



# **Global Citizenship Education (GCED)**

## **Integration Guide and Lesson Exemplars**

**Social Studies**

*Grades IV-VI*

**Bhutan**

**2024**



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## Integration Guide and Exemplars

### SOCIAL STUDIES

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**Bhutan**

**2024**



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

Ministry of Education and Skills Development, Bhutan

&

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

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

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

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

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

LIM Hyun Mook  
Director, APCEIU



## INTRODUCTION

In Social Studies, learners learn about relationships, interactions and interdependence between human beings and the nature around them. This subject instils values for harmonious coexistence and peaceful living. It helps learners develop ethical and behavioural actions that recognise and respect diverse levels of identities, human dignity, and sustainable development. It also promotes civic competencies including scientific and historical knowledge, skills, and attitudes in learners to assume proactive roles of contributing citizens in the fast-changing society.

The integration of GCED into social studies is vital for fostering learners' civic and citizenry responsibilities towards promoting an inclusive, harmonious, and peaceful world. Learners are afforded opportunities to apply inquiry skills through hands-on experiences such as exploration, observation, investigation, measurement, and field trips that aid them in understanding and adapting to the rapidly changing world. Through social studies learning experiences, they acquire critical thinking, problem-solving, and decision-making skills that prepare them to become responsible citizens. These skills enable learners to connect their experiences to their communities, countries, and the world through closer observations of both natural and man-made environments. Learners examine the causes and effects of thoughts, emotions, and actions they encounter in everyday life and grasp the significance of their existence. Values such as honesty, teamwork, respect, care, responsibility, and the rights of others are instilled in young people, fostering a growth mindset and a spirit of cohabitation amidst diversity.

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



## MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS

The social studies topics for each grade are mapped for the GCED themes. The GCED learning attributes relevant to the lesson topics are then identified to integrate them into the subject topic lessons.

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

### *Grade IV*

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

<b>Theme</b>	<b>Topics Mapped</b>	<b>GCED learning attributes for Integration</b>
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"><li>• Local Government</li><li>• Gewog Tshogde,</li><li>• Our Country</li><li>• My home</li><li>• Importance of home</li><li>• My Family</li><li>• Role of Family</li><li>• My village</li></ul>	<ul style="list-style-type: none"><li>• Social Justice and Equity</li><li>• Critical and creative thinking</li><li>• Empathy</li><li>• Emotional intelligence</li><li>• Respect for people and their differences</li></ul>
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"><li>• Needs and Wants</li><li>• Activities for Earning,</li><li>• Activities for Living.</li></ul>	<ul style="list-style-type: none"><li>• Sense of identity and self-esteem, Emotional intelligence</li><li>• Decision-making</li></ul>
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"><li>• Weather, pollution, and Its types</li><li>• Conservation of environment</li><li>• Waste and its types</li><li>• Hazard and Disaster</li></ul>	<ul style="list-style-type: none"><li>• Effective Communication, Self-awareness, and reflection,</li><li>• Individual, social, national participation.</li></ul>



4. Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> <li>• The Lord Buddha</li> <li>• Guru Rinpoche's and Significant Contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to participation and inclusion, Behave and take actions with empathy and morality.</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> <li>• Types of work</li> <li>• Skilled and unskilled workers.</li> <li>• Needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem, Practice of etiquette, conservation and promotion of identities</li> <li>• Build social bonding and collaborations</li> </ul>
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> <li>• Conservation of environment</li> <li>• Importance of forest, the environment, Pollution, and its types, wastes and its types</li> </ul>	<ul style="list-style-type: none"> <li>• Behave and take actions with empathy and morality, Commitment to social justice and equity.</li> </ul>
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> <li>• Social wellbeing, Human activities, Traditional knowledge on weather</li> </ul>	<ul style="list-style-type: none"> <li>• Behave and take actions with empathy and morality, Commitment to social justice and equity, Emotional intelligence.</li> </ul>
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> <li>• Types of weather, pollution, and its types</li> <li>• Conservation of environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to social justice and equity, Individual and collective actions.</li> </ul>
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> <li>• Types of weather, pollution, and its types.</li> <li>• Conservation of environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication,</li> <li>• Individual and collective actions.</li> </ul>

## Grade V

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

Theme	Class V topics	GCED attributes
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> <li>Local government:</li> <li>Our country (location of -Bhutan, physical zones of Bhutan, Neighbouring Countries of Bhutan)</li> <li>The Earth-latitude and longitude, continents, and oceans.</li> <li>Goods and Services</li> <li>Trade</li> </ul>	<ul style="list-style-type: none"> <li>Social Justice and Equity</li> <li>Critical and creative thinking</li> <li>Empathy</li> <li>Emotional intelligence</li> <li>Respect for people and their differences</li> </ul>
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> <li>Money and bank-Saving money</li> <li>Puberty</li> <li>Sex and Gender</li> </ul>	<ul style="list-style-type: none"> <li>Identity and Diversity</li> <li>Decision-making</li> <li>Sense of identity and self-esteem.</li> </ul>
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> <li>Substance abuse, Child abuse.</li> <li>Human activities (livestock, industry, waste management.</li> <li>Conservation of environment, impacts of pollution.</li> <li>Hazards and disasters.</li> </ul>	<ul style="list-style-type: none"> <li>Globalization and Interdependence.</li> <li>Self-awareness and reflection</li> <li>Individual, social, national participation.</li> <li>Respect for people and human rights</li> <li>Individual and collective actions.</li> </ul>
4. Values for harmonious co-existence and peace.	<ul style="list-style-type: none"> <li>Zhabdrung Ngawang Namgyel and his contribution.</li> <li>National symbols, national holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Development</li> <li>Effective Communication</li> <li>Value and cultural diversity</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> <li>Industry</li> <li>Trade</li> <li>Money</li> </ul>	<ul style="list-style-type: none"> <li>Peace and Conflict</li> <li>Cooperation and conflict resolution</li> <li>Concern and commitment for the sustainability of humanity and the environment</li> </ul>

6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> <li>• Traditional beliefs on forest</li> <li>• Community forest</li> <li>• Waste management</li> <li>• Impact of pollution</li> <li>• Conservation of environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Human Rights.</li> <li>• Commitment to participation and inclusion.</li> </ul>
7. Behavior and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> <li>• Rivers- Major rivers of Bhutan</li> <li>• Importance of rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Power and Governance.</li> <li>• Informed and reflective actions.</li> <li>• Belief that people can bring positive change.</li> <li>• Build social bonding and collaborations.</li> </ul>
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> <li>• Waste management</li> <li>• Impact of pollution</li> <li>• Conservation of environment</li> <li>• Protected areas</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and collective actions.</li> </ul>
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> <li>• Waste management, impact of pollution, conservation of environment and protected areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and collective actions.</li> </ul>

### ***Grade VI***

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

<b>Theme</b>	<b>Class VI topics</b>	<b>GCED attributes</b>
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> <li>• Government:</li> <li>• Branches of government (Executive, Legislative and Judiciary)</li> <li>• The civil servants</li> <li>• Democracy and its principle</li> <li>• Transportation and communication</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Emotional intelligence</li> <li>• Respect for people and their differences.</li> </ul>
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> <li>• Economic activities</li> <li>• Non-economic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem, Emotional intelligence</li> </ul>

	<ul style="list-style-type: none"> <li>• Social problems: (corruption, domestic violence, suicide, cyber bullying, child trafficking and abortion)</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Self-awareness and reflection</li> <li>• Individual, social, national participation</li> <li>• Commitment to participation and inclusion</li> </ul>
3. Issues threatening peace and sustainable development at local, national, and global levels.	<ul style="list-style-type: none"> <li>• People and the environment</li> <li>• Hydropower</li> <li>• Urbanization</li> <li>• Climate change</li> <li>• Lightning</li> <li>• GLOF-Glacial Lake Outburst Flood</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication, Self-awareness, and reflection</li> <li>• Individual, social, national participation</li> <li>• Commitment to participation and inclusion</li> </ul>
4. Values for harmonious co- existence and peace.	<ul style="list-style-type: none"> <li>• Culture and tradition</li> <li>• Preservation and promotion of culture and tradition</li> <li>• Sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Behave and take actions with empathy and morality</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> <li>• Culture and tradition</li> <li>• Preservation and promotion of culture and tradition</li> <li>• Economic activities</li> <li>• Non-economic activities</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Concern and commitment for the sustainability of humanity and the environment.</li> </ul>
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> <li>• Population</li> <li>• Impact of population on environment</li> <li>• Population Distribution</li> </ul>	<ul style="list-style-type: none"> <li>• Behave and take actions with empathy and morality, Commitment to social justice and equity</li> </ul>
7. Behaviour and ethical actions for solidarity and harmony.	<ul style="list-style-type: none"> <li>• Social wellbeing, Human activities</li> <li>• Weather and climate</li> <li>• Factors affecting climate</li> </ul>	<ul style="list-style-type: none"> <li>• Behave and take actions with empathy and morality, Commitment to social justice and equity, Emotional intelligence</li> </ul>
8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> <li>• Income</li> <li>• Economic and non-economic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to social justice and equity, Individual and collective actions</li> </ul>
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> <li>• Climate and people</li> <li>• Urbanization</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Communication,</li> <li>• Individual and collective actions</li> </ul>

