after listening again? Why?
6. How is your group's choice similar to or different from another group's?
7. What words or sounds helped you understand the meaning or feeling?
8. Can you think of another idea that matches the rhyme/poem?
9. What did you notice when you listened the second time?
10. Which response do you think fits best? Why?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child listens to the rhyme or poem but responses do not consistently reflect what was heard. Choices may be made based on familiarity with pictures or peer suggestions rather than the text. When asked to explain, the child may refer to a general idea ("it is nice," "it is about a bird") without linking it to specific words or sounds. During the second listening, changes in response may not occur even when new details are heard.	The child listens and selects responses that connect to key parts of the rhyme or poem, such as identifying the main idea, a repeated word, or a familiar action. For example, choosing an option that reflects a character or event mentioned in the text. Explanations refer to what was heard, such as "it says rain again and again." After listening again, the child may confirm or adjust the choice based on noticing an additional detail.	The child listens with attention to words, rhythm, and tone, and selects responses that match both meaning and feeling of the text. For example, identifying whether the rhyme is playful, calm, or energetic based on repeated sounds or expressions. Justifications include specific references, such as particular words, phrases, or patterns. During repeated listening, the child refines choices by noticing details such as emphasis, repetition, or change in expression.
Sensitivity	During group discussion, the child may focus on sharing an answer without listening to others' ideas. Responses to peers may be brief or unrelated to what was said. When different choices are presented, the child may not compare them or may wait for direction before responding.	The child listens to peers' ideas and responds when encouraged. Differences in interpretation are noticed, such as why one group chose a different option. There is an attempt to discuss and arrive at a common choice, even if support is needed. When listening again, the child may reconsider the group's answer based on discussion.	The child engages actively in discussion, listening carefully and responding to others' interpretations. Comparisons are made between options, with reasons given for agreement or disagreement. For example, pointing out which part of the rhyme supports a particular idea. The child contributes to group decisions by building on others' suggestions and helping refine the final choice.
Creativity	The child selects from the given options and does not add new ideas independently. When asked to suggest another response, the idea may repeat one of the given	The child suggests an additional response when prompted, such as describing another action, feeling, or image related to the rhyme. The idea connects to the text,	The child generates original responses that extend beyond the given options, such as suggesting a new action, image, or feeling that fits the rhyme. For example,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	options or remain unrelated to the text. The explanation does not clearly connect to what was heard.	though it may be stated briefly. There is an emerging ability to move beyond the given options and think of another matching interpretation.	connecting the rhyme to a personal experience or imagining an additional line or situation. The explanation clearly links the idea to specific parts of the text, showing thoughtful and creative interpretation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.2** – Creates simple songs and poems on their own

ACTIVITY

Suggested Activity: "Create, Share, and Refine"

In this activity, children create simple songs or poems and refine them through group discussion and comparison.

Step-by-step process:

1. Children are divided into small groups and given a simple theme or prompt (e.g., rain, school, animals, play, seasons).
2. Each group creates a short song or poem (2-4 lines), using any form they prefer. They are encouraged to include rhythm, repetition, or rhyme where possible.
3. Groups prepare to present their creation orally.
4. Each group presents their song/poem. Other groups listen and share what they understood, liked, or noticed (e.g., repeated words, rhythm, meaning).
5. Based on peer responses, groups are given time to revise or improve their composition (e.g., add a line, change words, improve rhythm or clarity).
6. Groups present the revised version and briefly explain what they changed and why.

ASSESSMENT QUESTIONS

1. What is your song or poem about? How did you decide on the idea?
2. What words or lines did you choose? Why?
3. Did you use any repetition, rhyme, or rhythm? How?
4. How did your group work together to create the poem/song?
5. What did you notice in another group's creation?
6. Did you change your poem/song after listening to others? Why?
7. What did you add or improve in your second version?
8. Can you say your poem/song in a different way (tone, pace, action)?
9. How is your poem/song similar to or different from others?
10. What would you do differently next time while creating?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child contributes words or lines, though the composition may not form a clear idea. Lines may appear as separate statements without connection, for example naming objects without linking them into a theme. Rhythm or rhyme may not be evident, and repetition, if used, may not relate to meaning. During explanation, the child may name words used but not describe how they fit together or what the song or poem expresses.	The child creates lines that connect to the given theme, forming a short song or poem with a recognisable idea. Some features such as repetition, rhyme, or rhythm appear, for example repeating a word or ending lines with similar sounds. The composition can be followed by listeners, even if parts are simple. When explaining, the child refers to the idea or structure, such as why a word is repeated or how the lines are arranged.	The child develops a song or poem where lines connect clearly to a central idea. Rhythm, repetition, or rhyme are used in a purposeful way, for example repeating a phrase to create flow or selecting words that match in sound. Word choice reflects the theme and expression, such as playful, descriptive, or rhythmic lines. While explaining, the child connects choices of words and structure to the meaning and effect of the composition.
Sensitivity	The child joins the activity but may focus on adding a line without attending to others' suggestions. Contributions may be added without connecting to what the group is creating. During feedback, the child may listen briefly or wait for direction before responding. Changes to the composition occur mainly after prompts.	The child takes part in group creation by listening to suggestions and adding lines that connect to the shared idea. During feedback, the child responds to peers' comments, such as noticing repeated words or rhythm. Revisions are made after discussion, for example changing a word or adding a line to improve clarity. Participation supports the group process.	The child engages actively throughout the process, listening to others and building on their ideas. Suggestions are discussed, combined, or refined to improve the composition. During feedback, the child responds thoughtfully, for example identifying how a line could sound better or fit the rhythm. Revisions reflect shared decision-making, with the child contributing to improving both meaning and expression.
Creativity	The child uses familiar words or phrases and repeats them in a similar pattern. Lines may resemble previously heard rhymes or songs. When asked to revise, changes may involve	The child creates lines that reflect the theme and shows variation in words or structure. For example, adding a new line, changing a repeated phrase, or adjusting the ending of lines to sound	The child generates original lines and experiments with different forms of expression, such as changing rhythm, adding actions, or varying tone. The same idea may be

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	replacing a word without altering the structure or expression. Variation in tone, rhythm, or form is not yet visible.	similar. During revision, the child modifies parts of the composition to improve flow or clarity. There is evidence of trying different ways to express the idea.	expressed in more than one way, for example altering pace or restructuring lines. During revision, the child refines the composition by improving word choice, rhythm, or overall effect. Explanations include why certain changes were made and how they improve the song or poem.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.3** – Converses fluently and can hold a meaningful conversation

ACTIVITY

Suggested Activity: "Keep the Conversation Going"

In this activity, children engage in short conversations around a shared topic and sustain the interaction through questions, responses, and ideas.

Step-by-step process:

1. Children are organised into small groups (3-4 members). Each group is given a simple, familiar topic (e.g., favourite game, a recent activity, a place they like, something they learned).
2. One child begins the conversation by sharing an idea or experience related to the topic.
3. Other group members respond by:
   - asking questions
   - adding their own ideas
   - agreeing or giving a different opinion
4. The conversation continues for a few turns, with children expected to build on what others say, not just speak independently.
5. The teacher may introduce prompts such as:
   - "Ask a question to continue the conversation"
   - "Respond to what your friend said"
   - "Add something new or different"
6. Groups may briefly reflect on how the conversation went and what helped them continue it meaningfully.

ASSESSMENT QUESTIONS

1. What did you say to begin or continue the conversation?
2. How did you respond to what someone else said?
3. What questions did you ask to keep the conversation going?
4. How did you decide what to say next?
5. What did you do when someone had a different idea?
6. How did you make sure everyone got a chance to speak?
7. What helped the conversation continue smoothly?
8. What did you do when the conversation slowed down or stopped?
9. How is your conversation similar to or different from another group's?
10. What would you do differently next time to improve your conversation?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child contributes short statements that do not always connect with what others have said. For example, after a peer shares about a game, the child may introduce a different topic without linking it. Responses may repeat the same idea or remain unrelated to the ongoing discussion. Questions are rarely used to continue the exchange. When the conversation pauses, the child may stop speaking or wait for direction.	The child responds to what others say and keeps the conversation connected to the topic. For example, after hearing about a game, the child may share a similar experience or ask a simple question. There is a visible effort to continue the exchange through responses or questions. The flow is maintained for a few turns, though pauses may occur. Ideas are expressed clearly enough for others to follow.	The child sustains the conversation across multiple turns by building directly on others' ideas. Responses connect clearly, such as agreeing, adding detail, or presenting a different view related to the topic. Questions are used purposefully to extend the discussion. When the conversation slows, the child introduces a relevant idea or question to continue it. The exchange remains focused and coherent, with ideas linked logically.
Sensitivity	The child speaks while others are talking or enters the conversation without waiting for a turn. Attention may shift away from the speaker, and responses may not reflect what was said. Some participants may not get a chance to speak unless guided. Interaction remains uneven across the group.	The child listens when others are speaking and takes turns during the conversation. Responses show that some attention has been given to what was said. When prompted, the child includes others by waiting or responding appropriately. Differences in opinion are acknowledged, though discussion may need support to continue smoothly.	The child listens attentively and responds in a way that shows clear understanding of others' ideas. Turn-taking happens naturally, with space given for each participant. When someone has not spoken, the child may invite them in. Different viewpoints are handled respectfully, with responses that build on or respond to those ideas. The interaction remains balanced and inclusive throughout.
Creativity	Contributions tend to follow a single pattern, such as repeating similar statements or giving one-word responses. When asked to extend the conversation, the child may pause or repeat what	The child adds new ideas, examples, or simple questions that help continue the conversation. For instance, sharing a related experience or asking "why" or "what	The child contributes in varied ways, including asking thoughtful questions, giving examples, expressing opinions, or introducing new but related ideas. Responses are adapted

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	has already been said. New ideas, examples, or questions do not emerge independently.	happened next." There is some variation in how responses are expressed. With support, the child is able to extend the discussion further.	based on what others say, allowing the conversation to grow naturally. The child may shift between explaining, questioning, and responding to maintain engagement. Contributions keep the discussion active and meaningful.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.4** – Understands oral instructions for a complex task and gives clear oral instructions for the same to others

ACTIVITY

Suggested Activity: "Follow the lead"

In this assessment activity, children must rely only on oral instructions to complete and guide a task, making clarity, sequencing, and listening highly visible.

Step-by-step process:

1. Children work in pairs. One child is the "instructor", the other is the "doer."
2. The instructor is shown a simple arrangement or task (e.g., arranging shapes in a pattern, placing objects in positions, drawing a figure), but the doer cannot see it.
3. The instructor gives only oral instructions (no pointing, gestures, or showing) to guide the doer in completing the task.
4. The doer listens and performs the task based on what they understand. They may ask for clarification if needed.
5. After completion, both compare the outcome with the original. They discuss what worked, what was unclear, and what could be improved.
6. Roles are reversed. The second round allows children to refine their instructions, making them clearer and more structured based on previous experience.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which part of the instructions was clear or unclear? Why?
2. What did you do when you did not understand something?
3. How did your partner respond to your instructions?
4. What did you change in your instructions the second time? Why?
5. How did you make your instructions clearer?
6. What helped you complete the task correctly?
7. How did you adjust when your partner did not understand?
8. What would you do differently next time?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While listening, the child completes some parts of the task but misses key steps or performs them out of order. For example, shapes may be placed correctly but in the wrong position. When giving instructions, steps may be stated without sequence, such as naming actions without indicating order ("put this… then that…") or omitting important details like position or direction. Explanations after the task describe what was done rather than how the instructions were understood or organised.	The child follows most steps in the correct order and completes the task with general accuracy. When giving instructions, steps are presented in a sequence, such as "first place the circle, then put the square next to it." Important details like order and placement are included, though some parts may require repetition or checking. During reflection, the child identifies which parts of the instructions worked and which needed adjustment.	The child follows instructions accurately, maintaining both sequence and detail throughout the task. When giving instructions, steps are clearly structured and complete, for example "first draw a triangle at the top, then place a square below it, slightly to the left." Language reflects order, position, and clarity. During reflection, the child explains how the instructions were organised and how they led to the correct outcome.
Sensitivity	The child begins the task without checking whether the instructions are fully understood. When confusion arises, the child may pause or continue without clarification. While giving instructions, the child continues speaking without noticing whether the partner is following. Responses to questions or difficulties appear only after prompts.	The child listens to instructions and asks for clarification when prompted or when a step is unclear. While giving instructions, the child responds when the partner asks questions and may repeat or restate a step. There is attention to whether the task is being followed, though it may require reminders. Interaction supports completion of the task.	The child listens carefully and checks understanding before and during the task, for example by asking specific questions ("should it go above or next to?"). While giving instructions, the child observes the partner's actions and adjusts immediately when confusion appears. Instructions are clarified, repeated, or broken into smaller steps as needed. Interaction ensures that both partners reach a shared understanding of the task.
Creativity	Instructions follow a fixed pattern and remain unchanged even when the partner does not	The child modifies instructions when prompted, such as adding a missing step or	The child adjusts instructions in multiple ways without waiting for prompts. For example,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	understand. When asked to improve, the child may repeat the same wording. Changes to sequence, detail, or clarity do not appear independently.	changing the order. Rephrasing may include simpler words or clearer sequences ("first… then…"). During the second attempt, some improvement in clarity or structure becomes visible.	breaking a step into smaller parts, using clearer positional words, or reorganising the sequence for better understanding. During the second attempt, instructions show noticeable refinement. The child may also anticipate confusion and provide additional detail in advance. Explanations include what was changed and how it improved clarity.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.5** – Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say

ACTIVITY

Suggested Activity: "Rebuild the Story"

In this activity, children listen to a story and reconstruct it through sequencing, explanation, and interpretation, while engaging with peers to refine their understanding.

Step-by-step process:

1. The teacher narrates or reads out a short story. Children listen carefully without interruption.
2. Each group is given a set of mixed event cards from the story (not in order), along with a few extra or incorrect events.
3. The group works together to:
   - identify the correct events
   - arrange them in the correct sequence
   - identify the main characters involved
4. Groups then prepare a short story by sequencing new cards that are provided to them.
5. Each group presents their story. Other groups listen and may question or suggest changes if something seems incorrect or missing.
6. Groups may revise their explanation after discussion.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Who are the main characters in the story? How do you know?
2. How did you decide the correct order of events?
3. Which events did you remove or not choose? Why?
4. How is your group's version similar to or different from another group's?
5. Did you change your sequence or understanding after discussion? Why?
6. What do you think about the theme of the story?
7. Tell me about the main characters. Who are they? What role do they play in the story?
8. Can there be another way to understand the story? Explain.
9. What would you include if you had to retell this story to someone else?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child selects some event cards, though choices may include events not part of the story or miss important ones. While arranging, the sequence may follow guesswork rather than the story flow, for example placing the ending before the beginning. Characters may be named but without linking them to actions in the story. When explaining, the child describes parts of the story without connecting them into a complete sequence. The message may be stated as a general idea or remain unrelated to events.	The child identifies main characters and selects events that match the story. Events are arranged in an order that reflects the beginning, middle, and end, even if one or two placements need checking. While explaining, the child connects events to form a storyline, such as what happened first and what followed. The message is linked to events, for example describing what the story shows or teaches, though the explanation may remain brief.	The child selects all relevant events and arranges them in a clear and logical sequence, maintaining the flow of the story. Characters are identified along with their roles in the events. While explaining, the child connects events smoothly to reconstruct the storyline. The message is derived from the story and supported with examples, such as referring to specific actions or outcomes that show what the author wants to convey.
Sensitivity	The child contributes to arranging cards but may not attend to others' suggestions. When differences appear, the child may continue with the same choice or wait for direction. Responses during discussion may not connect to what others say. Changes in sequence or interpretation occur mainly after prompts.	The child listens when others share their ideas about sequence or characters. Differences in arrangement are noticed, and the child participates in checking and adjusting the order. During discussion, the child responds to peers' suggestions and may revise the sequence or explanation with support. Interaction contributes to reaching a shared version of the story.	The child engages actively in discussion, comparing different sequences and interpretations. Suggestions are evaluated by referring to the story, for example explaining why one event should come before another. Can talk about the conflicts that characters go through meaningfully. The child listens carefully, responds to others' ideas, and helps refine the group's understanding. Revisions are made through discussion, leading to a shared and coherent reconstruction.
Creativity	The retelling focuses on isolated events or	The child retells the story in a connected manner	The child retells the story with clear flow and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	repeating parts of the story without connection. When asked about the message, the response may restate an event instead of explaining its meaning. Alternative ways of understanding the story do not appear without prompts.	and includes key events. The message is expressed in simple terms linked to what happened in the story. When prompted, the child may suggest another way of understanding the story or add a small detail to the retelling. There is evidence of moving beyond recall.	expression, connecting events, characters, and outcomes. The message is explained using examples from the story, showing how events lead to meaning. The child may offer more than one interpretation, such as explaining different viewpoints or possible lessons. Ideas extend beyond recall, showing thoughtful engagement with the story.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.6** – Narrates short stories with clear plot and characters

ACTIVITY

Suggested Activity: "Build and Tell"

In this activity, children construct and narrate a short story using given elements, and refine it through peer interaction.

Step-by-step process:

1. Each child (or group) is given a set of story elements such as:
   - a character (e.g., a child, animal, or object)
   - a setting (e.g., park, school, forest)
   - a situation or problem (e.g., lost item, conflict, challenge)
2. The child is asked to create a short story (5-8 lines) using these elements, ensuring there is:
   - a beginning (who/where)
   - a middle (what happens/problem)
   - an ending (what happens next/solution)
3. The child narrates the story orally to the group.
4. Peers listen and may ask simple questions or point out if something is unclear (e.g., missing part, unclear character, incomplete ending).
5. The child is given a chance to retell or improve the story, making it clearer or more complete based on feedback.
6. A few stories are shared with the whole class, allowing comparison of different plots and storytelling styles.

ASSESSMENT QUESTIONS

1. Who are the characters in your story?
2. What happens at the beginning, middle, and end?
3. What problem or event is there in your story?
4. How did you decide what happens next?
5. How did you make your story clear for others?
6. What questions did others ask about your story?
7. Did you change your story after listening to others? Why?
8. How is your story similar to or different from another story?
9. Can you tell your story in another way?
10. What would you add to make your story better?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The narration includes a few ideas, though they may appear as separate statements rather than a connected story. A character or setting may be mentioned, but their role in the story is not developed. Events may be stated without sequence, for example describing what happens without showing what comes first or next. The ending may be missing or unrelated to the earlier part of the story. When asked to explain, the child repeats parts of the story rather than describing how it is structured.	The child narrates a short story with a clear beginning, middle, and end. Characters and settings are introduced, and an event or problem is included. Events are placed in a sequence that listeners can follow. The ending connects to what happened earlier, even if it is simple. During explanation, the child refers to what happens at different stages of the story, showing an understanding of how the story is organised.	The child presents a story where characters, setting, and events are clearly connected. The narration follows a logical flow, with each part leading to the next. A problem or event is developed and resolved in a way that fits the story. Details are included to make the story clearer and more engaging. When explaining, the child describes how the beginning leads to the middle and how the ending completes the storyline.
Sensitivity	While others are speaking, attention may shift, and responses may not connect to what was asked. When questions are posed about the story, answers may be brief or unrelated. During retelling, changes are not made unless guided. The narration remains the same even when listeners indicate confusion.	The child listens to questions and feedback from peers. Responses address what is asked, such as clarifying a character or explaining an event. During retelling, the child adds or adjusts parts of the story, for example including a missing detail or making the ending clearer. Interaction supports improving the narration.	The child listens attentively and responds to questions by clarifying or expanding parts of the story. Feedback from peers is used to improve narration, such as reorganising events or adding detail for clarity. During retelling, the child adapts the story based on the feedback received so that it is easier for the audience to follow. Gives relevant feedback to others as well. Interaction reflects attention to both content and listener understanding.
Creativity	The story follows a familiar pattern, often repeating known ideas such as “once there was…” without further	The child creates a story that connects to the given elements and includes some variation in events or description. For	The child develops a story with original and engaging elements, such as unexpected events, descriptive details, or

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	development. Events may remain simple and unchanged throughout. When asked to improve the story, changes may involve adding a word or repeating a line rather than extending the plot. Variation in expression or detail is not yet visible.	example, adding a new action or describing what a character does. During revision, the child modifies parts of the story, such as adding a detail or extending the ending. There is evidence of developing ideas beyond a basic pattern.	varied actions. The plot is extended thoughtfully, with changes that make the story more interesting or complete. During revision, the child refines both content and expression, for example by adding detail, adjusting sequence, or improving how the story is told. Explanations include why certain changes were made and how they improve the narration.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-9** – Children develop effective communication skills for day-to-day interactions in two languages
Competencies *(Can choose one or more)*	**C-9.7** – Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary

ACTIVITY

Suggested Activity: "Say It Another Way"

In this activity, children engage in interaction where meaning is not immediately clear, and they must clarify, rephrase, and infer vocabulary through communication.

Step-by-step process:

1. Children work in pairs or small groups. Each child is given a short message or instruction that includes 1-2 unfamiliar or less familiar words (unknown to others).
2. The child communicates the message to others without directly explaining the unfamiliar word, using only known vocabulary, examples, or rephrasing.
3. The listeners try to infer the meaning of the unfamiliar word based on the explanation and context.
4. They state what they think the word means and explain how they understood it.
5. The speaker confirms, refines, or further clarifies by rephrasing or giving another example, without directly defining the word.
6. Roles are rotated. Groups may briefly compare how different words were explained and understood.

ASSESSMENT QUESTIONS

Prompts that can be used during the activity:

1. What did you say to explain your message?
2. What do you think the new word means? Why?
3. What clues helped you guess the meaning?
4. What did you do when you did not understand something?
5. How did you explain the word without directly telling its meaning?
6. What other words or examples helped you understand the meaning?
7. What would you do differently next time?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child communicates the message but relies on a narrow set of familiar words. When an unfamiliar word is included, the explanation may remain incomplete or unclear, for example repeating the same sentence without adding detail. While listening, guesses about the new word may not connect to the message or context. Explanations such as "it means this" are given without referring to clues from the sentence or situation.	The child uses familiar words to explain the message in a way that others can follow. When an unfamiliar word appears, the child attempts to infer its meaning using context, for example by connecting it to the situation or a known idea. Explanations include simple reasoning such as "because it was used like this." While speaking, the child may rephrase or add a small example to make the meaning clearer.	The child explains the message by selecting words, examples, or comparisons that help others understand the unfamiliar term. While listening, the child uses context, prior knowledge, and sentence cues to infer meaning, for example linking the word to actions or situations described. Explanations include clear reasoning, such as identifying which part of the message helped in understanding. Vocabulary is used purposefully to make meaning precise. Can talk about why certain words fit better in the given context in comparison to others.
Sensitivity	The child listens to the message but may not respond when meaning is unclear. Questions are not raised even when confusion is visible. While explaining, the child continues speaking without checking whether others have understood. Interaction does not lead to clarification unless guided.	The child listens and responds when something is unclear, for example by asking "what do you mean?" or "can you say it again?" During explanation, the child notices when others are unsure and attempts to clarify by repeating or slightly changing the sentence. There is participation in building shared understanding, though it may require prompts.	The child listens closely and identifies moments when meaning is unclear. Questions are asked to focus on specific parts of the message, such as asking for examples or clarification of a situation. While explaining, the child checks for understanding and adjusts language accordingly. Interaction supports shared meaning-making, with the child helping others arrive at a clear understanding of the word.
Creativity	The child repeats the same explanation when	The child rephrases the message when prompted,	The child uses multiple strategies to explain and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	the listener does not understand. Alternatives such as examples, comparisons, or rewording are not introduced independently. The unfamiliar word remains unexplained beyond the initial attempt.	for example by changing words or adding a simple example. Connections may be made to familiar situations or known words. During inference, the child uses at least one strategy, such as relating the word to context or describing what happens. There is evidence of trying different ways to express meaning.	understand the unfamiliar word, such as giving examples, comparing with known words, or describing situations where the word applies. Explanations are adapted based on how others respond. While inferring meaning, the child connects the word to context, prior knowledge, and usage. Language is used flexibly, showing the ability to move between different ways of expressing the same idea.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.1** – Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/syllables

ACTIVITY

Suggested Activity: "Listen and Respond"

In this activity, children respond to oral prompts by segmenting, blending, and manipulating sounds, demonstrating real-time phonological awareness.

Step-by-step process:

1. The teacher orally presents a word (e.g., "mat", "paper", "sunlight"). Children listen without repetition from the teacher.
2. Each child is asked to say the sounds or syllables in the word.
3. The teacher then gives separate sounds or syllables (e.g., /b/ /u/ /s/ or ta-ble), and the child must immediately blend them into a word.
4. The teacher introduces quick variations such as:
   - "Say the word without the first sound"
   - "Change the last sound"
   - "Add a sound at the beginning"
5. Children respond individually, while others listen and may agree or suggest corrections.
6. The teacher observes accuracy, speed of response, and how children adjust when sounds change.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What sounds do you hear in this word?
2. How did you break the word into parts?
3. What word do these sounds make?
4. What happens when we remove or change a sound?
5. How is your answer similar to or different from others?
6. Did you change your answer after listening to others? Why?
7. Can you make another word by changing one sound?
8. What did you notice about how the word changed?
9. What helped you understand the sounds better?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When a word is spoken, the child identifies some sounds but may omit or rearrange others. For example, "mat" may be broken as /m/ /t/ or repeated as a whole word without segmentation. During blending, separate sounds such as /b/ /u/ /s/ may not combine into a recognizable word. When sounds are changed or removed, the response may remain the same or shift unpredictably. Explanations describe what was said rather than how sounds were identified or changed.	The child breaks familiar words into individual sounds or syllables, such as /m/ /a/ /t/ or pa-per. When given separate sounds, the child blends them into a word with general accuracy. Changes such as removing or adding a sound are handled with some thinking time, for example recognizing that removing /m/ from "mat" leaves "at." Responses reflect an understanding of how words are built from sounds, even if occasional checking is needed.	The child identifies all sounds in a word and segments them in order without hesitation. Blending occurs quickly and accurately, even with unfamiliar combinations. When a sound is added, removed, or changed, the child adjusts the word immediately and explains the change, for example "if we change /m/ to /s/, mat becomes sat." The structure of words is understood as a sequence of sounds that can be manipulated purposefully.
Sensitivity	The child listens to others' responses but may not relate them to their own answer. Differences in sounds or words may pass without comment. When a correction is offered, the child may repeat it without checking how it differs from the original response. Participation in discussion appears only after prompts.	The child listens to others' responses and notices when answers differ. With guidance, the child compares sounds, for example identifying which sound was added or missed. When a peer gives a different answer, the child may reconsider and adjust their own response. Interaction contributes to recognizing correct sound patterns.	The child listens attentively and compares their response with peers by focusing on specific sounds. For example, identifying that one answer includes an extra sound or a different ending. When differences arise, the child explains the change and may revise their own response accordingly or suggest relevant changes to peers politely. The interaction supports a shared understanding of how sounds form words, with the child contributing to clarifying patterns for the group.
Creativity	When asked to change or add a sound, the child may repeat the original word or give a response that does not follow the instruction. New words are not formed independently. Attempts remain close to the original example without variation.	The child changes one sound when prompted, for example turning "cat" into "bat" or "cap." Words are formed by adding or removing sounds, though this may require a pause to think. There is evidence of experimenting with how sounds affect words, especially in familiar patterns.	The child generates multiple words by changing, adding, or rearranging sounds, such as moving from "cat" to "bat," "cap," or "can." Sound patterns are explored actively, with the child noticing how small changes create new words. Responses are quick and varied, and explanations include how each change affects the word. The child uses sound manipulation to explore language beyond the given example.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.2** – Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks

ACTIVITY

Suggested Activity: "What's Right in This Book?"

In this activity, children examine books and printed material to identify correct and incorrect features of print.

Step-by-step process:

1. Each group is given:
   - a familiar book or printed page
   - a few modified or incorrect versions (e.g., reversed text, missing spaces, incorrect punctuation, wrong page order, mixed direction)
2. Groups are asked to:
   - identify which version looks correct
   - point out what is wrong in the incorrect versions
3. Children explain their reasoning (e.g., direction of reading, spacing between words, punctuation marks, how a book is organised).
4. Groups compare their observations with another group and discuss differences or missed details.
5. The teacher may ask children to demonstrate how to read or handle the book correctly, including direction and sequence.
6. Children may refine their explanations after discussion.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which book or page looks correct? Why?
2. What is wrong with this version?
3. In which direction do we read? How do you know?
4. How do you know where one word ends and another begins?
5. What punctuation marks do you see? What do they show?
6. How do you know which page comes first?
7. How is your answer similar to or different from another group's?
8. Did you change your answer after discussion? Why?
9. What would happen if there were no spaces or punctuation?
10. Can you show how to read this correctly?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When examining the pages, the child often relies on how the text "looks" rather than how it works. A page with reversed text or missing spaces may still be accepted as correct, or differences may go unnoticed. While pointing to text, the child may move randomly across the page instead of following a left-to-right or top-to-bottom pattern. Words may be treated as a continuous string rather than separate units, and punctuation marks may be ignored or seen as decoration.	The child begins to attend to how print is organised. Pages with correct direction (left to right, top to bottom) are identified, and versions with obvious changes, such as missing spaces or jumbled order, are recognised as incorrect. While demonstrating reading, the child tracks text in a consistent direction and pauses at punctuation marks such as a full stop. Explanations refer to visible features, for example "there are no spaces between words" or "this is not the first page." Understanding is more stable in familiar books, though unfamiliar layouts may require checking.	The child approaches the task by examining multiple features at once. Direction of print, spacing between words, punctuation marks, and sequence of pages are all considered before deciding whether a version is correct. While demonstrating reading, the child tracks text accurately, recognizes where sentences begin and end, and responds to punctuation through pauses or changes in tone. Explanations go beyond identifying features and include their purpose, such as how spaces help separate words or how punctuation supports meaning.
Sensitivity	The child looks at the material and shares an answer but may not attend to how others arrived at their choices. During group work, responses may be given without listening to previous ideas. When another child points out a difference, it may not be explored further. Changes in response occur mainly after direct prompts from the teacher.	The child listens when others explain what they noticed in the text. Differences between answers, such as which page is correct or what is missing, are discussed within the group. At times, the child rechecks the page after hearing another viewpoint and may adjust the response. Participation supports shared observation, though it may depend on prompts to continue the discussion.	The child engages closely with others' observations, often comparing details such as spacing, punctuation, or page order. When a different answer is presented, the child refers back to the text to examine it again and discuss why one version works better. Contributions include building on others' ideas or pointing out overlooked features. Through this exchange, the group arrives at a more accurate and shared understanding of print conventions.
Creativity	Attention is drawn to one visible feature at a time, such as noticing large letters or a missing word gap, while other features remain unexamined. When asked to explain or demonstrate, the child	The child identifies more than one feature when encouraged, such as noticing both spacing and punctuation. While explaining, the child refers to how these features affect reading,	The child examines print as a system, connecting features such as spacing, punctuation, and direction to how reading happens. For instance, explaining how removing spaces changes meaning

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	may repeat the same observation or rely on a single example. Applying the idea to a new or altered page remains difficult without guidance.	for example "we don't know where to stop if there is no full stop." When shown a new example, the child attempts to apply the same understanding, even if it requires checking or support.	or how punctuation signals pauses. When presented with new or unfamiliar examples, the child applies this understanding independently. Explanations often include comparisons or demonstrations, showing how and why certain features are necessary for making sense of text.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.3** – Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words

ACTIVITY

Suggested Activity: "Teach Your Word"

In this activity, children construct, read, and write words, and actively support peers in understanding and correcting letter use.

Step-by-step process:

1. Each child is given a set of letters/*akshara* cards and a simple prompt (picture or word). They independently form a word using the given letters.
2. The child reads the word aloud and then writes it down.
3. Children then pair up. Each child becomes a "teacher" for their partner:
   - they explain how they formed the word
   - identify each letter used
   - guide the partner in reading the word
4. The partner attempts to rebuild the same word using letters and then write it independently.
5. If there are errors, the first child supports the partner by:
   - pointing out missing or incorrect letters
   - explaining the correct sequence
   - helping them read the corrected word
6. Roles are then reversed.
7. Pairs may briefly share what they learned from each other and whether they changed their understanding after the interaction.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which word did you make? How did you form it?
2. How did you check if the word was correct?
3. What did you do when your partner made a mistake?
4. Can you make another word using similar letters?
5. How did you decide the order of letters?
6. What would you do differently next time while helping someone?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While selecting letters, the child may recognise a few familiar ones but hesitates when combining them into a word. The arrangement of letters may not match the intended word, for example placing letters in an order that does not produce a readable form. During reading, the child may attempt to recall the word rather than decode it letter by letter. Writing often shows missing, repeated, or misplaced letters. When asked to explain, the child may point to letters without describing their role or sound.	The child identifies most letters and uses them to form simple words that match the given prompt. While reading, the child attempts to sound out or recognise the word based on its letters. Writing reflects the intended word, though occasional errors in sequence or formation may appear. During explanation, the child refers to letters and their order, for example naming them or indicating how they come together to form the word. There is a visible connection between letter, sound, and word.	The child selects letters purposefully and arranges them to form a correct and meaningful word. The word is recognised or decoded smoothly, with attention to each letter or akshara. Writing shows accurate formation and sequence. During explanation, the child describes how letters combine to form the word, often referring to sounds or patterns. The connection between letter, sound, and meaning is clearly established and applied consistently. The child also articulates clearly how aksharas are being combined to form the word.
Sensitivity	During pair work, the child focuses on completing their own word and may not attend to the partner's attempt. When the partner makes an error, the child may point it out without explanation or remain silent. Guidance appears only after prompts, and interaction may stop quickly.	The child works with the partner by showing how the word was formed and helping them read it. When an error appears, the child indicates what needs to be changed, such as pointing to a missing or incorrect letter. Responses are connected to the task, and there is effort to guide the partner through correction. Interaction supports completion of the word.	The child takes an active role in helping the partner understand the word. Guidance includes explaining which letters are used, their order, and how they sound together. When errors occur, the child responds by explaining the change needed and checking again after correction. The interaction continues until both partners reach a shared understanding. The child listens to the partner's attempts and adjusts support accordingly.
Creativity	Uses letters in a fixed way; struggles to form new The child uses the given letters to form one word and does not explore other possibilities. When asked to create another word, the same arrangement	The child forms another word by rearranging or substituting letters, especially when prompted. For example, changing one letter to create a new word or using a familiar pattern. There is some exploration	The child experiments with multiple combinations of the given letters to form different meaningful words. Rearrangement, substitution, deletion or extension of patterns is used to generate new

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	may be repeated or only one letter is changed without producing a meaningful result. New combinations are not attempted independently. or adapt; depends on prompts to extend learning.	of how letters can be combined differently, though it may remain within known examples.	words. For example, identifying how changing one letter or position creates a different word. During explanation, the child describes how and why the new word works. Learning from the partner's word may also be used to form additional examples.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.4** – Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation

ACTIVITY

Suggested Activity: "Read for Meaning"

In this activity, children read aloud to convey meaning clearly, and listeners respond based on what they understood.

Step-by-step process:

1. Each child is given a short story (a few lines). The child is given time to read it silently once.
2. The child reads the passage aloud to a small group.
3. The listeners respond by sharing:
   - How did they find the story
   - Which part they liked/ did not like the most
   - How the reading sounded (e.g., smooth, clear, confusing, expressive)
4. The reader reflects on whether the meaning was conveyed clearly based on listener responses.
5. The child reads the passage again, attempting to improve:
   - accuracy
   - fluency
   - pauses at punctuation
   - voice modulation
6. The teacher observes both readings and the improvement in performance.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. How did you read the passage the first time?
2. What did you change in your second reading?
3. Where did you pause while reading? Why?
4. How did you use your voice to show meaning?
5. What helped you read smoothly?
6. What was difficult while reading?
7. How did you try to improve your reading?
8. How did others' responses help you?
9. What would you do differently next time?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Reads with frequent errors in word recognition; relies on sounding out most words; reading is slow, halting, and fragmented; often ignores punctuation or pauses at incorrect places; meaning is unclear or partially lost; voice remains flat with little connection to meaning; struggles to self-correct or maintain continuity.	Reads words correctly with occasional errors; maintains a generally smooth flow with minor hesitations; recognizes common punctuation (full stop, comma, question mark) and pauses appropriately in familiar contexts; meaning is clear; shows some variation in tone and pace; attempts self-correction when prompted; connects reading to meaning at a basic level.	Reads accurately with consistent fluency and minimal hesitation; maintains natural pace and phrasing; uses punctuation cues effectively to guide pauses and intonation; clearly conveys meaning through reading; demonstrates strong control over tone, pitch, and pace; self-corrects independently; reads in meaningful chunks rather than word-by-word.
Sensitivity	Shows limited awareness of listeners; does not notice whether meaning is understood; may ignore or resist feedback; needs repeated prompts to listen or reflect; limited engagement in discussion about reading.	Listens to peers' responses when prompted; acknowledges feedback; shows willingness to improve reading with support; makes small adjustments based on listener input; engages respectfully in group interaction.	Actively attends to listeners' understanding; demonstrates open-mindedness by reflecting on feedback; adjusts reading to improve clarity and expression; engages in meaningful discussion; supports others with constructive feedback; ensures shared understanding through responsive reading.
Creativity	Reads in a monotone or repetitive pattern; shows minimal variation in voice, pace, or emphasis; struggles to interpret mood or meaning through voice; depends on prompts to change expression.	Uses some variation in tone, pace, or emphasis in familiar parts of the text; begins to reflect mood (e.g., question, excitement) with support; shows emerging ability to match voice to meaning; attempts expressive reading when prompted.	Uses expressive reading effectively with variation in tone, pitch, pace, and emphasis; adapts voice to reflect mood, character, and meaning; highlights key words or phrases for impact; experiments with expressive choices; enhances listener engagement; justifies expressive decisions based on understanding of the text.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.5** – Reads short stories and comprehends its meaning-by identifying characters, storyline and what the author wanted to say–on their own

ACTIVITY

Suggested Activity: "Read, Make Sense, and Justify"

In this activity, children read a short story independently and demonstrate comprehension through reconstruction and interpretation.

Step-by-step process:

1. Each child is given a short story to read independently. No oral reading support is provided.
2. After reading, the child is asked to:
   - identify the main characters
   - describe the sequence of events (beginning, middle, end)
   - explain what the story is trying to say
3. The child shares their understanding with a small group.
4. Group members listen and may:
   - ask questions
   - point out missing or unclear parts
   - suggest a different understanding
5. The child reflects on peer input and may revise or refine their explanation.
6. The teacher observes how independently the child reads, how clearly, they interpret, and how they respond to peer interaction.

ASSESSMENT QUESTIONS

Prompts that may be used:

1. Who are the main characters in the story? How do you know?
2. What happens at the beginning, middle, and end?
3. Which event is most important in the story? Why?
4. What part of the story helped you understand this?
5. Did you change your understanding after discussion? Why?
6. What would you tell someone about this story in a few lines?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While reading, the child moves through the text but pauses frequently at words or skips parts, which affects overall understanding. After reading, responses about the story may include isolated details, such as naming a character or mentioning an event, without connecting them. When asked about sequence, events may be described out of order or mixed together. The explanation of the story's message often repeats a line from the text or gives a general statement that does not relate to what happened in the story. References to the text are rarely used to support answers.	The child reads the story independently and maintains continuity across most of the text. When discussing the story, the child identifies the main characters and recounts key events in an order that reflects the storyline, even if one part needs clarification. While explaining the message, the child connects it to what happened in the story, for example linking a character's action to the outcome. Some references to the text appear, such as mentioning a specific event or line that helped understanding.	The reading process appears steady, with the child maintaining attention across the full text and returning to specific parts when needed. After reading, the child presents a connected account of the story, clearly identifying characters and organising events into a logical sequence. The explanation of the message is built using events, actions, or decisions from the story as evidence. The child may refer to particular moments or details to justify understanding, showing that meaning has been constructed from the text rather than recalled.
Sensitivity	During group sharing, the child presents their understanding but may not attend to others' responses. When peers ask questions or point out differences, the child may repeat the same explanation or remain silent. Interaction tends to remain brief, and changes to understanding occur only when directly guided.	As others share their ideas, the child listens and responds to questions related to their explanation. Differences in interpretation are noticed, and the child may revisit parts of the story to check. After discussion, some adjustments are made, such as adding a missed event or clarifying a character's role. Participation supports a shared understanding of the story.	The child engages actively in discussion, listening closely to how others interpret the story. When a different viewpoint is presented, the child refers back to the text or to specific events to examine it. Responses include agreeing, questioning, or offering an alternative explanation with reasons. Through this exchange, the child refines their own understanding and contributes to building a more complete interpretation within the group.
Creativity	The retelling remains close to the surface of the story, focusing on "what happened" without exploring why it happened or what it means. When asked about the message, the child	The child connects events in the story to a broader idea or message, such as describing what the story shows about a character or situation. When encouraged, another possible interpretation	The child moves beyond retelling to interpret the story in more than one way, for example considering what different characters might have felt or what the outcome suggests.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	may restate an event instead of explaining its significance. Alternative interpretations do not emerge without prompts.	may be suggested, or the message may be explained in a slightly different way. There is movement from recall toward interpretation, though it may stay close to the main storyline.	Connections are made between events, characters, and possible meanings. The child may compare interpretations or explain why one idea fits better than another, using details from the text. Thinking reflects flexibility and depth, with meaning explored rather than simply stated.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.6** – Reads short poems and begins to appreciate the poem for its choice of words and imagination

ACTIVITY

Suggested Activity: "Poetry Circles: Listening, Feeling, Responding"

In this assessment activity, the teacher reads aloud a short poem with rich imagery and expressive language. The children listen to the poem and share their response to it in groups.

Step-by-step process:

1. In this assessment activity, the teacher reads aloud a short, age-appropriate poem with rich imagery and expressive language. The poem is read twice so that children can attend both to the sound of the words and the images or feelings they create. Children are given a brief pause to think about what stayed with them.
2. To support focused noticing, the teacher may gently prompt them to think about:
   - a word or line they liked
   - an image they imagined
   - a feeling the poem created
3. Each child then expresses their response in a form of their choice. They may briefly explain a line they liked, draw what they imagined, enact a moment, or describe the image in their own words. The emphasis is on how children connect the poem's language with their imagination.
4. Children then move into small groups and share their responses. During sharing, they are encouraged to:
   - notice how the same poem led to different ideas
   - identify one similarity or difference with another response
   - appreciate something specific in a peer's work
5. The teacher observes how children engage with the poem's language, how they express their understanding, and how they respond to others with openness and respect.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What word or line from the poem stayed with you, and why?
2. What did you imagine when you heard the poem?
3. How did you show your idea or feeling through your response?
4. How was your imagination similar to or different from someone else's?
5. What did you like about another child's response and why?
6. How do the words in the poem help us imagine things

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child recalls a word or short line from the poem, often choosing one that is repeated or sounds familiar. When asked why it stood out, the response may remain brief or unrelated to the poem's meaning. Images or feelings are not always expressed, or they may remain general, such as "it was nice" or "I liked it." If the child draws or enacts, the connection to the poem may not be immediately clear without prompting. Attention appears to stay at the level of individual words rather than what those words create together.	The child selects a word or line and explains it by linking it to an image or feeling, for example describing what they pictured or how the line sounded. While responding, the child makes a connection between the poem's language and their own understanding, such as explaining what a phrase made them imagine. Responses, whether spoken, drawn, or enacted, reflect the main idea or mood of the poem. There is visible movement from noticing words to making sense of them.	The child attends closely to how language works within the poem. A chosen line is explained in terms of the image, feeling, or idea it creates, often referring to specific words or expressions. The response shows how the child has visualized or interpreted the poem, sometimes adding detail or extending the image. Whether through speech, drawing, or enactment, the connection between the poem's language and the child's understanding is clear and deliberate. The child moves beyond recall to interpretation.
Sensitivity	During sharing, the child presents their own response but may not engage with others' ideas. When listening to peers, attention may shift, or responses may remain limited to agreement without explanation. Differences in interpretation may pass without discussion. Participation continues when prompted, but interaction does not yet shape understanding.	The child listens as others share and begins to notice that the same poem can lead to different images or feelings. During discussion, the child identifies at least one similarity or difference between responses, such as "we both thought of rain" or "mine was different." Appreciation is expressed in simple terms, and responses remain connected to what peers have shared. Engagement supports group interaction.	The child listens with interest and responds to peers in a way that shows attention to their ideas. Differences in interpretation are explored, with comments that refer to what another child said or created. Appreciation includes specific details, such as mentioning a particular image or idea that stood out. The child contributes to a respectful exchange where multiple ways of understanding the poem are recognized and valued.
Creativity	The response follows a direct or literal representation of the poem, such as repeating a line or drawing a basic element mentioned in the text. Variation in expression remains limited, and ideas may resemble familiar	The child represents the poem through an idea that connects to its imagery or feeling, for example adding a detail in a drawing or describing a scene in their own words. There is evidence of personal interpretation, even if it stays close to the	The child engages imaginatively with the poem, extending or reinterpreting its images in original ways. For instance, adding new details to a scene, shifting perspective, or expressing the poem through movement, voice, or

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	patterns. When asked to explain, the child may restate what was heard rather than describe a personal interpretation.	original text. The child may experiment with one form of expression, such as combining drawing with explanation or adding a small action while speaking.	visual representation. The response reflects flexibility, with the child choosing how best to convey their understanding. Explanations include why certain choices were made and how they connect to the poem's language and mood.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.7** – Reads and comprehends meaning of short news items, instructions and recipes, and publicity material

ACTIVITY

Suggested Activity: "Read, Decide, Act and Respond"

In this assessment, children engage with short real-life texts such as a news snippet, a simple recipe, an instruction card, and a piece of publicity material. The task requires them not only to understand the text but also to interpret its purpose, consider its impact on people, and respond thoughtfully in real-life situations.

1. The teacher provides each child or group with a set of 3-4 short texts. For example:
   - A short news item about heavy rain affecting daily life
   - A simple recipe (e.g., making lemonade)
   - Instructions for a game or a safety rule
   - A poster about a lost pet or a community announcement
2. Children read the texts to:
   - explain what the text is about and what it is asking them to do
   - decide how they would act based on the information
   - consider how the information may affect different people (e.g., children, elders, community members)
   - explain how they would help someone else understand or use this information
   - identify if any part of the text may be unclear, misleading, or not suitable for everyone

ASSESSMENT QUESTIONS

Prompts that may be followed during the discussion:

1. What is the theme of this text?
2. What action does this text suggest or require?
3. Who might find this information useful? Why?
4. How could this information affect people differently? (e.g., children, elders, families)
5. If someone misunderstood this text, how would you help them understand it better?
6. Is there anything in this text that could confuse or mislead people? What would you change?
7. How can you use this information in a way that helps others or keeps everyone safe?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While reading, the child attends to a few visible words or details, such as names, objects, or actions, but these are not always connected into a complete idea. When asked what the text is about, the response may include a fragment, for example "it is about rain," without explaining what is happening or what needs to be done. The type of text, whether it is a recipe, instruction, or notice, is not always recognized. Steps or information may be mentioned out of order, and responses often depend on prompts to move forward.	The child reads the text and explains what it is about in their own words, identifying whether it is giving instructions, sharing information, or making an announcement. Key details are picked out and connected, such as explaining what needs to be done in a recipe or what action is suggested in a notice. When steps are involved, they are described in an order that reflects the text. Understanding is clear enough for the child to explain the purpose and use of the text.	The child approaches the text by looking at both what is said and why it is presented. Main ideas are identified along with supporting details, and attention is given to what is essential and what can be ignored. The purpose of the text is explained clearly, including how its structure supports meaning, for example how steps guide action in a recipe or how a notice conveys urgency. The child may also refer to implied meaning, such as what is suggested but not directly stated.
Sensitivity	Responses tend to focus on personal understanding of the text, such as stating what they would do, without considering how the information might affect others. When asked to explain the text to someone else, the child may repeat lines rather than rephrase them. Situations where the text might be misunderstood are not identified unless pointed out. Interaction with the text remains individual rather than socially aware.	The child begins to consider how the information in the text may be used by different people. For example, recognizing that a safety instruction applies to everyone or that a recipe needs to be followed carefully. When explaining to others, the child rephrases the idea in simpler terms. Some awareness of confusion appears, such as noticing that a step is not clear or that a message could be misunderstood. Responses connect the text to real-life situations.	The child reads the text with attention to its impact on different people and situations. For instance, recognizing that a news item may affect families differently or that unclear instructions could lead to mistakes. When explaining the text, the child adjusts language based on who is listening, such as simplifying for a younger child. Possible misunderstandings are identified, and suggestions are made to improve clarity or usefulness. The child's response reflects responsibility in using and sharing information.
Creativity	The child responds by repeating what is directly stated in the text. When asked how the information could be used, the answer may remain limited to the same situation. New possibilities or variations do not emerge	The child applies the information to a familiar situation, such as explaining how they would follow a recipe at home or use instructions in a game. When prompted, the child suggests a small extension, such as using	The child extends the use of the text beyond its immediate context. For example, suggesting how a safety rule could apply in another setting, or how a recipe could be modified. The child may also rework parts of the text, such as improving a step, adding

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	independently. Changes to the text or its use are not suggested without guidance.	the same steps in a slightly different context. There is some movement beyond the given example, supported by reasoning.	clarity, or suggesting a better way to present information. Responses show flexibility, with ideas moving across different contexts and text types, supported by clear reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.8** – Writes a paragraph to express their understanding and experiences

ACTIVITY

Suggested Activity: "From Understanding to Expression"

This activity requires children to read or listen to a short situation and write a paragraph that reflects their understanding, personal response, and experiences.

Step-by-step process:

1. The teacher presents a short situation, for example: *"A child in your class forgot their lunch and was sitting quietly during the break. Some children noticed but were unsure what to do."*

   Children read or listen to the situation carefully and reflect on what is happening.
2. The teacher provides clear writing prompts to guide paragraph construction, such as: What is happening in this situation, what do you understand from it, how do you think the child might be feeling and why, what would you do in this situation and what makes you choose that response, have you experienced something similar and what did you do, what would you do differently next time, how can such situations be handled so that everyone feels supported
3. Children discuss the task with their writing partner and prepare a plan/ outline for their writing.
4. Children write a short paragraph integrating these ideas into a connected and meaningful piece of writing, moving beyond retelling to include their own thoughts, feelings, and experiences
5. They read their paragraph to each other and modify it based on the feedback they get from peers.
6. The teacher observes how children interpret the situation, organize ideas, and express responses through writing

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What is happening in this situation?
2. How do you think the child might be feeling and what makes you think so?
3. What would you do in this situation and why?
4. Have you experienced something similar, what happened and how did you respond?
5. What would you do the same or differently if this happens again?
6. How can such situations be handled so that everyone feels supported?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The writing begins with an idea from the situation, but the paragraph may move from one thought to another without clear connection. Sentences often stand alone, for example describing what happened without linking it to feelings or actions. Some parts of the situation may be included, while others are left out. The reader may need to infer what the child is trying to say because links between ideas are not always visible. When asked to explain, the child refers to individual sentences rather than how they form a complete paragraph.	The paragraph presents a central idea and builds on it with related details. The situation is understood and described, followed by a response or action that connects to it. Sentences are arranged in a sequence that the reader can follow, for example moving from what happened to what the child would do. There are visible links between ideas, such as using simple connectors or continuing the same thought across sentences. The writing shows that the child is organizing ideas with a sense of beginning, development, and closure.	The paragraph unfolds as a connected piece of writing, where each sentence adds to the overall meaning. The situation is interpreted, and ideas are developed through explanation, examples, or reflection. Transitions between ideas appear naturally, guiding the reader from one part to the next. The child shapes the paragraph with a clear flow, where the opening sets the context, the middle develops the response, and the ending brings the thought together. Organization supports both clarity and depth of understanding.
Sensitivity	The writing includes a personal response, though it may focus mainly on what the child would do without referring to others involved in the situation. Feelings may be stated briefly, such as "the child was sad," without explaining why. Reflection remains close to the surface, and the impact of actions on others is not explored in detail. The paragraph reflects an individual viewpoint without extending to shared experiences.	The child describes feelings and connects them to the situation, for example explaining why the child might feel a certain way. Responses include consideration of others, such as suggesting how to help or support. The writing shows an attempt to reflect on actions and their outcomes. There is awareness that situations involve more than one person, and the response begins to include this understanding. The child attempts to include feedback given by peers.	The paragraph reflects thoughtful engagement with the situation, including how different people might feel or respond. Emotions are explained with reasons, and actions are linked to their possible impact. The child considers what would support others and may suggest ways to handle similar situations in the future. Reflection goes beyond a single response and includes consideration of fairness, care, and shared responsibility. They are able to meaningfully modify their writing based on feedback and can rationalize why they did or did not do so.
Creativity	The writing relies on familiar words and sentence patterns. Ideas may repeat or follow a predictable structure,	The child expresses ideas with some variation in vocabulary and sentence structure. Personal experience is included in	The writing carries a distinct voice, with ideas expressed through varied and purposeful language. The child develops the

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	such as stating what happened and what to do without adding detail. When describing experiences, the child may give a brief statement without elaboration. Expression remains close to the prompt, with little variation in how ideas are presented.	a way that connects to the situation. Details may be added to explain actions or feelings, making the paragraph more engaging. There is evidence of the child shaping the response rather than only following the prompt.	situation further, for example by adding detail, imagining possibilities, or connecting it to a meaningful experience. Sentences are shaped to create emphasis or clarity. The paragraph shows flexibility in thinking, with the child exploring more than one way of responding or interpreting the situation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-10** – Children develop fluency in reading and writing in Language 1 (LI)
Competencies *(Can choose one or more)*	**C-10.9** – Shows interest in picking up and reading a variety of children's books

ACTIVITY

Suggested Activity: "My Reading Choices, My Reasons"

This assessment activity focuses on observing and understanding children's interest in reading through their choices, engagement, and responses to different types of books.

Step-by-step process:

1. The teacher creates a small reading space with a variety of children's books, such as picture books, storybooks, informational books, comics, and simple poetry books
2. Children are invited to browse, pick up, and spend time with any books of their choice without being directed towards a specific one
3. The teacher observes which books children choose, how they handle them, how long they engage, and whether they explore more than one type of book
4. After reading or browsing, the teacher gives prompts to guide reflection and expression, such as: Which book did you choose and what made you pick it, what did you find interesting or enjoyable in it, did you look at or try another book and how was it different, would you like to read this again or try something else next time and why
5. Children respond orally or in simple written form, sharing their choices and reasons
6. The teacher notes patterns of curiosity, engagement, and willingness to explore different types of texts

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which book did you choose and what made you pick it?
2. What did you find interesting, enjoyable, or different in this book?
3. Did you look at or try another book, how was it similar or different
4. Which kind of book would you like to read next and why?
5. If your friend could not decide which book to read, what would you suggest and why
6. Was there any book you did not pick, what made you not choose it?
7. What did you do when you and your friend chose the same book

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The child approaches the reading space slowly or waits before selecting a book. A choice may be made based on what is	The child looks through a few options before making a choice, often pausing at pictures, titles, or topics of	The child moves through the reading space with purpose, examining multiple books before choosing one. Selection

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	closest or already familiar, without looking through other options. While browsing, pages may be turned quickly without attending to text or images. When asked about the book, the response may include a single detail, such as naming a character or picture, without describing what the book is about. Differences between types of books are not yet noticed or expressed.	interest. After reading or browsing, the child is able to describe what the book is about in simple terms, such as identifying a story, topic, or type of content. Some awareness of differences appears, for example recognizing that one book tells a story while another gives information. The explanation reflects a connection between the child's choice and what the book offers.	reflects interest, such as topic, style, or format. While talking about the book, the child refers to its features, for example theme, type, or how it is organized. Comparisons may be made between books, showing awareness of how they differ. The child explains not only what the book contains but also why it was chosen.
Sensitivity	Interaction around books remains brief. When another child shares a choice, the response may be limited to agreement or silence. Suggestions to peers may not be offered, and different preferences are not explored. If two children choose the same book, the situation may remain unresolved without support.	The child listens when peers talk about their chosen books and responds with simple comments or questions. When asked, the child suggests a book to a peer, often based on visible features such as pictures or topic. There is willingness to consider a different type of book, especially when encouraged. Shared situations, such as choosing the same book, are managed with basic cooperation.	The child shows interest in what others are reading and engages in conversation about different choices. Suggestions to peers are made by considering their interests, such as recommending a book with similar themes or style. Differences in preference are discussed with respect, and the child may express curiosity about unfamiliar types of books. Situations involving shared resources are handled through discussion, negotiation, or turn-taking.
Creativity	Engagement with the book may remain at the level of looking at pictures or scanning pages briefly. Movement to another book is limited, and connections between books or ideas are not expressed. When asked about interest, the response may repeat a simple reason such as "I like it" without elaboration.	The child spends time with the chosen book and engages with both text and images. After reading, the child shares an opinion or a small connection, such as relating the story to a familiar experience. There may be an attempt to explore another book, especially when prompted. Interest begins to extend beyond a single choice.	The child engages deeply with books, often returning to parts of the text or comparing one book with another. Connections are made across texts, ideas, or experiences, such as noticing similarities in themes or characters. The child expresses preferences with reasons and shows curiosity to explore new genres or formats. Reading choices become more varied, reflecting independent interest and exploration.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-11** – Children begin to read and write in Language 2 (L2)
Competencies *(Can choose one or more)*	**C-11.1** – Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables

ACTIVITY

Suggested Activity: "Listen, Break, Build"

This assessment activity evaluates children's ability to blend and segment sounds through listening and responding to structured prompts.

Step-by-step process:

1. The teacher presents a set of familiar words orally and through picture cards, such as *sun, basket, mango, cat, table*
2. For blending, the teacher orally presents segmented sounds or syllables, for example: */c/ - /a/ - /t/ or man - go*, and asks children to listen and say the complete word
3. For segmenting, the teacher presents a complete word and asks children to break it into sounds or syllables, for example: *"Say the sounds you hear in 'dog'"* or *"Break 'basket'* into syllables"
4. The teacher provides clear prompts such as: Listen carefully to the sounds and say the word, say the parts you hear in this word, clap or tap for each sound or part, tell how many sounds or parts you hear, can you check and correct yourself if needed
5. Children work in pairs and respond orally, by clapping, tapping, or using counters to represent sounds or syllables
6. The teacher observes accuracy, clarity of segmentation or blending, and whether children can self-correct or explain their responses.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Listen to these sounds */b/ - /a/ - /t/,* what word do they make
2. Listen to these parts *sun - set,* what is the complete word
3. Say the sounds you hear in the word *pen*
4. Break the word *mango* into parts, how many parts do you hear? Can you clap for each?
5. How many sounds do you hear in the word *ship*?
6. Can you check your answer with your friend and break your word again if needed

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When sounds are presented separately, the child may repeat them one by one without combining them into a word. For example, /c/ /a/ /t/ is echoed as separate sounds rather than "cat." During segmentation, the word may be broken unevenly, such as omitting a sound or grouping them incorrectly. Clapping or tapping does not always match the number of sounds or syllables. The child often waits for repetition before attempting a response, and answers may change when the prompt is repeated.	The child combines given sounds or syllables into a recognizable word in most familiar cases. When asked to break a word, the child produces parts that correspond to its sounds or syllables, using claps, taps, or counters to support the response. There may be a short pause before answering, but the structure of the word is generally maintained. Occasional mismatches may appear, such as adding or missing a sound, but the child is able to adjust after checking.	The child brings together sounds quickly to form the intended word, even when the sequence is new. While segmenting, each sound or syllable is identified in order, and actions such as clapping or placing counters match the structure precisely. Responses remain consistent across different prompts, including unfamiliar words. The child may also explain how the word is built, referring to its parts and how they combine.
Sensitivity	Attention to the sounds may shift during the task, leading to responses that do not match what was heard. Differences between similar sounds are not always noticed, and corrections from peers may be repeated without reflection. When asked to check, the child may restart rather than examine what changed. Engagement increases when guided step by step.	The child listens with focus and attempts to match the response to what is heard. When an answer does not fit, there is an effort to re-listen or compare with a peer's response. Differences between sounds, such as initial or ending changes, are recognized with some support. During pair work, the child checks and adjusts responses after discussion.	The child listens attentively to each sound and notices even small differences between similar words. When an error occurs, the child revisits the sounds and corrects the response without waiting for prompts. Peer responses are used for comparison, and the child explains why one version is correct. Listening remains steady throughout, supporting both accuracy and reflection.
Creativity	Responses remain tied to the examples provided, and attempts to work with a new word may result in repeating the same pattern. Changes in sounds are not explored independently. When asked to try another word, the child may hesitate or return to a familiar one.	The child works with familiar words and begins to attempt new combinations when encouraged. For example, after blending "sun," the child may try "run" or another similar pattern. During segmentation, the child experiments with how words can be broken, especially when supported by actions like clapping. There is growing flexibility in handling different sound patterns.	The child actively explores how changing sounds creates new words, such as replacing the first or last sound and immediately testing the result. Blending and segmenting are applied to unfamiliar words with confidence. The child may generate additional examples or suggest variations, showing curiosity about how sounds work. Responses reflect an understanding that words can be built and modified in multiple ways.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 4: Language and Literacy Development	
Curricular Goals: *(Can choose one or more)*	**CG-11** – Children begin to read and write in Language 2 (L2)
Competencies *(Can choose one or more)*	**C-11.2** – Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

ACTIVITY

Suggested Activity:

This assessment activity evaluates children's ability to recognise akshara and apply this knowledge to read and write meaningful words and simple sentences.

Step-by-step process:

1. The teacher provides a set of simple words and short sentences along with corresponding picture cards, for example: घर, कमल, बस, आम, or simple sentences.
2. Children are asked to read the given words and sentences aloud or silently, using their knowledge of *akshara*
3. The teacher then provides a set of mixed *akshara* or word cards and asks children to identify and form meaningful words by selecting appropriate *akshara*
4. Clear prompts are given such as: Read this word or sentence, which *akshara* do you recognise here, can you match this word to the correct picture, can you form a word using these *akshara*, can you write a simple sentence using this word
5. Children are then asked to write one or two simple words and a short sentence based on a given picture or familiar context while working in pairs.
6. The teacher observes accuracy in recognition, ability to decode while reading, and correct use of *akshara* while writing

ASSESSMENT QUESTIONS

Prompts such as the following may be used during the activity:

1. Read this word or sentence aloud, what does it say
2. Which *akshara* do you recognise in this word
3. Can you match this word to the correct picture, how do you know?
4. Using these *akshara*, can you make a meaningful word
5. Can you write one word based on this picture
6. Can you work with your partner to write a simple sentence using this word

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While looking at the word or sentence, the child pauses at several akshara and may attempt to recall them rather than decode. Reading may include omissions, substitutions, or stopping mid-word. When matching with a picture, the choice may be based on a single familiar akshara or visual guess. During word formation, letters may be placed in an order that does not produce a readable word. Writing shows missing strokes, reversed forms, or gaps in sequence. When asked how the word was read or written, the child may point to letters without explaining their role.	The child recognises commonly seen akshara and uses them to read familiar words and short sentences. While reading, there may be short pauses, but most words are completed and understood. Matching a word to a picture is done by attending to more than one akshara. When forming words, the child selects and arranges akshara in a sequence that produces meaning, even if one or two adjustments are needed. Writing includes readable words and simple sentences, with occasional errors in formation or spacing.	The child reads words and short sentences smoothly, recognising akshara without hesitation and combining them to form meaning. Matching with pictures is guided by the full word rather than isolated parts. When given akshara, the child arranges them purposefully to form meaningful words and may check by reading them aloud. Writing shows clear akshara formation, correct sequence, and appropriate spacing between words. Explanations include how specific akshara combine to produce the word, showing a stable link between symbol, sound, and meaning.
Sensitivity	Reading and writing remain focused on identifying akshara, with little reference to what the peers are doing or how they are reading the text/ pictures. When asked about meaning, the child may repeat the word. Responses during discussion remain brief, and links between text and context/ self are not always expressed.	The child begins to connect what is read with what it represents with support from peers. After reading a word or sentence, the child confirms the meaning of what has been read with peers. During pair work, there is an attempt to explain meaning to a partner using simple language. Responses show that reading is moving beyond decoding toward understanding self and others.	The child reads with attention to meaning and explains what the word or sentence conveys in context to peers. For example, describing the action or idea shown in the picture and how the text represents it. When working with a partner, the child clarifies meaning, rephrases, or gives examples to ensure understanding. The connection between written language, communication and the context/ self is clearly visible in both reading and explanation.
Creativity	When asked to create words, the child may repeat a given example or copy from nearby text. Attempts to form new combinations remain limited, and changes to akshara may not result in	The child forms simple words using known akshara and, with some support, attempts a short sentence linked to a picture or idea. There is visible effort to express something meaningful	The child experiments with akshara combinations to create multiple meaningful words and extends them into simple sentences. For example, using the same word in a new sentence or

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	meaningful words. Writing a sentence may involve placing words without clear connection. Exploration of language does not extend beyond the immediate task.	rather than only reproduce a model. Changes in akshara are tried to create new words, especially in familiar patterns. The child begins to use learned forms in slightly different contexts.	forming a different word by changing one akshara. Writing reflects an attempt to communicate an idea rather than only complete a task. The child applies akshara knowledge flexibly across contexts, showing growing control over expression in L2.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5: Aesthetic and Cultural Development	
Curricular Goals: *(Can choose one or more)*	**CG-12** – Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
Competencies *(Can choose one or more)*	**C-12.1** – Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

ACTIVITY

Suggested Activity: "Create Together, Create Differently"

This activity evaluates children's ability to explore materials, make creative choices, and work with others by negotiating ideas and sharing resources to create a collective artwork.

Step-by-step process:

1. The teacher places a variety of materials such as paper, clay, cardboard, colours, fabric pieces, and natural objects in a common space accessible to all children
2. Children are organised in small groups and given a shared task, for example: *"Create a model or artwork of a place you all like, such as a park, a home, or a playground, using any materials available"*
3. Children discuss and decide what to create, how to divide roles, and which materials to use, making joint decisions before starting
4. The teacher provides prompts during the process, such as: What are you planning to make together, how will you decide who does what, what will you do if you have different ideas, how will you share materials, can you combine your ideas into one, how can you improve your work together
5. After completion, each group explains their work, the materials used, and how they worked together to make decisions

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What did your group decide to create and how did you decide this?
2. What considerations did you keep in mind while choosing materials to represent something?
3. What did you do when you lacked a particular material that you needed to represent an idea?
4. Did your group have different ideas, how did you handle them
5. What did you do when something did not work or when there was a disagreement?
6. How did your final artwork include ideas from different group members?
7. If you do this activity again, what would you do differently?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins with one material and continues using it in a similar way throughout, such as only colouring or only shaping clay. When tools are used, control may vary, for example cutting unevenly, applying excess glue, or leaving parts unfinished. During group work, the child joins after others have started and adds a small element that may not connect clearly to the overall plan. When asked, the child can point to what was made but may not explain why that material or method was chosen.	The child looks across available materials and selects more than one to represent different parts of the artwork. For instance, using paper for structure and colours for detail. Tools are handled with enough control to complete tasks such as cutting, joining, or arranging. Contributions relate to the group's idea, and the child is able to describe what was made and how the chosen material helped in representing it.	The child examines materials and chooses them based on what they can do, such as flexibility for shaping, stiffness for support, or texture for detail. Tools are used with confidence to modify materials, join parts, or refine shapes. The child contributes at multiple stages, from planning to final assembly, ensuring that the work fits into the larger composition. While explaining, the child refers to how materials and techniques were selected to represent specific elements.
Sensitivity	During discussion, the child may repeat a personal idea without responding to others, or remain silent while decisions are made. When materials are needed by more than one child, there may be grabbing, waiting without asking, or stepping away from the task. If ideas differ, the child may either insist on one option or stop participating. Movement toward a shared decision happens mainly when guided by the teacher.	The child takes part in group discussion and listens when others share their ideas. Materials are used with some awareness of sharing, such as taking turns or asking before using something. When different ideas come up, the child explains their own and listens to alternatives. With support, the group combines ideas or agrees on a plan. The child stays engaged in the shared task and contributes to completing it.	The child engages actively in conversation, responding to others' ideas and helping the group move towards a shared plan. Materials are accessed and shared with attention to fairness, and alternatives are suggested when something is unavailable. When disagreements arise, the child participates in resolving them by explaining, negotiating, or combining ideas. The interaction reflects respect for all group members, with the child supporting participation and continuity of work.
Creativity	The child contributes an idea that closely follows what is already suggested	The child suggests ideas that connect to the group theme and begins to try	The child introduces ideas that extend or reshape the group's plan,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	or demonstrated. Materials are used in a single or familiar way, and changes are not attempted when something does not work. The final contribution remains simple, with little variation in form or approach.	different ways of using materials, such as combining drawing with construction or adding layers. When something does not work, another material or method is tried with some guidance. The child adapts work based on group discussion, resulting in a more developed contribution.	suggesting different ways to represent elements. Materials are explored in multiple ways, such as layering, joining, shaping, or reusing. When challenges arise, the child adjusts independently and tries alternative approaches. The final outcome reflects a combination of ideas, with the child contributing to a coherent and inventive artwork.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5: Aesthetic and Cultural Development	
Curricular Goals: *(Can choose one or more)*	**CG-12** – Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
Competencies *(Can choose one or more)*	**C-12.2** – Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement

ACTIVITY

Suggested Activity: "Perform, Respond, Create"

This assessment activity evaluates children's ability to use their voice, body, space, and objects to create and perform expressive pieces, while responding to others and working within a shared space.

Step-by-step process:

1. The teacher creates an open space and provides simple objects such as sticks, scarves, boxes, or everyday items that can produce sound or be used in role-play
2. Children are organised in small groups and given a broad task, for example: *"Create a short performance showing a scene such as a busy market, a rainy day, or a celebration using your voice, body, space, and objects"*
3. Children discuss and decide how to use their voice for sounds or dialogue, how to use body movements and space, and how objects can be used to enhance the performance
4. The teacher provides prompts during the process, such as: How will you use your voice or body to show this idea, how will you use the space around you, how will you include everyone etc.
5. Children create and perform their piece, demonstrating use of voice, movement, objects, and coordination with others
6. After the performance, children briefly explain what they created and how they worked together

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What did your group create and what idea were you showing?
2. How did you use your voice, body, and objects in your performance?
3. How did you use the space around you?
4. How did you decide who would do what?
5. Did your group have different ideas, how did you manage them?
6. How did you respond to what others were doing during the performance?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	During the performance, the child uses one mode, such as voice or movement, while other elements remain unused or loosely connected. Sounds or actions may repeat without clearly representing the idea, for example making a noise without linking it to the scene. Movement may stay in one spot, with limited use of space. Objects may be held but not meaningfully integrated into the action. When asked, the child describes what was done but may not explain how it represented the idea.	The child uses voice, body, and objects together to show the given idea, for example using sound to represent rain while moving to show people walking. Movements and sounds are generally connected to the theme. Space is used with some awareness, such as moving to different areas during the performance. Objects are included in ways that support the scene. The child is able to explain how these elements helped in expressing the idea.	The child brings together voice, movement, space, and objects in a coordinated way to build a clear and expressive performance. For example, varying voice, adjusting body movement, and positioning in space to reflect different parts of the scene. Objects are selected and used with purpose, adding detail or meaning. The child explains how each element contributed to the performance, showing an understanding of how expression is created.
Sensitivity	The child performs actions without attending to what others are doing, which may result in overlapping movements, speaking over others, or moving into shared space without awareness. When ideas differ, the child may continue independently or pause without contributing. Interaction remains limited, and coordination improves only with direct support.	The child notices and responds to others during the performance, such as adjusting movement or waiting for a turn to speak. There is awareness of shared space, with attempts to avoid collisions or interruptions. During planning, the child listens to others' ideas and contributes to a common plan. When differences arise, the child participates in resolving them with some support.	The child remains attentive to others throughout, adjusting voice, movement, and position in response to group actions. Shared space is used thoughtfully, allowing smooth coordination. The child contributes to integrating different ideas, ensuring that all members are included. When disagreements occur, the child engages in discussion and helps the group arrive at a workable solution. The performance reflects collective effort and coordination.
Creativity	The child uses familiar or repeated actions, such as	The child introduces variation in sounds,	The child explores multiple ways of

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	a single movement or sound, with little variation. Objects are used in expected ways, and the performance follows a predictable pattern. When prompted to change or extend, the child may hesitate or repeat the same idea.	movements, or object use, such as changing pace, adding gestures, or using an object in a simple new way. The performance reflects some experimentation and adjustment based on the group's ideas.	expression, combining voice, movement, and objects in imaginative ways. For instance, using rhythm, levels, or spacing to enhance the scene. Ideas are extended by adding new elements or modifying existing ones. The child adapts performance based on context and group interaction, contributing to a rich and engaging outcome. The child contributes to shaping the performance beyond the initial suggestion.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5: Aesthetic and Cultural Development	
Curricular Goals: *(Can choose one or more)*	**CG-12** – Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
Competencies *(Can choose one or more)*	**C-12.3** – Innovates and works imaginatively to express a range of ideas and emotions through the arts

ACTIVITY

Suggested Activity: "Show an Emotion, Tell a Story"

This assessment activity evaluates children's ability to express ideas and emotions creatively using any art form of their choice such as drawing, movement, music, or role-play.

Step-by-step process:

1. The teacher presents a set of themes or emotions such as happiness, fear, excitement, loneliness, or surprise.
2. Children are asked to choose one emotion and think about how they want to express it using any form such as drawing, movement, sound, role-play, or a combination.
3. The teacher provides prompts to guide thinking and expression, such as: What idea or emotion are you choosing, how do you want to show it, what materials or actions will you use, how can you make your expression different or unique, can you combine more than one way of showing it, what will you do if your idea changes while creating.
4. Children create and present their work, demonstrating their chosen mode of expression.
5. After presentation, children briefly explain what they tried to express and how they used different elements to show their idea or emotion.

ASSESSMENT QUESTIONS

Prompts that may be used during the activity:

1. What idea or emotion did you choose and why?
2. How did you show this idea or emotion through your work?
3. What choices did you make while creating your work?
4. Did your idea change while creating, what did you do then?
5. How is your work similar to or different from others?
6. How can your work help others understand your ideas or emotions?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Expresses a simple or familiar idea or emotion with limited clarity, shows partial understanding of how to represent it through the chosen medium, requires support to connect idea and expression.	Expresses a clear idea or emotion using an appropriate art form, demonstrates understanding of how elements such as colour, movement, sound, or form convey meaning, maintains consistency between idea and expression.	Expresses ideas and emotions with clarity and depth, demonstrates strong understanding of how different elements contribute to meaning, makes thoughtful connections between idea, medium, and expression, communicates meaning effectively.
Sensitivity	Shows limited awareness of emotions beyond own experience, responses remain surface-level, has difficulty recognising or valuing others' expressions, may not engage with others' work meaningfully.	Recognises and expresses emotions clearly, shows awareness that others may express ideas differently, listens to and responds to others' work with respect, demonstrates basic emotional understanding.	Demonstrates deep emotional awareness and reflection, considers multiple perspectives and ways of expression, values and engages thoughtfully with others' ideas, shows empathy and openness towards diverse expressions, responds in a respectful and constructive manner.
Creativity	Uses familiar or predictable ideas and forms, shows limited experimentation, relies on imitation or routine patterns, expression remains basic.	Uses a variety of ideas and forms to express meaning, shows some originality and experimentation, adapts approach based on ideas, combines elements with some flexibility.	Demonstrates originality and innovation in ideas and expression, experiments with multiple forms and techniques, combines elements in unique ways, adapts and refines ideas during creation, shows flexibility and depth in imaginative thinking.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5: Aesthetic and Cultural Development	
Curricular Goals: *(Can choose one or more)*	**CG-12** – Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
Competencies *(Can choose one or more)*	**C-12.4** – Works collaboratively in the arts

ACTIVITY

Suggested Activity: "Create as a Team"

This assessment activity evaluates children's ability to work collaboratively while creating and presenting an artwork or performance using shared ideas, materials, and space.

Step-by-step process:

1. The teacher organises children into small groups and provides a shared task, for example: *"Create a short performance or artwork showing a festival. You can use any art form such as drawing, movement, music, or role-play"*
2. A common set of materials or space is provided, requiring children to share and make joint decisions
3. Children discuss what they want to create, decide roles, and plan how to combine their ideas into a single outcome
4. The teacher provides prompts during the process, such as: What are you planning to create together, how will you include everyone's ideas, how will you decide who does what, what will you do if you disagree, how will you share materials and space, how can you improve your work together
5. Children create and present their group artwork or performance
6. After completion, children explain how they worked together, what decisions they made, and how they handled differences

ASSESSMENT QUESTIONS

Prompts that may be used during the discussion:

1. What did your group decide to create and how did you decide this?
2. How did you include ideas from different group members?
3. How did you share materials, space, or roles?
4. Did your group have different opinions, how did you handle them
5. What did you do when something did not work or when someone disagreed?
6. How did working together help you create your final work

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	At the start of the task, the child looks to others before beginning and joins in after the group has decided what to do. The role taken may shift or remain unclear, for example moving between tasks without completing one. Contributions appear as separate pieces rather than holistic plans. When asked about the work, the child refers to what they personally did but not how it connects to the group outcome.	The child takes part in discussing the task and accepts a role, such as drawing, performing, or arranging. Work is carried out with attention to the group plan, and the child completes the assigned part. There is an understanding that individual contributions combine to form the final outcome. During explanation, the child describes both their role and how it fits into the group's work.	The child engages from the planning stage, helping to shape what the group will create and how it will be organised. Roles are taken up with clarity, and the child may also support others in completing their parts. Contributions remain connected to the overall plan, with attention to how different elements come together. When explaining, the child refers to the process as a whole, including planning, roles, and how the final outcome was achieved.
Sensitivity	During discussion, the child may repeat a personal idea or step back from decision-making. When materials or space are shared, there may be hesitation, overlap, or waiting without communication. If disagreement occurs, the child may either insist on one option or disengage. Movement towards resolution usually depends on teacher intervention.	The child listens when others share ideas and responds with their own. Materials and space are shared with some awareness, such as taking turns or adjusting position. When differences arise, the child participates in discussion and attempts to reach agreement, often with support. Interaction remains respectful, and the group continues working together.	The child engages actively in discussion, building on others' ideas and helping the group arrive at a shared direction. Materials and space are managed with attention to fairness and need. When disagreements occur, the child contributes to resolving them through explanation, negotiation, or combining ideas. The interaction reflects respect, inclusion, and responsibility for maintaining a positive group environment.
Creativity	Ideas contributed by the child follow familiar or already suggested patterns. There may be reliance on what others propose, with barely any attempt to modify or extend it. When the	The child contributes ideas that relate to the group theme and adjusts them based on discussion. There is some effort to combine personal ideas with those of others, resulting in a more	The child introduces ideas that help bring different viewpoints together, suggesting ways to combine or refine them. Contributions evolve as the group work progresses, with

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	group plan changes, the child may continue with the earlier idea without adjusting. The final contribution remains simple and loosely connected.	connected outcome. When changes are needed, the child adapts with support. The contribution shows variation and participation in shaping the final work.	adjustments made to improve coherence or expression. The child responds to changes in the plan by reworking ideas and supporting integration. The final outcome reflects a thoughtful blending of contributions, with the child playing a role in making it cohesive and meaningful.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5: Aesthetic and Cultural Development	
Curricular Goals: *(Can choose one or more)*	**CG-12** – Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
Competencies *(Can choose one or more)*	**C-12.5** – Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage

ACTIVITY

Suggested Activity: "Mini Mela: Experiencing and Expressing Culture"

This activity uses a simulated mela or festival setting to observe how children experience, interpret, and respond to cultural forms, and how they engage with diverse expressions.

Step-by-step process:

1. The classroom is organised as a mini mela/festival space, where different corners represent elements of a cultural setting. These may include:
   - A music or dance corner (playing a folk song or simple rhythm)
   - A visual art corner (patterns, rangoli, paintings, craft items)
   - A storytelling or scene corner (festival-related story or enactment)
   - A pretend stall (toys, food items, decorations, etc.)
2. Children move freely across these spaces, observing, listening, and engaging with what interests them.
3. After exploration, each child chooses one aspect of the mela that stood out to them and creates a response in any form such as drawing, role-play, movement, sound, or oral expression.
4. Children then gather in small groups to share:
   - What they chose and why
   - What they noticed or felt
   - How they expressed their response
5. During sharing, children are encouraged to notice differences in choices and responses. They respond to others by appreciating, asking questions, or adding their own thoughts.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. Which part of the mela did you like the most? Why?
2. What did you notice or feel when you explored it?
3. How did you show your idea or feeling through your response?
4. Did someone choose something different from you? What was different?
5. What did you like about someone else's response?
6. What can we learn from how others expressed their ideas?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child is able to point to a part of the mela they engaged with, often naming it directly such as music, colours, or a stall. When asked further, the description tends to stay at the level of what was seen or heard, without connecting it to meaning or purpose. The response created may reflect the chosen element loosely, but the link between experience and expression is not always evident unless probed.	Describes the chosen element with relevant details (what was seen, heard, or experienced) and gives a clear, simple reason for the choice; shows understanding of what is happening or being expressed in that cultural context; response reflects a meaningful connection between experience and expression; communicates ideas with some clarity and coherence.	The child goes beyond describing what was seen to explain what it might represent, such as mood, purpose, or cultural meaning. While sharing, the child refers to specific aspects of the experience and connects them thoughtfully to their response. The expression shows deliberate interpretation rather than direct reproduction. Ideas are communicated with clarity, and the child is able to explain both what they experienced and how they made sense of it.
Sensitivity	During sharing, the child mainly attends to their own work and may not respond to others unless prompted. Reactions to peers may be brief or general, such as agreeing or using common phrases. Differences in choices or expressions are not explored, and the child may not yet recognise that others can respond differently to the same experience.	The child listens when others share and begins to notice that different choices were made within the same mela. For instance, recognising that someone focused on music while another chose visual art. The child is able to comment on these differences or similarities in simple ways and offers appreciation that connects to what was observed. Interaction remains respectful and engaged.	The child engages actively with peers' responses, often referring to specific elements in others' work. Differences are not only noticed but discussed, with the child explaining how and why responses vary. Appreciation is expressed with detail, such as referring to an idea, feeling, or technique. The child shows openness to learning from others and may invite quieter peers to share, contributing to a more inclusive exchange.
Creativity	The response tends to follow familiar patterns or replicate what was directly observed, such as drawing a similar object or repeating a movement seen earlier. There is	The child creates a response that reflects personal engagement with the experience, adding some variation in form or detail. For example, combining	The child reworks the experience in a way that shows imagination and personal voice. Elements from the mela are transformed, combined, or extended to create

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	limited variation in how the idea is expressed, and the child may rely on examples or peers. The expression communicates something about the experience but does not extend it further.	elements seen in the mela or expressing an idea through a chosen medium. There is evidence of interpretation, even if it stays close to what was observed. The child adapts the experience into their own form of expression.	something new rather than reproduced. The child experiments with form, detail, or perspective, and may bring in additional ideas. The response reflects depth, with the child shaping the experience into an expressive and meaningful creation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5.1: Positive Learning Habits	
Curricular Goals: *(Can choose one or more)*	**CG-13** – Children develop habits of learning that allow them to engage actively in formal learning environments, like a school classroom
Competencies *(Can choose one or more)*	**C-13.1** – Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals

ACTIVITY

Suggested Activity: "Let's Get Ready for a Picnic"

In this assessment activity, children work in small groups to prepare a plan for a class picnic.

Step-by-step process:

1. The teacher presents a simple scenario: *"We are going for a picnic. Your group has to get everything ready using the materials given."*
2. A mix of items (or their picture) is provided, including useful items (plates, napkins, water bottle, mat, snacks, books, some clothes, shoes, umbrellas, etc.) and some irrelevant or extra items.
3. Children are prompted to think about:
   - what all they will need for the picnic
   - who will do what in the group
   - what they should do first
4. Each group is expected to decide what they need, organise the materials, and prepare their picnic setup. No steps are provided, so children must plan how to begin, divide responsibilities, and complete the task together.
5. As the task progresses, the teacher observes how children initiate planning, stay focused, coordinate actions, and continue working towards the goal.
6. After completing the task, each group briefly explains how they planned their work, what roles they took, and how they ensured the task was completed.

ASSESSMENT QUESTIONS

Prompts that may be used during the discussion:

1. What did your group need to prepare for the picnic?
2. How did you decide what to do first?
3. What were the criteria that you used to select the items for the picnic?
4. What did you do in your group?
5. How did you make sure the work was completed?
6. What did you do when something was missing or not working?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child begins the task without a clear sense of what needs to be done. Items may be picked up based on visibility or preference rather than usefulness, for example, selecting toys instead of essential items like water or plates. When asked about the plan, responses remain vague or incomplete. Actions appear scattered, such as starting multiple things without finishing them or waiting for others to decide what to do. The overall setup shows gaps or mismatched choices.	The child identifies what the group is trying to achieve and participates in selecting items that mostly match the purpose of a picnic. There is some visible planning, such as grouping items or deciding an order (for example, first collecting materials, then arranging them). The child can explain choices in simple terms, such as why certain items are needed. The task is completed with general organisation, though a few items may be missing or placed without clear reasoning.	The child approaches the task with a clear understanding of the goal and helps shape a plan before acting. Item selection reflects purpose, for example, choosing shade-related items for outdoor comfort or organising food separately from utilities. The sequence of actions is deliberate, such as gathering, sorting, arranging, and checking. The child can explain not only what was done but why it made sense. The final setup appears complete, organised, and aligned with the picnic context.
Sensitivity	Engagement with the task is uneven. The child may drift between activities, leave tasks midway, or wait for instructions from others. Interaction with peers may be minimal, or the child may work in isolation even within a group. During moments of confusion or delay, the child looks to the teacher or disengages instead of rejoining the group effort. Attention shifts frequently, affecting the group's progress.	The child remains involved in the activity for most of the time and contributes to group decisions when prompted or naturally included. There is visible coordination, such as responding when a peer asks for help or taking up a role when suggested. The child stays with the task, even if briefly distracted, and returns to complete it. Interaction reflects awareness of shared work, though sustaining group focus may still require occasional reminders.	The child sustains attention throughout the activity and actively contributes to keeping the group on track. There is visible coordination, such as checking what others are doing, stepping in when something is left incomplete, or reminding peers of the goal. The child responds to group needs, not just personal tasks, and helps maintain momentum. Even when distractions arise, the child redirects self and others back to the task, supporting collective completion.
Creativity	When faced with missing items or confusion, the child pauses or looks to	The child responds to small challenges by trying alternative actions when	The child treats challenges as opportunities to adjust

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	others for direction. The approach remains fixed, for example continuing to search for a specific item rather than finding an alternative. Responses to challenges are limited, and the child may abandon a step instead of adjusting it. Ideas contributed, if any, tend to repeat what others have already suggested.	prompted or after observing others. For example, using a cloth in place of a mat or rearranging items when space is limited. There is some evidence of thinking through the situation, though changes may be gradual. The child contributes ideas that help move the task forward and adapts when needed.	the plan. For instance, when an item is missing, the child suggests substitutes, reorganises the setup, or rethinks the arrangement. Multiple possibilities may be proposed, and the child weighs which one works better. Initiative is visible in improving the group's plan, refining the setup, or anticipating what might be needed next. The approach remains flexible throughout the task.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5.1: Positive Learning Habits	
Curricular Goals: *(Can choose one or more)*	**CG-13** – Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
Competencies *(Can choose one or more)*	**C-13.2** – Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments

ACTIVITY

Suggested Activity: "Follow, Shift, Control"

This assessment activity evaluates children's ability to remember instructions, shift attention based on changing rules, and regulate their responses while completing a structured task.

Step-by-step process:

1. The teacher presents a rule-based task using cards, objects, or actions, for example: *"When you see a red card, clap once, when you see a blue card, tap twice"*
2. Children perform the task for a few rounds, remembering and following the rule
3. Without prior warning, the rule is changed, for example: *"Now when you see red, tap twice, and when you see blue, clap once"*
4. A third variation may be introduced where children must inhibit a response, for example: *"If you see a green card, do nothing"*
5. Children continue performing while holding rules in memory, shifting responses when rules change, and controlling impulsive actions
6. The teacher observes how children remember instructions, adapt to new rules, sustain attention, and regulate responses

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What were the rules you had to follow?
2. What changed during the activity?
3. What did you do when the rule changed?
4. Was it easy or difficult to remember and follow the rules, why?
5. Did you ever feel like doing something quickly without thinking, what did you do then?
6. How did you make sure you followed the correct rule?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	When the task begins, the child attempts to follow the rule but loses track after a few turns. Responses may not match the card consistently, and the child may look at others before acting. When the rule changes, earlier responses continue to appear, showing difficulty in replacing the old rule. The child may ask again what to do or wait for cues before responding.	The child keeps the rule in mind for most turns and responds correctly in familiar rounds. After a change is introduced, there is a brief pause or occasional error, but the child adjusts and begins to follow the new rule. The connection between the card and action is mostly maintained, and the child can explain the rule in simple terms when asked.	The child holds the rule steadily across repeated turns and applies it without hesitation. When the rule changes, the shift is visible almost immediately, with earlier responses dropped and new ones adopted. Actions remain aligned with the current rule even across multiple changes. The child can clearly state the rule and track how it has changed over time.
Sensitivity	Responses are often immediate, sometimes occurring before the cue is fully processed. The child may clap or tap out of turn, or continue responding even when instructed to pause. Attention moves away from the task quickly, requiring reminders to re-engage. When an incorrect response happens, the child may not notice or correct it.	Before responding, the child shows a brief pause, especially after rule changes. Most actions are controlled, though occasional slips occur when the pace increases. Attention is sustained for longer stretches, and the child returns to the task after minor distractions. When an error is noticed, the child attempts to correct it in the next turn.	The child consistently waits for the cue and responds with control rather than speed. Inhibition is clearly visible, particularly in "do nothing" conditions where the child successfully suppresses action. Focus remains steady across the activity, even as rules become more complex. When an incorrect response occurs, the child recognises it and adjusts immediately without external prompting.
Creativity	When the rule changes, the child tends to continue with the earlier pattern, repeating previous responses. Adjustments happen only after repeated cues or observation of peers. There is little evidence of a strategy to manage the change, and the child may appear stuck between rules.	The child begins to adjust when rules change, sometimes using simple strategies such as repeating the rule softly or watching the card more carefully. Flexibility is visible, though it may take a few turns to stabilise. The child can handle one change at a time and gradually adapts to the new pattern.	The child shifts smoothly between rules, even when multiple changes are introduced in sequence. There is evidence of self-developed strategies, such as mentally rehearsing the rule or anticipating the next move. The child adapts quickly without relying on others and maintains accuracy across changing conditions. Transitions between rules appear fluid rather than effortful.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5.1: Positive Learning Habits	
Curricular Goals: *(Can choose one or more)*	**CG-13** – Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
Competencies *(Can choose one or more)*	**C-13.3** – Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions

ACTIVITY

Suggested Activity: "Let's explore"

In this assessment activity, children investigate a set of unfamiliar objects, generate questions, test their ideas, and present their findings with justification.

Step-by-step process:

1. The teacher places 3–4 unfamiliar objects (not too many) in front of each group. These should invite exploration, for example:
   textured materials, unusual tools, natural objects, objects with moving parts.
2. Each group is given a clear challenge, not just exploration:
   "Find out as much as you can about this object and prepare to explain it to others."
3. Children are required to complete three visible tasks:
   - Observe and note details (What do you notice?)
   - Ask at least 2 questions about the object
   - Test one idea (e.g., "What happens if…?")
4. The teacher introduces a constraint to deepen thinking:
   - "You cannot ask me what it is."
   - "You must find out by observing and trying."
5. Groups then prepare a short explanation covering:
   - What they noticed
   - What they think the object might be / do
   - What they tried
   - What they are still unsure about
6. Groups present. Other groups are encouraged to:
   - ask questions
   - challenge or extend ideas

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What do you notice about this object?
2. What is different or interesting about it?
3. How does it feel, look, or sound?
4. What do you think this could be or be used for?
5. What would you like to find out about this?
6. What questions do you have about it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child's attention settles on what is immediately visible, such as colour or overall shape. Interaction with the object tends to be brief or limited to looking, with occasional touching but without deliberate exploration. Descriptions remain short and general, for example naming the object or stating a single feature. When prompted, the child may add one more detail but does not extend observation independently.	The child begins to examine the object more closely, noticing features such as texture, parts, edges, or differences across surfaces. There is visible use of more than one sense, for example touching, turning, or comparing with another object. Observations are described in simple but clear language, and the child is able to point to what they noticed. Attention remains on the object for a longer duration, allowing more features to be identified.	Observation becomes more deliberate and sustained. The child looks closely, handles the object from different angles, and compares features either within the object or across objects. Multiple senses are used purposefully, for example pressing, tapping, or gently manipulating to notice differences. Descriptions include specific details and relationships, such as how one part differs from another. The child remains engaged long enough to refine or add to earlier observations.
Sensitivity	Questions, if asked, tend to repeat what is already visible, such as naming or confirming what the object is. At times, the child waits for prompts before responding. Curiosity appears momentary, and the exploration may stop once a quick answer is formed. Alternative possibilities are not readily considered unless suggested by others.	The child shows interest by asking questions that connect to what is being observed, such as how the object works, what it might be used for, or why it looks a certain way. Questions build gradually as the child continues to explore. There is willingness to consider more than one idea when prompted or after hearing peers. Engagement remains steady through the exploration phase.	Curiosity drives the interaction. The child raises a range of questions, moving from what is seen to why and how it might function. Questions may connect features, uses, or possibilities. The child considers multiple interpretations without settling on the first answer and remains open to revising ideas. Exploration continues with interest, often leading to further questioning or deeper inquiry.
Creativity	The child handles the object in a single or repeated way, such as holding or placing it	The child begins to try out different ways of interacting with the object, such as turning,	The child engages in active tinkering, experimenting with multiple ways of

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	without trying different actions. Suggestions about use or meaning remain predictable or based on familiar examples. When faced with uncertainty, the child may stop exploring rather than trying a new approach.	arranging, or testing how it responds. Ideas about what the object could be or do show some variation, and the child may suggest more than one possibility. Exploration extends beyond the first attempt, especially when encouraged.	handling, combining, or testing the object. Ideas move beyond obvious uses, with imaginative or unexpected possibilities being suggested. The child revisits and modifies earlier attempts, exploring "what else could be done" rather than settling on one idea. Thinking remains flexible, and exploration continues even after an initial idea is formed.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

DOMAIN 5.1: Positive Learning Habits	
Curricular Goals: *(Can choose one or more)*	**CG-13** – Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
Competencies *(Can choose one or more)*	**C-13.4** – Classroom norms: Adopts and follows norms with agency and understanding

ACTIVITY

Suggested Activity: "What Would You Do?"

This assessment activity evaluates children's ability to understand classroom norms, apply them in different situations, and make responsible choices independently.

Step-by-step process:

1. The teacher presents a set of short classroom situations through picture cards, such as: *two children speaking at the same time, someone not sharing materials, a child interrupting, others, or a disagreement during group work*
2. Children observe each situation carefully and identify what is happening.
3. Children are asked to state what they would do in that situation and explain their reasoning.
4. They identify the classroom norm that applies to the situation.
5. Then they explain what could happen if the norm is not followed.
6. Children demonstrate or enact their response to show how they would handle the situation.
7. The teacher observes how children interpret norms, make decisions, and justify their actions.

ASSESSMENT QUESTIONS

Prompts such as the following may be used:

1. What is happening in this situation?
2. What will you do in this situation and why?
3. Which classroom norm applies here?
4. What will happen if this norm is not followed?
5. If others do not follow the norm, what will you do?
6. How will you handle this situation so that everyone feels respected?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The child describes only a part of what is happening, often focusing on one visible action (for example, "they are talking" or "he is taking things"). The idea of a classroom norm does not clearly guide the response. When asked what to do, the answer may not match the situation or may remain incomplete. Links between action and consequence are either missing or loosely stated, such as giving a response without explaining what might happen next.	The situation is recognised with clarity, including what is going wrong or needs attention. The child is able to name or describe a relevant norm, such as taking turns or sharing materials. Suggested actions generally match the situation. When prompted, the child explains what might happen if the norm is followed or ignored, showing a basic understanding of cause and effect within the classroom context.	The child interprets the situation by looking beyond the obvious action, often identifying why the issue has arisen. Norms are referred to not just by name but by purpose, for example explaining how they help everyone participate or feel respected. The response includes a clear course of action along with reasoning. Possible consequences are anticipated, including how different choices may affect the group.
Sensitivity	Responses tend to centre on a single perspective, often focusing on what one person should or should not do. There may be suggestions that stop the situation abruptly (for example, telling someone to stop) without addressing how others are involved. During enactment, the child may show hesitation in engaging with others or rely on prompts to continue.	The child responds in a way that acknowledges others in the situation, for example suggesting turn-taking, sharing, or listening. There is an attempt to manage the situation without creating further conflict. When enacting the response, the child interacts with peers in a respectful manner. With some support, the child is able to consider how others might feel and adjust the response accordingly.	The child brings in multiple perspectives while responding, recognising how different people in the situation may feel or think. Suggested actions aim to resolve the issue while maintaining relationships, such as negotiating, explaining, or inviting participation. During enactment, the child demonstrates calm and respectful interaction, even in conflict scenarios. The response reflects an effort to ensure that everyone is included and treated fairly.
Creativity	The child tends to repeat familiar or rule-based responses, often without adapting them to the specific situation. If the	The child adjusts responses based on the situation presented, showing that norms can be applied in different	The child approaches each situation with flexibility, suggesting responses that are tailored to the context.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	situation changes slightly, the same response may be given again. When asked to act it out, the response remains basic and may not address the full situation.	ways. There is some flexibility, for example offering more than one possible action or modifying the response after discussion. During enactment, the child demonstrates how the response would work in practice, even if it remains straightforward.	More than one possible way of handling the situation may be proposed, along with reasoning for each. During enactment, the child adapts actions in response to how others behave. There is visible agency, with the child taking initiative to uphold norms while adjusting to changing conditions.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Preparatory Stage

(Grade 3, Grade 4 and Grade 5)

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG1** – Develops oral language skills using complex sentence structures to understand and communicate ideas coherently
Competencies *(Can choose one or more)*	**L1C1.1** – Converses fluently and meaningfully in different contexts

ACTIVITY

1. **The teacher gives each pair a real-life situation card, such as:**
   - Asking a classmate for help
   - Requesting a shopkeeper for an item
   - Inviting a friend to play
   - Saying sorry after a mistake
   - Asking a teacher, a question
2. **What Students Do:**
   - Read and understand the situation
   - Discuss what they will say
   - Perform a short conversation (4–6 lines) in pairs
3. **Important Conditions:**
   - Students must speak clearly
   - Use simple phrases
   - Listen and respond to each other
   - Maintain basic conversation flow

ASSESSMENT QUESTIONS

1. What sentences or phrases did you use in your conversation for asking or responding?
2. How did you make sure your partner understood what you were saying?
3. How did you show politeness or feelings (like request, apology, or kindness) in your conversation?
4. How did you change your response based on what your partner said or felt?
5. How can you change this conversation to make it more interesting or different?
6. What would you say if the situation changed (for example, if the person disagreed or refused)?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Uses simple and partly correct sentences or phrases for asking/responding; meaning is sometimes clear but may need repetition or support. **Example:** "Give me a pencil please" or "Help me my homework."	Uses clear and correct simple sentences for asking and responding; meaning is understood without support. **Example:** "Can you give me your pencil?"	Uses clear, complete, and appropriate sentences confidently; chooses suitable words to make meaning very clear. **Example:** "Could you please lend me your pencil? I forgot mine today."
Sensitivity	Shows some awareness of politeness or feelings, but may not always apply it; responds to partner but not always appropriately. **Example:** Says "please" but does not adjust response if partner refuses.	Shows politeness and basic understanding of feelings; responds appropriately to what the partner says. **Example:** "Okay, I understand" when the partner refuses.	Shows clear empathy and social understanding; adjusts language and response based on partner's words or feelings. **Example:** "That's okay, I understand you're busy. Maybe you can help me later?"
Creativity	Attempts to add or change a line simply; ideas may be limited or similar to the original conversation. **Example:** Adds "Okay, thank you" or repeats the idea with a slight change.	Adds new and relevant ideas to extend or slightly change the conversation. **Example:** "Let's do it together after school."	Thinks flexibly and creates meaningful new directions or responses when the situation changes. **Example:** "If you can't help now, I'll ask the teacher or try it myself first."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG1** – Develops oral language skills using complex sentence structures to understand and communicate ideas coherently
Competencies *(Can choose one or more)*	**L1C1.2** – Summarises core ideas from material read out in class

ACTIVITY

Step 1: Teacher Instruction: -

Teacher says: "I will read a short passage. Listen carefully. Do not write while listening. After listening, you will write the main ideas in your own words."

Step 2: Listening Task: -

The teacher reads a short, grade-appropriate passage.

Topic: "The School Garden Project"

"Last year, our school started a garden project in a space near the playground. At first, the ground was dry and full of stones. The students and teachers worked together to clean the area and prepare the soil. They planted different kinds of vegetables like tomatoes, spinach, and carrots. Every class was given a small section to take care of. Students watered the plants regularly and removed weeds. Sometimes, they forgot their duty, and the plants began to dry. The teacher then reminded them about responsibility and teamwork. After a few months, the garden became green and full of fresh vegetables. The students felt proud of their hard work. Some vegetables were used in the school kitchen, and some were shared with the community. The project not only made the school beautiful but also taught students the importance of caring for nature and working together."

The teacher read twice

Step 3: Individual Work: -

- Instruction: "Write 3–4 sentences about what the passage was mainly about."

Students:-

- recall
- Identify key ideas
- summarise

Step 4: Pair Exchange: -

Instruction: "Exchange your summary with your partner. Read it and check if it includes the main idea."

Step 5: Revision Task: -

Instruction: "Rewrite your summary after checking."

ASSESSMENT QUESTIONS

1. What is the passage mainly about?
2. Write three important points from the passage.
3. Write a summary of the passage in your own words.
4. When your partner understood the passage differently, how did you respond?

5. When your partner pointed out that something important was missing in your summary, what did you do?
6. While checking summaries together, how did you help your partner keep the summary clear and focused on the main idea?
7. Write another summary of the same passage in a new way, without changing the meaning.
8. Give the passage a new title that is different from the original but still fits its main idea.
9. Imagine you are telling this to a younger child. How would you summarise it more simply?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The main idea is incomplete or too narrow. **Example:** "It is about planting vegetables." (misses project, teamwork, learning) Includes some details but misses key ideas. **Example:** "They cleaned the ground, planted tomatoes, and watered plants." (misses responsibility, result, learning) Summary copies lines or includes too many details. **Example:** "The ground was dry and full of stones. They cleaned it. They planted vegetables. They watered them…" (retelling, not summarising)	The main idea is correct. **Example:** "It is about a school garden project." Identifies most key points. **Example:** cleaning area, planting, taking care of vegetables growing Writes summary in own words but may include one extra detail or miss one idea. **Example:** "Students made a garden by cleaning the land and planting vegetables. They worked together and grew plants." (may miss learning or sharing part)	The main idea is complete and clear. **Example:** "It is about a school garden project where students learned teamwork and responsibility." Selects only core ideas. Writes concise, clear summaries covering all important ideas. **Example:** "Students turned a space into a garden by working together. They grew vegetables and learned responsibility and teamwork."
Sensitivity	Does not show listening or response to partner. **Example:** "We just wrote our own answer." Does not clearly respond to feedback. **Example:** "I didn't change anything." or "I changed it" (no reason). Help is unclear or not useful. Example: "I told my partner to write properly."	Shows listening and discussion. **Example:** "We compared both answers and talked about which one is correct." Responds to missing ideas. **Example:** "My partner said I missed the result, so I added that the vegetables grew." Gives simple, useful help. **Example:** "I told my partner to remove extra	Responds thoughtfully using the meaning of the passage. **Example:** "We had different ideas, so we checked which one included teamwork and learning, and chose that." Improves summary based on understanding. **Example:** "I added that students learned responsibility because it is an important idea, not just a detail." Gives meaningful, focused help.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
		details and add the main idea."	Example: "I told my partner to keep only important ideas like planting, teamwork, and results, and remove repeated sentences."
Creativity	Rewrites but very similar or incorrect. **Example:** same sentences with a small word change OR changes meaning. Title too general. "Garden", "School", "Plants". Simpler summary unclear or incomplete. "Students made a garden, and it was good."	Rewrites the summary in a different but correct way. **Example:** "Students worked together to make a garden and grow vegetables." Relevant title. "School Garden Project". Simpler version keeps the main idea. "Students made a garden and learned to work together."	Rewrites clearly with improved flow and clarity. **Example:** "By working together, students turned a space into a garden and learned responsibility." Meaningful and thoughtful title. "Learning Teamwork Through Gardening" adapts the summary effectively for a younger child. "Children made a garden together and learned how to take care of plants and help each other."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG1** – Develops oral language skills using complex sentence structures to understand and communicate ideas coherently
Competencies *(Can choose one or more)*	**L1C1.3** – Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)

ACTIVITY

Step 1: Teacher Instruction (Start)

Teacher says: "Each student will come forward and speak for 1–2 minutes. You can choose one type of presentation: a show-and-tell, a short speech, or a welcome note. You should speak clearly, stay on the topic, and express your ideas in your own words."

Step 2: Preparation (3–5 minutes only)

Students quickly prepare:

- topic of choice (e.g., "My Favourite Festival", "Earth, our home")
- no full writing — only thinking points

Step 3: Individual Presentation

Each student:

- comes in front
- speaks for 1–2 minutes

Step 4: Peer Listening

Other students:

- listen carefully
- observe clarity, topic, and expression

Step 5: Quick Reflection

Students briefly discuss with a partner:

- What was clear?
- What could improve?

ASSESSMENT QUESTIONS

1. What was your topic, and what was your main idea?
2. What points did you include in your presentation?
3. How did you begin and end your presentation?
4. While speaking, how did you make sure your classmates understood your ideas?
5. If someone did not understand your point, how did you respond?
6. While listening to your partner, how did you help them improve their presentation?
7. How did you make your presentation interesting for your classmates?
8. How can you present the same topic differently?
9. What new idea or example can you add to improve your presentation?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student attempts to speak but shows limited clarity about the topic and ideas. Needs support to organise thoughts. Points are random or not connected **No clear beginning or Example:** speaks only one idea, like "Earth is important"/"Festival is fun" without explanation.	The student speaks on the topic with some clarity and includes relevant points, but may lack full organisation or depth. Topic is clear Includes 2–3 relevant ideas. Simple beginning and ending present **Example:** explains ideas like "we should save water"/"we celebrate with family" but briefly .	The student speaks clearly, stays focused on the topic, and independently presents ideas in a well-organised and meaningful way. Clear topic + main idea Ideas are logically connected. Clear opening and conclusion **Example:** connects ideas like "protect Earth → actions → result" / "festival → meaning → experience".
Sensitivity	The student shows limited awareness of audience or peer interaction. Responses are minimal or unclear. Does not check if others understand. Does not respond when confusion arises. Gives vague help to peers. **Example:** repeats the same line without explaining/says "speak better" .	The student shows basic awareness of the audience and responds to others with simple and relevant actions. Makes an effort to be understood. Responds when someone is confused, gives simple suggestions to peers. **Example:** explains again using a simple example, like a daily action or a familiar situation.	The student actively ensures understanding, responds thoughtfully, and supports others meaningfully using relevant examples. Adjusts explanation based on audience reaction, responds with clarity and reasoning, and helps peers improve meaningfully **Example:** adds a relevant real-life example (saving water/sharing food/classroom behaviour) to clarify the idea.
Creativity	The student attempts expression but shows limited variation or originality. Needs support to present ideas differently. Repeats the same sentences. No variation in expression. Ideas remain basic. **Example:** uses the same line repeatedly, like "It is good"/"It is important".	The student expresses ideas clearly and shows some variation or personal touch. Uses own sentences. Adds simple examples or experiences. Shows some variation in expression. **Example:** adds personal example ("I water plants at home").	The student presents ideas in an engaging, original, and flexible way, adapting expression for better impact. Uses varied sentences and expressions. Adds meaningful examples or comparisons. Adapts content for audience or purpose **Example:** connects idea to real life, uses question, comparison, or short story element .

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG2** – Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)
Competencies *(Can choose one or more)*	**L1C2.1** – Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts

ACTIVITY

Step 1: Teacher Instruction: "You will work in groups. You will read a passage and discuss it together. Your group must understand what is happening, what might happen next, and what you imagine from the scene."

Step 2: Passage Reading

The teacher gives the passage: "A Rainy Evening"

Riya was returning home from school when dark clouds suddenly covered the sky. The wind started blowing strongly, and within minutes, it began to rain heavily. People on the street rushed to find shelter. Riya saw a small shop nearby and quickly stood under its roof.

She noticed a little boy standing outside in the rain. He looked worried and kept looking around. Riya felt that something was wrong. She stepped forward and asked him if he needed help.

- Students:-
  - read individually
  - Then read in a group

Step 3: Group Discussion (Core Work)

- Students in groups:-
  - Discuss what is happening
  - Share ideas about the boy
  - think what may happen next
  - Imagine the scene

Step 4: Group Output

- Each group prepares:-
  - one prediction
  - one inference
  - one visualisation (description/drawing)

Step 5: Group Presentation

- Each group presents:-
  - their ideas
  - brief explanation
  - Other groups listen and compare.

Step 6: Teacher Observation

- Teacher observes:
  - use of text clues
  - participation in discussion
  - clarity of ideas
  - interaction among group members

ASSESSMENT QUESTIONS

1. What is happening in the passage?
2. Why did Riya stop near the shop?
3. What do you understand about the boy from the passage?
4. When your group had different ideas, how did you decide which idea to present?
5. If one group member could not understand the passage clearly, how did you respond?
6. How did you help your group members understand the passage better?
7. What do you think will happen next in the story?
8. What different reasons could explain why the boy looked worried?
9. What did you imagine while reading the passage? Describe it.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Says only one part (like "it is raining") but misses the full situation. Gives short or incomplete reasons. Gives very basic idea about the boy. **Example:** "It is raining. She stopped. Boy, is there."	Explains what is happening (rain + Riya taking shelter). Gives the correct reason. Understands that the boy is worried or alone. **Example:** "She stopped to take shelter. The boy looked worried."	Explains the situation clearly with details. Connects reason with situation. Uses clues to explain the boy's situation. **Example:** "He was looking around and worried, so he may be lost."
Sensitivity	Does not really listen to others; just agrees or follows. Does not help when someone is confused. Gives unclear or no help. **Example:** "We chose one idea." / "I told them to read again."	Listens and talks before deciding. Helps by explaining in simple words. Gives useful but simple help. **Example:** "We listened and chose together." / "I explained the line simply."	Listens to all ideas and helps the group decide fairly. Helps others understand by showing or explaining the exact part of the passage. Actively supports others and makes the idea clear for everyone. **Example:** "I showed the line and explained what it means so everyone understood."
Creativity	Gives a simple or unclear prediction. Gives only one basic reason. Imagination is unclear or very short. **Example:** "He goes home."	Gives a logical next step. Gives a few possible reasons. Describes the scene clearly. **Example:** "Riya may help him. He may be lost or scared."	Gives detailed and meaningful predictions. Gives different possible reasons for thinking. Describes the scene with actions and feelings. **Example:** "Riya may help him find his parents. He may be lost or searching for someone."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG2** – Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)
Competencies *(Can choose one or more)*	**L1C2.2** – Understands main ideas and draws essential conclusions from the material read.

ACTIVITY

Activity Flow

Step 1: Reading the Text

Students read the story "Flying Together"

"A flock of wild geese lived happily in a tall tree. One day, an old and wise goose noticed a small creeper growing at the foot of the tree. He warned the other geese that the creeper should be removed immediately. He explained that if it grew strong, a hunter could use it to climb the tree and catch them. The younger geese did not take his warning seriously. They thought the creeper was too small to be dangerous. Slowly, the creeper grew bigger and stronger. One day, when the geese were away, a hunter came to the tree. He saw the strong creeper and used it to climb up. He spread a net on the tree and went away. When the geese returned, they were caught in the net. They became frightened and did not know what to do. Then the old goose advised them to pretend to be dead when the hunter came back. He said that the hunter would throw them down one by one, and when all of them were on the ground, they should fly away together. The geese followed his advice. The hunter came, thought they were dead, and threw them down. As soon as all the geese were on the ground, they flew away together."

The teacher asks them to focus on:

- What problem happens in the story?
- What advice was ignored?
- How did the birds finally escape?
- What lesson can be drawn from the story?

Step 2: Make the Main Idea Ladder

Each student gets 4 paper strips. They write one sentence on each strip:

Strip 1: Important Event

Example: The old bird warned the geese about the creeper.

Strip 2: Problem

Example: The geese ignored the warning and were later trapped by the hunter.

Strip 3: Evidence from Text

Example: The hunter climbed the tree with the help of the creeper.

Strip 4: Essential Conclusion

Example: We should listen to wise advice before danger becomes serious.

Students arrange the strips like a ladder:

Event → Problem → Evidence → Conclusion

Step 3: Pair Check

Students exchange ladders with a partner.

