



Primary  
Education  
Smart+  
Prathomsuksa

3

# 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 3 (Prathomsuksa 3)

9 chapters

80 hours

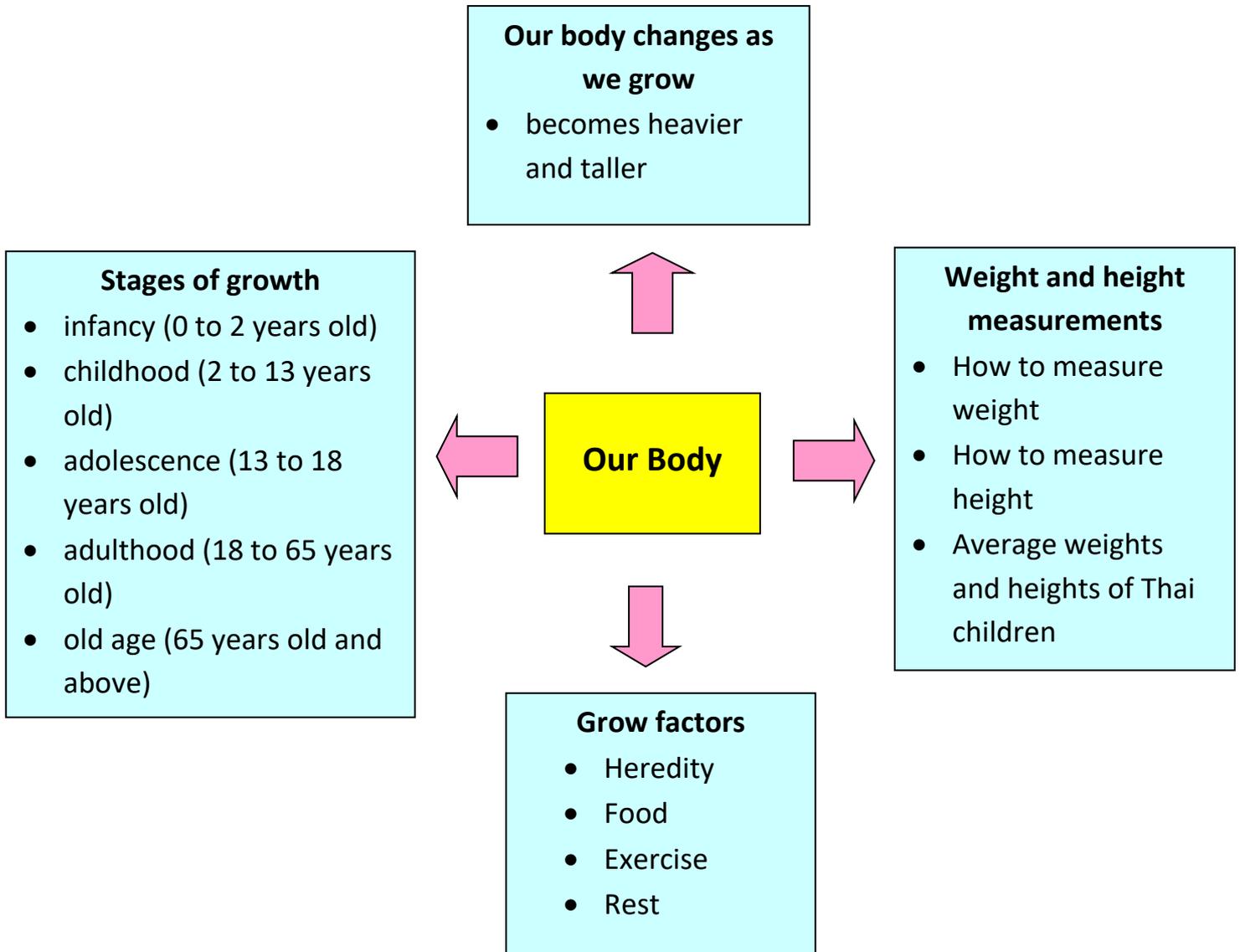
<b>Learning area</b>	<b>Duration (hours)</b>
<b>1. Our Body</b> <ul style="list-style-type: none"><li>• Our body changes as we grow</li><li>• Weight and height measurements</li><li>• Growth factors</li><li>• Stages of growth</li></ul>	<b>10</b>
<b>2. Teeth</b> <ul style="list-style-type: none"><li>• Our teeth</li></ul>	<b>5</b>
<b>3. Friends and Society</b> <ul style="list-style-type: none"><li>• Friends and society</li><li>• Sexual harassment</li><li>• Behaviours that may lead to sexual harassment</li><li>• Preventing behaviours that may lead to sexual harassment</li></ul>	<b>11</b>
<b>4. Feelings and Emotions</b> <ul style="list-style-type: none"><li>• Feeling and emotions</li><li>• Maintaining close relationship with family and friends</li></ul>	<b>8</b>
<b>5. Movements and Fitness</b> <ul style="list-style-type: none"><li>• Basic movements</li><li>• Fitness test</li></ul>	<b>8</b>
<b>6. Games and Sports</b> <ul style="list-style-type: none"><li>• Games</li><li>• Sports</li></ul>	<b>10</b>

<b>7. 10 Principles of the National Health and Sanitation</b> <ul style="list-style-type: none"> <li>• 10 Principles of the National Health and Sanitation</li> </ul>	<b>13</b>
<b>8. Accidents</b> <ul style="list-style-type: none"> <li>• Accidents at home and school</li> <li>• Prevention of accidents at home and school</li> <li>• Ways to stay safe on public transport</li> </ul>	<b>9</b>
<b>9. First Aid</b> <ul style="list-style-type: none"> <li>• First aid</li> <li>• Numbers to dial in case of emergency</li> </ul>	<b>6</b>

**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 (10 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Understand that our body change as we grow.
2. Understand weight and height measurements.
3. Understand the growth factors.
4. Understand the stages of human growth.

## **Learning Outcomes**

Students will be able to:

1. Describe the changes in our body as we grow.
2. Know how to measure weight and height.
3. Know the growth factors.
4. List the stages of human growth.

## **Learning Areas**

- Our body changes as we grow
- Weight and height measurements
- Growth factors
- Stages of growth

## **Teaching and Learning Activities**

**1<sup>st</sup> – 2<sup>nd</sup> hours (Our body changes as we grow)**

1. Ask students why they need to buy new shoes and clothes. Are the old shoes and clothes worn out? Or just simply because we have out grown them. Explain that we grow and become bigger in size.
2. Ask students to bring some of their own baby, toddler and recent photographs. Ask them to arrange and paste the photographs in sequence in their notebook. Remind them to write their ages below the

photographs. Guide students to conclude that as they grow, they become bigger.

3. Ask students if they know they have grown. Besides noticing that they cannot fit into their old clothes and shoes anymore, are there any other ways to know that they have grown? How do they measure their growth? Inform students that when we grow, we will become taller and heavier. Therefore, our weight and height change. We can know how much we have changed by measurements.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **3<sup>rd</sup> – 4<sup>th</sup> hours (Weight and height measurements)**

1. Ask students how they measure our heights and weights. Explain to students that we need a scale to measure and a measuring device to measure height.
2. Tell students about what they have to do before weighing themselves or measuring their heights. Get a student to read out loud the text on page 3.
3. Carry out Fun Activity on page 4. Get a weighing scale. Guide students to measure the weight of each student. Using a measuring device, guide students to measure the height of each student. Get students to record their heights and weights. Does everyone have the same height and weight? Explain that no one grows at the same rate. Some may be taller and some may be shorter. Some may be heavier and some may be lighter. Emphasise that everyone is different and special in his own ways. The important thing is our health. We should be healthy.
4. After students know their weights and heights, ask them to compare their weights and heights to the 'Table of average weights and heights by age of boys and girls aged 2-18 years' on page 4 and 5 to know

whether their weights and heights are appropriate or not. These tables feature the growth standards of Thai children.