## CURRICULAR GAP, OPPORTUNITIES AND GCED INTEGRATION STRATEGIES

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

### *Grade IV*

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

GCED Competency	Subject Topics	Gap	Integration strategies
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Role of Family</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may not make a clear connection between global challenges and family roles. It focuses on the importance that families play in society to uphold justice and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson intended to explore how global challenges like poverty, inequality and climate change can impact families worldwide.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relations.</li> </ul>	<ul style="list-style-type: none"> <li>● Waste and its types.</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson primarily focusses on local waste management issues and solutions. It lacks a deeper exploration of waste management issues and solutions globally.</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson involves discussions on consumption habits in waste reduction, and advocacy for sustainable waste management practices.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Social Problems (bullying, peer pressure and substance abuse)</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson examines the causes, effects, and solutions to social issues in local communities without connecting to broader global trends.</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson equips students to understand and potentially address challenges: <ul style="list-style-type: none"> <li>-By fostering connections between local and global social issues.</li> <li>- By encouraging critical analysis of root causes of social problems.</li> <li>- By empowering students to envision themselves as agents of positive social change on a global scale.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Explore the essence of self-awareness and interdependencies for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co-existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of forest</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson only provides learning experiences to appreciate the importance of forest and its ways of conservation of environment</li> </ul>	<ul style="list-style-type: none"> <li>● More learning experiences on global partnership for forest</li> <li>● Conservation needs to be provided from the videos of other countries.</li> </ul>
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of diverse individuals.</li> <li>● Respect friends, team-mates and their identities and individualities</li> </ul>	<ul style="list-style-type: none"> <li>● Types of work</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson focuses on different professions and industries relevant to Bhutan's economy. It does not address the work or the skills needed to thrive in a globalized economy.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite professionals from various industries to talk to students about their careers and the skills they use.</li> <li>● Present on a specific career path, considering factors like skills needed, work environment, and potential impact on society and the environment.</li> <li>● Discuss the concept of green jobs and how career choices can contribute to a more sustainable future.</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Local Government</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson focus might be purely on local government system, overlooking how local government functions globally.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how local government function in different countries.</li> <li>● Explore best practices and promote an awareness of global governance challenges.</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> <li>● Exhibit pleasant behaviours that are in conformity to social norms.</li> </ul>	<ul style="list-style-type: none"> <li>● Causes and consequences of disaster</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may not address the root causes of disasters on long-term risk reduction strategies. Therefore, emphasize international collaboration in disaster preparedness.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore how climate change and other global trends contribute to disasters and how to collaborate with other countries for better preparedness.</li> </ul>

<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact the immediate environment.</li> <li>● Practice consumption habits to manage environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>● Conservation of Environment</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may target specific environmental conservation effort, neglecting individual and collective responsibility on a global scale.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss global environmental threats like climate change, biodiversity loss and pollution.</li> <li>● Integrate a video lesson on sustainable consumption and waste management for promoting responsible individual choices.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contribute to the sustainability of livelihood.</li> </ul>	<ul style="list-style-type: none"> <li>● Disaster and its prevention</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson focus on reactive measures (disaster response), overlooking proactive approaches like risk reduction and mitigation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how human activity might increase the danger of natural disasters.</li> <li>● Analyse case studies of disaster in other countries, comparing causes, consequences and mitigation strategies.</li> </ul>

### **Grade V**

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

<b>GCED Competency</b>	<b>Subject Topics</b>	<b>Gap</b>	<b>Integration strategies</b>
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Money-Saving Money</li> </ul>	<ul style="list-style-type: none"> <li>● The existing lesson primary focus on personal saving habits not on the global financial system and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how economic decisions in one part of the world can impact others.</li> <li>● Integrate lesson on responsible investment and the environmental impact of financial decisions.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relations.</li> </ul>	<ul style="list-style-type: none"> <li>● Impact of environmental pollution, waste Management, conservation of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● The existing lesson emphasize on environmental pollution and their causes. However, it does not mention about solution that require global collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how problems with waste management and pollution cross national borders.</li> <li>● Analyse case studies of environmental issues in other countries.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their</li> </ul>	<ul style="list-style-type: none"> <li>● Child Abuse</li> <li>● Teenage Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may highlight the basic awareness and potential dangers</li> </ul>	<ul style="list-style-type: none"> <li>● Foster a classroom environment where students feel comfortable</li> </ul>



<p>impact at school level.</p> <ul style="list-style-type: none"> <li>● Collaborate to address common social issues respecting individual differences and contributions</li> </ul>	<ul style="list-style-type: none"> <li>● Sex and Gender</li> </ul>	<p>related to these issues. However, it must focus on critical thinking, open communication, and respect for human rights.</p>	<p>asking questions without fear of judgment.</p> <ul style="list-style-type: none"> <li>● Equip students with strategies to handle peer pressure and navigate potentially risky situations.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the essence of self-awareness and interdependencies for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co-existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Continent and oceans</li> <li>● Latitude and longitude</li> <li>● Goods and Service</li> <li>● Trade</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson addresses the basic geographical concepts like continents and oceans, latitude and longitude for locating places on a map and basic understanding of production, consumption, and potentially some aspects of international trade. It needs to address a global connectedness.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how continents and oceans are interconnected.</li> <li>● Use latitude and longitude to explore how geographic location affects issues like resource distribution and access to clean water.</li> <li>● Discuss how consumption choices can impact people and environments around the world.</li> </ul>
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of diverse individuals.</li> <li>● Respect friends, team-mates and their identities and individuality during puberty</li> </ul>	<ul style="list-style-type: none"> <li>● Puberty</li> <li>● Bad touch good touch</li> </ul>	<ul style="list-style-type: none"> <li>● The existing lesson highlights on basic biological changes and potential dangers, neglecting deeper understanding and emotional aspects.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce basic concepts of body parts, personal space, and respectful touch.</li> <li>● Develop ways to involve parents and guardians in creating a supportive environment for open communication about puberty and bodily safety.</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>● People and Environment (human activities-livestock, industry, waste Management, conservation of the environment)</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may target specific environmental conservation effort, neglecting individual and collective responsibility on a global scale.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss global environmental threats like climate change, biodiversity loss and pollution.</li> <li>● Integrate a video lesson on sustainable consumption and waste management for promoting responsible individual choices</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> </ul>	<ul style="list-style-type: none"> <li>● Community Forest</li> <li>● Traditional beliefs on</li> </ul>	<ul style="list-style-type: none"> <li>● The existing lesson focuses on the importance of community forests</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight on how community forest practices contribute to global goals</li> </ul>

<ul style="list-style-type: none"> <li>● Exhibit pleasant behaviour that are in conformity to social norms.</li> </ul>	forest	and the management practices within community. It may not explicitly connect to global environmental issues or promote a sense of shared responsibility for forests.	like sustainable forest management and biodiversity conservation. <ul style="list-style-type: none"> <li>● Analyse how other countries manage forests sustainably, inspiring best practices.</li> </ul>
<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact the immediate environment.</li> <li>● Practice consumption habits to manage environmental pollution.</li> </ul>	Importance of river	<ul style="list-style-type: none"> <li>● The lesson emphasizes the importance of rivers for hydropower generation, and cultural significance. However, the lesson must address the global challenges related to freshwater resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss water pollution, conservation strategies, and the impact of climate change on water resources.</li> <li>● Explore the diverse ecosystems that thrive in and around rivers and the importance of maintaining their health.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contribute to the sustainability of livelihood.</li> </ul>	Protected areas	<ul style="list-style-type: none"> <li>● The existing lesson emphasizes the importance of protected areas for conserving Bhutan's unique biodiversity and ecosystems. It did not explore the challenges of protected area management or the global importance of biodiversity conservation.</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight the global importance of protected areas for conserving biodiversity hotspots and maintaining ecological balance.</li> <li>● Connect the concept of protected areas to the principles of sustainable development, emphasizing the need to balance conservation with human needs.</li> </ul>

