



Primary
Education
Smart+
Prathomsuksa

1

Teacher Guide

Health and Physical Education



Based on the Basic Education Curriculum B.E. 2551

Sia Chwee Khim

Preface

Health and physical education refers to the education about health with the aims of maintaining and strengthening health and sustainable development of quality of life of individuals, families and communities.

Health Education places emphasis on guiding learners to concurrently develop behaviours regarding knowledge, attitude, morality, values and health practices.

Physical Education places emphasis on guiding learners to participate in kinaesthetic activities, physical exercises, playing games and sports. It serves as an instrument in holistic development in all respects – physical, mental, emotional, social and intellectual, as well as imparting capacities for health and sports.

The learning areas for health and physical education include the following:

- **Human Growth and Development:** the nature human growth and development; factors affecting growth; relationships and linkages in the functioning of various body systems as well as self-conduct for attaining growth and development in accord with students' age.

- **Life and Family:** students' values and those of their families; self-adjustment to changes in various respects – physical, mental, emotional, and sexual; creating and maintaining relationships with others; sexual health practices and life skills.

- **Movement, Doing Physical Exercises, Playing Games, Thai and International Sports:** various forms of movement; participation in a variety of physical activities and sports, both as individuals and in teams, and both Thai and international sports; observance of rules, regulations, orders, agreements for participation in physical activities and sports, and having sporting spirit.

- **Strengthening of Health, Capacity and Disease Prevention:** principles and methods of selecting food for consumption, health products and services; capacity-strengthening for health and prevention of communicable and non-communicable diseases.

- **Safety in Life:** self-protection from various risk behaviours, i.e., health risks, accidents, violence, harm from use of medicines and addictive substances as well as guidelines for promoting safety in life.

Learners' Quality

- Have knowledge and understanding of human growth and development, factors affecting growth and development, methods of creating relationships in family and in groups of friends.
- Have good health habits of eating, resting and sleeping, cleanliness of all parts of the body, playing games and doing physical exercises.
- Protect themselves from behaviours conducive to using addictive substances, sexual harassment and know how to refuse improper affairs.
- Are able to control their own movements in accord with development of each age range; are skilful in basic movements and participate in physical activities; engage in games and activities for physical capacity-strengthening for health with enjoyment and safety.
- Are skilful in selecting food for consumption, toys, utensils beneficial to health; able to avoid and protect themselves from accidents.
- Are able to conduct themselves properly when faced with emotional and health problems.
- Observe rules, orders, agreements, advice and various steps, and willingly cooperate with others until successful completion of tasks.
- Observe their own rights and respect those of others in team play.

Strands and Learning Standards

Strand 1: Human Growth and Development

Standard H1.1: Understanding of nature of human growth and development

Strand 2: Life and Family

Standard H2.1: Understanding and self-appreciation; family; sex education; and life skills

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

Standard H3.1: Understanding and skills in movement; physical activities; playing games and sports

Standard H3.2: Favour for physical exercise, playing games and sports regularly; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit and appreciation of the aesthetics of sports

Strand 4: Health Strengthening, Capacities and Disease Prevention

Standard H4.1: Appreciation and skills in health strengthening; maintaining one's health; disease prevention and strengthening capacity for health

Strand 5: Safety in Life

Standard H5.1: Prevention and avoidance of risk factors; behaviours detrimental to health; accidents; use of medicines; addictive substances and violence

Yearly Teaching Plan

Health and Physical Education

Grade 1 (Prathomsuksa 1)

9 chapters

80 hours

Learning area	Duration (hours)
1. Our Body <ul style="list-style-type: none">• External organs• Uses of our external organs• Caring for our external organs	8
2. Our Teeth <ul style="list-style-type: none">• Parts of our teeth• Uses of our teeth• Tooth decay• Caring for our teeth	7
3. Family <ul style="list-style-type: none">• What is a family?• Family members and their relationships• Roles and responsibilities of family members• A man is different from a woman	8
4. Love Yourself <ul style="list-style-type: none">• We should be proud of ourselves• We should be responsible• We should be polite• We should stay clean and neat all the time• We should exercise regularly	7
5. Basic Movements <ul style="list-style-type: none">• Basic movements• Locomotor movements• Non-locomotor movements	10

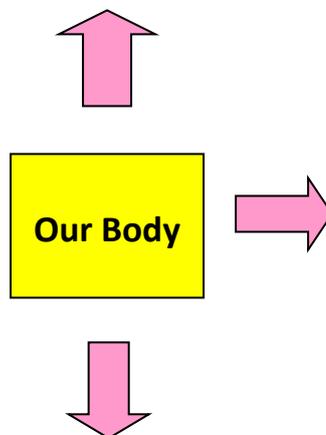
<p>6. Movements with Equipment</p> <ul style="list-style-type: none"> • Movements involving a ball • Movements involving a hoop • Movements involving a skipping rope • Interesting team games 	<p>13</p>
<p>7. Food</p> <ul style="list-style-type: none"> • Food • Our meals • Good eating habits 	<p>8</p>
<p>8. Germs, Pests and Diseases</p> <ul style="list-style-type: none"> • What are germs? • How germs affect us • How to stop germs from spreading • How pests spread germs and diseases • Medicine 	<p>11</p>
<p>9. Accidents at Home and School</p> <ul style="list-style-type: none"> • Accidents • Causes of accidents at home and school • How to prevent accidents at home and school • Risks of playing • Asking for help when an accident happens 	<p>8</p>

Note: The hours needed for each subtopic can be changed when necessary. The above allocated hours are just a suggestion. Total hours for this subject is as prescribed in the basic learning time structure, while the learners must attain the standard as prescribed in the learning standards and indicators.

Chapter 1 – Our Body (8 hours)

Conceptual Map

External organs:		
• head	• mouth	• fingernail
• arm	• teeth	• toenail
• leg	• tongue	• hair
• eye	• finger	• neck
• ear	• toe	• chest
• nose	• foot	• skin



Body parts	Uses
• eyes	→ • to see
• ears	→ • to hear
• tongue	→ • to taste
• ears	→ • to hear
• nose	→ • to smell
• teeth	→ • to bite
• hand	→ • to write
• feet	→ • to walk

Caring for our external organs
• bathe
• brush teeth
• wear clean clothes
• protect skin from hot sun by wearing a hat and staying under the shade
• care for hair by washing, drying, combing and trimming hair
• care for hands by washing hands regularly and correctly to prevent germs
• care for eyes by reading in good light, sitting upright, not sitting too close to the television and wearing sunglasses on sunny days
• care for ears by not listening to loud music or noises
• trim fingernails regularly and never bite fingernails

Learning Objectives

Students will be taught to:

1. Understand external organs.
2. Understand ways to take care of our external organs.

Learning Outcomes

Students will be able to:

1. Name and know external organs.
2. Know how each external organ helps us to do things.
3. Take care of our external organs.

Learning Areas

- External organs
- Uses of our external organs
- Caring for our external organs

Teaching and Learning Activities

1st – 2nd hours (External organs)

1. Show students two main parts of our body – upper body and lower body.
2. Ask students to name the external organs of the upper body such as the head, neck, arms and chest, and also the ones of the lower body such as legs.
3. Tell students to point to their own external organs when you call out the name of those organs. Ask simple questions about those parts, such as:
 - (a) What are in the upper/ lower body?
 - (b) How many legs/ head/arms do you have?

4. Guide students to identify the parts in our head, arm and leg.
5. Tell students to point to their own external organs when you call out the names of those organs. Ask simple questions about those parts, such as:
 - (a) What is the colour of your hair?
 - (b) How many eyes/ nose/fingers/ teeth/ mouth do you have?
 - (c) Can you blink your eyes?
 - (d) Can you move your nose/ mouth/ ear/ fingers?
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (Uses of our external organs)

1. Tell students about uses of the external organs. Ask students to point to their eyes and ask them how eyes help us. Ask them to cover their eyes with their hands. Can they see? Ask them what will happen if they do not have eyes. Repeat with other parts such as ears, nose, mouth, teeth and tongue in order to teach them the uses of those parts.
2. Ask students what they can do with their hands and feet. Let them act out.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 7th hours (Caring for our external organs)

- **Body and skin**

1. Ask students if they bathe every day. What do they do when they are bathing? Why do they need to bathe? What will happen if they do not bathe for a week? How will do they smell?
2. Explain good hygiene to students. They need to keep their body and skin clean and neat.

3. Ask students to refer to page 5 to know ways to practise good hygiene. Do they bathe, brush their teeth and comb their hair daily? How about trimming their fingernails?
4. Emphasise that we need to bathe and wash our hair daily. We also should use soap and shampoo.
5. Tell students that they must wash every parts of their body when they are bathing. Refer to page 6.
6. Ask students to describe a person who has good hygiene. How is his hair? How are his teeth? How is his skin and fingernails? Are his clothes dirty and smelly?
7. Tell students that apart from keeping their body and skin clean, they must protect their skin from the hot sun. Refer to page 8. Ask them what will happen to their skin if they spend a day under the hot sun.
8. Tell students about the other ways are to care for themselves. Refer to page 8.
- **Hair**
9. Ask students how they take care of their hair and what will happen if they do not take good care of their hair. Explain the ways to care for the hair. Refer to page 9.
- **Hands**
10. Discuss with students of what they do with their hands. We touch a lot of things with our hands. Are our hands clean after touching many things? What happens when we touch or rub our eyes or mouth with our dirty hands? Or eat without washing our hands? Therefore, we must wash our hands frequently.
11. Ask a student how he washes his hands. Does he use soap and clean water? Does he use any clean cloth to wipe his hands? Refer to page 11.
- **Eyes**

12. Explain to students that our eyes are very important and we need to take good care of our eyes.
13. Ask students the use the eyelash, eyebrow and eyelid. They help to protect our eyes.
14. Ask students for some advices on taking good care of our eyes. Refer to pages 12 and 13. Explain the reasons too.
15. Ask students why some people need spectacles. Is wearing spectacles convenience? Advise students to take good care of their eyes.

