

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 2 (Prathomsuksa 2)

9 chapters

80 hours

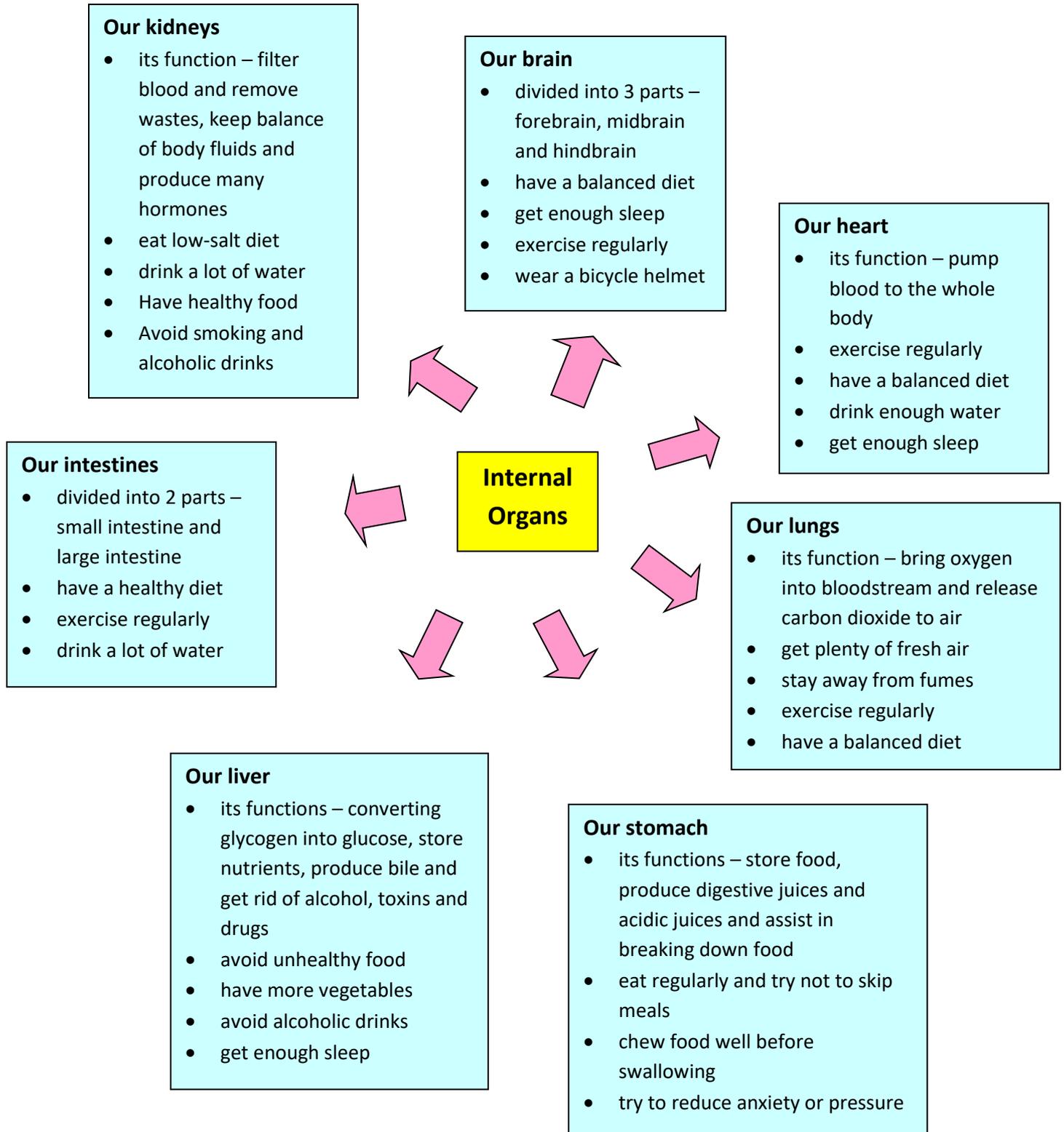
Learning area	Duration (hours)
1. Internal Organs <ul style="list-style-type: none">• Our brain• Our heart• Our lungs• Our stomach• Our liver• Our intestines• Our kidneys	11
2. Our Teeth <ul style="list-style-type: none">• Our teeth• Types of teeth• Tooth decay and gum diseases• Ways to care for our teeth	7
3. My Family <ul style="list-style-type: none">• The people in my family• Roles of each family member• Respecting one another in the family• Males and females• Appropriate and inappropriate gestures	10
4. Basic Movements <ul style="list-style-type: none">• Basic movements• Locomotor movements• Non-locomotor movements	8

<p>5. Movements with Equipment</p> <ul style="list-style-type: none"> • Throwing and catching a ball • Using equipment in games • Combining locomotor and non-locomotor movements 	8
<p>6. Food and Harmful Substances</p> <ul style="list-style-type: none"> • Types of food and nutrients • Unhealthy food • Harmful substances • How to say no to drugs, smoking and alcoholic drinks 	9
<p>7. Good Healthy Habits</p> <ul style="list-style-type: none"> • Good hygiene habits • Good eating habits • Good exercise • Getting enough rest 	10
<p>8. Illnesses, Injuries and Household Drugs</p> <ul style="list-style-type: none"> • Pink eyes • Diarrhoea • Insect stings • Scrapes from a fall • Household drugs 	8
<p>9. Accident Prevention</p> <ul style="list-style-type: none"> • Road safety • Water safety • Fire safety • Safety signs and symbols 	9

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 – Internal Organs (11 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand parts of internal organs
2. Understand ways to take care of our internal organs.

Learning Outcomes

Students will be able to:

1. Know parts of our internal organs.
2. Take care of our internal organs.

Learning Areas

- Our brain
- Our heart
- Our lungs
- Our stomach
- Our liver
- Our intestines
- Our kidneys

Teaching and Learning Activities

1st hour (Internal organs)

1. Show students the internal organs. Refer to page 1.
2. Ask students to name the internal organs they know.
3. Tell students to point to the internal organs when you call out the names of those organs. Ask simple questions about those parts, such as:
 - (a) What is the brain? What is its function?
 - (b) How many chambers does our heart have?
 - (c) Do you know how to feel your pulse?

- (d) What is the function of the lungs?
 - (e) What is the largest internal organ?
 - (f) What are the internal organs that come in pairs?
4. Guide students to identify the internal organs.
 5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3rd hours (Our brain)

1. Ask students to point to where the brain is. Tell that the brain is divided into 3 parts – the forebrain, midbrain and hindbrain. Ask them about the functions of each part of the brain. Predict what will happen if our brain gets injured. Refer to page 2.
2. Ask students what happens to their brain if they do not take care of it well.
3. Explain ways to care for our brain. Make them aware of the importance of the brain.
4. Ask them what they do to take care of their brain. List them down on the board.
5. Ask a student to tell the class what he/she will do when riding a bicycle or roller skating to protect his/her brain and other parts of his/her body.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Our heart)

1. Ask students to close their hand tightly in order to know the size of their heart.
2. Explain the function of the heart and how it works. Encourage students to check their pulse and measure how fast their heart beats. Refer to page 3.

3. Have students carry out Fun Activity on page 3.
4. Explain ways to care for our heart. Make them aware of the importance of the heart.
5. Ask them that what they usually do to take care of their heart. List them down on the board.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th hour (Our lungs)

1. Ask students the purpose of having lungs. What happens if we do not have lungs?
2. Explain the function of the lungs, how they work and where they are situated.
3. Have students to discuss why they have to take care of their lungs and ways to care for their lungs. Refer to page 4.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th hour (Our stomach)

1. Ask students where food we eat store. What happens to the food we eat? What will happen if we do not chew food well before swallowing?
2. Explain the functions of the stomach to students. They need to keep their stomach healthy as it is another important internal organ.
3. Ask students to refer to page 5 to know ways to care for their stomach. Get a volunteer to read out aloud the topic “Caring for our stomach”.
4. Ask students what behaviours are bad for our stomach. Discuss this based on the following questions:

- (a) Do they skip meals, chew food well before swallowing and be happy?
 - (b) How about other behaviours that can be harmful to your stomach?
 - (c) Can you think of any other ways to care for your stomach?
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th hour (Our liver)

1. Ask students that what is the largest internal organ. Tell them that the liver is the largest internal organ that does many specific functions for our body. Refer to page 6. Therefore, we cannot live without liver.
2. Discuss with student what will happen if we do not have the liver. Do we live our life healthily and happily? Ask students what happens to their liver if they do not take care it well.
3. Explain ways to care for our liver. Make them aware of the importance of the liver.
4. Ask students what behaviours or what kinds of food are bad for our liver. List them down on board. Discuss the ways to take care of our kidneys.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

9th hour (Our intestines)

1. Ask student to predict what our intestines look like. Tell them that the intestines are divided into 2 parts – the small intestine and the large intestine. Both intestines are of different sizes. Ask them about the functions of each part of the intestines.
2. Emphasise the functions of each part of the intestines. Refer to page 7.

3. Get a volunteer to read out aloud the topic “Caring for our intestines”.
4. Discuss with students about the ways to care for our intestines. List them down on the board. Make students aware of the importance of the intestines.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

10th hour (Our kidneys)

1. Ask students to describe the shape of kidneys. What do they look like? Explain to students about the shape of kidneys, where they are located and their size.
2. Explain the functions of our kidneys. Refer to page 8. What will happen to our kidneys if we do not take care them well? Can we live a normal life with one kidney? How do we take care of ourselves if we have only one kidney left?
3. Get a volunteer to read out aloud the topic “Caring for our kidneys”.
4. Ask students what behaviours or what kinds of food are bad for our kidneys. List them down on board. Discuss the other ways to take care of our kidneys.
5. 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 9 and 10 to test their understanding of this chapter as their homework.