5. Carry out Fun Activity on page 11.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **5<sup>th</sup> – 6<sup>th</sup> hours (Growth factors)**

1. Ask students if they know what make them grow. How come do they have different physical characteristics?
2. Explain the growth factors to students which are: heredity, food, exercise and rest. Each factor affects the growth and development of a child. Get volunteers to read out loud each factor on page 6 and 7.
3. Discuss students' behaviours that affect their growth factors. Ask students based on the following questions:
  - (a) What is a balanced diet? Do you have a balanced diet every day?
  - (b) What kinds of food do you like? Do you think they are healthy? Why?
  - (c) Do you play sports or exercise regularly? What is your favourite sport?
  - (d) Do you usually sleep late at night? Why do you sleep late?
  - (e) How many hours do you sleep?
4. Advise students to improve their behaviours that can affect the growth or physical development. Emphasise the importance of the growth factors and suggest them to take good care of themselves.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **7<sup>th</sup> – 9<sup>th</sup> hours (Stages of growth)**

1. Explain to students that there are a few stages of growth in humans. There are generally 5 stages – infancy (0 to 2 years old), childhood (2 to 13 years old), adolescence (13 to 18 years old), adulthood (18 to 65 years old) and old age (65 years old and above).
2. Ask 5 students to describe what a human can do when he is
  - a. 0 to 2 years old
  - b. 2 to 13 years old
  - c. 13 to 18 years old
  - d. 18 to 65 years old
  - e. above 65 years old
3. Ask a volunteer to read out loud the text on pages 8 to 10.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **10<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 12 and 13 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 P3
- Weighing scale

- Measuring device
- Old photographs



## 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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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 2 – Teeth (5 hours)

### Conceptual Map

#### Our Teeth

- two sets of teeth – milk teeth and permanent teeth
- ways to brush and floss teeth
- healthy food for teeth
- unhealthy food for teeth
- dental visit once every six months



Teeth

## **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. Take care of our teeth.

## **Learning Areas**

- Our teeth

## **Teaching and Learning Activities**

1<sup>st</sup> – 4<sup>th</sup> hours (Teeth)

1. Help students to recall the sets of teeth we have in our lifetime. How many permanent teeth do we have?
2. Ask students to imagine that they did not take good care of their teeth. What will happen to their teeth? Can we talk and eat properly? Tooth decay causes bad breath too.
3. Ask students to describe the proper way to brush our teeth and to floss our teeth.
4. Besides brushing and flossing, ask students for other methods to have strong, healthy teeth and gums. List them out on the board.
5. Discuss the healthy and unhealthy food for teeth and gum based on these questions:
  - a. Give examples of healthy food for teeth and gum.
  - b. How do those healthy foods help to maintain our teeth and gum?
  - c. Give examples of unhealthy food.
  - d. How do unhealthy foods affect our teeth and gums?
  - e. Are carbonated drinks good for teeth? Why?

6. Ask students if they have visited a dentist before. What will a dentist do? How often should we visit a dentist? Discuss.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **5<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on page 21 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 P3



## Learning Outcome Form

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

..... Date: .....

### Chapter 2 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  
Teeth

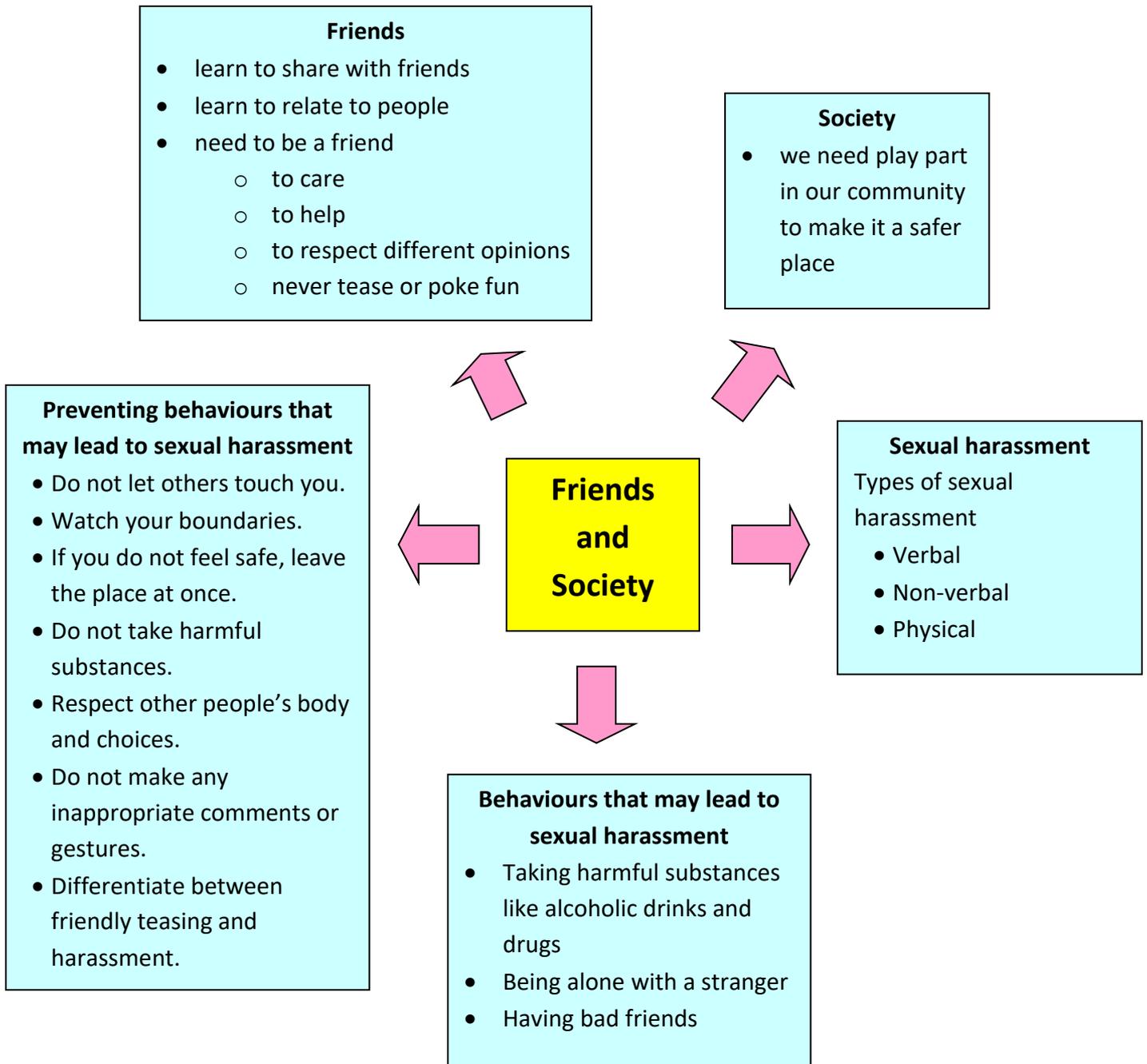
Contents that you like the most in this chapter (give your reason):  
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Exercises that you like and want to be selected as the outstanding work:  
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Application of knowledge from this chapter on your daily life:  
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## Chapter 3 – Friends and Society (11 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Understand our friends and society.
2. Understand sexual harassment.
3. Understand behaviours that may lead to sexual harassment.
4. Understand ways to prevent behaviours that may lead to sexual harassment.

## **Learning Outcomes**

Students will be able to:

1. Know how to be friends.
2. Realise that friends have their own ideas and opinions.
3. Realise that communities are the people around us.
4. Know that harassment makes a person feel threatened, worried or intimidated.
5. Know behaviours that may lead to sexual harassment.
6. Know ways to prevent behaviours that may lead to sexual harassment.