- **Ears**

16. Ears are very important too. Ask students on how to take care of our ears.
17. Advise students not to listen to loud music or noises. We should cover our ears.
18. Advise students not to put sharp objects in our ears as this can hurt our ears and we might not able to hear again.

- **Fingernails**

19. Ask students the purpose of having nails on our hands and feet. What happens if we do not have any nails?
20. Have students to discuss why they are advised to keep their nails short and never bite them. What happens when the nails are long? What will be trapped under the long nails? What happens when we eat or touch our food with our long nails? Refer to page 15.
21. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 16 to 18 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 1 Our Body

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:

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Feeling after learning this chapter:

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Knowledge gained from this chapter:

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Chapter 1
Our Body

Contents that you like the most in this chapter (give your reason):

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Exercises that you like and want to be selected as the outstanding work:

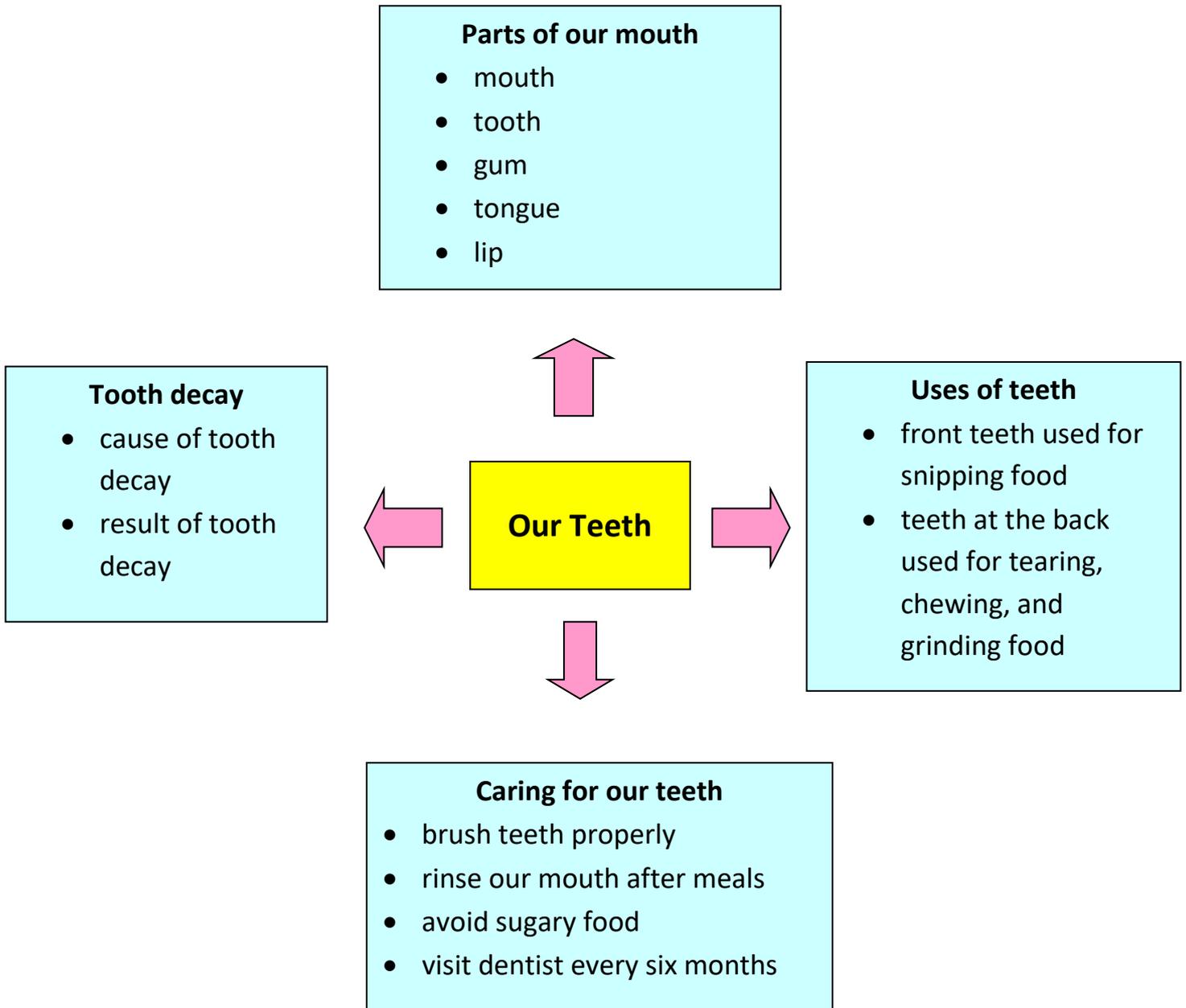
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Application of knowledge from this chapter on your daily life:

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Chapter 2 – Our Teeth (7 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand that we need to take good care of our teeth.

Learning Outcomes

Students will be able to:

1. Name and know parts of our mouth
2. Know how we use our teeth.
3. Describe that acids created by leftover food in our mouth cause tooth decay.
4. Take care of our teeth.

Learning Areas

- Parts of our mouth
- Uses of our teeth
- Tooth decay
- Caring for our teeth

Teaching and Learning Activities

1st – 2nd hours (Parts of our mouth)

1. Ask students to name the parts of our mouth such as tooth, gum, tongue and lip.
2. Ask students to show their teeth. How many teeth do they have? Does anyone had teeth fallen out? Does anyone have new teeth growing?
3. Ask them if they have seen any newborn babies with teeth. When do children start to have teeth growing? Refer to page 20. Explain more.
4. Explain we have only 2 sets of teeth. After the permanent teeth have replaced all the baby teeth or milk teeth, no more new teeth will replace the permanent teeth.

5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (Uses of our teeth)

1. Ask students to give examples of how we use our teeth. Tell them that we need teeth to talk clearly.
2. Explain that different parts teeth are used for different purposes. For example, the front teeth (incisors) are used to bite into the food. The pointed teeth (canines) are used for tearing and the back teeth (molars) are used for grinding.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Tooth decay)

1. Ask students if they know how teeth get rotten. It is not just due to no brushing of teeth, but because the food left in the mouth will attract germs that will make acids from the food. The acids will make holes in the teeth. If we do take care of our teeth, the badly rotten teeth may need to be removed.
2. Get students to tell their experiences of toothache.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th – 6th hours (Caring for our teeth)

1. Ask students what they must do in order to have healthy teeth. Write them on the board.
2. Ask students if they brush their teeth at least twice a day.

3. Using a model of a mouth full of teeth or the diagrams on page 25, show students how to brush the teeth properly. Have students carry out Fun Activity on page 25 in the class.
4. Other than brushing correctly, what are other ways to ensure our teeth are healthy? Refer to page 26.
5. Ask students for the food that are bad for teeth. What should they do if they have taken those foods?
6. Ask students if they have been to a dentist before. Encourage them to relate their experiences.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on page 28 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: **No.** **Prathomsuksa:**