Emphasized Skills:

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

Learning Materials:

- Pictures of the internal organs
- Primary Education Smart+ Health and Physical Education P2



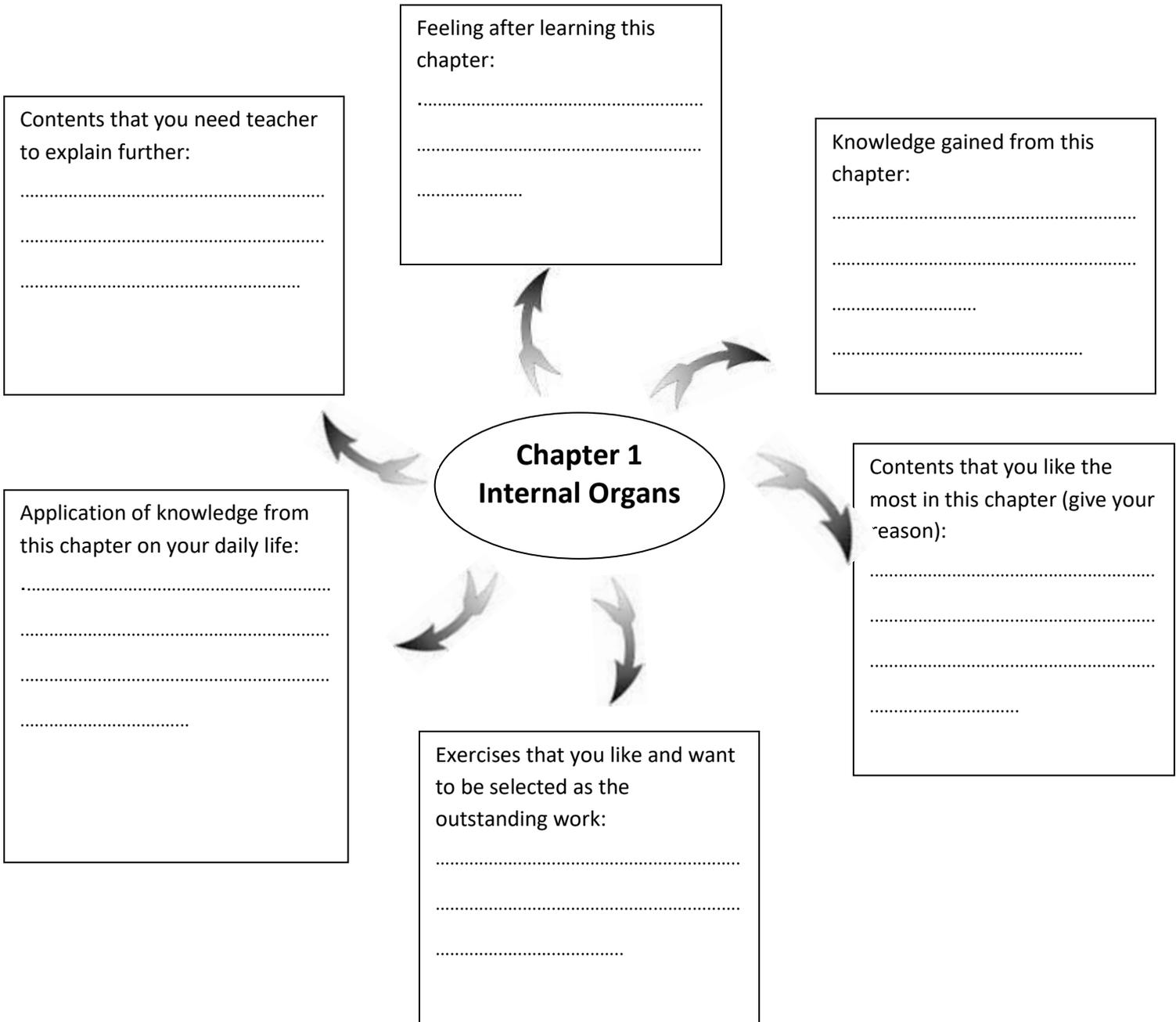
Learning Outcome Form

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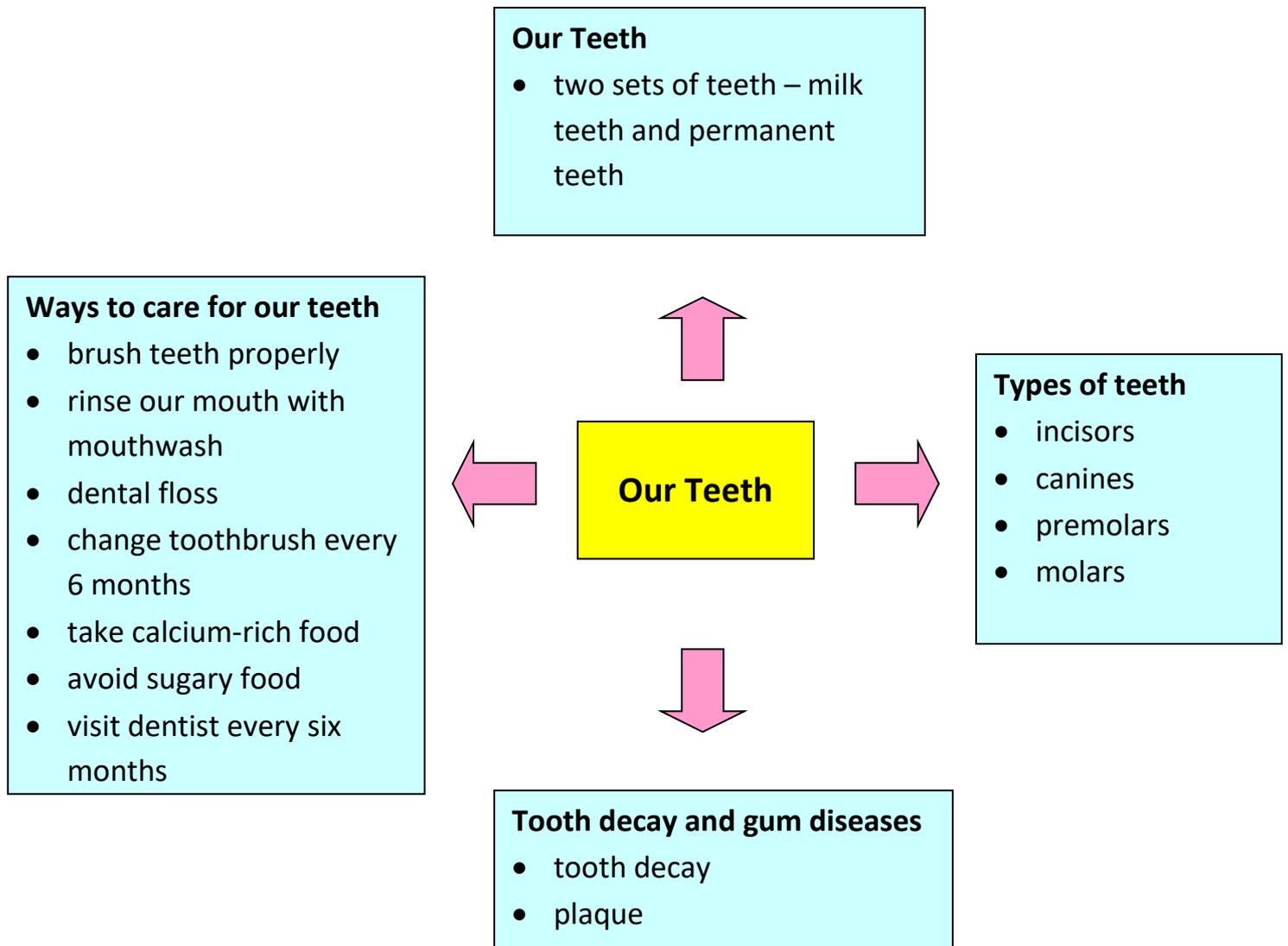
Chapter 1 Internal Organs

Explanation: Summary of learning outcomes



Chapter 2 – Our Teeth (7 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand the types of teeth and tooth decay.
2. Understand that we need to take good care of our teeth.

Learning Outcomes

Students will be able to:

1. Know the number of sets of teeth and numbers of teeth.
2. Describe the types of teeth.
3. Describe tooth decay and gum diseases.
4. Take care of our teeth.

Learning Areas

- Our teeth
- Types of teeth
- Tooth decay and gum diseases
- Ways to care for our teeth

Teaching and Learning Activities

1st hour (Our Teeth)

1. Ask students to show their teeth. How many teeth do they have? Does anyone had teeth fallen out? Does anyone have new teeth growing?
2. Explain that usually a baby starts to have his first tooth when he is about 6 months old and his teeth continue to grow. He will have his full set of milk teeth when he is 2 years old. When he reaches 6 or 7, his milk teeth begin to fall and new permanent teeth will grow. We have only 2 sets of teeth in our life, so we must take good care of them.
3. Get a model of human teeth or refer to the diagram on page 12. Ask students to count the number of permanent teeth.

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

2nd – 3rd hours (Types of teeth)

1. Using the model of human teeth or the diagram on page 12, show students the four types of teeth – incisors, canines, premolars and molars. Also mention their locations and count the numbers of each type of teeth.
2. Ask students to wash their hands. Then using a mirror, ask them to identify the types and the numbers of teeth. Explain that there are only 20 milk teeth compared to 32 permanent teeth.
3. Ask students to describe the shape of incisors. Ask them to show how they bite into an apple. What is the use of incisors?
4. Ask students to describe the shape of canines. Ask them to show how they tear a small piece of meat from its bone using their teeth. What is the use of canine?
5. Ask them to describe premolars. How do we use our premolars? Ask them to show how they chew their food.
6. Ask students to compare premolars and molars. Molars are much bigger than premolars. They have bigger and flatter surfaces. Ask students to predict the use of premolars. They are used to chew and grind food into smaller pieces.
7. Guide students to conclude this subtopic. Have students draw a picture of a full set of permanent teeth and label them together with their functions in their notebook.