## **Learning Areas**

- Friends and society
- Sexual harassment
- Behaviours that may lead to sexual harassment
- Preventing behaviours that may lead to sexual harassment

## **Teaching and Learning Activities**

**1<sup>st</sup> – 4<sup>th</sup> hours (Friends and society)**

1. Ask students to name a few of their friends. Discuss based on these questions:

- a. Who are friends?
  - b. What do we do with our friends?
  - c. Are friends important?
  - d. What happens if we do not have any friends? How will you feel?
  - e. Do we learn anything from friends?
2. Refer to pages 23 and 24.
3. Advise students that we have to be a friend in order to have more friends. We have to treat friends the way we want to be treated. Ask students to list how they want to be treated. Then ask them if they treat their friends the same. Advise students to:
- a. Show their care and concern towards friends
  - b. Help friends when they need their help
  - c. Respect friends' ideas and opinions
  - d. Not tease or poke fun at friends
4. Get students into groups of ten. Ask each group to analyse these situations. Then, they need to suggest some ways to solve them:
- a. A friend has lost his favourite pen. He is very sad.
  - b. A friend has problems with his schoolwork. He has been absent from school for a week due to sickness.
  - c. A friend likes to play pranks on others. He always makes fun of others and laughs at them.
  - d. A friend helps us a lot in our school work. How do we show our appreciation?
- Ask students to present their suggestions and advise them accordingly.
5. Ask students if they have any arguments with their friends. How do they resolve these arguments? Ask them to relate their experiences to the class.
6. Get students into a few groups. Ask them to brainstorm on how to solve these situations:

- a. You and your friend do not agree on the selection of the leader for their team.
- b. Your friend accidentally hit you. Both of you got into argument.
- c. Your friend whispered your secrets to others. When you get to know it, you have an argument with him.

Ask students to list their solutions on the board. Advise and guide them to resolve those arguments properly.

7. Guide students to conclude how to build and maintain good relationships with friends.
8. Ask students what communities mean. Communities are groups of people that either work together or living in the similar territory.
9. Ask students to give some examples of community. Ask them to suggest how these communities relate to us. For example, a family is a small community. Discuss based on these questions:
  - a. How important is a family to us?
  - b. What are our roles and responsibilities in this community?
  - c. What should we do to keep this community intact?

Discuss also about the school community and neighbourhood community.

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

### **5<sup>th</sup> – 6<sup>th</sup> hours (Sexual harassment)**

1. Explain the meaning of sexual harassment to students. Harassment makes a person feel threatened, worried or intimidated. Sexual harassment is unwelcome sexual behaviours towards others.
2. Explain the types of sexual harassment which are: verbal, non-verbal and physical harassment. Refer to page 30. Emphasise that such behaviours can make others feel threatened. They should be careful

with what they say or do and respect others, especially the opposite gender.

3. There are some touches by friends that we feel alright and some that make us feel uncomfortable. A pat or a hug or a handshake can make us feel happy. However, a kick or a hit makes us feel sad and angry.
4. Ask students for other examples of both types of touches. Advise students to tell their friends if the friends gave them touches that make them sad and angry.
5. Inform students that there might be unwanted touches that can also make us sad and angry, and there are some parts of our body that should not be touched by others. If someone touches our body without our consent, it is considered sexual harassment. Refer to page 31.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

#### **7<sup>th</sup> hours (Behaviours that may lead to sexual harassment)**

1. Explain behaviours that may lead to sexual harassment to students. Refer to page 32.
2. Ask students to think of other behaviours that may lead to sexual harassment, for example wearing too revealing clothing; hanging out at night with friends; going to a pub or a wine bar, etc. List them down on the board.
3. Advise them to prevent such behaviours or stay away from things or people that can lead to sexual harassment.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

## 8<sup>th</sup> – 10<sup>th</sup> hours (Preventing behaviours that may lead to sexual harassment)

1. Help students to recall the behaviours that may lead to sexual harassment.
2. Ask students to think of ways to prevent behaviours that may lead to sexual harassment. List them down on the board.
3. Get a volunteer to read out loud the text on page 33.
4. Ask students what they will do when someone tries to give unwanted touches. Advise them to stop him immediately by screaming out loudly and then inform parents or teachers. Never keep quiet and we must give it a stop.
5. Explain to students that strangers are someone we do not know at all. We should never trust any strangers.
6. Ask students of what they should do when a stranger gives them food or a lift home. Advise them to never accept his offers. They should decline the offer gently.
7. Ask students if they are familiar with the social networks such as Facebook, MSN, Twitter and others on the Internet. Discuss based on these questions:
  - a. Do they use these social networks frequently?
  - b. Do they enjoy talking to others through computers?
  - c. Did they talk to strangers they meet online?
  - d. What did they talk about?
  - e. Should they reveal much of their personal information to strangers online? Why not?
  - f. Did any stranger ask them to meet? Did they accept his invitation? Explain.

Advise students to never meet any ‘friends’ they meet online as they might have bad intentions.

8. Ask students if they had been all alone at home at times. What did they do to keep themselves safe at home from strangers? Ask a volunteer to read aloud the text on page 36.
9. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **11<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 37 to 39 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 P3



## Learning Outcome Form

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

..... Date: .....

### Chapter 3 Friends and Society

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  
Friends and  
Society

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 – Feelings and Emotions (8 hours)

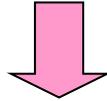
### Conceptual Map

#### Feelings and emotions

- there are positive and negative feelings and emotions
- ways to manage negative feelings and emotions
  - do some exercises
  - listen to music
  - talk to a trusted adult
  - think positively
  - eat healthily
  - sleep well



#### Feelings and Emotions



#### Maintaining close relationship

- with family
  - use effective communication skills
  - spend quality time together
  - help and support each other
- with friends
  - care of other feelings
  - kind to all friends
  - do not bully others
- inform adults when see someone bully others
- when arguments happen, let others know and both sides need to come to a compromise

## **Learning Objectives**

Students will be taught to:

1. Realise that feelings and emotions are part of us.

## **Learning Outcomes**

Students will be able to:

1. Express our feelings and emotions positively.
2. Manage our feelings and emotions.
3. Maintain close relationship with family and friends.

## **Learning Areas**

- Feelings and emotions
- Maintaining close relationships with family and friends

## **Teaching and Learning Activities**

**1<sup>st</sup> – 4<sup>th</sup> hours (Feelings and emotions)**

1. Ask students to list the feelings and emotions that they know on the board. Ask them to give an example of a situation when they experience each of the feelings. For example, we feel happy we receive presents.
2. We can categorise them into positive and negative ones. Guide them to categorise them.
3. Ask students how they feel now. Are they happy, sad, angry or frustrated? Do they know why they have such feeling and emotion?
4. Explain to students that it is alright to have feelings and emotions, but we must learn to manage them, specially the negative ones.

5. Discuss with students the consequences if the negative feelings and emotions are not managed well. Will there be a conflict or even a fight? Will everyone be influenced by the negative feelings and emotions? Will the relationships between friends and family turn sour?
6. Get a volunteer to read aloud the text on page 45 and 46. Discuss with them of other methods to manage them. Encourage students to manage their feelings and emotions well.
7. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

**5<sup>th</sup> – 7<sup>th</sup> hours (Maintaining close relationships with family and friends)**

1. Ask students about their relationships with their family members. Are they close? Stress that our family is the very important to each one of us.
2. Discuss on how to improve and maintain our good relationships with our family members. Refer to pages 47 and 48.
3. Ask students of their good friends. How should we maintain a friendship? Refer to page 49.
4. Ask students if they have been bullied or have bullied others. Tell them not to bully others. We should treat everyone as how we want others to treat us.
5. Ask students what they should do when they see someone bully others. Advise them to inform teachers or parents. They will help to stop it.
6. Ask students if they have argued with anyone today. Explain that arguments occur because of different opinions. What should we do when there is an argument? Should we shout or fight with them? Refer

to pages 51 and 52. Encourage them to give and take. We cannot win all at most time. Apologising will also help to improve the situation.