The partner checks:

- Is the conclusion connected to the story?, Is the evidence actually from the text? , Is the main idea bigger than one small event?

Step 4: Oral Sharing (A few students present their ladder in 3–4 sentences.)

ASSESSMENT QUESTIONS

1. What is the story mostly about?
2. Which event in the story helps you understand the main idea?
3. What evidence from the story supports your conclusion?
4. The old bird gave advice, but the other birds did not listen. What does this show about listening to others' experiences?
5. When your partner reaches a different conclusion, how will you politely check it using the story?
6. Give the story a new title that clearly conveys the main idea.
7. Add one final sentence to the story that strengthens its conclusion.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	During the ladder task, the student identifies a real event from the story but may treat it as the main idea. For example, writes "The hunter caught the geese" or "The creeper grew" as the main idea. For evidence, the student may choose a detail like "The geese lived in a tree," which is from the story but does not strongly prove the conclusion.	The student states the main idea and supports it with a relevant event. For example, says "The geese got into danger because they ignored the old bird's warning," and supports it with "The hunter climbed the tree using the creeper." The conclusion is clear, such as "We should listen to wise advice."	The student connects the event, evidence, main idea, and conclusion clearly. For example, says "The old bird warned them about the creeper, they ignored it, the hunter used it, and they were trapped. So, small dangers should not be ignored." The student uses words like main idea, evidence, because, this shows, and conclusion correctly.
Sensitivity	During pair checking, the student notices behaviour but may respond in a blaming or direct way. For example, says "The geese were foolish" or tells the partner "Your answer is wrong." The student sees that advice was ignored, but does not	The student explains the behaviour with respect. For example, says "The young geese did not understand the danger because the creeper looked small, but they should have listened to the old bird's experience." With a partner, the student may say, "Your answer is partly correct,	The student understands both the old bird's concern and the young geese's mistake without only blaming. For example, says "The old bird was worried because he saw future danger; the young geese ignored him because the creeper looked harmless." In pair discussion, the

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	explain the feelings or reasons behind it.	but the story also shows listening to advice."	student builds on the partner's idea: "Your point about teamwork is right, and we can add wise advice because the old bird's plan helped them escape."
Creativity	The student gives a title or ending related to the story, but only at the surface level. For example, title: "The Geese," "The Hunter," "The Tree." Ending: "The geese flew away." The response connects to the story but not clearly to the main idea or conclusion.	The student gives a title or ending that shows the main idea. For example, title: "The Wise Warning," "Listen to Advice." Ending: "The geese learned that ignoring advice can bring trouble." The response is meaningful and connected to the story.	The student creates a fresh title or ending that shows the deeper conclusion. For example, title: "A Small Creeper, A Big Lesson" or "Listen Before Danger Grows." Ending: "From that day, the geese checked small dangers before they became big problems." The student combines story events, main idea, and conclusion creatively.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG3** – Develops the ability to write simple and compound sentence structures to express their understanding and experiences
Competencies *(Can choose one or more)*	**L1C3.1** – Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs

ACTIVITY

Topic: A Visit to the School Garden

Material Given to Students: The teacher gives students the following rough notes:

- saw marigolds and rose plants
- The gardener told us not to pluck flowers
- went to the school garden after lunch
- The teacher asked us to observe plants carefully
- Some children saw butterflies near the flowers
- We learned that plants need sunlight, water, and care
- Class 5 made a garden visit on Wednesday
- We thanked the gardener
- Dry leaves were collected near the compost pit
- The visit helped us understand how to care for plants

Student Task: Students have to convert these rough notes into a short, organised write-up. They must include:

1. One suitable heading
2. Two sub-headings
3. A clear beginning
4. Two short paragraphs
5. A clear ending
6. Correct sequence of ideas

Expected Structure

Heading: A Visit to the School Garden

Sub-heading 1: What We Observed

Sub-heading 2: What We Learned

Paragraph 1 may include:

Class 5 made a garden visit on Wednesday. After lunch, we went to the school garden. The teacher asked us to observe the plants. We saw marigolds and rose plants. Some children also saw butterflies near the flowers.

Paragraph 2 may include:

The gardener told us not to pluck flowers. We collected dry leaves near the compost pit. We learned that plants need sunlight, water, and care. We thanked the gardener. The visit helped us understand how to care for plants.

ASSESSMENT QUESTIONS

1. Which rough note will you use as the beginning of your write-up, and why?
2. How will you divide the rough notes into two paragraphs?
3. If your partner puts "we thanked the gardener" at the beginning, how will you explain the correction?
4. How will you include the gardener's instruction in your write-up so it sounds respectful and not like scolding?
5. Give a suitable heading and two sub-headings for the write-up.
6. Write a strong ending sentence for the write-up.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student uses some rough notes, but the order is broken. For example, starts with "We thanked the gardener" or places "we learned that plants need sunlight, water, and care" before the garden visit is introduced. Paragraphs may mix observation and learning in one place.	The student begins with "Class 5 made a garden visit on Wednesday" or a similar opening. Divides notes into two clear paragraphs: what we observed and what we learned/did. Ending is placed near the close, such as "The visit helped us understand how to care for plants."	The student organises the full write-up smoothly: visit introduced → observation of plants/butterflies → gardener's instruction → dry leaves/compost → learning → thanks/ending. Paragraphs stay focused, and the student can explain why each part is placed there.
Sensitivity	While revising or discussing, the student may write the gardener's role harshly or unclearly, such as "The gardener scolded us" when the note only says "told us not to pluck flowers." In pair work, one may say "Your order is wrong" without reason.	The student writes the gardener's instruction respectfully, such as "The gardener reminded us not to pluck flowers." In pair work, explains correction with reason: "Thanking the gardener should come near the end because we thank after the visit."	The student shows respect in both writing and discussion. For example, writes "The gardener guided us to care for plants and reminded us not to pluck flowers." With a partner, says, "Your idea about thanking is good, but let us place it near the end after the gardener helps us."
Creativity	The student gives a heading or ending that is related but incomplete. Heading may be "Garden," "Plants," or "Flowers." Ending may be "We came back." Sub-headings may not clearly match the paragraphs.	The student gives suitable headings and sub-headings, such as "A Visit to the School Garden," "What We Observed," and "What We Learned." Ending clearly closes the write-up: "The visit helped us understand how to care for plants."	The student creates clear and interesting headings/sub-headings without changing the meaning. For example, heading: "Learning in the School Garden." Sub-headings: "Looking Closely at Nature" and "Learning to Care." Ending: "After the visit, we knew that a clean and healthy garden needs careful hands every day."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG3** – Develops the ability to write simple and compound sentence structures to express their understanding and experiences
Competencies *(Can choose one or more)*	**L1C3.2** – Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text

ACTIVITY

Nature of Activity: Students will observe a real classroom system, collect small evidence, discuss briefly, and then write one coherent paragraph showing their understanding.

Topic: How do different things in our classroom help us learn

Materials Required:

- Notebook/page
- Pencil
- Classroom objects already present: board, books, windows, dustbin, seating arrangement, charts, lights, fan, water bottle area, notice board, etc.

Activity Flow

Step 1: Teacher Sets the Task

Teacher says: Look around the classroom carefully. Your task is to find out how different things in this room help students learn, stay comfortable, or work together. You will not make a list. You will use your observations to write one clear paragraph.

Step 2: Silent Classroom Observation

Students spend 3–4 minutes observing the classroom. They must notice at least:

- One object that helps learning
- One object that helps with comfort or safety
- One object/arrangement that helps the class work together

Examples of things they may observe: board, windows, dustbin, shelves, seating, charts, lights, fan, and classroom rules chart.

Step 3: Three-Point Note Making

Students write only three short notes in their notebook:

1. What helps us learn?
2. What helps us stay comfortable or safe?
3. What helps us work together or keep the room organised?

These are only notes, not the final paragraph.

Step 4: Decide the Main Idea

Students now decide the main idea of their paragraph.

Teacher instruction: Before writing, decide what your paragraph is mostly going to say. Your paragraph should not jump from one idea to another. All your sentences should support one main idea.

Step 5: Write One Paragraph

Students write one paragraph of 6–8 sentences. The paragraph must include:

- one clear opening sentence
- three or more connected details from classroom observation
- linking words such as because, also, for example, therefore, so
- one closing sentence

Step 6: Pair Coherence Check

Students exchange notebooks with a partner. Each partner checks:

- Does the paragraph have one main idea?
- Are the sentences connected?
- Is there any sentence that feels like a list item?
- Does the ending complete the paragraph

ASSESSMENT QUESTIONS

1. What is the main idea of your paragraph, and how do your details support it?
2. Which sentence in your paragraph does not fit well, repeats an idea, or needs a linking word?
3. How does your paragraph show that classroom things help different students in different ways?
4. While checking your partner's paragraph, how did you suggest improvement without changing their idea completely?
5. How did you make your opening sentence interesting but still connected to your topic?
6. How did you write the closing sentence so that it completes the paragraph instead of stopping suddenly?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student writes related classroom points, but the paragraph reads like a separate list of sentences. For example: "The board is useful. The fan is useful. The dustbin is useful." The opening may not show one main idea, and the ending may stop suddenly.	The student writes one clear paragraph with one main idea. For example, the paragraph explains how the classroom helps students learn and includes connected details like a board for explanation, windows/fan for comfort, a dustbin for cleanliness, and seating for group work. Uses linking words such as because, also, and so in some places.	The student writes a fully connected paragraph where each sentence supports the main idea. For example, the student explains how the board helps understanding, how the light/fan helps students sit comfortably, how the dustbin/shelves keep the room organised, and links them with words like for example, also, " and " therefore. No sentence feels unrelated or repeated.
Sensitivity	The student mostly writes from one point of view,	The student includes more than one learner's	The student shows care for different classroom

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	such as "I like the fan" or "I use the board." The paragraph may miss how classroom objects help others, such as classmates who sit far from the board, students who need a clean space, or children working in groups. In pair checking, the student may say only "This is wrong."	need. For example, writes that the board helps students see the lesson, the fan helps everyone sit comfortably, and the dustbin keeps the room clean for all. During pair checking, the student gives a clear suggestion, such as "This sentence repeats the fan idea; you can add how the seating helps group work."	users through writing and feedback. For example, writes that clear charts help students remember, enough light helps students read, and clean corners help everyone move safely. In pair checking, the student protects the partner's idea while improving coherence: "Your idea about the board is good; let us connect it with your next sentence using 'because'."
Creativity	The student uses a plain or copied-style opening, such as "My classroom is good" or "There are many things in my classroom." The ending may be weak, such as "This is my paragraph" or "I like my class."	The student writes an opening and ending that match the paragraph. For example, opening: "Our classroom has many things that help us learn better." Ending: "Together, these things make our classroom a good place to study."	The student writes a fresh but topic-linked opening and closing. For example, opening: "A classroom works like a small team, where even the board, windows, and dustbin have a job." Ending: "When we use these things properly, our classroom becomes a place where everyone can learn with comfort and care."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG3** – Develops the ability to write simple and compound sentence structures to express their understanding and experiences
Competencies *(Can choose one or more)*	**L1C3.3** – Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose

ACTIVITY

Students will create short English texts for a clear purpose. The teacher observes whether the student can select suitable information, use correct language form, and make the message purposeful, sensitive, and creative.

Situation Given to Students: The school is organising a "Book Sharing Day" for Grade 5. On this day, students will bring one storybook, exchange it with a classmate, and speak for one minute about why they liked the book.

Student Task: Each student chooses any two of the following:

1. Poster to inform students about Book Sharing Day
2. Invite for another Grade 5 section
3. Short poem on reading or books
4. Short story about a child discovering a new book
5. Dialogue between two friends planning what book to bring

The teacher tells students: Your writing must match its purpose. A poster should catch attention and give key information. An invite should politely call someone. A poem should use rhythm or feeling. A story should have a beginning, an event, and an ending. A dialogue should sound like two people speaking.

Materials Required:

- A4 sheets
- Colour pencils/sketch pens
- Pencil/eraser
- Small purpose cards: Inform, Invite, Express, Narrate, Converse

Activity Flow

Step 1: Purpose Selection

Students choose two text forms and place one purpose card with each.

Example:

- Poster → Inform
- Invite → Invite
- Poem → Express
- Story → Narrate
- Dialogue → Converse

Step 2: Information Planning

Students note what their text must include. For poster/invite, they think about:

- event name
- date/day
- place
- Who should come
- What to bring
- polite or attractive line

For poem/story/dialogue, they think about:

- topic
- feeling or message
- characters if needed
- beginning and ending, if needed
- suitable words for the form

Step 3: Creation

Students create their two selected texts.

Step 4: Pair Sharing

Students exchange their work with a partner. The partner checks:

- Is the purpose clear?
- Is important information missing?
- Is the language polite, clear, and suitable?
- Does the writing make others interested?

Step 5: Quick Revision

Students revise one part of their work after peer feedback

ASSESSMENT QUESTIONS

1. How did you decide what information was necessary for each text form you selected?
2. How is the language of your poster/invite/poem/story/dialogue different according to its purpose?
3. How did you make your writing welcoming for classmates who may not have many books or may feel shy to speak?
4. When your partner suggested a change, how did you decide what to accept without removing your own idea completely?
5. What did you add to make your text interesting while still keeping the purpose clear?
6. How did you use words, layout, characters, or conversation to make your selected text form different from ordinary writing?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student creates two texts, but may mix the form and purpose. The writing shows some relevant content but may miss necessary information such as date, place, audience, action, or closing line. A poster may look like a paragraph, or an invite may sound like a notice. **Example:** Poster says only "Read books" without telling about Book Sharing Day. The invite says "Come to class", but does not mention what to bring.	The student creates two texts that mostly match their purpose. The poster/invite includes key information such as event name, place, day, and what students should bring. The poem/story/dialogue uses the correct form: a poem has short expressive lines, a story has a beginning, dialogue has two speakers. **Example:** Poster says "Book Sharing Day, Friday, Class 5, bring one storybook." Dialogue shows two friends deciding which book to bring.	The student creates two clearly purposeful texts and adjusts language according to form. The poster uses short, attention-catching lines; the invite uses polite address and clear details; the poem uses feeling or rhythm; the story has sequence; the dialogue uses natural turns. **Example:** Poster includes title, date, place, "Bring one storybook," and a call line like "Share a book, find a new world." Invite politely says, "We warmly invite Class 5B to join us."
Sensitivity	The student's writing focuses mainly on the event but may not consider different classmates' situations or feelings. The text may sound too forceful, such as "Essveryone must bring a book" or "Speak loudly in front of all." During peer feedback, the student may say, "I don't want to change anything", or accept changes without thinking.	The student uses language that is polite, welcoming, and considerate. The writing avoids pressure and gives space for participation. During feedback, the student listens and revises one part with a reason. **Example:** Writes "Bring a storybook if you can" or "You may share a book you have read or heard." In peer work, says, "I will add the place because my partner could not find it."	The student shows care for inclusion, confidence, and audience response. The writing makes different learners feel able to join, including those who are shy, do not own many books, or prefer listening first. Feedback is handled respectfully while keeping the original purpose. **Example:** Invite says, "You may bring your own book or borrow one from the class corner." Dialogue shows one friend encouraging another gently: "You can speak about one page you liked."
Creativity	The student creates simple texts that are correct in topic but may look plain or copied from common lines. The title, message, or conversation may be very direct and predictable.	The student adds some original language, layout, or idea while keeping the purpose clear. The poster may have a catchy line, the invite may sound warm, the poem may use simple imagery, the story	The student uses creative choices that strengthen the purpose, not distract from it. The writing shows control over form: poster layout guides the reader, invites sounds respectful, the poem has

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: Poem says "Books are good / Books are nice." The story begins and ends suddenly. Dialogue has only "Which book?" "This book."	may show a small event, and the dialogue may sound like real classmates talking. **Example:** Poster line: "Bring one book, take home a new friend." Poem line: "A book opens a door in my mind."	feeling, the story has a complete moment, and dialogue has natural exchange. **Example**: The story shows a child first feeling nervous to share a book, then gaining confidence. Poster uses a clear title, short slogan, drawing space, and action line: "Choose. Share. Listen. Enjoy."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG3** – Develops the ability to write simple and compound sentence structures to express their understanding and experiences
Competencies *(Can choose one or more)*	**L1C3.4** – Uses appropriate grammar and structure in their writing

ACTIVITY

Focus: Students will show whether they can use grammar and sentence structure correctly while improving a short piece of writing.

Writing Situation: The class recently held a Reading Corner Activity. The teacher gives students a weak draft written by an imaginary student. Students must improve it.

Draft Given to Students:

reading corner activity: " yesterday our class make a reading corner. we keeps books on the table and some book was putted near the window. riya and aman reads a story loudly. many student listen carefully. after that we writes two new words in our notebook. teacher say that reading help us to learn new ideas. it was a good activity because everyone enjoy it."

Student Task: Students will rewrite the draft as a clear paragraph by correcting:

1. capital letters
2. punctuation
3. verb forms
4. singular/plural errors
5. tense errors
6. sentence structure
7. paragraph flow

They must also add one sentence of their own at the end that matches the paragraph.

Activity Flow

Step 1: Teacher Gives the Editing Task

Teacher says: This paragraph has useful ideas, but the grammar and sentence structure need improvement. You have to rewrite it so that it becomes clear, correct, and easy to read.

Step 2: Individual Reading

Students read the draft silently and underline places where the writing sounds incorrect or unclear.

Step 3: Grammar Correction

Students rewrite the paragraph in correct English. They correct grammar without changing the main meaning.

Step 4: Add One Sentence

Students add one final sentence of their own that fits the paragraph and completes the idea.

Step 5: Pair Check

Students exchange work with a partner and check:

- Are capital letters used correctly?

- Are full stops used?
- Do verbs match the subject?
- Is the tense mostly the same?
- Does the added sentence fit the paragraph?

Possible Improved Paragraph:

Reading Corner Activity: Yesterday, our class made a reading corner. We kept books on the table, and some books were placed near the window. Riya and Aman read a story aloud. Many students listened carefully. After that, we wrote two new words in our notebooks. The teacher said that reading helps us learn new ideas. It was a good activity because everyone enjoyed it. Reading together made our classroom feel lively and happy

ASSESSMENT QUESTIONS

1. Which grammar corrections did you make in the paragraph, and why were they needed?
2. How did you check that your sentences were complete and properly arranged?
3. While correcting the paragraph, how did you keep the original meaning of the writer instead of changing the whole idea?
4. When your partner missed a grammar correction, how did you explain it without simply saying "wrong"?
5. What sentence did you add at the end, and how does it fit the paragraph?
6. How did you make the paragraph sound clearer or smoother without changing the event?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student corrects some visible errors, such as capital letters or full stops, but misses several grammar and structure errors. The paragraph may still contain subject–verb mistakes, tense changes, or incorrect plurals. For example, the student may write "our class make," "many students listen," or "everyone enjoys it." Sentences may be understandable but not fully correct.	The student corrects most grammar and structure errors. The paragraph has proper capital letters, full stops, correct verb forms, and mostly consistent past tense. For example, the student changes "our class make" to "our class made," "many students" to "many students," and "everyone enjoys it" to "everyone enjoyed it." Sentences are complete and arranged in a sensible order.	The student rewrites the paragraph with accurate grammar and clear structure. The student corrects tense, subject–verb agreement, singular/plural forms, punctuation, and sentence flow together. For example, writes "We kept books on the table, and some books were placed near the window" instead of broken or incorrect sentences. The final paragraph reads smoothly from beginning to end.
Sensitivity	The student corrects words mechanically and may change the writer's meaning.	The student improves grammar while keeping the original meaning of the paragraph. The student keeps the event,	The student corrects grammar with care for the writer's idea and the partner's confidence. The student does not over-

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	For example, may remove names like Riya and Aman, change the activity, or write a different event. In pair checking, the student may say "This is wrong" without explaining which grammar rule needs correction.	people, and sequence the same: reading corner → story reading → new words → teacher's message → enjoyment. In pair checking, the student explains corrections politely, such as "Here 'students' should be plural because many means more than one."	edit or replace the paragraph with unrelated sentences. In peer feedback, the student gives a specific reason: "Your sentence is clear, but 'teacher says' should become 'teacher said' because the activity happened yesterday." The student helps the partner improve without taking over their writing.
Creativity	The student adds a sentence, but it may be too general, repeated, or not connected to the paragraph. For example, "Reading is good," "I like books," or "We went home." The sentence is related to reading, but does not strongly complete the paragraph.	The student adds a suitable sentence that matches the paragraph and gives a proper ending. For example, "Reading together made the activity more enjoyable." The student may also improve sentence flow using simple connectors such as after that, because, and, so.	The student adds a meaningful closing sentence and improves the paragraph's smoothness without changing the event. For example, "The reading corner helped us enjoy books and learn new words together." The student uses clear sentence structure, suitable connectors, and a natural ending that strengthens the paragraph.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG4** – Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources
Competencies *(Can choose one or more)*	**L1C4.1** – Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

ACTIVITY

Text for Activity: The teacher reads this short passage aloud once. Then, students receive the printed passage and read it silently.

Passage:

The Unexpected Visitor:

One cloudy afternoon, Meena heard a faint sound near the school garden. She walked slowly towards the bushes and found a tiny puppy shivering under a bench. The puppy looked frightened, but it did not run away. Meena gently called the gardener and asked for help. The gardener brought a cloth and placed the puppy in a safe corner. Soon, a group of children gathered around, but Meena reminded them to stay calm and not crowd the little animal. By the end of the day, the puppy looked more comfortable, and the class decided to inform the nearby animal shelter.

Materials Required:

- Printed passage/written on the students worksheet
- Pencil
- Small "Word Detective" slips
- Board/chart paper

Activity Flow

Step 1: Listening for Words

The teacher reads the passage aloud. Students listen carefully and put a small dot near any word they find:

- new sssss
- interesting
- difficult
- important for understanding the passage

Examples may include: faint, shivering, frightened, gently, gathered, calm, crowd, comfortable, shelter.

Step 2: Reading and Choosing Words

Students read the passage silently. Each student chooses three words:

1. One word they already know but want to explain
2. One word they are unsure about
3. One word they think is important for the passage

They write these words on their Word Detective slip.

Step 3: Meaning from Context

For each selected word, students write or orally explain:

- What do I think this word means?
- Which words or sentence clues helped me ?
- Can I say it using another word or phrase

Example: For shivering, a student may use clues like cloudy afternoon, tiny puppy, under a bench, and understand that the puppy was shaking because it was cold or scared.

Step 4: Word Discussion Circle

Students sit in groups of four. Each student shares one word and its possible meaning. Other group members can add:

- a synonym
- a sentence clue
- a real-life example
- a better explanation

The teacher observes how students discuss meaning, listen to different explanations, and improve their vocabulary.

Step 5: Vocabulary Use

Each student chooses two words from the group discussion and writes one fresh sentence for each. The sentence must show the meaning clearly.

Example: The old man spoke gently to the crying child. , Not enough: Gently is a good word.

ASSESSMENT QUESTIONS

1. Which word did you understand by using sentence clues from the passage? Explain the clue you used.
2. How did your meaning of one word change or become clearer after listening to your group?
3. When a classmate gave a meaning that was not fully correct, how did you help them improve it using the passage?
4. Which word from the passage shows care, fear, or comfort? How did discussing that word help you understand the situation better?
5. Use one new word from the passage in your own sentence, but in a different situation.
6. Create a small word web for one selected word using a synonym, an opposite word, and one real-life example.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student selects words from the passage but may explain them by guessing or by repeating the sentence without showing the meaning. The student may identify a difficult	The student uses context clues to explain word meanings. The student can connect a word with nearby clues in the passage and give a simple synonym or phrase. For	The student explains word meaning using more than one vocabulary strategy: context clue, synonym, opposite, example, and sentence use.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	word, such as faint or shivering, but the explanation may remain incomplete, such as "faint means sound" or "shivering means puppy." The student needs support to use sentence clues, synonyms, and surrounding words to understand meaning.	example, for shivering, the student links tiny puppy under a bench with cold or scared. For shelter, the student explains it as a safe place for animals. The student shows vocabulary growth by correcting or improving one meaning after group discussion.	For example, the student explains faint as a very soft sound, connects it with Meena heard it near the garden, and uses it in a new sentence: "I heard a faint knock during the rain." The student shows that listening and reading both helped them refine the meaning.
Sensitivity	The student participates in word discussion but may correct others directly or focus only on giving their own answer. For example, the student may say "No, that is wrong" when a classmate explains crowd as people coming near. The student may notice feeling words like frightened or comfortable, but may not connect them clearly to the puppy's situation.	The student discusses meanings respectfully and uses the passage to help others. For example, the student says, "Crowd means many people coming too close; the passage says Meena told them not to crowd the puppy." The student understands feeling words such as frightened, gentle, calm, and comfortable and explains how these words show care for the puppy.	The student improves group discussion by adding careful, text-based explanations and respecting different attempts. For example, the student says, "Your meaning is close. 'Crowd' here does not only mean people gathering; it means going too close and making the puppy uncomfortable." The student connects vocabulary to feelings and behaviour, such as explaining that gently shows Meena's care, while frightened and shivering show the puppy's fear.
Creativity	The student uses a new word in a sentence, but the sentence may not clearly show the meaning. For example, "The puppy was comfortable" or "I saw a shelter." The sentence is related, but it does not prove that the student understands the word. The word web may include only one part, ssssuch as just a synonym.	The student uses new vocabulary correctly in a fresh sentence and creates a simple word web. For example, "My grandmother spoke gently when my little brother was crying." For example, the student may write synonym scared, " the opposite of " brave/calm, and an example of a child hearing thunder. The sentence and word web show a clear understanding.	The student uses vocabulary flexibly in a new context and builds a complete word web with meaningful links. For example, for comfort, the student writes the synonym relaxed, the opposite of uneasy, and an example "I felt comfortable after my friend saved me a seat." The student's new sentence is not copied from the passage and clearly shows the word's meaning through situation, feeling, or action.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG4** – Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources
Competencies *(Can choose one or more)*	**L1C4.2** – Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas

ACTIVITY

Text for Activity: The teacher reads this short passage aloud once. Then, students receive the printed passage and read it silently.

Passage: The Unexpected Visitor

One cloudy afternoon, Meena heard a faint sound near the school garden. She walked slowly towards the bushes and found a tiny puppy shivering under a bench. The puppy looked frightened, but it did not run away. Meena gently called the gardener and asked for help. The gardener brought a cloth and placed the puppy in a safe corner. Soon, a group of children gathered around, but Meena reminded them to stay calm and not crowd the little animal. By the end of the day, the puppy looked more comfortable, and the class decided to inform the nearby animal shelter.

Materials Required:

- Printed passage/written on the students worksheet
- Pencil
- Small "Word Detective" slips
- Board/chart paper

Activity Flow

Step 1: Listening for Words

The teacher reads the passage aloud. Students listen carefully and put a small dot near any word they find:

- new , interesting ,difficult , important for understanding the passage

Examples may include: faint, shivering, frightened, gently, gathered, calm, crowd, comfortable, shelter.

Step 2: Reading and Choosing Words

Students read the passage silently. Each student chooses three words:

1. One word they already know but want to explain
2. One word they are unsure about
3. One word they think is important for the passage

They write these words on their Word Detective slip.

Step 3: Meaning from Context

For each selected word, students write or orally explain:

- What do I think this word means? , Which words or sentence clues helped me? , Can I say it using another word or phrase?

Example: For shivering, a student may use clues like cloudy afternoon, tiny puppy, under a bench, and understand that the puppy was shaking because it was cold or scared.

Step 4: Word Discussion Circle

Students sit in groups of four. Each student shares one word and its possible meaning. Other group members can add:

- a synonym , a sentence clue , a real-life example , a better explanation

The teacher observes how students discuss meaning, listen to different explanations, and improve their vocabulary.

Step 5: Vocabulary Use

Each student chooses two words from the group discussion and writes one fresh sentence for each. The sentence must show the meaning clearly.

Example: The old man spoke gently to the crying child. Not enough: Gently is a good word.

ASSESSMENT QUESTIONS

1. Which word did you understand by using sentence clues from the passage? Explain the clue you used.
2. How did your meaning of one word change or become clearer after listening to your group?
3. When a classmate gave a meaning that was not fully correct, how did you help them improve it using the passage?
4. Which word from the passage shows care, fear, or comfort? How did discussing that word help you understand the situation better?
5. Use one new word from the passage in your own sentence, but in a different situation.
6. Create a small word web for one selected word using a synonym, an opposite word, and one real-life example.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student selects words from the passage but may explain them by guessing or by repeating the sentence without showing the meaning. The student may identify a difficult word, such as faint or shivering, but the explanation may remain incomplete, such as "faint means sound" or "shivering means puppy." The student needs support to use sentence clues, synonyms, and surrounding words to understand meaning.	The student uses context clues to explain word meanings. The student can connect a word with nearby clues in the passage and give a simple synonym or phrase. For example, for shivering, the student links tiny puppy under a bench with cold or scared. For shelter, the student explains it as a safe place for animals. The student shows vocabulary growth by correcting or improving one meaning after group discussion.	The student explains word meaning using more than one vocabulary strategy: context clue, synonym, opposite, example, and sentence use. For example, the student explains faint as a very soft sound, connects it with Meena heard it near the garden, and uses it in a new sentence: "I heard a faint knock during the rain." The student shows that listening and reading both helped them refine the meaning.
Sensitivity	The student participates in word discussion but	The student discusses meanings respectfully and	The student improves group discussion by

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	may correct others directly or focus only on giving their own answer. For example, the student may say "No, that is wrong" when a classmate explains crowd as people coming near. The student may notice feeling words like frightened or comfortable, but may not connect them clearly to the puppy's situation.	uses the passage to help others. For example, the student says, "Crowd means many people coming too close; the passage says Meena told them not to crowd the puppy." The student understands feeling words such as frightened, gentle, calm, and comfortable and explains how these words show care for the puppy.	adding careful, text-based explanations and respecting different attempts. For example, the student says, "Your meaning is close. 'Crowd' here does not only mean people gathering; it means going too close and making the puppy uncomfortable." The student connects vocabulary to feelings and behaviour, such as explaining that gently shows Meena's care, while frightened and shivering show the puppy's fear.
Creativity	The student uses a new word in a sentence, but the sentence may not clearly show the meaning. For example, "The puppy was comfortable" or "I saw a shelter." The sentence is related, but it does not prove that the student understands the word. The word web may include only one part, such as just a synonym.	The student uses new vocabulary correctly in a fresh sentence and creates a simple word web. For example, "My grandmother spoke gently when my little brother was crying." For example, the student may write synonym scared, " the opposite of " brave/calm, and an example of a child hearing thunder. The sentence and word web show a clear understanding.	The student uses vocabulary flexibly in a new context and builds a complete word web with meaningful links. For example, for comfort, the student writes the synonym relaxed, the opposite of uneasy, and an example "I felt comfortable after my friend saved me a seat." The student's new sentence is not copied from the passage and clearly shows the word's meaning through situation, feeling, or action.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG5** – Develops interest and preferences in reading
Competencies *(Can choose one or more)*	**L1C5.1** – Borrows books from the library regularly to read at home

ACTIVITY

These two competencies may be assessed together because borrowing a book regularly is not enough. The student must also show interest in reading, such as choosing books thoughtfully, reading at home, talking about books, asking for similar books, recommending books, or showing curiosity about new genres.

Activity Flow

Activity Title: My Library Reading Journey:

Step 1: Library Selection Round

The teacher takes students to the library. Teacher instruction: Do not pick a book only because your friend picked it or because the cover looks colourful. Open the book, read the title, look at the first page, check the pictures, and decide whether you would like to read it at home.

Each student selects one book and records:

- book title
- date borrowed
- Reason for choosing the book

Reading Journey Card:

Week	Book Borrowed	Date Borrowed	Date Returned	Why I Chose This Book	One Thing I Read/Liked /Wondered
Week 1					
Week 2					
Week 3					

The teacher observes whether the student chooses randomly or shows reading interest.

Step 2: Home Reading

Students take the book home for one week. They do not write a full summary. They write only one reading note:

- One part I liked
- one new word
- One character/fact I remember
- One question I had
- One thing I want to read more about

Step 3: Return and Book Talk

In the next library period, students return the book. Each student gives a 30-second book talk to a partner:

- What was the book about?
- One part they liked or found interesting.
- Whether they would recommend it or not.
- What kind of book do they want to borrow next?

Step 4: Borrow Again

Students borrow another book for the next week. The same process continues for 3 weeks. By the end, the teacher checks:

- Did the student borrow regularly?
- Did the student read at home?
- Did the student return books on time?
- Did the student show interest through choice, talk, notes, or next-book curiosity?

ASSESSMENT QUESTIONS

1. How did you decide that the book you borrowed was suitable for reading at home?
2. What can you share from the book that shows you actually read or explored it?
3. How did you take care of the library book at home so that other students could also use it later?
4. If another student wants the same book or asks whether it is good to read, how would you respond?
5. What did you do to make your reading more interesting for yourself at home?
6. What kind of book would you like to borrow next, and what made you curious about it?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student borrows a book when reminded, but the choice may be mostly random, based on the cover page, size, or a friend's choice. The reading journey card may have only the title filled or incomplete dates. During a book talk, the student may say only "It was good" or mention one loose detail without explaining the book.	The student borrows books in most library rounds and records the title, date, reason for choosing, and one reading note. The student chooses by checking the title, pictures, topic, first page, or book length. During a book talk, the student can share one clear part, character, fact, word, or idea from the book.	The student borrows regularly across the 3 weeks and shows a clear understanding of book choice and reading. The student explains why the book matched their interest or level, such as choosing short chapters, animal stories, funny books, picture-supported books, or fact books. The reading notes show actual home reading through a liked part, a new word, a question, or a curiosity.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	The student needs repeated reminders to return the book, keep it safely, or avoid damage. The student may fold pages, misplace the book, leave it in class instead of taking it home, or respond to others with "It is mine" when asked about the book. The student sees borrowing mainly as a personal task.	The student keeps the book safe, returns it on the agreed day, and understands that library books are shared. The student may use a bookmark, keep the book in the bag carefully, avoid writing on pages, and tell a classmate, "I will return it today; you can borrow it next." The student can recommend or describe the book politely.	The student shows responsibility toward both the book and other readers. The student returns books without repeated reminders, handles books carefully at home, and helps classmates choose or wait for a book respectfully. For example, the student may say, "This book has easy pages and many pictures; you may like it," or "I can return it first, then you can take it."
Creativity	The student's reading note or book talk shows limited personal interest. The note may be very general, such as "I liked the book" or "The story was nice." The next book choice may be random or repeated without reason.	The student shows interest by writing a specific liked part, new word, question, character, or fact. The student can say what they want to borrow next, such as "I want another animal story," "I want a mystery book," or "I want a book with facts about space." The student shows reading as more than just returning the book.	The student extends reading interest beyond the task. The student may make a small drawing, prepare a two-line recommendation, collect new words, connect one book to another, ask for a similar book, or shift from one genre to another due to curiosity. For example, "After reading about birds, I want a book about nests," or "This story had a brave child, so I want another adventure story."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language Education (R1)	
Curricular Goals: *(Can choose one or more)*	**L1CG5** – Develops interest and preferences in reading
Competencies *(Can choose one or more)*	**L1C5.2** – Demonstrates interest in reading books from the library

ACTIVITY

Activity Title: My Library Reading Journey:

Step 1: Library Selection Round

The teacher takes students to the library. Teacher instruction: Do not pick a book only because your friend picked it or because the cover looks colourful. Open the book, read the title, look at the first page, check the pictures, and decide whether you would like to read it at home.
Each student selects one book and records:

- book title
- date borrowed
- Reason for choosing the book

Reading Journey Card:

Week	Book Borrowed	Date Borrowed	Date Returned	Why I Chose This Book	One Thing I Read/Liked /Wondered
Week 1					
Week 2					
Week 3					

The teacher observes whether the student chooses randomly or shows reading interest.

Step 2: Home Reading

Students take the book home for one week. They do not write a full summary. They write only one reading note:

- One part I liked
- one new word
- One character/fact I remember
- One question I had
- One thing I want to read more about

Step 3: Return and Book Talk

In the next library period, students return the book. Each student gives a 30-second book talk to a partner:

- What was the book about?
- One part they liked or found interesting.
- Whether they would recommend it or not.
- What kind of book do they want to borrow next?

The teacher observes whether the student has actually engaged with the book.

Step 4: Borrow Again

Students borrow another book for the next week. The same process continues for 3 weeks. By the end, the teacher checks:

- Did the student borrow regularly?
- Did the student read at home?
- Did the student return books on time?
- Did the student show interest through choice, talk, notes, or next-book curiosity?

ASSESSMENT QUESTIONS

1. How did you decide that the book you borrowed was suitable for reading at home?
2. What can you share from the book that shows you actually read or explored it?
3. How did you take care of the library book at home so that other students could also use it later?
4. If another student wants the same book or asks whether it is good to read, how would you respond?
5. What did you do to make your reading more interesting for yourself at home?
6. What kind of book would you like to borrow next, and what made you curious about it?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student borrows a book when reminded, but the choice may be mostly random, based on the cover page, size, or a friend's choice. The reading journey card may have only the title filled or incomplete dates. During a book talk, the student may say only "It was good" or mention one loose detail without explaining the book.	The student borrows books in most library rounds and records the title, date, reason for choosing, and one reading note. The student chooses by checking the title, pictures, topic, first page, or book length. During a book talk, the student can share one clear part, character, fact, word, or idea from the book.	The student borrows regularly across the 3 weeks and shows a clear understanding of book choice and reading. The student explains why the book matched their interest or level, such as choosing short chapters, animal stories, funny books, picture-supported books, or fact books. The reading notes show actual home reading through a liked part, a new word, a question, or a curiosity.
Sensitivity	The student needs repeated reminders to return the book, keep it safely, or avoid damage. The student may fold pages, misplace the book, leave it in class instead of taking it home, or respond to others with "It is mine" when asked about the book. The	The student keeps the book safe, returns it on the agreed day, and understands that library books are shared. The student may use a bookmark, keep the book in the bag carefully, avoid writing on pages, and tell a classmate, "I will return it today; you can borrow it next." The student can	The student shows responsibility toward both the book and other readers. The student returns books without repeated reminders, handles books carefully at home, and helps classmates choose or wait for a book respectfully. For example, the student may say, "This book has

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	student sees borrowing mainly as a personal task.	recommend or describe the book politely.	easy pages and many pictures; you may like it," or "I can return it first, then you can take it."
Creativity	The student's reading note or book talk shows limited personal interest. The note may be very general, such as "I liked the book" or "The story was nice." The next book choice may be random or repeated without reason.	The student shows interest by writing a specific liked part, new word, question, character, or fact. The student can say what they want to borrow next, such as "I want another animal story," "I want a mystery book," or "I want a book with facts about space." The student shows reading as more than just returning the book.	The student extends reading interest beyond the task. The student may make a small drawing, prepare a two-line recommendation, collect new words, connect one book to another, ask for a similar book, or shift from one genre to another due to curiosity. For example, "After reading about birds, I want a book about nests," or "This story had a brave child, so I want another adventure story."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences
Competencies *(Can choose one or more)*	**MC1.1** – Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers

ACTIVITY

Story (Teacher Reads Aloud)

In the Number Kingdom, each digit lives in its own house: *Ikai, Dahai, Saikda, Hazaar, lakh*. One day, all the numbers got mixed up! The King needs your help to put the numbers in the correct places, read them, and compare them so that everything becomes fair again.

- **Activity Steps:-**

Step 1: Make the Number

- The teacher gives a number (example: 3,45,672)
- Students place digits in a place value chart
- Students read the number aloud

Step 2: Compare the Numbers

- **The teacher gives two numbers: Example: 5,23,400 and 5,32,400**
- **Students:-**
  - Say which number is bigger
  - Explain why (by looking at place value)
  - The teacher commented that:
  - "If we don't compare numbers properly, some people may get more and others less. So we must be careful and fair."

Step 3: Create Your Own Number

- **Students:-**
  - Make their own 5 or 6-digit number
  - Write it in words
  - Draw a place value house

ASSESSMENT QUESTIONS

1. Write 4,32,615 in words.
2. Which number is greater: 7,45,210 or 7,54,201? How do you know?
3. If two children are sharing ₹5,00,000, why is it important to compare numbers correctly before dividing? What can happen if we make a mistake?

4. Imagine a farmer, animals, and people all need water or money. If we use the wrong numbers, how can it affect them? How should we behave while using numbers in such situations?
5. Make your own 6-digit number and write it in words.
6. Imagine you are the King/Queen, how will you use big numbers in your kingdom? (Write or draw)

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Places digits incorrectly in the place value chart • Reads numbers incorrectly or hesitates • Unable to explain which number is greater • Writes 3,45,672 as "three four five six seven two" OR places 4 in tens instead of ten-thousands; says 5ssssss,23,400 is bigger without reason	• Places most digits correctly in the place value chart • Reads numbers mostly correctly with minor errors • Compares numbers using a partial understanding of place value • Writes 4,32,615 as "four lakh thirty-two thousand six hundred fifteen" but hesitates; says 7,54,201 is bigger because "54 is bigger than 45"	• Correctly places all digits in the Indian place value chart • Reads large numbers fluently and confidently • Clearly explains comparison using place value logic • Correctly explains: "7,54,201 is bigger than 7,45,210 because in the ten-thousands place, 5 is greater than 4"
Sensitivity	• Gives very short or unclear answers • Does not connect numbers to real-life situations • Shows little understanding of fairness or others' needs • Says: "We should be careful" OR "It is bad" without explaining why; cannot explain how wrong numbers affect others	• Shows basic understanding of fairness • Connects numbers to simple real-life situations with some guidance • Mentions effects on others in a limited way • Says: "If we divide ₹5,00,000 wrongly, one person may get less money"; mentions people, but not the deeper impact	• Clearly explains why correct numbers are important for fairness • Shows empathy towards people, animals, or the environment • Gives meaningful real-life examples and consequences • Says: "If we calculate wrongly, a farmer may get less money for crops, or animals may not get enough water. This is unfair, so we must use numbers carefully to help everyone."
Creativity	• Creates simple or incomplete numbers (3–4 digits)	• Creates a proper 5–6 digit number	• Creates accurate and complex numbers (5–6 digits)

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	• Limited or no drawing/story • Shows little effort in representation • Writes 1234 without a place value chart or words; draws very basic or no visual	• Writes numbers in words with minor errors • Shows some creativity in drawing or a short story • Creates 5,23,410, writes in words with 1–2 mistakes; draws place value houses with labels	• Correctly writes in words and explains place value • Creates 8,76,543, writes correctly, draws labelled place value houses, and adds a story like "This is the treasure of my kingdom and how I will share it fairly"

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences
Competencies *(Can choose one or more)*	**MC1.2** – Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers

ACTIVITY

Students work in groups of 4 each group gets:

- 2 paper pizzas (circles)
- 1 long paper strip

Task 1: Share the Pizzas

Instruction: Share one pizza between 2 friends and another pizza between 4 friends.
Students perform:

- cut or fold
- ensure equal parts
- label pieces as ½ and ¼

Task 2: Compare the Pieces

Instruction: Place all your pieces on the desk and arrange them from biggest to smallest.
Students:

- visually compare
- organise pieces

Task 3: Make a Number Line

Instruction: Draw a number line from 0 to 1 on the strip. Place ¼ and ½ on it.
Students:

- mark 0 and 1
- place fractions correctly

Task 4: Make the Whole Again

Instruction: Use your pieces to make one full pizza.
Students:
combine:

- 2 halves
- 4 quarters

Task 5: New Sharing Situation

Instruction: Now 3 friends want to share one pizza. Show how you will do it.
Students:

- attempt division
- draw or cut

ASSESSMENT QUESTIONS

1. How did your group show ½ and ¼ using the pizza?
2. How did you place ¼ and ½ on the number line?
3. Which is bigger, ½ or ¼? How do your pieces show this?
4. Why is it important that all friends get equal pieces when sharing the pizza?
5. What did you notice when more friends shared the same pizza?
6. What was difficult when sharing the pizza among 3 friends, and why?
7. If 5 friends share one pizza, how will you divide it?
8. Show a fraction smaller than ¼ using your pizza.
9. If 2 pizzas are shared among 4 friends, how much does each get?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student can try to make halves and quarters, but makes small mistakes. Pieces may not be equal, or labels may be wrong. On the number line, they may not place ¼ and ½ correctly. They may say "½ is bigger" but cannot explain clearly. **Common mistakes:** pieces not equal, writing ½ but cutting into 3 parts, placing ¼ near ½ or near 1, and guessing answers.	The student correctly makes ½ and ¼ with equal parts and labels them properly. Place ¼ and ½ correctly on the number line. Can clearly say that ½ is bigger than ¼ using their pieces. **Example:** "½ is bigger because it is one of 2 equal parts, and ¼ is one of 4 smaller parts."	The student shows strong understanding in all ways — cutting, arranging, combining, and using the number line. They explain clearly using correct mathematical ideas. **Example:** "When we divide into more parts, each part becomes smaller, so ¼ is smaller than ½."
Sensitivity	The student knows sharing should be equal, but does not always check properly. Gives simple answers like "everyone should get the same" without explaining why. Notices something changes when more people share, but cannot explain it clearly. **Common mistakes:** unequal pieces but says it is fair, cannot explain why pieces get smaller, confused when dividing among 3.	The student makes sure pieces are equal and explains fairness clearly. Understands that when more people share, each person gets a smaller piece. Can talk about the difficulty in dividing among 3. **Example:** "When 4 people share, each gets less because the same pizza is divided into more parts."	The student carefully checks and corrects their work to make equal parts. They clearly explain fairness using fractions and reflect on challenges. **Example:** "Dividing among 3 is harder because we cannot fold equally like halves, so we have to adjust carefully to make equal parts."
Creativity	The student tries new sharing situations (like 3 or 5 people) but may not	The student can correctly divide in new situations and use fractions	The student confidently handles new situations and explains their

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	divide equally or may get confused about fractions. Shows effort but needs support. **Common mistakes:** unequal pieces for 5 people, cannot show smaller than ¼ correctly, confusion in sharing 2 pizzas.	properly. Can show fractions smaller than ¼ and solve sharing problems. **Example:** "If 5 friends share, each gets 1/5." "If 2 pizzas are shared by 4, each gets ½."	thinking clearly. Can compare new fractions and connect ideas. **Example:** "1/5 is smaller than 1/4 because we are dividing into more parts." Shows different ways to divide and explain.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences
Competencies *(Can choose one or more)*	**MC1.3** – Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (*pahade*) and applies the four basic operations on whole numbers to solve daily life problems

ACTIVITY

Students work in groups of 4. Each group gets:

- Some classroom objects (pencils, erasers, notebooks, etc.),
- small paper slips (for price tags),
- paper for working
- Each group gets a basket of classroom objects :

Suggested Items:

- Pencils,
- Erasers,
- Sharpeners,
- Notebooks,
- Crayons,
- Rulers

The teacher prepares small paper slips with prices written clearly for the suggested items. . Use ₹2 to ₹10 only.

Example Price Tags:

- Pencil → ₹5,
- Eraser → ₹2,
- Sharpener → ₹3,
- Notebook → ₹10,
- Crayons → ₹8,
- Ruler → ₹6

Group Formation:

- Students sit in groups of 4,
- Each group becomes a shop

Step 1: Teacher Instruction: "Today, your group will run a small shop. You will use these items to buy, sell, and calculate money. Show your working clearly."

Step 2: Set Up the Shop : Teacher Instruction: Take your items and place the correct price tag on each item. Students Task:- *match items with price slips * arrange neatly like a shop

Step 3: Buying Task (₹20 Challenge) Teacher Instruction: Buy items worth exactly ₹20 using any combination. Students task:- * pick items, * calculate total , * write working

Step 4: Teacher Instruction: Show two different ways to make ₹20. Students task: *Create 2 combinations * show both methods

Step 5: Return Items (Subtraction) Teacher Instruction: You bought items for ₹20. Now return some items so that the total becomes ₹12.

Students task:

- remove items,
- calculate difference

Step 6: Share the Items (Division) Teacher Instruction: You have 12 items. Share them equally among 3 friends.

Students:

- distribute physically
- show equal sharing

Step 7: Use Tables (Multiplication Check) Teacher Instruction: Choose one item and show how to find the total cost using tables.

Step 8: Instruction: Make ₹30 using at least 3 different items.

ASSESSMENT QUESTIONS

1. How did your group make ₹20 in your shop? Write the items and total.
2. How did you check that your total amount was correct?
3. How did you share 12 items equally among 3 friends?
1. Why should all friends get equal items when sharing in your shop?
2. What happens to each person's share when more people share the same items?
3. When you returned items to make ₹12, how did you decide which items to remove?
1. Show another way to make ₹20 using different items.
2. Make a new shop problem (buying or sharing) and solve it.
3. Show how you can use both multiplication and addition together in your shop

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student understands the task partly and tries to do it, but misses some steps. May forget to check totals or share equally. **Common mistakes:** total not ₹20 (₹18/₹22), ignores price tags, unequal sharing like 5–4–3, does not recheck answer.	The student understands the task and follows the steps correctly. Uses price tags, adds properly, and shares items equally. **Example:** correctly makes ₹20 and checks by adding again.	The student is careful and attentive. Checks work in more than one way and explains clearly what was done. **Example:** shows ₹5+₹5+₹5+₹5 and also ₹5×4 to confirm ₹20.
Sensitivity	The student knows sharing should be equal, but does not always ensure it. Gives simple	The student understands fairness and makes correct decisions.	The student clearly understands the situation and explains decisions with correct reasoning.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	reasons but may not explain clearly. **Common mistakes:** says "same for all" but gives unequal items, removes wrong items when returning (wrong total).	Explains what happens when numbers change. **Example:** "More people share → each gets less," "I removed ₹8 to get ₹12."	Connects actions with results. **Example:** "Returning items means subtracting, so the total becomes less. Sharing equally means dividing into the same groups.
Creativity	The student tries new ways but may repeat the same idea or make mistakes. Needs help to combine operations. **Common mistakes:** gives the same ₹20 combination again, uses only addition, cannot complete their own problem.	The student shows different ways and solves new situations correctly. Uses more than one method. **Example:** makes ₹20 in a new way or uses multiplication instead of repeated addition.	The student thinks in different ways and combines operations confidently. Creates new problems and explains clearly. **Example:** "₹5 × 3 + ₹5 = ₹20," or creates a shop problem using addition + multiplication + division.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences
Competencies *(Can choose one or more)*	**MC1.4** – Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka-Fibonacci numbers.

ACTIVITY

A pattern exchange activity: The teacher divides the class into groups (5 members each).

Step 1: Teacher Instruction: "Each group will create a number pattern and write it clearly on a sheet. Then you will exchange your pattern with another group. That group will study it, continue it, and write the rule."

Step 2: Create Pattern

Instruction: Write a pattern with at least 5 numbers. Do not write the rule.
Students:

- create pattern (even, square, doubling, Fibonacci)
- write neatly

Step 3: Groups exchange sheets

Step 4: Solve Pattern

Instruction: "Study the pattern given to you. Write the next two numbers and the rule."
Students:

- observe
- identify pattern
- extend
- write rule

Step 5: Reveal and Check

- The original group tells the rule
- Students compare their answers

Step 6: Final Task

"Now create a new pattern that is different from the first one."

ASSESSMENT QUESTIONS

1. What pattern did your group create? Write the first five numbers and the next two numbers.
2. What pattern did the other group give you? Write the next two numbers.
3. What rule did you follow to continue the pattern?
1. When your group could not agree on the next number, what did you do to decide?

2. If two different rules were suggested (like +2 and ×2), how did your group check which one is correct?
3. While working in your group, how did you help each other to complete the pattern correctly?
1. Create a new pattern different from your first one and write its rule.
2. Make a pattern that grows faster than a +2 pattern and show the next two numbers.
3. Create a pattern by combining two rules (for example, +2 and ×2) and show how it works

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Incorrect continuation of pattern due to confusion between rules such as +2 (even), ×2 (doubling), square numbers (n×n), or Fibonacci (sum of previous two). The rule written does not match the numbers. **Examples**: 2,4,6,8 → 9,10; 1,4,9 → 12; Fibonacci written as 1,1,2,3,5 → 7,9	Correctly continues familiar patterns such as even numbers (+2), doubling (×2), square numbers (1,4,9,16), Fibonacci (1,1,2,3,5,8). Correct rule identified (e.g., "add 2", "multiply by 2", "add previous two"), but may not check all terms. **Examples:** correct continuation but no full verification of the rule across all terms.	Correct continuation across all types of patterns without confusion. Rule matches and is verified across the entire sequence (checks consistency of +2, ×2, Fibonacci, square pattern). **Examples:** identifies whether the pattern is +2 or ×2 by testing all numbers; confirms Fibonacci by checking each term = sum of previous two
Sensitivity	Decision made without checking the pattern rule mathematically. No evidence of testing rules like +2, ×2, square, or Fibonacci on the given numbers. Minimal contribution to checking the correctness of the pattern. **Examples:** accepts 1,2,4,6,8 as doubling without verifying; agrees without testing the rule across numbers.	Describes group discussion to decide the pattern rule. Mentions checking pattern using rules (e.g., testing +2 vs ×2, verifying Fibonacci by adding previous two numbers). Participates in checking the correctness of the pattern with the group. **Examples:** "we checked if +2 works for all numbers"; "we added the previous two numbers to check Fibonacci".	Explains the decision using the correct mathematical validation of the rule across all terms. Clearly shows how incorrect rules were rejected using mathematical checks. Helps group verify pattern by systematically testing rule (even, doubling, square, Fibonacci). **Examples:** "+2 failed at one term, but ×2 worked for all"; "Fibonacci was correct because each term matched the sum of the previous two".
Creativity	Pattern does not follow a consistent mathematical rule (not clearly +n, ×n, square, Fibonacci). Faster	Creates a valid pattern using a clear rule such as +3, ×2 (doubling), square numbers, or Fibonacci.	Creates a structured pattern with a clear mathematical rule and extends correctly.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	pattern incorrect or same as +2. Unable to combine rules meaningfully. **Examples:** random sequence (3,7,10,15), repeats +2 pattern, incorrect extension of doubling or Fibonacci.	Shows faster growth pattern (e.g., ×2 grows faster than +2). Combines simple rules correctly (e.g., +2 then ×2). **Examples:** 2,4,8,16 (doubling); 3,6,9,12 (+3); simple mixed pattern	Explains mathematically why the pattern grows faster (e.g., multiplication vs addition). Combines rules logically and maintains consistency across patterns (e.g., alternating +2 and ×2, or structured mixed pattern). **Examples:** explains doubling grows faster because numbers multiply; creates a pattern combining square and addition logically.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Analyses the characteristics and properties of two- and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry
Competencies *(Can choose one or more)*	**MC2.1** – Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties

ACTIVITY

Activity Title: "Shape Detectives: Observe, Compare, Explain"

Step 1: Teacher Instruction

The teacher says: You will work in groups. You have to choose **two objects from the classroom** and study their shapes. You will tell:

- what shape each object is,
- what properties it has,
- and how the two objects are similar and different."

Step 2: Group Formation: Students sit in groups of 4–5

Step 3: Object Selection: Each group selects **any two classroom objects**, for example: book, chalk box, duster water bottle, pencil box

Step 4: Observation:

Students:

- hold and observe objects,
- identify shape (2D/3D),

discuss properties:

2D shapes: sides, corners

3D shapes: faces, edges, corners, curved surface

Compare the two objects using properties

Step 5: Group Preparation

Each group prepares to present:

- name of shapes
- properties
- one similarity
- one difference

Step 6: Group Presentation

Each group:

- shows objects
- explains:
  - shape
  - properties
  - comparison

Step 7: Teacher Observation

Teacher observes:

- correctness of shape identification
- correctness of properties
- quality of comparison
- use of mathematical vocabulary
- group participation

ASSESSMENT QUESTIONS

1. What shapes did you identify in your objects?
2. What are the properties of these shapes?
3. How are your two objects similar and different?
4. When your group had different ideas about a shape, how did you decide on the correct one?
5. If someone was confused between two shapes (like a cube and a cuboid), how did you help them understand?
6. How did you help your group understand the properties of the shapes?
7. Can you find another object that has the same shape?
8. Where do we use this shape in real life?
9. If your object changes shape (like a box to a cylinder), how will its use change?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Names at least one shape correctly but may confuse a similar shape (e.g., cube and cuboid). States one correct property (e.g., "it has faces" or "it has edges") but may miss others or mix terms. Gives a comparison based on one visible feature OR one property. **Example:** "This is a cube… it has faces."/"Both have flat surfaces."	Correctly names both shapes. State at least two correct properties using proper terms (faces, edges, corners, curved surface). Gives one clear similarity or difference using properties. **Example:** "Cuboid has 6 faces and 12 edges."	Correctly names and distinguishes similar shapes. State three or more correct properties clearly. Gives both similarity and difference using multiple properties. **Example:** "Cube and cuboid both have 6 faces, but the cube has equal edges."
Sensitivity	Listens to others and may choose an idea, but the decision is based on one visible feature or a single property. Explains using everyday language OR one property (e.g., "it has equal sides"). Helps others by pointing to an object or showing a	Uses one correct property (faces or edges) to support the decision. Explains confusion using one correct property clearly. Helps others understand by pointing to an object and explaining one property.	Uses two or more properties to decide (faces + edges). Explains using correct vocabulary and multiple properties. Helps others by connecting properties with the object clearly.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	shape, even if the explanation is not complete. **Example:** "This looks like a cube because all sides are the same."	**Example:** "A cube has equal edges, but a cuboid does not."	**Example:** "Faces are squares in a cube but rectangles in a cuboid."
Creativity	Name one object that is related to the shape but may not match exactly, or give a common example. Gives a real-life use, but without linking it clearly to the shape property. Describes a change in shape OR use, but the connection is not fully explained. **Example:** "A bottle is like a cylinder."/"A box is used for keeping things."	Name one correct object with the same shape. Explains the use of one property. Explains one effect of change using the shape idea. **Example:** "Cylinder bottle is easy to hold."	Name two or more correct objects with the same shape. Explains the use of clear shape property (flat/curved surface, edges). Explains how a change in shape affects the use of properties. **Example:** "Cylinder rolls, cuboid stacks.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Analyses the characteristics and properties of two- and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry
Competencies *(Can choose one or more)*	**MC2.2** – Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (*Najri Naksha*)

ACTIVITY

Activity Title: "Design Your Route and Map It"

Step 1: Direction Setup:

Teacher says: "Face the board.

Board side = **North**

Behind = **South**

Right = **East**

Left = **West**

Step 2: Problem Situation (Challenge Given)

Teacher says: You have to plan your own route from the **classroom door to your seat**. But you must follow these conditions:

- You cannot move in a straight path
- You must make at least 3 direction turns,
- You must avoid:
  - teacher's table
  - front row of desks
  - area near the board

You will decide your own path.

Step 3: Individual Route Planning:

Each student: observes classroom layout

Mentally plans: starting point, ending point, turns

decides how to avoid restricted areas

Step 4: Movement Execution

Each student:- walks their planned route, follows their own sequence of directions, adjusts if needed

Teacher observes:- use of direction changes, avoidance of obstacles

Step 5: Map Creation (Najri Naksha)

Each student draws a top-view map of the classroom showing:

- door
- board
- teacher's table
- desks

Must include:-

- direction arrow (N, S, E, W)
- Their route is drawn with turns clearly shown

Step 6: Location Description

Teacher says:- On your map, write the position of at least **two objects using directions**.

Step 7: Explanation

Each student:-. explains their route using directions

explains:-

- how they avoided obstacles
- where objects are located using direction words

Step 8: Teacher Observation

Teacher observes:-

- number and correctness of direction changes
- correct use of **N, S, E, W**
- accuracy of the map
- correct **location relationships**
- clarity of explanation

ASSESSMENT QUESTIONS

1. Describe your route from the door to your seat using a correct sequence of directions.
2. Using your map, describe the position of any two objects in relation to each other using directions.
3. While explaining your route, how did you notice if others were not able to follow your directions? What did you do then?
4. When your directions or map were different from someone else's, how did you handle the difference and arrive at a common understanding?
5. Can you design another route from the door to your seat that follows the conditions? Describe it using directions.
6. If one obstacle is moved, how will you change your route? Describe the new path using directions.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Uses at least one correct cardinal direction (North/South/East/ West) but sequence does not match actual movement OR includes incorrect turn. States one relative position using a direction (e.g., "desk is North of board") OR mixes direction with	Uses a correct ordered sequence of at least two cardinal directions that matches the route taken (e.g., North → East). States one correct directional relation between two objects using terms like North of, South of, East of, West of.	Uses a correct multi-step sequence (three or more directions) that accurately represents the path including turns. States two or more correct spatial relations using cardinal directions (e.g., "table is East of board and North of door").

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	everyday term (near/next to).		
Sensitivity	Identifies confusion through observation (e.g., wrong turn) and responds by repeating or pointing, without using clear direction sequence. Recognises difference between two routes but does not compare using cardinal directions or sequence.	Responds to confusion by re-explaining using at least one correct cardinal direction (e.g., "go North first"). Compares two routes using at least one directional difference (e.g., "this path goes East, the other goes North") and selects one.	Responds to confusion by re-explaining using a complete direction sequence OR by referring to the map representation. Analyses and resolves difference by comparing full direction sequences and turns, explaining why a route is correct using spatial reasoning.
Creativity	Proposes an alternative path using at least one cardinal direction, but does not include full sequence OR does not satisfy one constraint (turn/obstacle). Modifies route using one direction change without maintaining correct spatial sequence.	Designs an alternative route using at least two cardinal directions in sequence, satisfying conditions (minimum turns, avoiding obstacles). Adjusts route using two-step directional change after obstacle shift.	Designs a complete alternative route using three or more direction steps, correctly incorporating turns and obstacle avoidance. Reconstructs route fully using updated direction sequence and spatial reasoning, maintaining correct start–end relationship.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Analyses the characteristics and properties of two- and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry
Competencies *(Can choose one or more)*	**MC2.3** – Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes

ACTIVITY

Activity Title: Create, Test and Fix Symmetry"

Step 1: Task Situation

Teacher says: You will create your own design using simple shapes. Your design must follow these rules:

- It should show reflection symmetry OR rotational symmetry
- You must be able to prove your design is symmetrical
- You must also improve or fix your design if needed"

Step 2: Design Creation

- **Each student:**- draws a design using: – squares, triangles, circles, rectangles
- **No fixed pattern given, students decide:-** placement, number of shapes, arrangement

Step 3: Symmetry Testing– Students must test their own design:

For Reflection:-

- Imagine or draw a **line of symmetry**
- Check if both halves match

For Rotation: Check if the design looks the same after:-

- half turn (1/2 turn) OR
- quarter turn (1/4 turn)

Step 4: Error Identification

Teacher says:- If your design does NOT match exactly, you must:

- Identify what is wrong
- change or add shapes to make it symmetrical"

Students:-

- modify their design
- test again

Step 5: Second Design:- The teacher adds a challenge: Now create a **second design that**:

- shows a **different type of symmetry** (If first was reflection → now rotational, or vice versa)"

Step 6: Real Object Link:

Teacher says: Look at any object around you (bottle, box, window, fan, etc.). Draw its shape or pattern and check:

- Does it have reflection symmetry?
- Does it have rotational symmetry?"

Step 7: Explanation

Each student explains:

- What type of symmetry does their design have
- How did they check it
- What they changed to make it symmetrical
- Which real object shows symmetry

Step 8: Teacher Observation:

whether student:

- correctly identifies symmetry
- tests using folding/rotation
- modifies design logically
- connects with real objects

ASSESSMENT QUESTIONS

1. How did you check whether your design has reflection symmetry? Explain using the line of symmetry.
2. How did you check whether your design shows rotational symmetry? Explain using the type of turn (½ turn or ¼ turn).
3. When your design did not match exactly, how did you respond and continue working on it?
4. If another student had a different idea about the symmetry in a design, how did you listen, compare, and respond?
5. Show another way to make a symmetrical design using the same shapes.
6. How can you combine reflection symmetry and rotational symmetry in one new design?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a line of symmetry on the design, but the two halves do not fully match, or checks symmetry by visual judgement only. Checks rotation by turning the design, but cannot relate it to a specific turn (½ or ¼). **Example:** draws a line, but one side has an extra shape / says "it looks the same when turned" without specifying the turn.	Draws one correct line of symmetry where both halves match. Checks rotational symmetry correctly for either a ½ turn or a ¼ turn and states it. **Example:** "It matches when turned half a turn."	Draws all possible correct line(s) of symmetry for the design. Identifies rotational symmetry and specifies correct turn(s) (½ and/or ¼ turn) by checking orientation. **Example:** "It matches after ¼ turn and again after ½ turn."
Sensitivity	Notices a mismatch when parts do not overlap, but	Notices a mismatch and corrects the design by	Identifies mismatch precisely using symmetry

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	continues by trial (adds/removes shapes) without clearly relating to the symmetry idea. Listens to another idea but does not compare using symmetry (line or rotation). **Example:** adds shapes randomly to "make both sides the same."	checking the line of symmetry OR matching after a turn. Compares one's own design with another by referring to one symmetry idea (line or turn). **Example:** "This side has one more triangle, so I added one on the other side."	(unequal halves/mismatch after rotation) and corrects by adjusting position or number of shapes. Compares different designs using both reflection and rotational reasoning and arrives at a clear understanding. **Example:** "It does not match after ¼ turn, so I placed shapes equally on all four sides.
Creativity	Creates a new design that shows one type of symmetry, but the arrangement is not consistent in all parts. Attempts to combine symmetries, but the design does not satisfy both conditions fully. **Example:** design looks symmetrical on one side but not after rotation.	Creates a different design showing clear reflection symmetry OR rotational symmetry using the correct arrangement of shapes. Attempts a combination of both symmetries with partial success (one condition correct, the other incomplete). **Example:** correct mirror design OR correct half-turn symmetry.	Creates a new design showing both reflection symmetry and rotational symmetry with the correct placement of shapes. Explores variation by rearranging shapes while maintaining symmetry conditions. **Example:** design matches across a line and also after ¼ or ½ turn.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Analyses the characteristics and properties of two- and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry
Competencies *(Can choose one or more)*	**MC2.4** – Discovers, recognises, describes, and extends patterns in 2D and 3D shapes

ACTIVITY

Activity Title: Pattern Hunt and Extend – Outside the Classroom

Step 1: Task Brief (Before Going Out)
Teacher says: You will go outside the classroom and look for patterns made using shapes. You must:

- Find a real pattern
- understand how it repeats and extend it in your own way.
- You are not allowed to copy from others.

Step 2: Outdoor Pattern Discovery
Students move to areas like: corridor, playground boundary, school garden, stairs, building walls

They observe objects such as: floor tiles, railing grills, brick walls, steps, fence patterns
Each student selects one pattern they find

Step 3: Pattern Recording
Each student: sketches the pattern in the notebook, draws at least one full repeating unit

Example possibilities: square–rectangle–square, circle–circle–triangle, Repeated blocks/ bricks

Step 4: Pattern Recognition,

Student identifies: What is repeating,

- shape sequence
- arrangement
- orientation
- spacing

Step 5: Pattern Extension

Teacher says: Extend the pattern further in your notebook.

Conditions: must follow the **same repeating rule**

extend at least **4–5 repetitions**

Step 6: Pattern Modification
Teacher adds: Now change one rule of your pattern and create a new pattern. You decide what to change. Possible changes (Not told to students):

- change the order of shapes
- change size
- change direction
- change spacing

Step 7: 3D Pattern Connection:

Teacher says: Look at any object around you (like stairs, bricks, poles). Check if a pattern is made using 3D shapes. Students:

- Observe
- Identify a pattern in a 3D arrangement
- draw or describe it

Step 8: Explanation:

Each student explains:

- What pattern did they find
- What rule is followed, how they extended it
- What they changed in the new pattern
- where they saw patterns in real objects

Step 9: Teacher Observation:

Teacher observes:

- independent discovery
- correctness of the repeating unit
- pattern extension accuracy
- logical modification
- use of shape vocabulary

ASSESSMENT QUESTIONS

1. What is the repeating unit in the pattern you found? Describe it using shapes and their order.
2. How does your pattern continue? Explain the rule that decides the next shape or arrangement.
3. While working on your pattern, when something did not match or was confusing, how did you deal with it and continue your work?
4. When you and another student saw the same pattern differently, how did you understand their idea and respond to it?
5. Show a different way to arrange the same shapes to create a new pattern. What is different in your arrangement?
6. How can you change the rule of your pattern so that a completely new pattern is formed? Explain the new rule.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies part of the repeating unit but misses the full sequence or order of shapes. Explains continuation using observation, but the rule is not clearly stated.	Correctly identifies the full repeating unit with shapes in the correct order. Explains how the pattern continues using a clear rule based on shape sequence.	Identifies repeating unit, including arrangement (shape, position, or orientation). Explains the rule clearly and uses it to predict the next shapes correctly.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: Draws pattern like square–triangle–square but does not mention that it repeats in the same order.	**Example:** "The pattern is square–triangle–circle and it repeats in the same order."	**Example:** "Triangle rotates and then a square comes, so next will be rotated triangle again."
Sensitivity	Notices mismatch or confusion (pattern not matching or missing shape) and continues by trying different shapes or repeating the previous part. Listens to another student's idea but does not compare using the pattern rule. **Example:** Adds shapes by copying the earlier part without checking the full pattern rule.	Notices a mismatch and corrects the pattern by checking the repeating unit or sequence. Listens to another idea and compares using one rule (shape order or repetition). **Example:** "The triangle was missing, so I added it to keep the pattern the same."	Identifies exact error in pattern (wrong shape, wrong order, or break in repetition) and corrects it using the rule. Compares different ideas using the pattern rule and explains the difference clearly. **Example:** "Your pattern changes order, mine keeps square–circle repeating, so mine follows the same rule."
Creativity	Rearranges shapes to form a new pattern, but repetition is not consistent, or the rule is unclear. Attempts to change the rule, but the new pattern does not follow a clear repeating unit. **Example:** Draws shapes in random order without consistent repetition.	Creates a new pattern using the same shapes with a clear repeating unit. Changes one rule (shape order, number, or position) and forms a valid new pattern. **Example:** Changes square–circle to circle–square–circle pattern.	Creates a new pattern with a clear and consistent rule involving shape order, position, or orientation. Changes rule and explains how the new pattern works (e.g., increase, rotation, grouping). **Example:** "Each time I add one more triangle: 1 triangle, then 2, then 3…"

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.1** – Measures in non-standard and standard units and evaluates the need for standard units

ACTIVITY

Activity Title: The Mat That Didn't Fit

Step 1: Task Situation

Teacher says: You have to place a **paper mat/newspaper sheet** on your desk so that it **exactly covers the top surface**. You cannot cut randomly. You must decide the size first. You are **not given any measuring tools**.

Step 2: Student Attempts Measurement

Each student:

- chooses their own way to measure the desk, for example: hand span, finger length, notebook length, pencil

  The student measures the length and width, and cuts paper based on these measurements

Step 3: Task Outcome

Students place the mat on the desk:

Step 4: Reflection

Teacher says: All desks are the same. Why are your mats different? What caused the difference?

Step 5: Introduction of Standard Tool

The teacher now provides:

- ruler/meter scale

Teacher says: Measure your desk again using this tool.

Step 6: Re-measurement and Correction

Students:

- measure using cm or meter
- correct their paper mat
- adjust size properly

  Now the mat fits accurately

Step 7: Explanation

Each student explains:

- How they measured first
- Why their first attempt failed
- What changed after using the standard unit
- Why is a standard measurement needed

Step 8: Teacher Observation

Teacher observes:

- choice of a non-standard unit

- evidence of a mismatch
- reasoning for failure
- shift to the standard unit
- real-life justification

ASSESSMENT QUESTIONS

1. How did you measure your desk the first time? What unit did you use, and how did you decide it?
2. Why did your paper mat not fit the desk exactly in the first attempt? Explain using your measurement method.
3. When your mat did not fit properly, how did you realise the problem, and what did you do to continue the task?
4. When you saw that others got different measurements for the same desk, how did you understand their results and respond to them?
5. Think of another real situation where using non-standard units can cause a problem. Explain your example.
6. Suggest a way to make the measurement fair and the same for everyone. Explain your idea.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Describes measuring using a non-standard unit (hand span, pencil, footsteps) and counting the number of units. Identifies a mismatch in mat size (too short/too long), but the explanation is based on the result, not the measurement (e.g., "it didn't fit"). **Example:** "I used my hand and counted 8 hands, but the mat was small."	Describes measurement using a non-standard unit and explains that size depends on the unit used. Explains mismatch by linking it to variation in unit size (e.g., different hand spans). **Example:** "My hand is smaller, so I got more hand spans and cut the wrong size."	Explains clearly that non-standard units do not give equal measurements because unit size is not fixed. Relates the mismatch directly to the measurement inconsistency and explains why the same object yielded different values. **Example:** "Different students used different hand sizes, so measurements were not equal."
Sensitivity	Notices that the mat does not fit and continues by adjusting the size (cutting or adding) without clearly linking to the measurement method. Observes that others got different results, but only states the difference without comparison.	Notices a mismatch and relates it to the measurement method (unit used). Listens to others' results and compares using measurement idea (different hand spans, steps). **Example:** "Our measurements were	Identifies a mismatch and responds by reconsidering the measurement method (unit consistency). Compares different results and explains the differences using the concept of unequal units, leading to shared understanding.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: "Mine was small, others were big."	different because we used different hands."	**Example:** "We all used different units, so results changed even though the desk is the same."
Creativity	Gives an example where measurement is needed (e.g., buying cloth) but does not clearly connect the problem to non-standard units. Suggests using a tool (like a ruler) without explaining how it solves the problem. **Example:** "Use a ruler to measure cloth."	Gives a real situation where non-standard measurement causes an incorrect result (cloth, table, rope). Explains that using the same unit (cm/m) gives a correct measurement for everyone. **Example:** "If we use hand span for cloth, it may be less or more. Using the meter gives the correct size."	Explains clearly that measurements must use fixed standard units so that results are the same for all people and places. Applies the idea to real systems (buying, building, sharing measurements). **Example:** "In shops, everyone uses a meter, so the cloth length is the same for all customers."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.2** – Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured

ACTIVITY

Activity Flow

Step 1: Teacher Sets the Situation

Teacher says: Tomorrow our class will run a small stall at the school fair. Before the stall can be opened, some things must be prepared correctly. If the wrong tool or unit is used, the stall will not work properly.

Step 2: Materials Kept on One Table

Teacher keeps:

- chart paper
- ribbon
- water jug
- paper cups
- weighing balance/spring balance
- clock/stopwatch
- ruler
- measuring tape
- measuring bottle/litre bottle
- small packets such as rice/sand/chana
- empty boxes

Main Task: Students Prepare the Stall

Students work in groups of 4–5.

Each group must prepare these things:

Task 1: Make a Stall Banner

Students must prepare a banner that fits the front of the table.

They must decide:

- Whether to measure **length**
- Which tool is suitable: ruler or measuring tape
- Which unit is suitable: cm or m

Success condition:

The banner should fit the table front properly, not too short, not hanging too much.

Task 2: Put Ribbon Around the Table Edge

Students must cut the ribbon to go around the table edge.

They must realise this is a **perimeter**, not just one side.

Success condition:
The ribbon must cover all sides of the table edge.

Task 3: Fill Water for Visitors
Students must prepare water for 10 cups.
They must decide:

- Whether they are measuring **volume**
- Which tool is suitable: litre bottle/measuring bottle
- Which unit is suitable: litre or mL

Success condition:
Enough water for the cups, without random guessing or overflow.

Task 4: Make Equal Packets
Students must prepare small packets of small rocks/sand/ for display or activity.
They must decide:

- Whether they are measuring **weight**
- Which tool is suitable: balance/weighing scale
- Which unit is suitable: g or kg

Success condition:
Packets should be nearly equal in weight.

Task 5: Time the Stall Welcome
One student has to give a short welcome line for visitors.
Students must decide:

- Whether they are measuring **time**
- Which tool is suitable: clock/stopwatch
- Which unit is suitable: seconds/minutes

Success condition:
The welcome should take around the decided time, not too short or too long.
So the child must identify:

Need	Attribute	Tool	Unit
Banner fitting	Length	Measuring tape/ruler	cm/m
Ribbon around the table	Perimeter	Measuring tape	cm/m
Water for cups	Volume	Litre bottle	L/mL
Equal packets	Weight	Balance	g/kg
Welcome timing	Time	Clock/stopwatch	seconds/minutes

Teacher Observation
The teacher observes whether students:

- Identify what needs to be measured
- choose correct tool
- choose correct unit
- change the tool if it does not work
- explain why a tool/unit fits the task

ASSESSMENT QUESTIONS

1. While preparing the banner and ribbon, how did you decide what needed to be measured (length or around the table)?
2. For any one task (water/packets/time), explain which tool and unit you used and how it helped you complete the task correctly.
3. When your group members had different ideas about which tool or unit to use, how did you understand their thinking, and what did you do to handle the difference?
4. During the activity, if someone in your group faced difficulty or made an error in measuring, how did you notice it and how did you respond to support or adjust the group's work?
5. While preparing the stall, if one method of measuring did not work properly (for example, ribbon not fitting or water being too much/too little), what different way did your group use to fix the problem?
6. If you had to set up a similar stall at home or in a local event, and the exact measuring tools were not available, how would you still measure correctly using things around you? Explain your idea.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies the task but mixes up the attribute or unit in the explanation. Uses a tool, but without clear reasoning. **Example:** "We used the ruler for the ribbon." (measured only one side, not around the table) "We filled water using a bottle, but didn't count properly."	Correctly identifies what is being measured (length, perimeter, volume, time, weight) and uses an appropriate tool and unit for the task. **Example:** "For ribbon, we measured around all sides using measuring tape in centimetres." "We used a 1 litre bottle and counted 5 times to fill the container."	Identifies attributes and explains why a specific tool and unit are suitable; also recognises what would go wrong with a wrong choice. **Example:** "If we measured only one side, the ribbon would not cover the boundary, so we measured the full perimeter in metres." "If we guessed water instead of using litres, it could overflow or be less."
Sensitivity	Listens to others' ideas or notices errors but continues with own approach without engaging or helping. **Example:** "He said to use tape, but we used a ruler." Notices the mistake (water overflow/ribbon short) but waits for others to fix it.	Listens to different ideas, compares them, and participates in deciding what to follow; responds when a mistake affects the task. **Example:** "Some said measure one side, others said all sides, so we checked around the table." "When water became more, we stopped and adjusted."	Understands others' reasoning, explains differences, and helps the group adjust or change approach when needed; supports peers during difficulty. **Example:** "They thought length was enough, but I explained perimeter means all sides, then we changed the method." "When a student couldn't carry the heavy bag, we changed the item so it could be carried properly."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Tries a different action when the first method fails, but the change is incomplete or does not fully solve the problem. **Example:** After a ribbon mismatch, the student remeasures one side again instead of the whole boundary. Uses a bottle but forgets to count units properly.	Changes method to a workable alternative using available tools or objects and completes the task correctly. **Example:** Switches from measuring one side to measuring the full perimeter around the table. Uses repeated filling of a 1-litre bottle to reach the required volume.	Develops or suggests alternative methods using available resources and applies them to complete or extend the task in real-life situations. **Example:** "If no measuring tape, we can use footsteps of equal size to measure the boundary and convert to metres." "At home, we can use a bottle or cup to measure water instead of a measuring jar."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.3** – Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement

ACTIVITY

SCENARIO

The teacher says: For the school exhibition, this wall will be used to display boards from different classes. You have received three boards. You must place them on this wall so that:

- All boards fit
- There is space between them
- Nothing overlaps or goes outside the wall. If your measurements are wrong, the boards will not fit.

PHYSICAL SETUP

Wall Space

- Mark a straight line on the wall/floor using tape/chalk. Length = **3 metres (300 cm)**

Boards (Give as physical strips or cards)

Each group gets:

- Board A → 120 cm strip
- Board B → labelled "1 m 20 cm"
- Board C → 50 cm strip

Spacing Rule

Between each board:

- A **10 cm gap must be left**

(So total 2 gaps = 20 cm)

Tools Available

- 30 cm ruler
- measuring tape (optional/shared)
- chalk

CORE TASK (ONLY THIS IS SAID)

Place these boards on the wall so that everything fits properly. You must follow the spacing rule. You may begin.

WHAT STUDENTS ACTUALLY DO

Students:

1. Place boards physically along the wall
2. Try to arrange them with gaps
3. Face problems such as:
    - The last board doesn't fit
    - crosses boundary, etc)

WHAT STUDENTS MUST DO NEXT

They: (Recheck lengths, Notice mixed units, convert)

SECOND TASK

Teacher says: Now make it fit without changing the wall.

WHAT STUDENTS DO NOW

Students must decide:

- remove one board
- rearrange
- reduce space (if they justify)

SUCCESS CONDITION

Final arrangement must: stay within 300 cm, maintain logical spacing, boards do not overlap

ASSESSMENT QUESTIONS

1. While arranging the boards, how did you deal with different units (cm and m + cm)? Explain what you did to compare them correctly.
2. How did you calculate the total space needed for all boards, including the gaps, and how did you check it against the wall length?
3. When your group members had different answers about whether the boards would fit, how did you understand their reasoning, and what did your group finally decide?
4. When the boards did not fit in your first attempt, how did you notice the problem and how did your group respond to fix it?
5. After finding that all boards did not fit, what different arrangement or change did your group try to make it fit? Explain your idea.
6. If you had to arrange boards for a real exhibition at home or school using sizes written in different units, how would you plan and adjust the arrangement to make everything fit?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Recognises that units are different but compares without fully converting or mixing cm and m in calculation. **Example:** Adds "120 + 1 m 20 + 50" directly or compares without converting the wall into cm.	Converts all measurements into the same unit (cm or m), calculates the total including gaps, and compares correctly with the wall length. **Example:** Converts 1 m 20 cm → 120 cm and calculates 120 + 120 + 50 + 20 = 310 cm.	Converts correctly, explains why conversion is necessary, and identifies what would go wrong without it. **Example:** "If we didn't convert, we might think it fits, but actually 310 cm is more than 300 cm, so it won't fit."
Sensitivity	Hears others' answers or notices a mismatch but continues with own answer without engaging or explaining differences. **Example:** "They said it fits, but we kept our answer."	Listens to different calculations, compares them, and participates in deciding the correct answer after checking measurements. **Example:** "Some got 300, some 310, so we re-added, including gaps and found 310."	Understands others' reasoning, explains differences (conversion error, missing gap), and helps the group correct the approach. **Example:** "They didn't convert 1 m 20 cm, so I showed how it becomes 120 cm, and then we corrected the total."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Makes a change in arrangement (e.g., removes a board) but does not properly check the measurement after the change. **Example:** Removes a board but does not recalculate total space.	Adjusts arrangement (removes/reorders boards) and recalculates using the correct conversion to make it fit. **Example:** Removes 50 cm board and checks: 120 + 120 + 20 = 260 cm → fits.	Designs and justifies multiple possible solutions using conversion, and applies similar thinking to real-life situations. **Example:** "We can remove one board or reduce the gap, but we must recalculate in cm to ensure it fits within 300 cm." "At home, I would convert all sizes to cm before arranging."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.4** – Understands the definition and formula for the area of a square or rectangle as length times breadth

ACTIVITY

Background: The school is preparing a small garden corner for an exhibition. The garden has three beds and walking paths. Only the garden beds need green sheets. The walking paths must stay open because students and visitors will walk there. Your task is to find how many green sheets are needed to cover only the garden beds. You must show clearly why your answer gives the inside space of each bed.

Layout Given to Students

Each group receives a simple garden layout sheet.

Part	Shape	Size
Bed A	Rectangle	4 m × 2.5 m
Bed B	Square	3 m × 3 m
Bed C	Rectangle	3.5 m × 2 m

Walking paths are clearly marked: PATH — do not cover

Green Sheet Packs Available

Pack	Area
Pack 1	10 sq m
Pack 2	9 sq m
Pack 3	7 sq m
Pack 4	5 sq m

Materials Required: Each group receives:

- garden layout sheet
- pencil
- colour pencil
- ruler
- recording sheet
- optional grid sheet or square tiles for checking one bed

Teacher Instructions

- Work in groups of 4–5.
- First, identify only the garden beds that need green sheets.
- Do not include the paths.
- For each bed, find how much inside space is covered.
- Write your answer in square metres.
- After finding the area of all beds, add them to find the total green sheet needed. Then choose green sheet packs from the list. Your choice should cover the garden beds with the least extra sheet

Activity Flow

Step 1: Identify the beds to be covered

Students mark or colour only:

- Bed A
- Bed B
- Bed C

They leave the path blank.

Step 2: Find the area of Bed A

Step 3: Find the area of Bed B

Step 4: Find area of Bed C

Step 5: Find the total green sheet needed

Step 6: Choose green sheet packs

Students choose packs from:

- 10 sq m
- 9 sq m
- 7 sq m
- 5 sq m

Step 7: After the first plan is completed, the teacher gives one change:

Because of a path adjustment, Bed C is changed from 3.5 m × 2 m to 4.5 m × 2 m. Now revise your covering plan.

The teacher observes whether students:

- colour only the beds and not the paths.
- treat the area as the inside covered space.
- use length × breadth, not length + breadth.
- Use side × side for the square bed.
- multiply simple decimal dimensions correctly, such as:
  - 4 × 2.5 = 10
  - 3.5 × 2 = 7
  - 4.5 × 2 = 9
- Write the correct unit as sq m, not just m.
- Update the total after Bed C changes.
- Select packs based on the revised total area.
- explain mistakes respectfully during group discussion.

ASSESSMENT QUESTIONS

1. In Bed A, how will you prove that 4 m × 2.5 m = 10 sq m represents the inside space to be covered, and not the boundary of the bed?
2. Why is Bed B's area 3 × 3 = 9 sq m? Explain what 9 sq m means in the garden.
3. If one group member says, "For Bed A, 4 + 2.5 = 6.5 m, so we need 6.5 m of sheet," how will you understand their mistake and help the group correct it?
4. If your group gets two different answers for Bed C, such as 7 sq m and 5.5 m, how will you compare the methods and help the group decide the correct answer?
5. If the exact pack combination for the revised total is not available, how will you choose packs to ensure all beds are covered with the fewest extra sheets?
6. When Bed C changes from 3.5 m × 2 m to 4.5 m × 2 m, how will you revise the total area and pack choice?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student knows that a green sheet is needed for the garden beds and uses multiplication in at least one place, but may still confuse area with side length or unit. **Example:** the student colours Bed A correctly, writes 4 × 2.5 = 10, but writes the unit as 10 m instead of 10 sq m; or says "10 is the answer" without explaining that it means 10 square metres of inside space.	The student correctly explains that area means the inside surface covered and uses the formula correctly for rectangles and squares. **Example:** "Bed A is 4 × 2.5 = 10 sq m because the sheet covers the inside part," and "Bed B is 3 × 3 = 9 sq m because it is a square bed with 3 m side." The student does not count the path.	The student clearly explains why multiplication gives area and why addition or boundary thinking is not correct. **Example:** "4 + 2.5 = 6.5 m gives only two side lengths, not the covered surface. Since the bed has a length of 4 m and a breadth of 2.5 m, the sheet needed is 4 × 2.5 = 10 sq m." The student also notices and corrects wrong units, such as m instead of sq m
Sensitivity	The student hears another student's answer but may respond only by saying the answer is wrong or by repeating their own answer. **Example:** another child says 4 + 2.5 = 6.5, and the student says, "No, it is 10," but does not explain why the other method gives side length, not area.	The student listens to the other student's method, identifies the exact point of confusion, and uses the layout or formula to help correct it. **Example:** "You added length and breadth, but we are covering the inside space, so we multiply 4 × 2.5." If Bed C answers differ, the student checks whether both used 3.5 × 2 and whether the unit is sq m.	The student understands why the mistake happened and helps the group compare methods calmly using mathematical evidence. **Example:** "Your answer 5.5 m came from adding 3.5 + 2, so it gives side lengths. Let's check by thinking of two strips of 3.5 sq m each; that makes 7 sq m." The student helps the group reach an agreement without dismissing anyone's idea.
Creativity	The student suggests a pack choice or changes the total after Bed C changes,	The student recalculates the changed area and	The student compares more than one possible pack plan and explains why

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	but the plan may leave the beds short or may not check the extra sheet. **Example:** after the revision, the total is 28 sq m, the student chooses 10 + 9 + 7 = 26 sq m, which is 2 sq m short, or says "take all packs" without calculating the extra sheet.	chooses packs that cover the full required area. **Example:** "New Bed C is 4.5 × 2 = 9 sq m. New total is 10 + 9 + 9 = 28 sq m. We can take 10 + 9 + 7 + 5 = 31 sq m, so 3 sq m extra."	the chosen plan is better for the situation. **Example:** "For 28 sq m, 31 sq m is the nearest available amount from these packs. It covers all beds and leaves 3 sq m extra. We cannot choose 26 sq m because some bed will remain uncovered." The student also explains how the pack plan changes because Bed C increased by 2 sq m.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.5** – Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units

ACTIVITY

Activity Title: Prepare the School Help Desk

Teacher says: Our class has to set up a small Help Desk for the school exhibition. Before arranging the space and materials, we need to quickly estimate different things and then verify them using the correct measuring tools. Your work is not only to measure. First, you must make a sensible estimate, explain how you estimated, and then check it using standard units.

Materials Required:

For each group:

- measuring tape/metre tape
- 30 cm ruler
- stopwatch/clock
- weighing scale/balance
- measuring bottle/measuring jar
- string
- chalk
- graph paper/square grid sheet
- water bottle or jug
- small packet/school bag/book bundle
- irregular paper shape, such as a leaf-shaped or pond-shaped cut-out
- recording sheet

Setup: The teacher prepares four simple task spots in the classroom or playground.

Spot 1: Help Desk Space

A rectangular area is marked on the floor with chalk or tape.

Example:

- Length: around 3 m
- Breadth: around 2 m

Students will estimate and verify:

- length
- perimeter
- area

Spot 2: Curved Border

An irregular closed shape is drawn on the floor or chart paper, like a small pond, flower patch, or curved decoration border. Students will estimate and verify:

- perimeter of an irregular shape
- area of an irregular shape

Spot 3: Material Corner

A bag/book bundle/packet is kept. Students will estimate and verify:

- weight

Spot 4: Water Corner

A jug or container is kept. Students will estimate and verify:

- volume

Teacher Instructions:

- You will work in groups of 4–5.
- At each spot, first write your estimate. Do not use the measuring tool first.
- After estimating, write the strategy you used. For example, you may use footsteps, hand span, comparison with a known object, counting squares, or another sensible method.
- Then, verify your estimate using a standard tool and standard unit.
- Finally, compare your estimate with the actual measurement and write whether your estimate was close or far.
- If it were far, write what you would change in your estimation strategy next time.

Student Recording Sheet

Task	Estimate	Strategy Used	Standard Tool Used	Actual Measurement	Difference	What will you improve?
Length of desk space			measuring tape	___ m/cm		
Perimeter of a rectangle			measuring tape	__m/cm		
Area of a rectangle			ruler/tape	___ sq m		
Perimeter of an irregular shape			string + ruler	___ cm/m		

Area of an irregular shape			grid counting	___ sq cm/sq m		
Time to walk from the door to the desk			stopwatch	___ sec		
Weight of bag/packet			weighing scale	___ g/kg		
Volume of water			measuring jar/bottle	___ mL/L		

Activity Flow

Step 1: Estimate the rectangular Help Desk space

Students look at the marked rectangular space.

They estimate:

- length
- breadth
- perimeter
- area

They must write how they estimated. Then they verify using a measuring tape.

Step 2: Estimate time

Students estimate how long it will take a single student to walk from the classroom door to the Help Desk. They write the estimate in seconds. Then they verify using a stopwatch. They compare the estimated and actual time.

Step 3: Estimate the perimeter of the irregular decoration.

Students observe the irregular shape. They first estimate the boundary length.

Then they verify using:

- string placed along the boundary;
- A ruler or measuring tape to measure the string.

Step 4: Estimate the area of the irregular decoration

Students estimate how much space is inside the irregular shape. Then they verify using grid counting. This is not about exact advanced calculation. It checks whether the student can devise a reasonable strategy.

Step 5: Estimate weight

Students estimate the weight of a bag/book bundle/packet. Then, verify using a weighing scale.

Step 6: Estimate volume

Students estimate how much water is in a jug/container. Then, verify using a measuring bottle/jar.

Built-in Challenge

After all measurements are verified, the teacher says: Choose any two places where your estimate was far from the actual measurement. Improve your estimation strategy and estimate again before remeasuring.

Students must revise the strategy.

Teacher Observation: The teacher observes whether students:

- estimate measuring;
- Use a clear estimation strategy instead of random guessing.
- Choose the correct standard tools and units.
- understand the difference between length, perimeter, area, weight, volume, and time;
- Use a string sensibly for an irregular perimeter.
- Use grid counting sensibly for an irregular area.
- Compare the estimate and the actual measurement.
- Revise the strategy after a mismatch.
- Discuss group differences using measurement reasoning.

ASSESSMENT QUESTIONS

1. Choose one regular shape task from the activity. How did you estimate and then verify its length, perimeter, or area using standard units?
2. For the irregular shape, how did you estimate its perimeter or area, and how did you check it using a string, ruler, or grid squares?
3. When group members gave different estimates for the same object or shape, how did you understand their methods and help the group decide which estimate was more reasonable before measuring?
4. If someone's estimate was far from the actual measurement, how did you respond so that the group improved the strategy instead of simply saying the answer was wrong?
5. Which estimation strategy did you change after checking with a standard unit? Explain the new strategy and why it worked better.
6. If you had to estimate a new object in school, such as the playground boundary, a water bucket, or an uneven flower bed, what strategy would you create before using a standard tool to verify it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student makes an estimate and verifies at least one measurement using a standard tool, but may mix the attribute or unit in some places. **Example:** estimating the rectangle length in steps, measuring it with tape, but writing only "3" without "metres"; or finding the irregular boundary with a string but calling it "area" instead of "perimeter."	Student estimates and verifies regular and irregular measurements using suitable tools and units. **Example:** estimating the rectangular area by thinking of square metre spaces, then checking length and breadth with a tape and calculating length × breadth; using a string for an irregular perimeter and grid squares for an irregular area.	The student clearly explains why a particular strategy and tool matched the attribute being measured. **Example:** "For irregular perimeter, I used a string because the boundary is curved; for irregular area, I counted full and half grid squares because area means inside space." The student also compares the estimate and the actual measurement using the difference.
Sensitivity	The student listens to other estimates but may accept one answer without checking the method. **Example:** one child says the water is 2 litres, another says 1 litre, and the student agrees with a friend without asking how they estimated.	The student listens to different methods and helps compare them before measuring. **Example:** "You used big footsteps, I used smaller equal steps; let us check which step size is closer to half a metre." If an estimate is far, the student helps the group recheck the strategy.	The student understands why estimates differ and helps the group improve without dismissing anyone. **Example:** "Your area estimate became high because you counted all half-squares as full squares. Let's combine two half squares as one square and check again."
Creativity	The student changes the estimate after measuring, but may not clearly improve the strategy. **Example:** after finding the rectangle length was far from the estimate, the student simply writes the measured answer again, without changing how the next estimate will be made.	The student improves the estimation strategy after verification. **Example:** first estimating distance by rough steps, then using equal steps and comparing one step with a metre tape; or first guessing the irregular area, then counting full squares and combining half squares.	The student creates a suitable strategy for a new real object and explains how it will be verified. **Example:** "For the playground boundary, I will first count equal steps around it, estimate metres, and then verify one side with measuring tape"; or "For a bucket, I will compare it with a 1 litre bottle, then verify by filling it litre by litre."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.6** – Deduces that shapes having equal areas can have different perimeters, and shapes having equal perimeters can have different areas

ACTIVITY

The teacher says: Sports Day is coming. The school has to prepare play zones for different games. Some games need the same playing space, while some games will receive the same length of boundary rope. Your group is the Sports Day planning team. You must mark the zones, check the measurements, and decide whether the same area always means the same perimeter, and whether the same perimeter always means the same area.

Materials Required:

For each group:

- measuring tape
- chalk/chalk powder
- 4 cones/stones for marking corners
- rope/string for checking the boundary
- recording sheet
- pencil

Physical Setup

Use the playground or a clear, open space in the school. Each group gets one working area. The teacher marks only a **starting point** for each group. The rest of the marking is done by students.

Teacher Instructions

Teacher says: You will make rectangular play zones on the ground. For each zone, you must mark the shape, measure the sides, calculate the area and perimeter, and then compare the zones. Area means the inside playing space. Perimeter means the boundary around the play zone. Do not decide only by looking. Your conclusion must come from your measurements and calculations. Every group must submit a Sports Day Zone Plan.

Task 1 Given to Students

The teacher says: Two games need the same playing space of 24 square metres. Your group must create two different rectangular play zones, both having an area of 24 square metres. After making both zones, calculate the perimeter of each and compare.

What Students Must Do:

Students must decide on two different rectangle dimensions that give an area of 24 sq m. Possible valid choices:

Zone	Possible Dimensions	Area	Perimeter
Zone A	6 m × 4 m	24 sq m	20 m

Zone B	8 m × 3 m	24 sq m	22 m
Zone C	12 m × 2 m	24 sq m	28 m

Students may choose any two valid rectangles. They physically mark both rectangles on the ground, measure the boundary, and calculate the perimeter.

Evidence

A strong group should be able to show:

6 × 4 = 24 sq m and 8 × 3 = 24 sq m

but

Perimeter of 6 × 4 = 20 m

Perimeter of 8 × 3 = 22 m

Therefore, the same area has a different perimeter.

Task 2 Given to Students

The teacher says: Now, two games will receive the same boundary rope of 24 metres. Your group must create two different rectangular play zones, both having a perimeter of 24 metres. After making both zones, calculate the area of each and compare.

What Students Must Do

Students must decide two different rectangle dimensions where the perimeter is 24 m. Possible valid choices:

Zone	Possible Dimensions	Perimeter	Area
Zone D	6 m × 6 m	24 m	36 sq m
Zone E	8 m × 4 m	24 m	32 sq m
Zone F	10 m × 2 m	24 m	20 sq m

Students may choose any two valid rectangles. They physically mark both rectangles, check the boundary, calculate the area, and compare.

Evidence

A strong group should be able to show:

Perimeter of 6 × 6 = 24 m

Perimeter of 8 × 4 = 24 m

but

Area of 6 × 6 = 36 sq m

Area of 8 × 4 = 32 sq m

Therefore, the same perimeter has a different area.

Challenge

After groups complete both parts, the teacher gives one challenge: **The school wants the biggest possible playing space using only 24 metres of boundary rope. From the zones your group made, which one should the school choose and why?**

Students must compare their same-perimeter shapes and justify using area. Example:

- 6 m × 6 m gives 36 sq m
- 8 m × 4 m gives 32 sq m
- 10 m × 2 m gives 20 sq m

So, **6 m × 6 m** gives the largest playing space among these options.

Student Recording Sheet

Challenge	Length	Breadth	Area	Perimeter	What stayed the same?	What changed?
Same area	___ m	___ m	___ sq m	___ m		
Same area	__ m	__ m	__ sq m	___ m		
Same perimeter	___ m	___ m	___ sq m	__ m		
Same perimeter	___ m	__ m	___ sq m	__ m		

Final Deduction Box

Students complete:

1. The same area can have a different perimeter because:
2. The same perimeter can have a different area because:
3. For maximum playing space with a 24 m boundary rope, our best zone is:

ASSESSMENT QUESTIONS

1. In the same playing space challenge, how did you make two different rectangular zones with the same area of 24 sq m, and how did you prove that their perimeters were different?
2. In the same boundary rope challenge, how did you make two different rectangular zones with the same perimeter of 24 m, and how did you prove that their areas were different?
3. When your group members suggested different length and breadth combinations for the same area or same perimeter challenge, how did you understand their reasoning and help the group choose valid rectangles?
4. If someone in your group mixed up area and perimeter, such as using length × breadth for boundary or using 2 × (length + breadth) for playing space, how did you respond and help the group correct the mistake?
5. For the same area challenge, can you create another rectangle with an area of 24 sq m but a different perimeter from the rectangles already made?
6. What dimensions would you choose and why?
7. If the school wants the largest playing space using only a 24 m boundary rope, which rectangle would you suggest from the possible options, and how would you justify your choice using area and perimeter?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student creates at least one correct rectangular zone and calculates either area or perimeter correctly, but the comparison or final deduction is incomplete. The student may state "the same area can have a different perimeter," but without correct numerical proof. **Example:** student writes 6 m × 4 m = 24 sq m, but calculates perimeter as 6 × 4 = 24 m instead of 20 m; or writes in the deduction box, "Both are different," without saying what stayed the same and what changed.	The student correctly proves both required relationships using numbers from the activity and completes the deduction box with suitable examples. For the same area, the student shows: 6 × 4 = 24 sq m and 8 × 3 = 24 sq m, but the perimeters are 20 m and 22 m. For the same perimeter, the student shows: 6 + 6 + 6 + 6 = 24 m and 8 + 4 + 8 + 4 = 24 m, but the areas are 36 sq m and 32 sq m. The deduction box clearly states: same area does not always mean same perimeter; same perimeter does not always mean same area.	The student proves both relationships and explains why they happen using the mathematical meaning of area and perimeter. The student's deduction box uses correct numerical evidence and reasoning, not only a sentence. **Example:** "In 6 m × 4 m and 8 m × 3 m, the area is the same because both cover 24 sq m, but the long-thin shape has a longer boundary, so the perimeter changes from 20 m to 22 m." For the same perimeter: "Both use 24 m rope, but 6 m × 6 m gives 36 sq m while 8 m × 4 m gives 32 sq m, so the same boundary can enclose different playing space." Correct units are used consistently: sq m for area, m for perimeter.
Sensitivity	The student notices another student's idea or mistake, but responds mostly by giving their own answer. The group may correct the final answer, but the student does not clearly help others connect the correction to the deduction box. **Example:** when someone says "6 × 6 perimeter is 36," the student says, "No, perimeter is 24," but does not explain that 36 sq m is area and 24 m is perimeter.	The student listens to another student's method, identifies the specific confusion, and uses the marked zone, formula, or units to help the group correct the calculation before writing the deduction. **Example:** "You used length × breadth, which gives area. For boundary rope, we need 6 + 6 + 6 + 6 = 24 m." Or, "Your answer is in sq m, so it is area, not perimeter." The student helps the group write a correct deduction based on checked values.	The student understands why different group members reached different answers and helps the group compare methods respectfully using mathematical evidence. The student connects the correction directly to the final deduction. **Example:** "You chose 10 m × 2 m because it uses 24 m rope, and that is correct for the same perimeter. But if the deduction asks about playing space, we must compare areas: 10 × 2 = 20 sq m, 8 × 4 = 32 sq m, 6 × 6 = 36 sq m." The student helps the group finalise the deduction box with correct examples and reasoning.
Creativity	The student suggests another rectangle or a best zone, but may not fully check whether it satisfies the condition. The final deduction about maximum	The student creates a valid new rectangle or selects a suitable zone and checks it using area and perimeter. The student completes the third deduction statement	The student deliberately designs or selects a shape for a purpose and justifies the choice using the relationship between area and perimeter. The third

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	playing space may be based on appearance rather than calculation. **Example:** for a 24 sq m area, the student suggests 5 m × 5 m, which gives 25 sq m, not 24 sq m; or for a 24 m boundary rope, chooses 8 m × 4 m as "bigger looking" without comparing the area with 6 m × 6 m.	with calculation-based reasoning. **Example:** for the same area 24 sq m, the student suggests 12 m × 2 m, calculates the area 24 sq m and the perimeter 28 m. For maximum playing space with a 24 m rope, the student compares 6 × 6 = 36 sq m and 8 × 4 = 32 sq m, and chooses 6 m × 6 m because it gives more area.	deduction statement is clear, numerical, and decision-based. **Example:** "With 24 m rope, 6 m × 6 m is best among our options because it gives 36 sq m, while 8 m × 4 m gives 32 sq m and 10 m × 2 m gives 20 sq m. Same perimeter does not give the same area; the more balanced shape gives more playing space." The student can also explain why a long, thin rectangle gives less area for the same boundary.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non-standard and standard units
Competencies *(Can choose one or more)*	**MC3.7** – Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them

ACTIVITY

Activity Title: Has It Really Changed?

Materials Required for Each Student

For the length task:

- one paper strip or a string of 30 cm
- ruler
- pencil
- worksheet

For volume task:

- 200 mL of water
- measuring cup
- one tall, narrow, transparent container
- One short, wide transparent container
- tray or cloth

Teacher Preparation:

For each student, prepare:

- **Length Setup**

Give one strip/string of exactly **30 cm.**

The student will first keep it straight, then arrange the same strip/string into a curve or zigzag.

- **Volume Setup**

Give **200 mL** of water in a measuring cup.

The student will pour the same water into two differently shaped containers.

Part A: Length Inquiry

Step 1: The teacher gives the Problem

The teacher says: You have one strip/string. First, keep it straight. Then bend or curve the same strip/string. Your task is to find whether its length has changed or only its shape has changed. First, write your prediction. Then test it.

Step 2: Student Prediction

Student writes:

- I think the length has changed/has not changed.
- My reason is: _____

Step 3: Student Action

Student:

1. measures the strip/string when it is straight.
2. records the measurement.
3. bends it into a curve or zigzag.
4. measures/checks the same strip/string again by straightening it or using the ruler carefully.

Expected result:

- Straight strip/string = **30 cm**
- Curved/zigzag strip/string **= 30 cm**

Step 4: Student Explanation

Student writes: **The length changed/did not change because…**

Step 5: Daily-Life Problem

The teacher gives this individual a problem: You have to decorate the border of two greeting cards. One border is straight, and one border is curved. You have two equal 30 cm strips. How will you check that both cards get an equal length of strip?

The student should explain:

- Measure both strips using a ruler.
- do not judge only by shape;
- Curved placement does not reduce length.
- length changes only if cut or added.

Part B: Volume Inquiry

Step 1: The teacher gives the Problem

The teacher says: You have 200 mL of water. Pour it into a tall container. Then pour the same water into a wide container. Your task is to find whether the volume has changed or only the water level looks different. First, write your prediction. Then test it.

Step 2: Student Prediction

Student writes:

- I think the volume has changed/has not changed.
- My reason is: _____

Step 3: Student Action

Student:

1. Measure **200 mL** of water in the measuring cup.
2. pours it into the tall, narrow container.
3. observes the water level.
4. pours the same water into the short, wide container.
5. observes the water level.
6. pours it back into the measuring cup to verify.

Expected result:

- Water returns to about **200 mL** if not spilt.

Step 4: Student Explanation

Student writes: The volume changed/did not change because…"

Step 5: Daily-Life Problem

The teacher gives this individual a problem: Two children are given water in different-shaped glasses. One glass is tall, and one glass is wide. One child says, 'I got more water because my glass looks fuller.' How will you check whether both got the same amount? Student should explain:

- Use a measuring cup
- measure in mL
- pour equal quantity, such as 200 mL each
- Do not decide only by the height or shape of the glass

Student Worksheet Format

Inquiry Task	My Prediction	What I Did to Test	Actual Measurement	Did the Attribute Change?	My Explanation
Straight and curved strip/string			___ cm	Yes/No	
Water in a tall and wide container			___ mL	Yes/No	

Final Deduction Box

Student completes:

1. Changing the shape of a strip/string does not change its length if:
2. Changing the container does not change the volume of water if:
3. In daily life, I should check length or volume with a standard tool because:

ASSESSMENT QUESTIONS

1. In the strip/string task, how did you check whether the length changed when the same strip/string was curved or bent? What measurement evidence did you use?
2. In the water task, how did you check whether the volume changed when the same water was poured into different-shaped containers? What measurement evidence did you use?
3. If another student says, "The curved strip is shorter because it looks smaller," how will you understand their thinking and help them check whether the length really changed?

4. If another student says, "The tall glass has more water because the water level is higher," how will you understand their thinking and help them check whether the volume really changed?
5. You have to decorate two cards: one has a straight border, and one has a curved border. You have two equal strips. What method will you use to make sure both cards get an equal length of strip?
6. Two children have different-shaped glasses, and both want equal water. What method will you use to make sure both children get the same volume, even if the glasses look different?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student makes a prediction and uses a measuring tool in at least one task, but the explanation may still depend partly on appearance. **Example:** says, "The curved strip looks shorter, but when I measured it, it was 30 cm," yet may not clearly explain that the length remained the same because nothing was cut, added, or stretched. In the water task, students may say, "Tall glass looks more," but accept that the measuring cup shows around 200 mL.	Student predicts, tests, verifies, and explains conservation using standard units in both tasks. **Example:** measures the straight and curved strip as 30 cm and writes, "Length did not change because it is the same strip." Pours the water back into the measuring cup and writes, "Volume stayed 200 mL because no water was added, removed, or spilt." Final deduction box correctly states that the shape/container changed, but the length/volume did not.	The student clearly explains both the conservation and the condition under which the attribute would actually change. **Example:** "The strip length would change only if it were cut, stretched, or joined with another strip. Bending only changes shape." "Water volume would change only if water was spilt, added, or removed. A tall glass changes water level, not volume." The student uses cm for length and mL for volume and refers to measurement evidence, not appearance.
Sensitivity	The student notices another student's visual judgment but may respond mainly by giving the correct answer. **Example:** when someone says "curved strip is shorter," the student says, "No, it is the same," but does not help check using the ruler. When someone says, "A tall glass has more," the student says, "No, it is 200 mL," without explaining why the tall level may mislead.	The student understands that the other student is judging by appearance and helps verify with a standard tool. **Example:** "It looks shorter because it is bent, but let us straighten it or measure it with the ruler." "The tall glass looks taller because the water rises higher, but let us pour it back into the measuring cup and check the mL."	The student explains the reason behind the misconception and guides the other student toward evidence without dismissing the idea. **Example:** "You thought the curved strip was shorter because its endpoints are closer, but the full strip is still 30 cm when measured along its length." "You thought the tall glass had more because the height is more, but the glass is narrow, so the same 200 mL rises higher." The student uses standard

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			measurement evidence to settle the doubt.
Creativity	A student suggests a daily-life solution, but may not fully ensure equal length or equal volume using measurement. **Example:** for the two card borders, the student says, "Use same-looking strips," but does not mention measuring 30 cm. For water sharing, the student says, "Use similar glasses," but does not explain measuring equal mL.	The student gives a workable method using standard measurement to solve a daily-life problem. **Example:** "Before placing strips on straight and curved borders, measure both as 30 cm with a ruler." "Give each child 200 mL using a measuring cup, even if one glass looks taller and the other looks wider."	Student designs a reliable checking method and explains how it avoids being misled by appearance. **Example:** "For curved card borders, first measure equal 30 cm strips, then place them on the borders without stretching or cutting. If the curved border looks shorter, check again with the ruler before changing the strip." "For water sharing, measure 200 mL for each child separately in the measuring cup, then pour into their glasses. The levels may look different, but the volume is equal."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking
Competencies *(Can choose one or more)*	**MC4.1** – Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)

ACTIVITY

Teacher says: Class 5 is planning a one-day picnic inside the school campus. The class has collected money, but before the plan is approved, the picnic committee must check whether the budget will work. You are the picnic budget checker. You must find out whether the class has enough money, how much will be spent, how much will be left, and solve the number puzzle needed to unlock the snack coupon box.

Materials Required

For each student:

- Picnic Budget Inquiry Sheet
- Pencil
- rough work space
- optional number cards 1–9 for puzzle task

Teacher Instructions:

The teacher says: You will work individually. Read the picnic situation carefully. Do not ask first, 'Which operation should I use?' Decide from the problem. Show your steps. After every answer, check whether it makes sense in the picnic plan. Your final task is to decide whether the picnic budget works or not.

Part A: Picnic Budget Problem

The class has **32 students**. Each student has contributed **₹50**. The picnic committee plans to buy:

Item	Quantity / Rate
Snack packet	₹18 for each student
Juice box	₹12 for each student
Decoration materials	₹180 total
Game prizes	6 prizes of ₹25 each

Step 1: Understand the problem: Student identifies:

- number of students
- contribution per student
- costs per student
- total fixed costs
- prize cost

Step 2: Mathematical Operations: Student decides:

- multiplication for repeated amounts
- In addition to total expenses
- Subtraction for money left

The teacher does not tell the mathematical operation.

Step 3: Solve and check (The student solves the budget. Then checks:)

- The total collection must be greater than the expense
- leftover cannot be negative if the budget works
- Per-student costs must be multiplied by 32 students

Part B: Snack Coupon Box Puzzle:

The Teacher says: The coupon box opens only when you find the secret number.

Puzzle: I am thinking of a whole number. If you multiply it by 5 and subtract 20, the answer is 80. What number opens the box?

Part C: Picnic Seating Puzzle

The teacher says: **Before eating snacks, students will sit in equal rows**.

Problem: There are 32 students. They must sit in equal rows. Make at least two possible seating arrangements. Then decide which arrangement is better if the class wants fewer rows.

Challenge

After solving the budget, the teacher gives this change: At the last moment, 4 more students joined the picnic. They also contribute ₹50 each. Snacks and juice are now need for 36 students. Decoration and prize costs stay the same.