4th hour (Tooth decay and gum diseases)

1. Get a student with tooth decay experiences. Ask him to relate his experience.

2. Ask students explain how teeth have holes. They have learnt this last year. Remind them that it is the acid that produced by the leftover food in our mouth that makes holes in our teeth.
3. If there are holes in our teeth, what will a dentist do? He will either fill the holes up or remove the teeth if they are very bad.
4. Ask students if they have heard the word 'plaque' before. If we do not brush our teeth properly, plaque will form between our teeth and our gum. When plaque becomes hard, it is known as tartar. Tartar makes our gum swollen and may bleed.
5. Advise students to keep their teeth clean always.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th – 6th hours (Ways to care for our teeth)

1. Ask students on how to prevent tooth decay and tartar. Brushing our teeth at least twice a day with fluoride toothpaste.
2. Ask students to show how to brush their teeth properly.
3. Advise students to rinse their mouth with mouthwash at least twice a day.
4. Show students dental floss. Ask them if they use dental floss. Advise them to use dental floss once a day to remove any food particles in between the teeth.
5. Ask students how often they change their toothbrush. Advise them to change it every 6 months.
6. Ask students to recall the type of food that help to strengthen our teeth. Ask them to give examples.
7. Ask them too about food that can cause tooth decay. Ask them to give examples too. Advise them to rinse their mouth after taking such food.

8. Advise them to visit dentists once every 6 months. Dentists can help to fill up any holes on the teeth and also clean our teeth.
9. Carry out Fun Activity.
10. 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 pages 18 and 19 to test their understanding of this chapter as their homework.

Emphasized Skills:

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

Learning Materials:

- Mirror
- Model of human teeth
- Dental floss
- Primary Education Smart+ Health and Physical Education P2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 2 Our Teeth

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 2
Our Teeth

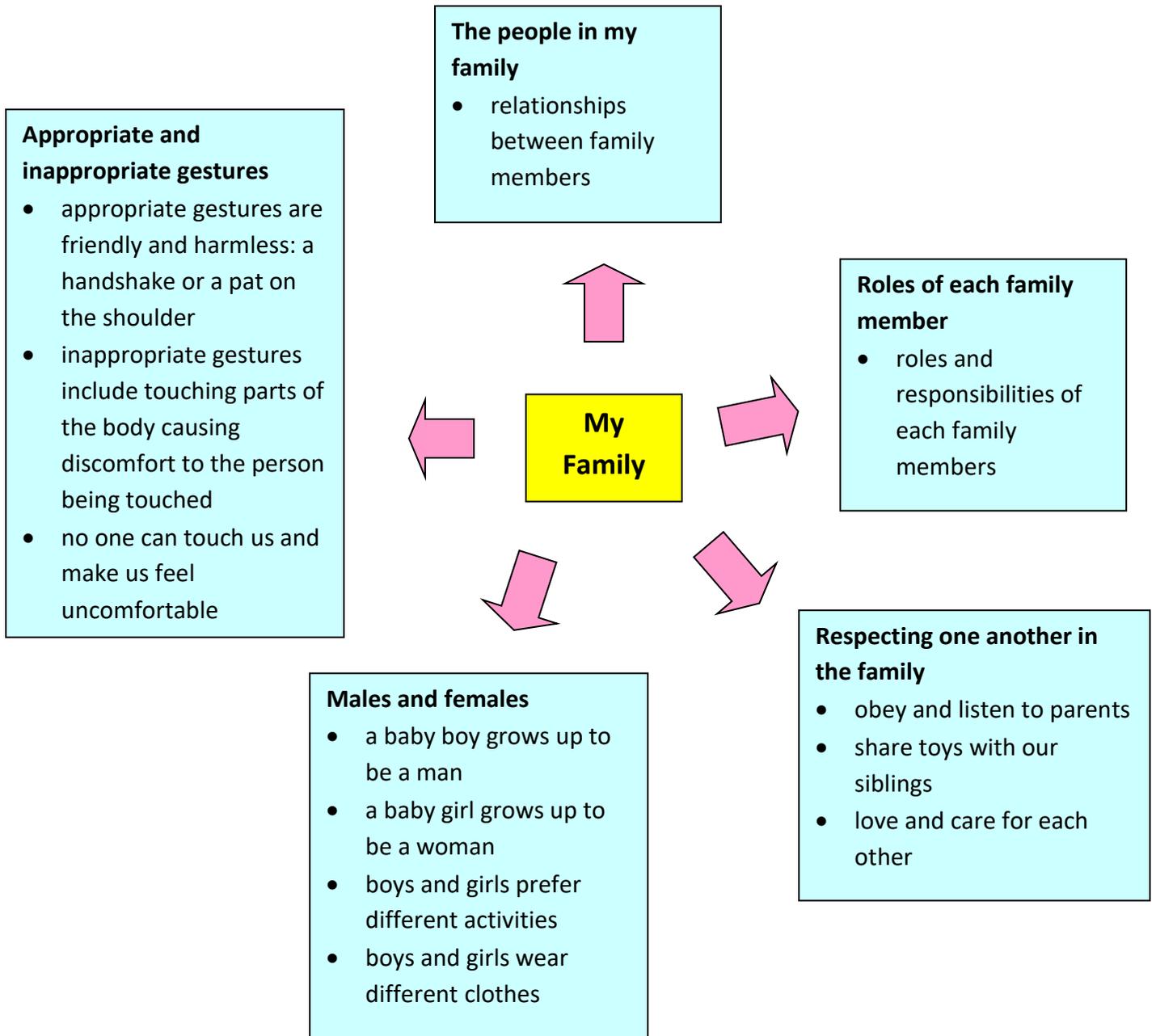
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 3 – My Family (10 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand our roles in a family.
2. Understand the proper behaviours.

Learning Outcomes

Students will be able to:

1. Know the relationships between the members of the family
2. Identify the roles and responsibilities of the members of the family
3. Respect family members.
4. Know males and females are different.
5. Know the appropriate and inappropriate gestures.

Learning Areas

- The people in my family
- Roles of each family member
- Respecting one another in the family
- Males and females
- Appropriate and inappropriate gestures

Teaching and Learning Activities

1st hour (The people in my family)

1. Guide students to recall the relationships between family members.
2. Draw a simple family tree on the board. Ask students to name the relationships between the family members.
3. Emphasise that we all should live as a happy family.
4. Ask each student the numbers of members in his family. Does every family have the same number of members?

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

2nd – 3rd hours (Roles of each family member)

1. Guide students to recall the roles and responsibilities of each family member.
2. Get a few volunteers. One will be the father and list the roles and responsibilities of a father. Other will be the mother and children.
3. Ask students if they help out with the simple house chores. Ask them for some examples. Encourage them to help out as they have to learn to handle some responsibilities too. They can start with their own things such as toys, books and bed.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Respecting one another in the family)

1. Ask students how they respect teachers. Do they greet teachers in school? Or say 'Thank you' or 'Sorry' to teachers and friends? Ask them to give some other examples. Do they do the same to their family members? Point out that students have to respect their family members, not their parents but their younger siblings too.
2. Emphasise that we need to respect the family members in order to build a happy family.
3. Ask students to give some examples of how we can show that we respect our family members.
4. Using the examples on page 24 and 25, discuss with students for some other examples of how they can show their respect to their family members.

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

6th – 7th hours (Males and females)

1. Ask students if they can differentiate baby boys from baby girls. It is not easy to differentiate them specially if they wear the same clothes. However, as babies grow, they will show more differences.
2. Ask students whom they will look like when they grow up – like their fathers or their mothers. A girl will grow up to be a woman just like her mother. A boy will grow up to be a man like his father.
3. Ask students to list the activities that usually liked by boys and the activities liked by girls.
4. Ask students to list the clothes that are usually wore by boys and the clothes wore by girls.
5. Guide students to conclude this subtopic and prepare a conceptual map to differentiate boys and girls in their notebook.

8th – 9th hours (Appropriate and inappropriate gestures)

1. Ask students what appropriate gestures mean. Give them the examples. Refer to page 28.
2. Discuss with students about the inappropriate gestures. Which gestures are inappropriate? Ask students about other appropriate gestures that show respect to the opposite gender.
3. Inform students that a boy and a girl should keep a distance between them. This is a move to show respect to the other gender.
4. Ask students about the appropriate and inappropriate gestures between friends. We should not do anything that cause discomfort to others, specially touching body parts.

5. Informs students that no one should touch our body and make us uncomfortable. Our body belongs to us. What should we do if someone touches us and make us uncomfortable? Refer to page 29.
6. Carry out Fun Activity on page 29.

10th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 30 to 31 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 P2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 3 My Family

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 3
My Family

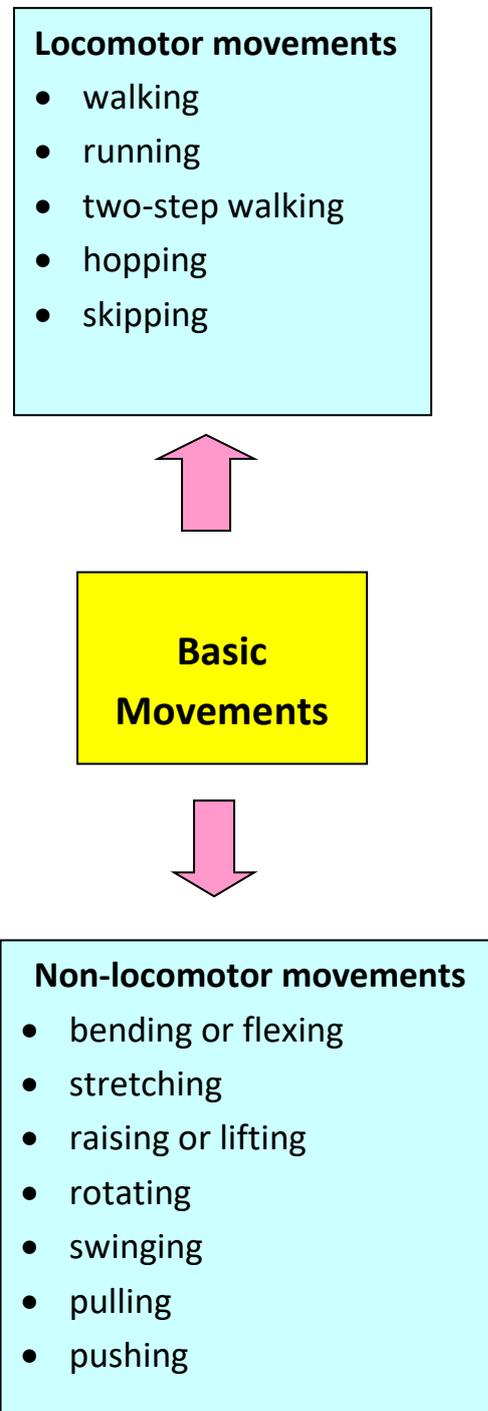
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily life:
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Chapter 4 – Basic Movements (8 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 hour (Basic movements)

1. Guide students to recall what locomotor movements and non-locomotor movements are.
2. Ask them to show some examples.
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

2nd – 3th hours (Locomotor movements)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Get a volunteer to show how to walk properly. Ask students to show how to walk in all directions.