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

### **8<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on page 53 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 P3



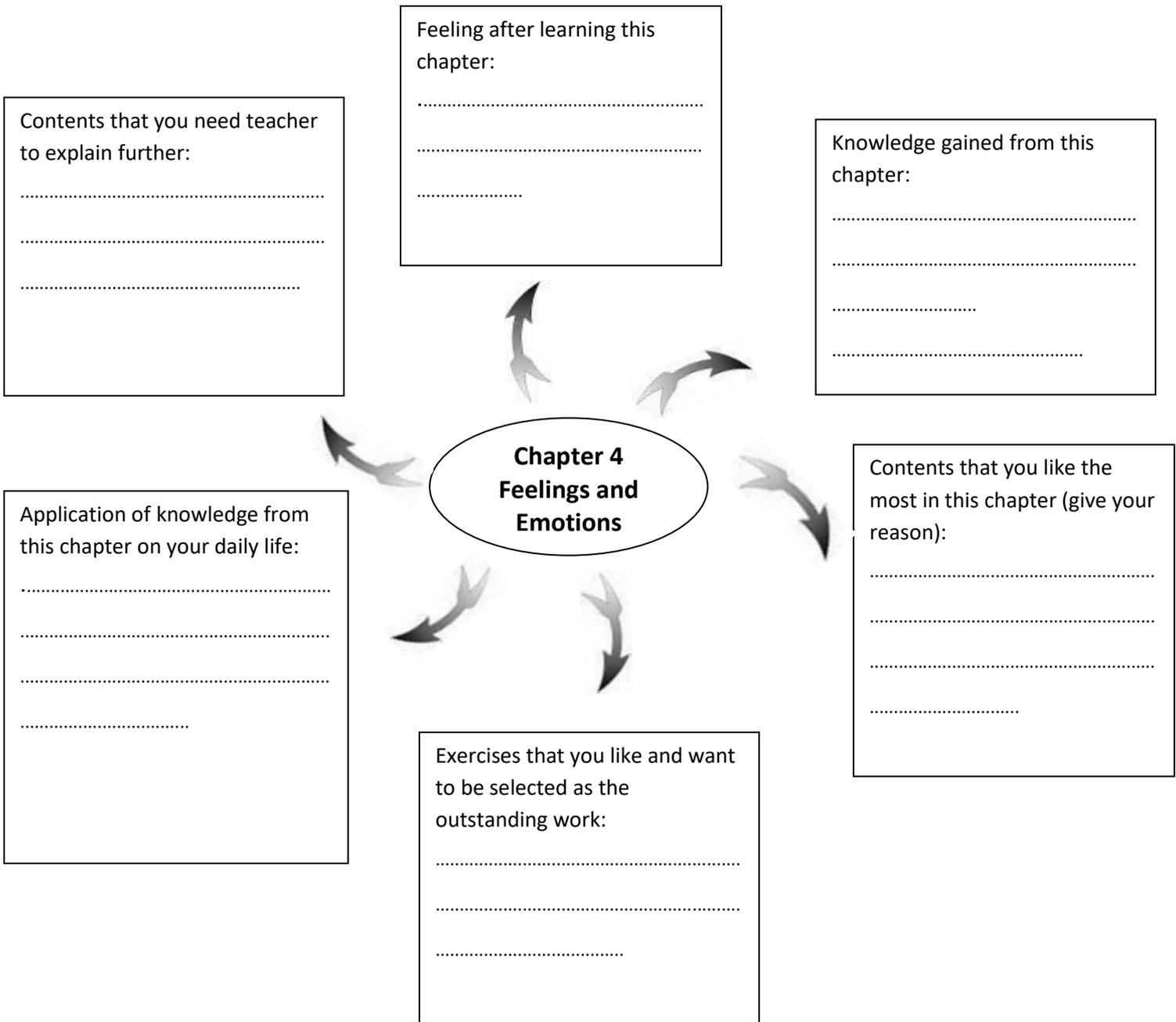
• **Learning Outcome Form**

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

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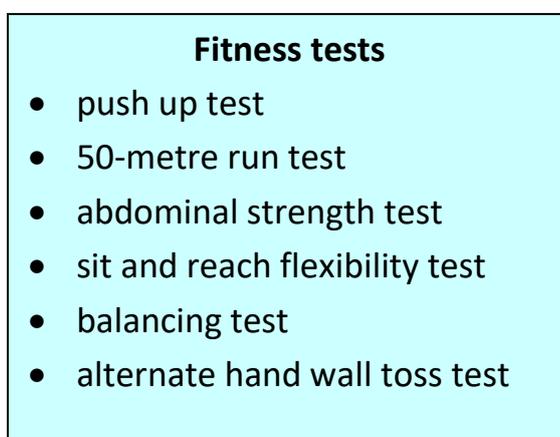
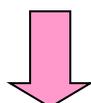
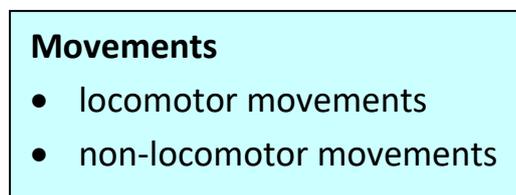
**Chapter 4 Feelings and Emotions**

**Explanation: Summary of learning outcomes**



## Chapter 5 – Movements and Fitness (8 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Realise how fit we are.

## **Learning Outcomes**

Students will be able to:

1. Do some simple series of movements.
2. Do some fitness tests.

## **Learning Areas**

- Basic movements
- Fitness test

## **Teaching and Learning Activities**

**1<sup>st</sup> – 2<sup>nd</sup> hours (Basic movements)**

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Guide students to recall what locomotor movements and non-locomotor movements are.
3. Ask them to show some examples.
4. Arrange a set of equipment as shown on page 57. Explain to students that they need to go through all the equipment. First they need walk on the bench without falling, jump like a frog from the first hoop to the next hoop, then crawl like a bear on the mattress, skip around the skittles, then crawl through the boxes and finally leap over the sticks before reaching the finishing pole. Have everyone try it first. Then, ask students to finish that series of movement as fast as possible. The one who finishes in the shortest time is the winner.

5. You may re-arrange the equipment or add in more equipment to make this activity more interesting.
6. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **3<sup>rd</sup> – 8<sup>th</sup> hours (Fitness tests)**

1. Conduct these physical activities on a field or in a hall. Ensure students wear suitable clothes and shoes for these activities.
2. Explain what fitness tests are. We need to know how fit we are compared to others of our age. If we are not fit, then we need to exercise more. People who are fitter are healthier and lead better lives. They can think better and look smarter too.
3. Guide students to do some warm-up exercises first before attempting any fitness tests.
4. Guide students to do push-ups. Show them the correct way. Explain that this test is to measure the strength of their upper body. The palms are placed near the chest level. The body and legs must be straight. One is counted when we pushed ourselves up and back to the original position. Get them to have a try first. Then only ask them to do as many as possible and record the number of push-up performed. Compare the results with the table on page 58.
5. Explain the next test – 50-metre run test. It tests our stamina. Mark a starting line and a finishing line. Ask students to have a test run first. With a stopwatch, time how fast each student can dash for 50 metre. They may have the test twice and the final result is the average of both initial results. Compare the results with the table on page 59.
6. The next test will be the abdominal strength test. It measures how strong our abdomen is. On a wall, mark a point at the bottom near the floor and also a few angles from the point. Ask a student to sit near the

point beside the wall. He should lie down, place both his hands on his chest and try to lift both his legs up. Then, measure the angles between his legs and the floor. He will try three times. The final result will be the average of the total angles. Compare the final results with the table on page 60.

