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

NCERT

HOLISTIC PROGRESS CARD (HPC)

How to fill the HPC

PREPARATORY STAGE

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Preparatory Stage

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FOREWORD

India has made significant strides in reforming its education system and making it relevant and resilient for 21st century challenges. Through the implementation of the National Education Policy and the National Curriculum Framework, India aims to develop a more holistic and forward-thinking educational system.

The National Education Policy 2020 and the National Curriculum Framework have many transformative aspects. They focus on shifting from rote learning and exam-centric evaluation to a more holistic and competency-based approach. NEP 2020 and NCF advocate a balanced approach to assessments through use of both formative and summative evaluations. Formative assessments are designed to provide ongoing feedback and observe a student's progress. Regular formative assessments support greater learning opportunities and ease the burden on the students.

PARAKH has designed the Holistic Progress Card for the Preparatory Stage to help teachers and educators in India monitor their learners' progress throughout the academic year. This holistic card acknowledges the multifaceted nature of learning at this sage, ensuring that young minds are not only equipped with foundational academic skills but are also nurtured emotionally and creatively.

At its core, the HPC empowers learners to take ownership of their educational journey. By offering avenues for self-assessment and encouraging peer evaluation, it fosters a dynamic learning environment. Emphasizing the crucial role of parental involvement, the HPC ensures that the triad of student, peer, and parent collaboratively contributes to the educational landscape.

A distinctive feature of the HPC is its framework for multidisciplinary activities that seamlessly align with diverse curricular goals and competencies. It embraces a variety of pedagogical tools to ensure each activity imparts practical and functional takeaways.

The HPC also facilitates a paradigm shift in teacher training and asynchronous professional development. Teachers, armed with insights from the HPC, are equipped to rationalize their instructional approaches, identify challenges faced by learners on various fronts, and come up innovative solutions that resonate with the dynamic needs of the educational landscape.

In essence, the Holistic Progress Compass stands as a unique practical solution in the educational ecosystem, actively envisioning a future where learners are not merely recipients of knowledge but active participants in their educational journey.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

Central to the success of the preparatory stage is the adept implementation of pedagogical practices that align with the unique needs of learners within this age group. Recognizing the transitional nature of this phase, educators employ approaches that not only build upon the foundational competencies and skills but also introduce a slightly more specialized and subject-specific dimension to the teaching-learning process.

Each component of the Holistic Progress Card for the preparatory stage endeavors to document the learner's achievements across diverse parameters aligned with academic curricular objectives, competencies, and socio-emotional and developmental milestones.

It advocates for schools and educators to adopt an inventive and comprehensive teaching methodology during the preparatory stage. It promotes the incorporation of toy-based pedagogy, art-integrated learning, sports-integrated learning, experiential learning, as well as the cultivation of critical thinking and problem-solving skills. This approach empowers students to actively engage in their own educational journey.

The HPC extends its impact beyond student progress by playing a pivotal role in facilitating teacher training and fostering teacher self-reflection. An integral feature of the HPC is its ability to support asynchronous teacher training through comprehensive frameworks. This unique approach allows educators the flexibility to enhance their professional development at their own pace.

Furthermore, the HPC serves as a catalyst for teacher self-reflection, prompting educators to critically evaluate and rationalize their teaching practices. This reflective practice contributes to a continual improvement cycle, enhancing the overall quality of education delivered. The HPC is also a valuable tool for teachers to identify and address challenges faced by students. It empowers educators to recognize diverse aspects of learners' hurdles, enabling them to craft innovative and practical solutions.

PARAKH is confident that the Holistic Progress Card will play an essential role in shaping the educational and assessment landscape of India. The HPC will help foster a generation of learners who are not only knowledgeable but also posses the skills and values essential for navigating the challenges of the future. We invite all stakeholders in education to adopt the HPC for the preparatory stage and enable learners to embark on a transformative journey towards holistic progress.

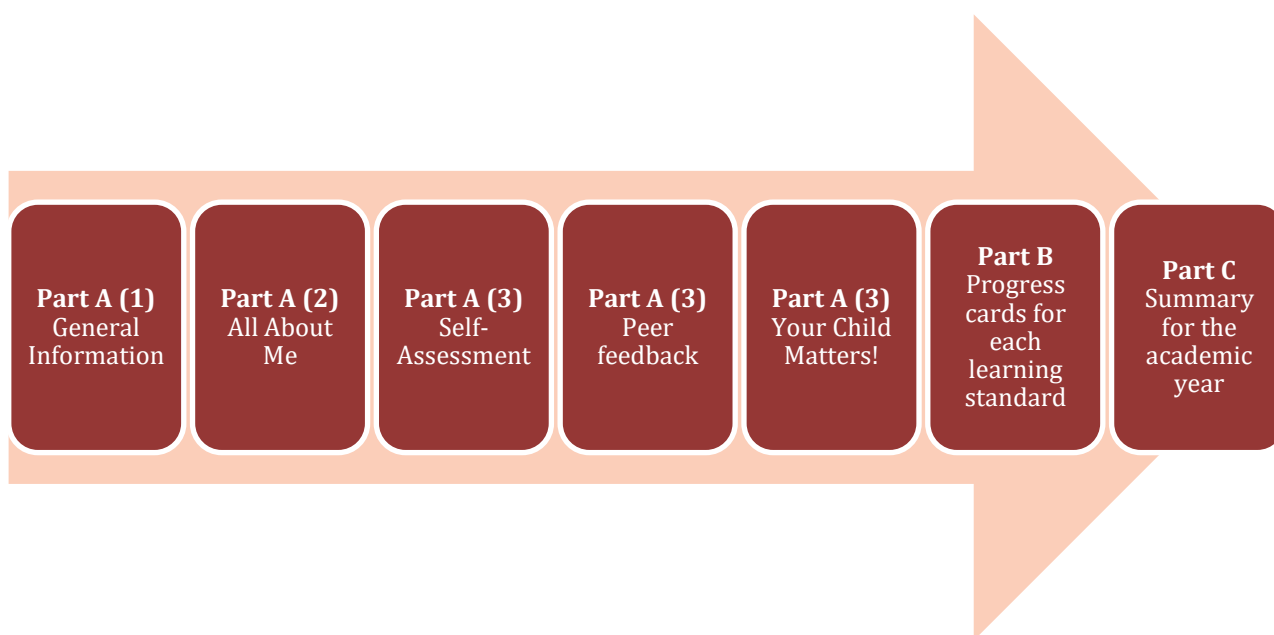**Prof. Indrani Bhaduri**
Head & CEO, PARAKH

Overview

The HPC seeks to provide a comprehensive descriptive system for reporting students' progress in relation to the domains, curricular goals, and competencies described in the National Curriculum Framework – School Education (NCF-SE) to assess the students' progress across three abilities–Awareness, Sensitivity and Creativity and three performance descriptors–Stream, Mountain, and Sky.

It is reiterated that the HPC urges schools and educators to embrace an innovative, holistic approach to teaching and learning at the preparatory stage. It encourages the use of toy-based pedagogy, art-integrated learning, sports-integrated learning, experiential learning, critical thinking, and problem-solving skills, thus enabling the students to become active participants in their own education.

The PARAKH-NCERT version of the holistic progress card, developed for the preparatory stage includes the following:

Part A (1) General Information	Part A (2) All About Me	Part A (3) Self-Assessment	Part A (3) Peer feedback	Part A (3) Your Child Matters!	Part B Progress cards for each learning standard	Part C Summary for the academic year

Each segment of the holistic progress card attempts to record the performance of the learner across various parameters mapped to the academic curricular goals, competencies, and socio-emotional and developmental goals.

In the subsequent sections, the abilities, the performance descriptors, and each segment of the holistic progress card will be discussed in detail. The intention is to give any user of the HPC a clear understanding of the process to follow while implementing it in their respective learning environment.

Abilities

It's important to ensure the learning journey of school-going Indian learners follows a well-rounded approach that encompasses the physical, emotional, and intellectual aspects of their lives. The holistic progress card is a metaphorical representation and an education tool to record and measure this comprehensive perspective. At the core of the holistic progress card lies three essential abilities:

Awareness	Sensitivity	Creativity

The scope of each ability has been listed below.

What does awareness encompass?

- Having knowledge related to and understanding of the activity to be conducted

- Being informed about the activity and its various factors

- Being able to understand the activity requirements

- Being attentive, perceptive, cognizant of surroundings

- Being fully engaged in the process of conducting the activity

What does sensitivity encompass?

- Managing and expressing emotions, thoughts, and behaviors in line with social norms and relevant to the activity

- Being attuned to the emotions and needs of others during the activity, when applicable

- Being able to motivate self and others; being compassionate and engaging in SEWA

- Being able to navigate challenges with resilience and make mindful decisions

- Approaching conflicts with empathy, kindness and open mindedness

What does creativity encompass?