3. Get a volunteer to show how to run. What are the differences between walking and running? Can we run backwards or sideways? Ask them to try out.
4. Get a volunteer to show how to do two-step walking. When two-step walking, they should step one foot forwards and bring the other one beside it. Ask students to start with their right or left foot, then walk forwards, backwards and sideways.
5. Get a volunteer to show how to hop. When hopping, they should spring and land on the same foot. Ask students to hop on their right foot and then on their left foot. Ask them to hop on the spot, forwards, backwards and sideway.
6. Get a volunteer to show how to skip. When skipping, they should take a step forward and hop on the same foot. Ask students to hop on their right foot and then on their left foot.
7. Ask students to do some movements similar to animal movements.
8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 7th hours (Non-locomotor movements)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Ask students to bend their body to the front and back. Bending means making an arch. Which part of the body that we can bend? Ask them to show it.
3. Stretching is extending a part of our body. Stretch our hands and ask students to do the same upward and sideways. Ask students to stretch their legs too.
4. Ask students to raise their hands up. Then, ask them to raise their legs. Raising is moving a part of the body upward to a higher level.

5. Rotating is moving part of our body. Ask students to rotate their heads. What other body parts that we can rotate? Ask students to show.
6. Swinging means moving a body part back and forth. What body parts can we swing? Ask students to show.
7. Pulling is using our hands and force to move someone or something towards our body. We can pull ourselves up on a bar. Ask students to try a chin-up.
8. Pushing is using our hands and force to move someone or something away from our body. Ask students to do pushups.
9. We can use non-locomotor movements as warming up exercises. Ask students to suggest other non-locomotor movements as warming up exercises.
10. Carry out Fun Activity on page 39 and 40.
11. 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 41 and 42 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 P 2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 4 Basic Movements

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
Basic
Movements

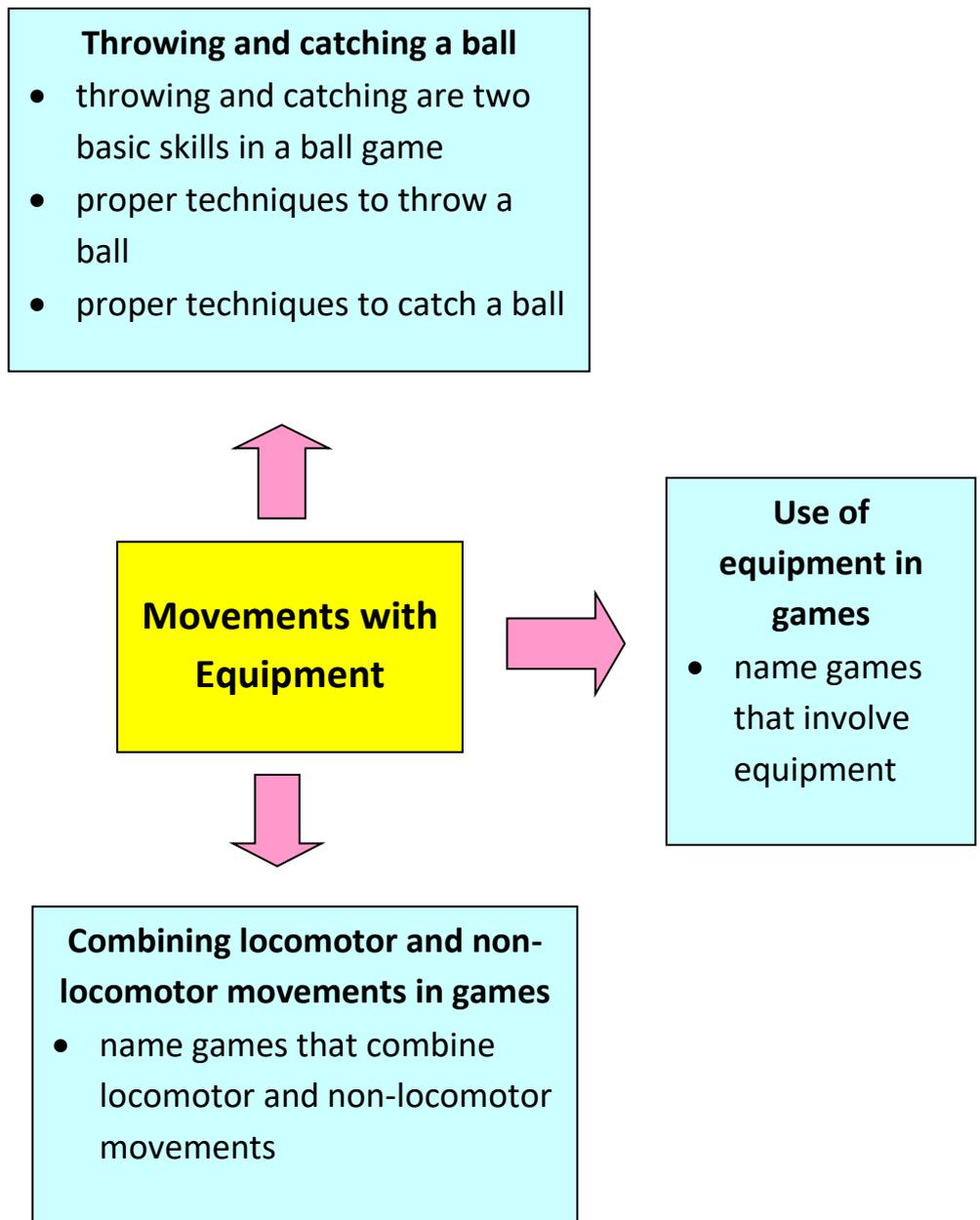
Contents that you like the most in this chapter (give your reason):
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Application of knowledge from this chapter on your daily life:
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Exercises that you like and want to be selected as the outstanding work:
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Chapter 5 – Movements with Equipment (8 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand movements with equipment.

Learning Outcomes

Students will be able to:

1. Throw and catch balls.
2. Use some equipment in games.
3. Use combination of locomotor and non-locomotor movements in games

Learning Areas

- Throwing and catching a ball
- Using equipment in games
- Combining locomotor and non-locomotor movements in games

Teaching and Learning Activities

1st – 3th hours (Throwing and catching a ball)

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Get a ball. Ask students what types of movements that involve a ball.
3. Guide students to throw a ball using the proper techniques. Refer to pages 44. Have every student try to throw the ball correctly. This is a type of throw. There are many types of throw depending on the games.
4. There are proper techniques to catch a ball. Refer to pages 45 and 46. Ensure every student has the chance to try. Of course, they should change the position of their hands depending on the direction and height of the approaching ball.

5. There are many games that involving other equipments beside the ball. Ask students to list those equipments and the game. For example, we use a racket in badminton game. Ask students if they have tried those games.
6. Have a few ball games with students, such as badminton, table tennis and hockey.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Use of equipment in games)

1. There are many games that involve equipment. Ask students to name few.
2. Discuss with students the games on page 49. Have they ever tried them?
3. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th – 7th hours (Combining locomotor and non-locomotor movements in games)

1. Ask a few students to play football and the rest of students observe them. Did the students make locomotor movements while playing the game? Ask other students to imitate the locomotor movement shown. They may run and walk. Did the students make non-locomotor movements? Ask other students to imitate them. They may swing their arms, rotate their head or bend their knees.
2. In any games, we use both locomotor and non-locomotor movements.
3. Ask students to think about a basketball game. Ask them to list the locomotor and non-locomotor movements involved in a basketball

game. Then, ask them to show those movements listed. Refer to page 51.

4. Ask students to think of other games and the movements involved. Then, ask them to show the movements.
5. 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 Exercise on page 52 to test their understanding of this chapter as their homework.