## Grade VI

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

GCED Competency	Subject Topics	Gap	Integration strategies
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> </ul>	Government:	<ul style="list-style-type: none"> <li>● The lesson emphasizes government structure, functions, and importance within the</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the purpose of government in different countries.</li> <li>● Introduce different forms of government</li> </ul>

<ul style="list-style-type: none"> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	Branches of government	national context. However, the lesson needs to address a broader perspective of government and its role in different countries.	across the globe to understand the variations in structures and functionalities.
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relations.</li> </ul>	Transport and communication	The lesson emphasize on technical aspects of transport and communication systems, neglecting the broader societal and environmental impact.	<ul style="list-style-type: none"> <li>● Discuss the environmental impact of transportation and communication technologies.</li> <li>● Explore ways to promote sustainable practices.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	Social Problems (Social problems- (Corruption, Domestic violence, Suicide, Cyber bullying, Child trafficking, Abortion	<ul style="list-style-type: none"> <li>● This lesson focuses on societal challenges and how to reduce them to create fair and just society. However, it needs to relate to more significant global issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate discussion on how social issues connect to broader challenges, promoting a sense of global citizenship.</li> <li>● Analyse how other countries address social issues that are relevant to Bhutan</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the essence of self-awareness and interdependencies for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co-existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Culture and tradition</li> <li>● Preservation and promotion of culture and tradition</li> <li>● Sacred places</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson only provides learning experiences to appreciate the importance of culture and traditions, potentially neglecting the importance of cultural exchange and appreciation for global diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● Examine how global ideas like sustainability and well-being with cultural values such as Gross National Happiness.</li> <li>● Conduct study on global issues and discuss how various civilizations handle them in their presentations.</li> </ul>
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of</li> </ul>	<ul style="list-style-type: none"> <li>● Culture and tradition</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson explores only Bhutanese culture and tradition;</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know different cultures and traditions from different societies.</li> </ul>

<div>diverse individuals.</div> <ul style="list-style-type: none"> <li>● Respect friends, team-mates and their identities and individualities</li> </ul>	<ul style="list-style-type: none"> <li>● Preservation and promotion of culture and tradition</li> </ul>	<div>however, it lacks importance of diverse culture and respecting each identities.</div>	<ul style="list-style-type: none"> <li>● 2. Explore 2-3 favourite dresses of their dream countries</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Local Government</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson focus might be purely on local government system, overlooking how local government functions globally.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how local government function in different countries.</li> <li>● Explore best practices and promote an awareness of global governance challenges.</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> <li>● Exhibit pleasant behaviours that are in conformity to social norms.</li> </ul>	<ul style="list-style-type: none"> <li>● Causes and consequences of disaster</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson focus on reactive measures (disaster response), overlooking proactive approaches like risk reduction and mitigation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how human activity might increase the danger of natural disasters</li> <li>● Analyse case studies of disaster in other countries, comparing causes, consequences, and mitigation strategies.</li> </ul>
<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact the immediate environment.</li> <li>● Practice consumption habits to manage environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>● Conservation of Environment</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may target specific environmental conservation effort, neglecting individual and collective responsibility on a global scale.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss global environmental threats like climate change, biodiversity loss and pollution.</li> <li>● Integrate a video lesson on sustainable consumption and waste management for promoting responsible individual choices.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contribute to the sustainability of livelihood.</li> </ul>	<ul style="list-style-type: none"> <li>● Disaster and its prevention</li> </ul>	<ul style="list-style-type: none"> <li>● The lesson may not address the root causes of disasters on long-term risk reduction strategies. Therefore, emphasize international collaboration in disaster preparedness.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore how climate change and other global trends contribute to disasters and how to collaborate with other countries for better preparedness.</li> <li>● Move beyond just disaster response and emphasize preventative measures like sustainable land management and community-based preparedness plans.</li> </ul>

## LESSON EXEMPLAR

The following are the GCED-integrated lesson exemplars for grades IV-VI. The red letters are the new incorporations of the existing lessons.

### GRADE IV

#### *Grade IV: Lesson Exemplar 1*

NARRATIVE SYNOPSIS (Rationale,

<b>Subject:</b> Social Studies (IV)	<b>Subject topic:</b> Conservation of Environment.	<b>Duration:</b> 80 mins.
<b>Prior knowledge:</b> Learners know types of pollution and human activities that destroy environment	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the importance of environmental conservation.</li> <li>2. Suggest various conservation measures.</li> <li>3. Discuss the challenges of environmental conservation in Bhutan and other countries. Students can identify and research some key challenges of environmental conservation in Bhutan and other selected countries; they can effectively present their research outcomes to the class; and</li> <li>4. Share the consumption habits of people that impact the environment.</li> </ol>	
<b>GCED Theme:</b> Responsibility and action for sustainable living.	<b>GCED Competency:</b> Examine individual consumption habits that impact the immediate environment.	
<b>Teaching Strategy:</b> Group Discussion & Activity Based Learning.	<b>Skills in focus:</b> Effective Communication and Critical and creative thinking. <b>Values in focus:</b> Self- awareness, Concern and commitment for the sustainability of humanity and the environment.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Show the video clip on conservation of environment as an introductory part.</li> <li>• Ask what is the conservation of the environment?</li> </ul>		Video <a href="https://www.youtube.com/watch?v=-HE8HnoXbBs">https://www.youtube.com/watch?v=-HE8HnoXbBs</a>

<b>Main Learning</b> <b>Activity I</b> <ul style="list-style-type: none"> <li>• Watch the video again and discuss their understanding on conservation of environment in the whole class.</li> <li>• Suggest some ways of conservation of the environment from the video.</li> </ul> <b>Activity II</b> <ul style="list-style-type: none"> <li>• Explain the challenges of environment conservation in Bhutan and other countries from the video.</li> </ul> <b>Activity III</b> <ul style="list-style-type: none"> <li>• Share the consumption habits of people that impact the environment.</li> </ul>	<a href="https://youtu.be/fBauAInrUQo">https://youtu.be/fBauAInrUQo</a>
<b>Reflection/debriefing</b> Let children reflect how individual consumption habits impact the environment.	
<b>Assessment</b>	Rubrics

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Identify the ways of conserving environment (Social Skills)	Identify ONE way of conservation of environment	Identify TWO ways of conservation of environment	Identify THREE ways of conservation of environment	Identify FOUR ways of conservation of environment.	Identify FIVE ways of conservation of environment.
Discuss the challenges of environment conservation (Social Values)	Discuss ONE challenge.	Discuss TWO challenges.	Discuss THREE challenges.	Discuss FOUR challenges.	Discuss FIVE challenges.

**Grade IV: Lesson Exemplar 2**

<b>Subject:</b> Social Studies (IV)	<b>Subject topic:</b> Bullying	<b>Duration:</b> 80 mins.						
<b>Prior knowledge:</b> Learners can identify and name the social problems that existed	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the causes and consequences of bullying.</li> <li>2. Identify ways to minimize bullying in school and wider communities.</li> <li>3. Communicate anti bullying messages for peace and harmony in diverse societies.</li> </ol>							
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED Competency:</b> Explore the reason behind common social issues and their impact at school level.							
<b>Teaching Strategy:</b> Group Discussion	<b>Skills in focus:</b> Effective communication, critical and creative thinking, self-awareness and reflection, cooperation and conflict resolution. <b>Values in focus:</b> Belief that people can bring positive change, Build social bonding and collaboration.							
Teacher/Learner Activities		Resources						
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Show the video clip.</li> <li>• Discuss some of the social problems that existed in the community.</li> </ul>		<ul style="list-style-type: none"> <li>• Video: <a href="https://youtu.be/uq7vZfG6Tz0">What is Wellbeing?https://youtu.be/uq7vZfG6Tz0</a></li> </ul>						
<b>Main Learning</b> <b>Activity I</b> <ul style="list-style-type: none"> <li>• Read the text on bullying and complete the following table.</li> </ul> <table border="1"> <tr> <td><i>Social Problem</i></td><td><i>Causes</i></td><td><i>Consequences</i></td></tr> <tr> <td><i>Bullying</i></td><td></td><td></td></tr> </table>		<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>	<i>Bullying</i>			Social Studies IV Textbook on page 36 - <a href="https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf">https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf</a>  Chart papers, crayons and colours,
<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>						
<i>Bullying</i>								