- Generating innovative, original, and valuable solutions to problems

- Demonstrating inventiveness and original thinking

- Thinking flexibly and exploring diverse possibilities; possessing a sense of curiosity and a desire to explore

- Looking at situations from different angles, questioning and challenging assumptions

- Combining ideas, concepts, or domains

Performance Descriptors

Three performance level descriptors for the abilities have been identified as follows:

Performance level descriptors for **Awareness**, **Sensitivity**, and **Creativity**

Stream

Mountain

Sky

The scope of each performance descriptor with respect to each ability has been described below.

What does it mean when you mark a learner 'Stream' in Awareness?

The learner...

- follows instructions/directions for two- or three- step task

- occasionally identifies aspects of the task that are related to previously learned materials

- only rarely understand the full set of requirements for the task

- has limited knowledge about properties/factors needed to complete the activity

- applies simple learned procedures and exhibits limited fluency

- lacks conceptual understanding

- solves problems with assistance

- uses others' ideas based on observations

- recounts only a few important ideas or details of the task

■ follows instructions/directions for four- to five- step tasks

■ gives instructions to peers for completing a simple task

What does it mean when you mark a learner 'Mountain' in Awareness?

The learner...

■ describes aspects of task that are related to previously learned materials

■ sometimes understands the requirements of the task

■ has some knowledge about properties/factors needed to complete the task

■ asks general questions about the task

■ applies some logical organizational strategies to complete the task

■ is familiar with simple learned procedures, exhibits some fluency

■ applies conceptual understanding for simple cases

■ solves problems with prompting

■ retells major points of the task using simple sentences

What does it mean when you mark a learner 'Sky' in Awareness?

The learner...

- follows instructions/directions for tasks with more than five steps and/or tasks that require conditional branching (e.g., If it is raining, do not water the plants)

- gives clear and precise instructions to peers for completing the tasks

- summarizes ideas of tasks that are related to previously learned materials

- most times understands the requirements of the task

- has knowledge about properties/factors needed to complete the task

- asks specific question about the task

- consistently applies logical organizational strategies to complete the task

- uses different strategies to perform learned procedures, exhibits fluency

- applies conceptual understanding when formulating and solving problems

- identifies and explain ideas based on different factors

- retells major points of the task using elaborated descriptions, incorporating key details and using appropriate terminology

What does it mean when you mark a learner 'Stream' in Sensitivity?

The learner...

- demonstrates some interest in participating in the task

- provides a general reason for such interest

- participates in teacher-led activities related to the task

- enjoys qualities of familiar tasks

- expresses an overall reaction to the task

- is receptive to help

- asks peers for help while completing a task

- enjoys listening to simple products (e.g., songs or poems) created by peers

- when prompted listens to peers' ideas

- recognizes and tries to understand the value of simple ideas expressed by others

- observes and appreciates others' work on the task

- with help from others, attempts to keep composure while performing tasks that require patience

- must be encouraged to attempt to complete complex parts of the task, to learn new things, and to formulate ideas to complete simple parts of the task

What does it mean when you mark a learner 'Mountain' in Sensitivity?

The learner...

- demonstrates interest and willingness to participate in the task and describes with some detail one or more reasons for interest in the task

- expresses a reason for an emotional reaction to the task or to specific parts of the task (e.g., "I like it because it makes me laugh"), an opinion, sometimes in writing, about the task or part of the task (e.g., "I think the instructions were easy to follow")

- responds with some detail to questions about feelings about the task

- agrees to and enjoys working with others

- can explain the practical values of simple ideas expressed by others

- mimics others in their work on the task

- both helps peers and receives help in completing a task and explains to others how to complete simple parts of the task

- contributes to a short conversation about the task, waiting for a turn to speak and mostly staying on topic and listening attentively and asking simple questions

- keeps composure while performing tasks that require patience

- appreciates the usefulness of previously acquired knowledge and skills for helping to complete the task (e.g., the usefulness of the relationship between addition and multiplication when working on task that require multiplying numbers)

- is willing to learn new things; and proposes ideas to complete simple parts of the task

What does it mean when you mark a learner 'Sky' in Sensitivity?

The learner...

- demonstrates a high level of interest and enthusiasm for working on increasingly challenging tasks

- explains one or more detailed, thoughtful reasons for interest for the task

- gives a specific detail to support an emotional response to one or more parts of the tasks or to the whole task (for example, "My favorite character in the story is Mr. Patel because …" or "This is a good ad because it explains why ABC dish soap cleans best." or "I'd like to try this recipe because ...")

- responds with detail and thoughtfulness to sensitivity-related questions about the task (e.g., favorite books or stories, feelings about books or reading; characters feelings in a story)

- uses generally appropriate phrasing and expression to communicate emotions or meaning related to the task

- regularly expresses personal opinions and feelings

- offers to help other students and uses explanation to help peers

- leads peers initiating work for the task

- explains a peer's ideas if different from their own and explains why they may have chosen that particular idea

- enjoys working revising own ideas when confronted with ideas of others

- sks and/or surmise about the feelings of others involved in the task

- contributes to a long conversation

- during a discussion, raises two or more complex, on-topic questions

- enjoys using previously acquired knowledge and skills to solve problems

- enjoys learning and seeks opportunities to learn

	■ observes and uses previous knowledge to understand innovative ways to work on the task
	■ names a part of the task for which they would like instructions (for example, how to plant flowers in a pot or a recipe for making a cake)
What does it mean when you mark a learner 'Stream' in Creativity?	■ can follow predetermined steps or new steps created by others
	■ recognizes that there is more than one way work on the task
The learner...	■ accepts that tools and technology can be used in more than one way to complete the task
	■ understands that the surrounding world contains ideas related to the task
	■ can work on a new strategy when it is presented to the student but cannot fully understand its purpose
	■ identifies and combines, when needed, artifacts/elements that can be used to create a given object (e.g., combining given shape to make a new shape)
	■ writes-2 sentences on a self-selected topic or theme related to the task
	■ makes inferences on what might happen next and recognizes when initial hypothesis and predictions might not work
	■ identifies other perspectives related to the task

What does it mean when you mark a learner 'Mountain' in Creativity?

The learner...

- when prompted, uses previous knowledge to create strategies and devise novel approaches to familiar tasks

- expresses curiosity about taking different steps than those provided in a set of instructions

- understands that there are novel ways to work on the task

- uses tools and technology in more than one way

- uses manipulative, with support, to complete parts of the task and sometimes uses self-determined rules for the use of the tools and manipulative

- makes connections between the task and the student's own life experiences and provide some detail about the connection

- when prompted, can look at the environment in unique ways to get ideas solve parts of the task

- when prompted, works following different new strategies for different functional purposes

- spontaneously combines artifacts/elements to make their own object

- with assistance, writes new ideas related to the task

- when presented with unique phenomena, critiques the hypotheses and predictions of others

- when prompted, describes how the task can be seen from a different perspective and names parts of the task that they would like to change

What does it mean when you mark a learner 'Sky' in Creativity?

The learner...

- devises strategies and novel approaches to the task on their own

- expresses interest in changing the steps in a set of instructions, skipping/adding steps appropriately, or creating their own version of the set of instructions

- uses tools, manipulatives and technology in novels ways

- most or all of the times, accurately uses self-determined rules for the use of the tools and manipulatives

- explains in detail how an aspect of the task relates to one's own experiences, describes with some detail connections and/or differences they see between the task and their own lives and experiences and describes a situation (either real or imagined) that is similar to the task

- proposes and implements innovative and original approaches/solutions, creates novel categories for organizing the objects or the parts of the task

- demonstrates curiosity by independently asking questions about the intent of the task

- when presented with unique phenomena, makes multiple observations towards novel hypotheses and critiques the hypotheses of others

- explains why the task can be approach from different perspectives

- identifies and explains with some detail a part of the task they wish they could change

- expresses interest in writing their own version of the task

- initiates and maintains a long conversation with a peer or adult about the task

Different parts of the HPC

Part A (1)

Part A (1) consists of general information about the student (e.g., name, class, date of birth, mother tongue, medium of instruction, geographical area, etc.) and attendance information. This section will be filled by the teacher with the support of the parent/guardian and school records.

PART A (1)

Name and Address of the School: ………

………………………………………………………………………………………………… **Pin Code:** ☐ ☐ ☐ ☐ ☐ ☐

UDISE Code: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐   **Teacher Code:** ☐ ☐ ☐

GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

Student Name: _____

Roll No.: _____ Registration No.: _____

Class: Grade 3 ☐   Grade 4 ☐   Grade 5 ☐   Photograph

Section: _____ Date of Birth: _____

Address: _____

_____ Phone: _____

Mother/Guardian Name: _____

Mother/Guardian Education: _____ Mother/Guardian Occupation: _____

Father/Guardian Name: _____

Father/Guardian Education: _____ Father/Guardian Occupation: _____

Number of siblings: _____ Siblings' age: _____

Mother Tongue: _____ Medium of Instruction: _____

Rural/Urban: _____

ATTENDANCE

MONTHS	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR
No. of Working Days												
No. of Days Attended												
% of Attendance												
If attendance is low then reasons thereof												

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Part A (2)

Part A (2) is an interactive section called 'All About Me' which will be filled by the learner at the **beginning of the school year**.