Emphasized Skills:

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

Learning Materials:

- Balls
- Primary Education Smart+ Health and Physical Education P2



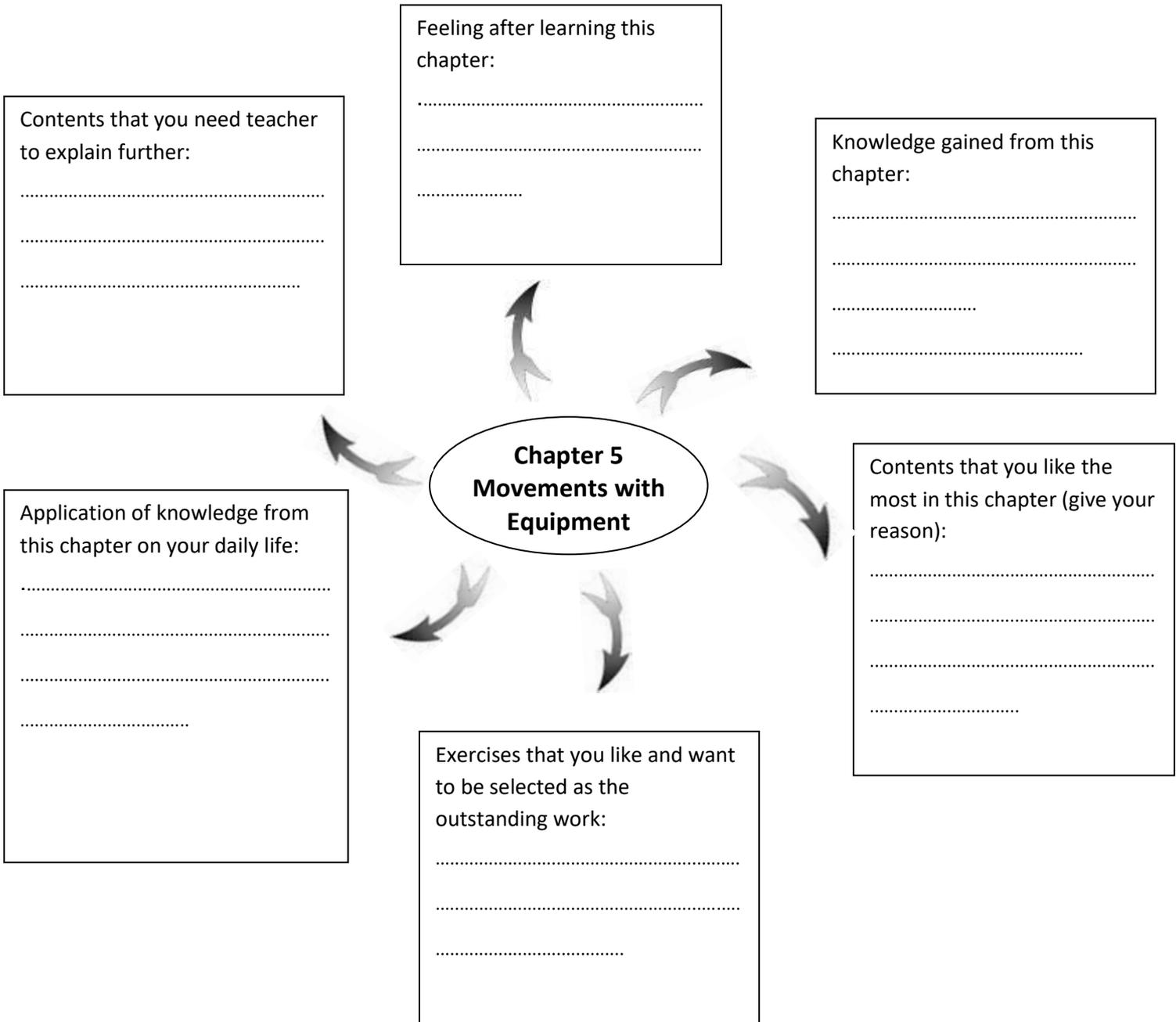
Learning Outcome Form

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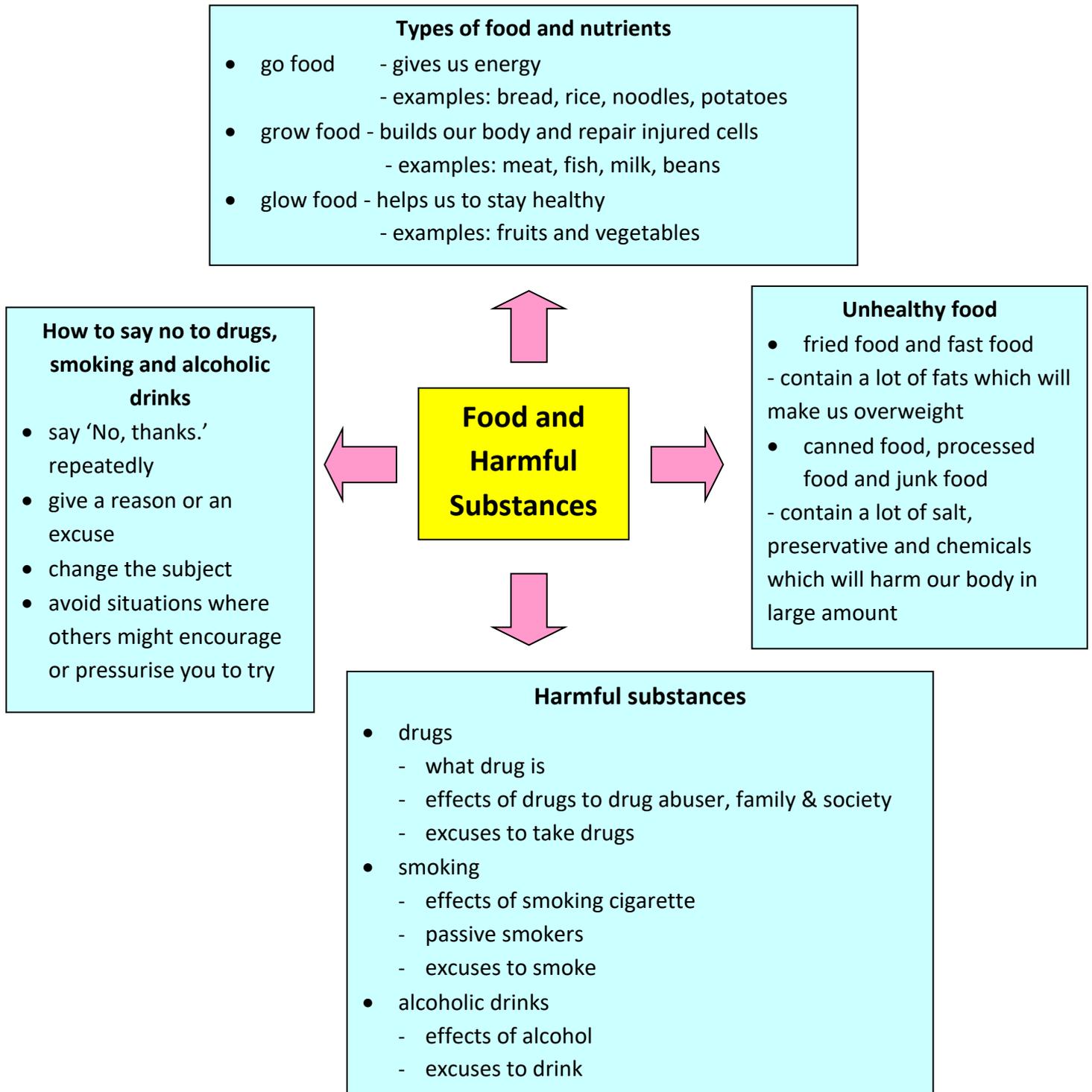
Chapter 5 Movements with Equipment

Explanation: Summary of learning outcomes



Chapter 6 – Food and Harmful Substances (9 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand types of food and nutrients.
2. Understand why unhealthy food is bad for our body.
3. Understand harmful substances.
4. Understand how to say no to drugs, smoking and alcoholic drinks.

Learning Outcomes

Students will be able to:

1. Identify the types of food and its nutrients.
2. Explain why unhealthy food is bad for our body.
3. Know the types of harmful substances.
4. Know how to say no to drugs, smoking and alcoholic drinks.

Learning Areas

- Types of food and nutrients
- Unhealthy food
- Harmful substances
- How to say no to drugs, smoking and alcoholic drinks

Teaching and Learning Activities

1st – 2th hours (Types of food and nutrients)

1. Guide students to recall what a balanced diet is. It provides all the necessary nutrients in the right proportion that a healthy body needs.
2. Explain to students that there are three types of food – go food, grow food and glow food.
3. Get a volunteer to read the text of go food on page 54. Ask students the use and examples of go food.

4. Get a volunteer to read the text of grow food on page 54. Ask students the use and examples of grow food.
5. Get a volunteer to read the text of glow food on pages 55 and 56. Ask students the use and examples of glow food.
6. Water is very important to us too. Get a volunteer to read the text on water on page 57.
7. Get students into 4 groups. Each group has to find more information on a type of food including water. They should include the amount needed, some examples and the functions of that type of food. They will present in the form of poster and paste on the information board.
8. Ask students to list the food they had for lunch and dinner yesterday. Then, get them to identify and categorise the types of food based on the uses of food, and present their finding in a table in their notebook. Did they have a balanced diet? If not, how should they improve their diet?
9. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3th hour (Unhealthy food)

1. Ask students to list types of unhealthy food. Preserved food, fast food, canned food, processed food, fried food and junk food are considered unhealthy food. Ask students to give some examples of each category of food.
2. Discuss how fast food and fried food bring harm to our body based on the following questions:
 - a. What do fast food and fried food have in common?
 - b. Do we need fats? Why?

- c. What happens when we have too much fatty food?
3. Discuss how processed food, junk food and preserved food bring harm to our body based on the following questions:
 - a. What do processed food, junk food and preserved food have in common?
 - b. Why do the manufacturers need to add in salt, preservative and chemicals into the food?
 - c. What will happen when we take in too much salt, preservative and chemicals?
4. Suggest some healthy snack we can munch instead of junk food.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 6th hours (Harmful substances)

1. Ask students if they have taken alcoholic drinks, drugs or cigarette before. Advise them never to try these substances at all, not even once. They are very harmful substances that will bring negative effects to our bodies.
2. Explain that the medicines we take when we are sick are drugs. However, when drugs are not used for medical purposes, they will harm our bodies.
3. Get students into groups. Each group need to gather information on how drugs bring harms to us. They can go to the libraries or surf internet. Then, each group needs to do a poster to show the dangers of drug abuse. They may paste pictures or photos. The best poster will be pasted in the hall.