<b>Activity II</b> <ul style="list-style-type: none"> <li>Discuss and identify three possible solutions to minimize bullying in the school and in wider communities.</li> </ul> <b>Activity III</b> <ul style="list-style-type: none"> <li>Design posters to create awareness on anti-bullying for peace and harmony in diverse societies.</li> </ul>	marker pens.
<b>Reflection</b> Let children reflect on how they would feel when someone is bullied.	
<b>Assessment</b>	Rubrics

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Social problem: Bullying (Social Knowledge)	Identify ONE cause of bullying	Identify TWO causes of bullying	Identify THREE causes of bullying	Identify FOUR causes of bullying	Identify FIVE causes of bullying
Preventive Measure (Social Skill)	Advocate ONE preventive measure.	Advocate TWO preventive measures.	Advocate THREE preventive measures.	Advocate FOUR preventive measures.	Advocate FIVE or more preventive measures.
<b>Overall Impact</b>	Poster is unclear, ineffective and does not raise awareness about anti bullying.	Poster may not be fully effective in raising awareness or may be confusing.	Poster communicates the anti-bullying message, but lack some impact	Poster effectively raises awareness about bullying.	Poster is visually striking, emotionally engaging and effectively raises awareness about bullying.

### ***Grade IV: Lesson Exemplar 3***

<b>Subject:</b> Social Studies (IV)	<b>Subject topic:</b> Peer Pressure	<b>Duration:</b> 80 mins.
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<b>Prior knowledge:</b> Learners can identify and name the social problems that existed	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the causes and consequences of peer pressure.</li> <li>2. Suggest at least three possible solutions to minimize peer pressure in school and community.</li> <li>3. Investigate the long-term impacts of peer pressure from other countries' perspectives.</li> </ol>							
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED Competency:</b> Explore the reason behind common social issues and their impact at school level.							
<b>Teaching Strategy:</b> Group Discussion & Inquiry Based Learning.	<b>Skills in focus:</b> Effective Communication, Critical and creative thinking, Self-awareness and reflection, cooperation, and conflict resolution. <b>Values in focus:</b> Belief that people can bring positive change, Build social bonding and collaboration.							
<b>Teacher/Learner Activities</b>		<b>Resources</b>						
<b>Introduction</b> Discuss some of the social problems that existed in the community. Let children say if they know anything about peer pressure. Show a video clip on what peer pressure.		Video <a href="https://youtu.be/O85QYyJSE0">https://youtu.be/O85QYyJSE0</a>						
<b>Main Learning Activity I</b> <ul style="list-style-type: none"> <li>• Read the textbook on page 36 and complete the following table. Discuss the causes and consequences of peer pressure.</li> </ul> <table border="1" data-bbox="208 1034 1503 1166"> <thead> <tr> <th><i>Social Problem</i></th><th><i>Causes</i></th><th><i>Consequences</i></th></tr> </thead> <tbody> <tr> <td><i>Peer Pressure</i></td><td></td><td></td></tr> </tbody> </table>		<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>	<i>Peer Pressure</i>			Social Studies IV Textbook on page 36 - <a href="https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf">https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf</a>
<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>						
<i>Peer Pressure</i>								
<b>Activity II</b> <ul style="list-style-type: none"> <li>• Suggest any three possible solutions to minimize peer pressure in the school and community. (Group discussion).</li> </ul>								

<b>Activity III</b> <ul style="list-style-type: none"> <li>Investigate the long-term impacts of peer pressure from other country's perspectives through video link</li> </ul>	Video <a href="https://youtu.be/d0DeUaJEAPo">https://youtu.be/d0DeUaJEAPo</a>
<b>Reflection/ debriefing</b> Let children reflect on impacts of peer pressure to the health and wellbeing of the people in the society.	

*Assessment rubrics*

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Social problem: Peer pressure (Social Knowledge)	Identify ONE cause of peer pressure	Identify TWO causes of peer pressure	Identify THREE causes of peer pressure	Identify FOUR causes of peer pressure	Identify FIVE causes of peer pressure
Preventive Measure (Social Skill)	Share ONE solution for peer pressure	Share TWO solutions for peer pressure	Share THREE solutions for peer pressure	Share FOUR solutions for peer pressure	Share FIVE solutions for peer pressure

**Grade IV: Lesson Exemplar 4**

<b>Subject:</b> Social Studies (IV)	<b>Subject topic:</b> Substance Abuse	<b>Duration:</b> 80 mins.
<b>Prior knowledge:</b> Learners can identify and name the social problems that existed.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>Discuss the causes and consequences of substance abuse.</li> <li>Suggest at least three possible solutions to reduce substance abuse in the community.</li> <li>Explore best solutions to minimize substance abuse in different countries.</li> </ol>	
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED Competency:</b> Explore the reason behind common social issues and their impact at school level.	

<b>Teaching Strategy:</b> Group Discussion	<b>Skills in focus:</b> Effective Communication, Critical and creative thinking, Self-awareness and reflection, Cooperation and conflict resolution. <b>Values in focus:</b> Belief that people can bring positive change, Build social bonding and collaboration.							
<b>Teacher/Learner Activities</b>		<b>Resources</b>						
<b>Introduction</b> Discuss some of the social problems that existed in the community. Let children say if they know anything about substance abuse. Show a video clip on what substance abuse is.		Video <a href="https://youtu.be/P-ZAhDTivIM">https://youtu.be/P-ZAhDTivIM</a>						
<b>Main Learning</b> <b>Activity I</b> <ul style="list-style-type: none"> <li>Read the textbook on page 36 and complete the following table. Discuss the causes and consequences of substance abuse.</li> </ul> <table border="1"> <tr> <td><i>Social Problem</i></td><td><i>Causes</i></td><td><i>Consequences</i></td></tr> <tr> <td><i>Substance Abuse</i></td><td></td><td></td></tr> </table>		<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>	<i>Substance Abuse</i>			Social Studies IV Textbook on page 36 - <a href="https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf">https://rec.gov.bt/download/898/social-studies/5226/iv-textbook-2021-5.pdf</a>  Video <a href="#">Strategies to Manage Substance Use</a>
<i>Social Problem</i>	<i>Causes</i>	<i>Consequences</i>						
<i>Substance Abuse</i>								
<b>Activity II</b> <ul style="list-style-type: none"> <li>Discuss and suggest any three possible solutions to reduce substance abuse in the community.</li> </ul>								
<b>Activity III</b> <ul style="list-style-type: none"> <li>Explore best solutions to minimize substance abuse in different countries through video.</li> </ul>								
<b>Reflection/debriefing</b> Let children reflect on impacts of substance abuse that bring disharmony in the family and to the society.								
<b>Assessment</b>		Rubric						

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Social problem: Substance Abuse (Social Knowledge)	Identify ONE cause of substance abuse	Identify TWO causes of substance abuse	Identify THREE causes of substance abuse	Identify FOUR causes of substance abuse	Identify FIVE causes of substance abuse
Preventive Measure (Social Skill)	Advocate ONE preventive measure.	Advocate TWO preventive measures.	Advocate THREE preventive measures.	Advocate FOUR preventive measures.	Advocate FIVE or more preventive measures.

#### ***Grade IV: Lesson Exemplar 5***

<b>Subject:</b> Social Studies (IV)	<b>Subject topic:</b> Disaster and its prevention.	<b>Duration:</b> 80 mins.
<b>Prior knowledge:</b> Children know about the hazard and disaster and can name different types of disaster.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Discuss the measures to minimize the impacts of fire, earthquake and road accident.</li> <li>2. Explore the best preventive measures of disasters from other countries' perspectives.</li> </ol>	
<b>GCED theme:</b> Engage in social activities that contribute to the sustainability of livelihood.	<b>GCED Competency:</b> Engagement and contribution to sustainable development.	
<b>Teaching Strategy:</b> Activity Based Learning.	<b>Skills in focus:</b> Decision making, Effective Communication, Critical and creative thinking, self-awareness and reflection, cooperation and conflict resolution. <b>Values in focus:</b> Belief that people can bring positive change, Individual and collective actions.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> Recap the lesson by asking questions (whole class discussion).		