Students must revise the budget.

Final Decision Box
Student completes:

1. Original budget works/does not work because:
2. After 4 more students join, the budget works/does not work because:
3. The secret lock number is: _____ because:
4. Best seating arrangement for fewer rows is: _____ because:

ASSESSMENT QUESTIONS

1. In the picnic budget, how did you decide which amounts had to be multiplied by the number of students and which amounts were fixed totals?
2. How did you solve the snack coupon lock puzzle by working backwards, and how did you check that your secret number was correct?
3. If another student says, "The class collected only ₹82 because 32 + 50 = 82," how would you understand their mistake and help them correct the budget calculation?
4. If another student forgets to add decoration cost or prize cost while checking the budget, how would you help them notice the missing part without simply answering?
5. When 4 more students join, how will you change the budget plan and check whether it still works?
6. Can you create another picnic seating arrangement for 36 students and explain which arrangement is better if the class wants fewer rows or easier movement?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student solves some parts correctly, but may confuse repeated cost with fixed cost or miss one step. **Example:** calculates 32 × 50 = 1600, but adds only snacks and juice and forgets decoration or prizes; or solves the lock puzzle by trying numbers without showing reverse steps.	The student correctly identifies repeated costs and fixed costs, solves the budget, and solves the lock puzzle using reverse operations. **Example:** multiplies snacks and juice by 32, keeps decoration as ₹180, calculates prizes as 6 × 25, and finds total expense ₹1290. For lock puzzle, shows 80 + 20 = 100, 100 ÷ 5 = 20, and checks 20 × 5 − 20 = 80.	The student explains why each operation fits the situation and checks the final decision. **Example:** "Snack and juice are per student, so I multiplied by 32. Decoration is a one-time cost, so I added ₹180 only once. Prizes are 6 groups of ₹25." Student states that the budget works because ₹1600 − ₹1290 = ₹310 left.
Sensitivity	The student notices another student's answer is wrong, but may only state the correct answer. **Example:** when someone writes 32 + 50 = 82, the student says, "No, it is 1600," without explaining why the contribution must be repeated 32 times.	Student identifies the exact mistake and uses the story context to help correct it. **Example:** "There are 32 students, and each gives ₹50, so ₹50 is repeated 32 times. That means 32 × 50, not 32 + 50." If a cost is missing, the student says, "Let us check the list again: snacks, juice, decoration, prizes."	The student helps another student correct the method by connecting it to the meaning of the situation, not just the number. **Example:** "You added 32 and 50 because both numbers are in the sentence, but one number tells how many students and the other tells rupees per student. So multiplication gives the total contribution." The student uses a checklist to help the peer find missing decorations or prize costs.
Creativity	The student tries to revise the budget or seating plan, but may update only one part. **Example:** after 4 more students join, the student changes the collection to 36 × 50 but forgets to change the snack and juice costs to 36 students; or gives seating as 5 rows of 7, which does not seat exactly 36 students.	Student revises all affected parts of the budget and creates a valid seating arrangement. **Example:** updates collection 36 × 50 = 1800, snacks 36 × 18 = 648, juice 36 × 12 = 432, keeps decoration and prizes unchanged, and finds budget still works. For seating, it gives 3 rows of 12 or 4 rows of 9.	The student adapts the plan and compares options based on the given need. **Example:** "For 36 students, 3 rows of 12 gives fewer rows than 4 rows of 9, but 4 rows of 9 may allow easier movement." The student explains which choice is better for the condition and verifies that all 36 students are included.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking
Competencies *(Can choose one or more)*	**MC4.2** – Learns to systematically count and list all possible permutations or combinations given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people)

ACTIVITY

Teacher says: For the school exhibition, Class 5 has to select students for the Exhibition Help Desk. Five students are available: A, B, C, D and E. Sometimes the school needs a two-person team where order does not matter. Sometimes the school needs two different roles, where order matters. Your task is to find all possible choices without missing any and without repeating the same choice.

Materials Required

For each student:

- one task sheet
- Five name cards labelled A, B, C, D, E
- Pencil
- rough work space

Teacher Instructions

The teacher says: You will work individually. Use the cards A, B, C, D and E if they help you. Do not only guess the number of possibilities. You must list them. Your list should show that you have not missed any possible choices and have not repeated the same choice. Read each part carefully because in some tasks, order matters, and in some tasks, order does not matter.

Student Task Sheet

Part A: Two-Person Help Desk Team

Combination: order does not matter

The school needs **2 students** for the Help Desk. From students **A, B, C, D, E**, list all possible two-person teams. Here, **AB and BA are the same team**, so write it only once.

Expected systematic list

Starting with A:

- AB
- AC
- AD
- AE

Starting with B:

- BC
- BD
- BE

Starting with C:

- CD
- CE

Starting with D:

- DE

Total teams: 10

So, there are **10 possible two-person teams.**

Part B: Team with a Constraint

The teacher adds one condition: A and B cannot be in the same team. Now list all possible two-person teams.

Expected list: Remove **AB** from the earlier list.

Valid teams:

- AC
- AD
- AE
- BC
- BD
- BE
- CD
- CE
- DE

Total valid teams: 9

Part C: Two Different Roles

Permutation: order matters

Now the school needs:

- One **Desk Leader**
- One **Ticket Helper**

From the same five students, **A, B, C, D, E,** list possible role arrangements.

Here, **AB and BA are different**:

- AB means A is the Leader and B is the Helper.
- BA means B is the leader and A is the helper.

To keep the task manageable, students list arrangements where **A, B, and C** are used. Possible role arrangements from **A, B, C:**

- AB
- AC
- BA
- BC
- CA
- CB

Total arrangements: 6

Activity Flow

Step 1: Understand the problem

Student identifies:

- How many students are available?
- How many are to be selected?
- whether order matters;
- whether any condition restricts the choice.

Step 2: Make the first list

Student lists all two-person teams from A, B, C, D, E.

The student should use a pattern such as:

- A with B, C, D, E;
- B with C, D, E;
- C with D, E;
- D with E.

This shows systematic counting.

Step 3: Apply the constraint

Student removes the restricted pair AB. Student checks that no other valid pair is removed.

Step 4: Solve the role arrangement task

Student understands that:

- **Team selection:** AB and BA are the same.
- **Role assignment:** AB and BA are different.

Student lists role arrangements from A, B, and C.

Step 5: Final Explanation Box

Student completes:

1. In the Help Desk team task, AB and BA are the same because:
2. In the role task, AB and BA are different because:
3. My method for not missing any pair was:

Challenge

After completing Parts A, B and C, the teacher gives this challenge: The school wants to choose two students from A, B, C, D and E, but C must be included in the team. List all possible teams.

Expected list:

- AC
- BC
- CD
- CE

Total: 4

This checks whether students can list possibilities under a new constraint.

ASSESSMENT QUESTIONS

1. In the Help Desk team task, how did you list all two-person teams from A, B, C, D and E without repeating the same team?
2. How did your list change when the condition "A and B cannot be together" was added? Which team was removed and why?
3. If another student writes both AB and BA in the Help Desk team list, how will you understand their thinking and help them decide whether both should be counted?
4. If another student misses some pairs, such as CD or DE, how will you help them organise the list so that no valid team is left out?
5. In the role task, why are AB and BA counted separately? Create one more role example from real life where order matters.
6. If the new condition is "C must be included in the team," how will you make a complete list of valid teams and check that no team is missing?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student forms some correct two-person teams, but the listing is not yet systematic. The list may miss pairs, repeat pairs, or include a pair that should not be counted. Students can say that two students make one team, but may not fully control repetition. **Example:** writes AB, AC, AD, AE, BA and counts AB and BA separately; or writes only AB, AC, AD, AE, BC and misses BD, BE, CD, CE, DE. When A and B cannot be together, the student may remove AB but does not recheck whether the remaining list is complete.	The student lists all teams correctly using a visible order and applies the given restriction correctly. Student avoids repeated pairs and self-pairs. **Example:** writes the complete list AB, AC, AD, AE, BC, BD, BE, CD, CE, DE and counts 10 teams. When the condition says A and B cannot be together, it removes only AB and gives 9 valid teams. Student explains, "AB and BA are the same team because the same two students are chosen."	The student proves that the list is complete by explaining the listing pattern and the rule behind it. Students can identify why no pair is missed, why no pair is repeated, and why self-pairs are not allowed. **Example:** "I paired A with everyone after A, then B with everyone after B, then C with D and E, then D with E. I did not write BA because AB already has both A and B. I did not write AA because one student cannot be selected twice." The student applies the same reasoning to the restricted list and checks that only the disallowed pair is removed.
Sensitivity	Student notices a peer's repeated or missing pair but responds mainly by correcting the answer, not the method. **Example:** says, "Don't write BA," or "You missed DE," but does not explain	The student identifies the exact mistake and helps the peer correct the list using the task rule. **Example:** "In a team, AB and BA are the same, so count it once." Or, "You missed DE because you	The student understands why the peer made the mistake and helps them use a repeatable checking strategy. **Example:** "You wrote BA because in role tasks order matters, but here

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	how to avoid the same mistake next time. The student may help add one missing pair, but does not guide the peer to check the whole list.	stopped at C; let us continue the pattern: C with D and E, then D with E." Student helps the peer correct repeated or missing cases in the current task.	there are no roles, so AB already counts that team." Or, "Instead of only adding DE, let us check each starting letter so we know no pair is left out." The student helps the peer distinguish between team selection and role arrangement and apply the correct rule.
Creativity	Student attempts the role task or new constraint task but applies the old team-listing rule even when the condition has changed. **Example:** for role task using A, B, C, writes only AB, AC, BC, missing BA, CA, CB because they do not yet see that order matters when roles are different. For "C must be included," writes AC, BC but misses CD, CE.	Student correctly adapts the listing to the changed condition. Student lists role arrangements where order matters and lists all teams where C must be included. **Example:** for roles, writes AB, AC, BA, BC, CA, CB and explains that AB means A is Leader and B is Helper, while BA means B is Leader and A is Helper. For "C must be included," lists AC, BC, CD, CE and counts 4 teams.	Student creates or explains a new situation and chooses the correct listing rule for it. Student transfers the idea beyond the given task. **Example:** "For monitor and assistant monitor, AB and BA are different because the roles change; for two students cleaning the board, AB and BA are the same because roles are not different." For "C must be included," student explains, "I fixed C first and paired C with A, B, D and E, so every valid team has C and no team is repeated."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking
Competencies *(Can choose one or more)*	**MC4.3** – Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper and pencil calculation, in accordance with the context

ACTIVITY

Teacher says: You are helping prepare a class event. Some answers are needed quickly in your head, some answers only need a near estimate, and some answers must be exact, so written calculation is better. For each situation, choose the best method and solve.

Materials Required

For each student:

- task sheet
- pencil
- rough space

Teacher Instructions

Teacher says: Read each situation. First choose the method: mental calculation, estimation, or paper-and-pencil. Then solve it. Write one short reason for why that method was suitable.

Student Task Sheet

Task 1: Mental Computation

The class needs 6 packets of pencils. Each packet has 10 pencils. How many pencils are there?

Expected method: mental computation

Expected answer: 6 × 10 = 60 pencils

Task 2: Estimation

The class has ₹497. A decoration set costs ₹203. About how much money will be spent altogether if both are used together?

Expected method: estimation

Expected answer: (₹497 ≈ ₹500 , ₹497 ≈ ₹500 , ₹203 ≈ ₹200 , Total ≈ ₹700)

Task 3: Paper-and-Pencil Calculation

The class collected ₹1,286. They spent ₹758 on materials. How much money is left?

Expected method: paper-and-pencil

Expected answer: (1286 – 758 = ₹528)

Task 4: Choose Your Method

There are 48 chairs in one hall and 52 chairs in another hall. The teacher asks quickly, "Are there about 100 chairs?"

Expected method: mental or estimation

Expected answer: 48 + 52 = 100 or 48 ≈ 50 and 52 ≈ 50, so about 100

Task 5: Method Check

The school ordered 37 boxes. Each box has 24 notebooks. How many notebooks were ordered?

Expected method: paper-and-pencil

Expected answer: 37 × 24 = 888 notebooks

What Students Actually Do , For each task, student writes:

Situation	Method chosen	Answer	Why this method?
Task 1	Mental/Estimate/Written		
Task 2	Mental/Estimate/Written		
Task 3	Mental/Estimate/Written		
Task 4	Mental/Estimate/Written		
Task 5	Mental/Estimate/Written		

ASSESSMENT QUESTIONS

1. Which task did you solve mentally, and why was mental calculation suitable there?
2. Which task needed paper-and-pencil calculation, and why was exact calculation important?
3. If another student used exact written calculation when only an estimate was needed, how would you help them see that estimation was enough?
4. If another student estimated in a task where exact money left or exact notebooks were needed, how wou
5. Can you change one task so that mental calculation becomes easier? What number change would you make and why?
6. Can you create one daily-life situation where estimation is better than exact calculation? Explain why.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Student solves some tasks correctly but method choice may not always match the situation. **Example:** uses paper-and-pencil for 6 × 10, or estimates 1286 − 758 even though exact money left is needed.	Student chooses suitable methods for most tasks and gives a simple reason. **Example:** uses mental calculation for 6 × 10, estimation for 497 + 203, and paper-and-pencil for 1286 − 758 or 37 × 24.	Student chooses the method based on the purpose of the task and explains clearly. **Example:** "Because the question says 'about', I rounded 497 to 500 and 203 to 200. But for money left, exact answer is needed, so I used written subtraction."
Sensitivity	Student notices that another method is different but mainly says which answer is correct.	Student explains why another method may be too much or not enough for the situation.	Student helps another student choose a method by connecting it to the context.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: "Use estimation," but does not explain why approximate answer is enough.	**Example:** "For about ₹700, exact addition is not needed," or "For money left, estimate is not safe because we need exact rupees."	**Example:** "If the teacher only asks whether chairs are about 100, estimation is fast. But if we are paying money or ordering notebooks, exact calculation avoids mistakes."
Creativity	Student changes or creates a situation but may not clearly show why a method fits. **Example:** changes 37 × 24 to 37 × 20, but does not explain why it is easier.	Student changes numbers or creates a situation that clearly fits a method. **Example:** changes 37 × 24 to 40 × 25 or 6 × 10 because it is easier mentally; creates a shopping estimate where exact rupees are not needed.	Student designs a situation and explains the method choice clearly. **Example:** "If we only need to know whether ₹497 and ₹203 fit within ₹750, estimation is enough. But if we must pay the shopkeeper, exact calculation is needed."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics Education	
Curricular Goals: *(Can choose one or more)*	**MCG5** – Knows and appreciates the development in India of the decimal place value system that is used around the world today
Competencies *(Can choose one or more)*	**MC5.1** – Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology

ACTIVITY

Activity Nature: This is an individual assessment activity with a short inquiry trail. The student solves a situation where numbers become confusing without zero and place value, then reconstructs how zero helps in writing numbers, how this knowledge travelled, and why it matters today. This is not a storytelling-only activity. The student must decode, compare, arrange, explain, and connect.

Activity Title: The Lost Number Message"

Materials Required

For each student:

- "Lost Number Message" worksheet
- pencil
- place value chart
- digit cards: 0, 1, 2, 5, 7
- short information strip prepared by teacher
- final reflection box

Teacher Preparation

Prepare one worksheet with three sections:

Section A: Lost Message

The school office has received a damaged number message: **"Bring 105 notebooks for Class 5."** But the zero is smudged. The message now looks like: **"Bring 15 notebooks for Class 5."** The student has to find what changed and why it matters.

Section B: Place Value Challenge

Give these numbers:

- 105
- 150
- 1005
- 10,050

Students must place digits in a place value chart and explain the role of zero.

Section C: Short Information Strip

Teacher gives this short strip: The idea of zero and the place value system developed in India. These ideas travelled to other regions through scholars, trade, and translations. Today, zero

and place value help us write large numbers easily and are used in money, measurement, mobile numbers, computers, calculators, and digital technology.

Teacher Instructions: You will work individually. You are going to solve a lost number message. Your task is not only to find the correct number, but to explain why zero is important in that number. Use the place value chart to show how the position of a digit changes its value. At the end, connect zero and place value to one modern-life example.

Activity Flow

Step 1: The Problem

Teacher gives the lost message. Original message: **Bring 105 notebooks for Class 5.**

Damaged message: **Bring 15 notebooks for Class 5.**

Student must answer:

- Are 105 and 15 the same number?
- What happened when zero disappeared?
- How many notebooks would be missing if the office followed 15 instead of 105?

Expected thinking:

105 – 15 = 90 notebooks missing

Step 2: Place Value Investigation

Student fills the chart.

Number	Thousands	Hundreds	Tens	Ones
15	0	0	1	5
105	0	1	0	5
150	0	1	5	0
1005	1	0	0	5

Student explains:

- In **15**, 1 is in tens place.
- In **105**, 1 is in hundreds place and zero holds the tens place.
- In **150,** zero holds the ones place.
- In **1005**, zeros hold hundreds and tens places.

Step 3: Digit Card Challenge

Student uses digit cards **0, 1, 2, 5.**

Task: Make three different numbers using the same digits, and explain how zero changes the number. Student writes:

- number made
- value of zero's place
- how the number changes if zero is removed or moved

Example: 1025 becomes 125 if zero is removed. The value changes because zero was holding the hundreds place.

Step 4: History Trail

Student reads the short information strip. Then student completes a simple trail:

India → scholars/trade/translations → other regions → modern world

Student writes one sentence: Zero and place value developed in India and travelled to other regions through learning, trade, and translations.

Modern Impact Link

Student chooses one modern example:

- mobile number
- bank balance
- price tag
- calculator
- computer
- password
- online payment
- digital clock
- measurement

Student explains what could go wrong if zero/place value is ignored.

Conclusion

Student completes:

1. Zero is important in numbers because:
2. In the Indian place value system, a digit's value depends on:
3. This knowledge travelled from India to the wider world through:
4. Today zero and place value are important because:

ASSESSMENT QUESTIONS

1. In the lost message, how did the meaning change when 105 became 15? Use place value to explain the difference.
2. Using any one number from your digit-card challenge, explain how zero works as a placeholder and how moving or removing zero changes the number.
3. If another student says, "Zero has no value, so it does not matter in 105," how will you understand their thinking and help them see the role of zero using the lost message or place value chart?
4. If someone reads a number wrongly in a real situation, such as ₹1005 as ₹105 or a mobile number with a missing zero, how would you explain the mistake carefully so they understand the impact?
5. Create one new "lost zero" situation from daily life where removing or shifting zero causes a problem. Explain what goes wrong.
6. Choose one modern technology example and explain how zero or place value helps it work correctly in our lives.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Student recognises that 105 and 15 are different and fills some place value positions correctly, but may say only "zero is in the middle" without explaining its role. **Example:** student says, "105 is bigger than 15," and may find 105 − 15 = 90, but does not clearly explain that zero holds the tens place.	Student explains zero as a placeholder and correctly links digit value to place. **Example:** "In 105, 1 is in hundreds place, 0 is in tens place, and 5 is in ones place. If zero is removed, 105 becomes 15, so 90 notebooks are missing." Student correctly explains one digit-card number such as 1025 or 1250.	Student explains zero and place value across more than one example and identifies the effect of moving/removing zero. **Example:** "Zero in 105 holds the tens place, zero in 150 holds the ones place, and zeros in 1005 hold hundreds and tens places. Removing or shifting zero changes the whole number, not just its look."
Sensitivity	Student notices the error but mainly gives the correct answer. **Example:** when a peer says zero does not matter, student says, "No, 105 is different from 15," but does not show the place value reason.	Student explains the misconception using a concrete example. **Example:** "You may think zero means nothing, but in 105 it keeps the tens place empty. Without it, the 1 moves to tens place and the number becomes 15." For ₹1005 read as ₹105, student explains that the payment becomes wrong.	Student responds carefully and connects the mistake to real consequences. **Example:** "Zero itself may mean none, but in a number it can hold a place. If the office reads 105 as 15, 90 notebooks are missing. If a mobile number loses a zero, it may reach the wrong person." Student helps correct the misunderstanding without dismissing the peer.
Creativity	Student gives a daily-life or technology example but the link to zero/place value is incomplete. **Example:** "Zero is used in phones," but does not explain what changes if zero is missing.	Student creates a clear lost-zero situation or modern example with correct impact. **Example:** "If a bill of ₹1050 is written as ₹150, the payment is wrong by ₹900." Or, "If zero is missing in a mobile number, the number changes."	Student gives an original example and explains the role of zero/place value in detail. **Example:** "In online payment, ₹1000 and ₹100 are very different because zero changes place value. Missing one zero can make someone pay ₹900 less." For technology: "Computers use 0 and 1, and calculators also need place value to show numbers correctly."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG1** – Explores and engages with the natural and socio-cultural environment in their surroundings
Competencies *(Can choose one or more)*	**TWC1.1** – Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment

ACTIVITY

The activity assesses whether students can:

- Identify a wide range of natural components (living, non-living, celestial, resources)
- Identify social components (houses, relationships)
- Understand variety and connections in their surroundings
- Show sensitivity towards the environment and society
- Represent ideas in a structured and creative way

Student Task (Instructions by the teacher)

"Observe your surroundings for 5 days (home/school/neighbourhood, including sky and land features) and complete the following:"

1. Observe and think about everything around you
2. Identify different types of natural and social components
3. Organise your ideas into categories
4. Represent your understanding through drawing and writing

ASSESSMENT QUESTIONS

1. List at least 8 natural components from your surroundings.

Your list must include at least:

- 1 plant
- 1 animal or bird
- 1 insect
- 1 geographical feature
- 1 celestial object
- 1 natural resource

Also, list 4 social components.

2. Group your natural components into categories:

- Living
- Non-living.

Then explain one example from each group and its role.

3. Choose any two natural components.

Explain:

- What will happen if they are damaged or reduced?
- How will it affect people, animals, or the environment?

4. **Choose one social component (relationship or people) and explain:**
   - Why is it important in your surroundings?
   - What responsibility do you have towards them?
5. **Draw a surroundings map showing:**
   - At least 5 different natural components (from different types)
   - At least 3 social components
   - Show at least 2 connections
6. **Write a short paragraph (4–5 lines):**

"How are natural and social components connected in your surroundings? How can we maintain balance?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Lists fewer than required components OR repeats the same type (only plants/animals) • Misses categories (insect / celestial / no resource) • Incorrect or no classification (living/non-living confused) • Explanation is missing or unclear • **Writes:** tree, dog, bird, plant only; no insect or sun; groups "sun" as living OR cannot explain role	• Lists required number with partial variety (covers most but not all categories) • Correctly classifies most items into living/non-living • Gives basic explanation of role (1 idea per example) • **Lists:** tree, cow, bird, river, sun, but misses insect/resource; says "plants are living, water is non-living"; explains "trees give oxygen"	• Lists a wide and balanced range covering all required categories (insect, plant, animal/bird, geographical feature, celestial, natural resource) • Accurately classifies all items • Gives a clear, meaningful explanation of the role, showing understanding of the surroundings • **Lists:** tree, cow, ant, river, sun, soil; correctly groups; explains "sun gives light, river provides water, insects help in pollination"
Sensitivity	• Mentions harm in a general or incomplete way • Does not connect impact to different groups (people/animals/environment) • Responsibility is vague or missing • **Writes:** "If we cut trees, it is bad" OR "We should	• Explains at least one clear impact of damaging natural components • Mentions one group affected (people OR animals) • Gives basic responsible action • "If water is wasted, people may not get enough. I will save	• Explains multiple impacts across systems (people + animals + environment) • Shows clear understanding of interdependence (how components depend on each other) • Gives thoughtful and specific actions showing

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	help people" (no explanation of impact)	water." OR "If trees are cut, animals lose homes."	responsibility towards both nature and society • "If trees are cut, animals lose shelter, people lose oxygen, and soil erosion increases. If water is polluted, both humans and animals suffer. I will save water, plant trees, and respect people in my surroundings."
Creativity	• Drawing includes very few components (limited variety) • Does not include both natural and social elements clearly • No connections shown between components • Written response is unclear or very short • Draws only house and tree; no sun/insects/ people interaction; writes: "Keep clean"	• Drawing includes the required number of components (natural + social) • Shows at least one connection (basic interaction) • Written response shows a simple idea of balance • Draws sun, tree, river, house, people; shows person watering plant; writes: "We should save water and not harm nature	• Drawing shows a wide variety of components across categories (e.g., insect, celestial, resource, geographical feature, people, houses) • Clearly shows multiple meaningful connections (interdependence: people–nature–animals) • Written response explains balance with reasoning and examples • Draws sun, river, insects, trees, animals, houses, people; writes: "Humans depend on water, plants, and animals.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG1** – Explores and engages with the natural and socio-cultural environment in their surroundings
Competencies *(Can choose one or more)*	**TWC1.2** – Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community

ACTIVITY

The activity assesses whether students can:

- Describe different types of relationships (family, human–nature)
- Identify and explain traditions (festivals, celebrations, art forms)
- Show sensitivity towards people, culture, and nature
- Express ideas in a connected and meaningful way

Student Task:

"Think about your family members and community. Observe relationships and traditions around you and answer the questions."

1. Think about people, animals (domestic or wild), and nature around you
2. Recall festivals, celebrations, and art forms you have seen
3. Answer the questions based on your understanding and experiences

ASSESSMENT QUESTIONS

1. List three relationships in your family/community and two examples of human–nature or human–animal relationships
2. Choose one festival or celebration and one art form, and describe what happens in it and why it is important in your family or community.
3. How should we treat people in our family/community, as well as animals and nature around us? Give one example for each.
4. Some festivals or traditions can affect nature. What problems can this cause? What can we do to celebrate better and more responsibly?
5. Draw or create a scene showing:
   - One relationship
   - One tradition or celebration
   - One connection with nature or animals
6. Write a short paragraph (4–5 lines): "How are relationships and traditions important in our lives? How can we positively maintain them?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Lists limited or unclear relationships (only family, no community) • Cannot identify human–nature/animal relationships clearly • Gives an incomplete or unclear description of the festival/art form • Writes: "mother, father" only; no human–nature link; says "Diwali is a festival" without explanation	• Lists required relationships (family + some community) • Identifies basic human–nature/animal relationship • Describes festival/art form with basic details and purpose • Lists: parent-child, teacher-student, neighbour; says "we worship nature" OR "we take care of animals"; explains "Diwali is celebrated with lights"	• Lists varied relationships (family + community + social roles) • Clearly explains human–nature/animal relationships with examples • Describes festival/art form with purpose, meaning, and cultural importance • Lists: parent-child, teacher-student, shopkeeper-customer; explains "farmers depend on animals and nature"; describes a festival with reasons like "celebrating the victory of good over evil and bringing families together"
Sensitivity	• Gives general statements without explanation • Shows limited understanding of respect or environmental impact • No clear responsible action • Writes: "We should be good" or "pollution is bad"	• Shows basic respect towards people and care for animals/nature • Identifies one problem caused by traditions (e.g., pollution) • Suggests one simple responsible action • "We should respect elders and not harm animals" "Firecrackers cause pollution, so we should use fewer crackers"	• Demonstrates empathy towards people, animals, and the environment • Explains multiple impacts of traditions on the environment/ society • Suggests thoughtful and responsible alternatives • "Loud noise disturbs animals and elderly people; waste pollutes the environment. We can celebrate with eco-friendly decorations and less noise while respecting traditions."
Creativity	• Drawing includes limited elements (only people or only festival)	• Includes required elements (relationship + tradition + nature/ animal)	• Integrates all elements meaningfully (relationship + tradition + nature)

	• No clear connection between relationship, tradition, and nature • Paragraph is unclear or very short • Draws only family OR only festival; no nature; writes 1 vague line	• Shows basic connection • Paragraph explains the importance in a simple way • Draws family celebrating festival with tree/animal; writes "festivals bring happiness and we should care for nature"	• Shows clear connections and interactions • Paragraph explains importance with reasoning and balance (culture + responsibility) • Draws community celebration with people, animals, nature; shows eco-friendly practices; writes: "Traditions bring people together, but we must protect nature while celebrating."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG1** – Explores and engages with the natural and socio-cultural environment in their surroundings
Competencies *(Can choose one or more)*	**TWC1.3** – Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment

ACTIVITY

The activity assesses whether students can:

- Identifies simple, natural, and social patterns
- Relates patterns to real-life situations
- Notices similarities/differences in observed phenomena.
- Makes logical predictions based on observed patterns.

Activity: It is the month of **March**, and Anaya notices many changes around her. The weather is getting warmer, trees are growing new leaves, shadows are changing, and school routines are different because exams are near. She finds a note:

'Patterns are not just to be seen… They must be understood, felt, and explored.'

Anaya steps outside her classroom/home and carefully observes her surroundings—plants, sky, sunlight, people, and daily activities. She wants to:

- understand what is changing
- See how it affects others
- and think about what will happen in the upcoming month (April-May)

Student Task: Now, students have to step outside like Anaya and become a Pattern Explorer. Students must:

Go outside the classroom

Observe real patterns in March:

- Weather change
- Plant growth
- Shadow/sunlight
- Animal/insect activity
- School/social routines

Think deeply about:

- What is changing/repeating
- how it affects others
- how patterns relate/compare
- What will happen in April?

ASSESSMENT QUESTIONS
1. What is the pattern, and where did you observe it?
2. What exactly is changing or repeating?
3. Predict what will happen in April and explain your reasoning
4. How does this pattern affect people, animals, or plants?
5. How might they feel or be affected because of this change?
6. What should we do to respond responsibly, and what may happen in April?
7. Represent it using a drawing/diagram/sequence

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Limited understanding of the task • Observation is unclear or not specific • Cannot clearly describe what is changing/repeating • Comparison and prediction lack clarity • Mentions "weather changes" without where/how; no clear comparison; prediction is a guess	• Shows understanding of the task and pattern • Identifies observable change/repetition • Gives basic comparison • Makes a simple logical prediction • "Temperature is increasing in school grounds; similar to the season change; April will be hotter"	• Shows clear understanding and attentiveness to surroundings • Describes pattern with specific observation and clarity • Gives a logical and meaningful comparison • Makes well-informed predictions based on observed trends • "Afternoon shadows are shorter than morning; similar to sun movement; April shadows will shift more as days get longer"
Sensitivity	• Mentions the pattern but does not understand its impact • No empathy towards people/animals/plants • No responsible behaviour suggested • "Plants grow in March"; no effect or feeling is explained	• Identifies impact on at least one group (people/animals/plant) • Shows basic awareness of how others are affected • Suggests simple responsible behaviour • "Heat affects people; plants need water; we should water plants"	• Shows deep understanding of impact across people, animals, and the environment • Demonstrates empathy (how others feel/experience) • Suggests thoughtful, responsible actions in context • Connects prediction with impact • "Heat can make people tired, animals search for

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			shade, plants need more water; we should conserve water; in April, these effects will increase"
Creativity	• Representation is unclear or copied • Limited exploration of the pattern • No flexible thinking or meaningful comparison • Prediction lacks reasoning • Simple drawing; no explanation or connection	• Represents pattern clearly (basic structure) • Shows some connection and comparison • Makes logical predictions with simple reasoning • Draws plant growth stages; compares with another pattern; predicts the next stage	• Creates original and well-structured representation • Shows flexible thinking (different perspectives/comparisons) • Combines ideas (pattern + real-life + change over time) • Gives clear, reasoned prediction based on pattern logic. Diagram showing shadow movement with time; compares with seasonal change; explains prediction logically

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG1** – Explores and engages with the natural and socio-cultural environment in their surroundings
Competencies *(Can choose one or more)*	**TWC1.4** – Explains the functioning of local institutions (family, school, bank/post office, market, and *panchayat*) in different forms (story, drawing, tabulating data, reports), and analyses their roles

ACTIVITY

The activity assesses whether students can:

- Identifies key people and their roles (e.g., teacher, shopkeeper, sarpanch, bank staff, market, school, family).
- Explains the basic purpose and services of each institution.
- Describes how institutions operate (e.g., how buying/selling happens in a market, how a bank works at a basic level).
- Relates institutions to personal/community experiences.

Riya's teacher announces something exciting: "Today, our classroom will become a mini-community! Each group will run one institution—just like in real life."

The class is divided into groups:

- Family Group,
- School Group,
- Market Group,
- Bank/Post Office Group,
- Panchayat Group
- Each group receives a task card.

Students' Task (Hands-on Role Play Activity on Institutions):
Each group must ACT OUT and RUN their institution.

Family Group:-

- Assign roles: parent, child, grandparent,
- Act out: Managing daily tasks (food, expenses, care, farming, household work, etc.),
- Show how responsibilities are shared

School Group:-

- Assign roles: teacher, principal, student, helper,
- Act out: teaching a small topic, guiding students about right & wrong, maintaining discipline and cleanliness

Market Group:-

- Set up a mini shop using classroom items,
- Assign roles: shopkeeper, customers,
- Act out: buying, selling, monetary transactions, keeping stocks of the items, etc

Bank/Post Office Group:-

- Assign roles: bank staff, customer
- Act out: depositing money (using slips), withdrawing money, sending a letter (post office role)

Panchayat Group:-

- Assign roles: sarpanch, members, villagers,
- Act out: solving a problem (e.g., waste management, cleanliness, providing a home to the needy),
- Take a simple decision: Handling of stray animals as they are destroying the crops.

Rotation: After 10–15 minutes, groups rotate roles so students experience at least two institutions.

ASSESSMENT QUESTIONS

Q1 (a) From the institutions you acted in, identify:

- the people involved, and
- explain their roles and responsibilities

Q1 (b) Explain:-

- the purpose of these institutions, and
- how they function step-by-step (based on your role-play)

Q2 (a) While performing roles, you relied on others. Why is it important to cooperate and respect each person's role for the institution to function properly?

Q2 (b) If one person in your group fails to perform their role, the activity suffers. How should you respond in such a situation so that the work continues smoothly?

Q3 (a) Create a chart/table/diagram of one institution you performed, showing

- people involved
- their roles

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	**Q1(a)** Identifies only 1–2 people from the activity Identified the roles, but the responsibility is missing. **Q1(b)** States only the basic purpose Cannot explain how the institution works in steps **Example:** "Shopkeeper sells things. Teacher teaches." "The market is for buying things." **Missing:** How buying happens roles of others (customers, helpers, etc.)	**Q1(a)** Identifies multiple people and roles correctly Describes what each person actually does **Q1(b) Explains:** Basic functioning steps from the activity **Example:** "In the market, the shopkeeper sells vegetables, and customers choose items and pay money. The shopkeeper gives change." "In school, the teacher teaches, and the helper keeps the classroom clean."	**Q1(a)** Identifies multiple roles and interdependence Explains how people depend on each other **Q1(b) Explains:** clear step-by-step functioning, connects to real-life experience **Example:** "In the bank, a customer fills a deposit slip, gives money to the bank staff, and the staff records it and keeps it safe. Later, the customer can withdraw money. This helps families save and use money when needed." "In the panchayat, people discuss problems like water supply, listen to

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			everyone, and then the sarpanch/village head takes a decision for the community.
Sensitivity	Gives general statements without context No connection to real behaviour **Example:** "We should respect everyone." "We should help others." No explanation of: why, how, when	**Q2(a)** Understands that cooperation is needed for work to run smoothly **Q2(b)** Suggests basic helpful behaviour in real situations **Example:** "We should respect the teacher and helpers because they help us learn and keep the school clean." "If a shopkeeper makes a mistake, we should speak politely instead of misbehaving."	**Q2(a)** Recognises: Every role (even cleaner/helper/shopkeeper) is important Cooperation ensures the successful functioning of the whole system **Q2(b)** Responds with: calm communication, teamwork and responsibility, avoids blaming or disrespect **Example:** "In school, if the helper does not clean the classroom, it becomes difficult for everyone, so we should respect their work and cooperate.""In a market, if there is confusion while buying, we should talk politely and solve the problem instead of arguing, so the system works properly."
Creativity	**Q3(a)** Simple drawing/chart with limited detail **Example:** Draws a shop with "shopkeeper" written, but no other roles "The market is for buying things." "A very simple drawing of the bank"	**Q3(a)** Shows: people (e.g., teacher, shopkeeper, bank staff) their roles clearly The diagram shows bank staff and customer interaction. "The school diagram shows kids going to school"	**Q3(a)** Well-organised chart/diagram showing: roles, connections between people "An explicit diagram of the market, bank and panchayat, the students depicted the diagram in a way that it shows the interlinkages between the three institutions "

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG1** – Explores and engages with the natural and socio-cultural environment in their surroundings
Competencies *(Can choose one or more)*	**TWC1.5** – Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes

ACTIVITY

The activity assesses whether students can:

- Student selects and uses locally available materials (paper, leaves, cloth, etc.) appropriately.
- The student can make the required object (family tree/envelope/origami) with basic correctness.
- The student follows the steps in sequence to complete the task.
- Student completes the task with minimal help.

The created object is usable and display-worthy, showing basic neatness.

After a break, the school reopens, and your classroom is preparing for a **"Useful Things Corner".**

Your teacher says: "This time, you will not just make something: you will design something actually useful in real life. Think: Where will it be used? How will it help?"

Riya thinks carefully:

- If I make a family tree, it should clearly show relationships.
- If I make an envelope, it should be strong enough to hold papers.
- If I make an origami object, it should be neat and properly shaped.

She plans before starting. Now, it's your turn to create the envelope, family tree, and the origami object. Below are the given characteristics of the objects that you have to make.

Envelope:-

- Should hold paper properly (not fall apart),
- Should open and close easily

Family Tree:- Should clearly show:

- Who belongs to which generation and relationships (parents, grandparents, etc.)

Origami Object:- Should be:-

- properly folded,
- recognisable (bird/animal/boat, etc.)

Keep the following things for planning: Before making:-

Think and decide:-

- What materials will work best?
- What steps will you follow?

During making:-

- Follow the steps in the correct order,
- Try to complete independently

After making:-

Check:-

- Is it working properly?
- Is it neat and strong?

ASSESSMENT QUESTIONS

Q1 (a) Explain:

- What materials did you select and why?
- How have these materials helped in making your object strong, clear, or accurate

Q1 (b) Write the steps you followed in correct sequence, and explain: What might happen if you change or skip any one step?

Q2 (a) While making your object:

- How did you ensure that you used materials carefully without wasting them and kept your workspace organised?
- Explain the processes you followed.

Q2 (b) During the activity, some students may finish early while others struggle.

- What is the most helpful and fair way to support others without doing their work for them? Explain your approach.

Q3 (a) Check your object:

- Explain how well it works or serves its purpose (e.g., holding paper, showing relationships clearly, correct shape).

Q3 (b) If you had to make this again for real use:

What specific changes would you make to improve:

- strength
- neatness
- usefulness

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	**Q1(a)** Identifies materials correctly Gives a simple reason, but not fully linked to the purpose **Q1(b)** Write some correct steps in order, with a basic idea that steps matter in creating the objects. **Example:** "I used paper because it is easy to use." "First, I folded, then I pasted. If I skip steps, it may not be proper."	**Q1(a)** Explains: Why were materials chosen How do they help in making the object **Q1(b)** Writes steps in the correct sequence, explains what may go wrong if a step is missed. **Example:** "I used a newspaper because it is easy to fold and available at home." "If I skip folding the sides properly, the envelope will not stay closed."	**Q1(a)** Clearly explains the materials and how their choice affects strength, clarity, or shape. **Q1(b)** Explains: steps in sequence with clear cause-and-effect reasoning **Example:** "I used multiple newspapers, so the envelope does not tear when I put papers inside." "If I paste before folding properly, the shape will be wrong, and it won't work."
Sensitivity	**Q2(a)** Uses materials with some care, keeps workspace partly clean **Q2(b)** Shows willingness to help	**Q2(a)** Uses materials carefully, maintains a clean and organised workspace **Q2(b)** Helps others by:	**Q2(a)** Shows: careful use minimum wastage, well-organised work habits **Q2(b)** Helps others by: guiding clearly, encouraging them to try independently managing

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	May help directly (sometimes doing the work for others) **Example :** "I tried not to waste paper and kept things on my table." "I helped my friend by showing and also doing one fold for them."	explaining steps, guiding politely **Example:** "I used only the required paper and kept my table clean." "I explained how to fold instead of doing it for them."	their own work at the same time. **Example:** "I planned before cutting, so I didn't waste paper and cleaned my space after finishing." "I guided my friend step by step and let them try on their own while I continued my work."
Creativity	**Q3(a)** Object is: mostly complete partly usable (may have small issues) **Q3(b)** Suggests general improvement **Example:** "My envelope can hold paper, but it opens sometimes." "I will try to make it better next time."	**Q3(a)** Object is complete properly usable/display-worthy **Q3(b)** Suggests specific but simple improvements **Example:** "My envelope holds papers properly." "I will paste it more neatly next time."	**Q3(a)** Object is: neat, strong clearly serves its purpose well **Q3(b)** Suggests: clear, practical improvements based on function **Example:** "My family tree clearly shows all relationships and is easy to read." "I will use thicker paper and better spacing so it looks clearer and lasts longer."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG2** – Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of '*Vasudhaiva Kutumbakam*'
Competencies *(Can choose one or more)*	**TWC2.1** – Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, and household items, transport, communication, and electricity in the home)

ACTIVITY

Activity Nature: This is a hands-on assessment activity. Students do not write a table. They pick one real-life object, build its support chain using physical cards/objects, then respond to a system failure.

Setup: The teacher creates a "Support System Floor" using cards placed on the floor or on desks.

A. Daily Life Object Cards

Keep these object cards in a basket:

- Water bottle
- Lunchbox
- School bus/bicycle
- Mobile phone/notice board
- Fan/light
- Pencil/notebook
- Milk packet
- Umbrella/sweater

Each student picks one card.

B. Natural System Cards

Place these cards on one side:

- Rain
- River
- Groundwater
- Soil
- Sunlight
- Seasons
- Plant growth
- Animal life
- Wind
- Minerals from Earth

C. Human-made System Cards

Place these cards on the other side:

- Tap
- Tank
- Pipes

- Farmer
- Irrigation
- Road
- Vehicle
- Market
- Cooking
- Power station
- Electric wires
- Mobile tower
- School announcement
- Factory
- Shop

D. Failure Cards

Keep these cards hidden in another basket:

- Tap water does not come today
- The road is blocked
- Electricity is off
- Heavy rain delays vegetables
- The mobile network is not working
- Milk supply is delayed
- The school announcement was not heard
- Very hot day, but the fan is not working

Teacher Instructions: Each of you will pick one daily-life object. Your task is to show what systems helped this object reach your life. You must choose at least one natural system card and one human-made system card connected to your object. After that, you will get one failure card. You must explain what happens when that system fails, who may face more difficulty, and what can be done. Do not copy someone else's chain. Your chain must match your object.

Activity Flow

Step 1: Pick one daily-life object

Each student picks one card.

Example: Student picks Lunchbox.

Step 2: Build the support chain

The student goes to the natural and human-made system cards and selects cards that support the object. For Lunchbox, the student may select:

Natural systems:

- Soil
- Rain
- Sunlight
- Seasons
- Plant growth

Human-made systems:

- Farmer
- Irrigation
- Market

- Transport
- Cooking

The student arranges the cards in a chain:

Rain → Soil → Crop → Farmer → Transport → Market → Cooking → Lunchbox

Step 3: Oral explanation

The student explains the chain in 4–5 lines.

Example: My lunchbox depends on soil, rain, sunlight and plant growth because food crops need these. It also depends on farmers, irrigation, transport, market and cooking. So my lunch is not made by only one thing; many natural and human-made systems support it.

Step 4: Failure card

The student picks one failure card. **Example:** Heavy rain delays vegetables.

Student explains:

- Which system is affected?
- What daily life problem may happen?
- Who may be affected more?
- What can be done?

Expected response: Heavy rain can affect transport and vegetable supply. Families who buy vegetables daily, vendors, cooks, and children depending on school meals may face difficulty. We can avoid wasting food, use available stored food, and help share food where needed.

ASSESSMENT QUESTIONS

1. For your object, which natural systems and human-made systems did you choose, and how do they support it?
2. How are two or more systems connected in your chain? Explain using your object.
3. When the system in your failure card stopped working, who would face more difficulty and why?
4. If another student chooses a different chain for the same object, how would you listen to their idea and decide whether their connection is also correct?
5. When one system failed, what change did you make in your chain so that people could still manage?
6. Can you suggest one responsible action people should take when this system fails, without wasting resources or ignoring anyone's needs?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The student connects the daily object to one or two correct supports, but the chain may stop at what is directly visible. The student may mix natural and human-made systems or miss the system behind the object.	The student identifies both natural and human-made systems connected to the object and explains the chain in a simple order. **Example:** For a lunchbox, a student says, "Food needs soil, rain, sunlight	The student explains how systems depend on each other and what may happen if one part is weak or missing. **Example:** "If rain is poor, crops may reduce; then farmers, markets and lunch at home may be

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: For a water bottle, the student says "tap" and "bottle" but does not yet connect it to rain, river/groundwater, tank, pipes, or water supply workers. For lunchbox, the student says "mother cooked it" or "market" but may miss soil, rain, sunlight, farmer, transport. This shows the child knows the object is supported by something, but the system chain is still short.	and crops. Then farmers grow it, transport it, market it, and family cooks it." For fan/light, the student connects natural sources like coal/water/sun/wind with a power station, wires, a switch, and home/school electricity. The student not only names the object but also shows the systems behind it.	affected." For water, the student says, "Rain and rivers/groundwater are natural systems, but without tanks, pipes and taps, water may not reach homes." The student can clearly say why one daily item often depends on many connected systems, not just one source.
Sensitivity	The student recognises that a system failure causes difficulty, but the response is mostly general. The student may say everyone is affected in the same way. **Example:** For no tap water, the student says, "Everyone will have a problem." For electricity off, the student says, "We cannot use the fan or the light." The student notices the problem but may not yet explain who faces more difficulty or why.	The student identifies that different people are affected differently and gives a clear reason. The student also listens to another student's chain and checks whether the connection makes sense instead of rejecting it quickly. **Example:** "If water does not come, people who cook, small children, elderly people, and families without stored water will face more difficulty." "If the road is blocked, students living far away, milk sellers, vegetable vendors and workers may be affected more." If another student connects a lunchbox to animal life through milk/curd, the student accepts it if it fits the object.	The student explains unequal impact with care and suggests a fair response. The student shows respect for different lives, needs, occupations and abilities. **Example:** "If electricity fails, a student studying at night, an elderly person needing a fan, a person using an electric medical device, or a shopkeeper using digital payment may face more difficulty. We should save battery, share light, and help people who need support first." If two chains are different, the student compares them politely: "Your chain is also possible because milk comes from animals, but for rice we need soil, rain and crops."
Creativity	The student suggests one action when a system fails, but the action may be broad or not fully linked to the exact failure. **Example:** For a water supply failure, the student says, "Save water." For a	The student suggests a practical alternative linked to the failure and changes the chain logically. **Example:** If the road is blocked in the lunchbox chain, the student adds a	The student gives a thoughtful plan that is practical, fair and resource-wise. The plan considers who needs help first and avoids waste. **Example:** "If tap water stops, use stored water

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	road blocked, the student says "use another road" but does not say whether it is safe, nearby, or possible. For an electricity failure, a student says "use a candle," but may not think about safety or sharing.	nearby shop, stored grains, walking/cycling for small needs, or local vegetables. If tap water does not come, the student suggests using stored water first for drinking and cooking, and not wasting it on washing vehicles or floors. If the mobile network fails, the student suggests using a school notice board, a message through a teacher, or a landline if available.	first for drinking, cooking and toilet needs; avoid washing vehicles; share with a neighbour who has no stored water; inform the water supply worker or school office." For an electricity failure, the student suggests: "Use daylight for study, keep phone battery for important calls, avoid opening the fridge often, and check on elderly people or younger children." The student's rebuilt chain clearly shows how people can manage for that day without excluding anyone.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG2** – Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of '*Vasudhaiva Kutumbakam*'
Competencies *(Can choose one or more)*	**TWC2.2** – Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)

ACTIVITY

Core Idea: Students will investigate familiar practices around them and explain how nature shapes culture. For example:

- Food may depend on crops, seasons, water, soil, and local climate.
- Work may depend on land, animals, forests, rivers, rain, or markets.
- Festivals may connect with harvest, seasons, rivers, trees, animals, or weather.
- Traditions may come from local plants, climate, occupations, or available materials.

Materials Required

- 4 large chart papers
- Sticky notes/small paper slips
- Pencil/sketch pens
- Local examples from students' own surroundings
- Board/chalk

Activity Setup

The teacher makes four corners in the classroom:

1. Food Corner
2. Work Corner
3. Festival Corner
4. Tradition Corner

Each corner has one question written on chart paper.

Activity Flow

Step 1: Teacher Opens the Task

Teacher says: Today, we will not only name foods, festivals, work, or traditions. We will find the natural reason behind them. **We will ask:** What part of nature supports this practice? The teacher gives examples:

- "If people eat bajra roti in a dry region, we can ask: Does bajra grow well with less water?"
- "If a festival happens after harvest, we can ask: Is it linked to farming season?"
- "If people wear woollen clothes, we can ask: Is the place cold?"

Step 2: Students Collect Local Examples

Students work in groups of 4–5. Each group writes examples from their immediate environment on slips. They must write at least one example for each category:

Category	Example students may write
Food	rice, bajra roti, fish, curd, mango pickle, leafy vegetables
Work	farming, fishing, weaving, pottery, animal rearing, and vegetable selling
Festival	harvest festival, monsoon festival, river worship, tree-related festival
Tradition	using clay pots, wearing cotton/wool, making rangoli with flowers, using leaves in rituals

Step 3: Students Place Slips in Corners

Groups place their slips in the correct corner:

- Food examples in Food Corner
- work examples in Work Corner
- festival examples in Festival Corner
- traditional examples in Tradition Corner

The teacher observes whether students classify examples correctly.

Step 4: Find the Nature Link

Now, each group selects any two slips from different corners. For each selected practice, students answer orally or on the chart:

1. What is the practice?
2. Which part of nature is connected to it?
    - land
    - water
    - rain
    - season
    - crop
    - animal
    - forest/tree
    - climate
    - river
    - soil
3. How does nature support or shape this practice?

Example:

Practice: Eating fish

Nature link: River/pond/sea

Explanation: People living near water may eat fish because fish are easily available there.

Step 5: Group Sharing

Each group presents two examples. They have to use this sentence frame:

"In our area, people follow/do/eat/celebrate _____. This is connected to _____ because _____."

Example: In our area, people eat bajra roti. This is connected to a dry climate because bajra can grow with less water.

Step 6: Change Challenge

The teacher gives one change condition: "What may change if there is very little rain this year?" Each group chooses one practice and explains a possible change. Examples:

- **Food:** less rice, more millets, less green vegetables
- **Work:** farmers may need irrigation or may grow different crops
- **Festival:** harvest celebration may be smaller
- **Tradition:** people may save water during rituals

ASSESSMENT QUESTIONS

1. Choose one food/work/festival/tradition from your group chart. What part of the natural environment is it connected to?
2. How does the natural environment shape that practice? Explain the link clearly.
3. If a family or community follows a different food habit, work pattern, festival, or tradition because of their local environment, how will you explain it without making fun of it or calling it strange?
4. If there is less rain, drought, flood, or loss of trees, who or what may be affected in that practice — people, animals, plants, workers, or families?
5. If the natural condition changes, what small change can people make in their food, work, festival, or tradition while still respecting the practice?
6. Create a new chart title, symbol, or slogan that shows the connection between nature and culture in your area.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Names examples from food, work, festival, or tradition, but the link with the natural environment is weak or incomplete. May mention a practice without connecting it to rain, soil, river, crop, season, climate, animal, tree, water, or land. **Example:** "People eat bajra because they like it."	Correctly connects at least two cultural practices with natural features. Explains how food, work, festivals, or traditions are shaped by local crops, seasons, water, rainfall, climate, animals, trees, or land. **Example:** "Fishing is common near rivers because fish are available there."	Explains the relationship between natural environment and cultural practices through clear cause-and-effect across categories. Connects, for example, rainfall with crops and food, river/sea with work, or harvest season with festivals/traditions. **Example:** "Less rainfall affects crops, so farming work, food habits, and harvest celebrations may change."
Sensitivity	Notices that food, work, festivals, or traditions are different, but may describe them without respect or environmental understanding. May say "Their food is strange" or	Explains different practices respectfully by linking them to the local environment. Recognises that people's food, work, festivals, and traditions may differ because of	Shows respect for different communities and explains the wider effects of environmental change on people and nature. Connects environmental change

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	"That festival is odd." In environmental change, notices only one affected group, such as farmers, and misses families, workers, animals, plants, or shared resources.	climate, crops, rivers, animals, forests, or seasons. Identifies some affected groups during drought/flood/tree loss, such as farmers, animals, families, labourers, or food sellers.	with livelihood, food availability, festivals, traditions, animals, plants, and shared resources. **Example:** "If rain is less, farmers grow fewer crops, labourers get less work, animals get less fodder, and families may change what they eat."
Creativity	Suggests a change, title, or slogan, but it is broad and not clearly linked to both the natural environment and cultural practice. **Example:** "Save nature" or "People should change food." The idea does not show how food/work/ festival/tradition can adapt to environmental conditions.	Suggests a practical adaptation where a cultural practice changes according to natural conditions. The idea connects food, work, festival, or tradition with rain, water, crops, trees, animals, season, or climate. **Example:** "During less rain, people can use less water in festival rituals."	Suggests a thoughtful local solution that respects culture and protects nature. Shows how a practice can continue with changes in materials, food, work methods, festival habits, or traditions. **Example:** "During drought, the community can celebrate with millet dishes, symbolic water use, and a rainwater-saving message."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG2** – Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of '*Vasudhaiva Kutumbakam*'
Competencies *(Can choose one or more)*	**TWC2.3** – Connects changes in the environment and the lives of their family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication)

ACTIVITY

Activity Title: Then and Now: What Changed Around Us?

Core Idea: Students collect one real story from an elder or family/community member and use it to explain:

- What changed in the environment
- What changed in family/community life
- How are both changes connected

Duration: Two class periods + one home/community conversation
Materials Required

- Notebook/page
- Pencil
- "Then and Now" table drawn in a notebook
- Optional: one object/photo/story brought from home, if available

Activity Flow

Step 1: Teacher Opens the Task

Teacher says: Today, we will find out how changes in our surroundings have changed people's lives. You will speak to an elder at home or in your neighbourhood and ask what was different earlier. The teacher writes five areas on the board:

1. **Occupation** – work people did
2. **Food habits** – what people ate or cooked
3. **Resources** – water, fuel, trees, land, animals, crops
4. **Celebrations** – festivals, weddings, community events
5. **Communication** – letters, phones, messages, travelling to meet people

Step 2: Elder Story Collection

Students ask an elder at home or in the neighbourhood: "What was different in our area when you were young?" They collect information for any two areas. They may ask:

- What work did people do earlier?
- What food was common earlier?
- Where did people get water, fuel, or vegetables?
- How were festivals or weddings celebrated?
- How did people send messages or talk to relatives?
- What changed in land, trees, water, animals, roads, shops, crops, or weather?

Step 3: Then-and-Now Table

Students complete this table in class:

Area	Earlier/Then	Now	Environmental Change	Change in Family or Community Life
Food/Work/ Resource/ Celebration/ Communication				

Example

Area	Earlier/Then	Now	Environmental Change	Change in Family or Community Life
Food	People ate more bajra roti	Many families eat more wheat/rice	Less millet farming/ more market food	Food habits changed at home

Step 4: Pair Sharing

Students share their table with a partner. The partner listens and checks:

- Is the story from an elder/local source?
- Is there a clear "then and now" difference?
- Is the environmental change named?
- Is the family/community change explained?

Step 5: Class "Change Wall"

The teacher makes five columns on the board:

Occupation | Food | Resources | Celebrations | Communication

Students place or write one example under the correct column. The class sees how many changes are connected to the environment.

Step 6: Short Oral Explanation

Each student gives a short explanation using this frame: "According to my elder, earlier _____. Now _____. This changed because _____. Because of this, families/community _____."

ASSESSMENT QUESTIONS

1. What change did your elder or local storyteller tell you about, and which area does it belong to — occupation, food, resources, celebration, or communication?
2. What environmental change is connected to this change in family or community life?
3. How did you show respect while listening to the elder's story, especially if their way of life was different from yours today?
4. Who in the family or community was affected by this change — elders, children, farmers, workers, women, animals, or others — and how?
5. How can your family or community keep one useful old practice while living with today's changes?
6. How would you present your elder's story so that classmates understand both the environmental change and the life change clearly?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Names a "then and now" change from an elder/local story, but the link between environment and family/ community life is incomplete. May say, "Earlier people ate bajra, now they eat rice," but does not connect it to crops, rainfall, market availability, land use, or water. May place the example in a category like food/work/resources/cel ebration/communication, but needs support to explain why it changed.	Connects one clear life change with one environmental or local condition. Explains the category correctly, such as food habits, occupation, resources, celebrations, or communication. **For example,** "Earlier families used firewood because trees were nearby; now they use gas because firewood is less available and gas reaches homes." Uses words like water, land, crop, tree, animal, road, market, phone, rain, season, and resource while explaining.	Explains a clear cause-and-effect connection between environmental change and family/community life across at least two areas. **For example,** "When ponds dried and tube wells came, water collection changed; women spent less time fetching water, and farming also changed." Connects the elder's story with occupation, food, resources, celebration, or communication, and explains how one change led to another in daily life.
Sensitivity	Listens to the elder's story but may compare old and new life carelessly, such as "Old ways were backward" or "Now everything is better." May identify only one affected person, such as "farmers were affected," without noticing effects on elders, children, women, workers, animals, plants, or shared resources.	Shows respect for the elder's experience and explains that old practices had reasons linked to place, resources, and community life. **For example,** "They stored grains because markets were far," or "They used wells because tap water was not available." Identifies who was affected by the change, such as farmers changing crops, children travelling to school, women using less time for water, or families buying food from markets.	Explains the change without mocking old or new practices and notices wider effects on people and nature. **For example,** "When forests became fewer, families changed fuel, animals had less shade, and people stopped collecting some forest foods." In pair sharing, responds respectfully: "Your elder's story is different from mine because your area had a river; both stories show how surroundings shape life."
Creativity	Suggests an idea or presentation that is related but not clearly connected to both environmental change and life change. May say, "We should follow old ways," "Save water," or	Suggests a practical way to keep a useful old practice while adjusting to present conditions. **For example,** "Families can still cook millet sometimes if it	Suggests a thoughtful local solution that respects elders' knowledge and present needs. **For example,** "If older people stored rainwater in tanks, we can combine that idea with today's pipes and

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	draw only a tree/house without explaining the connection. The idea may not show how an old, useful practice can fit today's life.	grows well with less water," or "We can celebrate with fewer plastic decorations and use local leaves or reusable items." Presents the story clearly using Then–Now–Why–Effect.	use stored rainwater for plants." Presents the elder's story through a clear chart, oral story, drawing, or timeline that shows environmental change + change in occupation/food/resources/ celebration/communication + effect on people/ community.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG3** – Explains how to ensure the safety of self and others in different (normal as well as emergency) situations
Competencies *(Can choose one or more)*	**TWC3.1** – Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergencies, abuse, and unsafe situations) of humans, birds, and animals

ACTIVITY

Core Idea: Students are given real-life situation cards. They must identify:

1. Who needs protection? — human, bird, animal
2. What safety needs are involved? — food, water, shelter, hygiene, health, emergency, abuse/ unsafe situation
3. What safe action should be taken?
4. Who can help? — teacher, parent, doctor, vet, forest/animal helpline, trusted adult, emergency service

Materials Required

- Situation cards
- Three labelled circles on chart paper/floor:

1. Humans
2. Birds
3. Animals

- Safety needs: Food, Water, Shelter, Hygiene, Health, Precaution, Emergency, Unsafe Situation.
- Pencil/notebook

Situation Cards: The teacher prepares these cards:

1. A child is drinking water from an open, dirty container.
2. A classmate has a cut on the hand after falling in the playground.
3. A puppy is sitting in the sun without water.
4. Birds are trying to drink from an empty bowl in summer.
5. A child is being pushed and threatened by older children near the school gate.
6. A cow is eating plastic from a garbage pile.
7. A family is using a cracked electric wire near water.
8. A bird has fallen from its nest, and students are crowding around it.
9. A stray dog looks injured and is limping near the road.
10. A child feels unsafe because an unknown person is asking them to come alone.

Activity Flow

Step 1: Teacher Sets the Task

Teacher says: Today, we will check how well we can notice the safety needs of humans, birds, and animals. We will not laugh, blame, or touch unsafe things. We will identify the problem, choose the safety need, and decide on a safe action.

Step 2: Group Sorting

Students work in groups of 4. Each group gets 4–5 situation cards. For each card, they place it under:

- Humans
- Birds
- Animals

Some cards may involve more than one, such as plastic waste affecting animals and humans.

Step 3: Match the Safety Need

For each card, students attach one or two safety need slips. Example:

- A puppy is sitting in the sun without water.
- Category: Animal
- Safety needs: Water + Shelter.
- A child is drinking from an open, dirty container.
- Category: Human
- Safety need: Clean water + Hygiene + Health

Step 4: Decide Safe Action and Helper

Students write one safe action and one helper for each card. Examples:

- Do not touch the cracked wire. Inform the teacher/adult.
- Do not crowd the fallen bird. Call the teacher or animal helper.
- Tell a trusted adult if someone threatens or asks you to come alone.
- Give water in a bowl for birds in summer.
- Inform an adult/vet/animal helpline about an injured dog.

Step 5: Safety Walk Discussion

Each group presents one card using this format: This situation is unsafe for _____. The safety need is _____. A safe action is _____. We can take help from _____.

Step 6: Improve One Card

The teacher gives a challenge: Choose one unsafe situation and improve it so that it becomes safer for humans, birds, or animals. Students suggest one practical change. Example:

- Put a clean water bowl for birds in summer.
- Cover water containers.
- Keep plastic waste away from animals.
- Keep a distance from injured animals and call for help.
- Move away from unsafe people and inform a trusted adult.

ASSESSMENT QUESTIONS

1. In your situation card, who needed protection: human, bird, or animal, and what safety need was missing?
2. What safe action should be taken first, and who should be informed?
3. How will you help without making the person, bird, or animal more unsafe?
4. If a classmate laughs at or blames someone in an unsafe situation, how will you respond?
5. What small change can make this situation safer in the future?
6. Create one short safety message for humans, birds, or animals based on your card.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies who is unsafe but names only one visible issue. **Example:** "The puppy is thirsty" or "The child fell." Needs support to connect it with safety needs such as clean water, hygiene, shelter, health care, precaution, emergency, abuse, or unsafe situations.	Correctly connects the situation with the safety need and the helper. **Example:** "Dirty water can make the child sick, so clean water and hygiene are needed; tell a teacher/parent." Identifies safe first action for humans, birds, or animals.	Explains risk + safety need + safe action together. **Example:** "The cracked wire near water is an emergency risk. We should not touch it, move away, and inform an adult/electrician." Covers protection needs for humans, birds, and animals, not only one group.
Sensitivity	Wants to help but may act in a way that increases risk. **Example:** crowding the fallen bird, touching an injured dog, or saying "That child should not be scared." May laugh, blame, or ignore feelings.	Helps with care and respect. **Example:** "Do not crowd the bird; give space and call the teacher." For unsafe people/abuse situations, says "Move to a safe place and tell a trusted adult." Does not blame the child, bird, or animal.	Protects safety, dignity, and feelings together. **Example:** "Do not laugh at the child being threatened; stay with them, move near adults, and report it." Notices wider effects, such as plastic harming cows, dirty water causing illness, and heat affecting birds/animals.
Creativity	Suggests a broad safety idea without linking it to the exact situation. **Example:** "Be safe," "Help animals," or "Keep clean." A safety message may not name the risk or action.	Suggests a practical prevention step. **Example:** "Keep a clean water bowl for birds in summer," "Cover drinking water," "Put plastic waste in a closed bin." Safety message names the need and action.	Designs a clear local safety improvement using available help/materials. **Example:** "Make a class summer water corner for birds, clean it daily, and keep it away from cats." Safety message is specific: "Do not touch injured animals; give space and call an adult or animal helper."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG3** – Explains how to ensure the safety of self and others in different (normal as well as emergency) situations
Competencies *(Can choose one or more)*	**TWC3.2** – Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences

ACTIVITY

Activity Title: Emergency Ready: What Would We Do?

Materials Required

- Emergency cards
- Chart paper or notebook page
- Pencil
- Three action slips for each group:
  - Prepare Before
  - Act During
  - Inform / Recover After
- **Optional:** school first-aid box was shown by the teacher, but not handled without supervision

Emergency Situation Cards. The teacher gives each group two cards from the following:

1. Smoke is coming from the school kitchen area.
2. A student touches a hot tiffin box and gets a small burn.
3. A classmate falls while running and gets a small cut.
4. A broken electric wire is lying near a water area after rain.
5. Heavy unseasonal rain starts during school dispersal time.
6. A tree branch has fallen near the school gate after strong winds.
7. A small fire starts near a pile of dry leaves.
8. The classroom smells of smoke, but no flame is visible.

Activity Flow

Step 1: Teacher Sets the Task

Teacher says: Today, you will not simply say safety rules. You will think like a safety team. For each situation, decide what preparation is needed, what action is safe during the emergency, and who should be informed. You must also use one thing you have heard from family/community or seen in real life.

Step 2: Group Receives Situation Cards

Students work in groups of 4–5. Each group receives two emergency cards. They read the card and discuss:

- What is the danger?
- Who may be affected?
- What should children not do?
- What preparation could reduce the danger?
- Which adult/community helper should be informed**?**

Step 3: Three-Part Emergency Plan

For each situation, students prepare a simple plan under three headings:

1. Prepare Before

What should be ready or known before such a situation happens?

Examples:

- know safe exit route
- Keep a first-aid box ready.
- Keep dry leaves away from fire areas
- Do not use wet hands near switches
- know where teachers/adults are available
- Keep drains clear before heavy rain

2. Act During

What should be done immediately and safely? Examples:

- move away from smoke/fire
- Do not touch the electric wire
- Do not crowd an injured child
- Wash a small cut with clean water and inform the teacher
- move to a covered safe place during heavy rain
- Stay away from fallen trees or branches

3. Inform / Recover After

Who should be informed, and what should happen after? Examples:

- teacher
- parent
- school guard
- doctor/nurse
- electrician
- fire service through adults
- local authority for fallen tree
- Check if anyone is hurt

Step 4: Family/Community Experience Link

Each group must add one sentence: "From family/community/personal experience, we know that…"

Examples:

- "My mother says not to touch switches with wet hands."
- "Our neighbour called the electrician when a wire fell after the rain."
- "My grandfather says smoke can be dangerous even when fire is not seen."
- "During heavy rain, my family waits in a safe place instead of walking under trees."

Step 5: Safety Decision Challenge

The teacher gives a twist to each group: Someone in your group suggests a risky action. What will you do?

Examples of risky suggestions:

- "Let us pour water on the electric wire."

- "Let us pick up the fallen branch ourselves."
- "Let us run through the smoke quickly."
- "Let us touch the burn with toothpaste."
- "Let us crowd around the injured child."

Students must reject the risky action and replace it with a safer action.

Step 6: Group Sharing

Each group presents one emergency plan using this frame: Our situation is _____. The danger is _____. Before this happens, we should _____. During the situation, we should _____. After that, we should inform _____. We know this from _____.

ASSESSMENT QUESTIONS

1. In your emergency card, what is the danger, and what preparation is needed before such a situation happens?
2. What should be done during the emergency, and who should be informed after it?
3. Who may be most affected in this emergency — younger children, elderly people, injured persons, animals, workers, families, or others — and how will you keep them safe?
4. If a classmate suggests a risky action during the emergency, how will you stop it without creating panic or blaming them?
5. What safer alternative will you suggest when someone proposes a risky action in your situation card?
6. How will you use one family/community/personal experience to improve your group's emergency plan?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Names the emergency and one danger, but the before, during, and after plan is incomplete. May say "Fire is dangerous" or "Rain is unsafe," but does not clearly say what to prepare, what to do first, or who to inform. May choose a helper who does not fit the situation, such as calling a friend for a fallen electric wire.	Explains the emergency with a clear danger + preparation + action + helper. **Example:** "For smoke, we should know the exit route before, move away during, and inform a teacher/adult after." For a small cut, one may say, "Use clean water/first aid and tell the teacher."	Gives a complete before–during–after plan and matches the helper to the emergency. **Example:** "For a broken wire near rainwater: before, learn not to touch wires; during, move everyone away; after, inform teacher/adult/ electrician." Can explain more than one emergency, such as smoke, burn, injury, rain, or a fallen tree.
Sensitivity	Identifies that someone may be unsafe but may focus only on self-safety. May miss affected groups such as younger children, injured persons, elderly	Names who may be affected and give a safe, calm response. **Example:** "Younger children should be moved away from smoke," or "Do	Protects people and reduces panic together. **Example:** "Move small children and injured students away from the fallen tree, keep others

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	people, animals, workers, or families. If a peer suggests a risky action, they may say, "Don't do it, you are wrong," or may panic.	not crowd the injured child; give space and call the teacher." Stops risky actions with a reason: "Do not pour water near the wire because electricity can pass through water."	from gathering, and call the guard/teacher." Corrects peers respectfully: "Let us not run through smoke; we can bend low, move to the exit, and inform an adult." Notices wider risk to people, animals, helpers, and movement paths.
Creativity	Suggests a general safety idea, but not a clear safer alternative. May say "Be careful," "Call someone," or "Stay away," without explaining what replaces the risky action. Family/community experience may be only named, such as "My mother told me," but not used in the plan.	Gives a safer alternative linked to the situation and uses one family/ community/personal experience. **Example:** "Instead of touching a fallen branch, mark the area and inform the school guard." Adds experience such as "My family waits under a safe roof during heavy rain, not under trees."	Improves the plan using local experience and available resources. **Example:** "For unseasonal rain, keep students inside, avoid trees and electric poles, use the covered path, and inform parents." Replaces risky action with safe steps and clearly shows how family/community experience made the plan stronger.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG3** – Explains how to ensure the safety of self and others in different (normal as well as emergency) situations
Competencies *(Can choose one or more)*	**TWC3.3** – Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality

ACTIVITY

Activity Title: Safety Walk and Action Spots

Nature of Activity: Students will walk around the school campus, identify real safety/ protection spots, create simple labels/slogans, place them temporarily at suitable locations, and perform a short roleplay showing safe action.

Materials Required

- Small blank paper labels/cards,
- Tape/string/clips for temporary display,
- Pencil/sketch pens,
- Whistle/bell for teacher,
- School campus spaces: water area, playground, dustbin area, garden, stairs, corridor, entry gate, handwash area

Activity Flow

Step 1: Teacher Gives the Outdoor Task

Teacher says: Today, we will walk around the school and find places where a safety message is needed. You will not write slogans from memory. You must look at the place, understand the risk, write a suitable label or slogan, and perform a short roleplay showing what should be done.

Step 2: Safety Walk

Students move in groups of 4–5 with the teacher. Each group observes two real spots on the school campus. Examples:

- Water spilt near the handwash area,
- students running on stairs,
- dustbin area with litter outside,
- plants being plucked,
- children crowding near the water tap,
- playground stone/branch lying in the walking path,
- switchboard near the wet hands area

Students select one spot for their work.

Step 3: Spot Selection and Risk Discussion

Each group answers orally:

- What is unsafe or needs protection here?
- Who may be affected — students, younger children, workers, plants, birds, animals, visitors?, What should people do here?

Step 4: Label and Slogan Creation

Each group creates: One Label

A label is short and direct. Examples:

- Clean Water Area
- Walk Slowly
- Use the Dustbin
- Do Not Touch Switches with Wet Hands
- Do Not Pluck Plants

One Slogan: A slogan is a short message that encourages safe action. Examples:

- Dry Floor, Safe Steps
- Clean Hands, Healthy Class
- Give Birds Water, Give Them Life
- Plants Grow When We Let Them Live
- Slow Steps on Stairs Save Falls

Students temporarily place the label/slogan at the selected spot.

Step 5: Roleplay at the Spot

Each group performs a 1-minute roleplay at the same spot. Roleplay must show:

- unsafe action
- someone noticing the risk
- safe correction
- protection of people/animals/ plants/place

Example: At the handwash area:

- **Student 1** walks with wet hands towards the switchboard.
- **Student 2** says, "Stop, dry your hands first. Wet hands and switches are unsafe."
- **Student 3** places the slogan: Dry Hands Before Switches.
- **Student 4** informs the teacher that the switchboard area needs a safety reminder.

Step 6: Locality Extension

After roleplay, each group says where the same label/slogan could be useful outside school. Examples:

- near village handpump
- community dustbin
- park
- bus stop
- local pond
- street corner
- shop area
- playground

ASSESSMENT QUESTIONS

1. What safety or protection issue did your group find at the school spot, and who or what may be affected?
2. How does your label or slogan match the exact place and safety need?
3. How does your roleplay protect people, plants, birds, animals, workers, or younger children without blaming or insulting anyone?

4. If someone ignores your label/slogan or laughs during the roleplay, how will you respond so that the safety message still reaches them?
5. How did your group make the label or slogan short, clear, and easy for others to remember?
6. How can the same safety message be used in the locality outside the school with small changes?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies a school spot, but the safety/protection need is not clearly matched with the label, slogan, or roleplay. **Example:** writes "Be Safe" near the dustbin, but does not name waste, hygiene, slipping, animals eating plastic, or cleanliness. May miss who is affected.	Connects the school spot with the correct safety/protection issue, affected group, and message. **Example:** near a wet handwash area, writes "Walk Slowly" or "Dry Floor, Safe Steps" and explains that students may slip. Roleplay shows the unsafe action and safe correction.	Explains the full link: place → risk → affected people/animals/plants → label/slogan → safe action. **Example:** near the garden, writes "Let Plants Grow" and shows in roleplay how plucking plants affects the garden, insects, birds, and school space. Also explains where the same message fits in the locality.
Sensitivity	Shows the unsafe action, but may blame or mock the person. **Example:** in roleplay, says "You are dirty" near the dustbin or "You are careless" near the stairs. May protect only students and ignore younger children, workers, plants, birds, animals, or visitors.	Shows safe correction with respectful words and includes affected groups. **Example:** says "Please use the dustbin so the area stays clean for everyone," or "Do not crowd the water tap; younger children also need space." Roleplay protects the person and the place.	Handles safety with care, respect, and inclusion. **Example:** if someone laughs, says, "This is important because a wet floor can hurt anyone, especially younger children." Roleplay shows calm correction, shared responsibility, and protection of humans, animals, plants, and school/local spaces without insult or fear. Creates a memorable message and adapts it for the school and locality. **Example:** school slogan "Dry Floor, Safe Steps" becomes locality message "Dry the Handpump Area, Safe Steps for All." Roleplay uses real movement, clear dialogue, and a practical local change, such as placing a wa

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Creates a label/slogan that is too broad, long, or not linked to the spot. **Example:** "Safety is very important for everyone always" or "Good School." Roleplay may simply repeat the slogan without showing a safety action.	Creates a short, place-based label/slogan and uses it in roleplay. **Example:** "Slow Steps on Stairs," "Clean Hands, Healthy Class," "Do Not Touch Switches with Wet Hands." Roleplay clearly shows problem, warning, and safe action.	Creates a memorable message and adapts it for the school and locality. **Example:** school slogan "Dry Floor, Safe Steps" becomes locality message "Dry the Handpump Area, Safe Steps for All." Roleplay uses real movement, clear dialogue, and a practical local change, such as placing a water bowl safely, clearing a path, or informing an adult.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.1** – Observes and describes diversity among plants, birds, and animals in their immediate environment (size, sound, feeding habits, growth, habitat)

ACTIVITY

Activity Title: Biodiversity Sorting and Description Challenge

Activity Setting

Use places around the school, such as:

- school boundary trees
- crop field near school
- cattle shed/goat area nearby
- pond/handpump area
- bushes/hedge
- compost pit
- grain storage area
- open ground where birds come

Materials Required

- 5 feature cards: Shape, Sound, Food Habit, Growth, Habitat
- 3 category cards: Plant, Bird, Animal
- Observation sheet/notebook
- Pencil
- Teacher-prepared challenge cards

Activity Flow

Step 1: Teacher Prepares 5 Observation Points

The teacher selects safe places where students can observe living things without disturbing them.

Example:

1. Tree/bush area
2. Field edge/grass patch
3. Pond/water area
4. Cattle shed/animal area
5. Bird sitting/feeding area

Step 2: Students Receive Challenge Cards

Each group gets 4 challenge cards. Challenge Card 1: Find and Classify

Find:

- one plant
- one bird
- one animal/insect

Write each under the correct category.

Challenge Card 2: Feature Description

For each living thing, describe two features from the list:

- shape, sound, food habit, growth, habitat

Example:

- Neem tree: tall trunk, many small leaves; grows near the school boundary
- Sparrow: chirping sound; eats grains/small insects
- Goat: eats grass/leaves; lives near houses/sheds

Challenge Card 3: Compare and Prove

Choose any two living things and compare them using two features. Example: A goat and a sparrow both need food and water, but the goat eats grass and leaves, while the sparrow eats grains and insects. The goat stays near the sheds, while the sparrow sits on trees and roofs.

Challenge Card 4: Habitat Change Test

The teacher gives one change situation:

- The pond dries.
- The tree is cut.
- The field is harvested.
- Plastic is thrown near the cattle area.
- Bushes near the boundary are removed.

Students explain:

- Which plant, bird, or animal will be affected
- Which feature is affected: food, water, shelter, growth, sound/behaviour, or habitat

Step 3: Individual Quick Test

After group observation, each student individually completes this oral or written frame: I observed _____. It is a _____. Its _____ is _____. It lives/grows in _____. It is different from _____ because _____.

Step 4: Spot Presentation

Each group presents one strong observation. They must show the real place and say: This living thing is found here because _____. Its shape/sound/ food/growth/habitat shows that it is different from _____.

ASSESSMENT QUESTIONS

1. Which plant, bird, and animal/insect did you identify, and which features did you use to describe each one?
2. How are two living things you observed similar and different? Use at least two features from shape, sound, food habit, growth, or habitat.
3. How did you observe the plant, bird, or animal without disturbing its food, shelter, growth, or habitat?
4. If a tree is cut, the pond dries, the field is cleared, or the bushes are removed, which living things may be affected and how?

5. How will you show the diversity you observed — field map, comparison table, sound trail, or a living-thing chart?
6. Suggest one small action students can take in school or village surroundings to protect one plant, bird, or animal they observed.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies living things but describes them mostly by name, size, or colour. **Example:** "Neem is green," "goat is big," "bird is small." Needs support to use the competency features: shape, sound, food habit, growth, and habitat.	Correctly identifies one plant, bird, and animal/insect and describes each using at least two features. **Example:** "Neem is a tall tree with small leaves," "sparrow chirps and eats grains," "goat eats grass and stays near houses."	Compares diversity across plants, birds, and animals using several features. **Example:** "A creeper grows with support, neem grows upright; a sparrow eats grains and insects, a goat eats grass and leaves; both live in different habitats."
Sensitivity	Observes but may disturb living things or miss habitat needs. **Example:** plucks leaves, chases birds, touches insects, crowds near a nest, or feeds animals. In habitat change, it says only "They will go away" without naming food, shelter, water, growth, or safety.	Observes without harm and explains the habitat effect. **Example:** "We should not shake the tree because birds may sit or nest there," or "If the pond dries, birds and animals lose water." Connects change with food, shelter, growth, or habitat.	Protects living things and explains wider links. **Example:** "Removing bushes can affect insects, small birds, and animals because bushes give food, hiding places, and nesting space." Shows care for plants, birds, animals, and their habitats together.
Creativity	Makes a representation or suggestion that is general. **Example:** "Save animals," "Protect trees," or a drawing with no feature labels. Does not show diversity through shape, sound, food, growth, or habitat.	Shows diversity clearly through a field map, comparison table, sound trail, or living-thing chart. **Example:** Mark's tree—sparrow chirping, field—goat grazing, pond—birds drinking. Suggests one practical action.	Creates a useful local protection idea linked to observed diversity. **Example:** "Keep a clean water bowl for birds away from cats," "keep plastic away from cattle," "protect one nesting tree," or "leave a small bush corner undisturbed for insects and birds."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.2** – Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvesting and sowing).

ACTIVITY

Activity Title: Culture Spot Test: Observe, Pick, Explain

Activity Setup: The teacher prepares five assessment spots in the school courtyard/ classroom/verandah. Each spot has mixed local evidence items or picture cards, not labelled by category.

Spot 1: Food

Examples: rice, wheat, bajra/jowar, seasonal vegetables, pickle, sattu, jaggery, curd.

Spot 2: Clothing

Examples: cotton gamcha/dupatta, woollen cap, raincoat/umbrella, farming headcloth.

Spot 3: Games

Examples: gilli-danda, kabaddi, kite, marbles, and indoor board games.

Spot 4: Seasons

Examples: earthen pot, umbrella, woollen shawl, hand fan, mud field picture.

Spot 5: Harvest/Sowing Festivals

Examples: grain basket, ploughing picture, sowing picture, harvest food picture, decorated crop picture.

Student Task: Each student must complete four assessment challenges.

Challenge 1: Pick and Classify

The student picks three items/cards from different spots and classifies them as:

- food , clothing , game , season-related practice , harvest/sowing festival

Example: Bajra grain → food , Woollen cap → clothing , Kite → game / season-linked activity

Challenge 2: Describe the Difference

For each selected item, the student describes:

- what it is , when or where it is used , How is it different from another local example?

Example: "Bajra roti and rice are both foods, but bajra is common in drier areas, while rice needs more water."

Challenge 3: Link with Season or Work

The student chooses one item and explains its link with:

- season, sowing, harvest, farming work, local availability

Example: "Harvest festival is celebrated when crops are ready, so it is connected with farming work and food."

Challenge 4: Compare Respectfully

The student compares two practices without saying one is better.

Example pairs:

- rice meal and bajra roti
- cotton clothes and woollen clothes
- Kabaddi and kite flying
- Sowing festival and harvest festival

The student must say:

- one similarity
- one difference
- Why are both meaningful in their place/season/family practice

ASSESSMENT QUESTIONS

1. Which three cultural items or practices did you pick, and how did you classify them — food, clothing, game, season, or harvest/sowing festival?
2. How is one selected item or practice connected with season, sowing, harvest, local work, or local availability?
3. How will you describe a food, clothing, game, or festival different from yours without calling it strange, old-fashioned, or better/worse?
4. Why may two families or communities follow different practices in the same season or during harvest/sowing time?
5. How will you show the difference between two cultural practices using a comparison card, season wheel, or object arrangement?
6. Suggest one school activity where different foods, clothes, games, or harvest/sowing stories from students' families can be included respectfully.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a cultural item/practice from the immediate environment, but mainly names it; classification and description are not yet complete. Needs support to connect the item with food, clothing, game, season, harvest, sowing, local work, or availability. **Example:** says "This is bajra" or "This is a shawl" without explaining its use or season.	Correctly classifies selected cultural items/practices and describes their use in relation to food habits, clothing needs, local games, seasonal changes, or harvest/sowing time. Gives at least one clear local link. **Example:** "A woollen cap is clothing used in winter," or "A harvest festival happens when crops are ready."	Describes cultural diversity across more than one category and explains how season, local resources, farming work, sowing, harvest, and family/community practices shape differences. Compares practices using purpose and context. **Example:** "Cotton clothes suit summer and woollen clothes suit winter; sowing comes before crop growth and harvest celebration comes when crops are ready."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Notices differences in food, clothing, games, or festivals, but may describe them without enough respect or context. Needs support to avoid ranking practices as better/worse and to understand that families or communities may differ because of season, crop, work, place, or tradition. **Example:** says "Their food is strange" or "Our festival is better."	Describes different cultural practices respectfully and explains that variation can come from local crops, climate, family habits, work, season, harvest, sowing, or availability. **Example:** "Some families eat rice because it is available there; others eat bajra because it grows well with less water."	Explains diversity without judgement and recognises meaning for different families or communities. Connects cultural practices with place, season, work, crop cycle, and tradition, while avoiding comparison as superior/inferior. **Example:** "During harvest time, one family may cook rice dishes, and another may make millet food because their crops and traditions differ."
Creativity	Creativity Represents cultural diversity in a simple way, but the link with category, season, harvest, sowing, or local practice is not clear. The idea may show items but not their relationship. **Example:** draws food or clothes under the title "Indian Culture" without showing the season or use.	Shows cultural diversity through a clear comparison card, season wheel, object arrangement, or oral presentation that links items with food, clothing, games, seasons, harvest, or sowing. **Example:** summer—cotton cloth—earthen pot; winter—woollen shawl—warm food; harvest—grain basket—festival food.	Designs an inclusive way to present local cultural diversity by connecting family/community practices, seasons, farming cycle, food, clothing, games, and festivals. **Example:** "Family Culture Circle," where students share one food, game, clothing item, or harvest/sowing story and explain its season or local reason without saying which is better.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.3** – Describes the use of natural resources in their immediate environment.

ACTIVITY

Activity Title: Resource Use Spot Test

Assessment Setup: The teacher marks 5 resource-use spots in school before the activity:

1. **Water Spot** — handwash/drinking area
2. **Soil/Plant Spot** — garden, field edge, plant bed
3. **Tree/Shade Spot** — tree in the school ground
4. **Sunlight/Air Spot** — classroom window/open verandah
5. **Food Resource Spot** — mid-day meal/kitchen/garden crop area

At each spot, the teacher places a small number card: Spot 1, Spot 2, etc.

Student Task: Each student must complete four assessment challenges.

Challenge 1: Identify the Resource and Use

At any three spots, the student identifies:

- natural resource present
- where it is seen
- how it is used

Example:

Spot 1: Water — used for drinking and handwashing.

Spot 3: Tree — gives shade and shelter for birds.

Spot 4: Sunlight — gives light in the classroom.

Challenge 2: Who Depends on It?

For one selected resource, the student explains who or what depends on it. Example:

"Water is used by students for drinking, by plants for growing, and by workers for cleaning."

Challenge 3: Misuse or Careful Use of Evidence

The student observes whether the resource is being used carefully or wasted. Example:

- tap left open
- plants watered properly
- soil covered with plastic
- classroom using sunlight from the window
- Food waste near the bin
- fallen leaves used/not used for compost

Challenge 4: Short Oral Resource Explanation

Each student gives one oral explanation: "At Spot ___, I observed _____. It is a natural resource. It is used for _____. It is important for _____. It should be used carefully because _____."

ASSESSMENT QUESTIONS
1. Which three natural resources did you identify at the marked spots, and how is each one used? **2.** Who or what depends on one selected resource, and what may happen if that resource becomes less available? **3.** What evidence did you notice that showed careful use or wastage of a resource? **4.** Who may be affected if this resource is wasted — students, families, workers, plants, birds, animals, or others? **5.** What practical change can be made at that exact spot to use the resource more carefully? **6.** What short label or message would you place at that spot to guide others?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies natural resources in the immediate environment but describes them mainly by name, not by full usage. Needs support to connect resource + place + use + user/ dependency. May name water, soil, tree, sunlight, air, plants, grains, and vegetables, but not explain clearly how they support daily life. **Example:** at the handwash area says "This is water" but does not add that it is used for drinking, washing hands, cleaning, or watering plants.	Describes the usage of at least three natural resources by linking where the resource is found, how it is used, and who/what depends on it. Connects resources with school/local daily activities such as drinking, handwashing, shade, plant growth, fresh air, classroom light, cooking, cleaning, or feeding animals. **Example:** "The tree gives shade in the playground, and birds sit on it."	Explains natural resource usage as a relationship between resource, place, use, users, and the effect of shortage or misuse. Describes how one resource may support more than one life/activity. **Example:** "If water is in short supply, students cannot wash their hands properly, plants in the garden may dry, and cleaning workers will find it difficult to clean the floor."
Sensitivity	Notices natural resources but does not yet explain careful use, wastage, or impact on others. Needs support to connect resource use with shared responsibility, people, plants, birds, animals, workers, and future use. **Example:** sees an open tap and says "Water is flowing", but does not explain that the same water is needed by other	Identifies whether a resource is being used carefully or wasted and explains who may be affected. Connects usage of water, soil, plants/trees, air, sunlight, or food resources with responsibility toward others in the school/local environment. **Example:** "Plastic in the plant bed can spoil the soil and affect plants; the	Explains responsible resource use by considering several users and living beings together. Connects wastage or damage with effects on students, families, workers, plants, birds, animals, and shared spaces. **Example:** "If students throw leftover food near the bin, animals may eat unsafe waste, the area may smell, and cleaning

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	students, plants, and cleaning staff.	gardener also has to remove it."	workers have extra work."
Creativity	Suggests a general improvement but does not clearly connect it to the specific resource, place, and use. Needs support to make the idea practical for the immediate environment. **Example:** says "Save nature" or "Do not waste" without saying whether it is about water at the tap, soil in the garden, trees in the playground, or sunlight in the classroom.	Suggests a practical improvement for one exact resource-use spot and creates a message linked to the resource and action. Connects the idea with careful use, reduced wastage, protection, or better sharing. **Example:** near the handwash area: "Close the tap after washing hands." Near the plant bed: "Keep plastic away from soil."	Design a spot-specific action that improves resource use using available school/local resources. The idea clearly shows resource + place + action + benefit. **Example:** "Make a leaf-compost corner near the garden so fallen leaves improve soil instead of being thrown away," or "Use sunlight from classroom windows before switching on lights."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.4** – Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets)

ACTIVITY

Nature of Activity: Students are given a real-life school/community problem. They must decide how to share, maintain, and conserve natural resources through practical actions.

Scenario: Your school is in a village. There are three problems:

1. **Tree Problem:** There is only one large neem tree in the school grounds. During lunch break, older students sit under it, and younger children do not get enough space. Some children tie ropes to its branches and break small twigs.
2. **Rainwater Problem:** During rain, water from the school roof flows into the open ground and makes the path muddy. Later, the garden plants need water, but students use tap water.
3. **Millet Problem:** Many students bring packaged snacks during lunch. Some elders say that earlier, children often ate millet foods like bajra roti, jowar roti, ragi porridge, or millet laddoo. These foods need less water to grow and are healthy, but many children do not know about them.

Student Task: Students work in groups of 4–5. Each group creates a Resource Care Plan for the school. Their plan must include:

Part 1: Share the Resource

How will the tree shade, rainwater, or millet food knowledge be shared fairly? Examples:

- Younger and older children get equal tree-shade space
- collected rainwater used for common garden plants
- Students share millet food stories/recipes from home

Part 2: Maintain the Resource

How will the resource be protected or kept useful? Examples:

- no breaking branches
- Keep the area around the tree clean
- Keep the rainwater collection bucket covered
- clean rainwater path so water does not become stagnant
- Keep millet food clean and safe during sharing

Part 3: Conserve the Resource

How will the action help save or protect resources in the future? Examples:

- protect young plants
- Use rainwater instead of tap water for the garden
- include millets because they need less water to grow
- Reduce packaged snack waste

Activity Flow

Step 1: Scenario Reading

The teacher reads the village school problem aloud. Students listen and underline three problems:

- tree problem
- rainwater problem
- millet problem

Step 2: Group Planning

Each group chooses one main resource:

- Tree
- Rainwater
- Millets

They prepare a plan using this format:

Resource Chosen	Sharing Plan	Maintenance Plan	Conservation Plan	Who Will Benefit?

Step 3: Problem Twist

The teacher gives one twist to each group.

Tree Twist: Older students say they came first, so they should keep the shade.

Rainwater Twist: Some children say rainwater is dirty and useless.

Millet Twist: Some children say millet food is old-fashioned and boring.

Groups must improve their plan after the twist.

Step 4: Action Demonstration

Each group demonstrates their plan in a short roleplay or explanation. They must show:

- the problem
- unfair or wasteful use
- correction
- how the resource is shared, maintained, or conserved

Example: For rainwater:

- One student shows the water flowing into the mud.
- Another says, "Instead of wasting it, we can collect it in a clean bucket for plants."
- Another says, "We must keep the bucket covered and not use it for drinking."
- Another says, "This saves tap water for drinking and handwashing."

Step 5: Individual Response

Each student individually answers one selected question from each ability, so the teacher can assess individual understanding, not only group performance.

ASSESSMENT QUESTIONS

1. In your chosen problem, what resource is being used unfairly, damaged, or wasted?
2. How does your plan show the difference between sharing, maintaining, and conserving the resource?
3. Who may be left out or affected if the resource is not shared or maintained properly — younger children, older children, plants, birds, workers, farmers, families, or future users?
4. How will your group respond if someone says, "Millets are boring," "Rainwater is useless," or "Only we should sit under the tree"?
5. What practical change will your group make in the school so that the resource is used better?
6. How will you make your plan work using things already available in school or at home?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the resource problem but mainly names one use. Needs support to explain sharing, maintaining, and conserving separately. **Example:** says "Tree gives shade" but does not explain fair shade use, branch protection, or planting/caring for trees	Explains the chosen resource through use + sharing + maintenance + conservation. **Example:** "Rainwater can be shared by using it for the school garden, maintained by keeping the bucket covered, and conserved by saving tap water."	Explains the full resource relationship: resource use, fair sharing, care, long-term conservation, and benefit. **Example:** "Millets support health and save water because they need less water to grow; sharing millet recipes also keeps local food knowledge alive."
Sensitivity	Notices the problem but focuses mainly on one group. Needs support to include younger children, older children, plants, birds, workers, farmers, families, and future users. **Example:** says "Older students should not sit there" without explaining the fair sharing of tree shade.	Explains who is affected and responds respectfully to unfair or dismissive comments. **Example:** "Younger children also need shade; older children can sit in turns," or "Millets are not boring; some families make millet laddoo or roti."	Explains fair sharing and respect for people, nature, and local knowledge together. **Example:** "If the tree is damaged, students lose shade, birds lose resting space, and future students lose a healthy tree." Responds to disagreement without insult and gives a reason.
Creativity	Suggests a broad action not linked to the exact problem. **Example:** "Save water," "Plant trees," "Eat healthy food." Does not show how the class will use available school/home materials.	Suggests a practical action for the chosen problem using available resources. **Example:** "Collect roof rainwater in a covered bucket for plants," "make a turn system for tree shade," or "bring one millet food story from home."	Designs a workable school plan with clear action, place, material, and benefit. **Example:** "Use two buckets under the roof corner after rain, cover them, water the garden, and keep the muddy path clear," or "create a millet lunch day with recipes from elders and no packaged snack waste."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.5** – Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care)

ACTIVITY

Nature of Activity: Students are given a real schoolyard problem and must identify:

- What the plant, bird, or animal needs
- What is missing or unsafe
- What support is suitable
- What should not be done
- How can support be given without harming them

The teacher reads this situation: After a hot week, the schoolyard has some problems. One young plant near the wall has dry soil and drooping leaves. Birds come near the handpump, but there is no clean water bowl. A stray puppy sits near the lunch area, and some children are giving it spicy leftover food. Near the plant bed, plastic wrappers are mixed with soil.

Student Task: Students work in small groups, but each student must give an individual explanation. Each group receives four problem cards from the scenario:

1. Dry young plant
2. Birds without clean water
3. Puppy eating spicy leftovers
4. Plastic wrappers in plant soil

For each card, students complete this decision frame:

Problem	Whose need?	Missing/unsafe need	Correct support	What should not be done

Activity Flow

Step 1: Identify the Living Being and Need

Students choose one card and identify whether the problem is about:

- plant
- bird
- animal

Then they identify the need:

- water
- soil
- food
- care
- safe place
- protection from harm

Example:

Dry young plant → plant → water + healthy soil + care

Step 2: Decide Correct Support

Students decide what support can be given using school-available actions. Examples:

- Water the young plant gently near the roots
- Remove plastic wrappers from the soil
- Keep a clean, shallow water bowl for birds in shade
- Do not crowd or touch birds
- Do not give spicy food to a puppy
- Inform an adult/animal helper if the puppy looks sick or unsafe

Step 3: "Wrong Help" Challenge

The teacher gives a wrong-help suggestion to each group. Examples:

- "Pour a full bucket of water on the small plant."
- "Put the bird bowl in the middle of the playground."
- "Give the puppy chips because it looks hungry."
- "Leave plastic in the soil because it is small."

Students must explain why the suggestion is not suitable and replace it with better support.

Step 4: Mini Demonstration

Each group demonstrates one correct support action without disturbing any living being.

Examples:

- showing how to water near roots using a mug
- placing an imaginary bird bowl in a safe, shaded corner
- showing how to keep a distance from birds
- showing where plastic should be removed from soil and put in a bin
- showing how to inform an adult about the puppy instead of feeding unsafe leftovers

Step 5: Individual Explanation

Each student gives one short explanation:

"The _____ needs _____. In this situation, the problem is _____. We can support it by _____. We should not _____ because _____."

ASSESSMENT QUESTIONS

1. In your problem card, which plant, bird, or animal needs support, and what need is missing or unsafe?
2. What correct support should be given, and what should not be done?
3. How will you support the plant, bird, or animal without disturbing, hurting, overcrowding, or giving unsafe food?
4. Who else may be affected if the need is ignored — other plants, birds, animals, students, workers, or the school environment?
5. What small arrangement can your class make using available school materials to support one plant, bird, or animal regularly?
6. How will you improve the wrong-help suggestion so that it becomes safe and useful?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the plant, bird, or animal in the problem card but does not fully connect it with the correct need, support, and unsafe action to avoid. Needs support to explain water, soil, food, care, a safe place, and protection according to the living being. **Example:** says "The puppy needs food" but does not explain that spicy leftovers are unsafe.	Correctly identifies the living being, the missing or unsafe need, and a suitable support action. Connects plant/bird/animal + water/soil/food/care + correct support. **Example:** "The dry plant needs water near the roots and clean soil; plastic should be removed from the plant bed."	Explains the full link between living being, need, support, unsafe action, and reason. Can explain why the same support is not suitable for all living beings. **Example:** "Birds need clean water, but the bowl should be shallow and kept in a quiet, shaded corner, not in the middle of the playground where children may crowd or kick it."
Sensitivity	Wants to help but may suggest support that can disturb or harm the plant, bird, or animal. Needs support to consider gentle care, safe food, clean water, healthy soil, distance, and shared space. **Example:** suggests touching a bird, giving chips to a puppy, pouring too much water on a plant, or crowding near animals.	Gives support without disturbing or harming the living being and explains who else may be affected if the need is ignored. Connects care with plants, birds, animals, students, workers, soil, cleanliness, and school space. **Example:** "Do not crowd birds; keep water in a quiet corner," or "Plastic in soil can affect plants and also creates work for the gardener."	Shows care for the living being and the wider environment together. Explains how ignoring one need affects food, water, shelter, growth, safety, cleanliness, and other users of the school space. **Example:** "Plastic in the plant bed can stop plant growth, may be eaten by animals, and makes the school ground unsafe and dirty."
Creativity	Suggests a general help idea but does not connect it clearly with the specific need, place, material, or safe method. Needs support to turn broad ideas into practical arrangements. **Example:** says "Help animals," "Give water," or "Keep clean" without explaining where, how, or who will do it.	Suggests a practical school-based arrangement using available materials and improves an unsafe help idea. Connects need + material + place + regular care. **Example:** "Keep a shallow bowl of clean water near the tree and change it daily," or "Use a mug to water the young plant near the roots, not a full bucket."	Designs a safe support plan with clear responsibility and benefit. Improves wrong-help suggestions by linking plant/bird/animal need + safe method + classroom role + regular care + protection from harm. **Example:** "Instead of giving spicy leftovers to the puppy, keep the lunch area clean, tell an adult, and contact an animal helper if it looks weak or injured."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.6** – Identifies the needs of people in different situations – in terms of access to resources, equal opportunities, work distribution, and shelter

ACTIVITY

Scenario: A village school is being used as a temporary shelter for three days because heavy rain has flooded some low-lying homes. Several families are staying in the school building. The following people are present:

1. Young children who need a safe place to sleep and play.
2. Elderly people who cannot stand in long queues for water or food.
3. Women and men who are cooking, cleaning, and arranging bedding.
4. A child using crutches who finds it difficult to reach the toilet area.
5. A family whose house is fully flooded and has no dry place to keep their belongings.
6. School helpers who are cleaning rooms and carrying water again and again.
7. Students who want to help but are crowding near the food distribution area.

Student Task: Students work in groups of 4–5. Each group receives the scenario and completes a Need Identification Plan. They must identify:

Person/Group	What do they need?	Type of Need	Why is it important?	Fair Support

Types of need:

- **Resource access** — water, food, toilet, clean space, bedding
- **Equal opportunity** — everyone can reach/use the facility
- **Work distribution** — work is shared fairly, not placed on one group
- **Shelter** — safe, dry, protected space

Activity Flow

Step 1: Read the Problem

The teacher reads the scenario aloud. Students listen and mark:

- Who is present
- What difficulty each person/group is facing
- What kind of need is involved

Teacher instruction: Do not write only 'help them'. Identify the exact need and explain why that need matters.

Step 2: Group Inquiry

Each group chooses four people/groups from the scenario. For each one, students discuss:

- What is the person/group unable to access or do?
- Is the issue about resource, opportunity, work, or shelter?
- Who else is affected if this need is ignored?
- What fair support can be given?

Step 3: Problem Twist

The teacher gives one twist: There is enough food and water, but distribution is not organised. Older children are reaching first, elderly people are waiting longer, and school helpers are doing most of the carrying work. Groups must revise their plan to make it fairer. They must include:)

- One change for resource access
- One change for equal opportunity
- One change for work distribution
- One change for shelter/space arrangement

Step 4: Short Role-Based Presentation

Each group presents one person/group from the scenario. They must say: This person/group needs _____. This is about _____. If ignored, _____. A fair support is _____.

Example: The child using crutches needs a clear path to the toilet. This is about equal opportunity and access. If ignored, the child may not be able to use the toilet safely. A fair support is to keep the path clear and place the child's bedding closer to the toilet area.

Step 5: Individual Exit Response

Each student individually answers one short case: "Choose one person from the scenario whose need may be ignored. What is the need, and how should it be supported fairly?"

ASSESSMENT QUESTIONS

1. Which person/group in the scenario has a need related to resources, equal opportunity, work distribution, or shelter? Identify the exact need.
2. Why is this need important in that situation, and what may happen if it is not addressed?
3. Which person/group may be ignored or left behind in this situation, and how will you make sure they are included?
4. How will you explain unfair work distribution or unequal access without blaming one person or group?
5. What fair arrangement can be made so that food, water, toilet, space, and work are shared properly?
6. If resources are limited or the place is crowded, what change can your group make using the available space and people?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a person/group from the situation but names the need in a general way. Needs support to connect the situation with resource access, equal opportunity, work distribution, or shelter.	Identifies exact needs and correctly links them to the need type. Explains why the need matters in the situation. **Example:** "The child using crutches needs a clear path to the toilet;	Explains more than one need and connects cause and effect clearly. Shows how one ignored need affects safety, dignity, health, or fairness. **Example:** "If helpers carry all water alone, work distribution is

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: says "Help elderly people" but does not identify shorter food/water queue, sitting space, or easier access to the toilet.	this is equal opportunity and access to resources."	unfair; if water queues are not organised, elderly people and small children may not get access on time."
Sensitivity	Notices difficulty but may focus only on visible groups or use blaming language. Needs support to recognise people who may be left behind: elderly people, young children, persons with disability, families without dry shelter, workers/helpers. **Example:** says "Older children are taking everything" without explaining how to include others fairly.	Identifies who may be ignored and suggests respectful inclusion. Explains unequal access or work without insult. **Example:** "Let elderly people sit and receive water first," or "Students can help carry small items so helpers do not do all the work."	Explains needs with dignity and fairness for different groups together. Connects resources, opportunities, work, and shelter with respect. **Example:** "The family with a flooded home needs a dry corner for belongings; the child with crutches needs a clear path; helpers need shared work so they are not overburdened."
Creativity	Suggests a broad solution not linked to the exact problem. Needs support to connect available resources, people + space + fair arrangement. **Example:** says "Give everyone food" or "Make more space" without explaining how.	Suggests a practical arrangement using available space and people. **Example:** "Make separate lines for elderly people and children," "Keep the crutch user near the toilet path," or "Make a student duty group for carrying water."	Designs a workable fair plan with roles, space, and resource sharing. **Example:** "Use one classroom for families with young children, keep a clear toilet path, make turn-wise water duty, and distribute food first to elderly people, small children, and those who cannot stand long."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG4** – Develops sensitivity towards social and natural environment.
Competencies *(Can choose one or more)*	**TWC4.7** – Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background)

ACTIVITY

Activity Title: The One-Day Village Fair Problem

Materials Required

- 20 paper tokens as fair entry tokens
- 10 paper cups/bottle caps as water tokens
- 8–10 paper waste pieces
- One dustbin
- Chalk/rope to mark a narrow path
- One bench/chair as shared bus/auto
- Role cards
- Small papers for norm cards

Space Setup by Teacher: Before students enter, the teacher prepares five areas in the classroom/courtyard/playground:

Area	Setup
Entry Gate	Chalk/rope marks a narrow path. Students must pass through it.
Water Point	Keep 10 water tokens/cups in one place.
Food Area	Keep paper waste pieces near the food area.
Dustbin Area	Place one dustbin slightly away from the food area.
Shared Bus/ Auto Area	Place one bench/chair. Only 3–4 students can sit at one time.

Role Cards: The teacher gives one role card to each student.

Examples:

1. You are thirsty and want water quickly.
2. You are an elderly person and cannot stand for long.
3. You are a younger child and do not know where to stand.
4. You dropped waste after eating.
5. You are a cleaning worker trying to keep the place clean.
6. You want to reach the bus/auto before others.
7. You see water spilling from the container.
8. You see someone who needs help but is not your friend.
9. You are carrying books/items and need support.
10. You are managing the food stall, and people are crowding.

Step 1: Teacher Explains the Scenario

The teacher says: This is a village fair near our school. There is one entry path, one water point, one food area, one dustbin, and one shared bus/auto. Each of you has a role card. You must act according to your role and complete your task at the fair."

The teacher also says: In Round 1, no rules will be given. You will act only according to your role card.

Step 2: Round 1 Begins

Students perform their roles for 3–4 minutes. During Round 1:

- Students move through the entry path.
- Students go to the water point if their role needs water.
- Students use the food area if their role involves food/waste.
- Students use the dustbin if they decide to.
- Students go to the bus/auto if their role requires transport.
- Students needing help act according to their role card.
- Students who notice a problem may respond as they choose.

The teacher does not correct behaviour during this round unless safety is at risk.

Step 3: Teacher Freezes the Fair

Teacher says: Stop where you are. Keep everything as it is. Now, silently look at the fair space. Students silently observe:

- water point
- waste and dustbin area
- narrow entry path
- bus/auto area
- people who needed help
- cleaning worker
- elderly/younger child roles

Step 4: Groups Make Norm Cards

Students form groups of 4–5. Each group writes five norm cards for Round 2. The norm cards must cover:

1. Queue or turn-taking
2. Dustbin and cleanliness
3. Water conservation
4. Shared/public transport
5. Helping someone in need, not only friends

Examples of norm cards:

- Stand in a line at the water point.
- Put waste inside the dustbin.
- Use only the water needed.
- Use the shared bus/auto in turns.
- Help the person who needs support, even if they are not your friend.

Step 5: Round 2 Begins

Students repeat the same fair situation for 3–4 minutes. This time, students must follow their group's norm cards. During Round 2:

- Students should use lines/turns where needed.
- Students should use the dustbin properly.
- Students should avoid wasting water tokens.
- Students should use the shared bus/auto fairly.
- Students should help the elderly person, younger child, cleaning worker, or anyone needing support.
- Students should keep the fair space cleaner and calmer than in Round 1.

Step 6: Group Comparison Statement

After Round 2, each group writes or orally prepares a statement:

"In Round 1, _____ happened. In Round 2, we used _____. This helped because _____."

Example: In Round 1, students crowded near the water point. In Round 2, we used a queue. This helped because everyone got water without pushing.

ASSESSMENT QUESTIONS

1. Which social or behavioural norm was missing in Round 1, and what problem did it create for people or the environment?
2. Which norm helped Round 2 work better, and how did it improve fairness, cleanliness, water use, movement, or shared transport?
3. Who was ignored, left behind, overburdened, or treated unfairly in Round 1, and how did your group include them in Round 2?
4. How did your group help someone in need without choosing only friends or people from your own group?
5. What new rule or arrangement did your group create to make the fair run smoothly without wasting resources or excluding anyone?
6. If the same problem happened near your school gate, village fair, water tap, bus stop, or playground, how would you change your norm to fit that place?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a visible problem from Round 1, but the link with the needed social or environmental norm is incomplete. Needs support to connect the queue, dustbin use, water saving, cleanliness, shared transport, or helping others with smooth functioning. **Example:** says "People were pushing" but does not explain that the queue gives fair access.	Explains how one norm improved Round 2. Connects the norm with its purpose: fair access, less conflict, clean space, saved water, shared transport, or help for someone in need. **Example:** "The queue helped everyone get water without pushing."	Explains how several norms worked together to support people and the environment. Connects fairness, cleanliness, water conservation, shared movement, and helping beyond friendship/background. **Example:** "Queue gave turns, dustbin kept the place clean, and helping the elderly person made the fair safer."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Notices someone was affected but may focus only on friends or self. Needs support to identify who was ignored, left behind, overburdened, or treated unfairly. **Example:** helps only a friend while the younger child, elderly person, or cleaning worker remains unsupported.	Identifies affected people and includes them in a fair action. Connects norms with care, dignity, equal opportunity, and shared responsibility. **Example:** "We let the elderly person sit and get water without standing long."	Shows care for people beyond one's own group and explains why inclusion matters for society. Connects helping with need, not background/friendship. **Example:** "The cleaning worker should not carry all waste work; everyone must use the dustbin so the place stays clean and their work is reduced."
Creativity	Suggests a rule that is broad or not fitted to the problem. Needs support to connect place + norm + action + benefit. **Example:** says "Be good" or "Help everyone" without explaining how it will work at the water point, bus area, path, or dustbin.	Creates a practical arrangement for the fair using available space and roles. Connects the arrangement with queue, water saving, dustbin use, shared transport, clean surroundings, or helping someone in need. **Example:** "Make two lines: one for water and one for food, and keep the dustbin near the food stall."	Adapt the norm to a real local place and explain how it will work there. Connects social order + environmental care + inclusion. **Example:** "At the village bus stop, make a waiting line, give seat priority to elderly people, keep waste in one bin, and avoid wasting water near the handpump."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG5** – Develops the ability to read and interpret simple maps
Competencies *(Can choose one or more)*	**TWC5.1** – Explains a line drawing of their school, village, and ward

ACTIVITY

Nature of Activity: This activity assesses whether each student can explain a line drawing as a representation of a real place, not just name objects in it. The student must show understanding of:

- landmarks
- relative location
- direction
- route
- symbols/labels
- safe movement
- alternative path
- school/village/ward as a connected space

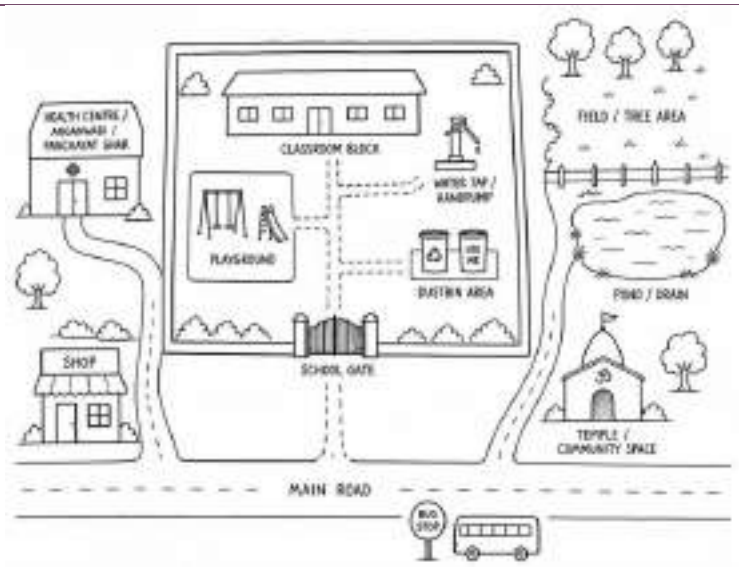
Materials Required: Each student gets:

1. One teacher-made line drawing of a familiar school/village/ward area
2. Pencil
3. Three coloured dots or small paper markers
4. One individual route card

Teacher-Made Line Drawing Should Include: The drawing should be simple and familiar. It may include:

- school gate
- classroom block
- playground
- water tap/handpump
- dustbin area
- main road
- pond/drain
- shop
- health centre/anganwadi/panchayat ghar
- temple/mosque/community space
- field/tree area
- bus stop

The line drawing should show position and route, not artistic detail. Example drawing:



Activity Flow

Step 1: Individual Reading of the Line Drawing

Each student receives the same line drawing. Teacher says: Look at the line drawing carefully. This drawing shows places and paths. Your task is to explain how the places are located and how someone can move from one place to another.

Students quietly study the drawing for 2 minutes.