4. Despite the negative effects of drug abuse, there are people trying and continue taking drugs. Why does this happen? Get a volunteer to read out aloud the text on pages 61. Remind students that taking drugs will not solve any problems but will make things worse. Eventually they will suffer because of drugs.
5. Ask students to imagine if they have a drug abuser at home. How will the family and the society be affected? Discuss based on these questions:
 - a. What will happen when the drug abuser is under the influence of drugs? Will he turn violent? Will he bother to help out with the housework?
 - b. Do drug abusers have good work performance? Will his salary enough for him to buy his drugs? If not, how will he get the money to buy drugs?
6. Ask students to find out the content of cigarette smoke and how they affect us. Therefore, advise students not to smoke and also avoid places where people smoke. Inhaling cigarette smoke is equally harmful as smoking itself.
7. Get students to interview a few smokers to determine why they smoke. Most of them smoke because they are addicted to it.
8. Explain that alcoholic drinks contain alcohol that is a kind of chemical that can make us drunk. Ask students to predict what happens when a person is drunk. Guide them to understand that drinking does not bring benefits to us at all. It causes us not able to make good judgement and causes mood changes.
9. Ask students to interview people who like to drink alcoholic drinks for the reasons of drinking.
10. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 8th hours (How to say no to drugs, smoking and alcoholic drinks)

1. Remind students not to try or take any alcoholic drinks and drugs, and smoke cigarette. All these substances bring only harm to our bodies and addiction.
2. Guide students to decline offer to these substances politely or discuss with students of ways to say no to the harmful substances. Refer to pages 65.
3. Encourage students to take up healthy activities such as sports, playing musical instruments and social work. Advise them to use their free time wisely with the activities they are interested in.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

9th hour (Conclusion)

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 66 to 67 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 P2

Learning Outcome Form

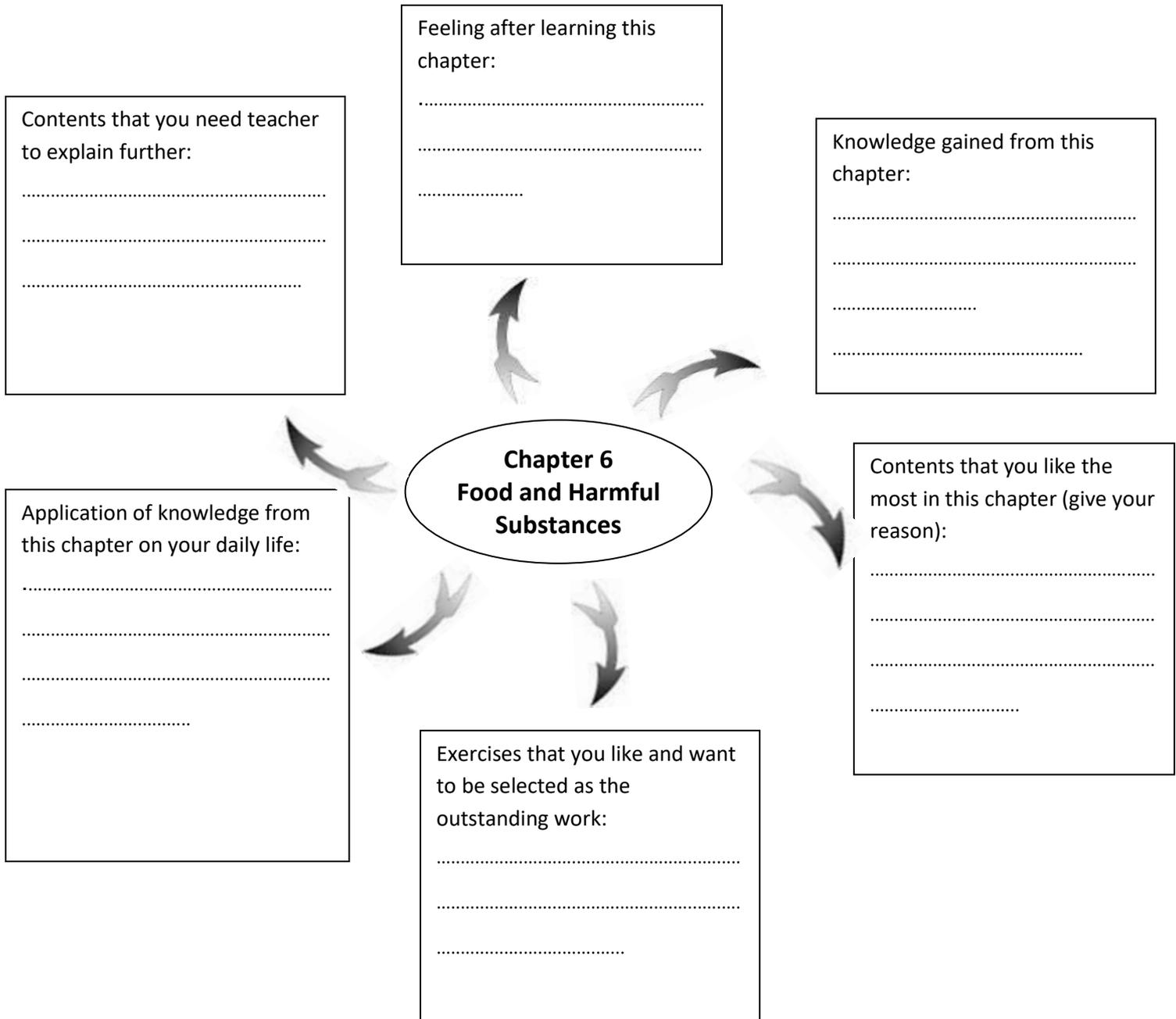


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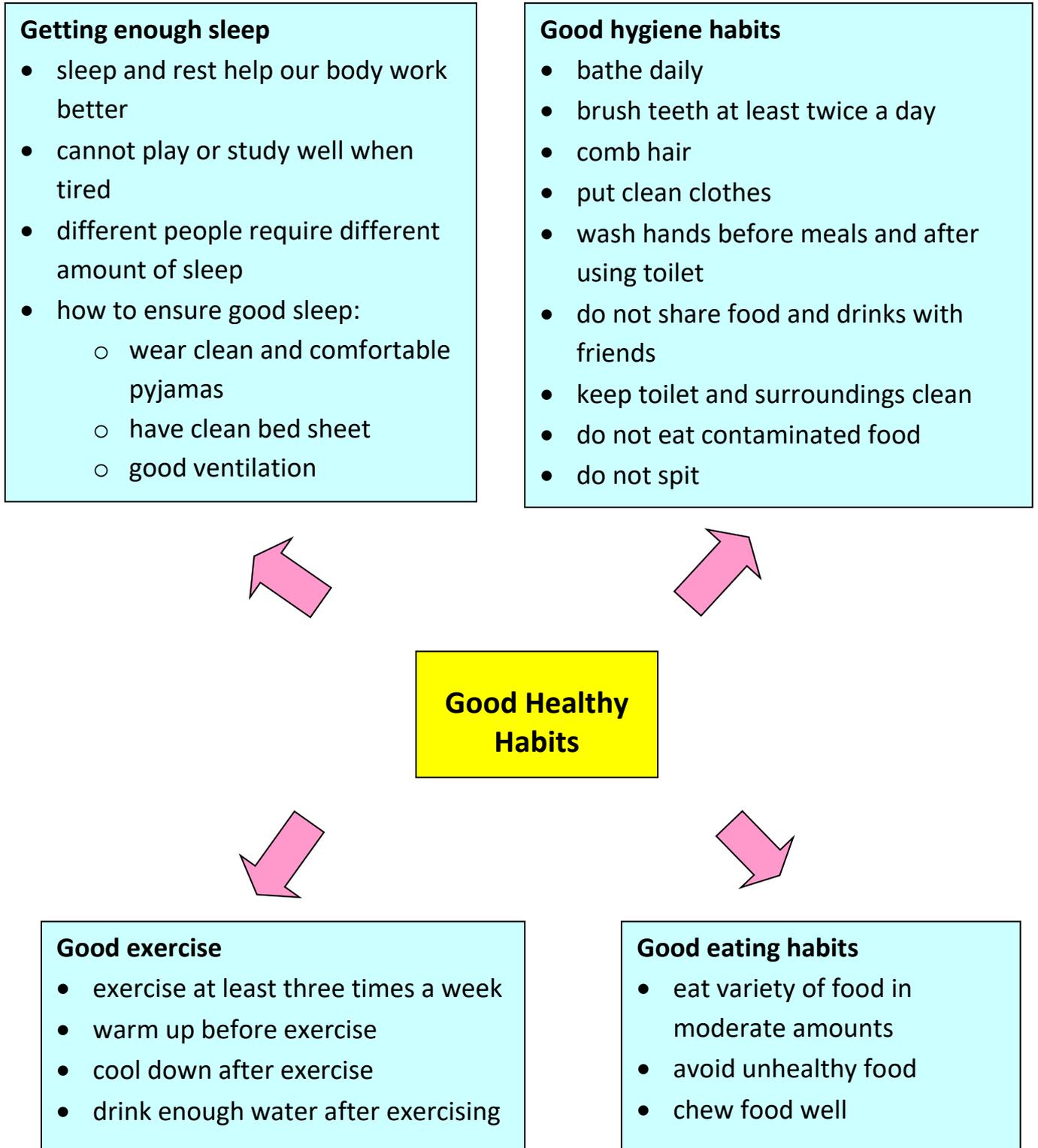
Chapter 6 Food and Harmful Substances

Explanation: Summary of learning outcomes



Chapter 7 – Good Healthy Habits (10 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Realise that we should practise good healthy habits for our own goodness.

Learning Outcomes

Students will be able to:

1. Practise good hygiene habits.
2. Practise good eating habits.
3. Realise the importance of good exercise and enough rest.

Learning Areas

- Good hygiene habits
- Good eating habits
- Good exercise
- Getting enough rest

Teaching and Learning Activities

1st – 3th hours (Good hygiene habits)

1. Ask students to describe a person who has good health. Refer to page 68.
2. Ask students what hygiene means. It is the practice of keeping ourselves and our surroundings clean in order to prevent illnesses and diseases.
3. Ask students to list what they currently practise to keep themselves clean. Bathing, brushing their teeth, washing hand before meals and after using the toilets, wearing clean clothes and combing hair are some

of the common practices. Have a student read out loud the text on pages 69 and 70. Advise students to practise these daily.