7. The following test is the sit and reach flexibility test. This is a common test to measure the flexibility of the lower back muscles and the hamstring. Get a student to sit on the floor with his legs fully extended to the front. Ask him to place his hands on top of each other and reach beyond his toes. Another student helps to measure the distance reached by the fingertips from the toes. Record the average distance and compare it with the table on page 60.
8. Get a beam of 6 m wide and 3 metre long raised about 30 cm from the floor. Ask a student to walk from one end of the beam to the other end and continue until he falls off from the beam. Measure the distance and compare with the table on page 61. This test is to measure balancing and confident.
9. The last test is the alternate hand wall toss test. This test measures the hand-eye coordination and also agility. Get a tennis ball and carry out this activity against a solid wall. A student needs to throw the ball with one hand to the wall and catches the ball with the other hand. This continues with a change of hands each time. Each student may have a few tries first. Calculate the number of successful catches within 30 second. Compare the results with the table on page 62.
10. Explain to students their overall results. Those who have poor results are encouraged to do more exercises to improve their fitness. Those who did well should try to maintain or further improve their fitness. Reiterate the importance of fitness.

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

**Emphasized Skills:**

1. Flexibility
2. Agility
3. Stamina

**Learning Materials:**

- Primary Education Smart+ Health and Physical Education P3
- Bench
- Hoops
- Mattress
- Skittles
- Boxes
- Sticks
- Stopwatch
- Ruler
- Beam
- Tennis ball



## Learning Outcome Form

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

..... Date: .....

### Chapter 5 Movements and Fitness

Explanation: Summary of learning outcomes

**Chapter 5  
Movements and  
Fitness**

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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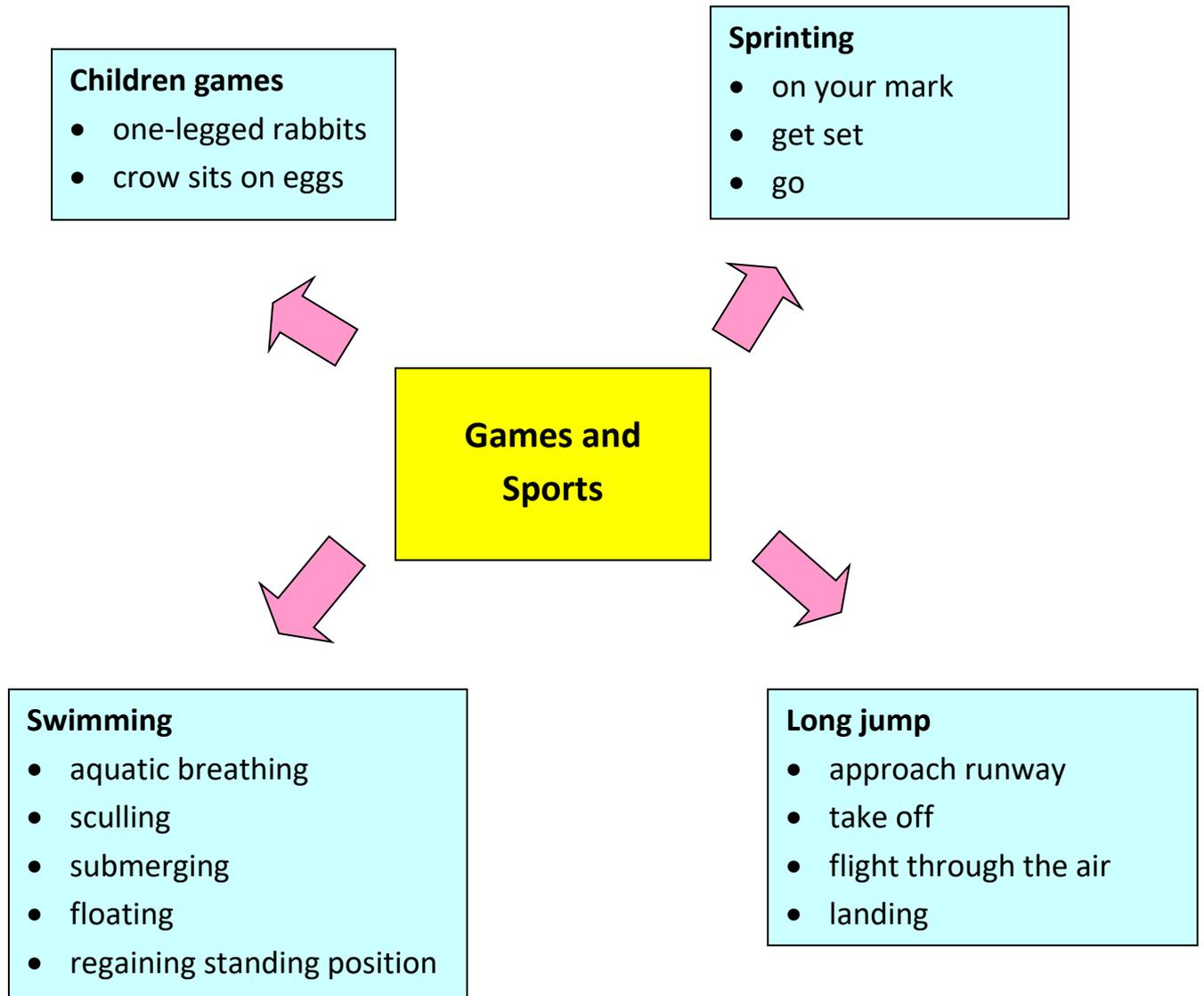
Contents that you like the most in this chapter (give your reason):  
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Exercises that you like and want to be selected as the outstanding work:  
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Application of knowledge from this chapter on your daily life:  
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## Chapter 6 – Games and Sports (10 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Understand movements with equipment.

## **Learning Outcomes**

Students will be able to:

1. Play traditional games.
2. Do sports.

## **Learning Areas**

- Games
- Sports

## **Teaching and Learning Activities**

**1<sup>st</sup> – 4<sup>th</sup> hours (Games)**

1. Ask three students to list out the activities that they had on last Sunday and the time spent. Discuss based on these questions:
  - a. How much time did they spend on television?
  - b. How much time did they spend on computer games?
  - c. How much time did they spend on outdoor activities?
  - d. Is this their routine for every Sunday?
  - e. Do they feel that they have spent quality time?

Advise students to spend more time doing outdoor activities such as playing games and sports with friends.

2. Ask students to list the benefits of having more outdoor activities. Outdoor activities are good for our mind. They help us to improve our self-esteem, confidence and creativity. Getting outside also helps to

improve our physical fitness and health. Since we are active we will be able to study and perform better in school. We will make more new friends in our community.

3. Advise students to play in designated areas or fields. Do not play near a pond, road or even river. Discuss the consequences of doing so.
4. Ask students for the children's games that they like. Get a volunteer to describe how the games are played.
5. Get students on the field or to a hall. Ensure they wear proper clothes and shoes for some games.
6. Mark an area for *one-legged rabbit* game. Divide students into 2 teams. Randomly select a team to become the *rabbits*. Get the other team into the marked area. One *rabbit* hops in the marked area trying to touch other team members. Those who are touched or gone out of the marked area are considered out of the game. The *rabbit* can hop back to his team and select other member to replace him. This goes on until all the other team members are out. Then, this continues with the other team as the *rabbits*.
7. The next children's game is *crow sits on eggs*. Divide students into a few groups. Each group can play this game simultaneously. Draw a circle on the floor and place a few objects or *eggs* such as rocks in the middle of the circle. A student is chosen from a team to be the *crow* to guard the *eggs* from the rest of the members. They will try to steal the *eggs* but they cannot enter the circle or touched by the *crow*. When all the *eggs* are stolen, the *crow* will be blindfolded and the rest will hide the *eggs*. The *crow* will find the *eggs* and the owner of the first egg found will be the new *crow*.