Part A (3)

Part A (3) has three subsections, one to be filled by the learner, one to be filled by the learner's peers, and one to be filled by the parents/guardians. The subsections will be filled twice during the course of an academic year. Schools can decide when they would want to get the subsections filled; it is recommended that the subsections are filled once when the academic year starts, and once before the academic year ends.

The subsections will help the teacher understand the learner's awareness of their self and their peers, which will also impact the activities they do and how they perform in them. By getting the parents/guardians feedback, the teacher is able to get a holistic overview of all the factors that play a crucial role in the learner's learning journey.

PART A (3)

How do I feel at school?

Circle the most appropriate option for each sentence.

	Yes	Sometimes	No	Not sure
1. I can talk about how I feel, e.g., happy, confident, upset, or angry.				
2. I can calm myself down during difficult situations.				
3. I can understand how my friends feel.				
4. I respect everyone's opinions.				
5. I can help my friends make up after a fight.				
6. When someone is sad, I can make them feel better.				
7. I think I do well at school.				

The teacher is to have a conversation with the child and tease out responses to each statement. It is suggested that the teacher doesn't simply ask learners to mark their responses and instead have a brief discussion.

In the first term, the teacher is to explain what each word means through simple examples. By the third term, the learner is to be encouraged

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With peer feedback, the idea is to get the learners to think about how their peers are doing at school and share insights. To get more data and insights, each learner will get peer feedback from **two learners**.

Peer Feedback

Peer 1

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

1. My friend can talk about how he/she feels, e.g., happy, confident, upset, or angry.

   Yes   Sometimes   No   Not sure

2. My friend can calm himself/herself down during difficult situations.

   Yes   Sometimes   No   Not sure

3. My friend can understand how his/her friends feel.

   Yes   Sometimes   No   Not sure

4. My friend respects everyone's opinions.

   Yes   Sometimes   No   Not sure

5. My friend can help others make up after a fight.

   Yes   Sometimes   No   Not sure

6. When someone is sad, my friend can make them feel better.

   Yes   Sometimes   No   Not sure

6

Encourage the learner to write their friend's name.

For consistency's sake and to compare data across terms, it is suggested that the learner fills peer feedback for the same learner(s).

The teacher is to have a conversation with the child and tease out responses to each statement about their peer. It is suggested that the teacher explains the sentences through simple scenarios.

In the first term, the teacher is to explain what each word means through simple examples. By the third term, the learner is to be encouraged to fill the form with increased independence.

It is recommended that the teacher pairs up learners/assigns peers before Term 1 begins. Ideally, the peer groups should be maintained so that data consistency is ensured.

For peer feedback, it is recommended that the teacher has a conversation with the peer and contextualizes the statements. For Grades 3 and 4, the teacher can mark the emojis but for Grade 5, learners can be encouraged to fill it themselves. The teacher can record important peer feedback in their notes as well.

Peer Feedback

Peer 2

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

1. My friend can talk about how he/she feels, e.g., happy, confident, upset, or angry.	Yes	Sometimes	No	Not sure
2. My friend can calm himself/herself down during difficult situations.	Yes	Sometimes	No	Not sure
3. My friend can understand how his/her friends feel.	Yes	Sometimes	No	Not sure
4. My friend respects everyone's opinions.	Yes	Sometimes	No	Not sure
5. My friend can help others make up after a fight.	Yes	Sometimes	No	Not sure
6. When someone is sad, my friend can make them feel better.	Yes	Sometimes	No	Not sure

To get more data through peer feedback, it is recommended that learners share peer feedback for two learners.

The teacher is to make sure that other learners don't get to see peer feedback of any other child; this ensures that they are not influenced by it and the feedback is between the learner and their peer.

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With parents'/guardians' feedback, the idea is to get some contextual information about the socio-economic variable that might affect the learner's learning journey. The parents'/guardians' level of involvement in their children's learning journey can also be gauged with this form.

Your Child Matters!

Tick the resources available to your child at home.

Books	Magazines	Toys and Games	Mobile phone	Computer	Internet
☐	☐	☐	☐	☐	☐

How can I know your child better?

Circle the most appropriate option for each statement.

1. My child finds the classroom and school a welcoming and safe space.
   Yes | Sometimes | No | Not sure

2. My child participates in academic and co-curricular activities in school.
   Yes | Sometimes | No | Not sure

3. My child finds the grade-level curriculum difficult.
   Yes | Sometimes | No | Not sure

4. My child is making good progress as per their grade.
   Yes | Sometimes | No | Not sure

5. My child is getting the support needed from school.
   Yes | Sometimes | No | Not sure

The teacher is to explain the statements to the parents and contextualize it using simple scenarios, if needed.

This will help the teacher understand challenges learners might have with doing certain activities at home.

The teacher is to encourage the parents to share overall comments about their child's holistic progress and any challenges.

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6. My child can talk about how he/she feels, e.g., happy, upset, or angry.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure
7. My child can calm himself/herself down during difficult situations.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure
8. My child can understand how his/her friends feel.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure
9. My child respects everyone's opinions.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure
10. My child can help his/her friends make up after a fight.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure
11. When someone is sad, my child can make them feel better.	😀👍 😐🤔 🙁👎 ❓❓	Yes Sometimes No Not sure

My child needs support with…	
☐ Oral communication (R1 or R2)	☐ Working with other children
☐ Reading	☐ Working independently at home
☐ Numbers and Math	☐ Other subject areas Specify: _____
☐ Self-confidence	

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Part B

Part B is the **progress summary** for each learning standard. It has six elements. The progress summary for Language Education (R1) has been explained; it will be the same for all learning standards.

Choose one (or more) competencies that the activity caters. to.

Choose one or more curricular goals that the activity caters to.

Refer to the subsequent pages for a list of curricular goals and competencies for this learning standard.

Learning Standard: Language Education (R1)	
Curricular Goals *(Can choose one or more)*	☐ L1CG1 ☐ L1CG2 ☐ L1CG3 ☐ L1CG4 ☐ L1CG5
Competencies *(Can choose one or more)*	☐ L1C1.1 ☐ L1C1.2 ☐ L1C1.3 ☐ L1C2.1 ☐ L1C2.2 ☐ L1C3.1 ☐ L1C3.2 ☐ L1C3.3 ☐ L1C3.4 ☐ L1C4.1 ☐ L1C4.2 ☐ L1C5.1 ☐ L1C5.2
Activity	

Describe the activity in some detail.

Write the assessment rubric for each ability and performance level descriptor.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness			
Sensitivity			
Creativity			

* Please write the assessment rubric for the performance levels of each ability.

During the activity, make some observational notes using the assessment rubric as a reference point. Make notes about the learner's performance, the challenges they faced, and if/how they overcame them.

Use your observation notes to mark how the learner did in this activity.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness			
Sensitivity			
Creativity			

- *Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

•

Think about how the learner performed…

What challenges did the learner face?	How did they overcome them? / How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

	yes	no	not sure
I followed my teacher's instructions.	☺	😐	??
I liked doing this work.	☺	😐	??
I asked for help if I didn't understand.	☺	😐	??
I tried my best in this task.	☺	😐	??
I am proud of my work.	☺	😐	??
I want to do this task again.	☺	😐	??
I liked working with my classmate/s.	☺	😐	??
I could ask my classmates for help, and they helped me.	☺	😐	??

Part C

Part C is the **progress summary** for the academic year. It is suggested that the teacher collates their notes and the cumulative performance of the learner to demonstrate the overall performance of the learner.

PART C

SUMMARY FOR THE ACADEMIC YEAR

Tick the appropriate performance level descriptor for each category based on performance throughout the academic year.

Learning Standards	Performance Level Descriptors			Comments
	Stream	Mountain	Sky	
Language (R1)				
Language (R2)				
Mathematics				
The World Around Us				
Physical Education				
Visual Arts				
Theatre				
Music				
Dance and Movement				

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HOLISTIC PROGRESS CARD (HPC)

Exemplars Preparatory Stage

Exemplar for Preparatory Stage (Grade-III)

Learning Standard: Language Education (R1)

Curricular Goals *(Can choose one or more)*	☒ L1CG1 ☐ L1CG2 ☒ L1CG3 ☐ L1CG4 ☐ L1CG5

Competencies *(Can choose one or more)*	☐ L1C1.1 ☐ L1C1.2 ☒ L1C1.3 ☐ L1C2.1 ☐ L1C2.2 ☐ L1C3.1 ☐ L1C3.2 ☒ L1C3.3 ☐ L1C3.4 ☐ L1C4.1 ☐ L1C4.2 ☐ L1C5.1 ☐ L1C5.2

Activity

Synopsis of the story
The tiger has been nominated as the king. He's appointing other leaders, and chooses the donkey, rabbit, and the tortoise. However, the bear dismisses them as lazy, frightened, and slow respectively. However, the tiger rejects his comments and gives a **speech** about how each animal is special and has unique abilities.

Integration with Theatre

Toy-based integration
Can use puppets of animals while presenting

Language: Tamil | **Chapter**: தனித்திறமை (Uniqueness)

Assumptions: Learners have already read the story twice, once as a whole class read aloud, and as an individual activity the second time. They have also attempted comprehension questions in the textbook.