<div>i. What are the common causes of road accidents?</div> <div>ii. What advice would you give to others, if there is an earthquake?</div> <div>iii. What would you do after the earthquake?</div>										
<div><b>Main Learning</b></div> <div><b>Activity I</b></div> <div>Activity (Group work)</div> <table><tr><th>Types of Disaster</th><th>Prevention</th></tr><tr><td>Earthquake</td><td></td></tr><tr><td>Fire</td><td></td></tr><tr><td>Road</td><td></td></tr></table> <div><b>Activity II</b></div> <div>Children explore the best practices on prevention of disasters from other countries using the video links provided.</div>		Types of Disaster	Prevention	Earthquake		Fire		Road		<div><div><a href="https://www.youtube.com/watch?v=I2wqI4yRAuk">https://www.youtube.com/watch?v=I2wqI4yRAuk</a></div><div><a href="https://www.youtube.com/watch?v=8vI30x9sa5o">https://www.youtube.com/watch?v=8vI30x9sa5o</a></div><div><a href="https://www.youtube.com/watch?v=BLEPakj1YTY">https://www.youtube.com/watch?v=BLEPakj1YTY</a></div><div>Video <a href="https://www.youtube.com/watch?v=BLEPakj1YTY">Fire Prevention and Safety Training: The Complete Guidewww.youtube.com › watch</a></div><div><a href="https://youtu.be/MlUVQM3KVK">https://youtu.be/MlUVQM3KVK</a></div><div><a href="https://youtu.be/YeiLbc8uyoA">https://youtu.be/YeiLbc8uyoA</a></div></div>
Types of Disaster	Prevention									
Earthquake										
Fire										
Road										
<div><b>Reflection/debriefing</b></div> <div>Ask children to say some of the measures to prevent the impact of earthquake, fire and road disaster.</div>										
<b>Assessment</b>		Rubrics								

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Disasters and Preventions	Suggest ONE preventive measure for earthquake, fire, and road accidents.	Suggest TWO preventive measures for earthquake, fire, and road accidents.	Suggest THREE preventive measures for earthquake, fire, and road accidents.	Suggest FOUR preventive measures for earthquake, fire, and road accidents.	Suggest FIVE preventive measures for earthquake, fire, and road accidents.

## GRADE V

### Grade V: Lesson Exemplar 1

<b>Subject:</b> Social Studies. <b>Grade:</b> V	<b>Subject topic:</b> Money (Saving Money)	<b>Duration:</b> 120 mins.
<b>Prior knowledge:</b> Learners know about money and its importance.	<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>● Explore ways of saving.</li> <li>● Prepare annual family budget (assumption)</li> <li>● Discuss how money contributes to peace and harmony in a family.</li> <li>● Describe the differences in value between our currency and those of others.</li> </ul>	
<b>GCED theme:</b> Systems and power dynamic impact interactions, connectedness, and peace	<b>GCED competency:</b> Identify family issues and their impacts on individual health and happiness	
<b>Teaching Strategies:</b> Reflective Approach Lesson Plan	<b>Skills in focus:</b> Self-awareness, Critical Thinking, Self-identity, Effective Communication. <b>Values in focus:</b> working as a team, sense of responsibility, respect. Peace and harmony.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> Learners answer the questions. Why do people export goods and services?		
<b>Main Learning Activity 1</b> Learners watch the <u>video</u> on saving and on <u>ways of saving</u> . Discuss the following questions in a group and share their answers to the class <ul style="list-style-type: none"> <li>● Why is it important for the families to have a budget?</li> <li>● How can sharing financial responsibilities help in keeping peace in the family?</li> </ul>		<u><a href="#">Video ways of saving.</a></u>  pen and paper/notebook



<ul style="list-style-type: none"> <li>• How can saving money for future goals bring happiness to a family?</li> <li>• What should family members do if they disagree about how to spend money?</li> <li>• What are some ways children can help their families save money?</li> <li>• Can you think of a time when money brought your family closer together? What happened?</li> </ul> <p><b>Activity 2</b> Learners prepare PowerPoint on saving and purposes of saving for presentation to the class.</p> <p><b>Activity 3</b> Make presentations on saving and purposes of saving for presentation to the class for discussion and clarification.</p> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Show various currencies from different countries.</li> <li>• Ask students to compare the currencies of different countries and let them discuss their unique features.</li> <li>• Ask students to find the differences in the value of each currency and compare them with the value of our currency (Ngultrum).</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Encourage them to share ideas on how they can save and help others save money.</li> </ul>	<p>Video clips</p> <p>PPT</p> <p><a href="#">Currencies Around The World</a>  <a href="#">  Learn About Money  </a>  <a href="#">Education For Kids   Ailani's Little World</a></p>
<p><b>Assessment</b> Use a rubric attached at the end of the plan to assess the concept of money.</p>	<p>Rubrics</p>
<p><b>Reflection/debriefing</b> Let students reflect on responsible financial behaviour. Encourage them to share on how they can apply these concepts in their lives.</p>	

***Grade V: Lesson Exemplar 2***

<p><b>Subject:</b> Social Studies Grade: V</p>	<p><b>Subject topic:</b> Continent and Ocean</p>	<p><b>Duration:</b> 80 mins.</p>
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<b>Prior knowledge:</b> The learners have some knowledge about water bodies	<b>Learning objectives</b> 1. Locate continents and oceans on the outline map of the world. 2. Explain ways to protect oceans to maintain sustainability. 3. Describe how latitude, longitude, oceans, and continents facilitate connections between people globally.
<b>GCED theme:</b> Values for harmonious co-existence and peace.	<b>GCED competency:</b> Explore the essence of self-awareness and interdependencies for harmonious living. ● Practice social etiquette to promote harmonious co- existence.
<b>Teaching Strategies:</b> Design Thinking Approach	<b>Skills in focus:</b> Self-awareness, critical thinking, Self-identity, effective communication. <b>Values in focus:</b> working as a team, sense of responsibility, respect. Peace and harmony.
Teacher/Learner Activities	Resources
<b>Introduction</b> ● Explain about continents and oceans. Learners share their understanding with their friends.	
<b>Main Learning Activity 1</b> 1. Share the web link on continents and oceans to understand the concept of oceans and continents: <a href="https://youtu.be/jgmZYsITBLk">https://youtu.be/jgmZYsITBLk</a> (continents and oceans) 2. Show images and videos of different landscapes, cultures, and landmarks from around the world to spark their interest and curiosity <a href="#">Landmarks From Different Countries   Data Around The World</a> 3. Ask the following questions to check the prior knowledge of the learners about the lesson. <ul style="list-style-type: none"> <li>What percentage of earth is covered by water?</li> <li>How many continents are there on earth?</li> <li>Name the largest ocean in the world.</li> </ul>	<a href="https://youtu.be/jgmZYsITBLk">https://youtu.be/jgmZYsITBLk</a> World Map <a href="#">Landmarks From Different Countries   Data Around The World</a>

<ul style="list-style-type: none"> <li>● Have you seen oceans/ been to beaches?</li> </ul> <ol style="list-style-type: none"> <li>4. Teacher explains the concept of continents, oceans, latitude, and longitude using the globe.</li> <li>5. Discuss how continents, oceans, latitude, and longitude help connect people from different parts of the world and navigate their own surroundings.</li> </ol> <p><b>Activity 2</b> Learners locate the continents and oceans on the outline map of the world. <a href="#">Outline map of The World</a> Colour oceans blue and continents green.</p> <ol style="list-style-type: none"> <li>1. Divide the class into a group of 5 members.</li> <li>2. Provide each group a wall map of the world and sticky notes.</li> <li>3. Instruct them to write the names of continents and the oceans on sticky notes and place them on the map.</li> <li>4. Discuss the following questions and share them with the class. <ul style="list-style-type: none"> <li>● Share your views on what would have happened if there were no continents.</li> <li>● If latitudes were vertical, what would be the situation?</li> <li>● What would have happened if the earth has more coverage of land than the water?</li> </ul> </li> </ol> <p><b>Activity 3</b> Learners read the text on “<a href="#">Continents and Oceans</a>’. Do Follow-up questions from the text.</p>	<p>Globe, pen and paper</p> <p>World wall map, sticky notes.</p> <p><a href="#">Outline map of The World</a> <a href="#">Outline map of world, crayon, and sticky notes.</a> <a href="#">Continents and Oceans</a></p>
<p><b>Assessment/closure</b> Learners locate the oceans and continents on the outline map of the world correctly.</p>	