8. Discuss with students how they felt when they played the games based on these questions:

- a. Did they understand the game rules?
- b. Why must they follow the game rules?
- c. Are there any disputes?
- d. How did they solve the disputes?
- e. Do they need team spirit to enjoy the games?
- f. How can they prepare themselves for the games in the future?

Conclude with students that in any games they have to follow the rules, solve disputes or conflict fairly and have team spirit.

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

### **5<sup>th</sup> – 10<sup>th</sup> hours (Sports)**

1. There are a few track events that are interesting such as sprinting and long jump. Ask students if they have tried them before.
2. Ensure students wear proper clothes and shoes for track events. Get them to the field and do some warm-up exercises.
3. Explain that there are a few track events that involve sprinting or dashing – 100 metres, 200 metres, 400 metres, 4x100 metre relay, 4x400 metre relay and sprint hurdle. Get a video or pictures to show students those events. Show students the distances of 100 metres, 200 metres and 400 metres on the track. Explain that speed and power are very important in these events.
4. Guide students to understand the techniques in sprinting. There are three stages – on your mark, get set and go. Each of these stages is

important in order to have a good start. Show them the techniques in each stage. Refer to page 67. Ask students to try them.

5. Get all students to try sprinting 100 metres and 200 metres. Ensure their techniques are correct.
6. Long jump event also requires the right techniques. Briefly explain that students need to run and jump into the pit full of sand. They need to jump as far as possible. There are four stages – approaching runway, taking off, flight through the air and landing. Each stage has different techniques. Refer to page 68 and 69.
7. Get all students to long jump. Ensure their techniques are correct.
8. Get students to a swimming pool. Ensure they have proper wear for swimming. There are a few basic skills to practise – aquatic breathing, sculling, submerging, floating and regaining standing position. Refer to pages 69 to 71. For beginners, they should wear armbands and have a kickboard. They should not venture to areas where the water level is higher than them and they should obey instructions.
9. Show students the correct techniques to perform aquatic breathing, sculling, submerging, floating and regaining standing position. Then ask them to try.
10. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **Emphasized Skills:**

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

### **Learning Materials:**

- Videos on field sports
- Rocks
- Kickboard
- Armband
- Primary Education Smart+ Health and Physical Education P3



## Learning Outcome Form

Name-Surname: ..... No. .... Pratomsuksa:

..... Date: .....

### Chapter 6 Games and Sports

Explanation: Summary of learning outcomes

**Chapter 6 Games and Sports**

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 7 – 10 Principles of the National Health and Sanitation (13 hours)**

### **Conceptual Map**

#### **10 Principles of the National Health and Sanitation**



#### **10 Principles of National Health and Sanitation**

- Keep your body and personal belongings clean.
- Brush your teeth correctly every day to keep them clean and healthy.
- Wash your hands before eating and after using the toilet.
- Eat freshly cooked and hygienic food. Avoid colourful and excessively flavoured food.
- Refrain from smoking, drinking alcoholic drinks, taking drugs and gambling.
- Maintain close relationship with family.
- Prevent accidents.
- Exercise regularly and have your health checked annually.
- Be happy.
- Contribute to society.

## **Learning Objectives**

Students will be taught to:

1. Understand 10 principles of the National Health and Sanitation.

## **Learning Outcomes**

Students will be able to:

1. Know 10 principles of the National Health and Sanitation.

## **Learning Areas**

- 10 principles of the National Health and Sanitation

## **Teaching and Learning Activities**

**1<sup>st</sup> – 7<sup>th</sup> hours (No. 1 – 5 Principles of the National Health and Sanitation)**

1. Ask students if they know how to keep themselves healthy and happy.  
What do they do to keep healthy and happy?
2. Introduce ‘Sukabanyad’ or the ‘Principles of the National Health and Sanitation’ to students and the purpose of these principles. Refer to page 73.
3. Inform the students that 28<sup>th</sup> of May is designated by the Ministry of Public Health as the National Health and Sanitation Day.
4. Referring to page 74, explain 10 Principles of the National Health and Sanitation to students which are as follows:
  - (a) Keep your body and personal belongings clean.
  - (b) Brush your teeth correctly every day to keep them clean and healthy.
  - (c) Wash your hands before eating and after using the toilet.

- (d) Eat freshly cooked and hygienic food. Avoid colourful and excessively flavoured food.
- (e) Refrain from smoking, drinking alcoholic drinks, taking drugs and gambling.
- (f) Maintain close relationship with family.
- (g) Prevent accidents.
- (h) Exercise regularly and have your health checked annually.
- (i) Be happy.
- (j) Contribute to society.

5. Ask the students how they keep their bodies clean. How many times do they take a bath in a day? How about their hair? Do they keep their fingernails and toenails short? Why do they have to trim their nails? Do they wear clothes that match the weather conditions? Do they keep their room and personal belongings clean and tidy? How do they keep them clean?
6. Emphasise the importance of keeping our body clean. Advise them to take a bath twice a day using soap and clean water to remove the oil, dirt and sweat on the body. Advise them to wear clean and suitable clothes in different weathers. Keep their room clean and store personal belongings properly. Refer to page 75.
7. Ask students some questions relating to the principles no.2: For example:
  - (a) How many times do you brush your teeth in a day?
  - (b) Do you brush your tongue?
  - (c) Do you brush your teeth before going to bed?

- (d) Do they usually chew sugary foods like toffees and sweets? Are they bad for your teeth? Why do you should avoid this kind of food?
- (e) Do you regularly go to the dentist to get your teeth checked?
8. Recall the right way to brush teeth by turning to the page 16 and advise them to floss their teeth to remove food particles in between the teeth that a toothbrush is not able to remove.
  9. Explain to the students that they should eat more fruits and vegetables and avoid sticky and sweet food. They should go for a dental check-up once a year. Refer to page 76.
  10. Stress the importance of washing our hands before eating and after using the toilet. Ask students what will happen if they do not wash their hands. When do they need to wash their hands? Then get a volunteer to read the text on page 77.
  11. Show the steps to wash our hands. Refer to page 77 for the steps.
  12. Ask the students what their favorite food is. Is it healthy? Is it sweet? Do they eat it a lot?
  13. Ask students of what kinds of food they should have and what kinds of food they should avoid. How many glasses of water and milk they should have in a day? Refer to page 78.
  14. Explain that why we should stay away from smoking, drinking alcohol, taking drugs and gambling. How do they affect our health, family and society?
  15. Advise students to not get involved in unhealthy activities such as smoking cigarettes, drinking alcohol, abusing drugs, gambling and unsafe sex. Refer to page 79.

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

**8<sup>th</sup> – 12<sup>th</sup> hours (No. 6 – 10 Principles of the National Health and Sanitation)**

1. Advise the students to maintain close relationship with their family by doing their tasks as best as they can; showing love and care for each family member; and doing some fun activities together to boost the feelings of closeness and happiness. Refer to page 80.
2. Ask the students if they have ever had an accident before. How did it happen?
3. Explain to students that accident can happen anywhere and anytime, but we can avoid accidents if we are careful. Refer to page 80.
4. Get a volunteer to share the story of their accident with the other students.
5. Ask students why they need to exercise regularly? Why do they have to have their health checked annually?
6. Emphasise the importance of exercise and regular health check-up. Refer to page 81.
7. Ask the students if they are happy. What activities do they usually do to feel cheerful? What do they do when they feel upset? Get a volunteer to share the ways he/she do to be happy.
8. Explain to the students on the meaning and importance of contributing to society. Give some examples of how we can do for better society. Refer to page 82.
9. Get students into a few groups. Ask them to brainstorm on how they can contribute to society.

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

### **13<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on pages 83 to 84 to test their understanding of this chapter as their homework.

### **Emphasized Skills:**

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

### **Learning Materials:**

- Hand soap
- Basin
- Clean towels
- Primary Education Smart+ Health and Physical Education P3



• **Learning Outcome Form**

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

..... **Date:** .....