Learning Outcome: Learners will be able to present a simple speech, wherein they advocate for one of the characters in the story to be the new leader. They enumerate the unique qualities of their chosen character.

Activity Duration: 80 minutes (Block period of 2 periods, 40 minutes each)

Activity Flow:

Time	Steps
5 min	Brief recall of the story + questions about key takeaways
5 min	Learners divided into groups and assigned an animal (donkey, rabbit, tortoise). Learners to prepare short speech to ask for support.
10 min	Teacher to monitor and help with vocabulary/language. Teacher to demo how to emphasize and use tone and intonation.
15 min	Learners to do demo with their groups.
35 min	Learners to present their speech.
10 min	Teacher to elicit feedback and review key vocabulary.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Speech produced by the group does not contain any of the basic elements of a short speech.	Speech produced by the group contains only one or two recognizable elements of a short speech.	Speech produced by the group contains all the elements of a short speech.
Sensitivity	Learner is not able to work cooperatively with others in their group.	Learner is able to make some contribution to the work of the group.	Learner is able to lead or encourage others in the group in creating the speech.
Creativity	Justifications provided for the choice of a leader only directly repeat words from the story.	Justifications provided for the choice of a leader have at least one elaboration beyond the words/ideas of the story.	Justifications provided for the choice of a leader have multiple elaborations from the words/ideas of the story and may be completely original.

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity		✓	
Creativity		✓	

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Learner is aware of what needs to go into a short speech in the context of this activity. He was able to create a short speech talking about a donkey and how it is qualified to become the king of the jungle. He used words like

பலமான 'strong'
புத்திசாலி 'intelligent'
அன்பான 'kind'

which were mostly from the story.

The fact that ideas were mostly from the story places this learner at a **Mountain** in **Creativity** and not a **Sky**.

The learner was able to deliver the speech successfully. He participated in the group work and was able to help his peers with their speeches as well.

Think about how the learner performed…

What challenges did the learner face?	How did they overcome them? / How did you help them?
Initially, the learner was unsure how he would start his speech.	He spoke to his peers and looked at what they were planning to do to create their speech.
The learner wasn't sure about the vocabulary (adjectives) he could use to describe the animal.	I encouraged him to look at the 'word wall' in the classroom while preparing.
The learner was also not confident presenting in front of his peers.	Doing a demo of his speech with his group helped him become more confident.

Self-Assessment	
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**	
I followed my teacher's instructions.	😊 yes 😑 no ?? not sure
I liked doing this work.	😊 yes 😑 no ?? not sure
I asked for help if I didn't understand.	😊 yes 😑 no ?? not sure
I tried my best in this task.	😊 yes 😑 no ?? not sure
I am proud of my work.	😊 yes 😑 no ?? not sure
I want to do this task again.	😊 yes 😑 no ?? not sure
I liked working with my classmate/s.	😊 yes 😑 no ?? not sure
I could ask my classmates for help, and they helped me.	😊 yes 😑 no ?? not sure

Language 1 (R1)

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
L1CG1	Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	**L1C1.1**	Converses fluently and meaningfully in different contexts
		L1C1.2	Summarises core ideas from material read out in class
		L1C1.3	Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates)
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)	**L1C2.1**	Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts
		L1C2.2	Understands main ideas and draws essential conclusions from the material read
L1CG3	Develops the ability to write simple and compound sentence structures to express their understanding and experiences	**L1C3.1**	Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs
		L1C3.2	Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text
		L1C3.3	Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose
		L1C3.4	Uses appropriate grammar and structure in their writing
L1CG4	Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	**L1C4.1**	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts
		L1C4.2	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas
L1CG5	Develops interest and preferences in reading	**L1C5.1**	Borrows books from the Library regularly to read at home
		L1C5.2	Demonstrates interest in reading books from the Library

Exemplar for Preparatory Stage (Grade-V)

Learning Standard: Language Education(R2)

Curricular Goals (Can choose one or more)	☐ L2CG1 ☒ L2CG2 ☐ L2CG3 ☒ L2CG4				
Competencies (Can choose one or more)	☐ L2C1.1	☐ L2C1.2	☐ L2C1.3	☐ L2C1.4	☒ L2C2.1
	☒ L2C2.2	☐ L2C2.3	☐ L2C2.4	☐ L2C2.5	☐ L2C3.1
	☐ L2C3.2	☐ L2C3.3	☒ L2C4.1		

Activity

Language: English | **Topic**: Visual Vocabulary

Assumptions: Learners have already been exposed to a set of vocabulary in other content areas like Mathematics, Music, The World Around Us and Physical Education. They are somewhat familiar with the concept of creating a vocabulary diary/book.

Learning Outcome: Learners will be able to recollect the form, meaning, use, and pronunciation of vocabulary from different content areas. They will be able to visually represent some of these words in their vocabulary diary.

Prior preparation: Teacher to make a list of vocabulary from different content areas.

Activity Duration: 40 minutes

Activity Flow:

Time	Steps
5 min	Warm up activity with some words from the list to get learners engaged.
10 min	Do different activities to get learners to identify vocabulary from different content areas (E.g., crossword).
10 min	Get learners to talk about the form, meaning, use, and pronunciation of each word in groups. Encourage learners to create sentences and use the vocabulary in context. Teacher to discuss how meanings of words change with context.
15 min	Talk to learners about how words can be visually represented. Give an example (e.g., drought; show a desert and plants withering). Learners encouraged to choose some words from the list and illustrate them.

Toy-based pedagogy

Integration with **Art**

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Learner is able to identify any one from the following attributes - form, meaning, use, and pronunciation of vocabulary	Learner is able to identify any 3 from the following attributes - form, meaning, use, and pronunciation of vocabulary	Learner is able to identify all of the following attributes - form, meaning, use, and pronunciation of vocabulary
Sensitivity	Is unable to provide any examples of how the meaning of words changes with context with change of tone or form	Is able to provide one example of how the meaning of words changes with context with change of tone or form	Is able to provide multiple examples of how the meaning of words change with context with change of tone or form
Creativity	Isn't able to represent any of the vocabulary visually	Is able to represent the concrete examples of vocabulary visually (e.g., a picture of a lion for the word "lion")	Is able to represent both concrete and abstract examples of vocabulary visually. (e.g. a person sweating for the word "heat")

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness			✓
Sensitivity			✓
Creativity			✓

*Please put a tick mark (✔) to indicate the performance level of each ability.

Observational Notes
Learner was able to recollect all the words from the list without any difficulty.   He was able to talk about meaning, form, pronunciation, and use of most of words.   He was able to cite three instances of where the meaning of a word changed in context ("home," "saw" "smart")   He was able to illustrate both concrete and abstract vocabulary appropriately.

Think about how the learner performed...	
What challenges did the learner face?	**How did they overcome them? / How did you help them?**
Learner was unsure about the pronunciation of some words.	I segmented the words and helped him pronounce them.

Self-Assessment			
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**			
I followed my teacher's instructions.	yes	no	not sure
I liked doing this work.	yes	no	not sure
I asked for help if I didn't understand.	yes	no	not sure
I tried my best in this task.	yes	no	not sure
I am proud of my work.	yes	no	not sure
I want to do this task again.	yes	no	not sure
I liked working with my classmate/s.	yes	no	not sure
I could ask my classmates for help, and they helped me.	yes	no	not sure

Language 2 (R2)

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
L2CG1	Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	**L2C1.1**	Listens to poems, stories, and conversations and locates important ideas in them
		L2C1.2	Comprehends narrated/read out stories and identifies characters, storyline, and key aspects
		L2C1.3	Converses meaningfully and coherently
		L2C1.4	Makes oral presentations and participates in group discussions
L2CG2	Develops fluency in reading and the ability to read with comprehension	**L2C2.1**	Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables
		L2C2.2	Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks
		L2C2.3	Reads stories and passages fluently and accurately with appropriate pauses
		L2C2.4	Comprehends the meaning of stories, poems, and story posters
		L2C2.5	Demonstrates interest in picking up and reading a variety of children's books
L2CG3	Develops the ability to express understanding, experiences, feelings, and ideas in writing	**L2C3.1**	Writes a paragraph to express understanding and experiences
		L2C3.2	Creates simple posters, invites, and instructions with appropriate information and purpose
		L2C3.3	Writes stories, poems, and conversations based on imagination and experiences
L2CG4	Develops a wide range of vocabulary in various contexts and through different sources	**L2C4.1**	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas

Exemplar for Preparatory Stage (Grade-V)

Learning Standard: Mathematics	
Curricular Goals *(Can choose one or more)*	☒ MCG1　　☐ MCG2　　☐ MCG3　　☐ MCG4　　☐ MCG5
Competencies *(Can choose one or more)*	☐ MC1.1　☐ MC1.2　☒ MC1.3　☐ MC1.4　☐ MC2.1 ☐ MC2.2　☐ MC2.3　☐ MC2.4　☐ MC3.1　☐ MC3.2 ☐ MC3.3　☐ MC3.4　☐ MC3.5　☐ MC3.6　☐ MC3.7 ☐ MC4.1　☐ MC4.2　☐ MC4.3　☐ MC5.1