4. Ask students if they shared their food and drinks with friends. Advise students not to do so as some diseases are spread by sharing of food and drink.
5. We should keep our surroundings clean too. Ask students for some examples on how they do it. Get a student to read out aloud the text on pages 71 and 72. Ask students to list other ways to keep our surroundings clean.
6. Ask students for the reason to have ready food covered all the times. Pests may contaminate the exposed food. Food that is not prepared hygienically such as in dirty kitchens, using dirty utensils or unhygienic cook, may be contaminated and makes us sick. Ask students if we should buy food from dirty stalls. What could be the consequences?
7. Advise students not to spit on the floor. Our saliva might contain germs and spitting can spread diseases and illness.
8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th – 5th hours (Good eating habits)

1. Explain to students the need to practise good eating habits. Most importantly, good eating habits promote good health. Eating the right food in the right amounts helps our body get all the necessary nutrition needed. These habits can boost our energy, sharpen our memory and stabilise our mood.

2. Ask students the consequences of eating too much and too little. Eating too much will lead to obesity as the not needed energy will be stored as fats in our body. If we do not get enough food, our body will be weak and this will affect our growth and health badly.
3. Ask students to draw a nutrition flag in their notebook and indicate the types of food that we should consume the most and least.
4. Advise students to avoid unhealthy food such as processed food, canned food, preserved food and junk food. Help students to recall the reasons. When we eat, we should chew our food properly too.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th – 7th hours (Good exercise)

1. Guide students to discuss about exercise based on the following questions:
 - a. Besides food, what should we do in order to have good health?
 - b. Why must we exercise frequently?
 - c. What types of exercise do you enjoy the most?
 - d. How do you feel after doing some exercises?Encourage students to exercise.
2. Advise students to do some warming up movements before exercising. They should cool down after exercising also. Ask them to suggest some movements for those purposes.
3. Advise students to drink enough water after exercising as we lose water when we exercise. We should wipe the sweat with a clean towel. We should only bathe after we have cooled down.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

8th – 9th hours (Getting enough sleep)

1. Ask students how many hours they sleep in a day. Do they take any afternoon nap?
2. Explain the reasons to sleep and rest. What will happen when we do not get enough of sleep? Can we play and study well? If we are tired during the day, we should take a nap to rest our mind and body.
3. Different people need different amount of sleep. Ask every student to do a survey of the numbers of hour of sleep required by each of their family member. Then, compare with other and conclude it.
4. Babies need to sleep more than children. Adults sleep less in a day.
5. Since sleep is very important, how do we ensure we have a good sleep? Ask students to give some suggestion. Then, get a student to read out aloud the text on page 78.
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 79 and 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 P2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 7 Good Healthy Habits

Explanation: Summary of learning outcomes

**Chapter 7
Good Healthy
Habits**

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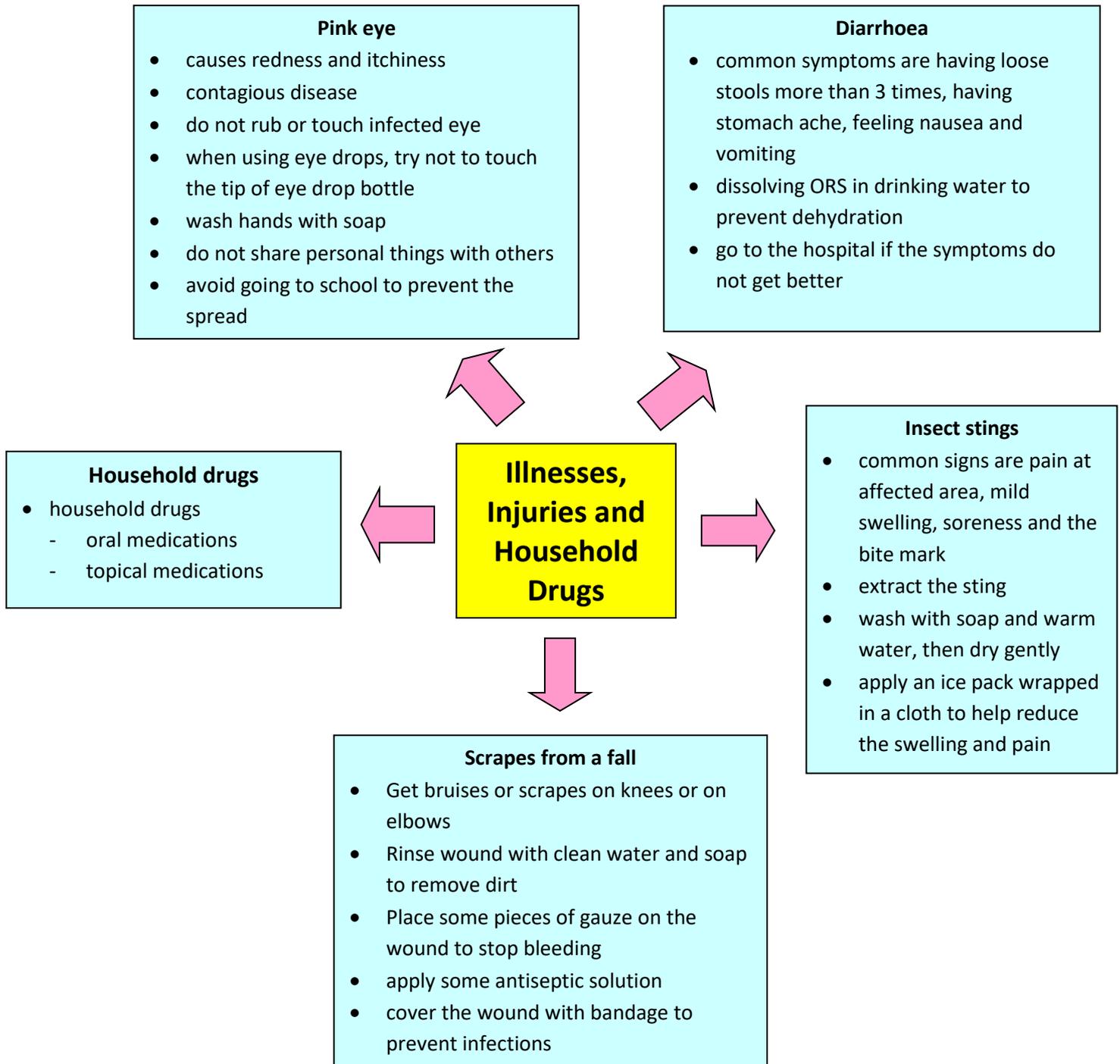
Contents that you like the most in this chapter (give your reason):
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Exercises that you like and want to be selected as the outstanding work:
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Application of knowledge from this chapter on your daily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

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand some common illnesses and minor injuries.
2. Understand household drugs.

Learning Outcomes

Students will be able to:

1. Know the symptoms and treatment of pink eye.
2. Know the symptoms and treatment of diarrhoea.
3. Know the symptoms and treatment of insect stings.
4. Know the symptoms and treatment of scrapes from a fall.
5. Know household drugs and differentiate between oral medications and topical medications.

Learning Areas

- Pink eye
- Diarrhoea
- Insect stings
- Household drugs

Teaching and Learning Activities

1st – 2nd hours (Pink eye)

1. Ask students whether they were sick from common illnesses or minor injuries like pink eye, diarrhoea or scrapes. What did they do to get better?
2. Explain what illnesses and injuries are. Give them some examples of common illnesses and minor injuries.

3. Explain the symptoms of pink eye and its cause. Pink eye is a contagious disease. Explain what contagious disease is and how to prevent themselves from getting infected. Discuss this based on the following questions:
 - a. If your family member has pink eye, can you use his towels or handkerchief? Why?
 - b. If you have pink eye, can you come to school? Why?
 - c. What should you do to recover from pink eye?
 - d. What should you do to stop pink eye from spreading?
4. Explain the treatment of pink eye to students. Refer to page 82.
5. Suggest students the easy ways they should practise regularly to protect themselves from pink eye. For example, wash their hands with soap regularly, do not rub or touch their eye with dirty hands, do not share eye drops with infected people, etc.
6. Get a student to pretend he/she has pink eye. Get another student to show how to 'treat' his friend by following the suggestion of 'what should you do?' topic.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd hour (Diarrhoea)

1. Ask students if they have had diarrhoea before. What were its symptoms? What did they do to recover from diarrhoea? For some common illnesses, we can treat them ourselves.
2. Explain the symptoms of diarrhoea and its cause. We are likely to have diarrhoea if we eat contaminated food. Discuss this based on the following questions:
 - a. What will happen if we eat food that are not properly handled and unhygienic?

- b. What are the symptoms of diarrhoea?
 - c. What should you do to recover from diarrhoea?
 - d. What should you do if you do not get better from diarrhoea within a day or two?
3. Explain the treatment of diarrhoea to students. Refer to page 83.
4. Suggest students the easy ways they should practise regularly to prevent themselves from diarrhoea. For example, wash their hands before meals and after using the toilet, eat freshly cooked and hygienic food, use separate spoons when sharing food, drink clean water, etc.
5. Emphasise that students must go to the hospital if they do not get better after drinking ORS within a day or two.
6. Get a student to pretend he/she has diarrhoea. Get another student to show how to 'treat' his friend by following the suggestion of 'what should you do?' topic.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

4th hour (Insect stings)

1. Discuss with students that what kinds of insects can sting us.
2. Explain the symptoms of insect stings. Discuss this based on the following questions:
 - a. What will happen if we throw rocks to a beehive? Is it very dangerous to do? Why?
 - b. What are the symptoms of insect stings?
 - c. If we get stung by insects, what should we do?
 - d. What should you do to prevent insect stings?
3. Have a student read the text of 'What should you do?' on page 84. Then get a student to pretend he got stung by wasps. Get another

student to ‘treat’ his hand by following the suggestion of ‘what should you do?’ topic.