**Chapter 7 10 Principles of the National Health and Sanitation**

**Explanation: Summary of learning outcomes**

**Chapter 7  
10 Principles of the  
National Health and  
Sanitation**

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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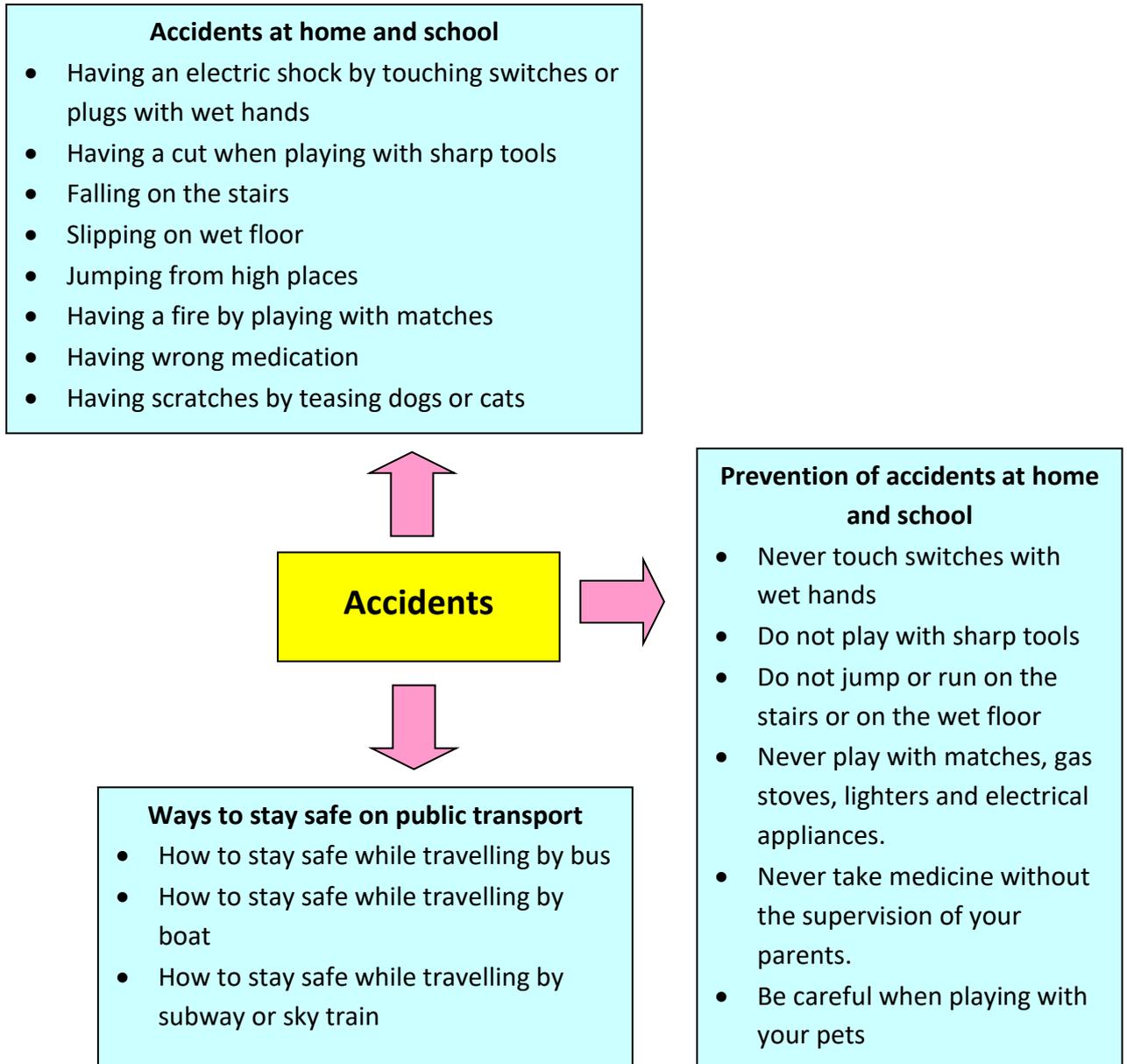
Exercises that you like and want to be selected as the outstanding work:  
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Application of knowledge from this chapter on your daily life:  
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Contents that you need teacher to explain further:  
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## Chapter 8 – Accidents (9 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Understand accidents at home and school.
2. Understand ways to prevent accidents at home and school.
3. Understand ways to stay safe on public transport.

## **Learning Outcomes**

Students will be able to:

1. Be aware of accidents at home and school.
2. Know ways to prevent accidents at home and school.
3. Know ways to stay safe on public transport.

## **Learning Areas**

- Accidents at home and school
- Prevention of accidents at home and school
- Ways to stay safe on public transport

## **Teaching and Learning Activities**

**1<sup>st</sup> – 2<sup>nd</sup> hours (Accidents at home and school)**

1. Help students to recall what accident is. Refer to page 85.
2. Get a volunteer to read some examples of accidents at home and school on page 86 and 87.
3. Ask students to list examples of accidents they experienced before on the board, together with the causes of those accidents.
4. Make them aware that accident can happen if they are not careful.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **3<sup>rd</sup> – 4<sup>th</sup> hours (Prevention of accidents at home and school)**

1. Help students recall the examples of accidents at home and school.
2. Get students into a few groups. Ask them to brainstorm on what they will do to avoid such accidents. For example, to prevent an electric shock, students should not touch plugs or switches with wet hands or should not play with plugs. Ask a member of their group to list on the board.
3. Add ways to prevent accidents based on the text of page 87 and 88. Emphasise that it is better to be safe than sorry.
4. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **5<sup>th</sup> – 8<sup>th</sup> hours (Ways to stay safe on public transport)**

1. Ask students how they go to school. What do they do to stay safe while travelling?
2. Explain to students that an accident can happen when we travel too no matter how we go. Emphasise that for our own safety, we should follow the suggestions in order to stay safe on public transport.
3. Get a volunteer to read the text on page 89.
4. Ask students if they have ever travelled by bus before. What did they do to stay safe while on board?
5. Explain to students what they should do to stay safe while on board. Refer to page 90.
6. Advise them that during the rush hour, buses are usually crowded with people. It's better to be close to their parents and follow the guidelines to stay safe while on board.

7. Ask students if they have travelled by boat before. Explain that travelling by boat can be dangerous if they are not careful enough. What should they do when they have to travel by boat? Refer to page 91.
8. Emphasise that wearing a life jacket is necessary while on a boat. They should not ignore it.
9. Ask students if they have travelled by subway or sky train before. How often do they travel by subway or sky train? What do they usually do to stay safe on the train? Get 2-3 volunteers to share their experience.
10. Explain that travelling by subway or sky train is a very popular way of transportation, especially among people living in urban areas because it saves time of travelling. Thus, it is usually crowded with people especially during the rush hour. Inform them the ways to stay safe while travelling by subway or sky train. Refer to pages 92.
11. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **9<sup>th</sup> hour (Conclusion)**

1. Do a quick summary of this chapter with students.
2. Ask students to work on Fun Exercises on page 93 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 P3