***Grade V: Lesson Exemplar 3***

<p><b>Subject:</b> SS <b>Grade:</b> V</p>	<p><b>Subject topic:</b> Sex and Gender, Prevent Teenage Pregnancy</p>	<p><b>Duration:</b> 120 mins.</p>
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<b>Prior knowledge:</b> Learners know the causes and consequences of teenage pregnancy.	<b>Learning objectives:</b> 1. Identify the risk factors and consequences of teenage pregnancy 2. Discuss ways to prevent teenage pregnancy. 3. Share the importance of personal space and differences 4. Encourage inclusion to impart stereotype challenges related to sex and gender.	
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED competency:</b> ● Explore the reason behind common social issues and their impact at school level. ● Collaborate to address common social issues respecting individual differences and contributions	
<b>Teaching Strategies:</b> Interdisciplinary Approach	<b>Skills in focus:</b> Effective communication, Self-awareness and reflection, critical thinking. <b>Values in focus:</b> Respect for people and human rights, Individual and collective actions, Individual, social, national participation, Globalization and Interdependence	
Teacher/Learner Activities		Resources
<b>Introduction</b> ● Learners have already watched the video on teenage pregnancy and its prevention. They share their understanding on teenage pregnancy and its prevention. ● Carry out discussion on the importance of teenage pregnancy and challenging gender stereotypes. ● Emphasize on the importance of teenage pregnancy and challenging gender stereotypes for building a healthy society.		Pen and paper
<b>Main Learning</b> <i>Learning experiences (Individual work)</i> <b>Activity 1</b> Learners watch videos and list down the preventive measures for teenage pregnancy. <a href="https://www.youtube.com/watch?v=bZ9P7QoaLtA">https://www.youtube.com/watch?v=bZ9P7QoaLtA</a> They discuss the ways to prevent teenage pregnancy in the whole class.		<a href="https://www.youtube.com/watch?v=bZ9P7QoaLtA">https://www.youtube.com/watch?v=bZ9P7QoaLtA</a>

<b>Activity 2</b> <ul style="list-style-type: none"> <li>• Divide students into groups of 5 members</li> <li>• In groups provide case scenarios related to teenage pregnancy.</li> <li>• The group will discuss the potential challenges and consequences of the given scenario.</li> <li>• Let each group share their findings to the class.</li> </ul> <b>Activity 3.</b> <ul style="list-style-type: none"> <li>• Display the World map showing Countries with high rates of teenage pregnancy.</li> <li>• Discuss how social, economic, and cultural factors contribute to teenage pregnancy and gender stereotypes.</li> </ul>	worksheet  World wall map.
<b>Assessment</b> <i>Do It Yourself</i> If you are a mother of a 17-year-old girl, what advice would you give to prevent her from getting pregnant?	

#### *Rubrics*

<i>Exceeding</i>	<i>Advancing</i>	<i>Meeting</i>	<i>Approaching</i>	<i>Beginning</i>
Explain teenage pregnancy, five causes, five consequences and five preventive measures	Explain teenage pregnancy, four causes, four consequences and four preventive measures	Explain teenage pregnancy, three causes, three consequences and three preventive measures.	Explain teenage pregnancy, two causes, two consequences and two preventive measures.	Explain teenage pregnancy, one cause, one consequence and one preventive measure.

#### ***Grade V: Lesson Exemplar 4***

<b>Subject:</b> Social Studies Grade; V	<b>Subject Topic:</b> Community Forest	<b>Duration:</b> 120 mins.
<b>Prior knowledge:</b> Learners know what forest is	<b>Learning objectives:</b> 1. Discuss the concept of community forests.	

and some of its importance.	2. Explain the benefits of community forests for preservation and protection. 3. Convey messages about forest protection through various sources to promote sustainability. 4. List at least four best practices carried out in different countries to conserve forest.	
<b>GCED theme:</b> Behaviour and ethical actions for solidarity and harmony.	<b>GCED competency:</b> ● Promote inclusive environments that celebrate differences. ● Exhibit pleasant behaviours that are in conformity to social norms.	
<b>Teaching Strategies:</b> Activity Based Learning	<b>Skills in focus:</b> Self-awareness, critical thinking, effective communication, creative thinking, and decision making. <b>Values in focus:</b> working as a team, sense of responsibility, respect. Peace and harmony.	
Teacher/Learner Activities		Resources
<b>Introduction</b> Learners answer the questions. Why do people export goods and services?		
<b>Main Learning</b> <b>Activity 1</b> 1. Ask the following questions to introduce the topic and to check learners’ prior knowledge. ● Name the things that you use for writing. (Expected answer: pencil, book, table, etc.) ● What are they made from? (Expected answer: wood, paper, etc...) ● Where does the wood come from? (Expected answer: Forest)  2. Tell learners that they are going to learn about ‘Forest’ 3. Learners share what they know about forests. 4. Supplements on the topic <b>Activity 2</b> Learners read the topic, ‘Community Forest’ from class V <u>Social Studies textbook</u> page no. 5 After reading the text, let the learners answer the following question. 1. What do you mean by Community Forest?		<u>Social Studies textbook</u>  Use <u>Checklist</u> to assess learners understanding of the given activity questions

<p>2. What is the main reason for introducing the community forest? The teacher elaborates on the concept of community forest.</p> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>Divide the learners into groups; provide them with a <u>case study</u> and instruct them to study it. Ask them to discuss the changes brought by community forests in the livelihood of the people of Lamjithang and how they manage to protect the forest.</li> <li>Conduct group presentations. Elaborate on the interdependence between people and the forest.</li> </ul> <p><b>Activity 4: Design a Signboard</b></p> <p><b>Teacher</b> demonstrates how to design a signboard to promote the protection of their local forest for sustainability.</p> <ul style="list-style-type: none"> <li>Divide students into different groups.</li> <li>Ask students to gather resources and create sign boards for their own locality and place in a relevant place.</li> </ul> <p><i>The signboard should include messages, images, and captions highlighting the importance of protecting forest. Their works will be assessed.</i></p> <p><b>Activity 5</b></p> <p>List at least four best practices carried out in different countries to conserve forest.</p> <p><b>Assessment/closure</b></p> <p>Learners answer the following questions to check their understanding.</p> <ul style="list-style-type: none"> <li>Explain the community forest.</li> <li>What are the benefits of community forests?</li> <li>If you were a member of community forest management, how would you manage the forest?</li> </ul> <p><i>Do It Yourself</i></p> <p>Learners enquire about the benefits of community forests and what they do to protect it (if they have one in the community).</p> <p>Watch the video on community forests. <a href="https://www.youtube.com/watch?v=28hLf0qM28M">https://www.youtube.com/watch?v=28hLf0qM28M</a></p> <p><b>Extended learning</b></p> <ul style="list-style-type: none"> <li>Organize a field trip to a local forest or conservation area to provide a hands-on experience.</li> </ul>	<p><u>case study</u></p> <p>Use Rubrics to assess</p> <p><a href="https://www.youtube.com/watch?v=28hLf0qM28M">https://www.youtube.com/watch?v=28hLf0qM28M</a></p>
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<ul style="list-style-type: none"> <li>• Invite a local expert or a community member to share various traditional beliefs regarding forest conservation.</li> </ul>	
<b>Assessment</b>	<a href="#">Checklist</a>

<i>Descriptor</i>	<i>Explain community forest.</i>	<i>Mention some benefits of the community forest.</i>	<i>Can mention some ways to manage the forest from different perspectives.</i>
<i>Name of the Students</i>			
Dorji	No	Yes	No

### ***Grade V: Lesson Exemplar 5***

<b>Subject:</b> Social Studies Grade: V	<b>Subject Topic:</b> Importance of river	<b>Duration:</b> 120 mins.
<b>Prior knowledge:</b> The learners know about rivers and their sources. Learners are able to name the major river systems of our country.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Reason out the importance of rivers to Bhutanese people to progress their living.</li> <li>2. Discuss how rivers help in the development of the country.</li> <li>3. Discuss and write down the consequences on Earth if rivers dry.</li> <li>4. Explain at least four ways to protect rivers from pollution.</li> </ol>	
<b>GCED theme:</b>	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>• Examine individual consumption habits that impact the immediate environment.</li> <li>• Practice consumption habits to manage environmental pollution.</li> </ul>	
<b>Teaching Strategies:</b> Inquiry based learning	<b>Skills in focus:</b> critical thinking, creative thinking, self-awareness, and decision making <b>Values in focus:</b> working as a team, sense of responsibility, respect	