Step 2: Landmark Marking

Each student marks three important landmarks on the line drawing using dots. They must label them correctly. Example:

- school gate
- pond
- health centre

Step 3: Location Explanation

Each student writes or orally explains the location of any two landmarks using position words. They must use words such as:

- near
- beside
- opposite
- between
- behind
- in front of
- left/right
- across the road
- after/before
- north/south/east/west, if already taught

Example:

"The water tap is between the classroom and the playground."

"The shop is across the road from the school gate."

Step 4: Route Card Task

Each student gets one route card. Sample route cards:

1. From the school gate to the playground
2. From the classroom to the water tap
3. From the bus stop to the health centre
4. From the main road to the pond
5. From the panchayat ghar/community hall to the school gate

The student traces the route with a pencil and explains it orally. The route explanation must include:

- starting point
- path/road
- One landmark on the way
- turn or direction
- destination

Example: Start from the school gate, walk straight on the path, pass the water tap, then turn left. The playground is beside the big tree.

Step 5: Blocked Path Challenge

The teacher marks one path on the drawing as blocked. Examples:

- muddy path near the pond
- busy road near the shop
- fallen branch near a tree
- waterlogging near the handpump
- construction near the school gate

Each student must choose another route and explain why it is safer or clearer. This adds conceptual depth because students must understand the drawing as a usable space, not a fixed picture.

Step 6: Improve the Line Drawing

Each student adds one useful symbol, arrow, or label to make the drawing easier to understand. Examples:

- An arrow showing the direction to the playground
- label for water tap
- A dotted line for a safer route
- warning mark near pond/drain
- bus symbol near the bus stop

ASSESSMENT QUESTIONS

1. Which landmarks did you identify in the line drawing, and how are two of them located in relation to each other?
2. How did you explain the route from the starting point to the destination using landmarks, directions, and path words?
3. If you are guiding a younger child, elderly person, or visitor, what safety or access detail will you include in your route explanation?
4. If the shortest route is blocked, muddy, crowded, or near a pond/road, how will you choose a safer route using the line drawing?

5. What symbol, label, arrow, or mark did you add to the line drawing, and how does it make the drawing easier to understand?
6. How would you improve your route explanation so that a person unfamiliar with the place can reach it without confusion?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies some landmarks but explains the line drawing mostly by naming places. Needs support to use landmark, route, direction, relative location, starting point, path, and destination. **Example:** says "This is school, this is pond" but does not explain that the pond is behind the playground or how to reach it.	Explains landmarks and route using line-drawing concepts. Connects place + position + path + destination. **Example:** "From the school gate, go straight, pass the water tap, and turn left to reach the playground." Uses words like near, beside, opposite, between, left/right, across the road, and behind.	Explains the line drawing as a connected space. Uses relative location, route order, direction, landmarks, and alternate path together. **Example:** "The health centre is across the main road, beside the shop; if the pond path is muddy, use the road near the panchayat ghar."
Sensitivity	Gives a route but misses safety or access needs. Needs support to consider younger children, elderly people, visitors, road crossing, pond/drain, muddy path, crowding, or blocked route. **Example:** tells a younger child to take the roadside path without mentioning traffic or a safer inside path.	Includes safety/access details while explaining the route. Connects line drawing + user need + safe movement. **Example:** "A younger child should avoid the pond edge and use the path near the classroom," or "An elderly person can take the longer but even path."	Adapts the route for different users and conditions. Connects safety, access, landmarks, alternate routes, and clear guidance. **Example:** "If the shortest path near the handpump is slippery, guide the visitor through the main gate path, past the shop, and away from the waterlogged area."
Creativity	Adds a symbol, label, or route mark, but its meaning is unclear or not linked to the drawing. Needs support to connect symbol/arrow/label + place + purpose. **Example:** adds a star but cannot explain what it shows.	Adds a useful symbol, arrow, label, or mark that improves understanding of the line drawing. Connects it with route, landmark, direction, or safety. **Example:** labels the water tap, draws arrows from the gate to the playground, or marks the muddy path near the pond.	Improves the line drawing for real use by adding clear symbol/label/arrow + safe route + explanation for a new person. **Example:** adds arrows to the health centre, marks the blocked pond path, and explains, "Use the shop-side road after rain because the field path becomes muddy."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG5** – Develops the ability to read and interpret simple maps
Competencies *(Can choose one or more)*	**TWC5.2** – Sketch their school, village, and ward using symbols and directions

ACTIVITY

Nature of Activity: Each student draws a simple sketch map of a familiar area and uses symbols, labels, directions, landmarks, and routes to make the map understandable for someone new to the place. This is not an art activity. The focus is on whether the student can represent a real place through a clear sketch.

Context: A new student/visitor has come to the school or village/ward. They need a simple sketch map to understand where important places are and how to move from one place to another. Each student must prepare a sketch map that can guide the visitor.

Materials Required

- Plain A4 sheet/notebook page
- Pencil
- Eraser
- Colour pencils, optional
- Compass direction card or board direction display: North, South, East, West
- Teacher-made list of required places

Area to be Sketched: The teacher may choose one familiar area:

Option 1: School Sketch

Must include:

- school gate
- classroom block
- playground
- water tap/handpump
- dustbin area
- garden/tree area
- office/staff room
- main path

Option 2: Village/Ward Sketch

Must include:

- school
- main road
- houses
- water source
- shop
- field/tree area
- community place/panchayat ghar/temple/mosque/anganwadi
- pond/drain/bus stop, if present

Activity Flow

Step 1: Teacher Sets the Task

Teacher says: Draw a simple sketch map of the given area. Your sketch should help a new person understand the place. Do not draw artistic buildings. Show important places, directions, symbols, labels, and routes clearly.

Step 2: Select Important Landmarks

Each student first writes the names of six important places they will show in the sketch. Examples:

- school gate
- classroom
- water tap
- playground
- dustbin
- garden
- shop
- pond
- bus stop
- field

Step 3: Draw the Main Direction and Base Path

Each student draws:

- One-direction arrow showing North
- one or two main paths/roads
- school/village/ward boundary, if needed

The teacher observes whether the student understands that a sketch map needs direction and layout, not decoration.

Step 4: Place Landmarks in Relative Position

Students place the landmarks according to their real location. They must show relationships such as:

- near
- beside
- opposite
- behind
- between
- across the road
- left/right of the path

Example: The water tap should not be randomly placed if it is actually near the classroom or playground.

Step 5: Use Symbols and Legend

Each student creates at least four simple symbols and a small legend/key. Examples:

Symbol	Meaning
○	water tap
□	classroom
/ simple tree mark	tree/garden
dotted line	walking path

/ box mark	dustbin
thick line	main road

The symbol must match the place and be explained in the legend.

Step 6: Mark One Route

Each student marks one route with arrows. Example routes:

- gate to the classroom
- classroom to water tap
- gate to the playground
- school to bus stop
- shop to pond
- panchayat ghar to school

The route must have a clear starting point, path, and destination.

Step 7: Add One Safety/Access Detail

Each student marks one place that needs care. Examples:

- road crossing
- pond/drain
- muddy path
- crowded gate
- slippery handpump area
- broken path
- thorny bush
- traffic area

They may use a warning mark like! and label it.

Step 8: Final Sketch Check

Students check their sketch for:

- title
- direction arrow
- symbols and legend
- important landmarks
- correct relative position
- route arrows
- safety/access mark

ASSESSMENT QUESTIONS

1. Which important landmarks did you include in your sketch, and how did you place them in relation to each other?
2. How did you use directions, route arrows, symbols, labels, and a legend/key to make your sketch readable?
3. When someone new uses your sketch, what might confuse them, and how did you reduce that confusion through labels, arrows, landmarks, or symbols?

4. If a younger child, elderly person, visitor, or person carrying a load has to use your sketch, what change would you make so the route is easier and more comfortable for them to follow?
5. If your partner reads your sketch differently or cannot understand your symbol/route, how will you explain or improve it without making them feel wrong or foolish?
6. What symbol, direction mark, route arrow, or legend did you create to show information clearly without writing too much?
7. If the usual path is blocked, muddy, crowded, or unsafe, how would you show another route in your sketch?
8. How would you improve your sketch so that it works better as a guide for someone unfamiliar with your school/village/ward?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Draws familiar places, but the sketch works more like a picture or a list. Needs support to use landmarks, relative position, direction arrow, route arrows, symbols, labels, and legend/key together. **Example:** draw a school, pond, tap, and road, but place them without a clear relation or direction arrow.	Draws a readable sketch using landmarks, correct relative position, direction arrow, route arrows, labels, symbols, and legend/key. **Example:** the school gate is near the main road, the playground is behind the classroom, and arrows show the route from the gate to the water tap.	Draws the area as a connected space using accurate landmark relationships, direction, route order, symbols, labels, and legend/key. **Example:** shows the shop across the road from school, the pond behind the field, and a route from the bus stop to school through the main road.
Sensitivity	Draws mainly from their own understanding and may not notice what another person may find confusing. Needs support to think about new students, visitors, younger children, elderly people, people carrying loads, confusing turns, unclear symbols, crowded paths, road crossing, pond/drain, or muddy areas. **Example:** marks a route but gives no arrow at the turn, so a visitor may take the wrong path.	Makes the sketch easier for others to use by adding clear labels, route arrows, familiar landmarks, safety/access marks, and readable symbols. Responds to confusion respectfully. **Example:** says, "I will add an arrow near the shop because my partner could not see where to turn," instead of saying, "You did not understand."	Shows care for different users and improves the sketch based on their needs. Connects clarity, comfort, access, safety, and respectful explanation. **Example:** adds a wider route for an elderly visitor, marks the muddy shortcut with!, labels the handpump clearly, and explains, "If someone is confused, I will use landmarks and improve the sketch, not blame them."
Creativity	Uses symbols, arrows, or marks, but their meaning is unclear or not useful	Creates useful symbols, labels, arrows, or legend/key to make the	Improves the sketch as a practical guide by combining symbols,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	for reading the sketch. Needs support to connect symbol/arrow/label + place + purpose. **Example:** draws stars or circles but does not explain whether they mean tree, tap, classroom, danger, or route.	sketch clear and less crowded with writing. **Example:** uses ○ for a water tap, a tree symbol for a garden, a dotted line for a walking path, and arrows from the gate to the playground. Shows one alternate route if a path is blocked.	directions, route arrows, safety marks, alternate routes, and a clear legend/key. **Example:** marks the blocked pond-side path, draws a dotted alternate route through the main road, and adds a legend so a new visitor can follow without extra help.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG5** – Develops the ability to read and interpret simple maps
Competencies *(Can choose one or more)*	**TWC5.3** – Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions

ACTIVITY

Activity Title: Map Team Challenge: Symbols, Directions, and Features

Nature of Activity: Group-based, hands-on, assessment-focused

Students work in groups of 4–5 to read simple maps. The group must identify features, use the map key, apply directions, and explain locations/routes clearly. Each student still has a role so that all members are assessed.

Materials Required: Each group receives:

- one simple city/local area map
- one simple state map
- one simple country map
- one common symbol key/legend for each map
- pencil/markers
- 3 task cards
- 1 group response sheet

Group Roles: Each group assigns roles:

1. **Symbol Reader —** checks the legend/key
2. **Feature Finder —** locates natural and human-made features
3. **Direction Guide —** uses north/south/east/west and relative location
4. **Route Explainer —** explains how to move from one feature to another
5. **Checker —** checks whether the answer matches the map key and direction arrow

For groups of 4, one student may take two roles.

Teacher-Prepared Maps:

Map 1: City / Local Area Map

Must show:

- school
- hospital
- post office
- well
- lake
- road/path
- direction arrow
- symbol key

Map 2: State Map

Must show:

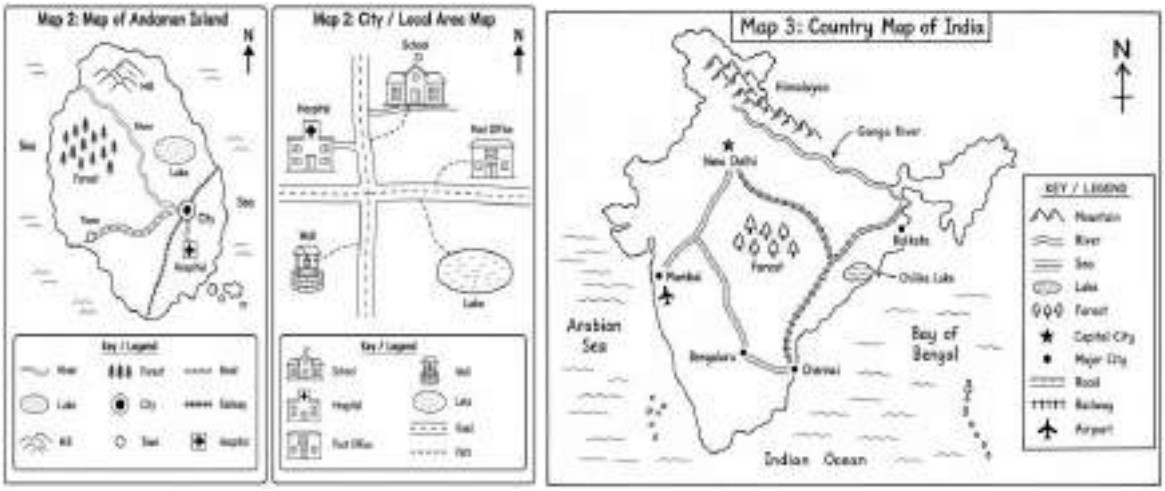
- river/lake/hill/forest as natural features

- city/town/road/railway/hospital as human-made features
- direction arrow
- symbol key

Map 3: Country Map

Must show:

- mountain/river/sea/lake/forest as natural features
- capital city/major city/road/railway/airport as human-made features
- direction arrow
- symbol key



Activity Flow

Step 1: Teacher Gives the Task

The teacher says: Your group will read three simple maps: city, state, and country. You must use the map key, identify natural and human-made features, and explain locations using directions. Each group member has a role and must contribute.

Step 2: Map Key Check

The Symbol Reader reads the legend/key aloud to the group. The group marks:

- Two symbols for natural features
- two symbols for human-made features

Example:

- **Lake** = natural feature
- **river** = natural feature
- **school** = human-made feature
- **hospital** = human-made feature

Step 3: Feature Hunt Task: Each group completes this table:

Map	Natural Feature Found	Symbol Used	Human-made Feature Found	Symbol Used
City map				
State map				
Country map				

Step 4: Direction Task

The Direction Guide chooses one pair of features from each map and explains the location. Examples:

- "The hospital is east of the school."
- "The lake is north of the post office."
- "The river is in the northern part of the state map."
- "The capital city is west of the river."

Group writes or says at least three direction statements.

Step 5: Route/Location Challenge: Each group gets one challenge card. Sample cards:

1. **City map:** A visitor wants to go from the school to the hospital.
2. **City map:** A family needs to find the well and the post office.
3. **State map:** A traveller wants to know whether the lake or the forest is closer to the town.
4. **Country map:** A student wants to locate the capital city and one natural feature near it.

The Route Explainer traces the route/location and explains using:

- starting point
- direction
- landmark/feature
- destination
- symbol from the key

Step 6: Group Verification: The Checker uses the map key and direction arrow to verify:

- correct symbol
- correct feature type
- correct direction
- correct route/location

The group corrects any errors before final sharing.

Step 7: Group Sharing: Each group presents one map reading explanation:

"On the _____ map, the symbol _____ shows _____. It is a natural/human-made feature. It is located _____ of _____. We know this because _____."

Example: On the city map, the plus symbol shows the hospital. It is a human-made feature. It is east of the school. We know this because the direction arrow shows north.

ASSESSMENT QUESTIONS

1. Which symbols did your group identify on the city, state, or country map, and what natural or human-made features do they represent?
2. How did your group use the direction arrow/key to describe the location of one feature in relation to another feature?
3. How did your group make sure that every member could read the map key, symbols, and directions instead of only one student answering?
4. If a group member identified a feature wrongly, how did you help them correct it using the map key without making them feel embarrassed?

5. How would your group make the map easier to read by improving one symbol, label, arrow, or key entry without changing the map's meaning?
6. If the shortest route to a human-made feature passes near a natural feature like a lake, river, forest, or hill, how would your group explain a clearer or safer route using directions and symbols?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Group identifies some map items but needs support to connect symbol/key + natural or human-made feature + direction. May name a school, lake, hospital, well, or post office, but may not separate natural features and human-made features clearly. **Example:** points to a blue patch but is unsure whether it is a lake or a road.	Group correctly reads the map key and identifies natural and human-made features across city/state/country maps. Uses direction words to describe location. **Example:** "The lake symbol is natural; the hospital symbol is human-made. The hospital is east of the school."	Group reads maps as connected representations using symbol/key, feature type, direction arrow, relative location, route, and city/state/country scale. **Example:** "On the state map, the river is a natural feature north of the town, while the railway is human-made and runs west to east."
Sensitivity	Group work is uneven; one student may dominate while others do not read the key or directions. Needs support to include all members and to correct errors respectfully. **Example:** says "You are wrong" when a member confuses the post office and school symbols.	Group members share roles and help each other use the key, symbols, direction arrow, and nearby landmarks. Corrections are made respectfully. **Example:** "Let us check the key; the envelope means post office, and the building symbol means school."	Group supports every member's participation and uses map evidence to resolve confusion. Connects clear explanation, role-sharing, respectful correction, and accurate map reading. **Example:** "You are close; the blue shape is a lake because the key shows water, and the hospital is the plus sign east of the school."
Creativity	Group suggests a map change or route,e but it is not clearly linked to a symbol, label, direction, key, route, or feature type. **Example:** says "make it colourful" without explaining what the colour will show.	Group improves map readability using a useful symbol, label, arrow, key entry, or route mark. **Example:** makes the hospital plus sign clearer, adds an arrow from school to post office, or labels the lake symbol in the key.	Group improves map use without changing meaning by combining clear symbol/key + direction + feature type + safer route. **Example:** marks a route from school to hospital that avoids the lake edge and explains "Go east from school, pass the post office, then turn north to the hospital."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG6** – Uses data and information from various sources to investigate questions related to their immediate environment
Competencies *(Can choose one or more)*	**TWC6.1** – Performs simple inquiries related to specific questions independently or in groups

ACTIVITY

Nature of Activity: Students will investigate one real question from the school environment by collecting simple evidence through:

- observation
- counting
- short peer/adult interaction
- comparison
- simple recording
- conclusion based on evidence

Inquiry Situation: The teacher gives groups a choice of simple school-based inquiry questions.

Each group chooses one question. Inquiry Question Options:

1. **Water Use Inquiry:** Where is water used most in school — handwash area, drinking area, garden, or cleaning area?
2. **Cleanliness Inquiry:** Which place in school collects more waste — playground, classroom corner, water area, or food/lunch area?
3. **Shade Inquiry:** Which place is more comfortable during break time — tree shade, classroom verandah, open ground, or corridor?
4. **Movement Inquiry:** Where do students crowd more during recess — water tap, school gate, playground, or lunch area?
5. **Plant Care Inquiry:** Which plants in the school garden need more care — plants with dry soil, broken stems, yellow leaves, or no shade?

Group Formation: Students work in groups of 4–5.

Each group chooses roles:

1. **Observer —** checks the place carefully
2. **Counter —** counts people/items/marks
3. **Recorder —** writes findings
4. **Questioner —** asks one short question to a student/teacher/helper
5. **Reporter** — explains the conclusion

For a group of 4, one student can do two roles.

Materials Required

- Notebook or inquiry sheet
- Pencil
- Simple tally marks
- Chalk or small paper slips
- Teacher-approved school areas for observation

Activity Flow

Step 1: Teacher Gives the Inquiry Task

The teacher says: Your group will investigate one real question from our school. Do not guess. You must collect evidence, record it, compare it, and then explain your answer.

Step 2: Group Selects One Inquiry Question

Each group selects one question from the teacher's list.

Example: Where do students crowd more during recess?

The group writes the inquiry question at the top of the page.

Step 3: Decide Evidence Source

The group decides how they will collect information. They must use at least two sources of evidence:

- direct observation
- counting/tally marks
- short question to one person
- Comparison between two places
- checking visible signs such as wet floor, waste, dry soil, crowding, shade, or plant condition

Example: For crowding inquiry:

- count the students near the water tap
- count the students near the playground
- Ask one teacher/helper where crowding usually happens.

Step 4: Collect Evidence

Groups visit the selected school spots for 5–7 minutes.

They record evidence simply. Example tally table:

Place Observed	**What We Counted/Observed**	**Evidence**
Water tap	Students standing nearby	12 students
Playground	Students standing nearby	6 students
Gate	Students standing nearby	9 students

Step 5: Compare Evidence

Groups compare their evidence. They identify:

- Where the issue is more visible
- What evidence supports it
- Whether their first guess changed after observation

Example: We thought the gate would be most crowded, but our count showed more students near the water tap.

Step 6: Make a Conclusion

Each group prepares one conclusion using this frame:

"Our question was _____. We found out _____. Our evidence was _____. So we think _____."

Example: Our question was where students crowd more during recess. We found more students near the water tap than in the playground. Our evidence was 12 students at the tap and 6 at the playground. So we think the water tap area needs better turn-taking.

Step 7: Individual Check

Each student individually explains one part of the inquiry:

- the question
- the evidence collected
- in the comparison
- of the conclusions
- one difficulty faced during the inquiry

ASSESSMENT QUESTIONS

1. What was your inquiry question, and what evidence did your group collect to investigate it?
2. How did your group compare the evidence before concluding?
3. While collecting information, how did your group avoid disturbing students, workers, plants, animals, or school activities?
4. If group members had different guesses or observations, how did you listen, check the evidence, and decide fairly?
5. What simple way did your group use to record or show the evidence clearly — tally marks, table, route count, observation notes, or comparison?
6. If your evidence was incomplete or confusing, what would you change in your inquiry method to get a clearer answer?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies an inquiry topic but needs support to frame or follow a specific question, evidence source, observation, count, comparison, and conclusion. May give a guess as an answer. **Example:** says "water tap is crowded" without counting or observing two places.	Performs a simple inquiry by connecting question + evidence + comparison + conclusion. Uses at least two evidence sources such as observation, tally count, short question, or visible signs. **Example:** "We counted 12 students near the tap and 6 in the playground, so the tap area was more crowded."	Explains the inquiry process clearly and uses evidence to correct or confirm an idea. Connects specific question, data source, method, comparison, finding, and conclusion. **Example:** "We first guessed the gate was most crowded, but our counts showed the water tap had more students, so our conclusion changed."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Participates in inquiry but may disturb the place or ignore group differences. Needs support to collect information without interrupting students, workers, plants, animals, classrooms, or school routines. **Example:** blocks the water tap while counting or dismisses a peer's observation by saying "No, you are wrong."	Collects evidence respectfully and listens to different observations before deciding. Connects inquiry with care for people, living things, shared spaces, and fair group work. **Example:** counts from the side without blocking the tap, asks the helper politely, and checks the table when group guesses differ.	Conducts inquiry with care, fairness, and open-mindedness. Uses evidence to resolve disagreements without blame. **Example:** "Let us recount once because your number is different," or "We should not step on the plant bed while checking dry soil." Notices how inquiry affects others and adjusts behaviour.
Creativity	Records findings in a loose or unclear way. Needs support in choosing a method that aligns with the inquiry question. **Example:** writes "many students" or "the place is dirty" without tally, table, location, or comparison.	Uses a simple and suitable recording method such as tally marks, a table, observation notes, place comparison, or a count chart. **Example:** makes a table comparing waste near the classroom, the food area, and the playground. Suggests one change if the evidence is unclear.	Improves the inquiry method to get clearer evidence. Connects question + method + tool + clearer result. **Example:** "We should observe the water tap during recess and after lunch separately," or "We should count waste pieces in two places for the same time, not one for longer."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG6** – Uses data and information from various sources to investigate questions related to their immediate environment
Competencies *(Can choose one or more)*	**TWC6.2** – Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)

ACTIVITY

Nature of Activity: This activity assesses whether students can take real observations/ findings and present them clearly through a suitable mode.

The focus is not on decoration. The focus is on whether the student can communicate:

- What was observed
- Where it was observed
- What evidence was found
- What conclusion was reached
- Why the chosen mode helps others understand the findings

Source of Findings

The teacher may use either:

Option A: Findings from a Previous Inquiry: Students use findings from an inquiry already done in class, such as:

- crowding near the water tap
- waste near the lunch area
- dry plants in the garden
- shade availability in the playground
- use of a dustbin
- birds visiting the water bowl

Option B: Teacher-Given Observation Set

If no prior inquiry was done, the teacher gives a simple observation set.

Example: Observation Set: School Water Tap Area

What was observed	Finding
Students near the tap during recess	14 students
Students waiting in line	4 students
Water spilt near the tap	Yes
Tap left open after use	2 times
Younger children waiting	3 children

Conclusion: The water tap area becomes crowded during recess, and water is sometimes wasted.

Materials Required

- Plain sheets
- Pencil/colours

- Observation notes or teacher-given findings
- Space for short skit/play/oral presentation
- **Optional:** chart paper for group presentation

Group Formation: Students work in groups of 4–5.

Each group must choose one creative mode:

1. Drawing with labels
2. Diagram or flow chart
3. Short poem
4. Short skit/play
5. Oral presentation
6. Written paragraph/report

Each group member must contribute one part of the presentation.

Activity Flow

Step 1: Teacher Gives the Task

Teacher says: You will present an observation or finding from our immediate environment. Your presentation must help others understand what was observed, what evidence was found, and what conclusion can be made. Choose one mode that suits your findings.

Step 2: Group Selects One Finding

Each group selects one finding. Examples:

- More students crowd near the water tap during recess.
- Waste is more visible near the lunch area than near the classroom.
- Some garden plants have dry soil.
- The tree area gives shade, but only some students use it.
- Birds come near the school ground during summer, but need clean water.

Step 3: Choose a Creative Mode

Groups choose one presentation mode. Teacher instruction:

"Choose a mode that helps your findings become clear. A poem should still show the observation. A skit should still show the evidence. A drawing should have labels. A diagram should show a relation or a sequence. An oral or written presentation should include the findings clearly."

Step 4: Prepare the Presentation

Each group prepares its presentation. The presentation must include:

1. Observation topic
2. Place observed
3. Evidence/finding
4. Conclusion/message
5. Clear mode use

Examples:

- **Drawing:** A drawing of the water tap area with labels: crowd, queue, spilt water, and open tap.
- **Diagram:** A flow chart: open tap → water spills → slippery ground → students waste water → need careful use.
- **Poem:** A short poem about saving water at the school tap, mentioning crowding and closing the tap.
- **Skit:** A short skit where students crowd at the tap, notice water spilling, then organise a line and close the tap.
- **Oral/Written Expression:** A short report: "We observed the lunch area. More waste was found near the food place than near the classroom. This shows that dustbins should be used properly after eating."

Step 5: Presentation

Each group presents for 2–3 minutes. During the presentation, the teacher observes:

- whether the observation is clear
- whether the finding is based on evidence
- whether the selected mode fits the finding
- whether all group members participate
- whether the conclusion/message is understandable

Step 6: Individual Reflection Line

After the group presentation, each student individually says or writes one line:

"Our finding was _____. I helped present it by _____. This mode helped because _____."

ASSESSMENT QUESTIONS

1. What observation or finding did your group present, and what evidence from the immediate environment supported it?
2. How did your chosen mode — drawing, diagram, poem, play/skit, oral or written expression — show the observation, finding, and conclusion clearly?
3. How did your group make the presentation understandable to classmates who had not visited the place themselves?
4. How did your group present the findings without blaming, mocking, or embarrassing any person or group shown in the observation?
5. Why was your chosen mode suitable for presenting this finding, and how did it make the evidence easier to understand?
6. If you had to improve your presentation, what would you add, remove, or change so the observation and findings become clearer?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Presents the topic, but the link between observation, evidence, finding, conclusion, and mode is incomplete. Needs support to show what was observed, where it was observed, and what was found. **Example:** draws a tap or performs a skit on water but does not show crowding, spilt water, open tap, or conclusion.	Presents a clear observation and finding using a suitable mode. Connects place observed + evidence + conclusion. **Example:** in a drawing of the water tap, labels students waiting, spilt water, open tap, and says the area needs better turn-taking and water care.	Presents the findings as a complete communication: observation, evidence, comparison/number/detail, conclusion, and message are clear through the chosen mode. **Example:** a skit shows crowding at recess, water spilling, younger children waiting, and a clear conclusion about the queue and closing the tap.
Sensitivity	Presents the findings mainly from the group's point of view and may not think about how others will understand or feel. Needs support to make the presentation clear for classmates who did not observe the place and to avoid blame. **Example:** says "Students are dirty" or "Children waste water" without showing the situation respectfully.	Makes the presentation understandable and respectful. Uses clear labels, simple lines, roles, explanation, or sequence so others can follow the finding. Avoids blaming people and focuses on the issue. **Example:** says "Water was left flowing twice," instead of "Bad students waste water."	Presents the findings with care for the audience and the people shown in the observation. Connects clarity, respect, fairness, and a responsible message. **Example:** shows crowding near the tap as a shared problem and includes younger children waiting without mocking them; explains that better turn-taking helps everyone.
Creativity	Chooses a mode but uses it mainly for decoration or performance, not for presenting the findings. Needs support to connect creative mode + evidence + conclusion. **Example:** makes a colourful poster or poem, but does not show the actual observation or finding.	Uses the chosen mode to make the evidence easier to understand. Connects drawing/diagram/poem/skit/oral/written expression with the finding. **Example:** uses a flow diagram: open tap → water spill → slippery area → close tap after use.	Improves the mode so the finding becomes sharper and easier to remember. Connects mode choice, evidence display, audience understanding, and a clear message. **Example:** adds labels to a drawing, adds one line of evidence to a poem, or changes a skit so each role shows one finding clearly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG7** – Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering
Competencies *(Can choose one or more)*	**TWC7.1** – Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering

ACTIVITY

Nature of Activity: Students examine investigation plans and observation evidence, then explain:

1. Whether the test is fair
2. What matter changed
3. What energy acted on it
4. What parts made the system
5. What conclusion does the evidence support

Assessment Scenario

The teacher gives this situation: Three groups investigated how a wet cloth dries in different places. Your task is to check the investigation, identify the fair test, read the evidence, and explain what happened to matter inside the system."

Investigation Plan Cards

Plan A : "One small wet cloth is kept in the sun, and one large wet cloth is kept in the shade. Both are checked after 20 minutes."

Plan B : Two same-size wet cloths are dipped in the same amount of water, squeezed in the same way, and checked after the same time. One is kept in the sun and one in the shade."

Plan C : "One wet cloth is kept in the sun today, and one wet cloth is kept in the shade tomorrow. Both are checked after 20 minutes."

Evidence Card: The teacher gives this observation table from a completed fair test:

Cloth Location	Start	After 10 min	After 20 min
Sun	Wet cloth	Slightly wet	Dry
Shade	Wet cloth	Wet	Slightly wet
Airy place	Wet cloth	Less wet	Almost dry

Student Task: Students work first individually, then in groups of 4.

Part 1: Fair-Test Check

Each student marks:

Plan	Fair / Not Fair	Reason
Plan A		
Plan B		
Plan C		

They must identify:

- What is changed
- What is kept the same
- Why the evidence can or cannot be trusted

Part 2: Matter–Energy–System Explanation

Each student completes this frame:

Scientific Idea	Student Explanation
Matter	What matter was present? What changed in it?
Energy	What energy helped the change?
System	What parts worked together in this investigation?
Evidence	What observation shows the change?

Example:

- **Matter:** water in the cloth became less / moved into the air as vapour
- **Energy:** sunlight/heat and moving air helped dry
- **System:** cloth, water, sun/shade/air, time, place
- **Evidence:** the sun cloth became dry after 20 minutes

Part 3: System Mistake Challenge

The teacher gives one wrong explanation: The cloth disappeared because the sun ate the water.

Students correct it using scientific ideas.

They must include:

- water did not disappear as matter
- water changed/moved from cloth to air as vapour
- energy helped this change.
- the system included cloth, water, sun/air, and time.

Part 4: Group Evidence Discussion

Group members compare their individual answers and prepare one final explanation:

"Plan ___ is the fair test because _____. The matter that changed was _____. Energy from _____ helped _____. The system included _____. The evidence was _____."

ASSESSMENT QUESTIONS

1. Which investigation plan is fair, and what was kept the same and changed in that plan?
2. In the drying investigation, what matter changed, what energy helped the change, and what parts made the system?
3. During group discussion, how did you make sure the conclusion followed evidence and not only one student's guess or louder voice?
4. If a group member gave an incorrect explanation, such as "the water disappeared," how did you help correct it using evidence without making them feel foolish?
5. How would you improve an unfair investigation plan so that the evidence becomes more trustworthy?
6. How would you present the investigation clearly so another group understands the fair test, matter change, energy role, and system parts?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a plan or result but misses parts of the scientific method, matter, energy, or system. Needs support to connect fair test, same conditions, changed condition, observation, matter change, energy role, and system parts. **Example:** says "Plan A is fair because the sun dries faster" but misses that the cloth size is different, or says "water disappeared" without explaining water as matter moving into the air.	Identifies the fair test and explains the result using the same conditions, one changed condition, observation evidence, matter, energy, and system. **Example:** "Plan B is fair because cloth size, water amount, squeezing, and time are the same; only the place changes. Water in the cloth became less because sunlight energy helped dry it. The system includes cloth, water, sun/shade, air, and time."	Explains the investigation as a connected scientific system using questions, fair test, variable, controlled conditions, evidence, conclusion, matter change, energy transfer, and system interaction. **Example:** "Water did not vanish; it changed location/state from cloth to air as vapour. Sunlight and moving air helped this change. Since only the place changed, the data support that sun/air affects drying."
Sensitivity	Participates in group discussion but may accept the loudest answer or reject others without using evidence. Needs support to connect scientific discussion with listening, evidence-checking, fair participation, and respectful correction of misconceptions.	Uses evidence and scientific ideas to discuss fairly. Listens to different answers and corrects using plan details, observation data, matter, energy, and system language. **Example:** "Let us check the table; the cloth became dry, but water changed into vapour, it did not disappear."	Helps the group reach an evidence-based explanation with patience and fairness. Connects respectful disagreement, shared reasoning, accurate science language, and evidence. **Example:** "Your idea that water is gone is understandable because we cannot see vapour, but matter is still present

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: says "You are wrong" when a peer says water disappeared, without using the observation table or matter idea.		in the air; the evidence shows drying, and energy helped water leave the cloth."
Creativity	Suggests a change or presentation that is broad and not linked to stronger evidence or a clearer scientific explanation. Needs support to connect the method improvement, fair test, matter-energy-system display, and conclusion. **Example:** says "Do again" or draws a sun and cloth without showing water, time, air, or result.	Improves an unfair plan by keeping conditions the same and changing only one factor. Presents findings through a clear table, labelled diagram, flow, or oral explanation showing fair test + matter change + energy role + system parts. **Example:** changes Plan A by using the same-size clothes and equal water, then draws cloth-water-sun-air-time labels.	Designs a clearer investigation explanation that makes the evidence easy to trust. Connects controlled conditions, observation intervals, matter movement, energy source, system parts, and conclusion. **Example:** "Use three same-size cloths with equal water, observe at 10 and 20 minutes, and show a labelled system diagram: sunlight/air energy helps water move from cloth into air."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

The World Around Us	
Curricular Goals: *(Can choose one or more)*	**TWCG7** – Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering
Competencies *(Can choose one or more)*	**TWC7.2** – Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades

ACTIVITY

Nature of Activity: Students are given real-life school/community problems and must identify which science idea helps explain or solve the problem.

This assesses whether students can recognise early disciplinary ideas from:

- **Life sciences** — plants, animals, food, health, living needs
- **Physical sciences** — heat, light, sound, force, materials, water, change
- **Earth and space sciences** — weather, rain, soil, water bodies, seasons, sky
- **Engineering/technology** — design, tools, materials, simple solutions, improvement
- **Applications of science** — using science in daily life for safety, health, environment, and resource use

Assessment Setup

The teacher prepares four problem envelopes. Each group gets one envelope. Each envelope contains:

1. Problem card
2. Evidence slips
3. Science idea cards
4. Solution choice cards

Problem Envelope Examples

Envelope 1: The Dry School Garden

Problem: Some plants near the wall are drooping, while plants near the open area look healthier.

Evidence slips:

- Soil near the wall is dry and hard.
- The open area gets more sunlight.
- The gardener watered both areas two days ago.
- Some leaves near the wall are yellow.

Science idea cards:

- Plants need water, sunlight, air, and healthy soil.
- Heat can dry soil faster.
- Soil holds water differently in different places.
- A watering plan can be improved.

Solution choice cards:

- Water all plants equally every day.
- Check soil moisture before watering.
- Add mulch/dry leaves near the soil to reduce drying.
- Move all plants into shade.

Envelope 2: The Hot Classroom

Problem: One classroom feels hotter than another during the afternoon.

Evidence slips:

- One room gets direct sunlight.
- Windows are closed during the afternoon.
- The other room has three shades.
- Students say the air feels still.

Science idea cards:

- Sunlight gives heat energy.
- Moving air helps cool.
- Shade reduces heating.
- Window position affects airflow.

Solution choice cards:

- Open windows when safe.
- Use tree shade/curtains if available.
- Keep all lights on.
- Sit away from the sun-facing wall.

Envelope 3: The Muddy Path After Rain

Problem: After rain, the path near the handpump becomes muddy and slippery.

Evidence slips:

- Rainwater collects near the path.
- Soil remains wet for a long time.
- Students walk through the same path.
- Leaves and a plastic block the side drain.

Science idea cards:

- Rainwater flows from higher to lower places.
- Soil and water together can make mud.
- Blocked drains stop water from moving away.
- A path design can reduce slipping.

Solution choice cards:

- Clear leaves/plastic from the drain.
- Put stepping stones on the path.
- Pour more water on the path.
- Use a different route until it dries.

Envelope 4: The Noisy Lunch Area

Problem: The lunch area becomes noisy and difficult to manage.

Evidence slips:

- Many students sit close together.
- Metal plates make loud sounds.
- Some students shout across groups.
- Nearby classrooms are disturbed.

Science idea cards:

- Sound travels through air.
- Hard materials can make louder sounds.
- Distance affects how sound is heard.
- Space arrangement can reduce noise.

Solution choice cards:

- Make sitting groups with space between them.
- Ask students to shout louder.
- Keep metal plates carefully instead of banging.
- Shift lunch away from nearby classrooms if possible.

Group Task: Students work in groups of 4–5.

Each group must complete a Science Decision Sheet.

Part	**Student Work**
Problem	What is happening?
Evidence	Which 2–3 evidence slips matter most?
Science Idea	Which science idea explains the problem?
Domain	Life science / Physical science / Earth science / Engineering / Application of science
Solution	Which solution is useful and why?
Wrong Choice	Which solution should not be chosen and why?

Activity Flow

Step 1: Teacher Gives the Task

Teacher says: Your group is a science decision team. You will not guess the answer. Read the problem, study the evidence, choose the scientific idea that explains it, and select a solution that fits the evidence.

Step 2: Evidence Sorting

Students read all the evidence slips and choose the two or three most useful evidence slips. They place unused or weak evidence aside. This tests whether students can separate useful evidence from extraneous information.

Step 3: Science Idea Matching

Students match the problem with one or more science idea cards.

They must identify the domain:

- life science
- physical science
- earth science
- engineering/technology
- application of science

Example:

For muddy path:

- Earth science: rainwater flow, soil and mud
- Engineering: stepping stones/drain cleaning as a design solution

Step 4: Solution Judgement

Students choose one useful solution and one wrong/weak solution. They must justify both using evidence. Example:

Useful solution: Clear the drain because blocked leaves/plastic stop water from flowing away.

Weak solution: Pour more water because it will make the path muddier.

Step 5: Group Science Explanation

Each group presents using this frame: Our problem is _____. The evidence shows _____. The science idea is _____. This belongs to _____. Our useful solution is _____ because _____. We rejected _____ because _____.

Step 6: Individual Quick Check

Each student individually completes one line: The science idea I used was _____. It helped explain _____. The solution works because _____.

ASSESSMENT QUESTIONS

1. Which evidence slips helped your group understand the problem, and which science idea did they connect to?
2. Which science domain did your group use — life science, physical science, earth science, engineering/technology, or application of science — and how did it help explain the problem?
3. How did your group make sure the solution considered people, living things, school space, or the environment affected by the problem?
4. If a group member chose a different science idea or solution, how did you check the evidence and discuss it without dismissing their thinking?
5. How did your group improve or adapt a solution so that it could work in your school or local area using available materials?
6. How would you present the problem, evidence, scientific idea, and solution clearly so that another class can understand the science behind it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the problem but connects it only to a general idea. Needs support to link evidence, science idea, domain, and solution. May name a feature such as plant, heat, rain, mud, or sound, but not connect it clearly with life science, physical science, earth science, engineering, or application of science. **Example:** says "Plants are weak" without linking dry soil, sunlight, water needs, and plant growth.	Uses evidence to identify a relevant science idea and domain. Connects problem + evidence + core idea + solution. **Example:** for the hot classroom, says "Sunlight gives heat energy, closed windows stop airflow, so opening windows and using shade can cool the room." Correctly recognises physical science and the application of science.	Explains the problem using more than one connected core idea and selects a solution based on evidence. Connects science domain + engineering/design thinking + daily-life application. **Example:** for a muddy path, explains rainwater flow, soil becoming mud, blocked drain, and stepping stones/clean drain as a design solution.
Sensitivity	Notices who is affected, but may focus only on the most visible person or issue. Needs support to consider students, younger children, workers, plants, animals, classroom learning, shared space, and the environment. May reject a peer's idea quickly. **Example:** says "Just close the area" without considering the students' route or the cleaning worker's work.	Chooses a solution that considers affected people/living things and discusses group ideas respectfully. Connects science explanation with care, safety, fairness, and the environment. **Example:** for a dry garden, suggests checking the soil and watering near the roots so plants are supported without wasting water.	Balances scientific solution with wider effects on people, living beings, and shared spaces. Uses evidence to discuss disagreements respectfully. **Example:** says "Stepping stones help students walk safely, clearing the drain helps water flow, and cleaning workers should not have to remove the same plastic every day."
Creativity	Suggests a solution or presentation that is broad and not linked to evidence or a scientific idea. Needs support to connect available material, local conditions, science idea, and a clear explanation. **Example:** says "Make the classroom better" or "Take care of plants" without explaining heat, air, water, soil, or design.	Adapt a practical solution using available school/local materials and explain it through science. **Example:** "Use dry leaves as mulch near plants to keep soil moist," or "Keep windows open safely for airflow and use shade to reduce heat." Presents the idea through a labelled diagram, short explanation, or skit.	Designs a workable local solution and communicates the science clearly. Connects problem, evidence, core idea, material/tool, design improvement, and benefit. **Example:** for a muddy path, proposes clearing the drain, placing flat stones, and marking a safer route, then explains water flow, mud formation, and safe movement through a labelled diagram or short presentation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**VAC1.1** – Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations

ACTIVITY

Nature of Activity

Students are assessed on whether they can create different kinds of images from their own experience:

1. **Everyday life image** — something they see or do in daily life
2. **Emotion image** — how that moment made them feel
3. **Imagination image** — how they can change or extend that moment creatively

The focus is not on perfect drawing. The focus is on enthusiasm, exploration, expression, variety, and meaning.

Materials Required

- A4 sheet folded into three parts
- Pencil, crayons, colour pencils, sketch pens
- Optional: old paper pieces, leaves, thread, fabric scraps for collage
- Glue, if collage is used

Each student creates a three-part artwork on one sheet.

Window 1: Everyday Life

The student depicts one real everyday moment, such as:

- going to school
- helping at home
- playing with friends
- watering plants
- eating with family
- waiting for a bus
- seeing rain, animals, market, field, shop, street, or classroom

Window 2: Emotion

The student depicts the feeling connected with that moment.

Examples of feelings:

- happy
- nervous
- proud calm
- excited
- lonely
- surprised
- worried

The feeling should be shown through colour, facial expression, body posture, line, size, symbols, or background.

Window 3: Imagination

The student changes at the same moment imaginatively.

Examples:

- The school bag becomes a flying bag
- rain becomes colourful music
- A tree talks to birds
- playground becomes a space playground
- The market becomes a festival of colours
- The classroom becomes an underwater room

The image should still connect to the original everyday moment.

Activity Instructions

The teacher gives each student one folded sheet with three boxes. Students independently choose one everyday moment from their own life and create three related images: the real moment, the feeling connected with it, and an imaginative version of it. Students may use drawing, colouring, simple collage, patterns, symbols, or mixed materials. They should not copy from the blackboard or from another child. While students work, the teacher observes whether they show interest in making images, try more than one visual idea, use materials use materials with care, add meaningful details, and continue improving their work instead of stopping after one simple shape.

At the end, each student gives a short art-sharing statement:

"My first image shows _____. My second image shows the feeling of _____. My third image shows my imagination by _____.

ASSESSMENT QUESTIONS

1. What everyday life moment did you choose, and what details in your image show that moment clearly?
2. How did you show emotion in your image using colour, face, body posture, line, size, symbol, or background?
3. How did you show your own or another person's feelings respectfully, without making fun of sadness, fear, anger, shyness, or mistakes?
4. While looking at classmates' artworks, how did you respond to different experiences, emotions, and imaginations respectfully?
5. How did you change your everyday life moment into an imaginative image while still keeping some connection with the real moment?
6. What different visual choices did you try — colour, pattern, line, shape, material, symbol, size, or background — to make your three images look different from each other?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Creates images connected to daily life and feeling, though some details may be few or unclear. Shows	Depicts an everyday moment with clear details and shows emotion through art choices. Uses	Connects real experience and emotion through several visual details. Shows how setting,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	some link between everyday moments, emotion, and visual features. **Example:** draws a child in school and uses a smile or bright colour for happiness, but may not yet show classroom, bag, friends, or body posture clearly.	colour, facial expression, body posture, line, size, symbol, or background meaningfully. **Example:** shows waiting at a bus stop with a bag, road, people, and uses drooping shoulders/cloudy colours to show worry.	people, action, colour, expression, space, and symbols work together. **Example:** shows a crowded market, a small child holding a parent's hand, wide eyes, and busy lines to show excitement mixed with nervousness. Some parts may still be simple, but the meaning is clear.
Sensitivity	Shows own feelings in the artwork and can look at others' work, though response may be quick or mostly about "nice/not nice." Needs reminders to notice feelings respectfully. **Example:** says "this child is crying" but may not explain sadness kindly, or may laugh if the drawing looks funny.	Represents feelings with care and responds respectfully to classmates' images. Avoids mocking emotions, family situations, mistakes, or different imaginations. **Example:** says "This picture shows the child feeling shy because they are standing alone," instead of laughing or calling it strange.	Shows care for human experience in both making and viewing art. Notices that different children may show different homes, families, games, fears, joys, or dreams. **Example:** says "Your picture shows you felt proud while helping at home," or "Sad colours here make sense because the child is missing a friend." May still need support to use art words fully.
Creativity	Attempts an imaginative image and uses some colour or shape variation, but the three images may look similar or the imaginary part may be only partly connected. **Example:** draws a school in all three boxes and adds stars in the third, but does not yet show how the school became imaginative	Creates variety across the three images and changes the real moment imaginatively while keeping a connection. Uses colour, pattern, line, shape, material, symbol, size, or background to make images different. **Example:** changes a rainy walk to school into a picture where raindrops become musical notes, and the umbrella becomes a flying umbrella.	Explores visual choices with confidence and purpose. Connects real moment, feeling, imagination, material use, composition, and meaning. **Example:** shows a classroom first as real, then as nervous through small body and dark background, then as an underwater classroom with fish-books and wave patterns. The work may still be childlike, but the idea is original and readable.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**VAC1.2** – Discusses a variety of ideas and responses while working collaboratively in the Visual Arts

ACTIVITY

Nature of Activity: Students are assessed on whether they can:

- share different visual ideas
- listen to others' ideas
- respond to classmates' artwork suggestions
- combine ideas into one shared artwork
- make decisions about colour, shape, space, symbols, materials, and arrangement
- Revise the artwork after the group discussion

The focus is on discussion during art-making, not only on the final picture.

Materials Required

- Chart paper or A3 sheet
- Crayons/sketch pens/colour pencils
- Old paper, leaves, fabric scraps, thread, and newspaper pieces for collage
- Glue
- Small rough paper slips for quick idea sketches

Theme Options

The teacher gives one theme to each group, such as:

- A playground where everyone feels included
- A school garden after rain
- A festival in our locality
- A helpful day in our classroom
- A clean and happy street
- A market scene with many people and feelings

Activity Instructions

Students work in groups of 4–5. Each student first makes a small rough sketch or visual idea on a slip related to the theme. This is not a final drawing; it is only an idea. Then all members place their idea slips in the centre and discuss what each idea shows. The group must select, combine, or change ideas from at least three members to create one shared artwork.

While making the artwork, students must decide together: what will be in the centre, what will be in the background, which colours or patterns will show the mood, which materials will be used, and how every member's idea will appear in the final work. The teacher observes how students speak, listen, respond, disagree, include quieter members, and revise the artwork.

In the middle of the task, the teacher gives one visual response card to the group, such as: "One idea is missing," "The main message is not clear," "The background is empty," "Two part do not connect," "The colour choice does not show the mood," or "One member has not contributed visibly." The group must discuss and make one change in the artwork.

At the end, each group presents the artwork briefly using this statement:

"Our artwork shows _____. We used ideas from _____. We changed _____ after discussion because _____."

ASSESSMENT QUESTIONS

1. What different visual ideas were shared in your group, and how were they connected to the theme?
2. What art choices did your group discuss, such as colour, shape, line, space, material, symbol, background, or arrangement?
3. How did your group listen to and include ideas from members who had different, quiet, or less developed ideas?
4. When someone disagreed with an idea or suggested a change, how did your group respond without rejecting, laughing, or taking over the artwork?
5. How did your group combine or change different ideas to make one shared artwork?
6. After receiving the visual response card, what change did your group make to improve the meaning, mood, or clarity of the artwork?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Shares or identifies some visual ideas during group work, though the link between theme, image idea, art element, and group decision may be partial. **Example:** says "I drew a tree" or "use green colour," but may need support to explain how it fits in the school garden after rain or the mood of the artwork.	Discusses different ideas and art choices clearly. Connects theme, image details, colour, shape, space, material, symbol, and arrangement. **Example:** says "The wet ground, umbrella, and dark clouds show rain; we used blue-grey colours and leaves for the garden."	Explains how several ideas and visual choices work together in the shared artwork. Connects the main message, parts of the image, mood, materials, background, and placement. **Example:** says "The playground is in the centre, the child in a wheelchair is near the game circle, and bright colours show everyone is included." Some art vocabulary may still be developing.
Sensitivity	Takes part in discussion and may accept others' ideas, but may sometimes focus more on their own drawing or friends' suggestions. Needs reminders to listen to quieter members or respond gently. **Example:** says "put my drawing here" but may	Listens and responds respectfully during group art-making. Includes different ideas and handles disagreement without mocking or taking over. **Example:** says "Let us add your shop in the background," or "We can use both ideas: festival lights and people sharing sweets."	Helps the group protect every member's voice and contribution. Connects listening, inclusion, respectful response, shared space, and fair decision-making. **Example:** invites a quiet member by saying, "Your rainwater idea can go near the drain," and changes the layout so no one's work is hidden. May still need time to support in long discussions.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	not notice that another child's idea has no space yet.		
Creativity	Adds an idea to the group artwork, but the combination may look separate, or the response-card change may be small. Example: different students draw their own objects in corners without connecting them, or add colour after the card but not the missing idea.	Combines ideas into one connected artwork and makes a useful change after discussion. Connects idea mixing, material use, composition, mood, and clarity. Example: joins rain, garden, children, and puddles into one scene and adds labels/paths after noticing the message was unclear.	Adapts ideas and responses creatively while keeping the shared meaning clear. Connects varied ideas, visual problem-solving, materials, mood, arrangement, and group revision. Example: after the card says "one idea is missing," the group adds a quiet child's bird shelter idea using paper collage and places it near the tree so it fits the garden scene. The artwork may still be simple, but the shared idea is visible.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**VAC2.1** – Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings

ACTIVITY

Nature of Activity

Students are not shown a model drawing. They must independently show whether they can use line, form, colour, space, and texture creatively to depict:

- one everyday observation
- one personal experience
- one feeling connected with it

The focus is not on neatness or perfect drawing. The focus is on whether the student can make visual choices with meaning.

Materials Required

- A4/A3 sheet
- Pencil, crayons, colour pencils, sketch pens
- old newspaper, coloured paper, leaves, thread, cloth pieces, grain wrappers, rough paper for texture
- Glue , Small element tags: Line, Form, Colour, Space, Texture

Setup

The teacher prepares a few Everyday Moment Cards, such as:

- walking to school after the rain
- helping at home playing in the playground
- waiting for a bus/auto
- eating with family
- seeing a bird/animal near home or school
- visiting a market/shop
- sitting alone or with friends in class
- watering plants
- a festival or family gathering

The teacher also prepares Mood Cards, such as:

- happy
- worried
- excited
- calm

- shy
- proud
- tired
- surprised

Activity Instructions

Each student picks one Everyday Moment Card and one Mood Card. The student creates one artwork showing that everyday moment and feeling. The artwork must use at least three visual elements from line, form, colour, space, and texture. Students may draw, colour, make a simple collage, rub texture, tear paper, paste leaves/thread/cloth, or combine materials.

After 10–12 minutes, the teacher gives one Change Card to each student, such as: show near and far, make the feeling stronger through colour, add texture to show the place, change the line quality, or add one form that shows action. Students must revise or add to the same artwork without starting again. This checks whether they can use visual elements purposefully, not just decorate.

At the end, each student places 3–5 element tags near the artwork to show which elements they used. Then the student gives a short sharing statement:

"My artwork shows _____. I used _____ to show _____. I changed/added _____ after the Change Card."

Teacher Observation Focus

The teacher observes whether the student:

- chooses visual elements independently
- uses line for movement, direction, softness, sharpness, or mood
- uses form/shape to show people, objects, action, or setting
- uses colour to show mood, time, place, or feeling
- uses space to show near/far, crowded/empty, centre/background
- uses texture through rubbing, collage, pattern, or material choice
- Revises the work after the Change Card
- connects visual choices with everyday observation, experience, and feeling

ASSESSMENT QUESTIONS

1. Which everyday observation or personal experience did you depict, and which visual elements helped others recognise it?
2. How did you use line, form, colour, space, or texture to show the feeling in your artwork?
3. How did you show your own or another person's feelings with care, without making fun of fear, sadness, shyness, tiredness, or mistakes?
4. During sharing, how did you respond to a classmate's different visual choices, such as unusual colours, rough texture, space, or a different feeling?
5. What combination of visual elements did you use in a new or interesting way to make your everyday moment expressive?
6. After receiving the Change Card, what did you add, remove, or change in line, form, colour, space, or texture to make the meaning clearer?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Depicts an everyday moment and uses some visual elements, though the link between experience, feeling, line, form, colour, space, and texture may be partial. **Example:** draws a child going to school and uses bright colours for happiness, but may not yet show road, rain, distance, body posture, or texture clearly.	Uses visual elements to make the moment and feeling understandable. Connects line, form, colour, space, or texture with observation and mood. **Example:** shows a rainy walk to school with slanting rain lines, dark clouds, wet road texture, and a small figure holding an umbrella.	Combines several visual elements so the experience and feeling are readable together. Connects setting, action, mood, space, colour, form, and texture. **Example:** shows a crowded market with close figures, bright colour patches, curved movement lines, and rough paper texture for shop walls; the work may still be simple, but the idea is clear.
Sensitivity	Shows a feeling in the artwork and can look at others' work, but may describe emotions simply or react quickly to unfamiliar images. **Example:** says "this child is crying" or laughs if a face looks unusual, but can correct the response when reminded.	Shows feelings with care and responds respectfully to classmates' visual choices. Connects emotion, body posture, colour, expression, and respectful viewing. **Example:** says "The small figure and space show the child is shy," instead of calling the drawing strange	Notices that different children may show feelings and experiences differently. Connects careful depiction, viewer response, personal experience, and dignity. **Example:** understands that dark colours may show worry, rough texture may show a difficult place, and space may show loneliness; may still need support to use exact art words.
Creativity	Uses some variety in colour, line, or shape, and responds to the Change Card, but the change may be small or mostly decorative. **Example:** adds more colour after the card, but does not yet make the mood or space clearer.	Combines visual elements purposefully and improves the artwork after the Change Card. Connects element choice, mood, place, action, and meaning. **Example:** adds rough leaf texture for a garden, uses wavy lines for wind, or makes a lonely child smaller with more space around them.	Experiments with visual elements to strengthen expression and meaning. Connects line quality, form, colour contrast, space arrangement, texture, and personal feeling. **Example:** after the Change Card, changes straight lines to shaky lines, adds grey-blue colours, and leaves space around a tired child waiting for the bus; the idea is strong, though the technique may still be developing.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**VAC2.2** – Compares and contrasts the visual elements, themes, and expressions of artwork shared in the classroom

ACTIVITY

Nature of Activity

Students do not simply say "nice drawing" or "good colour." They compare two artworks and identify:

- What is similar
- What is different
- Which visual elements are used
- What theme is shown
- What feeling/expression comes through
- How colour, line, space, texture, form, and details create meaning

Materials Required

- 3–4 picture pairs prepared by the teacher
- Sticky notes/small comparison slips
- Pencil
- Colour dots or tags: Line, Colour, Space, Texture, Form, Theme, Expression

Picture Pair Examples

The teacher may use printed pictures, textbook images, children's earlier artworks, or teacher-made drawings.

Picture Pair 1: Rainy Day

Picture A : A child walking to school in rain, dark clouds, slanting rain lines, a small figure, an empty road, blue-grey colours.

Picture B : Children playing in rain, puddles, curved rain lines, bright umbrellas, big smiling faces, colourful clothes.

Picture Pair 2: Market Scene

Picture A : Crowded vegetable market with many people, baskets, close objects, bright colours, busy lines.

Picture B : A quiet roadside fruit stall with one seller, a few fruits, open space, soft colours, and simple lines.

Picture Pair 3: Festival / Celebration

Picture A : A festival at home with diya, rangoli, family members, warm colours, circular patterns.

Picture B : A school celebration with flags, a stage, children dancing, a wide space, movement lines, bright background.



Activity Instructions

Students work in pairs. Each pair receives one picture pair. They observe both pictures carefully and place visual element tags near the part of the picture where they notice them. For example, they may place Colour near dark clouds, Line near rain strokes, Space near an empty road, or Expression near a smiling or worried face.

After observing, each pair completes a Compare–Contrast Strip. They must write or say at least two similarities and two differences between the pictures. The comparison must include visual elements, not only objects. For example, instead of saying only "both have rain," students should say "both show rain, but Picture A uses dark colours and space to show loneliness, while Picture B uses bright colours and smiling faces to show joy."

Then each pair joins another pair and shares their comparison. The second pair may add one more observation about the theme or expression. The teacher observes whether students compare through actual visual evidence from the pictures.

Compare–Contrast Strip

Same in Both Pictures	Different in Picture A and Picture B	Feeling/ Expression Shown	Visual Evidence

ASSESSMENT QUESTIONS

1. What visual elements did you notice in both pictures – line, colour, form, space, or texture – and where did you see them?
2. What theme is shown in both artworks, and how is the same theme shown differently?
3. How did you describe the feeling or expression in each picture without making fun of the artist's style, people, or emotion?
4. When your partner noticed something different from you, how did you check the picture carefully and include their observation?
5. What new comparison did you make beyond naming objects, such as comparing colour mood, line movement, empty/crowded space, texture, or expression?
6. If you had to explain the difference between the two pictures to a younger child, what simple visual clue would you point to first and why?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Notices visible objects and some art features in both pictures. Comparison is partly developed and may focus more on what is drawn than on line, colour, form, space, texture, theme, and expression. **Example:** says "both pictures have rain" and "one has children," but may need support to explain dark colours, empty roads, or smiling faces.	Compare both pictures using clear visual evidence. Connects visual elements with theme and expression. **Example:** says "Both show rain, but Picture A has dark colours and space, so it feels quiet; Picture B has bright umbrellas and curved lines, so it feels playful."	Explains similarities and differences through connected art ideas: visual element + theme + expression + evidence from the picture. **Example:** compares rainy pictures by noticing slanting lines, crowded/empty space, body posture, colour mood, and how these change the feeling. Some art vocabulary may still be developing.
Sensitivity	Responds to classmates' or artists' work, but comments may be simple or quick, such as "nice," "bad," "funny," or "I don't like it." Can notice feelings but may need reminders to speak respectfully. **Example:** may laugh at a sad face drawing, but can correct it by saying "The child may be worried."	Describes feelings and differences respectfully. Listens to partner's observation and checks the picture before agreeing or disagreeing. **Example:** says "I thought it was happy, but you noticed the small lonely child, so maybe the picture feels quiet."	Shows care while interpreting different styles, emotions, and experiences. Connects respectful viewing, careful language, partner listening, and visual evidence. **Example:** says "The rough lines do not mean it is wrong; they may show hurry or strong rain." May still need support to use precise art terms.
Creativity	Makes a comparison, but it may remain object-based or repeated.	Makes a thoughtful comparison using visual clues beyond objects.	Finds a fresh but evidence-based way to explain differences.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: says "one has market, one has shop" or "both have people," without yet comparing colour, space, line, texture, or mood.	**Example:** says "The crowded market uses many close shapes and bright colours; the fruit stall has more space and softer colours, so it feels calmer."	Connects colour mood, line movement, space use, texture, form, theme, and viewer feeling. **Example:** tells a younger child, "Look at the empty road and small figure first; that is why Picture A feels lonely, even though it is also a rainy day."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG3** – Explores basic processes, materials, and techniques in the Arts
Competencies *(Can choose one or more)*	**VAC3.1** – Makes choices while working with materials, tools, and techniques used in the Visual Arts

ACTIVITY

Activity Title: "Art Material Decision Test"

Nature of Activity

Students are tested on whether they can select suitable materials, tools, and techniques for a given visual purpose, use them, and adjust choices when one material does not work.

The teacher does not show a model artwork or suggest which material to use.

Materials Required

Keep a common material table with:

- Crayons
- colour pencils
- sketch pens
- pencil
- old newspaper
- coloured paper
- thread
- dry leaves
- cloth pieces
- glue
- blunt scissors
- rough paper
- A4 sheet

Setup

Each student receives one Visual Purpose Card. Examples:

1. Show a windy day outside school
2. Show a quiet evening at home
3. Show a crowded vegetable market
4. Show a rough tree trunk with birds
5. Show a playground after rain
6. Show a festival corner with lights and patterns

Each student must independently choose:

- materials/tools from the material table
- 3 materials/tools from the material table
- 1 technique such as drawing, colouring, tearing, folding, rubbing, pasting, layering, pattern-making, or line work

They must use these choices to make a small artwork on an A4 sheet.

Activity Process

Students first read their Visual Purpose Card and choose their materials, tools, and technique without help from the teacher. Before starting the final artwork, each student makes a small trial mark or sample on rough paper to check whether the selected material works for the intended visual effect. Then the student creates the artwork using the chosen materials.

After the first part of the artwork is made, the teacher gives a Choice Problem Slip. The student must respond by changing, replacing, or adjusting one material, tool, or technique.

Examples of Choice Problem Slips:

- One chosen material is not showing the texture clearly.
- One colour is too light to show the mood.
- The paper pieces are not staying pasted properly.
- The lines are not showing movement clearly.
- The space looks too crowded or too empty.
- The tool is making the details unclear.

The student must make one visible adjustment in the artwork. At the end, the student keeps the rough trial beside the final artwork and gives a short statement:
"I chose _____ because it helped me show _____. I changed _____ because _____."

ASSESSMENT QUESTIONS

1. Which materials, tools, and techniques did you choose, and what visual purpose did each choice serve?
2. What did your rough trial or artwork show about whether your material or technique was working well or needed change?
3. How did you use shared materials, glue, scissors, paper, and workspace carefully so others could also use them?
4. How did you respond when another student chose a different material or technique for a similar visual purpose?
5. How did your combination of material, tool, and technique help show texture, movement, mood, space, or detail in your artwork?
6. After the Choice Problem Slip, what did you change in material, tool, or technique to make the visual effect clearer?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Chooses materials and tools for the artwork and can name what was used, but the link between material quality, tool use, technique, visual purpose, and effect is still developing. **Example:** chooses crayons and paper for a market scene because	Makes suitable choices and connects them with the visual purpose. Uses the rough trial or artwork to judge whether a material or technique is working. **Example:** chooses sketch pen for outlines, crayon for bright vegetables, and newspaper tearing for	Explains choice as a relationship between material property, tool control, technique, visual effect, and theme. Adjusts when the first choice is not effective, though finishing may still be developing. **Example:** for a quiet evening, shifts from

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	they are colourful, but may not yet explain why crayons are better for bright vegetables or why paper tearing is useful for baskets.	market sacks; notices that the light colour is not showing clearly and darkens it.	sketch pen to colour pencil shading because softer marks show calmness better than sharp outlines.
Sensitivity	Uses shared materials and responds to others' work, but may need reminders about safe tool use, careful glue use, sharing, wastage, workspace care, and respect for different choices. **Example:** takes many sketch pens at once or says another child's torn-paper work is "messy," but can correct the response when reminded.	Handles materials and workspace responsibly and respects different material choices. Connects sharing, safety, cleanliness, material care, and respect for varied techniques. **Example:** uses only needed glue, returns scissors safely, and says, "Your leaf rubbing shows tree texture differently from my crayon lines."	Shows care for materials, tools, peers, workspace, and different artistic decisions together. Notices that different materials can express the same idea differently. **Example:** shares cloth pieces without wasting, keeps the glue area clean, and accepts that one child used dark colours for rain while another used shiny paper for puddles.
Creativity	Uses more than one material or technique, but the combination may be partly decorative or not fully connected to the visual effect. **Example:** pastes coloured paper after getting a texture problem slip, but the texture does not clearly show road, tree, wall, rain, or cloth.	Combines material, tool, and technique for a clear visual effect, such as texture, movement, mood, space, or detail. Makes a visible change after the problem slip. **Example:** uses curved lines for wind, rough leaf rubbing for tree bark, and blue-grey shading for a wet playground.	Experiments with combinations to strengthen expression and solve the material problem thoughtfully. Connects choice, technique, visual element, theme, and intended effect. **Example:** for a crowded market, uses close paper shapes for people, rough newspaper texture for sacks, and bright colour patches for vegetables; may still need practice arranging the full scene neatly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG3** – Explores basic processes, materials, and techniques in the Arts
Competencies *(Can choose one or more)*	**VAC3.2** – Practises steps of planning, executing, and presenting while creating visual artwork individually and collaboratively

ACTIVITY

Students are tested on whether they can independently show evidence of:

- planning before making
- executing the artwork according to the plan
- adjusting when the plan does not work
- presenting what was planned, made, changed, and completed
- contributing both individually and as part of a group

Materials

- A3/chart paper for group artwork
- small rough slips for individual plan
- crayons, sketch pens, colour pencils
- newspaper/coloured paper/leaves/thread/cloth scraps
- glue and blunt scissors
- process evidence strip

Task

Students work in groups of 4–5. Each group receives one art brief, such as:

"Create a visual artwork showing a school place where everyone feels welcome."

The teacher gives no model and no example artwork.

Each student first makes an individual plan slip showing:

- What part will they create , What material will they use , where it may be placed in the group artwork

Then the group creates one shared artwork. While making it, each student must complete one visible part of the artwork. The group must make the parts connect as one artwork, not separate drawings.

During execution, the teacher gives one process challenge, such as:

- One member's idea is not visible
- The artwork looks like separate parts
- The background does not support the main idea
- One material is not working well
- Presentation time is short

The group must make one visible change in the artwork or plan.

At the end, the group presents the artwork. Each student must speak about one process step: planning, executing, changing, or presenting.

Process Evidence Strip

Individual Plan	My Visible Contribution	Group Change Made	My Presentation Point

This strip makes the activity look like an assessment because the teacher can see whether the student actually followed the process.

ASSESSMENT QUESTIONS

1. What did you plan individually, and how did your plan become part of the group artwork?
2. What steps did your group follow from planning to executing and presenting the artwork?
3. How did your group make sure every member's idea and artwork contribution was visible?
4. When one part did not fit, was unfinished, or needed change, how did your group respond without hiding or taking over someone's work?
5. What change did your group make during execution to make the artwork more connected or meaningful?
6. How did your group present the artwork so viewers could understand the plan, process, and final meaning?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Plans and makes a visible part of the artwork, but the link between individual plan, group plan, execution, and presentation may be partly unclear. **Example:** plans to draw a tree and draws it, but may not explain how it supports the idea of "welcoming school place."	Shows a clear process from individual planning to group execution and presentation. **Example:** says, "I planned the entrance gate, used coloured paper for the welcome board, and placed it near the front so the school looks welcoming."	Connects the whole process: planning, material choice, placement, execution change, and presentation meaning. **Example:** explains how the group shifted the playground, added children in different activities, and used bright colours to show welcome. May still need support to keep the explanation short.
Sensitivity	Participates in group art-making and shares some materials, but may focus more on their own part. May not always notice if another member's idea is hidden or unfinished. **Example:** completes own drawing but does not see that a peer's collage is covered.	Helps maintain fair contribution, shared space, and respectful group process. **Example:** says, "Let us move your drawing to the centre, so it is visible," or "You can add the path while I colour the background."	Protects shared ownership of the artwork. Connects role sharing, visible contribution, respectful revision, material sharing, and group presentation. **Example:** invites a quiet member to explain their part and adjusts the layout so everyone's work

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			remains visible. May still need time reminders.
Creativity	Makes or changes one part, but the artwork may still look like separate pieces. **Example:** adds colour after the process challenge, but the main idea is still not clearly connected.	Makes a useful process change that improves connection, meaning, or presentation. **Example:** adds a common pathway joining the classroom, garden, and playground so the artwork looks like one school scene.	Uses process thinking creatively. Connects composition, material use, group idea, revision, and presentation. **Example:** after noticing one idea is missing, add a paper-collage notice board saying "Everyone Welcome" and include it in the presentation. The artwork may remain childlike, but the process is visible.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**VAC4.1** – Recognises visual elements in nature and describes their artistic qualities

ACTIVITY

Activity: "Nature's Art Gallery"

Context: Today, we are becoming Art Detectives! Nature is the world's greatest artist. Every leaf has a pattern, every stone has a texture, and every flower has a unique shape. Your mission is to explore our surroundings, identify these "Visual Elements," and use them to create your own natural masterpiece.

Teacher Setup:
Take the students to a school garden, a local park, or a green area. Provide each student with a "Nature Palette" (a piece of cardboard with double-sided tape or a small tray) and a magnifying glass.

Instructions

Step 1: The Detective Walk

- Walk through the garden silently. Use your magnifying glass to look closely at trees, leaves, and the ground.
- Find three different objects from nature that show these artistic qualities:
  1. **Pattern:** Something that repeats (like the veins on a Peepal leaf).
  2. **Texture:** Something that feels interesting (like rough bark or a fuzzy flower petal).
  3. **Symmetry:** Something that looks the same on both sides (like a Neem leaf or a Marigold flower).
- Carefully collect only items that have already fallen to the ground. If you find something beautiful still growing, draw it in your notebook instead of plucking it.

Step 2: The Respectful Curator

- Sit in a circle with your "Art Team." Show your items to your teammates one by one.
- While your teammate is showing their item, listen quietly and look at what they found.
- **Discuss:** If we pluck every beautiful flower we see, what happens to the "Art Gallery" for the next class? Decide as a group how to return your items to the earth respectfully after the activity is over.

Step 3: The Nature-Mandala

- Use all the items your group collected (leaves, stones, twigs, fallen petals) to create one large **"Nature Mandala"** on the ground.
- A Mandala is a circular artwork. Instead of just piling the items, arrange them to create a brand-new design.
- Try to "mix" your elements—place a rough stone next to a soft leaf to show a contrast in texture. Use different colours of fallen leaves to create a bright pattern.

ASSESSMENT QUESTIONS

1. Pick one item from your Mandala. Can you describe its texture and colour using artistic words?
2. How did you recognise a pattern in the objects you found on the ground?
3. Why was it important to collect only fallen items rather than plucking fresh flowers or leaves? How does this show respect for our surroundings?
4. How did you make sure everyone in your group got to add their "favourite" piece of nature to the final Mandala design?
5. Look at your final Mandala. How did you turn "ordinary" twigs or stones into a beautiful piece of art?
6. If you had to add a "social" element (like a small toy or a piece of cloth) to this natural artwork, how would you change the design to make it look even more unique?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Faces challenges recognising specific art elements like texture or symmetry in nature. Struggles to stay engaged during the walk and requires constant teacher support to identify and describe natural objects. **Example:** The student picks up a leaf but cannot describe its colour or pattern. They might say, 'It is just a leaf,' and require the teacher to point out the lines or the fuzzy feeling of the surface.	Demonstrates potential by identifying basic visual elements like colour and shape. Shows progress in describing artistic qualities but may need some support to notice more complex details like symmetry or repeating patterns. **Example:** The student identifies a yellow flower and says it has a 'round shape.' They might need a hint to notice the pattern of the petals or to describe how the bark feels 'bumpy' or 'rough'.	Demonstrates successful performance by independently recognising and vividly describing various visual elements. Fully engaged in the observation process and uses artistic language naturally with minimal external support. **Example:** The student finds a dried leaf and explains, 'Look at the beautiful skeleton pattern of the veins!' They accurately point out the symmetry in a flower and describe the contrast between a smooth stone and a jagged twig."
Sensitivity	Faces challenges in managing behaviour and showing respect for nature. May pluck living plants despite instructions or struggle to share space during group work, requiring teacher intervention. **Example:** The student tries to pull a fresh flower off a bush or pushes a teammate aside to get the	Demonstrates potential by following the rules of the walk and listening to teammates. Shows care for the environment but may need reminders to fully include others or to handle delicate items with enough empathy. **Example:** The student waits their turn to speak, but might occasionally forget to ask their	Demonstrates successful performance by showing deep respect for the surroundings and high empathy for peers. Highly attuned to the group's needs and approaches the nature walk with an open, protective mindset with minimal support. **Example:** The student reminds a friend, 'Let's leave that flower for the

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	'best' spot for their item in the Mandala circle."	partner's opinion on where to place a stone. They follow the 'no plucking' rule after one reminder.	bees,' and gently helps a teammate who is struggling to find a unique pattern. They lead the group in returning the items to the soil at the end."
Creativity	Faces challenges in imagining new ways to arrange natural objects. Relies on simple piles or follows others' ideas. Requires additional support to begin thinking flexibly about how to design a Mandala. **Example:** When asked to build the Mandala, the student just drops their leaves in a random pile and waits for the teacher or a teammate to tell them what to do next.	Demonstrates potential by suggesting an original idea for the group artwork. Shows curiosity and attempts to mix different colours or shapes, but may need some support to refine the design or explain the original thought. **Example:** The student suggests making a star shape in the middle of the Mandala. They try to use different colored stones, but might get stuck on how to finish the outer circle."	Demonstrates successful performance by generating highly innovative and original designs. Questions standard ways of looking at nature and combines diverse elements into a valuable, beautiful solution with minimal support. **Example:** The student suggests, 'Let's use the dark mud to make a border so the bright yellow petals stand out more!' They independently invent a way to use curved twigs to represent the flow of water in their design."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Visual Arts)	
Curricular Goals: *(Can choose one or more)*	**VACG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**VAC4.2** – Demonstrates curiosity towards local Art forms and culture

ACTIVITY

Nature of Activity

Students are tested on whether they can observe local art/cultural objects, ask meaningful questions, connect them with people's lives, and show interest in knowing more. The teacher does not explain the art forms during the task. Students must show their own curiosity through observation, questioning, and response.

Materials Required

The teacher sets up 4–5 local art/culture corners using real objects, photos, or simple replicas. Use what is available locally.

Examples:

- rangoli/mandana/alpana/kolam pattern photo
- clay diya, pot, toy, or matka decoration
- mehndi design photo
- local embroidery, weaving, basket, bamboo item, hand fan, textile border
- festival decoration, wall painting, folk motif, puppet, mask, local musical object
- picture of local fair, harvest festival, marriage decoration, temple/mosque/church/local shrine decoration

Also provide:

- A4 Curiosity Card
- pencil/colours
- sticky notes or small slips

Setup

Each object/photo is kept without a full explanation. Only a simple number is written: Art Form 1, Art Form 2, Art Form 3, etc.

Students move in pairs, but each student completes their own Curiosity Card.

Task

Each student observes two local art/cultural items and selects one for a deeper response. On the Curiosity Card, the student must record:

1. What I noticed — colours, lines, shapes, patterns, material, texture, symbols, repeated design, object use
2. What I think it is connected to — home, festival, work, clothing, worship, celebration, market, farming, family practice, local place
3. What I want to know — meaningful questions about maker, material, purpose, occasion, story, community, or method

4. My visual response — a small sketch, motif, border, pattern, or detail inspired by the art form, not copied fully.
5. Respectful care note — how such art/cultural practice should be viewed, used, or preserved respectfully

At the end, students do a short Curiosity Sharing in pairs or small groups:

"I chose this because I noticed _____. I am curious about _____. I think it is used/seen during _____."

Curiosity Card Format

What I Noticed	What It May Be Connected To	What I Want to Know	My Visual Response	Respectful Care Note

ASSESSMENT QUESTIONS

1. What visual details did you notice in the local art form, such as line, colour, shape, pattern, texture, material, or symbol?
2. What local cultural practice, place, occasion, work, clothing, festival, or daily-life use do you think this art form is connected with?
3. How did you show respect while observing or discussing a local art form that may belong to someone's home, community, festival, belief, or traditional work?
4. When a classmate noticed something different or chose a different local art form, how did you listen and respond without calling it strange, old-fashioned, simple, or wrong?
5. What meaningful question did you ask about the local art form that shows real curiosity about its maker, material, purpose, story, occasion, or method?
6. How did your small visual response use one detail from the local art form in your own way, without simply copying the whole design?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Notices visible features of a local art form and makes a simple connection with culture or daily life. The link between visual detail, material, pattern, use, place, and occasion may still be partial. **Example:** says "This diya has colour and dots; it may be used in a festival," but may not yet notice the repeated pattern, clay material, or decoration purpose.	Observes visual details and connects them with local culture more clearly. Mentions line, colour, shape, pattern, texture, material, symbol, use, and occasion. **Example:** says "The rangoli has repeated flower shapes and bright colours; it is made near the entrance during festivals or special days."	Connects several visual and cultural clues. Explains how material, design, place, maker, occasion, and community practice may be related. **Example:** notices thread work on a textile border, repeated motifs, bright colours, and connects it with local clothing, family functions, or market craft. May still need help naming the exact art form.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Shows interest in local art but may use quick words like "nice," "funny," "old," or "easy." Can correct the response when reminded. **Example:** laughs at an unusual mask or pattern, but then says, "It may be used in a local performance or festival."	Discusses local art and cultural practices respectfully. Recognises that art may be linked with home, community, belief, work, celebration, memory, or livelihood. **Example:** says "We should not touch the clay lamp roughly; someone made and decorated it," or listens when a classmate connects mehndi with a family celebration.	Shows care for different local practices and classmates' experiences. Connects respect, careful language, cultural diversity, maker's effort, and preservation. **Example:** says "This pattern may be important in their festival, so we should ask respectfully before judging it," though may still need support to use precise art/culture words.
Creativity	Asks a question or makes a small visual response, but the question may be general, and the response may mostly be copied. **Example:** asks "Who made this?" and copies the same flower pattern without changing line, colour, size, or placement.	Asks a meaningful curiosity question and uses one detail from the art form in a personal way. Connects question, observed detail, material, purpose, and visual response. **Example:** asks "Why are these patterns made near the door?" and creates a new border using similar repeated dots and curves.	Shows deeper curiosity through questions and visual adaptation. Connects maker, method, material, story, occasion, symbol, and personal response. **Example:** asks "Do different families make different rangoli patterns, and who teaches them?" then creates a new pattern using the repeated circle idea, but changes colours and spacing. The response may still be simple, but curiosity is visible.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**TC1.1** – Express enthusiasm to depict a variety of objects, people, situations, and experiences in Drama activities

ACTIVITY

Activity: The Magic Remote Control: Live TV!

Context: Today, our classroom has been transformed into a giant television set! I hold the "Magic Remote Control." When I press a button, we change channels, and you must instantly use your bodies, faces, and voices to bring that channel to life. We need highly energetic actors who are brave enough to play anything—not just the hero of the story, but maybe the bubbling soup in a pot, a busy traffic cop, or a swaying tree in a storm!

Teacher Setup: Clear the desks to create a large open space. Prepare a few "Channel Cards" with different scenarios (e.g., Channel 1: A busy vegetable market in the rain; Channel 2: Inside a washing machine; Channel 3: A thrilling cricket match final).

Instructions:

Step 1: The Quick-Change Warmup

- Spread out across the room so you have your own space.
- Listen carefully as the teacher calls out random objects or people. (e.g., "Be a melting ice cream cone!" "Be an angry mixer-grinder!" "Be a sleepy security guard!").
- Instantly freeze into a pose or start acting out the prompt using your whole body and face. Do not worry about looking silly; give it your maximum energy!

Step 2: The Channel Surfing Groups

- Divide into groups of 4 or 5. Your teacher will hand your group a secret "Channel Card."
- Work together for 5 minutes to plan a 1-minute scene for your channel.
- Make sure your scene includes at least one person, one moving object, and one specific situation. Decide who will play the humans and who will enthusiastically act as the objects (like playing the role of a honking auto-rickshaw or a heavy door).

Step 3: The Live Broadcast

- Sit together in the "Audience Zone."
- When the teacher points the Magic Remote at a group and says "Click!", that group must jump up and perform their 1-minute scene with high energy.
- While watching other groups, practice being a fantastic audience by clapping loudly, laughing kindly, and giving the performers your full attention.

ASSESSMENT QUESTIONS

1. During the warmup, how did you change your body and face to show the difference between a "sleepy person" and a "melting ice cream cone"?
2. Explain how you knew exactly what sounds or movements to make when acting out your specific role during the group scene.

3. Sometimes it feels embarrassing to act like an object, like a washing machine. How did you manage those shy feelings to make sure your group had a great scene?
4. How did you show respect and encouragement to the other teams when you were sitting in the Audience Zone?
5. Tell me about the most unique or unexpected way someone in your group decided to play an "object" instead of a person.
6. Did you try using your voice or body in a completely new way today that you have never tried before? Describe what you did.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Faces challenges using their body or voice to depict different things, showing low enthusiasm. Struggles to understand how to physically show an object versus a person, requiring constant teacher encouragement to participate. For example, when asked to be a "mixer-grinder," the student stands completely still and silent, looking at the floor, and needs the teacher to say, "Try spinning your arms and making a buzzing sound!"	Demonstrates potential by willingly participating and using basic movements or sounds to show people and objects. Shows good energy but might need some support to express complex situations fully or to stay in character. For example, the student happily acts like a "sleepy guard" by yawning, but when asked to play an "auto-rickshaw," they just hold an imaginary steering wheel and need a peer to suggest, "Make a loud engine noise too!"	Demonstrates successful performance by displaying high enthusiasm and deeply understanding of how to use their full body, face, and voice to depict a wide variety of objects and people. Shifts between roles instantly and confidently with minimal support. For instance, the student throws their whole body into playing a "melting ice cream," slowly sliding to the floor with a sad face, and instantly jumps up with high energy for the next prompt.
Sensitivity	Faces challenges managing their own hesitation or cooperating with the group. Refuses to take on "silly" roles like objects, argues with peers, or distracts others while in the audience, requiring teacher intervention. For example, the student says, "I only want to be the hero, I won't be a tree," and while other groups are performing, they talk loudly to their neighbour instead of watching respectfully.	Demonstrates potential by overcoming initial shyness to join the group effort. Generally supports peers and acts as a polite audience member, though may require a reminder to let quieter students take on fun roles. For example, the student initially feels shy about playing a "washing machine" but joins in after their friends encourage them. They clap for other groups but might get easily distracted if a scene is quiet.	Demonstrates successful performance by perfectly managing any personal hesitation and displaying deep empathy for peers. Highly enthusiastic about taking on any role to help the group, and acts as an incredibly supportive audience member with minimal support. For instance, the student happily volunteers, "I'll be the bubbling soup pot so you can be the chef!" and cheers the loudest when a shy classmate performs their scene well.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Faces challenges coming up with original ways to depict items or situations. Relies entirely on copying what the student next to them is doing, requiring heavy support to explore different dramatic possibilities. For example, if the prompt is a "stormy tree," the student just stands with their arms out, exactly imitating their friend, and refuses to add any wind sounds or swaying motions when asked to try something new.	Demonstrates potential by trying out a few fun or slightly unusual ideas to depict their character or object. Shows curiosity in their acting, but their choices might be somewhat standard, requiring some support to make the performance truly unique. For example, the student decides to make a "beep" sound for the washing machine, which is a good idea, but needs a teammate to suggest spinning around to make the machine look more realistic.	Demonstrates successful performance by generating highly inventive, original, and surprising ways to depict variety. Questions normal acting choices and fully commits to unique physical and vocal expressions with minimal support. For instance, instead of just pretending to drive a car, the student creatively lies on their back and pedals their legs in the air to become the spinning wheels of a bicycle, making the whole class laugh with their brilliant idea.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**TC1.2** – Discusses own thoughts and responses while working collaboratively in the Dramatic Arts

ACTIVITY

Activity: "The Tiffin Mystery Drama"

Context: Today, we are starting our own Theatre Company! In drama, the best plays are created when everyone shares their ideas. Your challenge today is to work with your group to create and act out a short, 2-minute play called "The Mystery of the Missing Tiffin Box." We are not just looking at your acting; we are looking at how beautifully you discuss your ideas and listen to your teammates to build the story together!

Teacher Setup: Clear the centre of the classroom or take the students to an open hall. Divide the class into groups of 4 or 5. Give each group one "prop" (an empty lunchbox).

Instructions:

Step 1: The Writers' Circle

- Sit in a circle with your group. Place the empty lunchbox in the middle.
- Take 5 minutes to discuss how the tiffin went missing and how it will be found.
- Every single person in the group must speak up and share at least one thought about what their character will do or say. Listen carefully to each other to build one complete story.

Step 2: The Stage Rehearsal

- Stand up and begin rehearsing your 2-minute play.
- Work together to assign roles (e.g., the hungry student, the helpful friend, the strict monitor, the detective). Make sure the roles are distributed fairly so everyone has a chance to act.
- Practice using your "Stage Voice" (speaking loudly and clearly) and your facial expressions to show how your character is feeling.

Step 3: The "Director's Cut" Huddle

- Stop your rehearsal. Sit back down in your circle for a quick 2-minute "Director's Cut" huddle.
- Discuss as a group: What is one thing you can change or add to make the ending of your play funnier, more dramatic, or more surprising?
- Agree on one new, creative change, practice it once, and then perform your final scene for the teacher

ASSESSMENT QUESTIONS

1. During the Writers' Circle, what specific idea or thought did you share with your group to help build the story?
2. How did you use your face or your body during the play to show the audience what your character was feeling?
3. When you were deciding who would play which role, how did your group make sure everyone felt happy and included without arguing?

4. If someone in your group had an idea for the story that you didn't agree with, what polite words did you use to discuss it and find a compromise?
5. Tell me about the surprising change your group decided to make during the "Director's Cut" huddle. Who came up with that idea?
6. How did your group take two very different ideas from different teammates and creatively combine them into one scene?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Faces challenges expressing their own thoughts during the planning phase. Rarely contributes ideas for the drama and struggles to use basic dramatic expressions (voice/body), requiring continuous teacher prompts to participate. For example, the student sits quietly during the Writers' Circle and says "I don't know" when asked for an idea. During the play, they stand completely still with their back to the audience and mumble their lines, needing the teacher to step in and say, "Face the front and speak up!"	Demonstrates potential by sharing some thoughts and ideas for the story. Uses basic dramatic expressions to portray a character, but requires occasional support from peers to stay focused or to project their voice loud enough. For example, the student suggests, "Maybe a dog took the tiffin!" but needs a teammate to ask, "Okay, what should your character do next?" They act out their part reasonably well, but might drop out of character if they forget a line.	Demonstrates successful performance by confidently and clearly discussing their thoughts. Deeply understands their dramatic role, independently using strong voice projection and expressive body language with minimal external support. For instance, the student actively shares, "I think my character should act very suspiciously by looking around nervously!" They perform the scene with excellent facial expressions and perfectly clear dialogue, fully staying in character.
Sensitivity	Faces challenges working collaboratively. Dictates the story, ignores teammates' ideas, or argues over roles. Fails to manage emotions during disagreements, requiring teacher intervention to restore group harmony. For example, the student grabs the lunchbox prop, shouts, "I am the main character, and you are just the background," and refuses to listen when another teammate tries to suggest a different ending for the scene.	Demonstrates potential by generally sharing roles and listening to teammates. Tries to include others but may require some support to navigate disagreements smoothly or to actively encourage quieter members of the group. For example, the student agrees to play a smaller role when asked, but sighs loudly. When a disagreement happens over the ending, they listen but might need the teacher to step in and	Demonstrates successful performance by displaying excellent teamwork and empathy. Highly attuned to the group's dynamics, actively making space for others to share thoughts, and resolving any creative differences with deep respect and minimal support. For instance, the student notices a quiet teammate and asks, "What do you think we should do?" When two friends disagree, they calmly

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
		suggest, "How about we vote on the best idea?"	mediate by saying, "Let's use Rahul's idea for the middle of the play, and Priya's idea for the ending!"
Creativity	Faces challenges in generating original ideas for the play. Suggests highly predictable or repetitive storylines. Requires heavy support to explore diverse possibilities or to make any creative changes during the 'Director's Cut'. For example, the student's only idea is, "I lost the tiffin, and then I found it in my bag." When asked to add a fun change in the Director's Cut huddle, they refuse to change anything because they can't think of a new action.	Demonstrates potential by contributing a fun or slightly unusual idea to the story. Shows a desire to explore dramatic possibilities, but the idea might be disjointed from the main story, requiring some support to weave it into the play. For example, the student suggests, "What if an alien took the tiffin?" showing good imagination, but struggles to explain how the characters will react to the alien, needing their teammates to help finish the scene's ending.	Demonstrates successful performance by generating highly inventive, original thoughts that elevate the dramatic arts experience. Flexibly combines group ideas into a unique, cohesive, and entertaining scene with minimal support. For instance, the student suggests during the huddle, "Instead of finding the tiffin, what if we open it and it's filled with rocks? We should all gasp in slow motion!" They completely transform the scene into a funny, imaginative performance.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**TC2.1** – Creates and performs Drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces and basic props

ACTIVITY

Activity: "The Bustling Bus Stop"

Context: Drama isn't just about kings, queens, or superheroes. Sometimes, the most entertaining stories happen right in our own neighbourhoods! Today, we are going to transform our classroom into a busy local bus stop on a Monday morning. Your challenge is to work with your group to combine everyday characters, use the classroom space creatively, and use basic items as props to bring this ordinary scene to life.

Teacher Setup: Clear a large space in the classroom. Provide a "Prop Box" filled with simple, everyday items: a few empty water bottles, a newspaper, an umbrella, a couple of bags or backpacks, and a scarf or *dupatta*.

Instructions:

Step 1: The Space and Prop Setup

- Look around the cleared classroom space and decide where the different parts of your bus stop will be. Arrange a few chairs to make a "waiting bench," designate one corner as the "tea stall," and mark out where the actual bus will arrive.
- Go to the Prop Box and select 2 or 3 items for your group. Decide how you will use these items to show who your character is or what they are doing.

Step 2: The Character Mix

- Sit with your group and assign everyday roles. You must have a mix of different people you would actually see at a bus stop (e.g., a tired bus conductor, a student running late for school, a person selling newspapers, a grandmother carrying heavy bags).
- Plan how your characters will interact with each other. Practice how the student might help the grandmother, or how the conductor will ask for tickets while keeping the crowded space organised and safe for everyone.

Step 3: The "Everyday Twist" Performance

- Plan a 2-minute scene showing a normal morning at the bus stop.
- Add one sudden "Everyday Twist" in the middle of your scene that forces the characters to react in a fun or creative way. (For example: It suddenly starts raining very hard, a stray monkey tries to steal a newspaper, or the bus breaks down just as it arrives).
- Perform your scene for the class, using your space, props, and facial expressions to make the everyday twist highly entertaining!

ASSESSMENT QUESTIONS

1. How did you use the chairs and the open floor to clearly show the audience where the "bus" was and where the "waiting area" was?
2. Explain how you used your simple prop (like the newspaper or umbrella) to help the audience understand exactly who your everyday character was.
3. A bus stop can be a very crowded place. How did your group manage your movements so that everyone had enough space to act without bumping into each other?
4. When your character interacted with the others (like the student talking to the grandmother), how did you use your voice and body language to show respect and helpfulness in an everyday situation?
5. Tell me about the "Everyday Twist" your group chose for the scene. How did you use your imagination to react to that surprise?
6. Did anyone in your group use a classroom object or a prop in a completely new and unexpected way during the scene? Describe what they did.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Faces challenges organising the performance space or staying in character. Relies entirely on the teacher to tell them where to stand or how to hold a prop, and struggles to depict a realistic everyday role. For example, the student stands aimlessly in the centre of the room without using the "waiting bench" chairs, holds an umbrella but forgets to open it, and needs the teacher to remind them, "Remember, you are playing the sleepy student, try yawning!"	Demonstrates potential by helping to set up the space and using props to show their character. Stays in their everyday role most of the time but might require occasional support from peers to remember their exact location in the scene. For example, the student correctly sits on the "bench" and reads the newspaper to show they are a waiting passenger, but might accidentally step into the imaginary "bus path" and need a teammate to pull them back.	Demonstrates successful performance by highly effectively utilising the space, props, and body language to create a believable everyday environment. Completely understands their role and stays in character with minimal external support. For instance, the student independently arranges chairs to look exactly like a tea stall, confidently uses a water bottle as a pouring kettle, and realistically acts like a busy vendor throughout the entire scene.
Sensitivity	Faces challenges working safely and collaboratively in a shared space. Overpowers the scene, ignores teammates, or acts inappropriately toward other characters, requiring teacher	Demonstrates potential by generally sharing the performance space and interacting politely with other characters. Tries to make the scene cooperative but may require some support to handle the chaotic	Demonstrates successful performance by displaying excellent spatial awareness and deep empathy during character interactions. Highly attuned to the group's dynamics, ensuring everyone is seen

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	intervention to keep the group focused. For example, the student playing the conductor yells too loudly, pushes other students out of the way to get on the "bus," and refuses to listen when teammates ask them to share the stage space fairly.	moments of the scene smoothly. For example, the student kindly helps the "grandmother" character with her bags, but during the crowded bus boarding scene, they might accidentally block another student from the audience's view and need a quick reminder to step aside.	and heard, and resolving any stage-blocking issues naturally with minimal support. For instance, the student playing the student notices a teammate is hidden in the back, so they improvise a line saying, "Come stand under my umbrella!" to naturally pull their friend to the front of the stage.
Creativity	Faces challenges coming up with an imaginative twist or using props creatively. Suggests repetitive actions and requires support to think flexibly about how to make an everyday scene interesting. For example, the student just wants to stand in a straight line waiting for the bus and refuses to add a twist, saying, "Let's just get on and sit down," leaving the scene feeling flat and lacking any imaginative spark.	Demonstrates potential by contributing a fun twist to the everyday scene and attempting to use props well. Shows curiosity, but the twist might be slightly confusing or abruptly added, requiring some support to make it flow naturally with the rest of the play. For example, the student suggests the "rain" twist and holds a bag over their head, which is a good idea, but forgets to react to the cold or wetness, needing a teammate to start shivering to make it look real.	Demonstrates successful performance by generating highly inventive and entertaining ways to portray an everyday event. Flexibly combines simple props and sudden twists into a cohesive, imaginative, and highly engaging performance with minimal support. For instance, the student brilliantly uses a blue dupatta not as clothing, but by shaking it on the floor to represent a sudden, large puddle that all the other characters have to creatively jump over to get on the bus.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**TC2.2** – Compares and contrasts themes and elements of Drama, and related artistic expressions created in the classroom

ACTIVITY

Activity: "The Drama Detectives: Spot the Difference!"

Context: Today, we are not just actors; we are "Drama Detectives" and Theatre Critics! The best directors and writers learn by watching different plays and comparing them. Today, we will watch two different groups perform a scene about the same topic: "Losing a favourite pen." Your mission is to watch closely, find the hidden similarities, and spot the big differences in how they tell the story!

Teacher Setup: Before the activity, secretly ask two pairs of students to be the "Volunteer Actors." Give them the same topic ("Losing a pen") but tell them to act it out in completely different ways:

- **Scene A (The Busy Market):** Very loud, fast-paced, searching, using lots of space.
- **Scene B (The Quiet Library):** Very quiet, using whispers, slow movements, sad facial expressions, staying in one small spot. Give the rest of the class a piece of paper folded down the middle (one side labelled "Scene A", the other "Scene B").

Instructions:

Step 1: The Detective's Notebook

- Sit in the audience area with your folded paper and a pencil.
- Watch Scene A in complete silence. Write or draw quickly what you notice about their voices, their movements, and the props they use.
- Watch Scene B. Now, write down what is different from Scene A and what is the same. Look closely at the "Elements of Drama"

Step 2: The Reviewers' Panel

- After both scenes are finished, sit in a circle with your group to form a "Reviewers' Panel."
- Discuss the "Theme" or the feeling of the plays. Take turns explaining how Scene A made you feel compared to Scene B.
- Listen carefully when a classmate shares an opinion. If you liked Scene A better, but your friend liked Scene B better, discuss your different choices politely without saying one was "bad."

Step 3: The Director's Mash-up

- Imagine you are the new Director, and you have to create a "Scene C."
- Work with your group to invent a new scene that perfectly mixes the best parts of both scenes.
- Decide how you will combine an idea from the loud market scene with an idea from the quiet library scene to make a brand-new, highly entertaining story.

ASSESSMENT QUESTIONS

1. Even though the scenes looked very different, what was the main "theme" or message that was the same in both plays?
2. Compare how the actors used their voices and the classroom space in Scene A versus Scene B. What were the biggest differences?
3. When your group was discussing which scene was better, how did you politely handle it if someone had a completely different favourite scene than you?
4. How did you show respect to the Volunteer Actors while they were performing their different styles, especially if one style seemed funny or unusual to you?
5. Tell me about the "Scene C" your group invented. How did you creatively mash up the loud market elements with the quiet library elements?
6. If you could add one completely new, magical prop to both scenes to change the story, what would it be, and how would it change the ending?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Faces challenges comparing the scenes and identifying dramatic elements. Focuses only on the basic plot and cannot spot differences in acting styles or themes, requiring continuous teacher prompts to look closer. For example, the student says, "They both lost a pen," but cannot explain that Scene A was loud and Scene B was quiet. When asked to compare their facial expressions, they shrug and need the teacher to point out, "Did you notice Scene A looked angry, but Scene B looked sad?"	Demonstrates potential by identifying clear similarities and differences in the elements of drama. Can compare basic things like volume and movement, but requires occasional support to discuss the deeper "themes" or feelings of the plays. For example, the student correctly notes, "Scene A ran around a lot, and Scene B stayed still," but might need a peer to help them answer what the main theme of both stories was, eventually agreeing, "They were both about losing something important."	Demonstrates successful performance by independently and deeply comparing and contrasting themes, character choices, and use of space. Highly observant and uses dramatic vocabulary confidently with minimal external support. For instance, the student independently explains, "The theme was the same, but the actors in Scene A used fast body language to show panic, while Scene B used quiet voices to show they were worried about breaking library rules!"
Sensitivity	Faces challenges in respecting different artistic expressions and managing peer discussions. Calls one scene "boring" or "bad" and argues with classmates who have different opinions, requiring teacher	Demonstrates potential by discussing the plays respectfully and listening to peers most of the time. Tries to understand why someone might like a different style, but may require some support to clearly express their own	Demonstrates successful performance by displaying deep empathy for the actors and excellent respect for diverse peer opinions. Highly attuned to the feelings discussed in the panel, validating others'

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	intervention to teach respectful criticism. For example, the student loudly interrupts their group to say, "Scene B was terrible because they didn't talk loudly enough," and refuses to listen when a teammate tries to explain that they liked the quiet acting style better.	feelings without putting down the actors. For example, the student listens to a friend praise Scene B and says, "I understand why you liked it," but might need a gentle reminder to say, "I preferred Scene A" instead of "Scene A was the only good one."	thoughts smoothly with minimal support. For instance, the student calmly mediates a group discussion by saying, "It's interesting that Rahul felt Scene B was sad, but I felt it was mysterious. Both acting choices were great in their own ways!
Creativity	Faces challenges coming up with a way to combine the two scenes. Suggests just re-doing one scene exactly as they saw it, requiring heavy support to think flexibly about mixing artistic elements. For example, when asked to create "Scene C," the student simply says, "Let's just do the loud market scene again," completely ignoring the prompt to mash up the styles, and waits for their teammates to do the creative thinking.	Demonstrates potential by attempting to combine parts of both scenes into a new idea. Shows curiosity in blending styles, but the mash-up might be very simple or slightly confusing, requiring some support to make the new story make sense. For example, the student suggests, "Let's be in a library but yell loudly," which shows they are mixing the elements, but they need their group to help them figure out why the characters would yell in a library to make the scene work.	Demonstrates successful performance by generating highly inventive and original ways to combine contrasting dramatic elements. Flexibly mashes up different themes and styles into a brilliant, cohesive new concept with minimal support. For instance, the student enthusiastically suggests, "What if the quiet characters from the library suddenly have to walk through the loud market to find the pen, but they are still trying to whisper to each other?" creating a hilarious and totally original new scene.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG3** – Explores basic processes, materials, and techniques in the Arts
Competencies *(Can choose one or more)*	**TC3.1** – Makes choices while working with materials, tools and techniques used in the Dramatic Arts

ACTIVITY

Activity: "The Magic Junk Box Theatre"

Context: In drama, actors don't always have expensive costumes or real sound effects. They use their imagination to make choices! Today, your group is a team of "Theatrical Magicians." You will be given a simple scene to act out, but you must choose ordinary "junk" items to create sound effects, props, and costumes. The magic happens based on the choices you make!

Teacher Setup: Create a central "Junk Pile" containing everyday items: old newspapers, empty plastic water bottles, wooden rulers (scales), rubber bands, a few dupattas (scarves), and empty cardboard boxes.

Instructions:

Step 1: The Material Draft

- Your teacher will assign your group a silent scene: "Walking through a thick jungle in a heavy rainstorm."
- Send one team member to the Junk Pile to choose exactly three items.
- Sit with your group and decide the technique for each item. Decide which item will be used to make the sound of rain, which will be used as a tool to cut through the jungle, and which will be used as a costume piece to stay dry.

Step 2: The Rehearsal

- Divide the jobs. Decide who will be the "Sound Maker" (using tools for audio) and who will be the "Actors" (using body techniques like shivering or heavy walking).
- Practice your 1-minute scene. You must share the items safely. The Sound Maker must watch the Actors closely and match the sound effects perfectly to the Actors' movements.

Step 3: The Performance

- Perform your scene without speaking any words.
- Use your chosen materials, your facial expressions, and your body movements to make the audience feel the cold rain and see the thick jungle.

ASSESSMENT QUESTIONS

1. Why did you choose that specific item from the Junk Pile to make the rain sound instead of choosing the cardboard box?
2. How did you change your body technique (your posture or walking style) when your character was holding the heavy "jungle-cutting tool"?
3. When you were dividing the jobs, what exact words did you use to make sure everyone got a fair chance to use a prop or make a sound?

4. If the Sound Maker played the sound too early or too late during rehearsal, how did your group solve the problem without arguing?
5. Tell me how you transformed your ordinary everyday item into something completely different for the jungle scene.
6. Did your group try a technique with a prop that failed during rehearsal? Tell me how you changed your choice to fix it.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Uses materials only for their literal purpose and requires the teacher to assign props and dictate the acting technique. For example, the student uses the plastic bottle just to pretend to drink water and stands completely straight during the storm scene until the teacher says, "Bend over to show the wind."	Selects appropriate materials for the scene but requires peer prompts to use body techniques or activate sound effects at the correct time. For example, the student chooses the newspaper for rain sounds but waits for a teammate to tap their shoulder and say, "Shake it now!" before making the noise.	Independently selects material choices and transforms items effectively using dramatic techniques without any prompts. For example, the student grabs a plastic bottle, instantly crunches it rhythmically to mimic snapping twigs, and independently hunches their shoulders to show they are fighting strong wind.
Sensitivity	Hoards materials, snatches props from peers, or argues over assigned roles, requiring teacher intervention to stop a conflict. For example, the student grabs the scarf and refuses to let anyone else hold it, shouting, "No, I want to act!" and completely halting the group rehearsal.	Shares materials when asked and accepts their role, but requires peer reminders to pay attention to other actors' cues. For example, the student hands the ruler to a teammate who asks for it and makes the sound effect, but looks at the floor, needing a friend to say, "Watch my hand drop to start."	Distributes materials fairly, syncs actions perfectly with teammates, and actively assists peers without teacher instruction. For example, the student gives the most exciting prop to a shy teammate, carefully watches the actor's feet, and perfectly times their sound effect to match every single step.
Creativity	Copies choices made by other groups, rejects new ways to use materials, and requires the teacher to physically demonstrate an idea. For example, the student sees another group use a ruler as a sword, does the same thing, and refuses to crumple the paper for sound until the teacher does it first.	Tests one new way to use a material and adjusts the prop if it fails, but requires peer agreement to finalise the choice. For example, the student tries snapping a rubber band for a sound, realises it is too quiet, and asks a teammate, "Should we hit the box instead?" before making the change.	Invents entirely unexpected uses for materials, combining props and body techniques innovatively to create a unique effect independently. For example, the student wraps the scarf around the cardboard box and drums on it with a ruler to create a deep, muffled, echo-like sound effect for the thunder.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG3** – Explores basic processes, materials, and techniques in the Arts
Competencies *(Can choose one or more)*	**TC3.2** – Practises steps of planning, executing, and presenting while creating Drama individually and collaboratively

ACTIVITY

Activity: The "3-Step Theatre Challenge"

Context: A great play doesn't just happen by magic. It takes three big steps: Planning (drawing the map), Executing (practising the steps), and Presenting (showing the world!). Today, I am not just watching your final play. I am assessing how well your group works together through all three stages.

Teacher Setup: Give each group a blank piece of paper (The Blueprint) and assign them a simple, one-sentence prompt, such as: "*A group of friends discovers a secret door in the school library.*"

Instructions:

Step 1: The Planning Phase (10 Minutes)

- Sit in a circle with your Blueprint paper.
- Do not stand up or start acting yet.
- Decide the beginning, middle, and end of your story. Assign a specific role to every single person in the group. Write down your characters and the story steps on your Blueprint.

Step 2: The Executing Phase (10 Minutes)

- Stand up in your practice space.
- Do a "Walk-Through." Act out the play from the beginning to the end.
- Stop when you make a mistake or get confused. Talk as a group to fix the problem, change the staging, and practice that part again until it looks smooth.

Step 3: The Presenting Phase (2 Minutes per group)

- Stand quietly in front of the audience.
- Have one person introduce the title of your play loudly and clearly.
- Perform your scene from start to finish. Stay completely in character until you bow at the end.

ASSESSMENT QUESTIONS

1. Show me your Blueprint. How did writing down your plan make the rehearsal phase easier for your group?
2. Did you change anything from your original plan while you were practising? Explain what you changed.
1. During the planning phase, how did you make sure the quietest person in your group got a role they actually wanted to play?
2. When someone made a mistake or forgot what to do during rehearsal, what exact words did you use to help them fix it?

1. What was the biggest problem your group faced during practice, and how did you creatively solve it before the presentation?
2. How did you use your voice or body differently in the final presentation compared to your first messy practice run?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Skips the planning phase entirely and just starts playing. Requires the teacher to assign roles and force the group to practice. For example, the student refuses to brainstorm, runs into the centre of the room making loud noises without a plan, and stops acting halfway through the final presentation.	Writes a basic plan and accepts a role, but forgets to rehearse the scene completely. Requires peer reminders to stay in character during the presentation. For example, the student helps pick the characters but stops rehearsing the ending to chat, needing a friend to say, "Focus, let's practice the last part!"	Independently follows all three steps. Writes a clear plan, runs a full practice rehearsal to fix errors, and presents the final scene flawlessly. For example, the student maps out the story on paper, pauses the group to practice a difficult jump twice, and performs with full focus until the final bow.
Sensitivity	Argues over roles during planning andquitst the rehearsal if they don't get their way, requiring teacher intervention. For example, the student shouts, "I am the main character, er or I am not playing!" and sits in the corner with their arms crossed during the entire execution phase.	Accepts their assigned role and practices with the group, but requires peer reminders to listen to others' ideas during planning. For example, the student agrees to be the "door" but keeps interrupting the director during practice, needing a teammate to say, "Let him finish his idea first."	Distributes roles fairly, actively listens during planning, and patiently helps peers fix mistakes during rehearsal. For example, the student suggests a vote to pick the main character, and when a teammate forgets a line during practice, they gently whisper the next word to help them succeed.
Creativity	Copies a story exactly from a movie and refuses to change anything when a staging problem happens during rehearsal. For example, the student tries to do a scene from a cartoon, realises they cannot fly, and just gives up instead of finding a new way to act it out on the ground.	Suggests an original story idea but struggles to solve staging problems during rehearsal, requiring group help to fix the issue. For example, the student invents a scene about an alien, but when they cannot figure out how to make the spaceship land, they ask their group to solve the acting problem for them.	Invents a highly original story and immediately solves staging problems during rehearsal by combining movements or classroom items. For example, when the group realises they do not have a "rope" for the rescue scene, the student instantly links arms with a teammate to create a human chain instead.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices.
Competencies *(Can choose one or more)*	**TC4.1** – Recognises elements of drama and movement in nature and describes their artistic qualities.

ACTIVITY

Activity: "Nature's Moving Theatre"

The Story for the Class: Did you know that nature is a giant stage, and everything in it is acting? A tree isn't just standing there; it is swaying and dancing in the wind. A little ant isn't just walking; it is marching with sharp, busy energy. Today, we are going outside to watch "Nature's Moving Theatre." Your job is to observe the movement of nature, figure out its dramatic mood, and use your own body to act it out!

Teacher Setup: Take the students outside to the school garden, playground, or an area with trees, insects, and birds. Bring a notebook and a pencil.

Instructions:

Step 1: The Silent Audience

- Find a quiet spot to sit or stand. Do not talk for 3 minutes.
- Choose one moving "actor" in nature to watch very closely. It could be a bird flying, a leaf shaking in the breeze, clouds drifting, or a squirrel running.
- Write down three dramatic words to describe how it moves. Think about its speed (fast/slow), its rhythm (smooth/jerky), and its mood (calm/nervous/heavy).

Step 2: The Mirror Game

- Pair up with a classmate. Take turns being the "Actor" and the "Audience."
- **Actor:** Use only your body and face—no words or sound effects—to copy the exact movement and mood of the nature item you watched.
- **Audience:** Watch your partner very carefully. Pay attention to how they use their hands, feet, and face. Guess what part of nature they are acting out and how it is feeling.

Step 3: The Director's Note

- Sit down with your partner.
- Explain your nature actor to them by giving a "Director's Note."
- Instead of just saying "I was a leaf," describe its artistic quality. Say something like, "I was a dry leaf, and I fell with a floating, dizzy rhythm until I hit the ground with a soft bump."

ASSESSMENT QUESTIONS

1. What specific moving "actor" in nature did you choose, and what three dramatic words did you write down to describe its rhythm and speed?
2. How is the dramatic movement of a heavy branch blowing in the wind different from the movement of a tiny blade of grass?
3. When we were the "Silent Audience" outside, how did you make sure your body and voice did not disturb the natural actors (like birds or insects)?
4. When your partner was acting out their nature item, how did you pay attention to their facial expressions to guess the mood of their movement?

5. Show me the exact physical movement you used to act out your nature item. How did you change your normal posture to look like nature?
6. Tell me the "Director's Note" you gave your partner. How did you use imaginative words to describe the artistic quality of the movement?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Fails to see movement or drama in nature, saying "the tree is just standing there," and requires the teacher to physically point out a swaying branch or a crawling insect to observe.	Spots obvious movements like a flying bird, but struggles to find the right words to describe it, needing a peer to suggest if the movement looks "fast" or "smooth."	Independently spots subtle movements, like a single leaf shivering, and accurately describes them using strong, dramatic words like "fluttering," "jerky," or "floating."
Sensitivity	Disturbs the natural environment by chasing birds or breaking twigs, and laughs loudly at their partner during the acting phase, requiring the teacher to separate them.	Observes nature quietly and watches their partner act, but interrupts them before they finish their movement to shout out a guess.	Sits in complete silence to respect the natural space, and watches their partner's physical acting with deep focus, gently waiting for them to finish before guessing the movement.
Creativity	Refuses to use their body to act out the nature movement, just standing completely still and saying "I am the wind" without making any physical effort.	Uses basic hand movements to show nature, like flapping arms for a bird, but keeps a blank face and needs encouragement to add emotion or change their whole posture.	Uses their entire body and face to perfectly capture the artistic mood of nature, like curling up tightly and rolling smoothly on the grass to show a seed blowing in the breeze.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – Theatre	
Curricular Goals: *(Can choose one or more)*	**TCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices.
Competencies *(Can choose one or more)*	**TC4.2** – Demonstrates curiosity towards local art forms and culture.