..... **Date:**

Chapter 2 Our Teeth

Explanation: Summary of learning outcomes

**Chapter 2
Our Teeth**

Feeling after learning this chapter:
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Contents that you need teacher to explain further:
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Knowledge gained from this chapter:
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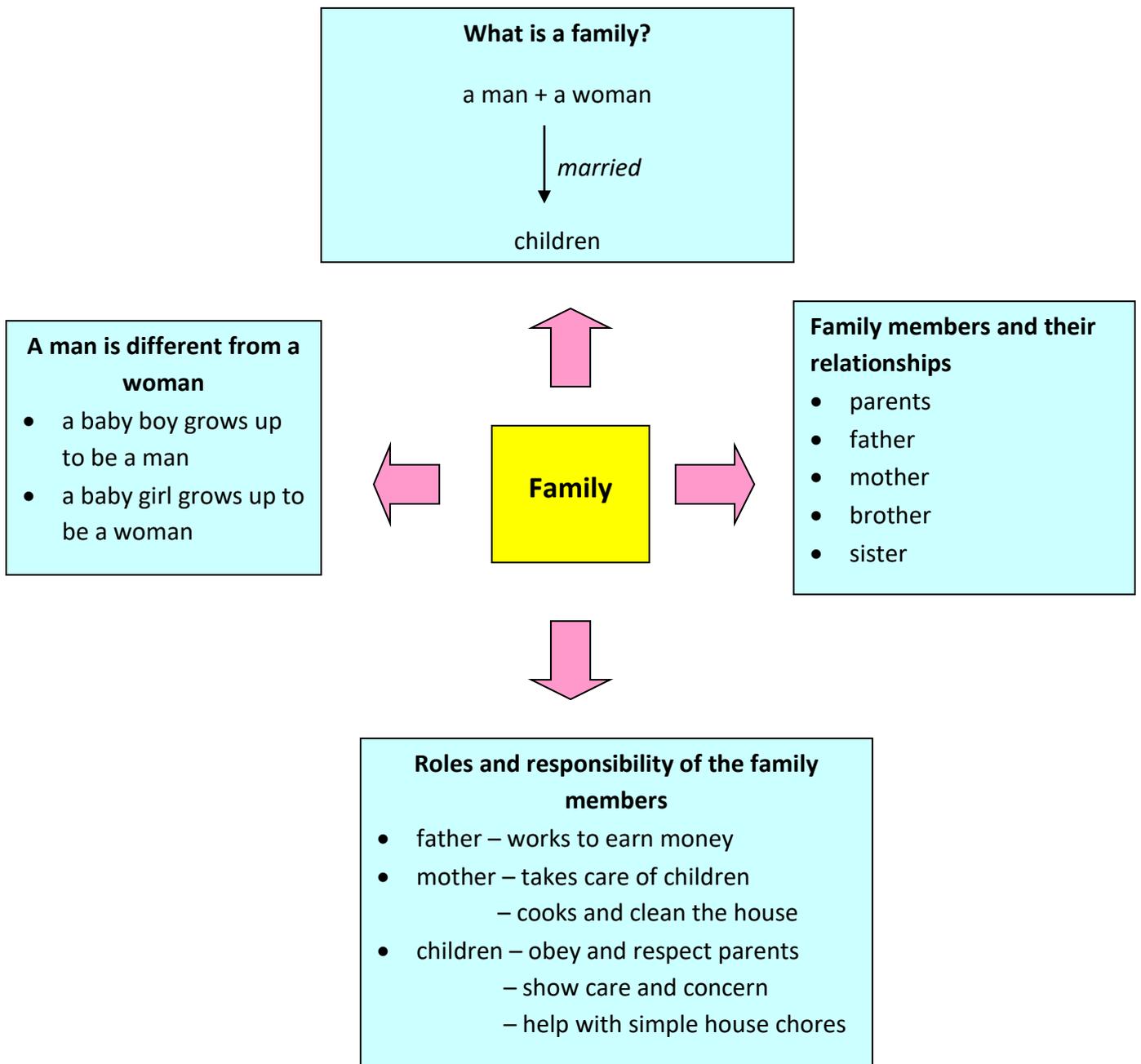
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 3 – Family (8 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the structure of our family.

Learning Outcomes

Students will be able to:

1. Know how a family starts.
2. Determine the relationships between the members of the family
3. Identify the roles and responsibilities of the members of the family
4. Know that baby boy and baby grow up to be a man and woman respectively.

Learning Areas

- What is a family?
- Family members and their relationships
- Roles and responsibilities of the family members
- A man is different from a woman

Teaching and Learning Activities

1st – 2nd hours (What is a family?)

1. Ask students about their understanding of family. What is a family?
Who are in a family? How does a family start?
2. Explain how a family starts. Refer to pages 29 and 30.
3. Explain that a family will grow when babies are born into the family.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (Family members and their relationships)

1. Ask a volunteer to list his/her family members. Help to draw a simple family tree on the board. Refer to page 31.
2. Based on the family tree, ask others these questions:
 - a. How many members are there in this family?
 - b. Who are the parents?
 - c. Who are the children of D (the father) and B (the mother)?
 - d. How does A (the brother) call B (the mother)?
 - e. How does C (the sister) call A (the brother)?
3. Ask students to study the family tree on page 31. Ask them similar questions to ensure they understand the relationship between family members.
4. Get everyone to draw their own family tree in their notebook and write the relationship between the family members.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 6th hours (Roles and responsibilities of the family members)

1. Help students to recall the relationships between family members from the last lesson.
2. Ask students if they know that every family member has his own roles and responsibilities in the family.
3. Ask students to list the roles and responsibilities of their fathers. What does a father suppose to do? Why does he need to go to work every day?
4. Ask students about their mother's roles and responsibilities. What does she do at home? What will she do when you are sick or hungry? How does the cleaning at home? Even if the mother needs to go to work, she

still needs to take care of the children and keep the house clean when she is at home.

5. Now, ask students about their own roles and responsibilities at home. Do they have any? Ask them to list down and discuss. Some of them might not realise that they have roles and responsibilities at home. Advise them to help out with simple house chores such as sweeping the floor and washing dishes. They should also obey and respect parents. Refer to pages 32 to 34.

6. Get students to discuss based on these questions:
 - a. What happens if the father does not go to work? Will he have money to buy food for the family?
 - b. What happens if the mother does not keep the house clean and cook? Does any one like their house if it is dirty and messy? How do you feel when you are hungry and there is no food available?
 - c. What happens if the children do not help out with the house chores at all?

Advise students that they must do their part at home so that their home is a comfortable and warm.

7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (A man is different from a woman)

1. Tell students that a boy is different from a girl.
2. Ask them what a baby boy grows up to be. What does a baby girl grow up to be? Refer to page 36.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 37 to 38 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming
5. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 3 Family

Explanation: Summary of learning outcomes

Chapter 3 Family

Contents that you need teacher to explain further:
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Feeling after learning this chapter:
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Knowledge gained from this chapter:
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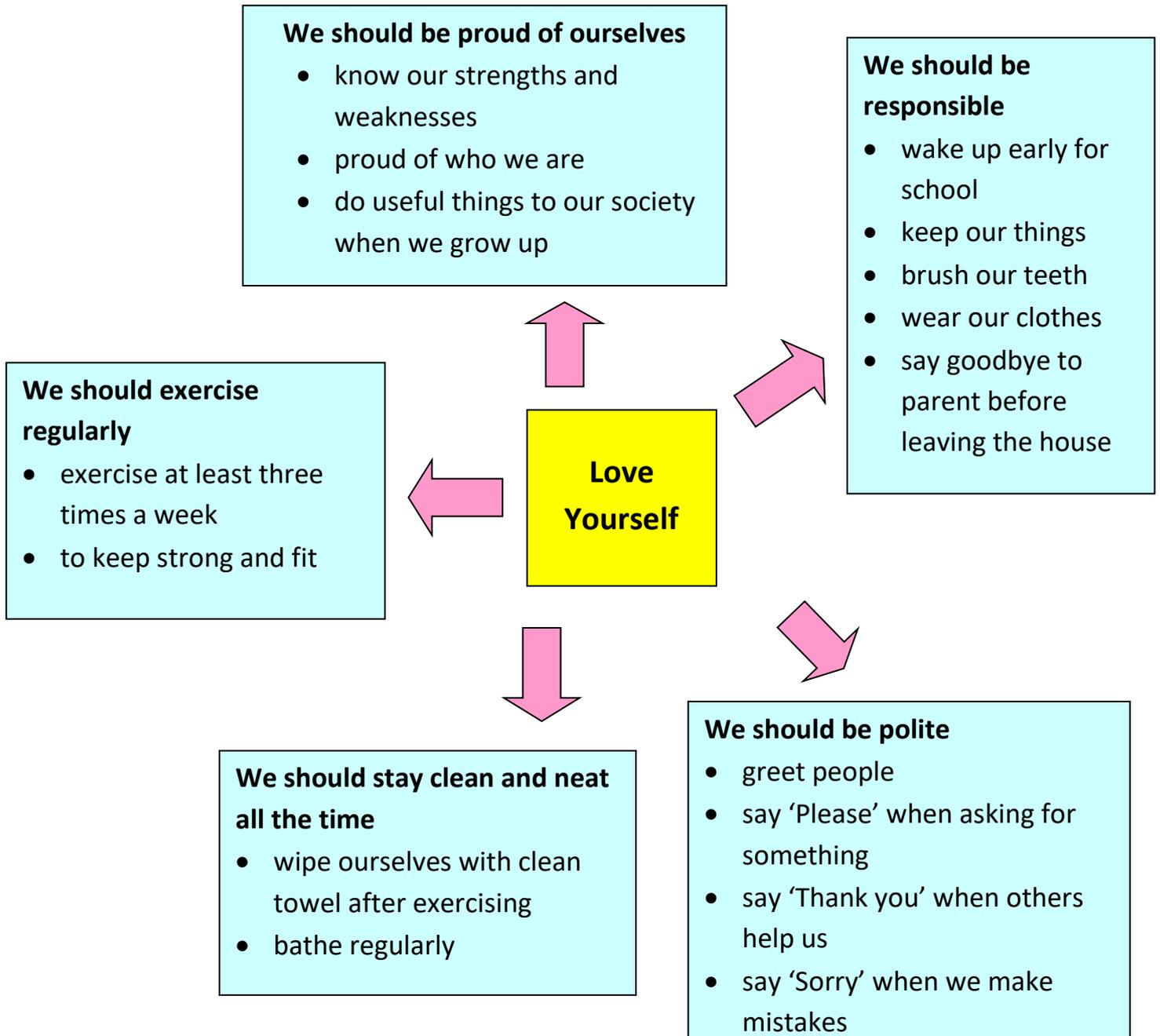
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 4 – Love Yourself (7 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Realise that we should be more responsible and take care of ourselves as we love ourselves.

Learning Outcomes

Students will be able to:

1. Be proud of ourselves.
2. Be more responsible.
3. Be more polite.
4. Stay clean and neat all the time.
5. Exercise regularly.