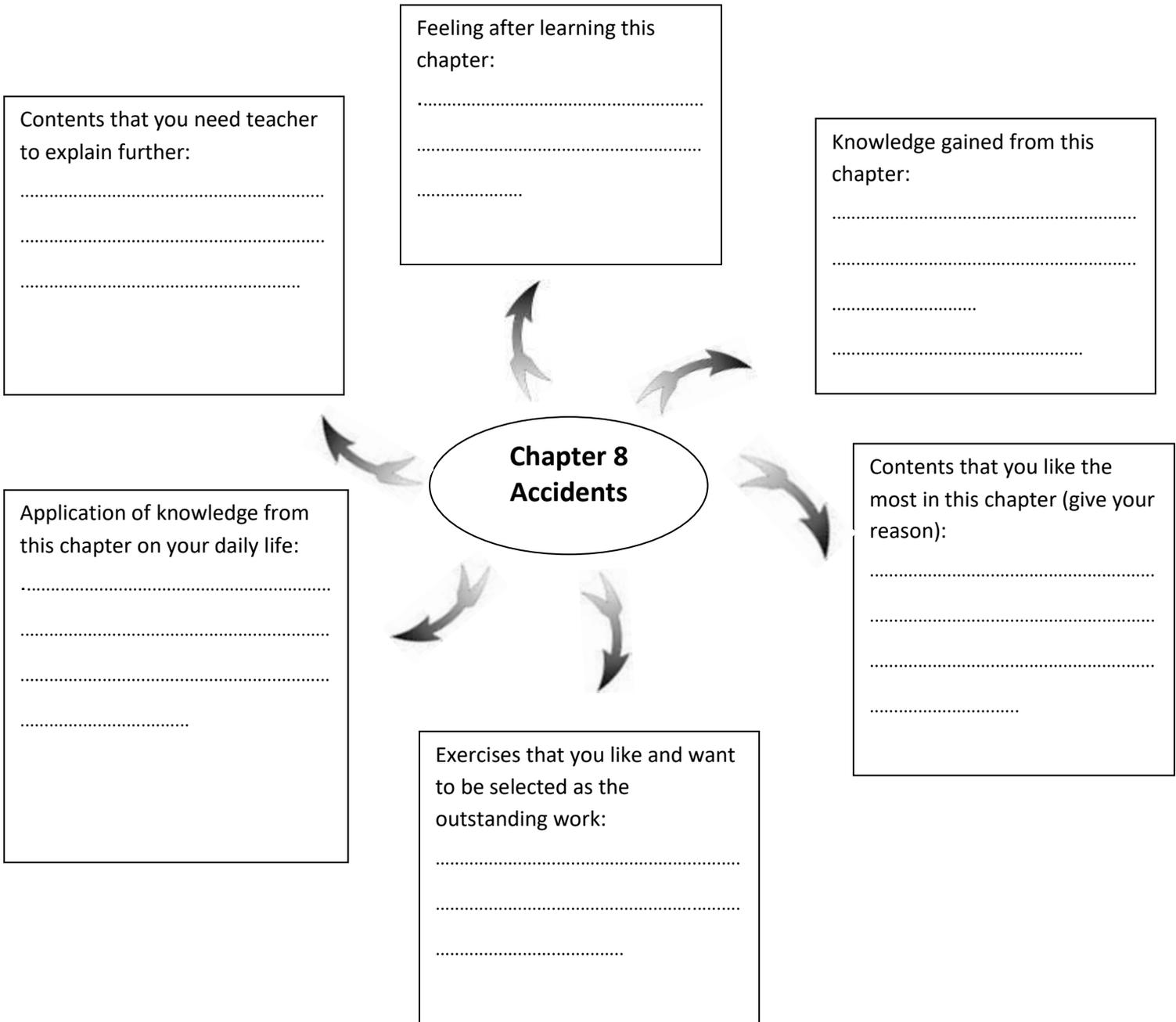
# Learning Outcome Form

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

..... Date: .....

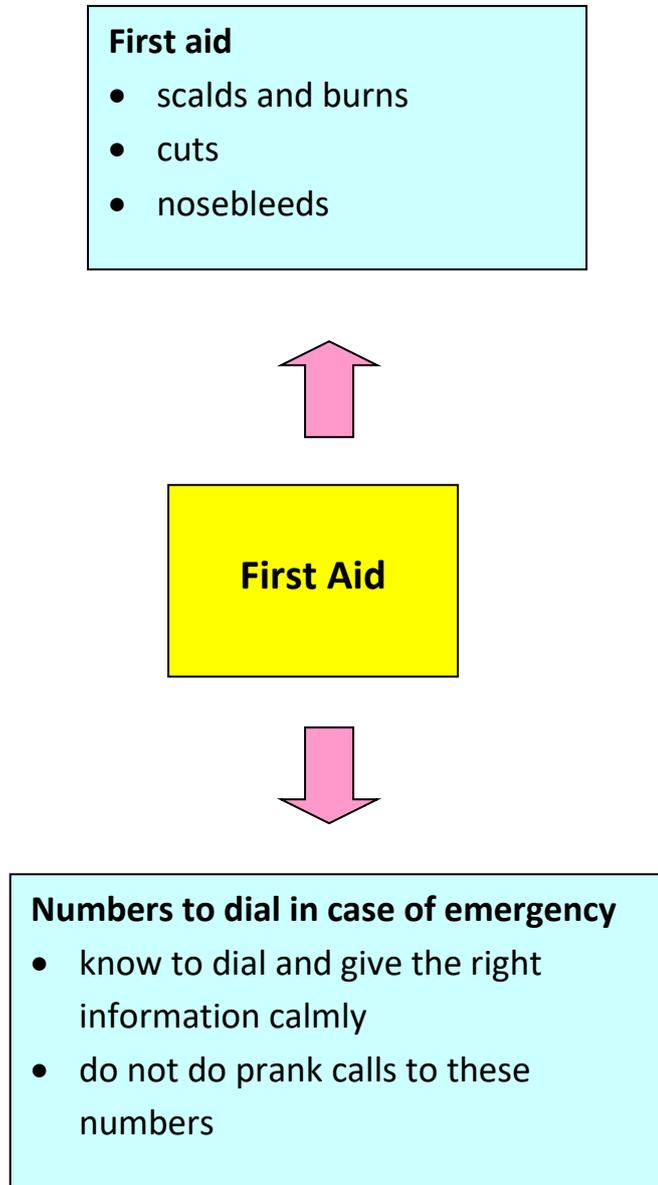
## Chapter 8 Accidents

Explanation: Summary of learning outcomes



## Chapter 9 – First Aid (6 hours)

### Conceptual Map



## **Learning Objectives**

Students will be taught to:

1. Understand some first aid.

## **Learning Outcomes**

Students will be able to:

1. Know what to do when someone get scalds and burns, cuts, nosebleeds and in case of fire.
2. Know the numbers to dial in case of emergency.

## **Learning Areas**

- First aid
- Numbers to dial in case of emergency

## **Teaching and Learning Activities**

**1<sup>st</sup> – 4<sup>th</sup> hours (First aid)**

1. Explain what first aid is. Refer to page 95.
2. Show students a first-aid kit. What does it contain? When do we need to use it?
3. Ask students if they have got burns or scalds before. What did they do? For some minor injuries, we can treat them ourselves.
4. Explain how to differentiate between a scald and a burn.
5. Ask a student to read the text on page 96. Then get a student to pretend he scalds his hand. Get another student to ‘treat’ his hand with the help of the first-aid kit.
6. Have a student read the text on how to treat minor cuts on page 97. Then get a student to pretend he cuts his hand. Get another student to ‘treat’ his hand with the help of first-aid kit.

7. Have a student read the text on how to treat nosebleeds on page 98. Then get a student to pretend he/she has a nosebleed. Get another student to 'treat' him with the help of first-aid kit.
8. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **5<sup>th</sup> hour (Numbers to dial in case of emergency)**

1. Explain to students that we need to know a few important telephone numbers in case of emergency such as a fire, a robbery, a heart attack and a flood.
2. Ask students to memorise the numbers on page 100.
3. Ask students to imagine that a fire broke out near the school. Get a student to pretend to make the call and another student to answer the call. Guide students on how to call those numbers effectively.
4. Remind students not to make prank calls to those numbers. Explain the reasons.
5. Guide students to conclude this subtopic and prepare a conceptual map in their notebook.

### **6<sup>th</sup> 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 P3
- First-aid kit



## Learning Outcome Form

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

..... Date: .....

### Chapter 9 First Aid

Explanation: Summary of learning outcomes

**Chapter 9  
First Aid**

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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