Teacher/Learner Activities	Resources
<b>Introduction</b> Ask learners to name the five major rivers of our country and the Dzongkhag in which these rivers flow	
<b>Main Learning</b> <b>Activity 1</b> <b>Importance of rivers</b> <ul style="list-style-type: none"> <li>• Introduce the topic ‘the importance of rivers’</li> <li>• Learners refer to text or other references to understand the importance of the river.</li> <li>• Learners talk or write about the importance of rivers.</li> </ul> <b>Activity 2</b> Learners visit web links about the importance of rivers <ol style="list-style-type: none"> <li>Learners share their understanding with the class.</li> <li>Assign teamwork to discuss how rivers contribute to national development.</li> <li>Learners discuss the causes and measures to reduce water pollution.</li> </ol> <p>Discuss and write what will happen to the Earth if rivers dry.</p> <b>Activity 3</b> <ul style="list-style-type: none"> <li>• share the importance of protecting rivers from pollution.</li> <li>• List some common pollutants and their effects on aquatic life.</li> <li>• In groups, students prepare presentations on a specific aspect of river pollution (e.g., industrial waste, plastic pollution).</li> <li>• Students include problems and ways to minimize pollution in their presentations.</li> <li>• Allow time for groups to create their presentations (include visual aids if possible).</li> <li>• Each group presents their findings and solutions to the class.</li> </ul>	pen and paper  River Map of Bhutan  <ul style="list-style-type: none"> <li>• <a href="https://impoff.com/importance-of-rivers/">https://impoff.com/importance-of-rivers/</a></li> <li>• <a href="https://youtu.be/Wv1urTMSXak">https://youtu.be/Wv1urTMSXak</a></li> <li>• <a href="https://youtu.be/LF0hv vxCL">https://youtu.be/LF0hv vxCL</a></li> <li>• <a href="https://www.youtube.com/watch?v=N6DG6VJj5ss">https://www.youtube.com/watch?v=N6DG6VJj5ss</a></li> </ul> PPT
<b>Assessment/closure</b> Check the understanding of the learners by asking the following questions. <ul style="list-style-type: none"> <li>• Write or tell six importance of rivers.</li> </ul>	PPT/Smart TV/Projector/Chart

<ul style="list-style-type: none"> <li>● Explain five measures to reduce river pollution.</li> </ul> <p><i>Do It Yourself</i></p> <ul style="list-style-type: none"> <li>● What are the main sources of rivers in Bhutan?</li> <li>● What would happen to a river if there are more tributaries?</li> <li>● Why are rivers in Bhutan suitable for generating hydroelectricity?</li> </ul> <p><b>Extended Learning Activity:</b></p> <ul style="list-style-type: none"> <li>● Arrange a field trip to a nearby river or stream for water quality testing.</li> <li>● Invite a local expert or environmentalist to speak about river conservation efforts in Bhutan.</li> <li>● Encourage students to create posters on river protection within the school or wider community to give awareness to the public.</li> <li>● Coordinate cleaning campaign in the community to instill the value of team spirit.</li> </ul>	
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*Assessments Rubrics:*

<i>Parameter/Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Advancing</i>	<i>Exceeding</i>
Definition of conservation of environment (social knowledge)	Unable to define the conservation of environment	Define conservation of environment without clarity	Define conservation of environment with some clarity	Define conservation of environment with clarity	Define conservation of environment fluently with clarity.
Identify the ways of conserving environment (Social Skills)	Identify ONE way of conservation of environment	Identify TWO ways of conservation of environment	Identify THREE ways of conservation of environment	Identify FOUR ways of conservation of environment.	Identify FIVE ways of conservation of environment.
Practice measures of environment conservation (Social Values)	Practice ONE	Practice TWO	Practice THREE	Practice FOUR	Practice FIVE

## GRADE VI

### Grade VI: Lesson Exemplar 1

<b>Subject:</b> Social Studies Grade: VI	<b>Subject Topic:</b> Social Problems-Domestic Violence	<b>Duration:</b> 40 mins.
<b>Prior knowledge:</b> Learners already know about causes and consequences of suicide and cyber bullying.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Explain domestic violence with its causes and consequences.</li> <li>2. List at least 2-3 issues that would create disharmony in diverse societies.</li> </ol>	
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED competency:</b> Explore the reason behind common social issues and their impact at school level.  Collaborate to address common social issues respecting individual differences and contributions.	
<b>Teaching Strategies:</b> Cooperative learning Talking and sharing	<b>Skills in focus:</b> Skills in focus: Effective Communication, Self-awareness and reflection, individual, social, national participation, Commitment to participation and inclusion. <b>Values in focus:</b> Self- awareness, Respect for people and human rights, Individual and collective actions.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> Learners talk on what is a social problem with its examples. Develop questionnaires for an interview to gather information on causes of social problems (substance abuse, teenage pregnancy, and bullying). <ul style="list-style-type: none"> <li>• What are the causes of substance abuse?</li> <li>• How does teenage pregnancy affect society?</li> <li>• What is the importance of bullying prevention?</li> </ul> <i>Learning experiences (Individual work)?</i>		Projector, papers, marker pens etc.

<p><b>Main Learning</b></p> <p><b>Activity 1:</b> Learners watch the link: <a href="https://www.youtube.com/watch?v=gWRcdOybOCE">https://www.youtube.com/watch?v=gWRcdOybOCE</a> about domestic violence and answer the following questions.</p> <ul style="list-style-type: none"> <li>• What do you understand about domestic violence?</li> <li>• List down the types of domestic violence?</li> </ul> <p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the text given below to know more about domestic violence.</li> <li>2. Given the numerous types of domestic violence, there are also a variety of adverse effects associated with being a victim of domestic violence. These includes: <ul style="list-style-type: none"> <li>• Losing a sense of individuality</li> <li>• Adverse effects on children, such as the inability to express empathy</li> <li>• Lack of confidence</li> <li>• Feelings of incompetence</li> <li>• Dependence upon the abuser</li> <li>• Feeling helpless</li> <li>• Becoming depressed.</li> </ul> </li> </ol> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• List at least 2-3 issues that would create disharmony in diverse societies.</li> <li>• Explore some ways to reduce domestic violence contributing peace and harmony.</li> </ul>	<p>Projector, Internet, and sound system</p>
<p><b>Reflection/debriefing</b></p> <ul style="list-style-type: none"> <li>• Students will write a short story on domestic violence they came across.</li> <li>• Teacher will develop a rubric to assess the understanding.</li> </ul>	
<p><b>Assessment</b> Recapitulate the lesson.</p>	<p>PPT/Smart TV/Projector/Chart</p>

Develop a rubric to find out the understanding of the concept of domestic violence, causes, consequences and possible measures to reduce this problem. <i>Do It Yourself</i> <ul style="list-style-type: none"> <li>Write a brief story on domestic violence that you have experienced or came across.</li> </ul>	
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### ***Grade VI: Lesson Exemplar 2***

<b>Subject:</b> Social Studies <b>Grade:</b> VI	<b>Subject Topic:</b> Social problems- Suicide	<b>Duration:</b> 40 mins.
<b>Prior knowledge:</b> Causes and consequences of domestic problems. Learners already know the meaning of social problem and examples like peer pressure, substance abuse, bullying etc.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Explain suicide and their causes and consequences</li> <li>2. Write some of the best ways to prevent suicide throughout the world</li> <li>3. Compare suicide cases in Bhutan with other countries.</li> </ol>	
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED competency:</b> Explore the reason behind common social issues and their impact at school level. Collaborate to address common social issues respecting individual differences and contributions.	
<b>Teaching Strategies:</b> Cooperative learning  Talking and sharing	<b>Skills in focus:</b> Skills in focus: Effective Communication, Self-awareness and reflection, individual, social, national participation, Commitment to participation and inclusion. <b>Values in focus:</b> Self- awareness, Respect for people and human rights, Individual and collective actions.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> Learners are asked to share a story about the suicide incidence. After that, ask learners to identify the causes. <i>Learning experiences (Group work)</i>		Projector, papers, marker pens etc.