Learning Areas

- We should be proud of ourselves.
- We should be responsible.
- We should be polite
- We should stay clean and neat all the time.
- We should exercise regularly.

Teaching and Learning Activities

1st hour (We should proud of ourselves.)

1. As people in the society have different physical appearances, personalities and habits, make students realise such differences by giving the example of students in class themselves that are different in many aspects.
2. Explain the meaning of strength and weakness and give them the examples. Ask students about their strengths and weaknesses and

discuss how they improve their weaknesses. Support them that they are special in their own ways no matter strengths and weaknesses they have.

3. Ask students of what they are proud, what they want to do when they grow up and why. And how they can contribute towards the society.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3rd hours (We should be responsible.)

1. What is responsible? Ask students about it. Responsible is doing a job well and answering to any consequences or blames. Inform students that we have to be responsible towards ourselves. Now that we are older, we need to learn to take care of ourselves and our things by ourselves.
2. Ask students of what things/chores that they can do by themselves. Here are some examples:
 - a. Keeping our toys and books
 - b. Keeping ourselves clean
 - c. Wearing clean clothes and shoes
 - d. Waking up early for school
 - e. Taking breakfast
 - f. Informing parents when we leave the house
 - g. Doing our homework

What other things that they should be able to do on their own? Advise them that they can always start to learn to do thing by themselves, such as keeping their beds neat after waking up.

3. Discuss with students the benefits of getting things done by themselves.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (We should be polite.)

1. Explain that we Thai people are famous with our politeness and kindness. Therefore we should not forget our greetings when we meet people and the words 'Please', 'Thank you' and 'Sorry'.
2. Ask students how we should greet people. When should we use 'Good morning', 'Good afternoon' and 'Good night'? Ask students to play role of greeting other at different times of the day.
3. Ask students of when we should use the words 'Please', 'Thank you' and 'Sorry'. Ask them to give a few examples. Have students do perform some acts that use these words.
4. Advise students not to speak loudly or shout at others.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (We should stay clean and neat all the time.)

1. Discuss what students will do when they are dirty based on the questions below:
 - a. Will they bathe?
 - b. Will they change their clothes?
 - c. Will they comb their hair?
2. Ask students to predict if they are dirty and look messy.

- a. Will their friends play with them?
 - b. Will they get sick easily?
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (We should exercise regularly.)

1. Ask students how often they exercise in a week. What types of exercise do they do?
2. Advise students to exercise at least 3 times a week. Ask them why we need to exercise. Discuss based on these questions:
 - a. How do they feel after exercising?
 - b. What happens if they do not exercise at all?
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercise on page 47 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 4 Love Yourself

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:
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Feeling after learning this chapter:
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Knowledge gained from this chapter:
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Chapter 4
Love Yourself

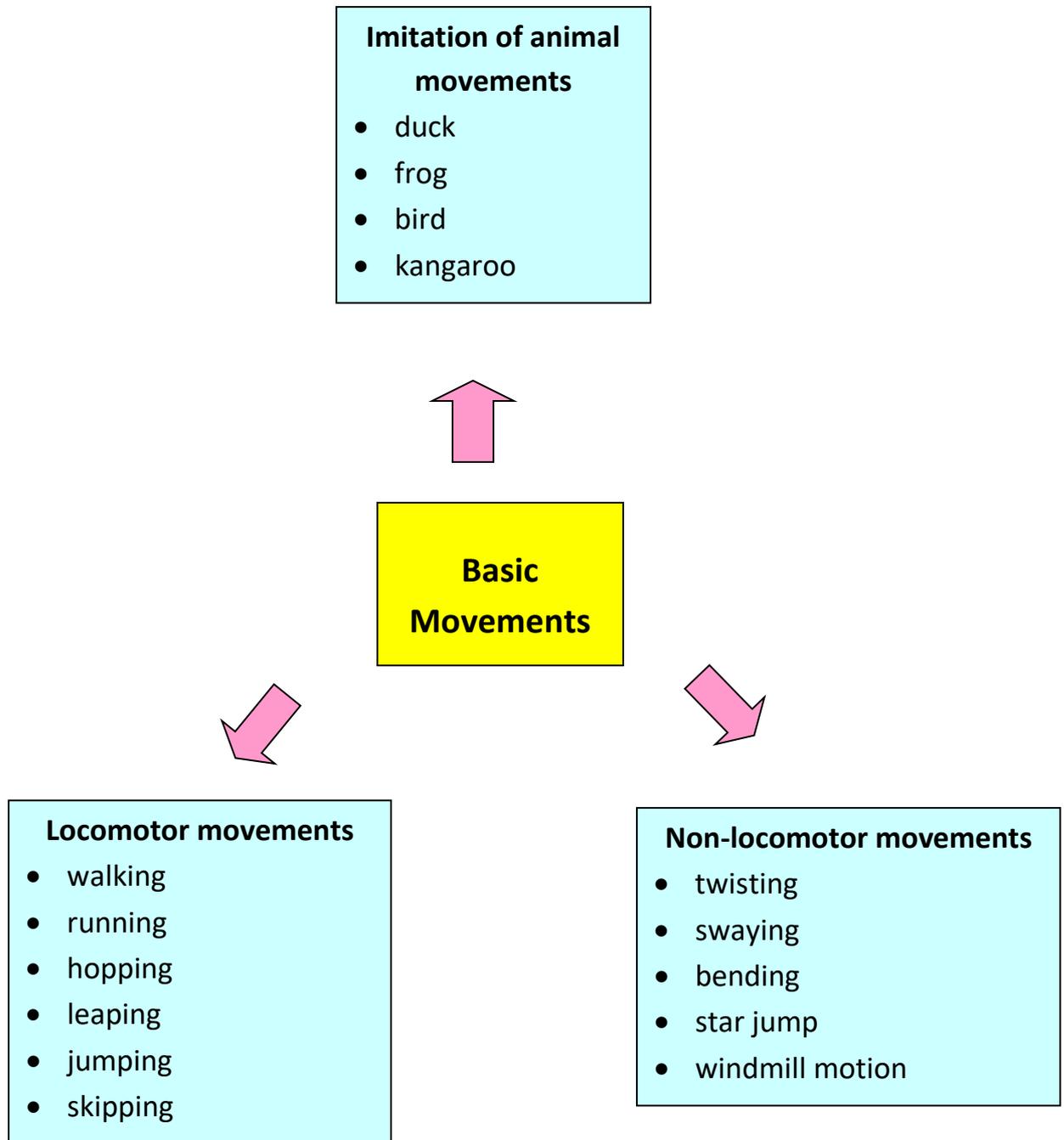
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 5 – Basic Movements (10 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand some basic movements.

Learning Outcomes

Students will be able to:

1. Do some simple locomotive movements.
2. Do some simple non-locomotive movements.

Learning Areas

- Basic movements
- Locomotive movements
- Non-locomotive movements

Teaching and Learning Activities

1st – 3rd hours (Basic movements)

1. All the activities in this chapter should be carried out on a field or in a hall. A classroom is not suitable as students might hit themselves on the chairs and tables. Get students to wear proper clothes and shoes for these activities too
2. Ask students if they feel tired or panting heavily when climbing the stairs in the school. If so, they are physically fit. They need to keep themselves fit and healthy.
3. Ask students of any methods to keep themselves fit and healthy. Exercise is one way to do so. Ask them if they exercise regularly. Advise them to spend more time exercising in the open rather than watching television programmes or playing computer games.

4. Tell them that today they will imitate how animals move. Ask them if they know how a duck, a frog, a bird and a kangaroo move. Ask them to imitate the movement of these animals. For example,
 - a. a duck wags its tail when it walks. Therefore students should squat down and walk with bent knees while wagging their backs.
 - b. a frog jumps. Students should squat and jump, straightening their legs and hands.
 - c. a bird flies. Students should flap their hands while walking or running.
 - d. a kangaroo hops. Students should bend their knees a bit and place their hand near their chest. Then they should hop like a kangaroo.

Make sure every student try the imitations. Ask students to imitate other animal movements.

5. Make six word cards containing names of animals – fish, frog, monkey, kangaroo, horse and bird. Divide students into 6 groups. The representative from each group will choose a word card. The group will imitate the movement of the animal on the card. Other group will guess the animal they are imitating.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 6th hours (Locomotor movements)

1. Explain that locomotor movements are movements from one place to another. Give some examples such as running. Ask students to give examples of other locomotor movements.