Activity	
Local products/things brought in from different states in India are to be encouraged for this activity. Integration with **Language R1/R2** If time permits, buyers from middle and secondary stage can be invited to participate as well. Integration with **The World**	**Topic**: Recap of four basic arithmetic operations **Assumptions**: Learners are well-versed with the four basic arithmetic operations (addition, subtraction, multiplication, and division). They are well versed with two-digit, three-digit, and four-digit numbers, as per their curriculum. **Learning Outcome**: Learners will be able to use their knowledge of basic arithmetic operations to participate in a mock market and buy and sell items. They are also exposed to the art of bargaining and the concept of saving money. **Prior preparation**: Teacher brings mock models of items and fake money of various denominations for the activity. **Activity Duration**: 40 minutes **Activity Flow**:

Time	Steps
5 min	Teacher sets up the market. Some learners become sellers, while others are buyers.
5 min	Teacher gives the buyers a list of items and a certain amount of money. *The task for buyers is to get everything on their list under budget. The task for sellers is to sell as much of their "inventory" as possible while making at least a minimum amount of money specified for them by the teacher.* Teacher also does a demo with some learners to explain how the activity works. Some target language taught as well.
15 min	Buyers are encouraged to approach sellers and try to buy the items under budget. Teacher monitors and encourages both buyers and sellers to actively bargain.
5 min	Teacher does a feedback session and collects feedback. Buyers and sellers talk about how much they have spent/earned, and how much they are left with. Teacher has some leading questions to test application of arithmetic operations.
10 min	Teacher leads a classroom discussion about saving money and why it is important. Learners encouraged to think about how they can save money at home.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	As a buyer, is able to buy only a small part of their shopping list before going over budget. As a seller, is able to sell only a few goods and is not able to make the specified minimum amount of money	As a buyer, is able to purchase most of the items on their list while staying under budget. As a seller, is able to sell most of their goods and make the minimum amount of money	As a buyer, is able to purchase all or nearly all the items on their list while staying under budget. As a seller, is able to sell all or nearly all their goods while making somewhat more than the minimum amount of money.
Sensitivity	Makes no attempt to bargain or compare prices offered by different sellers/buyers.	Makes no attempt to bargain or compare prices offered by different sellers/buyers.	Consistently attempts to bargain and/or compare prices offered by different sellers/buyers
Creativity	Is unable to offer any possible strategy for saving money.	Is able to offer only a general idea for saving money (e.g., "Spend less on toys")	Is able to offer a strategy for saving money that is more fully worked out or offers compensatory advantages (e.g. "but new clothes during "after-holiday sales") Has creatively used tactics to ensure purchase / sale happens and has made profit/ greater saving than was planned for

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness			✓
Sensitivity		✓	
Creativity			✓

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Learner (as a buyer)
Was able to calculate how to buy items under budget and figure out how much she can afford to pay. Managed to use all arithmetic operations while buying and bargaining.

Showed significant sensitivity to other's needs while buying. Managed to collaborate with another learner/buyer and buy items at bulk with a heavy discount. That way, she saved more money than others.

Appreciates the importance of saving money and budgeting but wasn't completely sure how she can help save money at home other than a general statement of spending less on clothes

Think about how the learner performed…

What challenges did the learner face?	How did they overcome them? / How did you help them?
Desperately wanted to be a seller and was upset when she was assigned the role of a buyer.	Managed to cheer herself up once she started participating in the activity.
Wasn't sure about how to ask for discounts.	I pointed out to some phrases on the board.

Self-Assessment		
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**		
I followed my teacher's instructions.	yes	no	not sure
I liked doing this work.	yes	no	not sure
I asked for help if I didn't understand.	yes	no	not sure
I tried my best in this task.	yes	no	not sure
I am proud of my work.	yes	no	not sure
I want to do this task again.	yes	no	not sure
I liked working with my classmate/s.	yes	no	not sure
I could ask my classmates for help, and they helped me.	yes	no	not sure

Mathematics

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
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	**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
		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
		MC1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10x10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems
		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.
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	**MC2.1**	C-2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties
		MC2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha)
		MC2.3	Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes
		MC2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
MCG3	Understands measurable attributes of objects and the units, systems, and processes of such	**MC3.1**	Measures in non-standard and standard units and evaluates the need for standard units

		MC3.2	Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured
	measurement, including those related to distance, length, weight, area, volume, and time using nonstandard and standard units	MC3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement
		MC3.4	Understands the definition and formula for the area of a square or rectangle as length times breadth
		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
		MC3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas
		MC3.7	Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them
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	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)
		MC4.2	Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people)
		MC4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context
MCG5	Knows and appreciates the development in India of the decimal place value system that is used around the world today	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

Learning Standard: The World Around Us

Curricular Goals _(Can choose one or more)_	☒ TWCG1	☒ TWCG2	☐ TWCG3	☐ TWCG4
	☐ TWCG5	☐ TWCG6	☐ TWCG7	

Competencies _(Can choose one or more)_	☒ TWC1.1	☐ TWC1.2	☐ TWC1.3	☐ TWC1.4
	☐ TWC1.5	☒ TWC2.1	☒ TWC2.2	☒ TWC2.3
	☐ TWC3.1	☐ TWC3.2	☐ TWC3.3	☐ TWC4.1
	☐ TWC4.2	☐ TWC4.3	☐ TWC4.4	☐ TWC4.5
	☐ TWC4.6	☐ TWC4.7	☐ TWC5.1	☐ TWC5.2
	☐ TWC5.3	☐ TWC6.1	☐ TWC6.2	☐ TWC7.1
	☐ TWC7.2			

Activity

Integration with **Language R1/R2**

Integration with **Theatre**

Topic: Saving a River

Assumptions: Learners have already read a chapter about water pollution in their state and how an important river is slowly dying. They have answered comprehension questions and have done some activities to understand water pollution. In groups, they have been preparing a story on the same topic.

Learning Outcome: Learners will be able to present a skit about water pollution and how it can be prevented.

Activity Duration: 40 minutes

Activity Flow:

Time	Steps
5 min	Teacher leads a classroom discussion on how water pollution can be prevented and reminds children to include as many elements as possible.
10 min	Learners do a demo of their skits/one acts within their group. Teacher monitors and offers feedback/help.
20 min	Learners present their skits and peers offer feedback.
5 min	Teacher does a feedback session and talks about steps that can be taken to save their local river/water source.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	The story presented covered only one of the following aspects of the topic: water pollution, its effects, and the solutions	The story presented covered only some of the following aspects of the topic: water pollution, its effects, and the solutions	The story presented covered all the following aspects of the topic: water pollution, its effects, and the solutions
Sensitivity	The story did not bring out the impact of water pollution on the local population, flora, and fauna	The story brought some impacts of water pollution on the local population, flora, and fauna	The story clearly expressed the impact of water pollution on the local population, flora, and fauna
Creativity	The story failed to put forth creative solutions to prevent water pollution	The story put forth covered a creative yet generic solution to prevent water pollution	The story put forth creative solutions to prevent water pollution based on location and degree of impact

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity		✓	
Creativity		✓	

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Was able to present the story with most elements.

Is aware of water pollution and its effects. Only mentioned the impact on flora and fauna, but not on humans.

Was able to give some solutions to prevent/combat water pollution.

Think about how the learner performed...

What challenges did the learner face?	How did they overcome them? / How did you help them?
Learner was not sure how water pollution affects flora but wanted to include it in the story.	I signposted to that part in their textbook, which helped them recall.

Self-Assessment	
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**	
I followed my teacher's instructions.	yes no not sure
I liked doing this work.	yes no not sure
I asked for help if I didn't understand.	yes no not sure
I tried my best in this task.	yes no not sure
I am proud of my work.	yes no not sure
I want to do this task again.	yes no not sure
I liked working with my classmate/s.	yes no not sure
I could ask my classmates for help, and they helped me.	yes no not sure

The World Around Us

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities

Code	Curricular Goals	Code	Competencies
TWCG1	Explores and engages with the natural and socio-cultural environment in their surroundings	**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
		TWC1.2	Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community
		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
		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
		TWC1.5	Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes
TWCG2	Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'	**TWC2.1**	Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home)
		TWC2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions)

		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)
TWCG3	Explains how to ensure the safety of self and others in different (normal as well as emergency) situations	TWC3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals
		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
		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
TWCG4	Develops sensitivity towards social and natural environment	TWC4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat)
		TWC4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing)
		TWC4.3	Describes usage of natural resources in their immediate environment
		TWC4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets)
		TWC4.5	Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care)
		TWC4.6	Identifies the needs of people in different situations – in terms of access to resources, equal opportunities, work distribution, and shelter

		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)
TWCG5	Develops the ability to read and interpret simple maps	**TWC5.1**	Explains a line drawing of their school, village, and ward
		TWC5.2	Draws a sketch of their school, village, and ward using symbols and directions
		TWC5.3	Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions
TWCG6	Uses data and information from various sources to investigate questions related to their immediate environment	**TWC6.1**	Performs simple inquiry related to specific questions independently or in groups
		TWC6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression)
TWCG7	Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering	**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
		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