ACTIVITY

Activity: "The Bengal Theatre Showcase"

The Story for the Class: Over the past few weeks, we have studied the rich traditions of Bengal's local art forms. Today is your final Showcase! You will be tested on how well you remember the unique styles of Bengali folk theatre and how creatively you can bring them to life. Show me what you know!

Teacher Setup: Create a mixed "Prop Box" containing traditional Jatra/Putul Nach items (bright fabric, masks, string) mixed with completely unrelated modern items (a baseball cap, sunglasses, a plastic microphone). Clear a large space in the room.

Instructions:

Step 1: The Stage and Prop Setup

- Look at the mixed Prop Box. Select exactly three items that belong in a traditional Bengali folk performance and leave the modern items behind.
- Using the classroom chairs and desks, set up your performance space exactly how a traditional Jatra stage is laid out in a village.
- In your notebook, write down one specific question you still have about how these actors perform.

Step 2: The Character Test

- Work in pairs. One person will play a "Selfish King", and the other will play the character of "*Vivek*."
- Act out a 1-minute scene. You must use your voice, posture, and acting style to show exactly what Vivek's traditional job is in the story and how they treat the King.

Step 3: The Movement Challenge

- Form a group of 4. You must perform a 2-minute scene in the style of *Putul Nach*.
- Use your bodies, the traditional props you selected, and everyday classroom objects to recreate the exact movement and sound of this specific art form.

ASSESSMENT QUESTIONS

1. Why did you leave the plastic microphone in the box, and how do traditional actors make sure the audience hears them without one?
2. Explain why you arranged the chairs and desks the way you did for your stage setup.
3. When you played Vivek, what exact tone of voice did you use to speak to the King, and why does that character speak that way?
4. During the Putul Nach scene, how did you make sure you were moving safely and respectfully with your partners?
5. Tell me how you used a classroom object to create a traditional sound effect for your scene.
6. Show me the specific body movement you used for the Putul Nach style. How did you change your normal walking to make it look authentic?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Selects modern props instead of traditional ones and sets up a standard forward-facing stage. Requires the teacher to explicitly tell them what items to pick and how to build the open stage. For example, the student grabs the sunglasses and the microphone, lines up the chairs in straight rows, and cannot name a single question about the art form.	Selects mostly correct props and attempts an open stage setup, but includes one modern item or forgets a staging detail. Requires peer help to remember the exact layout. For example, the student picks the bright fabric but also grabs the baseball cap, and sets up a circle of chairs but forgets to leave an entrance aisle for the actors.	Independently selects only traditional props, perfectly builds an authentic open-stage layout, and writes a thoughtful question. For example, the student ignores the modern items, arranges the chairs in a full circle with an aisle, and writes, "I wonder how long it takes them to put on all that bright makeup?"
Sensitivity	Plays the Vivek character aggressively or jokingly, completely ignoring the traditional emotional role. Requires teacher intervention to stop mocking the acting style. For example, the student playing Vivek shouts angrily at the King, hits him with a prop, and laughs loudly at their partner's acting.	Plays the Vivek with a generally helpful tone but struggles to capture the deep emotion of the role. Requires peer reminders to act more seriously. For example, the student tells the King to be nice but speaks in their normal voice, needing their partner to whisper, "Try singing it or sounding wiser.	Flawlessly captures the traditional, empathetic essence of the Vivek character. Deeply respects the art form and perfectly balances the emotional weight of the scene. For example, the student uses a gentle, musical, and wise voice to warn the King, showing deep sorrow for the villagers through their facial expressions.
Creativity	Moves normally during the Putul Nach scene and refuses to use classroom items for sound effects. Requires the teacher to demonstrate the movements. For example, the student just walks across the stage normally to deliver a line and completely ignores the prompt to act in the specific puppet style.	Attempts the Putul Nach movements and uses one basic sound effect, but the movement is inconsistent. Requires peer support to stay in the specific style. For example, the student walks stiffly for the first few seconds but then forgets and runs normally, or taps a pencil once for a sound effect but stops.	Invents highly authentic and creative movements that perfectly mimic Putul Nach, and uses classroom items brilliantly for sound. For example, the student attaches a string to their own arm, lets their partner "pull" it to make them walk with sharp, wooden movements, and rhythmically taps a metal tiffin box to match every step.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**MUC1.1** – Expresses enthusiasm to practice and perform Music that is familiar to them

ACTIVITY

Activity: "The Joyful Jukebox Showcase"

The Story for the Class: Today, our classroom is a "Joyful Jukebox"! A jukebox is a machine that plays people's favourite songs. Your task today is to be the record inside the jukebox. You will choose one song you already know completely by heart, practice it, and perform it for us. I am not testing if you are a perfect singer; I am testing how much pure joy and enthusiasm you can show while performing your familiar music!

Teacher Setup: Clear a "Stage" area at the front of the room. Create a small "Audience Zone" with chairs or floor mats. No instruments are needed.

Instructions:

Step 1: The Solo Selection

- Sit quietly in your own space.
- Pick exactly one song that is highly familiar to you. It can be a festival song, a cartoon theme song, a regional folk song, or a school anthem.
- Whisper the words to yourself to make sure you remember the song from start to finish.

Step 2: The Energy Check

- Stand up in your space. Practice singing your chosen song out loud.
- Decide exactly how you will use your face, your hands, and your voice to prove to the audience that you love this song. Plan a specific clap, a sway, or a big smile to add to your performance.

Step 3: The Jukebox Performance

- Take your turn stepping onto the Stage. Announce the name of your favourite song loudly.
- Perform at least one full minute of your song with maximum energy and enthusiasm.
- When you are in the Audience Zone, watch your classmates closely and show respect for their favourite music.

ASSESSMENT QUESTIONS

1. Which familiar song did you choose, and how did you make sure you stayed focused on the melody from the beginning to the end?
2. If you forgot a word for a second, how did you keep the rhythm going without stopping the whole song?
3. Singing alone can make people feel nervous. Exactly what did you do to manage your shy feelings so you could show your enthusiasm on stage?
4. When your classmate was performing a song that you had never heard before, exactly how did you use your body language to show them respect from the audience?

5. Show me the specific body movement or facial expression you added to your song to prove to everyone that you were excited.
6. Did you change anything about how you usually sing this song at home (like making your voice louder or adding a dramatic pause) to make it more entertaining today?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Forgets the familiar song entirely, stares blankly, and stops participating, requiring the teacher to feed them the lyrics step-by-step. For example, the student picks a simple nursery rhyme but freezes after two words, looking at the floor until the teacher whispers the next line.	Sings the familiar song but drops their energy or forgets a few words, requiring peer prompts to keep the music going. For example, the student sings the chorus well but pauses during the verse, waiting for a classmate in the audience to mouth the words before finishing.	Confidently sings the familiar song from start to finish with full attention and zero prompts. For example, the student sings a popular regional song, remembers every single lyric perfectly, and stays completely engaged in the melody without looking away once.
Sensitivity	Refuses to perform due to unmanaged nerves or mocks peers during their turns, requiring teacher intervention to stop disruptive behaviour. For example, the student covers their face, shouts "I won't do it," and later talks loudly while a classmate is singing their favourite song.	Overcomes nerves to perform but acts stiff, and claps for peers only when told to by others. For example, the student stands very rigidly while singing their song, and needs a friend to say "Clap for him!" when the next performer finishes their turn.	Perfectly manages performance anxiety to project pure joy and actively cheers for every peer independently. For example, the student takes a deep breath, smiles warmly at the audience before singing, and gives a big "thumbs up" to the next classmate who steps onto the stage.
Creativity	Sings in a flat, robotic voice without moving a single muscle, rejecting any physical expression of enthusiasm. For example, the student keeps their hands straight down by their sides and sings a happy, fast-paced festival song in a completely flat, bored voice.	Adds one basic movement, like a foot tap to show enthusiasm, but repeats it mechanically. For example, the student taps their foot to the beat of the song but keeps a straight face, showing physical energy but lacking full vocal excitement.	Invents highly energetic, original physical movements and vocal changes that perfectly match the joy of the music. For example, the student enthusiastically claps on the off-beat, sways their shoulders, and purposely sings the final note extra loudly with a huge smile.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**MUC1.2** – Discusses own thoughts and responses while working collaboratively in Music

ACTIVITY

Activity: "The Baithak Challenge"

The Story for the Class: Over the past few weeks, we have learned about the *Jugalbandi*—a fast, fun musical conversation where two sides play rhythms and melodies back and forth. Today, your group will host a *Baithak* (a musical sitting) and perform a live *Jugalbandi* for the class using only your voices and body percussion!

Teacher Setup: Divide the class into groups of 4. Clear a space for each group to sit on the floor in a circle. Do not provide any instruments.

Instructions:

Step 1: The Planning Room (7 Minutes)

- Sit in your group of 4. Divide yourselves into Side A (two people) and Side B (two people).
- Create a musical "Question" for Side A (a 4-second pattern).
- Create a musical "Answer" for Side B (a different 4-second pattern than A).
- You have 7 minutes to decide what your patterns will be and practice them.

Step 2: The Flow Test (3 Minutes)

- Practice your *Jugalbandi*. Side A plays their Question, and Side B must instantly reply with their Answer.
- You must be able to pass the music back and forth three times in a row without breaking the rhythm or stopping.

Step 3: The Live Baithak

- Sit in front of the class.
- When the teacher points to your group, begin your musical conversation immediately and complete your three rounds.

ASSESSMENT QUESTIONS

1. When your group first sat down to plan, what was the very first idea that you suggested out loud?
2. How did you explain to your partners how fast or slow they needed to clap or sing?
3. Your group had to make a lot of decisions in just 7 minutes. How did you decide whose musical idea to use for Side A and whose to use for Side B?
4. If the rhythm broke or someone messed up during the "Flow Test," what exactly did you say or do to fix it?
5. Show me the specific "Answer" pattern you helped create. How did you make it sound completely different from the "Question" pattern?
6. Did you use any unusual vocal sounds or body percussion that you hadn't used in previous classes?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Sits silently during the planning phase, refuses to share any musical thoughts, and requires the teacher to prompt them to suggest a sound. For example, the student stares at the floor when asked by the group for an idea, says "I don't know," and waits for their teammates to tell them exactly what to clap.	Shares a basic musical thought but requires peer questions to speak up or explain their idea clearly. For example, the student says, "Let's just clap," but needs a teammate to ask, "Do you want to clap fast or slow?" before they finally explain their specific thought.	Independently and clearly articulates specific musical thoughts and actively helps structure the group's performance without prompts. For example, the student excitedly says, "Let's do two slow claps and then hum a high note for our answer!" right as the planning begins.
Sensitivity	Shouts over teammates, completely rejects others' musical ideas, or argues, requiring teacher intervention to stop the conflict. For example, the student yells, "My beat is the best, we are doing mine!" covers their ears when Side B suggests a different sound, and halts the group's progress.	Listens to the group and accepts compromises, but requires peer reminders to let quieter students speak during the time limit. For example, the student agrees to use their friend's vocal sound but accidentally interrupts them while practising, needing a friend to say, "Wait, let him finish his beat."	Actively mediates group discussions, encourages peers to share thoughts, and perfectly balances the musical conversation. For example, the student notices a quiet teammate and says, "What vocal sound should we add here?" and smoothly combines two different ideas so both friends feel included.
Creativity	Copies the same sound as the other side, refusing to invent a new response, and requires the teacher to demonstrate a different beat. For example, when Side A plays "Stomp-Clap," the student just repeats "Stomp-Clap" identically, refusing to try a unique answer even when asked by their group.	Alters the response slightly but relies heavily on basic sounds, requiring group help to make the answer fit the conversation. For example, the student responds to a clap by just clapping louder, needing a partner to suggest adding a vocal "Dha" to make the musical answer more interesting.	Invents a highly original rhythmic or vocal response that perfectly complements the first group's sound independently. For example, when Side A does a fast foot-stomp, the student instantly responds with a complex, silent hand-wave and a long vocal "Sa," creating a brilliant musical contrast.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**MUC2.1** – Practices and performs songs and rhythms in a variety of musical arrangements (arrangements of vocal, instrumental, solo, duet, ensemble or group)

ACTIVITY

The Assessment Scenario: "The Live Radio Takeover"

The Situation (Read to the Students): "You are a local band, and you have been invited to perform live on our school's radio station! However, the radio producer has a strict rule to keep the listeners entertained: your song cannot sound the exact same way the whole way through. You have 15 minutes to take one familiar song and arrange it so that the radio audience hears a **Solo** part, a **Duet** part, and a full **Ensemble** part, all in the same performance."

The Student Anchors (Provided by the Teacher)

Anchor 1: The "**On-Air Setlist**". Give each group one blank index card labelled "On-Air Setlist." This gives them a concrete task to complete before they start practising, forcing them to commit to their musical choices.

- *Instructions for Students:* "Before you practice, your band must fill out your Official Setlist for the Radio Producer. You must write down which part of the song is Part 1, Part 2, and Part 3, and clearly label which one will be the Solo, the Duet, and the Ensemble. You must also write down exactly who is performing in each section."

Anchor 2: The "Studio "On-Air" Sign" Give each group a red piece of paper that says "ON AIR." This acts as a physical boundary for the assessment.

- *Instructions for Students:* "When it is your turn to perform, the Radio Producer (teacher) will hold up the ON AIR sign. Once that sign is up, the music cannot stop. If someone makes a mistake, you must figure out how to keep the rhythm going live on the radio until the song is finished."

Anchor 3: The "Radio Critics". This keeps the rest of the class anchored and actively listening while they wait for their turn, which tests their Awareness.

- *Instructions for Students in the Audience:* "While the other bands are playing, you are the Radio Critics. Listen closely. When the band finishes, I will randomly select one Critic to identify exactly which part of the song was the Duet and how they knew."

ASSESSMENT QUESTIONS

1. Did they correctly fill out the Setlist card, proving they know the difference between the three arrangements?
2. During the performance, do they transition into their specific roles smoothly and on time, following their Setlist?
3. During the duet and ensemble sections, do the singers listen to each other and balance their volume so no one is shouting over anyone else?
4. Do the students who are not singing the solo remain quiet and respectful to let the soloist shine?
5. Do they add any unique musical ideas to the different arrangements (e.g., adding clapping during the ensemble, or humming a harmony during the duet) to make the sections sound distinct?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Fails to fill out the Setlist correctly (e.g., puts three names down for the Solo). Sings the same way the whole time during the performance, ignoring their planned arrangements until the teacher stops them.	Fills out the Setlist correctly but struggles with timing during the performance. For example, the student sings the duet part correctly but forgets to join in for the full ensemble section, needing a teammate to nudge them.	Fills out the Setlist quickly and accurately. Flawlessly and confidently transitions between solo, duet, and ensemble roles on stage without missing a beat or needing any peer prompts.
Sensitivity	Overpowers teammates or completely drops out. For example, the student shouts at the top of their lungs during the duet, completely drowning out their partner, or talks loudly while someone else is doing their solo.	Tries to balance their voice with others but sometimes loses focus. For example, the student sings the duet nicely but accidentally speeds up the rhythm, needing their partner to make strong eye contact to keep them on the beat.	Deeply listens to peers and balances their volume perfectly within the different arrangements. For example, the student adjusts their singing volume so both voices in the duet can be heard equally and supports the soloist silently.
Creativity	Makes no rhythmic or vocal changes between arrangements, performing completely flatly. For example, the student just stands completely stiff and mumbles the words for all three parts of the performance.	Adds a basic creative element, like a handclap, but plays it the same way as everyone else. For example, the student adds a clap during the full ensemble part, but just copies the exact rhythm of the student next to them.	Invents unique, exciting musical choices tailored perfectly to the specific arrangement. For example, the student hums a harmony note during the duet and independently adds a cool, fast double-snap rhythm during the full group section.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**MUC2.2** – Compares and contrast musical elements (*Laya, Taala, Sur, Bhaava*), lyrics and expressions in a variety of musical styles introduced in the classroom

ACTIVITY

The Situation (Read to the Students): "You are the lead Music Critics for India's top music magazine! Your editor has given you a tough assignment: you must listen to two completely different styles of music that we studied this term. You have to write a 'Master Review' comparing the two tracks. The editor wants to know exactly how the *Laya*, *Taala*, *Sur*, and *Bhaava* are different, and what makes each style special. Are you ready to use your expert ears?"

The Challenge: "I am going to play two contrasting tracks (e.g., a fast, energetic Punjabi Bhangra folk song, and a slow, peaceful Hindustani Classical Raag). You must listen closely, discuss the differences with your editorial team, and present your 'Master Review' live to the classroom."

The Student Anchors (Provided by the Teacher)

Anchor 1: The "Critic's Notepad". Give each student a piece of paper with a blank chart. Label one side "Track A" and the other "Track B".

- **Instructions for Students:** "While the music is playing, there is absolutely zero talking. You must use your Critic's Notepad to independently write down your observations about the Laya, Taala, Sur, and Bhaava for both tracks."

Anchor 2: The "Editorial Meeting" Give the group a 5-minute timer.

- **Instructions for Students:** "Now that the music is off, start your Editorial Meeting. Compare your Notepads. You must agree on three major differences between Track A and Track B to include in your final review."

Anchor 3: The "Published Review" Give each group a rolled-up paper to act as a "Microphone."

- **Instructions for Students:** "When I hand your team the Microphone, you are officially publishing your review. Your group must clearly explain to the class how the musical elements of Track A contrast with Track B."

ASSESSMENT QUESTIONS

1. How accurately did the student identify the *Laya* (tempo), *Taala* (rhythm), and *Sur* (melody) for both tracks on their independent notepad?
2. Did the student use the correct musical vocabulary to accurately compare the two tracks during the final live review?
3. During the Editorial Meeting, exactly how did the student respond when a teammate had a completely different opinion about how the music felt?
4. Did the student show physical and verbal respect for both contrasting musical styles while listening, even if one track was clearly not their personal favourite?

5. What specific, imaginative words or imagery did the student use to describe the *Bhaava* (emotion/mood) of the tracks?
6. Did the student draw a unique or surprising comparison between the two styles that went beyond just basic observations like "fast" and "slow"?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Writes everyday words like "fast" or "loud" on the notepad. Speaks these non-musical words during the presentation and requires the teacher to specifically ask, "Which musical word means fast?" before the student says *Laya*.	Write 2 or 3 observations in the notepad. Uses at least one correct musical term (like *Taala*) during the presentation, but uses everyday words for the remaining elements until a peer points to the notepad to remind them of the vocabulary.	Write specific observations for *Laya*, *Taala*, and *Sur* on the notepad. Speaks all of these formal musical terms correctly to compare the two tracks during the presentation without looking at peers or the teacher for prompts.
Sensitivity	States their own opinion during the meeting and speaks while peers are talking. Writes only their own thoughts on the notepad, requiring the teacher to intervene and say, "Write down your partner's idea too."	Waits for peers to finish speaking before sharing their opinion. Agrees with the group's final choices but requires a peer to ask, "Can we present my idea for Track B?" before including the peer's thought in the final review.	Asks peers direct questions, such as, "How did Track B make you feel?" Writes down teammates' answers on the notepad and independently speaks one of their teammates' ideas aloud to the audience during the final presentation.
Creativity	Describes the *Bhaava* (emotion) using one single adjective, such as "happy" or "sad." Compares the two tracks by stating one simple fact, such as "Track A is fast, and Track B is slow."	Describes the *Bhaava* by naming a real-world event, such as "It sounds like a wedding." Compares the two tracks by naming the actions or instruments, such as "Track A uses loud drums to make the beat fast."	Describes the *Bhaava* by inventing a detailed visual metaphor, such as "Track B feels like floating alone on a quiet river." Compares the styles by connecting the tempo and melody to a specific, original storyline.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG3** – Explores basic processes, materials, and techniques in the arts
Competencies *(Can choose one or more)*	**MUC3.1** – Makes choices while working with voices, instruments and arrangements used in Music

ACTIVITY

The Scenario: "The Silent Movie Soundtrack"

The Situation (Read to the Students): "You are a team of Sound Designers for a movie studio. The director has given you a very short, 3-sentence 'Silent Movie' script. The audience will not see any pictures; they will only hear your soundtrack! You have 10 minutes to choose which vocal sounds, classroom instruments, or everyday objects you will use to bring the 3 sentences to life, and arrange exactly who plays what."

The 3-Sentence Script (Written on the board):

1. A cat creeps slowly across the dry leaves.
2. Suddenly, a massive lightning bolt strikes the ground!
3. The cat runs away as fast as it can.

The Challenge: "Work with your studio team of 3. You must use the items on the table and your own voices to create the soundtrack. When I hold up the 'Recording' sign, you must perform your soundtrack from sentence 1 to sentence 3 without stopping."

The Student Anchors (Provided by the Teacher)

Anchor 1: The "Studio Storyboard" Give each group a piece of paper divided into 3 boxes (labelled Sentence 1, Sentence 2, Sentence 3). Place a pile of mixed items in the centre of the room (e.g., two metal spoons, a plastic bottle with rice, a hollow cardboard box, two pencils).

- *Instructions for Students:* "Before you record, you must lock in your choices on your Storyboard. In each box, write down exactly which instrument or vocal sound you chose for that sentence, and write the name of the student who is playing it."

Anchor 2: The "Recording Red Light" Give the teacher a red piece of paper.

- *Instructions for Students:* "When the red paper goes up, we are recording. You cannot restart. You must look at your Storyboard and play the exact choices you wrote down."

Anchor 3: The "Studio Executives"

- *Instructions for Students in the Audience:* "While the other team is recording, you are the Studio Executives. Write down the name of one specific instrument or voice sound the team used, and write down which sentence they used it for."

ASSESSMENT QUESTIONS

1. Do they write down their specific choices for voices and instruments on paper?
2. During the recording, do they select and play different sounds for the creeping, the lightning, and the running, or do they use the same sound for all three?
3. During the 10-minute prep, do the students hold onto one instrument the whole time, or do they place items in the centre and trade them?

4. Do they ask their teammates which instrument they want to play, or do they tell everyone what to do?
5. Do the students play the items in the standard way (like just shaking a bottle), or do they invent a new physical technique (like tapping the bottle with a pencil) to make the sound fit the story better?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Chooses the same instrument or vocal sound for all 3 sentences. Write 1 or 2 words on the Storyboard. Requires the teacher to ask, "What different item can you use for the lightning?" to prompt a new choice.	Chooses two different instruments or voices for the soundtrack. Fills out all 3 boxes on the Storyboard but requires a peer to say, "It is your turn to shake the bottle now," to play the correct choice during the performance.	Choose a distinct, different instrument or vocal sound for each of the 3 sentences. Writes the specific choices and names in all 3 boxes, and plays exactly what is written on the Storyboard without any peer prompts.
Sensitivity	Holds onto one instrument for the entire 10-minute planning time and speaks over teammates. Requires the teacher to physically step in and say, "Put the box down and let your partner choose an item."	Hand an instrument to a partner when directly asked. Says "I want to do the thunder part," but requires a peer to ask, "What do you want to play for the cat?" to include others in the choices.	Places all instruments in the centre of the group during prep. Asks teammates direct questions like, "Which sound do you want to make?" and trades instruments with peers at least once while practising.
Creativity	Plays the chosen instrument in its standard, everyday way (e.g., speaking the words in a normal voice, or shaking the bottle at a medium speed for all sentences).	Changes the speed or volume of the instrument or voice to match the story (e.g., whispering the first sentence, or shaking the bottle very fast for the running sentence).	Alters the physical technique to create a completely new sound effect (e.g., scraping the metal spoons together instead of hitting them, or clicking their tongue to mimic the sound of dry leaves breaking).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG3** – Explores basic processes, materials, and techniques in the arts
Competencies *(Can choose one or more)*	**MUC3.2** – Contributes ideas while selecting Music for performance and participates in rehearsals

ACTIVITY

Task: "The Double-Take Performance"

Teacher Setup: Place a mixed box of classroom items (e.g., plastic bottles, wooden rulers, metal spoons) and standard instruments (if available) in the centre of the room. Write a simple 2-line chant on the board: "*Rain is falling on the ground, listen to the heavy sound*."

The Instructions (Read to the Students): "Your group of 3 will be assessed on how well you make musical choices. You have 10 minutes to plan and practice. You must perform the chant on the board twice in a row.

- **Take 1:** Choose your voices, instruments, and arrangement.
- **Take 2:** You must make completely **different** choices. You cannot use the same voice style; you must swap your instruments, and you must change the arrangement (the order of who plays when). I will not help you plan. Show me the choices you can make."

ASSESSMENT QUESTIONS

1. Did the student successfully select a completely different instrument and a completely different vocal style for Take 2, proving they know how to change their choices?
2. "Explain your arrangement to me. Who started the song in Take 1, and exactly how did you change that order for Take 2?"
3. During the 10-minute planning time, did the student willingly trade their instrument to ensure their teammates had a chance to try different sounds?
4. "When it was time to change instruments for Take 2, exactly what words did you use to decide who would play what without arguing?"
5. Did the student physically alter the way they played the instrument, or significantly change their vocal speed/volume, to create a contrasting mood between the two takes?
6. "Show me the most unique sound you created for Take 2. How did you think of using your voice or instrument in that specific way?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Uses the same instrument and the same voice style for both takes **Example:** The student hits the desk and uses a normal speaking voice for Take 1, and does the same thing for Take 2. When interviewed, they cannot name what changed, stating, "We just sang it."	Successfully changes either the instrument or the voice style for Take 2, but keeps the other element the same. **Example:** The student changes from tapping a desk to shaking a bottle for Take 2, but uses their normal speaking voice for both takes.	Successfully changes both the instrument and the voice style for Take 2, creating a clear, intentional contrast. **Example:** The student whispers and taps a pencil for Take 1, then instantly switches to a loud singing voice and shakes a bottle for Take 2.
Sensitivity	Holds onto a single instrument during planning, refuses to trade for Take 2, and ignores teammates' suggestions. **Example:** The student grabs the plastic bottle, refuses to let anyone else use it for Take 2, and talks over a peer who tries to suggest a new idea during the 10-minute prep.	Trades instruments when explicitly asked and agrees to group choices, but waits to be assigned a role rather than initiating. **Example:** The student hands the bottle to a peer when asked, and then sits quietly until a teammate says, "You play the ruler for Take 2."	Places all instruments in the centre during prep, willingly hands items to peers, and actively asks for others' opinions. **Example:** The student puts the bottle down, turns to a quiet teammate, asks, "What do you want to play for Take 2?" and ensures that teammate gets their chosen instrument.
Creativity	Keeps the same speed, volume, and structure for both takes, and plays instruments in a standard, literal way. **Example:** The student shakes a bottle normally and sings at a medium speed for Take 1, and repeats the performance identically for Take 2 without trying any new techniques	Changes the overall volume or speed between takes, but keeps the same structure and standard playing techniques. **Example:** The student sings Take 1 very slowly and Take 2 very fast, but still just taps the desk normally both times without exploring new sounds.	Completely alters the structural arrangement and invents a new physical way to play the instrument to create an unexpected sound. **Example:** The student changes from a full-group chorus in Take 1 to a call-and-response pattern in Take 2, and creates a unique rain sound by scratching the desk with a fingernail instead of just tapping it.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**MUC4.1** – Recognises musical elements in nature and describes their artistic qualities

ACTIVITY

The Natural Concert"

Teacher Setup: Take the class outside to a natural area for 10 minutes.

The Instructions (Read to the Students): "You have 10 minutes to explore this outdoor area in silence. Your task is to find one sound in nature and bring it back to the classroom to present in our 'Natural Concert.' When we return inside, you will have 1 minute on stage. You must use your voice or body to perform the exact sound you found, and you must explain to the audience its musical and artistic qualities. Show me what you know!"

ASSESSMENT QUESTIONS

1. Did the student accurately replicate a specific musical element (like a repeating rhythm, a fast tempo, or a changing pitch) when performing their nature sound?
2. What specific, formal musical vocabulary did the student independently use to describe the sound they found?
3. How did the student interact with the natural environment during the 10-minute outdoor sound hunt?
4. When other students were performing their nature sounds on stage, what exact physical behaviour did the student display in the audience?
5. What specific words did the student use to describe the artistic mood, feeling, or aesthetic of the nature sound?
6. Did the student use a unique or unexpected physical/vocal method to perform the nature sound for the class?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Performs a flat, continuous sound with no rhythm or pitch changes (e.g., just saying "whoosh"). Uses non-musical, everyday words to describe it. **Example:** The student says, "I heard the wind, it was very loud, and it went whoosh," entirely missing formal musical elements.	Replicates a basic tempo (fast/slow) or pitch (high/low) when performing. Uses at least one correct musical term to describe the sound. **Example:** The student makes a high-pitched "chirp" and says, "The bird had a very high pitch, but the wind was loud."	Flawlessly replicates a complex rhythmic pattern or melody from nature. Independently uses multiple formal musical terms to analyse the sound. **Example:** The student perfectly claps the erratic rhythm of a grasshopper and says, "It had a fast, repeating tempo with a sharp, high pitch."

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Makes disruptive noises or talks during the outdoor hunt. Interrupts peers or looks away during the indoor presentations. **Example:** The student talks to a friend outside, scaring away birds. Indoors, they talk to their neighbour while a classmate is presenting their sound on stage.	Stays generally quiet outside but loses focus. Watches the presenter on stage but requires a reminder to stop fidgeting. **Example:** The student walks quietly outside but eventually starts playing with a stick. Indoors, they watch the stage but play with their shoelaces until the teacher makes eye contact.	Maintains complete silence and deep focus outside to avoid disturbing nature. Gives undivided, active attention to every peer presentation. **Example:** The student sits perfectly still outside with their eyes closed to listen. Indoors, they face the speaker completely, nod, and silently applaud each performance.
Creativity	Uses a literal, factual word to describe the sound's mood. Uses their normal speaking voice to perform the sound. **Example:** The student describes the artistic quality by just saying, "It sounded like a normal bird." They say the word "tweet" in their regular voice.	Compares the sound to a basic human emotion or a standard instrument.Alters their voice's volume to perform the sound. **Example:** The student says, "The artistic quality was happy, like a flute." They whistle loudly to make the sound.	Invents a highly vivid metaphor to describe the artistic mood. Uses their entire body and voice innovatively to perform the sound. **Example:** The student says, "It sounded lonely and cold, like a ghost sighing." They rub their hands together swiftly while whispering a low, trembling note to recreate the rustling leaves perfectly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Music)	
Curricular Goals: *(Can choose one or more)*	**MUCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**MUC4.2** – Demonstrates curiosity towards local Art forms and culture

ACTIVITY

Task: "The Heritage Music Detective"

Teacher Setup: Prepare three short (1-minute) audio clips of contrasting, highly traditional Indian music. Do not tell the students what they are.

- **Clip 1:** A fast percussion solo (e.g., Tabla or Mridangam).
- **Clip 2:** A vocal performance with a drone (e.g., Hindustani Alaap with Tanpura).
- **Clip 3:** A regional folk instrument (e.g., a Rajasthani Ravanahatha, a Bengali Ektara, or a Punjabi Tumbi). Give each student a blank piece of paper (The Detective's Notepad).

The Instructions (Read to the Students): "You are a team of Detectives working for the National Museum of Indian Music. We have uncovered three mystery audio tracks from our country's history. We don't have any labels for them!

Step 1: The Listening Gallery. I will play the three mystery tracks. You must listen in complete silence.

Step 2: The Detective's Notepad. Choose exactly one track that you want to investigate. On your notepad, write down the sounds you hear in that track. Then, write down two specific questions you have about this music—things you genuinely want to find the answers to.

Step 3: The Museum Pitch. You will stand up and tell the Museum Directors (the class) which track you chose, what you observed, and the questions you want to investigate."

ASSESSMENT QUESTIONS

1. Did the student accurately identify and describe specific sounds from the traditional track (e.g., the drone, the fast drum beats, or the string sound) on their notepad?
2. "Why did you choose this specific mystery track to investigate instead of the other two?"
3. How did the student physically behave while listening to the unfamiliar, traditional Indian music during the Listening Gallery?
4. "If you played this ancient music for a friend who only likes modern pop songs, exactly what would you say to convince them to respect it?"
5. Did the student write down questions that show a desire to learn about the culture, history, or creation of the music?
6. "Tell me the most important question you wrote down. Why do you want to know the answer to that?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Describes the music using a single, generic word without identifying specific traditional sounds. Chooses a track randomly. **Example:** The student writes "It was loud" on their notepad. When asked Q2, they say, "I just picked the first one," showing little observation of the actual art form.	Identifies a basic element of the traditional music (like a voice or a drum). Chooses a track based on a simple preference. **Example:** The student writes, "I heard a drum." When asked Q2, they say, "I picked track one because the drum beat was very fast and I like fast music."	Identifies specific, unique traditional elements (like the drone or a unique string tone). Chooses a track because it sounded unfamiliar or intriguing. **Example:** The student writes, "I heard a strange buzzing sound behind the singer." When asked Q2, they say, "I chose track two because I had never heard a voice bend notes like that before
Sensitivity	Laughs, make faces, or cover their ears when hearing unfamiliar traditional sounds. Cannot explain why the music deserves respect. **Example:** The student giggles during the Hindustani vocal Alaap. When asked Q4, they say, "I wouldn't show it to my friend because it sounds weird."	Sits quietly in the listening gallery. Offers a basic, polite reason why the music should be respected. **Example:** The student listens without making faces. When asked Q4, they say, "I would tell my friend to respect it because it is very old and from our country."	Listens with deep focus and stillness. Offers a mature, empathetic reason for valuing the cultural art form. **Example:** The student closes their eyes to concentrate on the music. When asked Q4, they say, "I would tell my friend to listen to the emotion in the singer's voice, because people have used this music to tell stories for hundreds of years."
Creativity	Does not write down a question, or writes a closed question that can be answered with a simple "yes" or "no." Shows little interest in exploring further. **Example:** The student writes, "Is it a guitar?" on their notepad. When asked Q6, they shrug and say, "I just want to know what it is."	Write a factual question about the instrument or the artist. Shows a clear interest in learning more information about the track. **Example:** The student writes, "What is the name of the drum they are hitting?" When asked Q6, they say, "I want to know the answer so I can look up a picture of it."	Writes deep, open-ended questions about the culture, technique, or history of the art form. Shows a massive drive to understand the why and how. **Example:** The student writes, "How do they make their fingers move that fast, and what festival do they play this for?" When asked Q6, they say, "I want to know if it takes years of practice to learn, and if people dance to it in their villages."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**DMC1.1** – Expresses enthusiasm to practise and perform Dance and Movement and is familiar to them

ACTIVITY

Nature of Activity: Students are assessed on whether they can independently choose, practise, repeat, improve, and perform a dance movement already familiar to them from home, school, local festivals, weddings, community celebrations, or Indian folk/local dance exposure.

Students may choose any movement familiar to them, such as:

- Garba/Dandiya clap-turn or stick-tap movement
- Bhangra shoulder bounce and arm lift
- Ghoomar circular hand movement or turn
- Bihu side step and hand movement
- Kummi/Kolattam circle clap or stick rhythm
- Gidda clap and expressive gesture
- Santhali/local tribal line step
- Nati/local hill dance step
- Lavani-inspired hand and foot rhythm
- Any local wedding, festival, school function, or family celebration movement

Materials Required

- Open classroom/playground space
- Clapping rhythm/dholak beat/simple music track
- Optional: scarf, dandiya sticks, handkerchief
- Chalk circles/lines for safe movement space
- Teacher observation sheet

Setup

Students are placed in groups of 5–6, but each student is assessed individually. Other group members provide only a clap rhythm or safe space support. They are not allowed to teach or copy the performer's step during the assessment.

The teacher marks a small performance area. Each student gets three assessment rounds:

1. Practice Round
2. Performance Round
3. Change Condition Round

Process

Round 1: Practice Evidence

Each student chooses one familiar Indian/local dance movement and practises it for a short time in their marked space. The student repeats the movement at least three times. The teacher

observes whether the student enters the task willingly, remembers the movement, repeats it with effort, improves rhythm/body control, and keeps trying even if the first attempt is uneven.

Round 2: Performance Evidence

Each student performs the chosen movement for 20–30 seconds with claps or music. The performance must show:

- recognisable familiar movement
- rhythm or beat response
- body control and balance
- hand/foot/body coordination
- facial expression or mood
- safe use of space
- confidence to perform in front of others

For example, a student choosing Garba may show clap-turn movement with circular body direction; a student choosing Bhangra may show shoulder bounce and arm lift; a student choosing Kummi may show clap rhythm and side step.

Round 3: Change Condition Evidence

The teacher gives a sudden assessment condition. The student must continue the same familiar movement with adjustment. Condition examples:

- perform without prop
- perform in a smaller space
- change from line to circle direction
- slow the movement but keep the rhythm
- perform with only claps, no music,
- Add one clear ending pose,
- Keep a safe distance while turning

ASSESSMENT QUESTIONS

1. Which familiar dance movement did you perform, and what body actions, rhythm, gesture, or expression made it recognisable?
2. How did your practice help you improve your movement before the final performance?
3. How did you perform or watch local/Indian dance movements respectfully without making fun of style, gesture, music, dress, region, or community?
4. How did you support another student who felt shy, forgot a movement, moved differently, or chose a dance unfamiliar to you?
5. How did you adjust your familiar movement when the condition changed, such as a smaller space, no prop, slower rhythm, or circle direction?
6. If you perform this movement again, what would you change in expression, hand movement, footwork, rhythm, space, or ending pose to make it clearer?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Chooses a familiar movement and attempts it with some rhythm, gesture, or body action. The link between familiar dance source, rhythm, body control, expression, and practice improvement is partly visible. **Example:** shows a Garba clap or Bhangra arm lift, but beat or balance may break in between.	Performs a recognisable familiar movement with clearer beat, repeated practice, gesture, body coordination, space use, and expression. **Example:** repeats a Kummi clap-step or Dandiya tap-turn with safer spacing and better rhythm after practice.	Shows confident connection between familiar movement, rhythm, expression, practice effort, body control, and performance clarity. **Example:** performs a Ghoomar-inspired hand turn with controlled movement and smile, though a small rhythm slip may still happen.
Sensitivity	Participates and watches others, but may need reminders to avoid laughing, copying carelessly, or calling an unfamiliar step funny. **Example:** says a local step looks "strange," then corrects by saying it may be used in a festival or family function.	Performs and watches respectfully. Supports peers without teasing or taking over. **Example:** gives safe space for a turning movement, claps steadily for a shy student, or says, "Your step is different, but we can see the rhythm."	Shows care for local culture, peer confidence, body comfort, shared space, and different dance styles. **Example:** avoids mocking regional gestures, helps a student re-enter after forgetting, and treats wedding/festival movements as meaningful cultural expression.
Creativity	Adjusts the movement when asked, but the change may be small or unclear. **Example:** when music stops, continues the same step but loses rhythm, or removes dandiya sticks without replacing them with a clap rhythm.	Adapts the familiar movement while keeping it recognisable and safe. **Example:** changes Dandiya stick taps into hand claps, performs Garba in a smaller space, or adds a clear ending pose.	Uses the changed condition to make the performance clearer. Connects rhythm, space, direction, expression, prop use, and ending. **Example:** when asked to perform without a prop, changes stick-tap to clap-turn rhythm and keeps all movements within the marked space. The performance may still be childlike, but the idea is visible.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG1** – Develops confidence to explore, depict, and celebrate human experience through the Arts
Competencies *(Can choose one or more)*	**DMC1.2** – Discusses ideas and responses while working collaboratively in Dance and Movements

ACTIVITY

Student Activity: "The Rainstorm Choreography"

Your Mission: You and your group of 3-4 must create a short dance or movement story about a real human experience: getting caught in a sudden, heavy rainstorm on the way home from school.

Step 1: The Idea Meeting (5 Minutes)

- Sit in a circle. You cannot start dancing yet.
- You must discuss your ideas out loud. Every single person must suggest exactly one physical movement that shows how a person reacts to rain (like jumping over a puddle, covering their head, or slipping in the mud).

Step 2: The Linking Practice (10 Minutes)

- Stand up and practice.
- You must combine everyone's ideas into one smooth dance. You cannot just do one movement, stop, and do the next. You must discuss how to link them together so it looks like a continuous piece of choreography.

Step 3: The Performance

- Perform your 1-minute Rainstorm Choreography for the class.

ASSESSMENT QUESTIONS

1. Did the student verbally suggest a specific movement to the group during the Idea Meeting?
2. "Whose idea was the puddle-jumping movement, and exactly what words did you say to the group to explain how to do it?"
3. When a teammate suggested a movement, what exact words or body language did the student use to respond to that idea?
4. If two students wanted to do different movements at the same time, how did the student handle the disagreement?
5. When the group struggled to smoothly link two movements together during practice, did the student suggest a verbal solution?
6. Did the student suggest a way to change a normal movement (like running) into a more artistic, "dance-like" movement?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Sits silently during the Idea Meeting. Waits for others to assign them a movement. **Example:** The student stares at the floor and says, "I don't know, just tell me what to do." When interviewed, they cannot name which movement was their own idea.	Suggests a basic, everyday movement, but does not explain how to make it look like a dance. **Example:** The student says, "Let's run away from the rain." When interviewed, they confirm it was their idea, but struggle to explain the physical details of how they told the group to perform it.	Verbally pitches a specific, detailed movement idea and clearly explains the physical mechanics to the group. **Example:** The student says, "Let's all jump over a puddle, but let's do it in slow motion with our arms way up so it looks like a dance."
Sensitivity	Rejects peers' ideas, argues, or physically forces the group to only practice their own idea. **Example:** A teammate suggests holding an imaginary umbrella, and the student rolls their eyes and says, "No, that looks stupid, we are doing my spinning move instead.	Accepts peers' ideas politely, but treats the dance like a checklist rather than a team effort. **Example:** A teammate suggests a slipping movement. The student says, "Okay, we will do your slip first, and then I will do my jump next," keeping the ideas completely separate.	Actively praises peers' ideas, validates them, and successfully merges two different ideas verbally. **Example:** The student says, "I love Rahul's umbrella idea! What if we do Priya's spinning move while we hold Rahul's umbrella?"
Creativity	Stops practising when the group gets confused and waits for the teacher to fix the choreography. **Example:** The group bumps into each other while trying to transition. The student crosses their arms, stops moving, and says, "Teacher, we don't know how to connect it.	Verbally suggests a highly literal or abrupt fix to connect the movements. **Example:** The group is struggling to transition from running to falling. The student says, "Just stop running, stand still for a second, and then fall."	Verbally suggests fluid, artistic transitions to solve movement problems, treating the sequence like real choreography. **Example:** The group is struggling to transition. The student suggests, "Instead of just stopping, let's run in a tight circle, freeze for two seconds, and then slowly melt to the floor together."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**DMC2.1** – Creates and Practices Dance and Movements sequences based on everyday actions and personal experiences

ACTIVITY

Task: "The Everyday Action Replay"

Teacher Setup: Clear a performance space in the classroom. Have a drum, tambourine, or a simple rhythmic music track ready to play a steady, medium-speed beat.

The Instructions (Read to the Students): "Today, you are going to show me how everyday life can become a dance. You have 10 minutes to work independently in your own space.

Step 1: The Choice. Pick one everyday action you do almost every day (Examples: waking up and brushing your teeth, packing your school bag, playing gully cricket, or helping cook in the kitchen).

Step 2: The Sequence. Select exactly 3 physical movements from that action.

Step 3: The Practice. Turn those 3 movements into a dance sequence. Practice it so you can perform it to a steady beat. You must be able to perform the sequence twice in a row without stopping. When time is up, I will play a beat, and you will perform your 'Everyday Action Replay' on stage."

ASSESSMENT QUESTIONS

1. Did the student successfully isolate and perform exactly 3 distinct physical movements that clearly belong to a real, everyday action?
2. "Which personal, everyday action did you choose to base your dance on, and what were the three specific steps you chose?"
3. Did the student practice the sequence enough to perform it from memory in a continuous loop without stopping or looking around for help?
4. During the 10-minute prep time, did the student physically repeat their sequence multiple times to build muscle memory, or did they stop moving after the first few minutes?
5. Did the student stylise the movements (e.g., exaggerating the size, matching it to the rhythm, or changing the speed), or did they just perform normal, literal pantomime?
6. "Show me one of your movements. How did you physically change it from the way you do it at home to make it look like a piece of dance choreography?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Performs only 1 or 2 movements, or performs a random dance step (like jumping jacks) that does not connect to a daily routine. **Example:** The student just pretends to brush their teeth for the entire performance. When asked Q2, they say, "I just brushed my teeth," unable to name three distinct steps.	Performs exactly 3 distinct movements that connect to a daily action. **Example:** The student performs a sequence of 1) waking up, 2) brushing teeth, and 3) putting on a backpack. When asked Q2, they accurately list those exact three steps.	Extracts 3 or more highly detailed, specific movements from a complex personal experience. **Example:** The student performs a sequence based on making roti: 1) kneading the dough with heavy presses, 2) rolling it in a circle, and 3) flipping it on the pan, completely capturing the physical essence of the task.
Sensitivity	Sits down during the 10-minute practice time. During the performance, stops moving, forgets the order, or refuses to repeat the sequence a second time. **Example:** The student does their three moves once, freezes, looks at the teacher, and walks off the stage without doing the required second loop.	Physically rehearses during the practice time. Performs the 3-step sequence twice in a row from memory, but loses the rhythm or pauses awkwardly between the loops. **Example:** The student finishes the first loop, stops for two seconds to remember what comes next, and then starts the second loop.	Continuously repeats the sequence during practice time. Executes the performance flawlessly, linking the end of the first loop directly into the beginning of the second loop without breaking focus. **Example:** The student performs the sequence twice in a row, perfectly on the beat, making the loop look like one long, continuous piece of choreography.
Creativity	Performs the actions in a literal, everyday manner exactly as they would in real life, showing no artistic changes. **Example:** The student mimics sweeping the floor at a normal speed with normal-sized arm movements. When asked Q6, they state, "I just held an invisible broom."	Alter one element of the action (like matching the movement to the drum beat or changing the speed) to make it look more intentional than real life. **Example:** The student mimics sweeping the floor, but does it strictly to the rhythm of the drum (Sweep, Pause, Sweep, Pause).	Radically transforms the everyday action into a highly artistic dance move by exaggerating the size, level, and energy of the body. **Example:** The student transforms "sweeping" into a giant, full-body movement, lunging deep to the floor and swinging their arms in massive, sweeping arcs above their head to the beat.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG2** – Exercises their imagination and creativity freely in the Arts
Competencies *(Can choose one or more)*	**DMC2.2** – Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of Dance and Movements styles introduced in the classroom

ACTIVITY

PART 1: TEACHER ADMINISTRATION GUIDE

The Setup: Divide the class into two groups: **The Performers** (Group A) and **The Directors** (Group B). After 10 minutes, they will swap roles. Give the Directors red "CUT!" cards.

The Secret Cue Cards (For the Performers): Pull the Performers aside and give them a secret instruction. They must perform a dance they know, but intentionally include one major element from a different style.

- **Secret Card 1:** "Perform the Kathak fast footwork, but freeze your upper body and use sharp, rigid Bharatanatyam hand mudras instead of soft Kathak hands."
- **Secret Card 2:** "Perform the Bharatanatyam posture (*Aramandi*), but instead of strong, sharp eye movements, use soft, smiling, fluid facial expressions."

The Prompt (Read to the Directors): "You are the Directors of a major traditional dance festival. The performers on stage have accidentally mixed up two different dance styles. You must watch closely. The exact second you see a movement, rhythm, posture, or expression that belongs to the *wrong* cultural style, hold up your Red Card and yell 'Cut!'. You must then step onto the stage, physically show the performers what they did wrong versus what they should be doing, and explain the difference between the two styles."

ASSESSMENT QUESTIONS

1. Did the student attentively watch the performance and raise their Red Card the exact moment the mismatched movement occurred?
2. Did the student accurately identify the two contrasting cultural styles and name the specific physical movement that was out of place?
3. Did the student approach their peer with empathy and polite language, managing their behaviour in line with classroom social norms?
4. Did the student accurately identify the specific underlying emotion or mood required by the dance, rather than just focusing on the physical mechanics?
5. When stepping on stage, did the student successfully generate a physical demonstration that clearly contrasted the wrong posture with the correct one?
6. Did the student use an original, imaginative explanation (like a metaphor or visualisation) to help the performer understand the artistic difference between the two styles?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Misses the mismatched movement entirely, showing a lack of engagement, or raises the card but cannot name the dance styles or the specific error. **Example:** The student keeps the Red Card down, or raises it but says, "I don't know what they did, it just looked wrong."	Raise the card after the mistake is finished. Identifies the wrong movement, but relies entirely on basic, everyday words rather than naming the styles. **Example:** The student raises the card late and says, "Your hands were too stiff for the footwork you were doing."	Raise the card the exact second the error occurs. Accurately names the two contrasting cultural styles and the specific technique involved. **Example:** The student instantly yells, "Cut!" and states, "You are doing Kathak footwork but holding Bharatanatyam mudras."
Sensitivity	Mocks the performer or speaks rudely, failing to follow social norms. Fails to perceive the emotional or facial mismatch of the dance. **Example:** The student laughs, says, "You look weird," and focuses only on the hands, completely ignoring that the peer's facial expressions were also wrong.	Corrects the performer politely and respectfully. Identifies a basic emotional requirement for the traditional dance style. **Example:** The student speaks nicely and says, "You are smiling, but you need to look angry and serious for this dance."	Acts with profound empathy, physically and verbally guiding their peer. Identifies deep emotional attunement beyond basic logic. **Example:** The student gently helps adjust their peer's posture and says, "Bharatanatyam needs fierce, grounded energy in your eyes, but Kathak is softer."
Creativity	Refuses to step on stage or cannot demonstrate a physical fix. Cannot explain the artistic difference between the styles. **Example:** The student stays in their seat and says, "Just fix your hands. I don't know how to do it."	Steps on stage to provide a literal, functional demonstration of the correct physical posture. Explains the difference using basic terms. **Example:** The student shows the hand gesture and says, "Make your hands softer because this dance is supposed to be smoother."	Flawlessly demonstrates the "wrong" posture, then snaps into the "correct" posture. Invents a vivid, highly descriptive metaphor to explain the contrast. **Example:** The student shows the posture and says, "Right now, your hands look like stiff wood. You need to loosen your wrists so they look like flowing water."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG3** – Explores basic processes, materials and techniques in the Arts
Competencies *(Can choose one or more)*	**DMC3.1** – Makes choices while working with movement steps, instruments, costumes and arrangements used in the Dance and Movement

ACTIVITY

PART 1: TEACHER GUIDE

The Setup:

1. **The Core Sequence:** Students must perform a 3-part sequence: (A) A strong walk, (B) A sudden freeze, (C) A repetitive arm movement.
2. **The Choice Stations:**
   - **Station 1 (Costumes/Props):** A heavy coat, a lightweight silk scarf, a sturdy walking stick, or a small, delicate bell.
   - **Station 2 (Arrangement Cards):** "Circular Path," "Zig-Zag Path," "High Level (on toes)," or "Low Level (crouched)."

The Instructions (Read to the Students): "You are a choreographer tasked with creating a one-person show. You must make three specific choices to change the Core Sequence:

1. **Select one item** from Station 1.
2. **Select one path/level** from Station 2.
3. **Arrange the sequence:** You must decide at exactly which point (A, B, or C) you will use your item and your path.

You have 10 minutes to experiment. Your final performance must show that your choices were made on purpose to create a specific 'character' or 'mood'."

ASSESSMENT QUESTIONS

1. Did the student successfully incorporate both the selected item and the arrangement card into the Core Sequence without forgetting any of the three original steps?
2. "When you chose to move in a [circular path/low level], how did that specifically change the way you performed your 'sudden freeze' step?"
3. Does the student's physical energy match the 'weight' or 'culture' of the item they chose (e.g., moving delicately with the bell vs. heavily with the coat)?
4. "How did the feeling of this dance change for you once you put on the [item]? What kind of person or emotion were you trying to show us?"
5. Did the student find an unexpected way to use the prop within their chosen path (e.g., using the walking stick to draw the 'zig-zag' on the floor)?
6. "If you had to add a sound or a piece of music to this version of the dance, what would it be and why?"

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Performs the sequence but misses one of the requirements (e.g., forgets the 'freeze' or ignores the arrangement card). Shows limited engagement with the task. **Example:** The student picks the scarf but just walks in a straight line, completely forgetting to use the "Zig-Zag" card they selected. When asked, they say, "I forgot that part."	Successfully incorporates both the item and the arrangement into the sequence. Understands the basic requirements of the activity. **Example:** The student picks the heavy coat and the "Low Level." They crouch down while wearing the coat during the 'arm movement' phase. They can name all three parts of their dance.	Demonstrates full engagement by using the item and the arrangement to intentionally transform the steps. Shows high perceptiveness of how choices interact. **Example:** The student uses the bell and the "High Level" (on toes). They explain, "I stayed high on my toes during the walk because the bell sounds light, so my feet needed to feel light too."
Sensitivity	Treats the item as a literal object with no emotional connection. Behaviour is not attuned to the mood of the dance. **Example:** The student holds the "sturdy walking stick" but swings it around like a toy during the 'freeze' step, showing no awareness of the "strong" or "serious" mood the prop usually suggests.	Adjusts their physical behaviour to match the obvious quality of the choice. Shows basic emotional attunement. **Example:** The student wears the heavy coat and moves with slower, heavier steps. They state, "This coat made me feel like I was cold, so I moved more slowly."	Perceives the character or cultural "feeling" beyond logical reasoning. Demonstrates open-mindedness and deep emotional expression. **Example:** The student uses the silk scarf and says, "This made me feel like I was a river. I chose the circular path because water doesn't move in straight lines; it swirls around."
Creativity	Uses the prop and arrangement in a literal, standard way. Lacks flexible thinking or "original thinking." **Example:** The student chooses the walking stick and simply uses it to help them walk. They do not combine the "stick" and the "dance" in any new way.	Generates a valuable solution by combining the item and the movement. Shows inventiveness in how they arrange the steps. **Example:** The student uses the plastic cup as an instrument, tapping it against their hand to create a rhythm during the 'repetitive arm movement' step.	Displays original thinking by combining domains in an unexpected, innovative way. Challenges assumptions about how the prop "should" be used. **Example:** The student uses the winter scarf not as clothing, but as a "formation marker." They lay it on the floor in a circle and perform their entire dance around it to show a "campfire" theme.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG3** – Explores basic processes, materials and techniques in the Arts
Competencies *(Can choose one or more)*	**DMC3.2** – Contributes ideas while selecting Dance and Movement sequences for performance and participates in rehearsals

ACTIVITY

The assessment checks whether students can independently:

- contribute a movement idea
- help select movements for a performance sequence
- arrange movements in order
- participate in rehearsal
- Notice what is not working
- Revise the sequence before the final performance

Materials Required

- Movement cards based on familiar Indian/local movements
- Open space
- Clapping rhythm/dholak beat/simple instrumental beat
- Chalk line or circle for the performance space
- One Sequence Evidence Strip per group

Movement Cards

Use movements already familiar to students. Examples:

- Garba clap-turn
- Dandiya tap movement
- Bhangra shoulder bounce
- Kummi circle clap
- Ghoomar hand-circle turn
- Bihu side step, Santhali/local line step
- Wedding/festival procession step
- School assembly group pose

Clear Assessment Instructions

Students work in groups of **5–6**. The teacher gives each group **7 movement cards** and says:

"Your group has to prepare a 30–40 second dance sequence for a school cultural performance. You must select only 4 movements from the cards. Every student must suggest one idea during selection and participate in rehearsal. Your sequence must have a clear opening, middle, transition, and ending pose. I will not tell you which movement to select or how to arrange it."

Step 1: Individual Idea Contribution

Each student silently chooses one movement card they think should be part of the sequence and places it on the group mat.

This gives evidence of whether each student can contribute an idea.

Step 2: Group Selection

The group discusses and selects **4 movements** from the suggested cards. They place them on the Sequence Evidence Strip in order:

Opening	Movement 2	Movement 3	Ending Pose

The teacher observes who contributes, who explains, who listens, and whether the selected sequence is workable.

Step 3: First Rehearsal

The group rehearses the sequence once with claps or beats. No correction is given by the teacher. Students must manage rhythm, spacing, direction, transition, and visibility on their own.

Step 4: Rehearsal Challenge (The teacher gives one challenge card after the first rehearsal:)

- One member is not visible
- The transition between the two movements is unclear
- The group loses rhythm in the middle
- The ending pose is not clear
- The space has become smaller.

Step 5: Final Performance

The group performs the revised 30–40 second sequence. The teacher assesses both the selection process and the rehearsal process, not only the final dance.

Sequence Evidence Strip

My Suggested Movement	Final 4 Movements Selected	One Rehearsal Problem Noticed	Change Made Before Final Performance

ASSESSMENT QUESTIONS

1. What movement idea did you contribute, and how did your group select the final sequence?
2. What did your group notice during rehearsal about rhythm, spacing, transition, formation, or ending?
3. How did your group make sure different students' ideas were heard before selecting the final sequence?
4. When a member's movement was difficult, unclear, or not selected, how did your group respond respectfully?
5. How did your group connect one movement to the next using clap, turn, direction, level, formation, rhythm, or pose?
6. What change did your group make after the rehearsal challenge, and how did it improve the performance?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Contributes a movement idea and joins rehearsal, but may not fully connect movement choice, sequence order, rhythm, transition, formation, and ending. **Example:** suggests Garba clap-turn but cannot clearly say why it fits the opening, middle, or ending.	Contributes an idea and helps select a workable sequence with opening, middle, transition, and ending poses. Notices rehearsal issues such as spacing, rhythm, or unclear transitions. **Example:** says "Kummi clap can start because everyone joins together; Ghoomar turn should come later when space is clear."	Explains the sequence as a performance plan. Connects movement selection, order, rhythm, formation, transition, visibility, rehearsal problem, and final improvement. **Example:** notice the s Bhangra to Dandiya transition is breaking beat and suggests two claps before the change.
Sensitivity	Shares an idea and participates, but may focus on their own preferred step or friends' ideas. May need reminders to include quieter members or accept non-selection. **Example:** says "Only do my step," but later joins when another movement is selected.	Listens to different ideas and supports fair selection and rehearsal. Responds respectfully when a step is difficult or not selected. **Example:** says "Your step is good, but this one fits the ending better," or helps a shy member stand where they are visible.	Protects group participation and cultural respect during selection and rehearsal. Connects listening, fair choice, body comfort, local movement respect, rehearsal support, and shared ownership. **Example:** changes a difficult turn into a hand movement version so the member stays included.
Creativity	Suggests or performs a movement, but the sequence may look like separate steps. Change after challenge may be small. **Example:** performs Garba, stops, then starts Bhangra without a clear transition.	Creates a clear connection between movements using clap, turn, direction, level, rhythm, formation, or pose. Makes a visible change after the challenge. **Example:** shifts from line to circle so all members are visible.	Uses rehearsal to improve the performance idea. Connects movement link, space, rhythm, formation, visibility, transition, and ending effect. **Example:** after rhythm breaks, adds a common clap-beat and ending pose so the sequence looks connected, though timing may still need practice.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**DMC4.1** – Recognises elements of Dance and Movements in nature and describes their artistic qualities

ACTIVITY

PART 1: TEACHER ADMINISTRATION GUIDE

The Setup (No Teaching Allowed):

1. Display three short, silent video clips of nature in motion on a screen:
   - **Clip A:** A jellyfish slowly pulsing and drifting underwater.
   - **Clip B:** A flock of birds making sharp, synchronised turns in the sky.
   - **Clip C:** Heavy wind whipping the branches of a large tree back and forth.
2. Give each student an "Audit Sheet" and a pencil.

The Prompt (Read to the Students): "You are choreographers looking for inspiration in nature. I will play three silent videos of nature in motion. You must watch closely and choose exactly one video to audit. You have 10 minutes to write down the 'dance elements' you see in that nature clip—like its rhythm, speed, level, or weight. Then, write down the artistic mood it makes you feel. Finally, you will stand up and perform a short 10-second original dance sequence that captures the *feeling* of that natural movement using your human body. I will be coming around to ask you about your choices."

ASSESSMENT QUESTIONS

1. "I saw you watching the [jellyfish]. If you had to describe exactly how it moves to someone who couldn't see the screen, would you say its body is moving heavy or light? Fast or slow? Does it stay low or high?"
2. Does the student prove they are "perceptive" by identifying specific physical dance elements (speed, weight, level), or do they just use basic, everyday words like "it swims"?
3. "When you watch the tree blowing in the wind, what kind of feeling or mood does that give you? Does it look peaceful, angry, or something else?"
4. Does the student look "beyond logical reasoning" (e.g., the wind is blowing because of the weather) to prove they can attune to the artistic, emotional quality of the natural phenomenon?
5. "Instead of just pretending to have wings like the bird, how can you use your human arms and spine to show me that same 'fast and sharp' feeling in a dance?"
6. Did the student demonstrate "flexible thinking" by abstracting the movement into actual dance choreography (an original solution), rather than just playing a literal game of charades?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	**Notices broad, obvious movements.** The student is "engaged" and perceives the action, but relies on everyday vocabulary rather than specific dance terminology to describe it. **Example:** When asked how the bird moves, the student says, "It is going really fast and flapping hard." (They recognise speed and energy, but haven't bridged it to terms like *tempo* or *rhythm* yet).	**Identifies specific dance qualities.** The student demonstrates "knowledge" of how nature relates to dance vocabulary. **Example:** When asked how the bird moves, the student says, "It has a very fast tempo, and it stays at a high spatial level."	**Identifies complex, subtle dynamics.** The student is highly "perceptive" to the physical nuances of the movement. **Example:** When asked how the bird moves, the student says, "It is moving incredibly fast, but the rhythm isn't smooth; it darts and changes direction with sharp, sudden stops."
Sensitivity	**Assigns a basic, literal emotion.** The student is beginning to "attune to emotions," but their interpretation is very simple and tied directly to the physical action they see. **Example:** When asked about the mood of the tree in the wind, the student says, "It looks scared because it's shaking." (They connect movement to a feeling, but it is surface-level.	**Perceives an artistic mood.** The student shows solid "attunement" to the deeper feeling of the natural movement. **Example:** When asked about the mood of the tree, the student says, "The way it is moving looks angry and violent, like it is fighting."	**Connects nature to a poetic feeling.** Demonstrates profound "open-mindedness" and deep emotional attunement. **Example:** When asked about the tree, the student says, "It looks like it is panicking and fighting desperately to hold onto the ground so it doesn't get swept away."
Creativity	**Relies heavily on imitation.** The student shows "flexible thinking" by trying to make a dance, but the solution is mostly pantomime mixed with one or two basic dance steps. **Example:** To demonstrate the bird's movement, the student flaps their arms, but they add a conscious dance leap or a spin at the end to make it a "performance." (The abstraction is emerging).	**Translates into functional dance steps.** The student generates a "valuable solution" by abstracting the nature clip into recognisable human movement. **Example:** To demonstrate the bird, the student does not flap their arms; instead, they perform a series of fast, sharp, synchronised jumps to mimic the speed and lightness.	**Beautifully abstracts the essence.** The student displays high "inventiveness" by combining ideas to create a highly original choreography. **Example:** To demonstrate the jellyfish, the student stays on the floor, using their spine and breath to create a slow, expanding and contracting movement that captures the feeling of the animal without imitating its exact shape.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Art Education (AE) – (Dance & Movement)	
Curricular Goals: *(Can choose one or more)*	**DMCG4** – Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices
Competencies *(Can choose one or more)*	**DMC4.2** – Demonstrates curiosity towards local Art forms and culture

ACTIVITY

Nature of Assessment: Students are shown short, **unnamed local/Indian dance** cases and are assessed on whether they show curiosity through:

- careful observation of dance and movement features
- connection with local culture, festival, work, season, community, or celebration
- meaningful questions about the dance form
- respectful response to unfamiliar movements and traditions
- a small movement response inspired by one observed feature

The focus is **curiosity**, not perfect dance performance or correct naming.

Scenario

The teacher tells the class:

"Our school is planning a Local Arts Day. Before inviting a dancer or elder from the community, we have received some short dance movement cases. Your task is to observe one case and show what you are curious to know about that dance and its culture."

The teacher does **not** explain the dance name, region, or history before the assessment.

Materials Required

- 3–4 short dance clips, photos, or teacher-made movement demonstrations
- Open space
- Curiosity Case Sheet
- Pencil/colours
- Optional props: scarf, sticks, handkerchief, dupatta, drum picture

Dance Case Examples

The teacher may use local examples available in the school/community. Cases may include:

Case	Dance/Movement Clues
Case A: Circle Clap Dance	dancers move in a circle, clap or tap sticks, repeated steps, festive mood – like Garba/Dandiya/Kummi type movements
Case B: Harvest/Folk Line Movement	group moves in a line or semicircle, repeated footwork, shoulder/hand rhythm, drum beat – like Bihu/Santhali/ Nati/local folk movement
Case C: Graceful Turn Movement	circular turns, flowing hand gestures, dupatta/skirt movement, celebration mood — like Ghoomar/local wedding movement
Case D: Strong Rhythm Movement	strong foot stamping, mask/animal/warrior-like action, drum rhythm — like Chhau or local performance tradition

The teacher can replace these with the **actual local dance forms** of the region.

Clear Assessment Instructions

Students work individually first, then share briefly in pairs.

Step 1: Silent Observation: The teacher shows one dance case for 30–40 seconds. Students watch silently. They are not told the name of the dance.

Step 2: Curiosity Case Sheet: Each student chooses one dance case and completes the sheet independently.

What I noticed in the movement	What Culture/Occasion Does It May Connect To	What I Want to Know	My Small Movement Response
rhythm, footwork, hand gesture, formation, costume/prop, expression	festival, harvest, wedding, prayer, season, village fair, family/community event	question about dancer, purpose, costume, music, learning, place, story	one small step/gesture/pose inspired by the case

Step 3: Movement Response: Each student shows a 5–8 second movement response inspired by one observed feature. They should not copy the full dance. They may show one hand gesture, clap pattern, circle step, turn, foot stamp, or freeze pose.

Step 4: Pair Sharing: Students share their case sheet with a partner. The partner may add one observation respectfully. The teacher observes whether the student listens and accepts different cultural connections.

Step 5: Final Curiosity Statement: Each student says:

"I chose Case _____. I noticed _____. I think it may be connected with _____. I am curious to know _____."

ASSESSMENT QUESTIONS

1. What movement details did you notice in the dance case, such as rhythm, footwork, hand gesture, body posture, formation, prop, costume, or expression?
2. What local or Indian cultural practice might this dance connect with, such as a festival, harvest, wedding, worship, season, fair, family event, or community celebration?
3. How did you watch and talk about the dance respectfully, even if the movement, costume, music, or style was unfamiliar to you?
4. When your partner connected the dance with a different place, festival, or community practice, how did you respond without calling it wrong, funny, old-fashioned, or strange?
5. What meaningful question did you ask that shows curiosity about the dance's performer, music, costume, occasion, story, community, or learning tradition?
6. How did your small movement response use one observed feature from the dance case in your own way?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Notices some visible movement or sound features and makes a simple cultural connection, though the link between movement clues, rhythm, formation, costume/prop, expression, and occasion may be partial. **Example:** says "They were clapping and moving in a circle; maybe it is for a festival," but may not yet notice repeated steps or group formation clearly.	Observes movement details and connects them with a possible cultural setting. Uses clues like footwork, hand gesture, beat, circle/line formation, prop, expression, and group movement. **Example:** says "The stick tapping, circle movement, and smiling faces make it look like a celebration dance."	Connects several movement and cultural clues. Explains how rhythm, formation, body action, costume/prop, mood, community event, and occasion may be related. **Example:** says "The repeated footwork, drum beat, and line formation may show a harvest or village celebration where people dance together." The exact dance name may still be unknown.
Sensitivity	Watches and responds to the dance, but may use quick words like "funny," "weird," "old," or "too much movement." Can correct the response when guided. **Example:** first laughs at a strong foot-stamp, then says, "It may be part of a powerful local dance."	Speaks about unfamiliar dance forms respectfully and listens to different cultural connections. Connects respectful watching, careful language, performer's effort, community practice, and classmates' experiences. **Example:** says, "Maybe you saw this at a wedding; I thought it was a festival because of the claps."	Shows care for local culture and different traditions. Connects respect, community identity, cultural diversity, performer dignity, costume/music meaning, and peer listening. **Example:** says "We should not call the movement strange because it may be important in someone's village or festival." May still need support with exact dance terms.
Creativity	Asks a question or shows a small movement response, but it may be general or mostly copied. **Example:** asks "What is this dance called?" and repeats one clap without explaining what was noticed.	Asks a meaningful curiosity question and uses one observed dance feature in a personal movement response. Connects question, movement clue, culture, and response. **Example:** asks "Why do they move in a circle?" and creates a short clap-turn inspired by the dance case.	Shows deeper curiosity through question and response. Connects performer, music, costume, occasion, story, learning tradition, movement feature, and personal adaptation. **Example:** asks "Who teaches this dance to children, and is it performed during harvest or weddings?" then creates a small line-step with hand rhythm inspired by the case, not a full copy.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG1** – Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports
Competencies *(Can choose one or more)*	**P1C1.1** – Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target)

ACTIVITY

Nature of Activity: Students are assessed on whether they can:

- move while controlling their body
- focus on visual cues
- combine catching, throwing, kicking, and hitting
- adjust direction and force while moving
- respond to changing targets
- coordinate movement with teammates safely

Materials Required

For one class:

- 6–8 soft balls
- 6 cones
- 4 hoops/buckets/chalk circles as targets
- 4 coloured cue cards/flags
  - Red
  - Blue
  - Yellow
  - Green
- Chalk
- Whistle

Ground Setup

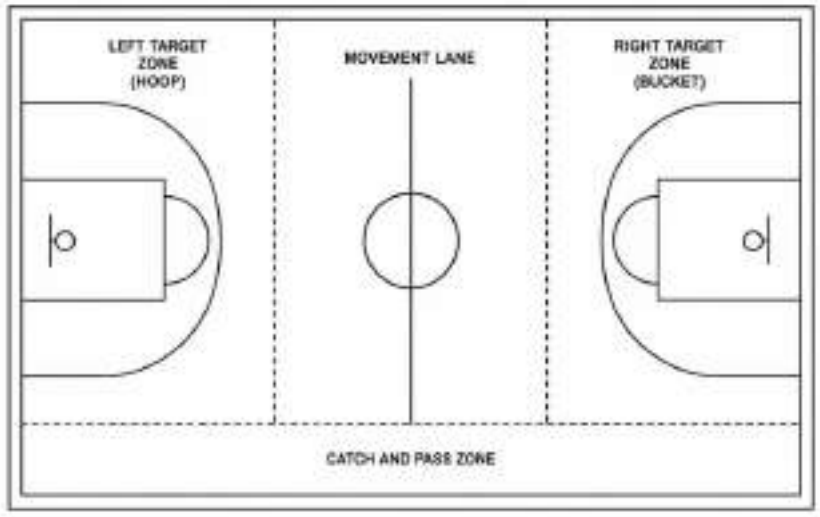
The teacher prepares a rectangular playing area.

Size: Approximately:

- 20–25 feet long
- 15–20 feet wide

Divide the Ground into 4 Parts

Simple Visual Layout



Group Formation

- Students work in groups of 5
- One group performs at a time
- Other students observe quietly outside the boundary

Teacher Demonstration Before Starting. Teacher demonstrates:

- moving inside the lane
- watching the cue card
- changing direction
- throwing/kicking/hitting towards the correct target
- catching while moving

Teacher says:

"Watch the colour carefully before acting.

Do not stop moving unless needed for balance.

Control your body before throwing, kicking, hitting, or catching."

Activity Instructions

Students work in groups of 5. All group members begin moving continuously inside the movement lane by jogging, side-moving, or moving backwards slowly. While students are moving, the teacher suddenly raises a coloured cue card. On seeing the cue, students must quickly perform the correct action without stopping movement completely. Red cue means throw the ball into the left target, Blue cue means kick the ball towards the right target, Yellow cue means catch the moving ball from a partner or teacher, and Green cue means hit the rolling ball towards the target. After acting, students return to movement inside the lane.

In the second round, students work in pairs while moving between cones. They pass, catch, kick, or hit the ball while continuing movement. During the activity, the teacher changes the target or direction by giving instructions such as "use the left target," "aim behind the cone," or "catch after one bounce." Students must quickly adjust body direction, movement speed, force, and aim according to the visual cue and the changing target.

In the final round, the full group completes a combined target challenge where students must perform different actions in sequence without stopping movement. One student throws into a

hoop, another catches and kicks towards a target, another hits the rolling ball, and others continue passing and moving. The teacher observes how students combine movement, visual focus, manipulative skills, balance, control, teamwork, and target accuracy during changing situations.

HOW TO PLAY

Round 1 — Movement + Visual Cue Round

Step 1

All 5 students start jogging slowly inside the movement lane.

They move:

- forward
- sideways
- backwards (slowly)

Step 2

The teacher suddenly raises one coloured cue card.

Colour Cue	Student Action
Red	Throw the ball towards the left hoop
Blue	Kick the ball towards the right target
Yellow	Catch the moving ball from the teacher/partner
Green	Hit the rolling ball towards the target

Step 3

Students must quickly:

- observe cue
- adjust direction
- control movement
- perform the correct action
- continue moving again

Example

The teacher raises the Blue card. Student must:

- move towards the right target zone
- control the ball
- kick towards the target

1. return to the movement lane

Round 2 — Moving Partner Challenge

Step-by-Step. Students work in pairs inside the lane. Pair Task Examples: move while passing and catching, move while kicking between cones

- Hit the rolling ball towards the hoop

Teacher Suddenly Changes Condition. Examples:

- "Now use the left target!"

- "Now pass while moving sideways!"
- "Now aim behind the cone!"
- "Now catch after one bounce!"

Students must adjust movement and target focus immediately.

Round 3 — Group Target Challenge

Now the full group performs one combined challenge.

Example Challenge 1: Hit Three Targets Without Stopping

Rules

1. The group starts moving inside the lane.
2. The first student throws into the left hoop.
3. The second student catches and kicks towards the right target.
4. The third student hits the rolling ball.
5. The fourth student catches a pass while moving.
6. The fifth student completes the final target action.

Group should:

- continue movement
- avoid collisions
- Watch visual cues
- control speed and direction

Example Challenge 2: Changing Target Game: The teacher changes the target suddenly:

- "Now use only the right target!"
- "Now nearest target!"
- "Now target behind the cone!"

Students must:

- observe quickly
- change body angle
- adjust force and direction

ASSESSMENT QUESTIONS

1. How did you use your eyes and body together while catching, throwing, kicking, or hitting towards the target?
2. What movement changes did you make when the target or direction changed suddenly?
3. During movement and target activities, how did you make sure everyone got a safe space and fair turns while using the ball?
4. If a teammate missed the catch, pass, kick, or target, how did you help them continue the activity confidently?
5. What strategy did your group use to complete target challenges while moving continuously?
6. If the target became smaller, farther, or shifted position, how would you change your speed, force, aim, or movement path?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Performs movement and ball actions separately but needs support to combine movement + visual cue + target focus + manipulative skill. **Example:** runs fast without watching the target, kicks before turning body towards the target, or watches the ball late while catching.	Combines movement with catching, throwing, kicking, or hitting while focusing on the target and visual cues. Adjusts movement when direction or target changes. **Example:** turns the body after the colour signal and kicks with controlled force towards the correct target.	Controls movement, balance, timing, direction, and manipulative skill together while responding quickly to changing targets and cues. **Example:** catches while moving sideways, changes direction immediately after the cue, and accurately hits the rolling ball towards the new target without stopping movement.
Sensitivity	Participates in the game but may move without noticing others' space, turns, or readiness. Needs support to coordinate safely during movement and ball actions. **Example:** runs into another student's lane, throws before the partner is ready, or laughs when someone misses the target.	Maintains safe movement and fair participation during group tasks. Watches teammate readiness before passing or hitting and responds supportively after mistakes. **Example:** says "Watch the target first, then kick," and gives space before throwing or kicking.	Shows awareness of group safety, movement flow, encouragement, and coordination throughout the game. Adjusts own movement to support teammates. **Example:** slows down so partner can catch safely, warns before hitting/kicking, and encourages a teammate after repeated misses without blame.
Creativity	Uses the same movement or target response repeatedly and needs support to adjust speed, force, aim, timing, or movement path when the challenge changes. **Example:** always throws hard, even for near targets or keeps using the same path after target change.	Uses suitable movement and target strategies according to changing game conditions. Adjusts speed, force, body angle, passing sequence, or direction. **Example:** uses a softer throw for a near target or changes the movement path after a cue.	Creates flexible movement strategies while combining visual focus and manipulative control. Adapts quickly to changing targets and movement situations. **Example:** changes passing order after target shift, uses bounce throw to avoid obstacle, or moves diagonally for a better hitting angle.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG1** – Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports
Competencies *(Can choose one or more)*	**P1C1.2** – Moves purposefully their body to a beat/rhythm/music

ACTIVITY

Ground Setup: The teacher marks a safe movement area using chalk or cones. Students stand with enough space between them so they can stretch their arms without touching others. A straight pathway and one circular/zig-zag pathway may be marked for travelling movement.

Activity Process

Step 1: Individual Beat Matching

The teacher gives a steady, slow beat using claps/drum. Students individually move on the spot to the beat. They may use:

- stepping
- Clapping
- tapping feet
- swinging arms
- bending and rising

The teacher observes whether the student can match the movement with the beat.

Step 2: Speed Change

Teacher changes the beat:

- slow beat
- fast beat
- slow beat again

The teacher observes whether the student adjusts body movement when the rhythm changes.

Step 3: Direction and Pathway Movement

Students move along the marked pathway while the beat continues. The teacher gives rhythm cues:

- move forward for 4 beats
- move sideways for 4 beats
- turn and continue
- move in a circle or zig-zag path

The teacher observes whether students maintain rhythm while changing direction or pathway.

Step 4: Level Change

The teacher gives a beat pattern. Students must include high and low body levels:

- stretch arms up on two beats
- bend low on two beats
- jump lightly on one beat

- freeze for one beat

The teacher observes balance, timing, and purposeful body movement.

Step 5: Group Rhythm Sequence

Students form groups of 4–5. Each group creates a short sequence of 4 movements to the beat. The sequence must include:

1. one travelling movement
2. one hand/arm movement
3. one level change
4. one turn or direction change

Example:

Step forward → clap twice → bend low → turn right.

Groups perform the sequence together for 8–12 beats. The teacher observes timing, coordination, rhythm matching, and group spacing.

Step 6: Rhythm Change Challenge

The teacher suddenly changes the beat speed or stops the beat briefly. Groups must adjust:

- slow down
- speed up
- freeze
- restart with rhythm

The teacher observes whether students respond to the rhythm change without losing control or disturbing others.

Step 7: Individual Evidence Check

After the group performance, each student demonstrates one movement change individually:

- slow to fast
- high to low
- forward to sideways
- clap to step
- freeze and restart

ASSESSMENT QUESTIONS

1. How did you match your body movement with the beat, rhythm, or music?
2. What changes did you make when the beat became faster, slower, stopped, or changed direction?
3. How did you keep a safe space and rhythm with others while moving in the group?
4. If a group member lost the beat or forgot the movement, how did you help them continue without making them feel bad?
5. What movement sequence did your group create, and how did each movement match the beat?
6. If the rhythm changed suddenly, how would you change your speed, level, direction, or body action to match it?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Moves with the beat sometimes, but loses connection between movement, beat, timing, speed, direction, and body control. Needs support to adjust when the rhythm changes. **Example:** keeps stepping fast even when the beat slows or freezes late after the stop cue.	Matches body movement to beat and adjusts when rhythm changes. Connects timing, speed, direction, level, and control. **Example:** changes from slow steps to quick steps when the beat becomes fast, turns on cue, and freezes on the stop beat.	Maintains rhythm across changing movements. Combines beat awareness, body control, speed change, direction change, level change, balance, and timing. **Example:** moves forward for 4 beats, bends low for 2 beats, turns on cue, and restarts exactly with the beat.
Sensitivity	Moves in group but may ignore spacing, shared rhythm, or peer comfort. Needs support to notice others' movement space, group timing, turns, and emotional response. **Example:** bumps into others during turns or laughs when someone misses the beat.	Maintains safe spacing and supports group rhythm. Adjusts movement to avoid collision and helps peers respectfully. **Example:** gives space during turns and says, "Follow the clap, we will start again together."	Shows care for group flow, safety, and the confidence of peers. Adjusts own movement to support others without losing rhythm. **Example:** slows slightly so the group regains timing, signals the next movement gently, and encourages a peer who forgot the sequence.
Creativity	Uses repeated or random movement with a weak connection to rhythm. Needs support to connect movement choice, beat, pathway, level, and body action. **Example:** only jumps or claps repeatedly, even when the rhythm changes.	Creates a simple rhythm sequence using varied movements that match the beat. Includes travelling movement, arm action, level change, and direction change. **Example:** step forward, clap twice, bend low, and turn right in time with the beat.	Creates and adapts a rhythm sequence with purposeful variation. Connects speed, level, direction, pathway, body action, timing, and expression. **Example:** changes from slow circular steps to quick zig-zag movement with claps and a freeze when the beat changes.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG1** – Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports
Competencies *(Can choose one or more)*	**P1C1.3** – Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing)

ACTIVITY

Activity Title: Partner Coordination and Target Challenge

Materials Required

- Soft balls
- Cones/chalk marks
- 2 buckets/hoops/chalk circles as targets
- Soft cloth strip/scarf for three-legged movement
- Whistle

Ground Setup. The teacher marks one straight lane with three parts:

1. **Partner Movement Zone** — for three-legged/side-by-side movement
2. **Object Coordination Zone** — for passing/catching while moving
3. **Target Zone** — for bowling/throwing the ball towards a hoop or bucket

Students work in pairs. One pair performs at a time while others observe from outside the boundary.

Activity Process

Step 1: Partner Movement Challenge

Each pair stands side by side. Their inner ankles are loosely tied with a soft cloth, or they may hold a short rope/scarf between them if tying is not safe. The pair moves from the starting line to the first cone together. They must coordinate steps, speed, balance, and turns.

The focus is not speed; the teacher observes whether both partners move together without pulling, rushing, or losing balance.

Step 2: Moving Object Pass

After reaching the second mark, the pair unties the cloth or continues side by side. They move slowly between two cones while passing a soft ball to each other three times. They must watch the ball, adjust hand position, and pass only when the partner is ready.

The teacher observes hand-eye coordination, timing, catching, controlled passing, and body position.

Step 3: Target Bowling/Throwing

At the target line, each student gets one turn to bowl or throw the soft ball towards a hoop/bucket/chalk circle. The partner gives a simple visual cue by pointing to the target. The student must look at the target, control the force, and release the ball carefully. Then, partners switch roles.

Step 4: Change-the-Target Challenge

The teacher shifts the target slightly to the left/right or changes the target from near to far. The pair repeats one throw/bowl each. Students must adjust body direction, force, aim, and communication with their partner.

Step 5: Individual Evidence Check

After the pair task, each student individually demonstrates one controlled throw/bowl towards the target and explains one thing they did to coordinate with the partner.

ASSESSMENT QUESTIONS

1. How did you coordinate your steps, speed, balance, and direction with your partner during the movement task?
2. How did you use your eyes, hands, body position, and force while passing, catching, bowling, or throwing the ball towards the target?
3. How did you make sure your partner was comfortable, ready, and safe during the three-legged movement and ball task?
4. If your partner lost balance, missed the catch, or missed the target, how did you help them continue without blaming or laughing?
5. What strategy did you and your partner use to move together and complete the ball task smoothly?
6. When the target position changed, how did you adjust your aim, force, body direction, or partner signal?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Performs movement and object actions but needs support to coordinate partner timing, step rhythm, balance, eye focus, hand position, force, and target direction. **Example:** pulls partner during three-legged walk, throws before partner is ready, or bowls without looking at the target.	Coordinates with partner and object using controlled movement. Matches steps, speed, balance, passing timing, catching position, and target focus. **Example:** counts steps with partner, waits before passing, watches the ball into hands, and throws with controlled force towards the hoop.	Combines partner coordination and object control smoothly. Adjusts body direction, step timing, balance, hand-eye coordination, force, and aim when the target or partner movement changes. **Example:** slows down when partner loses rhythm, turns together near the cone, and adjusts throw when the target shifts left.
Sensitivity	Participates but may focus mainly on own performance. Needs support to notice partner readiness, comfort, safety, balance, turn-taking, and	Keeps the partner safe and included during movement and ball work. Checks readiness, gives space, shares turns, and responds supportively.	Shows strong care for partner coordination, safety, and confidence. Adjusts own movement for partner and helps without blame.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	emotional response after mistakes. **Example:** rushes ahead, tightens the cloth too much, throws suddenly, or laughs when the partner misses.	**Example:** says "Ready?" before passing, slows down during tied movement, and says "Try again, look at the target first" after a miss.	**Example:** shortens steps so both can balance, gives a clear hand signal before throw, and encourages partner after repeated misses calmly.
Creativity	Uses the same action repeatedly and needs support to adjust step pattern, communication, aim, force, or body angle. **Example:** keeps throwing hard even when the target is near or keeps moving fast, though the partner is losing balance.	Uses a practical partner strategy for smoother coordination. Adjusts counting, hand signal, speed, passing distance, force, or target angle. **Example:** uses "1-2" counting for steps, points to the target before throw, or uses a softer roll for a near target.	Creates flexible strategies when the task changes. Connects partner signal, movement rhythm, object control, target focus, and adjustment. **Example:** changes from fast steps to small matched steps, shifts body angle when the target moves, and uses a clearer visual cue so the partner can aim better.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG1** – Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports
Competencies *(Can choose one or more)*	**P1C1.4** – Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body

ACTIVITY

Nature of Activity: Students are assessed on whether they can choose, perform, and explain warm-up and stretching actions that prepare the body for physical activity.

Materials Required

- Open classroom/playground space
- Chalk/cones for personal movement space
- **Activity cards:** running game, jumping game, throwing game, kicking game, rhythm movement
- **Optional:** mat or durrie for floor stretches

Setup:

The teacher marks small personal spaces for students so each child can stretch without touching others. Students work in groups of 4–5, but each student performs individually. Each student receives one activity card, such as a running game, jumping game, throwing game, or kicking game.

Activity Process

Step 1: Choose Warm-up and Stretching Actions

Each student chooses 5 body-preparation actions for the activity card received. The sequence must include:

1. one gentle movement to raise body readiness
2. one joint movement
3. one stretching movement
4. One basic strength movement
5. One final movement that connects to the activity card

Examples: marching, light jogging, arm circles, shoulder rolls, ankle rotation, side bends, calf stretch, thigh stretch, wall push-ups, half squats, knee lifts, toe touches with soft knees.

Step 2: Perform the Sequence

Each student performs the 5 actions in order. The teacher observes whether the student uses controlled body movement, correct posture, safe stretching, breathing, balance, and suitable speed. Students should not rush, bounce forcefully, pull the body beyond comfort, or copy another student blindly.

Step 3: Match Warm-up to Activity

After performing the sequence, the student connects the warm-up to the activity card. For example, a student with a throwing game card should include shoulder, arm, wrist, and upper-body preparation. A student with a running game card should include ankle, knee, leg, and calf preparation.

Step 4: Safety Adjustment Situation

The teacher gives one adjustment situation to the student or group:

- space becomes smaller
- A student feels pain during a stretch
- A student loses balance
- The ground is hot/slippery
- The partner is less flexible

Students adjust the warm-up safely without stopping the purpose of preparation.

Step 5: Individual Explanation

Each student briefly explains how their warm-up prepared the body for strength, flexibility, and safe movement.

ASSESSMENT QUESTIONS

1. Which warm-up and stretching actions did you choose, and which body parts did they prepare for your activity card?
2. How did your sequence develop body readiness, strength, and flexibility without causing strain or unsafe movement?
3. How did you keep your own body and others safe while doing warm-up and stretching in a shared space?
4. If someone feels pain, loses balance, feels shy, or is less flexible, how would you adjust the stretch or warm-up without forcing or teasing them?
5. How did you change or select your warm-up sequence to match the activity card, such as running, jumping, throwing, kicking, or rhythm movement?
6. If there is little space, no equipment, or the activity suddenly changes, how would you redesign the warm-up while still developing strength and flexibility?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Performs some warm-up or stretching actions, but the sequence is not yet clearly connected to body readiness, strength, flexibility, body parts, posture, breathing, and safe range of movement. Needs support to avoid random or unsafe orders. **Example:** starts with deep toe-touching before warming up, stretches with locked knees, or says "This is for exercise" without naming legs,	Performs a clear warm-up sequence with controlled movement and safe stretching. Connects actions with body parts, strength, flexibility, balance, breathing, and activity preparation. **Example:** does light jogging, ankle rotation, calf stretch, half squats, and knee lifts before a running game, and explains that the legs and ankles are getting ready.	Designs and performs a purposeful sequence matched to the activity. Explains why the order matters, how movement prepares joints and muscles, and how stretching supports flexibility without strain. **Example:** for throwing, prepare shoulders, elbows, wrists, and the upper body first, then add controlled arm swings and wall push-ups for strength.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	arms, shoulders, back, ankles, or muscles.		
Sensitivity	Participates but may ignore personal comfort, pain, space, balance, body differences, or peer confidence. Needs support to stretch safely and avoid forcing movement. **Example:** bends too far despite discomfort, swings arms near others, laughs when someone cannot touch toes, or tells a peer "stretch more" without checking comfort	Maintains safe space, controlled movement, and respectful behaviour during warm-up. Adjusts stretch or speed when needed. **Example:** keeps arm distance before shoulder circles, bends knees slightly during stretch, says "do only till comfortable," and helps a peer regain balance without teasing.	Shows careful body awareness and care for others throughout the warm-up. Connects safety, comfort, inclusion, encouragement, and different flexibility levels. **Example:** offers a wall-supported calf stretch for someone losing balance, changes a deep stretch into a gentle version, and reminds the group that pain means stop or reduce the stretch.
Creativity	Uses the same warm-up for every activity or suggests changes that do not match the activity type, body part, space, equipment, strength, or flexibility need. **Example:** uses only jumping for a throwing game, or says "just run more" when space is small.	Selects or changes warm-up actions according to the activity and situation. Connects movement choice, body part, space, strength, and flexibility. **Example:** chooses arm circles and wrist movement for throwing, ankle rotation and calf stretch for running, or on-the-spot marching when space is small.	Redesigns the warm-up safely when conditions change while keeping the purpose clear. Connects activity demand, available space, body preparation, strength, flexibility, and safety. **Example:** if the ground is slippery, replace running with marching, knee lifts, arm swings, half squats, and gentle stretches so the body still gets ready without slipping.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG2** – Develops an awareness of their personal and social behaviour towards themselves and others
Competencies *(Can choose one or more)*	**P1C2.1** – Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas

ACTIVITY

Step 1: Setup (Before Students Arrive)

In the playground:

- Mark a Start Area and an End Area (10–15 meters apart)
- Place the following objects in the Start Area:
  - 1 half-filled water bottle (cap slightly loose)
  - 1 stack of 3–4 books (not tied)
  - 1 large empty box (light but bulky)
  - 1 ball
  - 1 cloth/towel with 2–3 small objects placed on it

Step 2: Group Formation

- Divide students into groups of 4–5 , Each group stands behind the Start Area

Step 3: Teacher Instruction

The teacher clearly says: You have to move all the objects from the start area to the end area. Every member of the group must take part in the task. You can do it in any way you decide. You may begin.

Step 4: Task Execution

Students begin the task. They must decide on their own:

- Who will handle which object
- How to carry different objects
- Whether to move together or separately
- How to manage balance and movement
- How to include every group member

Step 5: Natural Challenges

During the activity, students will face:

- Water spills if the bottle is tilted, Books fall if rushed, The box difficult to handle alone, ball rolling away, objects falling from the cloth if not balanced

Students must adjust without teacher guidance

Step 6: Mid-Task Change

After some time, the teacher quietly introduces a change:

- adds one more object OR slightly shifts the end area

Students must:

- Notice the change, reorganise themselves, continue the task

Step 7: Completion

Task ends when: (All objects reach the end area, All group members have participated)

ASSESSMENT QUESTIONS

1. What did you do in your group while moving the objects? Explain your role.
2. How did your group manage different objects like the bottle, books, or cloth setup?
3. When something did not go as planned (object fell, spilt, or someone struggled), how did you respond and continue working with your group?
4. When different group members had different ideas on how to move the objects, how did you listen and respond to them?
5. Did your group change the way of moving objects during the task? What new idea was used?
6. When the situation changed (new object added or endpoint moved), how did your group find a new way to complete the task?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Takes part in the task and handles at least one object when told or when an opportunity comes. Describes own action (e.g., "I carried the ball", "I held the cloth") but does not explain how the group managed the objects. **Example:** Student says, "I picked up the bottle and walked."	Clearly explains their own role and how they handled specific objects in the group. Describes how different objects need different handling (e.g., careful with a bottle, steady with books). **Example:** "I held one side of the cloth so the objects didn't fall, and we walked slowly."	Explains own role and connects it with group work (who did what and why). Describes how the group adjusted handling for different objects based on their difficulty. **Example:** "Two of us carried the box because it was big, and we moved slowly when carrying the books so they didn't fall."
Sensitivity	Notices when something goes wrong (object falls, someone struggles) and reacts by stopping or watching. Listens to others but mostly follows without responding or helping. **Example:** Stops when books fall and waits for others to fix it.	Responds to difficulty by helping or adjusting (e.g., picks up fallen object, slows down). Listens to others' ideas and agrees or follows after hearing them. **Example:** Helps a teammate hold the cloth again after objects fall.	Actively responds to difficulty by helping, guiding, or suggesting what to do next. Listens to different ideas and responds by discussing, combining, or adjusting plans. **Example:** Says, "Let's go slower or hold both sides tightly," and helps the group reorganise
Creativity	Tries to complete the task using one way and continues even if it is not working well. May change position or role, but without a clear idea. **Example:** Keeps carrying books the same way even after they fall.	Changes method when needed (e.g., uses two people for one object, slows down, changes order). Uses a workable idea to complete the task. **Example:** Decides to carry the box together instead of one person doing it.	Suggests or uses new ways to solve problems during the task and adapts when the situation changes. Adjusts strategy when a new object is added or the distance changes. **Example:** Suggests moving objects in turns or rearranging roles when the task becomes difficult.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG2** – Develops an awareness of their personal and social behaviour towards themselves and others
Competencies *(Can choose one or more)*	**P1C2.2** – Creates group norms and rules of the game/activity before playing and reviews them regularly

ACTIVITY

Nature of Activity: The students create a small physical activity/game using available materials. They must make rules before playing, test them, review them, and improve them. This approach assesses whether students understand that rules are not only for control, but also for:

- safety
- fairness
- turn-taking
- inclusion
- clarity
- enjoyment
- smooth play
- regular improvement

Materials Required

Each group receives:

- 1 softball
- 4 cones/chalk marks
- 1 rope/scarf
- 1 hoop/bucket/chalk circle
- 5 blank rule cards

Group Formation

Students work in groups of 5–6. Each group creates one mini-game using at least:

- one movement action: running, jumping, walking, balancing, or dodging
- one object action: passing, throwing, rolling, kicking, or aiming
- one target or boundary

Activity Instructions

Each group becomes a **game-design team**. They must create a simple mini-game that can be played in 3–4 minutes. Before playing, the group must decide and write five rule cards: one rule for safety, one for turn-taking, one for scoring, one for respectful behaviour, and one for review. The group then plays its own game for the first round.

During play, the teacher observes whether the rules are clear and actually followed.

After Round 1, the group must pause and review its own game. They check which rule worked, which rule created confusion, and which rule needs to be changed. The group changes at least one rule based on what happened in the game. Then they play Round 2 with the revised rule. After Round 2, they again review whether the changed rule made the game safer, fairer, clearer, or more enjoyable. Finally, each group presents its rule journey: what rule they made before playing, what problem they saw during play, what they changed, and why the new rule worked better.

Example Mini-Games Students May Create

1. **Cone Target Pass:** Players pass the ball in order and then aim at a cone. Score counts only after all players have touched the ball.
2. **Hoop Relay Throw:** Players move one by one to a line and throw into a hoop. The rule must decide the turn order and safe waiting space.
3. **Rope Boundary Game:** Players move inside a small boundary and pass the ball without stepping outside. The rule must decide what happens when someone steps out.
4. **Roll-and-Run Target:** One player rolls the ball, another runs to stop it before it crosses a line, then passes to the next player.

ASSESSMENT QUESTIONS

1. What rules did your group create before playing, and what purpose did each rule serve — safety, turn-taking, scoring, respectful behaviour, or review?
2. What did your group observe during play that showed a rule needed to be kept, changed, or added?
3. How did your group make sure the rules included every player, especially someone who was slower, shy, unsure, or missed the target?
4. When someone broke a rule, made a mistake, or disagreed, how did your group handle it without blaming, laughing, or leaving anyone out?
5. What rule did your group change after Round 1, and how did the change improve the game?
6. If another group had to play your game, what rule would you add or clarify so they can understand and play it safely and fairly?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Suggests simple rules before play and follows some of them during the game. Understands that rules help the game, but may connect them mainly with one part, such as winning, turns, or stopping pushing. **Example:** says "no pushing" and "take turns," but may not yet explain how scoring or review will happen.	Creates rules before play with clear purposes such as safety, turn-taking, scoring, respect, and review. During the review pause, use something seen in the game to decide whether a rule should continue or change. **Example:** "Two players did not get the ball, so we changed the rule to pass in order."	Connects rules with the smooth functioning of the whole game: safe movement, fair participation, clear scoring, respectful behaviour, and repeated review. Can improve rules when the game changes, though may still need time reminders. **Example:** after crowding near the target, suggests "only the thrower enters the target area; others wait behind the cone."
Sensitivity	Participates in rule-making and play, and can follow some group norms, but may not always notice when someone is left out,	Uses rules to protect fairness, safety, confidence, and respectful participation. Notices missed turns, mistakes, or	Helps the group review rules in a way that protects dignity and inclusion. Adjusts rules so slower, shy, or less

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	rushed, blamed, or uncomfortable. **Example:** agrees to turn-taking but may forget a shy player during fast play, or may react with "you missed again" when a teammate fails.	disagreements and brings the group back to the agreed-upon rule. **Example:** "Let us restart from the player who missed a turn," or "We should explain the rule again, not laugh."	confident players can participate without being treated as weak. **Example:** suggests a closer starting line for a struggling player while keeping the same turn rule for everyone. May still need support if many disagreements happen together.
Creativity	Suggests a rule change after play, but the change may be broad or not fully linked to the problem seen in the game. **Example:** says "play properly" or "be fair" after confusion, but does not yet change turn order, boundary, scoring, or role.	Creates a practical rule change based on what happened in Round 1. Connects the change with safer, fairer, clearer, or smoother play. **Example:** adds "ball must pass clockwise" when players are confused about turns, or "wait behind the line" when students crowd near the target.	Adapt the rules so the game can work better for a new condition or another group. Connects space, equipment, roles, scoring, safety, fairness, and review. **Example:** if space becomes smaller, change the rule to "one player moves at a time while others stay in the waiting zone." The solution is strong, though it may still need testing in the next round.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG2** – Develops an awareness of their personal and social behaviour towards themselves and others
Competencies *(Can choose one or more)*	**P1C2.3** – Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell

ACTIVITY

Nature of Activity: Students are assessed on whether they can notice, pause, respond, support, and include a teammate who is injured, emotionally upset, or feeling unwell.

The teacher creates controlled situations.

Materials Required

- Soft ball
- Cones/chalk marks
- Role cards
- One chair/bench as a "rest corner"
- Water bottle area
- Whistle

Ground Setup

The teacher marks a small play area for a simple passing-and-target game. One side has a rest corner with a chair/bench. One place is marked as a teacher/help point. Students play in groups of 5–6.

Activity Instructions:

Each group plays a simple target-passing game. Players pass the soft ball to each other and then aim at a cone/hoop target. After every two minutes, the teacher quietly gives one student a role card. The student acts the role safely during the game. The rest of the group must respond appropriately and continue only when the situation is handled.

Role cards may include:

- **Physical injury:** "You twisted your ankle while turning. Sit/stand safely and show discomfort."
- **Minor hurt:** "The ball hit your hand. You look hurt and stop playing."
- **Feeling unwell:** "You feel dizzy/tired and want to sit."
- **Emotional stress:** "You missed the target twice, somebody made fun of you, and you feel like crying."
- **Fear/anxiety:** "You are afraid to catch the ball because it came too fast earlier."

Students must respond through action, not just words. They should stop unsafe play, give space, call the teacher, avoid crowding, speak kindly, offer rest/water if appropriate, not force the player to continue, and help the player rejoin only when safe and comfortable.

The game restarts after the group has handled the situation. The teacher observes whether students notice physical signs, emotional signs, and signs of feeling unwell, and whether their response is respectful and safe.

Expected Student Actions During the Activity:
Students should demonstrate actions such as:

- pausing or slowing the game when someone is hurt or upset
- not laughing, blaming, or saying "play properly"
- calling the teacher or adult instead of trying to treat a serious injury themselves
- giving the injured/unwell player space and not crowding around
- asking a simple caring line such as "Are you okay?", "Do you want to sit?" "Teacher, please come."
- helping the player move to the rest corner only if safe and with teacher permission
- changing the game pace if someone is afraid, tired, or emotionally stressed
- including the player again through a safer role if they are ready

ASSESSMENT QUESTIONS

1. What signs helped you understand that a player was physically injured, emotionally stressed, or feeling unwell, and what was the safest first response?
2. When a player was hurt or feeling unwell, how did you show care without crowding, touching suddenly, forcing them to play, or trying to treat the injury yourself?
3. When a player felt upset, afraid, ignored, or embarrassed during the game, what did you say or do to protect their confidence and dignity?
4. If other players laughed, blamed, rushed the game, or said "nothing happened," how did you help the group respond more kindly and safely?
5. After the player rested or felt better, how did you help them rejoin the game in a way that was comfortable, safe, and not embarrassing?
6. What change would you make in the game rule, speed, passing style, or player role so an injured, tired, afraid, or upset player can still participate safely if they are ready?
7. What simple group care rule or signal would you create before playing so everyone knows what to do when someone is hurt, stressed, or unwell?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Notices clear signs that something is wrong, such as a player stopping, holding ankle/hand, looking tired, or crying, but may need support to separate injury, emotional stress, and feeling unwell and choose the safest first response. **Example:** says "He got hurt", but may first try to continue the game or lift the player without checking.	Identifies signs of injury, stress, or uneasiness and chooses a safe first response: pause play, give space, call teacher/adult, avoid forcing play, and observe what the player needs. **Example:** notices a child holding the ankle and says, "Stop the game, call the teacher, give space."	Reads both visible and less visible signs and links them with a suitable first response. Connects body signs, emotional cues, safety, adult help, and game pause. **Example:** notices a player missing catches and stepping back in fear, not only a physical injury, and suggests slower passing or rest after checking with the teacher.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Sensitivity	Shows concern but may respond unevenly. May crowd near the player, give quick advice, laugh nervously, or focus on restarting the game. Still shows some care, such as stopping for a moment or asking "Are you okay?" Needs support to protect space, comfort, dignity, and safety together.	Responds with care and respect in most situations. Gives space, calls the teacher, avoids blame, speaks kindly, and helps the group include the player without pressure. **Example:** says "Don't laugh, let them sit," "Teacher, please check," or "You can pass from closer if you want to rejoin."	Shows steady empathy for physical and emotional needs. Balances safety, confidence, privacy, group behaviour, and rejoining. **Example:** stops others from crowding, says "Give space, teacher is coming," comforts a child who missed the target, and helps them rejoin with a safer role, though they may still need teacher support in serious situations.
Creativity	Suggests a caring idea, but it may be broad or not fully connected to the game situation. **Example:** says "help them" or "be careful" but does not say how the rule, role, speed, pass, or signal will change.	Suggests a practical game change or group care rule that keeps play safe and respectful. Connects injury/stress/unwellness + rule/role change + safe participation. **Example:** "Use underarm soft passes," "give a rest role as scorekeeper," or "raise hand and say pause if someone is hurt."	Creates a clear care plan that the group can use during play. Connects early noticing, pause signal, adult help, safe space, gentle language, and rejoining option. **Example:** "If someone says 'pause-care', everyone stops, one student calls the teacher, others step back, and the player can rejoin as passer or scorekeeper when ready."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG2** – Develops an awareness of their personal and social behaviour towards themselves and others
Competencies *(Can choose one or more)*	**P1C2.4** – Practises care and responsibility towards physical activity material, playground, and facilities

ACTIVITY

Nature of Activity: Students are assessed on whether they can decide:

- Which material is safe to use
- Which material should be kept aside
- Where the game can be played safely
- How to protect playground/facilities during play
- How to hand over material properly to the next group

Materials Required

Each group receives a mixed material kit:

- 2 soft balls, one may be slightly dirty or under-inflated
- 4 cones, one may be cracked or unstable
- 1 rope, tangled or wrongly placed
- 1 hoop/bucket/chalk circle
- 1 mat/durrie, folded unevenly
- chalk
- one "problem card" from the teacher

Activity Setup

The teacher prepares a small play area for each group. In each area, the teacher intentionally places 2–3 realistic problems, such as:

- A rope lying across the running path
- A cone kept near a muddy patch
- The ball was kept near the drain/wet area
- The hoop is placed too close to the wall/window
- mat folded in a way that may cause tripping
- wrapper inside play area
- unclear chalk boundary
- One material is missing from the kit

Students are not told the problems directly. They must notice and handle them.

Activity Instructions:

Students work in groups of 5–6. Each group receives the material kit and playing area. Before starting the game, the group gets 3 minutes to decide whether the game can start safely. They must check the ball, cones, rope, mat, hoop/bucket, boundary, and playground surface. They must keep unsafe material aside, shift the play area if needed, clear small waste, untangle rope, correct the boundary, and tell the teacher if something is damaged or risky.

After this check, the group sets up a simple target game using only safe material. The game may involve rolling, throwing, passing, or aiming the ball at the hoop/chalk circle. During the game, the teacher gives one sudden problem card, such as "the ball rolled near mud," "the rope is blocking movement," "one cone cracked," "another group needs one ball," or "the hoop is too close to the wall." The group must pause, make a responsible decision, adjust the game setup, and restart safely.

At the end, the group completes a handover check. They count all materials, clean or wipe if needed, untangle the rope, fold the mat properly, stack cones, return the ball, keep damaged material separately, and leave the play area ready for the next group. Each student must state one responsibility action they personally took.

ASSESSMENT QUESTIONS

1. What did your group check and change before, during, and after play to keep the material, playground, and facilities safe and usable?
2. How did your group make sure that careless use of material did not hurt others, block movement, or damage the playground/facilities?
3. If a group member used material roughly, ignored damage, or left equipment in the path, how did you correct it respectfully?
4. How did your group show responsibility for the next group that would use the same material and play space?
5. When the problem was caused by mud, wrappers, missing material, or an unclear boundary, how did your group solve it without blaming the cleaning worker, teacher, or another group?
6. When one material or part of the playground was unsafe or unavailable, how did your group change the game setup while keeping play safe?
7. What simple care routine or signal would your group create so PE material is checked, used, and returned properly every time?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Notices some visible material or space issues and takes action when the problem is clear. May check the ball, cone, or wrapper, but the before–during–after care cycle may be incomplete. **Example:** removes a wrapper before play but may forget to untangle the rope or count balls after play.	Checks the material, playground, and facilities before, during, and after play with clear responsibility. Connects safe material, clear boundary, clean space, careful use, counting, returning, and damage reporting. **Example:** keeps a cracked cone aside, shifts the hoop away from the wall, and counts all balls before return.	Connects care of material, playground, facilities, and future users as one responsibility. Anticipates risks and adjusts play, though small things may still need a reminder under time pressure. **Example:** notices muddy ground near the target, changes the game area, uses only safe equipment, wipes the dirty ball, and reports damaged material to the teacher.
Sensitivity	Shows care for shared material and space, but during play may focus more on the game than on others' safety or the next group. May correct peers directly but not always gently.	Uses and protects shared material respectfully. Corrects unsafe use without blame and thinks about others who share the space. **Example:** says "Keep the rope outside the running	Shows responsibility towards players, helpers, material, playground, and next users together. Handles problems without blaming and guides peers calmly.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: says "Don't throw it like that" but may not explain that hard throwing near others can hurt someone or damage the ball.	path," "Don't drag the hoop," or "Let us keep this damaged cone aside so the next group does not get hurt."	**Example:** when a ball rolls into mud, says "Use another ball, keep this one aside to wipe later," and reminds the group that shared material should be returned safely for others.
Creativity	Suggests a care idea or setup change, but it may be general or not fully linked to the actual problem. **Example:** says "keep things properly" when the boundary is unclear, but does not decide where cones or chalk marks should go.	Makes a practical change when material or space is unsafe. Connects available material, safe setup, rule change, and responsible return. **Example:** if the hoop is too close to the wall, it shifts the target to an open side and changes the throw line.	Creates a workable care routine or game adjustment that protects material and keeps play going safely. Connects checking, safe use, roles, return, and reporting. **Example:** creates a routine: one student counts balls, one checks cones, one folds mat, one clears play space, one reports damage, though the routine may still need practice to become quick.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG2** – Develops an awareness of their personal and social behaviour towards themselves and others
Competencies *(Can choose one or more)*	**P1C2.5** – Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them

ACTIVITY

Nature of Activity: Each student moves through a small physical activity situation and responds to realistic safe/unsafe/unsure touch events connected to games, sports, and playground activity. The student is assessed on whether they can:

- Identify safe, unsafe, and uncomfortable touch in physical activity
- recognise warning signs such as force, secrecy, repeated action, private body touch, ignoring "stop," or discomfort
- protect their own body space
- support another child without shame or blame
- report clearly to a trusted adult

Materials Required

- Soft ball
- 3 cones
- Floor labels: Safe, Unsafe, Unsure/Report
- Marked Help Point
- Scenario/event cards
- Response cards: Stop, Step Back, Go to Teacher, Tell Trusted Adult, Tell Again if Not Heard

Ground Setup

The teacher marks a short movement trail:

Start Line → Ball Task → Event Card Point → Decision Area → Help Point

At the Decision Area, place three labels: (Safe, Unsafe, Unsure/Report)

On one side, mark a Help Point where the student goes to report.

Activity Instructions

Each student performs individually. The student begins with a simple PE action such as walking with a ball, passing the ball to a wall/teacher, rolling the ball to a cone, or moving around cones. At the Event Card Point, the teacher gives one scenario card. The student reads/listens to the card, places it under Safe, Unsafe, or Unsure/Report, and shows the correct response action.

For a safe touch card, the student shows that the action is allowed only when it is part of the game rule, respectful, limited, and comfortable. For an unsafe or unsure card, the student must show the response sequence: say "Stop," step back, move to the Help Point, and report clearly to a trusted adult. The teacher may give a second difficulty card, such as "the other child says don't tell," "your friend laughs," "you feel shy," or "the first adult is busy." The student must continue the reporting routine by telling another trusted adult and not keeping the incident secret.

Each student receives three event cards: one safe, one unsafe, and one unsure/report card. This gives individual evidence for classification, body-safety response, and reporting.

Event Cards

Safe Touch Cards

1. During a tag game, a player lightly taps your shoulder and immediately moves away.
2. A teammate gives a high-five after the game, and both students are ,comfortable.
3. The teacher helps a student stand after a fall in the open playground after asking if help is needed.

Unsafe Touch Cards

1. A player keeps holding your wrist even after the game has stopped, and you say, "Stop."
2. Someone pushes, pulls, grabs, or blocks you after you ask them to move away.
3. A senior student asks you to come alone behind the equipment room to "teach a move.",
4. Someone tries to touch private body parts or parts usually covered by underclothes/ shorts/vest.
5. Someone says, "Don't tell the teacher," after doing something that made you uncomfortable

Unsure/Report Cards

1. A teammate hugs you after winning, but you do not feel comfortable,
2. A player stands too close again and again, even after you ask for space,
3. Someone tries to lift you after a fall, but your body hurts, and you do not want to be lifted.

Reporting Statement Frame

The student reports at the Help Point using this frame:

"During the game, _____ happened. I felt _____. I said/stopped _____. I need help.Example: During the game, the player kept holding my wrist after I said stop. I felt scared. I stepped back and came to tell you. I need help."