2. Ask students to perform some locomotor movements. Refer to pages 52 to 54.
3. Have students carry out Fun Activity on page 54.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 9th hours (Non -locomotor movements)

1. Ask students to suggest some non-locomotor movements. Non-locomotor movements are movements that do not need to move from a place to another place.
2. Show them some simple non-locomotor movements such as twisting, swaying, bending, star jump and windmill motion. Refer to pages 55 and 56. Ask students to perform those movements, each 10 times.
3. Ask students to show other non-locomotor movements and others will follow.
4. Inform students that we should wear proper clothes and shoes for exercising in order to protect ourselves from injuries. We should warm up ourselves first too and follow instructions.
5. Ask students what will happens if
 - a. we wear long dress to run?
 - b. we wear slippers to skip on the ropes?
 - c. we suddenly run for 20 minutes without warming up?We might hurt ourselves.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

10th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 58 and 59 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Observing
2. Making inferences
3. Communicating
4. Brainstorming
5. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 5 Basic Movements

Explanation: Summary of learning outcomes

**Chapter 5
Basic
Movements**

Contents that you need teacher to explain further:
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Feeling after learning this chapter:
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Knowledge gained from this chapter:
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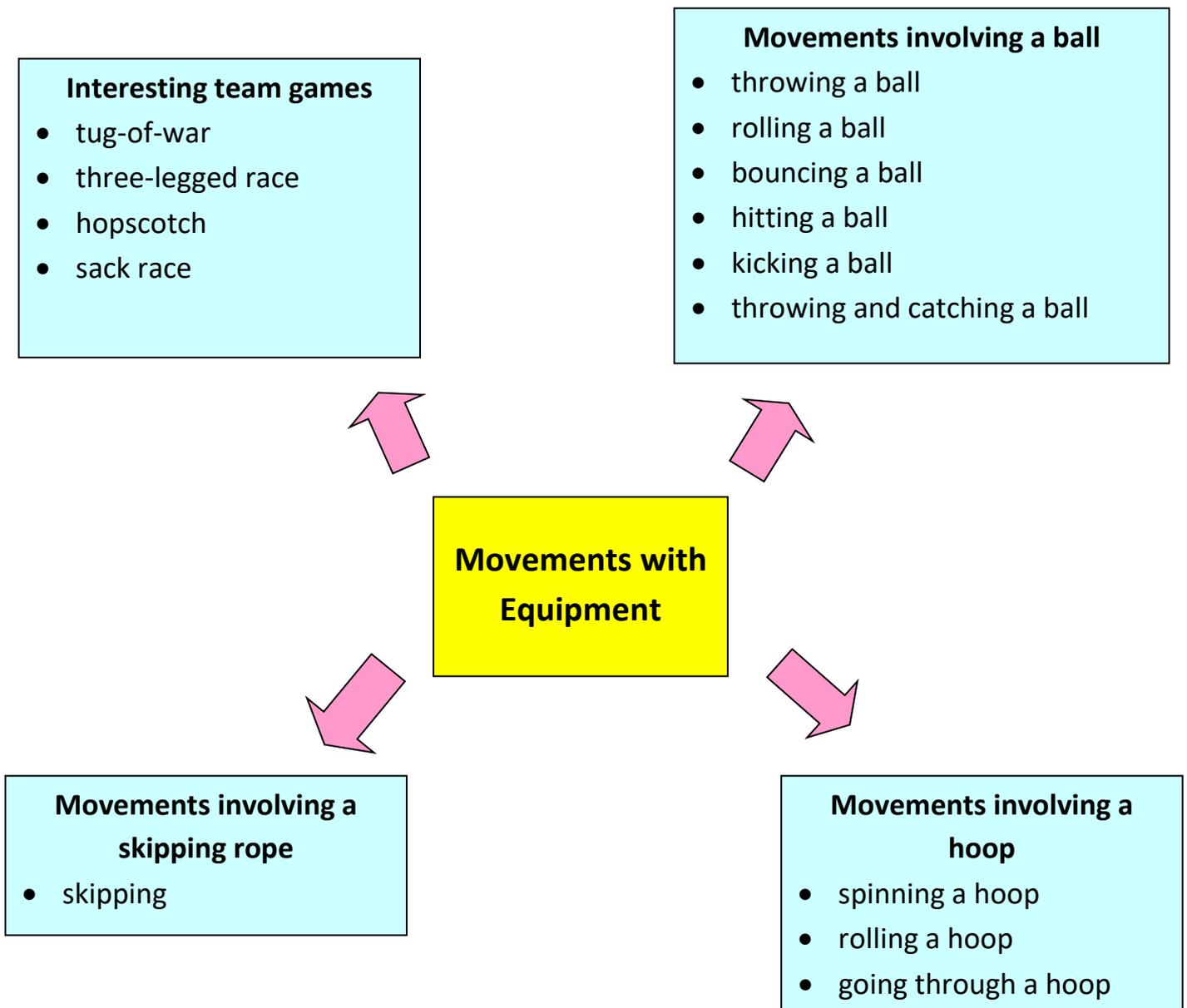
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 6 – Movements with Equipment (13 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand movements with equipment.

Learning Outcomes

Students will be able to:

1. Perform some movements involving balls.
2. Perform some movements involving a hoop.
3. Perform some movements involving a skipping rope.
4. Perform some interesting team games.

Learning Areas

- Movements involving a ball
- Movements involving a hoop
- Movements involving a skipping rope
- Interesting team games

Teaching and Learning Activities

1st – 3rd hours (Movements involving a ball)

1. Get a ball. Ask students what types of movements that involve a ball.
2. Get four baskets and four balls. Divide students into 4 groups. Each group makes a line in front of a basket. Keep a distance between the first person in each row from the basket. Each student will try to throw the ball into the basket. The group that manages to throw the most ball into the basket wins.
3. Ask students to throw a ball high up into the air and try to catch it for 5 times. Those who do not manage to do so, will have to repeat for another 3 times.

4. Divide students into 10 groups. Each group will make a line. 5 groups will face the other 5 groups. The first students in the 5 groups will roll the ball to the opposite group. The first students in the other 5 groups will have to catch the balls and roll them back to the second person in the other groups. This continues with the fastest groups wins.
5. Ask students to try bounce the ball on the floor. The ball should bounce off the floor and return to their hands. Ask them try bouncing the balls while walking and then running.
6. Guide students to hit a ball with a racquet or a bat. A racquet will be easier than a bat. A competition can be held to find the best batter.
7. Ask students for the movements involving a ball in a football match. We can kick, head, throw and roll the ball. Ask them to perform some of those movements.
8. Ask students if they have played throw and catch a ball game before. Divide students into two groups. Both groups form a circle. Select a student to stand in the centre with a ball. The student will throw the ball to other student in the circle and the other student will catch and throw back to the student in the centre. This continues until all students in the circle had caught and thrown the ball.
9. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 6th hours (Movements involving a hoop)

1. Show students a hoop. What can we do with a hoop?
2. Have a contest to find out who can do the most number of times of spinning of the hoop around the waist. Before the contest starts, ask students to try it out first.

3. We can also roll the hoop on the floor. Ask students to roll the hoop on the floor in a straight line. Try for a few times. Divide students into 6 groups. In every two groups, one group rolls the loop to the other and then the other group rolls it back. Ensure every one has a chance to roll.
4. We can also go through hoop and jump into the hoop. Get two students to hold two hoops vertically Place a hoop on the floor in between the two students. Get other students to make a line. Each student will walk through the first hoop, then jump in and out of the second hoop on the floor and lastly walk through the third hoop. You may add more hoops and ask students to do it fast in order to make this activity interesting. You may make a contest too.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 9th hours (Movements involving a skipping rope)

1. Show students a skipping rope. Ask students if they have skipped before using a skipping rope.
2. Show students how to skip using the skipping rope. Ask each student to try. Then, find out who can skip the most number of times.
3. We can skip with our friends too. Get two students to swing the rope. A student enters and skips the rope. Another student may join in too.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

10th – 12th hours (Other interesting team games)

1. Ask students to list any team games they played before. Discuss the games based on these questions:

- a. Which do they like best?
- b. Who did they play with?
- c. When did they play these games?
- d. Do they still play these games? If no, why?

Remind them that these team games need co-operations, team spirit and unity. We should be patient with others. We will learn to give and take. Remind them that they should do some warm-up exercises before engaging in any sports or games.

2. Tell students that they are going to play tug-of-war on the field. Get a thick long rope. Remember to do a marking at the centre of the rope and a dividing line on the field. Divide the students into 4 groups and have 2 groups compete at one time. The group that manages to pull the rope with the marking over the dividing line to their side is considered the winner.
3. Explain to students what a three-legged race. Two legs of two persons will be tied together and these two persons will have to race a distance. Get students into groups of 2. Tie their legs with a rope or cloth. Have them race a distance. The fastest group wins the game.
4. Hopscotch is a favourite children's pastime. Draw the frame of the game on the floor and get students playing it.
5. Another common game is sack race. Get a few sacks and get students racing in them.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

13th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 69 and 70 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Flexibility
2. Agile
3. Team spirit
4. Patient

Learning Materials:

- Balls
- Skipping ropes
- Hoops
- Sacks
- Thick long rope
- Primary Education Smart+ Health and Physical Education P1



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 6 Movements with Equipment

Explanation: Summary of learning outcomes

Contents that you need teacher to explain further:
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Feeling after learning this chapter:
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Knowledge gained from this chapter:
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Chapter 6
Movements with
Equipment