4. Emphasise that students must be kind to animals and must not throw rocks to a beehive. It is very dangerous to do so as they can get stung to death.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th hour (Scrapes from a fall)

1. Ask students if they have got bruises or scrapes before. How did they get them? What did they do to treat them? For some minor injuries, we can treat them ourselves.
2. Explain how we can get scrapes or bruises. Discuss this based on the following questions:
 - a. What will happen if you play carelessly on the playground?
 - b. If you get scrapes on your knees and they are bleeding, what should you do?
 - c. Is it necessary to remove dirt with water and soap from the wound? Why?
 - d. How can you prevent yourselves from getting bruises or scrapes?
3. Explain the treatment of scrapes to students. Refer to page 85.
4. Get a student to pretend he/she gets scrapes. Get another student to show how to ‘treat’ his friend by following the suggestion of ‘what should you do?’ topic.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

6th - 7th hours (Household drugs)

1. Ask students what household drugs are. Where can we get them? How many types of household drugs are there?
2. Describe the types of household drugs and the differences between oral medications and topical medications. Oral medications come in the forms, such as tablets, capsules and liquids while topical medications come in several forms like ointments, creams and solutions. Refer to page 86.
3. Show students some household drugs and first-aid kits. Point the label with the word “Household Drug” that is printed on to indicate that this drug is suitable to be used and available at home.
4. Show some examples of oral medications that we should have at home. Explain their properties, directions for use and warnings. Refer to page 87.
5. Show some examples of topical medications that we should have at home. Explain their properties, directions for use and warnings. Refer to page 88.
6. Show some examples of first-aid kits that we should have at home. Explain what they are used for and when should we use them.
7. Emphasise that students should not take any medicines without the supervision of their parents because it is very dangerous to take medicine by themselves.
8. 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 89 and 90 to test their understanding of this chapter as their homework.

Emphasized Skills:

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

Learning Materials:

- Household drugs: oral medications and topical medications
- First-aid kits
- Primary Education Smart+ Health and Physical Education P2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 8 Illnesses, Injuries and Household Drugs

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 8
Illnesses, Injuries and
Household Drugs

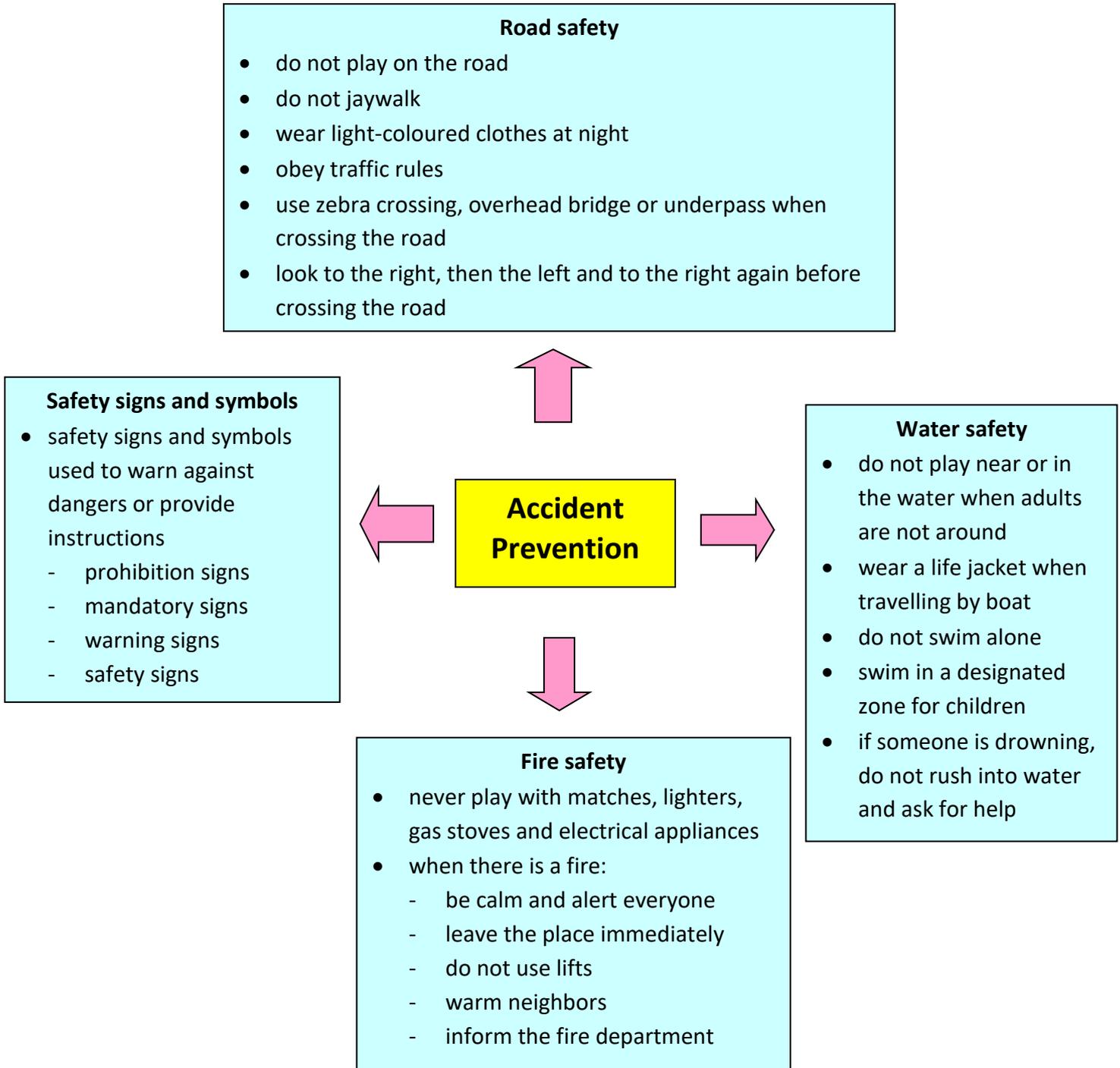
Contents that you like the most in this chapter (give your reason):
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Application of knowledge from this chapter on your daily life:
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Exercises that you like and want to be selected as the outstanding work:
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Chapter 9 – Accident Prevention (9 hours)

Conceptual Map



Learning Objectives

Students will be taught to:

1. Understand road safety.
2. Understand water safety.
3. Understand fire safety.
4. Understand safety signs and symbols

Learning Outcomes

Students will be able to:

1. Describe ways to be safe on roads.
2. Describe ways to be safe from water accident.
3. Describe ways to prevent fire.
4. Know safety signs and symbols.

Learning Areas

- Road safety
- Water safety
- Fire safety
- Safety signs and symbols

Teaching and Learning Activities

1st – 2nd hours (Road safety)

1. Explain what road accidents are. What are the consequences of a road accident to the victims, the victims' families, the surrounding community and the traffic?
2. Advise students to be extra careful when they are on or near the roads.

Discuss this based on the following questions:

- e. Can we play on or near the road? Why?

- f. Should we cross the road without paying attention to the traffic?
Should we run across the road when there are many cars?
 - g. Can we cross a road without using the overhead bridge or zebra crossing?
 - h. Are we encouraged to wear dark clothes at night? Why?
 - i. What other precautions we should take to prevent road accidents?
3. How do we use traffic light to cross the road? Ask students if they have used traffic light with the ‘green man’ and ‘red man’ to cross the road. Ask them to describe. We should not run across the road even if the ‘green man’ is flashing.
 4. Explain the meanings of the different colours of the traffic lights to students.
 5. Ask a student to describe a zebra crossing. Although we can cross safely using the zebra crossing, we should ensure the cars stop before we do so.
 6. Ask students about overhead bridge and underpass. Have they used these before? Encourage students to use them whenever available.
 7. Get two students to enact how they cross a road when there is no traffic light, overhead, zebra crossing and underpass. They should look to their right, then their left and right again before crossing the road.
 8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

3rd – 4th hours (Water safety)

1. Explain what water accidents are. What are the consequences of a water accident to the victims and the victims’ families?
2. Advise students to be extra careful when they are near or in the water.
Discuss this based on the following questions:

- a. Can we play near or in the water without adults are not around?
Why?
 - b. Should we wear a life jacket when travelling by boat? Why?
 - c. Why do children are required to swim in a designated zone?
Can they swim in any zone of a swimming pool? Do they need to use an inflatable swimming ring?
 - d. Can children go swimming without informing their parents?
What will happen if they do so?
 - e. What other precautions we should take to prevent water accidents?
3. Advise students what they should do if they see someone drowning.
Refer to page 96.
 4. In case they are not far from a drowning person, which things they should use to help a drowning person. Emphasise that they should not rush into the water and ask for help from adults.
 5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

5th – 6th hours (Fire safety)

1. Fire is a good servant, but a bad master. Ask students if they have heard this proverb before. It means fire is useful when it is under control, but very dangerous when it is not. Explain more.
1. Discuss with students the consequences of fire. It may cause loss of lives and properties.
2. What should we do in order to prevent fires? Discuss based on the following questions:
 - a. Can we play with matches, lighters and gas stoves? What might happen?

- b. Can we play with electrical appliances? Why should we unplug electrical appliances when they are not in use?
3. What should we do when there is a fire? Get a volunteer to read out a loud the text on page 98. Remind students that they must remain calm whenever there is an emergency.
4. Conduct a fire drill. Train students on what to do if there is a fire in school.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

7th – 8th hours (Safety signs and symbols)

1. Explain the importance of safety signs and symbols, where they are installed and their different shapes and colours that convey different meanings. Refer to page 99.
2. Show some examples of safety signs and symbols to students and explain their meanings. Ask students that whether they have seen these signs before and where they saw the signs. Do they understand the meanings of the signs?
3. Arrange a fun guessing game by showing pictures of some safety signs and symbols and let students guess the meanings.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

9th 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:

5. Making inferences
6. Communicating
7. Brainstorming
8. Predicting

Learning Materials:

- Pictures of safety signs and symbols
- Primary Education Smart+ Health and Physical Education P2



Learning Outcome Form

Name-Surname: No. Prathomsuksa:

..... Date:

Chapter 9 Accident Prevention

Explanation: Summary of learning outcomes