ASSESSMENT QUESTIONS

1. What signs helped you decide whether the touch or behaviour was safe, unsafe, or unsure, and who should you report to if it feels unsafe or uncomfortable?
2. If you feel uncomfortable during a game, how will you protect your body space without feeling ashamed, silent, or forced to continue?
3. If another player tells you they felt unsafe, scared, embarrassed, or uncomfortable, how will you respond so they feel believed and supported?
4. If someone says "don't tell," laughs, blames the child, or says "nothing happened," how will you help the situation become safe and kind?
5. How will you help a friend report to a trusted adult without forcing them to speak in front of everyone or making them feel embarrassed?
6. What safe-play touch rule would you create for games so everyone knows what touch is allowed and what must stop immediately?
7. What reporting signal or routine would you create so a student can ask for help quickly during physical activity without fear or embarrassment?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies clear unsafe actions such as pushing, grabbing, hard hitting, or not stopping when asked. May still need support for less obvious signs like secret-keeping, uncomfortable closeness, pressure from an older child, private body touch, or unsure touch. **Example:** says "holding after I say stop is unsafe," but may not yet explain that "don't tell anyone" is also a warning sign.	Classifies safe, unsafe, and unsure touch using clear characteristics: game rule, permission, comfort, body space, private body parts, force, repeated action, secrecy, and adult help. **Example:** says "A shoulder tag during the game is safe, but holding my wrist after the stop is unsafe, and I should tell the teacher or parent."	Explains tricky situations with better judgment. Connects limited rule-based touch, comfort, consent, stopping when asked, secrecy, and reporting. **Example:** says "Even if it is a friend or senior, if I feel uncomfortable or they say don't tell, I should step back and report." May still need adult support in real situations.
Sensitivity	Shows some body-safety response, such as saying "stop" or going to the teacher, but may hesitate because of fear, shame, teasing, or group pressure. Supports a friend, but may not always protect privacy. **Example:** says "Tell teacher" loudly in front of everyone, or says "Don't cry" instead of first believing the child.	Protects self and supports others respectfully. Uses stop, step back, give space, believe the child, avoid blame, and report to a trusted adult. **Example:** says "I believe you; let us go to the teacher," or "Don't laugh, they said they are uncomfortable." Does not force the child to explain publicly.	Shows steady care for body boundaries, fear, embarrassment, privacy, and group pressure. Helps with reporting calmly and safely. **Example:** says "You don't have to say it here; I can walk with you to the teacher," and if one adult is busy, suggests telling another trusted adult. May still need teacher guidance for serious concerns.
Creativity	Suggests a safety rule or signal, but it may be broad or incomplete. **Example:** says "be safe" or "tell someone" without explaining what touch is allowed, what must stop, or how to report during play.	Creates a clear, safe-play rule or reporting routine. Connects allowed game touch, body space, stop signal, teacher help, and no teasing. **Example:** "Only rule-based touch like shoulder tag is allowed; if someone says stop, everyone stops," or "Raise hand and go to Help Point."	Creates a usable care system for the whole group. Connects safe-touch rule, unsafe signs, pause signal, privacy, trusted adult reporting, and telling again if not heard. **Example:** "Use 'Pause-Help'; one friend walks with the child to the teacher, others step away, and nobody asks them to explain in front of the group."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG3** – Demonstrates mental engagement in physical activity/ game situations
Competencies *(Can choose one or more)*	**P1C3.1** – Explains the concept of some games, their rules, playing positions, and basic moves

ACTIVITY

Students act as a **coaching team** who must prepare a new player to join a familiar game. They are assessed on whether they can explain the **game concept, rules, positions, and basic moves** clearly and correctly.

Materials Required

- Chalk/cones
- Soft ball
- Player position cards
- Rule cards
- Basic move cards
- One small ground map or chalk layout
- Situation cards

Games to Use

The teacher may choose any one familiar game already taught, such as:

- Mini football
- Kho-kho
- Dodge-and-throw target game
- Relay target game
- Simple catching/throwing game

Use only games students have already experienced.

Activity Process

Students work in groups of 4–5. Each group receives a game kit containing mixed cards: correct rule cards, wrong/confusing rule cards, position cards, and basic move cards. The group first selects the cards that correctly belong to the given game. For example, in mini football, students may select no hand use, pass, dribble, shoot, goalkeeper, defender, attacker and reject cards such as holding the ball in hand or pushing the defender.

After selecting cards, the group uses cones/chalk/player cards to create a small game layout on the ground. They place players in correct positions and show where the ball should move. Then the group prepares a short coach huddle for a new player: they explain what the game is about, what two important rules must be followed, where different players stand, and which basic moves are needed.

Next, the group gives a 30-second body demonstration without playing a full match. They show one correct game moment: for example, a passer sends the ball to an attacker, a defender blocks without pushing, and the goalkeeper stays near the target; or in kho-kho, the sitting chasers stay in position while the active chaser gives "kho" and the runner dodges inside the boundary.

Finally, the teacher gives one situation card, such as "space is smaller," "one player is absent," "no goalpost is available," "a new player does not know where to stand," or "players are crowding near the ball." The group must adjust the explanation, positions, or rules while keeping the main idea of the game the same. Each student must explain one part: concept, rule, position, move, or adjustment.

ASSESSMENT QUESTIONS

1. What is the main concept of your selected game, and how do the rules, positions, and basic moves support that concept?
2. Which cards did your group reject, and why did they not fit the rules, positions, or moves of the game?
3. How did your group explain the game so that a new or confused player could understand their role without feeling left out or embarrassed?
4. When group members had different ideas about a rule, position, or move, how did you decide respectfully, using the game cards, ground layout, or demonstration?
5. How did your group use cards, ground marks, player positions, or body demonstrations to make the game easier to understand?
6. When the situation changed, such as fewer players, smaller space, or missing equipment, how did your group adjust the rules or positions while keeping the main idea of the game the same?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies the game and explains some correct parts, such as one rule, one position, or one move. The link between game concept, rules, positions, and moves may still be partial. **Example:** says "football is for scoring goals" and selects no hands, but may not yet explain how the defender, attacker, and goalkeeper support the game.	Explains the main concept of the game and connects it with correct rules, positions, and basic moves. Rejects wrong cards with a reason. **Example:** "We rejected 'hold the ball' because in mini football the ball is moved with feet; the attacker dribbles or shoots, the defender blocks, and the goalkeeper protects the target."	Explains the game as a connected system of play where rules make it fair, positions give roles, and moves help achieve the aim. **Example:** "If all players chase the ball, positions break; the passer should stay open, the defender guards space, and the attacker looks for a shooting angle." May still need help with less familiar game vocabulary.
Sensitivity	Tries to explain the game to others, but may speak mostly from their own understanding or correct peers too directly. Shows some support, but may miss when a new player is confused. **Example:** says "stand there, not here" without explaining the role clearly.	Explains rules, positions, and moves in a way that includes others. Uses cards, ground marks, or a demonstration to settle disagreements respectfully. **Example:** "You can stand here as defender; your job is to block the shot without pushing," or "Let us check the rule card before deciding."	Helps the group understand the game without shaming anyone. Connects clear explanation, patience, inclusion, respectful disagreement, and game evidence. **Example:** when a peer chooses the wrong card, says "This card is close, but it does not fit because this game uses feet, not hands," and shows the correct move on the ground layout.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Uses cards or ground marks, but the explanation may remain simple or not fully connected to the game. Suggests changes that may be broad. **Example:** says "make the field small" but does not explain how positions or rules will change.	Uses a practical method to explain the game clearly, such as player cards, cones, arrows, or body demonstrations. Adjusts rules or positions when conditions change. **Example:** uses cones as goalposts, combines passer and attacker when one player is absent, and keeps the no-hand rule.	Creates a clear explanation that another group could follow. Adapts space, equipment, positions, and rules while keeping the game concept intact. **Example:** in a small space, changes to short passes, keeps one defender near the target, marks a shooting line, and explains why long kicks are unsafe or confusing. The adjustment may still need testing in actual play.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG3** – Demonstrates mental engagement in physical activity/ game situations
Competencies *(Can choose one or more)*	**P1C3.2** – Expresses their emotions and thinking process during the game

ACTIVITY

Nature of Activity

Students play a simple Indian game situation, but the teacher inserts emotional case cards so that students actually face moments of nervousness, excitement, disappointment, confusion, pressure, or disagreement.

The assessment is not about winning. It is about whether students can express:

- what they felt during a game moment
- what caused that feeling
- what they were thinking before acting
- how they controlled or expressed emotion
- how they responded to another player's emotion

Game Used

Rumal Jhapatta / Dog and Bone

Two teams stand on opposite sides. A cloth/ring/cone is kept in the middle. When the teacher calls a number, one player from each team moves towards the rumal. The player may pick it and run back, wait, dodge, or try to tag the opponent.

Materials Required

- One rumal/cloth/ring/cone
- Chalk for two team lines
- Emotion case cards
- Whistle

Ground Setup

Team A Line	Rumal/Cloth	Team B Line
A1 A2 A3 A4	○	B1 B2 B3 B4

Students are numbered. Same-number players from both teams come forward when called.

Assessment Process

Step 1: Normal Trial Round

Students play 2–3 normal turns of Rumal Jhapatta so they enter the game situation naturally.

Step 2: Emotional Case Round

Before calling a number, the teacher quietly gives one student or one team an emotion case card. The student acts safely in the situation during the turn.

The rest of the group must respond through game behaviour and words.

Emotion Case Cards

Case 1: Nervous Player: "You are called for your turn, but you feel nervous because the other player is faster. You hesitate before moving."

Case 2: Disappointed Player: "You missed the rumal in your last turn. This time, you feel disappointed and unsure."

Case 3: Excited Winner: "You picked the rumal and reached back safely. You feel very excited and want to celebrate loudly."

Case 4: Rule Confusion: "You think you tagged the player, but the other player says they crossed the line first. You feel confused or irritated."

Case 5: Team Pressure: "Your teammates shout, 'Run fast! Don't lose!' You feel rushed."

Case 6: Embarrassed Player: "You moved too early, and everyone noticed. You feel embarrassed."

These cases are not for drama only. They are used to assess whether students can connect **emotion + thinking + game action**.

Step 3: Freeze-and-Speak Moment

After the case turns, the teacher blows the whistle and asks the concerned student:

"What did you feel, what were you thinking, and what did you choose to do?"

The student gives a short statement:

"I felt _____ because _____. I was thinking _____. I chose _____."

Example:

"I felt nervous because the other player was fast. I was thinking I should not rush. I waited first and then moved when they stepped back."

Step 4: Peer Response Check

The teacher asks one teammate or opponent to respond:

"How did you respond to that player's emotion during the game?"

This checks whether students listen to others' feelings and do not tease, blame, or pressure.

Step 5: Repeat with New Cases

The teacher repeats 4–5 emotional cases, so different students face different emotions.

Each student should get at least one chance to either:

- act in a case
- respond to another player's emotion
- explain their own thinking

ASSESSMENT QUESTIONS

1. During your turn, what emotion did you feel, what caused it, and what were you thinking before you acted?
2. How did your thinking affect your game action, such as waiting, running, tagging, stopping, or changing speed?
3. When you felt nervous, disappointed, excited, angry, confused, or embarrassed, how did you express it without hurting, blaming, teasing, shouting at, or pressuring others?

4. When another player showed emotion during the game, how did you respond so that they could continue without feeling ashamed, ignored, or pushed?
5. What strategy did you use to manage your emotions and continue the game, such as waiting, taking a breath, asking a rule, slowing down, or choosing a different move?
6. If the same emotional game moment happens again, what different action, message, or thinking strategy would you try?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Name a real emotion or game action, but the link between emotion, cause, thinking, and action may be partial. **Example:** says "I felt nervous because he was fast" or "I ran quickly," but may need help to explain what they were thinking before moving.	Connects the emotion with the game situation and explains the thinking behind the action. **Example:** "I felt rushed when my team shouted, so I waited instead of running straight." Mentions game cues such as opponent speed, distance from rumal, line, tag, rule, or teammate pressure.	Explains the game moment as a clear thinking process: feeling felt, situation noticed, option considered, and action chosen. **Example:** "I was excited to pick the rumal, but I saw the opponent close to me, so I stepped back and waited." May still miss small details in very fast turns.
Sensitivity	Shows emotion during the game and can talk about it afterwards, but reactions may sometimes affect others. **Example:** celebrates loudly after winning or says "You were slow," but can accept correction and say "Try again."	Expresses emotion without blaming or teasing and responds to others respectfully. **Example:** after disagreement, says "Let us ask the teacher if the tag counted," or tells a disappointed player ", You almost got it, try once more."	Uses emotional awareness to keep the game respectful and supportive. Notices when someone is embarrassed, nervous, pressured, or upset and responds with care. **Example:** says "Don't shout at them; let them decide when to move," or helps a confused player check the rule calmly. May still need support if the group becomes too competitive.
Creativity	Tries one response to emotion, but may repeat the same action even when the situation changes. **Example:** always rushes to pick the rumal when nervous or always says, "I will run faster next time."	Uses a practical emotion-management and thinking strategy during the game. **Example:** waits for the opponent to move first, slows down before tagging, asks the rule instead of arguing, or takes one breath before the turn.	Adapts emotion into a better game plan. Connects self-control, timing, opponent movement, rule check, message to teammates, and next action. **Example:** after feeling rushed by shouting, decides to signal teammates to stay quiet, watches the opponent's

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
			feet, and picks the rumal only when there is space. The strategy may still need practice in faster rounds.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being	
Curricular Goals: *(Can choose one or more)*	**P1CG4** – Develops an understanding of the need to develop themselves and self-assess their progress
Competencies *(Can choose one or more)*	**P1C4.1** – Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long)

ACTIVITY

Activity: The "Beat Your Own Record" Challenge

The Story for the Class: Today, we are hosting a special sports event where you are not competing against your classmates; you are only competing against yourself! Athletes always set targets to improve step-by-step. Today, your mission is to find your starting point, set three personal targets, and track your own amazing progress!

Teacher Setup: Take the students to the school ground or a long corridor. Give each pair of students a piece of chalk, a measuring tape (or a long ruler), and their "Personal Best" notebook.

Step-by-Step Instructions for Students:

Step 1: The Baseline and Target Setting

- Draw a straight "Start Line" on the ground with your chalk.
- Do one practice "Standing Broad Jump" (jumping forward with both feet together).
- Look at where you landed. This is your "Baseline" (your starting point).
- Open your notebook. Write down three new distance targets for yourself to reach today (Goal 1, Goal 2, and Goal 3). Make sure Goal 1 is just a little bit further than your practice jump, and Goal 3 is your biggest challenge!

Step 2: The Buddy Jump & Record

- Work with your partner. Partner A will be the "Jumper", and Partner B will be the "Official Measurer."
- **Partner A:** Take your first jump, aiming for your Goal 1. Do not look at how far other groups are jumping; only focus on your own target.
- **Partner B:** Use the measuring tape to carefully measure the jump. Tell your partner their exact distance and cheer for their effort, whether they hit the target or not.
- **Partner A:** Write down your exact jump distance in your notebook next to Goal 1.
- Swap roles until both partners have recorded three official jumps, trying to reach Goal 2 and Goal 3.

Step 3: The Progress Ladder

- Instead of just writing numbers in a boring list, look at the three jump distances you recorded.
- Invent a creative visual way to show your progress in your notebook. You can draw a staircase, a growing tree, a rocket flying higher, or any new design that clearly shows how your distances changed from the baseline to your final jump.

ASSESSMENT QUESTIONS

1. After your practice jump, how did you figure out what numbers to write down for your Goal 1, Goal 2, and Goal 3?
2. Explain the steps you took with the measuring tape to make sure the distance you wrote in your notebook was exactly right.
3. If you did not reach your Goal 2 or Goal 3, how did you manage your feelings so you could stay positive and try again?
4. When your partner was jumping, what specific words or actions did you use to help them focus on their own goals instead of comparing their jump to yours?
5. Tell me about the special drawing you invented to show your progress. How does your design make your progress easier to see than just a list of numbers?
6. During your three jumps, did you experiment with your body (like swinging your arms differently or bending your knees more) to try to jump further? Describe what new technique you tried.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Faces challenges in understanding how to set progressive, realistic goals based on a baseline. Struggles to accurately use measuring tools or record data, requiring continuous teacher support to complete the fundamental task. **Example:** A student jumps 1 meter as a baseline but unrealistically sets Goal 1 at 10 meters. They hold the measuring tape upside down or forget to write the "cm" unit in their notebook until the teacher steps in to correct them.	Demonstrates potential by setting logical, sequential targets. Can measure and record progress correctly most of the time, but requires occasional peer or teacher support to ensure precise measurements and organised data entry. **Example:** The student sets logical goals of 110cm, 120cm, and 130cm. They record the jumps but might need their partner to remind them, "Make sure the metal tip of the tape starts exactly at the chalk line."	Demonstrates successful performance by independently establishing clear, realistic, and challenging progressive targets. Exhibits high precision in using tools and accurately records all progress data with minimal to no external support. **Example:** The student independently maps out three structured goals, accurately measures a 125cm jump down to the exact centimetre without any help, and perfectly logs "Attempt 1: 125cm" in their data table.
Sensitivity	Faces challenges managing emotions, particularly frustration if personal targets are missed. Displays highly competitive behaviour rather than focusing on personal growth, requiring teacher	Demonstrates potential in self-regulation and peer support. Attempts to encourage their partner and usually refocus on their own progress, though they may occasionally need prompts to move past	Demonstrates successful performance through excellent emotional regulation and deep empathy. Consistently encourages peers non-competitively and displays resilience when facing personal setbacks,

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
	intervention to maintain a positive environment. **Example:** The student gets noticeably upset and throws the chalk when they miss Goal 2, or they mock their partner by saying, "My baseline jump was way farther than your best jump!"	minor frustrations or competitive urges. **Example:** The student sighs heavily when missing a target but recovers quickly to try again. They tell their partner, "Good job," but might briefly add, "I almost beat your score, though."	with minimal to no external support. **Example:** After missing Goal 3, the student calmly says, "I'll try bending my knees more next time." They cheer for their partner by saying, "Wow, you beat your own Goal 2! Great job!"
Creativity	Faces challenges exploring diverse possibilities for tracking progress or improving physical technique. Relies entirely on standard methods and requires heavy support to think flexibly about visual representation or body mechanics. **Example:** The student only writes a plain list of numbers despite prompts to draw a visual tracker, and jumps with stiff legs every single time without trying to experiment with their jumping form to get better.	Demonstrates potential by attempting to create a simple visual progress tracker and showing curiosity in altering their jumping technique. Needs some support to fully develop their inventive ideas into a clear, finished concept. **Example:** The student draws a basic bar chart to show progress, but forgets to label it. They try swinging their arms more on the second jump to see if it helps them go further, showing some physical experimentation.	Demonstrates successful performance by generating highly original, valuable visual trackers and flexibly experimenting with techniques. Combines ideas independently to solve the challenge of visualising growth and improving distance. **Example:** The student designs a "Jump Rocket" where each goal reached colours in a new flame. They intentionally alter their foot placement on Attempt 3, stating, "I'm changing my angle to get more distance."

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.1 —** Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
Learning Outcomes	Runs 4 × 10 m shuttles by changing direction quickly with balance and coordinated body movements, showing improved agility.

ACTIVITY

4 × 10 m Shuttle Run

Purpose: To assess agility by timing how quickly a student completes four 10 m lengths, changing direction at each cone.

Materials: Two cones, a measuring tape, a stopwatch, a whistle or "Ready–Set–Go" signal, and a recording sheet.

Setup: Place two cones exactly 10 m apart. Make sure the running surface is clear, flat and non-slip. Leave a safe run-out zone beyond the start line.

Students work in pairs. One is the runner and the other is the timekeeper and cheerer. They swap roles after the run.

Procedure:

1. **Demonstration:** The teacher demonstrates acceleration and turning techniques. This covers speeding up from the start, slowing down, lowering the body and pushing off to change direction quickly.
2. **Start:** The student begins behind the first cone.
3. **Test run:** On the teacher's signal, the student sprints to the second cone and back. The student completes this twice, for a total of four lengths.
4. **Timing:** The time is stopped when the student crosses the start line at the end of the fourth length.
5. **Recording:** Record the total time taken to complete the 4 × 10 m shuttle, in seconds.

Teacher Tips:

- Watch for slips on the turns.
- Keep the surface non-slip and clear.
- Encourage quick changes of direction.

Measure: Time taken in seconds; > 14 sec = Beginner, 12-14 sec = Proficient and < 12 sec = Advanced

ASSESSMENT QUESTIONS
1. Does the student use the correct technique of speeding up, slowing down and turning low with balance to complete the shuttle run in good time?
2. Does the student show fair play and care for the partner by following the signal and lane rules, timing honestly and cheering?
3. Does the student suggest a new idea to make the shuttle run more challenging or fun?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Takes more than 14 sec. Slows down late, turns wide and loses balance at the cones. Needs reminders to stay low and push off.	Takes 12–14 sec. Speeds up from the start and turns at the cones with fairly good balance, with small slowdowns on some turns.	Takes less than 12 sec. Speeds up strongly, slows down late and turns low and tight at every cone with steady balance through all four lengths.
Sensitivity	Starts before the signal, drifts out of the lane or skips a cone turn, and needs repeated reminders. Starts or stops the stopwatch with help and does not cheer unless reminded.	Starts on the signal, stays in the lane and turns at both cones, with one or two reminders at most. Times honestly on the signal and at the finish line, and cheers for the partner during the run.	Starts only on the signal, stays in the lane and turns at every cone without any reminders. Times accurately and honestly, and encourages the partner throughout with positive words.
Creativity	Cannot suggest an idea without the teacher's help.	Suggests one simple idea, such as a different start signal or a different distance between the cones.	Suggests a new idea and tries it with the group, such as a colour-call shuttle (turn at the cone of the called colour) or a relay shuttle.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.1 —** Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
Learning Outcomes	Accelerates quickly from a standing start and runs 30 m with coordinated body movements, showing improved speed.

ACTIVITY

30 m Standing Start Sprint

Purpose: To assess speed by timing how quickly a student covers 30 m from a standing start.

Materials: Stopwatch, cones or markers, measuring tape, whistle or a "Ready–Set–Go" signal, recording sheet.

Setup: Mark a start line and a finish line exactly 30 m apart on a flat, non-slippery track. Place cones at both lines. Leave a safe run-out zone beyond the finish line so students can slow down gradually.

Procedure:

1. **Warm up:** Students do light jogging, high knees, butt kicks, leg swings and short strides.
2. **Demonstration:** Show the standing start. The feet are staggered, with the front foot behind the start line. The knees are slightly bent and the body leans forward. The arms are bent at the elbows, opposite arm and leg forward.
3. **Practice runs:** Each student takes one or two practice starts at about half speed.
4. **Pairing:** Students work in pairs. One is the runner and the other is the timekeeper and cheerer. They swap roles after the run.
5. **Test run:** On "Ready–Set–Go", the runner sprints as fast as possible to the finish line. The timekeeper starts the stopwatch on "Go" and stops it when the runner's torso crosses the finish line.
6. **Recording:** The time is recorded in seconds. Each student gets two trials, and the better time counts.
7. **Cool down:** Walking, followed by light stretching of the legs.

Safety: Students wear proper footwear, keep to their own lane, and run through the finish line without stopping suddenly.

Measure: Time taken to sprint 30 m in seconds; > 6.5 sec = Beginner, 5.5-6.5 sec = Proficient and < 5.5 sec = Advanced

ASSESSMENT QUESTIONS
1. Does the student accelerate from a standing start with coordinated arm and leg movements, and time the partner correctly? **2.** Does the student follow the start signal and lane rules, and cheer for the partner? **3.** Does the student suggest a new idea to make the sprint more fun, and a new way to cheer for or time the partner?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

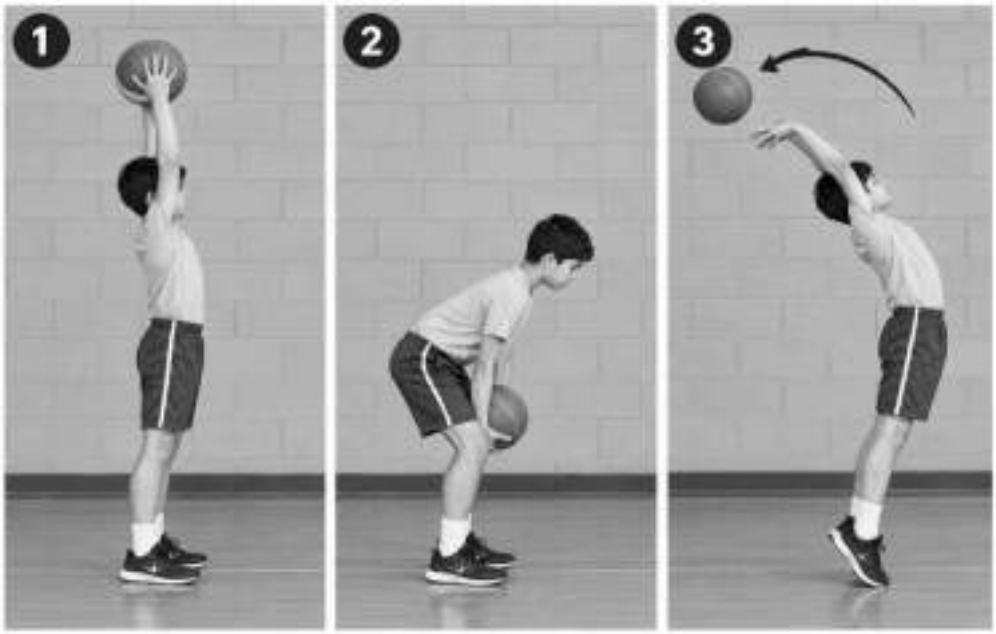
ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	**As the runner:** Takes more than 6.5 sec. Needs reminders to use the standing start and to move the arms and legs together. **As the partner (timekeeper/cheerer):** Needs reminders to start and stop the stopwatch at the right moment.	**As the runner:** Takes 5.5–6.5 sec. Accelerates from a standing start with fairly coordinated arm and leg movements. **As the partner (timekeeper/cheerer):** Starts and stops the stopwatch correctly and records the time.	**As the runner:** Takes less than 5.5 sec. Accelerates quickly from a standing start with well-coordinated arm and leg movements. **As the partner (timekeeper/cheerer):** Times accurately and records the time correctly without reminders.
Sensitivity	**As the runner:** Needs reminders to wait for the start signal and to stay in the lane. **As the partner (timekeeper/cheerer):** Needs reminders to cheer for the partner.	**As the runner:** Follows the start signal and stays in the lane most of the time. **As the partner (timekeeper/cheerer):** Cheers for the partner during the run.	**As the runner:** Always follows the start signal and stays in the lane without reminders. **As the partner (timekeeper/cheerer):** Cheers for and encourages the partner throughout.
Creativity	**As the runner:** Needs help to suggest an idea to make the sprint more fun. **As the partner (timekeeper/cheerer):** Needs help to think of a new way to cheer for or time the partner.	**As the runner:** Suggests a simple idea, such as a different start signal. **As the partner (timekeeper/cheerer):** Suggests a simple new way to cheer or time, such as a countdown or a clap.	**As the runner:** Suggests and tries a new idea, such as a reaction start or a relay sprint. **As the partner (timekeeper/cheerer):** Creates and uses a new way to cheer or time the partner.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.1 —** Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
Learning Outcomes	Throws a medicine ball backward over the head with a strong, controlled push, showing improved upper body strength and power.

ACTIVITY

Backward Overhead Medicine Ball Throw



Materials: Medicine ball (1kg, or, as suited to the age group), measuring tape, markers or cones, recording sheet.

Setup:

- Mark a starting line on the ground.
- Lay the measuring tape straight out behind the line, from 0 m up to at least 8 m.
- Students work in small groups. One student throws, one marks the landing spot and reads the distance, and the others observe and cheer.

Steps:

1. **Warm up:** Do arm circles, shoulder rolls, trunk twists and light squats.
2. **Stance:** Stand with your back to the throwing direction and your toes behind the line. Keep your feet shoulder-width apart.

3. **Grip:** Hold the ball with both hands in front of your body, at thigh level.
4. **Throw:** Bend your knees and lower the ball between your legs. Then straighten your legs quickly, swing your arms up and back over your head, and release the ball behind you.
5. **Land and mark:** Stay behind the line and do not turn around until the ball lands. Your partner marks where the ball first touches the ground.
6. **Measure:** Your partner measures the distance from the line to the landing mark.
7. **Repeat:** Each student takes three tries. The best distance is the score.

Safety: Check that the area behind the thrower is clear. Throw one at a time, and have the group stand to the side, not behind the thrower.

Measure: Distance of the ball thrown in m; < 3 m = Beginner, 3-5 m = Proficient, > 5 m = Advanced.

ASSESSMENT QUESTIONS

1. How far did you throw the medicine ball backward, and which part of your body helped you the most to throw it far?
2. How did you stay careful and balanced while throwing, and how did you make sure your partner and group were safe?
3. How can you change your stance, your swing or the way you use your body to make your throw stronger and smoother?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Throws the ball less than 3 m. Names one or two steps or body parts used, with help. **As the partner (measurer/cheerer):** Marks the landing spot and reads the distance with help.	Throws the ball 3-5 m. Names the steps (stance, knee bend, arm swing, release) and the body parts used (legs, back, arms). **As the partner (measurer/cheerer):** Marks the landing spot correctly and reads the distance from the tape.	Throws the ball more than 5 m. Explains how the legs, back and arms work together to add power to the throw. **As the partner (measurer/cheerer):** Marks, measures and records the distance accurately, and says how it compares with the earlier tries.
Sensitivity	Keeps the feet behind the line and follows safety rules with reminders. Works on	Keeps the feet behind the line and stays balanced through the throw. Follows safety	Keeps smooth balance and control on every try. Checks that the area is

	staying balanced after the release. **As the partner (measurer/cheerer):** Stands to the side when reminded and waits for the ball to land.	rules and waits for the area to be clear. **As the partner (measurer/cheerer):** Stands to the side, stays alert and cheers kindly after each try.	clear and guides others to follow safety rules. **As the partner (measurer/cheerer):** Keeps the area clear, reminds others to stand safely and encourages the thrower after every try.
Creativity	Tries the throw with the same stance and swing, and copies a demonstration. **As the partner (measurer/cheerer):** Cheers the thrower and repeats a cheer they have heard.	Adjusts the stance, knee bend or arm swing to improve the throw, and says what was changed. **As the partner (measurer/cheerer):** Suggests one change (for example, "bend your knees more") and cheers with their own words.	Tries different ideas on their own, such as foot position, depth of the knee bend or timing of the release. Explains which change worked best and why. **As the partner (measurer/cheerer):** Gives helpful ideas based on what they observed, and creates an encouraging cheer for the group.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.1 —** Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
Learning Outcomes	Skips rope continuously with a steady rhythm and relaxed breathing, showing improved aerobic endurance.

ACTIVITY

Skipping Ropes

Purpose: Aerobic endurance, rhythm and coordination.

Steps

1. **Warm up (3-4 min):** Jog on the spot, rotate shoulders and wrists, do ankle hops and light stretches of the calves and legs.
2. **Set up:** Check rope length. The handles should reach the armpits when the student stands on the middle of the rope. Keep a clear arm's length around each skipper.
3. **Demonstrate:** The teacher shows the basic two-foot jump. Show small, low jumps on the balls of the feet, elbows close to the body, wrists turning the rope, eyes looking ahead, and breathing in and out in a steady rhythm.
4. **Grouping:** Pairs. One student skips (performer) and the partner counts skips, keeps time and cheers (measurer/cheerer). Swap roles after each attempt.
5. **Skip for 90 seconds:** On "Go", the performer skips continuously. The partner counts each clean jump (rope passing under the feet).
6. **Handle a miss:** If the rope trips the skipper, they restart straight away. The 90 seconds keep running, and only clean skips are counted.
7. **Record and swap:** Note the total skips, then swap roles. Allow a rest of 1-2 minutes between turns.
8. **Cool down:** Walk slowly, take deep breaths and stretch the legs and shoulders.

Teacher tips: Check that ropes are the right length and that no two students are too close together. Allow water breaks. Let students who tire stop and rest.

Measure: Number of skips in 90 seconds; Up to 15 = Beginner, Up to 40 = Proficient and Up to 60 = Advanced.

ASSESSMENT QUESTIONS
1. How many clean skips did you complete in 90 seconds, and how did your body feel at the end? **2.** Did you keep a steady rhythm and relaxed breathing as you skipped? **3.** Can you change how you skip (for example, one foot at a time, side-to-side or a faster pace) while keeping the rope going?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Completes about 15 clean skips in 90 seconds. Needs help to remember the count and names one way the body feels, such as tired.	Completes about 40 clean skips in 90 seconds. Remembers the count correctly and says few ways the body feels, such as the heart beating faster and breathing quicker.	Completes 60 or more clean skips in 90 seconds. Remembers the exact count and explains in simple words why the body feels that way, such as "my heart beats faster and I breathe harder because skipping makes my body work hard."
Sensitivity	Skips in short bursts with an uneven rhythm. Breathing is quick or held, and rhythm and breathing steady only with reminders.	Keeps a mostly steady rhythm with relaxed breathing for most of the 90 seconds.	Keeps an even rhythm and relaxed breathing for the whole 90 seconds, even when tired.
Creativity	Uses the basic two-foot jump. Tries one new way of skipping with help, and the rope often stops.	Changes the way of skipping in one or two ways, such as alternate feet or a faster pace, and keeps the rope going.	Changes the way of skipping in several ways, moving from one to the next smoothly while the rope keeps going.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.1 —** Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
Learning Outcomes	Performs sit-ups with correct posture and steady rhythm, completing more repetitions with control to show improved core muscular endurance.

ACTIVITY

Sit-Ups (30 sec)

Purpose: To assess core muscular endurance through the number of correct sit-ups completed in 30 seconds.

Setup

- Students work in pairs: one is the **performer** and the other is the **counter/cheerer**.
- Place mats on a clear, flat, non-slip surface with enough space between pairs.

Procedure

1. **Warm-up:** Light jogging, arm circles, trunk rotations, and gentle stretching of the abdomen and lower back.
2. **Demonstration:** The teacher demonstrates the correct sit-up:
    - Lie on your back with knees bent and feet flat on the mat.
    - Cross your arms over your chest (or place hands lightly beside the ears).
    - Engage your core by pulling your belly button toward your spine.
    - Lift your torso up toward your knees in a smooth motion while exhaling.
    - Lower yourself back down slowly with control while inhaling until your shoulder blades touch the mat.
3. **Test:** On "Ready, Go!", the performer does as many correct sit-ups as possible in **30 seconds**. The partner counts aloud and cheers. The teacher blows the whistle at 30 seconds.
4. Switch roles and repeat.
5. **Cool-down (3 minutes):** Slow walking and stretching.

Counting Rules

- Count a sit-up only when the elbows touch the thighs and the shoulder blades return to the mat.
- Do not count sit-ups with jerking, pulling on the neck, or lifting the feet.

- Resting is allowed, but the clock keeps running.

Measure: Number of complete Sit-Ups in 30 seconds; < 10 = Beginner, 10-20 = Proficient, and > 20 = Advanced

ASSESSMENT QUESTIONS
1. How many sit-ups did you complete in 30 seconds, and which body part worked the hardest?
2. Did you perform each sit-up safely and carefully, and how did you support your partner?
3. What plan or technique did you use to keep going, and how will you improve next time?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Completes fewer than 10 sit-ups and finds it hard to say which body part worked.	Completes 10–20 sit-ups and names the abdominal muscles as working the hardest.	Completes more than 20 sit-ups and explains how the core muscles worked and tired.
Sensitivity	Often jerks or pulls on the neck, and needs reminders about posture. Rarely supports partner.	Performs most sit-ups with correct posture and controlled movement. Counts fairly and encourages the partner.	Performs every sit-up with smooth, controlled movement and safe neck position. Supports partner carefully, corrects gently, and motivates throughout.
Creativity	Has no clear plan and needs help to suggest an improvement.	Uses a simple plan, such as a steady pace or breathing out while curling up, and suggests one improvement.	Uses a clear strategy, such as pacing, breathing rhythm or a fast start, and makes a thoughtful plan to improve.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.3 —** Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.
Learning Outcomes	Stretches the back and leg muscles slowly and safely to reach farther in the Sit and Reach, showing improved flexibility.

ACTIVITY

Sit & Reach

Children warm up, stretch slowly and measure how far they can reach, then try to improve their own distance. The focus is on understanding that warm-up and steady stretching improve flexibility over time.

Purpose : Measures fiexibility of the lower back and hamstring muscles.

Setup: Pairs work as **Performer** and **Recorder**. Each pair needs a mat, a measuring tape or ruler laid flat on the floor with the 0 cm end nearest the Performer, a marked line for the feet, and a score sheet. The teacher moves around the groups to guide and keep the activity safe.

Steps

1. **Warm up (3 minutes):** Jog on the spot, arm circles, leg swings, side bends and a gentle shoulder roll.
2. **Position:** The Performer sits with both legs straight, feet flat against the marked line, toes pointing up.
3. **Goal:** Before each try, the Performer sets a small distance goal in cm for that try.
4. **Reach:** Place one hand over the other. Breathe out and slowly slide the hands forward along the tape, keeping the knees straight.
5. **Hold:** Stay at the farthest comfortable point for 2 seconds. No bouncing or jerking.
6. **Record:** The Recorder reads the distance in cm at the fingertips and writes it on the score sheet.
7. **Repeat:** Three tries each, then swap roles. Each Performer compares the three distances and notes whether they improved.

Safety: Stretch only until a gentle pull is felt, never pain. Stop if it hurts.

Measure: Distance reached in cm: less than 10 cm = Beginner, 10-20 cm = Proficient, more than 20 cm = Advanced.



ASSESSMENT QUESTIONS

1. Does the child (Performer) sit with straight legs, reach forward correctly and know the distance reached in cm?
2. Does the child (Recorder) read the distance in cm correctly and record it accurately?
3. Does the child (Performer) stretch slowly and stop at a comfortable point, without bouncing or forcing?
4. Does the child (Recorder) encourage the partner and give them time without rushing?
5. Does the child (Performer) set a goal and try ways to reach farther with each attempt?
6. Does the child (Recorder) suggest ideas to help the partner improve their reach?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Sits and reaches forward with reminders to keep the legs straight, and reaches less than 10 cm. ***As the Recorder:*** Reads the distance in cm with guidance.	Sits with straight legs, reaches correctly and reaches 10-20 cm. ***As the Recorder:*** Reads and records the distance in cm correctly.	Sits and reaches correctly every time, reaches more than 20 cm and explains the position to others. ***As the Recorder:*** Reads and records the distance accurately and checks it with the partner.
Sensitivity	Reaches forward with some bouncing and is learning to slow down.	Stretches slowly and stops at a comfortable point.	Stretches smoothly, holds steady and reminds others to stretch safely.

	As the Recorder: Encourages the partner and is learning to wait patiently.	***As the Recorder:*** Encourages the partner and gives them time.	***As the Recorder:*** Encourages the partner kindly and calmly throughout.
Creativity	Tries to reach farther with a hint from the teacher. ***As the Recorder:*** Listens to ideas from the teacher.	Sets a small goal and tries ideas, like breathing out or lengthening the arms, to reach farther. ***As the Recorder:*** Shares a simple tip.	Plans and tries new ways to improve and shares ideas with the group. ***As the Recorder:*** Suggests helpful ideas that improve the partner's reach.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.3 —** Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.
Learning Outcomes	Jumps forward with a strong push of the legs and arms, landing farther with each try and showing growing leg strength and power.

ACTIVITY



Measures lower body explosive strength, which is how strongly and quickly the legs can push the body forward.

Setup: Pairs work as **Jumper** and **Recorder**. Each pair needs a flat, non-slippery area, a take-off line, a measuring tape laid out from the line, and a score sheet. The teacher stays close by.

Steps

1. **Warm up (3 minutes):** Jog on the spot, leg swings, ankle rolls, squats and arm circles.
2. **Ready:** The Jumper stands with both feet behind the take-off line, feet shoulder-width apart.

3. **Swing:** Bend the knees and swing both arms back.
4. **Jump:** Swing the arms forward, push hard through the legs and jump as far forward as possible, taking off and landing on both feet.
5. **Land:** Land softly with bent knees and stay balanced, without stepping or falling back.
6. **Measure:** The Recorder measures from the take-off line to the back of the heel nearest to it, in cm.
7. **Repeat:** Three tries, with a short rest between each. Then swap roles.

Safety: Land softly, keep the area clear and stop if there is any pain.

Measure: The distance jumped in cm; < 120 cm = Beginner, 120-160 cm = Proficient, > 160 cm = Advanced

ASSESSMENT QUESTIONS

1. Does the child jump correctly, with bent knees, an arm swing and a strong two-foot push, and know the distance jumped in cm?
2. Does the child measure from the line to the nearest heel and read the distance in cm correctly?
3. Does the child land softly on both feet with bent knees and stay balanced?
4. Does the child watch carefully, wait for the partner's turn and cheer without distracting?
5. Does the child try ways to jump farther with each attempt?
6. Does the child suggest ideas to help the partner jump farther?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Jumps with reminders on bending the knees, swinging the arms and using both feet, and jumps less than 120 cm. ***As the Recorder:*** Measures with guidance.	Jumps with a knee bend, arm swing and strong two-foot push, and jumps 120-160 cm. ***As the Recorder:*** Measures and records the distance in cm correctly.	Jumps correctly every time, jumps more than 160 cm and explains the technique to others. ***As the Recorder:*** Measures and records the distance accurately on their own.
Sensitivity	Lands with some stiffness or steps after landing, and is learning to balance. ***As the Recorder:*** Is learning to wait and watch carefully.	Lands softly on both feet with bent knees and stays balanced. ***As the Recorder:*** Watches carefully and waits for the partner's turn.	Lands softly and steadily every time and reminds others to land safely. ***As the Recorder:*** Watches calmly and encourages the partner kindly.

Creativity	Tries to jump farther with a hint from the teacher. ***As the Recorder:*** Listens to ideas from the teacher.	Tries ideas, like a stronger arm swing or a deeper knee bend, to jump farther. ***As the Recorder:*** Shares a simple tip.	Plans and tries new ways to jump farther and shares them with the group. ***As the Recorder:*** Suggests helpful ideas that improve the partner's jump.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

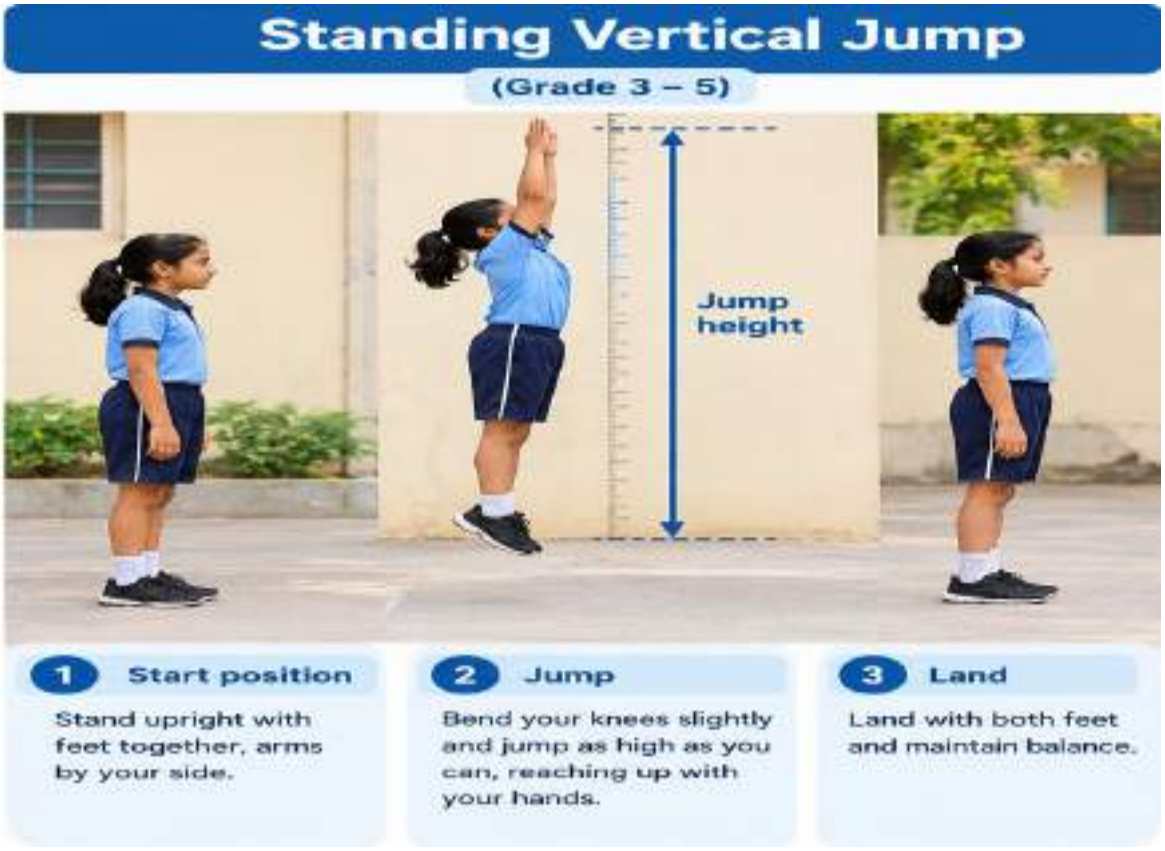
Physical Education and Well-being (LS 2)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/sports.
Competencies (*Choose one or more)*	**PEC1.3 —** Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.
Learning Outcomes	Jumps upward with a strong push of the legs, reaching higher with each try and showing growing leg strength and power.

ACTIVITY

Standing Vertical Jump

Measures lower body explosive strength, which is how quickly and strongly the legs can push the body upward.

Setup: Pairs work as **Jumper** and **Recorder**. Each pair needs a wall with a measuring tape or marked scale in cm, chalk or washable colour for the fingertips, and a score sheet. The area should be clear and the floor non-slippery. The teacher stays close by.



Steps

1. **Warm up (3 minutes):** Jog on the spot, leg swings, ankle rolls, squats and arm circles.
2. **Standing reach:** The Jumper stands side-on to the wall with feet flat, reaches up with the chalked hand and makes a mark. The Recorder notes the height in cm.
3. **Ready:** Bend the knees, swing the arms back and look at the wall.

4. **Jump:** Swing the arms up, push hard through the legs, jump as high as possible and touch the wall at the highest point.
5. **Land:** Land softly on both feet with the knees bent.
6. **Record:** The Recorder reads the jump mark and works out the difference from the standing reach, in cm.
7. **Repeat:** Three tries, with a short rest between each. Then swap roles.

Safety: Land softly, keep the area clear and stop if there is any pain.

Measure: The jump height in cm (jump mark minus standing reach); < 20 cm = Beginner, 20-30 cm = Proficient, > 30 cm = Advanced

ASSESSMENT QUESTIONS

1. Does the child jump correctly, with bent knees, an arm swing and a strong push, and know the jump height in cm?
2. Does the child read the marks and work out the height in cm correctly?
3. Does the child land softly on both feet with bent knees and stay in control?
4. Does the child watch carefully, wait for the partner's turn and cheer without distracting?
5. Does the child try ways to jump higher with each attempt?
6. Does the child suggest ideas to help the partner jump higher?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Jumps with reminders on bending the knees and swinging the arms, and jumps less than 20 cm. ***As the Recorder:*** Reads the marks with guidance.	Jumps with a knee bend, arm swing and strong push, and jumps 20-30 cm. ***As the Recorder:*** Reads the marks and records the height in cm correctly.	Jumps correctly every time, jumps more than 30 cm and explains the technique to others. ***As the Recorder:*** Reads the marks and records the height accurately on their own.
Sensitivity	Lands with some stiffness and is learning to bend the knees. ***As the Recorder:*** Is learning to wait and watch carefully.	Lands softly on both feet with bent knees. ***As the Recorder:*** Watches carefully and waits for the partner's turn.	Lands softly and steadily every time and reminds others to land safely. ***As the Recorder:*** Watches calmly and encourages the partner kindly.

Creativity	Tries to jump higher with a hint from the teacher. ***As the Recorder:*** Listens to ideas from the teacher.	Tries ideas, like a stronger arm swing or a deeper knee bend, to jump higher. ***As the Recorder:*** Shares a simple tip.	Plans and tries new ways to jump higher and shares them with the group. ***As the Recorder:*** Suggests helpful ideas that improve the partner's jump.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Middle Stage

(Grade 6, Grade 7 and Grade 8)

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG1 —** Develops the capacity for effective communication using Language skills for description, analysis, and response
Competencies (*Choose one or more)*	**L1C1.1 —** Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials)

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** ☐ **Sports-integrated** ☐ **Toy-based**
☑ **Technology-integrated** (Teacher utilizes a digital audio/video clip of a contemporary news broadcast as a stimulus) ☐ **Skill-based learning**
☐ **Experiential learning** ☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated** ☑ **Any Other** **"The Green Reporter – Analysing Landfill Crises"**

Passage/Stimulus (News Report Read Aloud):

"In early 2026, Delhi's Municipal Corporation has been asked by the Chief Minister to stop putting new garbage into the city's three huge landfills–Ghazipur, Bhalswa, and Okhla–by the end of the year. The aim is to make Delhi waste-free. To achieve this, the city has increased biomining (digging up and treating old waste) from 15,000 to 25,000 tonnes every day and plans to set up new waste-to-energy plants by late 2026. However, there are many problems. Delhi produces 11,000 tonnes of trash daily, but can only process 8,200 tonnes. The remaining 2,800 tonnes end up back on the overflowing dumps every single day because households fail to segregate their wet, dry, and hazardous waste properly."

Task Context: Students listen carefully to a news report and identify its central idea and the most important points. They then select the information necessary to convey the report and produce a concise summary in their own words.

Steps for Students:

1. **Listen & Track:** Listen to the news report twice. After the first listening, write what you think the report is mainly about and note the important points you remember. After the second listening, review and improve your notes.
2. **Isolate Core Themes:** Select the three or four points from your notes that are most important for a person who has not heard the report to understand its main message. Also identify one or two details that can be left out without changing the main message.
3. **Synthesize & Refreeze:** Write a 60–80-word summary of the news report for someone who has not heard it. Include the central idea and the most important supporting points. Use your own words and remove unnecessary details.

Learning Outcomes:

- Identifies the central idea and important points from a carefully listened-to news report.
- Distinguishes information necessary for conveying the main message from details that can be omitted.
- Produces a concise and coherent summary in own words while retaining the meaning of the original report.

ASSESSMENT QUESTIONS
1. In one sentence, state what the news report is mainly about.
2. Identify the three most important points from the report that support its main message. Explain why you selected each point.
3. Identify one or two details from the report that can be left out without changing its main message. Explain your choice.
4. Compare your notes with your final summary. Which information did you combine, shorten or leave out? Explain why.
5. Write a 60–80-word summary of the news report in your own words. Do not copy complete sentences from the report.
6. Listen to a second, unfamiliar short news report. State its main idea, identify three important points and write a 40–50-word summary in your own words.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	The student identifies the **topic** of the report but does not establish its central idea or select the points that explain the main message. After the second listening, notes may contain isolated names, numbers or facts without identifying their importance. **Example:** Writes *"Delhi, Ghazipur, Bhalswa, 11,000 tonnes, 8,200 tonnes, biomining"* but cannot state that the report explains Delhi's difficulty in managing the waste it generates and preventing further landfill accumulation	The student identifies the **central idea** and selects important points that support it. After the second listening, the student adds or corrects relevant information in the notes. **Example:** States, *"The report is about Delhi's difficulty in managing its waste and reducing landfill waste,"* and selects 11,000 tonnes generated, 8,200 tonnes processed, and poor household segregation as important points.	The student identifies the **central idea, selects and prioritises the points essential to understanding** it, and uses the second listening to correct, add or remove information from the notes. **Example:** Identifies the central message as *Delhi's waste-processing capacity is insufficient to prevent continued landfill accumulation and selects the 11,000-tonne generation, 8,200-tonne* processing capacity and resulting 2,800-tonne gap as the essential supporting points, while leaving out less important location details. The student demonstrates the same identification and selection process with the unfamiliar second report.
Sensitivity	The student includes information without distinguishing between	The student distinguishes information needed to communicate the report's	The student **deliberately evaluates, combines, shortens and omits**

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	information that is necessary and information that can be omitted. Important information may be left out while minor details are retained. **Example:** Retains *"Ghazipur, Bhalswa and Okhla are the three landfills*" and "*biomining increased from 15,000 to 25,000 tonnes*" but leaves out the *2,800-tonne processing gap*, making the main problem unclear.	main message from information that can be omitted. The student explains at least some selection decisions and shortens or combines related information. **Example:** Retains *"Delhi generates 11,000 tonnes but processes only 8,200 tonnes"* because it explains the waste-processing gap, while omitting the names of individual landfills because they are not necessary to communicate the central problem.	**information while retaining all information necessary to preserve the original meaning.** The student can explain these choices. **Example:** Combines *"Delhi generates 11,000 tonnes daily"* and *"only 8,200 tonnes can be processed"* into "*Delhi has a daily waste-processing gap of 2,800 tonnes*," while omitting individual landfill names and other secondary details. The student makes equivalent selection and omission decisions when working with the unfamiliar second report.
Creativity	The student reproduces phrases or sentences from the report or presents selected facts separately without constructing a concise summary. **Example:** Copies, *"Delhi produces 11,000 tonnes of trash daily, but can only process 8,200 tonnes,"* and adds other sentences from the report without combining them into a shorter account.	The student reconstructs the selected points in **own words,** combines related information and produces a coherent **60–80 word summary** that retains the main meaning. **Example:** Writes, "*Delhi generates more waste than it can process each day. The 2,800-tonne gap, together with poor household segregation, continues to increase pressure on the city's landfills.*" The student can identify which information was combined, shortened or left out from their notes.	The student **independently compresses and reorganises the essential information into a concise, coherent summary**, using sentence structures different from the original while retaining its meaning. **Example:** Writes, "*Delhi's efforts to reduce landfill waste face a daily processing deficit and poor source segregation. Although biomining capacity has increased, unprocessed waste continues to reach overflowing landfills."* The student can explain how several details from the original were combined or removed and demonstrates the same summarisation process with the unfamiliar second report.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG1 —** Develop the capacity for effective communication using language skills for description, analysis, and response.
Competencies (*Choose one or more)*	**L1C1.2 —** Listens to, plans, and conducts different kinds of interviews (structured and unstructured)

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** ☐ **Sports-integrated** ☐ **Toy-based**

☑ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☑ **Any Other** _ Active Questioning, Active Listening & Structural Reporting _

Context: Students interview a **person** in their school or home to find out about a **skill, daily practice, change, experience, or everyday problem.**

Possible interviewees: teacher, school staff, cook, gardener, parent, grandparent, neighbour, older sibling, etc.

Step 1 — Choose a topic

Choose one:

- A skill the person has
- A daily task/practice
- A change they have seen
- An everyday problem and how they manage it
- An experience that taught them something

Step 2 — Plan

Prepare:

- **3 structured questions** – seek specific information.
- **3 unstructured questions** – seek experiences, reasons or viewpoints.

Step 3 — Conduct

Conduct a **5–7-minute interview**. Students must:

- ask their planned questions;
- listen to each response;
- ask **at least one relevant follow-up question** based on the response;
- record key information.

Step 4 — Report

Write a **100–120-word report** on what was learned. Students must:

- include important information;
- paraphrase the interviewee's responses;
- retain the intended meaning.

Step 5 — Quick reflection

Complete:

	Question	What did it help you find out?
Structured		
Unstructured		

Step 6 — Transfer

New situation: "Your school wants to know how students use the playground." Write **one structured and one unstructured question** and state what each would help you find out.

ASSESSMENT QUESTIONS

1. Show the three structured and three unstructured questions you prepared. For each type, explain what kind of information you intended to obtain.
2. During the interview, which question did you change, reorder or add after hearing the person's response? What information from the response led you to do this?
3. Write the follow-up question you asked during the interview. What did the interviewee say that made you ask this question?
4. Identify one response from the interview that required you to listen carefully before moving on. How did you respond to what the person said?
5. Choose one response from your interview and paraphrase it in your own words without changing what the interviewee meant.
6. For the new situation — "Find out how students use the school playground"—write one structured and one unstructured question and state what each would help you find out.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Prepares questions but does not clearly distinguish **structured questions for specific information from unstructured questions for experiences, reasons or viewpoints**. During the interview, follows the prepared list without using the responses to guide the next question.	Prepares distinct structured and unstructured questions and uses responses to **add or modify a question**. **Example:** After the gardener says, "We change the watering routine in summer," asks, "What changes do you make during summer?"	Plans questions that match the interview purpose, clearly distinguishes both types, and **adapts the sequence based on the interviewee's responses.** **Example:** Moves from "*How often is the garden watered?*" to "*What changes during summer and why?*" after hearing

	Example: Asks "*How often do you water the garden?" and "What is the most difficult part?"* but cannot explain how the two questions serve different purposes.		the response, and makes the same distinction in the new playground situation.
Sensitivity	Asks questions without attending to the interviewee's response or asks an unrelated next question. Does not record information obtained through the conversation. **Example:** After the interviewee says, "*The work becomes difficult during very hot days,"* immediately asks the next prepared question about tools.	Listens to responses, records important information and asks a **relevant follow-up question** when an answer introduces new or unclear information. **Example:** After hearing about difficulty during hot days, asks, "*What do you do differently on those days?"*	Sustains the conversation by **responding directly to the interviewee's** ideas, using clarification or probing questions when needed, and captures information obtained through those exchanges. **Example:** Follows "*We change the routine because the soil dries quickly*" with "*How do you decide how much water the plants need?"* and records the resulting explanation accurately.
Creativity	Repeats the interviewee's words or records disconnected statements rather than reconstructing the information. **Example:** Writes, "*We change the watering routine because the soil dries quickly,"* exactly as said.	Paraphrases the interviewee's responses in **own words**, retaining the intended meaning and producing a connected report. **Example:** Writes, "*The gardener changes the watering schedule in summer because the soil loses moisture faster*."	Independently **selects, combines and paraphrases important responses** into a concise report while preserving the interviewee's meaning and clearly attributing the information. **Example:** Combines the interviewee's responses to explain that *summer heat requires changes in watering because different plants lose moisture at different rates*. Applies the same reporting skill to a new interview situation.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG1 —** Develop the capacity for effective communication using language skills for description, analysis, and response.
Competencies (*Choose one or more)*	**L1C1.3 —** Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** ☐ **Sports-integrated** ☐ **Toy-based**

☑ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☑ **Any Other** Active Questioning, Active Listening & Structural Reporting

Assessment Activity

Context: Students choose **one social experience** from their school, home or neighbourhood and speak to a person who has experienced it.

Choose ONE situation

- **School:** How students from different age groups work/play together
- **Home:** How responsibilities are shared among family members
- **Community:** How people help each other during a local event or difficulty
- **School/community change:** How an everyday practice has changed over time
- **Inclusion:** How people make sure everyone can participate in an activity

The student chooses a **person**—teacher, parent, grandparent, school staff member, older student, neighbour, etc.

Step 1 — Start with a closed question

Prepare **two closed-ended questions** to establish basic information. **Example:**

"Do students of different classes participate together in this activity?"

"Does everyone in the family have a responsibility for this task?"

Step 2 — Probe with open-ended questions

Prepare **three open-ended questions** that explore the experience further.

Example:

"What happens when students have different ideas?"

"How do you decide who does which responsibility?"

"What makes it difficult for everyone to participate?"

Step 3 — Conduct the conversation

The student speaks to the person for **5 minutes**. They must:

1. ask the prepared questions;
2. listen to the response;
3. ask **at least two probing follow-up questions** based on what the person actually says;
4. use language appropriate to the person and situation.

Step 4 — Question Check

After the conversation, the student selects:

- one **closed-ended** question;
- one **open-ended** question;
- one **follow-up/probing** question.

For each, the answers to this question: **Why did you ask this question at that point in the conversation?**

Step 5 — Transfer

Give the student a new situation: **"A new student has joined your class and finds it difficult to participate in group activities."** Ask the student to write:

1. one closed-ended question;
2. one open-ended question;
3. one sensitive probing question.

The student must ensure that the questions are appropriate for speaking to the new student.

ASSESSMENT QUESTIONS

1. Write one formal and one informal question for the person you chose.
2. Write one closed-ended and one open-ended question for the same situation.
3. Rewrite one question so the person can share their experience without feeling judged or blamed.
4. The person gives an answer different from yours. What probing question would you ask to understand their viewpoint?
5. After the person gives an unexpected answer, write a probing question that explores it further.
6. A new student finds it difficult to participate in group activities. Write two probing questions that explore the problem from different angles.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Frames questions without matching them to the **context, purpose or question type.** **Example:** Uses *"Did you like the change?"* when the purpose is to understand the person's reasons for the change.	Uses **closed/open-ended and formal/informal questions** appropriately to the person and purpose. **Example:** Asks a teacher, "*What changes have you noticed in students' study habits?"* to obtain an explanation.	Selects and **adapts question type and language to the situation and response.** **Example:** Begins with "*When did this practice change?"* and follows with "*What led to that change?"* when more explanation is needed.
Sensitivity	Questions may be **judging, intrusive or insensitive,** or ignore the person's response. **Example:** "*Why don't you help your family more?"*	Frames questions respectfully and uses the person's response to ask a relevant, non-judgemental probe. **Example:** Changes "*Why don't you participate?*" to "*What makes it difficult for you to participate?"*	Responds to the person's feelings, needs or viewpoint and probes without imposing assumptions. **Example:** When a student says, "*I don't speak much in groups,"* asks "*What would make it easier for you to share your ideas?"*
Creativity	Repeats similar questions or asks only for information already given. **Example:** After "*I find group work difficult,"* asks "*Do you find group work difficult?"*	Generates a new probing question that explores an unanswered reason, experience or perspective. **Example:** "*What usually makes group work difficult for you?"*	Generates different, relevant lines of enquiry that explore the experience from more than one angle. **Example:** Follows the same response with "*What happens when the group works well?*" and "*What could others do to make participation easier?*"

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG1 —** Develop the capacity for effective communication using language skills for description, analysis, and response.
Competencies (*Choose one or more)*	**L1C1.4 —** Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Visual arts-integration: drawing, poster-making, collage, and slogan design)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☑ **Any Other** **Written Register Adaptation & Civic Advocacy**

Activity Details:

Context: Students identify an issue which they face on day to day basis, practice or change they have observed in their school, home or neighbourhood and communicate it to different audiences for different purposes.

Activity: "Same Issue, Different Audience"

Students select **one real issue:**

- Improving cleanliness or waste disposal in the school/home
- Making drinking water available and accessible
- Improving use of the playground/common space
- Reducing unnecessary use of electricity or water
- Improving library/classroom practices
- Making school activities more inclusive
- A change the student has observed in their neighbourhood
- A local practice that should be continued or improved
- Any Other

Student's own observation: Before writing, the student records **three observable facts** about the chosen issue and identifies the person/group who needs to receive the message.

Task Context: Rewrite the same information for a different audience and purpose. Change the style, register, organisation and language accordingly. Compare your two pieces. Identify two changes you made in language, tone or organisation and explain why you made them for the different audiences.

Formal Letter: Write a **formal letter to the appropriate school/community authority** requesting action on the issue.

Short Essay: Write a **short essay for your school magazine/class publication** discussing the issue and why it matters.

Official Report: Write a **short report for the school committee/class teacher** presenting what you observed, its effects and possible steps.

Steps for Students:

1. **Observe:** Identify a real issue in your school, home or neighbourhood. Record three specific observations and decide who needs to receive your message.
2. **Plan:** For each writing task, identify the **audience, purpose and appropriate** style/ register before writing.
3. **Write:** Produce the selected letter, essay or report using language, tone, organisation and level of formality appropriate to the identified audience and purpose.

Writing	Audience	Purpose
Formal letter	Principal/local authority	Request action
Essay	Students/school magazine	Discuss/persuade
Report	Teacher/committee	Present findings

Learning Outcomes

- Writes a letter, essay or report with a clear purpose and appropriate organisation.
- Adapts vocabulary, tone, level of formality and structure to suit different audiences.
- Rewrites the same information appropriately for a different audience and purpose.

ASSESSMENT QUESTIONS

1. Who is the audience and what is the purpose of each piece you wrote?
2. Identify two changes you made in structure or language when writing for the different audience.
3. Which words or tone did you change to suit the audience? Give one example.
4. Rewrite one sentence from your first piece for the second audience. What did you change and why?
5. How did you organise the information differently for the two purposes? Give one example.
6. Write a short version of the same message for a completely different audience—for example, a school authority and a group of younger students.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Writes for the identified audience and purpose but does not consistently adjust **format,**	Uses the **appropriate structure, organisation and level of formality** for the audience and purpose.	Deliberately selects **structure, organisation and language** according to the audience and

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	organisation or level of formality. **Example:** Begins a letter to the principal with "*Hi, I want you to fix the water problem*" and presents observations as an unorganised paragraph.	**Example:** Uses a subject line and formal opening in a letter to the principal, while organising observations under headings in a report for the school committee.	purpose and applies the changes consistently. **Example:** Presents the same water-wastage information as a formal request to the principal, a discussion for students, and an evidence-based report for the school committee.
Sensitivity	Uses the same tone and vocabulary for different audiences, or uses language unsuitable for the relationship with the reader. **Example:** Writes to the principal, "*You need to fix these taps immediately; everyone is wasting water*."	Adjusts **tone, vocabulary and formality** to suit the reader. **Example:** Uses "*I request the school to consider repairing the leaking taps*" in the letter but "*We can save water by reporting leaking taps*" in the student magazine.	Makes precise language choices that reflect the **reader's role, expectations and purpose** while keeping the message appropriate and respectful. **Example:** Uses a formal request for the principal, accessible persuasive language for students, and objective wording such as "*Three leaking taps were observed during the school day*" in the report.
Creativity	Repeats the same sentences and organisation when changing the audience; makes little or no change to how the message is communicated. **Example:** Uses "*Water is wasted in school*" in exactly the same form in the letter, essay and report.	Reorganises and rewrites the **same information** using different expressions suited to the new audience and purpose. **Example:** Changes "*Students leave taps running*" into "*The observation identified repeated water wastage from unattended taps*" in the report.	Reconstructs the same message with **distinct structures, expressions and presentation choices** while retaining the original information. **Example:** Converts observations into a formal request for action, an engaging student-focused argument, and an objective report of findings and recommendations.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG1 —** Develop the capacity for effective communication using language skills for description, analysis, and response.
Competencies (*Choose one or more)*	**L1C1.5 —** Creates content for audio, visual, or both, for different audiences and purposes.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Visual arts: drawing, poster-making, collage, and slogan design)

☐ **Sports-integrated** ☐ **Toy-based**

☑ **Technology-integrated** (Audio recording, digital slides, video scripting, and microphone handling) ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☑ **Any Other** Media Literacy & Scientific Oratory

Activity Details:

Context: Class VIII NCERT (Poorvi) – This activity integrates digital technology and visual arts to train students in communicating complex scientific themes through media production.

Activity: "Explaining Science – Audio & Visual Expression"

Passage/Theme:

"Science begins with curiosity. From observing the stars to experimenting in the lab, curiosity drives discovery. Students can use media to share scientific ideas with different audiences."

Task Context: Students will transform this abstract scientific theme into structured audio and visual content tailored to specific target audiences.

Task Formats (Students combine both components):

1. Audio Message (Podcast/Recording): A 2-minute spoken explanation of a specific scientific concept (e.g., "Why the sky is blue due to Rayleigh scattering" or "How water changes states") designed for a school morning assembly broadcast.
2. Visual Poster/Slide: A digital slide or hand-drawn poster displaying a clear scientific slogan and explanatory illustration aimed at their classmates.
3. Video Script (Optional Extension): A short script for a science awareness video intended for the local community.

Steps for Students:

1. **Brainstorm & Script:** Select a fundamental scientific concept. Write a spoken script using clear analogies suitable for a broad school audience.
2. **Record Audio:** Record the script digitally, focusing on modulation, breath control, pacing, and vocal clarity.
3. **Design Visuals:** Create a matching poster or slide layout with an explicit slogan and a logical diagram that visually simplifies the chosen scientific concept.

Learning Outcomes

- Organize and present scientific content logically across audio and visual platforms.
- Adjust speaking tone, vocabulary register, and visual layouts to fit different target audiences.
- Utilize basic digital tools or physical media to construct clear informative layouts.

ASSESSMENT QUESTIONS

1. What primary structure and formatting components did you include to organize your audio script and visual slide so that the information flows logically from beginning to end?
2. Identify one technical guideline or media layout standard you consciously followed during your recording session to ensure your scientific definition remained accurate and easy to trace.
3. What explicit adjustments did you make to your speaking tone and vocabulary choices to make sure your scientific message matched the understanding of a general school assembly audience?
4. Looking at your media package, how did you use emotional appeals, vocal presentation, or community slogans to encourage your classmates to explore science with a sense of social responsibility?
5. What original real-world analogy or visual illustration did you design to explain your chosen scientific concept without simply copying lines from the source text?
6. How can the media format you created be adjusted or expanded into an actionable plan, like a student-led science fair campaign or weekend stargazing club, to benefit your wider community?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	The student ignores media-specific layout rules, audio scripting frameworks, and visual organization guidelines. The recorded audio message is heavily garbled, disjointed, or missing structural elements like a clear spoken introduction or an ending wrap-up. The accompanying poster is missing, messy, or completely unrelated to the scientific topic.	The student follows standard media layout rules, using the correct structural format for both audio and visual components. The audio file contains a clear introduction, an informative middle segment, and a structured conclusion spoken at an even pace. The poster features a neat hand-drawn sketch and a clear slogan that directly mirrors the audio theme.	The student delivers an exceptional, professional-grade media package where formatting choices are highly polished. The audio features purposeful changes in pacing, seamless transitions, and flawless structure. The visual slide uses advanced layout design—like bold text headers, clean borders, and clear diagrams—to dramatically enhance the

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	Example: Submits an audio file that starts abruptly without greeting the assembly, features long patches of dead silence, and runs under 30 seconds. They pair this with a basic, unlabelled visual containing an unrelated doodle of a random stick figure, failing to outline a scientific theme.	**Example:** Produces a well-structured, 2-minute assembly podcast that introduces the topic of light scattering step-by-step. They combine this with a clean, colorful poster featuring an illustration of sunlight hitting air particles and the explicit, legible slogan: "Curiosity Inspires Science."	script's scientific purpose. **Example:** Records an assembly podcast that utilizes a professional broadcast style, incorporating a rhythmic opening hook and a clear summary of concepts. They integrate a highly sophisticated visual slide displaying a multi-stage process diagram under the striking, original slogan: "Curiosity Leads to Discovery," creating a unified educational experience.
Sensitivity	The student maintains a flat, inappropriate, or overly casual tone across both media formats without considering the audience's needs. The spoken audio lacks enthusiasm and proper volume adjustments, while the poster uses generic, uninspiring text that fails to catch a classmate's attention or generate interest. **Example:** Delivers an assembly broadcast in a quiet, mumbled monotone voice while using informal schoolyard slang: "So, yeah, science is cool and labs are whatever, you should try it." Their accompanying poster features a generic, uninspired phrase like "Science is good," failing	The student successfully adapts their communication style to fit different target groups. They use formal, respectful language for the general community, clear explanatory phrasing for the assembly, and an encouraging tone for peers, supported by appropriate visual artwork that reinforces the message. **Example:** Records an assembly message using clear, accessible vocabulary: "Today, let's explore how curiosity helps us discover new ideas..." They pair this with an engaging poster designed for classmates that features the inspiring, student-focused slogan: "Ask	The student demonstrates an advanced mastery of persuasive communication, using highly engaging, nuanced vocabulary and an authoritative style tailored perfectly to their audience. They deliver a convincing spoken message backed by impactful artwork that captures attention, inspires learning, and drives active participation. **Example:** Speaks with a confident, expressive, and clear tone: "When we look up at the night sky, curiosity turns a simple gaze into scientific observation. Every breakthrough in our laboratories begins with a single question..." They

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	to adapt to a community or student framework.	Questions, Find Answers!"	link this to a stunning, original collage with the slogan "Unlock the Universe: Driven by Curiosity," creating a powerful call to action.
Creativity	The student loops basic sentences directly from the prompt text without expanding on them or offering new examples. Their thoughts are disorganized, and their visual design consists of simple, traced, or copied shapes that do not clarify the physical process of scientific discovery. **Example:** Repeats the prompt lines in a continuous cycle: "Science begins with curiosity. Looking at stars is good. Lab experiments are discovery. We need science because it is discovery." They back this with a basic, traced doodle of a plain telescope, adding no explanation or personal insights.	The student builds upon the initial theme clearly, providing logical real-world examples and clear explanations of physical phenomena. Their written and spoken ideas are supported by descriptive visuals that clarify specific scientific concepts mentioned in their audio script. **Example:** Explains the mechanics of light in their script, stating that "the sky looks blue because the Earth's atmosphere scatters short wavelengths of blue light in all directions." They include a hand-drawn diagram illustrating light rays passing through air particles to visualize the scientific process clearly.	The student creates an exceptional, deeply detailed media project packed with persuasive insights and actionable community projects. They think critically to propose fresh ideas (like student-led science clubs), backed by highly original visual models that map out step-by-step paths to discovery. **Example:** Produces an audio script that urges: "Our student body can launch a weekend stargazing circle, turning our school playground into an open-air observatory." They combine this with a detailed visual diagram mapping out a student-led lab experiment alongside an audio slogan that challenges the audience to run their own tests.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG2 —** Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices
Competencies (*Choose one or more)*	**L1C2.1 —** Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Color-coding text types and drawing simple icons for different genres)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Activity Details:

Step 1 — Read, Listen & Perform

Students receive **three short Indian literary extracts** from different periods/traditions:

Prose – Panchatantra tradition | Ancient India

"One day it was the hare's turn to go to the lion. The hare had a plan. He told the lion that another lion had stopped him on the way and claimed to be the king of the forest."

"Take me to this rival at once," roared the lion.

The hare led him to a deep well. The lion looked into the water and saw his own reflection. Thinking it was another lion, he leapt into the well.

The hare returned to the other animals, who rejoiced at his cleverness."

Poetry – Kabir/Bhakti tradition | Medieval India

"Where do you search for me?

I am with you.

Not in pilgrimage, nor in idols,

Not in temples, nor in mosques.

I am with you, O seeker,

I am with you."

Drama – Tagore's The Post Office | Modern India

*"**Amal:** See that far-away hill from our window—I often long to go beyond those hills and right away.*
***Watchman:** Where, to what land?*

***Amal:** I wish to fly with the time to that land of which no one knows anything.*

***Watchman:** All of us have to get there one day, my child.*

***Amal:** Have I too?"*

The teacher asks: "These writers come from different Indian traditions and periods. What changes when the same kind of human experience is expressed through a story, a poem and a play?"

Step 2 — Identify

For each extract, students identify:

Text	Literary Form	Writing Style	Evidence from the Text
Panchatantra			
Kabir			
The Post Office			

Student task

For each text:

1. Identify the literary form.

Prose / Poetry / Drama

2. Identify the dominant style of writing.

Narrative / Descriptive / Expository / Persuasive

3. Underline one part of the text that helped you decide.

Step 3 — Appreciate the Form and Style

Now students go beyond identification. For each extract: "What is one feature of your text that you appreciated? How does it affect the way the idea is presented?"

Step 4 — Compare

Now put the three texts together: Students compare two extracts from different periods/ traditions:

How is the same human idea or experience expressed differently in the three forms?

Let the students discuss:

Then ask: **"Which form helped you connect most strongly with the idea, and which feature created that effect?"**

Step 5 — Style Challenge

Give students one new idea:

"A child sees the first rain after a long summer."

Ask: How would you present this idea in each style?

Narrative: Tell what happened.

Descriptive: Create the scene through sensory details.

Expository: Explain what happens when rain arrives after summer.

Persuasive: Convince people why rainwater should be valued/conserved.

Students choose **the style** and write 3–4 lines. Then ask: Why **was this style suitable for your purpose?**

ASSESSMENT QUESTIONS
1. Identify the literary form and dominant writing style of each extract. Give one textual clue for each. **2.** What feature of each text helped you distinguish prose, poetry and drama? **3.** What feature of one extract did you appreciate most? How did it affect the way the idea was presented? **4.** Compare two extracts from different Indian traditions or periods. How does each express a similar idea differently? **5.** For the idea "A child sees the first rain after a long summer," choose narrative, descriptive, expository or persuasive style and write 3–4 lines in that style. **6.** Why is the style you chose suitable for the purpose? What would change if you used a different style?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies some forms/styles but gives limited or incorrect textual evidence. **Example:** Calls the *Panchatantra* extract narrative because "*something happens*," identifies Kabir as poetry only because it has short lines, or identifies The *Post Office* as drama without using its dialogue/stage direction.	Correctly identifies **prose, poetry** and **drama** and gives a relevant textual feature for each. **Example:** *Panchatantra* → prose/narrative through a sequence of events; *Kabir* → poetry through short lines, repetition and imagery; The *Post Office* → drama through character dialogue and stage direction.	Accurately identifies the **form and dominant style of all three** and explains how their features create the form. **Example:** Explains how the *Panchatantra* builds a narrative through action, Kabir uses poetic compression and imagery, and The *Post Office* develops meaning through dialogue and performance.
Sensitivity	Gives a personal reaction without connecting it to features of the texts. **Example:** Says the Panchatantra is "*interesting*," Kabir is "*beautiful*," and The Post Office is "*sad*," without explaining how the writing creates these responses.	Appreciates a **specific feature and its effect** in all three forms. **Example:** The *Panchatantra* uses the hare's actions to create suspense; Kabir's repetition makes the idea reflective and memorable; The *Post Office's* dialogue reveals	Explains how **form, language and style shape meaning/reader or audience experience** and compares the three. **Example:** The *Panchatantra* communicates through action and consequence, Kabir through imagery and reflection, and The

		Amal's desire to explore the world.	*Post Office* through spoken interaction and character emotion; the student explains how these choices create different experiences of the ideas.
Creativity	Creates in a chosen style without consistently using its defining features. **Example:** Produces a "*poem*" with ordinary prose sentences, a "*drama*" without dialogue, or a "*narrative*" without a sequence of events.	Creates a short piece using an appropriate style and form. **Example:** Presents the first rain as a **prose narrative** through events, a **poem** through imagery and condensed language, or **a drama** through character dialogue; the chosen style matches the stated purpose.	Deliberately combines **form + style + purpose** to create a particular effect. **Example:** Uses prose–narrative to build the sequence of the first rain, poetry–descriptive to make the rain vivid through imagery, or drama–narrative to reveal the event through characters' dialogue and actions; explains why the chosen combination is effective.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG2 —** Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices
Competencies (*Choose one or more)*	**L1C2.2 —** Identifies literary devices [simile, metaphor, personification (*alankaras*), hyperbole (*athishayokthi*), alliteration (*anuprasa*), idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Color-coding text types and drawing simple icons for different genres)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Activity Details

Teacher Instruction: Read each text carefully. Do not look for the device only by its name. Read the whole passage and identify the expression that gives you a clue. Then explain what the expression means in context.

Text 1 — For several weeks, the afternoon heat had made the village road dusty and dry. The ponds had become smaller, and the leaves of the neem trees hung quietly in the hot air. One evening, dark clouds gathered above the fields. Soon the first drops began to fall. Within minutes, the dry earth looked like a freshly washed floor, dark and shining after the rain. Children ran out of their houses, and the farmers stood at the edge of the fields watching the water collect around the young plants. The whole village seemed to breathe with relief.

Text 2:
At the centre of our village
stands an old banyan tree.
Its roots hold stories,
its branches spread across the square.
In the summer noon,
It is **the village's great umbrella.**
Under it, elders talk,
travellers rest,
and children wait for their games to begin.

Text 3:
All night the rain filled the narrow river.
At dawn, the river **woke from its silence**.
It **laughed over the stones**,
whispered to the reeds,
and hurried past the fields

carrying leaves, twigs and little boats of paper.
The children stood on the bank
as if the river had returned
to tell them a new story.

Text 4:

When the school announced that the new sports equipment had arrived, students rushed towards the store room after lunch. By the time Ravi reached the corridor, the queue seemed endless. He looked at the line and sighed,

"I have been standing here for **a hundred years!"**

His friend laughed. "You have been here for only five minutes."

Ravi laughed too, but the queue moved so slowly that every minute really did feel much longer than usual.

Text 5:

The market wakes before the town.

Fresh flowers fill the front stalls,

small sellers shout their stories,

and bright baskets burst with bananas.

Rickshaw's rattle through the narrow lane,

while shoppers move from shop to shop.

By sunrise, the quiet street has become

a busy, colourful world.

Text 6:

Meera: "I have to speak in front of the whole school tomorrow. What if I forget everything?"

Asha: "You have practised every day. **Keep your chin up**. You know what you want to say."

Meera: "I am still nervous."

Asha: "That is normal. Take a breath, look at the audience and begin slowly."

Meera smiled. "All right. I will try."

Text 7:

Arjun: "I'll repair my bicycle tomorrow. There is plenty of time."

Grandfather: "You said that yesterday too."

Arjun: "It is only a small problem."

Grandfather: "A small problem can become a bigger one when we keep postponing it. A stitch in time saves nine."

Arjun looked at the loose chain and picked up his tools.

Arjun: "I understand. It is easier to fix it now than after it breaks completely."

Text 8:

I travel with you every day,

but I never walk.

I carry your books,

but I cannot read them.

I become heavier in the morning

and lighter when the school day ends.

I have straps but no hands.

Who am I?

Step 1 — Read and Identify

Students read the eight texts already provided. For each text, they:

Name the device → underline the exact expression → explain its meaning in context.

Step 2 — Literary Meaning Challenge

Students choose **four of the eight texts** and answer:

Why did the writer use this expression instead of saying it directly?

Step 3 — Use in Writing

Now students independently use the devices.

Task A — Descriptive/Narrative Writing

Write **8–10 lines** about:

"The school or neighbourhood after a heavy rain."

Use **all five literary devices**:

- 1 Simile
- 1 Metaphor
- 1 Personification
- 1 Hyperbole
- 1 Alliteration

Students **underline and label each device**.

Step 4 — Use in Dialogue

Students write a **6–8-line dialogue** between two people about a familiar situation at school/ home. They must include:

- one idiom
- one proverb
- one riddle

ASSESSMENT QUESTIONS

1. From the eight texts, identify the literary device used in each and underline the words that helped you identify it.
2. Choose any two expressions. Explain what each means in context and how it changes the way the reader experiences the text.
3. Write 8–10 lines about a familiar place or experience using a simile, metaphor, personification, hyperbole and alliteration; underline and label each device. Then include one idiom, proverb or riddle in a short dialogue.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies some devices but confuses their features or cannot locate the exact expression. **Example:** Calls "*the village's great umbrella*" a simile, "*a hundred years*" a fact, or "*Keep your chin up*" a proverb; cannot correctly identify the expressions in the eight texts.	Correctly identifies the **eight devices** and locates the expression that signals each. **Example:** "*like a freshly washed floor*" → Simile; "*village's great umbrella*" → Metaphor; "*river woke/laughed/whispered*" → Personification; "*a hundred years*" → Hyperbole; "*fresh flowers fill…*" → Alliteration; "*keep your chin up*" → Idiom; "*a stitch in time saves nine*" → Proverb; the school-bag text → Riddle.	Correctly identifies all eight devices **from the context**, selects the exact textual evidence and distinguishes similar devices without relying only on key words. **Example:** Recognises that "*the village's great umbrella*" is a metaphor because the tree is directly compared with an umbrella, while "*like a freshly washed floor*" is a simile because the comparison is explicit.
Sensitivity	Gives literal or unrelated meanings and cannot explain the effect of the expression. **Example:** Says "*the river woke*" means the river actually slept, or "a stitch in time saves nine" is about sewing.	Explains the **meaning in context and the effect on the reader**. **Example:** "*The river 'whispered' gives it a human quality and helps the reader imagine the quiet sound of flowing water*"; "*Keep your chin up*" means *remain confident; the proverb tells Arjun to solve the bicycle problem early*.	Explains **why the writer chose the expression instead of direct language** and connects it to meaning/experience. **Example:** Explains that "*the village's great umbrella*" presents the banyan as protective; "*a hundred years*" exaggerates Ravi's wait to add humour; and the riddle withholds the answer and makes the reader infer it from clues.
Creativity	Uses devices incorrectly, copies examples, or includes them without fitting the meaning. Example: Writes "*The rain was like*" without completing a comparison, uses "*Keep your chin up*" as a literal instruction, or inserts a proverb/riddle without	Uses the required **five literary devices** accurately in the 8–10-line writing and uses an **idiom, proverb and riddle** appropriately in the dialogue. **Example:** "*The playground was like a mirror*" (simile), "*the neem tree was an*	Uses all required devices **purposefully and naturally,** matching each expression to the meaning and situation rather than inserting devices mechanically. **Example:** Creates a rain scene in which the simile builds an image, the metaphor gives

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	connection to the dialogue.	*umbrella*" (metaphor), "*the puddles danced*" (personification), "*I had a million drops on me*" (hyperbole), "*soft silver showers*" (alliteration); uses "*keep your chin up*", "*a stitch in time saves nine*" and a relevant riddle in dialogue.	significance to the tree, personification creates movement, hyperbole adds humour, alliteration creates sound; then integrates an idiom, proverb and riddle naturally into a meaningful dialogue.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG2 —** Appreciates the language and literary and cultural heritage in and related to Language by exploring the various forms of literary devices
Competencies (*Choose one or more)*	**L1C2.3 —** Expresses through speech and writing their ideas and critiques on the various aspects of their social and cultural surroundings.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Designing a physical public awareness poster with a drawn slogan layout)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Activity Details

Context: Students identify a **real social or cultural practice, change, strength or concern** they have observed in their **school**, **home or neighbourhood**.

Step 1 — Choose one situation

Students choose one:

- a practice in school/home/community;
- a change they have noticed;
- something that helps the community;
- something that creates difficulty or unfairness;
- a local tradition or practice;
- an issue affecting how people interact.
- any other

Examples:

sharing classroom responsibilities, treatment of common spaces, celebration of a local festival, access to a common resource, how younger and older people interact, a local craft/practice, noise near school, use of a community space.

Step 2 — Observe and note

Write:

What I observed: 2–3 specific observations

What I think about it: My view

Why I think this: Evidence/example from what I observed

Step 3 — Write the critique

Write 100–120 words explaining:

What is happening → why it matters → your view → what could improve it.

The student must distinguish **observation from opinion**.

Step 4 — Speak
Give a **1-minute oral presentation** of the same issue to a partner/class. The student must:

- state the issue clearly;
- express their own view;
- give at least one supporting example;
- respond to one question from the listener.

Step 5 — Reframe
The teacher gives a new audience: "**Explain the same issue to the school principal/ community elder."** Student changes the **language and tone** appropriately while keeping the central idea.

ASSESSMENT QUESTIONS

1. What did you observe, and what makes it a social or cultural issue?
2. What specific observation or example supports your view?
3. How does this issue affect different people in the community?
4. How would you express your critique respectfully to someone who holds a different view?
5. What improvement would you suggest, and why would it address the issue?
6. How would you present the same critique differently to your classmates and to the school principal/community elder?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a broad social/cultural issue but gives few specific observations and does not clearly connect them to the surrounding context. **Example:** "There is a problem in our community and it affects people." Expresses an idea or critique through short, disconnected statements; writing or speech has little organisation and limited control of form/style. Example: Writes or says: "This is a problem. People are	Identifies a **specific social/cultural situation**, gives observable details and explains what is happening. **Example:** "I observed that the practice is followed differently by different members of the community, with younger and older people participating in different ways." Expresses an idea or critique through short, disconnected statements; writing or speech has little organisation and limited control of form/style. Example:	Connects **specific observations and patterns** to the wider social/cultural context and clearly states what the issue means to them. **Example:** "I observed that participation has reduced among younger members while older members continue the practice; this difference suggests that the practice is not being passed on in the same way." Expresses the idea or critique in a **logically organised form**, using an appropriate style such as narrative, descriptive, expository or persuasive.

	affected. Something should change." without developing the idea through a recognisable narrative, descriptive, expository or persuasive structure.	Writes or says: "*This is a problem. People are affected. Something should change*." without developing the idea through a recognisable narrative, descriptive, expository or persuasive structure.	**Example:** Presents a clear claim followed by reasons and examples in persuasive writing, or organises an experience sequentially in narrative writing.
Sensitivity	Gives an opinion without considering different experiences and may use blaming/generalising language. **Example:** "*People who do this are careless and should stop*." When questioned, repeats the same view without considering the other person's point. Uses limited or inappropriate language for the audience; expression may be abrupt, repetitive or insensitive. Example: "*You people always do this. You should stop*."	Explains how the situation affects **different people**, expresses the critique respectfully, and responds to another viewpoint without dismissing it. **Example:** "This practice may work well for some people but create difficulty for others; I understand why some people still value it." Uses **appropriate vocabulary, tone and phrasing** for the audience and expresses disagreement respectfully. **Example:** Replaces "*You people are wrong*" with "*I understand this view, but I see the situation differently because…*"	Weighs **different perspectives, needs and experiences** before expressing the critique and responds constructively to another viewpoint in speech. **Example:** "Some people may want to continue the practice because of its cultural importance, while others may find it difficult today; I would explain both concerns before suggesting a change." Controls **tone, vocabulary, register and phrasing** sensitively in speech and writing and can use figurative language to express a critique without reducing clarity or respect. **Example:** "*A shared space should be a bridge, not a wall*," using a metaphor to strengthen the message while acknowledging another perspective.
Creativity	Gives a generic or impractical improvement and uses almost the same language for every audience. **Example:** "*People should change their behaviour*." Relies on repetitive sentences and direct statements; literary	Suggests a **specific, feasible improvement**, communicates the critique orally and in writing, and changes language/tone for a different audience. **Example:** Explains the concern in simple language to classmates	Develops a context-responsive improvement, anticipates how different people may respond, and deliberately reshapes the same critique for different audiences while preserving the central idea. Example: Presents the concern as a discussion among peers,

	devices are absent, copied or used incorrectly. **Example:** "*This is bad. It is very bad. People should change.*"	but gives a formal explanation with supporting observations to the school head/ community elder. Uses **varied sentence structures and appropriate literary devices** to make expression more effective. **Example:** Uses "*The problem has become a wall between people*" (metaphor) or "*The same concern echoed through the community*" (personification) appropriately within the writing/speech.	then presents the same evidence, possible options and reason for the proposed change to the school head/community elder. Uses **varied literary forms/styles and multiple language devices deliberately** to create a stronger expressive effect in writing and speech. **Example:** Combines a persuasive structure with a metaphor, purposeful repetition/ alliteration or an idiom/ proverb where appropriate, while maintaining coherence and natural delivery.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG3 —** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.
Competencies (*Choose one or more)*	**L1C3.1 —** Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☐ **Sports-integrated** ☑ **Toy-based** (Using color-coded wooden blocks or paper puzzle tokens representing parts of speech and punctuation marks to rebuild broken text layouts)

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Activity Details

The Night the Village Well Spoke

Text A- Prose | Narrative

"By the time Meera reached the village square, the evening lamps had already been lit. For three weeks, the old well had remained almost dry, and everyone had begun to worry. Meera's grandfather had warned her, "Do not go near it after dark," but she could hear a faint sound coming from below.

She leaned over the stone wall and listened. Was someone calling her name? No one answered. Then a sudden gust of wind swept across the square, and the loose wooden door behind her creaked open. Meera turned quickly.

"I am not afraid," she whispered, although her hands were trembling. She picked up a lantern and walked towards the well again. By morning, the villagers had discovered a narrow stream of water beneath the stones. The dry well, which had frightened everyone the previous night, was slowly filling again."

Students have to find out:

- Sentence structure: statement, question and complex sentences
- Punctuation: comma, quotation marks, question mark, full stop
- Tense: past, past perfect, past continuous
- Parts of speech: noun, pronoun, verb, adjective, adverb
- Gender/pronouns: *Meera/she/her, grandfather/he/his*
- Interpretation of why different sentence forms and tenses are used

Text B — Poetry | Monsoon Morning

Poetry | Descriptive/reflective

"Before the first bus crosses the bridge,
the sleeping fields are silver with rain.
The restless river races beside the road,
carrying leaves, twigs and bits of earth.
I watch the clouds gather above the hills;
yesterday they were distant and quiet,
but today they march across the sky.
"Will the rain stop before noon?" I wonder.
My brother laughs. "Why worry?
The clouds have only just begun their journey."
By afternoon, the fields will look brighter,
the muddy paths will shine again,
and somewhere beyond the hills,
a farmer will be waiting for the rain to settle."

Students have to find out:

- Sentence fragments/line-based poetic structure
- Punctuation: commas, quotation marks, question mark
- Tense: present, past, future
- Personification: *river races, clouds march*
- Parts of speech: verbs, adjectives, pronouns, adverbs
- Gender/pronouns: *my brother/he* can be contrasted with the speaker
- Understanding how tense moves from what is happening → what happened → what will happen

Text C — Drama | Before the School Exhibition

Drama | Dialogic

Anaya: Have you finished the model?

Kabir: Almost. I was fixing the solar panel when the wire came loose.

Anaya: Then let me hold the panel while you connect it again.

Kabir: Thanks. If we finish this tonight, we can test it tomorrow.

(Anaya carefully holds the model while Kabir adjusts the wire.)

Anaya: Why isn't the light turning on?

Kabir: Wait! I connected the wrong wire.

(He checks the battery, changes the connection and switches it on again.)

Kabir: It works!

Anaya: Great. Tomorrow, we'll explain how the model produces electricity.

Kabir: And if someone asks what went wrong today, I'll tell them exactly what happened.

Students have to find out:

- Drama structure: dialogue + stage direction
- Sentence structure: questions, statements, conditional sentence
- Punctuation: question mark, exclamation mark, commas, brackets
- Tense: past, present, future
- Parts of speech: nouns, verbs, pronouns, adjectives/adverbs
- Gender/pronouns: Anaya/she, Kabir/he
- How punctuation and sentence structure support spoken interaction

Challenge 1 — Tense, From Text A:

"The villagers had discovered a narrow stream of water."
Change it to: present perfect

Challenge 2 — Sentence structure | From Text B:

"The clouds march across the sky."
Turn it into an interrogative sentence and then an exclamatory sentence. Students explain how the structure and punctuation change the expression.

Challenge 3 — Punctuation | From Text C:

"It works."
Change to:
"It works!"
Then:
"It works?"

Students explain how the punctuation changes the speaker's meaning or attitude.

Challenge 4 — Parts of speech

Take: "The restless river races beside the road." Students identify:

adjective
noun
verb
preposition
noun phrase

Then ask: What does each part contribute to the sentence?

Challenge 5 — Gender and pronouns

From Text C: "Anaya carefully holds the model while Kabir adjusts the wire."

Replace the names with appropriate pronouns and rewrite the sentence.

Then ask: How does the pronoun tell us who is performing each action?

Final writing challenge, After working with all three texts, give the student:

"A student discovers something unexpected while preparing for a school event."

Write 10–12 lines and deliberately include:

- one statement
- one question
- one exclamation
- two different tenses
- appropriate pronouns
- at least four different parts of speech

Then the student underlines and labels each example

ASSESSMENT QUESTIONS

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	While reading prose, poetry and drama, identifies some sentence structures, punctuation, tenses, gender/pronouns and parts of speech, but confuses their rules or meaning. **Example:** recognises "*Was someone calling her name?*" as a question but cannot explain the role of was calling or the question mark; misidentifies words such as river, races, restless.	While reading **prose, poetry and drama**, correctly identifies and explains the basic use of **sentence structure, punctuation, tense, gender/pronouns and parts of speech**. **Example:** explains that "*Was someone calling her name?*" is interrogative, **was calling** shows an ongoing past action? marks a question, and **river/races/restless** function as noun/verb/adjective.	While reading **prose, poetry and drama**, interprets how **sentence structure, punctuation, tense, gender/pronouns and parts of speech work together to convey meaning.** **Example:** explains how the question structure and? create uncertainty in the prose, tense establishes when events occur, and pronouns maintain clear reference in the drama.
Sensitivity	Changes sentence structure, punctuation, tense or gender/pronouns without maintaining the intended meaning; parts of speech may be changed incorrectly. **Example:** changes "*Rani walked*" to "*Rani*	Correctly changes sentence structure, punctuation, tense and gender/pronouns while retaining meaning and explains the change. **Example:** changes "Rani walked" to "Rani is walking" and explains the shift from completed	Makes deliberate, context-appropriate changes across all five linguistic aspects and explains their effect on meaning and clarity. **Example:** uses an interrogative to seek information, an exclamation to signal

	walking"; changes "*You came.*" to "*You came*?" without recognising the change in meaning; uses a pronoun that makes the person unclear.	to ongoing action; changes "*You came*." to "*You came*?" and explains the shift from statement to question.	sudden reaction, shifts tense to establish a different time, and adjusts pronouns without losing the person's identity or meaning.
Creativity	Uses some linguistic rules in own writing, but **sentence structure, punctuation, tense, gender/pronouns or parts of speech** are inconsistent or incorrect. **Example:** writes "*Yesterday I go to the exhibition. She was happy*." or uses several sentence types without appropriate punctuation.	Applies sentence structure, punctuation, tense, gender/pronouns and parts of speech correctly in original writing. **Example:** writes a short account using past tense consistently, includes a correctly punctuated question and exclamation, uses clear pronouns, and correctly uses nouns, verbs, adjectives and adverbs.	Uses the five linguistic aspects **accurately and purposefully to shape meaning and expression** in original writing. **Example:** combines simple and compound sentences, shifts from past to present when the time changes, uses punctuation for emphasis, maintains clear pronoun reference, and selects nouns, verbs, adjectives and adverbs precisely.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG3 —** Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.
Competencies (*Choose one or more)*	**L1C3.2 —** Writes prose, poetry, and drama using appropriate style and language

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☐ **Sports-integrated** ☑ **Toy-based** (Using color-coded card blocks representing 'Prose', 'Poetry', and 'Drama' to choose formatting structures before writing)

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Activity Details:

Something unexpected happens during a normal school day. Your class wants to share the incident in three different ways: as a short account, a poem, and a scene for a school performance. Students choose one incident they have experienced or observed in school, such as:

- a sudden rain during recess;
- a school event or competition;
- a disagreement between friends and its resolution;
- preparing for a celebration;
- a lost-and-found incident;
- an interesting moment during a class/activity;
- a new student joining the class;
- an unexpected event during the school day.

The incident must be real or based on a real experience, not invented.

Task 1 — Prose: Tell the Story

Write 120–150 words about the incident as prose. The student chooses the most suitable approach:

Narrative: What happened, in what order, and to whom?

or

Descriptive: What did the place, people and experience look, sound or feel like?

Task 2 — Poetry: Capture the Moment. Now turn the same incident into a 6–8-line poem.

The student should use poetic language to capture a feeling, image or moment from the experience. The poem should recreate the experience, not simply divide the prose into lines.

Task 3 — Drama: Bring It to Life. Turn the same incident into a 6–8-line scene between two or more people.

Use:

- character names;
- dialogue;
- at least one stage direction.

The reader/audience should understand what happened through what the characters say and do.

Task 4 — Compare Your Three Versions. Students place their three pieces side by side and complete:

What changed when I moved from prose to poetry? What changed when I moved from prose to drama? They identify changes in:

language + structure + expression. Example

A student writes about a sudden rain during recess:

Prose: explains what happened.

Poetry: captures the sound, excitement and images of the rain.

Drama: shows two students reacting to the sudden rain through dialogue.

ASSESSMENT QUESTIONS

1. In your prose, poem and drama, what did you change in the language or structure to suit each form?
2. Which words, expressions or style choices helped you express the same real-life experience differently in the three forms?
3. How did you transform the same experience into prose, poetry and drama without repeating the same expression?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	**Prose:** Ideas are disconnected or lack a clear sequence. **Poetry:** Lines are treated like broken prose with little purposeful structure. **Drama:** Uses narration instead of clear dialogue/characters. **Example:** "I went to the ground. Then rain came. It was nice." The same paragraph is split into lines for poetry and repeated as dialogue.	**Prose:** Organises the experience in connected paragraphs and a clear sequence/description. **Poetry:** Uses purposeful line breaks and expressive/imagery-rich language. **Drama:** Uses character names, dialogue and stage directions. **Example:** The prose tells what happened, the poem captures the rain through images, and the drama shows two students reacting through dialogue.	**Prose:** Deliberately develops the experience through sequence, description or narrative detail. **Poetry:** Selects and compresses ideas through imagery, rhythm or repetition. **Drama:** Develops the situation through dialogue, character response and stage action. **Example:** The same rain experience unfolds as an event in prose, a vivid moment in poetry, and an interaction between characters in drama.
Sensitivity	Uses nearly the same language in all three forms and does not adjust expression to the form. **Example:** Uses formal written language in dialogue such as "*I proceeded towards the classroom*," or simply copies prose sentences into the poem.	**Prose:** Uses clear descriptive/narrative language. **Poetry:** Uses carefully chosen words and imagery to create a feeling or picture. **Drama:** Uses natural spoken language suited to the characters and situation. **Example:** "The wet road shone under the grey sky" in prose; "Rain stitched silver lines across the roof" in poetry; "Come on, we're getting soaked!" in drama.	**Prose:** Uses precise language to develop the experience. **Poetry:** Uses imagery, word choice, rhythm or repetition deliberately to shape the reader's response. **Drama:** Uses natural speech, pauses, expressions and stage action to reveal character or situation. **Example:** The poem creates anticipation through repeated rain imagery, while the drama reveals excitement through short exchanges and actions.
Creativity	Makes only surface changes between forms; wording is copied or	**Prose:** Reconstructs the experience with original wording.	**Prose:** Reshapes the experience with purposeful

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	mechanically rearranged. Example: Breaks the prose into separate lines for the poem and copies the prose sentences as dialogue.	**Poetry:** Transforms key moments into poetic images. **Drama:** Converts the experience into an original exchange between characters. **Example:** A real school incident becomes a coherent account in prose, an image-based poem, and a dialogue showing how two students experienced the same moment.	narrative/descriptive development. **Poetry:** Condenses it into distinctive imagery, rhythm and expressive language. **Drama:** Reimagines it through character interaction, dialogue and stage action while retaining the core experience. **Example:** The same incident produces three clearly different literary expressions, each using techniques specific to its form rather than changing only the layout.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG4 —** Develops the ability to write reviews and uses the library to find references
Competencies (*Choose one or more)*	**L1C4.1 —** Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Creating a multi-colored "Subject Translation Chart" using geometric shapes for science vocabulary vs. everyday vocabulary)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other _____**

Activity Details

Text 1 — Fiction: The Last Seat

Every afternoon, Aarav travelled home by the same bus. One Monday, he noticed an old man standing near the door while most of the seats were occupied. Aarav looked around. No one moved. He stood up and offered his seat.

“Thank you,” the man said, smiling.

The next day, Aarav saw a younger boy carrying a heavy schoolbag. The boy looked tired, but Aarav had already found a seat. He hesitated. Then he remembered the old man's smile and moved aside.

A week later, when Aarav entered the crowded bus, he found a seat waiting for him. The younger boy pointed at it.

“You can sit here,” he said.

Aarav smiled. He realised that kindness had travelled through the bus without anyone planning it.

Students read independently and mark one moment that changed their understanding of the story.

Text 2 — Non-fiction: Why Community Libraries Matter

A community library is more than a room filled with books. In many places, it provides students with a quiet space to read, study and discover subjects that may not be available at home. Some libraries also organise storytelling sessions, reading clubs and activities where children discuss what they have read.

Libraries can be especially useful when families have limited access to books or digital devices. However, a library becomes valuable only when people use and support it. Regular readers may help by returning books on time, keeping them carefully and encouraging others to read.

A community library therefore serves both an educational and a social purpose. It gives people access to information while also creating a shared space where different age groups can meet and exchange ideas.

Students underline one statement they find convincing and one statement they would like more evidence for.

Step 1 — Read

Students read both texts carefully. They complete:

One idea I understood: _____

One part that made me think/question: _____

One connection with my life/surroundings: _____

Step 2 — Respond

For each text, students write: What did the writer want the reader to understand?

Then: Which part of the text helped you understand this?

Step 3 — Critically Review

Students write a 120–150-word review of each text. They must include:

What the text is about → what works well → what could be stronger → their judgement

They must support the review with at least two specific references from the text. Example of the expected thinking

Instead of:

"The story is good because it is interesting."

Write:

"The story is effective because the change in Aarav's behaviour is shown through actions rather than directly explained. The final scene connects to his earlier decision and gives the story a clear ending."

Step 4 — Compare Fiction and Non-fiction

Students answer to this question: How does the fiction text communicate its idea differently from the non-fiction text?

Step 5 — Critical Choice

Which text would you recommend to another Grade 7 student? Give two reasons supported by the text.

Step 6 — Oral Book Talk

In pairs, each student gives a one-minute review of one text.

The partner asks: "What in the text makes you say that?"

The student must defend the judgement using a specific part of the text.

ASSESSMENT QUESTIONS
1. What does each writer want the reader to understand? Support your answer with one detail from each text.
2. What feature of the fiction and non-fiction texts helped you understand them differently?
3. Which part of each text made you think, question, or connect with your own experience? Why?
4. What do you find convincing or unconvincing in either text? Support your response with a specific detail from the text.
5. Write a 120–150-word critical review of either text, giving your judgement and supporting it with at least two details from the text.
6. Which text would you recommend to another Grade 7 student? Defend your choice using evidence from the text.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the basic subject or idea of the **fiction and non-fiction** texts but mainly retells events/information; gives few or no relevant textual details; has difficulty distinguishing how the two genres present ideas.	Explains the **main idea/purpose of both texts,** identifies relevant details, and distinguishes how fiction and non-fiction communicate ideas—for example, through **characters/ events** in fiction and **facts, explanations or information** in non-fiction.	Interprets the **purpose, central idea and genre features of both texts,** selects precise textual evidence, and explains how these features shape the reader's understanding; makes a clear comparison between fiction and non-fiction.
Sensitivity	Gives a personal response such as "I liked it" or "It was interesting," but gives little explanation; identifies what was convincing/ unconvincing without linking it to the text; oral response may repeat the written response.	Explains what in the texts made them **think, question, feel or connect,** identifies what was convincing or less convincing, and supports the response with specific textual details; answers a partner's question using evidence.	Gives a **thoughtful and balanced response,** explaining how particular writing choices, ideas, characters, events or evidence affect the reader; considers both strengths and limitations and responds to questioning by refining or defending the interpretation with relevant evidence.

Creativity	Writes a review that mainly **summarises the story or information**; gives a simple judgement with limited support; recommendation is stated without adequate justification.	Writes a **coherent critical review** of 120–150 words with a clear judgement, comments on what works/could be stronger, and uses at least **two specific textual references**; recommends one text and gives evidence-based reasons; communicates the review orally.	Produces an **independent, analytical review** that combines judgement, textual evidence, comparison and evaluation rather than retelling; considers the different impact of fiction and non-fiction, gives a well-supported recommendation, and **orally defends the judgement** when questioned.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG4 —** Develops the ability to write reviews and uses the Library to find references
Competencies (*Choose one or more)*	**L1C4.2 —** Uses books and other media resources effectively to find references to use in projects and other activities

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** ☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other _____**

Activity: Reference Hunt – Find It, Check It, Use It

Materials - Students need access to:

- 2–3 books from the school/class library
- Newspapers/magazines
- One or more teacher-approved digital/media resources such as an educational website, documentary/video, etc.
- Project notebook/worksheet

Step 1 — Choose a project question

Give students a choice of real project questions, for example:

- How can our school reduce food waste?
- Why are some local occupations changing?
- How has transport in our area changed?
- How can water be saved in our school?
- How do local festivals reflect community traditions?

The topic is only the context; students are assessed on how they find and use references.

Step 2 — Search across resources

For the chosen question, students must find at least four useful references:

- 2 from books/printed sources
- 2 from other media resources

For each reference, they record:

- Title/source
- Author/creator, where available
- Where they found it

- The specific information/idea they obtained
- Why this reference is useful for their project

Step 3 — Check before using

Students compare two references that provide information about the same point and decide:

"Which reference would I use in my project, and why?"

They must consider evidence such as:

- relevance to the project question
- whether the information is specific enough
- whether the source identifies its author/organisation
- whether the information is supported by evidence/examples
- whether two sources agree or provide different information

Step 4 — Use the references

Students prepare a one-page project note using information from at least three selected references. They must:

- combine information from different sources rather than copy one source
- mention which source supports each important point
- use their own words
- include a simple reference list at the end

Step 5 — Explain their choices

Each student gives a 1-minute explanation:
"I selected these references because…
This source helped me understand…
I did not use this source because…"

The teacher may ask one follow-up question: "What made this source more useful than the other one?"

ASSESSMENT QUESTIONS

1. How did you decide which sources were useful for your project? Give one example.
2. You found two sources about the same point. Which one would you use and why?
3. What did you notice about the way one source presents a person, place, group, or idea? How would you make sure your project represents it correctly?
4. When using an idea, fact, picture, or statement from another source, what should you do so that the original source is properly acknowledged?
5. How would you combine information from three different sources to develop one part of your project in your own words?
6. Your project still needs more information. What would you search for, and which type of book or media source would you choose to find it? Explain why.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Finds and records some references with support but may select them only because they match the topic. Source details may be incomplete. **Example:** For a project on saving water, chooses a book about rivers because it contains the word water, but cannot identify information useful for the project.	Finds relevant references from **books and other media,** records source details, and selects information that directly helps answer the project question. **Example:** Selects a library book on water conservation and an educational video on saving water in schools, and identifies useful information from both.	Independently searches across **different resources** and selects references according to the specific information needed. **Example:** Uses a book for causes of water wastage, a newspaper article for a local example, and an educational website for solutions, explaining the usefulness of each.
Sensitivity	Uses information, images or ideas from a source without clearly acknowledging the source or may change the original meaning. **Example:** Copies a sentence from a website into the project without naming the source.	Uses information accurately in **own words**, acknowledges the source, and represents the person, group or idea in the source without changing its meaning. **Example:** Uses information from a book about a local occupation, paraphrases it, and records the title and author.	Uses information with attention to the **context and viewpoint** of the source; paraphrases without changing meaning, acknowledges borrowed material, and distinguishes the source's viewpoint from their own. **Example:** Uses two sources presenting different views about a community issue and represents both accurately with clear references.
Creativity	Uses information from sources separately or copies material rather than combining it. **Example:** Places one fact from a book and one from a website as separate points without connecting them.	Purposefully combines information from different books and media sources to develop and strengthen the project. **Example:** Uses a book for background information, a newspaper for a current example and an interview/video for a real experience, linking all three to support one project point.	Purposefully combines information from **different books and media sources** to develop and strengthen the project. **Example:** Uses a book for background information, a newspaper for a current example and an interview/video for a real experience, linking all three to support one project point.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG5 —** Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language
Competencies (*Choose one or more)*	**L1C5.1 —** Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Designing a "Book Cover & Rating Badge" layout with visual star ratings and recommendation stickers)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other _____**

Part 1 — Read and Notice

Student Text: The School Garden

On Saturday morning, our school garden looked fresh after the rain. The students carried small tools and worked carefully around the young plants. Meena noticed that one corner of the garden was becoming dry, so she brought a bucket of water. Near the wall, Arjun found a broken clay pot and placed it beside the plants. Their teacher watched the group and reminded them to protect the soil while removing weeds. By noon, the garden looked clean and green again. The students were tired, but they were happy to see the difference their work had made.

Task 1- Choose 10 words from the passage. For each word:

Word	Vowels	Consonants	Total

Then answer:

A. How many different vowel letters are used in English?

B. How many consonant letters are there in the English alphabet?

C. Which vowel letter appears most often in your ten words?

Part 2 — Sound or Letter? Read these words aloud:

cap – cup – cop

bit – bet – bat

ship – shop – sheep

cot – cut – cat

Task 2 - For each set:

1. Identify the vowel letter that changes.
2. Say the words aloud.
3. Circle the word in which the vowel sound is different from the others.
4. Write one sentence explaining what changed.

Part 3 — Repair the Word

Each word below has one vowel or consonant changed.

Task 3- Write the correct word and read both words aloud.

Changed word	Correct word	What changed?	Vowel/Consonant?
bak			
fis			
cot			
pin			
fan			
rake			
ship			
cold			

Then answer: What can happen to a word when only one vowel or consonant is changed?

Part 4 — Build the Word

Use the following letters to make words.

Task 4

Group A: c a t

Group B: p i n

Group C: d o g

Now change only the vowel in each word to create another word.

Original	New word	Vowel changed
cat		
pin		
dog		

Now change only the consonant.

Original	New word	Consonant changed
cat		
pin		
dog		

Think and explain

What did you notice when you changed a vowel? What did you notice when you changed a consonant?