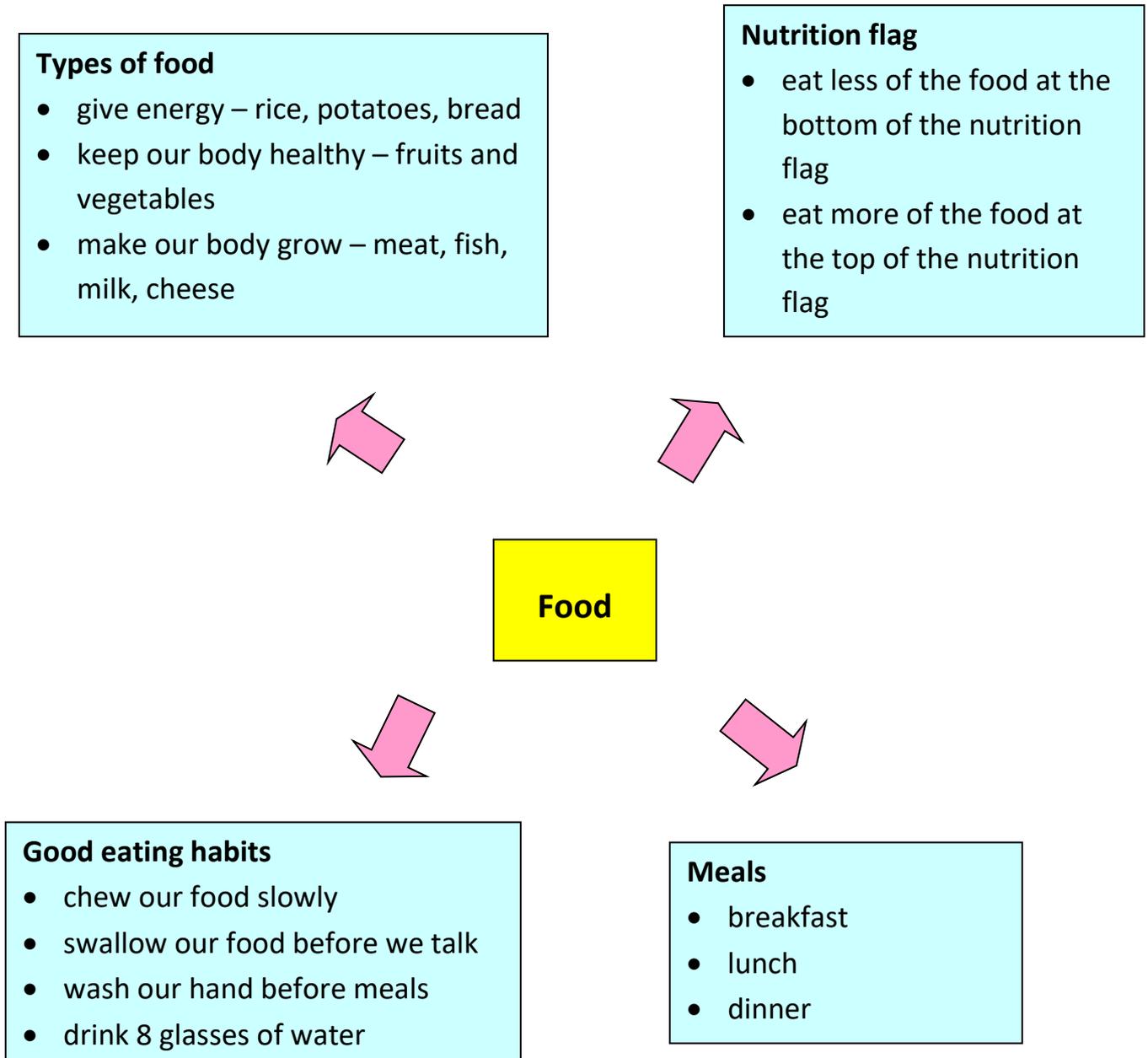
Contents that you like the most in this chapter (give your reason):
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Application of knowledge from this chapter on your daily life:
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Exercises that you like and want to be selected as the outstanding work:
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Chapter 7 – Food (8 hours)

Conceptual Map



Learning Objectives

1. Understand that germs make us sick.
2. Understand how to stop germs from spreading.

Learning Outcomes

Students will be able to:

1. Know what germs are.
2. Describe how germs affect us.
3. Explain how to stop germs from spreading.
4. Explain how pests spread germs and diseases.
5. Know medicine.

Learning Areas

- What are germs?
- How germs affect us
- How to stop germs from spreading
- How pests spread germs and diseases
- Medicine

Teaching and Learning Activities

1st – 4th hours (Food)

1. Ask students of what they have taken for breakfast today. What were for their dinner yesterday? Have students do a table in their notebook of what they have eaten for breakfast, lunch and dinner yesterday. Compare the tables.

2. Ask students if they have ever wondered why they need food. List the on the board. We need food to grow and to stay healthy and strong. Discuss for other reasons too.
3. Ask students if they know what junk food is and give some examples of junk food. Do their parents encourage them to eat junk food? Explain why junk food is bad for us. Junk food contains less or none nutrition at all. It makes us fat, unfit and tired. After taking junk food, we maybe too full to take our meals. Encourage students to take less junk food, but more fruits and vegetables.
4. Tell students also that they should eat variety of food. They should eat just one type of food. For example, if they like watermelons, they should not just take watermelons, but also other fruits such as papayas, bananas and mangoes. Discuss with them the need to do so.
5. Refer to page 72. Explain that there are three big groups of food that gives us energy, keeps us healthy and makes us grow respectively. What other foods that is in those groups? Discuss what happen if we do not take enough of food that gives us energy. Discuss also for the other 2 groups of food.
6. Draw a nutrition flag on the board. What are the foods at the top of the pyramid? We should eat more of those foods as they give us energy. What about the food in the second level? These foods keep us healthy. The next level contains foods that make us grow. The food at the bottom of the nutrition flag should be eaten the least. Ask students if their meals contain the types of food in the right portions.
7. Ask students for the unhealthy food that they should avoid. Refer to page 75.

8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Our meals)

1. Have students count the number of meals they have in each day. When do they have them? Do they have the meals at regular hours?
2. Ask students to list the time they usually take their main meals.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th – 7th hours (Good eating habits)

1. Ask students these questions:
 - a. When you are having meals, do you talk a lot?
 - b. Do you eat very fast without much chewing?
 - c. When you are eating, do you make a lot of loud chewing sound?
 - d. Do you keep drinking water when you eat?

We should not practice any of the above. Those are bad eating habits. Ask students to give more examples of bad eating habit. Discuss if those are considered bad eating habits.

2. Refer to pages 77 and 78. Discuss the consequences of practising bad eating habits.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th hour (Conclusion)