Exemplar for Preparatory Stage (Grade-V)

Learning Standard: Visual Arts	
Curricular Goals *(Can choose one or more)*	☒ VACG1 ☐ VACG2 ☐ VACG3 ☒ VACG4 ☐ AECG1
Competencies *(Can choose one or more)*	☒ VAC1.1 ☐ VAC1.2 ☐ VAC2.1 ☐ VAC2.2 ☐ VAC3.1 ☐ VAC3.2 ☒ VAC4.1 ☐ VAC4.2 ☐ AEC1.1 ☐ AEC1.2 ☐ AEC1.3
Activity	**Topic**: Patterns in nature **Assumptions**: Learners have already been exposed to some patterns in nature in **The World Around Us** and **Mathematics**. They have also been exposed to some materials, tools, and techniques used in the Visual Arts. **Learning Outcome**: Learners will be able to identify some patterns in nature and replicate them in an artwork. **Activity Duration**: 40 minutes **Activity Flow**:

Time	Steps
5 min	Teacher sets up the activity. Learners to do a nature walk wherein they identify some patterns in nature and replicate them in their artwork. They are free to use any materials, tools, and techniques they have been exposed to so far.
25 min	Learners are taken on a nature walk. They get time to observe patterns and replicate them in their artwork. Teacher is to monitor their work and help, as needed.
15 min	After the activity, learners encouraged to present their artwork and talk about the patterns. Learners encouraged to point out shapes and patterns and also encouraged to talk about why they chose this pattern for that particular artwork.

Integration with **Language (R1/R2)** and **Mathematics**

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Has not identified different patterns in nature and is unable corelate any object to it	Has observed some patterns in nature and is able to identify them	Has observed patterns in nature and is able to identify and corelate them to objects / designs
Sensitivity	Is not able to talk about the relevance of their choice of pattern for their artwork in class	Is able to talk about the relevance of their choice of pattern for their artwork in class	Is able to consider multiple patters and rationalize about the relevance of their choice of pattern for their artwork in class
Creativity	Is not able to creatively incorporate the patterns in their artwork	Is able to creatively incorporate the patterns in their artwork but lacks scale	Is able to creatively incorporate the patterns in their artwork with scale depth and innovativeness

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness		✓	
Sensitivity		✓	
Creativity		✓	

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes
Learner was able to mostly identify the patterns in her vicinity. She was able to incorporate some patterns in her artwork. She managed to present her artwork and somewhat explain why she had incorporated those particular patterns in her artwork. Struggled a bit with brush and water colours but managed to create the artwork.

Think about how the learner performed…	
What challenges did the learner face?	**How did they overcome them? / How did you help them?**
She was unable to identify some patterns. She faced some difficulty using a brush and water colours.	She asked some peers for help and managed to identify the ones she wasn't sure of. I recommended she use crayons if using brush and water colours is difficult. But the learner decided to try with brush and water colours.

Self-Assessment	
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**	
I followed my teacher's instructions.	😊 yes · 😐 no · ❓ not sure
I liked doing this work.	😊 yes · 😐 no · ❓ not sure
I asked for help if I didn't understand.	😊 yes · 😐 no · ❓ not sure
I tried my best in this task.	😊 yes · 😐 no · ❓ not sure
I am proud of my work.	😊 yes · 😐 no · ❓ not sure
I want to do this task again.	😊 yes · 😐 no · ❓ not sure
I liked working with my classmate/s.	😊 yes · 😐 no · ❓ not sure
I could ask my classmates for help, and they helped me.	😊 yes · 😐 no · ❓ not sure

Visual Arts

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
VACG1	Develops confidence to explore, depict, and celebrate human experience through the Arts	**VAC1.1**	Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations
		VAC1.2	Discusses a variety of ideas and responses while working collaboratively in the Visual Arts
VACG2	Exercises their imagination and creativity freely in the Arts	**VAC2.1**	Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings
		VAC2.2	Compares and contrasts the visual elements, themes, and expressions of artwork shared in the classroom
VACG3	Explores basic processes, materials, and techniques in the Arts	**VAC3.1**	Makes choices while working with materials, tools, and techniques used in the Visual Arts
		VAC3.2	Practises steps of planning, executing, and presenting while creating visual artwork individually and collaboratively
VACG4	Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	**VAC4.1**	Recognises visual elements in nature and describes their artistic qualities
		VAC4.2	Demonstrates curiosity towards local Art forms and culture

Code	Curricular Goals	Code	Competencies
AECG1	Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities	**AEC1.1**	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms)
		AEC1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)]
		AEC1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings

Exemplar for Preparatory Stage (Grade-III)

Learning Standard: Theatre	
Curricular Goals *(Can choose one or more)*	☒ TCG1 ☒ TCG2 ☐ TCG3 ☐ TCG4 ☐ AECG1
Competencies *(Can choose one or more)*	☒ TC1.1 ☒ TC1.2 ☒ TC2.1 ☐ TC2.2 ☐ TC3.1 ☐ TC3.2 ☐ TC4.1 ☐ TC4.2 ☐ AEC1.1 ☐ AEC1.2 ☐ AEC1.3
Activity Integration with **Language (R1/R2)**	**Topic**: Reader's Theatre **Assumptions**: Learners have already been exposed to a story/play wherein there are some dialogues. They have practised reading the dialogues out loud and have already been familiarised with some aspects of Reader's Theatre. Learners are also familiar with some basic emotions. **Learning Outcome**: Learners will be able to demonstrate the use of emotions while delivering dialogues. **Activity Duration**: 40 minutes **Activity Flow**:

Time	Steps
5 min	Teacher does some theatre games and warm up activities.
10 min	Teacher leads a discussion on the story and encourages children to talk about how each character feels at different points of the story. Teacher points out dialogues that exemplify those emotions.
15 min	Teacher demonstrates how to express some dialogues with the right emotions. Learners are encouraged to practice in groups.
10 min	Learners do a reading of the lesson, with everyone reading out dialogues/narrative text with the right emotions.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Is barely aware of the basic emotions and identify them	Is somewhat aware of the basic emotions and identifies them	Is completely aware of the basic emotions and identifies them
Sensitivity	Is barely able to talk about how each character feels in the story and the reasons why	Is somewhat able to talk about how each character feels in the story and the reasons why	Is completely able to talk about how each character feels in the story and the reasons why
Creativity	Is barely able to creatively use their voice/tone/intonation to express the right emotion	Is somewhat able to creatively use their voice/tone/intonation to express the right emotion	Is completely able to creatively use their voice/tone/intonation to express the right emotion

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness			✓
Sensitivity			✓
Creativity		✓	

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes
Learner managed to successfully identify all the emotions exemplified by the characters in the story. She was also able to compare and contrast some emotions.

Think about how the learner performed…	
What challenges did the learner face?	**How did they overcome them? / How did you help them?**
Initially, the learner was not comfortable performing in front of her peers.	I did a warmup exercise (mirror game) with her separately while her peers practiced so that she felt more comfortable.

Self-Assessment			
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**			
I followed my teacher's instructions.	yes	no	not sure
I liked doing this work.	yes	no	not sure
I asked for help if I didn't understand.	yes	no	not sure
I tried my best in this task.	yes	no	not sure
I am proud of my work.	yes	no	not sure
I want to do this task again.	yes	no	not sure
I liked working with my classmate/s.	yes	no	not sure
I could ask my classmates for help, and they helped me.	yes	no	not sure

Theatre

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
TCG1	Develops confidence to explore, depict, and celebrate human experience through the Arts	**TC1.1**	Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in Drama activities
		TC1.2	Discusses own thoughts and responses while working collaboratively in the Dramatic Arts
TCG2	Exercises their imagination and creativity freely in the Arts	**TC2.1**	Creates and performs Drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces, and basic props
		TC2.2	Compares and contrasts themes and elements of Drama, and related artistic expressions created in the classroom
TCG3	Explores basic processes, materials, and techniques in the Arts	**TC3.1**	Makes choices while working with materials, tools, and techniques used in the Dramatic Arts
		TC3.1	Practises steps of planning, executing, and presenting while creating Drama individually and collaboratively
TCG4	Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	**TC4.1**	Recognises elements of Drama and Movement in nature and describes their artistic qualities
		TC4.2	Demonstrates curiosity towards local Art forms and culture

Code	Curricular Goals	Code	Competencies
AECG1	Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities	**AEC1.1**	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms)
		AEC1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)]
		AEC1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings

Exemplar for Preparatory Stage (Grade-IV)

Learning Standard: Music	
Curricular Goals *(Can choose one or more)*	☐ MUCG1 ☒ MUCG2 ☒ MUCG3 ☐ MUCG4 ☐ AECG1
Competencies *(Can choose one or more)*	☐ MUC1.1 ☐ MUC1.2 ☐ MUC2.1 ☒ MUC2.2 ☒ MUC3.1 ☐ MUC3.2 ☐ MUC4.1 ☐ MUC4.2 ☐ AEC1.1 ☐ AEC1.2 ☐ AEC1.3
Activity	**Topic**: *shruti/sur* 'pitch' **Assumptions**: Learners have already been exposed to basic concepts of sound and volume (*naada*) and are familiar with some musical instruments. **Learning Outcome**: Learners will be able to identify high and low pitch played on a range of musical instruments. They will also be able to segregate voices as high pitched and low pitched. **Activity Duration**: 40 minutes **Activity Flow**:

Integration with **Language Education (R1/R2)**

Experiential Learning

Integration with **Physical Education**

Time	Steps
3 min	Start with some breathing exercises to prep learners to listen to input.
5 min	Teacher sings the letters of the alphabet, alternating between high pitch and low pitch. Uses total physical response (TPR) to show high and low pitch (raised arms for high pitch and arms down for low pitch **OR** learners on tiptoe for high pitch and bending down for low pitch).
7 min	Teacher encourages learners to sing the same and facilitates a discussion on the differences they hear between how each letter is said.
10 min	Teacher introduces concept of high pitch and low pitch. Gives examples using song lyrics and musical instruments. Learners encouraged to move their arms as per pitch.
10 min	Learners practice saying words/phrases in high and low pitch and moving their bodies accordingly.
5 min	Learners do some breathing exercises and mediate to wrap up the session.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Is unable to distinguish between high pitch and low pitch	Is somewhat able to distinguish between high pitch and low pitch of sounds that are taught	Is completely able to distinguish between high pitch and low pitch between sounds that are taught and sounds that are heard for the first time
Sensitivity	Is unable to mimic high pitch and low pitch	Is s able to mimic high pitch and low pitch sounds that are taught	Is able to mimic high pitch and low pitch sounds that are taught and to produce high and low pitch sounds without having been taught them and also beyond
Creativity	Is unable to use innovative ways to showcase high and low pitch	Is able to come up with one innovative way to showcase high and low pitch using songs that have been learnt	Is able to come up with multiple innovative ways to showcase high and low pitch going beyond the songs learnt.

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness			✓
Sensitivity		✓	
Creativity			✓

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes
Learner was able to identify high pitch and low pitch expressed through different song lyrics and on a range of musical instruments. She got some of the musical instruments wrong but managed to self-correct and identify the pitch correctly. She was able to mimic high pitch and low pitch using words but struggled a bit with phrases. She came up with an innovative idea to show high and low pitch – aeroplane for high pitch and train for low pitch. Her peers liked the idea.

Think about how the learner performed…	
What challenges did the learner face?	**How did they overcome them? / How did you help them?**
Initially, the learner was fidgety and didn't want to listen to any tunes.	Meditating for a few minutes helped her calm down. I also let her take a lead in singing the alphabet, which helped as well.
Learner wasn't able to identify high and low pitch played on some musical instruments.	I played the same tune multiple times and helped the learner identify the pitch.
Learner wasn't able to showcase high and low pitch in phrases.	I helped the learner break down the phrases and practise high and low pitch with words before moving to phrases.

Self-Assessment	
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**	
I followed my teacher's instructions.	yes no not sure
I liked doing this work.	yes no not sure
I asked for help if I didn't understand.	yes no not sure
I tried my best in this task.	yes no not sure
I am proud of my work.	yes no not sure
I want to do this task again.	yes no not sure
I liked working with my classmate/s.	yes no not sure
I could ask my classmates for help, and they helped me.	yes no not sure

Music

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
MUCG1	Develops confidence to explore, depict, and celebrate human experience through the Arts	MUC1.1	Expresses enthusiasm to practice and perform Music that is familiar to them
		MUC1.2	Discusses own thoughts and responses while working collaboratively in Music
MUCG2	Exercises their imagination and creativity freely in the Arts	MUC2.1	Practises and performs songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble/group)
		MUC2.2	Compares and contrasts musical elements (Laya, Taala, Sur, Bhaava), lyrics, and expressions in a variety of musical styles introduced in the classroom
MUCG3	Explores basic processes, materials, and techniques in the Arts	MUC3.1	Makes choices while working with voices, instruments, and arrangements used in Music
		MUC3.2	Contributes ideas while selecting Music for performance and participates in rehearsals
MUCG4	Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	MUC4.1	Recognises musical elements in nature and describes their artistic qualities
		MUC4.2	Demonstrates curiosity towards local Art forms and culture

Code	Curricular Goals	Code	Competencies
AECG1	Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities	AEC1.1	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms)
		AEC1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)]
		AEC1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings

Exemplar for Preparatory Stage (Grade-V)

Learning Standard: Dance and Movement	
Curricular Goals *(Can choose one or more)*	☒ DMCG1 ☒ DMCG2 ☐ DMCG3 ☐ DMCG4 ☐ AECG1
Competencies *(Can choose one or more)*	☒ DMC1.1 ☐ DMC1.2 ☒ DMC2.1 ☒ DMC2.2 ☐ DMC3.1 ☐ DMC3.2 ☐ DMC4.1 ☐ DMC4.2 ☐ AEC1.1 ☐ AEC1.2 ☐ AEC1.3
Activity	**Topic**: *mudra* 'hand gestures, symbols' **Assumptions**: Learners have already been exposed to some emotions (*bhaava*) and basic hand gestures (*mudra*). **Learning Outcome**: Learners will be able to identify some hand gestures and what they stand for. They will be able to demonstrate a hand gesture of their choice. **Activity Duration**: 40 minutes **Activity Flow**:

Integration with **Language Education (R1/R2)**

Integration with **Physical Education**

Time	Steps
5 min	Teacher preps learners to learn about *mudras* 'hand gestures' by doing some flexibility/mobility exercises. Learners are also encouraged to lead the session.
15 min	Teacher presents one *mudra* after the other and explains their significance. Learners are encouraged to mimic the teacher. Teacher to encourage learners to compare and contrast *mudras*.
15 min	In groups, learners practice the hand gestures and then, present it to the class. They talk about the meaning/significance of each gesture.
5 min	Learners do some breathing exercises and mediate to wrap up the session.

ASSESSMENT RUBRIC*			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Is unable able to identify the different mudras	Is somewhat able to identify the different mudras and explain the significance	Is completely able to identify the different mudras and explain the significance of each
Sensitivity	Is unable to compare and contrast the mudras	Is barely able to compare and contrast the mudras	Is completely able to compare and contrast the mudras and guide peers on the same
Creativity	Is unable to demonstrate the mudras	Is able to demonstrate some mudras well and is still grappling with some	Is able to demonstrate all mudras and place them in innovative series for a graceful performance

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback			
Abilities	**Key Performance Level Descriptors**		
	Beginner	**Proficient**	**Advanced**
Awareness		✓	
Sensitivity		✓	
Creativity			✓

*Please put a tick mark (✔) to indicate the performance level of each ability.

Observational Notes
Learner was quite interested to learn about the mudras and tried her best to mimic them.
Was able to identify most mudras when presented and tried to compare them.
Managed to showcase some difficult mudras with the help of a peer.

Think about how the learner performed...	
What challenges did the learner face?	**How did they overcome them? / How did you help them?**
Faced difficulties remembering the names of the mudras.	I wrote down all the names on the board and signposted as and when required.
Couldn't showcase one of the mudras because of its difficult form	Collaborated with a peer and showcased the mudra together.

Self-Assessment	
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**	
I followed my teacher's instructions.	yes no not sure
I liked doing this work.	yes no not sure
I asked for help if I didn't understand.	yes no not sure
I tried my best in this task.	yes no not sure
I am proud of my work.	yes no not sure
I want to do this task again.	yes no not sure
I liked working with my classmate/s.	yes no not sure
I could ask my classmates for help, and they helped me.	yes no not sure

Dance and Movement

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
DMCG1	Develops confidence to explore, depict, and celebrate human experience through the Arts	DMC1.1	Expresses enthusiasm to practise and perform Dance and Movement that is familiar to them
		DMC1.2	Discusses ideas and responses while working collaboratively in Dance and Movement
DMCG2	Exercises their imagination and creativity freely in the Arts	DMC2.1	Creates and practises Dance and Movement sequences based on everyday actions and personal experiences
		DMC2.2	Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of Dance and Movement styles introduced in the classroom
DMCG3	Explores basic processes, materials, and techniques in the Arts	DMC3.1	Makes choices while working with movement steps, instruments, costumes, and arrangements used in Dance and Movement
		DMC3.2	Contributes ideas while selecting Dance and Movement sequences for performance and participates in rehearsals
DMCG4	Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices	DMC4.1	Recognises elements of Dance and Movement in nature and describes their artistic qualities
		DMC4.2	Demonstrates curiosity towards local Art forms and culture

Code	Curricular Goals	Code	Competencies
AECG1	Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities	AEC1.1	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms)
		AEC1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)]
		AEC1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to Arts and culture in their surroundings

Learning Standard 1: Physical Education

Curricular Goals *(Can choose one or more)*	☒ P1CG1 ☒ P1CG2 ☐ P1CG3 ☒ P1CG4
Competencies *(Can choose one or more)*	☐ P1C1.1 ☐ P1C1.2 ☒ P1C1.3 ☒ P1C1.4 ☒ P1C2.1 ☐ P1C2.2 ☐ P1C2.3 ☐ P1C2.4 ☐ P1C2.5 ☐ P1C3.1 ☐ P1C3.2 ☒ P1C4.1

Activity

Possible collaboration with learners at middle and secondary stage. For them, it could be a practical demonstration of angles (Mathematics) or laws of motion/velocity/optics and perception (Science).