Part 5 — Explain the System

Complete the following in your own words:

1. Vowels are important in words because…
2. Consonants are important in words because…
3. Vowels and consonants work together by…
4. Changing one vowel or consonant can…

ASSESSMENT QUESTIONS

1. Look at any three words from the passage. How did you decide which letters are vowels and which are consonants? Give one example.
2. What happens to the pronunciation of a word when one vowel or one consonant is changed? Use one example from the activity to explain your answer.
3. Read one pair from Part 2 aloud. How does changing the vowel change the way the word sounds? Explain what you hear.
4. Look at one word you repaired in Part 3. How did the changed vowel or consonant affect the word's sound or meaning?
5. Choose one word from Part 4. Change its vowel and then its consonant to make two new words. Read all three words aloud and explain how your changes affected them.
6. In your own words, explain how vowels and consonants work together to form and distinguish words in English. Use two examples from the activity.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies some vowels and consonants in familiar words but makes errors while classifying or counting them and cannot consistently connect the written letter with its sound. **Example:** In garden, marks **a, e** correctly but identifies **r** as a vowel or gives an incorrect total. Has difficulty identifying the changed unit in words such as cap–cup.	Correctly identifies vowels and consonants in words, gives the correct number **of vowel and consonant letters in English**, identifies the changed vowel/ consonant, and connects the written letter with its corresponding sound. **Example:** In garden, correctly identifies **a, e** as vowels and **g, r, d, n** as consonants; in cap–cup, identifies **a → u** as the changed vowel. **This demonstrates the expected understanding of the script and sound system.**	Accurately analyses vowels and consonants in familiar and unfamiliar words and explains the relationship between the written form and sound. **Example:** In an unfamiliar word, correctly identifies each vowel/consonant, counts them, reads the word, and explains which sound changes when one unit is replaced.
Sensitivity	Notices some differences in written letters but does not consistently hear or explain corresponding sound differences when words are read aloud. May treat different vowel sounds as the same. **Example:** Identifies the different letter in ship–sheep but says that the two words have the same vowel sound.	Hears, distinguishes and explains how changing a vowel or consonant affects pronunciation and, where applicable, meaning. **Example:** Explains that ship and sheep differ in the vowel sound, while the consonant sounds remain the same; explains how a repaired word in Part 3 changes when the altered letter is pronounced. **Together with the Awareness evidence, this demonstrates understanding of how script and phonetics interact.**	Consistently distinguishes sound changes and explains their effect on pronunciation and meaning across different examples. **Example:** Compares several word pairs and explains that changing the vowel produces one sound change while changing a consonant produces another, even when the written words look similar.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	Can change letters only with support and may alter more than one letter or produce a non-word. Cannot reliably use vowels and consonants to construct or modify words. **Example:** Given cat, changes **a** and **t** together instead of changing only one unit.	Independently changes only the vowel or only the consonant to construct another meaningful word, reads both words correctly, and explains the effect of the change. **Example: cat → cot** by changing only the vowel and **cat → cap** by changing only the consonant; explains what changed in each case. Applies the same process to an unfamiliar word. This demonstrates that the student can use the sound–script relationship, not merely identify it.	Independently manipulates vowels and consonants in familiar and unfamiliar words, creates several valid alternatives, reads them accurately, and explains how each change affects sound and meaning. **Example:** From dog, creates dig by changing the vowel and dot by changing the consonant, then explains the different effect of each change.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG5 —** Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language
Competencies (*Choose one or more)*	**L1C5.2 —** Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Creating a physical "Resource Shield" diagram mapping out where each fact was found using colorful connector lines)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other _____**

Part 1 — Spot the Wordplay - Read each line and identify the wordplay used.

1. The bright blue bird flew beside the blue bridge.
2. The cat wore a hat and sat on a mat.
3. I scream, you scream, we all scream for ice cream!
4. I used to be a baker, but I couldn't make enough dough.

Choose from: **Alliteration | Rhyme | Pun | Other wordplay**

Then underline the words that create the effect.

Part 2 — Why Does It Work?

Choose **any two** of the four examples above. Complete:

The writer's use of _____ makes the line interesting because _____.

Students should explain what the wordplay does to the **sound, humour, rhythm, surprise or enjoyment** of the expression.

Part 3 — Create Your Own

Choose one topic: **School | Food | Rain | Games | Friends | Travel**

Create:

A. Rhyme

Write **two lines that rhyme.**

B. Alliteration

Write **one sentence containing at least three words beginning with the same sound.**

C. Pun

Write **one sentence or two-line exchange using a word in a playful/double-meaning way.**

D. Your Choice

Use **another form of wordplay** such as a playful sound pattern, repeated words, a funny double meaning, or a clever expression.

Part 4 — Make It Sound Good

Read your four creations aloud to a partner. After reading, choose **one line** and improve it so that it sounds more amusing, rhythmic, surprising or enjoyable when spoken. Write the **original** and improved versions.

Original: _____

Improved: _____

Part 5 — Wordplay in Speech

Use one of your best lines in a short **2–3 line spoken exchange** with your partner. For example:

A: Why are you carrying that huge bag?

B: Because my homework is really heavy business!

The student should deliver the exchange aloud using appropriate **expression, stress, pause** or **voice variation** to make the wordplay noticeable and enjoyable.

ASSESSMENT QUESTIONS

1. Identify the wordplay used in each of the four given lines and underline the words that create it.
2. Choose any two lines and explain how the wordplay makes each line different from an ordinary sentence.
3. Which of your wordplay examples sounds most enjoyable when spoken aloud? Explain what makes it interesting—its sound, rhythm, humour, surprise, or another feature.
4. When you read your lines aloud, what change did you make in your voice—such as stress, pause, or expression—to make the wordplay easier and more enjoyable to hear?
5. Show your use of rhyme, alliteration, pun, and another form of wordplay in your own writing. Which one do you think you used most effectively, and why?
6. Take one of your own lines and improve it to make it more amusing, rhythmic, surprising, or enjoyable. Read both versions aloud. What did you change?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Recognises only some forms of wordplay and has difficulty distinguishing **puns, rhyme, alliteration and other wordplay.** Cannot consistently explain how	Correctly recognises **puns, rhyme, alliteration and other wordplay,** identifies the words creating them, and explains how they make a written or spoken	Distinguishes and explains different forms of wordplay precisely and connects them to their **effect in both writing and speech.**

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	the wordplay affects the expression in either written or spoken examples. **Example:** Identifies cat–hat–mat as rhyme but cannot identify the repeated sound in "bright blue bird" or explain the double meaning in a pun.	expression more **interesting, humorous, rhythmic or enjoyable.** **Example:** Identifies cat–hat–mat as rhyme, "bright blue bird" as alliteration, and explains that a pun creates humour through a double meaning.	**Example:** Explains how rhyme creates rhythm, alliteration makes particular sounds noticeable, and a pun creates surprise or humour, and identifies why a particular form suits the expression.
Sensitivity	Uses wordplay without considering how it sounds or is experienced by the listener/reader. Written examples may feel forced, while spoken examples are delivered without the **stress, pause, rhythm or expression** needed to make the wordplay noticeable or enjoyable. **Example:** Reads a pun in exactly the same tone as the surrounding sentence.	Responds to the effect of wordplay and uses **appropriate stress, pause, rhythm and expression in speech,** while choosing words that make the written expression enjoyable for the reader. **Example:** Uses a pause before the punchline of a pun, gives a rhyming line a clear rhythm, and stresses repeated sounds in an alliterative line.	Deliberately adjusts word choice, rhythm, stress, pause, timing and expression to strengthen the effect of different wordplays for the audience. **Example:** Changes the timing of a spoken pun to improve the humour and reshapes a written rhyme so that both the sound and meaning remain engaging.
Creativity	Attempts some forms of wordplay but may copy examples, use them incorrectly, or produce expressions that do not create a clear sound, humorous or playful effect. **Example:** Writes two lines intending to rhyme but the ending sounds do not match, or uses repeated letters without creating meaningful alliteration.	Independently creates and uses a rhyme, alliteration, pun and another wordplay in writing and uses wordplay in speech; improves an expression to make it more interesting and enjoyable. **Example:** Creates an original school-related rhyme, an alliterative sentence, a meaningful pun and another playful expression, then uses one in a spoken exchange with suitable expression.	Creates **original, purposeful and varied wordplay**, combines or adapts techniques where appropriate, and revises both written and spoken expression to produce a stronger **humorous, rhythmic, surprising or enjoyable effect.** **Example:** Reworks an ordinary sentence into an original pun or rhyme, strengthens its wording, and changes vocal timing and stress when performing it so the intended effect is clearer.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Language (R1)	
Curricular Goals *(Choose one or more)*	**L1CG5 —** Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language
Competencies (*Choose one or more)*	**L1C5.3 —** Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, Antakshari, anagrams, crosswords, etc.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** (Creating a physical "Resource Shield" diagram mapping out where each fact was found using colourful connector lines)

☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other _____**

The teacher tells students: "You are taking part in a Word Games Challenge. Your task is to solve different word games and then create one for your partner."

Round 1 — Spot the Game

Read the six examples below. Write the type of word game beside each.

1. MADAM → _____
2. LISTEN → SILENT → _____
3. What has a face and two hands but no arms or legs? → _____
4. Why was the maths book sad? Because it had too many problems. → _____
5. Write a sentence about your school without using the letter E. → _____
6. "You have hissed all my mystery lectures." → _____

Word games: **Palindrome | Anagram | Riddle | Joke | No-letter sentence | Spoonerism**

Round 2 — Solve the Game

Complete the challenges.

A. Palindrome

Circle the palindrome: LEVEL | MARKET | RADAR | SCHOOL

B. Anagram

Rearrange: EARTH → _____

C. Riddle

I have keys but cannot open a door.

I have space but no room.

You can enter, but you cannot go inside.

What am I?

Answer: _____

D. No-letter sentence

Write one meaningful sentence about your school without using the letter A.

E. Spoonerism

Change the beginning sounds in: "reading lessons"

New phrase: _____

Round 3 — Create a Game

Choose one word game from the activity and create your own example.

My game: _____

My example/challenge:

Answer/solution:

Round 4 — Challenge Your Partner

Give your created word game to a partner. The partner must:

1. Solve it.
2. Name the type of word game.
3. Explain what makes it that type of game.

Then exchange roles.

ASSESSMENT QUESTIONS

1. How did you recognise the different word games in the activity? Give two examples and explain the feature that helped you identify each one.
2. Choose one word game you solved. What rule or pattern did you use to solve it?
3. Which word game did you enjoy most as you played it? What made it interesting or enjoyable?
4. When your partner solved your word game differently from what you expected, how did you respond? Explain what you did to help your partner understand the game.
5. Create one new word game challenge of your own. What type of word game is it, and how should your partner solve it?
6. Change or improve one of the word games from the activity to make it more interesting or challenging for another Grade 8 student. Explain what you changed.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Recognises only a few word games and confuses their rules or features. **Example:** identifies MADAM as an anagram, cannot explain why LISTEN → SILENT is an anagram, or cannot distinguish a riddle from a joke.	Recognises and distinguishes **a range of major word games** such as **palindromes, spoonerisms, anagrams, riddles, jokes, no-letter/sound challenges, Antakshari and crosswords**, and explains the basic feature or rule that makes each different. **Example:** explains that a palindrome reads the same forwards and backwards, an anagram rearranges letters, and a crossword uses clues to fill intersecting words.	Identifies a wide range of word games confidently, including **unfamiliar examples,** and explains the specific word, sound, letter or clue pattern that makes each game work. **Example:** identifies a new spoonerism by noticing the exchanged initial sounds and distinguishes a crossword clue from a riddle based on how the answer is obtained.
Sensitivity	Participates mechanically and has difficulty following the rules, clues or word patterns while solving or playing. **Example:** guesses a riddle without using its clues or continues an Antakshari turn without following the required starting sound/letter.	Participates appropriately in **different word games,** follows their rules, uses clues or patterns to solve them, and responds to others during play. **Example:** uses the clues in a riddle, rearranges all letters in an anagram without adding/removing letters, and follows the starting-letter rule in Antakshari.	Engages confidently with the challenge, **humour and linguistic patterns** across different games, considers possible interpretations, and adjusts strategy when a game becomes more difficult. **Example:** rechecks the clue pattern when a crossword answer does not fit the crossing letters or revises a possible riddle answer after noticing another clue.
Creativity	Attempts to create a word game but the defining rule is often broken. **Example:** creates an anagram by changing one of the original letters or writes a riddle that	Creates **a valid example of a word game,** follows its rules, gives the correct solution where required, and presents it for another student to solve. **Example:** creates a valid palindrome, anagram, riddle, joke, spoonerism	Creates **original and appropriately challenging word games** and adapts the rules, clues or word choices to increase the challenge while keeping the game solvable.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
	directly gives away the answer.	or no-letter challenge and explains how to solve it.	**Example:** creates a riddle with layered clues, a longer anagram, or a crossword clue that requires thinking rather than direct recall.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.1** – Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the large numbers using scientific notation for convenient use. The teacher provides an overview of the activity that scientists often work with extremely large numbersssss when describing astronomical objects. Thus, in the activity, students will examine examples of large quantities used in astronomy and express them using scientific notation.

Step 2 - The teacher will ask the students to follow the following steps:

- The teacher can write the below numbers as examples and ask the students to read the numbers and count the digits:
  - 40000000
  - 70000
  - 100000000000000000
  - 38000000000000000
  - 47000000000
- Then, students convert the given numbers into scientific notation. Ex. 100000000000000000= 1 ×10^17
- Then, students compare two numbers written in scientific notation and identify which quantity is larger. For example, 4 ×10^7 or 7 ×10^4 and explain their reasoning.

Step 3 - Teacher will review the student responses and suggest necessary corrections, if any and summarize the discussion.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' responses and presentations.)

1. How many digits are present in the number given?
2. How do you express this number in scientific notation?
3. What does the exponent represent in your answer?
4. Which number is larger: 4 ×10^7 or 7 ×10^4 ? How did you decide?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Read a considerable number but cannot convert it correctly into scientific notation or misplace the exponent.	Convert large numbers into scientific notation correctly and identifies the exponent representing the number of powers of 10.	Convert large numbers into scientific notation and compare two numbers written in scientific notation by analyzing the exponents and coefficients.
Sensitivity	Treating large numbers as isolated digits and does not recognize the pattern between place values and powers of 10.	Recognize that moving the decimal point corresponds to multiplying or dividing by powers of 10.	Explain the relationship between place value and powers of ten and apply this understanding to compare different large numbers efficiently.
Creativity	Use only the procedure demonstrated by the teacher to convert numbers into scientific notation	Suggest an alternative method such as counting the number of zeros to determine the exponent.	Create an example of a considerable number and independently represent it in scientific notation and explain the reasoning used.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.2** – Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity using the analogy that builders often arrange tiles or bricks in rectangular layouts when constructing floors or walls. In the activity, students need to arrange objects into equal rows & columns for different numbers and observe which numbers can be arranged in multiple rectangular arrays and which cannot. Students investigate which numbers allow many arrangements and which allow only one arrangement. The teacher will divide the class into groups of 4-5 students and ask them to work in groups.

Step 2 - The teacher will ask the students to follow the following steps:

- Students receive numbers such as, 2, 3, 4, 5, 6, 7, 8, 9, 10. For each number, they try to arrange numbers into rectangular arrays. For example, 6 can be:
  1×6 or 2×3.
- Then, similar kinds of arrangements are made by students in groups for all the other given numbers and create a table for the same. E.g.,

Number	Rectangular arrangement
4	1×4, 2×2
7	1×7
8	2×4, 1×8

Students identify numbers that allow only one rectangular arrangement.

- Students observe that numbers have only one factor. The teacher introduces the term as prime numbers.

Step 3 - The teacher asks students to identify prime numbers up to thirty in an equivalent way and discuss:

- Why are some numbers prime?
- Why do some numbers have multiple factors?

Step 4 - Teacher will review the student responses and summarize the discussion.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' responses and presentations.)

1. Which numbers can be arranged in more than one rectangular array?
2. Which numbers allow only one arrangement?
3. What rule describes numbers that allow only one rectangular arrangement?
4. Can you identify the next prime number after 19? Explain how you determined it.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Able to make rectangular arrangements for the given numbers but cannot explain why some numbers have only one rectangular arrangement.	Identifies those numbers with only one rectangular arrangement form prime numbers and lists some prime numbers correctly.	Explains that prime numbers have exactly one rectangular arrangement and correctly identifies prime numbers within a given range.
Sensitivity	Observe different arrangements but does not recognize the relationship between factors and number patterns.	Recognize that numbers with more factors produce more rectangular arrangements.	Explain the relationship between factors, rectangular arrangements, and the identification of prime numbers.
Creativity	Arrange counters using examples demonstrated by the teacher.	Suggest another number and investigate whether it is prime or composite.	Design a method to evaluate whether a number is prime by checking factor pairs.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.3** – Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity to the students, in which students analyze a series of financial transactions (deposit and withdrawal) and determine how the balance changes when it crosses zero. In this activity, students will work in pairs, and the teacher will form student's pair before the start of the activity.

Step 2 - The teacher provides the context of the activity that a student savings club in the school keeps a record of small deposits and expenses during the week. If money is available in the account, the balance is positive. If expenses exceed the money available, the balance is negative.

Step 3 - The teacher presents the following record:

Transaction	Amount (in ₹)
Initial Balance	50
Bought Stationery	-70
Pocket money	+40
Lunch & snacks	-30

Step 4 - The teacher will ask the students to follow the following steps:

- Students calculate the balance after each transaction. For example,
  Initial balance =50, after buying stationery, balance is
  50 + (-70) = -20.
- Once each pair of students calculate the balance after every transaction, they will discuss and interpret the meaning of change of balance & negative balance. E.g., how does the balance change when money is deposited? And what a balance of –20 represents?

Step 5 - The teacher asks students to identify:

- Where do deposits represent addition of positive numbers in the given transactions?
- Where do expenses represent addition of negative numbers in the given transactions?

Step 6 - Teacher will summarizes the activity by explaining that rules for operations involving zero and negative numbers were described in ancient Indian mathematics by Brahmagupta.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' responses and presentations.)

1. What does a balance of –20 mean in the bank account?
2. If the balance is –15 and 25 is deposited, what will be the new balance?
3. If the balance is 30 and 50 is withdrawn, what will the new balance be?
4. Explain why the balance becomes negative when expenses are greater than the available money.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies deposits and withdrawals but cannot determine the correct balance when the result becomes negative.	Calculates balances involving positive numbers and zero and determines when the balance becomes negative.	Calculates balances involving positive and negative numbers and explains the meaning of negative balance as debt.
Sensitivity	Reads the transactions but does not recognize the relationship between expenses and negative balance.	Explaining that expenses are greater than available money produces a negative balance.	Explains how deposits and expenses change the balance and predicts the balance after a sequence of transactions.
Creativity	Calculates balances using examples demonstrated by the teacher.	Creates one additional example of deposit and withdrawal and determines the resulting balance.	Designs a short sequence of transactions that results in a final balance of zero or a negative value and explains the calculations.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.4** – Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that visualizes fractions and integers together on a number line. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that A school is organizing a micro-marathon race on a straight track. The starting point of the race is 0 km and has some checkpoints in between. Some checkpoints are at whole numbers, such as 1 km, 2 km, etc., while others are at fractional distances, such as 1/2 km, 3/2 km, etc. Some markers are placed behind the start line (negative positions). Students act as track planners and place markers at positions ask by the teacher.

Step 3 - Teacher draws a number line on the floor and mark -3, 0, and +3 clearly. The teacher divides the intervals into equal parts.

Step 4 - The teacher will ask the students to follow the following steps:

- Each group is given number cards such as -2, -1, -3/2, ½ etc. Students place each number at the correct position and explain why the position is correct.
- Once each group of students positioned the cards, the teacher asks which of following is greater such as ½ or 1.
- This followed by the question that where does ¾ lie in relation of 0 or 1.

Step 5 - Teacher will summarizes the activity by explaining the rules of representing the fractions and integers on a number line.

ASSESSMENT QUESTIONS

(During the activity the teacher observes and asks)

1. Where will you place –1/2? Explain your reasoning.
2. Place 3/2 on the number line and explain how you located it.
3. Which number is greater: –2 or –1/2? Explain.
4. Which lies between 0 and 1?
5. How are fractions and integers represented on the same number line?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Places whole numbers correctly but is unable to correctly place fractions or negative fractions on the number line.	Places whole numbers and simple fractions such as, ½, 3/2, etc. correctly on the number line.	Places positive and negative fractions correctly and explains their position relative to integers.
Sensitivity	Sees numbers as separate values and does not recognize their relative positions on the number line.	Recognizes that fractions lie between integers and identifies their approximate positions.	Explains relationships between integers and fractions and compares their positions using distance from zero.
Creativity	Places given numbers using demonstrated examples.	Suggests one additional fraction and places it correctly on the number line.	Creates a set of numbers (including integers and fractions) and arranges them correctly in increasing or decreasing order with explanation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.5** – Explores the idea of percentage and applies it to solve problems

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students analyze simple survey data and convert it into percentages to make decisions. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that the school wants to decide which new snack to introduce in the school canteen. A survey of 100 students was conducted to find out about their choices for new snacks.

Step 3 - The survey data is as follows:

Snack	Number of students
Sandwich	40
Samosa	25
Pakora	20
Fruit bowl	15

Step 4 - The teacher will ask the students to follow the following steps:

- Each group converts each value into a percentage. For example, sandwiches liked by forty students. Thus, sandwiches are liked by 40/100 = 40% of students participated in the survey.
- Once each group of students determine the percentage of each snack item. Then, each group compares and discusses these values and answers:
  - Which snack is most preferred?
  - Which snack has the least preference?
- How much more popular is Sandwich than fruit bowl?

Step 5 - The teacher asks if two hundred students are surveyed and the same percentage of preferences continue, how many students will prefer Sandwich?

Step 6 - Teacher will summarize the activity by explaining the application of percentages.

ASSESSMENT QUESTIONS

(During the activity the teacher observes and asks)

1. What does 40% mean in this situation?
2. Why is percentage useful when the total number of students is one hundred?
3. Convert twenty-five out of one hundred into a percentage.
4. If twenty students prefer Noodles, what is the percentage?
5. How does a percentage help in comparing preferences?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies given numbers but is unable to correctly convert them into percentages.	Correctly convert given values out of one hundred into percentages.	Correctly converts values into percentages and uses them to solve comparison-based questions.
Sensitivity	Views numbers as separate counts and does not use percentage for comparison.	Uses percentage to identify which quantity is greater or smaller.	Explains how percentage allows comparison across situations and interprets differences between percentages.
Creativity	Calculates percentages for given data using demonstrated steps. Does not attempt to represent the same data in another form (fraction or comparison statement).	Converts given data into percentages and represents at least one value as a fraction or comparison (e.g., "25% means 1 out of 4 students"). Frames one new question based on the data and solves it correctly.	Transforms the given data into multiple representations (percentage, fraction, and comparison between categories). Constructs a new dataset or modifies the total (e.g., from 100 to 200) and correctly recalculates percentages. Designs and solves at least one multi-step question (e.g., comparing differences or predicting values for a larger group) and explains the reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG1** – Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers
Competencies *(Can choose one or more)*	**MC1.6** – Explores and applies fractions (both as ratios and in decimal form) in daily-life situations

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students understand fractions as ratios and converting them into decimals in a real-life context. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that a family stores 500 liters of water in a tank each day. The water is used for different purposes.

Step 3 - The information on water use for different purposes is as follows:

Use	Water Used (in Liter)
Drinking	50
Cooking	80
Cleaning	100
Bathing	270

Step 4 - The teacher will ask the students to follow the following steps:

- Each group expresses the water use for different activities, each as a fraction of total water. For example, amount of water used for drinking activity is 50 liters. Thus, the fraction of water used for drinking is 50/500 = 1/10 of total water.
- Once each group of students determine the fraction for each activity, convert the fraction into the decimal.

Step 5 - Teacher will summarize the activity by explaining the real-life application of fractions as ratio and decimal.

ASSESSMENT QUESTIONS

(During the activity the teacher observes, asks, analyzes interpretations)

1. Which activity uses the largest share of water?
2. What does fraction 1/10 represent in this situation?
3. Convert 30/100 into decimal form.
4. Which is more 0.3 or 1/5? Explain using the context.
5. How much more water is used for bathing than drinking?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies given quantities but is unable to correctly express them as fractions of the total or convert them into decimals.	Correctly expresses quantities as fractions of the total and converts simple fractions into decimals.	Correctly expresses quantities as fractions and decimals and explains the relationship between the two forms.
Sensitivity	Treats quantities separately and does not relate them to the total quantity.	Recognizes that each quantity represents a part of the total and compares them using fractions or decimals.	Explain relationships between distinct parts using both fraction and decimal forms and interpret differences meaningfully in context.
Creativity	Converts given values into fraction or decimal form using demonstrated steps.	Represents at least one use of water in both fraction and decimal form and frames one comparison-based question (ex., difference between two uses) and solves it.	Modifies the dataset (ex., changes total water to 200 liters or redistributes usage), recalculates fractions and decimals correctly, and designs a multi-step question (comparison or difference) with a correct solution and explanation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency
Competencies *(Can choose one or more)*	**MC2.1** – Understands equality between numerical expressions and learns to check arithmetical equations

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students check equality of two numerical expressions by evaluating both sides in a real-life context. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that compare the 'value' of items in two lunch boxes (arrange by the teacher) and checks whether they are equal or not. Each item has a fixed 'value' provided by the teacher.

Step 3 - The value of items in the lunch boxes is as follows:

Item	Value
Sandwich	10
Juice	5
Fruit	3

Step 4 - The teacher will provide two lunch boxes to each group with different items in it. For example, lunch box A carries: 1 Sandwich + 1 Juice + 1 Fruit, while lunch box B carries: 1 Sandwich + 2 Fruits. The value of lunch box A is 10 + 5 + 3 = 18, while the value of lunch box B is 10 + 3 + 3 = 16.

Step 5 - The teacher will ask the students to follow the following steps:

- Each group compares both the given lunch boxes and checks for their equality.
- Each group discusses and decides:
  - Are both lunch boxes equal?
  - If not, which one has more value?
- The teacher asks students to modify one lunch box by adding or removing one item so that both sides become equal.

Step 6 - Teacher will summarize the activity by explaining the real-life application of equality of two numerical expressions by evaluating both sides.

ASSESSMENT QUESTIONS

(During the activity the teacher observes, asks, analyzes interpretations)

1. What does it mean when two expressions are equal?
2. Why are Lunch Box A and B not equal?
3. How did you decide whether both sides are equal?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Calculates one side of the expression but does not evaluate both sides to check equality.	Calculates both sides of the expression correctly and states whether they are equal or not.	Calculates both sides and explains clearly why the expressions are equal or not based on their values.
Sensitivity	Sees expressions as separate calculations and does not relate them through equality.	Recognizes that equality means both sides have the same value.	Identifies imbalance between two expressions and explains how much one side differs from the other.
Creativity	Checks equality for given expressions using demonstrated steps.	Modifies one expression (e.g., adds or removes a number/item) to make two expressions equal and verify it correctly.	Constructs two different expressions that are equal (e.g., (12 + 6 = 10 + 8)) and explains how both sides result in the same value.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency
Competencies *(Can choose one or more)*	**MC2.2** – Extends the representation of a number in the form of a variable or an algebraic expression using a variable

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students represent unknown or changing quantities using a variable and forming simple algebraic expressions. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that a school is organizing an event. Tickets are sold at a fixed price, but the number of tickets sold keeps changing. Students in each group function as organizers who must represent total money collected from ticket sales.

Step 3 - The teacher informs students that the price of one ticket is ₹ 20 and represents the number of tickets sold to a symbol.

Step 4 - The teacher will ask the students to follow the following steps:

i. Each group forms the expression for above situation of total money collected from ticket sales. i.e., $20 \times x$.

ii. Then, each group forms the expression for the condition that total money collected from ticket sales and an additional entry fee of ₹ 2 associated with each ticket. i.e., $(20 + 2) \times x = 22 \times x$

iii. This is followed by each group to form another expression for the situation of total money collected out of all tickets sales, if five tickets are given free to the audience. i.e., $20\ (x - 5) + 2x$

iv. Students will discuss in their groups and complete all the expression given above.

Step 5 - Teacher will summarize the activity by explaining the real-life application of formation of algebraic expressions to solve complex problems easily

ASSESSMENT QUESTIONS

1. What does variable x represent in this situation?
2. What does the expression $20x$ mean?
3. What does $20x + 2x$ represent in context?
4. How is using a variable helpful when the number is not known?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies given quantities but is unable to represent the unknown quantity using a variable correctly.	Represents unknown quantities using a variable and writes simple expressions such as, $20x$ correctly.	Forms algebraic expressions involving a variable and constant terms such as, $20x + 2x$ and explains what each part represents.
Sensitivity	Views numbers as fixed values and does not recognize situations where a variable is needed.	Recognizes that a variable represents a changing or unknown quantity in a situation.	Explain relationships between quantities using expressions and interprets how change in the variable affects the total.
Creativity	Writes an algebraic expression for a given situation after the variable is defined (ex., writes $20x$ when told x = number of tickets). Does not generate a new situation or change the structure of the expression.	Modifies the algebraic expressions for given situations (ex., changes cost per item or adds a fixed charge), forms the new expression correctly, and states what the variable represents in both cases.	Designs a situation involving a variable with at least two conditions (ex., per-ticket cost and fixed charge, or increase/decrease), represents it using an algebraic expression correctly. Compare two expressions and explain how changes in the variable affect the total using the structure of the expression (ex., explains why $20x + 2x$ is always greater than $20x$ for the same x).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency
Competencies *(Can choose one or more)*	**MC2.3** – Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students combine and compare algebraic expressions representing two counters in a shop. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that suppose a stationery shop has two counters. Each counter records items sold separately. Students function as assistants to compute the sales at both the counters. Finally, the shopkeeper wants:

- total items sold and total sales from both the counters.
- sales difference between the counters

Step 3 - The teacher informs students that the stationery shop only sells pens and notebooks. The cost of pen is p and cost of notebook is n. The sales of counter A: 2p + 3n, and the sales of counter B is 4p+n.

Step 4 - The teacher will ask the students to follow the following steps:

i. Each group calculates the total sales of the shop from both the counters.

ii. Then, each group calculates the difference in sales at both the counters.

iii. Students will discuss in their groups and solve both the expression given above.

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. What does (2p + 3n) + (4p + n) represent in this situation?

2. Why are like terms combined after adding expressions?

3. How did you manage subtraction of terms like 2p – 4p?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Writes expressions but makes errors while adding or subtracting terms (ex., adds unlike terms or ignores signs).	Correctly adds or subtracts expressions by combining like terms (ex., 2p + 4p = 6p, 3n + n = 4n).	Correctly performs addition and subtraction of expressions including negative results (ex., 2p – 4p = –2p) and writes the final simplified expression.
Sensitivity	Treats expressions as separate strings of symbols and does not track how terms change during operations.	Recognizes that like terms from both expressions must be grouped during addition or subtraction.	Tracks the effect of operations on each term (ex., explains that subtraction changes the sign of each term in the second expression).
Creativity	Performs addition or subtraction of given expressions using demonstrated steps. Rearranges expressions (ex., groups like terms before combining) or cre	Modifies the algebraic expressions for given situations (ex., changes cost per item or adds a fixed charge), forms the new expression correctly, and states what the variable represents in both cases.	Constructs two algebraic expressions, performs both addition and subtraction on them, and explains how changing one term (ex., increasing coefficient of p) changes the result.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency
Competencies *(Can choose one or more)*	**MC2.4** – Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems

ACTIVITY

Sequence of the Activity:

Step 1- The teacher provides an overview of the activity where students solve a number lock by forming and solving linear equations. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that suppose a digital lock of three sub locks opens only when the correct number is entered. The key to each sub lock gives a clue in the form of a statement involving an unknown number.

Step 3 -The teacher will ask the students in each group to discuss among themselves and solve the respective puzzles to open each of the sub locks. Students need to solve the following puzzles:

i. **Puzzle 1:** A number increased by 5 is 12.

ii. **Puzzle 2:** Three times a number is 18.

iii. **Puzzle 3:** A number decreased by 4 is 9.

iv. After solving the puzzles. Students substitute the value back to check whether their solutions are correct or not.

v. The teacher asks the students to design one clue and its equation for peers to solve.

Step 4 - Teacher will conclude the activity by summarizing and discussing the students' responses.

Step 5 - The teacher will assess the students based on their response to the puzzle, observation of students during group work, and design of the new puzzles for their peers.

ASSESSMENT QUESTIONS

i. Puzzle 1: A number increased by 5 is 12.

ii. Puzzle 2: Three times a number is 18.

iii. Puzzle 3: A number decreased by 4 is 9.

iv. After solving the puzzles. Students substitute the value back to check whether their solutions are correct or not.

v. The teacher asks the students to design one clue and its equation for peers to solve.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies the unknown but is unable to form a correct equation from the given statement or makes errors in solving (ex., writes x + 5 = 7 for number increased by 5 is 12).	Forms correct linear equations from given statements (ex., x + 5 = 12) and solves them correctly	Forms correct equations, solves them accurately, and verifies the solution by substituting it back into the original equation.
Sensitivity	Treats the statement as a calculation and does not relate the words to an equation (ex., adds numbers without forming x + 5 = 12).	Recognizes that the statement describes a relationship between an unknown and known numbers and represents it as an equation.	Explains how each part of the statement corresponds to parts of the equation (ex., increased by 5 means +5, is 12' means equals 12).
Creativity	Solves given equations by following demonstrated steps without creating a new problem.	Creates one linear equation (ex., + 6 = 14), solves it correctly, and writes the corresponding statement in words.	Designs a puzzle involving a linear equation, writes the equation and its solution correctly, and exchanges it with a peer who can solve it using the given clue.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG2** – Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency
Competencies *(Can choose one or more)*	**MC2.5** – Develops own methods to solve puzzles and problems using algebraic thinking

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students must decode a hidden number using a sequence of operations. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that suppose a number machine performs operations on a hidden number and gives a final output. If the final number is given to the students, they need to figure out the original number.

Step 3 -The teacher will ask the students in each group to discuss among themselves and solve the given puzzles one by one.

i. **Puzzle 1:** A machine works as follows:
   - Multiply a number by 3.
   - Add 8
   - Divide the result by 2.
   - Final output = 17

   Find the original number.

ii. The students should reverse step by step, use trial methods and form equations consistent with the conditions of the puzzle. The teacher will consider all methods as valid if logically consistent.

iii. **Puzzle 2**: A number is increased by 5, then doubled, and the result is 26 more than the original number.

iv. Then the teacher asks the students to design a three-step puzzle and its final output for peers to solve.

Step 4 - Teacher will conclude the activity by summarizing and discussing the students' responses.

Step 5 - The teacher will assess the students based on their response to the puzzle, observation of students during group work, and design of the new puzzles for their peers. Along with their response to the assessment question.

ASSESSMENT QUESTIONS			
1. What steps did you follow to find the original number? **2.** Can you represent this situation using an equation? **3.** How did you confirm your answer is correct?			
ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies some operations in the puzzle but is unable to correctly track all steps or reaches an incorrect value such as, ignores division or order of operations.	Correctly determines the original number using a consistent method such as, reverses operations step-by-step or forms an equation and solves it.	Correctly determines the original number and represents the full process using an algebraic equation such as, $(3x + 8)/2 = 17$ and solves it accurately.
Sensitivity	Apply operations without maintaining the sequence of steps such as, reverse the steps in incorrect order or mixes operations.	Follows the sequence of operations correctly and applies inverse operations in reverse order such as, multiplies before subtracting when reversing division and addition.	Explain why operations must be reversed in reverse order and relate each step of the solution to the structure of the expression or equation.
Creativity	Solve the puzzle using a demonstrated method (e.g., guided reverse steps) and does not attempt an alternative method or	Solves the puzzle using a self-selected method (e.g., reverse operations or equation) and creates one new number machine puzzle with correct steps and solution.	Solves the puzzle using one method and verifies it using a second method (e.g., equation and reverse steps), creates a multi-step puzzle, and ensures that a peer can solve it correctly based on the given steps and final output.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)
Competencies *(Can choose one or more)*	**MC3.1** – Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where shape cards are given to the students, and they must classify shapes, group them based on attributes, and explain the relationships between groups. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students organize a set of shapes into families/groups based on their properties and find the relationship between their defined groups of shapes.

Step 3 - The teacher will provide the following geometrical flashcards to each of the groups:

- Square
- Rectangle
- Rhombus
- Parallelogram
- Trapezium

Step 4 - The teacher will ask the students to follow the following instructions:

- Students work in their groups to discuss:
  - Group shapes based on common properties
  - Label each group, such as opposite sides parallel, etc.
- After sorting the shapes into the groups, the teacher will ask students to answer the following:
  - Which shapes can belong to more than one group?
  - Is every square a rectangle? Why?
  - Is every rectangle square? Why not?
- Then, students draw a relationship diagram, such as a nested diagram or table, to show the relation between different shape groups that they have created. Ex. Parallelogram → Rectangle → Square.

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

Step 6 - The teacher will assess the students based on their response to the puzzle, observation of students during group work, and design of the new puzzles for their peers. Along with their response to the assessment question.

ASSESSMENT QUESTIONS
1. On what basis did you group the shapes?
2. Which properties did you use to classify them?
3. Is there any shape that does not belong to another category?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies shapes by name but does not correctly use properties to classify them. Ex. groups shapes based only on appearance not based on the properties like opposite sides are equal, etc.	Classifies shapes correctly using properties such as groups square and rectangle based on parallel sides or right angles, etc.	Classifies shapes and correctly states defining properties. Ex. a rectangle has opposite sides equal and all angles 90° and uses them for grouping.
Sensitivity	Treats each of the given shapes as separate and does not recognize shared properties between given shapes.	Identifies common properties between shapes such as, recognizes that square and rectangle both have right angles, etc.	Explains relationships between shapes based on properties. Ex. explains why every square is a rectangle but not vice versa.
Creativity	Groups shapes based on given examples without creating a new grouping or representation.	Creates a grouping of shapes based on one chosen property. Ex. number of parallel sides and represents it using a table or simple diagram.	Creates multiple groupings using different properties. Ex. parallel sides and equal sides represent relationships using a structured diagram such as, nested grouping, and explains the reasoning for placement of each shape.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)
Competencies *(Can choose one or more)*	**MC3.2** – Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity where students physically create angle situations using ice cream sticks and measure them. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students use ice cream sticks to form angles on their desk and investigate relationships between the angles.

Step 3 - The teacher will provide the following material to each of the groups:

- Two ice-cream sticks per group
- One ruler
- One Protractor

Step 4 - The teacher will ask the students to follow the following instructions:

- Place two sticks in a straight line. Fix one stick and tilt the second stick to form an angle. For example, get one angle of 70° and check using the protractor.
- Now, students need to calculate the angle on the other side, Using the angle properties of Angle 1 + Angle 2 = 180o.
- Then, students cross two sticks to form the shape of X and measure all four angles. Teacher can guide students to use the following properties of angle:
  - Opposite angles are equal
  - Adjacent angles are summed to 180°
- Students need to record their findings into following observation sheet:

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Measurement	Angle Measured	Opposite Angle	Adjacent Angle
Calculation	70^o		
Property used			
Rough work (if any)			

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS
1. What is the sum of two adjacent angles on your straight line?
2. What did you observe about opposite angles?
3. If one angle is 75°, what is its adjacent angle?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Measures angles but records incorrect values or does not correctly identify adjacent or opposite angles.	Measures angles correctly and identifies adjacent and opposite angles using the constructed model.	Measures angles correctly, identifies relationships, and uses them to calculate unknown angles (Ex. finds x from x + 110 = 180).
Sensitivity	Observes angles but does not relate measured values, such as does not notice that two angles add to 180° or are equal.	Recognizes from measurement that adjacent angles form 180° and opposite angles are equal.	Uses observed relationships consistently to predict angle values before measuring and explains why the relationships hold.
Creativity	Follows given steps to construct and measure angles without modifying	Adjusts the angle formed by strips, measures new angles, and verifies that the same relationships hold.	Creates a new angle setup (Ex. chooses a specific angle), predicts adjacent and opposite angles, and verifies the prediction using measurement.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)
Competencies *(Can choose one or more)*	**MC3.3** – Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problem

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students build a 3D shape from a given net (printed cardboard outline of a shape that folds to create a three-dimensional shape) and identify attributes & connect the two-dimensional net with the solid three-dimensional shape. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students to function as packaging designers who must create boxes from flat cardboard sheets. They must ensure correct folding, correct structure and understanding of shape properties.

Step 3 - The teacher will provide the following material to each of the groups:

- Printed nets of cube and cuboid
- Scissors
- Glue/tape
- Ruler

Step 4 - The teacher will ask the students to follow the following instructions:

- Students cut along the net, fold along the edges, and assemble into a three-dimensional shape.
- Once the shape is completed, students record the information in the following observation sheet:

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Shape	No. of faces	No. of vertices	No. of edges
Cube			
Cuboid			

- Students in their subgroups discuss and answer that how many squares/ rectangles are needed to form the shape?
- The teacher gives a different net and asks students to check if this form will form a cube. Students give a reason for their answer.

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. Did your net fold into a closed 3D shape?
2. Which faces did you join to form edges?
3. How many faces, edges, and vertices do your shape have?
4. What shape are the faces (square/rectangle)?
5. How did you decide whether a net will form a cube?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Constructs the shape with support but gives incorrect count of faces, edges, or vertices.	Constructs the shape correctly and identifies the correct number of faces, edges, and vertices.	Constructs the shape, correctly identifies attributes, and relates them to the net (Ex. identifies which faces in the net correspond to faces in the solid).
Sensitivity	Views the net and solid as separate and does not connect folding with the final shape.	Recognizes that the net folds into a 3D shape and identifies how faces are connected.	Explains how arrangement of faces in the net determines whether a valid 3D shape is formed, such as explains why a given net will or will not form a cube.
Creativity	Constructs the given net by following instructions without modifying or creating a new one.	Draws or modifies a net for a cube or cuboid and successfully constructs the shape.	Designs a new valid net for a cube or cuboid, constructs it correctly, and explains why it forms the intended shape.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)
Competencies *(Can choose one or more)*	**MC3.4** – Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students construct a triangle with given side lengths using a compass. In this activity, students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students need to construct a triangular garden layout of given dimensions. The layout must be constructed accurately so that materials fit correctly.

Step 3 - The teacher will provide the following material to each of the groups:

- A compass
- A ruler
- A pencil

Step 4 - The teacher will ask the students to follow the following instructions:

- Construct a triangle of dimensions AB = 6 cm, AC = 5 cm, and BC = 4 cm.
- The teacher can guide students to follow the following steps for the construction of the triangle:
  - Draw base AB = 6 cm
  - With A as center, radius 5 cm and draw an arc.
  - With B as center, radius 4 cm and draw an arc.
  - Mark the intersection points as C
  - Join AC and BC
- Students measure AC and BC using a ruler to check whether the lengths are correct.
- Then, students will discuss in their groups and answer:
  - Why do the arcs intersect at only one point?
  - What would happen if one side were too long or too short?

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. Did you draw AB with the correct length (6 cm)?
2. What are the measured lengths of AC and BC after construction? Do they match the values given?
3. Why does the intersection point of arcs important in constructing the triangle?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Draws lines but does not follow correct construction steps, such as incorrect use of compass or wrong lengths.	Follows construction steps correctly but draws a triangle with correct side lengths.	Constructs the triangle accurately with correct side lengths and verifies measurements using a ruler.
Sensitivity	Uses tools without understanding why arcs are drawn or where the intersection point is used.	Understands that arcs represent distances from given points and uses their intersection to locate the third vertex.	Explains how the intersection of arcs ensures the triangle satisfies all given side lengths and recognizes conditions when a triangle cannot be formed.
Creativity	Replicates the given construction steps without attempting any variation.	Constructs a triangle with a distinct set of given side lengths on their own. Ex. 5 cm, 5 cm, 6 cm and complete it correctly.	Designs a set of side lengths, constructs the triangle accurately, and checks whether the triangle can or cannot be formed based on the given measurements.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG3** – Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)
Competencies *(Can choose one or more)*	**MC3.5** – Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that students measure given sets of triangles, compares them, and classifies them as congruent or similar or neither. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students need to act as quality checkers in a design lab, where triangular parts are either of exact match or scaled versions.

Step 3 - The teacher will provide the following material to each of the groups:

- Printed triangle sets (3–4 sets per group)
- A ruler
- A protractor

Step 4 - The teacher will ask the students to follow the following instructions:

- Each group receives three sets of triangles of the following specification:
  - **Set A:** Two triangles with the same side lengths (Ex, 5 cm, 6 cm, 7 cm)
  - **Set B:** Two triangles, one with sides 3 cm, 4 cm, 5 cm and another with sides 6 cm, 8 cm, and 10 cm.
  - **Set C:** Two triangles with unequal sides and no proportionality between the dimensions of the sides.
- Students measure all three sides and at least one angle. Students record their observations in the following observation sheet:

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Set	Same Size	Same Shape	Classification of triangles
A			
B			
C			

- Then, students will discuss in their groups and answer:
  - Why is Set A considering a set of congruent triangles?
  - Why is Set Bssssss considered a set of similar triangles?
  - Why is Set C considered neither congruent nor similar?

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS
1. Are all corresponding sides equal in set B?
2. Which set shows triangles of same shape but different size?
3. Which set shows triangles of same size and shape?
4. How did you decide that two triangles are similar?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Measures sides but does not correctly classify triangles.	Correctly classifies triangles as congruent, similar, or neither based on side lengths.	Correctly classifies triangles and supports the classification with correct measurements, such as shows equality or proportionality of sides.
Sensitivity	Focuses only on visual appearance without using measurements to compare triangles.	Uses measurements to recognize that congruent triangles have equal sides and similar triangles have proportional sides.	Explains the relationship between size and shape. Ex. similar triangles have same shape because side ratios are equal. Applies this consistently across sets.
Creativity	Draws a triangle when instructed but does not create a correct congruent or similar version.	Draws a triangle and creates either a congruent copy or a similar version correctly.	Draws a triangle and constructs both a congruent and a similar triangle, ensuring correct side lengths and verifying them through measurement.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems
Competencies *(Can choose one or more)*	**MC4.1** – Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes.

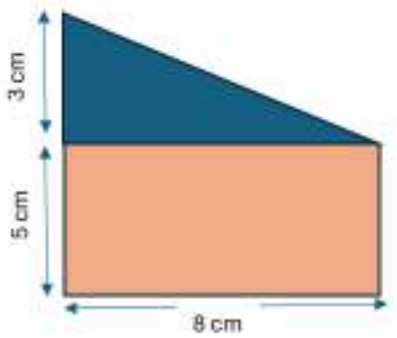
ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students work with a drawn layout, break the given composite shape into known shapes, and calculate the total area. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that supposes the school is planning a new play zone, but the land is not a regular shape. Students need to act as design planners who must calculate the total area of play zone.

Step 3 - The teacher will provide the following geometrical layout to each of the groups:



Step 4 - The teacher will ask the students to follow the following instructions:

- Students must divide the shape into simpler geometrical shapes, identify each shape, calculate the area of each part, and find the total area of the given shape.
- Then, students will discuss in their groups and answer:
  - Why they split the shape that way
  - Whether another method is possible
- The teacher asks students to draw their own composite figure and exchange with peers to solve.

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. How did you divide the given shape?
2. What shapes did you identify?
3. What formula did you use for each part to calculate the area?
4. Could you think of any other method of dividing the shape and area calculation?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies parts of the shape but uses incorrect area formulae or performs incorrect calculations.	Correctly identifies component shapes (rectangle, triangle) and applies appropriate area formulae to calculate total area with minor errors.	Correctly identifies shapes, apply formulae accurately, and calculates total area without any errors.
Sensitivity	Attempts to calculate the entire area without breaking it into simpler shapes.	Breaks the composite figure into known shapes, such as rectangle and triangle and calculates area step-by-step.	Explains why the chosen decomposition works and compares it with at least one alternative way of splitting the same figure.
Creativity	Solves the given figure but does not create a new composite shape.	Creates a composite figure using two shapes (rectangle and triangle) and calculates its area correctly.	Creates a composite figure, solves it correctly, and ensures a peer can interpret the figure and calculate its area based on the given dimensions.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems
Competencies *(Can choose one or more)*	**MC4.2** – Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students measure distances physically, compare path lengths, and discover the relationship between the three sides of a right-angle triangle. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that in this activity, students find what is the shortest path to reach a corner of the right-angle triangular playground by walking along the sides or walking diagonally.

Step 3 - The teacher will provide the following material to each of the groups:

- A measuring tape
- A few pieces of chalk
- One observation sheet per group

Step 4 - The teacher will ask the students to follow the following instructions:

- On the ground, each group of students, first mark point A, then point B at some distance, and at last point C in such a way that the line connects AB and BC must form a right angle. So, triangle ABC is formed.
- Each group of students measure the path between A & B, B & C, and C & A using the measuring tape. Students record their measurements in the following observation sheet:

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Path	Length
AB	
BC	
CA	

- Then, the teacher asks students to discuss within their group and answer:
  - What do you notice about the three lengths?
  - Is the diagonal shorter than walking along two sides?

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS			
1. What are the measured lengths of AB, AC, and BC? **2.** Which path is the shortest? **3.** What relationship do you observe between the three sides?			
ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Measures distances but records incorrect values or cannot compare the three sides correctly.	Measures all three sides correctly and identifies that the diagonal path is the shortest.	Measures accurately and calculates that $(height)^2 + (base)^2 = (hypotenuse)^2$ using recorded values.
Sensitivity	Observes distances but does not relate to the three sides mathematically.sssss	Recognizes that the diagonal relates to the other two sides and compares their lengths, such as Hypotenuse < Height + Base	Connects the measured values to the numerical relationship, such as $(height)^2 + (base)^2 = (hypotenuse)^2$
Creativity	Completes the given measurement task without attempting another example or teacher's help.	Create another right triangle using different lengths, ex. 6 m, and 8 m, then measure the diagonal.	Designs a new right triangle, calculates the diagonal length before measuring, and verifies it through measurement.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems
Competencies *(Can choose one or more)*	**MC4.3** – Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students create repeating tiling patterns using triangles or squares without any gaps or overlaps. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that suppose the classroom floor needs a new tile design and the tiles available are only of squares and triangles. Now, students must function as designers who must create a floor pattern that covers the surface completely, has no gaps, and has no overlapping tiles.

Step 3 - The teacher will provide the following material to each of the groups:

- The cardboard cut-outs of the same size, squares, and equilateral triangles
- chart paper
- glue/tape

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher asks students to consider the chart paper as the classroom floor, and students must try arranging square and triangular cutouts on chart paper in a way that it can cover the chart completely.
- After students have tried to cover the chart, the teacher can ask each group what they have observed:
  - Do they cover the surface completely?
  - Are there gaps?
  - Have they used only one shape or a combination of shapes?
- • Once the task is completed, each group presents their pattern in the large group and explains around the following points:
  - Why does their design have no gaps or overlaps?
  - How the pattern repeats

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. Are there any gaps or overlapping shapes in your design?
2. What shape/s have you used?
3. How does your pattern repeat?
4. Why do these shapes fit together without leaving gaps?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Places shapes on the surface but leaves visible gaps or overlaps between tiles.	Arrange shapes (square/triangle) to cover the surface completely without gaps or overlaps.	Arrange shapes correctly and clearly identifies the type of tiling used. For example, square tiling or triangle tiling or a combination of both.
Sensitivity	Creates a design but does not recognize or describe any repeating pattern.	Identifies and describes how the pattern repeats using the chosen shape/s.	Explain why the chosen shapes fit together, such as angles meet to form a full turn at a point and connect this to the absence of gaps.
Creativity	Replicates a simple arrangement demonstrated by the teacher without modification.	Creates an original tiling pattern using one or two shapes and ensures full coverage of the surface.	Creates a unique tiling design with a clear repeating unit and explains how the design can be extended further to cover a larger surface.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG4** – Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems
Competencies *(Can choose one or more)*	**MC4.4** – Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity students follow a simple rule that repeats a shape at smaller sizes and observes overall pattern growth. Students will work individually.

Step 2 - The teacher provides the context of the activity to the students that they need to draw a tree where each branch looks like a smaller version of the whole tree.

Step 3 - The teacher will provide the following material to each of the groups:

- A plain paper
- A pencil
- A ruler

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher asks that each student draw one straight vertical line to represent the tree trunk. Then it starts branching.
- At the top of the trunk, each student draws two smaller slanting lines to represent the branches. Then, on each branch again draw two smaller branches and repeat the process 2–3 times.
- The teacher asks students to look at their drawing and identify:
  - What is repeating?
  - How is the size changing?

Step 5 - Teacher will conclude the activity by summarizing by mentioning that this type of pattern, where the same shape repeats at smaller sizes, is called a fractal.

ASSESSMENT QUESTIONS

1. Are smaller branches drawn on each previous branch?
2. What shape is repeating in your drawing?
3. How is each new part different from the previous one?
4. How is your drawing similar at distinct levels, both as a whole and in parts?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Draws a tree-like figure but does not repeat the branching pattern consistently.	Repeat the branching pattern correctly at least two levels.	Repeats the pattern across multiple levels and clearly identifies that the same structure is repeated at smaller sizes.
Sensitivity	Observes the drawing but does not describe any repeating structure.	Identifies that the same branching pattern repeats in distinct parts of the drawing.	Explains that each smaller part looks like the whole pattern and connects this idea to similar patterns seen in nature. Ex. tree branches, leaves
Creativity	Follows the given steps without adding any variation to the design.	Modifies the drawing slightly, such as changes angles or branch lengths while maintaining the repeating rule.	Creates a new pattern, such as snowflake-like or spiral pattern using the same idea of repeating shapes at smaller sizes and explains the rule used.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG5** – Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences
Competencies *(Can choose one or more)*	**MC5.1** – Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that what should be the length of the class period break. In the activity, students need to collect real data, organize it, compute mean, median, mode and interpret results. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that supposes the school wants to decide what would be the ideal break time duration for students? Each student suggests a preferred break duration.

Step 3 - The teacher will ask the students to follow the following instructions:

- Each group collects responses from ten students from the classroom around the question of 'How many minutes should the break be?', including their own group. They might receive the following kind of exemplary data:

  10, 15, 10, 20, 15, 10, 25, 15, 10, and 20.

- Then, students in each group write all the obtained information clearly and arrange it in ascending order.
- Students follow this to calculate mean, median, and mode.
- The teacher will ask students to discuss in their subgroups and answer the following:
  - Which value appears most frequently?
  - Which value lies in the middle?
  - What is the average preference?
- Once the calculation is completed, each group must decide which value, either mean or median, or mode, the school should use and why?
- Each group presents their results and their interpretation to the large group.

Step 4 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. Did you collect responses from ten students?
2. Did you arrange the data in ascending order?
3. What is the mean, median and mode of your data?
4. Which value best represents students' preferences?
5. Why did you choose mean, or median, or mode for decision-making?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Records data but makes errors in arranging or calculating mean, median, or mode.	Correctly organizes data and calculates mean, median, and mode.	Calculates all three measures and clearly shows each step of calculation.
Sensitivity	States mean, median, and mode, but do not relate them to the context of break time.	Compares mean, median, and mode and selects one value based on the data.	Explains why a specific measure, such as mode or median, better represents student preference using the collected data.
Creativity	Uses only one method shown by the teacher to analyze data.	Compare at least two measures, such as mean vs median, before planning.	Suggests an alternative scenario, such as removing an extreme value or collecting more data, and explaining how it would change the result.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG5** – Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences
Competencies *(Can choose one or more)*	**MC5.2** – Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that the school canteen survey about what Should be added to the menu? Students will analyze given data, choose an appropriate graph, draw the graph, and interpret results. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that supposes the school canteen wants to add one latest item. A survey was conducted among the students to select the new food item. The data collected from the survey is as follows.

Food Item	Number of students
Sandwich	12
Samosa	18
Noodles	10
Fruit Bowl	10

Step 3 - Students must decide which graphical tool to use to represent this data and what it shows. The teacher will provide the following material to each group:

- A graph sheet
- A ruler
- Pencils

Step 4 - The teacher will ask the students to follow the following instructions:

- Each group of students read the table and identify:
  - total number of students
  - categories (food items)
- Then, students choose a type of graph to represent the data, out of the following:
  - Bar graph
  - Pie chart
- Students discuss within their groups to answer why their selected graph is suitable for this data.
- Then, the teacher asks students to plot the graph by drawing axes (if bar graph), label categories and values and choose a scale (for bar graph) or calculate angles (for pie chart).
- Each group presents their results and their interpretation to the large group.

Step 5 - Teacher will conclude the activity by summarizing and discussing the students' responses.

ASSESSMENT QUESTIONS

1. Which graph did you choose? Why is this graph suitable for the given data?
2. Which item has the highest number of votes?
3. Which items have equal values?
4. What conclusion can you draw from the graph?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Draws a graph, but labels are missing, or values are incorrectly represented.	Selects a suitable graph (bar/pie) and correctly represents all categories and values.	Selects an appropriate graph and accurately represents data with correct scale (bar graph) or correct angle calculation (pie chart).
Sensitivity	Reads the graph but identifies only one value, such as the highest item, without further comparison.	Interprets the graph by comparing values, such as identifying the highest and equal preferences.	Interprets the graph to explain patterns in the data, such as identifying equal preferences and explaining the overall distribution of choices.
Creativity	Use the graph format exactly as demonstrated without making independent choices.	Chooses between a bar graph and a pie chart and justifies the choice using the nature of the data.	Suggests an alternative representation and compares how each represents the same data differently.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG6** – Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely
Competencies *(Can choose one or more)*	**MC6.1** – Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, ele

ACTIVITY

Sequence of the Activity:

Step 1- The teacher provides an overview of the activity that students observe a pattern, tries to form a rule, evaluate it with other data or in other situations and provide justification for it. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2- The teacher assigns a task to the students that when we add two even numbers, is the result always even?

Step 3- The teacher will ask the students to follow the following instructions:

- In each group, students list at least five pairs of even numbers and check their sum. Ex:
  - 2 + 4 = 6
  - 6 + 8 = 14
  - 10 + 12 = 22
- Students observe the pattern in the sum of pairs taken by them and answer what they notice about the results of the sums.
- Students evaluate their results and check the same with:
  - larger numbers
  - different combinations of even numbers

Step 4- Then, the teacher summarizes the activity by guiding students to express that an even number can be written as 2 × a number, such as

- Even number = 2 × n
- Another even number = 2 × m
- Sum = 2n + 2m = 2(n + m). Thus, the result is even.

ASSESSMENT QUESTIONS

1. List three pairs of even numbers and calculate their sums. What do you observe in the results?
2. What rule did you form about adding even numbers?
3. Does your rule work for larger numbers? Give one example?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Lists examples but makes errors in identifying even numbers or their sums.	Correctly identify even numbers and compute their sums accurately.	Correctly identifies, computes, and expresses even numbers in the form of multiples of 2, such as 2n.
Sensitivity	Observes examples but does not identify a consistent pattern in results.	Identifies that all sums are even and states this as a pattern.	Recognizes the pattern and connects it to the structure of even numbers, such as multiples of 2.
Creativity	Tests are only the examples provided without adding new cases.	Evaluate additional examples, such as larger numbers, to verify the conjecture.	Extends the idea of forming a new conjecture, ex. what happens when two odd numbers are added? and tests it.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG7** – Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them
Competencies *(Can choose one or more)*	**MC7.1** – Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that students construct solutions under constraints for a given puzzle, generate multiple methods to solve it, and compare their methods with peers. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher assigns a task to the students to solve a constraint-based challenge by the usage of the digits 1, 2, 3, 4, and 5 exactly once to make the number 100. While solving the same, all students must follow the following rules:

- Each digit must be used exactly once
- Use +, −, ×, ÷
- Brackets allowed

Step 3 - The teacher will ask the students to follow the following instructions:

- Each group construct one correct expression that equals 100.
- Then, the teacher asks students to create a completely different structure to get the 100 again, such as:
    - different grouping of digits
    - different operations
    - different order
- The teacher asks students to create one more solution using at least one division.
- While finding the solution, students must clearly write each step of the calculation.
- Students exchange notebooks with another group for peer review and answer:
    - Are both solutions correct?
    - How are the methods different?
    - Which method uses fewer steps?

Step 4 - Then, the teacher summarizes the activity by concluding the student's responses to the activity.

ASSESSMENT QUESTIONS

1. Did you use all the given digits 1, 2, 3, 4, and 5 exactly once? Does your expression equal 100?
2. How is your second solution different from the first?
3. Were you able to create a solution using division?
4. What is different in your peer's method compared to yours?
5. Which method requires fewer steps? Explain.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Attempts the problem but does not correctly use all digits or does not reach 100.	Construct one correct expression using all digits exactly once to reach 100.	Constructs two correct expressions and verify each step of the calculation clearly.
Sensitivity	Solves one method but does not recognize differences between methods.	Identifies differences between two methods, such as digit grouping or operations used.	Compares methods based on the number of steps or efficiency and explains which is simpler or more direct.
Creativity	Produces only one valid solution or repeats the same structure with minor changes.	Produces two distinct solutions using different groupings of digits or operations.	Produces three structurally different solutions, including one using division and explains how each approach leads to 100.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG7** – Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them
Competencies *(Can choose one or more)*	**MC7.2** – Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that students create a structured pattern puzzle, hide parts of it, and test if others can detect the pattern. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students need to design and solve pattern-based visual number puzzles. The teacher asks students that a good puzzle is one where a clear pattern exists, but not all information is visible. The solver must discover the pattern to complete it.

Step 3 - The teacher assigns a task to the students to draw a 4×4 grid and fill it using a clear pattern such as:

- increasing by a fixed number.
- multiplication pattern.
- alternating pattern, such as odd-even.
- Examples for reference: 2, 4, 6, 8 or 3, 6, 9, 12, etc.

Step 4 - The teacher will ask the students to follow the following instructions:

- Students must write the rules clearly alongside the puzzle, such as 'Numbers increase by 2 across each row', 'Each row is multiplied by two compared to previous rows, etc.
- Then, the teacher asks students to erase 5–6 numbers from the grid but keep enough clues so the pattern can be found.
- Then each group will share their puzzles with another group to solve by:
    - filling in the missing numbers
    - decoding the pattern used
- • The teacher will ask students to discuss in their groups and answer the following:
    - Was the pattern easy to detect?
    - Were there enough clues?
    - Was the pattern interesting or too simple?

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the activity.

ASSESSMENT QUESTIONS

1. Is the pattern consistent across the entire grid?
2. Is the rule written clearly in one sentence?
3. Are missing numbers placed in various parts of the grid, not all in just one row or column?
4. Can another group correctly complete the grid?
5. What rule did you identify while solving your peer's puzzle?
6. Which part of the grid helped you identify the pattern?
7. Which puzzle required more thinking to identify the pattern?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Creates a grid, but the pattern is inconsistent or incorrect in some cells.	Creates a consistent pattern across the grid and correctly fills all values.	Creates a consistent pattern and clearly writes the rule that generates all values in the grid.
Sensitivity	Attempts to solve but fills in missing numbers without identifying the pattern.	Identifies the pattern and correctly fills all missing values.	Identifies the pattern and explains how specific numbers in the grid help reveal the rule.
Creativity	Uses a simple pattern, such as counting by one with limited variation.	Designs a pattern involving operations, such as multiplication, alternating sequences, etc.	Designs a pattern that combines two rules, such as row-wise addition and column-wise multiplication and ensures the puzzle remains solvable.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG8** – Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective
Competencies *(Can choose one or more)*	**MC8.1** – Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that students design a sorting machine using rules that test it with inputs and in case of any error, improve it. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that students are supposed to design a hypothetical sorting machine that takes numbers as input and sends them into different boxes based on rules. The machine only follows your written rules, if rules are incomplete, it will fail.

Step 3 - The teacher asks each group to define their machine output. For example, each group creates three output boxes, such as:

- **Box A:** even numbers.
- **Box B:** multiples of 3.
- **Box C:** others.
- The teacher may assign or allow variation like only numbers > 5, prime numbers, etc.

Step 4 - The teacher will ask the students to follow the following instructions:

- Students in each group must write rules in order. For example:
  - **i.** Take a number.
  - **ii.** If the number is divisible by 2, put it in Box A
  - **iii.** Else if the number is divisible by 3, put it in Box B
  - **iv.** Else put in Box C
  - **v.** Repeat for all numbers in the list.
- Then, the teacher gives a fixed list of numbers, e.g., 6, 9, 14, 21, 25, 30.
- Each group will apply their rules and record which box each number goes into.
- The teacher asks the students to check for any errors, such as:

- Did any number fit more than one box?
- Did any number not fit any box?
- Were the rules conflicting?

- If any of the errors occur, the students revise the rules to ensure that every number goes to exactly one box without any ambiguity.
- Then each group will share their puzzles with another group to solve by:
  - applies the revised rules.
  - checks if output is correct.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the activity.

ASSESSMENT QUESTIONS

1. Are the rules written in a clear sequence?
2. Does every number go into exactly one box?
3. Are there any overlapping conditions? If yes, which numbers?
4. Which number was incorrectly placed in the first attempt? What exact change was made in the rule to correct it?
5. How many times have you modified your rules?
6. What improvement made the system work correctly?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Writes rules, but some numbers are either not placed or placed incorrectly when tested.	Writes rules that correctly place all given numbers into boxes without error.	Writes rules that correctly classify all numbers and clearly define conditions for each category without overlap.
Sensitivity	Apply rules but do not identify incorrect or conflicting placements.	Identifies specific numbers that are incorrectly classified and points out the rule causing the error.	Explain why a rule causes overlap or exclusion and modifies the rule to ensure each number fits exactly one category.
Creativity	Use simple classification rules, such as only even or odd without refining them.	Design rules using more than one condition, such as divisibility and size, and adjust them after testing.	Designs a rule system that combines multiple conditions in sequence and refines it to manage all cases correctly without conflict.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG8** – Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective
Competencies *(Can choose one or more)*	**MC8.2** – Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow symbolic algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that students generate all combinations of the given raw items, develop a method to avoid repetition, and compare their methods with peers for efficiency. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that supposes the school canteen plans to offer meal combos using fixed options. Your task is to find all meal combinations without missing any or repeating any.

Step 3 - The teacher will provide the options for the meal combo. One example is given below for reference; the teacher may change it according to their context:

- Two types of roti- Plain, Butter
- Three types of curry- Dal, Paneer, Mixed Veg
- Two types of drink- Lemonade, Buttermilk

Step 4 - The teacher will ask the students to follow the following instructions:

- Students must list all meal combinations, for example:
  - Plain Roti + Dal + Water
  - Plain Roti + Dal + Buttermilk
- Each group must choose and follow one systematic method to avoid repetition, such as:
  - Fix one item and vary others.
  - Table or grid method
  - Tree diagram
- Each group must count the total combinations and verify that no combination is repeated or missing.
- The groups exchange their work and discuss:
  - Which method required fewer steps?
  - Which method made it easier to check completeness?

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions.

ASSESSMENT QUESTIONS

1. Is any combination repeated or missing? If yes, identify it.
2. What method did you use to form combinations?
3. What is the total number of combinations?
4. How did you confirm that all combinations are included?
5. Which method required fewer steps to generate all combinations?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Lists combinations but misses valid combinations or repeats some.	Lists all combinations correctly without repetition	ists all combinations correctly and clearly show how the total count is obtained, such as 2 × 3 × 2.
Sensitivity	Creates combinations but does not follow a consistent order or structure.	Use a consistent method to organize combinations.	Explains how the chosen method prevents missing or repeating combinations and compares it with another method.
Creativity	Use a direct listing approach without structuring the process.	Usssses a structured method, either a table or a fixed-variable approach, to generate combinations.	Designs and apply an efficient method, such as a tree diagram or multiplicative reasoning and explain why it reduces effort compared to simple listing.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG9** – Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world
Competencies *(Can choose one or more)*	**MC9.1** – Recognises how concepts (like counting numbers, whole numbers, rational numbers, negative numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher has already covered the topic of the number systems used in different civilizations, such as Indo-Arabic, Roman, etc., in the classroom. Then, the teacher provides an overview of the activity that students represent numbers using different systems, like the Roman or decimal number system, perform some simple operations using these number systems, and compare their efficiency and limitations. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity that in different civilizations, people use diverse ways to write numbers. Now, you will act like mathematicians and test which system works better and why newer ideas are needed.

Step 3 - The teacher asks the students to work with two number systems:

- **System A:** Roman numeral system, which has no place-value system.
- **System B:** Decimal numeral system (Indo-Arabic), which has a place value system.

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher will provide a series of numbers for each group, such as 24, 56, and 109. They must write these numbers in both numeral systems and compare for clarity.
- Then, the students must perform the following basic operations in both numeral systems:
  - 24 + 32
  - 56 – 18
- Based on the students' experience of ease of writing numbers and performing operations in both numeral systems, students must discuss in the group the following points:
  - What difficulty arose when writing 109 in System A?
  - Which system made addition easier?
  - Which system required rewriting or conversion?
- Then, each group records their discussion points in their notebooks, around the following and presents their findings in the large group:
  - One limitation of the Roman numeral system
  - One advantage of the place value system over the Roman numeral system
  - The significance of zero in improving representation in the place value system.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions.

ASSESSMENT QUESTIONS
1. Which system allowed you to add numbers directly without converting?
2. Why was zero needed in number representation?
3. What change made the place value system more efficient?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Writes numbers in one system but makes errors or is unable to represent them in both systems correctly.	Correctly represents given numbers in both systems and performs basic operations in at least one system.	Correctly represents numbers in both systems and accurately performs and compares operations in both systems.
Sensitivity	Notices difficulty in using the Roman numeral system but cannot explain the reason.	Identifies specific difficulties, such as no symbol for zero, and long representation in the Roman system.	Explains how the absence of zero or place value leads to difficulty and how the newer system resolves it.
Creativity	Attempts representation using given symbols without modification.	Suggests a straightforward way, such as adding more symbols to improve clarity in the Roman numeral system.	Proposes a structured improvement, such as introducing a placeholder symbol like zero and explains how it simplifies representation or calculation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG9** – Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world
Competencies *(Can choose one or more)*	**MC9.2** – Knows and appreciates the contributions of specific Indian mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher has already covered the topic of the contributions of different eminent Indian personalities in the field of mathematics. Through this activity, appreciate the contribution of one such mathematician, Brahmagupta, and the discovery of zero and its significance in modern mathematics. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity to the student by imagining a world where zero does not exist. Can we still do calculations correctly? Let us explore the importance of zero in mathematics.

Step 3 - The teacher gives the following mathematical problems to students to solve, where zero is not allowed:

- **Problem 1-** Write number one hundred and five.
- **Problem 2-** Solve the sum of subtracting one hundred from one hundred and five.

Step 4 - The teacher will ask the students to follow the following instructions:

- Students must write steps to solve both problems and record if they are facing confusion in solving the same.
- Then, the teacher asks students to solve the same problems using zero. Record their observations about ease or difficulty in solving the sums.
- The teacher asks students about the rules of using zero in algebraic operations, and students in each group discuss and answer the following:
    - What happens when zero is added to a number?
    - What happens when zero is subtracted from a number?
    - What happens when zero is multiplied by a number?
    - What happens when zero is divided by a number?
- Then, the teacher connects it to the contribution made by Brahmagupta, which helps other mathematicians to develop the modern form of mathematics. Additionally, the teacher introduces the significance of zero in computer programming, space programs, and modern technologies. The teacher could use the following points for reference or develop around similar lines:
    - What problem zero solves
    - One rule given by Brahmagupta.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions.

ASSESSMENT QUESTIONS

1. Write 105 without using zero. What difficulty do you face?
2. What is the result of multiplying a number by zero?
3. Identify the mistake. Explain:
   i. $5 \times 0 = 5$
   ii. $8 + 0 = 0$
4. What problem does zero solve in writing numbers?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Performs some operations with zero correctly but makes errors in subtraction or multiplication.	Correctly performs all given operations involving zero and represents numbers like 105 and 204 correctly.	Correctly performs operations with zero and explains rules, such as multiplication with zero results in zero, using examples.
Sensitivity	Notices difficulty when zero is removed but cannot state the exact issue.	Identifies that the absence of zero creates difficulty in representing numbers like 105 or 204.	Clearly explains that zero acts as a placeholder and enables correct representation and calculation in the place value system.
Creativity	Attempts given problems without suggesting alternatives.	Suggest simple ways, such as the use of spacing or words to represent numbers without zero.	Proposes a placeholder symbol or method and explains how it would help represent numbers and perform calculations correctly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Mathematics	
Curricular Goals: *(Can choose one or more)*	**MCG10** – Knows about and appreciates the interaction of Mathematics with each of their other school subjects
Competencies *(Can choose one or more)*	**MC10.1** – Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity that in the activity, students perform long jumps, record the length of each jump, and compare the performance to find their best jump. Students will work in groups, and the teacher will divide all the students into groups of 4-5 students in each group.

Step 2 - The teacher provides the context of the activity to the student that in sports, performance is measured and compared using numbers. Your task is to record and analyze performance using mathematics. Each student performs a standing long jump and makes two attempts.

Step 3 - The teacher will ask the students to follow the following instructions:

- Each group records its group member's data on the length of the long jumps in the following table:

Student Name	**Attempt 1:** Jump (cm)	**Attempt 2:** Jump (cm)

- Then, each group calculates the difference in jump length after both attempts of each member of the group to analyze who performs best in the long jump and who shows the best improvement in the second attempt.

Improvement = Attempt 2 – Attempt 1

- Each group must identify:
  - The student with the highest jump in their group
  - The student with the greatest improvement in their group
- Each group draws two simple bar graphs of their group members' average jump distances and improvement, respectively.
- The teacher asks students to discuss and answer the following:
  - How mathematics helped in comparing performance
  - One example from their data

Step 4 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions.

ASSESSMENT QUESTIONS

1. Are both attempts recorded for each student?
2. Which student in your group improved the most? Provide the value of improvement data in centimeters.
3. Does the bar graph correctly represent the data? Which bar is highest, and what does it show?
4. How did mathematics help in identifying the best performer?
5. Can performance be compared without numbers? Give one reason.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Records some measurements but makes errors in units or calculations.	Correctly records measurements and calculates improvement for all students.	Correctly records, calculates, and represents data in a bar graph with correct values.
Sensitivity	Identifies the best performer by observation without using recorded data.	Use recorded measurements to identify the highest performance or improvement.	Uses both measurement and calculated improvement to compare performance and justify the result with values.
Creativity	Follow the given format for recording and comparison.	Organizes data clearly using tables or graphs for comparison.	Suggests an additional way to compare performance, such as ranking and applying it correctly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG1** – CG1:Explores the world of matter and its constituents, properties, and behaviour.
Competencies *(Can choose one or more)*	**SCC1.1** – Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound)

ACTIVITY

Approach of the Activity

1. Experiential Learning
2. Inquire-based Learning

Steps/Sequence of Activity:

(Teachers can choose a set of properties (choose max 2-3) to evaluate and observe based on the content appropriateness for the grade level, as not all properties can be covered in a single grade level).

1. The teacher briefly revises the characteristics of the matter (can take only those characteristics which are grade appropriate).
2. Divide all the learners into subgroups of 4–5 students. The teacher provides the required material to each subgroup.
3. Each subgroup performs tests on their own, in any sequence of their preference.
4. Firstly, observe and identify all the material provided for the students. Then,
   - **a.** Test provided items for the following properties (only those selected by the teacher):
     - i. Classify items based on their state (Solid, Liquid, and Gas)
     - ii. Classify items based on their Density.
     - iii. Classify items based on their transparency (Transparent / opaque / translucent)
     - iv. Classify items based on their volume (Measurement of the volume)
     - v. Classify items based on their nature of Magnetic/non-magnetic.
     - vi. Classify items based on their nature of Conducting/non-conducting.
     - vii. Classify items based on their solubility.
     - viii. Classify items based on their Acidic-Basic behavior.
     - ix. Classify items based on their composition of Pure/impure.
     - x. Classify items based on their nature of Metal/Non-metal
     - xi. Classify items in element, compound, and Mixture.
   - **b.** Record the findings on the observation sheet (below).

Observation Sheet:

Student Name **Group no.**

1. Name of the material observed	

Observation Parameter	**Student's Notes**	**Remark (if any)**
State (Solid, Liquid, and Gas)		
Density (Less than water or more)		
Transparency (Transparent / opaque / translucent)		
Volume (Measurement of the volume)		
Magnetic/non-magnetic		
Conducting/non-conducting		
Solubility		
Acid-Base		
Composition of material (Pure/Impure)		
Metal/Non-metal		
Element/Compound/Mixture		

5. Students in each subgroup reason together and prepare a chart to consolidate their inferences.

6. Teacher conducts peer session sharing by a mini-presentation round.

7. Teacher will summarize all the findings in the class.

ASSESSMENT QUESTIONS

(Point to keep in consideration while evaluating the students based on the parameters given in the rubrics)

1. Is the learner able to correctly identify material and able to evaluate all the given different properties?
2. Are classifications done by learners based on evidence rather than guesswork?
3. Does the learner manage materials judiciously and responsibly?
4. Does the learner respect peers' opinions and collaborate responsibly?
5. Does the learner propose alternate ways to classify materials?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Identifies obvious properties only, such as state of matter, transparency, etc. after help from teacher or peer. • Seeking help to perform the test to identify properties • struggles to justify the basis of their classifications.	• Tests accurately and identify properties based on the test such as magnetic and solubility, but not all. • connects results to conceptual understanding. • able to justify the basis of their classification.	• Able to perform all tests accurately and identify all listed properties based on the test. • connects results to conceptual understanding and real-world applications. • able to justify the basis of their classification.
Sensitivity	• Need continuous monitoring for them to follow safety norms. • Need continuous monitoring for them to behave respectfully with peers. • limited awareness of environmental aspects.	• Follow safety norms. • respects peers • discusses social or environmental implications when asked to do so.	• Demonstrate strong ethics towards safety norms and judicious use of material provided for the activity. • Show strong awareness of environmental aspects. • Respectful to their peers. Give and take feedback in a constructive sense.
Creativity	• use only expected textbook-based classifications. • little or no innovation in approach to evaluate the material properties.	• suggest creative tests or alternate classifications for a couple of (out of the given) properties only.	• invent novel approaches to test materials. • integrates multiple properties to form original, insightful classifications.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG1** – Explores the world of matter and its constituents, properties, and behaviour.
Competencies *(Can choose one or more)*	**SCC1.2** – Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes.

ACTIVITY

Approach of the Activity

3. Inquiry-based
4. Experiential learning

Steps/Sequence of Activity:

Step 1 - The teacher revises the topics of physical and chemical changes that have already been dealt with in the classroom.

Step 2 - Divide all the learners into subgroups of 4–5 students. The teacher provides the following material to each subgroup:

i. Small pieces of paper (2–3 per group)
ii. Either a rusted nail (if available) or a picture of a rusted nail
iii. Salt & Water
iv. Sugar & Water
v. Beaker, Dish, and stirrer
vi. Candle and matchstick
vii. Lemon & baking soda
viii. Clay pieces
ix. One observation sheet per group

Step 3 - The teacher instructs the students to perform the following and record their observations:

i. Mix salt & water.
ii. Mix sugar & water.
iii. Flatten and stretch the clay pieces.
iv. Mix lemon juice with baking soda.
v. Tear the paper.
vi. Rusted nail
vii. Burn the candle and observe the melted wax.

Step 4 - Each group:

- bserves the changes.
- Discusses the change and reason for its classification.
- Sorts each item into: Physical Change or Chemical Change
- Learners must write the reason for each classification.

Observation Sheet

Group Members Name: _____ Group no.: _____

Activities performed	**Change (Physical/Chemical)**	**Reason for your classification**	**Remark (if any)**
Mix salt & water			
Mix sugar & water			
Flatten and stretch the clay pieces			
Mix lemon juice with baking soda			
Tear the paper			
Rusted nail			
Burn the candle and observe the melted wax			

Step 5 - Each group presents an example of one physical or chemical change and its justification.

Step 6 - After all the presentations, the teacher will summarize the activity and conclude the discussion by explaining all the changes that students observed during the activity.

ASSESSMENT QUESTIONS

(During observation or presentation, the teacher may consider the following question for evaluation)

1. Is the learner able to correctly identify the changes?
2. Are classifications done by learners based on evidence rather than guesswork?
3. Does the learner manage materials given for the activity judiciously and responsibly?
4. Is the student able to provide a correct reason for their classification?
5. Did a new substance form in any of the changes? How do you know?
6. Have you seen such changes happening around you?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Identifies only 1-2 changes from the list given in step 3. • Gives incomplete or incorrect reasons. • Need continuous support from teachers or peers to identify the change.	• Correctly classifies 3-4 physical & chemical changes from the list given in step 3. • Gives simple but correct reasoning. • Required occasional help from peers or teachers.	• Accurately identifies all physical and chemical changes. • Provides a deep explanation to justify their claim and relates it to multiple real-life situations. • Help peers with their timely completion of tasks.
Sensitivity	• Limited recognition of how such changes affect daily life. • Give textbook examples only. • Need continuous monitoring for them to follow safety norms.	• Connects change into practical contexts. • Give some specific examples from daily life: cooking, rusting, and dissolving. • Follow safety norms.	• Shows strong connections to broader perspectives of physical/chemical changes in real life. • Give examples like consequences of rusting in agriculture/industries, burning and pollution, and food spoilage. • Demonstrate strong ethics towards safety nor
Creativity	• Give routine or common examples. • Struggles to think beyond textbook cases.	• Suggest a few new examples. • Reason in sorting the changes in the categories of physical and chemical beyond the textbook.	• Provides new and novel examples or analogies. • Proposes new ways to observe/compare changes.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG1** –Explores the world of matter and its constituents, properties, and behaviour.
Competencies *(Can choose one or more)*	**SCC1.3** – Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments.

ACTIVITY

Approach of the Activity

1. Hands-on experiential learning

Step 1 - The teacher revises the concept of volume measurement to the learners and announces the activity. Divide all the learners into subgroups of 4–5 students. The teacher provides the required material of a 100 ml bottle, a big bottle of unknown measure, and a bucket to each subgroup.

1. The teacher provides the context to learners that "You all are vendors in a water market. Suppose some imaginary customers want to buy water, but your measuring tools vary. Each group will get a 100 ml bottle, a big bottle of unknown measure (bottle X), and a bucket. Each group must measure three liters of water accurately and put it into the bucket using the given bottle of unknown measure. Learners in each group must calculate the quantity asked accurately and explain why accurate measurement matters.

Step 2 - Each group needs to examine bottle X and measure how much water it can hold precisely. Each group needs to record their measurement.

Step 3 - Measured volume of bottle X: _____ ml

Step 4 - Students repeat the measurement once to check the accuracy and consistency of the measured volume of bottle X. If the volumes differ, learners need to discuss why and record their reason. If the difference is large in the two measurements, repeat the measurement and then take the average of the values. If the difference is not much, then do not take the average of both readings.

Step 5 - Now, using bottle X, fill the bucket with three liters of water.

Step 6 - Each group briefly discusses and notes:

i. Why does using standard units ensure fairness and accuracy in measurement?

ii. Why do non-standard units (bottle X) cause confusion or error?

Step 7 - Students in each subgroup reason together and prepare notes to consolidate their inferences in observation sheet.

Observation Sheet

1. Measured volume of the bottle X: _____ ml.

Recording of inferences from discussion.

2. Why does using standard units ensure fairness and accuracy in measurement?

Inference 1: _____

Inference 2: _____

Inference 3: _____

Inference 4: _____

Inference 5: _____

Inference 6: _____

3. Why do non-standard units (bottle X) cause confusion or error?

Inference 1: _____

Inference 2: _____

Inference 3: _____

Inference 4: _____

Inference 5: _____

Inference 6: _____

2. Teacher conducts peer session sharing by a mini-presentation round.

3. Teacher will summarize the discussion in the class.

ASSESSMENT QUESTIONS

(Point to keep in consideration while evaluating the students based on the parameters given in the rubrics)

1. Does the student subgroup correctly use the 100 ml flask?

2. Do they measure consistently and record volumes with reasonable accuracy?

3. Do students manage materials carefully without wastage or spillage?

4. Do they show awareness of why careful measurement matters in real life?

5. Do students devise an efficient way to repeatedly measure the bottle's volume?

6. Do they record or represent their method in a clear, innovative manner?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• It shows understanding of volume measurement but needs repeated guidance to use the 100 ml bottle properly. • Struggles to relate the task to real-life measurement situations.	• Use the 100 ml bottle correctly and measure the bottle's volume with reasonable accuracy. • Connects the measurement process to everyday contexts such as buying oil or milk.	• Apply alternative methods independently to measure accurately, maintain consistency, and verify results. • Easily explains how such measurement practices are applied in real-world scenarios at the market and in industries.
Sensitivity	• Requires regular monitoring to avoid wastage or spillage of water. • Shows limited understanding of why careful measurement and resource conservation matter.	• Manage water responsibly with minimal waste. • Participates in group decisions and acknowledges the importance of precise measurement in daily life.	• Demonstrates strong responsible behavior in using shared water, avoids wastage, and supports peers. • Explains broader implications of measurement errors or resource misuse in society
Creativity	• Uses only the most basic counting or filling method discussed in the classroom. • Finds it difficult to think of alternative strategies to reduce error.	• Proposes simple ideas to organize the measurement process. • Shows occasional innovative thinking to make steps more systematic and reduce errors.	• Design efficient and innovative approaches to create quick tally systems or minimize errors. • Suggests creative low-resource alternatives if tools are limited.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG1** – CG1:Explores the world of matter and its constituents, properties, and behaviour.
Competencies *(Can choose one or more)*	**SCC1.4** – Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds).

ACTIVITY

Approach of the Activity

1. Inquired-based learning

Sequence of the Activity:

Step 1 - The teacher revises the concept of floating and sinking to the learners and introduces the activity. Divide all the learners of the class into groups of 4–5 students. The teacher provides the following material for each group:

- A bucket or any large container
- Water
- Some small objects: small stone pieces, a few wooden blocks, a few plastic bottle caps, some pieces of candle wax, steel spoons (one per group)
- Salt
- Clay dough

Step 2 - Each subgroup lists which objects they think will float or sink and why, in their observation sheet.

Step 3 - Then, students perform the following three tasks sequentially:

i. **Task A-** Test the object density with regular Water

- They place each object one by one in a bucket filled with water and note whether it floats or sinks.
- Record their observation in Table 1 of the observation sheet.

ii. **Task B-** Test the object density with the salt water (by adding salt)

- Dissolve approximately one kg of salt in the water
- Repeat the test with the same objects.
- Record their observation in Table 2 of the observation sheet.

iii. **Task C-** Test the effect of shape on the floating and sinking of an object

- Drop a ball of clay. Drop it into the water.
- Shape the same clay into a boat (some other hollow shape). Drop it into the water.
- Record their observation in Table 3 of the observation sheet.

Step 4 - Students in each subgroup reason together and consolidate their inferences in the observation sheet around the following points:

- What changed when salt was added?
- Why does changing shape help clay float?

Step 5 - The teacher conducts a sharing session where all groups will share their findings and reasons behind them.

Step 6 - The Teacher will summarize the discussion in the class.

ASSESSMENT QUESTIONS

1. Is the learner able to test whether objects float or sink systematically and record observations accurately?
2. Is the learner able to identify changes when water density is altered by adding salt?
3. Can the learner explain why some objects float or sink using simple ideas of density?
4. Can the learner connect this phenomenon to real-life examples, like why large ships float, and why oil floats on water?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Can guess stone and metal objects correctly only that float or sink • Identifies floating/sinking only by observation • Gives incorrect or vague reason for an object to float or sink • Not able to relate the concept of floating and sinking to real life.	• Can guess stone, metal objects, and wooden objects correctly that float or sink • Correctly explains outcomes using basic terms like heavier/lighter, density • Struggles to reason why some objects behave differently in salt water • Relates to familiar examples from real life.	• Can guess all the objects correctly that float or sink • Demonstrates conceptual understanding of density and buoyancy by giving proper reasons for objects to float and sink • Independently connects with broader phenomena of density with the other states of matter.
Sensitivity	• Shows limited understanding of how density-related phenomena appear in daily lisssssfe • Struggles to express observations • Need continuous monitoring for them to follow norms set for the activity. • Need continuous monitoring for them to behave respectfully with peers.	• Recognizes and discusses real-life situations influenced by density • Communicates observations clearly • Follows norms related to activity and usage of materials • Respect peers.	• Shows deeper sensitivity by connecting density-related phenomena to safety, environment & society; communicates observations effectively • Demonstrates strong ethics towards activity norms and judicious use of material provided for the activity • Respectful to their peers. Give and take feedback in a constructive sense.
Creativity	• Able to repeat basic procedures only, learned in the classroom • struggles to try new ideas	• Suggest small modifications like trying different shapes of clay, adding more salt to observe effects • Predicts outcomes of the activity better	• Independently designs new tests and analogies • Inventively explains or represents ideas.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG2** – Explores the physical world in scientific and mathematical terms.
Competencies *(Can choose one or more)*	**SCC2.1** – Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations.

ACTIVITY

Approach of the Activity

1. Activity based learning.
2. Collaborative learning

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of one-dimensional motion and demonstrates the one-dimensional Path. For this, the teacher draws a straight line on the floor using masking tape or chalk and marks the distances of 0 m, 1 m, 2 m, 3 m, ... on it. The teacher explained that "This represents a straight road and marking shows the distance of the road from a reference point."

Step 2 - Divide all the learners into groups of 4–5 students. The teacher provides the following material to each subgroup:

- A4 sheets or chart papers
- Pencil, ruler, eraser
- 4–5 small paper cut-outs (representing an object/person)
- Sketch pens

Step 3 - Teacher instructs all the groups to create a storyboard of four frames showing an object in one-dimensional motion, using the given material. Each group can choose their motion pattern (uniform / nonuniform / acceleration / deceleration / horizontal / vertical- choose any one). The teacher must instruct the students that their paper object will move only forward or backwards along this line. For each frame they must write:

- Position (in cm or m)
- Time (in seconds)
- Speed (calculated between frames)
- A diagrammatic representation by a small graph or an arrow diagram

Step 4 - After completion of the task, each group exhibits their storyboards. Each group examines another group's model and tries to:

- Identify the nature of motion.
- Explain how speed changes.
- Interpret the diagrammatic representation correctly.

Step 5 - The teacher will summarize all the findings in the class by discussing the following points:

i. Which storyboard/s showed uniform motion clearly?

ii. Which storyboard/s showed non-uniform motion? Why?

iii. What did you learn about representing motion using diagrams?

ASSESSMENT QUESTIONS

1. Does the group correctly mark positions and time in the diagrams and calculate speed in their storyboard?
2. Does the group represent motion using clear, self-created diagrams of arrows, mini-graphs, or symbolic designs?
3. How could your storyboard help your peers to understand motion in one dimension easily?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Shows only the basic idea of motion, like horizontal uniform motion. • Makes errors in position/time markings. • Make errors in the speed calculations. • Incomplete and untidy diagrams.	• Shows the idea of motion, outside of the textbook, like vertical motion with retarding speed or non-uniform motion. • Correctly marks positions & times. • Calculates speed with minor errors of units, conversion of physical quantities, rounding off the f	• Shows the depth in the ideas of motion, beyond the textbook, like breaking down complex motion and picking just one component in a particular dimension. • Correctly marks positions & times in the diagrams. • Accurately calculates speed/changes in speed.
Sensitivity	• Recognizes only obvious aspects of motion like change in position, etc. • Limited ability to discuss measurement errors in speed. • Need continuous monitoring for them to follow norms of activities and to behave respectfully with peers.	• Can identify simple limitations of measurement like human errors. • Relates to real-life examples like walking speed or falling objects. • Communicates respectfully during peer exchange and follows activity norms.	• Shows nuanced understanding of limitations & sources of error. • Connects motion concepts to real-world phenomena related to traffic safety, falling objects, motion on slopes. • Communicates findings clearly & sensitively. • Demonstrates strong ethics t

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	• Creates a simple storyboard with minimal originality, like measurement frame, moving object, etc., as given in the textbook. • Diagrams are basic line diagrams only or taken from the textbook. • Little or no experimentation with representations.	• Introduces some creative elements, clear arrows, small self-made graphs, neat layout, or alternative symbols. • Explores at least one new way to show motion.	• Highly innovative storyboard includes multiple components of motion like background change, changes in posture of object while in motion. • Experiments with unique representations like scaled drawings, comic-style motion frames, symbolic arrows, self-designed mini-graph formats.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG2** – Explores the physical world in scientific and mathematical terms.
Competencies *(Can choose one or more)*	**SCC2.2** – Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity

ACTIVITY

Approach of the Activity

1. Thought/imaginative model making, Investigation-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of heating effects of electric current.

Step 2 - Then the teacher tells a story-based situation to the students:

"A student connects a thin wire between the terminals of a combination of two cells. After a while, the wire becomes hot and starts glowing. When they replace it with a thicker wire, it does not glow."

*No demonstration will be done; this is just a thinking problem.

Step 3 - Divide all the learners into groups of 4–5 students. The teacher provides the following material to each subgroup:

- A4 sheets or chart papers
- Pencil, ruler, eraser
- Sketch pens

Step 4 - The teacher instructs that students work in groups and create a visual model to explain why heating happens.

- They may choose one representation, either a diagrammatic model on chart paper or a concept map with arrows and labels.
- Their model must show:
  - source of energy
  - a path for charges
  - movement of charges
  - where heat is produced

Step 5 - During the activity, the teacher asks probing questions, like:

- Where does the energy come from?
- What exactly is heating up?
- Why would the thickness of the wire matter?

Step 6 - Each group presents and explains their model to peers. Every group may revise their model after feedback.

Step 7 - After the activity, the teacher can give the following tasks as homework:

"If the same student used a longer wire instead of a thinner one, what would happen to the heating? Why?"

ASSESSMENT QUESTIONS

1. Does the student explain heating as energy conversion, not "magic"?
2. Can they link current flow to heating?
3. Do they recognize the role of wire properties in the heating effect?
4. Can the student justify differences between thin and thick wires?
5. Does the student invent their own representation?
6. Do they connect ideas in a non-routine way?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• States that the wire becomes hot when electricity flows but cannot explain why. • Uses terms like current or battery without connecting them to heating. • Unable to explain the difference between thin and thick wire beyond statements such as it gets hotter.	• Explains that electric current flowing through the wire causes heating. • Correctly states that a thin wire heats more than a thick wire when connected to the same cells. • Identifies at least one factor (wire thickness or strength of current) that affects heating and explains it correctly in words or a diagram.	• Explains heating as the conversion of electrical energy into heat due to resistance in the wire. • Correctly predicts outcomes for changes in wire thickness or number of cells, with reasoning. • Uses diagrams or models to clearly show energy flow and heat production.
Sensitivity	• Participates only when prompted by the teacher. • Accepts explanations given by others without asking questions or making changes to their own model. • Does not connect the activity to any real-life electrical device.	• Actively explains their model to peers or the teacher when asked. • Modifies explanation or model after receiving questions or feedback. • Identifies at least one real-life example (bulb, heater, fuse) related to the heating effect of electricity.	• Independently raises questions about safety, efficiency, or material choice (e.g., why wires do not overheat in homes). • Explain how the heating effect is useful or harmful in different situations. • Reflects on how scientific understanding helps with the safe use of electricity.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Creativity	• Copies a standard circuit diagram or draws a basic picture without explanatory labels. • The model does not show why heating happens, only that it happens.	• Creates a self-made diagram or physical model showing battery, wire, and heat generation using arrows or labels. • Uses a simple analogy or explanation (e.g., movement) to explain heating.	• Develops a representation or analogy that clearly explains cause and effect relationships (current to resistance to heat). • Uses the same model to explain a new situation (longer wire, more cells, different material).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG2** – CG2:Explores the physical world in scientific and mathematical terms.
Competencies *(Can choose one or more)*	**SCC2.3** – Describes the properties of a magnet (natural and artificial; Earth as a magnet).

ACTIVITY

Approach of the Activity

1. Activity-based model making, Inquiry-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the Earth as a magnet in the classroom.

Step 2 - Divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- 1 small bar magnet/group
- Pieces of thread (30–40 cm)
- Pencil/plastic ruler
- A4-size sheets or chart paper pieces
- Sketch pen

Step 3 - The teacher instructs that students work in groups and complete the following steps:

- Preparing a freely suspended magnet
- Students tie a thread at the center of the magnet.
- They suspend the magnet from a pencil or plastic ruler so that it can rotate freely in the air.

Step 4 - During the activity, the teacher asks probing questions, like:

- In what direction does the magnet come to rest?
- Why does the magnet consistently point in the same direction every time it is disturbed and released?
- What does happen if you gently rotate the magnet and release it again?

Step 5 - The teacher can ask students to repeat the same 2–3 times and note:

- Whether one end always points in the same direction.
- Whether the alignment is stable and repeatable.

Step 6 - Each group draws a simple diagram showing the suspended magnet. The direction it points (labelled as Direction 1 and Direction 2). Each group presents their observation and their diagram to peers.

Step 7 - The teacher will summarize all the findings in the class by discussing the following points:

- Earth behaves like a giant magnet.
- Earth's magnetic field causes the suspended magnet to align in the North–South direction.

ASSESSMENT QUESTIONS

1. What happens to the magnet when it is freely suspended, and why does it settle in one direction only?
2. What evidence from your observation suggests that Earth behaves like a magnet?
3. Why does the magnet return in the same direction even after being rotated?
4. How can this property of Earth be useful to people in daily life?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	States that the magnet points in one direction when suspended but cannot explain the reason or relate it to Earth.	Explains that Earth behaves like a magnet and causes the suspended magnet to align North–South using observed evidence.	Clearly explains Earth's magnetic nature, uses correct terms (magnetic field, poles), and links explanation directly to repeated observations.
Sensitivity	Manage materials safely but shows limited understanding of why directional knowledge matters.	Explains how Earth's magnetic property helps with navigation (e.g., travel, exploration) and values its practical importance.	Explains responsible use of directional knowledge, appreciates its role in navigation, disaster response, and respects scientific understanding for societal benefit.
Creativity	Draw a basic diagram of the suspended magnet with minimal labels.	Creates a clear diagram showing alignment and direction and explains it verbally with logical sequencing.	Enhances representation using arrows, annotations, or examples and proposes an additional way to evaluate Earth's magnetic effect (e.g., using a needle).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG2** – Explores the physical world in scientific and mathematical terms.
Competencies *(Can choose one or more)*	**SCC2.4** – Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope).

ACTIVITY

Approach of the Activity

1. Model-making, Demonstration-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the properties of light and the characteristics that light travels in a straight line. Besides that, the teacher also revises the one of the applications of the characteristics that light travels in a straight line that is periscope and its construction.

Step 2 - Then the teacher poses situation to the students:

"You want to see over a wall without climbing it. How can you do that?"

Step 3 - Divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- One cardboard sheet or a few old shoebox cartons
- Two small plane mirror strips
- Glue
- Tape
- Scale
- Pencil
- Scissors
- A4-size sheets or chart paper pieces

Step 4 - The teacher instructs that students work in groups and complete the development of a periscope using the following steps:

- Students make a rectangular cardboard tube.
- Two slits are made inside the tube at 45° angles, one at the top and one at the bottom.
- Mirrors are fixed inside the slits so that their reflective surfaces face each other.

Step 5 - Once the periscope is developed, teacher asks the student to test it by:

- One student looks through the bottom opening.
- Another placed an object above the top opening like book, hand, chalk, etc.
- Students observe whether the object is visible or not.
- Groups adjust mirror alignment if the image is unclear and retest.

Step 6 - The teacher asks students to trace the path of the light by drawing a ray diagram of the inside of a periscope. The students should show the reflection in the first mirror and then reflection of light in the second mirror. The student must indicate the direction of light using arrows.

Step 7 - Each group presents their model and ray diagram to explain the construction and working of periscope to peers.

Step 8 - The teacher will summarize all the findings in the class by discussing that the periscope works on the principle that light travels in a straight line.

ASSESSMENT QUESTIONS

1. Why is the object visible through the periscope even though it is not in your line of sight?
2. What happens to the light in each mirror inside the periscope?
3. What would be the possible changes that stop the periscope from working properly?
4. Mention one real-life situation where you feel a periscope is useful.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	States that mirrors help in seeing the object through the periscope but cannot explain how light travels inside it.	Explains that light travels in straight lines and reflects from the mirrors to reach the eye in the periscope.	Traces and explains the complete path of light through the periscope using a correctly labelled ray diagram.
Sensitivity	Use the periscope model safely and follow given instructions during the activity.	Explains one real-life use of a periscope or similar optical device and why it is useful.	Explains how optical devices like periscopes support safety or problem-solving in real-life situations (e.g., navigation, rescue).
Creativity	Construct a basic periscope by following the given steps.	Suggests one meaningful change to improve the clarity or usability of the periscope and explains it.	Designs or explains an alternative use or modified design of the periscope based on understanding of light reflection.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG2** – Explores the physical world in scientific and mathematical terms.
Competencies *(Can choose one or more)*	**SCC2.5** – Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena

ACTIVITY

Approach of the Activity

1. Inquiry-based, TLM-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the constellations and how they are helpful in finding the directions during nighttime.

Step 2 - Then the teacher poses situation to the students:

"Before the invention of compasses and GPS, the position of the sun was helpful for travelers and sailors to know the directions in ancient times. But how did travelers and sailors know directions at night?"

Step 3 - The teacher set the context for the activity and divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- Printed star maps or constellation charts
- Images of some common constellations like Ursa Major, Orion, etc.
- A4-size sheets or pieces of chart paper
- Pencil
- Chart papers

Step 4 - The teacher instructs that students work in groups and identify the given images of the constellation and how they are helpful in finding directions, using the following steps:

- Each group receives 2–3 constellation images with star-dot patterns.
- Students observe:
  - number of stars in the given constellation.
  - the relative positions of the stars.
  - the shape formed by joining the stars.

Step 5 - Using a labelled reference chart, students:

- Match images with names (e.g., Ursa Major or Orion)
- Mark the constellation outline on A4-size paper.

Step 6 - The teacher asks students to write their response to the following questions:

- How the constellation identified by them helps in locating the Pole Star or linking to navigation.
- Why was this useful for travelers.
- The students should draw a well labelled diagram to show direction find using constellation.

Step 7 - Each group presents their constellation outlines and labelled navigation diagrams to peers.

Step 8 - The teacher will summarize all the findings in the class by discussing how different constellations could be used for navigation.

ASSESSMENT QUESTIONS

1. Which constellation did your group identify, and how did you recognize it from the image?
2. How does this constellation help in finding direction at night?
3. Why was this knowledge important before modern navigation tools existed?
4. What difficulty might a traveler face if constellations were not understood?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies a constellation from an image but cannot explain its significance or use.	Correctly explains how a specific constellation helps in identifying direction.	Explains the link between constellation position, Pole Star, and navigation using a clear diagram.
Sensitivity	Listens to explanations about navigation but shows limited connection to human needs.	Explains why constellation-based navigation was important for travelers and sailors.	Explains how understanding the sky reflects human dependence on nature and careful observation for survival.
Creativity	Draws a basic outline of a constellation from the given image.	Accurately redraws the constellation and adds direction indicators with labels.	Proposes an uncomplicated way to teach constellation-based navigation to others using drawings or explanations.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG3** – Explores the living world in scientific terms.
Competencies *(Can choose one or more)*	**SCC3.1** – Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms).

ACTIVITY

Approach of the Activity

1. Observation & Exploration-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the diversity in living organisms and characteristics of different organisms found around us.

Step 2 - Then the teacher asks the students:

"Do all the organisms living around us look and live the same way?"

Step 3 - The teacher gives an overview of the activity and divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- One observation sheet per participant
- Pencil/Pen
- A hand lens per group
- Pictures of different organisms like insects, fungi, etc., if the school has limited outdoor access for students' excursion.

Step 4 - The teacher instructs that students work in groups and follow the following instructions:

- Groups are assigned one small area, either in the garden, in the playground, or a potted plant, etc.
- If the school does not have access to these areas, then the teacher may give 4–5 images of different organisms to students for observation.
- Students observe and record their findings in the sheet provided below.

Observation Sheet

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Type of Organism (Insect, worm, plant, etc.)	**Visible Features**	**Habitat** (Place where it is found)	**Drawing of organism**	**Comparison with another organism**

Step 5 - Students record their observation under the below major headers:

- Name/description of organism
- Visible characteristics
- Habitat, e.g. soil, plant, etc.

Step 6 - Once students are done with the observations, they discuss within the group:

- the similarities and differences among observed organisms.
- Why do different organisms live in different places?

Step 7 - Each group presents their findings by sharing details of one organism and one difference observed compared to others to peers.

Step 8 - The teacher will summarize all the findings in the class.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations)

1. What living organism did you observe and name its two visible features?
2. Where was this organism found, and why do you think it lives there?
3. How was this organism different from another organism observed by your group?
4. Why is it important to notice different kinds of living organisms around us?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Names an organism observed but gives a limited or unclear description of its features. E.g. Unable to describe how many legs or wings, or eyes the organism has.	Describes an organism using two or more correct visible features and its habitat.	Clearly explains differences between two organisms based on structure and place of living.
Sensitivity	Observes organisms when guided but shows limited concern for handling them carefully.	Explains the need to avoid harming small organisms and respect their living spaces.	Explains how protecting small organisms helps maintain balance in the local environment.
Creativity	Draws a simple sketch of one observed organism.	Creates a labelled sketch/drawing or table comparing two organisms.	Proposes a simple way to document or display local biodiversity through a chart, a poster, or a handbook.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG3** – Explores the living world in scientific terms.
Competencies *(Can choose one or more)*	**SCC3.2** – Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things.

ACTIVITY

Approach of the Activity

1. Observation & Exploration-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the characteristics of living and non-living things.

Step 2 - The teacher gives an overview of the activity that will be covered in the classroom today. Divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- One observation sheet per student
- A small potted plant
- A clean stone
- A toy car
- A bowl of water
- A torch or a flashlight
- Chart paper and pencil

Step 3 - The teacher instructs that students work in groups. Students are told that we will introduce some changes and carefully observe what happens to given plant, toy car and the stone. The teacher can ask students to follow the following instructions:

- Torch light is directed toward one side of the plant for 1–2 minutes, then the stone and toy car are also exposed to light.
- Then, a small amount of water poured into the plant pot, followed by water sprinkled on the stone and toy car.
- Students observe and record their findings in the sheet provided below.

Observation Sheet

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

Object	Stimulus Given	Observed Response	Response by itself

Step 4 - Students record their observation under the below major headers:

- Does the object show any change?
- Is the change self-initiated or caused only by an external push?
- Does notice the slight bending of plant leaves/stem toward light?
- Does car and stone also show any response to water and light?

Step 5 - Once students are done with the observations, they discuss within the group why some objects responded and others did not.

Step 6 - Each group presents their findings to peers.

Step 7 - The teacher will summarize all the findings in the class.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Which object showed a response when light or water was introduced?
2. Why did the plant respond but not the stone or toy car?
3. sDoes the studssent understand that responding to stimuli is a characteristic of living organisms?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Identify that the plant and stone are different but cannot explain what changed or why.	• Identify and correctly states that the plant shows response to light or water, while stone and toy cars do not.	• Clearly explains that response to stimuli is a defining feature of living organisms and links it directly to the observed activity.
Sensitivity	• Observes changes only when pointed out by the teacher. • Mishandle the plants.	• Independently observes and reports changes in the plant during the activity. • Handle the plants carefully.	• Notices subtle changes, handles the plant carefully. • Explain why living things should not be disturbed unnecessarily
Creativity	• Can answer only observed facts and direct questions related to the activity.	• Gives additional examples of a living organism responding to a different stimulus. Example: Interaction with a hot object, etc.	• Relate the current understanding with daily life and suggest some relevant and simple test to check response to stimuli in another living organisms.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG3** – Explores the living world in scientific terms.
Competencies *(Can choose one or more)*	**SCC3.3** – Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other.

ACTIVITY

Approach of the Activity

1. Inquiry-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the natural habitats of different organisms.

Step 2 - The teacher gives an overview of the activity that students are presented with different imaginary habitats. Their task is to decide which organisms can survive in which habitat and why. Divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- Flash cards of different habitats
  - Habitat A
    - Very little water
    - High temperature
    - Sandy ground
  - Habitat B
    - Plenty of water
    - Moderate temperature
    - Many trees
  - Habitat C
    - Cold temperature
    - Snow-covered land
    - Very little plant life
- Flash cards of organisms
  - Camel
  - Fish
  - Frog
  - Polar bear
  - Mango tree

Step 3 - The teacher instructs that students work in groups and follow the following instructions:

- Place each organism into one habitat only
- Write one clear reason for placing it there.
- The student's reason must mention what the organism needs from the environment.

Step 4 - Students note their reasons under the below major headers:

- Why can an organism survive in a chosen habitat only?

Step 5 - The teacher will summarize that organisms depend on specific environmental conditions, and the environment is not neutral; it affects survival.

- Why can't it not survive in another habitat?

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work.):

1. Can the student explain what the organism needs from its environment?
2. Can the student explain why an organism can survive in one habitat but not in another?
3. Can the student clearly state why a fish cannot survive in Habitat A or C?
4. Does the student explain the survival of an organism in a habitat with a proper rationale?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Place organisms in habitats correctly only by guessing, without giving a reason related to environmental factors and needs.	Correctly place organisms and explain survival using one environmental factor, for example water or temperature.	Explain survival by linking at least two or more environmental factors, like water, vegetation and temperature to organism's needs.
Sensitivity	Listen to others but does not reflect on what happens if the environment changes.	State and provide rationale that why an organism may not survive if its environment changes suddenly.	Explain specific consequences of environmental change on survival, for example If trees are cut, this animal loses shelter.
Creativity	Responds only to given habitats and organisms.	Suggests one new organism and matches it to an existing habitat with a valid reason.	Designs a new habitat and explains which organism could survive there and why.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG3** – Explores the living world in scientific terms.
Competencies *(Can choose one or more)*	**SCC3.4** – Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable light; temperature-pressure, properties of water).

ACTIVITY

Approach of the Activity

1. Inquiry-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the conditions suitable and required for sustaining life on a planet.

Step 2 - The teacher gives an overview of the activity that

"Students act as members of a planetary exploration team reviewing reports from different planets of W, X, Y, and Z. Each report describes the state of water found on that planet. Students must decide whether the planet can support life based on water conditions."

Step 3 - Then, teacher divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- Report cards of imaginary planets:
  - **Planet W:**,: Planet W experiences very high temperatures during the day and extremely low temperatures at night. Water on this planet sometimes melts into liquid for a short time and then quickly freezes or evaporates. Liquid water is present only briefly and does not remain stable for long periods.
  - **Planet X:** Planet X is a very cold planet where the temperature always remains below 0°C. Scientists have found a large amount of water on this planet, but it exists only in the form of ice. Thick ice sheets cover the surface, and there are no flowing rivers, lakes, or puddles. The ice never melts at any time of the year, and water does not change into liquid form.
  - **Planet Y:** Planet Y has moderate temperatures throughout the year. Water is found in liquid form in rivers, lakes, and shallow seas. Rainfall occurs regularly, allowing water to move from one place to another. The water remains liquid for long periods and does not freeze or evaporate completely under normal conditions.
  - **Planet Z**: Planet Z is extremely hot, with very high surface temperatures. Water is present on this planet only as water vapors in the air. Due to the heat, water cannot stay in liquid form and quickly evaporates. There are no lakes, rivers, or oceans on the surface.
- Student notebook for recording discussions and inferences.

Step 4 - The teacher instructs that students work in groups and follow the following instructions:

- On which planet can life exist?
- What role does water play in your decision?
- For each planet, students must write whether life can or cannot exist.
- Give rationale for their selection

Step 5 - The teacher will summarize the activity by concluding around that life requires water in liquid form, and the state of water depends on the temperature of the pl

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Can the student explain why liquid water supports life while ice and water vapors do not?
2. Does the student use a similar logic across all planets to check their suitability for living?
3. Does the student explain the difference between "life is possible everywhere water exists" and "life is possible everywhere water exists in the liquid form"?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	State that water is present but does not mention its state or role in sustaining life.	Correctly explain that liquid water supports life and identify the importance of its presence or absence.	Explain why only liquid water supports life by linking it to biological processes like transportation, growth, etc.
Sensitivity	Accept all planets with water as suitable for life without further reasoning.	Recognize that life depends on specific conditions of water, not just its presence.	Explain how changes in temperature can make water unsuitable and threaten life.
Creativity	Respond only to the description of the given planet.	Suggest at least one change in temperature that could make a planet suitable for life.	Design a new planet description and explain whether life is possible based on water conditions.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG4** – Understands the components of health, hygiene, and well-being.
Competencies *(Can choose one or more)*	**SCC4.1** – Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health.

ACTIVITY

Approach of the Activity

1. Discussion-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the component of food items.

Step 2 - The teacher gives an overview of the activity that will be covered in the classroom today. Divide all the learners into groups of 4–5 students.

Step 3 - The teacher provides one flashcard per group of the flashcards of food items showing common Indian meals.

- Flash Cards
  - Dal, sabzi, chapati
  - Rice, sambar, vegetable curry
  - Idli, chutney
  - Pulao with curd
  - Packaged chips, soft drink
- Food component chart, showing the components carbohydrates, proteins, fats, fiber, etc.
- Chart paper pieces.
- Pen

Step 4 - The teacher instructs that students work in groups. Each group receives one Indian meal card. Students list food items in the given meal, using the following steps:

- reads the meal description.
- identifies food components.
- links to health effects.
- Record their discussions in their notebook.

Step 5 - Once the students identify the components of the meal given in the flash card, teacher asks the student to classify each item into:

- Carbohydrates
- Proteins
- Fats
- Fiber

Step 6 - The teacher asks students to justify their classification by giving suitable rationale. Once students are done with the classification, they discuss the following within their group:

- What kind of health support does the meal give i.e., energy, growth, digestion?
- To whom is this meal suitable for whether child or elderly or physically active person?

Step 7 - Each group presents their findings to peers.