1. Do a quick summary of this chapter with students.

2. Ask students to work on Fun Exercises on pages 78 to 80 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1



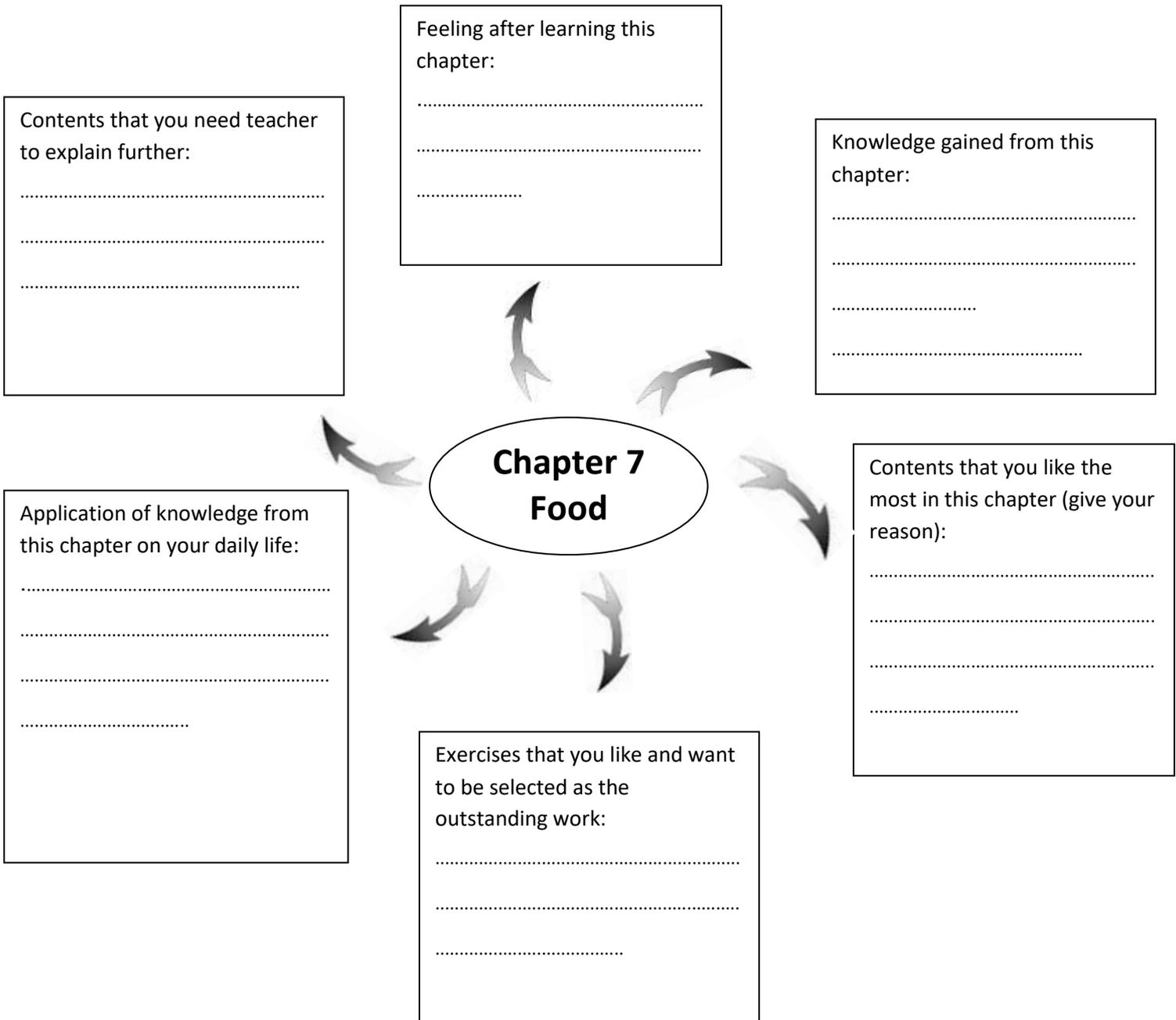
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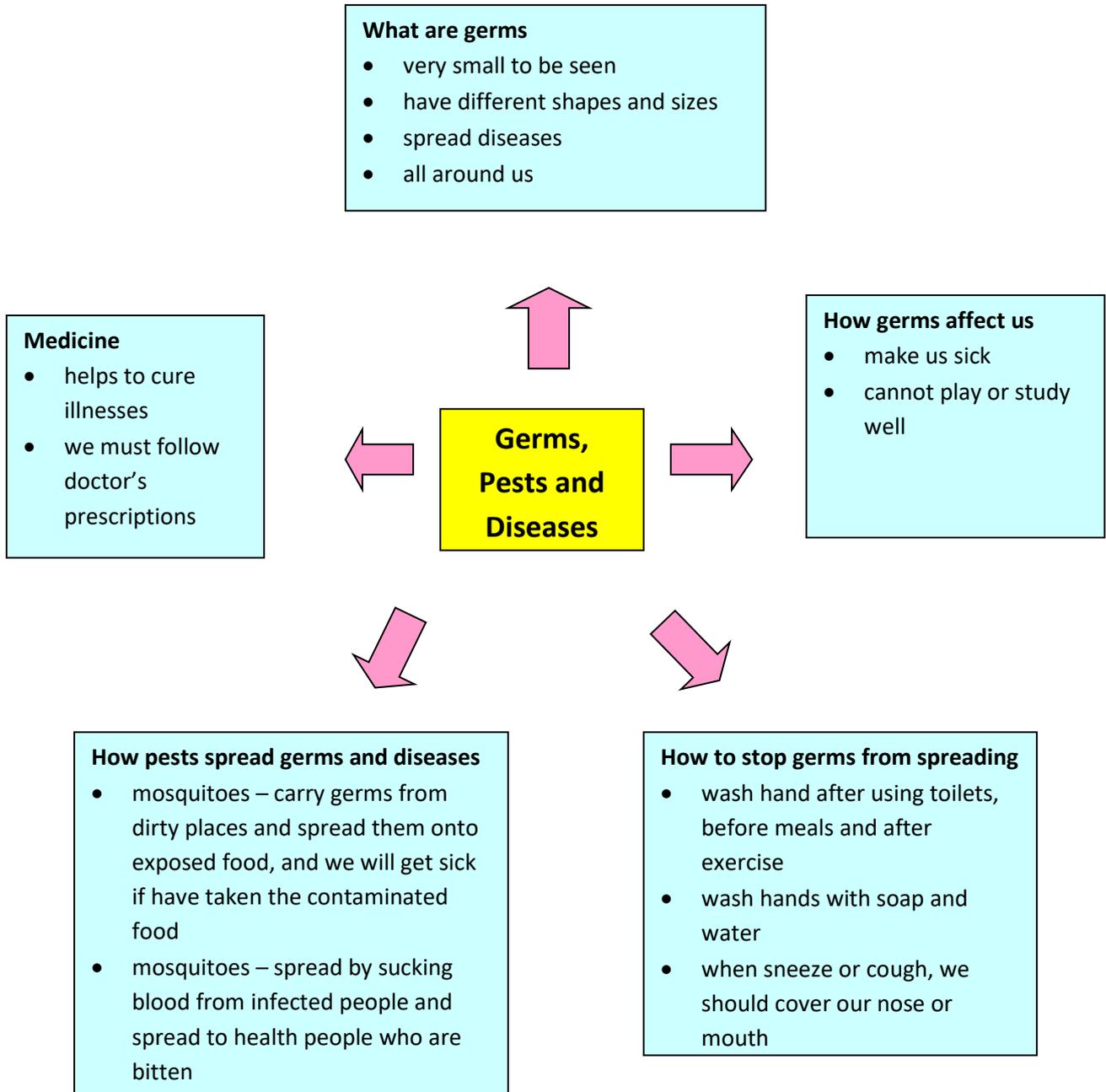
Chapter 7 Food

Explanation: Summary of learning outcomes



Chapter 8 – Germs, Pests and Diseases (11 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand why we need healthy food.
2. Understand good eating habits.

Learning Outcomes

Students will be able to:

1. Realise the need for food.
2. List unhealthy food and healthy food.
3. State the right food we should eat in the right amounts.
4. State our meals.
5. Practise good eating habits.

Learning Areas

- Food
- Our meals
- Good eating habits

Teaching and Learning Activities

1st – 2nd hours (What are germs?)

1. Explain to students that there are very tiny creatures that we cannot see and can cause illnesses. They are known as germs. They are every where and make us sick.
2. Inform students that germs will make us sick when they enter our body. Discuss how germs get into our body based on these questions:
 - a. What happens when we bite our fingernails?
 - b. What happens when we lick our fingers?

- c. What happens when we rub our eyes and nose?
 - d. What happens when we do not wash our hands before meals?
 - e. What should we do to avoid germs from entering our body?
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (How germs affect us)

1. Ask students how they feel when they are sick. Can they enjoy the day? Do they feel uncomfortable? We are sick because germs got into our body.
2. Ask students to list down the discomfort they feel when they are sick.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th – 6th hours (How to stop germs from spreading)

1. Germs cause illnesses. How should we stop germs from spreading diseases? Discuss based on these questions:
 - a. Why should we wash our hands before meals, after exercise and after using toilets?
 - b. How should we wash our hands? With soap?
 - c. What should we do when we are about to sneeze or cough?
Why?
 - d. How should we clean our nose when it is blocked?
2. Encourage students to practise personal hygiene as this helps to prevent germs from spreading.

3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 8th hours (How pests spread germs and diseases)

1. Ask students where they will find houseflies. Why is it so? Explain that houseflies like dirty places such as dustbins.
2. Ask students to imagine a housefly on a piece of rotten banana. What will stick on its legs? Ask them to further imagine that housefly lands on our exposed food. What will happen to our food? What happens when we eat the food?
3. Advise students not to leave their food uncovered. Do not buy food from stalls that are dirty. We will get sick after taking the exposed food.
4. Ask students why mosquitoes suck our blood. What happens when a mosquito suck blood from a sick person? The germs will get into the mosquito. What happens when that mosquito bites a healthy person?
5. Explain to students that is how some diseases such as Malaria and Dengue are spread through mosquitoes. How should we avoid ourselves from bitten by mosquitoes? Discuss.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

9th – 10th hours (Medicine)

1. Ask students what their parents will do when they are sick. What will the doctors prescribe?

2. Explain that there are many types of medicine – some are in liquid form and some are in tablets form. Different medicines are meant for different illnesses. Therefore, we must follow doctor’s prescriptions.
3. Discuss with students if they can simply take medicines on their own.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

11th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 93 and 94 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1