<b>Main Learning</b> <b>Activity 1</b> In a group of four learners list down to discuss the causes and prevention of suicide. <b>Activity 2</b> Watch the video: <a href="https://www.youtube.com/watch?v=IFk5qQXXLNY">https://www.youtube.com/watch?v=IFk5qQXXLNY</a> on suicide to complete the task given below. <b>Activity 3</b> Each member from the group will present their work to the class. (Class discussion) <b>Activity 4</b> <ul style="list-style-type: none"> <li>• Compare suicide cases in Bhutan with other countries.</li> <li>• Children explore some of the best ways to prevent suicide other countries perspective.</li> </ul>	Projector, Internet and sound system
<b>Assessment</b> <b>Before closing the lesson ask the following questions to check their understanding of the topic:</b> <ol style="list-style-type: none"> <li>1. What is suicide?</li> <li>2. What are the causes of suicide?</li> <li>3. How does suicide affect society?</li> <li>4. How can we prevent suicide?</li> </ol>	

### ***Grade VI: Lesson Exemplar 3***

<b>Subject:</b> Social Studies <b>Grade:</b> VI	<b>Subject Topic:</b> Culture and Tradition	<b>Duration:</b> 40 mins.
<b>Prior knowledge:</b> Learners know some of our culture and tradition	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Explain culture and tradition</li> <li>2. Get to know different cultures and traditions from different societies.</li> <li>3. Explore 2-3 dresses of their dream countries.</li> </ol>	
<b>GCED theme:</b> Values for harmonious co- existence and peace.	<b>GCED competency:</b>	

	<ul style="list-style-type: none"> <li>● Explore the essence of self-awareness and interdependencies for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co- existence.</li> </ul>
<b>Teaching Strategies:</b> Cooperative and creative learning. Group discussion and place-based learning.	<b>Skills in focus:</b> Effective Communication, self-awareness, and reflection, Individual, social, national participation. <b>Values in focus:</b> Self- awareness and Respect for people and human rights.
Teacher/Learner Activities	Resources
<b>Introduction</b> Ask learners to share what they know about the culture and tradition of Bhutan. (Use padlet or slido to gather information.	Projector, papers, marker pens etc.
<b>Main Learning</b> <b>Activity 1</b> Learners read Culture and Tradition from <a href="#">Class VI Social Studies</a> Textbook page 17 or <a href="#">Culture and Tradition</a> from slide player link. Let them visit the nearby lhakhang or Dzong or temples to learn more about it. <b>Activity 2</b> Learners answer the given question. <ul style="list-style-type: none"> <li>● Differentiate culture and tradition with at least five examples.</li> </ul> Differentiate tangible and intangible culture with four examples <b>Activity 3</b> <ul style="list-style-type: none"> <li>● Watch and see the video of different culture and tradition from different societies <a href="http://www.travelstart.co.za/blog/amazing-cultural-traditions-around-world/">http://www.travelstart.co.za/blog/amazing-cultural-traditions-around-world/</a></li> <li>● Trace out 3 national dresses of their dream countries by browsing through Google</li> </ul>	Projector, Internet and sound system
<b>Assessment</b> Learners explain what they understand about different culture and tradition in their own words after seeing the video and pictures. Teacher will assess their write up by asking some questions like:	



1. What is culture and tradition? 2. What are your favourite dresses? 3. Which country's dress do you like it and why? 4. Why do you think our culture is very unique? <b>Do It Yourself</b> Ask learners to explore more about our <a href="#">culture and tradition</a> .	
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*Assessment tools*

<b>Domestic violence</b>	<b>Beginning</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
<i>Knowledge of Domestic Violence</i>	Shows very little understanding of domestic violence, its causes, consequences, and solutions.	Shows basic understanding of domestic violence, including some causes, consequences, and generic solutions.	Demonstrates a good understanding of domestic violence, with clear identification of causes, consequences, and potential solutions.	Displays an advanced understanding of domestic violence, displaying in-depth knowledge of causes, consequences, and innovative solutions.
<i>Communication Skills</i>	Struggles to communicate thoughts on domestic violence, lacks clarity, and coherence in expression.	Communicates thoughts on domestic violence with basic clarity and some coherence in expression.	Communicates effectively on domestic violence, with clear and coherent expression of ideas.	Communicates complex thoughts on domestic violence exceptionally well, with precise and compelling expression.
<i>Accuracy in Understanding</i>	Frequently inaccurately represents information about domestic violence, its	Occasionally misinterprets information on domestic violence, with some inaccuracies in presenting causes,	Mostly accurate in understanding domestic violence, demonstrating a good grasp of causes, consequences, and solutions.	Highly accurate in understanding domestic violence, with precise analysis of causes, consequences, and innovative solutions.

	causes, consequences, and solutions.	consequences, and solutions.		
<i>Behaviour Towards Domestic Violence</i>	Shows inappropriate behaviour or lack of sensitivity towards the issue of domestic violence.	Demonstrates some understanding of the seriousness of domestic violence and its impact on individuals and society.	Exhibits empathy and respect towards survivors of domestic violence, acknowledging the severity of the issue.	Shows exemplary compassion, support, and advocacy for victims of domestic violence, actively promoting awareness and change.

#### ***Grade VI: Lesson Exemplar 4***

<b>Subject:</b> Social Studies <b>Grade:</b> VI	<b>Subject Topic:</b> Impacts of population on environment	<b>Duration:</b> 40 mins.
<b>Prior knowledge:</b> Learners know about population and its change contributing factors.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Analyze the impact of population on the environment.</li> <li>2. Explain ways to reduce human impacts on the environment.</li> <li>3. <b>State sustainable ways of managing the environment at all levels of society.</b></li> </ol>	
<b>GCED theme:</b> Responsibility and actions for sustainable living	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact the immediate environment.</li> <li>● Practice consumption habits to manage environmental pollution</li> </ul>	
<b>Teaching Strategies:</b> Cooperative learning, group discussion and individual reflective learning.	<b>Skills in focus:</b> Effective Communication, self-awareness, and reflection, Individual, social, national participation, Commitment to participation and inclusion. <b>Values in focus:</b> Self- awareness, Respect for people and human rights, Individual and collective actions.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b>		Projector, papers,

Learners discuss the advantages and disadvantages of having more students in a school.	marker pens etc.
<p><b>Main Learning</b></p> <p><b>Activity 1</b></p> <p><b>Impact of the population on the environment.</b></p> <p>Learners watch the video... <a href="https://www.youtube.com/watch?v=e7ppHfc3M_8">https://www.youtube.com/watch?v=e7ppHfc3M_8</a> (Human and the Environment)</p> <p>Learners discuss what they found out from the video and share with others.</p> <p>Learners watch vide on... <a href="https://www.youtube.com/watch?v=mRcxGJcBDVo">https://www.youtube.com/watch?v=mRcxGJcBDVo</a> (How population growth impacts the Planet)</p> <p>Learners sit in teams and discuss the population growth impact on the planet.</p> <p>Share with other teams.</p> <p><b>Activity 2</b></p> <p><b>How to reduce human impacts on the environment.</b></p> <ul style="list-style-type: none"> <li>• Learners watch the video ... <a href="https://www.youtube.com/watch?v=Umbo2MWDsQ&amp;feature=youtu.e">https://www.youtube.com/watch?v=Umbo2MWDsQ&amp;feature=youtu.e</a> (Human impacts on environment)</li> <li>• Learners share their understanding of video in popcorn.</li> <li>• Teacher writes on the chalkboard and discusses together.</li> <li>• Learners read “<a href="#">Impacts of Population on the Environment</a>” from the attached text and take notes.</li> </ul> <p>Learners discuss ways to reduce impacts on the environment in teams and present their findings.</p> <p><b>Activity 3</b></p> <p>State best sustainable ways of managing environment and living sustainably at all levels of society by watching <a href="https://sustainabilitymag.com/top10/top-10-ways-live-more-sustainably">https://sustainabilitymag.com/top10/top-10-ways-live-more-sustainably</a> and list it down.</p>	Projector, Internet, and sound system
<p><b>Assessment</b></p> <p>Revise the lesson by asking the learners to write three things they learnt in the lesson.</p> <ol style="list-style-type: none"> <li>1. Explain the impacts of population on the environment.</li> <li>2. Exhibit the understanding of the ways to reduce human impacts on the environment.</li> <li>3. How water pollution affects the environment?</li> <li>4. List three best ways of managing the environment.</li> </ol> <p><i>Do It Yourself</i></p> <ol style="list-style-type: none"> <li>1. Write at least three impacts of population on environment.</li> </ol>	