Step 8 - The teacher will summarize all the findings in the class by discussing that the advantages of traditional Indian meals and their health benefits.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations)

1. Can the student correctly identify at least two food components of carbohydrate, protein, fat, and fiber in the given meal and justify at least one of them?
2. Can the student explain one clear link between a food component and its effect on health, such as its role in energy, growth, and digestion?
3. Does the student participate in group discussions respectfully and listen to others' viewpoints on food choices with empathy?
4. Can the student suggest one improvement to the meal that would promote better health, along with a justification?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Identify only carbohydrate or fat like nutrients in food items correctly but partially classify food components. • Explanations to nutrition-health connections are vague or factually incorrect.	• Correctly identify carbohydrates, protein, and fats like nutrients in food items in the meal. • Explain at least one correct nutrition-health link.	• Accurately classify all food components. • Clearly explain how the meal supports specific health needs like energy, growth, digestion, etc.
Sensitivity	• Show limited awareness of how food choices affect health. • Need prompting to engage in discussion.	• Acknowledge that balanced meals affect health. • Participate respectfully in discussions on food habits.	• Clearly explains how dietary choices impact health and society, for example lifestyle diseases, affordability, traditional diets, with empathy.
Creativity	• Repeat only learned or given information without suggesting alternatives.	• Suggests reasonable modification to improve the nutritional balance of the meal.	• Proposes thoughtful, context-sensitive meal modifications and justifies them using reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG4** – Understands the components of health, hygiene, and well-being.
Competencies *(Can choose one or more)*	**SCC4.2** – Examines different dimensions of diversity of food sources, nutrients, climatic conditions, diets.

ACTIVITY

Approach of the Activity

1. Inquiry & discussion-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of the food habits of people living in different climatic conditions.

Step 2 - The teacher gives an overview of the activity to students and then, divide all the learners into groups of 4–5 students per group. The teacher provides the following material for each group:

- Climate–Diet Cards- one per group (Prepared by teacher):
  - **Climate-Diet Card 1**
    - I. Climate Description
      - Long winters and short summers
      - Low temperatures throughout the year
      - Snowfall in many areas
      - Body loses heat quickly.
    - II. Commonly eaten foods
      - Butter, ghee
      - Dry fruits
      - Meat and eggs
      - Hot soups and stews
  - **Climate-Diet Card 2**
    - I. Climate Description
      - High daytime temperatures
      - Low rainfall
      - Dry air
      - Risk of dehydration
    - II. Commonly eaten foods
      - Buttermilk and curd
      - Onions, cucumbers
      - Pulses like moong
      - Light vegetable curry
  - **Climate-Diet Card 3**
    - I. Climate Description
      - Hot temperature and high humidity
      - Heavy rainfall
      - Sweating is common.
      - Risk of food spoilage

II. Commonly eaten foods
- Rice
- Fish and seafood.
- Coconut and coconut oil
- Spices like pepper and curry leaves

- **Climate-Diet Card 4**

I. Climate Description
- Hot summers
- Cold winters
- Rainy monsoon

II. Commonly eaten foods
- Summer- rice, curd, fruits
- Winter- wheat, vegetables, pulses
- Monsoon- foods like khichdi

- Student notebook/A4-size sheets for recording discussions and inferences.

Step 3 - The teacher states the task that students are not judging good or bad food. They explain why certain foods suit certain climates. Teacher also instructs that students work in groups and follow the following instructions:

- Reads the climate description carefully and lists:
  - The name suitable for the climate
  - Identify two characteristics of food listed on your card, like oily, watery, keeping body hot or cool, etc.
- Students discuss in their group and draw inferences about why these foods suit the climate.

Step 4 - Each group presents their findings to peers.

Step 5 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Can the student correctly describe at least one feature of the given climate and identify foods associated with it?
2. Can the student explain one reason a particular food suits that climate?
3. Does the student show respect while discussing diets different from their own (no disrespectful remarks)?
4. Can the student suggest one alternative food suitable for that climate with a reason?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	• Identify foods listed on the card and famous in that climate but are unable to explain their link with the climate.	• Correctly explain at least one climate–food relationship using simple scientific reasoning.	• Clearly explain multiple climate–food links in a card and connect them to the requirements of the body in that climate, like for energy, cooling, warmth, etc.
Sensitivity	• Show limited awareness of dietary diversity. • Need prompting to engage respectfully when talking about dietary habits different from theirs.	• Acknowledge that different climates require different diets. • Discuss them respectfully when talking about dietary habits different from theirs.	• Demonstrate respect and empathy by explaining dietary diversity without value judgment. • Connect it to lifestyle and environment.
Creativity	• Repeat food examples from the card without proposing alternatives.	• Suggest one reasonable alternative food suitable for the given climate.	• Propose multiple climate-appropriate food options and justify them using climate and body-need reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG4** – Understands the components of health, hygiene, and well-being.
Competencies *(Can choose one or more)*	**SCC4.3** – Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being.

ACTIVITY

Approach of the Activity

1. Inquiry & discussion-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of physical, social and emotional changes in the children during adolescent age and what are the necessary health measures that can be taken for well-being of an individual.

Step 2 - The teacher gives an overview of the activity to students. Students will work in the groups, and each group will get a scenario card to identify the adolescent changes given in that and suggestive health measures to improve the situation. Then, divide all the learners into groups of 4–5 students per group. Students can work in small mixed or same-gender subgroups (teacher's discretion) The teacher provides the following material for each group:

- **Scenario Cards- one per group (Prepared by teacher):**
  - **Scenario Card 1**
    - A boy notices that his height has increased quickly over the last year. His school uniform feels tight, and he feels tired after physical activity more easily than before.
  - **Scenario Card 2**
    - A girl feels happy and confident on some days but suddenly feels irritated or upset on other days without a clear reason. She finds it difficult to explain her feelings to others.
  - **Scenario Card 3**
    - A boy notices increased sweating during the day and feels uncomfortable during school hours. He is unsure how to manage this change.
  - **Scenario Card 4**
    - A girl feels pressure to look a certain way after listening to comments from peers. She sometimes skips meals and feels low on energy.
- Student notebook/A4-size sheets for recording discussions and inferences.
- An observation sheet- one per student

Step 3 - The teacher set some ground rules for this activity like:

- No personal stories required
- Respectful language only
- No teasing or judgement

Step 4 - The teacher distributes one scenario card to each group along with a copy of observation sheet. Then, the teacher shares the task to the student that students identify:

- One biological, social or emotional change is shown in the scenario, for example, growth, mood changes, voice change, emotional sensitivity, etc.
- Students discuss within their group and suggest healthy measures to manage the change, such as:
  - balanced diet
  - personal hygiene
  - regular physical activity
  - adequate sleep
  - consult with trusted adults
- Each student writes their suggestion of health measures and identification of changes in the observation sheet.

Observation Sheet

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

S.no.	Observed Changes (Social, Emotional, or physical)	Suggestive Health Measures

- Students discuss in their group and draw inferences about the suggestions of health measures related to the changes identified by the group from the given scenario card.

Step 5 - Each group presents their findings to peers.

Step 6 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Can the student correctly identify a biological or emotional change related to adolescence from a given scenario?
2. Can the student explain one appropriate health measure to ensure well-being related to that change?
3. Does the student participate respectfully in discussion without being judgmental?
4. Can the student justify why the suggested measure supports physical, social or emotional health?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Identify changes in the kid's description given on the scenario card only with prompts, and do not link it to the health measures	• Correctly explain at least one biological or emotional change in the kid's description given on the scenario card, and link it to the health measures	• Clearly explains multiple biological or emotional changes in the kid's description given on the scenario card and accurately connects them to appropriate health measures
Sensitivity	• Show discomfort or limited understanding of adolescence-related issues • Needs guidance to engage respectfully	• Discusses adolescence-related changes respectfully • Recognizes the need for care and support	• Demonstrates empathy and maturity by explaining adolescence as a natural phase • Advocating supportive behaviors
Creativity	• Repeats only the health measures suggested by peers or the teacher without explanation	• Suggests at least one appropriate health measure and explains how it helps manage a change	• Proposes multiple context-appropriate health measures, like for physical, emotional, and social changes, with a clear rationale.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG4** – Understands the components of health, hygiene, and well-being.
Competencies *(Can choose one or more)*	**SCC4.4** – Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns.

ACTIVITY

Approach of the Activity

1. Inquiry & discussion-based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of identification of cases of substance abuse and viewing school as a safe place.

Step 2 - The teacher gives an overview of the activity to students. Students will work in the groups, and each group will get a situation card to identify the situation of substance abuse and school as a safe place and to whom students can approach to get help. Then, divide all the learners into groups of 4–5 students per group. The teacher provides the following material for each group:

- Situation Cards- one per group (Prepared by teacher):
  - **Situation Card 1**
    - Over the past few weeks, a Class VIII student has stopped sitting with his friends during lunch. They often eat very little and sometimes leave the lunch area early. A classmate notices that they smell different than usual after lunch and often look tired in afternoon classes.
  - **Situation Card 2**
    - During a school sports practice, a senior student tells a group of younger students that chewing a certain packet available near the school gate helps them "feel energetic" and "play better." One student feels uncomfortable but is unsure whether this is a serious issue.
  - **Situation Card 3**
    - A student tells their class teacher that a friend has been using certain substances at home and has started behaving differently in school, like frequent anger, difficulty concentrating, and avoiding activities they earlier enjoyed. The student is worried but does not want their friend to get into trouble.
  - **Situation Card 4**
    - Some students in class are spreading rumors that a classmate is using harmful substances. No teacher has noticed any such behavior, but the student has recently been absent often and looks anxious in class.
- Student notebook/A4-size sheets for recording discussions and inferences.
- An observation sheet- one per student

Step 3 - The teacher set some ground rules for this activity like:

- No sharing of personal or family experiences.
- All situations are fictional.
- The goal is awareness and support, not judgment.

Step 4 - The teacher distributes one situation card to each group along with a copy of observation sheet. Then, the teacher shares the task with the student and says that students must answer:

- What behavior or situation is unsafe or harmful.
- Why may it be dangerous for well-being.
- Students discuss within their group and suggest healthy measures to manage the change, such as:
  - Whom in school a student can approach whether a teacher or counsellor or principal or nurse.
  - Why school is a safe space for such concerns.
- Students must link the concern to one appropriate support person. Each student records their inferences and responses in the observation sheet.

Observation Sheet

Name of the Student: **Class:**

Subject name: **Group Member's Name:**

S.no.	Issue noticed	Trusted Adult in the school to approach (Teacher/Counsellor/Principal/Other)

Inferences:

Inference 1
Inference 2
Inference 3

Step 5 - Each group presents their findings to peers.

Step 6 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Can the student correctly identify a behavior or situation that is unsafe or harmful?
2. Can the student explain one reason why substance use is harmful to well-being?
3. Can the student's name at least one appropriate person in school to seek help from?
4. Does the student participate in the discussion respectfully and avoid blaming or judgmental language?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Recognize unsafe behavior only after prompting and gives unclear or incorrect reasons.	Correctly identify harmful behavior and explain one clear risk.	Clearly explains why substance use is harmful and connects it to physical and mental well-being.
Sensitivity	Show limited understanding of support needs and may use judgmental language	Discuss substance-related concerns respectfully and acknowledge the need for support.	Discuss substance-related concerns with empathy and responsibility by emphasizing help-seeking and the use of non-judgmental language in the discussion.
Creativity	Repeat only the examples given by the teacher without suggesting any solutions.	Suggest at least one appropriate help-seeking activity within the school.	Ideate clear, realistic strategies to promote a safe and supportive school environment

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG5** – Understands the interface of Science, Technology, and Society.
Competencies *(Can choose one or more)*	**SCC5.1** – Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history

ACTIVITY

Approach of the Activity

1. Inquiry-based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity that students are told that the class will explore how medical science has changed human life, but also how science, when misused or used without ethics, has caused harm. Divide all the learners into groups of 4–5 students.

Step 2 - The teacher provides two information flashcard per group.

- **Information Flashcard 1:** A "Science that helped" card
  - Vaccines have helped prevent diseases such as smallpox and polio. Because of vaccination, many children today do not suffer from illnesses that caused severe disability or death in the past. Vaccines work by preparing the body to fight diseases safely.
- **Information Flashcard 2:** A "Science that harmed" card
  - In history, there were times when medical experiments were carried out on people without their consent. In some cases, poor or powerless groups were tested upon without being informed. These experiments caused suffering and violated human dignity

Step 3 - The teacher instructs that students work in groups. Groups analyze both the cards and answer the following guided questions:

- What scientific knowledge or technology is involved in each card?
- How did the scientific development in Card A improve human life?
- What exactly made the use of science in Card B harmful?
- What rule or value was missing in Card B that made science harmful?
- What responsibility do scientists and society have when using science?

Step 4 - The teacher will summarize all the discussions in the large group.

ASSESSMENT QUESTIONS

(Teacher use this question during observation & discussion)

1. Does the student clearly explain how scientific development improves human life?
2. Can the student identify a harmful use of science and state why it is harmful, not just that it is "bad"?
3. Does the student refer to consent, safety, or human dignity while discussing harm?
4. Can the student suggest a safeguard, such as a rule or law or value, to prevent misuse?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	• Identify that vaccines help prevent disease. • Cannot explain how or why. States that experiments were "wrong" without giving a reason.	• Explain how vaccines protect health using simple cause & effect reasoning. • Identify lack of consent or safety as the reason for harm in historical misuse.	• Clearly explains the role of medical science in improving life expectancy. • Explicitly connects harm to the violation of ethical principles such as consent and human dignity.
Sensitivity	• Show concern only at a superficial level, as people get hurt without empathy for the affected individuals.	• Express concern for people affected by the unethical use of science and acknowledge that science impacts real lives.	• Clearly articulate why protecting vulnerable people is essential and explain the emotional, physical, and social consequences of the misuse of science.
Creativity	• Repeat only the ideas discussed by others without adding suggestions or solutions.	• Suggest at least one practical safeguard, such as permission, rules, or supervision, to prevent misuse of science.	• Propose a clear, original safeguard or guideline, such as ethics committees, laws, informed consent and explain how it would prevent harm while allowing science to progress.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG5** – Understands the interface of Science, Technology, and Society.
Competencies *(Can choose one or more)*	**SCC5.2** – Shares views on news and articles related to the impact that Science/Technology and society have on each other.

ACTIVITY

Approach of the Activity

1. Discussion-based

Sequence of the Activity:

Step 1 - The teacher informs the students in the classroom about the activity of technological development and discusses its impact on society. For this, teacher divides the students into subgroups of 4-5 and provides a newspaper cutting to each subgroup. The news brief is as follows:

"A district administration in Rajasthan has recently installed solar-powered streetlights in several villages to improve safety and reduce electricity use. These streetlights collect energy from sunlight during the day through solar panels and automatically light up the streets at night. Residents say that the new lights have made it easier and safer to walk outside after sunset, especially for students returning from evening classes and for people travelling to nearby areas. Officials also reported that using solar energy helps reduce the demand for electricity from the main power grid. However, some villagers have raised questions about how the lights will be maintained if the batteries stop working and whether local technicians will be trained to repair them."

Step 2 - Teacher instructs the students to read the given news in their subgroup, discuss it and write down the answers to following questions in their notebook:

- Identify the scientific or technological idea described in the news.
- Explain how this technology affects people's daily lives.
- Identify a concern or challenge that society might face when using this technology.
- Suggest one responsible way communities or authorities can address the concern.

Step 3 - Each group presents their findings to the large group.

Step 4 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

1. Identify the scientific or technological idea described in the news.

2. Explain how this technology affects people's daily lives.

3. Identify a concern or challenge that society might face when using this technology.

4. Suggest one responsible way communities or authorities can address the concern.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies that solar technology is used in the news example but cannot explain how it improves people's lives.	Explains how solar-powered streetlights use sunlight to produce electricity and improve safety or reduce electricity use.	Explains the working idea of solar energy and clearly connects the technology with social benefits such as safety, reduced energy consumption, or environmental protection.
Sensitivity	Recognizes that technology helps people but does not identify concerns or challenges.	Identifies a concern mentioned in the news (e.g., battery maintenance) and explains how it may affect people using technology.	Explains how both benefits and challenges influence communities and emphasizes the need for responsible use and maintenance of technology.
Creativity	Repeats ideas discussed by others without proposing any solution or new viewpoint.	Suggests one practical solution (ex. regular maintenance or training local technicians or alternative materials).	Proposes a well-reasoned solution such as community monitoring, local repair training, or improved battery systems and explains how the solution would help society use the technology effectively.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG6** – Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.
Competencies *(Can choose one or more)*	**SCC6.1** – Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)

ACTIVITY

Approach of the Activity

1. Discussion and research based

Sequence of the Activity:

Step 1 - The teacher briefly revises the topic of historical context of planetary motion in the classroom before the start of the activity. The teacher explains that people in the past tried to understand how planets move in the sky. Different scientists proposed explanations based on observations available at their time.

Step 2 - The teacher gives an overview of the activity to students. Students will work in the groups, and each group will receive two idea cards describing two historical explanations of planetary motion. Then, divide all the learners into groups of 4–5 students per group. The teacher provides the following cards in each group:

- **Card 1: Geo-centric model**

Many early astronomers believed that Earth was at the centre of the universe and that the Sun, Moon, and planets moved around Earth. This idea explained what people observed when they looked at the sky because the Sun appeared to rise and set around Earth.

- **Card 2: Helio-centric model**

Later observations and calculations showed that the planets move around the Sun. In this model, Earth is also a planet that orbits the Sun. This explanation helped scientists describe planetary motion more accurately.

Step 3 - Teacher instructs the students to analyze the cards, discuss & research to find the answers and write down the answers to following questions in their notebook:

- Identify the difference between the two explanations of planetary motion.
- Explain why the helio-centric model improved scientific understanding.
- Discuss how observations and new evidence can change scientific ideas.
- Identify one scientific value shown in this process.

Step 4 - Each group presents their findings to the large group.

Step 5 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

1. Identify the difference between the two explanations of planetary motion.
2. Explain why the helio-centric model improved scientific understanding.
3. Discuss how observations and new evidence can change scientific ideas.
4. Identify one scientific value shown in this process.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies that two different explanations of planetary motion existed, but it cannot explain how they differ.	Explains that earlier explanations placed Earth at the center and later explanations placed the Sun at the center of planetary motion.	Clearly explains how improved observations and reasoning led scientists to replace the earlier explanation with a more accurate one.
Sensitivity	Recognizes that scientific ideas have changed, but does not relate this change to scientific values like flexibility and willingness to accept new ideas, etc.	Explains that scientists question earlier ideas when new evidence appears.	Explains that scientific progress requires openness to new evidence, collaboration, and willingness to revise earlier explanations.
Creativity	Restates the ideas presented in the cards without suggesting any new explanation, example etc.	Suggests another example where scientific understanding may change when new observations are made.	Proposes a method or observation that could help test or improve explanations about planetary motion.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG6** – Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry.
Competencies *(Can choose one or more)*	**SCC6.2** – Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)

ACTIVITY

Approach of the Activity

1. Inquiry & observation-based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students. Students will work in the groups. The teacher asks students to observe a place in the school ground or near a wall where ants are moving. Then, divide all the learners into groups of 4–5 students per group and observe the ant movement for 10 minutes in subgroups carefully. Teacher will instruct the students to not disturb ants during their observations. The teacher will provide an observation sheet to each subgroup to record their observations and respond to questions asked during the activity.

Step 2 - The teacher asks students to record observations around the following points:

- direction of movement
- number of ants moving along a path
- objects being carried by ants
- location of food sources

Step 3 - After observations, the teacher asks students to write two questions based on their observations, such as:

- Why do ants move in a line?
- What causes ants to change direction?
- Does the presence of food influence the number of ants in a path?

Step 4 - After framing the questions, teacher asks students to collect evidence to investigate their questions. For example, observing whether ants change direction when an obstacle is placed nearby or counting the number of ants passing a point in one minute, etc.

Step 5 - Each group records all the observations and answers the questions in the following observation sheet:

Observation Sheet

Name of Group members: **Class:**

Subject name: **Group no.:**

Table 1

S.no.	Observations of Ant behaviour

Table 2

Question 1	
Question 2	

Table 3

Method of investigation of questions	
Collected Information/Data	

Step 6 - Each group presents their findings to the large group.

Step 7 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Does the student record clear observations of ant behavior?
2. Does the student able to frame a question?
3. Does the student able to conduct a simple investigation that relates directly to the question?
4. Can the student explain how the information obtained helps investigate the question?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Records at least one observation of ant behaviour, like direction of their movement, or food carried by them, etc., but cannot formulate a scientific question related to the observation.	Records multiple observations like direction of their motion, food carried by them, etc., and formulates a question related to ant movement or behaviour using simple scientific terms.	Formulates a clear question that links observations with a possible cause or pattern and explains what data needs to be collected to investigate it.
Sensitivity	Observes ants but disturb them or change their path or direction during observation.	Observes ants without disturbing their movement and records observations systematically.	Demonstrates careful and respectful observation of living organisms and explains why minimal disturbance is important when studying organisms in their natural environment.
Creativity	Repeats questions suggested by peer groups without proposing a new investigation idea.	Suggests a simple way to collect data (ex. counting ants passing a point or response to obstacles).	Proposes an improved observation strategy, such as comparing ant movements near food and away from food or recording observations at two different locations.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG7** – Communicates questions, observations, and conclusions related to science.
Competencies *(Can choose one or more)*	**SCC7.1** – Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation.

ACTIVITY

Approach of the Activity

1. Inquiry & observation-based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students. The teacher explains that scientists often communicate ideas using diagrams and labelled illustrations so that others can understand the concept clearly. The teacher gives one science concept to each student (it must be grade appropriate.), such as:

- Water cycle
- Structure of a plant leaf
- Human digestive system
- Phases of the Moon

Students prepare a labelled diagram and a short explanation of assigned topic.

Step 2 - Students draw a clear diagram representing the assigned concept and label its different parts and processes clearly. For example, diagrams of the water cycle show evaporation, condensation, and precipitation.

Step 3 - After drawing the diagram, the teacher asks students to write 3–4 sentences explaining the concept using appropriate scientific vocabulary.

Step 4 - Each student presents their findings to the large group.

Step 5 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Does the diagram correctly represent the scientific concept?
2. Are the labels written using appropriate scientific vocabulary?
3. Does the written explanation clearly describe the concept?
4. Are the labelled parts correctly connected with the explanation?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Draws a diagram related to the concept but includes incorrect or missing scientific labels.	Draws a clear diagram and labels key parts using correct scientific vocabulary.	Draws a well-structured diagram with all relevant parts labelled accurately and connects the labelled parts with the scientific explanation.
Sensitivity	Uses everyday expressions instead of scientific terms in labels or explanation (Ex. water goes up instead of evaporation) or writes labels that do not match the diagram parts.	Uses correct scientific terms while labelling diagram parts and describing the process (Ex., evaporation, condensation, precipitation) and place the labels next to the appropriate parts of the diagram.	Uses scientific vocabulary correctly and ensures that the diagram, labels, arrows, and written explanation together communicate the concept clearly so that another student can understand the scientific idea from the representation.
Creativity	Reproduces a diagram shown in the textbook without adding explanation or additional clarity.	Organizes the diagram clearly and adds labels that help explain the concept.	Improves the clarity of the representation by adding directional arrows, sequences, or short explanatory notes that help others understand the concept.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG7** – Communicates questions, observations, and conclusions related to science.
Competencies *(Can choose one or more)*	**SCC7.2** – Designs and builds simple models to demonstrate scientific concepts

ACTIVITY

Approach of the Activity

1. Model-making

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity that is going to be covered in the classroom. Divide all the learners into groups of 4–5 students. The teacher provides the following material for each group:

- Transparent plastic bottle
- Two balloons
- Rubber sheet or balloon piece
- Straw or plastic tube
- Tape
- Scissors

Step 2 - The teacher asks students to build a simple working model that demonstrates how the lungs expand and contract during breathing. The teacher instructs that students work in groups. The teacher can ask students to follow the following instructions:

- First students need to discuss how they can represent the breathing mechanism and sketch a design in their notebooks to represent:
  - Lungs
  - Chest cavity
  - diaphragm
- Then, Students build the model using the materials provided by the teacher. For example, balloons inside the bottle represent lungs, straws represent the air passage, etc.
- Students demonstrate their model to the large group, such as, students pull the rubber sheet downward and observe that the balloons inflate, etc.
- Students explain how the movement represents the process of breathing.

Step 3 - Each group presents their findings to peers.

Step 4 - The teacher will summarize all the findings in the class.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Can the student explain which part of the model represents the lungs, diaphragm, and chest cavity?
2. Does the model demonstrate how lungs expand when the diaphragm moves downward?
3. Can the student explain why the balloons inflate when the rubber sheet is pulled downward?
4. Does the student describe the connection between the model and the real breathing process?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Builds a model but cannot explain which parts represent the lungs, diaphragm, or chest cavity	Builds a model and correctly identifies which parts represent the lungs, diaphragm, and chest cavity.	Builds a functional model and explains how the movement of the diaphragm causes air to enter or leave the lungs.
Sensitivity	Assembles the model without checking whether the parts represent the breathing system correctly.	Constructs the model carefully so that the parts correspond to the correct organs, and the model demonstrates the breathing process.	Constructs the model carefully and explains how each part of the model represents a specific part of the breathing system and how the model helps others understand the process.
Creativity	Build the model by copying the structure demonstrated by the teacher without suggesting modifications.	Suggest small improvements such as adjusting balloon size or tightening the bottle opening to make the model work better.	Propose and implement improvements such as adding labels or modifying the structure to demonstrate breathing more clearly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG7** – Communicates questions, observations, and conclusions related to science.
Competencies *(Can choose one or more)*	**SCC7.3** – Represents real world events and relationships through diagrams and simple mathematical representations.

ACTIVITY

Approach of the Activity

1. Demonstration based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students. Students will work in the groups. The teacher asks students to observe the growth of plant seedlings over five weeks and represent the observations using simple mathematical representation. Then, divide all the learners into groups of 4–5 students per group and provide the following material:

- A small potted plant or seedlings per subgroup
- A ruler
- An observation sheet
- A graph paper

Step 2 - Teacher will instruct the students to not harm plants during their observations. The teacher will provide an observation sheet to each subgroup to record their observations.

Observation Sheet

Name of Group members: **Class:**

Subject name: **Group no.:**

Week	Plant height (cm)
1	
2	
3	
4	
5	

Inference Note:

Step 3 - The teacher asks students to follow the below set of instruction for this activity:

- Students measure the height of the plant each day for five consecutive days
- Students plot the recorded data on a graph paper
- Students describe the pattern shown in the graph in a brief note

Step 4 - Each group presents their findings to the large group.

Step 5 - The teacher will conclude the activity by summarizing the findings of each group.

ASSESSMENT QUESTIONS

(Teacher uses these while observing groups during their work and listening to the students' presentations):

1. Does the student record plant height using correct numerical values and units?
2. Does the student place the values correctly on the graph axes?
3. Can the student explain what the graph shows about plant growth?
4. Can the student describe the relationship between time and plant height?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Records plant height measurements but cannot represent the data correctly on a graph.	Records measurements and plots the values correctly on the graph axes.	Represents the data accurately on the graph and explains the relationship between time and plant growth.
Sensitivity	Records measurements without checking their accuracy or writes values without units.	Measures plant height carefully and records values using appropriate units such as centimeters.	Ensures accurate measurement, includes correct units on the graph axes, and checks that the graph represents the collected data correctly.
Creativity	Plots the graph exactly as demonstrated by the teacher without adding labels or explanation.	Organizes the graph clearly with labelled axes and a suitable scale.	Improves the representation by adding a title, labelled axes, and a brief interpretation explaining the observed pattern of growth.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG8** – Understands and appreciates the contribution of India through history and the present times to the overall field of science, including the disciplines that constitute it.
Competencies *(Can choose one or more)*	**SCC8.1** – Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner.

ACTIVITY

Approach of the Activity

1. Discussion-based and multi-disciplinary

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students which is about the traditional methods used to conserve water. Before commencing the activity, the teacher should revise the concept of water conservation, its importance, and methods in brief. To build the context of the activity, the teacher explains that people in various parts of India developed methods to collect and store rainwater long before modern water supply systems were built. The teacher can explain one well-known example of Rani ki Vav, which stored water and allowed people to access it even during dry periods.

Step 2 - The teacher divides the students into subgroups of 4-5 students and provides simple diagrams of these water conservation structures such as, stepwells, tanks, *Johads*, etc. Students analyze diagrams of traditional water conservation structures used in different regions of India and explain how these systems collect and store rainwater.

Step 3 - Teacher instructs the students to follow the below steps:

- Each group receives one diagram of traditional water system. Students in the subgroup discuss and identify:
  - from where rainwater enters the system
  - where water is stored
  - how do people access the stored water
- Then, students explain the structure of the system and record the responses of the following questions in their notebook:
  - How does the structure collect rainwater?
  - Where is the water stored?
  - How does this system help people during periods of low rainfall?
- Students explain how the system demonstrates the use of gravity for water movement.

Step 4 - Each group presents their findings to the large group.

Step 5 - The teacher will conclude the activity by summarizing the findings of each group.

*The teacher assesses students through discussion responses, interpretation of diagrams, and explanation of the functioning of the systems.

ASSESSMENT QUESTIONS
1. How does the structure collect rainwater?
2. Where is the water stored?
3. How does this system help people during periods of low rainfall?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Identifies that the structure stores water but cannot explain how rainwater enters or is stored in the system.	Explains how rainwater enters the system and where the water is stored in the structure.	Explains how the structure collects rainwater, stores it, and allows people to access the stored water during periods of low rainfall.
Sensitivity	Recognizes that water can be stored but does not connect the system with responsible use of water resources	Explains that storing rainwater helps communities use water during periods when rainfall is low.	Explains that traditional water conservation systems help manage water resources and reduce dependence on external water supply.
Creativity	Describes the diagram only as shown without suggesting how the system could be used in other places.	Suggests that a similar water collection structure could be used in another location where rainfall occurs.	Proposes a simple modification such as adding channels to guide rainwater into the storage structure or increasing storage capacity.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG9** – Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.
Competencies *(Can choose one or more)*	**SCC9.1** – States concepts that represent the most current understanding of the matter being studied ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students.

ACTIVITY

Approach of the Activity

1. Demonstration-based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students which is about the modern scientific understanding that microorganisms cause certain diseases and that hygiene practices help prevent their spread. To build the context of the activity, the teacher explains that people earlier had different ideas about why diseases spread. Modern science explains that microorganisms such as bacteria and viruses can spread through contact and contaminated surfaces.

Step 2 - The teacher demonstrates an activity using the following material to the students:

- Small amount of glitter
- Handwash soap
- Water

Step 3 - In activity, the teacher places a small amount of glitter on one student's hand. That student shakes hands with two classmates and touches a few classroom objects such as a notebook, desk, blackboard, etc. The teacher asks students to observe how the glitter spreads from one person to another and to other places.

Step 4 - The teacher explains that the glitter represents microorganisms that can spread through contact. Then, the teacher asked the student (that has glitter in hands) to wash their hands with soap and show their hands to the other students in the classroom.

Step 5 - The teacher asks students to note down the answers to following question in their notebooks:

- What did the glitter represent in this activity?
- How did glitter spread from a person to other places?
- Why does washing hands with soap reduce the spread?
- Why is hand hygiene important in preventing disease?

Step 6 - The teacher will conclude the activity by summarizing the responses of students.

*The teacher assesses students through their level of participation in the activity, responses to the question asked during and after the activity.

ASSESSMENT QUESTIONS

1. What did the glitter represent in this activity?
2. How did glitter spread from a person to other places?
3. Why does washing hands with soap reduce the spread?
4. Why is hand hygiene important in preventing disease?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Observes that the glitter spreads between people but cannot explain the scientific idea represented by the activity.	Explains that microorganisms can spread through contact between people and surfaces.	Explains that microorganisms spread through contact and that washing hands with soap helps remove them and reduce disease transmission.
Sensitivity	Observes the spread of glitter during the activity but does not relate the observation to the need for washing hands or keeping hands clean.	Explains that washing hands with soap helps remove microorganisms that can spread through contact between people and surfaces.	Explains that regular handwashing helps prevent the spread of microorganisms in shared spaces such as classrooms and identifies specific situations where handwashing is necessary (Ex. before eating or after touching shared objects).
Creativity	Repeats the example of microorganism spread shown in the activity without suggesting another situation where similar spread could occur.	Identifies another situation where microorganisms may spread through contact (Ex. sharing stationery, touching door handles, or using shared sports equipment).	Suggests practical actions that can reduce the spread of microorganisms in the classroom (Ex. washing hands before lunch, cleaning frequently touched surfaces, or avoiding touching the face with unwashed hands).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Science	
Curricular Goals: *(Can choose one or more)*	**SCCG9** – Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions.
Competencies *(Can choose one or more)*	**SCC9.2** – States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate.

ACTIVITY

Approach of the Activity

1. Discussion-based

Sequence of the Activity:

Step 1 - The teacher gives an overview of the activity to students in which the teacher explains that earthquakes occur more frequently in certain regions of the world where tectonic plates interact. Scientists can identify earthquake-prone zones, but there are still things that they do not know about earthquakes. Teacher instructs that students will work in the groups and analyze a map of earthquake-prone regions and identify patterns in earthquake occurrence. They then formulate questions about aspects scientists still cannot fully predict or explain.

Step 2 - Teacher divides the students into groups of 3-4 students and provides a map of earthquake prone zones to each group.

Step 3 - The teacher asks students to follow the set of instructions below for this activity:

- Students examine the map and identify where earthquakes occur more often.
- Students discuss what science currently explains about the existence of earthquakes.
- Students discuss questions such as: why do earthquakes occur suddenly after long, quiet periods? Why can scientists identify earthquake zones but not predict the exact time of an earthquake?
- Each group writes two questions related to earthquakes that scientists are still investigating. For example, what signals might help scientists predict earthquakes earlier? Why do some tectonic plates produce stronger earthquakes than others?

Step 4 - Each group presents their developed questions to the large group.

Step 5 - The teacher will conclude the activity by summarizing the presentation of each group.

* Teacher uses these while observing groups during their work and listening to the students' presentations.

ASSESSMENT QUESTIONS

1. Students examine the map and identify where earthquakes occur more often.
2. Students discuss what science currently explains about the existence of earthquakes.
3. Students discuss questions such as: why do earthquakes occur suddenly after long, quiet periods? Why can scientists identify earthquake zones but not predict the exact time of an earthquake?
4. Each group writes two questions related to earthquakes that scientists are still investigating. For example, what signals might help scientists predict earthquakes earlier? Why do some tectonic plates produce stronger earthquakes than others?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies that earthquakes occur but cannot relate them to tectonic plates or earthquake-prone regions.	Explains that earthquakes occur when tectonic plates move and release stored energy.	Explains that earthquakes occur due to the movement of tectonic plates and recognizes that scientists cannot yet predict the exact time and place of earthquakes.
Sensitivity	Assume that earthquakes occur randomly without considering scientific explanations or limitations.	Recognizes that scientists can identify earthquake-prone regions but cannot predict the exact time of earthquakes.	Explains that scientists continue to study earthquakes to improve prediction methods and reduce the impact of earthquakes on communities.
Creativity	Repeats a question provided by the teacher about earthquakes.	Frames a new question related to earthquakes that scientists are still investigating.	Frames a question about earthquake prediction and suggests a method scientists might use to investigate it (Ex. monitoring seismic activity or studying plate movement).

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG1** – Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations
Competencies *(Can choose one or more)*	**SSC1.1** – Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students are Collecting and interpreting information from one primary source and one secondary source to understand the changes come in the occupations over time. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "People's occupations change over time due to technology, education, and social needs. You will collect real-life information and compare it with written sources."

Step 3 - The teacher will ask the students to follow the following instructions:

- Students interview one elder family member or neighbor. They might be the student's father/mother, or grandparents or a neighbor of the age around 40-45 years. They must ask and record answers to the following:
  - What type of work did you do earlier, or people around you did, around 10-15 years back?
  - What tools or methods were used at that time?
  - How much time does the work usually take in a day?
  - What difficulties, such as physical effort, low income, etc., were faced while doing this work?
  - How has this work changed now?
  - What new skills are required today for this work?
  - Do you think this change has improved people's lives? Give one reason.
- Then, the teacher asks students to do their own research about the topic by reading textbooks/magazines/newspaper clippings/internet resources. The students read about the occupation their elderly speak about in the interview, to understand the changes that have come in it and find the answers to the following questions:
  - One change in how the work is done now.
  - One reason for this change, such as technology, demand, education, etc.
- Students compare the information received from both sources and must write:
  - One clear difference between past and present work
  - One similarity or continuation (if any)

- Students write at least two points on how this has affected people's lives. For example, reduced effort, need for new skills, loss of traditional work, increased income, etc.

Step 4 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions and their participation in collecting and interpreting the information during the activity.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. What is one occupation and one method used earlier, as reported in the interview?
2. What is one change in occupation mentioned in the secondary source?
3. State one clear difference between past and present work using your collected information.
4. Explain one effect of this change on people's lives with an example.
5. Identify which source is primary and which is secondary, and state one difference between them.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Provides incomplete or unclear responses from the interview or their own research about the topic and is unable to explain a clear change in occupation.	Collects relevant responses from interviews and text and explains one clear change in occupation over time.	Collects accurate and complete responses and explains multiple changes with reasons such as technology, education, or economic needs.
Sensitivity	Reports information but does not relate it to people's experiences or difficulties.	Identifies one effect of occupational change on people, such as reduced effort and the need for new skills.	Explains effects on diverse groups of people and identifies both benefits and challenges using interview responses.
Creativity	Records interview and text information without organizing or comparing them clearly.	Organizes and compares information from both sources to present a clear difference between past and present work.	Suggest one additional relevant question for the interview or one new source and explain how it would improve understanding.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG1** – Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations
Competencies *(Can choose one or more)*	**SSC1.2** – Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students are representing and analyzing the given data related to daily water usage and simplify interpretation using graphs. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "Water is used for many daily activities. You will collect, organize, and represent data to understand how water is used in households on daily basis."

Step 3 - The teacher provides the following table of the daily water usage of a household:

Activity	Water usage (liters)
Drinking	5
Cooking	10
Bathing	50
Washing Clothes	40
Cleaning utensils	30

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher asks students to arrange the table data neatly and calculate the total water used.
- The teacher asks students to draw a bar graph with for the given water usage by mentioning the activities at X-axis and usage of water (in liters) on Y-axis.
- Students will analyze their bar graph to interpret the following information:
  - Which activity uses the maximum water?
  - Which activity uses the minimum water?
  - Difference between highest and lowest use

Step 5 - The teacher summarizes the activity by concluding the student's responses to the assessment questions benefits of analyzing data to improve things.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. What is the total amount of water used in a day based on the table?
2. Which activity uses the highest and lowest amount of water?
3. What is the difference in liters between the highest and lowest usage?
4. Does your bar graph correctly represent all five activities with proper scale?
5. Suggest one practical way to reduce water use in the activity that uses the most water and explain why it is important.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Reads data incorrectly or is unable to identify highest and lowest water usage from the table or graph.	Correctly reads the table and graph and identifies highest, lowest, and total water usage.	Correctly analyses data and explains why certain activities use more water based on daily life needs, such as bathing requires more water than drinking.
Sensitivity	Does not relate water usage data to real-life needs or conservation.	Suggests one valid way to reduce water usage in a specific activity like using a bucket for bathing instead of a shower.	Explains how reducing water usage can benefit others, such as ensuring availability for all, reducing shortage in communities, etc., with an obvious reason.
Creativity	Draws incomplete or incorrect bar graph, such as missing labels, incorrect scale, etc.	Draws a correct bar graph with labelled axes and appropriate scale representing all data values.	Modifies representation by adding one additional useful feature, for example, writing exact values on bars or suggesting another way to represent the same data such as a pie chart and explains its usefulness.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG2** – Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes
Competencies *(Can choose one or more)*	**SSC2.1** – Explains and analyses major changes in the past and their impact on society

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that it is a role play based activity to show what changes would come into the life of people from diverse groups after the introduction of railways. Students will work in groups. The teacher divides students into four groups for this activity.

Step 2 - The teacher setting the context of the activity that students explore how the introduction of railways in India affected everyday life by comparing before vs after situations through role-play.

Step 3 - The teacher divides the students into four groups and provides each group with two situation cards of before railways and after railways. Each group represents a role:

- Farmer
- Trader
- Migrant worker
- British official

Step 4 - The teacher will ask the students to follow the following instructions:

- Students, based on their situation cards prepare a short enactment of 2-3 minutes which must show clear differences between before and after. The teacher may suggest the following prompt to help the students to prepare enactment:
  - How do you travel?
  - How do you sell/buy goods?
  - How long does it take?
  - What difficulties do you face?
- Each group presents their play to the classroom. Students may note down their queries and doubts in their notebook, about someone's enactment and ask at the end of their performance.

Step 5 - Then, the teacher summarizes the activity by facilitating the comparisons in situations before and after the railway's operation from each group's presentation. The teacher assesses the students based on their responses to the assessment questions and their participation in the activity.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Does the student correctly describe life before railways (transport, trade, mobility)?
2. Does the student correctly describe changes after railways?
3. Does the student explain at least one cause of why railways were introduced in their presentation?
4. Does the student identify at least one impact on a group?
5. After all the presentations, are students able to identify who benefited the most and least from railways? Why?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	States one feature of life, either before or after railways, such as travel was slow, but cannot clearly distinguish between them. Give no clear cause of introduction.	Explains at least two differences between before and after railways, such as travel time and trade speed. State one correct reason for the introduction of the railways, such as easier transport of goods.	Explains multiple differences, such as travel, trade, migration and connects them with an obvious reason that railways helped the British move raw materials and goods faster across regions.
Sensitivity	Mentions one group, such as farmers, but does not explain how their lives changed.	Explains one clear impact on one group, such as traders selling goods faster with railways.	Explains impacts on two or more groups and identifies both positive and negative effects, such as traders benefiting from faster trade, but local artisans faced competition from imported goods.
Creativity	Participates in role-play with limited dialogue; shows only one situation, either before or after.	Performs role-play showing both before and after situations with clear differences in actions and dialogue.	Performs role-play with distinct portrayals of both situations and adds realistic details, such as a change in travel time, market access, or movement of people, to show the impact clearly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG2** – Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes
Competencies *(Can choose one or more)*	**SSC2.2** – Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students are identifying continuity and change in food practices within their family. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "Many things change over time, but some practices continue. You will study food habits in your family to identify what has changed and what has remained the same." Students must collect simple information about food practices from home, identify change and continuity and explore reasons for changes.

Step 3 - The teacher will ask the students to follow the following instructions:

- Students collect information from their parents or an elderly person about food practices used when they were young:
  - What meals were commonly eaten when you were younger?
  - How was that food prepared?
  - Where were ingredients sourced from, such as home-grown, local market, packaged, etc.?
  - What meals or practices are still followed today?
- Students list two changes (if any) in the food practices, such as:
  - New types of food have been added to daily consumption.
  - Use of packaged items
  - Change in cooking methods.
- Students list two practices that continue (if any), such as:
  - eating together
  - specific traditional dishes
  - festival food practices
- Based on discussions with family members, students explain and record in their notebook why this practice has continued.
- Students reflect and answer the following:
  - Is it important to continue some food practices? Give one reason.

Step 4 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions and their participation in collecting and interpreting the information during the activity.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. State one food practice from the past and one from the present based on your collected information.
2. Identify one change in food habits and describe it clearly. Leave the question if you have found no change in food habits.
3. Identify one food practice that has continued over time. Leave the question if you have found no food practice continue.
4. Explain one reason this practice has continued. Leave the question if you have found no food practice continue.
5. Do you think continuing this practice is important? Give one reason.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Lists food items but does not clearly identify change or continuity.	Correctly identify with at least one change and one continues to practice using examples from family information.	Identifies multiple changes and continuities and explains reasons such as culture, availability, or convenience.
Sensitivity	Mentions practice without recognizing their cultural or social importance.	Recognizes that continued practices, such as traditional meals, eating together, have value for family or culture.	Explains how continued practices reflect cultural identity and respect different food traditions across families or communities.
Creativity	Reports collected information without adding explanation or reflection.	Connects past and present practices and provides a clear explanation for continuity.	Suggest one way to preserve a traditional food practice, such as documenting recipes, preparing them regularly and explaining how it will help its continuation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG3** – Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life
Competencies *(Can choose one or more)*	**SSC3.1** – Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students are exploring the effect of the shift from nomadic life to settled agriculture on food habits and housing of humans. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "Early humans lived as nomads, moving from place to place. Later, they settled in one place and started farming. This change affected how they ate and lived." Students analyze two contrasting situations of nomadic and settled life, identify differences, and explain effects of change.

Step 3 - The teacher shows two flashcards with short descriptions of nomadic and settled life, are as follows:

- **Card A:** Nomadic Life
  - People moved from place to place.
  - Food: hunting animals, gathering fruits
  - No permanent houses, temporary shelters used.
  - Carried a few belongings.
- **Card B:** Settled Life
  - People stayed in one place
  - Food: grew crops like wheat, rice
  - Built permanent houses using mud/stone.
  - Stored food for future use

Step 4 - The teacher will ask the students to follow the following instructions:

- Based on the information given in flashcards, the teacher asks students to fill in the table below:

Aspect	Nomadic Life	Settled Life
Food		
Housing		

- Students analyze change and write one change in food habits and one change in housing from shifting from nomadic to settled life.
- Then, students list and explain effects:
  - How did farming change the way people ate?
  - How did settling in one place change houses?

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the assessment questions and their participation in the activity.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. State one difference between food in nomadic life and settled life.
2. State one difference between housing in nomadic life and settled life.
3. How did the start of farming change food habits?
4. How did living in one place change the type of houses people built?
5. Give one reason permanent houses are useful in present-day life.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies isolated facts, such as hunting and farming, but does not explain differences or changes clearly.	Correctly identify differences in food and housing and explain one effect of settlement, such as farming, which led to a regular food supply.	Explains multiple effects of settlement on food and housing with clear cause and effect links, such as farming allowed storage of food, leading to stable living.
Sensitivity	Describe changes without relating them to human needs, e.g., food, safety, shelter.	Recognizes that settled life improved basic needs such as regular food and safer housing.	Explains how these changes improved people's quality of life, such as stability, safety, planning for future and connected to present-day living conditions.
Creativity	Copies information from given cases without organizing it into comparison.	Organizes information correctly in a table and provides clear differences between nomadic and settled life.	Adds one additional valid comparison, such as storage, belongings, movement beyond given aspects and explains it correctly.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG3** – Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life
Competencies *(Can choose one or more)*	**SSC3.2** – Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students identify reasons for conflict and harmony in shared resource situations and analyze their impact. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "When separate groups use the same space or resources, there can be conflict or cooperation. You will analyze a situation and identify reasons and outcomes." Students analyze a situation of conflict among two student groups in the playground, identify the reasons for the conflict, and explain its impact.

Step 3 - The teacher provides the following details about conflicting scenario to the students:

- The school has one playground.
- Group A wants to play cricket in the afternoon.
- Group B wants to play football at the same time.
- Initially, both groups argue and refuse to share the space.
- Later, the teacher helps them divide time, such as for cricket 2:00–3:00 PM and for football 3:00–4:00 PM.

Step 4 - The teacher will ask the students to follow the following instructions:

- From the given scenario, students need to identify the reason for conflict.
- From the given scenario, students need to identify what actions to help resolve the conflict.
- Students analyze and write one effect of conflict (before implementation of the solution) and one effect of harmony (after implementation of the solution).
- Then, the teacher asks students to share one similar example from their daily life where people may face conflict over shared resources. Also, suggest one way to avoid such conflicts in future.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

1. From the given scenario, students need to identify the reason for conflict.
2. From the given scenario, students need to identify what actions to help resolve the conflict.
3. Students analyze and write one effect of conflict (before implementation of the solution) and one effect of harmony (after implementation of the solution).
4. Then, the teacher asks students to share one similar example from their daily life where people may face conflict over shared resources. Also, suggest one way to avoid such conflicts in future.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies the situation but is unable to clearly state the reason for the conflict or its outcome.	Clearly identify the cause of conflict and one outcome before or after resolution.	Clearly explains both cause and multiple effects of conflict and harmony, linking them to the sharing of limited resources.
Sensitivity	Describes events without recognizing needs of different groups.	Recognizes that both groups have equal needs and that fair sharing helps avoid conflict.	Explains the importance of fairness, cooperation, and respecting others' needs, and relates it to maintaining peaceful social relationships.
Creativity	Does not suggest a clear or workable solution to avoid conflict.	Suggests one clear and practical solution, such as time division or turn-taking.	Suggests a structured solution, such as a timetable, a rotation system, and rules for usage and explains how it will prevent conflict in future.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG4** – Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions
Competencies *(Can choose one or more)*	**SSC4.1** – Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students understand the functioning of a healthcare institution and its significance in human society. Students will work individually.

Step 2 - The teacher setting the context of the activity by saying "When a person falls ill, many steps and people participate in providing treatment. You will study what happens during a visit to a healthcare center and understand how it helps people. Students collect information about the functioning of a healthcare institution, organize the functioning as a process flow, and analyze roles of different individuals working in it.

Step 3 - The teacher will ask the students to follow the following instructions:

- Students will either visit a nearby hospital/clinic or recall from their experiences and mention all the steps in order that need to be followed there. For example,
  - registration
  - waiting
  - doctor check-up
  - getting medicine
- Students analyze and write the roles of different people involved in the hospital/clinic to complete all the above-mentioned steps in the following table:

Person	**What they do (Mention their specific actions)**
Doctor	
Nurse	
Pharmacist	
Receptionist/ Assistant	

- Then, the teacher asks students to organize the collected information into a flowchart so that someone can easily understand the functioning of a healthcare institute. For example, Patient arrives → Registration → Checkup by Doctor → Prescription given → Collect medicines from pharmacist.
- The teacher asks students to prepare an explanation for the following question to present in the classroom:

- How does this healthcare process help a person recover from illness?
- What problem will occur if any step, such as a doctor or medicines, is missing?
- Why is the doctor's or pharmacist's role necessary for treatment?

Step 4 - Then, the teacher summarizes the activity by concluding the students' responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

1. How does this healthcare process help a person recover from illness?
2. What problem will occur if any step, such as a doctor or medicines, is missing?
3. Why is the doctor's or pharmacist's role necessary for treatment?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	List steps or people but cannot arrange them in the correct order or explain their roles.	Arranges steps in the correct sequence and correctly explains the role of at least one person, such as a doctor.	Clearly explains the full process and multiple roles, showing how each step contributes to treatment.
Sensitivity	Describe the process without connecting it to people's health needs.	Explains that the process helps patients receive treatment and recover from illness.	Explains how different people, such as elderly people or children, depend on timely healthcare and identifies consequences if services are delayed or missing.
Creativity	Students cannot be able to prepare a flowchart or prepare steps in a disorganized manner.	Presents a clear and correct flow of steps showing how the institution functions.	Suggests one improvement, such as faster registration, better queue system and explains how it will improve patient care or reduce problems.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG4** – Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions
Competencies *(Can choose one or more)*	**SSC4.2** – Assesses the influence of social, cultural, and political institutions on an individual or group or community or society in general

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students assess the influence of social institutions, such as school, on an individual's daily life. Students will work in the groups. The teacher will divide all the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "Institutions like school's influence what we learn, how we behave, and what opportunities we get. You will analyze how school affects a student's life." Students analyze the given situations, identify specific influences that come into a student's life due to school and its overall impact on society.

Step 3 - The teacher provides two quite different scenarios to observe and analyze for the students. In which, one student attend school regularly while the other is irregular in school. The scenarios are following:

- **Student A:** Attend school regularly-
  - Attends school daily.
  - Learning reading, writing, and mathematics
  - Participate in sports and group activities.
  - Follows school rules.
- **Student B:** Attend school irregularly-
  - Attend school only sometimes.
  - Has difficulty reading and writing?
  - Does not participate in group activities.
  - Does not follow a regular routine.

Step 4 - The teacher will ask the students to follow the following instructions:

- From the given scenarios, students need to identify the differences between both the students and record in the following table:

Aspect	Student A	Student B
Learning		
Daily routine		
Participation		

- The teacher asks students to discuss in their groups and answer the following:

- How does regular schooling affect learning?
- How does school influence daily routine?
- What advantage does Student A have because of regular schooling?
- What difficulty might Student B face in future?

- Then, the teacher asks students to reflect individually on how does schooling helps society.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

1. How does regular schooling affect learning?
2. How does school influence daily routine?
3. What advantage does Student A have because of regular schooling?
4. What difficulty might Student B face in future?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies differences between students but does not clearly link them to schooling.	Clearly explains how schooling affects learning and daily routine using examples from the case.	Explains multiple influences of schooling, such as learning, discipline, participation in social events, etc., and connects them to future opportunities.
Sensitivity	Describes differences without recognizing challenges faced by Student B.	Identifies one difficulty faced by Student B, such as a lack of learning and fewer opportunities.	Explains how lack of schooling affects an individual's future and recognizes the importance of equal access to education.
Creativity	Provides answers without a clear explanation or connection between cause and effect.	Clearly connects schooling to outcomes, such as better learning, structured routine.	Suggest one practical way to support students like Student B, such as a regular attendance plan, extra classes and explains how it will improve their situation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG5** – Understands various forms of inequality and prejudice in society from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues
Competencies *(Can choose one or more)*	**SSC5.1** – Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, students identify and question inequality in the distribution of resources in a group activity. Students will work in the groups.

Step 2 - The teacher setting the context of the activity by saying "Sometimes during a task, the resources or opportunities are not shared equally. You will participate in an activity and decide whether the situation is fair or unfair." Students observe unequal distribution of material in an activity among the groups, identify unfairness through action, and propose fair alternatives for the same.

Step 3 - The teacher divides the class into three groups and distributes the following material among the groups for a poster making activity:

- Group 1- 5 sheets of chart paper, five rulers, five sets of sketch pens, and pencils
- Group 2- 2 sheets of chart paper, one ruler, two sets of sketch pens, and pencils
- Group 3- 1 sheet of chart paper, one set of sketch pens, and pencils

Step 4 - The teacher will ask the students to follow the following instructions:

- Each group will create a poster on the theme of 'Clean School' using the materials provided. Each group will get 20 minutes to complete their poster.
- Once the poster preparation time will over, the teacher asks students to discuss it in their group and reflect on the following:
  - Was your group able to complete the task?
  - What difficulty did your group face?
  - Was the distribution of materials fair?
- Then, the teacher asks students to discuss in their groups and decide what would be a fair way to distribute materials?

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. What difference did you observe between groups due to unequal materials?
2. How did unequal distribution affect the work or participation of your group?
3. What rule did your class decide on for fair distribution, and why is it fair?
4. Write one question that challenges the unequal distribution in this activity.
5. Give one example from daily life where unequal distribution creates problems.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Participating in activity but cannot clearly identify that unequal distribution affected outcomes.	Clearly identify that unequal materials led to differences in task completion or participation.	Explains how unequal distribution directly affects participation, output, and opportunity across groups with clear examples from the activity.
Sensitivity	Focuses only on the own group's experience without recognizing others' difficulties.	Recognizes that groups with fewer materials faced difficulty in completing the task.	Explains how unequal distribution leads to frustration, exclusion, or reduced participation and emphasizes the need for fairness for all groups.
Creativity	Does not suggest a clear or workable method for fair distribution.	Suggests one clear and workable rule, such as equal sharing of materials.	Suggests a structured method, such as equal distribution or sharing/rotation system and explains how it ensures fair participation for all groups.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG5** – CG5: Understands various forms of inequality and prejudice in society from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues
Competencies *(Can choose one or more)*	**SSC5.2** – Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, Students understand and appreciate efforts made at the school level and identify what students themselves can do to make the school more inclusive. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "Schools try to make sure all students feel included and treated fairly. Your task is to find out what is already being done in your school and what more students like you can do." Students observe the existing practices in the school to make the school environment inclusive, identify efforts made by the school administration, suggest improvements and design a concrete student action plan.

Step 3 - The teacher assigns each group the following focus area to inspect in the school:

- Access (ramps, seating, drinking water, toilets)
- Participation (class activities, sports, group work)
- Rules & Behavior (fair treatment, discipline, language used)

Step 4 - The teacher will ask the students to follow the following instructions:

- Each group moves around the school to audit the facilities that make it inclusive and record their observations. Students must record:
  - One example where the school ensures inclusion, such as equal chances in games, accessible classroom seating.
  - One example is where improvement is needed, such as some students being left out, and difficulty for some students.
- Students must identify:
  - What action is being taken?
  - Who is taking it (teacher/school/students

Each group maps their efforts by preparing a small chart, using the following template:

Situation observed	What effort is already being made?	Who is responsible?
E.g., Equal turns in sports	Teacher ensures rotation	Teacher

- Each group must design one clear action that students themselves can take to ensure inclusivity, such as making a buddy system for new students or ensuring everyone gets a fair chance of participation in group tasks.
- Each group presents their findings and their suggestions for student-led action to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why is the effort you identified important for making the school inclusive?
2. How does the absence of such efforts affect some students?
3. What role do teachers or school rules play in ensuring inclusion?
4. Explain how your suggested student action will help improve inclusion.
5. Give one example, outside of school, where efforts are made to ensure fairness or inclusion.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies an example from school but cannot clearly explain what effort is being made or who is responsible.	Correctly identifies one effort and clearly states what action is being taken and who is responsible.	Identifies multiple efforts and clearly explains how each effort supports inclusion in specific school situations.
Sensitivity	Describes situations without recognizing how they affect different students.	Explains how the lack of inclusion affects some students, such as exclusion from activities, and discomfort.	Clearly explains how inclusive efforts support participation, dignity, and equal opportunity for different students using examples from the activity.
Creativity	Suggests an unclear action, not doable, or not related to inclusion.	Suggests one clear and doable student action that can improve inclusion in school.	Suggests a structured and practical action, such as buddy system with roles, rotation system and explains how it will be implemented and how it improves inclusion.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG6** – Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications
Competencies *(Can choose one or more)*	**SSC6.1** – Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher will provide an overview of the activity at the start of the class to students. The teacher mentions that through this activity, Students understand the spatial distribution of rainfall across regions and explain reasons behind it. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "Rainfall is not the same everywhere. Some places receive heavy rainfall while others get little. Let's investigate how rainfall is distributed and why." Students read the data table given by the teacher, represent it spatially on a map, identify patterns and explain reasons.

Step 3 - The teacher provides the following table of average rainfall in a year at some places:

Place	Geography	Avg Rainfall (cm/year)
Place A	Coastal	300
Place B	Desert	50
Place C	Hills	120
Place D	Plains	250

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher gives each group a blank map with the above places marked. They must shade each place using three categories:
  - High rainfall (200+ cm)
  - Medium rainfall (100–200 cm)
  - Low rainfall (<100 cm)
- Then, the teacher asks students to discuss in their group and list all the plausible reasons for this diversity in average rainfall at distinct locations. The reasons could be such as whether the place is near the sea or far from the sea, etc.
- Each group presents the findings of their discussion to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why do places near the sea receive more rainfall?
2. Why do some areas receive little rainfall even within the same country?
3. How do mountains affect rainfall distribution?
4. If a place is far from the sea and has no mountains, what type of rainfall would you expect? Why?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies rainfall values but is unable to correctly classify areas into high, medium, or low rainfall.	Correctly classifies areas and identifies which places receive high and low rainfall.	Accurately classifies areas and clearly explains the pattern of rainfall distribution across all given locations.
Sensitivity	Identifies high and low rainfall areas on the map but does not comment on the differences between them.	States that rainfall is not equal across places and gives one correct comparison, such as the place A gets more rainfall than Place B.	Clearly explains uneven rainfall distribution by comparing at least two places and linking it to one geographical factor, such as the place A gets more rainfall than Place B because it is near the sea.
Creativity	Provides an unclear or incorrect explanation for rainfall differences.	Gives one correct reason, such as distance from sea, presence of mountains for rainfall variation.	Connects multiple factors, such as sea or mountains and explains how they together influence rainfall in a location.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG6** – Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications
Competencies *(Can choose one or more)*	**SSC6.2** – Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies

ACTIVITY

Sequence of the Activity:

Step 1 - The assumption to keep in consideration to conduct this activity in the classroom that the teacher already covered the topic of geographical conditions required for the various kinds of crop production. The teacher briefly revises the topic at the start of the class and provides an overview of the activity. The teacher mentions that through this activity, Students understand the distribution of agricultural crops across regions and how it varies with geographical conditions. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "Different crops do not grow everywhere. Farmers choose crops based on conditions like rainfall, soil, and temperature. You will decide which crop grows best in which region." Students analyze the geographical conditions' situation card given by the teachers, match crops suitable to the regions, and provide reasons for their selection.

Step 3 - The teacher provides the following region cards have a brief of the geographical conditions of the region:

Regions	Geography
Region A	High rainfall, fertile soil
Region B	Low rainfall, dry soil
Region C	Moderate rainfall, flat land
Region D	Heavy rainfall, hilly area

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher also gives each group the four crop cards of rice, wheat, millets, and tea. Students in each group must discuss and assign one crop to each region.
- For each match, students must answer one obvious reason using the given geographical conditions. For example, rice grows in Region A because it needs high rainfall, etc.
- Then, the teacher changes one of the given geographical conditions, such as rainfall in Region B increases or any other condition that the teacher finds fit for their context. Each group must decide if the crop should change and provide the probable reason for their change.
- Each group presents their findings of the correct matches of the crop to the geographical conditions and their decision on crop change.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why do some crops grow only in specific regions?
2. How does rainfall affect the type of crop grown in an area?
3. If a region has low rainfall, which type of crop is suitable and why?
4. Why might farmers change crops when environmental conditions change?
5. Give one example of a crop grown in your state and explain why it is suitable there.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Matches crops to regions incorrectly or without using the given conditions.	Correctly matches crops to regions using one condition, such as rainfall or soil.	Correctly matches all crops and explains each match using at least two conditions, such as rainfall and land type.
Sensitivity	Assigns crops but does not compare how regions differ in their suitability.	Identifies that regions differ and gives one comparison, such as Region A has more rainfall than Region B.	Clearly compares at least two regions and explains how differences in conditions affect which crops can grow there.
Creativity	Does not change crop choice when conditions are modified or gives no reason.	Changes crop choice correctly when one condition changes and gives one reason.	Adjusts crop choice logically and explains how the change in condition affects crop suitability using clear reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG6** – Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications
Competencies *(Can choose one or more)*	**SSC6.3** – Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity. The teacher mentions that through this activity, Students discuss and analyze one community-led conservation effort and suggest actionable steps at their local level to protect the environment. Students will work in the groups. The teacher will divide the class into four groups.

Step 2 - The teacher setting the context of the activity by saying "Many communities in India have taken action to protect their environment. You will study one such effort and then design a practical solution for a problem in your own locality."

Step 3 - The teacher develops the four short community-led case cards on the following topics using internet or can use newspaper cuttings and provides one card to each group:

- Rainwater harvesting in Rajasthan village.
- Community forest protection in Uttarakhand
- Plastic ban enforcement by a village panchayat
- Lake cleaning is driven by residents in a city.

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher asks each group to complete the following three-part task:
  - **Identify the problem:** What environmental issue was faced by the locals?
  - **Identify the action taken:** What exactly did people do?
  - **Identify the outcome:** What changed after the action?
- Then, the teacher assigns students a task to discuss with their parents and then in their groups to identify and select one issue from their locality, such as water wastage, garbage dumping, plastic use, etc.
- Each group must design a three-step action plan to resolve the selected issue, in a way that:
  - Students took one action.
  - One action taken by the community, such as residents or shopkeepers.
  - One action taken by a local authority, such as a municipality or school.

- Each group prepares a poster to present their findings on the selection of the problem, its solution, and responsibility distribution, to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why are community efforts important in solving environmental problems?
2. What role do local people play in conservation efforts?
3. Why is it important to involve both individuals and authorities in environmental action?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies the environmental problem in the case but cannot clearly state the actions taken.	Correctly identify the problem and at least one action is taken in the case.	Clearly explains the problem, at least two actions taken, and the result of those actions.
Sensitivity	Identifies a local issue but does not explain why it needs to be addressed.	Explains why the selected local issue affects people or their surroundings, such as dirty water and health problems.	Clearly explains the impact of the issue on people or the environment and justifies why action is necessary using the case example or local context.
Creativity	Suggests actions that are unclear or not connected to the identified problem.	Suggest at least two relevant actions linked to the problem.	Designs a clear three-step action plan involving individuals, community, and authority, with each step logically connected to the problem.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG6** – Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications
Competencies *(Can choose one or more)*	**SSC6.4** – Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher already covered the topic of major sources of livelihood of people living in different geographies. The teacher briefly revises the topic at the start of the class and provides an overview of the activity. The teacher mentions that through this activity, students explore the cause & effect relationship by correlating the livelihoods with landforms and climate. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "People living in different regions do diverse kinds of work. Their livelihood depends on land, climate, and available resources. You will decide what kind of work is suitable in different regions."

Step 3 - The teacher prepares the geographical profiles cards of three regions and provides one such set for each group, which are the following:

- **Region A:** mountainous area, cold climate, and forests present.
- **Region B:** flat land, moderate rainfall, and fertile soil
- **Region C:** coastal area, high humidity and close to the sea

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher also provides each group with the following livelihood cards:
  - Farming
  - Fishing
  - Animal rearing
  - Tourism
  - Forestry
- For each region, groups must select two suitable livelihoods and one reason for each selection using the region's conditions.
- Each group presents their findings of the correct matches of the livelihood to the region's conditions and reason for their selection.

Step 4 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why do people in mountainous areas choose different livelihoods than those in the plains?
2. How does climate affect the type of work people do?
3. If fertile land becomes dry, how might livelihoods change?
4. Give one example of a livelihood in your region and explain why it is suitable there.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Selects livelihoods without using the given conditions or gives incorrect matches.	Selects suitable livelihoods for each region using one condition, such as landform or climate.	Selects suitable livelihoods and explains each choice using at least two conditions of landform and climate.
Sensitivity	Identifies livelihoods but does not compare how conditions differ across regions.	States one clear difference between regions, such as region A is cold, Region B is not and links it to livelihood choice.	Clearly compares at least two regions and explains how differences in landform or climate led to different livelihood choices
Creativity	Does not change livelihood choice when constraints are introduced or gives no reason.	Adjusts livelihood choice correctly when one condition changes and provides one reason.	Revises livelihood choices logically and explains how the change in condition affects suitability using clear cause–effect reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG7** – Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, architecture, art, philosophy, medicine,
Competencies *(Can choose one or more)*	**SSC7.1** – Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including *ayurveda* and yoga

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity. The teacher mentions that through this activity, Students recognize common values and practices across different festivals and cultural traditions in India. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "India has many festivals celebrated in diverse ways. You will study a few festivals and find out what is common between them."

Step 3 - The teacher prepares four festival cards with a brief description about the festivals and provides one such set for each group, which are the following:

- **Diwali:** lighting lamps, sharing sweets, and family gatherings.
- **Eid:** prayers, charity, sharing food.
- **Pongal:** thanking nature, cooking rice, community celebration
- **Christmas:** giving gifts, helping others, and family gatherings.

Step 4 - The teacher will ask the students to follow the following instructions:

- The teacher asks students in each group to analyze the given cards, discuss within the group and complete the table below:

Festival	**What people do**
Diwali	
Eid	
Pongal	
Christmas	

- Groups must identify at least three common practices or values across festivals, such as sharing food, helping others, family gatherings, expressing gratitude, etc.
- Then, the teacher asks if a new festival is introduced in your locality, what common values should it include to reflect unity in diversity?

- Each group discusses and prepares a presentation to display the common value, nature of festivals and mode of celebration. Then, each group presents their discussion to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why do different festivals in India show similar values even when celebrated differently?
2. How do festivals help bring people together in society?
3. Give one example of how people from different communities participate in each other's festivals.
4. How do common values in festivals show unity in diversity?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Lists festival activities but does not identify any common value across festivals.	Identifies at least one common value and supports it with one correct example.	Identifies at least three common values and supports each with examples from two or more festivals.
Sensitivity	Recognizes that festivals are different but does not explain how they connect people.	Explains one way in which festivals bring people together, such as sharing food, meeting family, etc.	Clearly explains how common practices, such as helping others, sharing, and gratitude connect people across different festivals with examples.
Creativity	Suggest features for a new festival that are not connected to common values.	Suggests at least one feature that reflects a common value, such as sharing food.	Designs features for a new festival, each clearly linked to identified common values and explained with reasoning.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG7** – Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, architecture, art, philosophy, medicine,
Competencies *(Can choose one or more)*	**SSC7.2** – Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich rich biodiversity of the country.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity by mentioning that through this activity, students interpret how topography and climate together shape visible features and human use of regions in India. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying that suppose your team is planning a short documentary on India's diverse landscapes. You must decide what to show, where to go, and why, based on information on topography conditions of landmass provided by the teacher.

Step 3 - The teacher prepares four region dossiers with a brief description about the topography conditions of region and provides one such set for each group, which are the following:

- **Region A**
  - Rainfall: less than 30 cm
  - Land: sandy, loose soil
  - Vegetation: thorny bushes
  - Human activity: camel transport
- **Region B**
  - Rainfall: more than 200 cm
  - Land: dense forest cover
  - Rivers: many small streams
  - Human activity: shifting cultivation.
- **Region C**
  - Rainfall: moderate
  - Land: flat and fertile
  - Irrigation: canals present
  - Human activity: large-scale farming

- **Region D**
  - Temperature: extremely low in winter
  - Land: steep slopes
  - Vegetation: coniferous trees
  - Human activity: tourism, animal rearing

Step 4 - The teacher will ask the students to follow the following instructions:

- Each group must identify the type of region, whether desert, north-east, plains, or mountains, based on the information given in the dossiers and write two data points that support their identification.
- Each group must select any two regions and outline the planning of the documentary around the following points:
  - What will you show in your documentary, such as land features, vegetation, human activities, etc.?
  - Why are you planning to show these features?
- Each group must make one clear comparison of why any region is different from another.
- Each group discusses and prepares a presentation to present their group's discussion about identification of regions and planning of documentary, to the large group.

Step 5- Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. How do landforms and climate together influence the type of vegetation in a region?
2. Why are certain human activities possible in one region but not in another?
3. How does rainfall influence both land features and human activities?
4. Give one example showing how geography affects people's way of living?

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Not able to identify regions correctly or without referring to the given data.	Correctly identify only those regions that are in their experience or that they are living in and cannot use the information given into the dossiers.	Correctly identify all regions and justify each using at least two data points, such as rainfall or land.
Sensitivity	Describes features of regions but does not explain how they affect human life or activities.	Explains one link between regional conditions and human activity, such as farming in plains due to fertile land.	Clearly explains how at least two geographical factors, such as rainfall and landform, influence human activities using specific examples from the regions.
Creativity	Makes choices in documentary planning without giving reasons linked to regional conditions.	Selects regions and provides vague reasons, such as they like the place, not linked to geography.	Makes decisions using clear reasoning based on terrain, climate, and accessibility, and explains cause & effect relationships.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG7** – Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, architecture, art, philosophy, medicine,
Competencies *(Can choose one or more)*	**SSC7.3** – Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity by mentioning that through this activity, students understand and demonstrate how inclusion is practiced in everyday social situations in India. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "In daily life, people sometimes get left out or treated unfairly. You will identify such situations and suggest actions to make them inclusive."

Step 3 - The teacher prepares four situation cards with a brief description of an incident or given a situation and provides two such situations to each group, which are the following:

- **Situation 1:** A school group is preparing a cultural performance. Students select only one language for songs and exclude others.
- **Situation 2:** In a playground, some students do not allow a classmate to join because they come from a different community.
- **Situation 3:** A class celebration includes food that some students cannot eat due to their cultural or dietary practices.
- **Situation 4:** A group project ignores the ideas of one student repeatedly.

Step 4 - The teacher will ask the students to follow the following instructions:

- For each situation, each group must identify why a/some student/s is being excluded.
- For each situation, groups must suggest two clear actions that they think will make it inclusive. For example, including multiple languages, ensure equal participation, provide diverse food options, etc.
- Groups enact one situation showing before exclusion and after implementing an inclusive solution.
- After role-play, groups must explain why their solution ensures inclusion to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why is it important to include people from different communities in group activities?
2. What problems can arise when people are excluded?
3. How can small actions in school promote inclusion?
4. Give one example from your daily life where inclusion is practiced or needed.
5. How does inclusion help in building a better society?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies the situation but cannot clearly state who is excluded or what action causes exclusion.	Correctly identify who is excluded and the action causing exclusion in at least one situation.	Clearly identify who is excluded and the specific action causing exclusion in multiple situations.
Sensitivity	Suggests actions that do not address the exclusion, such as unrelated solutions.	Suggests at least one action that allows participation of the excluded person.	Suggests two clear actions that ensure participation and fairness for all involved, with an explanation of how each action helps.
Creativity	Role-play shows the situation but does not demonstrate a clear solution.	Role-play shows one correct inclusive action being applied.	Role-play clearly shows the transition from exclusion to inclusion and explains the reasoning behind the solution using cause & effect logic.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG8** – Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society
Competencies *(Can choose one or more)*	**SSC8.1** – Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher already covered the topic of the constitution of India in the classroom. The teacher briefly revises the topic at the start of the class and provides an overview of the activity. The teacher mentions that through this activity, students understand why a constitution is needed to ensure fairness, order, and protection of rights. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher setting the context of the activity by saying "What happens when a group has no rules? Can everyone be treated fairly? You will experience this and then design a system to solve it."

- **Material required:**
  - A mobile phone to record simulation activity.
  - A mobile phone stand
  - A projector and a screen
  - A set of speakers

Step 3 - Teacher conducts a five-minute activity of debate on a topic for simulation in the class. During the activity, the teacher allows free speaking in discussion without any rules. The teacher intentionally gives more time and opportunities to some students to speak, ignores turn-taking, and allows interruptions.

Step 4 - The teacher will ask the students to follow the following instructions:

- After the simulation activity, teacher asks students to sit in their respective groups and play the recording of debate. The teacher asks students to observe and write individually:
  - What problems did you observe?
  - Who benefited?
  - Who was disadvantaged?
- In groups, students discuss and list at least three specific problems during the activity, such as unequal distribution of opportunities, no chance to speak, confusion, etc.
- Then teacher asks each group to discuss and design a clear set of rules for the same activity that ensures fairness, participation, and order. Each rule must include what should be done and what problem it solves.

- The teacher discusses with all groups to get a final list of rules after a common consent of class, repeats and records the same activity using student-made rules.
- The teacher again shows the recording of debate to the class and asks students to write one clear difference between activity without rules & with rules.
- The teacher connects student responses to idea of a constitution as a set of rules for a country and its significance.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why do groups or countries need rules to function properly?
2. What problems can arise if there are no rules?
3. How do rules help in ensuring fairness among people?
4. Why is it important that rules apply to everyone equally?
5. How is a constitution like the rules you created in class?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Identifies problems in the activity but cannot connect them with absence of rules.	Identifies at least one problem and links it to lack of rules, such as unfair distribution.	Identifies multiple problems and clearly explains how absence of rules led to each problem.
Sensitivity	Mentions unfair situations but do not identify who was affected or how.	Identifies who were disadvantaged, such as some students did not get chance to speak.	Clearly explains how lack of rules led to unequal treatment and why fairness is important for all members.
Creativity	Suggest rules that are unclear or not linked to any problem observed.	Suggests at least two clear rules that address specific problems.	Designs five clear rules, each linked to a specific problem and explains how each rule ensures fairness or order.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG8** – Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society
Competencies *(Can choose one or more)*	**SSC8.2** – Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher already covered the topic of the process of formation of constitution of India in the classroom. The teacher briefly revises the topic at the start of the class and provides an overview of the activity. The teacher mentions that through this activity, students understand how different ideas, such as equality, freedom, and justice influenced decisions during the making of the Indian constitution. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher sets the context of the activity by saying that suppose members of a national assembly are preparing rules for a newly independent country. They must decide what kind of rules should be included so that the country is fair and just.

Step 3 - The teacher prepares three cards with suggestions on equality, freedom, and representation in constitution and provides a set of such cards to each group, which are the following:

- **Card 1:** Equality
  - Some members suggest that only certain groups should get access to education.
  - Others suggest that all citizens should have equal access.
- **Card 2:** Freedom
  - Some members suggest that people should not criticize the government.
  - Others suggest that people should be free to express their views.
- **Card 3:** Representation
  - Some members suggest that only educated people should vote.
  - Others suggest that every adult should have the right to vote.

Step 4 - The teacher will ask the students to follow the following instructions:

- For each issue, each group must choose one option and write one obvious reason for their choice.
- For each decision, groups must identify which value is being applied:
  - Equality
  - Freedom
  - Justice

- The teacher introduces that these kinds of discussions took place during the drafting of the Indian Constitution.
- Each group presents one issue, their decision, the value used and their justification to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why were discussions and debates important while making the constitution?
2. How do values like equality and freedom influence rules in a country?
3. Why should distinct groups of people be represented in decision-making?
4. How can a balance be maintained between freedom and responsibility?
5. Give one example of a rule that reflects the idea of justice.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Choosing options but misidentifies the values.	Chooses appropriate options and identifies the correct value in at least one case, such as freedom.	Chooses appropriate options and correctly identifies values for all issues with clear linkage.
Sensitivity	Gives decisions without considering fairness or impact on different groups.	Gives at least one decision that considers fairness for people, such as equal education or voting rights.	Consistently make decisions that ensure fairness, equal participation, and rights for all groups, with clear explanations.
Creativity	Provides decisions without justification or gives unclear reasons.	Provides one obvious reason for decisions based on a value, such as equality or freedom.	Provides clear, logical justifications for all decisions and appropriately revises decisions when a conflict, such as freedom or control, is introduced.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG8** – Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society
Competencies *(Can choose one or more)*	**SSC8.3** – Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher already covered the topic of three tiers of local governance in the classroom. The teacher briefly revises the topic at the start of the class and provides an overview of the activity. The teacher mentions that through this activity, students understand how responsibilities are distributed across the three tiers from local level to block level to district level and how decisions move across them. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher sets the context of the activity by saying that many everyday problems in villages and towns are solved through local self-government. You will decide which level is responsible and how action is taken.

Step 3 - The teacher prepares three cards for problem situations and provides a set of cards for each group, which are the following:

- **Problem card 1:** A village handpump is not working and people must walk far for water.
- **Problem card 2:** A road connecting two villages is damaged and needs repair.
- **Problem card 3:** A health center lacks basic medicines and staff.

Step 4 - The teacher will ask the students to follow the following instructions:

- For each problem, each group must identify which level will take the lead and provide reasons for their identification.
- Then, for each problem, each group must create a flow chart which caters for the following steps:
  - **Step 1:** Who identifies the problem?
  - **Step 2:** Who acts?
  - **Step 3:** Who provides support/resources?
- Then, the teacher asks each group to discuss and answer that how does this system help people participate in decision-making?
- Each group presents their selected one problem, its action flow, and their explanation to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why is it important to have distinct levels of local government?
2. What might happen if only one level managed all local problems?
3. Why should local people be involved in decision-making?

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Assigns problems to incorrect levels or without giving a reason.	Correctly assigns problems at local level and block level with one reason each.	Correctly assigns all problems and explains each using clear reasoning about responsibilities.
Sensitivity	Identifies problems but does not explain how they affect people.	Explains how at least one problem affects people, such as lack of water, poor roads, etc.	Clearly explains how each problem affects daily life and why timely action by local government is important.
Creativity	Creates incomplete or unclear action flow, such missing steps, or levels.	Creates complete three-steps flow involving at least two levels with logical sequence.	Creates a clear and logical flow involving multiple levels and correctly revises it when constraints, such as lack of funds, are introduced, with explanation.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG9** – Understands the processes of economic activities (production and consumption, trade, and commerce)
Competencies *(Can choose one or more)*	**SSC9.1** – Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity by mentioning that students understand the relationship between production, commodity, consumption and how capital affects this chain. Students will work in the groups. The teacher will divide the students into groups of five students per group.

Step 2 - The teacher sets the context of the activity by saying that suppose you will run a small market system where goods are produced, sold, and consumed. Your decisions will affect how the system works.

Step 3 - The teacher provides the following material to each group:

- Raw materials, such as paper pieces, etc., make paper boats as their products.
- Limited capital in the form of play money, such as 20 notes each
- Each producer must follow the rule that each product requires 2 units of raw material.

Step 4 - The teacher will ask the students to follow the following instructions:

- Students work in a group of five students, in which each has the following assigned roles:
  - **Producers:** two students
  - **Seller:** one student
  - **Consumers:** two students
- Producers must decide how many goods to produce and spend capital on raw materials as per rule. Similarly, the seller must decide the price per product and sell to consumers. Consumers must choose whether to buy or not and manage the limited money that they have.
- Each group records the number of goods produced, the price set by the seller, the total number of goods sold, and whether money earned or lost.
- Then, the teacher introduces a new scenario by reducing the capital by half for producers of all groups. Then, each group repeats one more cycle and records changes.
- Students discuss in their group and answer:
  - What changed when capital was reduced?
  - How did it affect production and sales?
- The teacher connects the production to commodity, consumption, and the role of capital.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. How does capital affect the quantity of goods produced?
2. How are production and consumption connected?
3. What happens to sellers if goods are not sold?
4. Give one example from daily life showing the link between production and consumption.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Participates in activity but cannot explain the flow between production, selling, and consumption.	Explain the flow of production, selling, and consumption, using one example from the activity.	Clearly explains the full flow and correctly connects it with the role of capital using activity data.
Sensitivity	Does not recognize how decisions affect others, such as the high price affecting buyers.	Recognizes one impact, such as consumers cannot buy due to high price or low money.	Clearly explains how decisions of price, production, or capital affect distinct roles, such as producer, seller, and consumer.
Creativity	Makes decisions of production or price without linking them to outcomes.	Adjusts one decision, such as price or production, based on previous outcome.	Adjusts multiple decisions, such as production quantity and price, after capital reduction and explains the reason using cause–effect relationships.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Social Science	
Curricular Goals: *(Can choose one or more)*	**SSCG10** – Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it
Competencies *(Can choose one or more)*	**SSC10.1** – Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its history.

ACTIVITY

Sequence of the Activity:

Step 1 - The teacher provides an overview of the activity mentioning that students understand India's democratic traditions through historical practices of collective decision-making. Students will work in the groups. The teacher will divide the students into groups of 4-5 students per group.

Step 2 - The teacher sets the context of the activity by saying that people in India have been taking collective decisions for a long time. You will study how decisions were made earlier and compare them with today's system.

Step 3 - The teacher prepares three cards that have scenarios of collective decision-making in older times and provides two cards to each group, which are the following:

- **Case 1:** Village Assembly- In a village, elders and members gather to decide on issues like water use and land disputes. People discuss and arrive at a decision together.
- **Case 2:** Gana-Sangha System- In some ancient regions, groups of people select representatives who made decisions collectively.
- **Case 3:** Local Community Decision- A community decides rules for managing common resources (like grazing land) through group discussion.

Step 4 - The teacher will ask the students to follow the following instructions:

- For each case, groups must identify how decisions were taken, through discussion, selection of representatives, and collective agreement and write one feature of that system.
- Then, the teacher provides a condition that in present-day India, people elect representatives and follow rules under the Constitution. The teacher asks each group to write one similarity between the historical system and present democratic system.
- Additionally, the teacher asks each group to decide how to use a common fund collected by all the students. Students in each group discuss among themselves and must suggest a method to choose the decision, followed by taking a decision, and recording the process.
- Now, groups must write one difference between their class decision method and one of the historical methods of their group's choice.
- Each group presents the findings of their group discussion to the large group.

Step 5 - Then, the teacher summarizes the activity by concluding the student's responses to the questions and their participation in the activity discussion.

ASSESSMENT QUESTIONS

Students record their responses for the following questions in their notebook:

1. Why is discussion important in decision-making?
2. How does representation help in large groups or countries?
3. Give one example to show that democratic ideas existed in India in the past.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Describes the case but cannot identify how decisions were taken.	Identifies one method of decision-making, such as discussion or representatives, in at least one case.	Correctly identify decision-making methods in multiple cases and explain each with a feature.
Sensitivity	Participates in group decisions without explaining why the method is fair or useful.	Explains how one method, such as voting or discussion, allows participation of people.	Clearly explains how chosen methods ensure participation, fairness, and inclusion, with examples from the activity.
Creativity	Choosing a decision-making method without explanation.	Choose a method and give one reason, such as whether voting is quick or fair.	Selects and applies a suitable method, either discussion, voting or representation, explains the process, and compares it logically with a historical method.

***Note:** Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education (PE)	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports, and develop their understanding
Competencies (*Choose one or more)*	**PEC1.1 —** Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/ hitting a ball far with precision)

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

The activity assesses the seven components of the competency through direct observation of students performing running, jumping, rolling, zigzag movements, catching, and throwing.

At the beginning, the teacher says, **"Complete each activity independently and follow the instructions and safety requirements. On the second attempt, you may change your movement or strategy based on what happened in your first attempt."**

Power (Assessed during the running and jumping activities)

Teacher says: "When I say 'Go', run to the finish line as quickly as you can. At the marked area, perform the jump and continue to the end. You will get two attempts "

Students do:

- Run and complete the jump using their own technique.

Teacher observes whether the student:

- Observe whether the student:
- bends the knees before take-off;
- pushes forcefully against the ground;
- swings the arms strongly during take-off;
- uses quick, forceful first 2–3 steps when starting the run.

Strength (Assessed during the jumping activity)

The teacher says, "Perform two standing long jumps from the starting line. Try to jump as far as you can in each attempt. Your better distance will be recorded. "

Students do:

- Perform two standing long jumps from the starting line.
- Attempt to jump as far as possible in each attempt.

Teacher observes and records:

- The distance of each jump. The teacher records both distances and uses the better attempt for the strength assessment.

Speed (Assessed during the running activity)

Teacher says: "When I say 'Go', run to the marked line as fast as you can. You will get two attempts, and your best time will be recorded."

Students do:

- Run from the starting line to the marked line as quickly as possible.
- Complete two sprint attempts.

Teacher observes and records:

- The time taken to complete the run in each attempt.
- The better of the two sprint times for assessment.

Balance (Assessed during the zigzag running and landing activities)

The teacher says: "Run through the cones without touching or knocking them down. After the jump, land safely and hold your landing position for 3 seconds."

Students do:

- Run through the zigzag course.
- Complete the jump and hold the landing position.

Teacher observes and records:

- Whether the student holds a stable landing position for 3 seconds without stepping, falling, or using another body part to regain balance.

Flexibility (Assessed during the forward roll activity)

The teacher says, "Perform two forward rolls from the starting position. Complete each roll safely and stand up at the end. Your performance in both attempts will be observed."

Students do:

- Perform two forward rolls.
- Stand up after completing each roll.

Teacher observes and records whether the student:

- Keeps the chin tucked, rounds the back, and moves continuously through the forward roll.
- Performs the roll in one smooth, continuous movement.
- Completes the roll without stopping or using hands/another person for support
- Returns to a standing position smoothly after the roll.

Judgement (Assessed during the running, catching, and target-throwing activities)

For judgement, observe whether the student chooses the correct movement or position; do not judge how quickly they respond.

Teacher says:

- **Running activity:** "Run to the marked line. When you hear a direction, change your movement in that direction."
- **Catching activity:** "Move into the position you think will allow you to catch the ball before it reaches you. "
- **Target-throwing activity:** "Throw the ball at the target twice."

Students do:

- Change direction in response to the teacher's call.
- Attempt to catch each ball thrown to them.
- Throw the ball at the target twice.

Teacher observes and records whether the student:

- Changes to the correct direction when instructed.
- Moves into the correct position before the ball reaches them during catching attempts.
- Changes the second throw after considering the result of the first throw.

Reflexes (Assessed during the running and catching activities)

For reflexes, observe how quickly the student responds; do not judge whether the decision itself was correct.

Teacher says:

- **Running activity:** "Run to the marked line. When you hear a direction, change your movement in that direction."
- **Catching activity:** "Catch each ball that is thrown to you."

Students do:

- Change direction while running in response to the teacher's call.
- Attempt to catch each ball thrown to them.

Teacher observes and records whether the student:

- Changes direction immediately after the teacher's call.
- Catches the ball cleanly, especially during the faster throws.

Assessment Criteria:

Parameter	Advanced	Proficient	Beginner
Power	Demonstrates 3–4 indicators of powerful movement during the running and jumping activities.	Demonstrates 1–2 indicators of powerful movement.	Demonstrates none of the indicators; movement appears flat or stiff.
Strength	Boys: Jump distance ≥170 cm Girls: Jump distance ≥145 cm	Boys: 130–169cm Girls: 110–144 cm	Boys: <130 cm Girls: <110 cm
Speed	Boys: ≤5.6 s Girls: ≤6.0 s	Boys: 5.7–6.8 s Girls: 6.1–7.3 s	Boys: >6.8 s Girls: >7.3 s
Balance	Holds a stable landing for 3 seconds in both attempts and touches 0 cones during the zigzag run.	Holds the landing for 3 seconds in one attempt (or shows minor loss of balance) and/or touches 1–2 cones.	Cannot hold the landing for 1 second in either attempt and/or touch 3 or more cones.

Flexibility	Demonstrates 3–4 indicators of an effective forward roll.	Demonstrates 2 indicators of an effective forward roll.	Demonstrates 0–1 indicator or is unable to complete the forward roll independently.
Judgement	Moves into the correct position before the ball on 4–5 catches, responds correctly to both direction calls, and improves the second target throw.	Demonstrates correct performance in about half of the three judgment tasks.	Frequently reacts late or guesses, responds incorrectly to direction calls, and shows no improvement in the second target throw.
Reflexes	Makes 4–5 clean catches (including both faster throws) and changes direction correctly on both direction calls.	Catches mainly the easier throws, misses the faster throws, and responds correctly to 1 of 2 direction calls.	Makes 0–1 clean catch and responds incorrectly or too slowly to both direction calls.

These criteria describe performance in this activity and should be interpreted together with teacher observations. The numerical cut-offs for strength and speed should be used only where they have been established for the Grade 7 age group and assessment context.

ASSESSMENT QUESTIONS

Assessment Parameters through teacher observation:

1. Recognises what each activity requires and changes the movement to suit the task without repeated reminders.
2. Pays attention to instructions, teacher's signals, pathways, targets, equipment and people while performing the activities.
3. Remains focused and completes all the activities in the correct way from beginning to end without losing attention.

1. Controls their behaviour during the assessment by following the rules and continuing the activities even after making mistakes.
2. Shows respect and care for others by waiting for their turn, giving classmates enough space and using equipment responsibly.
3. Helps maintain a safe and positive environment by following safety instructions and showing good sportsmanship throughout the assessment.

1. Change the way they perform a movement during the next attempt without being told what to do.
2. Try a different movement when the first attempt is not successful, instead of repeating the same approach.
3. Uses a movement or strategy that works well in one activity to improve performance in another activity when appropriate.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Needs repeated reminders to recognise what a task requires and to respond to signals, pathways, targets, the moving ball, or changes in the task. Example: Continues in the same direction after a new direction is called, begins a catch without preparing the body, or needs repeated reminders about the required position during a roll or landing.	Recognises the movement requirements of different tasks and uses the available cues to perform them appropriately. Example: Responds to direction calls, prepares the body before catching, follows the zigzag path, uses the required position for the forward roll, and follows the instructions for jumping and throwing with only occasional reminders.	Independently recognises task demands and responds appropriately to different cues throughout the assessment. Example: Adjusts body position, movement, direction or timing according to the task without reminders and remains attentive to the pathway, target, ball and other participants while performing.
Sensitivity	Needs frequent support to follow safety requirements and consider others while performing. Example: Starts before the area is clear, moves into another student's space, handles equipment unsafely, or reacts disruptively after an unsuccessful attempt.	Follows safety instructions, waits for their turn, maintains appropriate space, uses equipment responsibly and responds appropriately to success and mistakes. Example: Waits for the signal before starting, gives classmates sufficient space, uses equipment safely and continues the activity after an unsuccessful attempt.	Consistently demonstrates care, responsibility and sportsmanship without reminders. Example: Checks that the activity area is clear before beginning, respects others' turns and space, handles equipment carefully, and responds calmly and respectfully to both success and mistakes.
Creativity	Finds it difficult to change a movement or strategy when the first attempt is unsuccessful and usually repeats the same approach. Example: Repeats the same jump, throwing action, catching position or running approach after it does not work.	Uses the result of an earlier attempt to make a purposeful change in movement or strategy. Example: Changes the running rhythm, adjusts the jump effort, changes body position before catching, or changes throwing force or direction on the next attempt after considering the first result.	Independently identifies, selects and applies a more suitable movement or strategy when the task or result calls for adjustment. Example: Changes the way they run, jump, catch or throw based on what happened earlier or on changing task demands, without waiting for the teacher to tell them what to change.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well Being (LS-1) -	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.
Competencies (*Choose one or more)*	**PEC1.2 —** Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow. **PEC1.6 —** Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.
Learning Outcomes	Students perform gymnastic movements smoothly, showing flexibility, coordination and balance.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Gymnastics Routine Performance

Students perform a short floor routine of six learnt gymnastic elements. The teacher observes and assesses flexibility, coordination and balance during the performance.

Set-up

- A line of mats with a low bench or a taped floor line at the end.
- Groups of 5. Each student performs in turn while the others spot and watch.
- **Equipment:** mats, low bench, tally sheet, pen.
- **Warm-up (5 min):** joint mobility, shoulder, back and hip stretches, light jogging.

Routine (in this order)

Element	Counted as correct when	Assesses
Scale	One leg raised behind, body level, held 3 seconds without touching down	Balance
Jump with half turn	Arms and legs move together, and the student lands facing the opposite way	Coordination
Forward roll	Tucked, with a round back, rolling straight and standing up smoothly	Coordination
Straddle sit stretch	Legs wide, knees straight, chest lowered toward the floor, held 3 seconds	Flexibility
Bridge	Hips high, arms and legs straight, held 3 seconds	Flexibility
Bench walk with turn	Walks the bench or line, turns on the toes and steps off in control	Balance

Own link: Students add their own linking movement (a turn, step or pose) between two elements and choose how to vary direction, speed or tempo.

You may replace any element with one your students have learnt, keeping two for each ability.

Teacher tips

- Every performer has a spotter at the bridge and the forward roll. Remove jewellery and use mats.
- Observe one group at a time from the front, close to the mats.

ASSESSMENT QUESTIONS

1. How well does the student perform the gymnastic elements with flexibility, coordination and balance?
2. How safely and considerately does the student prepare, perform and support others during the routine?
3. How flexibly does the student add linking movements and vary direction, speed and tempo so the routine suits the elements?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Performs 0-2 of the 6 elements correctly, holding positions briefly, moving stiffly and often losing balance.	Performs 3-4 of the 6 elements correctly, holding positions steadily for 3 seconds, moving smoothly and staying balanced with small wobbles.	Performs 5-6 of the 6 elements correctly, holding positions steadily for 3 seconds with full stretch, moving smoothly and in control, and staying balanced without wobbling.
Sensitivity	Needs reminders to warm up and stay within own limits, spots a peer when asked, and takes turns with reminders.	Warms up and works within own limits, spots and encourages peers during their turns, and takes turns respectfully.	Prepares carefully and works within own limits throughout, spots and encourages peers without being asked, and gives peers kind, helpful feedback.
Creativity	Adds a simple linking movement when prompted, keeps the same direction, speed and tempo throughout, and the link suits the next element in few places.	Adds own linking movements (turn, step, pose), changes direction, speed or tempo at least once on purpose, and the links suit the next element in most places.	Adds a range of own linking movements, changes direction, speed and tempo on purpose to give the routine variety, and the links suit the next element throughout.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well Being (LS-1) -	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.
Competencies (*Choose one or more)*	**PEC1.1 —** Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision). **PEC1.2 —** Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.
Learning Outcomes	Students react quickly, change direction with agility and move in coordination with teammates while playing Kho-Kho.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Mini Kho-Kho

Students play a short team game of Kho-Kho. The teacher watches how the team reacts, changes direction and works together.

Set-up

- Use the school's Kho-Kho court, or mark a mini court with a 12 m central lane between two poles and five sitting spots, alternating sides.
- **Equipment:** whistle, stopwatch, 2 padded poles, tally sheet, pen.
- Teams of 6. Students not playing score.

Play

- Teams play a regular Kho-Kho match in turns. The chasing team has 5 sitting and 1 active chaser, and the defenders enter in batches of 3.
- Each turn lasts 4 minutes or until all defenders are out. Then the teams swap, so each team chases once and defends once.
- Warm up for 5 minutes with jogging, sitting-stance practice, pole turns and zig-zag runs. Cool down for 3 minutes with a slow walk and leg stretches.

What the teacher watches for

- **Reaction:** the sitting player gets up and runs at once when touched and called "Kho".
- **Coordination:** a clean Kho handover, with the call, the touch from behind and the correct direction in one smooth link.
- **Agility:** a defender changes direction quickly and avoids the touch while staying balanced.

Tally (one team at a time):

- During the chasing turn, watch the first 10 Kho handovers. For each one, make two ticks: **quick takeover** and **clean handover**.
- During the defending turn, watch the first 10 chases (the active chaser comes within arm's length of a defender). Tick each one the defender **dodged** without being touched.

ASSESSMENT QUESTIONS

1. How well does the team react to the Kho call, give clean Kho handovers and dodge the chaser during the game?
2. How well do the players communicate, support each other and keep the game safe and fair?
3. How flexibly does the team choose and change its chasing and defending moves as the game changes?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness (Reaction, coordination and agility)	Takes over after the Kho call at once in 0-4 of 10 handovers, often after a pause; gives a clean Kho in 0-4 of 10 handovers, with the call, touch or direction sometimes missing; and dodges the chaser in 0-4 of 10 chases, using extra steps to change direction.	Takes over after the Kho call at once in 5-7 of 10 handovers; gives a clean Kho in 5-7 of 10 handovers, with the call, touch and direction linked; and dodges the chaser in 5-7 of 10 chases, changing direction without extra steps.	Takes over after the Kho call at once in 8-10 of 10 handovers, rising and running as soon as touched; gives a clean Kho in 8-10 of 10 handovers in one smooth link; and dodges the chaser in 8-10 of 10 chases, changing direction quickly and staying balanced.
Sensitivity (Teamwork and safety)	Gives guiding or encouraging calls to teammates when reminded, plays safely with reminders to avoid pushing and to keep clear of the poles, and accepts out calls and rules after reminders.	Gives guiding or encouraging calls to teammates during play, plays safely without pushing and keeps clear of the poles, and accepts out calls and rules.	Guides and encourages teammates throughout the game, keeps contact safe at full speed and reminds others to do so, and accepts out calls and rules gracefully without reminders.

Creativity (Team moves)	Uses one type of move for all situations, chooses a suitable move in few situations, and changes tactics when prompted.	Uses two or more moves (Fake Kho, pole turn, covering chase, chain), chooses a suitable move in most situations, and changes tactics on their own after a failed attempt.	Uses a range of moves and formations (such as the 3-2-3 chain), chooses the most suitable move for each situation, and changes tactics at once, trying new combinations as the game changes.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well Being (LS-1) -	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.
Competencies (*Choose one or more)*	**PEC1.6 —** Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.
Learning Outcomes	Students show improved speed and agility while playing badminton.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Badminton Court Cover Game

Students play a short badminton singles game. The teacher watches their

Speed (sprint): a quick first step, covering the front-to-back and side distances in a few strides, and reaching the shuttle before it lands.

Agility: changing direction without losing balance (side step, lunge, chassé), and getting back to the base spot after each shot.

How to play

Equipment: rackets, shuttles, 2 cones for the base spots, tally sheet, pen.

Warm-up (5 min): Jogging, side shuffles, lunges, arm swings, ankle and hip circles, a few light rallies.

Students play in pairs. The teacher watches 2 courts (4 students) at a time. The students not playing act as scorer and shuttle collector.

1. Players stand on their own half, each starting at the base spot.
2. One player serves underhand from behind the short service line into the opponent's court.
3. Play the rally. The player who wins the rally scores 1 point and serves next.
4. Each game lasts 4 minutes or 7 points. Then the pairs rotate.
5. **Move-your-opponent rule:** Send the shuttle to the front, back or sides, away from where your opponent stands. Do not hit at the opponent's body.
6. **Base rule:** After every shot, return to your base spot and get ready.

Cool-down (3 min): Slow walk and leg stretches.

Away shot: a shuttle that lands in the student's court and needs at least two steps to reach.

Tally (one student at a time): Watch the first 10 away shots sent to the student. Tick each one the student reaches. Skip shuttles that land outside the court.
ASSESSMENT QUESTIONS
1. How well does the student apply speed and agility to reach the shuttle and be ready again for the next shot?
2. How safely and considerately does the student move at speed around the net, court and opponent?
3. How flexibly does the student choose and change footwork to reach shuttles sent to different places?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness (Speed and agility)	Reaches 0-4 of 10 away shots, starting to move when the shuttle is already close, and returns to the base spot after 0-4 of them, using extra steps to turn and settle.	Reaches 5-7 of 10 away shots, starting to move as the shuttle crosses the net, and returns to the base spot after 5-7 of them, turning and settling in time for most next shots.	Reaches 8-10 of 10 away shots, starting to move as soon as the opponent hits, and returns to the base spot after 8-10 of them, turning directly and settling before the next shot.
Sensitivity (Control and safety)	Keeps balance when moving slowly, needs reminders to keep clear of the net and opponent, and stops play when reminded of a shuttle or person on the court.	Keeps balance while moving at speed, keeps clear of the net and opponent, and stops play when a shuttle or person is on the court.	Keeps balance and control at full speed, keeps clear of the net and opponent without reminders, and stops play at once and calls “let” when a shuttle or person is on the court.
Creativity (Footwork choice)	Uses one type of step for all shots, chooses a suitable step for few shots, and adjusts to new shuttle placements when prompted.	Uses two or more types of steps (side step, lunge, chassé), chooses a suitable step for most shots, and adjusts to new shuttle placements on their own.	Uses a range of steps, chooses the most suitable step for every shot, and adjusts at once to unexpected placements, trying new ways to reach difficult shuttles.

Note: Tick the relevant performance level based on the individual student’s performance for each ability for this activity.

Physical Education and Well Being (LS-1) -	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding. **PECG2 —** Exhibits sensitivity in their personal and social behaviour towards themselves and others.
Competencies (*Choose one or more)*	**PEC1.6 —** Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus. **PEC2.1 —** Reflects on their personal reactions during an interaction and activity with others.
Learning Outcomes	Students show endurance, agility and sound decision-making while performing a triathlon.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Sports Triathlon: Run, Dribble, Zig-Zag

Students move through three sports one after the other: athletics (run), football (dribble) and Kho-Kho (zig-zag run). Students already know all three, so they can combine them easily on one ground. The teacher watches the effort, the direction changes and the choices students make.

How to play

- **Leg 1, Athletics Run:** a marked loop of about 100 m.
- **Leg 2, Football Dribble:** two lanes of 8 cones. The Easy lane has cones 2.5 m apart and the Challenge lane 1.5 m apart.
- **Leg 3, Kho-Kho Zig-Zag:** a zig-zag course of 6 cones with a pole (or a cone) at each end for the pole turn.
- **Transition spots:** T1 (run to dribble) and T2 (dribble to zig-zag).
- **Equipment:** footballs (one per student), cones, 2 poles, stopwatch, whistle, water, tally sheet, pen.
- Heats of 5. A partner counts laps and passes and cheers.

Steps

1. **Plan (1 min):** Each student states a plan: a pace for each leg and one idea of their own (such as breathing rhythm, stride or turning technique).
2. **Warm-up (5 min):** Jogging, side shuffles, dribbling, pole turns, leg mobility.
3. **Leg 1, Run:** 4 laps of the loop at their own pace.

4. **T1 (up to 30 s):** Drink water and breathe. Take a ball and choose the Easy or Challenge lane.
5. **Leg 2, Dribble:** 3 passes through the cones (down, back, down), keeping the ball under control.
6. **T2 (up to 30 s):** Leave the ball and drink water.
7. **Leg 3, Zig-Zag:** 4 rounds of the zig-zag course, turning at the pole at each end like a Kho-Kho chaser.
8. **Cool-down:** Slow walk and stretches.

Rules: No pushing. Pass on the outside. Stop and tell the teacher if you feel unwell.

ASSESSMENT QUESTIONS

1. How well does the student sustain effort through the run and zig-zag, and change direction cleanly in the dribble?
2. How well does the student make decisions on lane and pace, react to tiredness and other students, and reflect on them at the finish?
3. How flexibly does the student plan their own approach and use their own ideas to improve it during the triathlon?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Completes 0-2 of the 6 checks, stopping or slowing often in the run and zig-zag, and missing or knocking cones and losing the ball at the turns.	Completes 3-4 of the 6 checks, keeping going with small slowdowns, and passing most cones cleanly with balanced turns.	Completes 5-6 of the 6 checks, keeping a steady pace to the end, and passing cones cleanly with quick, balanced turns every time.
Sensitivity	Chooses the lane and adjusts pace with the teacher's help, needs reminders to stay calm and pass others safely when tired or overtaken, and describes the decision and reaction only when asked.	Chooses a lane and adjusts pace to suit how they feel, stays calm and passes others safely when tired or overtaken, and describes the decision and reaction at the finish.	Chooses the lane and adjusts pace sensibly at the right moments, stays calm, encourages others and passes safely, and gives clear reasons for the decision and reaction at the finish.
Creativity	Makes a basic plan when prompted, uses an idea suggested by others, and keeps the same approach in every leg.	Makes a plan with a pace for each leg, adds one idea of their own (breathing rhythm, stride, turning technique), and tries it in the legs.	Makes a clear plan with a pace for each leg, adds more than one idea of their own, and tries and refines them from leg to leg.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Physical Education and Well Being (LS-1) -	
Curricular Goals *(Choose one or more)*	**PECG1 —** Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.
Competencies (*Choose one or more)*	**PEC1.1 —** Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision). **PEC1.2 —** Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.
Learning Outcomes	Students jump with power to reach good height and move in coordination while playing volleyball.

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☐ **Art-integrated** ☑ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

Volleyball Match

Students play a volleyball match. The teacher watches jump height and coordination during the play, mainly at the net.

Set-up

- Full volleyball court (18 m × 9 m) with the net up. Use net height 2.0-2.2 m, or your school's standard for Classes 6-8.
- Teams of 6, with extra players as substitutes, scorers and line judges.
- **Equipment:** volleyballs, whistle, scoreboard, tally sheet, pen.

Warm-up: Jogging, ankle hops, knee bends, arm swings, a few practice approaches and jumps with landing on both feet.

How to play

- Regular volleyball rules. Six players per side. Each time a team wins the serve from the opponent, its players rotate one position clockwise.
- Rally-point scoring. A set goes to 11 points and must be won by 2.
- Serve from behind the back line (underhand or overhand).
- A team may touch the ball up to 3 times, and no player touches it twice in a row (a block does not count as a touch).

- Stay on your own side of the net. Never step under the net. Call “mine” or “yours” before playing the ball.
- Play 2 sets, with teams switching sides between them.

Cool-down: Slow walk, calf, thigh and shoulder stretches.

Teacher tips

- Stand at the side of the net, level with the net top, to see the hands against it.
- Watch the 3 front-row players of one team. After each rotation, watch the new front row. Front-row players jump the most (attacks and blocks).
- Follow each student for their first 6 jumps. If a student has fewer than 6 after both sets, play a short extra set (first to 6 points), or carry the tally to the next lesson.

Measure

Height: The fingertips rise above the top of the net tape at the highest point of the jump.

Coordination: The approach (or ready stance for a block), two-foot take-off and arm swing (or arms reaching over the net) move together in one smooth sequence.

ASSESSMENT QUESTIONS

1. How well does the student jump to reach above the net and coordinate the approach, take-off and arm swing during attacks and blocks?
2. How safely and considerately does the student jump, land and call for the ball around the net and teammates?
3. How flexibly does the student vary and change their attacks to suit the opponents’ blockers?

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Gets fingertips above the net top in 0-2 of 6 jumps, and the approach, take-off and arm swing work together in 0-2 of 6 jumps, often arriving or swinging at different times.	Gets fingertips above the net top in 3-4 of 6 jumps, and the approach, take-off and arm swing work together in 3-4 of 6 jumps, with small timing slips.	Gets fingertips above the net top in 5-6 of 6 jumps, and the approach, take-off and arm swing work together in 5-6 of 6 jumps in one smooth, well-timed sequence.
Sensitivity	Needs reminders to keep clear of the net and teammates when jumping and landing, calls “mine” or “yours” when reminded, and accepts calls fairly after reminders.	Keeps clear of the net and teammates when jumping and landing, calls “mine” or “yours” during play, and accepts calls fairly.	Lands in control and keeps clear of the net and others every time, calls early and clearly and guides teammates, and accepts calls fairly and encourages opponents.

Creativity	Hits the same way every time, sends the ball straight over the net, and changes only when prompted.	Uses two types of attack (jump hit and jump push), places the ball to different parts of the court, and adjusts after a block on their own.	Uses a range of attacks, chooses the most suitable one for where the blockers stand, and adjusts at once after each rally.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

Vocational Education (VE)	
Curricular Goals *(Choose one or more)*	**VECG1 —** Develops basic skills and allied knowledge of work and associated materials/ procedures
Competencies (*Choose one or more)*	**VEC1.1 —** Identifies and uses tools for practice

ACTIVITY

Approach of the Activity: *(Please ✓ all that apply)*

☑ **Art-integrated** ☐ **Sports-integrated** ☐ **Toy-based**

☐ **Technology-integrated** ☐ **Skill-based learning**

☐ **Experiential learning** ☐ **Cross cutting theme integrated**

☐ **Indian Knowledge Systems integrated** ☐ **Any Other** _____

The teacher tells the student: "Something in the classroom has been damaged and needs to be fixed. First find out what needs to be fixed, decide which tool is suitable, and then fix it."

Use a simple classroom display stand/wooden frame that has:

- one loose screw,
- one loose joint that needs tightening,
- one short piece of soft wire that has come loose and needs bending back into place.
- Tools placed on the table
- Screwdriver
- Pliers
- Scissors
- Ruler
- Hammer
- Hand trowel

The student is not told which tool matches which problem.

Part 1 — Diagnose the Problem

Give the student the damaged object and say: "Look carefully at the object. Identify what needs to be fixed before you start." The student records:

Problem noticed	Tool I think is needed	Why I chose it

The student is required to look at the actual problem first and then select the tool.

Part 2 — Choose the Tool

For each problem, the student selects the tool they think is most appropriate. The teacher asks: "What does this tool help you do?"

The student must explain the connection between the problem and the function of the tool.

Part 3 — Fix It

The student now completes the repairs. The teacher observes whether the student:

- selects a suitable tool;
- uses it for its intended purpose;
- holds/operates it appropriately;
- completes the repair successfully.

Part 4 — The Wrong Tool

Now deliberately introduce a new problem: "The screw has become loose again, but the tool you were using is not available. Choose another tool from the table. Decide what you can and cannot do with the available tools." The teacher asks:

"Why did you choose this tool, or why did you decide that none of the available tools was suitable?"

Part 5 — Unseen Repair

Give the student a new simple fault: "This wire has been bent out of shape. Make it straight and then create the small bend shown in the marked example."

The student must independently:

identify the requirement → select the tool → use it → complete the repair.

ASSESSMENT QUESTIONS

4. How did you decide which tool was suitable for each problem in the damaged object? Give one example.
5. While repairing the object, what did you do to avoid damaging the object or the tool while using it?
6. When the tool you first selected could not be used, what different approach did you take to fix the problem? Explain why you chose it.

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness	Has difficulty connecting the problem to the function of a tool and needs support to select a suitable tool. Example: Chooses a tool because it looks familiar or is available, but cannot explain how its function matches the repair required.	Identifies the problem, selects a tool appropriate to the specific task, and explains the connection between the tool's function and the repair. Example: Can explain, "I selected this tool because its function allows me to do the required repair." Uses the selected tool for its intended purpose.	Independently identifies what the repair requires, compares available tools and selects the most suitable tool based on its function and the specific requirement. Example: Can explain why one available tool is more suitable than another and identifies when a tool is unsuitable for the task.

Sensitivity	Uses the tool or material without sufficient care and may apply unsuitable force or handling that could damage the work or tool. Example: Continues applying force even when the material is not responding as expected or handles the tool in a way that may damage it or the material.	Uses the selected tool with care and control, paying attention to how the tool and material respond during the repair. Adjusts handling when necessary to avoid damaging the tool or material. Example: Notices resistance while repairing and changes the way the tool is being used rather than forcing it.	Consistently works with careful control and attention to the condition of both tool and material, recognising small changes while working and adjusting use appropriately. Example: Notices that the material may be getting damaged, changes the pressure or handling, and continues the repair without unnecessarily damaging the material or tool.
Creativity	Finds it difficult to reconsider the tool choice when the first tool is unsuitable and usually repeats the same approach. Example: Continues trying the same tool even after it is clear that it cannot perform the required repair.	Reconsiders the tool choice when the original tool cannot be used and selects or tries a different suitable approach based on the task. Example: When the first tool is unavailable or unsuitable, identifies another available option and explains why it could meet the repair requirement.	Independently compares possible alternatives and adapts the tool choice or method purposefully when the situation changes. Example: Recognises that the original tool cannot complete the task, considers the available alternatives, chooses the most appropriate option, and explains how the new approach still addresses the repair requirement.

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.