Learning Outcome Form

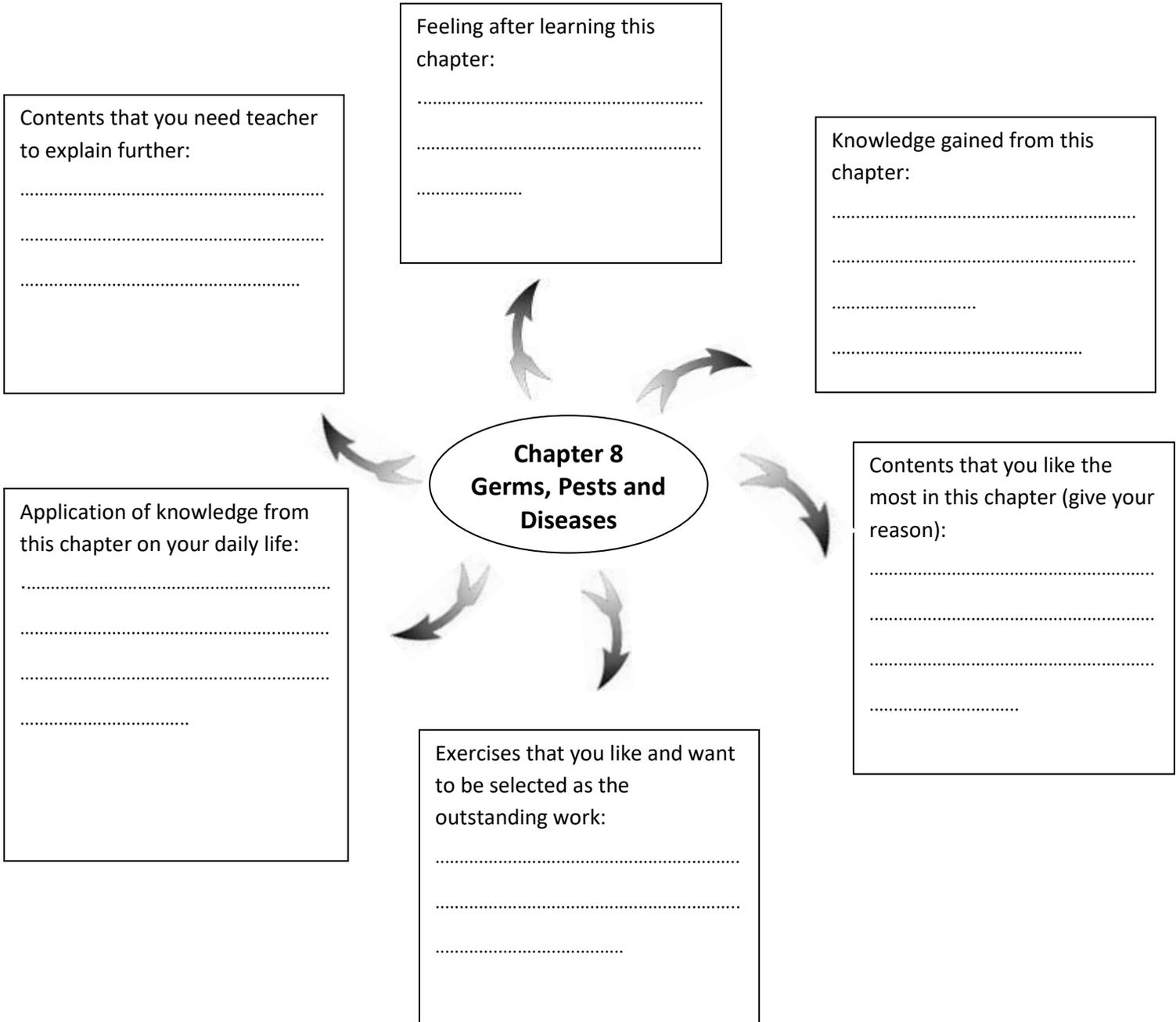


Name-Surname: No. Prathomsuksa:

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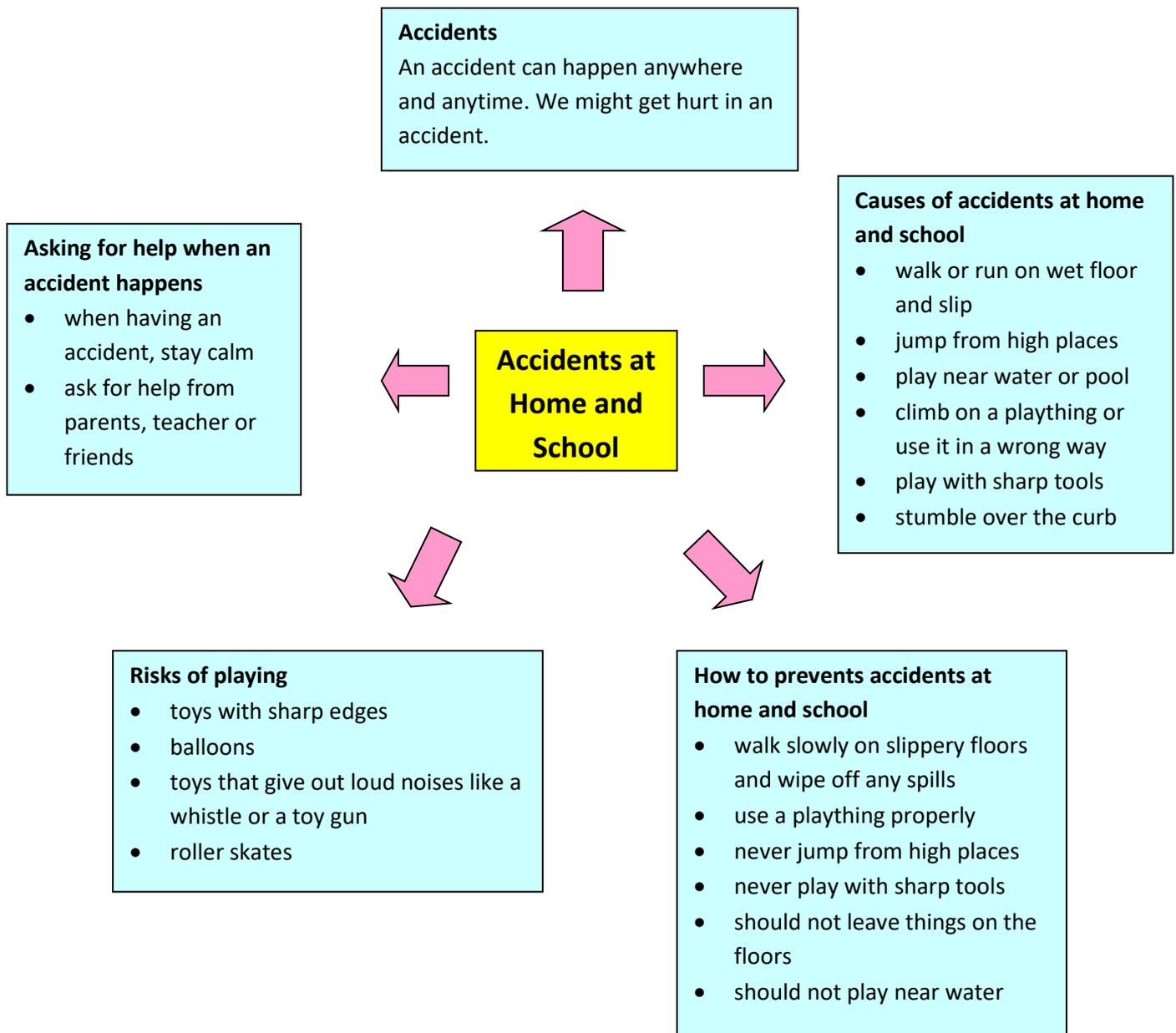
Chapter 8 Germs, Pests and Diseases

Explanation: Summary of learning outcomes



Chapter 9 – Accidents at Home and School (8 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand accidents and causes of accidents.
2. Understand how to prevent accidents and asking for help.

Learning Outcomes

Students will be able to:

1. Know accidents.
2. Describe causes of accidents at home and school.
3. Explain how to prevent accidents at home and school.
4. Know risks of playing.
5. Describe ways to ask for help when an accident happens.

Learning Areas

- Accidents
- Causes of accidents at home and school
- How to prevent accidents at home and school
- Risks of playing
- Asking for help when an accident happens

Teaching and Learning Activities

1st hour (Accidents)

1. Explain to students what an accident is and give some examples of accidents.
2. Explain to students that accidents can happen at home and school too.
Ask students to give some examples of accidents at home and school.

3. Ask students that what kinds of accident they experienced, where it happened, and they were injured or not. And make them aware that accident can happen if they are not careful.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3rd hours (Causes of accidents at home and school)

1. Discuss causes and consequences of accidents that can happen at home and school based on the following questions:
 - a. What happens if we jump from the stairs or high places?
 - b. If we see wet floor, what should we do? Why?
 - c. Can we play with sharp tools? Why?
 - d. Should we play near water without parents? Why?
 - e. When we use a plaything in a playground, what we should do? Why?
 - f. What happens when our things are lying all over the floor? Will someone trip and fall?
2. Advise students to be careful when they are in the situations that can lead to an accident at home and school. Refer to page 96.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (How to prevent accidents at home and school)

1. Ask student what they should do to avoid accidents based on the abovementioned questions, for example ask students the consequences of wet or slippery floor. We may slip and fall. We should wipe off any water of the floor and walk slowly.

2. Discuss with students about other precautions we should take and ways to prevent accidents, based on these questions:

- a. Should we run and jump on the stairs? Can we jump from high places such as tables and cupboards?
- b. Should we play with water when no adults are around or when we are bathing? What might happen besides wasting water?
- c. Should we fix ourselves the faulty electrical appliances? What might happen?
- d. Should we touch switches and plugs with wet hands? What might happen?
- e. Can we play with knife and scissors? What might happen?
- f. Can we take medicine without our parents' knowledge? What might happen?
- g. Can we treat our pets badly? What might happen?
- h. What other precautions that we can take?

2. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (Risks of playing)

1. Explain to students that some kinds of toys can be harmful if they play with them carelessly, for example:
 - a. toys with sharp edges can cut their skin and make them injured.
What might happen if we use toys with sharp edges to play with our friends?
 - b. balloons can burst in their face while they blow it up. It can hurt their face and eyes.

- c. toys that give out loud noises like a whistle or a toy gun can damage their hearing. What we should do if we have to use a whistle?
 - d. roller skates can hurt them if they play with it and fall on the floor. They can get bruises too. How can we protect ourselves from getting bruises and injuries while roller skating?
 - e. toys with long straps and toys with small parts can also hurt them if they play improperly.
2. Discuss with students about ways to prevent accidents when we play with those toys to make student aware of the danger and know how to stay safe from playing with those toys.
 3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Asking for help when an accident happens)

1. Ask students who they think first when having accidents or who they would ask for help? List the names down on the board.
2. Explain to students that when having accidents, they should stay calm and do not panic, as well as thinking who they should ask for help and how to ask for help. The persons they should ask for help can be their parents by calling them and explain what happened; their teachers or their friends. Refer to page 100.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 101 and 102 to test their understanding of this chapter as their homework.

Emphasized Skills:

1. Making inferences
2. Communicating
3. Brainstorming
4. Predicting

Learning Materials:

- Primary Education Smart+ Health and Physical Education P1

Learning Outcome Form



Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 9 Accidents at Home and School

Explanation: Summary of learning outcomes