Integration with Mathematics

Topic: Throwing a ball

Assumptions: Learners have already been maintaining a record of the distance they are able to throw a ball. They have set personal targets for each week and are working towards that.

Learning Outcome: Learners will be able to practise throwing a ball and record their progress. They will be able to work towards achieving their personal target for that week. Concurrently, they will also be able to do some mental maths (the four basic arithmetic operations) using the targets achieved by the class.

Activity Duration: 40 minutes

Activity Flow:

Time	Steps
5 min	Warm-up activities like stretching, spot jogging, and other age-appropriate activities to be done. Learners to be asked to become instructors for each warm-up activity.
5 min	Learners are to look at their past targets met with respect to throwing a ball and set a new target for this week. They are to be grouped.
15 min	In groups, learners to practise throwing the ball. While one learner throws a ball, another learner measures the distance. Another learner writes it down. Multiple rounds of practice and demonstrations. Throughout, the teacher is to demonstrate how to throw better/strategies/tips and tricks.
10 min	Teacher to discuss how learners are meeting their targets. Some mental math activities to be done with respect to how many more metres they have covered this week (subtraction), what's the cumulative distance covered by their group (addition), and other such activities.
5 min	Cool down activities. Is a mix of teacher-led and learner-led activities.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Has not utilized the different techniques to throw the ball	Has utilized some of different techniques to throw the ball and is tracking self progress	Has tried all techniques to throw the ball, is aware which is a personal best and is tracking self progress
Sensitivity	Is barely cognizant of their own or their peers' efforts and failures and does nothing to help them	Is somewhat cognizant of their own and their peers' efforts and failures and supports them occasionally during the activity	Is completely aware of their own and their peers' efforts and failures and shares tips on better throws.
Creativity	Does not come up with new techniques to achieve targets	Stays on the taught path and does not come up by himself/herself with new techniques to achieve targets	Initially stays on the taught path and then comes up with new techniques to achieve targets for self and others

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	**Proficient**	**Advanced**
Awareness	✓		
Sensitivity	✓		
Creativity	✓		

*Please put a tick mark (✔) to indicate the performance level of each ability.

Observational Notes

Learner hasn't been keeping well so doesn't have many past targets to refer to.
Has missed many sessions so wasn't sure about the techniques used while throwing a ball.
He attempted to mimic his peers and managed to throw the ball well in his third try.
He needs to practise more and set smaller targets to catch up with everyone.

Think about how the learner performed...

What challenges did the learner face?	How did they overcome them? / How did you help them?
Wasn't sure about what's happening. Since he had missed the previous sessions, didn't want to participate.	I asked him to help me conduct the warm up activities. Leading one of the activities helped him feel included.
Didn't want to help his peers by noting down their specs. Refused to participate in any group work.	I tried to do a 1:1 session with him while the other children practiced. Tried to engage him with some basic tasks like collecting all the balls, making sure everyone's doing their job, etc.
Wasn't happy with his final score and cried.	Spoke to him about the importance of hard work and how he needs to practice. One of his peers also spoke to him.

Self-Assessment		
Please answer the following regarding the activity you just completed. **Colour the emoji for each statement.**		
I followed my teacher's instructions.	yes (colored)	no not sure
I liked doing this work.	yes no (colored) not sure		
I asked for help if I didn't understand.	yes (colored) no not sure		
I tried my best in this task.	yes no not sure (colored)		
I am proud of my work.	yes no not sure (colored)		
I want to do this task again.	yes no (colored) not sure		
I liked working with my classmate/s.	yes no (colored) not sure		
I could ask my classmates for help, and they helped me.	yes no not sure (colored)		

Learning Standards 1: Physical Education

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
P1CG1	Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/ games/sports	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)
		P1C1.2	Moves purposefully their body to a beat/rhythm/music
		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)
		P1C1.4	Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body
P1CG2	Develops an awareness of their personal and social behaviour towards themselves and others	P1C2.1	Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas
		P1C2.2	Creates group norms and rules of the game/activity before playing and reviews them regularly
		P1C2.3	Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell
		P1C2.4	Practises care and responsibility towards physical activity material, playground, and facilities
		P1C2.5	Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them
P1CG3	Demonstrates mental engagement in physical activity/game situations	P1C3.1	Explains the concept of some games, their rules, playing positions, and basic moves
		P1C3.2	Expresses their emotions and thinking process during the game
P1CG4	Develops an understanding of the need to develop themselves and self-assess their progress	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)

Learning Standard 2: Physical Education

Curricular Goals *(Can choose one or more)*	☒ P2CG1 ☒ P2CG2 ☒ P2CG3
Competencies *(Can choose one or more)*	☐ P2C1.1 ☐ P1C1.2 ☒ P1C1.3 ☐ P2C2.1 ☒ P2C2.2 ☐ P2C2.3 ☐ P2C2.4 ☐ P2C2.5 ☒ P2C3.1 ☒ P2C3.2
Activity	**Topic**: Rules of a game **Assumptions**: Learners have already been playing this game for some sessions now and are familiar with it. They are well-versed with the basic specs of the game. This can be any local/indigenous Indian game. **Learning Outcome**: Learners will be able to identify the rules of a game they have been playing. They will be able to physically demonstrate some of the rules and list some DOs and DON'Ts and strategies. **Activity Duration**: 40 minutes **Activity Flow**:

Integration with **Language (R1/R2)**

Time	Steps
5 min	Warm-up activities like stretching, spot jogging, and other age-appropriate activities to be done. Learners to be asked to become instructors for each warm-up activity.
5 min	Teacher to initiate discussion about the game in focus. Learners encouraged to talk about what they like/dislike about the game.
10 min	In groups, learners are encouraged to come up with the rules, innovative strategies, and DOs and DON'Ts of the game (one aspect per group). Teacher to share some target language.
15 min	After brainstorming, learners encouraged to demonstrate some of the aspects. Other groups encouraged to give peer feedback and ask questions.
5 min	Cool down activities. Is a mix of teacher-led and learner-led activities.

ASSESSMENT RUBRIC*

Abilities	Beginner	Proficient	Advanced
Awareness	Is unable to articulate any significant rules of the game	Is able to articulate a few of the main rules of the game	Is able to articulate all or nearly all the main rules of the game
Sensitivity	Is unable to express an opinion about the game	Is able to express a general opinion about the game ("I like it")	Is able to express an opinion about the game and a reason for that opinion ("I don't like it because it takes too long.")
Creativity	Is unable to identify strategies to play/win the game	Is able to identify one strategy to play/win the game	Is able to identify one strategy to play/win the game

* Please write the assessment rubric for the performance levels of each ability.

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity		✓	
Creativity			✓

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Learner was able to recount all the major rules of the game.
Was able to help her group and other groups create a list of the rules.
Was able to list some unique strategies she uses while playing the game.
Expressed a general liking for the game but did not go beyond saying "because it's fun".

Think about how the learner performed...

What challenges did the learner face?	How did they overcome them? / How did you help them?
Wasn't sure how to phrase some rules of the game. Wasn't happy working in a group and wanted to work alone.	Asked her to check with some of her peers, which helped. Spoke to her separately about why she didn't want to work alone. Wasn't comfortable working with one peer. Changed her group.

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

Statement			
I followed my teacher's instructions.	😊 yes	😐 no	? ? not sure
I liked doing this work.	😊 yes	😐 no	? ? not sure
I asked for help if I didn't understand.	😊 yes	😐 no	? ? not sure
I tried my best in this task.	😊 yes	😐 no	? ? not sure
I am proud of my work.	😊 yes	😐 no	? ? not sure
I want to do this task again.	😊 yes	😐 no	? ? not sure
I liked working with my classmate/s.	😊 yes	😐 no	? ? not sure
I could ask my classmates for help, and they helped me.	😊 yes	😐 no	? ? not sure

Learning Standards 2: Physical Education

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Code	Curricular Goals	Code	Competencies
P2CG1	Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/ sports	**P2C1.1**	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)
		P2C1.2	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)
		P2C1.3	Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body
P2CG2	Exhibits awareness of personal and social behaviour towards themselves and others	**P2C2.1**	Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation
		P2C2.2	Creates group norms and rules of the game/activity before playing and reviews these regularly
		P2C2.3	Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell
		P2C2.4	Practises care and responsibility towards physical activity material, playground, and facilities
		P2C2.5	Identifies characteristics of safe /unsafe touch in the context of physical activity and describes ways of reporting them
P2CG3	Demonstrates mental engagement in physical activity/game situations	**P1C3.1**	Explains the concepts of some games, their rules, playing positions, and basic moves
		P1C3.2	Expresses their emotions and thinking process during the game

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